

**IMPROVING THE GRADE X PM 1 STUDENTS' SPEAKING ABILITY
USING INTERACTIVE GROUP WORK ACTIVITIES AT SMKN 1
DEPOK IN THE ACADEMIC YEAR 2013/2014**

A Thesis

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



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YOGYAKARTA STATE UNIVERSITY**

2014

THESIS APPROVAL

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RATIFICATION

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A Thesis

Accepted by the Boards of Examiners of Faculty of Languages and Arts, State University of Yogyakarta, On.... July 2014 and declared to have fulfilled the requirement for the attainment of the degree of *Sarjana Pendidikan* In English Language Education

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

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Penulis



Barno

MOTTOS

“Urip kui kudhu Prihatin lan kerja keras”
(The Writer’s Father)

“Never take what’s not yours”
(Dra. RA. Rahmi D. Andayani, M.Pd.)

“Being single is a matter of choice”
(Writer)

**“Being normal is not something you should proud of, it’s something you
should get away from”**
(Jodie Foster)

“Adventure is out there”
(Up the Movie)

“You are not too OLD to be YOUNG”
(Snow White)

**“Stay positive, stay ambitious, stay brave, stay fighting, stay focused, stay
strong. Mentality is everything. (Unknown)**

“I am NOT nothing”
(Marrion Cottillard: The Immigrant (Movie))

“Do what you want, as long as it’s real”
(Lily Allen from the song *‘take what you take’*)

Dedication

This thesis is dedicated to those who care including me, my truly beloved parents, my friends, and those who believe in the power of dream.

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Alhamdulillah hirobbil alamin, all praise and gratitude are sent to Allah SWT for always giving the ability, competency, and opportunity for the writer to finish the undergraduate study. With much hard work and support from beloved people around the writer, finally the writer can finish this thesis. Here, the writer is really grateful to:

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7. my beloved friends and *partner in crime* for the support and happiness,
8. those people who cannot be mentioned one by one for the support and help in completing this thesis.

The writer completely realizes that this thesis is far from being perfect so that there is always open space for positive criticism and suggestions. Over all, the writer expects that this thesis will give many advantages for those who are going to conduct the research in the same field and also as alternative teaching activities for speaking.

The writer expects that this thesis will give many advantages for those who are going to conduct a research in the similar topic and those who need references dealing with the topic in this thesis. Hopefully, this thesis gives a meaningful contribution in terms of academic field as well.

Yogyakarta, Juni 2014

Barno

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**Written by
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ABSTRACT

This study was aimed at improving the teaching learning process and students' speaking ability by the use of interactive group work activities for students of Class X PM 1 of SMKN 1 Depok.

This research is an action research study. The subjects of the study were 31 students of Class X PM 1 of SMKN 1 Depok in the 2013/2014 academic year. The data were collected by observing the teaching and learning process during the implementation of the action, giving questionnaires to the students and teachers, interviewing the students and the English teacher, giving worksheets to the students, taking pictures of the teaching and learning process, and conducting discussions with the English teacher, collaborators, and the students. The instruments used in this research were questionnaires, interview guide, observation sheet, and tests. The use of interactive group work activities was aimed at improving the students' speaking ability. The activities were intended to encourage the students to actively employ English so that they became gradually accustomed to speak in English.

Based on the observations during teaching and learning activities and interviews, the result of the two cycles showed that interactive group work activities were successful to improve the teaching learning process and the students' speaking ability. Interactive group work activities were really useful in terms of encouraging students to speak in English especially generating students' ideas by using the legible grammar and expression in speaking with intelligible pronunciation. At the end of cycle 2, students became more familiar with the sound of English and became more fluent in employing English. The improvement of students' speaking ability was also measured quantitatively by considering the result of the pre-test and post-test. It was found that the mean of the pre test was 32. 96. Meanwhile, in the post-test the mean of the score was 35. 25.

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**Ditulis oleh
Barno
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INTISARI

Penelitian ini bertujuan untuk memperbaiki proses kegiatan belajar mengajar dan memperbaiki kemampuan berbicara siswa dalam berbahasa inggris dengan menggunakan interactive group work activities untuk kelas X PM 1 SMKN 1 Depok.

Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas X PM 1 SMKN 1 Depok yang berjumlah 31 siswa di tahun akademik 2013/2014. Dalam penelitian ini, data dikumpulkan dengan mengobservasi proses kegiatan belajar mengajar selama pelaksanaan penelitian, memberi kuesioner kepada siswa, mewawancarai siswa, guru, dan kolaborator penelitian, mengambil gambar, dan melakukan diskusi baik dengan siswa, guru, maupun kolaborator penelitian. Oleh karena itu, peneliti menggunakan instrumen penelitian berupa lembar kuesioner, lembar interview, lembar observasi, dan test. Penerapan interactive group work activities bertujuan untuk memperbaiki kemampuan berbicara siswa dalam berbahasa inggris. Kegiatan-kegiatan yang dilakukan ditujukan untuk mendorong siswa secara aktif menggunakan bahasa inggris sehingga mereka secara bertahap terbiasa berbicara dalam bahasa inggris.

Berdasarkan observasi selama kegiatan belajar mengajar dan wawancara yang dilakukan baik dengan guru, siswa, maupun kolaborator penelitian, hasil dua siklus penelitian menunjukkan bahwa interactive group work activities berhasil memperbaiki kegiatan belajar mengajar dan memperbaiki kemampuan berbicara siswa dalam bahasa inggris. Interactive group work activities dalam hal ini sangat bermanfaat untuk mendorong siswa berbicara menggunakan bahasa inggris terutama dalam membantu siswa mengungkapkan idenya. Di akhir siklus ke dua, siswa menjadi lebih terbiasa mendengarkan bahasa inggris dan menjadi lebih lancar berbicara dalam bahasa inggris. Selain menggunakan data kualitatif, perbaikan kemampuan berbicara siswa juga diukur secara kuantitatif dengan menggunakan pre-test dan post-test. Dari kedua test tersebut ditemukan bahwa nilai rata-rata pre-test sebesar 32,96. Sedangkan nilai rata-rata untuk post test sebesar 35,25.

CHAPTER I INTRODUCTION

A. Background of the Study

English undeniably plays an important role since it becomes the international language. Therefore, Indonesian government has set a curriculum which determines English as the compulsory subject starting from the junior high school level to prepare the students for being able to actively use English. In this case, the English teaching and learning process essentially is aimed at preparing the students to comprehend English thoroughly in order to enable the students to do communication in the global era.

Comprehending English thoroughly means that learners comprehend four macro skills which consist of listening, speaking, reading and writing which means that if learners have not mastered all those skills, the learners cannot be said comprehending the language. In short, no matter how good the English competency the learners have, if they cannot perform it into those four skills well, it somehow becomes useless since the nature of language learning is to enable the learners to communicate. Nevertheless, some people consider that grammar is indeed one of important elements in language but it is not the focus of learning language because it can be taught together with learning those four skills. This belief seems influencing the teaching method into communicative teaching from grammar and translation method.

Some also believe that language learners have comprehended the language if they are able to speak and write with the target language fluently. However, from these two skills, speaking seems to be the most noticeable skill that denotes

whether the learners have comprehended the target language or not because most communication is delivered through speaking. For instance, many Javanese people speak Javanese fluently although some of them are incapable of writing or reading Javanese letter. They are deemed by people that they comprehend the language since they can speak Javanese language. Thus, it is very important for learners to master speaking skills to be able to communicate with others. In fact, in the context of learning foreign language, mastering speaking skills is not a piece of cake. Most people realize that it is difficult although they have accomplished grammar and other micro skills. The learners often get confused how to express their ideas into words.

To assist the students in mastering English, the teacher should not only apply appropriate methods but also interesting activities to encourage them to actively take part in the teaching and learning process. Teaching speaking is impossibility done without any practices. Students must actively take part in teaching and learning activities using the target language that they have learnt.

Nevertheless, the time allocation in teaching speaking skills is very limited. There are, in fact, so many materials that have to be delivered during the teaching and learning activities. Thus, some teachers mainly just focus on finishing the material without giving any chances for students to practise English orally. This condition causes the teacher to apply monotonous method in teaching and learning activities. In addition, the inputs they give to the students are not varied. The nature of teaching and learning English, in the end, seems not for enabling students to comprehend the language nor to make them able to speak the

language but the teaching and learning process is aimed at making the students able to pass the examination.

This condition seems to happen to the English teaching and learning process in SMKN 1 Depok. Mostly, the students' speaking ability is low although their grammar knowledge is good enough; they know the formula of simple present tense, simple past tense, simple future tense, and the other tenses or grammar. However, when the students are asked to practise speaking or writing, most of them find it difficult especially dealing with what grammar to be used and how to use it. When they have to speak using the target language, that is English, most students are grammatically unaware, for instance, the use of subject-verb agreement.

The way to express their ideas into words is somehow one of the big challenges that the learners should deal. Based on an interview after the researcher conducted observation, the learner stated that it was frustrating when they did not know what to say. Some strategies may be done in order to help learners to be able to use their knowledge into performance. In this case, the teacher could help them by providing various media and methods to stimulate the learners to speak.

Some experts, dealing with applying method in teaching, suggest that teachers provide interaction in teaching and learning activities. The interactions are set to make the students use the target language. The interaction will happen by applying interactive group works in teaching and learning activities. The group work should be interactive which means that teacher should set a series of activities to give students a chance to speak in English. The group work activities

are set specifically for speaking so that the kind of tasks and activities were different from activities to teach writing, reading, or listening. The principle of group work activities essentially is to make the students speak English together with their partner.

As mentioned previously, the basic principle of group work activities is to create interactions among group members so that they can use English as a means of communication. In the activities, the learners actively use English they have learnt so that they will become accustomed to use English.

B. Identification of the Problems

To identify the problem, the researcher carried out two techniques, those were, observations and interviews. The observations were carried out not merely by observing the teacher taught the students but the researcher, in other occasion, directly taught them in the class. Therefore, the researcher really knew the problems by doing interactions with the students. The interviews were done after the researcher conducted the observations. He asked several questions to the students related to the problems occurred in the teaching and learning activities. From the observations and interviews, finally the researcher concluded several problems occurred in teaching and learning process. Those problems were interaction in the classroom and the use of language, the limited sources for teaching and learning activities, the limited time allocation for teaching speaking skill, the monotonous activities applied by the teacher, and the lack of media used in teaching and learning activities.

Firstly, the problem was related to interaction in the classroom and the use of language. The interaction happened as usual like in common school; the teacher delivered the materials by explaining them in front of the class while the students listened to the explanation. Based on the observation, the teacher rarely employed English when he delivered the materials. He tended to use Indonesian language in delivering materials and interacting with the students. The researcher found out the reason after he interviewed the English teacher, he said that most students did not understand when the teacher actively explained materials in English. This statement, unfortunately, was true. When the researcher in one occasion delivered the materials using English, there was a student directly complaining to the researcher because she did not understand the explanation. She eloquently complained using Javanese language.

Secondly, the problem was related to the limited learning sources. There was just a course book which was used in every meeting. In teaching and learning process, the teacher mainly focused on the module. In addition, the teacher rarely brought additional materials from different sources. Not only the materials, the tasks and the activities also focused on the module. The effect of focusing the materials and the tasks on the module was that the students easily got bored because sometimes the students had read and done certain exercises in the course book. The students rarely got new information in the teaching and learning activities since what they got was almost the same as what they learnt from the course book. This course book, in addition, was used by all students as the main source.

Thirdly, the researcher was concerned about the problem dealing with limited time allocation of teaching speaking skills and the activities that the researcher applied to deliver the materials. The researcher sensed that this problem occurred in most schools because there were four skills to be taught. The teacher usually preferred giving writing tasks to giving speaking tasks because giving writing tasks would spend less time than speaking. For instance, the competence should be speaking and the task should be practicing the dialogues, the tasks usually ended up in writing dialogues. The students, in the end, just submitted the result of the writing without practicing the dialogue.

Fourthly, the problem was related to limited use of media. There were actually various media available in SMKN 1 Depok such as the LCDs in all classes, sound systems, and a language laboratory. However, based on the student's statement, the LCD was hardly used by the teacher to present the materials or to give additional materials taken from other sources. The language laboratory was rarely used as well. This problem affected to the lack of students' listening ability which lead to the students' speaking ability.

C. Limitation of the Problems

Because it was impossible to solve all the problems that occurred in the teaching and learning activities, the researcher focused on solving activities and tasks to improve students speaking ability. This selection was based on the lack activities applied by the teacher to stimulate students to actively use English as a means of communication. The activities which the researcher applied were interactive group works. Based on the background and the identification of the

problem, the problems of this research were focused on the investigation to find out the use of interactive group work activities to improve the students' speaking ability in that school.

D. Formulation of the Problems

Based on the limitation of the problems, the problems of this research were formulated as follow:

1. How are interactive group work activities implemented to improve the teaching of speaking skills of grade X PM 1 students of SMKN 1 Depok?
2. How the improvement of the students' speaking ability is described due to the improvement of the process?

E. Objectives of the Study

Related to the formulation of the problem, this research was aimed at describing how the interactive group work activities were implemented to improve the teaching of speaking skills of grade X PM 1 students of SMKN 1 Depok and described the improvement of the students' speaking skills due to the improvement of the process.

F. Significances of the Study

The significances of the study covers several parties enlisted as follows:

1. For the English teachers of SMK N 1 Depok

This research can be used to improve the process of teaching speaking so that the teaching learning process is successful and gives a great positive impact to the tenth-grade students' speaking ability.

2. For other English teachers.

This research can be a reference or model to improve the teaching speaking ability.

3. For the students of SMK N 1 Depok

Students of SMK N 1 Depok can improve their speaking ability through interactive group work activities with their friend.

CHAPTER II

THEORETICAL REVIEW

A. Teaching English as a Foreign Language

Brown (2000: 193) explains that foreign language learning is a learning a non native language in one's own culture with immediate and widespread opportunities to use the language within the environmental of one's culture. The contexts of foreign language are those in which students do not have ready-made context for communication beyond their classroom (Brown, 2001: 116). It is taught in school but not essentially used in national or social life (Broughton, 1980:6; Mambu, 2010:1). Brown also adds that people attempt to learn foreign language in order to communicate with people from other countries. In this case, since English is an international language, language learners are prepared to be able to communicate with people across the country. The communication is not merely spoken but also written.

Similar with Brown, Uso-Juan (2006:151) says that the final target of learning foreign or second language is to do communication. Therefore, even spoken language is not the only way to do communication with people, mastering speaking ability plays a key role in learners' success in accomplishing this goal. Bygates in Uso-Juan (2006: 161) says that learning a foreign language involves internalizing and mastering a new linguistic system which is a complex and time-consuming task. In this case, the students learn a new language which can be accomplished step by step regarding to their proficiency level. Therefore, new

language knowledge has to be integrated into learners' own purposes to meet their needs.

B. Teaching Speaking

1. Speaking Ability

Harmer (2004) divides the English skills into two groups; those are receptive skills and productive skills. Dealing with those two language skills, speaking is categorized as productive skills in which it deals with the knowledge of language features and the ability to process the idea and language on the spot through mental or social processing. Furthermore, Harmer explains that the language features related to speaking consist of four elements: those are connected speech, expressive devices, lexis and grammar, and negotiation language. In terms of mental processing, Harmer suggests three stages in what extent a speaker produce a language: those are language processing, interacting with others, and (on the spot) information processing.

In language processing, a speaker should be able to process the language in their head and arrange into a coherent order so that it can convey a comprehensible and intended meaning. After language processing, communication will be real by interacting with others, at least it consists of two people sharing their idea into a language. When interacting with others occurs, sometimes people should process the information right away to make the communication effective. This stage is called information processing. However, Harmer suggests that this stage is very culture specific.

In carried out fluent speaking, the speaker should deal with the language features and mental processing. It is not an easy thing, however, so that it needs practices

The importance of speaking is briefly explained by Freeborn (1986: 76) that people learn to talk before they learn to read and write. It is not merely something that people know about the language but how people made it concrete, and transmitted and received by one or more of the human senses. Similar with Freeborn statement, Alexander (1975: vii-x) suggests that language learners are successful when they can carry out meaning from what they have learnt. The success is not measured by how much the language learners have learnt the language features but how well the language learners do performance in the reality. Mostly, the performance is shown in speaking since it is the most noticeable language skills. In addition, Richards (2008: 23) also states that The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

2. The Nature of Speaking

Speaking is the active use of language to express meanings so that other people can understand them (Cameron, 2001: 4). Related definition stated by Fulcher (2003: 23), he defines that speaking is the verbal use of language to communicate with others. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts (Chaney, 1998: 13). From those explanations, it means that to share ideas,

opinions, and other information in variety of contexts, people can use a verbal language such as utterances and non verbal language such as gestures.

Dealing with speaking, Brown (2001: 267) argues that when someone can speak a language it means that he can carry on a conversation reasonably competently. He also states that the benchmark of successful language acquisition is almost always the demonstration of ability to accomplish pragmatic goals through an interactive discourse with other speakers.

When someone wants to have oral communication, there are some criteria that need to be noticed. Nunan (1989: 32) states that successful oral communication involves developing the following aspects

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery of stress, rhythm, and intonation pattern.
- c. An acceptable degree of fluency.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long speaking turn taking.
- f. Skills in the management of interactions.
- g. Skills in negotiating meaning.
- h. Conversational listening skills (successful conversations require good listeners and good speakers)
- i. Skills in knowing about and negotiating purposes for conversations.
- j. Using appropriate conversational formulae and filler.

3. Criteria of Good Speaking

In a real life situation, when a person speaks language fluently, it means that he/ she has good speaking ability. However, it is not only fluency that can be used to assess someone's speaking ability. There are four criteria according to Brown (2001: 268) to assess speaking ability. Those four criteria are:

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced (Longman dictionary, 2002: 429). It covers the way for speaker to produce clear language when they speak. To be able to have successful communication, the speaker of a language needs to be able to understand each other with relative ease (Nunan, 2003: 112). It means that the speaker has to be able to give clear message to the listener. Therefore, teaching pronunciation that includes stress, rhythm, and intonation is very important in speaking.

b. Fluency

Fluency is also an important aspect in speaking. Fluency is the ability to speak quickly and automatically (Harris and Hodges, 1995: 14). It implies that fluent speaker is a person who can use the language quickly and automatically in a conversation. In other words, fluency is the ability to keep the conversation going naturally. Thus, the activities focused on fluency are needed to be conducted by the teacher.

c. Accuracy

Accuracy is the ability to produce grammatically correct sentences or utterances (Longman Dictionary, 2002: 204). Brown (2001: 268) adds that a speaker is said to be accurate if he/ she produces clear, articulate, grammatically and phonologically correct language. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure.

d. Vocabulary

A set of lexemes, including a single word, compound words, and idioms (Longman Dictionary. 2002: 580) that are typically used when talking about

something. Burton (1982: 98) stated that without a large vocabulary, it is impossible to use English precisely and vividly. It means that vocabulary is one of the aspects which have to be learnt if someone wants to speak in English.

4. Stages of Teaching Speaking

Since comprehending speaking skills is important, in teaching and learning activity, teachers should consider the stages of teaching speaking. Terry (2008) suggests three stages of teaching speaking. Those three stages are, pre-communicative stage, practice stage, and communicative interaction or production stage. In pre-communicative stage, Terry suggests some useful activities to do such as Introduce the communicative function, highlight the fixed expressions, point out the target structure, provide students with the necessary vocabulary, and provide students with the language of interaction. During the practice stage, there are several activities that teachers should do such as, correct students if necessary prompt students if necessary (do it lexically), ban (monolingual) dictionaries, aim for intelligibility. The last stage is communicative interaction, in this stage the activity that should be carried out are encourage language negotiation, take note of any aspects that may hinder communication (pronunciation, vocabulary, grammar), respect students 'wait' time.

Almost similar with Terry, Richards (2008: 29-30) also suggests several stages in teaching speaking. However, different from Terry (2008), Richards (ibid) divides the teaching speaking into three groups, those are teaching speaking as Interaction, teaching speaking as transaction, and teaching speaking as performance. In teaching speaking as interaction, Richards states that talk as

interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. In teaching as interaction, there are three aspects that teachers should deal with such as giving students situation, giving students chance to practice, and giving feedback.

Different from teaching speaking as interaction, teaching speaking as transaction seems to be easier since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. There are three stages in this kind of teaching speaking, those are, preparing, modeling and eliciting, and practicing and reviewing. Preparing: Reviewing vocabulary, real-world knowledge related to the content, and context of the role play (e.g., returning a faulty item to a store). Modeling and eliciting: Demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language needed for each stage. Practicing and reviewing: Assigning students' roles and practicing a role play using cue cards or realia to provide language and other support.

Teaching speaking as performance is the third type of teaching speaking. According to Jones (1996:17) Teaching speaking as performance requires a different teaching strategy. He then states:

Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples.

Feez and Joyce's approach to text-based instruction provides a good model for teaching talk as performance (1998). This approach involves:

- a. Teaching explicitly about the structures and grammatical features of spoken and written texts
- b. Linking spoken and written texts to the cultural context of their use
- c. Designing units of work that focus on developing skills in relation to whole texts
- d. Providing students with guided practice as they develop language skills for meaningful communication through whole texts

Related to the stage of teaching speaking as performance Feez and Joyce (1998: 28–31) give the following description of how teaching speaking as performance proceeds:

Phase 1 Building the context

In this stage, students:

1. Are introduced to the social context of an authentic model of the text-type being studied
2. Explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves
3. Explore the immediate context of situation by investigating the register of a model text that has been selected on the basis of the course objectives and learner need

Phase 2 Modeling and deconstructing the text

In this stage, students:

1. Investigate the structural pattern and language features of the model
2. Compare the model with other examples of the same text-type

Phase 3 Joint construction of the text

In this stage:

1. Students begin to contribute to the construction of whole examples of the text-type

2. The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text-type independently

Almost similar with Richards, Littlewood (2004) outlined a framework to classify language-learning activities into five types: non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication.

Non-communicative learning involves the strongest emphasis on form. The activities are usually un-contextualized, and learners' responses are always fixed. Therefore, even if learners do not understand the meaning of the question or stimulus, they can respond in the right way. This category therefore includes (e.g.) substitution drills, un-contextualized grammar exercises, and pronunciation drills.

Pre-communicative language practice still emphasizes mainly structural features, but also moves towards meaning. There is still control over learner's responses, but there may be more than one correct way for learners to respond. Teachers should always know what learners are going to say because there will be no new information here. One familiar example is question-and-answer practice, in which a teacher asks a question to learners and it's necessary for the learners to pay attention to the meaning of the words if they want to respond correctly.

Littlewood's third category is communicative language practice, in which the range of language use is still predictable and learners use the predictable language to convey information. There is still some control over learners' responses, especially in syntactic patterns, but no control over lexical items. Since there is no control of lexical items, learners can add new information and respond

in different ways in different real-world situations. For example, this category includes activities in which learners use recently learned vocabulary and structures to do a survey, or where they use learned sentence patterns to get some information from their partners in order to complete a task. A classic example of communicative language practice is an information-gap activity.

Fourth, in structured communication, the primary focus is on the communication of meaning, so the target language is used to share information with each other. However, in order to ensure that the learners can deal with context, the situation is structured carefully by the teacher. Hopefully, these structured contexts can help learners to elicit their pre-learned language. Structured communication includes more complex information-exchange activities and structured role-playing tasks.

Last, at the extreme right of the diagram, is authentic communication. The most obvious feature of authentic communication is its strong focus on the communication of a message. In authentic communication, language forms employed are absolutely unpredictable, such as using language to discuss, to solve a problem, or to complete a content-based task.

In addition, Grant (1987) suggests activities in teaching speaking that include three types of speech work.

1. Drills

It helps students to develop language accuracy. Drills are usually mechanical exercises that help students facilitate the process of learning the sounds and grammar of the language. Drills are not meaningful exercises;

however, they are useful for helping novice learners master some of the basic structures of a language.

2. Communication practice exercises

They are aimed at developing fluency. These conversations are not really authentic or genuine, and most are carefully structured by teachers. Nevertheless, they are the key to authentic communication because they set up a condition in which students have opportunities to use language to convey messages to one another—to communicate. Hence, communication practice exercises are the first step from drilling language patterns to communication of meaning.

3. The use of natural and spontaneous language

It is something that some textbooks endeavor to cover, but only the teacher can really instill, since the teacher can interact with students or encourage them to interact with each other in a way that the textbook cannot.

C. Interactive Teaching

1. Definition of Interactive Activities

In teaching and learning activities, there must be an interaction happened among students and a teacher. Douglas Brown explains that interactive interaction is an important word for language teacher mainly because it is communication era. He defines that Interaction is the collaborative exchange of feelings, thoughts, or ideas between two or more people, resulting on a reciprocal effect on each other (Brown, 2001: 165). From the interaction, then, people interpret, negotiate meaning, and collaborate the meaning to accomplish certain purposes.

Interaction as explained by Boyd and Apps (1980: 5) in Moore (1997: 23), connotes the interplay among environment, the individuals, and the patterns of behaviours in a situation. During the interaction process among students and a teacher there will be a transactional distance, a space of potential misunderstanding between the inputs of instructor and those of the learner. This gap does not merely happen in distance education when the students and a teacher cannot communicate face to face. He points out that the transactional gap can also happen in face to face teaching and learning activities.

In teaching and learning interaction, Michael G. Moore states that there are three clusters of interaction namely Dialogue, Structure, and Learners Autonomy. Dialogue is developed by teachers and learners in the course of the interactions that occur when one gives instruction and the others respond. Structure is the elements in the course design, or the ways in which the teaching programme is structured so that it can be delivered through the various communications media. While, Learners Autonomy, the second dimension of independent learning is a state when learners use teaching materials and teaching programmes to achieve goals of their own, in their own ways, under their own control (Moore, 1997: 23-24).

2. Advantages of Interaction

In case of transactional distance that possibly happens, Brown (2001: 165) states that interactive interaction should begin from the very beginning of language study. Brown statement comes from a reason, because interaction has advantages in teaching and learning activities. Related to the advantages of

interaction, Wilga Rivers says that through interaction, students can increase their language store as they listen to or read authentic linguistics material, or even the output of their fellow students in classroom activities. In interaction, students can use all process of the language that they have learned or casually absorbed in a real life exchanges (Rivers, 1987: 4-5).

Through interaction, students can also improve their critical thinking and provide opportunity for students to build metacognitive strategies to help them organize, plan, and make decision about their learning. The interaction can be established from group work activities in teaching and learning activities (Shaila and Trudell, 2010: 1). The other advantage of interaction suggested by Rance-Roney (2010: 20), he states that interaction in teaching and learning activities can help teacher establish students-center learning. Therefore, it is not only the teacher who speaks in front of the classroom while the students listen to the teacher. It is acknowledged that students can learn more when students can talk and communicate and discuss things with people rather than just listen to the teachers speaking in front of the students (Fountain, 1994: 48).

3. Principles of Interactive Teaching

Based on Brown (2001: 166) statement, in interactive teaching, there are seven principles that teachers should recognize.

a. Automaticity

The first principle is dealing with freeing language in control. The students have opportunity to make communication automatically. The focus of

communication in this case is not on grammar or other linguistics form but the meanings and messages.

b. Intrinsic Motivation

The intrinsic motivation is the result of appreciating their competence of using language. The motivation also occurs when the students build system of self-reward.

c. Strategic Investment

Interaction encourages students to create strategies when students want to share idea, interpret the ideas of their conversation partners, and when the conversation is blocked.

d. Risk-Taking

Interaction requires the risk of failing to produce intended meaning or interpret intended meaning from conversation partners. Sometimes students end up with laughing from their conversation partners or rejection. This is a common risk that often happens when interaction takes place. In this case, students should be able to cope with this situation because the rewards are great.

e. The Language-Culture Connection

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

f. Inter-language

The complexity of interaction requires a long developmental process of acquisition. There will be errors production and comprehension as a part of inter-

language development. Therefore, teachers' feedback is very crucial to students' development.

g. Communicative Competences.

Interaction involves all communicative competences like grammatical, discourse, sociolinguistics, pragmatics, and strategy. All of those communicative aspects should work together for successful communication.

To succeed the interactive teaching, teachers should realize their role in teaching and learning activities. Different topic needs a different role. Even, in an activity, teachers sometimes do several roles all together. Here are some roles suggested by Brown (2001: 166-168).

a. Controller

It is widely used in traditional education system or teacher-centered process. However, teachers sometimes need to control students when they should speak and what language form they should use. In addition Harmer (1998: 3) As a controller, teachers should be able to control disruptive situation, withdraw over active students and draw out quiet students.

b. Director

Brown makes analogy that teachers are like conductor of an orchestra whom they have a role to keep the process of learning or interaction running smoothly and efficiently.

c. Manager

This role is dealing with teachers' role as ones who plan lesson, modules, and courses, and who structure the larger, longer segment of classroom time. In addition, this role also allows each individual to be creative within the parameters.

d. Facilitator

This role is very common in student-centered learning. Here the teachers facilitate the learning process, making learning easier for students, helping students to clear away roadblock, to find shortcut, to negotiate rough terrain.

e. Resource

As a resource, teachers become a counselor to give advice for students who have a problem in comprehending certain materials or for those who need additional information about certain materials. Therefore, teachers should be available when the students need them to solve their problem.

Here, teachers should be aware when they have to be controller, director, manager, and the like. Otherwise, they combine those roles in certain case when they have to do that.

4. Procedure of Doing Interaction

In doing the interactive teaching, Moore (1997: 26) also suggests the procedure of teaching and learning activities, those are, 1) presentation, 2) Support of the learner's motivation, 3) Stimulate analysis and criticism, 4) Give advice and counsel, 5) Arrange practice, application, testing and evaluation, and 6) Arrange for student creation of knowledge. These things actually can be done in students' mother tongue but as a resource it is suggested that teachers use

English as much as possible as a language exposure for students (Pollard, 2008: 6).

Furthermore, Diana Cinamon (1994: 64) also suggests teachers do several things to develop the students learning and English by increasing the opportunity for all children to work and talk together. She explains this way:

To develop their learning and their English I planned more collaborative work to increase the opportunities for all children to work and talk together. Being part of an interactive group provides opportunities for bilingual children to:

1. be involved at an appropriate conceptual level, learning, contributing, listening, gaining in understanding without having to speak until ready to do so (children's receptive language is always in advance of their productive speech and trying to get them to speak before they are ready may hinder progress);
2. take part (a silent part perhaps) in conversations about events and things in which the children are engaged, which is the natural way to acquire language, whether first or second;
3. Hear models of the English language. The language the children will learn the most readily will be the language of their peers. Even when most of the children are bilingual there will still be those who are more proficient than others in English to provide models;
4. Make language their own by using it in a variety of situations, which includes the opportunity to return to some learning via different routes. This gives

essential rehearsal and practice, more effective for language learning than sterile drills or exercises;

5. Experiment as they learn with the language structures they have acquired to express meaning. The first language will not interfere with learning a second and such errors as do occur are likely to be evidence of learning in the same way that young children acquiring their first language make errors as they sort out the structure of the language.

In conducting the teaching and learning activities, there should be a balance of Teacher Talk Time (TTT), and Students Talking Time (STT) although good TTT may have beneficial quality. The good TTT can be achieved if teachers know how to talk to students by using appropriate rough-tune which is used based on students' level. However, Based on Jeremy Harmer statement, the best lessons are ones that maximize the practice of STT in teaching and learning activities by doing discussion, telling story, etc (1998: 3).

D. Group Work Activities

1. Definition of Group Work

Nunnan (1999: 84) states that group work is essential to any classroom that based on principles of experimental learning. Through group, learners develop their ability to communicate through task that require them, within the classroom, to approximate the kinds of thing they will need to be able to do communication in the world beyond the classroom. Therefore, the communication in the classroom can be aroused among the students through group work.

In addition, Brown (2001: 177) defines that group work is a kind of technique in which two or more students work together to solve problem, do classroom activities, and other matters due to the learning process. Group work tends to be effective since learners are able to learn independently without much guidance from the teacher. In his definition, Brown indicates that pair work is also a kind of group work consisting of two students. Brown (2001: 182) suggest that it is very reasonable to implement pair work for task which is short, linguistically simple, and quite controlled in terms of the structure of the task.

2. Group Work Activities in Speaking Class

The examples of activity which can be carry out in pair work are practicing dialogue, simple question and answer exercise, performing certain meaningful substitution or drill, quick brainstorming activity, checking written work with each other, and preparation for merging with a larger group (Brown, 2001: 182).

Different from pair work, a bigger group work is usually implemented for activities which are structurally more complex or the activities need more than two members. Several activities which need bigger groups are, communication game, role-play, drama, project, Interview, brainstorming, information gap, jigsaw, problem solving and decision making, and opinion exchange.

Furthermore, Harmer (2002: 271-274) also suggests a number of classroom activities for group work in speaking class as follows.

a. Acting from the Script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books, or dialogues written by themselves. Sometimes it can

be followed by filming the result. By giving students practice before they give their final performances, it means that acting out is both learning activity and language producing activity.

b. Playing Communication Games

This activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to a partner in order to do the required tasks.

In an information gap, for example, each student (in a pair or group of 3-4) has some information that the others in the group need in order to complete a task. The students must ask each other questions to get the missing information.

Information gap activities may occupy an important role in the lesson plans of many EFL teachers, as they may be one of the clearest ways to check how well one student can transmit and understand information with another (O'Malley & Valdez Pierce, 1996). In an information gap activity or assessment the designer deliberately creates a situation in which one student is given information, while another is not. "Bridging that gap" successfully is the goal of this type of activity, to help improve and measure oral proficiency (Underhill, 1987). However, as Yearwood (2008) has noted, information learned in one context is not necessarily transferred to another context. In addition, presenting the same information repeatedly, spaced over time, greatly enhances effective processing (deWinstanley & Bjork, 2002; Dempster, 1987). Therefore, in this paper the same information is presented in three different contexts, and

similar vocabulary and structures are used across the activities to provide reinforcement.

c. Discussion

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students C to reach a decision as a result of choosing between specific alternatives in the discussion.

d. Prepared Talk

The talks are not designed for an informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speakers and listeners if it is properly organized. This activity allows students individually or in a group to make a presentation about a topic they choose before.

e. Questionnaire

This activity allows students to designed questionnaires on any appropriate topic. The questionnaire and respondent have something to say each other using natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The result obtained from the questionnaires can form the basis of written work, discussion, or prepared talks.

f. Simulation and Role Play

This type of activities can be used to encourage the general oral fluency or to train the students for specific situations by simulates a real life encounter as if they are doing so in the real world. Simulation and role play are suitable for

students of English for Specific Purposes (ESP). This activity has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for what they are saying. Third, they allow the students to use a much wide range of language. In addition, Chen Jun (2006) states that this technique is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom.

Even, it is suggested for ESP students, in teaching and learning activities, teachers can apply this activity for students to learn pronunciation, and other speaking skills.

Teachers and practitioners are strongly recommended to take into account some important considerations while intending to practice role-play. For instance, Baker (1989) believes that since in all role plays the candidate is required to play a part, s/he needs to be given clear instruction and sufficient time to understand them.

3. Advantages of Group Work

However, like all teaching activities, Nation (1989: 20) states that it can only be effective if the teachers plan the activities properly. Therefore, P. Nation suggests teacher pay a good attention to several principles to conduct group work activities. In his book entitled *Group Work and Language Learning* he suggests five principles about planning group work activities to make every students involved, those are, 1) the learning goals of group work, 2) the task, 3) the way

information is distributed, 4) the seating arrangement of the members of the group, and 5) the social relationship between the members of the group.

Based on Nation's statement (1989: 20), there are five goals of group work that can be achieved in teaching and learning activities. These five goals are:

a. Negotiation of Input

Through group work, students have opportunities to get language exposure that they can understand. In addition, if teacher can handle the group work well, it can be one of the most valuable sources.

b. New Language Items

Almost the same as negotiation input, by group work, students can have opportunities to get a range of language items and language function exposure. The student will have better opportunity than what they get in teacher-led classes.

c. Fluency

Group work allows learners to develop fluency in the use of language features that they have already learn.

d. Communication Strategy

There are several communication strategies that learners should comprehend. By group work, students can learn about those communication strategy like negotiation strategy to control input, strategy to keep conversation going, and strategy of making up the lack of language items or fluency.

e. Content

Since the formal education is run based on curriculum, the goals of group work is to achieve the mastery of the content curriculum subject that the learners are studying.

While Nation simply focuses on speaking, Brown (2001: 177-179) defines a broader view of the advantages of the group work not merely about speaking. At least, Brown mentions four advantages of group work, those are:

a. Generating Interactive Language

In traditional language class, teacher talk is dominant whereas the students talk is very limited. By creating group work, it is possible for students to have more change to speak and share knowledge together or simply solve problem. Group activities, in addition, also provide opportunities for students' initiation, for face-to-face give and take for practice in negotiating meaning.

b. Offering an Embracing Affective Climate

Group work can be a community of learners cooperating with each other to achieve a certain goal. In addition, it can also be activities to increase students' motivation.

c. Promoting Learners Responsibility and Autonomy

Group work places responsibility for actions and progresses upon each of the group member somewhat equally. Related to this advantage, Brown gives a case in which teachers do not make groups in their teaching and learning activities and merely ask each student to translate sentence by sentence in turn. In this case, students who are not in turn often ignore feedback or comment given by the

teacher to students that is translating a sentence. This case shows up clearly that students are not involved in teaching and learning activities (Brown, 2001: 178). Related to the learners autonomy Jenny Des Fountain states “school knowledge is the knowledge which someone else present to use, we partly grasp it, enough to answer examination question, but it remains someone else’s knowledge not ours. If we never use it we probably forget it. Therefore, we have to use knowledge for our own purpose and incorporate it into our view of world” (Fountain, 1994: 48)

d. Step toward Individualizing Instruction

Group work can help students with varying abilities to accomplish separate goals since in the classroom there will be different characteristics of students with different proficiency and objective. Therefore it can help teachers to help them achieve their goals.

The other advantage of group work is found by Reza Pishghadam and Mostafa Morady Moghaddam from their research study. The result shows that the class which was taught on group work as the main tool for teaching enjoyed considerable advantages, especially in memorizing conversations and learning new vocabularies. Although it was found that there was also a little variation in term of phonological and grammatical that was produced by the students (Pishghadam & Moghaddam, 2011). Similarly, Eveyik-Aydin (2003) also states that teachers agreed that group/pair work activities developed oral conversational and communication skills, encouraged student involvement, and increased the quality of language practice and students' motivation to use English. This statement is based on his research study finding conducted in Turkey.

4. Types of Group Work

Nation (1989: 20-23) suggests four types of group work or he named it *arrangement* which can be implemented in teaching and learning activities. Teachers can select which one of those four types will be implemented in teaching and learning activities. The selection of the arrangement type should be based on the goals they want to achieve, after that, teachers should determine the tasks. seating arrangement should also be considered because different types of group work will have different seating arrangement.

a. The Combining Arrangement

In this type of group work, each member has different piece of information that all the other needs. It is the ideal arrangement in group work because it ensures interest and participation. It also encourages students' involvement because each member has unique and essential information that the other members do not. Therefore, the students will take part actively. Sometimes, this arrangement is also inserted in the other arrangements to make them work well.

b. The Cooperating Arrangement

Different from the combining arrangement, in the cooperating arrangement each learner has access to the same information or materials and cooperates to the task. The cooperating arrangement is the most common arrangement. it is very useful when teachers want the students to share their understanding of the solution to the task or of materials.

c. The Super-Inferior Arrangement

Actually, this type of arrangement almost the same as the combining arrangement, the difference is on the member who has information. In this arrangement, there is just one member of the group who has information that the other member needs. It is also very useful for pair work activity.

d. Individual Arrangement

Different from the cooperative arrangement, here, each learner has access to the same information but must perform or deal with different part of it.

5. Implementing Group Work in the Classroom

Brown (2002: 182-190) suggests that there are four step of implementing group work activities. The steps are:

a. Selecting Appropriate Group Technique

This step requires teachers to select whether they want to create pair work or group work. The selection should be based on the goals and tasks that they are going to give. In this step, Harmer (2001: 120-122) suggests teacher should also figure out how the group work will be created. There are three ways of creating group work based on Jeremy Harmer which based on 1) Friendship, 2) Streaming, 3) Chance. By means with streaming is that teachers mix the students who are smart and not really smart based on the understanding of materials.

b. Planning Group Work

There is an article from *National Oracy Projects* (1994: 57-59) which states that planning is the central and crucial activity in such activity not the evaluation of the activity. Therefore, it is very important to check that the learning

is being managed in such a way. In this step, Brown (2002: 187) suggests teacher carry out several considerations to figure out before implementing the group work like introduce the technique, justify the use of small groups, model the technique, give explicit detail instruction, divide the class, check for clarification, and set the task in motion. Dealing with the instruction Jeremy Harmer (1998: 3) suggests that the instruction should be as simple as possible and logical. Then, teachers also should check students' understanding of the instruction.

c. Monitoring the Task

In this step, teachers' job is being a source and facilitator (Brown, 2001: 189). Therefore, as a teacher, Jenny Des Fountain suggest the teachers should be aware of the importance of finding ways to listen carefully to what our students actually say, and to value their ideas (Fountain, 1994: 49)

d. Debriefing

There are two things teachers should do. The first is *reporting* in which each member reports the result of their work to the other groups. The second is *establishing affective support* in which the teacher brings the class back together as a whole community of learners then they may discuss or ask question related to their problems when doing the task.

E. High School Students

1. Characteristics of High School Students

In this stage, children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operation such as deductive reasoning in a systematic way. And therefore, they begin to solve problem with

logical thinking (Brown, 2001: 92). Furthermore, Harmer (2001: 39) states that children at this stage are in the process of searching their individual identity. Therefore, they try to look for their peers approval and attention rather than teachers approval. Teachers' approval and attention are not crucial for them at this stage because they want to be accepted by their peers. Besides searching for individual identity, Douglas Brown states that the students at this age are experiencing puberty in which they are not a child anymore but they are not an adult either. Therefore, problem may occur since they have to be treated specially, not as children and not as adult. They are in an age of transition, confusion, self-consciousness, growing and changing bodies and mind. Brown suggests that teachers should apply a very special set of consideration to teaching them (Brown, 2001: 91-92).

Although Ur (1998: 286) in Harmer (2001: 38) suggests that children at this age are the best language learners, students at this age are also easily provoked to be disruptive. This condition is the result of peers' approval from which the students believe in. in addition of the disruptive behavior Jeremy Harmer states that the disruptive behavior can be caused by boredom they cannot cope. Dealing with Penny Ur statement about the students' potential, Jeremy Harmer also says that students at this age have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them in a condition they are engaged to be involved (Harmer, 2001: 39). The word "interest them" probably should be emphasized, because looking back at the Harmer statement Students are also easily bored. As a result of their boredom,

they tend to be disruptive, less motivated and less lively (Puchta and Schratz, 1993: 1)

2. Characteristics of High School Students in Common

In this education level, students begin learning more serious subjects in which they also begin dealing with these elements: organizational characteristics, academic demands, and competitive culture. These characteristics expose students to experience school that do not meet their particular needs. Furthermore, the literature indicates that there is a limited capacity to meet the needs of adolescents because of the reduced resources available in middle schools (e.g., large class size, weaker relations between schools and parents). Therefore, Addi-Raccah, Biran and Freedman-Goldberg (2011) stated that this incompatibility makes adjustment to middle school more difficult, and is associated with declines in achievement and learning motivation, and increased behavior problems among students. These conditions will be much worse if the schools and teachers do not have a good solution to solve problem and help the students. Dealing with these conditions, Jeremy Harmer suggests that teachers must provoke students' engagement with material which is relevant and involving. At the same time, teachers also need to bolster students' self esteem and always realize students' need for identity (Harmer, 2001: 39).

3. Strategy to Cope with High School Students

Considering the problems and also the benefits of students at this age, Jeremy Harmer suggests several things that teachers may do in conducting the

teaching and learning activities, those are, raising students' self esteem by respecting students and avoiding boring teaching and learning activities. Respecting students means that teachers should not humiliate students although they behave disruptive because there are many good ways to lead students involved in teaching and learning activities. In terms of avoiding boring activities, teachers may choose appropriate and interesting topic in teaching and learning activities. In this case, teacher should also find a way to handle students who for example finish a certain activities earlier than other. To avoid disruptive behavior, Jeremy Harmer also suggests the teachers make a code of conduct in which teachers together with students discuss several things what teachers should do and what students should do. Then, if the students make a problem in a class, teachers can remind the decision they have made. This code of conduct can also be used to ask students' opinion about homework and activities that students' expected (Harmer, 2001: 127).

When teachers talk to students they also have to be careful. Jeremy Harmer suggests teachers to use *rough-tune*, which is simplification which both parents and teachers make. It is usually done unconsciously. The simplification of certain statement is the effort to make a comprehensible input so that the information in understandable. This rough-tune is used based on students' level as teachers' partner of conversation. The other ways is by adding gestures, expression, and mime when teachers talk (Harmer, 1998: 3).

Similar with Jeremy Harmer about treating students at this age, H. Douglas Brown also suggests several things include: avoiding embarrassment of students

at all costs, affirming each person's talents and strengths, allowing mistake and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small group work where can be taken more easily by teen (Brown, 2001: 92).

F. Conceptual Framework

The result of some researches proves that applying group work in teaching and learning activities is effective to improve students speaking skill because there is interaction in group work activities among the students in the teaching and learning activities. By applying interactive group work activities, students have the chances to practice the language knowledge that they have learnt so that the nature of learning language such as using the language in communication will be met.

The use of group work in teaching speaking comes from several reasons. First, it is very common to use group work to encourage students talking. Second, speaking is easily observed and recorded. Therefore, most researchers use group work activities to speaking. Third, most teachers use speaking activities in unprincipled ways. Nation's reason is acceptable, and therefore, many researchers use group work to teach speaking. Although group work activities seem useful to teach speaking, the teacher should keep an eye on the students what language they use when they are talking. Group work, in fact, encourages them to speak because there are two students or more or taking part in the conversation. When group work activities are applied and the students begin talking, it is possible for the

students to have a chat outside the topic like gossiping or discuss something else that is not related to the topic.

Therefore, the interactive group work activities may not run well if the teacher does not play his/ her role well. When the teacher conducts interactive group work activities the teacher should be able to be a controller, director, manager, facilitator, or resource to the students. The roles of the teacher become so crucial because the students in this age even though they have build cognitive skills better than the previous age, they still can be disruptive when there is no control from the teacher.

In addition, the researcher will use Presentation, Practice, and Production (PPP) in teaching and learning activity because by applying this method the researcher will be able to drill students some useful functions that will be used in interactive group work activities before applying pre-communicative activity and communicative activity. Considering the theory in the previous sub-chapter PPP is also feasible to apply stages of language teaching such as non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication. However, it seems that the authentic communication will not be applied since it is very complicated for students at this age to produce real life conversation without any preparation. The main focus of interactive group work activities is to enable the students using the language they have learnt in a certain context that the researcher has set before. In other words, authentic communication will naturally produce by students outside the teaching and learning activities in the classroom. It will happen when they

practice it in their daily life with their friends or strangers. This case will be the same as the third stage of Grant, that is, spontaneously produce spoken language.

Since the students at this age begin to think logically and begin to solve problem critically. Therefore, the implementation of group work will reinforce students' ability. In addition, researcher believes, based on students' stage of development that it will work since students have ability to think logically and critically.

Even, planning group work is likely useful in teaching and learning activities. There is a little problem that researcher believes as the challenge in creating group. The problems may occur when a student is in one group with the other students whom he or she does not work with. It is crucial although it looks simple. In this case researcher will use friendship as the method to create groups. However, there will be variation in creating group work because by distributing the students in different ways there will be greater change to learn more. This strategy is also useful for avoiding boredom because students at this age are easily bored that makes them behave disruptive. Otherwise their involvement will be diminished gradually.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by using action research design in which the researcher did a number of actions to solve problems in the teaching and learning activities. The main purpose of this research was to improve the instructional process quality so that the learning objectives could be accomplished. This research study also attempted to improve the X PM 1 students of SMKN 1 Depok speaking ability through the implementation of interactive group activities. The researcher arranged a sequence of plans, carried out the actions, did observations and reflections, conducted evaluations, and interpreted and analyzed the data.

The action research was based on McTaggart (1998) and Kemmis model like presented on the figure below:

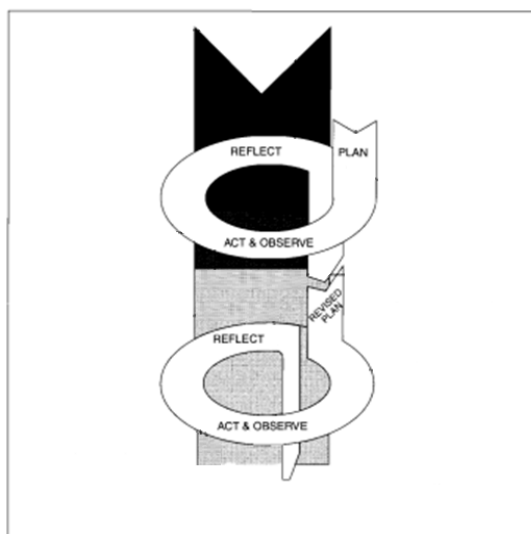


Figure 2: The action research model

B. Setting of the Research

This research was conducted in grade X PM 1 SMK N 1 Depok with thirty-one students in the academic year of 2012/ 2013. The researcher had already found the problem related to the students' ability to write since the researcher did observations in this school. During the observations, the researcher found that the students' speaking ability was still slow. The English teacher, in addition, also stated the students had difficulty in expressing their ideas into English.

C. Subjects of the Research

The subjects of this research were the tenth grade students of SMK N 1 Depok. The subjects were chosen after the researcher conducted a discussion with the English teacher. The English teacher recommended to chose these subjects since the speaking ability was still low. In fact, after conducting the observation, it was found that the students really had the low speaking abilitty. However, not all the tenth grade classes were taken. The tenth grade of marketing program with thirty one students was chosen because the students of this program would use this skill more than other programs in the future. Thus, the research study was decided to be conducted in grade ten of marketing program.

There were two collaborators in this research study. One is the tenth-grade English teacher and the other is the researcher's partner coming from English Education Program of Yogyakarta State University. The involvement of the two collaborators was aimed at gaining the validity and trustworthiness.

D. Data Collection Techniques

In order to collect the data, the researcher implemented two types of data collection techniques. These techniques are in the forms of:

1. Test.

The tests were conducted to the students to measure their improvement before and after the implementation. The tests were done twice, those were in the pre-test and the post-test.

2. Non-test.

The non-test techniques covered observations, questionnaires, and semi-structured interviews. The observations were conducted to observe the English teaching learning process from the daily classroom activities both for identifying the problems and collecting the data. The observations were carried out by the researcher and the research collaborator. The questionnaires in this case were used to obtain the data from students' point of view in written form. The questionnaires were given at the end of the cycle. In semi-structured interviews, the detailed data were collected through interviewing the students and other research members. The interviews were carried out at the end of every meeting.

E. Instruments of the Research

The main instrument of the research was the researcher, completed with the other supporting instruments for collecting the data such as questionnaires, observation sheets, and interview guides. The photographs were also used to capture the teaching and learning activities during the implementation of the research. Questionnaires were given at the end of the cycle to gain the data from

all students related to the implementations of the research. Observations were conducted during the implementation of the actions which were used to investigate the improvement of students' speaking ability. The results of observation were written in the form of field notes which were used to gain the data about students' speaking ability during teaching and learning activities. Interview guides were used to ask several students deeply related to the teaching and learning activities that had been conducted. The interviews were the follow up of data collections which were obtained from the results of the questionnaires and the observations. Photographs were collected during the implementation of the actions to capture the students' activity as well as the teacher in the process of the research. In addition, pre-test and post-test were carried out to measure the students' speaking ability before and after conducting the research study.

F. Data Analysis Techniques

The analysis of the data was conducted by using the techniques proposed by Burns (1999: 157- 160). Those techniques include:

1. Assembling the Data

All the data were obtained during the implementation of the actions through the result of the observation, the transcript of the interview, and the questionnaires. When all the data have been provided, the researcher scanned for the important information to be analyzed. By doing this, the important information dealing with the effect of the actions the researcher might be obtained.

2. Coding the Data

The purpose of coding is to reduce the data and break them into manageable categories of concepts, themes, or types. The data, then, were divided into some categories to simplify the analysis of the data.

3. Comparing the Data

This step is used to see whether there are repetitions and development among the data which are collected through various techniques. The comparison aims mainly to describe and display the data rather than explain or interpret them.

4. Building Interpretation

The data interpretation was built together with other research members. This interpretation was based on the data description, data categorization, data coding, and data comparison. In doing this step, the concepts and theories were employed to explain why such changes happened.

5. Reporting the Outcomes

After the researcher and the collaborator analyzing the data, the outcomes were presented to the audience clearly by describing the process of the research implementation and that the finding and outcomes were well supported by the collected data. Not only reporting the process of implementations, the descriptions of the original issue of the research, the contexts, the methods, the data, the findings were also described to come to the finding itself.

Data analysis techniques in this research also cover the validity and triangulation. The researcher uses some validity kinds offered by Andersen in Burns (1999: 161- 163). These kinds of validity are presented below.

1. Democratic Validity

It is related to the extent to which the research is truly collaborative. This kind of validity was gained by involving some research collaborators. In this research, the researcher cooperated with the English teacher and a student from English Education Program of UNY as the collaborators.

2. Outcome Validity

It is related to the notion of actions leading outcomes that are 'successful'. This kind of validity was presented by the data which had been gained after the implementation of the planned actions.

3. Process Validity

It focuses on the process of conducting the research. This research aimed mainly at improving the teaching learning process not only in how to produce good outcomes but also how to make the students understand and take part in all the teaching learning activities. This validity was reached by preparing and providing supporting teaching method, media, and also classroom management.

4. Catalytic Validity

It is related to how the stakeholders responded to the changes occurring to themselves. This validity was presented by the result of the interview with the related stakeholders such as the students, the English teachers and the headmaster.

5. Dialogic Validity

It is a reflective dialogue with 'critical friends' or other practitioners. This kind of validity was met by doing regular discussions with the two collaborators about the result of the treatment.

Triangulation takes place as a means to reach the trustworthiness. Burns (1999: 163) recommended four kinds of triangulation.

1. Time triangulation: the data are collected in one point in time or over period of time to achieve the changes.
2. Space triangulation: data come across different subgroups.
3. Investigator triangulation: the research involves more than one observer to avoid bias.
4. Theoretical triangulation: involves more than one perspective.

In this research, the trustworthiness was reached through time triangulation and investigator triangulation. The time triangulation was obtained by finding the changes through the implementation of the planned actions in one point in time. The research was done in a period of time instead of finishing it over period of time to obtain the changes happened. The actions were done once in a certain time. The investigator triangulation was fulfilled by involving the English teacher and a partner as observers. Discussing the obtained data and comparing them were done with the other research members to get trustworthy data from some points of view of the collaborators.

G. Procedure of the Research

1. Reconnaissance

It was the first stage of the action research in which the possible problems that occurred in the grade X PM 1 SMKN 1 Depok were examined and identified by conducting observations in the class and interviews to several students. The

result of the reconnaissance was used to determine the actions which were conducted in the research study.

2. Plan of Action

Based on the observation and the interview have been done, the main problem lied on the low ability of students' speaking skills. This problem occurred since the time allocation for speaking was very limited so that the students were not accustomed to speak English. The researcher and other research members discussed what activities could be implemented to attract students to improve their speaking ability in teaching and learning activities.

The plan of actions which were taken included:

- a. Actively using English in the classroom
- b. Creating interesting media
- c. Implementing interactive group activities.

3. Action and Observation

There were several actions which were carried out in this research study. The actions in the research focused on the implementation of group work activities with the accompanying actions such as the use of media and games. While the researcher conducted the teaching and learning activities, he and the research collaborators observed the situation in the class.

This observation aimed at maintaining and looking for the weaknesses when the interactive group work activities were implemented in teaching and learning activities. When there were some weaknesses which did not support the success of the research, the observation was useful as a reference for arranging the

next cycle. The next cycle is needed if there is something to be improved from those actions in cycle I. Furthermore, the improvement both in the teaching learning process and in the students' speaking ability could be drawn through the observation.

4. Reflection

Reflection was used as a consideration whether it was necessary to plan for the next cycle or not. The reflection was done by analysing the result of the observations, questionnaires, and interviews. This step told the writer whether there should be other actions to do or not. If there were mistakes, weaknesses, or unsuccessful actions in the previous cycle, the researcher would have been ready with Cycle 2.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents matters concerning research findings and discussions. These are presented in three headings: research procedures and findings, the implementations of the actions and discussions, and results of pre-test and post-test on the students' speaking ability.

A. The Sharpening of the Problem

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (1988) with some modifications are presented as follows:

1. Reconnaissance

The research process began with the formulation of problems identified in the field which was derived by conducting some observations and interviews with the English teacher and the students. The field problems occurred during the teaching and learning process could be seen in Table 1.

2. The Identification of the Problems

Table 1: The Problems found during the observation of teaching and learning activities

No	Aspects	Description
1	The teacher	<ul style="list-style-type: none"> a. The teacher just focused on delivering materials. b. The teacher did not maximize the use of media available in the classroom like the LCD and the sound systems. c. The teacher rarely used English
2	The students	<ul style="list-style-type: none"> a. The students were easily bored listening to the long explanation. b. The students' speaking ability was low.
3	The teaching techniques and activities	<ul style="list-style-type: none"> a. The teaching techniques used were monotonous. b. The teaching techniques were lack of interesting activities that students could maximize the use of English. c. The teaching techniques did not motivate the students to use English actively. d. The teaching techniques were lack of language practice.
4	The materials	<ul style="list-style-type: none"> a. Mostly, the materials were based on the course book. b. The materials were lack of activities to support language learning. c. The materials were lack of speaking activity.
5	The media	<ul style="list-style-type: none"> a. Media were rarely used. b. The teacher rarely created media.

Based on the observations and interviews, the lack of students' ability in speaking was caused by some factors such as the activities, the materials, and the teaching techniques. Mostly, the techniques and the activities in the teaching and learning activities did not support the use of English actively. The activities were mainly based on the course book only. This fact was approved by the students in an interview that the teacher rarely used meaningful activities in which the students were able to practice the language orally. The students, thus, passively involved in the teaching and learning activities because most of the teaching and learning activities were spent with sitting down on the chair.

The other factor causing the low speaking ability was the lack of language input used by the teacher. The teacher tended to speak in Indonesian language rather than use English. The use of classroom English was also rarely used by the teacher such as in giving instruction, requesting, or asking something. Thus, the students' comprehension in understanding English was also low. This case was found when the researcher tried to communicate using English. The response that the students gave when the researcher used English was sometimes funny like when the students said "*saya tidak dong* (I don't understand)" or "*ngomong apa si mas, nggak ngerti ?* (I don't understand what you are talking about)". However, in some cases, the students were able to give response in English like "good morning" and "how are you?" the students were able to respond the expressions since they were accustomed to listening to the expressions. It means that if they were familiar with English, they were able to speak English gradually.

Based on the observations, there was no problem with the media which were available in the classroom because there were the LCD and sound systems to support English learning process. The only problem was that the media were rarely used. In fact, the LCD was really useful to present materials and to give language inputs like movies and pictures. Therefore, the students asked the researcher to make use the LCD. They also asked the researcher to play movies or video. The use of the LCD would become a variation of language input besides using English course book that they used every single meeting. It would also be used for lessen the students' boredom.

3. Research Problems

Solving the problems was figured out after finding and learning the field problems. In this case, improving students' speaking ability was the focus of this research study. The low speaking ability was perceived by the difficulty of students trying to express their ideas in English and trying to give response. The problem dealing with the difficulty expressing their idea into English was probably caused by the lack of practice. Meanwhile, the difficulty in giving response was caused by the lack of English comprehension, the ability to understand what the speaker says, or the ability to interpret the speaker's ideas. Therefore, they got difficulty in answering the question or doing instruction.

In addition, the students seemed very nervous when they were asked to speak in English. The researcher concluded that it was caused by the lack of confidence, afraid of making mistake, and lack of English performance since they were not accustomed to speak English.

The other problem dealing with speaking was the pronunciation. They made many pronunciation errors when they tried to speak in English. This case was not merely found in the observation. The students themselves in an interview confessed that their pronunciation skill was low.

Furthermore, the allocation time for teaching speaking was very little. The English class mainly focused on reading and writing. The teaching and learning activities were not taught integrated. They were done separately and focused on the textbook without creating the interesting activities. Those problems hindered the English teaching and learning process from running effectively and successfully so that the researcher needed to solve them.

4. Determining the Actions to Solve the Field Problems

There were many problems which were found during the observations and interviews. Therefore, the actions to solve the problems were discussed and planned by the researcher and the other research members. The actions focused on the students' speaking ability considering the fact that students' speaking ability was low and it was an important ability to be mastered in learning language.

After discussing with the teacher and the research collaborators, the researcher decided to apply interactive group work activities for the actions in this research. The group work activities were applied to encourage students to interact each other in the class using English after they got materials in the teaching and learning activities. The interactions were based on the activities that the teacher delivered. The interactive group work activities were applied during the English

teaching and learning activities from the beginning of the class to the end of the class.

Besides the interactive group work activities, the research also applied some accompanying actions like the use of media and games to support the group work activities and to encourage the students carrying out the activity. Besides, the media were also used to present the materials which attempted to attract students' attention.

The implementation of interactive group work activities came up from the fact that the students' interaction was very low. Therefore it was aimed at creating interaction in the classroom and to create possibility of using English. The implementation of media and game came up from the fact that the teacher rarely used the media and games. In an interview, Yulianti, the student of X PM 1, hoped that the researcher could apply games to make the class interesting and enjoyable. Furthermore, she said that games could also be used for lowering students' anxiety without forgetting the essential of learning. The other student, Dinda Monica, said that the use of the LCD also could make the class interesting. She added that pictures could also be used as an input.

Furthermore, to improve the students speaking ability, the researcher also determined pronunciation drilling as an effort to improve students' pronunciation. This decision was made because many students mispronounced words both the familiar words and the unfamiliar ones. The other plan was the use of classroom English during the teaching and learning process. It was aimed at improving the students' comprehension. The researcher also planned to use English when

explaining the materials by translating the words in Indonesian language. The use of English in the class was not merely based on the low ability of students' comprehension perceived by the researcher but it implemented based on the interview with the students. In an interview, a student of X PM 1 named Desi was willing to be taught English through English with translation. Her statement was supported by Diah, the other student of X PM 1, she said that by listening to English, she could gradually improve her English proficiency. In terms of applying the English language in English class, Diah suggested that the researcher should speak loudly and not too fast so that the students could understand what the researcher said.

In short, the problems that found in the class were: the lack of using classroom English, the lack of students' comprehension in understanding spoken English, the lack of students' confidence to speak in English, the lack of classroom interaction, the lack of using media, and the lack of applying interesting activities. After applying the actions, it was expected that the researcher used classroom English, the students achieved spoken English comprehension, the students were confident to use English, the students could interact and practice the target language in the teaching and learning activities, the various media were used to support English class, and interactive group work activities were applied to encourage students in using English.

5. Actions Plan

Table 2: The list of action plans which are going to be implemented

No	Problems	Actions
1.	The teaching techniques and activities	<ul style="list-style-type: none"> - Using group work activities to improve students' speaking ability - Drilling pronunciation to the students - Using classroom English - Teaching using English and translating into Indonesian language - Applying games
2.	The materials	<ul style="list-style-type: none"> - Using the school course book with the additional materials from the other books and materials from the internet - Using specific speaking materials
3.	Media	<ul style="list-style-type: none"> - Using the LCD since it is available in the classroom - Creating media to support teaching and learning materials like flash cards - Using the other appropriate media based on the materials

Based on the table above, there were several problems found during the observations which were related to the teaching and learning activities, the materials, and the media. To solve those problems, the researcher did several steps. The researcher, at first, created course grid which covers the basic competency, the materials, the activities, the vocabularies, the examples of the language, the media, the tasks, and the language skills that the students should master.

Cycle I was conducted in two meetings in which the basic competence was to understand simple menu, public transportation schedules, and traffic light signs and symbols with the standard competency doing communication in novice level. Meanwhile the basic competence of cycle II was to understand words, terms, and simple sentences based on the grammar rules. Cycle II was conducted in three meetings. Both of the cycles used materials based on the basic competency. Therefore, the materials, the media, the vocabularies, the games, and the interactive group work activities were planned to achieve the goals in the basic competencies.

In cycle I, the materials were delivered based on traffic light symbols, and public transportation schedules. In terms of media, the researcher used the LCD, pictures, flash cards, and a map. The flash cards consisted of pictures for learning about signs and symbols, and name of countries for flight schedules. A big map was also used for learning about flight schedules. The games and interactive group work activities applies in cycle I were “finding objects in the classroom”, “giving clues” and “interview”. Those games were done in a group.,

B. The Implementations of the Actions and Discussions in Cycle I

1. Plans of Cycle I

In this planning session, the researcher determined the form of the pre-test and the group works which would be applied in the first cycle. The researcher with the help of a research collaborator also determined the syllabus to design the materials and the activities to be applied. The pre-test was applied to assess the

students' speaking ability so that the researcher team could design the suitable materials and activities to improve students' speaking ability.

Based on the pre-test result and the discussion with the research team as well as considered the result of the observations and interviews, the actions which would be applied included using classroom English, drilling pronunciation, drilling vocabularies, and encouraging students to speak English using group work activities, giving rewards to motivate students, and using live listening. The actions which conducted in the first cycle were based on signs and symbols materials. The researcher used signs and symbols pictures and also implemented a story telling after presenting the materials as media to identify the signs and symbols that the students often found on the street.

a. Using Classroom English

In the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. He also gave every student the opportunity to speak English during the teaching learning process.

The classroom English was used in several functions such as to greet the students at the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson.

Based on the observation, the students said that they did not understand when the researcher spoke English. Therefore, during this cycle, the researcher spoke English and translated it into Indonesian language, so they could understand

the English words. However after using the same expressions more than twice, the researcher did not translate them into Indonesian language. Translating English into Indonesian language was aimed at drilling the students to be familiar with the expressions and be able to use them in the class.

b. Drilling Pronunciation

Drilling students how to pronounce a set of vocabularies and giving direct feedback when students made mistakes in pronunciation attempted to improve students' pronunciation. The drilling was done because in a pre-test the researcher found that the students still made error in pronouncing certain words. In the beginning, after the researcher presented the materials, the researcher wrote a set of vocabularies and gave examples of how to pronounce the words. After that, the students imitated the sound.

The researcher gave direct feedback if the students still made mistakes in pronunciation. Otherwise, the researcher asked the students whether the pronunciation was correct or not. Giving direct feedback was assumed to reinforce the students' pronunciation.

c. Drilling Vocabularies

Similar with drilling pronunciation, drilling vocabularies was done at the beginning of presenting materials. The researcher firstly introduced several vocabularies that would be learnt in teaching and learning activities. Instead of introducing the vocabularies, the researcher also gave tasks to reinforce students' vocabulary mastery. Drilling vocabularies was also done orally by asking the meaning of certain words when the researcher presented the materials.

d. Encouraging Students to Speak English Using Group Work Activities

Interactive group work activities were planned to improve students' confidence to speak in English. The tasks were based on a set of pictures of signs and symbols from which the students had to ask the meaning of the sign and symbols. It was aimed at encouraging automaticity in speaking after they knew the expression. In this activity, the researcher monitored the use of language since the students probably would use their mother tongue instead of English.

e. Using Live Listening

This plan was aimed at improving students' comprehension in understanding what the other speaker said instead of using classroom English. The live listening was about a person having a trip in Yogyakarta. Besides improving the students' comprehension, this activity was used to check the students' understanding in learning signs and symbols.

f. Giving Rewards to Motivate the Students Doing the Task

The researcher planned to give rewards in the form of points for the students who were willing to speak English. This action was planned based on the findings in the questionnaires and interviews with the English teacher revealing that the students were still shy and reluctant to perform English. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic to come in front of the class to performing.

2. Action and Observation in Cycle I

Before the actions were done, the researcher conducted the pre test which was held on 14th November 2013. After that, the researcher conducted the actions

in cycle I which were done in two meetings. Based on the discussion with the English teacher, the researcher should continue the materials that the students had learnt. Therefore, the researcher in cycle I delivered materials about signs and symbols. The researcher acted as a teacher during the implementation, while the English teacher and the other research team became collaborators which observed the teaching and learning activity.

In the first meeting, the pre test, the researcher conducted the interview to test the students' speaking ability. Based on several references to assess the speaking, the researcher used the assessment format issued by New York LOTE which included comprehension, vocabulary, pronunciation, fluency, and grammar. The comprehension included the ability to understand spoken language. The vocabulary was assessed by considering the use of words and expressions used in target language. Pronunciation skill included how the interviewee pronounced words in such a way that the interviewer would understand what was being said. Fluency included the students' ability to share the ideas into English but not necessarily perfect. Grammar was assessed to check the accuracy of the interviewee whether the use of the word order and sentence structures in the target language correct or not.

The assessors of the pre test were the researcher and the collaborator by using the assessment with the rating scale start from 0-2. The point was given based on the students' performance by considering the explanation of the assessment format. The rating scales were completed during the student's

performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

After the pre test, the researcher conducted cycle I to improve several skills in speaking. The implemented actions were presented as follows:

a. Using Classroom English

This action was aimed at familiarizing the students with the several English expressions which were frequently used. In the first cycle, the researcher familiarized the students with classroom English expressions such as to greet students like “Good morning”, “Good afternoon”, “How are you today?”, and “Who is absent today?” to lead a prayer such as “Let’s have a prayer, shall we?” and “Prayer begins.” to begin the lesson such as “Today we are going to learn...”, to check students understanding by saying “Do you understand?”, and to end the class by saying “I think that’s all for today. Thank you and see you next time”. When the researcher greeted the students using the expressions that the researcher had mentioned, it seemed that the students got no problem with that; they already knew how to respond them. The researcher perceived as if they had been familiar with the expressions. The problem happened when the researcher used the expression to begin the teaching and learning activities, some of them seemed confused with the expression that the researcher uttered. At that time, there was a student said “*apa artinya Pak?*” (What does the meaning of the expression?) which referred to “Today we are going to learn signs and symbols” The researcher, then, translated into Indonesian language to cope with the problem and also briefly explained the expression. Similar with the use of greeting expressions,

the students apparently understood the expression of checking understanding. When the researcher asked “Do you understand?”, the students responded the question by saying “yes”.

For the expressions that the students had already understood, the researcher tried to familiarize the students with various different expressions in the second meeting. Meanwhile, the researcher in the next meeting still used the same expression without translating into Indonesian language for the unfamiliar expressions that the researcher used in the previous meeting. It was done as an attempt to accustom them with the English expressions. Besides classroom English, the researcher also used English to present the materials with translation in Indonesian language if it was necessary. It was applied because many students asked to do so when the researcher did the observations and interviews before doing the research study.

b. Drilling Pronunciation

In the while teaching stage, the researcher presented some vocabularies and drilled how to pronounce them legibly which were carried out in the first meeting and second meeting. The teacher, at first, pronounced the words loudly before the students imitated the sound. After that, the teacher pointed certain words and the students pronounced them on their own. The researcher merely corrected if there was mispronounced word, then, the students imitated once or twice.

Checking the pronunciation also conducted group by group. The researcher gave compliment for the loudest and the best group in pronouncing the

words. Checking pronunciation was also done individually for the students who seemed sleepy in the back and who made noise but not participated in the teaching and learning activities. The researcher did not correct the mispronounced words directly but he asked the other students the legible sound so that they could compare which one was more legible to another one. It was aimed at making the students independently analyze the right one and the wrong one.

Drilling pronunciation was not only at the beginning of the lesson but it was also done in whole teaching and learning activities. Every time the researcher heard the mispronounced words, the researcher directly gave feedback or asked the other students to pronounce the same words. It was attempted to compare one student's pronunciation to the other students. The researcher corrected them if there was no student pronouncing the words legibly.

The pronunciation drilling was accepted positively by the students (questionnaire number 10-11). The students admitted that they were glad to have pronunciation drilling during the English class (97%). This data were obtained from the questionnaire number 11 (*Apakah anda senang ketika guru anda mengajari pengucapan Bahasa Inggris?/ Were you pleased when the teacher drilled English pronunciation?*) There were several reasons which made them glad to have pronunciation drilling; 1) the pronunciation drilling made the students more familiar with the English sounds, 2) the pronunciation drilling helped the students to pronounce the words intelligibly, 3) the pronunciation drilling made the students aware of their previous mistake, 4) the pronunciation drilling enrich the students' knowledge.

Furthermore, Some students, based on the questionnaire number 10, (*Apakah anda jadi lebih mengerti mengenai pengucapan bahasa Inggris setelah guru anda mengajarkan cara pengucapan kata-kata bahasa Inggris?/ Are you able to pronounce the English words after the teacher conducted pronunciation drilling?/ Are you able to pronounce the English words after the teacher conducted pronunciation drilling?*) even stated that by implementing pronunciation drilling they could pronounce the words legibly compared to the condition when they did not get any pronunciation drilling.

Here is the sampel of students' statements dealing with the questionnaire number 10 , (*Apakah anda jadi lebih mengerti mengenai pengucapan bahasa Inggris setelah guru anda mengajarkan cara pengucapan kata-kata bahasa Inggris?/ Are you able to pronounce the English words after the teacher conducted pronunciation drilling?*)

Table 3 : The Students' Answers of Questionnaire Number 10: Pronunciation Drilling

1	AGR	<i>Ya, menjadi lebih tahu cara pengucapan yang benar/ my knowledge of pronouncing the words is better.</i>
2	ANS	<i>Sedikit mengerti dan kadang tidak mengerti. Yes, but I haven't understood completely.</i>
3	ALR	<i>Ya</i>
4	CWN	<i>Ya</i>
5	DRN	<i>Ya. Karena yang diajarkan cukup mudah/ Yes, it's because the materials was a bit easy</i>
6	DWN	<i>Ya</i>
7	DAP	<i>Ya saya lebih mengerti/ Yes, I understood the way to pronounce the words better.</i>
8	DMN	<i>Iya saya jadi lebih mengerti karena lebih mengerti bagaimana pengucapan bahasa Inggris yang benar/ Yes, I, now, understood how to pronounce certain words.</i>
9	DAG	<i>Ya</i>
10	ECN	<i>Kadang-kadang mengerti, tapi ada beberapa yang belum mengerti juga./ Yes I understood how to pronounce words but I still got difficulty.</i>

From the statement above, the pronunciation drilling did help the students to recognize the sounds. However, a few students still found that they were not completely able to pronounce the English words.

Besides the data gained from the questionnaires, some students were also interviewed in terms of exploring the students' opinion. After asking to the students whether drilling pronunciation was necessary, three interviewed students answered that it was necessary since it could help them speaking in English.

- R: *Menurut pendapat kalian, apakah pengajaran pronunciation perlu dilaksanakan?*
(Do you think that drilling pronunciation was necessarily done?)
- S1: *Perlu sekali agar kalau ngomong pakai bahasa Inggris nggak belepotan.*
(Yes of course, it helped me speak English better.)
- S2: *perlu lah. Biar tahu bagaimana ngomong yang benar.*
(Yes, it helped me speak English legibly.)
- S3: *perlu. Paling nggak menambah pengetahuan mas.*
(Yes, at least drilling pronunciation enriched my English knowledge and skill)
- R: *Apakah pengejaran pronunciation yang dilakukan membantu kalian dalam belajar bahasa inggris?*
(Do you think that pronunciation drilling help you learn English?)
- S: *ya pasti membantu mas.*
(Yes, it helped a lot)
- S2: *membantu sekali. Dari yang tadi nggak tahu jadi tahu.*
(It helped a lot because now I know how to pronounce words that I didn't know previously)
- S3: *Membantu. Mau nggk mau kan kalau ngomong bahasa Inggris harus ikut orang yang ngomong bahasa Inggris.*
(Yes, it's helpful since we have to speak the way the native speakers do)
- (Interview transcript 30th January 2014)

Most of students also mentioned that the researcher distinctly drilled the pronunciation which partly improved their speaking ability. Besides helping the students to pronounce the new word legibly, some students, based on the

interview, stated that it helped them to correct the words that they used to pronounce improperly. The pronunciation drilling, therefore, was very useful for students.

c. Drilling Vocabularies

Similar with drilling pronunciation, drilling vocabulary was also done at the beginning of the while teaching process. Then, to check students understanding, the researcher used tasks to reinforce the vocabulary mastery. In the first meeting when the researcher delivered signs and symbols topic, the researcher gave matching quiz in which students should match the pictures and the available words. The other quiz was interpreting pictures in which the students themselves should guess the pictures and interpret the meaning of certain signs and symbols. In this stage, the researcher also introduced certain modal such as may and can and the negation of those modal. Therefore, the students could interpret “no parking” sign as “I cannot park here”. This material was used as the input for oral activity in which the students produced oral expression based on the pictures shown in the slide. This action was also implemented to assist the students arrange the words into a sentence because based on the questionnaires the students had a difficulty in this matter.

Discussing the problem dealing with vocabulary mastery, the researcher found in the questionnaires that 48.38% students dealt with this problem. This number surely made an excuse that became an obstruction for the students to be incapable in speaking. Though their vocabulary mastery could not be improved

immediately, the vocabulary drilling was believed to help them gradually familiar with various English words.

d. Encouraging Students to Speak English Using Group Work Activities

Group work activities were implemented in every meeting related to the topic of the teaching and learning activities. The groups were decided based on the students' seat since the researcher assumed that it was the simplest way to do. Although 18 students (58.06%) wished to choose their own group member, they were still cooperative in teaching and learning activities. The reason why they wanted to choose their own group member was because they wanted to be in the same group with their close friends. Grouping the students based on their seats was actually done by considering that most of the students' close friend sitting next to them or in the same row. Therefore, this choice answered the pretention of the students who wanted to have a group based on the students' seat (16.12 %), and based on lottery (6.45 %). Meanwhile 4 students answered that all grouping methods were alright.

In cycle I, the group work activities were still very simple. Those group work activities were aimed at making students firstly accustomed to speak English using simple expressions. In the first meeting, the students interpreted signs and symbols orally based on the pictures. Every student had the chance to ask the other group members the meaning of certain pictures as well as had the chance to speak English. The researcher tried to create a certain condition in which there was a taking turn in the conversation. In the second meeting the topic was about public transportation schedule. The researcher used a map and a set of flight

numbers, destinations, and the cities of departure cards. Each group decided one member to stick the cards on the map while the other members gave a clue when they got turn. It was implemented to improve students' comprehension for one who stuck the cards and to improve fluency for them who gave the clues.

During the activities, the researcher monitored the use of language to make sure that the students spoke using English actively. In the first meeting, it seemed that there was no major problem dealing with the use of language. Some students, however, produced utterances unnaturally as if they did not ask the question for real. The researcher, therefore, gave examples of how to ask question in English. Instead of standing in front of the class, the researcher monitored the activities by walking around the class and asked group by group whether they got problems or not as well as actively involved in the activity which was done by the students.

Based on the questionnaire number 1, 30 students (97%) answered that they were happy doing the group work activities in teaching and learning activities. From 31 students, 10 students (32.22%) stated that by doing group work, they could discuss the materials and tasks with their partners while the other 10 students (32.22%) stated that doing group work could ease them learning the materials and had the opportunity to speak English. Meanwhile, 5 students (16.12%) thought that the group work activities were fun.

Furthermore, the state of happiness was resulted from the interested activity in the group work. Based on the questionnaires 20 students (64.51%) confessed that the interactive group work activities that they did were **interesting**. Meanwhile 6 students (19.35%) stated that the interactive group work activities

were **quite interesting**. 4 students (12.9%) even stated that the interactive group work activities were **very interesting** (Questionnaire number 12: *Apakah menurut anda group work itu menarik?/ Do you think that the interactive group work activities were interested?*)

The table below showed the samples of students' statement based on the questionnaire number 12.

Table 4: The Students Answers of Questionnaire Number 12: Were the Interactive Group Work Activities Interesting?

No	Name	Answer
1	AGR	<i>Menarik/ Interesting</i>
2	ANS	<i>Menarik/ Interesting</i>
3	ALR	<i>Cukup menarik/ quite Interesting</i>
4	CWN	<i>Menarik / Interesting</i>
5	DRN	<i>Sangat menarik/very interesting</i>
6	DWN	<i>Menarik / Interesting</i>
7	DAP	<i>Menarik / Interesting</i>
8	DMN	<i>Menarik / Interesting</i>
9	DAG	<i>Cukup menarik/ quite interesting</i>
10	ECN	<i>Menarik/ Interesting</i>
11		...

Dealing with the implementation of interactive group work activities, the students stated several reasons which supported why the interactive group work activities were interesting. The reasons were obtained from the questionnaire number 13 (*Berikan alasan kenapa anda merasa tertarik/ tidak tertarik dengan group work? /could you give the reasons why the interactive group work activities interesting/ interesting?*) from the questionnaires answers, the students' statements were summed up into six main categories; 1) the interactive group work activities stimulated the students to vigorously do and finish the task, 2) the interactive

The students' answers could be seen in the table below.

Table 5: the Students Answer of Questionnaire Number 13: Could You Give the Reasons Why the Interactive Group Work Activities Interesting/ Not Interesting?)

No	Name	Answers
6
7	DAP	<i>Karena dikerjakan bersama-sama, jika ada salah satu atau dua belum paham bisa dibahas dalam group work/</i> The tasks could be done and finished together with friends. We could help each other when we found difficulty
8	DMN	<i>Karena bisa mengerjakan bersama-sama sehingga lebih mudah paham/</i> We could finish the task together with friends so it became easier.
9	DAG	<i>Membantu saya berkomunikasi dalam bahasa Inggris/</i> the interactive group work help me to communicate using English.
10	ECN	<i>Karena dapat belajar bersama/</i> we can learn together.
11	ESN	<i>Bisa berdiskusi dan bertanya kepada teman kalau belum bisa atau belum mengerti./</i> we could do discussion with friends asking any problems.
12	EKW	<i>Dapat bermain dan belajar, menambah wawasan dan pengalaman dengan teman yang belum terlalu akrab./</i> we could play in the class while we learnt something.
13	FAN	<i>Mudah untuk memahami/</i> it eased me to comprehend the materials.
14	FTN	<i>Menyenangkan bias membantu memahami bahasa Inggris/</i> it helped me understand the English materials.
15	FRN	<i>Membantu memahami materi/</i> it helped me understand the materials
16

Besides the data taken from the questionnaire, the data taken from the interview also showed that the students enjoyed the activities.

R : *Bagaimana pendapat kalian mengenai group work yang baru saja dilaksanakan?*

What do you think about the group work activities today?

S1: *Menyenangkan. Mengembangkan kreatifitas.*

It's exciting. I think it also stimulates creativity.

S2 : *Menyenangkan, karena bisa bekerjasama dan berdiskusi sehingga bahasa inggris mudah dipahami.*

It's interesting because I could work with my friends and I could discuss materials with them. Therefore I can understand English.

- S3: *Sering-sering dilakukan saja.*
Hopefully, we can do that frequently.
 (Interview transcript 25-01-2014 (first meeting))

In the second meeting, the researcher also conducted an interview to get the response from the students' point of view. From the interview about the group work activities the researcher found that the group work activities were interesting.

- R : *Bagaimana pendapat kalian mengenai group work yang baru saja dilaksanakan?* (what do you think about our group works today?)
 S1 : *Asik seru. Apalagi yang nempel-nempel di peta.* (it was fun. I really like the one that we stuck the paper on the map.)
 S2: *Ya seru. Asik. Jadi nggak ngantuk yang main nempel-nempel di peta.* (yes, it was fun. the activity that we stuck the small paper on the map made me awake.)
 S3 : *Menyenangkan meskipun nggak ada listening kaya pertemuan pertama.* (It was fun though we did not get listening section like in the previous meeting.)
 (Interview Transcript 30 January 2014 (the second meeting))

Based on the questionnaire number 3 (*Apakah group work tersebut membantu anda memahami materi Bahasa Inggris dengan lebih baik? Jelaskan./* did the interactive group work activities help you to comprehend the English materials? Explain.), 28 students (90.4%) agreed that the implementation of group work activities could help them understand the materials better. The rest of students, 2 students (6.45%) stated that the interactive group work activities **quite helpful** to facilitate them comprehending the materials. Some of them even stated that they could communicate using English with their friends. The other reasons why group work activities could help them comprehend the materials were because they could cooperate with their partners and could ask to their friends in the same group when they got difficulty in understanding the materials.

Besides comprehending the materials, the group work activities helped the students improve their speaking ability since they could use English as a means of communication in teaching and learning activities especially with their partners. From 31 students, there were 28 students (90.4%) admitted that group work activities gave them chance to speak English. There were even two students who stated that it was their first time learning English through English. It was also their first time to speak in English so that they still got several problems. In the first cycle, the dominant problem found by the students was pronunciation (80.64%) followed by the vocabulary mastery (48.38%), grammar (32.25%), and word order (16.12%). However, the lack of students' ability was anticipated by the researcher with guiding them. Error was something tolerable since they rarely practiced speaking English.

Admittedly, the students did not use English all the time in teaching and learning activity although the group work activities gave them the opportunity to speak in English. There were 26 students (70.96%) answering that they sometimes spoke in English and 4 students (12.9%) answering that they often spoke in English. In addition, the students used English when they got group work activities in which they had to use English. When they spoke something which was not related to the topic of group work, mostly they used Indonesian language.

R: *Apakah group work tersebut membuat anda berbahasa inggris dengan teman anda?*

(Do you think that group work activities stimulate you to speak English?)

S1 : *Dikelompok saya ada yang menggunakan bahasa Indonesia. Bahasa Inggris dipakai kalau kami tahu.*

(In my group, we sometimes used English if we knew the meaning and how to say, the rest of the we spoke using Bahasa Indonesia.)

S2 : *Ya, kami mencoba menggunakan bahasa Inggris. Harusnya kaya yang nempel-nempel di peta. Jadi pasti mau tidak mau menggunakan bahasa Inggris.*

(We tried to speak using English. I think we should do the activity like sticking paper on the map in which we had to use English.)

S3: *Kecuali yang nempel-nempel di peta, kadang pakai bahasa Indonesia. pakai bahasa Inggris pas ada tugas. Kalau ngobrol ya biasa.*

(We sometimes use Bahasa Indonesia when we had a chat except the one which we had to give instruction to stick the small paper on the map.) (Interview Transcript 30th January 2014 of Second Meeting)

Based on the data from the questionnaires and the interviews, the students tried to speak English when there was a task to which they had to use English. Therefore, it was very important to design the task in order that the students were forced to speak in English.



Figure 4: The Students Did the Pre-Interactive Group Work Activities



Figure 5: The Students Did the Interactive Group Work Activities; Interview

e. Using Live Listening

Live listening was attempted to improve students' comprehension besides implementing classroom English and learning English through English. This live listening task was done in the first meeting when the students learnt signs and symbols. It was a fiction story about a foreigner named Mr. Ignorant who visited Yogyakarta. In implementing this action, the collaborator acted as the narrator, the researcher acted as the illustrator, and the students became the tourist guides for Mr. Ignorant. As the narrator, the collaborator told the story and the researcher, as the illustrator, illustrated the story and sometimes asked several questions dealing with the signs and symbols used in the story and what Mr. ignorant supposed to do. The students, then, guided Mr Ignorant what to do by considering the signs and symbols.

Based on the interview data, the students enjoyed listening to the story. The one who liked it said that they did not only listen to the story but they also could give responses orally.

- R: Dari 3 tugas group work yang dilaksanakan, group work manakah yang paling kalian suka? Berikan alasan.
(Which one is your favourite group work activities from those three group works?)
- S1: Yang listening Mr. Ignorant.
(I like the listening to Mr Ignorant session.)
- S1: Yang ketiga, yang listening. Soalnya bisa mendengarkan dan member respon.
(The third one, sir. It was the listening session because I could listen and give response.) (interview 30th February 2014)

f. Giving Rewards to Motivate Students Doing Tasks

To motivate the students, the researcher planned to give rewards in the form of good comments, points, and snacks. However, in the actions, the researcher just gave good comments and snacks as rewards. Points were not given since there was no tasks in which the researcher gave marks after the students did the activities.

Showing good respect to the students by giving good comments when they tried to be active in the English teaching and learning process was done to appreciate the students. It was expected that the students would be more motivated in learning because they would feel that they got rewards in doing the tasks successfully. This plan was implemented by saying “Good”, “Excellent” or “Great” when the students tried to answer the questions or did anything they were asked to do.

Giving compliment was a part of assessment as well besides giving points to students after doing tasks. It was categorized as informal assessment. The evidence of giving compliment was shown in the questionnaire number 6 ;
Apakah guru memberikan penilaian setelah anda melakukan group work?(Did the

teacher give the assessment after the students did the interactive group work activities?)

Table 6: The Students' Answers of Questionnaire Number 6

No	Name	Answer
18	NNY	<i>Penilaian secara lisan; membenarkan kosakata yang salah/ the teacher gave oral assessment such as giving direct feedback about vocabularies error.</i>
19	NFH	<i>Memberikan pujian, ada juga penilaian tentang kesalahan pengucapan./ the teacher gave compliment. The researcher also gave assessment about pronunciation.</i>
20	NFW	<i>Membahas kembali kesalahan jika ada/ the researcher discuss the mistake if there was any students made it.</i>
21	RNW	<i>Biasanya dengan menggunakan pujian, memberikan nilai, membenarkan kesalahan/ the teacher usually gave compliment, gave points, and correct the mistakes.</i>
22	RPL	<i>Dengan cara memberikan pujian serta membenarkan kesalahan dan membahas lagi/ the teacher gave compliment and corrected the mistake.</i>
23	SPH	<i>Memberikan nilai, pujian, dan membenarkan kesalahan/ the teacher gave points, compliments, and corrected the mistakes.</i>
24	SKS	<i>Memberikan pujian, memberikan nilai/ the teacher gave compliment and gave points.</i>
25	SAL	<i>Selain member nilai, guru juga membahas kembali kesalahan jika ada/ besides giving points, the teacher also discussed the mistakes that the students made.</i>
26	SDI	<i>Memberikan pujian, membenarkan kesalahan, membahas kembali/ the teacher gave compliment, corrected the mistake and discuss it again.</i>
27	SRN	<i>Memberikan nilai dan pujian/ the teacher gave compliment.</i>

In practice, good comments such as saying “good” or “great” to students seemed to make them happy and motivated to be more actively taking part in teaching and learning activity. It was perceived by the researcher from seeing the students smiling face after getting compliment from the researcher. Complimenting students as a reward also engaged the students during the teaching and learning activities.

Besides giving compliment, the researcher also gave kind of snacks for those who could answer the researcher question related to the topic that the students learnt. It was undeniable that they were happy getting few snack from the researcher.

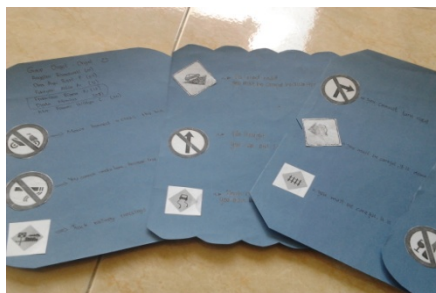


Figure 6: The Result of Students task; Pre-Interactive Group Work Activities

3. Reflection of Cycle I

After implementing the actions, the researcher and the collaborator reflected on the action that had been conducted in order to evaluate the action. The discussion was done based on the data compiled from the observations during the teaching and learning process, interviews, and the questionnaires. The research team members discussed the problems to come up with the solutions to which the researcher would consider in the next cycle, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

a. Using Classroom English

There was no major problem dealing with the use of classroom English especially those for greeting like “good morning”, “good afternoon”, and “how are you today?” since they were quite familiar with the expressions. Thus, the researcher in the second meeting used “how’s life?” to render the students various English expressions. The students inevitably confused when they heard the utterances. Then, the researcher said once more using “How are you today?” and explained that the use of “How’s life?”, or “how are you doing?” were similar

with “How are you today?”. Some students nodded as the expression of understanding. The use of 50% English in the class was accepted positively by students since the researcher also provided the translation after speaking in English. The researcher, however, did not translate the whole sentences that were uttered; it was the points that were translated. The researcher also did not translate the words that the researcher mentioned more than twice or after the meaning previously having been explained. It aimed at making the students familiar with the words and enabling them to use the words when they did communication.

At the end of the first meeting, some students said that the way the researcher spoke was so fast that they sometimes did not catch the meaning. This comment, then, became consideration for the researcher to speak a way more slowly.

After discussing with the English teacher and the collaborator, the use of classroom English would be applied again in the second cycle. The researcher planned to employ various classroom English so that the students became more familiar with English. In terms of the researcher’s voice, the students admitted that they clearly could hear the researcher’s voice.

b. Drilling Pronunciation

Almost all students said that drilling pronunciation was important for them in order that they pronounced the words intelligibly. It was important because sometimes mispronounce words could lead misinterpretation and miscommunication. Besides improving their pronunciation, the drilling also helped them to find out the legible sound that they barely know.

Based on the data gained from the questionnaires, 30 students (97%) said that they were glad to have pronunciation drilling. Most students, after drilling the pronunciation, admitted that they pronounced the words better compare to the previous state. Some students, however, stated that they were still confused in pronouncing certain words (questionnaire number 10).

Based on the data mention previously, the pronunciation drilling would be applied in cycle II since the students found it was useful. In addition, pronunciation drilling planned to be applied and checked individually if it was necessary since the data showed that there were some students who still found it difficult to pronounce certain words. Without ignoring the other students, the researcher intended to pay more attention to the students who still got difficulty in pronunciation.

Besides the fact that it was useful for the students, drilling pronunciation was prepared to be applied in cycle II since the researcher found about 80, 64 % problem was related to pronunciation. This problem frequently made the students reluctant to speak English and made them unconfident. Besides drilling pronunciation word by word, the researcher and the collaborator found an idea to introduce tongue twister to students.

c. Drilling Vocabularies

Drilling vocabularies was done at the beginning of the lesson and also in the practice stage. After giving a text, the researcher gave a set of vocabularies that the students were about to learn. Drilling vocabularies using this method, however, was kind of boring. After discussing with the research collaborator,

drilling vocabulary would still be used in the second cycle by using media such as pictures and the LCD in order to make it more interesting.

Drilling vocabularies in the second cycle were intended to be applied again because after accomplishing the first cycle, the percentage of students having problems in vocabulary mastery was still high (48.38%). The implementation of drilling vocabularies were planned to be more communicative by speaking English frequently and by giving written task in which students used the new vocabulary and arranged them to be a sentence. Besides the lack of vocabulary mastery, at the end of cycle I, the data showed that there were about 16.12 % students found it difficult to arrange the words into a sentence (questionnaire number 20)

d. Encouraging Students to Speak English Using Group Work Activities

There were two kinds of group work activities applied in the first cycle, those were, interviewing and giving instruction. Compare to the interviewing, giving instruction was more fun since they had to give a clue in order that their friend stuck the card correctly on the map. Interviewing was not really fun. The collaborator commented that the task was not challenging for the students. It was too easy for them because they just asked “what this symbol means?” to their friends. The collaborator, then, suggested the researcher use more challenging activities or competitive group work. Besides more challenging activities, the group work activities for the second cycle should stimulate the students to use English more frequently.

Based on the data gained from the questionnaires, 20 students (64.51 %) said that, the group work activities applied in teaching and learning process were interesting while 4 students (12. 9%) even said that the group work activities were very interesting. However, the rest of them still found that not all group work activities were interesting. These students argued that they got bored in some parts of the activities.

In addition based on the observation of the research collaborator, in the first meeting, the researcher got a problem in managing the class and gave instruction. Therefore, in doing the task, some students made the noise because they did not understand what to do.

e. Using Live Listening

Live listening run well and the students were very enthusiastic listening to the story. In the interview that was conducted after the meeting, the students said that it was very fun. There was no problem dealing with the live listening section. The students also did the task very well. During the story telling, the students' attention was very well. Because listening was aimed at improving students' comprehension, in the next cycle, listening section would be conducted again with various media such as speaker, LCD, and video.

f. Giving Rewards to Motivate Students

Giving rewards to motivate the students was applicable in making the students become more active. When the students who did the task successfully were praised, they seemed happy and they wanted to do the task given in the next activity. They became happier when they got rewards from the researcher. They

became more motivated in doing the task. They also participated more actively in the English teaching and learning process. This action was successfully improved the passive students to participate in English teaching and learning. However, it was almost impossible to rely on giving rewards to motivate students. Based on the discussion, rewards would still be used but it was not always in the form of snacks or sort of thing. Based on the observation, compliments when students had a great work meant something to them. Although the teacher did not give snacks for active students, by giving compliment, the students were motivated to take part in teaching and learning process.

4. Findings of Cycle I

After conducting cycle I, observing the learning process, and reflecting them with the collaborator and the English teacher, the researcher drew the conclusion that some actions which had been implemented during cycle I were successful enough to improve students' speaking ability. The use of classroom English in cycle I could familiarize the students with English though sometimes the researcher still needed to translate the language into Bahasa Indonesia. However, after the researcher used the expression more than twice, the researcher did not to translate the language because the students had already known the meaning. This habit would improve students' comprehension if it was done continuously. The students' comprehension also could be improved by the teacher using English in teaching and learning process with the translation in Bahasa Indonesia if it was necessary.

Besides the comprehension problems, pronunciation skill and vocabulary mastery could be improved by drilling them in such a way that they could be familiar with the words and accustomed to use it. Based on the students' testimony, after pronunciation drilling, they could pronounce the words better and help them speak English. The students' statements became important because the researcher found that the speaking ability could be improved by making them familiar with English from the basic. They had to be drilled some times and then directly they had to practice it in an interactive way. Therefore, the researcher applied some interactive group work activities as a means of using English.

Even though students did not speak English all the time during teaching and learning activities, they had a chance to use English in interactive group work activities after they learnt the materials. It means that the interactive group work activities could encourage them to speak English since they had to. In an interview section after the actions, some students even suggested that the researcher gave them more challenging activities in which they were forced to use English more. Furthermore, by applying the interactive group work activities, they perceived that their speaking ability was improved every time they got the interactive group work activities. Similar with the students' statement, the English teacher also agreed that the activities could improve their speaking ability if it was applied continuously.

Based on the observation, the students also engaged in teaching and learning activity and they also seemed enthusiastic to do interactive group work activities in which they had to use English. However, after interpreting the

questionnaires, few students stated that some of group works activities were not really interesting. Some of them were not really challenging.

C. The Implementations of the Actions and Discussions in Cycle II

1. Plans of Cycle II

Related to the evaluation after conducting cycle I, there were several actions that were still necessarily done in cycle II. This kind of actions was improved in order that the students could use English more frequently. The activity that the students still found it uninteresting would be changed to be more interesting in a way that they would more actively take part in teaching and learning activity. Pronunciation and vocabulary drilling would still be used since based on interviews and questionnaires data, the researcher still found that the students had difficulty finding ‘what to say’ and ‘how to say’. Dealing with vocabulary drilling, the researcher focused on how to help students arrange the word order.

After discussing with the research collaborator, the actions that were applied in cycle II enlisted as follows:

- a. Using classroom English
- b. Drilling vocabularies and word ordering
- c. Drilling pronunciation
- d. Optimizing the use of media to support interactive group work activities
- e. Implementing more challenging interactive group work activities

The researcher also managed and monitored the teaching and learning more intensely by moving around the class to make sure that the students used

English and actively took part in teaching and learning activities. Besides, the researcher also observed the problems that might occur when the students did the activities in order that the researcher directly helped them to solve the problem if it could be solved right away. By implementing this method, the researcher believed that the students would be engaged so that they would be more comfortable and confident in doing the activities.

Giving rewards was still used because it could stimulate students' motivation and engagement to take part in the teaching and learning process. However, the rewards were in the form of compliment rather than snacks or the other stuffs. This decision came up from the observation in cycle I that giving compliment made the students happy of doing great work and directly stimulated them to do the same.

a. Using Classroom English

Using classroom English was still implemented since the data from observation showed that the students responded it well. They seemed enthusiastic listening to the teacher speaking English. By giving the meaning in Indonesian language, the researcher believed that it made them familiar with the sound of English and they could imitate when they were about to speak. However, in cycle II, the researcher did not translate the words literally. The researcher emphasized only on the point of the sentence that was uttered.

The researcher also used various classroom English expressions rather than use the same expressions as in the first cycle. It was aimed at familiarizing the students with the various expressions they could use when they spoke in

English. As a result, the researcher believed that it could improve students' comprehension since speaking could not be separated from listening.

b. Drilling Vocabularies

The topic of cycle II was about menu. In this case, the researcher focused on vocabularies related to food and drink and emphasized on how to arrange the words into a good sentence. This plan came up from the questionnaires and the interviews in cycle II that some students found it difficult to arrange the word-order.

Vocabulary drilling was done during the teaching and learning activities to reinforce the students mastering vocabulary and enable them to use it. At the beginning of the class, the researcher applied vocabulary quiz as the warming up before delivering the main topic. The vocabulary quiz was relevant to the topic in which it was about their favorite foods and drinks and also about what they got for breakfast.

c. Drilling Pronunciation

In cycle I, the researcher had conducted pronunciation drilling in teaching and learning activities right after introducing the vocabularies that the students were about to use. The procedures in cycle II more or less were the same; the researcher gave examples how to pronounce such words, then, the students were asked to repeat after the teacher. It was repeated by whole class, then, per group, then, if it was necessarily done, the researcher asked several students to pronounce the words individually. The researcher made a condition to make sure that the other students listened and gave responses if there were incorrect sound.

The different actions that were conducted in cycle II were giving the students minimal pairs and tongue twisters. Giving minimal pairs was aimed at helping the students to analyze the different sound of certain words, while, the purpose of using tongue twisters was to help them articulate sound.

d. Optimizing the Use of Media to Support Interactive Group Work Activities

To support interactive group work activities, the researcher planned to use certain media such as flash cards, menus, the LCD, speakers, and videos. The flash cards that would be used were a set of food pictures because the topic in cycle II was about menu. The LCD was planned to show the videos about people going to a restaurant and to give the students examples of expression how to order menus. There were another media such as a tray, chairs, and a table for a role play section.

e. Implementing More Challenging Interactive Group Work Activities.

In cycle I, the researcher applied interview and giving instruction as the interactive group work activities. The interview was still used in cycle II as the first interactive group work activities in which the students were asked to ask about their friends' favorite food. While the other group work activities were a survey game and a role play.

2. Actions and Observations of Cycle II

Cycle II was conducted in three meetings, the 1st February, the 6th February, and the 8th February. The topic of the meetings was about menu. The researcher, then, introduced the name of food and how to call the food in English. It was conducted in the first meeting in which the researcher also delivered

materials about like and dislike expressions. The other activities done in the first meeting were doing an interview and a survey game. The interview was conducted to find out what their friends preference dealing with foods or drinks. Furthermore, the researcher applied a survey game as a follow up of the interview. The purpose of this game was to find out the same food that their friend fancy. In this game, the students moved around the class for about 15 minutes.

In the second meeting, the researcher delivered materials about conversation in the restaurant which were done by students in a role play. Since the role play could not be done in a meeting, the researcher decided to continue the role play in the next meeting. Similar with cycle I, the data were collected by conducting interviews, observations, and questionnaires.

a. Using Classroom English

The classroom English in cycle II was employed in all three meetings. It was similar with the previous cycle; the researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson. Since the students seemed familiar with certain expressions in cycle I like “Good morning”, “How are you today?” and “See you”, the researcher, in the first meeting used the other expression which had similar meaning with “How are you?”, that is “How’s life?”

When the students did not understand the expression, the researcher tried to explain the meaning by using the expression that they knew, that was “how are you?” The explanation was in English after the researcher wrote down the expression in the white board. Some students nodded their head as they said “I see

sir". In checking the students' understanding, the researcher sometimes used expression such as "Do you get it?", "Is it clear?" "Am I making myself clear", and "Do you have any questions" instead of saying "Do you understand?" It was surprising that the students could respond "Is it clear", and "Do you have any questions?" because it was the first time the researcher used those expressions. After asking them about the meaning of "Is it clear?" and "Do you have any question?" the students said that the meaning of "clear" was "*jelas*", while, the meaning of "question" was "*pertanyaan*". However, the used of the rest expressions were not really successful because they were confused when the researcher checked students' understanding used "'am I making myself clear?", and "do you get it?". In this case, the same as what the researcher did previously; he tried to paraphrase the expressions or change the expressions which the students understood.

The other classroom English that the researcher used in the first meeting that made the students confused was "Take one and pass the rest on". It occurred when the researcher gave copies of pictures for interview task. To explain the meaning, the researcher explained by using gestures to show the meaning of "take" and "pass the rest on". In fact, without saying the words in Indonesian language, the students understood what the researcher said. Although using gestures could help the students catch the meaning, there were some cases that the researcher had to use Indonesian language or the synonym to explain the meaning of certain words. This happened when the researcher explained materials using English. For this case, the researcher used English and interpreted the language

using Indonesian language if it was necessary. The researcher did not use Indonesian language to explain the materials because he wanted to make students accustomed to listen to English.

b. Drilling Vocabularies and Word Ordering

Drilling vocabularies was done at the beginning of presenting the materials after introducing the topic. The topic was about menu so that the researcher introduced several foods and drinks to the students. The foods and drinks were shown in the LCD so that the students could see them clearly. Before showing them several pictures of foods and drinks through the LCD, the researcher asked to the students about foods that they ate for the breakfast and their favorite food. In this ice breaking section, the students seemed so engaged in the activity. They vigorously answered the researcher's question about their favorite foods.

When the researcher asked about students' favourite food, there were students who answered "*Mie Ayam*". Then, the researcher asked to students who answer so how to call "*Mie Ayam*" in English. the students still kept silent in responding the researcher's question. Therefore, the researcher asked how to call "*Mie*" in English. A student in the front answered "noodle". "yes, that's right" the researcher replied, "very good, girl". After that, the researcher asked about the meaning of "*ayam*". "Do you know what KFC is" the researcher tried to build the schemata. "chicken sir" answered a student. "yes that's right, so how to say *Mie Ayam* in English". Responding to this question, a girl named Desi answered "chicken noodle".

(Field note, 1st February 2014, the first meeting)

There were also students who answered "Meat balls", "*soto*", "*penyetan*", "chocolate" and even traditional food like "*intip*", "*pia*", and "*lanting*".

There were even students who said that their favorite food were "*intip*", "*pia*", and "*lanting*". Before the researcher asked how to say those foods in English, a student asked that first. "What is *intip* in English?". Since there was no *Intip* nor *Lanting* in native speaking country of English, the researcher tried to explain the food using description. He said that *intip* is a

food like cracker but made of rice. Meanwhile, *lanting* was a fried food made of cassava powder which was shaped like a ring. The same case was done to explain *penyetan*.

(Field note, 1st February 2014, the first meeting)

After discussing the students' favorite food, the researcher then showed them some pictures through the LCD. The students answered correctly in English some of the pictures. Meanwhile, the rest of the pictures, the students used Indonesian language. After answering the name of food in English, the researcher asked several students to make the word into sentence using, "that is...", "I like ..." or "I don't like..." It was conducted to help them arrange the word order. The vocabulary drilling was continued in the activities before the students did the interactive group works.

c. Drilling Pronunciation

Drilling pronunciation was done after the researcher introduced the vocabulary that the students would deal with. Like in cycle I, the researcher started the pronunciation drilling by giving the example of how to say certain words. Then, the students together followed the researcher. After that, the researcher did the drilling group by group and finally the researcher asked several students to pronounce the words on their own.

The researcher also gave the students minimal pairs and tongue twisters. It was aimed at making students accustomed to pronounce words in English. When the students pronounce the tongue twister, sometimes they laughed because it seemed hard for them to differentiate certain sounds.

"*Kok susah mas* (It seems difficult sir?)"

"*Coba dulu* (Try it first)"

When the students tried to pronounce the tongue twister sentence, some of them made some errors. Some students laughed at themselves when they realized that they made mistakes.

“*Kenapa ketawa?* (Why did you laugh?)”

“*Susah tapi lucu* (it was difficult but it was funny). *Emang harus monyong-monying gitu ya mas?* (Should we pronounce the words that way?)”

Based on the observation, the students seems enthusiastically doing the activity although they sometimes made mistake. The tongue twister encouraged the students to involve in the teaching and learning activities. The researcher concluded that tongue twister could be applied as an ice breaking or attracting students’ attention. (Field Note 1st February 2014)

From the field note above it showed that the tongue twister was fun. not only based on the field note, the statements were also gained from the interview while the students finished their task. Some questions in interview were delivered in English.

R : You like the tongue twister?

S1 & S2 : Yes I liked.

R : How about you?

S3 : (Smiling) *Yes, tapi agak susah. Ribet ngucapinya.*
(It’s a bit difficult especially to make the sound)

S1 : *Tapi seru.*
(It was fun though)

R : *bagaimana jika pertemuan mendatang kalian dapat tongue twister lagi?*
(How about doing it again in the next meeting?)

S : *Boleh banget mas.* (Certainly sir.)

(Interview 1st February 2014)

The same opinion also gained from the other group. Mostly the students said that it was a bit difficult to pronounce certain sounds. The students also agreed that the activity was fun. The researcher tried to communicate using English

R : What do you think about the tongue twister?

S : hm...? (the students seemed confused)

R : The tongue twister? You liked it?

S1 : Yes, Fun sir. Like it. (yes, it was fun, I liked it)

S2 : Tired sir. itu tadi, tongue twister nya make me tired
 R : I see, *maksudnya*, the tongue twister made you tired
 S2 : Yes, that's right.
 (Interview 1st February 2014)

In the questionnaire number 9, 10, and 11 related to the pronunciation drilling, most students stated that it was helpful for them to acquire the language. The pronunciation drilling especially tongue twister also helped them to be more familiar with the sounds of English. The students also suggested that the pronunciation drilling applied frequently to enable them to pronounce various English words. In addition, the students also stated that they would forget how to pronounce the words if they were not drilled anymore. It means that the pronunciation drilling should be applied continuously in the teaching and learning activities.

The evidence of the pronunciation drilling could be seen in the table below. The evidence was based on the questionnaire number 8 (*Apakah dalam mengajar Bahasa Inggris, guru juga mengajarkan cara mengucapkan kata Bahasa Inggris?*/ Did the teacher drilled pronunciation during the teaching and learning activities?)

Table 7: The Students' Answers of Questionnaire Number 8

No	Name	Answer
1	AGR	<i>Ya/ Yes</i>
2	ANS	<i>Ya/ Yes</i>
3	ALR	<i>Ya/ Yes</i>
4	CWN	<i>Ya/ Yes</i>
5	DRN	<i>Ya/ Yes</i>
6	DWN	<i>Ya/ Yes</i>
7	DAP	<i>Ya/ Yes</i>
8	DMN	<i>Ya/ Yes</i>

The pronunciation drilling which was done by implementing minimal pairs and tongue twisters was perceived useful by students. Some students' statements were presented in the table below.

Table 8 : The Students' Answers of Questionnaire Number 11

No	Name	Answer
18	NNY	<i>Ya, karena bisa mengucapkan dengan benar/ The pronunciation drilling could help me pronounce the words intelligibly.</i>
19	NFH	<i>Ya, karena saya menjadi jelas mengucapkan bahasa Inggris/ I am able to pronounce the words intelligibly.</i>
20	NFW	<i>Iya karena dapat mengikuti ucapan bahasa Inggris/ I could imitate the English pronunciation.</i>
21	RNW	<i>Iya, karena bisa tahu cara mengucapkan yang benar/ I now have knowledge about intelligible pronunciation.</i>
22	RPL	<i>Ya, sebab dapat membantu saya mengucapkan kata bahasa inggris dengan benar/ the pronunciation drilling helped me pronounce the words intelligibly.</i>
23	SPH	<i>Iya, karena jadi tahu kesalahan/ after pronunciation drilling, I knew what my mistake was.</i>
24	SKS	<i>Iya, karena dapat mengucapkan kata bahasa Inggris dengan baik dan benar/ The pronunciation drilling helped me to pronounce the words intelligibly.</i>

In cycle II several tongue twisters and minimal pairs which were used was shown below:

1. A big blue bucket of blue blueberries
 2. A cup of coffee in a copper coffee pot
 3. Double bubble gum bubbles double
 4. For fine fresh fish phone Phil.
 5. Nine nimble noblemen nibble nuts.
- (<http://www.poetfreak.com/168559/food-and-drink-tongue-twisters-09.html>)

pea bee peach beach pie bye pie tie peel teal

pea tea peach teach peas tease pie thigh pick thick

pink think pie thy pen then peas these pose those pay they

(<http://1.bp.blogspot.com/-Uiyol5b5yhA/TxTjtaq5m8I/AAAAAAAAABWE/nIpINEnb46o/s1600/Initial%2BB%2B-%2BMinimal%2BPairs%2BPage%2B2.png>)

d. Optimizing the Use of Media

To support interactive group work activities and also teaching and learning activities, the researcher used certain media such as flash cards, menus, and also survey game form. In the first meeting, the teacher could use all media that he had prepared. The LCD was used to show the pictures of food to students. Meanwhile, the flashcards were used for doing the activity such as interviewing and also doing a survey game. The flash cards included name of foods and drinks and also menus. Besides name of foods, the flash cards also included a kind of restaurant with various cuisines. Related to the restaurant, the researcher explained kind of food that probably available in the restaurant.

The teacher gave flash cards about restaurant. Each student got a name of restaurant in which it promoted special cuisine such as Arabian, Chinese, Indonesian, Italian, and vegetarian. After getting the cards, the students seemed confused. So before the activity began, the researcher explained a kind of food that probably available in the restaurant. “what you got girl?” asked the researcher. “yes you.”. “hmm..vegetarian restaurant, sir”. “okay, in vegetarian restaurant, you cannot have meat. They just serve vegetable like salad. In Indonesia we have *pecel*, *lotek*, *gado-gado*. You understand? For those who got vegetarian restaurant, you can write it down”. Then, the researcher continued explaining the other food like spaghetti, pizza, etc. After the students understood, the researcher continued the activity. (Field note, 1st February 2014)

In the second meeting of cycle II the researcher could not use the LCD since there was a problem with the electricity there. Even, the researcher could not use speaker that he brought. This condition was stressful because in the second meeting, the researcher wanted to show the video to the students about conversation taking place in the restaurant. After thinking a while, finally, the researcher and the collaborator decided to be the model of the conversation.

The researcher was confused and stressful since the electricity could not be used. The students said that it started on Friday and the school did not

call the electrician yet. As a solution, the researcher asked the collaborator to join him to be the model of the conversation as the replacement of the video.

(Field note, the 6th February 2014)

Besides the video and the speaker, the media were helpful to support not only teaching and learning activities but they were also helpful for applying interactive group work activities. Using media also attracted students' attention because they did not have to stare at texts all the time.

Here are some pictures showing the use of media in cycle II



Figure 7: The Media Used in Cycle II (Foods and Drinks)

e. Implementing More Challenging Interactive Group Work Activities

There were three interactive group work activities which were conducted in cycle II. In the first meeting, the researcher conducted interviewing and a small

survey game. The interview held per group after the researcher gave flash cards to each student. After having flashcards, each student asked the other members in the same group whether they liked it or not. The researcher gave 10 minutes for the students to practice it. The researcher sometimes joined the activity by asking them about their favorite foods. It was done to check whether the students really understood the topic or not and it was also done to check whether all students took part in the activity. After moving around to all groups, the researcher, then, gave them a table containing name of foods which would be used to play a survey game. Before playing this activity, the researcher asked the students to write a list of three favorite foods and three less favorite foods based on the table. After that, the researcher asked them to stand up and find out their friends who got the same favorite foods and less favorite food. Compare to the interview, this activity was so noisy.

The impression of the survey game was noisy. The researcher watched the activity by standing in front of the class after he asked the students to rearrange the chairs as the way before they did interactive group work activities. Students moved here and there trying to find out the friend who got the same preference. When the researcher heard a student said "*eh, kamu belum saya wawancara*", the researcher stopped the activity and asked the students how to say the sentence in English. the researcher also encouraged the students to use English.

While the other students still played the game, a student said "have three, sir". "you've got three, like and dislike?" asked the researcher. the students said "yes, three, sir". (Field note, 1st February 2014)

From the observation, the students seemed enthusiastic doing the activity. They were noisy but they tried to use English.

The second meeting, the researcher conducted small survey game and a role play simulation. A small survey game was conducted to enable the students to

use expression of inviting someone to a restaurant. At first, the researcher gave a picture to each student which contained a name of restaurant with a special menu like Italian, Chinese, and vegetarian. From this card, each student asked the members of their group whether they would like to go to the restaurant or not. In a piece of paper provided by the researcher, they, then, enlisted a number of friends who were willing to go to the restaurant. However, the students were confused after getting the cards because the cards just contained the name of the restaurant without listing the complete menus.

The students seemed confused after getting the cards of restaurant. They stared at the cards without knowing what to do. “Confused, *Pak*” a student said. Then, the researcher asked what cards she got. After that, he explained possible menus in that restaurant and asked the student who got the same restaurant to write the list of menu that he had given. The researcher, then, asked who got the vegetarian, Chinese, and the other restaurants. He did not explain the menu directly but he tried to be interactive by asking possible menus to the students. “Understand now?” asked the researcher. After the students say “yes”, the researcher asked the students to start the activity, inviting someone to a restaurant. (Field Note, 6th February 2014)

While the students did the task, the researcher moved around to visit each group and ask them about friends who wanted to go to the restaurant they offered. From the observations and interviews, the researcher found out in a group that there was no student who wanted to go to vegetarian restaurant. The interview partially used simple English.

- R : How many friends you got?
- S1 : Five.
- R : Really. What restaurant do you get?
- S1 : Italy sir.
- R : You mean Italian restaurant?
- S1 : yes, Italian.
- R : How about you?
- S2 : No friend?
- R : Really. What restaurant?

S2 : vegetarian.
 R : so nobody likes vegetable? *Nggak ada yang suka sayur?*
 Everybody but the one who invited said “no sir”
 R : That’s alright. How about the others? *Yang lain gimana?*
 S3 : Four, sir.
 S4 : Three
 R : Good
 (Interview Transcript, 6th February 2014)

After the task finished, the researcher, then, ask several students about friends who accepted their invitation before the researcher gave the next materials, role play simulation. The researcher was supposed to use the LCD to show the video and speakers but there was a problem with the electricity. As the solution, the researcher and the collaborator gave role play simulation about a conversation in the restaurant. The conversation was about greeting, ordering menu, and billing for the guests and greeting, offering menu and taking order for the waitress.

The role play was applied in the third meeting. In the previous meeting, the researcher asked the students to make the role play draft as homework. There were 5 groups to perform and to be assessed. While the students prepared themselves, the researcher prepared the media such as a tray, snacks, a table, and chairs. After everything was ready, the researcher made lotteries to decide which group performed first.



Figure 8: The Students Did a Small Survey Game (Left) and a Role Play (Right)

The role play went well although they looked nervous. However, the researcher still found some students trying hard to memorize the words.

After the role play, the researcher asked to students whether it was difficult. Some students said that it was quite difficult, “yes, sir. Difficult. *Belum terbiasa* (I haven’t accustomed to perform a role play)” “if it was the first time you performed, *kalau baru pertama*, you did a great job, *sudah cukup bagus*.”

At the end of the role play, the researcher announced two best group. “though, it was the first time, meskipun yang pertama, some of you had a splendid performance, beberapa dari kalian luar biasa. There are two best performance, *ada dua group yang memberi tampilan terbaik*.. Those are Cyntia’s group and Monic’s Group. Congratulation. *Selamat*.” The class, then, gave applause to them. (Field Note, 8th February 2014)

From the field note above, it was known that the students had a role play for the first time; they were not accustomed to do this activity. Therefore, some students seemed unconfident and nervous to perform in front of the class. In the interview, some students also stated that it was better to give them the easy activity first.

- R : How’s the role play? *Susah ya?* (Was it difficult?)
 S1 : Yes, sir. *Susah*. (Yes, sir. It was difficult)
 R : Really? Why?
 S1 : *Susah aja, Sir. Belum terbiasa. Mendingan yang gampang-gampang dulu aja.*
 (It’s just quite difficult. I think it’s better to give us some easy activities)
 R : *Katanya mau yang menantang biar seru?*
 You said that you need more challenging activity, didn’t you?
 S1 : *Kemarin yang keliling kelas, apa itu? yang nyari like and dislike juga lumayan menantang dan seru kok.*
 Yesterday, the survey game was fun and a bit challenging.
 R : *Jadi ini kurang seru?*
 So, you said that it was not really interesting?
 S1 : *Seru, tapi susah.*
 It was fun although it was a bit difficult.

(Interview transcript, 8th February 2014 (3rd meeting))

Besides the data taken from the interviews and the field note, the questionnaires in cycle II showed that the students enjoyed the activities. Most students stated that the group work activities applied in cycle II like the survey games and the role play were rarely or even never applied in the teaching and learning activities. In addition, the students also stated that they got more chances to speak in English so that they became accustomed to express their ideas. As a result, the students became more fluent in speaking English and comprehending the materials better (questionnaire number 1, 3, & 4).

Based on the questionnaire number 12 (Do you think that the group work activities that had been applied interesting?), most students (20 students) stated that the group work activities **interesting** (64.51%). Compare to cycle I, the group work activities which were applied in cycle II were more interesting since the data showed that more students (8 students) stated the group work activities were **very interesting** (25.80%). In this case, in cycle I, the number of students who stated that the group work activities ‘very interesting’ were merely 4 students (12.9%).

There were several reasons why they stated that the group work activities were interesting. First, the group work encourages the students confidently to speak English. Second, the students could solve the problems together, for example, by having discussion. Third, the group work activities lessened the nerve in the teaching and learning activities. Fourth, the students could help each other to comprehend the materials, for instance, when there was students who did not understand the materials, they could ask the other students.

In cycle II, the implementation of interactive group work activities also encouraged the students to actively employ English. The evidence was obtained from the questionnaire number 17 (*Apakah dalam group work tersebut Anda berbicara dalam Bahasa Inggris?* Did you employ English when you did the interactive group work activities?). From the questionnaire, there were 15 students (48.83%) stated that they were not really frequent in employing English. Different statements stated by 13 students (41.93%), they admitted that they were frequently employed English. Although it was just 13 students, there was an improvement in terms of the number of students who stated that they frequently employ English. In cycle I, the number of students who stated that they frequently employ English was merely 4 students (12.9%).

The fact that the students could not employ English a whole time was undeniable. The students indeed admitted that they still got problem when they were about to speak using English. Several problems that the students still dealt with could be seen in the table as follow:

Table 9: Students' Answers of Questionnaire Number 20 (*Kesulitan apa saja yang dihadapi ketika Anda berbicara menggunakan Bahasa Inggris?*/ What problems you dealt with when you were about to use English?)

No	Name	Answer
20	NFW	<i>Pengucapan bahasa Inggris</i> / Pronunciation
21	RNW	<i>Pengucapan bahasa Inggris, kosakata, menyusun kalimat, dan grammar</i> / Pronunciation, vocabularies, word ordering, and grammar
22	RPL	<i>Pengucapan, grammar</i> / Pronunciation and grammar
23	SPH	<i>Pengucapan dalam bahasa Inggris</i> / Pronunciation
24	SKS	<i>Pengucapan bahasa Inggris dan kosakata bahasa Inggris</i> / Pronunciation and vocabularies
25	SAL	<i>Pengucapan bahasa Inggris dan kosakata bahasa Inggris</i> / Pronunciation and vocabularies

(Continued)

(Continued)

26	SDI	<i>Pengucapan dan kosakata</i> /Pronunciation and vocabularies
27	SRN	<i>Pengucapan dan kosakata</i> /Pronunciation and vocabularies
28	TWN	<i>Penyusunan kata dari bahasa Indonesia kedalam bahasa Inggris</i> / Ordering Words from Bahasa to English

3. Reflections of Cycle II

Some actions were implemented during cycle II as the efforts to improve students' speaking ability. While doing the actions, the researcher and the research collaborator did the observation to find out the evidences dealing with students' responses and the problems that occurred in cycle II. Not only observing and taking notes during the research periods, the researcher also did deep interviews to gain the students' comments and statements related to the actions that were being done or had been done in the process. At the end of the cycle, the researcher also asked the students to answer the questionnaires as supporting data to strengthen the data and also as a consideration to conduct research reflection. There were five actions that should be reflected. Those were using classroom English, drilling vocabularies, drilling pronunciation, optimizing the use of media, and implementing more challenging interactive group work activities. Based on the observations, interviews, and also questionnaire, some actions were successful to help the students' improve their speaking ability but some of them were not successfully applied. The following discussions deeply reflected all the actions.

a. Using Classroom English

The implementation of classroom English was successful. The students became more familiar with English since they were exposed with the language. Indeed, there were several expressions that the students still found it confusing

especially those which were newly used in the teaching and learning process. To cope with this situation, the researcher usually changed the language with the expressions that they were familiar. Otherwise, the researcher used gestures to help the students understand the meaning. If the researcher did not have any idea about gesturing the words, the researcher, then wrote the expressions and explained them with the familiar expressions. For example, the researcher explained the use of “how’s life?” and “how are you?”

Based on the observation, the students were also able to guess the meaning of several classroom English expressions such as “any question?” or “is it clear?” Though the words were different from “do you understand?” they could respond the questions since they knew the meaning of clear and question. From those evidences, the researcher concluded that the students’ comprehension to support their speaking ability improved.

b. Drilling Vocabularies

This action was aimed at enriching the students’ vocabulary mastery. Different from cycle I, in cycle II the researcher not only drilled the vocabulary but he also drilled how to make certain words into a sentence. It was done as the effort to help the students rearrange the words that they wanted to speak since the questionnaire results of cycle I showed that word ordering was one of the problems. However, it needed a long process to make them eloquently use the word into sentence. They had to be familiarized with English continuously. If it happened, the researcher believed that the students would be able to create utterances spontaneously.

The vocabulary drilling did not only use text but the researcher also used supporting media to make it more interesting such as flash cards, and the LCD. The students, in this case, were excited. They did not get bored easily because they could play the game using the flash cards.

c. Drilling Pronunciation

The researcher in the second cycle used tongue twisters and minimal pairs to drill the pronunciation. The tongue twisters which were used were adapted based on foods and drinks topic. The similar topic was chosen not only to improve the pronunciation skill but also to assist the students in recognizing the words related to foods and drinks. It seemed that there was no problem dealing with the implementation of tongue twister and minimal pairs in cycle II. The students looked passionate to do the activities, in this case, tried to pronounce the tongue twisters. It made the situation in the class fun and less pressure though sometimes students commented that the tongue twisters were difficult. However, they did not stop trying and sometimes they laughed when they did mistake in pronouncing the words. Somehow, the tongue twisters could be used as ice breaking activity in teaching speaking. Based on the observations and the interviews, the researcher concluded that the actions were successful to familiarize the sound of English to students so that their pronunciation skill gradually improved.

d. Optimizing the Use of Media

The media really helped the researcher to conduct the teaching and learning activities. Some of the media such as flash cards of foods, drinks, and menus worked well in time the researcher conducted the teaching and learning

activities. It also helped the students to understand materials besides the texts that were given to them. The use of media was used to attract students' attention because they liked the colorful foods and drinks flashcards. They also looked eager to take part in the activities when the researcher used various media. However, there was a problem with the electricity in the second meeting so the researcher could not use the LCD wherein it was supposed to play the video. By the help of the research collaborator, the video which contained the input to learn conversation in the restaurant replaced with the dialogue between them giving a similar example as in the video. It worked well fortunately and the students could follow the teaching and learning activity.

e. Implementing More Challenging Interactive Group Work Activities

There were three interactive group work activities which were applied in cycle II; those were interviewing, a survey game, and a role play. Because interviewing was performed in cycle I, there was no problem that occurred during the interview. The students also looked comfortable in asking and answering their friends' questions. They began accustomed to do a conversation in English with their friends especially those which used the expressions that the researcher gave.

Similar with the implementation of interviewing, the survey game was also successful though it was noisy when the students tried to move around and look for friends who got similar preferences for foods. The students seemed amused while doing this activity and they could finish the activity properly in which they had to found out at least three students who got similar preferences. To make sure that the students utilized the English well, the researcher monitored

the activity by not only watching them, but also taking part directly. To monitor 31 students at once was indeed hard so the researcher with the help of the research collaborator cooperated together.

The application of a role play was actually successful. All five groups could perform their dialogue based on the material that they learnt. There was no problem dealing with the use of language because they have prepared the draft at home. From the observations, the researcher concluded that the role play could encourage them utilized the language that they learnt. However, it was indeed time consuming and as the students were not accustomed to perform in front of the class, some students seemed so nervous. Few students also tried hard to memorize the sentences that they had to say. In this case, the automaticity principle was not well applied.

4. Findings of Cycle II

After 3 meetings conducted to implement the interactive group work activities, from data analysis which was resulted from the observations, interviews, and questionnaires, the outcome of the research could be summarized that it was done well to facilitate the students to improve their speaking ability. This assumption was obtained by taking into account several speaking aspects such as the students' comprehension, pronunciation, vocabulary mastery, fluency, and accuracy which were derived from the use of classroom English, vocabulary and word order drilling, pronunciation drilling, optimizing the use of media, and implementing the interactive group work activities.

The implementation of classroom English by exposing the students various expressions was successfully improved the students' comprehension as part of speaking because they happened to be familiar with the new expression. Eventually, in some cases, they were able to guess certain new expressions by referring to the knowledge that they learnt. As a result, they were able to give response though the researcher employed the new expressions. This improvement could not be separated from the implementation of vocabulary drilling in which they were trained to guess the meaning of certain words based on their previous knowledge. Beside introducing the unfamiliar words and guessing the meaning, the researcher also strived to drill them how to arrange the words into a sentence. Accordingly, the students turned out to be accustomed to create sentence which were useful to help them in speaking activity.

The actions of implementing pronunciation drilling successfully improved their pronunciation skill as one of the important aspects of speaking because intelligible pronunciation could avoid the listener misinterpretation and misunderstanding. The students, in this case, also stated that they way they pronounced the words were getting better. When the researcher gave the tongue twisters, the students seemed attracted to this. Although they strived so hard to pronounce the words, they enjoyed doing the activity.

The use of media was really helpful not only to support teaching and learning activities but also to get students' attention. By utilizing the media, the teaching and learning activities as well as the interactive group works were well conducted. There were also positive comments dealing with the media which were

applied in the teaching and learning activities; mostly, the students liked them because they were interesting.

Finally, the implementation of interactive group work activities as the main actions of the research which were expected to improve students' speaking ability was also successful to improve students' speaking ability. In cycle II, the researcher perceived that gradually the students' speaking ability was nicely improved every time they carried out the interactive group work activities. Their improvement possibly happened because they turned out to be accustomed to take part in speaking activity; they were being familiar with English especially to come up with 'what to say' and 'how to say'.

In summary, the improvement of students' speaking ability after the researcher applied interactive group work activities can be seen in table below. The table shows the comparison among the students' condition before doing cycle, cycle I, and cycle II.

Table 10: The Comparison of Cycle I and Cycle II

Before the actions	Cycle I	Cycle II
The students' comprehension in spoken English was low.	The students began more familiar with English and able to understand the spoken English by giving appropriate response.	The students were getting accustomed to give response of various expressions.

(Continued)

(Continued)

The students made many errors in pronouncing the English words.	By drilling them how to pronounce certain words their pronunciation was getting better.	After frequently drilling them pronunciation and giving them tongue twister, the students were able to pronounce various words legibly.
It was found that the students got problems to find what to say and how to say.	By drilling them vocabularies and applying interactive group work activities, the students' ability to find what to say was improved though it was found that they were not fluent yet.	The students seemed fluent enough to speak in English after the researcher applied drilling word ordering and applying more challenging interactive group work activities.
The students rarely employed English during teaching and learning activity.	After implementing group work activities, the students employed English more frequently.	Not only employing English more frequently, the students also started being fluent in speaking English.

D. The Result of Speaking Test

The result of the speaking test was obtained by conducting pre-test and post test. Both of them were carried out by asking students in the form of interview. To assess the speaking ability, the researcher adapted speaking rubric assessment issued by New York LOTE for interview which covers comprehension, Vocabulary, Pronunciation, Fluency, and Grammar. Based on this

assessment, the score was scaled from 0-2. The topics of the interview were related to the materials that they have learnt including, signs and symbols, number, public transportation schedule, food and drink, and menu.

To carry out the interview, the researcher invited the students based on their attendance list. The other students waited for the interview outside the classroom while they filled their strengths and weaknesses in English lesson.

The table below shows the summary of pre test and post test result. Meanwhile, the detail information about the speaking test result was enlisted in the list of appendices.

Table 11: The Result of Students' Speaking Ability in Pre-Test

Mean	Pre Test	
	Researcher	Collaborator
Mean	33.87097	32.09677
Number of Students	31	31

From the table 5 above, it was found that the mean of English speaking test from the researcher was 33.87 which was higher than the score obtained by the collaborator, 32.09. From those two scores, the researcher, then, calculated the mean of scores resulted by the researcher and the collaborator. It was found that the mean of the pre test was 32.967742.

The format of the post test was the same as the pre-test in terms of the speaking rubric and the procedure of the interview. The detail information of students' speaking ability in post test was enlisted in the appendices whereas the mean of the score was enlisted in table 6 below.

Table 12: The Result of Students' Speaking Ability in Pre-Test

Mean	Post Test	
	Researcher	Collaborator
Mean	36.4194	34.0968
Number of Students	31	31

From the table above, it could be inferred that there was improvement of students' speaking ability. In the post test, the mean of students speaking ability which was obtained by the researcher was 36.4194. Meanwhile, the data showed that the mean of the students' speaking ability based on the research collaborator assessment was 34.0968. From those two scores, it could be summarized that the mean of post test was 35.258065. This score was higher rather than the pre test score.

In summary, the improvement of students' speaking ability could be seen in the chart below:

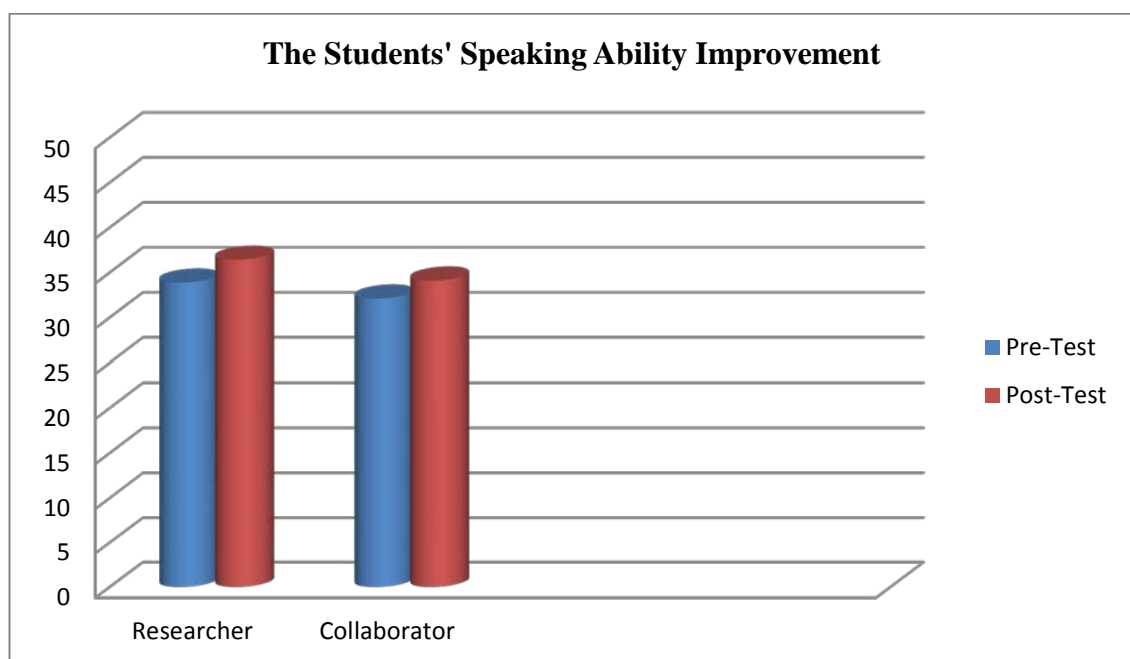
Figure 9: The Result of Pre-Test and Post-Test

Table 13: The Result of Students' Speaking Ability in Pre-Test and Post-Test of Each Aspect

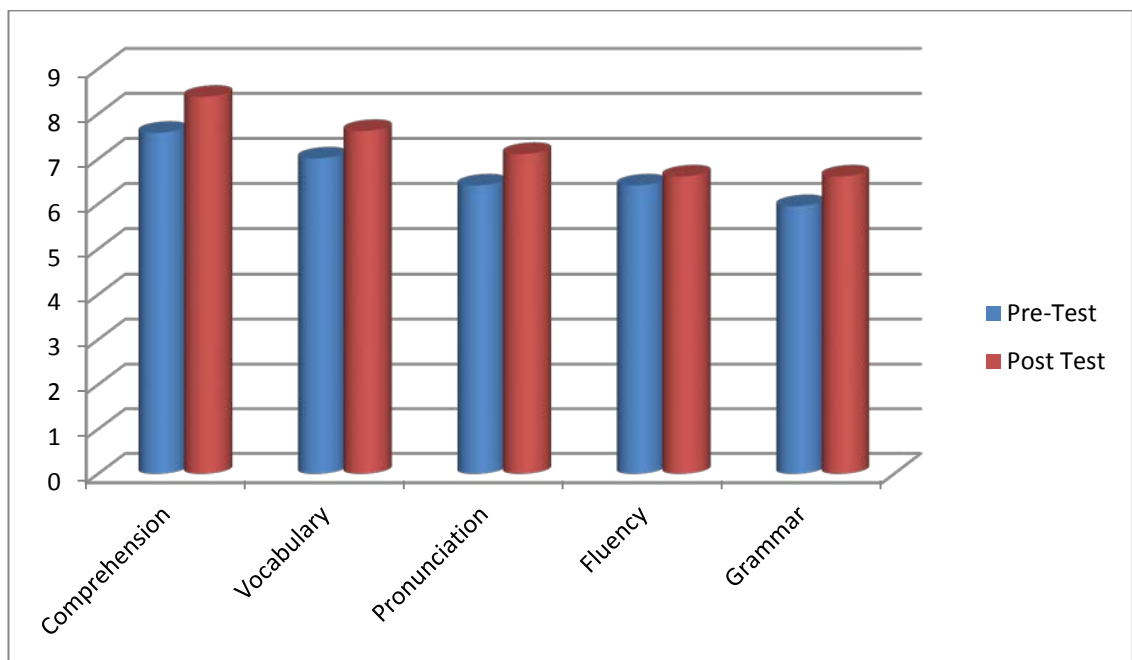
Test	Mean Score				
	Comprehension	Vocabulary	Pronunciation	Fluency	Grammar
Pre Test	7. 5806452	7. 016129	6. 4193548	6. 4193548	5. 9516129
Post Test	8. 3870968	7. 6290323	7. 1129032	6. 6129032	6. 612903

From the table 13 above, the researcher tried to state the improvement of students' speaking ability based on each aspect of speaking rubric. Those five aspects nicely improved especially the students' comprehension in which in the pre test, the score was 7. 58 while in the post test, the researcher found it rose to be 8.38. The other aspect which nicely improved was students' pronunciation. It was found that the post test score of students' pronunciation was 7.11 which is higher from the pre test, 6.41. The grammar score was raised from 5.95 to 6.61.

The improvement of the teaching speaking skill and students' speaking ability was not described from the result of the test only, but it was also described by the other instruments such as the questionnaires, interviews, and observations. From those all data, the researcher came up with the conclusion that the process of teaching speaking as well as the students' speaking ability well improved in such a way by implementing interactive group work activities.

The improvement of each skill can be seen in the chart below:

Figure 10: The Improvement of Students' Comprehension, Vocabulary, Pronunciation, Fluency, and Grammar



CHAPTER V

CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter illustrates the conclusion, suggestion, and implications which were relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

There are two objectives of this research study; the first one is to describe how interactive group work activities are implemented to improve the teaching of speaking skills of grade X PM 1 students of SMKN 1 Depok and the second one is how to describe the improvement of the students' speaking ability due to the improvement of the process. The conclusions come up from the research findings which reflected the outcome of the observations, interview, questionnaire, pre test, and post test. All those data, then, were analyzed and summarized before the researcher come up with the conclusion of this research study.

Based on the objectives of the study, the results of the study are summarized in two cases. The first is related to the description how interactive group work activities are implemented to improve teaching speaking skills. As stated by the researcher in chapter IV, the researcher implemented not only the interactive group work activities but he also implemented some accompanying actions such as using classroom English, drilling pronunciation, drilling vocabularies, giving rewards, and using media to support the improvement of students' speaking ability. The actions except giving rewards were implemented in every meeting to familiarize the students with English. After five meetings of

conducting the actions, the researcher found that the process of teaching speaking gradually improved every time the researcher applied interactive group work activities. It was perceived by the facts that the students became more active in teaching and learning process by using English that they learnt. The students did not only learn the theories but they also practiced spoken English in such a way using interactive group work activities.

The second one is related to the describing the improvement of the students' speaking ability due to the improvement of the process. After five meetings of conducting the actions, the students regularly improved their speaking ability by actively speaking in English. The improvement of students' speaking ability was perceived by the researcher from the way they utilized the language; comprehending the other speaker's utterances, being able to pronounce the words legibly, being able to arrange what to say, being able to find out how to say, and being able to take turn the conversation. In addition, they became more familiar with the words and sounds of English after being exposed with the language.

B. Implications

Based on the results of the actions, it is implied that the students need to be actively involved in speaking activities so that their speaking skills could be improved. They should familiarize themselves with the English words which they have acquired in learning process. It is also implied that the teacher should apply various interactive group work activities in the teaching speaking since the activities provide some benefits. First, the activities facilitate the students to

improve their speaking ability. Secondly, they were able to encourage students actively using English. Thirdly, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control the number of the students who work in a group. All of them should participate equally in the activities because each of them has different responsibilities toward the activities. It is also implied that the teacher should be able to manage the class so that the process of implementing interactive group work activities could run well. Besides, the teacher should be aware of the students' characteristics so that the activities could cover all of the students' interests.

C. Suggestions

There are several suggestions based on the conclusion stated in the previous sub chapter which are directed to the teachers of English and other researchers who possibly take the same field.

1. The English Teachers

The English teachers possibly need to apply the interactive group work activities and develop the activities to improve teaching speaking skills in order to facilitate the students improving their speaking ability. In applying the interactive group work activities, the teachers also need to provide various media to support the success of teaching speaking skill. The use of media, in this case, also could possibly attract the students' attention during the learning process so they vigorously take part in the activities.

The teachers sometimes need to involve actively in the activity so that they know the problems that may occur in the activity as well as the improvement of

the students' speaking ability. By directly involved in the activity, the teachers are able to observe and reflect the problems and the success of teaching and learning activity from teachers' point of view. This action could possibly engage the students and could make them more active as well.

Besides observing directly, the teachers need to gain the information and suggestion from the students related to the activity that they do. By observing and listening more from the students, the researcher believes that it is not hard to improve both of teaching speaking and improving students' speaking ability. In addition, the improvement process is an ongoing process.

2. The Other Researchers

This study is mainly intended to describe how an interactive group work activity is implemented to improve the teaching of speaking skills of grade X PM 1 students of SMKN 1 Depok, Sleman, Yogyakarta and describe the improvement of the students' speaking ability due to the improvement of the process. Certainly, the other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking ability. This study could probably be used as one of the references before the researchers conduct an action research related to the improvement of the students' speaking ability.

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APPENDICES

Students' Abbreviation and Full Name

No	Abbreviation	Full Name
1	AGR	Anggita Risnawati
2	ANS	Anita Suryani
3	ALR	Aulia Rahmawati
4	CWN	Cita Wahyuningsih
5	DRN	Desi Retnasari
6	DWN	Devi Wahyuningsih
7	DAP	Dina Ayu Putri Pamungkas
8	DMN	Dinda Monica
9	DAG	Dyah Anggraini
10	ECN	Erinna Cahyaninda
11	ESN	Esti Sulistyaningrum
12	EKW	Etikawati
13	FAN	Febryati Alfianingrum
14	FTN	Fitriani
15	FRN	Fransisca Risma Noviyanti
16	HYP	Hatarya Yudha Pradata
17	MSW	Meri Susila Wati
18	NNY	Ndaru Nur Yulianti
19	NFH	Normalita Fitri Handayani
20	NFW	Nur Fatoni Widyasaputri
21	RNW	Retnowati
22	RPL	Rini Puji Lestari
23	SPH	Safitri Pri Hardiyani
24	SKS	Sinta Kumala Sari
25	SAL	Sintya Aprilia
26	SDI	Sita Desi Inayanti
27	SRN	Sri Ramlani
28	TWN	Tri Wahyuni
29	VDR	Vivi Dwi Ramadani
30	WNI	Widya Nur Indrasari
31	YLT	Yulianti
Total		

FIELD NOTE CYCLE I

Field Note I

Date :Saturday, January 25th, 2014

Subject : The Teaching and Learning Activities

It was the first day of teaching in class X PM I. Before starting the class, the researcher greeted the students. After greeting the students, the researcher told the students the topic that they were going to learn, that was about sign and symbol. Then, the researcher asked the students to create a group by offering some choices. There were two choices, they were creating group based on students' number and based on the students' seat. Because, most students answered the first choice, the researcher then decided the group based in the students' seat. This group would be used for four meetings. Therefore, the researcher asked the students to prepare the group before English class in every meeting. After, the students sit with the group member, the researcher asked the students to name their group. The group name was freely chosen based on the group decision.

The researcher, then, explain the materials about sign in symbol while the students sit with their group member. As the pre teaching activity of the topic, the students were asked to mention the sign and symbol in their school and the meaning of the sign and symbol. Furthermore, the students were asked to mention the sign and symbol that they often saw in the street.

At first, the students answered the meaning of the sign and symbol in Bahasa Indonesia. Therefore, the researcher gave a material related to language used in telling the meaning of the symbol. The materials were based on the use of modal can, may, and should. After several times practicing, the students began accustomed to explain the sign and symbol using English, such as no smoking sign means that people cannot smoking, no littering sign means that people cannot throw the garbage. In addition the researcher also introduced the use of "there is/ there are" in several cases to explain that "there is a restaurant near the street" based on the sign that they saw.

Pronunciation was also taught to reinforce them speaking with a legible sound since there were several cases dealing with mispronouncing several words like "phone", "chair", "camera", etc. The students seemed to enjoy the pronunciation section.

In first meeting there were three major group works. Those were one in warming up section and two group works in the practice section. The first group work was used for brushing up their vocabulary dealing with the things in the classroom. At first, the students discussed the word in a moment. Then, the researcher called group by group the words that they knew. After that, the researcher gave a clue about an object in the classroom beginning with a certain letter. For example, the object began with "W". After the clue, the students answered orally. Since most students spoke at the same time, then, the researcher chose some students to give the answer. The second group work was identifying the sign and symbol after the students listened a story entitled Mr. Ignorant. While, they listened to the story, they had to tell the meaning of the symbol that appeared in the LCD if the researcher asked. There were some signs and symbols in the story and the students succeeded telling the meaning of the signs and symbols in English. The last group work was identifying the sign and symbol in written form. They are asked to guess the signs and symbols based on the pictures and wrote down the meaning of the signs and symbols. In this activity, the students actively asked when they did not know the meaning of certain words in English such as "*licin*", "*plastic*", etc.

Based on the observation of the collaborator, in the first meeting there were some problems the researcher did. Firstly, the use of Bahasa Indonesia in the pre-teaching was too much. He said that probably almost 70% the researcher used Bahasa Indonesia in pre-teaching. After that, in whilst teaching, he said that the use of English was more. Secondly,

the problem occurred when the researcher created the group. The collaborator said that it was so noisy. He said that, it was caused by the lack of instruction given by the researcher. It took about five minutes for students to be settled in their group since after that they followed the English teaching and learning activity enthusiastically.

The other problem that the researcher and the collaborator found was the use of their mother tongue during the group work activity. To motivate the students speaking in English, the researcher suggested the students used code switching or code mixing. Otherwise they could also use the clue about anything that they wanted to ask. For example, the students could say “name?” instead of “what is your name?” if they did not know the form.

In conclusion, although the students still had problems in speaking English, they tried to use English when they communicate each other. Sometimes, the researcher heard a certain students laughed since their friend made error.

Field Note II

Subject : Listening to a story telling

Date : 25th January 2014

After explaining about signs and symbols based on the text book, the researcher told the students that they were going to listen to a story. The researcher asked the research collaborator to come to the front of the class to help him tell the story. He explained to the students that the research collaborator would be a narrator and the researcher would be an illustrator. Meanwhile, the students became tour guides. Besides being a narrator, the research collaborator presented the pictures on the LCD related to the story.

“Are you ready?” asked the researcher.

“Yes.” The students answered.

“Alright, let’s get started”

The narrator then told the story about a foreigner named Mr. Ignorant who visited Yogyakarta. As the illustrator, the researcher sometimes made gestures to show the meaning of certain vocabularies. Otherwise, he directly asked the meaning of certain words directly before the narrator continued to tell the story.

The interactions took place here among students and the researcher. The students actively involved in this activity and actively answered the questions. Based on the observation, the researcher perceived that the students enjoyed listening to the story. It seemed there was no student who did not participate in this activity; every student tried to listen and followed the story enthusiastically.

Field Note III

Date : 25th January 2014

Subject : Classroom English

The first meeting of the cycle I happened on Saturday, 25th January 2014. It was in the afternoon, the last subject of the day. The students seemed tired when the researcher entered the classroom.

“Are you tired? *Capek?*”

“*yes mas capek* (Yes sir, I’m tired)”

“well, oke semua dipersiapkan dulu. (Please prepare for the English subject.)”

The students, then, prepared the text book and the note book.

“Alright, *Asslamu 'alaikum Warahmatullohiwabarokatu*. Good afternoon everybody”

“Good afternoon, Sir”

“How are you today?”

“I’m fine, thank you and you?”

“I’m very well thank you”

Based on the conversation above, the students seemed familiar with the greeting expressions as mentioned above. There was no problem dealing with the response that the researcher expected. Everyone understood the meaning of “Good afternoon”, and “How are you?” the same cases happened when the researcher used parting expression at the end of the class. The students understood the meaning of “See you” and were able to give the response.

Field Note IV

Date : 25th January 2014-06-02

Subject : Interactive Group Work Activities

The first interactive group work activities was interviewing in which the students got signs and symbols pictures. In this activity, the students were asked to make simple conversations with their own group members. The conversations were about asking the meaning of the signs and symbols pictures which had been explained earlier in the presentation stage.

“Ini suruh ngapain mas? (What should we do from the pictures, sir?)” a student asked.

“Hang on a second please. *Tunggu sebentar ya. Saya jelaskan nanti kalau semua sudah dapat gambarnya* (I’m going to explain the activities that you are going to do after all students get their signs and symbols pictures)”

The researcher explained the procedure of the activity especially the focus of the conversation. The students, after that, did the activity. Before the researcher decided to stop the activity, some students seemed to finish the activity.

When the students did the activity, the researcher moved around the class to monitor the students especially the way they use the language. The researcher tried to encourage the students to use English when they did the activities. When the researcher moved around and visited each group, he also tried to ask the probable problem dealing with the interactive group work activities. He involved in the activity actively by asking question based on the pictures, especially for those who seemed to finish the activity.

Field Note V

Date : 30th January 2014

Subject : Interactive Group Work Activities (giving instruction)

“*Itu untuk apa mas petanya?* (What’s the map for?)” The student asked.

“Does anyone here know how to call *peta* in English? *ada yang tahu?*”

“Map”

“That’s right, well done girl. *Jadi semua sudah tahu ya peta itu bahasa Inggrisnya apa?* So, now, everyone knows the meaning of *peta* in English, right? ” right after answering the meaning of *peta* in English, the researcher explained the activity that the students were going to do. The researcher, firstly, put the map on the wall before he gave the small cards including the name of flights, departures, arrivals, cities, and times. The map was used for sticking the cards based on the clues in a handout that each group had got. There were one student who should stick the cards on the map, while, the other member gave clues.

The researcher let each group to decide one member who was going to stick the card on the map.

The activity was noisy indeed. However the students practised the language that they learnt earlier in the presentation stage. It seemed that every group member took part in this activity in which they gave clues and the other one listened to the clues. Based on the observation, in this activity, the students were more active. When the students gave clues, sometimes they shouted since their partner who stuck the cards did not understand. They also laughed when they watched the other group seemed confused.

FIELD NOTE CYCLE II

Field Note VI

Date : 1st February 2014

Subject : The Teaching and Learning Activity

The researcher entered the class when the students were preparing themselves. First of all the researcher greeted the students and asked them for having a prayer. The researcher, then, reviewed the previous material by showing pictures of food. The researcher asked “how do you call this food in English?” since the pictures were small, some students mostly in the back could not see the picture. Students who clearly saw the pictures mentioned the name of the food based on the pictures. Meanwhile, the researcher walked closer to the students in the back so that they could see the picture. When the researcher showed the banana picture, there were students who answer using Javanese language, *Gedhang*. Then, the researcher asked, “How do you call *Gedhang* in English?”. “Banana sir” she replied. In the review stage, the researcher also asked whether the liked the food in the pictures or not before the researcher asked their favourite food among pictures the researcher showed.

In whilst teaching, the researcher explained about menu by giving sample of menu to each group. The students identified the menu and the price of each menu. One of students said, “*laper mas, bisa pesan makanan disini nggak?*” “how do you say *laper* in English?” “Hungry.” She replied. “How about *pesan?*” The student who said *pesan* did not know how to say the word in English. a student from the other group said “order”. “Alright, that’s right, *pesan* in English is order”.

Before learning about menu and how to order food, the researcher explained about money and how to say the amount of money. In this stage, some students were confused with the use of the period (.) and the come (,) in dollar currency. Therefore, the researcher explained further to each group by giving the same number but using the different mark, for example, 9, 99 and 9.99.

In explaining how to order food, the researcher got a problem because it was blackout. The researcher planned to show the video related to ordering food in a restaurant before the student identified the expression used for ordering. Since it could not be done, the researcher and the collaborator gave the examples themselves by doing conversation in front of students. However, some students did not understand. They said that it was too fast to understand. The researcher, then, repeated the expression used in ordering food by writing on the whiteboard. After explaining the expressions, the researcher gave the handout that supposed to be in the video and explained briefly.

In the practice activity, the students together with their group created the dialogue for role-playing. In fact, many students still did not understand what to do and they got difficulty in writing dialogue using English. To solve this problem, the researcher and the collaborator explained their task and the expressions in the handout group by group.

The researcher told the students to ask any questions when they found difficulty during writing their exercise. The problems found when the researcher asked group by group. Some students still got confused with the menu instead of the grammar used. Personally, the researcher explained the food and corrected the language used that was written by the students. Besides monitoring the group work, the researcher also did mentoring to each

group. The researcher directly gave the assessment by saying “good, well-done, and great” for the correct language use. Whereas, for the error grammar or vocabulary, the researcher asked students to reread and revised them by saying “are you sure this is the correct form? Check again.”

The class was ended by reviewing materials.

Field Note VII

Date : 1st February 2014

Subject : Tongue Twister

The researcher conducted the pronunciation drilling after he jotted down some vocabularies which were going to be used in the teaching and learning activities. After having drilling pronunciation word by word, the researcher, then, gave the tongue twister.

“Do you know tongue twisters?” asked the researcher. The students answer “no”. The researcher then wrote a tongue twister sentence on the white board. “the sentence that I wrote is called tongue twister”. “Alright, I’m going to read the tongue twister and you repeat after me. Alright?”. The researcher read the tongue twister while the students enthusiastically listened to him.

“*kok susah mas* (It seems difficult sir?)”

“*Coba dulu* (Try it first)”

When the students tried to pronounce the tongue twister sentence, some of them made some errors. Some students laughed at themselves when they realized that they made mistakes.

“*kenapa ketawa?* (Why did you laugh?)”

“*susah tapi lucu* (it was difficult but it was funny). *Emang harus monyong-monyong gitu ya mas?* (Should we pronounce the words that way?)”

Based on the observation, the students seem enthusiastically doing the activity although they sometimes made mistake. The tongue twister encouraged the students to involve in the teaching and learning activities. The researcher concluded that tongue twister could be applied as an ice breaking or attracting students’ attention.

Field Note VIII

Date : 1st February 2014

Subject : Warming Up Session

After the researcher greeted the students, the researcher tried to ask the students’ favourite food before he explained the topic. There were several unexpected answers from the students. Most students answered traditional Indonesia food especially Yogyakarta.

There were even students who said that their favourite food were “*intip*”, “*pia*”, and “*lanting*”. Before the researcher asked how to say those foods in English, a student asked that first. “What is *intip* in English?”. Since there was no *intip* nor *lanting* in native speaking country of English, the researcher tried to explain the food using description. He said that *intip* is a food like cracker but made of rice. Meanwhile, *lanting* was a fried food made of cassava powder which was shaped like a ring. The same case was done to explain *penyetan*.

When the researcher asked about students’ favourite food, there were students who answered “*Mie Ayam*”. Then, the researcher asked to students who answer so how to call “*Mie Ayam*” in English. the students still kept silent in responding the researcher’s question. Therefore, the researcher asked how to call “*Mie*” in English. A student in the front answered

“noodle”. “yes, that’s right” the researcher replied, “very good, girl”. After that, the researcher asked about the meaning of “*ayam*”. “Do you know what KFC is” the researcher tried to build the schemata. “chicken sir” answered a student. “yes that’s right, so how to say *Mie Ayam* in English”. Responding to this question, a girl named Desi answered “chicken noodle”.

Field Note IX

Date : 6th February 2014

Subject : The Survey Games

The teacher gave flash cards about restaurant. Each student got a name of restaurant in which it promoted special cuisine such as Arabian, Chinese, Indonesian, Italian, and vegetarian. After getting the cards, the students seemed confused. So before the activity began, the researcher explained a kind of food that probably available in the restaurant. “What you got girl?” asked the researcher. “Yes you.”. “Hmm..Vegetarian restaurant, sir”. “Okay, in vegetarian restaurant, you cannot have meat. They just serve vegetable like salad. In Indonesia we have *pecel, lotel, gado-gado*. You understand. For those who got vegetarian restaurant, you can write it down”. Then, the researcher continued explaining the other food like spaghetti, pizza, etc. After the students understood, the researcher continued the activity.

In this activity, each member of group invited friends in their own group who were willing to go to a certain restaurant. The students, in addition, wrote down how many members who agreed to go to the restaurant. Everyone got their own restaurant and everyone got the chance to invite their friend.

The researcher actively monitored the activity as well as actively took part in the activity. When the researcher moved from group to another group, he found out that there was some group that still did not understand the concept of vegetarian restaurant. There was also a group in which there was no one who wanted to go to the vegetarian restaurant.

Field Note X

Date : 8th February 2014

Subject : Role Play

While the researcher gave assessment to the role play, he also observed it. From the observation, the students performed the role play quite well although some students seemed hard to try memorizing the dialogues. In terms of using expressions, it seems that there was no problem. The students already knew the expressions since they had got in the previous meeting.

From the performance, there were to best groups since they could give natural performances.

After the role play, the researcher asked to students whether it was difficult. Some students said that it was quite difficult, “Yes, sir. Difficult. Belum terbiasa (I haven’t accustomed to perform a role play)” “if it was the first time you performed, *kalau baru pertama*, you did a great job, *sudah cukup bagus*.”

At the end of the role play, the researcher announced two best group. “though, it was the first time, *meskipun yang pertama*, some of you had a splendid performance, *beberapa dari kalian luar biasa*. There are two best performance, *ada dua group yang memberi*

tampilan terbaik, Those are Cyntia's group and Monic's Group. Congratulation. Selamat.”
The class, then, gave applause to them.

INTERVIEW TRANSCRIPT CYCLE I

Interview I

Date : 25th January 2014

R : Researcher

T : English Teacher

R: Selamat pagi Pak, terima kasih atas kesediaannya untuk saya wawancara. Saya ada beberapa pertanyaan terkait dengan proses pembelajaran hari ini.

Good morning, sir. Thank you for being here. I'd like to ask you something related to the teaching and learning process today.

T: Monggo mas.

Yes sure.

R: Menurut pengamatan Bapak, bagaimana proses kegiatan belajar mengajar hari ini?

Based on your observation, how did the teaching and learning process run?

T: sudah cukup bagus Mas. Anak-anak tampaknya senang.

It run well I think, the students seemed to enjoy the teaching and learning activities.

R: Do you think that the group work activities that i applied could improve their speaking ability?

T: Actually yes. But the curriculum does not really support this. I mean there are so many topics that should be delivered so that it's hard to apply such kind of activity.

R: I see.

T: But, the activities you did were good. At least the students did not get sleepy. They looked enthusiastic.

R: I also implemented vocabulary and pronunciation drilling, what do you think about that?

T: of course in language teaching you need to do that. Those are part of language teaching. I appreciated the way you checked the vocabularies especially those which used media like pictures and the LCD. I rarely do that, it's like I have no time to make such kind of flash cards like you did since the schedule was crazy teaching in the school.

R: would you like to give me some suggestions?

T: Class management, you have to keep an eye from the front row students to the back row.

R: Thank you sir for your support.

Interview II

Date : 25th January 2014

R : Researcher

S : Student

R : *Terimakasih atas kesediaanya untuk saya interview. Tidak usah gugup, saya hanya akan bertanya beberapa hal tentang yang telah kita pelajari.*

Thank you for being able to be interviewed. I would like to ask several question related to our teaching and learning activities. Don't be nervous since the question is very ease.

R : *Namanya siapa? (what's your name?)*

S : My name is Desy Retnasari

R : *Menurut pendapat kamu, bagaimana proses kegiatan belajar mengajar hari ini?*
(What do you think about the teaching and learning today?)

S : Asik. Seru. Bisa menambah ilmu, bisa bercanda dan menguasai materi.

It was interesting and exciting. I'm able to learn something new while joking. I'm able to comprehend the materials as well.

R : *Apakah kamu telah memahami materi yang diajarkan? (Have you comprehended and understood the materials?)*

R : Ya.

Yes.

R : *Apakah ada materi yang belum dipahami? Sebutkan. (Was there any materials that you did not understand? If any, what was that?)*

S : *Tidak ada.*

No, there is not.

R : *Berkaitan dengan group work yang telah dilakukan, Apakah guru memberikan instruksi sebelum group work dilaksanakan menggunakan bahasa yang jelas?*

(Related to the group work, did the teacher give the clear and explicit instruction?)

S : *Instruksi bisa dipahami tapi terlalu cepat.*

The instruction is understandable but the teacher speak too fast.

R : *Apakah dalam memberikan instruksi guru menggunakan bahasa yang ringkas dan mudah dipahami?*

(Did teacher give the simple language?)

S : Ya.

Yes.

R : *Bagaimana pendapat kamu mengenai group work yang baru saja dilaksanakan?*
(What do you think about group work that we did?)

S : *Sering-sering dilakukan saja.*
Hopefully, we can do that frequently.

R : *Apakah kamu suka dengan pembagian kelompok yang telah dilakukan oleh peneliti?*
(Do you like the grouping method?)
Ya. Tapi lebih baik urut absen.

Yes, but I think it would be better if it was based on students' number.

R : *Selama kegiatan group work yang dilaksanakan, apakah ada kesulitan yang dihadapi?*
(Is there any difficulty in doing the group work?)

S : *Tidak.*
No.

R : *Apakah pemberian group work membantu kamu untuk lebih memahami penguasaan materi bahasa inggris?*
(Did the group work help you to understand the materials?)
Ya. Penjelasan dan group work membuat materi lebih dimengerti.

Yes, it could support me understand the materials.

R : *Dari tugas group work yang dilaksanakan, group work manakah yang paling kamu suka? Berikan alasan.*
(Which one is your favourite group work activities from those three group works?)

S : *Yang listening Mr. Ignorant.*
I like the listening to Mr. Ignorant session.

R : *Menurut pendapat kamu, apakah pengajaran pronunciation perlu dilaksanakan?*
(Do you think that drilling pronunciation need to do?)

S : *Ya. Karena sangat berguna ketika berbicara.*
Yes, it can help us when speaking.

R : *Adakah saran dari kamu mengenai pelaksanaan group work?*
(Is there any suggestion related to the group works activities?)

S : *Sering-sering aja.*
Group work should be applied simultaneously.

Interview III

Date : 25th January 2014

R : Researcher

S : Student

Terimakasih atas kesediaanya untuk saya interview. Tidak usah gugup, saya hanya akan bertanya beberapa hal tentang yang telah kita pelajari.

Thank you for being able to be interviewed. I would like to ask several question related to our teaching and learning activities. Don't be nervous since the question is very ease.

R : *Namanya siapa?* (What is your name?)

S : Diah Anggraini.

R : *Menurut pendapat kamu, bagaimana proses kegiatan belajar mengajar hari ini?*

What do you think about the teaching and learning process today?

S : *Cukup menyenangkan dan komunikatif.*

It's exciting and communicative.

R : *Apakah kamu telah memahami materi yang diajarkan?*

Did you understand the materials?

S : *Ya.*

Yes.

R : *Apakah ada materi yang belum dipahami? Sebutkan.*

Was there any difficulty in understanding the materials? what was that?

S : *Saya kira saya sudah paham materinya.*

I think I have understood the materials.

R : *Mengenai group work activities, Apakah guru memberikan instruksi sebelum group work dilaksanakan menggunakan bahasa yang jelas?*

Related to the group work activities, did teacher gave a clear instruction?

S : *Sudah.*

Yes , it did.

R : *Apakah dalam memberikan instruksi guru menggunakan bahasa yang ringkas dan mudah dipahami?*

Did the teacher give a simple language?

S : *Ya.*

Yes.

R : *Bagaimana pendapat kamu mengenai group work yang baru saja dilaksanakan?*

- What do you think about the group work activities today?
- S : *Menyenangkan. Mengembangkan kreatifitas.*
It's exciting. I think it also stimulates creativity.
- R : *Apakah kamu suka dengan pembagian kelompok yang telah dilakukan oleh peneliti?*
- R : Do you like the grouping method?
Suka. Lebih simple. Lagipula lebih dekat juga dengan pembagian group berdasarkan tempat duduk.
- S : I like it because it's simple.
- R : *Mengenai pembagian kelompok dalam group work yang dilaksanakan tadi, apakah ada saran bagaimana sebaiknya peneliti membagi kelompok?*
Do you have any suggestion to do grouping?
- S : *Pembagian group seperti itu lebih baik.*
I think it was better that way
- R : *Selama kegiatan group work yang dilaksanakan, apakah ada kesulitan yang dihadapi?*
Was there any difficulty in doing the group work?
- S : *Tidak ada kesulitan.*
I did not find any difficulty.
- R : *Apakah pemberian group work membantu kamu untuk lebih memahami penguasaan materi bahasa inggris?*
Did group work can help you to understand English?
- S : *Terbantu. Bisa menguasai materi.*
Yes, it helped a lot to comprehend the materials.
- R : *Dari beberapa tugas group work yang dilaksanakan, group work manakah yang paling kamu suka? Berikan alasan.*
Which group work that we have done was your favourite? Why?
- S : *Group work yang terakhir. Bisa mengerjakan bersama-sama.*
I like the last one since I could work with my friend.
- R : *Menurut pendapat kamu, apakah pengajaran pronunciation perlu dilaksanakan?*
Do you think that drilling pronunciation need to do?
- S : *Perlu. Membantu dalam menguasai materi*
Yes. It helps students to master English.
- R : *Adakah saran dari kamu mengenai pelaksanaan group work?*
Do you have any suggestion related to the group work activities.

S : *Sering menggunakan bahasa inggris. Instruksinya jangan cepat-cepat. Perbanyak soal-soal.*

The teacher should use English. The instruction should be given slowly. I think the teacher should give more exercises.

INTERVIEW IV

Date : 25th January 2014

R : Researcher

S : Student

Terimakasih atas kesediaanya untuk saya interview. Tidak usah gugup, saya hanya akan bertanya beberapa hal tentang yang telah kita pelajari.

Thank you for being able to be interviewed. I would like to ask several question related to our teaching and learning activities. Don't be nervous since the question is very ease.

R : Namanya siapa? (what is your name?)

S : Cyntia.

R : *Menurut pendapat kamu, bagaimana proses kegiatan belajar mengajar hari ini?*

What do you think about the teaching and learning process today?

S : *Asyik. Bisa dimengerti.*

It was exciting and comprehensible.

R : *Apakah kamu telah memahami materi yang diajarkan?*

Did you understand the materials?

S : *Ya.*

Yes.

R : *Apakah ada materi yang belum dipahami? Sebutkan.*

Was there any topic that you haven't been comprehended yet? what was that?

S : *Ada. Symbol-simbol yang belum pernah dilihat.*

Yes. They were the unfamiliar signs and symbols.

R : *Apakah materi yang belum dipahami tersebut karena peneliti kurang jelas ketika menjelaskanya?*

Related to the materials that you have not understood, was it because the teacher's explanation?

S : *Bukan. Materinya baru.*

No, it's because the materials were unfamiliar for me.

- R : *Mengenai group work activities, Apakah guru memberikan instruksi sebelum group work dilaksanakan menggunakan bahasa yang jelas?*
Related to the group work activities, did teacher give a clear instruction?
- S : *Sudah jelas.*
Yes, I think it was clear enough.
- R : *Apakah dalam memberikan instruksi guru menggunakan bahasa yang ringkas dan mudah dipahami?*
Did the teacher give a simple language?
- S : *Ya. Bagi saya sudah bisa dipahami.*
Yes. For me it was understandable.
- R : *Bagaimana pendapat kamu mengenai group work yang baru saja dilaksanakan?*
What do you think about the group work activities today?
- S : *Menyenangkan, karena bisa bekerjasama dan berdiskusi sehingga bahasa inggris mudah dipahami.*
It's interesting because I could work with my friends and I could discuss materials with them. Therefore I could comprehend English.
- R : *Apakah kamu suka dengan pembagian kelompok yang telah dilakukan oleh peneliti?*
Do you like the grouping method?
- S : *Ya. Saya suka. Lebih gampang ngatur tempat duduknya.*
Yes. I like it because it's easy to arrange the seat.
- R : *Mengenai pembagian kelompok dalam group work yang dilaksanakan tadi, apakah ada saran bagaimana sebaiknya peneliti membagi kelompok?*
Do you have any suggestions to do grouping?
- S : *Bisaurut absen, tapi lebih mudah sesuai tempat duduk saja.*
It could be done based on students' number but for me based on students' seat was better.
- R : *Selama kegiatan group work yang dilaksanakan, apakah ada kesulitan yang dihadapi?*
Was there any difficulty in doing the group work?
- S : *Ada. Jika sama-sama tidak tahu kata bahasa inggris.*
I found it difficult when all members did not know what to say in English.
- R : *Apakah pemberian group work membantu kamu untuk lebih memahami penguasaan materi bahasa inggris?*
Did group work can help you to understand English?

- S : *Ya. Ada interaksi. Ini juga membuat kelas tidak terlalu serius.*
 Yes. There were interactions with the group members. It made the class relax as well.
- R : *Dari beberapa tugas group work yang dilaksanakan, group work manakah yang paling kamu suka? Berikan alasan.*
 Which group work that we had done was your favourite? Why?
- S : *Yang ketiga, yang listening. Soalnya bisa mendengarkan dan member respon.*
 The third one, the listening session because I can listen and give respon.
- R : *Menurut pendapat kamu, apakah pengajaran pronunciation perlu dilaksanakan?*
 Do you think that drilling pronunciation need to do?
- S : *Perlu. Belum semuanya saya mengerti.*
 Yes, of course. There are some pronunciations that I don't know.
- R : *Apakah pengejaran pronunciation yang dilakukan membantu kamu dalam belajar bahasa inggris?*
 Is drilling pronunciation help you learn English?
- S : *Sangat membantu.*
 Yes, it helps a lot.
- R : *Adakah saran dari kamu mengenai pelaksanaan group work?*
 Do you have any suggestions related to the group work activities.
- S : *Menggunakan inggris-indonesia. tugasnya bisa bermanfaat untuk penguasaan materi dan penggunaan bahasa Inggris.*
 The teacher use English-Indonesia. The exercise could be useful for understanding materials and mastering English.

INTERVIEW V

Date : 30th January 2014

R : Researcher

S1 : Student 1

S2 : Students 2

S3 : Student 3

- R : *Interviewnya sama kaya kemarin. Kalian kan udah yang kedua kalinya. Saya interview lagi agar saya tahu perbandingan yang sekarang sama yang kemarin*
 The interview was similar with what you got yesterday. I interview you again here to see the differentiation between today's meeting and yesterday's meeting

- R : *Menurut pendapat kalian, bagaimana proses kegiatan belajar mengajar hari ini?*
What do you think about the teaching and learning activity today?
- S1 : *Asik, mudah dimengerti, tidak monoton*
I think it was fun and not monotonous.
- S2 : *Asik kok.*
I think it was fun
- S3 : *Asik, seru, apalagi yang permainan nempel-nempel di peta.*
It was fun especially when we gave instruction
- R : *Apakah kalian telah memahami materi yang diajarkan?*
Have you understood the materials?
- S1 : *Sudah, cuman masih ada beberapa yang belum saya pahami*
Yes I have.
- S2 : *Sudah.*
Yes I have.
- S3 : *Sudah*
Yes I have.
- R : *kalau sudah coba bikin kalimat berdasarkan jadwal penerbangan ini?*
If you have understood the materials, please make sentence based on this schedule.
- S1 : *hmmmm... The SQ 859 flight departs at ten thirty from Hong Kong to Singapore.*
- R : *Alright good, kamu?*
- S2 : *The CZ 304 flight departs at ten past one from Hong Kong to Canada.*
- R : *great, ok, yang terakhir.*
Okay, the last one please.
- S3 : *The SQ 863 flight departs at half past one p.m from Hong Kong to Singapore.*
- R : *Well done*
- R : *Apakah guru memberikan instruksi sebelum group work dilaksanakan menggunakan bahasa yang jelas?*
Do you think that I gave clear instructions before you did the interactive group work activities?
- S1 : *Sudah jelas*
Yes you did.
- S1 : *Kalau menurut saya sih sudah jelas. Nggak tahu menurut yang lain*
I thought the instructions were clear enough but I don't know about the others.
- S3 : *Sudah kok. Cara ngomongnya juga nggak terlalu cepet kaya kemarin.*

- Yes you did. You didn't talk too fast like yesterday.
- R : *Apakah dalam memberikan instruksi guru menggunakan bahasa yang ringkas dan mudah dipahami?*
- Did I use clear and simple language when I gave instructions?
- S1 : *iya. Menurut saya bisa dipahami.*
- Yes you did.
- S2 : *Iya. Nggak ribet.*
- Yes.
- S3 : *Sudah kok*
- Yes
- R : *Bagaimana pendapat kalian mengenai group work yang baru saja dilaksanakan?*
- What do you think about our group works today?
- S1 : *Asik seru. Apalagi yang nempel-nempel di peta.*
- It was fun. I really like the one that we stuck the paper on the map.
- S2 : *Ya seru. Asik. Jadi nggak ngantuk yang main nempel-nempel di peta.*
- Yes, it was fun. the activity that we stuck the small paper on the map made me awake.
- S3 : *Menyenangkan meskipun nggak ada listening kaya pertemuan pertama.*
- It was fun although we did not get listening section like in the previous meeting.
- R : *Selama kegiatan group work yang dilaksanakan, apakah ada kesulitan yang dihadapi?*
- Did you find any difficulties when you did the interactive group work activities?
- S1 : *Tadi sih nggak ada. Oh iya, cuman tadi pas member instruksi agak belepotan.*
- I guessed there was no difficult except the activity when we had to give clues.
- S2 : *Nggak sulit-sulit banget kecuali mengatur siapa yang harus member clue. Tapi seru, semua anggota terlibat aktif.*
- I didn't find any difficulties except when we had to choose who had to give clues
- S3 : *Nggak ada sih kayaknya mas.*
- I guessed I didn't have any.
- R : *Apakah pemberian group work membantu kalian untuk lebih memahami penguasaan materi bahasa inggris?*
- Do you think that interactive group work activities help you to comprehend the English materials?
- S1 : *Membantu sekali*
- Yes, it helped a lot.

- S2 : *Ya. Sangat membantu.*
Yes, it helped a lot.
- S3 : *Ya.*
Yes
- R : *Apakah group work tersebut membuat anda berbahasa inggris dengan teman anda?*
Do you think that group work activities stimulate you to speak English?
- S1 : *dikelompok saya ada yang menggunakan bahasa Indonesia. Bahasa Inggris dipakai kalau kami tahu.*
In my group, we sometimes used English if we knew the meaning and how to say the words, the rest of the we spoke using Bahasa.
- S2 : *Ya, kami mencoba menggunakan bahasa Inggris. Harusnya kaya yang nempel-nempel di peta. Jadi pasti mau tidak mau menggunakan bahasa Inggris.*
We tried to speak using English. I think we should did the activitu like sticking paper on the map in which we had to use English.
- S3 : *Kecuali yang nempel-nempel di peta, kadang pakai bahasa Indonesia. pakai bahasa Inggris pas ada tugas. Kl ngobrol ya biasa.*
We sometimes used Bahasa Indonesia when we had a chat except the one which we had to give clues to stick the small paper on the map.
- R : *Menurut pendapat kalian, apakah pengajaran pronunciation perlu dilaksanakan?*
Do you think that, pronunciation drilling was important and need to do?
- S1 : *Perlu sekali agar kalau ngomong pakai bahasa Inggris nggak belepotan.*
Sure, it help me when I had to speak in English.
- S2 : *Perlu lah. Biar tahu bagaimana ngomong yang benar.*
Yes of course. It helped me to speak intelligibly.
- S3 : *Perlu. Paling nggak menambah pengetahuan mas.*
Yes sure. At lest, pronunciation drilling enrich my knowledge.
- R: *Apakah pengejaran pronunciation yang dilakukan membantu kalian dalam belajar bahasa inggris?*
Do you think that the pronunciation drilling help you in learning English?
- S : *ya pasti membantu mas.*
Yes of course
- S2 : *membantu sekali. Dari yang tadi nggak tahu jadi tahu.*
Yes, it was really useful for me.

S3 : *Membantu. Mau nggak mau kan kalau ngomong bahasa Inggris harus ikut orang yang ngomong bahasa Inggris.*

Yes of course. Liked or not, when we spoke using English we had to pronounce the words like what the native people of English do.

R : *Adakah saran dari kalian mengenai pelaksanaan group work?*

Do you have any suggestions?

S1 : *Kalau bisa ada listeningnya, nonton video atau film.*

If it's possible, you provided the listening, video, or film.

S2 : *Iya setuju saya, perbanyakin listening biar kita bisa menirukan.*

Yes I agree. I think you should give more listening session in order that we learn to speak.

S3 : *Masnya lama ngajar disini biar asik.*

My suggestion is that i wish you would teach in our class a bit longer.

R : *Oke saya pikir cukup, terima kasih ya atas waktunya.*

Alright, I think it's enough. Thank you so much.

INTERVIEW VI

Date : 6th January 2014

R: *Terimakasih ya sudah mau diwawancara, namanya siapa?*

Thank you for being able to be interviewed. What's your name?

S : Fransisca.

My name is Fransisca.

R: *Menurut pendapat kamu kegiatan belajar mengajar hari ini gimana?*

What do you think about our teaching and learning activity today?

S : *Beda sama yang biasanya guru bahasa Inggris berikan.*

It's different from the way English teacher usually taught us.

R : *did you like it?*

Kamu suka?

S: *Ya saya suka, maksud saya berbeda dalam artian yang baik karena kegiatan belajar mengajarnya menyenangkan.*

Yes I did. I mean different in a good way since it was fun but we learnt something.

R: *oh gitu, mengenai materi yang diajarkan, apa kamu sudah memahami semua?*

Alright, now, have you comprehended the materials that I taught today?

S : *beberapa dari yang diajarkan.*

- hmmm... some of them.
- R: *Bagian yang mana?*
Which part?
- S : *Yang menanyakan dan menyatakan makanan kesukaan, dan bagaimana mengatakan makanan dalam bahasa Inggris*
Asking and saying favourite food, and how to say food in English?
- R: *Oke, ini saya punya beberapa gambar, bahasa inggrisnya apa coba?*
Alright, so I have this picture, how do you call it in English?
- S : Meatballs.
- R : Yes that's right, ask me whether I like it or not?
- S : Do you like meatballs?
- R: *well done. Menurutmu ketika saya member instruksi sebelum interactive group work dilaksnakan jelas tidak?*
Well done. Okay, do you think that I gave you clear instruction before doing group work activities?
- S : *Saya kira sudah cukup jelas.*
Yes, it was clear enough I think.
- R : *Menurutmu interactive group worj yang dilakukan hari ini bagaimana?*
What do you think about our group work activities today?
- S : Menurut saya menarik dan bisa membantu saya menguasai materi.
It was fun and interesting. It could help me comprehend the materials.
- R: Really?
- S: Yes.
- R : *Dari interactive group work yang telah dilakukan, apa menurutmu kegiatan tersebut bisa membantu kamu berbicara dalam bahasa Inggris?*
From the group work activities that we had done, did it help you speak English in the classroom?
- S: *Ya, karena tugas-tugas dalam interactive group work mengharuskan kita berbicara bahasa Inggris kecuali yang disuruh nulis.*
Yes, because the task required us to speak English except the one that required us to write.
- R: *Jadi ketika kamu mengerjakan tugas, kamu menggunakan bahasa Inggris?*
So, when you did the task, did you speak English all the time?

S : *Tidak semuanya menggunakan bahasa Inggris karena saya masih punya keterbatasan. Jadi kadang-kadang masih bingung harus ngomong apa dan bagaimana mengatakannya.*

Not all the time because I have still got problems. It was like the first time we did interactive activity so that sometimes I was confused what to say and how to say.

R : *Ketika kamu mendapat masalah, apa yang kamu lakukan?*

When you got problems, what did you do then?

S : *Saya bertanya teman kelompok saya sebagai contoh tentang penggunaan kata-kata.*

I asked my partner, say for example, about vocabulary that I didn't know.

R : *Bagaimana dengan pronunciation kamu? Apakah latihan yang saya berikan membantu kamu dalam mengucapkan kata menjadi lebih baik?*

How about your pronunciation? Do you think what I did in drilling the pronunciation help you speak English better?

S : *Ya tentu saja. Sekarang saya bisa mengucapkan kata-kata bahasa Inggris lebih baik dari sebelumnya.*

yes, I mean, now I know how to pronounce name of food better than the previous day before I got this topic.

R : *Oke, makasaih ya.*

Alright, thank you Fransisca.

INTERVIEW VII

Date : 1st January 2014

R : Researcher

S1 : Student 1

S2 : Student 2

S3 : Student 3

R : hello. Do you like the tongue twister?

S1 & S2 : Yes I liked.

R : How about you?

S3 : (smiling) *yes, tapi agak susah. Ribet ngucapinya.*

But it's a bit difficult especially to make the sound)

S1 : *Tapi seru.*

It was fun though

R : *Bagaimana jika pertemuan mendatang kalian dapat tongue twister lagi?*

- How about doing it again in the next meeting.
- S : *Boleh banget mas.*
- Certainly sir.
- R : What do you think about the tongue twister?
- S : hm...? (the students seemed confused)
- R : The tongue twister? You liked it?
- S1 : yes, Fun sir. Like it. (yes, it was fun, I liked it)
- S2 : tired sir. itu tadi, tongue twister nya make me tired
- R : I see, *maksudnya*, the tongue twister made you tired
- S2 : yes, that's right.

INTERVIEW VIII

Date : 6th February 2014

Date : 8th February 2014

R : Researcher

S : Student

R: Hello Sintya, how are you today?

S: i'm fine.

R: *Ok, saya mau bertanya beberapa hal terkait tentang proses kegiatan belajar mengajar hari ini. Bolehkan?*

I would like to ask you several questions related to the teaching and learning activities today. May i?

S: *boleh lah mas.*

Of course, sir.

R: *Menurut syntia, proses belajar mengajar hari ini bagaimana?*

So, what do you think about the teaching and learning process today?

S: menarik.

It's interesting.

R: *Menariknya?*

What do you mean by interesting?

S: *Pertama, karena bisa belajar lebih banyak mengenai pengucapan bahasa inggris . yang kedua, tadi yang keliling kelas Tanya-tanya makanan favourite itu menyenangkan. Bisa mengurangi kejenuhan.*

Firstly, I could learn how to pronounce words. Secondly, it was about the one that we moved around the class; it was exciting and could lessened the boredom.

R: *Jadi Cyntia suka yang survey game itu?*

So, you liked the survey game?

S: *Iya suka. Kan baru pertama kali dapat tugas seperti itu.*

Yes, it was the first time i got that kind of task?

R: *:Beneran?*

Really?

S: *Iya, mas.*

Yes, sir.

R: *Menurut syntia, tadi ada masalah ndak pas mengikuti survey game?*

Well, did you find any problems when you did the survey game?

S: *Hmmm...biasanya ada yang masih suka menggunakan bahasa Indonesia pas manggil gitu. Tapi setelah Mas menyarankan pada anak-anak agar pakai bahasa inggris kebanyakan memakai bahasa Inggris.*

Some students still used bahasa when they called their friend to be interviewed. However, they used English after you encouraged the students to employ English.

R: *Kalu yang tongue twister tadi gimana?*

How about the tongue twister.

S: *Itu juga menarik. Tapi kadang susah mengikuti jika mas member contohnya terlalu cepat, jadi kurang jelas.*

I Liked it. It's sometimes difficult when you pronounced the words too fast.

R: *Oh, jadi tadi masih agak kecepeten ya?*

I see, so the way i pronounced the words was too fast?

S: *Iya, kalau member contohnya kecepetan jadinya susah mengikuti.*

Yes, when it was too fast, i was hardly able to follow the examples you gave.

R: *Oke, kira-kira menurut syntia tongues twister bisa membantu belajar pengucapan?*

Do you think tongue twister is helpful ?

S: *Iya mas. Cukup membantu.*

Yes, it's helpful.

R: *Ok terima kasih.*

Ok, thank you,

INTERVIEW IX

Date : 6th February 2014

Date : 8th February 2014

R : Researcher

S : Student

R: *Keberatan ndak kalau saya wawancara?*

Do you mind if I interview you?

S: *Nggak mas.*

No sir.

R: *Cuma dikit kok. Namanya retnowati kan. Panggilanya retno?*

I'm just going to ask you a few questions, your name is Retnowati, and your nickname is Retno, right?

S: *yap.*

Yes

R: *Tadi ada kesulitan ndak pas mengikuti kegiatan belajar mengajar?*

Did you find any difficulty when you involved in the teaching and learning activities?

S: *Itu lo mas yang pas menirukan tongue twister?*

I found difficulties when I had to pronounce the tongue twister, sir.

R: *Susahnya dimana?*

In what part you found it difficult?

S: *Hmmm... itu kan pengucapanya kadang-kadang ada yang mirip-mirip. Kadang terdengar sama meskipun berbeda. Masnya juga kadang-kadang terlalu cepat.*

The sounds of the words were alike although they were different. In addition, you sometimes were too fast when giving examples.

R: *Gitu ya. Tapi tadi membantu Retno nggak?*

I see. Anyway, was it helpful for you?

S: *Membantu gimana maksudnya?*

Helpful, in what way?

R: *Maksudnya, tadi tongue twister yang saya kasih membantu dalam belajar pengucapan dan bahasa inggris ndak.*

I mean, did the tongue twister help you to learn pronunciation better?

S: *Iya. Ternyata pengucapan susah juga.*

Yes, sure. I just found that pronunciation was hard.

R: *Nggak juga lah jika udah biasa.*
It's not that difficult if you practise frequently.

INTERVIEW X

Date : 8th February 2014

R : Researcher

S : Student

R : How's the role play? *Susah ya?*
Was it difficult?

S1 : Yes, sir. *Susah.*
Yes, sir. It was difficult.

R : Really? Why?

S1 : *Susah aja, Sir. Belum terbiasa. Mendingan yang gampang-gampang dulu aja.*
It's just quite difficult. I think it's better to give us some easy activities)

R : *Katanya mau yang menantang biar seru?*
You said that you need more challenging activity, didn't you?

S1 : *Kemarin yang keliling kelas, apa itu? yang nyari like and dislike juga lumayan menantang dan seru kok.*
Yesterday, the survey game was fun and a bit challenging.

R : *Jadi ini kurang seru?*
So, you said that it was not really interesting?

S1 : *Seru, tapi susah.*
It was fun although it was a bit difficult.

Questionnaire Guideline

Improving Students' Speaking Skill through Interactive Group Work Activities

- =====
- ==
1. Bagaimana perasaan Anda ketika guru Anda menggunakan metode group work didalam kelas?
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.....
.....
 2. Bagaimana metode pengelompokan yang digunakan oleh guru Anda (misalnya, berdasarkan tempat duduk, berdasarkan nomer absen, berhitung, dll)
.....
.....
.....
 3. Apakah group work tersebut membantu Anda memahami materi Bahasa Inggris dengan lebih baik? Jelaskan.
.....
.....
.....
 4. Apakah pemberian tugas dalam speaking membantu Anda menggunakan bahasa Inggris dengan lebih baik? Jelaskan.
.....
.....
.....
 5. Media apa sajakah yang digunakan oleh guru Anda ketika memberikan tugas group work (misalnya, gambar, text, benda-benda nyata)?
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.....
.....
 6. Apakah guru memberikan penilaian setelah Anda melaksanakan group work?
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.....

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-
7. Seperti apakah bentuk penilaian guru Anda (memberikan nilai, , memberikan pujian, membenarkan kesalahan, membahas kembali kesalahan yang terjadi)?
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-
-
8. Apakah dalam mengajar Bahasa Inggris, guru Anda juga mengajarkan cara mengucapkan kata Bahasa Inggris?
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-
-
9. Bagaimana cara guru Anda mengajarkan pengucapan Bahasa Inggris tersebut?
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-
-
10. Apakah anda jadi lebih mengerti mengenai pengucapan Bahasa Inggris setelah guru Anda mengajari cara mengucapkan kata-kata Bahasa Inggris?
-
-
-
11. Apakah Anda senang ketika guru Anda mengajari Anda mengucapkan kata Bahasa Inggris?
-
-
-
12. Apakah menurut Anda group work itu menarik?
-
-
-
13. Berikan alasan kenapa Anda merasa tertarik/ tidak tertarik dengan group work?
-
-
-
14. Menurut Anda, media apakah yang perlu digunakan dalam group work?
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-

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.....
15. Menurut Anda pembagian kelompok seperti apakah yang Anda sukai (pilih sendiri, sesuai nomor absen, berhitung, sesuai tempat duduk, dll)?

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.....
.....

16. Berdasarkan pertanyaan diatas, kenapa Anda memilih pembagian group work tersebut?

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.....
.....

17. Apakah dalam group work tersebut Anda berbicara dalam Bahasa Inggris?

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18. Apakah dalam menyelesaikan tugas kelompok tersebut Anda menggunakan Bahasa Inggris?

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.....
.....
.....

19. Adakah kesulitan yang Anda hadapi ketika Anda berbicara dalam Bahasa Inggris?

.....
.....
.....
.....

20. Jika ada, kesulitan apa saja yang dihadapi ketika Anda berbicara menggunakan Bahasa Inggris (misalnya: pengucapan Bahasa Inggris, Grammar, kosa kata Bahasa Inggris, dll)\

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21. Apakah Anda merasa senang dengan tugas/ group work? Jelaskan.

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.....
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.....

THE CLASSIFICATION OF QUESTIONNAIRES CYCLE I

1. Bagaimana perasaan anda ketika guru anda menggunakan metode group work di dalam kelas?

no	Name	Answer	Reason
1	AGR	senang	Pelajaran tidak menegangkan
2	ANS	Senang	Bias saling membantu/ bekerja sama
3	ALR	Senang	
4	CWN	Senang	Menciptakan kebersamaan
5	DRN	Senang	Materi jadi semakin mudah dipahami
6	DWN	Senang	Dapat bekerjasama dan saling membantu
7	DAP	Senang	Lebih mudah memahami dan mengerjakan
8	DMN	Senang	Lebih mudah memahami dan mengerjakan
9	DAG	Senang	Lebih membantu dalam belajar
10	ECN	Senang	Memper mudah belajar dan memahami materi
11	ESN	Senang	Dapat bekerjasama dan berdiskusi
12	EKW	Senang	Bias berdiskusi dan saling membantu
13	FAN	Senang	Seru
14	FTN	Senang	Membantu memahami materi
15	FRN	Senang	Bias bekerjasama, mempermudah mengerjakan tugas
16	HYP	-	-
17	MSW	Senang	Seru
18	NNY	Senang	Membantu belajar
19	NFH	Senang	
20	NFW	Senang	Melatih berbicara dengan bahasa inggris
21	RNW	Senang	Seru. Gurunya menyenangkan
22	RPL	Senang	Melatih kerja sama
23	SPH	Senang	Bias bekerja sama
24	SKS	Senang	Membantu memahami materi
25	SAL	Senang	Bias bekerja sama
26	SDI	Senang	
27	SRN	Senang	Membantu memahami materi
28	TWN	Senang	
29	VDR	Senang	Gurunya menyenangkan
30	WNI	Senang	
31	YLT	Senang	Bias berdiskusi
Total		30 (97%)	

Bisa bekerja sama = 10 (32,22%)

Memahami materi = 10 (32,22%)

Seru = 5 (16,12%)

Abstain = 5 (16,12%)

2. Bagaimana metode pengelompokan yang digunakan oleh guru

No	Name	Answer
1	AGR	Berdasarkan tempat duduk
2	ANS	Berdasarkan tempat duduk
3	ALR	Berdasarkan tempat duduk
4	CWN	Berdasarkan tempat duduk
5	DRN	Berdasarkan tempat duduk
6	DWN	Berdasarkan tempat duduk
7	DAP	Berdasarkan tempat duduk
8	DMN	Berdasarkan tempat duduk
9	DAG	Berdasarkan tempat duduk
10	ECN	Berdasarkan tempat duduk
11	ESN	Berdasarkan tempat duduk
12	EKW	Berdasarkan tempat duduk
13	FAN	Berdasarkan tempat duduk
14	FTN	Berdasarkan tempat duduk
15	FRN	Berdasarkan tempat duduk
16	HYP	Berdasarkan tempat duduk
17	MSW	Berdasarkan tempat duduk
18	NNY	Berdasarkan tempat duduk
19	NFH	Berdasarkan tempat duduk
20	NFW	Berdasarkan tempat duduk
21	RNW	Berdasarkan tempat duduk
22	RPL	Berdasarkan tempat duduk
23	SPH	Berdasarkan tempat duduk
24	SKS	Berdasarkan tempat duduk
25	SAL	Berdasarkan tempat duduk
26	SDI	Berdasarkan tempat duduk
27	SRN	Berdasarkan tempat duduk
28	TWN	Berdasarkan tempat duduk
29	VDR	Berdasarkan tempat duduk
30	WNI	Berdasarkan tempat duduk
31	YLT	Berdasarkan tempat duduk
Total		

3. Apakah group work tersebut membantu anda memahami materi Bahasa Inggris dengan lebih baik? Jelaskan.

no	Name	Answer	Reason
1	AGR	Ya	Teman sekelompok bisa membenarkan kesalahan seperti pengucapan
2	ANS	Ya	Bisa bekerja sama
3	ALR	Lumayan	
4	CWN	Ya	Bias saling membantu
5	DRN	Ya	Lebih jelas dalam bahasa inggris
6	DWN	Ya	Membantu memahami materi bahasa Inggris, teman lain bias membantu
7	DAP	Ya	Bias berdiskusi
8	DMN	Ya	Bias berdiskusi dalam mengerjakan tugas
9	DAG	Ya	Membantu berkomunikasi menggunakan bahasa inggris
10	ECN	Ya	Bias saling membantu untuk memahami materi
11	ESN	Ya	
12	EKW	Ya	Bias saling membantu dalam memahami materi
13	FAN	Ya	Lebih mudah memahami materi
14	FTN	Ya	Bias saling membantu untuk memahami materi
15	FRN	Ya	Bias saling membantu untuk memahami materi
16	HYP		
17	MSW	Ya	Guru mengajarkan pengucapan bahasa inggris
18	NNY	Lumayan	Bias saling membantu untuk memahami materi atau kata-kata yang belum dipahami
19	NFH	Ya	Membantu pengucapan bahasa Inggris dengan jelas
20	NFW	Ya	Bias saling bertanya jika ada yang belum dipahami
21	RNW	Ya	Bias berbicara dengan menggunakan bahasa Inggris
22	RPL	Ya	Bias berdiskusi
23	SPH	Ya	Bias saling membantu saat mengalami kesulitan
24	SKS	Ya	Bias bertanya pada teman ketika mengalami kesulitan
25	SAL	Ya	Ada media seperti gambar dan kata-kata sehingga mudah dipahami
26	SDI	Ya	Bias tidak sungkan bertanya
27	SRN	Ya	bisa bertanya pada teman yang lebih memahami materi ketika menghadapi kesulitan
28	TWN	Ya	Bisa berdiskusi dengan teman kelompok
29	VDR	Ya	Bisa menggunakan bahasa inggris
30	WNI	Ya	Jika belum paham bisa berdiskusi dengan teman kelompok
31	YLT	Ya	Jika belum paham bisa Tanya teman yang lebih mengerti

Ya = 28 (90, 4%)

Lumayan = 2 (6, 45%)

Abstain = 1 (3, 22%)

4. Apakah group work membantu anda menggunakan bahasa Inggris dengan lebih baik?
Jelaskan.

No	Name	Answer	Reason
1	AGR	Ya	Bisa sekalian belajar speaking dengan pengucapan yang benar
2	ANS	Ya	
3	ALR	Yes	Bisa saling berbicara dan saling membenarkan
4	CWN	Ya	Mengetahui bagaimana cara pengucapan bahasa Inggris dengan benar
5	DRN	Ya	Karena bisa lebih paham tentang pelajaran
6	DWN	Ya	Mengetahui bagaimana pengucapan yang benar
7	DAP	Ya	Bisa menirukan cara berbicara bahasa Inggris
8	DMN	Ya	Karena gampang diingat
9	DAG	Ya	Jadi tahu pengucapan bahasa Inggris yang benar
10	ECN	Ya	Bisa mengetahui kesalahan dalam speaking dan dapat mengetahui yang benar
11	ESN	Ya	Mengetahui pengucapan yang benar
12	EKW	Ya	Awal menggunakan bahasa Inggris dengan baik, belajar menerjemahkan
13	FAN	Ya	Mengerti berbahasa Inggris yang benar
14	FTN	Ya	Mengetahui dan memperbaiki pengucapan yang salah
15	FRN	Ya	Dapat berbahasa Inggris dengan baik
16	HYP		
17	MSW	Ya	Dapat mengetahui cara pengucapan dengan baik
18	NNY	Ya	Dapat mengetahui dan membantu dalam mengucapkan kata dalam bahasa Inggris
19	NFH	Ya	Karena guru membenarkan pengucapan yang salah jadi bisa lebih tahu
20	NFW	Ya	
21	RNW	Ya	Lebih bisa berbahasa Inggris
22	RPL	Ya	Karena jadi terbiasa
23	SPH	Ya	Karena ketika melakukan kesalahan pengucapan, guru atau teman lain bisa membenarkan
24	SKS	Ya	Sebelumnya belum. Meskipun belum lancar tapi tugas-tugas tersebut membantu
25	SAL	ya	Lebih tahu pengucapan kata bahasa Inggris
26	SDI	Ya	Membantu mengucapkan kata-kata bahasa Inggris
27	SRN	Ya	Membantu saya sedikit-sedikit bisa speaking dengan teman dalam bahasa Inggris
28	TWN	Ya	Guru mengajarkan vocabulary yang belum diketahui sebelumnya
29	VDR	Tidak	
30	WNI	Ya	
31	YLT	Ya	
Total		30	

Ya = 28 (90, 4%)

Tidak = 1 (3,22%)

Abstain = 1 (3,22 %)

5. Media apa sajakah yang digunakan oleh guru anda ketika memberikan tugas group work (misalnya gambar, tect, benda-benda nyata)?

No	Name	Answer
1	AGR	Text, gambar tentang signs and symbols,
2	ANS	text, benda-benda nyata gambar, dan video
3	ALR	Gambar, text
4	CWN	Gambar, text
5	DRN	Gambar, text
6	DWN	Gambar dan text
7	DAP	Text
8	DMN	Gambar, text, dan benda-benda nyata
9	DAG	Gambar, text, benda-benda lainnya
10	ECN	Gambar, text, dan LCD
11	ESN	Gambar, text
12	EKW	Gambar, text
13	FAN	Gambar, text
14	FTN	Gambar, text
15	FRN	Gambar, peta, text
16	HYP	-
17	MSW	Gambar, text, LCD
18	NNY	LCD, text, gambar, peta
19	NFH	Gambar, text
20	NFW	Gambar, text
21	RNW	Gambar, LCD, text, peta
22	RPL	Gambar, benda-benda nyata, LCD
23	SPH	Gambar-gambar
24	SKS	Gambar, text
25	SAL	Gambar
26	SDI	Gambar, text
27	SRN	Gambar, text
28	TWN	Gambar, LCD, benda nyata, peta
29	VDR	Gambar, text
30	WNI	Benda-benda yang ada di dalam kelas, gambar, LCD
31	YLT	Gambar, text
Total		

6. Apakah guru memberikan penilaian setelah anda melakukan group work?

No	Name	Answer
1	AGR	Penilaian secara langsung, jadi guru mengomentari hasil group work kami, penilaian secara langsung, memberikan pujian, dan juga membahas kembali jika terjadi kesalahan.
2	ANS	Memberikan pujian, membahas kesalahan jika terjadi
3	ALR	Memberikan pujian, member nilai, membenarkan kesalahan, membahas kembali jika terjadi kesalahan
4	CWN	Membenarkan dan membahas kembali kesalahan tersebut
5	DRN	Memberikan pujian, membenarkan jika ada kesalahan
6	DWN	Membahas kembali kesalahan yang terjadi
7	DAP	Kadang-kadang dengan membenarkan apa yang kita ucapkan
8	DMN	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
9	DAG	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
10	ECN	Membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
11	ESN	mengulang kembali jika terjadi kesalahan
12	EKW	Memberikan nilai
13	FAN	Memberikan pujian, membenarkan kembali kesalahan
14	FTN	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
15	FRN	Memberikan pujian, membenarkan kembali kesalahan
16	HYP	-
17	MSW	
18	NNY	Penilaian secara lisan; membenarkan kosakata yang salah
19	NFH	Memberikan pujian, ada juga penilaian tentang kesalahan pengucapan
20	NFW	Membahas kembali kesalahan jika ada
21	RNW	Biasanya dengan menggunakan pujian, memberikan nilai, membenarkan kesalahan
22	RPL	Dengan cara memberikan pujian serta membenarkan kesalahan dan membahas lagi
23	SPH	Memberikan nilai, pujian, dan membenarkan kesalahan
24	SKS	Memberikan pujian, memberikan nilai
25	SAL	Selain member nilai, guru juga membahas kembali kesalahan jika ada
26	SDI	Memberikan pujian, membenarkan kesalahan, membahas kembali
27	SRN	Memberikan nilai dan pujian
28	TWN	selain member nilai guru juga memberikan pujian
29	VDR	
30	WNI	Memberikan pujian, membenarkan kesalahan, membahas kembali
31	YLT	Membenarkan yang salah dan membahas lagi
Total		

7. Seperti apakah bentuk penilaian guru anda (memberikan nilai, memberikan pujian, membenarkan kesalahan, membahas kembali kesalahan yang terjadi)?

No	Name	Answer
1	AGR	Penilaian secara langsung, jadi guru mengomentari hasil group work kami
2	ANS	Iya
3	ALR	Yes
4	CWN	Tidak
5	DRN	Mungkin
6	DWN	Tidak
7	DAP	Kadang-kadang dengan membenarkan apa yang kita ucapkan
8	DMN	Iya, dengan cara yang bermacam-macam
9	DAG	Iya, juga dengan pujian
10	ECN	Ya
11	ESN	Kadang-kadang
12	EKW	Iya, kadang-kadang pujian
13	FAN	Iya
14	FTN	Ya
15	FRN	Penilaiannya dengan pujian
16	HYP	-
17	MSW	Tidak
18	NNY	Penilaian secara lisan
19	NFH	Iya, penilaian secara lisan. Ada juga penilaian tentang kesalahan pengucapan
20	NFW	Iya
21	RNW	Biasanya dengan menggunakan pujian
22	RPL	Ya
23	SPH	Ya, dengan kata-kata maupun angka
24	SKS	Iya
25	SAL	Iya
26	SDI	Ya, memberikan penilaian
27	SRN	Ya
28	TWN	Ya, selain penilaian guru juga memberikan pujian
29	VDR	Tidak
30	WNI	Kadang-kadang
31	YLT	Ya
Total		

8. apakah dalam mengajar Bahasa Inggris, guru juga mengajarkan cara mengucapkan kata Bahasa Inggris?

No	Name	Answer
1	AGR	Ya
2	ANS	Ya
3	ALR	Ya
4	CWN	Ya
5	DRN	Ya
6	DWN	Ya
7	DAP	Ya
8	DMN	Ya
9	DAG	Ya
10	ECN	Ya
11	ESN	Ya
12	EKW	Ya
13	FAN	Ya
14	FTN	Ya
15	FRN	Ya
16	HYP	-
17	MSW	Ya
18	NNY	Ya
19	NFH	Ya
20	NFW	Ya
21	RNW	Ya
22	RPL	Ya
23	SPH	Ya
24	SKS	Ya
25	SAL	Ya
26	SDI	Ya
27	SRN	Ya
28	TWN	Ya
29	VDR	Ya
30	WNI	Ya
31	YLT	Ya
Total		

9. bagaimana cara guru anda mengajarkan pengucapan Bahasa Inggris tersebut?

No	Name	Answer
1	AGR	Mengulangi pengucapan guru dan jika masih salah diulangi kembali
2	ANS	Kadang jelas dan kadang kurang jelas
3	ALR	Guru berbicara terlebih dahulu, siswa menirukan
4	CWN	Guru mengucapkan terlebih dahulu, siswa menirukan
5	DRN	Dengan listening dan speaking
6	DWN	Guru mengucapkan terlebih dahulu, siswa menirukan
7	DAP	Guru mengucapkan kata bahasa Inggris terlebih dahulu, siswa menirukan apa yang diucapkan
8	DMN	Guru mengucapkan kata bahasa Inggris, siswa mengulangi lagi apa yang diucapkan
9	DAG	Mengucapkan kata bahasa Inggris dengan benar dan jelas
10	ECN	Mengucapkan kembali kata atau kalimat yang salah dan menirunya
11	ESN	Guru mengucapkan terlebih dahulu, siswa menirukan
12	EKW	Lisan, dengan mengucapkan bersama-sama
13	FAN	Mengulang kata bahasa Inggris yang telah guru ucapkan
14	FTN	Guru mengucapkan terlebih dahulu, siswa menirukan
15	FRN	Guru terlebih dahulu, kemudian kita menirukan
16	HYP	
17	MSW	Menirukan apa yang diucapkan guru
18	NNY	Setelah guru mengucapkan, muridnya disuruh menirukan
19	NFH	Dengan cara mengucapkan kata tersebut berulang-ulang sampai kita bias mengucapkan dengan jelas. Membenarkan cara pelafalan
20	NFW	Dengan cara beliau yang mengucapkan dan mengikuti
21	RNW	Biasanya guru yang mengucapkan terlebih dahulu kemudian siswa menirukan
22	RPL	Dengan cara beliau mengucapkan dan kami menirukan
23	SPH	Kita ucapkan bersama-sama
24	SKS	Diucapkan oleh guru, setelah itu siswa mengikuti apa yang diucapkan oleh guru
25	SAL	Menirukan apa yang diucapkan
26	SDI	Kosa kata diulang-ulang terus
27	SRN	Mengucapka ulang Jika salah dalam pengucapan kata bahasa Inggris , emnggunakan media gambar agar tidak membosankan
28	TWN	Dengan mengucapkan bersama-sama satu kelas, kadang-kadang per kelompok. Membenarkan jika dalam pengucapan ada kekeliruan
29	VDR	Dengan mengucapkan terlebih dahulu, lalu menyuruh kita untuk menirukan
30	WNI	Menggunakan lafal dengan jelas dan intonasi yang jelas.
31	YLT	Pertama guru yang mengucapkan lalu murid mengikuti.
Total		

10. apakah anda jadi lebih mengerti mengenai pengucapan bahasa Inggris setelah guru anda mengajarkan cara pengucapan kata-kata bahasa Inggris?

No	Name	Answer
1	AGR	Ya, menjadi lebih tahu cara pengucapan yang benar
2	ANS	Sedikit mengerti dan kadang tidak mengerti
3	ALR	Ya
4	CWN	Ya
5	DRN	Ya. Karena yang diajarkan ukup mudah
6	DWN	Ya
7	DAP	Ya saya lebih mengerti
8	DMN	Iya saya jadi lebih mengertiya karena lebih mengerti bagaimana pengucapan bahasa Inggris yang benar
9	DAG	Ya
10	ECN	Kadang-kadang mengerti, tapi ada beberapa yang belum mengerti juga
11	ESN	Iya, awalnya bingung tapi setelah diajari jadi bias
12	EKW	Iya
13	FAN	Iya
14	FTN	Ya, jadi lebih mengerti
15	FRN	Ya
16	HYP	-
17	MSW	Sedikit-sedikit
18	NNY	Iya
19	NFH	Iya
20	NFW	Iya sedikit sedikit
21	RNW	Ya
22	RPL	Iya, karena kita jadi tahu kesalahan kita
23	SPH	Iya, meskipun belum semuanya mengerti
24	SKS	Iya
25	SAL	Iya pasti
26	SDI	Ya
27	SRN	Ya, ternyata pengucapan kami banyak kekeliruan
28	TWN	Iya, karena pengulangannya tidak hanya sekali, tapi diulang-ulang
29	VDR	Iya
30	WNI	Yes
31	YLT	Yes
Total		

11. Apakah anda senang ketika guru anda mengajarkan pengucapan Bahasa Inggris?

No	Name	Answer
1	AGR	Senang, karena saya menjadi lebih tahu cara pengucapan yang benar
2	ANS	Iya, karena saya biasa belajar cara mengucapkannya
3	ALR	Yes
4	CWN	Senang
5	DRN	Senang, karena menambah pengetahuan dan wawasan tentang pengucapan bahasa Inggris
6	DWN	Iya
7	DAP	Iya senang
8	DMN	Ya saya senang
9	DAG	Sangat senang
10	ECN	Ya
11	ESN	Iya
12	EKW	Senang, karena dapat memperbaiki pengucapan dan membacanya
13	FAN	Ya
14	FTN	Ya
15	FRN	Ya, karena kita biasa lebih tahu dan mengerti pengucapan bahasa Inggris
16	HYP	
17	MSW	Senang
18	NNY	Ya, karena biasa mengucapkan dengan benar
19	NFH	Senang, karena saya menjadi jelas mengucapkan bahasa Inggris
20	NFW	Iya karena dapat mengikuti ucapan bahasa Inggris
21	RNW	Iya, karena biasa tahu cara mengucapkan yang benar
22	RPL	Ya, sebab dapat membantu saya mengucapkan kata bahasa Inggris dengan benar
23	SPH	Iya, karena jadi tahu kesalahan
24	SKS	Iya, karena dapat mengucapkan kata bahasa Inggris dengan baik dan benar
25	SAL	Senang
26	SDI	Senang, karena biasa mengetahui cara pengucapan bahasa Inggris yang benar
27	SRN	Ya, karena biasa tahu dimana letak kesalahan saya dalam mengucapkan bahasa Inggris
28	TWN	Senang, karena kami jadi tahu bagaimana cara pengucapan yang benar
29	VDR	Senang sekali, karena dapat memahami kata perkata
30	WNI	Iya
31	YLT	Yes
Total		

Senang = 30 (97%)

12. Apakah menurut anda group work itu menarik?

No	Name	Answer
1	AGR	Menarik
2	ANS	Iya
3	ALR	Kadang-kadang
4	CWN	Iya
5	DRN	Sangat menarik
6	DWN	Iya
7	DAP	Iya
8	DMN	Iya
9	DAG	Lumayan, tergantung anggotanya
10	ECN	Menarik
11	ESN	Iya
12	EKW	Sangat menarik
13	FAN	Ya
14	FTN	Iya
15	FRN	Ya
16	HYP	-
17	MSW	Menarik, tapi lama- lama agak bosan
18	NNY	Ya
19	NFH	Lumayan, kadang iya kadang tidak
20	NFW	Iya
21	RNW	Iya, lumayan menarik karena sedikit menghibur
22	RPL	Ya
23	SPH	Lumayan
24	SKS	Iya
25	SAL	Sangat menarik
26	SDI	Lumayan
27	SRN	Ya
28	TWN	Menarik
29	VDR	Iya
30	WNI	Iya
31	YLT	Ya, sangat menarik
Total		

Sangat menarik = 4 (12,9%)

Menarik = 20 (64, 51%)

Lumayan = 6 (19,35%)

Tidak = 0

Abstain = 1 (3, 22%)

13. berikan alasan kenapa anda merasa tertarik/ tidak tertarik dengan group work?

No	Name	Answer
1	AGR	Menambah semangat untuk mengerjakan tugas dan lebih membantu ketika mengerjakan tugas
2	ANS	Menambah semangat belajar dan tambah mengerti
3	ALR	Bisa berdiskusi tapi kadang group work nya nggak enak
4	CWN	Karena bisa sambil bermain, tidak terlalu tegang
5	DRN	Karena bisa saling berdiskusi
6	DWN	Karena bisa bekerja sama antara satu dengan lainnya
7	DAP	Karena dikerjakan bersama-sama, jika ada salah satu atau dua belum paham bisa dibahas dalam group work
8	DMN	Karena bisa mengerjakan bersama-sama sehingga lebih mudah paham
9	DAG	Membantu saya berkomunikasi dalam bahasa Inggris
10	ECN	Karena dapat belajar bersama
11	ESN	Bias berdiskusi dan bertanya kepada teman kalau belum bisa atau belum mengerti
12	EKW	Dapat bermain dan belajar, menambah wawasan dan pengalaman dengan teman yang belum terlalu akrab
13	FAN	Mudah untuk memahami
14	FTN	Menyenangkan bias membantu memahami bahasa Inggris
15	FRN	Membantu memahami materi
16	HYP	-
17	MSW	Bias bertukar pikiran dengan teman satu group
18	NNY	Bias belajar bersama teman
19	NFH	Membantu saya lebih cepat mengerti tapi kadang ada yang mengganggu
20	NFW	Bias bertanya pada teman lain jika ada yang kurang jelas
21	RNW	Bias menghibur, bias ketawa, bias berdiskusi sehingga lebih mengerti
22	RPL	Mampu bekerja sama
23	SPH	Dapat menyelesaikan masalah bersama-sama
24	SKS	Memudahkan belajar, meringankan tugas karena dikerjakan bersama-sama
25	SAL	Bias lebih santai ketika mengeluarkan pendapat
26	SDI	Menghibur, pelajarannya santai tidak tegang, bias bertanya kepada teman apabila tidak bias melafalkan kata bahasa Inggris dengan benar
27	SRN	Tidak membuat cepat bosan, bias bertanya dengan teman jika tidak paham
28	TWN	Tidak hanya mengerjakan soal tapi diberi media nyata seperti gambar-gambar
29	VDR	Menjadikan kita percaya diri, membuat kita semakin mau untuk tahu
30	WNI	Dapat berdiskusi dengan teman satu sama lainnya
31	YLT	Mengenal satu sama lain, lebih akrab, bertukar pikiran
Total		

14. Menurut Anda, media apakah yang perlu digunakan dalam group work?

No	Name	Answer
1	AGR	LCD
2	ANS	-
3	ALR	-
4	CWN	Gambar dan text
5	DRN	LCD, listening media
6	DWN	Gambar, text, benda lainya
7	DAP	LCD, gambar, text
8	DMN	Gambar, text, LCD
9	DAG	LCD, gambar, text
10	ECN	Gambar, text, LCD
11	ESN	Gambar, text, benda, dll
12	EKW	Gambar, text
13	FAN	LCD
14	FTN	Gambar, text, LCD
15	FRN	Gambar, text
16	HYP	-
17	MSW	Gambar, text, LCD
18	NNY	Gambar, LCD
19	NFH	LCD
20	NFW	LCD, gambar, text
21	RNW	Menggunakan LCD, benda-benda nyata, gambar, text
22	RPL	Soal, gambar, teks, alat peraga,
23	SPH	Gambar, benda nyata
24	SKS	Gambar, LCD
25	SAL	LCD
26	SDI	Benda-benda nyata, LCD
27	SRN	Gambar, LCD
28	TWN	Benda-benda nyata
29	VDR	LCD, gambar, benda-benda nyata
30	WNI	Media, benda-benda nyata, text
31	YLT	Media apa pun yang penting dapat memperlancar KBM
Total		

15. menurut anda, pembagian kelompok seperti apakah yang anda sukai (pilih sendiri, sesuai nomor absen, berhitung, sesuai tempat duduk, dll)?

No	Name	Answer
1	AGR	Memilih sendiri
2	ANS	Pilih sendiri, sesuai tempat duduk
3	ALR	Pilih sendiri
4	CWN	Pilih sendiri
5	DRN	Terserah
6	DWN	Pilih sendiri
7	DAP	Pilih sendiri
8	DMN	Pilih sendiri
9	DAG	Pilih sendiri
10	ECN	Pilih sendiri
11	ESN	Sesuai tempat duduk
12	EKW	Sesuai tempat duduk
13	FAN	Pilih sendiri
14	FTN	terserah, semuanya saya sukai
15	FRN	Pilih sendiri
16	HYP	
17	MSW	Berhitung
18	NNY	Diacak, diundi
19	NFH	Semuanya saya sukau
20	NFW	Semua saya suka
21	RNW	Pilih sendiri
22	RPL	Sesuai tempat duduk
23	SPH	Memilih sendiri
24	SKS	Memilih sendiri
25	SAL	Memilih sendiri
26	SDI	Memilih sendiri
27	SRN	Memilih sendiri
28	TWN	Memilih sendiri
29	VDR	Pilih sendiri
30	WNI	Sesuai tempat duduk
31	YLT	Pilih sendiri, sesuai tempat duduk
Total		

Pilih sendiri = 18 (58, 06%)

Tempat duduk = 5 (16,12%)

Diundi = 2 (6,45%)

Terserah = 4 (12,9%)

Abstain = 1 (3,22%)

16. Berdasarkan pernyataan di atas, kenapa anda memilih pembagian group work tersebut?

No	Name	Answer
1	AGR	Sudah lebih tahu sikap dan sifat teman yang akan dipilih
2	ANS	Bisa saling membantu satu sama lain
3	ALR	Menuruti kemauan sendiri
4	CWN	Lebih cocok dan nyambung sama teman yang akrab
5	DRN	Berdasarkan berhitung atau tempat duduk sama saja
6	DWN	Karena dengan memilih sendiri, kita sudah mengetahui karakter teman yang kita pilih
7	DAP	Karena lebih sennag dan ada kekompakan
8	DMN	Karena kita merasa lebih nyaman dan lebih santai
9	DAG	Sesuai keinginan, lebih kompak jika memilih kelompok sesuai keinginan
10	ECN	Karena tidak pilih-pilih teman
11	ESN	Karena bisa berdiskusi dan menanyakan kepada teman yang belum mengerti
12	EKW	Karena udah pewe, supaya adil dan tidak pilih-pilih
13	FAN	Karena akan merasa lebih nyaman jika memilih sendiri
14	FTN	Karena kita bisa memilih teman yang menurut kita bisa mengajari kita dalam belajar bahasa inggris
15	FRN	Karena semua kelompok itu sama saja yang penting kompak
16	HYP	
17	MSW	Karena jika memilih sendiri bisa tahu teman yang cocok diajak berdiskusi
18	NNY	Karena agar tidak pilih –pilih teman
19	NFH	Dengan memilih teman sendiri lebih mudah mengaturnya
20	NFW	Karena bisa memahami bahasa Inggris
21	RNW	Bisa saling dekat dengan teman yang jarang kumpul. Menyenangkan. Bisa lebih akrab dan mengenal teman
22	RPL	Semua saya sukai, karena semua membuat saya bisa lebih akrab dengan teman-teman saya
23	SPH	Karena dapat mengetahui sifat-sifat teman yang lain
24	SKS	Agar lebih nyaman mengerjakan tugas-tugas group work
25	SAL	Bisa lebih cocok dengan kelompok itu
26	SDI	Lebih menyenangkan. Tidak membosankan
27	SRN	Dengan memilih sendiri bisa mengetahui karakteristik dan sifat teman satu dengan teman lainnya
28	TWN	Aar semua dapat mengenal karakter antar teman
29	VDR	Mungkin karena kita lebih akrab dank arena memilih sendiri itu lebih membuat kita berminat dalam berkelompok
30	WNI	Karena merasa lebih enak dan nyaman
31	YLT	Karena lebih mudah memilih teman untuk group work
Total		

17. apakah dalam group work tersebut Anda berbicara dalam Bahasa Inggris

No	Name	Answer
1	AGR	Kadang-kadang iya
2	ANS	Kadang-kadang
3	ALR	Kadang-kadang
4	CWN	Kadang-kadang
5	DRN	Kadang-kadang jika tahu artinya
6	DWN	Iya kadang-kadang
7	DAP	Sedikit tapi agak belepotan
8	DMN	Tidak. Hehehehe
9	DAG	Ya sering
10	ECN	Ya tapi belum dominan
11	ESN	Kadang-kadang iya
12	EKW	Kadang kadang. Karena belum lancer memakai bahasa Inggris untuk berkomunikasi
13	FAN	40% menggunakan bahasa Inggris
14	FTN	Kadang-kadang iya
15	FRN	Kadang-kadang kalau bisa
16	HYP	
17	MSW	Kdang-kadang
18	NNY	Tidak. Nggak bisa bahasa Inggris
19	NFH	Kadang-kadang iya
20	NFW	Kadang-kadang
21	RNW	Ya. Ketika disuruh menggunakan bahasa Inggris
22	RPL	Kadang-kadang
23	SPH	Tidak selalu
24	SKS	Kadang-kadang
25	SAL	Ya jika mengetahui artinya
26	SDI	Kadang-kadang. Belum tentu kosa katanya benar
27	SRN	Kadang-kadang
28	TWN	Tidak. Belum fasih
29	VDR	Kadang-kadang
30	WNI	Ya
31	YLT	Kadang-kadang
Total		

Kadang – kadang = 26 (70, 96%)

Sering = 4 (12,9%)

Abstain = 1 (3,22%)

18. Apakah dalam menyelesaikan tugas kelompok, anda menggunakan Bahasa Inggris?

No	Name	Answer
1	AGR	Ya
2	ANS	Kadang-kadang
3	ALR	Kadang-kadang
4	CWN	Kadang-kadang
5	DRN	Kadang-kadang
6	DWN	Kadang-kadang
7	DAP	Kadang-kadang
8	DMN	Ya
9	DAG	Kadang-kadang
10	ECN	Kadang-kadang
11	ESN	Kadang-kadang
12	EKW	Kadang-kadang
13	FAN	Iya. Kira-kira 40%
14	FTN	Kadang-kadang
15	FRN	Ya. Tergantung kalimatnya
16	HYP	
17	MSW	Kadang-kadang
18	NNY	Tidak
19	NFH	Iya
20	NFW	Kadang-kadang
21	RNW	Kadang-kadang
22	RPL	Kadang-kadang
23	SPH	Iya
24	SKS	Kadang-kadang
25	SAL	Kadang-kadang
26	SDI	Kadang-kadang
27	SRN	Kadang-kadang
28	TWN	Kadang-kadang
29	VDR	Kadang-kadang
30	WNI	Iya
31	YLT	Kadang-kadang
Total		

Kadang-kadang = 25 (80, 64%)

Iya = 5 (16, 12 %)

Abstain = 1 (3, 22 %)

19. Adakah kesulitan yang anda hadapi ketika anda berbicara dalam Bahasa Inggris?

No	Name	Answer
1	AGR	Ada
2	ANS	Ada
3	ALR	Ada kadang- kadang
4	CWN	Ada
5	DRN	Ada
6	DWN	Ada
7	DAP	Ada
8	DMN	Ada
9	DAG	Sedikit
10	ECN	Ada
11	ESN	Ada
12	EKW	Ada
13	FAN	Ada
14	FTN	Ada
15	FRN	Ada
16	HYP	-
17	MSW	Ada
18	NNY	Ada
19	NFH	Sedikit
20	NFW	Sedikit
21	RNW	Ada
22	RPL	Ada
23	SPH	Ada kadang-kadang
24	SKS	Ada
25	SAL	Ada
26	SDI	Ada
27	SRN	Ada
28	TWN	Ada
29	VDR	Ada
30	WNI	Kadang-kadang ada
31	YLT	Ada
Total		

20. jika ada, kesulitan apa saja yang dihadapi ketika Anda berbicara menggunakan Bahasa Inggris (misalnya: pengucapan bahasa Inggris, Grammar, kosakata Bahasa Inggris, dll)

No	Name	Answer
1	AGR	Pengucapan dan grammar dalam penyusunan kata
2	ANS	Kadang-kadang pengucapan bahasa Inggris, grammar, dan kosa kata
3	ALR	Grammar, pengucapan bahasa Inggris, kosa kata bahasa Inggris
4	CWN	Pengucapan Bahasa Inggris dan kosa kata Bahasa Inggris
5	DRN	Pengucapan, kosa kata, dan penyusunan kata menjadi kalimat
6	DWN	Kosa kata bahasa Inggris
7	DAP	Grammar dan pengucapan bahasa Inggris
8	DMN	Pengucapan bahasa Inggris, kosakata
9	DAG	Grammar dan beberapa kosakata
10	ECN	Kosakata yang dikuasai sedikit dan pengucapan bahasa Inggris masih salah
11	ESN	Pengucapan bahasa Inggris, kosakata, dan penyusunan kalimat
12	EKW	Pengucapan bahasa Inggris
13	FAN	Grammar dan pengucapan bahasa Inggris
14	FTN	Pengucapan bahasa Inggris dan mengartikan
15	FRN	Pengucapan dan grammar
16	HYP	-
17	MSW	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
18	NNY	Pengucapan dan kosakata bahasa Inggris
19	NFH	Grammar dan kosakata
20	NFW	Pengucapan bahasa Inggris
21	RNW	Pengucapan bahasa Inggris, kosakata, menyusun kalimat, dan grammar
22	RPL	Pengucapan, grammar
23	SPH	Pengucapan dalam bahasa Inggris
24	SKS	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
25	SAL	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
26	SDI	Pengucapan dan kosakata
27	SRN	Pengucapan dan kosakata
28	TWN	Penyusunan kata dari bahasa Indonesia kedalam bahasa Inggris
29	VDR	Pengucapan dan kosakata
30	WNI	Pengucapan dan kosakata
31	YLT	Pengucapan dan kosakata
Total		

Pronunciation = 25 (80, 64%)

Grammar = 10 (32,25%)

Word order = 5 (16,12%)

Vocabulary = 15 (48,38%)

Abstain = 1 (3,22%)

21. apakah anda merasa senang dengan tugas/ group work? Jelaskan.

No	Name	Answer
1	AGR	Ya karena membuat pelajaran jadi lebih seru
2	ANS	Iya karena bisa lebih mengerti
3	ALR	Kadang-kadang karena bisaanya teman-teman mikirin diri sendiri
4	CWN	Iya karena mengerjakan bisa bersama-sama
5	DRN	Sangat senang karena bisa tambah paham
6	DWN	Yak arena dapat bekerjasama dengan teman teman
7	DAP	Senang karena mudah mengerjakan dan dapat bekerjasama dan dapat berdiskusi
8	DMN	Ya karena lebih mudah dikerjakan
9	DAG	Senang, dapat mengembangkan pengetahuan pada masing-masing anggota dan sharing pengetahuan
10	ECN	Senang karena belajar bersama lebih menyenangkan
11	ESN	Ya, karena bisa bekerjasama dengan teman-teman yang lain
12	EKW	Ya karena semua kelompok mengerjakan secara bersama-sama
13	FAN	Ya karena saya dapat memahami dengan mudah ateri yang telah diberikan
14	FTN	Kadang-kadang, karena ada teman yang tidak membantu mengerjakan tugas
15	FRN	Iya karena dengan tugas/ group work kita bisa mudah memahami
16	HYP	
17	MSW	Sennag karena dalam group work bisa menyelesaikan tugas bersama dengan teman
18	NNY	Senang karena bisa diselesaikan bersama-sama
19	NFH	Kadang iya kadang tidak. Tugasnya kadang seru tapi ada yang kurang menyenangkan juga
20	NFW	Ya karena dapat membantu mengucapkan bahasa Inggris
21	RNW	Ya karena bisa berdiskusi, lebih menarik
22	RPL	Ya, karena dapat melatih kerjasama team
23	SPH	Senang karena dapat mengetahui kemampuan kita
24	SKS	Ya. Karena dapat memudahkan untuk belajar, melatih menjadi kelompok yang aktif, tidak menegangkan
25	SAL	Ya senang. Bisa menyelesaikan bersama-sama dengan teman sekelompok
26	SDI	Lumayan. Karena bisa lebih jelas mengerjakan bahasa Inggris
27	SRN	Ya. Karena dengan group work bisa bertanya sama teman yang paham jika saya kurang paham
28	TWN	Ya. Karena semua kelompok mengerjakan secara bersama-sama
29	VDR	Ya, cukup menyenangkan
30	WNI	Ya. Menambah wawasan
31	YLT	Yes. Dapat bekerja sama
Total		

THE CLASSIFICATION OF QUESTIONNAIRES CYCLE II

8. Bagaimana perasaan anda ketika guru anda menggunakan metode group work di dalam kelas?

no	Name	Answer	Reason
1	AGR	senang	Pelajaran tidak menegangkan
2	ANS	Senang	Bias saling membantu/ bekerja sama
3	ALR	Senang	
4	CWN	Senang	Menciptakan kebersamaan
5	DRN	Senang	Materi jadi semakin mudah dipahami
6	DWN	Senang	Dapat bekerjasama dan saling membantu
7	DAP	Senang	Lebih mudah memahami dan mengerjakan
8	DMN	Senang	Lebih mudah memahami dan mengerjakan
9	DAG	Senang	Lebih membantu dalam belajar
10	ECN	Senang	Mempermudah belajar dan memahami materi
11	ESN	Senang	Dapat bekerjasama dan berdiskusi
12	EKW	Senang	Bias berdiskusi dan saling membantu
13	FAN	Senang	Seru
14	FTN	Senang	Membantu memahami materi
15	FRN	Senang	Bias bekerjasama, mempermudah mengerjakan tugas
16	HYP	-	-
17	MSW	Senang	Seru
18	NNY	Senang	Membantu belajar
19	NFH	Senang	
20	NFW	Senang	Melatih berbicara dengan bahasa inggris
21	RNW	Senang	Seru. Gurunya menyenangkan
22	RPL	Senang	Melatih kerja sama
23	SPH	Senang	Bias bekerja sama
24	SKS	Senang	Membantu memahami materi
25	SAL	Senang	Bias bekerja sama
26	SDI	Senang	
27	SRN	Senang	Membantu memahami materi
28	TWN	Senang	
29	VDR	Senang	Gurunya menyenangkan
30	WNI	Senang	
31	YLT	Senang	Bias berdiskusi
Total		30 (97%)	

Bisa bekerja sama = 10 (32,22%)

Memahami materi = 10 (32,22%)

Seru = 5 (16,12%)

Abstain = 5 (16,12%)

9. Apakah group work tersebut membantu anda memahami materi Bahasa Inggris dengan lebih baik? Jelaskan.

no	Name	Answer	Reason
1	AGR	Ya	Teman sekelompok bisa membenarkan kesalahan seperti pengucapan
2	ANS	Ya	Bisa bekerja sama
3	ALR	Lumayan	
4	CWN	Ya	Bias saling membantu
5	DRN	Ya	Lebih jelas dalam bahasa inggris
6	DWN	Ya	Membantu memahami materi bahasa Inggris, teman lain bias membantu
7	DAP	Ya	Bias berdiskusi
8	DMN	Ya	Bias berdiskusi dalam mengerjakan tugas
9	DAG	Ya	Membantu berkomunikasi menggunakan bahasa inggris
10	ECN	Ya	Bias saling membantu untuk memahami materi
11	ESN	Ya	
12	EKW	Ya	Bias saling membantu dalam memahami materi
13	FAN	Ya	Lebih mudah memahami materi
14	FTN	Ya	Bias saling membantu untuk memahami materi
15	FRN	Ya	Bias saling membantu untuk memahami materi
16	HYP		
17	MSW	Ya	Guru mengajarkan pengucapan bahasa inggris
18	NNY	Lumayan	Bias saling membantu untuk memahami materi atau kata-kata yang belum dipahami
19	NFH	Ya	Membantu pengucapan bahasa Inggris dengan jelas
20	NFW	Ya	Bias saling bertanya jika ada yang belum dipahami
21	RNW	Ya	Bias berbicara dengan menggunakan bahasa Inggris
22	RPL	Ya	Bias berdiskusi
23	SPH	Ya	Bias saling membantu saat mengalami kesulitan
24	SKS	Ya	Bias bertanya pada teman ketika mengalami kesulitan
25	SAL	Ya	Ada media seperti gambar dan kata-kata sehingga mudah dipahami
26	SDI	Ya	Bias tidak sungkan bertanya
27	SRN	Ya	bisa bertanya pada teman yang lebih memahami materi ketika menghadapi kesulitan
28	TWN	Ya	Bisa berdiskusi dengan teman kelompok
29	VDR	Ya	Bisa menggunakan bahasa inggris
30	WNI	Ya	Jika belum paham bisa berdiskusi dengan teman kelompok
31	YLT	Ya	Jika belum paham bisa Tanya teman yang lebih mengerti

Ya = 28 (90, 4%)

Lumayan = 2 (6, 45%)

Abstain = 1 (3, 22%)

10. Apakah group work membantu anda menggunakan bahasa Inggris dengan lebih baik?
Jelaskan.

No	Name	Answer	Reason
1	AGR	Ya	Bisa sekalian belajar speaking dengan pengucapan yang benar
2	ANS	Ya	
3	ALR	Yes	Bisa saling berbicara dan saling membenarkan
4	CWN	Ya	Mengetahui bagaimana cara pengucapan bahasa inggris dengan benar
5	DRN	Ya	Karena bisa lebih paham tentang pelajaran
6	DWN	Ya	Mengetahui bagaimana pengucapan yang benar
7	DAP	Ya	Bisa menirukan cara berbicara bahasa Inggris
8	DMN	Ya	Karena gampang diingat
9	DAG	Ya	Jadi tahu pengucapan bahasa inggris yang benar
10	ECN	Ya	Bisa mengetahui kesalahan dalam speaking dan dapat mengetahui yang benar
11	ESN	Ya	Mengetahui pengucapan yang benar
12	EKW	Ya	Awal menggunakan bahasa inggris dengan baik, belajar menerjemahkan
13	FAN	Ya	Mengerti berbahasa Inggris yang benar
14	FTN	Ya	Mengetahui dan memperbaiki pengucapan yang salah
15	FRN	Ya	Dapat berbahasa inggris dengan baik
16	HYP		
17	MSW	Ya	Dapat mengetahui cara pengucapan dengan baik
18	NNY	Ya	Dapat mengetahui dan membantu dalam mengucapkan kata dalam bahasa inggris
19	NFH	Ya	Karena guru membenarkan pengucapan yang salah jadi bisa lebih tahu
20	NFW	Ya	
21	RNW	Ya	Lebih bisa berbahasa Inggris
22	RPL	Ya	Karena jadi terbiasa
23	SPH	Ya	Karena ketika melakukan kesalahan pengucapan, guru atau teman lain bisa membenarkan
24	SKS	Ya	Sebelumnya belum. Meskipun belum lancar tapi tugas-tugas tersebut membantu
25	SAL	ya	Lebih tahu pengucapan kata bahasa Inggris
26	SDI	Ya	Membantu mengucapkan kata-kata bahasa Inggris
27	SRN	Ya	Membantu saya sedikit-sedikit bisa speaking dengan teman dalam bahasa Inggris
28	TWN	Ya	Guru mengajarkan vocabulary yang belum diketahui sebelumnya
29	VDR	Tidak	
30	WNI	Ya	
31	YLT	Ya	
Total		30	

Ya = 28 (90, 4%)

Tidak = 1 (3,22%)

Abstain = 1 (3,22 %)

11. Media apa sajakah yang digunakan oleh guru anda ketika memberikan tugas group work (misalnya gambar, tect, benda-benda nyata)?

No	Name	Answer
1	AGR	Text, gambar tentang signs and symbols,
2	ANS	text, benda-benda nyata gambar, dan video
3	ALR	Gambar, text
4	CWN	Gambar, text
5	DRN	Gambar, text
6	DWN	Gambar dan text
7	DAP	Text
8	DMN	Gambar, text, dan benda-benda nyata
9	DAG	Gambar, text, benda-benda lainnya
10	ECN	Gambar, text, dan LCD
11	ESN	Gambar, text
12	EKW	Gambar, text
13	FAN	Gambar, text
14	FTN	Gambar, text
15	FRN	Gambar, peta, text
16	HYP	-
17	MSW	Gambar, text, LCD
18	NNY	LCD, text, gambar, peta
19	NFH	Gambar, text
20	NFW	Gambar, text
21	RNW	Gambar, LCD, text, peta
22	RPL	Gambar, benda-benda nyata, LCD
23	SPH	Gambar-gambar
24	SKS	Gambar, text
25	SAL	Gambar
26	SDI	Gambar, text
27	SRN	Gambar, text
28	TWN	Gambar, LCD, benda nyata, peta
29	VDR	Gambar, text
30	WNI	Benda-benda yang ada di dalam kelas, gambar, LCD
31	YLT	Gambar, text
Total		

12. Apakah guru memberikan penilaian setelah anda melakukan group work?

No	Name	Answer
1	AGR	Penilaian secara langsung, jadi guru mengomentari hasil group work kami, penilaian secara langsung, memberikan pujian, dan juga membahas kembali jika terjadi kesalahan.
2	ANS	Memberikan pujian, membahas kesalahan jika terjadi
3	ALR	Memberikan pujian, member nilai, membenarkan kesalahan, membahas kembali jika terjadi kesalahan
4	CWN	Membenarkan dan membahas kembali kesalahan tersebut
5	DRN	Memberikan pujian, membenarkan jika ada kesalahan
6	DWN	Membahas kembali kesalahan yang terjadi
7	DAP	Kadang-kadang dengan membenarkan apa yang kita ucapkan
8	DMN	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
9	DAG	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
10	ECN	Membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
11	ESN	mengulang kembali jika terjadi kesalahan
12	EKW	Memberikan nilai
13	FAN	Memberikan pujian, membenarkan kembali kesalahan
14	FTN	Memberikan pujian, membenarkan kembali kesalahan, mengulang kembali jika terjadi kesalahan
15	FRN	Memberikan pujian, membenarkan kembali kesalahan
16	HYP	-
17	MSW	
18	NNY	Penilaian secara lisan; membenarkan kosakata yang salah
19	NFH	Memberikan pujian, ada juga penilaian tentang kesalahan pengucapan
20	NFW	Membahas kembali kesalahan jika ada
21	RNW	Biasanya dengan menggunakan pujian, memberikan nilai, membenarkan kesalahan
22	RPL	Dengan cara memberikan pujian serta membenarkan kesalahan dan membahas lagi
23	SPH	Memberikan nilai, pujian, dan membenarkan kesalahan
24	SKS	Memberikan pujian, memberikan nilai
25	SAL	Selain member nilai, guru juga membahas kembali kesalahan jika ada
26	SDI	Memberikan pujian, membenarkan kesalahan, membahas kembali
27	SRN	Memberikan nilai dan pujian
28	TWN	selain member nilai guru juga memberikan pujian
29	VDR	
30	WNI	Memberikan pujian, membenarkan kesalahan, membahas kembali
31	YLT	Membenarkan yang salah dan membahas lagi
Total		

13. Seperti apakah bentuk penilaian guru anda (memberikan nilai, memberikan pujian, membenarkan kesalahan, membahas kembali kesalahan yang terjadi)?

No	Name	Answer
1	AGR	Penilaian secara langsung, jadi guru mengomentari hasil group work kami
2	ANS	Iya
3	ALR	Yes
4	CWN	Tidak
5	DRN	Mungkin
6	DWN	Tidak
7	DAP	Kadang-kadang dengan membenarkan apa yang kita ucapkan
8	DMN	Iya, dengan cara yang bermacam-macam
9	DAG	Iya, juga dengan pujian
10	ECN	Ya
11	ESN	Kadang-kadang
12	EKW	Iya, kadang-kadang pujian
13	FAN	Iya
14	FTN	Ya
15	FRN	Penilaiannya dengan pujian
16	HYP	-
17	MSW	Tidak
18	NNY	Penilaian secara lisan
19	NFH	Iya, penilaian secara lisan. Ada juga penilaian tentang kesalahan pengucapan
20	NFW	Iya
21	RNW	Biasanya dengan menggunakan pujian
22	RPL	Ya
23	SPH	Ya, dengan kata-kata maupun angka
24	SKS	Iya
25	SAL	Iya
26	SDI	Ya, memberikan penilaian
27	SRN	Ya
28	TWN	Ya, selain penilaian guru juga memberikan pujian
29	VDR	Tidak
30	WNI	Kadang-kadang
31	YLT	Ya
Total		

8. apakah dalam mengajar Bahasa Inggris, guru juga mengajarkan cara mengucapkan kata Bahasa Inggris?

No	Name	Answer
1	AGR	Ya
2	ANS	Ya
3	ALR	Ya
4	CWN	Ya
5	DRN	Ya
6	DWN	Ya
7	DAP	Ya
8	DMN	Ya
9	DAG	Ya
10	ECN	Ya
11	ESN	Ya
12	EKW	Ya
13	FAN	Ya
14	FTN	Ya
15	FRN	Ya
16	HYP	-
17	MSW	Ya
18	NNY	Ya
19	NFH	Ya
20	NFW	Ya
21	RNW	Ya
22	RPL	Ya
23	SPH	Ya
24	SKS	Ya
25	SAL	Ya
26	SDI	Ya
27	SRN	Ya
28	TWN	Ya
29	VDR	Ya
30	WNI	Ya
31	YLT	Ya
Total		

9. bagaimana cara guru anda mengajarkan pengucapan Bahasa Inggris tersebut?

No	Name	Answer
1	AGR	Mengulangi pengucapan guru dan jika masih salah diulangi kembali
2	ANS	Kadang jelas dan kadang kurang jelas
3	ALR	Dengan mengucapkn bersama-sama
4	CWN	Dengan mengucapkan
5	DRN	Dengan listening
6	DWN	Guru mengucapkan terlebih dahulu, siswa menirukan
7	DAP	Dengan membaca bersama terus kalau ada yang salah diulangi kembali
8	DMN	Guru mengucapkan kata bahasa Inggris, siswa mengulangi lagi apa yang diucapkan
9	DAG	Mengucapkan kata bahasa Inggris dengan benar dan jelas
10	ECN	Guru mengucapkan, murid menirukan
11	ESN	Guru megucapkan terlebih dahulu, siswa menirukan
12	EKW	Lisan, dengan mengucapkan bersama-sama
13	FAN	Guru memberi contoh pengucapan yang benar
14	FTN	Dengan mengucapkan bersama-sama
15	FRN	Guru terlebih dahulu, kemudia kita menirukan
16	HYP	
17	MSW	Guru member contoh, murid menirukan
18	NNY	Setelah guru mengucapkan, muridnya disuruh menirukan
19	NFH	Guru menulis di white board, lalu mengucapkannya
20	NFW	Dengan cara beliau yang mengucapkan dan mengikuti
21	RNW	Biasanya guru yang mengucapkan terlebih dahulu kemudian siswa menirukan
22	RPL	Dengan cara beliau mengucapkan dan kami menirukan
23	SPH	Dengan menucapkan bersama-sama
24	SKS	Diucapkan oleh guru, setelah itu siswa menirukan apa yang diucapkan oleh guru
25	SAL	Guru member contoh terlebih dahulu
26	SDI	Kosa kata diulang-ulang terus
27	SRN	Mengucapka ulang Jika salah dalam pengucapan kata bahasa Inggris
28	TWN	Setiap kata yang salah oleh guru diajari cara pengucapan yang benar
29	VDR	Menulis dan membaca
30	WNI	Menggunakan lafal dengan jelas.
31	YLT	Pertama guru yang mengucapkan lalu murid mengikuti.
Total		

10. apakah anda jadi lebih mengerti mengenai pengucapan bahasa Inggris setelah guru anda mengajari cara pengucapan kata-kata bahasa Inggris?

No	Name	Answer
1	AGR	Ya
2	ANS	Iya
3	ALR	Ya
4	CWN	Ya. Tapi belum 100 %
5	DRN	Ya.
6	DWN	Ya
7	DAP	Ya
8	DMN	Iya saya jadi lebih mengerti
9	DAG	Ya pasti
10	ECN	Kadang-kadang mengerti, tapi ada beberapa yang belum mengerti juga
11	ESN	Ya
12	EKW	Iya
13	FAN	Iya
14	FTN	Yes
15	FRN	Ya
16	HYP	-
17	MSW	ya
18	NNY	Iya, tapi kalau nggak dipraktikkan lagi pasti lupa.
19	NFH	Iya
20	NFW	Iya sedikit sedikit
21	RNW	Ya, sedikit sedikit
22	RPL	Iya, karena kita jadi tahu kesalahan kita
23	SPH	Iya, meskipun belum semuanya mengerti
24	SKS	Iya, tapi kalau lama nggak dipraktikkan lagi pasti lupa.
25	SAL	Iya, sedikit lebih mengerti jika pengucapannya lebih jelas
26	SDI	Ya
27	SRN	Ya, tapi kadang guru mmeberi contoh terlalu cepat
28	TWN	Iya, Karen selain mengajari cara pengucapan yang benar, guru juga memberi tahu arti dari kata yang diucapkan
29	VDR	Iya. Bisa mengerti sedikit-sedikit
30	WNI	Ya
31	YLT	Ya
Total		

11. Apakah anda senang ketika guru anda mengajarkan pengucapan Bahasa Inggris?

No	Name	Answer
1	AGR	Senang, karena saya menjadi lebih tahu cara pengucapan yang benar
2	ANS	Iya, karena saya biasa belajar cara mengucapkannya
3	ALR	Yes
4	CWN	Senang
5	DRN	Senang, karena menambah pengetahuan dan wawasan tentang pengucapan bahasa Inggris
6	DWN	Iya
7	DAP	Iya senang
8	DMN	Ya saya senang
9	DAG	Sangat senang
10	ECN	Ya
11	ESN	Iya
12	EKW	Senang, karena dapat memperbaiki pengucapan dan membacanya
13	FAN	Ya
14	FTN	Ya
15	FRN	Ya, karena kita biasa lebih tahu dan mengerti pengucapan bahasa Inggris
16	HYP	
17	MSW	Senang
18	NNY	Ya, karena biasa mengucapkan dengan benar
19	NFH	Senang, karena saya menjadi jelas mengucapkan bahasa Inggris
20	NFW	Iya karena dapat mengikuti ucapan bahasa Inggris
21	RNW	Iya, karena biasa tahu cara mengucapkan yang benar
22	RPL	Ya, sebab dapat membantu saya mengucapkan kata bahasa Inggris dengan benar
23	SPH	Iya, karena jadi tahu kesalahan
24	SKS	Iya, karena dapat mengucapkan kata bahasa Inggris dengan baik dan benar
25	SAL	Senang
26	SDI	Senang, karena biasa mengetahui cara pengucapan bahasa Inggris yang benar
27	SRN	Ya, karena biasa tahu dimana letak kesalahan saya dalam mengucapkan bahasa Inggris
28	TWN	Senang, karena kami jadi tahu bagaimana cara pengucapan yang benar
29	VDR	Senang sekali, karena dapat memahami kata perkataanya
30	WNI	Iya
31	YLT	Yes
Total		

Senang = 30 (97%)

12. Apakah menurut anda group work itu menarik?

No	Name	Answer
1	AGR	Iya
2	ANS	Iya
3	ALR	Tentu
4	CWN	Iya
5	DRN	Sangat menarik karena kita bisa adu pendapat juga
6	DWN	Iya
7	DAP	Menarik sekali
8	DMN	Sangat menarik
9	DAG	Lumayan, tergantung anggotanya
10	ECN	Iya
11	ESN	Iya
12	EKW	Sangat menarik
13	FAN	Ya
14	FTN	Iya
15	FRN	Ya
16	HYP	-
17	MSW	Menarik
18	NNY	Ya. Menarik
19	NFH	Lumayan
20	NFW	Iya
21	RNW	Iya
22	RPL	Ya
23	SPH	Menarik
24	SKS	Iya
25	SAL	Sangat menarik
26	SDI	Sangat menarik
27	SRN	Ya
28	TWN	Sangt menarik
29	VDR	Iya
30	WNI	Iya
31	YLT	Ya, sangat menarik
Total		

Sangat menarik = 8 (25, 80%)

Menarik = 20 (64, 51%)

Lumayan = 2 (6,45%)

Tidak = 0

Abstain = 1 (3, 22%)

13. berikan alasan kenapa anda merasa tertarik/ tidak tertarik dengan group work?

No	Name	Answer
1	AGR	Menambah semangat untuk mengerjakan tugas dan bisa bertukar pikiran.
2	ANS	Bisa bekerja sama
3	ALR	Bisa berdiskusi berdiskusi
4	CWN	Karena bisa sambil bermain, tidak terlalu tegang
5	DRN	Karena bisa lebih akrab. Bisa berargumen ketika ada teman yang salah penguacapan.
6	DWN	Karena bisa bekerja sama antara satu dengan lainnya
7	DAP	Karena dikerjakan bersama-sama, jika ada salah satu atau dua belum paham bisa dibahas dalam group work
8	DMN	Karena bisa mengerjakan bersama-sama sehingga lebih mudah paham
9	DAG	Membantu saya berkomunikasi dalam bahasa Inggris
10	ECN	Karena dapat belajar bersama
11	ESN	Dalam group work bisa bekerja bersama
12	EKW	Karena dapat bekerja sama dengan lebih baik
13	FAN	Seru, tidak monoton
14	FTN	Menyenangkan bias membantu memahami bahasa Inggris
15	FRN	Membantu memahami materi
16	HYP	-
17	MSW	Bis belajar dengan teman
18	NNY	Seru dan bikin happy
19	NFH	Karena bisa belajar bersama-sama memahami bahasa Inggris
20	NFW	Karena bisa membantu memudahkan siswa memahami bahasa inggris, meskipun kadang jadi ribut.
21	RNW	Karena bisa membantu memudahkan siswa memahami bahasa inggris, meskipun kadang jadi ribut.
22	RPL	Bisa belajar bersama
23	SPH	Karena kelas jadi tidak tegang
24	SKS	Lebih memotivasi kita agar lebih giat belajar
25	SAL	Karena dalam group work kita bisa mengekspresikan pikiran
26	SDI	Menghibur, pelajarannya santai tidak tegang, bias bertanya kepada teman apabila tidak bias melafalkan kata bahasa Inggris dengan benar
27	SRN	Tidak membuat cepat bosan, bias bertanya dengan teman jika tidak paham
28	TWN	Tidak hanya mengerjakan soal tapi diberi media nyata seerti gambar-gambar
29	VDR	Menjadikan kita percaya diri, membuat kita semakin mau untuk tahu
30	WNI	Karena group work membantu untuk belajar bahasa Inggris
31	YLT	Dalam group work, kita bisa belajar bersama
Total		

14. menurut Anda, media apakah yang perlu digunakan dalam group work?

No	Name	Answer
1	AGR	LCD
2	ANS	-
3	ALR	-
4	CWN	Gambar dan text
5	DRN	LCD, listening media
6	DWN	Gambar, text, benda lainya
7	DAP	LCD, gambar, text
8	DMN	Gambar, text, LCD
9	DAG	LCD, gambar, text
10	ECN	Gambar, text, LCD
11	ESN	Gambar, text, benda, dll
12	EKW	Gambar, text
13	FAN	LCD
14	FTN	Gambar, text, LCD
15	FRN	Gambar, text
16	HYP	-
17	MSW	Gambar, text, LCD
18	NNY	Gambar, LCD
19	NFH	LCD
20	NFW	LCD, gambar, text
21	RNW	Menggunakan LCD, benda-benda nyata, gambar, text
22	RPL	Soal, gambar, teks, alat peraga,
23	SPH	Gambar, benda nyata
24	SKS	Gambar, LCD
25	SAL	LCD
26	SDI	Benda-benda nyata, LCD
27	SRN	Gambar, LCD
28	TWN	Benda-benda nyata
29	VDR	LCD, gambar, benda-benda nyata
30	WNI	Media, benda-benda nyata, text
31	YLT	Media apa pun yang penting dapat memperlancar KBM
Total		

15. Apakah dalam group work tersebut Anda berbicara dalam Bahasa Inggris

No	Name	Answer
1	AGR	Kadang-kadang
2	ANS	Kadang-kadang
3	ALR	Kadang-kadang
4	CWN	Iya, walaupun belum sempurna
5	DRN	Kadang-kadang
6	DWN	Iya kadang-kadang
7	DAP	Kadang-kadang
8	DMN	Tidak.
9	DAG	Ya, pasti
10	ECN	Ya tapi belum dominan
11	ESN	Kadang-kadang iya
12	EKW	Kadang kadang.
13	FAN	40% menggunakan bahasa Inggris
14	FTN	Iya sedikit-sedikit
15	FRN	Kadang-kadang kalau bisa
16	HYP	
17	MSW	Kadang-kadang
18	NNY	Tidak. Nggak bisa bahasa Inggris
19	NFH	iya sedikit-sedikit
20	NFW	Kadang-kadang
21	RNW	Ya
22	RPL	Iya
23	SPH	Iya
24	SKS	Ya, ketika tugasnya mengharuskan penggunaan bahasa Inggris
25	SAL	Ya jika mengetahui artinya
26	SDI	Kadang-kadang walaupun pengucapannya belum benar
27	SRN	Kadang-kadang
28	TWN	Kadang-kadng mamakai bahasa Inggris
29	VDR	Kadang-kadang
30	WNI	Ya
31	YLT	Kadang-kadang
Total		

Kadang – kadang = 15 (48, 83%)

Sering = 13 (41,93%)

Tidak = 2 (6, 45%)

Abstain = 1 (3,22%)

16. Apakah dalam menyelesaikan tugas kelompok, anda menggunakan Bahasa Inggris?

No	Name	Answer
1	AGR	Ya
2	ANS	Kadang-kadang
3	ALR	Kadang-kadang
4	CWN	Tidak
5	DRN	Kadang-kadang
6	DWN	Kadang-kadang
7	DAP	Ya
8	DMN	Ya
9	DAG	Ya
10	ECN	Kadang-kadang
11	ESN	Kadang-kadang
12	EKW	Kadang-kadang
13	FAN	Iya. Kira-kira 40%
14	FTN	Ya
15	FRN	Ya. Tergantung kalimatnya
16	HYP	Ya meskipun pengucapanya kurang benar
17	MSW	Kadang-kadang
18	NNY	Tidak
19	NFH	Iya
20	NFW	Kadang-kadang
21	RNW	Ya
22	RPL	Kadang-kadang
23	SPH	Kadang-kadang
24	SKS	Kadang-kadang
25	SAL	Kadang-kadang
26	SDI	Kadang-kadang
27	SRN	Kadang-kadang
28	TWN	Kadang-kadang
29	VDR	Kadang-kadang
30	WNI	Tidak
31	YLT	Kadang-kadang
Total		

Kadang-kadang = 17 (54,83%)

Iya = 10 (32, 25 %)

Tidak = 3 (9,67%)

Abstain = 1 (3, 22 %)

17. Adakah kesulitan yang anda hadapi ketika anda berbicara dalam Bahasa Inggris?

No	Name	Answer
1	AGR	Ada
2	ANS	Ada
3	ALR	Ada kadang- kadang
4	CWN	Ada
5	DRN	Ada
6	DWN	Ada
7	DAP	Ada
8	DMN	Ada
9	DAG	Sedikit
10	ECN	Ada
11	ESN	Ada
12	EKW	Ada
13	FAN	Ada
14	FTN	Ada
15	FRN	Ada
16	HYP	-
17	MSW	Ada
18	NNY	Ada
19	NFH	Sedikit
20	NFW	Sedikit
21	RNW	Ada
22	RPL	Ada
23	SPH	Ada kadang-kadang
24	SKS	Ada
25	SAL	Ada
26	SDI	Ada
27	SRN	Ada
28	TWN	Ada
29	VDR	Ada
30	WNI	Kadang-kadang ada
31	YLT	Ada
Total		

18. jika ada, kesulitan apa saja yang dihadapi ketika Anda berbicara menggunakan Bahasa Inggris (misalnya: pengucapan bahasa Inggris, Grammar, kosakata Bahasa Inggris, dll)

No	Name	Answer
1	AGR	Pengucapan dan grammar dalam penyusunan kata
2	ANS	Kadang-kadang pengucapan bahasa Inggris, grammar, dan kosa kata
3	ALR	Grammar, pengucapan bahasa Inggris, kosa kata bahasa Inggris
4	CWN	Pengucapan Bahasa Inggris dan kosa kata Bahasa Inggris
5	DRN	Pengucapan, kosa kata, dan penyusunan kata menjadi kalimat
6	DWN	Kosa kata bahasa Inggris
7	DAP	Grammar dan pengucapan bahasa Inggris
8	DMN	Pengucapan bahasa Inggris, kosakata
9	DAG	Grammar dan beberapa kosakata
10	ECN	Kosakata yang dikuasai sedikit dan pengucapan bahasa Inggris masih salah
11	ESN	Pengucapan bahasa Inggris, kosakata, dan penyusunan kalimat
12	EKW	Pengucapan bahasa Inggris
13	FAN	Grammar dan pengucapan bahasa Inggris
14	FTN	Pengucapan bahasa Inggris dan mengartikan
15	FRN	Pengucapan dan grammar
16	HYP	-
17	MSW	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
18	NNY	Pengucapan dan kosakata bahasa Inggris
19	NFH	Grammar dan kosakata
20	NFW	Pengucapan bahasa Inggris
21	RNW	Pengucapan bahasa Inggris, kosakata, menyusun kalimat, dan grammar
22	RPL	Pengucapan, grammar
23	SPH	Pengucapan dalam bahasa Inggris
24	SKS	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
25	SAL	Pengucapan bahasa Inggris dan kosakata bahasa Inggris
26	SDI	Pengucapan dan kosakata
27	SRN	Pengucapan dan kosakata
28	TWN	Penyusunan kata dari bahasa Indonesia kedalam bahasa Inggris
29	VDR	Pengucapan dan kosakata
30	WNI	Pengucapan dan kosakata
31	YLT	Pengucapan dan kosakata
Total		

Pronunciation = 25 (80, 64%)

Grammar = 10 (32,25%)

Word order = 5 (16,12%)

Vocabulary = 15 (48,38%)

Abstain = 1 (3,22%)

19. apakah anda merasa senang dengan tugas/ group work? Jelaskan.

No	Name	Answer
1	AGR	Ya sangat senang
2	ANS	Iya karena dalam group work bisa membantu satu sama lain ketika ada materi yang belum jelas
3	ALR	Iya
4	CWN	Iya
5	DRN	Senang karena kita bisa lebih jelas dalam memahami materi yang sudah dijelaskan
6	DWN	Yak arena dapat bekerjasama dengan teman teman
7	DAP	Senang karena tambah seru
8	DMN	Ya karena lebih mudah dikerjakan
9	DAG	Senang, dapat mengembangkan pengetahuan pada masing-masing anggota dan sharing pengetahuan
10	ECN	Senang karena belajar bersama lebih menyenangkan
11	ESN	Ya, karena bisa bekerjasama dengan teman-teman yang lain
12	EKW	Ya
13	FAN	Ya
14	FTN	Senang
15	FRN	Iya . group work nya asik jadi lebih mudah memahami materi
16	HYP	
17	MSW	Sennag karena dalam group work bisa menyelesaikan tugas bersama dengan teman
18	NNY	Senang karena satu sama lain bisa membantu agar bisa memahami materi
19	NFH	Kaiya, karena tugasnya bisa mmebantu saya berbahasa Inggris
20	NFW	Ya, karena asik
21	RNW	Ya karena seru bisa ketawa juga di dalam kelas
22	RPL	Ya, karena kami bisa bertukar pikiran
23	SPH	Senang karena dapat mengetahui kemampuan kita
24	SKS	Ya. Karena dapat memudahkan untuk belajar, melatih menjadi kelompok yang aktif, tidak menegangkan
25	SAL	Ya senang.
26	SDI	Senang, karena lebih asyik.
27	SRN	Ya.
28	TWN	Ya. Karena guru juga menggunakan media-media yang mmebuat kegiatan belajar mengajar menjadi menarik
29	VDR	Ya, saya senang denga group worknya
30	WNI	Ya.bisa berdiskusi
31	YLT	Yes. Dapat bertukar pikiran
Total		

Keterangan:

1. Bisa bertukar pikiran dan berdiskusi
2. Membantu untuk memahami materi
3. Group work yang dilakukan menyenangkan
4. Bisa bekerja sama

The Course Grid of Improving Students Speaking Ability Using Interactive Group Work Activities

Topic	Standard of Competence	Basic Competence	Indicators	Interactive Group Work Activities	Learning Materials	Media	Teaching Activities	Learning Activities
The Traffic Is Green: Signs And Symbols	Speaking Doing communication in a novice level	Comprehending memo, simple menu, public transportation, and signs and symbols	<ol style="list-style-type: none"> Students are able to identify the signs and symbols. Students are able to name the signs and symbols. Students are able to use WH questions "What" Students are able to use Pronoun This and That 	Interviewing	<p>Language Function: Asking: A: What does the symbol mean? B: the symbol means "we cannot smoke here" A: What is that symbol? B: that is the symbols of "no turn around".</p> <p>Grammar: 1. WH question 2. Pronoun This and That</p> <p>The Examples of the Expressions: - what does the symbol means? - what is that symbol? What is this symbols?</p>	Course book, pictures of signs and symbols, laptop, LCD	<p>Warming-up - Activating the students' schemata about signs and symbols by asking the students to mention the signs and symbols they find in the street (allow to use pictures)</p> <p>Presentation: - The teachers give warming up Question related to sign and symbols. - The teacher writes down the students' answers. - Students identify the meaning of signs and symbols in the street - Students learn about numbers - Students learn about public transportation schedules -Students learn about pronoun</p>	<ul style="list-style-type: none"> - Showing pictures of signs and symbols frequently found in the street - Mentioning the signs and symbols frequently found in the street - Listening to the teacher's explanation - Doing pre-interactive activity to strengthen the students comprehension - Listening to a story - Doing interactive group work activities: INTERVIEWING

					Vocabularies: Street, signs, symbols , litter, one-way street, T-section, cross section Pronunciation:		-Students learn about WH questions. Practice - Pre-Interactive group work activities, the students identify the signs and symbols based on the pictures showed in the LCD and on the flashcards. - Students identify the signs and symbols based on the story. Production - Interactive group work activities; students did interview with their group asking about the meaning of signs and symbols - Interactive group work activities; students did “giving instruction game” using a map.	
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The Course Grid of Improving Students Speaking Ability Using Interactive Group Work Activities

Topic	Standard of Competence	Basic Competence	Indicators	Interactive Group Work Activities	Learning Materials	Media	Teaching Activities	Learning Activities
The Traffic Is Green: Numbers and Public Transportation Schedule	Speaking Doing communication in a novice level	Comprehending memo, simple menu, public transportation, and signs and symbols	<ol style="list-style-type: none"> Students are able to name numeric number Students are able to name money Students are able to name time Students are able to use expression asking and answering about time 	<ul style="list-style-type: none"> - Interviewing - Communication Game: Giving Clue 	<p>Language Function: Asking: A: What time is it? B: It is 07.00 A: what time did you get up this morning? B: at 06.00</p> <p>Grammar: 3. WH question 4. Singular and plural nouns</p> <p>The Examples of the Expressions: - what time is it? - it is...</p> <p>Vocabularies: Hundred, thousand, quarter, half, Pronunciation:</p>	Course book, Map, laptop, LCD	<p>Warming-up - Activating the students' schemata about number and time by asking the students to mention their daily activities</p> <p>Presentation: - The teacher gives warming up question related to number to stimulate the students. - The students answer a number of things related to the pictures the teacher gives. - Students learn about number including money. - Students learn about singular and plural nouns - Students learn about time - Students learn about asking about time and how to respond it.</p> <p>Practice:</p>	<ul style="list-style-type: none"> - Asking to the students their daily activity - Learning about numbers, money, and time - Listening to the teacher's explanation - Doing pre-interactive activity to strengthen the students comprehension - Doing interactive group work activities: INTERVIEWING - Doing communication games: GIVING CLUES

							<ul style="list-style-type: none"> - In a group, the students do a task in the course book. - In a group the students do a task the teacher shows in the LCD. - The students identify the time with their group. - The teacher gives a review. <p>Production</p> <ul style="list-style-type: none"> - In a group work the students interview each other their daily activity. - In a group work, the students play games “giving clues”.. 	
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The Course Grid of Improving Students Speaking Ability Using Interactive Group Work Activities

Topic	Standard of Competence	Basic Competence	Indicators	Interactive Group Work Activities	Learning Materials	Media	Teaching Activities	Learning Activities
The Traffic Is Green: Simple Menu, Food, and Drink	Speaking Doing communication in a novice level	Comprehending memo, simple menu, public transportation, and signs and symbols	5. Students are able to name foods and drinks in English 6. Students are able to identify the expression like and dislike 7. Students are able to use expression like and dislike	- Interviewing - Survey Games - Role Play	Language Function: Asking: A: What is your favourite food? B: My favourite food is... A: do you like...? B: Yes I do/ No I don't Grammar: 5. Verb+ Noun The Examples of the Expressions: - What is your favourite food? - My favourite food is... - do you like...? - Yes I do/ No I don't Vocabularies: Noodle, meatballs, spaghetti, tomato, banana, salad, chocolate	Course book, Map, laptop, LCD	Warming-up - Activating the students' schemata about foods and drinks by asking the students to mention their favourite food Presentation: - The teacher gives warming up question related to students' favourite food. - The students answer a number of foods and drinks related to the pictures the teacher gives. - Students learn about food and drinks. - Students learn expression like and dislike - students learn about expression in the restaurant	- Asking to the students their favourite food - Learning about food and drinks - Listening to the teacher's explanation - Doing pre-interactive activity to strengthen the students comprehension - Doing interactive group work activities: INTERVIEWING - Doing survey games - Role playing

					Pronunciation: /spə'get.i/ /'nu:dl/, /'mi:t.bɔ:l/ /tə'mɑ: təʊ/ /bə'nɑ:.nə/		Practice : - In a group, the students do a task in the course book. - In a group the students do a task the teacher shows in the LCD. - The students identify their favourite food - The teacher gives a review. Production - In a group work the students interview each other their favourite food. - In a group work, the students play survey games. - the students did role play	
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LESSON PLAN

School Name : SMK N 1 Depok
Lesson : Bahasa Inggris
Class/ Semester : X/1
Topic : The Traffic Light Is Green
Meeting : 1
Time Allocation : 2 jam @40 menit

Skill: Speaking

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: Memahami memo dan menu sederhana, Jadwal perjalanan kendaraan umum, rambu-rambu lalu lintas

Indicators:

- Identifying signs and symbols
- Identifying numbers
- Identifying singular and plural nouns
- Using simple expression about sign and symbols
- Using expression about time

Learning Objectives:

At the end of the lesson, the students are able to make dialogues which shows time and place of public transportation schedules and be able to respond expression of asking about time with legible expression and intelligible pronunciation..

Materials:

- Public transportation schedule
- Plural singular nouns

- Expression of asking and answering about time
- WH questions

Learning Method:

PPP (Presentation Practice Production)

Activity:

- Presentation
- Practice (*pair work, group work*)
- Review and Evaluation

Learning Step:

A. Pre-Teaching Activities

NO	NAMAN KEGIATAN	TEACHING LANGUAGE
1	Greeting	Halo/ Hi/ Good morning/ afternoon class
2	Asking for students condition	How are you today/ how's life/
3	Leading prayer	Let's pray together, shall we?/ please one of you to lead the prayer.
4	Checking students' attendance	Who is absent today?/ is anybody missing my class?
5	Reviewing last materials	What did you learn last meeting?
7	Goal stating	This meeting, we are going to discuss.....

B. Kegiatan Inti

Presentation

1. The teachers give warming up Question related to sign and symbols.
2. The teacher writes down the students' answers.
3. Students identify the meaning of signs and symbols in the street
4. Students learn about numbers
5. Students learn about public transportation schedules
6. Students learn about pronoun

7. Students learn about WH questions.

Practice

8. Pre-Interactive group work activities, the students identify the signs and symbols based on the pictures showed in the LCD and on the flashcards.
9. Students identify the signs and symbols based on the story.

Production

10. Interactive group work activities; students did interview with their group asking about the meaning of signs and symbols
11. Interactive group work activities; students did “giving clues” using a map.

C. Post-Teaching activities

1. The students recall the materials that they have learnt.
2. The teacher gives the students chance to ask if there is any topic that they have not comprehended.
3. The students sum up the teaching and leaning
4. The teacher gives a brainstorming related to the topic that the students are going to learn in the next meeting

Learning Instruments

1. Facilities:
 - classroom
 - Hand out
 - LCD
 - Flashcards
 - Map
2. Learning sources:
 - English For Vocational Schools
 - English for SMK 1

- Dictionary
- The other relevant sources







Assessment

1. Written test
2. Performance test (oral)

Materials:

Presentation

1. Slide Presentation of Signs and Symbols:

Signs And Symbols	What does this sign means?
	
	
	

2. WH Questions (What)

Who?

Who is that boy?

My brother Tom



When?

When is the party?

On Friday at 2 o'clock



What?

What is on the table?

There is a pencil.



Why?

Why are you late?

Because I missed my bus.



Where?

Where is your book?

It is in the bag.



Which?

Which is your apple?

The green one.



3. Pronoun “this”, “that”, “these”, “those”

Pronouns: this, that, these and those

Why do we use *this* and *these*?

We use *this* (singular) and *these* (plural) as pronouns:

- To talk about people or things **near us**:

This is a nice cup of tea.

Whose shoes are **these**?

- To **introduce people**:

This is Janet.

These are my friends, John and Michael.

WARNING:

We don't say ~~*These are John and Michael.*~~

We say *This is John and this is Michael.*

- To introduce ourselves to begin a conversation **on the phone**:

Hello, **this** is David, Can I speak to Sally?

Why do we use *that* and *those*?

We use *that* (singular) and *those* (plural):

- To talk about things that are **not near us**:

What's **that**?

This is our house, and **that's** Rebecca's house over there.

Those are very expensive shoes.

- We also use *that* to refer back to something someone said or did:

- - Shall we go to the cinema?
- Yes, **that's** a good idea.
- - I've got a new job.
- **That's** great.
- - I'm very tired.
- Why is **that**?

this, these, that, those with nouns

We also use *this, these, that* and *those* with **nouns** to show proximity

We use *this* and *these* for people or things near us:

We have lived in **this** house for twenty years.

Have you read all of **these** books? (<http://learnenglish.britishcouncil.org/en/english->

Practice:

1. Pre-Interactive Group Work Activities

TODAY

- There is a tourist in Yogyakarta City who loves to travel around and having fun. His name is Mr. Ignorant, a gentleman from unknown country. Please feel free to explain your identity Mr.
- How about the hobbies. Mr. Ignorant has a lot of hobbies.
- He doesn't know how to speak Bahasa Indonesia and Javanese. In other word, he only knows how to speak English.
- Now Mr. Ignorant needs some assistances during his short trip. Would you guys like to help him out?
- Ok before Mr. Ignorant goes to enjoy his vacation, he needs to rent a car. There are some cars that Mr. Ignorant can choose.
- For the first destination, Mr. Ignorant wants to go to the beach. He wants to see the beach so badly because in his homeland there is no beach at all.
- Ok Mr. Ignorant starts to drive his car to the South when suddenly he sees a traffic light. It seems that the lamp is red and Mr. Ignorant gets confused.
- Well after a few time, the red light changes to green one. What does it mean guys?
- Now Mr. Ignorant can continue his vacation. He goes to a very large road in Bantul region and he sees another sign.
- Finally Mr. Ignorant arrives in the beach. He runs so freely and enjoy the sand and the breeze. Then he runs to the beach and swim there. While he is swimming he sees another sign in the beach.
- After he is satisfied, Mr. Ignorant feels so hungry. He wants to eat something.
- He goes to the city but unfortunately his gas almost runs out. Then he goes to the closest gas station and sees two familiar signs.
- After he fills the gas he continues his journey.
- Finally he arrives at a famous restaurant which has a sign.
- He first finds the parking lot but he got confused with the signature that he finds there.
- OK now Mr. Ignorant is ready to order his food. He is sitting in the most strategic place at that restaurant. And he sees a sign.
- Well. I think that's all for today. Since the welcoming drink has arrived. Mr. Ignorant need to enjoy it. So until next time guys. Say good bye to Mr. Ignorant.

Answer the questions bellow correctly based on the story of role-play that you and your group had seen just now!

Jawab pertanyaan dibawah ini dengan benar sesuai dengan cerita yang telah kalian lihat baru saja!

1. Who is Mr. Ignorant?
2. Where does he come from?
3. What are the Mr. Ignorant's Hobby? Mention!
4. Why did Mr. Ignorant want to go to the beach? Give a reason.
5. Where did Mr. Ignorant eat?

GROUP WORK ACTIVITY 2

Discuss with your group and explain briefly the road signs bellow (look at the example)

Diskusi dengan group kalian dan jelaskan dengan singkat tentang tanda jalan di bawah ini (lihat contoh)



Name of Sign: No Littering

Usage: To tell people that they cannot do littering

1.



2.



3.



4.



5.



6.



7.

DANGER



NO SWIMMING

Production

Students did interview to identify the meaning of signs and symbols

Yogyakarta,

Mengetahui:

Guru B. Inggris SMK N 1 Depok

Guru Mata pelajaran

Bahasa Inggris

NIP:

Barno

NIM: 07202241068

LESSON PLAN

School Name : SMK N 1 Depok
Lesson : Bahasa Inggris
Class/ Semester : X/1
Topic :The Traffic Light Is Green
Meeting : 1
Time Allocation : 2 jam @40 menit

Skill: Speaking

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: Memahami memo dan menu sederhana, Jadwal perjalanan kendaraan umum, rambu-rambu lalu lintas

Indicators:

1. Students are able to name numeric number
2. Students are able to name money
3. Students are able to name time
4. Students are able to use expression asking and answering about time

Learning objectives: at the end of the lesson, students are able to comprehend the public transportation schedule and are able to use the expression of asking and answering about time, name the amount of money with legible grammar and intelligible pronunciation.

Learning Materials:

- Cardinal numbers
- Money
- Public transportation schedule
- Language function of expressing asking about time and how to respond it
- Plural and singular nouns

Teaching Method:

PPP (Presentation Practice Production)

Learning activities

- Presentation
- Practice and production
- Review and evaluation

Teaching Step:**C. Pre-Teaching**

NO	Activities	TEACHING LANGUAGE
1	Greeting	Halo/ Hi/ Good morning/ afternoon class
2	Asking for students condition	How's life/ How are you doing?
3	Leading prayer	Let's pray together, shall we?/ please one of you to lead the prayer.
4	Checking students' attendance	Who is absent today?/ is anybody missing my class?
5	Reviewing last materials	What did you learn last meeting?
7	Goal stating	This meeting, we are going to discuss.....

D. Whilst Teaching***Presentation***

12. The teacher gives warming up question related to number to stimulate the students.
13. The students answer a number of things related to the pictures the teacher gives.
14. Students learn about number including money.
15. Students learn about singular and plural nouns
16. Students learn about time
17. Students learn about asking about time and how to respond it.

Practice

18. In a group, the students do a task in the course book.
19. In a group the students do a task the teacher shows in the LCD.
20. The students identify the time with their group.
21. The teacher gives a review.

Production

22. In a group work the students interview each other their daily activity.
23. In a group work, the students play games “giving clues”.

C. Post-Teaching

5. The students sum up the teaching and learning activities.
6. The teacher directs the students the topic for the next meeting.

Learning sources and instruments

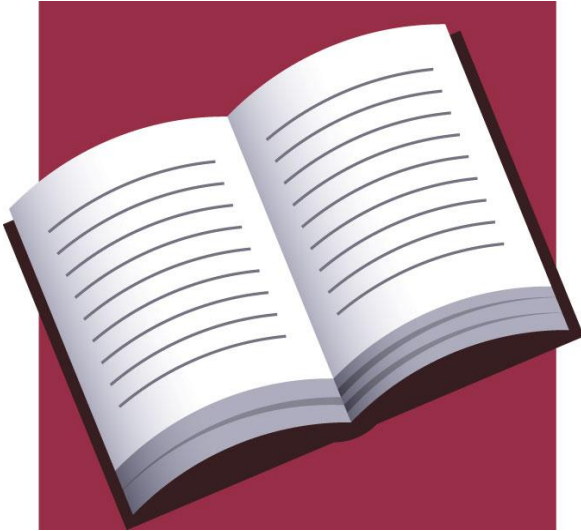
3. Facilities:
 - Classroom
 - English course book
 - Map
 - *LCD*
 - Handouts
4. Learning sources:
 - English For SMK 1
 - English For Vocational Schools
 - English Dictionary

Penilaian

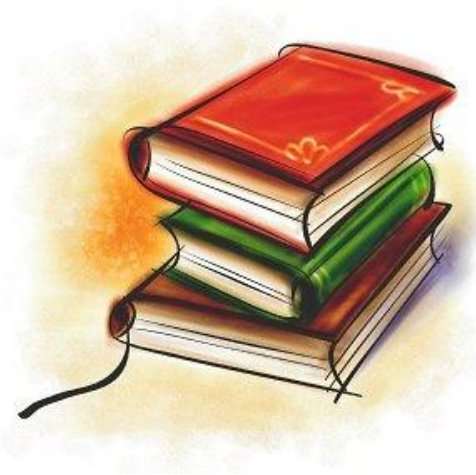
English materials:

1. Number: Singular and Plural Nouns

a.



A book



Three books

b.

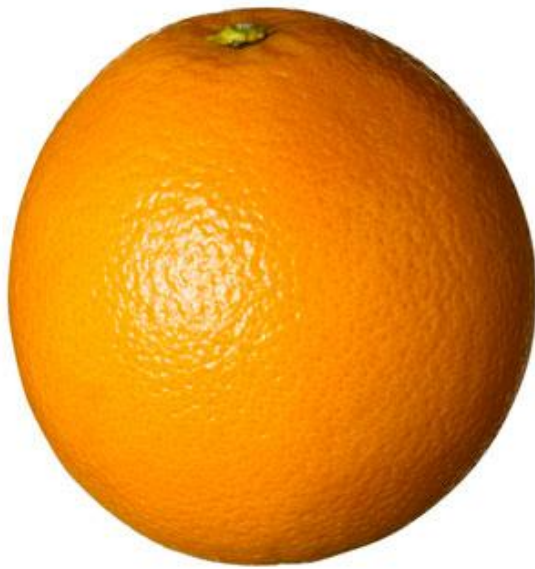


A pen



Three pens

c.



An orange



Three oranges

2. Number: Money

100	= a hundred
150	= a hundred and fifty/ a hundred fifty
1000	= a thousand
1500	= a thousand and five hundred. / a thousand five hundred
10.000	= ten thousand
\$5.47	= five forty seven dollar
\$35.50	= thirty five fifty dollar

3. Time



<http://www.britishcouncil.org/learnenglish>



**twenty
to three**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>



**quarter
to two**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>



**ten
to one**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>



**five
to twelve**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

eleven o'clock

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**five
past ten**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**ten
past nine**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**quarter
past eight**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**twenty
past seven**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**twenty five
past six**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**half
past five**

<http://www.britishcouncil.org/learnenglish>



<http://www.britishcouncil.org/learnenglish>

**twenty five
to four**

<http://www.britishcouncil.org/learnenglish>

4. Schedule



Read and answer the question.

Heri, what time do you usually get up?

I usually wake up at half past five.



I usually wake up at 5 o'clock. And you, Ana?

What time is your breakfast?



I have breakfast at half to seven. What time do you usually go to school?

Then, what time do you usually play football?




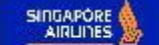
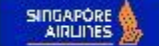

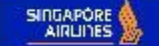





I go to school at a quarter to seven.

I usually play football at 3 o'clock.



1. What time Heri usually wake up?
.....
2. What does Ana usually do at half past five?
.....
3. What time is Ana's breakfast?
.....
4. What time Heri usually go to school?
.....
5. What time Heri usually play football?
.....

Schedule Flights For 22 December 2009, From HKG To CGK

Flight Schedule						
Flt	City	Departure	Arrive	Flight	Availability	Type
 CATHAY PACIFIC	HKG CGK	0930	1315	CX 777	AVAIL	
 SINGAPORE AIRLINES	HKG SIN	1030	1420	SQ 859	AVAIL	
 SINGAPORE AIRLINES	SIN CGK	1530	1650	SQ 960	AVAIL	
	HKG CAN	1310	1450	CZ 304	AVAIL	
 SINGAPORE AIRLINES	HKG SIN	1330	1720	SQ 863	AVAIL	
 SINGAPORE AIRLINES	SIN CGK	1850	1925	SQ 966	AVAIL	
 SINGAPORE AIRLINES	HKG SIN	1330	1720	SQ 863	AVAIL	
 Garuda Indonesia	HKG CGK	1550	1935	GA 863	AVAIL	332
 CATHAY PACIFIC	HKG CGK	1615	2000	CX 719	AVAIL	
 CHINA AIRLINES	HKG CGK	1625	2010	CI 679	AVAIL	

No Routings From HKG To CGK With Merpati, Mandala, Riau, Express, Air Asia, Batavia, Sriwijaya Air Lines

No response within the timeout period In Lion Air Lines

6. Asking about Time

Asking About Time	Respond
What time is it? Could you tell me, what time it is? I wonder what time it is	It is... It is...

PRACTICE

A : Hi Putri, How are you?

B : I'm fine, Dewi. What's up?

A : Have you got partner for Biology practicum On **29th September 2012**?

B : Not yet, I have a lot to do for my test tomorrow at **07.45**. How about you?

A : neither do I. I ask everybody and they all have their partner. Would you like to be my partner?

B : I'd love to.

A : Great. By the way, I don't have your phone number.

B : Here it is **0855 3012 4108**. Yours?

A : **0825 3212 4883**. When can we meet to discuss our practicum?

B : How about Wednesday, **20th September at 09.15**.

A : okay then.

How do you say this number in English?

1. Rp. 1500 =

2. Rp. 3000 =

3. Rp. 2250 =

4. Rp. 10.100 =

5. Rp. 12.250 =

6. Rp. 30.600 =

7. Rp. 112.000 =

8. Rp. 75.800 =

9. Rp. 99.900 =

10. Rp. 1000.000 =

11. \$ 600.50 =

12. \$ 7.55 =

13. \$10,500 =

14. \$1,250 =

15. 2,225 =

LESSON PLAN

School Name : SMK N 1 Depok
Lesson : Bahasa Inggris
Class/ Semester : X/1
Topic : The Traffic Light Is Green
Meeting : 1
Time Allocation : 2 jam @40 menit

Skill: Speaking

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: Memahami memo dan menu sederhana, Jadwal perjalanan kendaraan umum, rambu-rambu lalu lintas

Indicators:

5. Students are able to name foods and drinks in English
6. Students are able identify the expression like and dislike
7. Students are able to use expression like and dislike

Learning objectives: at the end of the lesson, students are able to use expression of like and dislike about food and drinks and are able to name the food and drinks in a legible grammar and indelible pronunciation.

Learning Materials:

- Name of Foods and drinks
- Language function of expressing asking like and dislike

Teaching Method:

PPP (Presentation Practice Production)

Learning activities

- Presentation
- Practice and production
- Review and evaluation

Teaching Step:

E. Pre-Teaching

NO	Activities	TEACHING LANGUAGE
1	Greeting	Halo/ Hi/ Good morning/ afternoon class
2	Asking for students condition	How's life/ How are you doing?
3	Leading prayer	Let's pray together, shall we?/ please one of you to lead the prayer.
4	Checking students' attendance	Who is absent today?/ is anybody missing my class?
5	Reviewing last materials	What did you learn last meeting?
7	Goal stating	This meeting, we are going to discuss.....

F. Whilst Teaching

Presentation

1. The teacher gives warming up question related to students' favourite food.
2. The students answer a number of foods and drinks related to the pictures the teacher gives.
3. Students learn about food and drinks.
4. Students learn expression like and dislike
5. Students learn about expression in the restaurant

Practice

24. In a group, the students do a task in the course book.
25. In a group the students do a task the teacher shows in the LCD.
26. The students identify their favourite food
27. The teacher gives a review.

Production

28. In a group work the students interview each other their favourite food.
29. In a group work, the students play survey games.
30. the students did role play

C. Post-Teaching

7. The students sum up the teaching and learning activities.

Learning sources and instruments

5. Facilities:

- Classroom
- English course book
- Menu, Food, and Drink Flash cards
- Tray
- *LCD*
- Handouts

6. Learning sources:

- English For SMK 1
- English For Vocational Schools
- English Dictionary

Penilaian

English materials:

1. Slide Show of Foods and Drinks

HOW DO YOU CALL IT?













1. Expressing Like and Dislike

Examples

I would rather eat meatballs than (eat) bread.

Would rather + base verb

(**Note:** *would rather* is used with *than*)

I like meatballs.

I like eating meatballs.

I prefer eating meatballs.

I prefer to eat meatballs.

I prefer eating meatballs to (eating) bread.

Construction

like + gerund or infinitive

prefer + gerund or infinitive

(**Note:** When two things are compared using *prefer*, *to* should be used.)

2. At The Restaurant Expression

a. Greeting

Waiter/waitress	Guest
Are you dining alone	Yes, table for one please
Smoking or non smoking	Non smoking please
I have a table for you, please follow me	
Would you like to drink with your meal, sir/ madam	Can I see the drink list??
I can recommend you the...	I would like to have...
Certainly, here's tonight's menu. A waitress will be with you shortly to take your order	Thank you

b. Ordering

Waiter/waitress	Guest
Here is the drink you order	
Are you ready for me to take your order	Yes, I'll have the T-bones steak, please
How would you like it cook	Medium rare
Is everything ok, sir?	Yes, that was delicious
Would you like some dessert. We have.....	Yes I'll have...../ No, thank you.
Can I get you anything else?	Yes. I'd like..... / No thank you.

c. Bill

Waiter/waitress	Guest
	Could I have the bill please
Would you like to pay now or shall I charge it to your room?	I'd rather pay now, please.
I will be back with the bill	
Ok. So you have.... That will be....	Is service included?

Yogyakarta,

Mengetahui:

Guru B. Inggris SMK N 1 Depok

Guru Mata pelajaran

Bahasa Inggris

NIP:

Barno

NIM: 07202241068

Pre-Test and Post-Test Guideline

1. Please introduce yourself?

.....

.....

.....

.....

.....

.....

.....

2. What does this symbol mean (showing symbols)?

.....

.....

.....

.....

.....

.....

.....

3. What is your favourite food?

Do you like chocolate?

How do you call this picture in English?

.....

.....

.....

.....

.....

.....

.....

4. How much the price of cappuccino? (showing menu)

What is the most expensive menu?

.....

.....

.....

.....

.....

.....

.....

5. What time did you get up this morning?
What time did you go to school?
(showing the schedule) what time does the flight depart?

.....
.....
.....
.....
.....
.....
.....

SPEAKING RUBRIC

Name :
Score :
Comments :

1. Comprehension: The ability to understand what is said to the speaker.

RATING	DEMONSTRATE COMPETENCE
2	Shows ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.
1	Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.
0	Does not seem to understand the target language.

2. Vocabulary : Words and expressions used in the target language.

RATING	DEMONSTRATE COMPETENCE
2	Uses excellent vocabulary with relative ease. Demonstrates an increasing knowledge of words and expressions.
1	Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic
0	Makes no attempt, or response is totally irrelevant or inappropriate.

3. Pronunciation: Pronouncing words in such a way that native speaker would understand what is being said.

RATING	DEMONSTRATE COMPETENCE
2	Can be understood in the target language, but may make few or minor errors. Makes an effort to sound “native,” i.e., uses target language speech patterns, intonation, and phrasing.
1	Can be understood in target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.
0	Makes major errors and/or uses English pronunciation rules to speak in the target language, or doesn't/can't respond.

4. Fluency: Easy, smooth flow of speech, within a reasonable amount of time (15–20 seconds)

RATING	DEMONSTRATE COMPETENCE
2	Has a generally smooth flow, with self-correction and little hesitation.
1	Speaks slowly, using hesitant or halting speech.
0	Makes no attempt or shows constant hesitation.

5. Grammar: Word order and sentence structures in the target language.

RATING	DEMONSTRATE COMPETENCE
2	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.
1	Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication.
0	Makes many grammatical errors that negatively affect communication, or doesn't/can't respond.

Adapted from New York LOTE Assessment

PRE-TEST RESULT

(Untuk Collaborator)

Name	Score					Total
	C	V	P	F	G	
AGR	5	6	5	5	6	27
ANS	8	5	5	6	5	29
ALR	5	7	9	7	5	33
CWN	10	6	8	8	7	39
DRN	10	10	7	8	6	41
DWN	8	7	6	6	6	33
DAP	8	8	6	6	6	34
DMN	10	8	8	8	5	39
DAG	9	9	10	9	6	43
ECN	7	6	5	5	5	28
ESN	9	6	5	6	5	31
EKW	9	6	5	5	5	30
FAN	7	7	6	7	6	33
FTN	6	6	9	8	6	35
FRN	8	7	6	6	6	33
HYP	6	6	5	5	5	27
MSW	10	6	7	6	6	35
NNY	9	6	6	6	5	32
NFH	8	8	6	6	6	34
NFW	9	7	6	6	5	33
RNW	8	8	6	7	6	35
RPL	8	6	5	5	5	29
SPH	7	6	6	5	5	29
SKS	8	7	5	6	6	32
SAL	7	6	6	6	6	31
SDI	8	7	6	5	5	31
SRN	8	7	5	5	5	30
TWN	7	6	6	6	5	30
VDR	6	6	4	6	6	28
WNI	6	4	6	5	6	27
YLT	5	4	6	4	5	24
TOTAL	239	204	191	191	189	995
AVERAGE	7.709677	6.580645	6.16129	6.096774	5.548387	32.09677

PRE-TEST RESULT*(Untuk Researcher)*

Name	Score					Total
	C	V	P	F	G	
AGR	5	5	5	5	5	25
ANS	8	8	6	6	6	34
ALR	6	7	7	7	5	32
CWN	8	9	8	8	7	40
DRN	10	9	8	8	8	43
DWN	8	8	7	8	7	38
DAP	7	7	6	6	4	30
DMN	9	8	8	7	6	38
DAG	8	7	9	7	6	37
ECN	7	7	6	7	4	31
ESN	9	8	6	8	4	35
EKW	8	8	6	7	5	34
FAN	8	8	6	5	6	33
FTN	7	7	10	8	7	39
FRN	7	7	6	5	5	30
HYP	5	5	5	5	4	24
MSW	10	8	8	7	6	39
NNY	7	7	6	7	6	33
NFH	9	9	8	8	7	41
NFW	8	8	6	6	6	34
RNW	9	8	6	8	6	37
RPL	8	8	7	7	5	35
SPH	7	8	6	5	7	33
SKS	8	9	5	7	7	36
SAL	7	9	8	6	7	37
SDI	8	9	6	6	6	35
SRN	8	8	7	7	7	37
TWN	7	8	8	6	5	34
VDR	5	6	6	5	5	27
WNI	6	4	6	5	6	27
YLT	4	4	5	4	5	22
TOTAL	231	231	207	207	180	1050
AVERAGE	7.451613	7.451613	6.677419	6.483871	5.806452	33.87097

POST-TEST RESULT

(Untuk Collaborator)

Name	Score					Total
	C	V	P	F	G	
AGR	9	5	7	5	5	31
ANS	9	7	7	5	5	33
ALR	8	8	6	5	5	32
CWN	8	5	7	4	5	29
DRN	10	7	6	5	5	33
DWN	10	7	7	5	5	34
DAP	8	9	8	5	5	35
DMN	10	8	7	5	5	35
DAG	9	9	6	5	5	34
ECN	9	4	4	5	4	26
ESN	9	7	9	5	5	35
EKW	8	9	6	5	5	33
FAN	8	7	7	5	5	32
FTN	7	7	10	8	7	39
FRN	7	7	6	5	5	30
HYP	7	7	6	5	5	30
MSW	10	8	8	7	6	39
NNY	9	8	6	7	6	36
NFH	9	9	8	8	7	41
NFW	7	6	9	6	5	33
RNW	9	8	6	8	6	37
RPL	10	8	8	7	5	38
SPH	10	8	10	5	7	40
SKS	10	9	8	7	7	41
SAL	8	8	8	6	6	36
SDI	8	9	6	6	6	35
SRN	8	8	7	7	7	37
TWN	7	8	8	6	5	34
VDR	8	8	6	5	5	32
WNI	6	4	6	5	6	27
YLT	7	6	7	5	5	30
TOTAL	262	228	220	177	170	1057
AVERAGE	8.45161	7.35484	7.09677	5.70968	5.48387	34.0968

POST-TEST RESULT

(Untuk Peneliti)

Name	Score					Total
	C	V	P	F	G	
AGR	9	7	7	7	6	36
ANS	9	8	7	6	6	36
ALR	8	8	7	7	6	36
CWN	8	7	8	7	7	37
DRN	10	9	9	8	8	44
DWN	10	8	8	8	7	41
DAP	8	9	8	6	5	36
DMN	10	9	8	8	6	41
DAG	10	9	8	8	7	42
ECN	7	7	6	7	6	33
ESN	10	8	9	7	7	41
EKW	8	9	8	7	6	38
FAN	8	8	6	7	6	35
FTN	7	7	10	8	7	39
FRN	8	7	6	6	5	32
HYP	7	7	6	5	5	30
MSW	10	8	8	7	6	39
NNY	7	7	6	7	6	33
NFH	9	9	8	8	7	41
NFW	8	8	6	7	6	35
RNW	9	8	6	8	6	37
RPL	10	8	8	7	6	39
SPH	7	8	6	7	7	35
SKS	8	9	5	7	7	36
SAL	8	9	8	7	7	39
SDI	8	9	6	6	6	35
SRN	8	8	7	7	7	37
TWN	7	8	8	6	5	34
VDR	8	6	6	5	5	30
WNI	8	6	6	5	6	31
YLT	7	7	6	6	5	31
TOTAL	259	245	221	212	212	1129
AVERAGE	8.35484	7.90323	7.12903	6.83871	6.19355	36.4194

MEAN OF SPEAKING TEST (*Collaborator*)

Jenis Test	Jumlah Nilai	Jumlah Siswa	Rata-Rata Nilai
Pre Test	995	31	32, 09677
Post Test	1057	31	34, 0968

MEAN OF SPEAKING TEST (*Researcher*)

Jenis Test	Jumlah Nilai	Jumlah Siswa	Rata-Rata Nilai
Pre Test	1050	31	33, 87097
Post Test	1129	31	36, 4194

MEAN OF SPEAKING TEST (*Collaborator+Researcher*)

Jenis Test	Jumlah Nilai	Jumlah Siswa	Rata-Rata Nilai
Pre Test	1022	31	32, 967742
Post Test	1093	31	35, 258065

MEAN OF EACH SPEAKING ASPECT

Jenis Test	Mean Score				
	C	V	P	F	G
Pre Test	7, 5806452	7, 016129	6,4193548	6, 4193548	5, 9516129
Post Test	8,3870968	7, 6290323	7, 1129032	6, 6129032	6, 612903

PHOTOGRAPHS OF THE RESEARCH



Students are doing interactive group work



Teaching and learning activity



Students are doing interactive group work



Teaching and learning activity



The example of media



The example of media