

**EFFORTS TO IMPROVE THE STUDENTS' SPEAKING PRACTICE  
OF GRADE XB STUDENTS AT MAN YOGYAKARTA III THROUGH  
ORAL COMMUNICATION STRATEGY**

**A Thesis**

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



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2014**

**APPROVAL SHEET**

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## RATIFICATION

### EFFORTS TO IMPROVE THE STUDENTS' SPEAKING PRACTICE OF GRADE XB STUDENTS AT MAN YOGYAKARTA III THROUGH ORAL COMMUNICATION STRATEGY

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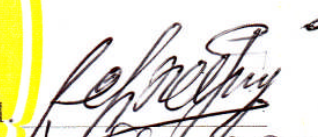
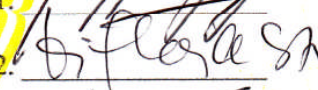
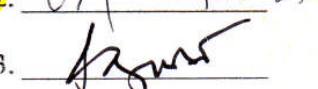

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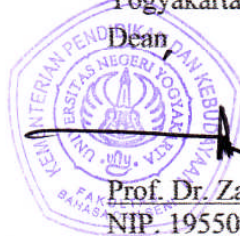
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Menyatakan bahwa karya ilmiah yang berjudul *Efforts to Improve the Students' Speaking Practice of Grade XB Students at MAN Yogyakarta III through Oral Communication Strategy(OCS)* ini adalah hasil pekerjaan saya sendiri.

Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya.

Yogyakarta, January 2014

Penulis,



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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not charge a soul except  
[with that within] its capacity."

(QS. Al Baqarah: 286)

"

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى  
يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"Indeed, Allah will not change the  
condition of a people until they  
change what is in themselves."

(QS. Ar- Rad 13:11)

"

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

"For indeed, with hardship [will be]  
ease."

(QS. Al-Insyiraah 94:5)

## **DEDICATIONS**

**I proudly dedicate this piece of writing to:**

- ♥ Mom and dad
- ♥ My brothers, Sony and Hendra
- ♥ My teachers
- ♥ My Best friends, Surya, Linda, Rulia, Rury, Wuhan, Poppy,  
Dinda, dan Uni

**For your love, care, patience, encouragement, prayer, and valuable experiences.**

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*Alhamdulillah*, praise be to Allah, the Almighty, for giving the strength and blessing to me, so that I can finish this thesis. Without His blessing I would never finished this thesis. Invocation and peace go to Muhammad, the prophet, His families, and His disciples. May Allah bless them and give them peace.

With all my sincerity deep down in my heart, I would like to express my greatest gratitude sincerely to my consultant, Drs. Samsul Ma'arif, M.A., and my second consultant, Tri Wahyuni Floriasti, S.Pd, M.Hum, for their guidance, advice, correction, patience, and willingness to correct every part of my thesis. I would also express my greatest gratitude to my academic consultant, Jamilah, M.Pd, who has patiently guided me in studying at English Education Department of Yogyakarta State University.

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Finally, I realize that this thesis is far for being perfect. Moreover, I greatly appreciate any criticism, comments, and suggestions of improvement of this thesis. However, I hope this thesis would give precious contribution to the English teaching and learning process.

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## **ABSTARCT**

This study is an action research study that aimed at improving the students' speaking practice of grade XB students at MAN Yogyakarta III through oral communication strategy use.

This study consisted of three cycles. The procedures of the study were reconnaissance, planning, action and observation, and reflection. The members of this study were the researcher, the English teacher and the students of grade XB students at MAN Yogyakarta III. The data of this study were qualitative data. The data were obtained through observations, interviews with the English teacher and the students and photographs. The instruments of the research were observation sheets, observation checklists, interview guidelines, and a digital camera. The data were in form of field notes, interview transcripts, and photographs. The validity of the data was obtained by the democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The findings of the study showed that OCS was proved to be effective to improve the students' speaking practice. The OCS was able to help the students maintain their conversation during speaking practice. The OCS could raise the students' self-confidence and motivation in accomplishing the speaking activities. Likewise, the improvement of students' speaking practice brought about the improvement of their fluency and vocabulary. The indicators of the success of the implementation were that: (1) the students were enthusiastic in accomplishing the speaking practice; (2) the students were motivated in speaking practice; and (3) the students were able to use OCSs to solve the breakdowns in speaking practice.

## **CHAPTER 1**

### **INTRODUCTION**

This study is aimed at improving students' speaking practice of grade XB students at MAN Yogyakarta III through Oral Communication Strategy use. This chapter consists of six sections. The first is the background of the study. The second is the identification of the problems. The third is the limitation of the problems. The fourth is the formulation of the problems. The fifth is the objectives of the research and the last is the significance of the research.

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

English speaking ability has become a necessity since Indonesia plays more important roles internationally. It is worthwhile for connecting people around the world, conducting international trade, exchanging diplomatic, and sharing information. Therefore, the ability to communicate in English contributes to the success of the students not only in the classroom but also in every phase of life.

Developing speaking ability takes a long time and is not easy as well. It requires not only grammatical competence but also sociolinguistic, discourse, and strategic competence. Students have to recognize the pronunciation, know what appropriate words to choose, put together the words intelligibly, understand what is being said to their listener and respond appropriately to other participant(s). Nevertheless, it should be remembered that the main goal of language teaching and learning is to enable students to communicate in the target language, in this case is English.



Speaking ability, however, has never been included to be tested in the national examination. The view of the curriculum is always under a notion that if students could read and write in English, somehow they would manage to speak in that language. Hence, many English teachers still spend the majority of English class on reading and writing practice and almost ignore speaking and listening skills.

Based on the preliminary observation and interview to the teacher and students at MAN Yogyakarta III, particularly in the tenth grade students, there were some problems in English class. The activity was so teacher-centered and the students lacked speaking fluency practices.

The speaking class still focused on creating correct sentences. Students practiced dialogues and the teacher moved around listening to the groups and corrected their language when it was necessary. This activity remained focusing on accuracy practice that was creating correct sentences. The teacher viewed that the ability to practice memorized dialogues and sometimes had appropriate pronunciation as the success of learning speaking.

When the students were asked to practice spontaneously without making the script, they revealed that they often lost themselves in the middle of the conversation. Consequently, they left the messages unfinished when they found difficulty in composing the sentence and the appropriate words in their conversation. In the worst case, they preferred using their L1 for the rest of the speaking task or even kept silent instead of trying to speak in English. They felt their sufficient grammatical structure and vocabulary deficiency made they failed

to maintain the conversation. Besides, studying speaking in the formal classroom is not sufficient to develop students' communication skill. To enable them to speak, they should be given more chances to practice and learn strategies for speaking ability.

Teachers should provide students to develop their fluency in language use. It is natural language use occurring when a speaker engages in real interaction and maintains ongoing communication despite limitations in their communicative competence. The activity is, somehow, slightly contrast with accuracy practice developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

The teacher should provide authentic practice that captures the real communication situations. Students should have opportunities to practice the language freely without any direct sentence correction from the teacher. They should be allowed to make errors since they are natural, inevitable, and necessary part of learning. This is the case even when children learning their L1. They make errors in learning English as their L1 very similar to those made by learners of English as a foreign language. Thus, to be able to speak English students have to adopt the way children learn languages. By doing this, they practice to use their language competence and develop fluency.

Oral Communication Strategy (hereafter called OCS or OCSs) is one effective way to develop students' speaking fluency. They will be introduced explicitly and trained to OCS in order to raise their consciousness in using some

strategies when facing a difficulty in communication. They should be aware that they can still maintain the communication in English despite limitation of vocabulary size and grammar.

OCS may enable students to know how to compensate their lack of knowledge during the communication. They will practice using what they have in language to across meaning using OCS when it is not achieved. The strategies, then, will be spontaneously used when they are facing such difficulty in their real communication. It helps them to confront real communication situations and also increases their self-confidence to speak English.

Based on the reasons above, the action research is conducted at MAN Yogyakarta III in order to solve the problems in the school. The research focused on the efforts to improve the students' speaking practice of grade XB students at MAN Yogyakarta III through oral communication strategy use.

## **B. Identification of the Problems**

To identify the existing problems, the teaching-learning processes in the school were observed. From the observations on Wednesday, 12<sup>th</sup> of October 2011 and Monday 30<sup>th</sup> of January 2012 in the tenth grade students of MAN Yogyakarta III, some problems related to the teacher, students, and the learning facility were identified.

The first is the problems related to the teacher. The teacher's teaching technique was teacher-centered. The teaching and learning process was dominated by the teacher and pared down the students' chances to practice. Thus the students were seldom to involve communicating actively. Moreover, the teacher rarely

used the available teaching and learning facilities. In addition, the teacher's role as participant and organizer were neglected. Some students who were noisy and disturbed other students were not organized well.

The second is the problems related to the students. Students are the main part of teaching and learning process. Some students in grade XB at MAN Yogyakarta III had low self-confidence to practice their English speaking skills. They were worried to make mistakes during speaking English. Some students felt unhappy to the English lesson and had low motivation to learn English. They were not enthusiastic to involve in teaching and learning process and to finish the task. They did not pay attention to the teacher and did other activities beyond the learning activities like chatting, operating their phones or computer, or even eating snacks. Some students tended to be passive and sleepy.

The third is the problems related to the teaching and learning facilities. The learning facilities can influence the success of the learning goal. Their learning facilities can provide technical support to conduct the interesting learning activities that will motivate the students. As the Islamic school model, MAN Yogyakarta III has complete facilities. Moreover, the library is the best school library in Indonesia in 2010. However, some facilities were not maximally used like language laboratory and the LCD. As consequence, the LCD did not work well.

### **C. Limitation of the Problem**

Based on the discussion with all member involved, it is impossible to cover all the problems mentioned above. Thus, the problems in this research will be limited to the efforts to improve the students' speaking practice of grade XB at MAN Yogyakarta III through Oral Communication Strategy (OCS).

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

Based on the problem limitation, the problem was formulated as follows: How can Oral Communication Strategy (OCS) be applied to improve the students' speaking practice of grade XB at MAN Yogyakarta III?

### **E. The Objective of the Research**

Based on the formulation of the study, the objective of this research is to improve students' speaking practice of grade XB at MAN Yogyakarta III through OCS.

### **F. The Significance of the Research**

The result of the study can provide teachers, students, schools and general readers with specific procedures of possible way to improve speaking practice.

In terms of pedagogical implications, this study provides an alternative way of teaching speaking to senior high school students. The result can also be applied to other senior high school students either at the same grade or not.

The findings of the study may be used as a reference for the English speaking course program in the English Language Education Department of Yogyakarta State University in particular and other departments or institutions in general.

The procedures and findings of the study are hoped to inspire interested researchers to verify a study with a similar theme or purpose.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter provides the theoretical review and conceptual framework for the study. Each is presented below.

#### **A. Theoretical Review**

##### **1. English Teaching and Learning**

Teaching was traditionally viewed as the knowledge transfer process from teacher to student. Thus, teacher centre was the one of the typical feature of the old teaching paradigm. It was common to see that teaching and learning activity is limited to responses to questions and being quiet when the teacher is talking. The teacher was very active and plays the controller role most often. Such thought of teaching is now argued by many scholars since it is viewed as an ineffective way of teaching. Language teaching, especially EFL has to be more emphasized in practicing using the language since the students will not find easily the exposure outside the classroom. Brown (2007: 8) states that teaching, is the process of giving guidance to the learning activity and establishing more conducive atmosphere for learning. The function of teaching is now changed into facilitating students to gain knowledge.

Since teaching is identically as the activity of teachers, the role of teacher is considered very important. The role itself may change vary depend on the conditions which are needed for the different type of learning. What is important

is that teacher should know what the students needs and how the students learn in order to play more appropriate role.

When talking about teaching, the word learning always comes to mind. Whereas teaching constitutes the teachers' activity, the learning refers to the students' activity. According to Tomlinson (1998: 3), teaching refers to any activities which are aimed at facilitating the learning directly or indirectly. It is said that the teacher is teaching directly when they try to transmit the information overtly to the students whereas, indirect teaching is helping the students to discover things for themselves. Both are important depends on the material and the situation. All language teaching activities are designed to help students' learning.

According to Davies (2002: 1), the main measure of success of English teaching and learning process is students able to communicate in English. In other words, English teaching and learning activities should be designed appropriately to enable students to communicate in English. Davies proposes general ELT goal is technically to make students know how to communicate in real English (both spoken and written), read technical publications in real English, and memorize English grammar rules and vocabulary.

Nation & Newton (2006: 14) provide four kinds of learning goals. They are: language items such as sounds, vocabulary and grammatical constructions; the content or ideas of the subject being studied such as geography, English literature, or cross-cultural understanding; language skills such as listening,



writing, and strategies for facing language difficulties; the organization of discourse such as rhetorical features and communication strategy.

Further, Nation and Newton suggest four roughly equal strands that should be included in an English language course to achieve intended learning goal. They are learning through meaning-focused input, learning through meaning-focused output, learning through deliberate attention to language items and language features, and developing fluent use of known language items and feature over the four skills. A well-planned language course has appropriate balance of these four strands.

The whole learning goals proposed by the two scholars are to enable students to communicate appropriately in English in their real life situations.

## **2. Communicative Language Teaching**

Despite some arguments of language teaching approach, there is a generally accepted norm in the field of language teaching, especially English language teaching. It is communicative language teaching that might be common employed by teachers today.

Communicative Language Teaching (CLT) or ‘communicative approach’ refers to a set of teaching goal, namely, communicative (Richard, 2006:22). Whereas traditional approach focuses on grammatical competence as the basis of language proficiency, CLT considers communicative competence as the goal of language teaching. Grammatical competence is one of five competencies in communicative competence. According to Wen wu (2008) one of the fundamental principles of CLT is that students are required to be involved in significant

communication to accomplish communicative fluent in ESL setting. So its primary goal is for students to develop communicative competence.

Brown (2001: 43) offers six interconnected characteristics of CLT:

1. Emphasizing on communicative use of a language,
2. Ordering students to keep practicing,
3. Language techniques are designed for meaningful purposes,
4. Taking fluency as the primary goal to keep students engaged in language use,
5. Allowing students to be autonomous student,
6. Teachers play roles as facilitator and guide rather than the source of knowledge.

Accordingly, he characterized CLT into authenticity, real-world simulation, and meaningful tasks are the characteristics of CLT. During communicative activities teachers should not interrupt students to point out a grammatical, lexical, or pronunciation error. Such activities provide students' chance to get their meaning across in communication. Teacher's intervention can raise stress levels and stop the acquisition process of language learning. If they learn how to make meaning across they have a lot gain from coming up against communication problems. When teachers intervene, to correct and supply alternative expression, they remove the need of negotiate meaning and thus they may deny students a learning opportunity (Harmer, 2002: 105).

According to Harmer (2002: 84-85), the activities in CLT involve the students in real communication, where the successful achievement of the

communicative task they are performing is more important than accuracy of they use. The communicative competence becomes the central theoretical concept of CLT. The student should be focused on the content of what they are saying rather than on particular language form.

In order to reach the goals of language teaching, English teachers should create techniques that engage the students in meaningful communication in the classroom. Therefore, the classroom activities must equip the students with the skills for communication in those contexts. The teachers should encourage the students to construct meaning through interaction with others. She also provides them with opportunities to focus on their own learning process through understanding of their learning style and development of appropriate strategies for autonomous learning.

Students' ability to interact with other speakers to make meaning is one of the characteristics of communicative competence. It is distinct from their ability to recite dialogues or performance on discrete-point tests of grammatical knowledge. Accordingly, learning a foreign language successfully is assessed in terms of how well students have developed their communicative competence, which can be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language, with sufficient proficiency to communicate using the communication strategies.

### **3. Teaching Speaking**

#### **a. The nature of teaching speaking**

Speaking is the most important skill that students of ESL or EFL expect to master (Richards: 2008). Accordingly, they measure the success of the target language learning from the ability to maintain a conversation. Therefore, if the students do not obtain opportunities to practice speaking in the classroom they may soon get de-motivated and lose their interest in learning English.

Over the years, we have already seen that language is all about grammar. Consequently, we can confidently say that to produce language we have to have at least a subject and a predicate. Nevertheless, a major difference between speaking and writing is that speakers do not usually speak in sentences. Rather, speaking can be considered to consist of ideas units (Luoma, 2004:12). The grammar of these strings idea units is simpler than that of the written language with dependent and subordinate clauses. There are of course conditions when the speakers need to prepare their speaking in complex grammatical sentences. However, unplanned speaking is more common to find in social life context. It requires spontaneous speaking and respond. It is also often found that a unit idea in spoken language context is built by more than one speaker. In this kind of spontaneous conversation, the grammar rule is often not too much emphasized.

The most important point about communication is getting the message across. Consequently, speakers need to confirm that the listeners understand. Speakers need to be fluent to enhance what they are saying. It helps speakers sell ideas,

communicate thoughts to others, convince, reach out, and even impress with a speech that is clear.

According to Pinter (2006: 55), to be fluent and accurate speaker is a great challenge for ESL/EFL students. Students have to produce words and think in the same time. When they have to focus on their saying, they plan how they want to put what they want to say next, or think of something else to say. However, to reach the fluency, students need a long time process. It needs more practice and a lot of exposure.

Unfortunately, in language learning, speaking class takes place in the form of repeating word after the teacher. Using drilling is direct students to have accuracy in speaking but not to the fluency. The drilling is useful in acknowledge students to the right pattern but do not give them too much because in real life situations the strict correct pattern is not applied. Teacher should encourage students to use the language or items in natural way. To ensure the students, teacher may need to teach some communication strategy to help students to flow the communication successfully.

According to Luoma (2004) words, phrases and strategies for creating time to speak are necessary to be taught to students. These are sometimes called fillers or hesitation markers, and they include expressions such as *ah*, *you see*, *kind of*, *sort of*, and *you know that's a good question*. These expressions are very common in native speaker speech. They are easy for speakers to use because they come almost automatically when a relevant situation arises. Even, speakers who use a wide range of fixed phrases are perceived to be more fluent and interpreted as a

higher level speaker. Yet do not contribute essentially to the message itself, they help keep our speech flowing. In language teaching, however, some focus on at least the basic phrases for chatting is necessary.

Moreover, English speaking ability or the ability to communicate in English is not easy to obtain. Teachers cannot limit their attention to whole picture. They should see the small pieces-right down to the small parts- of language that make up the whole. Students need to be shown the details of how to convey and negotiate the elusive meanings of language.

Brown (2001:271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

- 1) Produce chunks of language of different lengths.
- 2) Orally produce difference among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices- pauses, fillers, self corrections, backtracking-to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

- 14) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial feature, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

It is because in order to share understandings with other people using a foreign language, one needs to pay attention to precise details of language. He/she needs to find most appropriate words and also the correct grammar to convey meaning accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001:41). Because English is a foreign language in Indonesia, it must be hard to find communities that allow students practice their English outside the classroom. Thus, teacher has to maximize the classroom activity to give students opportunity to develop their English.

Accordingly, in the EFL teaching learning process, the teacher should encourage students to speak in English and give them opportunities to do it in a relax situations. The teacher should not create strict activities to use a very good English because it makes them do not want to try speaking in English. The teacher should direct and help students to achieve the competencies needed, but it must be done step by step based on the students' level. Even sometimes, the process itself may run very slowly and gain very small increases, the activities should always contribute to the students' speaking skills.

#### **b. The classroom speaking activities**

According to Harmer (2001: 271), there are many kinds of speaking activities that can be conducted in the classroom:

### 1) Acting from script

To keep students practicing and to ensure their pronunciation and to be accustomed to speak English, we can ask students to prepare the script for their performance before act it out in front of the class. At some stages it is beneficial for students to practice speaking English.

### 2) Communication games

Using games in speaking class is likely the favorite one to force students' fluency. Communication demanding in games activity often force students to communicate to their partner to finish or even to win the games. This communication force students to use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.

Communication games encourage students to communicate effectively. Therefore, they can focus on expressing themselves well in English. In this way, students tend to concentrate more on production skills, and less on factual content.

### 3) Discussion

A discussion can be held for various reasons. The students may aim to share ideas about an event, or find solutions in their discussion groups which are set by the teacher. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial topic. Then each group works on their topic for a given time period, and presents their opinions to the class. This activity fosters critical thinking and quick decision making, and



students learn how to express and justify themselves in polite ways while disagreeing with the others.

For efficient group discussions, it is better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

#### 4) Prepared talks

This activity is popular in speaking activity class where students usually are asked to present a topic to the class. This kind of activity often cover useful speaking genre. Students can briefly summarize a tale or story in term of narrative text. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell jokes or choose a topic according to the interests of the class. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

### 5) Questionnaires

Questionnaires can help students to ensure about what type of questions they can ask to their partner. Students can conduct interviews based on the questions listed with various people.

### 6) Simulation and role play

Role plays and simulations have many advantages. Since they are entertaining, they motivate the students. They also increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the students such as who they are and what they think or feel. The most important thing from simulations and role plays is enable students to capture real world to the classroom.

Teachers can vary the speaking class activity depends on the need and the kind of material. Even, some materials need a combination from more than one activity. On the contrary, some activities do not match some topic. Teacher should creatively choose and decide the suitable one.

Brown (2001) classifies oral production as follows:

#### 1) Imitative

Instead of meaningful interaction, imitative focuses on some particular elements of language. Students are usually asked to listen and orally repeat certain strings of language.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3) Responsive

It is called responsive when the students reply the teachers' questions or comments, or when the students have their own initiative to ask some questions or give comments.

4) Transactional (dialogue)

Transactional language is aimed at conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal language carries out for the purpose of maintaining social relationship.

6) Extensive (monologue)

Extensive is a type of monologue performance which requires students to produce longer language.

**c. The principles of speaking**

Nunan (1989:32) propose components which build in successful communication. They are:

- a. The ability to articulate phonological feature of the language comprehensibly.
- b. Mastery of stress, rhythm, intonation pattern.
- c. An acceptable degree of fluency.
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in management of interaction
- g. Skills in negotiating meaning

- h. Conversational listening skills (successful conversation acquire good listeners as well as good speakers)
- i. Skills in knowing about and negotiating purposes for conversations.
- j. Using appropriate conversational formulae and fillers.

**d. Teaching speaking for senior high school students**

Indonesia has implemented school-based curriculum since the academic year of 2006/2007. The school-based curriculum is defined as an operational curriculum which is developed and implemented in each school Badan Standar Nasional Pendidikan (BSNP, 2006). It also contains ways as a manual to develop learning activities in order to achieve some specific educational proposes. School will develop the curriculum based on the school's potentials and students' characteristics.

Based on the school-based curriculum, English lesson for the senior high school (SMA/MA) in Indonesia aims to develop communicative competence in spoken and written English trough the development of related skills. For that reason, the senior high school graduates are expected to reach the informational level, which means their communicative competence, will support them to continue their studies.

The school-based curriculum is developed by the school based on BSNP which contains eight national education standards. Two of them are the standard of content and the standard of graduate competence that become the main reference of each school in developing the school-based curriculum. The standard of content covers teaching materials which consists of the standard of competency and the BSNP 2006.

Standard of content includes the materials and the competency in a certain type and level of education (the Government Regulation No. 19/2005, Article 5). Furthermore, it contains the basic principle and the structure of the curriculum, the Standard of Competency and the Basic Competency of every subject in each semester in every type and level of basic and secondary education.

Related to the standard of content, in this case the Standard of Competency and the Basic Competency which the research focus on are the Standard of Content in the English lesson, particularly the English speaking lesson at tenth grade of the second semester. It is also limited to the scope of expressing meaning of the sustained and formed transactional and interpersonal conversation in daily life contexts. The standard of competence and the basic competence are presented in the table below.

**Table 1: The Standard of Competence and the Basic Competencies of Senior High Schools Year Sixth of the Second Semester**

<b>Berbicara</b>	
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat 9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan

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10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
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#### 4. Communication Strategies

##### a. Communicative competence

Communicative competence refers to the knowledge we have of a language that can be used to produce sentences in a language (Richard, 2008: 22). This model was developed to account for the kinds of knowledge people need in order to use language in meaningful interaction. Communicative competence enables students to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 2000: 246).

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the subdiscipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching (Richard, 2006:10).

In fact, all our vast array of language use can be classified into many different categories related to the situation and purpose of communication. For a foreign student, it might sometimes be more important to achieve this kind of communicative competence than to achieve a formal linguistic correctness.

The main competence identified in this study becomes the basis for subsequent identification of strategic competence as one of the components in their well-known framework for communicative competence, along with grammatical communicative competence that include the three components identified by Canale and Swain in Nigishi and Nakano (2007) plus the fourth components, strategic competence, can be concluded as follows:

1) Discourse competence

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Discourse competence is not concerned with isolated words or phrases but with the interconnectedness of an utterance series or written words or phrases used to form a text. Some examples of the texts are poem, an e-mail message, a sportcast, a telephone conversation or novel.

2) Grammatical competence

Grammatical competence concerns with mastery of the language code itself. The term above refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactical, and phonological features to interpret and form words and sentences. Grammatical competence is not linked to any single theory of grammar.

3) Sociolinguistic competence

It addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors. The term sociolinguistic competence covers the students ability to

comprehend the social context in which the language is used; what role each participant bears, what information they communicate, and what function the communication intends to accomplish.

#### 4) Strategic competence

Strategic competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication. The competence above relates to the ability to deal with the breakdown that possibly takes place during communication. It is the ability to cope with the imperfect competence and to keep communication going through the paraphrase, repetition, hesitation, avoidance, guessing, and shifts in register and style (Brown, 2000: 246).

#### **b. Strategic competence**

Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts. In addition, according to Canale and Swain (1980), strategic competence includes verbal and non verbal strategies that may be called to compensate for breakdowns in communication due to performance variables or to insufficient competence. Canale (1983) then modified this view and defined strategic competence as the skills underlying actual communication.



Faerch and Kasper (1986) explain that strategic competence consists of two types of strategies: communication strategies and learning strategies. Communication strategies are procedures that enable students to solve their problems they encounter when using foreign language for communication purposes. On the other hand, learning strategies are designed to solve problems in expanding FL (foreign language) knowledge and in increasing its accessibility.

In addition, Paribakht (1985) suggests that strategic competence is the skills to solve learning and communication problems. These include both production strategies (oral and written) and reception strategies (aural and written) used. The former is used to solve grammatical and sociolinguistic problems in communicating a message, while the latter is used to solve similar problems in receiving the message.

Everyone has some degree of strategic competence in any language. They rely on their strategic competence to help communication. In many cases, people are difficult to express their intended meaning so they need to resolve it to across meaning using their strategic competence, for some people, strategic competence is used to make the communication more effective.

In sum, strategic competence refers to language student's ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella & Oxford, 1992: 72). Thus, strategic competence is especially important for ESL/EFL students with rather limited oral proficiency.

### **c. Oral Communication Strategy as strategic competence**

As mentioned above, strategic competence in communication, well-known with communication strategies, is necessary for communicating, especially in foreign language. According to Macaro (2006) communication strategies are the strategies that students use in order to put across meaning when they are sometimes having difficulty because of insufficient competence in the language.

Although most EFL students and perhaps some of the teachers believe that oral communication problems can be solved through more practice in vocabulary and structure, some successful L2 speakers, in spite of their limited knowledge of the target language, can communicate effectively in a foreign language. They rely entirely on their ‘ability to communicate within restrictions’ (Savignon, 1983:43) by using communication strategies.

CSs are used to overcome breakdowns, gaps or problems in communication, even for native speakers. It is believed that the use of specific communication strategies enables language students to compensate for their target language deficiencies and improve their communicative proficiency. They allow the student to remain in the conversation, provide the students with more language input and also a sense of security in the target language (Larsen-Freeman & Long, 1991). They can also lead to learning by eliciting unknown language items either from an interlocutor (the appeal for help strategy) (Rababah, 2003: 25), or from their own language knowledge through paraphrasing or circumlocution. CSs instruction may develop students’ autonomy, which is significant achievement awarded by communication strategy to the L2 student (Manchón, 2000: 23).

The use of CSs in foreign language communication provides opportunities to foreign language students to collaborate together in problem solving and also to develop and practise their knowledge of the target language.

#### **d. Classification of communication strategies**

Over the years, various typologies of CSs have been developed and suggested by many researchers in area of CSs.

##### **1. Tarone's Taxonomy**

From interactional view or social strategies, Tarone (in Kongsom, 2009) provides five main categories of CSs: paraphrase, borrowing, appeal, for assistance, mime and avoidance. The taxonomy and examples of CSs proposed by Tarone are shown in table 2.

**Table 2: Tarone's Taxonomy of CSs**

<b>Paraphrase</b>	Approximation	Use single target vocabulary item or structure, which the student knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g., pipe for water pipe)
	Word coinage	The student makes up a new word in order to communicate a desired concept (e.g., air ball for balloon)
	Circumlocution	The student describes the characteristic or elements of the object or action instead of using the appropriate target language (L2) item or structure (e.g., "She is, uh, smoking something. I don't know what's it name. that's uh, Persian, 30 and we use in Turkey, a lot of.")
<b>Borrowing</b>	Literal translation	The student translates word for word from the native language (e.g., He invites him to drink." For "They toast one another.")
	Language switch	The student uses the native language (L1) term without bothering to translate (e.g., balon for ballon, bolpoin for ballpoint)
<b>Appeal for Assistance</b>		The student asks for the correct term (e.g., "What is this?", What called?")

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<b>Mime</b>		The student uses nonverbal strategies in place of a lexical item or action (e.g., clapping one's hands to illustrate applause)
<b>Avoidance</b>	Topic avoidance	The student simply tries not to talk about the concepts for which the L2 item or structure is not known.
	Message abandonment	The student begins to talk about a concept but is unable to continue and stops in mid-utterance.

(Communication Strategies by Tarone, 1983)

## 2. Faerch and Kasper's Taxonomy

The second significant classification of CSs was offered by Faerch and Kasper (in Kongsom, 2009), as seen in Table 2

Table 3: **Faerch and Kasper's Taxonomy of CSs**

<b>Avoidance</b>	Formal reduction	Phonological Morphological Grammar
	Functional reduction	Actional Propositional Modal
<b>Achievement</b>	Non-cooperative	Codeswitching Foreignizing
	Interlanguage strategies	Substitution Generalization Exemplification Word-coining Restructuring Description
	Non-linguistic strategies	Mime Imitation
	Cooperative	Appeals

(Communication strategies by Faerch and Kasper, 1983)

## 3. Dornyei's Taxonomy

Dornyei (Brown: 2000) further collects a list and descriptions of the CSs that are most common and important in his core group, based on Tarone, Faerch and Kasper, and Bialystok, as seen in table 4.

Table 4: The Dornyei of Taxonomy of CSs

Avoidance or Reduction Strategies	1. Message abandonment 2. Topic avoidance
Achievement or Compensatory strategies	3. Circumlocution 4. Approximation 5. Use of all-purpose words 6. Word coinage 7. Use of non-linguistic means 8. Literal translation 9. Foreignizing 10. Code switching 11. Appeals
Stalling and Time-gaining strategies	12. Use of filters/hesitation Devices

(Dornyei, in Brown: 2000)

#### e. Teaching communication strategies

Practice in implementing instructor in language learner strategies is referred to as strategy-based instructor (SBI). According to Cohen (1998: 81), strategy-based instructor (SBI) is “a learner centered approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content”. He further explains that in a typical SBI classroom, the teachers:

- 1) Describe, model, and give examples of potentially useful strategies;
- 2) Elicit additional examples from the students based on the students’ own learning experiences;
- 3) Lead small-group/whole-class discussions about strategies (e.g., reflecting on the rationale behind strategy use, planning an approach to a specific activity, evaluating the effectiveness of chosen strategies);
- 4) Encourage their students to experiment with a broad range of strategies; and
- 5) Integrate strategies into everyday class materials, explicitly embedding them into the language tasks to provide for contextualized strategy practice.

Teachers have three options in conducting SBI, they are:” 1) start with the established course materials and then determine which strategies to insert and where; 2) start with a set of strategies that they wish to focus on and design

activities around them; and 3) insert strategies spontaneously into the lessons whenever it seems appropriate (Cohen, 1998: 82)

Dornyei (in Kongsom, 2009), there are six interrelated procedures as follows:

- 1) Raising learner awareness about the nature and communicative potential of OCSs
- 2) Encouraging students to be willing to take risks and use OCSs
- 3) Providing L2 models of the use of certain CSs
- 4) Highlighting cross-cultural differences in CS Use
- 5) Teaching CSs directly
- 6) Providing opportunities for practice in strategy use

(Dornyei, 1995:63-4)

## **B. Conceptual Framework**

Ideally, the goal of ELT is enabling students to communicate in English in their real situations (Alderson & Bachman, 2004). However, we may find it is much more emphasized in discussing about the rule and memorizing the vocabulary that is not suited to the context. Consequently, their chance to have real experiences in using the language is reduced. Although students' English score is getting better days by days, they are still confused in compiling the words in face-to-face communication. The insignificant relationship between the better score and the ability to communicate in English can be understood. The score that they obtain merely include the reading and grammar mastery while the speaking skill is not. They focus on developing the reading and writing skill and little listening to pass the test. Therefore, even they get good English scores they may fail communicating in English which is the main goal of English learning and teaching.

Both accuracy and fluency is all needed in communication competence. Fluency, however, is more important in spoken language context. Thus, language teacher today all agree to use communicative language teaching as the language teaching approach since they believe that from all efforts of language teaching and learning, the end must be in mastery of communication.

CLT views language as a tool for communication. It insists that interactional speaking activities in classrooms will be the illustrations of real communication. It ensures that students have sufficient exposure to the target language. Thus, students have to use target language in the classroom since we cannot ensure students to use English outside the classroom.

What we need to be able to communicate in English is communicating itself. Students have to practice a lot using English in speaking class in order to really have the ability. They will learn how to make their listener gets their intended meaning. Setting a role play that provides them discussing an interesting topic will encourage them to do so. Unfortunately, it is not that easy to make them enjoy the free-spoken activity. They may face difficulty in finding the words and compiling them to make their meaning across. The teacher may provide help by giving them alternative expressions or they may switch the language into their first language but it will harm them when really face the foreigner. This experience of speaking has not been aware of oral communication strategies being used either to promote the effective communication or to help them in communication problem.

Training students to communicate fluently in English becomes an urgent task for all language teachers. In an effort to solve these problems, communication strategies need to be taught to develop students' speaking practice. It is now important for the students to be equipped with the command of English which allows them to express themselves in a much greater variety of contexts. OCSs have turned into a crucial topic for all foreign language students. OCSs utilize the gap in their knowledge of language. OCSs will make students feel secure in using the language even with restricted knowledge.

The strategies are not new for students but they have not been aware to use them in their spoken communication, especially when they find problems. To make them aware of this strategy, they need to be trained to use the communication strategies in a role play activity which captures the real-world situations. Learning to use a language that involves a great deal more than acquiring some grammar and vocabulary. It involves the competence to suit the language to the situation, the participant and the basic purpose. Conversely, it involves the competence to interpret other speakers to the intended meaning.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the research**

This research is action research conducted in English lesson class setting. According to Burns (1999:30) action research is the way to make improvements in learning process by giving certain treatment involving researcher, teachers, students, and other people related to the study. She also classifies action research into four characteristics. First, action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation. Second, it is aimed to bring about change and improvement in practice. Third, it provides collaborative work among the teams of colleagues, practitioners, and researchers. Fourth, it is based on the collection of the information or data to evaluate the changes in practice.

#### **B. Setting of the research**

This research took place in grade X of MAN Yogyakarta III, which was the second semester of the academic year 2011/ 2012. The school is located on Magelang street, Sinduadi, Sleman, Yogyakarta. The location is near the main street which is easy to reach. There is MTsN I Yogyakarta in the south and MIN I Yogyakarta in the east. They have joint facilities, such as canteen, and some sport facilities.

MAN Yogyakarta III is the school model of Islamic senior high school in Yogyakarta Province. The school has 21 classrooms, 8 laboratories, a teacher

office, a library, a meeting room, 2 administration offices, a radio broadcasting room, a hall, a green garden, and a mosque.

The class target of this research was the class XB of MAN Yogyakarta III. There were 24 students consisting of 18 female and 6 male students. The English teaching and learning process in this class is carried out 4x45 minutes a week. The schedules are on Monday at 10.00-11.30 am and Tuesday at the same time (10.00-11.30 am). The research was conducted from January to February 2012 for whole activities, including the first interview, the observation, and the action. It can be seen from the table below.

**Table 5: The schedule of the Research**

<b>No</b>	<b>Schedule</b>	<b>Material</b>	<b>Time</b>
1	16 <sup>th</sup> January 2012	The first interview with English teacher	30 minutes
2	26 <sup>rd</sup> January 2012	The observations and interview with the students	4 hours
3	30 <sup>th</sup> January 2012	The observations	2 hours
4	9 <sup>th</sup> February 2012	Cycle I, the first meeting <b>Theme:</b> Congratulation! You did it well <b>Text:</b> short functional text <b>Function:</b> giving and responding to congratulations and compliments	2x45 minutes
5	13 <sup>th</sup> February 2012	Cycle I, the second meeting <b>Theme:</b> Congratulation! You did it well <b>Text:</b> short functional text <b>Function:</b> giving and responding to congratulations and compliments	2x45 minutes

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6	16 <sup>th</sup> February 2012	Cycle II, the first meeting <b>Theme:</b> That sounds a nice idea <b>Text:</b> short functional text <b>Function:</b> giving and responding to invitations	2x45 minutes
7	20 <sup>th</sup> February 2012	Cycle II, the second meeting <b>Theme:</b> That sounds a nice idea <b>Text:</b> short functional text <b>Function:</b> giving and responding to invitations	2x45 minutes
8	23 <sup>rd</sup> February 2012	Cycle III, the first meeting <b>Theme:</b> Hot news <b>Text:</b> news item <b>Function:</b> greeting, thanking, expressing general good wishes, asking for information, and asking for someone's opinion	2x45 minutes
9	27 <sup>th</sup> February 2012	Cycle III, the second meeting <b>Theme:</b> Hot news <b>Text:</b> news item <b>Function:</b> greeting, thanking, expressing general good wishes, asking for information, and asking for someone's opinion	2x45 minutes

### C. Participant of the research

This collaborative study involved some participants; they were the researcher as the teacher, the teacher of English lesson as the collaborator, and the students of XB at MAN Yogyakarta III. In collecting the data, the researcher was helped by her friend who is studying in English Education Department, UNY.

#### **D. Data Collection Techniques**

The data were qualitative in nature. The data collected were aimed to describe the changes after the action. The following table shows the kinds of data, the data instruments and the data collection techniques.

**Table 6. Data Collection Techniques**

<b>No</b>	<b>Data</b>	<b>Instruments</b>	<b>Techniques</b>
1	The teaching and learning process	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> <li>- Digital camera</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Photograph</li> <li>- Discussions</li> </ul>
2	The teacher's activities	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> <li>- Digital camera</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Photograph</li> <li>- Discussion</li> </ul>
3	The students' speaking practice	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> <li>- Digital camera</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Photograph</li> <li>- Discussion</li> </ul>

They were obtained by interviewing the learners and the teacher, doing the observation during the teaching and learning process, holding discussion with the class teacher, the observer, and the English teacher. The data were in the form of field notes and interview transcripts. The instruments for collecting the data were tape recorder and camera.

The observation was conducted to know what happened in the classroom when the action was done. The result of the observation was used to get the

information. In this case, the observation was reported in the form of field notes. The description was the implementation of OCS to improve students' speaking practice. It was also to describe the way the teacher taught speaking and managed the classroom.

The interview was held to get the data about the students' behavior while and after the teaching and learning process. The interview was planned but unstructured. It meant that the questions were planned, but the teacher and the students answered the questions whatever related to their opinions and suggestions about the teaching and learning process of speaking by applying OCS. The English teacher and some students of the XB class were interviewed after the action was implemented.

The class observation was also provided with the photo taken from the speaking teaching-learning process. The photograph was one of the references to support the notes about what happened in the classroom.

### **E. Data Analysis Techniques**

The data collected were analyzed from the observation and the interview during the research. The steps of data analysis were collecting the data, comparing the data, building interpretation, reporting the outcomes, and presenting the data.

### **F. Validity and Reliability of the Data**

To fulfill the validity of the research, the research followed the five criteria proposed by Burns (1999:161). They are democratic validity, outcome validity,

process validity, catalytic validity, dialogic validity. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of the action research. Outcome validity is notions of actions leading to outcomes achieved within the research context. Process validity is related to the criterion to make the action research believable. Catalytic validity is related to the response of the stakeholders towards the changes occurring to themselves. Finally, dialogic validity is the process of peer review, which is commonly used, in academic research.

In this research, the democratic validity was assessed by having discussions with the member of the research, namely the students, the teachers, and the collaborator. The researcher let them give their ideas, comments, and suggestion toward the research during the discussion. The outcome validity was assessed when the researcher finds the actions done lead to findings that solve the problem. Meanwhile, the process validity was assessed reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. To assess the process validity, the researcher examined the data and identified whether the participants were able to go on learning from the process or not. Then, the researcher modified the strategies when she found that the data could not answer the questions. She also identified the changes occurring during and after the actions done. It was used to assess the catalytic validity. In addition, the last was dialogic validity. Dialogic validity was assessed by having dialogue with the collaborator, the teacher, and the school principal to review the value of

the actions. Besides, the researcher also had a conversation with the other research practitioners about the research findings.

Meanwhile to fulfill the reliability of the data, the researcher used triangulation technique. According to Burn (1999: 163), triangulation is a way of arguing that the data are likely to be valid if the different methods of investigation produce the same result. It is used to gather multiple perspective on the situation which is being studied. In this research, researcher, time, and theory triangulation are applied. The researcher involved more than one source of data, namely the researcher, the English teacher, and the students involved. The researcher triangulated the data by analyzing them by using field notes of the learning process, the interview transcripts, some experts' theories, and other notes that are related to the data such as notes of the students' achievement and errors during the process. The researcher took notes what she did in the class and kept the supporting documents such as the lesson plan, the learners' work, and some checklists of what she did in the class. The researcher also interviewed the teacher of the team teaching to get some comments, perceptions, and suggestions about the actions.

### **G. The Procedure of the Research**

This research procedure used was based on the model of Action researcher proposed by Kemmis&Taggart (in Burns, 2000:595)

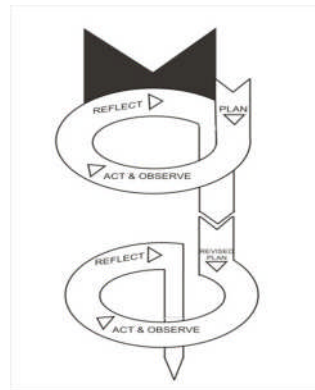


Figure 1: **Cyclical Action Research Model by Kemmis and Mc Taggart (in Burns, 2000:595)**

The model of Action Research proposed by Kemmis & Mc Taggart involves a spiral of self reflective cycles of:

- Planning
- Action
- Observation
- Reflection

The elaboration of each stage in this research is as follows:

### **1. Reconnaissance**

In the first step of action research, the researcher and other research team members identified the speaking problems through interviews and observations. The researcher interviewed the English teacher and the students to identify students speaking ability and some problems faced by the students.

### **2. Planning**

Based on the observation, the researcher made some plans to choose actions which were feasible to be implemented in the field. In planning step, the researcher worked collaboratively with the English teacher of XB of MAN Yogyakarta III. The planning for the first and the next cycle includes:



- a. Selecting the materials based on the basic competency and competency standard for grade X semester 2

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher decided the material, the theme, and the activities.

- b. Making the media

Based on the materials, the researcher made some media that would use in the research. The researcher and the English teacher agreed to use the available facilities maximally like the LCD.

- c. Deciding the teaching and learning activities

After selecting the material, the researcher selected the OCSs that might be useful and could solve the problems occurred in the speaking practice with also regarding interesting findings from some research regarding the types of OCSs which are teachable in classroom setting. First of all, the researcher determined how to embed the teaching of OCSs to the teaching technique. Then, the researcher selected particular types of OCSs that were suitable to be taught based on the materials, the learning objective, and the goal of research. Finally, the researcher decided to put the teaching of OCSs in the middle of the teaching and learning process after the presentation (BKOF and MOT) which is in the JCOT or the practice session. The types of OCSs that would be taught to the students were topic avoidance, circumlocution, approximation, appeal for help, pause fillers and hesitation devices, confirmation check, comprehension check, clarification request, and Self-repair.

d. Selecting the teaching technique

Based on the current approach in the teaching and learning process of English, finally the researcher used Genre-Based technique. Genre-based technique consisted of five stages. The first was Background Knowledge of the Field. In this stage, the teacher introduced the social context of the text model. The teacher also activated the students' background knowledge. The activities included in this stage that would help the students to activate what they have before presenting the context through pictures, establishing the social purpose through discussion, asking and answering questions related to the topic. The second step was Modeling and Deconstruction of the text. In this stage, the teacher presented the materials and helped the students to investigate the structural pattern and language features of the model. Related to teaching of speaking, in this stage, the teacher helped the learners to develop the speaking skills. The third was Joint Construction of the text. In this stage, the students began to contribute to the constructions of the whole examples of the text type and the teacher gradually reduced the contribution to the text construction. In this stage also the teacher formed the students in group so that the students could work together with their friends to accomplishing the tasks. Related to teaching and learning process of speaking, the activities in this stage were covered by teaching the OCS. The next step was Independent Construction of the text. In this stage, the students worked in pair on in group to perform a role play. The students would get a role and they encouraged to use OCSs. The last was Linking related texts. In this stage, the

students investigated how and what they have learnt in this teaching/learning cycle could be related to other texts in the same or similar contexts.

e. Making the lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. It was about the activities to do in the teaching and learning process.

f. Preparing research instruments

Before conducting the actions, the researcher also made the research instruments including observation guideline, the interview guideline, and digital camera. The observation guideline and digital camera were used to get the information in the classroom during the teaching and learning process of speaking. The interview guideline was used to obtain the information related to the students' and teacher perceptions toward the teaching and learning process and speaking.

### **3. Action and Observation**

After planning the actions, the English teacher and the researcher carried out the actions in the classroom. During the implementation of the actions, the researcher became the teacher and the English teacher became the collaborator who observed the speaking class in order to know the success the actions in improving the students' speaking practice. Besides, it was also to know the problems occurred during the implementation of the actions.

### **4. Reflection**

The reflection was done every time after each cycle of actions was completed. The reflection was done by the researcher and the teacher. From the reflection the

researcher found out that there were some plans which were successful and unsuccessful. The result of the action step served an evaluation for the next implementation.

On the other hand, if there were some plans which were unsuccessful, the researcher tried to find another action or modify the actions in order to be successful in the next.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and the discussion. The first section of the findings presents the research procedure and the second section presents the findings of Cycle I, II and III. The discussion presents those findings that are related to the theories.

#### **A. Findings of the Study**

##### **1. The Procedure of the Research**

This research was classroom action research. The purpose of the research was to improve the speaking practice in the tenth grade students of MAN Yogyakarta III. The OCS to improve the students' speaking practice was the focus of this research.

In conducting the research, the researcher did some steps. The steps of the research were reconnaissance, planning, action and observation, and reflection to improve the students' speaking practice.

Reconnaissance was the the first step before conducting the research. It was conducted by doing observations and interviews. In this step, the researcher observed the teaching and learning process and identified the problems in the speaking class. The next step was planning. After the problems had been identified, the researcher designed actions which were feasible to be implemented in the field. The actions designed in this research were applying OCS. The third step was action and observation. In this step, the actions that had been designed

were implemented. After that, the data were observed and evaluated whether OCS was effective to improve the students' speaking practice. The last step was reflection. In the reflection step, the the researcher, English teacher, and the students identified the succesful and unsuccesful actions. The results of the reflection were used to design the plans for the next cycle. Every step which was conducted in this research is explained more as follow:

**a. Reconnaissance**

To Identify the problems in the English class of the tenth grade students at MAN Yogyakarta III, the reseacher conducted interviews and observations. The interview with the English teacher was done to know the problems in the English class from the teacher's perspective. Besides, an observation was made to know the real condition in the tenth grade classes. The observation was conducted in XA and XB.

The reconnaissance process was conducted in two phases. The first phase was conducted in October 2011. The researcher came to the class and noted some problems. After that, the English teacher was interviewed to know the problems from the teacher's perspective. The second phase was done in January 2012. In this phase, the interview with the students was done to obtain the information of the students' perspectice on the English teaching and learning. The situation of English speaking class in XB class can be seen in the following Vignette 1.

**Date** : January 30<sup>th</sup> 2012  
**Place** : Class XB of MAN Yogyakarta III  
**Time** : 10.15-11.45

The class was so noisy when the teacher came. The teacher asked the researcher and her friend to enter the class and ask them to have a seat at the back. The teacher greeted the students and asked their condition, "Good morning." The students answered, "Good morning. Ma'am". when she asked their condition "how are you?", they answered enthusiastically by singing a song. The teacher did not introduce the researcher and her friend but directly explain about the material "present perfect tense".

She asked the students whether they still remembered about the formula of present perfect tense or not. There were three students namely Poppy, Salwa, and Rafi answered that they still remembered, "have/has plus verb III". She appreciated them by saying "yes, that's right. Good!" then she wrote the example of the present perfect tense on the whiteboard. For the next examples she asked some students to make the example by themselves and the teacher wrote them on the whiteboard. The teacher said "how about present perfect form of the word eat?", a boy sat at the back namely Rafi answered "have eaten". The teacher then asked the class to make a complete sentence by putting the subject I. Poppy then made the complete sentence and she wrote it on the whiteboard. And so forth until some sentences were all written on the blackboard. The teacher then put the marker on the table and asked the students whether they had some questions or not. They all answered "no, ma'am".

She then wrote some verbs that they had to compose to be a complete sentence. There were about 15 verbs. They were rush to finish the task. Some students asked the other students to ask about the participle form of the verb given. The names of the students who always heard were Rafi, the boy who was sitting at the back and Poppy who sat at the front row. The two students were also very cooperative to help their friends. It seemed that it was a common for this class to have a discussion like this. The teacher also allowed the students to help each other in term of asking the participle form. Moreover, after she saw Rafi and Poppy had already finished their tasks, she asked them to move around to check and help their friends. The other students were also happy and asked them enthusiastically. After some minutes moving around to his friends' chair, Rafi sat down near the researcher. He asked her about what was the function of present perfect tense. She explained him briefly. He then told her that he just understood it and knew the importance of being different to past tense.

She then checked all the tasks by calling a student's name to read the answer and she would ask the class for agreement. After checking all the answers she asked the students to open the book page 8. There was a table contained lists of activities that the students had ever done or not. The students moved around the class to ask their friend whether or not they had ever done it. They should ask their friends using a fix word "have you ever .....", their friends would answer "yes" or "not". The class became so crowded and the teacher approached the researcher to ask her opinion. Some students were so enthusiastic to ask their friends' information while some other students were very reluctant to move around and just waiting for their friends' visiting. Even there were few students who only looked their friends result and cheated it.

The class was over at 11. 45 am. Before closing the class the teacher reviewed the material. The class was very noisy because most of the students were trying to speak so that the teacher warned them not to speak together. Then she asked a voluntary to review it for the class. After some silence, then Rafi raised his hand and the teacher asked him to do it. Rafi reviewed it completely with some additional information from the researcher that the teacher complimented him as a diligent student who always studied before the class. After the bell, the teacher closed the class.

From the vignette above it can be seen that the speaking class much focused on the grammar. The students were asked to memorize the form of a grammatical structure and practice composing the correct sentences based on the formula. They lacked opportunities to improve their speaking fluency which will be important for their real-life communication.

After conducting the observations, the researcher also conducted interviews with some students. From the interviews, it could be concluded that most of the students liked speaking class because they loved to be able to communicate in English but they felt confused to find the words correctly. Here is the quotation of interview with the students.

- R : *Tadi pas pelajaran bahasa Inggris senang tidak?*  
(Did you enjoy English lesson?)
- S : *Sebenarnya senang aja mbak tapi sering malas karena nggak tahu vocab nya.*  
(Actually, I like English lesson but I am often confused about the vocabulary)
- R : *Kenapa tidak tanya temannya?*  
(Why don't you ask your friend?)
- S : *Tanya kok mbak tapi kadang capek e...kalau tanya terus.*  
(I do but sometimes I am reluctant to ask for help again and again.)
- R : *Lha terus kalau tidak tahu vocab nya dan tidak mau tanya bagaimana?*  
(So, what do you do then?)
- S : *Ya udah mbak nggak usah ngomong aja. Kalau pas speaking gitu ya kita ngomongin yang lain aja mbak.*  
(Well, I'd prefer not to speak then. My friend and I talk about other topics to look active in speaking class.)
- R : *Pake bahasa Inggris?*  
(Do you two speak in English?)
- S : *Yo nggak mbak...pas gurunya datang aja pake bahasa Inggrisnya.*  
(Only if the teacher approaches us.)

R: Researcher

S: Student

(Appendix D, interview 2)

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Based on the vignette above and the interview, the research members identified the problems related to the speaking practice of XB students at MAN Yogyakarta III. The problems are presented in the following table.

**Table 7 : Field Problems Concerning the Speaking Practice at the XB Students of MAN Yogyakarta III.**

No	Field Problems	Code
1	The students were not ready to study when the teacher came to the class.	S
2	Some students talked to their friends during the teaching and learning process.	S
3	Some students had difficulties in understanding the materials.	S
4	The teacher used teacher-centered techniques.	T
5	Some students were passive.	S
6	Some students did not enjoy the speaking activities.	S
7	Most of the students had difficulties in responding to their teacher in English.	S
8	Some students had difficulties in delivering ideas in English.	S
9	The teacher used uncommunicative activities.	T
10	The students were not enthusiastic toward the English teaching and learning process.	S
11	The teacher much focused on teaching the structure without context.	T
12	The activities in the teaching and learning process lacked variations.	TL
13	The teacher used monotonous speaking activities.	T
14	The teaching-learning facilities were not maximally used.	TL
15	The students considered speaking was difficult	S

Note :

S : Students

T : Teacher

TL : Teaching-Learning process

The first category was related to the students (code S), including what the students felt and did during the speaking class. The second one was about the teacher (code T). It concerned with how the teacher treated the students and conducted the teaching and learning process. The third one was about the teaching and learning process. It concerned with how the teaching and learning process run.

After the field problems were identified, weighing the problems based on the urgency level was done. The researcher weighed the field problems by having discussion with the English teacher. It was done to find her opinions in categorizing the problems identified.

Based on the result of the observation and interview, there were 15 problems identified. The most urgent problems were taken because the problems were very important to solve soon. The speaking practice would increase if those problems were solved. The most urgent problems are presented in the table below.

**Table 8 : The Most Urgent Problems Concerning the Speaking Practice at the XB Students of MAN Yogyakarta III.**

No	Field Problems	Code
1	The teacher used teacher-centered techniques.	T
2	Most of the students had difficulties in responding to their teacher in English.	S
3	Some students had difficulties in delivering ideas in English.	S
4	The teacher much focused on teaching the structure without context.	T
5	The teacher used monotonous speaking activities.	T
6	The teaching-learning facilities were not maximally used.	TL

Note :

S : Students

T : Teacher

TL : Teaching and learning process

After weighing the field problems based on urgency level, then the researcher had discussion with the English teacher to determine the most important problems to be solved. By considering the time, funds, and energy, they selected the most important problems in the teaching and learning process of speaking that were feasible to be solved. Those problems are as follows.

**Table 9 : The Most Feasible Problems to be Solved Concerning the Speaking Practice at the XB Students of MAN Yogyakarta III.**

No	Field Problems	Code
1	Some students had difficulties in delivering ideas in English.	S
2	The teacher much focused on teaching the structure without context.	T
3	The teaching-learning facilities were not maximally used.	TL

Note :

S : Students

T : Teacher

TL : Teaching and learning process

The next step was the researcher analyzed the objective analysis by having discussion with the English teacher. In this step, the school principal entrusted the researcher and the English teacher to do the objective analysis.

The researcher and the English teacher formulated the final objectives of the three solvable and urgent problems. The possible causes of every problem were tried to be identified by considering the possible factors. Those factors were the

English teacher, students, and teaching and learning process. Finally, the possible factors of the alternative causes which appeared were analyzed deeper by the researcher and the English teacher. The following table shows the results of the analysis:

**Table 10: The Possible Causes of the Problems**

<b>No</b>	<b>Field Problems</b>	<b>Possible Causes</b>
1	Some students had difficulties in delivering ideas in English	<ul style="list-style-type: none"> <li>• The students were confused to find words and lost track what they were trying to say.</li> <li>• The teacher focused on teaching grammar and designed the activities only to practice the students' accuracy in speaking.</li> <li>• The students did not have chances to practice their speaking fluency.</li> <li>• The students were not confidence about their grammar and vocabulary.</li> </ul>
2	The teacher much focused on teaching the structure without context.	<ul style="list-style-type: none"> <li>• The teacher thought that to be able to communicate in English students should previously master the grammar and vocabulary.</li> <li>• The teacher remained using traditional language teaching technique.</li> </ul>
3	The teaching-learning facilities were not maximally used.	<ul style="list-style-type: none"> <li>• The teacher used monotonous activities.</li> <li>• The school facilities were not well-maintained that made them did not work well.</li> </ul>

After identifying the most important and feasible problems that needed to be solved soon, the researcher and the English teacher began to design some actions which could be used to overcome the field problems. The researcher and the English teacher discussed some actions to solve the problems which hoped to improve the students' speaking practice that leads them to reach fluency in speaking.

Finally, the researcher and the English teacher decided to apply OCS to improve the students' speaking practice as the main activity. The main concept of this action is to explicitly teach students how, when and why OCSs can be used to facilitate their efforts at practicing to use a foreign language.

Pair work and group work was also employed to solve the problems related to the students. By having pair work and group work in the teaching and learning process, there would be a lot of opportunities for the students to interact with their friends, help each other in accomplishing the tasks and they would be challenged to do the activities.

Besides, videos and recordings as authentic material would also be used to enable the students to recognize the real use of language in the real world. They could also learn about cross cultural understanding presented in the videos and recordings. Furthermore, using the videos and recordings as the learning input enables students to be accustomed with the pronunciation, intonation, and speed.

The researcher used the Genre-Based technique; they were *Building Knowledge of the Field, Modelling and deconstruction of the Text, Joint*

*Construction of the Text, Independent Construction of the Text, and Linking Related Texts.*

## **b. The Implementation of the Actions**

### **1) The report of Cycle I**

#### **a) Planning I**

After the field problems and the actions were formulated, the researcher made some plans to be implemented in Cycle I. The actions were hoped to solve the problems related to the students' difficulties in delivering ideas in English, the use of un-contextual teaching by the teacher, and the use of media. It was hoped that the actions would be able to create these following conditions:

- (1) Students would be able to solve breakdowns in communication.
- (2) Students would be actively involved in the activities.
- (3) The teacher would use communicative activities that provided the students interesting learning activities.

To achieve the expected situation, the researcher and the teacher planned to implement some actions in Cycle I. They were:

- (1) Selecting the materials based on the basic competency and competency standard for grade X semester 2

In selecting the materials, the researcher discussed it together with the English teacher. Based on the discussion, finally the researcher and the teacher agreed to conduct actions related to the expressions of giving and responding to congratulations and compliments in Cycle I. The selected topic was

“*Congratulation! You did it well*”. The materials were taken from BSE (*Buku Sekolah Elektronik*) with some modifications for the activities.

## (2) Making the media

Based on the materials, the researcher made some media that would be used in the research. The researcher looked for a video that contained those functions. An excerpt from a film entitled *17 again* was taken as the input model.

## (3) Deciding the teaching and learning activities

After selecting the materials, the researcher selected the OCSs that might be useful and could solve the problems in the speaking class with also regarding interesting findings from some research. First of all, the researcher determined how to apply the OCS to the teaching technique. Then, the researcher selected particular types of OCSs that were suitable to be taught based on the materials, the learning objective, and the goal of research. Finally, the researcher decided to put the OCS in the practice session in which the students would begin to practice speaking. They would be encouraged to use the OCSs during speaking practice to help them maintain the conversation. The types of OCSs that would be taught to the students were topic avoidance, circumlocution, approximation, appeal for help, pause fillers and hesitation devices, confirmation check, comprehension check, clarification request, and Self-repair.

Besides, video watching activities were used as the input to help the students comprehend the material. The students watched the videos to understand and to get as much information as possible based on what they had seen. In this cycle the researcher used videos as the models of the language functions which would

be learned by the students, so that the students would be able to know how a certain expression would be used in a certain situation. The students watched the videos and tried to identify the language functions presented in the videos.

In discussing the concept of OCS and practicing the task, the students worked in pairs. It was aimed at allowing students to interact and cooperate with each other during the teaching and learning process. Thus, they would be able to develop their understanding of the concept of OCS and the material through communication and cooperation with their partners.

All of the activities above were planned to solve the important problems that occurred in the teaching and learning process of speaking in XB class. The problem and the solutions for each problem were summarized in the following table.

**Table 11: The Most Important and Feasible Problems and the Solutions**

No	Field problems	Solutions
1	Some students had difficulties in finding words they should use in unexpected situations.	<ul style="list-style-type: none"> <li>• Using OCSs to compensate the breakdowns in communication.</li> <li>• Giving them opportunity to practice fluency speaking.</li> </ul>
2	Most of the students were not actively involved in the activities.	<ul style="list-style-type: none"> <li>• Using videos as the authentic material.</li> <li>• Giving the students chance to practice their speaking in a role play.</li> </ul>
3	The teacher used uncommunicative activities.	<ul style="list-style-type: none"> <li>• Playing them some videos and asking them to discuss the topic.</li> <li>• Using the LCD to present video as the authentic material</li> </ul>



#### (4) ==Selecting the teaching technique

Based on the current approach in the teaching and learning process of English, finally the researcher used Genre-Based technique. Genre-based technique consisted of five stages. The first was Background Knowledge of the Field. In this stage, the researcher introduced the social context of the text model by showing a picture and playing a video related to giving and responding to compliments and congratulations. The students' background knowledge of the topic was also activated through discussion, asking and answering questions related to the topic. The second step was Modeling and Deconstruction of the text. In this stage, the researcher presented the materials and helped the students to identify the expressions presented in the video. In this stage, the researcher helped the students to develop the speaking skills by showing how to pronounce the phrase or words used. The third was Joint Construction of the text. In this stage, the students began to contribute to the constructions of the whole examples of the text type and the researcher gradually reduced the contribution to the text construction. The teacher formed the students in pairs so that the students could work together with their friends to accomplish the tasks. They discussed the concept of OCS in pairs and would apply them in their speaking practice. The next step was Independent Construction of the text. In this stage, the students worked in pairs to perform a role play. The students would brainstorm the basic dialogue and the possible OCSs they might use. The last was linking related texts. In this stage, the students investigated how what they have learnt in this

teaching/learning cycle could be related to other texts in the same or similar contexts.

(5) Making the lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. It was about the activities to do in the teaching and learning process. The scenario of the teaching and learning process in Cycle I could be in the following table:

**Table 12: The Scenario of the Teaching and Learning Process in Cycle I**

<b>Learning Activity</b>
<p align="center"><b>MEETING 1</b></p> <p><b>Building Knowledge of the Field (BKOF)</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Students tell the teacher about who get the best score in their examination and how they congratulate them.</li> <li>• Students tell how they give their classmates who get the best score compliment.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Students watch a video related to the topic.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Students and the teacher do questions and answer related to the topic and situation in the video.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Students tell when they congratulate and compliment people.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Students tell the way they congratulate and compliment people.</li> <li>• Students tell how they respond congratulations and complimenting.</li> </ul> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Students watch again the previous video.</li> <li>• Students identify the expressions related to the congratulations, compliments, and thanks in the video.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>• Students watch another video and fill in the blank with the expressions of congratulations, compliments, and thanks based on the video.</li> <li>• Students write some expressions of congratulation, compliment, and thank</li> <li>• Students listen to the teacher reading aloud the expressions and repeat after her.</li> </ul>

*(Continued)*

(Continued)

### **Activity 8**

- Students complete some dialogues with appropriate expressions and act out the dialogue with partner.

### **Activity 9**

- Students and the teacher practice the expressions of congratulation, compliment, and thank in a conversation spontaneously.

## **MEETING 2**

### **JCOT (Joint Construction of the Field)**

#### **Activity 10**

- Students tell their problem in interactive communication.

#### **Activity 11**

- Students explore what they can do to avoid communication breakdown.
- Students are informed of the rationale and the value of OCS.

#### **Activity 12**

- Students learn a given list of name and example of 6 targets strategies to model on.

#### **Activity 13**

- Teacher gives the students the example of congratulating, complimenting, and thanking spontaneously by inserting/applying some OCSs.

#### **Activity 14**

- Teacher gives students a role-play task related to congratulations, compliments, and thanks then asks students to recognize and discuss the goals and procedures of the task through brainstorming session basic dialogue that they will create and possible OCSs for doing so.

#### **Activity 15**

- Students practice their tasks with partners in their own seats using their diaries to make plans for using specific OCSs.

#### **Activity 16**

- Students perform their task in front of the class.
- Students and the teacher give feedbacks to their performance task.

#### **Activity 17**

- Students check and reflect on their own performance to develop their awareness.

### **ICOT (Independent Construction of the Field)**

#### **Activity 18**

- Teacher asks students to prepare the basic dialogues and possible OCSs that they may use in a given role-play topic.

#### **Activity 19**

- Teacher gives students the role-play and asks them to perform their task spontaneously in front of the class.

### **Linking related texts**

- The teacher asks the students to find an English movie then identify and write some expressions related to the topic.

(6) Preparing research instruments

Before conducting the actions, the researcher made the research instruments. The instruments were including observation guidelines and interview guidelines. The observation guidelines for the teacher and the students were used in observation step while interview guidelines for the teacher and the students were used in reflection step.

b) Actions and Observations in Cycle I

The actions were carried out two times on February 9<sup>th</sup> and 13<sup>th</sup> 2012. The schedule of Cycle I can be seen in the following table:

Table13. The Schedule of Cycle I

Date	Material	Time	Sources
9 <sup>th</sup> February 2012	Cycle I, the first meeting <b>Theme:</b> Congratulation! You did it well <b>Text:</b> dialogue <b>Function:</b> giving and responding to congratulations and compliments	2x45 minutes	<ul style="list-style-type: none"> <li>• Priyana, Joko et al. 2008. Interlanguage: English for Senior High School Students X. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>• Doddy, Achmad et al. 2008. Developing english competencies 1: for Senior High School (SMA/MA) grade</li> </ul>

(Continued)

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			<p>X. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <ul style="list-style-type: none"> <li>• Two movie extracts from “17 again”</li> </ul>
<p>13<sup>th</sup> February 2012</p>	<p>Cycle I, the second meeting</p> <p><b>Theme:</b> Congratulation! You did it well</p> <p><b>Text:</b> dialogue</p> <p><b>Function:</b> giving and responding to congratulations and compliments</p>	<p>2x45 minutes</p>	<ul style="list-style-type: none"> <li>• Priyana, Joko et al. 2008. Interlanguage: English for Senior High School Students X. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>• Doddy, Achmad et al. 2008. Developing english competencies 1: for Senior High School (SMA/MA) grade X. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</li> </ul>

The OCS was applied in the second meeting of Cycle I. The materials of the Cycle I were the topic related to the expressions of giving and responding to congratulations and compliments, while the theme was “Congratulation! You did it well”. The selection of the materials was based on the syllabus for the tenth grade in semester 2 and the results of the discussion with the English teacher. The learning objective of Cycle I was to have the students be able to use the expressions of giving and responding to congratulations and compliments correctly and intelligibly. The description of the actions of Cycle I is presented as follows:

(1) The first meeting of Cycle I

The first meeting of Cycle I was on Thursday, 9<sup>th</sup> February 2012. The allocated time was 90 minutes. In the first meeting, the topic and objective of Cycle I was introduced to the students. BKoF and MoT stages were done in the first meeting while JCoT and ICoT stages were done in the second meeting.

In BKoF stage, the researcher asked the students about the students' experiences in getting achievements. The students answered it enthusiastically. The researcher then asked the students to watch videos related to the expressions of giving and responding to congratulations and compliments. They were very interested in watching the videos. However, there was a technical problem dealing with the LCD. It was not clear and suddenly on and off. The researcher tried to fix it out by holding the plug. It worked better but when the researcher made a move, the LCD was also in trouble. Thus, the the videos was played many times until the students understood the context and the topic being discussed in the videos.

In MoT stage, the students watched the videos again and tried to get the expressions presented in the videos. Then, the students were asked to identify the expressions of giving and responding to congratulations and compliments used in the other videos. They also studied how to pronounce the words and phrases used in the lesson correctly.

Before ending the lesson, the researcher wrote a situation and spontaneously played a role play with a student. Other students asked to get the opportunities to practice the situation. Unfortunately she had to end the class because the time was up and there was an announcement from the school committee through the speaker to have prayer dhuhur soon.

## (2) The second meeting of Cycle I

The second meeting of Cycle I was on Monday, 13<sup>th</sup> February 2012. The materials were still the same with the first meeting. The JCoT and ICoT stages were done in this meeting. Since in the JCoT stage the students began to practice the whole examples of the text type, the reseacher equipped them with OCS to help them solve their problems. To contextualize the OCS, the researcher asked the students about their problems in speaking English. She wrote all their problems on the whiteboard i.e. lack of vocabulary and grammatical confusion. After listing all the problems, she invited the students to disscuss the possible solutions of the problems. Later, she encouraged the students to focus on meaning during the speaking practice. They then concluded that they needed to practice their speaking skill a lot. Moreover, a strategy was also needed to solve the problems. She introduced OCS which which canbe used to help them avoid

breakdown in spontaneous communication. They got some lists with the definition and example of some OCSs. After that, they discussed it in pairs while the teacher moved around to provide them some helps. The class then became noise.

She gave the students a situation of the role play related to giving and responding to congratulations and compliments in a role play task. However, they were not allowed to prepare a dialogue script like they used to do in speaking practice. They had to recognize and discuss the goals and procedures of the task through brainstorming session of basic dialogue and possible OCSs that they might use in role play task. They practiced the role play in front of the class while the other students gave some feedbacks from their friends. Before performing the role play task, they were given a chance to rehearse once in their own seats.

In ICoT stage, the students were given another situation. As they did in JCoT stage, they prepared basic dialogues and possible OCSs that might be used. They were still not allowed to prepare the dialogue script.



**Figure 2: Students discuss the OCS sheet in pairs.**





Figure 3: **Students rehearse the role play task.**

c) Reflection I

The reflection was based on observations during the teaching and learning process in Cycle I. From the implementation above, it could be classified into two main results, i.e. success and failures. They are elaborated as follows.

First, the students were interested in speaking activities since the beginning of the lesson. They shared their experiences and knowledge enthusiastically. They also tried to get the information and expressions presented in the videos although there were some problems with the LCD. It can be seen from the following interview transcripts.

R : *Bagaimana menurut ibu mengenai keseluruhan pembelajaran pada Cycle I ini?*

(What do you think about the learning process in this Cycle I generally?)

T : *Iya bagus sekali mbak untuk melibatkan siswa secara aktif dengan cara mengeluarkan hemmm apa ya istilahnya hmmm me-recall knowledge nya siswa. Itu juga menarik perhatian siswa ke pembelajaran. Siswa jadi punya bayangan kapan functions ini bisa digunakan dalam kehidupan sehari-hari.*  
(I think it's very good. It can encourage students to actively involve by recall their knowledge. Also, it pays students' attention since it's new for them and solves their current problem.)

R: Researcher

T: Teacher

(Appendix D, interview 4)

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- R : *Apa kamu suka belajar bahasa inggris dengan cara itu?*  
(You like this learning process?)
- S : *Suka banget mba. Kita juga diajak mengingat-ingat atau mengungkapkan apa saja yang kita sudah ketahui mengenai pelajaran itu.*  
(Yes, indeed. I like it when we are actively involved in the learning process by recalling what we have already known related to the lesson.)
- R : *Mengenai topik itu?*  
(Do you mean the topic?)
- S : *Iya, itu maksudnya mba.*  
(Yes, that's what I mean.)
- R : *Apakah materi bisa dipahami dengan baik?*  
(Is the material easy to understand?)
- S : *Karena sejak dibahas pertama-pertama itu, kita sudah dilibatkan dan ditanya-tanya, terus baru mba tambahin pemahamannya jadi gampang mba pahami.*  
(Yes, it was. I think it's because you encouraged us to be involved in the learning process.)

R: Researcher

S: Student

(Appendix D, interview 9)

Second, In JCoT and ICoT stages, the students began to maintain the conversation despite limitation in grammatical structure and vocabulary. They learnt to carry out simple dialogues without memorizing the script like what they did before. They used fillers or hesitation devices to fill pauses like “well”, “now let's see”, and “uh” to gain time to think when they found difficulties or lost track. It can be seen from the following field notes.

The students practice the task enthusiastically. They began to use some simple OCSs to maintain or ask their friend's help to keep the conversation on.  
(Appendix C, field note 5)

They gave signal to their friend using fillers or hesitation devices rather than stop speaking and switch it into their local language. It can be seen from the following interview transcripts.

- R : *Menurut Ibu apakah OCS ini cukup membantu siswa dalam meningkatkan kemampuan speaking mereka?*

(Do you think this OCSs help students to improve their speaking ability?)

- T : *...tadi belum sepenuhnya seperti yang kita harapkan. Tapi cukup memotivasi mereka kelihatanny ya mbak. Mereka tadi benar-benar mencobanya meski OCSs yg dipakai baru yang sederhana-sederhana saja.*  
(Yes, I think so... The result is not as our expectation yet but I think they are motivated enough to practice. We can see that they tried hard to use English in their practice and used some simple OCSs.)

R: Researcher                      T: Teacher                      (Appendix D, interview 4)

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- R : *Menurut kamu training penggunaan OCSs tadi membantu kalian dalam practice English tidak?*

(Do you think this training will help in your English speaking practice?)

- S : *Iya mba, kita jadi lebih berani ngomong. Biasanya kan kalau disuruh latihan speaking gitu harus ngapalin percakapan dan kalau salah satu ada yang lupa dialognya suka enggak nyambung gitu, trus ya udah berhenti aja percakapannya. Kalau tadi kita pake OCSs yang minta bantuan teman dan hemmm, what is it....gitu-gitu...*

(Yes, it encourages us to use English in our practice. Before, we always made the dialogue scripts to be memorized and used them in speaking practice. When one of us forgot the dialogue, the conversation was interrupted. In this training we used OCSs like “well”, “now let’s see”, and “uh” when having some trouble.)

R: Researcher                      S: Student                      (Appendix D, interview 5)

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Third, the students used English in the classroom. Before conducting this research the students were not able to respond to their teacher with longer communication. They tended to answer the questions briefly by saying yes or no. When the teacher encouraged them to have a conversation they were not able to maintain the conversation. They even did not try to grasp the meanings. After having the training, the students attempted to grasp their friend’s intended meaning and respond them in English using their language knowledge.

- R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*

(What do you think about these two meetings?)

- S : *Hemmm bagus mba...saya mulai berani coba ngomong pake bahasa Inggris walaupun strukturnya salah-salah mungkin..hehee.*

(Hemmm I think it's good. I started to be brave to use English in spite of lack of grammar knowledge.)

R: Researcher                      S: Student                      (Appendix D, interview 8)

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Fourth, the students began to think that English speaking is not as difficult as they thought before. After the implementation of Cycle I, they were challenged to improve their speaking skills. They began to use their English knowledge in speaking practice to across meaning. It can be seen from interview transcript below.

- R : *Apakah pada saat practice tadi kamu sudah menggunakan OCS?*  
(Did you use OCS in your practice?)
- S : *Hehee...iya mba tapi Cuma yang 'hemm" ajaaa.abis belum hafal.*  
(Yes, but I just use "hemm" because I have no idea how to use others.)
- R : *Oh gitu.tapi menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
(That's oke. Do you think this training will improve your speaking practice?)
- S : *Kalau dipakai terus, akan meningkatkan mba.*  
(Yes.)
- R : *Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?*  
(What do you think about English speaking skill now? Is it still difficult?)
- S : *Kayaknya Bahasa inggris itu enggak sesulit itu deh mba..hehe..maksudnya kalau kita udah tau beberapa vocab ya tinggal dipakai, jangan malu-malu.*  
(It seems that English is not that hard now. Hehe. I just need to use the words I know confidently, that's all.)

R: Researcher                      S: Student                      (Appendix D, interview 7)

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In spite of the success of the first cycle, there were also several failures and problem captured. The failures and problems would be described as follows: first, there was a technical problem dealing with the LCD. As a result, there was too much time managed in playing the video until students got the expressions. The researcher did not check the LCD conditions by herself before the research time.

She only asked the English teacher whether or not the LCD worked. The researcher also had not enough time to check and prepare before the class.

The students were asked to watch a video related to the topic. They were difficult to get the conversation in that video because it was suddenly off and on. The screen was also trouble. The researcher had to hold the plug to make it better. The students also asked the researcher to show the video again and again that made the time limit was not as planned.

(Appendix C, fieldnote 5)

R : Menurut ibu apa kendala yang kita hadapi dalam Cycle I ini?

(In your opinion, what problems did we face in this Cycle I?)

T : Wah lumayan banyak ya mbak. Itu, LCD nya tidak bekerja dengan baik ternyata.hehe. Soalnya saya jarang juga pakai LCD mbak.hehe. Akibatnya, banyak waktu habis untuk pemutaran video.

(Yeah, I found some problems. I just realized that the LCD didn't work well. He he. It's because I rarely used the LCD. Hehe. As the consequence, we wasted much time for the video show.

R: Researcher

T: Teacher

(Appendix D, interview 4)

Second, some students still hesitated to speak English without making dialogue script. In other word, their problems in speaking had not been solved yet. They revealed that they still dealt with the problems with finding the words in speaking. They only used few OCSs to help them maintain the communication. It seemed that they had not understood yet the concept of OCSs.

R : Kamu sudah mengerti tentang konsep OCS itu?

(Have you understood the concept of OCS?)

S : Blum paham banget mba. Masi perlu dijelasin lagi.

(I think I need more explanation.)

R : Apa itu OCS dan fungsinya, sudah paham belum?

(Have you understood what OCS and the function are?)

S : Ohh kalau itu sudah mengerti mba...tapi kapan OCS yang ini dipakai, yang itu dipakai nya yang belum ngerti.

(Yes, I have. when the OCSs are used still confuses me.)

R: Researcher

S: Student

(Appendix D, interview 6)

- R : *Apakah kamu sudah mengerti tentang konsep OCS itu?*  
(Have you understood the concept of OCS?)
- S : *Belum paham betul penggunaannya mba. Tapi maksudnya OCS itu apa saya dong mba. Baru pertama to mba...kan masih baru. Jadi masih perlu belajar.*  
(I am still confused about the usage. However, I have already understood the function of the OCS. I just need more practice since it's still very new for me.)

R: Researcher                      S: Student                      (Appendix D, interview 8)

Moreover, some students still stopped speaking to ask the other friend or the teacher about the vocabulary. They tended to switch to Indonesian or ask their friend the words every time they met difficulties. It could be solved if they used the OCSs maximally.

Some students could not continue the role play task. They suddenly stopped in the middle of the conversation. Some other students tried to ask their friend about the vocabulary.

(Appendix C, fieldnote 6)

- R : *Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?*  
(So, what do you think about English after having the training. Is it still difficult?)
- S : *...masihhh belum paham sekali penggunaan OCS nya itu.*  
(Yes, it is. I did not understand the OCS.)
- R : *Ada masalah yang lain?*  
(Any other problem?)
- S : *Masih terbiasa seperti yang dulu-dulu mba. Kalau gak tahu kosa katanya pas lagi latihan gitu ya langsung tanya Poppy atau yang lainnya.*  
(Just like before, when I could not find the words I would say I asked Poppy.)

R: Researcher                      S: Student                      (Appendix D, interview 14)

Third, most of the students got misconception of the role play task. It was because they were not accustomed to have such role play. Besides, it was the first time for them to practice speaking without making the dialogue script.

R : *Masalah yang kita hadapi berhubungan dengan penugasan atau aktifitasnya bu?*

(What about problem in relation to the speaking activity?)

T : *Hemm anu mba... sepertinya beberapa anak kurang paham mengenai tugas role play nya ya mba. Mungkin karena enggak memahami situasinya atau bisa juga enggak paham konsep role play itu.*

(I think the students were still confused about the role play task. They might be misconception about the situation or the concept of the role play itself.)

R: Researcher

T: Teacher

(Appendix D, interview 4)

R : *Tadi pas role play di depan, tidak tau vocab nya dan tanya temannya ya?*

(You asked your friend about some words while practicing a role play, did not you?)

S : *Iya mba, kebiasaan kita-kita. Poppy atau Raffi sering kita tanyai kalau enggak tau bahasa inggrisnya apa.*

(Yes. we usually ask Poppy or Raffi some words when we can't find them.)

R: Researcher

S: Student

(Appendix D, interview 7)

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

(1) The successful actions

(a) The students were interested in speaking activities since the beginning of the lesson. They shared their experiences and knowledge enthusiastically.

They also tried to get the information and expressions presented in the videos although there were some problems with the LCD.

(b) The students began to maintain the conversation despite limitation in grammar and vocabulary. They learnt to carry out simple dialogues without memorizing the script like what they did before. They used fillers or hesitation devices to fill pauses like “well”, “now let’s see”, and “uh” to gain time to think when they found difficulties or lost track.

(c) The students used English in the classroom

- (d) The students began to think that English speaking is not as difficult as they thought before.

(2) The unsuccessful actions

- (a) There was a technical problem dealing with the LCD. As a result, there was too much time needed to play the video until students got the expressions.
- (b) Some students still hesitated to use English in the role play task without making dialogue script. Moreover, some students still stopped speaking and asked the other friend or the teacher to ask the vocabulary. They tended to switch it to Indonesia or ask other friend the words every time they met difficulties.
- (c) Most of the students got misconception of the role play task. It was because they were not accustomed to do a role play. Besides, it was the first time for them to practice speaking without making the dialogue script.

Those were the successful and unsuccessful actions in Cycle I. There were some improvements on students' perceptions toward English speaking class, enthusiasm for being involved in speaking activities, and attempts to maintain their communication in speaking practice. However, there were some problems faced by the students in Cycle I, so that the researcher and the English teacher decided to continue with the next cycle to improve students' speaking practice.



## 2) The report of Cycle II

Cycle I had been done and it was continued in Cycle II because the requirements for research success had not been fulfilled in Cycle I. Cycle II was conducted on February 16<sup>th</sup> and 20<sup>th</sup> 2012. The plans for Cycle II were based on the reflections of Cycle I. In Cycle I, there were some improvements and unsuccessful actions in the students' speaking practice. In the Cycle II, those improvements would be maintained and several unsuccessful actions would be repaired.

Based on the reflections of Cycle I, there would be some plans in Cycle II. In planning the actions, the research members discussed together.

### a) Planning II

In this section, the researcher planned the actions for Cycle II. Overall, the plans for Cycle II were the same as the plans in Cycle I. However, there were some changes in some activities because in Cycle I these activities could not run well as what it had been planned. The researcher and the teacher planned to implement some actions in Cycle II. The following table shows the existed problems in Cycle I and the actions planning for the second cycle. It can be seen in the following table.

**Table14. The Existed problems in Cycle I and the Actions Planning for Cycle II**

<b>The Existed Problems in Cycle I</b>	<b>The Actions planning for Cycle II</b>
<ul style="list-style-type: none"> <li>• Some students still hesitated to use English in the role play task without making dialogue script.</li> <li>• Some students still stopped speaking and asked the other</li> </ul>	<ul style="list-style-type: none"> <li>• Using jigsaw technique in discussing the OCSs</li> <li>• Grouping the students in combinations of proficient students and less-proficient ones in jigsaw technique. The</li> </ul>

*(Continued)*

(Continued)

friend or the teacher to ask the vocabulary. They tended to shift it to Indonesia or ask other friend the words every time they met difficulty.	<p>proficient students were asked to motivate those who were less-proficient to use OCSs.</p> <ul style="list-style-type: none"> <li>• Giving the students chances to use the nine taught OCSs in free communication.</li> <li>• Using a strategy diary to help the students reflect their performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Most of the students got misconception of the role play task. It was because they were not accustomed to have a role play. Besides, it was the first time for them to perform speaking task without making the dialogue script.</li> </ul>	<ul style="list-style-type: none"> <li>• Translating the explanation into Bahasa Indonesia</li> <li>• Giving more guidance and direction in preparing the play.</li> </ul>
<ul style="list-style-type: none"> <li>• There was a technical problem dealing with the LCD. As a result, there was too much time managed in playing the video until students got the expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using audio recordings as the input model.</li> <li>• Giving them the copy file of the videos and asking them to learn the videos with their groups.</li> </ul>

The planning steps were elaborated as follow:

- (1) Selecting the materials based on the basic competency and competency standard for grade X semester 2

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher agreed to teach “giving and responding to invitations” in the Cycle II.

- (2) Making the media

Based on the materials, the researcher made some media that would be used in the implementation in Cycle II. Because the LCD had not been repaired, some audio recordings were used as the input to substitute for the videos. However, the researcher remained preparing the video as it was a good media to introduce the

social context of the expressions being studied. The researcher excerpted a video from “pursuit to happiness” movie which contains expressions of giving and responding to invitations.

### (3) Deciding the teaching and learning activities

The OCS was still applied in this cycle. In Cycle I, the researcher applied pair work in discussing the concept of OCS. However, it could not run well, because most of the students were still passive and reluctant to ask the researcher. Therefore, in Cycle II they worked in larger group instead of in pairs. They were grouped into six that consisted of 4 students. In grouping the students, the teacher used cooperative learning principle in which the groups formed were heterogeneous. It consisted of proficient and less-proficient students. It also consisted of male and female students. The proficient students helped the less-proficient ones. It also encouraged one another to interact or to discuss the OCS. The English teacher suggested asking the students to discuss and present the given OCSs. They were also given opportunities to use the taught strategies.

The students still worked in pairs in doing the role play. In the first cycle there was no problem on grouping. They were happy with their partners in practicing the role play. However, based on the observations, there were some students which were still passive. Therefore, the researcher decided to give more attention and guidance to those students. The students were also assisted to understand the role play situation by translating the instruction into Indonesian. The researcher moved around the class to check the students’ understanding.

(4) Selecting the teaching technique

The teaching technique used in Cycle II was still Genre-based technique consisting of Background Knowledge of the field, Modelling and Deconstruction of the text, Joint Construction of the Text, Independent Construction of the Text, and Linking related texts.

(5) Making the lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. The scenario of the teaching and learning process in Cycle II could be in the following table:

**Table 15: The Scenario of the Teaching and Learning Process in Cycle II**

<b>Learning activities</b>
<p align="center"><b>MEETING 1</b></p> <p><b>Building Knowledge of the Field (BKOF)</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Teacher asks the students related to the topic in their real life.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Students tell the teacher about their experiences related to the topic.</li> <li>• Students tell how they invite people to their event.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Students listen to an audio related to the topic.</li> <li>• Students and the teacher do questions and answer related to the topic and situation presented in the audio.</li> </ul> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Students identify the expressions related to giving and responding invitations in the video.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Students listen to another audio and fill in the blank with the expressions of giving and responding invitations presented in the audio.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Students write some the expressions of giving and responding invitations.</li> <li>• Students get handout containing the expressions of giving and responding invitations.</li> </ul>

*(Continued)*

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<p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>Students complete some dialogues with appropriate expressions and act out the dialogue with partner.</li> </ul> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>Students and the teacher practice the expressions in a conversation spontaneously.</li> </ul>
<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li><u>Students discuss OCSs in a group of four.</u></li> <li><u>Students present OCSs to the class and give the example.</u></li> </ul> <p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li><u>Students are given opportunities to practice the nine OCSs in pairs by having some instructions that train them to use specific OCSs.</u></li> </ul> <p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li><u>Students are asked to have a conversation based on the given situations.</u></li> <li><u>Students recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue and the possible OCSs that they may use.</u></li> <li><u>Students rehearse once in their seats.</u></li> <li><u>Students perform in front of the class.</u></li> <li><u>Students get feedbacks from their teacher and friends.</u></li> </ul> <p><b>Activity 12</b></p> <ul style="list-style-type: none"> <li><u>Students check and reflect on their own performance to develop their awareness.</u></li> </ul> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 13</b></p> <ul style="list-style-type: none"> <li>Students prepare the basic dialogues and possible OCSs that they may use in a given role-play situation.</li> <li>Students perform in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <p>The teacher asks the students to find an English movie then identify and write some expressions related to the topic.</p>

(6) Preparing the instruments

Before conducting the actions, the researcher also made the research instruments including observation guidelines and the interview guidelines.

b) Actions and Observations in Cycle II

The actions were carried out two times on February 16<sup>th</sup> and 20<sup>th</sup> 2012. The schedule of Cycle II can be seen in the following table:

Table 16. **The Schedule of Cycle II**

16 <sup>th</sup> February 2012	Cycle II, the first meeting <b>Theme:</b> That sounds a nice idea <b>Text:</b> dialogue <b>Function:</b> giving and responding to invitations	2x45 minutes
20 <sup>th</sup> February 2012	Cycle II, the first meeting <b>Theme:</b> That sounds a nice idea <b>Text:</b> dialogue <b>Function:</b> giving and responding to invitations	2x45 minutes

The description of the actions of Cycle II is presented as follows:

(1) The first meeting of Cycle II

The first meeting of Cycle II was on Thursday, 16<sup>th</sup> February 2012. The topic of the second cycle was giving and responding to invitations. As in Cycle I, the BKoF and MoT stages were done in the first meeting while the JCoT and ICoT were done in the second meeting. To build the students' knowledge, the researcher showed the students a picture related to the topic. She posed some questions about the picture and the students shared their experiences and knowledge enthusiastically.

In the next stage, called MoT, the students listened to some audio recordings presented the expressions of giving and responding to invitations. They were

asked to get the context and the expressions used in the recordings. Then, the students were led to note as much as possible the expressions of giving and responding to invitations. They also studied the pronunciation of the expressions and some words used in the lesson. Besides, the researcher gave them the file-copy of a video containing the expressions of giving and responding to invitations. In groups, they watched the videos and identified the social context and expressions used in the video. They were really enthusiastic during the task. When the allocated time was over, the researcher ended the lesson by asking them to complete the task at home. Besides, she summarized what they had learnt in the first meeting of Cycle I.

## (2) The second meeting of Cycle II

To begin, the students were put into groups of four and given some OCSs to be discussed. Then, they presented the given OCS to the class and answered some question from other students. After discussing the OCS, they were given a chance to use the taught OCSs in free topic. It was necessary to help them understand the use of each OCS.

As the task, the students were given a role play situation. They were asked to prepare that might be used in the role play. In the preparation, they were asked to use a strategy diary. It was used to make plans, monitor, and evaluate their performance. They were encouraged to write their plans for using specific OCSs on the diary. When they then performed the tasks, they monitored their own performance using the diary. They seemed motivated and enthusiastic on

preparing the role play task. Most of them used OCSs to maintain their conversation in the role play task.

In ICoT stage, the students performed another role play task based on given situation. They also used their diaries on making the plans, monitoring, and evaluating their performance. Nevertheless, they did not rehearse in their seats before performing their task in front of the class. The students were very cooperative in following the instructions.

After completing the task, the researcher gave general feedbacks to the students' performance and appreciated their efforts to improve their speaking skills. They were also free to share their experiences, feelings, and comments on their performances.



**Figure 4: Students work in groups of four discussing the concept of OCS.**



**Figure 5: Students practice the expressions using OCSs.**



## c) Reflection II

The reflection evaluated the implementation of some actions that had been revised based on the reflection of Cycle I. The results of the second cycle were discussed with the collaborator by analyzing the data collected from the field. The data were taken from the observation in the teaching learning process, and interview with the students and collaborator. After discussing the data above, the result could be classified into two main results, i.e. success and failure, the success would be described as follows.

First, some students could understand the concept of OCS. As a result, they used various OCSs in their speaking practice. The students revealed that they could comprehend how and when to use the OCSs after having a group discussion. Moreover, the opportunity to use all the taught OCSs in free communication helped them understand the OCSs.

R : *Menurut ibu apakah siswa-siswa sudah paham penggunaan OCSs pada cycle ini?*

(In your opinion, did students understand the concept of the OCSs use in this cycle?)

T : *Ohhh iya sudah lumayan lho mbak anak-anak bervariasi menggunakan OSC nya itu. Sudah lebih banyak yang menggunakan beberapa OCS meski ada beberapa yang masih pada tahap mencoba-coba menggunakan sedikit OCS.*

(Yes, I think it's better than before in using various OCS. Most of them used the OCS even though some students just used the simplest one.)

R: Researcher

T: Teacher

(Appendix D, interview 25)

R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*

(Have you understood the concept of the OCS?)

S : *Sudah mulai mengerti mbak dibanding yang awal-awal itu. Kalau diberi kesempatan lebih pasti nanti bisa lebih lancar mbak.*

(I think I understand better than the two first meeting. If I can get more chance to practice, I think I will be more fluent.)

- R : *Apakah pada saat practice tadi kamu sudah menggunakan OCS?*  
(Did you use the OCS in your practice?)
- S : *Iya mba...pakai beberapa jenis OCS.*  
(Yes, I did. I used some.)
- R : *Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?*  
(In compare with the first cycle. Is there any improvement in using OCS?)
- S : *Iya mbak, ada. Sebelumnya kan cuma pake 2 jenis aja tu mbak... yang “ummm..”, “what is it”, sekarang sudah mulai memakai yang lain-lain mbak.*  
(Yes. Before, I only used 2 kinds of OCSs they are “umm” and “what is it”, now I used other kinds.)

R: Researcher                      S: Student                      (Appendix D, interview 20)

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Second, some students were able to solve the breakdowns in the speaking practice. The improvement of students' understanding of OCS was parallel to their ability to solve the problems especially those dealing with vocabulary and grammar. They seemed much focus on how to across meaning than to compose grammatically-correct sentences.

- R : *Menurut ibu apakah tujuan kita untuk meningkatkan speaking practice siswa sudah tercapai sejauh ini?*  
(In your opinion, has our efforts to improve the students' speaking practice achieved in this cycle?)
- T : *Untuk mencapai itu tentu butuh proses dan tidak sebentar ya mba. Hehe. Saya saja harus tetap belajar terus to mba. Tetapi baik dalam latihan pada JCoT tadi maupun ICoT nya beberapa siswa sudah menggunakan OCSs untuk mengatasi masalah yang mereka hadapi, khususnya yang berhubungan dengan grammar and vocabulary.*  
(To achive the goal of course it takes time. Hehe. Even, I need to always learn. However, both in JCoT and ICoT stages, the students had applied the OCSs to solve their problems in speaking practice especially those of grammar and vocabulary deficiencies.)

R: Researcher                      T: Teacher                      (Appendix D, interview 25)

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- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
(What do you think about these two meetings?)

- S : *Untuk penjelasan mengenai OCS nya itu lebih jelas mba. Latihannya juga mulai lebih apa ya...relax gitu.*  
(The explanation about the OCS is clear while the practice is..hemmm say, more relax.)
- R : *Relax maksudnya gimana dek?*  
(Relax?)
- S : *... Biasanya kan kita kalau latihan speaking itu bingung harus ngomong apa apalagi kalau enggak bikin conversationnya dulu sama temen...sekarang udah mulai berani coba ngomong aja dan fokus sama apa temen ngerti sama maksud kita atau enggak mba.*  
(I mean in this last practice I much focused on accrossing the meaning to my parthner rather than composing the right sentences. We used to depend on the dialogue script.)

R: Researcher

S: Student

(Appendix D, interview 21)

In spite of the success of the actions in Cycle II, there were also several problems captured. They could not be solved in the first and second cycles. The problems would be described as follows.

First, most of the students lacked motivation for doing the activities during the teaching and learning process. The students' motivation decreased because that day was the third day for them to stay at school in about a week for joining the intensive course held by the school. The schedule of the intensive course was very full busy. Moreover, students' homework from each lesson teacher remained virtually unchange. The students told the researcher that they were bored with the schedule. They had to wake up at 3 to pray Sunnah, read the Qur'an together and and then pray Shubuh. Besides, they were just back from physic lab conducting lesson practice which expended enough energy. The class was more ineffective because they had to submit the report of the physic practice after the lunchbreak, in which the break was right after the English class. The situation can be seen in the following fieldnotes.

When the researcher enters the class, some students bowed their head lazily on the table or even sleeping. Some female students were laughing together. When the researcher greeted them, they answered unenthusiastically. She said “how’re you today?”, “bad”, “tired” they answered.

(Appendix C, fieldnote 7)

- R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
(What problem did you find in these two meetings?)
- S : *Saya susah nyambungnya mba karena tugas fisika belum selesai. Dan ngantuk juga karena 3 hari ini kita bangunnya jam 3 terus mba.*  
(I was difficult to focus because we have to wake up at 03.00 am everyday.)

R: Researcher                      S: Student                      (Appendix D, interview 24)

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Moreover, some of the female students admired one of the male instructor of that intensive course from Pare (a region in east Java). They talked about him in the English class every chance they had. It disturbed their intention from the teaching and learning process.

When the researcher was presenting the material, there were 4 female students who were laughing. She warned them and other students said “Gandrung mbak” (they are falling in love). She, then knew that most of the female students adored one of the male tutor in the intensive course. During the teaching and learning process, they often talked about him that made that day ineffective.

(Appendix C, fieldnote 7)

- R : *Tapi kok tadi pada seneng-seneng aja perasaan, ketawa-ketawa.*  
(May I know why you laughed and smiled along the lesson?)
- S : *Owhh kalau itu beda mba. Kita tu lagi suka sama mas tentornya yang cakep mba...cakep banget deh mba.*  
(We’re falling in love with the English intensive course instructor who is very handsome...indeed...he’s very handsome.)
- R : *Owalah itu toh.*  
(Ok. I see.)
- S : *Biasa mba...hahaa..buat hiburan aja daripada stress.*  
(Just for fun, miss.)

R: Researcher                      S: Student                      (Appendix D, interview 20)

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Second, some students were not significantly improved their OCS to solve their problems in speaking practice. Despite the improvement of the number of students who used the OCSs, some students tended to use a few OCSs in solving their problems in speaking task.

- R : *Menurut ibu apa kendala yang kita hadapi dalam cycle ini?*  
(In your opinion, what's our obstacle in this cycle?)
- T : *Kalau pada cycle ini yang saya notice adalah beberapa pasangan tidak ada peningkatan pada confidence nya. Ya beberapa saja sih mba, tidak banyak.*  
(In this Cycle I noted some pairs who did not improve their confidence.)
- R : *Oh iya ibu saya juga memperhatikan itu. Tapi masi sedikit mereka menggunakan OCSs ya bu?*  
(Yes, I do agree. Did they still use few OCSs?)
- T : *Betul, menurut saya tidak signifikan dan juga penempatannya kurang tepat. Saya kemaren sampe kemekelan dengar beberapa pasangan yang maksain banget memasukkan OCSs nya itu sehingga justru terlihat tidak natural kan? Padahal penggunaan OCSs itu seperti yang mba Yeni bilang menunjukkan berbicara yang natural to?*  
(Right. I think the improvement of the OCSs use is not significant and the unappropriately used. I laughed along the time yesterday hearing some parthner forced to insert some OCS unappropriately.)

R: Researcher                      T: Teacher                      (Appendix D, interview 25)

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- R : *Kalau OCS itu apa sudah ngerti dek?*  
(Do you know what OCS is?)
- S : *Sedikit mba.*  
(Little.)
- R : *Fungsinya sudah tau?*  
(What about the function?)
- S : *Tau mba tapi pakainya pas yang gimananya masih belum paham.*  
(Yes, I know. I am just confused about the use.)
- R : *Tapi tadi sudah pakai OCS nya enggak?*  
(Did you use OCS in your practice?)
- S : *Pakai mba...tapi tadi diketawain sama Bu Leyla. Hehe.kayaknya salah mba. Hehe...*  
(Yes, but Bu Leyla laughed at me. Hehe. Maybe, we used the unappropriately.)

R: Researcher                      S: Student                      (Appendix D, interview 26)

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Third, most of the students had difficulties in developing the topic. Thus, they carried out short dialogues in the role play task. Most of the students revealed that they had difficulties on developing their conversation into the broader one because of the limitation of the topic. They wished to have freer topic which enable them to be more creative. They felt to be limited by certain fixed expressions.

- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
(What do you think about these two meetings?)
- S : *Mba, kok topiknya enggak luas e mba. Kan kalau bisa luas gitu kita ngembangin percakapannya enak dan pakai OCSs juga bisa lebih banyak.*  
(I think the topic is too small. If we need a broader topic to be free to build a conversation and use the OCSs.)

R: Researcher                      S: Student                      (Appendix D, interview 30)

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- R : *Owh pantesan tadi terlihat menurut semangatnya dibanding latihan sebelumnya. Ada masalah yang lain?*  
(Is there any other problem?)
- S : *Kalau bisa topiknya ganti mba...maksudnya yang lebih umum gitu...biar ngomongnya bisa kemana-mana enggak itu-itu tok. Kan kita susah ngembanginnya mba.*  
(I suggest to have more general topic miss to enable us be more creative in developing the conversation.)
- R : *Ide bagus dek. Makasih atas sarannya dan waktunya. See you.*  
(Good idea.Thanks for your suggestion and time. See you.)

R: Researcher                      S: Student                      (Appendix D, interview 24)

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The last, some students had difficulty in getting the context of the dialogue presented in the recordings. Because the there were some problems with the LCD, the students got the input from audio recordings. In spite of getting the context from audio and visual like they did in watching videos, they had only sounds which helped them understand the context. Moreover, they revealed that the

conversation in the recordings was too fast. It means that the recordings were too difficult for them.

R : *Kendala lain apa yang kamu hadapi dalam latihan kali ini?*  
(What's the problem you face in this cycle?)

S : *Pas listening tadi, aku susah nangkep dialognya.*  
(It's difficult for me to understand the dialogue.)

R : *Lebih susah dari pada pake video ya?*  
(was it more difficult to the Video?)

S : *Iya mba. Kalau video tu aku lebih gampang ngertinya dari gambar-gambarnya...maksudnya tuh dari tempat, trus gerak-geraknya mereka ngapain-ngapain nya itu. Kalau listening kayak tadi kan enggak bisa lihat mba, Cuma suaranya aja.*

(Exactly. I can see the people and the place where the conversation take place in video to help me understand the contex. Instead, I can just listen their voice to know the contex in audio recordings. That's hard.)

R: Researcher

S: Student

(Appendix D, interview 30)

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### 3) The Report of Cycle III

After Cycle I and Cycle II had been done, the researcher made some plans for the next cycle. Cycle III would be conducted because the requirements for research success had not been fulfilled in cycle II. Cycle III was conducted on February 23<sup>rd</sup> and 27<sup>th</sup> 2012. The plans for Cycle III were based on the reflections of Cycle I and Cycle II.

Based on the reflections of Cycle II, there would be some plans in Cycle III.

In planning the actions, the research members discussed together.

#### a) Planning III

In this section, the researcher defined the actions planned in Cycle III. Overall, the plans for Cycle III were the same as the plans in Cycle I and II. However, there were some changes in some activities because in Cycle I and II these activities could not run well as what it had been planned. The researcher and

the teacher planned to implement some actions in Cycle III. The following table shows the existed problems in Cycle II and the plans of the actions for the third cycle.

**Table 17. The Existed problems in Cycle II and the Actions Planning for Cycle III**

<b>The Existed Problems in Cycle II</b>	<b>The Actions planning for Cycle III</b>
<ul style="list-style-type: none"> <li>Some students did not significantly improve their OCS to solve their problems in speaking practice. Despite the improvement of the number of students who use the OCSs, some students tended to use a few OCSs in solving their problems in speaking task. They revealed that they</li> </ul>	<ul style="list-style-type: none"> <li>Grouping the students for role play task in combinations of proficient students and less-proficient ones. The proficient students were asked to motivate those who were less-proficient to use OCSs.</li> </ul>
<ul style="list-style-type: none"> <li>Most of the students lacked motivation for doing the activities during the teaching and learning process.</li> <li>Most of the students had difficulties in developing the topic. Thus, they managed short dialogues in playing the role play task.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting the materials that would not use much energy to be understood and the topic of which was easy to develop.</li> </ul>
<ul style="list-style-type: none"> <li>Most of the students had difficulty in getting the context of the dialogue presented in the recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Asking the groups to bring a laptop computer.</li> <li>Giving them the copy file of the videos and asking them to learn the videos with their groups.</li> </ul>

The planning steps were elaborated as follows:

- (1) Selecting the materials based on the basic standard and competency standard for grade X semester 2

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher agreed to teach “News Item” in Cycle III. The English teacher suggested to teach this topic



because she had taught it in the reading and writing skill. Thus, it was hoped that it would not take much time to explain it to the students.

## (2) Making the media

Based on the materials, the researcher made some media that would be used in Cycle III. Because the material was news item, the researcher looked for some videos that would support the material.

## (3) Deciding the teaching and learning activities

The students would perform a role to be a newsreader, a reporter, and the informants. They would work in groups of four. It was designed to make the time more effective. Due to time limitation, the school only gave two more meetings to conduct this research. The existed problems in Cycle 2 related to the insignificant improvement of some students' OCS would be reviewed by grouping the proficient students with less-proficient ones. Thus, the proficient students were hoped to help the less-proficient ones in sharing their tips or experiences to develop their speaking skills through OCS.

The researcher would group them and ask them to prepare the play in the first meeting of Cycle III. Meanwhile, the second meeting would be used to perform their role play. The students were asked to bring a laptop for each group. They would be given the copy file of a video related to the topic by their own laptop.

In JCoT stage, the students were asked to create a situation for their role-play task. Each member of the groups would brainstorm the basic dialogue and possible OCSs that might be used in the role play. The researcher gave them a

chance to rehearse once in their seats under the supervision of the researcher and the teacher.

(4) Selecting the teaching technique

The teaching technique used in Cycle III was still Genre-based technique consisting of Background Knowledge of the field, Modelling and Deconstruction of the text, Joint Construction of the Text, Independent Construction of the Text, and Linking related texts.

(5) Making the lesson plan

**Table 18: The Scenario of the Teaching and Learning Process in Cycle III**

<b>Learning Activity</b>
<b>MEETING 1</b>
<b>Building Knowledge of the Field (BKOF)</b>
<b>Activity 1</b>
<ul style="list-style-type: none"> <li>Students tell the teacher about what they know about news item.</li> </ul>
<b>Activity 2</b>
<ul style="list-style-type: none"> <li>Students tell the teacher their favorite news item and the news anchor.</li> </ul>
<b>Activity 3</b>
<ul style="list-style-type: none"> <li>Students tell the teacher how news presented.</li> </ul>
<b>MOT (Modeling of the Text)</b>
<b>Activity 4</b>
<ul style="list-style-type: none"> <li>Students watch a video related to the topic.</li> </ul>
<b>Activity 5</b>
<ul style="list-style-type: none"> <li>Students identify the topic of the news and some expression used.</li> </ul>
<b>JCOT (Joint Construction of the Field)</b>
<b>Activity 6</b>
<ul style="list-style-type: none"> <li><u>Students work in group of four preparing for their task.</u></li> </ul>
<b>Activity 7</b>
<ul style="list-style-type: none"> <li><u>Students practice their tasks with their group using their diaries to make plans for using specific OCSs.</u></li> </ul>
<b>Activity 8</b>
<ul style="list-style-type: none"> <li><u>Students perform their task to the teacher in their own seat.</u></li> <li><u>Students are given feedbacks from the teacher.</u></li> </ul>
<b>Activity 9</b>
<ul style="list-style-type: none"> <li><u>Students check and reflect on their own performance to develop their awareness.</u></li> </ul>

*(Continued)*

(Continued)

<b>MEETING 2</b>	
<b>ICOT (Independent Construction of the Field)</b>	
<b>Activity 10</b>	
<ul style="list-style-type: none"> <li>Teacher asks students to prepare the basic dialogues and possible OCSs that they may use in a given role-play topic.</li> </ul>	
<b>Activity 11</b>	
<ul style="list-style-type: none"> <li>Teacher asks the students to perform their task in front of the class.</li> </ul>	
<b>Linking related texts</b>	
<ul style="list-style-type: none"> <li>The teacher asks the students to watch English news program.</li> </ul>	

(6) Preparing the instruments

Before conducting the actions, the researcher also made the research instruments including observation guideline for the teacher and the students and also the interview guideline.

b) Actions and Observations in Cycle III

The actions were carried out two meetings on February 23<sup>rd</sup> and 27<sup>th</sup> 2012.

The schedule of Cycle III can be seen in the following table:

Table 19. **The Schedule of Cycle III**

23 <sup>rd</sup> February 2012	Cycle III, the second meeting <b>Theme:</b> Hot news <b>Text:</b> news item <b>Function:</b> greeting, thanking, expressing general good wishes, asking for information, and asking for someone's opinion	2x45 minutes
27 <sup>th</sup> February 2012	Cycle III, the second meeting <b>Theme:</b> Hot news <b>Text:</b> news item <b>Function:</b> greeting, thanking, expressing general good wishes, asking for information, and asking for someone's opinion	2x45 minutes

The description of the actions of Cycle III is presented as follows:

(1) The first meeting of Cycle III

The first meeting of Cycle III was on Thursday, 23<sup>rd</sup> February 2012. In the first meeting of Cycle III, the researcher reviewed the material about News Item that had already been introduced by the teacher before the research done. In this cycle the students worked in groups of four to do the role play. To make it fair, the researcher formed the group by combining the proficient students with the less-proficient ones. They did not protest about this combination.

The researcher gave the students the file copy of the videos which presented the example of how to present a news. They watched the videos on their laptop on groups. They identified the social function of the news item in the videos. After that they were asked to pretend to be a news reader by reading some news items in front of the class.

(2) The second meeting of Cycle III

In the second meeting, the students were asked to prepare their task. As in Cycle II they were asked to use their strategy diary to make plan for their task. Before performing the role play, the groups were allowed to have rehearsal.

After doing the rehearsal in about 20 minutes, the researcher began to call the first group and asked the other students to identify their friends' OCSs use and gave some feedbacks for their friend.



Figure 6: **Students prepare their task of being a presenter and newsreader.**

c) Reflection III

The reflection was done to evaluate the implementation of some actions conducted in Cycle III. The results of the third cycle were discussed with the collaborator by analyzing the data collected from the field. The data were taken from the observation in the teaching and learning process and interview with the students and the teacher. After discussing the data above, the result could be classified into two main results, i.e. success and failure. The success would be described as follows.

First, the students' vocabulary and fluency were improved. Most of the students were enthusiastic to practice their speaking English. They were happy to use the OCSs in their speaking practice. They also encouraged themselves to use English both in the classroom and outside classroom. Students' focus on communication has changed to insight that meaning as the goal. They tried to do their best to recall their knowledge of grammar and vocabulary in their task. For that reason, they were aware to recall what they had got from their English class

and looked for some vocabularies that they found necessary in their task. As the consequence, their vocabulary mastery was improved.

- R : *Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
(Do you think this training will help you to improve your speaking practice?)
- S : *Iya mba...bisa banget..*  
(Yes, indeed.)
- R : *Dalam hal apa peningkatan yang bisa jelas terlihat?*  
(In what aspect do you think this will work?)
- S : *Hemmm apa ya mbak...yang jelas vocab-vocab yang kita punya selama ini bisa kita pake dan juga memaksa kita untuk belajar lagi materi-materi yang sudah diberikan untuk bisa dipakai ketika conversation gini mba.*  
(Hemmm the vocabulary we have is used in our practice so I think it's an improvement in our vocabulary use.)
- R : *Ohhh jadi peningkatannya adalah penggunaan vocab-vocab yang kalian miliki ya?*  
(Well, let's say the improvement is in your vocabulary?)
- S : *Dan pas conversation itu kadang kita banyak banget menemukan kata-kata yang kita enggak tahu bahasa inggrisnya mbak.nah setelah latihan itu kita tanya teman atau cari di kamus gitu. Jadi nambah kosa kata deh mbak...*  
(Yes. And also we are motivated to look for words that probably used in our practice. It adds our vocabulary size.)

R: Researcher

S: Student

(Appendix D, interview 19)

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Second, most of the students were able to solve their problems in speaking by maximizing the use of OCS. Most of the students were able to speak longer in their task. They started helping themselves by using OCSs. The students' self-confidence has encouraged the improvements in their speaking practice. They used English more frequent after this training. As the consequence, they were accustomed to speak in English and improved their speaking skills.

- R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*  
(Is there any improvement in your speaking practice in these last two meetings?)
- S : *Ada.*

(Yes.)

R : *Meningkatnya dibagian mana dek?*

(What part does it improve?)

S : *Saya sekarang kalau lagi percakapan bisa lebih panjang-panjang kalimatnya mba. Sebelumnya saya cuma seadanya apalagi pas awal-awal tidak buat skrip sebelumnya jawabnya cuma satu atau dua kata.*

(Now, I can make a longer conversation. In the beginning I was just able to say a very short sentence. I even make one or two words without making the script before practicing.)

R: Researcher

S: Student

(Appendix D, interview 43)

Third, the students' speaking practice was improved along with the ability of maintaining the conversation and OCS. The students' speaking practice significantly increased. The improvement of their vocabulary, self-confidence, and the use of OCS encouraged the improvement in their speaking practice. Based on the interview and observations, the students got more practice since this research both inside and outside the classroom.

R : *Iya bu, bisa dipahami. Menurut ibu apakah ada peningkatan speaking practice siswa sejauh ini?*

(In your opinion, is there any improvement in students' speaking practice so far?)

T : *Ya. Indikatornya adalah mereka bercakap-cakap dalam bahasa inggris ... Tanpa membuat skrip terlebih dahulu, tanpa harus setiap saat diawasi, dan ketika giliran maju mereka serius menyukkseskan obrolan itu menurut saya sudah cukup menunjukkan peningkatan itu kan mba? tidak bisa terlalu berharap speakingnya meningkat drastis dengan waktu yang singkat ini.*

(Yes. I think the indicator of the improvement is that they are able to make a conversation in English freely. They also did the practice by their own willingness without making the script and teacher supervision. That's a good indication that they improve their speaking practice I think. Is it? We can't expect too much they can improve their English speaking ability extremely in this short time.)

R : *Betul sekali bu. Peningkatan itu lebih kepada kemampuan fluency nya bu?*

(I do agree. Do you want to say that the improvement is more in the fluency?)

T : *Iya...lebih ke fluency nya ya...*

(Exactly.)

R: Researcher                      T: Teacher                      (Appendix D, interview 32)

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Fourth, Most of the students were very actively involved and enthusiastic in accomplishing the activities in teaching and learning process. Most of the students were enthusiastic to practice speaking in English. They were happy to use OCSs in their speaking practice. They also encouraged themselves to use English both in the classroom and outside classroom.

R : *Alhamdulillah ya bu kalau ada kemajuan yang positif pada Cycle III ini. Bagaimana tanggapan siswa terhadap aktifitas pembelajaran pada Cycle III ini?*

(In your opinion, how was the students' response to this Cycle III learning activity?)

T : *Bagus...mereka lepas, enjoy yang tentu berpengaruh pada peningkatan practice mereka.*

(Good. They enjoyed in the class and improved their speaking practice.)

R : *Antusias pada kegiatan atau aktifitasnya apakah juga berarti siswa antusias pada training OCSnya bu?*

(Does it mean they also enjoyed the OCSs training?)

T : *Hemmm karena memang main activity nya itu sesungguhnya pada training OCS itu dan kelihatannya tidak ada masalah disitu, ya mereka antusias atau suka sama training ini.*

(Hemm..yes I think. Because the main activity is the training itself, I can say that they enjoyed the training.)

R: Researcher                      T: Teacher                      (Appendix D, interview 32)

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R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*

(Is there any improvement in your speaking practice in these 2 last meetings?)

S : *Aku sekarang senang latihan pake Bahasa Inggris lho mbak. Walaupun bukan pelajaran Bahasa Inggris juga kadang aku sama temenku sok..sok..latihan.*

(I love to practice my English. I practice it also outside English lesson with my friends.)

R: Researcher                      S: Student                      (Appendix D, interview 35)

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The last, the students' self confidence to use English in speaking has more improved. In the previous Cycle some students tended to be silent and lower their voice when the researcher and the teacher approached them.

- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
(What do you think about these two meetings?)
- S : *Lebih gampang daripada yang kemaren itu mba.*  
(I think it's was easier than the first practice.)
- R : *Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?*  
(Is there any improvement in your speaking practice?)
- S : *Enggak banyak peningkatan mba tapi saya berani aja speaking sekarang. Berusaha enggak tanya Poppy lagi kata-katanya.hehe.*  
(The improvement is not very significant but at least I am confident to try using English.)

R: Researcher                      S: Student                      (Appendix D, interview 17)

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In the practice stage, the students faced each other and started to practice. Most of them were enthusiastic in practicing their English and using the OCS that they planned in preparation stage.

(Appendix C, fieldnote 10)

After evaluating the third cycle, the teacher and the collaborator had agreed to end the cycle. The next cycle was still needed to improve the students' grammar accuracy. However, the condition was not feasible because of some reasons. First, the goal of the research was sufficiently attained. Second, depend on the teacher's schedule, the English lesson was not divided specifically into four skills. Furthermore, there were many materials in second semester which were not taught yet.

## 2. General Findings

According to the reflections in the third cycle, it could be concluded that OCS were successful to improve students speaking practice. The researcher and the

English teacher as the collaborator found out that students were extremely enthusiastic and interested in doing the tasks in Cycle III. They showed good involvement during the teaching and learning process of speaking and cooperation in completing the tasks. In solving their problems in speaking, they made a good improvement. They maximized using the OCSs and thus improved their speaking fluency. The following table shows the general findings of Cycle I, Cycle II and Cycle III.

Table 20. The Improvements Before and After Implementation of the Research

No	Field Problems	The improvement after the actions					
		Actions	After Cycle I	Actions	After Cycle II	Actions	After Cycle 3
1	The students responded the teacher's questions or comments in Indonesian. Moreover some students did not use English in speaking performance. Some students had difficulties in delivering ideas in English	<ul style="list-style-type: none"> <li>Using OCSs to compensate the breakdowns in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Some students still hesitated to use English in the role play task without making dialogue script.</li> <li>Some students still stopped speaking and asked the other friend or the teacher to ask the vocabulary. They tended to shift it to Indonesia or ask other friend the words every time they met difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Using jigsaw technique in discussing the OCSs</li> <li>Grouping the students in combinations of proficient students and less-proficient ones in jigsaw technique. The proficient students were asked to motivate those who were less-proficient to use OCSs.</li> <li>Giving the students chances to use the nine taught OCSs in free communication.</li> <li>Using a strategy diary to help the</li> </ul>	<ul style="list-style-type: none"> <li>Some students did not significantly improve their OCS use to solve their problems in speaking practice. Despite the improvement of the number of students who use the OCSs, some students tended to use a few OCSs in solving their problems in speaking task. They revealed that they</li> </ul>	<ul style="list-style-type: none"> <li>Grouping the students for role play task in combinations of proficient students and less-proficient ones. The proficient students were asked to motivate those who were less-proficient to use OCSs.</li> </ul>	<ul style="list-style-type: none"> <li>The students' vocabulary and fluency were improved.</li> <li>Most of the students were able to solve their problems in speaking by maximizing the use of OCS.</li> <li>The students' speaking practice was improved along with the ability of maintaining the conversation and OCS use.</li> <li>Most of the students were very actively involved and enthusiastic in accomplishing</li> </ul>

				students reflect their performance.			the activities in teaching and learning process.
2	The teacher taught grammar separated from the context. In the practice and production stages, the teacher asked the students to drill the structure form. Therefore, the teacher much focused on teaching the structure without context.	<ul style="list-style-type: none"> <li>• Using videos as the input model to help them recognize the context of the expressions used.</li> <li>• Teaching short functional text</li> <li>• Giving the students chance to practice their speaking in a role play</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the students got misconception of the role play task. It was because they were not accustomed to have a role play. Besides, it was the first time for them to perform speaking task without making the dialogue script.</li> </ul>	<ul style="list-style-type: none"> <li>• Translating the explanation into Bahasa Indonesia</li> <li>• Giving more guidance and direction in preparing the play.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the students lacked motivation for doing the activities during the teaching and learning process.</li> <li>• Most of the students had difficulties in developing the topic. Thus, they managed short dialogues in playing the role play task.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting the materials that would not use much energy to be understood and the topic of which was easy to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• The students' self confidence to use English in spoken has more improved. In the cycle I some students tended to be silent and lower their voice when the researcher and the teacher approached them.</li> </ul>
3	There was LCD in the classroom which rarely used for teaching and learning process. Hence, The teaching-learning facilities were not maximally used.	<ul style="list-style-type: none"> <li>• Using the LCD to present video as the authentic material.</li> </ul>	<ul style="list-style-type: none"> <li>• There was a technical problem dealing with the LCD. As a result, there was too much time managed in playing the video until students got the expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using audio recordings as the input model.</li> <li>• Giving them the copy file of the videos and asking them to learn the videos with their groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the students had difficulty in getting the context of the dialogue presented in the recordings.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking the groups to bring a laptop computer.</li> <li>• Giving them the copy file of the videos and asking them to learn the videos with their groups.</li> </ul>	

## **B. Discussion**

English speaking ability has become a necessary for establishing linkages, in conducting international trade, diplomatic exchange and the use of new technology. Since, Indonesia plays more important roles internationally, the ability to communicate in English effectively is a must for the students' success in equipping them to face the real-life situations.

English as a foreign language is a compulsory subject taught in high and secondary schools aims at preparing students to be able to communicate in English in the communication context that meets their needs. It should equip students to be able to communicate in the daily life based on global needs and prepare students to develop communication to the higher level.

To be able to transfer knowledge and exchanging knowledge and information in English effectively and successfully, students need to require communicative competences, they are: discourse competence, grammatical competence, sociolinguistic competence, and strategic competence. Of course, it takes long time and efforts to require those competences. Nonetheless, students couldn't wait to start developing their communication skill until being mastered of those all competencies. In relation to this, they should be given opportunities to have fluent speaking practice in the classroom and equipped to be able to practice their English autonomously outside the classroom.

In this research, the researcher covered the goals by using Genre-Based Technique. The choice of the technique was based on the discussion between the researcher and the English teacher. In addition, it was also based on the English

teaching technique applied in the school. Genre-based technique proposed by Feez (1998) consist of five stages of teaching: Building Knowledge of the Field, Modelling and Deconstruction of the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking related text and provided cooperative learning activities.

In the Building Knowledge of the Field stage, the reseacher introduced the social context of the topic being studied to the students. Then, the students could explore the features of general cultural context in which the text type is used and the social purpose the text type achieves. At last, they could explore the immediate context of a situation by investigating the register of a model text which has been selected on this basis of the course objective and students' needs.

This stage also can be said as the stage in which the teacher helps the students to activate their background knowledge (Feez: 1998: 28) before presenting the context through discussion to establish the social purpose, asking and answering questions related to the topic.

In modeling and deconstruction of the text stage, the researcher introduced the expressions that would be learnt by the students by asking some questions related to the topics and stimulating them to share their prior knowledge related to particular expressions. Then, the teacher presented the videos as the models of expressions learnt by the students and presented the situations in which the expressions could be used. Further, they had to identify the expressions they found in the videos. After students could successfully identify the expressions, they studied other expressions.

In Joint Construction of the Text, the students began to contribute to the constructions of the whole examples of expressions studied and the researcher gradually reduces her guidance. In this stage, the teacher applied OCS to improve students' speaking practice. Thus, at this stage also the researcher formed the students in groups so that they worked together with their friends to discuss what, how, and when the OCSs given were possibly used. They then presented the concept of OCSs given to the class. After having the presentation, they were given opportunities for practice in the use of the OCSs covered in the role play which was integrated into materials studied in each cycle. Before acting out the role play, they rehearsed once in their own seats.

In independent Construction of the Text, the students were given another role play situation related to the topic. They practiced speaking based on the situation in pairs or groups without preparing the dialogue script to be memorized. They were encouraged to brainstorm basic dialogue they might be used and which OCSs were needed. They were not given a chance to rehearse in their seats.

OCS was used to promote students' strategic competence which enabled them to solve their English spoken problems. As suggested by Dornyei and Thurrell (1991), strategic competence is important since it enables the foreign language learnersto use strategies to cope with their communication problems. Thus, it is beneficial to incoperate the strategy training in English syllabus, especially in English speaking courses. Since English is a foreign language in Indonesia, students tend to have less chance to communicate English outside the classroom. Therefore, it is beneficial to find an alternative method of teaching English

speaking to improve Indonesian students' speaking practice. As suggested in Chapter 1, it is not enough to encourage only speaking activities in class but teachers may also explicitly introduce oral communication strategies. It is beneficial to equip students to gain more confidence to practice their speaking fluency inside or outside the classroom.

The findings indicated that the students' OCS improved their speaking practice. OCS could also be used to gain students confidence to speak English freely.

The three cycles in this research were done. The research was begun on January 16<sup>th</sup> 2012 and ended on February, 27<sup>th</sup> 2012. In the three cycles, the researcher implemented OCS as the which was done in the practice stage. There were some successful and unsuccessful actions in the first cycle. They were the technical problem related to the LCD, students' vocabulary and students' confidence. The technical problem happened because the LCD did not work well, so it was difficult for students to get the expressions presented in the videos. In addition, some students still found some difficulties in terms of finding words in the middle of their conversation practice. Some students' confidence to practice spoken English without memorizing the dialogue script did not improve in this cycle since it was the first time for them to have such speaking practice. They also revealed that they need more time and chances to understand the OCS concept and to have fluency practice. So, the researcher and the collaborator decided to change and add some activities in Cycle II. Unfortunately, the improvement of students' speaking practice was not significant in Cycle II. It was because the school



committee an intensive course that required the students to stay at school in a week. The tight schedule of the intensive course and homeworks from other courses caused the students felt tired and sleepy. Because the requirements for the research success had not been fulfilled, the researcher and the teacher decided to continue the research. Some modifications were planned based on observation and interview held in Cycle II. Moreover, in the third cycle all of the actions were successful to improve students' speaking practice. It can be seen from students' behaviour, opinion and feelings related to the actions. The following are explanations about the three cycles.

#### 1. The design of action in Cycle I

In the first cycle, researcher implemented the OCS. There were two meetings in this cycle. The OCS was integrated with other activities. It was aimed at enabling the students to solve their problems in speaking practice. So, students would be motivated to have more practice inside and outside the classroom. Here are the successful and unsuccessful actions in Cycle I.

##### a) The successful actions

- (1) The students knew the function that they learned and in what context they could use it.
- (2) The students began to maintain the conversation.
- (3) The students began to regard speaking English is not that hard.
- (4) The students could respond their teacher in English.

##### b) The unsuccessful actions

- (1) There was technical problem dealing with the LCD, so that the students couldn't get the expressions presented in the videos. It made allocated time was not used effectively.
- (2) Some students still hesitated to practice speaking without making the dialogue script like they used to do.
- (3) Some students stopped speaking and asked the other friend some words.

## 2. The design of action in Cycle II

In Cycle II, the teacher still implemented OCS. There were two meetings in this cycle. The OCS was integrated with other activities enabled the students to solve their problems in speaking practice. However, there were some changes in the actions. First, in the first cycle the researcher played the video many times and asked the students to guess the topic and identify the expressions that wasted the time, in Cycle II the researcher just played it three times and gave them some questions related to the context and the expressions so that they focused to get the answer. Second, in the first cycle the researcher asked students to work in pairs to discuss the OCS sheet, but most of the students got misconception about the OCS. So, the researcher asked the students to work in group of four in the second cycle. The last, in the first cycle they were not provided opportunities for practice in the use of the nine OCSs, in the second cycle they were given tasks to practice each OCSs.

## 3. The design of action in Cycle III

In the third cycle, the researcher still implemented the OCS. There were two meetings in this cycle. The OCS was integrated with other activities enabled the

students to solve their problems in speaking practice. There were some changes in terms of activities in this cycle. In the first and second cycle, the topics were about expressions, but in the third cycle the researcher and the English teacher decided to design the activities into more complex to challenge the students. The material was “news item” which enabled students to be more creative in implementing the OCSs. Overall, all of the actions implemented and the teaching and learning process could run well. Students were happy, enthusiastic and interested in the materials presented by the teacher. So, their speaking practice was improved.

## **CHAPTER V**

### **CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter is divided into three parts namely conclusion, implications, and suggestions. The explanation of each part is presented below.

#### **A. Conclusions**

The three cycles in this research were completely done. The research began on January, 16<sup>th</sup> 2012 and ended on February, 27<sup>th</sup> 2012. This research was about efforts to improve students' speaking practice through OCS. In line with the discussion in the previous chapter, it can be concluded that OCS is believed to be effective to improve students' speaking practice. It can be seen as follows.

1. The researcher and the English teacher as collaborator implemented some actions to solve the problems. The actions were conducted in three cycles, in which each cycle consisted of two meetings. They applied OCS in the English speaking practice. They also did a reflection in each cycle to evaluate the implemented actions and found out the successful and unsuccessful actions.
2. The use of OCS could improve students' speaking practice. The improvements could be seen from the results of classroom observation and interview to the English teacher and students. The result of this research shows there are some improvements in terms of the students' speaking practice, motivation, and self-confidence. The improvement of students' speaking practice gives positive influences to the speaking ability, especially their fluency, by providing them strategy to compensate their English skills defeciencies in speaking practice and enough opportunities to practice their

speaking skills. Moreover, the improvement of the students' self-confidence and motivation could be shown from their performance which was braver than before. Their intonation and speech were louder and clearer. The students were also enthusiastic in doing the speaking activities.

## **B. Implications**

The results of this study have implied several points that can be drawn as follows.

1. The use of OCSs in speaking activities enables students to compensate their English skills deficiencies and provide them with a sense of security in speaking practice which bring about the improvement in their speaking ability.
2. The improvement of students' OCS carries out the students' motivation and self-confidence in accomplishing the speaking activities. Speaking is not only the matter of using appropriate grammar. Nevertheless, building the students' willingness to speak using the target language is the most important point that should be taken into account. Consequently, the teacher should promote the fluency in speaking activities whereas the grammar accuracy should be supplied in teaching reading or writing.

## **C. Suggestions**

Based on the conclusion and the implications, there are some suggestions for the English teacher and the other researcher. The suggestions are as follows:

### 1. To the students

They should practice their spoken language and use OCSs when they find some breakdowns in communications. They can practice it both in the classroom and outside classroom.

### 2. To the English teachers

The English teacher needs to design fluency practice activities rather than accuracy activities in English speaking to improve students speaking skills. It is essential to find other activities which provide the use of OCS.

### 3. To other researchers

It is necessary to follow up this study in order to find more actions to improve students' speaking practice. It is also possible for other researchers to conduct this study in other schools.

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# APPENDIX A

## THE COURSE GRID

## COURSE GRID

## Standard Competence

9. Expressing the meaning within transactional and interpersonal dialogues in various daily life contexts.

## Basic Competence

- 9.1 Expressing the meaning within both formal and informal transactional (to get things done) and interpersonal (to socialize) dialogues accurately, fluently, and appropriately in various daily life contexts such as: thanking, giving compliments and congratulations.

Cycle	Theme	Example of expressions	Input text	Indicator	Learning Activity	Materials	Media
<b>I</b> (1 <sup>st</sup> -2 <sup>nd</sup> meeting)	<b>Text :</b> Short functional text  <b>Function:</b> Congratulating, complimenting, and thanking  <b>Topic:</b> Congratulation! You did it well	<b>a.giving and responding congratulations</b> <ul style="list-style-type: none"> <li>• Congratulations!</li> <li>• Congratulations on winning...</li> <li>• I'd like to congratulate you on....</li> </ul> <b>b.giving and responding compliments</b> <ul style="list-style-type: none"> <li>• Fantastic!</li> <li>• You look beautiful tonight.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts containing of lists of giving and responding congratulations, and giving and responding compliments expressions.</li> <li>• Videos related to giving and responding congratulations, and giving and responding compliments</li> <li>• Handouts containing of lists of OCSs</li> </ul>	a. Able to understand vocabularies related to the topic. b. Able to identify congratulations, compliments, presented in the video. c. Able to apply giving and responding congratulations, and compliments expressions	<b>MEETING 1</b>  <b>Opening activities</b> <ul style="list-style-type: none"> <li>• The teacher greets the students.</li> <li>• The teacher leads the prayer.</li> <li>• The teacher checks students' attendance.</li> </ul> <b>Main activities</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 1</b> <ul style="list-style-type: none"> <li>• Teacher asks the students related to the topic in their real life.</li> </ul> <b>Activity 2</b> <ul style="list-style-type: none"> <li>• Students look at a picture related to the topic and discuss it.</li> </ul> <b>Activity 3</b> <ul style="list-style-type: none"> <li>• Students watch a video related to the topic.</li> <li>• Students identify the topic, situation, and expressions related to the topic in the video.</li> </ul> <b>MOT (Modeling of the Text)</b> <b>Activity 4</b> <ul style="list-style-type: none"> <li>• Students watch again the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts containing of giving and responding congratulations, and giving and responding compliments expressions.</li> <li>• Handouts containing of lists of OCSs</li> </ul>	LCD projector, picture, white board, sound, laptop, etc.

					<ul style="list-style-type: none"> <li>• Students complete missing expressions.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Students watch another video.</li> <li>• Students complete the dialogue based on what they hear.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Students write the expressions related to the topic presented in the video.</li> <li>• Students get handout containing expressions related to the topic.</li> <li>• Students listen to the teacher reading aloud the expressions.</li> <li>• Students repeat after the teacher.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>• Students complete some dialogues and act out the dialogues with partner.</li> </ul> <p style="text-align: center;"><b>MEETING 2</b></p> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>• Students tell their problem in communication.</li> </ul> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>• Students are introduced to the definition and concept of oral communication strategies (OCSs)</li> <li>• Students discuss the advantages and usefulness of OCSs.</li> </ul> <p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li>• Students discuss with their partner about what, how, and when the OCSs are used.</li> <li>• Students read some dialogues that contain some OCSs, then analyze the expressions and OCS used with</li> </ul>	
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					<p>partner.</p> <p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li>• Students are asked to have a conversation based on the given situations.</li> <li>• Students recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue and the possible OCSs that they may use.</li> <li>• Students rehearse once in their seats.</li> <li>• Students perform in front of the class.</li> <li>• Students get feedbacks from their teacher and friends.</li> </ul> <p><b>Activity 12</b></p> <ul style="list-style-type: none"> <li>• Students check and reflect on their own performance.</li> </ul> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 13</b></p> <ul style="list-style-type: none"> <li>• Students prepare the basic dialogues and possible OCSs that they may use in a given role-play situation.</li> <li>• Students perform in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to find an English movie then identify and write some expressions related to the topic.</li> </ul> <p><b>Closing Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher and students make conclusion from the material given today.</li> <li>• The teacher gives feedback from today's discussion.</li> <li>• The teacher leads the closing prayer.</li> </ul>		
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### Standard Competence

9. Expressing the meaning within transactional and interpersonal dialogues in various daily life contexts.

### Basic Competence

9.2 Expressing the meaning within both formal and informal transactional (to get things done) and interpersonal (to socialize) dialogues accurately, fluently, and appropriately in various daily life contexts such as: expressing surprise and amazement, and accepting invitations.

Cycle	Theme	Example of expressions	Input text	Indicator	Learning Activity	Materials	Media
II (3 <sup>r</sup> -4 <sup>th</sup> meetings)	<b>Text :</b> Short functional text  <b>Function:</b> invitations  <b>Topic:</b> That sounds a nice idea	<b>Giving invitations:</b> <ul style="list-style-type: none"> <li>• Would you like to come to my place for dinner tonight, please?</li> <li>• With pleasure.</li> <li>• I'm afraid I can't, I've already got an appointment.</li> </ul>	<ul style="list-style-type: none"> <li>• Handout containing of lists of giving and responding invitations expressions.</li> <li>• Videos related to giving and responding invitations expressions.</li> <li>• Handout containing of lists of OCSs</li> </ul>	a. Able to understand vocabularies related to the topic. b. Able to identify giving and responding invitations expressions presented in the video. c. Able to apply giving and responding invitations expressions.	<b>MEETING 1</b>  <b>Opening activities</b> <ul style="list-style-type: none"> <li>• The teacher greets the students.</li> <li>• The teacher leads the prayer.</li> <li>• The teacher checks students' attendance.</li> </ul> <b>Main activities</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 1</b> <ul style="list-style-type: none"> <li>• Teacher asks the students related to the topic in their real life.</li> </ul> <b>Activity 2</b> <ul style="list-style-type: none"> <li>• Students tell the teacher about their experiences related to the topic.</li> <li>• Students tell how they invite people to their event.</li> </ul> <b>Activity 3</b> <ul style="list-style-type: none"> <li>• Students listen to an audio related to the topic.</li> <li>• Students and the teacher do questions and answer related to the topic and</li> </ul>	<ul style="list-style-type: none"> <li>• Handout containing of lists of giving and responding invitations expressions.</li> <li>• Handout containing of lists of OCSs</li> </ul>	LCD projector, picture, white board, sound, laptop, etc.

					<p>situation presented in the audio.</p> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Students listen again the previous audio.</li> <li>• Students identify the expressions related to giving and responding invitations</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Students listen to another audio and fill in the blank with the expressions of giving and responding invitations presented in the audio.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Students write some the expressions of giving and responding invitations.</li> <li>• Students get handout containing the expressions of giving and responding invitations.</li> <li>• Students listen to the teacher reading aloud the expressions and repeat after her.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>• Students complete some dialogues with appropriate expressions and act out the dialogue with partner.</li> </ul> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>• Students and the teacher practice the expressions in a conversation spontaneously.</li> </ul> <p style="text-align: center;"><b>MEETING 2</b></p> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>• <b>Students discuss OCSs in a group of four.</b></li> <li>• <b>Students present OCSs to the class</b></li> </ul>	
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					<p>and give the example.</p> <p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li>• Students are given opportunities to practice the nine OCSs in pairs by having some instructions that train them to use specific OCSs.</li> </ul> <p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li>• Students are asked to have a conversation based on the given situations.</li> <li>• Students recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue and the possible OCSs that they may use.</li> <li>• Students rehearse once in their seats.</li> <li>• Students perform in front of the class.</li> <li>• Students get feedbacks from their teacher and friends.</li> </ul> <p><b>Activity 12</b></p> <ul style="list-style-type: none"> <li>• Students check and reflect on their own performance to develop their awareness.</li> </ul> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 13</b></p> <ul style="list-style-type: none"> <li>• Students prepare the basic dialogues and possible OCSs that they may use in a given role-play situation.</li> <li>• Students perform in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to find an English movie then identify and write some expressions related to the topic.</li> </ul> <p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>• The teacher and students make</li> </ul>		
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					conclusion from the material given today. • The teacher gives feedback from today's discussion. • The teacher leads the closing prayer.		
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### Standard Competence

10. Expressing the meaning within short functional text and simple narrative, descriptive, and news item monologues in daily life contexts.

### Basic Competence

10.2 Expressing the meaning within simple narrative, descriptive, and news item monologues, accurately, fluently, and appropriately in various daily life contexts.

Cycle	Theme	Example of expressions	Input text	Indicator	Learning Activity	Materials	Media
III (5 <sup>th</sup> -6 <sup>th</sup> meetings)	<b>Text :</b> News item  <b>Function:</b> Greetings, asking for information, asking for opinion, thanking  <b>Topic:</b> Hot news	<b>a. greeting:</b> Morning! Good to see you (again)! Hi (viewers)! How are you? <b>b. asking for information:</b> could you tell me...? Do you happen to know? <b>c. asking for someone opinion:</b> What do you think about...? What is your opinion of...?	• Handout containing of lists of related expressions. • Videos related to presenter and News Reader. • Handout containing of lists of OCSs	a. Understand what reporter, newsreader, and presenter (host) are. b. Understand the manner how to be a good reporter, newsreader, and presenter (host). c. Able to collect and present the information as a reporter, newsreader, and presenter (host). d. Able to perform the language functions, e.g.	<b>MEETING 1</b> <b>Opening activities</b> <ul style="list-style-type: none"> <li>• The teacher greets the students.</li> <li>• The teacher leads the prayer.</li> <li>• The teacher checks students' attendance.</li> <li>• The teacher states the objective of the lesson.</li> </ul> <b>Main activities</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 1</b> <ul style="list-style-type: none"> <li>• Teacher asks the students related to the topic in their real life.</li> </ul> <b>Activity 2</b> <ul style="list-style-type: none"> <li>• Students look at some pictures related to the topic.</li> <li>• Students and the teacher do questions and answers related to the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts containing of expressions' list, theory of news item</li> <li>• Handouts containing of lists of OCSs</li> </ul>	LCD projector, picture, white board, sound, laptop, etc.



		<p><b>d. thanking:</b> Thank you very much. Thanks for...</p> <p><b>e.expressing general good wishes:</b> I hope everything goes well, have a good/nice time.</p>		<p>greeting, asking for opinion, asking for information, etc.</p> <p>e. Able to act like reporter, newsreader, and presenter (host) with good speaking ability.</p>	<p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>Students tell the teacher their favorite news program and the news reader or presenter, and why they adore their news program and news reader or presenter.</li> <li>Students tell the teacher how their favorite news reader and presenter presented the news.</li> </ul> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>Students watch a video related to the topic.</li> <li>Students identify the topic of the news and some expressions used.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>Students get handouts containing of the procedures of being news reader, presenter and reporter, and the expressions' list.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>Students read some news item in front of the class.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>Students pay attention to the example of being reporter presented by the teacher and collaborator.</li> </ul> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>Students work in group of four preparing for their task.</li> <li>Students practice their activities with their group using their diaries to</li> </ul>	
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					<p><b>make plans for using specific OCSs.</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>• Students practice their task in their own seats.</li> <li>• Students are given feedbacks from the teacher and friends.</li> </ul> <p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li>• Students check and reflect on their own performance to develop their awareness.</li> </ul> <p><b>MEETING 2</b></p> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li>• Students prepare the basic dialogues and possible OCSs that they may use in a given role-play topic.</li> </ul> <p><b>Activity 12</b></p> <ul style="list-style-type: none"> <li>• Students perform their task in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to watch English news program.</li> </ul> <p><b>Closing Activity:</b></p> <ul style="list-style-type: none"> <li>• The teacher and students make conclusion from the material given today.</li> <li>• The teacher gives feedback from today's discussion.</li> </ul> <p>The teacher leads the closing prayer.</p>	
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# APPENDIX B

## LESSON PLANS

## LESSON PLAN

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School	: MAN Yogyakarta III
Level	: X grade
Semester	: 2 (even semester)
Skill	: Speaking skill
Topic	: Congratulation! You did it well
Time allocations	: 4 x 45 minutes

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### **I. Standard competence**

9. Expressing the meaning within transactional and interpersonal dialogues in various daily life contexts.

### **II. Basic competence**

9.1 Expressing the meaning within both formal and informal transactional (to get things done) and interpersonal (to socialize) dialogues accurately, fluently, and appropriately in various daily life contexts such as: thanking, giving compliments and congratulations.

### **III. Objective**

By the end of the class, the students are able to express how to congratulate, compliment, and thank.

### **IV. Indicators**

1. Able to understand vocabularies related to the topic.
2. Able to identify congratulations, compliments, presented in the video.
3. Able to apply giving and responding congratulations, and compliments expressions

### **V. Teaching method**

Genre-based technique (BKoF, MoT, JCoT, and ICoT)

### **VI. Teaching materials**

- A. Video
- B. Completing missing expressions.
- C. Giving and responding to congratulations and compliments expressions.

Expressions	Functions
Thank you very much (for...) Thanks. Thanks a lot for... Many thanks.	Thanking
What a ...! That's a very nice ... I like your ... You're looking good!	Complimenting
Congratulations on winning ... I'd like to congratulate you on ... I must congratulate you on your ... Well done.	Congratulating

D. Completing some dialogues and acting them out with partner.

E. Oral Communication Strategies (OCSs) training.

F. Performing a role-play.

## VII. Teaching and learning activity.

Activities	Duration
<b>Opening activities</b> <ul style="list-style-type: none"> <li>– The teacher greets the students.</li> <li>– The teacher leads the prayer.</li> <li>– The teacher checks students' attendance.</li> <li>– The teacher states the objective of the lesson</li> </ul>	10 minutes
<b>Main activities</b> <p style="text-align: center;"><b>MEETING I</b></p> <b>Building Knowledge of the Field (BKOF)</b> <ul style="list-style-type: none"> <li>– Teacher asks the students related to the topic in their real life.</li> </ul> <b>Activity 2</b>	80 minutes

<ul style="list-style-type: none"> <li>– Students look at a picture related to the topic and discuss it.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>– Students watch a video related to the topic.</li> <li>– Students identify the topic, situation, and expressions related to the topic in the video.</li> </ul> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>– Students watch again the video.</li> <li>– Students complete missing expressions.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>– Students watch another video.</li> <li>– Students complete the dialogue based on what they hear.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>– Students write the expressions related to the topic presented in the video.</li> <li>– Students get handout containing expressions related to the topic.</li> <li>– Students listen to the teacher reading aloud the expressions.</li> <li>– Students repeat after the teacher.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>– Students complete some dialogues and act out the dialogues with partner.</li> </ul>	
<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>– <b>Students tell their problem in communication.</b></li> </ul> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>– <b>Students are introduced to the definition and concept of oral communication strategies (OCSs)</b></li> </ul>	80 minutes

<p>– Students discuss the advantages and usefulness of OCSs.</p> <p><b>Activity 10</b></p> <p>– Students discuss with their partner about what, how, and when the OCSs are used.</p> <p>– Students read some dialogues that contain some OCSs, then analyze the expressions and OCS used with partner.</p> <p><b>Activity 11</b></p> <p>– Students are asked to have a conversation based on the given situations.</p> <p>– Students recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue and the possible OCSs that they may use.</p> <p>– Students rehearse once in their seats.</p> <p>– Students perform in front of the class.</p> <p>– Students get feedbacks from their teacher and friends.</p> <p><b>Activity 12</b></p> <p>– Students check and reflect on their own performance.</p> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 13</b></p> <p>– Students prepare the basic dialogues and possible OCSs that they may use in a given role-play situation.</p> <p>– Students perform in front of the class.</p> <p><b>Linking related texts</b></p> <p>The teacher asks the students to find an English movie then identify and write some expressions related to the topic.</p>	
<p><b>Closing activities</b></p> <p>– The teacher and students make conclusion from the material given today.</p>	10 minutes

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| <ul style="list-style-type: none"> <li>– The teacher gives feedback from today's discussion.</li> <li>– The teacher leads the closing prayer.</li> </ul> |  |
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### **VIII. Assessment**

- a. Technique
  - Performance test (role play)
- b. Instrument
  - Interview guideline and observations checklist
- c. Instruction
  - Have a conversation based on the following situations.

Yogyakarta, 2012  
Teacher,

Yeni Fitri Yani  
07202244146



### Building Knowledge of the Field

#### TASK 1

Answer these questions orally.

1. Have you ever got any achievements in your life?
2. What was the best achievement you got?
3. How did you feel when you got an achievement?
4. How did people respond to your achievement? Did they congratulate you?
5. What do you say when you want to congratulate someone?
6. How do you respond to someone congratulations?
7. What do you say when you want to compliment someone?
8. How do you respond to someone compliment?

#### TASK 2

Look at the picture and answer the questions.



1. What do you see in the picture?
2. What are they doing?
3. How do you congratulate anyone and give compliment in your culture?
4. On what occasions do people usually congratulate or compliment each other?
5. Mention some expressions of congratulating and giving complement.

#### TASK 3

Pay attention to the video and answer these questions orally.

1. Who are they in the video?
2. What is the relationship among the people?
3. What are they doing?
4. How do Alex and Mark feel? Why?
5. Where are they?
6. What is the topic of the video?

## Modeling of the Text

### TASK 4

Pay attention again to the conversation in the video to complete the missing expressions. The script is in the Appendix.

Mark : I say....I said...we can do it.

Alex : Uh huh. You see Stan's face (laughing)

Mother : (Suddenly come) Alex...what happened with the try out?? How did it go?? (Sitting)

Alex : It keeps Mark. Mark can get the try-out..um..-

Mark : Um....

Alex : Um..so do I. made the team..

Mother : Oh really!\_\_\_\_\_ (hug alex)

Mark : Me to...(hug them)

Mother : \_\_\_\_\_

Alex : \_\_\_\_\_

Mother : I want to show u something. Come here. I want to show u guys...(run to the backyard)

Mother : Ta-da.....(turn on the lamp)

Mark : You hang all lights....

Mother : Yess...

Alex : **Wow...**

Mark : \_\_\_\_\_

Mother : I want u guys be first to see..

Alex : **Mom,** \_\_\_\_\_

Mother : **Really..??**

Alex : \_\_\_\_\_

Mother : (Laught)

Alex : Oh..my ghost..(hug his mom)

Mark : (Amaze)

Alex : Mark...Mark..we..we should practice..? games are Friday...(hug his mother again) **mom,** \_\_\_\_\_(come in home)

Mark : Ye...yeaa..

Mother : (Talk to mark) What do you think?

Mark : \_\_\_\_\_when people see this, when people see how talented you are you can be designing go on all over the city.

Mother : Really?? \_\_\_\_\_, **mark.** \_\_\_\_\_

Mother : Owhh....i've to go.i have a date.

Mark : You have a date...??

Mother : I am gonna dancing..it is ridiculous..coz am terrible dancer..so..um..

Mark : **You're an** \_\_\_\_\_

Mother : What?

Mark : Ehmm..you just look you can move..

Mother : Um, oke..

### TASK 5

**Pay attention to the video and complete the following conversation based on what you hear.**

Mark : what's going on?

Alex : oh, hi, mark.

Mark : \_\_\_\_\_?

Alex : three pointer.

Mark : do you need trial in a round?

See..do with low pressure.

\_\_\_\_\_. You should be on the team...I wanna get you on the team.

That's it. And that's also a favorite thing.

Alex : what do you talking about?

Mark : nothing.

### TASK 6

**Study the following expressions.**

**In the dialogue in Task 4 and 5 you find some expressions with different functions. Here are some of the expressions. Can you write the other expressions and identify the functions?**

Expressions	Functions
he played great	Compliment
that's so good. Am so proud of you	Compliment
good job	Congratulate
Thanks	Respond to congratulate and compliment
...	....

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

**Let's say it right**

*In the conversation in Task 4 and 5 you find the sentences below. How do you say it?*

he played great

that's so good. I'm so proud of you

good job

thanks

mom, it's sick

really..??

it's so good

mom, that's good job

it's so amazing

thank you mark. That's nice

you're an amazing dancer

**What to Say**

More formal



Less formal

### Complimenting someone

- May I say how elegant you look.
- If I may so, you are quite charming.
- My compliments on your beautiful.
- I really must express my admiration for your party.
- You are looking good.
- What a charming dress!
- That's a very nice coat!
- You look nice.
- I like your hair style!
- You're terrific/fantastic.

More formal



Less formal

### **Congratulating someone**

- Please accept my warmest congratulations.
- I'd like to be the first to congratulate you on ....
- It was great to hear ....
- Congratulations on your ....
- I must congratulate you.
- May I congratulate you on ....
- Congratulations!
- Congratulations on your ....
- Well done!
- Fantastic/terrific!

### **Responding to compliments and congratulations**

- Thanks.
- Oh, not really.
- It's nice of you to say so.
- How kind of you to say so.

#### **TASK 7**

In pairs, complete the following conversation with the expressions. Then, perform it with your partner.

**You look charming in that white gown.  
What a gorgeous boy!  
Congratulations on your birthday.  
Thank you.**

Arnys : Congratulations on your 16th birthday.

Retno : Thank you.

Anita : 1) \_\_\_\_\_

Retno : Thank you for saying so. You look so sweet in that red vest.

Anita : Thanks. Look, Denias is coming! 2) \_\_\_\_\_

Arnys : He looks so cute with his new hair cut.

Retno : Yes, you're right.

Denias : Hi, Retno. 3) \_\_\_\_\_

Retno : Thanks. By the way, congratulations on winning the first prize on Photography Competition.

Denias : 4) \_\_\_\_\_

Anita : Your idea was brilliant. I think you're a genius.

Denias : Oh, not really.

Retno : Anyway, let's start the party.

## Joint Construction of the Field

### **TASK 8** Answer these questions orally.

1. Do you have problem in English conversation?
2. What is the problem you find?
3. How do you solve the problem?
4. Does your friend know what are you saying?
5. What does your friend usually do if they do not understand?
6. How do you make them understand?
7. Is your communication successful?

### **TASK 9** Study the OCSs sheet from you teacher with your partner. Identify some situations where you can use it in conversation.

### **TASK 10** Now pay attention again to the video in task 4 and 5. Identify some OCS in the dialogue.

### **TASK 11** Have a conversation with your partner based on the following situations. Recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue that you will use and possible OCSs.

- Your classmate got the best mark on the Drama class.
- Your classmate wears a brown sweater. He looks great in it.
- You and your classmate attend a birthday party. Your classmate wears a nice suit.
- Your classmate won a free ticket to watch Hillary Duff's concert in Singapore.

### **TASK 12** Practice the task by using your diaries to make plans for using specific OCSs.

## Independent Construction of the Field

### **TASK 13** Have a conversation with your partner based on the following situations.

## LESSON PLAN

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School	: MAN Yogyakarta III
Level	: X grade
Semester	: 2 (even semester)
Skill	: Speaking skill
Topic	: That sounds a nice idea
Time allocations	: 4 x 45 minutes

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### **I. Standard competence**

9. Expressing the meaning within transactional and interpersonal dialogues in various daily life contexts.

### **II. Basic competence**

9.2 Expressing the meaning within both formal and informal transactional (to get things done) and interpersonal (to socialize) dialogues accurately, fluently, and appropriately in various daily life contexts such as: expressing surprise and amazement, and accepting invitations.

### **III. Objective**

By the end of the class, the students are able to express how to give and respond invitations.

### **IV. Indicators**

1. Able to understand vocabularies related to the topic.
2. Able to identify giving and responding invitations expressions presented in the video.
3. Able to apply giving and responding invitations expressions.

### **V. Teaching method**

Genre-based technique (BKoF, MoT, JCoT, and ICoT)

### **VI. Teaching materials**

- A. Identifying the topic, situation, and expressions presented in the video
- B. Completing missing expressions.
- C. Giving and responding to invitations expressions.

Expressions	Functions
Would you like to come to my place for dinner tonight, please?	Giving invitations
With pleasure.	Accepting invitations
I'm afraid I can't, I've already got an appointment.	Declining invitations

D. Completing some dialogues and acting them out with partner.

E. Oral Communication Strategies (OCSs) training.

F. Performing a role-play.

## VII. Teaching and learning activity.

Activities	Duration
<b>Opening activities</b> <ul style="list-style-type: none"> <li>Teacher calls the role (greeting and praying)</li> <li>Teacher gives apperception for the students by giving questions related to the topic.</li> </ul>	10 minutes
<b>Main activities</b> <p style="text-align: center;"><b>MEETING 1</b></p> <p><b>Pre-teaching</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>Teacher asks the students related to the topic in their real life.</li> </ul> <p><b>Building Knowledge of the Field (BKOF)</b></p> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Students tell the teacher about their experiences related to the topic.</li> <li>Students tell how they invite people to their event.</li> </ul> <p><b>Activity 3</b></p>	80 minutes



<ul style="list-style-type: none"> <li>– Students listen to an audio related to the topic.</li> <li>– Students and the teacher do questions and answer related to the topic and situation presented in the audio.</li> </ul> <p><b>MOT (Modeling of the Text)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>– Students listen again the previous audio.</li> <li>– Students identify the expressions related to giving and responding invitations</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>– Students listen to another audio and fill in the blank with the expressions of giving and responding invitations presented in the audio.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>– Students write some the expressions of giving and responding invitations.</li> <li>– Students get handout containing the expressions of giving and responding invitations.</li> <li>– Students listen to the teacher reading aloud the expressions and repeat after her.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>– Students complete some dialogues with appropriate expressions and act out the dialogue with partner.</li> </ul> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>– Students and the teacher practice the expressions in a conversation spontaneously.</li> <li>–</li> </ul>	
<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>– <b>Students discuss OCSs in a group of four.</b></li> </ul>	<p>80 minutes</p>

<ul style="list-style-type: none"> <li>– Students present OCSs to the class and give the example.</li> </ul> <p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li>– Students are given opportunities to practice the nine OCSs in pairs by having some instructions that train them to use specific OCSs.</li> </ul> <p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li>– Students are asked to have a conversation based on the given situations.</li> <li>– Students recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue and the possible OCSs that they may use.</li> <li>– Students rehearse once in their seats.</li> <li>– Students perform in front of the class.</li> <li>– Students get feedbacks from their teacher and friends.</li> </ul> <p><b>Activity 12</b></p> <ul style="list-style-type: none"> <li>– Students check and reflect on their own performance to develop their awareness.</li> </ul> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 13</b></p> <ul style="list-style-type: none"> <li>– Students prepare the basic dialogues and possible OCSs that they may use in a given role-play situation.</li> <li>– Students perform in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <p>The teacher asks the students to find an English movie then identify and write some expressions related to the topic.</p>	
<p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher summarizes the material have learnt.</li> </ul>	10 minutes

- Teacher encourages students to ask about the material that is not clear yet.	
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## **VIII. Assessment**

### a. Technique

- Performance test (role play)

### b. Instrument

- Interview guideline and observations checklist

### c. Instruction

- Have a conversation based on the following situations.

Yogyakarta, 2012  
Teacher,

Yeni Fitri Yani  
07202244146

## Building Knowledge of the Field

### **TASK 1** Answer these questions orally.

1. Have you ever celebrated your birthday?
2. Whom do you invite in your birthday party?
3. How do you invite them? (giving a card or telling them directly?)
4. Did they come to your party?

### **TASK 2** Look at the picture and answer the questions.



1. What kind of card is this?
2. Have you ever been invited by someone?
3. What do you say if you want to invite someone?
4. What do you say if you want to accept an invitation?
5. What do you say if you want to decline an invitation?

### **TASK 3** Listen to the following dialogues and answer these questions orally.

1. Where does the conversation take place?
2. What is the topic of the conversation?
3. How does Gretchen introduce the invitations?
4. What kind of gathering is it going to be?
5. Is anyone besides Dr. and Mrs. Hampton going to be invited?

## Modeling of the Text

### TASK 4

**Listen again the dialogue and complete the following dialogue based on what you heard.**

*(a knock at the door)*

Gretchen : Good morning, Dr. Hampton. May I come in?

Dr. Hampton : Good morning, Gretchen. Of course. How can I be of help?

Gretchen : Well, it's not about school, Dr. Hampton. It's just that Alan and I wanted to have a few people over for dinner party to celebrate finishing my dissertation, and we'd like to invite you especially, since you're chairman. Would you be able to come the weekend after next, on Saturday?

Dr. Hampton : I'd be delighted to, Gretchen. Saturday, did you say?

Gretchen : if that's all right for you and Mrs. Hampton.

Dr. Hampton : I have to check with Elizabeth, but I'm pretty sure it'll be all right.

Gretchen : Good. If you could come around six-thirty or seven o'clock, that would give us to chat a while over a glass of wine before dinner.

Dr. Hampton : that's sound fine. We'll be there around seven.

### TASK 5

**Listen to the dialogue and complete the following conversation based on what you heard.**

*(The telephone rings.)*

Tom : Hello.

Don : Hello, Tom? This is Don. How are you?

Tom : Oh, hi, Don. Good. How have you been?

Don : Fine. Listen, Jerry and I wanted to go bowling tomorrow night out at the bowling alley on Seventy-nine, but we don't have a way to get there. If you drive, we'll pick up the tab for the bowling, How about it?

Tom : Well, it sounds like fun, but actually I've really got a lot of homework to do just now.

Don : Oh, come on, Tom. It'll be fun. Make you relax. You'll study better!

Tom : I really can't. I've got a chemistry exam on Monday and a book report due on Tuesday in American Lit. that I'm really getting nervous about. I don't think I'd enjoy it much. But thanks a lot for thinking of me. Sorry I can't help you out.

Don : Oh, don't worry about it. Maybe next time. Good luck on your exam.

Tom : Thanks. See you.

Don : Bye.

*\*Seventy-nine: the name of a highway*

*Pick up the tab: to pay for (a dinner, ticket, etc)*

## TASK 6

Study the following expressions.

In the dialogue in Task 4 and 5 you find some expressions with different functions. Here are some of the expressions.

Can you write the other expressions and identify the functions?

Expressions	Functions
Would you be able to come the weekend after next, on Saturday?	Inviting
I'd be delighted to, Gretchen.	Accepting an invitation
Jerry and I wanted to go bowling tomorrow night out .... If you drive, we'll ...., How about it?	Inviting
Well, it sounds like fun, but actually I've really got a lot of homework to do just now.	Declining an invitation
I really can't. I've got a chemistry exam on Monday...	Declining an invitation
...	...
...	...
...	...
...	...
...	...
...	...
...	...

## Let's say it right

*In the conversation in Task 4 and 5 you find the sentences below. How do you say it?*

- ✓ Would you be able to come the weekend after next, on Saturday?
- ✓ I'd be delighted to, Gretchen.
- ✓ Jerry and I wanted to go bowling tomorrow night out .... If you drive, we'll ...., How about it?
- ✓ Well, it sounds like fun, but actually I've really got a lot of homework to do just now.
- ✓ I really can't. I've got a chemistry exam on Monday...

## What to Say

More formal



Less formal

### Inviting someone

Would you like to ....  
I'd very much like you to ....  
We should be pleased/delighted if you could ....  
Would you care to ....  
You will ... won't you?  
Why don't you come to ....  
Like to come to ....  
Come and ....  
Shall we come to ....  
You must come to ....

More formal



Less formal

### Accepting an invitation

**That's very kind of you.**

**We'd very much like to ....**

**What a delightful idea.**

**With the greatest pleasure.**

**Thank you very much for inviting me.**

**I would/will ....**

**That would be very nice.**

**OK!**

**I'd like to love to come.**

**All right (then).**

More formal



Less formal

### Declining an invitation

**I'm very sorry, I don't think I can.**

**I'd like to, but ....**

**I'm afraid I've already promised ....**

**Thank you for asking me, but ....**

**Unfortunately, I can't ....**

**Sorry, I can't.**

**I'd love to, but ....**

**I don't think I can.**

**I wish I could, but ....**

#### TASK 7

**Work in pairs and complete the dialogue using the expressions of making appointment and invitation. Then act it out in front of the class.**

Rendy : Hi, Wendy, \_\_\_\_\_ ?

Wendy : Well, I don't have any plans at this moment.

Rendy : Oh, good. By the way, this weekend is my special  
day. \_\_\_\_\_

Wendy : Oh really? \_\_\_\_\_



Rendy : Thank you Wendy. \_\_\_\_\_ for a little party at my house this weekend.

Wendy : OK. I'll promise I'll be there. \_\_\_\_\_.

Rendy : \_\_\_\_\_?

Wendy : Sure, I'll help you.

Rendy : Thank you very much Wendy. See you then.

Wendy : You're welcome. See you. Bye.

### TASK 8

**Make your own dialogue and act out these situations using the expressions you have learned.**

(You are at school. You'll have a graduation party this evening. Invite this people to your party.)

1. The headmaster. He declines because he is busy.
2. The senior teacher. He accepts it.

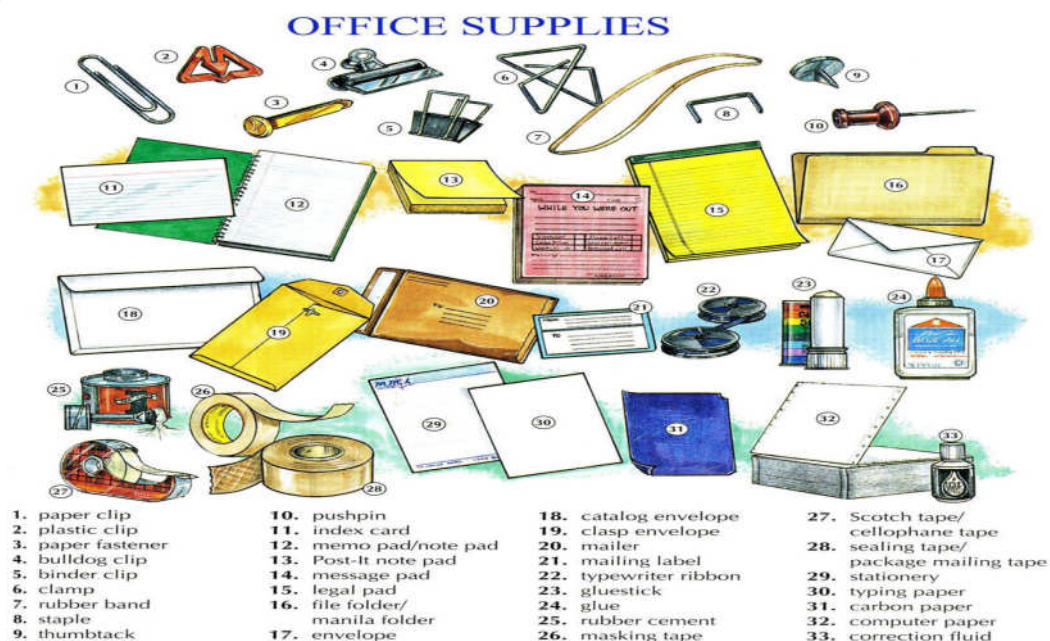
### Joint Construction of the Field

### TASK 9

**Work in a group of four. Consider these examples of Oral Communication Strategies (OCSs) used by the people in the OCS sheet. How do these speakers solve their problems in their dialogue?**

### TASK 10

**You will map a list of things for your office supplies. Prioritize items to be bought with your friend.**



**TASK 11**

Have a conversation with your partner based on the following situations. Recognize and discuss the goals and procedures of the conversation through brainstorming session's basic dialogue that you will use and possible OCSs.

- You invite a new student to join the party. He doesn't want to accept, as he doesn't know anybody. Persuade him to

**TASK 12**

Review your performance and evaluate your oral communication strategy use. Evaluate your task objectives.

**Independent Construction of the Field****TASK 13**

Have a conversation with your partner based on the following situations.

- A colleague invites you to have a dinner. You accept. Then your cousin invites you out at the same night. You refuse, but invite him/her for going to a theatre on Saturday night. He/She accepts.

## LESSON PLAN

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School	: MAN Yogyakarta III
Level	: X grade
Semester	: 2 (even semester)
Skill	: Speaking skill
Topic	: Hot news
Time allocations	: 4 x 45 minutes

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### **I. Standard competence**

10. Expressing the meaning within short functional text and simple narrative, descriptive, and news item monologues in daily life contexts.

### **II. Basic competence**

10.2 Expressing the meaning within simple narrative, descriptive, and news item monologues, accurately, fluently, and appropriately in various daily life contexts.

### **III. Objective**

By the end of the class, the students are able to retell current events in news item form orally.

### **IV. Indicators**

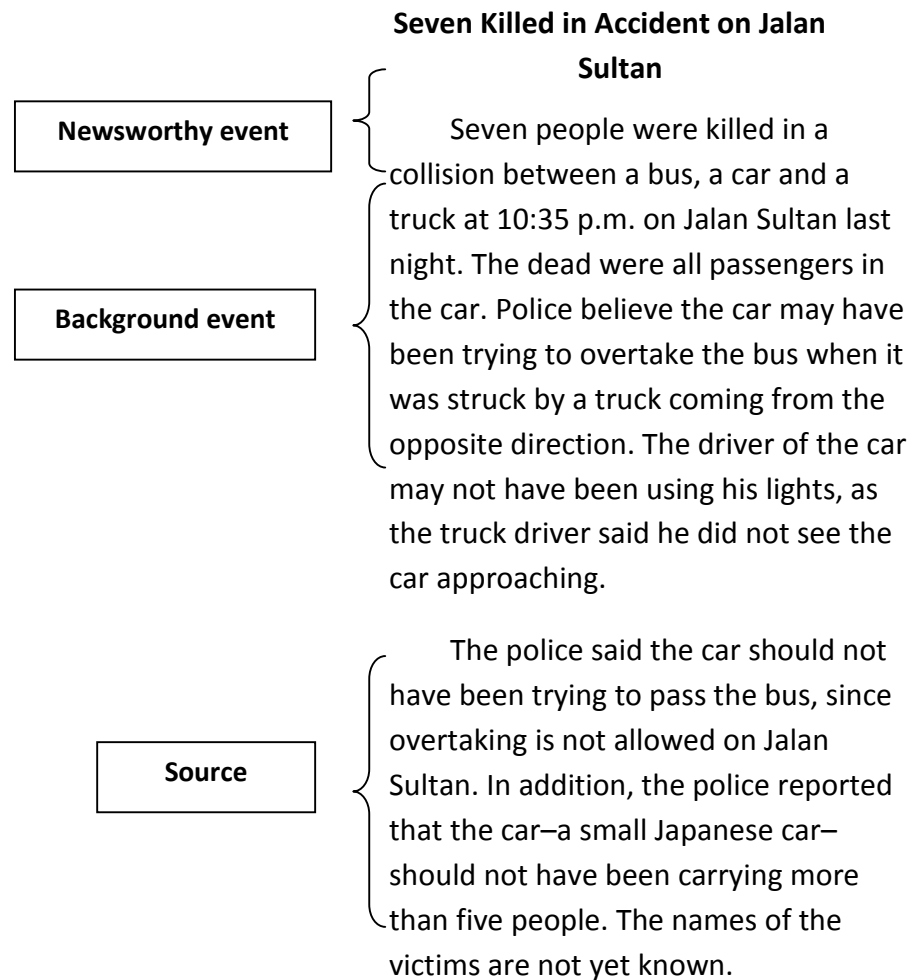
1. To identify the social function of news item form.
2. To identify the use of past form.
3. To use the past form in sentences orally.
4. To perform a dialogue of news item form.

### **V. Teaching method**

Genre-based technique (BKoF, MoT, JCoT, and ICoT)

### **VI. Teaching materials**

- A. Pictures related to the topic.
- B. Videos related to the topic.
- C. The structure of news item text.



Taken from [www.thejakartapost.com](http://www.thejakartapost.com)

The structure of news item text is divided into three parts. The first part is newsworthy events that consists of recount of the event in summary form. The second part is background events. This part includes the elaboration of what happened, to whom and in what circumstances. The last part is source that consists of comments by participants, witnesses and authorities experts on the event.

- D. Reading aloud news items in front of the class
- E. Acting as a news reader, reporter, and informants

**VII. Teaching and learning activity.**

<b>Activities</b>	<b>Duration</b>
<b>Opening activities</b> <ul style="list-style-type: none"><li>– Teacher calls the role (greeting and praying)</li><li>– Teacher gives apperception for the students by giving questions related to the topic.</li></ul>	10 minutes
<b>Main activities</b> <p style="text-align: center;"><b>MEETING 1</b></p> <b>Activity 1</b> <ul style="list-style-type: none"><li>– Teacher asks the students related to the topic in their real life.</li></ul> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 2</b> <ul style="list-style-type: none"><li>– Students look at some pictures related to the topic.</li><li>– Students and the teacher do questions and answers related to the pictures.</li></ul> <b>MOT (Modeling of the Text)</b> <b>Activity 3</b> <ul style="list-style-type: none"><li>– Students watch a video related to the topic.</li><li>– Students identify the topic of the news and some expressions used.</li></ul> <b>Activity 4</b> <ul style="list-style-type: none"><li>– Students get handouts containing of the procedures of being news reader, presenter and reporter, and the expressions' list.</li></ul> <b>Activity 5</b> <ul style="list-style-type: none"><li>– Students read some news item in front of the class.</li></ul> <b>Activity 6</b> <ul style="list-style-type: none"><li>– Students pay attention to the example of being reporter presented by the teacher and collaborator.</li></ul>	80 minutes

<p><b>JCOT (Joint Construction of the Field)</b></p> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>– Students work in group of four preparing for their task.</li> <li>– Students practice their tasks with their group using their diaries to make plans for using specific OCSs.</li> <li>– Students practice their task in their own seats.</li> <li>– Students are given feedbacks from the teacher and friends.</li> </ul> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>– Students check and reflect on their own performance to develop their awareness.</li> </ul>	
<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>ICOT (Independent Construction of the Field)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>• Students prepare the basic dialogues and possible OCSs that they may use in their task.</li> <li>• Students perform their task in front of the class.</li> </ul> <p><b>Linking related texts</b></p> <p>The teacher asks the students to watch English news program.</p>	80 minutes
<p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher summarizes the material have learnt.</li> <li>- Teacher encourages students to ask about the material that is not clear yet.</li> </ul>	10 minutes

## VIII. Assessment

- a. Technique
  - Performance test
- b. Instrument

- Interview guideline and observations checklist
- c. Instruction
- Have a conversation based on the following situations.

Yogyakarta, 2012  
Teacher,

Yeni Fitri Yani  
07202244146

## Lead in

### TASK 1

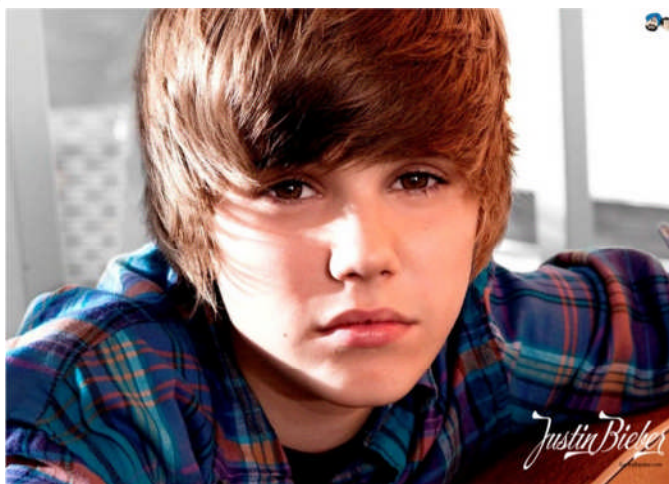
Answer these questions orally.

1. Do you always watch television every day?
2. What is your favorite TV show?
3. Why do you like it?
4. Is there any presenter or host in your favorite TV show?
5. Why do you like him/her?

## Building Knowledge of the Field

### TASK 2

Look at the picture and answer the questions.



1. Do you know him?
2. Do you know the latest news of him?
3. Where did you get the information of his love story?
4. Did you see the reporters who report the news in the television or YouTube?

### TASK 3

Pay attention to the video and identify the expressions used by the presenter.



## Modeling of the Text

### TASK 4

Read and study the following text. Pay attention to the structure of news item text.

#### Seven Killed in Accident on Jalan Sultan

##### Newsworthy event

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night.

##### Background event

The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

##### Source

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car—a small Japanese car—should not have been carrying more than five people. The names of the victims are not yet known.

Taken from [www.thejakartapost.com](http://www.thejakartapost.com)

The structure of news item text is divided into three parts. The first part is newsworthy events that consists of recount of the event in summary form. The second part is background events. This part includes the elaboration of what happened, to whom and in what circumstances. The last part is source that consists of comments by participants, witnesses and authorities experts on the event.

### TASK 5

Read and study the following news items. Read the news in front of the class. Pretend you are a news reader. Pay attention to your intonation.

#### Thieves Rob Bus Full of Policemen

**Rio De Janeiro:** Four thieves robbed the bus carrying forty six policemen. The unarmed policemen were on the way to a sport competition. The robbers took their cameras, cellular phones,

wallets and even the sports uniforms and sneakers.

#### **14 Ujungkulon Rhinos On Verge Of Extinction**

**Banten:** Authorities overseeing Ujung-kulon antional Park plan to expand the rhinoceros enclosure, as the protected species, one of many at the reserve, is on the verge of extinction, an official said Saturday. The population of the two horned species stands at less than 60.

#### **Woman Fined for Eating Apple While Driving**

**London:** British police spent 10,000 pounds to catch and prosecute a woman driver for eating an apple while driving. Sarah McCaffrey was fined 60 pounds and ordered to pay 100 pounds in legal fees for her infraction starting from December 2003.

#### **Sharapova Wins First Claycourt Title**

**Amelia Island, Florida:** Maria Sharapova captured her first claycourt title when she defeated Slovakia's Dominika Cibukolva 7-6 6-3 in the final of the Amelia Island Championship on Sunday. Sharapova became the first woman to win three titles this season following her success at the Australian open and Qatar open and improved her 2008 win-loss record to 22-1.

#### **TASK 6**

**Pay attention to the example of being reporter and the informant. Identify the difference with of being presenter or news reader.**

#### **Joint Construction of the Field**

#### **TASK 8**

**Read news in a newspaper or magazine and tell your partner the news item that you have read. Use the following guidance.**

1. Find out the main event of the news.
2. Identify its background. Background consists of event elaboration, people involved, and the place where the event happened.
3. Find out the information sources. They include witnesses, expert opinions, or the authority.

#### **TASK 9**

**Review your performance and evaluate your oral communication strategy use. Evaluate your task objectives.**

#### **Independent Construction of the Field**

#### **TASK 10**

**Work in a group of four. Find a topic new that you will report and make job descriptions of each of you.**

# APPENDIX C

## FIELD NOTES

### Field Note 1

Hari/ Tanggal : Kamis, 29 September 2011

Tempat : Kelas X B, MAN III Yogyakarta

Guru masuk kelas pukul 10.15 a.m. Peneliti masuk ke ruang kelas untuk melakukan observasi yang pertama.

### Field Note 2

Hari/ Tanggal : Rabu, 5 Oktober 2011

Tempat : Ruang Wakil Kepala Sekolah, MAN III Yogyakarta

Peneliti memasuki ruang wakil kepala sekolah. Wakil kepala sekolah menyapa peneliti dan menanyakan tujuan kedatangan peneliti. Peneliti memberikan surat ijin penelitian kepada kepala sekolah dan menyampaikan tujuan kedatangan peneliti. Peneliti menjelaskan garis besar pelaksanaan penelitian. Kepala sekolah memberikan persetujuan kepada peneliti untuk melakukan penelitian di MAN Yogyakarta III. Kepala sekolah meminta peneliti untuk menemui guru yang bersangkutan untuk membicarakan lebih lanjut mengenai penelitian tersebut.

### Field Note 3

Hari/ Tanggal : Rabu, 5 Oktober 2011

Tempat : Ruang Guru, MAN III Yogyakarta

Peneliti memasuki ruang guru untuk menemui guru yang akan dijadikan kolaborator. Guru menyapa peneliti dan menanyakan tujuan kedatangan peneliti. Peneliti memberikan surat ijin penelitian dari kepala sekolah kepada guru dan menyampaikan tujuan kedatangan peneliti. Peneliti menjelaskan garis besar pelaksanaan penelitian. Guru memberikan persetujuan kepada peneliti untuk melakukan penelitian di MAN III Yogyakarta dan memberikan ijin peneliti untuk melakukan penelitian di kelas X B. Guru dan peneliti mulai berdiskusi mengenai penelitian tersebut.

## Field Note 4

Hari/ Tanggal : 30 Januari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Guru masuk kelas pukul 10.15 a.m. Peneliti masuk ke ruang kelas untuk melakukan observasi yang pertama. Keadaan kelas sangat ribut ketika guru dan peneliti masuk ke ruangan. Guru mempersilakan peneliti dan temannya duduk di kursi bagian belakang. Guru menyapa siswa dan menanyakan kabar siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Kemudian, guru memulai pelajaran dengan menanyakan apakah siswa masih ingat formula atau rumus dari “*present perfect tense*”. Tiga orang siswa menjawab masih ingat dan menyebutkan rumusnya, “*have/has + verb III*”. Guru mengapresiasi mereka, “Good” dan menuliskan rumus tersebut di papan tulis. Guru menuliskan contoh kalimat “*present perfect tense*” di papan tulis “I have gone to Bali.” Beberapa siswa kemudian ditunjuk untuk membuat contoh yang lain dan guru menuliskannya di papan tulis. Guru kemudian bertanya “what’s the verb III of the word eat?” dan siswa kompak menjawab “eaten”. Siswa diminta untuk membuat kalimat present perfect dari kata “eat” tersebut dengan subject “I”. Siswa bernama Poppy mengacungkan tangan kemudian menuliskan kalimat “I have eaten” di papan tulis. Guru kemudian bertanya kepada siswa apakah mereka sudah paham dan apakah ada pertanyaan. Siswa menjawab tidak ada pertanyaan.

Guru menuliskan 15 kata kerja di papan tulis dan meminta siswa membuat kalimat present perfect tense dari kata-kata kerja tersebut. Para siswa bersemangat mengerjakan tugas. Beberapa siswa bertanya kepada teman mereka tentang bentuk participle dari list kata kerja tersebut. Nama siswa yang selalu disebut adalah Rafi dan Poppy. Setelah Rafi dan Poppy selesai mengerjakan pekerjaan mereka, guru meminta mereka untuk berkeliling ke meja teman-teman mereka untuk membantu mereka menyelesaikan tugas. Rafi duduk disamping peneliti dan bertanya tentang apa fungsi present perfect tense dan apa bedanya dengan past tense. Peneliti menjelaskannya secara singkat dan Rafi langsung bisa mengerti.

Guru kemudian mencocokkan jawaban siswa dengan memanggil nama beberapa siswa dan memintanya membacakan jawaban mereka. Setelah semua jawaban

dicocokkan, siswa diminta membuka LKS halaman 8. Terdapat sebuah tabel dengan list beberapa kata kerja disana dan siswa diminta berkeliling dan bertanya kepada teman-teman mereka apakah mereka pernah melakukan beberapa aktifitas yang terdaftar di tabel tersebut. Beberapa siswa sangat antusias mengumpulkan sebanyak-banyaknya informasi namun ada juga siswa yang *ogah-ogahan* berkeliling. Bahkan beberapa siswa hanya duduk di kursi mereka dan mencontek pekerjaan teman mereka.

Pelajaran berakhir pukul 11.45. guru meminta salah seorang siswa mereview pelajaran. Guru dan peneliti keluar meninggalkan kelas setelah bel istirahat dan pengumuman pengingat shalat dari pengeras suara terdengar.

#### Field Note 5

Hari/ Tanggal : Kamis, 9 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Guru dan peneliti masuk kelas jam 10.45. Hari itu merupakan hari pertama dilakukannya penelitian. Peneliti bertindak sebagai guru sedangkan guru bertindak sebagai *collaborator*. Peneliti menyapa siswa dan menyampaikan maksud dan tujuan peneliti. Peneliti juga meminta persetujuan siswa untuk bekerjasama dalam meningkatkan *speaking practice* mereka. Siswa bersedia dan antusias.

Peneliti memulai pembelajaran dengan menanyakan pengalaman mereka mendapat penghargaan. Siswa dengan antusias menceritakan pengalaman mereka. Beberapa siswa memberi informasi bahwa dua diantara teman sekelas mereka baru saja memenangkan olimpiade tingkat provinsi. Peneliti bertanya pada dua orang siswa yang memenangkan olimpiade mengenai reaksi keluarga, guru, dan teman-teman mereka terhadap penghargaan tersebut. Selanjutnya peneliti bertanya bagaimana cara keluarga dan teman-teman mereka memberikan selamat. Siswa menjawab iya dan memberikan contoh memberikan selamat. Peneliti bertanya kepada siswa yang lain apakah mereka juga memberikan selamat kepada teman mereka yang memenangkan olimpiade. Siswa-siswa menjawab “iya miss..” dan ada juga yang langsung memberikan selamat “congratulation to you ya Sal...”.

Peneliti memberi apresiasi kepada mereka yang memberi selamat dengan menggunakan Bahasa Inggris. Peneliti kemudian bertanya apakah mereka pernah memberikan selamat dalam Bahasa Inggris dan bagaimana caranya. Beberapa siswa menjawab pernah dan peneliti menuliskan semua ungkapan yang mereka tahu di papan tulis.

Siswa-siswa kemudian diminta menonton video yang terkait dengan topik yang mengandung ungkapan memberikan dan merespon ucapan selamat dan pujian. Siswa kesulitan menangkap pembicaraan dalam video tersebut karena LCD yang tiba-tiba hidup dan tiba-tiba mati. Penampilan gambar dalam LCD juga tidak jelas karena bergaris-garis dan bergelombang. Peneliti mencoba meminimalisir masalah tersebut dengan memegang colokan dan memutar video tersebut berkali-kali. Akibatnya waktu untuk memutar video tidak sesuai dengan estimasi waktu yang direncanakan. Setelah menonton video tersebut sebanyak 3 kali, peneliti menanyakan topik dari video tersebut. Beberapa siswa menjawab dengan benar. Siswa menyebutkan ungkapan yang mereka tangkap dari video tersebut dan peneliti menuliskannya di papan tulis. Siswa kemudian diminta menonton video kembali dan mengidentifikasi lebih lanjut ungkapan-ungkapan yang berhubungan dengan memberi selamat yang biasanya diikuti dengan memberi pujian dan direspon dengan ucapan terimakasih dalam video tersebut. Siswa-siswa bersama-sama dengan peneliti mengidentifikasi ungkapan-ungkapan yang terdapat dalam video dan menuliskannya di papan tulis.

Peneliti kemudian memberikan situasi secara oral dan menunjuk salah satu siswa sebagai partner nya. Guru dan siswa tersebut memainkan peran secara spontan. Para siswa bertepuk tangan karena siswa tersebut mampu berdialog dengan peneliti secara spontan. Beberapa siswa antusias ingin mendapat kesempatan untuk mempraktekkan ungkapan-ungkapan tersebut, namun bel istirahat telah berbunyi dan pengumuman pengingat shalat dhuhur terdengar dari pengeras suara.

## Field Note 6

Hari/ Tanggal : Senin, 13 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Di pertemuan kedua cycle I, setelah peneliti mereview pelajaran sebelumnya yang masih terkait dengan topik, peneliti menanyakan masalah-masalah mereka dalam *English speaking practice*. Peneliti menulis semua masalah-masalah tersebut di papan tulis diantaranya; kurangnya kosa-kata dan ketidakmengertian grammar. Setelah menuliskan semua permasalahan mereka, peneliti mendiskusikan solusi-solusi yang mungkin bisa dilakukan untuk memecahkan masalah-masalah yang dijumpai ketika speaking. Siswa kemudian menyimpulkan bahwa mereka harus melatih bahasa inggris mereka dengan cara menggunakan pengetahuan mereka meski dengan keterbatasan pengetahuan dan berfokus pada tersampainya maksud atau pesan dari si pembicara. Mereka sepakat dengan cara itu lambat laun kemampuan speaking mereka akan lancar.

Peneliti memperkenalkan konsep OCS yang bisa digunakan untuk membantu siswa dalam menghadapi permasalahan dalam *speaking practice*. Siswa diberi *list* beberapa kategori dan contoh OCS. Peneliti menugaskan mereka untuk berdiskusi dengan teman sebangku mengenai beberapa jenis OCS yang ditentukan oleh peneliti sementara guru berkeliling. Kelas menjadi sangat ramai. Peneliti kemudian meminta beberapa perwakilan dari setiap kelompok jenis OCS untuk berbagi pemahaman.

Peneliti kemudian mempraktekkan topik yang sedang dipelajari secara spontan dengan guru bahasa Inggris. Kemudian peneliti juga menunjuk salah satu siswa untuk mempraktekkan ungkapan-ungkapan yang berhubungan dengan topik. Siswa menjawab pertanyaan-pertanyaan peneliti dengan menggunakan OCS sederhana.

Setelah presentasi mengenai OCS selesai, Siswa diberi tugas "*role play*" untuk mempraktekkan ungkapan-ungkapan yang berhubungan dengan topik. Mereka diminta untuk mendiskusikan dan menentukan tujuan dan prosedur/langkah-langkah dalam menyelesaikan tugas mereka melalui sesi "*brainstorming*" untuk dialog dasar serta OCS yang mungkin akan mereka



gunakan. Mereka kemudian akan mempraktekannya di depan kelas dan siswa lainnya diminta memberikan tanggapan dan masukan. Beberapa siswa tidak bisa melanjutkan percakapan dalam tugas role play tersebut. Mereka tiba-tiba menghentikan percakapan dan menoleh ke peneliti “Miss, udah miss..gak bisa lagi”. Beberapa siswa bertanya kepada teman mereka kosa kata “Pop, gedung Bahasa Inggrisnya apa?” tanya salah satu siswa.

Mereka merefleksikan tugas mereka dan mengecek OCS yang mereka gunakan dalam percakapan dan kesesuaiannya. Hal ini dilakukan untuk meningkatkan “*awareness*” mereka terhadap penggunaan OCS.

Setelah latihan pertama selesai, siswa kembali diminta untuk mempersiapkan tugas selanjutnya. Peneliti memberikan topik dan meminta siswa untuk melakukan tahapan persiapan seperti pada stage sebelumnya, yaitu mendiskusikan dan menentukan tujuan dari percakapan mereka serta OCS yang mungkin akan mereka butuhkan. Mereka kembali didorong untuk tidak membuat skrip dialog untuk dihafalkan. Mereka dianjurkan untuk memaksimalkan penggunaan OCS ketika menemui kesulitan dalam *speaking practice*. Mereka sangat antusias dalam menyelesaikan tugas mereka. Mereka menggunakan beberapa OCS sederhana untuk melanjutkan percakapan mereka. Tidak jarang mereka meminta bantuan teman mereka.

#### Field Note 7

Hari/ Tanggal : Kamis, 16 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Peneliti memasuki ruang kelas pukul 11.45. Ketika peneliti memasuki kelas, beberapa siswa sedang duduk dengan kepala bersandar di meja, bahkan ada 1 siswa yang benar-benar tertidur. Beberapa siswa perempuan berkumpul sambil tertawa-tawa. Peneliti membuka kelas dan siswa tidak bersemangat menjawab. Peneliti bertanya “how’re you today?” mereka menjawab “bad”, “tired”,

Peneliti memulai pelajaran dengan memberikan beberapa pertanyaan tentang topik pelajaran yang berkaitan dengan ungkapan-ungkapan untuk mengundang.

Siswa menjawab pertanyaan peneliti. Peneliti menyampaikan topik dan tujuan pembelajaran.

Peneliti menanyakan cara siswa mengundang orang lain dalam bahasa Inggris kepada beberapa siswa yang ditunjuk. Para siswa yang ditanya menjawab dengan antusias. Peneliti menuliskan ungkapan-ungkapan untuk mengundang yang telah dikemukakan beberapa siswa tersebut di papan tulis. Mereka kemudian menonton video yang merupakan cuplikan dari film dan mengidentifikasi ungkapan-ungkapan untuk mengundang dalam video tersebut.

Peneliti membagi grup yang masing-masing terdiri dari 4 orang untuk mempelajari dan mempresentasikan beberapa jenis OCS yang ditugaskan kepada mereka. Ini dilakukan untuk memberi siswa kesempatan untuk memahami apa, bagaimana, dan mengapa jenis-jenis OCS itu digunakan. Ketika peneliti sedang menerangkan pelajaran, ada 4 siswa perempuan yang tertawa-tawa. Peneliti menegur mereka dan siswa lain berkomentar “gandrung mbak”. Ternyata dari percakapan dan intermezzo peneliti mengetahui bahwa sebagian besar siswa wanita mengidolakan salah satu tutor pria dari intensive course tersebut. Sampai akhir pelajaran sering sekali siswa tiba-tiba menyambungkannya dengan tutor tersebut sehingga banyak waktu yang tidak efektif.

Peneliti meminta mereka untuk mempersiapkan diri untuk practice speaking dengan role play yang telah disiapkan peneliti. Mereka diminta mempersiapkan apa yang kira-kira mereka akan katakan dan mencari kosa kata yang diperlukan. Mereka membayangkan kemungkinan-kemungkinan percakapan yang akan terjadi dan mempersiapkan jenis OCS yang akan dipakai. Mereka tidak diperkenankan mempersiapkan skrip dialog dan menghafalkannya seperti yang mereka sering lakukan dalam latihan speaking.

Field Note 8

Hari/ Tanggal : Senin, 20 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Pada pertemuan kedua, siswa diminta untuk menyiapkan tugas role play mereka. Mereka menggunakan diari mereka untuk merencanakan jenis OCS yang

akan mereka gunakan. Mereka tidak diizinkan untuk membuat scrip dialog terlebih dahulu seperti yang biasa mereka lakukan dalam latihan speaking. Mereka di sarankan untuk membayangkan percakapan yang mungkin akan mereka hadapi dalam latihan speaking nantinya sesuai dengan situasi yang telah ditentukan. Mereka juga harus mereview/mengulas kembali apa yang telah mereka pelajari pada pertemuan sebelumnya; tujuan pembelajaran termasuk ungkapan-ungkapan dan grammarnya; kata-kata dan frase. Untuk meningkatkan kesadaran mereka, mereka juga merencanakan performance mereka sebelum, selama berlangsung, setelah performance, dan asimilasi. Sebelum melaksanakan tugas, mereka mengidentifikasi tujuan dan tahapan-tahapannya, sumber linguistic yang diperlukan, rencana bagaimana mereka akan bereaksi menanggapi teman mereka, advance organization, dan menggunakan pengetahuan mereka mengenai konteks . Sebelum penugasan, mereka harus merencanakan untuk menggunakan oral communication dan memantau pemahaman dan penggunaannya. Setelah latihan, mereka mereview performance mereka dan mengevaluasi penggunaan oral communication strategy. Terakhir, mereka merefleksikan apa yang telah mereka pelajari. Untuk meningkatkan kepercayaan diri mereka untuk menggunakan OCS dalam latihan speaking, peneliti memberi mereka kesempatan untuk berlatih di tempat duduk masing-masing sebelum tampil di depan kelas. mereka kemudian secara bergantian mempraktekkannya di depan kelas. Untuk efisiensi waktu, kelas dibagi menjadi dua kelompok besar. Satu kelompok diawasi peneliti dan kelompok yang lainnya diawasi guru. Guru memberikan feedback secara umum terhadap performance mereka. Para siswa bebas berbagi pengalaman, perasaan, dan komentar dalam menggunakan OCS.

Peneliti memberikan arahan mengenai tugas selanjutnya. Siswa mendapat situasi untuk role play selanjutnya. Mereka kembali membuat rencana dengan menggunakan diari. Akan tetapi kali ini mereka tidak diberi kesempatan untuk berlatih terlebih dahulu sebelum tampil di depan kelas.

## Field Note 9

Hari/ Tanggal : Kamis, 23 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Guru memasuki ruangan, menanyakan kabar siswa dan mengecek kehadiran siswa. Peneliti kemudian menanyakan apa yang mereka ingat mengenai materi news item. Peneliti dan siswa mengulas kembali materi news item bersama-sama yang sebelumnya pernah dibahas oleh guru yang lain sebelum penelitian. Berbeda dari cycle sebelumnya yang siswa latihan speaking berdua, di cycle ini siswa bekerja dalam grup yang terdiri dari 4 anggota. Agar komposisi kelompok bisa adil, peneliti yang menentukan komposisi kelompok tersebut. Peneliti menggabungkan siswa-siswa aktif dan pasif agar bisa saling melengkapi. Mereka setuju dengan ide itu.

Karena keterbatasan waktu, peneliti meminta para siswa mencari dan menonton berita khususnya yang berbahasa inggris dan mencatat langkah-langkah, ungkapan yang sering digunakan, dan sikap/gaya pembawa acara. Mereka juga ditugasi untuk menyiapkan topik berita untuk tugas pertemuan selanjutnya.

## Field Note 10

Hari/ Tanggal : Senin, 27 Februari 2012

Tempat : Kelas X B, MAN III Yogyakarta

Pada pertemuan kedua di cycle 3 ini siswa diminta mempersiapkan tugas mereka. Mereka diminta menggunakan strategies diary mereka untuk rencana OCS yang mungkin akan mereka gunakan dalam menghadapi masalah-masalah dalam latihan speaking mereka nantinya.

Setelah lebih kurang 20 menit, peneliti memulai meminta kelompok pertama untuk melakukan latihan speaking di depan kelas dan meminta kelompok lain untuk memperhatikan dan memberikan feedback.

#### Field Note 11

Hari/ Tanggal : Senin, 5 Maret 2012

Tempat : Kelas X B, MAN III Yogyakarta

Peneliti memasuki ruang guru. Peneliti mengucapkan terimakasih kepada guru atas bantuan, kerjasama dan kesempatan yang diberikan untuk melakukan penelitian di MAN Yogyakarta III dan berpamitan karena penelitian telah selesai dilaksanakan. Peneliti meninggalkan ruang guru.

APPENDIX D  
INTERVIEW  
TRANSCRIPTS

## Interview 1

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualikum, selamat pagi dek. Apa kabar hari ini?*  
 S : *Walaikumsalam. Kabar baik mba.*  
 R : *Boleh saya minta waktunya sebentar dek untuk tanya-tanya mengenai pelajaran Bahasa Inggris?*  
 S : *Oh iya mba.*  
 R : *Suka pelajaran bahasa Inggris tidak?*  
 S : *Ya....suka si mba....suka....tapi sering nggak dong.*  
 R : *Bagian yang mana yang sulit dimengerti?*  
 S : *Sering nggak tahu vocab nya itu lho mbak.*  
 R : *Kalau tidak tahu vocab nya terus bagaimana mengatasinya?*  
 S : *Ya...tanya sama teman si mbak.kan ada tu beberapa teman yang bahasa Inggrisnya sudah ok mbak.*

## Interview 2

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Selamat pagi. Apa kabar, dek?*  
 S : *Baik mba.*  
 R : *Boleh saya minta waktunya sebentar dek untuk tanya-tanya mengenai pelajaran Bahasa Inggris?*  
 S : *Boleh mba.*  
 R : *Tadi pas pelajaran bahasa Inggris senang tidak?*  
 S : *Sebenarnya senang aja mbak tapi sering malas karena nggak tahu vocab nya.*  
 R : *Kenapa tidak tanya temannya?*  
 S : *Tanya kog mbak tapi kadang capek e...kalau tanya terus.*  
 R : *Lha terus kalau tidak tahu vocab nya dan tidak mau tanya bagaimana?*  
 S : *Ya udah mbak nggak usah ngomong aja. Kalau pas speaking gitu ya kita ngomongin yang lain aja mbak.*  
 R : *Pake bahasa Inggris?*  
 S : *Yo nggak mbak...pas gurunya datang aja pake bahasa Inggrisnya.*

## Interview 3

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Boleh saya minta waktunya sebentar dek untuk tanya-tanya mengenai pelajaran Bahasa Inggris?*  
 S : *Boleh.*  
 R : *Paling suka pelajaran bahasa Inggris yang apa? Mendengarkan, berbicara, membaca teks atau menulis?*

- S : Paling suka speaking mbak tapi suka nggak dong harus ngomong apa.  
 R : Kenapa suka speaking?  
 S : Ya kan pengen bisa omong-omongan bahasa inggris mbak.  
 R : Terus kalau nggak bisa ngomongnya gimana?  
 S : Suka tanya teman atau malah pake bahasa Indonesia aja.  
 R : Terus suka latihan nggak sama teman di luar pelajaran bahasa inggris?  
 S : Enggak mbak. Lha ya itu mbak..susah ngomongnya trus jg bingung mau ngomong gimana.  
 R : Terus apa yang kamu lakukan untuk mengatasi kesulitan kamu itu?  
 S : Suka ngapalin vocab si mbak dan belajar grammarnya juga. Habis kalau udah tahu vocab nya, njuk bingung itu lho mbak gimana cara ngomongnya.hemmm anu...nonton film trus kalau ada kata-kata yang keren gitu yang biasa buat ngomong ngomong njuk saya tirukan.  
 R : Wah, sudah punya strategi ya. Berhasil tidak caranya atau sudah ada kemajuan dalam speaking?  
 S : Ya...agak susah si mba soalnya aku nggak punya patner buat practice.  
 R : Teman-teman tidak mau kalau diajak ngomong Inggris?  
 S : Ya itu tadi mbak. Kalau lagi omong-omongan njuk nggak tahu bahasanya atau mau ngomong gimana.

Interview 4

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, T: Teacher

- R : Bagaimana menurut ibu mengenai keseluruhan pembelajaran pada cycle 1 ini?  
 T : Iya bagus sekali mbak untuk melibatkan siswa secara aktif dengan cara mengeluarkan hemmm apa ya istilahnya hmmm me-recall knowledge nya siswa. Itu juga menarik perhatian siswa ke pembelajaran. Siswa jadi punya bayangan kapan functions ini bisa digunakan dalam kehidupan sehari-hari.  
 R : Apakah menurut ibu tanggapan Siswa terhadap aktifitas pembelajaran pada cycle 1 ini bagus?  
 T : Iya, bagus sekali mbak.  
 R : Bagaimana antusias siswa pada training OCS ini?  
 T : Ketika pertama kali mbak Yeni share tentang bagaimana strategi-strategi sederhana dalam OCS ini bisa mereka gunakan dalam mengatasi masalah dalam speaking practice mereka sudah sangat antusias menurut saya mbak. Dan meski sedikit sekali mereka menggunakan OCS dalam tugas tadi, mereka berusaha mbak.  
 R : Menurut Ibu apakah awareness-raising training on OCSs ini cukup membantu siswa dalam meningkatkan kemampuan speaking mereka?  
 T : Saya rasa ini akan sangat membantu siswa ya dalam meningkatkan kemampuan speaking mereka. Ini kan baru sekali dan apalagi ini baru bagi mereka kan, jadi iya tadi belum sepenuhnya seperti yang kita harapkan. Tapi cukup memotivasi mereka kelihatanny ya mbak. Mereka tadi benar-



*benar mencoba nya meski OCSs yg dipakai baru yang sederhana-sederhana saja.*

R : Menurut ibu apa kendala yang kita hadapi dalam cycle 1 ini?

T : Wah lumayan banyak ya mbak. Itu, LCD nya tidak bekerja dengan baik ternyata.hehe. Soalnya saya jarang juga pakai LCD mbak.hehe. Akibatnya, banyak waktu habis untuk pemutaran video.

R : Masalah yang kita hadapi berhubungan dengan penugasan atau aktifitasnya bu?

T : Hemm anu mba... sepertinya beberapa anak kurang paham mengenai tugas role play nya ya mba. Mungkin karena enggak memahami situasinya atau bisa juga enggak paham konsep role play itu.

R : Masalah mengenai OCS use nya sendiri bu?

T : Karena waktu yang sangat mepet itu, jadi terlihat buru-buru dalam pembahasan OCSs nya tadi. Sepertinya mereka kurang begitu paham mengenai kapan dipakainya macam-macam OCSs nya tersebut.

R : Jadi para siswa belum paham ya bu mengenai OCS ini

T : Secara konsep dan tujuan saya rasa siswa-siswa sudah paham ya mbak karena mbak Yeni sendiri menjelaskannya dengan melibatkan siswa. Mereka mengemukakan masalah mereka sendiri kemudian merefleksikannya pada cara mereka mengerti bahasa ibu pada awalnya dan mereka menyetujui itu. Yang kurang lebih pada kapan digunakanny OCS itu dan memang belum hafal apa aja OCS itu mbak.hehe. saya aja belum meski sederhana saja.

R : Apa saran ibu dalam menangani masalah tersebut?

T : Karena kemarin kita banyak menghabiskan waktu di pemutaran video itu mungkin akan lebih baik jika sebelum memutar video nya diberi narasi sedikit mengenai topik, tokoh, dan langsung saja diberi penugasan agar langsung pada fokusnya. Dan mengenai pembahasan OCS nya saya rasa perlu dilakukan kembali mbak.

R : Dengan menugaskan kan mereka dalam kelompok bu?

T : Ya...tetap dalam kelompok saja. Karena mereka butuh diskusi kan ya. Tapi tidak "in pairs", dengan 4 atau 5 anggota dalam satu kelompok.

R : Oh ide bagus bu. Mengenai "practice" nya bu? Apakah akan tetap di depan kelas?

T : Oh iya mbak...beberapa kelompok tidak mendapat kesempatan untuk "practice" di depan kelas ya mbak karena terbatasnya waktu. Hemm begini saja mbak, untuk "practice" nya nanti kita bagi menjadi 3 kelompok saja. Masing-masing kelompok akan didampingi oleh mbak Yeni (peneliti), mbak Rury (teman peneliti yang juga jurusan bahasa Inggris), dan saya sendiri. Jadikan menghemat waktu. Bagaimana mbak? Memungkinkan tidak kalau tidak harus mbak Yeni yang mengawasi semua dan memberi feedback nya?

R : Ohhh itu ide bagus bu. Sebelumnya kan kita bisa briefing mengenai kriteria dan feedback yang dibutuhkan. Oke bu, terimakasih atas waktunya.

## Interview 5

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Iya, mbak.*
- R : *Bagaimana menurut kamu kegiatan pembelajaran 2 pertemuan ini?*
- S : *Hemmm, cukup bagus mbak. Menurut saya bikin enjoy dan tidak sepaneng.*
- R : *Materinya tadi bisa dipahami tidak ya?*
- S : *Lumayan mbak. LCD nya tadi macet-macet si mbak...*
- R : *Oh iya LCD nya bikin tidak konsentrasi ya? Jarang pakai LCD ya dalam pembelajaran?*
- S : *Terganggu sedikit si mbak. Iya mbak jarang dipakai juga LCD nya.*
- R : *Menurut kamu training penggunaan OCSs tadi membantu kalian dalam practice English tidak?*
- S : *Iya mba, kita jadi lebih berani ngomong. Biasanya kan kalau disuruh latihan speaking gitu harus ngapalin percakapan dan kalau salah satu ada yang lupa dialognya suka enggak nyambung gitu, trus ya udah berhenti aja percakapannya. Kalau tadi kita pake OCSs yang minta bantuan teman dan hemmm, what is it....gitu-gitu...*
- R : *Oh berarti sudah mulai bisa menggunakan OCSs nya ya?*
- S : *Iya dikit-dikit mbak. Habis belum hafal dan belum tau penggunaan yang tepatnya itu dimana kalau OCSs yang lain.*
- R : *Ada saran dek?*
- S : *Lebih pelan-pelan lagi saja mbak menerangkan OCSs nya itu.*
- R : *Terimakasih atas waktunya dek.*

## Interview 6

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Iya, mbak.*
- R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*
- S : *Bagus, mba.*
- R : *Tadi pas practice gimana dek?*
- S : *Iya mb seneng.*
- R : *Senengnya gimana?*
- S : *Karena udah bisa ngomonglah dikit-dikit. Biasanya kan pas suruh latihan ngomong gitu jadi ilang semua vocab-vocabnya. Sekarang, sebisa mungkin gimana caranya biar teman mengerti apa yang kita maksud dulu seperti kaya kata mbaknya.*
- R : *Wah...ternyata sudah mulai semangat latihan menggunakan bahasa inggrisnya. Sekarang masih nganggap speaking English itu susah tidak?*

- S : Hehe... kalau latihan kayak tadi terus , lama kelamaan bisa bagus deh mba ngomongnya. Jadi lulus SMA gitu udah bisa lancar gitu ngomongnya.
- R : Kalau materi bisa dipahami dengan baik?
- S : Iya mba, tadi bisa gampang dipahami.
- R : Kamu sudah mengerti tentang konsep OCS itu?
- S : Blum paham banget mba. Masi perlu dijelasin lagi.
- R : Apa itu OCS dan fungsinya, sudah paham belum?
- S : Ohhh kalau itu sudah mengerti mba...tapi kapan OCS yang ini dipakai, yang itu dipakai nya yang belum ngerti.
- R : Oh berarti pada saat practice tadi kamu sudah menggunakan OCS?
- R : Iya mba..tapi cuma dikit.
- R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S : Bisa mba...perlu dilatih berkali-kali aja...
- R : Trus bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?
- S : Kayaknya kok enggak begitu sulit ya mba ternyata Bahasa Inggris itu.
- R : Ada masalah yang lain?
- S : Enggak mba, Cuma perlu latihan.
- R : Ada saran?
- S : Ditambah lagi waktu mba.

#### Interview 7

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Silakan, mba.
- R : Bagaimana pendapatmu tentang 2 pertemuan ini?
- S : Masih kurang waktunya mba.
- R : Iya dek waktunya memang sangat kurang tapi kamu suka belajar bahasa inggris dengan cara itu?
- S : Kayaknya materinya gak begitu sulit mba, mungkin karena kita fun.
- R : Materinya bisa dipahami dengan baik ya mba?
- S : Iya mba yang congratulating, thanking, dan apa satunya mba...
- R : Complimenting?
- S : Iya. Waktunya sedikit sekali ya mba...kurang e...
- R : Kalau konsep OCS nya sendiri, sudah mengerti?
- S : Sedikit mba...masih perlu dijelasin lagi.
- R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?
- S : Hehee...iya mba tapi Cuma yang 'hemm" ajaaa.abis blum hafal.
- R : Tadi pas role play di depan, tidak tau vocab nya dan tanya temannya ya?
- S : Iya mba, kebiasaan kita-kita.Poppy atau Raffi sering kita tanyai kalau enggak tau bahasa inggrisnya apa.
- R : Oh gitu..tapi menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?

- S : Kalau dipakai terus, akan meningkatkan mba.  
 R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?  
 S : Kayaknya Bahasa Inggris itu enggak sesulit itu deh mba..hehe..maksudnya kalau kita udah tau beberapa vocab ya tinggal dipakai, jangan malu-malu.  
 R : Ada saran dek?  
 S : Hemmm jangan cepet-cepet aja mba.heheee

#### Interview 8

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?  
 S : Iya mba.  
 R : Bagaimana pendapatmu tentang 2 pertemuan ini?  
 S : Hemmm bagus mba...saya mulai berani coba ngomong pake bahasa Inggris walaupun strukturnya salah-salah mungkin..hehee.  
 R : Apa kamu suka belajar bahasa Inggris dengan cara itu?  
 S : Iya suka mba...jadi kita tu santai belajarnya, senang, and diajarin cara ngatasin kalau bingung pas speaking gitu. Jadi kita tu berani gitu loh mba pakai bahasa Inggrisnya.  
 R : Kalau materinya sendiri, bisa dipahami dengan baik?  
 S : Iya mba, saya ngertinya cepat tadi.  
 R : Apakah kamu sudah mengerti tentang konsep OCS itu?  
 S : Belum paham betul penggunaannya mba. Tapi maksudnya OCS itu apa saya dong mba. Baru pertama to mba..jadi kan masih baru.masih perlu belajar.  
 R : Pada saat practice tadi kamu sudah menggunakan OCS ya?  
 S : Sudah mba...  
 R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?  
 S : Iya mba...bagus buat meningkatkan practice speaking.hemm mempermudah berbicara gitu mba.  
 R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?  
 S : Tidak mba. Tidak sulit asal dilatih terus...apa kata mba kemaren tu..hemmm patah-patah enggak apa-apa asal dipakai dan bisa pakai OCSs sebagai bantuan.  
 R : Ada masalah yang lain?  
 S : Ya menghafalnya itu aja sih mba.  
 R : Ada saran?  
 S : Dikasih kesempatan untuk latihan lebih banyak dan dapat koreksi dari mba nya aja.  
 R : Terimakasih dek.

## Interview 9

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*  
 S : *Saya senang mba sama cara kita belajar ini.*  
 R : *Apa kamu suka belajar bahasa inggris dengan cara itu?*  
 S : *Suka mba. Kita juga diajak mengingat-ingat atau mengungkapkan apa saja yang kita sudah ketahui mengenai pelajaran itu.*  
 R : *Mengenai topik itu?*  
 S : *Iya, itu maksudnya mba.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Karena sejak dibahas pertama pertama itu, kita sudah dilibatkan dan ditanya-tanya, terus baru mba tambahin pemahamannya jadi gampang mba pahami.*  
 R : *Kamu sudah mengerti tentang konsep OCS itu?*  
 S : *Cuma masi perlu dihafal lagi dan dilatih lagi aja mba.*  
 R : *Apakah pada saat practice tadi kamu sudah menggunakan OCS?*  
 S : *Iya mba, saya mulai gunakan yang saya hafal.*  
 R : *Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Saya yakin akan meningkatkan kalau pembelajaran akan tadi terus.*  
 R : *Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?*  
 S : *Tidak sesulit sebelumnya mba.*

## Interview 10

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*  
 S : *Pembelajaran asyik sekali mba...kita belajar ngomong bahasa inggris dengan bebas. Apa yaaa, pokoknya dikasi kesempatan menggunakan bahasa inggris gitu.*  
 R : *Apa kamu suka belajar bahasa inggris dengan cara itu?*  
 S : *Ho'oh suka mba. Apalagi diajari cara-cara menghadapi masalah-masalah dalam speaking gitu kan mba. Dan juga jadi termotivasi pas mba bilang kita tetap bisa latihan speaking dengan vocab yg gag banyak dan grammar yg kadang-kadang suka lupa.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 R : *Apakah kamu sudah mengerti tentang konsep OCS itu?*

- R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S : Iya mba bisa...kan kita jadi latihan-latihan ngomong terus lama kelamaan kan jadi bisa conversation yg panjang-panjang.
- R : Apakah kamu sudah mengerti tentang konsep OCS itu?
- S : Belum paham betul sih mba...
- R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?
- S : Pake sedikit... pas disuruh persiapannya itu saya rencananya mau pake banyak tapi terus lupa dan juga masihhh bingung.
- R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?
- S : Iya masih sulit sih...
- R : Ada masalah yang lain?
- S : Ehmmm enggak...
- R : Ada saran?
- S : Dikasih banyak waktu ya mba kalau persiapan..hehe
- R : Terimakasih atas waktunya.

Interview 11

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Iya mba.
- R : Bagaimana pendapatmu tentang 2 pertemuan ini?
- S : Iya masih enak aja.
- R : Apa kamu suka belajar bahasa inggris dengan cara itu?
- S : Suka mba... enggak susah-susah.
- R : Apakah materi bisa dipahami dengan baik?
- S : Kalau materinya sih bisa mba...
- R : Apakah kamu sudah mengerti tentang konsep OCS itu?
- S : Hemmmm masihhh bingung si mb...pas presentasi oleh kelompok-kelompok itu gag ngerti penjelasanny.
- R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?
- S : Heheeee lupa mba...
- R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?
- S : Masih belum bisa lancar betul mba...masih latihan pertama jadi masih bingung gitu...
- R : Ada masalah yang lain?
- S : Kalau speaking itu, kalau gag ngapalin teks jadi bingung mau ngomong apa mba...nanti kan jadi beda-beda omongannya sama teman.jadi enggak nyambung mba.
- R : Ada saran?
- S : Pelan-pelan aja mba yang jelasinnya mba.

## Interview 12

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*
- R : *Apa kamu suka belajar bahasa inggris dengan cara itu?*
- R : *Apakah materi bisa dipahami dengan baik?*
- R : *Apakah kamu sudah mengerti tentang konsep OCS itu?*
- S : *Hemmmmm masihhh rada-rada bingung mba.hemmm kan ada banyak juga tow mba itu...anuuu jenis-jenisnya.nahhh...itu... belum hafal.*
- R : *Ohhh belum hafal ya...tapi apa itu OCS dan fungsinya sudah mengerti?*
- S : *Kan baru tow mba ini ni...pas mba jelasin dan tanya-tanya ke kita tentang masalah-masalah pas speaking terus sharing ke kita tentang teori OCS itu, ia saya jadi ngerasa hoowh juga y...harus dipakai dulu walaupun dikit-dikit kata-katanya itu biar bisa lancar dan OCS nya bisa buat bantu kita pas speaking...ia tow mba?*
- R : *Waahhhh sudah mengerti berarti. Iya gitu dek. Apakah pada saat practice tadi kamu sudah menggunakan OCS?*
- S : *Iya mba tapi Cuma yang sederhana-sederhana itu loh...*
- R : *Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Menurut saya bisa mba. Tapi kan harus ngerti dulu to mba trus dipakai juga.*
- R : *Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?*
- S : *Masih sih mba...belum banyak ningkatnya tapi kalau dilatih terus nanti enggak susah lagi.*
- R : *Ada masalah yang lain?*
- S : *Itu aja mba.*
- R : *Ada saran?*
- S : *Waktunya mba ditambah lagi. Kemaren saya enggak maju sama mba nya e...padahal udah siap.*
- R : *Oh iya dek, waktunya kurang. Semoga minggu depan bisa. Makasih atas waktunya.*

## Interview 13

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Iya.*
- R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*
- S : *Ya...sedikit-sedikit ngerti mba...*
- R : *Apa kamu suka belajar bahasa inggris dengan cara itu?*
- S : *Suka...langsung praktek, enggak teori terus...*

- R : Apakah materi bisa dipahami dengan baik?  
 S : Iya...bisa...  
 R : Apakah kamu sudah mengerti tentang konsep OCS itu?  
 S : Hemmmm masihhh bingung si mb...pas presentasi oleh kelompok-kelompok itu gag ngerti penjelasannya.  
 R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?  
 S : Heheee lupa mba...  
 R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?  
 S : Masih belum bisa lancar betul mba...masih latihan pertama jadi masih bingung gitu...  
 R : Ada masalah yang lain?  
 S : Kalau speaking itu, kalau enggak ngapalin teks jadi bingung mau ngomong apa mba...nanti kan jadi beda-beda omongannya sama teman. Jadi enggak nyambung mba.  
 R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?  
 S : Kayaknya iya...  
 R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?  
 S : Enggak sesulit kemaren-kemaren deh mba...  
 R : Ada masalah yang lain?  
 S : Terlalu cepat mba kalau ngejelasin.  
 R : Ohhh oke terimakasih saran dan waktunya ya.

Interview 14

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?  
 S : Boleh.  
 R : Bagaimana pendapatmu tentang 2 pertemuan ini?  
 S : Lebih baik daripada yang pertama.  
 R : Lebih baiknya dimana?  
 S : Lebih paham sama OCS itu...  
 R : Apa kamu suka belajar bahasa inggris dengan cara itu?  
 S : Suka banyak latihan ngomong mba apalagi dikasih tau cara mengatasi masalah pas speaking.  
 R : Apakah materi bisa dipahami dengan baik?  
 S : Iya.  
 R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?  
 S : Sudah mulai pakai mba.  
 R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?  
 S : Kalau memang ada keinginan practice speakingnya sendiri dan melatih OCS nya pasti bisa to mba.



- R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?
- S : Hemmm iya mba tadi karena kurang persiapan mungkin...masihhh belum paham sekali penggunaan OCS nya itu.
- R : Ada masalah yang lain?
- S : Masih terbiasa seperti yang dulu-dulu mba. Kalau gak tahu kosa katanya pas lagi latihan gitu ya langsung tanya Poppy atau yang lainnya.
- R : Ada saran?
- S : Sarannya nanti OCSnya dibahas lagi ya mba.hehehe

Interview 15

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Iya mba.
- R : Bagaimana pendapatmu tentang 2 pertemuan ini?
- S : Menurutku trainingnya menarik.
- R : Apa kamu suka belajar bahasa inggris dengan cara itu?
- S : Suka mba banyak latihannya.
- R : Apakah materi bisa dipahami dengan baik?
- S : Hemmm yang Complimenting itu maksudnya kan mba?
- R : Iya.
- S : Iya kalau materi yang itu bisa mba.
- R : Apakah kamu sudah mengerti tentang konsep OCS itu?
- S : Belum paham betul sih mba...
- R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?
- S : Pake sedikit... pas disuruh persiapannya itu saya rencananya mau pake banyak tapi terus lupa dan juga masihhh bingung.
- R :Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S :Iya mba bisa...kan kita jadi latihan-latihan ngomong terus lama kelamaan kan jadi bisa conversation yg panjang-panjang.
- R : Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?
- R : Ada masalah yang lain?
- S : Waktunya kurang mba, tadi aku enggak sempet maju.Cuma latihan di kursi.
- R : Ada saran?
- S : Jadiin 2 hari aja untuk latihannya yang maju biar sebagian semua mba.
- R : Terimakasih atas waktu dan sarannya ya dek.

Interview 16

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan ini?*  
 S : *Seneng mba...*  
 R : *Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?*  
 S : *Iya mba...pas awal-awal itu kan masi bingung harus ngomong apa dan belum bisa juga menggunakan OCS itu. Kalau sekarang, meski kadang-kadang masih sulit ngomongnya tapi saya sudah mulai berani mengutarakan maksud saya and berusaha membuat teman mengerti maksud saya.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Iya.*  
 R : *Apakah kamu sudah mengerti tentang konsep OCS itu?*  
 S : *Lumayan ngerti.*  
 R : *Apakah pada saat practice tadi kamu sudah menggunakan OCS?*  
 S : *Sudah menggunakan.*  
 R : *Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Bisa mba.*  
 R : *Bagaimana pendapat kamu tentang English speaking skill sekarang? apakah masih sulit?*  
 S : *Hemmm ternyata enggak sulit-sulit banget mba asal berani coba to mba..*  
 R : *Ada masalah yang lain?*  
 S : *Enggak..*  
 R : *Ada saran?*  
 S : *Diulangi lagi latihan yang banyak biar bisa cepat lancar mba.*  
 R : *Makasih atas waktu dan sarannya dek.*

Interview 17

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Heem..*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Lebih gampang daripada yang kemaren itu mba.*  
 R : *Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?*  
 S : *Enggak banyak peningkatan mba tapi saya berani aja speaking sekarang. Berusaha enggak tanya Poppy lagi kata-katanya.hehe*  
 R : *Apakah materi bisa dipahami dengan baik?*

- S : *Saya kemaren pas bahas materinya masuknya terlambat karena abis ada acara OSIS mba, jadi ketinggalan deh.*
- R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*
- S : *Kalau OCS nya saya malah dong mba.*
- R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*
- S : *Sudah...*
- R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Menurut saya bisa mba. Tapi kan memang tetap harus latihan speaking sering-sering. Nanti percuma to mba hapal OCS nya tapi enggak latihan speakingnya. Tul enggak mba?*
- R : *Betul.... Kendala apa yang kamu hadapi dalam latihan kali ini?*
- S : *Kendalanya adalah itu lho mba minggu ini kan ada acara Intensive course plus pesantren itu. Bangunnya pagi banget je...ya tapi aku tetap semangat og mba..hehee*
- R : *Ada masalah yang lain?*
- S : *Tidak ada...hehe*
- R : *Ada saran?*
- S : *Hemm apa ya...topiknya yang lebih luas aja mba biar kita ngobrolnya bisa lebih lama.*
- R : *Makasih atas waktu dan sarannya dek.*

Interview 18

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Iya.*
- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*
- S : *Lumayan lah mba.*
- R : *Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?*
- S : *Hemmm gimana ya mba...masih bingung-bingung kadang e mba.*
- R : *Tapi ada perubahan enggak dari latihan yang pertama itu?*
- S : *Ohh yo ada mba. Dari pada yang waktu itu, saya lebih PD gitu mba ngomongnya.*
- R : *Apakah materi bisa dipahami dengan baik?*
- S : *Kalau materinya, hemmm bisa...*
- R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*
- S : *Mengerti.*
- R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*
- S : *Enggak banyak tapi mba...hehee*
- R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Bisa...*
- R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*
- S : *Ngantuk mba. Capek...*
- R : *Pesantren itu ya?Ada masalah yang lain?*

- S : *Itu aja...*  
 R : *Ada saran?*  
 S : *Enggak mba.hehe. udah bagus.*  
 R : *Terimakasih atas waktunya dan sarannya.*

Interview 19

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh...*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Dua pertemuan ini lebih enggak keburu-buru aja kayak yang pertama itu loh mba. Dan saya dapat kesempatan untuk latihan di depan.*  
 R : *Yang pertama enggak dapat kesempatan maju ya dek?*  
 S : *Enggak e mba.*  
 R : *Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Iya mba...bisa banget..*  
 R : *Dalam hal apa peningkatan yang bisa jelas terlihat?*  
 S : *Hemmm apa y mbak...yang jelas vocab-vocab yang kita punya selama ini bisa kita pake dan juga memaksa kita untuk belajar lagi materi-materi yang sudah diberikan untuk bisa dipakai ketika conversation gini mba.*  
 R : *Ohhh jadi peningkatannya adalah penggunaan vocab-vocab yang kalian miliki ya?*  
 S : *Dan pas conversation itu kadang kita banyak banget menemukan kata-kata yang kita enggak tahu bahasa inggrisnya mbak.nah setelah latihan itu kita tanya teman atau cari di kamus gitu. Jadi nambah kosa kata deh mbak...*  
 R : *Materinya bisa dipahami dengan baik?*  
 S : *Iya, mba.*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sudah mba...ya sudah sih mba.*  
 R : *Berarti pada saat practice tadi kamu sudah menggunakan OCS?*  
 S : *Sudah dong mba.....*  
 R : *Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?*  
 S : *Adalah mba...sedikit-sedikit*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Lebih gampang kalau pake video mba dari pada mendengarkan tanpa saja.*  
 R : *Lebih gampang menangkap percakapannya atau mengetahui situasi atau konteksnya?*  
 S : *Dua-duanya mba.*  
 R : *Ada masalah yang lain?*  
 S : *Enggak ada mba.*  
 R : *Ada saran?*

- S : Masih ada kan mba besok? Soalnya masih kurang e latihannya.  
 R : Iya, masih kok. Makasih waktu dan sarannya ya.

Interview 20

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?  
 S : He'em mba.  
 R : Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?  
 S : Mulai lebih ngeh mba sama maksudnya... gitu-gitu deh...  
 R : Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?  
 S : Ketoke kalau meningkat speaking, belum deh mba. Meningkat ngertinya aja OCS itu  
 R : Apakah materi bisa dipahami dengan baik?  
 S : Yang invitation itu kan mba?  
 R : Iya dek betul...  
 S : Gampang dipahami dek  
 R : Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?  
 S : Sudah mulai mengerti mbak dibanding yang awal-awal itu. Kalau diberi kesempatan lebih pasti nanti bisa lebih lancar mbak.  
 R : Apakah pada saat practice tadi kamu sudah menggunakan OCS?  
 S : Iya mba...pakai beberapa jenis OCS.  
 R : Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?  
 S : Iya mbak, ada. Sebelumnya kan cuma pake 2 jenis aja tu mbak... yang "ummm..", "what is it", sekarang sudah mulai memakai yang lain-lain mbak.  
 R : Apakah training OCS ini bisa meningkatkan practice speaking kamu?  
 S : Kalau telaten menghafal dan digunakan bisa meningkatkan mba.  
 R : Kendala apa yang kamu hadapi dalam latihan kali ini?  
 S : Tidak konsentrasi mba. Anak-anak kelas X kan ada pesantren selama seminggu gitu di sekolah mba. Ada intensive course juga yang tentornya dari Pare mba. Setiap hari kita dioprak-oprak untuk bangun jam 3 shubuh shalat Tahajjud terus tadarusan, shalat subuh terus ngantri mandi..wehhh ngantuk jadinya mba kalau udah agak siangan.  
 R : Wah pada ya dek jadwal?  
 S : Banget mba. Abis dari sekolah ini nanti baru Bahasa Inggris lagi. Sampai muntah mba...hahaa.. piss mba.  
 R : Tapi kok tadi pada seneng-senang aja perasaan, ketawa-ketawa.  
 S : Owhh kalau itu beda mba. Kita tu lagi suka sama mas tentornya yang cakep mba...cakep banget deh mba.  
 R : Owalah itu toh.  
 S : Biasa mba...hahaa..buat hiburan aja daripada stress.  
 R : Oke deh. Ada masalah yang lain Ada saran?

S : *Enggak mba.*

Interview 21

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

R : *Assalamualaikum, boleh minta waktunya sebentar dek?*

S : *Iya, boleh mba.*

R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*

S : *Untuk penjelasan mengenai OCS nya itu lebih jelas mba. Latihannya juga mulai lebih apa ya...relax gitu...*

R : *Relax maksudnya gimana dek?*

S : *Maksudnya gini lho mba. Biasanya kan kita kalau latihan speaking itu bingung harus ngomong apa apalagi kalau enggak bikin conversationnya dulu sama temen. Nahh kan kata mbak nya latihannya enggak boleh bikin percakapannya dulu toh, yang pertama itu masih susah banget dan enggak PD, tpi sekarang udah mulai berani coba ngomong aja dan fokus sama apa temen ngerti sama maksud kita atau enggak mba.*

R : *Owh gitu maksudnya. Berarti adapeningkatan pada practice speaking kamu daripada sebelumnya dong dek?*

S : *Hehe gimana ya mba...ya gitu deh...*

R : *Sipp Cuma perlu dilatih terus ya dek. Apakah materi bisa dipahami dengan baik?*

S : *Materinya enggak ada masalah mba.*

R : *Oke. Kamu sekarang sudah mengerti tentang konsep OCS ituya berarti?*

S : *Lumayan mba.*

R : *Apakah pada saat practice tadi kamu sudah menggunakan OCS?*

S : *Pake dong mba meski enggak maksimal. Hehe...*

R : *Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?*

S : *Ada. Ada kok mba.*

R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*

S : *Waktu aja sih mba. Masi kurang lah..*

R : *Ada masalah yang lain?*

S : *Hemmm enggak mba.*

R : *Ada saran?*

S : *Ya kalau bisa waktunya ditambah aja mba. Kalau bisa...heheee*

R : *Masih ada 2 pertemuan kok dek. Makasih ya waktunya.*

S : *Oke deh mba.*

Interview 22

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

R : *Assalamualaikum, boleh minta waktunya sebentar dek?*

S : *Boleh mba.*

- R : Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?  
 S : Kalau saya sih mba latihan yang ini lebih gampang gitu daripada yang pertama itu.  
 R : Materinya atau apanya yang gampang dek?  
 S : Materinya iya jg. trus hemmm apa tu mba...hemmm kalau latihan itu lho mba enggak susah-susah banget ngomongnya.  
 R : Owhh lebih lancar ngomongnya?  
 S : Hooh mba dibanding yang pertama itu.  
 R : Itu karena sudah hafal banyak jenis OCSnya atau lebih berani atau apa?  
 S : OCSs nya lebih banyak iya mba, vocabnya nambah itu lho mba.  
 R : Hemm ada peningkatan penggunaan OCSs dan vocabnya nambah daripada sebelumnya?  
 S : Iya mba. Kita jadi semangat cari kata-kata yang perlu kita pakai untuk tugas selanjutnya kan mba...apalagi kita enggak tahu parther kita nanti bakal ngomong apa improvisasinya. Takutnya kan banyak yang aku enggak tahu jadi siap-siap cari kosakata yang kira-kira bakal dipakai mba.  
 R : Oh gitu. Bagus itu. Berarti ada peningkatan pada practice speaking kamu daripada sebelumnya?  
 S : Iya mba...hehee  
 R : Sekarang sudah mengerti tentang konsep OCS itu ya?  
 S : Iya mba..  
 R : Menurut kamu training OCS ini bisa meningkatkan practice speaking kamu nantinya dek?  
 S : Iya mba. Saya semangat belajarnya biar bisa ngomong bahasa Inggris.  
 R : Kendala apa yang kamu hadapi dalam latihan kali ini?  
 S : Hemmm enggak ada sih mba...  
 R : Ada saran?  
 S : Mbok mba ditambah lagi waktunya. Katanya tinggal 2 pertemuan lagi kan?  
 R : Nanti mungkin akan dilanjutkan sama bu Leyla dek. Makasih atas waktunya ya.

Interview 23

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?  
 S : Bentar aja kan mba? Soalnya sudah dijemput ibuku e mba.  
 R : Oh iya dek...Cuma beberapa pertanyaan aja kog.  
 R : Pendapatmu tentang 2 pertemuan terakhir ini gimana dek?  
 S : Kalau menurut aku sih mba lebih baik daripada yang pertama itu lho mba. Tapi jujur saya belum menguasai lho mba. Agak-agak sulit sih menghafalnya.  
 R : Tapi apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?  
 S : Iya, adalah mba meski sedikit.kurang waktunya kayaknya mba.

- R : *Tapi maternya sendiri bisa dipahami dengan baik?*  
 S : *Hemmm iya mba, agak gampang dong nya kalau materinya.*  
 R : *Kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sudah mba. Tinggal latihan-latihan yang banyak aja deh kayaknya mba.*  
 R : *Tadi saat practice, kamu sudah menggunakan OCS?*  
 S : *Yang latihan pertama itu aku sudah pakai kok mba.*  
 R : *Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?*  
 S : *Ada mba. Diawal-awal itu kan pakainya Cuma yang “hemmm” itu aja..hehehee...tapi tadi sudah lumayan nambah kok mba.*  
 R : *Wah sudah ada peningkatan berarti. Dek, menurut kamu training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Insyallah bisa mba kalau mau dipakai terus dan latihan terus.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Hmmmm apa ya mba...masih belum banyak aja kata-kata OCS nya itu yang aku hafal.*  
 R : *Ada masalah yang lain?*  
 S : *Enggak mba. Hemmm itu aja kayaknya.*  
 R : *Ada saran?*  
 S : *Lebih banyak aja lagi latihannya. Dan kalau bisa pasangannya ganti mba. Heheee..*  
 R : *Ohh gitu..lha kenapa dek?*  
 S : *Iya biar belajar dari temen-temen yang lain jg gitu mba.*

Interview 24

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Saya jadi tambah suka mbak sama English, speakingnya. Jadi ngerasa kalau speaking itu gag sesusah yang dulu.*  
 R : *Lebih enjoy ya di kelas?*  
 S : *Enjoy... kita berasa enggak belajar di sekolah gitu..kayak di les-leasan. Ehhmmm piye yo le ngomong...seneng lah mba..enggak terbeban njuk pengen belajar terus.*  
 R : *Optimis bisa lebih baik speakingnya jika cara ini digunakan?*  
 S : *Iya mbak..optimisss...*  
 R : *Ada masalah yang lain?*  
 S : *Cuma perlu latihan aja deh mbak..*  
 R : *Ada saran untuk pertemuan selanjutnya?*  
 S : *kalau bisa trainingnya bisa lebih lama mbak...*  
 R : *Materi bisa dipahami dengan baik?*  
 S : *Ehmmm bisalah mba..*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*



- S : *Maksudnya ngerti tentang OCS itu kan mba?*  
 R : *Iya dek.*  
 S : *Kalau ngertinya si ngerti mba tapi belum paham betul.*  
 R : *Bagian apa yang belum paham?*  
 S : *Hemmm jenis-jenisnya dan penggunaannya itu mba belum hafal. Masih bingung.*  
 R : *Owh...pada saat practice tadi kamu sudah menggunakan OCS kan?*  
 S : *Yang sederhana-sederhana aja mba.*  
 R : *Dibanding dengan latihan sebelumnya, adakah peningkatan penggunaan OCS nya?*  
 S : *Sedikit mba...hehee*  
 R : *Menurutmu training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Iya, kalau sering dilatih dan dipakai mba...*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Saya susah nyambungnya mba karena tugas fisika belum selesai. Dan ngantuk juga karena 3 hari ini kita bangunnya jam 3 terus mba.*  
 R : *Owh pantas tadi terlihat menurut semangatnya dibanding latihan sebelumnya. Ada masalah yang lain?*  
 S : *Kalau bisa topiknya ganti mba...maksudnya yang lebih umum gitu...biar ngomongnya bisa kemana-mana enggak itu-itu tok. Kan kita susah ngembanginnya mba.*  
 R : *Ide bagus dek. Makasih atas sarannya dan waktunya. See you...*

Interview 25

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, T: Teacher

- R : *Bagaimana menurut ibu mengenai keseluruhan pembelajaran pada cycle 2 ini?*  
 T : *Secara umum, lebih baik dari pada cycle 1 ya...*  
 R : *Menurut ibu bagaimana tanggapan siswa terhadap aktifitas pembelajaran pada cycle 2 ini?*  
 T : *Tanggapannya positif, lebih bagus dari pada sebelumnya.*  
 R : *Bagaimana antusias siswa pada training OCS kali ini?*  
 T : *Mengenai trainingnya itu sendiri siswa justru lebih berinisiatif dan lebih antusias lo mba. Soalnya kan mereka sudah belajar dari pengalaman pada latihan yang pertama. Mereka jadi tahu apa yang kurang dan termotifasi untuk lebih belajar lagi.*  
 R : *Menurut ibu apakah siswa-siswa sudah paham penggunaan OCSs pada cycle ini?*  
 T : *Ohhh iya sudah lumayan lho mbak anak-anak bervariasi menggunakan OSC nya itu. Sudah lebih banyak yang menggunakan beberapa OCS meski ada beberapa yang masih pada tahap mencoba-coba menggunakan sedikit OCS.*  
 R : *Apakah menurut ibu, dengan bervariasinya penggunaan OCS pada siswa ini berdampak pada peningkatan practice speaking mereka?*

- T : *Iya mbak, jelas ada pengaruhnya. Ia terlihat dari keberanian mereka untuk bercakap-cakap itu meningkatkan practice speaking mereka.*
- R : *Menurut ibu apakah tujuan kita untuk meningkatkan speaking practice siswa sudah tercapai sejauh ini?*
- T : *Untuk mencapai itu tentu butuh proses dan tidak sebentar ya mba. Hehe. Saya saja harus tetap belajar terus to mba. Tetapi baik dalam latihan pada JCoT tadi maupun ICoT nya beberapa siswa sudah menggunakan OCSs untuk mengatasi masalah yang mereka hadapi, khususnya yang berhubungan dengan grammar and vocabulary.*
- R : *Owh tapi ada indikasi kearah situ kan ya bu..heheee..?*
- T : *Hehe...iya mba saya optimis untuk itu.*
- R : *Menurut ibu apa kendala yang kita hadapi dalam cycle ini?*
- T : *Kalau pada cycle ini yang saya notice adalah beberapa pasangan tidak ada peningkatan pada confidence nya. Ya beberapa saja sih mba, tidak banyak.*
- R : *Oh iya ibu saya juga memperhatikan itu. Tapi meski sedikit mereka menggunakan OCSs ya bu?*
- T : *Betul, tetapi menurut saya tidak signifikan dan juga penempatannya kurang tepat. Saya kemaren sampe kemekelan dengar beberapa pasangan yang maksain banget memasukkan OCSs nya itu sehingga justru terlihat tidak natural kan? Padahal penggunaan OCSs itu seperti yang mba Yeni bilang menunjukkan berbicara yang natural to?*
- R : *Iya, benar sekali bu. Apa saran ibu dalam menangani masalah tersebut?*
- T : *Hemmm gini mbak, saya juga sempat diskusi dengan ibu ... (guru Bahasa Inggris di kelas ini juga) mengenai ini dan kebetulan kan short functional text nya materinya sudah habis untuk semester ini sehingga ibu ... menyarankan untuk melanjutkan materi .... Mereka pernah membahasnya sekali dalam kelas ini dan belum selesai. Masih pada tahap presentasi saja katanya. Nah..nanti kita tinggal melanjutkan saja. Pada latihan kali ini kan anak-anak bisa dikelompokkan dalam 4-5 orang sehingga memungkinkan untuk menggabungkan siswa-siswa yang pemalu atau tidak confidence itu dengan mereka yang progressnya cepat. Gimana mba?*
- R : *Ohhh ide bagus juga sih bu. Nanti disitu ada monologue nya yaitu pembawa beritanya dan untuk percakapannya ya antara reporter dengan sumber beritanya ya bu.*
- T : *Betul mba. Nanti mungkin masih perlu dibahas kembali juga mengenai OCS itu. Ya tidak usah dibahas dari awal, bentuknya feedback saja secara umum.*
- R : *Baik bu. Nanti saya coba buat lesson plannya. Terimakasih atas waktunya ya bu...*

## Interview 26

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Oke mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Masih bingung je mba.*  
 R : *Bingungnya yang bagian mana dek?*  
 S : *Apa yo mba...ya...mau ngomong apa kalau enggak buat dialognya dulu itu lho mba.*  
 R : *Materinya bisa dipahami dengan baik tidak?*  
 S : *Masih bingung juga mba.*  
 R : *Ohhh materinya masih belum jelas ya. Kenapa tadi tidak tanya dek?*  
 S : *Hehe...*  
 R : *Malu apa takut? Hehe..*  
 S : *Enggak sih mba. Enggak takut. Malu juga sih...lagian tadi tu kayaknya udah ngerti tapi kok pas suruh latian bingung gitu lho mba.*  
 R : *Ohhh gitu... parthernya tadi gimana? Masih bingung juga?*  
 S : *Iya, kayaknya mba...heheee*  
 R : *Kalau OCS itu apa sudah ngerti dek?*  
 S : *Sedikit mba.*  
 R : *Fungsinya sudah tau?*  
 S : *Tau mba tapi pakainya pas yang gimananya masih belum paham.*  
 R : *Tapi tadi sudah pakai OCS nya enggak?*  
 S : *Pakai mba...tapi tadi diketawain sama Bu leyla. Hehe.kayaknya salah mba. Hehe..*  
 R : *Menurut kamu training OCS ini bisa meningkatkan practice speaking kamu tidak dek?*  
 S : *Menurutku bisa mba. Tapi harus sering latihan.*  
 R : *Optimis bisa ya... Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Itu tadi mba masih belum paham betul dan sama-sama enggak ngerti aku sama sebangkuku.hehee*  
 R : *Masalah yang lain?*  
 S : *Hemmm enggak mba.*  
 R : *Ada saran?*  
 S : *Hemmmm apa ya...diulangi lagi mba kalau bisa.hehee.*

## Interview 27

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*

- S : Hemmm ya gimana y mba...lebih baik sebenere mba tapi kitanya tu lho mba yang kurang semangat. Capek e mba...kita bangun jam 3 pagi terus lho mba trus PR juga tetep aja banyak.
- R : Acara apa si dek?
- S : Itu lho mba, speaking club yang trainernya dari Pare itu. Itu kan nginep kita-kita siswa kelas X di sekolah sekaligus pesantren.
- R : Owhhh...dan tugas-tugasnya masih tetap banyak yah?
- S : Iya e mba...
- R : Itu kenapa tadi beberapa temen-teman enggak terlalu konsen yah?
- S : Sebelum pelajaran Bahasa Inggris kan Fisika to mba...nahh tadi tu karena kita-kita pada males-malesan ibunya kasih kelonggaran ngumpulin tugas sampe setelah istirahat jadinya kita enggak konsen mba. Ditambah lagi capekk pooolll dan ngantuk mba.
- R : Owh begitu. Akibatnya practice speaking kamu tidak meningkat daripada sebelumnya ya dek?
- S : Iya kayaknya ya mba...
- R : Apakah materi bisa dipahami dengan baik tataau tidak tadi?
- S : Kalau masalah materinya Enggak begitu sulit tadi mbaknya lihat kita capek kayaknya lebih pelan-pelan to mb..
- R : Oke. Sudah mengerti tentang atau belum konsep OCS itu?
- S : Lumayan mba...
- R : Ada peningkatan tidak penggunaan OCS pada saat practice tadi?
- S : Hahaaa...enggak deh mba kayaknya...hehee
- R : Karena enggak konsen tadi ya dek? Tapi apakah menurut kamu training OCS ini bisa meningkatkan practice speaking kamu?
- S : Kalau kita enggak capek, bisa deh mba...
- R : Ohhh...Kendala apa yang kamu hadapi dalam latihan kali ini selain kehilangan konsentrasi karena kelelahan?
- S : Itu aja sih mba... tapo kan karena capek trus enggak konsen trus juga jelek to mba latihannya.
- R : Ada saran?
- S : Yahh semoga besok masih ada mba...masih ada to mba?
- R : Iya masih dek. Makasih atas waktunya.

Interview 28

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Iya mba.
- R : Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?
- S : Ya... lebih jelas og mba kita nya sama pelajarannya tapi pas latihannya tadi enggak maksimal ya mba? Capek banget mba kita bangun jam 3 shubuh terus itu karena acara sekolah itu lo mba.
- R : Owhh iya acara pesantren plus speaking club ya?

- S : Ho'owh e mba. Aduuuuhh kecapekan banget aku mba gek ngantuk lagi kalau udah pelajaran ke-2 tuh. Sorry yo mba tadi...hehee. Wah tenane ngantuk banget aku mba.
- R : Iya capek banget ya dek. Trus apa materi bisa dipahami dengan baik?
- S : Sedikit-sedikit bisa dipahami kog mba.
- R : Tapi sekarang sudah mengerti tentang konsep OCS itu?
- S : Aku tu udah dong og mba dari awal Cuma belum hafal smua tu lho mba apa-apa aja nya itu jadinya yo pakai yang simple-simpel aja tu lho.
- R : Ada peningkatan atau tidak penggunaan OCS nya pada saat practice tadi?
- S : Aku enggak sempet ngapalin lagi e mba...haha sorry yo mba. Lha PR banyak banget e mba belum lagi acaranya padet banget jal mba...pusing enggak...
- R : Owh gitu ya dek. Tapi dek menurut kamu training OCS ini bisa meningkatkan practice speaking kamu?
- S : Owhh bisa mba. Asal enggak terkuras gini lho kitanya. Ya semoga mba nya disini diperpanjang aja... gimana...
- R : Hahaa... kalau boleh yo dek. Jadi kendala dalam 2 pertemuan ini enggak konsentrasi karena kelelahan ya dek?
- S : Betul mba...
- R : Ada masalah yang lain?
- S : Hemmm opo yo..itu aja sih mba.
- R : Ada saran?
- S : Buat mba nya enggak ada. Top...hehee. Yo kita aja yang semoga minggu depan lebih fit to mba...kan minggu depan udah enggak pesantren lagi.
- R : Oke...makasih buat waktunya dan tetap semangat ya dek.

Interview 29

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Oke mba tapi jangan lama-lama ya mba belum numpuk tugas fisika e...
- R : Oke dek, bentar aja kok. Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?
- S : Wah mba... pas hari ini tadi mba susah banget konsentrasinya. Sumpah mba... penuh otak ini. Banyak tugas lagi...haduuuhh.
- R : Owh iya katanya ada intensive course dari Pare gitu ya?
- S : Iya mba...
- R : Tapi kok tadi kalian ketawa-ketawa. Ada apa memangnya dengan tentornya?
- S : Ehmmm ya Allah mba tentornya itu loh...cakep mba. Satu-satunya yang buat motivasi. Wooohhh cakep banget mba. Matanya itu lho....
- R : Owhh itu dek yang jadi bahan ombrolan dan kalau aku tadi ada nyerempet-nyerempet ke cowok atau ganteng gitu kalian langsung senyum-senyum dan rame?
- S : Hahaa...jadi malu...lha abisnya cakep banget e mba...ya ampun.

- R : *Oke..oke nanti aku kenalan ya dek...heheee*  
 S : *Wehh jangan mba itu punyaku e..heheee*  
 R : *Oke deh. Berarti dek, ada peningkatan pada practice speaking kamu daripada sebelumnya tidak?*  
 S : *Hemmm tapi yo enggak banyak deh mba.*  
 R : *Materinya sendiri bisa dipahami dengan baik tidak?*  
 S : *Kalau materinya insyallah bisa dipahami mba. Untungnya mba tadi lebih pelan-pelan dan enggak maksain kita.*  
 R : *Kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Udah ngerti mba tapi kurang latihannya aja biar terbiasa menggunakan macam-macamnya itu. Banyak juga to mba...*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Hemmm dikit mba...abisnya kondisinya kayak gini je...*  
 R : *Dek, menurutmu training OCS ini bisa meningkatkan practice speaking kamu tidak?*  
 S : *Kalau dilatih terus dan benar-benar dipakai OCSnya itu, bisa meningkatkan mba. Tapi kalau enggak pernah latihan ya sama aja to mba...*  
 R : *Iya benar sekali dek. Kendala apa yang kamu hadapi dalam latihan kali ini selain kehilangan konsentrasi karena kelelahan?*  
 S : *Enggak ada kok mba.*  
 R : *Ada saran?*  
 S : *Lanjutkan aja mba...heheee*  
 R : *Makasih atas waktunya.*

Interview 30

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Mba, kok topiknya enggak luas e mba. Kan kalau bisa luas gitu kita ngembangin percakapannya enak dan pakai OCSs juga bisa lebih banyak.*  
 R : *Iya dek, pertemuan depan kita bakal ngelanjutin topic News item yang udah dibahas bu Zahro itu dek. Jadi topiknya bisa lebih luas.*  
 S : *Hoowh to mba?*  
 R : *Iya dek. Apakah ada peningkatan pada practice speaking kamu daripada sebelumnya?*  
 S : *Hemmm enggak deh mba soalnya hari ini susah konsen nya mba.*  
 R : *Oke... tapi materi bisa dipahami dengan baik?*  
 S : *Agak mba...masih bisa dingertiin mba..*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Ehmmm sudah mba. Sudah kok...*  
 R : *Ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Satu atau dua kata gitu mba...hahaaa*

- R : *Oke...oke. Apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Sip bisa mba... kita enggak meningkat itu karena pusing banyak tugas tu mba...kalau enggak ya pasti semangat-semangat mba.*
- R : *Kendala lain apa yang kamu hadapi dalam latihan kali ini?*
- S : *Pas listening tadi, aku susah nangkep dialognya.*
- R : *Lebih susah dari pada pake video ya?*
- S : *Iya mba. Kalau video tu aku lebih gampang ngertinya dari gambar-gambarnya...maksudnya tuh dari tempat, trus gerak-gerakannya mereka ngapain-ngapain nya itu. Kalau listening kayak tadi kan enggak bisa lihat mba, Cuma suaranya aja.*
- S : *Saya belum juga hafal mba apa aja OCSnya itu.*
- R : *Ada saran?*
- S : *Itu aja tadi mba. Topiknya itu.*
- R : *Oke deh. Makasih ya dek.*

Interview 31

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Silakan mba.*
- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*
- S : *Hemmm saya sendiri sudah mulai-mulai fokus ke...apa itu mba...ihh apa sih kata mba Yeni tu...hemmm fokus sama meaning atau maksud dari apa yang mau kita bicarakan kepada lawan bicara gitu mba. Seperti yang dibilang kalau speaking itu fokus dulu sama gimana biar lawan bicara ngerti maksud kita. Kadang kan walaupun kita pakai grammar yang bener temen tetap enggak ngerti...*
- R : *Apa yang kamu lakukan ketika fokus pada meaningnya?*
- S : *Ya maksudnya, saya fokus sama reaksi teman dari pada sekedar kata-kata yang saya ucapkan mba.*
- R : *Bagaimana efeknya pada speaking practice kamu dek?*
- S : *Yang paling kerasa tu mba perubahannya kepercayaan diri. Jadi tu saya lebih berani ngomong walaupun grammarnya saya tau kacau. Pokoknya asal lawan ngomong dong dulu...*
- R : *Berarti ada peningkatan pada practice speaking kamu daripada sebelumnya?*
- S : *Iya mba...*
- R : *Kalau materi bisa dipahami dengan baik?*
- S : *Bisa mba...*
- R : *Sekarang sudah mengerti tentang konsep OCS itu dong?*
- S : *Ngerti lah mba...Cuma perlu diulang-ulang aja.*
- R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*
- S : *Ada mba kalau disbanding yang pertama latihan itu.*

- R : Menurut kamu apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S : Hemmm yakin bisa mba...buktinya baru dua kali aja saya udah mulai lebih ada apa ya...peningkatan lah...
- R : Kendala apa yang kamu hadapi dalam latihan kali ini?
- S : Agak ngantuk dan capek sebenere mba karena ada acara sekolah itu tapi syukur tadi masih bisa on..hahaaa...
- R : Masalah yang lain?
- S : Hemmm enggaklah mba...mungkin topiknya aja mba yang dibuat lebih menarik dan enggak terlalu sempit.
- R : Owhh oke..makasih atas saran dan waktunya ya dek.

Interview 32

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, T: Teacher

- R : Assalamualaikum, boleh minta waktunya sebentar untuk wawancara ya bu?
- T : Mari silakan mba yeni.
- R : Bagaimana menurut ibu mengenai keseluruhan pembelajaran pada cycle 3 ini?
- T : Sudah bagus dah sudah kelihatan hasil yang ingin kita capai. Tentu belum bisa kita katakana sempurna karena adanya banyak faktor, utamanya kurangnya waktu training ini. Namun dengan keterbatasan waktu yang juga dibarengi dengan faktor-faktor lain saya bisa mengatakan bahwa ekspektasi kita diawal bisa dibuktikan. Begitu mba.
- R : Alhamdulillah ya bu kalau ada kemajuan yang positif pada cycle 3 ini. Bagaimana tanggapan siswa terhadap aktifitas pembelajaran pada cycle 3 ini?
- T : Bagus...mereka lepas, enjoy yang tentu berpengaruh pada peningkatan practice mereka.
- R : Antusias pada kegiatan atau aktifitasnya apakah juga berarti siswa antusias pada training OCSnya bu?
- T : Hemmm karena memang main activity nya itu sesungguhnya pada training OCS itu dan kelihatannya tidak ada masalah disitu, ya mereka antusias atau suka sama training ini.
- R : Terlepas dari antusias siswa terhadap kegiatan maupun training itu sendiri menurut ibu adakah peningkatan penggunaan OCSs pada cycle ini?
- T : Ehhmm beberapa siswa ya mba ada peningkatan. Namun sayangnya kebanyakan siswa hanya menggunakan jenis OCS yang itu-itu aja.
- R : Itu kenapa ya bu?
- T : Lagi-lagi waktu ya mba. Meski materi trainingnya itu sendiri tidak begitu sulit tapi tetap saja mereka butuh waktu untuk mengerti tujuan dan fungsinya, kemudian mengahafal sekaligus memahami penggunaan OCS itu dan tentu butuh diulang-ulang to? Ya itulah mba kalau penelitian di



sekolah, karena kita juga serba mepet waktunya dengan materi yang seabreg.

R : Iya bu, bisa dipahami. Menurut ibu apakah ada peningkatan speaking practice siswa sejauh ini?

T : Bisa dikatakan demikian ya. Indikatornya adalah mereka bercakap-cakap dalam bahasa inggris dengan kesadaran sendiri dan bebas kan ya menurut saya. Tapa membuat skrip terlebih dahulu, tanpa harus stiap saat diawasi, dan ketika giliran maju mereka serius menyelesaikan obrolan itu menurut saya sudah cukup menunjukkan peningkatan itu kan mba? tidak bisa terlalu berharap speakingnya meningkat drastic dengan waktu yang singkat ini.

R : Betul sekali bu. Peningkatan itu lebih kepada kemampuan fluency nya bu?

T : Iya... lebih ke fluency nya ya...

R : Adakah peningkatan terhadap kemampuan bahasa inggris siswa lainnya, misal grammar dan vocab nya bu?

T : Kalau vocab sejak cycle 2 itu sudah mulai kelihatan ada peningkatannya ya. Entah yang mereka akhirnya mengingat-ingat kata-kata yang sebelumnya mereka tahu tetapi jarang dipakai atau mereka cari sendiri karena kebutuhan mereka. Tetapi sayangnya untuk grammar sendiri nampaknya tidak ya mba. Mereka masih menggunakan present tense untuk yang sudah berlalu dan terkadang present continuous untuk keadaan yang tidak tepat.

R : Hehee iya benar bu saya juga notice itu.

T : Ya ajar aja tidak ada peningkatan wong memang kita tidak menekankan pada itu kan ya mba?

R : Benar bu. Menurut ibu apa kendala yang kita hadapi dalam cycle ini?

T : Kalau pada cycle sebelumnya kita menghadapi masalah kelelahan siswa karena pesantren, yang pada cycle ini sedikit aja efeknya, kendala pada cycle ini lebih ke persiapan siswa pada tugasnya ya mba. Karena memang tugas seperti ini memang membutuhkan persiapan yang lumayan matang. Belum lagi beberapa siswa yang tidak ikut kelas sebelumnya karena urusan osis atau acara lain tidak maksimal pada saat latihan. Akibatnya sedikit banyak berpengaruh pada performance kelompoknya.

R : Apakah harapan dan saran ibu setelah program ini selesai?

T : Harapan saya semoga selesainya penelitian mba Yeni ini tidak selesai juga penggunaan OCS ini oleh siswa karena ini akan sangat membantu siswa dalam meningkatkan kemampuan speaking siswa nantinya. Terlebih lagi mereka sekarang masih kelas X, masih banyak waktu untuk melatih speaking mereka dan ketika lulus ya mereka memiliki kemampuan speaking yang memang seharusnya dimiliki oleh lulusan SMA mba.

R : Iya semoga bu.

T : Sarannya ya semoga program ini bisa dikembangkan juga sama mba Yeni, baik melalui murid atau sekolah yang mba mengajar disitu maupun bentuk penelitian yang lebih intensif.

R : Terimakasih atas waktu, tenaga dan saran ibu selama penelitian ini ya bu. Semoga bermanfaat bagi kita semua.

## Interview 33

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Saya lebih percaya diri mba. Berani ngomong meski saya tau banyak salahnya. Hehe.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Kalau materinya sih memang agak susah e mba penyiar berita itu soalnya kan harus menguasai beritanya itu loh mba.*  
 R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terkahir ini?*  
 S : *Iya mba.*  
 R : *Dalam hal apa dek?*  
 S : *Apa ya... saya kalau ngomong udah agak lebih panjang gitu mba...hehee*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sudah mengerti mba.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Sedikit banget mba...*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Iya mba kalau dilatih terus juga...*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Susah Ngehapalin dan kapan dipakainya aja mba...sama waktunya.*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Bagus mba. Bantu banget biar kita bisa berani ngomong.*  
 R : *Terimakasih atas waktunya dan sampai jumpa ya dek.*

## Interview 34

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Latihan yang terakhir ini, saya ngerasanya lebih enjoy dan lancar.*  
 R : *Berarti ada peningkatan pada speaking practice kamu dek?*  
 S : *Iya mba. Kita kalau ketemu teman-teman pagi atau pas istirahat sering ngomong pakai Bahasa Inggris dan pakai OCSnya mba...beneran deh...*  
 R : *Materinya bisa dipahami dengan baik?*  
 S : *Hemmm iya mba.*  
 R : *Kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sudah mba.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi dibanding sebelumnya?*

- S : *Ada. Tapi enggak semua yang dikertas itu bisa saya pakai mba. Lama kelamaan mungkin bisa.*
- R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Bisa sekali mba.*
- R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*
- S : *Apa ya...enggak ada mba.*
- R : *Apa kesan kamu terhadap training ini?*
- S : *Suka mba dengan pembelajaran kayak gini. Apalagi mba nya lucu dan ngertiin kita.*
- R : *Terimakasih atas waktunya dan sampai jumpa ya dek.*

Interview 35

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*
- S : *Iya.*
- R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*
- S : *Lebih gampang mba.*
- R : *Sudah lebih ngerti OCS itu dan udah latihan ketiga ini jadi lebih gampang pakai OCSnya.*
- R : *Ohhh jadi sudah mengerti apa itu OCS, tujuannya dan apa saja ya?*
- S : *Kalau apa-apa ajanya belum hafal betul sih mba.*
- R : *Oke. Apakah materi bisa dipahami dengan baik?*
- S : *Hemmm iya mba, bisa.*
- R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*
- S : *Aku sekarang seneng latihan pake Bahasa Inggris lho mbak. Walaupun bukan pelajaran Bahasa Inggris juga kadang aku sama temenku sok..sok..latihan.*
- R : *Wah antusias sekali ya. Apakah ada peningkatan penggunaan OCS pada saat practice tadi daripada sebelumnya?*
- S : *Tidak banyak tapi ada mba..hehee*
- R : *Apa aja dek?*
- S : *Yang pertanyaan "what is it" itu tok mba.*
- R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*
- S : *Bisa.*
- R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*
- S : *Enggak ada deh mba.*
- R : *Ada masalah yang lain?*
- S : *Ini terakhir katanya ya mba? Wah bisa ilang no mba kalau enggak dilatih-latih lagi. Kalau bisa ditambah pertemuan lagi*
- R : *Hehe waktunya memang sudah habis dek. Semoga nanti bisa dilanjutkan oleh guru yang lain dan kalian bisa berlatih sendiri-sendiri. Terimakasih atas waktu dan kerjasamanya ya dek. Sampai jumpa.*

## Interview 36

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Masih kurang mba.*  
 R : *Kurang waktunya?*  
 S : *Hemmm iya juga, sama itu lho mba...masih kurang latihan. Kayaknya setiap pertemuan itu cepet banget rasane.*  
 R : *Owhhh masih butuh latihan lagi. Tapi apa itu OCS sudah paham ya?*  
 S : *Udah sih mba tapi penggunaannya setiap macamnya itu lho..masih belum paham banget.*  
 R : *Hemmm belum hafal apa aja dan kapan dipakainya ya. Tapi tadi pakai OCS kan ketika latihan?*  
 S : *Pakai sih mba tapi itu-itu aja...enggak nambah-nambah dari pertama-pertama itu.*  
 R : *Ohh oke..oke...semoga dilatih terus ya biar lebih banyak yang tau dan lebih bisa bantu speakingnya. Tapi materi bisa dipahami dengan baik?*  
 S : *Materinya enggak ada masalah mba.*  
 R : *Ada masalah yang lain?*  
 S : *Ya itu tadi aja mba...waktu dan kurang latihan aja.*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Ya...kesan sip mba.*  
 R : *Terimakasih atas waktunya dan sampai jumpa ya dek.*

## Interview 37

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Lebih semangat*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Iya, enggak ada masalah.*  
 R : *Ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*  
 S : *Iya.*  
 R : *Dalam hal apa?*  
 S : *Saya lebih banyak praktek Bahasa Inggrisnya mba sekarang waktu pelajaran Bahasa Inggris.*  
 R : *Oke. Kalau di luar kelas?*  
 S : *Iya juga mba, sekarang sering praktek-praktek sendiri.*  
 R : *Lebih suka Bahasa Inggris sekarang?*  
 S : *Hehe iya mba.*

- R : *Kamu sekarang sudah mengerti tentang konsep OCS itu ya?*  
 S : *Iya.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Ada mba.*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Iya, bisa mba.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Hemmmm biasa aja mba.*  
 R : *Waktunya cukup?*  
 S : *Iya sih masih kurang mba.*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Suka aja mba.*  
 R : *Terimakasih atas waktunya dan sampai jumpa ya dek.*

Interview 38

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh mba.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Lebih enak karena kelompoknya lebih banyak dan sama yang pinter juga jadi bisa bantu kalau pas stak.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Kalau yang tadi topiknya bisa buat ngomong-ngomong panjang mba.*  
 R : *Tadi kalimat-kalimatnya sudah lebih panjang ya?*  
 S : *Iya mba. Topiknya enak, temen-temennya enak dan sudah mulai berani salah aja mba asal temennya ngerti.*  
 R : *Berarti bisa dikatakan ada peningkatan pada practice speaking kamu 2 pertemuan terkahir ini?*  
 S : *Hehe iya mba. Meski masih banyak harus dipelajari lagi materi-materi yang pernah diajarkan guru-guru misalnya grammar. Kalau masalah vocab kan rata-rata bisa diatasi sama OCS itu mba, dengan minta bantuan teman itu atau deskripsi Cuma kalau masalah grammarnya...haduuhh kadang-kadang salah arti kan mba.*  
 R : *Betul dek, apa yang sudah guru-guru berikan tolong dipelajari lagi dan gunakan dalam speaking juga. Tapi kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Mengerti mba.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Iya tapi Enggak banyak mba...*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Bisa mba tapi mungkin lama ya mba...enggak bisa instan.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Pas lagi training pasti lagi capek mba...jadinya kurang maksimal.*  
 R : *Apa kesan kamu terhadap training ini?*

- S : *Training ini bagus mba...kita belajarnya enggak spaneng dan membantu juga biar speakingnya enggak susah.*  
 R : *Terimakasih atas waktunya dan kerjasamanya ya dek. Sampai jumpa.*

Interview 39

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Kalau aku yang terakhir ini ngerasa lebih lancar speakingnya mba.*  
 R : *Maksudnya sudah ada peningkatan speaking practicenya?*  
 S : *Hooh...kalau yang pertama dan kedua itu aku masih susah ngungkapin apa yang mau aku omongin, tadi tu udah yang ngomong ya ngomong aja.*  
 R : *Lawan bicara tapi mengerti ya maksudnya?*  
 S : *Iya. Malahan lebih natural lah daripada buar dialog dulu kayak biasanya.hehe*  
 R : *Senang belajar dengan cara itu?*  
 S : *Seneng mba...*  
 R : *Kalau materinya bisa dipahami dengan baik?*  
 S : *Bisa...*  
 R : *OCS itu apa sudah paham ya?*  
 S : *Hemmm iya...sudah...*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi dengan sebelumnya?*  
 S : *Iya...*  
 R : *Menurut kamu training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Iya, bisa...*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Kendalanya paling cuma waktu aja mba. Harusnya bisa lebih lama lagi training.*  
 R : *Ada masalah yang lain?*  
 S : *Hemmm enggak ada...*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Asyik, suka...*  
 R : *Terimakasih atas waktunya dan kerjasamanya ya dek. Sampai jumpa.*

Interview 40

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*

- S : *Asyik mba*  
 R : *Materi bisa dipahami dengan baik?*  
 S : *Materi bisa, OCS nya juga sudah ngerti mba dan enggak susah juga dipahami.*  
 R : *Ada peningkatan pada practice speaking kamu setelah training OCS ini?*  
 S : *Kalau Bahasa Inggris saya belum banyak meningkat mba, kan baru 6 pertemuan. Susah e mba kalau suruh meningkat cepat-cepat.*  
 R : *Memang butuh waktu dek. Tapi latihannya atau practice sudah lebih banyak dibanding sebelum training tidak?*  
 S : *Ohhh itu maksudnya. Iya mba meningkatkan. Kita banyak kesempatan untuk praktek dan juga kita sering praktek-praktek di luar pelajaran kok mba. Latihan pakai OCS nya itu.*  
 R : *Adakah peningkatan penggunaan OCS pada saat practice tadi dibanding sebelumnya?*  
 S : *Ada mba.*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Hemmm...Iya...*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Itu loh mba si Rafi kan enggak masuk pertemuan sebelumnya, trus dia agak-agak keluar dari skenarionya. Tapi yo enggak apa-apa ding malah bisa melatih OCS nya itu lebih banyak*  
 R : *Ada masalah yang lain?*  
 S : *Enggak ada mba.*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Bagus kegiatannya untuk membantu memperbaiki speaking.*  
 R : *Terimakasih atas waktunya dan kerjasamanya ya dek. Sampai jumpa.*

Interview 41

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Bahasa Inggrisku enggak juga bagus e mba...piye yo mba biar lancar..*  
 R : *Tadi kelihatannya lancar aja ketika practice? Masalahnya dimana?*  
 S : *Aku sih tadi coba ngomong aja mba. Kata mba Yeni kan suruh berani ngomong dulu to dan yang penting lawan bicara ngerti? Tapi aku masih bingung nyusun kalimatnya itu. Grammar nya kacau-kacau gitu e mba...*  
 R : *Iya memang harus bertahap dek. Kan ini fokusnya berani ngomong dan teman mengerti dulu kan...grammarnya kan udah sering dipelajari...harapannya bisa dipakai ketika latihan gini.*  
 S : *Iya sih mba...jiannn bikin bingung deh grammar tuh..*  
 R : *Materinya bisa dipahami dengan baik tapi ya?*  
 S : *Materinya iya mba bisa...*

- R : Merasa ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini tidak?
- S : Ya itu mba kalau bikin kalimat masih susah. Tapi kalau berani ngomongnya ya meningkat...
- R : Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?
- S : Sudah.
- R : Apakah ada peningkatan penggunaan OCS pada saat practice tadi?
- S : Hemmm iya nambah tadi...
- R : Apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S : Iya..
- R : Ada masalah yang lain selain grammar?
- S : Enggak ada..
- R : Apa kesan kamu terhadap training ini?
- S : Menyenangkan trainingnya...
- R : Terimakasih atas waktunya dan kerjasamanya ya dek. Sampai jumpa.

Interview 42

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : Assalamualaikum, boleh minta waktunya sebentar dek?
- S : Iya.
- R : Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?
- S : Waktunya kurang banget mba. Harusnya materi yang ini 3 sampai 4 pertemuan biar lebih sip...
- R : Iya, tapi tadi mba lihat sudah bagus practicenya?
- S : Masa sih mba. Itu tadi asal-asal aja coba ngomong, enggak tau bener apa salahnya. Ini terakhir po mba? Waaa masih kurang banget mba...
- R : Iya memang waktunya singkat sekali. Tapi ada peningkatan tidak speaking practicenya?
- S : Ya itungannya udah ada peningkatan lah mba walaupun sebentar banget...cepat banget...kalau bisa sih ditambah lagi mba trainingnya.
- R : Apakah materi bisa dipahami dengan baik?
- S : Bisa...
- R : Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?
- S : Hemmmm ya sudah agak ngertilah...
- R : Apakah ada peningkatan penggunaan OCS pada saat practice tadi?
- S : Sedikit mba...heheee..
- R : Apakah training OCS ini bisa meningkatkan practice speaking kamu?
- S : Bisa kalau rajin melatihnya sendiri mba...makanya diperpanjang aja penelitiannya..heheee
- R : Hehe boleh enggak ya sama gurunya ada masalah yang lain?
- S : Apa ya..ohh itu mba..aku sok bingung pengucapan kata-kata baru itu
- R : Ohhh pronunciation nya yah?
- S : Iya mba.
- R : Harus sering cek kamus oxford yang di perpustakaan itu berarti dek...



- R : *Apa kesan kamu terhadap training ini?*  
 S : *Top lah pokoknya.*  
 R : *Terimakasih atas waktunya dan kerjasamanya ya dek. Sampai jumpa.*

Interview 43

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Lebih enjoy mba.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Iya*  
 R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*  
 S : *Ada.*  
 R : *Meningkatnya dibagian mana dek?*  
 S : *Saya sekarang kalau lagi percakapan bisa lebih panjang-panjang kalimatnya mba. Sebelumnya saya cuma seadanya apalagi pas awal-awal tidak buat skrip sebelumnya jawabnya cuma satu atau dua kata.*  
 R : *Kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sudah.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Hemmm ada mba.*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Bisa mba kalau udah lama-lama.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Hemmm apa ya...enggak ada mba.*  
 R : *Minggu lalu saja ya yang kelelahan dan mengganggu konsentrasi?*  
 S : *Oh hooh mba...ngantuk yang minggu lalu itu...*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Kesannya enjoy, mba nya baik sering ngertiin kita. Hemmm baguslah mba, saya suka pokoknya.*  
 R : *Terimakasih atas waktu dan kerjasamanya ya dek. Sampai jumpa.*

Interview 44

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Boleh.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Aku enggak masuk e mba pertemuan sebelumnya itu jadi tadi latihannya enggak begitu bagus.*

- R : *Merasa tidak maksimal ya?*  
 S : *He'em mba...abisnya ada acara OSIS e...*  
 R : *Terus efeknya sama practice tadi dengan kelompok kamu?*  
 S : *Jadi melenceng dari rencananya mba soalnya aku baru baca-baca tadi. Untungnya enggak buat-buat dialog dulu terus dihafalin gitu. Kalau harus hafal-hafalin ya kacau tadi. Makanya tadi pas udah di depan rada bingung dan enggak siap mba.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Untungnya udah pernah dibahas sebelumnya sama bu Zahro.*  
 R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*  
 S : *Hemmm ya lumayan ada peningkatan.*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Karena aku beberapa kali enggak masuk pelajaran Bahasa Inggris jadi kurang begitu ngerti kayak teman yang lain.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi dibanding sebelumnya?*  
 S : *Hahaaa enggak mba..itu-itu ajaa...*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Bisa mba...akunya aja yang males ngapalin dan sering enggak masuk.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*  
 S : *Susah ngatur waktu aku mba...*  
 R : *Apa kesan kamu terhadap training ini?*  
 S : *Kesannya ya bagus mba ada variasi kegiatan gini..*  
 R : *Terimakasih atas waktu dan kerjasamanya ya dek. Sampai jumpa.*

Interview 45

Tuesday, 26<sup>th</sup> January 2012

R: Reseacher, S: Student

- R : *Assalamualaikum, boleh minta waktunya sebentar dek?*  
 S : *Iya.*  
 R : *Bagaimana pendapatmu tentang 2 pertemuan terakhir ini?*  
 S : *Bagus aja mba.*  
 R : *Apakah materi bisa dipahami dengan baik?*  
 S : *Bisa.*  
 R : *Apakah ada peningkatan pada practice speaking kamu 2 pertemuan terakhir ini?*  
 S : *Sedikit.hehe*  
 R : *Apakah kamu sekarang sudah mengerti tentang konsep OCS itu?*  
 S : *Sekarang sudah mengerti mba.*  
 R : *Apakah ada peningkatan penggunaan OCS pada saat practice tadi?*  
 S : *Ada...*  
 R : *Apakah training OCS ini bisa meningkatkan practice speaking kamu?*  
 S : *Menurut saya bisa.*  
 R : *Kendala apa yang kamu hadapi dalam latihan kali ini?*

APPENDIX E  
OBSERVATION  
CHECKLIST FORMS

### Observation checklist

Date : 9<sup>th</sup> & 13<sup>th</sup> February 2012

Meeting : 1<sup>st</sup> & 2<sup>nd</sup>

Check each item in the column that most clearly represents your observation

No	Observation item	Observation score				
		0	1	2	3	4
<b>1</b>	<b>Teaching and Learning Process</b>					
<b>A</b>	<b>Pre-teaching</b>					
	1. The teacher greets the students					√
	2. The students respond to the greeting				√	
	3. The teacher asks the students' condition					√
	4. The students tell their condition to the teacher				√	
	5. The teacher calls the role			√		
	6. The teacher outlines the materials		√			
	7. The teacher explains the objective of the lesson			√		
<b>B</b>	<b>Whilst-teaching</b>					
	1. The students are ready to learn the materials			√		
	2. The teacher asks the students about their knowledge related to the topic.				√	
	3. The students share their knowledge related to the topic.			√		
	4. The teacher asks students to watch videos and to identify the expression used in the videos.			√		
	5. The students watch the videos and identify the expression used in the videos.			√		
	6. The teacher gives chances to the students for asking questions.				√	
	7. The students ask questions.			√		
	8. The students ask to their classmates.			√		
	9. The teacher checks the students' understanding.				√	
	10. The teacher introduces the definition and concept of OCS. The students cooperate well in groups			√		
	11. The teacher distributes the OCS sheet to the students.				√	
	12. The students discuss the OCS sheet.				√	
	13. The students use OCSs in their speaking practice task.				√	
	14. The students speak in English.			√		
<b>C</b>	<b>Post-teaching</b>					
	1. The teacher summarizes and reflects the lesson			√		
	2. The students reflect their learning				√	
	3. The teacher previews the upcoming materials				√	
	4. The teacher gives reward and motivate the students to participate more in the next meeting			√		
<b>D</b>	<b>Class situation</b>					
	1. Students' enthusiasm/motivation			√		
	2. Students' involvement		√			
	3. Time allocation			√		
	4. The use of media			√		
	5. The teacher's instructions				√	

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

### Observation checklist

Date : 16<sup>th</sup> & 20<sup>th</sup> 2012  
 Meeting : 3<sup>rd</sup> & 4<sup>th</sup>

Check each item in the column that most clearly represents your observation

No	Observation item	Observation score				
		0	1	2	3	4
<b>1</b>	<b>Teaching and Learning Process</b>					
<b>A</b>	<b>Pre-teaching</b>					
	1. The teacher greets the students					√
	2. The students respond to the greeting				√	
	3. The teacher asks the students' condition				√	
	4. The students tell their condition to the teacher				√	
	5. The teacher calls the role				√	
	6. The teacher outlines the materials				√	
	7. The teacher explains the objective of the lesson				√	
<b>B</b>	<b>Whilst-teaching</b>					
	1. The students are ready to learn the materials				√	
	2. The teacher asks the students about their knowledge related to the topic.				√	
	3. The students share their knowledge related to the topic.				√	
	4. The teacher asks students to watch videos and to identify the expression used in the videos.				√	
	5. The students watch the videos and identify the expression used in the videos.				√	
	6. The teacher gives chances to the students for asking questions.				√	
	7. The students ask questions.				√	
	8. The students ask to their classmates.				√	
	9. The teacher checks the students' understanding.				√	
	10. The teacher introduces the definition and concept of OCS. The students cooperate well in groups				√	
	11. The teacher distributes the OCS sheet to the students.				√	
	12. The students discuss the OCS sheet.				√	
	13. The students use OCSs in their speaking practice task.				√	
	14. The students speak in English.				√	
<b>C</b>	<b>Post-teaching</b>					
	1. The teacher summarizes and reflects the lesson				√	
	2. The students reflect their learning				√	
	3. The teacher previews the upcoming materials				√	
	4. The teacher gives reward and motivate the students to participate more in the next meeting				√	
<b>D</b>	<b>Class situation</b>					
	1. Students' enthusiasm/motivation				√	
	2. Students' involvement				√	
	3. Time allocation			√		
	4. The use of media			√		
	5. The teacher's instructions			√		

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

### Observation checklist

Date : 23<sup>rd</sup> & 27<sup>th</sup> February 2012

Meeting : 5<sup>th</sup> & 6<sup>th</sup>

Check each item in the column that most clearly represents your observation

No	Observation item	Observation score				
		0	1	2	3	4
<b>1</b>	<b>Teaching and Learning Process</b>					
<b>A</b>	<b>Pre-teaching</b>					
	1. The teacher greets the students					√
	2. The students respond to the greeting					√
	3. The teacher asks the students' condition					√
	4. The students tell their condition to the teacher					√
	5. The teacher calls the role					√
	6. The teacher outlines the materials					√
	7. The teacher explains the objective of the lesson					√
<b>B</b>	<b>Whilst-teaching</b>					
	1. The students are ready to learn the materials					√
	2. The teacher asks the students about their knowledge related to the topic.					√
	3. The students share their knowledge related to the topic.					√
	4. The teacher asks students to watch videos and to identify the expression used in the videos.					√
	5. The students watch the videos and identify the expression used in the videos.					√
	6. The teacher gives chances to the students for asking questions.					√
	7. The students ask questions.					√
	8. The students ask to their classmates.					√
	9. The teacher checks the students' understanding.					√
	10. The teacher introduces the definition and concept of OCS. The students cooperate well in groups					√
	11. The teacher distributes the OCS sheet to the students.					√
	12. The students discuss the OCS sheet.					√
	13. The students use OCSs in their speaking practice task.					√
	14. The students speak in English.					√
<b>C</b>	<b>Post-teaching</b>					
	1. The teacher summarizes and reflects the lesson					√
	2. The students reflect their learning					√
	3. The teacher previews the upcoming materials					√
	4. The teacher gives reward and motivate the students to participate more in the next meeting					√
<b>D</b>	<b>Class situation</b>					
	1. Students' enthusiasm/motivation					√
	2. Students' involvement					√
	3. Time allocation					√
	4. The use of media					√
	5. The teacher's instructions					√

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

$\sqrt{\phantom{x}}$

# APPENDIX F

# PHOTOGRAPHS





**Students discuss the OCS in pair.**



**Students rehearse their task**



**Students practice their task in front of the class.**



**Students discuss the OCS**



**Students give feedback and reflect their OCS use.**



**Students prepare the task of being presenter, newsreader, and reporter**

# APPENDIX G

## LETTERS





PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( **BAPPEDA** )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800. E-mail : bappeda@slemankab.go.id

**SURAT IJIN**

Nomor : 07.0 / Bappeda/ 0271 / 2012

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor. 070/850/V/2/2012 Tanggal: 03 Februari 2012. Hal: Ijin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : **YENI FITRI YANI**  
No. Mhs/NIM/NIP/NIK : 07202244146  
Program/ Tingkat : S1  
Instansi/ Perguruan Tinggi : UNY  
Alamat Instansi/ Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Karangwaru Lor Rt/Rw 01/03 Tr II/325 Krangwaru, Tegalrejo, Yogyakarta  
No. Telp/ Hp : 087839040412  
Untuk : Mengadakan penelitian dengan judul:  
**"EFFORTS TO IMPROVE THE STUDENS' SPEAKING PRACTICE OF GRADE XB STUDENTS AT MAN YOGYAKARTA III THROUGH AWARENESS – RAISING TRAINING ON COMMUNICATION STRATEGY USE"**  
Lokasi : Kabupaten Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal: 03 Februari 2012 s/d 03 Mei 2012.

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 06 Februari 2012

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Mlati
6. Ka. MAN Yogyakarta III
7. Dekan Fak. Bahasa dan Seni – UNY
8. Peringgal

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bidang Pengendalian & Evaluasi  
u.b.  
Ka. Sub Bid. Litbang

**SRI NURHIDAYAH, S.Si, MT**



**KEMENTERIAN AGAMA**  
**MADRASAH ALIYAH NEGERI (MAN) YOGYAKARTA III**  
**KABUPATEN SLEMAN**

Nomor Statistik Madrasah : 311340406008 Terakreditasi A  
Alamat : Jl. Magelang Km.4 Sinduadi Mlati Sleman 55284 Telp/Fax. (0274) 513613  
E-mail: [man3.513613@yahoo.com](mailto:man3.513613@yahoo.com) website: [www.mayoga.net](http://www.mayoga.net)

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**SURAT KETERANGAN**

Nomor : MA.12.03/TL.01/482/2012

Berdasarkan Surat : Universitas Negeri Yogyakarta  
Nomor : 187c/UN.34.12/PP/I/2012

Kepala MAN Yogyakarta III menerangkan bahwa mahasiswa tersebut dibawah ini:

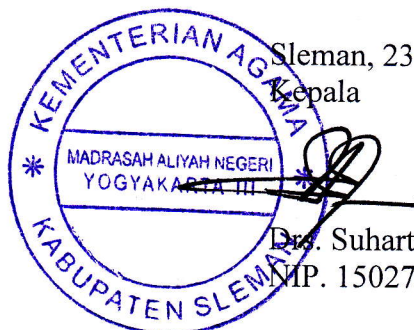
Nama	: Yeni Fitri Yani
NIM	: 07202244146
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Negeri Yogyakarta

Telah melaksanakan uji coba dan penelitian di MAN Yogyakarta III dalam rangka pengambilan data untuk menyelesaikan **Skripsi** berjudul :

***Effort to Improve the Students Speaking Practice of Grade XB Student at MAN Yogyakarta III through Awareness-Raising Training on communication Strategy Use***

Waktu Penelitian : Februari - April 2012

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Sleman, 23 Mei 2012

Kepala

Dr. Suharto

NP. 150272905