# IMPROVING STUDENTS' SPEAKING ABILITY AND INVOLVEMENT THROUGH INTERACTIVE ENGLISH TASKS FOR THE SECOND YEAR STUDENTS OF SMP N 1 KEDUNGREJA IN 2013/2014 ACADEMIC YEAR

## **A Thesis**

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



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# **DEDICATIONS**

# This thesis is especially dedicated to:

**ALLAH SWT,** 

my parents,

my brother,

my sister,

my lecturers,

my consultants,

and my friends.

# **MOTTOS**

"And whatever the Messenger gives you, take it, and whatever he forbids you, leave it. And fear Allah: truly Allah is severe in punishment."

(Qur'an 59:7)

"Each of us must be the change we want to see in the world."

(Mahatma Ghandi)

"The earliest you can start any project is now."

(Lucy Mallan)

"What you can do, or dream you can do, begin it. Boldness has genius, power and magic in it."

(Goethe)

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I realize that my thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis gives some contributions for the improvements of the English teaching and learning and for the readers.

Yogyakarta, January 2014 Writer,

Astri Indah Pratiwi

# TABLE OF CONTENTS

COVER	•••••	i
APPROVAL SHE	EET	i
RATIFICATION	SHEET	ii
PERNYATAAN	•••••	iv
DEDICATIONS	•••••	V
MOTTOS	•••••	Vi
ACKNOWLEDG	EMENTS	vii
TABLE OF CON	TENTS	ix
LIST OF TABLE	S	Error! Bookmark not defined
LIST OF FIGURES		Error! Bookmark not defined
LIST OF APPEN	DICES	xii
ABSTRACT	••••••	Error! Bookmark not defined
CHAPTER I INT	RODUCTION	Error! Bookmark not defined
A. Backgrou	nd of the Problem	Error! Bookmark not defined.
B. Identifica	tion of the Problem	3
C. Limitation	n of the Problem	Error! Bookmark not defined.
D. Formulati	on of the Problem	6
E. Objective	of the Research	Error! Bookmark not defined.
F. The Signi	ficance of the Research	Error! Bookmark not defined
	TERATURE REVIEW AN	ND CONCEPTUAL
A. Theoretic	al Review	9
1. Speaking		9
a. The Na	ture of Speaking	9
b. Aspects	of Speaking	Error! Bookmark not defined.
c. Micro a	and Macro Skills of Speaking	gError! Bookmark not defined

	2.	Teaching Speaking	Error! Bookmark not defined.		
	a.	The Roles of the Teachers and the Stu Speaking			
	b.	Principles of Teaching Speaking	Error! Bookmark not defined.		
	c.	Approches to Teaching Speaking	Error! Bookmark not defined.		
	d.	Assessing Speaking	Error! Bookmark not defined.		
3	3. 7	The Teaching of Speaking at Junior Hig	gh School Students19		
	a.	The Characteristics of Junior High Sc	hool Students19		
	b.	Factors Affecting Students Speaking	Skills <b>Error! Bookmark not defined.</b>		
	c.	The Students' Learning Motivation	Error! Bookmark not defined.		
	d.	School Based Curriculum	Error! Bookmark not defined.		
۷	<b>l.</b> 7	The Nature of Interactive Tasks	Error! Bookmark not defined.		
	a.	Definitions of Tasks	Error! Bookmark not defined.		
	b.	The Nature of Interaction in Language	e Teaching28		
	c.	Interactive Tasks	29		
	d.	Students' Involvement	Error! Bookmark not defined.		
	e.	The Role of Interactive Tasks in Teac	hing Speaking Error! Bookmark not defined.		
	f.	Kinds of Interactive Tasks for Speaking	ng Class 34		
B.	]	Review of Relevant Research Studies	49		
C.	(	Conceptual Framework	Error! Bookmark not defined.		
D.	1	Analytical Framework	40		
CHAPTER III RESEARCH METHODError! Bookmark not defined.					
A.	]	Research Design	Error! Bookmark not defined.		
B.	-	The Setting of the Research	Error! Bookmark not defined.		
C.	\$	Subject of the Research	Error! Bookmark not defined.		
D.	]	Procedure of Action Research	Error! Bookmark not defined.		
E.		Data Collection Techniques and Instrum	nents Error! Bookmark not		
def	ined	<b>l.</b>			
F.	]	Data Analysis Techniques	Error! Bookmark not defined.		
G.	]	Data Validity and Reliability	Error! Bookmark not defined.		

# CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONError! Bookmark not defined.

A.	Research Findings	Error! Bookmark not defined.
1.	Reconnaissance	Error! Bookmark not defined.
a.	. Identification of the Field Problems	Error! Bookmark not defined.
b.	. Problem Selection based on the Urgen	cy Level53
c.	. Problem Selection based on the Feasib	ility Problems54
d.	. Determining the Action to Solve The l	Field Problems 55
2.	The Implementations of the Actions	57
a.	. The Report of Cycle 1	58
	1) Plan	58
	2) Actions and Observation	Error! Bookmark not defined.
	3) Reflection	Error! Bookmark not defined.
b	. The Report of Cycle 2	76
	1) Plan	77
	2) Action and Observation	Error! Bookmark not defined.
	3) Reflection	90
3.	The Result of Speaking Test	Error! Bookmark not defined.
B.	General Findings	Error! Bookmark not defined.
	TER V CONCLUSIONS, IMPLICATION	
SUGGE	ESTIONS	Error! Bookmark not defined.
A.	CONCLUSION	Error! Bookmark not defined.
B.	IMPLICATIONS	Error! Bookmark not defined.
C.	SUGGESTION	Error! Bookmark not defined.
REFERENCES		Error! Bookmark not defined.
APPEN	DICES	Error! Bookmark not defined.

# LIST OF APPENDICES

Appendix 1: Interactive English Tasks	Error! Bookmark not defined.
Appendix 2: Course Grids	Error! Bookmark not defined.
Appendix 3: Lesson Plans	Error! Bookmark not defined.
Appendix 4: Observation Sheets	
Appendix 5: Interview Transcripts	
Appendix 6: Scoring Rubrics	Error! Bookmark not defined.
Appendix 7: Questionnaire	Error! Bookmark not defined.
Appendix 8: Field Notes	Error! Bookmark not defined.
Appendix 9: Attendance Lists	Error! Bookmark not defined.
Appendix 10: Students' Test Scores	Error! Bookmark not defined.
Appendix 11. Documentations	Error! Bookmark not defined.
Appendix 12. Letters	Error! Bookmark not defined.
IMDDOVING STUDENTS! SDEAKING A	RII ITV AND INVOLVEMENT

# IMPROVING STUDENTS' SPEAKING ABILITY AND INVOLVEMENT THROUGH INTERACTIVE ENGLISH TASKS FOR THE SECOND YEAR STUDENTS OF SMP N 1 KEDUNGREJA IN 2013/2014 ACADEMIC YEAR

by

## Astri Indah Pratiwi

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## Abstract

This action research was conducted to improve the students' speaking ability and their involvement in the speaking teaching and learning process of eight grade students of SMP N 1 KEDUNGREJA through Interactive English Tasks. It attempted to answer the question of "What are the characteristics of interactive tasks that are effective and how the interactive English tasks be used effectively to improve the students speaking ability and their involvement at eight grade students of SMPN 1 KEDUNGREJA in the academic year of 2013/2014?"

The participants of this research were eight grade students of SMP N 1 KEDUNGREJA in the academic year of 2013/2014. The research was carried out

through action research that consisted of two cycles. The researcher collaborated with the English teacher in implementing the actions and an observer. The data were in the forms of qualitative and quantitative. The data qualitative were in the forms of field notes, interview transcripts, questionnaire and photographs. The quantitative data were obtained from the test results of pre-test, post-test, and also questionnaire data. The procedures of the research were reconnaissance, planning, actions, and reflection. The validity of the data was obtained by applying the democratic validity, process validity and outcome validity, catalytic validity and dialogic validity. Meanwhile, the reliability, in this research was using interrater reliability. In addition, the researcher used time triangulation, research triangulation and investigation triangulation.

The results of the research show that there were effective and ineffective

Interactive English Tasks involved in the teaching and learning process. The

characteristics of effective interactive English tasks for eight students of SMP N 1

KEDUNGREJA were: the tasks have goals, varied inputs, varied activities, varied

settings, varied teacher roles, and varied learners' roles. This research used

effective interactive English task that were appropriate media in the teaching and

learning process and classroom English in the both cycles. Thus, the use of

effective interactive English tasks and the emphasis on classroom English can

improve speaking ability of the eight grade students of SMP N 1 KEDUNGREJA

through Interactive English Tasks.CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

# A. Background of the Problem

In Indonesia, English becomes one of the compulsory lessons at the Junior and senior high schools as mentioned in the government rules No.19/2009 article

6 verse 1 about the scope of subjects in every level education in the curriculum. The way to master English is by learning it correctly. It is aimed at making the students able to communicate in English both oral and written forms as their basic competence. Both written and oral forms should be developed equally.

As mentioned in Junior High School (SMP), speaking is one of the four skills that should be developed by the students. In daily life the speaking activities may include asking and answering questions, describing and explaining things, having a conversation or dialog, and developing speech. The fact in the classroom of SMP N 1 KEDUNGREJA, especially in VIII grade the English teaching and learning is focused on helping the students pass the final exam only. The teachers try to focus on reading, writing and listening. They do not give great attention to speaking, because is not tested in national examination. The students also were less motivated in speaking class, they fell that it is strange to speak in Eglish because their mother tongue is not English but Javanese.

In fact, speaking skill is taught by using traditional techniques. From the pre-observation in SMP N 1 KEDUNGREJA it is revealed that the classroom activities were listening to the teachers explanation, reading the materials given, and translating the text. It makes the students almost unmotivated. They just listen to the teachers' explanation so it makes the students passive. That factors lead to unsuccesful English learning and they need to get serious attention.

Then, the students were not involved in the teaching and learning process.

They were not interested in the lesson, even some of them talk to other students when the teacher explained. There are few communicative activities in the

classroom that make the students talk actively in English. Unfortunately, the teacher is still the center of the learning. It is not effective enough to promote language acquisition. Based on the information from the teacher and the researcher's observation, teacher center learning still happened in the English class of the eight grade students in SMP N 1 KEDUNGREJA and the students tend not to listen the teacher because there is not variety of teaching, so many students are less motivated and feel bored in learning to speak in English in the classroom.

Not all teachers are really careful in selecting the tasks used in the classroom. They may choose a task because the governments suggest that task or it is easy to find. Sometimes the teacher just refers the task from "LKS" or Students Worksheet that are designed by "MGMP" (Musyawarah Guru Mata Pelajaran) at that region, that it lacks in interactive activities or tasks for speaking subjects. It makes the students have limited opportunities in speaking practice, so they have low speaking ability.

One of the characteristics of communicative teaching is that the students and the teachers use the target language to communicate with one another. However, sometimess the teachers use Bahasa Indonesia to explain or to talk to students, because they are afraid that the students do not understand the target language. This may make the students feel that English is just the language used for learning, not for communicating.

The teaching and learning process in English especially in speaking class should be communicative and interactive in order to achieve the learning goals. But, looking at the fact found in the research field the researcher motivated to solve the problems by conducting research. This study involves the teacher and the headmaster of that school to find out the solutions to the problems in teaching and learning English, especially in speaking class of the eight grade students at SMP N 1 KEDUNGREJA. The researcher is interested in conducting a research to improve the quality of the students' speaking ability and their involvement.

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

In identifying the problems, the researcher interviewed the English teacher and students of SMP N 1 KEDUNGREJA and also conducted classroom observation of the English teaching-learning process. Based on the observation conducted in the English teaching-learning at SMP N 1 KEDUNGREJA, there were some problems that could be identified as follows:

- 1. The students were passive
- 2. The students were not interested in learning English
- The students were not involved in teaching and learning activities, especially in speaking class.
- 4. The students lacked vocabulary.
- 5. There were limited media used in the teaching-learning process.
- 6. The materials were just based on the textbook provided by the school.

- 7. There was not any game used in the teaching-learning English, especially in speaking class.
- 8. The students had low motivation in learning English.
- 9. The teaching technique used by the English teacher was monotonous.

However, the researcher and the English teacher agreed that there were only some urgent problems in the process of teaching speaking in the eight grade students of SMP N 1 KEDUNGREJA that can be solved. Those problems will be mentioned below.

First, the problem is related to the teacher. The teacher found the difficulties for applying her ideas to make such interactive activities such as games, songs or outdoor activities that might encourage students' speaking ability and involvement in speaking class. The teacher gave long explanation about the materials to the students, these made the students felt bored.

Second, the problem is related to the students. The students were passively involved in the classroom activities. They never paid attention and did not respond to teacher's questions. There were only few students that gave response to the teacher, in this case they were the girl students. When the teacher instructed in English, the students get confused with her instruction. The students' motivation to learn English was low, especially in speaking. They needed some interesting and enjoyable activities or tasks to build their motivation in learning English. The students were also afraid of making mistakes. So, most of the students choose to keep silent during the speaking class. Even when the teacher asked them to answer the questions they smiled and did not give answer.

Third, the problem is related tp the teaching technique. Most of the teachers give long explanation on difficult rules of the language in their teaching. Then, reading long text and drilling are also included. The techniques spend must energy. It is difficult for the learners to be fully involved in the activities. It is because the activities shorten their attention span. Learners' attention span can be shortened while they are involved in something that they find boring, useless, and complicated as well Brown (2001: 88). The teacher can maintain learners' attention span by using the techniques which include interesting activities.

Fourth, the problem is related to the media. There were limited media used in teaching Englih, especially in teaching speaking. Although, there were many kinds of media provided by the school (pictures, English encyclopedia, dictionary etc.), the teacher did not use them maximally to support her teaching. He just asked the students to go to the library to see or use those media, but the students did not do her suggestion. So, they were useless. The teacher only used the English book suggested by the government and students worksheet.

In addition, the process of teaching and learning of English speaking is also influenced by the time allocation and the facilities available in the class. By providing sufficient time allocation and facilities the school can have the teaching and learning process of English speaking that will be more successful.

# C. Limitation of the Problem

This research has broader scope and it is impossible for the researcher to handle all the problems. Therefore, considering the limited time, energy and fun, the researcher limits the scope of the research. Based on the background and the

identification of the problems, the problem of this research is focuses on the use of interactive English tasks in improving the students speaking ability and their involvement in the English teaching-learning for the second year students of SMP N 1 KEDUNGREJA in 2013/2014 academic year. The limitation is taken because there are many aspects that affect the students' English mastery. It is imposible to solve all aspects since the researcher does not have enough access and time to cover all of them. The students' speaking ability of Grade Eight students at SMP N 1 KEDUNGREJA is considered low, mainwhile the most demanding skills should be mastered well is speaking. That is why the students of SMP N 1 KEDUNGREJA need an interactive task to improve their speaking skill and involvement.

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

The problem of this researcher could be formulated as:

- 1. What are the characteristics of interactive tasks that are effective to improve the students speaking ability and their involvement at eight grade students at SMP N 1 KEDUNGREJA in the academic year of 2013/2014?
- 2. How can the interactive English tasks be used effectivelly to improve the students' speaking ability and involvement in the teaching-learning English, especially in speaking skill of grade eight students at SMP N 1 KEDUNGREJA in the academic year of 2013/2014?

# E. Objectives of the research

The first objectives of this research was to improve the students speaking ability and involvement in the teaching and learning English especially in

speaking skill at SMP N 1 KEDUNGREJA, in the academic year of 2013/2014 through interactive tasks. Then, the second objective was to find the characteristics of interactive tasks whether it was effective or not to improve the students speaking ability and involvement in the teaching learning process of eight grade students at SMP N 1 KEDUNGREJA in the academic year 2013/2014.

# F. Significances of the research

The result of this study is expected to give some practical and theoretical significance. Those are:

- 1. Practical significance
- For students; it can encourage students' motivation in learning English especially for speaking.
- For English teacher; the finding of this study is expected to become a source of information about the ways to improve the teaching and learning quality.
- For Institutions of the English teaching program; this study is expected to become an input in empowering the teachers of English to improve the students' speaking skills in teaching and learning processes through Interactive English Tasks..
- For the researcher; this study is expected to increase her awareness of the contribution of interactive tasks to improve the students' speaking skills in teaching and learning processes and gives the experience in doing the research and working with other people as well.

# 2. Theoretical significance

The finding of this study is expected to become one of the considerable source or speaking material either to enrich reference or to improve knowledge in English teaching and learning processes.

## **CHAPTER II**

# LITERATURE RIVIEW AND CONCEPTUAL FARMEWORK

In the theoretical background, the researcher discusses some theories and research studies which are relevant to the topic.

# A. Theoretical Review

# 1. Speaking

# a. The Nature of Speaking

Many definitions about speaking have been proposed by language experts. According to Spratt, Pulverness, and Wiliam (2005: 21), speaking is one of the four skills that is taught in language teaching. Together with writing, it is included

as productive skill that involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected each other which the listener can get the message of the conversation.

Cameron (2001: 40) mentions that speaking is the active use of language to express meanings 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 most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that a listener will understand.

Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning of the speech. Therefore, spoken fluency is required to reach the goal of the conversation.

From some definitions above, it can be concluded that speaking is the process of negotiating meaning through verbal and non-verbal language that involves two or more people. Both the speaker and hearer have to react or give feedback to what they hear so that the communication can run well.

# b. Aspects of speaking

Fluency and accuracy may be two terms which usually relate to speaking skill. According to Nunan (2003), accuracy is the condition when the speech of the learners matches what the people say in using the target language. For the teachers who wish to improve the students' fluency, they should not constantly interrupt the students to correct their oral errors. Here, they need to be aware that to make a mistake is something natural in new language learning.

Meanwhile, fluency in this case refers to the extent to which learners use the target language confidently and also quickly. Here, they do not have any hesitation or any pause which is unnatural. Moreover, there is also not a false start, word search, and many more. An activity that was designed to bring about an increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity. As the ease increases with which learners make use of what they know, then they are able to give more attention to the quality of what they use. According to Skehan in Nation and Newton (2009), fluency is typically measured by the speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presense of more complicated constructions, such as subordinate clauses.

In relation to this, Brown (2001) also points out that fluency and accuracy are the important goals in CLT (Communicative Language Teaching). In this case, fluency in many courses can be such an initial goal in the teaching, while accuracy is achieved through allowing the students to focus on certain elements like phonology, grammar, and discourse in their spoken output. Moreover, he also adds that

"The fluency/accuracy issue often boils down to the extent to which our techniques should be message oriented (or, as some call it, teaching language use) as opposed to language oriented (also known as teaching language usage). Current approaches to language teaching lean strongly towards message orientation with language usage offering a supporting role." Brown (2001: 269)

More specifically about the fluency, Newton and Nation (2009: 151) state some characteristics of fluency in all skills. They are:

- This can mean what the language learners should be able to demonstrate fluency when they take part in meaning-focused activity. More than that, they need to do it with speed and ease without holding up the flow of talk.
- 2) The fluent use of a language does not require a great attention as well as any effort from the learner.
- Considering the four goals of Language, Ideas, Skill, Text (LIST), a fluency can be a skill. However, it actually depends on quality of knowledge of the language, and its development involves the addition to and restructuring of knowledge, in essence it involves making the best possible use of what is already known.

Newton and Nation (2009: 152-153) continue stating that fluency is likely to develop if some conditions are met. The first one is that the activity is meaning-focused. The second one is that the learners must take part in activities where all the language items are within their previous experience. From the point of view of fluency, this activity has these important features. First, the user is encouraged to process a large quantity of language. Second, the demands of activity are limited

to a much smaller set than would occur in most uncontrolled learning activities. Third, the learner is helped to reach a high level of performance by having the opportunity to repeat and by the challenge of decreasing time to convey the same message. Then, there should be a support and encouragement for the learner to perform at a higher than normal level. Related to this, there are some brief suggestions of things to do before the fluency activity begins mentioned by Newton and Nation (2009: 155). They listed follows:

- a) Brainstorming the topic
- b) Pre-reading the topic
- c) Observation of others doing the activity
- d) Repeated opportunities to do the activity
- e) Preparing and practicing in the first language
- f) Prediction activities

From the explanation about fluency and accuracy in the speaking skill given above, it is then really necessary for the English teacher to develop both aspects as the aim in the teaching and learning process of speaking in the classroom. First of all, they need to focus more on the fluency by giving the students more opportunity to speak confidently in the classroom. After that, the accuracy can later be improved by using certain techniques they plan.

# c. Micro-and Macro-skills of Speaking

As a skill in English, speaking also has micro- and macro skills. According to Brown (2004: 142), there are 16 different skills in English which are mentioned as follows:

# 1) Microskills

- a. Produce differences among English phonemes and allophonic variants
- b. Produce chunks of language of different lengths

- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours
- d. Produce reduced forms of words and phrases
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
- f. Produce fluent speech at different rates of delivery
- g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-correction, backtracking- to enhance the clarity of the message
- h. Use grammatical word classes (nouns, verb, etc), system (e.g., tense, agreement, pluralism), word order, patterns, rules, and elliptical forms
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents
- j. Express a particular meaning in different grammatical forms
- k. Use cohesive devices in spoken discourse

# 2) Macroskills

- a. Appropriately accomplish communicative functions according to situations, participants, and goals
- b. Use appropriately styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face interactions
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you

# 2. The Teaching of Speaking

# a. The Roles of the Teachers and the Students in the EFL of Speaking

Teachers and students are playing actors during teaching learning activities in the classroom. They have their own role in the teaching learning process. According to Harmer (2001:347-348), there are three important roles of teacher to make the students speak fluently. The described as follows.

First of all is as a prompter. In this case the teacher cannot help the students when they lost their idea. Sometimes students are silent during their conversation. Without disrupting them, it will stop the sense of frustration for some students when they lose their language or ideas.

The second role of teacher is as a participant. In this case the teacher can be participant among the students. The teacher can join one or two groups as an ordinary participant during the teaching learning process. Even if, the teacher can join the activity, the teacher cannot interrupt the activity too much.

The last is feedback provider. The teacher can give feedback to students, when they have completed their activity. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used.

The students' roles are as communicators to be actively engaged in negotiating meaning. This is done to make them understand and also the others even when their knowledge of the target language is complete. Since the teacher's role is less dominant, students are seen as more responsible managers of their own learning.

Based on the teacher's and students' role in the teaching learning activity, the writer concludes that the roles should motivate the students to speak independently without disrupting from the teacher and also the teacher give them feedback without over-corrected the students' mistakes unless it de-motivate them to speak during the activity. It is believed that the students' speaking skill will improve after the teacher and the students obey their own roles.

# b. Principles for Designing Teaching Speaking

To provide the students' with an effective and meaningful speaking learning, the teacher should consider the technique being used in the classroom. The following are some principles for designing speaking technique proposed by Brown (2001: 275).

- 1) The teacher need to use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) The teacher should provide intrinsically techniques that motivate the students. The students should realize that the activity will benefit them.
- The teacher should encourage the use of authentic language in meaningful contexts. It is important to consider that learning context must be meaningful towards the students.
- 4) The teacher needs to provide appropriate feedback and correction, given in appropriate way.
- 5) The learning should be capitalized on the natural link between speaking and listening, because many interactive techniques that involve speaking will also include listening.
- The students should be given opportunities to initiate oral communication such as by asking question and providing information.
- 7) The development of speaking strategies should be encouraged such as how to ask clarification (What?) or how to ask someone to repeat something (Excuse me).

# c. Approaches to Teaching Speaking

Many language experts have argued the best approach to language learning during years. Some believe in the old approaches, some welcome the use of current approach to improve the teaching and learning process. According to Richards (2006: 24-25) communicative language teaching (CLT) is a new approach used widely since the 1990s. Here are some core assumptions of current CLT.

- Native language is allowed as long as learners engage in interaction and meaningful communication.
- 2. Learners negotiate meaning through the task, expand their language resources, and notice how language is used.
- 3. Learning language is a gradual process involving creative use of language and trial and error. The goal of learning is using the new language fluently and accurately.
- 4. Successful language learning uses communication strategies.
- 5. The role of the teacher is a facilitator and learners learn through collaboration and sharing.

CLT requires a syllabus that identifies all the relevant components of a language. The first widely adopted communicative syllabus developed within the framework of classic CLT was termed Threshold Level. It described the level of proficiency learners need to attain to cross the threshold and begin real communication. It consists of topics, functions, notions, situations as well as grammar and vocabulary, Van Ek and Alexander in Richards, (2006: 10-11).

Regarding CLT, Richards also distinguishes two current methodologies that can be described as extensions of the CLT movement. These methodologies are also suggested by Thornburry (2005: 119-122) for teaching speaking. They are a task-based approach and a text-based or genre approach.

Richards (2006: 33-40) asserts that a task-based approach or task based instruction (TBI) focus on classroom process. The interactional process in the classroom is achieved by the use of instructional tasks. Furthermore, Thornburry (2005: 119) states that TBI was originally motivated by the belief that a language is best learned through using is rather that learned then used. A task based syllabus for speaking would be based around a sequence of integrated tasks.

Speaking would not necessarily exclusive, but the task would meet the real uses of language identified through need analysis. Willis in Richards (2006: 37-38) suggests using a cycle of activities with task work consisting of pre-task activities, i.e, introduction to topic and task; the task cycle comprising task, planning, and report; and the language focus comprising analysis and practice.

On the contrary of a task-based, a text-based or genre-based approach focuses on product. According to this view, learners in different contexts have to master the use of the text types occurring most frequently and communicative competence involved in different kinds of spoken and written texts in specific contexts. Mixed syllabus is used in a text-based approach that specifies other components of text such as vocabulary, grammar, topics, and functions. Thus, it integrates reading, writing, oral communication, and grammar teaching through the mastery of texts rather than in isolation (Richards, 2006: 39-45).

# d. Assessing Speaking

Assessing speaking is not easy as assessing reading and writing. Since speaking is a productive skill, as a teacher has to make an assessment of the students' performance and evaluations of them. Brown (2004: 5-6) distinguishes assessment into informal and formal assessment.

Informal assessment takes a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. While formal assessments are exercises or procedures specifically designed to tap into skills and knowledge. Formal assessments are systematically planned. Brown also distinguishes the procedures of an assessment into formative and summative. Formative assessment happens when teacher's evaluating students in the process of "forming" their competencies and skills with the goals of helping them to continue with the growth process. The key of formative assessment is the delivery materials by teacher and internalization by students of appropriate feedback on performance. While summative assessment aims to measure, or summarize what a student has grasped. It occurs at the end of a course or unit of instruction.

There are various tests designed to asses speaking. One of them is designing assessment tasks of interactive speaking. Discussion and conversations is a formal technique to assess speaking performance. In this test, teachers assess the discussions and conversations done by students. Even it is difficult to specify and even more difficult to score but it offers a level of authenticity and spontancity that other assessment techniques may not provide. This technique can be done

through scores or checklist in which appropriate or inappropriate manifestations of any category are noted.

# 3. The Teaching of Speaking at Junior High School Students.

# a. The Characteristics of junior High School Students

Students of junior high school are approximately on the age 12 to 15 years old. All of them are teenagers. Teenager is the age of transition, as what Brown (2001: 91) said that teenagers are an age of transition, confusion, self-unconsciousness, growing changing body and minds. Students are in the position of both children and adults. This condition becomes a challenge for the teacher to teach teenager.

There are some aspects a need to concern on teaching English for teenager.

Brown (2001 92) proposes those aspects in the following discussion:

- Intellectual capacity adds abstract operational thought around the age of twelve and therefore some sophisticated intellectual processing is increasingly possible.
- 2) Attention spans are lengthening as a result of intellectual maturation but once again with many diversions present in teenagers' life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important, but again, increasingly capacities for abstraction lessen the essential nature of appealing to all five senses.

- 4) Factors surrounding ego, self-image, and self esteem, are at their pinnacle.

  Teens are ultra-sensitive to how others perceive their changing physical and emotional selves along their mental capabilities.
- Secondary school students are of course increasingly adult-like in their ability to make those occasional diversion from the "here and now" nature of immediate communicative context to dwell on a grammar point or vocabulary items.

One of the most important concerns of English teacher is to keep students' self esteem high. Brown (2001: 92) proposes the way to keep students' self esteem high by avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competition between classmates, and encouraging small-group works where risks can be taken easily.

## b. Factors Affecting Students Speaking Skills

There are some factors affecting students speaking skills. According to Richards and Reynanda (2002: 205-206) age or maturation, aura medium, socio cultural factors, and affective factors are affecting on the students speaking skills. The following is a brief explanation of the four factors.

## 1) Age or Maturation

There are some differences between students who learn English from the earlier age and students who learn English when they are adults. People who learn it when they are adults through natural exposure will achieve higher proficiency level than people who learn when he/she adults.

## 2) For Aural Medium

The central role of listening comprehension in foreign language acquisition is now largely accepted. It means that listening plays an important role in the development of speaking ability. For that reason, speaking is often preceded by listening which is the basic mechanism through which the rules of language are internalized.

# 3) Socio-cultural

Speaking is not only about sharing literal meaning. There are some aspects affecting on the speaking such as pragmatics. People will treat other differently. For example, person will treat differently when talking with her boss and her friends.

#### 4) Affective factors

The affective factors such as emotion, self-esteem, empathy, anxiety, attitude and motivation are affecting on students speaking skills.

# c. The Students' Learning Motivation

Motivation plays an important role in affecting students speaking skills. Motivation according to Harmer (2001: 51) is defined as some kinds of internal drive which pushes someone to do things in order to do something. This is related to the willingness of someone to do something.

Motivation can be divided into extrinsic motivation and intrinsic motivation. Harmer (2001:51) stated that there is a distinction made between extrinsic and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example the need to pass the exam, the hope of financial reward, the

possibility for future travel, etc. Intrinsic motivation, by contrast, comes from within the individual, for example, a person must be enjoying the process of learning and want to improve her quality.

There are some important sources of motivation which form a part of the world around students' feeling and engagement with the learning process as what Harmer (2001:51-52) mentions as follows:

# 1) The society they live in

The society they live in affected on the students motivation. The motivation for learning of students who live in the education society will be different from students who live in the industrial society.

# 2) Other Significant Factor

Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

# 3) Their English teacher

The way of the teacher teaches students also influence students' motivation. If the teacher teaches students grumpily and make the students afraid of her, the students will have less motivation in her lesson.

# 4) The method

The method being used in the teaching and learning process affects to improve the studens' speaking ability and involvement.

# d. School Based Curriculum (KTSP)

According to BSNP (2006:1), school-based curriculum can be defined as operational curriculum that is composed by and done in each school. The function is as a directive in holding learning activities to achieve the goal of national education. This national education takes into account school's characteristics, conditions and abilities in different regions.

In addition, BSNP (2006:3) states that the school-based curriculum for elementary and middle school are developed by the school and school committee based on standard of graduate compentency, standard of content, and guidance of composing curriculum released by BSNP (the Government Regulation of Educational Ministry No. 24 Year 2006 about the implementation of Content Standard and Graduate Competency Standard, article 2 point 2).

BSNP (2006:5) lists the principles of curriculum as the basis for developing the school-based curriculum. They are:

- 1) Focusing on the potential, development, needs, and interest of students and their environment
- 2) Being varied but integrated
- 3) Following the development of knowledge, teaching, and arts
- 4) Being in relevance with life needs
- 5) Being implemented wholly and continuously
- 6) Reflecting learning as a never ending process in life, and
- 7) Being in balance between the national and local needs.

In the school-based curriculum, it is also explained that an English lesson for Junior High school in Indonesia is aimed at developing communicative

competence both spoken and written English trough the development of the related skills, i.e. listening, speaking, reading, and writing. In this case, the graduates of Junior High School are expected to achieve English mastery at information level. It means that learners, as they can assess knowledge by using their English ability, will be prepared to continue to Senior High School (BSNP, 2006:27).

BSNP (2006: 277-278) prepares three ranges of the English lesson in Junior High School. They are (1) comprehension related to the discourse of four skills that is listening, speaking, reading, and writing, (2) comprehension of short functional and monologue text in the genres of descriptive, procedure, narrative, recount, and report, and (3) supporting competency,

As mentioned in the previous explanation, based on the Government Regulation No. 24 Year 2006, there are some implementation of Content Standard and Graduate Competency Standard.

# 1) Content Standard

It is stated at the Government Regulation No. 19 Year 2005 about National Education Standard Article 5 that Standard of Content includes the material and the competency level to reach the graduate competency is a certain type and level at education. It also contains the basic principles and the structure of the curriculum, the Standard of Competency of every subject in each semester in every type and level of basic education.

The following table is the example of basic competence and standard competence of English lesson at junior high school grade VIII:

Table 2.1.The example of basic competence and standard competence of English lesson at junior high school grade VIII

Standard	Basic Competence
Competence	
d. Expressing meanings in the front of functional texts orally and short simple monologue descriptive and recount texts to	4.2. Expressing meanings in short simple monologue by using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the form of descriptive and recount text
interact with surrounding	3.2.Understanding and giving response to transactional (to get thing done) dialogue and interpersonal dialogue by using various kinds of oral
3.Expressing meaning in short transactional and interpersonal dialogue to interact with surrounding	language accurately, fluently and acceptable to interact with surrounding including: inviting, accepting and refusing an invitation, agreeing and disagreeing, complimenting and congratulating.

## 2) Standard of Graduate Competency

Standard of Graduate Competency describes the qualification or ability graduates must have, including the attitude, knowledge, and skills. The Standard of Graduate Competency is issued in Kemendiknas No. 23/2006 which is further instructed by the Government Regulation (PP) No. 19/2005 in Part 5 (Article 25-27).

This Standard of Competency includes the Regulation of Standard of Graduate Competency in every level of education, i.e., basic education, secondary education, and higher education. Then, it is used as the orientation in deciding the learners' passing from an educational unit. T also consists of the competency for all of the courses or all of the course categories.

#### 4. The Nature of Interactive Tasks

#### a. The definition of task

Task have been defined in various ways. Nunan (2004) draws a basic distinction between a real-world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the world beyond the classroom. Pedagogical tasks are those that occur in the classroom. Long (1985: 89) frames his approach to task-based language teaching in terms of target a tasks, arguing that a task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, talking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

The first things to notice about this definition is that it is non-technical and non-linguistic. It describes the sorts of things that the person-in-the-street would says if asked what they were doing. (In the same way as learners, if asked why they are attending a Spanish course, are more likely to say, "So I can make hotel reservations and buy food when I'm in Mexico", than "So I can master the subjunctive.") Related to this notion that in contrast with most classroom language

exercises, tasks have a non-linguistic outcome. Non-linguistic outcomes from Long's list above might include a painted fence, possession, however temporary, of a book, a driver's licence, a room in the hotel etc. Another thing to notice is that some of the examples provided may not involve language use at all (it is possible to paint a fence without talking).

Finally, individual tasks may be a part of a larger sequence of tasks, for example, the task of weighing a patient may be a sub-component of the task 'giving a medical examination'. Here is another definition of a pedagogical task.

...any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purposes of facilitating language learning - from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making. (Breen, 1987: 23)

Bygate, Skehan and Swain (2001) who argue that the way we define a task will depend to a certain extent on the purposes to which a task are used. Finally, in a recent book that looks at 'task' more from a language acquisition perspective than a pedagogical one (although it does also deal with aspects of pedagogy), Ellis (2003:16) defines a task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real

world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

### b. The Nature of Interaction in Language Teaching

Brown (2001:164) proposes the definition of interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. According to Malamah – Thomas (1998:7) interaction means acting reciprocally or acting upon each other. The teacher acts upon the class, but the class reaction subsequently modifies his next action and soon. The class reaction becomes in itself an action, evoking a reaction in the teacher, which influences his subsequent action.

From the explanation above, it can be concluded that interaction is a collaborative activity between two or more people in which they can interact each other to exchange their thoughts, feelings, or ideas. Brown (2001:48) says that the current theories of communicative competence are the essentially interactive nature of communication. Thus the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom. He also lists the criteria of the interactive classes as follows:

- 1) Doing a significant amount of pair work and group work
- 2) Receiving authentic language input in real-world contexts
- 3) Producing language for genuine, meaningful communication
- 4) Performing classroom tasks that prepare them for actual language use "out there"
- 5) Practicing oral communication through the give and take and spontancity of actual conversation
- 6) Writing to and for real audiences, not contrived ones

#### c. The Interactive Tasks

Considering the definition and the importance of interaction stated in the previous section, interactive tasks can be operationally defined as "Task" that promote the collaborative exchange of thought, feelings, or ideas between two or more learners, resulting in a reciproal effect on each other during the accomplishment processes.

Relating to the component of tasks, Nunan (2004) suggests that interactive tasks should have characteristic at least as follows:

- 1) Goals: may be taken from the syllabus/curriculum and modified as communicative as possible.
- Input: should be applicable in learners' real life and as discussable as possible.
- 3) Activities: the activities should be carried out within group work, pair work, or both work

Brown (2001) lists the form of activities as forms:

- Games: Role-play and simulations, drama, projects, interview, brainstorming, information gap and jigsaw.
- 2) Teacher role: the teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.
- 3) The teacher role can be a monitor, facilitator, resources, and or director.
- 4) Students' role: the students are expected to play or act their role in the teaching and learning process. They can be a conversational partners, discussion partners, and or active team members.

5) Setting: setting refers to the classroom arrangements specified or implied in the tasks setting can be in the form of in pairs, small groups (3-15), large group (up to 15) and or whole class.

It is necessary to distinguish between tasks and activity, which are frequently used as if they were interchangeable. Brewster et.all (2003:49) states that tasks need to be supported by previous focus on language forms; skills, and strategies developed through activities. Activities propose pupils for the language and thinking demands of a task by providing different kinds of support.

Brewster et.all (2003:50-51) also states that tasks like the final language outcomes, emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place. They also stated that tasks require a context and meaningful purpose which requires pupils to do something with language often resulting in a polished product for a real audience (not necessary just the teacher but other pupils to personalize language, pursue their interests and use language in an independent and hopefully creative way.

Brewster et.all (2003:5) propose the characteristics of tasks that can be used to improve students' involvement and speaking ability as shown in figure

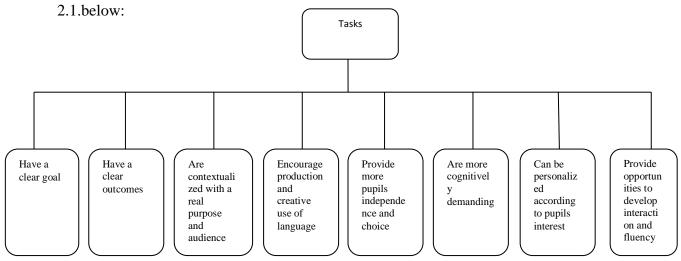


Figure 2.1. The characteristics of tasks (Brewster et, all, 2003:51)

Brewster et.all (2003:5) propose the characteristics of activities that can be used to improve students' involvement and speaking ability as shown in figure 2.4.below:

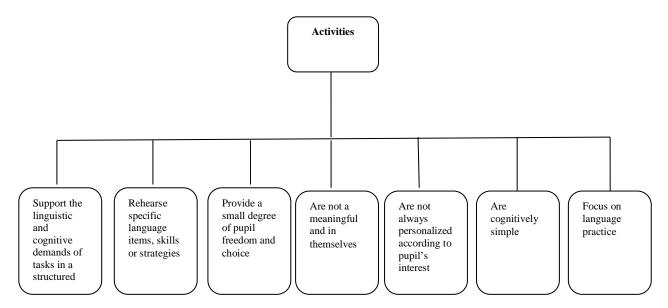


Figure 2.2. The characteristics of activities (Brewster et, all, 2003:51)

## d. Students' Involvement

In the New Oxford Dictionary of English (2001), the term involvement refers to the fact or condition of being involved with or participating in something. In addition, in the New Oxford Thesaurus of English (2001), involvement is similar to participation, action, collaboration, connection, attachment, inclusion, and entanglement. Thus, in brief, students' involvement can be defined as a condition in which the students are actively participating in the entire process of

teaching and learning activities. The entire process here includes every single activity aimed at learning purposes.

Students' involvement is the core of a learning process. It can be one of the most important factors that determine the success. In the classroom activities, the students should be encouraged to be actively involved participants, because by doing this, they can learn best. Moreover, in English as a Foreign Language learning classroom, the students should be encouraged to be active in the learning activities in which the language is the main skill to master. They need to use the language in accomplishing the tasks. In brief, students' involvement is very crucial in teaching and learning process, otherwise there will be no learning of students are not involved, the teaching will also be ineffective. Involvement will not only improve students' abilities to persist towards their educational goals, but also intensify the development impact of the undergraduate experience on students' personality, behavior, career progress, satisfaction, and achievement.

Anyhow, the quality and intensity of students' involvement are influenced by two factors, namely internal and external factors. The internal factors include the physical factor, motivation in learning, interest in the activities given, intelligence, etc. Meanwhile, the external factors include teacher, material, media, time, facilities, etc. consequently, in order to improve students' involvement, the factors are necessary to be paid attention. Thus in the next section, there will be reviews about the external factors to which treatments or efforts might be done in order to improve students' involvement.

The similar theory stated by Halliwel (1992:22), she argued that one of students' involvements is actual occupation, means that the children are physically doing something. The students must be actively involved in the process of learning activities that are interesting. This means that the focus of instructional planning should be on what happens to students and what they will do rather than on what the teacher will do. Hornby (2001), stated that the term involvement refers to the fact or condition of being involved with or participating in something. Thus in brief, students' involvement can be the entire process of teaching and learning activities. The entire process here includes every single activity aimed at learning purposes.

### e. The Role of Interactive Tasks in Teaching Speaking

Lee Ann and Stone as quoted by Kayi (2006) states that the role of task-based activities is to provide learners with opportunities to use the target language. Contextually, and to explore the target language through situational activities. In this way, the interactive tasks can serve as an invaluable tool in the language learning and teaching process, for it provides opportunities for the students to involve in the teaching learning process.

Furthermore, Brewster et.all (2003:106) assume about the gap between pupils speaking L1 and L2 is large one but with practice pupils will gradually build up their confidence and spoken language. The interactive task is one of the ways to build up the student confidence in speaking and gives the students many opportunities to interact with their classmates during the teaching learning process. As states by Brewster et all (2003:106) that the pupils need a wide variety

of activities and tasks, different patterns of interaction and opportunities to maximize students talk in the classroom in order to sustain speaking and to make the class more interactive.

### f. Kinds of Interactive Task for Speaking Class

Some experts have proposed many kinds of speaking tasks that are assumed can develop or create students interactive in the teaching and learning process. The task that will be used in the learning process should appropriate with the purpose of the speaking learning goal. The task also should be able to build up the class environment to be more interactive in nature. Burns and Joyce (1997) in Nunan (1999:229) propose the speaking tasks that can be carried out today by the teacher:

- 1) Telling children to get ready for school
- 2) Chatting with a neighbours about the nice weather
- 3) Calling the garage to look a car in the car service
- 4) Discussing holyday plans with workmates
- 5) Calling your mother to ask her to pick up the dry cleaning
- 6) Gossiping with friends about a common acquaintance
- 7) Discussing your son's progress with his teacher
- 8) Answering a sales inquiry at work
- 9) Ordering a new passport
- 10) Discussing promotional prospects with a supervisor at work

Nation (2008:41) lists some examples of tasks for speaking subjects that are integrated with vocabulary learning. They are as follow:

- 1. Saying known or partly known words
- 2. Kim's game, which is the teacher, shows the learners12 or more subjects or pictures. The learners ready know the names in English. The learners are allowed to look at them for one minute and then the objects are taken away or covered with cloth. Then using their memory, the learner must say all the

things that they saw. When they become better at this, the teacher can ask them about the color and position of each object. This called "Kim's game" because it is described in the novel Kim by Rudyard Kippling, when Kim is being trained as a spy.

- 3. Remembering the pictures
- 4. Communicative Crosswords
- 5. Twenty questions, one learner think of an object but due not say its name, the other learner ask Yes/No questions to find out what it is. For example, they can ask "is it alive?", "is it very big?" they have to guess what it is before they have asked twenty questions.
- 6. Describe it!
- 7. The problem solving task.

Hughes (2003:119-123) propose kinds of tasks that can be used to improve students' involvement and speaking ability into three categories as shown in figure 2.3.below:

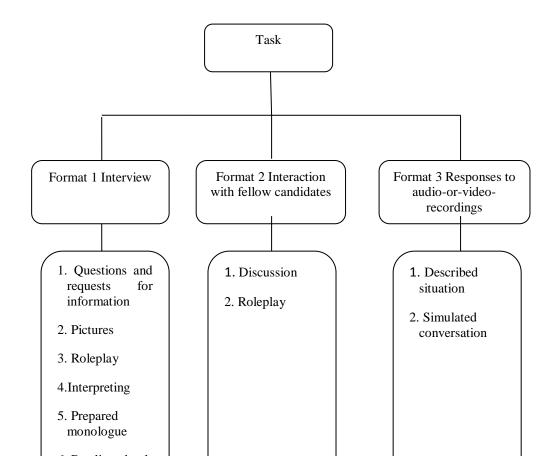


Figure 2.3. Hughes' Tasks to Improve students' involvement and speaking ability

#### B. Review of Relevant Research Studies

This part deals with the previous related studies. Based on the theoretical review, the researcher will use interactive English tasks to improve the students' speaking skills. Interactive English tasks has been proven to improve students speaking skill in the context of English teaching and learning. Several studies about using interactive English tasks in teaching speaking have been conducted by some researchers.

In this relation, Bygate, Skehan and Swain (2001) who argue that the way we define a task will depend to a certain extent on the purposes to which a task are used. Finally, in a recent book that looks at 'task' more from a language acquisition perspective than a pedagogical one (although it does also deal with aspects of pedagogy), Ellis (2003:16) defines a task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to

meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.

In the New Oxford Dictionary of English (2001), the term involvement refers to the fact or condition of being involved with or participating in something. In addition, in the New Oxford Thesaurus of English (2001), involvement is similar to participation, action, collaboration, connection, attachment, inclusion, and entanglement. Thus, in brief, students' involvement can be defined as a condition in which the students are actively participating in the entire process of teaching and learning activities. The entire process here includes every single activity aimed at learning purposes.

Meanwhile, Kayi (2006) concluded that teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essentially for teachers for pay attention to the teaching learning process of speaking rather than leading in memorization. In line with this aim, role play can contribute a great deal to students in developing their speaking skill necessary in their daily life, furthermore, for their future job.

In addition, Lee Ann and Stone as quoted by Kayi (2006) states that the role of task-based activities is to provide learners with opportunities to use the target language. Contextually, and to explore the target language through situational activities. In this way, the interactive tasks can serve as an invaluable tool in the

language learning and teaching process, for it provides opportunities for the students to involve in the teaching learning process.

Based on the result of the previous studies, it is concluded that interactive English tasks can improve students' speaking skill. Therefore, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

# F. Conceptual Framework

The improvement of language learning process was always needed to achieve the better teaching and learning process in the future. Many efforts should be developed and conducted by the teacher, especially. Meanwhile, the improvement needs process and efforts. Improving the teaching and learning required a period of time and efforts from many parties including learners, teachers, and the educational institution, material developer, and government.

Considering the importance and the need of improving the speaking ability and involvement of the students, the researcher has to identify and implement some efforts relating to the use of interactive English tasks in the fields. The Interactive English task was selected to be applied in improving the students' speaking skill and their involvement in teaching-learning process. It was expected that the interactive tasks would give many opportunities to the students to speak and get involved during the teaching-learning process. There were some steps that would be done by the researcher. First, the researcher would try to observe and identify the problems in the field. Second, the researcher and the English teacher would try to find some efforts to solve the problems faced in the field. Next, the

action would be implemented. Finally, the research members would evaluate the result of the implemented action.

Then, to achieve the succes of those efforts, a collaborative work between the research members was needed. It was expected that the results and the efforts implemented could be useful in improving the students' speaking ability and involvement in teaching learning process, especially in speaking.

## **CHAPTER III**

# **RESEARCH METHOD**

The previous chapter has discussed the literature review, the relevant research studies and the conceptual framework of the research. This chapter discusses the research method.

# A. Research Design

The research on using interactive English tasks to improve the students' speaking ability was action research which focused on the efforts to improve the real condition of the English teaching learning process. The research study was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited the English teacher and the

students to work collaboratively. The research was conducted collaboratively both in the reconnaissance steps and in the implementation. In this case, the researcher cooperated with the English teacher as the collaborator. The team worked together in planning, implementing and reflecting the action.

The action research was conducted in some cycles, depends on the aim of the research. The process was conducted as the following cycles:

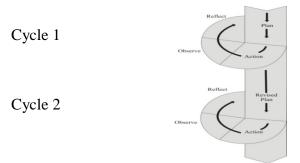


Figure 3.1: Action research

# B. Research Setting

#### 1. Place of the Research

The research was conducted in SMPN 1 KEDUNGREJA, Kedungreja, Cilacap, Jawa tengah, which is located at Jl Penisihan no 5, Tambakreja, Kedungreja (53263). The available rooms in this school are headmaster's room, teacher office, a room for guidance and counseling, laboratory for science, library, administration room, some toilets, kitchen, school health unit, aula, and 21 classrooms. Each class consists of approximately 34 students. Totally there were 714 students, 26 teachers, and 3 school guards.

After the researcher observed the class VIIIB, the teacher was still center of learning. There were 32 students in grade VIIIB consisting of 18 female students and 16 male students. The female and male students were separated into two

different groups of seat. The English class was scheduled into two sessions in a week. The English lesson book used is Let's Talk for grade VIII Junior High School supported with other resources.

#### 2. Time of the Research

The research was held from September to October 2013. The English teaching and learning process were conducted twice a week. The research was carried out during the English class which was held twice a week in each class.

# C. Subjects of the Research

The subjects of the research were class VIIIB students of SMP N 1 KEDUNGREJA in the academic year of 2013/2014. The research chose VIIIB because from the information given by the English teacher that the students tend to have lower achievement in speaking. In addition, according to the observation, the students had problems related to their speaking ability,

### D. Procedure of Action Research

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

## 1. Determining the Thematic Concern (Reconnaissance)

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

To find out the situation of the teaching and learning processes in Grade VIII of SMP N 1 KEDUNGREJA, the researcher did reconnaissance step through observation and interviews. The classroom observation was conducted on VIIIB class on Tuesday, 16 September 2013. The researcher also interviewed the students of VIIIB and also the English teacher. The researcher also held a discussion with the research participants related to the existing problems.

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

### 2. Planning

After finding the problems, all research participants discussed to find possible actions that could be implemented to overcome the problems. Then a lot of plans that had been agreed by all research participants were made. Next, the researcher formulated the plans of the actions that were implemented. The formulation of the plans consisted of the framework of the action, the materials that were given in the action and the lesson plans that were consulted with the collaborators.

#### 3. Actions and Observation

This research was agreed to be conducted in two cycles after seeing the improvements of students' speaking skills. The actions of the first cycle were conducted in two meetings on September 23 and 26, 2013. After reflecting the

actions of the first cycle, the collaborators and the researcher argued to implement the second cycle. The actions of the second cycle were also conducted in four meetings on September 30, October 3, 14 and 17, 2013. The language functions taught in each cycle were based on the standard competence and basic competence.

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

#### 4. Reflection

In this procedure, the researcher gathered the data about the students' and collaborators' responds toward the actions. Next, the researcher discussed the actions with the collaborators and determine the successful and unsuccessful actions. Based on the field notes taken from the observations and the interview transcripts, we discussed the implemented actions and analyze the result. The discussion results were used to improve the next actions. When the action was failed, the researcher recycled the action with some reorganization. The research cycles were stopped when all participants of the research study were satisfied with the improvements of students' speaking skills at grade VIIIB of SMP N 1 KEDUNGREJA.

### **E.** Data Collection Techniques and Instruments

The data of the research were qualitative and quantitative data. The data were collected by observing the teaching and learning process in the classroom, interviewing the students and the English teacher, testing the students and also giving them a questionnaire. In line with the aims of this research, the research used an observation sheet, interview guidelines, questionnaire data and students scoring rubrics of speaking as the instruments of the data collection. The brief information about the data collecting techniques and instruments is explained as follows.

#### 1. Class Observation

Class Observation was done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing the class situation. It was recorded in the form of observation checklist, field notes and photographs. The observation checklist was used to obtain information about implementation of the planning and the procedures of the actions. It was also be used to gather data about the students' activity during the teaching and learning process. In addition, field notes were used to record facts which cannot be put in the observation forms. The photograph was used to record facts in a picture.

#### 2. Interview

Interview was used to know the effectiveness of the actions. In this research, the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process through role play. In this case, the data gathering activity was for knowing about

the students' feeling during the class activity. The results of the interview were recorded in the form of interview transcripts.

### 3. Questionnaire

The questionnaire was given to the participants. It was a closed questionnaire. The questionnaire consists of 25 questions. The questions were related to the students' response in speaking before and after implementing role play. The questionnaire was given after implementing the action.

# F. Data Analysis Technique

The data were collected by observations and interviews. The observations were done to get the data from the teaching-learning process. Then the result was made in the form of field notes. In order to complete the data, the students and the English teacher were interviewed.

# G. Data Validity and Reliability

Anderson (1999: 161-162), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The five validity criteria were discussed below.

### 1. Democratic validity

Democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the head master, English teachers, students, and administrators of SMP N 1 KEDUNGREJA.

### 2. Outcome validity

Outcome validity is related to the result of the actions that will be successful within the research context. In this research the outcome validity were related to the improvement of students' speaking ability and involvement through Interactive English tasks.

# 3. Process validity

Process validity means that actions that will be done in the research are believable (Burns, in Madya 1999: 162). To get the process validity, by doing observation, interviewing the research members and making field note during the research ran will be collected. The researcher noted and recorded anything that happened in the teaching learning process of the grade eight students of SMP N 1 KEDUNGREJA. In this research, the processes were done in two cycles and in each cycle consisted of planning, actions observation, and reflection steps. The processes were involved some different data sources and were followed by some evidence that shows the processes were believable.

## 4. Catalytic validity

The catalytic validity was measured through the cycle of the action plans, implementation and its observation, and reflection that were done at the second grade students of SMP N 1 KEDUNGREJA. Catalytic validity is related to the teacher's understanding about the factors which obstructs facilitate the speaking teaching learning. In this research, the students' behavior changes occurring during and after the actions done will be identified.

### 5. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research. To get the dialogic validity, the peer review was done in action research. It means dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers who can act as 'devil's advocates'.

To enhance the trustworthiness of the data and the objectivity in analyzing the data, triangulation was used. Burns states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data is likely to be valid. Furthermore, Burn (1999:164) proposes four forms of triangulation; they are a) time triangulation, b) space triangulation, c) investigator triangulation and d) theoretical triangulation. The four forms were chosen in her research to analyze the data. They are time triangulation, space triangulation, investigator triangulation and theoretical triangulation. Time triangulation means that data is collected at one point in time or over a period of time to get a sense of what factors will be involved in the change process. Here, the researcher collected more than one period in the class. The data was collected at seven meetings. Space triangulation means the data is collected across different subgroups of people to avoid the limitation of studies conducted within one group. The researcher will concern 32 students in the class to get the data. Investigator triangulation means more than one observer was involved in the same research setting to avoid the biased interpretation. Theoretical means data is analyzed from

more than one perspective. The data was analyzed based on more than one theoretical review in interpreting the data.

# **CHAPTER IV**

### THE RESEARCH PROCESS, FINDINGS AND DISCUSSION

This chapter presents the process of the research, its findings, and interpretations. There are three sections in this chapter. The first section presents the reconnaissance steps. The second one reports the implementations of the actions and discussions. The third section presents the scores of the students' speaking ability.

#### A. Reconnaissance

The researcher observed the teaching and learning process on 17 September 2013 to find the problems concerning the English teaching and learning process of class VIIIB of SMP N 1 KEDUNGREJA. To get some input related to English teaching and learning process, the English teacher and the students were interviewed. The research process began with the formulation of the identified problems in the field. Then, the researcher identified some problems which occurred in the process of teaching-learning in class VIIIB. In identifying the field problems, the researcher observed the classroom activity.

The researcher observed the classroom to get the descriptions of the speaking in teaching and learning process while conducting the interview aims to know deeply about the students and teacher problems in teaching and learning English in the classroom. The researcher presents the details information however before going further the researcher presents a vignette that describes the situation in the classroom before the actions were conducted.

The teacher greeted the students in English, and then asked the students to pray togheter. He prepared the lesson for that day. He asked the students who was absent that day. He asked the student to take a chair for the researcher. He opened the lesson in English. He asked the students to open the source book entitled "English in Focus" on page 48. Here, he used classroom English to to give instruction to the students but the students got confused and they asked their friends about teachers' instruction. He explained about transactional dialogue, how to invite someone and questions and answer session. Then, he asked the students to give example how to invite someone. Then, he gave the example of the expression by doing simulation. He asked two students to do a simulation.

Then, the teacher confirmed the expression to the class, he asked the students to repeat after him. He asked the students to give example for congratulating someone. There was one student who can answer the question, and then he asked the other students to repeat the expressions. He gave example to pronounce the expressions of congratulating by saying "congratulation". Then he reviewed the materials. He asked the students to listen to the dialogue. He also explained the instruction how to do the tasks. Then, he read the dialogue and the students were asked to fill the jumbled dialogue.

The teacher prepared the answer sheet in the whiteboard. He asked the students to write the answer in the whiteboard randomly. He clarified the students' answer to the others. There is the student that preferred to answer the questions voluntary. After the breaktime, the lesson was continued to speaking session. The teacher asked the students to read and learn the dialogue in text book for about 3-4 minutes. Then, he asked the students to identify the expressions were found in the dialogue. The students tried to answer or mention the expressions that they were found. Then he asked the students to open the text book entitled "English in Focus" pages 54-55. The teacher drilled pronounciation of some expressions. After that, he explained the materials and asked the students to check the meaning in the dictionary. Then, he asked the students to make a dialogue based on the situation that given, then he checked students answer.

From the vignette above, it could be seen that the process of teaching and learning at grade eight students of SMP N 1 KEDUNGREJA needs to be improved, not all the activities were interesting for the students. The teaching learning process was still teacher centered. It motivated the researcher to do an efforts to improve the learning condition at SMP N 1 KEDUNGREJA especially for class VIIIB in speaking class.

#### 1. Identification of the Field Problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning process at class VIIIB of SMP N 1 KEDUNGREJA. The problems were related to the teacher and the students. To make it easier to analyze each problem, the researcher presented them in the following table.

**Table 4.1 Identification of the field problems** 

No	Problem	Codes
1.	The students did not know the meaning of English words and	S
	sentences.	
2.	Teacher's explanation was too fast.	T
3.	The students got confused with the teacher's explanation.	S
4.	It was very difficult for the students to understand the task.	S
5.	The evaluation was too difficult.	M
6.	The students did not understand when the teacher spoke in English.	S
7.	There were too many materials.	M
8.	The students had difficulties to understand the materials.	S
9.	The teacher spoke unclearly.	T

10.	The students lacked of vocabulary.	S
11.	The students considered English as a difficult subject.	S
12.	The students got bored during the learning process.	S
13.	The students had difficulties to catch new vocabularies.	S
14.	The students made many mistakes in writing.	S
15.	The students talked to each other when the teaching learning	S
	activity was still going on.	
16.	The students were shy to express their idea in English.	S
17.	The students had less opportunity to practice their teaching outside	S
	the English class.	
18.	The students lacked of input from seventh grade.	S
19.	The students were not attentive when the teacher was giving	S
	explanation.	
20.	The students were noisy during the learning process.	S
21.	The students felt strange with English.	S
22.	The teacher did not make the maximum use of learning facilities.	F
23.	The students' involvement was low.	S
24.	The students had low motivation in learning English.	S

**S**: students **T**: teacher **M**: material **F**: facilities

From the table above, it can be seen that the problems occurring in the English teaching and learning process are related to the students, teacher, material and facilities.

## 2. Problems Selection based on the Urgency Level

As stated the beginning of Chapter 1, the research only focused on improving the students's speaking ability and involvement through interactive English tasks. Therefore after identifying the problem in the field, the researcher decided to weigh the field problems based on the urgency level. The researcher weighed the problems by having discussion with the collaborator. The urgent problems are presented in the following table.

Table 4.2. The most urgent problems to be solved

No	Problems	Indicators	Codes
1.	The students considered English as a difficult subject.	- The students did not know the meaning of	S

2.	It was very difficult for the students to understand the tasks.	-	English words and sentences.  The students were always confused with English lesson.  The students did not understand the instruction of the tasks.  The students could not do the tasks.	S
3.	The students lacked vocabulary.	-	The students had difficulties to find the meaning in <i>Bahasa Indonesia</i>	S
4.	The students did not understand when the teacher spoke in English.	-	When the teacher explained the materials in English the students could not understand it. They just kept silent.	S
5.	The students were shy to express their ideas in English.	-	The students were afraid of making mistakes when they want to answer the teachers' questions.	S
6.	The students' involvement was low.	-	During the teaching learning process they just sat and kept silent while listen teachers' explanation.  The students did not want to perform in front of the class.	S
7.	Students had low motivation in learning English.	-	The students did not pay attention to the teacher's explanations.  The student talked to each other during the teaching learning process.	S

# 3. Problems Selection based on the Feasibility Level

The next step after weighing the problems based on the urgency level was identifying field problems based on the feasibility level. The researcher and the

collaborator discussed to determine the possible problem to be solved. The researcher and the collaborator agreed to decide some problems of teaching and learning that were feasible to solve as presented in the following table.

Table 4.3. The most feasible problems to be solved

		•	
No	Problems	Indicators	
1.	The students lacked vocabulary.	- The students had difficulties to find	
		the meaning in Bahasa Indonesia	
2.	It was very difficult for the	- The students did not understand the	
	students to understand the tasks.	instruction of the tasks.	
		- The students could not do the tasks.	
3.	The students were shy to express	- The students were afraid of making	
	their ideas in English.	mistakes when they want to answer	
		the teachers' questions.	
4.	The students' involvement was	- During the teaching learning process	
	low.	they just sat and kept silent while	
		listen teachers' explanation.	
		- The students did not want to perform	
		in front of the class.	

# 4. Determining the Actions to Solve the Field problems.

After discussing the field problem concerning the students' speaking ability and their involvement in the class, the researcher determined some actions that are potential to overcome the field problems were found in the teaching and learning process.

Table 4.4. The actions to be used to solve the field problems

No	The actions
1.	Determining the goals of the interactive English speaking tasks.
2.	Varying the inputs and activities of the interactive English speaking tasks.
3.	Employing varied setting of tasks.

4.	Employing varied roles of teacher and learners.
5.	Using appropriate media to support the teaching and learning process.
6.	Emphasizing the students to use the classroom English during the class

The first action was determining goals of the interactive speaking tasks. By determining goals, the tasks were more organized in improving students speaking ability and their involvement in the teaching learning process. The goals were used to determine input and activities in the tasks.

The second action was varying input and activities of the interactive English speaking tasks. It was very important to vary the inputs in the tasks to make them to be more comprehensive. The inputs that would be used were pictures, a text dialogue, questions, crossword puzzle, vocabulary, realia, and expressions of some language functions (agreeing and disagreeing, giving opinion, congratulating, and complimenting). Then the activities were important to anticipate the students' boredom during the class. The activities should give opportunities to students to express their idea. The activities also should attract their attention and motivation in learning English.

The third action was employing various setting of the interactive English tasks. It could be determined whether the students should work individually or in groups. The setting also could create more enjoyable atmosphere in the teaching and learning process. It could help the students in doing the task, if the students had difficulties when doing the tasks they could work together with their friends on group. It also could help the students to be more cooperative and to get

involved each other. The setting should be created based on the level of difficulties of the tasks itself.

The fourth action was employing the roles of teacher and learners in the tasks. The teacher and the students had central roles in the teaching learning process. They should have a good interaction during the teaching learning process. The teacher could act as facilitator, evaluator, monitor, and director. So, it can stimulate the students to be conversational partners, active learners, negotiators, and active team members.

The last action was emphasizing the students to use classroom English during the class. It could be help them to learn English in real situations. It also made them accustom to speak in English. For example, the teacher asked the students to use English if they go to the rest room in English, offer help to clean the whiteboard to the teacher, and pray in English before they begin to study in the class.

As stated in the previous chapter, the researcher collaborated with the English teacher of SMP N 1 KEDUNGREJA. The English teacher taught his students using the text book and the interactive English speaking tasks that were developed by the researcher. Meanwhile, the researcher observed the teaching learning process and prepared the media to teach speaking.

After planning some actions to develop the interactive speaking tasks, the researcher wrote the lesson plan as a guideline in developing the tasks. Because the researcher only focused on improving students' speaking ability and

involvement in speaking learning process, the lesson plan only stated the speaking tasks not the entire tasks used in the teaching learning process.

# **B.** The Implementation of the Action and Discussion

### 1. The Implementation of Cycle 1

# a. Plans of Cycle 1

Before implementing the action, the researcher and the English teacher made some plans and preparation. At the beginning, the English teacher asked the researcher to create the supported media and the tasks while she would be the teacher who implemented the actions. The researcher agreed and she would consult and confirm to the teacher about the supported media and the tasks one day before the action was implemented. The descriptions of action planned in cycle 1 were:

 Determining goals and varying the other component of the interactive speaking tasks

The first plan was determining goals and varying the other components of the interactive speaking tasks. Determining goals and varying other components of the interactive speaking tasks could help the researcher to develop the interactive English speaking tasks effectively. It also would make the tasks easy to understand and to implement. The research and the English teacher decided to coose the topic that already provided in the course books. Then, the researcher tried to develop the tasks based on the syllabus and also included the components of interactive tasks. The English teacher asked the researcher to prepare all the supported media needed during the implementation of the actions. Then, the

researcher consulted the tasks to the English teacher to confirm whether the task were suitable or not to be implemented.

By determining the goals and the other components, the researcher expected that the students could maximize participation in the teaching learning process. It was expected that interactive tasks could encourage the students to be active. Furthermore, the task could create good interaction between the teacher and students, so the communicative learning would be achieved. The goals of the tasks in the Cycle 1 were designed to help the students to learn English especially in speaking.

The inputs of the interactive speaking tasks aimed at helping the students to do the tasks and to attract their attention in doing the tasks. The words provided in the tasks aimed at helping the students to describe the related object provided. The text provided in the speaking text aimed at helping the students to learn sentences in context. The pictures provided in the tasks aimed at helping the students to do the task easier and more attractive.

The activities in the first cycle were various, the students were asked to describe the pictures, play interactive games, do a monologue, present their works, and do a dialogue with a partner. All of the activities in the tasks were expected to make the students to be able to speak and become communicative and active learners. It was expected that the various activities could help the students to get involved during the teaching learning process.

The settings of the interactive tasks in the first cycle were various starting from individual, pair works, and group works. It aimed at helping the students to solve their problems in doing the tasks based on the level of tasks difficulty. If the students found it difficult to understand the task, they could cooperate with other partner to do or solve the tasks. It could create a good interaction among the students.

The teacher's roles in the first cycle were various. He could act as facilitator, monitor, director, and evaluator. The teacher should have sufficient knowledge about her roles, in order to help the students during the teaching and learning process. The teacher also should be able to create the learning interactions between her and students well.

The learner's roles in the first cycle were also various. They were active team members, conversational partners, negotiators, and also active learners. They should cooperate with each other to make the teaching learning process communicative.

The interactive tasks that were developed by reflecting on the component of interactive tasks consist of 4 units. Each unit have different topics and various kinds of input activities and setting. It aimed at making the learning process more enjoyable. Unit 1 was about the students' favorite's animals which explained emphasized at descriptive texts. Unit 2 was about the things that are found in the students' classroom. This unit still emphasized on descriptive texts. Unit 3 was about the language functions such as agreeing and disagreeing, giving opinion, inviting, complimenting, and congratulating. It was based on the basic competence and standard of competency in the first term. The last unit or unit 4 was about the students interesting experience that emphasized on the recount text.

### 2) Using classroom English during the teaching learning process

The researcher and the teacher emphasized the students to frequently use English during the English lesson. It aimed at making the students accustom themselves to English. By emphasizing the students to use classroom English, it was expected that they could practice their English to communicate in their daily life. The classroom English that were always used were asking permission to go to the rest room, offering help to clean the white board, responding teacher's requests giving simple instruction, and responding teacher's questions.

### 3) Using appropriate media during the teaching learning process

In the first cycle, the researcher used pictures, a ball, and worksheets as the media. The media kept students motivated to learn. Pictures, ball, etc could make the students happy in their learning. The pictures were about the animals which were related to the topics. The ball here was used to play ball games.

### b. Action and Observation

Cycle 1 was conducted in two meetings. It was on September 23<sup>th</sup>, 26<sup>th</sup>, 30<sup>th</sup> 2013. In cycle 1 the teacher implemented the actions while the researcher observed and managed the teaching learning process. The actions that the researcher implemented are presented in detail below.

- 1. The first implementation of Cycle 1 (September, 23<sup>th</sup> 2013)
- a) Determining goals and varying others components of the interactive English Speaking Tasks.
- Mentioning the names of the animals and identify their characteristics of the animals through interviewing.

The teacher greeted the students and called the roll. The material was descriptive text. The topic was the favorite animals they had in their home. It aimed at helping the students to go to the topic that would be learnt. The students were enthusiastic in answering the teacher's questions. Then, the teacher wrote the students' answer on the whiteboard. The teacher show the pictures of the animals, there were many kinds of animals like lion, monkey, elephant, dog, horse and etc. but the teacher only chose "horse" to be discussed.

The teacher asked the students to do an interview about the name of the objects in the Task 1. The teacher asked the students to work in pairs. The students interviewed with their partner in turn about the name of the animals and asked about their characteristics too. The students really enjoyed the first tasks. Most of them had already known about the names of the objects that were provided in the first task. This task took about 3 minutes.

The students enjoyed and were happy during the implementation of the task. The pictures in Task 1 helped the students to understand the materials and do the tasks easily. This fact was revealed in the interview between the researcher and the students below.

- R: "...tadi kan belajar bahasa inggrisnya pake gambar...?" (So,you just learn English using pictures...)
- S: "Yaa seneng mba, gak bosen..seru"(I was very happy. I did not felt bored,great)
- R: "Seru? Ya seru nya itu gimana?" (Great? Can you explain?)
- S:: Ya..bisa ikut bermain pake bahasa inggris..." (I can play use English..)
- R: "Oh gitu..jadi menyenangkan ya" (I see, So it was enjoyable.)
- S: "Ya..(mengangguk).

(Appendix C, Interview 4)

- R: "... Ok dek, menurut adek task yang tadi efektif ga .." (Okay, what do you think about the task that already learnt? Were the tasks effective ..)
- S: "Task itu apa mbak?" (What is the task?)
- R: "Oh yaa, maksudnya tadi latihan-latihan yang dibahas tadi lho dek..." (Oh, I mean about the tasks that we learnt...)
- S: "Ya bagus,lebih asik gitu mba...". (I think it was good...).

  (Appendix C, Interview 5)

As a guided task, the researcher provided the pictures of animals that were familiar for the students. By using familiar objects, the students were easily to identify the name and the characteristics of the animals. This task also could guide the students to the topics that would be learnt. It was stated in the interview between the researcher and the teacher.

- R: "...Terus kalau di lihat per-task nya gimana pak...?" (How if we analyzed each task?...)
- : "...task 1 itu cepet ya mba kita ga butuh waktu lama kan anak-anak memang sudah tau nama-nama hewannya, familiar gitu..." (Oh, it was very fast to do Task 1, we did not need much time, because the students had knew the names of the animals...)

(Appendix C, Interview 8)

#### 2. Questioning and Answering Activities

After implemented the first task, the teacher asked the students to guess the name of the animals and the name of the other objects in the pictures. The teacher asked "What is it?", and then most of the students answered "elephant".

Then the teacher gave a sentence "It is an elephant". He asked the students to repeat after her to pronounce the words related with the animals. He also asked the students to answer the questions completely like the example sentence. This activity did not take much time. After drilling all the words, then the teacher randomly chose and asked the students to pronounce the words. It made the students felt happy and laugh especially if the chosen students pronounced the

word incorrectly. This activity was effective to make the students pronounce the words well. This task also could make the class more alive. The interview between the researcher and the teacher below supported the findings above.

- "Iya ya pak kalau yang drilling pronounciation sama yang ball game..."
   (Yes Sir, how about Task 2 drilling pronounciation and also Task 3 playing ball game?)
- T : "Ya, kalau yang drilling itu kan supaya anak-anak tahu cara pengucapan yang benar..." (Yes, drilling activity was used to make the students know how to pronounce the English word in the right way...)

(Appendix C, Interview 8)

## 3. Doing vocabulary net and playing the ball game

The task aimed at helping the students to learn and practice words on form. It was expected that the task could encourage the students to speak and get involved in the teaching learning process. Before implementing Task 3, the teacher first explained how to describe animals. He explained simple present form as well as verbal and nominal sentences to help the students describe animals or things. The topic of the lesson was describing animals. The teacher did questions and answer session about the rule in simple present tense.

The teacher was built the students' knowledge by introducing the topic to learn that day. He asked the students to mention what words come in their mind when they heard the word "horse". The students answered the teacher's question by mentioning the sentence related to "horse" which they knew, such as "It has four legs", and "It has long tail".

Then, he tried to make a simple way for reminding the pattern of the simple present form by giving simulation. Then, he asked the students to do the next tasks. The teacher and the students questioned and answered about how to

describe animals and the students enjoyed it. Most of the students participated in this activity. They answered "It has four leg", "big animal", "has *ekor* Sir". Then teacher asked the students the words "*ekor*" in English. The students were asked to open the dictionary. Then, the teacher asked to the students to pronounce the word "*ekor*" in English.

The teacher was built the students' knowledge about the characteristics of animals and gave 8 minutes to do the Task 3. They would be used in the ball game. Here the pictures of animals were used to help the students to describe the characteristics.

After that, the teacher introduced the ball game to the students. They looked enthusiastic when they heard the word "ball game". Then, he explained the rules of the ball game. He threw the ball to on group, then the group would be the group who should play the ball game in front of the class. The students enjoyed this game although it made the class little bit noisy. Because of the limited time, there were 3 groups that performed in front of the class. It was easy for the students to understand and learn how to describe something. This fact was stated in the interview between the researcher and a student below.

- R: "Gimana komentar adek mengenai yang tadi kita belajar bahasa inggris pakai ball game..." (What is your opinion about learning English by using ball game...)
- S: "Yaa lebih mudah miss lebih seru aja...(I think it was easier miss, more exciting...)

(Appendix C, Interview 6)

The ball game on task 3 also was effective to help students to improve their speaking and it did not make the students felt bored. So this task could reduce

students' boredom during the teaching learning process. This finding was revealed in the interview between the researcher and the student below.

- R: "...kamu merasa terbantu ngga dengan task-task tersebut?" (...The task were helps you to learn, weren't it?)
- S: "Iya membantu soalnya gak membosankan karena dibantu dengan games." (The task was helpful to learn English, because it helped by games. It was not boring for me...)

(Appendix C, Interview 20).

This task could also make the students felt free to express their idea. This fact was revealed in the interview between the researcher and the students below.

- R: "Terus kamu merasa lebih bebas berekspresi ga?" (So did you feel free to express your idea?)
- S: "Ya jadi lebih bebas berexpressi...emm ya membuat tidak malu." (Yes, it makes me free to express my idea. It was not made me shy).

(Appendix C, Interview 15)

Vocabulary network and ball game task also could make the students active during the teaching learning process. They actively involved in the teaching learning process. The setting of this task was group work, so it could make the students interact each other in doing the task. They could share their idea with their friends. It could be said that this task is effective to improve students' involvement and encourage them to speak English. This finding was supported by the interview between the researcher and the teacher below.

- R: "...begitu ya pak..kalau tasks yang terakhir..." (...I see Sir, then, how about the last task...?")
- T: "Menarik ya mba..selama ini saya belum pernah menerapkan..." (I think it was interesting, I never implemented...)
- R: "Emm maksudnya jad ilebih membuat percaya diri gitu Pak?" (Emm do you mean it can build their confidence?)
- T: "Ya bisa dibilang seperti itu." (Yes..it can be..)
- R: "Terus sebelum masuk ke gamesnya tadi kan ada..." (And then, before the students played the game, they should do...)

T: "Ya itu membantu siswa untuk mendeskripsikan ya, jadi sebelum masuk ke games.." (Yes, I think it can help the students in describing something, so before they played the game...).

(Appendix C, Interview 8)

### 4. Playing Kims' game

In the first meeting the researcher and the teacher have been implemented four tasks in unit 1, while there were 6 tasks that provided in the unit 1. The researcher and the teacher just implemented four tasks in the first meeting because of the limited time. The teacher's explanation about simple present tense took much time, so the researcher and the teacher decided to implement only 4 tasks in the first meeting.

Playing Kim's game was implemented in the first meeting on September 23<sup>th</sup> 2013. This task only took 3 minutes. The procedures of this task were the teacher showed the big pictures about the animals (Elephant's pictures) for about 2 minutes. Then, he covered the pictures with a book. Then, the students were asked to mention what were the things that they saw in the picture. This task should work with the students' memory. The students felt enthusiastic with this task. Some of the students answered quickly such as "It is elephant", "It is grass", "A tree", "Big animal", "At the zoo", "Tree".

From the observation above, it could be concluded that playing Kim's game was able to make the students spontaneously speak about what they have already seen. It also made the students actively involved in the teaching learning process. This finding was revealed in the interview between the researcher and the students and also with the teacher below.

- R: "...Komentarnya yang tadi gimana?" (...What do you think about the lesson just now?)
- S: "Ya bagus aja mbak." (I think it is good)
- R: "Udah bisa ngomong bahasa inggris belum?" (So, can you speak English now?)
- S: "Ya dikit-dikit bisa mbak...nggak lancar banget." (Yes, but just a little)
- R: "Tapi kan kemaren udah dibantu dengan games-games it?" (The games were helps you to learn, weren't it?)
- S: "Ya lebih bisa mbak...(Yes, I was able to learn...).

(Appendix C, Interview 11)

#### Teacher's interview

- R: "...Menurut bapak gimana tadi task-task yang sudah kita gunakan..." (...What do you think about the tasks that we have been used...)
- T: "Iyaa jadi menurut saya efektif juga mbak. ..." (Yes, in my opinion the tasks were effective ...)

(Appendix C, Interview 15)

## 5. Playing the Twenty Question Game

Twenty Questions game task aimed at making the students to provide a realistic context for practicing the specific form and pronunciation. The rules to play this game were the teacher asked one students to imagine an animal in their minds and just let the others to guess what the animal is by asking at least twenty questions about the animals' characteristics.

Playing twenty questions game was the task in the Unit 1, but it was implemented in the second meeting on September 26<sup>th</sup> 2013. The teacher greeted the students and asked the leader of the class to lead a prayer. The teacher asked the students to make a group of 4. Then he asked the students to distribute the

materials. There were many students that were not ready to study at that time. Some of them still talked each other.

The teacher asked the students to open Task 5, which was about playing the twenty questions games. First, he asked the students to read the instruction. He translated the instruction into *Bahasa Indonesia* in order to make the students understand the procedures of the tasks. He asked them to open the dictionary to sentence directly by the help of twenty questions game. It was also stated in the interview between the teacher and the researcher below.

- R: "...Terus pak, yang task berupa games itu menurut bapak efektif ga?" (...So Sir, how about the games, were they effective?)
- T: "Emm... yang kaya ball game, sama twenty question itu ya mba..ya menurut saya itu bagus .." (Ehm, like the ball game and twenty question game, aren't they? I think they were very good..).

(Appendix C, Interview 14)

#### 6. Playing Describe and Draw game

After implementing Task 5, the teacher continued the next task to implement, that was "Describe and Draw game". The teacher explained the rule how to play the "Draw and Describe games", it took 5 minutes to do the task. This task did not take much time because basically it was similar with the twenty questions game but here besides describing the objects the partner should draw the target objects.

When the teacher asked the students to do the task in front of the class, many students did not want to practice it because they could not draw. There were only two pairs that practiced it because of the limited time. The students performed to keep silent. This condition could be seen in the field note below.

... They just sat and did another things (write something on their book, lying their head in the table). (Appendix A, Field note 5).

The task was less effective because they did not understand and some of them could not draw. This fact was revealed in the interview with the student below.

- R: "...Emm tentang task-task yang tadi yang kamu disuruh mengerjakan task..." (Emm, what do you think about the tasks you were learnt today...)
- S: "Oh ya asik miss...terus yang gambar tadi agak ga bisa..." (Oh it was so exciting Miss, but I could not do the task...).

(Appendix C, Interview 9)

## UNIT 2 (Implemented on September 26<sup>th</sup> 2013 Cycle 1)

### 7. Answering the questions and Identifying the things in the classroom

In the second day of the implementation of Cycle 1, the researcher and the English teacher continued to implement Unit 2. The topic was about the classroom around. The first task was about mentioning the things in the classroom. This task did not take much time. The teacher guided the students to do the Task 2 and after that they have to do the Task 1. After distributed the worksheet, then the teacher directly asked the students to mention the things in their classroom. Then the students answered, "whiteboard", "felt-tip maker", "table". "chair", "ruler", "book", "pen", "flag", "clock".

The students did Task 1 in Unit 2. The teacher asked the students to discuss the answers in groups. The task was about some picture about the things in the classroom. Then after that, the teacher asked the students to mention the answer that they were done. This task aimed at helping the students to know about the topic that would be learnt.

It could be seen that this task could effectively help the students to know the topic that would be learnt. This task aimed at leading the students to know the topic. This finding was revealed in the interview between the researcher and the teacher below.

- R: "...yang Unit 2 pak, tadi Task 1 dan 2 ..." (...how about Unit 2 Sir? Task 1 and 2...)
- T: "Yang kedua tasks itu kan semacam warming up task ya mba..." (It seemed that both tasks be used as warming up...).

(Appendix C, Interview 14)

## 8. Interviewing classmates about what they are bringing in their bag and retelling the result of the interview

Then, the teacher continued the lesson to the next task. The task was about interviewing classmates. In this task the students were asked to find information about what their friends' had in their bags and present the result of the interview in front of the class. This task aimed at making the students be able to describe their own and interview someone. By implementing this task, it was expected that the students interact more with other.

First, the teacher asked the students to read the conversation. Then, he practiced with one student while opened the students' bags. After the students understood the rules, the teacher asked them to make an interview. Then, the students did the activity with their partner, while opened their bags. They described and mentioned what they had in their bags. This activity running well, most of the students were involved in this activity. It made the class little bit noisy.

The students really enjoyed and were happy with the task. They interviewed their friends enthusiastically. It could be said that this task was able to improve students' involvement in the teaching learning process and also it could make the students able to describe things orally. So, they not only became passive learner in the class, but also became active learners in the class. This finding could be seen in the interview between the researcher and the students below.

- R: "...Gini lho gimana perasaannya tadi setelah mengerjakan tasknya...?" (...How do you feel after you did this task..)
- S: "Emm ya seru aja..tadi tau yang dibawa apa aja." (Emm it was great, so we know what they have in their bag)
- *R* : "Cuma itu?..." (That's all?...)
- S: "Ya, jadi bisa..tapi masih salah-salah...." (Yes, it can be. But I still make mistakes..).

(Appendix C, Interview 10)

The finding also was based on the interview between the researcher and teacher below.

- R: "...Emm kemudian yang task berikutnya, Task 3 gimana pak?" (...Emm, what about the next task, I mean Task 3?)
- T: "Ya, anak-anak tadi sudah praktek semua dan saya rasa mereka bisa..." (Yes, we can see that all of the students have been practiced and I think they could do that correctly...).

(Appendix C, Interview 14)

# 9. Role plays (filling the missing words of the dialogue then act it out in front of the class)

After implementing Task 3, the teacher continued to implement Task 4. But this task was not implemented maximum. The teacher just implemented it for about 2 minutes. The students also were less motivated in doing this task. Some of them talked each other and did not pay attention to this task. This condition could be seen in the field notes below.

...Then, continued to Task 4, about fill in the dialogue. The student looked uninterested with this task. Some of them talked each other and some boy students in the back side hit the table... (Appendix A, Filed notes 5)

## 10. Communicative Crossword game

The last task that was implemented at the first cycle was doing communicative crosswords game. The teacher and the researcher provided task to encourage the students to speak up in the class. In other words by providing communicative crosswords game the students could develop their knowledge and confidence to speak in English and be involved during the teaching learning process.

The task was crossword game. The students were asked to do a crossword game about the thing in the classroom. The students really enjoyed this activity. They wanted to be the first to cross the word in the crossword board in front of the class. The bell rung, then the teacher asked the students to always study and ended the lesson for that day.

This task could be as intermezzo for the students. They could refresh their minds, it could make the students actively involved in the teaching and learning process. This finding was revealed in the interview between the researcher with the teacher, and the researcher with the students below.

- R: "...Begitu ya pak, task yang terahir ...?" (I see Sir, and what about the last task...?)
- T: "Ya, saya rasa bisa jadi intermezzo buat mereka ya..." (Yes, I think this task could be as intermezzo...)

(Appendix C, Interview 14)

- R: "...Terus yang kemarin itu crossword games gimana?" (...How about played crossword game yesterday?)
- S: "Ya..bagus semua lah pokoknya." (Yes, it was good)

R: "Emm jadi sudah bisa sedikit berbicara ya" (Emm, so can you speak in

English now?)
S: "Yaa..." (Yes).

(Appendix C, Interview 21)

## b) Using appropriate media to support the teaching and learning process

In the first cycle the researcher and the English teacher implemented the use of media to support the teaching learning process. In every implementation the researcher provided media to attract the students' attention. The media that were used in Unit 1 were pictures, ball, and worksheet of vocabulary network. Then, in Unit 2 there were pictures and puzzle board.

The researcher and the teacher used pictures for Task 1,3, and 4. In unit 2 all the task that were implemented, used pictures as the media to help the students in the teaching learning process. In Task 1 there were some animals' pictures. The students were asked to mention the names of the animals by interviewing their pairs. Then in Task 4, there were four big pictures. The pictures were used to help the students to do brain storming of the animals' characteristics. So, the students could see the pictures to help them in networking the characteristics of the animals. In unit 2, the pictures were used only in Task 1. There were 6 pictures about things in the classroom. The students were asked to mention the names of the object in the pictures. This task did not take much time, it was about 2 minutes.

Besides using pictures, the researcher and the teacher also used a ball to play ball game. Before doing the ball game, the teacher explained the rules to play this game. The rules were the students should write down their answers of the animals' characteristics on the worksheet. Then, the students were asked to make sentences to describe the animals. The teacher would throw the ball to a group, then, the group should play Ball game. Every number in a group should describe one characteristic of the animals. After all the members got turn, they should throw the ball to another group. Then, to check the students' understanding of the rules, the teacher threw the ball to a group. The group who got the ball should describe the animals. This game was implemented until the last number. In this game the students' were given worksheets. They were asked to write down their answers of the animals' characteristics on the worksheets. The worksheets covered the material that should be studied concerning to the topic.

Crosswords board was used to support Task 5 about communicative crossword. The process of doing this task was soon after the students could identify the words. They should draw a line or make a circle the words in the crosswords with their answer. Then, they should make a sentence use the found words. During the game they looked enthusiastics, they tried to be the first to underline the words.

After conducting the action in the first cycle, the researcher found that the students were happy with the use of media in the English teaching learning process. They more focused on their learning. Media contributed to the improvement of the teaching-learning process, as stated in the interview below.

- R: "...Oke dek, menurut adek gimana? Belajar Bahasa Inggris pake gambar..." (Okay, what do you think about learning English by using pictures...)
- S: "Asik banget! seneng baget." (It was very cool! I was very happy)
- *R* : "Emmm...senengnya gimana?" (Emmm..why do you feel happy?)
- S: "Yaa...jadi nggak ngantuk, nggak bosen..." (I did not feel sleepy or bored).

(Appendix C, Interview 16)

The researcher also found that the use of media could make the students more interested in English. The finding was based on the interview below.

- R: "...Menurut adek gimana tadi pembelajarannya?..." (What do you think about our last English learning process...)
- S: "Enak, gak ngebosenin. Jadi ya apa ya, bikin motivasi gitu lho." (Nice, it did not make me bored. So it made me motivated...)

(Appendix B, Interview 2)

# c) Emphasizing the students to use classroom English during the teaching and learning process

The researcher and the English teacher agreed to emphasize the students to always use classroom English during the teaching learning process. The teacher always reminded the students to use English, when they wanted to go to the rest room, to offer help to the teacher to clean the whiteboard, to give respons to the teacher's questions, and to express thanking. The teacher herself also always used classroom English when he gave instructions and then if the students did not understand he would translate into *Bahasa Indonesia*. It aimed at making the students accustom to the English daily conversations in the class. The field notes below showed the implementation of this action.

...Then, the teacher ended the lesson for that day by saying good bye.

(Appendix B, Field notes 4)

...There was girl students in the front line, asked the teacher to help her submitted the work. She said "May I help you Mam?" Then the teacher answered "Yes please" (using classroom English to offer help)...

(Appendix B, Filed notes 6)

...The teacher also spontaneously asked the students, "Do you want to eat bakso after this?" And there were some students answer "Yes, I agre....".

(Appendix B, Field notes 6)

...Then, the teacher asked the students to make a grup of 4 "please make a group of four". After that the teacher asked the students to do question and answer session among the students in their group ...

(Appendix B, Field notes 4)

### C. Reflection of Cycle 1

After doing some action in Cycle 1, the researcher and the English teacher did evaluation. The evaluation was based on the observation of the teaching and learning process in the classroom. The researcher also interviewed some students and the teacher about the actions applied in the first cycle. Based on the implementations of the action in Cycle 1, there were effective results and ineffective results as presented below.

#### 1) Effective Results

The effective results of the actions in the first cycle occurred as there were some improvement in student' speaking ability and their involvement in the teaching and learning process. From twelve tasks, there were 7 tasks in Unit 1 and 5 tasks were effective in improving the students' speaking ability and their involvement in the teaching process especially in speaking class.

The first effective task was mentioning the names of the animals and identifying the characteristics of the animal through interviewing. The students felt happy and enjoyed the process. They also felt easy to understand the materials were helped by the pictures in the Task 1. This task also was effectively to point out the students to the topics that would be learnt.

The second effective task was questioning and answering activity and drilling pronunciations of the students answer about the related words. This

activity was effective to make the students well pronounced the words. This task also could make the class more alive.

The third effective task was doing vocabulary net and playing ball game. It was easy for the students to understand and learn how to describe something. Ball game on Task 3 also was effective to help students in improving their speaking and didn't make the students felt bored. So this task could reduce students' boredome during the teaching learning process. This task also could make the students freer to express their idea.

The fourth effective task was playing Kim's game. This game was able to make the students spontaneously tell what they saw. It was also make the students actively involved in the teaching learning process.

The fifth effective task was playing twenty questions game. This task could make the students enjoyed their learning and actively involved during the teaching learning process. They also could learn and practice using the interrogative sentences directly by the help of twenty questions game.

The sixth effective task was answering the questions and identifying the things in the classroom. This task could effectively help the students to know the topic that would be learnt, and it was like a warming up activities for them before did the next tasks.

The seventh effective task was interviewing classmates about what they had in their bags and retelling the result of the interview. It could be said that this task was able to improve students' involvement in the teaching learning process and also it could make the students able to describe things orally. So,

they not only became passive learner, but also became active learners in the class now. The last effective task was communicative crossword game. This task could be as intermezzo for the students. It could refresh their minds and could make the students actively involved in the teaching and learning process.

### 2) Ineffective Result

Not all the tasks were effective in improving the students' speaking ability and involvement. The ineffective of task might be caused by 2 reasons. The first reason was limited time. The researcher did not have sufficient time to implement the task. The second reason was the type of the task. Both Task 5 and Task 6 were similar. The tasks made the students bored. After doing evaluation with the English teacher, we agreed that there were 2 ineffective tasks.

The first ineffective task was describing and drawing game. The task was ineffective because during the implementation most of the students were not ready to do this task. They were afraid of making bad pictures since most of them could not draw better. The students also gave less attention during the implementation. The girl students preferred to keep silent during the implementation of this task.

The second ineffective task was role playing or acting the dialogue. The teacher just implemented this task for about 2 minutes. The students were not interested in this task. It reduced students' motivation in learning English. Some of them talked each other and did not pay attention to this task.

## d) Findings of Cycle 1

The findings concerning the actions in Cycle 1 below are taken from observations and the reflection above.

**Table 4.5.The results of the implementation of Cycle 1 (Unit 1)** 

No	Task	Results	Evidence
1	Mentioning the names of the animal and identifying their characteristics through interviewing:  - The students were asked to identify the names of the animals and their characteristics, and then they interviewed each other.	This task was	Evidence: -The students did the task easily by the help of the pictures that provided in the taskThe students enjoyed the task.
2	Answering questions and Drilling pronunciations about the related words: -This kind of task could be said as listen and repeat task. The teacher asked and guided them to pronounce some words related to the topic and asked the students to repeat it in complete sentence.	This activity was effective to make students well pronounced the words	Evidence: -The students were able to pronounce the words -It made the class more alive
3	Doing vocabulary net and playing ball game -Before the students did a ball game, first, they should do a vocabulary net. There were some pictures and the students were asked to fill the characteristics of the animal in vocabulary network. It aimed at helping the students to learn words on form. Then, they should play	This task was effective to help students in improving their speaking and it was not	to speak English although just in a

	ball game with the teacher as the guide. Every group who got a ball that was thrown by the teachers should perform their work by mentioning the name of the animals and describe the characteristics.		
4	Playing Kim's game: -The task aimed at making the students focus on form and pronunciation. To do this task, the teacher showed some pictures and asked the students to memorize what the pictures are. Then asked the students to describe what the pictures are.	make the students spontaneously speak about what they saw and effective to make the students actively	happy to do this task. They answered the teachers' questions.
5	Playing twenty questions game: -The task aimed at making the students to provide a realistic context for practicing the specific form and pronunciation. The teacher asked one students to imagine an animal in their minds and just let the others to guess what the animal is by asking at least twenty questions about the animals' characteristics.	The students also could learn and practice using the interrogative sentences directly by the help of twenty	interrogative questions
6	Described and draw games: -This task aimed at making the students to use the language for real communication. The students should work together with a partner.	student attention because during implementation of this task most of the	-The students were bored by the implementation of this task.

One of them ac	ted as	to do this task.	
student A and the	e rest	Evidence:	
acted as studen	its B.		
Student A	gave		
information to	the		
students B abo	it the		
characteristics of	his/her		
animal and stud	ent B		
draw what the ani	mal is.		

## 2. The Implementation of Cycle 2

## a. Plans of Cycle 2

Based on the findings of cycle 1, there were some problems that arose in cycle 1. There were some less effective tasks that could not make the students get involved in the teaching process and also could not make them speak intensively.

Therefore, in cycle 2 the researcher and the English teacher planned some actions to solve the problems and to improve the speaking learning process.

In this section, the researcher present the description of actions planned in cycle 2. They were:

## Determining goal and varying the other components of the interactive speaking tasks

In the cycle 2, the researcher still used the same action as in the first cycle to develop the tasks. The first action was determining goals and varying the other components of the interactive speaking tasks. It was expected that the students may occur, so the communicative learning would be achieved. The goals of the tasks in cycle 2 were designed to help the students to learn English especially in speaking.

The inputs were used to give a model for the students to comprehend the tasks and attract their attention in doing the tasks. It also aimed at helping the students to do the tasks. The next was provided in the speaking tasks aimed at helping the students to do the task easier and more attractive.

The activities in the cycle 2 were various where the students were asked to play interactive games, to practice the dialogue with the partner, to present their works, to jumble the pictures, and to make a story. All of the activities provided in the tasks were expected to make the students be able to speak and be communicative or active learners. Employing various activities was expected to make the students get involved during the teaching learning process.

The setting of the interactive tasks in the second cycle were various from individual, pair work, and group work. They were aimed at helping the students to solve their problems in doing the tasks based on the level of tasks difficulty. If the students found the tasks difficult to understand they could cooperate with their partner to do or solve the tasks. They could create a good interaction for the students.

The teacher roles in the second cycle tasks were various. He was a facilitator, monitor, director, and evaluator. The teacher should understand about his roles in order to help the students during the teaching learning process. The teacher also should able to create and maintain good learning interaction between her and the students.

The learners' roles in the second cycle were various. They could be active team members, conversational partners, negotiators, and also active learners. They

should cooperate with others to make the teaching learning process communicative.

The interactive tasks that were developed by reflecting on the components of interactive tasks consist of 4 units. Each unit has different topics and various kinds of input, activities, and setting. It aimed at making the learning process enjoyable. Unit 1 was about the students' favorite animals, which emphasized at descriptive texts. Unit 2 was about the things in the classroom. This unit still emphasized on descriptive texts. Unit 3 was about the language functions such as agreeing and disagreeing, giving opinion, inviting, implementing, and congratulating. It based on the basic competency and standard of competency at the first term. The last unit or Unit 4 was about the students' experience that emphasized on the recount texts.

## 2) Using classroom English during the teaching learning process

The researcher and the teacher emphasized the students to always use English during the English lesson. It aimed at making the students accustom to their selves with English. Although, they only practiced speak in English in the English class. Emphasizing the students to use classroom English was expected to make them practice their English to communicate in daily life. The classroom English that used was asking permission to go to the rest room, offering help to clean the whiteboard, responding teachers' requests, giving simple instructions, and responding the teachers' questions.

### 3) Using appropriate media during the learning process

In the first cycle, the researcher used pictures, a ball, and worksheets as the media. They made the students keep being spirited to learn and they were happy in their learning. The media that were used in cycle 2 were pictures, word cards, and flannel board. The pictures were the activities of people related to the topics.

The word cards were used to help the students to learn the verb form. The flannel board was used to support the teaching learning process in order to make the learning process more interesting.

### b. Actions and Observation of Cycle 2

The implementation of actions in cycle 2 was conducted in four meetings i.e. on September 30 and October 3, 14, 2013. In cycle 2, the teacher still implemented the actions, while the researcher observed during the implementation of the actions.

The implemented actions were similar with the action implemented in the first cycle. But the differences were in the varying the inputs, activities, setting of the task and the learner role. The implemented actions are presented below.

## 1) The implementation of the actions in Cycle 2

a) Determining goals and varying other components of interactive English speaking tasks.

## Unit 3. "Your Expression"

### 1. Playing survey games

This task would encourage the students to do a kind of surveying something to their friends. Every student should ask their friends agreement about the topic given. Then, they should list the result in the worksheet. They should present the result of their survey in front of the class. The teacher explained the rules for playing Survey game. After he checked the students understanding how should they do in the task, the students started to play survey game. They moved around the class to ask their friends' agreement or disagreement related with the topic. Then, they should tally the result in answer sheet. Therefore, this activity run well but it made the class noisy. After they finished their survey, the teacher explained how to report the result of the survey.

The teacher gave the example of how to report the result but the students found the difficulty, it took much time to explain how to report the survey result. The teacher chose a girl and a boy student to present the report. Because of limited time, the other students could not perform at that day. Then, the teacher asked the students to submit their report.

From the observation above, it could be said that this task was effective to improve the students' speaking ability and involvement. They were involved actively during the implementation of this task. Moreover, the researcher found that this task could make the students free to express their idea. This task also could reduce their boredom during the teaching learning process. This task also could encourage them to speak in English actively. The findings were revealed in the interview between the researcher and the students below.

R: "...Gimana dek yang tadi? Maksudnya survey game nya?"(...What do you think of survey game?)

S: "Ya bagus Miss..."(It is good Miss)

R: "Bagus apanya?" (What do you mean by good? Can you explain it?)

S: "Ya jadi bisa main-main tadi dikelas...." (So, we can play in the class...).

(Appendix C, Interview 12)

- R: "...Terus kemarin kan ada yang pakai games, mmm survey games, ada ball games juga itu? ..." (...Then, you learnt by using games, mm such as survey game, and also ball game, weren't you?...)
- S: "Iya membantu soalnya nggak membosankan ..." (Yes, it helped me. The games did not make me bored..)
- R: "Terus kamu merasa lebih berekspresi?" (So, did you feel free to express your idea?)
- S: "Ya jadi lebih berekspresi, ya membuat tidak malu." (Yes, it make me free to express my idea, and I was not shy).

(Appendix C, Interview 15)

- R: "... Tapi kamu seneng nggak? Terutama game nya gimana menurut kamu?" (... But did you like it? how about the games then?)
- S: "Ya seneng Miss, pokonya seneng semua..." (Yes, I liked it very much...)
- R: "Mmm gitu yaa, emang kalau duduk kenapa?" (Mmm I see, so what is the problem if we were sitting during the learning process?)
- S: "Ya bosen aja Miss dari pelajaran pertama ...." (I think, it makes me bored. We sit all the time...)
- R: "Oh gitu, jadi lebih suka ..." (Oh I see, so it will be interesting...)
- S: "Iya penggennya kaya gini terus...(Yes, I like it very much. I always want this is used frequently...)

(Appendix C, Interview 16)

- R: "...Mmm iya pak, terus menurut bapak yangtask tentang survey game ..." (
  ...Mmm, okay sir..so what do you think about survey game task?)
- T: "Ya tadi anak-anak saya rasa tertarik ya mba.." ( I think all the students were interested with the task...)

(Appendix C, Interview 20)

### 2. Playing Opinion Poll game

This game was used to help the students to learn how to give opinion. In this task the students asked to give their opinion to the pictures given. This task was not completely implemented because of the limited time. This task was implemented for about 3 minutes. The teacher asked the students to practice this task directly. The teacher did not need to explain the expressions that should be used, because they were learnt before the implementation of this task. The teacher asked the students' expression related to the pictures in the task. The students

were not really interested to the implementation of this task. They got bored, it could be seen from the fact that only some of the students got involved in this activities. According to the teacher, this task should not be completely implemented, because the students had knew about the expressions.

The teacher also became the cause that made this task less effective. The teacher took much time to implement survey game task. So, he did not give priority to this task. Meanwhile, the time also caused this task not completely implemented. The findings were revealed in the interview below.

- R: "..Emm iya pak, kalau Task 3 gimana pak?" (...Emm, yes Sir, how about Task 3?)
- T: "Itu menurut saya kurang maksimal ya mbak.." (I think it was less maximum..)
- R: "Emm, iya pak, gambarnya ..." (Emm, yes I think so Sir, I think the pictures...)

(Appendix C, Interview 23)

### 3. Role Playing

This task provided an opportunity for the students to express their idea in dialogue. The students were asked to practice the dialogue based on the situation in the pictures. The implementation of this task would be presented in the description below.

The teacher continued the lesson by explaining the expression of congratulating and complimenting. The teacher asked a girl student about her mark on mathematics by saying "How was your mark in mathematic Eni? Eni answered "Nine, Sir". The teacher said "Congratulation Eni" and all of the students said "Congratulation". He said again "Wow good job". The students

responded "Thank you". Then the teacher asked the students to open *Let's talk* page 54. He drilled the expression of congratulating and complimenting.

He asked the students to do simulation of the dialogue. The girl students became Ratih and boy students became Ratih's friend. Then in the dialogue 2, the girl students became Mom and boy students became Daughter, in the dialogue 3 the girl students became teacher and boy students became the boy students. The students enjoyed this activity. When the time was over, the teacher asked the students to do Task 4 and to write down the expressions were learnt as their homework.

The teacher asked the students to open Let's Talk page 164. The topic was the expression of congratulating and then explained the expressions of complimenting and then the students repeat after her. The teacher asked the students one by one about how to compliment someone, and then asked them to write the answer in the whiteboard. The students wrote: "What a thick dictionary", "What a nice nook", "What a long ruler". He asked the meaning of the expressions written by the students. The students did not know the meaning, then the teacher gave clues and finally the students could answer that.

Then he explained the students about the noun phrase that should be used when compliment something. He explained the use of "What and How" that be used in complimenting sentences. He also explained the differences of "What" and "How" used in a complimenting sentences. For example, "What a thick dictionary" becomes "How thick the dictionary is". He also gave the pattern of

sentences: "What+adj+N" and "How+adj+N+be". He also explained about singular and plural noun.

After asked the students to express the expressions of complimenting, then he asked the students to write those sentences. While wrote the expression in the whiteboard were some students asked about the complimenting sentences. After that, the teacher drilled the expression of congratulating someone.

He asked the students to discuss the dialogue and asked the students to practice it in front of the class. The teacher gave 15 minutes to discuss the dialogue. During the discussion the teacher moved around the class to check and help the student if they found some difficulties.

After that he asked the students to practice the dialogue in the task. He asked the students to do the task in pairs (partner dialogue). Then the teacher drilled the expression and asked the students to practice again. Here the students started to speak. They were enthusiastic in doing this task.

After conducting the task, the researcher found some results and took some important notes. First, the students were actively involved during the implementation of this task. Second, this task was an innovation from the former task. Usually, in the course book, the dialogue or role play task only asked the students to read and memorize the dialogue. Then he only asked the students to act it. But this task was difference. The setting of this task was pair work. The input was pictures. The learners' role in this task was as active conversation partner. Here the teacher asked the students to work in pairs, then asked the students to discuss the dialogue related to the situation given in the pictures.

It was revealed that the pictures help the students to speak in English spontaneously and help them in making the dialogue. The findings were supported by the interview between the researcher and the teacher below.

- R: "...Kamu merasa terbantu nggak dalam belajar bahsa inggris..?" (Did the task help you to learn English...?)
- S: "Emm, ya miss..." (Emm, yes Miss, we could speak spontaneously ...)
- R: "Jadi menurut kamu task tadi sangat membantu ya?" (So, did you think the tasks were helpful, didn't you?)
- *S* : "*Iya*..." (Yes...)

(Appendix C, Interview 17)

## 4. Playing Finding a Date game

The first rules of this tasks were asked the students to invite their friends based on the situation given, they should make a list of schedule. This task aimed at facilitating the students in practicing their English in real communication. The researcher took and adapted this task from the course book that was used by the teacher entitled "English in Focus". The researcher took this task from the course book, because the task completely fulfilled the components of an interactive task. The tasks required the students to work in pairs. So, the tasks promote variation in varying interaction among the students.

The lesson moved to the next task was about how to invite someone. The teacher did not need to explain the materials again because it had been learnt. This topic was discussed before the implementation of the actions. At that time, the teacher asked the students to make a dialogue about how to invite someone with the situation given. In this activity he asked the students to memorize the dialogue that they made. Then, the students were asked to perform in front of the class. The

teacher took marks for this activity. The students were not really enthusiastic in doing this task. The students practiced it in pairs.

From the implementation above it could be said that this task was less effective in improving the students' speaking ability and involvement in the teaching learning process. The students did involve well during the activity. They also were not interested in doing this task. This condition was revealed in the interview between the researcher and the English teacher below.

R: "...terus untuk yang task terahir di Unit 3 gimana pak?" (...So what do you think about the last task in Unit3?)

T: "(Emm, menurut saya kurang begitu efektif ya mba...." (Emm, I think it was less effective...)

(Appendix C, Interview 23

## Unit 4. "A day in My Life"

## 1. Answering the questions based on students experience

This task aimed at guiding the students to the topic and also giving them the questions and answers session orally. The students seemed enthusiastic and they actively answered the teacher questions in Task 1.

By looking at the implementation above, it could be said that this task was effective to improve the students' speaking ability and involvement in the class. The students were interested in this task. They actively answered the teacher's questions. This task encouraged them to memorize their experience and share it with their friends. The findings were supported by the interview between the researcher and the teacher below.

R: "... Efektif ga pak task-task yang sudah kita pakai?" (Were the task that we already used effective?)

T: "Ya, menurut saya efektif sekali mba..." (Yes, I think it was effective...).

R: "Mm,tapi kan belum dijelaskan ..." (Emm,but we have not explain...)

T: "Iya, nah maksud saya task itu bagus sebagai permulaan ..." (Yes of course, I mean it was very good for them, it was like a starting point...)

(Appendix C, Interview 26)

## 2. Changing the verbs

The task was used to help the students to learn how to use the past form in the sentence. They should change the verb into the past form. Then they should stick the answer on the flannel board. After did task 1, the teacher grouped the students into 9 groups. He explained how to do the second task. After that he gave 5 minutes to do the second task, in this task the students were asked to change the present form into past form or change the sentence from simple present form into past form.

After the students finished their work, the teacher asked them to stick the answer in the flannel board. Here the students enjoyed the activity. All of them were involved in doing the second task. After all the answers were stuck, the teacher asked the students to pronounce the answer correctly.

This task could help the students to learn how distinguish the used of verb according to the time reference used in the sentences. It was useful to make the students be able to use past form in the real context. So, their minds were automatically works to use the past participle when they want to express the past events. The findings were revealed in the interview below.

- R: "...Gimana menurut adik mengenai yang tadi?" (What do you think about the action just now?)
- S: "Mmm, ya bagus, bagus." (Mm, it is good Miss)
- R: "Bagus gimana maksudnya?" (What do you mean by good?)
- S: "Yaa...lebih bisa emm apa lebih gampang..." (It is easy for...)
- R: "Ohh yang verb tadi itu..." (Oh I see, do you mean about distinguish the verb...).

(Appendix C, Interview 24)

### 3. Making stories based on the jumbled pictures

The last task was making a story from the jumbled pictures. First, the students were asked to arrange the picture, then tried to develop the story based on the pictures. The third task was still group work session. The teacher asked the students to do task 3. He explained how to do this task. First, the students should arrange jumbled pictures into the correct order. After that the teacher asked every group to stick the correct pictures in the flannel board. Then, the students were asked to make a story based on the pictures. Finally, the groups should retell the story in front of the class.

The last step was present the story session. The teacher explained how to make a story based on the pictures. Then, He asked the group present their story in front of the class. Every member of the group should be involved in the presentation. When the time ended, the teacher closed his teaching for that day.

This task required the students to work in group. It aimed at helping students to do the task easily. The pictures could attract the students' motivation in doing the task and help the students do the task easily and understand the task clearly. This finding was supported in the interview below.

- R: "...Oh yang verb tadi itu, terus gimana pakai gambar lebih jelas .?"
  (...Oh I see, do you mean about changing the verb? So how about the use of pictures? Is it clear enough?..)
- S: "Ya, lebih jelas..." (Yes, it more clearer ...)

  (Appendix C, Interview 24)

Moreover, this task was able to stimulate the students to speak in English. They enjoyed this activity. This finding was supported by interview between the researcher and one student and also with the English teacher below.

- R: "...Oh tasknya dari kemarin bervariasi gitu ya? .." (Oh do you mean the tasks were various?)
- S: "Ya, menarik, saya mudeng gitu mbak..." (Yes, it is interesting for me, I understand...).
- R: "Oh gitu ya, terus tapi kan ada kerja kelompok. Membantu ga kira-kira?" (Oh I see. but you did it in a group work didn't you? Did it help?)
- S: "Emm, ya membantu sekali..." (Yes it was helpful...)
- R: "Terus memancing kamu untuk bisa berbicara ...?" (So, did it encourage you to speak?)
- S: "Iya, jadi mau ga mau harus ngomong..." (Yes, it forced me to speak...)
  (Appendix C Interview 25)

## b) Using appropriate media to support the teaching and learning process

In the second cycle, the media used were pictures, word cards, and a flannel board. The use of various media aimed at attracting the students' attention in learning English. Besides that, they also could increase the students' motivation in learning English. Using various media, made the students enjoyed the lesson.

The use of pictures was able to help the students in developing the story.

They did the task easily by looking the pictures. This finding was revealed in the interview between the researcher and the students below.

- R: "...Mm gitu ya, terus tadi kan di task ada gambar..." (...Emm, I see, then in the task that you did there were some pictures...)
- S: "Emm ya gampang tu Miss..." (Emm, I think it was easy Miss...)
- R: "Mm, jadi gambar juga membantu ya?" (Emm, were the pictures helpful?)
- *S* : "*Iya*..." (Yes...)

(Appendix C, Interview 17)

The used of word cards could help them to understand the lesson. The use of word cards were something new for the students, so it increased their motivation in learning English. The findings were supported in the interview between the researcher and the students below.

- R: "... Gimana menurut adik, mengenai yagng tadi?" (What do you think about the task?)
- S: "Mmm, ya bagus, bagus." (Emm, it is good Miss.)
- R: "Bagus gimana maksudnya?" (What do you mean by saying good?)
- S: "Yaa lebih bisa emm apa bikin gampang itu loh mbedain kata-kata yang tadi itu..." (Emm, it was easy for me to determine the words....)

  (Appendix C, Interview 24)

Moreover the use of flannel board was able to improve the students' involvement in their learning. They were more interested in learning English by the help of various media. So, the use of the media was effective to improve the students' involvement and their speaking ability in teaching learning English. The findings were revealed in the interview below.

- R: "...Selamat pagi pak. Gini pak mau Tanya mengenai implementasi ..." (Good morning Sir, I would like to ask you about the implantation...?
- T: "Emmy a bagus mba, semua sesuai target kan mba..." (Emm, I think it was good and successful, our entire target had been achieved...)

  (Appendix C, Interview 26)

#### c. Reflection of Cycle 2

After doing some actions, the researcher and the English teacher evaluated the result of the implementation of actions concerning with the speaking ability and the involvement of class VIII B students of SMP N 1 KEDUNGREJA in the academic year of 2013/2014. The evaluation was based on the observations, and interview about the actions that were implemented in the second cycle. Based on the implementation of the actions in Cycle 2, there were effective results and ineffective results as presented below.

#### 1. Effective Result

The effective results of the actions in the second cycle occurred as there were some improvement in students' speaking ability and their involvement in the teaching and learning process. From seven tasks, there were 2 tasks in Unit 3 and 3 tasks in Unit 4 that were effective in improving the students' speaking ability and their involvement in the teaching and learning process especially in speaking class.

The survey game was effective to improve the students' speaking ability and all of them got involved during implementation of the task. Most of them practiced this task happily.

The role play was effective to improve the students' speaking ability and their involvement in the teaching learning process. This task could help the students to interact each other.

Then all tasks in Unit 4 were effective to improve the students' speaking ability and their involvement. The first task was answering the questions based on students' experience. This task was effective to make the students speak in English. The students could express and share their experience in this task. They answered and responded the teacher's questions orally.

The second task in Unit 4 was changing the verb. It is assumed that the task was effective to improve students' involvement in the teaching process. They did the task happily and tried to stick the words card in the flannel board when the teacher read the passage. It was useful to make the students be able to use past form in the real context.

The task was making the story based on the jumbled pictures. This task was effective to make the students understand the recount text. They knew how to apply a recount text in their daily life that was when they had something happened in the past. So, they should express it in form of a recount text. This task also was effective to encourage the students to speak by retelling or presenting their story based on the pictures.

#### 2. Ineffective Result

During the implementation of the task, not all tasks were effective in improving the students' speaking ability and involvement in the teaching learning process. There were two less effective tasks from Unit 3. They were playing Opinion Poll game and playing Finding a Date game.

Opinion Poll game was less effective in improving students' speaking ability and their involvement. Some of the students were not enthusiastic when this task was implemented. They talked to their friends. The use of pictures in this task could not attract the students' attention since they were too small.

Then, playing Finding a Date game also was less effective to make the students keep alive during the learning process. They were not interested with this task. It was caused the students felt tired by the lessons on that day.

#### d. Findings

Table 4.6.The results of the implementation of Cycle 2 (Unit 3)

No	Task		Result	Evidence		
1.	Playing Survey		Result:	Evidence:		
	game:		This task was effective to	All of the students		
	This task would		make the students free in	practiced this task		
	encourage the		expressing their idea. This	actively. They surveyed		
	students to	collect	task also could reduce	their friends' agreement		

	information from their friends. Every student should ask their friends' agreement about the topic given, then they should list the result in the worksheet. They should present the result of their survey in front of the class.	their boredom during the teaching learning process. This task also could encourage them to speak in English actively.	for the related topics.
2.	Playing Opinion Poll game: This game was used to help the students to learn how to ask opinion and how to give opinion. In this task, the students were asked to give their opinion to the pictures given.	Result: This task was less effective to make the students get involved in the teaching learning process.	Evidence: The students were not enthusiastic in doing this task. They tended to talk to each other.
3.	Role playing: This task provided opportunity for the students to express their idea in the dialogue. The students were asked to practice the dialogue based on the simulation in the pictures.	Result: This task was effective to encourage the students to speak and interact each other.	Evidence: All of the students practiced the dialogue with their partner. Most of them did this task happily.
4.	Playing Finding a Date game: The students were asked to invite their friends according to the situation given. Then, they made a list of schedule.	This task was less effective to make the	Evidence: The students were not interested in this task.

# Table 4.7. The Results of the Implementation of Cycle 2 (Unit 4)

No	Task	Result	Evidence

1.	Answering the	Result:	Evidence:
	questions based on	This task was effective to	They answered and
	students' experience.	encourage the students	responded the teachers'
	The teacher	speak in English	questions orally.
	questioned the	8	1
	students about their		
	experience. This task		
	was done orally.		
	This task would help		
	them to guide to the		
	topic.		
2.	Changing the verb	Result:	Evidence:
	This task was used to	This task was effective to	The students were
	help the students to	make the students get	enthusiastic. They
	learn how to use the	involved in the teaching	enjoyed doing this task.
	past form in the	learning process.	
	sentence. They		
	should change the		
	verb into the past		
	form. Then they		
	should stick the		
	answer in the flannel		
	board.	-	
3.	Making the story	Result:	Evidence:
	based on jumbled	This task was effective to	- All of the students
	pictures and retells	encourage the students to	were involved
	it.	speak and interact each	actively in
	The task was about	others. This task also was	arranging the
	arranging the	effective to make the	jumbled pictures
	jumbled pictures into	students understand	- All of the group
	the right order. The	about the recount text.	had presented
	students were asked		the story.
	to develop the story		
	based on the events		
	that were shown in		
	the pictures.		

# 3. General Findings

In order to improve the students' speaking ability and their involvement in speaking class, the researcher developed the speaking tasks that were appropriate to the characteristics of the VIIIB students of SMP N 1 KEDUNGREJA. In

developing the speaking tasks, the researcher took three actions, which were able to improve the quality of the students' speaking ability and their involvement in the teaching learning process especially in speaking class.

The actions were taken to improve the quality of the students' speaking ability and their involvement in the teaching learning process. The actions here were implemented completely. Based on the reflection and the findings of each cycles, a number of points can be concluded. In this section, the researcher presents the general findings. The general findings were related to the actions implemented in developing the interactive speaking task and the changes with the indicators that showed the improvement in students' speaking ability and their involvement during the implemented actions.

#### a. Concerning the actions to develop the interactive task

The actions that were implemented to develop the interactive speaking tasks are as follow:

# 1) Determining goals and varying the other components of interactive tasks.

Determining goals was effective to organize the interactive speaking tasks from the comprehension to production tasks. It was also effective to help the students to encourage the students to speak English during the teaching learning process. Besides, it was also effective to facilitate the learning of language skills.

Varying input was effective to give exposures of the use of language in context to communicate. There were six kinds of inputs used. They were pictures,

text, dialogue script, vocabulary network, set of questions, and set of expressions of language functions.

Varying activities was effective to make the students get involved in the teaching and learning process. It was also effective to keep the students attention and spirit in learning English. Varying the activities could reduce the students' boredom in the teaching learning process. The activities could be in the form of practicing the dialogues, describing the pictures, playing games, presenting the works, and retelling the stories.

The setting was also important when developing the speaking tasks. It was effective to help the students in doing the tasks. They could solve their problems that are found when doing the tasks based on the level of the difficulty of the tasks. The settings in the interactive speaking tasks were varied. They could be in the form of individual work, pair work, and group work. The use of the setting in the tasks was based on the difficulty of the tasks.

Varying learners' roles was effective to make the students understand their roles in the teaching learning process. They should participate based on their roles in the learning process. The learners' roles could be active team members, conversational partners, and negotiators.

Varying the teachers' roles was effective to make the teacher manage the class efficiently. The teachers could act as facilitator, monitor, director, and evaluator in the teaching learning process.

#### 2) Using classroom English during the teaching learning process.

Emphasizing the students and the teachers to use classroom English during the teaching learning process was effective to make the students practice their English in the class. The students could express their idea. The students also could understand the teachers' instruction, so it made the teaching learning process efficient.

#### 3) Using appropriate media during the teaching learning process

Some of the media were effective in facilitating the students in learning speaking and in improving students' involvement. The media which were used in this research were pictures, ball, puzzle board, word cards, and flannel board. They were effective in attracting the students' attention to the lesson and making the students interested in doing the speaking tasks.

# Concerning the changes of the implementation in students' speaking ability and their involvement

The changes on the students' speaking ability and their involvement could be seen during the implementation of the actions. The implemented actions could be said effective to improve the students' speaking ability and their involvement. The table below showed the result of the actions and their indicators.

#### 4. The Result of speaking Test

The implementation of interactive tasks and its accompanying actions were successful in improving the students' speaking skills. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the results of pre-test and post-test of the students' speaking skills. The researcher and

the English teacher conducted the pre-test on Thursday, September 19<sup>th</sup>, 2013. The topic of the test was recount text in the form of making a story based on the jumbled pictures. In this speaking test, the students were asked to make and perform the story in front of the class. The text was written in the handout, and then the students were asked to make story of the pictures provided. They should make a dialogue of the text and perform the result in front of the class.

Meanwhile, the post-test was conducted on Thursday, October, 17<sup>th</sup> 2013. The topic of the test was recount text in the form of making a story based on the jumbled pictures. In this speaking test, the students were asked to make and perform the story in front of the class. The text was written in the handout, and then the students were asked to make story of the pictures provided. To assess the students' speaking skills in the pre-test and post-test, the researcher and the English teacher used a rubric which involved five criteria of speaking, such as fluency, accuracy, pronunciation, vocabulary. The maximum score that can be achieved by the students was 10, if the students did not make any attempt forwards the test, they would get zero (0) score. However, the minimum passing criteria (KKM/Kriteria Ketuntasan Minimum) of English subject in this school was 7.0. The students' speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the results of the pre-test could be seen in the Table above:

Table 4.9. The result of the Students' speaking Skills in the Pre-Test

Data	Pre-Test		
Data	Researcher	English Teacher	
Mean	5, 63	6, 41	
Number of the students	31	31	

From Table 4.5, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 5, 63. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 6, 41. From those assessments, it could be inferred that the students' speaking was low. It was because from the 31 students, there were only 2 students from the researcher's assessment and 10 students from the teacher's assessment who passed the minimum passing criteria. The highest score was 7,5. The lowest score was 4,0.

In the post-test, both the researcher and the English teacher assessed the students' speaking skills scores by using the same rubric. The post-test was conducted to know whether there was significant improvement of the students' speaking skills after the *Interactive English tasks* was applied. The results of the students' speaking scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in Table 4.10 below.

Table 4.10. The Result of the Students' Speaking Skills in the Post-Test

Data	Post-Test		
	Researcher	English Teacher	
Mean	7,52	7,67	
Number of the students	31	31	

Based on Table 6, from the researcher's assessment, it was found that the mean of the students speaking skills was 7, 52. Meanwhile, from the English teacher's assessment, the mean of the post-test was 7, 67. There were 3 students who got the highest score. Their score was 9,0. Then, there was 1 student who got the lowest score. His score was 6,0.

Most of the students got the speaking score between 7 and 8. From the results, it could be concluded that the students' speaking ability had improved since the mean of the students' speaking ability scored both by the researcher and the teacher has improved, from 5,63 and 6,41 in the pre-test to 7,52 and 7,67 in the post-test. The result of pre-test and post-test could be seen in the following table.

Table 4.11. Pre- Test and Post-Test of the Students' Speaking Skills

					Sco	ore	Pas	sed
	Mean		Number of KKM Students	Highest	Lowest	KKM		
						R	ET	
	R	ET					K	Li
Pre-Test	5,63	6,41	31	70	7,5	4,0	2	10
Post-Test	7.52	7,67	31	70	9,0	6,0	20	22

R : Researcher KKM : Kriteria Ketuntasan Minimum

ET : English Teacher

#### **CHAPTER V**

# CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents conclusion, implication and suggestion. The following description describes each of them.

#### A. Conclusions

The research is about improving students' speaking ability and their involvement using interactive English task. Based on the discussion in the previous chapter, it can be concluded that interactive English task can improve students' speaking ability and their involvement. This can be seen from the findings of the research during the action research.

The researcher took some actions to develop interactive English speaking tasks to improve the students' speaking ability and their involvement in the teaching and learning process. Some actions were effective and the others were not quite effective. Determining goals was effective to organize the interactive English speaking tasks orderly from comprehension to production tasks. Varying the inputs was effective to give varied exposures of the use of spoken language in context. The variation of activities was effective to help the students to understand the materials and use them in the communication. It was also effective to avoid the students' boredom. However, described and draw games, role playing or acted the dialogue, playing opinion poll game task, and playing finding a date game were four activities which were not effective to improve the students' speaking ability and involvement because they did not encourage the students to speak. The employment of varied setting was effective to reduce the difficulty level of the

task and to build the interaction among the students. The varied roles of the teachers were effective to facilitate and support the speaking learning process.

Meanwhile, the varied rules of learners were effective to help the students to learn, get involved in learning process, and use the words in communication. There were also some changes occurring as the result of the actions. The changes included the way of thinking and behaving of the people involved in the study. Those changes were related to: (1) the English teaching and learning processes, (2) the students, (3) the English teacher, and (4) the changes in the researcher. These changes are presented as follows:

#### 1. The English teaching learning process

During the implementation of interactive English speaking tasks in teaching speaking, the English teaching and learning process ran more active and enjoyable than the precious conditions. The students were actively involved in the activity. In the last task in Unit 3 about communicative crossword game, they wanted to be the first to cross the word in the crossword board in front of the class. The class atmosphere became more active and attractive than the precious conditions. It could be seen from the condition that the students were involved actively in the speaking teaching learning process.

#### 2. The students

During the implementation of the action, the students became more interested and active in learning speaking. They seemed enthusiastically and happily involved in speaking activities especially. They were also motivated in learning English because of the implementation of giving reward and feedback in

each activity. Through the applications of role play, the students could improve their self confidence to speak in English. They were also more familiar with English by using classroom English in daily activity.

#### 3. The English teacher

The English teacher acquired more knowledge about teaching speaking. He learnt more knowledge about the technique of teaching speaking, how to attract students to be active in the class, how to built students' pronunciation and soon. He realized that conducting communicative activities in speaking activity could make the students enjoy their process of learning speaking English, make them actively involved in the activities, and they also could get the point of the lesson easily.

## 4. The changes in the researcher

During the process of the research, the researcher acquired more knowledge and experience in teaching English. He experienced in teaching students with various characteristics which needed different treatment. Based on those experiences, she could improve the way to manage classroom and to create various and interesting activities, in order to motivate the students during the teaching learning process.

#### **B.** Implications

The results of the research bring some implications to the research members.

The implications of the actions are as follows:

- 1. Determining the goal of interactive English speaking tasks was effective to organize the speaking tasks orderly from comprehension to production tasks. It implies that the teachers should determine the goals of the learning tasks so that they could make sure that their students could comprehend the lesson and produce the language production to be used in real communication.
- 2. The use of varied input was effective to provide exposure of the use of speaking in context. It implies that the teacher should provide varied inputs of the learning tasks so that the students could learn from many different exposures that could improve their knowledge.
- 3. The variation of activities was effective to help the students to understand the speaking in context and use them in the real communication and to avoid the students' boredom. It implies that the teachers should give varied and interesting activities so that the students would be challenged to accomplish the task, comprehend the language and able to use their knowledge of English to communicate.
- 4. The employment of varied setting was effective to reduce the difficulty level of the task, to build the good interaction among the students and to minimize the time used in accomplishing the tasks. It implies that the material developer or the teacher should employ varied setting in the learning tasks so that the students could complete the tasks easier and could negotiate the meaning with their classmate.

- 5. Employing varied roles of teachers was effective to facilitate and support the speaking learning process. It implies that the teacher should be able to play different roles to help, guide, facilitate, monitor, and observe the students in the teaching learning process.
- 6. Employing varied roles of students was effective to help the students to learn, memorize, interact and use the materials that they had learnt. It implies that the materials developer should employ variation of the learners' roles which is not only as a passive recipient but also as active participants in the learning process such as being a performer, an active team member, a negotiator, and a presenter.
- 7. The use of games as speaking tasks was effective to make the students interested in accomplishing the speaking tasks and make them actively participate in the teaching and learning process. It implies that the teacher should also use speaking games to refresh the students mind so that they could enjoy learning speaking.
- 8. The use of varied media was effective to help the students in learning speaking and attract them in the teaching and learning process. It implies that the teacher should give a great attention to facilitate the students with the appropriate learning media. The teacher should also be creative in employing the varied media.
- 9. By emphasizing the students to always use English during the teaching and learning process was effective to make them understand the teachers' instruction and explanations. It was also effective to make them speak. It

implies that the teacher should always use the classroom English to give instruction even in the simple way. The teacher also should accustom their students to always using classroom English during the lesson.

#### C. Suggestions

Based on the conclusions of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

#### 1. To the Students

To improve their speaking ability the students should practice their speaking regularly. It could be started by accustomed them to always speak in English while teaching and learning process. If they have some difficulties in practicing their speaking, they may ask to the teacher or cooperate this with their classmate.

The students also needed to improve their confidence by using English more intensively. They can find their own technique to improve their speaking. It also necessary for them to develop their confidence by speaking louder when they perform their speaking in front of the class without feels afraid of making mistakes. It will benefit them much if they can develop their vocabulary mastery, grammatical competence, pronunciation, cooperation, body language and risk taking independently.

#### 2. To the English teacher

It is necessary for the teacher to improve the quality of the speaking learning process in their classes and improve their students speaking ability and involvement by developing tasks that are appropriate to their students. They should be able to create enjoyable atmosphere in the teaching-learning process.

They should also find the best technique to teach speaking interestingly and communicatively, so that the students are encouraged to speak and challenged to participate actively in learning process and could communicate to others.

#### 3. To the other Researchers

This study is mainly intended to improve the students' speaking ability and their involvement in the teaching learning process and to describe the characteristics of the interactive speaking tasks that were effective to improve the students' speaking ability and involvement in the teaching-learning process. However, there were still many problems in the field which are not solved yet. Some of the interactive speaking tasks were not effective and some were neither interesting nor communicative. Thus, this study may be used as a reference before other researchers do action research related to the improvement of students' speaking ability and their involvement in the teaching learning process.

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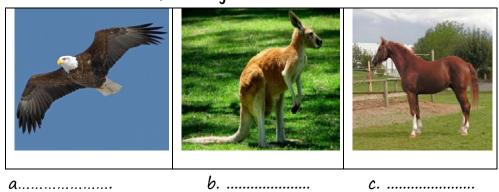
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UNIT 1
My Favorite
Animals

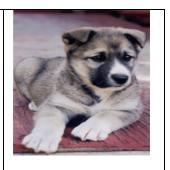
# Let's speak



# What is it? Ask to your friend about the special characteristic of the object below







d. ..... f. ...... f. ......

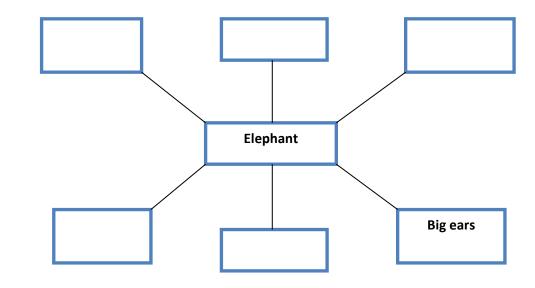
# Task 2

Say it correctly. Answer the teacher questions about the name of the objects in the pictures. Pay attention to your pronunciation.

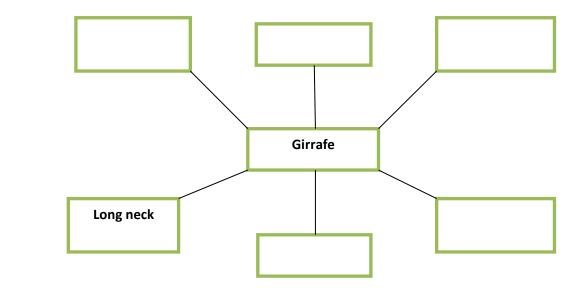
A bird	a zebra a rabbita lion				
An elephant	a frog	a cow	a duck		
A giraffe	a tiger	a monkey	a buffalo		

Work in groups. Look at the following vocabulary network related with animals. Then, write the related things about the animals. Tell your work in front of the class. (BallGame)

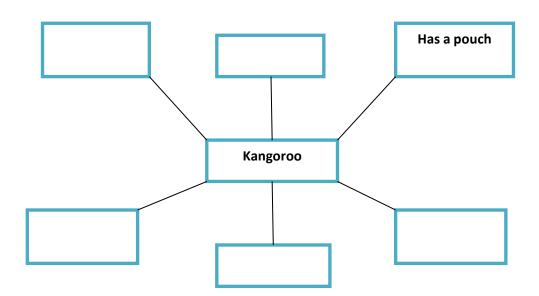
1.



2.



3.



# Task 4

Let's play the Kim's game. The game will work with your memory. Your teacher will show you some pictures. Try to remember those pictures. Pay attention to the teacher instruction.



a)

*b*)





d) c)



Let's play the twenty question game. Work in pairs. Give the clues and let your friend guess what the thing is.

Example: the answer is cat

A : Is it alive?

B: Yes..

A : Does it have four legs?

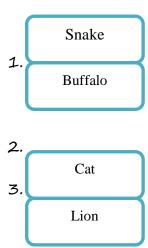
B: Yes..

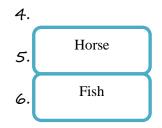
A: Is it a pet?

B : Yes...etc...



Describe and draw. Work with your partner. One as student A and one as a student B. student "A" who is describing the things and student "B" who is draw.

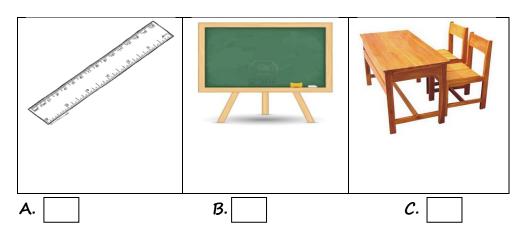


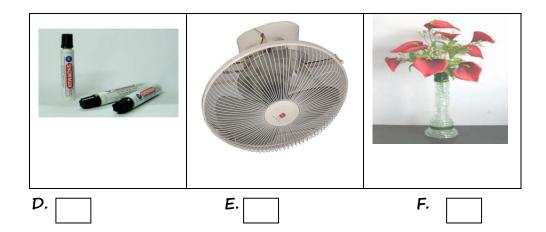






What is it? Check whether it is in your classroom or not.

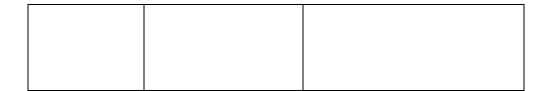




Taşk 2

Ask three of your classmates to describe things they have in their bags. Look at the example.

Your	Things in his /	Description
classmate's name	her bag	,
Rana	<ul><li>a book</li><li>a jacket</li><li>a wallet</li></ul>	<ul> <li>it is a thick brown book.</li> <li>It is a new black jacket.</li> <li>It is an old purple wallet.</li> </ul>





Work in groups. Interview your friends, what are they bring in their bag. Retell the report of your interview in front of the class. you can use these sentences to help you.

# Example:

A: Hi Rudy....May I know what are you bringing in your bag?

B Task 4 ....Yes of course...Today I bring.......

Fill the missing words of the dialogue. In pairs act it out in front of the class.

Budi and all his classmates are going to Dufan. Budi is chatting

with his best friend, Dani.

Budi: It's very .... today.

Dani: Yes, it is. I'm having so much fun.

Budi: Which is .... exciting game for you here?

Dani: Well, I must say that roller coaster is the most

exciting game.

Budi: Yes, I ..... The roller coaster gave me an unforgettable experience. I think I want to ride it again.

Dani: Yes, me too. By the way, are you chewing gum?

Can I have some?

Budi: Yes, ..... Here you are.

Dani: Thanks.

Budi: .... you want the new banana flavour? It tastes good.

Dani: Not for me, thanks. I don't like bananas.



Think of five things that you need from your classmate. Then, ask them if they can help you. Write down their responses in the table below.

No.	Things I need	Asking	Responding

-		

Task 6

Work in group of 4. Do the fun crossword below. Then, write the answer in the crossword table and make a sentence with the words.

FUN SPACE
Find seven things in your classroom

W	D	S	В	Т	E	V	G	K	L
P	М	A	F	R	Н	A	М	0	Н
F	Y	Н	E	R	Α	S	E	R	V
R	D	С	N	×	Α	E	С	В	N
В	W	Z	Т	0	R	U	L	E	R

Y	F	L	В	Q	Т	В	S	S	Z
W	Н	ı	Т	E	В	0	A	R	D
A	J	r	С	Н	A	L	K	D	D

1.	Vas = There is a vas in my classroom
2.	
3.	
4.	
5.	
6.	
7.	
8.	

UNIT 3
Yours Expressions



## Task 1

9. .....

......

10.

Listen to your teacher. Repeat after his/her. Read the expression with the proper pronunciation

# Agreeing:

- Okay
- I agree
- absolutely

## Disagreeing:

- I don't agree
- No way
- Surely not

Task 2

Let's play "Survey Game". Pay attention to the teacher instruction.

The steps of Survey Game:

- ✓ Ask to the students to prepare a piece of paper to write down the result of their survey.
- Every students in a group should survey about their agreement and disagreement about the topics given.
- ✓ Then, report the result in front of the class.

Work at the model.

Jono : Hi Deni, we should care "Cendrawasih" the bird from papua. Do you

agree with that?

Deni : Yes, I agree with that.

Task 3

Let's play opinion poll game. Pay attention to the teacher instruction.

What do you think?

Give your opinion to the following pictures. Then write it into the box on the right side. Look at the example.

1.		a.	I think John's party was the most enjoyable party that I've ever come.
2.		b.	In my opinion, ParangTritis Beach
3.	PRATERNITY FRANSITA	c.	I think,

Task 4

Choose one of the dialogues. Act out the dialogue with your friends.



# Dialogue 1

Diana, her friends Shinta and Toni are walking home from school. They are talking about a party at Diana's house tonight.

Diana : Shinta, I am going to have a party tonight.

Would you like to come?

Shinta: I'd love to! By the way, what are you

celebrating?

Diana : I won the Science Olympics last week.

Shinta : Congratulations. Wow, you're very clever.

Diana : Not at all. You just have to study harder.

Will you come to my party?

Toni : I'm sorry, I can't. My parents are going to

go to the hospital. I may be late getting to

your party, is that all right?

Diana : Yes, it's all right as long as you are allowed

by your parents.

Shinta: Hmm, speaking about parents, I have to

call my father to ask his permission.

# Dialogue 2

Shinta is using her cell phone to call her father at her house.

Shinta: Hello, good afternoon, Dad!

Mr Kusye : Afternoon, Shinta.

Shinta : Dad, can I go to Diana's party tonight,

please? Tomorrow is a holiday. I don't have

any homework.

Mr Kusye : Yes, certainly, but what time will the party

be over?

Shinta: I think about 11 p.m., Dad.

Mr Kusye : Well, I'm afraid I can't let you stay until

11, Shinta. We are going to go to your grandparents the next morning. How about if I pick you up at 10, so you'll have time to

rest before you go for the trip.

Shinta: All right, Dad. Thanks. See you later.

#### Task 5

Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

# Example: Every birthday should be celebrated in a party

every year

Via : I think our birthday party should be celebrated in every

year.

Roy : I don't think so, because celebrating a party is useless.

1) Rika's party was totally good.

- 2) Lilian party's cake was not delicious.
- 3) The clown in Ricky's party last night was very funny.

- 4) Angelique's dress was very beautiful in the party last night.
- 5) Roni house's yard was not compatible for celebrating a party.

Task 5

Let's do it. Invite your friends to accompany you to go to somewhere. Make a list in your daily notes.

- 1. Your friend invites you to come to his/her home to do homework together.
- 2. It is late in the evening, your friend asks you to come to his/her home for a drink.
- 3. You are invited by your new friend to watch a football match at the football stadium. Your favorite team is going to play.
- 4. A new orchestra is going to perform tonight. Your father asks you to accompany him and your mother, but you have a test tomorrow.
- 5. Your father is having dinner in the dining room.
  He asks you to come with him. But you're already eaten your dinner.

# UNIT 4 A Day in My Life



Look at this following picture. Then answer the questions according to the picture.



- 1. Who are in the picture?
- 2. What are they doing?
- 3. Do you have the same experience?

Task 2

Now, work in pairs, have a dialogue with your classmates based on this following situation. And then, perform it in front of the class.

\*You and your friend are talking about your first experience in riding a bike.

Task 3
in le.



Fill in the blanks with the suitable words in the box. Look at the example.

persuaded bought intended began refused

## My First Experience to Ride Motorcycle

One day, when I was ten years old, my father (1)....... an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I (2)...... my father to teach me to ride "Honda 75". Firstly, my father (3)...... my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He (4)...... to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy

when I realized my ability to ride a motorcycle. "Yes, I can ".

One day later, when I was alone at home, I (5)...... to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

http://www.engli

Task 4

shindo.com

Last weekend, Rina went on a nice camping trip with her friends. Work in groups. Help her to write about her holiday. Use the pictures to help you.



		Last week, I went on a nice camping	
		trip with my friends.	
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		<u></u>	
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1		,	
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appropriately to interact with the surrounding in the form of descriptive and recount text  A Describe the pictures and surrounding in the form of descriptive and recount text  A Describe the pictures and found in their surrounding the text are to help the students about the students in describing the objects (to do Task 3).  The teacher asks the students in describin the name of the objects in the picture (animals).  The teacher point out the students attention to the students about the animals.  The teacher saks the picture (animals).  The teacher friend to mention the name of the objects in the picture (animals).  The teacher point out the students attention to the students attention to the task (asking their friend to mention the name of animals orally).  The teacher explains the students attention to the students about the animals.  Tell your work in friend to mention the name of the objects in the students attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students attention to the students about the generic structure of simple present tense to help the students about the generic structure of simple present tense to help the students about the students in down the students about the generic structure of simple present tense to help the students about the generic structure of simple present tense to help the students in describing the students about the animals.  Tell your work in front of the class.  Alet's play the Kim's game. The students are point to the teacher's new		accurately,	short	- The teacher point	the objects below	_		The color of
to interact with the surrounding in the form of descriptive and recount text  ***Bosevine text**  **A Describe the pictures and things that the friend to mention the names of animals orally).  **The teacher explains the students to mention the names of animals orally.  **The teacher point out the students about the task (asking their friend to mention the name of the objects in the following vocabulary network related with animals.  **The teacher point out the students attention to the task (asking their friend to mention the name of animals orally).  **The teacher point out the students attention to the task (asking their friend to mention the name of animals orally).  **The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  **The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  **The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  **The teacher point out the students attention to the task (asking their friend to mention the name of animals orally).  **The teacher ask the students to mention the animals.  **The teacher point out the students about the generic structure of simple present tense to help the students in describing the objects in the students on the students in describing the objects in the students in describing the objects in the stacher's questions: pronunciation: Answer the teacher's deacher's animals orally.  **The teacher explains the students on the stud		• • • • • • • • • • • • • • • • • • • •	_		Liston to the teacher	_		feathers is light
with the surrounding in the form of descriptive and recount text    Solution   Solution			•			legs.		It has a strong a
surrounding in the form of descriptive and recount text  **The teacher explains the students about the polycets (to do Task 3).  - The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students attention to the names of animals orally).  - The teacher point out the students attention to the task (asking the friend to mention the names of animals orally).  - The teacher point out the students attention to the task (asking the friend to mention the names of animals orally).  - The teacher point out the students attention to the task (asking the friend to mention the names of animals orally).  - The teacher point out the students attention to the task (asking the friend to mention the names of animals orally).  - The teacher point out the students attention to the task (asking the friend to mention the names of animals orally).  - The teacher point out the students about the generic structure of simple present tense to help the students in describing the colors.  - The teacher squestions with the right rounciations.  - The teacher's questions with the right pronunciations.  - The teacher's questions with the right rounciations.  - The teacher's questions with the right pronunciations.  - The teacher's questions with the right pronunciations.  - The teacher stands the students about the games.  - Let's play the Kim's game. The game will work with your memory.  - Your teacher will work with your memory.  - Your teacher will work with your memory.  - Your teacher's questions game. Work in groups. Look at the following vocabulary network related with animals.  - The teacher point out the students in the picture (animals).  - The teacher point out the students and the picture of simple present tense to help the students about the games.  - The teacher's questions with the right teacher's questions game. Work in groups. Look at the following vocabulary network related with animals.  - The teacher's questions teacher's questions game. Work in groups. Look					1 -			sharp yellowish
the form of descriptive and recount text  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the objects (to do Task 3).  - The teacher asks the students to mention the name of the objects in the students attention to the students attention to the students attention to the rask (asking their friend to mention the names of animals orally).  - The teacher explains the students in describing the objects (to do Task 3).  - The teacher asks to mention the name of the objects in the picture (animals).  - The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the objects (to do Task 3).  - The teacher asks to mention the name of the objects in the picture (animals).  - The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the game. Work in front of the class.  - Let's play the Kim's game. The game will work with your memory.  - Your teacher will show some picture. Try to remember those pictures.  - Set y lay Ball game. Work in groups. Look at the following vocabulary network related with animals.  - The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  - The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  - The teacher point out the students at the following vocabulary network related things about the animals.  - The teacher point out the students at the following vocabulary network in front of the class.  - Let's play the Kim's game. The game anything excep pictures.  - Set y lay the Kim's game. The game anything excep pictures.  - Set y lay the Kim's game. Your exception to handle food: a picture should be a picture (animal			· ·	the names of	pronunciation		•	beak.Its claws ar
descriptive and recount text  The teacher explains the students about the generic structure of simple present tense to help the students in describing the objects (to do Task 3).  The teacher asks the students to mention the name of the objects in the picture (animals).  The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students attention to the task casking their friend to mention the names of animals orally).  The teacher point out the students attention to the task casking their friend to mention the names of animals orally).  The teacher point out the students attention to the task casking their friend to mention the names of animals orally).  The teacher point out the students attention to the task casking their friend to mention the names of animals orally).  The teacher squestions with the right pronunciations.  Eagles have games.  Salet's play Ball game. Work in groups. Look at the following vocabulary has a strong a network related with animals.  Then, write the related things about the animals.  Tell your work in front of the class.  Let's play the kim's game. The game anything excep will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  Salet's play Ball game. Work in game. Work in game. Work in game. The game anything excep picture. Try to remember those pictures.  Salet's play Ball game. Work in game. Work in game. The game anything excep picture. Try to remember those pictures.  Salet's play ball to clores, back at the following and streamlined, shout the eagle is easy to colors, buttle eagle is easy to recognise because the following animals.  The teacher point the names.  The teacher point of the class.  The teacher point of the class.  The reacher point of the class.  S		_	•		2. Answer the			sharp. It hunts fo
explains the students about the generic structure of simple present tense to help the students in describing the objects (to do Task 3).  - The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students attention to the task (asking their friend to mention the names of simple present tense to help the students attention to the task (asking their friend to mention the names of simple present tense to help the students attention to the students attention to the students attention to the task (asking their friend to mention the names of simple present tense to help the students about the generic structure of simple present tense to help the students in describing the				1				fishsh in the sea
text  students about the generic structure of simple present tense to help the students in describing the objects (to do Task 3).  The teacher asks the students to mention the name of the objects in the picture (animals).  The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the		· ·			-			sometimes it hu
generic structure of simple present tense to help the students in describing the objects (to do Task 3).  The teacher asks the students to mention the name of the objects in the picture (animals).  The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the clues and let your leacher will work in groups. Look at game. Work in groups. Look at groups. Look		text		students about the				chickens and sm
tense to help the students in describing the objects (to do Task 3).  - The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the colors and for many of animals or in describing the colors and for many of animals or help the students in describing the					pronunciacions.			birds.
students in describing the objects (to do Task 3).  - The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the colors and the colors and the point of the clues and let your work in front of the class.  Let's play Ball game. Work in groups. Look at the following vocabulary has a strong a vocabulary has a strong a streamlined, she with animals.  Then, write the related things about the animals.  Tell your work in front of the class.  Let's play the Kim's game. The game will work with your memory. Your teacher will show some picture. Try to remember those pictures.  Sutc's play Ball game. Work in groups. Look at the following vocabulary has a strong a streamlined, she beak and a streamlined,					-playing interactive			Eagles have i
describing the objects (to do Task 3).  The teacher asks the students to mention the name of the objects in the picture (animals).  The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the colors, butthe seagle is easy to recognise beca the following vocabulary network related with animals.  Then, write the related things about the animals.  Then, write the related things about the animals.  They write the related things about the animals.  Let's play Ball game. Work in eagle is easy to recognise beca the following vocabulary network related things as treamlined, she beak and a stree body.  Its forelimb to the same. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  S.Let's play Ball game. Work in eagle is easy to recognise beca the following vocabulary network related things as treamlined, she beak and a stree body.  Its forelimb to work with same than a serve anything excep it walks on two and has a very neck and strong the twenty questions game. Work in pairs. Give the claws, or hands the clues and let your								sizes, shapes, an
objects (to do Task 3).  The teacher asks the students to mention the name of the objects in the picture (animals).  The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the structure of simp								colors, butthe se
3).  - The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the content of the students o								eagle is easy to
- The teacher asks the students to mention the name of the objects in the picture (animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the				1				recognise becau
the students to mention the name of the objects in the picture (animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the				- The teacher asks	_			_
mention the name of the objects in the picture (animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the								streamlined, sha
the picture (animals).  The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the clues and let your  The teacher (animals).  Tel animals.  Tell your work in front of the class.  4.Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5.Let's play the twenty questions game. Work in pairs. Give the clues and let your								beak and a strea
(animals).  - The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).  - The teacher explains the students about the generic structure of simple present tense to help the students in describing the					1			body.
Tell your work in front of the class.  4.Let's play the Kim's game. The game will work with your memory.  The teacher point of the class.  4.Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5.Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5.Let's play the twenty duestions game. Work in pairs. Give the clues and let your				•	<u> </u>			its forelimbs
out the students' attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the cask (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the clues and let your  front of the class.  4.Let's play the Kim's game. The game will work with your memory. Your teacher will show some picture. Try to remember those pictures.  5.Let's play the Kim's game. The game will work with your memory. Your teacher will show some picture. Try to remember those pictures.  5.Let's play the Kim's game. The game will work with your memory. Your teacher will show some picture. Try to remember those pictures.  5.Let's play the Kim's game. The game will work with your memory. Your teacher will show some picture. Try to remember those pictures.  5.Let's play the Kim's game. The game anything except anything e				1 '				
attention to the task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the students in describing the standard in the task (asking their friend to mention the names of animals orally).  4. Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5. Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5. Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5. Let's play the Kim's game. The game will work with your memory.  Your teacher will show some picture. Try to remember those pictures.  5. Let's play the Cim's anything except anythin				•	front of the class.			This means that
task (asking their friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the				attention to the				are of little use f
friend to mention the names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the last orally.  It walks on two and has a very show some picture. Try to remember those pictures.  5.Let's play the twenty questions game. Work in pairs. Give the clues and let your								anything except
The names of animals orally).  The teacher explains the students about the generic structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense at the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the students in describing the structure of simple present tense to help the structure of simple present tense								
show some picture. Try to remember those pictures.  5.Let's play the students in describing the students about the picture. Try to remember those pictures.  5.Let's play the twenty questions game. Work in pairs. Give the clues and let your								
explains the students about the generic structure of simple present tense to help the students in describing the				• • • • • • • • • • • • • • • • • • • •				•
students about the generic structure of simple present tense to help the students in describing the					I = -			_
generic structure of simple present tense to help the students in describing the describing the structure of simple present tense to help the students in describing the describing the describing the structures.  5.Let's play the twenty questions game. Work in pairs. Give the clues and let your their feedlings to the structure of simple present twenty questions game. Work in pairs. Give the clues and let your				students about the				1
twenty questions game. Work in pairs. Give the clues and let your jobs that non-floating the clues and let your		1	1	generic structure	pictures.			
tense to help the students in describing the describing the				of simple present	twenty questions			· ·
students in pairs. Give the claws, or hands countries and let your		1		1				*
clues and let your		1	1		pairs. Give the			
				_	1			
	igwdapprox			objects (to do Task	triend to guess			aren foreninos.

	3).	what the thing is.		
		6.Describe and draw.		
	Practice	Work with your		
	- The teacher explains	partner. One as		
	the form of the tasks	students A and		
	and how to do the	one as student B.		
	tasks.	Student A is		
	- The teacher asks the	describing the		
	students about the	things while		
	name of animals and	student B who is		
	to repeat the name	draw the pictures.		
	of those animals	Do it like task 6.		
	that were provided			
	in the task.			
	- The teacher asks the			
	students to			
	questions and			
	answers activity			
	about how to			
	describe the			
	animals.			
	- The teacher asks the			
	students to discuss			
	the task 3			
	(brainstorming			
	activity to play a ball			
	game).			
	❖ Production			
	- The teacher explains			
	the form of the tasks			
	and how to do the			
	tasks.			
	- The teacher asks the			
	students to make a			
	group of four and			
	answer/discuss the			
	Tasks 3.			
	- The teacher asks the			
	students to do a ball			
	game and perform			
	the result in front of			
	the class.			
1	ı	1		

# The Course Grid of Teaching and Learning Process to Improve Student's Speaking Ability and Involvement Trough Interactive English Tasks

Grade/Semester : VIII/1

Skill : Speaking

Cycle :1

**Standard Competence** : 4.Expressing meanings in the front of functional texts

orally and short simple monologue descriptive and

recount texts to interact with surrounding

**English Teacher** 

Researcher

Zaenal Abidin, S.Pd.

Astri Indah Pratiwi

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The Course Grid of Teaching and Learning Process to Improve Student's Speaking

Ability and Involvement Trough Interactive English Tasks

Grade/Semester : VIII/1

Skill : Speaking

Cycle : 1

**Standard Competence** : 4.Expressing meanings in the front of functional texts

orally and short simple monologue descriptive and

recount texts to interact with

					<u> </u>	I a a market a second	-4
						Learning m	
No	Basic	Indicators	Teaching learning	Interactive English	Vocabul		Exa
	competence		activities	Tasks	ary	Grammar	expre
					-		Mo
1.	4.2.Expressing meanings in	Ask and answer some	<ul><li>Presentation</li><li>The teacher asks the</li></ul>	Speaking Tasks: - Identifying the	Eraser, chair,	Simple present	Today, English
				thing in the	bag,	forms:	My dict
	short simple	information	students to mention	classroom in the	dictiona	• S+V1	thick. T
	monologue by	orally in short		provided pictures.	ry,	s/es+0/C	my dict
	using various	functional text	,	1. The pictures	ruler,	(positive	black a
	spoken	descriptive.	picture (things in the	below are several	books,	form)	There is
	0 0	2. Do short	,	things which you	etc.s,	• Interrogativ	written
	accurately,	monologue in		can find in your	trunk,m	e questions	center
	fluently, and	descriptive	the students to do	classroom. Write	ilk,big	Verbal	I always
	appropriately to	text.	the Task 2 and after	and say the name	eyes,	questions:	dictiona
		3. Describe the	that they have to do	of these objects.	four	Do/does/is/a	an Engl
	the surrounding	pictures and	the Task 1		legs.	m/a	28.
	in the form of	things that	- The teacher directly	- Identifying the	1-65	1117 4	
	descriptive and	found in their	asks the students to	things in the			
	recount text	surrounding	mention the things	classroom			
			in their classroom.	2. Mention			
				other things that			
			Practice	you can find in			
			- The teacher asks the	your school			
			students to find				
			information about	- Interviewing			
			what their friends'	friends about			
			had in their bags and	their things in the			
			present the result of	bag.			
			the interview in	3. Work in			
			front of the class.	groups. Interview			
			- The teacher asks the	your friends what			

students to read the they are bringing conversation in the in their bag. Retell your interview Task 4 and then asks report in front of them to did the the class. You can activity with their these partner. sentences to help The teacher asks the you. students did activity in the Task 5 (filling - Role playing the missing words of Read the the dialogue then dialogue below. act it out in front of Fill in the blank. the class) Then, act it with your friends. Production The teacher explains - Communicative the form of the tasks crosswords and how to do the (intermezzo task) tasks. Do the fun The teacher asks the crossword below. students to do a Then, make a line crossword game in the crossword about the thing in tables and try to the classroom. make a sentence from the words.

English Teacher

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# The Course Grid of Teaching and Learning Process to Improve Student's Speaking Ability and Involvement Trough Interactive English Tasks

Grade/Semester : VIII/1

Skill : Speaking

Cycle :1

**Standard Competence** : 3.Expressing meaning in short simple transactional and

interpersonal dialogue to interact with surrounding.

						Learning material		
No	Basic competence	Indicators	Teaching learning activities	Interactive English Tasks	Vocabul ary	Grammar	Exa expres Mo	
1.	a.2.Understanding and giving response to transactional (to get thing done) dialogue and interpersonal dialogue by using various kinds of oral language accurately, fluently and acceptable to interact with surrounding including: inviting, accepting and refusing an invitation, agreeing and disagreeing, complimenting and congratulating.	1. Student s can be able to identify the expressions of congratulations and compliments 2. Student s can be able to use some expressions of congratulations and compliments in given situations. 3. Student s can be able to response the congratulations and compliments in the given situation	<ul> <li>❖ Presentation</li> <li>The teacher asks the students to read and open Let's Talk page 164 about complimenting and congratulating</li> <li>The teacher drills the expression of complimenting and congratulating.</li> <li>The teacher asks the students to write the expression in the blackboard</li> <li>The teacher explains Noun phrase that used to express complimenting and congratulating</li> <li>❖ Practice</li> <li>The teacher asks the students to make an expression of complimenting and congratulating</li> <li>The teacher asks the students to discuss the answer and to write the answer in the whiteboard</li> <li>The teacher asks the students to practice the dialogue</li> <li>❖ Production</li> <li>The teacher explains the form of the tasks and how to do the tasks.</li> <li>The teacher asks the students to work in</li> </ul>	• Listening and Speaking task:  - Drilling the expression and playing interactive games  1. Let's play survey game. Pay attention to the teacher's instruction  2. Let's play opinion pool game. Pay attention to the teacher's instruction  3. Look at the pictures. Complete the dialogue with the correct expressions. Then act it out with your friend in front of your class  4. Let's do it. Invite your friends to accompany you to go to somewhere. Make a list in your daily notes.	Agree, disagre e, in my opinion. I think, congrat ulation, and good job	Simple present forms:  • S+V1 s/es+O/C (positive form)  • Interrogative questions: Verbal questions: Do/does/is/am/a	There nesting of top near grandpa in Panga was a see The of feathers brown. I strong all yellowish claws are the sea the sometime chickens birds.  Eagle sizes, shadolors, be eagle is of recognish has a streamliful beak and line body arms) see This mean are of little anything flying. It two legs very flex and strohandle for its fee for many	

pairs an	d		that non
answer/discuss th	e		animals
task. Then perform it in front of the class			paws, cla
			forelimb

Υ

**English Teacher** 

Researcher

Zaenal Abidin, S.Pd.

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# The Course Grid of Teaching and Learning Process to Improve Student's Speaking **Ability and Involvement Trough Interactive English Tasks**

**Grade/Semester** : VIII/1

Skill : Speaking

Cycle : 1

**Standard Competence** : 4. Expressing meaning functional oral texts and short

simple monologue in the descriptive and recount texts

to interact with surrounding.

						Learning (	material
No	Basic competence	Indicators	Teaching learning activities	Interactive English Tasks	Vocabul ary	Grammar	Exar expres Mod
	Expressing meaning of short simple monologue using		<ul> <li>Presentation</li> <li>The teacher asks the students to read the passage of past</li> </ul>	Speaking Task - Questions and answer about the students	Experie nce, last, come,	Simple past form: S+V2+O/C	Last tried to ri and my b to the fiel
	various oral	information	experience.	experience.	happy,	Time	house. Th

langue ==	الانتظام منا بالمسم	The teach are acceled	1		nofone:	hwath 1
language accurately, fluently, and acceptable to interact with the society in the form of texts type descriptive and recount.	functional text recount.  2. Students can be able to do short monologue in recount text.  3. Students can be able to tell past events to the others.	- The teacher explains past tenses that used to make recount texts The teacher gives an example of recount texts  ❖ Practice - The teacher do questions and answers activity about students past experience The teacher asks the students to do and discuss the Task 2 in Unit 3. (work in groups) The teacher asks the students to stick the answer in the flannel board ❖ Production - The teacher explains the form of the tasks and how to do the Tasks 3 in Unit 3 The teacher asks the students to make a group of 4 to make a passage from the jumbled pictures that given The teacher asks the students to present the result of their work in front of the class.	1. Answer the questions below orally	work.	reference: Yesterday, last week, last month, last year, etc.	brother h ride the h When I d self. I cru throw an My broth supporte don't give I could rie bicycle af hard.

# **English Teacher**

Researcher

Zaenal Abidin, S.Pd.

Astri Indah Pratiwi

NIP. 19661223 200012 2 001 NIM. 09202244045

# **LESSON PLAN**

School : SMP N 1 KEDUNGREJA

Subject : English

Grade/Semester : VIII/1

Type of Text : Descriptive Text (Describing Animals)

Aspect : Speaking

Time Allocation : 2 x 40 minutes

**Standard Competence** : 4.Expressing meanings in the front of functional texts

orally and short simple monologue descriptive and

recount texts to interact with surrounding

**Basic Competence** :4.2.Expressing meanings in short simple monologue by

using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the

form of descriptive and recount text

Indicators :

4. Ask and answer some information orally in short functional text descriptive.

- 5. Do short monologue in descriptive text.
- 6. Describe the pictures and things that found in their surrounding

## 1) Learning Material

## a. Example of the Descriptive text

## The Sea Eagle



There is an eagle nesting on the tree top near my grandparent's house in Pangandaran.It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fishsh in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, butthe sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are

Introductionn

Description

## b. Descriptive Text

## **Characteristic of Descriptive Text**

A descriptive text is a text that describes the features of someone, something, or a certain place.

• *Introduction* is the part of the paragraph that introduces the character.

Example: Paragraph 1 in Sea Eagle text.

• *Description* is the part of the paragraph that describes the character.

## c. Vocabulary

Bird : burung
Elephant : gajah
monkey : monyet
cow : sapi

: jerapah

giraffe

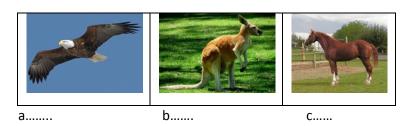
animals :binatangtrunk : belalaimilk : susu

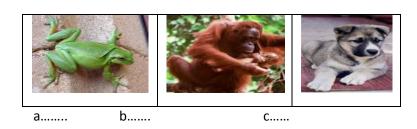
big eyes : mata besarfour legs : berkaki empat

## 2) Teaching-Learning Activity

#### • Task 1

What is it? Ask to your friend about the special characteristic of the object below





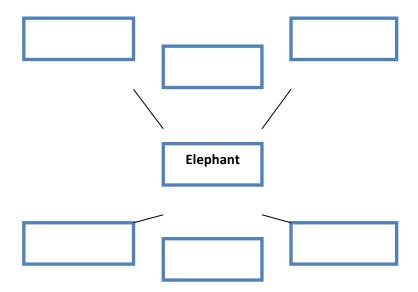
## • Task 2

Say it correctly. Answer the teacher questions about the name of the objects in the pictures. Pay attention to your pronunciation.

A bird	a zebra a rabbita lion		
An elephant	a frog	a cow	a duck

#### • Task 3

Work in groups. Look at the following vocabulary network related with animals. Then, write the related things about the animals. Tell your work in front of the class. (BallGame)



## Task 4

Let's play the Kim's game. The game will work with your memory. Your teacher will show you some pictures. Try to remember those pictures. Pay attention to the teacher instruction.



\_







#### Task 5

Let's play the twenty question game. Work in pairs. Give the clues and let your friend guess what the thing is.

Example: the answer is cat

A : Is it alive?

B: Yes..

A : Does it have four legs?

B : Yes..

A : Is it a pet?

B : Yes...etc...

#### Task 6

Describe and draw. Work with your partner. One as student A and one as a student B. student "A" who is describing the things and student "B" who is draw

- 1. Snake
- 2. Buffalo
- 3. Cat
- 4. Lion
- 5. Horse
- 6. Fish
- **3) Teaching Method**: PPP (presentation, practice, production)

## 4) Learning Technique

(Opening Activities)

Greetings: "Good morning, class. How are you today?"

- ➤ Praying : "Before we start our lessons, let's pray together, pray due" 10
- ➤ Checking for the attendance: "Who is absent today?" minute

(Lead-in) : Teacher asks the students: Do you have a pet?

## (Main Activities)

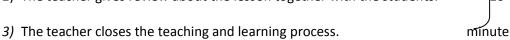
No	Activity	Time
1.	Main activity	60 minutes
1.	• Presentation	
	<ul> <li>The teacher asks the students to mention the name of the objects in the picture (animals).</li> <li>The teacher point out the students' attention to the task (asking their friend to mention the names of animals orally).</li> <li>The teacher explains the students about the generic structure of simple present tense to help the students in</li> </ul>	
	describing the objects (to do Task 3).  • Practice	
	<ul> <li>The teacher explains the form of the tasks and how to do the tasks.</li> <li>The teacher asks the students about the name of animals and to repeat the name of those animals that were</li> </ul>	
	<ul> <li>provided in the task.</li> <li>The teacher asks the students to questions and answers activity about how to describe the animals.</li> <li>The teacher asks the students to discuss the task 3 (brainstorming activity to play a ball game).</li> </ul>	

#### 1. Production

- The teacher explains the form of the tasks and how to do the tasks.
- The teacher asks the students to make a group of four and answer/discuss the Tasks 3.
- The teacher asks the students to do a ball game and perform the result in front of the class.

## (Closing Activities)

- 1) The teacher asks students' difficulties in teaching and learning process.
- 2) The teacher gives review about the lesson together with the students.



#### 5) Evaluation

Assessment technique : speaking performance

#### 6) Reference

Spratt, et al. 2005. *The Teaching Knowledge Course Test*. Cambridge: Cambridge University Press.

Swan, Michael. 1996. Practical English Usage. Oxford: Oxford University Press.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Pusat Perbukuan Depdiknas.

Yogyakarta, September 2013

English Teacher Researcher

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## **LESSON PLAN**

School : SMP N 1 KEDUNGREJA

Subject : English

Grade/Semester : VIII/1

Type of Text : Descriptive Text (Describing Things)

Aspect : Speaking

Time Allocation : 2 x 40 minutes

**Standard Competence** : 4.Expressing meanings in the front of functional texts

orally and short simple monologue descriptive and

recount texts to interact with surrounding

**Basic Competence** :4.2.Expressing meanings in short simple monologue by

using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the

form of descriptive and recount text

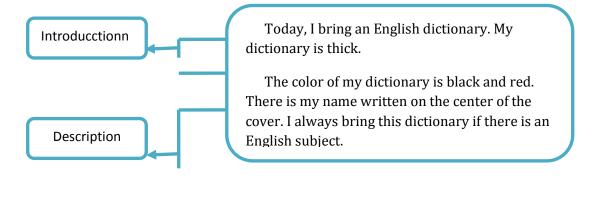
Indicators :

4. Ask and answer some information orally in short functional text descriptive.

- 5. Do short monologue in descriptive text.
- 6. Describe the pictures and things that found in their surrounding

## 1) Learning Material

#### a. Example of the Descriptive text



#### b. Descriptive Text

## **Characteristic of Descriptive Text**

A descriptive text is a text that describes the features of someone, something, or a certain place.

• Introduction is the part of the paragraph that introduces the character.

Example: Paragraph 1 in Sea Eagle text.

• *Description* is the part of the paragraph that describes the character.

## c. Vocabulary

> Ruler : penggaris

> Chair : kursi

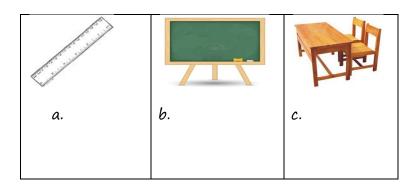
➤ Van : kipas angin

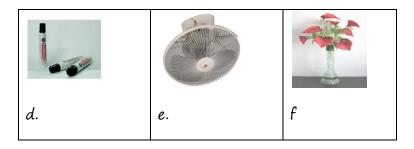
Book : bukuJacket : jaketWallet : dompet

# 2) Teaching-Learning Activity

## Task 1

What is it? Check whether it is in your classroom or not.





## • Task 2

Ask three of your classmates to describe things they have in their bags. Look at the example.

Your classmate's name	Things in his / her bag	Description
Rana	<ul> <li>a book</li> <li>a jacket</li> <li>a wallet</li> </ul>	<ul> <li>it is a thick brown book.</li> <li>It is a new black jacket.</li> <li>It is an old purple wallet.</li> </ul>

### • Task 3

Work in groups. Interview your friends. What are they bringing in their bag. Retell the report of your interview in front of the class. You can use these sentences to help you.

# Example:

A: Hi Rudy....May I know what are you bringing in your bag?

B: Hi Ana...Yes of course. Today I bring... etc

### Task 4

In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example.

1) Ask your classmate to help you bring your books.

Rana : Indah, could you help me to bring this book?

Indah : Yes, of course.

2) Ask your classmate to lend you his/her computer.

3) Ask your classmate to accompany you to the Cinema 21.

4) Ask your classmate to help you do your homework.

#### Task 5

Think of five things that you need from your classmate. Then, ask them if they can help you. Write down their responses in the table below.

No.	Things I need	Asking	Responding

### Task 6

Work in group of 4. Do the fun crossword below. Then, write the answer in the crossword table and make a sentence with the words.

FUN SPACE
Find seven things in your classroom

W	D	S	В	Т	Ε	٧	G	K	L
Р	М	A	F	R	Н	A	М	0	Н
F	Y	Н	Ε	R	A	S	E	R	<b>V</b>
R	D	С	N	X	Α	Ε	С	В	N
В	W	Z	Т	0	R	U	L	Ε	R
Y	F	L	В	Q	Т	В	S	S	Z
W	Н	ı	Τ	Ε	В	0	A	R	D
Α	J	r	С	Н	A	L	K	D	D

- 3) **Teaching Method**: PPP (presentation, practice, production)
- 4) Learning Technique

### (Opening Activities)

- ➤ Greetings: "Good morning, class. How are you today?"
- > Praying: "Before we start our lessons, let's pray together, pray due" 10

> Checking for the attendance: "Who is absent today?"

minute

(Lead-in) : Teacher asks the students: Can you mention the things in this classroom?

### (Main Activities)

No	Activity	Time
1.	Main activity	60 minutes
1.	Presentation	
	- The teacher asks the students to mention the name of	
	the objects in the picture (things in the classroom).	
	- The teacher guides the students to do the Task 2 and	
	after that they have to do the Task 1	
	- The teacher directly asks the students to mention the	
	things in their classroom.	
	Practice	
	- The teacher asks the students to find information about	
	what their friends' had in their bags and present the	
	result of the interview in front of the class.	
	- The teacher asks the students to read the conversation	
	in the Task 4 and then asks them to did the activity with	
	their partner.	
	- The teacher asks the students did activity in the Task 5	
	(filling the missing words of the dialogue then act it out	

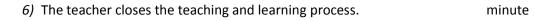
in front of the class)

### Production

- The teacher explains the form of the tasks and how to do the tasks.
- The teacher asks the students to do a crossword game about the thing in the classroom.

### (Closing Activities)

- 4) The teacher asks students' difficulties in teaching and learning process.
- 5) The teacher gives review about the lesson together with the students.



### 5) Evaluation

Assessment technique : speaking performance

### 6) Reference

Spratt, et al. 2005. *The Teaching Knowledge Course Test*. Cambridge: Cambridge University Press.

Swan, Michael. 1996. Practical English Usage. Oxford: Oxford University Press.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

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Yogyakarta, September 2013

English Teacher Researcher

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### **LESSON PLAN**

School : SMP N 1 KEDUNGREJA

Subject : English

Grade/Semester : VIII/1

Type of Text : Complimenting and congratulating

Aspect : Speaking

Time Allocation : 2 x 40 minutes

**Standard Competence** : 3.Expressing meaning in short simple transactional and

interpersonal dialogue to interact with surrounding.

**Basic Competence** :3.2.Understanding and giving response to transactional

(to get thing done) dialogue and interpersonal dialogue

by using various kinds of oral language accurately, fluently and acceptable to interact with surrounding

including: inviting, accepting and refusing an invitation,

agreeing and disagreeing, complimenting and

congratulating.

### Indicators

4. Students can be able to identify the expressions of congratulations and compliments

- 5. Students can be able to use some expressions of congratulations and compliments in given situations.
- 6. Students can be able to response the congratulations and compliments in the given situation

### 1) Learning Material

### 1. Language function

Here are the expressions of Congratulating and complimenting

Expressions	Functions
<ul><li>Congratulations on your 17 birthday.</li><li>Congratulations on your birthday.</li></ul>	Congratulating someone
■ Congratulations on winning the	

football competition.	
<ul> <li>You look charming in that black gown</li> <li>You look sweet with that red hat.</li> <li>What a gorgeous boy!</li> <li>You're the best captain we have.</li> </ul>	Complimenting someone
<ul><li>Thank you.</li><li>Thank you for saying so.</li><li>Thanks.</li><li>Oh, not really.</li></ul>	Responding to congratulations and compliments

### Here are some other examples you may use

Expressions	Functions
<ul><li>Congratulations!</li><li>Congratulations on</li><li>Well done.</li></ul>	Congratulating someone
<ul><li>What a!</li><li>That's a very nice dress.</li><li>You look so sweet.</li></ul>	Complimenting invitation
■ It's nice of you to say so.	Responding to congratulations and compliments

### 2. The example

### Example 1

Diana, her friends Shinta and Toni are walking home from school.

They are talking about a party at Diana's house tonight.

Diana : Shinta, I am going to have a party tonight. Would you like to come?

Shinta: I'd love to! By the way, what are you celebrating?

Diana : I won the Science Olympics last week.

Shinta : Congratulations. Wow, you're very clever.

Diana : Not at all. You just have to study harder.

Will you come to my party?

Toni : I'm sorry, I can't. My parents are going to

go to the hospital. I may be late getting to

your party, is that all right?

Diana : Yes, it's all right as long as you are allowed

by your parents.

Shinta: Hmm, speaking about parents, I have to

call my father to ask his permission.

### Example 2

Shinta is using her cell phone to call her father at her house.

Shinta: Hello, good afternoon, Dad!

Mr Kusye : Afternoon, Shinta.

Shinta: Dad, can I go to Diana's party tonight, please?

Tomorrow is a holiday. I don't have any

homework.

Mr Kusye : Yes, certainly, but what time will the party

be over?

Shinta: I think about 11 p.m., Dad.

Mr Kusye : Well, I'm afraid I can't let you stay until

11, Shinta. We are going to go to your

grandparents the next morning. How

about if I pick you up at 10, so you'll have

time to rest before you go for the trip.

Shinta: All right, Dad. Thanks. See you later.

### 2) Teaching-Learning Activity

### Task 1

Let's play "Survey Game". Pay attention to the teacher instruction.

The steps of Survey Game:

- ✓ Ask to the students to prepare a piece of paper to write down the result of their survey.
- Every students in a group should survey about their agreement and disagreement about the topics given.
- ✓ Then, report the result in front of the class.

### Work at the model

Jono : Hi Deni, we should care "Cendrawasih" the bird from papua. Do

you agree with that?

Deni : Yes, I agree with that.

### • Task 2

Let's play opinion poll game. Pay attention to the teacher instruction.

What do you think?

Give your opinion to the following pictures. Then write it into the box on the right side. Look at the example.

1.		a.	I think John's party was the most enjoyable party that I've ever come.
2.		b.	In my opinion, ParangTritis Beach
3.	PRATERNITY FRANSITA	C.	I think,

### Task 3

Choose one of the dialogues. Act out the dialogue with your friends.



### Dialogue 1

Diana, her friends Shinta and Toni are walking home from school. They are talking about a party at Diana's house tonight.

Diana : Shinta, I am going to have a party tonight.

Would you like to come?

Shinta: I'd love to! By the way, what are you

celebrating?

Diana : I won the Science Olympics last week.

Shinta: Congratulations. Wow, you're very clever.

Diana : Not at all. You just have to study harder.

Will you come to my party?

Toni : I'm sorry, I can't. My parents are going to

go to the hospital. I may be late getting to

your party, is that all right?

Diana : Yes, it's all right as long as you are allowed

by your parents.

Shinta: Hmm, speaking about parents, I have to

### call my father to ask his permission.

### Dialogue 2

Shinta is using her cell phone to call her father at her house.

Shinta: Hello, good afternoon, Dad!

Mr Kusye : Afternoon, Shinta.

Shinta: Dad, can I go to Diana's party tonight, please?

Tomorrow is a holiday. I don't have any homework.

Mr Kusye : Yes, certainly, but what time will the party be

over?

Shinta: I think about 11 p.m., Dad.

Mr Kusye : Well, I'm afraid I can't let you stay until 11,

Shinta. We are going to go to your grandparents the next morning. How about if I pick you up at 10, so you'll have time to rest before you go for the

trip.

Shinta: All right, Dad. Thanks. See you later.

### Task 4

Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

### Example: Every birthday should be celebrated in a party

Via : I think our birthday party should be celebrated in every year.

Roy : I don't think so, because celebrating a party is useless.

- a. Angel: ... about this shirt?
  - 1. Rika's party was totally good.
  - 2. Lilian party's cake was not delicious.
  - 3. The clown in Ricky's party last night was very funny.
  - 4. Angelique's dress was very beautiful in the party last night.
  - Roni house's yard was not compatible for celebrating a party.

### • Task 5

Let's do it. Invite your friends to accompany you to go to somewhere. Make a list in your daily notes.

- 6. Your friend invites you to come to his/her home to do homework together.
- 7. It is late in the evening, your friend asks you to come to his/her home for a drink.
- You are invited by your new friend to watch a football match at the football stadium. Your favorite team is going to play.
- 9. A new orchestra is going to perform tonight. Your father asks you to accompany him and your mother, but you have a test tomorrow.
- 10. Your father is having dinner in the dining room. He asks you to come with him. But you're already eaten your dinner.
- **3) Teaching Method**: PPP (presentation, practice, production)
- 4) Learning Technique

(Opening Activities)

- ➤ Greetings: "Good morning, class. How are you today?"
- > Praying: "Before we start our lessons, let's pray together, pray due" 10

➤ Checking for the attendance: "Who is absent today?"

minute

(Lead-in) : Teacher asks the students: What do you sasy if your friend won a football competition?

# (Main Activitie )

No.	Activity	Time
1.	Main activity	60
	Presentation	minutes
	<ul> <li>The teacher asks the students to read and open Let's Talk page 164 about complimenting and congratulating</li> <li>The teacher drills the expression of complimenting and congratulating.</li> <li>The teacher asks the students to write the expression in the blackboard</li> </ul>	
	<ul> <li>The teacher explains Noun phrase that used to express complimenting and congratulating</li> <li>Practice</li> </ul>	
	<ul> <li>The teacher asks the students to make an expression of complimenting and congratulating</li> <li>The teacher asks the students to discuss the answer and to write the answer in the whiteboard</li> <li>The teacher asks the students to practice the dialogue</li> </ul>	
	<ul> <li>Production</li> <li>The teacher explains the form of the tasks and how to do the tasks.</li> </ul>	

- The teacher asks the students to work in pairs and answer/discuss the task. Then perform it in front of the class

### (Closing Activities)

- ➤ The teacher asks students' difficulties in teaching and learning process.
- ➤ The teacher gives review about the lesson together with the students.
- ➤ The teacher closes the teaching and learning process.

# 10

Minute

### 5) Evaluation

Assessment technique : speaking performance

### 6) Reference

Spratt, et al. 2005. *The Teaching Knowledge Course Test*. Cambridge: Cambridge University Press.

Swan, Michael. 1996. Practical English Usage. Oxford: Oxford University Press.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

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English Teacher Researcher

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### **LESSON PLAN**

School : SMP N 1 KEDUNGREJA

Subject : English

Grade/Semester : VIII/1

Type of Text : Recount text

Aspect : Speaking

Time Allocation : 2 x 40 minutes

**Standard Competence** :4.Expressing meaning functional oral texts and short

simple monologue in the descriptive and recount texts

to interact with surrounding.

**Basic Competence** :4.2 Expressing meaning of short simple monologue

using various oral language accurately, fluently, and acceptable to interact with the society in the form of

texts type descriptive and recount.

Indicators :

Students can be able to ask and answer some information orally in short functional text recount.

- 5. Students can be able to do short monologue in *recount* text.
- 6. Students can be able to tell past events to the others.

### 1) Learning Material

### a. Text related to the title

Last Sunday I tried to ride bicycle . I and my brother come to the field near my house. Then, my brother helped me to ride the bicycle. When I did it by my self. I crushed then throw and felt down. My brother always supported me to don't give up. Finally, I could ride the bicycle after tried hard. Last Sunday I tried to ride bicycle . I and my brother come to the field near my house. Then, my brother helped me to ride the bicycle. When I did it by my self. I crushed then throw and felt down. My brother always supported me to don't give up. Finally, I could ride the bicycle after tried hard.

b.

### b. Recount text

Recount text is a text that tells us about what had happened in series of events in sequence. The function is to tell an event in the past time chronologically

The generic structure of recount text:

1. Orientation

### c. Grammar

Simple past form:

S+V2+O/C

Time reference: Yesterday, last week, last month, last year, etc.

# 2) Teaching-Learning Activity

• Task 1

Look at this following picture. Then answer the questions according to the picture.



- 4. Who are in the picture?
- 5. What are they doing?
- 6. Do you have the same experience?

### • Task 2

Now, work in pairs, have a dialogue with your classmates based on this following situation. And then, perform it in front of the class.

You and your friend are talking about your first experience in riding a bike. Use the expression of admitting and denying in your dialogue.



### • Task 3

Fill in the blanks with the suitable words in the box. Look at the example.

- a. persuaded
- b. bought
- c. intended
- d. began
- e. refused

### My First Experience to Ride Motorcycle

One day, when I was ten years old, my father (1)...... an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I (2)...... my father to teach me to ride "Honda 75 ". Firstly, my father (3)...... my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He (4)...... to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can ". One day later, when I was alone at home, I (5)...... to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch. After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

http://www.englishindo.com

### • Task 5

Last weekend, Rina went on a nice camping trip with her friends. Work in groups. Help her to write about her holiday. Use the pictures to help you.



- **3) Teaching Method**: PPP (presentation, practice, production)
- 4) Learning Technique

### (Opening Activities)

- ➤ Greetings: "Good morning, class. How are you today?"
- Praying: "Before we start our lessons, let's pray together, pray due" 10
- ➤ Checking for the attendance: "Who is absent today?"

minute

(Lead-in) : Teacher asks the students: how was your holiday?

# (Main Activitie )

No.	Activity		
1	Main activity	60	
1.	• Presentation	minutes	
	- The teacher asks the students to read the passage of past experience.		
	- The teacher explains past tenses that used to make recount texts.		
	- The teacher gives an example of recount texts		
	Practice		
	- The teacher do questions and answers activity about		
	students past experience.		
	- The teacher asks the students to do and discuss the Task 2		
	in Unit 3. (work in groups)		
	- The teacher asks the students to stick the answer in the		
	flannel board.		
	Production		
	- The teacher explains the form of the tasks and how to do		
	the Tasks 3 in Unit 3.		
	- The teacher asks the students to make a group of 4 to		
	make a passage from the jumbled pictures that given.		
	- The teacher asks the students to present the result of their		
	work in front of the class.		

# (Closing Activities)

- ➤ The teacher asks students' difficulties in teaching and learning process.
- > The teacher gives review about the lesson together with the students.
- > The teacher closes the teaching and learning process.



Minute

### 5) Evaluation

Assessment technique : speaking performance

### 6) Reference

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Yogyakarta, September 2013

English Teacher Researcher

Zaenal Abidin, S.Pd. Astri Indah Pratiwi

NIP. 19661223 200012 2 001 NIM. 09202244045

# The Summary of Observation Checklist

No	Observation Items	Observations
No	Observation Items	Score

I	The Teaching and Learning Process	_	1	_	_	4
A	Pre-Teaching	0	1	2	3	4
	- The teacher greats the students				v	
	- The students respond to the greeting				v	
	- The teacher asks the students condition				v	
	- The students tell their condition to the teacher				v	
	- The teacher calls the roll			V		
	- The teacher outline the materials			V		
	- The teacher explains the goal of teaching and		V			
	learning					
В	Whilst-Teaching					
	- The teacher act out the dialogue			V		
	- The teacher presents a sample dialogue				V	
	- The teacher helps the students' pronunciation		V			
	- The teacher explains and discusses the language			V		
	feature in dialogue					
	- The students fill in incomplete dialogue			V		
	- The students work in pairs to practice the dialogue				V	
	- The students make a new dialogue			V		
	- The students act out the dialogue			V		
	- The students identify the expression used in the			V		
	dialogue					
	- The teacher give changes to the students for asking				V	
	questions					
	- The teacher checks the students' understanding				V	
	- The teacher gives enough time to the students to				V	
	arrange their seat/ to move in group					
	- The students cooperative well in groups			V		
	- The students use dictionary to help them		V			
	- The students offer themselves to be the volunteer		V			
C	Post-Teaching					
	- The teacher summarize and reflects the lesson				V	
	- The students reflect their learning			V		
	- The teacher previews on the upcoming materials				v	
	- The teacher gives rewards and motivate the students		V			
	to participate more in the next meeting					
D	Class Situation					
	- Students' enthusiasm/ motivation			V		
	- Students' involvement			V		
	- Time allocation				v	
	- The use of media			V		
	- The teacher's instructions				V	

- 0: Not applicable
- 1: unsatisfactory
- 2: average
- **3:** above average
- 4: excellent

5 INTERVIEW TRANSCRIPTS

### **INTERVIEW TRANSCRIPTS**

### Appendix C, Interview 1

Monday, September 16, 2013 ET: English Teacher R: Researcher

R : Selamat pagi pak...apakabar?

ET : Oh ya..selamat pagi mba astri...alhamdulilah baik..gimana kuliah

lancar?

R : Alhamdulilah lancer pak, begini pak saya langsung saja mengenai

penelitian yang akan saya lakukan dikelas 8.

ET : Oh iya mbak..terus gimana?

R : Jadi saya mau klarifikasi jadwal kelas 8 yang nantinya akan menjadi subyek penelitian. Terus karena ini penelitian tindakan kelas (action

research) jadi nanti kelas yang dipakai memang kelas yang benar-benar memerlukan suatu tindakan. Kalau dari keseluruhan kelas 8, yang

memang kemampuannya paling rendah itu kelas apa ya pak?maksud saya

yang pasifnya terlalu parah?

ET : Oke, kalau menurut penilaian saya kelas 8B mba, mereka saya kasih pertanyaan pakai bahasa inggris tetapi hanya sebagian yang bisa menjawab padahal sudah saya pancing-pancing, beda dengan kelas-kelas

R : Oh berarti nanti kita akan dikelas 8B ya pak

yang lain yang hamper semua siswa bisa menjaawab.

ET : Saya kira 8B mbak yang benar-benar harus di improve, sebelumnya saya sudah pernah membicarakannya dengan rekan guru bahasa inggris, gimana yak ok mereka pasif-pasif? apa cara mengajar saya yang kurang dimengerti atau anak-anaknya yang pemalu?

R : Oh begitu, iya pak, terus saya bisa minta jadwal kelas 8B pak? dan juga kita fix kan jadwal penelitiannya.

ET : Sebentar mba, kelas 8B hari selasa jam ke 3-4, Kamis jam ke 3 dan jumat jam ke 3-4, mungkin kita pakai yang 2 jam biar waktunya banyak, hari selasa sama jumat gimana mba?

R: Oh ya suddah pak hari itu saya biar saya juga ada waktu buat prepare, terus pak mengenai materi yang akan dipakai saya manut dengan material yang dipakai oleh sekolah ini, dan saya nanti akan mengadaptasi materinya pakai buku apa ya pak?

ET : Oh gitu, masih tetep pakai Let's Talk mba, yang buat siswa terus ada LKS juga pakai buku English in Focus, nanti saya pinjami untuk acuan, terus materi sesuai silabus aja mba.

R: Oh ya pak, terimakasih bayak, nanti saya akan selalu komunikasi terus dengan bapak mengenai materi dan keperluan penelitian-penelitian ini pak, sekali lagi terimakasih banyak ya pak atas bantuannya.

ET : Iya sama-sama mba, kita saling kerjasama ya mba, nanti juga saya minta hasil penelitiannya, moga-moga semuanya lancer.

R : Iya pak amin, yaudah pak terimakasih, saya mohon pamit dulu.

ET : Oh iya mba, hati-hati.

### **Appendix C, Interview 2**

Tuesday, September 17, 2013

HM : HeadmasterR : Researcher

R : Selamat pagi pak? Maaf mengganggu sebentar, jadi begini maksud kedatangan saya kemari untuk membicarakan mengenai rencana penelitian di sekolah ini. Saya juga sudah terlebh dahulu membicarakan mengenai rencana penelitian ini dengan pak Andri dan beliau memperbolehkan. Dan ini saya mau menyerahkan surat ijin penelitian.

HM : Iya mba, suratnya saya terima, terus penelitiannya apa ya mba?

R : Jadi nanti penelitian tindakan kelas pak, kelas yang dipilih sesuai kesepakatan dengan guru bahasa inggris yaitu kelas 8B, karena menurut pak Andri kelas ini yang paling rendah penguasaannya disbanding kelaskelas yang lainnya.

HM : Oh yayaya monggo aja mba untuk dibicarakan lebih lanjut dengan guru bahasa inggris, asal tidak mengganggu KBM ya mba.

R : Insyaallah tidak akan mengganggu pak, nanti materi juga akan mengikuti dari silabus, dan nanti juga diajar sama gurunya seperti KBM biasa, Cuma nanti ada tindakan-tindakan yang untuk membuat siswa lebih aktif dalam pelajaran bhasa inggris.

HM : Ya, kalau begitu silahkan saja mba, kami juga malah senang kalau ada yang membuat siswa-siswa sini jadi berkembang. Terus kapan mulai penelitiannya?

R : Rencana mulai tanggal 15 september pak, dan jadwalnya sudah dibicarakan dengan pak Andri.

HM: Yayaya...

R : Iya pak, nanti dimohon bantuan dan krjasamanya, saya kira cukup dulu pak, missal nanti ada tambahan apa saya akan menghubungi bapak lagi, terimakasih pak.

HM : Ya sama-sama mba.

### Appendix C, Interview 3

Monday, September 23, 2013 ET: English Teacher R: Researcher

R : Selamat pagi pak Andri...apakabar?

ET : Ya mba pagi, gimana mba sudah siap yang buat nanti? kira-kira nanti tekniknya gimana mba?

R : Iya insyaallah sudah siap pak, jadi nanti bapak masuk ke topik yang

akan dipelajari tentang describing animals pak, setelah itu mulai masuk ke tasks yang sudah saya buat sesuai bahan ajar.

ET : Oke mba.

### Appendix C, Interview 4

Monday, September 23, 2013

R : Researcher

S : Students (Ahmad Taufik)

R : Maaf ya dek, mau tanya-tanya sebentar boleh kan?

S : Waduh mba, apa sih mba?

R : Hehe, gapapa cuma bentar kok, gini loh dek tadi kan belajar bahasa inggrisnya pake gambar, ada gamesnya juga, menurut rohmat gimana?

S: Ya seneng mba, ga bosen, seru.

R : Seru? ya seru nya itu gimana dek?

S : Ya bisa ikut bermain pakai bahasa inggris, maksudnya ngomong bahasa

inggris.

R : Oh gitu, jadi menyenangkan yah?makasih yaa dek.

S :Ya..(mengangguk).

### **Appendix C, Interview 5.**

Monday, September 23, 2013

R : Researcher

S : Students (Siti Aminah)

R : Mau nanya-nanya bentar boleh dek? namanya siapa?

S : Saya mba? Siti Aminah.

R : Oke dek Siti, menurut adek tasks yang tadi efektif ga untuk belajar

bahasa inggris?

S : Task itu apa mba?

R : Oya maksudnya tadi latihan-latihan yang dikelas tadi loh dek, yang

ini loh yang task 1 yang ada ball game nya juga, gomana?

S	: Ya bagus-bagus, lebih asyik gitu mba, ga bikin bosen, seneng aku.
R	:Oh gitu, tapi tetep belajar kan? ga Cuma main?
S	: Iya dong mba, lebih variasi aja jadi makin enak belajarnya.
R	:Oke makasih ya dek

Appendix C, Interview 6		
Monday, September 23, 2013		
R		
S	: Students (Andika Setiawan)	
R	: Dek, boleh tanya-tanya bentar?	
S	: Ah mba jangan saya malu e	
R	: Lha kenapa? gapapa dek, bentar kok, ini loh dek gimana komentar	
	adek mengenai yang tadi kita belajar bahasa inggris pakai ball game?	
	Jadi lebih gampang apa gimana?	
S	: Ya lebih mudah aja miss, lebih seru aja, tapi deg-degan sih.	
R	: Loh deg-degan kenapa?	
S	: Ya takut dapet lemparan bola, tar kan mesti njawab pertanyaan	
	miss pakai bahasa inggris, jadi ya takut aja, tapi seneng.	
R	: Oh gitu, tapi bantu kamu biar ngomong pakai bahasa inggris kan?	
S	:.Iya sih mss	
R	: Oke thank you.	
S	: You're welcome.	

# Appendix C, Interview 7 Monday, September 23, 2013 R : Researcher S : Students (Deka Sidik Pratama) R : Pagi dek, bisa interview bentar ya. S : Iya mba, eh miss.

R	: Gimana menurut adek tadi kegiatannya efektif ga buat bisa belajar
	ngomong?
S	: Ya, efektif miss, lumayan lah.
R	: Maksudnya gimana dek?
S	: Ya semua jadi bisa mulai njawab-njawab miss, dikit-dikit gitu, kan
	dipancing-pancing dulu jadi kita tau maksudnya.
R	: Maksudnya dipancing?
S	: Ya tadi sebelum njawab kan udah dikerjakan dulu pas dikelompok,
	jadi ya buat pancingan gitu mba, jadi tar pas ditunjuk bisa jawab.
R	: oh gitu ya, makasih ya dek.
S	: Iya miss.

### **Appendix C, Interview 8**

Monday, September 23, 2013 ET: English Teacher

R : Researcher

(after the implementation of cycle 1)

Peneliti menunggu guru bahasa inggris untuk meinterview tentang implementasi cycle 1, setelah 10 menit menunggu akhirnya guru bahasa inggris datang. Berikut hasil interview dengan guru bahasa inggris.

ET : Maaf ya mba harus menunggu.

R : Oh iya gapapa pak.ET : Terus gimana mba?

R : Gini pak, menurut bapak tadi kira-kira anak-anak gimana setelah diberi

perlakuan dengan task itu?

ET : Ya saya rasa mereka cukup antusias dan mulai aktif ya mba, tadi kan

siswa putra yang gerombolan belakang sudah mau mengerjakan dan mau

maju walaupun kurang tepat jawabannya.

R : Lalu, menurut bapak task-task yang ada di task 1 sudah efektif belum

pak?

ET : Ya mba, tapi ya itu BKOF nya harus tetep diperhatikan dan tapi ya

namanya anak-anak harus tetep dipancing untuk ngomong mba.

R : Hehe iya sih pak, tapi menurut saya tadi itu sudah lumayan efektif sih kelasnya. Terus kalau dilihat dari task nya gimana bu?mulai dari task 1 sampai task terahir?

ET : Oh yang task 1 itu cepet ya mba kita ga butuh waktu lama, anak-anak juga sudah mengenal nama hewannya, sudah familiar gitu. Mereka tinggal menginterview temennya dan menyebutkan cirri umumnya, jadi mereka ya lebih mengerti, masalahnya mereka melihat obyeknya terlebih dahulu baru setelah itu mendeskripsikannya. Ya walaupun Cuma sedikit kaya tadi Siti dan temennya Cuma bilang "a bird can fly", "two legs". Tapi menurut saya itu sudah bagus sekali mba.

R : Iya pak, terus kalau yang drilling pronunciation dan ball game gimana pak?

ET : Ya kalau yang drilling itu kan supaya anak-anak tahu cara pengucapan yang benar, ya jadi task-task yang berupa drilling itu untuk membuat anak terbiasa mengucapkan kata-kata bahasa inggris. Begitu saya rasa membuat kelas menjadi hidup, karena ini kan kelas speaking jadi ya memang harus ramai.

R : Begitu ya pak, lalu kalau task yangterhir dilakukan itu yang ball game gimana pak?

ET : Menarik yam b, selama ini saya belum pernah menerapkan yang pakai ball game ya karena banyak kendala, seperti waktu, persiapan dan lainlain, ya teknisnya lah mba. Ini sesuatu yang baru bagi mereka, itu tadi bagus sekali, merangsang anak-anak untuk mau bebricara, karena mau tidak mau mereka yang kena lempar harus bebricara.

R : Maksudnya jadi membuat mereka percaya diri gitu pak?

ET : Ya bisa dibilang seperti itu.

R : Terus, sebelum masuk ke game nya tadi ka nada brainstorming nya dulu yang diekrjakan berkelompok itu pak, gimana pak?

ET : Ya itu membantu siswa untuk mendeskripsikan, jadi sebelum masuk ke games mereka tau apa yang akan dideskripsikan agar lebih detail dalam

mendeskripsikan. Kalau yang kerja kelompok ya jelas itu meringankan mereka, yang bisa membantu temannya yang belum bisa, jadi saling mengisi. Makannya saya tadi pilih satu anak yang bisa dalam setiap kelompok, supaya bisa di share ilmunya. Biar mereka lebih cooperative juga mba.

R : Apakah bapak ada kesulita dalam implementasi tadi?

ET : Ya kesulitan itu pasti ada, tapi pintar-pintarnya kita saja untuk mengatasinya. Yang paling sulit ya itu kita kejar-kejar dengan waktu. Harus bisa memanage waktu agar semua bisa tercakup. Terus kita juga harus pintar-pintar membuat siswa untuk aktif juga, kadang anak masih susah sekali untuk ngomong atau disuruh maju.

R : Yasudah pak, saya rasa sudah cukup untuk hari ini ,saya pamit dulu, terimakasih pak.

ET : Oh iya mba hati-hati.

# Appendix C, Interview 9

Monday, September 23, 2013

R : Researcher

S : Students (Dimas Restu)

R : Pagi dek, kok ga jajan?

S : Lagi males aja mbak, eh miss.

R : Oh, boleh nanya dikit ga?

S : Ya, nanya apa sih miss?

R : Tentang task 2, yang tadi kamu disuruh mengerjakan task yang ini loh (sambil menunjukan ke lembar task) yang tentang twenty questions game, yang tebak-tebakan itu, sama yang nebak terus

digambar tebakannya.

S : Oh ya asyik mnba, terus yang gambar tadi itu bisa berimajinasi

mba, beda gitu bahasa inggris ada gambarnya.

R : Gitu ya dek, makasih ya.

S : Iya miss.

Appe	Appendix C, Interview 10		
Monday, September 23, 2013			
R	: Researcher		
S	: Students (Dwi Nur Asih)		
R	: Dek, boleh tanya-tanya bentar ya? gini loh, gimana perasaannya		
	tadi setelah menyelesaikan tasknya?yang nanya barang apa saja yang		
	ada ditas temennya gitu?		
S	: Emm a seru miss, jadi tau barang apa aja yang dibawa.		
R	: Cuma itu?terus menurutmu itu bisa membantu kamu ngomong		
	pake bahsa inggris ga?		
S	: Ya jadi bisa, tapi masih salahsalah, jadi ga stress kalau belajar ada		
	game nya. Bahasa inggris kan susah banget mba, sering-sering aja		
	pakai kaya gini, hehhe.		
R	: Iya dek, makasih ya.		
S	: Sama-sama miss.		

Appendix C, Interview 11			
Monday, September 23, 2013			
R : Re	R : Researcher		
S : Students (Endah Nur Aeni)			
R	: Dek, mau tanya ya?		
S	: Iya miss.		
R	: Komentarnya yang tadi gimana?		
S	: Ya bagus aja mba.		
R	: Udah bisa ngomong bahsa inggris belum?		
S	: Ya dikit-dikit bisa mba, ga lancar banget.		
R	: Tapi kan kemaren sudah dibantu dengan games-games itu.		
S	: Iya lebih bisa mbak.		
R	: Oh gitu, yasudah makasih ya dek.		
S	: Oke mba.		

Appe	ndix C, Interview 12
Thurs	day, September 26, 2013
R	: Researcher
S	: Students (Eni Mulyati)
R	: Maaf dek, mau tanya-tanya bentr bisa kan?
S	: Iya miss.
R	: Gimana dek yang tadi? maksudnya survey gamesnya.
S	: Ya bagus miss.
R	: Bagus apanya?
S	: Ya jadi bisa main-main dikelas tadi, bisa tanya ketemen-temen
	pakai bahasa inggris.
R	: Oh gitu, terus tadi ada kesulitan ga pas main survey games?
S	: Ya tadi awalnya ga dong mba, soalnya ga pernah make game sih,
	tapi setelah dikasih contoh ya dong juga.
R	: Tapi tadi kamu survey kan?berapa anak yang di survey?
S	: Iya survey kok miss, berapa ya, banyak lah pokoknya hamper satu
	kelas.
R	: Oke bagus, thank you ya dek.
S	: Oke miss.

	Appendix C, Interview 13	
Thurso	lay, September 26, 2013	
R	: Researcher	
S	: Students (Erna wati)	
R	: Halo dek, mau tanya-tanya bentar bsia ya?	
S	: Iyaa miss, tanya apa ya?	
R	: Gimana menurut kamu mengenai task yang tadi menarik ga?	
S	: Iya menarik miss, bagus.	
R	: Menariknya gimana?	
S	: Ya bisa bikin kita mudeng sama pelajarannya, asyik juga karena	
	ada gamesnya.	
R	: Kamu merasa terbantu ga dalam belajar bahasa inggris dengan	
	menggunkan task-task yang tadi, khusunya bantu kamu dalam	

	berbicara dalam bahasa inggris?
S	: Iya miss, masalahnya kan kita jadi langsung ngomong tadi, lihat
	gambar terus bercakap-cakap sama temen satu kelompok.
R	: Jadi menurut kamu, task yang tadi sangat membantu ya dek?
S	: Iya.
R	: Makasih ya dek.
S	: Sama-sama miss.

	ndix C, Interview 14
	day, September 26, 2013
ET	: English Teacher
R	: Researcher
R	: Gini, langsung aja ya pak, menurut bapak gimana tadi task yang sudah
	kita gunakan: efektif ga pak untuk membuat siswa aktif berbicara
	didalam kelas?
ET	: Iya, menurut saya sudah efektif mba, tadi juga kan mba astir sudah lihat
	sendiri kan anak-anak sudah mulai aktif dikelas.
R	: Yang unit 2 pak, tadi task 1 dan 2 siswa disuruh menyebutkan hal-hal
	yang ada dikelas, ada gambar-gambar juga, itu efektif ga pak?
ET	: Ya kedua task itu kan semacam warming up ya mba, jadi sebelum
	masuk ke topic kita bisa mengarahkan siswa untuk menuju ke topik yang
	akan dipelajari dengan task-task yang modelnya seperti itu, jadi siswa
	juga spontan dalam menjawabnya.
R	: Kemudian yang task 3 gimana pak?
ET	: Ya anak-anak tadi sudah praktek semua kan?dan saya rasa mereka bisa
	dan tertarik mba, jadi ini kan kita mengimprove speaking siswanya, jadi
	ya ini stimulasi yang bagus mba, sukses juga tadi, dan ya kegiatan yang
	semacam tadi itu mereka dapat jumpai dikeseharian mereka. Jadi ya
	sudah sesuai dan bisa dipakai terus.
R	: Terus task yang role play tadi mengisi dialogue rumpang kemudian
	dipraktekan gimana pak?

ET : Ya efektif ya mba, dan juga dulu mereka sudah pernah saya kasih kegiatan yang role play, yang praktek dialogue juga sudah pernah. Bedanya kalau yang ini kan mereka disuruh mengisi dialog rumpang, ya mereka bisa berfikir sedikit lah, terus dikerjakan berkelompok jadi ya jadi cepet.

R : Oh gitu ya pak, terus task yang terahir yang puzzle itu gimana pak?

ET : Ya saya rasa bisa jadi intermezzo buat mereka ya, mereka cepet tadi dan antusias tadi sampai rebutan maju itu kan mba, saya rasa mereka tertarik jadi kelas aktif semu, pada pengen maju semua.

R : Lalu untuk pertemuan berikutnya, menurut pak, menurut bapak gimana ada tambahan atau ada yang perlu di ubah?

ET : Saya rasa gausah mba, itu sudah bagus task-tasknya dan sudah sistematis juga, saya rasa juga nanti mau makai task ini dikelas lain juga mba.

R : Iya pak, gapapa. Terus selama pelaksanaan tadi bapak mengalami kendala apa?

ET : Ya tadi masalah waktu ya mba, karena waktu kita yang terbatas jadi semua task tidak bisa maksimal implementasinya, terus juga anak-anak masih harus dijelaskan berkali-kali untuk mengerjakan tasknya..

R : Berarti itu instruksinya kurang jelas atau gimana ya pak?

ET : Instruksinya sudah jelas mba, Cuma mereka kan masih susah untuk menangkap apa yang harus mereka lakukan. Cuma beberapa anak saja yang sudah paham, jadi harus dibri contoh dulu, instruksinya sudah jelas kok mba, juga itu ka nada step-step untuk mengejakannya, saya rasa sudah bagus itu.

R : Lalu task yang berupa games itu menurut bapak gimana?

ET :Yang kaya Ball game sama Twenty Questio game itu ya mba? Menurut saya itu sudah bagus dan tadi cukup berhasil mba, tadi anak-anak praktek semua kan? dan mereka juga belajar kalimat tanya dengan sendirinya secara langsung dengan contoh-contoh begitu mba.

R : Yasudah pak, saya rasa cukup dulu untuk hari ini, besok kita

melanjutkannya lagi. Terimakasih pak.

ET : Iya sama-sama mba.

Appendix C, Interview 15 Monday, September 30, 2013 : Researcher R S : Students (Fikiri Megianto) R : Maaf dek, mau nanya-nanya bentar ya? S : Iya, kenapa miss? R : Gimana komentarnya yang tadi? S : Ya ngga gimana-gimana, baik-baik aja. R : Jadi lebih jelas atau malah bingung? S : Jelas, jelas. R : Jelasnya? S : Jelasnya gimana ya? ya ngga membingungkan gitu. R : Terus kemarin ka nada yang makai game, survey games terus ada ball games juga, itu membantu kamu untuk bisa berbicara ngga? S : Iya membantu, soalnya ngga membosankan karena dibantu dengan games. R : Terus kamu merasa lebih bebas berekxpresi ga? S : Iya lebih bebas berekspresi, jadi ngga malu. R : Oay makasih ya dek. S : Iya.

# Appendix C, Interview 16 Monday, September 30, 2013 R : Researcher S : Students (Siti Nur Hasisah) R : Dek, mau tanya-tanya bentar ya namanya siapa? S : Emm... Siti Nur Hasisah. R : Gini dek siti, menurut adek gimana task-task nya?susah atau gampang?

S	: Ya gampang-gampang susah sih miss.
R	: Tapi kamu seneng ga?terutama game nya, gimana menurut kamu?
S	: Ya seneng miss, pokoknya seneng semua, apalagi yang pakai
	games, kita jadi bisa langsung praktek ngomong gitu,yang survey
	game tadi juga saya bisa bermain kata-kata sambil jalan-jalan dikelas
	gitu jadi ngga Cuma duduk.
R	: Oh gitu ya?emang kalo duduk kenapa?
S	: Ya bosen aja miss, dari pelajaran pertama sampai nanti pulang
	duduk terus.
R	: Oh iya, jadi lebih suka kalau ada variasi kegiatan ya?
S	: Iya pengennya kaya gitu terus.

Appendix C, Inte	rview 17
Monday, Septemb	er 30, 2013
R : Research	er
S : Students	(Lilis Setyowati)
R : Bol	eh tanya-tanya bentar ya dek? namanya siapa?
S : Iya	miss, Lilis.
R : Me	enurut lilis, task-task yang tadi membantu lilies untuk bisa
berbi	cara dengan bahsa inggris ngga?
S : Iya	sangat membantu miss, lain dari biasa nya gitu.
R :Em	ang biasanya seperti apa?
S : Ya	biasanya kan cuma suruh ngartiin, bacain terus ngerjain soal
dibuk	ku gitu. Kalau ini ka nada gamesnya, ada prakteknya jadi ya
sener	ng.
R : Te	rus tadi ka nada gambar, terus kalian disuruh buat dialog
berda	sarkan gambar tersebut, menurut adek gimana? susah atau
engga	a?
S : Iya	a ngga susah miss, itu kan udah ada contohnya, ekspresi-
ekspr	resinya juga kan udah dijelaskan, tinggal menyesuaikan saja,
tapi t	adi sedikit bingung sih.

Appendix C, Interview 18

Monday, September 30, 2013
R : Researcher
S : Students (Maratun Siti Nur Janah)
R : Boleh tanya-tanya bentar ya dek.
S : Iya miss.
R : Tadi kan kita belajar pakai games, menurut adek giamana?
Menyenangkan atau tidak?

R : Jadi gambar itu membantu ya?

S : Iya.

R : Oke makasih ya dek.

S : Sama-sama miss.

S	: Ya menyenangkan sekali miss.
R	: Menyenangkannya gimana dek?
S	: Ya jadi ga bosen gitu miss.
R	: Oh gitu ya, terus itu membantu adek buat bisa ngomong pakai
	bahsa inggris apa engga?
S	: Membantu miss, soalnya kan itu pakai games-games, jadi tuh kita
	langsung otomatis ngomong pakai bahas inggris gitu.
R	: Berarti adek sudah bisa lancar ngomong pakai bahasa inggris
	dong?
S	: Kalau lancar sih belum miss, tapi dikit-dikit bisa lah, hehe.
R	: Oke deh, makasih ya dek.
S	: Ya sama-sama miss.

Appen	dix C, Interview 19
Thursd	lay, October 3, 2013
R	: Researcher
S	: Students (Mira ayuningsih)
R	: Dek, nanya-nanya bentar boleh ya?
S	: Iya miss mau nanya apa?
R	: Gini, tadi kan kamu udah belajar bahasa inggris pakai games,
	gimana menurut kamu?
S	: Ya bagus sih miss.
R	: Bagusnya gimana?
S	: Ya jadi lebih menyenangkan, ga ngebosenin terus dikit-dikit bisa
	ngomong pakai bahsa inggris.
R	: Berarti itu membantu adek buat ngomong pakai bahsa inggris ya?
S	: Iya miss membantu kok.
R	: Oke deh, thank you.
S	: Your welcome.

#### Appendix C, Interview 20 Thursday, October 3, 2013

R	: Researcher
S	: Students (Muhammad Faiz Fadoli)
R	: Maaf ya dek, boleh tanya-tanya
S	: Iya boleh miss.
R	: Menurut adek gimana mengenai task tadi?
S	: Ya menarik mba, bagus.
R	: Menariknya gimana?
S	: Ya bikin kita lebih mudeng sama pelajarannya, asyik juga ada
	gamesnya bisa sambil bermain-main.
R	: Kamu merasa terbantu ngga dengan task-task tersebut?
S	: Iya miss, soalnya kita kan bisa langsung ngomong tadi, lihat
	gambar terus langsung ngomong.
R	: Berarti menurut kamu task tadi membantu ya dek?
S	: Iya miss.

Appendix C, Interview 21	
Thursday, October 3, 2013	
R : Researcher	
S : Students (Prisca Nella Rahayu P)	
R : Dek, boleh nanya-nanya ya?	
S : Iya miss nanya apa ya?	
R : Gini, gimana perasaanya adek setelah tadi mengerjakan task-	-task
nya?	
S : Ya seneng mba.	
R : Senengnya gimana?	
S : Ya jadi bisa ngomong pakai bahasa inggris dikit-dikit miss.	
R : Oh berarti itu membantu kamu bisa ngomong pakai bhasa ing	ggris
ya?	
S : Iya miss, tapi masih salah-salah, ga stress gitu kalau belajar	ada
games-gamesnya.	
R : Oke deh makasih ya.	
S : Iya.	

Apper	ndix C, Interview 22
Thurs	day, October 3, 2013
R	: Researcher
S	: Students (Putri Fitrianingrum)
R	: Kemarin kan kita udah belajar lewat games, ada gambar terus bola
	nya juga, gimana menurut putrid?
S	: Seneng miss.
R	: Senengnya gimana?
S	: Kita tuh jai bisa nerima pelajarannya dikit-dikit, jadi ga boring.
R	: Kan pak guru sering ngasih perintah pakai bahasa inggris itu
	mudeng ga dek?
S	: Ya kalau yang pendek-pendek yang sering diucapin sih kadang
	tau.
R	: Jadi udah terbiasa kan?terus kalo mau ijin ke belakang harus pakai
	bahasa inggris kan?
S	: Iya, masih kadang lupa sih mba, tapi ya harus hafal jadi kalau mau
	ke belakang ga susah, hehe.
R	: N, menurut kamu itu bermanfaat ga?
S	: Ya bermanfaat sekali, jadi terbiasa pakai bahasa inggris.

# Appendix C, Interview 23 Monday, October 14, 2013 ET : English Teacher R : Researcher R : Pagi pak, biasa pak mau tanya tentang implementasi di cycle 2 yang sudah kita laksanakan. ET : Oh iya mba, bagaimana lagi? R : Menurut bapak bagaimana dengan hasil dari pengimplementasian tasktask yang ada di cycle 2, tentunya yang berhubungan dengan

berbicara siswa pak?

ET :Saya rasa semua berjalan lancar ya mba, hasilnya saya juga puas, ya paling tidak anak-anak mendapat sesuatu yang baru bahkan yang benarbenar baru dan beda. Mereka juga sudah mau bebricara, ya contohnya kalau diberi pertanyaan mereka mulai jawab dikit-dikit, ya setidaknya mereka paham dengan maksud pertanyaannya.

R : Oh berarti mereka sudah ada peningkatan ya pak?

ET : Iya mba, sudah mau mikir semua, bisa dilihat pas kerja kelmpok itu loh, anak-anak yang bisanya diam sekarang mau ga mau ikut mikir, kadang juga mau kalau disuruh maju.

R : Iya ya pak, lalu menurut bapak task yang ada di unit 3 gimana pak? tapi yang survey game kita sudah bicarakan kemarin ya pak? ini yang task yang role playing itu?

ET :Menurut saya task nya efektif ya mba, bagus, siswa jadi diberi kesempatan dulu untuk mengerjakan semua setelah itu maju berdua diberi gambar dan berdialog sesuai dengan gambar yang ditunjukan, mereka juga saya kira hafal berdialog sesuai dengan gambra yang ditunjukan, mereka juga saya kra hafal dengan ungkapan-ungkapannya, yak karena kita kan drilling ungkapan-ungkapannya terusya mba, saya juga kemaren kan nanya ungkapannya apa saja dan mereka juga bisa menyebutkannya, mereka juga antusias ya pengen maju duluan itu loh mba.

R : Iya pak, kalau task 3 gimana pak?

ET : Itu menurut saya kurang maksimal ya mba, ya walaupu tadi anak-anak mengerjakan tapi mereka kurang terlalu paham, atau mungkin gambarnya itu kurang terlalu jelas ya mba.

R : Iya ya pak, gambarnya mungkin kurang terlalu jelas, terus untuk task yang terahir di unit 3 gimana pak?

ET : Menurut saya itu juga kurang begitu efektif, sebenrnya dulu itu juga udah pernah buat ujian mid semester speaking, mungkin karena sudah pernah ya mba, jadi mereka kurang antusias, cuma bebrapa anak yang

mau maju.

R : Begitu ya pak, ya sudah sampai disini dulu ya pak, terimakasih.

ET: Iya mba, sama-sama.

Appendix C, Interview 24 Monday, Oktober 14, 2013 : Researcher S : Students (Rudi Prasetyo) R : Dek nanya bentar ya? namanya siapa? S : Rudi prasetyo. : Gimana menurut adek mengenai yang tadi? R S : Ya bagus miss. R : Bagus gimana maksudnya dek? S : Y lebih gampang mbedain kata-kata yang tadi. R : Oh yang verb tadi itu? terus yang pakai gambar suruh ngurutngurutin itu lebih jelas ga? S : Ya lebih jelas. R : Terus mengenai berbicranya, sudah bisa ngomong pakai bahsa inggris? S : Ya lumayan. R : Dari kemarin itu kan pakai games, yang survey games itu gimana menurut adek? S : Ya bagus semua, kalau bhasa inggris pakai game itu bikin lebih mudah, ga ngebosenin. : Terus kalau yang puzzle game gimana? R S : Ya bagus semua pkoknya miss. R : Jadi udah terbiasa ngomong pakai bahasa inggris ya? S : Iya miss. R : Makasih ya S : Iya.

Apper	ndix C, Interview 25
Monda	ay, Oktober 14, 2013
R	: Researcher
S	: Students (Saeful Hidayat)
R	: Pagi dek, boleh tanya-tanya bentar ga?
S	: Ya boleh.
R	: Gimana tadi perasaanya setelah mengerjakan task-task nya?
S	: Seneng aja miss, bervariasi.
R	: Oh task nya dari emarin bervariasi ya? terus yang suruh ngurutin
	gambar terus dibikin cerita itu gimana?
S	: Ya menurut saya mudeng gitu miss, tapi awalnya bingung pas mau
	bikin ceritanya.
R	: Terus ka nada kerja kelompoknya juga tuh, kira-kira membantu
	ga?
S	: Iya membantu sekali, tadinya ga bisa terus jadi bisa.
R	: Terus memancing kamu jadi bisa ngomong pakai bahsa inggris ga?
S	: Iya mau ga mau harus ngomong, tadi kan disuruh maju kedepan
	certain pakai gambar.
R	: Oh gitu ya, makasih ya dek.
S	: Iya miss sama-sama.

# Appendix C, Interview 26 Thursday, October 17, 2013 ET: English Teacher R: Researcher R: Selamat pagi pak? Gini pak mau tanya mengenai implementasi tadi ynag sudah dilakukan, menurut bapak gimana pelaksanaan action di unit 4? ET: Ya bagus mba, semua sudah sesuai target kan mba? terutama media yang sudah dipakai itu bagus sekali mba, kayak tadi pas pakai flannel board itu mereka seneng nempel-nempel gambarnya mba, sebenarnya dari dulu saya juga pengen pakai flannel board tapi ya sekolahan ga

punya..saya mau bikin ya ribet hehe

R : Efektif ga pak task yang sudah kita pakai?

ET : Ya menurut saya efektif sekali ya mba, ketiga task nya efektif semua, tadi yang task 1 itu seperti warming up ya mba, jadi sbelum masuk ke topik mereka ada pertanyaan dulu. Tapi seolah-olah itu bukan pertanyaan karena ya itu lazim dilakukan dalam kehidupan sehari-hari siswa. Contohnya pertanyaan yang punya pengalaman yang menarik ga? terus coba diceritakan, walaupun tadi grammar nya salah-salah, masih pada pakai present semua.

R : Tetapi kan memang belum dijelaskan mengenai bentuk past pak?

ET : Iya, nah maksud saya task itu bagus sebagai permulaan jadi mereka tau kapan pakai present dan kapan pakai past form. Mereka tadi kan juga pada jawab kan mba?

R : Iya pak, terus yang task 2 yang mengubah V1 menjadi V2 itu gimana pak?

ET : Iya menraik mba, anak-anak jadi tau bentuk V1 dan V2 sebuah kata, mereka mulai bisa membedakan kapan pakai V1 dan kapan pakai V2. Anak-anak tadi juga cepet mengerjaannya terus juga rebuttan pas nempelinnya.

R : Hehe iya pak, terus yang task terahir gimana pak?

ET : Sangat menarik ya mba, ini masuk ke production task saya kira, mereka suruh bikin cerita sesuai dengan urutan kejadianya, efektif jugs buat anak-anak berbicara, kan tadi mereka retell story karangan mereka sendiri.

R : Iya pak, yasudah pak sekian dulu, terimakasih banyak.

ET : Iya mba sama-sama.

6 RUBRIC OF SPEAKING

#### **RUBRIC**

1. Fluency

**Criterion** : Speaking fluently in natural hesitation

**Indicators** 

Score	Indicators					
5	The students speak <b>very fluently</b> in communication to perform the expected competency, but there are natural hesitations.  The students speak <b>fluently</b> in communication to perform the expected competency, but there are natural hesitations.					
4						
3	The students speak quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.					
2	The students speaks <b>very slowly and discontinuously</b> (like speaking per word with simple patters) even <b>pauses very long</b> in communication to perform the expected competency.					
1	The students communicates very difficult to perform the expected competency; he/she <b>speaks very slowly and always discontinuously</b> (like speaking per word with very simple patters) <b>and even the stops.</b>					

#### 2. Pronunciation

Criterion : Speaking in unambiguous sound and use appropriate intonation and pauses

**Indicators**:

Score	Indicators
	The students <b>never make pronunciation mistakes</b> in performing
5	the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.

4	The students <b>almost never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
3	The students <b>sometimes makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are not quite appropriate; some sound are ambiguous but can be understood.
2	The students <b>almost always makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
1	The students <b>cannot pronounce well</b> at all in performing the expected competency.

#### 3. Accuracy

Criterion : Using simple and complex grammatical structures

correctly
Indicators :

Score	Indicators					
	The students never makes any grammatical mistakes in					
	performing the expected competency; both in basic grammatical					
5	structures (like phrases, simple, and compound sentences) and in					
	complex structure (like complex sentences)					

	The student always never makes any grammatical mistakes in
	performing the expected competency; both in basic grammatical
4	structure (like phrases, simple, and compound sentence) but make
	very few mistakes in complex structure (like complex sentence),
	however those mistakes do not impede meaning.
	The student makes grammatical mistakes very rare in basic
	grammatical structure (like phrases, simple, and compound
3	sentence) and makes <b>few mistakes in complex structure</b> (like
	complex sentence) in performing expected competency so that
	they rather impede meaning.
	The student makes grammatical mistakes very often in basic
	grammatical structures (like phrases, simple, and compound
2	sentence) and makes so many mistakes in complex structure (like
	complex sentence) the mistakes strongly impede communication
	in performing expected competency.
	The student has no mastery of grammar to perform the expected
1	competency so that the grammatical structures are entirely
	incorrect.

#### 4. Vocabulary

Criterion : Using vocabulary variations and appropriate words

choice

**Indicators** :

Score	Indicators			
5	The student uses <b>many vocabulary</b> variations and <b>never makes mistakes</b> in word choices.			
4	The student uses many vocabulary variations and almost never makes mistakes in word choices.			

3	The student uses quite many vocabulary variations and makes few mistakes in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
2	The student uses <b>limited vocabulary</b> to perform the expected competency so that communication is <b>rather difficult to understand</b> , he/she often asks the teacher to express the ideas.
1	The student has <b>no vocabulary mastery</b> to perform the expected competency so that communication is <b>unclear and very difficult to understand</b> , he/she always asks the teacher to be able to express the ideas.

QUESTIONNAIRE

**Petunjuk pengisian:** Berilah tanda ( $\sqrt{}$ ) pada salah satu jawaban yang sesuai dengan pendapat Adik. Jawaban tidak akan mempengaruhi apapun.

Petunjuk:

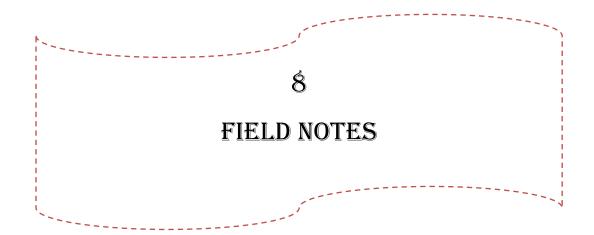
SS: Sangat Setuju TS: Tidak Setuju

S : Setuju STS: Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	ST
1	Saya selalu menyiapkan diri sebelum pelajaran bahasa Inggris dimulai.				
2	Saya giat belajar agar mendapat nilai yang memuaskan.				
3	Saya selalu mengerjakan tugas tepat waktu.				
4	Bahasa inggris adalah mata pelajaran favorit saya.				

5	Saya menyukai pelajaran bahasa Inggris khususnya pada saat kegiatan berbicara atau speaking.			
6	Saya ikut aktif terlibat mengerjakan tugas-tugas			
U	bahasa Inggris khususnya pada saat kegiatan berbicara			
	atau speaking di dalam kelompok.			
7	Saya merasa percaya diri ketika berbicara.			
,	Saya merasa percaya diri ketika berbicara.			
8	Saya merasa takut dan malu untuk berbicara dalam			
	bahasa inggris ketika pelajaran sedang berlangsung.			
9	Saya merasa tertarik untuk belajar berbicara dalam			
	bahasa inggris.			
10	Saya merasa enggan dan malas untuk berbicara dalam			
	bahasa inggris.			
11	Saya memperhatikan dengan sungguh-sungguh semua			
	penjelasan materi yang disampaikan oleh guru.			
12	Saya cenderung diam meskipun belum memahami			
	materi yang dijelaskan oleh guru.			
13	Saya berani mengajukan pertanyaan dalam bahasa			
	inggris pada guru saat pelajaran bahasa inggris			
	berlangsung.			
14	Saya dapat menjawab pertanyaan sederhana dalam			
	bahasa inggris secara lisan saat pelajaran berlangsung.			
15	Saya dapat memahami perintah yang diberikan oleh			
	guru dalam bahasa inggris ketika pelajaran bahasa			
	inggris berlangsung.			
16	Saya dapat melaksanakan perintah diberikan oleh guru			
	dalam bahasa inggris ketika pelajaran bahasa inggris			
	berlangsung.			
17	Saya dapat melakukan percakapan atau dialog pendek			
	dan sederhana dengan lancar.			
18	Nilai bahasa Inggris saya sudah cukup memuaskan.			
10	Nilai banasa mggris saya sudan cukup memuaskan.			
19	Saya menemui banyak kesulitan dalam mempelajari			
	bahasa inggris.			
20	Saya mudah menyerah dalam menyelesaikan tugas-			
	tugas yang diberikan oleh guru yang berkaitan dengan			
	speaking.			
21	Saya pernah diajarkan kegiatan dengan menggunakan			
	games ketika pelajaran bahasa inggris berlangsung.			
22	Menurut saya kegiatan dengan menggunakan games			
	sangat menyenangkan.	<u></u>		
23	Kegiatan dengan menggunakan games sulit untuk			
	dipahami.			
24	Jika belum pernah diajarkan kegiatan dengan			
	menggunakan games, saya ingin untuk diajarkan.			
25	Kegiatan dengan menggunakan games sangat			
	bermanfaat bagi siswa.			

Terima kasih Adik sudah mengisi dengan sejujur-jujurnya.



#### **FIELD NOTES**

#### Appendix B, Field notes 1 Monday, September 16, 2013 at 09.15 am

Peneliti datang ke SMP N 1 Kedungreja untuk menemui guru bahasa inggris kelas 8. Sebelum itu peneliti terlebih dahulu membuat janji dengan guru bahasa Inggris sehari sebelumnya via telepon. Sebelum bertemu dengan guru bahasa inggris, peneliti terlebih dahulu menghubungi bagian tata usaha untuk meminta ijin bertemu dengan kepala sekolah. Tetapi hari itu kepala sekolah sedang ada urusan sehingga tidak bisa datang ke sekolah. Bagian tata usaha kemudian menyarankan untuk bertemu dengan wakil kepala sekolah tetapi hari itu juga wakil kepala sekolah ada tugas luar. Jadi peneliti hari itu hanya bertemu dengan guru bahasa inggris saja, untuk membicarakan tentang rencana penelitian tindakan kelas yang akan dilaksanakan secara kolaboratif.

#### Appendix B, Field notes 2, Tuesday, September 17, 2013 at 07.00 am

Peneliti meminta ijin kepada Guru bahasa Inggris untuk melakukan observasi dan membagikan kuesioner kepada para siswa 8B. Guru bahasa Inggris mengijinkan peneliti untuk melakukan observasi dan pembagian kuesioner. Guru bahasa Inggris menjelaskan kepada siswa 8B tentang kedatangan peneliti. Peneliti duduk dibelakang dan mengamati proses KBM bahasa inggris. Peneliti mencatat hasil observasi. Ternyata memang murid-murid dikelas 8C sangat pasif dan banyak siswa yang ramai sendiri setelah proses KBM hamper selesai, kemudian guru mempersilahkan peneliti untuk membagikan kuesioner kepada para murid.

#### 09.40-10.20 am

Setelah selesai observasi di kelas, kemudian peneliti menemui wakil kepala sekolah diruang kepala sekolah untuk mmbicarakan mengenai rencana penelitian dan menyerahkan surat ijin penelitian.

#### Appendix B, Field notes 3 Thursday, September 19, 2013 at 08.20 am

Peneliti datang ke sekolah untuk melakukan observasi dan juga membicarakan mengenai rencana penelitian. Dalam penelitian ini peneliti dan guru bahasa inggris membicarakan mengenai rencana action yang akan dipakai untuk mengatasi masalah yang ditemukan. Setelah jam pelajaran bahasa inggris tiba, peneliti dan guru masuk ke ruang kelas 8B. Sebelum memulai pelajaran guru menyampaikan maksud peneliti datang ke kelas, yaitu utuk mengobservasi proses KBM. Setelah itu pelajaran dimulai dan peneliti mulai mengobservasi KBM. Materi yang disampaikan pada hari itu adalah listening dan speaking. Materi yang dibahas yaitu transactional dialogue and interpersonal dialogue. Guru memberi salam kepada siswa sebelum memulai pelajaran kemudian meminta ketua kelas untuk memimpin doa.

Guru menyiapkan materi untuk hari itu. Sebelum memulai pelajaran, dia mengabsen murid-muridnya. Setelah itu guru menyuruh salah satu siswa untuk mengambil kursi untuk peneliti. Guru membuka pelajaran menggunakan bahasa inggris, kemudian menyuruh siswa untuk membuka buku paket English in Focus halaman48. Kemudian guru menjelaskan materi tentang transactional dialogue yaitu tentang cara mengundang, tanya jawab, dan kemudian meminta siswa untuk member contoh bagaimana cara mengundang seseorang. Tetapi siswa masih bingung dengan materiya sehingga mereka hanya diam dan tidak menjawab pertanyaan gurunya. Kemudian guru memberi contoh ekspresi yang digunakan ketika mengundang seseorang. Setelah itu guru meminta dua orang siswa perempuan untuk mempraktekan dialog yang ada dibuku. Guru mengulang lagi ungkapan-ungkapan cara mengundang kepada siswa dan meminta siswa untuk mempraktekannya, kemudian guru memuji siswa yang bisa menjawab pertanyaan dan mampu menyebutkan ungkapan-ungkapannya. Kemudian berlanjut kemateri selanjutnya. Guru meminta siswa memberi contoh ungkapan cara memberi

selamat. Sebagian siswa menjawab pertanyaan yang diberikan kepada guru. Guru memberikan contoh cara mengucapkan "congratulation" dengan benar, kemudian guru mereview semua ungkapan yang tadi dibahas.

Kemudian guru meminta siswa mendengarkan dialog yang dia bacakan setelah itu dia juga menjelaskan bagaimana cara mengerjakan tasknya. Guru memulai membaca dialog rumpang yang ada dibuku, setelah itu siswa diminta mengisi dialog rumpang tersebut. Guru membacakan dialog rumpang itu berulang kali sampai 3 kali. Karena diruang kelas tidak ada tape sehingga guru hanya membacakannya berulang-ulang kali. Ketika siswa sedang mengisi dialog rumpang, guru menuliskan nomor-nomor soal dipapan tulis. Guru kemudian meilih secara acak 5 orang siswa untuk menuliskan jawaban mereka dipapan tulis. Setelah kelima siswa tersebut selesai menuliskan jawaban mereka, guru mengecek dan mengklarifikasi semua jawaban mereka ke semua siswa. Dan yang lebih banyak menjawab pertanyaan dari guru adalah siswa perempuan.

### Appendix B, Field notes 4 (The Implementation of Cycle 1) Monday, September 23, 2013

Hari pertama pengimplementation action situasi didalam kelas masih sedikit ramai. Ketika guru dan peneliti masuk kedalam kelas, para siswa langsung terdiam. Guru langsung memberi salam kepada siswa "Good morning", lalu siswa menjawab "Good morning mom". Kemudian guru menanyakan kabar siswa "How are you today" dan siswa menjawab "I'm fine thank you". Setelah itu guru meminta ketua kelas untuk memimpin berdoa.

Sebelum menuju ke materi dan task yang pertama, guru langsung menerangkan tentang simple past tense, verbal dan nominal untuk membantu siswa dalam mendeskripsikan sesuatu. Topik yang akan diajarkan adalah mendeskripsikan bintang kesayangan. Kemudian guru bertanya jawab dengan siswa tentang aturan-aturan kalimat simple present tense. Siswa laki-laki menjawab pertanyaan dengan seenaknya, tidak serius. Tetapi guru tetap

mengabaikannya. Setelah itu guru melakukan brainstorming untuk mengenalkan topic yang akan dipelajari hari itu, Guru bertanya kepada siswa untuk menyebutkan kata apa yang ada dipikiran mereka ketika mendengar kata "horse". Siswa menjawab pertanyaan dari guru dengan menyebutkan kata-kata yang berhubungan dengan hewan "horse" seperti "has four legs, the fur is brown and long tail". Ada beberapa siswa yang terlihat tidak semangat, kemudian guru tibatiba bernyanyi "are you sleepy. are you sleepy" untuk menyemangati mereka. Dan seketika itu siswa-siswa langsung tertawa dan ikut bernyanyi juga, kemudian mereka mulai antusias lagi mengikuti pelajaran.

Ketika kondisi belajar tenang kembali, tiba-tiba ada dua orang siswa yang ramai sendiri. kemudian guru menegurnya dan meminta dua orang siswa itu untuk menerangkan materi yang sedang diterangkan oleh guru. Guru kemudian bertanya jawab dengan siswa tentang bagaimana cara mendeskripsikan hewan kesayangan dan siswa-siswa sangat menikmatinya. Hampir semua siswa berpatisipasi dalam kegiatan ini. Bel berbunyi waktunya untuk istirahat, dan siswa-siswa pun meninggalkan kelas. Selama jam istirahat guru dan peneliti memanfaatkan waktu mengkonfirmasikan lagi tentang teknik yang digunakan untuk mengimplementasikan task berikutnya. Kemudian peneliti menjelaskan lagi tentang teknk yang digunakan untuk mengerjakan task selanjutnya. Setelah jam istirahat selesai dan pelajaran dimulai kembali lagi, peneliti membantu guru untuk membagikan lembar tasks kepada siswa dan dibantu oleh satu siswa. Kemudian guru meminta siswa untuk membuat kelompok 4 orang. Guru berkata "please make group of four". Siswa langsung membuat group 4 orang. Kemudian guru mulai mengarahkan siswa untuk mengerjakan task 1. Guru meminta siswa ntuk saling bertanya tentang hewan-hewan yang ada di task 1Siswa-siswa berpartisipasi aktif dalam kegiatan ini. Task ini berjalan efektif dan tidak membutuhkan waktu lama karena hamper seluruh siswa familiar dengan hewanhewan itu.

Setelah selesai melakukan task 1, guru melanjutkan task 2, guru bertanya kepada siswa tentang nama hewan yang ada digambar. Dia bertanya "What is it?" kemudian siswa menjawab "elephant". Kemudian guru memberi contoh untuk

menjawab dalam sebuah kalimat yaitui "it is an elephant" Setelah itu siswa diminta untuk mengulangi kata-kata itu dengan pronunciation yang benar. Berlanjut ke task berikutnya. Guru memberi waktu 8 menit untuk mengerjakan task 3, yaitu siswa diminta untuk mengerjakan brainstorming tentang karakteristik hewan yang ada ditask. Gambar hewan-hewan tersebut membantu siswa untuk mendeskripsikan karakter hewan-hewan tersebut. Kemudian setelah siswa selesai mengerjakan barinstorming dilembar mereka, kemudian guru menjelaskan aturan memainkan "Ball game". Setelah selesai menjelaskan aturannya, guru lalu memberi contoh cara memainkannya, guru melempar bola kepada salah satu grup, yang mendapatkan lemparan bola tersebut harus menjelaskan karakteristik hewan yang ada di task. Setiap siswa didalam grup harus mendeskripsikan satu karakteristik hewan tersebut. Setelah itu kelompok yang tadi mendapat lemparan bola dari guru harus melempar bola juga kepada kelompok lain. Dan kelompok yang mendapat lemparan bola tersebut harus bermain ball game dengan mendeskripsikan hewan yang ada dinomor selanjutnya. Semua siswa menikmati permainan ini meskipun kondisi dikelas menjadi ramai. Karena waktu terbatas, hanya ada 3 grup yan mendapat giliran untuk bermain game ini.

Setelah bermain ball game kemudian guru melanjutkan ke task selanjutnya yaitu bermain Kim's game. Untuk pengimplementasikan task ini hanya memerlukan waktu 3 menit. Guru menjelaskan aturan main Kim's game. Pertama, guru menunjukan hewan selama 2 menit, kemudian siswa diminta untuk mengidentifikasi setiap detail digambar tersebut. Setelah itu guru akan menanyakan kepada siswa untuk mendeskripsikan semua yang ada digambar. Setelah penjelasan selesai guru akan menanyakan kepada siswa untuk mendeskripsikan semua yang ada digambar. Setelah penjelasan selesai, guru memulai permainannya. Guru menunjukan gambar elephant yang ada dirumput, kemudian guru memberi waktu 2 menit untuk mengingat setiap detail yang ada digambar. Setelah itu guru menutup gambar dengan sebuah buku kemudian meminta beberapa siswa untuk mendeskripsikan gambarnya. Awalnya, hanya murid perempuan yang antusias mengikutinya. Mereka menjawab "it is elephant", "it is grass", "a tree", dan kemudian beberapa siswa laki-laki mulai menjawab

"big animal", "at the zoo", "tree". Bell berbunyi tanda pelajaran usai. Guru mengakhiri pelajaran dengan berkata "good bye".Dan guru mengahiri pelajaran dengan mengucapkan "Good bye".

### Appendix B, Field notes 5 (The Implementation of Cycle 1) Thursday, September 26, 2013

Hari ini memasuki hari kedua pengimplementasian action. Guru dan peneliti memasuki kelas. Seperti biasa guru memberi salam dan menanyakan kabar siswa. Kemudian setelah itu guru meminta ketua kelas untuk memimpin doa, dan pelajaran dimulai.

Guru menyuruh siswa untuk membuat grup yang terdiri dari 4 orang dan kemudian membagikan materi. Guru dan peneliti membagikan tasks dan worksheet untuk hari itu. Selama pembagian tasks, ada beberapa siswa yang masih belum siap untuk belajar. Mereka ramai dan malah sibuk sendiri. Kemudian guru menegur mereka supaya diam, setelah kelas kondusif untuk belajar, guru meminta mereka untuk melihat task 5 yaitu bermain Twenty Question Game. Kemudian guru meminta siswa untuk membaca instruksi task 5 dan juga meminta mereka untuk mengartikan instruksinya agar mereka paham dengan task yang akan mereka kerjakan. Guru meminta mereka untuk membuka kamus untuk membantu mereka.dalam mengartikan instruksinya. Kemudian setelah mereka paham dengan instruksinya, guru menjelaskan aturan permianan Twenty Question Game. Setelah itu guru menanyakan apakah siswa sudah paham dengan game nya, dan beberapa siswa masih belum paham, untuk itu guru meminta dua orang siswa untu membaca contoh dialoge model bagaimana bermain twenty question game. Pertama guru memberi contoh dialog yang tersedia. Kemudian guru meminta seorang siswa yang bernama dafi untuk mempraktekan permainannnya. Guru meminta siswa untuk membayankan hewan kesayangannya. Setelah itu guru akan mencoba menebak dengan memberi beberapa pertanyan terkait denga karakteristik hewan yang ada dipikiran siswa. Guru bertaya "can it swim?", "can it fly?", "is it has a beautiful fur?" Dan siswa tersebut menjwab "yes". Setelah guru bisa menebak nama hewan kesayangan tersebut maka siswa tersebut harus melakukan hal yang sama yaitu mencoba menebak hewan kesayangan guru. guru menebak "is it a bird?" kemudian siswa menjawab "yes Sir".

Ketika guru memberi contoh permainannya, para siswa menikmati dan senang dengan permainan ini. Ada beberapa siswa yang mencoba mempraktekan permainan ini. Kondisi kelas menjadi ramai karenan mereka mempraktekan permainan ini dengan suara yang keras sambil tertawa. Setelah itu guru meminta siswa untuk mempraktekan permainannya dengan partner mereka dalam kelompok. Siswa dengan senang hati mempraktekannya. Ada beberapa siswa lakilaki yang mengeraskan suaranya ketika bertanya kepada temannya sehingga membuat suasana kelas menjadi ramai. Hampir semua siswa mempratekannya. Task ini hanya memakan waktu 15 menit. Siswa aktif bertnya dan menebak hewan kesayangan temannya. Kemudian guru meminta perwakilan setiap kelompok untuk mempraktekan didepan kelas. Ada dua pasang yang mempratekannya didepan kelas.

Pelajaran berlanjut ke task berikutnya yaitu playing Describe and Draw game. Guru menjelaskan aturan permianannya. Task ini tiak memerlukan banyak waktu, karena pada dasarnya task ini hanya sama dengan task sebelumnya. Hanya saja di task ini siswa diminta menggambar hewan yang mereka tebak. Ketika guru meminta siswa untuk mengerjakan task didepan kelas, bayak siswa yang tidak mau maju. Alasan merka tidak mau maju karena tidak bisa menggambar dengan baik. Sisa perempuan pun lebih memilih diam saja, mereka hanya duduk dan mengerjakan hal lainnya, menulis sesuatu dibukunya dan menyandarkan kepala mereka dimeja. Tetapi tiba-tiba ada dua orang pasang siswa yang ingin maju, mereka adalah sony dan Aji dn Dwi dan Dita. Setelah jam istirahata, guru dan peneliti kembali ke kelas lagi. Ketika guru masuk ke kelas, beberapa siswa lakilaki terlihat bajunya tidak rapid an memakai sabuk yang tidak sesuai aturan sekolah. Maka guru menegur siswa tersebut dan menyita sabuk siswa tersebut. Kejadian ini sedikit menyita waktu pengimplementasian. Kemudian guru melanjutkan pelajran lagi, guru meminta siswa untuk menyebutkan barang-barang

yang ada didalam kelas. Kemudian siswa-siswa menjawab "white board", "chalk", "table", "chairs", "flag", "clock", "pen". Setelah itu guru meminta siswa untuk mengerjakan task 1 di unit . Guru meminta siswa untuk mendiskusikan jawabannya dalam kelompok. Kemudian berlanjut ke task berikutnya, guru meminta siswa untuk menyebutkan barang-barang yang lain yang belum disebutkan yang ada didalam kelas. Kemudian guru melanjutkan ke task berikutnya yaitu siswa diminta meng interview temannya tentang apa yang mereka bawa didalam tasnya. Pertama, guru memita siswa untuk membaca model dialogue yang ada dalam task, kemudian guru meminta siswa untuk meng interview temannya seperti contoh dialoge nya. Sebelum itu guru memberi contoh dengan meng interview salah seorang siswa sambil menyuruh siswa itu untuk membua tasnya. Kegiatan ini berjalan lancar. Semua siswa ikut berpartisipasi dan berinteraksi satu sama lainnya.

Kemudian siswa melakukakan aktivitas yang diperintahkan di task 3. Mereka saling menginterview sambil membuka tasnya dan kemudian mendeskripsikan isinya. Kondisi dikelas menjadi ramai, karena para siswa asyik men interview temannya. Kemudian melanjutkan task berikutnya, yaitu task 4 yaitu tentang mengisi dialogue rumpang. Siswa-siswa terlihat tidak tertarik dengan task ini. Beberapa siswa terlihat ngobrol dengan teman sebnagkunya dan beberapa siswa laki-laki yang duduk dibelakang memukul-mukul meja sehingga kelas menjadi ramai. Kemudian guru menegur dan mengingatkan siswa laki-laki itu untuk diam dan memperhatikan pelajaran. Task ini hanya dilakukak kurang lebih 3 menit. hanya ada satu grup yang mau mempraktekan dialogue didepan kelas. Kemudian guru melanjutkan ke task berikutnya. Task terahir di unit 2 yaitu Crossword game. Siswa diminta untuk meng cros huruf-huruf yang membentuk suatu kata tentang barang-barang yang ada didalam kelasnya. Setelah itu mereka harus membuat kalimat sederhana seperti "There is a vas". Siswa menikmati aktivitas ini.Bel berbunyi tanda pelajaran usai. Guru meminta siswa untuk selalu belajar kemudian guru mengahiri pelajaran hari itu.

# Appendix B, Field notes 6 (The Implementation cycle 2) Monday, September 30, 2013

Guru dan peneliti masuk ke ruang kelas. Guru seperti biasa menyapa siswa "good morning class, how are you today?". Kemudian disusul dengan jawaban siswa "I'm fine thank you". Guru meminta ketua kelas untuk memimpin doa. Setelah itu guru mengabsen siswa satu per satu.

Setelah itu guru meminta siswa untuk membuka buku pelajaran "Let's Talk" halaman 126 unit 6 yaitu tentanga sking for opinion, agreeing and didsagreeing, inviting and accepting and refusing invitation. Kemudian guru memberi contoh ungkapan-ungkapan agreeing and disagreeing kemudian meminta siswa untuk menirukan pengucapannya. Guru meminta siswa untuk mempraktekan ungkapan-ungkapan tersebut. Guru mengecek pronunciation siswa sambil berkeliling ke meja siswa. Kemudian guru meminta siswa untuk mencari arti kata agree dikamus. Beberapa siswa sudah tau arti dari kata itu, tetapi sebagian lagi tidak tau. Kemudian guru bertanya kepada siswa bagaimana mengungkapkan rasa setuju. Kemudian beberapa siswa menjawab "yes", "sure", "yes, I agree". Kemudian secara spontan guru bertanya kepada sisa "do you want to eat bakso" dan ada beberapa siswa langsung menjawab "yes I agree" dan yang lainnya "no". Kemudian guru menanggapi jawaban yang menjawab "no", "Why do you not agree, Imam?" kemudian Imam menjawab "no it is mahal Sir".

Kemudian guru menanyakan kepada siswa lainnya bahas inggris dari kata mahal. Siswa-siswa langsung menjawab "expensive", lalu guru langsung meminta Imam untuk mengulangi jawabannya. Imam lalu berkata "no it is expensive Sir". Guru kemudian menjelaskan lagi tentang ungkapan agreeing kemudian guru meminta siswa untuk menulis nya di buku tulis. Kemudian guru drilling pronunciation mengenai ungkapan agree and disagree, kemudian guru bertnya kepada siswa "any question? siswa menjawab "no".

Kemudian guru melanjutkan untuk mengerjakan task selanjutnya. Guru meminta siswa untuk melihat task 1 di unit 3, yaitu bermain survey game. Sebelum bermain, guru menjelaskan aturan permiannya kepada siswa. Setelah itu

guru meminta siswa untuk membaca contoh dialogue yang ada ditask 1. Kemudian guru meminta siswa untuk menggunakan ungkapan-ungkapan yang ada di dialogue untuk bertanya tentang agree and disagree berdasarkan topic yang diberikan. Sebelum itu guru meminta sala satu siswa untuk membantu membagikan lembar kerja. Siswa masih bingung dengan task ini, kemudian guru menjelaskan ulang aturan permainannya dengan praktek langsung dengan slah satu siswa yang duduk didepan. Task ini cukup menyita waktu lama untuk menjelaskan procedurenya. Ternyata bel istirahat bebrunyi. Dan pelajaran akan dilanjutkan setelah jam istirahat.

Setelah isitirahat usai, dan peneliti melanjutkan jam guru pengimplementasian task. Kemudian guru meminta siswa untuk bersiap melakukan survey game. Mereka berkeliling ruang kelas untuk mensurvey teman mereka apakah setuju atau tidak setuju tentang pernyataan yang ada di task. Setelah itu mereka harus menghitung berapa siswa yang setuju dan berapa siswa yang tidak setuju. Aktifitas ini membuat kelas menjadi ramai, karena semua siswa berkelililng untuk mensurvey temannya. Setelah selesai mensurvey guru meinta siswa untuk melaporkan hasil survey mereka didepan kelas. Tetapi sebelum itu, guru terlebih dahulu menjelaskan bagaimana cara melaporkan hasil surveynya. Kemudian guru memlih salah satu murid perempuan dan laki-laki untuk melaoprkan hasil surveynya. Mereka adalah Dwi dan Dafi, karena waktu terbatas, siswa yang lain harus perform dipertemuan selanjutnya. Ketika guru meminta siswa untuk mengumpulkan hasil pekerjaannya, ada siswa perempuan yang duduk dideretan paling depan menawarkan bantuan kepada guru, dia bertanya "May I help you, Sir? kemudian guru menjawab "Okay very good, yes please". Guru kemudian melanjutkan pelajaran dengan menjelaskan lamguage function lainnya yaitu ungkapan congratulating and complimenting. Guru memberi contoh cara menggunakan ungkapan tersebut. Guru memberi selamat kepada salah seorang siswa, "congratulating Siti", tetapi guru berkata semua menjawab "congratulation". Kemudia guru berkata lagi "wow good job", kemudian semua siswa menjawab "thank you".

Kemudian guru meminta siswa untuk membuka buku paket "Let's Talk"

halaman 54 yang berisi materi tentang congratulating and complimenting seseorang. Kemudian guru meminta siswa untuk menirukan mengucapkan ungkapan-ungkapan tersebut. Guru meminta siswa untuk melakukan stumulasi dialogue. Siswa perempuan menjadi Ratih siswa laki-laki menjadi teman Ratih, kemudian di dialogue kedua siswa perempuan menjadi ibu dan siswa laki-laki menjadi siswa laki-laki. Semua siswa menikmati aktifitas ini. Bell berbunyi tanda pelajaran usai. Guru meminta siswa untuk mengerjakan task 4 dan menulis ungkapan-ungkapan yang telah dipelajari dibuku mereka. Akhirnya guru dan peneliti mengakhiri pengimplementasian action pada hari itu.

# FIELD NOTES 7 (The Implementation cycle 2) Thursday, October 3, 2013

Guru dan peneliti masuk ke ruang kelas, seperti biasa guru memberi salam dan menanyakan kondisi siswa pada hari itu. Kemudian guru meminta ketua kelas untuk memimpin doan dan setelah itu guru mengabsen siswa. Sebelum memulai pelajaran, guru meminta siswa untuk mengumpulkan tugas minggu lalu, guru juga meminta siswa yang piket pada hari itu untuk membuang sampah.

Pelajaran dimulai, guru meminta siswa untuk membuka buku paket "Let's Talk" halaman 164 dan materi pelajaran pada hari itu masih melanjutkan tentang ungapan congratulating and complimenting seseorang. Guru kemudian mereview kembali ungkapan-ungkapan yang sudah dipelajarai pada pertemuan kemarin yaitu ungkapan congratulating and complimenting. Guru drilling ungkapan-ungkapan complimenting dan meminta siswa untuk menirukannya. Guru bertanya satu per satu kepada siwa tentang bagaimana untuk memuji sesorang, kemudian meminta mereka menulis dipapan tulis dan mengucapkanya, beberapa siswa menjawab "what a thick dictionary", "what a nice book", "what a long ruler". Kemudian guru menanyakan arti dari ungkapna-ungkapan yang telah dijawab oleh siswa. Ternyata siswa tidak tahu artinya, kemudian guru memberi clue artinya, dan setelah itu siswa baru mengetahuinya. Kemudian guru menerangkan jawaban

siswa tentang penggunaan noun phrase ketika ingin mengucapkan ungkapan complimenting. Kemudian guru menerangkan penggunaan "what and how" yang sering digunakan dalam ungkapan complimenting. Guru juga menjelaskan perbedaan antara penggunaan "what and how". Sebagai contoh dari jawaban siswa "what a thick dictionary" menjadi "how thick the dictionary is". Guru juga menjelaskan pola kalimatnya yaitu "what+adj+N" and "how+adj+N+be". Guru menjelaskan tentang singular noun dan plural noun. Dan juga menerangkan to be yang di pakai untuk singular dan plural noun.

Setelah menerangkan siswa tentang bagaimana untuk mengungkapkan ungkapan complimenting, guru meminta siswa utuk menuliskan kalimat-kalimat ungkapan complimenting yang baru saja diteragkan. Sambil menulis, ada beberapa siswa yang masih menanyakan ungkapan complimenting kepada guru. Kemudian setelah selesai menjelaskan ungkapan complimenting, melanjutkan dengan menerangkan ungkapan congratulating. Kemudian guru meminta siswa untuk mendiskusikan dialogue yang sudah ada kemudian meminta siswa untuk mempraktekannya didepan kelas. Selama siswa berdiskusi tetang dialogue yang ada dibuku, guru berkeliling mengecek siswa paakah mereka kesulitan dalam mengerjakan dialogue itu. Setelah mereka selesai mendiskusikan dialogue yang ada dibuku, guru meminta mereka mengerjakan task 4 di unit 3. Mereka diminta untuk membuat dialogue sendiri berdasakan gambar yang diberikan. Guru memberi waktu 15 menit untuk mendiskusikannya. Setelah itu secara acak guru memanggil salah satu siswa dengan pasangannya untuk maju kedepan mempraktekan dialog nya tanpa text. Mereka hanya diminta melihat gambar yang ada di task. Mereka mulai percaya diri untuk maju didepan dan mulai berbicara dengan bahasa inggris. Mereka antusias untuk mempraktekan task ini. Kemudian setelah selesai mempraktekan dialogue, kemudian guru kembali drilling ungkapan-ungkapan tersebut dan meminta siswa untuk mempraktekannya lagi.

Kemudian berlanjut ke task selanjutnya. Guru tidak menjelaskan materi ini karena pada awal pertemuan guru sudah membahas materi ini. Sehingga siswa langsung diminta mengerjakan task ini. Kemudian guru membagikan hasil

pekerjaan siswa yang dulu. Mereka dulu juga diminta untuk membuat dialogue bagaimana cara mengundang seseorang. Kemudian guru meminta siswa untuk membaca lagi dialogue yang mereka buat dan mempraktekannya. Aktivitas ini tidak begitu menarik siswa. Mereka lenih memilih untuk ngobrol dengan temannya disbanding untuk membaca dialogue yang mereka buat. Bel berbunyi dan pelajaran pada hari itu berakhir.

# Appendix B, Field notes 8 (The Implementation cycle 2) Monday, Oktober 14, 2013

Guru dan peneliti masuk ke ruang kelas. Guru seperti biasa menyapa siswa "good morning class, how are you today?". Kemudian disusul dengan jawaban siswa "I'm fine thank you". Guru meminta ketua kelas untuk memimpin doa. Setelah itu guru mengabsen siswa satu per satu.

Kemudian berlanjut ke topic baru yaitu "A day in My Life", materi ini membahas tentang recount tet. Guru langsung mengenalkan topiknya dengan mengerjakan task 1. Guru bertanya kepada siswa tentang pengalaman mereka. Siswa langsung menjawab pertanyaan dari guru. Mereka antusias menceritakan pengalaman mereka walaupun dicampur dengan bahasa Indonesia. Kemudian setelah mengerjakan task 1, guru mengelompokan siswa menjadi 9 grup, dan menjelaskan bagaimana cara mengerjakan task 2 di unit 4. Setelah selesai, guru memberi waktu 5 menit kepada siswa untuk membaca paragrafnya. Dan mereka langsung mengidentifikasi verb yang harus digunakan yaitu mengubah verb 1 menjadi verb 2 agar menjadi paragraph recount yang baik. Setelah itu guru membaca paragrafnya dan siswa diminta langsung membetulkan verb yang salah. Setelah selesai dibacakan paragrafnya, guru meminta siswa untuk menempelkan word cards yang tersedia di flannel board.

Setiap perwakilan dari grup harus menempelkan jawabannya. Siswa menikmati aktivitas ini, hamper semua siswa terlibat dalam task ini. Setelah semua jawaban tertempel di flannel board, guru meminta siswa membaca jawaban

dengan pronunciation yang benar. Masih dalam grup work, guru meminta siswa untuk mengerjakan task selanjutnya yaitu task 3 terakhir di unit 4. Dalam task ini siswa harus mengurutkan gambar menjadi sebuah peristiwa. Kemudian siswa membuat cerita dari urutan gambar tersebut. Guru memberi waktu 10 menit untuk mengurutkan 2 gambar acak yang tersedia. Setelah mereka selesai mengurutkannya guru meminta siswa untuk menempelkan gambar tersebut di flannel board. Kemudian setelah itu guru menjelaskan bagaimana cara membuat ceritanya. Siswa diminta mengembangkan kalimat berdasarkan gambar dan clue yanga ada digambar. Setelah itu siswa harus menceritakan hasil cerita mereka didepan kelas dengan mengurutkan gambarnya di flannel board. Setiap siswa dalam grup harus ikut berpatisipasi menceritakannya didepan kelas. Siswa belum selesai mengerjakannya tetapi bel sudah berbunyi tanda pelajaran telah usai. Guru meminta siswa unutk melanjutkan membuat cerita dirumah kemudian pada pertmuan berikutnya diceritaka didepan kelas. Guru dan peneliti megakhiri pada hari itu.

# Appendix B, Field notes 9 (The Implementation cycle 2) Thursday, Oktober 17, 2013

Guru dan peneliti masuk ke ruang kelas, seperti biasa guru memberi salam dan menanyakan kondisi siswa pada hari itu. Kemudian guru meminta ketua kelas untuk memimpin doan dan setelah itu guru mengabsen siswa.

Guru langsung menjelaskann lagi cara untuk menceritakan cerita yang telah siswa buat. Guru meminta bantuan siswa untuk menempelkan gambarnya secara acak. Setelah itu guru meminta kelompok pertama untuk maju. Sebelum memulai bercerita, siswa diminta untuk mengurutkan gambranya. Setelah gambar diurutkan guru meminta setiap siswa anggota dalam kelompok untuk menceritakan setiap gambar sampai selesai. Setelah itu satu orang dalam kelompok menceritakan keseluruhan cerita yang mereka buat. Kelompok yang lain harus mendengarkan hasil cerita dari kelompok yang maju. Kemudian guru meminta kelompok berikutnya ntuk mempersiapkan penampilan mereka. Semua grup sudah

menampilkan ceritanya.

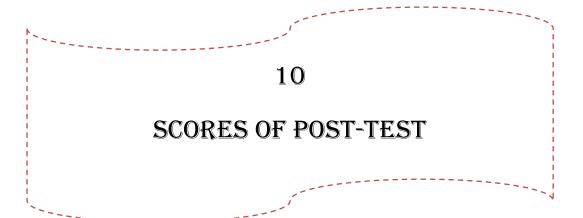
Guru meminta grup yang paling bagus penampilannya dan ceritanya untuk maju satu kali lagi dan menceritakan kembali ceritanya. Kemudian setelah pelajaran usai, peneliti meminta ijin kepada guru untuk menginterview siswa mengenai implementasi pada hari itu. Peneliti dan guru bahsa inggris mendiskusikan tentang action yang di implementasikan pada hari itu. Menurut guru bahsa inggris pengimplementasian action pada hari itu sukses dan sudah terlihat ada perubahan pada kemampuan speaking para siswa. Guru juga berkata mereka sudah aktif terlibat dalam proses belajar dikelas. Maka dari itu peneliti dan guru memutuskan untuk menyudahi penelitiannya.

9 ATTENDANCE LIST

SCORES OF PRE-TEST

No	Name of students	Fluency		Accuracy		Pronur	ciation	Vocabulary		TOTAL MARKS		SCO	RES
	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	R	T	R	T	R	T	R	T	R	T	R	T
1	Ahmad Nur Yazid	2	3	2	4	3	3	3	3	10	13	5,0	6,5
2	Ahmad Taufik	4	5	3	4	3	3	3	3	13	15	6,5	7,5
3	Andika Setiawan	3	3	3	3	2	3	3	3	11	12	5,5	6,0
4	Andri Susanto	2	3	2	3	2	3	2	2	8	11	4,0	5,5
5	Arif Setiawan	2	2	2	2	3	3	3	2	10	9	5,0	4,5
6	Deka Sidiq Pratama	3	3	3	4	3	4	3	3	12	14	6,0	7,0
7	Dimas Restu Priangga	2	2	2	2	2	2	2	2	8	8	4,0	4,0
8	Dwi Nur Asih	3	3	3	3	3	4	4	3	13	13	6,5	6,5
9	Endah Nur Aeni	2	2	2	2	2	3	3	3	9	10	4,5	5,0
10	Eni Mulyanti	3	3	3	4	4	4	3	3	13	14	6,5	7,0
11	Ernawati	2	3	2	2	3	3	3	2	10	10	5,0	5,0
12	Fikri Megianto	4	4	4	4	3	4	4	3	15	15	7,5	7,5
13	Indah Setyarini	4	4	3	4	4	4	4	3	15	15	7,5	7,5
14	Jesika Ari	2	3	2	3	3	4	3	4	10	14	5,0	7,0
15	Kurniawa n	3	4	3	4	2	3	4	3	12	14	6,0	7,0
16	Kuwati Lestari	2	3	2	4	3	4	3	3	10	14	5,0	7,0
17	Lilis Setyowati	3	4	2	4	3	4	4	3	12	15	6,0	7,5
18	Maratun Siti	3	3	3	4	3	4	3	3	12	13	6,0	6,5
19	Mira Ayuningsi h	3	3	3	3	4	4	3	3	13	13	6,5	6,5
20	Muhamm ad Faiz	2	3	2	3	2	3	2	3	8	12	4,0	6,0
21	Prisca Nella Rahayu	3	3	3	3	3	4	3	3	12	13	6,0	6,5
22	Putri Fitrianing rum	3	3	3	4	3	4	4	3	13	14	6,5	7,0
23	Rudi	2	2	2	2	2	3	3	2	9	9	4,5	4,5

	Prasetyo												
24	Saeful Hidayat	3	3	3	4	3	4	4	3	13	14	6,5	7,0
25	Sigit Prasetyo	3	3	3	3	3	4	3	3	12	13	6,0	6,5
26	Siti Nur Azizah	3	3	3	3	3	4	3	3	12	13	6,0	6,5
27	Taufik Hermawa n	4	4	3	4	4	4	4	3	15	15	7,5	7,5
28	Umi Khofilah	3	3	3	3	3	4	4	3	13	13	6,5	6,5
29	Vivi Yulianti	3	3	3	4	3	4	3	3	12	14	6,0	7,0
30	Wahyu Sinarsih	2	3	2	3	3	4	3	4	10	14	5,0	7,0
31	Warso Suyanto	3	4	2	4	3	4	4	3	12	15	6,0	7,5
Mean												5,63	6,41



	Name of students	ASPECTS												
No		Fluency		Accuracy		Pronunciation		Vocabulary		TOTAL MARKS		SCO	RES	
		R	Т	R	T	R	Т	R	Т	R	T	R	T	
1	Ahmad Nur Yazid	4	3	3	3	4	3	4	4	15	13	7,5	6,5	
2	Ahmad Taufik	4	5	4	4	3	4	4	4	15	17	7,5	8,5	
3	Andika Setiawan	4	3	3	3	3	4	3	4	13	14	6,5	7,0	
4	Andri Susanto	4	4	3	3	3	4	4	3	13	15	6,5	7,0	
5	Arif Setiawan	5	4	4	4	3	3	4	3	16	14	8,0	7,0	
6	Deka Sidiq Pratama	5	5	3	3	4	4	3	4	15	16	7,5	8,0	
7	Dimas Restu Priangga	4	5	3	3	3	3	4	4	14	14	7,0	7,0	
8	Dwi Nur Asih	5	4	4	3	3	4	4	3	16	14	8,0	7,0	
9	Endah Nur Aeni	4	4	3	3	3	3	4	4	14	14	7,0	7,0	
10	Eni Mulyanti	4	4	4	4	3	3	4	3	15	14	7,5	7,0	
11	Ernawati	4	4	3	4	3	3	4	3	14	14	7,0	7,0	
12	Fikri Megianto	4	4	4	5	4	4	5	5	17	18	8,5	9,0	
13	Indah Setyarini	5	5	4	5	4	4	5	5	17	17	8,5	5,5	
14	Jesika Ari	4	4	3	4	3	3	4	3	14	14	7,0	7,0	
15	Kurniawa n	4	5	3	3	3	3	4	3	14	14	7,0	7,0	
16	Kuwati Lestari	4	4	3	3	3	4	4	3	14	14	7,0	7,0	
17	Lilis Setyowati	4	5	4	4	4	4	4	3	16	16	8,0	8,0	
18	Maratun Siti	4	4	3	4	3	3	4	3	14	14	7,0	7,0	
19	Mira Ayuningsi h	4	5	4	4	3	4	4	3	15	16	7,5	8,0	
20	Muhamm ad Faiz	4	5	3	4	3	4	4	3	14	16	7,0	8,0	
21	Prisca Nella Rahayu	4	5	4	5	4	5	4	3	16	18	8,0	9,0	
22	Putri Fitrianing rum	4	5	4	5	4	5	4	3	16	18	8,0	9,0	

23	Rudi Prasetyo	3	5	3	3	3	3	3	3	12	14	6,0	7,0
24	Saeful Hidayat	4	5	3	3	3	3	4	5	14	14	7,0	7,0
25	Sigit Prasetyo	5	4	4	4	3	3	4	3	16	14	8,0	7,0
26	Siti Nur Azizah	4	5	3	3	3	3	4	5	14	14	7,0	7,0
27	Taufik Hermawa n	5	5	3	3	4	4	3	4	15	16	7,5	8,0
28	Umi Khofilah	4	4	3	4	3	3	4	3	14	14	7,0	7,0
29	Vivi Yulianti	5	4	4	3	3	4	4	3	16	14	8,0	7,0
30	Wahyu Sinarsih	4	4	4	4	3	3	4	3	15	14	7,5	7,0
31	Warso Suyanto	4	4	3	3	3	4	4	3	13	15	6,5	7,0
					I	Mean						7,52	7,67

## **DOCUMENTATIONS**



Picture 1: The teacher directs the students to mention the name of the animals.



Picture 2: The Students work in groups to do task 3 in unit 1



Picture 3: The students are playing Kim's game



Picture 4 : The students are playing Twenty Questions game



Picture 5 : The students are playing Describe and Draw game



Picture 6 : The students do task 3 in unit 2, that is interviewing and tell what they are bringing in their bag



Picture 7 : The students do crossword puzzle enthusiastically



Picture 8 : A student is sticking the word card on the flannel board