

**EFFORTS TO IMPROVE STUDENTS' SPEAKING SKILLS  
THROUGH COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION  
RESEARCH AT GRADE VIII OF SMP N 8 YOGYAKARTA  
IN THE ACADEMIC YEAR 2013/2014**

**A THESIS**

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



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**STUDY PROGRAM OF ENGLISH EDUCATION  
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STATE UNIVERSITY OF YOGYAKARTA  
2014**

**APPROVAL**

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by

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## RATIFICATION

### EFFORTS TO IMPROVE STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION RESEARCH AT GRADE VIII OF SMP N 8 YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014

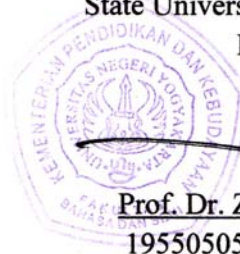
#### A THESIS


Accepted by the Board of Examiners, Faculty of Languages and Arts, State University of Yogyakarta on January 20<sup>th</sup>, 2014 and declared to have fulfilled the requirements for the attainment of Sarjana Pendidikan Degree in English Education Department

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## PERNYATAAN

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

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

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## Mottos

And seek help in patience and prayer (Al-Baqarah 2:45)

God does not forbid you to be kind and equitable to those who have neither fought against your faith nor driven you out of your homes. In fact God loves the equitable. (Qur'an:60:8)

Surely there is ease after hardship (Al-Inshirah:6)

Natural abilities are like natural plants; they need pruning by study.

*Francis Bacon*

Ability is of little account without opportunity.

*Napoleon Bonaparte*

We all have ability. The difference is how we use it.

*Stevie Wonder*

## **DEDICATIONS**

I dedicate my thesis to:

- My parents (Bp. Tukiman and Ibu Giyanti): Thank you for your unconditional support to my studies. I am honored to have you as my parents. Thank you for giving me a chance to prove and improve myself through all walks of my life. Please do not ever change. I love you.
  
- My brother (Muhamad Jayuli): Hoping that with this thesis I have proven to you that I can be trusted and thank you for your valuable support.
  
- My beloved supervisor Mrs.Nury Supriyanti,M.A : Thank you for believing in me; for guiding me to my thesis. Please never doubt my dedication and love for you.
  
- My BFF (Mbokde Retha, Om je, jejef, Pipit, Niki, Reno, and Ernes): Thank you for your deepest love, encouragement, and support that you give along my life and during the process of finishing my thesis.
  
- My Genk (Candra, Luspina, Zamzam, Brian, Mete), My Organizations SAFEL, EDS UNY, EDSA, and JDF, My classmates (Eka, Asep, Hardian, Amel, Dhika, Dini, Laila, Ragil, Sasha, Puput, Zuli, Mustika, Yuni, Yesi, Ika, Desty, Reni, Sintia): Thanks for the endless love, patience, encouragement, and prayers along my life.

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I realized that this thesis is far from being perfect; therefore, criticisms and suggestions from readers are highly appreciated for the improvement of this thesis. I hope this thesis can contribute to the development of English teaching and learning processes.

Yogyakarta, January 9, 2013  
The Writer,

Zyah Rochmad Jaelani

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This research was aimed at improving students' speaking skills through the use of Communicative Activities at grade VIII students of SMP N 8 Yogyakarta in the academic year of 2013/2014. The actions were conducted based on the curriculum and in line with the course grade and lesson plan developed before conducting the actions.

This research was an action research study and consisted of two cycles. The data were obtained from observations during the teaching and learning process, interviews with the students and the English teacher and photographs. It supported by quantitative method in the form of speaking rubric. The data were in the forms of field notes, interview transcripts, students' speaking performance scores, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation and investigator triangulation were also applied to check the trustworthiness of the data. The data collected were qualitative in nature. The data were analyzed from the vignette and interview transcripts. The research was involved the communicative activities in the forms of various information gap activities and games as the main actions. Using classroom English, communicating the objectives of the learning to the students, conducting pre-communicative activities, conducting communicative activities, giving feedback, giving vocabulary and pronunciation check, using media in learning processes and giving rewards were the actions conducting during this research.

The results show that there are some improvements in students' speaking skills. First, the improvements were achieved gradually, such as responsiveness, fluency, accuracy, self-confidence and cooperation. The students had better atmosphere of learning and had ample opportunities to practice their English. It resulted in the students' improvement of both quantity and quality of their language production. All implemented actions were successful to make the students active in joining the teaching and learning processes. Second, the results of the last observation showed that there were some improvements in each indicator in the speaking rubric. There were 30 students or 100% students who improved their involvement, cooperation and task responsibility. There were 28 students or 93, 33% students who improved their fluency. There were 29 students or 96, 67% students who improved their grammatical accuracy. In addition, there were 27 students or 90% students who improved their pronunciation accuracy and 29 students or 96, 67% students who improved their vocabulary.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background to the Problem**

The ability of using English as a means of communication is very much needed nowadays, but teaching speaking for most English teachers is not an easy job. Here are many problems faced by the students of Junior High School regarding how to improve their speaking skills. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Second, most of students are not confident to use English in speaking class, sometimes the students feel not confident to speak. Third, the student often speaks their Native language. To fix those problems, the writer uses the other method to improve the students' ability to improve their speaking skills that is communicative activities.

In Indonesia, English is one of the compulsory subjects for Junior High School students as mentioned in the government rules No. 19/ 2005 articles 6 verse 1 about the scope of subjects in every level of education in the curriculum, the purpose of teaching and learning processes of English in Junior High School is to develop students' communicative competence, both in oral and written forms.

Speaking is one of the skills that have to be mastered by the students. In developing these skills, the students need to acquire communicative

competence which consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Murcia et. al., 1995:10). Therefore, English teaching and learning processes should be concerned with all communicative competence of the students so that it is expected that the students can learn to use language to communicate fluently and accurately in various contexts.

Students need to be active and really engaged or part of the learning process. On the other hand, teachers should no longer be the center of learning. Their tasks are providing students with opportunity that enables them to develop themselves. In this case, teachers are as facilitators. However, the situation in SMP N 8 Yogyakarta in Yogyakarta province, specifically in grade VIII, is somewhat different. The students are passive during the majority of the English lesson and look less motivated. They rarely practice their English ability in the classroom and outside. They were seen to have no interest in learning English inevitably resulting in their low English proficiency.

Based on the appendices of the National Education Ministerial Regulations No. 23/2006 about the standard of graduate competence of English subject in Junior High Schools known as *Standar Kompetensi Lulusan (SKL)*, the students need to master the four macro language skills. One of these skills is speaking. The objective that needs to be achieved by the students in speaking is the ability to express meanings in spoken language in simple interpersonal and transactional texts formally as well as



informally in the forms of *recount*, *narrative*, *procedure*, *descriptive*, and *report* in daily life. In line with this, stated in the basic competence, the students necessitate to produce the above texts fluently and accurately in terms of transactional (to get things done) or interpersonal (to socialize) relations, of course in spoken forms with the use of language functions such as asking, giving, and refusing services; asking, giving, and refusing things; accepting and denying facts; asking and giving opinions; inviting, accepting, and rejecting invitation; agreeing or disagreeing; complimenting, and congratulating. It is expected that the students can use the language functions in real communication in their daily life.

The conditions of teaching learning processes did not seem to be satisfactory for the students and the English teacher of SMP N 8 Yogyakarta. The students said that they were not happy with the class activities since there was less opportunity for them to learn to use the language. They felt that the activities in the class were uninteresting and made them less motivated in joining the class. Related to this case, based on an informal discussion, the teacher agreed that those kinds of classroom situations were not in line with the curriculum. He said that if he kept applying those activities, the students would find it difficult to use English to communicate.

This condition arouses my awareness to conduct the research in class VIII of SMP N 8 Yogyakarta. The research is an effort to improve the students' ability in English conversation that conducted to improve students' English speaking skill through communicative activities. It was done through action

research. To be able to do that, the problems should be identified in the next part.

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

Some problems are captured in the English classroom at SMPN 8 Yogyakarta that had been identified in reconnaissance process by conducting the observation. The observation was done on October 2013. The problems were captured by observing the teaching learning process, interviewing both the English teachers and the students.

From the reconnaissance process, it can be concluded that the major problem, which is focused on the conservation class, is the student's low self-confidence. The major problem may be influenced by other problems, those are the problems related to the teachers, the students and the materials given, the problems will be described as follows:

### **1. Students**

Good language learners should have a willingness to practice to use the target language. They should not be afraid of making mistakes in using the language. In addition, they should have high self-confidence in participating in the class activities. They should also be active, attentive, and responsive toward the teaching and learning processes.

Nevertheless, after observing the students' behaviors in the class, it showed that the students were silent in the class activities but not really

attentive toward the teaching and learning processes. Most students were reluctant in responding the teacher's questions. Besides, it sounded that they had difficulty to pronounce some words or sentences. Moreover, it could be assumed that they were passive in joining the class activities. Most students would not speak until the teacher asked them to speak. It seemed that they had little interest in the class activities and had low motivation to speak in English.

In line with the problems presented above, through the informal interview, the students said that they were too shy to speak in English. They said that they tended to be afraid of making mistakes and felt less confident in speaking English. They seldom used English to communicate in the class. In addition, they said that they found it difficult to say what they wanted to say in English. Furthermore, the students confirmed that it was difficult for them to pronounce English words and sentences correctly. Meanwhile, there was not enough activity to practice their pronunciation. They agreed that those things would impede them in improving their speaking skills.

## **2. Learning Materials**

The teaching materials have also important role in teaching learning activity. Richards and Renandya (2002) argue that teaching materials are an important argument in language learning. Later, they also mention that the materials are the basis of language input for the students and the language practice. Because of its importance, the

materials are designed by fulfilling many requirements to be good learning materials. However, the problem appeared in the English classroom when the materials given are not interesting and make the students motivation to learn English is low. From the class observation, sometimes the materials given did not match to the students needs, whereas the students need is to practice or perform their ability to reduce their language anxiety.

Nonetheless, through the observation, it could be seen that the materials given were only relied on the LKS. The LKS entitled “Bahasa Inggris PR Kelas VIII Semester I”. The students just spent their time to do some tasks in the LKS such as reading aloud a dialogue and answering some exercises in the LKS so that the students might easily feel bored in the classroom.

Through the interview, the teacher said that before starting the teaching and learning processes, the teacher arranged lesson plans based on the syllabus. However, not all activities mentioned in the lesson plans could be applied in the teaching and learning processes. Commonly, it was caused by the limited time. He also confirmed that the materials given were sometimes not in accordance with the materials mentioned in the lesson plans.

### **3. Media, Equipment, and Facilities**

The use of media and facilities is necessary to be optimized in order to make the teaching and learning processes easier. There are

many media that can be used in the class such as pictures and videos. There are also some equipment to optimize the teaching and learning processes such as LCD, laptop, whiteboard and many others. In addition, there are school facilities which can be used to support the teaching and learning processes such as the language laboratory and the library.

However, from the vignette, it could be seen that not all media used in the class activities. Take, for example, there was not any picture to help the students to understand what they had learnt. The teacher did not use LCD provided in the class to support the teaching and learning process. He seemed to depend more on the LKS in the class than other media.

Based on the interview, the teacher said that he had no time in creating and preparing media to support the teaching and learning processes. There was an LCD in one class to support the learning processes but the teacher just used it to watch a movie.

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

The research has a broad scope and it is impossible for the researcher to handle the study consisting of so many complicated problems. The collaborators of this research and I agreed that the activities that encourage the students to learn to use English, called communicative activities, have great contributions to improve students' speaking skills.

Therefore, I limit problem on how to enrich the students' speaking skill using communicative activities of the student of Grade VIII at SMP N 8 Yogyakarta in the Academic Year 2013/2014.

Communicative activities are used as the treatment of improving students' speaking ability. The class is a conversation class which focuses more on the speaking ability. Communicative competences are the skills that they need to master and thus an effective learning is needed in order to reach the objectives. Based on the discussion with the collaborators, communicative activities are the suitable method to be conducted in order to cover the learning of the communicative competences.

The activities can engage students in communication which requires the use of communication processes, such as, information sharing, negotiation of meaning, and interaction. The activities are in the form of asking and answering questions, role playing, having discussion, debating, playing games, group working, etc. Based on the observation and interviews, this action research only be implemented in class VIII.II since the students of VIII.II had low ability in speaking skills.

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

Related to the limitation of the problem, the formulation of the problem is concerned with the kind of suitable tasks and activities that suit the situation in the classroom in order to create effective learning and supportive atmosphere in the learning processes. The formulation of the

problem is represented by the following form of question of “How can students’ speaking skills be improved through communicative activities at grade VIII of SMP N 8 Yogyakarta?”

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

The objective of this study is to improve students’ speaking skills at grade VIII of SMP N 8 Yogyakarta through communicative activities.

#### **F. Significance of the Study**

The result of this study confers significance for the following parties.

##### **1. Teachers**

The result of this study can be one of the references and input for the teaching learning processes. The teacher can also have some experiences dealing with the problems in the teaching learning processes and find the solutions to improve the teaching ability.

##### **2. The Other Researchers**

The results of this research are expected to be able to encourage other researchers to conduct further study related to speaking skills or the use of communicative activities as the method for other skills.

##### **3. English Education Department Students**

It can be used as a reference for the next research and also as a picture of the success of teacher’s method in teaching speaking skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of two parts which are literature review and conceptual framework underlying the study. The theoretical review is presented in four headings. Those are communicative language teaching, teaching speaking skills, communicative activities and assessing speaking skills. The next part describes the conceptual framework.

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

##### **1. Communicative Language Teaching**

###### **a. The Concept of CLT**

Communicative Language Teaching is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning and roles of the teachers and learners in the classroom (Richards, 2006:2). Harmer (2001:84) adds that communicative language teaching is a set of belief which includes not only re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach that is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plentiful opportunities to use it are vitally important to students' development of knowledge and skills.



Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Laser-Freeman, 2000:121). The goal of CLT is to enable students to communicate in the target language fluently and accurately. Thus, CLT tends to be learner-centred rather than teacher-centred (Brown 2001:46). It requires the students to acknowledge the language forms, meaning, and functions of the language. It leads students to communicate in meaningful ways in certain situations.

Richards (2006:22) gives ten core assumptions of current communicative language teaching as follows:

- 1) second language learning is facilitated when learners are engaged in interaction and meaningful communication,
- 2) effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange,
- 3) meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging,
- 4) communication is a holistic process that often calls upon the use of several language skills or modalities,
- 5) language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection,
- 6) language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently,
- 7) learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning,

- 8) successful language learning involves the use of effective learning and communication strategies,
- 9) the role of the teacher in language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language learning and
- 10) the classroom is a community where learners learn through collaboration and sharing.

The assumptions above imply that English teachers should provide classroom activities that give opportunities for students to use the language to interact in meaningful communications. Thus, it is the teachers' task to give feedback for every single activity done by students so students, at the end, are able to use the language accurately and fluently. It is also important to the teacher to teach communicative strategies in accordance with their own styles of learning. Furthermore, the teacher, as facilitator needs to create comfortable atmosphere with various interesting activities such as pair or group work activities. Therefore, students can practice to use language, for example, by sharing ideas, opinions and other feelings to each other as well as to the teacher.

#### **b. The Characteristics of CLT**

Brown (2001:43) suggests the six interconnected characteristics of CLT. They are described as follows:

- 1) classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic,
- 2) language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes,

- 3) fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use,
- 4) students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip the students with the skills necessary for communication in those contexts,
- 5) students are given opportunities to focus on their own learning process through an understanding on their own styles of leaning and through the development of appropriate strategies for autonomous learning, and
- 6) the role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic meaning through genuine linguistic interaction with others.

The characteristics above indicate that the purpose of learning the language in CLT is to gain all components of language by engaging students in meaningful communication. CLT also sees fluency as important as accuracy. Therefore, the teacher needs to balance the activities which focus on both fluency and accuracy. The teacher should also provide classroom activities with many opportunities to use the language through appropriate strategies and autonomous learning. Students are considered to be the center of the class by guidance from the teacher. In a way, some of the characteristics make it difficult for a nonnative speaking teacher who is not very proficient in the foreign language to teach effectively.

### **c. The Goal of CLT**

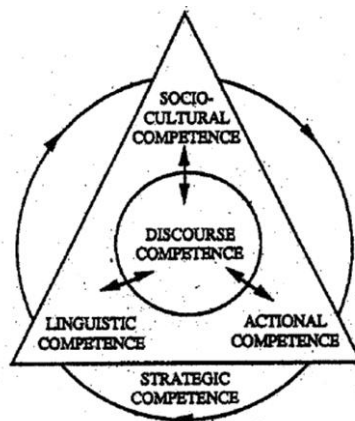
The goal of CLT is to reach communicative competence that refers to the use of language for meaningful communication (Richards, 2006:3). Richards (2006:3) also states that communicative competence includes the following aspects of language knowledge as follows: (1) knowing how to

use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and understand different types of texts; and (4) knowing how to maintain communication despite having limitation in one's language knowledge. It means that to reach communicative competence, students need to know how to use the language according to its purposes and functions in many different situations. They also need to consider whom they talk to and where the communication happens. It is also important to know how to keep the communication running well.

Harmer (2007:165) defined communicative competence as the ability to use the linguistic system to accomplish certain functions and to carry out these functions within the social contexts. Harmer (2001:123) also states that when we communicate, we use language to accomplish some functions, such as arguing, persuading, and promising. Therefore, when a speaker wants to talk about something, he needs to consider not only based on his intention of his expressions but also on whom he talks so he can speak not only correctly but also appropriately.

Brown (2001:69) states that the communicative competence is the goal of a language classroom which can be achieved by giving attention to language use and not just usage, to fluency not just accuracy, to authentic language and context, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. It implies that students need to acquire communicative competence so that they can use the

language accurately, appropriately and effectively. Celce Murcia et.al. (1995:10) divides communicative competence into discourse competence, linguistic competence, sociocultural competence, actional competence and strategic competence which can be formulated into the following model.



**Figure 2.1 Model of Communicative Language Teaching**  
**by Celce Murcia et.al**

The model of communicative competence proposed by Celce-Muria et. al. (1995:10) provides interrelationship among all the components of communicative competence. Discourse competence concerns with the selection and sequencing of sentences to achieve a unified or written text. Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. Sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speaker's communicative intent by performing and interpreting speech act sets.

Strategic competence concerns with the knowledge of communication strategies and how to use them.

From the model above, it can be concluded that students need to acquire all the competence in the model. Therefore, the teacher should help students to get the main competence that is discourse competence. To gain this competence, the teacher also needs to consider the communicative activities to promote strategic competence which influences the other four components of communicative competence.

## **2. Teaching Speaking Skills**

### **a. The Nature of Speaking**

Cameron (2001) mentions that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand. Thornbury (2001) states that speaking is interactive and require the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the

grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

In addition, speaking means giving oral expression to thoughts, opinion and feeling in term of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. The last, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Harmer (2001: 46) states that speaking happens when two people are communicating to each other; it is fairly clear that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communication purposes, and they select from their language store.

It is a common layman's opinion that speaking a foreign language is the most difficult task of all. Experience shows there is much truth in that statement. For most people, the ability to speak a foreign language is,

unfortunately, not acquired very easily. Therefore, one of the most important elements in the process of acquiring the spelling skill is constant motivation and an opportunity for the learner to develop a feeling of achievement. Graded and sequential practice is of great value in developing the speaking ability.

To enhance the English-speaking practice, some learners may formally initiate by imitating the ways that the English native speakers speak the language. However, the goal of sounding like a native speaker is unrealistic in any course of study. The crucial element is the degree of approximation which is aimed at in the course. Continually, the teacher must play the role of a realistic evaluator. If the learners have a great amount of difficulty producing an English sounding, r, it is not necessary to attract attention to the issue. Real communication can still take place if the “r” sound is non-native. At every stage it is desirable for learners to use what they know and to have practice talking with native speakers, even if they do not sound like native speakers themselves.

#### **b. Aspects of the Speaking Skill**

According to Nunan (1989), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1989) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when



speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language ‘on the spot’.

In addition to the aspects of speaking skill, Harmer (2001) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech.

The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices.

The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions.

The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them.

The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction. The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation.

English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as ‘Cup of coffee?’ instead of ‘Would you like a cup of coffee?’. Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as here’s and that’s, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like here is and that is. Finally, some words in writing are used differently in speaking. For example, the word ‘however’ is more common in writing than in speaking, and ‘started’ is much more common than ‘began’ in speaking (Harmer, 2001).

Based on the theories above, a teacher should pay attention on fluency and accuracy in teaching speaking. The teacher should also put into accounts tasks which are designed to improve students’ ability on connected speech, expressive device, the use of common lexical and grammatical features, and the use of negotiation. There are also some factors which make speaking considered difficult by students. The factors are clustering, redundancy, reduced forms, performance variables, colloquial language, the

rate of delivery, stress, rhythm, and intonation, and characteristics that differ speaking from writing such as incomplete sentences, repetitions, and contractions. These factors can be used to design tasks which allow students to exercise on those difficulties.

### **c. Microskills of Speaking**

In teaching speaking, teachers need to not only guide the students to see the whole picture but also to help students to see the pieces of language right down to the small parts, called micro skills, that make up the whole (Brown, 2001:271). The micro skills of speaking proposed by Brown are as follows:

- 1) produce chunks of language
- 2) orally produce differences among English phonemes and allophonic variants,
- 3) produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonational contours,
- 4) produce reduced form 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 (noun, 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) appropriately accomplish communicative functions according to situations, participants, and goals,
- 13) use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversation,
- 14) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,

- 15) use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings, and
- 16) develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you.

Students are said to be successful speakers if they master all the skills above. Thus the teacher needs to reinforce the students to comprehend the language features through practicing and drilling some words and pronouncing them with appropriate manner. It is also necessary for the teacher to consider the situations where the communication happens and the participants involved in the communication so that she/he can conduct appropriate activities for the students. Therefore, besides reinforcing students to learn language aspects, the teacher needs to teach them to consider the other appropriate things such as participants and the situations when they want to speak.

#### **d. Criteria of Good Speaking Skills**

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students to have good speaking skills. Those are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268). The explanations of each are as follows:

##### **1) Pronunciation**

Pronunciation is the way a certain sound or sounds are produced (Longman Dictionary, 2002:429). It covers the way for speakers to produce clear language when they speak. To be able to have a successful communication, the speaker of a language needs to be able to

understand each other with relative ease (Nunan, 2003:112). It means that the speaker has to be able to give clear message to the listeners. Teaching pronunciation including stress, rhythm, and intonations is very important in speaking.

## 2) Fluency

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

## 3) Accuracy

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

## 4) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms (Longman Dictionary, 2002:580) that are typically used when talking about something. Burton (1982:98) stated that without a large vocabulary, it is impossible to use English precisely and vividly. It means that vocabulary is one of the aspects which have to be learnt if someone wants to speak in English. A speaker of a foreign language will speak fluently and accurately if he or she masters enough vocabulary and has capability to use it accurately. Therefore, the teacher should conduct activities to improve students' vocabulary mastery for example through drilling.

#### **e. Difficulties in Speaking**

Some students tend to be silent when joining the class because they are afraid of making mistakes when they speak in English. Some students are not confident enough when speaking in the target language. Brown (2001:269) states that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible. Therefore, teachers need to create a kind of warm and comfortable situation to encourage students to speak.

Brown (2001:269) also states that the greatest difficulties that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are

activities in which collaborative participants engaged in a process of negotiation of meaning. Therefore, in saying something it is important to consider how to say, when to speak, and other discourse constraints.

#### **f. Types of Classroom Speaking Performance**

There are three types of classroom speaking performance, namely controlled, guided, and creative or free activities. In controlled activity, the students can be given repetition practices or set of sentences prompted by pictures or word cues in which the aim is to improve the accurate uses of words, structures, and pronunciations and to foster confidence. In guided activity, the teachers can give model dialogs which the students can talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught. In creative activity, on the other hand, the aim is to give either creative practices opportunity for predicted language items or general fluency practices where the specific language focus is less relevant. Moreover, the activity can increase the students' motivation since the students talk about themselves and help bridge the gap between the artificial worlds made in the classroom with its controlled language practice and the real world outside.

In addition, Brown (2001) divides types of classroom speaking performance into six, which are imitative, intensive, and responsive speaking performances, transactional and interpersonal dialogs, as well as extensive monologs. In the imitative speaking performance, the purpose of



the speaking activity is to focus on some particular elements in language forms, not for a meaningful interaction. One kind of imitative activities is drilling. By drilling, the students can get an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity. Also, it can help students to build certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

In an intensive speaking performance, the activity is designed to practice some phonological or grammatical aspects of language. Meanwhile, in a responsive speaking, the common activity is a kind of short replies from the teacher's questions or students' questions and these replies are not extended into dialogs. On the other hand, a transactional dialog which is the extended form of responsive speaking is carried out for the purpose of conveying or exchanging specific information. The next speaking performance, the interpersonal dialog has the purpose for maintaining social relationships. In doing interpersonal dialogs, the students need to learn some features that may be involved in the dialogs such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert 'agenda'. Finally, extensive monolog is given to intermediate to advanced students in the forms of oral reports, summaries, or short speeches.

In addition, the speaking activities are divided into six. The first activity is ranking, such as putting items in a particular order, for instance, if the topic is travel, students can rank it from the most to the least comfortable. The point of ranking is that there is no correct answer since it is designed to promote discussion. The second activity is debate in which it requires the students' ability to give opinions and justify them. However, debate can be organized only for high-level classes. The third activity is a survey or a questionnaire which requires the students to find out information and report it. The fourth activity is describing a picture that can be a good way to allow the students with imagination and sufficient language to extend their normal classroom speaking. The fifth activity is a role play. A role play can work at any levels of students. The sixth activity is a students' talk that is good for more advanced level of students. Meanwhile, the last activity is discussion. In the discussion activity, the teacher can give the topics based on the students' interest in a relaxed way to promote students' fluency, but she/he has to make sure that the students have something specific to talk about and that she/he does not dominate the speaking more than the students.

Harmer (2007: 348-353) also categorizes speaking activity into six: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

The first activity is acting from a script which includes play script and acting out dialog. In these activities, the teacher can ask the students to

act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both learning and language producing activities.

The second activity is communication games which are divided into information gap games, and television and radio games. Information gap games can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as 'Twenty questions', 'Just a minute', and 'Fishbowl', often provide the students with good fluency activities.

The third activity is discussion. The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes

provide the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task.

The fourth activity is called prepared talks in which the students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

The fifth activity is questionnaires. Here, the questionnaires are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

The last activities are simulation and role-play. When the students are doing simulations and role-plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

According to experts, there are some kinds of classroom speaking activities as mentioned above. The activities can be applied in the classroom and adjusted according to the levels of the students. They can be used and or manipulated by teachers in order to create a more challenging and enjoyable speaking class. For examples, the controlled, guided, and free activities can be manipulated with activities such as dialogs or prepared talks.

#### **g. Principles for Designing Speaking Technique**

Brown (2001) notes seven principles for designing speaking techniques. The first principle is that the teacher should use techniques that

cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The second principle is that the teacher should provide motivating techniques which can encourage the students' motivation to learn English intrinsically. Third, the teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them.

Fourth, when the students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities. Fifth, the teacher should integrate listening activities during the speaking activities because speaking and listening are assimilated. Sixth, the teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation. The last, the teacher should encourage the students' speaking strategy development of speaking strategies because usually the students are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures that someone cannot produce, using formulaic expressions, such as 'How much does it cost?', and using mime and nonverbal expressions to convey meaning.

In designing speaking activities, teacher should use techniques that cover the learners' needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Also, teacher should integrate listening because it is assimilated with speaking. In implementing teaching speaking in the classroom, teacher should give motivation to students and encourage them to use authentic language. At the same time, teacher should give appropriate feedback and correction for their mistakes. Giving students opportunities to engage in a conversation and helping develop their personal strategies for accomplishing oral communicative purposes should be done by teacher as well.

#### **h. Teacher's Roles during the Speaking Lesson**

There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001). The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and

listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, there are some teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have. Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and

she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

It is clear that teacher's role in a speaking class is mainly to facilitate the activities, to participate in the activity without dominating it as well as to monitor in the classroom, and to give feedback or correction for mistakes in the end of the activity.

#### **i. Teaching Speaking in Junior High School**

Based on Model KTSP SMP and MTs, or school based curriculum, English as subject matter for Junior High School is aimed at building language ability and communication skill in spoken and written form to face the development of science and technology in globalization era (Suparman, 2007:13). He adds that there are three fields of English as compulsory subject in Junior High School. They are the discourse ability to integrate four skills (listening, speaking, reading and writing), the ability to comprehend form of procedure, descriptive, recount, narrative, and report and supporting competences such as linguistic competences (grammar, vocabulary, pronunciation), sociocultural competence, strategic competence, and discourse competence.

The school based curriculum is developed by the school based on BSNP which contains eight educational standards. Two of them are the standard content and the standard of graduate competence that become the



main reference for each school in developing the curriculum. The standard of content covers teaching materials which consist of the standard of competence and the basic competence. Those are developed based on the guidance of the board of national education standard (BSNP 2006).

The standard of content includes the materials and the competence in a certain type and level of education (the government regulation no. 19/2005 article 5). It also contains of the basic principle and the structure of the curriculum, the standard of competence and the basic competence 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 competence and basic competence which the research focus on are the standard of content in the English lesson, particularly the English speaking lesson at the second grade of the first semester. It is also limited to the scope of expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

#### **j. Characteristics of Junior High School Students**

Brown (2001:92) categorizes junior high school students as teenagers. He says that teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also states that teens which are in between childhood and adulthood whose ages range between twelve and eighteen need a special set of considerations in teaching them. Brown adds that teenagers tend to think abstractly as a result of intellectual maturation and be ultrasensitive to how others perceive their

changing physical and emotional selves along with their mental capabilities. It implies that it is not easy to teach teenagers. The teacher needs to be creative in making a comfortable circumstance so that the students can study the language pleasantly. The teacher also needs to deliver the materials in an interesting way. In addition, it is important to provide students with various activities which can give lots of opportunities to develop their potential. Besides, the teacher needs to consider the psychological condition of the students for example by increasing their self- confidence, self-esteem, and also motivation.

Furthermore, Harmer (2001:39) states that if teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. It implies that the teacher should provide activities which can engage and involve students in the activities. It is also important to teach with enthusiasm so that students can enjoy the teaching and learning processes.

### **3. Communicative Activities**

#### **a. Definition of Communicative Activities**

Communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings effectively (Littlewood, 2002:16). Harmer (2001:85) also states that communicative activities are typically involving students in real or

realistic communication. Below are the characteristics of communicative activities proposed by Harmer (2001:85):

- 1) desire to communicate, means that the students should have a desire to communicate something.
- 2) a communicative purpose, means that the students should have a purpose for communicating (e.g. to make a point, to buy an airlines ticket, to write a letter to a newspaper).
- 3) content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form.
- 4) variety of language, means that students should use a variety of language rather than just one language structure,
- 5) no teacher intervention, means that the teacher will not intervene to stop the activity, and
- 6) no materials control, means that the materials the teacher relies on will not dictate what specific language forms the student use either.

Harmer, then, defines that communicative activities are those which exhibit the characteristics at the communicative end. Students are somehow involved in activities that give them both desire to communicate which involves them in varied use of language (2001:51). It means that such activities are important to stimulate the students to communicate.

In line with this, Harmer (2001:85) also states that a key to the enhancement of communicative purpose and the desire to communicate is the information gap. A communication happens to close that gap so that speakers involved in the communication have the same information at the end. Therefore, a teacher needs to create information gap in the classroom activities if he wants to provide a real situation in communication among students.

Based on the explanations above, it can be concluded that communicative activities are classroom activities that involve students in

producing, comprehending, or interacting in varied use of the target language to communicate with many purposes. Communicative activities can be conducted in the classroom by placing the students in a situation where they have to perform a task by communicating optimally. The activities can encourage the students to speak in the target language so that they can give positive contributions toward speaking learning process.

#### **b. Purposes of Communicative Activities**

Communicative activities are activities that can involve students in learning to use the target language. Communicative activities can give contributions toward the learning of the language. Littlewood (1981:17-18) suggests 4 purposes of communicative activities as follows:

##### 1) They provide whole task practice

Learning a language does not only involve practice in the part skill but also involves practice in the total skill called whole task practice. It means that in foreign language learning, teachers need to provide students with various kinds of communicative activities, structured in order to suit the ability level of learners.

##### 2) They improve motivation

The learners' ultimate objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

##### 3) They allow natural learning

Communicative activities provide opportunities for positive personal relationship to develop among and between learners and teacher. These relationships can create an environment that supports an individual in his efforts to learn.

**c. Types of Communicative Activities**

Littlewood (2002:20) offers two main categories of communicative activities. They are described as follows:

**1) Functional Communication Activities**

These activities emphasize on functional aspect of communication, for example, the learners have a problem to be solved or they have information to be exchanged. They are not required to choose a specific language form which is appropriate or grammatically correct because the main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. For example, a student is asked to respond to suggestions in the line with his own likes and dislikes (Littlewood, 2002:11)

The principle underlying functional communication activity is that students have to overcome an information gap or solve a problem according to the situation structured by the teacher. The nature of the classroom situations limit the range of functional communication needs that can be created for students. It includes sharing and processing information. There are many examples that can be categorized as functional communication activities such as identifying pictures,

discovering identical pairs, discovering missing information and communicating based on pictures.

## 2) Social Interaction Activities

These activities focus on the ability to take account of the social meaning as well as the functional meaning of different language forms. Thus, it is important for the learners to choose the language which is not only functionally effective, but it is also appropriate to the social situation they are in. For example, the learners need to pay attention on to the social context in which the interaction takes place when they want to use the language. Here, language is not only instrument but also a form of behavior.

Teachers need to help learners in performing language in meaningful social context of interaction rather than simply responding to prompts. Because of the limitation of the teaching and learning processes, stimulation and role-playing are proper to be conducted in the classroom which can create social situations. Here is the example of role-playing controlled through cued dialogues given by Littlewood (2002:14)

Partner A	Partner B
You meet B in the street A : Greet B. B : A: Ask B where he is going B : A: Suggest somewhere to go together B :	You meet A in the street A : B : Greet A A : B : say you are going for a walk A : B : Reject A's suggestion.

A : Accept B's suggestion B :	Make a different suggestion A : B : Express pleasure
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Based on communicative approach, Littlewood (2002:85) also distinguishes two kinds of activities in the classroom, i.e. pre-communicative activities and communicative activities. In pre-communicative activities, learners are taught about the part skills of communication rather than the total skill to be acquired. Learners only require producing certain language forms in an acceptable way such as learning about grammar and vocabularies and also practicing pronunciation. The purpose of giving pre-communicative activities is to prepare the learners for later communicative activity by providing them with necessary linguistics forms and the necessary links between forms and meaning (Littlewood, 2002:16). In the other hand, communicative activities demand the learners activate and integrate their pre-communicative knowledge and skills in order to use them for the communicative of meanings which can be applied in the form of functional communicative activities and social interaction activities (Littlewood, 2002:86).

Klippel (1991:3) also suggests some communicative activities for language teaching. In selecting and developing the activities, he has been guided by several principle i.e. message oriented communication, learner-centered activities, active learning, cooperative and empathy.

The term message-oriented is used in the moments in the classroom when the target language serves as a tool for communication, e.g. such real communicative situations as exchanging comments about TV program. A prime

instance of this use is classroom discourse, i.e. getting things done in the lesson (Klippel, 1991:3).

Learner-centered activities are concerned with the learners themselves and their feelings and ideas. They necessarily need to be involved in real communicative situations to be able to express their own opinions and attitudes, especially if they are studying English in a non-speaking English country, learners' feelings and ideas are the focal point of the exercises. For learners who are studying English in a non-speaking English country it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which, above all, they are taken seriously as people. Meaningful activities on a personal level can be a step towards this identification which improves performance and generates interest. And, of course, talking about something which affects them personally is eminently motivating for students (Klippel, 1991:5).

Klippel (1991:6) also emphasizes learners' active participation in the teaching process – the degree of learner activity – by doing and making in the classroom when students are made to get out of their seats while interviewing each other. Learning is more effective if students are actively involved in the teaching and learning process. The use of picture in the class, for example, can arouse the curiosity and interest of students. Games can also make students active in the class.

It is generally known that a lot of teaching situations are based on fact-oriented stage mostly while foreign language teaching is supposed to lead up to



cooperation and empathy, i.e. learners should be urged to be sensitive towards the feelings of others and sharing them. Activities such as jigsaw tasks, for instance, show the learner how necessary the cooperation is (Klippel, 1991:6).

Klippel proposes 123 activities in total which has been grouped under three headings. They are question and answer, discussion and decision, and stories and scenes. The activities are structured in a similar way. They are interesting and easy to be applied in the classroom. The activities do not constitute a graded program which should be taught step by step. Therefore, teachers can freely choose the suitable exercises for students.

From the explanation above, it seems that communicative activities proposed by Klippel are the most appropriate to be applied in the classroom because the activities are interesting and easy to be applied in the classroom. Besides, the procedures of the activities are not strict so that teachers can modify them based on educational aims and learners' needs. However, it is also important to give pre-communicative activities for students to prepare them in having communicative activities.

#### **d. Possible Activities to Teach Speaking**

Teachers need to conduct various activities in teaching speaking since speaking skills have often been viewed as the most demanding skills in a second or foreign language learning (Bailey and Savage in Celce-Murcia et. Al., 1995:103). The activities should be communicative so that students can practice to use the target language as if they are in real communication. In accordance to this, Harmer (2007:75) points out that since foreign language teaching should help students achieve some kind of communicative skills in a foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

##### **1) Pre-Communicative Activities**

Pre-communicative activities need to be given before entering the communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides learners with opportunities to practice them separately or called learning the part-skills of communication (Littlewood, 2002:85). The examples of pre-communicative activities are matching, drilling, question and answer practice, pronunciation practice, mentioning words related to a topic, completing a crossword puzzle, completing sentences, grammar exercises, and many others.

## **2) Communicative Activities**

There are many communicative activities that can be used in the classroom which encourage the students to be involved in the activities and able to use the language to communicate. They are, for examples, as follows:

### **a. Questions and Answers**

Questions and answers are simply just questioning and answering activities. Klippel (1991:12) divides these activities into several parts such as warming up activities, interviews, guessing games, jigsaw tasks, and questioning activities. Simple questions and answers activities are often used as warming-up activities. Klippel (1991:12) adds that the purposes of conducting warming-up activities are to get to know each other a little at the beginning and to get students into the right mood before starting on some new project or task.

### **b. Information Gap Activities**

Richards (2006:18) states that an important aspect of communication in CLT is information gap that refers to a real communicative in which people normally communicate in order to get information they do not possess. Thronbury (2005, 80-84) also says that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to get the information, the communicators have to communicate.

Littlewood (2002:22) labels these activities as functional communication activities that emphasize sharing the information among learners and its processing. The example of information gap activities are exchanging personal information, discovering missing information, identifying differences on pictures, role-plays, and so on.

**c. Games**

A game is an enjoyable activity with a set of rules or terms against each other (Hadfield, 2005:20). Games can be suitable to help students in mastering the language as well as relaxed in learning the language. There are many games that can be used in speaking class such as spelling games, search games, matching games, etc.

**d. Conversation**

Dornyei and Thurrell (1992:22) explain that conversation is an activity which provides content for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of social interaction such as introducing new topics and taking turns. This activity can give more chances for students to express their own personality and experiences in the target language.

### **e. Telling Stories**

The aim of these activities is to get students to produce longer connected text so students can develop imagination and some skill in the foreign language (Klippel, 1991:130). The activities can be in the forms of chain stories, picture stories, keep talking about a topic, and others.

## **4. Assessing Speaking**

Assessment is an important aspect in language teaching. Assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offer a comment, the teacher can make an assessment of student performance (Brown, 2004:4), for example by giving feedback. Teachers can know the improvements of their students through assessment. Assessment can be used to see whether students have achieved the goals of learning. Brown (2001:141) proposed the assessment of speaking based on its type of speaking classroom performances as follows:

### **a. Imitative**

This type of speaking performance demands learners simply imitate words, phrases, or even sentences. Commonly, it is called pronunciation. The assessment can be in the form of a repetition task. Test takers repeat the stimulus, whether it is a pair of words, a sentence or perhaps a question to test for intonation prediction.

### **b. Intensive**

The assessment of intensive speaking performance includes the prediction of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading a dialogue with partner in turn, sentence and dialogue completion (test takers are first given an omitted dialogue and give hem time to think about appropriate lines to fill in), limited picture-cued tasks including simple sequences (teat takers are given a picture stimulus that require a description), and translation up to the simple sentence level.

### **c. Responsive**

Responsive assessment tasks include interaction test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments and the like. It usually uses a spoken prompt as the stimulus. The assessment can be in the forms of questions and answers, giving instructions and directions and paraphrasing.

### **d. Interactive**

The difference between interactive and responsive speaking performance is the length and complexity of the interaction, which

sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information and interpersonal dialogue which aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversation, and games.

**e. Extensive (Monologue)**

Extensive speaking task involve complex, relatively lengthy stretches of discourse usually in the form of various monologues with minimal verbal interaction. The assessment can be done through speeches, oral presentation, and story-telling.

Based on the explanation above, before assessing speaking, the teacher needs to prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. Furthermore, the assessment used is based on its type of speaking performance itself as mentioned above. Through those conditions, it is expected that students can speak fluently and accurately and students' achievements in speaking can be assessed optimally as well.

**B. Related Studies**

There are some previous research studies which show that various communicative activities in teaching speaking can improve students' speaking skills. First, a study done by Huff, c. (2012) in which the researcher used role play activity in an adult ESL level one class successfully improved students speaking skills. The researcher showed that progression from simple, more guided activities

to more advanced; less supported, can be an effective approach to teaching a communicative task in the low-level classroom. Second, Oradee (2012) conducted a study using three communicative activities (discussion, problem-solving and role-playing) to improve the students' speaking skills. In the study that the researcher conducted, two findings were found. It was proven that the students' speaking abilities after using the three communicative activities were significantly higher than before and that the students' attitude towards teaching English speaking skills using the three communicative activities were rated as good.

Those research studies show that communicative activities could be effective activities which provide students with a lot of opportunities to practice their English in certain contexts of real life. These activities are suitable for English learners in all level and age. Thus, I believe that by conducting communicative activities, the speaking skills of Grade VIII.II of SMP N 8 Yogyakarta can be improved.

### **C. Conceptual Framework**

English is very important because it is considered the international language which people from all over the world use in order to communicate with one and another. People are required to master English both in written form as well as the oral form. Many people study English for getting a better opportunity in their future career. However, based on the background of the study and the identification of the problems, the students still found some problems in learning English. One of the problems is the low mastery of speaking skills, whereas speaking is one of the skills that the students need to master. To develop speaking



skills, English teachers need to enhance communicative competence of their students. The communicative competence consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Muria et.al., 1995:10). They need to provide students with a lot of opportunities for students to learn to use the target language for example by conducting various activities such as games, role plays, conversations, discussions, and many others. Therefore, later students are able to speak English fluently and accurately.

Communicative activities are suitable to be conducted in speaking class to improve students' speaking skills. First, we need to notice the definition of speaking skills which are skills in expressing oneself about what is in the mind and in the heart in a communicative situation. The situation can be said to be communicative if there is a gap between the speaker and the listener. Thus, communicative activities will be suitable to improve students' speaking skills because those activities provide gaps between the speaker and the listener. Besides, the activities encourage students in producing, comprehending, or interacting in various use of target language to communicate with many purposes. It means that students can practice to use English to communicate during speaking class through these activities. Communicative activities can be in the forms of information gap activities, games, role plays, conversation, discussion, debate, and so on. These kinds of activities are believed to be alternative ways to develop students' speaking skills.

Efforts to improve students' speaking skills can be made through action research. The research participants including the manager, the English teachers, and the researcher need to work collaboratively in order to reach the success of the research. There are four steps in conducting the action research. The first step is identifying the problems in the English teaching and learning process in Grade VIII.II of SMP N 8 Yogyakarta. The second step is planning the feasible actions to be carried out. The third step is implementing the planned action. The last step is evaluating the result of the implemented actions. The research will be stopped when students' speaking skills at Grade VIII.II of SMP N 8 Yogyakarta can be improved through communicative activities.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method employed in the study. This is presented in six headings that are the research setting, the research design, the research data collection, the validity and reliability of the data, and the research procedure. The description of each heading is presented as follows.

#### **A. Research Setting**

This action research study was conducted in Junior High School named State Junior High School 8 of Yogyakarta. It is located at Prof. Dr. Kahar Muzakir 2 Yogyakarta road. In this school, there are of 922 students. They are 298 students of VII grade, 310 students of VIII grade, and 314 students of IX grade. The quality of the students is quite good proved by the achievement in the last three years both in academic and non academic field. SMP N 8 Yogyakarta is considered as a good school. The school is supported by the teachers of good qualities in their fields. All of them had passed the undergraduate program. This school has adequate facilities such as a language laboratory, a music room, science laboratory, library, etc. Each facility is used effectively and efficiently in order to improve the students' practice.

SMP N 8 Yogyakarta is a large school in size with each grade consisting of ten classrooms. Each class was thirty students. It has a headmaster office, a vice headmaster office, a teachers' office, an administration office, a meeting room, a consultation room, a secretariat room, a laboratory, a computer laboratory, a *PKK* room, a health center, a hall, a library, a language laboratory, a mosque, a

religion room, a kitchen, a canteen, students' association office, a storehouse, some toilets, and a parking area. There is also a large schoolyard in the middle of the school buildings that becomes a basketball and volleyball courts. It can also be used to have a flag ceremony and do physical exercises.

The research was carried out in class VIII.II in the first semester in the academic year of 2013/2014. The class consisted of 30 students. According to the National Education Ministerial Regulations No. 41/2007, a classroom in a Junior High School should consist of 32 students. Therefore, class VIII.II was an ideal in term of the number of the students. The English teaching and learning processes in this class were held 4x40 minutes in a week. The class was taught by a male teacher graduated from a Sanata Dharma University. He used an *LKS* entitled "*PR Bahasa Inggris Kelas VIII*" in teaching and learning processes.

The classroom of Grade VIII.II was quite large. It was supported by some equipment such as a white board and an LCD. The teacher could also borrow a room speakers, or tape recorder in the storehouse to support the teaching and learning processes. There were a picture of the president, vice president, and Indonesian heroes on the wall. The chairs in VIII.II class were arranged neatly facing the whiteboard and the teacher's desk. However, the students seemed to be inconvenient regarding the seating arrangement because it was difficult for them to have discussions with other students. Moreover, the facilities were not optimally used in the learning activities.

## **B. Research Design**

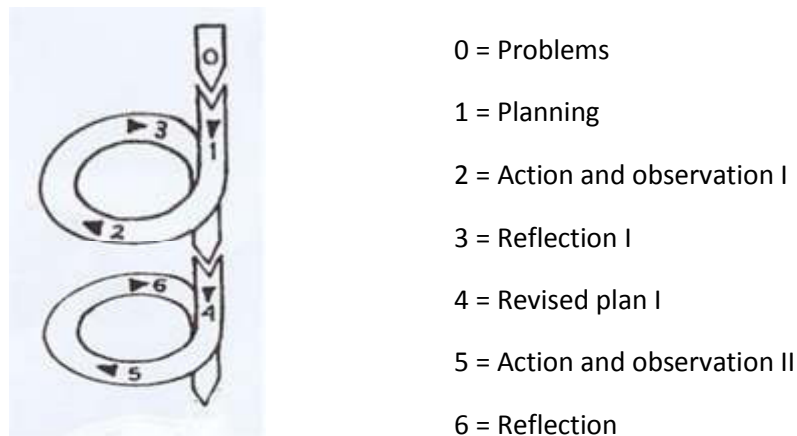
The action research study was aimed at improving students' speaking skills through communicative activities at grade VIII.2 SMPN 8 Yogyakarta. It attempted to find the solution of the problems. It tried to find and implement actual actions to improve a condition by showing the cause-effect relationship between the actions and the results.

Action research is a specific type of applied research. Burns (1999: 30) says that it is the view to improve the quality of action within social situation, involving collaboration and co-operation of researchers, practitioners and laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. In addition, Burns (1999:30) also proposes the characteristics of action research as follows:

1. Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
2. It is aimed to bring about change and improvement in practice.
3. It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

It is assumed that action research is a type of research that aims at improving unsatisfying condition of the teaching and learning process. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It also emphasizes on the participatory and collaborative nature to empower the process in conducting action research.

In the research, collaborative actions were implemented. I conducted this research collaboratively with the teachers, and the students of grade VIII.2 SMPN 8 Yogyakarta. The teams collaborated and worked together in planning, implementing, and reflecting the action. The study was conducted through some processes: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action. These action research cycles could be seen in the figure below.



**Figure 3.1 Cyclical Action Research Model by Kemmis and Mc Tagart (1998)**

### **C. Research Data Collection**

The data collected were qualitative in nature. They were about feelings, opinions, expectations, and suggestions of the research participants as well as the students related to speaking skills. The instruments were observation sheets, interview guides, and a camera. The sources of the data were taken from the research participants and the students in the form of field notes, vignettes, interview transcripts, and also photographs.

The data related to students' speaking skills were obtained by conducting classroom observations, interviews and also taking photographs. The data were gathered at grade VIII.2 SMPN 8 Yogyakarta. The data collections were described as follows:

### **1. Observations**

The observations were conducted by the collaborators in every meeting in cycle I and cycle II. It was done to observe the teaching and learning process in grade VIII.2. The observations were done using the observation checklist/guide. The collaborators observed and then recorded the observations in the form of field notes during the implementation of the actions.

### **2. Interviews**

Interviews were conducted during the implementation of the actions. The collaborators and the students of grade VIII.2 SMPN 8 Yogyakarta were interviewed related to the effectiveness of communicative activities applied in speaking class after every meeting of cycle I and cycle II. The interviews were done with the interview guide as the instrument. The interviews were recorded in the form of interview transcripts.

### **3. Taking Photographs**

Photographs related to the teaching and learning process were also taken during the implementation of the actions by the collaborators. The collaborators took many photographs during the actions. However, the collaborators and I only selected some clear photographs to be attached on the appendix. The photographs were used as evidence about what happened during the actions.

#### **4. Making Journals**

The journals consisted of teaching journals and also learning journals. The teaching journals was in the form of reflections from me as the teacher related to my way of teaching, the situation of the class, the activities that had been of conducted, the participation of the students etc. The learning journals were filled by students by giving comments related to the activities whether those were interesting or not, difficult or not, and other feelings related to teaching and learning processes in written form. The journals were completed at the end of every meeting in cycle I and cycle II.

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

According to Anderson et al. (1994) in Burns (1999), there are five types of validity in action research—democratic, outcome, process, catalytic, and dialogic validity. The types of validity are presented as follows:

##### **1. Democratic validity**

It relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices (Burns, 1999:161). It means that all participants of the research can give their perspectives related to the research.

The research was an action research which aims at improving students' speaking skills at grade VIII of SMP N 8 Yogyakarta through communicative activities. Democratic validity can be seen in every steps of the research study from the beginning. I, together with the research participants, worked collaboratively to find the problems to be overcome and found the actions that were implemented to improve students' speaking skills. In addition, all participants of this research



were given ample opportunities to give their ideas, opinions, feelings, comments or suggestions related to the research study. In this case, the collaborators and the researcher observed the teaching and learning processes and analyzed the problems occurred. Then we held discussions to formulate the problem to be solved in teaching and learning processes and plan the actions that were implemented which were suitable for students' needs. A reflection of the actions was conducted at the end of every meeting and every cycle. In this case, the collaborators and the researcher discussed the actions which were successful or not and revised the plans. All research participants also shared their opinions, suggestions, and feelings related to the actions that had been conducted.

## **2. Outcome validity**

Outcome validity is related to the actions that lead to the results that are successful within the research context. This validity depends on the validity of the research process of conducting the research (Burns, 1999:162).

In this case, the new questions were formulated related to the new problems found in the class when the main problem of the research study was tried to be solved. The actions were done after making the reflection in the end of every meeting. Besides, the indicators which showed the improvements of students' speaking skills in teaching and learning processes were important to be considered to fulfill the outcome validity. Those indicators were presented as follows:

- a. Students could use those language functions with intelligible grammar.
- b. Students could use master stress, rhythm, and intonation patterns of those language functions

- c. Students could respond to the teacher's questions orally.
- d. Students got more opportunities to use the language.
- e. Students were active in joining the class.
- f. Students were confident to speak English.
- g. Students were accustomed to classroom English.

### **3. Process validity**

Burns (1999:162) states that process validity raises questions about the dependability and competency of the research. It is done to ensure that the actions of this research are believable and the actions are done as planned.

In this part, I maintained the actions so that those actions could really make students comprehend certain expressions in English, know how to arrange the correct expressions in English, and communicate in English to each other. I considered the indicators which showed the improvements of students' speaking skills as mentioned in outcome validity whether students could reach those indicators or not. If the indicators were still not fully reached, for example, some students were still passive in joining the class. In this case, the collaborators and I discussed the cause of the problem and tried to solve it so that students could be more active in teaching and learning processes. We also made the reflection related to the changes of students' speaking skills and also my changes in teaching the students or facilitating the students to learn the language after conducting the first cycle and the second cycle. In addition, to get the process validity, we made field notes and took photographs during the actions, as well as

writing journals and interviewing students after conducting the actions. The research participants were objective in collecting the data.

#### **4. Catalytic Validity**

It relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within it (Burns, 1999:162). In this validity, it is important to get the participants' responses to the changes occurring to themselves.

To fulfill this validity, I allowed each person involved in this research study to learn and gain more insights from the research processes. I encouraged all research participants to express their opinions about the changes we had experienced. Take, for examples, as a teacher, I felt that he could improve his ability to use appropriate techniques to teach students; I could fully understand the roles of teacher in the class such as facilitator, helper, feedback provider, and motivator; I could realize that developing students' positive attitudes toward teaching and learning processes were important to reach the successful learning. I also asked students for sharing their improvements after doing the actions and their problems related to learning processes. This validity was done from the reconnaissance, plans, actions and observation, and also reflections.

#### **5. Dialogic Validity**

It parallels the processes of peer interview which are commonly used in the academic research (Burns, 1999:162). It is done to monitor the quality of the research by peer interview that is commonly done through dialogue with all research team participants.

In the dialogic validity, I involved the English teachers of the grade VIII.2 SMPN 8 Yogyakarta to ask for criticisms and suggestions. Besides, I involved all the participants to discuss everything related to the research study. In this case, the collaborators and I discussed the points of views, opinions, ideas or comments related to the research study so that the corrections to what had been argued can be objective and the subjectivity can be prevented. I also let the collaborators check the data that had been collected.

Triangulation was applied to validate the findings because triangulation serves to clarify meaning by identifying different ways to phenomenon being seen (Denzim and Lincoln, 1994:1). Triangulation is considered a process of using multiple perceptions to clarify meaning, clarify the repeatability of an observation on interpretation (Denzim and Lincoln, 1994:24)

Burns (1999:164) proposed four types of triangulation. They are time triangulation, investigator triangulation, space triangulation, and theoretical triangulation. Nevertheless, only time triangulation and investigator triangulation were used to validate the data in this research. They were as follows:

### **1. Time Triangulation**

Data were collected in a period of time to know the factors which were involved in the change process. Therefore, the action research was conducted in some cycles to prove that the data were believable. In this part, the collaborators and the researcher collected the data related to the students' speaking skills in some cycles to make sure that the data were valid. The data collected were compared to formulate research questions and treatment used to improve students' speaking

skills. Then, the changes related to the improvement of students' speaking skills through communicative activities were monitored in every cycle.

## **2. Investigator Triangulation**

Investigator triangulation involved more than one observer in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The data were related to the teaching and learning processes especially the implementation of communicative activities to improve students' speaking skills.

In this case, the collaborator and I collected the same data about teaching and learning processes related to the way he presented the materials, students' attitudes in the class, class atmosphere, etc. The results were recorded into field notes. Then the collaborator and I crosschecked the data to see the fitness of the data.

## **E. Research Procedure**

This action was conducted in two cycles depending on the students' improvements in speaking skills. There was procedure that must be fulfilled for each cycle. This research used the procedures modified from Burns (1999:33) in Madya (2009:67). This procedure was described as follows:

### **1. Determining the Thematic Concern (Reconnaissance)**

In this procedure, I identified the problems based on the observation and interviews. I then described the problems and discussed with all research participants to choose the problems that needed to be overcome.

To find out the situation of the teaching and learning processes in Grade VIII of SMP N 8 Yogyakarta, I did reconnaissance step through observation and interviews. The classroom observation was conducted on VIII.II class on Friday, September 20 2013. I also interviewed the students of VIII.II and also the English teacher. I also held a discussion with the research participants related to the existing problems.

Based on the observation and interviews, the research participants identified the existing problems which were necessary to be solved collaboratively. The research participants then determined the feasible problems to be solved.

## **2. Planning**

After doing the observation in the reconnaissance step, I made some plans to choose the actions that are feasible to be implemented in the field. They are the course grid and lesson plans. In planning the actions, I worked together with the English teachers of grade VIII.2 SMPN 8 Yogyakarta. The aim of the actions is to increase the students' speaking ability. The action plan is using communicative activities.

## **3. Action and Observation**

In this step, the actions that have been developed and approved together that already implemented in the classroom. There are two cycles and every cycle have three meetings. The teacher implemented the actions while the researcher is observing and taking notes concerning the students' reactions and behaviors during the activities. The language functions taught in each cycle were based on

the standard competence and basic competence. The schedules of the actions were presented in the following table.

Table 3.1. Schedules of the Actions

No.	Cycle	Day, Date	Time	Language functions
1.	I	Wednesday, October 2, 2013	07.15 –08.35	Asking for, giving, and refusing goods/services at school
2.	I	Friday, October 4, 2013	07.15 –08.35	Asking for, giving, and refusing goods/services at home
3.	I	Wednesday, October 9, 2013	07.15 –08.35	Asking for, giving, and refusing goods/services at the restaurant
4	II	Friday, October 16, 2013	07.15 –08.35	Inviting someone, accepting, and refusing an invitation to formal occasions
5.	II	Wednesday, November 18, 2013	07.15 –08.35	Inviting someone, accepting, and refusing an invitation to informal occasions at home
6.	II	Friday, November 23, 2013	07.15 –08.35	Inviting someone, accepting, and refusing an invitation to events in extracurricular activities

In this action research study, I took the role as the English teacher to implement the actions. I worked collaboratively with the research participants to observe and record the actions during the teaching and learning processes focused on the students' speaking skills. In this case, the collaborators observed the teaching and learning processes related to my way in presenting materials, students' attitudes in the class, class atmosphere, etc.

#### **F. Reflection**

After each cycle of the action is completed, all members of the research discussed circumstances concerning the actions. The team members gave contribution by giving comments or suggestions on the actions that are done. The reflection used

to measure whether the actions are successful or not. On the other hand, it is done to see what happen in the actions and to see whether the objectives are achieved or not. The successful actions are done and reapplied in the next cycle, but those which were unsuccessful already revised or improved into the suitable one.



## CHAPTER IV

### THE RESEARCH FINDINGS AND DISCUSSION

The previous chapter has described the research method used in this study. This chapter presents some research findings and discussion. The first section focuses on the research procedures and the implementation of the actions in cycle I and II. Then, the second section deals with the general findings and discussion of the study.

#### A. Reconnaissance

To identify some problems found in English teaching and learning process in SMP N 8 Yogyakarta, I conducted observations and interviews. Based on the first reconnaissance process, it can be concluded that students' faced some problems in their speaking. Second, I interviewed the English teacher of VIII.II of SMP N 8 Yogyakarta and the students of VIII.II class to find the problems during the teaching and learning processes. Then, I discussed further the problems with the English teacher teaching the class for that meeting and also another English teacher as the collaborator of this research.

The situation of the English teaching and learning process in VIII.II class was shown in this following vignette.

Table 4.1 Vignette of Observation

Date	: September 20, 2013
Observation	
I	: Researcher
ET	: English teacher

S : Student  
Ss : Students

The ET entered the classroom at 07.15 a.m. I came to the classroom to do the observation. ET greeted Ss and asked for Ss' condition by saying "*Good morning. How are you today?*" Ss answered the teacher "*I'm Fine and you?*" ". ET said "*I'm fine too thanks*" ". The ET said to the Ss that there's a guest in that day. Then I introduced my name. "Okay, before I ask your name, let me introduced my name, my name is Zyah Rochmad Jaelani. You can call me Mister Zyah." Then, ET checked the attendance list. Then, ET started the lesson by continuing the previous lesson. ET asked Ss whether or not they had finished their homework. ET asked Ss to discuss the answers together. "*Let's discuss the homework*" ". *For number 1, I want Roy. What is your answer Roy?* **S kept silent.** The ET asked him, "*Have you done?*" S still kept silent for a while and then answered the question but ET could not hear it. The ET said, "*Louder please.*" S repeated his answer loudly. ET complimented him, "*Okay, very good. But you should study hard.*" Then, ET asked Ss to discussed next activity in the LKS. "*Okay, look at activity 8. Complete the sentences with your own words. Number 1, I went to my hometown yesterday with my family. What is the meaning of 'hometown'?* **Ss kept silent.** Then, ET said, "*'hometown', is your birth place and your origin area. Okay, Number 1, what is your answer?*" **Nobody answered the question.**

Later, ET asked to do the rest of the questions and continued with activity 9. **The class was noisy then** because ET went to the toilet. Some Ss tried to do the exercises with their friends. **There were also some students who tended to make noise during the teaching and learning process by chatting with their friends.** Some Ss asked me how to use some expressions. I explained the expressions to Ss. In a couple of minutes the ET came to the class again. He discussed activity 9. ET asked another S to answer, "*Daffa, what is your suggestion?*" ET said, "*The next problem, what should I do after finishing my study?*" S answered. *One more, Hilda what is your suggestion?* **S kept silent.** "*The other?*", said ET. "*Maria, where are you?*" **S kept silent.** Ss answered, "*You ought /ough/ to continue to the university.*" ET asked, "*Made, What is your suggestion?*" **S kept silent.** "*Didn't you understand this question? You must ask your friend. Sekarang lupa, besok males, besok apa lagi...? Lihat itu Naura semangat banget kelihatanya tapi konsentrasinya nggak tau kemana*" Ss were laughing. ET checked students' understanding and summarized the lesson with the students. Then, ET explained about the next material until the end of his time. After the teaching and learning process in that day was over, I told about the research and asked some students to have interviews about the English lesson. Then finally, we went home.

### 1. Identification of the Field Problems

I conducted an observation and interviews to identify the problems. The observation was done on Friday, September 20, 2013. The observation was conducted in VIII.II class consisting of 30 students. After that, students were interviewed to find out their understanding of the lesson, their motivation, the teacher's way in delivering the materials, the task that they usually got, their opinion and feelings towards the English class, and so on. The interviews were done in a casual way which is more like chit chat rather than formal interviews. The discussion with the English teacher related to the teaching and learning processes was also held after. The interview included the difficulties in teaching English, especially speaking, the sources of the materials, and the media used, the students' attitudes in joining the class, the classroom management, and so on.

Based on the observation, interviews, and discussions, the collaborator and I identified several problems in the teaching and learning processes. The problems are presented in the table below.

No	Field Problems	Sources of the Problems
1.	Students were not really active in joining the class.	S
2.	Students were reluctant in using English.	S
3.	Some students were not really attentive in the class.	S
4.	Students seemed not be really interested in joining the learning process.	S
5.	Some students were silent during the learning process.	S
6.	The students made many mistakes when speaking.	S
7.	The teacher did not tell the objectives of the lesson.	T

8.	The teacher did not arrange the activities well.	T
9.	The teacher did not give a clear guidance in accomplishing the tasks.	T
10.	The activities conducted by the teacher were monotonous.	T
11.	The teacher did not give enough guided practices, so the students were not ready to speak using English.	T
12.	The teacher did not create good rapport and encouraging class atmosphere	T
13.	The teacher found difficulties in managing the class.	T
14.	The teacher did not give feedbacks.	T
15.	The class activities were not encouraging and challenging.	T
16.	The materials given were not sufficient in covering the exercises needed to accomplish the objectives of the learning.	Ma
17.	Students had low vocabulary mastery.	Ma
18.	The materials given by the teacher were not interesting so that the students seemed to get bored.	Ma
19.	There was no interesting media to support the teaching and learning processes.	Md

**Table 4.2. The Field Problems in the English class of VIII.II class**

**of SMP N 8 Yogyakarta**

## **2. Selecting of the Field Problems to Solve**

After identifying the field problems, the collaborators and I held a discussion to determine the problems to solve. At first, problems that had been identified were listed. Then, I showed the list to her collaborators. The problems were classified based on the sources of the problems.

After determining the field problems to solve, the discussion was continued to analyze the main cause. It is important to recognize the obstacles

and weaknesses related to the field problems. The first collaborator confirmed that there were some difficulties causing the teaching and learning processes not to run effectively. Some causes of the problems to solve were then concluded.

Based on the discussion with the collaborators, it was concluded that the activities conducted by the teacher were not varied and monotonous. The students were asked merely to read the dialogue provided in the handout designed by the teacher. The model of the text also did not cover the vocabularies that they needed to use. The teacher did not give enough pre-speaking activities such as vocabularies, word constructions, correct pronunciation, etc. Therefore, students were not prepared and they found it difficult to introduce themselves in English as the objective of that meeting.

The atmosphere of the class was not encouraging and students were not motivated, this was proven by the students' reluctance in answering the questions. Some students were still confused about the English construction; they kept asking the teacher to translate Indonesian into English whenever asked to speak. The teacher did not make any lesson plan before teaching the class. Thus, the teaching and learning processes did not run effectively. The teacher did not deliver the aims and objectives of the learning, so that the students were not aware of the goal they must accomplish by the end of the class. They became less motivated and they did not know the importance of the lesson. They did not think that the lesson was meaningful. The feedback of students' accuracy and pronunciation was rarely given. Thus, the students still mispronounced some words and sentences. The teacher did not correct the students' mistakes. Some

students were not confident and they were afraid of making mistakes and being laughed at by their friends.

After analyzing the causes of the problems, the collaborators and I continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is student-centered approach. To solve those problems, it had been agreed that the teacher should start to change in order to overcome those problems. The teacher should change his ways of teaching. Various activities to stimulate students to be confident interested and excited needed to be done. It was also agreed to use some media and materials from many sources that were suitable with the curriculum and the students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. If the teacher created a good atmosphere and used various media and material as well as creating various challenging activities and tasks, the students would be active, attentive, responsive, and confident in speaking English.

## **B. Reports of Cycle I**

### **1. Planning**

#### **A. The Concept of Course grid and Lesson Plans**

##### **a. Designing the Course Grid**

When the field problems had been formulated and the actions had been designed, the English teacher as the collaborator and I made some plans for the first cycle.

We selected the basic competency and the standard competency for second semester of grade VIII. I made a course grid to design the materials and activities easier. From the discussion between the English teacher and I, in cycle II we decided to choose the standard of competency 3 and the basic competences of 3.1. The basic competency of 3.1 is about expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and giving opinions.

The English teacher and I decided to use PPP (Presentation, Practice, Production) technique in the teaching and learning process. It consisted of three steps. The first step was presentation. In this step, I presented the materials by playing videos, asking students to identify the expressions used in the videos and presenting other expressions. The second step was practice. In this step, students did some exercises related to the expressions they had learnt. They also practiced the expressions in pairs. The last step was production. In this step, students practiced the expressions they had learnt individually or in pairs.

#### **b. Making Lesson Plans**

I plan the learning process so that the class runs smoothly and successfully and all of the elements included in the whole process could support the attempts to reach the objectives of the learning. In order to create meaningful and relevant tasks, I made lesson plans covering the class activities, time allocation, classroom

management, aims and principle of the task and activities designed. By doing this, the irrelevancy and inefficiency could be minimized. The lesson plan could be the guideline for me, so that I could administer the teaching and learning process more systematically. This could prevent me from forgetting the important materials or activities that needed to be conducted, so that the English learning could be a holistic process including sequences of meaningful processes. I also fill the progress report which showed the progress of students' development and to inform the collaborators, so that we could discuss further related to the attempts of improving students' speaking skills as to be concerned with students' personality, and learning styles.

### **B. The Concept of Action Plans**

After determining the field problems to solve, the collaborators and I began to plan the actions to solve the problems. The actions were focused on improving students' speaking skills through communicative activities. The designed actions were expected to create the following situations:

- a. students could be active in joining the class.
- b. students could be confident in speaking English.
- c. students would not be afraid of making mistakes.
- d. students would have more opportunities to learn to speak in English.
- e. materials and activities would be more varied.
- f. students could be more encouraged to speak.
- g. students could improve their vocabulary mastery.
- h. Students could pronounce the words and sentences correctly.
- i. Students could produce more accurate utterances and be more aware of the grammatical accuracy.



Based on the discussion with the collaborators in a democratic and dialogic atmosphere on September 21, 2013, some actions would be implemented in cycle I. The action plans of cycle I are presented as follows:

**a. Using Classroom English in Teaching and Learning Processes**

Based on the discussion, the collaborators and I agreed to use classroom English or English routines during the teaching and learning processes. It was aimed at making students familiar and accustomed to the English words and sentences and improving the students' classroom production. It was also aimed at creating exposure to the students. It was done to create an atmosphere in which English is the language that should be used in the class as far as possible. Some English expressions would be used during the actions, such as greeting, eliciting questions, giving instructions, explaining the materials, giving feedbacks and also ending the lesson. However, if students found it difficult to understand important material and when they showed confusion, I would translate it into Indonesian. However, English should be the main language for the instructional language during the class.

**b. Communicating the Objectives of the Lessons to the Students**

At the beginning of the lesson, I directed the student toward the lesson through interactions. I gave some questions leading to the topic that would be discussed. Then, I communicate the objectives of the lesson so that students know what they were going to learn. They know the goal that they should accomplish at the end of the class. Besides, they also be motivated once they knew the purposes of their learning.

### **c. Conducting Pre-Communicative Activities**

Before entering communicative activities, I prepared the students by conducting pre-communicative activities. The pre-communicative activities focused on comprehension and language. The comprehension-focused activities were such as comprehension tasks which allow the students to comprehend the expressions used in real-life situation. The language-focused activities were such as pronunciation practices, vocabulary enrichment and grammar exercises in forms of written exercises, games, listening, etc which would allow students to practice pronunciation and use the language functions accurately. In conducting the activities, the classroom settings were individuals, pairs, or groups depending on the activities.

### **d. Conducting Communicative Activities**

During cycle I, communicative activities were conducted through variety of information gap activities such as ‘helping my classmate activity’, ‘giving me a favour activity’, and ‘serving the customers activity’. Below are the procedures for each activity.

‘Helping my classmate activity’:

- 1) Ask students to work in pairs.
- 2) Ask each pair to take a pair of situation.
- 3) Ask each pair to exchange goods/services in the class based on the situation cards they got using expressions of asking for, giving, and refusing goods/services in the class.
- 4) Invite students to present the conversations to the class when all pairs were

ready.

‘Doing a favour activity’:

- 1) Divide the class into 2 groups.
- 2) Give a set of pictures to each group.
- 3) Each student of each group would get one of the pictures.
- 4) Ask the students who got picture with this (?) mark to ask for a favour based on the picture. Ask the other students who got this (✓) mark to give/reject to give a favour according to the picture they had. Ask the students who got picture with this (?) to find one friend in his/her group who could give him/her a favour and regard him/her as partners.
- 5) After each student find their partners, set the class into group of six.
- 6) Ask the members of the group to exchange the picture cards they had randomly.
- 7) Ask each group to exchange goods/services based on the picture cards they get.
- 8) Give them an example to make them do the task easily.

‘Serving the customers activity’:

- 1) Place students in groups of 4.
- 2) Give 3 menu cards and one order book to each group.
- 3) Ask each group to imagine that three of them were customers of the fast food restaurant and one of them was the waiter/waitress.
- 4) Ask them to exchange goods/services by using expressions of asking for, giving, and refusing goods/services of in the fast food restaurant.
- 5) Tell them that each customer had to order the foods and drinks with the tick

(√) marks on the menu cards, then the waiter/waitress had to write down the orders on the order book.

6) When all groups were ready, ask them to present their conversations to the class.

#### **e. Giving Feedback for Students' Accuracy and Pronunciation**

I gave feedback to students' speaking skills, especially accuracy and the pronunciation. The feedback was given during the lessons covering the opening, main and closing activities. The feedback was given during the students' production, if necessary and by the end of the class by discussing the common mistakes or errors that the students might produce.

#### **f. Asking Students to Memorize Words and Giving Vocabulary and Pronunciation Check in Each Meeting**

I asked the students to memorize the words in the vocabulary list to be checked in every meeting. The vocabularies had been selected to meet the need of students to communicate and support their fluency when performing the suitable language functions. I also gave pronunciation drills when checking the vocabulary exercise.

#### **g. Using Media in Teaching and Learning Processes**

During cycle I, I used some media to make the teaching and learning processes more understandable and interesting. It used to make the students enjoy and the class activities were not monotonous. The media used were pictures, dialogues, cards, sheets, etc.

## **2. Actions and Observations**

The actions which were focused on implementing communicative activities to improve students speaking skills were conducted in six meetings on October 2, 4, 9, 16 and November 18, 23 2013. When I conducted the actions, the collaborators took notes in the back of the class to observe the teaching learning processes and also took some photographs related to the teaching and learning processes. The collaborators and I collected the data of cycle I through classroom observation and interviews. The results of cycle I are presented below.

#### **a. Using Classroom English in Teaching and Learning Processes**

Before conducting the actions, the English teacher used English only to give instructions and the teaching and learning process was done using more both Indonesian and English. Students were not exposed to produce English. They tended to be passive during the teaching and learning process. However, in these actions, I used English classroom to make students familiar with English words and sentences as well as to improve their classroom production and create a good atmosphere of English learning and production. The use of Bahasa Indonesia was limited and avoided as much as possible. I did code-switching only when the students found difficulties or when they showed confusion in understanding my explanation.

However, I tended to simplify my utterances and used gestures to express what I meant. There was a process of improving students' classroom English in term of their responsiveness. The improvement was achieved gradually from one meeting to the next meetings during cycle I. At first, they still hesitated to respond to my questions in English. They still confirmed the instructions or the questions using

Indonesian. Students were not accustomed to the use of English all the time. They tended to answer the questions in Indonesian to avoid making mistakes. Their responsiveness was still low. However, students knew that I expected them to respond to me in English, and I also guided the students to respond to me in English by helping them translate the words or construct their utterance. I also had to invite and point the students to answer my questions. They seemed to hesitate in speaking in English.

Later, there was an improvement of students' responsiveness. The students seemed to be more confident and comfortable to respond to me using English. They were not afraid of making mistakes again and I was very supporting. This might be because I created a warm environment and the mistakes that the students made while speaking in English was regarded as something normal they should not be ashamed of. However, I still made some code-switching by considering the conditions of the students. When they asked some vocabulary questions, then I tried to explain it by simplifying my explanation or giving examples, but when needed, I translated the utterance using Indonesian.

The students seemed to be encouraged to speak in English; it could be seen from their responses to my questions. They tried to respond to my question using English. They tried to ask questions in English and they gave comments also in English. They were confident to ask me, for example, "Today, the children are more.. *dewasa tu apa ya?* (The student asked me)" (What is 'dewasa' in English?) then I answered, "Mature". Their response was better from one meeting to the others. They were aware of their goal to learn English and they knew that they

were expected to use English during the class. It could be seen that they responded to my questions very enthusiastically and were motivated to produce English utterances. Their responsiveness improved from one meeting to another. They even commented on their friend's response, tease their friends using English, etc. However they were still a little confused about other constructions to explain or asking for, giving, and refusing goods/services. Dealing with this problem, usually I guided the students and gave some clues as how to start a sentence from determining the subject followed by the verb. I also asked the students to give some examples if they had difficulties in explaining their arguments. In addition, there was an improvement in the class atmosphere. At first, the students were not really attentive and they did not really engage in the discussion. However, the atmosphere of the class was more conducive. In fact, the students carefully try to make correct sentences while speaking in front of the class or when they asked question, since the mistakes were treated quite seriously by corrections. The students had more concentration toward the lesson and they did not make disturbing noise in the class. The complete description of each meeting in cycle I could be seen on vignette on the appendix.

Based on the informal interviews after the actions, the students confirmed that the use of classroom English was important. In fact, they enjoyed the class using English, because they could try to understand spoken English and in turn try to respond to the interaction in the class also by using English. They felt interested and they felt like learning the real English. However, they also wanted the teacher to guide them more, so that they could also use active English. They admitted that

they could understand almost all of my explanation. However, the code-switching was also necessary when the students felt a bit confused about the materials. The following interview transcript also describes the students' feeling toward the classroom English.

R: Kalau menggunakan bahasa Inggris selama pelajaran, kamu paham gak? ?  
(‘Do you understand if we use English routines during the teaching and learning processes?’)

S1: Dikit-dikit paham sir. (‘I understand just a little.’)

S4: Paham asal pelan-pelan dan bahasa inggrisnya gak sulit. (‘I understand but should be carefull and use a simple English.’)

S5: Diselingi bahasa Indonesia aja sir, biar gak pusing, hehe. (‘You have to mix English with Indonesian translation Sir, in order to make it easier.’)

R: Materinya susah atau mudah? (‘The material is easy or difficult?’)

S1: Mudah kog sir. (‘It’s easy Sir.’)

S2: Lumayan mudah mister. (‘It’s quite easy, Mister.’)

S5: Cukup mudah sir materinya. (‘The material is quite easy, Sir.’)

(Interview transcript, September 20, 2013)

#### **b. Communicating the Objectives of the Lessons to the Students**

As stated before, I communicated the objectives of the lesson in every meeting in cycle I through interactions so that the students knew what they were going to learn and the objectives that they needed to accomplish. It was different from their teacher because he was not used to communicate the objectives of the lessons to the students. He directly asked the students to do the tasks so that they did not seem to be ready and motivated to join the activities. It made the students confused about the objectives of the lesson and what they had to accomplish. In cycle I, I always had some lead-in activities or interaction to direct the students into certain topics and certain language functions that they needed to perform.



After having the lead-in activities, then I communicated the objectives of the study. I began to invite some students to give their comments and I then delivered the objective of the lessons.

By personalizing the questions, having lead-in activities, and contextualizing the materials and the language functions that they needed to learn, the students became more aware of the importance of the objective of the lessons as well as the language functions. The activities could also serve to gather the students' attention and they had more concentration on the materials explained. They also understood what they had to practice and the use of the language function in their daily life, due to the context provided. They said that knowing the objectives of the learning is important. Generally, it was effective to motivate the students to learn as well as to deepen students' understanding of the lesson. It could be seen from the following transcript.

R: Kalau tujuan pembelajarannya disampaikan terlebih dahulu apakah bisa membantumu dalam memahami pelajaran? ('If I tell you the objective of the lesson, can it help you to understand the lesson?')

S1: Sangat membantu mister. ('It's so helpful, Mister.')

S2: Membantu sir, jadi kita gak bingung. ('It's helpful Sir, so we will not confuse.')

S3: Membantu banget mister, jadi langsung tau apa yang akan dipelajari dan ngapain aja. ('Yes it's very helpful, so I know what I am going to learn.')

(Interview transcript, September 20, 2013)

### **c. Conducting Pre-Communicative Activities**

During the cycle I, I conducted pre-communicative activities before entering the communicative activities. The pre-communicative activities were focused on comprehension and language. I conducted some comprehension-focused activities

to make the students aware of the use of expressions in daily life. These language-focused activities were to let the students know how to use and produce words or sentences correctly using appropriate language and how to manipulate sentences or how to construct grammatically correct sentences.

In conducting comprehension-focused activity, I gave the students as an input text in each meeting with different topic for every meeting in the forms of written dialogues as the input texts. The input texts in the meetings in cycle I were designed in certain contexts so that the students could understand the language function more easily. At first, the students were not very active in doing the activities. However, later the students could improve their involvement in asking and answering the questions. I also varied the input texts and the students were interested in joining the class. By giving the input texts and discussing them, the students could understand the use of language functions based on the context.

In this cycle, I also taught grammar in contexts to the students to improve their accuracy in constructing sentences. I explained the grammar construction by giving them examples and suggesting that they should start to practice to use English by making simple sentences and that they should simplify their sentences by focusing more on the meaning than dictions, and avoid making complex sentences. Moreover they were very interested and enthusiastic when they played the games. It was proven by the fact that the students could correct their mistakes when they discussed the answers with me.

#### **d. Conducting Communicative Activities**

Before conducting the actions, the English teaching and learning processes at VIII.II tended to be very formal and very interactive. The students did not have many opportunities to practice their English. The teacher did not give enough free practice where they students could practice their English autonomously. The class atmosphere was not very supporting, the teacher did not give enough language exposure to the students, so that they students hesitated to speak in English. Most activities were controlled activities and although the class was conversational class, they students did not really engage in activities in which they could freely talk about their opinion, feelings and experiences. Most activities were reading texts, dialogues and the speaking practice was limited to answering the comprehension questions. Students could only answer oral questions in short sentences. The teacher did not take consider the problems related to the students' autonomy and the students' lack of vocabulary mastery. The teacher used to translate the words that the students wanted to use. Thus the students tended to repeat after the teacher without memorizing the vocabulary, hence they did not get vocabulary enrichment. They might have problems in speaking autonomously and accurately. The teacher also did not respond to the students' mistakes by giving them feedbacks. They students thus felt reluctant in using English. They did not really engage in the class activities and they were not enthusiastic in joining the class.

During the cycle I, I applied some communicative activities through various informative gap activities, questions and answers, and discussions. Communicative activities could, in fact, stimulate students to produce English

using the language functions. Moreover, students could also share their opinions, suggestions and their experiences that they used to strengthen their reasons and to support their opinion. They seemed to try to express themselves in English. Therefore, when I applied the communicative activities, the students engaged in the activities and their responses were good. At first, they seemed to hesitate to speak and they were not accustomed to talk spontaneously and share their opinion. Their involvement was even better in the next meeting. I then asked them to play card games called “Helping my classmate activity”, Please”. The students were grouped consisting of three to four students. In groups, each student must pick one card in turns. Each card consisted of a problem. The student taking the card must ask for suggestions from her/his friend. I monitored the group by being involved in the groups. I mainly observed the students while they were speaking. I always corrected their mistakes by reminding them back of the grammar material that they got previously. I kept on doing this in a friendly way. I listened to the students’ opinions, gave praise to the students and he asked the students to correct each other when they thought that they made mistakes. They were allowed to open their vocabulary list and I always welcomed every question whenever the students found any difficulty. The class atmosphere was very supporting and conducive.

There were problems, such as, vocabulary, and grammar construction. However they were improving. The students could correct their friend’s mistakes and they could help each other. They had a very supporting atmosphere. That was why the students were confident to speak using English. They worked cooperatively very

well. The complete description could be seen in vignette. It could be described through the following interview transcript.

A. R: Bagaimana pelajaran bahasa Inggris hari ini? ('How was the English lesson today?')

S2: Sangat menyenangkan mister. ('It's fun, Mister.')

S3: Gak bosenin sir dan gak kerasa dah habis jamnya. ('It's not boring and I enjoyed the time.')

S6: Lumayan ga boring sih sir. ('It's fun and I don't feel bored.')

B. R: Aktivitas apa yang paling menarik yang kita lakukan hari ini? ('What was the most interesting activity of the day?')

S4: Nonton minion sir... ('When we watch a Minion movie Sir.')

S7: Lihat video percakapan Bule tadi sir. ('When we watch the foreigner' conversation Sir.')

S5: Pas maju kedepan praktek ngomong tadi sir. ('When we practiced speaking in front of the class Sir.')

(Interview transcript, October 2, 2013)

Students were groups and I could not always watch all of them at the same time; I then could not fully control the students' production and correct their mistakes. However, I monitored all groups and took the time to sit and listen to the students while they were speaking and gave corrections, remark, praise and sometimes jokes.

#### **e. Giving Feedbacks for Students**

Based on the previous observation, the English teacher rarely gave feedback to students. He did not really notice when the students made mistakes, such as accuracy or pronunciation mistakes. He did not respond to the students' mistakes. He just answered the students when they asked him some vocabulary questions. He did not try to make students able to talk spontaneously and accurately.

However, as planned, I gave feedback for students' accuracy and pronunciation in every meeting in cycle I. The feedback was given during the lesson covering the opening, main and closing activities. The feedback was usually given when students made mistakes or errors. I conducted the vocabularies exercise to enrich the students' vocabularies and he also gave the opportunity for students to practice pronouncing the vocabularies. I corrected the students' pronunciation and gave the correct example of the pronunciation by writing the pronunciation transcriptions for vocabularies which the students found difficult to pronounce. I then asked the students to repeat after him. In the next meetings the students made fewer mistakes in pronouncing the vocabularies and they were able to speak more fluently by trying to make sentences using the vocabularies they got in each meeting. They also made fewer mistakes in pronouncing the words. They were quite enthusiastic when they had the pronunciation practice and the mistakes on pronouncing the sentences were reduced. The accuracy feedback was also given when the students made mistakes. At first they were not really confident but then they became more confident and they enjoyed the activity where they had to always speak in English. They also knew that making mistakes was something normal. I created a friendly and warm atmosphere. Later, the students could correct their mistakes and the other students also helped correct the mistakes so that the atmosphere was very supporting and they enjoyed the class very much.

When the students mispronounced the words, I asked the students to correct the pronunciation. If the students found difficulties in correcting their mistakes, I usually asked the other students to correct their mistakes, or I directly corrected

the mistakes. It could be seen that the feedback could help the students know their mistakes but also could improve students' confidence in speaking English. They became more aware of their accuracy and they also tried not to repeat the same mistakes again. I also kept reminding the students by giving feedbacks. It can be described as the following interview transcript.

R : Kalau disuruh maju ngomong bahasa Inggris atau maju *perform* dialog pakai bahasa Inggris percaya diri apa gak? ('If I ask you to speak English or performing a dialogue in English, are you confident?')

S1: Sedikit PD mister.. ('A bit confident Sir.')

S3: Gak PD sir, malu sama temen kalo salah. ('I'm not confident sir, I'm afraid making mistakes.')

S6: PD aja sir kan dah diajari dulu sebelumnya. ('Of course, I'm confident since we already learned before.')

R: Kalau sendiri percaya diri gak? ('If you practice alone, are you confident?')

S5: Belum sir.. ('Not yet sir.')

S7: Dicoba dulu sir, kayaknya PD deh. ('I'll try first sir, I think I'm confident.')

S4: Tetep PD donk sir,, ('Of course, I'm confident sir.')

(Interview transcript, October 4, 2013)

#### **f. Asking Students to Memorize Words and Giving Vocabulary and Pronunciation Check in Each Meeting**

The lack of vocabulary mastery became a big problem in improving the students' speaking skills. Most students were quite active and many of them really wanted to express their opinion in English. The students asked the teacher many times about certain vocabularies that they wanted to use. The lack of vocabulary mastery was a quite big constrain in improving their speaking skills. Realizing this problem, I also designed vocabulary practice before entering the

communicative or productive activities. In each meeting of cycle I, I usually gave vocabulary exercises. Each vocabulary exercise consisted of common vocabularies that the students would probably use based on the topic discussed in each meeting. This was to help the students express their idea and opinion in the following communicative activities. The students were asked to memorize the new vocabularies to be checked in the following meeting. I drilled the students' pronunciation by asking them to repeat after me. Giving intensive drilling on the students' pronunciation aimed at making students know how to pronounce the words correctly. The students were enthusiastic when I gave the pronunciation drills. However, they did not pay attention when on the word stress and intonation so that they tended to make mistakes. I instructed them to pay attention to the word stress and he sometimes wrote the phonetic transcription of some difficult words that the students found it difficult to pronounce. It gave positive impact to the students. It could be seen that in the next meetings in cycle I students pronounced the words correctly when they used them in the communicative activities. In terms of self-confidence, most of the students were quite confident when they were asked to pronounce the words individually. This could be seen through the following interview transcript.

R: Bagaimana pendapatmu tentang latihan *pronunciation* tadi? ('What do you think about our pronunciation practice today?')

S4: Masih malu ngomong tadi aku sir. ('I feel shy to speak sir.')

S6: Enak tinggal ngikutin sir'nya gitu. ('It's easy, just following you sir.')

S2: Ga sulit dan menyenangkan mister, jadi kita tau ucapan yang benar. ('It's easy and fun sir, so we know the right pronunciation.')



(Interview transcript, September 9, 2013)

**g. Using Media in Teaching and Learning Process.**

Based on the observation and the interview, the English teacher never used media to support the teaching and learning processes. He confirmed that he did not have time in creating and preparing the media. As a result, the lesson became not interesting and the students were not encouraged to learn the language. However, during the actions, I used some media in every meeting in cycle I. the media were used in helping the students understand the questions to lead the topic. As stated before, I used dialogue texts, cards of situations, picture cards, for cycle I. I used pictures and model texts to direct the students to the topic of the day. I personalized the questions and evoked students' responses. I used some written exercises, such as filling the blanks and translating questions as the controlled practices and used cards of situation, topics and pictures during the communicative activities. The activities were successful and provided students with gaps for communications.

There was an improvement on using various media in the teaching and learning processes. At first, the students were not very enthusiastic and they did not fully engage in the activities. When I asked questions based on the media, there were only some students who were responsive. Then, in the next meetings in cycle I students were more enthusiastic and responsive. They became more and more confident and responsive. They were brave to express their opinion voluntarily. Generally, the students could understand the materials better through media. They seemed to be more enthusiastic in joining the class activities. They

could be active and encouraged to speak in English. The description of the benefits of using media can be seen from the following interview transcript.

- A. R : Apakah penggunaan media seperti gambar, rekaman dialog, cards of situation dan lain-lain di kelas dapat membuat pelajaran menjadi semakin menarik? ('Do you think that the use of pictures, the recording, and cards of situation as the media can make the teaching and learning process be more interesting?')
- S3: iya sir, sangat menarik. Pelajaran jadi ga monoton gitu-gitu aja. ('It's very interesting. The lesson is not that monotonous.')
- S2: Menarik mister, jadi kita ga nulis apa-apa dan tinggal praktek aja. ('It's interesting sir, so we don't need to write anything and directly practice the speaking.')
- S1: Menarik sir, videonya ngasih contoh dulu buat ngomong gitu. ('It's interesting sir, the video gave the example before practice the speaking.')
- B. R: Apakah dapat membantumu memahami pelajaran? ('Did the media used in meeting help you in learning process?')
- S5: sangat membantu kog sir. ('It's very helpful sir.')
- S7: Lebih paham pake video jadi tau contohnya mister. ('The video help me to understand because it gives the example sir.')
- S6: Lebih paham sir, lebih mudah dipahami. ('It helps me to be more understand sir, it's easy to follow.')

(Interview transcript, September 9, 2013)

### 3. Reflections

After implementing the actions of cycle I, the collaborators and I held a discussion to reflect the actions of Cycle I. Everyone participating in this research had ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following descriptions.

#### a. Using Classroom English in Teaching and Learning Processes

I used classroom English in every meeting in cycle I. the implementation of

classroom English was successful in familiarizing the students with English words. It was also successful in creating an atmosphere in which the students were expected to communicate in English. Most of the students could respond to my simple questions when I greeted them and had chit-chat with them. They were confident when they spoke in English. However, they tended to use Indonesian when they could not explain something. I usually simplified their meaning and guided them to translate it into English, when they could not make the translation I gave the answers and asked them to repeat after me.

**b. Communicating the Objectives of the Lessons to the Students**

I always communicated the objectives of the lessons to the students in every meeting. At first, I showed some pictures, or created a context and personalized some questions and let the students know what they were going to learn. Some students did not seem to notice the importance of the objectives of the lessons. However, generally, it was successful to motivate them to learn and to help them understand the goals and directions of the lessons.

**c. Designing Lesson Plans before Teaching the Class**

Before teaching the class, I always designed the lesson plan. I discussed with the collaborators and they helped me by giving opinions suggestions. The activities were done systematically. The students seemed to understand the aim of the activities and the time allocation was better managed. This was successful in minimizing the students' confusion and gave a clear guidance and reminder for me. This made the activities ran better and more effective. The classes were better prepared and the teacher was ready to conduct the class activities.

#### **d. Conducting Pre-Communicative Activities**

Commonly, the implementation of pre-communicative activities focused on comprehension such as presentation of the input text and also comprehension tasks which allowed the students to comprehend expressions used in real life situations. The activities focused on the grammar comprehension were given as the controlled practices focusing on students' accuracy later in the communicative activities. The implementation of the pre-communicative activities focused on language such as grammar exercises, vocabulary enrichment and pronunciation check. These activities allowed the students to practice the language functions accurately and to practice the pronunciation. They also had the chance to learn grammar implicitly through making sentences, translating or correcting sentences.

#### **e. Conducting Communicative Activities**

In conducting communicative activities, I set students to work individually, in pairs or groups, depending on the activities. During the cycle I, I conducted activities, such as "Give me Suggestions, Please" activities which were successful to improve their speaking skills. Through these activities they could get more opportunities to learn to use English for communication. They could practice with their partners and most of them were even confident to give their own opinion in front of the class.

Although the teaching and learning processes seemed to be improved, the way of the teaching still only focused on the targets to accomplish the tasks mentioned in the lesson plan. Therefore, I tended to be focused on the activities. However, the

personality of the students mattered so much, since some students were very confident, some others were not. Some were very attentive and some were not. Their English ability was also various. Some students still felt that they could not keep up with their friends. I should give more opportunities for these students and should not let other students dominate the class. Another problem was that the teacher did not control the class very well especially when they were grouped, so that some students were noisy and they talked about other issues which were not relevant to the lesson.

#### **f. Giving Feedback for Students' Speaking Skills**

During cycle I, the students used English to interact in the classroom. The tasks were designed to give them ample opportunities to practice their English and to use it for communication. However, when the students found it difficult to convey their meaning, the teacher usually asked them to simplify their sentences and guided them by providing simple translation to deliver what they meant. When they made pronunciation mistakes, I corrected the students. The students became aware that they made mistakes and they needed to correct themselves. If the students could not correct their mistakes, I asked the other students to correct them. They realized that they needed not only to talk in English by using English vocabularies, but also to be able to arrange them into a correct sentence by paying attention to the accuracy and pronunciation. This was effective in improving their speaking skills without making them unconfident since the teacher always created a warm and friendly atmosphere and she also treated everyone in the class fairly. They then tried not to make mistakes and practices

what they had learnt.

**g. Asking Students to Memorize Words and Giving Students Vocabulary and Pronunciation Check**

Giving them vocabulary enrichment and pronunciation drilling in every meeting in cycle I was very effective in helping students' improve their speaking skills, especially fluency and pronunciation. The students could use their vocabulary list when they wanted to use English. This could help them deal with their lack of vocabulary mastery which became one of the problems hampering them to speak autonomously. The pronunciation check also helped them improve their pronunciation besides the feedback that I always gave.

**h. Using Media in teaching and Learning Processes**

The use of media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. It could help students understand the use and function of the language in certain contexts and situations in their daily life. Besides, the media could not only provide gaps for communication but also could be as guidance for students in speaking English.

**4. Revised Plan**

Based on the reflections of cycle I, there are more plans which need to be revised. They are the classroom management, the language used, and also the way to motivate students to be more active.

The reflection could be summarized in this following table:

No	Action	Reflection
1.	Using Classroom English	The use of classroom English was successful in creating English exposure. The students were also encouraged to use English to interact. Most students used English during the learning processes although they still had difficulties in producing English. The students were able to understand and respond to the teacher and their friends in English.
2.	Communicating the Objective of the Learning	By communicating the objectives of the learning, students understood the direction and aim of the students. Thus they became more interested in joining the class. They could also set some targets that they should achieve by the end of the class. This also helped students focus on the lesson more. They admitted that it helped them deal with their confusion about the functions of the target language.
3.	Designing the Lesson Plan	Designing the lesson plan before administering the learning processes had helped the teacher to conduct the class in a more systematical way. The lesson plan served as the reminder for the teacher as to deliver the important materials smoothly. It made the class more effective in terms of the sequence of activities, and

		time management.
4.	Conducting Pre-Communicative Activities	The activities could prepare the students to produce the correct language in the communicative activities. Students became more aware of the language elements. However, during these activities students still found some difficulties. The discussion helped the students comprehend their accuracy more.
5.	Conducting Communicative Activities	In this action, students could have ample opportunities to practice what they had learnt. Through certain contexts, the students could experience English in use. Although they still could not produce accurate language entirely, students were active and fluent enough. They also seemed to be interested in the class activities. They were engaged in the class activities.
6.	Giving Feedback for Students	Students could get feedback for their performance. Students became more aware of their accuracy and pronunciation. They admitted that this helped them improve their awareness. Students were confident enough. Thus this action did not hamper the communication to take place.
7.	Asking Students to	This action helped students deal with their lack of



	Memorize Words and Giving Vocabularies and Pronunciation Check in Every Meeting	vocabulary problem. This helped the students enrich their vocabulary mastery. Relevant vocabularies were chosen to meet the needs of students. Thus they could use the vocabularies when speaking. The pronunciation check also helped them to pronounce the words correctly.
8.	Using Media in Teaching and Learning Processes	The media used in the learning processes, such as pictures and cards had improved students' interest. They seemed to be more interested and it was successful to anticipate students from getting bored.

**Table 4.3. The Table of Reflection of the First Cycle**

Those were the successful and unsuccessful actions in cycle I. There were some improvements on students' speaking skills. However, there were still some problems faced by the students in cycle I, so that the English teacher and I decided to continue the next cycle to improve the students' speaking skills. The improvements in cycle I was proven in the following chart.

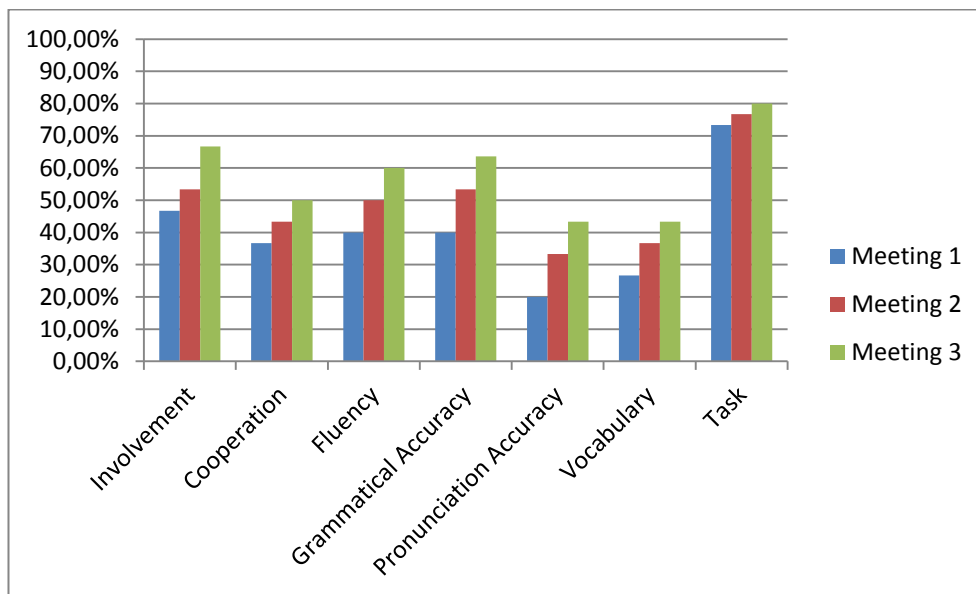


Figure 4.1: The Number of Students for every Indicator in Cycle I

## C. Reports of Cycle II

### 1. Planning

Before conducting the actions in cycle II, the collaborators and I held a discussion to revise the plans for cycle II. The collaborators and I agreed to focus on solving the problems found in cycle I especially related to the classroom management, the type of activities and tasks that would motivate the students to be more active and to improve students' fluency and accuracy also to bridge the students' English proficiency difference. This following table presents the number of students performing each indicator during the teaching and learning process.

**Table 4.4: The Number of Students Performing each Indicator during the Teaching and Learning Process in Cycle II**

Indicators	Number of Students in Cycle II						
	First meeting		Second meeting		Third meeting		Average
	Students	%	Students	%	Students	%	
Involvement	24	80%	27	90%	30	100%	90%
Cooperation	20	66,67%	24	80%	30	100%	82,23%
Fluency	22	73,33%	26	86,67%	28	93,33%	84,44%
Grammatical	21	70%	27	90%	29	96,67%	85,56%
Pronunciation	18	60%	23	76,67%	27	90%	75,56%
Vocabulary	25	83,33%	28	93,33%	29	96,67%	91,1%
Task	26	86,67%	29	96,67%	30	100%	94,44%

I implemented the same activities and a new action to make students active in joining the class. The planning of cycle II are as follows:

#### **A. The concept of Course Grid and Lesson Plans**

##### **a. Designing the Course Grid**

When the field problems had been formulated and the actions had been designed, the English teacher and I made some plans for the second cycle. The English teacher and I selected the basic competency and the standard competency for second cycle. I made a course grid to design the materials and activities easier. From the discussion between the English teacher and I, in cycle II they decided to choose the standard of competency 3 and the basic competences of 3.1. The basic

competency of 3.1 is about expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting and congratulating.

The English teacher and I decided to use PPP (Presentation, Practice, Production) technique in the teaching and learning process. It consisted of three steps. The first step was presentation. In this step, I presented the materials by playing videos, asking students to identify the expressions used in the videos and presenting other expressions. The second step was practice. In this step, students did some exercises related to the expressions they had learnt. They also practiced the expressions in pairs. The last step was production. In this step, students practiced the expressions they had learnt individually or in pairs.

#### **b. Designing the Lesson Plans**

I design the lesson plan by discussing the suitable activities to be implemented in the cycle II with the collaborators. The lesson plan included the activities, time allocation and management that met the need of the students in order to improve their speaking skills and to minimize the problems found in the class. The lesson plan used as my guideline in conducting the teaching and learning process and also functioned as my reminder. The class was expected to run smoothly and effectively. The materials and the sequences of activities were to be planned systematically in order to help students understand the material better and more easily.

## **B. The Concept of Action Plans**

### **a. Using Classroom English in Teaching and Learning Processes**

I kept using English during the teaching and learning processes to make students more familiar with English words and to create an atmosphere in which students would be required to use English as a means of communication. I used English expressions to greet and ask the students, interact with the students, give instructions, explain the materials, give feedback and end the lesson. This action was the same as in the cycle I. The difference in the cycle II, I attempted to minimize the Indonesian translation. I didn't translate the expressions that the students were already familiar with. I tried to completely use English during the teaching and learning processes.

### **b. Communicating the Objectives of Lesson to the Students**

Realizing the importance and the effect of communicating the objectives of the lesson to the students, I decided to implement this action in cycle II. I planned to use pictures accompanied by some questions related to the materials to personalize the questions and be the lead-in activities. I let the students know the objectives of the lesson so that the students knew the goals that they would have to accomplish and the materials that they were going to learn. This was done in hope that the students would be more motivated after knowing the purpose of their learning.

### **c. Conducting Pre-Communicative Activities**

As conducted in cycle I, I also gave pre-communicative activities for the students that were focused on comprehension and language. In comprehension-focused

activities, I gave the dialogues as the input texts with the expressions of telling plans, ongoing activities and preference. The language focused activities focused on improving students' accuracy, vocabulary enrichment and pronunciation practices. The classroom settings were individuals, in pairs or groups, depending on the activities and the aim of each activity.

#### **d. Conducting Communicative Activities**

In communicative activities, I focused on the classroom management since I still had low ability to control the class and to bridge the students' difference, because some students learned faster than the others. In conducting the group work activities, I divided the students by placing the fast learner students with other students who leaned slower. However, to anticipate that the fast learners that dominated the activities, I implemented the strict rules and instruction so that the student could have the same opportunity to speak by giving them roles. All of students had to share their opinion, and they needed to work cooperatively by sharing their knowledge and correcting their friends' mistakes.

During cycle II, communicative activities conducted through variety of information gap activities such as 'Inviting to the party activity', 'Finding a day activity', and 'Filling the schedule activity'. Below are the procedures for each activity.

'Inviting to the party:

- 1) Ask students to make groups of three.
- 2) Give each group a set of cards consist of a picture card, an accepting card, and a rejecting card for each group.

- 3) Ask the student getting a picture card to invite the other group members to a party based on the picture. Ask the student getting an accepting card to accept the invitation and the student getting a rejecting card had to reject the invitation.
- 4) When all groups are ready, ask them to perform it in front of the class.

‘Finding a day activity’:

- 1) Place students in groups of 6.
- 2) Give a set of invitation cards and free-day cards to each group.
- 3) Give three members of the group three invitation cards then ask them to invite their partners to do the activity mentioned in the card at their house. Give the other members three free-day cards then ask them to respond to (accept/reject) their friends’ invitation based on the cards. Ask each inviter to find the one who had a free day to do the activity at the inviter’s house.
- 4) When all groups are ready, ask them to present their conversations to the class.

‘Filling the schedule activity’:

- 1) Ask students to make groups of 3.
- 2) Give each group got one invitation cards and two today’s schedule cards.
- 3) Give each member of the group one card. Ask the one who got the invitation card to invite his/her partners to go to see the event in the extracurricular activity. Ask his/her partners to respond to the invitation based on the today’s schedule cards.
- 4) When they are ready, ask them to perform their conversations.

#### **e. Giving Feedback for Students' Accuracy and Pronunciation**

The result of cycle I showed that most of the students could speak fluently enough. However, they still could not produce accurate sentences. They also still had poor pronunciation especially to the unfamiliar words. The accuracy feedback would be given during the teaching and learning processes. I detected the students' mistakes and ask them to correct their mistakes. If the student could not correct his/her mistake or if the student did not seem to think that they made mistakes, I ask the other students to correct the mistakes. The pronunciation feedback given by asking them to correct the mispronounced words or by giving the correct pronunciation and ask them to repeat after me.

#### **f. Asking Students to Memorize Words Giving Students Vocabulary and Pronunciation Check**

As conducted in cycle I, I gave students vocabulary lists in cycle II. Since it was effective to help the students improve their fluency. The vocabulary practice and pronunciation drilling incorporated in the pre-communicative activities aiming at preparing the students to be ready in conducting the communicative activities.

#### **g. Using Media in Teaching and Learning Processes**

In cycle II, I used more varied media to make the lessons more enjoyable and understandable. There are some media that I used in cycle II. Those were pictures, cards, video, games, and reward.

#### **h. Giving Rewards for the Student of the Day**

The finding in cycle I showed that students were active in joining the class activities. However, several students were less motivated than the others. Most



students were not really aware of their English, so that they often make mistakes, especially on their accuracy. I wanted to make the students more motivated and aware of the importance of producing accurate sentences. Therefore, in cycle II, I would give rewards which aimed at motivating the students. It was also aimed at appreciating their efforts, achievement and participation in the class activities.

## **2. Actions and Observations**

The actions of cycle II were conducted in three meetings on October 16th, November 18th and 23rd 2013. The materials of cycle II are the expressions of inviting someone, accepting and refusing an invitation. In implementing the actions, I was accompanied by the collaborators who took notes in the back of the class to observe the teaching and learning processes and also took some photographs related to the teaching learning processes. The data were also collected through classroom observations and interviews. The results of cycle II were presented below.

### **a. Using Classroom English in Teaching and Learning Processes**

The students' speaking skills had improved through the use of classroom English in every meeting in cycle II compared to cycle I. In general, the procedures of using classroom English were the same as in cycle I. However, the use of classroom English in cycle II was better than in the cycle I. The students became more responsive to the classroom English. There was a stronger atmosphere where the students became aware that they were demanded that they should speak in English and interact with me, as well as with their friends in English. The

improvement from one meeting to the next two meetings was stable. It could be seen that the students were not only familiar with the English expressions, but they also attempted to constantly communicate in English, as when they asked questions to me, when they asked for the permission to go to the rest room, and when they commented on each other. They understood my questions when I had a little chit chat with them, or when I tried to personalize some questions before moving on to the next production activities. The students became more relaxed since they knew me closer and they seemed to be more confident and comfortable. The translation was also reduced. However, if I felt that the students did not seem to understand my explanation wholly, I tended to simplify his utterances and gave them more examples. The students then always tried to communicate in English when I, as the teacher, asked them some questions or invited them to give their opinion. They seemed to be encouraged to speak. The atmosphere was lively and there was a good rapport between the students and me. I was very friendly and created a warm atmosphere. The students and I often joked. They could respond better in English although they sometimes still mispronounced some words. When they did not know how to say something in English, they did not hesitate to ask me. However, I did not always directly translate what they wanted to say. I usually guided them to produce the utterance by themselves by simplifying the utterances and asking them to translate them by themselves. If they had some vocabulary problems, I asked the help of other students. However, when the students could not help, then I translate the words for them and write them, on the

whiteboard so that the students could note the words. It could be seen from the following vignette.

.....I brought an invitation card and showed it to the students. It was about the invitation card to a birthday party. I asked them "What is this? Have you ever seen it?" **A student said "Undangan". Another student said "Invitation".** "Great, it is an invitation card to a birthday party", I said. "Please everyone, take a look at the screen. I showed the picture of invitation card on the LCD. "Have you ever celebrated your birthday party", I asked a student. "Yes", they said. "Do you invite your friend to come to your birthday party?" Some students said, "Yes". Some other said "No". Then I told the objective of the lesson. "Today, we are going to learn the expressions of inviting someone to a party, accepting, and refusing an invitation. I drilled students with pronunciation practice of some words. I told the students to pay attention to the stress and asked them to repeat after me. Some students still mispronounced. I corrected their mistakes, I also drilled students with pronunciation practice of some expressions of inviting someone to a party, accepting, and refusing an invitation by showing them the expressions in formal and informal occasion on slide. Then I explained those expressions to the students. "Have a look at task, please, read the instructions". I asked them to do the task and I promised to give a reward for the best one. The students sat in a circle in their groups. The students seemed to be more motivated in discussing the task. I walked around the class to make sure the students doing the task correctly. Soon after that, one of the groups said "Kita udah selesai sir". "OK, Let me see", I responded. Then the other groups have also finished the task. I gave the reward that is a chocolate for the best group. The members of the groups looked happy.....

In explaining the materials, which were expressions of inviting, accepting, and refusing an invitation, I mostly used English. I also used a lot of gestures and gave many examples. Most of the students responded to the researcher's question loudly enough that the whole class could listen to them. It showed that they were confident when they talked in the class. Some of the students were even confident to voluntarily answer my questions, asked questions and commented on their friend's answer or opinion. They also used English when they asked questions, commented on their friends' opinion and answered questions although they might not always use accurate English and they still used some Indonesian words to

communicate. The students could use the English expressions related to the materials explained. It can be inferred through the following vignette.

.....The teacher greeted Alya, “Alya, how are you?” “Not really good, I don’t really well. **Sakit bulanan tu apa ya? (Alya asked me about the vocabularies she wanted to use, I replied,** “You mean, you’re having your period?”) Yes, I’m having my period. I reviewed the previous material, “So what did you learn in the previous meeting?” Alfin commented, “Homework!” “Okay, so now let’s check our homework” The teacher invited the students one by one to read their answer. Most students were able to give correct answers. When the students made mistakes, the other students were able to give the correction and. The teacher corrected some pronunciation mistakes, I wrote the word on the blackboard and asked them to repeat after me.

I began the lesson by giving some students the question about favorite movie and the reason of it. Students answered the teacher's questions. Some students said their favorite movies were Transformer, Spiderman, The Hobbit, Despicable me, etc. I showed a picture of two guys who seemed to be close friends on the slide. The class began more lively. I let student to guess what the boys are talking. Angga said,” Mau nonton bola Sir”. Marwa commented,” **Nggak, mereka mau nonton film, itu didepan bioskop”. I said,” Good Marwa, they’re going to go to watch a movie, please say in English right”**. I reviewed again the previous materials and checked the students’ understanding; I asked, “What did you learn from the previous meeting?” Some students answered,” Expressions of inviting someone to a party, accepting, and refusing an invitation Sir” .....

Using English all the time in cycle II and using Indonesian translation only when necessary by doing code-switching in cycle I had seemed to improve the students’ willingness to speak up. The students were confident and were not shy to speak in English. The confirmed that they liked to have English routines in the lessons because they could have more opportunities to speak up. It could be seen from the following interview transcript.

R : What do you think about our English routines, the use of English in our classes?

S4 : It's good, so we can study and we can speak in English. Yes, it's good, I think, to practice our English. Bener ga inggrisku, Sir? (was my English correct?)

(Interview transcript, October 16, 2013)

#### **b. Communicating the Objectives of the Lessons to the Students**

I also communicated the objectives of the lesson in every meeting in cycle II since it made students know what they were going to learn so that they could be motivated and set up their own goals. As in cycle I, I used some pictures and personalized some questions to lead them to the topic and to create interaction with the students to lead them to the topic. When I directed the students to the objectives of the lesson through asking and answering questions, they could respond to him very well. All of them always responded to me whenever they were invited, in fact some students answered my questions voluntarily. In the next meetings, they responded to my questions better. The number of students who voluntarily answered the questions increased. They became more and more responsive and confident to speak in English. They showed a great enthusiasm in responding to me. It could be seen than even when a student was speaking, other students would add some more information or to comment on their friend, they were very interactive not only with me but also among themselves. It could be seen from the following vignette.

I walked around the class to check the students' works. Then I asked "Have you finished?" The students said yes. Then we discussed the task. "Who wants to answer the question number one?" A boy raised her hand. "Who has different answer?" **A student raised her hand. The atmosphere of the class was very lively. Then we discussed the answers up to the last question.** Then, we continued to do task in groups of three. I asked a student to read the instructions. Then I explained the task. I gave each group three cards. They were an invitation card and two today's schedule cards. I walked around the class to

make sure they knew what to do. One of them asked “*Kalau mau ngundang pakai* would come to the meeting Sir?” *‘Iya, kurang sedikit. Harusnya* Would you come to the meeting?” I said. Then I asked each group to perform the dialogue based on the cards. I gave rewards to the active students and some extra rewards for students who could answer my questions related to the materials we had learnt. After finishing the performance, I gave feedback for the students. I summarized the lesson “What we have learnt today?” Some students said “inviting, accepting invitations, and refusing invitations to extracurricular activities”. The bell rang. I gave a brief feedback and reviewed the material. I gave opportunity for students to ask any question. I thanked the students and ended the class.

The students realized that knowing the objectives of the lesson was very important and that it gave them a sense of direction. It also helped them understand the lesson, the function and the use. They confirmed that they needed to know the objectives of the lessons to get more understandings toward the lessons. In fact the use of classroom English was effective to motivate students to learn and to understand the materials. Further explanation could be reflected by the following transcript.

R: Kalau tujuan pembelajarannya tidak dikasih tau, kamu tau nggak apa yang akan dipelajari? (‘If I do not state the objective of the learning, do you know what we are going to learn?’)

S1: Ya gak tau to sir, malah bingung. (‘Of course no, It makes me confuse.’)

S5: Gak tau sir, kan gak dibilangin dulu. (‘I don’t know sir.’)

S3: Mungkin nebak-nebak dikit kalau sambil lihat LKS untuk materi selanjutnya. (‘Maybe I will guess and look at the LKS about the next material.’)

(Interview transcript, October 18, 2013)

### **c. Conducting Pre-Communicative Activities**

As conducted in cycle I, I divided the pre-communicative activities into comprehension-focused and language-focused activities. Compared to cycle I, their involvement in the comprehension-focused activities had improved. In this

activity, most of the students were confident to volunteer themselves to answer the questions. They could answer the questions correctly. Most of them were enthusiastic. The students who were at first not very active were confident to answer the questions in complete sentences and they were confident to share their opinion. Overall, during cycle II, the students could use the language functions correctly. I conducted some comprehension-focused activities to make students aware of the use of some expressions in daily life and to use the correct grammar in conveying what they meant using English.

I divided the activities into two actions. They were giving vocabulary enrichment and pronunciation drilling and teaching grammar in contexts. At first, I gave the vocabulary exercises based on the vocabulary lists that I gave the students previously and check the pronunciation of those vocabularies. I gave intensive drilling on pronunciation of some words that the students might use in the communicative activities. They were enthusiastic and confident to pronounce those words. Later, when I drilled the students with pronunciation practices, their accuracy in pronouncing words also improved. It could be seen that they did not make any mistakes in pronouncing some words and they could pronounce the sentences with the correct intonation. During the three meetings in cycle II, they were really excited in having the pronunciation practices and were not afraid to volunteer themselves in pronouncing words individually.

In this cycle I also taught grammar in context to the students to improve their accuracy in constructing sentences. I explained the grammar construction at glance and gave them exercises based on the context in pairs or in groups. In cycle

II, I made the grammar exercises in the form of games to make the activities more varied. There was an improvement on students' accuracy in grammar. In cycle II, the students' grammar accuracy was better than in cycle I. During the three meetings in cycle II, most students could arrange the jumbled words and constructed sentences correctly. They were also more enthusiastic in joining the activities since I conducted the activities through games. To check whether they understand the grammar, I usually asked some students to make a sentence by saying "Please, invite your friend to your birthday party and accept the invitation" randomly. Most of them could make expressions of inviting someone, accepting, and refusing an invitation grammatically.

Overall, in cycle II, I found that more students were active in joining the activities in accomplishing individual, pair works, group works or even volunteering themselves freely. It was very different from cycle I. In conducted comprehension activities, only few students were passive in joining these activities. However, in cycle II, the students were active to volunteer themselves in participating the activities and were not patient to have their turns. They become more responsive and confident to express themselves. Compared to cycle I, the students seemed to be more excited in joining the activities in cycle II. They did not hesitate to involve themselves in every single activity voluntarily. They also confirmed that they liked to watch the video, they enjoyed the activities such as games, and pronunciation practices. For more information, it could be seen on vignettes on the appendix.

#### **d. Conducting Communicative Activities**



I conducted some communicative activities through variety of information gap activities, such as 'Inviting to the party activity', 'Finding a day activity', and 'Filling the schedule activity' during cycle II. To prepare the communicative activities, I usually had some lead-in activities to prepare them for the communicative activities. Lead-in activities could be by showing them pictures, personalizing some questions, discussing their opinion, etc. the complete explanation of this activity could be seen on vignette on the appendix. Next, communicative activities were used to improve students' speaking skills by encouraging students to speak in English through the provided gaps. After they got chance to communicate in pairs or in groups, I asked them to retell the answers that they got from their friends. I monitored the students while they were speaking in pairs to give them help and to minimize the noisiness of the class.

Communicative activities could stimulate the students to produce English using the language functions. I gave them feedback while they were speaking and I usually helped the students to correct their mistakes. Compared to the cycle I, the students were more confident when they were speaking. They spoke loudly enough that the class could listen to them and they became more responsive, as to comment on their friends and to correct their friends' mistakes. They became aware of the fact that they should produce not only fluently sentence but also accurate sentences. They sometimes used eye contacts, gestures and movements to help them communicate what they meant. They could speak in English fluently and accurately using the language functions taught. In addition, they could also use English to speak freely and autonomously when they gave their opinion and

had English free speaking activities, although they might not always speak correctly and they might not always know all the vocabularies that they wanted to use due to the length of their speech. However, their pronunciation in using the language functions was better than in the cycle I.

Compared to cycle I, the students seemed to be more excited in joining the communicative activities in cycle II. Most of the students could use the language functions fluently and accurately. They were more responsive and they were confident to speak in English. Students' enthusiasm could be seen from the following interview script.

A. R: Gimana pelajaran hari ini? ('How was the English lesson today?')

S6: Enak sir, menyenangkan dan gak bosen. ('It's fun and not boring.')

S4: Gak bosen sir, gak kaya biasanya. ('I don't feel bored sir, not like as usual.')

S7: Lumayan menarik sir, hehehe. (It's quite interesting sir.')

B. R: Menurutmu aktivitas apa yang paling menarik hari ini? ('What was the most interesting activity of the day?')

S2: Pas nonton video bule sir. ('When we watch the foreigner' conversation Sir.')

S3: Waktu nonton minion sama praktek ma temen mister. ('When we watch a Minion and practice with my friends.')

S5: Semua menarik, pas lihat temen maju kedepan itu menarik sir. ('Everything is fun and interesting sir, also when we watch our friends practice in front of the class.')

(Interview transcript October 18, 2013)

As I mentioned before that I conducted three communicative activities which were 'inviting someone to the party', 'finding a day activity', and 'filling the schedule'. Based on the observations, I think that 'inviting someone to the party' was the easiest one for the students. The students did not ask much to do this activity. I used some pictures as media in this activity so that it made the students more interested. Most of students also could use the expressions of inviting someone, accepting an invitation, and rejecting an invitation properly. On

the other hand, the students seemed to be more motivated when they had ‘finding a day’. In this activity they worked in groups of six so that they did not easily get bored for joining the activity. This activity involved movements since they were asked to search their partners who had free days to go with them. The invitations to do homework together, to play videogames, etc. were related to their daily life so that they seemed confident to speak up.

I did not find the same problems in the cycle II during the implementation of communicative activities as found in the cycle I. The problems were about to motivate students more to do individual tasks, to deal with different students’ ability and to control the class. The students seemed to be more active in accomplishing the individual task, group or pair works. The students considered the slow learners seemed to be motivated as well. It could be seen that the students were contribute to the group and pair works and they did the exercises well. From the first meeting to the last meeting, the students seemed to be enthusiastic and

#### **e. Giving Feedback for Students’ Accuracy and Pronunciation**

I always gave feedback for students in every meeting of cycle II. I gave feedback on students’ accuracy and pronunciation during the opening, main and closing activities. As usual, the feedback was given when students made errors or mistakes. During the three meetings in cycle II, the improvement of students’ pronunciation and accuracy was stable. They did not make many mistakes in pronunciation. As found in cycle I, the students seemed to find difficulties in pronouncing some words with double consonant or past verb ended with –ed,

such as, heard, watched, accept, and the words which had different pronunciation from Indonesian words, such as, respond, responsibility, laugh, sang, drank, etc. Dealing with this problem, I usually asked them to repeat pronouncing the difficult words again and again and gave them feedback if they made mistakes again. As for their accuracy, many of them made mistakes when they talked about single noun as the subject. They tended to miss the additional s/es in the end of the infinitive verb when they made simple present sentences using singular subjects.

However, the frequency of the mistake occurrence decreased. When the students made mistakes in the accuracy, I usually pressed a bell indicating that they made mistakes. They directly realized that they made mistakes and they tried to correct their mistakes. However, this was done not as a punishment or humiliation. They had known first the use of the feedback that was to improve their speaking skills and their language sensitivity. The atmosphere of the class was warm, and I was being very friendly during the class, so that they seemed to be comfortable and confident in joining the class. Some students were very talkative that they also agreed that I sometimes should stop them and correct their mistakes. By giving feedback, it could be seen that the students could improve their speaking skills by knowing their mistakes. In every meeting, the students seemed to be less anxious in giving their opinion, asking questions to me and commenting on their friends. During the cycle II, their accuracy was improving from one meeting to another meeting. They could use the language functions accurately. It could be described as the following vignette.

.....After asking students conditions I checked the students' attendance. "Who is absent today?" asked me. Students said "No one". I greeted Magdalena, "Hi, Magdalena, how are you? How was your night?" "Good." "Did you stay up late last night?" "No, I slept very early" "What time did you wake up this morning?" "I woke up at 6 am." "Did you have your breakfast?" "No, I did not." Then I directed the students to the topic of the day by conducting asking and answering activities. I asked about extracurricular activities they join. I walk around the class and asked some students questions related to today's lesson. Then I told the objective of the lesson "Today, we are going to learn the expressions of inviting someone, accepting, and refusing an invitation to events in extracurricular activities."

**f. Asking Students to Memorize Words and Giving Vocabulary and Pronunciation Check in Every Meeting**

I always gave a vocabulary exercises in every meeting of cycle II since it was effective to help them enrich their vocabulary and to improve their production, especially students' fluency. The students' responses to the vocabulary and pronunciation were positive. This was proven by their positive attitude toward the memorization of vocabularies. Most of them were ready to have vocabulary checks and they had memorized the words related to the topic of the day before they joined the class. They became more familiar with the words and they often used the words provided in the vocabulary lists given. It helped them improve their production and reduce the vocabulary constrain since the vocabularies were designed based on the topic of the day.

R : Bagaimana menurut kamu tentang Vocab dan pronunciation check di setiap pertemuan? ('What do you think about our vocabulary practice pronunciation check today?')

S9 : Ya, menurut aku itu penting juga lah, supaya kita juga bisa tau vocab-vocab baru, terus kalo mau ngomong kan jadi terbantu. ('I think it's important, we know the new vocabularies and help us to speak.')

R : Apakah vocabulary dan pronunciation check dapat membantumu dalam berbicara bahasa Inggris? ('Do you think that vocabulary practice and pronunciation check can help you in speaking English?')

S6 : Iya, jadi kita bisa ngomong pakai vocab-vocab yang ada dan kita juga bisa pronounciationnya. ('Of course, so we can speak using the vocabulary that we learned and correct pronunciation.')

(Interview transcript, November 23, 2013)

#### **g. Using media in Teaching and Learning Processes**

In conducting the actions in cycle II, I always used some media. Students seemed to be more motivated and interested in learning the lesson since I used varied media and activities. I used pictures, cards, recordings, video, games and reward in cycle II. During the three meetings in cycle II, the media could give positive effects to the students. Compared to cycle I, the students became more active in joining the class. They were fully engaged to the class activities through the use of media. They also became more attentive and they seemed to enjoy the class very much. The activities became more interesting and the students did not get bored with the class activities. It could be seen from the following interview transcript.

A. R: Media yang dipakai di pertemuan hari ini membantu kamu dalam belajar apa gak? ('Do you think that the use of media help you in learning process?')

S4: Cukup membantu mister, jadi lebih paham. ('It's quite helpful sir, we can be more understand.')

S5: Membantu sekali sir, lebih ga bosan. ('It's very helpful sir, we don't bored with the lesson.')

S6: Sangat membantu sir, bisa lihat contoh dan lihat temen maju kedepan. (It's so helpful sir, it can be used as example and see my friends came to the class.')

B. R: Menurutmu bagaimana penggunaan media video, card of situations dan role play dalam proses belajar mengajar? ('What do you think about the use of media such as video, card of situations and role play in teaching and learning process?')

S7: Menarik dan membantu praktek ngomong sir. ('It's interesting and help me to speak sir.')

S1: Membantu kita untuk berani ngomong mister. ('It helps us to be brave to speak sir.')

S2: Efektif dan jadi lebih semangat untuk ngomong bahasa Inggris sir. ('It's effective and give the spirit to speak English sir.')

(Interview transcript, November 23, 2013)

#### **h. Giving Rewards for Active Students**

During the implementation of cycle I, I did not give rewards to the students. I merely praised them when they did their tasks well or when they were active and contributive to the class activities. In the cycle II, I told the students that I would give them rewards if they could show positive learning attitudes and if they showed good efforts to learn English. They became more enthusiastic in completing the tasks. They became more challenged and they competed with each other in a positive way with a positive learning atmosphere, for example, when the teacher had the vocabulary exercise and practice.

Most students could answer the questions correctly with the correct spelling since they had memorized the vocabularies before the class. When I set students to work in groups, they worked hard to achieve their best. The number of students who voluntarily answered my questions also improved from one meeting to another in the cycle II. Their enthusiasm in getting the rewards could be seen from the following interview transcript.

R :Apakah kamu merasa senang belajar bahasa Inggris kalau kamu bisa mendapatkan hadiah? ('Did you feel happy when you got reward in English lesson?')

S3 :Iya dong, rasanya senang dan bangga, terus lebih asik aja. ('Of course, I'm very happy and proud, and it's me fun.')

R :Apakah kamu jadi lebih termotivasi untuk mengikuti pelajaran kalau ada reward nya? ('Did you feel more motivated in joining the class activities if there were some rewards?')

S7 :Iya, Sir, jadi kepingin dapet hadiah terus nih. ('Yes sir, I got more eagerness to get rewards.')

(Interview transcript, November 23, 2013)

### **3. Reflection**

The collaborators and I shared the final reflections after implementing the actions in cycle II. Everyone participating in this research had ample opportunities to share their ideas, opinions and feelings related to the implemented actions. The reflections were based on the classroom observations and also interviews. Based on the discussions with collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

#### **a. Using Classroom English in Teaching and Learning Processes**

The use of classroom English seemed to be significant to improve students' speaking skills. It could be seen that the students were familiar with English words and expressions. It was also useful in creating an atmosphere in which the students were demanded that they should speak and use English during the class. I did not need to translate all of my explanation since the students already understood the explanation. However, I, as the teacher, made use of synonyms, gestures, simple sentences and a lot of examples to make sure that the students could really understand the explanation. All of the students could respond to my question when I asked them questions, or when I interacted with them in



English, such as when they had lead-in activities and personalized questions, or when they had little chit-chat to create good rapport in the greeting. Besides, they looked confident to use the language functions for communications.

#### **b. Communicating the Objectives of the Lessons**

The objectives of the lessons were always communicated in cycle II. After being told, the students realized the importance of the objectives of the lessons. It could also give them the sense of direction; it directed the students' minds to the topic and language functions they would learn. They then understood the use of the language and when to use it. They could set their own target to succeed in accomplishing the goal of the learning. By telling about what they were going to learn to the students, it successfully motivated the students to participate in the activities.

#### **c. Designing the Lesson Plans**

By designing the lessons plans before conducting the class, I could have better preparation. This really helped me to conduct the teaching and learning process more smoothly and effectively. The lesson plan could also serve as the teacher's guidelines and reminders. I became more ready and prepared in directing the students. The explanation could be better delivered and the class activities could become more systematical. The time was better managed and the activities were better controlled. I became ready and prepared before conducting the class.

#### **d. Conducting Pre-Communicative Activities**

Pre-communicative activities seemed to be effective in preparing the students to communicate. By having these activities, students got more opportunities to practice to manipulate sentences especially in terms of grammar and pronunciation. Pre-communicative activities were effective to prepare the students' readiness to accomplish the communicative activities.

#### **e. Conducting Communicative Activities**

The communicative activities were also successful in improving students' opportunities to use English. The gaps provided were also successful in creating communications among the students. They managed to bridge the gaps when they practiced to communicate both in pairs and in groups. It could be seen that all of the students could have a dialogue with others using English. Communicative activities also made the class lively. The students could also express their ideas in English freely. It could be seen that the students gave their personal opinion. In addition, the students also interacted with the others by asking questions, clarifying what they meant and commenting on their friends' answers. The students looked confident in using English, they seemed to be comfortable and they enjoyed the class very much.

The problems of managing the class and dealing with the students' ability difference rarely occurred in cycle II. The students were able to cooperate very well during the group and pair works. They corrected each other and they helped each other very well. The teaching and learning processes as well as the class atmosphere were very conducive and effective that the students could involve in every single activity very well.

#### **f. Giving Feedback for Students' Speaking Skills**

Students' speaking skills improved by giving feedback. Giving feedback on students' accuracy and pronunciation also increase students' confidence in using English to speak up since their accuracy and pronunciation mistakes could be minimized. The students could also detect the other students' mistakes and they could learn from their mistakes as well as from the others'. Moreover, the comfortable atmosphere that I built also made them not afraid of making mistakes and asking questions to me.

#### **g. Asking Students to Memorize Vocabularies Giving Vocabulary and Pronunciation Check**

The vocabulary and pronunciation check which I gave in every meeting of cycle II was effective to help students enrich their vocabularies and improve their speaking productions. They often used the vocabularies which were checked before using correct pronunciation. They also became more confident and they spoke more fluently.

#### **h. Using Media in Teaching and Learning Processes**

The students were excited during the teaching and learning processes in the cycle II. The use of pictures and cards could direct the students toward the topic of the day. The students were also enthusiastic to listen to the recordings and the students' attention toward the lesson could be improved. Besides, the use of media could improve students' motivation to learn. This could be seen from the good participation of the students during the teaching and learning processes.

### **i. Giving Rewards for the Best Student of the Day**

Giving rewards for active students was successful to motivate the students to learn as well as make students more active in joining the class activities. The students were very happy when the researcher gave them rewards after they finished certain tasks. They were motivated to be active in communicating with their friends using not only fluent English but also accurate English. They memorized the vocabularies before they were checked. They also participated actively not only in group or pair tasks but also individual tasks.

Based on the findings of cycle II, the collaborators and I concluded that all actions had successfully improved students' speaking skills at VIII grade of SMP 8 Yogyakarta. Since the objective of the research could be achieved, it was agreed to end the research in this cycle. Not to mention that in practice the teachers of SMP 8 Yogyakarta became aware of the necessary changes that needed to be implemented in order to maintain good teaching methods to help students improve their speaking skills. The result of the improvements of students' speaking skills during cycle I and cycle II can be seen in the following table.

No	Actions	Cycle I	Cycle II
1.	Using Classroom English in Teaching and Learning Processes	The learning processes were not conducted completely in English. The use of classroom English was still limited. I	The students improved their classroom English production. They were ready to follow the explanation deliver completely in English. They were already

		<p>sometimes still translated my explanation into Indonesian when explaining the materials. When I asked students some questions to lead the topic of the day, students were still reluctant to respond to my questions. They preferred to answer in Indonesian. The class atmosphere had not fully encouraged them to use English. However, they could respond to my question using English expressions. Their willingness to communicate increased from one meeting to another in cycle I. they managed to involve in</p>	<p>familiar with the instructions so that the teacher did not need to translate all of his explanation into Indonesian. I also used gestures, movement, synonyms and a lot of examples to anticipate the vocabulary constrain. Almost all students could respond to my questions well. They could answer my questions not only in greetings but also when answering the questions related to the materials and expressing their idea in English. Although they might still have to deal with their lack of vocabulary mastery in expressing the ideas that they wanted to share, they showed high confidence and enthusiasm. Their vocabulary mastery also improved and their pronunciation improved. They</p>
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		communicative contexts.	were able to use the language function fluently and accurately.
2.	Communicating the objectives of the Lessons to the Students	I always communicated what they were going to learn in every meeting in cycle I to the students through interaction. However, some students did not seem to be aware of the importance of the objective of the lessons. However, generally, it was successful to motivate the students to learn.	The objectives of the lesson were always communicated through interactions in every meeting in cycle II. The students could respond well when the researcher asked them the objectives of the lessons. It seemed that the students understood the topic and language functions that they were going to learn. Communicating the objectives of the lessons had successfully motivated the students to participate in the activities.
3.	Designing Lesson Plans	The lesson plans in cycle I could help me to conduct the teaching and learning processes more effectively, smoothly and	The lesson plans in cycle II could help me to conduct the teaching and learning processes more effectively, smoothly and systematically. The class

		<p>systematically. The class became better prepared. The students could understand the materials better and could accomplish their learning objectives more easily due to the well-prepared classroom activity design. The lesson plan could be my guidelines and reminders.</p>	<p>became better prepared. I manage the time allocation better and more effective. The class activities and the tasks could be relevant to the students' needs and characteristics since it had been prepare and designed based on the considerations before the class was conducted. The students could understand the materials better and could accomplish their learning objectives more easily due to the well-prepared classroom activity design. The lesson plan could be my guidelines and reminders.</p>
4.	Conducting Pre-Communicative Activities	<p>Commonly, the implementation of pre-communicative activities could allow students to comprehend the expressions and language</p>	<p>Pre-communicative activities seemed to be effective in preparing students to communicate. By having these activities, students got more opportunities to manipulate</p>

		<p>function in real life situation. It could also allow students to have vocabulary enrichment and pronunciation drill. Most students were attentive and enthusiastic in having pronunciation practice or grammar exercises. However, they still hesitated to volunteer themselves individually.</p>	<p>sentences especially in terms of grammar and pronunciation. It could be seen that all of the students increased their participation in having pre-communicative activities. They did not hesitate to volunteer themselves in discussing the tasks in groups, in pairs, or even individually.</p>
5.	<p>Conducting Communicative Activities</p>	<p>a. Communicative activities were successful to improve their speaking skills. They get more opportunities to learn to use English for communication. However, some students were still not</p>	<p>a. Communicative activities were also successful to improve students' opportunities to use English. The activities were also useful in bridging the information gaps among the students when they practiced to communicate both in pairs or groups. It could be seen that most of the</p>



		<p>really active in expressing their opinion. They only made simple sentences in giving their opinion and expressing their agreement/disagreement.</p> <p>b. The students were able to use the language functions. They worked in groups. However, some students learned faster than the others that they might dominate the group. However, I monitored the groups to minimize this possibility and to make sure that they students could have the same opportunities to</p>	<p>students could have a dialogue with others using some expressions fluently and accurately. Communicative activities also made the class lively. It could be seen that the students looked confident and comfortable when they spoke in English and they did not get bored in joining the class activities.</p> <p>b. The problems of bridging the students' different personality and English ability could be overcome well. I put the students in groups and had them do cooperative learning. The students helped each other to correct their friends' mistakes or to help them communicate what they meant. I gave better guidance</p>
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		<p>practice their English. I seemed to have problems with controlling the class despite the monitoring that I did. In the next cycle, these cases needed to be improved.</p>	<p>and control. The teaching and learning processes were conducive and effective so that the students could be involved in every single activity well.</p>
6.	Giving Feedback for Students' Speaking	<p>Giving feedback for students' speaking was effective to improve students' accuracy and pronunciation. However, they still often made some common mistakes. The students cooperated to help their friends and to correct their friends' mistakes while they were speaking. This was done so that the feedback did not make them feel humiliated.</p>	<p>The students could improve the participation in joining the class. They looked more confident and comfortable to use English. Moreover, they became aware that their goal was not only to speak in English fluently, but also to speak in English accurately. They made fewer mistakes during the cycle II. They still cooperatively worked to help each other and gave feedback to each other based on the knowledge that they had</p>

		<p>Instead, the atmosphere of the class was lively and the students became more confident and they tried not to make the same mistakes that they previously did.</p>	<p>learnt.</p>
7.	<p>Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Every Meeting</p>	<p>The vocabulary and pronunciation checks were effective in helping the students improve their vocabulary mastery and improve their speaking production. It helped them speak more fluently and reduce problems related to the vocabulary constrain.</p>	<p>The students' vocabulary became richer. They could use and explore more. They could speak more fluently and their pronunciation was better than before. They were able to produce more utterances using vocabularies that they had learnt before.</p>
8.	<p>Using Media in Teaching and Learning Processes</p>	<p>The use of media in cycle I was effective to stimulate students in learning English. The media could make the lessons more enjoyable and</p>	<p>The more varied media made the students more excited and enthusiastic in joining the activities during the cycle II. It also made the students more attentive. Besides, the use of</p>

		understandable. Besides, the media not only provided gaps for communication but also could be as guidance for students in speaking English.	media could make the students more motivated in learning English. It could be seen from the good participation of the students during the class.
9.	Giving Rewards for the Best Student of the Day	-	Giving rewards for the best students of the day successfully motivate the students to participate in every single activity well. They showed positive learning attitudes and bigger efforts to learn English. They became more active and they attempted to perform better. The students became more active in doing group, pair and individual tasks.

**Table 4.5. The Table of Reflection of Cycle I and Cycle II**

The result of cycle II can be seen from the following chart.

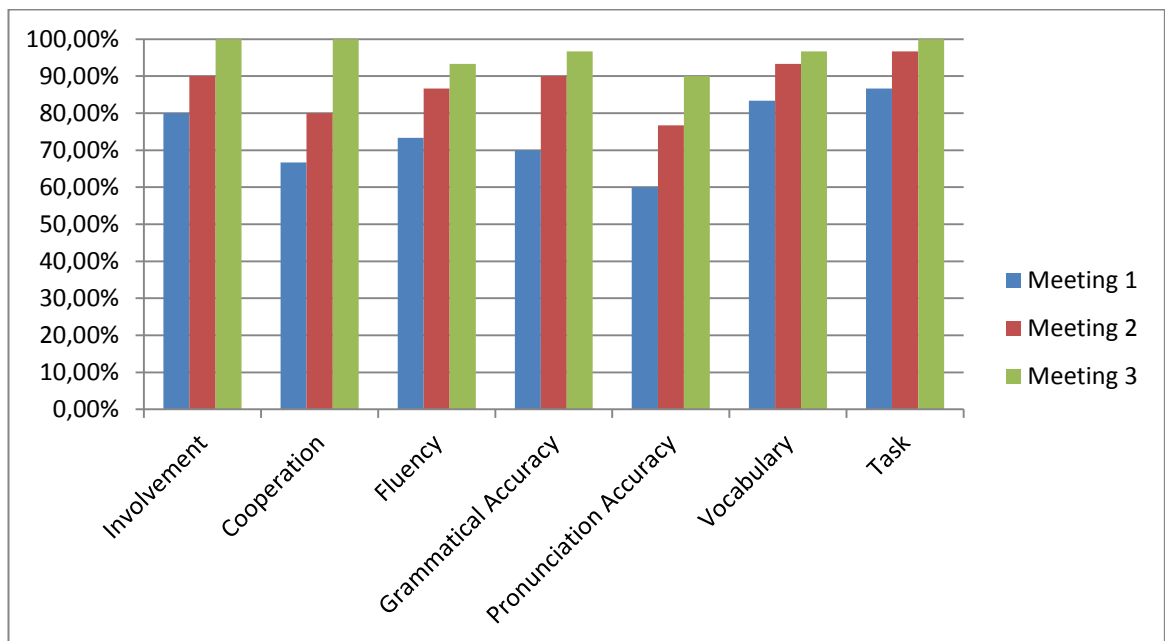


Figure 4.2 : The Number of Students for every Indicator in Cycle II

#### j. General Findings

The difference results between cycle I and cycle II can be seen from the following chart.

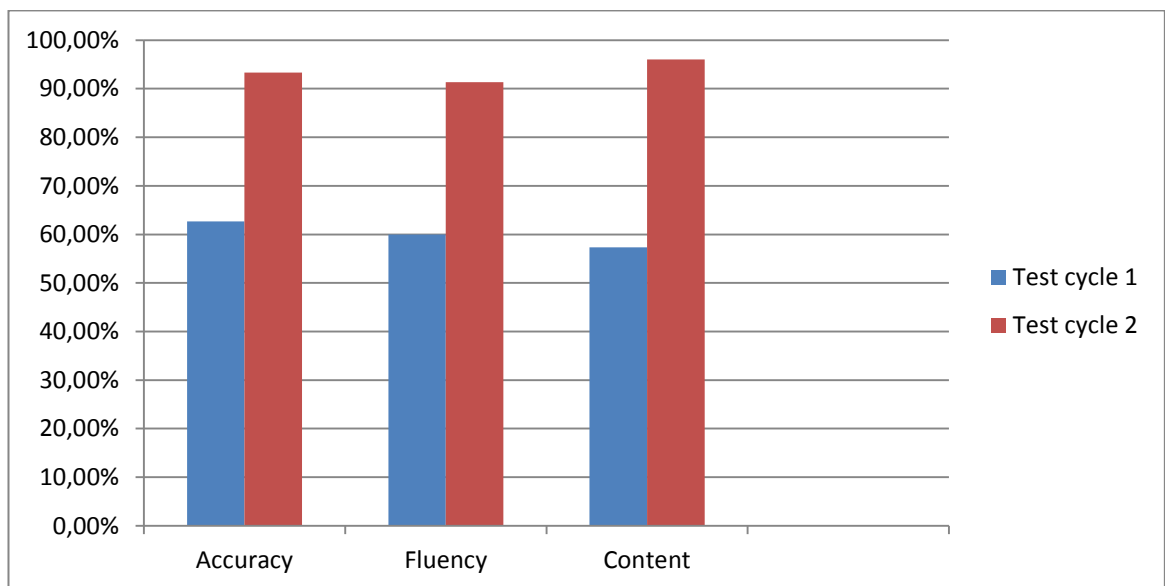


Figure 4.3: The Results of Cycle I and Cycle II

Besides that, the success of the actions was also measured by using the differences between the results of the last meeting in cycle I and cycle II. In those cycles, some indicators were used to assess students speaking skills. They are accuracy, fluency, and content. The different results between the cycle I and cycle II based on each indicator can be seen in the following table.

**Table 4.6: The Results of each Indicator in the Cycle I and Cycle II**

Indicators	Cycle I	Cycle II
Accuracy	62,67%	93,33%
Fluency	60%	91,33%
Content	57,33%	96%

From the table, it can be seen that each indicator used in measuring students' speaking skills was improved. The improvements could especially be seen from the indicators of accuracy, fluency, and content. The improvements of students' speaking skills can be seen in the following chart.

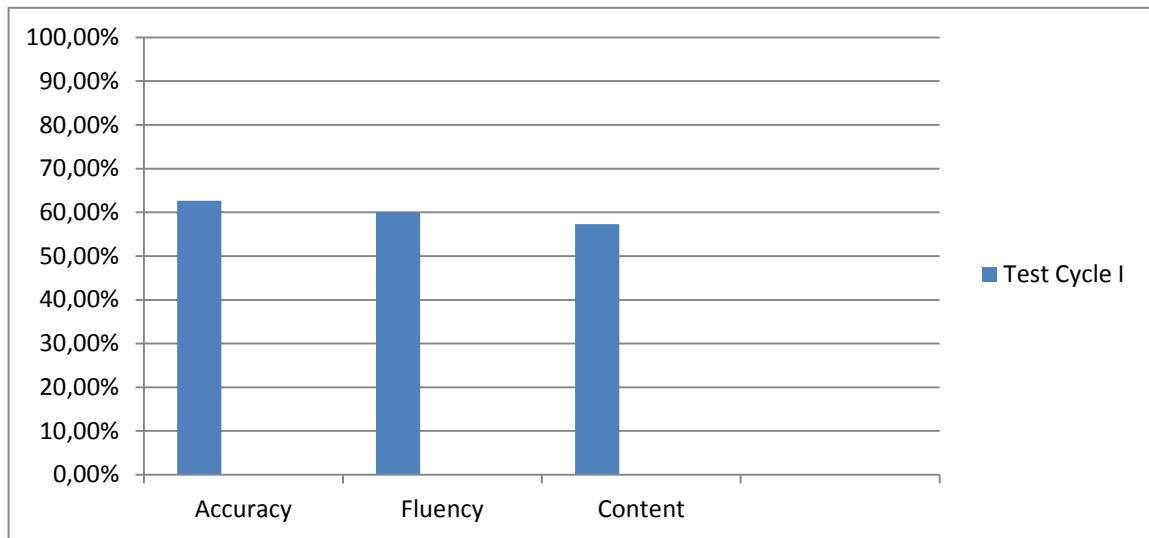


Figure 4.4: **The Results of each Indicator in Cycle I**

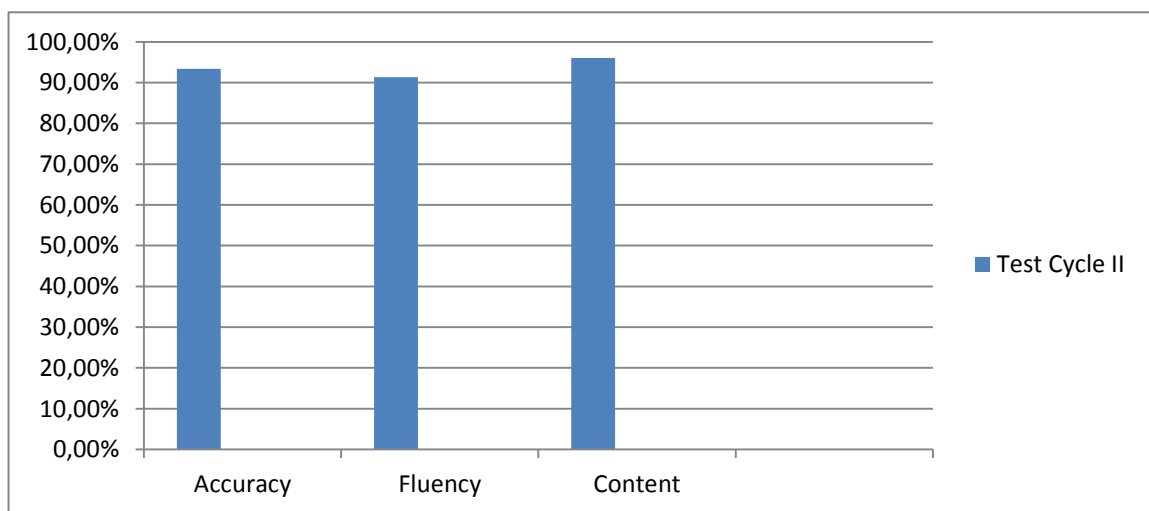


Figure 4.5: **The Results of each Indicator in Cycle II**

Based on the results of the research above, the English teacher as collaborator and I agreed that the materials and activities implemented were successful to students' speaking skills. It meant that the objective of the research was achieved and the English teacher and I decided to end the cycle.

## **CHAPTER V**

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

#### **A. Conclusions**

This research has the aim of improving students speaking skills through communicative activities. In line with the discussion in the previous chapter, it can be concluded that:

1. The communicative activities improved the students' speaking skills.

They improved not only the quantity in producing the language but also the quality in speaking in English. It can be seen through many aspects; they could use the language more fluently and accurately, there is a willingness to practice to use the target language, they never felt afraid of making mistakes in using the language. Having a lot of speaking practices supported by media, they were enthusiastic in joining the teaching and learning processes and encouraged to produce the language. In addition, they had a high self-confidence in participating in the class activities. They tried to be active, attentive, and responsive toward the teaching and learning processes.

2. This result creates some changes toward certain actors that involve in the learning and teaching process. The changes are :

a. The teaching and learning process

The teaching and learning process was found effective when it was well-designed since the very beginning. At the beginning, the objectives of the lessons through



asking and answering activities accompanied by media stimulated the students to learn. The sequences of activities must be well-prepared and well-designed to ensure that the teaching and learning processes could run smoothly, systematically and effective.

By having effective learning processes, the students could find the class easy to follow and they could accomplish the learning objectives more easily and it could also help them to understand the lessons as well as the directions and goals of the lessons. Effective and interesting class activities could also increase the students' attention toward the lessons.

To be able to conduct the communicative activities, the students needed to understand the linguistic forms. It was reached through pre-communicative activities in the forms of language-focused and comprehension-focused activities. These activities included the vocabulary enrichment and the pronunciation drilling. The vocabulary exercises could help the students enrich their vocabularies which were relevant to the topic of the following communicative activities that they would have. The drilling was also important as reinforcement when the students wanted to speak in English.

Grammar explanation was given by using certain context and the written exercises focusing on their accuracy and their ability to construct sentences were also given after. By understanding the linguistic forms, the students understood the procedures of communicative activities in the forms of various information gap activities and games through repeated explanation accompanied by media, examples and pictures. Modeling real situations was also done in conducting the

communicative activities because it was effective to help the students in accomplishing the tasks. Therefore, they were ready to have communicative activities.

Classroom English accompanied by gestures, movement and body language was effective to make the students understand the English words and expressions as well as to help them understand the content of the explanation. Explanation was delivered using simple sentences and by giving a lot of examples to the students, so that the students could understand not only the explanation but also the language use of the expressions in certain contexts in their daily life. By using simple sentences in explaining the materials the research could not only anticipate the complexion of the students' understanding process which might arise but also encourage them to speak up and use the language expressions being taught.

Grouping the students was done in various ways such as by considering the students' characteristics or simply by counting or making lottery. When I mixed the students in such ways, the fast learners could help and also encouraged the slow learners to understand better and to improve the English production. It could also prevent the boredom among students when I changed their partners regularly. Moreover, the students were more motivated to involve in the class activities when it was done in groups or in pairs.

#### b. The students' behavior

Being taught using communicative approach, the students became more responsive in joining the teaching and learning processes. The students became more confident in expressing themselves using English. They could actively

volunteer themselves to accomplish every activity in the class. They were active in discussing the tasks, giving feedback to each other and constructing grammatical expressions in different language functions and contexts. They were also more aware of the words' pronunciation so that they made fewer mistakes in accuracy and pronunciation after having a lot of grammar exercises, vocabulary enrichment and pronunciation drilling and a lot of speaking practices. The students were happy and enthusiastic in joining the activities which were conducted individually, in groups, or in pairs when I gave them rewards. The rewards which I gave successfully motivated the students to learn.

Encouraging the students and making the learning processes at ease were effective to improve their involvement in the class activities. The students became confident and comfortable to produce English due to the supporting and warm atmosphere.

Giving feedback could help the students improve their speaking skills, especially their accuracy and pronunciation. However, this was done carefully and the class atmosphere was very important to make students not feel humiliated. The atmosphere was encouraging and the students seemed to enjoy the speaking activities very much. The students became motivated not to make the common mistakes that they usually produced when speaking.

#### c. The English teacher

Being involved in this research study, the English teachers got lots of experiences of how to teach English, especially teaching speaking. He got more knowledge in using the classroom English during the teaching and learning processes,

conducting various activities, using media to support students' learning and managing the class. He got better understanding of how to design appropriate and interesting materials, media and activities. He became more aware that conducting communicative activities for speaking practices was important to do to improve students' speaking skills.

d. The researcher

After conducting this research, my professionalism as a student-teacher improved. I got better understanding about the nature of teaching and learning processes. I experienced to teach students with different characteristics. There were some students who learnt very fast and some who learnt more slowly. Thus, it was important to consider individual differences in teaching and learning processes. After conducting the pre-communicative and communicative activities, I got more knowledge on how to prepare the students to do the tasks, how to make them understand how to expose them to speak up, how to handle the students during the activities and how to give appropriate feedback. I became more aware that the students needed lot of encouragement, motivation and exposures as well as a good atmosphere to make them involved in class activities and be able to use the language fluently and accurately. It also made me realized that the class could be successful when there was a good preparation. Thus, it is very important to be creative in designing the class activities which could create a good experience of leaning English. After experiencing the process of designing the appropriate materials for the students, I became more aware that I needed to conduct various

activities which could make the learning enjoyable for the students. I became more reflective since he must reflect to herself to change the students to be better.

### **B. Implications**

Based on the discussion of the research, it can be implied that communicative activities can be used to improve students' speaking skills. The implications of the actions are as follows:

1. The use of communicative activities in the form of games could improve students' motivation and active involvement during the teaching and learning process. It is because the use games in the teaching and learning process could increase students' enthusiasm. This implies that the teacher needs to use games in order to improve students' motivation and active involvement in the teaching and learning process.
2. The use of communicative activities in the form role plays could improve students' speaking skills in terms of, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task. It was because the use of role plays could be used as models for the students in using certain expressions in certain situations. In addition, the roe plays were also accompanied by some activities enabling students to practice the expressions they had learnt from the role plays in the different situations. This implies that the teacher needs to use role plays in order to improve students' speaking skills.
3. Understanding the students is the basic requirement for the teachers to improve the students' speaking skills.

4. The teachers need to realize that they teach to serve the students so that there will be empathy between the teachers and the students. Therefore, it will create a good atmosphere that makes the students learn at ease.
5. It is better for the teachers to work collaboratively because the teachers can get criticism and suggestions to improve the teaching and learning processes better. Moreover, by working collaboratively they can see alternatives and share ideas to make those processes run more effectively.
6. Based on the reflections of the actions, it could be seen that there were some successful and unsuccessful actions in the use of communicative activities as the method in the teaching and learning process. This implies that the researcher needs to provide more varied communicative activities to enhance students' speaking skills to improve his teaching ability.

### **C. Suggestions**

After conducting the research, I proposed some suggestions for the English teacher, English Education Department's students and other researchers, SMP N 8 Yogyakarta, and English Education Department. The suggestions are as follows.

1. For the English teacher as the collaborators

It is important for the English teacher, especially the English teachers in VIII.II SMP N 8 Yogyakarta to improve students' speaking skills. The teacher needs to develop their speaking skills and create an enjoyable classroom atmosphere in

the classroom, so that they will be motivated to learn. It can be done by using communicative activities as the method accompanied by some activities enabling students to develop their speaking skills.

The teacher should continue the successful actions which had been conducted. They should continue the efforts to improve the students' speaking skills. It is necessary for them to create various activities and use various media to support the learning processes so that the learning processes can be enjoyable and students can find them motivated. The class should be prepared well before it is conducted. The collaborators should plan and design the class activities well so that the learning processes can be done more effectively and the teachers do not forget to deliver certain points or skip particular activities. They need to give balance proportion of pre-communicative activities and communicative activities so that the students could use the language for communication fluently and accurately. If the teachers want to make the students achieve the best in the teaching and learning processes, make sure that the students understand the tasks and materials and the objectives that they need to accomplish by the end of the lesson. Furthermore, it is also important to improve the use of classroom English, since it can also encourage the students to improve their language production. Moreover, the teachers can use various media to make the activities more enjoyable and interesting. They need to give more opportunities for the students to practice their English so that the students can be involved in every single activity. Furthermore, they also need to solve the problems that have not been solved yet. The teacher should recommend others to do the same to make the

teaching and learning processes better.

## 2. For the English Education Department's Students

The students should be more aware and careful in choosing a method to teach English, especially in speaking. In this case, communicative activities as the method can be one of the alternative materials to teach speaking since communicative activities allows students to see the use of particular expressions in certain contexts.

## 3. For other researchers

After conducting this action research, I should have more practices to use classroom English since it can really motivate students to learn. In addition to that, I should be more creative in creating activities and media to support the teaching and learning processes. It is also necessary for me to read more because the more I read the more knowledge I get. I can learn something new through reading. Moreover, the results of this research are expected to be able to encourage other researchers to conduct further study related to speaking skills or the use of communicative activities as the method for other skills.

## 4. For SMP N 8 Yogyakarta

To support the teaching and learning processes, the school needs to allocate the funds to the development of the media and materials. The school needs to provide the students with adequate books since the students need a lot of exposures to master English language.

## 5. For the English Education Department

In conducting this research, I found a technical problem dealing with the



references. The references are not enough to provide an example of research. So, I suggest the English Education Department to prepare and make sure that the research is well-prepared through providing the adequate reference. In addition, the results of this research are expected to be able to provide some information and as reference before conducting further study related to speaking skills or the use of communicative activities for other skills.

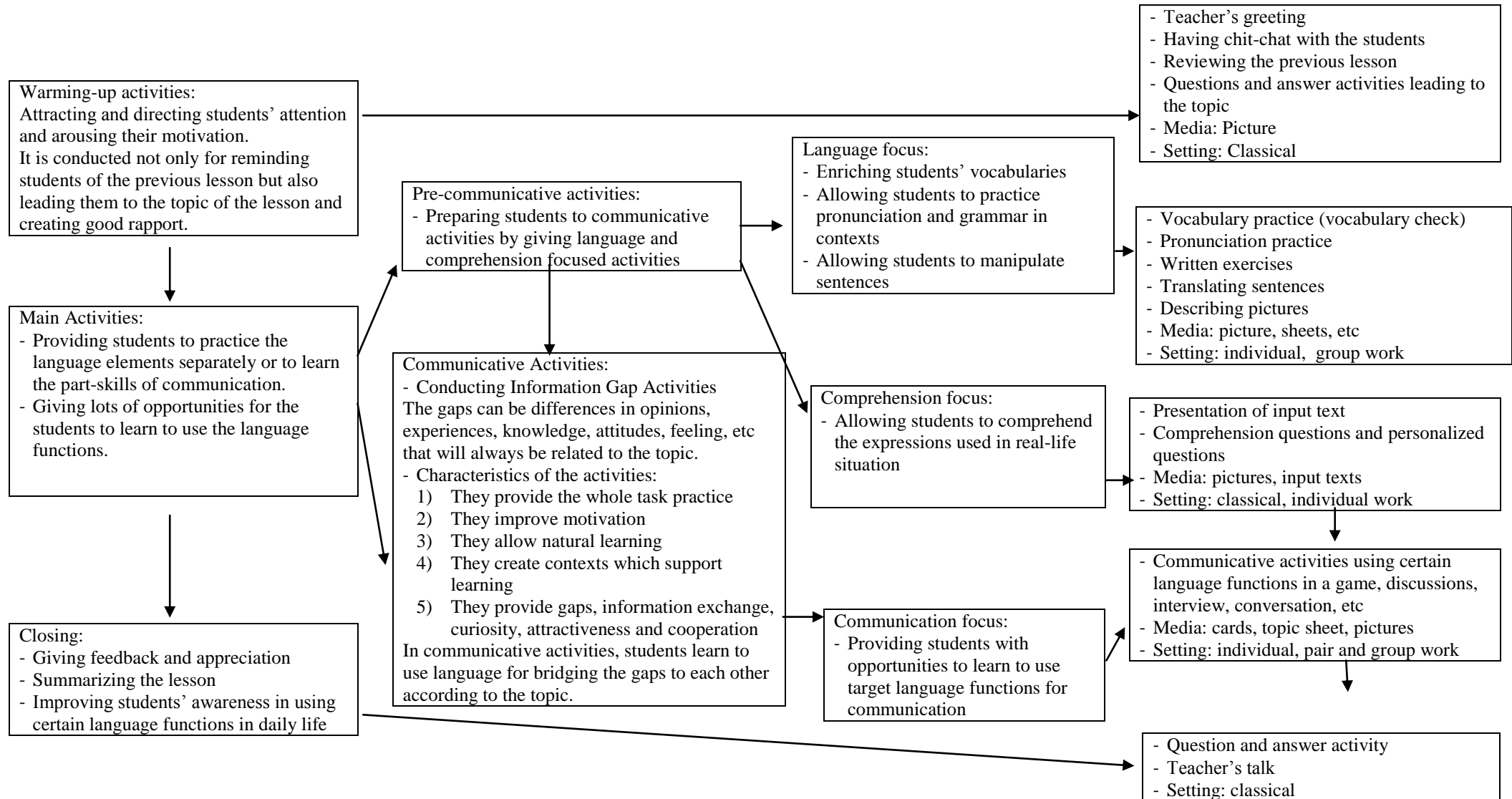
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# APPENDICES

*Improving Students' Speaking Skills through Communicative Activities at SMP N 8 Yogyakarta*



## LESSON PLAN

School	: SMP N 8 YOGYAKARTA
Grade	: VIII
Semester	: I
Skill	: Speaking
Subject	: English
Meeting	: 1 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

#### B. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such as *asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.*

### II. Learning objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services in the class through pair work activities with intelligible pronunciation and grammar.

### III. Indicators

#### A. Indicators

1. Students are able to pronounce words related to the class with correct stress ( e .g table, chair, book, pen, eraser, etc )
2. Students are able to utter expressions of asking for, giving, and refusing goods/services in the class with correct stress, rhythm and intonation.
3. Students are able to use the pattern of asking for, giving and refusing good/services in the class with correct grammar.
4. Students can use the expressions of asking for, giving and refusing goods/services in class through pair work activities with intelligible pronunciation and grammar.

### IV. Learning Materials

#### 1. Language Functions

Input:

1. A short dialogue of asking for, giving, and refusing goods/services in the class.

Rudi : Ton, *may I borrow your pencil?* I lost mine.

Tono : *Sure, mine is on my table.*

Rudi : OK, I'll take it. Thanks

Tono : Your pencil is blunt, *can I borrow your sharpener?*

Rudi : *Certainly, here you are.*

Tono : Thanks. Rud, *can you lend me your English book?*

Rudi : *Sorry, I'm using it right now.*

Tono : Well, it's OK

2. Asking for, giving and refusing good/services in the class.

## **2. Key Vocabulary and Key Grammar**

### **A. Key Vocabulary:**

Noun: chair, table, pen, book, white board, black board, board marker, ruler, etc.

Verb: take, help, could, would, use, sit, ask, clean, want, agree.

Adjective: bored, full, happy, bad, cool, simple, etc.

### **B. Key grammar:**

1. Simple Present tense:

-S + to be (is , am, are) + O+ Adv

- S+V1+Adv

This pen is mine.

He plays badminton at school yard.

2. Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the –ing form. To agree with the request negative is needed.

e. g. Would you mind cleaning the table? No, not at all.

## **3. Media and Sources**

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: video of conversations, card of situation, handout

Sources:



1. Function in English
2. Oxford Advanced learner's dictionary
3. keep talking
4. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.
5. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.
6. Real objects in the classroom (realia).

#### **4. Communicative Activities**

Exchanging goods/services in the class based on cards of situation in pairs provided by cards of situation.


#### **V. Learning Method/ Technique**

PPP (Presentation, Practice, Production)

#### **VI. Procedures (Stages of Teaching-learning) for 20 minutes**

##### **A. Opening / Pre-teaching**

1. Establishing the rapport
  - a) Greeting.
  - b) Praying.
  - c) Checking student's attendance.
  - d) Warming up by giving questions leading to the topic.

	<p>Questions :</p> <p>Answer it orally</p> <ol style="list-style-type: none"> <li>1. What does the boy ask to his friend?</li> <li>2. What does the boy probably say to help him to buy the ticket to his friend?</li> <li>3. What is probably his friend response?</li> </ol>
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### B. Warming up

- Today, we're going to learn asking for, giving and refusing goods/services in class, orally.

Look at the picture and discuss the questions with your friends orally.

<p>May I borrow your pen, please?</p>	<p>Sure..Here you are...</p>
	

- And in the end of this lesson, hopefully you will be able to use the expressions of asking for, giving and refusing goods/services in class through pair work activities with intelligible pronunciation and grammar.

### **C. Main Activity**

#### **A. Presentation**

1. Teacher shows the slide and video about asking for, giving, and refusing goods/services
2. Teacher asks students to share some words related to the topic.
3. Teacher provides ask and answer section related to the words and look for the meaning of each word.
4. Teacher asks students to see the provided dialogues (Task 1)

#### **B. Practice**

1. Students are asked to practice the dialogue with a partner.
2. Student discusses the questions.
  3. Students are asked to practice pronouncing the words on the handout related to the topic.
4. Some pairs of students read the dialogue aloud.
5. Students are asked voluntarily and orally tell the correct answer.

#### **C. Production**

1. Students are asked to make a dialogue based on the provided situation.
2. Students perform the dialogue in front of the class in pairs.
3. Teacher gives feedback.

### **C. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.
- Student gets a further guidance.

- Reflecting.
- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
2. Scoring Rubric

Yogyakarta, September 23, 2013  
Teacher,

Zyah Rochmad Jaelani  
NIM. 09202241009

## LESSON PLAN

School	: SMP N 8 YOGYAKARTA
Grade	: VIII
Semester	: I
Skill	: Speaking
Subject	: English
Meeting	: 2 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

#### B. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such as *asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.*

### II. Learning objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services in the restaurant through pair work activities with intelligible pronunciation and grammar.

### III. Indicators

#### B. Indicators

5. Students are able to pronounce words related to the restaurant with correct stress ( e .g table, chair, menu, noodle, burger, order, waiter, etc )
6. Students are able to utter expressions of asking for, giving, and refusing goods/services in the restaurant with correct stress, rhythm and intonation.
7. Students are able to use the pattern of asking for, giving and refusing good/services in the restaurant with correct grammar.
8. Students can use the expressions of asking for, giving and refusing goods/services in restaurant through pair work activities with intelligible pronunciation and grammar.

#### **IV. Learning Materials**

##### **1. Language Functions**

Input:

3. A short dialogue of asking for, giving, and refusing goods/services in the restaurant.

*Waiter:* Hello, Can I help you?

*Kim:* Yes, I'd like to have some lunch.

*Waiter:* Would you like a starter?

*Kim:* Yes, I'd like a bowl of chicken soup, please.

*Waiter:* And what would you like for a main course?

*Kim:* I'd like a grilled cheese sandwich.

*Waiter:* Would you like anything to drink?

*Kim:* Yes, I'd like a glass of Coke, please.

*Waiter... After Kim has her lunch.:* Can I bring you anything else?

*Kim:* No thank you. Just the bill.

*Waiter:* Certainly.

*Kim:* I don't have my glasses. How much is the lunch?

*Waiter:* That's \$6.75.

*Kim:* Here you are. Thank you very much.

*Waiter:* You're welcome. Have a good day.

*Kim:* Thank you, the same to you.

4. Asking for, giving and refusing good/services in the restaurant.

## **2. Key Vocabulary and Key Grammar**

### **A. Key Vocabulary:**

Noun: chair, table, fried rice, noodle, rice, bread, coffee, cheese, cake, ice cream, ice tea, waiter, water, menu, etc.

Verb: take, help, could, would, order, sit, ask, clean, want, offer, serve, fry, eat, drink, walk, sweep, etc.

Adjective: bored, full, hungry, thirsty, bad, cool, simple, spicy, etc.

### **B. Key grammar:**

1. Simple Present tense:

-S + to be (is , am, are) + O+ Adv

- S+V1+Adv

This coffee is mine.

He eats my noodle.

2. Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the –ing form. To agree with the request negative is needed.

e. g. Would you mind passing me that sugar please? No, not at all.

## **3. Media and Sources**

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: Video of conversations, menu, card of situation, an order book, handout

Sources:

7. Function in English
8. Oxford Advanced learner's dictionary
9. keep talking
10. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.
11. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.
12. Real objects in the restaurant (realia).

**4. Communicative Activities**

Exchanging goods/services in the restaurant based on cards of situation, menu and order book in pairs provided by cards of situation .

**V. Learning Method/ Technique**


PPP (Presentation, Practice, Production)

**VI. Procedures (Stages of Teaching-learning) for 20 minutes**

**D. Opening / Pre-teaching**

2. Establishing the rapport
  - e) Greeting.
  - f) Praying.
  - g) Checking student's attendance.
  - h) Warming up by giving questions leading to the topic.



	<p>Questions :</p> <p>Answer it orally</p> <ol style="list-style-type: none"> <li>1. How often do you eat out?</li> <li>2. What kind of restaurant do you like to go?</li> <li>3. Do you like to go to the fast food restaurant?</li> <li>4. What kinds of food and drink do you often find in a fast food restaurant?</li> </ol>
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### E. Warming up

- Today, we're going to learn asking for, giving and refusing goods/services in restaurant, orally.

Look at the picture and discuss the questions with your friends orally.



What would you like to drink?

Sure, wait a minute!

I'd like a cup of coffee

BU0069002 [R7] © www.vitalphotos.com

- And in the end of this lesson, hopefully you will be able to use the expressions of asking for, giving and refusing goods/services in

restaurant through pair work activities with intelligible pronunciation and grammar.

### **C. Main Activity**

#### **A. Presentation**

1. Teacher shows the slide and video about asking for, giving, and refusing goods/services
2. Teacher asks students to share some words related to the topic.
3. Teacher provides ask and answer section related to the words and look for the meaning of each word.
4. Teacher asks students to see the provided dialogues (Task 1)

#### **B. Practice**

1. Students are asked to practice the dialogue with a partner.
2. Student discusses the questions.
3. Students are asked to practice pronouncing the words on the handout related to the topic.
4. Some pairs of students read the dialogue aloud.
5. Students are asked voluntarily and orally tell the correct answer.

#### **C. Production**

1. Students are asked to make a dialogue based menu on the provided situation.
2. Students perform the dialogue in front of the restaurant in pairs.
3. Teacher gives feedback.

#### **F. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.
- Student gets a further guidance.
- Reflecting.

- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
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Subject	: English
Meeting	: 3 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

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#### B. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such as *asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.*

### II. Learning objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services at home through pair work activities with intelligible pronunciation and grammar.

### III. Indicators

#### C. Indicators

1. Students are able to pronounce words related to the home with correct stress ( e .g chair, table, window, door, refrigerator, rubbish clothes, room, bed, kitchen, etc )
2. Students are able to utter expressions of asking for, giving, and refusing goods/services at home with correct stress, rhythm and intonation.
3. Students are able to use the pattern of asking for, giving and refusing good/services at home with correct grammar.
4. Students can use the expressions of asking for, giving and refusing goods/services in home through pair work activities with intelligible pronunciation and grammar.

### IV. Learning Materials

#### 1. Language Functions

Input:

#### 5. Text 1

A short dialogue of asking for, giving, and refusing goods/services at home.

Andi : Hi, Jess.

Jessica : Hi, Andi.

Andi : What are you doing?

Jessica : Well. I'm planting a rose now. Can you help me get the flower pot over here, please?

Andi : Yes, of course. Here you are.

Jessica : Thank you, Andi.

Andi : You're welcome. These flowers are beautiful. Are they all yours?

Jessica : Yes. My mother bought them for me.

Andi : Oh, I see. By the way, would you like me to water the flowers?

Jessica : No, thanks. You don't have to.

**Text 2**

Father: Darrel can you do me a favor, please?

Darrel : Of course, what can I do for you?

Father : Could you buy some medicine for me? I'm not feeling well.

Darrel : I think you've got caught cold. Don't worry. I'll buy you some medicine.

2. Asking for, giving and refusing good/services at home.

**3. Key Vocabulary and Key Grammar****A. Key Vocabulary:**

Noun: chair, table, window, door, refrigerator, rubbish clothes, room, bed, kitchen, etc.

Verb: take, help, could, would, knock, open, clean, make, wash, iron, cut, close, take, pick up, sweep, tidy up, sit, ask, clean, want, offer, serve, eat, drink, walk, etc.

Adjective: sick, tired, bored, full, sleepy, bad, cool, simple, etc.

**B. Key grammar:**

1. Simple Present tense:

-S + to be (is , am, are) + O+ Adv

- S+V1+Adv

This coffee is mine.

My mother washes my clothes.

2. Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the -ing form. To agree with the request negative is needed.

e. g. Would you mind washing my shoes, please? No, not at all.

#### **4. Media and Sources**

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: Video of conversations, card of situation, picture of activities, handout.

Sources:

13. Function in English
14. Oxford Advanced learner's dictionary
15. Elementary communication games.
16. Keep talking
17. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.
18. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.
19. Real objects in the home (realia).

#### **5. Communicative Activities**

Exchanging goods/services in the home based on cards of situation, picture of activities in pairs provided by cards of situation.

#### **V. Learning Method/ Technique**

PPP (Presentation, Practice, Production)

#### **VI. Procedures (Stages of Teaching-learning) for 20 minutes**

##### **A. Opening / Pre-teaching**

3. Establishing the rapport
  - i) Greeting.
  - j) Praying.
  - k) Checking student's attendance.
  - l) Warming up by giving questions leading to the topic.



Questions :

Answer it orally

1. How many people are in the picture?
2. What is the woman doing?
3. What is the girl doing?
4. What does the woman probably say to ask the girl to wash the dishes?
5. Do you usually help your mom or your dad at home?

### B. Warming up

- Today, we're going to learn asking for, giving and refusing goods/services in home, orally.

Look at the picture and discuss the questions with your friends orally.



- And in the end of this lesson, hopefully you will be able to use the expressions of asking for, giving and refusing goods/services in



home through pair work activities with intelligible pronunciation and grammar.

### **C. Main Activity**

#### **A. Presentation**

5. Teacher shows the slide and video about asking for, giving, and refusing goods/services
6. Teacher asks students to share some words related to the topic.
7. Teacher provides ask and answer section related to the words and look for the meaning of each word.
8. Teacher asks students to see the provided dialogues (Task 1)

#### **B. Practice**

6. Students are asked to practice the dialogue with a partner.
7. Student discusses the questions.
8. Students are asked to practice pronouncing the words on the handout related to the topic.
9. Some pairs of students read the dialogue aloud.
10. Students are asked voluntarily and orally tell the correct answer.

#### **C. Production**

4. Students are asked to make a dialogue based menu on the provided situation.
5. Students perform the dialogue in front of the home in pairs.
6. Teacher gives feedback.

### **C. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.
- Student gets a further guidance.
- Reflecting.

- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
2. Scoring Rubric

Yogyakarta, September 23, 2013  
Teacher,

Zyah Rochmad Jaelani  
NIM. 09202241009

## LESSON PLAN

School	: SMP N 8 YOGYAKARTA
Grade	: VIII
Semester	: I
Skill	: Speaking
Subject	: English
Meeting	: 4 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

#### B. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such *as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting and congratulating.*

### II. Learning objectives

Students are able to use the expressions of inviting, accepting, rejecting an invitation to formal occasion through pair/group work activities with intelligible pronunciation and grammar.

### III.Indicators

#### D. Indicators

5. Students are able to pronounce words related to formal occasions ( e .g birthday party, graduation day, etc )

6. Students are able to utter expressions of inviting, accepting, rejecting an invitation to formal occasion with correct stress, rhythm and intonation.
7. Students are able to use the pattern of inviting, accepting, rejecting an invitation to formal occasion with correct grammar.
8. Students can use the expressions of inviting, accepting, rejecting an invitation to formal occasion through pair/group work activities with intelligible pronunciation and grammar.

#### **IV. Learning Materials**

##### **1. Language Functions**

Input:

6. A short dialogue of inviting, accepting, rejecting an invitation to formal occasion.

Radit : Did you hear the news? Andi is having a party.  
 Jane : Really? When?  
 Radit : On Wednesday. It's a barbecue party.  
 Jane : Cool! That sounds like fun.  
 Radit : Do you want to go with me?  
 Jane : But I don't know Andi.  
 Radit : No problem. He said I could bring a friend.  
 Jane : well, OK. I'd love to go. What time is the party?  
 Radit : It starts at 3.00. Why don't we meet at my house at 2.30.?  
 Jane : Sounds great.

7. Inviting, accepting, rejecting an invitation to formal occasion.

## 2. Key Vocabulary and Key Grammar

### A. Key Vocabulary:

Noun: barbecue, party, great, house, finish, pick up, alright, enjoy, let.

Verb: invite, engage, congratulate, come, wish, hope, pick up.

Adjective: happy, excellent, great, nice, beautiful.

### B. Key grammar:

1. *Do you want, would you like, how would you like* are followed by to infinitive.
  2. *Can/could you, will/would you* are followed by infinitive form of verb.
  3. *Would you be interested in* is followed by V-ing.
- e. g. Would you be interested in watching movie? No, not at all.

## 3. Media and Sources

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: video of conversations, Pictures, flashcards, handout.

Sources:

20. Function in English
21. Oxford Advanced learner's dictionary
22. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.
23. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.
24. World Link (Developing English Fluency) 2
25. Real objects in the classroom (realia).

#### 4. Communicative Activities

- a. Giving the respond orally to the invitations.
- b. Inviting, accepting, rejecting to a party in a group provided by flashcards.

#### V. Learning Method/ Technique

PPP (Presentation, Practice, Production)

#### VI. Procedures (Stages of Teaching-learning) for 20 minutes

##### A. Opening / Pre-teaching

4. Establishing the rapport
  - m) Greeting.
  - n) Praying.
  - o) Checking student's attendance.
  - p) Warming up by giving questions leading to the topic.



Questions :

Answer it orally

1. Have you ever celebrated your birthday?
2. Did you invite your friend to go to your party?
3. What is probably your friend response?

**B. Warming up**

- Today, we're going to learn Inviting, accepting, rejecting an invitation to formal occasion, orally.

Look at the picture and discuss the questions with your friends orally.

Would you like to go to Andi's birthday party with me?

That would be very nice...



- And in the end of this lesson, hopefully you will be able to use the expressions of inviting, accepting, rejecting an invitation to formal occasion through pair work activities with intelligible pronunciation and grammar.

**C. Main Activity****D. Presentation**

9. Teacher shows the slide and video about Inviting, accepting, rejecting an invitation to formal occasion
10. Teacher asks students to share some words related to the topic.

11. Teacher provides ask and answer section related to the words and look for the meaning of each word.
12. Teacher asks students to see the provided dialogues (Task 1)

### **E. Practice**

11. Students are asked to practice the dialogue with a partner.
12. Student discusses the questions.
13. Students are asked to practice pronouncing the words on the handout related to the topic.
14. Some pairs of students read the dialogue aloud.
15. Students are asked voluntarily and orally tell the correct answer.

### **F. Production**

7. Students are asked to make a dialogue based on the provided situation.
8. Students perform the dialogue in front of the class in pairs.
9. Teacher gives feedback.

### **C. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.
- Student gets a further guidance.
- Reflecting.
- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
2. Scoring Rubric

Yogyakarta, October 14, 2013  
Teacher,

Zyah Rochmad Jaelani  
NIM. 09202241009



## LESSON PLAN

School	: SMP N 8 YOGYAKARTA
Grade	: VIII
Semester	: I
Skill	: Speaking
Subject	: English
Meeting	: 5 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

#### B. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such *as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting and congratulating.*

### II. Learning objectives

Students are able to use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.

### III. Indicators

#### E. Indicators

9. Students are able to pronounce words related to informal occasions ( e .g watching movie, doing a homework, lunch, go to cinema, having an discussion, etc )
10. Students are able to utter expressions of inviting, accepting, rejecting an invitation to informal occasion with correct stress, rhythm and intonation.
11. Students are able to use the pattern of inviting, accepting, rejecting an invitation to informal occasion with correct grammar.
12. Students can use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.

### IV. Learning Materials

#### 1. Language Functions

Input:

8. A short dialogue of inviting, accepting, rejecting an invitation to informal occasion.

Linda : Anna, are you doing anything tonight?

Anna : Not really. Why?

Linda : I'm going to a movie tonight. I wonder if you want to come with me.

Anna : What kind of movie is it?

Linda : It's an action movie.

Anna : No, thanks. I'm not really into action movie.

Linda : What about having dinner?. My mother is going to go to Jakarta with my father tonight. I cannot cook.

Anna : Oh, sure. Where?

Linda : I heard Roka restaurant is excellent. Do you want to go there?

Anna : sounds good.

Linda : Okay. I'll pick you up at your house at seven.

Anna : Okay. See you then.

9. Inviting, accepting, rejecting an invitation to informal occasion.

## 2. Key Vocabulary and Key Grammar

### A. Key Vocabulary:

Noun: movie, action, dinner, restaurant, vampire, cake, invitation card, prize, ring, gown.

Verb: invite, come, queue, book, pay, promise, check, attend.

Adjective: happy, excellent, great, nice, beautiful.

### B. Key grammar:

1. *Do you want, would you like, how would you like* are followed by to infinitive.

2. *Can/could you, will/would you* are followed by infinitive form of verb.

3. *Would you be interested in* is followed by V-ing.

e. g. Would you be interested in watching movie? No, not at all.

## 3. Media and Sources

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: video of conversations, Pictures, flashcards, handout.

Sources:

1. Function in English
2. Oxford Advanced learner's dictionary

3. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.
4. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.
5. World Link (Developing English Fluency) 2
6. Real objects in the classroom (realia).

#### **4. Communicative Activities**

- a. Arrange the words orally into good expressions of inviting, accepting, and rejecting an invitation.
- b. Match the questions with the reply orally.
- c. Inviting, accepting, rejecting to a party in a group provided by flashcards.

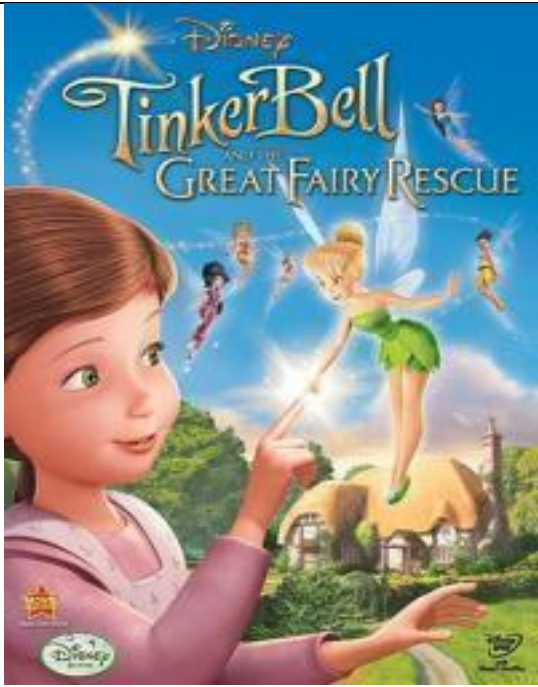
#### **V. Learning Method/ Technique**

PPP (Presentation, Practice, Production)

#### **VI. Procedures (Stages of Teaching-learning) for 20 minutes**

##### **A. Opening / Pre-teaching**

5. Establishing the rapport
  - q) Greeting.
  - r) Praying.
  - s) Checking student's attendance.
  - t) Warming up by giving questions leading to the topic.

	<p>Questions :</p> <p>Answer it orally</p> <ol style="list-style-type: none"> <li>1. Have you invite your friend for watching movie with you?</li> <li>2. How do you say that?</li> <li>3. What is probably your friend response?</li> </ol>
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### B. Warming up

- Today, we're going to learn Inviting, accepting, rejecting an invitation to formal occasion, orally.

Look at the picture and discuss the questions with your friends orally.

Would you like to go to the cinema tonight?

I'd like love to go.



- And in the end of this lesson, hopefully you will be able to use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair work activities with intelligible pronunciation and grammar.

### **C. Main Activity**

#### **A. Presentation**

13. Teacher shows the slide and video about Inviting, accepting, rejecting an invitation to informal occasion
14. Teacher asks students to share some words related to the topic.
15. Teacher provides ask and answer section related to the words and look for the meaning of each word.
16. Teacher asks students to see the provided dialogues (Task 1)

#### **B. Practice**

16. Students are asked to practice the dialogue with a partner.
17. Student discusses the questions.
18. Students are asked to practice pronouncing the words on the handout related to the topic.
19. Some pairs of students read the dialogue aloud.
20. Students are asked voluntarily and orally tell the correct answer.

#### **C. Production**

10. Students are asked to make a dialogue based on the provided situation.
11. Students perform the dialogue in front of the class in pairs.
12. Teacher gives feedback.

### **C. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.
- Student gets a further guidance.

- Reflecting.
- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
2. Scoring Rubric

Yogyakarta, October 14, 2013  
Teacher,

Zyah Rochmad Jaelani  
NIM. 09202241009

## LESSON PLAN

School	: SMP N 8 YOGYAKARTA
Grade	: VIII
Semester	: I
Skill	: Speaking
Subject	: English
Meeting	: 6 (2 x 45 minutes)

### I. Standards

#### A. Standard of Competence

**B.** 3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

#### C. Basic Competence

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such *as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting and congratulating.*

### II. Learning objectives

Students are able to use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.

### III. Indicators

#### A. Indicators

13. Students are able to pronounce words related to informal occasions ( e .g student's meeting, regular meeting, extracurricular event, having an discussion, etc )



14. Students are able to utter expressions of inviting, accepting, rejecting an invitation to informal occasion with correct stress, rhythm and intonation.
15. Students are able to use the pattern of inviting, accepting, rejecting an invitation to informal occasion with correct grammar.
16. Students can use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.

#### **IV. Learning Materials**

##### **1. Language Functions**

Input:

10. A short dialogue of inviting, accepting, rejecting an invitation to informal occasion.

Bob : Alice, what are you doing Sunday afternoon?

Alice : Not much, what did you have in mind?

Bob : There is a meeting for preparing the reunion day in our organization. Would you like to go?

Alice : Sure, sounds like fun. What time and where do we meet?

Bob : The meeting starts at 9:00, but we have to go earlier. How about 8:30?

Alice : OK, should I meet you somewhere there?

Bob : Why don't I pick you up at your house?

Alice : Sounds good, see you then.

11. Inviting, accepting, rejecting an invitation to informal occasion.

## **2. Key Vocabulary and Key Grammar**

### **A. Key Vocabulary:**

Noun: meeting, reunion, organization, mind, prepare, early, somewhere, meet, sound.

Verb: invite, attend, record, cancel, delay, ask, visit, come, busy.

Adjective: happy, excellent, great, nice, beautiful.

### **B. Key grammar:**

1. *Do you want, would you like, how would you like* are followed by to infinitive.

2. *Can/could you, will/would you* are followed by infinitive form of verb.

3. *Would you be interested in* is followed by V-ing.

e. g. Would you be interested in watching movie? No, not at all.

## **3. Media and Sources**

Equipment: Laptop, LCD, Projector, Whiteboard, Board marker, etc

Media: video of conversations, Pictures, flashcards, handout.

Sources:

7. Function in English

8. Oxford Advanced learner's dictionary

9. Scaffolding English For Junior High School Students Grade VIII, Joko Priyana, Pusat Perbukuan Depdiknas, 2008, Unit 1.

10. English in Focus for Grade VIII Junior High School (SMP/MTs), Artono Wardiman, Pusat Perbukuan Depdiknas, 2008, Chapter 1.

11. World Link (Developing English Fluency) 2

12. Real objects in the classroom (realia).

#### **4. Communicative Activities**

- d. Completing a dialogue orally related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities.
- e. Inviting, accepting, rejecting to a party in a group provided by flashcards.

#### **V. Learning Method/ Technique**

PPP (Presentation, Practice, Production)

#### **VI. Procedures (Stages of Teaching-learning) for 20 minutes**

##### **A. Opening / Pre-teaching**

- 6. Establishing the rapport
  - u) Greeting.
  - v) Praying.
  - w) Checking student's attendance.

x) Warming up by giving questions leading to the topic.



Questions :

Answer it orally

1. Do you join any extracurricular activity at school?
2. What extracurricular activity do you join?
3. Does the activity hold some events?
4. Have you ever conducted a meeting for your events?
5. Have you invited members to join the meeting?

## B. Warming up

- Today, we're going to learn Inviting, accepting, rejecting an invitation to formal occasion, orally.

Look at the picture and discuss the questions with your friends orally.

Why don't you come to our regular meeting?

OK, we will be there!



- And in the end of this lesson, hopefully you will be able to use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair work activities with intelligible pronunciation and grammar.

### **C. Main Activity**

#### **A. Presentation**

17. Teacher shows the slide and video about Inviting, accepting, rejecting an invitation to informal occasion
18. Teacher asks students to share some words related to the topic.
19. Teacher provides ask and answer section related to the words and look for the meaning of each word.
20. Teacher asks students to see the provided dialogues (Task 1)

#### **B. Practice**

21. Students are asked to practice the dialogue with a partner.
22. Student discusses the questions.
23. Students are asked to practice pronouncing the words on the handout related to the topic.
24. Some pairs of students read the dialogue aloud.
25. Students are asked voluntarily and orally tell the correct answer.

#### **C. Production**

13. Students are asked to make a dialogue based on the provided situation.
14. Students perform the dialogue in front of the class in pairs.
15. Teacher gives feedback.

#### **C. Closing**

- Student and teacher summarize the whole lesson and do a reflection.
- Student gets homework from teacher.

- Student gets a further guidance.
- Reflecting.
- Student and teacher say a prayer.

## **VII. Assessment**

1. Technique: *Performance Assessment*
2. Scoring Rubric

Yogyakarta, October 14, 2013  
Teacher,

Zyah Rochmad Jaelani  
NIM. 09202241009

## FIRST CYCLE

### 1<sup>ST</sup> MEETING

#### Task 1

##### Text 1

Study and practice the following conversation. Then answer the questions orally.

Rudi : Ton, *may I borrow your pencil?* I lost mine.

Tono : *Sure, mine is on my table.*

Rudi : OK, I'll take it. Thanks

Tono : Your pencil is blunt, *can I borrow your sharpener?*

Rudi : *Certainly, here you are.*

Tono : Thanks. Rud, *can you lend me your English book?*

Rudi : *Sorry, I'm using it right now.*

Tono : Well, it's OK

Answer the questions orally:

1. What is the text about?
2. Where does the conversation happen?
3. How many people are involved in the conversation?
4. What does Rudi borrow from Tono?
5. What does Rudi say to borrow it from Tono?
6. What does Tono say to respond to Rudi?

#### Text 2

Situation:

Laila is at school. She left her English book at home. She calls her sister Desi and asks her to take it.

Desi : Hello, who's there?

Laila : Hi, it's me, Laila. *Can you help me?*

Desi : *Sure.* What can i do for you?

Laila : *Would you take my English book to school for me, please?*

Desi : *Okay,* which one is it?

Laila : It's the green one. There is a sunflower picture on it.

Desi : Where did you leave it?

Laila : It's on the red couch.

Desi : All right. Is there anything else?

Laila : No, thank you. See you later.

Desi : See you.

Answer the questions orally:

- 1.Which sentence in the dialogue indicates a request?
- 2.Can you give other expressions a request? State them!
- 3.Which sentence in the dialogue indicates a giving good or service?
- 4.Which sentence expresses a refusing good or service?

## Task 2

Your teacher will pronounce some words taken from the text you have read.

Listen and repeat.

Borrow /' bɒ r.əʊ /	Take /teɪ k/	Pencil /' pen t .s ə l/
Lost /lɒ st/	Blunt /blʌ nt/	Certainly /' sɜ : .t ə n.li/
Table /' teɪ .bl /	Sharpener /' ʃ a : r.p ə n.ə /	Lend /lend/



You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress)

Nouns:

Chair /tʃ eɪ/	Eraser /- ' reɪ .sə/	Handout /' hænd.aʊ t/
Whiteboard /' waɪ t.bɔ : d/	Paper /' peɪ .pə r/	Glue /glu: /
Pen /pen/	Book /bʊ k/	Clock /klɒ k/

Verbs

Help /help/	Use /ju: s/	Agree /ə' gri: /
Could /kʊ d/	Sit /sɪ t/	Want /wɒ nt/
Would /wʊ d/	Ask /ɑ : sk/	Clean /kli: n/

### Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

Will you lend me your pencil? Will you lend me a dictionary? Can you pass me that pen, please? Can you return it next week? Can I help you?	Expressions of asking for goods/services.
Sure, here you are. Yes, please. Ok, No problem. With my pleasure.	Expressions of giving goods/services.

Help yourself. Serve yourself. Please have one. Certainly! Never mind. Of course, you may.	
No, I am busy. No, thanks. Not now, please. Sorry I can receive it. I love too, but I'm full now. I don't feel like having it now, thanks anyway. Actually I want too, but I don't want to bother you. It sound great, but I don't need it now. Thanks, but I think I don't deserve to get it. Thanks, but that's too valuable for me.	Expressions of refusing goods/services.

Grammar:

Asking for goods/services using will/can: can/will+S+V1+O?

#### **Task 4**

The Game

Situation:

1. Everyone must have 5 things.
2. Check the friend's things.
3. Everyone has the right to ask 5 things to the whole class.
4. Each student can give or refuse it.
5. If the student gives the thing, they have to ask their thing back.

E.g:

- A: What do you have?                      B: I have pen, ruler, eraser, book, and pencil.
- A: May I borrow your pen?                B: Sure, here you are.
- A: May I borrow your ruler?              B: Sure, here you are.
- A: May I borrow your eraser?            B: Sure, here you are.
- A: May I borrow your book?              B: No, thanks.
- A: May I borrow your pencil?            B: No, thanks.
- 
- B: May I have my pen back?              A: Sure, here you are.
- B: May I have my ruler back?            A: Wait a second, I'm using it.

### Task 5

Work in pairs. Give responses to the following expressions. Look at the example.

- A: Will you lend me your pen?  
B: Sure. Here you are.
- 1) A: Can I use your ruler?  
B: .....I am using it.
- 2) A: Can you bring these books for me, please?  
B: .....
- 3) A: Could I borrow your dictionary?  
B: .....Here you are.
- 4) A: Will you send this letter for me, please?  
B: .....I'll do it.

### Task 6

- Do "Role Play Activity". Work in pairs. Each pair will get pairs of cards. If you have A1, then your partner s B1, and etc. Make sure for not showing each other's card. After that, exchange good/services using expressions of asking for, giving, and refusing goods/services with your partner. Then perform it in front of the class.

<b>A1</b>	<b>B1</b>
1. You ask your classmate to lend his/her dictionary. 2. You cannot help your friend because you want to help your mother to clean your house.	1. You agree to lend something to your partner. 2. You ask your friend to accompany you to the bookstore.
<b>A2</b>	<b>B2</b>
1. You want your partner to accompany you to the library. 2. You refuse to help your friend because you have an extracurricular activity.	1. You agree to help your friend. 2. You want your friend to help you cleaning the class after school.
<b>A3</b>	<b>B3</b>
1. You ask your classmate to sit beside you. 2. You ask him/her to move his/her chair near you.	1. You agree to do something for your friend. 2. You agree to do something for your friend.
<b>A4</b>	<b>B4</b>
1. You ask your classmate to take his/her English book in his/her bag. 2. You agree to share your book together with your friend.	1. You do not bring the book 2. You want to borrow your friend's book
<b>A5</b>	<b>B5</b>
1. You ask your classmate to clean the whiteboard. 2. You agree to do something for your friend.	1. You agree to do something for your friend. 2. You ask your friend to take some board marker in teacher's office.
<b>A6</b>	<b>B6</b>
1. You ask your classmate to	1. You cannot do something for your

accompany you to the library. 2. You agree to do something for your friend.	friend because you want to go to the canteen. 2. You ask your friend to pass the eraser in front of him/her.
Note : The cards are cut down into pieces	

## 2<sup>ND</sup> MEETING

### Task 1

#### Text 1

Study and practice the following conversation. Then answer the questions orally.

*Waiter:* Hello, Can I help you?

*Kim:* Yes, I'd like to have some lunch.

*Waiter:* Would you like a starter?

*Kim:* Yes, I'd like a bowl of chicken soup, please.

*Waiter:* And what would you like for a main course?

*Kim:* I'd like a grilled cheese sandwich.

*Waiter:* Would you like anything to drink?

*Kim:* Yes, I'd like a glass of Coke, please.

*Waiter... After Kim has her lunch.:* Can I bring you anything else?

*Kim:* No thank you. Just the bill.

*Waiter:* Certainly.

*Kim:* I don't have my glasses. How much is the lunch?

*Waiter:* That's \$6.75.

*Kim:* Here you are. Thank you very much.

*Waiter:* You're welcome. Have a good day.

*Kim:* Thank you, the same to you.

Answer the questions orally:

7. What is the text about?
8. Where does the conversation happen?
9. How many people are involved in the conversation?
10. Which sentence in the dialogue indicates a request?
11. Can you give other expressions a request? State them!
12. Which sentence in the dialogue indicates a giving good or service?
13. Which sentence expresses a refusing good or service?

## Task 2

Your teacher will pronounce some words taken from the text you have read.

Listen and repeat.

Lunch /lʌ n tʃ /	Main /meɪ n/	Sandwich /' sæn d .wɪ dʒ /
Bowl /boʊ l/	Grilled /grɪ led/	Bill /bɪ l/
Soup /suː p/	Cheese /tʃ iː z/	Coke /kou k/

You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress)

Nouns:

Noodle /' nuː .dl ɪ /	Breakfast /' brek.fəst/	Fried /fraɪ d/
Plate /pleɪ t/	Dinner /' dɪ n.ə r/	Roasted /rou sted/
Menu /' men.juː /	Piece /piː s/	Milk /mɪ lk/

Verbs

Help /help/	Order /' ɔː r.də/	Cook /ku k/
Could /kʊ d/	Offer /' ɑː .fə/	Want /wɒ nt/
Would /wʊ d/	Serve /sɜː v/	Pass /pæs/

## Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

What would you like to drink/eat? Would you like to bring me the menu? Can you pass me that sugar, please? Can you bring me the bill, please?	Expressions of asking for goods/services.
--	--

Can I help you?	
Sure, here you are. Yes, please. Ok, No problem. With my pleasure. Serve yourself. Please have one. Certainly! Of course, you may.	Expressions of giving goods/services.
No, I am busy. No, thanks. Not now, please. I love too, but I'm full now. Actually I want too, but I don't want to bother you. It sound great, but I don't need it now.	Expressions of refusing goods/services.

Grammar:

Asking for goods/services using will/can: can/will+S+V1+O?

#### Task 4

Work in pairs. Give responses to the following expressions. Look at the example.

A: Will you pass me that salt?

B: Sure. Here you are.

5) A: Can I use your napkin?

B: .....I am using it.

6) A: Can you bring the menu for me, please?

B: .....

7) A: Could I taste your fried rice?

B: .....Here you are.

8) A: Will you pay this food for me, please?



B: .....I'll do it.

### **Task 5**

2. Do "Role Play Activity". Work in groups of four. Each pair will get pairs of cards. Imagine that the three of you are customers of the restaurant, one of you as waiter/waitress. Exchange goods/services at restaurant in front of the class based on your roles. Each customer has to order the menu with the tick mark on the menu cards. The waiter/waitress writes down the orders on the order book.

## Kerbyside

### TASTY TIDBITS

Garlic Bread	\$7.50
Herb Bread	\$7.50
Pork Buns	\$7.50
Vegetarian Spring Rolls <small>(vegetarian filling) 4 pieces</small>	\$7.50
Prawn Gyoza <small>(traditional style dipping sauce)</small>	\$8.00
Hand Cut Fries <small>(vegetarian)</small>	\$8.50
Spicy Chicken Wings	\$9.00
Turkish Bread & Bites	\$9.00
Rosemary & Garlic Marinated Olives	\$9.00
Crumbed Haloumi <small>(vegetarian style)</small>	\$12.00
Salt & Pepper Calamari <small>(at least 2 pieces)</small>	\$12.00
Crumbed Camembert <small>(vegetarian dipping sauce)</small>	\$12.00

Available 5pm - Late Wednesday - Saturday  
\*products subject to change and availability

Constance Street, 1km S of Wexford, Portlough Valley, Wex.

## Breakfast



**SERVED ALL DAY**

GRILLED BAGEL WITH BUTTER	\$1.65
TOAST	\$1.49
JAM OR CREAM CHEESE	\$0.85
EGG 'N' CHEESE BAGEL	\$3.49

Served on a Croissant or Muffin (with fruit)

EGGS & CHEESE	\$7.99
VEGGIE OMELETTE	\$8.99
LA COMPLETE	\$9.99
EGG 'N' STEAK	\$9.99
CAJUN CHICKEN OMELETTE	\$9.99
SWISS CHEESE 'N' MUSHROOM	\$8.49
CLASSIC	\$7.49
GREEK	\$7.99
HALLOUMI CHEESE & ZANTAR	\$9.49
PESTO & CHEESE	\$7.99

**KIDS MENU**

MINI EGGS & CHEESE	\$4.99
MINI RITELLA	\$3.49
PANCAKES	\$3.99
DOUBLE CHOCOLATE PANCAKE	\$4.99
MINI FRUIT SALAD	\$4.99




## LEO BURDOCK restaurant menu

### From the Sea

Fresh Cold & Chips	\$9.50
Smoked Fish & Chips	\$9.50
Crab Cake & Chips	\$9.50
Fish Mince & Chips	\$9.50
Plaice & Chips	\$10.50

### Combo Meal

Fish Meal	\$9.95
<small>Choose 1 of 2 sides &amp; a can of your choice</small>	
Burger Meal	\$11.75
<small>Any 2 of 3 chicken burger meals with fresh chunky chips &amp; a can of your choice</small>	
Sausage Meal	\$9.50
<small>Sausages, potatoes, onion &amp; tomato sauce served with fresh chunky chips &amp; a can of your choice</small>	
Sunday Meal	\$9.50
<small>Light breakfast, main course, soft drink &amp; a can of your choice</small>	
All Day Breakfast	\$5.50
<small>Hot or cold, sausage, hash, chips, tea or coffee</small>	

### Chunky Chips

Chunky Chips	\$2.99
Curry Chips	\$4.45
Garlic Chips	\$4.45
Curry Cheesy Chips	\$4.95
Garlic Cheesy Chips	\$4.95

### Extras

Onion Rings	\$2.75
Junior Pan-Fried Sausage	\$2.50
Chicken Tender (1)	\$4.45
Chicken Tender (2)	\$6.75
Curry Garlic Sauce	\$1.50
Potatoes	\$1.50
Bread & Butter	\$1.50

### Beverages

Tea / Coffee / Mineral Tea	\$1.00
Soft Drinks	\$1.50
Smoothies	\$2.50
Juice	\$2.50
Milk	\$1.50



**TRADITIONAL FISH & CHIPS**  
Since 1913

Ice Cream with chocolate & strawberry sauce \$2.00  
Hot Apple Pie & Ice Cream \$2.00  
Hot Chocolate with Vanilla \$2.00  
Hot Chocolate with Vanilla & Ice Cream \$2.00

## KID'S MENU



Kids Pasta .....	\$4.75
<small>Tomato Sauce, Meat Sauce Or Pesto</small>	
Spaghetti With Meatball .....	\$5.75
Macaroni & Cheese .....	\$5.25
Ravioli U.E.O.'s .....	\$5.25
<small>Beef or Cheese</small>	
V.I. Personal Pizza .....	\$5.25
<small>Cheese Or Cheese Plus One Topping</small>	
Chicken Pieces .....	\$5.25
<small>With Side of Fries or Veggies</small>	
Kid's Drink .....	\$1.50
Kid's Ice Cream Sundae .....	\$2.50

[illegible]

## Task 1

## Text 1

Study and practice the following conversation. Then answer the questions orally.

## 1. Text 1

Andi : Hi, Jess.

Jessica : Hi, Andi.

Andi : What are you doing?

Jessica : Well. I'm planting a rose now. Can you help me get the flower pot over here, please?

Andi : Yes, of course. Here you are.

Jessica : Thank you, Andi.

Andi : You're welcome. These flowers are beautiful. Are they all yours?

Jessica : Yes. My mother bought them for me.

Andi : Oh, I see. By the way, would you like me to water the flowers?

Jessica : No, thanks. You don't have to.

## 2. Text 2

Father: Darrel can you do me a favor, please?

Darrel : Of course, what can I do for you?

Father : Could you buy some medicine for me? I'm not feeling well.

Darrel : I think you've got caught cold. Don't worry. I'll buy you some medicine.

Answer the questions orally:

14. What is the text about?
15. Where does the conversation happen?
16. How many people are involved in the conversation?
17. Which sentence in the dialogue indicates a request?
18. Can you give other expressions a request? State them!
19. Which sentence in the dialogue indicates a giving good or service?
20. Which sentence expresses a refusing good or service?

**Task 2**

Your teacher will pronounce some words taken from the text you have read.  
Listen and repeat.

Plant /plænt/	Water /' wɑ : .t ə/	Medicine /' med. ɪ .sən/
Pot /pɑ : t/	Flower /' flau .ə/	Caught /kɑ : t/
Bought /bɑ : t/	Favor /' feɪ .və r/	Cold /kou ld/

You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress)

Nouns:

Window /' wɪ n.dəʊ /	Kitchen /' kɪ tʃ .ən/	Clothes /kloʊ ðz/
Rubbish /' rʌ b.ɪ ʃ /	Dish /dɪ ʃ /	Door /dɔ : r/
Refrigerator /rɪ ' frɪ dʒ .ə r.ɪ .tə r/	Bed /bed/	Vase /veɪ s/

Verbs

Knock /nɑ : k/	Wash /wɑ : ʃ /	Tidy up /, taɪ .di' ʌ p/
Open /' əʊ .p ə n/	Pick /pɪ k/	Close /kloʊ z/
Iron /aɪ rən/	Sweep /swi: p/	Throw /θrou /

### Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

Would you like to bring me the vase? Can you pass me that salt, please? Can you bring me the pan, please? Can I help you?	Expressions of asking for goods/services.
Sure, here you are.	Expressions of giving goods/services.

Yes, please. Ok, No problem. With my pleasure. Serve yourself. Please have one. Certainly! Of course, you may.	
No, I am busy. No, thanks. Not now, please. I love too, but I'm full now. Actually I want too, but I don't want to bother you. It sound great, but I don't need it now.	Expressions of refusing goods/services.

Grammar:

Asking for goods/services using will/can: can/will+S+V1+O?

#### Task 4

Work in pairs. Give responses to the following expressions. Look at the example.

A: Will you turn off the radio?

B: Sure. Wait a minute.

9) A: Can I use your pillow?

B: .....I am using it.

10) A: Can you bring the vase for me, please?

B: .....

11) A: Could I use your towel?

B: .....Here you are.

12) A: Will you throw this rubbish for me, please?

B: .....I'll do it.

**Task 5**

1. Do 'giving me a favor activity'. The students are divide into 2 groups. Each group will be given a set of pictures. Each student will get one of the pictures. The students who get picture with this (?) mark have to ask for a favor based on the picture. The other students who get this (v) mark have to give/reject to give a favor according to the picture they have. Find one friend in your group who can give you a favor to be your partner. After each student have found their partners, make a group of six then exchange goods/services in front of the class based on the picture cards they get. Look at the example:
  - i. A: Can you help me to water the flower?  
B: I'm busy, I can't.
  - ii. A: Could you water the flower, please?  
B: Sure. I have nothing to do.







?



v



?



v







?



V



?



V



?



V



?



v



?



v

## SECOND CYCLE

### 1<sup>ST</sup> MEETING

#### Task 1

##### Text 1

Study and practice the following conversation. Then answer the questions orally.

- Radit : Did you hear the news? Andi is having a party.  
 Jane : Really? When?  
 Radit : On Wednesday. It's a barbecue party.  
 Jane : Cool! That sounds like fun.  
 Radit : Do you want to go with me?  
 Jane : But I don't know Andi.  
 Radit : No problem. He said I could bring a friend.  
 Jane : well, OK. I'd love to go. What time is the party?  
 Radit : It starts at 3.00. Why don't we meet at my house at 2.30.?  
 Jane : Sounds great.

Answer the questions orally:

21. What is the text about?
22. Where does the conversation happen?
23. What kind of party does Andi celebrate?
24. When will the party be held??
25. What does Radit exactly say to invite Jane to the party?
26. Does Jane accept the invitation? What does she say?
27. Where are they going to meet?
28. What other expressions can you use to invite your friend?
29. What expressions can you use to accept your friend invitation?
30. What expressions can you use to refuse your friend invitation?



## Text 2

Situation: *Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.*

Sheila : Heloo, this is Sheila. May I speak to Afif?

Afif : This is Afif speaking.

Sheila : Oh, hi Afif. I wonder if you'd like to come to my house right now. We're having a great party.

Afif : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.

Sheila : That's alright. How about tomorrow? There will be a Indah's birthday party. Would you like to go to her party with me?

Afif : Yes, I'd like too very much. When will you pick me up?

Sheila : I'll pick you at 7.00. Be ready, OK!

Afif : Alright. I hope you enjoy your party. Bye.

Sheila : Bye.

Answer the questions orally:

5. Which sentence in the dialogue indicates an invitation?

6. Can you give other expressions an invitation? State them!

7. Which sentence in the dialogue indicates an acceptance?

8. Which sentence expresses a refusing an invitation?

## Task 2

Your teacher will pronounce some words taken from the text you have read. Listen and repeat.

Barbecue /' bɑː .bɪ .kjʊː /	House /haʊ s/	Alright /ɔː l' raɪ t/
Party /' pɑː r.t i/	Finish /' fɪ n.ɪ ʃ /	Enjoy /ɪ n' dʒ ɔɪ /
Great /greɪ t/	Pick up /' pɪ k.ʌ p/	Let /let/

You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress)

Nouns:

Cake /keɪ k/	Engagement /ɪ n' geɪ dʒ .mənt/	Wedding /' wed.ɪ ŋ/
Invitation /, ɪ n.vɪ ' teɪ .ʃ ə n/	Prize /praɪ z/	Gown /gaʊ n/
Costume /' kɒ s.tjuː m/	Balloon /bə' luː n/	Card /kɑː d/

Verbs

Invite /ɪ n' vaɪ t/	Engage /ɪ n' geɪ dʒ /	Wish /wɪ ʃ /
Attend /ə' tend/	Congratulate /kən' græt.jʊ .leɪ t/	Come /kʌ m/
Marry /' mæɪ.i/	Promise /' prɒ m.ɪ s/	Busy /' bɪ z.i/

### Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

Expressions of inviting	
Formal	Informal
Would you like to...?	Why don't you come to...
I would very happy if...?	Like to come to ...
We would be delighted if you...?	Come and ...

Would you care to..?	Shall we come to ...
We would be pleased if you could...?	You must come to ...
Would you care to...?	
Expressions of accepting the invitation	
Formal	Informal
That's very kind of you	I would/will ...
We'd like very much to....	That would be very nice
What a delightful idea	OK,I will be there !
With the greatest pleasure	I'd like love to come.
Thank you very much for inviting me	All right.
It's delightful to....	Sure, I am coming
Expressions of refusing the invitation	
Formal	Informal
I'm very sorry, I don't	Sorry, I can't.
Think I can.	I'd love to, but ...
I'd like to, but ....	I don't think I can.
I'm afraid I've	In wish I could, but ...
Already promised....	Sorry, may be next time
Thank you for asking me, but ....	Thank you, but I can't
Unfortunately , I can't....	Sorry, I don't think I

#### Task 4

*Give your respond orally to the following invitations!*

1. A : Would you like to see a movie this afternoon?

B: .....

2. A: I have two tickets of Maher Zain concert next Sunday. Would you like to go?

B:.....

3. A: Tomorrow night is my graduation party. I was wondering if you can come.

B:.....

4. How about going to the gym?

B:.....

5. A: I feel like eating a burger. Let's go to *wendy's*.

B:.....

### Task 5

3. Make a group six. One of you will be a surveyor and the others are the persons which are surveyed. The surveyor will get a survey card which contains of an invitation to a party and 2 questions. Invite your partner to the party and answer the questions in the card. The partners just need to say 'yes' if you want to go to the party and say 'no' if you don't. You may improve your answer.

<p>Can you accompany me to the dance party?</p> <p>Questions:</p> <p>1. Who wants to go to the party?</p> <p>2. Who doesn't want to go to the party?</p>	<p>Would you like to go to the mall Saturday night?</p> <p>Questions:</p> <p>1. Who wants to go to the party?</p> <p>2. Who doesn't want to go to the party?</p>
<p>Will you see a movie with me?</p> <p>Questions:</p> <p>1. Who wants to go to the party?</p> <p>2. Who doesn't want to go to the party?</p>	<p>Can you accompany me to come to my friend's engagement?</p> <p>Questions:</p> <p>1. Who wants to go to the party?</p> <p>2. Who doesn't want to go to the party?</p>
<p>I was wondering if we can see a</p>	<p>What a nice day! Do you want to</p>

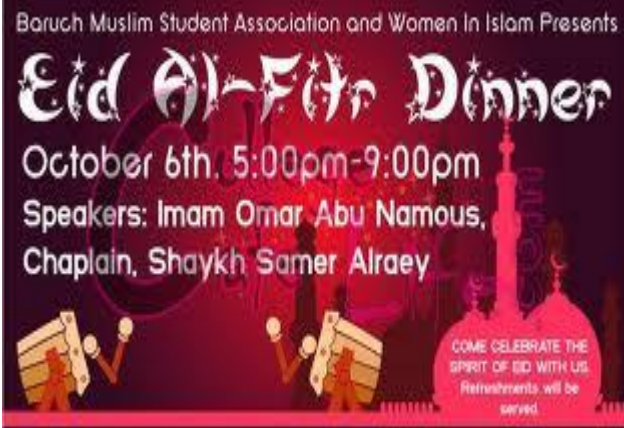


concert tonight? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	take a walk with me? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?
I would like to invite you for dinner tonight. Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	Would you like to go to my party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?

Note : The cards are cut down into pieces.

### Task 6

6. Make a group of 3. There will be a picture card, an accepting card, and a rejecting card. A student who gets a picture card has to invite the other group members to a place based on the picture. The student who gets an accepting card has to accept the invitation and the student who gets a rejecting card has to reject the invitation.

 <p>Baruch Muslim Student Association and Women In Islam Presents  <b>Eid Al-Fitr Dinner</b>          October 6th, 5:00pm-9:00pm          Speakers: Imam Omar Abu Namous,          Chaplain, Shaykh Samer Alraey          COME CELEBRATE THE SPIRIT OF EID WITH US.          Refreshments will be served.</p>	ACCEPT THE INVITATION AND GIVE A COMMENT	REJECT THE INVITATION AND PROVIDE A REASON
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 <p>We invite you to join us at the Museum of Visual Materials for the Southeast Technical Institute GRAPHIC COMMUNICATIONS - ANIMATION TECHNOLOGY <b>PORTFOLIO SHOW</b> April 20, 2010 4:30-7:30 PM 500 North Main Avenue Downtown Sioux Falls Refreshments served. www.cggraphics.southeasttech.edu</p>	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
 <p>You're invited to a Party Please Come</p>	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
 <p>beautiful bride <i>please join us to celebrate the wedding</i> NATALIE MARIE RICHARDSON  as a bride about to be wearing the crown of joy, surrounded and loved by those who do with love and grace a lifetime - 10/11/10 with love, always REYNOLD &amp; VOUS PLAIN reynold@vo.us 703.299.1811</p>	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>

	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>

<p><b>I would like to invite you to my church!</b></p> <p><b>Covenant Worship Center</b>  1270 Linkhaw Rd, Lumberton, NC  (910)-738-5870</p> <p><b>"You'll be lovin' it at Covenant"</b></p> <p>Sunday 10:30am * Sunday 6:30pm * Wednesday 7pm</p> <p><b>covenantcog.com</b></p>	<p>ACCEPT THE  INVITATION AND  GIVE A COMMENT</p>	<p>REJECT THE  INVITATION AND  PROVIDE A REASON</p>
--	---	---

Note : The cards are cut down into pieces.

## 2<sup>ND</sup> MEETING

### Task 1

#### Text 1

Study and practice the following conversation. Then answer the questions orally.

Linda : Anna, are you doing anything tonight?

Anna : Not really. Why?

Linda : i'm going to a movie tonight. I wonder if you want to come with me.

Anna : What kind of movie is it?

Linda : it's an action movie.

Anna : no, thanks. I'm not really into action movie.

Linda : What about having dinner?. My mother is going to go to Jakarta with my father tonight. I cannot cook.

Anna : Oh, sure. Where?

Linda : I heard Roka restaurant is excellent. Do you want to go there?

Anna : sounds good.

Linda : Okay. I'll pick you up at your house at seven.

Anna : Okay. See you then.

Answer the questions orally:

31. What is the text about?
32. Where does the conversation happen?
33. Where are they going to go?
34. Where are they going to meet?
35. What kind of movie does he/she watch?
36. What does he/she exactly say to invite her/his friend to watch movie?
37. Does her/his friend accept the invitation? What does he/she say?
38. What other expressions can you use to invite your friend?
39. What other expressions can you use to accept your friend invitation?
40. What other expressions can you use to refuse your friend invitation?

**Text 2**

- Rudi : I was wondering if you'd like to go out to watch a new movie on Thursday.
- Winda : I cannot go out on Thursday. I'm busy.
- Rudi : Are you busy on Friday?
- Winda : Yes, I am busy on Friday.
- Rudi : That's too bad. Are you busy next week?
- Winda : Yes, I am, but I'll be free next Wednesday.
- Rudi : Perhaps, you'll be interested in going out to watch the movie in cinema.
- Winda : That sounds lovely.
- Rudi : Great. We'll have a watching movie together next Wednesday.

Answer the questions orally:

9. Which sentence in the dialogue indicates an invitation?
10. Can you give other expressions an invitation? State them!
11. Which sentence in the dialogue indicates an acceptance?
12. Which sentence expresses a refusing an invitation?

**Task 2**

Your teacher will pronounce some words taken from the text you have read.

Listen and repeat.

Movie /' mu: .vi/	Excellent /' ek.s ə l. ə nt/	Pick up /' pi k.ʌ p/
Tonight /tə' naɪ t/	Restaurant /' res.trɒ nt/	Vampire /' væm.paɪ ə r /
Action /' æk.ʃ ə n/	Dinner /' dɪ n.ə r/	Great /greɪ t/

You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

### Words (noticing stress)

#### Nouns:

Ticket /' tɪ k.ɪ t/	Drink /drɪ ŋk/	Locket /' lɒ k.ɪ t/
Cinema /' sɪ n.ə.mə/	Remote control /rɪ , məʊ t.kən' trəʊ l/	Seat /si: t/
Popcorn /' pɒ p.kɔ : n/	Cassette /kə' set/	3D Glasses /glɑ : ses/

#### Verbs

Invite /ɪ n' vaɪ t/	Pay /peɪ /	Queue /kju: /
Attend /ə' tend/	Book /bʊ k/	Come /kʌ m/
Check /tʃ ek/	Promise /' prɒ m.ɪ s/	Busy /' bɪ z.i/

### Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

Expressions of inviting	
Formal	Informal
Would you like to...?	Why don't you come to...
I would very happy if...?	Like to come to ...
We would be delighted if you...?	Come and ...
Would you care to..?	Shall we come to ...
We would be pleased if you could...?	You must come to ...
Would you care to...?	
Expressions of accepting the invitation	
Formal	Informal
That's very kind of you	I would/will ...
We'd like very much to....	That would be very nice

What a delightful idea	OK,I will be there !
With the greatest pleasure	I'd like love to come.
Thank you very much for inviting me	All right.
It's delightful to....	Sure, I am coming
Expressions of refusing the invitation	
Formal	Informal
I'm very sorry, I don't	Sorry, I can't.
Think I can.	I'd love to, but ...
I'd like to, but ....	I don't think I can.
I'm afraid I've	In wish I could, but ...
Already promised....	Sorry, may be next time
Thank you for asking me, but ....	Thank you, but I can't
Unfortunately , I can't....	Sorry, I don't think I

#### Task 4

*Work in groups of 3. Arrange these words orally into good expressions of inviting, accepting, and rejecting an invitation.*

- 1) Can you come to my birthday party?
- 2) Would you like to join me to my sister's wedding party?
- 3) Thank you, I'd like to very much.
- 4) That would be very nice.
- 5) Thank you, but I have something to do.
- 6) I'm very sorry, I can't.

#### Task 5

*In pairs, match each question orally (a-e) with a reply (1-5).*

Question:	Reply:
a. Will you come to my house on Saturday night?	1. Sounds great. I like playing games.



b. Can we watch a movie together on Wednesday?	2. I'm sorry. I have something to do on Saturday night.
c. Would you like to have dinner on my house tonight?	3. Sure. It will be easier if we do it together.
d. Would you be interested in playing games next Sunday?	4. I'd love to. But, my mom told me to have dinner at home tonight.
e. Could we do our homework together at my house this evening?	5. Okay, I'm free on Wednesday.

### Task 6

Do 'Finding a day activity'.

*Make a group of six. Each group will get a set of invitation cards and free-day cards. Three of you will get three invitation cards so you have to invite your partner to do the activity mentioned in the card at your house. The others will get three free-day so you have to respond (accept/reject) your friends' invitation based on the cards. Each inviter should find the one who has a free day to do the activity at the inviter's house.*

Invitation	Free-Day Cards
Playing video games on Saturday	Free on Saturday
Doing Math homework on Monday	Free on Monday
Having dinner on Thursday	Free on Thursday
Cooking fried chicken together on Sunday	Free on Sunday
Watching a movie on Friday	Free on Friday
Having Lunch	Free on Tuesday

Notes: The cards are cut down into pieces.

### 3<sup>RD</sup> MEETING

#### Task 1

##### Text 1

Study and practice the following conversation. Then answer the questions orally.

**Bob** : Alice, what are you doing Sunday afternoon?

**Alice** : Not much, what did you have in mind?

**Bob** : There is a meeting for preparing the reunion day in our organization. Would you like to go?

**Alice** : Sure, sounds like fun. What time and where do we meet?

**Bob** : The meeting starts at 9:00, but we have to go earlier. How about 8:30?

**Alice** : OK, should I meet you somewhere there?

**Bob** : Why don't I pick you up at your house?

**Alice** : Sounds good, see you then.

Answer the questions orally:

41. What is the text about?
42. Where does the conversation happen?
43. Where are they going to go?
44. Where are they going to meet?
45. What kind of meeting does he/she visit?
46. What does he/she exactly say to invite her/his friend to come to the meeting?
47. Does her/his friend accept the invitation? What does he/she say?
48. What other expressions can you use to invite your friend?

49. What other expressions can you use to accept your friend invitation?

50. What other expressions can you use to refuse your friend invitation?

## Task 2

Your teacher will pronounce some words taken from the text you have read.

Listen and repeat.

Meeting /' mi: .tɪ ŋ/	Mind /maɪ nd/	Somewhere /' sʌ m.weə r/
Reunion /, ri: ' ju: .ni.ən/	Prepare /prɪ ' peə r /	Meet /mi: t/
Organization /, ɔ : .g ə n. ə ɪ ' zeɪ .ʃ ə n/	Early /' ɜ : .li/	Sound /saʊ nd/

You have more words to learn to use the language functions in different situations. Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress)

Nouns:

Office /' ɒ f.ɪ s/	Letter /' let.ə r/	Information /, ɪ n.fə' meɪ .ʃ ə n/
Note /nəʊ t/	Consumption /kən' sʌ m p .ʃ ə n/	Pen /pen/
Snack /snæk/	Money /' mʌ n.i/	Room /ru: m/

Verbs

Invite /ɪ n' vaɪ t/	Cancel /' kæn t .s ə l/	Visit /' vɪ z.ɪ t/
Attend /ə' tend/	Delay /dɪ ' lei /	Come /kʌ m/
Record /rɪ ' kɔ : d/	Ask /ɑ : sk/	Busy /' bɪ z.i/

**Task 3**

Your teacher will pronounce the following expressions. Listen and repeat.

Expressions of inviting	
Formal	Informal
Would you like to...?	Why don't you come to...
I would very happy if...?	Like to come to ...
We would be delighted if you...?	Come and ...
Would you care to..?	Shall we come to ...
We would be pleased if you could...?	You must come to ...
Would you care to...?	
Expressions of accepting the invitation	
Formal	Informal
That's very kind of you	I would/will ...
We'd like very much to....	That would be very nice
What a delightful idea	OK,I will be there !
With the greatest pleasure	I'd like love to come.
Thank you very much for inviting me	All right.
It's delightful to....	Sure, I am coming
Expressions of refusing the invitation	
Formal	Informal
I'm very sorry, I don't	Sorry, I can't.
Think I can.	I'd love to, but ...
I'd like to, but ....	I don't think I can.
I'm afraid I've	In wish I could, but ...
Already promised....	Sorry, may be next time
Thank you for asking me, but ....	Thank you, but I can't
Unfortunately , I can't....	

	Sorry, I don't think I
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#### Task 4

1. Completing a dialogue orally related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities.

*In pairs, complete the following dialogue orally with suitable expressions in the box.*

I'm sorry I can't.  
Would you like to join us?  
Yes, certainly I will come  
Will you come to see the dancing contest with  
me Nina?

Below is the conversation among Heru, Fida, and Anita. They are discussing to go to see the Basketball match.

- Heru : Hi guys, have you heard the news? There will be a basketball match at 14.00 at the school hall
- Fida : Really? What is the prize for the winner?
- Heru : The winner will get two hundreds thousands rupiahs.
- Anita : wow, interesting.
- Heru : Well, yeah. 1) .....
- Fida : 2)..... I have nothing to do at that time.
- Heru : What about you Anita? 3).....?
- Anita : 4) ..... I have to accompany my mother to go to the supermarket.
- Heru : No problem

#### Task 5

Do 'Filling the schedule activity'.

*Make a group of three. Each group will get one invitation cards and two today's schedule cards. Give one card to each member of the group. The*

*one who get the invitation card have to invite his/her partners to go to see the event in the extracurricular activity. His/her partners have to respond the invitation based on the today's schedule cards.*

Invitation Card 1 Invite your partners to	Today's Schedule Card 1 Free at 16.00	Today's Schedule Card 1 You want to fix your computer at
Invitation Card 2 Invite your partners to watch the band	Today's Schedule Card 2 Free at 19.00	Today's Schedule Card 2 You have to do your homework at
Invitation Card 3 Invite your partners to	Today's Schedule Card 3 Free at 15.00	Today's Schedule Card 3 You want to go swimming at 15.00
Invitation Card 4 Invite your partners to see a speech contest at 14.00 at	Today's Schedule Card 4 Free at 14.00	Today's Schedule Card 4 You have to accompany your sister to go shopping.
Invitation Card 5 Invite your partners to watch drama performance	Today's Schedule Card 5 Free at 18..30	Today's Schedule Card 5 You will visit your grandparents' house at
Invitation Card 6 Invite your partners to watch the basketball match	Today's Schedule Card 6 Free at 15.30	Today's Schedule Card 6 You have help your mother to clean the house

Notes: The cards are cut down into pieces.

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**CYCLE**

1. First : At Class

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to the class with correct stress ( e .g table, chair, book, pen, eraser, etc )  - Students are able to utter expressions	Language Function: Asking for, giving and refusing good/services in the class.  Input:  A short dialogue of asking for, giving, and refusing goods/services	Key Vocabulary:  Noun: chair, table, pen, book, white board, black board, board marker, ruler, etc. Verb: take, help, could, would, use, sit, ask, clean, want, agree. Adjective : bored, full,	Media:  Video of conversations, card of situation, handout  Sources :  -Function in	Warming up  <b>D. Presentation</b> 1. Teacher shows the slide and video about asking for, giving, and refusing	Exchanging goods/services in the class based on cards of situation in pairs provided by cards of situation.

<p>of asking for, giving, and refusing goods/services in the class with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of asking for, giving and refusing good/services in the class with correct grammar.</p> <p>-Students can use the expressions of asking for, giving and refusing goods/services in class through pair work activities with intelligible pronunciation and grammar.</p>	<p>in the class.</p> <p>Expressions :</p> <p>Rudi : Ton, may I borrow your pencil? I lost mine. Tono : Sure, mine is on my table. Rudi : OK, I'll take it. Thanks Tono : Your pencil is blunt, can I borrow your sharpener? Rudi : Certainly, here you are. Tono : Thanks. Rud, can you lend me your English book? Rudi : Sorry, I'm using it right now. Tono : Well, it's OK</p> <p>Situation:</p> <p>Laila is at school. She left her English book at home. She calls her brother and asks him to take it.</p>	<p>happy, bad, cool, simple, etc.</p> <p>Key grammar:</p> <p>-Simple Present tense: -S + to be (is ,am, are) + O+ Adv - S+V1+Adv This pen is mine. He borrows my pen.</p> <p>-Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the –ing form. To agree with the request negative is needed. e. g. Would you mind borrowing your book? No, not at all.</p>	<p>English</p> <p>-Oxford Advanced learner's dictionary</p> <p>-keep talking</p>	<p>goods/services</p> <p>2.Teacher asks students to share some words related to the topic.</p> <p>3.Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4.Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>E. Practice</b></p> <p>1.Students are asked to practice the</p>	
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	<p>Laila's brother : Hello, who's there?</p> <p>Laila : Hi, it's me, Laila. Can you help me?</p> <p>Laila's brother: Sure. What can i do for you?</p> <p>Laila : Would you take my English book to school for me, please?</p> <p>Laila's brother: Okay, which one is it?</p> <p>Laila : It's the green one. There is a sunflower picture on it.</p> <p>Laila's brother: Where did you leave it?</p> <p>Laila : I left it on the red couch.</p> <p>Laila's brother : All right. Is there something</p>			<p>dialogue with a partner.</p> <p>2.Student discusses the questions.</p> <p>3.Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4.Some pairs of students read the dialogue aloud.</p> <p>5.Students are asked voluntarily and orally tell the correct answer.</p> <p><b>F. Production</b></p> <p>1.Students are asked</p>	
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	<p>else?</p> <p>Laila's : No, thank you. See you later.</p> <p>Laila's brother: See you.</p>			<p>to make a dialogue based on the provided situation.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing :</p> <p>Summarizing, giving the further guidance and reflecting</p>	
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**CYCLE**

2. First : at Restaurant

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to the restaurant with correct stress ( e .g table, chair, menu, noodle, burger, order, waiter, etc )  - Students are able to utter expressions of asking for, giving, and	Language Function: Asking for, giving and refusing good/services in the restaurant.  Input:  A short dialogue of asking for, giving, and refusing goods/services in the restaurant.	Key Vocabulary:  Noun: chair, table, fried rice, noodle, rice, bread, coffee, cheese, cake, ice cream, ice tea, waiter, water, menu, etc.  Verb: take, help, could, would, order, sit, ask, clean, want, offer, serve, fry, eat, drink, walk, sweep, etc.  Adjective: bored, full,	Media:  Video of conversations, menu, card of situation, , an order book, handout  Sources :  -Function in English	Warming up  <b>G. Presentation</b>  1. Teacher shows the slide and video about asking for, giving, and refusing goods/services	Exchanging goods/services in the restaurant based on cards of situation, menu and order book in pairs provided by cards of situation.

<p>refusing goods/services in the restaurant with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of asking for, giving and refusing good/services in the restaurant with correct grammar.</p> <p>-Students can use the expressions of asking for, giving and refusing goods/services in the restaurant through pair work activities with intelligible pronunciation and grammar.</p>	<p>Expressions :  <i>Waiter:</i> Hello, Can I help you?  <i>Kim:</i> Yes, I'd like to have some lunch.  <i>Waiter:</i> Would you like a starter?  <i>Kim:</i> Yes, I'd like a bowl of chicken soup, please.  <i>Waiter:</i> And what would you like for a main course?  <i>Kim:</i> I'd like a grilled cheese sandwich.  <i>Waiter:</i> Would you like anything to drink?  <i>Kim:</i> Yes, I'd like a glass of Coke, please.  <i>Waiter...</i> After Kim has her lunch.: Can I bring you anything else?  <i>Kim:</i> No thank you. Just the bill.  <i>Waiter:</i> Certainly.</p>	<p>hungry, thirsty, bad, cool, simple, spicy, etc.</p> <p>Key grammar:</p> <p>-Simple Present tense:  -S + to be (is ,am, are) + O+ Adv  - S+V1+Adv  This coffee is mine.  He eats my noodle.</p> <p>-Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the –ing form. To agree with the request negative is needed.  e. g. Would you mind passing that sugar,please?  No, not at all.</p>	<p>-Oxford Advanced learner's dictionary</p> <p>-keep talking</p>	<p>2.Teacher asks students to share some words related to the topic.</p> <p>3.Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4.Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>H. Practice</b></p> <p>1.Students are asked to practice the dialogue with a partner.</p>	
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	<p><i>Kim:</i> I don't have my glasses. How much is the lunch?</p> <p><i>Waiter:</i> That's \$6.75.</p> <p><i>Kim:</i> Here you are. Thank you very much.</p> <p><i>Waiter:</i> You're welcome. Have a good day.</p> <p><i>Kim:</i> Thank you, the same to you.</p>			<p>2. Student discusses the questions.</p> <p>3. Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4. Some pairs of students read the dialogue aloud.</p> <p>5. Students are asked voluntarily and orally tell the correct answer.</p> <p><b>I. Production</b></p> <p>1. Students are asked to work in pairs to do</p>	
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				<p>matching activity containing of expressions of asking for goods/services and the responses between a waiter/waitress and a customer.</p> <p>2. Students are asked to exchange goods/services in restaurant.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing : Summarizing, giving the further guidance and reflecting</p>	
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**CYCLE**

3. First : at Home

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to the home with correct stress ( e .g table, chair, menu, noodle, burger, order, waiter, etc )  - Students are able to utter expressions of asking for,	Language Function: Asking for, giving and refusing good/services in the home.  Input:  A short dialogue of asking for, giving, and refusing goods/services in the home.	Key Vocabulary:  Noun: chair, table, window, door, refrigerator, rubbish clothes, room, bed, kitchen, etc.  Verb: take, help, could, would, knock, open, clean, make, wash, iron, cut, close, take, pick up, sweep, tidy up, sit, ask, clean, want, offer,	Media:  Video of conversations, card of situation, picture of activities, handout  Sources :  -Function in English	Warming up  <b>J. Presentation</b>  1. Teacher shows the slide and video about asking for, giving, and refusing goods/services.	Exchanging goods/services in the home based on cards of situation, picture of activities in pairs provided by cards of situation.

<p>giving, and refusing goods/services in the home with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of asking for, giving and refusing good/services in the home with correct grammar.</p> <p>-Students can use the expressions of asking for, giving and refusing goods/services in the home through pair work activities with intelligible pronunciation and grammar.</p>	<p>Expressions :</p> <p>Andi : Hi, Jess.</p> <p>Jessica :Hi, Andi.</p> <p>Andi : what are you doing?</p> <p>Jessica :Well. I'm planting a rose now. Can you help me get the flower pot over here, please?</p> <p>Andi : Yes, of course.Here you are.</p> <p>Jessica : Thank you, Andi.</p> <p>Andi : You're welcome. These flowers are beautiful. Are they all yours?</p> <p>Jessica :Yes. My mother bought them for me.</p> <p>Andi : oh, I see. By the way, would you like me to water the flowers?</p> <p>Jessica :No, thanks. You don't have to.</p> <p>Father: Darrel can you do me a favor, please?</p> <p>Darrel: Of course, what can I do for you?</p> <p>Father: Could you buy some medicine for me?</p>	<p>serve, eat, drink, walk, etc.</p> <p>Adjective: sick, tired, bored, full, sleepy, bad, cool, simple, etc.</p> <p>Key grammar:</p> <p>-Simple Present tense: -S + to be (is ,am, are) + O+ Adv - S+V1+Adv This coffee is mine. My mother washes my clothes.</p> <p>-Can you, could you, will you, would you are all followed by base form of the verb. Would you mind is followed by the –ing form. To agree with the request negative is needed. e. g. Would you mind washing my shoes, please? No, not at all.</p>	<p>-Elementary communication games.</p> <p>-Oxford Advanced learner's dictionary</p> <p>-keep talking</p>	<p>2.Teacher asks students to share some words related to the topic.</p> <p>3.Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4.Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>K. Practice</b></p> <p>1.Students are asked to practice the dialogue with a</p>	
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	<p>I'm not feeling well.          Darrel : I think you've got caught cold. Don't worry. I'll buy you some medicine.</p>			<p>partner.</p> <p>2.Student discusses the questions.</p> <p>3.Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4.Some pairs of students read the dialogue aloud.</p> <p>5.Students are asked voluntarily and orally tell the correct answer.</p> <p><b>L. Production</b></p> <p>1.Students are asked</p>	
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				<p>to work in pairs to do matching activity containing of expressions of asking for goods/services and the responses between a family members.</p> <p>2. Students are asked to exchange goods/services in home.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing : Summarizing, giving the further guidance and reflecting</p>	
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**CYCLE**

2. First meeting: Birthday Party

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to formal occasions ( e .g birthday party, graduation day, etc )  - Students are able to utter expressions of inviting, accepting, rejecting	Language Function:  inviting, accepting, rejecting an invitation to formal occasion  Input:  A short dialogue of inviting, accepting, rejecting an invitation to formal occasion.	Key Vocabulary:  Noun: barbecue, party, great, house, finish, pick up, alright, enjoy, let.  Verb: invite, engage, congratulate, come, wish, hope, pick up.	Media:  Pictures, flashcards, handout.  Sources :  -Function in English  -Oxford	Warming up  <b>M. Presentation</b>  1. Teacher shows the slide and video about inviting, accepting, rejecting an invitation to formal	a. Giving the respond orally to the invitations.  b. Inviting, accepting, rejecting to a party in a group provided by flashcards

<p>an invitation to formal occasion with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of inviting, accepting, rejecting an invitation to formal occasion with correct grammar.</p> <p>-Students can use the expressions of inviting, accepting, rejecting an invitation to formal occasion through pair/group work activities with intelligible pronunciation and grammar.</p>	<p>Expressions :</p> <p>Radit: Did you hear the news? Andi is having a party.</p> <p>Jane: Really? When?</p> <p>Radit: On Wednesday. It's a barbecue party.</p> <p>Jane: Cool! That sounds like fun.</p> <p>Radit: Do you want to go with me?</p> <p>Jane: But I don't know Andi.</p> <p>Radit: No problem. He said I could bring a friend.</p> <p>Jane: well, OK. I'd love to go. What time is the party?</p> <p>Radit: It starts at 3.00.</p> <p>Why don't we meet at</p>	<p>Adjective: happy, excellent, great, nice, beautiful.</p> <p>Key grammar:</p> <p><i>-Do you want, would you like, how would you like</i> are followed by to infinitive.</p> <p><i>-Can/could you, will/would you</i> are followed by infinitive form of verb.</p> <p><i>-Woud you be interested in</i> is followed by V-ing.</p>	<p>Advanced learner's dictionary</p> <p>-keep talking</p> <p>-World Link (Developing English Fluency) 2</p>	<p>occasion</p> <p>2.Teacher asks students to share some words related to the topic.</p> <p>3.Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4.Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>N. Practice</b></p> <p>1.Students are asked to practice the</p>	
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	<p>my house at 2.30.?</p> <p>Jane: Sounds great.</p> <p>Text 2</p> <p>Situation: <i>Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.</i></p> <p>Sheila : Heloo, this is Sheila. May I speak to Afif?</p> <p>Afif : This is Afif speaking.</p> <p>Sheila : Oh, hi Afif. I wonder if you'd like to come to my house right now. We're having a great party.</p> <p>Afif : I don't think I can. I'm doing my homework. My</p>			<p>dialogue with a partner.</p> <p>2.Student discusses the questions.</p> <p>3.Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4.Some pairs of students read the dialogue aloud.</p> <p>5.Students are asked voluntarily and orally tell the correct answer.</p> <p><b>O. Production</b></p> <p>1.Students are asked</p>	
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	<p>parents won't let me out before I finish my homework.</p> <p>Sheila : That's alright. How about tomorrow? There will be a Indah's birthday party. Would you like to go to her party with me?</p> <p>Afif : Yes, I'd like too very much. When will you pick me up?</p> <p>Sheila : I'll pick you at 7.00. Be ready, OK!</p> <p>Afif : Alright. I hope you enjoy your party. Bye.</p> <p>Sheila : Bye.</p>			<p>to make a dialogue based on the provided flashcards.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing :</p> <p>Summarizing, giving the further guidance and reflecting</p>	
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**CYCLE**

3. Second meeting: Watching movie

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to informal occasions ( e .g watching movie, doing a homework, lunch, go to cinema, having an discussion, etc ) - Students are able	Language Function: inviting, accepting, rejecting an invitation to informal occasion Input: A short dialogue of inviting, accepting, rejecting an invitation to informal occasion.	Key Vocabulary: Noun: movie, action, dinner, restaurant, vampire, cake, invitation card, prize, ring, gown. Verb: invite, come, queue, book, pay, promise, check,	Media: Pictures, flashcards, handout. Sources : -Function in English -Oxford	Warming up <b>P. Presentation</b> 1. Teacher shows the slide and video about inviting, accepting, rejecting an invitation to informal	f. Arrange the words orally into good expressions of inviting, accepting, and rejecting an invitation. g. Match the questions with the

<p>to utter expressions of inviting, accepting, rejecting an invitation to informal occasion with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of inviting, accepting, rejecting an invitation to informal occasion with correct grammar.</p> <p>-Students can use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.</p>	<p>Expressions :</p> <p>Linda : Anna, are you doing anything tonight?</p> <p>Anna : Not really.</p> <p>Why?</p> <p>Linda : i'm going to a movie tonight. I wonder if you want to come with me.</p> <p>Anna : What kind of movie is it?</p> <p>Linda : it's an action movie.</p> <p>Anna : no, thanks. I'm not really into action movie.</p> <p>Linda : What about having dinner?. My mother is going to go to Jakarta with my father tonight. I cannot cook.</p>	<p>attend.</p> <p>Adjective: happy, excellent, great, nice, beautiful.</p> <p>Key grammar:</p> <p><i>-Do you want, would you like, how would you like</i> are followed by to infinitive.</p> <p><i>-Can/could you, will/would you</i> are followed by infinitive form of verb.</p> <p><i>-Woud you be interested in</i> is followed by V-ing.</p>	<p>Advanced learner's dictionary</p> <p>-keep talking</p> <p>-World Link (Developing English Fluency) 2</p>	<p>occasion</p> <p>2.Teacher asks students to share some words related to the topic.</p> <p>3.Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4.Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>Q. Practice</b></p> <p>1.Students are asked to practice the</p>	<p>reply orally.</p> <p>h. Inviting, accepting, rejecting to a party in a group provided by flashcards.</p>
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	<p>Anna : Oh, sure. Where?</p> <p>Linda : I heard Roka restaurant is excellent. Do you want to go there?</p> <p>Anna : sounds good.</p> <p>Linda : Okay. I'll pick you up at your house at seven.</p> <p>Anna : Okay. See you then.</p> <p>Text 2</p> <p>Rudi : I was wondering if you'd like to go out to watch a new movie on Thursday.</p> <p>Winda : I cannot go out on Thursday. I'm busy.</p> <p>Rudi : Are you busy on Friday?</p> <p>Winda : Yes, I am busy on</p>			<p>dialogue with a partner.</p> <p>2.Student discusses the questions.</p> <p>3.Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4.Some pairs of students read the dialogue aloud.</p> <p>5.Students are asked voluntarily and orally tell the correct answer.</p> <p><b>R. Production</b></p> <p>1.Students are asked</p>	
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	<p>Friday.</p> <p>Rudi : That's too bad.</p> <p>Are you busy next week?</p> <p>Winda : Yes, I am, but I'll be free next Wednesday.</p> <p>Rudi : Perhaps, you'll be interested in going out to watch the movie in cinema.</p> <p>Winda : That sounds lovely.</p> <p>Rudi : Great. We'll have a watching movie together next Wednesday.</p>			<p>to make a dialogue based on the provided flashcards.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing :</p> <p>Summarizing, giving the further guidance and reflecting</p>	
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**EFFORTS TO IMPROVE STUDENTS' SPEAKING SKILLS  
THROUGH COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION RESEARCH AT GRADE VIII OF SMP N 8 YOGYAKARTA  
IN THE ACADEMIC YEAR 2013/2014**

**STANDARD COMPETENCE**

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life contexts.

**BASIC COMPETENCE**

3.1 Expressing meaning in simple transactional ( to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately ,fluently, and acceptable to interact in daily life contexts with the use of language functions such as **inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting and congratulating.**

**CYCLE**

4. Second meeting: Watching movie

INDICATORS	LEARNING MATERIALS			TEACHING ACTIVITIES	COMMUNICATIVE ACTIVITIES
	LANGUAGE FUNCTIONS AND EXPRESSIONS	KEY VOCABULARY AND KEY GRAMMAR	MEDIA AND SOURCES		
- Students are able to pronounce words related to informal occasions ( e .g student's meeting, regular meeting, extracurricular event, having an discussion, etc - Students are able to utter expressions	Language Function:  inviting, accepting, rejecting an invitation to informal occasion  Input:  A short dialogue of inviting, accepting, rejecting an invitation to informal occasion.	Key Vocabulary:  Noun: meeting, reunion, organization, mind, prepare, early, somewhere, meet, sound.  Verb: invite, attend, record, cancel, delay, ask, visit,	Media:  Pictures, flashcards, handout.  Sources :  -Function in English  -Oxford	Warming up  <b>S. Presentation</b>  1. Teacher shows the slide and video about inviting, accepting, rejecting an invitation to informal	i. Completing a dialogue orally related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular

<p>of inviting, accepting, rejecting an invitation to informal occasion with correct stress, rhythm and intonation.</p> <p>- Students are able to use the pattern of inviting, accepting, rejecting an invitation to informal occasion with correct grammar.</p> <p>-Students can use the expressions of inviting, accepting, rejecting an invitation to informal occasion through pair/group work activities with intelligible pronunciation and grammar.</p>	<p>Expressions :</p> <p><b>Bob</b> : Alice, what are you doing Sunday afternoon?</p> <p><b>Alice</b> : Not much, what did you have in mind?</p> <p><b>Bob</b> : There is a meeting for preparing the reunion day in our organization. Would you like to go?</p> <p><b>Alice</b> : Sure, sounds like fun. What time and where do we meet?</p> <p><b>Bob</b> : The meeting starts at 9:00, but we have to go earlier. How about 8:30?</p> <p><b>Alice</b> : OK, should I meet you somewhere there?</p> <p><b>Bob</b> : Why don't I pick you up at your</p>	<p>come, busy.</p> <p>Adjective: happy, excellent, great, nice, beautiful.</p> <p>Key grammar:</p> <p><i>-Do you want, would you like, how would you like</i> are followed by to infinitive.</p> <p><i>-Can/could you, will/would you</i> are followed by infinitive form of verb.</p> <p><i>-Woud you be interested in</i> is followed by V-ing.</p>	<p>Advanced learner's dictionary</p> <p>-keep talking</p> <p>-World Link (Developing English Fluency) 2</p>	<p>occasion</p> <p>2. Teacher asks students to share some words related to the topic.</p> <p>3. Teacher provides ask and answer section related to the words and look for the meaning of each word.</p> <p>4. Teacher asks students to see the provided dialogues (Task 1)</p> <p><b>T. Practice</b></p> <p>1. Students are asked to practice the</p>	<p>activities.</p> <p>j. Inviting, accepting, rejecting to a party in a group provided by flashcards.</p>
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	<p>house?</p> <p><b>Alice</b> : Sounds good, see you then.</p>			<p>dialogue with a partner.</p> <p>2.Student discusses the questions.</p> <p>3.Students are asked to practice pronouncing the words on the handout related to the topic.</p> <p>4.Some pairs of students read the dialogue aloud.</p> <p>5.Students are asked voluntarily and orally tell the correct answer.</p> <p><b>U. Production</b></p> <p>1.Students are asked</p>	
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				<p>to make a dialogue based on the provided flashcards.</p> <p>2.Students perform the dialogue in front of the class in pairs.</p> <p>3.Teacher gives feedback.</p> <p>Closing :</p> <p>Summarizing, giving the further guidance and reflecting</p>	
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# RUBRIC

**Rubric**

No.	Aspect	Score		Description
<b>1.</b>	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good	<ul style="list-style-type: none"> <li>• Grammar: Employees consistent and accurate use of structures; .may contain a few minor errors that don't interfere with the communication.</li> <li>• Vocabulary: is varied and accurate.</li> <li>• Pronunciation: is mostly correct with only minor flaws.</li> </ul>
		4	Good	<ul style="list-style-type: none"> <li>• Grammar: generally uses correct structures with some errors.</li> <li>• Vocabulary: is appropriate.</li> <li>• Pronunciation: influenced by first language.</li> </ul>
		3	Enough	<ul style="list-style-type: none"> <li>• Grammar: demonstrates an inconsistent use of correct structures.</li> <li>• Vocabulary: is simple with some inappropriate use.</li> <li>• Pronunciation: shows strong influence from first language.</li> </ul>
		2	Poor	<ul style="list-style-type: none"> <li>• Grammar: shows many errors in use of structure.</li> <li>• Vocabulary: is limited or incorrect.</li> <li>• Pronunciation: is dominated by first language.</li> </ul>
		1	Very poor	<ul style="list-style-type: none"> <li>• Grammar: has no apparent understanding of structures.</li> <li>• Vocabulary: is very poor or inaccurate for topic; first language words may be used; speaker may create a target language form from first language.</li> </ul>



				<ul style="list-style-type: none"> <li>Pronunciation: interferes with comprehension.</li> </ul>
2.	Fluency (speaking at the normal speed, without hesitation and too many stops and pauses)	5	Very good	<ul style="list-style-type: none"> <li>Has no unnatural pauses; sounds like natural speech.</li> </ul>
		4	Good	<ul style="list-style-type: none"> <li>Fairly smooth with a few unnatural pauses; slight choppiness and/or occasional error in information.</li> </ul>
		3	Enough	<ul style="list-style-type: none"> <li>Occasionally halting and fragmentary with some unnatural pauses, choppiness, or inappropriate intonation.</li> </ul>
		2	Poor	<ul style="list-style-type: none"> <li>Very halting and fragmentary with many unnatural pauses; speech sounds mechanical.</li> </ul>
		1	Very poor	<ul style="list-style-type: none"> <li>Very halting and fragmentary with excessive unnatural pauses.</li> </ul>
3.	Content	5	Very good	<ul style="list-style-type: none"> <li>The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation. Comprehensible in its entirety with a few minor flaws.</li> </ul>
		4	Good	
		3	Enough	<ul style="list-style-type: none"> <li>The organization of the content is congruent; transitions are evident. Generally comprehensible.</li> </ul>
		2	Poor	
		1	Very poor	<ul style="list-style-type: none"> <li>The content lacks organization; transitions are abrupt and distracting. Somewhat comprehensible.</li> <li>Difficult to understand.</li> <li>Incomprehensible</li> </ul>

# QUESTIONNAIRE

## QUESTIONNAIRE

Instrument Penelitian “*Efforts to Improve the Speaking Learning Process Of Conversation for Student of Grade Viii at SMP N 8 Yogyakarta in the Academic Year 2013/2014 through Communicative Activities*”

### A. Identitas Diri

Nama :

### B. Petunjuk Pengisian

Jawablah pertanyaan berikut sesuai dengan keadaan yang sesungguhnya !

1. Menurut Anda, apakah kegiatan *Communicative Activities* yang telah dilakukan menarik?

Jawaban:.....

2. Apa yang membuat kegiatan *Communicative Activities* menarik?

Jawaban:.....

3. Menurut Anda, apakah kegiatan *Communicative Activities* membuat Anda lebih termotivasi untuk belajar Bahasa Inggris?

Jawaban:.....

4. Menurut Anda, apakah kegiatan *Communicative Activities* membuat kepercayaan diri Anda meningkat?

Jawaban:.....

5. Menurut Anda, apakah kegiatan *Communicative Activities* dapat meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?

Jawaban:.....

6. Menurut Anda, apakah kegiatan *Communicative Activities* sulit?

Jawaban:.....

7. Apakah yang membuat kegiatan *Communicative Activities* sulit bagi Anda?

Jawaban:.....

8. Menurut Anda, apakah kegiatan *Communicative Activities* bisa membantu Anda untuk berkomunikasi secara sederhana dalam Bahasa Inggris dengan teman atau guru?

Jawaban:.....

9. Menurut Anda, apakah kegiatan *Communicative Activities* dapat membantu Anda untuk bekerjasama dalam sebuah kelompok?

Jawaban:.....

10. Menurut Anda, apakah kegiatan *Communicative Activities* dapat membantu Anda lebih aktif di dalam kelas?

Jawaban:.....

11. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *Communicative Activities* lebih mudah dimengerti?

Jawaban:.....

12. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

Jawaban:.....

13. Menurut Anda, apakah *Classroom English* yang digunakan peneliti di kelas efektif untuk meningkatkan kemampuan berbicara Bahasa Inggris Anda?

Jawaban:.....

14. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?

Jawaban:.....

15. Teknik apa yang pernah digunakan guru Bahasa Inggris Anda?

Jawaban:.....

# **ANALYSIS OF QUESTIONNAIRE**

### ANALYSIS OF QUESTIONNAIRE

Instrument Penelitian “*Efforts to Improve the Speaking Learning Process Of Conversation for Student of Grade Viii at SMP N 8 Yogyakarta in the Academic Year 2013/2014 through Communicative Activities*”

1. Menurut Anda, apakah kegiatan *Communicative Activities* yang telah dilakukan menarik?

Yes	Not Sure	No	Abstain
100 %	0	0	0

2. Apa yang membuat kegiatan *Communicative Activities* menarik?

Yes	Not Sure	No	Abstain

3. Menurut Anda, apakah kegiatan *Communicative Activities* membuat Anda lebih termotivasi untuk belajar Bahasa Inggris?

Yes	Not Sure	No	Abstain
100 %	0%	0%	0%

4. Menurut Anda, apakah kegiatan *Communicative Activities* membuat kepercayaan diri Anda meningkat?

Yes	Not Sure	No	Abstain
93,33 %	0%	6,67 %	0%

5. Menurut Anda, apakah kegiatan *Communicative Activities* dapat meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?

Yes	Not Sure	No	Abstain
100%	0%	0%	0%

6. Menurut Anda, apakah kegiatan *Communicative Activities* sulit?

Yes	Not Sure	No	Abstain
10%	0%	90%	0%

7. Apakah yang membuat kegiatan *Communicative Activities* sulit bagi Anda?

Yes	Not Sure	No	Abstain

8. Menurut Anda, apakah kegiatan *Communicative Activities* bisa membantu Anda untuk berkomunikasi secara sederhana dalam Bahasa Inggris dengan teman atau guru?

Yes	Not Sure	No	Abstain
100%	0%	0%	0%

9. Menurut Anda, apakah kegiatan *Communicative Activities* dapat membantu Anda untuk bekerjasama dalam sebuah kelompok?

Yes	Not Sure	No	Abstain
100%	0%	0%	0%

10. Menurut Anda, apakah kegiatan *Communicative Activities* dapat membantu Anda lebih aktif di dalam kelas?

Yes	Not Sure	No	Abstain
86,67%	13,33%	0%	0%

11. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *Communicative Activities* lebih mudah dimengerti?

Yes	Not Sure	No	Abstain
93,33%	0%	6,67%	0%

12. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

Yes	Not Sure	No	Abstain
90%	0%	10%	0%

13. Menurut Anda, apakah *Classroom English* yang digunakan peneliti di kelas efektif untuk meningkatkan kemampuan berbicara Bahasa Inggris Anda?

Yes	Not Sure	No	Abstain
93,33%	6,67%	0%	0%

14. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?

Yes	Not Sure	No	Abstain
66,67%	6,67%	23,33%	3,33%

15. Teknik apa yang pernah digunakan guru Bahasa Inggris Anda?

Yes	Not Sure	No	Abstain



# BLUEPRINT

Blueprint of Classroom Observation Guide

NO	ASPECTS	PURPOSES	INDICATORS	REFERENCES
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1	The Students	To find some information related to the students' behaviors	<ul style="list-style-type: none"> <li>-The students' attention to the teachers' explanation</li> <li>-The students' attitudes during the meeting</li> <li>-The students' responses to the teachers' question</li> <li>-The students' grammatical errors during the meeting</li> </ul>	Tuckman (1988:34)
2	The Teacher	To find some information related to the teachers' techniques	<ul style="list-style-type: none"> <li>-The teachers' technique in presenting materials</li> <li>-The teachers' volume of voice</li> <li>-The teachers' interaction with students</li> <li>-The teachers' English classroom expressions</li> </ul>	Henning <i>et al</i> (2009: 65)
3	The Media	To find some information related to the media	<ul style="list-style-type: none"> <li>-The students' interest in using media</li> <li>-The media using in teaching and learning process</li> </ul>	Spratt <i>et al</i> (2005:121)
4	The Classroom Management	To find some information to the classroom management	<ul style="list-style-type: none"> <li>-The class formation</li> <li>-The time management</li> </ul>	Spratt <i>et al</i> (2005:145)
5	Speaking Skills	To find some information related to the students' speaking skills	<ul style="list-style-type: none"> <li>-The students' ability in pronouncing words</li> <li>-The students' fluency in English Speaking</li> <li>-The students' accuracy in English Speaking</li> <li>-The students' ability to understand and respond conversations in English</li> <li>-The students' ability to</li> </ul>	Pinter (2009:55)

			imitate the expressions and body language in English	
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**The Blueprint of the English Teaching- Learning Questionnaires for Students after  
the Implementation of the Actions**

<b>Aspect</b>	<b>Content</b>	<b>Theories</b>	<b>Purpose</b>
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The technique used in the classroom (TPR)	-The introduction of new words and commands -Responding to new commands -Giving commands -Reading and Writing	Linse (2005:30) Ricards and Rodgers (2001:75)	To find out the Students' responses toward the technique used during the English teaching and learning process
The Theme	The theme introduced during the teaching and learning process including <i>Parts of body, Around the school, Stationery, Things we wear, Doing sport</i>	Scott and Ytreberg (2004:86-87)	To find out the students' responses toward the theme
The activities	The activities implemented during the teaching and learning process including playing games, singing songs and dancing and actively moving about	Scott and Ytreberg (2004:5-7) Brewster and Ellis (2004)	To find out the students' responses toward the activities
The media	The media used during the teaching and learning process including pictures, poster, map and paper dolls	Scott and Yteberg (2004: 108)	To find out the students' responses toward the media
Classroom management	The strategies used in managing the classroom during the teaching and learning process including implementing routine and pattern, praising, grouping the students and teacher's voices and tone	Scott and Ytreberg (2004:5-7) Brewster (2004: 219 - 222) Scott and Yteberg (2004:11) Linse (2005:2)	To find out the students' responses toward the classroom management
Classroom English	The use of English language during the teaching and learning process	Paul (2003)	To find out the students' responses toward the classroom English
Lesson clarity	The clarity of the teacher's explanation during the teaching and learning process	Borich (2007:15)	To find out the students' responses toward the lesson clarity
The teacher	The teacher's attitude during the teaching and learning process	Paul (2003:139-146) Linse (2005:2)	To find out the students' responses toward the teacher's attitude

# FIELD NOTE

## The fields' problems found during the teaching and learning process

NO	PROBLEMS FOUND	INDICATORS
1	The student had low motivation to learn and speak English.	1.Some students did not answer the questions from the teacher. 2.Some students did not do the tasks that were given by the teacher.
2	The students had difficulty in following	1.Teacher explain the materials more

	the lesson.	than once. 2.Students gave wrong answer when the teacher asked the questions.
3	The students were shy and afraid to speak English.	1.Some students kept silent when being asked by the teacher. 2.When the researcher asked the students why they kept silent in the speaking teaching learning process, they said that they were shy and afraid of making mistakes.
4	The students vocabulary mastery was still low.	1.The students asked the teacher to translate some English words. 2.Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5	Some students tended to be noisy in the teaching and learning process	Some students chatted with their friends during the teaching and learning process.
6	Some students were not familiar with the classroom English in the English teaching and learning process.	1.The students asked the teacher to translate some Classroom English that was used by the teacher. 2.The students asked the teacher to use Bahasa.
7	The English teaching and learning activities were monotonous.	The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or “LKS” and other stuff.

# INTERVIEW TRANSCRIPT

## INTERVIEW

### Transcript 1

- |  |
|--|
| <p>1. R: Kalau tujuan pembelajarannya disampaikan terlebih dahulu apakah bisa membantumu dalam memahami pelajaran?</p> <p>S1: Sangat membantu mister.</p> <p>S2: Membantu sir, jadi kita gak bingung.</p> <p>S3: Membantu banget mister, jadi langsung tau apa yang akan dipelajari dan ngapain aja.</p> |
|--|

### Transcript 2

2. R: Kalau menggunakan bahasa Inggris selama pelajaran, kamu paham gak?

S1: Dikit-dikit paham sir.

S4: Paham asal pelan-pelan dan bahasa Inggrisnya gak sulit.

S5: Diselingi bahasa Indonesia aja sir, biar gak pusing, hehe.

### Transcript 3

3. R: Materinya susah atau mudah?

S1: Mudah kog sir.

S2: Lumayan mudah mister.

S5: Cukup mudah sir materinya.

### Transcript 4

4. A. R: Bagaimana pelajaran bahasa Inggris hari ini?

S2: Sangat menyenangkan mister.

S3: Gak bosanin sir dan gak kerasa dah habis jamnya.

S6: Lumayan ga boring sih sir.

B. R: Aktivitas apa yang paling menarik yang kita lakukan hari ini?

S4: Nonton minion sir...

S7: Lihat video percakapan Bule tadi sir.

S5: Pas maju kedepan praktek ngomong tadi sir.

### Transcript 5

5. A. R: Bagaimana pendapatmu tentang latihan *pronunciation* tadi?

S4: Masih malu ngomong tadi aku sir.

S6: Enak tinggal ngikutin sir'nya gitu.

S2: Ga sulit dan menyenangkan mister, jadi kita tau ucapan yang bener.

B. R : Kalau disuruh maju ngomong bahasa Inggris atau maju *perform* dialog pakai bahasa Inggris percaya diri apa gak?

S1: Sedikit PD mister..

S3: Gak PD sir, malu sama temen kalo salah.

S6: PD aja sir kan dah diajari dulu sebelumnya.

C. R: Kalau sendiri percaya diri gak?

S5: Belum sir..

S7: Dicoba dulu sir, kayaknya PD deh,

S4: Tetep PD donk sir,,



## Transcript 6

6. A. R : Apakah penggunaan media seperti gambar, rekaman dialog, cards of situation dan lain-lain dikelas dapat membuat pelajaran menjadi semakin menarik?

S3: iya sir, sangat menarik. Pelajaran jadi ga monoton gitu-gitu aja.

S2: Menarik mister, jadi kita ga nulis apa-apa dan tinggal praktek aja.

S1: Menarik sir, videonya ngasih contoh dulu buat ngomong gitu.

B. R: Apakah dapat membantumu memahami pelajaran?

S5: sangat membantu kog sir.

S7: Lebih paham pake video jadi tau contohnya mister.

S6: Lebih paham sir, lebih mudah dipahami.

## Transcript 7

7. A. R: Kalau tujuan pembelajarannya tidak dikasih tau, kamu tau nggak apa yang akan dipelajari?

S1: Ya gak tau to sir, malah bingung.

S5: Gak tau sir, kan gak dibilangin dulu.

S3: Mungkin nebak-nebak dikit kalau sambil lihat LKS untuk materi selanjutnya.

## Transcript 8

8. A. R: Gimana pelajaran hari ini?

S6: Enak sir, menyenangkan dan gak bosan.

S4: Gak bosan sir, gak kaya biasanya.

S7: Lumayan menarik sir, hehehe

B. R: Menurutmu aktivitas apa yang paling menarik hari ini?

S2: Pas nonton video bule sir.

S3: Waktu nonton minion sama praktek ma temen mister.

S5: Semua menarik, pas lihat temen maju kedepan itu menarik sir.

## Transcript 9

9. A. R: Apakah kamu bisa memahami materi yang ada di handout?

S5: Bisa kog sir, karena mudah.

S6: Lumayan sir, kalau bingung nanya temen, hehe

S7: Bisa-bisa aja sir, kan gak terlalu sulit.

B. R: Apakah kamu merasa terbantu dalam belajar bila ada handout?

S1: Sangat terbantu sir.

S2: Iya donk, jadi ga bingung, bisa baca handoutnya.

S3: Lumayan sir, biasa aja.

#### Transcript 10

10. A. R: Media yang dipakai di pertemuan hari ini membantu kamu dalam belajar apa gak?

S4: Cukup membantu mister, jadi lebih paham.

S5: Membantu sekali sir, lebih ga bosan.

S6: Sangat membantu sir, bisa lihat contoh dan lihat temen maju kedepan.

B. R: Menurutmu bagaimana penggunaan media video, card of situations dan role play dalam proses belajar mengajar?

S7: Menarik dan membantu praktek ngomong sir.

S1: Membantu kita untuk berani ngomong mister.

S2: Efektif dan jadi lebih semangat untuk ngomong bahasa Inggris sir.

# STUDENT'S SCORE

## The Results of Classroom Observation toward Students' Activities in every Indicator

Date : October 2<sup>nd</sup>, 2013  
Meeting : 1

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	–	√	–	–	–	√

3.	Student 3	√	–	–	√	√	√	√
4.	Student 4	–	–	–	–	–	–	–
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	–	–	–	–	–	√
7.	Student 7	–	–	√	–	–	–	√
8.	Student 8	–	√	–	√	–	–	√
9.	Student 9	√	–	–	√	–	–	√
10.	Student 10	√	√	–	–	–	–	√
11.	Student 11	–	–	√	√	–	–	–
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	–	√	–	–	–	–	√
14.	Student 14	–	–	–	–	–	–	√
15.	Student 15	–	√	–	–	–	–	–
16.	Student 16	√	–	√	–	–	–	√
17.	Student 17	–	–	–	√	–	–	√
18.	Student 18	√	–	–	–	–	–	√
19.	Student 19	√	√	√	√	–	–	√
20.	Student 20	–	–	–	–	–	√	–
21.	Student 21	–	√	–	–	–	–	–
22.	Student 22	√	–	–	√	–	–	–
23.	Student 23	–	–	√	–	–	√	–
24.	Student 24	–	–	–	–	–	–	√
25.	Student 25	√	–	√	–	–	–	√
26.	Student 26	–	–	–	√	–	√	√
27.	Student 27	–	–	–	–	–	–	–
28.	Student 28	–	√	√	–	–	–	√
29.	Student 29	–	–	–	–	√	–	√
30.	Student 30	√	√	√	√	√	√	√
	Total	√ = 14	√ = 11	√ = 12	√ = 12	√ = 6	√ = 8	√ = 22
	Percentage	46,67%	36,67%	40 %	40%	20%	26,67%	73,33%

Date : October 4<sup>th</sup>, 2013

Meeting : 2

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	–	√	–	–	–	√
3.	Student 3	√	√	–	√	√	√	√
4.	Student 4	–	–	–	–	–	–	–
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	–	–	–	–	–	√
7.	Student 7	√	–	√	–	–	–	√
8.	Student 8	–	√	–	√	–	–	√
9.	Student 9	√	–	–	√	–	–	√
10.	Student 10	√	√	√	–	–	–	√
11.	Student 11	–	√	√	√	–	–	–
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	–	√	–	√	–	–	√
14.	Student 14	–	–	√	√	√	–	√
15.	Student 15	√	√	–	√	√	–	√
16.	Student 16	√	–	√	√	√	–	√
17.	Student 17	–	–	√	√	√	√	√
18.	Student 18	√	–	–	–	–	√	√
19.	Student 19	√	√	√	√	–	√	√
20.	Student 20	–	–	–	–	–	√	–
21.	Student 21	–	√	–	–	–	–	–
22.	Student 22	√	–	–	√	–	–	–
23.	Student 23	–	–	√	–	–	√	–
24.	Student 24	–	–	–	–	–	–	√
25.	Student 25	√	–	√	–	–	–	√
26.	Student 26	–	–	–	√	–	√	√
27.	Student 27	–	–	–	–	–	–	–
28.	Student 28	–	√	√	–	–	–	√
29.	Student 29	–	–	–	–	√	–	√
30.	Student 30	√	√	√	√	√	√	√
	Total	√ = 16	√ = 13	√ = 15	√ = 16	√ = 10	√ = 11	√ = 23
	Percentage	53,33%	43,33%	50%	53,33%	33,33%	36,67%	76,67%

Date : October 9<sup>th</sup>, 2013

Meeting : 3

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	–	√	–	–	–	√
3.	Student 3	√	√	–	√	√	√	√
4.	Student 4	–	–	–	–	–	–	–
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	–	–	–	–	–	√
7.	Student 7	√	–	√	–	–	–	√
8.	Student 8	–	√	–	√	–	–	√
9.	Student 9	√	–	–	√	–	–	√
10.	Student 10	√	√	√	–	–	–	√
11.	Student 11	–	√	√	√	–	–	–
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	–	√	–	√	–	–	√
14.	Student 14	–	–	√	√	√	–	√
15.	Student 15	√	√	–	√	√	–	√
16.	Student 16	√	–	√	√	√	–	√
17.	Student 17	–	–	√	√	√	√	√
18.	Student 18	√	–	–	–	–	√	√
19.	Student 19	√	√	√	√	–	√	√
20.	Student 20	–	–	–	–	–	√	–
21.	Student 21	–	√	–	–	–	–	–
22.	Student 22	√	√	–	√	–	–	√
23.	Student 23	–	–	√	–	–	√	–
24.	Student 24	–	–	√	√	√	–	√
25.	Student 25	√	–	√	–	√	–	√
26.	Student 26	√	√	–	√	–	√	√
27.	Student 27	√	–	√	√	√	√	–
28.	Student 28	√	√	√	–	–	√	√
29.	Student 29	√	–	√	√	√	–	√
30.	Student 30	√	√	√	√	√	√	√
Total		√ = 20	√ = 15	√ = 18	√ = 19	√ = 13	√ = 13	√ = 24
Percentage		66,67%	50%	60%	63,33%	43,33%	43,33%	80%

Date : October 16<sup>th</sup>, 2013  
 Meeting : 4

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	–	√	–	–	–	√
3.	Student 3	√	√	√	√	√	√	√
4.	Student 4	–	–	–	–	–	–	–
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	–	√	√	–	√	√
7.	Student 7	√	–	√	–	–	√	√
8.	Student 8	–	√	√	√	–	√	√
9.	Student 9	√	–	–	√	–	√	√
10.	Student 10	√	√	√	–	–	–	√
11.	Student 11	√	√	√	√	–	√	–
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	√	√	–	√	–	√	√
14.	Student 14	–	–	√	√	√	–	√
15.	Student 15	√	√	–	√	√	√	√
16.	Student 16	√	√	√	√	√	√	√
17.	Student 17	–	√	√	√	√	√	√
18.	Student 18	√	–	–	–	–	√	√
19.	Student 19	√	√	√	√	√	√	√
20.	Student 20	√	–	–	–	√	√	–
21.	Student 21	√	√	√	√	√	–	√
22.	Student 22	√	√	–	√	√	√	√
23.	Student 23	–	–	√	–	√	√	√
24.	Student 24	–	√	√	√	√	√	√
25.	Student 25	√	–	√	–	√	√	√
26.	Student 26	√	√	–	√	–	√	√
27.	Student 27	√	√	√	√	√	√	–
28.	Student 28	√	√	√	–	–	√	√
29.	Student 29	√	√	√	√	√	√	√
30.	Student 30	√	√	√	√	√	√	√
	Total	√ = 24	√ = 20	√ = 22	√ = 21	√ = 18	√ = 25	√ = 26
	Percentage	80%	66,67%	73,33%	70%	60%	83,33%	86,67%

Date : October 18<sup>th</sup>, 2013  
 Meeting : 5

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	–	√	√√	–	√	√
3.	Student 3	√	√	√	√	√	√	√
4.	Student 4	√	–	√	–√	–	–	√
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	√	√	√	–	√	√
7.	Student 7	√	√	√	–	–	√	√
8.	Student 8	√	√	√	√	–	√	√
9.	Student 9	√	√	–	√	√	√	√
10.	Student 10	√	√	√	–	√	√	√
11.	Student 11	√	√	√	√	–	√	–
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	√	√	–	√	–	√	√
14.	Student 14	√	√	√	√	√	–	√
15.	Student 15	√	√	–	√	√	√	√
16.	Student 16	√	√	√	√	√	√	√
17.	Student 17	–	√	√	√	√	√	√
18.	Student 18	√	–	√	√	√	√	√
19.	Student 19	√	√	√	√	√	√	√
20.	Student 20	√	–	–	√	√	√	√
21.	Student 21	√	√	√	√	√	√	√
22.	Student 22	√	√	√	√	√	√	√
23.	Student 23	–	–	√	√	√	√	√
24.	Student 24	–	√	√	√	√	√	√
25.	Student 25	√	–	√	√	√	√	√
26.	Student 26	√	√	√	√	√	√	√
27.	Student 27	√	√	√	√	√	√	√
28.	Student 28	√	√	√	√	√	√	√
29.	Student 29	√	√	√	√	√	√	√
30.	Student 30	√	√	√	√	√	√	√
Total		√ = 27	√ = 24	√ = 26	√ = 27	√ = 23	√ = 28	√ = 29
Percentage		90%	80%	86,67%	90%	76,67%	93,33%	96,67%



Date : October 23<sup>rd</sup>, 2013

Meeting : 6

No	Students	Indicators						
		I	C	F	GA	PA	V	T
1.	Student 1	√	√	√	√	√	√	√
2.	Student 2	√	√	√	√√	—	√	√
3.	Student 3	√	√	√	√	√	√	√
	Student 4	√	√	√	—√	√	√	√
5.	Student 5	√	√	√	√	√	√	√
6.	Student 6	√	√	√	√	—	√	√
7.	Student 7	√	√	√	√	√	√	√
8.	Student 8	√	√	√	√	√	√	√
9.	Student 9	√	√	√	√	√	√	√
10.	Student 10	√	√	√	√	√	√	√
11.	Student 11	√	√	√	√	—	√	√
12.	Student 12	√	√	√	√	√	√	√
13.	Student 13	√	√	√	√	√	√	√
14.	Student 14	√	√	√	√	√	—	√
15.	Student 15	√	√	—	√	√	√	√
16.	Student 16	√	√	√	√	√	√	√
17.	Student 17	√	√	√	√	√	√	√
18.	Student 18	√	√	√	√	√	√	√
19.	Student 19	√	√	√	√	√	√	√
20.	Student 20	√	√	—	√	√	√	√
21.	Student 21	√	√	√	√	√	√	√
22.	Student 22	√	√	√	√	√	√	√
23.	Student 23	√	√	√	√	√	√	√
24.	Student 24	√	√	√	√	√	√	√
25.	Student 25	√	√	√	√	√	√	√
26.	Student 26	√	√	√	√	√	√	√
27.	Student 27	√	√	√	√	√	√	√
28.	Student 28	√	√	√	√	√	√	√
29.	Student 29	√	√	√	√	√	√	√
30.	Student 30	√	√	√	√	√	√	√
	Total	√ = 30	√ =30	√ =28	√ =29	√ =27	√ =29	√ =30
	Percentage	100%	100%	93,33%	96,67%	90	96,67%	100%

**Descriptions:**

**I** : Involvement

**C** : Cooperation

**F** :

**Fluency**

**GA** : Grammatical

**Accuracy**

**PA** : Pronunciation

**Accuracy**

**V** : Vocabulary

**T** : Task

## Hasil nilai siswa cycle I

No	Students	Indicator		
		accuracy	Fluency	content
1.	Student 1	5	4	3
2.	Student 2	2	2	3
3.	Student 3	4	2	3
4.	Student 4	2	3	3
5.	Student 5	4	3	3
6.	Student 6	2	2	3
7.	Student 7	3	2	2
8.	Student 8	3	3	2
9.	Student 9	3	2	3
10.	Student 10	3	2	2
11.	Student 11	3	4	3
12.	Student 12	4	4	3
13.	Student 13	2	2	3
14.	Student 14	3	3	4
15.	Student 15	5	4	4
16.	Student 16	4	4	3
17.	Student 17	4	5	4
18.	Student 18	2	3	3
19.	Student 19	2	2	2
20.	Student 20	3	3	3
21.	Student 21	3	2	3
22.	Student 22	2	3	2
23.	Student 23	2	2	3
24.	Student 24	3	3	2
25.	Student 25	2	3	3
26.	Student 26	3	4	3
27.	Student 27	4	5	3
28.	Student 28	3	2	2
29.	Student 29	5	4	3
30.	Student 30	4	3	3
Total		94	90	86
Percentage		62,67%	60%	57,33 %

No	Students	Indicator		
		accuracy	Fluency	Content
1.	Student 1	5	4	5
2.	Student 2	4	5	5
3.	Student 3	5	4	5
4.	Student 4	5	5	5
5.	Student 5	5	4	4
6.	Student 6	4	4	5
7.	Student 7	5	5	5
8.	Student 8	5	4	4
9.	Student 9	5	4	5
10.	Student 10	4	5	5
11.	Student 11	4	5	5
12.	Student 12	4	5	5
13.	Student 13	4	4	4
14.	Student 14	4	5	5
15.	Student 15	5	4	5
16.	Student 16	5	5	5
17.	Student 17	4	5	5
18.	Student 18	5	5	5
19.	Student 19	5	4	4
20.	Student 20	5	5	5
21.	Student 21	5	4	4
22.	Student 22	4	4	4
23.	Student 23	5	5	5
24.	Student 24	5	5	5
25.	Student 25	5	5	5
26.	Student 26	4	5	5
27.	Student 27	5	5	5
28.	Student 28	5	4	5
29.	Student 29	5	5	5
30.	Student 30	5	4	5
Total		140	137	144
Percentage		93,33%	91,33%	96 %

Hasil nilai siswa cycle II

# VIGNETTES

### Vignette 1: Observation

September 20, 2013

**I** : Researcher  
**ET** : English Teacher  
**S** : Student  
**Ss** : Students

#### Descriptions:

The ET entered the classroom at 07.15 a.m. I came to the classroom to do the observation. ET greeted Ss and asked for Ss' condition by saying "*Good morning. How are you today?*" Ss answered the teacher "*I'm Fine and you?*" ". ET said "*I'm fine too thanks* ". The ET said to the Ss that there's a guest in that day. Then I introduced my name. "Okay, before I ask your name, let me introduced my name, my name is Zyah Rochmad Jaelani. You can call me Mister Zyah." Then, ET checked the attendance list. Then, ET started the lesson by continuing the previous lesson. ET asked Ss whether or not they had finished their homework. ET asked Ss to discuss the answers together. "*Let's discuss the homework* ". *For number 1, I want Roy. What is your answer Roy?* **S kept silent.** The ET asked him, "*Have you done?*" S still kept silent for a while and then answered the question but ET could not hear it. The ET said, "*Louder please.*" S repeated his answer loudly. ET complimented him, "*Okay, very good. But you should study hard.*" Then, ET asked Ss to discussed next activity in the LKS. "*Okay, look at activity 8. Complete the sentences with your own words. Number 1, I went to my hometown yesterday with my family. What is the meaning of 'hometown'?*" **Ss kept silent.** Then, ET said, "*'hometown', is your birth place and*

*your origin area. Okay, Number 1, what is your answer?*” **Nobody answered the question.**

Later, ET asked to do the rest of the questions and continued with activity 9. **The class was noisy then** because ET went to the toilet. Some Ss tried to do the exercises with their friends. **There were also some students who tended to make noise during the teaching and learning process by chatting with their friends.** Some Ss asked to me how to use some expressions. I explained the expressions to Ss. In a couple of minutes the ET came to the class again. He discussed activity 9. ET asked for another S to answer, “*Daffa, what is your suggestion?*” ET said, “*The next problem, what should I do after finishing my study?*” S answered. *One more, Hilda what is your suggestion?*” **S kept silent.** “*The other?*”, said ET. “*Maria, where are you?*” **S kept silent.** Ss answered, “*You ought /ough/ to continue to the university.*” ET asked, “*Made, What is your suggestion?*” **S kept silent.** “*Didn’t you understand this question? You must ask your friend. Sekarang lupa, besok males, besok apa lagi...? Lihat itu Naura semangat banget kelihatanya tapi konsentrasinya nggak tau kemana*” Ss were laughing. ET checked students’ understanding and summarized the lesson with the students. Then, ET explained about the next material until the end of his time. After the teaching and learning process in that day was over, I told about the research and asked some students to have interviews about the English lesson. Then finally, we went home.

## **Vignette 2: First Meeting of Cycle I**

**October 2, 2013**

I came at class at 7.15 after the bell rang. I opened the class by greeting the students by saying “Good morning students.” Then the students answered “Good morning Sir”. I also check students condition “How are you today?” They replied together “I’m fine thank you and you?” Then, I checked students’ attendance. After that, I distributed each student a handout. I started the activity by showing them a video of *Minion* then I directed the students to the topic of the day by showing a picture on LCD and then asking and answering activities. The students seemed to be enthusiastic in answering my question. I asked them “What does the girl give to the boy?” they answered together by saying “Pen”. Then I delivered the objective of the lesson. “So now, we will learn about the expressions of asking for, giving, and refusing goods or services,” I said. Some students paid attention to me while some others were busy by themselves. I asked a student “What are we going to learn today?” “*Apa Sir maksudnya?*” he said. “*Apa yang akan kita pelajari hari ini?*” I clarified. He was just silent. I asked the same question to another student. He replied “Expression Sir”. “What expressions?” I asked again. He said “asking, giving, *sama* refusing goods and services. “Great”, I responded.

Next, I asked students to take a look at Task 1. I said “Agnes, please read the instructions of task 1. She read the instructions of task 3. Then I asked whether the students want to volunteer themselves to act out a dialogue. “*Ayo siapa yang mau maju?*” No one raised their hands. Then I pointed some students to act out a dialogue. After they acted out the dialogue, other students gave applause. After that, we discussed the questions based on the dialogue orally. Some students were still noisy. Risang and Michael talked to each other while other while the other students were talking. The teacher asked them warmly, “apa Risang?” “eh.. gak papa, itu kok tadi..” The teacher then said “ohh.. okay, nanti bisa dilanjutkan diluar ya., ”.

I gave a question of task 1 to a student. However he still could not answer. Then I made code-switches when the students seemed confused, or when I

thought that I needed to make important explanations that the students had to understand, but I always used English for the instruction. Next, I asked students some other questions related to the dialogue. The students seemed to be not really enthusiastic in answering the questions.

Then I changed the activity “I will pronounce some words taken from the text you have read. Listen and repeat after me. I pronounced some words and asked students to repeat. I pronounced / kən' trɒl / “The students repeat enthusiastically. I asked them to pay attention to the stress of the words “*Perhatikan stressnya.*”. Then I said to the students “You have more words to learn to use the language functions in different situations. I will pronounce the following words. Listen and repeat after me”. Students seemed to be happy with pronunciation practice of the words.

Next I explained the expressions of asking for, giving, and refusing goods/services at school. The students were attentive toward my explanation. I checked whether students understood the materials or not. I asked a student to read the instructions. One of the students read the instructions and other students were noisy. His pronunciation was still not really good. One of them said “*Sir, ini suruh ngapain?*” *They looked confused.* Then I used Indonesian translation to explain it. I walked around the class and explained the task again to students who still did not understand. They discussed the task with the members of the group. The group who had finished the task presented the result of the discussions in turns. I asked students to work in pairs to exchange goods/services in the class based on the situation cards. I distributed the cards to each pairs. After all students understood, I asked them to act out the dialogue based on the cards in front of the class. Most of them were enthusiastic to have their turns to act out the dialogue. They said “*Kita dulu Sir, udah dari tadi.*” It made the class little bit noisy. After all pairs acted out the dialogue, I gave feedback for the students especially the pronunciation. I gave the opportunity for students to ask questions. I emphasized the importance of those basic expressions. I also encouraged the students to practice more outside the class. I asked them to be more careful and to pay attention more, especially to the formal and informal



expressions, whenever they want to speak. Next, we closed the lesson by summarizing. I asked “What we have learnt today?” *Apa yang sudah kita pelajari hari ini?* Some students said “asking for, giving, and refusing goods and services.” Then I previewed the next materials, “Next meeting we will still learn about asking for, giving, and refusing goods and services , but in the different situation. “ Then I ended the class.

### **Vignette 3: Second Meeting of Cycle I**

**October 4, 2013**

I entered the classroom at 07:15 and greeted the students. “Hallo students, how are you?” “Fine, thank you”. Then, I checked the attendance. “Who is absent today?” asked me. Students said “No one Sir” I greeted students who had just come from the morning religious activity (the Christian and catholic in their rooms) by asking how they were. I opened the class and began the lesson by asking questions before and gave some questions to the students about the expressions of asking for, giving, and refusing goods or services. Some students answered and shared their thoughts. Then I reviewed the previous material and checked their comprehension. I asked what expressions they used to give or refused services. Students answer my question together. Then, I delivered the objective of the learning. “Okay, today we’re going to continue the previous material that is about asking for, giving, and refusing goods or services. But today we’re going to have their expressions in different occasion. ” Then I distributed the handout for each student. I showed the student a video followed by picture and gave questions based on the picture. I asked “What are the boys doing?” One of the students said “*playing football*”. “*Great answer*”, I said.

The class’s situation got better. Students were more attentive toward the lesson. Next, I asked students to do task 1 that was to answer questions orally based on a dialogue. I explained the task and made sure that the students understood. The students answered the questions but most students mispronounced the certain words. I wrote the words spoken by one of the students and asked students to recite back. I gave the examples of correct pronunciation and asked students to repeat it. When discussing the task, the students were quite noisy. I asked two students to read aloud the dialogue. The two students read it with soft voice so that other students protested it. “*Bacanya kurang keras Sir,*” said a student. After that, we discussed the questions. But I had to chose student to answered since no one became volunteer.

The next task was pronunciation practice of some words. Most students were

enthusiastic in doing pronunciation practice. Before that I showed them a slide about the expressions of asking for, giving, and refusing goods or services in formal and informal ways. I asked the students to identify those expressions and asked the difference between the expressions used in the formal and informal occasions. Some students were able to identify the differences. I pronounced the words and expressions first then I asked each row to repeat after me. I corrected the pronunciation if they mispronounced I also asked some students individually to check their pronunciation. In the next task, I instructed a student to read the instructions “Please, read the instructions”. The student read the instructions with unclear voice and some students didn’t know the meaning of it. I read the instructions in English then I explained the task in *Bahasa*. I walked around and checked whether students understood the task or not. After that, we discussed the task together.

In the last task, I asked the students to pair up work. Although the teacher asked the students to do the work in pairs, some students still did the job individually, so teachers constantly remind students to work in pairs. The students seemed to be tired and noisy. Then, the students worked in pairs after the teacher reminded them. The students seemed to be busy and noisy in finding their partners. After that, they started working with their partners by using expressions of asking for, giving, and refusing goods/services at home based on the pictures. After discussing their task, I asked students to demonstrate their dialogue based on the pictures in front of the class. Half of students were really enthusiastic. The bell rang and I closed the class by giving homework and concluded the lesson. I delivered the material at the next meeting. Students were asked to finish the exercise and not to forget to bring the exercise on the next meeting to be discussed. I encouraged the students to practice their English more outside the class. I said good bye and left the classroom.

#### **Vignette 4: Third Meeting of Cycle I**

**October 9, 2013**

Teacher and I came into the classroom at 07.15. I opened the class by greeting the students. I checked the class condition and the attendance. I began the lesson by giving the students a question. I pointed one student to answer my question. I asked Rafif, “what time did you hit the hay last night?” I explained that hit the hay meant go to bed. Rafif answered, “I hit the hay last night at 10 pm”, “What time did you wake up and what did you do today after you woke up?” “I wake up at- I stopped him, and Rafif corrected himself, I woke up at 6 am, and I take a bath- I took a bath and go-went to school”. I then asked Nuril, “What about you? What time did you hit the hay last night?”, Nuril answered, “I hit the hay at nine o’clock last night”. I asked Nahda, “What about you? What did you do yesterday and what time did you hit the hay?” Nahda answered, “I went go to mall with my family (I corrected her mistake, Nahda repeated her utterance and she continued), I study-studied and did my homework at half past ten and I wake up-woke up at 5.00 am because I must pray.” I asked, “Do you sleep again?”. Nahda answered, “No, I took a bath and went to school.”

Then I asked the students to take a look at their previous hand out. They had homework. The teacher delivered the objective of the learning, “Okay then, we are going to continue discussing the last hand out and after that you have to practice your speaking with a new material. After finishing giving explanation related to the previous materials, I started discussing the homework and I asked the students’ reasons of the answers. When there was a student whose answer was incorrect when giving the answer, I asked the other students to correct their friend’s answer. Most students were able to give correct answer, however, some were sometimes confused. While reading their homework everybody can spoke English whatever they want without disturbing the learning process. After discussing the hand out, I hope you can know how to use correct expressions and utterances in English, and when you speak in English, you will not make many mistakes.” I distributed the new handout to the students. I showed the students a

picture of a fast food restaurant and some pictures of fast food restaurants' brands. I asked them "what picture are these?" A student said "*Mister Burger Sir?*" Then we laughed. Then I asked them some questions related to the pictures. "How often do you eat out?" I asked to a student. They said "*Sering Sir di KFC belakang sekolah*" they said. I asked "*Sering in English apa?*" No one answered. Then I said "Often". I continued to ask three more questions.

After that, we came to task 1 which was dialogue practice. I asked them to answer the questions based on the video. First, I played the video twice. I asked students "Have you finished? *Sudah selesai belum?*" All students said "*Belum, susah Sir*". "*kalau belum* you can say not yet," I responded. Then I played the video again twice. Some students are not able to identify the expressions in the video because the voice less loud. After finishing the task, we discussed it. I said that students who wanted to answer the questions would get point plus for their mark. It made some of them very enthusiastic in answering the questions. Next, I asked students to take a look at the next task. I gave examples of correct pronunciation and ask students to imitate. I checked students' understanding by asking if anyone wants to ask. I played the video consist of expressions of asking for, giving, and refusing goods or services and ask students to identify those expressions. I read some expressions taken from the video and explained the language function "Repeat after me, Can I have a cup of tea, please?" Students then imitated me. I asked them the meaning of some words taken from the video. Next I asked them to repeat the pronunciation after me. They were so exited in having pronunciation practice. I pointed a student and I asked "*Coba kamu kalau mau pesen nasi goreng bilangnya gimana?*" I told her "*Tinggal a cup of tea-nya diganti nasi goreng.*" Then she said "*Oh, jadi Can I have fried rice please?*" Students showed good participation during discussions. Then I continued practicing students' pronunciation of some more expressions together with the explanation. We continued to the task. I showed the students some kinds of foods and drinks and asked them to pronounce the names of foods and drinks. Then I asked them to classify the foods and drinks as appetizers, main dishes, desserts, and drinks. Students then did the task in pairs. I walked around the class to make sure they

understood and did the task. “Now, please read the instructions of the task” I asked a student. Then I took number 1 as the example. They did the task in pairs and then we discussed it. Students were enthusiastic in having turns to answer the task.

Then I asked the students to do the last task. I gave a flashcard to each student to play a game. I explained the rules of the game. “Still work in pairs, imagine that you are a waiter/waitress and a customer. Match each question with each reply”. After making sure students understood the rules of the game, the students began to play. Students are very happy and excited for the game. They may use the expressions properly. After finishing the task we discussed it. In the next task I asked them to do a role play. I said “Please work in groups of four, imagine that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange goods/services by using expressions of asking for, giving, and rejecting goods/services in the restaurant based on your roles.” I also explained the instructions in Indonesian translation because some students still did not understand. Then I gave the menu cards and an order book card to each group. Then I asked them in turns to perform their dialogue in front of the class. I gave a brief feedback after all of the students had got their turn. I reviewed general mistakes that they produced, such as, they were not careful while speaking; they did not pay attention to the word class and the singular or plural subjects. I advised the students to practice their English more. The time was up and the bell rang, so I closed the class and thank the students for the good cooperation.

## Vignette 5: First Meeting of Cycle II

**October 16, 2013**

The class was started after I greeted the Students while warming up the class by saying, “Good morning everyone...” and the Ss answered, “Good morning Mister Zyah “. I asked, ”How are you today?”. Some of them answered, “I’m fine...”. “Good! Okay, please sit down everyone.” I asked them and the students followed the instruction. “Now, let’s start our lesson today by praying. Who want to lead the prayer?” I asked. “Me...” some students shouted while raising their hand. I chose one of them who didn’t get turn yet. Then, I took a roll call by called them one by one and check their attendance. I greeted Dhea, “How are you, Dhea?” “Fine, thank you, how are you, Sir?” “Very well, thank you. What time did you sleep last night?” “At eight.” “What time did you wake up this morning?” Dhea answered, “I woke up at 5. I helped my sister and took her to school because my parents is in (I corrected the mistakes) Jakarta.” “Did you still remember what we have learnt in the previous meeting?” I asked. Then a student replied “Asking, giving, and refusing”. “That’s right, we have learnt about expressions of asking for, giving, and refusing goods/services. After reviewing the previous materials, I distributed the handout to the students.

I brought and invitation card and showed to the students. It was about the invitation card to a birthday party. I asked them “What is this? Have you ever seen it?” A student said “*Undangan*”. Another student said “Invitation”. “Great, it is an invitation card to a birthday party”, I said. “Please everyone, take a look at the screen. I showed the picture of invitation card on the LCD. “Have you ever celebrated your birthday party”, I asked to a student. “Yes”, they said. “Do you invite your friend to come to your birthday party?” Some students said, “Yes”. Some other said “No”. Then I told the objective of the lesson. “Today, we are going to learn the expressions of inviting someone to a party, accepting, and refusing an invitation. I drilled students with pronunciation practice of some words. I told the students to pay attention to the stress and asked them to repeat after me. Some students still mispronounced. I corrected their mistakes, I also drilled students with pronunciation practice of some expressions of inviting

someone to a party, accepting, and refusing an invitation by showing them the expressions in formal and informal occasion on slide. Then I explained those expressions to the students. “Have a look at task, please, read the instructions”. I asked them to do the task and I promised to give a reward for the best one. The students sat in a circle in their groups. The students seemed to be more motivated in discussing the task. I walked around the class to make sure the students doing the task correctly. Soon after that, one of the groups said “*Kita udah selese sir*”. “OK, Let me see”, I responded. Then the other groups have also finished the task. I gave the reward that is a chocolate for the best group. The members of the groups looked happy.

Then we moved to the next task. I explained the procedures of this game. One of the members of each group was the surveyor and had to survey. He/she had to ask based on the survey card, for example “Can you accompany me to come to Nina’s party tonight?” Then the members of the group could say “Yes” if he/she wanted to accompany the surveyor and “No” if he/she did not want to accompany the surveyor. I gave the cards for each group. Nevertheless, some groups were confused and asked me to explain again. I clarified the procedures again using another example. After doing the task, we continued to do last task which was “inviting to the party activity. I instructed them to gather with their groups. I gave the picture cards, accepting cards, and rejecting cards for the groups. I asked the group who was ready to perform the dialogue in front of the class. The students were really excited to have their turns. I also gave the reward for the best performance.

The bell rang and I asked the students to get back to their seat. I gave an overall feedback of the discussions that the students had done. I gave some praises and thanked the students for their cooperation. I discussed some common mistakes that the students still made based on the activities done by the students, and I hoped that the students would be more careful and would practice their English ore often outside the class. As the time was nearly up, I told them about activity for the next meeting. Then, I said good bye to end the lesson.



## Vignette 6: Second Meeting of Cycle II

**October 18, 2013**

I entered the classroom at 07.15. I greeted students and asked about students' condition. Then, I checked check their attendance. The teacher greeted Alya, "Alya, how are you?" "Not really good, I don't really well. Sakit bulanan tu apa ya? (Alya asked me about the vocabularies she wanted to use, I replied, "You mean, you're having your period?") Yes, I'm having my period. I reviewed the previous material, "So what did you learn in the previous meeting?" Alfin commented, "Homework!" "Okay, so now let's check our homework" The teacher invited the students one by one to read their answer. Most students were able to give correct answers. When the students made mistakes, the other students were able to give the correction and. The teacher corrected some pronunciation mistakes, I wrote the word on the blackboard and asked them to repeat after me.

I began the lesson by giving some students the question about favorite movie and the reason of it. Students answered the teacher's questions. Some students said their favorite movies were Transformer, Spiderman, The Hobbit, Despicable me, etc. I showed a picture of two guys who seemed to be close friends on the slide. The class began more lively. I let student to guess what the boys are talking. Angga said," *Mau nonton bola Sir*". Marwa commented," *Nggak, mereka mau nonton film, itu didepan bioskop*". I said," Good Marwa, they're going to go to watch a movie, please say in English right". I reviewed again the previous materials and checked the students' understanding; I asked, "What did you learn from the previous meeting?" Some students answered," Expressions of inviting someone to a party, accepting, and refusing an invitation Sir". Then I delivered the objective of the lesson, "So, today we are going to learn about the expressions of inviting someone to a party, accepting, and refusing an invitation in informal occasion.

I showed the expressions on slide and explained it. The students were quite cooperative, they wrote the explanation and example on their notes. Enrique

asked a question, “What is the difference between formal and informal Sir?” I answered the question by explaining their level of politeness and gave more examples. I then handed a handout and distributed a handout to each student. Next we went to the task, I explained the instructions of task 1 to the students and made sure they understood the task “Do you have any question about the task? Are you ready for the video?” They said yes. I played the video and the students watched it carefully trying to get the answer the questions. After playing the video three times, I asked students “Have you finished?” They said yes. I asked students to volunteer to answer the questions. I would give them rewards if they wanted to answer the questions. Most of them were enthusiastic although some of them still answered incorrectly. In task 2, I asked students to have pronunciation practice of some words taken from the video and some other words. I asked students per row to pronounce some words. They were really excited. Then I challenge students individually to pronounce the words. Two students volunteered themselves to pronounce the words individually.

After checking the students’ understanding, I explained the procedures of task 4 to do matching activity in pairs which was matching the invitations with each reply orally. I walked around the class when students were busy discussing the task. Next, we discussed the task together. I offered students to answer each question. I monitored the students by involving in each group in turns. After that, we moved to task 5. In task 5, I asked the students to read the instructions of task 5 “Who wants to read the instructions of task 5?” a student raised his hand. He read the instructions then I explained the task to the students. I gave each group six cards consisting of three invitation cards and three free-day cards. Then I asked each group to perform the dialogue based on the cards. After finishing the performance, I gave rewards to the active students.

I gave some feedbacks based on the activities that the students had done. I discussed some mistakes that they made and asked the students to not make the same mistake. I praised the students and noted some common mistakes that most of the students produced while speaking spontaneously, such as the use of plural and singular and the pronunciation. Then I gave opportunity for the students to ask questions. No one asked any more questions. I asked the students

to help each other and to correct their friends' mistakes if they could. I previewed the next materials. "Next meeting we will still learn about expressions of inviting someone, accepting and refusing invitations to extracurricular events ", I said. I then closed the class by thanking the students and hoped them have a good day.

## Vignette 7: Third Meeting of Cycle II

November 23, 2013

I opened the class and greeted the students. “Good morning students”. They answered “good morning Sir. After asking students conditions I checked the students’ attendance. “Who is absent today?” asked me. Students said “No one”. I greeted Magdalena, “Hi, Magdalena, how are you? How was your night?” “Good.” “Did you stay up late last night?” “No, I slept very early” “What time did you wake up this morning?” “I woke up at 6 am.” “Did you have your breakfast?” “No, I did not.” Then I directed the students to the topic of the day by conducting asking and answering activities. I asked about extracurricular activities they join. I walk around the class and asked some students questions related to today’s lesson. Then I told the objective of the lesson “Today, we are going to learn the expressions of inviting someone, accepting, and refusing an invitation to events in extracurricular activities.”

After that, I handed them a handout containing a dialogue. I asked them to act out the dialogue in pairs. After that, they identified together the expressions used to express their preference. The students then answered the questions based on the dialogue orally. I asked students to have pronunciation practice of some words. I pronounce the words followed by students’ pronunciation. They were really excited. Then I challenge students individually to pronounce the words. Next I explained the language functions which were inviting someone, accepting and refusing an invitation to events in extracurricular activities. “Have a look at the expressions on the slide, you can use the expressions to invite someone. You can use the expressions to accept an invitation. You can use the expressions to refuse an invitation”, I explained followed by pronunciation practice of those expressions. I monitored the students while they were talking with their friend. We discussed it together I asked “Do you have any question?” No one asked.. I asked “Do you have any question?” A girl asked “Sir *kalau* I have nothing to do *itu artinya apa?*” I said “*Ya berarti tidak ada yang mau aku kerjakan.*” “*Berarti accepting ya Sir?*” she asked me again. “Yes, correct”.

I divided students into five groups and asked the students to play a card game and make a circle. Students sat in circle in their group. I explained the rules of the game. After making sure students understand the rules of the game, I asked them to start the game. I went around the classroom to help students trouble. Students are very happy and excited for the game. They may use expressions they learned based on a particular situation and to explore creative ideas to make them something. We moved to the next task, I explained the procedures of the task that was completing a dialogue related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities in pairs. I walked around the class to check the students' works. Then I asked "Have you finished?" The students said yes. Then we discussed the task. "Who wants to answer the question number one?" A boy raised her hand. "Who has different answer?" A student raised her hand. The atmosphere of the class was very lively. Then we discussed the answers up to the last question. Then, we continued to do task in groups of three. I asked a student to read the instructions. Then I explained the task. I gave each group three cards. They were an invitation card and two today's schedule cards. I walked around the class to make sure they knew what to do. One of them asked "*Kalau mau ngundang pakai* would come to the meeting Sir?" *'Iya, kurang sedikit. Harusnya* Would you come to the meeting?" I said. Then I asked each group to perform the dialogue based on the cards. I gave rewards to the active students and some extra rewards for students who could answer my questions related to the materials we had learnt. After finishing the performance, I gave feedback for the students. I summarized the lesson "What we have learnt today?" Some students said "inviting, accepting invitations, and refusing invitations to extracurricular activities". The bell rang. I gave a brief feedback and reviewed the material. I gave opportunity for students to ask any question. I thanked the students and ended the class.

# PHOTOGRAPHS



**Picture 1. The students focused when the teacher explained the material**



**Picture 2. The students watched a video related to their material**



**Picture 3. The students practiced the game of role play in front of the class**



**Picture 4. The students discussed the task and prepared to the role play in group of 4**





**Picture 5. The students were enthusiastic in accomplishing the tasks with their group**



**Picture 6. The students used gestures in communicating in English**



**Picture 7. The students did 'helping my classmates' activity**

# **PERMISSION LETTERS**



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**

070 /Reg / VI / **7040** / 9 /2013

Membaca Surat : **KABAG TU FBS UNY**

Nomor : **0876c/UN.34.12/DT/IX/2013**

Tanggal : **23 SEPTEMBER 2013**

Perihal : **IJIN PENELITIAN**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

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

Nama : **ZYAH ROCHMAD JELANI**

NIP/NIM : **09202241009**

Alamat : **KARANGMALANG YOGYAKARTA**

Judul : **EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS OF CONVERSATION FOR STUDENT OF GRADE VIII AT SMPN 8 YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014 THROUGH COMMUNICATIVE ACTIVITIES**

Lokasi : **KOTA YOGYAKARTA**

Waktu : **25 SEPTEMBER 2013 s/d 25 DESEMBER 2013**

**Dengan Ketentuan**

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

Dikeluarkan di Yogyakarta

Pada tanggal **25 SEPTEMBER 2013**

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan  
 Ub.

Kepala Biro Administrasi Pembangunan



Hendak Susilowati, SH.  
 NIP. 19580120 198503 2 003

**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Walikota Yogyakarta CQ Ka. Dinas Perizinan
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 KABAG TU FBS UNY
- 5 YANG BERSANGKUTAN



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
**SMP NEGERI 8**

Jalan Prof. Dr. Kahar Muzakir No. 2 Telepon 516013, 541483, Fax. (0274) 516013  
Htt/www/smpn8jogja.sch.id; Email:humas.smpn8jogja@gmail.com

SURAT KETERANGAN

Nomor : 421 / 710

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 8 Yogyakarta menerangkan bahwa:

Nama : ZYAH ROCHMAD JAELANI

NIM : 09202241009

Program Studi : Bahasa Inggris

Fakultas : FBS


Universitas : UNY

Menerangkan bahwa mahasiswa yang bersangkutan benar-benar telah melaksanakan penelitian. di SMP Negeri 8 Yogyakarta,

Dengan Judul : EFFORTS IMPROVE THE SPEAKING LEARNING PROCESS OF  
CONVERSATION FOR STUDENT OF GRADE VIII AT SMP 8  
YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014  
THROUGH COMMUNICATIVE ACTIVITIES

Pada Bulan : Oktober 2013

Demikian surat keterangan ini disampaikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Yogyakarta, 16 Desember 2013  
Kepala Sekolah  
  
H. SUPARNO, S.Pd., S.Pd.T., M.Pd.  
NIP 19580903 197803 1 005





## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

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

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

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

## SURAT IZIN

NOMOR : 070/2692  
6266/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/7040/V/9/2013 Tanggal : 25/09/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : ZYAH ROCHMAD JAELANI NO MHS / NIM : 09202241009  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Dra. Nury Supriyanti, MA.  
Keperluan : Melakukan Penelitian dengan judul Proposal : EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS OF CONVERSATION FOR STUDENT OF GRADE VIII AT SMP N 8 YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014 THROUGH COMMUNICATIVE ACTIVITIES

Lokasi/Responden : Kota Yogyakarta  
Waktu : 26/09/2013 Sampai 26/12/2013  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

ZYAH ROCHMAD JAELANI

Dikeluarkan di : Yogyakarta  
pada Tanggal : 27-9-2013  
An. Kepala Dinas Perizinan  
Sekretaris  
ENY RETNOWATI, SH  
NIP. 196103031988032004

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMP Negeri 8 Yogyakarta



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 0876c/UN.34.12/DT/IX/2013  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

23 September 2013

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

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

***EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS OF CONVERSATION FOR STUDENT OF GRADE VIII AT SMPN 8 YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014 THROUGH COMMUNICATIVE ACTIVITIES***

Mahasiswa dimaksud adalah :

Nama : ZYAH ROCHMAD JAEANI  
 NIM : 09202241009  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Oktober – November 2013  
 Lokasi Penelitian : SMPN 8 Yogyakarta

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

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

a.n. Dekan  
 Fakultas Bahasa dan Seni  
 Universitas Negeri Yogyakarta  
  
 NIP 19620610 198601 1 001

Tembusan:  
 1. Kepala SMPN 8 Yogyakarta