

**IMPROVING STUDENTS' PRONUNCIATION THROUGH
ROLE PLAYS FOR CLASS VII C AT SMP N 3 TEMPEL
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirement
to Obtain a *Sarjana Pendidikan* Degree in English Language Education



by

Yosep Kusuma Wibawa

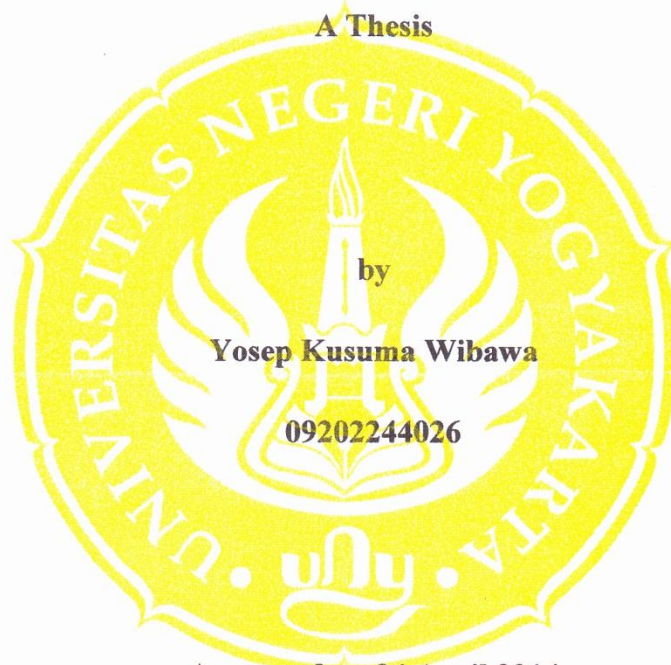
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
MAY 2014**

APPROVAL SHEET

**IMPROVING STUDENTS' PRONUNCIATION THROUGH
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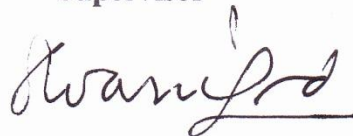
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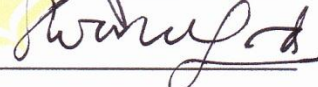
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A THESIS

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

Yogyakarta, 23 April 2014

Penulis,



Yosep Kusuma Wibawa

DEDICATIONS

I dedicate this thesis to:

My beloved parents,
Pardjaman and Cicih Mintarsih

My beloved sister and brother,
Irma Sumarni and Dodi Setiadi

MOTTOS

“A man having limited resource with vision is better than a resourceful man without vision.”

“Know thy self, know thy enemy. A thousand battles, a thousand victories.”

Sun Tzu

“We learn by teaching.”

Latin Proverb

ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. All praise be to Allah SWT who has blessed me and empowered me to finish this thesis.

I would like to express my gratitude to the supervisor, Prof. Suwarsih Madya Ph.D. who has provided continues directions, guidance, and correction in the accomplishment of this thesis.

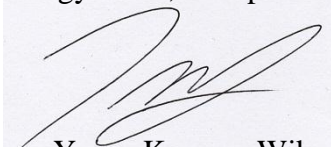
I also thank the big family of SMPN 3 Tempel, especially the English teacher, Yakhobus Aris H., S.Pd. and the VIIC students in the academic year of 2013/2014 for the helps during the research.

I would like to thank my family for their supports. First, I would like to express my appreciation to my parents, sister and brother who have provided me with their supports in forms of guidance, affection and finance. Second, I would like to thank the collaborator, Murni Widodo, who helped me during the research.

I would like to thank my friends in PBI H class, Tri, Adhi, Rara, Ratna, Nana, Novia, Vera, Yanuar, Wisnu, Mawud, Anggi, Rizka, Tede, Arista, Fahmi, Rika, Sondang and Dewi for the friendship and togetherness. I would also thank Artika Bakti Pratiwi for the support and the patience. Last but not least, I would express my thanks to my friends in KPM Banjar Patroman Jogjakarta and SALC who have provided me with good environment to develop my organization skill.

Finally, I hope this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 23 April 2014



Yosep Kusuma Wibawa

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**Improving Students' Pronunciation through Role Plays
for Class VII at SMP N 3 Tempel in the Academic Year of 2013/2014**

By Yosep Kusuma Wibawa

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ABSTRACT

The objective of this action research was to improve the pronunciation of the class VII C students at SMP N 3 Tempel in the academic year of 2013/2014 through the use of role plays.

This action research was conducted in two cycles. The cycles consisted of nine meetings in total. The research involved role plays that were conducted in pairs and in groups. The role plays were based on the language functions such as asking and giving service, asking likes and dislikes, showing directions, and describing people. Conducting integrated pronunciation teaching, reading aloud, and directed response tasks were the complements of the main activities. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, and taking photograph. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity.

The research results show that the students' pronunciation improved through the use of role plays. The students were more confident and were not afraid of making mistakes when speaking. They had used right intonation. They had put correct stress when pronouncing words. They actively participated during the teaching and learning process. The mini dictionaries with phonetic transcriptions had increased students awareness of having correct pronunciation.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Teaching and learning English policies have been made by the government. English is a compulsory subject in SMP. As stated in Permendiknas No 22/2006, English belongs to one of ten compulsory subjects in SMP. The regulation also states that the time available for English teachers to teach in the class is 160 minutes. Teachers can also add up the time maximally till four hours. There is so much time to prepare them to be able to communicate using English. Having much time, English teachers in SMP should be able to encourage the students so that they can achieve what Permendiknas No 23/2006 states. The regulation mentions that SMP students should be able to listen, speak, read and write in a simple way.

In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants but also the suprasegmental features such as rhythm and intonation. The teacher needs to realize how important pronunciation is. Students who cannot pronounce well cannot express what they intend to and may lose their confidence too. Realizing the importance of pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have

native-like pronunciation but the students can achieve at least the minimum requirement of good pronunciation.

According to the introductory part of the standard of competence and basic competence, the target of English learning in SMP is to achieve the functional level which is to communicate both in spoken and written forms to overcome daily problems. In terms of the speaking skill, the standard competence is to express meaning in a simple interpersonal and transactional conversation to interact with the nearest environment. Meanwhile, the basic competence is to express meaning in a simple transactional (to get things done) and interpersonal (socialize) conversation by using oral language accurately, fluently to interact with the nearest environment. As mentioned before, students are expected to speak accurately and fluently. So, students should have good pronunciation so that what they express can be heard clearly and understood by people they interact with. To get students have good pronunciation, teachers can provide activities that can improve students' pronunciation. Students can be taught things related to pronunciation like minimal pairs, stress, rhythm and intonation. By teaching those things, students can be aware to what they pronounce. They can understand that words having different stresses have different meaning and sentences can have meaning according to how the intonation is uttered.

However, not all teachers are aware of pronunciation teaching. They sometimes take the pronunciation of the students for granted. Teaching grammar, memorizing words and understanding texts seem to be regarded more important activities than providing activities to help students improve their English

pronunciation. These conditions also happen in SMP N 3 Tempel. Below is the result of observation in the school.

Vignette

Day/date : **Thrusday/19 September 2013**

Time : **8.20-9.40 a.m.**

Place : **Class VII C of SMPN 3 Tempel**

The teacher entered the classroom at 8.20. The students were busy with their activities and there were two girls still outside the classroom. After putting the books on the teacher desk, the teacher asked the students to close the door. "Close the door, please." then, the students closed the door. Then, the girls came in to the class. The teacher greeted "Good morning everybody. How are you today?" The students replied "Good morning, I'm fine and you?" I'm fine too." replied the teacher. The teacher, then, told that there would be a warming up activity but there were students who still took out books and lists of vocabulary from their school bags.

The teacher explained how to do the warming up activity. The activity was to introduce ordinal numbers such as first, second, third, etc. The teacher wrote several examples. Then, he conducted choral drilling to the students after he gave the pronunciation model. Some students with high tone repeated what the teacher said but few students repeated with low tone. "Tenth, eleventh, twelveth,..." the teacher gave models of pronunciation and the students repeated after him until the ordinal number of fortieth. After that, the teacher discussed how to write the the ordinal numbers. Then, the teacher checked students' understanding by pointing students from a desk to other desks. "Zero, fifth, tenth.." the teacher said. The most front students were asked to continued what he said but seemed to be confused and then, the teacher helped them to answer. The activity went on till the second line of the front desk.

The teacher then continued the lesson by discussing months and date. First, he gave students model of how to pronounce months. He emphasized the month of august /ɔgəst/ "*bukan agus ya..*" . Then, the students smiled. Next, the teacher wrote the list of the months. The teacher then asked the students "*Biasanya kalau hari diawali dengan apa?*" One of the students replied "Monday/mondai/" and other said "Sunday/sandei/" Then, the teacher asked the students to mention days in English.

The teacher and students then continued the activity to a survey game. "You have to look for your friends who have the same birthday with you, *kamu harus menemukan teman yang memilki hari ulang tahun yang sama.*" However, the students appealed to change the rule by finding friends that shared the same month of their birthday. Then, the teacher gave examples. "Excuse me. May I ask you a question? Yes please. When were you born? I was born on..." Then, the

activity was begun. The class became noisy. There were students gathering and asked each other. Other students seemed showing their paper. When the activity was on, the teacher warned students to use English while they were interviewing. After this activity, the teacher discussed how to report the interview result. "I interviewed...persons. They are.....,.....Those who were born the same month with me is/are.... *kalau tidak bisa menemukan* I find no one."

After that, the teacher called some students who were ready to report their interview results. Some students read with low tone and not so fluently but some read with higher tone but not fluently. Some students got difficulty in pronouncing words such as interviewed, person, month, same and all. The students often mispronounced 'month'. Then, the teacher gave them model by saying 'month' and *ngadiman*.

After the activity ended, the teacher and students opened their books to do and to discuss the task about seasons. Then, the time was up. "Okay. That's all. Who is absent today?" said the teacher. The students replied "Nihil is sick." The teacher left the class.

According to the vignette above, the activity that had been implemented by the teacher is considered to be communicative. However, the teacher did not give much time to enhance students' pronunciation. To enhance students' pronunciation, the teacher drilled several words chorally to students. Students were not taught to express their intention with good intonation. It can be seen when the activity of reporting the result of students' interview. There were students who did not possess good intonation when reading their results. Moreover, as the teacher said in the interview the teacher did not attach the phonetic transcription to students' mini dictionary. So, students found difficulty in pronouncing words correctly.

It is important for a teacher to enhance students' pronunciation. The teacher can improve learners' pronunciation through several practices like listening to discrimination, reading dialogue, drama, role plays and the like. The

teacher can also determine which pronunciation teaching is suitable for the class whether it is integrated, remedial or practice lesson.

B. Identification of the Problems

Based on the observation that was conducted on 19 September 2013, I found several problems. The problems related to the teacher, students, learning materials and media, equipment and facilities.

1. Teacher

The teacher had tried out to implement a communicative activity in the classroom. However, he did not give students any apperception first, so that students seemed to be confused when doing the activity. According to the interview, the teacher stated that the most difficult aspect in English was vocabulary. Thus, he gave the students mini dictionaries that contained about 500 vocabulary. He tested the students' vocabulary comprehension once a week. He found that this kind of activity really helped students in comprehending a text and also in speaking. However, students' pronunciation still lacked. The intonation of students' pronunciation was not good enough. The only way the teacher did to improve students' pronunciation was drilling chorally. He became the model and the students imitated what he said. Meanwhile, activities like minimal pairs, paying attention to rising and falling intonation were not implemented by the teacher. In other words, it seemed that the teacher had still lack of knowledge of how to improve students' pronunciation. So, the teacher and I had agreed to improve students' pronunciation.

2. Students

Students of the class had a lot of vocabulary in their mind since the teacher had given task to memorize the vocabulary and will test them once a week. The students also seemed to be enthusiastic when the class had the survey game. However, when speaking activity was conducted, the students still found difficulty in pronouncing English words. Their intonation lacked. When the survey game was conducted, several students still used Bahasa though the teacher had asked them to use English. When the teacher gave instruction in English, they still hesitated to do the instruction. Several students seemed to be shy or unconfident to use English as the voice that they uttered was not so clear.

3. Learning materials and media

The teacher used a course book and a mini dictionary to facilitate students in learning English. However, the mini dictionary did not contain phonetic transcription. It made students only remember the words and they did not know how to pronounce words correctly.

4. Equipment and facilities

The classroom was equipped by a white board. It did not possess LCD and screen. It made the teacher difficult to present some videos related to the teaching. Moreover, teacher got more difficulties since the school also did not provide a language laboratory.

C. Limitation of the Problems

The teacher and I agreed to limit the problem into the pronunciation teaching. We would try to implement some teaching techniques related to improving students' pronunciation.

To improve students' pronunciation, the teacher and I would adapt what is suggested by Goodwin as cited in Celce-Murcia (2006) which is communicative framework for teaching pronunciation. It consists of five stages namely description and analysis, listening discrimination, controlled practice, guided practice and communicative practice. Role plays would be conducted to have students practice communicatively. Students are asked to act out and imagine the real situation. In such activity, the students will try to practice to speak with good pronunciation. The teacher and I would monitor their progress and give feedback.

D. Formulation of the Problem

Based on the limitation of the problem, the problem was formulated as follows "How can students' pronunciation be improved through role plays?"

E. Objective of the Research

The research aims to improve students' pronunciation through role plays.

F. Significances of the Research

The result of this research is expected to give significances for the following parties.

1. Teacher

The teachers in SMP N 3 Tempel can benefit from the research. They can know the roles of teacher in improving students' pronunciation. Besides, the teacher that becomes a collaborator can get experience in taking part in the research.

2. Students

Students of SMP N 3 Tempel can realize that pronunciation is an important skill in English. Ones who get difficulty in pronouncing English words can be assisted so that their pronunciation gets much better.

3. The researcher

I can have experience in conducting the research. I can enlighten my knowledge related to pronunciation teaching. Moreover, I can broaden my understanding related to research world itself.

4. Other student teacher

The student teachers can take this research as their reference. This research may provide information of a research which rises topic about pronunciation teaching.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The whole parts of this chapter discuss all of things related to the theories of the topic discussed in the research. They consist of theoretical review including the nature of pronunciation, teaching pronunciation and role play, and conceptual framework.

A. Theoretical Review

1. The Nature of Pronunciation

a. Pronunciation as a Part of Grammatical Competence

Bachman (1990) states that language competence consists of two main competences. According to Bachman (1990), pronunciation or phonology is a part of grammatical competence. Below is the figure of language competence proposed by Bachman (1990).

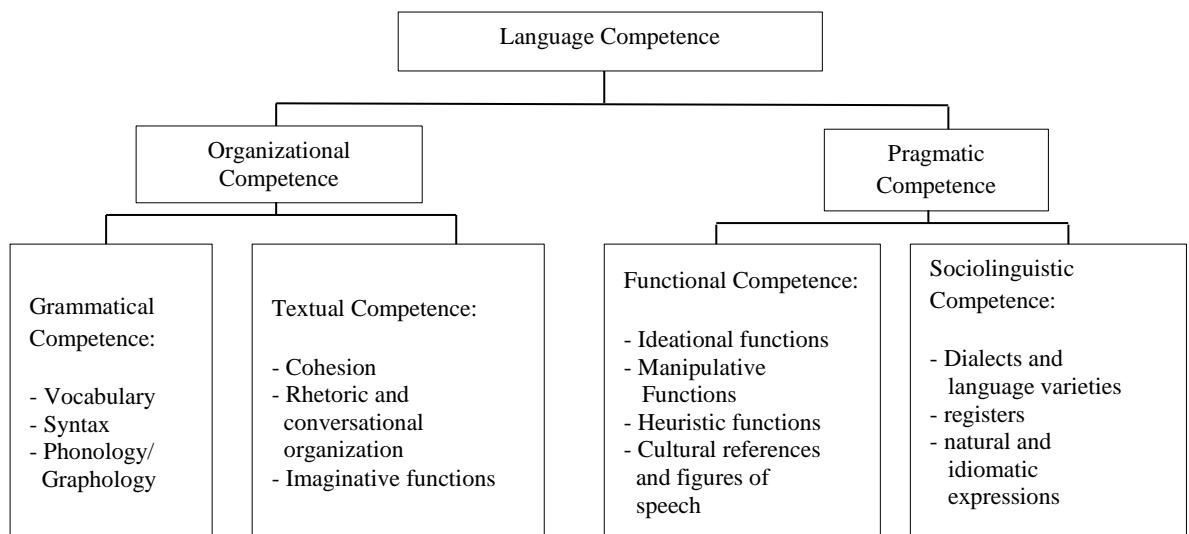


Figure 1: Language Competence Proposed by Bachman (1990)

b. Definition of Pronunciation

There are many experts that have views what pronunciation in language teaching is. Kelly (2000:1) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features. He has broken down the main features of pronunciation and explains it by showing a diagram below.

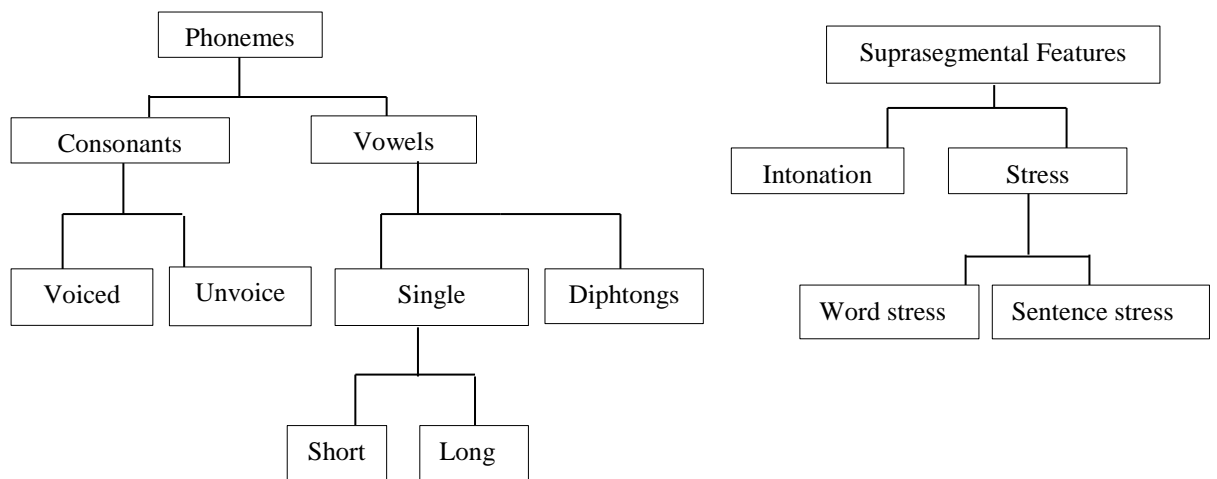


Figure 2: **Pronunciation Features**

Meanwhile, Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says “Pronunciation is

never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.” Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

c. Pronunciation Model

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one’s nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word “grass” can be pronounced differently according to which model we use. We can pronounce /grɑ:s/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly (2000:14) states “In the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP).” However, this model is not often used by teachers since they have already had their accent. As Kelly informs, RP is synonym with Queen’s English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world?

The teacher’s first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000), it is possible to

do that, but teachers still need to know the variation of English. Those who are well informed to variations of English will be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that RP is still the target for Pronunciation, because of its traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

d. Factors Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age

Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4) Innate phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this ‘knack’ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation. Teachers can assist learners toward these factors.

e. Criteria for Good Pronunciation

There is a good quotation from Celce Murcia (2006) that can make us realize the importance of pronunciation teaching in a language classroom. The quotation is taken from an undergraduate student in an ESL pronunciation course. He says "I feel that I am judged by my way of talking English. In other classes, teacher often treats me as inferior or academic disability because of my muttering English." Someone's way of talking will be judged by other persons. It seems that we need to know how our way of speaking can easily be recognized by people to whom we talk. So, in terms of how our speaking can be understood by people, there are some criteria. These criterias are taken from goals of pronunciation teaching that will be discussed later. First, our way of speech should be intelligible (Morley,1999). People must have an accent from their first language and they do not need to be native-like speaker in speaking. By accent that we possess, people can identify us. However, we need to realize that our accent

should not be distracting when we speak. We need to know rules in speaking so that people can understand what we actually mean. Secondly, when we speak we need to know the function or condition when we have conversation within the specific communicative situations. Knowing the discourse, we can use appropriate pronunciation features. Dalton and Seidlhofer (1994: 52) as cited in Celce Murcia (2006) list six important communicative abilities related to pronunciation:

- 1) Prominence: how to make salient the important points we make
- 2) Topic management: how to signal and recognize where one topic ends and another begins
- 3) Information status: how to mark what we assume to be shared knowledge as opposed to something new
- 4) Turn-taking: when to speak and when to be silent, how (not) yield the floor to somebody else
- 5) Social meanings and roles: how to position ourselves *vis-a-vis* our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness
- 6) Degree of involvement: how to convey our attitudes, emotions, etc.

Goodwin as cited in Celce Murcia (2006) adds that good pronunciation learners should also know how to employ pauses, pitch movement and stress.

f. Problems in Pronunciation

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is

rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. According to Arini (2009), there are two common mistakes that a learner makes. First, they fail to make long vowels or diphthongs when it is followed by voiced consonants. Secondly, they fail to shorten long vowels or diphthongs when it is followed by voiceless consonants. She adds that there are other problems or difficulties related to pronunciation. One of them is hearing problem. People have different hearing ability. It affects people to make mistakes when pronouncing words. O'Connor (1998: 1) gives a good illustration related to how important our ears are. He says:

“Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak.”

So does English. If one cannot listen to English pronunciation well, he cannot produce it well too.

Kelly (2000: 8) makes a brief and clear explanation related to difficulties may be faced by individual learners. They are:

- 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.

- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learner.

The learners may have problems related to learning English pronunciation. However, we as teacher need to offer help to overcome their problems. The solution to the problems will be discussed later.

2. Teaching Pronunciation

a. The Importance of Teaching Pronunciation

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005 as cited in Nation and Newton, 2009). However, Nation and Newton (2009) argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners' phonological loop affect learners gain stable pronunciation. Nation and Newton (2009:75) explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop (Ellis and Beaton, 1993; Baddeley, Gathercole and Papagno,

1998; Singleton, 1999: 148–151). Learners' working memory differ one another. However, for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

b. Teaching Pronunciation in Junior High School

According to Kelly (2000:13), a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. It seems that the teaching is not planned before. He adds that the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. However, to make students able to speak fluently and their pronunciation achieve what the experts call as minimally intelligible, pronunciation instruction need to be promoted to students. Moreover, in the standard of competence and basic competences of SMP students grade VII state that students need to master linguistic competences including pronunciation. It can be one of basic things that students need to master since pronunciation plays an important role in language teaching.

Pronunciation instruction can be adjusted according to what level our learners belong to. Our SK/KD for SMP students states that one of the aims that students need to achieve is that they are able to develop the communication ability

in form of spoken and written forms so that they can achieve functional level. Functional level means that students need to be able to overcome daily problems. The language that is used for that matter is not so complicated. It is considered to be simple. So, what teachers need to promote in pronunciation instruction is simple or basic activities for pronunciation.

c. Goals in Teaching Pronunciation

According to Morley (1999) as cited in Celce-Murcia (2006), there are four realistic goals in pronunciation teaching. They are:

1) Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

2) Functional communicability

It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability."

3) Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

4) Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

d. A Communicative Framework for Teaching Pronunciation

Darcy, Ewert and Lidster (2012) state that in terms of implementation of pronunciation instruction, one of the major challenges is to enhance carry-over. According to them, several authors have suggested focusing on meaningful and communicative in activities which are relevant to real life situations as a way to facilitate carry-over (e.g. Bowen, 1972; Celce-Murcia, Brinton, & Goodwin, 1996; Firth, 1987; Morley, 1991).

Celce-Murcia, Brinton and Goodwin (1996) present a framework for the sequencing activities within pronunciation instruction. There are five stages that they offer for teachers to teach pronunciation. The stages are similar to a presentation, practice and production. Below are stages that teachers may take.

1) Description and Analysis

Initially, the teacher shows students a feature of pronunciation including how and when it occurs. The teacher can benefit from charts (consonant, vowel, or organ of speech) or he might present the rules for occurrence either inductively or deductively. For example, the teacher may either presents the rule of words ending with *-ed* or provides multiple examples and the learners are asked to figure out the rule.

2) Listening discrimination

Listening activities can be contextualized minimal pair discrimination exercises such as the following from Gilbert (1993, 20). The speaker (a student or teacher) pronounces either sentence *a* or *b* and the listener responds it with the appropriate sentence.

- a) *He wants to buy my boat.* *Will you sell it?*
 b) *He wants to buy my vote.* *That's against the law.*

In another discrimination activity, the learners listen to a sentence and determine whether it has falling or rising intonation.

	Rising	Falling
<i>The plane's leaving</i>	↗	↘
<i>Sam finished it</i>	↗	↘
<i>You can't</i>	↗	↘

Using a short listening passage, learners can mark the pauses and/or circle the prominent elements they hear. In general, the listeners' task should be clearly defined and focused only one or two features at a time. At this stage, the teacher should focus learner's attention to what they have not recognized yet.

3) Controlled practice

At the beginning, the learner's attention should be focused almost completely on form. Any kind of choral reading can work if the learner's attention is clearly focused on the target feature. Poems, rhymes, dialogues, dramatic

monologues - all of these can be used if the content and level engage a learner's interest.

4) Guided Practice

In this stage, the learner's attention is no longer entirely on form. The learner now begins to focus on meaning, grammar, and communicative intent as well as pronunciation. As an example, Hewings and Goldstein (1998;127) make use of a memory activity while practicing –s endings. Students are instructed to study a picture containing a number of common objects for one minute (two bridges, three suitcases, four glasses, etc). With the picture hidden, they try to recite the correct number of each item, while concentrating on pronouncing the plural –s correctly.

5) Communicative practice

In this stage, activities strike a balance between form and meaning. Examples include role plays, debates, interviews, simulations and drama scenes.

e. Teaching Techniques

Kelly (2006: 16-22) offers several techniques and activities to improve students' pronunciation:

1) Drilling. Drilling is a basic way of practicing pronunciation in the classroom.

The teacher gives the model first and students imitate what the teacher says.

There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can

build confidence. Secondly, chaining is one of the way to help students' difficult sentences.

- 2) Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly, 'open pair' drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.
- 3) Minimal pairs and related activities. In minimal pairs activity, teachers provide students pairs of similar words in which they have one or more different phoneme. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change. Below is the example of minimal pairs activity taken from Kelly (2006:19) :

Tick the words which have the sound /ʌ/:

cap hat bug cup hut bag

- 4) Pronunciation and spelling activities. These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations

(*Why don't you read this book? And I've already read it.*) Meanwhile, homophones are words that have same pronunciation but different spelling (*write* and *right*; *there*, *their* and *they're*). Another related activity is in a discovery type exercise like the example below:

hat hate kit kite cut cute

in that activity, students can recognize how the vowel sound changes when the letter *e* is added.

- 5) Taping students' English. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.
- 6) Listening activities. Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.
- 7) Reading activities. In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

f. Teacher's Roles

Adapted from Kenworthy (1987:1-2), there are several roles of the teacher in pronunciation teaching. The teacher is responsible for:

- 1) Helping learners hear sounds. The teacher needs to provide help for learners to perceive sounds. Learners are affected by their native language, thus teachers need to check whether they hear sounds that belong to appropriate categories and help them to develop new categories if necessary.
- 2) Helping learners make sounds. The sounds of English are different from Bahasa and ethnic languages existed in Indonesia. Some sounds do not occur in our languages. Thus, if students find difficulty in imitating new sounds, the teacher needs to give them some hints to help them imitate the sounds.
- 3) Providing Feedback. After both activities above are conducted, the teacher needs to tell the learners how they are doing. The learners often do not know whether they are right. Thus, the teacher needs to give information about their performance.
- 4) Pointing out what is going on. Teacher needs to tell the learners what to pay attention to and what to work on. Learners sometime may miss something important when they speak. For example, they may use inappropriate stress. It can lead to misunderstanding since it can have different meaning.
- 5) Establishing priorities. Learners may know what features are different from their native but do not know how important it is. Learners may notice that their pronunciation is not like the way English people do it, and they try to change this but their effort is misplaced since the feature they want to improve

is not essential for intelligible speech. Teachers need to make learners focus on something important for them.

- 6) Devising activities. Teacher needs to design pronunciation activity which is helpful and can make improvement. Teacher also needs to suit which is the most appropriate activity for the learners.
- 7) Assessing progress. This is to give information to the learners how they are doing. It is important to tell learners about their progress.

g. Learners' Roles

After having listed teacher's role in pronunciation teacher, we come to a question what role that learners should do. The answer is simple, the role of the learners are to respond. How much efforts that learners put into it will determine their success in pronunciation.

3. Assessing Pronunciation

Goodwin as cited in Celce-Murcia (2006) presents three types of pronunciation assessment: diagnostic evaluation, ongoing feedback, and classroom achievement testing.

a. Diagnosing Evaluation

According to Wong (1987), diagnosis of each learner's oral proficiency serves several purposes:

- 1) The individual attention personalizes the learning process from the beginning of the course and promotes motivation.

- 2) It helps the teacher identify areas of emphasis for student. Most learners are unaware of or misapprehend their difficulties. The initial assessment can help them identify concrete examples of their strengths and weaknesses and focus their efforts during the course.
- 3) It helps the teacher select appropriate areas of emphasis for the class and make decisions about which lessons can be omitted or which need elaboration.

She adds that in selecting a way to diagnose learners' proficiency, a teacher needs to consider the following factors:

- 1) how much time is required to administer it;
- 2) how easy or difficult the results are to evaluate; and
- 3) how much it tells about students' pronunciation (and not about their inability to read, their problems with grammar, or their ability to organize information).

The use of a diagnostic passage and a free speech sample are the most common forms of diagnosing a learner's production. Wong (1987) presents ways to diagnose learners' proficiency. Here are possible diagnostic instruments:

- 1) an interview consisting of a set of questions asked of all students;
- 2) a reading of a short passage or dialogue;
- 3) a description of a series of pictures;
- 4) completion of a task with another student (e.g., one student describes a figure and the other student makes a drawing according to the description);
- 5) a listening task that taps into student's perception of speech phenomena (e.g., stressed syllables, accented words, pitch contours).

b. Ongoing Feedback

Feedback can give learners a sense of their progress and indicates where they need to focus their attention for improvement. There are three ways in providing ongoing feedback.

1) Self-monitoring

One way to guide learner to self-correct is to point out their errors silently. Teachers can use various means to cue correction;

a) Gestures

Hand gestures can represent different aspects of pronunciation (e.g., number of syllables, linking, rising or falling intonation, etc)

b) Pronunciation correction signs

Signs can be placed around the room indicating to what the teacher has taught.

c) Charts

If the teacher has introduced a vowel chart and have a large version of it hanging in the classroom, he can point out to the vowel and guide them toward the correct one.

The second way to encourage student self-monitoring is to record student speech, in either audio or video format. Learners can conduct self-monitoring with

the guidance of a self-analysis sheet. Working with their transcript while listening to their tape, learners can monitor for a specific feature.

2) Peer Feedback

During a traditional minimal pair activity, rather than having students only work in pairs (one speaker and one listener who responds with the appropriate rejoinder), students can be placed in groups of four. In this scenario, the speaker says one of the options and the other marks what they hear. If only one listener is giving feedback, it is less reliable and convincing to the speaker since that listener might have difficulty hearing that particular distinction.

3) Teacher feedback

During the class, teachers can give feedback silently through gestures or pronunciation correction signs. Out-of-class feedback can be provided audiocassettes or computer sound files in an e-mail exchange.

There are several types of errors that should be corrected. Errors that teachers should correct are:

- a) Errors which cause a breakdown in communication
- b) Errors which occur as a pattern, not as isolated mistakes
- c) Errors which relate to the pronunciation points we are teaching

It is important that teachers should notice learners' errors. Since the errors that learners make, it can lead teachers to what to teach in the class.

c. Classroom Achievement Tests

Classroom achievement tests evaluate learners' progress according to what have been taught and are more focused than diagnostic assessment. The tests should resemble the classroom teaching tasks in order to reduce the effect of an unfamiliar format on learner performance.

Any oral performance to be evaluated should be recorded on a tape. This is to make the teacher's evaluation easier and it allows the learner to review and revise the tape before turning it in. Taping learners' evaluation can determine what have gone wrong in their pronunciation and if the learners have that kind ability, it can allow learners to recover from a communication breakdown in real life.

4. Role Play

a. Definition

Role play in a communicative language teaching plays an important role as form of interaction. Brown (2001:183) gives a couple of requirements to hold a role play. Role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. Littlewood (1981: 49) explains what learners should do when this technique is implemented.

- 1) Learners are asked to imagine themselves in a situation which could occur outside the classroom. This could be adjusted to the level of the learners.

- 2) They are asked to adopt a specific role in this situation. They can act as someone or themselves according to what the activity requires.
- 3) They are asked to behave as if the situation really existed, in accordance with their role.

Littlewood explains more that this technique can be implemented as controlled, pre-communicative practice and it can be extended becoming communicative practice. In controlled, pre-communicative practice, learners are asked to imagine a situation in order to 'make suggestions', express preferences' and the like. At even more superficial level, learners are asked to perform a dialogue which has been memorized before. Meanwhile, in a communicative practice:

- 1) The learner's focus should be more firmly on the communication of meanings, rather than on practice of the language.
- 2) Learners must identify with their roles in the interaction more deeply than during controlled language practice.
- 3) Learners must create the interaction themselves, on the basis of their roles and the meanings that arise, rather than perform in ways that have been predetermined by the teacher.

As the activity focus on the communication of meaning, it depends on the learners to identify the role and meaning. However, teacher can adjust to control the activity whether he will allow for lesser or greater scope of learners' creativity.

b. Kinds of Role Play

Littlewood (1981: 51-58) suggests several role plays that can be implemented creatively. Here are they.

1) Role-playing controlled through cued dialogues

In this activity, the learners are given cues printed on separate cards. The cues will encourage and guide the learner what they need to say. This makes learner easier to draw on language forms. Therefore, the teacher can use the cued dialogues to elicit the forms that has been discussed. This is the example of cued dialogues.

Learner A

Learner B

You meet B in the street.

You meet A in the street

A: Greet B.

A:

B:

B: Greet A.

A: Ask B where he is going.

A:

B:

B: Say you are going for a walk.

A: Suggest somewhere to go together.

A:

B:

B: Reject A's suggestion. Make a

different

suggestion

A: Accept B's suggestion.

A:

B:

B: Express pleasure.

There are three factors that determine the requirement of the range of language that can be used appropriately in cued dialogue:

- a) The cues control the functional meanings that learners have to express.
- b) The social situation and relationship determine what kind of language is appropriate for expressing these meanings.
- c) Particularly in the early stages, it is unlikely that the learners' repertoire will contain a wide variety of alternative forms to express a particular communicative function.

Therefore, it is not so difficult for the teacher to prepare the activity with suitable forms. The teacher may vary the learners' scope for creativity, in two main ways:

- a) The cues may be more or less detailed in the functional meanings they specify.
- b) He can vary his instruction to the learners. It means that the teacher can encourage students not to only use the cues as the basis for the interaction but also the students can create some variations.

2) Role-playing controlled through cues and information

In this activity, learners are provided with detailed information in the cues. Here the learners have more flexible role so that he or she can choose to whatever options he or she wants. Here is the example of the activity. Two learners share their roles as a guest and a hotel manager(ess).

Student A: you arrive at a small hotel one evening. In the foyer, you meet the manager (ess) and:

Ask if there is a room vacant.

Ask the price, including breakfast

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say what time you would like to have breakfast.

Student B: You are the manager(ess) of a small hotel that prides itself on its friendly, homely atmosphere. You have a single and a double vacant room for tonight. The prices are: \$8.50 for the single room, \$15.00 for the double room. Breakfast is \$1.50 extra person. In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50p.

As the roles are given to the learners, we can identify that this kind of role play encourage learners to get several information that they need. The use of the language is determined by the learners. They can start the conversation the way they want but it should be related to the situation when the conversation takes place. However, they should use English as the main interaction to accomplish the objectives. Above all, if we would like to apply this activity we should adjust our control in the conversation in accordance with the learners' level. The more creative the activity has encourage students to speak, the lesser the teacher controls the activity. However, there are some important pedagogical consequence

should be realized by the teacher if the activity gets the learners' scope for creativity increase:

- a) The teacher is less able to predict in detail what the learners will want to say. It makes the teacher difficult to equip the learners with the forms of language needed by them. It means that the learners can determine what they want to say in accordance with their speaking skill. However, this problem should not be a burden in conducting this activity. The teacher and learners can discuss several things that they find it difficult after the activity ends. They can review and give solution to the problem. Then, the teacher may devise controlled activity that aims to improve things that students feel it is lacked.
- b) The language produced by the every pair or group will be different. It means that teacher cannot give the same feedback to all the learners. It seems difficult for the teacher to observe the learners individually. So, there is possibility that the learners' mistakes or errors cannot be corrected.

3) Role-playing controlled through situation and goals

In this kind of role play, the teacher provide students with situation and goals that should be achieved the learners. The example of the activity is illustrated below.

Student A: You wish to buy a car. You are in showroom, looking at a second-hand car that might be suitable. You decide to find out more about it, for example how old it is, who the previous owner was, how expensive it is to run and whether there is guarantee. You can pay up to about \$900 in cash.

Student B: You are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the leader of a local pop group. It does about twenty miles to the gallon. Your firm offers a three-month guarantee and can arrange hire purchase. The price you are asking for the car is \$1,400.

The example above shows that the students are asked to accomplish the goal by buying and selling a car. Each learner will negotiate using their communicative acts and strategies.

4) Role-playing controlled in form of debate or discussion

Since the activity in the form of debate, the learners are asked to argue against and believe their opinion. In this activity, teacher may get difficulty as the previous kind of activity. Meanwhile, the learners should have (a) adequate shared knowledge about the issue and (b) different opinions or interest to defend. Thus, the activity must begin with reading or listening first. That kind of activity will prepare students for the debate. Meanwhile, for discussion, the similar beginning activity is needed. After that, the learners will participate in a group to discuss something related to the topic. Each learner has each role. So, they need to give solution to a problem aroused according to the roles' point of view

c. An Example of Role Play that Concentrates on Improving Students' Pronunciation

The example of role play is taken from Hadfield and Hadfield's *Simple Speaking Activities* (1999). In this activity, there is pronunciation focus meaning

that learners can focus to a kind of pronunciation feature. It helps the teacher to give feedback related to the students' pronunciation. In order that students focus on the pronunciation feature that is discussed, the teacher should explain the feature before the activity begins. The teacher can follow steps in communicative framework for teaching pronunciation so that the learners can move gradually.

B. Related Studies

Role play is an activity that belongs to one of the communicative activities. According to Qing (2011), role play is an activity that can help students to develop overall communicative competence. Pronunciation is one of the communicative competence, so it can also improve students' pronunciation. Haruyama (2010) adds that role play and dramas are the best and most appropriate methods to improve one's communicative skills while cultivating awareness of grammatical accuracy.

Besides, the use of role play in language classroom is enjoyable for students. Liu and Ding (2009) state that role play is an effective technique to make the language acquisition impressive.

C. Conceptual Framework

As stated in standard of competence and basic competence, the scope of English teaching and learning includes to get students master linguistic competences (one of them is pronunciation). To achieve the aim, teachers need to promote pronunciation teaching so that students can have better communication skill.

In terms of pronunciation teaching in SMPN 3 Tempel, the teacher's focus of teaching is in increasing vocabulary and using the vocabulary in speaking activity. However, based on the observation the students' pronunciation lacks. The teacher feels that their intonation is not so good. Their utterance when saying English is not so clear. The students still hesitate in pronouncing words. The teacher's way to improve their pronunciation is through drilling chorally. So, the focus to improve their pronunciation is to say words correctly. Meanwhile, the suprasegmental features like stress and intonation are not taught. The students' lack of pronunciation accuracy is proven. When they read aloud, they find difficulty. They struggle to read the text. There is also mispronouncing and misunderstanding in several words. It means that the teacher does not give much attention to improve their pronunciation. There is no activity to improve their pronunciation except drilling. Moreover, students' source of vocabulary namely mini-dictionary that has been given by the teacher does not provide phonetic transcription. All factors that have been mentioned contribute to students' lack of pronunciation.

There are several ways to improve the teaching condition in this case. First, related to the teacher and researcher, we need to practice pronunciation so that our pronunciation can be a good model for students to imitate. Reading books and article is also important so that we can have a lot of inspiration to design activity to improve students' pronunciation. Secondly, related to pronunciation teaching, the teacher can add some activities in the class that focusing on improving students' pronunciation. The teacher can refer to communicative

pronunciation teaching framework to design the activity. It helps teacher to design the activity gradually. Activity like minimal pairs, listening and reading activity can help students improve their pronunciation too. In terms of communicative practice, the teacher can use role play. Role play gets students to act out the role they get. In the role play, the teacher can also focus on the pronunciation features so that the language used in the role play can be adjusted to the pronunciation features discussed in the classroom. Third, related to teaching materials, the teacher and I need to modify the mini-dictionary with phonetic transcript. By modifying it, it can help students to pronounce word correctly. Doing these ways, it can support condition to improve students' pronunciation. To know whether the students have improved through the activity conducted in the classroom, the teacher and I have agreed to conduct an action research.

The action research conducted in grade VII C of SMPN 3 Tempel. The teacher and I used action research to improve students' pronunciation. We agreed to use role play to improve students' pronunciation. The steps of the research include plan, act, observe and reflect.

CHAPTER III

RESEARCH METHOD

This chapter will discuss the method that was used in the research. The discussion includes research setting, research design, data collection, validity and reliability of the data, and research procedure.

A. Research Setting

I conducted the research in SMPN 3 Tempel. It was located in Jl. Gendol, Pondokrejo, Sleman, Yogyakarta. It is about 25 KM from Yogyakarta State University and it spent approximately 40 minutes to arrive there. There were 297 students overall. The boys were 151 persons and the girls were 146 persons. They were grouped into three classes per each grade. A class consisted of 32 to 34 students. Meanwhile, there were 26 teachers including three English teachers in the school.

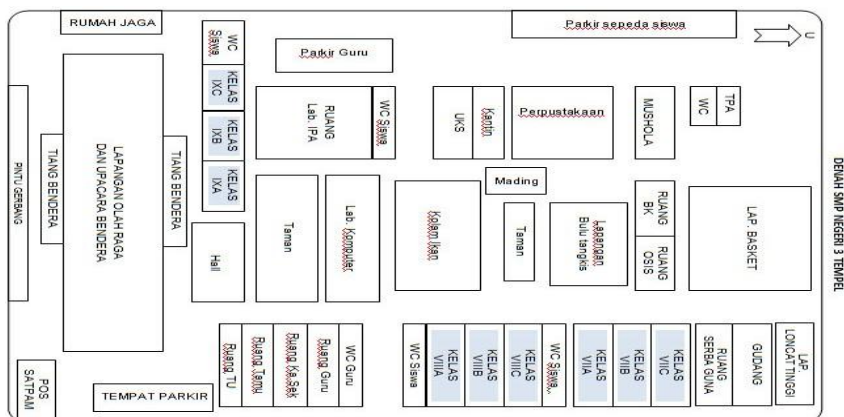


Figure 3: Map of SMP N 3 Tempel

As showed by the picture , there were many buildings and facilities in the school. The area of the school was wide. There were nine classes in which each grade has three classes. The school had a library so that students might borrow books relevant to their interest and needs. To facilitate sport activities, the school had basketball and badminton courts. There was also a computer library that could be used to learn computer lesson. However, there was no language laboratory in this school. So, the teachers should provide facilities to learn the language lesson.

The research was conducted in grade VII C. Grade VII C consisted of 32 students. The amount of girl students was more than the boys. There were 19 girl students and 13 boys. This class was taught English three times a week. They got English on Tuesday, Thursday and Friday. In Each day they got 80 minutes to learn English.

The classroom was quite large. As usual the students had to sit with their pairs. The teacher was facilitated with a whiteboard attached in front of the class. However, there was no LCD and screen to support presentation using laptop. So, if the teacher wanted to present something using laptop, he needed to borrow LCD from TU. There was no speaker. So, the teacher needed to bring it if he got students to practice listening.

B. Research Design and Procedure

The research was conducted through action research. Action research has several definitions. Burns (2010) says that “It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’”. It involves taking a self-reflective,

critical, and systematic approach to exploring your own teaching contexts.”

Kemmis and McTaggart (1992) as cited in Cohen, Manion and Keith (2000) state that:

Action research is concerned equally with changing *individuals*, on the one hand, and, on the other, the *culture* of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group.

As stated briefly by the experts above, action research means to conduct a research based on the problem in the classroom. The research need to try to overcome the problem by conducting a research through several steps.

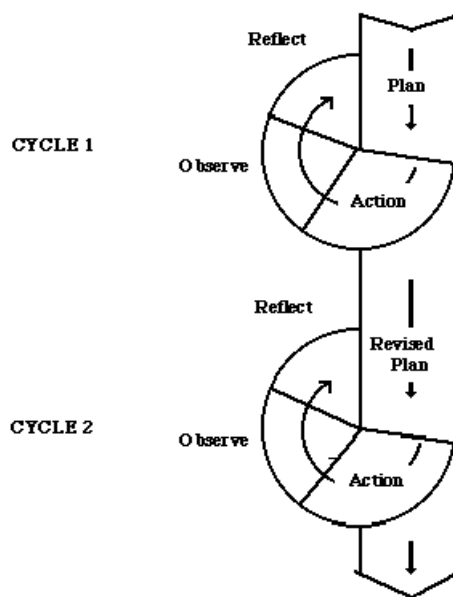


Figure 4 : Action Research Cycle

As Burns says, the research should involve systematic approach. Kemmis and McTaggart (1988) who are the experts on this field have designed steps to take when doing an action research. The steps that they offer are adapted to become the framework of steps in this research. As shown by the schema above, the steps involve planning, action, observation and reflection.

1. Planning

In this step, I identified a problem and developed a plan of action in order to bring improvement (Burns, 2010). The teacher and I had identified problems in the classroom. The problem was students' pronunciation. The teacher and I agreed to improve their pronunciation by using role plays. So, role plays were expected to be able to improve students' pronunciation.

2. Action

As mentioned above, I used role plays to improve students' pronunciation. I modified the mini dictionaries given by the teacher. The mini dictionaries were equipped by phonetic transcription. Besides, the activity in the classroom was added by activities that aimed to improve students' pronunciation. Activities or techniques like reading aloud, and listening activity were there in the classroom. Such activities had not been conducted before.

3. Observation

As the research conducted the action, the collaborators observed what occurred in the class. The collaborators were equipped by observation sheet. She

might note what happened during the lesson and may take photograph. Moreover, in order that I could observe himself what really happened in the class, the class was recorded through video camera. Watching the video helped me to reflect more deeply. I also conducted interview with the teacher and the collaborator and with the students.

4. Reflection

After conducting action and observation, I reflected and evaluated whether the class had made good improvement. In the reflection phase, I determined lack of his teaching and revised the plan. If I had been satisfied by the result that students made, I ended the research. The research involved two cycles. Cycle I was conducted five times on 16, 21, 28, 30 January and 11 February 2014. Meanwhile, cycle II was conducted three times in four meetings on 13, 21 and 27 February 2014.

C. Data Collection Technique

I used several ways to collect the data. They were observation, interview and taking photograph.

1. Observation

The first observation had been conducted on 19 September 2013. The first observation led to problem finding in the class. The observation that was conducted while doing this research was carried out by the teacher, collaborator

and I himself. I prepared for an observation sheet so that it could make the collaborator and the teacher focus on specific things happening during the lesson.

2. Interview

The first interview had been conducted on 17 September 2013. I had interviewed the teacher to find a problem in the class. Doing the interview helped the teacher to reflect and evaluate himself too. The interview that was conducted was categorized as semi-guided interview. It meant that I prepared for interview guideline and asked questions to the interviewees according to the guideline. However, I may ask other things related to the answer of the interviewees. It may collect information deeper. Some of the interviews were taped so that it could make I easier to write the transcript.

3. Taking Photograph

I was assisted by the collaborator to take photograph. The photographs are additional documentation in this research. It can prove that the research is really conducted. The collaborator may take photograph to any kind of activity during the lesson.

D. Validity and Reliability of the Data

Validity of the data is a criterion in order that the research is acceptable. According to Suwarsih (2006, 37), the basic meaning of validity in action research is related to validity in qualitative research. Burns (1999: 161-162) as cited in

Madya (2006:38-44) states that there are five criteria of validity in action research, they are:

1. Democratic Validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. So, I allowed participants in the research like teacher, collaborator, and students to give their opinions related to pronunciation teaching that I was conduct. I received any comment from the participants. This could be carried out to reflect and to evaluate the teaching and learning process.

2. Outcome validity

This criterion relates to the notion of actions leading outcomes that are ‘successful’ within the research context. The result of the research should be satisfied. I reflected and evaluated the result after each meeting and cycle.

3. Process validity

This criterion raises the questions about the ‘dependability’ and ‘competency’ of the research. In the research, I was assisted by the collaborator and the teacher to observe. The observation sheet and the recorded video assisted me to determine the quality of the process in the teaching and learning.

4. Catalytic validity

This criterion 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 changes within it. The teacher and I deepened our understanding in pronunciation teaching. There were several books to read so that we could provide suitable activity for improving students' pronunciation.

5. Dialogic validity

This criterion parallels the processes of peer review which are commonly used in academic research. I conducted peer review. I asked to collaborator, teacher and supervisor related to the research.

In order that the research gained more validity, I conducted research triangulation. In this research I conducted time, investigator and theoretical triangulation.

1. Time triangulation

To make sure that the technique that was given to improve students' pronunciation, I had more than one meeting in each cycle. There were totally nine meetings carried out in this research.

2. Investigator triangulation

I involved the collaborator and the class teacher to observe the class when the research conducted the research. Then the result of observation were compared.

3. Theoretical triangulation

This could be done through analyzing data using different perspective. The research related some theories in pronunciation teaching to the teaching activity in the class.

Meanwhile, to measure the reliability of the data I attached interview transcript and vignettes. Through presenting transcript and vignettes, it can be proved that the research is reliable.

CHAPTER IV

THE RESEARCH PROCESSES, FINDINGS, AND INTERPRETATIONS

In this chapter, it will discuss the findings of the research. It includes reconnaissance, report of the cycle one and two and general findings.

A. Reconnaissance

In this step, several activities were carried out to find the field problems. First, an observation related to the English teaching and learning process in class VII C at SMPN 3 Tempel was done. Second, after conducting observation, the English teacher and some students were interviewed. After conducting those activities, some field problems were found.

1. Identification of the field problems

Based on the observation took place on 19 September 2013, the interview with the teacher and students, I found some problems related to the teaching and learning process. As discussed in chapter one, the problems derived from the teacher, students, learning materials and media, and equipment and facilities. The field problems found can be seen in Table below.

Table 1: **Field Problems in the English Teaching and Learning Process of VII C Class at SMPN 3 Tempel**

No.	Field problems	Code
1	Pronunciation teaching was conducted in response to students' errors and mistakes.	T
2	Students were not confident to speak English.	S
3	Students' focus was on memorizing vocabulary.	T
4	Students were afraid of making mistakes when they speak.	S

5	Mini dictionaries did not contain phonetic transcription.	M
6	VII grade classrooms did not possess LCD.	Md
7	The teacher had not presented using power point and multimedia.	T
8	The school did not have language laboratory.	Md

2. Identification of the field problems to solve

Based on the steps in finding the field problems, many problems happened in the classroom. The teacher and I agreed to focus on pronunciation teaching. The aim was to get students have better pronunciation. Here were the field problems to solve.

Table 2: **Field Problems to Solve**

No.	Field problems	Code
1	Pronunciation teaching was conducted in response to students' errors and mistakes.	T
2	Students' focus was on memorizing vocabulary.	S
3	Students were afraid of making mistakes when they spoke.	S
4	Mini dictionary did not contain phonetic transcription.	M
5	The teacher had not presented using power point and multimedia.	T

Those problems in the table had some main causes. The steps to internalize the main causes of the problems were important so that the obstacles and weaknesses can be recognized.

Table 3: **Field Problems and Causes**

No.	Field problems	Causes
1	Pronunciation teaching was conducted in response to students' errors and mistakes.	The teacher lacked knowledge related to how to integrate pronunciation teaching in the classroom.
2	Students' focus was on memorizing vocabulary.	The teacher asked students to memorize 50 words per week and will be tested each week.
3	Students were afraid of making mistakes when they spoke.	
4	Mini dictionary did not contain phonetic transcription.	The teacher's contribution to improve students' pronunciation was very little.
5	Teacher had not presented using slide show.	The classroom did not possess LCD.

B. Report of Cycle 1

1. Planning

The planning involved the following activities; conducting integrated pronunciation teaching, using classroom English, using power point presentations, audio recording and multimedia, giving mini dictionaries containing phonetic transcription, reading aloud, directed response tasks and conducting role plays. Each will be described below.

a. Conducting integrated pronunciation teaching

Some pronunciation materials would be integrated with language functions to be discussed. For example, when the language function was about "Asking Likes and Dislikes", word stress would be integrated with this language function.

b. Using classroom English

Since students were already familiar with the most recognizable greeting “How are you?”, they could be introduced to other forms of greeting. In addition, other language functions necessary for classroom communication such as commanding, explaining the task, asking students’ difficulty and parting would be used.

c. Using power point presentations, audio recording and multimedia

Materials would be presented using power point presentations, audio recording and multimedia.

d. Giving mini dictionaries with phonetic transcription

Mini dictionaries with phonetic transcription would be given to the students. They could use them to check the correct pronunciation. So, the students would also be taught how to read the phonetic transcriptions.

e. Reading aloud

Students would practice reading aloud when the lesson was given. Before they practiced, they would be given the model of how to read the text correctly. Some words in the text would be in bold to indicate that those words were stressed words in the sentences. The stressed syllables in words with more than one syllable would be typed in bigger size to indicate that those words were the stressed syllables.

f. Directed response task

In this activity students would be asked to respond orally to situations given. The situations could be in form of pictures or in form of spoken sentences.

g. Conducting role plays

There were three role plays would be performed by students. The first one would be acting as a librarian and a member of the library. The second would be surveying their friends' favourite fruits and vegetables. The third one would be in form of a group discussion deciding where they would have dinner.

2. Actions and Observation

The actions were carried out five times on 16, 21, 28, 30 January and 11 February 2014.

a. Integrating pronunciation teaching

I conducted pronunciation teaching which was integrated with language functions that were discussed. Here was the list of the integrated pronunciation teaching.

Table 4: Time Schedule of Cycle 1

No.	Date	Language functions	Pronunciation Points
1	16 January 2014	Asking and Giving Service	Intonation
2	21 & 28 January 2014	Asking Likes and Dislikes	Word stress (Fruits and Vegetables)
3	30 January 2014	Asking and Giving Opinion	Sentence stress
4	11 February 2014	Asking and Showing location of a place	Intonation

In these activities, I first explained the roles of word stress, sentence stress and intonation. Then, I gave them task about the pronunciation terms that was discussed. For example, in the first meeting, the language function was “Asking and Giving Service” and the pronunciation point was intonation. At first, the students were presented a video about asking and giving service. Then, the

students were explained how to ask and to give service. Then, I gave them examples what kinds of sentences using falling and rising intonation. After that, students had a listening discrimination activity about the use of rising and falling intonation.

TASK 1

Listening discrimination activity

Your teacher will read aloud the sentences and choose whether the sentences use rising or falling intonation by giving (√) in the table below. Number 1 has been done for you.

No	Sentences	Rising	Falling
1.	Where is the library?		√
2.	Can I lend this book?		
3.	I am looking for a good book.		
4.	Do you like detective story?		
5.	Why do you like reading?		
6.	Are you happy with that?		

(Lesson Plan 1)



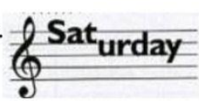
In this activity, most students could answer well. It can be seen in the following extract.

Saya kemudian bertanya “Who has no mistake? Siapa yang betul semua?” Hampir semua siswa mengangkat tangannya. (I then asked “Who has no mistake? Siapa yang betul semua?” Most of them raised their hands.)

(Vignette 1, 16 January 2014)

Meanwhile, in lesson two the language function was “Asking Likes and Dislikes” and the pronunciation point was word stress. At first, the students and I discussed the language function. After finishing with the language function, the students and I discussed the word stress. The students were given examples of how to give stress. I showed this slide.

How to give stress??

- Make it longer. 
- Make it louder. 
- Make it higher. 

Then, students were given examples of word stress. The stressed syllables were varied. Here were the examples of the word stress.

noun	adjective	verb
apple Oo I like Oo	careful Oo Be Oo	agree oO I oO
banana oOo I like oOo	afraid oO Don't be oO	celebrate Ooo I Ooo
record Oo	important oOo It's oOo	cooperate oOoo I oOoo
	different Ooo It's Ooo	discover oOo I oOo
	incorrect ooO It's ooO	record oO

(Lesson Plan 2)

They were also told that if they wanted to determine which one was the stressed syllable, they should determine how many syllables were there in the words.

Then, I asked students to identify the stress pattern of words given. When this activity was conducted, students seemed doing the task seriously. They

pronounced words and determined how many syllables in the words. If they were not sure, they could ask me. In this activity, students found difficulty in determining how many syllables were there. They found difficulty in determining the stressed syllable.

Name :

Student No. :

TASK 3

Identifying stressed words

Read aloud the text below and decide what stress pattern the words in bold have.

Example: I got my first **record** as a **present** when I was eleven.

record = Oo present = Oo

Please Send Me a Card

Postcard always spoil my **holidays**. Last **summer**, I went to **Italy**. I **visited** **museums** and sat in **public gardens**. A friendly **waiter** taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not **understand** a word. Every day I thought about postcards. My holiday passed **quickly**, but I did not send any cards to my friends. On the last day I made a big **decision**. I got up early and bought **thirty**-seven cards. I spent the whole day in my room, but I did not write a single card!

(source: *Alexandaer, L.G., Practice and Progress*)

Questions of Stressed Words Patterns

1. postcards = _____
2. holidays = _____
3. summer = _____
4. Italy = _____
5. visited = _____
6. museums = _____
7. public = _____
8. gardens = _____
9. waiter = _____
10. understand = _____
11. quickly = _____
12. decision = _____
13. quickly = _____

(Lesson Plan 2)

This activity was observed by the teacher. He said that it was better for students to listen to some words then they determined which the stressed syllable was. So, in the next meeting, I gave them listening to stressed syllable task. This task was to identify stressed syllables on fruits and vegetables.

Name :

Student no. :

TASK 4

Listen to the words and give stress by writing O for stressed syllables and o for unstressed syllables. Number 1 has been done for you.

- | | |
|----------------------------|------------------------|
| 1. apple : <u>O</u> o..... | 10. papaya : |
| 2. onion : | 11. pineapple : |
| 3. garlic : | 12. banana : |
| 4. orange : | 13. potato : |
| 5. mango : | 14. tomato : |
| 6. carrot : | 15. cucumber : |
| 7. eggplant : | 16. strawberry : |
| 8. starfruit : | 17. broccoli : |
| 9. spinach : | 18. watermelon : |

(Lesson Plan 2)

The students found it a bit difficult since the sound of the speaker was not so clear. I then pronounced some words so that students could listen better. There was only one student who had no mistake in this task. The students found it a bit difficult task. It can be seen in the following extract.

R : *Tadi kan kalian dikasih tugas untuk mengidentifikasi stress pada kata-kata. Menurut kalian itu gimana? Sulit?* (You were given task to identify stressed syllable on words. What do you think? Is it difficult?)

S1 : *Lumayan* (Yes, a bit.)

S2 : *Ga terlalu sulit.* (It was not so difficult.)

(Interview 4)

After students answered all the questions, the students and I discussed the answers. I firstly showed them the images of the fruits and vegetables, then I gave them model how to pronounce them. Then, they repeated after me. In this activity, students found that the word 'onion' had two syllables since it was pronounced /'ʌnjən/. Most students thought that it had three syllables since they pronounced it as /ɔniɔn/.

In lesson three, the focus of pronunciation was sentence stress. I first explained that some words were pronounced louder in a sentence. Then, they were given a reading aloud task.

After discussing the pronunciation materials in cycle 1, the teacher and I realized that the materials were taught deductively. There were a few theories taught. The teacher told me that I could teach students without explaining the theories. Meanwhile, when conducting cycle 1, I found that managing students was a difficult task. The collaborator observed how I taught.

R : *Menurutmu implementasi saya di kelas bagaimana?* (What do you think about the teaching and learning process?)

C : *Sudah bagus kalo pas ngajar, tapi anak-anaknya masih agak ramai apalagi yang belakang. Saya sarankan untuk merubah posisi duduknya. Trus, aa itu harus sedikit tegas.* (You have taught well but the students were noisy. I suggest to change their seat position, and you need to get students more discipline.)

R : *Untuk ekspresi dan pronunciation?*(How about the expression and pronunciation teaching?)

C : *Ya jangan terlalu banyak ekspresi yang diterangkan. Lebih baik sedikit. Soalnya mereka gampang lupa. Berikanlah lima atau enam, nanti fokusnya ke pronunciation atau intonasinya.* (I think students should not be given to much language expressions since they can forget them easily. Just give five or six expressions and then you need to focus on the pronunciation feature.)

(Interview 6)

When I asked for opinion to the teacher on how to manage the class, the teacher suggested changing students' seat position. When he conducted teaching in that class, a pair of students was asked to move since if they shared the same desk they would distract the teaching and learning process.

b.Using classroom English

Classroom English had been implemented in several occasions like greeting, commanding and praising. In the first meeting I still used the most common greeting. It can be seen in the extract below.

Saya memasuki kelas pada pukul 8.20. "Good Morning students. How are you today?" Siswa kemudian membalas "Good morning sir, I'm fine. Thank you and you?" "I'm fine too"(I came inside the class at 8.20. "Good Morning students. How are you today?" Then, students replied "Good morning sir, I'm fine. Thank you and you?")

(Vignette 1, January 16 2014)

To make students familiar with other forms of greeting, I used *How's life?*,

How are you doing? . It can be seen in the extract below.

"Assalamualaikum wr.wb" "Walaikumsalam wr.wb" ucap siswa. "How's life?" Saya menyapa. "I'm fine" "Okay, good." Saya membalas dan menerangkan bahwa sapaan How's life? sama artinya dengan How are you?"
(*"Assalamualaikum wr.wb" "Walaikumsalam wr.wb" students answered. "How's life?" the I greeted. "I'm fine" "Okay, good. Then, I replied and explained that "How's life?" has the same meaning with "How are you?"*.)

(Vignette 3, January 28 2014)

...Saya kemudian menyapa "How are you doing?" Siswa menjawab "I'm fine thank you. And you?....." (.....Then, I greeted "How are you doing?" students replied "I'm fine. Thank you and you?..")

(Vignette 5, February 11 2014)

I also used expression to check attendance like “Who’s absent?”. In commanding, I said “Raise your hand.”, “Pay attention.”, “Sit down, please.” To praise students, then I said “Good!” “Great!”. Then, when the task had been discussed the researcher said “Who has no mistake?”.

In conclusion, I used classroom English in several occasions. I also used bilingual expression when students are asked. It can be seen in the following extract.

Saya memainkan video dan siswa diinstruksikan untuk memperhatikan. Kemudian saya memberhentikan videonya dan menanyakan kepada siswa “What did you get from the video? Apa yang kalian dapatkan dari video tadi?”. (I played the video and students were asked to watch. Then, I stopped it and asked the students “What did you get from the video? Apa yang kalian dapat dari video tadi?”).

(Vignette 1, 16 January 2014)

c. Using power point presentations, audio recording and multimedia

Power point presentations, audio recording and multimedia were used both in explaining and in giving students tasks. Having presentation using slide show and multimedia, I needed to bring the projector and speaker into the classroom. So, before starting the lesson, I needed to lend them from teacher staff’s room. Though spending much time to prepare it, the students looked enthusiastic to see pictures and to watch video. They have never watched video before. It is stated in the following interview transcript.

R : *Sebelumnya di kelas udah pernah liat video belum?* (Have you ever watched a video in English lesson?)

S : *Wah, belum e mas. Belum pernah.* (No, I have not.)

(Interview 7)

Their vocabulary learning became more visual. It can be seen in the following extract.

R : *Untuk presentasinya menarik de? (How was the presentation? Was it interesting?)*

S : *Ya mas, menarik banget. Banyak gambar-gambarnya soale, ga membosankan. (Yes, it was. I liked to see lot of pictures and it is not boring.)*

(Interview 8)

I benefited from the devices that were provided by the school. They could watch videos and could listen to correct pronunciation models based on a digital dictionary. I also used the video as a prompt.

Kemudian saya memberhentikan videonya dan menanyakan kepada siswa “What did you get from the video? Apa yang kalian dapatkan dari video tadi?”. “breakfast /brekfis/” salah seorang siswa membalas. Kemudian saya membalas dan membenarkan cara baca “breakfast /’brek.fəst/”. (Then, I stopped the video and asked the students “What did you get from the video? Apa yang kalian dapat dari video tadi?”.)

(Vignette 1, 16 January 2014)

Saya menampilkan slide tentang rising and falling intonation. Kemudian saya memberikan contoh dan siswa diinstruksikan untuk mengulangi apa yang saya baca. “I am looking /lokiŋ/ for a good book.” ucap seorang siswa. Salah satu siswa terlihat menguap, kemudian saya memerintah siswa tersebut untuk membacakan contoh yang terdapat pada slide “could /kould/ you help me?” ucap siswa tersebut. (I shown slide about rising and falling intonation. Then, I gave examples and students were asked to repeat after me. “I am looking for a good book.” A student said. One of the students looked sleepy, then I instructed the student to read the example presented on the slide.)

(Vignette 1, 16 January 2014)

d. Giving mini dictionaries with phonetic transcription

The mini dictionaries with phonetic transcription were given to the students. They looked so happy with that. They found it useful when they were given task to analyze word stress in a text.

Siswa-siswa mencoba untuk mengidentifikasi kata-kata dalam tugas dengan menggunakan kamus yang baru. (Students tried to identify stressed words by consulting to the new mini dictionary.)

(Vignette 2, 21 January 2014)

The students also found the new one was very helpful for checking pronunciation of words.

R : *Kamusnya sering dilihat de?* (do you often open your dictionary?)

S : *Iya mas sering.* (Yes, I do.)

R : *Cara bacanya bisa ga?* (You know how to read the words?)

S : *Iya mas bisa, kalo /e/ kebalik tu dibaca apa mas?* (Yes, how do we read the upside down /e/?)

R : *Itu /ə/.* (That's /ə/.)

(Interview 10)

R : *Menurutmu kamus yang mas kasih gimana?* (What do you think about the mini dictionary?)

S : *Ya bisa membantu terjemahin, buat ulangan kosakata, bisa baca dengan jelas.* (It can help me to translate, to prepare for vocabulary exercise and to read words correctly.)

(Interview 11)

e. Reading aloud

In each lesson students were given task to read aloud in the classroom. Before they read the texts, I read them first. Then, they read after me. The texts were marked by bold words to indicate stressed words. Below were the texts used in the cycle 1. They were in form of dialog and paragraph.

A Good Book

Inspector Rizal Waluyo is a **detective**.

He **lives** near a **library**.

Inspector Rizal is in the **library now**.

He is **talking** to Miss **Ella**.

Miss Ella is the **librarian**.

Inspector Rizal : **Good** morning, Miss **Ella**.

Miss Ella : Good **morning, inspector**.

Inspector Rizal : **Could** you **help** me?

Miss Ella : Of **Course**.

Inspector Rizal : I am **looking** for a **good book**.
 Miss Ella : This is a **good book, Inspector**.
 Inspector Rizal : **What** is it?
 Miss Ella : It's a **detective story**.
 Inspector Rizal : **Good!** I like **detective stories**.
What's the murderer's name?
 Miss Ella : I **can't** tell you **that**, Inspector.
 I'm a **librarian**.
 I'm **not** a **detective**.

(Adapted from: L.G. Alexander, *Question and Answer*)

(Lesson plan 1)

I walked around the class to observe students' pronunciation. When talking to them, I asked whether there was difficulty when they read the text.

Saya kemudian berkeliling kelas untuk menanyakan hal yang sulit dibaca. Siswa-siswa bertanya tentang cara baca murderer's pada saya. (I then walked around the class to ask whether they have pronunciation difficulty. Most students asked how to pronounce murderer's.)

(Vignette 1, 16 January 2014)

In lesson 2, the activity of reading aloud was in form of dialog. Students needed to read them in pairs.

Example of expressing likes and dislikes

Read aloud the dialogue and practice it with your partner.

1. A : Do you like reading **books**?
 B : Yes, I **do**. I **like** it a lot.
 A : What **kinds** of books do you like?
 B : I like storybooks, such as Aladdin, Malin Kundang and Cinderella.
2. A : Do you like **playing** games?
 B : Yes, I **like** it a lot.
 A : What **game** do you like?
 B : I am very fond of flying **kites**.

3. A : Do you like **fish**?
 B : No, I **don't** like fish but I like **beef**.
 4. A : Don't you like **hamburger**?
 B : I **can't** stand hamburger but I'm really fond of **cake**.

(Lesson Plan 2)

When reading aloud activity was conducted, I walked around the class. I noticed that there were students who mispronounced reading /redin/. It can be seen in the following extract.

Ketika praktik membaca dialog beberapa siswa terdengar mengucapkan reading /redin/. (When the students were reading aloud some students were heard pronouncing reading /redin/.)

(Vignette 2, 21 January 2014)

In this activity, all students practiced reading aloud. However, when the activity was about to begin there were two students who asked for permission to wash their hands. Moreover, the boy students seemed not serious when reading. The collaborator observed the activity.

R : *Gimana tadi aktifitas reading dialognya?* (How was the activity of reading dialog aloud?)

C : *Siswa cowok tidak serius dalam mempraktikan dialog.* (Boy students were not serious when practicing dialog.)

(Interview 13)

In lesson 3, the activity was based on a text. As usual, the text was completed with bold words to indicate stressed words.

SENTENCE STRESS

Reading aloud "What's for dinner".

Read aloud this text below with appropriate stress. Words in bold are stressed words.

What's for Dinner?

'**What's** for **dinner**?' **Tim** **asked**.

'I'm **going** to **fry** some **fish**', **Adi** **answered**.

'I DON'T want any fish', Tim said. 'I had fish for lunch. We can go to a restaurant this evening.'

'That's a good idea', Adi answered.

Tim and Adi went to a restaurant. They sat at a table and a waiter brought them a menu.

'I want some roast beef', Tim said. 'What do you want, Adi?'

'I want a veal chop', Adi said.

Tim turned to the waiter.

'One roast beef and a veal chop, please. And we want some potatoes and peas', he said.

'I'm sorry, sir', the waiter said. 'We have NOT any roast beef and we have NOT any veal chops.'

'But they're on the menu!' Tim said angrily.

'I'm sorry, sir', the waiter answered. 'That's yesterday's menu.'

'What do you suggest?' Tim asked.

'Well, sir,' the waiter said. 'We have some nice fresh fish.'

(Adapted from: L.G. Alexander, Question and Answer)

(Lesson Plan 3)

Students were asked to read aloud the text. At first, I gave them model.

Then, all students read aloud together.

The students that I interviewed agreed that reading aloud can improve their pronunciation.

R : *Kalian setuju ga kalo aktifitas membaca nyaring bacaan itu membantu untuk meningkatkan pengucapan dalam bahasa Inggris?* (Do you all agree that reading aloud can improve pronunciation?)

S : *Ya mas, setuju.* (Yes I do.)

(Interview 15)

f. Directed response task

In each lesson I conducted pre-communicative activity. One of the activities was to have student respond to a situation given by me. In the first lesson I showed pictures to students, then students were asked to respond. In other

words, the students needed to say something based on the pictures. Here were the examples of the situations.

1. Greet me.



2. Greet me.



3. Ask service to her.



(Lesson Plan 1)

The students could answer number one and two well. However, when number three was discussed I needed to remind them about the language function of asking service. It can be seen in the following extract.

Siswa nampak bingung dengan situasi ke 3. Situasi tersebut adalah ask service to the librarian. Setelah siswa merespon situasi saya kembali menerangkan cara asking and giving service. (The students looked puzzled with number three situation. The situation was asking service to the librarian. After students responded the situation, I explained how to ask and give service again.)

(Vignette 1, 16 January 2014)

The teacher observed this activity. He said that he could not understand what the task was actually.

R: *Bagaimana dengan tugas yang saya berikan? (How was the task?)*

T: *Untuk tugas yang respond to the situation siswa tampak tidak mengerti. Saya pun jika menjadi siswa tidak paham dengan tugas tersebut. Sebaiknya diberikan kalimat rumpang saja. (In terms of the task of responding to the*

situation, students looked puzzled. Even I, if becoming the students, do not understand with the task. It is better to give them gap sentences.)

(Interview 2)

So, before deciding the task in lesson two I asked opinion to the teacher.

R : *Ada masukan untuk kegiatannya pak? (Do you have suggestion for the activity?)*

T : *Untuk latihan merespon sebaiknya perintahnya lebih disederhanakan supaya anak lebih mengerti. Begini saja, change you into I. (In terms of responding to situation task, it is better to simplify the command. Let's say *Change you into I.* (Interview 3)*

In lesson two, the activity did not use pictures. It was simplified by showing sentences and students were asked to change the subject. Here were the examples.

1. You **like** bananas.
2. You **dislike** watching horror movie.
3. You **dislike** drinking coca-cola.
4. You **like** playing football.
5. You **like** listening to Javanese songs.

(Lesson Plan 2)

Each student was asked to change the subject into I. In this activity, students seemed to listen to what other students said because when it came to a student, he or she needed to respond the situation.

When students practiced, some students mispronounced some words. So, I gave him or her feedback. For example, a student had turn to respond a situation, and then he said "I like reading /redɪŋ/ novel." I, then, corrected by saying 'reading /ri:dɪŋ/. When it came to another student for pronouncing 'reading', she pronounced it well. Another student pronounced chess as /tʃi:z/ and then I said /tʃes/ and after that the student imitated. After all students had their turns, I gave them feedback by giving model of several words such as 'listening', it was

pronounced without involving the /t/ sound, ‘beach’, the vowel /i:/ was pronounced longer.

In lesson three, the activity was similar to lesson 2. The material then discussed “Asking and Giving Opinion”. In asking opinion, I would say names or kinds of restaurant and students needed to ask opinion using the name or kind restaurant given by me. Then, some students were pointed to express agreeing or disagreeing.

The students agreed that this activity could improve their pronunciation.

R : *Kegiatan yang mas suruh untuk merespon itu, menurut kalian gimana?* (What do you think about directed response activity?)

S1 : *Angel mas.* (It is difficult.)

S2 : *Isin mas.* (I’m shy.)

R : *Kalian setuju ga kalo aktifitas ini membantu melatih pengucapan bahasa Inggris?* (Do you all agree that this activity can train your pronunciation?)

S : *Ya mas, sedikit membantu.* (Yes sir, I think it’s a bit helpful.)

(Interview 16)

g. Conducting role plays

There were three role plays conducted in cycle I. The first role play was to act out as librarian and member of librarian. In this meeting, the pronunciation focus is on intonation. I first explained the difference between rising and falling intonation. Then, students were given listening task to distinguish rising and falling intonation. Most of them could answer well and had no mistake.

I first gave the students cued information. Then, the students were given explanation of how to do the role play based on the cued information. Here was the example of the cued information.

Situation A

You are a detective. You are talking to a librarian to ask for a good book and:

Greet him/her first.

Ask service.

Tell him/her that you are looking for a good book.

Ask what book it is.

Tell him that you like detective story.

Ask him what the murderer's name is.

You are a librarian.

You offer a good book to a detective and:

Respond to his/her greeting.

Give him/her service.

Give him/her a book. Tell him/her that it is a good book.

Tell him/her that it is a detective story.

You can't tell the murderer's name.

(Lesson Plan 1)

Saya kemudian memberikan tugas role play with cued information kepada siswa. Saya memberikan penjelasan dengan cara menyuruh pasangan siswa ke depan untuk mempraktikkan role play. Ketika membimbing siswa-siswa tersebut, terdapat siswa yang tidak memperhatikan apa yang terjadi di depan. Kemudian bel berakhir dan saya mengakhiri pelajaran "See you later." "See you." Ucap siswa-siswa. (I then gave students role play with cued information task. I gave explanation of how to perform the role by asking a pair of students to come forward. When I guide them, there were students who did not pay attention to the explanation. Then, the bell rang and I ended the class. "See you later." "See you." said the students.)

(Vignette 1, 16 January 2014)

Then, students were given a task to record their task in video or voice recorder. Since there was not enough time to conduct this task during the class, the students were asked to do it at home. However, this task was found not so applicable for the students, since there were students who submit the task lately. Moreover, there were students who did not submit their tasks.

Then, I asked for opinion to the teacher. In his opinion, it was better for students to have dialog transcript.

R: *Untuk tugas anak-anak yang disuruh untuk membuat video rekaman ini belum dikumpulkan pak, sebaiknya gimana ya?* (The students have not submitted their task, what do you think?)

T : *Lebih baik dikasih transkrip dialog saja dan kemudian anak merekamnya. Soalnya kalo tugasnya dibuat di rumah itu susah. Mereka kan jarak rumahnya jauh-jauh. Sebaiknya tugas kelompok diberikan di sekolah saja.* (I think it's better to give them dialog transcript and get them record. If the task is done at home it will be difficult. Their homes are in a long distance. The task should be given at school.)

(Interview 6)

Then, I gave them dialog transcript. Here was one of the transcripts.

SITUATION A

A : Good morning.

B : Good morning

A : Could you help me?

B : Yes. Of course.

A : I am looking for a good book.

B : It is a good book.

A : What book is it?

B : It is a detective story.

A : I like detective story. What's the murderer's name?

B : I'm sorry. I can't tell you. I'm not a detective. I'm a librarian.

(Lesson Plan 1)

In this task, I observed that students still had inconsistency intonation. Few students said "It is a good book." with rising intonation. Then, there were few students who said "I'm looking for a good book." with rising intonation.

The second role play was survey game. Before the role play was conducted, I gave explanation about word stress. The task was to identify the stress pattern of words. The students might consult the dictionary to determine the right pattern. Then, in the next meeting, students were given task to listen to a record. They were asked to determine the stress pattern of fruit and vegetable vocabulary. Some of them could listen well. There was only one student who had no mistake. After that, the students were asked their friends about what fruit and vegetable

that they like and dislike most. Each student was given a sheet of paper to write down the names of their friends and their favourite and most hated fruits and vegetables. The students might interview inside and outside the class. In this activity, the students' intonation sounded better. Several students asked their friends about their most hated fruits and vegetables by saying "What is your dislike fruit?" and several students stated their most hated fruits and vegetables by saying "I dislike fruit is..". Though their grammar was incorrect, their intonation sounded better than the first performance. When they stated their favourite fruits and vegetables, they did not use rising intonation. In terms of word pronunciation, there were students who mispronounced fruit /fruit/, onion /ɒnɪn/, banana/banana/, pineapple /pin'æpl/, cucumber /kukumbər/. However, some students could pronounce them well. They could pronounce words correctly such as papaya, brocolli, tomato, carrot. In the next meeting, I gave feedback about the survey game.

Sebelum membahas pelajaran, saya memeberikan feedback kepada siswa mengenai tugas survey game di pertemuan sebelumnya. "Jadi kalau menanyakan dislike, kita mengucapkan "What fruit do you dislike?" Jangan "what is your dislike food?" Ya" (Before explaining the lesson, me gave feedback to students about the survey game task. "So, when we want to ask your friends' most hated fruits and vegetables, we say "What fruit do you dislike? Do not say "What is your dislike fruit?".)

(Vignette 4, 30 January 2014)

The third role play was a discussion. In this activity, I explained vocabulary of kinds of restaurants and expressions of asking and giving opinion. Since the role play in form of a discussion, the students were asked to make a group of four. However, there were groups which consisted of two and three

students. In the group, one student expressed an opinion of where they had dinner in Jogja. Other students expressed their opinion whether agreeing or disagreeing.

Saya kemudian menyuruh siswa untuk duduk berkelompok kembali. Terdapat 3 pasang siswa yang duduk tidak berkelompok. Saya pun meminta mereka untuk duduk berkelompok. Kemudian siswa-siswa tersebut practicing asking and giving opinion. Saya meminta siswa untuk mencoba ekspresi yang telah diterangkan tanpa membaca buku. Kemudian saya berkeliling untuk melihat cara siswa praktik. Beberapa siswa masih terbata-terbata dalam menyampaikan ekspresi tersebut. (Then I asked students to sit in the group. There were three students who did not sit in the group. I asked them to sit in group. Then, the students practiced asking and giving opinion. I asked students to try to implement the expression given without reading their notes. Then, I walked around the class to watch the way students practice. Some students did not pronounce the expression fluently.)

(Vignette 4, 30 January 2014)

The students' pronunciation was not so fluent. When they expressed their opinions, the students seemed nervous since they tried not to see their notes.

The students that I interviewed argued their opinions. They agreed that this activity can help them to improve their pronunciation.

R : *Perasaan kalian pas menjalankan kegiatan bermain peran itu gimana?* (What did feel when doing the role play?)

S: *Isin mas.* (I'm shy.)

R : *Kenapa?* (Why?)

S : *Soalnya direkam, kalo ga direkam ga malu.* (Because we were recorded. We were not shy if not recorded.)

R : *Kalian setuju kalo aktifitas ini melatih pengucapan?* (Do you agree if this activity can help you to practice pronunciation?)

S : *Ya mas, melatih pengucapan kata.* (yes I do. It's helpful to practice pronunciation.)

(Interview 18)

3. Reflection

After conducting cycle 1, the collaborators and I discussed the teaching and learning process and made some reflections. The reflections were based on interview with the teacher, collaborator and students. Here were the results of the reflections.

a. Integrating pronunciation teaching

In cycle 1, the pronunciation terms were taught. I presented explanation of intonation, word stress and sentence stress. The teacher suggested that I could teach pronunciation without those theories.

I realized that managing the classroom was the most difficult thing. Students were difficult to manage. When I wanted students to pay attention to the materials being given, students seemed talking and being busy with their activities. When I was presenting, there were always students who want to wash their hands. When a student was asked to get in front of the class to act out a dialog, she might refuse to do it. She might feel shy when acting out dialogue in front of the class. So, it was difficult for me to encourage students to act out.

b. Using classroom English

I was amazed when the students could reply my greeting “How are you doing?”. So, they had learnt that it was one of greeting forms. I found that students understood when I said “next.”.

There were students who called me ‘mister’. Then, when students were told that they were given mini dictionary some students replied “Thank you.”. So, the students and I had used English common expressions in the classroom.

c. Using power point presentations, audio recording and multimedia

Realizing the teacher had not ever presented using slide show, I decided to bring LCD to present the materials. The presentation made it easy and interesting to watch since there were pictures in it. One of the students said that he was interested by the pictures. So, bringing LCD into the classroom could make the

learning and teaching process more interesting. However, it took much time. If the class was at 11.20 am, I could set the LCD in the break. However, when the class was at 8.20 am, I would find it difficult to manage the time. So, there were benefit and weakness when I presented using LCD.

d. Using mini dictionaries containing phonetic transcription

The students seemed happy when they were given the new dictionaries. The students found them useful to check how to pronounce words. When the activity of analyzing word stress, the students consulted their new dictionary and checked the stress patterns.

e. Conducting reading aloud

Reading aloud was an activity to make students used to English pronunciation. When the activity was conducted, the girls students read seriously. Meanwhile, the boys seemed to be not serious.

f. Directed response task

This activity was used to check students understanding to the material given and it could check students' pronunciation directly. However, some students did not pay attention when they had responded.

g. Conducting role plays

Students were enthusiastic when doing role plays. However, because in the lesson one and two students needed to record themselves there were some students who submit them lately. Moreover, there were students who copied another student's file. So, role plays were best conducted in the classroom and if I wanted the record, it must be done by me.

Moreover, in meeting 5 more noise sounds, when a pair of students read aloud the dialogue. Other boy students beat the table and sing along. The result was that their pronunciation was still inconsistent especially when they were performing the role play.

C. Report of Cycle 2

1. Planning

In this cycle, some actions that would be implemented were similar to actions in cycle one. The actions carried out will be explained below.

a. Conducting integrated pronunciation teaching

In cycle two the integrated pronunciation teaching would not involve teaching pronunciation theories to students. Instead, the pronunciation focus in each lesson would be discussed through giving examples of how to pronounce sentences with good intonation. For example, when language functions “Asking and Showing Directions” were discussed, the students would be given models of how to ask and show directions with good intonation.

b. Using classroom English

The language functions used as classroom communication would be similar to the language functions used in cycle one.

c. Using power point presentations, audio recording and multimedia

Since the students were interested in pictures power point presentation would be implemented again. Audio recording and multimedia would also be used in this cycle.

d. Giving students homework to read aloud

The students would be given a text accompanied by an mp3 file so that they can imitate the model while they practiced reading aloud in their homes. The students would be told that they needed to record their voices so that they could compare their voices with the model.

e. Directed response task

The students would practice this kind of task before conducting role plays. The students would be given situations in form of spoken sentences and then, they should respond orally.

f. Conducting role plays

There would be three role plays in this cycle. The first one would be practicing using appropriate prepositions in asking and showing the location of a place. The second one would be asking and showing directions. The third one would be describing people.

g. Managing the seat position

If there were students who distracted the teaching and learning process, their seat positions would be changed. It was done to make students focus to the lesson.

2. Action and Observation

Cycle two was conducted in four meetings on 13, 21, 25 and 27 February 2014.

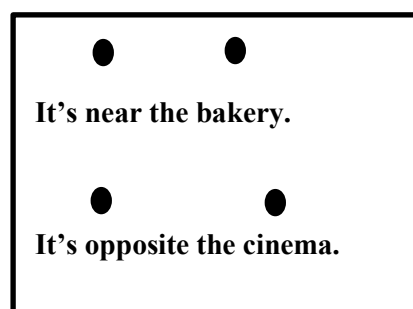
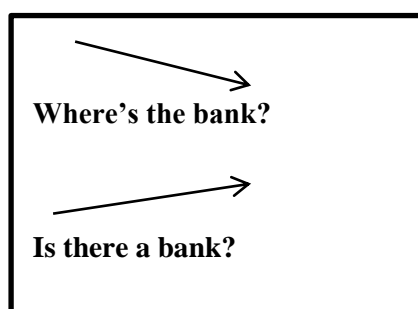
a. Integrating pronunciation teaching

In this cycle I conducted pronunciation teaching integrated with the language functions. Pronunciation theories were not explained. Here was the list of the integrated pronunciation teaching.

Table 5 : Time Schedule of Cycle 2

No.	Date	Language functions	Pronunciation Points
1	13 February 2014	Asking and giving a location of a place	Intonation and sentence stress
2	21 February 2014	Showing directions	Falling intonation
3	25 & 27 February 2014	Describing people	Practise /ʃ/ in 'short'. Practise /θ/ in 'thin'

In this cycle, I used signs of intonation and stressed words. However, student representatives that were interviewed said that the signs were confusing but they were helpful.



R : *Jadikan pas pengajaran tadi, mas mengajarkan kalian dengan bantuan tanda- tanda ini (rising and falling intonation). Ini tuh menurut kalian membantu ga?* (In the class I taught you with the help of these signs (rising and falling intonation. Do you think they were helpful?)

S1 : *Bingung sih mas tapi agak membantu.* (They were confusing but helpful.)

R : *Menurutmu?* (How about you?)

S2 : *Membantu dalam pelafalannya.* (They were helpful in pronouncing words.)

R : *Untuk tanda intonasinya?* (The intonation marks?)

S2 : *Jadi tau mana yang diturunin.* (it makes me know which one is got down.)

R : *Kalau tanda yang ini (stressed words)?* (How about these marks? (stressed

words))

S2 : *Membantu.* (They were helpful.)

R : *Berarti kalau ada tanda ini dibacanya lebih....?* (So, when you find these signs, you pronounce the words...?)

S1 & S2 : *Keras.* (louder.)

R2 : *Ya, lebih keras daripada yang sebelumnya.* (Ya, louder than the previous one.)

(Interview 19)

b. Using classroom English

Students could understand my utterances. I began the lesson by asking students' recent activities. Here was the example.

Saya kemudian menyapa siswa kembali "How is your feeling today?" Siswa membalas sapaan seperti biasa "I'm fine. Thank you and you?" "Okay, semalem ada yang nonton bola ga?" "Ya,,ya,,ya.." siswa laki-laki banyak yang tunjuk jari. "Did you watch football match last night?" ucap saya. "Yes" "what match? Persib versus Persib. Who won the game?" Siswa tampak berdiskusi dengan temannya kemudian berkata "Persib." "How is the score? Three zero." "How about the girls, what did you watch last night? Apa yang kalian tonton semalam? Tiba-tiba cinta." What is it? Ftv, sinetron? Sinetron." Saya dan siswa saling berinteraksi. "Okay, sinetron bahasa Inggrisnya apa coba? Cinema, movie" siswa-siswa saling mengutarakan pendapat satu sama lain. Kemudian saya menerangkan "soap opera, opera sabun" sambil memberi contoh cara pengucapannya. "Bukan soup ya..What have we learnt last lesson? (I then greeted the students "How is your feeling today?" The students replied "I'm fine thank you and you?" "Okay,semalam ada yang nonton bola ga?" "yaa..yaa..yaa.." many boys raised their hands. "Did you watch football match last night?" I said. "Yes" "What match?" "Persib versus Persib." Who won the game?" the student seemed discussing with his friend, then he said "Persib." "How is the score?" "Three-zero." "How about the girls? What did you watch last night? Apa yang kalian tonton semalam? "Tiba-tiba cinta." "What is it? Ftv, sinetron." Students and I discussed. "Okay, sinetron bahasa Inggrisnya apa? (what is sinetron in English?) "cinema, movie" the students gave their oppinions. Then I said "soap opera" and he gave the model of how to pronounce it. "Bukan soup ya (It's not soup)." "What have we learnt last lesson?"

(Vignette 6)

"Who is your favourite football player?" siswa laki-laki menjawab "Cristiano Ronaldo, Evan Dimas. Untuk siswa perempuan saya bertanya "Who is your favourite actor?" "Rizky Nazar" jawab siswa-siswa perempuan. Saya bertanya kepada siswa laki-laki "Is Cristiano Ronaldo white?" Siswa-siswa menjawab "Larine banter...speed "Is Cristiano Ronaldo fast?" "yes". Yang lain mengatakan

“Skillnya good. Speed is fast... fast and furious” kemudian saya menuliskan beberapa kata sifat tentang orang yang disebutkan oleh siswa.

(“Who is your favourite football player?” The boys replied “Cristiano Ronaldo, Evan Dimas. For the girls, I asked “Who is your favourite actor?” “Rizky Nazar” the girls replied. Then, I asked to the boys “Is Cristiano Ronaldo white?” the boys replied “Larine banter (he runs fast)..speed” “Is Cristiano Ronaldo fast?” “yes”. Other boys said “Skillnya good. Speed is fast... fast and furious.” Then, I wrote down some adjectives related to the people mentioned by the students.)

(Vignette 8)

When interacting with the students using English, students could respond what I said. So, the students had been familiar with my utterances. I also used Bahasa so that students could understand what I meant.

c. Using power point presentations, audio recording and multimedia

Students asked me to have a listening to song task. Then, I decided to have students fill the lyrics gap while listening to the song. I first gave them model of how to pronounce the words. Then, the song was played and the students began to fill the gaps. After the activity was carried out, the students said that was an interesting activity.

...siswa diberikan tugas untuk melengkapi lirik lagu. Terlebih dahulu, saya memberikan contoh cara membaca kata-kata yang menjadi pilihan. “wonder..wonder..reality..reality..” Setelah siswa meniru kata-kata yang diucapkan saya, siswa memulai aktifitas melengkapi lirik lagu. Ketika lagu dimainka, masing-masing siswa menulis dalam lembar yang telah diberikan saya. Salah satu siswa memegang kepalanya ketika aktifitas ini dilaksanakan. Siswa yang lain tampak melihat pekerjaan temannya. Saya kemudian berkeliling kelas untuk mengamati pekerjaan siswa. Banyak siswa yang belum selesai dalam melengkapi tugas. Kemudian saya memainkan lagu sekali lagi. Setelah itu, saya membahas jawaban dengan siswa-siswa. “Apik e mas lagunya” ujar seorang siswa. Satu per satu jawaban mulai dibahas. Setelah itu saya bertanya “Is it easy?” “easy.” Jawab beberapa siswa. “Do you like listening to music?” “Yes.” (...the students were given fill the lyrics task. Before it, I gave them model of how to pronounce the words in the box. “wonder.. wonder.. reality... reality..” After the students repeated after me, the students began to do the task. When the song was played, each student wrote in the sheet I gave. One of the students held his head when the task was conducted. Other students seemed to look other students’ work.

Then, I walked around the class to see the students' works. Many students had not finished the task. Then, I played the song once more. After that, I and students discussed the answers. "Apik e mas lagunya (It was a nice song.) said a student. The answers were discussed one by one. Then, I asked "Is it easy?" "Easy." replied some students. "Do you like listening to music?" "Yes")

(Vignette 6)

The students said that they were happy with this task as I interviewed them.

R : *Pas listening to song, dengerin lagu Westlife itu, menurut kalian gimana?*

(What do you think when listening to a song by Westlife?)

S1 : *Asik..* (It was nice.)

S2 : *Asik..* (It was nice too.)

S3 : *Suka banget..* (I did like it.)

(Interview 20)

I often brought the LCD into the classroom so that students could see some pictures. The students did like it. Here are the statements of the representatives.

R : *Pas menggunakan presentasi yang menggunakan projector itu, tanggapan kalian gimana? Menarik atau malah mengganggu?* (What do you think when I presented using projector? Was it interesting or distracting?)

S1: *Menarik.*(it was interesting.)

R : *Kamu?* (How about you?)

S1 :*Menarik.* (Yes, it was interesting.)

R : *Menarik karena apa?* (Why was it interesting?)

S1 : *Yo, ga usah ditulis di papan tulis.* (Because, it wasn't needed to write down on the board.)

R : *Dari sisi gambar, menurut kalian itu menarik engga?* (are the pictures interesting?)

S1 & S2 : *Menarik.* (Yes, it was.)

(Interview 21)

I also benefited from the projector. When giving examples of the use of language function, I presented a video. The students then watched it, and they looked happy.

Kemudian saya melanjutkan aktifitas dengan memainkan video. Siswa diinstruksikan untuk memperhatikan cuplikan video tentang "Asking and Showing Directions". Siswa tersenyum dan tertawa setelah melihat cuplikan video yang kedua. Dalam video tersebut diceritakan seorang penjahat yang menanyakan lokasi bank pada seorang polisi. Dalam memerhatikan videonya, pandangan siswa tertuju ke depan dan posisi duduk siswa sigap.

(Then, I continued the activity with playing a video. The students were asked to watch a video about “Asking and Showing Directions”. The students smiled and laughed after watching the second scene. In the scene, it was told that a robber asked the location of a bank to a policeman. When watching it, the students’ sight focused on the video and their seat position was good.)

(Vignette 6)

I also found that students could listen to the right pronunciation. When they asked the pronunciation of mosque, I consulted the digital dictionary to convince the students.

Salah satu siswa ditanya “coba kamu...ke mesjid” Siswa merespon “How do I get to the mosque /mosqui/?” saya kemudian membalas “/mɒsk/” “tikus tho mas?” Ujar salah satu siswa. Kemudian salah satu siswa berkata “kata saya bahasa Inggris dulu mosque/moskyu/.” Kemudian saya memberi contoh dengan cara menunjukkan cara baca yang benar berdasarkan software kamus Cambridge. Kemudian siswa mendengarkan bahwa pengucapan mosque adalah /mɒsk/. Siswa berkata “tulisananya gimana mas?” “tulisananya mosque/moskyu,moskui/ tapi bacanya /mɒsk/.” “/mɒsk/tikus” ujar satu siswa. Saya kemudian membalas “Kalau itu /maus/.”

(One of students was asked “what if..to mosque.” The student replied”How do I get to the mosque /mosqui/? I then said “/mɒsk/” “it was mouse?” said by a student. Then, I gave them the model of the pronunciation by Cambridge software dictionary. Then, the students heard that the right pronunciation of mosque was /mɒsk/. One of the students asked “How is the writing?” “The writing is mosque/moskyu,moskui/ but it is pronounced /mɒsk/.” “/mosk/tikus” said by a student. Then, I replied “That is /maus/.”)

(Vignette 6)

d. Giving students homework to read aloud

The teacher and I agreed that one of the ways to enhance students pronunciation was by giving them model and then, the students were asked to compare what they said and what the model said. I then gave them homework to read aloud. I gave them a procedure text and the mp3 file. One of the students was asked to share the file to all students in the class. Here was the text.

This is the VOA **Special English Development Report**.

Yogurt is a **healthy** food that can be made at home. One way to make it is to first buy some **yogurt** from a store or **purchase** dry **yogurt culture**. Add two small **spoonfuls** of the **yogurt** to two cups of milk. This will be the **starter** for your own **yogurt**. A cup in the **United States** is two **hundred forty milliliters**.

When **making yogurt**, it is **very important** to have clean **equipment**, clean hands and good **temperature control**.

Pour eight cups of milk into a large **cooking pot**. Heat the milk to **eighty-five degrees Celsius**. Then cool the milk **quickly** to **forty-three degrees**. To do this, you can put the **cooking pot** in cool **water**.

Keep the **yogurt** at **forty-three degrees** and add one-half cup of the **starter**. The **remaining starter** can be kept for **later** use. If you want a **thicker yogurt**, you can also add one-third of a cup of **dry milk**.

Cover the pot and keep it at a **temperature** of **forty to forty-five degrees Celsius** for four to six hours. After that, your **homemade yogurt** is ready. It can be left at room **temperature** for up to twelve hours if you like a **stronger** taste.

You can add fruit, nuts, honey or spices.

Yogurt can be made with milk from cows or other **animals including** goats, sheep, **water buffalo** and **camels**. It can be **spelled** y-o-g-u-r-t or y-o-g-h-u-r-t. More information on **yogurt making** can be found at Web sites such as practicalanswers.org.

Source: *Voalearningenglish.com*
(Lesson Plan 4)

I instructed the students to record their voice and they could submit their records so that they could have extra score. However, there was no student submitted the record. Moreover, the mp3 file was actually not shared by the student I asked.

R : *Kan,mas pernah ngasih tugas di rumah, yang membaca bacaan tu lho. Itu kalian sempet ga ngerjain to nyoba-nyoba tuk ngerjain?* (I've ever given you homework to read aloud. Have you ever tried to do it?)

S1 : *Nyoba-nyoba.* (I've just tried it.)

S2 : *Nyoba tapi ga direkam.* (I've tried it but with no record.)

R : *Yang teks tu lho, yang ada contohnya, contohnya dikasih sama NN...* (The text that has the example of how to read it. I gave the file to NN..)

- S2 : *Engga, aku ga dikasih.* (I've not been given.)
 R : *Ga ngopi ke NN..?* (Don't you copy it?)
 S2 : *Engga.* (No)
 R : *tapi pernah nyoba-nyoba kan?* (But you have tried it?)
 S1&S2 : *Pernah.* (Yes, I've ever.)
 R : *Berapa kali?* (How many times?)
 S2 : *Dua kali* (Twice.)
 R : *Kamu?* (You?)
 S1 : *Nek aku, dibantu sama mbakku sampe bisa.* (I was helped by my sister.)
 R : *Iya, gitu? Dibantu sama mbakmu? Tapi direkam?* (Really? Was it recorded?)
 S1 : *Engga.* (No.)
 R : *Okay, jadi menurut kalian setuju ga kalau misalnya aktifitas membaca itu bisa meningkatkan pengucapan bahasa Inggris kalian?* (Do you all agree that reading aloud can enhance your pronunciation?)
 S1 & S2 : *Setuju.* (I do.)
 R : *Jadi untuk membiasakan diri kan?* (to get used to, right?)
 S1 & S2 : *Ya..* (Yes.)

(Interview 22)

Though, the students did not submit the task, at least they had read the text. The students seemed still shy to record their voice. However, they agreed that reading aloud can improve their pronunciation.

I gave another text for students to practice. I wanted to test them in the final meeting. Surprisingly, there were students who made phonetic transcription of some words. Some students used this text when they were reading aloud.

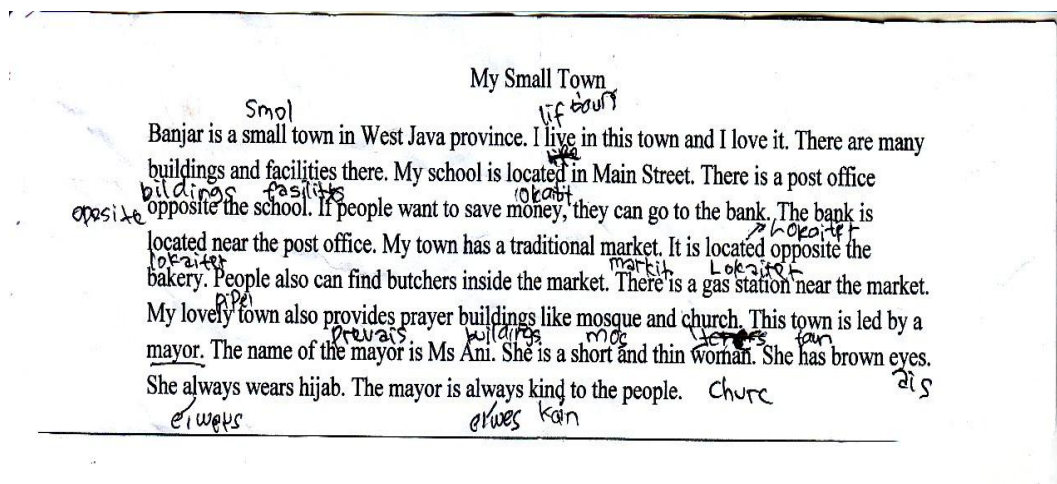


Figure 5 : Scanned Student's Work

e. Directed response task

Before conducting role plays, I conducted directed response tasks. The students were prompted by a word; it could be in Bahasa or English, and by a picture, then, students needed to respond. Here were the implementations of the activity.

In the sixth meeting, I had directed response task by asking students in Bahasa. Then, students responded in English. Students could respond well what I said.

Saya kemudian berkata "Asking and giving location of a place" Kemudian saya menyebutkan nama siswa "Novan, asking hospital, kalau menanyakan rumah sakit dimana bahasa Inggrisnya?" siswa kemudian menjawab dengan terbata-bata "Where..is...the hospital?" "Kalau apakah ada kantor pos, you.." saya menunjuk siswa yang lain. "Is there a post office?" siswa tersebut menjawab. "Okay, good." Saya mengapresiasi. "Kalau misalnya sekarang giving ya, menunjukkan lokasi, kantor pos berhadapan dengan bank." Kemudian siswa menjawab "Post office opposite the bank." Saya kemudian membenarkan cara baca opposite. Saya setelah itu bertanya pada salah satu siswa "Kantor pos berhadapan dengan bank." "Post office is opposite the bank." Saya kemudian melanjutkan aktifitas directed response task kepada siswa yang lain. Ketika saya menugaskan siswa dalam satu baris merespon, siswa membahasa Inggriskan kantor polisi dengan sebutan police office, kemudian saya membenarkan ucapan siswa dengan berkata police station.

(I then said "Asking and giving location of a place". After that, I called one of the students "Novan, asking hospital, if you want to ask where the hospital is, how can you say in English?" the student answered "Where...is..the..hospital?" "What if is there a post office, you.." I pointed another student. "Is there a post office?" the student replied. "Okay, good." I appreciated. "Now, if you want give the location of a place, *kantor pos berhadapan dengan bank.*" The students answered "Post office opposite the bank." I continued the activity to other students. When I asked students in a line to respond, the students called *kantor polisi* as police office, then I corrected it by saying police station.)

(Vignette 6)

In lesson 5, I discussed "Asking and Giving Directions". In the directed response task, I presented a map of a town. Then, the students were asked to ask

and show direction based on the map. Students could respond well. Though, there were students who mispronounced some words, their pronunciation sounded clear.



(Lesson Plan 4)

“Misalnya saya tanyakan asking direction to the post office, maka kalian responnya How do I get to the post office? Kemudian jika saya bilang ke kalian belok kanan kalian responnya turn, belok kiri turn left, lurus go straight on, ikuti go down.” Siswa paling pojok kemudian ditunjuk oleh saya “kalau asking direction to the post office, bagaimana saya bisa ke kantor pos?” siswa tersebut merespon “How do I get to the post office?” setelah itu siswa yang lain satu persatu ditanya “bank, toko roti, pom bensin” siswa dapat merespon pertanyaan saya. Salah satu siswa ditanya “coba kamu...ke mesjid.” Siswa merespon “How do I get to the mosque /mosqui/?” saya kemudian membalas “mos” “tikus tho mas.” Ujar salah satu siswa. Kemudian salah satu siswa berkata “kata saya bahasa Inggris dulu mosque/moskyu/.” Kemudian saya memberi contoh dengan cara menunjukkan cara baca yang benar berdasarkan software kamus Cambridge. Kemudian siswa mendengarkan bahwa pengucuan mosque adalah /mosk/. Siswa berkata “tulisan gimana mas?” “tulisan mosque/moskyu,moskui/ tapi bacanya /mosk/.” “/mosk/tikus” ujar satu siswa. Saya kemudian membalas “Kalau itu /maus/.” Saya kemudian melanjutkan aktifitas hingga siswa paling depan. Kemudian directed response task diganti menjadi menyatakan arah. Saya terlebih dahulu bertanya dalam bahasa Indonesia “kalau belok kanan?” siswa yang ditunjuk menjawab “turn right.” Kemudian bergantian ke siswa yang lainnya. “Lurus?” ucap saya, siswa membalas “Go straight /gou strit/.” saya kemudian membenarkan “Go straight /gou streit/.”

(For example, I ask you *asking direction to the post office*, so, you need to respond by saying “How do I get to the post office? Then, if I say *belok kanan* you need to say turn right, *belok kiri* turn left, *lurus* go straight on, *ikuti* go down.” The student who sat in the right corner was asked “What if asking direction to the post office, *bagaimana saya bisa ke kantor pos?*” The student replied “How do I get to the post office?” After that other students were asked “bank, toko roti, pom bensin” the students could answer my questions. One of students was asked “what if..to mosque.” The student replied”How do I get to the mosque /mosqui/? I then said “mos” “it was mouse?” said by a student. Then, I gave them the model of the pronunciation by Cambridge software dictionary. Then, the students heard that the right pronunciation of mosque was /mosk/. One of the students asked “How is the writing?” “The writing is mosque/moskyu,moskui/ but it is pronounced /mosk/.” “/mosk/tikus” said by a student. Then, I replied “That is /maus/.” I then continued the activity to the frontest student. Then, the directed response task turned to show direction. I prompted in Bahasa “*kalau belok kanan?*” The student replied “turn right.” Then, another student was asked “*lurus?*”, “Go straight /go strit/” I then corrected “go straight /go^s strait/.”

(Vignette 6)

Saya bertanya kepada siswa “hallo, excuse me Azzam.” “yes please” “How do I get to the market?” “go...down main street...turn left..the market is opposite cinema.” “okay..good, thank you.”Saya melanjutkan aktifitas tersebut kepada siswa yang lainnya. Siswa tampak memerhatikan petanya ketika ditunjuk. Namun siswa yang tidak ditunjuk tampak berdiskusi dengan temannya.

(I asked to a student “Hallo, excuse me Azzam.” “Yes, please” “How do I get to the market?” “Go..down main street..turn left..the market is opposite cinema.” “Okay..good,thank you.” I continued the activity to other students. The students that were asked seemed watching the map. However, those who were not asked seemed to have discussion with their friends.)

(Vignette 7)

This activity could encourage students to speak up. I could know which words that students found it difficult to pronounce. So, after I found one student mispronounced some words, feedback could be given.

The students also said that this activity was ineterseting. They would be more interested if the picture in the map looked like real.

R : *Tugas yang misalnya sama mas kalian disuruh nunjukin lokasinya. Park di sebelah mananya cafe. Menurut kalian ini gimana? Sulit atau tidak.*

(I gave you directed response task about showing a location of a place. For example, you were asked to tell where the park is. What do you think of such task? Is it difficult?)

S1 : *Tidak.* (No.)

R : *Menurutmu?* (How about you?)

S2 : *Engga.* (No.)

R : *Menarik engga?* (Was it interesting?)

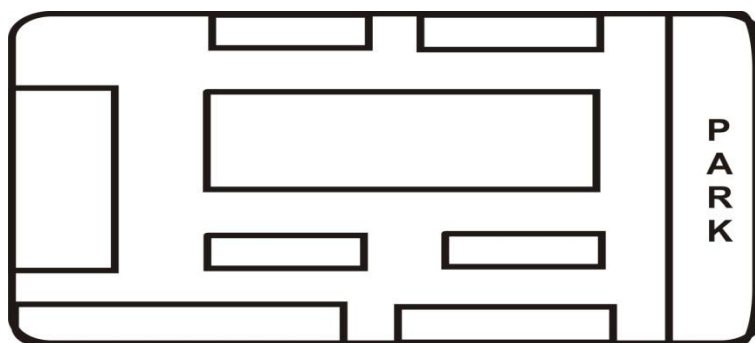
S1 & S2 : *Menarik* (Yes, it was.)

S1 : *Lebih menarik kalau gambarnya pake gambar asli.* (It was more interesting if it is used real picture.)

(Interview 23)

f. Conducting role plays

Role plays were conducted after students had the directed response task. In lesson four, the role play was about asking and giving a location of a place using appropriate prepositions. In this activity, I asked students to design their own maps. The model of the map was shown in the board. The students then drew the map in their books. When the activity would be conducted, the students asked the reseacher some vocabulary. They asked what *lapangan*, *kebun* in English were. Each student had different designs.



(Lesson Plan 4)

After designing the map, students were asked to perform in front of the class. The students were given an example of how to perform it. The students needed to say “Excuse me, Is there a....?” or “Where’s the...?”, then another student would show the location of the place which was asked. When performing it, the students seemed a bit nervous but they were not shy to ask if they found difficulty.

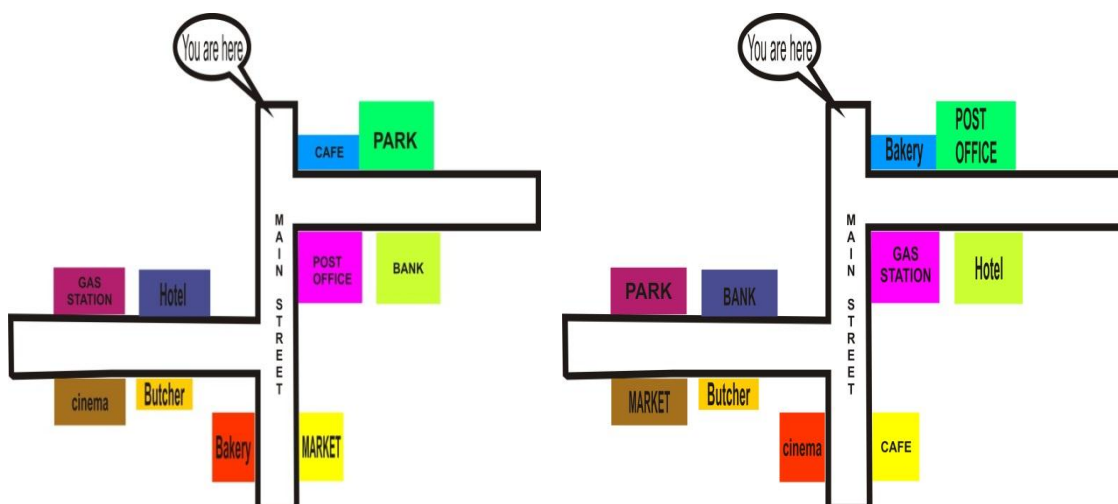
Sometimes, I should explain what they should do when they would perform. I still guided them when they performed because sometimes they had forgotten what they would say. In this activity, I found that students had used right intonation. Then, students' awareness to right pronunciation was good. It could be seen from the extract below.

A student asked to another one "Where is the bank?", then her friend replied, "The gas station is opposite/ 'ɒpəsaɪt, 'ɒpəzɪt/ police station."

(Vignette 6)

From the example of the role play I could infer that the student had self-evaluation. She had known how to pronounce opposite. However, their pronunciation was still distracted by fillers like *ehm...* Though there were fillers when they speak, their word pronunciation was good. All the listeners could understand what the speakers meant.

The role play in lesson five was to ask students to have role play using these maps.



(Lesson Plan 5)

Students were given different maps. Then, they would ask each other how they could get to a place. Before the role play, the students were given the language functions of how to ask and show directions. Then, they had a directed response task. In this activity, I mentioned the name of the student first. They were always ready when they were asked to perform in front of the class. There was no one who refused to perform. When the students performed in front of the class, they often looked smile. It could mean that they felt doubtful, shy or maybe interesting.

Most students could pronounce opposite/'ɒpəzɪt/.

- R : *Menurut kalian tugas role play seperti yang dikasih peta itu sulit atau engga?* (What do you think about the role play? Was it difficult?)
 S1 : *Engga.* (No.)
 R : *Engga sulit sama sekali kan?* (Not difficult at all?)
 S1 : *Engga.* (No)
 R : *Menarik ga?* (Was it interesting?)
 S1 : *Menarik.* (Yes, it was.)
 R : *Kenapa menarik?* (Why?)
 S1 : *Disuruh buat sendiri.* (We were asked to made ourselves.)
 S2 : *Disuruh tebak-tebakan..hehe* (We were asked to guess,hehe..)
 R : *Menurut kalian tugas seperti ini itu membantu kalian membiasakan dengan pengucapan bahasa Inggris engga?*
 (Do you think that role play can help you to get used to English pronunciation?)
 S1 : *Iya.* (yes)
 R : *Membantu ya dalam melatih kemampuan berbahasa Inggris?* (Was it helpful in practicing English?)
 S1 : *Siapa tau kalau ada orang turis, bisa ngebantuin (membantu dalam menunjukan lokasi atau tempat.* (When there was a tourist, we could help.)
 R : *Maksudnya pengucapan kalian jadi terbiasa dengan tugas ini.* (I mean this task could encourage you to get used to English.)
 S : *Ya* (Yes.)

(Interview 24)

The students found this activity was interesting. In this activity, I could also monitor their pronunciation. The students' intonation heard doubtful when they looked at the board.

.....siswa-siswa bergiliran maju ke depan untuk praktik menunjukan arah. Siswa tampak berusaha untuk menunjukan arah. Sesekali mereka lihat ke papan tulis untuk melihat contoh.

(...the students took turn to come forward. The students seemed try to show directions. Once they looked at the board to see the example.)

(Vignette 7)

However, they had not used rising intonation in positive sentences and the listener could understand what the speaker meant. When performing the role play, few students confused whether they should tell turn left or right and I heard few students pronouncing the /nðə/. It could be affected by their native language. However, their pronunciation was still recognizable.

In lesson six, the students were asked to describe their friends. At first, I explained how to perform the role play. The students were divided into a group of three. Then, the students who were ready could perform. The students had shown that they had courage to speak. They were not afraid of makin mistakes. Though, most of them had not used grammar correctly, they used appropriate intonation. Most students could pronounce describe correctly. In this activity, most students performed not using notes. There was only a pair of students who used notes because one of them did not attend the class when the role play was conducted. It means that now they had been brave to speak up. Though there were words that were difficult for them to pronounce, they had used appropriate intonation. Their pronunciation was distracted by filler and while they talked, most students looked thinking what they would like to say.

g. Managing seat position

In order that class could be more conducive, I decided to manage the seat position. This was not done in every meeting. It would be done in case the

students could not be handled. In meeting six and seven I found that students were a bit easy to handle. However, in meeting eight the students were not conducive.

Tampak ada siswa yang sakit. Kemudian saya memberikan izin kepada dia untuk ke UKS. Setelah itu, siswa lain menjadi gaduh dan mengutarakan keluhan tentang kondisi tubuhnya. Melihat tingkah laku siswa seperti itu, saya menyuruh siswa untuk diam dan beberapa siswa diminta untuk berganti tempat duduk. "Syuut, duduknya yang siap! Okay, are you ready?" "Ready.." jawab para siswa. (there seemed one student who was ill. Then, I asked her permission to go to School Health. After that, other students were noisy and uttered their symptoms. Seeing the condition of the classroom, I asked students to keep silence and some students were asked to move their seat position. "Syuut, you must have a ready position! Okay, are you ready?" "Ready.." replied the students.)

(Vignette 8)

I found that managing the seat position of the students was effective to make the class more conducive. The class became less noisy than before. The students that were interviewed agreed on this strategy.

R : *Kan ketika ada siswa ribut,mas suruh mereka untuk ganti posisi duduk. Yang tadinya di belakang jadi paling depan. Tu kan biasanya siswa cowok yang suka berbuat ribut itu. Nah, menurut kalian tu efektif ga supaya kelas tu agak kondusif?*

(When there were students who made noise, I asked them to change their position. If they were in the back of the class, they were asked to sit in the front chair. The boys usually made the class noisy. What do you think about it? Was it effective to make the class a bit conducive?)

S1 : *Banget.. (It was really..)*

R : *Efektif banget. Menurutmu? (Really effective. How about you?)*

S2 : *Tapi juga susah kalau diganti sama tempat duduk paling depan. Kalau menurutku suruh maju gitu mas.. (But it was difficult. I think they should be asked to go in front of the class.)*

R : *Oh gitu, okay,okay, thank you. (Okay, thank you.)*

(Interview 25)

3. Reflection

a. Conducting integrated pronunciation teaching

The students were given signs so that they could know the intonation and the stressed words. Though some of them were confused about the rising and falling intonation signs, they found stressed words signs were helpful. So, they

had already known that they should pronounce stressed words louder than other words.

b. Using classroom English

The students could reply when they communicated with I. Though the class interaction was dominated by the use of Bahasa, the students could understand what I said.

c. Using power point presentations, audio recording and multimedia

The use of power point presentation was interesting for students. They liked to see pictures to illustrate some vocabulary. The picture would be more interesting if it was real picture. In the task of asking and showing directions, I just illustrated the place by giving different colors to different buildings. According to the students representatives' opinion, they would love the pictures pretend if they had real-like images.

Audio recording also played an important role when teaching pronunciation. It could give students the right model of pronunciation of words. In meeting seven, a student said that mosque was read /moskui/ but after I gave them model of the pronunciation by using digital dictionary, they could believe it.

I also found that the use of video could make learning become interesting. The type of the video liked by the students was video that had a funny story. They could learn English from the video given.

d. Giving students homework to read aloud

According to the students' opinion, they agreed if reading aloud could enhance their pronunciation. However, this activity found its difficulty. A student

was asked to share her file to other students but she could not do it. Other students said that they did not know. So, if I wanted to give them file that could become the model of their pronunciation when reading the text, I should share them by himself.

I also found that the students were still shy to record their voice. It proved to be right because there was no student who submitted their works. However, from this activity the reseacher found a change of behaviour in them. They had tried to read the task so that they could make their tongues used to English pronunciation.

I found that students' awareness of having good pronunciation raised. It was proved by the attempt of some students in which they tried to write the phonetice transcription on their texts.

e. Directed response task

In this activity I could prepare students for communicative activity. I could monitor students' pronunciation. Feedback could be given if students who were asked to respond mispronounced some words. I also found that the students were not afraid of making mistakes when they had this activity.

f. Conducting role plays

I conducted role plays as the communicative activity. In this activity, students had role plays without using text. They came forward then playing their roles and uttered some expressions. They had been able to distinguish the use of rising and fallng intonation. They were ready to come forward if they were called by me. So, the students had bravery to speak up.

g. Managing the seat position

Some students, especially boys, could distract teaching and learning process if they were not in a good seat position. In the last meeting, after the students made some noise, I initiated to move some students. According to other students, that strategy was effective to make the class more conducive. I found that there was a little positive change when some students were asked to move.

Regarding to all actions in cycle two were able to accomplish the objective of the research which is to improve students' pronunciation, the collaborator and I agreed to end this research.

D. General Findings

After I conducted the actions, there were some general findings. Here were the findings.

1. I realized that the beginning of the class was very important since it could determine students' mood till the end of the class.
2. When there were students who make noises, I should find a good strategy so that the class is more conducive.
3. When the class was noisy, I should wait until the students can keep silent so that the material being discussed could be understood by the students.
4. Students' mood of learning could be determined by their recent activities. Their classmates could also affect other students mood in the class.
5. Students found that mini dictionaries containig phonetic transcription could help them to have good pronunciation.

6. Students realized that phonetic transcription could help them to have good pronunciation.
7. I could monitor students' pronunciation and understanding of the material by giving them a directed response task. The task should also be in a simple one.
8. When I gave instruction of a task, I should explain it in a simple way, so that students could understand the task.
9. Students were still shy to record their voices.
10. Students found that role play was an interesting and simple activity. They found that this activity could also improve their pronunciation.

I found that there were some changes in students' pronunciation. Below is the list of the change of students' pronunciation.

Table 6: The Change of Students' Pronunciation

No.	Before	After
1.	evening /evənɪŋ/	evening /'i:vniŋ/
2.	service /servis/	service /'sɜ:vis/
3.	breakfast /bri:kfəst/	breakfast /'brekfəst/
4.	may /mai/	may /meɪ/
5.	looking /ləʊkɪŋ/	looking /lʊkɪŋ/
6.	murderer's /mɜ:dərərs/	murderer's /'mɜ:dərərz/
7.	reading /redɪŋ/	reading /'ri:dɪŋ/
8.	chess /tʃis/	chess /tʃes/
9.	fruit /fruit/	fruit /fru:t/
10.	carrot /kerət/	carrot /'kærət/
11.	papaya /pəpaɪə/	papaya /pə'paɪə/
12.	opposite /'ɒpəst/	opposite /'ɒpəzɪt/
13.	mosque /mɒskju or mɒskui/	mosque /mɒsk/

14.	describe /deskrib/	describe /dr'skraib/
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I also found some changes after conducting the actions. Here is the summary of the change results of teaching and learning process in cycles one and two.

Table 7: The Change Results of the Actions

No	Actions	Cycle 1	Cycle 2
1.	Conducting integrated pronunciation teaching	<ul style="list-style-type: none"> • I explained pronunciation terms and there was activity that focused on the term being explained so that I needed more time in the class to accomplish a lesson. • Moreover, I gave them homework to have roleplay. 	<ul style="list-style-type: none"> • I fully integrated the pronunciation teaching so that the time can be used for activities that prepare for students to have role plays. • I gave pronunciation marks in the presentation so that it could help students to improve their pronunciation.
2.	Using classroom English	The students could respond greetings given by me. However, I did not start the conversation of the class by asking their recent activities in English.	The students could respond the greetings uttered by I. I started the conversation of the class by using English. I made conversation about what they watched last night. The students could respond it so that they could be actively engaged in the lesson.
3.	Using power point	The presentation and	The presentation and

	presentations, audio recording and multimedia	video were interesting for students. The recoding can be used as their model of pronunciation.	video were interesting for students. The recoding can be used as their model of pronunciation.
4.	Giving mini dictionary containg phonetic transcription	The students awareness of the use of phonetic transcription raised. They had realized that phonetic transcription could help them to improve their pronunciation.	
5	Reading aloud	I found difficulty when reading aloud in the classroom was conducted. I found that some boys did not read the text seriously. However, the use of bold words to indicate stressed words in sentences have made them try to read the text with good intonation.	–
6.	Giving students homework to read aloud	–	The students were shy to record their voice. However, the students find that phonetic transcription was usefull to help them improving their pronunciation. So, some of them wrote the phonetic transcription in some words.
7.	Directed response tasks	I used complicated explanation for students. So, the students failed to respond.	I used simple explanation. So, students were able to respond.
8.	Conducting role plays	<ul style="list-style-type: none"> • One of the role plays was given as homeworks, so 	<ul style="list-style-type: none"> • The role play was conducted in the class, so all

		<p>there were students who did not submit it.</p> <ul style="list-style-type: none"> • There were students who still used inappropriate intonation. • Students were still unaware of word stress. 	<p>students do the role play.</p> <ul style="list-style-type: none"> • Students had used appropriate intonation. • Students awareness to word stress raised..
9	Managing seat position	<p>Some students were not in good seat position, so the class was noisy. Moreover, I did not move them.</p>	<p>Students who made noise were moved so that the class could be more conducive.</p>

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The research findings and discussion in Chapter IV show that the pronunciation of the students of VII C at SMPN 3 Tempel improved through the use of role plays. In cycle I, the activities were conducting integrated pronunciation teaching; using classroom English during the teaching and learning process; using power point presentations, audio recording and multimedia; giving mini dictionaries containing phonetic transcription; reading aloud; directed response tasks; conducting role plays. Those activities gave an improvement in the students' pronunciation.

The activities in Cycle II were integrating pronunciation teaching; using classroom English; using power point presentations, audio recording and multimedia; giving students homework to read aloud; directed response task; conducting role plays; and managing seat position. All the activities applied in Cycle II could improve the students' pronunciation.

After conducting the research my way of thinking changes. The collaborators that were involved in this research also felt the same way. The changes were in several aspects.

1. The teaching and learning process

The teaching and learning process were more interesting yet more challenging. I presented pictures, played video and got students listen to the pronunciation model and the music. Students also were introduced to phonetic transcription so that they could know the way to pronounce English words correctly. Then, the use of role plays to improve students' pronunciation could encourage students to speak up fluently and accurately.

2. The changes in students' behavior

The students showed that they were confident and were not afraid of making mistakes. Their attempt to have good pronunciation was seen as a positive improvement. The students also took part in delivering suggestions to make a joyful learning. After I did as they suggested, they seemed to be more active and happier. Their vocabulary also increased.

3. The changes in the English teacher's behavior

The English teacher became more open minded to make English teaching and learning process more interesting. The teacher also could know that pronunciation instruction could be integrated with English skills. The teacher also improved his knowledge in creating activities that could help students learn well. He had improved his knowledge in using media and various materials to make learning more interesting.

4. The changes in my colleague's behavior

She has got much knowledge about conducting action research. She has learnt how to manage the class and to be a good teacher.

5. The changes in my behavior

After conducting this research, I have more knowledge about teaching English, especially teaching pronunciation. I realize that when I give the students explanation, the class should be clear first, so that the material being given can be understood. I can also get more knowledge about how to create materials and activities related to pronunciation teaching. Students' mood can affect the teaching and learning process so that I can realize that I should teach them in an interesting way.

This research also has given big impact in my personality. I become more patient when conducting teaching and learning process. I realize that when a teaching and learning process is conducted, unpredictable things can happen. When there is an unexpected thing happening in the class, I have to make a good decision so that the students can be managed and the lesson aims can be achieved.

This research also has broadened my knowledge of the action research. By having an action research, I can prepare myself to be a professional teacher.

B. Implications

I had done some actions aiming to improve students' pronunciation. The research findings show that students' pronunciation had improved. After conducting actions there were some implications. The implications are described below.

- a. The implementation of conducting integrated pronunciation teaching had improved students' pronunciation. There were focuses of pronunciation terms in each lesson. The students were introduced to pronunciation terms and marks. Students could realize that intonation could affect their meaning.
- b. The implementation of using classroom English made students obtain more vocabularies during the teaching and learning process. The students also had chance to speak up in English. It could make them practice some English expressions.
- c. The implementation of using power point presentations, audio recording and multimedia had made the teaching and learning process more interesting. The students loved to see a lot of pictures and to watch videos. They also loved listening to English song so that they can learn pronunciation in an interesting way. Moreover, the use of video, audio recording and multimedia could expose the use of English in real life situation so that students could learn from a good example.
- d. The implementation of giving mini dictionaries with phonetic transcription had increased students awareness of having correct pronunciation. Knowing that there was phonetic transcription to make pronunciation sound intelligible

students once made their phonetic transcription when they practiced reading aloud. It could help them to have appropriate pronunciation.

- e. The implementation of reading aloud could improve students' pronunciation. The texts for reading aloud that I gave contained sentence stress. The students were helped to have good intonation when they read the text. The text also contained also vocabularies that sounded new for them so that they could increase their vocabulary.
- f. The implementation of giving homework to read aloud had made the students practice English pronunciation intensively. They could be more used to English pronunciation.
- g. The implementation of directed response task made students more aware to materials being given. When they were asked to respond some situations given by me, they could practice some English expressions and by having that activity, I could monitor their pronunciation. This activity was done by all students so that they should be ready when they had turns to respond.
- h. The implementation of role plays could improve the students 'pronunciation. The role plays were done after students had pre-communicative activities. In this activity, they showed what they had got from the lesson being discussed. The students could also improve their pronunciation in an interesting way. They played with their friends and they seemed happy. The students' intonation sounded better but their grammar should be improved.
- i. The implementation of managing seat position could make the class more conducive. Learning English should have a conducive situation. When some

unexpected things in the class, I moved some students so that they could be quieter.

C. Suggestions

Based on the conclusions and the implications above, there are some suggestions addressed to the English teacher. It is important for him to make an interesting teaching and learning process. The use of media is needed to consider in making the learning more visual. The use of mini dictionaries with phonetic transcription could facilitate students to have good pronunciation. Students need a lot of activities that get them listen to native speaker pronunciation. When the activity is in form of communicative activity, students need to be monitored so that they have good pronunciation and the teacher can give appropriate feedback. The students need to be encouraged so that they can have self-evaluation. In terms of pronunciation teaching, the teacher can give the task to read aloud after they hear the model. After that, the students record their reading and compare with the model. Having that activity, students can be more aware to their pronunciation.

In addition, the English teacher needs to pay attention to the students' grammar. The students still lacked of grammar when they speak out. However, he must not forget to keep drilling their pronunciation in a communicative way so that they can communicate well.

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APPENDICES

APPENDIX A: VIGNETTES

Vignette 1: 16 January 2014

Guru memasuki kelas pada pukul 8.20. “Good Morning students. How are you today?” siswa kemudian membalas “Good morning sir, I’m fine. Thank you and you?” “I’m fine too”. Setelah itu, guru menerangkan bahwa pelajaran hari ini akan membahas *Asking and Giving Service*. Sebelum guru menampilkan presentasinya tentang fungsi bahasa tersebut, guru bertanya mengenai *greetings* kepada siswa. Terdapat siswa yang menjawab bahwa jam 10 pagi menyapa dengan mengatakan *good afternoon* dan jam 9 malam *good night*. Kemudian setelah berinteraksi dengan siswa, guru menerangkan *How to Greet Someone* dan dengan memberikan ilustrasi waktu.

Selesai dengan itu, guru mulai membahas tentang *How to Ask and Give Service*. Guru memainkan video dan siswa diinstruksikan untuk memperhatikan. Kemudian guru memberhentikan videonya dan menanyakan kepada siswa “*What did you get from the video? Apa yang kalian dapatkan dari video tadi?*”. “breakfast(breikfis)” salah seorang siswa membalas. Kemudian guru membalas dan membenarkan cara baca “*breakfast (breikfes)*”. Guru kemudian menerangkan *Asking and Giving Service*. Setelah itu, guru membahas *intonation*. Guru menampilkan *slide* tentang *rising and falling intonation*. Kemudian dia memberikan contoh dan siswa diinstruksikan untuk mengulangi apa yang dia baca. “I am looking (lokin) for a good book.” ucap seorang siswa. Salah satu siswa terlihat menguap, kemudian guru memerintah siswa tersebut untuk membacakan contoh yang terdapat pada *slide* “*could (kould) you help me?*” ucap siswa tersebut. Kemudian guru membagikan kertas yang berisi tugas tentang *intonation*. Salah satu siswa memperhatikan jam dinding yang ada di belakangnya. Guru kemudian menerangkan cara menyelesaikan tugas. Dalam tugas tersebut siswa diperintah untuk menyentang salah satu kolom *rising* atau *falling* setelah guru membacakan kalimat yang ada dalam lembar soal. Namun, dikarenakan bel istirahat telah berbunyi guru menunda tugas tersebut.

Setelah siswa selesai istirahat, guru kemudian melanjutkan tugas tersebut. Setelah itu, guru bersama murid membahas soal-soal. Guru memerintahkan siswa untuk membacakan soal dan kemudian jawabannya. “Who wants to answer number 2?” Tidak ada siswa yang mengangkat tangannya. Kemudian guru membacakan presensi untuk memberikan giliran menjawab tugas. “Why do you like reading (reding)?” ucap seorang siswa. Siswa yang lain membacanya dengan pelan. Guru kemudian bertanya “*Who has no mistake? Siapa yang betul semua?*” Hampir semua siswa mengangkat tangannya. Setelah selesai membahas tugas, guru melanjutkan aktifitas dengan tugas *Reading aloud*. Guru menginstruksikan supaya siswa membaca teks secara berpasangan. Namun ada dua siswa yang tidak

memiliki pasangan. Setelah guru memerintah mereka untuk membaca berpasangan mereka tetap tidak mau. Guru kemudian berkeliling kelas untuk menanyakan hal yang sulit dibaca. Siswa-siswa bertanya tentang cara baca *murderer's* pada guru. Setelah aktifitas itu selesai, guru memerintah siswa untuk maju ke depan untuk mempraktikkan dialog tersebut, "Is there anyone who wants to practice in front of your friends?" Tidak ada siswa yang mau, kemudian guru mengatakan bahwa mereka yang maju akan mendapat poin plus. Setelah itu dua orang siswa yang duduk di pojok kanan belakang maju untuk mempraktikkan dialog. Siswa kemudian memberikan aplaus kepada mereka. Guru kemudian menawarkan kembali untuk siswa yang ingin praktik di depan, namun tidak ada yang mau. Setelah itu, guru melanjutkan aktifitas *respond to the situation*. Guru menyediakan gambar dan perintah-perintah, siswa kemudian merespon perintah tersebut dengan mengatakan sesuatu. Siswa nampak bingung dengan situasi ke 3. Situasi tersebut adalah *ask service to the librarian*. Setelah siswa merespon situasi guru kembali menerangkan cara *asking and giving service*.

Guru kemudian memberikan tugas *role play with cued information* kepada siswa. Guru memberikan penjelasan dengan cara menyuruh pasangan siswa ke depan untuk mempraktikkan *role play*. ketika membimbing siswa-siswa tersebut, terdapat siswa yang tidak memperhatikan apa yang terjadi di depan. Kemudian bel berakhir dan guru mengakhiri pelajaran "See you later." "See you." Ucapan siswa-siswa.

Vignette 2: 21 Januari 2014

Jam 11.30 guru membuka pelajaran.. "Good morning students" ucap guru. Dua siswa paling belakang masih duduk dengan posisi tidak tegak. Guru kemudian menerangkan apa yang akan dibahas pada pertemuan itu. setelah itu guru memberi tahu siswa bahwa kamus yang ia bagikan adalah free. Beberapa siswa mengucapkan "Thank you." Guru kemudian mengajarkan cara baca consonants, vowels and diphthongs. Selesai dengan itu, guru membahas Likes and Dislikes. Guru menerangkan fungsi-fungsi bahasanya dan siswa diberi waktu untuk menulis fungsi-fungsi bahasa tersebut. Setelah siswa selesai mencatat, guru memberi contoh cara baca mengungkapkan dan menanyakan Likes and Dislikes dan siswa menirukan apa yang diucapkan oleh guru. Guru membahas juga perbedaan cara baca love and laugh. saat guru selesai menerangkan di luar turun hujan. Beberapa siswa di dalam kelas terlihat menguap.

Guru kemudian membagikan kertas yang berisi contoh percakapan Likes and Dislikes. Siswa diperintahkan untuk membaca nyaring dengan teman sebangku mereka. Salah satu siswa bertanya "Ada hadiahnya mas?" Guru menjawab "No." Kemudian beberapa siswa memanggil guru "pak, pak" siswa yang lain membalas

“heh, mister.” Kemudian guru memberikan contoh cara membaca dialog tersebut. Dua orang siswa meminta izin ke belakang. Ketika praktik membaca dialog beberapa siswa terdengar mengucapkan reading (reding). Setelah itu, siswa-siswa diberi tugas untuk merespon orally kalimat yang ada di papan tulis mengenai Likes and Dislike. Terdapat siswa yang bertanya arti dislike pada guru saat praktik berlangsung. Seorang siswa mengucapkan cis untuk chess. Setelah selesai dengan aktifitas tersebut, guru membahas word stress. Guru memberikan definisi dan memberi contoh stressed words pada beberapa kata dalam bahasa Inggris. Setelah itu guru memberi contoh cara membaca kata-kata dengan menggunakan stress yang benar.

Kemudian guru memberikan tugas kepada siswa untuk mengidentifikasi word stress pada kata yang dicetak tebal yang ada dalam teks yang diberikan oleh guru. Setelah diberikan penjelasan, siswa mengerjakan tugas tersebut, namun terlihat siswa yang melihat jam dan salah satu siswa mengatakan”ah, wes arep bali og.”. Siswa-siswa mencoba untuk mengidentifikasi kata-kata dalam tugas dengan menggunakan kamus yang baru. Kemudian guru berkeliling kelas melihat pekerjaan siswa dan berinteraksi dengan mereka. Setelah itu, guru dan siswa membahas jawaban. Setiap siswa diminta untuk secara sukarela membaca jawaban mereka. Beberapa siswa mengacungkan jari mereka untuk menjawab soal. Setiap satu soal yang dibahas hanya terdapat satu sukarelawan yang mengacungkan jari.

Bel pulang kemudian berbunyi namun 2 soal belum selesai dibahas. Terdapat siswa yang sudah membereskan buku mereka meskipun belum diperintah oleh guru. Guru memberi tahu siswa bahwa mereka belum dapat pulang jika soal belum selesai dibahas. Setelah selesai membahas soal, guru memimpin do’a dan kemudian memperbolehkan siswa pulang. “See you on the next class.” Ucap guru.

Vignette 3: 28 January 2014

Guru memasuki kelas pada pukul 11.20. Kali ini guru telah menyiapkan projector beserta speaker dari sebelum pelajaran dimulai. “Assalamualaikum wr.wb” “Walaikumsalam wr.wb” ucap siswa. “How’s life?” Guru menyapa. “I’m fine” “Okay, good.” Guru membalas dan menerangkan bahwa sapaan How’s life? sama artinya dengan How are you? . “Kalian malem belajar bahasa Inggris ga?” tanya guru. Mayoritas siswa menjawab tidak. “Why?” tanya guru lagi. Siswa-siswa berkata “futsal, sulit,,males,, ga ada PR...” “Pelajaran kita terakhir apa?” “...word stress..” ucap seorang siswa dari belakang.

Guru kemudian menerangkan bahwa akan ada aktifitas listening to word stress. Kemudian guru membagikan kertas yang berisi listening task. Setelah

memberikan kertas, guru bertanya “Hari ini ada yang absen?” “Ada.” “Who’s absent?” “Arya” ucap para siswa-siswa. Setelah itu guru menerangkan cara mengerjakan tugas di papan tulis. Guru kemudian memainkan vocabulary pronunciation dari software kamus. Kosakata yang dibahas adalah tentang fruits and vegetables. Siswa tampak mengerjakan dengan serius. Beberapa siswa berkata setelah “Hah??Apa?” Guru memutarakan pronunciation kosa kata sebanyak dua kali. Setelah itu, guru membahas jawaban-jawabannya. Guru pertama menampilkan gambar, lalu siswa meniru guru cara membaca gambar tersebut. “onion /'ʌnjən/ beberapa siswa berkata /onion/ sehingga mereka mengira kata tersebut memiliki tiga suku kata. Lalu guru membacakan kembali contoh yang benar. Setelah itu guru membacakan jawaban kosa kata yang lainnya. “garlic di mana stressnya?” “di awal” jawab para siswa. “Okay, good....next..” sahut guru. Siswa tampak memerhatikan dengan serius jawaban yang dibahas. Beberapa tampak tersenyum karena benar namun ada juga yang tersenyum karena salah. “right?” ucap guru kepada siswa. Siswa tersebut kemudian menganggukan kepalanya. Setelah selesai membahas guru berkata “Ada yang betul semua?” satu siswa mengangkat tangannya. “Great.” Ucap guru. “Yang salah lebih dari delapan, raise your hand.” Tidak ada siswa yang mengangkat tangannya. “Jadi gitu ya..ketika kalian membaca fruits and vegetables itu ada stressnya.” Guru menyimpulkan. Guru kemudian membagikan kertas dan menerangkan tentang asking likes and dislikes. Guru memberikan contoh cara baca asking likes and dislikes dengan intonasi yang benar. Dalam presentasinya guru menebalkan kata yang ditekankan. “What is your favourite fruit? What is your favourite vegetable? favourite...” kata guru. “Jadi nanti setelah pembahasan ini, kalian bermain game..survey game. Tugas kalian yaitu bertanya ke teman-teman kalian tentang buah dan sayuran yang disukai dan tidak disukai.” Guru kemudian menampilkan contoh cara mewawancara. Setelah itu, guru meminta siswa untuk melakukan survey game dan merekam pekerjaan tersebut. Siswa melaksanakan survey game di luar dan di dalam kelas. Siswa tampak menulis dan berlatih terlebih dahulu. Kemudian siswa-siswa merekam tugas mereka masing-masing. Ketika survey game dilaksanakan beberapa siswa masih mengucapkan /fruit/ dan beberapa lagi bertanya “what is your dislike fruit?” Setelah survey game selesai guru membagikan siswa skrip dialog untuk direkam.

Bel pun berbunyi dan kelas diakhiri. Guru kemudian menutup kelas. “Okay, see you next week.”

Vignette 4 :30 january 2014

Pukul 08.20 guru memasuki kelas. Siswa ramai dengan aktifitas masing. Selagi guru menyiapkan peralatan mengajarnya, siswa-siswa ramai menyoraki seorang

siswa hingga mata siswa tersebut tampak mengeluarkan air mata. Kemudian guru mendekati siswa tersebut dan kemudian siswa tersebut keluar kelas. Sebelum membahas pelajaran, guru memberikan feedback kepada siswa mengenai tugas survey game di pertemuan sebelumnya. “Jadi kalau menanyakan dislike, kita mengucapkan “What fruit do you dislike? Jangan what is your dislike food? Ya” Kemudian guru membagikan kertas tugas untuk dikerjakan secara berkelompok. Beberapa siswa membuka kamus cetak dan digital. Guru berkeliling kelas dan siswa-siswa bertanya mengenai arti kata dalam tugas tersebut.

Setelah itu, guru dan siswa membahas cara membaca kalimat dengan menggunakan stress yang benar. Sebelumnya satu siswa ribut dengan aktifitasnya. Guru kemudian mendekati dan berbicara dengan siswa tersebut. Guru kemudian menyuruh siswa untuk membaca nyaring bacaan. Setelah itu, guru membahas asking and giving opinion. Setelah guru menerangkan fungsi bahasa terdapat siswa yang bertanya “McDonalds itu apa mas?” siswa yang lainnya tertawa. Kemudian salah satu siswa bertanya tentang disagreeing to an opinion “kalau that’s a bad idea?”

Guru kemudian menyuruh siswa untuk duduk berkelompok kembali. Terdapat 3 pasang siswa yang duduk tidak berkelompok. Guru pun meminta mereka untuk duduk berkelompok. Kemudian siswa-siswa tersebut practicing asking and giving opinion. Guru meminta siswa untuk mencoba ekspresi yang telah diterangkan tanpa membaca buku. Kemudian guru berkeliling untuk melihat cara siswa praktik. Beberapa siswa masih terbata-terbata dalam menyampaikan ekspresi tersebut. Guru kemudian menilai siswa yang berdiskusi. Setelah itu guru menutup kelas.

Vignette 5: 11 February 2014

Guru memasuki kelas pada jam 11.30. Guru kemudian menyapa “How are you doing?” Siswa menjawab I’m fine thank you. And you? Guru kemudian menanyakan materi yang telah diberikan. Namun, beberapa siswa masih sibuk dengan aktifitasnya masing-masing. Posisi duduk siswa ada yang belum siap dan beberapa siswa laki-laki lainnya masih berbuat gaduh di belakang.

Kemudian guru mempresentasikan building. Kali ini, siswa diperintahkan untuk menebak apa yang ada pada gambar. Guru menjelaskan bahwa setiap grup yang dapat menjawab akan diberi poin 10. Siswa pun berlomba-lomba untuk menebak gambar yang ditampilkan. Namun tidak ada siswa yang tahu bahasa Inggris dari pom bensin. Setelah itu, guru membahas tentang language function asking and giving location of a place. Siswa diperintahkan untuk meniru cara baca guru. Kemudian guru memberikan handout yang berisikan materi beserta contohnya.

Setelah itu, siswa diperintahkan untuk membaca dengan pasangannya masing-masing. Kemudian, guru meminta salah satu pasangan untuk membacakan dialog di depan siswa yang lainnya. Namun mereka tidak berkenan dan membaca di tempat duduknya. Setelah itu, guru menerangkan tentang cara memberi tahu letak suatu tempat. Guru meminta sepasang siswa untuk berperan menjadikan contoh dalam menerangkan . preposisi lokasi. Kemudian, guru menampilkan peta dan bertanya pada siswa tentang lokasi tempat pada peta tersebut. Sebagian besar siswa dapat merespon dengan benar. Namun, ada sebagian kecil yang tidak bisa menjelaskan dengan benar. Guru pun membantu siswa yang kesulitan dalam menerangkan lokasi suatu tempat. Setelah itu, guru meminta siswa untuk membuat peta lokasi. Siswa diminta untuk praktik ke depan tentang asking and giving location of a place. Pada awalnya, guru meminta siswa yang sudah bersedia untuk praktik di depan. Namun, kemudian siswa-siswa tampak berkerumun untuk mendapatkan giliran dalam praktik tersebut. Kemudian guru menyuruh siswa duduk dan menunggu panggilan saja.

Bel akhir pelajaran telah berbunyi. Guru menjelaskan tentang pekerjaan rumah berupa taping reading aloud kepada siswa sebelum menutup kelas. Kelas pun diakhiri setelah siswa selesai berdo'a.

Vignette 6: 13 February 2014

Guru memasuki kelas pada pukul 08.20. Guru kemudian mengeluarkan perlengkapannya dari tas. Setelah siap, kemudian guru menyapa kelas "Good morning class." "Good morning." Kemudian pandangan siswa tertuju pada pintu kelas. Terdapat siswa yang berkepentingan untuk meminjam bola sepak. Guru kemudian menyapa siswa kembali "How is your feeling today?" Siswa membalas sapaan seperti biasa "I'm fine. Thank you and you?" "Okay, semalem ada yang nonton bola ga?" "ya,,ya,,ya.." siswa laki-laki banyak yang tunjuk jari. "Did you watch football match last night?" ucap guru. "Yes" "what match? Persib versus Persik. Who won the game?" Siswa tampak berdiskusi dengan temannya kemudian berkata "Persib." "How is the score? Three zero." "How about the girls, what did you watch last night? Apa yang kalian tonton semalam? Tiba-tiba cinta." "What is it? Ftv, sinetron? Sinetron." Guru dan siswa saling berinteraksi. "Okay, sinetron bahasa Inggrisnya apa coba? Cinema, movie" siswa-siswa saling mengutarakan pendapat satu sama lain. Kemudian guru menerangkan "soap opera, opera sabun" sambil memberi contoh cara pengucapannya. "Bukan soup ya..What have we learnt last lesson? Apa yang kita pelajari kemarin?"ehmm...soap opera" ujar satu siswa. Siswa yang lainnya tampak melihat catatan mereka. Guru kemudian berkata "Asking and giving location of a place" Kemudian guru menyebutkan nama siswa "Novan, asking hospital, kalau menanyakan rumah

sakit dimana bahasa Inggrisnya?” siswa kemudian menjawab dengan terbata-bata “Where..is...the hospital?” “Kalau apakah ada kantor pos, you..” guru menunjuk siswa yang lain. “Is there a post office?” siswa tersebut menjawab. “Okay, good.” Guru mengapresiasi. “Kalau misalnya sekarang giving ya, menunjukkan lokasi, kantor pos berhadapan dengan bank.” Kemudian siswa menjawab “Post office opposite the bank.” Guru kemudian membenarkan cara baca opposite. Guru setelah itu bertanya pada salah satu siswa “Kantor pos berhadapan dengan bank.” “Post office is opposite the bank.” Guru kemudian melanjutkan aktifitas directed response task kepada siswa yang lain. Ketika guru menugaskan siswa dalam satu baris merespon, siswa membahasa Inggriskan kantor polisi dengan sebutan police office, kemudian guru membenarkan ucapan siswa dengan berkata police station. Kemudian, guru melanjutkan communicative activity dengan memanggil siswa yang belum praktik ke depan kelas. Siswa yang dipanggil menyiapkan petanya masing-masing dan kemudian praktik asking and giving location of a place.

Setelah selesai istirahat, siswa dan guru mendiskusikan tentang asking and showing directions . Sebelumnya, siswa diberikan tugas untuk melengkapi lirik lagu. Terlebih dahulu, guru memberikan contoh cara membaca kata-kata yang menjadi pilihan. “wonder..wonder..reality..reality..” Setelah siswa meniru kata-kata yang diucapkan guru, siswa memulai aktifitas melengkapi lirik lagu. Ketika lagu dimainka, masing-masing siswa menulis dalam lembar yang telah diberikan guru. Salah satu siswa memegang kepalanya ketika aktifitas ini dilaksanakan. Siswa yang lain tampak melihat pekerjaan temannya. Guru kemudian berkeliling kelas untuk mengamati pekerjaan siswa. Banyak siswa yang belum selesai dalam melengkapi tugas. Kemudian guru memainkan lagu sekali lagi. Setelah itu, guru membahas jawaban dengan siswa-siswa. “Apik e mas lagunya” ujar seorang siswa. Satu per satu jawaban mulai dibahas. Setelah itu guru bertanya “Is it easy?” “easy.” Jawab beberapa siswa. “Do you like listening to music?” “Yes.” Jawab beberapa siswa. Kemudian guru melanjutkan aktifitas dengan memainkan video. Siswa diinstruksikan untuk memperhatikan cuplikan video tentang “Asking and Showing Directions”. Siswa tersenyum dan tertawa setelah melihat cuplikan video yang kedua. Dalam video tersebut diceritakan seorang penjahat yang menanyakan lokasi bank pada seorang polisi. Dalam memerhatikan video nya, pandangan siswa tertuju ke layar dan posisi duduk siswa sigap. Setelah itu, guru dan siswa membahas language functions yang digunakan pada contoh cuplikan. “Okay, tadi kata-kata apa yang kalian dapat?” “bank, bakery..thank you, excuse me..” kalian nemuin kata ini ga (guru menulis intersection di papan tulis) ?” tidak ada siswa yang merespon. “Apa intersection?” tanya guru, guru kemudian meneruskan “perempatan”. Setelah itu guru menerangkan tentang arti ungkapan How do I get to the.. turn left, turn right, go straight on, dan go down. Kemudian directed responseactivity dilakasnakan di dalam kelas. Guru terlebih dahulu menerangkan

cara merespon “Misalnya saya tanyakan asking direction to the post office, maka kalian responnya How do I get to the post office? Kemudian jika saya bilang ke kalian belok kanan kalian responnya turn right, belok kiri turn left, lurus go straight on, ikuti go down.” Siswa paling pojok kemudian ditunjuk oleh guru “kalau asking direction to the post office, bagaiman saya bisa ke kantor pos?” siswa tersebut merespon “How do I get to the post office?” setelah itu siswa yang lain satu persatu ditanya “bank, toko roti, pom bensin” siswa dapat merespon pertanyaan guru. Salah satu siswa ditanya “coba kamu...ke mesjid.” Siswa merespon “How do I get to the mosque /mosqui/?” guru kemudian membalas “mos” “tikus tho mas.” Ujar salah satu siswa. Kemudian salah satu siswa berkata “kata guru bahasa Inggris dulu mosque/moskyu/.” Kemudian guru memberi contoh dengan cara menunjukkan cara baca yang benar berdasarkan software kamus Cambridge. Kemudian siswa mendengarkan bahwa pengucuan mosque adalah /mosk/. Siswa berkata “tulisan nya gimana mas?” “tulisan nya mosque/moskyu,moskui/ tapi bacanya /mosk/.” “/mosk/tikus” ujar satu siswa. Guru kemudian membalas “Kalau itu /maus/.” Guru kemudian melanjutkan aktifitas hingga siswa paling depan. Kemudian directed response task diganti menjadi menyatakan arah. Guru terlebih dahulu bertanya dalam bahasa Indonesia “kalau belok kanan?” siswa yang ditunjuk menjawab “turn right.” Kemudian bergantian ke siswa yang lainnya. “Lurus?” ucap guru, siswa membalas “Go straight (go strit)” guru kemudian membenarkan “Go straight/./” siswa yang ditunjuk setelah itu tampak sedang meletakkan wajah di atas meja. Guru kemudian menyapanya. Kemudian siswa mengangkat wajahnya dan tersenyum. Setelah itu, guru menjelaskan aktifitas directed response task yang baru. Siswa diperintahkan untuk showing directions dengan bantuan peta yang ditampilkan di papan tulis. Guru kemudian memberikan contoh cara memberikan arah. Setelah selesai diterangkan ada siswa yang berkata “takon opo to mas?” guru kemudian menerangkan ulang. Kemudian aktifitas pun dimulai, siswa tampak terbata-bata dalam menerangkan arah. Guru membantu siswa-siswa yang ditunjuk. Namun tak lama kemudian bel berbunyi, pelajaran pun diakhiri. Untuk mengakhiri kelas guru berkata “See you later.”

Vignette 7: 21 February 2014

Guru memasuki kelas pada jam 08.20. Guru memulai kelas dengan menyapa siswa “How are you today?” “I’m fine thank you and you?” kemudian guru menanyakan tentang liburan para siswa “How is your holiday? Gima liburannya kemarin?” siswa kemudian tersenyum dan salah satu berkata “ngungsi..” Guru kemudian bertanya “Abu vulkanik bahasa Inggrisnya apa?” siswa tidak ada yang menjawab. Guru kemudian menerangkan “volcanic ash”.

Setelah itu, guru membahas kembali pelajaran yang dipelajari pada pertemuan terakhir. Siswa menjawab “asking and giving information, takon informasi”. Guru kemudian membenarkan “Asking and Giving directions”. Guru membahas cara menanyakan arah “How do I get to..nah ini tinggal ditambahkan, kalau rumah sakit berarti hospital.” Setelah itu guru tanya jawab vocabulary tentang building kepada siswa “kalau tukang daging?” satu siswa menjawab ‘butcher/butcher/’ yang lainnya berkata “butcher/bacer/” . Guru kemudian menggambarkan peta di papan tulis. Guru menjelaskan cara bertanya dan memberitahukan arah dengan menuliskan bahasa yang digunakan. “How do I get to the cinema?” ujar guru. Semua siswa diperintahkan untuk menjawab “Go down main street, turn left, the cinema is next to the park.” Ujar siswa-siswa. Kemudian guru memimpin aktifitas directed response task. Guru bertanya kepada siswa “hallo, excuse me Azzam.” “yes please” “How do I get to the market” “go...down main street...turn left..the market is opposite cinema.” “okay..good, thank you.”Guru melanjutkan aktifitas tersebut kepada siswa yang lainnya. Siswa tampak memerhatikan petanya ketika ditunjuk. Namun siswa yang tidak ditunjuk tampak berdiskusi dengan temannya. “Nek,berhadapan opo tho?” ujar salah satu siswa. Selesai dengan aktifitas directed response task siswa diberi arahan untuk melanjutkan ke aktifitas role play. Guru menerangkan bahwa nanti sepasang siswa akan diperintah untuk maju, kemudian mereka akan diberi peta yang berbeda dan saling bertanya arah suatu tempat. “Are you ready?” “Ready” ucap para siswa. Guru kemudian memanggil siswa yang akan praktik. Ketika ada siswa yang praktik di depan, siswa yang lainnya ramai dengan aktifitas masing-masing. Tak lama setelah siswa pertama maju, bel istirahat berbunyi.

Setelah bel masuk, siswa-siswa bergiliran maju ke depan untuk praktik menunjukkan arah. Siswa tampak berusaha untuk menunjukkan arah. Sesekali mereka lihat ke papan tulis untuk melihat contoh. Aktifitas pun selesai. Setelah itu guru dan siswa membahas kembali kata-kata yang digunakan “kalau kanan bahasa Inggrisnya?” “right” ujar siswa, “kalau putih?” “white” “jangan turn white yaa, tapi turn right. Kalau berhadapan?” “opposite” “jalan bahasa Inggrisnya?” “street” “kalau lurus?” “Straight.” “Any question?” “No.” “Okay, itu aja untuk hari ini, see you next week.” Guru menutup kelas pada jam 9.40.

Vignette 8 : 25 February 2014

Guru memasuki kelas pada pukul 11.30. Pertama guru menyapa siswa “Good morning students. How are you today?” Siswa secara serempak membalas, “I’m fine thank you and you?” Tampak ada siswa yang sakit. Kemudian guru memberikan izin kepada dia untuk ke UKS. Setelah itu, siswa lain menjadi gaduh dan mengutarakan keluhan tentang kondisi tubuhnya.Melihat tingkah laku siswa

seperti itu, guru menyuruh siswa untuk diam dan beberapa siswa diminta untuk berganti tempat duduk. “Syuut, duduknya yang siap! Okay, are you ready?” “Ready..” jawab para siswa. Setelah itu guru memberikan pertanyaan kepada siswa “What did you watch last night?” Siswa menjawab “Bola..” “Who is your favourite football player?” siswa laki-laki menjawab “Cristiano Ronaldo, Evan Dimas. Untuk siswa perempuan guru bertanya “Who is your favourite actor?” “Rizky Nazar” jawab siswa-siswa perempuan. Guru bertanya kepada siswa laki-laki “Is Cristiano Ronaldo white?” Siswa-siswa menjawab “Larine banter...speed” “Is Cristiano Ronaldo fast?” “yes”. Yang lain mengatakan “Skillnya good. Speed is fast... fast and furious” kemudian guru menuliskan beberapa kata sifat tentang orang yang disebutkan oleh siswa. Setelah itu, guru membagikan teks dialog untuk digunakan pada tugas listening discrimination. Dikarenakan ada kesalahan teknis pada alat pemutar rekaman, maka guru membacakan dialog tersebut. Siswa diminta untuk memilih kata yang mereka dengar dalam dialog. Sebelumnya, guru memberi contoh cara baca minimal pairs yang ada dalam dialog dan siswa diminta untuk mengulangnya. “Pay attention please... know..now..” Siswa kemudian tampak mendengarkan seksama apa yang diucapkan guru saat tugas listening. Guru membaca teks tersebut sebanyak dua kali. Kemudian membahas jawabannya. “white artinya apa?” “putih” “kalo wide?” “memperkecil..lebar..”

Guru melanjutkan dengan menerangkan kata sifat yang lainnya seperti small, big, fat, thin, etc. Kalo keriting bahasa Inggrisnya apa? “curly /tʃurli/” salah seorang siswa berkata. Guru kemudian membenarkan “ 'kɜ:li “. Setelah itu guru menerangkan tentang cara asking and describing people. “Kalau her itu untuk perempuan, kalau laki-laki?” “his..he” jawab para siswa. “him” ucap guru. Guru melihat siswa yang berbuat gaduh di kelas. Siswa tersebut duduk di pojok kelas. Kemudian siswa tersebut dipindahkan ke depan. Kemudian siswa satu per satu diminta untuk latihan menggunakan asking people description. Beberapa siswa mengatakan /deskrib/ dan beberapa siswa juga masih ada yang tertukar penggunaan him dan her. Mendengar hal itu guru mengoreksi ucapan siswa. Guru kemudian menuliskan contoh dialog bertanya dan mendeskripsikan orang. Setelah itu, siswa diminta untuk membentuk kelompok yang terdiri dari 3 orang untuk latihan mendeskripsikan orang. Beberapa siswa terlihat menuliskan skrip dialog untuk digunakan dalam berlatih. “Mister kalau oval face pake has atau is?” “has” jawab guru.

Kemudian setelah berlatih siswa pun menyatakan siap untuk dites. Tanpa melihat teks siswa maju secara berkelompok. Beberapa siswa terlihat berpikir keras untuk mengingat apa yang akan diucapkan. Bel pun berbunyi. Kemudian guru menutup kelas dan memutuskan untuk melanjutkan tes di pertemuan selanjutnya. “Okay, seeyou.

**APPENDIX B:
INTERVIEW
TRANSCRIPTS**

Interview 1

R : Menurut bapak pronunciation itu apa?

T : Pronunciation itu diajarkan saat membaca, misalkan kita berikan sebuah teks. Kemudian anak-anak membaca, apabila dia membuat kesalahan, saya tidak langsung betulkan, karena kalau dibetulkan membuat mereka jadi *down* , jadi setelah selesai membaca baru saya koreksi kesalahannya.

R : oh begitu ya pak. Berarti cara bapak mengajar pronunciation seperti itu ya pak? Atau ada metode lain?

T : Kadang-kadang dengan kata. Saya beri daftar kosakata, anak disuruh mengikuti apa saya ucapkan.

R : Ada kesulitan dalam mengajar pronunciation ini pak?

T : Ada juga. Karena kadang saya..untuk kata-kata tertentu saya harus mengecek dalam kamus. Karena pronunciation itu sebuah model, jadi kalau modelnya salah, anak akan salah. Mankanya sebagai guru harus sering-sering melihat dalam kamus apabila mereka tidak yakin dengan kata yang diucapkan.

R : oh, iya pak. Kemudian untuk implikasinya apakah siswa itu membawa kamus ke kelas atau tidak?

T : Kamus tapi bukan yang ada pronunciation. Tapi ada daftar kata yang sudah \ saya sediakan. Kamus kecil sederhana.

R : Menurut bapak sendiri yang lebih penting dalam pronunciation itu apakah pengucapan kata atautkah intonasi?

T : Saya kira keduanya. Karena kalo intonasinya bagus akan membantu dalam pengucapan kata. Seperti kalo membaca sebuah kalimat kalo ga pake intonasi kan itu seperti robot. Tidak menarik.

R : Untuk itu pak, biasanya anak pas pelajaran speaking, **intonasinya sudah baik atau belum?**

T : **Ya, belum.** Jadi harus perlu model-model, harus mendengarkan seperti dalam video.

Interview 2

R : Bagaimana materi tadi pak?

T : Terlalu lama di bagian pembukaan 'good morning'. Harusnya tadi kita fokus saja pada materi intinya.

R : Bagaimana dengan tugas yang saya berikan?

T : Untuk tugas yang *respond to the situation* siswa tampak tidak mengerti. Saya pun jika menjadi siswa tidak paham dengan tugas tersebut. Sebaiknya diberikan kalimat rumpang saja.

R : Untuk tugas *pronunciation* nya apakah ada masukan?

T : Anak kita berikan model cara membacanya, kemudian mereka membaca dan kita cek apakah ada perbedaan dengan model tadi.

Interview 3

R : Ada masukan untuk kegiatannya pak? (Do you have suggestion for the activity?)

T : Untuk latihan merespon sebaiknya perintahnya lebih disederhanakan supaya anak lebih mengerti. Begini saja, *change you into I*.

Interview 4

R : Tadi kan kalian dikasih tugas untuk mengidentifikasi stress pada kata-kata. Menurut kalian itu gimana? Sulit? (You were given task to identify stressed syllable on words. What do you think? Is it difficult?)

S1 : Lumayan (Yes, a bit.)

S2 : Ga terlalu sulit. (It was not so difficult.)

Interview 5

T : Sebaiknya ada latihan untuk mengecek pengetahuan anak tentang *consonants*, *vowel and diphthongs*. Lebih baik juga jika dalam latihan *word stress* anak dikasih soal dalam bentuk *listening*. Jadi tidak harus mengecek di kamus.

R : Bagaimana dengan partisipasi siswa di kelas? Apakah bisa dikatakan aktif?

T : Beberapa aktif dan beberapa yang lain tidak. Kalau siswa perempuan aktif tadi kan? Sedangkan beberapa siswa laki-laki tadi pas mengerjakan tugas tidak serius.

Interview 6

R : Menurutmu implementasi saya di kelas bagaimana? (What do you think about the teaching and learning process?)

SC : Sudah bagus kalo pas ngajar, tapi anak-anaknya masih agak ramai apalagi yang belakang. Saya sarankan untuk merubah posisi duduknya. Trus, aa itu harus sedikit tegas. (You have taught well but the students were noisy. I suggest to change their seat position, and you need to get students more discipline.)

R : Untuk ekspresi dan pronunciation?(How about the expression and pronunciation teaching?)

SC: Ya jangan terlalu banyak ekspresi yang diterangkan. Lebih baik sedikit. Soalnya mereka gampang lupa. Berikanlah lima atau enam, nanti fokusnya ke pronunciation atau intonasinya. (I think students should not be given too much language expressions since they can forget them easily. Just give five or six expressions and then you need to focus on the pronunciation feature.)

Interview 7

R: untuk tugas anak-anak yang disuruh untuk membuat video rekaman ini belum dikumpulkan pak, sebaiknya gimana ya?

T : Lebih baik dikasih transkrip dialog saja dan kemudian anak merekamnya. Soalnya kalo tugasnya dibuat di rumah itu susah. Mereka kan jarak rumahnya jauh-jauh. Sebaiknya tugas kelompok diberikan di sekolah saja.

Interview 8

R :Kamusnya kepeke ga de?

S :Kepake mas

R :Cara bacanya bisa?

S :Engga e mas

Interview 9

R : Menurutmu kamus yang mas kasih gimana?

S : Ya bisa membantu terjemahin, buat ulangan kosakata, bisa baca dengan jelas.

Interview 10

R : Untuk presentasinya menarik de?

S : Ya mas, menarik banget. Banyak gambar-gambarnya soale.

Interview 11

R : Kamusnya sering dilihat de?

S :Iya mas sering

R :Cara bacanya bisa ga?

S :Iya mas bisa,kalo e kebalik tu dibaca apa mas?

R :Itu e /ə/ .

Interview 12

R : Menurutmu kamus yang mas kasih gimana?

S : Ya bisa membantu terjemahin, buat ulangan kosakata, bisa baca dengan jelas.

Interview 13

R : Gimana tadi pelajarannya de?

S :Untuk tugasnya agak sulit mas?

R :Kenapa emang? Perintahnya mengerti?

S :Iya mas, mudenk dikit

R :Kalo pas kegiatan role play kalian sulit ga?

S :Ehmm

R :Sulit ya?

S :Iya

R :Kalian kesulitan dalam membaca?

T :Iya mas

Interview 14

R : Gimana tadi aktifitas reading dialognya? (How was the activity of reading dialog aloud?)

SC : Siswa cowok tidak serius dalam mempraktikan dialog. (Boy students were not serious when practicing dialog.)

Interview 15

R: Pelajarannya hari ini gimana dek?

S : Agak mudeng mas

R: Emang kenapa? Agak susah ya?

S : Engga susah banget sih mas. Cuma besok ada ulangan mata pelajaran lain. Jadi banyak pikiran.

Interview 16

R : Kalian setuju ga kalo aktifitas membaca nyaring bacaan itu membantu untuk meningkatkan pengucapan dalam bahasa Inggris? (Do you all agree that reading aloud can improve pronunciation?)

S : Ya mas, setuju. (Yes I do.)

Interview 17

R : Kegiatan yang mas suruh untuk merespon itu, menurut kalian gimana? (What do you think about directed response activity?)

S1 : Angel mas. (It is difficult.)

S2 : Isin mas. (I'm shy.)

R : Kalian setuju ga kalo aktifitas ini membantu melatih pengucapan bahasa Inggris? (Do you all agree that this activity can train your pronunciation?)

S : Ya mas, sedikit membantu. (Yes sir, I think it's a bit helpful.)

Interview 18

R : De, kira-kira mas kalo ngajar kecepatan ga? Menurut ade temponya gimana?

S : Temponya biasa

R : Untuk materi yang disampaikan mudah atau sulit dimengerti?

S : Mudah dimengerti mas.

R : tugas listeningnya kira-kira gimana? Susah ga?

S : Listeningnya mudah mas, tapi tergantung mood sih

R : Maksudnya?

S : Moodnya pas pelajaran. Kalo siswa yang cowo pada ga berisik moodnya baik.

R : Sebelum pelajaran ini mata pelajaran apa?

S : Pkn mas

R ; Tadi kalian nyamain jawaban?

S : Iya mas.

R : Hasilnya gimana?

S : Mengecewakan mas. Yang paling tinggi aja 75. Terus tadi pas pelajaran penjas juga disuruh ngerjain soal dua bab.

Interview 19

R : Perasaan kalian pas menjalankan kegiatan bermain peran itu gimana? (What did feel when doing the role play?)

S: Isin mas. (I'm shy.)

R : Kenapa? (Why?)

S : Soalnya direkam, kalo ga direkam ga malu. (Because we were recorded. We were not shy if not recorded.)

R : Kalian setuju kalo aktifitas ini melatih pengucapan? (Do you agree if this activity can help you to practice pronunciation?)

S : Ya mas, melatih pengucapan kata. (yes I do. It's helpful to practice pronunciation.)

Interview 20

R: Pas sebelum role play, saya kan membagikan kertas untuk reading aloud. Nah reading aloudnya itu untuk yang cycle pertama kan di kelas. Nah itu menurut Bapak gimana?

T : Ya sudah bagus. Cuma yang kemarin waktu yang pertama itu manajemen kelasnya kemudian perintahnya kurang jelas. Tapi setelah kedua itu kan perintahnya jelas, manajemennya sudah bagus. Pokoknya secara keseluruhan manajemennya bagus Cuma bagaimana memerintah itu benar-benar dengan jelas dipahami oleh anak dan sebelum perintah itu dijalankan, anak-anak dengan sigap bisa menerima perintah itu. Kalau anak belum siap diperintah, seperti orang berteriak dibalas dengan teriak.

R : Kemudian anak itu kan saya kasih peta kosong, kemudian mereka suruh mengisi peta tersebut masing-masing nanti mereka suruh berdialog menanyakan kemudian menunjukkan. Nah sebelum itu kan saya kasih contoh-contoh cara menanyakan dan menunjukkan tempat misalnya in front of di depan, *opposite* gitu. Jadi kan kata-katanya satu satu. Di dekat berarti near. nah setelah itu untuk pertemuan keduanya itu saya kasih contoh cara menunjukkan tempat, misalnya How do I get to the gas station? Untuk pertemuan ketiga saya kasih materi tentang describing. Jadi untuk reading aloud ini, teksnya saya kasih dari berbagai macam cara menunjukkan tempat misalnya *opposite*, *near* terus ada kata-kata buildings nya juga, post office dan mosque. Itu menurut Bapak gimana?

T : Sebenarnya bagus artinya jadi ini yang anak suruh buat menulis seperti teks yang sederhana kemudian mencoba menunjukkan itu gak apa-apa. Jadi yang penting dari awal itu kita tunjukan teks ini apa. Itu tadi sudah bagus dari pengenalan kosakata kemudian contoh kemudian anak diberi kesempatan untuk menunjukkan tempat. Itu sudah bagus.

R : Kemudian untuk pronunciation siswa pak?

T : Pronunciationnya ada peningkatan tapi belum sempurna. Maksudnya bukan kita mengajar dalam beberapa pertemuan terus pronunciationnya bagus. Paling tidak itu menunjukkan perlu berlatih terus. Kemudian contoh-contoh dari native speaker itu sangat penting sekali.

R : Untuk yang role play menurut bapak bagaimana?

T : Sangat menantang terus anak diekspos untuk berani mengungkapkan meskipun salah (dalam grammar). Jadi untuk anak yang kelas satu saya kira yang penting bagaiman dia bisa berani dulu bicara soal pronunciation atau tata bahasa salah kita mengerti mereka baru belajar. Yang penting anak sudah berani.

APPENDIX C: COURSE GRID

COURSE GRID

Second Grade of SMPN 3 Tempel Second Semester

Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: asking and giving service, asking and giving something, asking and giving facts.

Cycle 1 (meeting 1-5)

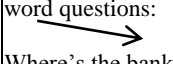
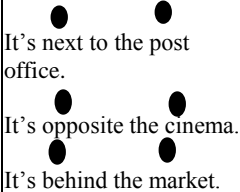
Meeting	Theme	Materials	Key Vocabulary	Pronunciation Point	Language Focus	Activities	Indicators	Media	Learning Resources
1st	In the Library	<p><i>A Good Book</i> Inspector Rizal Waluyo is a detective. He lives near a library. Inspector Rizal is in the library now. He is talking to Miss Ella. Miss Ella is the librarian.</p> <p>Inspector Rizal : Good morning, Miss Ella. Miss Ella : Good morning, inspector. Inspector Rizal : Could you help me?</p>		<ul style="list-style-type: none"> Rising intonation <p>Yes/no question has rising intonation. The example taken from the dialogue is <i>Could you help me?</i></p> <ul style="list-style-type: none"> Falling intonation <p>In the example of dialogue above, the rest of the expressions use falling intonation. So, falling intonation can</p>	<p><i>Offering service:</i></p> <p>Can I help you?</p> <p><i>Asking service:</i></p> <p>Could you help me?</p> <p><i>Giving service</i></p> <p>Sure.</p>	<ul style="list-style-type: none"> Pre-Teaching (± 10 minutes) <ol style="list-style-type: none"> Establishing interaction with students about how confidence they are when speaking English. Explaining the goal of today's lesson. Whilst-Teaching (± 60 minutes) <p><i>Pre-Communicative activities</i></p> <ol style="list-style-type: none"> The teacher asks students how to greet someone. 	<ol style="list-style-type: none"> Identifying how to ask and give service. Identifying difficult words to pronounce in dialogue transcript. Reading aloud dialogue transcript in pairs. 	<ol style="list-style-type: none"> White board cued dialogues LCD 	<ul style="list-style-type: none"> Question and Answer (L.G. Alexander) Cambridge Advanced Learner's Dictionary third edition

		<p>Miss Ella : Of Course. Inspector Rizal : I am looking for a good book. Miss Ella : This is a good book, Inspector. Inspector Rizal : What is it? Miss Ella : It's a detective story. Inspector Rizal : Good! I like detective stories. What's the murderer's name? Miss Ella : I can't tell you that, Inspector. I'm a librarian. I'm not a detective.</p>		<p>occur: a. in commands and declarative sentences e.g. I am looking for a good book. b. in pronominal questions e.g. What is it? What's the murderer's name?</p>	<p>Of course. OK.</p>	<ol style="list-style-type: none"> 2. Teacher shows students videos about asking and giving service. 3. The teacher asks students how to offer and how to ask and give service based on the video and then explain them about asking and giving service. 4. The teacher explains rising and falling intonation. 5. Students are asked to do task 1 (identifying rising and falling intonation through listening discrimination activity). 6. Teacher shows library promotion to give the context students will face. 7. Students are given an example of conversation of asking and giving service (A Good Book). 8. Students read aloud the dialogue with their pairs (Task 2). 9. Students are asked to respond to the situation given by the teacher. (Task 3) <p><i>Communicative Activity</i></p> <ol style="list-style-type: none"> 10. Students are given a set of situation to ask and give service in the library. A student act as a librarian and another acts as a member of the library. 	<ol style="list-style-type: none"> 4. Practicing how to ask and give service. 5. Identifying rising and falling intonation through listening discrimination activity. 6. Practicing rising and falling intonation. 7. Having role play by using cued dialogue. 		
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						(Task 4)			
2nd & 3rd		<p>1. A : Do you like reading books?</p> <p>B : Yes, I do. I like it a lot.</p> <p>A : What kinds of books do you like?</p> <p>B : I like storybooks, such as Aladdin, Malin Kundang and Cinderella.</p> <p>2. A : Do you like playing games?</p> <p>B : Yes, I like it a lot.</p> <p>A : What game do you like?</p> <p>B : I am very fond of flying kites.</p> <p>3. A : Do you like fish?</p> <p>B : No, I don't like fish but I like beef.</p> <p>4. A : Don't you like hamburger?</p> <p>B : I can't stand hamburger but I'm really fond of cake.</p>	<p>apple onion garlic orange mango carrot eggplant starfruit spinach papaya pineapple banana potato tomato cucumber strawberry broccoli watermelon</p>	<p>Word stress</p> <p>English words have stress. Every word that is more than one syllable have stress. The place of the stress depends on the word itself. There is no fixed pattern to define the place of the stress in words. However, many words have same stress pattern. For example, noun or <i>kata benda</i> usually has stress in the first syllable. Meanwhile, verb or <i>kata kerja</i> usually has stress in the second syllable.</p>	<p><i>Asking likes</i></p> <ul style="list-style-type: none"> • Do you like v-ing Do you like reading? • Do you like N Do you like apple? • What N do you like? What fruit do you like? • What is your favourite N ? What is your favourite vegetable? <p><i>Expressing likes</i></p> <ul style="list-style-type: none"> • I like/love • I (really) enjoy • I do like/love • I'm (really) very fond of <p><i>Expressing dislikes</i></p> <ul style="list-style-type: none"> • I'm afraid I don't like ... • I (really hate) • I can't bear • I can't stand • I'm sick of 	<p>➤ Pre-Teaching (±10 minutes)</p> <ol style="list-style-type: none"> 1. Checking attendance list 2. Explaining the goal of today's lesson. <p>➤ Whilst-Teaching (±60 minutes)</p> <p><i>Pre-Communicative activities</i></p> <ol style="list-style-type: none"> 1. The teacher asks students how to express likes and dislikes. 2. Students are given an example of how to express likes and dislikes. 3. Students identify difficult words to pronounce and read aloud the text (task 1). 4. The teacher gives students task 2 (practicing expressing like and dislike). 5. The teacher explain stressed words. 6. The teacher gives students task 3 (identifying stressed words). <p><i>Communicative Activities</i></p> <p>Survey Game</p> <p>Procedure:</p>	<ol style="list-style-type: none"> 1. Identifying how to express like and dislike. 2. Identifying difficult words to pronounce in dialogue transcript. 3. Reading aloud dialogue transcript in pairs. 4. Practicing how to express like and dislike. 5. Identifying word stress. 6. Practicing to utter stressed words. 7. Having a survey game. 	<ol style="list-style-type: none"> 1. LCD 2. White Board 	<ul style="list-style-type: none"> - Hadfield's Beginner Communic atoon Games - How to Teach Pronuciat ion - Cambridge Advanced Learner's Dictionary third edition

						<ol style="list-style-type: none"> 1. Give each student a paper which contains list of fruits and vegetables and interview sheet. 2. Ask them to interview 5 friends and they need to write down what they like and dislike and record the interview. 3. After they finish interviewing, they have to submit the interview sheet and record. <p>➤ Post teaching (±10 minutes)</p> <ol style="list-style-type: none"> 1. The teacher summarizes the instruction given. 2. The teacher gives feedback to the class performance. 			
4th	What's for Dinner?	<p>What's for Dinner? 'What's for dinner?' Tim asked. 'I'm going to fry some fish', Adi answered. 'I don't want any fish', Tim said. 'I had fish for lunch. We can go to a restaurant this evening.' 'That's a good idea', Adi answered. Tim and Adi went to a restaurant. They sat at a table and a waiter brought them a menu. 'I want some roast beef', Tim</p>	<p>Stressed words in sentence/utterance</p> <p>Verbs Noun WH Questions adverb Adjective Numbers Long preposition Interjection This, that, these, those</p>	<p><i>Asking and giving opinion</i></p> <p><i>Asking</i></p> <p><input type="checkbox"/> <i>What do you think of...?</i></p> <p><input type="checkbox"/> <i>What about ...?</i></p>	<p><input type="checkbox"/> <i>Pre-Teaching (+ 10 minutes)</i></p> <ol style="list-style-type: none"> 1. <i>Checking attendance list</i> 2. <i>Discussing the previous material.</i> 3. <i>Explaining the goal of today's lesson.</i> 4. <i>The teacher gives the outline of the materials.</i> 	<ol style="list-style-type: none"> 1. Identifying vocabulary related to food terms. 2. Practicing food term vocabulary with appropriate stress. 3. Identifying stressed words in sentence. 4. Practicing uttering 	<p>1.white board 2.LCD</p>	<p>-Question and Answer (L.G. Alexander) -Cambridge Advanced Learner's Dictionary third edition -English Pronunciation in Use (Mark Hancock)</p>	




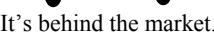
		<p>said. 'What do you want, Adi?'</p> <p>'I want a veal chop', Adi said.</p> <p>Tim turned to the waiter. 'One roast beef and a veal chop, please. And we want some potatoes and peas', he said.</p> <p>'I'm sorry, sir', the waiter said. 'We haven't any roast beef and we haven't any veal chops.'</p> <p>'But they're on the menu!' Tim said angrily.</p> <p>'I'm sorry, sir', the waiter answered. 'That's yesterday's menu.'</p> <p>'What do you suggest?' Tim asked.</p> <p>'Well, sir,' the waiter said. 'We have some nice fresh fish.'</p>			<p><i>Giving</i></p> <p><i>Agreeing</i></p> <p><input type="checkbox"/> <i>This sounds great.</i></p> <p><input type="checkbox"/> <i>That's a good idea.</i></p> <p><input type="checkbox"/> <i>Ok. That's fine by me.</i></p> <p><i>Disagreeing</i></p> <p><input type="checkbox"/> <i>I'm not sure that's a good idea.</i></p> <p><input type="checkbox"/> <i>Sorry. I don't like</i></p> <p><input type="checkbox"/> <i>That's not a good idea.</i></p>	<p><input type="checkbox"/> <i>Whilst-Teaching (+60 minutes)</i></p> <p><i>Pre-Communicative activities</i></p> <ol style="list-style-type: none"> <i>Teacher gives out task 1 containing task of matching pictures with appropriate words. The task is done in group of four.</i> <i>Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.</i> <i>Teacher explain sentence stress.</i> <i>Students are given task to read aloud. (Task 2)</i> <i>The teacher asks students how to ask and give opinion in daily life.</i> <i>Students are given an example of how to ask and give opinion with appropriate stressed words in the expression.</i> <i>Teacher ask students to practice asking and giving opinion in pairs.</i> 	<p>sentences with appropriate stressed words.</p> <ol style="list-style-type: none"> Identifying how to ask and give opinion. Having role play by having a discussion in group of four. 		
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						<p>(Task 3)</p> <p><i>Communicative Activities</i></p> <p>8. <i>Students in group of four are given task to discuss where they will have dinner in Jogja tonight . (Task 4)</i></p> <p><input type="checkbox"/> <i>Post teaching (+10 minutes)</i></p> <ol style="list-style-type: none"> <i>The teacher summarizes the instruction given.</i> <i>The teacher gives feedback to the class performance.</i> 			
5th	Where is the Bank?	<p>Example of the text of asking and showing the location of a place</p> <p>Sample conversation 1 First speaker: Excuse me. Is there a post office near here? Second speaker: Yes, there is one on the next street. First speaker: Is it far from here? How do I get there? Second speaker: No, it is only five minutes' walk from here. Go straight ahead. Take the first right at the traffic lights and go straight on. It's on the left. First speaker: Thank you. Second speaker: You're welcome.</p>	<p>market bank park post office bakery cinema butcher cafe supermarket gas station</p>	<p>• Practising falling intonation in question-word questions: </p> <p>Where's the bank?</p> <p>• The stress patterns of the answers: </p> <p>It's next to the post office. It's opposite the cinema. It's behind the market.</p>	<p><i>Asking and giving the location of a place</i></p> <p><i>Asking</i></p> <p><input type="checkbox"/> <i>Is there a?</i></p> <p><input type="checkbox"/> <i>Where's the?</i></p> <p><i>Giving</i></p> <p>• <i>Yes, there is.</i></p>	<p><input type="checkbox"/> <i>Pre-Teaching (+ 10 minutes)\</i></p> <ol style="list-style-type: none"> <i>Checking attendance list</i> <i>Discussing the previous material</i> <i>Explaining the goal of today's lesson</i> <p><input type="checkbox"/> <i>Whilst-Teaching (+60 minutes)</i></p> <p><i>Pre-Communicative activities</i></p> <ol style="list-style-type: none"> <i>Teacher gives task 1 of guessing the name of</i> 	<ol style="list-style-type: none"> Identifying vocabulary related to public places. Practicing public place vocabulary with appropriate stress. Reading aloud dialogue in pairs with appropriate intonation. Identifying how to ask and to tell the 	<ol style="list-style-type: none"> white board LCD 	<p>-Oxford Basic Simple Speaking Activities (Hadfield & Hadfield) -Cambridge Advanced Learner's Dictionary third edition -Google.com - www.englishspeaking.org/asking-for-directions-sample-conversations</p>

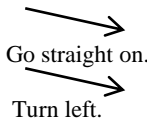
		<p>Asking for directions: sample conversation 2 First speaker: Is there a super market near here? Second speaker: Yes, there is one at the end of this street. Go straight ahead. It is on the right. First speaker: Is it far? Second speaker: Not really. First speaker: Thank you. Second speaker: That's all right.</p> <p>Sample conversation 3 First speaker: Excuse me. Where is the nearest hospital? Second speaker: It is about 2 miles from here. You will have to hire a taxi. You can also go by bus. First speaker: I see. Is there a bus station near here? Second speaker: Yes, there is a bus stop at the corner. First speaker: Thank you. Second speaker: Don't mention it.</p>			<ul style="list-style-type: none"> • <i>No, there isn't.</i> • <i>It's next to....</i> • <i>It's opposite...</i> • <i>It's behind....</i> • <i>It's near....</i> 	<p><i>the place.</i></p> <ol style="list-style-type: none"> 2. <i>Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.</i> 3. <i>Students are given task to read aloud dialogue in pairs. (Task 2)</i> 4. <i>Students are given an example of how to ask and give the location of a place with appropriate intonation and stressed words in the expression.</i> 5. <i>Teacher ask students to practice asking and giving the location of a place. (Task 3)</i> <p><i>Communicative Activities</i></p> <ol style="list-style-type: none"> 6. <i>Students in pairs (random pairs) ask and give the location of a place. They firstly make their own town map.(Task 4)</i> <p><input type="checkbox"/> <i>Post teaching (+10 minutes)</i></p> <ol style="list-style-type: none"> 1. <i>The teacher summarizes the instruction given.</i> 	<p>location of a place. 5. Having role play by having an asking and telling the location of a place.</p>		
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						2. <i>The teacher gives feedback to the class performance.</i> 3. <i>Teacher gives homework.</i>			
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Cycle 2 (meeting 6-9)

Meeting	Theme	Materials	Key Vocabulary	Pronunciation Point	Language Focus	Activities	Indicators	Media	Learning Resources
5th	Where is the Bank?	Example of the text of asking and showing the location of a place Sample conversation 1 First speaker: Excuse me. Is there a post office near here? Second speaker: Yes, there is one on the next street. First speaker: Is it far from here? How do I get there? Second speaker: No, it is only five minutes' walk from here. Go straight ahead. Take the first right at the traffic lights and go straight on. It's on the left. First speaker: Thank you. Second speaker: You're welcome. Asking for directions: sample	market bank park post office bakery cinema butcher cafe supermarket gas station	<ul style="list-style-type: none"> Practising falling intonation in question-word questions:  The stress patterns of the answers:    	<i>Asking and giving the location of a place</i> <i>Asking</i> <input type="checkbox"/> <i>Is there a?</i> <input type="checkbox"/> <i>Where's the?</i> <i>Giving</i> <ul style="list-style-type: none"> <i>Yes, there is.</i> 	<input type="checkbox"/> <i>Pre-Teaching (+ 10 minutes)</i> 1. <i>Checking attendance list</i> 2. <i>Discussing the previous material</i> 3. <i>Explaining the goal of today's lesson</i> <input type="checkbox"/> <i>Whilst-Teaching (+60 minutes)</i> <i>Pre-Communicative activities</i> 1. <i>Teacher gives task 1 of guessing the name of the place.</i>	1. Identifying vocabulary related to public places. 2. Practicing public place vocabulary with appropriate stress. 3. Reading aloud dialogue in pairs with appropriate intonation. 4. Identifying how to ask and to tell the	1.white board 2.LCD	-Oxford Basic Simple Speaking Activities (Hadfield & Hadfield) -Cambridge Advanced Learner's Dictionary third edition -Google.com - www.englishspeaking.org/asking-for-directions-sample-conversations

		<p>conversation 2 First speaker: Is there a super market near here? Second speaker: Yes, there is one at the end of this street. Go straight ahead. It is on the right. First speaker: Is it far? Second speaker: Not really. First speaker: Thank you. Second speaker: That's all right.</p> <p>Sample conversation 3 First speaker: Excuse me. Where is the nearest hospital? Second speaker: It is about 2 miles from here. You will have to hire a taxi. You can also go by bus. First speaker: I see. Is there a bus station near here? Second speaker: Yes, there is a bus stop at the corner. First speaker: Thank you. Second speaker: Don't mention it.</p>			<ul style="list-style-type: none"> • <i>No, there isn't.</i> • <i>It's next to....</i> • <i>It's opposite...</i> • <i>It's behind....</i> • <i>It's near....</i> 	<ol style="list-style-type: none"> 2. <i>Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.</i> 3. <i>Students are given task to read aloud dialogue in pairs. (Task 2)</i> 4. <i>Students are given an example of how to ask and give the location of a place with appropriate intonation and stressed words in the expression.</i> 5. <i>Teacher ask students to practice asking and giving the location of a place. (Task 3)</i> <p><i>Communicative Activities</i></p> <ol style="list-style-type: none"> 6. <i>Students in pairs (random pairs) ask and give the location of a place. They firstly make their own town map.(Task 4)</i> <p><input type="checkbox"/> <i>Post teaching (+10 minutes)</i></p> <ol style="list-style-type: none"> 1. <i>The teacher summarizes the instruction given.</i> 2. <i>The teacher gives</i> 	<p>location of a place.</p> <ol style="list-style-type: none"> 5. <i>Having role play by having an asking and telling the location of a place.</i> 		
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						<p><i>feedback to the class performance.</i></p> <p>3. <i>Teacher gives homework.</i></p>			
7th	How do I get to the Bank?	<p>Example of the text of asking and showing direction A: Excuse me, I'm a stranger here. Can you help me? How do I get to the gas station? B: Go down Main Street....turn left. The gas station is on your right, opposite the cafe.</p>	<p>market bank park post office bakery cinema butcher cafe supermarket gas station</p>	<p>Pronunciation point</p> <ul style="list-style-type: none"> • Practising the consonant cluster /str/ in 'street' and 'straight'. Get the learners to build up the cluster one consonant at a time, for example 'reet-treet-street' and 'raight-traight-straight'. • Practise falling intonation in commands and instruction, for example: <p style="text-align: center;">  </p>	<p><i>Asking and giving the location of a place</i></p> <p><i>Asking</i></p> <p><input type="checkbox"/> <i>How do I get to ...?</i></p> <p><i>Giving</i></p> <ul style="list-style-type: none"> • <i>Go straight on.</i> • <i>Turn right.</i> • <i>Turn left.</i> 	<p><input type="checkbox"/> <i>Pre-Teaching (+ 10 minutes)</i></p> <ol style="list-style-type: none"> 1. <i>Checking attendance list</i> 2. <i>Establishing interaction with students about how confidence they are when speaking English now.</i> 3. <i>Discussing the previous material.</i> 4. <i>Explaining the goal of today's lesson</i> <p><input type="checkbox"/> <i>Whilst-Teaching (+60 minutes)</i></p> <p><i>Pre-Communicative activities</i></p> <ol style="list-style-type: none"> 1. <i>Teacher gives task 1 of listening to a song.</i> 2. <i>Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.</i> 3. <i>Students are given an</i> 	<ol style="list-style-type: none"> 1. Listening to a song and identifying the missing words. 2. Practicing words with appropriate stress. 3. Identifying how to ask give directions based on the video. 4. Practicing asking and giving directions. 5. Doing role play by having an asking and showing directions. 	<ol style="list-style-type: none"> 1. white board 2. LCD 3. Speaker 	<p>-Oxford Basic Simple Speaking Activities (Hadfield & Hadfield) -Cambridge Advanced Learner's Dictionary third edition -Google.com - www.englishspeaking.org/asking-for-directions-sample-conversations</p>

						<p><i>example of how to ask and show directions with appropriate intonation and stressed words in the expression.</i></p> <p>4. <i>Teacher asks students to practice asking and showing directions. (Task 2)</i></p> <p><i>Communicative Activities</i></p> <p>5. <i>Students in pairs (random pairs) ask and show directions with the map given. (Task 3)</i></p> <p><input type="checkbox"/> <i>Post teaching (+10 minutes)</i></p> <p>1. <i>The teacher summarizes the instruction given.</i></p> <p>2. <i>The teacher gives feedback to the class performance.</i></p>			
8th & 9th	He is short and thin.	<p>Describing a woman</p> <p>A : Excuse me, are you Ms Davis?</p> <p>B : No, I am not Ms. Davis but I (know/now) who she is.</p> <p>A : (Great/greet)! Can you tell me where to find her?</p> <p>B : I'm not sure where she is in the building now. I do know what she (looks/cooks) like though.</p> <p>A : Can you describe her, please?</p> <p>B : She is a tall woman, with</p>	<p>Descriptive adjectives</p> <p>tall</p> <p>short</p> <p>brown</p> <p>curly</p> <p>round</p> <p>pointed</p> <p>thin</p> <p>fat</p> <p>white</p> <p>wavy</p>	<p>• Practise /ʃ/ in 'short'. Teach the learners to make this sound by first making the /s/ sound (as in 'sort') and then moving the tongue back and curling up the edges to make /ʃ/.</p> <p>• Practise /θ/ in 'thin'. Teach the learners to make this sound by putting their tongues between their teeth and</p>	<p><i>Asking to describe</i></p> <p><i>Can you describe, please?</i></p> <p><i>Describing people</i></p> <p><i>He/she is</i></p> <p><i>He/she has got</i></p>	<p><input type="checkbox"/> <i>Pre-Teaching (+ 10 minutes)</i></p> <p>1. <i>Checking attendance list</i></p> <p>2. <i>Discussing the previous material</i></p> <p>3. <i>Explaining the goal of today's lesson</i></p>	<p>1. Identifying vocabulary related to people description.</p> <p>2. Practicing the vocabulary with appropriate stress.</p> <p>3. Identifying how to describe</p>	<p>1.white board</p> <p>2.LCD</p>	<p>-Oxford Basic Simple Speaking Activities (Hadfield & Hadfield)</p> <p>-Cambridge Advanced Learner's Dictionary third edition</p> <p>-Google.com</p> <p>-</p>

		<p>dark (crown/brown) hair and light brown eyes. A : Do you know what she is wearing? B : Yes. She is wearing a (white/wide) dress (shirt/skirt) and black blazer and (shirt/skirt). A : Thank you so much. B : You're welcome. I hope you find her.</p>	<p>oval flatened slim big black straight square Parts of the body hair eyes body nose hands mouth legs arms teeth face skin</p>	<p>breathing out.</p>	<p>.....</p>	<p><input type="checkbox"/> <i>Whilst-Teaching (+60 minutes)</i> <i>Pre-Communicative activites</i> 1. <i>Teacher gives listening task 1 of filling the gap in a descriptive text.</i> 2. <i>Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.</i> 3. <i>Students are given an example of how to describe people.</i> 4. <i>Teacher asks students to practice asking how to describe people. (Task 2)</i> <i>Communicative Activities</i> 5. <i>Students in groups of three are given task to describe each pair.(Task 3)</i> <input type="checkbox"/> <i>Post teaching (+10 minutes)</i> 1. <i>Students are tested to read aloud a descriptive text. (Task 4)</i> 2. <i>The teacher summarizes</i></p>	<p>people. 4. Practicing describing people 5. Doing role play by describing a friend in the class. 6. Reading aloud descriptive text.</p>		<p>www.englishspeaking.org/asking-for-directions-sample-conversations</p>
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						<p><i>the instruction given.</i></p> <p>3. <i>The teacher gives feedback to the class performance.</i></p> <p>4. <i>Teacher collects the homework.</i></p>			
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**APPENDIX D:
LESSON PLANS**

Lesson Plan 1

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 2x40 Minutes
Theme	: In the Library
Date	: 16 January 2014
Meeting	: First
Cycle	: One

A. Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

B. Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: **asking and giving service**, asking and giving something, asking and giving facts.

C. Indicators

8. Identifying how to ask and give service.
9. Identifying difficult words to pronounce in dialogue transcript.
10. Reading aloud dialogue transcript in pairs.
11. Practicing how to ask and give service.
12. Identifying rising and falling intonation through listening discrimination activity.
13. Practicing rising and falling intonation.
14. Having role play by using cued dialogue.

D. Objectives

At the end of the lesson, students are expected to be able to:

1. Identifying how to ask and give service.
2. Identifying difficult words to pronounce in dialogue transcript.
3. Reading aloud dialogue transcript in pairs.
4. Practicing how to ask and give service.

5. Identifying rising and falling intonation through listening discrimination activity.
6. Practicing rising and falling intonation.
7. Having role play by using cued dialogue.

E. Materials

1. Topic : In the library

2. Language Focus:

Offering service:

Can I help you?

Asking service:

Could you help me?

Giving service

Sure.

Of course.

OK.

3. Example of dialogue

A Good Book

Inspector Rizal Waluyo is a **detective**.

He **lives** near a **library**.

Inspector Rizal is in the **library now**.

He is **talking** to Miss **Ella**.

Miss Ella is the **librarian**.

Inspector Rizal : **Good** morning, Miss **Ella**.

Miss Ella : Good **m**orning, **i**nspector.

Inspector Rizal : **Could** you **help** me?

- Miss Ella : Of **Course**.
- Inspector Rizal : I am **looking** for a **good book**.
- Miss Ella : This is a **good book, Inspector**.
- Inspector Rizal : **What** is it?
- Miss Ella : It's a **detective story**.
- Inspector Rizal : **Good!** I like **detective stories**.
- What's** the **murderer's name**?
- Miss Ella : I **can't** tell you **that**, Inspector.
- I'm a **librarian**.
- I'm **not** a **detective**.

4. Pronunciation points

- Rising intonation
Yes/no question has rising intonation. The example taken from the dialogue is *Could you help me?*
- Falling intonation
In the example of dialogue above, the rest of the expressions use falling intonation. So, falling intonation can occur:
 - a. in commands and declarative sentences
e.g. I am looking for a good book.
 - b. in pronominal questions
e.g. What is it?
What's the murderer's name?

F. Procedure

- Pre-Teaching (+ 10 minutes)
- 3. Establishing interaction with students about how confidence they are when speaking English.
- 4. Explaining the goal of today's lesson.
- Whilst-Teaching (+60 minutes)
Pre-Communicative activities
 11. The teacher asks students how to greet someone.
 12. Teacher shows students videos about asking and giving service.

13. The teacher asks students how to offer and how to ask and give service based on the video and then explain them about asking and giving service.
 14. The teacher explains rising and falling intonation.
 15. Students are asked to do task 1 (identifying rising and falling intonation through listening discrimination activity).
 16. Teacher shows library promotion to give the context students will face.
 17. Students are given an example of conversation of asking and giving service (A Good Book).
 18. Students read aloud the dialogue with their pairs (Task 2).
 19. Students are asked to respond to the situation given by the teacher. (Task 3)
- Communicative Activity*
20. Students are given a set of situation to ask and give service in the library. A student act as a librarian and another acts as a member of the library. (Task 4)

Situation A

<p>You are a detective. You are talking to a librarian to ask for a good book and:</p> <p>A: Greet him/her first. B : Ask service.</p> <p>Tell him/her that you are looking for a good book.</p> <p>Ask what book it is.</p> <p>Tell him that you like detective story. Ask him what the murderer's name is.</p>	<p>You are a librarian. You offer a good book to a detective and:</p> <p>Respond to his/her greeting.</p> <p>Give him/her service.</p> <p>Give him/her a book. Tell him/her that it is a good book.</p> <p>Tell him/her that it is a detective story.</p> <p>You can't tell the murderer's name.</p>
--	--

Situation B

<p>You are a member of a library. You are talking to a librarian to ask a good book and:</p> <p>It is 9 a.m. Greet him/her.</p> <p>Say yes. You are looking for a good book.</p>	<p>You are a librarian. You offer a good book to the library's member.</p> <p>Respond to the greeting. Then, offer him/her help.</p> <p>Give him/her a book. Say that it is a good book.</p>
--	--

<p>Ask what book it is</p> <p>Say “good”. You like the story. Ask the name of the main character.</p>	<p>Tell him about the book. It is a horror story.</p> <p>Tell him/her that the main character is Jonathan Harker.</p>
---	---

Situation C

<p>You are a member of a library. You are talking to a librarian to ask for a good book and:</p> <p>It is 3 p.m. Greet him/her.</p> <p>Say yes. You are looking for a good book.</p> <p>Ask what book it is.</p> <p>Say “good”. You like the story. Ask the name of the main character.</p>	<p>You are a librarian. You offer a good book to the library’s member and:</p> <p>Respond to his/her greeting. Then, offer him/her help.</p> <p>Give him/her a book. Then, say that is a good book.</p> <p>Tell him about the book. It is an adventure story. Tell him/her that the main character is Prof. Langdon.</p>
--	--

- Post teaching (+10 minutes)
 3. The teacher summarizes the instruction given.
 4. The teacher gives feedback to the class performance.
 5. The teacher gives homework.

G. Teaching Media

4. White board
5. cued dialogues

H. Learning Resources:

- Question and Answer (L.G. Alexander)
- Cambridge Advanced Learner’s Dictionary third edition

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, January 2014

Yakhobus Aris H.
NIP. 19670803 199203 1 006

Yosep Kusuma W.
NIM.09202244026

Lesson Plan 2

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 4x40 Minutes (2 meetings)
Date	: 21 & 28 January 2014
Meeting	: Second and Third
Cycle	: 1

E. Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

F. Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: asking and giving service, asking and giving something, **asking and giving facts**.

G. Indicators

15. Identifying how to express like and dislike.
16. Identifying difficult words to pronounce in dialogue transcript.
17. Reading aloud dialogue transcript in pairs.
18. Practicing how to express like and dislike.
19. Identifying word stress.
20. Practicing to utter stressed words.
21. Having a survey game.

H. Objectives

At the end of the lesson, students are expected to be able to:

1. Identifying how to express like and dislike.
2. Identifying difficult words to pronounce in dialogue transcript.
3. Reading aloud dialogue transcript in pairs.
4. Practicing how to express like and dislike.
5. Identifying word stress.
6. Practicing to utter stressed words.

7. Having a survey game.

E. Materials*Asking likes*

- Do you like v-ing
Do you like reading?
- Do you like N
Do you like apple?
- What N do you like?
What fruit do you like?
- What is your favourite N ?
What is your favourite vegetable?

Expressing likes

- I like/love
- I (really) enjoy
- I do like/love
- I'm (really) very fond of

Expressing dislikes

- I'm afraid I don't like ...
- I (really hate)
- I can't bear
- I can't stand
- I'm sick of

Example of expressing likes and dislikes

Read aloud the dialogue and practice it with your partner.

1. A : Do you like reading **books**?

B : Yes, I **do**. I **like** it a lot.

A : What **kinds** of books do you like?

B : I like storybooks, such as Aladdin, Malin Kundang and Cinderella.

2. A : Do you like **playing** games?
 B : Yes, I **like** it a lot.
 A : What **game** do you like?
 B : I am very fond of flying **kites**.
3. A : Do you like **fish**?
 B : No, I **don't** like fish but I like **beef**.
4. A : Don't you like **hamburger**?
 B : I **can't** stand hamburger but I'm really fond of **cake**.

Pronunciation point

Word Stress

Practice stressed words

English words have stress. Every word that is more than one syllable have stress. The place of the stress depends on the word itself. There is no fixed pattern to define the place of the stress in words. However, many words have same stress pattern. For example, noun or *kata benda* usually has stress in the first syllable. Meanwhile, verb or *kata kerja* usually has stress in the second syllable.

noun	Adjective	verb
apple Oo I like Oo	careful Oo Be Oo	agree oO I oO
banana oOo I like oOo	Afraid oO Don't be oO	celebrate Ooo I Ooo
record Oo	important oOo It's oOo	cooperate oOoo I oOoo
	different Ooo It's Ooo	discover oOo I oOo
	incorrect ooO It's ooO	record oO

F. Procedure

- Pre-Teaching (± 10 minutes)
 5. Checking attendance list
 6. Explaining the goal of today's lesson.
- Whilst-Teaching (± 60 minutes)

Pre-Communicative activities

 21. The teacher asks students how to express likes and dislikes.
 22. Students are given an example of how to express likes and dislikes.
 23. Students identify difficult words to pronounce and read aloud the text (task 1).
 24. The teacher gives students task 2 (practicing expressing like and dislike).
 25. The teacher explain stressed words.
 26. The teacher gives students task 3 (identifying stressed words).

Communicative Activities

Survey Game

Procedure:

4. Give each student a paper which contains list of fruits and vegetables and interview sheet.
 5. Ask them to interview 5 friends and they need to write down what they like and dislike and record the interview.
 6. After they finish interviewing, they have to submit the interview sheet and record.
- Post teaching (± 10 minutes)
 6. The teacher summarizes the instruction given.
 7. The teacher gives feedback to the class performance.

G. Teaching Media

6. LCD
7. White Board

H. Learning Resources:

- Hadfield's Beginner Communicatoon Games
- How to Teach Pronunciation
- Cambridge Advanced Learner's Dictionary third edition

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, January 2014

Yakhobus Aris H.

NIP. 19670803 199203 1 006

Yosep Kusuma W.

NIM.09202244026

Lesson Plan 3

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 2x40 Minutes
Theme	: What's for Dinner?
Date	: 30 January 2014
Meeting	: Fourth
Cycle	: 1

I. Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

J. Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: asking and giving service, asking and giving something, **asking and giving facts**.

K. Indicators

22. Identifying vocabulary related to food terms.
23. Practicing food term vocabulary with appropriate stress.
24. Identifying stressed words in sentence.
25. Practicing uttering sentences with appropriate stressed words.
26. Identifying how to ask and give opinion.
27. Having role play by having a discussion in group of four.

L. Objectives

At the end of the lesson, students are expected to be able to:

1. Identifying vocabulary related to food terms.
2. Practicing food term vocabulary with appropriate stress.
3. Identifying stressed words in sentence.
4. Practicing uttering sentences with appropriate stressed words.
5. Identifying how to ask and give opinion.
6. Having role play by having a discussion in group of four.

E. Materials

Asking and giving opinion

Asking

- *What do you think of...?*
- *What about?*

Giving

Agreeing

- *This sounds great.*
- *That's a good idea.*
- *Ok. That's fine by me.*

Disagreeing

- *I'm not sure that's a good idea.*
- *Sorry. I don't like*
- *That's not a good idea.*

Example of the text of asking and giving opinion

What's for Dinner?

'What's for dinner?' Tim asked.

'I'm going to fry some fish', Adi answered.

'I don't want any fish', Tim said. 'I had fish for lunch. We can go to a restaurant this evening.'

'That's a good idea', Adi answered.

Tim and Adi went to a restaurant. They sat at a table and a waiter brought them a menu.

'I want some roast beef', Tim said. 'What do you want, Adi?'

'I want a veal chop', Adi said.

Tim turned to the waiter.

'One roast beef and a veal chop, please. And we want some potatoes and peas', he said.

‘I’m **sorry**, sir’, the **waiter** said. ‘We **haven’t** any **roast beef** and we **haven’t** any **veal chops**.’

‘But they’re **on** the **menu!**’ **Tim** said **angrily**.

‘I’m **sorry**, sir’, the **waiter** answered. ‘That’s **yesterday’s menu**.’

‘**What** do you **suggest?**’ **Tim** asked.

‘**Well**, sir,’ the **waiter** said. ‘We have some **nice fresh fish**.’

Pronunciation point

Stressed words in sentence/utterance

Verbs

Noun

WH Questions

adverb

Adjective

Numbers

Long preposition

Interjection

This, that, these, those

➤ Pre-Teaching (+ 10 minutes)

7. Checking attendance list
8. Discussing the previous material.
9. Explaining the goal of today’s lesson.
10. The teacher gives the outline of the materials.

➤ Whilst-Teaching (+60 minutes)

Pre-Communicative activities

27. Teacher gives out task 1 containing task of matching pictures with appropriate words. The task is done in group of four.
28. Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.
29. Teacher explain sentence stress.
30. Students are given task to read aloud. (Task 2)
31. The teacher asks students how to ask and give opinion in daily life.
32. Students are given an example of how to ask and give opinion with appropriate stressed words in the expression.

33. Teacher ask students to practice asking and giving opinion in pairs. (Task 3)

Communicative Activities

34. Students in group of four are given task to discuss where they will have dinner in Jogja tonight . (Task 4)

➤ Post teaching (+10 minutes)

8. The teacher summarizes the instruction given.

9. The teacher gives feedback to the class performance.

G. Teaching Media

8. white board

9. LCD

H. Learning Resources:

- Question and Answer (L.G. Alexander)
- Cambridge Advanced Learner's Dictionary third edition
- English Pronunciation in Use (Mark Hancock)

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major incosistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, January 2014

Yakhobus Aris H.
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Lesson Plan 4

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 4x40 Minutes (2 meetings)
Theme	: Where is the Bank?
Date	: 11 & 13 February 2014
Cycle	: 1 & 2

M. Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

N. Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: asking and giving service, asking and giving something, **asking and giving facts**.

O. Indicators

28. Identifying vocabulary related to public places.
29. Practicing public place vocabulary with appropriate stress.
30. Reading aloud dialogue in pairs with appropriate intonation.
31. Identifying how to ask and to tell the location of a place.
32. Having role play by having an asking and telling the location of a place.

P. Objectives

At the end of the lesson, students are expected to be able to:

1. Identifying vocabulary related to public places.
2. Practicing public place vocabulary with appropriate stress.
3. Reading aloud dialogue in pairs with appropriate intonation.
4. Identifying how to ask and give direction.
5. Having role play by having an asking and showing direction practice.

E. Materials

Asking and giving the location of a place

Asking

- *Is there a?*
- *Where's the?*

Giving

- *Yes, there is.*
- *No, there isn't.*
- *It's next to....*
- *It's opposite...*
- *It's behind....*
- *It's near....*

Key Vocabulary

market	bank
park	post office
bakery	cinema
butcher	cafe
supermarket	gas station

Example of the text of asking and showing the location of a place

Sample conversation 1

First speaker: Excuse me. Is there a post office near here?

Second speaker: Yes, there is one on the next street.

First speaker: Is it far from here? How do I get there?

Second speaker: No, it is only five minutes' walk from here. Go straight ahead. Take the first right at the traffic lights and go straight on. It's on the left.

First speaker: Thank you.

Second speaker: You're welcome.

Asking for directions: sample conversation 2

First speaker: Is there a super market near here?

Second speaker: Yes, there is one at the end of this street. Go straight ahead. It is on the right.

First speaker: Is it far?

Second speaker: Not really.

First speaker: Thank you.

Second speaker: That's all right.

Sample conversation 3

First speaker: Excuse me. Where is the nearest hospital?

Second speaker: It is about 2 miles from here. You will have to hire a taxi. You can also go by bus.

First speaker: I see. Is there a bus station near here?

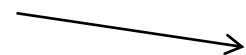
Second speaker: Yes, there is a bus stop at the corner.

First speaker: Thank you.

Second speaker: Don't mention it.

Pronunciation point

- Practising falling intonation in question-word questions:



Where's the bank?

- The stress patterns of the answers:

● ●
It's next to the post office.

● ●
It's opposite the cinema.

● ●
It's behind the market.

➤ Pre-Teaching (+10 minutes)

11. Checking attendance list
12. Discussing the previous material
13. Explaining the goal of today's lesson

➤ Whilst-Teaching (+60 minutes)

Pre-Communicative activities

35. Teacher gives task 1 of guessing the name of the place.

36. Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.
37. Students are given task to read aloud dialogue in pairs. (Task 2)
38. Students are given an example of how to ask and give the location of a place with appropriate intonation and stressed words in the expression.
39. Teacher ask students to practice asking and giving the location of a place. (Task 3)
Communicative Activities
40. Students in pairs (random pairs) ask and give the location of a place. They firstly make their own town map.(Task 4)

➤ Post teaching (+10 minutes)

10. The teacher summarizes the instruction given.
11. The teacher gives feedback to the class performance.
12. Teacher gives homework.

G. Teaching Media

10. white board
11. LCD

H. Learning Resources:

- Oxford Basic Simple Speaking Activities (Hadfield & Hadfield)
- Cambridge Advanced Learner's Dictionary third edition
- Google.com
- www.englishspeaking.org/asking-for-directions-sample-conversations

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major incosistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, February 2014

Yakhobus Aris H.
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Lesson Plan 5

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 2x40 Minutes
Theme	: How do I get to the Bank?
Meeting	: Seventh
Date	: 21 February 2014
Cycle	: 2

Q. Standard Competence

9. To express meaning in very simple transactional and interpersonal dialogue to interact with the nearest environment

R. Basic Competence

9.1. To express meaning in transactional (to get things done) and interpersonal conversation by using simple language accurately, fluently and appropriately to interact with the nearest environment which involves language functions: asking and giving service, asking and giving something, **asking and giving facts**.

S. Indicators

33. Listening to a song and identifying the missing words.
34. Practicing words with appropriate stress.
35. Identifying how to ask give directions based on the video.
36. Practicing asking and giving directions.
37. Doing role play by having an asking and showing directions.

T. Objectives

At the end of the lesson, students are expected to be able to:

6. Identifying vocabulary related to public places.
7. Practicing public place vocabulary with appropriate stress.
8. Reading aloud dialogue in pairs with appropriate intonation.
9. Identifying how to ask and show direction.
10. Doing role play by having an asking and showing direction practice.

E. Materials

Asking and giving the location of a place

Asking

- *How do I get to ...?*

Giving

- *Go straight on.*
- *Turn right.*
- *Turn left.*

Key Vocabulary

market	bank
park	post office
bakery	cinema
butcher	cafe
supermarket	gas station

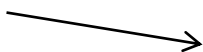
Example of the text of asking and showing direction

A : Excuse me, I'm a stranger here. Can you help me? How do I get to the gas station?

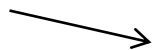
B : Go down Main Street....turn left. The gas station is on your right, opposite the cafe.

Pronunciation point

- Practising the consonant cluster /str/ in 'street' and 'straight'. Get the learners to build up the cluster one consonant at a time, for example 'reet-treet-street' and 'raight-traight-straight'.
- Practise falling intonation in commands and instruction, for example:



Go straight on.



Turn left.

- Pre-Teaching (+10 minutes)
 14. Checking attendance list
 15. Establishing interaction with students about how confidence they are when speaking English now.
 16. Discussing the previous material.
 17. Explaining the goal of today's lesson
- Whilst-Teaching (+60 minutes)

Pre-Communicative activities

41. Teacher gives task 1 of listening to a song.
42. Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.
43. Students are given an example of how to ask and show directions with appropriate intonation and stressed words in the expression.
44. Teacher asks students to practice asking and showing directions. (Task 2)

Communicative Activities

45. Students in pairs (random pairs) ask and show directions with the map given. (Task 3)
- Post teaching (+10 minutes)
13. The teacher summarizes the instruction given.
 14. The teacher gives feedback to the class performance.

G. Teaching Media

12. white board
13. LCD
14. Speaker

H. Learning Resources:

- Oxford Basic Simple Speaking Activities (Hadfield & Hadfield)
- Cambridge Advanced Learner's Dictionary third edition
- Google.com

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, February 2014

Yakhobus Aris H.
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Yosep Kusuma W.
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Lesson Plan 6

School	: SMPN 3 Tempel
Subject	: English
Class/Semester	: VII/2
Focused Skills	: Speaking
Timing	: 4x40 Minutes (two meetings)
Theme	: He is short and thin.
Meeting	: Eighth and Ninth
Date	: 25 & 27 February 2014

U. Standard Competence

10. To express meaning in very simple functional text and short monologue in forms of descriptive and procedure to interact with the nearest environment (*Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat*)

V. Basic Competence

10. 2 To express meaning in very simple short monologue using language accurately, fluently and appropriately to interact with the nearest environment in forms of descriptive and procedure texts (*Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure*)⁴

W. Indicators

38. Identifying vocabulary related to people description.
39. Practicing the vocabulary with appropriate stress.
40. Identifying how to describe people.
41. Practicing describing people
42. Doing role play by describing a friend in the class.
43. Reading aloud descriptive text.

X. Objectives

At the end of the lesson, students are expected to be able to:

1. Identifying vocabulary related to people description.
2. Practicing the vocabulary with appropriate stress.

3. Identifying how to describe people.
4. Practicing describing people
5. Doing role play by describing a friend in the class.
6. Reading aloud descriptive text.

E. Materials

Asking to describe

Can you describe ..., please?

Describing people

He/she is

He/she has got

Key Vocabulary

Descriptive adjectives

tall short brown curly round pointed

thin fat white wavy oval flatened

slim big black straight square

Parts of the body

hair eyes body

nose hands mouth

legs arms teeth

face skin

Pronunciation points

- Practise /ʃ/ in 'short'. Teach the learners to make this sound by first making the /s/ sound (as in 'sort') and then moving the tongue back and curling up the edges to make /ʃ/.
- Practise /θ/ in 'thin'. Teach the learners to make this sound by putting their tongues between their teeth and breathing out.

➤ Pre-Teaching (+ 10 minutes)

18. Checking attendance list

19. Discussing the previous material

20. Explaining the goal of today's lesson

➤ Whilst-Teaching (+60 minutes)

Pre-Communicative activities

46. Teacher gives listening task 1 of filling the gap in a descriptive text.

47. Teacher and students discuss the answers and teacher gives model to students how to read the words with appropriate stress.
48. Students are given an example of how to describe people.
49. Teacher asks students to practice asking how to describe people. (Task 2)
Communicative Activities
50. Students in groups of three are given task to describe each pair.(Task 3)

➤ Post teaching (±10 minutes)

15. Students are tested to read aloud a descriptive text. (Task 4)
16. The teacher summarizes the instruction given.
17. The teacher gives feedback to the class performance.
18. Teacher collects the homework.

G. Teaching Media

15. white board
16. LCD

H. Learning Resources:

- Oxford Basic Simple Speaking Activities (Hadfield & Hadfield)
- Cambridge Advanced Learner's Dictionary third edition
- Google.com

I. Assesment

5 = Mastery	4 = Accomplished	3 = Adequate	2 = Developing	1 = Inadequate
Recognizes and accurately produces most speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces the majority of speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that students occasionally cannot control.	Recognizes the majority and accurately produces approximately half of the speech sounds and basic stress and intonation patterns.	Recognizes and accurately produces some speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation.	Recognizes and accurately produces few or no speech sounds and basic stress and intonation patterns.

Adapted from:

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics

No	Name	Pronunciation Level				
		5	4	3	2	1

Sleman, February 2014

Yakhobus Aris H.
NIP. 19670803 199203 1 006

Yosep Kusuma W.
NIM.09202244026

APPENDIX E:

TASKS

Lesson Plan 1

TASK 1

Listening discrimination activity

Your teacher will read aloud the sentences and choose whether the sentences use rising or falling intonation by giving (√) in the table below. Number 1 has been done for you.

No	Sentences	Rising	Falling
1.	Where is the library?		√
2.	Can I lend this book?		
3.	I am looking for a good book.		
4.	Do you like detective story?		
5.	Why do you like reading?		
6.	Are you happy with that?		

TASK 2

Reading aloud

Read aloud the dialogue below with your partner.

A Good Book

Inspector Rizal Waluyo is a **detective**.

He **lives** near a **library**.

Inspector Rizal is in the **library now**.

He is **talking** to Miss **Ella**.

Miss Ella is the **librarian**.

Inspector Rizal : **Good** morning, Miss **Ella**.

Miss Ella : Good **m**orning, **i**nspector.

Inspector Rizal : **C**ould you **h**elp me?

Miss Ella : Of **C**ourse.

Inspector Rizal : I am **l**ooking for a **g**ood **b**ook.

Miss Ella : This is a **good book**, **Inspector**.

Inspector Rizal : **What** is it?

Miss Ella : It's a **detective story**.

Inspector Rizal : **Good!** I like **detective stories**.

What's the **murderer's name**?

Miss Ella : I **can't** tell you **that**, Inspector.

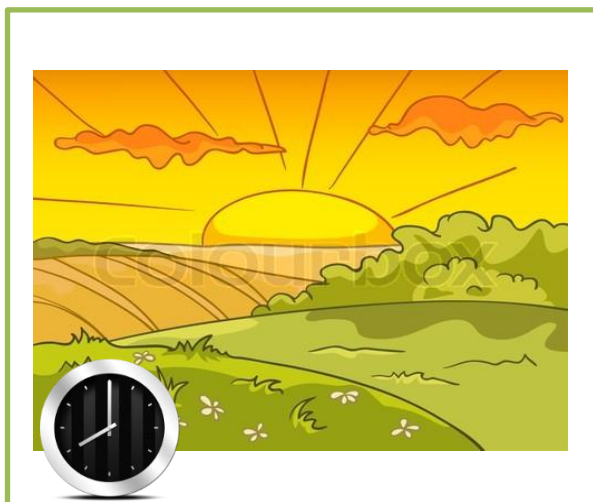
I'm a **librarian**.

I'm **not** a **detective**.

TASK 3

Respond to the situation given by the teacher.

1. Greet me.



2. Greet me.



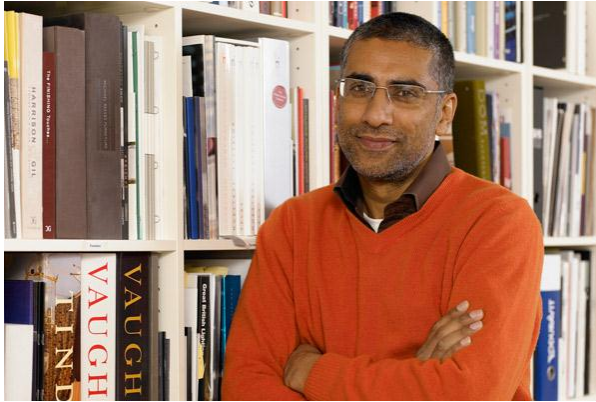
3. Ask service to her.



4. They ask service to you. Give them service.



5. Tell him you are looking for a good book.



6. Ask her what the main character is.



TASK 4

Situation A

<p>You are a detective. You are talking to a librarian to ask for a good book and:</p> <p>Greet him/her first.</p> <p>Ask service.</p> <p>Tell him/her that you are looking for a good book.</p> <p>Ask what book it is.</p> <p>Tell him that you like detective story.</p> <p>Ask him what the murderer's name is.</p>	<p>You are a librarian.</p> <p>You offer a good book to a detective and:</p> <p>Respond to his/her greeting.</p> <p>Give him/her service.</p> <p>Give him/her a book. Tell him/her that it is a good book.</p> <p>Tell him/her that it is a detective story.</p> <p>You can't tell the murderer's name.</p>
---	---

Situation B

<p>You are a member of a library. You are talking to a librarian to ask a good book and:</p> <p>It is 9 a.m. Greet him/her.</p> <p>Say yes. You are looking for a good book.</p> <p>Ask what book it is</p> <p>Say "good". You like the story. Ask the name of the main character.</p>	<p>You are a librarian.</p> <p>You offer a good book to the library's member.</p> <p>Respond to the greeting. Then, offer him/her help.</p> <p>Give him/her a book. Say that it is a good book.</p> <p>Tell him about the book. It is a horror story.</p> <p>Tell him/her that the main character is Jonathan Harker.</p>
--	---

Situation C

<p>You are a member of a library. You are talking to a librarian to ask for a good book and:</p> <p>It is 3 p.m. Greet him/her.</p>	<p>You are a librarian.</p> <p>You offer a good book to the library's member and:</p> <p>Respond to his/her greeting. Then, offer</p>
---	---

<p>Say yes. You are looking for a good book.</p> <p>Ask what book it is.</p> <p>Say “good”. You like the story. Ask the name of the main character.</p>	<p>him/her help.</p> <p>Give him/her a book. Then, say that is a good book.</p> <p>Tell him about the book. It is an adventure story.</p> <p>Tell him/her that the main character is Prof. Langdon.</p>
---	---

Lesson Plan 2

TASK 1

Read aloud the dialogue and practice it with your partner.

1. A : Do you like reading **books**?
B : Yes, I **do**. I **like** it a lot.
A : What **kinds** of books do you like?
B : I like storybooks, such as Aladdin, Malin Kundang and Cinderella.
2. A : Do you like **playing** games?
B : Yes, I **like** it a lot.
A : What **game** do you like?
B : I am very fond of flying **kites**.
3. A : Do you like **fish**?
B : No, I **don't** like fish but I like **beef**.
4. A : Don't you like **hamburger**?
B : I **can't** stand hamburger but I'm really fond of **cake**.

TASK 2

Express like and dislike by Changing you into I.

Example:

Teacher: You like drawing cartoon character.

Student: I love drawing cartoon character.

1. You like bananas.
2. You dislike watching horror movie.
3. You dislike drinking coca-cola.
4. You like playing football.
5. You like listening to Javanese songs.
6. You dislike flying kite.
7. You like watching Naruto.
8. You dislike playing chess.
9. You like reading novel.
10. You dislike going to market.
11. You dislike rock music.
12. You like burger.
13. You like going to the beach.
14. You like writing diary.
15. You dislike fishing.
16. You dislike roller skating.

Change positive sentence into interrogative sentence.

Example:

Teacher: I like spicy food.

Student :Do you like spicy food?

1. I like tomatos.
2. I like swimming.
3. He likes Liverpool.
4. She dislikes travelling.
5. I dislike playing badminton.
6. He dislikes watching soap opera.
7. I like riding motorcycle.
8. I dislike shopping.
9. She dislikes coffee.
10. I like English.
11. He dislikes dancing.
12. She likes chess.
13. I dislike wine.
14. He likes hiking.
15. She likes painting.
16. I like playing scrabble.

Name :

Student No. :

TASK 3

Identifying stressed words

Read aloud the text below and decide what stress pattern the words in bold have.

Example: I got my first **record** as a **present** when I was eleven.

record = Oo present = Oo

Please Send Me a Card

Postcard always spoil my **holidays**. Last **summer**, I went to **Italy**. I **visited museums** and sat in **public gardens**. A friendly **waiter** thought me a few words of Italian. Then he lent me a book. I read a few lines, but I did not **understand** a word. Every day I thought about postcards. My holiday passed **quickly**, but I did not send any cards to my friends. On the last day I made a big **decision**. I got up early and bought **thirty**-seven cards. I spent the whole day in my room, but I did not write a single card!

Questions of Stressed Words Patterns

1. postcards = _____
2. holidays = _____
3. summer = _____
4. Italy = _____
5. visited = _____
6. museums = _____
7. public = _____
8. gardens = _____
9. waiter = _____
10. understand = _____
11. quickly = _____
12. decision = _____
13. quickly = _____

Name :
 Student no. :

TASK 4

Listen to the words and give stress by writing O for stressed syllables and o for unstressed syllables.

- | | |
|-----------------------|------------------------|
| 19. apple : | 28. papaya : |
| 20. onion : | 29. pineapple : |
| 21. garlic : | 30. banana : |
| 22. orange : | 31. potato : |
| 23. mango : | 32. tomato : |
| 24. carrot : | 33. cucumber : |
| 25. eggplant : | 34. strawberry : |
| 26. starfruit : | 35. broccoli : |
| 27. spinach : | 36. watermelon : |

TASK 5

Survey game

Interview your friends what fruits and vegetables that they like and dislike most.

List of Fruits and Vegetables

apple /'æpl/ : apel	papaya /pə'paɪə/ : pepaya
onion /'ʌnjən/ : bawang merah	pineapple /'paɪnæpl/ : nanas
garlic /'gɑ:lɪk/ : bawang putih	banana /bə'nɑ:nə/ : pisang
orange /'ɒrɪndʒ/ : jeruk	potato /pə'teɪtəʊ/ : kentang
mango /'mæŋgəʊ/ : mangga	tomato /tə'mɑ:təʊ/ : tomat
carrot /'kærət/ : wortel	cucumber /'kju:kʌmbər/ : timun
eggplant /'egplɑ:nt/ : terong	strawberry /'strɔ:bəri/ : stroberi
starfruit /'stɑ:fru:t/ : belimbing	broccoli /'brɒkəli/ : brokoli
spinach /'spɪnɪʃ/ : bayam	watermelon /'wɔ:təmelən/ : semangka

Name :

Student no. :

My Survey

No.	Name	Like		Dislike	
		fruit	vegetable	Fruit	vegetable

Lesson Plan 3

TASK 1

In group of four, match the pictures with correct words.



1.....

2.

3.



4.....



5.....



6.....

7.....

dinner	takeaway	breakfast	lunch
appetizer	dine-in	brunch	buffet

TASK 2

SENTENCE STRESS

Reading aloud “What’s for dinner”.

Read aloud this text below with appropriate stress. Words in bold are stressed words.

What’s for Dinner?

‘**What’s** for **dinner**?’ **Tim** **asked**.

‘I’m **going** to **fry** some **fish**’, **Adi** **answered**.

‘I **DON’T** want any **fish**’, **Tim** **said**. ‘I had **fish** for **lunch**. We can **go** to a **restaurant** this **evening**.’

‘**That’s** a good **idea**’, **Adi** **answered**.

Tim and **Adi** went to a **restaurant**. They **sat** at a **table** and a **waiter** brought them a **menu**.

‘I want some **roast beef**’, **Tim** **said**. ‘**What** do **you** want, **Adi**?’

‘I want a **veal chop**’, **Adi** **said**.

Tim **turned** to the **waiter**.

‘One roast beef and a veal chop, please. And we want some potatoes and peas’, he said.

‘I’m sorry, sir’, the waiter said. ‘We have NOT any roast beef and we have NOT any veal chops.’

‘But they’re on the menu!’ Tim said angrily.

‘I’m sorry, sir’, the waiter answered. ‘That’s yesterday’s menu.’

‘What do you suggest?’ Tim asked.

‘Well, sir,’ the waiter said. ‘We have some nice fresh fish.’

Lesson Plan 4

Task 2

Practice this conversation with your partner.

Sample conversation 1

A: Excuse me. Is there a post office near here?

B: Yes, there is one on the next street.

A: Is it far from here? How do I get there?

B: No, it is only five minutes’ walk from here. Go straight ahead. Take the first right at the traffic lights and go straight on. It’s on the left.

A: Thank you.

B: You’re welcome.

Sample conversation 2

A: Is there a super market near here?

B: Yes, there is one at the end of this street. Go straight ahead. It is on the right.

A: Is it far?

B: Not really.

A: Thank you.

B: That’s all right.

Homework

Read and record this text after you listen to the model.

This is the VOA **Special English Development Report**.

Yogurt is a **healthy** food that can be made at home. One way to make it is to first buy some **yogurt** from a store or **purchase** dry **yogurt culture**. Add two small **spoonfuls** of the **yogurt** to two cups of milk. This will be the **starter** for your own **yogurt**. A cup in the **United States** is two **hundred forty milliliters**.

When **making yogurt**, it is **very important** to have clean **equipment**, clean hands and good **temperature control**.

Pour eight cups of milk into a large **cooking pot**. Heat the milk to **eighty-five degrees Celsius**. Then cool the milk **quickly** to **forty-three degrees**. To do this, you can put the **cooking pot** in cool **water**.

Keep the **yogurt** at **forty-three degrees** and add one-half cup of the **starter**. The **remaining starter** can be kept for **later** use. If you want a **thicker yogurt**, you can also add one-third of a cup of **dry** milk.

Cover the pot and keep it at a **temperature** of **forty to forty-five degrees Celsius** for four to six hours. After that, your **homemade yogurt** is ready. It can be left at room **temperature** for up to twelve hours if you like a **stronger** taste.

You can add fruit, nuts, honey or spices.

Yogurt can be made with milk from cows or other **animals including** goats, sheep, **water buffalo** and **camels**. It can be **spelled** y-o-g-u-r-t or y-o-g-h-u-r-t. More information on **yogurt making** can be found at Web sites such as practicalanswers.org.

Lesson Plan 5

TASK 1

Complete the missing lyrics while you listen to the song.

I Have a Dream

wonder	good	song	pushing	reality
stream	anything	cross	future	right

I have a dream, a to sing
 To help me cope with
 If you see the of a fairy tale
 You can take the even if you fail
 I believe in angels
 Something in everything I see
 I believe in angels
 When I know the time is for me
 I'll the - I have a dream

I have a dream, a fantasy
 To help me through.....
 And my destination makes it worth the while
through the darkness still another mile
 I believe in angels
 Something in everything I see
 I believe in angels
 When I know the time is for me
 I'll the - I have a dream
 I'll the - I have a dream

I have a dream, a to sing
 To help me cope with
 If you see the of a fairy tale
 You can take the even if you fail
 I believe in angels
 Something in everything I see
 I believe in angels
 When I know the time isright for me
 I'll the - I have a dream

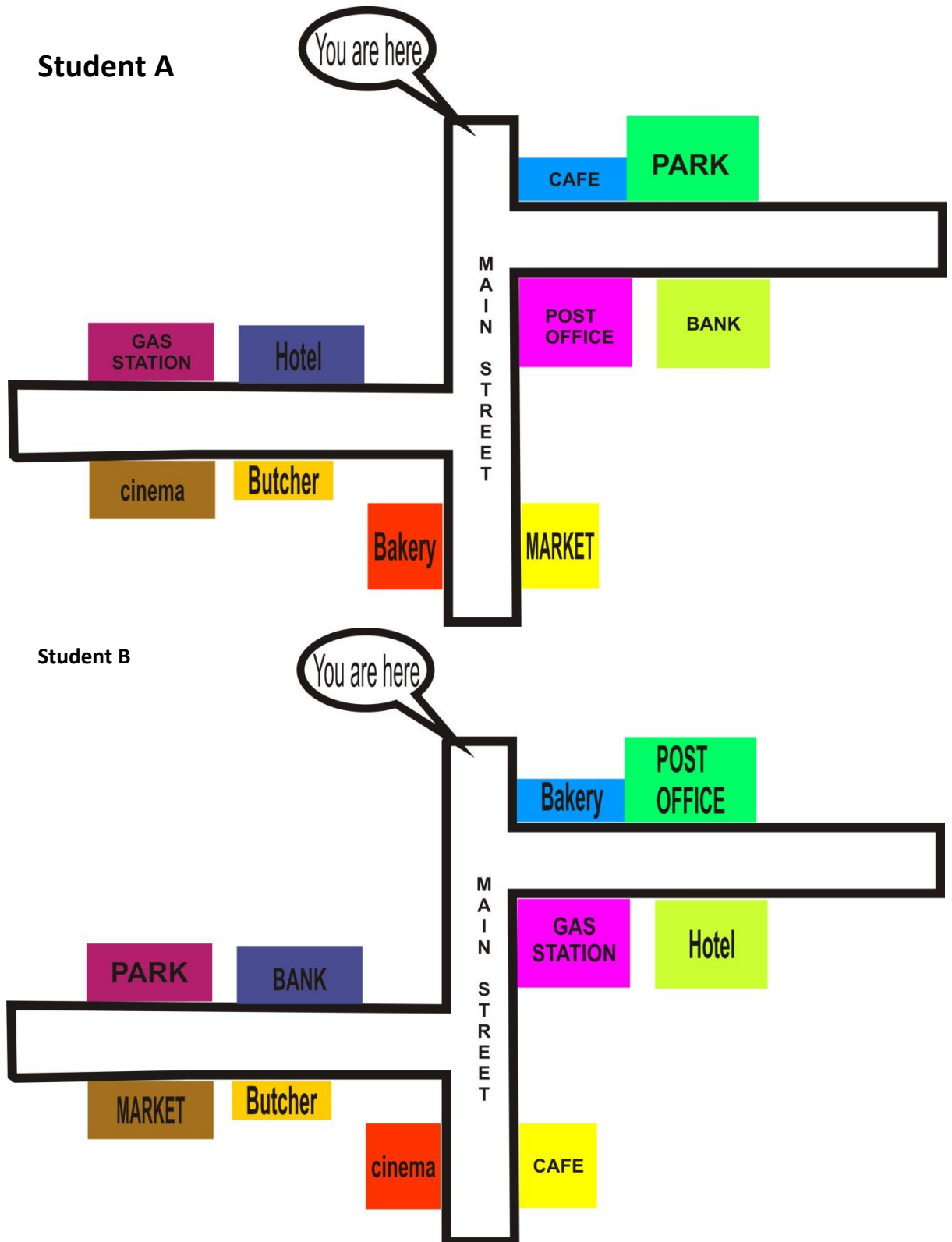
Task 3

Practice to respond your teacher's question with using this map.



TASK 4

Practice asking and showing directions with your partner.



Lesson Plan 6

Task 1

Listen to the record and choose one of the words in brackets.

A : Excuse me, are you Ms Davis?

B : No, I am not Ms. Davis but I (know/now) who she is.

A : (Great/greet)! Can you tell me where to find her?

B : I'm not sure where she is in the building now. I do know what she (looks/cooks) like though.

A : Can you describe her, please?

B : She is a tall woman, with dark (crown/brown) hair and light brown eyes.

A : Do you know what she is wearing?

B : Yes. She is wearing a (white/wide) dress (shirt/skirt) and black blazer and (shirt/skirt).

A : Thank you so much.

B : You're welcome. I hope you find her.

Final Task

Read and record this text.

My Small Town

Banjar is a small town in West Java province. I live in this town and I love it. There are many buildings and facilities there. My school is located in Main Street. There is a post office opposite the school. If people want to save money, they can go to the bank. The bank is located near the post office. My town has a traditional market. It is located opposite the bakery. People also can find butchers inside the market. There is a gas station near the market. My lovely town also provides prayer buildings like mosque and church. This town is led by a mayor. The name of the mayor is Ms Ani. She is a short and thin woman. She has brown eyes. She always wears hijab. The mayor is always kind to the people.

**APPENDIX F:
PHOTOGRAPHS**



Picture 1 : I explained a material in lesson 2.



Picture 2: Students were practicing reading aloud.



Picture 3-4: Students did a role play.

APPENDIX G: LETTERS



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 : 2229/UN.34.12/DT/XII/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

20 Desember 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:

IMPROVING STUDENTS' PRONUNCIATION THROUGH ROLE PLAY FOR CLASS VII C STUDENTS AT SMP N 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : YOSEP KUSUMA WIBAWA
NIM : 09202244026
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Februari 2014
Lokasi Penelitian : SMP N 3 Tempel

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 3 Tempel



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3725 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/326/2013
Hal : Rekomendasi Penelitian

Tanggal : 27 Desember 2013

MENGIZINKAN :

Kepada :
Nama : YOSEP KUSUMA WIBAWA
No.Mhs/NIM/NIP/NIK : 09202244026
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Jl. Gempol Raya No. 4 RT 02/11 CC Depok Sleman
No. Telp / HP : 085729591610
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING STUDENT'S PRONUNCIATION THROUGH ROLE PLAY FOR
CLASS VII C STUDENT'S AT SMP N 3 TEMPEL IN THE ACADEMIC YEAR
OF 2013/2014**
Lokasi : SMP N 3 Tempel Sleman
Waktu : Selama 2 bulan mulai tanggal: 27 Desember 2013 s/d 27 Februari 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 27 Desember 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI IRIANI SINURAYA, M.Si, MM

Pembina, IVa

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Tempel
5. Ka. SMP N 3 Tempel Sleman
6. Dekan Fak. Bahasa & Seni-UNY
7. Yang Bersangkutan