

**AN EFFORT TO IMPROVE ENGLISH SPEAKING PRACTICE
OF THE VIII E GRADE STUDENTS AT SMP NEGERI 15
YOGYAKARTA USING SPEAKING WHEEL MEDIA IN THE
ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the requirements for the Attainment of a
Sarjana Pendidikan Degree of English Education



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APPROVAL

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MEDIA IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



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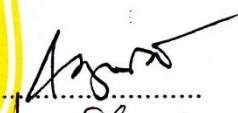
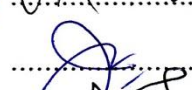
RATIFICATIONS

AN EFFORT TO IMPROVE ENGLISH SPEAKING PRACTICE OF THE VIII E GRADE STUDENTS AT SMP NEGERI 15 YOGYAKARTA USING SPEAKING WHEEL MEDIA IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Accepted by the Board of Examiners, Faculty of Languages and Arts, State University of Yogyakarta on July 15th, 2014 and declared to have fulfilled the requirements for attainment of *Sarjana Pendidikan* Degree in English Education Department.

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PERNYATAAN

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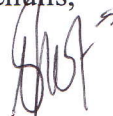
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USING SPEAKING WHEEL MEDIA IN THE
ACADEMIC YEAR OF 2013/2014**

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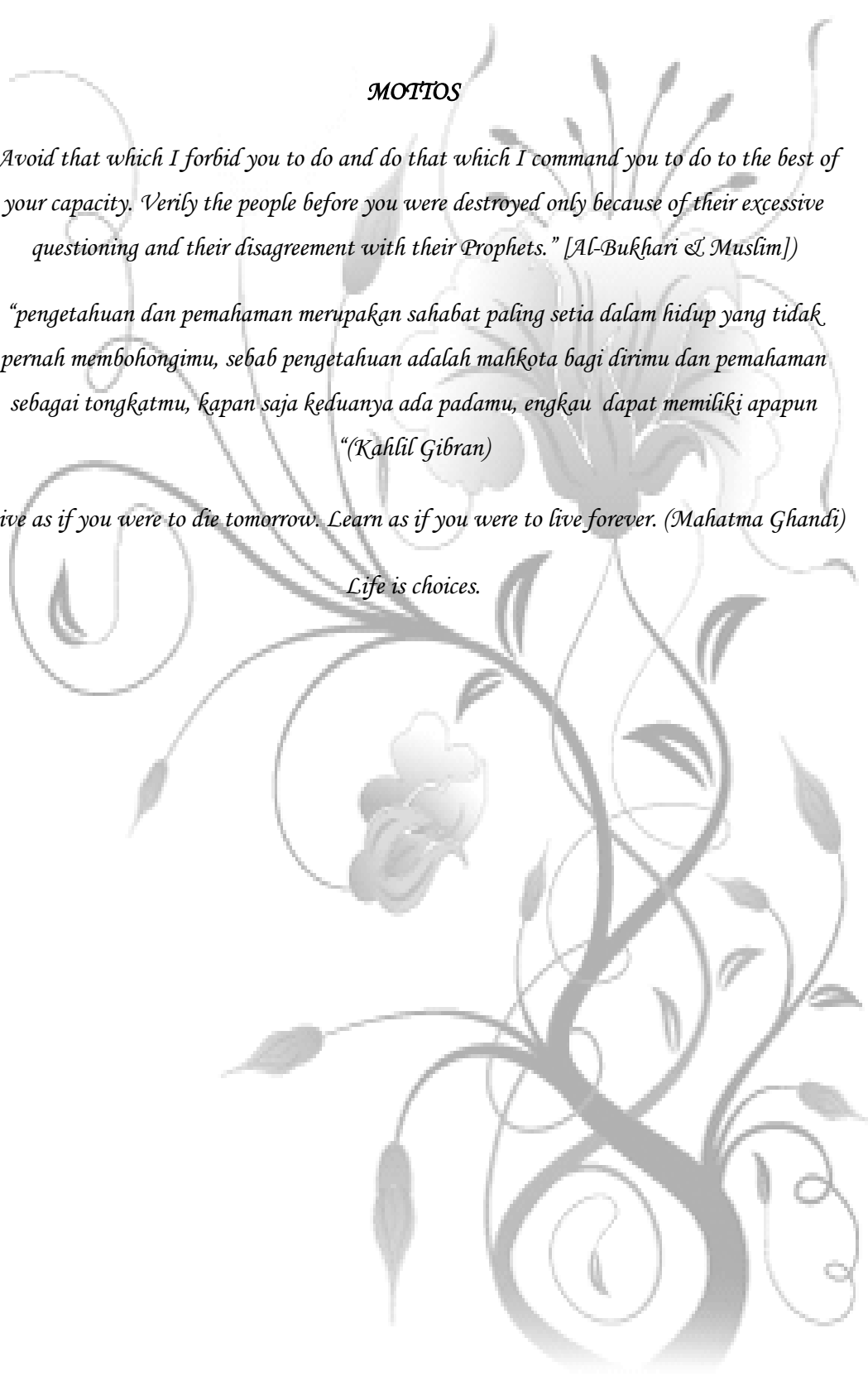
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MOTTOS

“Avoid that which I forbid you to do and do that which I command you to do to the best of your capacity. Verify the people before you were destroyed only because of their excessive questioning and their disagreement with their Prophets.” [Al-Bukhari & Muslim])

*“pengetahuan dan pemahaman merupakan sahabat paling setia dalam hidup yang tidak pernah membohongimu, sebab pengetahuan adalah mahkota bagi dirimu dan pemahaman sebagai tongkatmu, kapan saja keduanya ada padamu, engkau dapat memiliki apapun
“(Kahlil Gibran)*

Live as if you were to die tomorrow. Learn as if you were to live forever. (Mahatma Ghandi)

Life is choices.



DEDICATIONS

I dedicate this thesis to my beloved mother who always shows great patience, support, and love to me and to my beloved father who gave beautiful memories in my life. I would like to thank my brothers Luqman SE and Sufialdi SPd, ST

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I realize that my thesis is far from being perfect. Therefore, criticism and suggestions from readers are highly appreciated for improvement of this thesis. I hope this thesis can contribute to the development of English teaching.

Yogyakarta, July 15th 2014

The Writer,



Rifkah Sabrina

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ABSTRACT

AN EFFORT TO IMPROVE ENGLISH SPEAKING PRACTICE OF THE VIII E GRADE STUDENTS AT SMP NEGERI 15 YOGYAKARTA USING SPEAKING WHEEL MEDIA IN THE ACADEMIC YEAR OF 2013/2014

by: Rifkah Sabrina

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The objective of this research was to improve the speaking practice of the VIII E grade students' at SMP Negeri 15 Yogyakarta using the speaking wheel in the academic year of 2013/2014.

This research was a collaborative action research study. The subject of this research was students in VIII E Class of SMP N 15 Yogyakarta. It was conducted in two cycles. The data in this research were in the form of interview transcripts, fieldnotes and students' mean scores. They were obtained by interviewing the collaborator and the students, observing the teaching and learning processes, and conducting a pre-test and a post-test. The instruments were observation sheet, interview guidelines, and speaking scoring rubrics. The data were analyzed from field notes, interview transcripts, and students' mean scores. In terms of validity, democratic, catalytic, process, outcomes, and dialogic validity were used.

The results of this research showed that the students' speaking practice improved. The improvement was achieved gradually in which it covered pronunciation, comprehension, fluency, vocabulary, and grammar. The improvement also could be seen from the pre-test and the post-test score. It was 2.1 to 3 for grammar, 2.6 to 4 for comprehension, 2.2 to 3 for fluency, 2.1 to 3.8 for pronunciation, and 2.6 to 4 for vocabulary. All implemented actions were successful to improve the students' speaking practice

Key words: English speaking practice, speaking wheel, speaking aspect.

CHAPTER I

INTRODUCTION

A. Background to the problems

Today, English is the most widely used language around the world and becomes an international language which is used by many people for global communication in many fields such as politics, cultures, education, etc. By learning English, people are able to communicate with other people who do not speak the same language. Based on those reasons, English is taught in educational institutions on many countries.

English is commonly taught in four skills, namely listening, speaking, reading and writing. Based on my preliminary observation, speaking is the most difficult skills. Speaking is difficult due to some problems. They are internal and external problems. The internal problem is the students' lack of motivation. It causes the external problem like poor mastery of vocabulary, unacceptable pronunciations. They occur because the students do not get an ideal model of spoken English.

The students ideally get the models not only from teachers, books, but the students also need to get the models from media such as videos, games, movies, songs, etc. However, based on the preliminary observation, the teacher was the only model for students to learn speaking in the classroom because the media were not optimally used in teaching and learning processes. The lack of media

caused boredom that made the students uninterested in learning English and, therefore, they could not improve their speaking skill.

As the requirements for the effective teaching and learning were not adequately met, the results of the teaching of speaking in SMP N 15 Yogyakarta were not satisfying. It was shown by the fact that the involvement of the students in the classroom when the teaching and learning processes. The students were not eager to join the course. Some of them went to canteen during the lessons. The students were also passive in the classroom. They rarely answered the teacher's questions. Moreover, the teacher only focused on the written tests for mid or final semester. There was no oral practice that facilitated the students to learn spoken skills. In fact, students should be taught both written and spoken skills equally.

Based on the observation, the teaching of speaking in SMP N 15 Yogyakarta did not use any media that made the students' achievement low. Thus, the team members of the research agreed to use the speaking wheel as a media to improve the eighth grade Students' speaking practice in class E at SMP Negeri 15 Yogyakarta in the academic year 2013/2014.

B. Identification of the problems

In relation to the background of the problem, it was explained that the students' speaking ability needs to be improved. To improve the students' speaking practice, some problems occurring in the classroom are identified. The problems were from the students, the English teacher, the media and the materials,

the learning tasks and activities, the facilities and the school environment. Each of the problems is presented below.

1. The problems related to the students

Most of the students in VIII E of SMP Negeri 15 Yogyakarta looked shy and reluctant to speak English when they were asked to practice in the front of the class. They thought that English was difficult. In addition, they were afraid of making mistakes so that they spoke hesitantly. This makes their speaking learning achievement still poor. They found many language problems in expressing their ideas such as grammar, vocabulary, pronunciation. Beside those problems, during the learning process, they did not give positive responses to the teacher's explanation. They were busy with their own activities since the learning tasks were boring.

2. The problems related to the teacher.

One of the teaching and learning problems came from the teacher. The teacher explained the materials monotonously, briefly and fast that the students could not keep up with the explanation. The teacher also tended to teach based on the textbook and rarely used attractive media and resources such as song, films, videos, pictures, and cards. The teacher rarely gave sufficient opportunities and time to speak to the students so that the students could not perform well. In addition, the teacher hardly applied interactive techniques and fun activities and the teacher did not consider the students' differences and competence in learning.

In fact, a good teacher should understand the students to involve them in teaching learning processes. Teachers should know the activity for the students

based on their needs. The activity may be grouping the students, pairing the students, or working the whole class.

3. The problems related to the media and material

The lack of media used in the teaching and learning process in class VIII E could influence the students' learning motivation and speaking practice. Although the school provided facilities of electronic media such as computers and LCD, they were never used during the lesson. Interesting media such as a speaking wheel were never used to support the teaching and learning processes. Furthermore, based on the class observation, the materials chosen by the teacher sometimes did not attract to the students' attention because the materials did not match the students' needs and interest. As a result, the students were getting bored and not motivated in learning English.

4. The problems related to the learning task and activities

The learning task and activities applied by the teacher in teaching of speaking were monotonous. The students were often asked to memorize a dialogue and practice it in the front of the class. Interactive speaking activities such as discussions, games, information gap activities and role plays were rarely carried out and implemented by the teacher. When the students learn speaking in the classroom, individual practices were mostly used that made the interaction between students limited. Therefore, the teaching of speaking was boring and not attractive.

Since the primary goal of the English teaching in Junior High School is to build communicative competence. The learning tasks and activities to improve

speaking skill should be more various and should provide sufficient opportunities to speak. In fact, the teaching of speaking and listening was given fewer portions than of writing and reading. One of the factors that caused this problem was that listening and speaking were not assessed in the national examination. Most of the questions assessed are reading and writing. Therefore, students' reading and writing skill became a priority.

C. Limitation of the problems

Since the problems are too broad, the team members agreed to limit the problems into feasible attempts to improve the eighth grade students' speaking practices in SMP N 15 Yogyakarta in the academic year of 2013/2014 using a speaking wheel. The speaking wheel gives everyone a chance to evaluate their experience individually and then compare their experiences and thoughts with others. It helps people to take risks during an activity or discussion because they know they will have a chance to make amends or say how they felt if it goes wrong.

D. Formulation of the problems

Based on the problems identified above, the research problem can be formulated as how can the eighth grade students' speaking practice in SMP Negeri 15 Yogyakarta in the academic year of 2013/2014 be improved through the use of speaking wheel?

E. The objective of the study

Based on the problems formulated above, the objectives of this research was to improve the eighth grade students' speaking practice in SMP Negeri 15 Yogyakarta in the academic year of 2013/2014 through a speaking wheel.

F. Significance of the study

This research study is expected to give some significant contributions to some parties. They are the English teachers of SMP N 15 Yogyakarta, material developers of SMP, other researchers, and the school principals in general. Each of them will be described as follows.

1. For the English teachers of SMP N 15 Yogyakarta

This study is expected to help the English teachers in SMP N 15 Yogyakarta to provide the students with various materials and to improve the quality of their teaching.

2. For other researchers

This study is expected to be a reference for other researchers to conduct other research more creatively. In addition to that, it is expected that this study can encourage other researchers to create innovation in designing teaching media.

3. For the school principals in general

This study is expected to inform the school principals that the teaching and learning processes without media can make the students' achievement low. Therefore, the study is supposed to encourage the school principals to provide their school with sufficient facilities and teaching media.

4. English education department students

The findings will enrich and enlarge the knowledge of teaching English using a speaking wheel media in the English Department.

5. For the researcher herself

The research will give so many experiences that enrich the knowledge related to the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching English as a foreign language

a. The definitions of speaking

People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talk, it means that the speakers get the meaning across. Cameron (2001:87) mentions that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand.

Thornbury (2001:125) states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the number of significant ways from the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001:220) cites that when someone can speak a language it means that he/she can carry on a conversation reasonably competently.

In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

Oral communication occurs between the speakers and the listeners. They give and accept the idea across. According to Nunan (1989:32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly.
- b. mastery of stress, rhythm, intonation patterns.
- c. An acceptable degree of fluency.
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning.
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversation
- j. using appropriate conversational formulate and fillers.

Moreover, he states that the teacher can apply the *bottom-up/top-down* approach to speaking meaning that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. On the other hand, the top-down view suggests that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller elements of language correctly.

From the definition above, it can be concluded that speaking is the ability to use the language accurately in order to express ideas, feelings or to deliver information to other people in life situation or conversation.

b. The functions of speaking

Several language experts have attempted to categorize the functions of speaking in human interactions. According to Richards (2007:71), the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. Below are the explanations of the functions of speaking:

a) Talk as interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship.

Some of the skills (involved in using talk as interaction) are opening and closing conversations, choosing topics, making small-talk, recounting personal incidents and experiences, interrupting and reacting to others. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b) Talk as transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations.

Richards (2007:80) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Some of the skills involved in using talk for transactions are explaining a need or intention, describing something, asking questioning, confirming information, justifying an opinion, making suggestions, clarifying understanding. Compared to talk as interaction, talk as transaction is easier for some students because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

c) Talk as performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, telling the story, conducting a class debate, making a sales presentation, and giving a lecture.

Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using appropriate openings and closings. It is clearly seen from the features and skill involved in using talk as performance that initially talk as performance needs to be prepared in much the same way as written text.

2. Teaching Speaking

a. Definitions of teaching speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. When teaching young learners we constantly have to keep in mind the fact

that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. It is necessary to have clear understanding involved in speech.

Klancar (2006:1) states that “the teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow”. It means that the teachers constantly have to keep in mind the fact that what they have in front of them when teaching speaking is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. The teachers should be able to arrange an activity, method, technique, or media which give the students to speak naturally and have a clear understanding in speech. The teacher could provide the students with opportunities for meaningful communicative behaviour about relevant topic.

This requires the teacher to give guidance for the students’ need. The students will learn how to speak verbally and nonverbally as their language skill develop. The students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2). Furthermore, it is an aspect that needs special attention and instruction. In order to provide the effective speaking, it is necessary for the teacher to

examine carefully the factors or elements that underlie speaking effectiveness. It will help students speak fluently and appropriately.

The teachers have to know about what the students needed. One of them, the teachers may use kinds of media in speaking activities such as pictures, comic strips, etc to improve their interest in teaching English speaking. The use of media in the speaking activity will help the students to get better pronunciation, improvements in the awareness of the language. In the last stage, the students' speaking ability will sound like a natural spoken language.

Since speaking is a skill which can be learnt and measured. The teachers need some indicators to measure the success of teaching speaking. Brown (2003: 142-143) explains that "a list of speaking skills can be drawn up for the purpose to serve as a taxonomy of skills from which we will select one or several that will become the objective(s) of an assessment task". It means that there are two skills in speaking called as micro skills and macro skills. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic option. Below are micro skills of oral communication.

- a) Produce chunks of language of different lengths.
- b) Orally produce differences among the English phonemes and allophonic variants.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and into national contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

- g) Use grammatical word classes (nouns, verb, etc), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- h) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- i) Express a particular meaning in different grammatical forms.
- j) Use cohesive devices in spoken language.
- k) Accomplish appropriately communicative functions according to situations, participants, and goals.
- l) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations.
- m) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- n) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- o) Develop and use a battery speaking strategies.

It can be said that the language teachers can compose a test of speaking ability using the checklist in micro and macro skills of speaking ability. The test will adapt the context and the level of the test taker. In addition, the teacher can use the other checklist to test the speaking ability. The following are indicators stated by Brown (2000: 271-274) indicating that one can be called having a speaking ability. They are as follows:

- a) Imitative. He/she is able to imitate a word or phrase or possibly a sentence.
- b) Intensive. He/she is able to produce short stretches of oral language designed to demonstrate ability in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture).
- c) Responsive. He/she is able to respond a very short conversation, standard greetings and small talk, simple requests and comments.

- d) Transactional (dialogue). He/she is able to take the two forms of either transactional language which has the purpose of exchanging specific information.
- e) Interpersonal. It has the purpose of maintaining social relationships with the transmission of facts and information.
- f) Extensive (monologue). He/she is able to develop (monologue) oral production including speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.

There are some criteria that are used in scoring of the speaking test. According to Brown (2004:341), those criteria are pronunciation, vocabulary, grammar, fluency, and comprehension. Each of five categories has scale 1-5.

b. Teaching speaking in Junior High School 15 of Yogyakarta

As the junior high school graduates, the students are expected to reach the functional level. In this case, they are expected to be able to communicate or participate in creating texts in spoken and written in their daily life. In short, at junior high school level, the students are expected to learn daily expressions.

The purpose of the teaching of English for the junior high school students is to develop communicative competence in spoken and written form to achieve the literacy level which can be realized through four language skills; listening, speaking, reading, and writing.

There are three stages in teaching speaking (Harmer, 2001:121). They are introducing the new language, practice, and communicative activities.

a. Introducing the new language

English is a foreign language for students; it should be introduced in terms of meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life in which the language is spoken and the form relates to its linguistic properties.

b. Practice

Practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel enough to find the words to express themselves in a real situation.

c. Communicative activities

Communicative activities should be aimed at the communication that happens daily. The students are prepared to learn speaking within the text available in the students' books. These models of dialogs, of course, are limited because the students have no chance to express their own ideas, and they have no challenge to create new situation.

In this stage the teacher also encourages language negotiating among students, takes notes of any aspects that may hinder communication such as pronunciation, vocabulary, grammar, etc. and after this stage, the teacher gives students feedback on pronunciation, grammar, and vocabulary and asks students to repeat the task if necessary.

Scoot (1981:351) also mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what

operation the students are going to learn. When the students understand the objective of learning, the instruction will be done communicatively. The teacher could tell the students the objective of the lesson directly. Giving students clues for brainstorming the objective is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transactional of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. The students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Standard of Competence and Basic Competency that the research focuses on are the Standard of Content in the English subject, especially the English speaking for students of grade eight. It is also limited to the scope of expressing meaning in a transactional and interpersonal dialogue in the context of daily life. The Standard of Competence and the Basic Competency are presented in the table below.

Table 2.1 The Standard Competence and the Basic Competency of Junior High School.

Standard of Competence	Basic Competence
10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment.	10.1 Responding meanings in simple short functional spoken discourses using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment 10.2 Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts.

3. Media

a. Definition of media

Teaching is a process of communication. It is reflected through the exchanging messages or information between teachers and students. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, both the teacher and students can receive the message or information. To enhance in the process of communication, media are needed in the process of teaching and learning processes. Therefore, media play an important role in teaching and learning processes.

Media are needed to reach the objectives of teaching-learning process. A teacher should use various media or teaching aids in delivering the materials to the students. Stated Harmer (2001: 134) that “as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity”. It means that media plays an important

role in a teaching and learning process. The teacher should use various media or teaching aids in giving the material to the students. The teacher's creativity in using media will increase the probability that the students will learn more and the knowledge will retain better in their mind. In addition, Brown (1977: 2-3), defines media as tools or as physical things used by teachers to facilitate the instruction.

From the definitions above, the writer makes a conclusion that media are tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity. The teachers' creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind.

b. Types of media

There are many media that can be used in a teaching-learning process. Some kinds of media have been invented in this modern life. Kemp (1977:77-9) classifies the media in eight types. There are printed media, still media, audio media, visual media, audio visual media, real object media, simulated media, action based media. Each of them will be describes below.

a) Printed Media

These media are most common among teachers and students. Books such as comics and story books are useful media. Many students enjoy reading these books. The usefulness of printed media is acceptably. However, occasionally, they need to be accompanied by other types of media. Otherwise, the teaching and learning processes will be monotonous and stressful.

b) Still Media

Charts are very common media used by any subjects, including language. Verb charts, for example, are useful media which can help the students identify verbs forms, are functions, roles. Besides, there are flannel board, slot boards, and posters. These may look very simple media, but they can highly useful and interesting.

c) Audio Media

The examples of this media are a radio, an audio tape, a telephone, and nature sounds. From the radio and the audio tape can get much information both in terms of language and content material. Few teachers have made use of the nature sounds. It will be very effective, efficient, and relaxing as well, if students are brought outside the classroom to listen to natural sounds.

d) Visual Media

The examples of these media are film strips, OHP, slides, and photos. Film strips are visual media which is frequently used in language instruction using the audio-lingual method. Film strips carry a series of events forming a theme or topic. Slides are effective media to show real objects that cannot be brought to the classroom. Photos are handy visual media that can be used without any hardware machine.

e) Audio-Visual Media

Audio-visual media are the device which enables people do and seeing at the same time. The examples of these media are television, movies, slide, film

strips and 8mm, 16mm. The effect of using these media is almost twice as much as using audio-only or visual-only media. The price is of course higher.

f) Real-Object Media

Real objects are objects from real life that is used in classroom. This is often used to make the teaching and learning processes more memorable for the students since they can make connection between words and the objects. Bringing real objects into the classroom can make the students more enthusiastic during the lesson. When giving vocabulary to describe things, it will be much more interesting for students if they could touch and see the objects at the same time.

g) Simulated Media

Simulated media include games, quizzes, role plays, and simulations. There is a natural overlap between games and quizzes, role plays and simulations as teaching or as media. It is necessary to state clearly, in the design, whether these are used as a technique or as media.

h) Action-based Media

The examples of this media are performance, construction, experimentation, and demonstration.

From the categories above, not all of the media can be applied in the classroom. To select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the teaching learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills. According to Brown et al. (1977), there are six

principles of media selection. They are content, purposes, price circumstance of use, learner's verification, and validation.

1. Content

Do the media (i.e. comic book) have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) that will be given to the students.

2. Purposes

The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.

3. Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

4. Circumstance of use

In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.

5. Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/she teaches.

6. Validation

A teacher must think whether there are data providing that the students learnt accurately through the use of aid.

(Brown et al, 1977:76)

From the explanation above, it should be better if teachers follow all the principles, so that the teaching and learning process run normally and achieve the goals. An important principle to take into account is that media are never an end by itself.

c. Roles of media in a teaching-learning process

The use of media in a teaching and learning process is very important.

Locatis and Atkinson (1984:13) give a brief explanation on the roles of media or instructional media as follows.

1. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theatres; and comedies, dramas, and sporting events in television.

2. To inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

3. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing, from a state of poor performance to a state of competence. It includes motion pictures, slides, film strips records and audiotapes.

(Locatis and Atkinson, 1984:13)

d. The advantages of media

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. Celce-Murcia (2001:461) states about the advantages of using media in language learning. They will be presented below:

- a) Media serves as an important motivator in the language teaching processes.
- b) Audiovisual materials provide students with content, meaning and guidance. They thus create contextualized situation within which language items are presented and practiced.
- c) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d) Media provides a way of addressing the needs of both visual and auditory learners.
- e) By bringing media into the classroom, teachers can expose their students to multiple input sources.
- f) Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- g) Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.

From the explanation above, it can be inferred that media is an important tool for language learning. The teacher uses the media to help the students learn better and retain the language in the students' mind. There are a lot of media which can be useful tool in language learning such as printed media, audio-visual media, computer media, and printed-computer media. Some advantages of using

media in language learning are the students can learn based on the real situation and learn to express the language authentically. Media also presents the language in complete communicative context.

e. The characteristics of effective media for teaching speaking

There are various kinds of media that can be used in teaching and learning process. The teacher should know what kind of media that is appropriate to use in the process. The media selection must be adjusted with the situation, condition, school facilities and materials that would be thought. Brown and Lewis (1977) propose some criteria that are often used to guide media selection. They are content, purposes, appropriateness, cost, technical quality, circumstances of use, learner verification and validation. They also propose some generalized principles of media selection and use as follows:

- a) They propose that no media is best for all purposes.
- b) Media uses should be considered with objectives.
- c) Users must familiarize themselves with media content.
- d) Media must be appropriate for the media of instruction.
- e) Media must fit student's capability and learning style.
- f) Media are neither good nor bad simply
- g) Media should be chosen objectively rather than on the basis of personal preferences or bias.
- h) Physical conditions surrounding uses of media affect significantly the result obtain

6. Speaking wheel

a. Definition of a speaking wheel

Speaking wheel is a kind of a Real-object; this media is a simple real object that is used as media in the classroom. Besides real objects, specimen and models belong to this category. Speaking Wheel is a circle like wheel and is played by rotating the wheel. When the circle stops and the pointer were pointing the materials the student should perform the command provided. The Speaking Wheel media is designed create for the students to master the material and improving the students learning motivation.

b. The advantages of using speaking wheel media.

Speaking wheel could improve the students speaking skill when the students are interested in to learning English. Usually teachers only focus teaching using course books or textbooks make the students feel bored. The students just do the exercise in their course book page by page without practicing orally. Thus using a speaking wheel media could enhance the students to practice, by using the material that has been provided in the speaking wheel. The speaking wheel gives everyone a chance to evaluate their experience individually and then compare their experiences and thoughts with others. It helps people to take risks during an activity or discussion because they know they will have a chance to make amends or say how they felt if it goes wrong. The use of speaking wheel also could improve the student's motivation in learning English.

B. Related Studies

There are some previous studies done by researchers. The result showed that the use of speaking wheel in English teaching and learning processes can improve the students' speaking Practice. Wahyu Wijayanti S.Pd (2011:113) conducted a research in Lomba Penelitian Tindakan Kelas Provinsi DIY. His research study was successful to improve the English speaking Practice. The actions carried out in three cycles were effective in improving the students' motivation, self confidence, vocabularies and pronunciation. The actions consisted of the use of Speaking Wheel as a media combining with the use of communicative speaking activities, such as games, discussions and role plays. The findings in her research were:

1. First, the action using Speaking Wheel could attract students' attention and motivation in the teaching and learning process. The use of Speaking Wheel also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings.
2. Second, the combination of the use of Speaking Wheel and the communicative speaking activities, such as discussions, games and role plays were able to make the students speak English. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases.

The next relevant study was from Chen (1998). She used videos in the form of situation comedy (sitcom) in a Junior college. She used off-air video recordings, in which the form of the videos was sitcom programs from Disney or

NBC channel selected for the course. The results of the study shows that the teaching of speaking would be more effective with the integration of authentic video materials in general at various levels, not just the situation comedies for junior college students

C. Conceptual Framework

It is known that speaking is one of the four language skills. To be able to speak English well, the students need to practice, practice and practice. The reality shows that students' speaking ability is still unsatisfactory. The reasons came from the students' involvement in speaking class. The students did not have a good interest in learning process because they are bored when the students get a same material or method.

The teaching and learning process of English speaking is said to be good if the learners can speak English fluently and accurately. In order to speak English fluently and accurately, the students have to enjoy the speaking class first. In order to make the students enjoy the class, the teachers have to give media that brought the student to a good situation when they speak. Some experts suggested many alternative way for effective teaching speaking to all level. It can be helpful to get better result in speaking ability. One of them is using media in teaching. Media are needed to reach the objectives of teaching and learning processed. The effective media in speaking could provide fun and interesting activity to learn the language. A media also can be used as suitable input for teaching the language in the real expressions. One of the fun media that are suitable to be employed for teaching speaking is speaking wheel.

The speaking wheel is expected to be able to improve the students' interest. Speaking wheel is expected to become problem solving for the students bored. When the students learn in class they must have the comprehensible input to experience the language for their fluency. In other way, speaking wheel is a fun activity since the use of variation materials does not make the students afraid and bored.

The students will be more interested in the teaching and learning process because of the use of interesting media such as speaking wheel. The use of speaking wheel as media in teaching speaking also is expected to improve their English achievement especially the achievement that is related to the speaking ability.

In conclusion, there is a relationship between the used of speaking wheel media in improving student's speaking ability. It can be predicted that teaching English using interesting media is better to improve the speaking ability than teaching English without using anything.

CHAPTER III

RESEARCH METHOD

A. Research Design

This is collaborative action research which tried to improve the speaking skill of the students of grade VIII E in SMP Negeri 15 Yogyakarta. According to Kemmis and McTaggart (1998) in Burns (1999:183), action research occurs through a dynamic and complementary process, which consists of four essential ‘moment’ namely, planning, action, observation, and reflection. The illustration of the steps is presented out in figure 1.

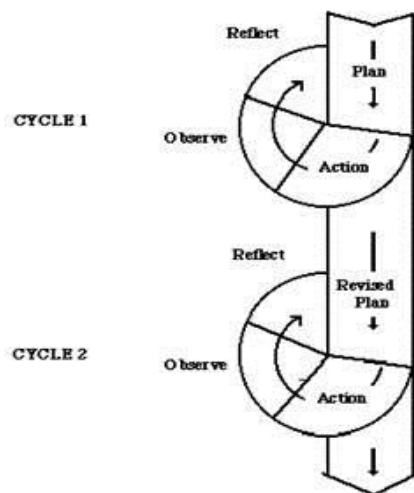


Figure 1: Action research protocol after Kemmis & McTaggart (1998)

B. Research Setting

This research was conducted in SMP Negeri 15 Yogyakarta in the academic year of 2013/2014. The school is located at Jl Tegal Lempuyangan No 61. It has 30 classrooms. Each grade has ten classes. The size of each classroom is about 7 x 11 meters. Each class has 35 students. Each classroom has some chairs and tables, a whiteboard, a LCD projector, a screen, a fan, an air conditioner and a loud speaker. There are also a music room, a science laboratory, a language laboratory, a computer laboratory, a teacher room, a headmaster room, a counselling room, a medical room, four canteens, a library, a basketball yard, and a tennis court.

The teaching learning activities in SMP Negeri 15 Yogyakarta are generally classified into intra-curricular and extra-curricular activities. Intra-curricular activities are the formal teaching and learning processes that start from 07.00 a.m. to 13.45 p.m. Extra-curricular activities are teaching and learning activities outside the curriculum to improve the students' skill, such as, Tonti, Pramuka, PKS, PMI, KIR, etc.

The research was conducted in grade VIII E. The class is wide enough for the students so they can do the learning activities comfortably. The air circulation in the class is quite good. It makes the students get fresh air when they study. The cleanliness of the room is also taken care.

C. Research Participants

The participants of the research were the English teacher and the grade VIII E students of SMP Negeri 15 Yogyakarta in the academic year of 2013/2014. The class has 34 students. It has 18 boys and 16 girls. The class was chosen based on the discussion between the English teacher and the researcher. It was agreed that while the actions were implemented, the collaborator observed and took notes about the students' reactions toward the implementation.

D. Research Time

This research was conducted in the second semester of the academic years 2013/2014. The actions were conducted from January to February 2014. The actions were carried out based on the school schedule, especially the English schedule of grade VIII of E class. The schedule was on Monday at 10.15 – 11.45, Tuesday at 08.30- 9.15 and Wednesday at 10.15 – 11.45.

E. Research Procedure

This research was carried out through the following steps. They are reconnaissance, planning, actions and observations, and reflection. They are described below.

1. Reconnaissance

Reconnaissance was the first step in this research: the classroom teacher was interviewed to identify the existing problems in the field. The information was collected by observing the teaching and learning process, interviewing some students and conducting discussion with the English teacher. The English teacher shared her opinions, ideas, and suggestion around teaching and learning processes

in the grade VIII E at SMP Negeri 15 Yogyakarta. Then the information collected was classified as the basis to go on to the next step of the research.

2. Planning

After the problems were identified, some plans were made to be implemented in the teaching and learning process. The team members worked collaboratively to do following plans.

- a) Selecting the material based on the basic competence and the standard competence for the second semester of grade VIII

In this study speaking wheel was used as a media. Interesting materials that would be stuck on the speaking wheel were selected. The course grid was made to design the materials and activities.

- b) Designing media

Based on the material planned, teaching media were support the teaching and learning processes. The teaching media was in the form of a speaking wheel that contained several materials like videos (news), pictures and stories or questions.

- c) Deciding the teaching and learning activities

The teaching techniques and other activities in the teaching and learning processes in the form of games were decided. They were decided based on the materials and the teaching objectives.

- d) Selecting the teaching technique

Richard (2006:8) states that the P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used

today. The use of PPP (Presentation, Practice, and Production) technique in the teaching and learning processes was decided. It consists of three steps. The first step is Presentation. Presentation is the stage where the teacher explains the materials to give the students comprehension on the materials. In this step, the materials were presented by playing video/picture, asking students to identify the expression used in the video and presenting other expressions. Then, the teacher explained the expression used. After that, the teacher asked the students whether they had understood or not. The second step was practice. In this step, student did some exercise related to expression they have learnt. They also practiced the expression in pairs. The last step was production. In this step, students practiced using the expression they have learnt in different context or situation.

e) Writing the lesson plans

The researcher also made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson plans in this research.

f) Developing research instruments

Before conducting the research, the researcher also developed some research instruments. They were the speaking rubric, the observation guidelines and the interview guidelines. The speaking rubric of the students' speaking performance was used to evaluate students' speaking performance. The observation guidelines were used in the reconnaissance, action, and observation steps. The interview guidelines were used in the reconnaissance and reflection steps.

3. Action and observation

Observations on what were going on in the classroom had been done through observation of the teaching learning process has 2 meeting in every cycle because of limited time for national examination. The topics that used are adapted from the text book used by the teacher. Besides observing the actions, the researcher also observed the students' reactions during the activities and interviewed some students after the action. The English teacher helped to observe and record the process of the teaching and learning processes. Based on the classroom observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion was served as an evaluation to be used to improve the next action.

4. Reflection

Reflection was done at the end of every cycle. The reflection was important to do because it could be used to measure whether the actions was successful or not. If the actions will be successful, they would be continued. If the actions were unsuccessful, they would be revised in the next cycle.

F. Research Data Collection Technique

The data was collected by observations and interviews. The teacher did the observations to get the data from the teaching and learning processes. Then the results were in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were made in the form of interview transcripts.

Table 3.1 The data and data collection technique

No	Data	Instrument	Data Collection Technique
1	Qualitative a. Field notes b. Interview transcripts c. Documentation	- Observation sheets - Interview guidelines - Photo	- Observation - Interview - Photograph
2	Quantitative a. Mean Scores	- Speaking rubric	- Test

G. Research Data Analysis

The data were obtained from the action conducted in the field. Firstly, the researcher looked up the findings as genuine data such as field notes and interview transcripts. Then, the description of opinions, performances and the result of the research were analyzed. Secondly, from the interview transcripts, it could be shown the progress of the implementation given. Additionally, the researcher and the teacher had chances to give their own opinions, ideas, and comments about the implementation of the action research. That would be useful to avoid subjectivity in analyzing data and achieve trustworthiness.

H. Research Validity

Burns (1999: 161-163) purposes some criteria of the fulfilment of the research validity. They are process validity, Outcome Validity, catalytic validity, democratic validity and dialogic validity. They are described below.

1. Process validity

To fulfil this criterion, the researcher observed the classroom activities, made field

notes during the lessons, interviewed students, and held discussions with the collaborator.

2. Outcome validity

To fulfil the outcome validity, some indicators that show the improvement of the students' speaking practice were formulated together. The indicators are as follows:

- The students were willing to respond to the teacher's greetings.
- The students were willing to answer the teacher's simple questions in English.
- The students were not afraid to speak English.
- The students were confident to speak English in using daily expressions.

3. Catalytic validity

Catalytic validity is related to the response of stakeholders toward the changes occurring during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened. Despite the students' speaking ability as the main problem, there was another problem. Most of the students easily got bored. The involved members agreed to solve the problem by implementing various activities during the teaching and learning processes.

4. Democratic validity

The democratic validity was fulfilled by having discussion with the collaborator. She was given an example opportunity to give her ideas, comments, and suggestion toward the research. The first discussion was held on December 11, 2014 to plan the actions. During the research, some discussions were held to discuss the progress of the research. In the end of every meeting, the team

members had a discussion to reflect the actions of that day. In the end of every cycle, a discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle. The discussions were held twice, on January 22 and on February 5, 2014

5. Dialogic validity

Dialogic validity is the process of peer review that is commonly used in academic research. This validity was fulfilled by discussing the research findings with the team members. The members of discussion gave their opinion and their critics about the research report. The discussion was held on June 30, 2014.

I. Trustworthiness

The triangulation was applied to obtain the trustworthiness. It was intended to gather multiple perspectives on the situation being researched. The triangulation was done by analyzing the data through field notes on the teaching and learning processes the interview transcripts, some experts' theories and other notes that were related to the data such as notes of students' achievement and errors during the process. The researcher took field notes on what she had been done in the class and kept the supporting documents such as lesson plans, the students' works and some checklists. After that, the students were interviewed to know how they felt during the class activities. From the interview transcripts, the students' progress could be seen. The teacher had been interviewed to get some comments, perceptions and suggestion about the actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The previous chapter described the research method used in this study. This chapter presents some research findings and discussions of the findings in the form of qualitative data. In addition, this chapter there will quantitative data to support the qualitative data. The research consists was conducted in two cycles; Cycle 1 and Cycle II, each cycle covered planning, actions and observations, and reflection. The details of this chapter are presented below.

A. Reconnaissance

Reconnaissance was the first step in this research the classroom teacher was interviewed to identify the existing problems in the classroom. The information was collected by observing the teaching and learning process, interviewing some students and conducting discussion with English teacher. During the discussion the English teacher shared their opinions, comments, views about the teaching and learning in grade VIII E at SMP Negeri 15 Yogyakarta. Then the information collected was classified based on the level of problem.

Based on the interviews and field notes, the existing problems are classified. The main focus of this research is improving speaking Practice of grade VIII E students in SMP Negeri 15 Yogyakarta through Speaking Wheel.

1. Identification of The Field Problems

To identify some problems found in the teaching and learning process of grade VIII E of SMP N 15 Yogyakarta, classroom observations and interviews were conducted. The classroom observation was conducted on January 15, 2014 and the researcher recorded some problems related to the English teaching and learning process, especially speaking. Based on the classroom observation, the problems in the English teaching and learning process were found. The detailed situation and condition of the English teaching and learning process in VIII E will be presented in the following field notes.

Field Note 03

1. ET started the class with greeting and praying. ET asked the students to open their text book. While they took and opened the text book, the ET said, "*Did we learn recount in the last semester?*" No one responded, and then ET asked to mention the generic structures. After of a recount text a while, a student's said, "Yes, mam . *Orientation, Event and.....*" ET complimented him.
2. ET asked all the Ss to look at a recount text entitled, 'Tasya's Brithday' ET said, "*Now we are going to talk Task 23, kevin please read the first paragraph.*" kevin started reading the first paragraph and sometimes the ET corrected her pronunciation and intonation. However, the other students were busy talking to others and some played their phones.
3. The ET asked Asty to read the next paragraph. She pronounced some words incorrectly and the ET corrected them and asked all the SS to repeat after her. The ET said, "*This is a story of a writer, can you mention the event in the tasya's brithday?*" No one answered then she asked Deo but he did not say anything and kept silent. The ET repeated the question once and there was a student, Matilda answered it. "after sing birthday song they cut a cookies" ET said she was right and then complimented her, and after that they dance together.
4. ET wrote all pronouns and gave example on how to use them on sentences on the board. However, there were only some students who listened to her explanation.
5. ET asked all Ss to write them down on their book and the ET went around checking her Ss notes. And then, the ET asked the Ss to do Task 22. A few minutes later, the ET asked them to answer it orally one by one. No one wanted to answer so the ET decided to appoint them.
6. The ET gave another example of a recount text. It was about her experience in Junior High School until she to become an English teacher. She told her experience orally in front of the class. After that the ET asked her Ss to make

a recount text based on their experience and told it in front of the class. ET asked Salma to come to the front and tell her story. She was not confident enough, but she was quite fluent although of there were some mistakes. All Ss gave applause and the ET complimented her.

7. The ET asked the other Ss to come to the front and tell their story. However, the bell rung and they ended the class. The ET said that they would continue the story in the next meeting. The ET ended the class with praying and greeting.

From the observation, it can be seen that the students were afraid of speaking in the front of the class. They seemed bored during the teaching and learning process. In addition, they often did not give responses to the teacher's questions in English and they pronounced incorrectly and speak incorrect intonation. Moreover, the teacher did not use interesting media in teaching learning processes.

After the classroom observation, the interviews with the English teacher and the students regarding to the teaching and learning process were conducted. The quotation of the interviews could be seen in the following interview transcript.

Interview Transcript 01

- P : *Bagaimana kemampuan berbicara siswa bu?* (How is the students' speaking performance in the classroom?)
- GBI : *Ada sebagian yang aktif dan yang lain kurang lancar dan percaya diri, mungkin penguasaan vocabnya masih minim. Pronunciation dan intonationnya harus ditingkatkan.* (There are some active students and the rest are not confident enough to speak and are not fluent. It is maybe caused by lack of vocabulary mastery. Their pronunciation and intonation also need to be improved.)
- P : *Kalau media yang dipakai bu?* (How about the media, mam?)
- GBI : *Dialognya atau percakapan dari LKS dan saya beri contoh mengucapkannya dan mereka menirukannya.* (The conversations or dialogues come from the LKS and then I gave them the example of the pronunciation and asked them to repeat.)
- P : *LCDnya bisa dipakai bu?* (Can we use the LCD Mam?)
- GBI : *Bisa mbak, pinjem semuanya ada didalam kelas masing.* (Of course Miss Sabrina, all classes have an a LCD.)

P	: <i>Terimakasih bu. Ada kesulitan mungkin dalam mengajar speaking di kelas VIII E? (Thank you mam. Do you find any difficulties in teaching speaking in VIII E?)</i>
GBI	: <i>Tentu saja mbak, nggak semua siswa aktif di kelas. Beberapa siswa juga kurang fokus dan nggak memperhatikan kadang. Inputnya mereka juga berbeda kan asal SDnya juga beda. Penguasaan vocabnya juga masih kurang. Ada siswa yang kurang pede, mungkin takut salah ngomong. (Of course, not all students are actively involved in the classroom activities. Some students do not really pay attention or focus to the lesson. They come from different junior high school so they have different ability in English too. They are also still lack of vocabulary mastery. Some students are not confident enough to speak; probably they are afraid of making mistakes.)</i>

Based on the interview transcript above, it can be seen that the students possessed different proficiency levels because of different English teaching and learning processes when they learn in elementary school. The English teacher said that not all students in grade VIII E were actively involved in the classroom activities and their pronunciation and intonation in speaking were not standard.

To get additional data, interviews with some VIII E students of SMP N 15 Yogyakarta were conducted. The following were some quotations of the interview transcripts with the students that showed their opinions toward English speaking.

Interview Transcript 02	
P	: <i>Bahasa Inggris menurutmu mudah atau susah? (Do you think English is easy or difficult?)</i>
S2	: <i>Gampang tapi susah. (Easy but difficult.)</i>
P	: <i>Kok bisa? (Why?)</i>
S2	: <i>Kadang jawabannya ada di teks. Baca dulu baru bisa jawab, kalo nggak paham ya Google translate si hp dan alfaling. (Sometimes I can find the answer in the text. We should read to be able to answer the question in a text, if I do not understand I will use Google translate in my handphone or alfa link dictionary.)</i>
S12	: <i>Menurutku juga gitu Miss, bener kevin jawaban ada di teks tapi ya susah kalo nggak tahu artinya. (I think so miss, kevin is right, the answers are in the text. However, it is difficult when I do not know the meaning.)</i>
P	: <i>Nggak boleh ya pake Google translate. Bu guru pakai media yang menarik gak, LCD, atau filem pendek mungkin? (You can't use Google translate. Do your English teacher use interesting media like pictures,</i>

	LCD, video, or short movie?)
S12	: <i>Nggak pernah Miss.</i> (No, never Miss.)
P	: <i>Seneng nggak belajar pakai LKS?</i> (Do you like learning from LKS?)
S2	: <i>Jelas nggak, bikin ngantuk.</i> (Of course not, it makes me sleepy.)

Based on the interview transcript, it could be seen that the students faced some problems in the English teaching and learning processes. They had problems in understanding the text and they got bored and sleepy during the teaching and learning process. The materials from text book were not effective and communicative enough to help the students in learning speaking.

In this identification step, a pre-test to measure the students' speaking skill was conducted. It was done on January 13, 2014. The students were firstly told about the topics being tested and were given short explanation on the required language functions. It aimed at helping the students to feel ready to do the test so that their scores could describe their speaking ability. This was to check the reliability and to fulfil the democratic validity of the research.

Table 4.1 The pre-test mean score of each speaking indicator

No	Indicators	Mean Score
1	Fluency	2.2
2	Pronunciation	2.1
3	Grammar	2.1
4	Comprehension	2.6
5	Vocabulary	2.6

From the result of the observation and interviews, the problems related to the English teaching and learning process in VIII E were identified. The problems can be seen in Table 2 below.

Table 4.2 The field problems in VIII E Class of SMPN 15 Yogyakarta.

No	Problems	Code
1	The students had different basic knowledge of English.	S
2	The students were afraid of speaking in front of the class.	S
3	The students easily got bored in the teaching and learning process.	S
4	The students did not pay attention to the teacher.	S
5	The students often did not give response to the teacher's questions in English.	S
6	The students used incorrect pronunciation and intonation.	S
7	The students had low vocabulary mastery.	S
8	Not all students actively participated in the classroom activities.	S
9	Students had less opportunity to practice speaking in the class.	S
10	The students made a lot of noise during the teaching and learning process.	S
11	The teacher lacked classroom management.	T
12	The students were not familiar with Classroom English.	S
13	The teacher did not apply various teaching technique and activities.	Tec
14	The students sometimes did not understand the teacher's instructions.	S
16	The media were not interesting to stimulate students to learn speaking.	Med
17	The materials were monotonous.	M

S=Students

Med= Media

Tec=Techniques

T=Teacher

M= Materials

2. Selecting the Field Problems to be Solved

From the field problems, it can be seen that the problems occurring during the English teaching and learning process were related to the students, the English teacher, the materials, and the teaching media. Considering the limitation of the time, the fund, and the energy, not all the field problems covered were solved. Therefore, a discussion among the team members was conducted to select the problems based on the urgency and feasibility. There were some feasible

problems related to students' English speaking skills in the teaching and learning process based on the result of the discussion. They can be seen in the following table.

Table 4.3 The feasible problems

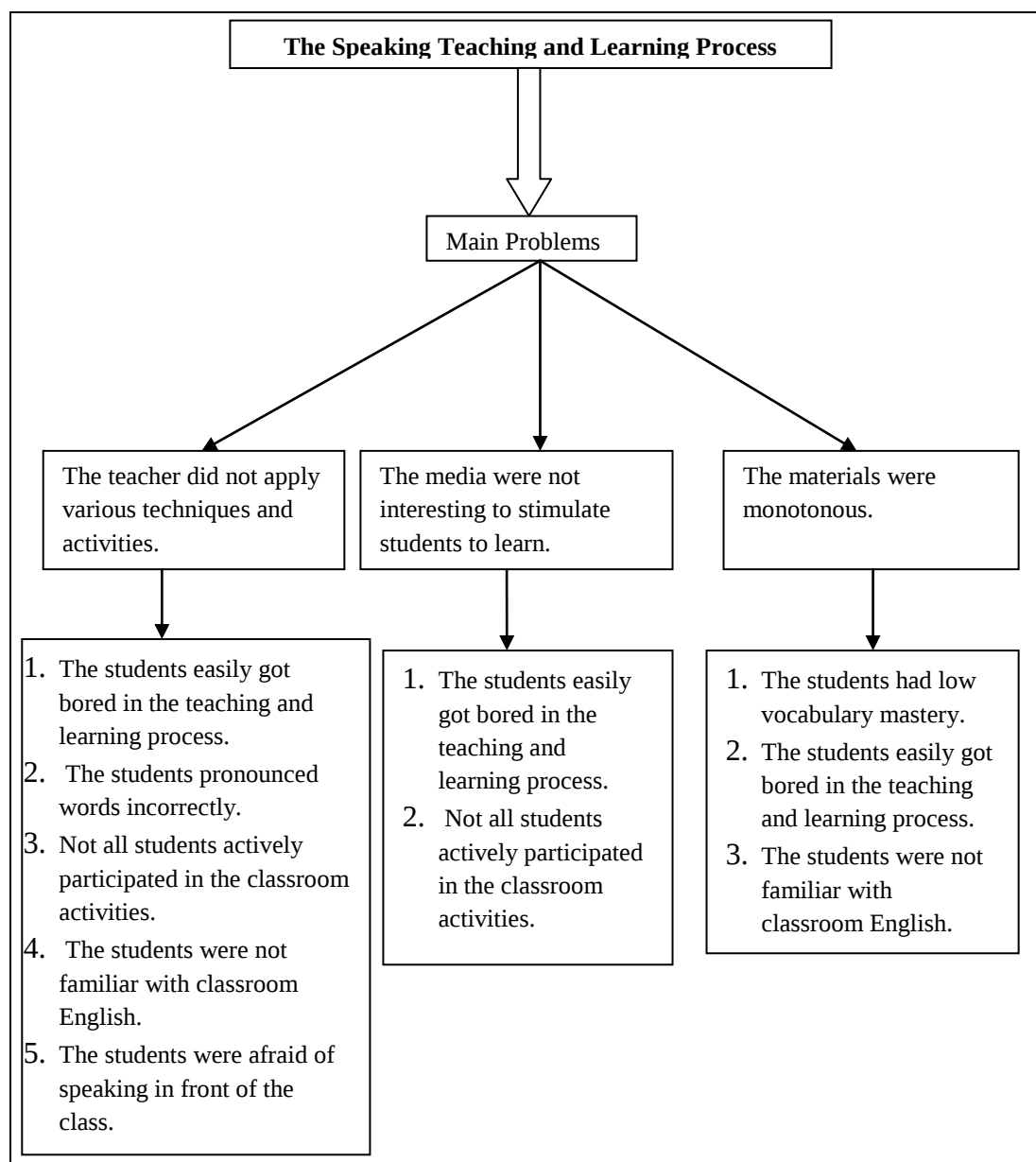
No	Problems	Code
1	The students were afraid of speaking in front of the class.	S
2	The students pronounced words incorrectly.	S
3	The students had low vocabulary mastery.	S
4	Not all students actively participated in the classroom activities.	S
5	The teacher did not apply various techniques and activities	Tec
6	The students were not familiar with classroom English.	S
7	The media were not interesting to stimulate students to learn speaking.	Med
8	The students easily got bored.	S
9	The students did not understand the teacher's questions and instructions.	S
10	The materials were monotonous	M

The field problems based on the level of urgency and feasibility was selected, a pre-requisite analysis was conducted to find the relationship among the problems in the field. This step was carried out to have a clear view of the causes from which appropriate actions towards the problems could be generated. There were three main problems which caused the other problems.

The first one was the teacher did not apply various techniques and activities. This problem causes some other problems like the students easily got bored in the teaching and learning processes, the students pronounced words incorrectly, not all students actively participated in the classroom activities, the students were not familiar with classroom English and the students were afraid of

speaking in the front of the class. The second main problem was the media were not interesting to stimulate students to learn English so that the students easily got bored and not actively participated in the classroom. The last was the materials were monotonous. Since the materials were only from textbook, the students had low vocabulary mastery and lacked of English exposure. The schema of the main Field problems can be seen below.

Schema 4.1 The schema of the main field problems



3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems and their possible causes mentioned above, a discussion was conducted to design some actions to overcome the problems. First, a speaking wheel would be used as a media to give the students appropriate media to present the materials. In addition, in this research, the teaching technique applied was PPP (*Presentation, Practice and Production*) technique. Second, in line with the use of Speaking Wheel, some communicative speaking activities such as discussion, games, role-play, and information gap activities would be applied to make the teaching and learning more enjoyable and to give the students sufficient opportunity to practice speaking.

Classroom English was used during the teaching and learning process so that the students could carry out conversations using English in real context and could apply the information they got from practicing English using speaking wheel. The next action was communicating the objectives of the lesson to the students. It is aimed to make the students know what they were going to learn. The students would be more motivated if they knew the purpose of their learning. Therefore, the students would be interested in learning speaking.

B. Implementations of the Actions

1. Reports on Cycle I

a. Planning

The field problems to be solved were determined and the actions were designed, the course grid was designed. It could be seen on the Appendices. As it is stated above, the actions in this research were focused on improving the

students' English speaking practice through speaking wheel. The actions designed were expected to achieve the following goals.

- 1) Students could participate in the classroom activities.
- 2) Students could be more confident in speaking English.
- 3) The students could improve their vocabulary mastery.
- 4) Students could conduct communication fluently and accurately in English.

In order to achieve those goals, the team members agreed to have two meeting for the first cycle. Based on the result of the discussion with the English teacher, the materials were asking for information in short functional texts and narrative texts. The materials were combined with interesting activities like games, role-play and other activities in the teaching and learning process which was decided based on the learning objectives.

As the guidance in conducting the teaching and learning process, there were two lesson plans in this first cycle. The complete version of the teaching and learning process in the course grid is shown in the appendices.

Table 4.4 The sample of course grid

No	Basic Competence	Learning materials	Indicators	Learning Activities	Assessments			Time Allocation	Media	Karakter
					Technic	Instruments	The example of instruments			

b. Actions

The actions in the first cycle were carried out in two meetings on 15 and 17 of January 2014. The actions focused on implementing speaking wheel as teaching media to improve students speaking practice. The data during the research were collected through observations, interview, and documentations. The

researcher worked together with the collaborator in conducting the actions. The researcher implemented the activities and the English teacher observed the teaching and learning process at the back row of the classroom. Below are the detailed descriptions of the first and second meeting in the first cycle.

1) Meeting I

The first meeting in the cycle 1 was conducted on 15 January 2014. In this meeting, the allocation time was 90 minutes. The class started at 08.30 to 09.50 A.M. In the beginning of the lesson, the teacher greeted the students and then checked their attendance. After that, the researcher introduced the topic telling short functional text. However, the students looked very shy in answering the researcher's questions. There were only some students who answered confidently. After that, the researcher informed the objective of the lesson to the whole class.

The students listened to the audio about inviting someone. It aimed to give input for students and at helping them understanding the content of the text. Both the researcher and the students corrected the students' work together. After that, the speaking wheel that has a text in every page as teaching and learning media was played to provide appropriate speaking media for the students. The students seemed interested and enthusiastic when the researcher played a speaking wheel. Every student had the same opportunity to roll the speaking wheel. The researcher also asked the students to identify the text that was chosen from the speaking wheel. An audio about how to accept and decline an initiation was played to give the students guidance when they want to discuss about text and she also gave the hand outs to make the students remember the vocabulary.

The students performed in front of the class happily. There were some incorrect pronunciation and the researcher corrected them and asked all students in the class to repeat the pronunciation.

When the students clearly read their story in the front of the class, the story of every group will be put in the speaking wheel, and other groups will roll the speaking wheel to choose the story that will be discussed. After that, the students answered the questions from other groups orally. They seemed enthusiastic in answering the questions since most of the students raised their hands to get the chance to answer.

After the game ended, the students completed the conversations and practiced with their pairs. All students practiced the conversation in their seats. Because of the limited time, the production stage which provided students more speaking practice could not be done. The researcher ended the class by summarizing the lesson, stating the upcoming materials and praying after the bell rang.

2) Meeting II

On January 17, 2014 the second meeting was held. The class started at 07.15-08.50 A.M. The class was opened by greeting, praying, and checking the students' attendance. After that, the materials were given. The lead-in questions were in daily life to lead the students to the materials. Some students answered the questions confidently while the other students did not.

The audio of an announcement was played in the lesson. Before listening to the audio, the students were asked to pay attention how the speakers in the

audio. The audio was played twice. After that, they identified the key question in the audio. There were two pairs of students practiced the audio transcript. They practiced it confidently whereas there were some incorrect pronunciation and intonation. There was a word in the audio transcript that the students did not know its Indonesian equivalent. The students were asked to find it in their dictionary. After that they answered the questions orally.

Another text was put in speaking wheel and then the students made a conversation and practiced it with their partner then performed it in front of the class. There were only two groups who had their chances to perform since the time was up. The lesson was summarized and the students were told the next materials for the upcoming meeting. The class ended with praying and greeting.

c. Reflections

The implementation of the planned actions in cycle I was not performed without any obstruction. Therefore, a discussion with the English teacher was conducted to make some reflections after the implementation of the actions. It was conducted to meet the democratic validity and the dialogic validity as mentioned in the previous chapter. Then, the data were analyzed from the observations and the interview transcripts to evaluate the actions. All individuals were equally free to give their voices, feelings and expectations related to the implemented actions.

In the first cycle, the use of speaking wheel accompanied by some interesting activities had made some improvements. The first improvement was on students' participation. The students became more active in participating in the classroom activities. Some of the students volunteered themselves to answer the

researcher's questions and to perform in the front of the class. It can be seen in the following field notes.

Field Note 06

Selanjutnya, P meminta Ss untuk bekerja berpasangan dan mengambil 1 gambar untuk setiap pasang. Mereka membuat sebuah percakapan berdasarkan situasi yang ada pada gambar tersebut yang ditempel pada Speaking Wheel. Beberapa saat kemudian, P meminta Ss untuk maju mempraktekkan percakapannya di depan kelas. Hampir semua siswa mengangkat tangan agar terpilih maju menampilkan hasil pekerjaan mereka. Akan tetapi, peneliti memilih Asty dan Kevin yang pertama kali mengangkat tangan untuk maju. Semua Ss bertepuk tangan setelah mereka selesai. (Next, the researcher asked the students to work in pair and each pair took a picture. They made a dialogue based on the picture in speaking wheel. After that, the researcher asked them to perform their dialogues in the front of the class. Most students raised their hand to be selected to perform their work. However, the researcher chose Asty and Kevin who raised their hand first. All students gave applause after their performance.)

In addition, in the second meeting, the students' participation also could be seen in the opening of the lesson. Most of them answered the researcher's questions enthusiastically. They were ready to start the lesson and well-remembered what they had learnt in the previous meeting. Below is the field note.

Field Note 07

P kemudian memulai pelajaran dengan menanyakan apa yang sudah mereka pelajari pada pertemuan sebelumnya. Semua Ss menjawab, 'How to invite someone' P memuji dan membenarkan jawaban Ss, 'That's great, we've learnt how to invite someone last Wednesday.' P memuji dan membenarkan jawaban Ss. (The researcher started the lesson by asking what they have learnt in the previous meeting. All students said, 'How to invite someone'. The researcher gave compliments to their answer.)

Moreover, the students' participation increased. They actively participated in the classroom activities. It can be seen from the following interview transcript.

Interview Transcript 03

P :Terimakasih bu, menurut Ibu bagaimana kemampuan berbicara siswa di siklus pertama ini? (Thanks ma'am. What do you think about their English speaking skill in this cycle?)

GBI :Ya lumayan ada perkembangan ya mbak, itu yang duduk di belakang siapa itu Deo dan sunan sudah mulai mau ikut berpartisipasi ya kalau pakai games, mereka mau maju dengan ercaya diri. Siswa yang lain juga kelihatan senang dan antusias. Mereka sudah mulai mau maju ya sebagian besar. (It is quite good. Of course there was an improvement. The students who sit in the back row, who are they? Deo and Sunan, right? They participated in the games and performed in front of the class confidently. The other students looked happy and enthusiastic with the lesson. Most of them actively participated to perform in the front of the class.)

During the implementation, their performance and progress were scored in each meeting. There were some speaking indicators used like grammar, vocabulary, comprehension, pronunciation, and fluency. The following table presents the students' mean progress scores in each meeting.

Table 4.5 Students' mean progress scores in Cycle 1

Indicators	Mean Scores	
	Meeting 1	Meeting 2
Grammar	2.2	2.4
Vocabulary	2.3	2.7
Comprehension	2.4	2.7
Fluency	2.4	2.5
Pronunciation	2.3	2.6

From the table, it could be inferred that during cycle 1, there was a significant improvement on some aspects like pronunciation, vocabulary, and comprehension. However, most of students still found some problems in fluency

and grammar. The result of the observation on those aspects in this cycle was elaborated as follows.

The students' mean score for vocabulary was increased. In the first meeting it was 2.3 while on the second meeting was 2.7. However, from the result of the observation, interview, and pre-test, it could be seen that there were some students who had low vocabulary mastery. They could master the vocabulary in each meeting in this first cycle. Before the speaking wheel was used, a list of vocabulary was given and they were asked to find the Indonesian equivalents. It could help them understand and comprehend the text. This can be seen in the following interview transcript.

Interview Transcript 05

- S6 : *saya bingung miss nyatin kalimat pas ngomong.* (No, Miss. I'm confused to combine the sentences when I want to speak..)
- P : *Tapi kamu tau kan bahasa inggris yang mau kamu katakan itu?*
(But, do you know the meaning of the sentence that you want to say?)
- S6 : *Ya ada yang tahu ada yang nggak,* (I don't know some words and I look for their meaning in a dictionary, then I know).

Furthermore, the English teacher also said that the students enjoyed in finding the Indonesian equivalent when they want to make conversation theme. The students should list the vocabulary that would be used to make conversation. It could enrich their vocabulary mastery. This condition could be seen below.

Interview Transcript 03

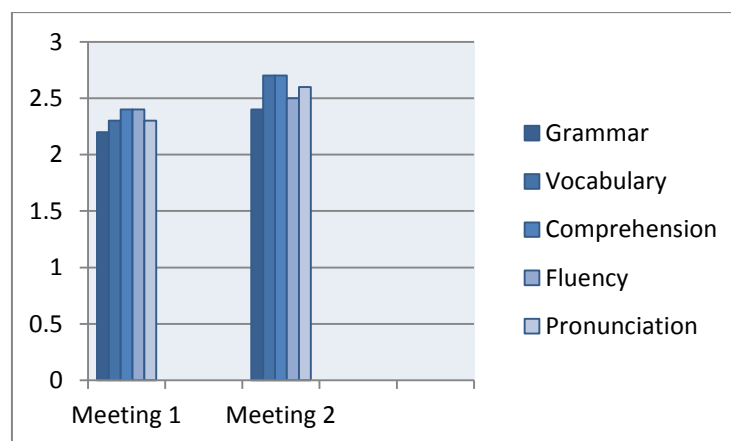
- P : *Terimakasih bu, ada kemajuan lain bu pada siswa?* (Is there any other improvement on students?)
- GBI : *Vocabnya mbak banyak bertambah, Mereka jadi tahu lebih*

banyak kosa kata. Karena mbak juga memberikan video jadi mereka juga mengikuti ekspresinya juga, untuk bisa menceritakan kembali itu bagus. (Their vocabulary mastery increased. They knew more words. It is good to give them vocabulary task and you gave a video and the example of how to retell a story. They could imitate the expressions from the videos.)

There were also improvements on pronunciation and comprehension. The students' mean scores for comprehension were also increased. In the first meeting, the students' score for comprehension was 2.4 and the second meeting score increased into 2.7. Moreover, the number of students mastering the pronunciation increased. In the first meeting the mean score was 2.3 while in the second meeting, the score increased into 2.6.

From the explanation above, it could be concluded that there were some improvements related to the students' speaking practice as well as their confidence to speak. Their comprehension, vocabulary, and pronunciation were improved. However, there were still some problems related to the students' fluency and grammar. The students' mean score on every meeting for each indicator can be seen in the following chart.

Figure 4.2 The students' mean scores in cycle 1



Based on the explanation above, it could be concluded that the result of cycle 1 was valid because it was in line with the concept of dialogic, process, and outcome validity. There were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes and interview transcripts. In addition, the results were reliable because there was a collaborator as the observer in gathering the data.

The reflection of the actions were finished, the findings in the first cycle were concluded. It can be seen in the following table.

Table 4.6 Findings of the First Cycle

Successful Actions	Obstructions
1. The goal of using speaking wheel as media was successfully achieved. The students enjoyed and interested in learning. The students also became more enthusiastic and actively participated in the classroom activities. 2. The students could speak related to the topics correctly. 3. The students could remember all text in the speaking wheel 4. The students could comprehend the content of the text 5. Some students volunteered themselves to answer questions orally and to perform in front of the class.	1. There was the same text that will be chosen by another student and the topic to tell will be same. 2. Some students still needed more speaking practice to make them speak confidently and fluently. 3. Most students found it difficult to produce grammatically incorrect utterances

As the students still had problems in grammar and fluency, the next cycle was conducted to solve the problems and improve the students' speaking practice in those aspects.

2. Report of Cycle 2

a. Planning

Based on the reflection of cycle 1, there were some improvements on vocabulary, comprehensions, and pronunciation in using the language functions. However, there were still some weaknesses during this cycle. The students still made some grammatically incorrect when speaking. Moreover, there were also pauses, fillers, and hesitations in speaking. Therefore, the next cycle was necessary to be conducted.

The actions conducted in cycle 1 were sustained to be used in the cycle 2 with some modifications. However, to overcome the problems related to the grammar and fluency. Feedbacks on the students' performances were given, and more speaking practices were created whether in group, pair, or individual to make the students speak accurately and fluently.

The materials that would be used were discussed. The topics of the materials were taken from the syllabus. After that, several narrative texts that were easy for the students were selected.

The lesson plans and materials were designed based on the result of the discussion with the English teacher to make the teaching and learning process run smoothly. The PPP (Presentation Practice and Production) technique was still used. The relation of the actions in cycle 2, the existing problems after cycle 1, and the expected situations can be seen in the table below.

Table 4.7 The relation of the actions, existed problems after cycle 1 and the expected situations

No	Problems	Actions	Expected Situations
1	- The media were not interesting to stimulate students to learn. - The materials were monotonous. - The students easily got bored in the teaching and learning process.	Using speaking wheel as media to give appropriate speaking media for the students	- The students knew what to say and how to speak in certain situations. - The students were interested in learning English. - The students got appropriate and interesting speaking media.
2	- The teacher did not apply various techniques and activities. - Not all students actively participated in the classroom activities. - The students pronounced words incorrectly. - The students were afraid of speaking in front of the class.	- Using interesting techniques and activities - Communicating the objective of the lesson	- The students actively participated in the classroom activities. - The students were able to speak appropriately. - The classroom atmosphere was good for students to learn by speaking Wheel. - The students were confident enough to speak in the front of the class.
3	- The students	Applying Classroom	- The students used

	were not familiar with classroom English. - The students had low vocabulary mastery.	English	to hear English instructions and questions. - The students had more exposures. - The students knew more vocabulary.
4	- The students had low vocabulary mastery. - The students easily got bored in the teaching and learning process.	designing various materials	- The students had more exposures. - The students knew more vocabulary. - The students were interested in learning English.
5	The students still had difficulties in producing grammatical utterances when telling a story.	- Giving feedback on students' performances - Identifying the language used in the transcripts story.	- The students would be able to speak accurately and confidently.
6	The students still found it difficult to speak fluently.	- Designing more speaking practice	- The students would be able to speak fluently.

In this cycle, the teaching and learning process was conducted in two meetings. As the guidance in conducting the teaching and learning process, there were also two lesson plans in this second cycle. The complete version of the teaching and learning process in the lesson plan can be seen in the appendices.

b. Action

The cycle 2 was also conducted in two meetings. The first meeting was held on January 24, 2014 and the second on January 29, 2014. Like in the first cycle, the actions were carried out and the English teacher as collaborator took the role as an observer. Different topics and language functions and generic structures of the text were taught in each meeting. The collaborator observed the teaching and learning process and filled the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting 1

The first meeting in this second cycle was held on Wednesday, January 24, 2014. The class started at 07.15 A.M and ended at 09.50 A.M. The class opened with prayer. The students' attendance and condition were checked before previewing the last materials. The researcher gave some questions to the students related to the topics and then stated the objectives of the learning.

In the presentation stage, the students pronounced some words and found their Indonesian equivalents, the teacher played a speaking wheel that contained several materials about a short message. The teacher asked the students to guess and identify the expressions of the short message from the audio.

In the practice stage, the students listened to the short message in the audio. The teacher asked the students to work in pairs and then chose a situation from the speaking wheel to make a conversation and then acted it out in the front of the class.

In the production stage, the teacher asked the students to work in group of 4 to perform a role-play based on the situation given from Speaking Wheel.

2) Meeting 2

The second meeting in this second cycle was held on Saturday, January 29, 2014. The class started at 08.30 A.M and ended at 09.50 A.M. The lesson was opened by prayer and then checking whether the students were ready to start the lesson or not. Then, the students' attendance and condition were checked before previewing the last materials. The students were give some questions related to the topics and the objectives of the learning.

In the presentation stage, before the researcher using the speaking wheel, she explained about a narrative text because it was the first time for VIII E students knowing about narrative text, she asked the students about the generic structure of the text and she asked about the students' the vocabulary. The students watched "Sleeping Beauty". The students looked very enthusiastic and interested in watching the videos. After that the students watched the video the researcher gave the transcripts of the text and the students should discuss the conflict in the story.

In the practice stage, the students did some tasks to help them speak confidently and accurately. The students have chosen the material from the speaking wheel to decide what theme they should discuss from the speaking wheel.

The next, for the production stage, the students played a game. Most of the students took a part to in this activity. They were really enthusiastic during the

game. For this game, the students worked in group of six. Each student got a picture card to arrange the picture that they choose from the speaking wheel. When the students saw the picture, they tell the event on the picture. During the games, the students' performance was checked to make sure that all students spoke in English. The lesson was ended by summarizing the lesson and stating the upcoming materials.

c. Reflections

The reflection was based on the observation during the teaching and learning process in cycle 2. Some indicators to assess some aspects like vocabulary, comprehensions, grammar, fluency, and pronunciation were used. The following table shows the students' mean scores in each meeting during the teaching and learning process.

Table 4.8 Students' scores in each meeting in cycle 2

Indicators	Mean Scores	
	Meeting 1	Meeting 2
Grammar	2,4	3,5
Vocabulary	3	3,8
Comprehension	3	3,8
Fluency	2,5	3,5
Pronunciation	3	3,8

From the table, it could be seen that in this second cycle, that the students' mean scores for each indicator increased. The first cycle, the vocabulary, comprehension, and pronunciation improved. In this second cycle, the use of speaking wheel accompanied with some interesting activities had made improvement on those aspects too. The mean scores in for comprehension improved significantly from 3 to 3.8 and for the vocabulary it is from 3 to 3.8.

Moreover, for the first meeting, the mean score for pronunciation was 3 and it increased to 3.8 in the last meeting. Furthermore, for grammar, in the first meeting, the mean score was 2.4 and in the second meeting, this number was increased into 3.5. However, for the fluency, there was also an improvement. The score increased from 2.5 to 3.5.

In this second cycle, there was also improvement on grammar. The score for this indicator as stated above was increased. To help students produce grammatically correct sentences or utterances, some exercises were given to arrange the picture with suitable words or phrases.

According to the English teacher, the actions of giving more speaking practice and giving feedback to the students' performances made improvements on students' fluency and vocabulary mastery in line with their participation and confidence in performing their work the front of the class. The speaking practice in this cycle was not only done individually but also in groups and in pairs. The students learn by games and role play. However, the feedback was given, for students' performances in every meeting in the second cycle. The feedback was given during the lesson covering opening, main and closing activities. Of course, the feedback focused on fluency as well as accuracy. It was done carefully since the class atmosphere was very important to make the students not feel humiliated. The classroom atmosphere was encouraging and the students seemed to enjoy the learning speaking. It was based on the following interview transcript.

Interview Transcript 06

P : *Bagaimana menurut ibu kegiatan di kelas di cycle 2?* (What do you think about the activity in this second cycle?)

GBI	: <i>Bagus mbak, menarik, mereka harus menciptakan percakapan pada situasi tertentu tanpa menulis terlebih dahulu</i> (It as good and interesting. The students are curious and tried to guess what happen and what was said without writing the conversation.)
P	: <i>Kemajuan yang dicapai siswa apa saja bu di siklus kedua ini?</i> (What improvement achieved by the students in this cycle?)
GBI	: <i>Tadi sebagian besar siswa mau angkat tangan waktu mbak minta buat maju, buat jawab pertanyaan dengan lisan. Pas maju juga sudah kelihatan percaya diri.</i> (Most of students raise their hand when you asked them to answer the questions orally. They looked confident enough to perform their work in front of the class.)
P	: <i>Iya bu, alhamdulillah.</i> (Yes, ma'am. Alhamdulillah.)
GBI	: <i>Vocabnya juga banyak yang baru mereka lebih banyak mengenal kosa kata kan jadi mulai lancar berbicara tanpa teralau lama mikir apa yang mau dikatakan.</i> (They knew new vocabularies and it make them speak fluently without too much thinking what to say.)

In this cycle PPP technique was applied. The techniques can help the students remember the content of the story and moreover the students could implement this technique to do the final examination later in grade IX. Most of the students tried to find the key word in the text to find the meaning and to find the key words in the video and to guess what the speaker said.

In addition, the students spun the speaking wheel to choose the story that was showed in the video; every student got the same opportunity to spun the speaking wheel to get the story.

Interview Transcript 07

P : *Suka nggak sama speaking wheel dan kegiatan belajar dikelas tadi?* (Do you like the speaking wheel and the activities in the class?)

S10	: <i>Ya suka Miss, bagus filmnya. saya lebih suka mendengarkan cerita dibanding membaca cerita</i> (I like it more prefer listening to reading.)
P	: <i>Bisa dipahami tadi isi videonya?</i> (Do you understand the content of the videos?)
S22	: <i>'Bisa miss.'</i> (Yes, miss.)

Learning speaking through the speaking wheel made the students easy to know the story and to understand the content of the story because the Speaking wheel saw the picture. The students found it interesting and did not make them sleepy in the teaching and learning process. Most of the students were enthusiastic in watching the speaking wheel. This condition was based on the following interview transcript.

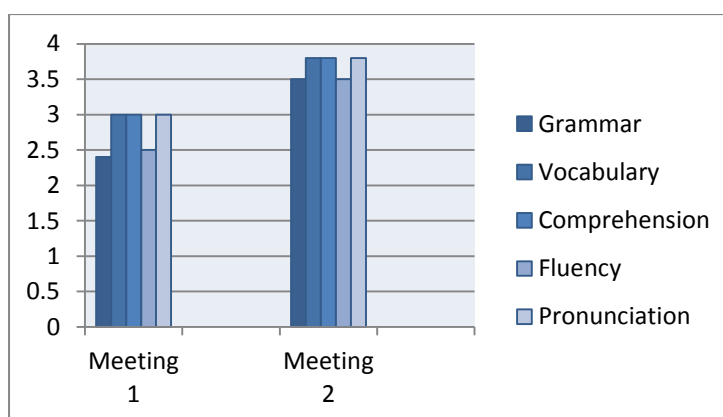
Interview Transcript 07	
P	: <i>Bisa membantu belajar speaking nggak speaking wheel?</i> (was it helpful learning speaking through speaking wheel?)
S22	: <i>Ya lumayan Miss, jadi kelihatan gampang untuk dimengerti ceritanya karena kita tak hanya mendengarkan tapi kita juga melihat film juga untuk tahu situasinya.</i> (Yes, miss, so I found it easy to speak. to understand the content of the story because there are videos so we know the situation in the story.)
S10	: <i>ceritanya bagus mis walaupun itu cerita lama</i> (the story good although it was an the old story.)
P	: <i>Kesan kalian bagaimana belajar dengan speaking wheel?</i> (What is your impression learning through speaking wheel?)
S10	: <i>Emmm, ya bagus si jadi nggak ngantuk dikelas. Kalo Cuma nulis ngerjain kan lama-lama ngantuk.</i> (It's good and do not make me sleepy in the class. Only writing and doing task make me sleepy.)

Learning from the first cycle, there was a problem with the active speaker. The students could not hear clearly even the volume was maximum, so in this cycle, the researcher decided to use her own active speaker to avoid that problem.

Based on the reflection of the second cycle, it could be concluded that speaking wheel as the media for students were successful to improve the students' speaking practice. It could be seen from the improvement of the indicators including grammar, comprehension, vocabulary, pronunciation and fluency in line with the students' participation and confidence during the pre-test, each meeting of each cycle, and post-test.

It was known that the students were enthusiastic and interested in taking part in the classroom activities in each cycle. The students showed active participation in the teaching and learning process and they also showed significant improvement on speaking practice indicators like vocabulary, comprehension, and pronunciation. The improvement on students speaking practice in this second cycle can be seen in the following chart.

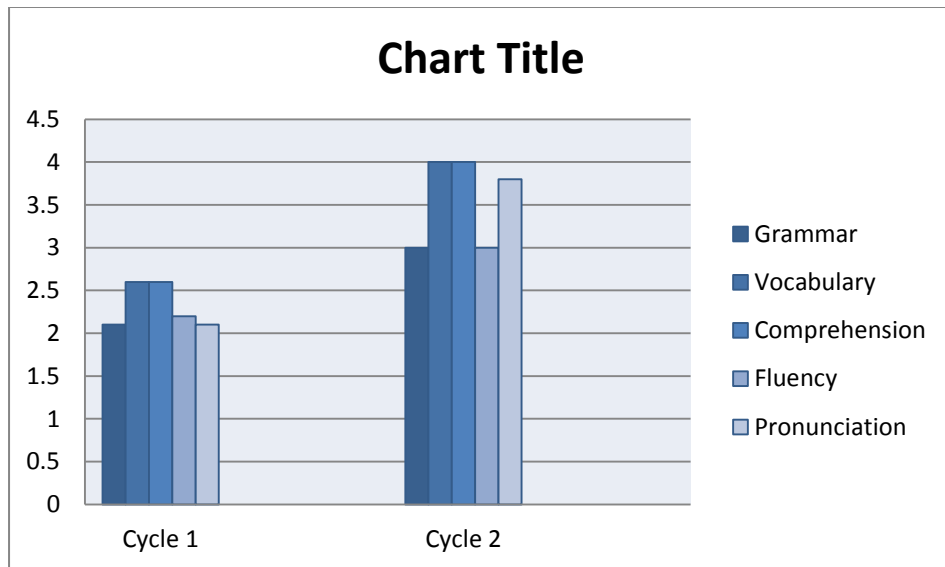
Figure 4.3 The students' mean scores in cycle 2



C. GENERAL FINDINGS

The different result of each indicator in the cycle 1 and cycle 2 can be seen below. The chart represent the students' mean scores in each cycle.

Figure 4.4 The students' mean scores in cycle 1 and cycle 2



It can be seen from the chart above that the students' mean scores for each speaking indicator in cycle 2 was increased. However, some problems in cycle 1 related to fluency and grammar was existed, but the students' mean score for those indicators increased. The following table showed the general findings of the cycle 1 and cycle 2.

Table 4.9 The Result of the Research

No	Field Problems	After Cycle 1	After Cycle 2
1	Not all students actively participated in the classroom activities.	Some students were still passive during the teaching and learning process. Some of the students tended to keep silent when the	Most of the students participated in the teaching and learning process. They actively answered the teacher's question and volunteered themselves to

		teacher asked some question in English.	do the task or to perform in the front of the class.
2	Students had low vocabulary mastery.	Some students still found difficulties in understanding the meaning of certain words.	Most of the students could easily understand the meaning of certain words. And they were interested in doing the vocabulary matching task.
3	Students pronounced words incorrectly.	Some students still had problem in pronouncing particular words	Most of the students were able to pronounce words correctly and confidently. They produce grammatically correct utterances and spoke fluently and confidently.
4	Students easily got in the teaching and learning process	Some students were interested and happy in joining the teaching and learning process.	Most of the students were interested and happy in joining the teaching and learning process. They watched the Speaking wheel video enthusiastically and asked to watch more videos.
5	Most students were afraid of speaking in front of the class	Some students volunteered themselves to speak or perform their works in the front of the class.	Most of the students volunteered themselves to speak or perform their works in front of the class.
6	The students were not familiar with Classroom English	Some students answered the researcher's questions in English confidently.	Most of the students answered the researcher's question in English confidently.
7	The media were not interesting to stimulate students to learn speaking	Some students liked the speaking wheel media.	Most of the thought that speaking wheel interesting and they wanted to roll it again and again.
8	The teacher did not apply	Some students were happy and interested	Most of the students were happy and interested in the

	various teaching techniques and activities.	in the classroom activities presented by the teacher.	classroom activities presented by the teacher. They could apply the expression they had learnt in the activities given by the teacher easily. And they were very enthusiastic in joining the activities
9	The materials were monotonous.	Some students listened to the materials presented enthusiastically.	Most of the students liked the materials presented.
10	The students did not understand the teacher's instructions and questions.	Some students still did not understand the researcher's instruction so sometimes the researcher translated the instruction (bilingual) into Indonesian. They answered the researcher's questions enthusiastically.	Most students understood the researcher's instruction and there was no translation on instructions. They answered the researcher's questions enthusiastically and confidently in English.

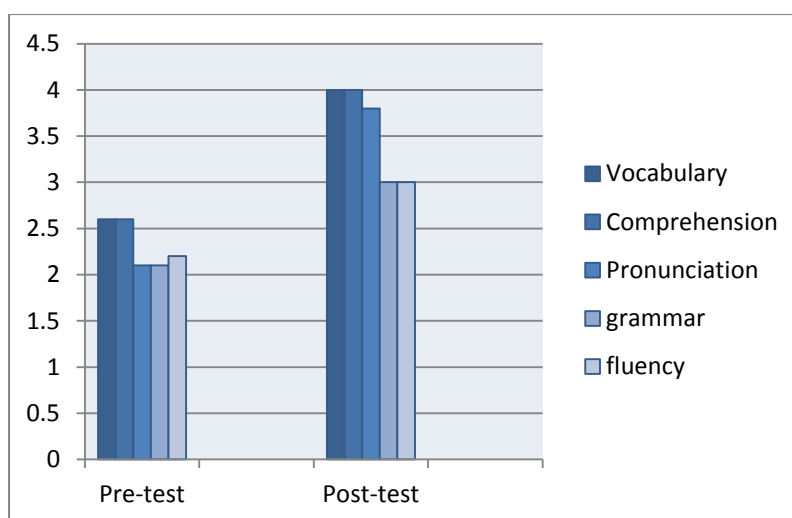
Besides, the success of the actions was also measured by using the difference result of pre-test and post-test. In pre-test and post-test, there were some indicators to assess the students' speaking practice. They were fluency, vocabulary, comprehensions, pronunciation, and grammar. The different average result between the pre-test and post-test based on each indicator can be seen below.

Table 4.10 The Mean Score of each Indicator in Pre-test and Post-test

Indicators	Pre-test	Post-test
Comprehension	2.6	4
Fluency	2.2	3
Grammar	2.1	3
Pronunciation	2.1	3.8
Vocabulary	2.6	4

From the table above, it could be seen that each indicator used to measure the students' speaking practice improved. The improvement especially could be seen from the indicators of pronunciation, vocabulary, and comprehension. The improvement of students speaking practice can be seen in the following chart.

Figure 4.5 The students' mean scores in pre-test and post-test



Based on the result of the research above, the research participants agreed that the materials and activities implemented were successful to improve the students' speaking practice. It meant that the objective of the research was achieved and the researcher and the English teacher decided to end the cycle.

D. DISCUSSIONS

Regarding the research done in SMP Negeri 15 Yogyakarta in the VIII E class in which the class has of 34 students, it shows that there is a significant difference on the students' speaking practice between those who were taught using the media and those who were taught without using the media.

In this research, the goals of the English teaching and learning process were achieved by using PPP (Presentation, Practice, and Production) technique. It is decided based on the result of the discussion with the English teacher.

The research participants agreed to use different materials to be inserted in speaking wheel. There were some reasons why the researcher decided to use speaking wheel as media to improve the students' speaking practice.

First, through speaking wheel the students should know all the material in the speaking wheel, that mean that the students could know how to remain the text in a few times. The speaking wheel gives everyone a chance to evaluate their experience individually and then compare their experiences and thoughts with others. It helps people to take risks during an activity or discussion because they know they will have a chance to make amends or say how they felt if it goes wrong.

Second, speaking wheel could improve the students' motivation to learn. Most students saw an increased level of interest when they had a chance to see language in use as hear it, and when this was coupled with communicative tasks.

The last, the speaking wheel provided the authentic text. The researcher always gave the authentic text as the material.

This research conducted in two cycles. There were two meetings for each cycle. In cycle 1, the action to improve the students' speaking skill was successful, but there were still some weaknesses and obstructions. The goal of using speaking wheel media to give appropriate speaking media was successfully achieved. The students enjoyed and are interested in learning through speaking wheel during the lessons. The students also became more enthusiastic and actively participated in the classroom activities.

However, in cycle 2, the actions was done to improve the students' speaking skills could be as said successful. It could be seen from the students' opinions, behaviour, and feelings related to the actions done, the field notes in the appendices.

In the first cycle, there were two meetings. Speaking wheel media was implemented to give appropriate and interesting speaking media for students. It was completed with some activities enabled students to practice. So, the students would be motivated to learn English.

In the second cycle, it was still the same as the first cycle that speaking wheel used as media to give appropriate and interesting speaking media for students, but in this cycle the researcher tried to combine the material using speaking wheel video. The speaking wheel media could improve the students speaking practice because this media was interesting and could make the students curious of what material that they would present. Nevertheless, there are several students who were still not confidence to speak, but the student like to spun the speaking wheel, they just liked playing the speaking wheel but when they had to

speaking they didn't want to speak and that was the problem in the pre-test and the post-test. Speaking Wheel as the media gave more interesting activities for the students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

As it is previously stated, this study is aimed to improve the grade eighth students' speaking practice through the use of a speaking wheel. The findings showed that speaking wheel improved grade eighth students' speaking practice in SMP N 15 Yogyakarta. Therefore, the researcher proposes some conclusions. They will be described below.

1. The teaching learning process was effective with the use of a speaking wheel. Moreover, the use of a speaking wheel could attract students' attention and motivation in the teaching and learning process and the classroom atmosphere was more relaxed and fun so that the students were interested in the activities.
2. The combination of the use of a speaking wheel and interesting techniques and activities, such as games and role plays, were able to improve the students' speaking skills. They made the students more active in joining the classroom activities. Role-plays were also effective to improve the students' speaking practice and self-confidence. Since the students were asked to perform the role-plays in front of the class, they improved their confidence and also their speaking skill. This activity gave the students more opportunity to practice and perform their speaking. The last, games also made the students interested in joining the teaching and learning process. Games were able to create relaxed atmosphere in the classroom.

3. Classroom English was effective to make the students understand the English words and expressions as well as to help them understand the teacher's instructions and explanation.
4. Giving feedback could help the students to improve their speaking especially their accuracy and pronunciation. However, it needed to be done carefully so that the students did not feel humiliated.
5. Giving handouts containing various and interesting materials also attracted the students' attention and interest to learn English and make the students focus on the lesson.
6. Giving more speaking practice in individual, pairs or even in group could help the students improve their fluency.

There were some changes as the result of the actions. The changes were both in the way of thinking and the behaviour if the involved members. The changes were related in the following aspects.

1. The changes in the English Teaching and Learning Process

The English teaching and learning process had become more interesting and livelier. It was not only based on the course book anymore. The activities were various. The students learned to listen and speak in English. The materials varied so the students could master every material that was given in the speaking wheel.

2. The Changes in the Students' Behaviour

The students did not only do what I asked them to do. They sometimes gave suggestion to me what they wanted to do to learn English and make their learning more fun and enjoyable. When they did not like the activity, they sometimes protested to me and told what activity they wanted to do. Students started to enjoy the English class. They did not easily get bored. Sometimes they were so happy that they did not want to stop doing the activity although the time was up. With media and various materials, the students became more involved actively so that they could improve their understanding in what they learned.

3. The Changes in the English Teacher's Behaviour

The English teacher became more open minded to make English teaching and learning process become livelier. She improved her knowledge in creating the activities in which students learned English not only in written but also spoken. She also improved her knowledge in using media to make the English lesson become more interesting. She also improved the use of classroom English so that the students more familiar with instruction in English.

4. The Changes in Headmaster' Behaviour

By being involved in the research, the headmaster realized that he needed to provide media to help the students in understanding the English lesson. He was also convinced that the English teaching and learning should be integrated. English should be taught not only in writing but also in spoken language.

Furthermore, he knew that the English teaching should be more interesting and livelier so that the students became more active.

5. The Changes in the Researcher's Behaviour

By doing the research, I got more knowledge about how to teaching English more creatively by media. The students can enjoy learn English without easily getting bored when the activities are monotonous and they can play and more around. I also realized that it is important to involve the students in creating interesting activities. It is important to know whether the students like or dislike the activities in learning English. Furthermore, I got more understanding on how to motivate the students to learn English. Finally, I could improve my ability in using classroom English to make the students familiar with the English instruction during the English lesson.

B. Implications

The research findings showed that the students' speaking practice improved compared to the previous condition before the action research was conducted. This was because of the actions carried out. Those actions have implications. The implications are described below.

1. The speaking wheel gives everyone a chance to evaluate their experience individually and then compare their experiences and thoughts with others. It helps people to take risks during an activity or discussion because they know they will have a chance to make amends or say how they felt if it goes wrong.

2. The use of a speaking wheel could improve students' interest in learning. It could be seen from their enthusiasm in joining the activities in the teaching and learning processes. It implies that the teacher needs to use media to improve students' interest in learning and then improve the student' speaking skills.
3. The use of a speaking wheel accompanied with various and interesting techniques and activities made the students actively participate in the teaching and learning processes. Most of the students volunteered themselves to answer questions or to perform their work. This implies that when teaching speaking, a teacher should use various techniques and activities.
4. The use of a speaking wheel could improve some aspects of speaking indicators such as fluency, grammar, comprehension, pronunciation, and vocabulary in line with the students' confidence.
5. Applying Classroom English to open, to end, to give instructions, and to explain the materials could encourage the students to speak English in the classroom. This implies that Classroom English was effective to make the students are accustomed to Classroom English.
6. A speaking wheel gave the unique materials and the material in a speaking wheel could changes what the teacher needed.
7. Reading aloud or acting out the expressions or dialogues with feedback from the teacher improved the students speaking practice. This implies that pronunciation practice will be more effective when it is monitored.

C. Limitation of the Research

The limitation of the research was related to time and the academic schedule. I also realized that my understanding toward English teaching and thematic progression was still limited. Therefore, I, perhaps, made mistakes in conducting the research, interpreting the data and displaying the finding.

D. Suggestions

Based on the conclusion, implication and limitation above, there are some suggestion addressed to the English teacher, and the other researcher.

1. For the English teacher

It is important for the teacher to enrich herself with the knowledge of her students' differences in characteristics and interest. It will help her in creating the activities in which all students can be involved. She should also improve the use of English classroom so that the students will be familiar with English expression. The use of various media and the classroom management should be improved so that the English teaching and learning process will be livelier and more interesting. All of those will improve the quality of English teaching and learning process.

2. For the Classroom Teacher

The result of this study could improve the effectiveness of the teaching and learning process inside or outside the classroom. The use of media, various interesting activities, classroom management and giving reward could improve the students' involvement in every activity. It is hoped that the class teacher can do similar things to improve the quality of teaching and learning process.

3. For the Headmaster

Since there was no enough media, it is essential for the headmaster to help the teacher to provide the media to help the improvement of the quality of the teaching and learning processes.

4. For Students of grade eight in SMP N 15 Yogyakarta

Through the Speaking Wheel in teaching speaking, it is expected that students are able to continue the learning process in their speaking. They are also expected to apply the use of the Speaking Wheel in the learning speaking. They also expected to speak more by applying and practicing their ability through the help of the Speaking Wheel.

5. For The Other Researchers

It is interesting to conduct this research study. I got my own improvement in the knowledge of teaching English for the students. I hope the other researchers will also pay attention to the other skill, namely listening, speaking, reading and writing. The other researchers can find the activities or techniques in improving those skills as well.

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<http://www.youtube.com/watch?v=4Xf3SI9-Llo>

<http://www.youtube.com/watch?v=zTDxbXAEQ50>

<http://www.youtube.com/watch?v=-VYYRGZKeyk>

APPENDICES

Course Grid

Lesson Plan

Scoring Rubric

Students' Scores

Attendance List

Observation Sheets

Interview Guidelines

Interview Transcripts

Field Notes

Documentations

Appendices

The Course Grid

Course Grid of Teaching Speaking through Speaking Wheel students in VIII E Class of State Junior High School 15 Yogyakarta in the Academic Year 2013/2014

Standard of Competence : Speaking

10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment. .

No	Basic Competence	Learning materials	Indicators	Learning Activities	Assesments			Time Alocation	Media	Karakter
					Technic	Instruments	Example of instruments			
1	10.1 Responding meanings in simple short functional spoken discourses of Inviting, Announcemen t, short message using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment	• short functional text : - invitation Vocabulary: - apartment (N) /ə'pɑ:t.mənt/ - birthday (N) /'bɜ:θ.deɪ/ - celebrate (V) /'sel.ɪ.breɪt/ Grammar: - Present tense S + V1 + O - Future Tense S+will+O	Students are able to: - Identify the expressions of how to make, accept and decline invitations - Pronounced the expression of how to make, accept and decline invitations - Use accurate intonation of how to make,	Lead in - Giving some questions related to the material that will be learnt to attract the students attention and motivation Presentation - Play a speaking wheel to choose a material expression of how to make, accept and decline invitations - Pronouncing	oral	<i>Make a conversation based on the situation card in a Speaking Wheel.</i>	<i>1. Invite your friend orally to join a discussion on the danger of drugs.</i>	2 x 40 minute	Speaking Wheel LCD Projector Situation Cards Speakers	Polite Confident Communi cative Careful Spirit

			accept and decline invitations - Perform a speaking task in the form of role play on the situation given from Speaking wheel	some words from script and find their Indonesian equivalents - Asking the students to guess and identify the expressions of how to make, accept and decline invitations from the Speaking Wheel - Asking the students some questions related to the material - Showing other expressions of how to make, accept and decline invitations and explaining how to use them - Pronouncing the expressions of							
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				how to make, accept and decline invitations Practice - Play a Speaking Wheel Giving appropriate expressions and responses based on the given sitautions - Working in pair based on the situation cards given from speaking Wheel Production Performing a role play in front of the class based on the situation given from Speaking wheel.						
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2	10. 1Responding meanings in simple short functional spoken discourses of Inviting, Announcemen t, short message using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment	• short functional text: -announcement Vocabulary : - meet(N) /'me:t/ - complement (V) /'kampliment/ - important (N) /im'pənt / Grammar : - Simple present : S + V1 + O - Pasif Voice : S + to be (is,am,are) + V3	- Students are able to know about announce ment - Students are able to tell announce men directly	Lead in - Giving some questions related to the material that will be learnt to attract the students attention and motivation Presentation - Play a speaking wheel to choose a material expression of how to make, and tell an announcement - Pronouncing some words from script and find their Indonesian equivalents - Asking the students to guess and identify the	oral	<i>Tell your announcement in front of the class based on your own languange!</i>	1. Give announce ment orally about the plan of the trip to Borobudur Temple	2 x 40 minute	Speaking Wheel LCD Projector Situation Cards Speakers	- Polite - Confiden - Commun - icative - Careful - Spirit
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				expressions of how to make, tell announcement from the Speaking Wheel - Asking the students some questions related to the material - Showing other expressions of how to make, and tell an announcement and explaining how to use them - Pronouncing the expressions of how to make, tell about announcement. Practice - play a Speaking Wheel Giving appropriate expressions and responses based						
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				on the given situations - Working in pair based on the situation cards given from speaking Wheel Production Perform group in front of the class about the announcement that choose from the speaking wheel orally.						
3	10.1 Responding meanings in simple short functional spoken discourses of Inviting, Announcement, short message using various spoken discourses accurately,	• short functional text: - short message Vocabulary: - comes (V) /kam/ - option (N) /'ɒpʃən/ - night (N) /naɪt/ Grammar : - Present	- Students are able to make a short message - Students are able to tell a short message directly	Lead in - Giving some questions related to the material that will be learnt to attract the students attention and motivation Presentation - Play a Speaking	oral	<i>Please listen the audio write and tell with your friend that they should send a message to maulidya!</i>	<i>1. Tell your friend to wait for you after school</i>	2 x 40 minute	Speaking Wheel LCD Projector Situation Cards Speakers	Polite Confident Communicative Careful Spirit

	fluently, acceptably to interact with surrounding environment	tense S + V1 + O - Future Tense subject+auxiliary verb WILL+main verb - Past tense S + Verb-2 (past tense) S + be(was/were)		wheel to choose the context for the material. - Play the audio from speaking wheel. - Asking the students to identify the setuation in the picture. - Asking the students to find the words that ususlly used in a short massage. - Pronouncing the words that the students find. Practice - Play a speaking Wheel to choose a situation and						
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				listen the audio. - Students choose situation from speaking wheel. - Students tell the short message orally. Production Students works in pair to perform in front of the class and tell their message.						
4	10.2 Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with	Narrative Vocabulary and Gramar: Noun phrase In earlier times Once Upon a time Conjunction: The next Then	- Students know the genric structure of narrative text. - Students are able to tell about	Lead in - Giving some questions related to the material that will be learnt to attract the students attention and motivation Presentation	oral	Pair work! Please rolling the speaking wheel and choose one story, after that make a conversatio n about the	1. Retell a stor that you know very well. 2. Tell a story based on theseries of a pictures givenfrom speaking wheel	4 x 40 minute	Speaking Wheel LCD Projector Situation Cards Speakers	Polite Confident Commun icative Careful Spirit

	surrounding environment in the forms of narrative and recount texts.	Past tense S + Verb-2 (past tense) S + be(was/were)	narrative text. - Students are able to make narrative text.	- Explaining about narrative text - Ask the students to identify the generic structure of the text. - Pronouncing some words from script and find their Indonesian equivalents - Showing the example of narrative text and show “Sleeping Beauty” film Practice - Showing the students film about narrative text “sleeping beauty”.		<i>story that you choose?</i>					
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				- students should report the film's information with their friends and act out. - Choose the narrative text in Speaking wheel and make conversation directly. Production Students play a game from speaking wheel “ arrange the story”.						
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Lesson Plan

LESSON PLAN

School : SMP Negeri 15 Yogyakarta
Grade/Semester: VIII /2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Invitation
Language Skill: Speaking
Time Allocation: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Speaking

10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment.

B. BASIC COMPETENCE

10.1 Responding meanings in simple short functional spoken discourses of **Inviting**, Announcement, short message using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment

C. INDICATORS

Students are able to:

1. Identify the expressions of invitations.
2. Pronounce the expression of invitations correctly.
3. Use accurate intonation in inviting someone.
4. Perform a role play in front of the class based on the situation cards given from speaking wheel.

D. OBJECTIVES

1. Cognitive
 - a. Being given a media speaking wheel and some stimulating questions, the students are capable of brainstorming certain expressions of invitations.

- b. Being given a model by the teacher, the students are able to say the expressions of invitations with the correct pronunciation, stress, and intonation.
 - c. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of invitations.
 - d. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of invitations in a speaking activity in the form of pair work confidently, politely, and honestly.
 - e. Being given a game, the students are capable of practicing the expressions of invitations confidently
 - f. Being given some situation cues, the students are able to make a conversation that contain the expressions of invitations in the form of pair work carefully and confidently
2. Affective:
- a. Characters Development
Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
 - b. Communicative Competence
Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction.

E. MATERIALS

1. Vocabularies:

Words	Pronunciation
apartment (N)	/ə'pɑ:t.mənt/
birthday (N)	/'bɜ:θ.deɪ/
call (V)	/kɑ:l/
celebrate (V)	/'sel.ɪ.breɪt/
invite (V)	/ɪn'vaɪt/

night (N)	/naɪt/
parent (N)	/'per. ə nt/
party (N)	/'pɑ:r.tɪ/
wonderful (Adj)	/'wʌn.də.f ə l/

2. expressions of invitations, for example:

Degree Formality	Making Invitations	Accepting
More formal  Less Formal	- I'd like to invite you to dinner this Saturday. - I was wondering if you'd like to ... - Are you free on Saturday? Would you like to ... - How about dinner? - How about coffee?	- Thank you. I'd love to - Yes, thank you. What time? - Thanks. I'd love to - Sounds great - Ok - Alright

F. MEDIA

- Speaking Wheel
- LCD Projector
- Situation Cards
- Speakers

G. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

H. TEACHING-LEARNING ACTIVITIES

- Opening Activities
 1. Teacher greets the students.
 2. Teacher checks the students' attendance.
 3. Teacher prepares the class condition.

4. Lead in: teacher gives the students apperception to attract their attention.
 - a. Teacher asks the students some questions: If you want to invite your friend to come to your party, what will you say?

➤ Main Activities

1. Presentation

- a. Teacher play audio about inviting someone.
- b. The students pronounce some words and find their Indonesian equivalents in
- c. Teacher plays a speaking wheel that contains a several material about inviting.
- d. Teacher asks the students to guess and identify the expressions of invitation from the text in.
- e. Teacher asks the students some questions related to the text.
- f. Teacher shows other expressions of invitations and explains how to use them.
- g. Teacher pronounces the expressions of invitations on table repeated by the students after her.

2. Practice

- a. Teacher asks the students to complete the conversations with the appropriate expressions of accepting the invitation in the table.
- b. Teacher asks the students to work in pair and then choose a situation from Speaking Wheel to make a conversation and then act it out in front of the class.

➤ Production

1. Teacher asks the students to work in group of 4 to perform a role-play based on the situation given from Speaking Wheel.

➤ Closing Activities

1. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
2. Teacher ends the lesson.

I. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. Function in English. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skills in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

J. ASSESMENTNS

No	Aspects	Range of Score	Score
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence Good Enough Poor	4 3 2 1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence Good Enough Poor	4 3 2 1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence Good Enough Poor	4 3 2 1
4	Grammar (Good control of grammar, what they say can be understood by others)	Excellence Good Enough Poor	4 3 2 1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence Good Enough Poor	4 3 2 1
Total Score 5x4= 20			

(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 13 Januari 2014

Approved by,

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

SPEAKING

ACCEPTING INVITATIONS



Picture 1
(matthewsm1th.com)

This unit focuses on social invitations—how to make them and how to decline them. After completing the exercises, you should feel comfortable in making and replying to invitations in various situations.

A. LEAD IN

Listen a audio that will be played by your teacher.



Picture 2
(www.real.com)

TASK 1

Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your tutor.

Words	Pronunciation	Indonesian Equivalent
apartment (N)	/ə'pɑ:t.mənt/	
birthday (N)	/'bɜ:θ.deɪ/	
call (V)	/kɑ:l/	
celebrate (V)	/'sel.i.breɪt/	
invite (V)	/ɪn'vaɪt/	
night (N)	/naɪt/	
parent (N)	/'per. ə nt/	
party (N)	/'pɑ:r.tɪ/	
wonderful (Adj)	/'wʌn.də.f ə l/	

TASK 2

After you selected the picture from Speaking Wheel, please tell to your teacher to give the audio about invitation.

Situation: Himena is calling her best friend, Sicilia to come to her birthday party.

Himena : Hello.

Sicilia : Hello, this is Sicilia.

Himena : Hi Sicilia, I'm Himena

Sicilia : Ow, Hi Himen

Himena : We are calling you because I'm going to celebrate my birthday. And I want to invite you to my party at my parent's apartment.

Sicilia : Wonderful. When was that?

Himena : Saturday night on August 27.

Sicilia : Great, I'll be there.

Himena : I invite a lot of friend and also some new guys.

Sicilia : I won't miss it.

Himena : See you ten o'clock. Bye.

Sicilia : Bye. Thanks for the invitation.

TASK 3

Answer the questions below orally.

1. What is the audio tells about?
2. What is the relationship between them?
3. Why did Himena call Sicilla?
4. Will Sicillia come to Himena's party?
5. When will Himena celebrate her birthday party?
6. Where will Himena celebrate her birthday party?
7. How many people were invited to come to the party?

TASK 4

Read and study the expressions bellow.

Degree Formality	Making Invitations	Accepting
------------------	--------------------	-----------

More formal  Less Formal	- I'd like to invite you to dinner this Saturday. - I was wondering if you'd like to ... - Are you free on Saturday? Would you like to ... - How about dinner? - How about coffee?	- Thank you. I'd love to - Yes, thank you. What time? - Thanks. I'd love to - Sounds great - Ok - Alright
---	--	--

An invitation consists of requesting someone's presence, stating the specific events, and setting the time and place. Spoken invitations are fine for most occasions, but for certain special events, such as weddings, anniversaries, and baby showers, formal written invitations are traditionally sent. They should be answered in writing and returned to the RSVP address. (RSVP stands for *repondez, s'il vous plait*, a French expression that means you should respond to the invitation by calling or preferably, writing the host.)

TASK 5

Accept each of the following invitation by using one of the expressions we have discussed and then act it out with your pair.

1. James, your best friend : Why don't you go with me to visit my family next weekend? I know you'd enjoy meeting them.

You : _____

2. Your father: How about playing golf this weekend?

You : _____

3. Your teacher: Do you want to join Maria and me for lunch? We are going to talk about the plans for the International Festival.

You : _____

4. Your friend: Can you come with Joe and me to the museum on Sunday?

You : _____

5. Your neighbor : Would you like to come over for dinner next Saturday night?

You : _____

TASK 6

Work in pairs and then choose one of these situations and then make a conversation based on the cues give from speaking Wheeln. Act it out in front of the class.

A. Situation 1

A	B
1. Greets B 2. Invites B to housewarming 3. Gives time 4. Accepts or reject the offer	1. Greets A 2. Accepts invitation, asks about time 3. Offers to bring something 4. Express happiness and thanks A for the invitation

Housewarming: party to celebrate moving into a new house.

B. Situation 2

A	B
1. Greets B 2. Invites B to barbecue party 3. Gives time 4. Expresses pleasure	1. Greets A 2. Asks about time 3. Accepts invitation 4. Expresses reasons and sorry 5. Expresses thanks

C. Situation 3

A	B
1. Greets B 2. Invites B to dinner 3. Gives time and location 4. Agrees 5. Responds to thanks	1. Greets A 2. Accepts invitation 3. Disagrees with the time, suggests alternate time 4. Expresses thanks

D. Situation 4

A	B
1. Greets B 2. Invites B to dinner 3. Gives time and place 4. Expresses thanks	1. Greets A, asks what A wants 2. Accepts the invitation, ask the time and place 3. Agrees 4. Responds to thanks

TASK 7

Work in group of four and make a conversations based on this situation that choose from speaking wheel and then perform it in front of the class.

John asks some friends to attend a Jazz concert this week on Saturday night. Bob wants to go, Luis isn't sure he can make it, and Tom wants to go too.

Dian wants to go to bioscop cinema, but she doesn't have a friend. She wants to invite Shasha to come.

Kiki will celebrate his birthday party. His party will become wonderful if all of his friends will come to his party, so he wants to invite all of students in SMP 15 Yogyakarta.

Asty's sister will be married on Tuesday at 09.00 o'clock. She wants her boyfriend to come to be her friend in celebrating her sister's wedding, but her boyfriend should make sure because he is still out of the city.

Diah will make some camping event in Mahameru Dieng. She will invite all of SMP 15 YK students to join this event.

LESSON PLAN

School : SMP Negeri 15 Yogyakarta
Grade/Semester: VIII /2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Announcement
Language Skill: Speaking
Time Allocation: 2 x 45 minutes

K. STANDARD OF COMPETENCE

Speaking

10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

L. BASIC COMPETENCE

10.1 Responding meanings in simple short functional spoken discourses of Inviting, **Announcement**, short message using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment

M. INDICATORS

Students are able to:

5. Identify the expressions of Announcement
6. Pronounce the expression of Announcement correctly.
7. Use accurate intonation in announce something.
8. Perform a role play in front of the class based on the situation cards given from speaking wheel.

N. OBJECTIVES

3. Cognitive
 - g. Being given a media speaking wheel and some stimulating questions, the students are capable of brainstorming certain expressions of announcing.

- h. Being given a model by the teacher, the students are able to say the expressions of announcing with the correct pronunciation, stress, and intonation.
 - i. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of announcement.
 - j. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of announcement in a speaking activity in the form of pair work confidently, politely, and honestly.
 - k. Being given a game, the students are capable of practicing the expressions of announcement confidently
 - l. Being given some situation cues, the students are able to make a conversation that contain the expressions of announcing in the form of pair work carefully and confidently
4. Affective:
- c. Characters Development
Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
 - d. Communicative Competence
Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) tell the announcement, and c) communicating in polite manner.

O. MATERIALS

P. MEDIA

- Speaking Wheel
- LCD Projector
- Situation Cards
- Speakers

Q. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

R. TEACHING-LEARNING ACTIVITIES

➤ Opening Activities

5. Teacher greets the students.
6. Teacher checks the students' attendance.
7. Teacher prepares the class condition.
8. Lead in: teacher gives the students apperception to attract their attention.
 - b. Teacher asks the students some questions: If you want to invite your friend to come to your party, what will you say?

➤ Main Activities

3. Presentation

- h. The students pronounce some words and find their Indonesian equivalents.
- i. Teacher plays a speaking wheel that contains a several material about announcement
- j. Teacher asks the students to guess and identify the expressions of announcing from the text
- k. Teacher asks the students some questions related to the text.
- l. Teacher shows other announcement and explains how to use them.

4. Practice

- c. Teacher asks the students to Read the announcement that listen in the audio.
- d. Teacher asks the students to work in pair and then choose a situation from Speaking Wheel to make a conversation and then act it out in front of the class.

5. Production

2. Teacher asks the students to work in group of 4 to perform a role-play based on the situation given from Speaking Wheel.

➤ Closing Activities

3. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
4. Teacher ends the lesson.

S. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. Function in English. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skills in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

T. ASSESMENTNS

No	Aspects	Range of Score	Score
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence Good Enough Poor	4 3 2 1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence Good Enough Poor	4 3 2 1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence Good Enough Poor	4 3 2 1
4	Grammar (Good control of grammar, what they say can be understood by others)	Excellence Good Enough Poor	4 3 2 1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence Good Enough Poor	4 3 2 1
Total Score 5x4= 20			

(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 13 Januari 2014

Approved by,

English Teacher

Daruning Kurniatri S.pd

NIP. 19760418 200801 2 005

Researcher

Rifkah Sabrina

NIM. 10202241001

SPEAKING

GIVING ANNOUNCEMENT



Announcements are often seen in public places such as schools, hospitals, offices and so on. It is intended that this announcement could be seen or known by many. In this unit we will learn about how to tell announcement in the formal and non formal situation.

B. LEAD IN

Please listen the audio and answer this question orally!



1. What is the announcement about?
2. Why do all of the managers have to come to the meeting?
3. The meeting will discuss the customer's complaints." The underlined word means.....

4. The text tells us about the meeting of.....



Task 1

Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your tutor.

Words	Pronunciation	Indonesian Equivalent
apartment (N)	/ə'pɑ:t.mənt/	
meet(N)	/ˈme:t/	
discuss (V)	/ˈdisk əs /	
complement (V)	/ˈkəmpliment/	
invite (V)	/ɪnˈvaɪt/	
important (N)	/ɪmˈpɔ:tnt /	
presence (N)	/ˈpreznt/	

Task 2

Please identify the announcement that you choose from speaking wheel!

ANNOUNCEMENT

For : Students of grades VII and IX

The school holds a storytelling competition on 28 October at the school hall. For more information and registration, contact Sofi at the student's association office.

WALL MAGAZINE

Announcement

This Thursday is August 17th, the Independence day . Don't miss the Independence Day festival! The festival begins at 08.00 in every district in Jakarta. Gather in front of our school at 07.30 to see the parade with the principal. Don't miss it! And Join many contests at school. Free registration, full of prizes!


COMMISSION ON ELECTIONS
Batavia, Manila

ANNOUNCEMENT

WHAT:

- ✓ Registration of NEW Voters
- ✓ Reactivation of Registration
- ✓ Transfer of Registration
- ✓ Correction of Entries / Change of Name
- ✓ Inclusion of Registration Records
- ✓ Reinstatement of Name in the List of Voters

WHEN:

- ✓ August 4-13, 2010 (Monday-Sunday)
- ✓ 8 A.M. - 7 P.M.

(Registration for Sangguniang Kabataan Elections:
August 6-15, 2010, 8 A.M. to 7 P.M.)

WHERE:

- ✓ At the Office of the COMELEC Election Officer in the City / Municipality where you reside.

 Education and Information Department

FOR MORE INFORMATION Please Call Tel. Nos.
525-9295; 525-9382; 525-9345; 525-9296;
525-9297; 525-9301; 525-9335; 527-5575

ANNOUNCEMENT

For all students / student SMKN 1 Pinrang

Implementation Perseni SMKN 1 Pinrang
be held on 12 to 20 December 2012.
Here is a list of competition Perseni
SMKN 1 Pinrang:

- Basketball
- Football
- Football
- Badminton
- Vally
- Speech
- Spelling Bee
- School board magazine

All classes must register their team before
12 December 2012. The winner will
get a trophy and a prize. Thank you for your
attention and good luck!

Riffington is proud to announce
the birth of:



William Terry Marks

First grandchild of Carol Houghton Marks
Born Friday, April 3, 2009
In Little Rock, Arkansas

Parents Matthew and Mary-Margaret along
with William are doing well,
and yes, already baby William is having lots
of visitors as visitors used to him

Task 3

Tell your announcement in front of the class based on your own language!

Task 4

Let's Play.

Survey Games

1. Asks the students to work in group of 3.
2. Each group will choose two situation cards from speaking wheel.
3. Ask a student to read the cards.
4. The others students should give their expression and respond to the situations to tell announcement.
5. Ask them to write down the result on table.
6. Do these games in turn until all students in the group read the cards.
7. Ask them to report the result in front of the class.

The image displays four sample announcement cards arranged on a light blue background. The top-left card is a yellow rectangular card with a brown border, titled 'Flight number GA 886 to Osaka is about to depart' and 'All passengers please board' with a red 'immediately' button. The top-right card is a green rectangular card with a blue border, titled 'Missing...' and contains text about a lost wallet with a blue 'Karnina' button. The bottom-left card is a light blue rectangular card with a blue border, titled 'ANNOUNCEMENT' and contains text about a student gathering with a blue 'Please all students come.' button and a green 'Students Association' button. The bottom-right card is a yellow rectangular card with a blue border, titled 'Clearance sale...' and contains text about a leather shoes and boots sale with a red 'Don't miss it!!' button. The cards are decorated with orange ribbons, red pushpins, and a purple pushpin.

Flight number GA 886 to Osaka is about to depart

All passengers please board

immediately

Missing...

My name is Karnina. I've lost my wallet along Jl. Kh. Agus Salim Bekasi.

It contains Driving License, Identity Card, ATM Card and some money.

Everybody who finds the wallet, please contact 08159618251.

There will be a reward for every help.

Karnina

ANNOUNCEMENT

The Students' Association holds a student gathering for students of grade VIII on August 15 at the hall.

Please all students come.

For more information, contact Wandu at the Students' Association office.

Students Association

Clearance sale...

- Leather shoes and boots to be sold out.
- Fifth floor today for one hour only.

Don't miss it!!

Contoh teks announcement

LESSON PLAN

School : SMP Negeri 15 Yogyakarta
Grade/Semester: VIII /2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Short message
Language Skill: Speaking
Time Allocation: 2 x 45 minutes

U. STANDARD OF COMPETENCE

Speaking

10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

V. BASIC COMPETENCE

10.1 Responding meanings in simple short functional spoken discourses of Inviting, Announcement, **short message** using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment .

W. INDICATORS

Students are able to:

9. Identify the expressions of Short message
10. Pronounce the expression of Short message correctly.
11. Use accurate intonation want to tell a message something.
12. Perform a role play in front of the class based on the situation cards given from speaking wheel.

X. OBJECTIVES

5. Cognitive
 - m. Being given a media speaking wheel and some stimulating questions, the students are capable of brainstorming certain expressions of Short message.

- n. Being given a model by the teacher, the students are able to say the expressions of Short message with the correct pronunciation, stress, and intonation.
 - o. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of Short message.
 - p. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of Short message in a speaking activity in the form of pair work confidently, politely, and honestly.
 - q. Being given a game, the students are capable of practicing the expressions of Short message confidently
 - r. Being given some situation cues, the students are able to make a conversation that contain the expressions of Short message in the form of pair work carefully and confidently
6. Affective:
- e. Characters Development
Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
 - f. Communicative Competence
Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction.

Y. MATERIALS

- Language Function
 1. Asking for certainty
 - Are you certain?
 - Are you sure?
 2. Responses for certainty
 - I'm quite sure ...
 - I've no doubt about ...
 3. Asking repetition
 - Sorry, I can't hear you!
 - I'm sorry. I didn't catch what you said.

Z. MEDIA

- Speaking Wheel
- LCD Projector
- Situation Cards
- Speakers

AA. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

BB. TEACHING-LEARNING ACTIVITIES

➤ Opening Activities

9. Teacher greets the students.
10. Teacher checks the students' attendance.
11. Teacher prepares the class condition.
12. Lead in: teacher gives the students apperception to attract their attention.
 - c. Teacher asks the students some questions: If you want to invite your friend to come to your party, what will you say?

➤ Main Activities

6. Presentation

- m. The students pronounce some words and find their Indonesian equivalents
- n. Teacher plays a speaking wheel that contains a saveral material about short message.
- o. Teacher asks the students to guess and identify the expressions of short message from the Audio
- p. Teacher asks the students some questions related to the Audio.
- q. Teacher shows other short message and explains how to use them.

7. Practice

- e. Teacher asks the students to listen the Short massage that listen in the audio.

- f. Teacher asks the students to work in pair and then choose a situation from Speaking Wheel to make a conversation and then act it out in front of the class.
8. Production
 - a. Teacher asks the students to work in group of 4 to perform a role-play based on the situation given from Speaking Wheel.
- Closing Activities
 5. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
 6. Teacher ends the lesson.

CC. LEARNING SOURCES

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W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

DD. ASSESMENTNS

No	Aspects	Range of Score	Score
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence Good Enough Poor	4 3 2 1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence Good Enough Poor	4 3 2 1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence Good Enough Poor	4 3 2 1
4	Grammar (Good control of grammar, what they say can be understood by	Excellence Good	4 3

	others)	Enough	2
		Poor	1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence	4
		Good	3
		Enough	2
		Poor	1
Total Score 5x4= 20			

(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 13 Januari 2014

Approved by,

English Teacher

Researcher

Daruning Kurniatri S.pd

NIP. 19760418 200801 2 005

Rifkah Sabrina

NIM. 10202241001

SPEAKING

Short message



There are most common situations that require short message. we can communicate with friends without having to meet in person. From start to users of mobile phones are cheap to expensive though always send a message. Even for businesses also use this technology to facilitate business In this unit you will learn how to tell a short message and how to response the message both in formal and less formal situation.

C. LEAD IN

Please Listen the audio and answer the question!

1. What is audio's about?
2. How's can you tell your message?
3. What is important part that could involve when you tell the message?
4. Please tell the expression/language function when he tell his message?

Task 1

Please read this message and analyze the language function that have.



hi... what do you found from this information.

Write the message that you hear from the audio and after that tell with your friends!

.....

.....

.....

Words	Pronunciation	Indonesian Equivalent
comes (V)	/kam/	
option (N)	/ˈɒp ʃən/	
package (N c)	/ˈpækɪdʒ /	
celebrate (V)	/ˈsel.ɪ.breɪt/	

invite (V)	/ɪn'vaɪt/
night (N)	/naɪt/
parent (N)	/'per. ə nt/
party (N)	/'pɑːr.tɪ/
wonderful (Adj)	/'wʌn.də.f ə l/

Task 2

Please listen the audio write and tell with your friend that they should send a message to maulidya!

Boy : Hi, Mi.
 Mi : Hi, how are you?
 Boy : I'm fine. Where is Mualidya?
 Mi : She is in the canteen.
 Day : I hear any happy news from Maulidya.
 Boy : Oh really? What's that?
 Mi : Yes, it's true. Mauw is accepted in University of Lampung.
 Boy : Oh, that's a relief.
 Mi : Hi Mauw, congratulation.
 Mauw : Emm, congratulation for what?
 Boy : We hear you are accepted in University of Lampung.
 Mauw : Oh yes, it's true.
 Boy : I'm very glad to hear that.
 Mauw : Yes, I'm very satisfied with that.
 Boy : Yes, we're pleased with you.
 Mauw : OK, thank you.
 Boy : Never mind.

Task 3

Let's we play game!!

1. The teacher asks the students to make a circle?
2. Students take turns turning the wheel to find out what the theme of the message should they tell.
3. The message conveyed in turns until the end of the circle and the last student had to mention what the message has been delivered before.
4. if students incorrectly to tell the message will be punished by singing a song based on the choice from Speaking wheel.
5. continue the games until the last students.

Card 1

Your father is not in home but you want to give information that your mother gives me a new motorcylce on my birthday.

Card 2

I am forget to brought my jacket when i camping and you sent a message to your mother to come and bought my favorite jacket in the

Card 3

My best friend gives me a special gift on my birthday and you want to give this information with your best friend.

Card 4

You can not come in Shasha's party because you should cut my hair in the high steet, London.

Card 5

You have a headache this morning and you want tell with your teacher.

LESSON PLAN

School : SMP Negeri 15 Yogyakarta
Grade/Semester: VIII /2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Narrative text
Language Skill: Speaking
Time Allocation: 2 x 45 minutes

EE. STANDARD OF COMPETENCE

Speaking

10. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment.

FF.BASIC COMPETENCE

10.2 Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of **narrative and recount texts**

GG. INDICATORS

Students are able to:

13. Identify the generic structure of the text.
14. Identify the kind of narrative text.
15. Identify the main idea of the text.
16. Retell a narrative text.
17. Use accurate intonation when tell a story.
18. Perform a role play in front of the class based on the situation cards given from speaking wheel.

HH. OBJECTIVES

7. Cognitive

- s. Being given a media speaking wheel and some stimulating questions, the students are capable of brainstorming in narrative text
 - t. Being given a model by the teacher, the students are able to say about narrative text with the correct pronunciation, stress, and intonation.
 - u. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps in the narrative text
 - v. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing in a speaking activity in the form of pair work confidently, politely, and honestly.
 - w. Being given a game, the students are capable of practicing the expressions of how to tell the information confidently
 - x. Being given some situation cues, the students are able to make a conversation in the form of pair work carefully and confidently
8. Affective:
- g. Characters Development
Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
 - h. Communicative Competence
Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction.

II. MATERIALS

Generic Structure of Narrative Text

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. **(ORIENTATION)**

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame. **(COMPLICATION)**

There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. **(CLIMAX)**

Babu and the lion turned out to be friends. **(RESOLUTION)**

JJ. MEDIA

- Speaking Wheel
- LCD Projector
- Situation Cards
- Speakers

KK. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

LL. TEACHING-LEARNING ACTIVITIES

➤ Opening Activities

13. Teacher greets the students.
14. Teacher checks the students' attendance.
15. Teacher prepares the class condition.
16. Lead in: teacher gives the students apperception to attract their attention.
 - d. Teacher asks the students some questions: If you want to invite your friend to come to your party, what will you say?

➤ Main Activities

9. Presentation

- r. The students show the video about timun mas.
- s. The stuents remain the information about the story
- t. Teacher asks the students to guess and identify the generic structure of the text
- u. Teacher asks the students some questions related to the video.

10. Practice

- g. Teacher asks the students to listen how to tell the information.
- h. Teacher asks the students to work in pair and then choose a story from Speaking Wheel to make a conversation and then act it out in front of the class.

➤ Production

3. Teacher asks the students to work in group of 4 to perform arrange game based base on storuy in speaking wheel.

➤ Closing Activities

7. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
8. Teacher ends the lesson.

MM. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. Function in English. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skills in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

NN. ASSESMENTNS

No	Aspects	Range of Score	Score
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence Good Enough Poor	4 3 2 1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence Good Enough Poor	4 3 2 1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence Good Enough Poor	4 3 2 1
4	Grammar (Good control of grammar, what they say can be understood by others)	Excellence Good Enough Poor	4 3 2 1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence Good Enough	4 3 2

		Poor	1
Total Score 5x4= 20			

(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 13 Januari 2014

Approved by,

English Teacher

Researcher

Daruning Kurniatri S.pd

NIP. 19760418 200801 2 005

Rifkah Sabrina

NIM. 10202241001

SPEAKING

THE LEGEND OF.....



D. LEAD IN

Task 1

Watch and listen the video “Sleeping Beauty” and answer the question orally!

1. What is the story tells about?
2. Who is sleeping beauty?
3. Sleeping beauty live with...

4. Why she is sleep?
5. What happen with the Princes in the end of the story?

Task 2

Pair work! Please rolling the speaking wheel and choose one story, after that make a conversation about the story that you choose?

<http://fujianto21-chikafe.blogspot.com/2013/11/7-contoh-singkat-narative-text-pendek.html>

1.The story Snow White



In earlier times there lived a , who named Snow White . He lived with his aunt and uncle because his parents died . One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them . princess Snow White did not want her uncle and aunt to do this . So he decided to escape .

The next day he ran away from home when her aunt and uncle were having breakfast , he fled into the wood . In the wood she felt very tired and hungry . Then she saw this cottage . She knocked but no one answered her so she went inside and felt asleep Meanwhile seven dwarfs came home from his work . They get into . There, they found Snow White woke up from his sleep . He saw the dwarfs . The dwarf said : " What is your name ? ' Snow White said , " My name is Snow White . " One dwarf said , " If you want , you can stay here with us . ' Snow White tells all about her story . Then daughter snow and the seven dwarves are now living happily ever after .

2.The Origin of the city Surabaya



Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the Beast is the Beast shark and Baya the crocodile . They live in the deep sea . After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . Sura Baya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday , Sura went to the ground and look for some food in the river . he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise . they fight again . They both punching and kicking . tail Sura Baya fight . Baya did the same thing to Sura . He bit very hard until Sura finally gave up and returned to the sea . Baya happy . named his final city of Surabaya .

3.The origin of the city of Banyuwangi



Once Upon , there was a local ruler named King Sulahkromo thing . Prime Minister King has named Raden Sidopekso . Prime Minister 's wife has named Sri Tanjung . She is so beautiful and sweet that the king wanted her to be his wife . One day , the King sent the Prime Minister for long missions . While the Prime Minister went , the King tried to get Sri Tanjung . But the king failed .

He was very angry and upset . So , when Sidopekso back , the King told him that his wife was unfaithful to him . Prime Minister is very angry with his wife . Sri Tanjung said that was not true . However , Sidopekso said that he would kill her . She took him to the river bank .

Before he killed him and threw him into the river , he said that he will be proven innocent . Once Sidopekso kill him , he threw his body into the river dirty . River soon became clean and start spreading the wonderful aroma and very fragrant . Sidopekso said , " ... Banyu Wangi ... Banyuwangi " . It means ' fragrant water ' . Banyuwangi proof of love born of noble and sacred . that's the origin of the town of Banyuwangi .

4. The to be king poor monkey wants



Once happy monkey dance at gatherings of animals, and they are all very pleased with his performance that they elected him their king. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it .

Monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, "Oh Monkey, and you, with your mind like you, will be the King of animals?"

5. Finding farmers Magic Box



In the afternoon, there was a poor farmer . He lives with his wife . One day , he dug his field and found a very large box . He then store them in their homes . One sunny morning ,she dropped apples in the box . Suddenly, the box gets filled with apples . No matter how many apples were taken out , more apples going on inside the box . One day , forming dropping gold coins into the box.

Simultaneously , Apple began to disappear and the box full of gold coins . Farmer soon became rich . After hearing that his son became wealthy , forming a father visiting couples . His father was not very strong . He could not go out to work again . So the farmer asked his old father to help him take the gold coins out of the box . His father worked hard , took the gold coins out of the box . When he was told that he was very tired and wanted to rest , the farmer yelled to him , ' Why are you so lazy Why can not you work harder old man said nothing and continued to work long Suddenly ? . man fell into the box , he died.

As well as gold coins began to disappear and the box is filled with the dead . The former should be pulled out and buried . to do this , farmers have to spend all the money that had been collected earlier. When he had spent all his money , broke box . farmer was ugly as before, terrible ending.

6. Pinocchio And the wicked witch



In a large pine forest in the country Italy , lonely . He always dreamed about having a child . Every day , he went to cut wood for the city people . One day , an idea illuminated his mind , the idea of crafting a puppet , that he would give the name of Pinocchio . He made the doll and at night , the puppet come to life ! One year of happiness and thriller passed , on Sunday

morning , Gepetto told Pinocchio : it's my birthday soon , my little boy ! I hope you do not forget it ! Euuh , sure , I'm not ! Pinocchio felt awkward .

He did not think about it . Gepettos birthday comes just three days ahead, and he had not prepared a gift . After a long night of reflecting , Pinocchio finally decided to offer a homemade chocolate cake to her as a gift . When the sun rose, Pinocchio was ready to go outside find the ingredients . The main problem was not even known he was in and the recipe .

So after school , he decided to go ask someone for the ingredients to bake a cake . During his walk , Pinocchio , the wooden puppet , met shamans city . Hey , little boy , do you need help for your chocolate cake ? Hum You can help me ? , Tanya Pinocchio . Sure , I could . Follow me ! After walking a few minutes so , Pinocchio saw big , big , big huge candy house . They entered together and Pinocchio was caught by a large enclosure . Mouahahaha ! I was finally able to catch you ! you be mine , you will work for me ! , Said the evil witch .

Pinocchio was terrified . When the guards came and took him out of the cage , he immediately ran very fast and he managed to escape . At the same time, the evil wizard , summoned all his troops with him , ran after him and he pulled out his wand . Evil devil changed the little wooden puppet into a chocolate cake ! When he returned home , he told the whole story to his father and they went to find a fairy god . After a long journey , they finally found the fairy god and they had a magic potion for Pinocchio , Pinocchio to treat the poor .

7.Love story of Cinderella



In the past era , there was a beautiful young girl named Cinderella . He lived with his mother and two sisters . mother and sister arrogant and bad tempered . They treated Cinderella very badly . Step mother made Cinderella do the hardest job in the house , such as scrubbing the floor , cleaning the pot and pan and preparing food for the family . Second step sister , on the other hand , does not work on the house . Their mother gave them many handsome dresses to wear. One day , two half-brothers received an invitation to the ball that the king 's son would give at the palace .

They were excited about this and spent so much time choosing the dresses they would wear . Finally , the ball came , and away went the sisters . Cinderella could not help crying after they left . Why are crying , Cinderella ? the voice asked . He looked up and saw her fairy

godmother standing beside her , because I wanted to go to the ball Cinderella . Well godmother said , you've been such a cheerful , hardworking , uncomplaining girl that I will see that you go to the ball . Magic , fairy godmother turned a pumpkin into a coach and mice into a smooth two coachman and footman . Her godmother tapped Cinderella's dress with her wand , and it became a beautiful ball gown .

Then he gave her a pair of pretty glass slippers . Now , Cinderella , she said , you have to go before midnight . Then he drove away a wonderful coach . Cinderella had a marvelous time either . She danced again and again with the king 's son . Suddenly the clock began to strike twelve , she ran toward the door as fast as he could do . In her hurry , one of her glass slipper behind . A few days later , the child king declared that he would marry the girl whose feet fitted the glass slipper . Stepsisters try on shoes but it was too small for them , no matter how hard they squeezed their toes into it .

In the end , the king's page let Cinderella try the shoes. He stretched his legs and slipped the shoes on the page . It fitted perfectly . Finally , he was ushered into a magnificent palace and height . Young kings were glad to see him again . They marry and live happily ever after . end of story Cinderela no longer with his mother and brothers sisters .

Task 3

Lets play a game!!

1. Make a group of 4.
2. Choose your friend as the speaker and lestener.
3. Speaker to tell a story, listener to arrange the picture of story.
4. Groups that finish firstly to arrage the picture is the winner.



Grace and Dylan



My anccident



Kiky's work



Anna's Garden

(<https://www.google.com/#q=arrange+picture+story>)

Speaking Rubric

SPEAKING RUBRIC

Indicator	SCORE				
	1	2	3	4	5
Comprehension	Can't be said to understand even simple conversation	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetition	Understand most of what is said at slower-than-normal speed with repetition	Understand nearly everything at normal speech. Although occasional repetition may be necessary.	Understand everyday conversation and normal class discussion
Fluency	Speech so halting and fragmentary as to make conversation virtually impossible	Usually hesitant, often forced into silence by language limitation	Speech in everyday conversation and classroom discussion frequently disrupted by the students' search for the correct manner of expression	Speech in everyday conversation and clear on discussion generally fluent, with occasional lapses while the students search for the correct manner of the expression	Speech in everyday conversation and class discussion fluent and effortless: approximating that of native speaker
Vocabulary	Vocabulary limit so extreme as to make conversation virtually impossible	Missuse of words and very limited vocabulary, comprehension quite difficult	Students frequently use wrong words, conversation somewhat limited because of inadequate vocabulary	Students occasional use inappropriate terms and/or must rephrase ideas because of lexical inadequates	Use of vocabulary and idioms approximate that of a native speaker
Pronunciation	Pronunciation problem so severe as to make	Very hard to understand because of	Pronunciation problem necessitate	Always intelligible, although the listener	Pronunciation and intonation approximate

	speech virtually unintelligible	pronunciation problems. Most frequently repeat in order to make him/herself understand	concentration on the part of the listener and occasionally lead to misunderstanding	is conscious of a definite accent and occasional inappropriate intonation patterns	that of a native speaker
Grammar	Error in grammar and word order so severe as to make speech virtually unintelligible	Grammar and word order make comprehension difficult. Most often rephrase and/or restrict him/herself to basic patterns	Make frequent errors of grammar and word order that occasionally obscure meaning	Occasionally makes grammar and word order errors that do not obscure meaning	Grammar and word order approximate that of a native speaker

Taken from 'The English Language Learner Knowledge Base' in Linse (2008:149)

Total Score: Comprehension+Grammar+Vocabulary+Fluency+Pronunciation = 25

Scoring Scale

Range	Score
Excellent	22-25
Good	14-21
Fair	7-13
Poor	0-6

Students' Scores

PRE-TEST SCORES

Date : 15 January 2014

Time : 08.30-09.50WIB

Class : VIII E

[illegible]

S15	2	2	2	3	2	2.5	2	2	2	2	2	2	3	3	3	12	11	11.5
S16	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2.5	14	15	14.5
S17	3	3	3	3	3	3	3	3	3	2	2	2	3	2	2.5	14	13	13.5
S18	2	2	2	3	2	2.5	3	3	3	2	2	2	2	2	2	12	11	11.5
S19	2	3	2.5	3	2	2.5	3	2	3	2	2	2	2	2	2	12	11	11.5
S20	2	2	2	3	2	2.5	2	2	2.5	2	2	2	3	2	2.5	12	10	11
S21	2	2	2	3	2	2.5	2	2	2.5	2	2	2	2	3	2.5	11	11	11
S22	3	2	2.5	3	3	3	3	3	2.5	2	2	2	3	2	2.5	14	12	13
S23	2	2	2	3	3	3	3	3	2.5	2	2	2	2	3	2.5	12	13	12.5
S24	2	3	2.5	3	3	3	3	3	3	2	2	2	3	3	3	13	14	13.5
S25	3	3	3	3	3	3	3	3	2.5	3	3	3	3	3	3	15	15	15
S26	2	2	2	3	2	2.5	3	2	2	2	2	2	2	2	2	12	10	11
S27	2	2	2	3	3	3	3	2	2	2	2	2	3	3	3	13	12	12.5
S28	2	2	2	3	2	2.5	3	2	2	2	2	2	2	3	2.5	12	11	11.5
S29	2	2	2	2	3	2.5	3	2	3	2	2	2	3	2	2.5	12	11	11.5
S30	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
S31	2	2	2	3	3	3	2	3	3	2	2	2	3	3	3	12	13	12.5
S32	2	3	2.5	3	3	3	2	2	3	2	2	2	3	3	3	12	13	12.5
S33	2	2	3	2	2	3	3	2	3	3	2	2	2	2	2	13	12	12.5
S34	3	2	2	2	3	2	2	2	2	3	3	2	4	2	3	12	12	11.5
Total	72	73	55	93	84	56	84	79	80.5	67	67	67	83	82	82.5	399	385	392

S13	4	3	4	4	3	4	4	4	4	3	3	3	4	4	4	19	17	18
S14	3	3	4	4	4	4	4	4	4	3	3	3	3	4	3.5	17	18	17.5
S15	3	3	3	4	3	3.5	3	4	3.5	3	3	3	4	4	4	17	17	17
S16	4	4	4	4	4	3.5	4	4	4	4	4	4	4	4	4	20	20	20
S17	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S18	3	3	3.5	4	3	4	4	4	4	3	3	3	4	4	4	18	17	17.5
S19	4	4	4	4	3	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S20	3	3	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18	17	17.5
S21	4	3	4	4	4	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S22	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
S23	4	4	3.5	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S24	4	4	3.5	4	4	4	4	4	4	3	3	3	3	4	3.5	18	19	18.5
S25	4	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S26	4	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	19	17	18
S27	4	3	3.5	4	4	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S28	4	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	19	17	18
S29	3	3	4	4	4	4	4	3	3.5	4	3	3.5	4	4	4	19	17	18
S30	3	4	3	4	4	4	4	3	3.5	3	3	3	4	4	4	18	18	18
S31	3	3	4	4	4	4	3	3	3	3	3	3	4	4	4	17	17	17
S32	4	4	3	4	4	4	3	3	3	3	3	3	4	4	4	18	18	18
S33	2	3	3	3	3	2	3	2	3	3	3	3	2	3	3	18	18	18

	3	3	3	3	2	2	3	3	2	3	2	3	3	3	3	17	18	18
Total	119	111	115	128	123	125	125	117	121	105	99	102	126	125	125.5	603	575	589
Mean Score	3			4			4			3			3.8			18.4		

STUDENTS' PROGRESS SCORES

Date : 17 January 2014

Time : 7.15- 8.45 WIB

Meeting :1

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	2	2.5	2	3	2.5	2	3	2.5	2	2	2	2	3	2.5	11	13	12
S2	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
S3	2	2	2	3	3	3	2	3	2.5	2	2	2	2	3	2.5	11	13	12
S4	2	2	2	2	3	2.5	2	3	2.5	2	2	2	2	3	2.5	10	13	11.5
S5	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	3	2	2.5	14	10	12
S6	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S7	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5
S9	2	2	2	2	2	2	3	2	2.5	2	2	2	3	2	2.5	12	10	11
S10	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13

S11	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S13	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5
S14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	10
S15	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S19	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S20	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	11	15	13
S21	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	10	15	12.5
S22	3	2	2.5	3	3	3	3	3	3	2	2	2	3	3	3	14	13	13.5
S23	2	2	2	3	3	3	3	3	3	3	2	2.5	2	3	2.5	13	13	13
S24	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	15	10	12.5
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	14	10	12
S28	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S29	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S30	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5
S31	2	2	2	3	3	3	2	3	2.5	2	2	2	3	3	3	12	13	12.5

S32	2	2	2	3	3	3	2	3	2.5	2	2	2	3	3	3	12	13	12.5
S33	2	2	3	3	3	3	2	3	3	3	3	2	3	3	3	13	13	12.5
S34	3	2	2	2	3	3	3	3	2	2	3	2	3	2	2	12	12	12.5
Total	72	77	74.5	88	85	86.5	83	85	84	72	77	74.5	83	85	84	398	409	403.5
Mean Score	2.2			2.3			2.4			2.4			2.3			12.6		

STUDENTS' PROGRESS SCORES

Date : 22 January 2014

Time : 08.15-09.50 WIB

Meeting :2

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	15	14	14.5
S2	2	2	2	3	3	3	3	3	3	2	3	2.5	3	3	3	13	14	13.5
S3	2	2	2	3	3	3	3	3	3	2	2	2	2	3	2.5	12	13	12.5
S4	2	2	2	2	3	2.5	3	3	3	2	2	2	3	3	3	12	13	12.5
S5	3	2	2.5	3	3	3	2	2	2	3	3	3	3	2	2.5	14	12	13
S6	2	3	2.5	2	3	2.5	3	3	3	3	3	3	3	3	3	13	15	14
S7	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5

S9	2	3	2.5	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	11	12
S10	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S11	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S13	2	2	2	3	2	2.5	3	3	3	3	2	2.5	3	2	2.5	14	11	12.5
S14	2	2	2	2	2	2	3	2	2.5	2	2	2	2	2	2	11	10	10.5
S15	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	3	3	3	3	2	2.5	2	2	2	3	2	2.5	13	11	12
S19	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S20	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	11	15	13
S21	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S22	3	2	2.5	3	3	3	3	3	3	2	2	2	3	3	3	14	13	13.5
S23	2	3	2.5	3	3	3	3	3	3	3	2	2.5	2	3	2.5	13	14	13.5
S24	2	2	2	3	3	3	3	3	3	2	3	2.5	3	2	2.5	13	13	13
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	15	10	12.5
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	14	10	12
S28	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S29	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5

S30	2	2	2	3	3	3	3	3	3	2	2	2	3	2	2.5	13	12	12.5
S31	2	3	2.5	3	3	3	2	3	2.5	2	2	2	3	3	3	12	14	13
S32	2	3	2.5	3	3	3	3	3	3	2	2	2	3	3	3	13	14	13.5
S33	3	3	2	2	2	3	3	3	3	3	2	2	2	3	3	13	13	12.5
S34	3	2	2	2	3	3	3	3	2	2	2	3	3	2	3	12	13	12.5
Total	72	82	77	91	89	90	89	88	88.5	75	80	77.5	86	85	85.5	413	424	418.5
Mean Score	2.4			2.7			2.7			2.5			2.6			13.1		

STUDENTS' PROGRESS SCORES

Date : 24 January 2014

Time : 7.15-18.45 WIB

Meeting :3

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	3	3	4	4	4	3	3	3	3	2	2.5	4	3	3.5	17	15	16
S2	2	2	2	3	3	3	4	3	3.5	2	3	2.5	3	4	3.5	14	15	14.5
S3	2	2	2	3	3	3	3	3	3	3	2	2.5	2	4	3	13	14	13.5
S4	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S5	3	2	2.5	3	3	3	3	3	3	3	3	3	3	2	2.5	15	13	14
S6	2	3	2.5	3	3	3	3	3	3	3	3	3	3	3	3	14	15	14.5

S7	3	3	3	4	3	3.5	3	3	3	2	3	2.5	3	3	3	15	15	15
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5
S9	2	3	2.5	3	2	2.5	4	2	3	2	3	2.5	3	2	2.5	14	12	13
S10	2	3	2.5	3	3	3	2	4	3	2	3	2.5	3	3	3	12	16	14
S11	2	3	2.5	3	4	3.5	3	3	3	2	3	2.5	2	3	2.5	12	16	14
S12	3	3	3	3	4	3.5	3	3	3	3	3	3	3	4	3.5	15	17	16
S13	2	2	2	3	3	3	3	3	3	3	2	2.5	4	3	3.5	15	13	14
S14	2	2	2	2	2	2	3	2	2.5	2	2	2	2	2	2	11	10	10.5
S15	3	3	3	3	3	3	3	3	3	2	3	2.5	3	3	3	14	15	14.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	4	3	3.5	3	3	3	3	2	2.5	3	3	3	15	13	14
S19	2	2	2	4	2	3	3	2	2.5	2	2	2	2	2	2	13	10	11.5
S20	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S21	2	3	2.5	3	3	3	3	4	3.5	2	3	2.5	2	3	2.5	12	16	14
S22	3	2	2.5	3	3	3	4	3	3.5	3	2	2.5	3	3	3	16	13	14.5
S23	2	3	2.5	3	3	3	3	3	3	3	2	2.5	3	3	3	14	14	14
S24	2	2	2	3	3	3	3	3	3	2	3	2.5	3	2	2.5	13	13	13
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	15	11	13
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	3	3	3	3	3	3	2	2.5	4	2	3	15	12	13.5

S28	3	3	3	3	4	3.5	3	3	3	2	3	2.5	3	4	3.5	14	17	15.5
S29	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S30	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
S31	2	3	2.5	3	3	3	2	4	3	3	3	3	3	3	3	13	16	14.5
S32	2	3	2.5	3	3	3	4	4	4	2	2	2	3	3	3	14	15	14.5
S33	3	2	2	3	2	3	3	3	2	3	3	3	3	3	3	13	13	13.5
S34	2	3	3	3	2	2	2	3	3	3	3	2	3	3	3	14	15	13.5
Total	76	83	79.5	97	95	96	96	95	95.5	79	83	81	92	93	92.5	440	449	444.5
Mean Score	2.4			3			3			2.5			3			13.9		

STUDENTS' PROGRESS SCORES

Date :29 January 2014

Time : 8.15-09.50 WIB

Meeting :4

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
S3	3	3	3	4	4	4	4	4	4	3	4	3.5	4	4	4	18	19	18.5
S4	3	3	3	4	4	4	4	4	4	4	3	3.5	3	4	3.5	18	18	18
S4	3	4	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	17	20	18.5

S5	4	3	3.5	4	4	4	4	4	4	4	4	4	4	3	3.5	20	18	19
S6	3	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4	19	20	19.5
S7	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S8	4	4	4	4	4	4	3	4	3.5	4	4	4	4	4	4	19	20	19.5
S9	3	4	3.5	4	3	3.5	4	3	3.5	3	4	3.5	4	3	3.5	18	17	17.5
S10	3	4	3.5	4	4	4	3	4	3.5	3	4	3.5	4	4	4	17	20	18.5
S11	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S13	3	3	3	4	4	4	4	4	4	4	3	3.5	4	4	4	19	18	18.5
S14	3	3	3	3	3	3	4	3	3.5	3	3	3	3	3	3	16	15	15.5
S15	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S16	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	19	15	17
S17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S18	3	3	3	4	4	4	4	4	4	4	3	3.5	4	4	4	19	18	18.5
S19	3	3	3	4	3	3.5	4	3	3.5	3	3	3	3	3	3	17	15	16
S30	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	17	20	18.5
S21	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S22	4	3	3.5	4	4	4	4	4	4	4	3	3.5	4	4	4	20	18	19
S23	3	4	3.5	4	4	4	4	4	4	4	3	3.5	4	4	4	19	19	19
S24	3	3	3	4	4	4	4	4	4	3	4	3.5	4	3	3.5	18	18	18
S25	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	4	4	4	20	16	18

S26	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S27	3	3	3	4	4	4	4	4	4	4	3	3.5	4	3	3.5	19	17	18
S28	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S29	3	4	3.5	4	4	4	4	4	4	3	4	3.5	4	4	4	18	20	19
S30	3	3	3	4	4	4	4	4	4	3	3	3	4	4	4	18	18	18
S31	3	4	3.5	4	4	4	3	4	3.5	4	4	4	4	4	4	18	20	19
S32	3	4	3.5	4	4	4	4	4	4	3	3	3	4	4	4	18	19	18.5
S33	4	3	3	3	3	3	4	4	4	4	4	3	3	4	3	18	19	18.5
S34	3	3	4	3	4	4	3	3	3	3	4	3	4	4	3	18	19	18.5
Total	98	105	101	113	111	112	112	111	111	100	105	102	110	109	109	589	541	565
Mean Score	3.5			3.8			3.8			3.5			3.8			17.6		

Notes:

V: Vocabulary

C: Comprehension

G: Grammar

F: Fluency

P: Pronunciation

ET: English Teache

A: Average

R: Reseacher

The Attendance List

Presence List

Kelas : VIII E

No	Nama	Tanggal						
		12/10	16/10	19/10	23/10	26/10	30/10	2/11
1.	Andang Halim Maulana	√	√	√	√	√	√	√
2.	Angela Raradiva Bentya	√	√	√	√	√	√	√
3.	Anggita Dyah Putri Nuraeni	√	√	√	√	√	√	√
4.	Arim Sukma Permata	√	√	√	√	√	√	√
5.	Asty Ary Wijayanti	√	√	-	√	√	√	√
6.	Atifa Raidatun Nisa	√	√	√	√	√	√	√
7.	Daffa Indra Dirgantara	√	√	√	√	√	√	√
8.	Demitrius Derian Wicaksono	√	√	√	√	√	√	√
9.	Doaresti Dian Pertiwi	√	√	√	√	√	√	√
10.	Erry Susilo	√	√	√	√	√	√	√
11.	Evanda Romianta	√	√	√	√	√	√	√
12.	Fransiscus Xaverius Jesua Deo Ammorista	√	√	√	√	√	√	√
13.	Fransiscus Xaverius Adimas Aji Nugraha	√	√	√	√	√	√	√
14.	Hanivan darmawan							
15.	Ivan Ekacandra Darmawan	√	√	√	√	√	√	√
16.	Jihan Nida Hasanah	√	√	√	√	√	√	√
17.	Kevin Millenio Perdana Putra	√	√	√	√	√	√	√
18.	Khoirun Danar Mayaningsih	√	√	√	√	√	√	√
19.	Matilda donna Widonasari Golden	√	√	√	√	√	√	√
20.	Muflih Roslihmad Bagusnugroho	√	√	√	√	√	√	√
21.	Muhammad Sunan Pamungkas	√	√	√	√	√	√	√
22.	Muhamma Taufiq Arfa'i	√	√	√	√	√	√	√

23.	Nadya arifa	√	√	√	√	√	√	√
24.	Nicolaus Zenkhilif Herlian Palapa Putra	√	√	√	√	√	√	√
25.	Novenita Ulfi Rahmadamayanti	√	√	√	√	√	√	√
26.	Rizaldo Arsyadana Adhieka Brilliansa	√	√	√	√	√	√	√
27.	Rizkia Aziza Nur Mustika	√	√	√	√	√	√	√
28.	Salma Salsabila Hasna	√	√	√	√	√	√	√
29.	Savina Khairunnisa putri	√	√	√	√	√	√	√
30.	Sinta Surada	√	√	√	√	√	√	√
31.	Wahyu agung Nugraha	√	√	√	√	√	√	√
32.	Wahyuana Yusuf							
33.	Ziko Rofiannanda	√	√	√	√	√	√	√
34.	Maria Swastika Tri Rahayu	√	√	√	√	√	√	√

Observation Sheets

Observation Sheet

Filled by the Researcher on: 15 January 2014

No	Observation Items	Yes	No	Comments
Pre-teaching				
1.	The teacher greets the students and asks the students' condition	√		
2.	The students respond to the greeting and tell their condition	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance	√		
5.	The teacher reviews the last meeting materials	√		
6.	The teacher gives lead-in questions to presents new materials	√		
7.	The teacher explains the goal of the teaching and learning	√		
Whilst-teaching				
1.	The students are ready to learn the materials	√		
2.	The teacher gives an input text	√		
3.	The teacher and the students discuss the input text	√		
4.	The students identify the expressions used in the input text		√	
5.	The teacher distributes handouts		√	
6.	The teacher check students' understanding	√		
7.	The teacher gives the students opportunity to ask questions	√		
8.	The students deliver their questions to the teacher		√	
9.	The students are engaged to do interesting activities such as games and role-play		√	
10.	The teacher's instructions are clear	√		
Post teaching				
1.	The teacher summarizes and reflects the lesson		√	
2.	The students reflect their learning		√	

3.	The teacher previews the upcoming materials	√		
4.	The teacher ends the class by praying	√		
Class Situation				
1.	The teacher shows enthusiasm and interest in the subject being taught	√		
2.	The students are highly motivated during the lesson		√	
3.	The students are actively involved in each classroom activity		√	
4.	The time allocation is appropriate		√	
The use of teaching and learning media				
1.	The teacher use a text book or handout	√		
2.	The teacher uses interesting media such as videos or pictures in the teaching learning process		√	
3.	The teacher provides appropriate models and authentic spoken text in teaching speaking		√	

Yogyakarta, 15 January 2014

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

Observation Sheet

Filled by the English Teacher

Meeting : 1

Date : 17 January 2014

No	Observation Items	Yes	No	Comments
Pre-teaching				
1.	The researcher greets the students and asks the students' condition	√		
2.	The students respond to the greeting and tell their condition	√		
3.	The researcher leads the prayer	√		
4.	The researcher checks the attendance	√		
5.	The researcher reviews the last meeting materials		√	
6.	The researcher gives lead-in questions to presents new materials	√		
7.	The researcher explains the goal of the teaching and learning	√		
Whilst-teaching				
1.	The students are ready to learn the materials	√		
2.	The researcher gives an input text	√		
3.	The researcher and the students discuss the input text	√		
4.	The students identify the expressions used in the input text	√		
5.	The researcher distributes handouts	√		
6.	The researcher check students' understanding	√		
7.	The researcher gives the students opportunity to ask questions	√		
8.	The students deliver their questions to the researcher	√		
9.	The students are engaged to do interesting activities such as games and role-play	√		
10.	The researcher's instructions are clear	√		
Post teaching				

1.	The researcher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The researcher previews the upcoming materials	√		
4.	The researcher ends the class by praying	√		
Class Situation				
1.	The researcher shows enthusiasm and interest in the subject being taught	√		
2.	The students are highly motivated during the lesson	√		
3.	The students are actively involved in each classroom activity		√	Not all students actively involved
4.	The time allocation is appropriate		√	
The use of teaching and learning media				
1.	The researcher use a text book or handout	√		
2.	The researcher uses interesting media such as videos or pictures in the teaching learning process	√		
3.	The researcher provides appropriate models and authentic spoken text in teaching speaking	√		

Yogyakarta, 17 January 2014

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

Observation Sheet

Filled by the English Teacher

Meeting : 2

Date : 22 January 2014

No	Observation Items	Yes	No	Comments
Pre-teaching				
8.	The researcher greets the students and asks the students' condition	√		
9.	The students respond to the greeting and tell their condition	√		
10.	The researcher leads the prayer	√		
11.	The researcher checks the attendance	√		
12.	The researcher reviews the last meeting materials	√		
13.	The researcher gives lead-in questions to presents new materials	√		
14.	The researcher explains the goal of the teaching and learning	√		
Whilst-teaching				
11.	The students are ready to learn the materials	√		
12.	The researcher gives an input text	√		
13.	The researcher and the students discuss the input text	√		
14.	The students identify the expressions used in the input text	√		
15.	The researcher distributes handouts	√		
16.	The researcher check students' understanding	√		
17.	The researcher gives the students opportunity to ask questions	√		
18.	The students deliver their questions to the researcher	√		
19.	The students are engaged to do interesting activities such as games and role-play	√		
20.	The researcher's instructions are clear	√		
Post teaching				

5.	The researcher summarizes and reflects the lesson	√		
6.	The students reflect their learning	√		
7.	The researcher previews the upcoming materials	√		
8.	The researcher ends the class by praying	√		
Class Situation				
5.	The researcher shows enthusiasm and interest in the subject being taught	√		
6.	The students are highly motivated during the lesson	√		
7.	The students are actively involved in each classroom activity	√		
8.	The time allocation is appropriate		√	
The use of teaching and learning media				
4.	The researcher use a text book or handout	√		
5.	The researcher uses interesting media such as videos or pictures in the teaching learning process	√		
6.	The researcher provides appropriate models and authentic spoken text in teaching speaking	√		

Yogyakarta, 22 January 2014

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

Observation Sheet

Filled by the English Teacher

Meeting : 3

Date : 24 January 2014

No	Observation Items	Yes	No	Comments
Pre-teaching				
15.	The researcher greets the students and asks the students' condition	√		
16.	The students respond to the greeting and tell their condition	√		
17.	The researcher leads the prayer	√		
18.	The researcher checks the attendance	√		
19.	The researcher reviews the last meeting materials	√		
20.	The researcher gives lead-in questions to presents new materials	√		
21.	The researcher explains the goal of the teaching and learning	√		
Whilst-teaching				
21.	The students are ready to learn the materials	√		
22.	The researcher gives an input text	√		
23.	The researcher and the students discuss the input text	√		
24.	The students identify the expressions used in the input text	√		
25.	The researcher distributes handouts	√		
26.	The researcher check students' understanding	√		
27.	The researcher gives the students opportunity to ask questions	√		
28.	The students deliver their questions to the researcher	√		
29.	The students are engaged to do interesting activities such as games and role-play	√		
30.	The researcher's instructions are clear	√		
Post teaching				
9.	The researcher summarizes and reflects the lesson	√		
10.	The students reflect their learning	√		

11.	The researcher previews the upcoming materials	√		
12.	The researcher ends the class by praying	√		
Class Situation				
9.	The researcher shows enthusiasm and interest in the subject being taught	√		
10.	The students are highly motivated during the lesson	√		
11.	The students are actively involved in each classroom activity	√		
12.	The time allocation is appropriate		√	
The use of teaching and learning media				
7.	The researcher use a text book or handout	√		
8.	The researcher uses interesting media such as videos or pictures in the teaching learning process	√		
9.	The researcher provides appropriate models and authentic spoken text in teaching speaking	√		

Yogyakarta, 24 January 2014

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

Observation Sheet

Filled by the English Teacher

Meeting : 4

Date : 29 january 2014

No	Observation Items	Yes	No	Comments
Pre-teaching				
22.	The researcher greets the students and asks the students' condition	√		
23.	The students respond to the greeting and tell their condition	√		
24.	The researcher leads the prayer	√		
25.	The researcher checks the attendance	√		
26.	The researcher reviews the last meeting materials	√		
27.	The researcher gives lead-in questions to presents new materials	√		
28.	The researcher explains the goal of the teaching and learning	√		
Whilst-teaching				
31.	The students are ready to learn the materials	√		
32.	The researcher gives an input text	√		
33.	The researcher and the students discuss the input text	√		
34.	The students identify the expressions used in the input text	√		
35.	The researcher distributes handouts	√		
36.	The researcher check students' understanding	√		
37.	The researcher gives the students opportunity to ask questions	√		
38.	The students deliver their questions to the researcher	√		
39.	The students are engaged to do interesting activities such as games and role-play	√		
40.	The researcher's instructions are clear	√		
Post teaching				

13.	The researcher summarizes and reflects the lesson	√		
14.	The students reflect their learning	√		
15.	The researcher previews the upcoming materials	√		
16.	The researcher ends the class by praying	√		
Class Situation				
13.	The researcher shows enthusiasm and interest in the subject being taught	√		
14.	The students are highly motivated during the lesson	√		
15.	The students are actively involved in each classroom activity	√		
16.	The time allocation is appropriate	√		
The use of teaching and learning media				
10.	The researcher use a text book or handout	√		
11.	The researcher uses interesting media such as videos or pictures in the teaching learning process	√		
12.	The researcher provides appropriate models and authentic spoken text in teaching speaking	√		

Yogyakarta, 29 January 2014

English Teacher

Researcher

Daruning Kurniatri S.pd
NIP. 19760418 200801 2 005

Rifkah Sabrina
NIM. 10202241001

Interview Guidelines

Interview Guidelines

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

1. In the Reconnaissance

Interviewee: English Teacher

Questions:

- 1) Dapatkah Ibu jelaskan proses belajar dikelas yang Ibu ampu?
- 2) Bagaimana kemampuan komuniaksi bahasa Inggris siswa keals VIII E?
- 3) Menurut Ibu, kendala apa yang signifikan dalam mengajar speaking?
- 4) Apa saja yang Ibu lakukan untuk mengatasi kendala tersebut?
- 5) Media apakah yang biasanya dipakai dalam mengajar speaking?

Interviewee: Students

Questions:

- 1) Menurut Adik, bahasa Inggris itu gampang atau susah?
- 2) Kesulitan apa yang dihadapi dalam belajar bahasa Inggris?
- 3) Apakah Bu Guru selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan di kelas?
- 4) Media apa yang biasanya dipakai di kelas saat belajar speaking?
- 5) Menurut Adik, media yang dipakai harus yang seperti apa agar beljara jadi lebih menarik?
- 6) Kegiatannya apa saja ketika belajar speaking di kelas?

2. During the Implementation

Cycle 1

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Ibu pada kemampuan siswa di cycle 1?
- 2) Kekurangannya apa saja di cycle 1?
- 3) Kemajuannya apa saja yang dicapai siswa?
- 4) Apakah saran Ibu untuk cycle berikutnya?

Interviewee: Students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan Speaking Wheel? Mengapa?
- 3) Apa belajar dengan Speaking Wheel membantu belajar speaking?

Cycle 2

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Ibu di cycle 2?
- 2) Apa saja kekurangan di cycle 2?
- 3) Apakah kelebihan di cycle 2 ini?
- 4) Kemajuan apa saja yang dicapai siswa?
- 5) Apakah saran Ibu untuk kegiatan semacam ini?

Interviewee: students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan Speaking Wheel? Mengapa?
- 3) Apa dengan Menggunakan Speaking Wheel dapat membantu belajar speaking?
- 4) Apakah kesan adik dalam belajar speaking dengan Speaking Wheel?

Interview Transcripts

INTERVIEW TRANSCRIPT

1. RECONNAISSANCE STAGE

a) Interviewee : English Teacher

No : IT.01

Hari, Tanggal : Senin, 13 January 2014

Waktu : 10.00 WIB-selesai

Tempat : Ruang Tamu

Kegiatan : Interview

Responden :1) P : Peneliti

2) GBI : Guru Bahasa Inggris

P : 'Siang bu, maaf ini sedikit menyita waktu Ibu untuk interview.'

GBI: 'Nggak apa-apa mbak, saya juga lagi gak ada jam ngajar.'

P : 'Iya, terimakasih bu. Biasanya kalau mengajar speaking di kelas VIII E, teknik yang dipakai apa?'

GBI: 'Ada mbak, saya biasanya pakai PPP (Presentation Practice Production). Itu kalau ngajar *functions*. kemaren sudah selesai mengenai text functional pendek, mbak sabrina tolong lanjutkan tentang teks tersebut dan tolong review lagi mengenai recount text dan pelajaran selanjutnya Narrative text ya mbak, soalnya text tersebut sering kali keluar di Ujian nasional..'

P : 'Jadi saya mengajar short functional text dan Narrative ya bu, rencananya juga saya ingin mengajar Expression thanks and invitation bu ?'

GBI: 'Ya nggak apa-apa mbak, di silabus sekolah juga ada kok mbak Sabrina tapi nanti buat silabus sendiri saja ya yang lebih bagus.'

P : 'Baik bu. Kemampuan siswanya bagaimana bu di kelas speaking?'

GBI: 'Ada beberapa yang aktif dan cukup bagus, tapi ada juga yang masih kurang percaya diri dan kurang lancar mbak karena kurang penguasaan vocab. Itu pronunciation dan intonasi juga masih belum bagus mbak.'

P : 'Biasanya apa media yang dipakai untuk mengajar speaking?'

GBI: 'Ya kalau percakapan dari buku saya contohkan dulu cara membacanya baru saya suruh mereka untuk menirukan.'

P : 'Itu LCD di kelas VIII E bisa dipakai atau tidak bu?'

GBI: 'Bisa mbak,

P : 'Iya bu, terimakasih. Kalau buku yang dipakai apa ya bu?'

GBI: 'Buku paket yang diberikan dari sekolah mbak.'

P : 'Materi pembelajarannya berari dari buku ya bu?'

GBI: 'Iya mbak, kadang-kadang juga saya nyari materi sendiri'

P : 'Dalam mengajar speaking apa saja kendala yang Ibu temui?'

GBI: 'Ya itu sudah pasti ada mbak, kan nggak semua siswa aktif ikut berpartisipasi, masih ada saja yang kurang memperhatikan. Karena kan inputnya juga berbeda-beda jadi kemampuannya juga berbeda mbak siswa disini. Vocabnya masih kurang, ada juga bebrapa siswa yang kurang percaya diri dalam berbicara jadi susah disuruh maju. Takut salah mungkin, padahal saya ya nggak marah-marah kalau mereka salah mbak.'

P : 'Kemudian apa usaha Ibu unutm mengatasi kendala tersebut?'

GBI: 'Siswa yang kurang percaya diri saya dekati dan beri motivasi, kadang juga saya suruh untuk maju tapi sudah saya ajari dulu sebelumnya.'

P : 'Iya bu, saya kira sudah cukup unutm hari ini. Terimakasih banyak atas waktunya.'

GBI: 'Sama-sama mbak.' Ini langsung pulang?'

P : 'Iya, terimakasih Bu.'

GBI: Iya mbak, sampai jumpa lagi ya.'

b) Interviewee : Students

No : IT.02

Hari, Tanggal : Senin, 13 january 2014

Waktu : 10.30 WIB-selesai

Tempat : Ruang Kelas VIII E

Kegiatan : Interview

Responden :1) Peneliti : P

2) Siswa : S

P : 'Ini nggak ke kantin dik?'

S2 : 'Ngak Miss, tadi udah ke kantin instirahat pertama.'

S12 : 'Males Miss, panas banget mau jalan e.'

P : 'OK, kalau begitu saya boleh dong minta waktunya sebentar?'

S2 : 'Buat apa e Miss?'

P : 'Buat tanya-tanya sedikit, mau ya?'

S12 : 'Mau tapi jangan lama-lama ya.'

P : 'Siap dik.' Mulai dari siapa ini?'

S2 : 'Diva aja Miss, aku terakhir hehehe.'

S17 : 'Kevin aja Miss, aku emoh pertama yo.'

P : 'Ya sudah bareng-bareng aja ya, OK? Langsung saja ya, menurut kalian Bahasa Inggris itu gampang atau susah?'

S2 : 'Gampang-gampang susah hehe.'

S17 : 'Gayamu va.'

P : 'Kok bisa gampang-gampang susah?'

S2 : 'Lah kan kadang kalo ngerjain soal jawabane juga udah ada kok di bacaan tinggal nyalin. Yang penting mau baca ya bisa jawab, nggak paham ya google translate hahaha.'

S17 : 'Menurutku ya biasa aja si Miss, bener Diva jawabane kan sudah ada di bacaan. Ya paling susahnyanya kalau nda tahu artinya.'

P : 'Biasanya bu Daruning kalau ngajar pakai bahasa Indonesia apa Inggris?'

S17 : 'Kadang Indonesia, Inggris.'

S2 : 'Campur pokoke.'

P : 'Kalau pas speaking biasanya dikasih contoh cara ngomongnya nggak?'

S2 : 'Dikasih Miss.'

S17 : 'Contohnya paling sekali Miss.'

P : 'Kalau ngajar speaking pakai media kayak speaker, audio, video nggak?'

S17 : 'Nggak yo, pake buku Miss.'

P : 'Kalian suka nggak kalau pakai buku saja?'

S2 : 'Nggak lah, bikin ngantuk kok Miss.'

P : 'Terus harus pakai apa biar kalian tertarik dan nggak ngantuk?'

S17 : 'Ya kayak nonton film, nyanyi, lagu apa games.'

P : 'Pas pelajaran speaking kegiatannya apa aja dikelas? Ada drama atau apalah?'

S2 : 'Maju miss, storytelling kalo nggak ya baca percakapan di depan kelas.'

S17 : 'Iya miss paling itu.'

P : 'Iya, sepertinya sudah cukup dan sudah lama ya, kalau mau sholat silahkan mumpung belum masuk. Terimakasih ya dik.'

S17 : 'Iya Miss, sama-sama.'

S2 : 'Sama-sama.'

2. IMPLEMENTATION

A. Cycle 1

a) Interview : English Teacher

No : IT.03

Hari, Tanggal : Jum'at, 15 January 2014

Waktu : 08.30 WIB-selesai

Tempat : Ruang Tamu

Kegiatan : Interview

Responden :1) Peneliti : P

2) Guru Bahasa Inggris : GBI

GBI: 'Gimana mbak Sabrina?'

P : 'Iya bu, saya boleh meminta sedikit waktu untuk interview Bu?'

GBI: 'Ya boleh, silahkan saja.'

P : 'Terimakasih bu, menurut Ibu bagaimana kemampuan berbicara siswa di siklus pertama ini?'

GBI: 'Ya lumayan ada perkembangan ya mbak, itu yang duduk di belakang sudah mulai mau ikut berpartisipasi ya kalau pakai games, mereka mau maju. Siswa yang lain juga kelihatan *enjoy*. Mereka juga kelihatan mulai mau maju ya sebagian besar.'

P : 'Terimakasih bu, ada kemajuan lain bu pada siswa?'

GBI: Vocabnya mbak banyak bertambah, motivasi untuk belajarnya juga bertambah, Karena mbak juga memberikan video jadi mereka juga mengikuti ekspresinya juga, untuk bisa menceritakan kembali itu bagus.

P : 'Menurut Ibu apa yang harus saya perbaiki untuk siklus kedua?'

GBI: 'Saya kira sudah cukup bagus tapi kalau bisa pendekatannya lebih ke siswanya mbak, kayak Erry Anak ABK itu harus sering diperhatikan, dia bisa menangkap pelajaran seperti anak biasanya kok mbak

P : 'Baik bu

GBI: 'Iya mbak, sudah cukup belum ini? Saya mau ngajar kelas lain lagi.'

P : 'Sudah bu, cukup.' Terimakasih ya bu.'

GBI: 'Nanti setelah ngajar ya nggak apa-apa mbak kalau wawancara lagi.'

P : 'Sudah cukup kok bu, nggak apa-apa.'

b) Interview : Students

No : IT.04

Hari, Tanggal : Rabu, 15 January 2013

Waktu : 08.30 WIB-selesai

Tempat : Ruang Kelas VIIIE

Kegiatan : Interview

Responden : 1) Peneliti : P

2) Siswa : S

P : 'Halo semuanya.... ini kenapa pada ribut, tadi pelajaran apa?'

S8 : 'matematika mis.'

S16 : 'ni lagi nyatet hehe...'

S26 : 'belum selesai miss nyatetnya.'

P : 'oke sambil nyatet sambil dengerin miss ya'

S16 : 'Iya Miss, siaaaap.'

P : 'Sambil ngerjain nyatet saya boleh tanya-tanya sedikit ya?'

S8 : 'Tanya apa e Miss?'

P : 'Jadi gini, menurut kalian kegiatannya tadi itu bagaimana? Membosankan atau menarik?'

S26 : 'Bagus Miss yang waktu *Role-play* maju itu loh.'

S8 : 'kita gak tau bakal maju bagian mana soalnya segala pilihan ada di speaking wheel.'

S16 : 'Kalo ngomong jadi nggak hanya sama temen sebangku Miss pas *Role-play*. Kalo prakteknya cuma sama temen sebangku bosan.'

P : 'Ada bedanya nggak belajar dengan media dan buku?'

S8 : 'Ya beda no, kan media itu bisa membuat kita lebih tertarik, trus kita harus menguasai semua teks, kita juga belajar lewat LCD.'

S26 : 'Lebih bagus lagi kalo ada videonya miss, trus muter speaking wheel terus'

P : 'Kapan belajarnya kalo main speaking wheel terus. Initinya kalian merasa terbantu nggak belajar speaking dengan media?'

S8 : 'Terbantu.'

S16 : 'kita kan sebelum di beri materi dikasih vocab dulu'

P : 'Ya udah diterusin dulu ngerjainnya keburu bel masuk. Makasih ya dik ya.'

S8 : 'Iya Miss.'

S26 : 'Mau pulang Miss, tak bantu bawa nggak?'

P : 'Nggak usah terimakasih, saya bisa bawa speaking wheel nya sendiri. Sampai jumpa besok jum'at ya.'

S16 : 'Sampai jumpa. Iya Miss, TITI DJ.' (Hati-hati di jalan).

c) Interview : Students

No : IT.05

Hari, Tanggal : Rabu, 15 January 2014

Waktu : 09.50 WIB-selesai

Tempat : Pendopo Sekolah

Kegiatan : Interview

Responden :1) Peneliti : P

2) Siswa : S

P : 'Halo adik-adik, ini habis dari kantin?'

S1 : 'Iya Miss, makan lapar e.'

S6 : 'Aku Cuma beli minum tadi Miss, haus banget panas gini. Dah mau pulang po Miss?'

P : 'Iya tapi ini mau ke kantor guru dulu ketemu bu daruning. Sebelumnya Miss boleh tanya-tanya sebentar kan?'

S1 : 'Boleh lah.'

S6 : 'Tanya apa to?'

P : 'Kalian sudah selesai tugas matematikanya? Itu temen-temen yang lain ada yang sibuk ngerjain di kelas.'

S6 : 'Sudah lah ya, gampang Miss.'

P : 'Bagus sekali' Miss pengen tau pendapat kalian tentang kegiatan belajar dikelas tadi, kalian suka gak belajar dengan menggunakan media speaking wheel?

S1 : 'Suka si, jadi nggak bosen pake buku terus.'

S6 : 'Luamayan buat menghibur Miss,'

P : 'tapi kalian jangan Cuma suka muternya aja ya.'

S6 : 'Nggak lah Miss,sebenarnya lucu miss.'

P : 'Kalian bisa mengerti kan arti teks teks di speaking wheel itu?'

S6 : 'Ya ada yang tahu ada yang nggak, waktu ngerjain kata-kata ditabel itu buka kamus jadi tahu. Kalo nggak dikerjain dulu kayake nggak mudeng.'

P : apabila pada saat diminta mempraktekan kalian bisa gak berbicara langsung?

S6 : 'Saya bingung miss nyatain kalimat pas ngomong. Itu paling lama teksnya, banyak kata-kata baru juga. Jadi nambah kosakata si Miss.'

P : Tapi tau kan bahasa inggris yang mau kamu katakan?

S6 : Ya ada yang tau ada yang gak miss.

P : 'Belajar speaking pakai speaking Wheel menurutu bisa membantu nggak?'

S6 : 'Bisa.;

P : ' OK, sepertinya cukup, terimakasih ya, silahkan dilanjut istirahatnya.

S6 : 'Sama-sama Miss.'

B. Cycle 2

a) Interview : English Teacher

No : IT.06

Hari, Tanggal : Jum'at, 5 february 2014

Waktu : 07.00 WIB-selesai

Tempat : Ruang Tamu

Kegiatan : Interview

Responden :1) Peneliti : P

2) Guru Bahasa Inggris : GBI

P : 'Bagaimana kegiatan di kelas tadi di cycle 2 Bu?

GBI: 'Bagus mbak, menarik ya, mereka harus menciptakan percakapan tanpa menulis terlebih dahulu. Banyak siswa yang ikut terlibat dalam kegiatan. yang duduk dibelakang tadi semua ikut berpartisipasi kerja kelompoknya..'

P : 'Kemajuan yang dicapai siswa apa saja bu di siklus kedua ini?'

GBI: 'Tadi sudah banyak siswa yang mau angkat tangan waktu mbak minta buat maju, buat jawab pertanyaan dengan lisan. Pas maju juga sudah kelihatan cukup percaya diri.'

P : 'Iya bu, alhamdulillah.'

GBI: 'Vocabnya juga banyak yang baru mereka lebih banyak mengenal kosa kata kan jadi mulai lancar berbicara .'

P : 'Mungkin ada kekurangannya bu di siklus kedua ini?'

GBI: ' Iya memang nggak ada yang sempurna mbak, meskipun kita sudah berusaha. Ya mungkin hanya perlu sedikit lebih mengatur waktu, jadi cukup buat mengulang sedikit apa yang sudah dipelajari hari ini di akhir pertemuan mbak. tetapi secara keseluruhan bagus, bisa diterapkan ternyata mengajar speaking dengan media-media unik seperti itu'

P : 'Iya bu, terimakasih sarannya.'

GBI: 'Sama-sama mbak. itu nanti untuk post-testnya boleh saya beri Saran mbak sabrina?'

P : 'Iya boleh, Silahkan bu.'

GBI: 'Jadi gini, ini kan mbak Sabrina ngajarnya pakai teks di speaking wheel kalau mereka diminta membuat text sendiri saja bagaimana?' Durasi pendek saja satu menit trus mereka tampil.'

P : 'Ya bisa bu, tapi itu dibuat kelompok saja bu?'

GBI: 'Kelompok mbak, 2 atau 4 anak saja dan temanya ya yang mba Sabrina sudah ajarkan.'

P : 'Kalau 5 anak saja setiap kelompok gimana bu, biar ada 6 kelompok dan semua anggota kelompok wajib ikut berperan dan berbicara.'

GBI: 'Boleh mbak, nanti biar yang merekam anggota kelompok lain jadi bisa saling kerjasama antar kelompok.'

P : 'Iyabuu, kalau misal bahasa inggrisnya yang paling bagus, biar mereka juga tambah semangat.'

GBI: 'Ide bagus itu mbak, boleh-boleh saja.'

P : 'Iya bu, terimakasih.'

GBI: 'Sama-sama mbak. Ini sudah cukup belum mbak?'

P : 'Iya bu sudah cukup.'

GBI: 'Terimakasih ya mbak.'

b) Interview : Students

No : IT.07

Hari, Tanggal : Jum'at, 5 februaruy 2014

Waktu : 08.30 WIB-selesai

Tempat : Ruang kelas VIII E

Kegiatan : Interview

Responden :1) Peneliti : P

2) Siswa : S

P : 'Siang dik, miss boleh minta tolong sebentar?'

S10: 'Boleh nggak yaaa? Boleh lah Miss, hehe.'

S22: 'Ada apa ada apa Miss?'

P : 'Miss cuma mau tanya-tanya sebentar boleh kan?'

S10: 'Hmmm, boleh lah yaaa.'

S22: 'Tanya apa Miss, jadi penasaran.'

P : 'Suka nggak sama speaking wheel dan kegiatan belajar dikelas tadi??'

S10 : 'Ya suka Miss, bagus filmnya. saya lebih suka mendengarkan cerita dibanding membaca cerita''

P : 'Bisa dipahami tadi isi videonya?'

S22 : 'Bisa miss.'

P : 'Bisa membantu belajar speaking nggak?'

S22 : 'Lumayan Miss, jadi kelihatan gampang mau ngomong, karena kita tak hanya mendengarkan tapi kita juga melihat film untuk tau peristiwanya. harus belajar terlebih dahulu secara langsung'.

S10 : ceritanya bagus miss walaupun udah lama.

P : 'Kesan kalian bagaimana belajar dengan Speaking Wheel?'

S10 : 'Emmm, ya bagus si jadi nggak ngantuk dikelas. Kalo Cuma nulis ngerjain kan lama-lama ngantuk.'

P : 'Iya bener, terimakasih adik-adik.'

S10 : 'Sudah Miss?'

P : 'Sudah cukup, silahkan kalian kalau mau masuk dikelas lagi atau jajan.'

S10 : 'oke miss.'

P : 'Sampai jumpa ya.'

c) Interview : Students

No : IT.08

Hari, Tanggal : Jum'at, 5 februaruy 2014

Waktu : 08.30 WIB-selesai

Tempat : Pendopo Sekolah

Kegiatan : Interview

Responden :1) Peneliti : P

2) Siswa : S

P : 'Siang dik, ini kok belum masuk kelas?'

S19 : 'bis makan miss.'

S30 : 'Sama Miss, masih laper.'

P : 'Sambil nunggu bel sebentar lagi, Miss boleh tanya-tanya sebentar nggak?'

S30 : 'Boleh Miss, tapi nanti kalo udah bell udah ya, hehehe..'

P : 'Siaaap!'

S19 : 'Tanya apa Miss?'

P : 'Kalian suka nggak belajar speaking pakai speaking wheel?'

S19 : 'Ya lumayan lah Miss buat ngilangin bosan belajar bahasa inggris tu'

S30 : 'Kalo dengenrin guru yang jelasin ngantuk tapi kalo sambil maen jadi melek hehe.'

P : 'Jadi speaking wheel bisa ngilangin ngantuk nih?'

S19 : 'Bener banget Miss. kan kita belajar sambil bermain.'

S30 : 'Senengnamu iku loh.'

S19 : 'Ya biarin ya Miss, suka-suka hehehe...'

P : 'Iya. boleh-boleh saja. Merasa terbantu nggak belajar speaking pakai Speaking Wheel?'

S19 : 'Kebantu banget Miss, jadi semangat nggak ngantuk soale dan gak bosan.'

P : Kalo sinta gimana?

S30 : 'Sama Miss, jadi nggak ngantuk. Setiap hari Bahasa Inggris pakai lagu, ada LCD speaking wheel pasti lebih menarik miss, nggak bakal ada yang ngantuk.'

S19 : 'ehhh udah ada bell.'

P : 'Iya, kalian masuk kelas ya. Terima kasih banyak waktunya.'

S30 : ' sama-sama miss. besok-besok main ke sekolah lagi ya'.

Field Notes

FIELD NOTES

No : FN.01

Hari, Tanggal : Rabu, 4 Desember 2013

Waktu : 08.30 WIB

Tempat : Ruang Kepala Sekolah

Kegiatan : Izin Observasi

Responden :1) Peneliti : P
2) Kepala Sekolah : KS
3) Pegawai Tata Usaha : PTU

1	P datang ke sekolah pada pukul 10.00 WIB. P bermaksud menemui Kepala Sekolah SMP N 15 Yogyakarta untuk meminta izin melaksanakan observasi dan penelitian di sekolah tersebut. P mengutarakan maksud kedatangannya kepada satpam sekolah. Kemudian P diminta untuk menemui wakil kepala sekolah sebagai penanggung jawab perizinan.
2	P ke kantor kepala sekolah untuk mengisi buku perizinan. Kemudian P memperkenalkan diri dan menjelaskan maksud kedatangannya di SMP N 15 Yogyakarta yaitu untuk melaksanakan penelitian skripsi dengan subjek penelitian siswa kelas VIII E. wakil kepala sekolah dan kepala sekolah menyambut dengan baik niat kedatangan P dan meminta P untuk menyerahkan surat izin observasi dan penelitian dari kampus untuk diberikan dengan KS.

No : FN.02

Hari, Tanggal : Jumat, 11 desember 2013

Waktu : 08.00 WIB

Tempat : Ruang tamu kepala sekolah

Kegiatan : Izin Observasi

Responden :1) Peneliti : P
2) Kepala Sekolah : KS
3) Pegawai Tata Usaha : PTU
4) Guru Bahasa Inggris : GBI

1	P bertemu wakil kepala sekolah untuk memberikan surat izin observasi. Kemudian wakil kepala sekolah memepersilahkan P untuk menemui KS untuk meminta izin
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	melaksanakan observasi dan penelitian di sekolah tersebut. P menunjukkan proposal penelitiannya dan KS menyambut dengan baik niat P dan menyarankan langsung menemui GBI yang bersangkutan. GBI kelas VIII E adalah ibu Daruning tyas. Setelah mendapat izin dari KS, P langsung ke kantor guru untuk menemui GBI. P dan GBI sudah saling kenal karena P melaksanakan KKN PPL di sekolah tersebut. Setelah P mengutarakan maksud kedatangannya, GBI mempersilahkan P untuk melaksanakan penelitiannya di kelas VIIIE karena beberapa siswa di kelas tersebut mempunyai kemampuan Bahasa Inggris yang cukup bagus dan ada juga sebagian yang masih kurang percaya diri dan jarang terlibat dalam kegiatan di kelas.
2	P menjelaskan mekanisme observasi yang akan dilaksanakan yaitu meliputi observasi kondisi sekolah dan fasilitasnya beserta proses belajar mengajar di kelas terutama pengajaran <i>speaking</i> . Berdasarkan jadwal mata pelajaran di sekolah tersebut, P dan GBI sepakat observasi akan dilaksanakan pada tanggal 13 Januari 2014 di kelas VIII E.

No : FN.03

Hari, Tanggal : Rabu, 13 Januari 2014

Waktu : 8.30-9.50 WIB

Tempat : Ruang Kelas VIII E

Kegiatan : Observasi

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris: GBI

3) Siswa : Ss

1	P sampai di sekolah pada pukul 08.30 WIB. P menemui GBI di kantor guru untuk mengkoordinasikan mekanisme observasi di kelas VIII E. Setelah istirahat pertama, jam pelajaran ke 3-4 dimulai, P dipersilahkan masuk kelas oleh GBI dan memperkenalkan diri kepada siswa dan memberitahukan maksud kedatangannya ke kelas tersebut. Kemudian GBI meminta P untuk duduk di bangku yang kosong di barisan belakang. Siswa tampak sudah siap untuk belajar dan GBI pun segera memulai pelajarannya.
2	GBI membuka kelas dengan salam dan doa. Kemudian GBI meminta siswa untuk menyiapkan buku Bahasa Inggrisnya. Selagi siswa mempersiapkan buku, GBI bertanya ' <i>Did we learnt verb yesterday?</i> ' Tidak ada satu pun siswa yang merespon. Kemudian GBI menunjuk sunan untuk menyebutkan apa saja contoh <i>verb</i> . Setelah berfikir

	beberapa saat, Igan menjawab, <i>'Yes, mam. Work, give, went walked, swim, spent, get.'</i> GBI pun memuji jawaban sunan
3	GBI berkata, <i>'Now we are going to talk Task 23, deo please read the first paragraph.'</i> deo mulai membaca paragraf pertama dan kadang-kadang GBI membenarkan pengucapan dan intonasi deo yang salah. Selama deo membaca, beberapa siswa yang lain terlihat sibuk sendiri berbicara dengan teman sebangkunya. Setelah deo selesai membaca, GBI menulis <i>'We instantly hit it off'</i> di papan tulis dan bertanya apakah ada yang tau makna dari ungkapan tersebut. Semua siswa di kelas itu diam tidak ada yang menjawab. Kemudian, GBI berkata, <i>'Dilihat dari konteksnya, itu artinya saling berkenalan dan menjadi akrab.'</i> Beberapa siswa yang duduk didepan meminipali, <i>'Ohhh, akrab artinya.'</i>
4	GBI meminta Diva untuk membaca paragraf selanjutnya. Ketika Diva membaca ada beberapa kata yang dikoreksi oleh GBI dan GBI memberi contoh ara membaca kata tersebut dan memninta semua siswa menirukannya. Setelah Diva selesai membaca paragraf kedua, GBI berkata, <i>'This is a story of a writer, she tells how she doing make up. Can you guess what the writer's job is?'</i> Semua siswa diam, kemudian GBI meminta Ivan untuk menjawab. Ivan tidak bisa menjawab dan berkata <i>'nggak tau bu.'</i> GBI mengulangi pertanyaannya kemudian ada satu siswa yang menjawab, <i>'artis bu.'</i> GBI membenarkan jawaban itu dan memuji siswa tersebut. <i>'Betul, artis kan harus di make up dulu.'</i>
5	Kemudain GBI meminta ulfi untuk membaca paragraf terakhir. Setelah selesai, GBI meminta semua siswa membaca kalimat terakhir. Kalimat terakhirnya adalah <i>'He was an angel and all of us who knew him were lucky.'</i> Kemudai GBI bertanya, <i>'Apa ada yang tau kenapa ini pakai him?'</i> Semua siswa terdiam, beberapa menit kemudian Asty menjawab, <i>'Pronoun.'</i> GBI bertanya lagi, <i>'Asalnya dari kata apa?'</i> <i>'Dari kata He,'</i> jawab Asti. GBI membenarkan jawaban Asty dan memujinya.
6	Kemudain GBI menulis semua Pronoun di papan tulis dan memberi contoh penggunaannya dalam kalimat. hanya beberapa siswa yang duduk dibarisan depan yang mendengarkan, sebagian lain yang duduk di belakang sibuk sendiri bercerita dengan teman sebelahnya. GBI kemudian menyuruh siswa untuk mencatatnya di buku tulis. Setelah itu Gbi berjalan untuk mengecek apakah siswanya sudah menulis atau belum.
7	Beberapa menit kemudian, GBI memnita siswa unutk mengerjakan Task 22. Beberapa menit kemudian GBI meminta siswa satu per satu untuk membaca jawabannya. Tidak

	ada yang mau membaca sebelum di tunjuk. Kemudian GBI menunjuk mereka satu per satu.
8	GBI memberi contoh <i>recount</i> teks lagi, yaitu tentang pengalamannya di SMP sampai menjadi Guru Bahasa Inggris. GBI mencontohkan pengalamannya dengan lisan secara langsung di depan kelas. Kemudian GBI meminta siswa untuk membaca teks <i>recount</i> berdasarkan pengalaman dan menceritakannya di depan kelas. GBI memperingatkan untuk tidak membaca tapi hanya boleh membawa catatan yang penting saja. Siswa mulai menuliskan pengalamannya dan GBI berkeliling untuk mengecek pekerjaan siswanya. Sekitar 15 menit kemudian, ada beberapa siswa yang sudah selesai menulis dan ada sebagian yang belum selesai. Akan tetapi, GBI meminta Kevin untuk maju menceritakan pengalamannya. Kevin menceritakan pengalamannya saat berkunjung ke Banjarnegara. Kevin bercerita dengan sedikit grogi tetapi cukup lancar meski ada beberapa <i>pronunciation</i> yang tidak tepat. GBI memuji Frida dan meminta siswa yang lainnya untuk bertepuk tangan.
9	GBI meminta siswa lainnya untuk maju bercerita tetapi beri istirahat kedua berbunyi, pertanda pelajaran Bahasa Inggris telah usai. GBI akan melanjutkan mendengarkan pengalaman siswa di pertemuan selanjutnya. GBI mengakhiri pelajaran dengan berdoa.

No : FN.04

Hari, Tanggal : Jum'at, 14 Januari 2014

Waktu : 09.00 WIB-selesai

Tempat : Ruang Kelas VIII E dan Ruang Tamu

Kegiatan : Interview

Responden : 1) Peneliti : P
2) Guru Bahasa Inggris : GBI
3) Siswa : Ss

1	Setelah selesai observasi di kelas, P mewawancarai beberapa siswa yang ada di kelas. Kemudian P ke ruang guru untuk mewawancarai GBI. GBI mengajak P ke ruang tamu. P mewawancarai GBI di ruang tamu terkait proses pembelajaran speaking di kelas VIIIE
2	Hasil wawancara tersebut digunakan sebagai acuan awal dalam menentukan tindakan untuk mengatasi permasalahan di dalam proses belajar dan mengajar di kelas <i>speaking</i> .

No : FN.05

Hari, Tanggal : Rabu, 15 Januari 2014

Waktu : 08.30- 09.30 WIB

Tempat : Ruang Kelas VIII E

Kegiatan : Pre-test

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris: GBI

3) Siswa : Ss

1	P datang ke sekolah pada pukul 08.15 WIB untuk mengadakan <i>pre-test</i> . Hasil <i>pre-test</i> ini akan digunakan untuk mengetahui kemampuan awal siswa terkait dengan kemampuan berbicara dalam Bahasa Inggris. P menemui GBI di kantor guru untuk menjelaskan proses <i>pre-test</i> dan meminta GBI untuk ikut menilai kemampuan siswa dalam berbicara. P memberikan <i>assesment rubric</i> dan <i>assesment sheet</i> kepada GBI.
2	P dan GBI masuk ke kelas VIII E pada pukul 08.30 WIB. P memulai kelas dengan meminta ketua kelas memimpin doa dengan Bahasa Inggris. P kemudian mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. P menyampaikan bahwa pada hari tersebut akan dilaksanakan <i>pre-test</i> untuk mengukur kemampuan berbicara mereka dan hasil <i>pre-test</i> tersebut akan dibandingkan dengan hasil <i>post-test</i> yang akan dilaksanakan di akhir penelitian nanti.
3	P memberikan <i>lead-in questions</i> terkait pengalaman siswa tentang mengungkapkan perasaan bahagia. P meminta siswa untuk membuka buku Bahasa Inggrisnya dan membaca ungkapan perasaan bahagia yang digunakan dalam percakapan. P meminta beberapa siswa untuk membaca percakapan di Task 8 di Buku tersebut di depan kelas. Kemudian P memberi contoh cara membaca percakapan tersebut dengan ekspresif dan meminta siswa menirukannya.
4	Setelah P memberi contoh, secara berpasangan P meminta siswa untuk membuat percakapan yang berisi mengenai recount text. Setelah berlatih beberapa saat, siswa mempraktikannya di depan kelas. Hasil penelitian dari kegiatan speaking siswa ini digunakan sebagai hasil <i>pre-test</i> .
5	Berdasarkan hasil wawancara dan observasi P dan GBI sepakat akan ada dua pertemuan dalam <i>cycle</i> pertama dan dua pertemuan dalam <i>cycle</i> kedua. GBI meminta P untuk <i>cycle</i> pertama dan kedua materi tentang language function: <i>inviting, announcement, short</i>

	<i>message</i> . Metode yang digunakan adlah PPP (Presentation Practice and Porduction) dan Speaking wheel menjadi media utama dalam proses pembelajaran speaking untuk meningkatkan kemampuan berbicara siswa dalam Bahasa Inggris.
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No : FN.06

Hari, Tanggal : Jum'at, 17 Januari 2014

Waktu : 07.15-9.45 WIB

Tempat : Ruang kelas

Kegiatan : Pertemuan 1

Responden :1) Peneliti : P

2) Guru Bahasa Inggris: GBI

3) Siswa : Ss

1	P datang ke sekolah pda pukul 07.00 WIB untuk mempersiapkan LCD, speaker, dan Speaking wheel untuk proses belajar mengajar. Pelajaran dimulai pada pukul 07.15-09.45 WIB. Setelah selesai istirahat mengaji, sebagian besar Ss masuk ke kelas tetapi ada sebagian yang masih duduk diluar kelas.
2	Setelah semua siswa duduk, P memulai kelas dengan meminta ketua kelas memimpin doa dengan Bahasa Inggris, menanyakan kondisi Ss dan kemudian mengecek daftar hadir. P memberi <i>lead-in questions</i> untuk memperkenalkan topik yang akan dipelajari pada hari itu. ' <i>have you ever learn about short functional text?</i> ' Ada sebagian Ss laki-laki yang menjawab, ' <i>Yes miss.</i> ' Kemudian P menanyakan kepada salah satu siwa yang menjawab, ' <i>what kinds of short functional text that you know?</i> ' Ss menjawab, ' <i>pengumuman.</i> ' ' <i>In English please!</i> ' sahut P. Akan tetapi hanya sebagian siswa yang menjawab dengan pelan dan ragu-ragu dengan Bahasa Inggris. P mengatakan bahwa hari itu mereka akan belajar cara mengundang.
3	P mengatakan akan akan menjelaskan sepintas tentang recount teks karena disemester pertama mereka belajar recount text yang mereka pelajari semester 1. Setelah itu akan melanjutkan materi selanjutnya
4	P menanyakan apakah sudah ada yang pernah mengundang temannya untuk datang ke pesta ulang tahunnya. Ada beberapa Ss yang menjawab sudah pernah dan kemudain P menanyakan bagaimana mereka mengundangnya. Ada pula Ss yang menjawab belum pernah dan ada juga yang diam. P menyatakan mereka akan belajar mengundang atau

	mengajak dan menerima ajakan.
5	P memutar materi di LCD dan meminta siswa untuk memperhatikan bagaimana apa itu recount text. P juga memberikan audio mengenai inviting someone dan Ss diminta untuk mendengarkan dengan baik.
6	P menanyakan apakah ada kata-kata yang sulit dan mereka tidak tahu artinya, ada beberapa kata yang sulit dan P kemudian meminta semua Ss untuk membuka kamus dan menemukan artinya. Setelah itu P meminta Ss untuk mengerjakan handout untuk mengetahui pemahaman mereka dari isi Audio tadi. P meminta siswa untuk mencari arti kata dari audio tersebut menggunakan kamus, untuk memberikan background knowledge pada siswa-siswa di VIII E. karena begitu minimnya vocab siswa.
7	Berlanjut ke materi selanjutnya untuk menjawab pertanyaan percakapan dengan ekspresi yang tepat. Setelah 5 menit P dan Ss mengoreksi jawabanya bersama-sama. Ada beberapa siswa yang antusias ingin membacakan jawabanya. Untuk Task 3, P meminta Atifa dan Dafa untuk mempraktekan membaca dialog yang sudah mereka lengkapi.
8	Selanjutnya, P meminta Ss untuk bekerja berpasangan dan mengambil 1 <i>situation card</i> untuk setiap pasang dari speaking wheel. Mereka harus membuat sebuah percakapan berdasarkan situasi di kartu tersebut yang ada di speaking wheel. Beberapa saat kemudian, P meminta Ss untuk maju mempraktekan percakapannya di depan kelas. Hampir semua siswa mengangkat tangan agar terpilih maju menampilkan hasil pekerjaan mereka. Akan tetapi, peneliti memilih Salma dan Savina yang pertama kali mengangkat tangan untuk maju. Semua Ss bertepuk tangan setelah mereka selesai. Kemudian ada empat pasang Ss lagi yang maju dan sesaat setelah itu bel istirahat pun berbunyi menandakan mereka harus mengakhiri pelajaran Bahasa Inggris hari itu.
9	P kemudian menanyakan apa yang sudah mereka pelajari. Beberapa Ss menjawab, ' <i>say thank miss.</i> ' P kemudian mengatakan bahwa mereka sudah belajar ekspresi berterimakasih dan responnya. P juga menanyakan apakah ada yang Ss ingin tanyakan. Tidak ada yang bertanya kemudian P menutup kelas dengan meminta ketua kelas memimpin doa.

No : FN.07

Hari, Tanggal : Rabu, 22 Januari 2014

Waktu : 08.30-09.50 WIB

Tempat : Ruang Kelas VIII E

Kegiatan : Pertemuan 2

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris: GBI

3) Siswa : Ss

1	P datang ke sekolah pada pukul 08.15 WIB dan kelas Bahasa Inggris di kelas VIII E dimulai pada pukul 08.30-19.50 WIB. pelajaran dimulai seperti biasanya di ruang kelas.
2	Beberapa menit kemudian semua siswa sudah duduk di kelas tetapi suasana masih gaduh karena banyak yang masih berbicara satu dengan yang lain. Kemudian P bertanya, <i>'Are you ready to start our lesson now?'</i> Sebagian besar Ss menjawab, <i>'Yes miss'</i> P membuka kelas dengan mengucapkan salam dan menanyakan kabar Ss. P meminta ketua kelas untuk memimpin doa. P berterima kasih kepada ketua kelas setelah memimpin doa. Untuk mengecek kehadiran Ss, P bertanya <i>'Who is absent today?'</i> Semua Ss menjawab, no one.
3	P kemudian memulai pelajaran dengan menanyakan apa yang sudah mereka pelajari pada pertemuan sebelumnya. Semua Ss menjawab, <i>'How oi inviting someone'</i> P memuji dan membenarkan jawaban Ss, <i>'That's great, we've learnt how to invite someone last Wednesday.'</i> P kemudian menyampaikan hari ini mereka akan belajar menyampaikan pengumuman dan membalasnya dengan berbagai ekspresi. P menanyakan apakah ada Ss yang pernah menyampaikan pengumuman. Sebagian Ss pun menjawab 'Sudah pernah miss. 'Kapan? Sebagian Ss bergumam dan ada juga yang menjawab dengan percaya diri, 'yah waktu ada pengumuman di sekolah, atau disuruh guru menyampaikan pesan dari pengumuman itu miss.
4	P akan memutarkan audio mengenai announcement dan siswa harus menjawab pertanyaan secara langsung dan setelah itu siswa diminta untuk mengartikan kata-kata pada handout yang diberikan P.
5	P meminta siswa untuk memilih materi announcement pada speaking wheel dan siswa harus membuat dialog dengan teman sebangkunya dalam menyampaikan dan menerima kabar pengumuman setelah itu maju ke depan kelas. semua Ss membuka kamusnya dan mencari kalimat-kalimat untuk membuat dialog. Setelah itu P meminta Ss mengerjakan

	task 3.
6	Kemudian P menunjukan ekspresi lain untuk bagaimana membuat pengumuman secara directly. P membacanya satu persatu dan meminta semua Ss untuk menirukannya. Setelah itu P meminta Ss untuk mencoba lagi percakapan dengan ekspresi yang tepat dan dengan pronunciation yang tepat. kemudian memerankanya secara berpasangan di depan kelas. Ada 5 pasang siswa yang maju memerankan percakapan tersebut. Sepasang Ss yang maju pertama ditunjuk oleh P kemudian mereka menunjuk Ss yang lain untuk maju sampai 5 pasang Ss.
7	Selanjutnya untuk Task 4 P meminta Ss untuk bermain games, P meminta Ss membuat grup tiga orang. Ss diminta kembali untuk memilih salah satu materi announcement di Speaking Wheel yang berisi berbagai macam announcement. Ss harus membuat percakapan dari announcement yang mereka dapatkan dari speaking wheel setelah itu menyampaikannya di depan kelas. Pada saat salah satu kelompok menyampaikan pengumuman dari kelompok mereka, kelompok lain harus menjawab informasi yang di deklarasikan oleh kelompok tersebut, kelompok yang paling banyak menjawab akan mendapatkan hadiah snack dari P. namun sedikit sekali siswa yang berani menjawab secara langsung karena mereka mengatakan masih kurang tau banyak vocab dalam berbicara Bahasa Inggris.
8	P dan Ss mereview apa yang telah mereka pelajari hari ini dan kemudian P menyampaikan bahwa pertemuan selanjutnya mereka akan belajar <i>mengenai how to tell short message in daily life and the expression that used</i> . P menutup kelas dengan berdoa dan mengucapkan salam.

No : FN.08

Hari, Tanggal : Jum'at, 24 Januari 2014

Waktu : 07.15-09.45 WIB

Tempat : Ruang Kelas VIII E

Kegiatan : Pertemuan 3

Responden : 1) Peneliti : P

2) Siswa : Ss

3) Guru Bahasa Inggris: GBI

1	P sampai di sekolah pada pukul 09.55 WIB dan langsung menemui GBI di kantor guru. P diminta izin untuk segera langsung memasuki kelas dan meminta ET untuk memonitor
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	kegiatan P. Namun kegiatan sedikit tertunda dikarenakan ET ingin berbicara pada P bahwa P diminta untuk segera menyelesaikan penelitiannya karena 2 minggu lagi akan dilaksanakan Try out kelas IX dan kelas VII dan VIII diliburkan.
2	Setelah pembicaraan selesai P dan Et memasuki ruang kelas. seperti biasanya P meminta ketua kelas untuk memimpin do'a.
3	P mereview materi pertemuan sebelumnya dengan menanyakan beberapa pertanyaan kepada Ss. P bertanya pada pertemuan selanjutnya apa yang mereka pelajari. Ss masih saja diam dan lebih tertarik untuk berbicara pada teman sebangkunya. setelah ET menegur beberapa siswa barulah sebagian besar Ss mulai memperhatikan dan mendengarkan. P mengulangi kembali pertanyaannya " <i>what have we learn on Wednesday?</i> ". Kevin said " <i>we learn about announcement miss?</i> ". "oke good" P memuji kevin karen kevin merupakan salah satu siswa yang aktif di VIII E. P menanyakan kembali pertanyaan selanjutnya " what do you know about announcement". Arsyia tiba-tiba menjawab " <i>yah kan memberi pengumuman miss</i> ". P menjawab " <i>good, but you should speak English</i> ". P kemabali mereview lagi mengenai announcement sebelum masik ke materi selanjutnya.
4	P memutar audio mengenai short message, Ss diminta untuk mencatat kata-kata apa saya yang digunakan. dan menjawab beberapa pertanyaan secara langsung setelah pemutaran video selesai. Setelah itu P kembali memutar audio dan siswa diminta untuk menuliskan isi pesan secara lengkap di buku tugas mereka.
5	P memutar video dan meminta Ss unukt memperhatikan pembicaran. P meminta Ss untuk menganalisis percakapan tersebut dan setelah itu Ss harus berperan seperti video tersebut dan menyampaikan informasi tersebut pada rekan lainnya. tak lupa P mengingatkan untuk menggunakan expresi Thanks or compliment.
6	Kemudian P melanjutkan pada kegiatan selanjutnya untuk berbain games. Ss diminta untuk membuat lingkaran. Siswa yang pertama memutar speaking wheel harus membuat pesan berdasarkan yang terpilih pada speaking wheel dan bergulir menyampaikan pesan secara berurutan. Siswa yang tidak bisa menyampaikan pesan akan disuruh menyanyikan lagu Bahasa Inggris.
7	Karena waktu sudah habis, P mereview apa yang sudah mereka pelajari hari itu dangan menanyakan beberapa pertanyaan ke Ss. P menyampaikan bahwa mereka akan belajar <i>Narrative text</i> untuk pertemuan selanjutnya. P menutup keals dengan salam dan doa.

No : FN.09

Hari, Tanggal : Rabu, 29 Januari 2014

Waktu : 12.00-13.30 WIB

Tempat : Ruang Kelas VIII E

Kegiatan : Pertemuan 4

Responden : 1) Peneliti : P

2) Siswa : Ss

3) Guru Bahasa Inggris: GBI

1	P sampai di SMP 15 Yogyakarta pada pukul 08.00 WIB sementara hari ini jadwal pelajaran Bahasa Inggris di kelas VIII E pada jam ke 3-4 yaitu pada pukul 8.30-09.50 WIB. P langsung menemui GBI di kantor guru dan memberi RPP dan materi yang akan di ajarkan pada hari itu. GBI melihat dan membaca materinya sekilas.
2	Pada Saat P memasuki kelas, Ss masih ribut mengerjakan pelajaran sebelumnya dan ada beberapa Ss yang pergi ke luar kelas sehingga P harus menunggu semuanya masuk kelas sembari menyiapkan LCD untuk menjelaskan pelajaran.
3	P mereview pelajaran sebelumnya yaitu tentang short message. P pun kembali menunjuk beberapa siswa secara spontan untuk berdialog mengenai short message. karena materi ini sedikit mudah P langsung menjelaskan pelajaran apa yang akan di pelajari hari ini. Sebelumnya P mengatakan bahwa hari ini adalah pertemuan terakhir mereka sebelum post test. Beberapa Ss mengeluh karena meminta untuk P mengajar lebih lama lagi.
4	P menanyakan apakah sudah ada yang mengetahui tentang apa itu narrative text. Ss semuanya tidak menjawab karena materi ini memang belum pernah disampaikan sebelumnya. Sebelum P menjelaskan lebih lanjut pada contoh narrative text P terlebih dahulu menjelaskan mengenai narrative text dan menjelaskan generic structure of narrative text.
5	P memutar speaking wheel untuk memilih salah satu gambar dan menanyakan pada Ss tentang apa gambar tersebut. Gambar yang terpilih dari Speaking wheel adalah The legend of surabaya. Setelah itu P menjelaskan materi dengan menggunakan LCD, Ss sibuk mencatat informasi yang disampaikan oleh P.
6	P memutar film berbahasa Inggris yang berjudul “Barbie”. P meminta Ss menyebutkan apakah film tersebut merupakan Legenda dan bisa di masukan dalam narrative text. Ss harus mencatat informasi pada film tersebut. setelah itu Ss harus

	menceritakan secara berdialog mengenai cerita barbie tersebut.
7	Pada stage pembelajaran selanjutnya P meminta Ss untuk memilih cerita dari speaking wheel setelah itu siswa kembali membuat dialog secara langsung dan mempraktekannya di depan kelas.
8	Karena bel pulang sudah berbunyi, maka P dan Ss mereview apa yang telah mereka pelajari hari ini dan kemudian P menyampaikan bahwa pertemuan selanjutnya mereka akan belajar <i>narrative text</i> . P menutup kelas dengan berdoa dan mengucapkan salam.

No : FN.10

Hari, Tanggal : Jum'at, 5 february 2014

Waktu : 07.15-09-45

WIB

Tempat : Ruang Kelas VIIIIE

Kegiatan : Pertemuan 5

Responden :1) Peneliti : P

2) Siswa : Ss

3) Guru Bahasa Inggris: GBI

1	P sampai di sekolah pada pukul 07.00 WIB dan langsung menemui GBI di kantor guru. P mengatakan bahwa hari ini akan melakukan post-test pada siswa. materi post test nya mengenai narrative text.
2	Setelah kegiatan rutin mengaji selesai P memasuki kelas dan menyiapkan LCD untuk memutar film pada Ss, Ss sangat senang walaupun mereka akan diberikan test.
3	P kemudian mereview materi pertemuan sebelumnya dengan menanyakan apakah yang sudah mereka pelajari pada pertemuan sebelumnya. P menanyakan materi apa saja yang sudah mereka pelajari selama P melakukan action. Ss serempak menjawab “ <i>announcement, Invitation, Short message dan terakhir narrative text miss</i> ”. “ohh all of you are smart and very good, i hope you are never forget the material that have been finished learned”. “yess miss” Ss menjawab dengan riang.
4	P akan memutar video yang mengenai film “Sleeping Beauty” Ss harus memperhatikan vido tersebut. P memutar film tersebut 2 kali sampai Ss harus siap maju secara acak untuk berdialog mengenai film tersebut. point yang harus ada pada dialog mereka adalah

	mind ideanya, runtutan cerita, konflik dan penyelesaiannya.
5	Setelah semua siswa telah melakukan post test, P menutup pelajaran hari ini sembari mengucapkan rasa terima kasih yang sebanyak-banyaknya pada Ss yang telah membantunya dalam menyelesaikan tugas ini. P mengucapkan salam dan keluar kelas.

Observation Checklists

Observation Checklist on Students' English Speaking Performance

Date : 17 January 2014
 Time : 07.15-09.50 WIB
 Meeting : 1

No	Nama	Indicators				
		G	V	C	F	P
1	Andang Halim Maulana	√	-	-	-	-
2	Angela Raradiva Bentya	-	√	√	-	√
3	Anggita Dyah Putri Nuraeni	-	√	-	-	-
4	Arim Sukma Permata	-	-	-	-	-
5	Asty Ary Wijayanti	√	√	-	√	√
6	Atifa Raidatun Nisa	-	-	√	-	√
7	Daffa Indra Dirgantara	-	√	√	-	√
8	Demitrius Derian Wicaksono	√	√	-	√	√
9	Doaresti Dian Pertiwi	-	-	√	-	√
10	Erry Susilo	-	√	-	-	-
11	Evanda Romianta	-	√	√	-	-
12	Fransiscus Xaverius Jesua Deo Ammorista	√	√	√	√	√
13	Fransiscus Xaverius Adimas Aji Nugraha	-	√	√	-	√
14	Hanivan darmawan	-	-	-	-	-
15	Ivan Ekacandra Darmawan	-	√	-	-	√
16	Jihan Nida Hasanah	√	√	√	√	-
17	Kevin Millenio Perdana Putra	√	√	√	√	√
18	Khoirun Danar Mayaningsih	-	√	√	-	-
19	Matilda donna Widonasari Golden	-	√	√	-	-
20	Muflih Rosliahmad Bagusnugroho	-	-	-	-	√
21	Muhammad Sunan Pamungkas	-	-	-	-	-
22	Muhamma Taufiq Arfa'i	√	√	√	-	√
23	Nadya arifa	-	√	√	√	-
24	Nicolaus Zenkhilif Herlian Palapa Putra	-	√	√	-	√
25	Novenita Ulfi Rahmadamayanti	√	√	√	√	√
26	Rizaldo Arsyadana Adhieka Brilliansa	-	√	√	-	-
27	Rizkia Aziza Nur Mustika	-	√	√	√	√
28	Salma Salsabila Hasna	-	√	-	-	-
29	Savina Khairunnisa putri	-	-	√	-	√
30	Sinta Surada	-	√	√	-	√
31	Wahyu agung Nugraha	-	√	-	-	√
32	Wahyuana Yusuf	-	√	-	-	√
33	Ziko Rofiannanda	√	-	-	√	√
34	Maria Swastika Tri Rahayu	√	√	-	-	-

Number of Students		8	22	19	8	19
Percentage (%)		25%	68,75%	59,38%	25%	59,38%

√: The students perform the indicators

-: The students has not perform the indicators

Observation Checklist on Stdudents' English Speaking Performance

Date : 22 January 2014

Time : 08.30- 09.50 WIB

Meeting : 2

No	Nama	Indicators				
		G	V	C	F	P
1	Andang Halim Maulana	√	√	√	-	-
2	Angela Raradiva Bentya	√	√	√	√	√
3	Anggita Dyah Putri Nuraeni	-	√	√	-	√
4	Arim Sukma Permata	-	-	-	-	-
5	Asty Ary Wijayanti	√	√	-	√	√
6	Atifa Raidatun Nisa	-	-	√	-	√
7	Daffa Indra Dirgantara	-	√	√	-	√
8	Demetrius Derian Wicaksono	√	√	-	-	√
9	Doaresti Dian Pertiwi	-	√	√	-	√
10	Erry Susilo	√	√	-	-	-
11	Evanda Romianta	-	√	√	-	-
12	Fransiscus Xaverius Jesua Deo Ammorista	√	√	√	√	√
13	Fransiscus Xaverius Adimas Aji Nugraha	-	√	√	-	√
14	Hanivan darmawan	-	-	-	-	-
15	Ivan Ekacandra Darmawan	-	√	-	-	√
16	Jihan Nida Hasanah	√	√	√	√	√
17	Kevin Millenio Perdana Putra	√	√	√	√	√
18	Khoirun Danar Mayaningsih	-	√	√	-	-
19	Matilda donna Widonasari Golden	-	√	√	√	√
20	Muflih Roslihmad Bagusnugroho	-	-	-	-	√
21	Muhammad Sunan Pamungkas	-	√	√	-	-
22	Muhamma Taufiq Arfa'i	-	√	√	-	√
23	Nadya arifa	-	√	√	-	-
24	Nicolaus Zenkhilif Herlian Palapa Putra	-	√	√	-	√
25	Novenita Ulfi Rahmadamayanti	√	√	√	√	√
26	Rizaldo Arsyadana Adhieka Brilliansa	-	√	√	-	-

27	Rizkia Aziza Nur Mustika	√	√	√	-	√
28	Salma Salsabila Hasna	-	√	-	-	-
29	Savina Khairunnisa putri	-	√	√	-	√
30	Sinta Surada	-	√	√	√	√
31	Wahyu agung Nugraha	-	√	-	-	√
32	Wahyuana Yusuf	-	√	√	√	√
33	Ziko Rofiannanda	-	√	√	-	√
34	Maria Swastika Tri Rahayu	√	-	√	√	-
Number of Students		10	28	23	9	22
Percentage (%)		31,25%	87,5%	71,87%	28,13%	68,75%

√: The students perform the indicators

-: The students has not perform the indicators

Observation Checklist on Stdudents' English Speaking Performance

Date : 24 january 2014

Time : 7.15- 08.45 WIB

Meeting : 3

No	Nama	Indicators				
		G	V	C	F	P
1	Andang Halim Maulana	√	√	√	√	√
2	Angela Raradiva Bentya	√	√	√	√	√
3	Anggita Dyah Putri Nuraeni	√	√	√	√	√
4	Arim Sukma Permata	√	√	√	√	√
5	Asty Ary Wijayanti	√	√	√	-	√
6	Atifa Raidatun Nisa	-	√	√	-	√
7	Daffa Indra Dirgantara	√	√	√	√	√
8	Demitrius Derian Wicaksono	√	√	√	√	√
9	Doaresti Dian Pertiwi	√	√	√	√	√
10	Erry Susilo	√	√	√	-	√
11	Evanda Romianta	-	√	√	√	√
12	Fransiscus Xaverius Jesua Deo Ammorista	√	√	√	√	√
13	Fransiscus Xaverius Adimas Aji Nugraha	√	√	√	√	√
14	Hanivan darmawan	-	√	√	-	-
15	Ivan Ekacandra Darmawan	-	√	-	-	√
16	Jihan Nida Hasanah	√	√	√	√	√
17	Kevin Millenio Perdana Putra	√	√	√	√	-
18	Khoirun Danar Mayaningsih	-	√	√	√	√
19	Matilda donna Widonasari Golden	√	√	√	√	√
20	Muflih Roslihmad	-	√	-	√	√

	Bagusnugroho					
21	Muhammad Sunan Pamungkas	√	√	√	-	√
22	Muhamma Taufiq Arfa'i	√	√	√	√	√
23	Nadya arifa	√	√	√	-	√
24	Nicolaus Zenkhilif Herlian Palapa Putra	√	√	√	-	-
25	Novenita Ulfi Rahmadamayanti	√	√	√	-	-
26	Rizaldo Arsyadana Adhieka Brilliansa	√	√	-	-	-
27	Rizkia Aziza Nur Mustika	-	√	√	-	√
28	Salma Salsabila Hasna	-	-	-	-	√
29	Savina Khairunnisa putri	-	-	√	√	√
30	Sinta Surada	-	√	√	-	√
31	Wahyu agung Nugraha	-	√	-	√	√
32	Wahyuana Yusuf	√	√	-	√	√
33	Ziko Rofiannanda	√	-	√	-	√
34	Maria Swastika Tri Rahayu	-	√	√	-	√
Number of Students		21	30	26	19	27
Percentage (%)		65,63%	93,75%	81,25%	59,38%	84,38%

: The students perform the indicators

:- The students has not perform the indicators

Observation Checklist on Stdudents' English Speaking Performance

Date :29 January 2014

Time : 08.30-09.50 WIB

Meeting : 4

No	Nama	Indicators				
		G	V	C	F	P
1	Andang Halim Maulana	√	√	√	√	√
2	Angela Raradiva Bentya	√	√	√	√	√
3	Anggita Dyah Putri Nuraeni	√	√	√	√	√
4	Arim Sukma Permata	√	√	√	-	√
5	Asty Ary Wijayanti	√	√	√	-	√
6	Atifa Raidatun Nisa	-	√	√	-	√
7	Daffa Indra Dirgantara	√	√	√	√	√
8	Demitrius Derian Wicaksono	√	√	√	√	√
9	Doaresti Dian Pertiwi	√	√	√	√	√
10	Erry Susilo	√	√	√	-	√
11	Evanda Romianta	-	√	√	-	√
12	Fransiscus Xaverius Jesua Deo Ammorista	√	√	√	√	√
13	Fransiscus Xaverius Adimas Aji	√	√	√	√	√

	Nugraha					
14	Hanivan darmawan	-	√	√	√	-
15	Ivan Ekacandra Darmawan	-	√	-	√	√
16	Jihan Nida Hasanah	√	√	√	√	√
17	Kevin Millenio Perdana Putra	√	√	√	√	√
18	Khoirun Danar Mayaningsih	-	√	√	√	√
19	Matilda donna Widonasari Golden	√	√	√	-	√
20	Muflih Roslihmad Bagusnugroho	-	√	√	-	√
21	Muhammad Sunan Pamungkas	√	√	√	-	√
22	Muhamma Taufiq Arfa'i	√	√	√	√	√
23	Nadya arifa	√	√	√	√	√
24	Nicolaus Zenkhliif Herlian Palapa Putra	√	√	√	-	-
25	Novenita Ulfi Rahmadamayanti	√	√	√	√	√
26	Rizaldo Arsyadana Adhieka Brilliansa	√	√	√	√	√
27	Rizkia Aziza Nur Mustika	√	√	√	-	√
28	Salma Salsabila Hasna	√	√	√	-	√
29	Savina Khairunnisa putri	-	√	√	√	√
20	Sinta Surada	-	√	√	√	√
31	Wahyu agung Nugraha	-	√	-	-	√
32	Wahyuana Yusuf	√	√	-	-	√
33	Ziko Rofiannanda	√	√	√	-	-
34	Maria Swastika Tri Rahayu	-	√	√	√	√
Number of Students		23	32	29	23	30
Percentage (%)		71,87%	100%	90,63%	71,87%	93,75%

: The students perform the indicators

:- The students has not perform the indicators

Photographs



Teacher ask sunan to perform



Students pre- test



Students choose material from speaking wheel to discussed



Students discussion



Students discussion



Students discussion



Students put their material from their group into speaking wheel



Students select the materials



Students play speaking wheel to discuss



Students play speaking wheel to discuss



Students put their task



Teacher give explain from the students