IMPROVING STUDENTS' SPEAKING ABILITY
IN A MIXED-ABILITY CLASS THROUGH FISHBOWL TECHNIQUE
FOR 5B STUDENTS OF SDN MAGUWOHARJO 1

A THESIS

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

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APPROVAL

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Accepted by the Board of Thesis Examiners, Faculty of Languages and Arts, State University of Yogyakarta, on June, 2013 and Declared to Have Fulfilled the Requirements for the Attainment of the *Sarjana Pendidikan* Degree in English Language Education.

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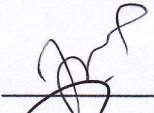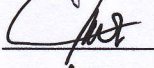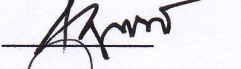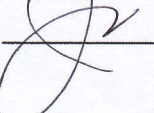| Dra. Jamilah, M.Pd. | Chairperson | 1. |
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PERNYATAAN

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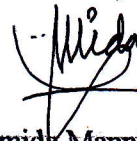
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Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2013

Penulis,

Swamida Mannik Aji

MOTTO

"We often hope for a miracle without surrending our

hearts to The Giver of Miracle"

(Mario Teguh)

DEDICATIONS

I proudly dedicate this thesis to:

Myself who could finally finish this thesis

My parents, my mother and my father for always giving me support during the
process of finishing this thesis

My elder sister, Swanida Mannik Aji for her patience in listening to my problems
related to the process of finishing this thesis, and

My beloved friends who always helped me in giving solutions during the process
of finishing this thesis

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IMPROVING STUDENTS' SPEAKING ABILITY
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ABSTRACT

The objective of this research is aimed at finding out the improvement of students' speaking ability in a mixed-ability class through fishbowl for 5B students of SDN Maguwoharjo 1.

This is an action research study proposed by Kemmis and McTaggart. There are four stages in conducting this research. Those are reconnaissance, planning, conducting action, observation, and reflection. The participants of the research are the researcher, the English teacher, another collaborator, and the 5B students. The research is conducted in two cycles. The data of the research are in the form of qualitative and quantitative data. Qualitative data are obtained from the results of classroom observation and collaborators' discussion. Quantitative data are obtained from pre-test and post test results. The data are obtained from observation during teaching and learning processes, interview with the English teacher and another collaborator, speaking rubric, and photographs.

The result of the two cycles shows that the use of the fishbowl technique is effective to improve students' speaking ability in a mixed-ability class. It is supported by the qualitative data that (1) the fishbowl technique can help the teacher to offer equal position in speaking practices; (2) The rules of the fishbowl technique which asks the students to compete each other in changing position can maintain the students' motivation during the learning process; (3) The fishbowl technique can help the teacher to minimize a gap between low-level students and high-level students. The finding is also supported by the quantitative data. Scores of the students' speaking performance are improved in four aspects. Students' grammatical accuracy improved from 9.5 to 14.7. Students' vocabulary improved from 10.6 to 15. Students' pronunciation improved from 10.1 to 14.4 and students' fluency improved from 10.8 to 15.4.

CHAPTER I

INTRODUCTION

A. Background of the Problem

SDN Maguwoharjo 1 is one of the two elementary schools in Maguwoharjo Depok Sleman. It is located at Nanggulan Maguwoharjo Depok Sleman. The students come from middle-low economic levels. It is a superior elementary school in Maguwoharjo because most of the graduates are often accepted in some quality junior high schools. Besides, it got some achievements in sport and poetry competitions. The school was given an A score for the school accreditation in April 2006 by Yogyakarta School Accreditation Board (BAS).

For the teaching of English, this elementary school has been implementing the School-based Curriculum (*KTSP*) since 2006/2007. This curriculum is based on UU No. 20 year 2003 about National Education System that the school has freedom to create their own syllabus. The syllabus is based on the characteristics and the needs of the students. Therefore, the English classroom activities are conducted in the interactive and inspirational way which is based on Government Regulation N0. 19 year 2005 about National Education Standard.

The teaching of English has been introduced in SDN Maguwoharjo 1 since 2004. The students begin to learn English since they are in the first grade. The aim of teaching English in SDN Maguwoharjo 1 is to make the students attain the performative level of the learning processes. It means that the students are expected to be able to understand the instructions around the school environment,

make an interaction around the school environment, and read and write the simple words which are appropriate to the children's lives.

Based on the classroom observation and some interviews with the English teacher and some students in SDN Maguwoharjo 1, the researcher found problems related to the students' low proficiency level in speaking skill. They have different foreign language abilities which influenced the ineffective language learning process. It is a mixed-ability class where there is a gap between the high-level students and the low-level students.

There was no balanced condition in this class. Sometimes, the low-level students found the activities boring and difficult. They tended to be passive and stayed silent. It was difficult for them to speak in the target language for many reasons, such as their interest, confidence, and knowledge. On the other hand, the high-level students found the activities interesting or very easy. Most of them were dominant and active to participate in the learning process. The tended to express everything they think or feel by using the target language. As a result, only the high-level students who had opportunities to talk, while the other students were silent during the learning process. They did not have a chance to speak as much as the high-level students.

Besides, there were no appropriate activities that could handle the students with the different abilities. Most of the activities were translating and naming words from the target language into the first language. The higher-level students finished their work faster than the low-level students. When the high-level students had finished the tasks, they were asked to wait the low-level students

without having any extra task. This condition was extremely time consuming because the teacher only focused on the low-level students so that the lesson could not be continued to the next materials. It shows that the students could not achieve the goal of learning speaking because they did not have any experience to interact among the other students in the learning process. In addition, the limited media of the teaching caused the students were not motivated.

In line with the facts above, it is believed that some efforts are needed to solve the problems of the students' speaking ability in a mixed-ability class. It proves that a gap between the high-level students and the low-level students needs to be solved by using a certain technique which involves interesting and challenging activities. The teacher needs to distinguish the tasks which are given to the quicker learners and the weaker learners. The tasks should ask the students to actively speak and participate during the language learning process. To overcome this obstacle, the researcher is motivated to conduct action research to solve the problem. The English teacher also contributes to find out the solution of the problem of the teaching speaking for the students with different abilities in class 5B of SDN Maguwoharjo 1. The action which is done in this study is implementing Fishbowl Technique to improve the students' speaking ability in a mixed-ability class.

B. Identification of the Problem

As mentioned in the background, to identify the existing problems in the field, the researcher observed the English teaching and learning processes in 5B class of

SDN Maguwoharjo 1 and did some interviews with the English teacher. From the interviews and observation, then she obtained some information about the problems in the English teaching and learning processes in the classroom.

The first problem was related to the classroom activities. The activities done by the students were conventional where the use of students' worksheet was still dominant. They were asked to do exercises from the worksheet and submitted them to get a score. Besides, there were no various activities which offered different challenges for the students with different abilities. The activities were monotonous and had a lack of interaction so that the students could not develop their communicative competencies which were important for the real communication. Furthermore, the use of Indonesian was also dominant during the English classroom activities. It made the students have little time to communicate orally in English.

The second problem was related to 5B students who are from different abilities' students. There are higher ability students who can achieve the lesson material faster then the lower ability students. It leads to the significant distinction between the quicker learners and the weaker learners. For instance, the quicker learners were more active because they were able to produce orally what they were thinking about. Furthermore, some students tended to make noises or talk to the other students because they got bored to the lessons. They did not find any familiarity in the topic related to their own life. They were also shy to use the target language because they did not have equal opportunities to produce their thoughts or ideas through spoken communication. When the teacher asked the

students to tell their experience orally, they tended to use Indonesian or Javanese. They were afraid of making mistakes so that they tended to keep silent. Moreover, most of the fifth grade students in SDN Maguwoharjo 1 had low motivation in learning English. They had the same thought that English was difficult to study and learn. Actually, there were a few students who wanted to learn and practice their English ability but they were not brave enough to practice speaking English. It was also difficult to find partners who wanted to speak English. This perhaps is related to the fact that they had limited vocabulary and confidence to speak English.

The last problem was related to the media provided by the school. The school did not provide the teaching and learning media such as songs, cards, puppets, and realia. The media which were used were only pictures taken from the text books. In fact, not all of the students had the text books. There were also no additional copied pictures given to the students. When they were asked to join and share the text books, they tended to talk and make noise which eventually resulted in ineffective learning. In addition, the students did not have any experience about language learning through songs, games, or videos. The detail preparation of those creative media became the main factor why the pictures from the text books were the only resourceful media in the learning process.

C. Limitation of the Problem

Due to many problems faced by 5B students of SDN Maguwoharjo 1, the researcher focuses the study on the effort that readily helps in solving the gap of

speaking ability between the higher ability students and the lower ability students. By discussing with the English teacher, the effort taken by her is choosing the appropriate technique that can help the students to communicate English orally. In this case, she chooses fishbowl as the technique to improve students' speaking ability.

She chooses fishbowl as the technique in speaking learning is because of some reasons. The first is that she thinks that asking the students to speak English by using fishbowl is an interesting way for young learners. The second is that fishbowl can help the teacher to build the students' confidence to speak English. In addition, it offers different tasks based on the students' ability. The quicker learners will have more challenging tasks and the weaker learners are given interesting tasks which can engage their motivation and participation. This technique offers opportunities to the students to have spoken communication effectively. It can handle this kind of mixed-ability class where the high achiever students help the low achiever students. The last reason is that fishbowl can make the elementary students to be active learners through the interesting way. By helping the students being active and confident to speak English during the English classroom activity, the researcher expects that the students can improve their speaking ability.

D. Formulation of the Problem

Based on the focus of the limitation of the problem above, the research question is formulated. The problem of this research is formulated as follows:

how does the use of fishbowl technique improve the student's speaking ability in a mixed-ability class of 5B students of SDN Maguwoharjo 1?

E. The Objective of the Study

In line with the formulation of the problem above, the objectives of this study is to improve the students' speaking ability in a mixed-ability class through fishbowl for 5B students of SDN Maguwoharjo 1.

F. Significance of the Study

There are some benefits of the study. They are benefits for the school principal, English teacher, students, researcher and other researchers. The benefits are as follows:

1. For the school principal, the findings can give information on the significance of using the fishbowl technique in the English teaching and learning process.

2. For the English teacher in SDN Maguwoharjo 1, the findings can be useful information about the use of fishbowl which can improve the students' speaking skill.

3. For the researcher herself, the researcher gives experiences in using fishbowl that can improve the students' speaking ability.

4. For other researchers in the same topic, this research can give some inputs to conduct research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study aimed at finding out that using fishbowl could improve the speaking skills of the fifth grade students of elementary school. To support the understanding of the problems formulated in Chapter I, some theories are reviewed that are related to the concepts of teaching English to Elementary students, teaching English to mixed-ability class, speaking ability, and fishbowl technique. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

A. Literature Review

1. The Teaching of English to Children

Teaching a foreign language to children is obviously different from teaching adults. Children do not have the same access as older learners to use a language to talk about a language; in other words, it is needed a secured atmosphere in order to encourage them to become independent and adventurous in the learning of the language (Cameron, 2001: 1; Scott and Ytreberg, 1990: 10).

There are two concepts of teaching English to children based on the theories above. First, children do not have the same access as older learners to use to talk about a language. It means that children are not mature enough to talk about grammar, structure, or discourse. They may be slower of faster in learning a language. They are aware of language but they are unable to learn more about the

detail of spoken communication. It is quite difficult for children to deal with language because they need more experiences to practice. When children produce a language, they do not consider the rules of the language. They may say what they are thinking about in one word which can be transleted more than one meaning. Therefore, children need clear examples to support their language learning process.

In addition, it is needed a secured atmosphere in order to encourage children to become independent and adventurous in the learning of the language. Children are dependent learners where they need help from adults. To alleviate their dependence in the learning process, the teacher needs to create a challenging activities. Besides, it is important to the teacher to set up a condition where the children can enjoy classroom activities. When the children are working with their tasks, the teacher should respect to all students, like all students equally, accept what they say includes their mistakes, and give them responsibilities in doing practical jobs in the classroom. By setting up this kind of condition, children will join in the learning process comfortably.

There are three factors that should be considered by the teacher in teaching English to children, namely children'c characteristics, children language acquisition, and principles in teaching children.

a. Children's Characteristics

Age becomes a major factor that determines the type of the classroom activities. People of different ages have different needs, competences, and cognitive skills (Harmer, 2001: 37). The teacher cannot expect to use the same

method and technique in teaching adults and children. In teaching adults, the teacher can have serious activities. In contrast, there should be fun activities in teaching children. To fit the activities, the teacher needs to know the characteristic of each student.

Children can learn better when they are in a secured condition. They will show their best if they are given opportunities to explore their knowledge. By having many experiences during the activities, it is hoped that the children are able to develop their language ability. Linse (2005: 2) divides three major areas of children's development namely social emotional, cognitive, and physical.

Social emotional development is related to children's emotion, attitude, and feelings. They are able to express themselves in showing their feelings such as anger, happiness, or sadness. They use the expression as a response of a thing. Children are excellent in mimics who can distinguish some kinds of expression used in daily communication (Brewster, Ellis, and Girard, 2004: 28). Besides, they are also able to show their curiosity or eagerness when they are interested in certain topic and reject to do something when they do not like the activities (Scott and Ytreberg, 1990: 4). They tend to have activities which offer challanges to them.

Furthermore, children are able to have negotiation or compromise with other students if there is a different perception. They begin to know how to solve problems during discussion activities. They do not always become dependent students who always need teacher's help. Children learn from others (Scott and Ytreberg, 1990: 4). Children are able to work with others and learn from others.

They are able to enter ongoing discussion in order to learn how to exchange information and respect each other. It build tolerance or sympathy among them.

Another attribute of children development is cognitive development. It is related to children's knowledge, intelligence, and critical thinking of a particular topic. It is how children are able to function their intelligence in solving problems. In fact, children are able to follow instruction given by the teacher. They are able to do what the teacher asks. They can understand and follow a sequence of events. If they are confused, they will give questions such as why they should do the instructions, how to do that, or when to do that. Scott and Ytreberg (1990: 4) state that children ask questions all the time. They begin to criticise the environment around them.

Moreover, children begin to know the meanings of each symbol used during the classroom activities. They can predict the meanings of unfamiliar things by looking at the gestures. Scott and Ytreberg (1990: 4) add that by the age of eight to ten children can understand abstracts things and symbols (beginning with words). They are able to know that waving hands means goodbye or nodding head means agree or deals with something. They can tell the difference or make connection between concrete things (fact) and abstract things (fiction) by using pictures, numbers, photographs, or other objects.

In addition, there are other attributes that should be considered by the teacher in teaching children. It is related to the children's physical development. In this area, the teacher needs to demonstrate how to use or do things correctly. When the children are painting, writing, cutting, or doing activities, the teacher needs to

look at their work. If the children show good ways, they may continue for doing the next activities. If the children have problem with their muscle coordination, the teacher needs to give correction or give assistance.

Children need to do the same things for many times because they learn slowly and forget things easily (Brewster and Ellis, 2004: 28). They need opportunities to practice and get the correct concepts in their mind. Besides, the teacher needs to consider the activities which are given to the children. The teacher needs to give movement activities because they are able to run, hop, jump, or skip. The main topic should be related to their own lives to get well response (Harmer, 2001: 38). Children tend to talk about who they are or what they like.

In line with the theories above, it can be conluded that children have special characteristics which should be considered by the teacher. Children are totally different from adults. They can learn faster than adults if they are in a conditioned activities. They tend to learn the language through sense and movement. They will also give questions when they get confused. They process the language based on their understanding level. Therefore, children need cheerful atmosphere, interesting activities, and familiar situation in order to help their language understanding process. In addition, the special characteristics of children require the teachers to use appropriate technique in teaching them. Besides,the creativity from the teachers is required to maintain the students' attention.

b. Children Language Acquisition

Considering that children have different characteristics which influence their learning process, the teacher also needs to consider how children acquire a

language. There are three experts dealing with how children learn a language (Cameron, 2001: 2-6). The theories are presented below.

1) Piaget

Piaget's theory is about children cognitive development. Piaget's concern was with how young children function in the world that surround them, and how this influences their mental development. They are considered as an active learner and thinker. Children's mind develops in stages through environment around them. How children solve the problem by taking actions facilitate their development ability. Children tend to observe and adapt for something unfamiliar to get know of the things.

According to the Piaget's theory, there are two ways in which development can take place as a result of the activity. The first is assimilation. It happens when children are faced with new or unfamiliar information and relate to the existing knowledge. The second way is accommodation. It is the process of taking children's environment and new information, and changing children's pre-existing schemas in order to fit in the new information.

2) Vygotsky

Vygotsky's theory is focused on the child as social or as an active learner in a world full of other people (Cameron, 2001: 6). It means that children need the help of adults in learning a language. They need to interact with adults to translete what they want, transfer ideas, or enrich their input in order to stimulate their mind. In some cases, children use simple ungrammatical sentences for delivering the whole message. One word can contain more than one meaning. It happens

because they have limited grammatical and vocabulary knowledge so that they need adults to organize meanings. Children can do many things better by the help of adults. They will be able to use or do something that they never know before. Besides, adults help the children by providing real example or giving gestures to convey the meanings.

In giving help, adults need to consider children's existing knowledge. It is called The Zone of Proximal Development. ZPD in this theory is used to give new meaning to intelligence. ZPD of each child is different. The teacher needs to know what the children have known and what they haven't known because it will influence to the technique which is used to teach the children. As the example is when the teacher wants teach reading but they cannot read sentences, he/she needs to provide words to enrich their vocabulary. They are given simple tasks first and when they have matered they will be given completed tasks. By considering ZPD of each child, the teacher can decide the appropriate help give to them.

3) Bruner

For Bruner, language is the most important tool for cognitive growth and he has investigated how adults use language to mediate the world for children and help them to solve problems. Bruner introduces the term scaffolding and routines to help children in learning a language. Scaffolding is based on the children's needs. Scaffolding is a mean which is used to help the children to reach the target language. In the first stage of scaffolding, the teacher fully gives help to the children. When the children's ability progress, the teacher alliviates the help which is given. It is hoped that the children will become an independent learner.

Moreover, routines also help children in learning a language. They will do and learn more than days in order to become familiar and understand with new things. Routines help children to remember what they have learnt because they forget things easily. Routines may provide opportunities to language development. The children do not only listen but also see and do what the teacher instructs. They have more opportunities to practice which is hoped to build their confidence in interacting with other people.

c. Principles of Teaching English to Children

Crosse (2007: 16) proposes six principles that can be used to determine techniques and design activities that are appropriate to children. Those principles are presented below.

1) Facing the child when speaking

Children do not know how to talk with older people. Sometimes they do everything when someone is talking to them. It does not mean that they do not have good behaviour but they do not know how to behave well when talking to other people. The teacher needs to teach the children how to listen to and face the speakers when speaking. Teaching this kind of oral communication also needs examples. When the teacher respects them while they are talking, they will follow and learn to be good listeners and respond to the speakers. Moreover, facing to the children while they are talking helps to keep their attention to the speakers considering they have a short attention span. When they focus on the dialog, they can get the message of the conversation.

2) Speaking slowly and clearly

Learning a foreign language is a new thing for children. They should have certain strategy in learning the additional language because they are also in a process of learning their native languange. It usually happens to them when they are using the target language there is barrier which occurs suddenly. It is not easy to them to construct or organise words. Meanwhile, they do not have much time to practice so that they get less input. Children's mind are different from adult's. They have some stages in processing a language. They need to recall their experiences and relate to the surrounding situation. Besides, the teacher of children needs to speak slowly and clearly in order to help their understanding. The teacher needs to choose simple words which are known and familiar with the children's world. Moreover, giving clear pronunciation is also needed to support their awarness in making meanings.

3) Giving the child time to work out what is being said

Providing time for the children to have various activities help the teacher in maintaining their concentration. Children have shorter attention span than adults (Brown, 2001: 87). It is usual for children to be powerful in the beginning of the lesson and become more passive in the middle of the learning process. Children will work actively in their desire or interest. They tend to have a funny classroom situation with a lot of interesting activities. When the topic is not related to their age, they will get bored easily and stop learning. Since children have limited concentration and attention span, the teacher needs to create a variety of activities to engage their participation.

4) Using different types of communication including gestures

In teaching spoken language to children, the teacher needs to give nonverbal communication to support the intended message. Children are in the stage of here and now in which all five senses need to be stimulated in learning a language (Brown, 2001: 88-89).

In line with the theories above, there are two concepts which should considered. First, children are in the stage of here and now. It means that they only talk about what they know. The teacher needs to choose the topic or the material of the learning process which is suitable to their environment, ability, or knowledge. The teacher needs to consider the children's interest before teaching by knowing what they like or dislike. Besides, in teaching grammar to them, the teacher should teach it implicitly. The teacher gives the each rule of English by gesturing so that the children can predict the meanings by themselves.

More than that, children need to have all five senses stimulated. They learn a language through what they see, hear, and experience. When children only read a book, and listen to the teacher, they will forget what they have learnt easily. In the other hand, when they practice to use the target language, it helps them to remember the lesson. Gestures also one of some factors which can lead to the success of spoken communication. Children can guess or give right responses by looking at the speakers' gestures. They can predict the meaning by considering the eye contact or facial expressions from the speakers. It is also hoped that the children imitate and learn each gesture produced by speakers so that they are able to use correct gesture when communicating with their friends.

5) Using pictures and visual material when appropriate

Children have limited capacity of a language. They learn a language by observing and practising. When they do not understand what people say, they guess the meaning by considering the situation. Not all words can be accepted by the children. Providing media such as pictures, videos, songs, puppets, or many other visual materials helps them to stimulate their minds in learning a foreign language. As the example is not all children know the meaning of peacock. When the teacher shows the picture and name it, they will understand by themselves that peacock is a kind of birds. Besides, the use of visual material is effective for the teacher to gain children's concentration. They tend to be more active when they enjoy the activities.

6) Looking for responses other than verbal ones

There should be asking and questioning activities during classroom activities. To check children's understanding, the teacher notices their responses. Responses produced by the children will show how far the children comprehend the lesson. When they give correct responses, it means that the language produced by the teacher is acceptable to the children. Meanwhile, when the children stay silent, the teacher needs to change the activities. There should be interactive communication where there are responses between the listener and the speaker. They also need to have both monolog and dialog by using the target language when they are in a social situation.

In line with those theories above, it can be conlcuded that there are three important points in teaching English to children. Those are children's

characteristics, children language acquisition, and principles in teaching children. By knowing who the children are, how they learn a language, and what principle which is needed during the learning process, the teacher will be able to conduct the activities well. Those three points are used to design an effective learning process which can controls the classroom activities.

2. Teaching English to Elementary Students

There is a big difference between what the students of fifteen can do and what the students of ten can do. The adult learners are able to learn a language without various kinds of media because they can maintain their concentration by themselves. In the other hand, children need support from adults in learning because they have a very short attention span and concentration span (Scott and Ytreberg, 1990: 2). The learning process should be done through challenging activities and interesting media.

Teaching English to children needs good preparation. They do not learn English as easy as adult learners who are able to use their logical thought. Nury in Aisyah (2006: 3) proposes several aspects that the teacher should do before teaching children. Those are presented as follows.

a. Classroom environment

The teacher needs to set up the classroom situation where the children can enjoy themselves. It should be cheerful because children are active learners. The teacher may arrange the chairs into groups or indivual based on the activities. He/she can put things around the walls such as English alphabets or numbers that can attract children to use English in the classroom. Besides, there should also

outdoor activities which give different atmosphere and new spirit for them in learning.

b. Classroom management

The teacher needs to establish classroom English while teaching children. As the examples are having greeting in the beginning or closing of every meeting and asking students' condition. It helps them to understand what they are learning and giving a lot opportunity to practice.

c. Classroom activities

Teaching English to children should be done through fun activities. The teacher needs to use the media which are appropriate to their age. Those media are as follows.

1) English songs

2) English stories

3) Games

4) Many other sources which are related to children's environment.

d. Language focus

There should be clear goals of what language focus will be taught to the children. Deciding what expression should be achieved by the children is important because it can show whether the learning process is successful. The goals should be suitable with the skill which is taught. If the teacher teaches productive skills, it requires the children to produce something. If teacher teaches receptive skills, he/she needs to ask the children to comprehend a text. The teacher needs to have a well plan before teaching.

e. Evaluation

To know the children progress, there should be evaluation in the end of semester. He/she assesses the children's performance to know what skill which is improved or decreased. If there are many students fail, he/she needs to evaluate the activities, method, or technique which are used.

In addition, Paul (2003: 32, 37, 101) purposes three factors which influence to the English teaching and learning process to elementary students. Those are as follows.

1) A prepared Lesson

Before teaching the students, the teacher needs to plan the effective lesson includes the activities which the students should do. Planning a lesson in the days before teaching helps the teacher to conduct the classroom activities well. When making a plan for a lesson where the language targets are part of a sequence that is being built from one lesson to the next, the teacher needs a clear idea of the following:

a) The core targets for the lesson

b) How those targets connect with previous and future targets

c) The equipment and lesson materials which are needed

d) The activities which are going to use

Besides, the teacher also needs to prepare back-up activities to prevent the children when they get bored. The clear steps of the lesson which will be conducted in the classroom is helpful to engage the students' participation.

2) Techniques

Children could not learn an abstract thing as quickly as older learners. They need appropriate techniques that help them to save the new language in a long term memory. There are several ways to teach new language to children. Those are as follows.

a) Repetition

Most of the teacher says that repeating the same words and patterns over and over again is effective to help them understanding a language. Through repetition, the children will have practices and can imitate the correct pronunciation of how producing spoken communication.

b) Introducing new words

Before production, the children need to be given some words as their background knowledge. Introducing new words can be done through flashcards, puppets, song, or many other interesting media in order to encourage the children to produce their ideas. When the children get a lot of fun they will get the understanding process easily.

c) Introducing new patterns

There are many different ways to introduce new patterns. The important thing is for the children to notice the pattern and see it as a kind of activities to do. The teacher needs to ask familiar questions around the class in a fun way. The aim is to attract the children's curiosity towards the new question in a mischievous way, and to tease them a little until they are really wanting to know what this question

is all about. When the children have got the idea, ask individual children the question again imxed up with other question.

3) Learning environment

The way the classroom is arranged and the materials which are used will give positive influence to the learning environment. There are some principles that should be applied during English teaching and learning process.

a) A classroom should be as welcoming as possible. It should be attractive and pretty, though at some school, particularly if a room is used for another purpose, this may not be easy to achieve.

b) A classroom should not be too hot or cold. If the children are uncomfortable during the lesson, the teacher cannot push them to stay learning. The teacher needs to change the other activities which are more attractive and easier to do.

c) A classroom should generate an interest in English and have a sense of purpose. This can be achieved by having things around the walls and other things that attract children to use English during the classroom activities.

A classroom should be safe. Because children tend to move during the classroom activities, the teacher needs to make sure that the things around the class are safe. The teacher needs to consider whether or not the children can play active games with little danger of having an accident.

3. Teaching English to Elementary School in Indonesia

English has been considered important by many people right now. They have realized the function of English especially to communicate with many people in different countries. It becomes an international language because English connect

one country to the other countries. There is no need for the people not to learn English since it gives many benefits.

Related to the improtance of English, some parents consider their children to take English since they are in the elementary school. Some of them think that learning English in the earlier age will be easier because they still have less input in mind. Moreover, they will also have a lot practice because they will learn it in a long time.

Based on *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar* in 2008, the aim of teaching English in elementary school in Indonesia is to make the students attain the performative level of the learning processes. In this stage, the students are hoped to be able to read and write, and speak up by using symbols which are used and communicated in limited context. It means that the students are expected to be able to understand the instructions around the school environment, make an interaction around the school environment, and read and write the simple words which are appropriate to the children's lives.

In addition, government has set several guidliness in planning English teaching and learning process in elementary school. Based on Government Regulation No. 19 year 2005 about National Education Standard, it says that the learning process in the schools should be conducted interactively, inspiratively, and enjoyable which can challenge and motivate the learners to participate actively and give enough space to them to be more creative and independent learners.

In the other hand, not all elementary schools in Indonesia apply the rules which are determined by the government. There is a distinction between one school to another school. It can be seen from the students' achievement related to the English subject. According to Nury (2012: 3), there are some characteristics of the Indonesian elementary school children. Those are as follows.

a. Most of them are from disadvantaged areas with limited facilities.

The prosperity of the city gives effect to the learning process. If the students live in a remote area, it is difficult to them to find some sources of learning materials. Meanwhile, for those who live in a city, it is easy for them to get media such as electrical dictionaries, videos, or movies which are helpful in learning a language.

b. Elementary school in Indonesia generally reflect the real lives of the society.

It means that if the students are in the area of people who have high standards of living, they will have happy and healty life. This can keep their concentration in learning a language. Meanwhile, if the students are in the disadvantaged area, they will have less motivation and even distract their purpose on learning a language.

c. Elementary schools in Indonesia have been under local government.

A quality of the elementary schools in Indonesia depends on how the local government provides the needs of teaching and learning process. By having good management or service, experienced teachers, and completed facilities will create effective learning process.

d. Education in the lowest level and in the youngest age naturally carry with them the home or domestic problems which influence the children's condition in every way especially in their learning situation.

It is important for the teacher to understand each student. The teacher needs to help the students who have problems because it can effect the students' concentration in the learning process. He/she needs to gives assistance to the passive students so that they can give their best potential in during the classroom activities.

e. The children do not have the option whether to learn English or not.

In some district areas, there are some parents who do not realize the importance of English. Some of them do not give support to their children in learning English. They learn English because of the government's policy not because of their willingness. It leads to the wrong perception that learning English is difficult.

In line with the theories above, it is important for the teacher to give know the students the benefits of learning English before teaching them. Children will learn easily if they create their own expectations in learning English. Besides, the teacher also needs to create enjoyable atmosphere which offers effective activities to the students. The activities should be challenging where the students have many opportunities to use the target language. The interesting activities can be conducted well if they are supported by the completed media offered by the local government. There must be cooperative relationship between the members of the school and the local government. By considering those points, it is hoped that the

students will be able to achieve the goals of learning English since they are in elementary school. They need to be able to be independent learners that can solve the problems offered by the teacher in their learning process.

4. **Teaching English to A Mixed-Ability Class**

A mixed-ability class is a class which consists of a group of avarage and able children with a subset of children who have learning problems (Bremner, 2008: 1). It means that the children have different strenghts and weaknesses that should be considered by the teacher. In a mixed ability class, the students have different style in learning a language. There are some students who can learn quickly and some of them who need special assisstance in learning a language. Besides, they have different preferences for learning and displaying their work so that the teacher needs to provide equal position for each student to produce their thoughts.

The fact of mixed abilty where individual students learn at different speeds and in different ways throws up a problem for the study of language forms since it will frequently be impossible to know whether such forms really are new or experienced the language before (Harmer, 2001: 157). It is obvious that the teacher cannot be sure whether or not the students know the language they use in learning. It requires the teacher to find out the information about their abilities before teaching. When the teacher only gives the lesson materials without knowing the students' existing knowledge, she/ he will take a risk for teaching them things they already know, or assuming knowledge they do not have.

Experts have purposed several problems and solutions to working with mixed ability classes. Thomas (2008: 80) purposes several possible problems and solutions to working tith mixed-ability classes. Those are presented as follows.

a. Materials and resources

Most language textbooks are designed for an ideal homogeneous class and learners react in a different style to them due to their individual differences and preferred learning styles. A teacher may have difficulties finding appropriate teaching materials and resources that fit the needs, learning styles, individual language level and interests of all learners. It requires the teacher to adapt some of the materials (e.g. make language simple), design his/her own teaching materials, support the teaching materials with visual stimuli (e.g. photos, pictures, etc.).

b. Tasks

The tasks included in the lesson should correspond to the language level, age and abilities of learners. It cause a problem for the weaker learners because some of them will find the tasks more difficult than the quicker learners. To solve this problem, the teacher needs to vary the level of the tasks which encourage learners collaboration.

c. Individual needs, interests, streghts of learners

Every learner has individual interests and needs which form their attitude to the subject matter and the teacher. If the teacher does not know his / her learners' interests and needs, some learners may find the lesson boring because the topic is not familiar to their own life or interests, while others are challenged and interested. In this case, the teacher needs to get to know his/her learners, their

language level and interests and try to find every single learner's strength by offering a variety of activities.

d. Participation

Some of the learners have difficulties in speaking in the target language for various reasons (e.g. lack of confidence in their knowledge and language skills) while other learners are pushy and willing to express their thoughts and ideas in the target language. As a result some students participate actively in the lesson and others do not. It makes a gap among the learners. Some learners who are interested in the lesson will participate actively, while others are unwilling and reluctant to take part in the lesson activities. To overcome this problem, the teacher needs to plan and use a variety of activities that suit different intelligences.

e. Motivation

Weaker learners have problems coping with the different tasks while quicker learners finish them earlier. It clearly shows that there the weaker learners have low motivation than the quicker learners. The low motivation can be caused by the problems they faced in learning or understanding the lesson materials. it requires the teacher to give encouragement and support to the weak learners and reduce the difficulty of tasks.

f. Discipline

Learners work with different speed. Those who are more advanced cope quickly with the tasks or get impatient when the teacher has to repeat an explanation, while learners who have a lower level of knowledge and skills complete tasks more slowly. As a result, learners who complete tasks quickly get

impatient when they have to wait for other to do the same or answer the teacher's questions. To overcome this obstacle, the teacher needs to help learners learn to respect diversity in terms of skills and abilities. Besides, the teacher should also prepare additional activities for quick those learners who finish earlier.

In line with the purposes of speaking ability above, it can be concluded that the key strategy for teaching English to mixed-ability classes is by creating a collaborative working atmosphere and providing a variety of work suitable for different levels. It is really important for the teacher to know what the learners like or dislike in order to have effective activities. By setting up this condition, it is hoped that the goal of the teaching and learning process can be achieved equally.

5. Speaking to Children

Four points are presented in the discussion of speaking ability. Those are the definition of speaking ability, elements of speaking ability, characteristics of spoken language, and micro- and macro-skills of speaking ability.

a. The Definition of Speaking Ability

Related to children, speaking can be defined as the active use of language by the children to experiment and play with the utterances in order to express emotions, communicate intentions and reactions, and explore the language (Cameron, 2001: 46; Linse, 2005: 46; Scott and Ytreberg, 1990: 33).

In line with the theories above, there are three concepts of speaking skill. First, speaking is the active use of a language. It is a productive skill which requires people to produce what they are thinking about orally. The productions of speaking are in the form of words, phrases, or utterancess. It is an oral work which

involves negotiation of meaning to get the same perception between the speakers and the listeners. The speakers need to be able to transfer meanings by sharing understanding from one's mind to the listeners. The speakers need to construct ideas, choose appropriate words, and put them into comprehensible language. Speaking is also demanding skill because it involves fluency and accuracy to produce the meanings clearly.

Besides, when children are speaking, it means that they experiment and play with the utterances. Play is a part of children's life and there is a language involved in it. Through play, children have opportunities to form words into phrases. They learn the rules of language through communication. As the example is when they want to borrow a book. They think how to use appropriate utterances which involve politeness so that someone will lend them the book such as *can I borrow your book please?*. By interacting and communicating with others, children know that a sentence consists of a subject and followed by a verb and an object.

Moreover, children speak using simple language in order to express emotions, communicate intentions and reactions, and explore the language. Their oral communication ability is as not good as adults'. They are not able to produce completed sentences. Sometimes, they use one or two words which mean all. They have their own way to interpret something. In the other hand, children are able to change intonation, stress, or pitch of a certain word which are helpful for the speakers to convey the meanings clearly. They use those expressions to show their feelings, thoughts, and attitudes in giving response.

According to the theories above, it can be concluded that speaking is a means used for oral communication through spoken media. It is an active language used by the children to show their feeling. Children use spoken language in order to transfer meaning to the other people. The more they speak, the more experience they get. By having many experiences using an oral language, it can improve their spoken skill.

b. Elements of Speaking Ability

Experts propose some elements of the speaking skill. Harmer (2001: 269) proposes two elements of speaking skill. They are language features and mental or social processing.

1) Language features

There are four devices that should be considered during speaking activities. The first device is connected speech. In this stage, the effective speakers of English need to be able to produce the individual phonemes and use fluent 'connected speech'. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (contractions and stress patterning). It is hoped that the speakers are able to use their knowledge of language to make a meaningful communication. Besides, they also should be able to use or change the rules of language in unconditional situation automatically.

The second device is expressive devices which are related to nonverbal communication. It means that native speakers of English use gestures to convey meanings to the listeners. English is a foreign language where not all words can be translated. When the listeners cannot understand the speakers' utterances, they

may look at the gestures used by the speakers to predict the meanings. The speakers use full expressions such as change the pitch, stress, volume, or speed of a certain part of utterances to show their feelings.

The next device is lexis and grammar. It refers to the students' ability in making the grammatical sentences. The students are expected to use both planned and spontaneous conversation. They should be able to be aware of lexical grammar used in producing utterances. Therefore, the teacher should supply a variety of phrases for different functions so that the students are able to produce certain useful phrases at various stages of an interaction. They need much times to practice having conversation among them.

The last device is negotiation language. It is the ability of the speakers to negotiate meanings with the listeners. Between the speakers and the listeners, they should be able to overcome the problem of misunderstanding which often occurs during oral communication. The effective speakers are able to negotiate meaning from the other speakers by seeking the clarification and showing the structure of what they are saying. They may repeat, choose simple words, or use synonims to clarify the meanings. It is used when the speakers know that they are not being understood.

2) Mental or social processing

The success of speaking activities does not only depend on the knowledge of language skills above but also the rapid processing skill that talking necessitates. There are three mental or social processing aspects which lead to the success of spoken communication. The first aspect is language processing. It means that the

effective speakers need to be able to process the language they want to say in their minds, construct the words, and produce in the form of comprehensible language. It means that the speakers also should convey meanings that are intendeed.

The second aspect is interacting with others. A good speaking involves interaction with more than one participants which deals with listening, an understanding of participants' emotion, and a knowledge of turn-taking. Between the speakers and the listeners should be able to talk and give responses in the right time. When there is no feedback, it means that they cannot get the goal of the spoken language. There must be obscure things which cannot be transfered successfully.

The last aspect is (on-the-spot) information processing. Sometimes the effective speakers should respond to the language quickly in a certain condition. In the social context, they get real communication which is unplanned between the speakers and the listeners. They need to be able to process the information they have just got and respond directly. They should produce words orally without taking times.

In line with the aspects above, it can be concluded that before producing spoken language, the speakers and the listeners should have the knowledge of oral communication. There are some considerations that they should notice in order to make an effective communication. They need to be able to produce understandable language with grammatical sentences, approprite words, and clear pronunciation. Besides, to make a natural spoken language, they have to organise and process their ideas in mind quickly.

c. Characteristics of Spoken Language

Speaking is a productive skill which needs a lot of practices. There are some difficulties faced by people when they are communicating. Brown (2001: 270-271) suggests eight characteristics of spoken language which can make oral performance easy as well as, in some cases, difficult. First, clustering deals with how the speakers can organize their output both cognitively and physically (in breath groups) through such clustering. A speaker may have difficulties in the fluency aspect because they have to construct words into a good sentence orally. They should be able to arrange words in giving or responding information directly. Second, redundacy deals with the speaker's ability to make the meaning clearer and easier to be understood. To clarify the meanings, the speakers may replace the difficult words for helping the listeners. Moreover, they should also give more explanation or examples to make clear messages.

Third, reduced forms refer to contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. It is the problem of the students because they need to think the rules of the language to form the words. In the other hands, these kinds of reduced forms will make the conversation runs smoothly. Fourth, performance variables deals with the the performance hesitations, pauses, backtracking, and corrections which can be used by the speaker. When the speakers cannot find the approprite words, they will stop talking suddenly which inhibits their thinking process. This problem can be solved by changing their thinking style to find some more simple vocabulary which is easy to be understood. Fifth, colloquial language deals with the speaker's

opportunity to practice in producing words, idioms, and phrases of colloquial language. In this case, the students need more opportunities to improve their speaking ability through conversation. The more experiences they have in using the target language, the more vocabulary they will have.

Sixth, a rate of delivery refers to an acceptable speed along with other attributes of fluency should be achieved by the speaker. It requires the speakers and the listeners to be able to put their thoughts into correct sentences immediately. Seventh, stress, rhythm, and intonation are the most important characteristics of English pronunciation because they convey improtant messages. It helps the speakers to show which important messages which will be transferred or shared. The last characteristics of spoken language is interaction which involves conversational negotiation during the activities. There should be an interactive language which effects someone to do something. The speakers need to exchange the information of what they are thinking to get the response.

From those characteristics of the spoken language above, it can be concluded that those characteristics can be barriers for the speaker to produce an oral language. Because the students have little opportunities to speak English, the teacher needs to condition the communicative classroom activities where each student have to maximize their speaking skill. It is hoped for the teacher to give correction to the students' mistakes related to the characteristics of the spoken language in order to have natural communication.

d. Micro- and Macro-skills of Speaking Ability

Brown (2004: 142-143) divides 16 skills of speaking. The skills are categorized into two different skills, micro-skills and macro-skills. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Those micro-skills are as follows.

1) Produce differences among English phonemes and allophonic ariants.

2) Produce chunks of language of different lenghts.

3) Produce English stress patterns, words in stressed and unstressed positions, rhytmic structure, and intonation contours.

4) Produced reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

Besides, there are also some macro-skills. Those are as follows.

1) Approximately accomplish communicative functions according to situations, participants, and goals.

2) Use approximate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

3) 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.

4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) 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 one's interlocutor is understanding.

6. Teaching Speaking in Elementary School

There are five points which are needed in teaching speaking to elementary students. Those points are related to the principles for designing speaking techniques, strategies to teach speaking for elementary students, speaking activities for elementary students, types of speaking performance, and teacher's roles during speaking lesson.

a. Principles for Teaching Speaking

Children are different from the older learners who are easily to forget things and shy to speak in a foreign language so that the teacher need to have techniques in teaching them. in reference to Brown (2001: 275-276), there are several principles for designing speaking techniques. Those are as follows.

1) **Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.**

   Grammar, vocabulary, and pronunciation are important to speak fluently and accurately. Some speakers are judged to be good speakers when they master all those things. There are some certain rules of English such as tenses, plural and singular, regular and irregular verbs, etc. which are totally different from their native language. In oral communication, the students need to be able to choose appropriate words and arrange the words grammatically in order to make accurate meanings.

   To help the students to use the language effectively, the teacher needs to use the right technique which covers their needs. Techniques in language teaching are closely related to the approach used in the classroom. Approach involves different theories about the nature of language and how languages are learned (Richards and Schmidt, 1985: 30). The approach which is used by the teacher shows the steps of how the studens learn language, such as the grammar rules, vocabulary, and pronunciation. The approach should design activities which help the students to perceive and use the building blocks of language.

One of some approaches which can be used to teach speaking is PPP approach. It is a three-phase sequence which consists of presentation, practice, and production (Richards, 2006: 8). The first stage of PPP is presentation. The teacher presents the grammar rules which will be learned by the students through conversation or texts. There should be teacher's correction as the feedback of students' work. The second stage is practice. The students are given opportunities to use the grammar rules. It can be done through drills or exercises. The last stage is production. The students have to demonstrate what they have learned. There is no teacher's guidance or teacher's correction. They practice use the grammar rules based on thei understanding.

2) Provide intrisically motivating techniques

For achieving the goal of learning process, the teacher needs to give some questions which build students' interest. It is important to the teacher to show to the students how the lesson activities will benefit them. The teacher should give the students know the goals of the learning process in order to engage their participation. Why they have to learn certain expressions of English should be explained before teaching. By telling the function of the learning process, the students can be motivated to learn.

3) Encourage the use of authentic language in meaningful contexts

The topic which is chosen for the classroom activities should involves the expressions usually used in daily converstation. It is helpful for the students to have more practices outside their class. The topic should be situational context where all the students familiar with it. When they know the topic, they can

explore their existing knowledge. It is not only a created communication activities but also a meaningful interaction which is important to encourage the students' willingnes to speak in the target language.

4) Provide appropriate feedback and correction

The students of an EFL situation are totally dependent on the teacher for useful linguistic feedback. The teacher should use their best knowledge of English to give the corrective feedback that are appropriate to the moment. The teacher monitors the students' performance during the activities. He/she takes a note, make a list of mistakes that often happen during students' performance. Some mistakes such as tenses and diction can be corrected in the end of the lesson. The correction should be given in the right time through interesting ways that can encourage the students to do better.

5) Capitalize on the natural link between speaking and listening

Speaking and listening are two integrated skills which can reinforce each other. Skills in producing the language are often initiated through comprehension. Before producing words orally, the students should be given a lot of inputs by listening to the texts, the songs, or the other sources. It will enrich their vocabulary or knowledge and learn more how to have a good communication. Speaking is a response from the listening acivities which can measure one's understanding process.

6) Give students opportunities to initiate oral communication

A good classroom interaction is characterized by teacher initiation of language. The students are asked to initiate and controll conversation, nominate

topics, and ask questions. The teacher can provide situation where the students have to have a dialogue. The teacher gives some considerations that the students should be aware of. The students should initiate the right time when they have to speak and listen. In building the topic, it is also important to them to see the people who become partners.

7) Encourage the development of speaking strategies

To speak English naturally, the students need to be aware of some features such as using clarification, repetition, paraphrases, formulaic expressions, and nonverbal expressions. They need a chance to practice such strategies to develop their spoken language. The use of strategic competences helps the students to hold their own in the give and take of meaningful communication.

b. Factors Influencing Speaking

Brown (2001: 267-269) pruposes five factors influence learning speaking, namely conversational discourse, teaching pronunciation, accuracy and fluency, affective factor, and the interaction effect.

1) Conversational discourse

Teaching conversation is not easy because the students should be able to organise ideas, put them into sentences, and produce them in accurate statements. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class.

2) Teaching pronunciation

It is an essential element which should be noticed by the teachers in teaching speaking. Pronunciation takes an important role of the listeners to interpret oral

communcation. The clear pronunciation helps the listeners to get the meanings uttered by the speakers.

3) **Accuracy and fluency**

Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency happens when a speaker is able to communicate naturally in target language.

4) **Affective factors**

One of the major obstacles learners have to overcome in the learning to speak is the anxiety generated over the risks of blurting things out that are worng, stupid, or incomprehensible. A good teacher needs to provide the kind of warm, embracing climate that encourages students to speak.

5) **The interaction effect**

In spoken interaction, a speaker needs partners to have a process of negotiatian of meaning. To get the message between the speakers and the listeners may ask for the clarification or show the expression.

c. **Strategies in Teaching Speaking to Elementary Students**

Children tend to have challenging activities which require them to speak. They should be in a secured atmosphere so that they can enjoy themselves. To have successful speaking activities, the teacher needs to create strategies in teaching speaking to elementary school. Some experts sugget the strategies in teaching speaking to elementary school as presented below.

Grugeon, Dawes, Smith, and Hubbard (2005: 104) point out several strategies which are used in teaching speaking to children. Those strategies are presented below.

1) Teacher-directed discussion/whole-class teaching

Teaching by careful explaining, questioning and informing are some of the most effective teaching strategies. An interactive teacher is able to manage the classroom activities which build students' desire and interest.

2) Talk partners

With talk partners children first explain their methods to each other, then – the real test of learning and understanding – they are asked to explain their partner's method to a new partner. In this way understanding grows until everyone understands everyone else.

3) Brainstorming

Brainstorming is an effective strategy for initiating discussion, with additional potential as an assessment tool. It enables the teacher to find out more about the children's learning as work progresses. The teacher can assess the children's prior knowledge, what the children are learning and what they have retained about a particular topic.

4) Review times (plenaries, 'pit stop', and 'in-flight checks')

A final plenary session is an opportunity to assess whether the learning objective has been met and where the learning needs refining and developing. A brief 'pit stop' or 'in-flight check' every so often during an activity can ensure that everyone is on task and understands what is expected of them.

5) Circle time

It is an effective strategy to develop children's speaking skill in front of a large group. The children are asked to sit in a circle which gives them an equal status. It is a way to enhance the children's behaviour, attitudes to each other, their learning and, above all, their self-esteem.

Moreover, Scott and Ytreberg (1990: 33-36) also identify the strategies which are needed to be considered in teaching spoken skill to children. The strategies are as follows.

6) Finding the balance

The important thing for children in learning new language is finding the balance between providing language through controlled and guided activities. In learning new language, children need lots of practice when they are in class.

7) Correction

Correction of language mistakes should not be done while the activity is going on. The teachers can note what he or she thinks should be corrected and take it up in class later.

8) Using interesting media

Media is a factor that can help the teacher to get the students' attention. Children do not like to learn in a formal situation which can cause frustation and boredom. In this case, the teacher needs to build children's willingness and interest so that they focus on the learning process. Some of the media which are helpful for teaching children are mascot, drawings, silhouettes, and puppets.

In line with the theories above, it can be concluded that teaching speaking to children needs strategies to handle their different characteristicss. The teacher should design the sitting arrangement where all of the students have the same position to talk. There is no gap between the higher ability students and the lower ability students. In a classroom which consists of mixed ability students, there should be appropriate tasks based on their ability which show the progress of their learning. Giving the students help how to learn and practice English is important to overcome difficulties in speaking.

Besides, choosing interesting media becomes the major factor to get children's motivation in learning language. When they are interested in the media, they will be also interested in the lesson. These kinds of communicative tools can provoke them to speak in target language freely. The teacher need to know what things which are relevant to the children's thoughts. The correct means which are used to teach speaking can control classroom situation and help the teacher to introduce new language easily.

d. Speaking Activities

Speaking activities are classified into several types which show different purposes. Each type has different goals which should be achieved by the students. Brown (2001: 271-274) points out six types of speaking classroom activities. The first type is imitative. In this type, the students need to have some practices to focus on some particular elements of language form. Students practice an intonation contour or try to pinpoint a certain vowel sound. The next type is

intensive. It is designed to practice some phonological or grammatical aspects of language.

Then, there is a responsive type which involves short replies to teacher- or students-initiated questions or comments. A transactional type is an extended form of responsive language which is used for conveying or exchanging specific information. An interpersonal type is carried out for maintaining social relatinships than the transmission facts and information. The last type is extensive. It is an extended monologue which is given in the form of oral report, summary, or speech.

In line with Brown, Harmer (2001: 271-275) purposes several speaking activities which involve the types of speaking performance. Those are speaking activities are presented below.

1) **Acting from a script**

Students are asked to act out scenes from plays and/or their coursebooks which have been written by themselves. They are given time to rehearse before they are asked to perform. When the students are performing, the teachers draw attention to appropriate stress, intonation, and speed. In this case, acting out is both a learning and a language producing activity.

2) **Communication games**

Giving lesson through games help the children to become aware of both fluency and accuracy. A communicative game is a game which is design to provoke communication between students.

3) Discussion

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. They may choose the topic which belongs to their desire. Students should speak from notes rather than from a script. It helps the students to have spontaneous presentation and broaden their way of thinking process.

5) Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and role-play

Simulation and role-plays derives great benefit to develop speaking ability. There are three advantages for using simulation and role-play. First, they can be good fun and thus motivating. Second, they allow hesitant students to be more forthright in their opinions and behaviour. Third, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centred activities may do.

e. Teacher's Roles during A Speaking Lesson

During the speaking activities, a good teacher needs to be able to build the effective speaking classroom condition. Harmer (2007: 347) presents three roles of a teacher during the speaking lesson. Those are as follows.

1) Prompter

When the students get lost of what they are going to say next, they will stuct at the missing parts. They are trying hardly to remind of the certain things that are going to tell. This may be good for the students to recall their previous study but when the students cannot find the solution by themselves, it destroys the learning process in the classroom. They cannot move and continue the next material that should be reached in one day. To overcome this obstacle, the teacher may help them by offering discrete suggestions. The help of the teacher should be given implicitely. The teacher can provide clues or signal to help the students to use their background knowledge. It help the students to avoid a language frustation.

2) Participant

The teacher may participate in the classroom activities as a good animator but does not take students' opportunities to talk. The students are the main subjects who have to be active. In this role, the teacher is not allowed to be more dominant than the students. The teacher's participation is used to help the students to encourage their confidence to talk because some of the students do not use the target language during language classroom. Most of them are not brave enough to talk because they have limited knowledge of foreign language so that they need specific condition where they English is the only language which is used. Through

this way, the teacher can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement and generally maintain a creative atmosphere.

3) Feedback provider

Giving feedback is done by considering a particular situation. Over-correction may inhibit the students and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. When there are mistakes made by one student, the teacher may offer the other students to give correctness. Meanwhilem, if they the students stand silent, there should be a help from the teacher in the end of the lesson. Asking the students to correct mistakes by themselves is an effective strategy to help them to practice what they have learnt. It can also make them to be independent students.

In line with the three roles of the teacher during speaking classroom activities, the teacher needs to give attention to what they students need. When the students get difficulties in finding words, meanings, or phrases, the teacher should be a prompter. Moreover, when in the classroom consists of passive students, the teacher needs to take a part of the activities to encourage their confidence. Besides, to help the students to speak English fluently and accurately, the teacher should revise or discuss mistakes together with the students. By playing these roles in the corret situation, it is hoped that the goal of speaking activities can be achieved.

7. The Fishbowl Technique

This subchapter discusses some relevant theories which are related to fishbowl technique. In this discussion, four important points are presented. Those are the definiton of fishbowl, components of fishbowl, and functions of fishbowl.

a. The Definition of Fishbowl

Fishbowl is a technique which involves groups of people seating in circles in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally (Briggs, 2005: 1; Yee, 2001: 11).

There are four concepts of the fishbowl technique based on the definitions above. First, fishbowl is a technique which involves groups of people seating in circles. It means that fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circle and outer circle. There are two distinct groups in this technique. The groups are distinguished based on the students' ability. The inner circle consists of the students whose ability is lower than the students in the outer circle.

More than that, it is also defined as a well labeled strategy which is used to promote students' engagement in a group activity. In a classroom, there are some students who have different abilities and characteristics which influence to their engagement during the learning processes. In some cases, not all students focus in the lesson. Some of them make noise or tend to be reluctant to show their thoughts or ideas in front of the others. Meanwhile, in fishbowl activity, each student has an equal posisiton to talk and give response to the other students. Therefore, they have to fully concentrate and give attention to students' talk. It

means that all of the students work and none of them are passive. It provokes the students to be active and sustain their motivation and attention.

In addition, fishbowl offers the students opportunities to closely observe, take notes, and give responses. Every student has his or her own turn to talk after the other students talk. While one stduent is talking, the others should observe to each word or idea produced by one student. They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topic.

According to the definitions, it can be concluded that fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the topic while the students in outer circle actively response to them. It is also an effective way to explore students' speaking skill by provoking them to communicate during the activities.

b. **Components of Fishbowl**

The implementation of fishbowl in the teaching and learning process involves four components. They are deep listening, critical thinking, critical questioning, and thoughtful response (Olsen, 2011: 2).

1) Deep listening

There are two groups in fisbowl, the inner circle group and the outer circle group. The students in the outer circle listen deeply to each statement produced by the students in the inner circle. They fully give attention to the inner circle group while they are talking about the certain topic. They highlight the important points that can be used in giving response. They take a note and write down some points to be asked or suggested. When the students in the outer circle give comments, the students in the inner circle pay attention so that there will be effective communication among the students.

2) Critical thinking

Both the students in the inner circle and outer circle are given time to think before producing ideas. The students in the inner circle construct their ideas in good statements. They are not allowed to share their opinion to the students in the outer circle. Besides, the students in the outer circle consider some points that they have listened and noted to make responses. They give questions, suggestions, or clarification. They may help the students in the inner circle when they get difficulties by raising their hand.

3) Critical questioning

The conversation happens in the stage of critical questioning. After the students in the inner circle produce some statements which are litened and noted by the students in the outer circle, there must be questioning and answering between them. If there is an obscure statement, they may ask for the clarification or question. When there is an obscure statement, the students in the outer circle

may ask for the clarification or when there is mistakes, they are allowed to give correctness. In this stage, the students also learn turn-taking in order to have an effective communication.

4) Thoughtful response

The concepts of thoughtful response are by observing, discovering, or analyzing another group's thought process. First, the students in the outer circle observe each statement produced by the students in the inner circle while the students in the inner circle think to produce ideas based on the pictures. Both of the students need to discover and take a note some points which are used to respond each other. Moreover, they analyze the note by constructing questions, suggestions, or corrections.

c. Function of Fishbowl

Coverdell (2004: 92-93) points out two functions of the fishbowl technique. Those functions are related to fishbowl as a structured brainstorming and fishbowl as a group activity.

1) Fishbowl as a structured brainstorming

Fishbowl as a structured brainstorming session takes place when a handful of seats are placed inside a larger circle. It means that the students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's

seat. There are some rules that the teacher and the students consider before conducting fishbowl technique as brainstorming.

First, the teacher should choose a specific topic based on the students' need or interest. The topic should be a simple topic as a quick practice activity. It helps the students to be active participants during the lesson because they are familiar with the topic. The teacher should also model the students from the outside circle can tap and replace the other students from the inside circle. There should be enough space between the inner and outer circle so that the students can move.

In addition, to begin the activity, the teacher asks one person to model the activity in front of the other students. He/she talks based on the card that he/she gets. The students are given time before producing their ideas. They are not allowed to cheat their note. While one student is talking, the other students should pay attention and listen carefully.

2) Fishbowl as a group activity

Fishbowl for structured observation of a group process means that the students in the fishbowl technique are given a specific task to do, while the other students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note important statements stated by the students in the inner circle. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they oberved. The outer group makes some notes and give responses to the inner group. They correct, suggest, and add information from the inner group.

The rule of the teacher in this activity is as an instructor. It means that the teacher give the inner and outer group a task that needs to be accomplished. The teacher asks the inner group to works first while the outer group watches each point which is produced. Besides, they also observe the ways in which the inner group produce their thoughts. In the end of the lesson, the teacher helps a group of the students upon leadership. From this technique, they learn how to respond and respect someone who is talking. The students should be able to give appropriate responses and turn to talk.

Furthermore, Taylor (2007: 57) adds two function of conducting fishbowl technique in teaching speaking. Those are as follows.

3) Fishbowl as a student-centered activity

Fishbowl as a student-centered activity means that the teacher places the student at the centre of teacher's thinking. The student's position is an active learner during classroom activities. During the activities, the teacher arranges the room in a fishbowl, with inner and outer circles of students. The group of the students are differentiated by their abilities. The students who have low ability sit in the inner circle while the students who have high ability sit in the outer circle. The inner and the outer students work differently. The inner students notice the cards they get, think, organize their ideas, and talk. When all of the students in the inner circle have finished produce their ideas, the outer students give responses. Before responding, they take a note each student's statement.

In designing activities in the fishbowl technique, the teacher needs to choose one topic which is related to the students' interest. The teacher distributes pictures

or cards to the students. Before assessing the students' ability, the teacher needs to drill some words that will be used during the activities. Some students sit in the inner circle and begin the activity talking about the topic. If a student from the outer circle wants to respond, he or she must get up, tap one of the students in the inner circle, and takes hir or her place. The students from the outer circle need to choose one student in the inner circle and give correct responses. When the responses are correct, they change their position and get a point. Both of the students in the inner and outer circle may share their ideas. They are given freedom to talk based on their knowledge. This is a good way to provoke the students to speak in the target language confidently by competing each other.

4) Fishbowl as a tool for modelling a discussion

Fishbowl can be a vehicle for modelling a discussion. The teacher and the students arrange the room with an inner and outer circle. The teacher selects an appropriate text and assigns them to read the selection in class or for homework. After all students have read the text, the teacher selects some students for the fishbowl group to discuss the text. They can say or ask anything they want. The outer circle must remain quiet but can write down their observations about the discussion. After several minutes, the inner group stops, and the outer circle critiques the discussion or offers suggestions to the fishbowl group.

Moreover, the teacher can point out strenghts of the discussion, offer helpful comments and questions, and make suggestions for ways to strenghthen the discussion. When the students get difficulties in constructing statements, the teacher can provide clues in order to stimulate the students' mind. The teacher

also corrects and comments on the students' way in producing ideas. Besides, when there is obscure statements, the teacher may ask for them to repeat or clarify. This is a great way to model a discussion and talk for an effective small-group discussion.

Based on the theories above, it can be conluded that fishbowl technique is an effective way to engage students' participation during speaking classroom activities. The students tend to be more active because the have a chance to think, talk, and respond. The students are allowed to produce their ideas and share their existing knowledge to the other students. They are given time to practice speaking using the target language.

8. Implementation of Fishbowl in Teaching Speaking

Three points are presented in the discussion of this chapter. Those are steps for conducting fishbowl, advantages of using fishbowl in teaching speaking, and reasons for implementing fishbowl in teaching speaking.

a. Steps for Conducting Fishbowl

A speaking class should involve all students, not just those who are dominant and vocal. More than that, student-student interaction is more important than student-teacher interaction. There are some steps that should be considered for conducting fishbowl so that each student has an equal position to talk. Brozo (2007: 2) presents some steps how to use fishbowl in speaking classroom activities. Those are presented as follows.

1) Identify a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.

2) Ask students to turn to a neighbour and talk about their thoughts related to the topic. Tell to the students to take notes on their activities.

3) Demonstrate the format and expectations of a fishbowl activity. Giving clear instruction about the rules of fishbowl activity and the goal that will be achieved.

4) Get the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.

5) Tell the other students to listen carefully to their classmates while they engage in a small group activity and take notes.

6) When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.

7) Make some variations to conduct fishbowl more interesting.

Teuscher (2009: 2) also presents some variations to conduct fishbowl. Those variations are as follows.

1) Develop one or more topics for the group activities.

2) Set up chairs in a fishbowl design. Having an inner circle and a surrounding outer circle.

3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.

4) Allow members of the outer circle to tap on inner circle members in order to switch positions.

b. Advantages of Using Fishbowl in Teaching Speaking

There are some advantages of using fishbowl to teach speaking proposed by experts. Taylor (2007: 55) identifies some advantages of using fishbowl in teaching speaking. Those are presented belows.

1) Effective teaching tools for modelling group processes

Fishbowl can be effective teaching tools for modelling group processes. It means that fishbowl is a technique which can be used to conduct group activities where there are different abilities among the students. The smarter students may help to the lower ability students. Each student has an equal position to talk or ask questions .

2) Useful for engaging students or other groups in the discussions of cross-cultural or challenging topics

It is useful for engaging students or other groups in discussions of cross-cultural or challenging topics. The activity of fishbowl can be modified based on the students' level. When they are mature enough to talk about general topic, they may have real discussion. The topic should be the newest topic that can cause many questions. The interesting topic can maintain students' attention so that they will fully concentrate to the learning process.

3) Give students greater autonomy in classroom discussion

This technique gives students greater autonomy in classroom discussion. During the activities, the students are allowed to show their expression by giving their ideas, opinions, or thoughts orally. Besides, they may also help each other when one student do not understand or make a mistake.

More than that, Teuscher (2009: 1-2) proposes additional function of conducting fishbowl technique in spoken classroom activities. Those functions are summirized below.

4) Stimulate students mind

It is not easy for the teacher to ask the students to understand what they are learning. The teacher needs to have a certain strategy in providing comprehensible explanation and clear examples to help their understanding process. When the students are sitting in a circle and they have equal opportunities to talk, it really helps them to develop their knowledge.

5) Provides class interaction

In fishbowl, there is an interaction between the students. The other students have to give their attention to one student who are talking. They show their understanding by giving response or asking some questions. When there is misunderstanding, they may ask for the clarification or repetition.

6) Allows students to learn from peers

Among the students can give any correction when there is a mistake. One student also may help the other students who cannot answer a question.

7) Involves critical thinking

Fishbowl is used to ask the students to talk about a topic. It asks the students to think before producing their ideas. They need to understand the pictures, text, or the other materials that are distributed by the teacher.

8) Improves oral and listening skill

One of the major problems students have in a language classroom is the ability to speak. The reasons are both the different pronunciation and the multiplicity of words or sounds. Fishbowl is used to provide the students a chance to talk confidently. They may say anything during classroom activities. It also asks the students to develop their listening skill because they have to respond after talking.

According to the advantages above, it can be concluded that fishbowl is used to improve speaking skill. In this technique, the students experience to be speaker, listener, and observer. There is no gap among the students with different abilities because they have different works. When the students become a speaker, they may talk everything of what they are thinking about. Fishbowl also offers the class an opportunity to closely observe to what the other students are talking in order to give response. While they are observing, they also listen and give their attention and concentration to the other students.

c. Reasons for Implementing Fishbowl in Teaching Speaking

To increase the frequency of using target language during classroom activities, the teacher needs to apply certain technique based on the students' characteristics and school condition. Fishbowl is one of the technologies that can be used to handle a big classroom which consists of mixed ability students.

Kindzt (2011: 7) proposes two reasons for implementing fishbowl in teaching speaking. First, it has simple rules that generate a wide range of complex interaction. Second, it has intrinsic value in helping certain students identify and deal with inhibitions about speaking.

In the first reason, fishbowl has simple rules that generate a wide range of complex interaction. It means that fishbowl will build classroom interaction among students. It makes a good condition where the interaction among the students is more dominant than interaction between the teacher andb the students. In fishbowl technique, each student shows their understanding by producing their opinions orally. They think and find some reasons as the background of what they are going to say. The other students will actively listen and observe to one student who is talking. They have to give response, comments, or correct the mistakes. It obviously shows that the students interact each other. This technique involves ways taught to the students how to be a good speaker or listener

In addition, fishbowl technique has intrinsic value in helping certain students identify and deal with inhibitions about speaking. It is not easy for young learners to talk with foreign language. Sometimes, the different pronunciation gives an influence to their confidence so that they prefer to use their first language during language classroom. They also cannot produce oral communication spontaneously because they need to think to construct each word. Fishbowl concerns with students' speaking ability. The students have freedom to share their thoughts orally. They have autonomy to show their input in front of the other students through spoken language. When the students are talking, the teacher notes some mistakes which often appear. The correction is given in the end of the lesson so that the students can identify the difficulties faced by the students during speaking activities.

In line with the two reasons of implementing fishbowl technique in teaching speaking above, fishbowl is an effective way to help the students to recognize the difficulties during oral communication. The students need to think before talking. It is used to identify the difficulties and find the solution by helping each other among the students. Besides, fishbowl is also used to condition interraction among the students. The more the students interact, the more practices they get. Therefore, the teacher needs to set up communicative condition during speaking classroom activities where all of the students have the same chance to practice and talk.

B. Relevant Research Studies

In connection with speaking ability, fishbowl technique generally provides two benefits. The first benefit deals with students' participation. Fishbowl technique helps the teacher in teaching mixed ability classroom. The gap between the high-level students and the low-level students is overcomed through fishbowl technique. In some cases, the high-level students tend to be more active than the low-level students. This problem occurs because of some reasons, such as the tasks which are too easy for the high-level students or there is no equal position for the low-level students to speak up. By applying this technique, the students' participation both the high-level students and the low-level students can be improved. The position of the students which is on circles requires them to be active. They need to pay attention to one student who is speaking, correct his/her mistakes, give responses, suggestions, or questions orally. It proves that fishbowl technique asks every student to participate actively during the activities.

The second benefit deals with a motivation of the students which supports speaking ability. Students' motivation can be improved through the activities. When the students find that the activities are interesting, they will focus on the learning process. Meanwhile, when the activities are monotonous, the students tend to make a noise. The interesting activities are covered in the fishbowl technique. Each student has equal opportunities to speak up and give response. They are asked to be active speaker during the activities. Furthermore, the rule of the fishbowl technique which asks the students to change position between the inner circle and the outer circle can motivate the students to compete each other. They have to have a short dialogue orally in order to change position and win the activities. It shows that the challenging rules of fishbowl technique motivate the students to speak up.

In reference to the explanation above, there are several studies which prove the benefits of fishbowl technique for improving speaking ability. Related to the students' participation, Nikola Hendrichova's study (2012) shows with the use of fishbowl which is involved to the cooperative learning, will help learners to use their knowledge in practice, experience it and connect it to their everyday life so that they understand it and keep it in their long term-memory. In support of it, Joseph J. Benz's study (2004) also shows participation among learners also promotes discussion and peer learning among students. Participation is needed in speaking classroom activities because students will be more active and have practices to the use of language.

In line with a motivation, Meredith Damian Gall's study (2001) shows when motivation can support students' learning process. Students are motivated because they have equal position to show their abilities in using their knowledge of language. When students are motivated, the lesson material can be learnt easily. The understanding process can achieved through some practices. Besides, the process of talking and sharing knowledge with their peers may motivate students to learn more. The study emphasizes that motivation given through activities in using their knowledge of language orally will give a big role in speaking ability.

With regard to the previous studies, participation and motivation have positive impact in improving speaking ability. In short, participation and motivation can improve students' speaking ability.

C. Conceptual Framework

Problems and Solution in Teaching Speaking to 5B Students

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┌─────────────────────────────────────┐
│   Teaching Speaking to Children      │
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                 │
                 ▼
┌─────────────────────────────────────┐
│   Problems:                          │
│   Different abilities among the      │
│   children                           │
└─────────────────────────────────────┘
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- A gap between the lower ability students and the higher ability students
- The higher ability students become dominant
- Lack of self confidence for the lower ability students
- Limited opportunities to talk
- The dominance of Indonesian language

Applying fishbowl technique

- Provide equal position to talk
- Give different tasks for students with different abilities
- Train language features of spoken language
- Train to use mental or social processing during communication
- Provide opportunities to talk
- Improve the frequency of using target language during the activities

Improvement of the students' speaking ability

Figure 1: Conceptual Framework of the Study

CHAPTER III

METHOD OF STUDY

This chapter presents the method of study which was important as a guideline to attain the objectivity of the study. It is completed with research design, subject, setting and time of the research, research instruments, data collection technique, data analysis, the validity and reliability of the research, and research procedures.

A. Research Design

This research is categorized into action research. The aim of the study was to improve students' speaking ability in a mixed-ability class through fishbowl for 5B students of SDN Maguwoharjo1. In doing this action research, the researcher worked together with the English teacher and her friend as her collaborators in finding the problems related to the students' speaking ability, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the action (Burns, 2010:9). The action research process could be drawn in the schema below.
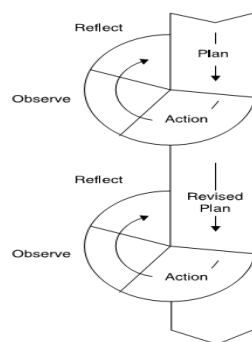
Figure 2: Cyclical AR Model by Kemmis and McTaggart (198**8)**

B. Subject

This action research was held in SDN Maguwoharjo 1. The researcher chose 5B students as the source of collecting the data because this classroom consists of mixed ability students. The gap occured between the low-level students and the high-level students caused some problems which influenced their speaking ability. There were 32 students, consisting of 18 girls, and 14 boys in this classroom. The students were ten to eleven years old. Most of the students came from middle-low economic levels.

C. Setting and Time of the Research

The research was conducted in SDN Maguwoharjo 1. It was located on Jl. Arteri Km 1 Maguwoharjo, Depok, Sleman, Yogyakarta. The location was convenient because it was near the main road so that the students could get to the school easily. SDN Maguwoharjo 1 had six classrooms which consisted of 30-40 students for each classroom. There was a mosque, a teacher's office, a headmaster's office, a canteen, a school yard, and a library. The time allocation for the English teaching and learning processes in SDN Maguwoharjo 1 was different for each grade. For the first and the second grade, the English class was carried out 2x30 minutes in a week while 2x35 minutes for the third up to the sixth grade.

The research was carried out during the English teaching-learning at SDN Maguwoharjo 1 in the first semester in the academic year of 2012/2013. The research was implemented on 3rd of October – 21st of November 2012. In

conducting the actions, the researcher followed the school schedule in which the English subject was taught once a week every Wednesday at 7 a.m. The duration was 70 minutes for every session.

D. Research Instruments

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instruments included a pre-test and a post test and the non-test instruments included an observation guide and an interview guide. The data obtained with the test instrument were in the form of numeric data. To get the score in the pre-test and the post test, the researcher used speaking assessment and speaking rubric. Speaking assessment was used to get the information about the students' speaking skill before and after the actions were implemented. Speaking rubric was used to score the students' speaking performances.

Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching and learning processes. Observation guide was used to find out the existing problem related to the students' speaking ability. Interview guide was used to guide the researcher in conducting interviews with the collaborators and the students. The collaborators were the English teacher and researcher's friend.

E. Data Collection Technique

The data about the improvement of the students' speaking ability through fishbowl were obtained by doing observation during the English classroom activities, conducting interviews with the collaborators and students, and administering the pre-test and post-test. These data collection techniques are described below.

a. Observation

The observation was done to monitor the teaching and learning processes in 5B class. During the observation, the researcher collected the data by observing the classroom situation when the action was conducted. The researcher observed how the teacher opened the English class by giving questions, presented the material, gave examples, and handled the classroom activities. The researcher also noted down the students' response and attitude to the lesson. The researcher noticed at the students' speaking performance included their pronunciation during speaking activities. All the activities during the observation process were recorded in the form of field notes.

b. Interview

The interview was conducted to know the effectiveness of fishbowl during the English classroom activities. The researcher conducted the interviews with the English teacher, her friend, and 5B students about the English teaching and learning processes. The researcher asked the collaborators to tell her way in presenting the material to the students while the students were asked about their difficulties in speaking. They were also given questions related to the actions done

in the clasroom. The teacher made the interview transcripts which were used to give description about the students' responses, the students' behaviours, and the other research team member's responses about the implementation of the actions.

c. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions were carried out. Pre-test and post-test were in the form of performance tests. They were used to measure the students' speaking ability on the topic taught. The rubric of the students' speaking performance was used to assess their speaking ability. The rubric was taken from Language Assessment (Brown, 2001: 406-407). It was used to compare the students' speaking achievement before conducting the research (pre-test) and after conducting the research (post test). The data of the pre-test and posttest were collected in the form of numeric data.

F. Data Analysis

In analyzing the qualitative data, the researcher used the processes of analysis proposed by Burns (1999: 156-160). The data analysis was done in some stages described as follows.

1. Assembling the Data

The first step was to bring together the data that had been collected over the period of the research, such as field notes and interview transcript. In this stage, broad patterns were compared and contrasted to see what fit together.

2. Coding the Data

This process was to reduce the large amount of data that could be collected to more manageable categories. The researcher scanned the recorded data and developed categories of phenomena. These categories were called codes. They enabled the researcher to manage data by labeling, storing, and retrieving it according to the codes.

3. Comparing the Data

After the data had been categorized, the researcher identified the relationships and connection between different sources of data. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building Interpretation

In this stage, the researcher interpreted the data based on the previous stages to make some sense of the meaning of the data.

5. Reporting the Outcomes

The final stage of the data analysis was reporting the major process and outcomes that were well supported by the data. The quantitative data in the form of students' speaking scores were analyzed by calculating the mean of each test. The means of pre-test and post-test were compared. The increase of the mean indicated that the students' speaking ability was improved.

G. The Validity and Reliability of the Data

1. The Validity of the Data

To validate the data in this research, the researcher applied five validity criteria proposed by Anderson, *et. al* in Burns (1999: 161-162). Those are as follows.

For democratic validity, in this study, the researcher gave a chance to the stakeholders (the English teacher and another collaborator including the researcher herself) to give their opinions, ideas, and comments related to the implication of the action research. To asses democratic validity, the researcher conducted interviews with the English teacher, her friend, and 5B studentsof SDN Maguwoharjo 1 In the interview, the English teacher, the researcher's friend, and the students of 5B expressed their views, opinions, and suggestion toward the actions done.

For outcome validity, the researcher measured results gained after the research was conducted. It was related to the concept that actions leading to successful outcome in the research contexts (Burns, 1999).

For process validity, the researcher collected the data by doing observation and noted down everything that could be taught by the researcher's senses (Burns, 1999). In this activity, the researcher observed the students' attitudes, classroom condition, and the teaching technique used by the English teacher during the teaching and learning processes. The collected data were described in the field note form. In the study, the researcher also worked collaboratively with the

English teacher in observing the actions in order to get different perspective to guard againts simplistic or biased interpretation (Burns, 1999).

For catalityc validity, the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes within it (Burns, 1999). In this case, the researcher gave chances to the collaborators and the students to know the changes occured during and after the actions were conducted.

For dialogic validity, the researcher asked the English teacher and another collaborator as the stakeholder to participate in the process of the study by giving critiques and suggestions (Burns, 1999). For this purpose, the researcher conducted critical conversation with the English teacher about the research findings and practices. The English teacher and the collaborator gave critiques and suggestions to the actions done in the classroom.

2. The Reliability of the Data

To get the data reliability, the researcher used the triangulation technique. Generally, the researcher held triangulation by cross-checking the existence of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balanced study (Bell, 1999: 102). Here, the researcher matched the data collected from the observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident.

For the observation, the researcher observed the activities that could be caught by her senses, such as the students' attitudes during the teaching and learning process, the classroom situation, the teacher's way in presenting the material especially in creating situation for the speaking activities, and the learning media used. Here, the results of the class observation were arranged in the field note forms.

For the interview, the researcher asked questions about the implementation of fishbowl technique in the teaching of speaking to the mixed-ability class of 5B students, the English teacher and the another collaborator. Here, the results of the interviews were shown in the interview transcripts.

For the pre-test and post test data, the researcher analyzed the pre-test and post test scores made by the students by the help of a computer analysis. The pre-test was conducted before the actions were implemented, while the post-test was done after the actions were carried out. Pre-test and post-test were in the form of performance tests. They were used to measure the students' speaking skills on the topic taught. During the performance, the researcher gave scores on their speaking ability. In assessing the students' speaking, she used a rubric taken from *Language Assessment* Brown**,** 2001**:** 406-407**)**. The data of the pre-test and post-test were collected in the form of students' score. The score gained by the students in pre-test and post-test was calculated and compared to know their improvement.

3. Research Procedure

To carry out the study, the researcher used the action research procedure suggested by Burns (1999: 161-162). The procedure consisted of the following four steps.

1. Reconnaissance

The first step in reconnaissance was identifying the problems related to the students' speaking ability. The researcher observed the teaching of speaking to identify the problems. The researcher found several problems related to the students' difficulties in speaking. The researcher also conducted interviews with the English teacher and 5B students. The second step was making a list of problems. Both the researcher and the English teacher listed the problems which were found during the activities. The third step was selecting the problems by eliminating the problems which were not appropriate to the level of the students' difficulty. A pre-test was also conducted to see students' initial speaking ability.

2. Planning

In this stage, the researcher collaborated with the English teacher and her friend to make some plans to overcome the problems listed in the reconnaissance. After collecting the data from the reconnaissance, the researcher created some actions to be implemented. The actions consisted of four stages.

The first stage was deciding on the test items which were used in the pre-test and post test. The test items were matched to the students' speaking ability. The tests were done orally. The researcher assessed the students'performance by using rubric assessment.

The second stage was deciding the topic which would be taught. The topics were discussed with the English teacher before the teaching and learning processes. The researcher listed the language focus and the material covered in the lesson plan.

The third stage was deciding the teaching technique. The researcher, the collaborator and the English teacher decided to use *PPP (Presentation, Practice, Production)* in the teaching and learning process. Besides, the fishbowl technique was also involved in PPP to minize a gap between high-level students and low-level students. It was applied in practice and production stage. The first stage of PPP was presentation. In this stage, the researcher presented the materials by showing flashcards or short dialogues, asking students to identify the expressions used in the dialogues and presenting other expressions. The second stage was practice. In this stage, students did some exercises related to the expressions they had learnt. They also practiced the expressions with their friends. The last stage was production. In this stage, students practiced the expressions they had learnt individually. The students were divided into two groups during practice and production stages, inner circle and outer circle students, based on their abilities.

The fourth stage was deciding the classroom activities and creating the learning media. The researcher created interesting activities which were appropriate to the students' characteristics. The use of creating creative learning media also encouraged the students to speak up. By conducting the plans, it was expected to increase the students' speaking ability.

3. Actions and Observation

In this stage, the researcher implemented the actions, while the research collaborators took notes in the backside of the classroom. They observed the students' responses and behaviors during the activities. They also helped the researcher to handle the classroom situation by walking around the class to check the students work. There were two cycles needed in improving the speaking skill of 5B students. The first cycle was carried out in three meetings. Every meeting was to achieve one learning objective. The actions and the implementations were in the next step. The result of reflection became the foundation to carry out cycle 2 until the students' speaking ability improved. In cycle 2, the actions and observations were also done in three meetings because the students' speaking performance had improved. During the actions, the researcher scored and observed the students' performances to know whether the actions done could improve the students' speaking ability or not.

4. Reflection

After collecting the data, the researcher evaluated the teaching and learning processes. The reflection was conducted by interviewing the students, the researcher's friend, and the English teacher about their responses related to the action applied. Good responses were used and imrpoved for the next cycle and the unsatisfactory responses were used to evaluate her way in teaching. At the end of the action, the researcher, her friend, and the English teacher discussed the results of the implementation of the action and overcomed the problems occurring during the action. The collaborators both the researcher's friend and the English teacher

gave contribution to the reflection on the action that was taken. The result of the reflection was useful to know whether the teaching and learning processes of speaking using fishbowl was effective to apply at SDN Maguwoharjo 1. The successful actions were used in the next cycle, but those which were unsuccessful would be changed into the suitable once. The actions would be considered successful if the mean of the students' speaking scores was improved.

CHAPTER IV

RESEARCH FINDINGS

A. Reconnaissance

1. The Identification of the Field Problems

To identify some problems found in English teaching and learning process in SDN Maguwoharjo 1, the researcher conducted observation and interviews. The observation was conducted on October 3rd, 2012 in class 5B in which some problems related to English teaching and learning process were recorded. The interviews were conducted with the English teacher who became the first collaborator and the students of 5B. The interview with the English teacher was conducted on October 4th, 2012 and the interview with the students of 5B was conducted on October 5th, 2012.

To give a clearer description, here is the vignette of the teaching and learning process during the observation.

Date   : October 3rd, 2012

Place   : 5B Class of SDN Maguwoharjo 1

Observation

R   : Researcher

ET   : English Teacher

S   : Student

Ss   : Students

Descriptions

The teacher entered the classroom at 07.00 a.m. R came to the classroom to do the observation. ET greeted Ss and asked for Ss' condition by saying *"Good morning. How are you today?"* Ss answered the teacher. ET checked the attendance list. Then, ET told Ss that R would accompany them during the lesson that day. R was invited to introduce herself.

ET reviewed the previous materials by using Indonesian language. *'Kemarin kita mempelajari apa? Masih ingat, bagaimana caranya memberi perintah kepada orang lain?* (What did we learn yesterday? Do you still remember how to give intructions to other people?)"*. Only some of Ss responded ET's questions. Then, ET continued the lesson by giving new materials. ET asked Ss to open LKS. ET told Ss, '*Hari ini kita akan belajar tentang benda-benda di sekitar kelas. (Today we are going to learn about things in the classroom)'.*

'Nah, sekarang buka LKS-nya halaman 13 ya. Ibu bacakan kosa-katanya, kalian menirukan ya. (Open your LKS on page 13. I read the vocabulary and you repeat after me.)'. The teacher read the vocabulary one by one and the students repeated after her. At first, the students did not want to follow ET's instructions but she persuaded them and they finally repeated the vocabulary. Not all of Ss gave attention to ET. There was a group of Ss who tended to make a noise and disturbed the other Ss. In the other hand, there was several students who followed what ET said by speaking loudly. Most of them read the words as how they were written. They mispronounced some words. However, the teacher only corrected the mistakes several times.

After the students finished mentioning the vocabulary, the teacher asked Ss to write down the meanings in Indonesian language for each word. ET dictated the meanings and Ss wrote down. Then, they were asked to practice individually. They were asked to translete the words from English to Indonesian orally without a note.

Some of Ss did the task easily. They could memorize 10 words in several minutes. They were able to translate each word without teacher's help. Meanwhile, the other students needed longer time to memorize 10 words. They were shy even could not speak a word. They would speak when the teacher guided them first. While the teacher was checking a pair of students' practice, the other students who had had their turn were busy talking to each other. Some of them also said, *'Bu, kelamaan. Males ah.* (Ma'am, it's too long. It's boring).' It caused the students moved around the classroom noisily. They only stayed silent when the teacher came to their table. When the time was up, the teacher said good bye and left the class with the researcher.

(Field Note 1, Appendix D)

Based on the vignette above, it can be concluded that the teaching and learning process did not run very well because the teacher could not control the students' performance. There was also a gap among the students where the higher ability students tended to make a noise and disturbed the lower ability students. Those problems also could be seen in the following interviews.

R : *Untuk speaking, biasanya kegiatan yang dilakukan apa saja, Bu?*
(What do the students usually do in speaking activities, ma'am?)

T : *Biasanya saya suruh mereka buat buka LKS dulu. Nanti kita belajar kosa-kata. Saya bacakan dulu dan anak-anak menirukan. Lalu saya suruh mereka buat mencari arti katanya. Mereka harus mengahafal kosa-katanya juga mbak. Itu kan penting karena mereka gampang lupa. Saya suruh mereka maju satu per satu nerjemahin dari Bahasa Inggris ke Bahasa Indonesia. Kadang mereka juga membuat satu kalimat menggunakan kosa-kata itu secara lisan dengan cara saya tunjuk satu per satu.*
(I usually ask the students to open LKS first. We will study vocabulary. I read the vocabulary and they repeat. Then, I ask them to find the meanings. They have to memorize the vocabulary. It's important because they forget easily. I ask them to come forward one by one and translate the words from English to Indonesian. Sometimes, I point out them to make sentences by using the vocabulary orally.)

R : *Mereka sulit tidak bu kalau disuruh latihan maju didepan kelas?*
(Is it difficult for them to practice in front of the classroom?)

T : *Iya mbak. Tidak semua mau maju, mesti saya paksa dulu. Terkadang malah tidak ada yang mau, jadi terpaksa saya harus menunjuk salah satu anak.*
(Yes it is. *Not all students want to come forward voluntarily. I should persuade them first. Sometimes, noone wants to be volunteer so that I have to point out one of them.*

R : *Kemudian, untuk kemampuan speaking mereka saat ini bagaimana, Bu?*
(Then, how is their speaking skill right now, ma'am?)

T : *Mereka masih agak kesulitan untuk menghafalkan percakapan. Jika disuruh berbicara secara langsung belum bisa. Masih harus baca teks. Sebenarnya jika diajak ngmong Inggris sederhana, mereka ngerti tapi sulit buat menanggapi.*
(They have difficulties in memorizing dialogues. They have not been able to speak spontaneously. They still need to read a text. However, they understand simple instructions but it's difficult for them to respond.)

R : *Mereka kurang berani gitu ya bu buat berbicara pake Bahasa Inggris?*
(Are they not brave enough to speak English?)

T : *Iya mbak. Kebanyakan dari mereka malu, tidak PD, bahkan malah diejek kalau pakai Bahasa Inggris. Tapi ada juga yang brani mb soalnya mereka sudah biasa bicara pakai Bahasa Inggris sama orangtuanya, pindahan dari Jakarta mb.*
(Yes. Most of them are shy and not confident to speak English. They also mock their friends when they are speaking English. Meanwhile, there are a few students who are brave to speak English because they usually have English conversation with their friends. They are urban from Jakarta.

R : *Jadi* speaking skill *anak-anak masih perlu ditingkatkan ya, Bu?*
(Do you think that the students' speaking skills need to be improved, ma'am?

T : *Iya, Mbak, soalnya jarang juga pelajaran fokus ke* speaking. ….
(I think so because my lessons are rarely focused on speaking.)

(Interview 1, Apendix E)

R : *Kalau pelajaran tadi, menurut kamu gimana?*
(What do you think about the lesson today?)

S : *Gimana piye, mbak?*
(What do you mean?)

R : *Suka nggak?*
(Do you like it?)

S : *Nggak. Bosen, mbak.* Cuman ngartiin dari Inggris ke Indonesia.
(No, I don't. It's boring, Miss. We only translate texts from English to Indonesian.)

R : *Memangnya kamu kenapa tidak suka?*
(Why don't you like it?)

S : *Kurang tantangan miss. Dari dulu kelas 3 gitu terus. Mending main di luar miss.*
(There is no challenge in the lesson. We did the same activity since in the 3rd grade. I prefered to play outside, mbak.)

(Interview 2, Appendix E)

R : *Terus, gimana tadi sama pelajarannya?*
  (What do you think about the lesson, vin?)
S : *Mumet mbak.*
  (It's confusing)
R : *Mumet gimana? Sulit?*
  (What do you mean by confusing? Is it difficult?)
S : *Angel miss disuruh hafalan 10 kata.*
  (It's difficult to memorize 10 words.
R : *Sulit yah ngomong pake Bahasa Inggris?*
  (Is it difficult to speak English?)
S : *Ra ngerti artine pie mau ngomong Bahasa Inggris mbak. Belibet, isin miss.*
  (I do not know the meanings so how can I speak English. It's complicated, I felt shy, Miss.)
R : *kosa-katanya? Cara bacanya?*
  (The vocabulary? The pronunciation?)
S : *Nah iku mbak. Kadang tau mau bilang apa tapi sulit buat ngomong Bahasa Inggrisnya.*
  (That's the point. Sometimes I know what I am going to say but it's difficult enough to translate in English.)

(Interview 3, Appendix E)

The result of the classroom observation and interviews both with the English teacher and the students indicated that there were some problems related to the speaking teaching and learning process. The problems were related to the different abilities among the students and low speaking ability of the students so that their speaking ability needed to be improved. The problems that affected the low speaking ability of the 5B[th] grade students at SDN Maguwoharjo 1 are presented in the table below.

Table 1: **The Problems Affecting the 5B[th] Grade Students' Low Speaking Ability at SDN Maguwoharjo 1**

No.	Problems	Codes
1	Some students did not like English	S
2	The students were shy to speak English.	S
3	The students were afraid to make mistakes if they spoke English.	S
4	The students were not given a model.	S
5	Some students were passive during the teaching and learning process.	S
6	Most of the students could not respond to spoken English.	S
7	Students had difficulties in memorizing vocabulary.	S
8	The students still had difficulties in pronunciation.	S
9	The students got little opportunity to practice speaking.	S
10	The language functions were introduced in the written form.	TT
11	The teacher tended to use Indonesian language.	T
12	The teacher rarely used classroom English.	T
13	The teacher rarely used instructional media.	T
14	The materials were mostly taken from LKS.	Mt
15	The speaking teaching and learning process lacked of fun activities.	TT
16	The materials and learning activities were monotonous.	Md

S: Students   TT: Teaching Techniques   T: Teacher   Md: Media

Mt: materials

From the table above, it could be identified that the problems of speaking teaching and learning process came from the students, the classroom activities, the teaching techniques, the materials and the use of media. The students' problems were related to their confidence and motivation in speaking practice, their difficulties in speaking, and their attitudes toward speaking activities. The teacher's problems dealt with the use of classroom English during the teaching and learning process. The problems in teaching techniques were related to the material presentation, the chance to practice speaking and the speaking activities.

The materials were mostly taken only from one resource. The media were not used effectively.

To support the result of classroom observation and interviews, a pre-test was also conducted to obtain students' speaking scores on each aspect and to get a clearer description of the students' speaking ability. Pre-test was conducted on October 11th , 2012. Furthermore, the mean scores of the pre-test would be compared to the post-test mean scores to find out if there was improvement after implementing the actions. Here is presented the students' mean score in each aspect of the pre-test with the range score from 0-20.

Table 2**: The Pre-Test Mean Score of Each Speaking Aspect**

Indicators	Grammar	Vocabulary	Pronunciation	Fluency
Mean Scores	9.6	10.6	10.1	10.8

From the pre-test, it was found out that the students had problems in speaking. Only a few students could give appropriate responses. Most of them had difficulties in following what was said in English. They comprehended the simple dialogue but they could not respond in English. During the pre-test most of the students were often silent when they were asked simple questions about familiar topics that had been taught. Some of them asked the meanings in Indonesian language to the other students and even used Indonesian language in responding the questions. Most of them were also hesitant to speak because they had limited

vocabulary related to some topics in the pre-test even though the topics had been introduced before. They still pronounced some words incorrectly.

2. Weighing the Field Problems

Since there were many problems in the teaching and learning process, it was necessary to figure out the very urgent problems to be solved soon. Those problems were related to the students' speaking ability in a mixed-ability class during the English teaching and learning process. The most urgent problems were taken into account because the problems were very essensial and should be solved soon. Here are the most urgent problems that were taken.

Table 3: **The Problems Affecting the 5B[th] Grade Students' Low Speaking Ability at SDN Maguwoharjo 1 that Needed to be Solved Soon.**

No.	Problems	Codes
1	The students were shy to speak English.	S
2	The students were afraid to make mistakes to speak English.	S
3	The students had difficulty in memorizing the vocabulary.	S
4	The students got little opportunity to practice speaking.	S
5	The students still had difficulties in pronunciation.	S
6	The teacher rarely used instructional media.	T
7	The speaking teaching and learning process lacked of fun activities.	TT
8	Most of the students could not respond to spoken English.	S
9	The materials and learning activities were monotonous.	Md

S: Students   TT: Teaching Technique   T: Teacher   Md: Media   Mt: materials

After weighing the problems, the researcher and the teacher discussed the field problems that were feasible to be solved. The following table presents the solvable problems.

Table 4**: The Solvable Problems Affecting the 5B**[th] **Grade Students' Low Speaking Ability at SDN Maguwoharjo 1**

Aspects	Problems	Indicators	Possible causes	Sources
Students' participation	The students got a few chances to practice speaking.	The students practiced the dialogue only once or twice. After that, they were busy talking with each other.	a. The students were not interested in the activities. b. The activities were mostly monotonous. c. Media were not optimally used during the teaching and learning process. d. The class was dominated by the students with higher ability.	Observation
Students' confidence	Most of the students were not confident to speak English.	a. They were shy and afraid to make mistakes in	a. The students were not given a	Interview

Continued

Aspects	Problems	Indicators	Possible causes	Sources
		speaking English. b. They tended to use Indonesian language even Javanese in responding the questions.	model before being asked to speak. b. Some of the students mocked the other students who produced incorrect pronunciation c. The use of classroom English was not prompted.	
Grammar	The students had difficulties in constructing grammatical sentences.	The students made grammatical mistakes in making sentences.	a. The classroom English was rarely used in the classroom. b. The students had little opportunity in speaking.	Observation
Fluency	The students lacked of fluency in using a certain language function.	The students were hesitant to speak and sometimes kept silent when they were asked to practice.	a. The students were not given adequate opportunity to practice speaking. b. The students had limited vocabulary.	Observation

Continued

Aspects	Problems	Indicators	Possible causes	Sources
			c. The students had to remember the grammatical rules before producing utterances.	
Vocabulary	The students lacked of vocabulary.	The students did not speak fluently. They stopped speaking to look for the vocabulary by searching the words on the LKS.	a. The vocabulary was not introduced using interesting media. b. The frequence of English use is not significant.	Observation Interview
Pronunciation	The students had difficulties in pronunciation	The students mispronounced some words, for example: *rice* [ris] instead of /raɪs/. They also used inappropriate intonation.	a. The language functions were introduced in the written form. b. The students were not provided with a model.	Observation Interview

3. Determining Actions to Solve the Feasible Field Problems

After identifying the field problems that were urgent and feasible to be solved, the researcher and the English teacher formulated some actions to overcome the problems. There were four actions that were planned as the result of the discussion.

a. Applying the fishbowl technique during the production stage as the main activities in a mixed-ability classroom to improve students' speaking abilities and to maintain their participation in speaking.

b. Teaching vocabulary to enrich the students' knowledge related to the topic before having dialogue.

c. Using classroom English to make the students more familiar with simple expressions used in the classroom.

d. Making use of various media in presenting a new language to gain the students' interest during the teaching and learning process.

The use of applying fishbowl technique in the production stage was proposed by the researcher. It was aimed at improving the students' participation that led to the students' speaking skill improvement. Since the 5B class consisted of the students with different abilities, the researcher provided appropriate activities for each student. As the students with higher ability tended to make noise after finishing their tasks which disturbed the students with lower ability, the researcher distinguished the activities based on their ability. There were two different circles with different activities which engaged their participation. The fishbowl technique also provided practice where the students could show their spoken ability. They

made a short dialogue involving the language functions which were used for daily communication. The students were expected to participate actively in the speaking activities and not shy to speak up or afraid to make mistakes.

Before having dialogue among students, the researcher planned to teach them vocabulary. It was used to enrich their vocabulary mastery in producing spoken communication. Teaching vocabulary was done through pictures where the students should mentioned and memorized the words. The researcher presented a list of vocabulary that would be used during the dialogue. The researcher also asked the students to repeat the words with correct pronunciation.

The researcher and the English teacher planned to use classroom English during the teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with English. By using classroom English, the students would be familiar with the expressions and would be able to use them automatically. Classroom English was used in opening the lesson, such as greeting, asking the students' condition, and checking the students' attendance. It was also considered during the main activities, such as in asking simple questions, giving instruction and giving comments on students' achievement. In closing the lessons, it was used in leave taking. The use of applying classroom English was for building their confidence in speaking English for daily communication.

Various kinds of media would be applied during the teaching and learning process. The media was used to attract the students' interest. The media would be used in presenting new language functions and grammatical structure. It was

aimed at helping the students in memorizing the new language function that had been presented and to keep their attention during the activities. They did not only learn language abstractly but also had model which helped their understanding process. They were given illustration of what they were learning. As the example was when the teacher talked about *'public places'*, the students would not only imagine kinds of public places, but also they had the concrete objects (pictures or cards) that helped their thinking process. The researcher and the English teacher planned to use pictures, cards, and puppets.

The whole plan is formulated in the course grid in Appendix C. The process of determining the solvable problems and planning the actions to overcome the problems was considered valid as it was in line with concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the students and the teacher were given opportunity to give their opinions, feelings and expectation related to the English teaching and learning process.

B. Implementations of the Actions

1. Reports on Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. There was one topic for three meetings with different language functions for each meeting. In each meeting, the fishbowl technique was applied in the practice and production stage to motivate the students to speak and provide them with enough opportunities to practice the language functions. The activities

in the fishbowl technique were accompanied by some actions that supported the fishbowl rules in improving the students' speaking ability.

a. Planning

After formulating the field problems and designing the activities, the researcher and the English teacher as the collaborator made some plans for the first cycle. At first the researcher and the English teacher made a course grid as the guideline on th teaching and learning process. They chose standard of competence and basic competence for the first semester of grade V. They decided to take the standard of competence for speaking ability with basic competence 2.3. The choice of the basic competence was considered on the curriculum used by the school. They chose to teach speaking ability based on the problems which were found during the observation. In making the course grid, both the researcher and the English teacher decided the topics which were relevant to the students. They also formulated the indicators as the goals of learning a language, the language functions, and the key structure.

After that, the researcher and the English teacher worked collaboratively in making lesson plans. Lessons plans were made as the guidance in conducting the teaching and learning process. The researcher and the English teacher decided to use *PPP (Presentation, Practice, Production)*. In the presentation stage, she presented the language function, reviewed the vocabulary, and gave a model by using media such as pictures, cardhes, and puppets. In the practice stage, the students practiced the language function in pairs through games and cards given

by the reseracher. The students did some exercises related to the expressions they had learnt. In the production stage, the students did the activities in the fishbowl technique.

Because the grade 5B consisted of mixed ability students, they also decided to use the fishbowl technique. This technique was applied in the practice and production stage during PPP approach. The researcher and the English teacher divided them into two circles based on the fishbowl rules. Score of pre-test was used to place the students. It was used to divide the students into two circles. The students with the lower ability were positioned in the inner circle while the students with the higher ability were positioned in the outer circle. To support this technique, the researcher and the English teacher formulated challenging activities which offered different tasks for the inner circle and outer circle. The inner circle students were more focused on using simple expressions while the outer circle students listened, took a note, and responded to the inner circle students. They also changed their position to show if they had comprehended the language functions which were being learned.

Moreover, the use of media was also considered by the researcher and the English teacher. They planned to use cards, puppets, and pictures. These media were used to introduce new vocabulary or new grammatical structure to the students. They learned the language functions by using interesting media which helped the students to maintain their attention in learning. Besides, the students would also have models of what they were learning.

Based on the plans discussed above, the researcher and the English teacher hoped that the actions were able to create these following conditions.

1) The students would be participated actively in the teaching and learning process.

2) The students could improve their vocabulary mastery.

3) The students could speak English confidently.

4) The students were motivated in learning English.

5) The students could respond to the language functions appropriately.

6) The activities carried in the class would be more challenging so that the students would not get bored easily.

The actions that would be implemented in each meeting of cycle 1 were formulated as follows.

a) Using pictures in presentation

The use of pictures was to give concrete example of what was being learnt. It was hoped to help the students to understand the material more eaily. It offered the students a chance to be independent because they could learn the language functions by predicting the pictures. Besides, it could also help the researcher to sustain the students' interest. Children tended to be more active when they learnt through colorful media.

b) Teaching vocabulary before the production stage through pictures.

It was done to recall the students' existing knowledge. They were provided pictures and asked to mention the pictures for many times so that they could memorize the new vocabulary. The researcher introduced a list of words which

would be used in the production stage. It was helpful for the students to make sentences during the dialogue.

c) Using cards in practice and production which required the students to speak.

The cards were used as the media to practice speaking. The students were asked to have simple dialogue based on the cards given by the researcher. They should observe the pictures on the cards and used the language functions implicitly stated by the pictures. The cards helped the researcher to measure the students' understanding after presentation stage.

d) Applying the fishbowl technique which divided the students into two circles based on their abilities in production.

The fishbowl technique was used to solve the problem of mixed-ability students which caused a gap in speaking activities. The students were divided in two circles based on their ability. Each of the students were given opportunities to practice speaking. They were also given a chance to correct their friends' mistakes during the dialogue.

e) Conducting challenging activities by replacing position of inner circle and outer circle to check the students' understanding.

Replacing position was a part of the fishbowl rules. It was used to build the students' motivation to be more active during the activities. When the students in the outer circle could respond the students in the outer circle correctly so they replaced their position and got the score. It could also help the researcher to know whether the students understood the material.

f) Using classroom English so that the students were familiar with English communication.

The classroom English was used to introduce the students with the atmosphere of English classroom activities. The students were introduced some expressions which were ofted used in daily communication. Furthermore, it also offered the students more chances to practice English.

b. Implementation and Observation

Cycle 1 was conducted in three meetings. The first meeting was held on October 17th, the second meeting was on October 24th, and the third one was conducted on October 31st, 2012. The collaborators as the observer and the researcher as the teacher taught students using the planned actions. The students were taught the same topic with the different language function in each meeting. The collaborators observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting I

The first meeting was held on Wednesday, October 17th, 2012. The allocated time was 70 minutes. It was started from 07.00 to 08.10. In the first meeting, the researcher opened the lesson by greeting the students. The students answered the greeting in English but they used Indonesian language even Javanese when she checked the students' attendance. Furthermore, some of them also raised their hand only to show that they were present.

After checking all of the students' attendance, she explained to the students how to respond it in English. After that, she introduced herself before explaining the first material. The following field note shows the opening part of the first meeting.

> The researcher entered the classroom of 5B …. She greeted the students by saying *Salam* and *good morning.* Some of the students answered '*Good morning, Ma'am*' but some of them did not answer anything.' The researcher told them to answer '*Good morning, Ma'am*' together. She greeted the students once more and the students answered it well. After that, the researcher asked the students' condition by saying '*How are you today?*' They responded '*I am fine. Thank you. And you?*' She answered, '*I'm great. Thanks.*' …..
>
> The researcher checked the students' attendance by saying '*Is anybody absent?*' the students did not answer and only looked at the researcher. One student said, '*Yes ma'am*'. Then she replied, '*who is absent today?*'. One of the other students answered, '*Rafe ma'am*'. His grandmother passed away'. Then, the other students say in Javanese, eh, ngomong opo e?' Finally the researcher explained the expressions used in checking the attendance and how to answer it. She asked the question once again, and the students could answer it.
>
> The researcher introduced herself and asked the students to give questions about her. The girls tended to be more silent. In the other hand, the boys were very noisy in giving questions in Indonesian. She did not replied and asked the students to use English. One of the boys said, 'ra iso mbak'. Meanwhile, there were the another student who asked where the researcher live and what she did in the school by using English. Then, she continued to the first material.
>
> **(Field Note 2, Appendix D)**

The researcher introduced the topic to the students by giving some questions. She asked the students about their daily activities. Then, she presented new vocabulary and a new grammatical structure through pictures. She had some pictures of daily activities and asked the students to name each picture. She repeated showing the pictures and asked the students to listen carefully to the

pronunciation. After that, the students repeated what the teacher said and she corrected the students' pronunciation. She also presented the language function through some examples by inviting some students. The use of pictures in presentation was to gain the students' responses to the language function. She introduced the language function by showing pictures. A picture of a person playing a basketball was shown and she asked, '*What is he doing?*' to the students. A few students who had known the activity answered the question even though their pronunciation was incorrect but the other students tended to talk each other. The researcher continued showing the pictures and asked the students about the pictures.

Afterwards, she asked the students to pay attention to her but the class was still noisy. Then she showed the pictures one by one and told what activities were done in the pictures to the students. She also invited some students to contribute in giving examples of asking and giving information. She explained new vocabulary and new grammatical structures through pictures. She repeated the language functions by giving the examples for many times.

After the students became familiar with the expressions of asking and giving information, the researcher asked the students to work in pairs through fishbowl technique. They were given different pictures. One student asked information and one student gave information based on the cards they have. Sometimes, the students asked her the English word for a certain card. A few students still forgot the language function. Assistance was given to the students when they forgot the word or language functions.

In the production stage, the students were divided into two circles based on their ability. The researcher placed the students with lower ability in the inner circle and placed the students with higher ability in the outer circle. In the first meeting, the reseracher found difficulties in placing the students because the girls did not want to take a seat near the boys. Then, the researcher gave space for every chair. When the students stayed calm and paid attention to the researcher, she demonstrated how to play the activities in the fishbowl technique. The students in the inner circle were given different cards and gave information of what he/she was doing based on the pictures. One of the students in the inner circle was pointed out to ask information and he/she pointed out one of the students to give information. The students in the outer circle listened carefully to the students in the inner circle and took note of each picture they had. After the students in the inner circle finished, the researcher pointed one of the students in the outer circle and asked, *'what is Alvin doing?'*. The student gave information of what Alvin was doing by replacing Alvin to be *'he'*. When the answer was correct, the students in the innner circle replace their position with the students in the outer circle.

The students were asked about their difficulties during the activities. They said that the activities were challenging but the researcher had to give examples first how to do the activities. The students said they were confused with how to play the rules in the fishbowl technique but they wanted to play it again for the next meetings. It can be seen in the following field note.

> …. After that the researchers reviewed the materials and told the students about the lesson. They were asked about their feeling while playing the activities. The girls said that they were happy and said, *'Besok kaya gini lagi ya, Miss'* . *'Iya, Miss, besok main game lagi ya,'* *('I agree, Miss, if in the next meeting we play this game again.')* said the others. In the other hands, the boys said, *'Bingung mbak, mbake nggak ngasih contohe,'* *('Confused Miss, you do not give the examples.')*. Then the researcher closed the lesson, said good bye and said *Salam*.
>
> **(Fieldnote 2, Appendix D)**

In line with the process of teaching speaking done, the researcher then conducted some interviews with the English teacher and the students to obtain their comments on the speaking class. This following data presents the interview transcript of the English teacher and some students in classroom.

> R : *Bagaimana menurut dek David tentang pembelajaran tadi?*
> (What is your comment about the process of teaching this morning?)
> S : *Senang mbak. Tapi tadi kurang jelas mbak mesti pindah tempat duduk, nepuk pundak, nggak paham mbak.*
> (I am happy, Miss. But it's unclear when we should replace position and tap shoulder, I do not understand.)
> R : *Oh. Instruksinya kurang jelas yah dek?*
> (The instruction is not obvious, isn't it?)
> S : *Iyah mbak. Tadinya mbaknya ngasih contoh dulu gitu, kita liatin dulu.*
> (Yes, Miss. You should give the examples and we took a look at you first.)
>
> **(Interview 5, Appendix E)**

> R : *Mita, tadi gimana belajar Bahasa Inggrisnya?*
> (Mita, how was learning English this morning?)
> S : *Beda dari yang kemarin-kemarin. Yah seneng sih. Besok masih ngajar lagi tho, mbak?*
> (It's different with the previous days. I am happy. Do you still teach us for tomorrow?)
>
> **(Interview 6, Appendix E)**

> R : *Menurut Ibu tadi bagaimana cara mengajar saya?*
> (What do you think about my teaching, Ma'am?)
> T : *Sudah bagus mbak. Itu saja, suaranya agak dikerasin yah, soalny anak-anak itu kalau sudah ngomong kelas jadi rame kayak tadi itu lho mbak. Terus tadi tidak kasih contoh ya apa yang anak harus lakukan? Itu sebaiknya diawal mbak kasih contoh dulu beberapa kali sampai anak benar-benar paham.*
> (It was good. You just need to speak louder because when the children are talking, the class will be noisy. You did not give the examples of how to do activities, don't you? Yeah, it'll better for you to demonstrate how to do the activities first. Explain the rules until the students understand.)
>
> **(Interview 4, Appendix E)**

From those interview transcripts above, the fishbowl technique in the form of games by requiring the students to change their position motivates them to keep studying. Besides, the students' position which was focused on circles helped the researcher to manage the classroom situation more easily. The activities were also enjoyable for the students because they had to replace their position which implicitly showed their understanding level. Meanwhile, the researcher needed to give clear explanation and demonstrated how to play the activities until the students understood.

2) Meeting II

The second meeting was held on Wednesday, October 24th, 2012. When she checked the students' attendance, some of them still used Indonesian language.

The researcher still discussed the same topic on the previous meeting but different language functions. She reviewed the language functions through some pictures about hobbies. She showed the prictures to the students through LCD but it could only work for several minutes because of the technical problems. She

asked the students about what the people are doing based on the pictures. There were still some students who did not answer her. Some of them mentioned what the pictures were about in English but the pronunciation of some words was still incorrect. Their pronunciation was corrected and they repeated after her without being asked. In presenting the language function, she used English and gesture to help the students' understanding. Besides, puppet was also used as the media to introduce the language function. Here is the field note describing her presentation.

.... The researcher used puppets in presenting new language functions to the students. She made a short dialogue about asking clarity and permission. In the beginning of the lesson, the students were silent but some minutes later, the students tended to chat with their friends rather than listened to her. She applied certain strategy to handle the students' behaviour. She counted 1-5 and the students had to put their hands up and sat down. It worked effectively. She continued the lesson. She asked the students to listen to her and identify expressions used in asking clarity and permission. The researcher asked, *'what are the expressions used in asking clarity and permission?'* The students answered in Indonesian. The researcher made the other examples and asked the students to repeat after her. In checking their understanding, the teacher asked one of the students who wanted to give the examples voluntarily but noone raised their hands. Finally, she pointed one student who was smarter than the others. She gave a certain card and asked, *'Fawas, are you playing...? May I join...?'* He answered, *'Yes, I am. Sure.'* The researcher asked the students whether they had understood. Most of the students said, *'yes.'*

(Fieldnote 3, Appendix D)

Afterwards, the students had practice. The reseracher had coupled-cards and gave to each student. They had to find their partner through the coupled cards. Then, they were given different cards about hobbies. One student would give questions and one students would respond. The researcher moved around the class and noted the students' mistakes. She also helped the students who could not

translate the words to English. After all of the students had practiced, she corrected mispronunciation and mistakes made by the students. She asked the students to do it once more but in front of the class. They should demonstrate a dialogue in front of the other students. She gave some minutes to the students to have practice first. The other students might gave comments in the end of the practice. Most of the students spoke loudly but there were still some students who covered their mouth with their hands. They were shy and only laughed when the researcher asked them to speak. There was also one student who only stood in front of the class. The researcher guided him but he did not follow her. He only stayed silent. Generally, most of the students could use the expressions of asking information, giving information, asking clarity, and asking permission in a short dialogue.

In the production stage, the students were put into two different circles. The activities' rules were explained and demonstrated. The researcher gave some examples and asked whether they understood. Some students asked about the rules. When the students had understood, the activities were played. In this stage, the students played *'guessing game'*. The students in the inner circle were given cards and they gestured. The students in the outer circle paid attention to the students in the inner circle and guessed what they were doing. While the students were playing the games, the researcher was monitoring the students' speaking improvement. During the game, the students used the functions fluently and they did not have problems in vocabulary. However, they had difficulties in arranging grammatical utterances and pronunciation.

After the students had finished playing the game, the lesson was reviewed. The students were asked about the difficulties and their feeling during the activities. Some students had problems in pronunciation and arranging words. They enjoyed the activities and still wanted to play it again in the next meeting. At the end of the lesson, the researcher gave special assisstance to the boy who was only silent by asking his condition. He said that he could not speak English at all. English was very difficult for him.

> The researchers reviewed the materials and asked the students about their feeling while playing the game. They said that they were happy, liked the activities and wanted to play again in the next meeting.
>
> **(Fieldnote 3, Appendix D)**

In order to measure the result of the second meeting of teaching speaking, the researcher took some students to be interviewed to obtain their comments on the speaking class. The researcher also interviewed her friend as the second collaborator. This following data presents the interview transcript of some students in classroom.

> R   : *Jehan, menurutmu pelajaran hari ini gimana? Gampang nggak?*
>   (Jehan, what do you think of the lesson today?   Is it easy?)
> S   : *Bisa miss.*
>   (Yes, it is. I can do it, Miss.)
> R   : *Ada kesulitan nggak tadi?*
>   (Is there any difficulty?)
> S   : *Miss, kalau ngomong jangan cepet-cepet. Jadi tadi ada yang ketinggalan, bingung.*
>   (Don't talk too fast, Miss. There is a certain point which is left, confused.)
>   **(Interview 8, Appendix E)**

R : *Gimana tadi belajarnya, Yuda senang tidak?*
(How is the learning today? Do you like it or not?)
S : *Seneng miss. Pake tebak gerakan gitu, seru.*
(I am happy, Miss. Using guessing game is challenging.)

(Interview 9, Appendix E)

R : *Menurtmu pertemuan kedua ini dibanding pertemuan pertama gimana Wul?*
(What do you think about the second meeting compared with the first meeting?)
AC : *Lebih baik. Suaramu sudah bisa menguasai kelas, anak-anak sudah tahu bagaimana merespon kehadiran pakai Bahasa Inggris juga. Itu saja, tadi kan LCD-nya tidak bisa dipakai, mending besok kamu mempersiapkan gambar yang besar ditempel di papan tulis biar anak-anak tetap fokus.*
(It's better. Your voice is louder so that it can control the classroom, the students have known how to respond in English when you check the students' attendance. Because the LCD doesn't work properly, you only need to prepare a big picture and stamp in the blackboard so that the students focus on the lesson.

(Interview 7, Appendix E)

3) Meeting III

The third meeting was conducted on Wednesday, October 31st, 2012. Then, the students' attendance was checked. A few students still answered by using Indonesian language but they corrected it themselves.

After opening the lesson, the researcher reviewed the previous lesson. She showed the pictures one by one and pointed the students to name the pictures. Some of the students still made mistakes by saying, *'They is playing basketball.'* There were some of the students who laughed at the other students' mistakes. She asked the other students to correct the sentence but only a few students who could make correction to the sentence. She asked some of the students to come forward and made a short dialogue. The students were given pictures. She asked some

questions by using expressions of asking information and clarity and the students should answered by using expressions of giving information and clarity that they had learnt in the previous days. Most of the students performed bravely even they had incorrect pronunciation to the words *'play, ball, and she.'* Then, she continued the lesson by asking the students to mention name of days in English. All of the students did it well.

The researcher presented new expressions that they should learn through puppets. She also showed pictures of hobbies and a short dialogue through an LCD projector and the students looked enthusiastic. Unfortunately, the LCD projector was off because of an electrical problem. She wrote the dialogue on the blackboard and played the dialogue by using puppets. The students were asked to identify the expressions of inviting someone. Only two or three students knew while the other students were silent. There were two girls were talking noisily while she was explaining. She came closer to the girls and asked them to identify the expressions of inviting someone but they could not respond it. Then, the students were given time to practice the new lesson. Each student was given different cards about hobbies. The students had to find their couple through the cards. They had to find the cards which had the same pictures and made a short dialogue. The researcher walked around and monitored the students. The boys who had finished tended to come out the classroom but the English teacher helped the reseacher to handle them. She asked them to correct the other students' performances.

Right after practice, the students were divided into two different circles. The low-level students were positioned in the inner circle while the high-level students were positioned in the outer circle. There were some boys who tended to talk and made some noise. They shouted loudly to the researcher. She warned the students that she would give minus to their score who could not pay attention during the learning process. The researcher continued explaining the rules of the activity and asked the students to do it based on her instruction.

After the students had finished playing the activity, the lesson was reviewed and the students were asked about their difficulties during the activity. They said that they were happy and some of the girls said to the teacher that she had to scold the boys or gave punishment to them who made a noise, as seen in the field note below.

> The researcher reviewed the materials and asked the students how their feeling was during the game. They said that they liked the activity which offered them time to practice speaking. They asked the researcher to teach them again next days. Some of the girls talked to her that it was annoying while they were practicing the boys were making a noise. They asked the researcher to scold or gave punishment to them. ...
>
> **(Fieldnote 4, Appendix D)**

c. Reflection

In the first cycle, the fishbowl technique applied in 5B had made some improvements. The rule of the fishbowl technique which required the students to sit into two circles helped the teacher control the mixed-ability class easier. The students' attention focused on the teacher during the learning process. Besides, it also offered the students more chances to show their speaking ability. The

students with different abilities had different tasks based on their ability so that they could explore their knowledge. Moreover, the students looked enthusiastic in joining the activities that made the classroom situation more cheerful. They used the language functions through some games and challenging activities which could maintain the students' interest in practice speaking. In other words, the students' participation was improved. It can also be seen in the following data.

> R : *Gimana proses pembelajarannya tadi?* (What do you think about the learning process?)
> AC: *Sudah cukup bagus. Anak-anak bisa terkontrol apalagi duduknya dibuat melingkar jadi kamu lebih gampang monitor mereka. Mereka juga lebih aktif dalam kelas, itu tadi banyak yang tunjuk jari pengen jawab kan? Oh yah, mereka juga udah mulai terbiasa pakai Bahasa Inggris, bagus itu. ...*
> (It's good enough. The students' behavior could be controlled because they sat down on circles. It helps you monitored them easier. They also are more active in the classroom. It could be seen that there were many students who raised their hands to anwer the questions. Besides, they also begin to use English and it was good. ...)
>
> **(Interview 7, Appendix E)**

> R : *Selama cycle 1 ini, apakah fishbowl technique sudah bisa meningkatkan motivasi anak-anak untuk berbicara Bu?*
> (During cycle 1, could the fishbowl technique improve the students' motivation to speak, Ma'am?)
> T : *Wo, iya, tentu, Mbak. Mereka kelihatan seneng terus mau bicara pakai Bahasa Inggris tanpa dibujuk-bujuk.*
> (Oh, yes, exactly. They look so happy that they were willing to speak without much encouragement.)
>
> **(Interview 10, Appendix E)**

> ... The students had to have a short dialogue. The students in the inner circle gave questions and the students in the outer circle should respond it orally. If the answer was correct, the students in the inner circle and the students in the outer circle changed their position and won the activity. Most of the students enthusiastically used the language functions during the game. Most of them used English confidently with the appropriate intonation.
>
> **(Fieldnote 2, Appendix D)**

> The researcher used puppets in presenting new language functions to the students. The use of puppets was effective to make the students focused on the lesson. They paid attention to the teacher's explanation and followed her instruction. ....
>
> In the end of the lesson, the researchers reviewed the materials and asked the students about their feeling while playing the game. They said that they were happy, liked the activities and wanted to play again in the next meeting.
>
> **(Fieldnote 3, Appendix D)**

> All of the students used the functions during the activity. They were enthusiastic in using the language function to guess the cards of the other students. They kept playing the activity until all of them got scores. The researcher reviewed the materials and asked the students how their feeling was during the game. They said that they liked the activity which offered them time to practice speaking. They asked the researcher to teach them again next days. ....
>
> **(Fieldnote 4, Appendix D)**

The data showed that there was improvement on the students' speaking ability. They were accustomed to use English during English classroom activities. They tended to be more confident to speak English with their friends. They also asked the researcher to show the correct pronunciation of certain words. The students participated actively the learning process. They competed each other to answer questions in order to collect points. They were not shy or afraid anymore during the dialogue. It can be seen in the interview transcript below.

R : *Gimana tadi pelajarannya? Seneng nggak?*
  (What do you think about the lesson today? Do you like it?)
S : *Seneng Miss.* (Yes, Miss.)
R : *Kenapa senengnya?* (Why do you like it?)
S : *Kegiatannya seru. Beda dari biasanya.* (The activity is challenging and different from the previous meetings)
R : *Apakah kamu menikmati pelajarannya?* (Do you enjoy the lesson?)
S : *Enjoy banget, Miss.* (Yes, I really enjoy it.)
R : *Ada kesulitannya nggak?* (Do you get difficulties?)
S : *Paling itu miss, jangan terlalu full Bahasa Inggrisnya. Anu miss, pake Bahasa Indonesia juga.* (Don't always use English, Miss. You also had to mix it with Indonesian language.)
R : *Terus sekarang udah berani ngomong pakai Bahasa Inggris?* (Now, are you brave enough to use English?)
S : *Berani, Miss.* (Yes, I am.)

(Interview 11, Appendix E)

R : *Gimana tadi belajarnya paham nggak?* (Do you understand with the learning process today?)
S : *Dong, Miss. Tapi ngomongnya jangan cepet-cepet.* (I understand but don't speak fast.)
R : *Terus, seneng nggak sama pelajarannya?* (Do you like the lesson?)
S : *Iyah. Besok ngajar lagi tho, Miss?* (Yes, I do. You will teach us again tomorrow, won't you?)
R : *Pastinya. Susah nggak tadi ngomong Bahasa Inggris?* (Yes, sure. Is it difficult in speaking English?)
S : *Gerogi, Miss. Soalnya kan nggak biasa pakai Bahasa Inggris.* (I am nervous because I seldom use English.
R : *Masih takut ngomong pakai Inggris nggak?* (Are you still afraid to speak English?)
S1 : *Nggak, Miss. Tapi harus latihan terus gitu.* (No, I am not. There should be more practices.)

(Interview 12, Appendix E)

The students had performed the indicators of speaking ability during the implementation. The aspects are fluency which includes speed, hesitation, and pause, and accuracy which includes vocabulary, pronunciation, and grammar. In

the following table is presented the number of students who achieved each indicator in cycle 1.

Table 5: **The Number of Students Who Achieved Each Indicator in Cycle 1**

Indicators	Number of Students						Average (%)
	Meeting 1		Meeting 2		Meeting 3		
	∑	%	∑	%	∑	%	
Grammar	12	37.5	12	37.5	24	75	50
Vocabulary	15	46.9	16	50	25	78.1	58.3
Pronunciation	11	34.4	12	37.5	21	65.6	45.8
Fluency	12	37.5	15	46.9	27	84.4	56.3

From the table above, it could be concluded that there was improvements in all aspects during Cycle 1. The students' speaking ability was improved significantly on their vocabulary and fluency. In the other hand, the students still got problems in pronunciation. They were still confused how to pronounce some words. Besides, it was also difficult for the students to use grammatical rules in a sentence. The observation result on those aspects in cycle 1 was elaborated as follows.

The improvement could be seen from the students' vocabulary. The students still had difficulties in producing certain words which were not familiar to them. The students tended to ask for words they did not know. Only 46,9% of them could use the words in the language function. Their vocabulary was also improved in the next meetings. The following data presented their improvement on vocabulary.

R : *Permainannya mudah tidak?* (Is the game easy?)
S : *Iya.* (Yes, it is.)
R : *Bisa bantu buat menghafal kosa-kata)* (Could it help you in memorizing the vocabulary?)
S : *Bisa banget kan tadi mainnya nggak cuman sekali.* (Yes, it could because we play it many times.)

(Interview 11, Appendix E)

R : *Bagaimana dengan cara berbicara mereka?* How did they speak?
AC: *Sudah bagus, Mid. Anak-anak tadi bisa berbicara Bahasa Inggris dengan lancar. Anak-anak sudah banyak hafal kata-katanya.*
(Yes, they are good. The students speak English fluently. They have memorized the vocabulary well.)

(Interview 7, Appendix E)

R : *... Selain itu Bu, perkembangan apa lagi yang muncul dari kemampuan berbicara mereka?* (Besides, what else that emerge from their speaking ability?)
T : *Jika dilihat, anak-anak sudah mulai kaya akan kosa-kata. Mereka sudah mulai berani menggunakan Bahasa Inggris jika menjawab pertanyaan.* (We can see that the students begin to enrich their vocabulary. They answer the question using English bravely.)

(Interview 10, Appendix E)

R : *Menurutmu penggunaan fishbowl di pertemuan kedua ini efektif tidak?* (Do you think that applying fishbowl in the second meeting is effective?)
AC: *Sudah, Mid.Itu tadi kalau dilihat anak-anak sudah mulai pakai Bahasa Inggris dalam kelas. Sudah berani bertanya juga.*(Yes, I think so. The students begin to speak English in the classroom. They also gave questions bravely.)

(Interview 7, Appendix E)

Moreover, the students' fluency was also improved during Cycle 1. In the first meeting, only 37.5% of students who spoke fluently during the dialogue. Some of

them still made pauses or stopped suddenly when they got difficulties in finding appropriate words. Their speaking ability increased in the second and third meeting. The students in the second and third meetings spoke the language functions at normal speed without being hesitant either pausing for words. The improvement can also be seen in the following data.

> R : *Pertemuan ketiga ini dibanding dengan pertemuan pertama lebih sukses Bu?* (Do you think the third meeting is more successful than the first meeting?)
> T: *Menurut saya iya. Kalau kemarin mereka cenderung diam dan lebih sering menggunakan Bahasa Indonesia. Sekarang mereka sudah mulai menggunakan Bahasa Inggris.*(Yes, I think. In the previous meeting, the students tended to be more silent. They often used Indonesian. Now, they begin to use English.)
>
> **(Interview 10, Appendix E)**

> ... She gave a certain card and asked, *'Fawas, are you playing...? May I join...?'* He answered, *'Yes, I am. Sure.'*
>
> **(Fieldnote 3, Appendix D)**

Although the speaking ability of 5B students improved on the vocabulary aspect and the fluency aspect, there were still problems that emerged during Cycle 1. The first problem was related to the students' pronunciation. Most of them still mispronounced certain words. The following interviews showed the students' problems on pronunciation.

> R : *Gimana proses pembelajarannya tadi, Bu?* (What do you think about the learning process, Ma'am?)
> T : *Pengucapan anak-anak masih perlu diperbaiki mbak. Itu tadi anak-anak ada sebagian anak-anak yang baca 'basketball' itu pake 'o'. Masih harus telaten membenarkan pronunciation mereka.* (The students' pronunciation is still needed to be corrected. Some of them pronounced *'basketball'* using *'o'*. You should be more patient in correcting their pronunciation.)
>
> **(Interview 4, Appendix E)**

> R : *Yang lain masih ada yang perlu diperbaiki, Bu?*
>   (Is there anything else that needs improvement, Ma'am?)
> AC : *Mmm, kalau bisa pronunciationnya diperbaiki lagi. Hari ini lebih baik dari yang kemarin, tapi masih perlu ditingkatkan.*
>   (Mmm, the pronunciation still needs improvements. In this meeting, their pronunciation is better than before, but it still needs improvement.
>
> **(Interview 10, Appendix E)**

The second problem that occured during cycle 1 was related to grammatical accuracy. The students were still confused in using to be such as *'is, am, and are'*. They tended to generalize that all subjects were followed by *'is'*. Furthermore, the students got difficulties in tenses. When the researcher asked their activities on the weekend, they used a present tense. They needed time to recall the formula before producing utterances. The problems could also be found in the following data.

> ... Most of the students got difficulty in using *'is, am, are'*. Some of them used to be 'is' for subject *'they'*. They thought that there was no different for using *'is, am, or are.'* She assisted the students who got the difficulties.. ...
>
> **(Fieldnote 3, Appendix D)**

> ... The researcher also asked the students' activities on weekend by pointing one of the students and said, *'Yudha, what did you do last Sunday?'* He answered, *'I go to Solo'.* ...
>
> **(Fieldnote 4, Appendix D)**

R : *Perkembangan anak-anak saat ini bagaimana ya, Bu?* (How is the students' progress now?)

T : *Bahasa Inggris anak-anak sudah cukup bagus. Anak-anak mulai terbiasa menggunakan Bahasa Inggris. Ngomongnya juga sudah tidak malu-malu lagi mbak. Cuman dibagian grammarnya. Mereka masih bingung masalah tenses, to be, plural, singular, itu mungkin harus lebih ditekankan lagi.* (Their English ability is good enough. The students are accustomed to use English. They are not shy again in speaking. In the grammar aspect, the students are still confused in tenses, to be, plural, singular, etc. These aspect should be more considered in teaching.)

(Interview 10, Appendix E)

From the explanation above, it can be concluded that the students of 5B had significant improvements on their vocabulary and fluency. Besides, the rules that the students had to use English during English activities made them speak more actively and confidently. The students participated actively during the learning process. Most of the students competed each other in answering the researcher's questions. However, there were still some problems related to the students' pronunciation and grammar. The percentage of the students' improvement could also be seen from the following chart.
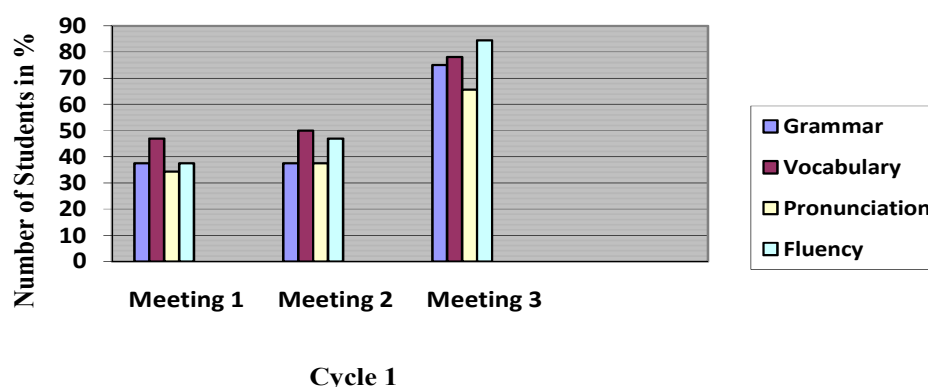
Figure 3: The Students' Improvements during Cycle 1

Since there were some problems that had not been solved, between the researcher and the collaborators decided to continue the cycle 1. They planned to have next cycle in order to overcome the students' problems on grammar and pronunciation. Before conducting the next cycle, the researcher evaluated the cycle 1 by having discussion with the collaborators. The results of the evaluation were used to improve the learning process for the next cycle. Here is the conclusion of the actions in cycle 1 and the recommendation for cycle 2.

Table 6: **The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2**

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Applying fishbowl technique in the production stage	The fishbowl technique which was applied in the production stage improved the students' speaking ability. It really solved the major problem faced by the students of 5B which consisted of mixed ability students. The students were divided into two circles and offered different tasks for each circle. All of the students had equal position to produce ideas so that they had many opportunities to speak.	This action would be sustained to be used in cycle 2 with some modifications.	The rules of the fishbowl technique should be demonstrated clearer. The activities should be supported by collecting point or score to make the students more motivated.

Continued

Continued

Action in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Teaching vocabulary to enrich the students' knowledge related to the topic before having dialogue	Teaching the students some words before practicing the dialogue helped them to memorize the vocabulary easily.	This action would be sustained to be used in cycle 2.	The researcher should give more chances to the students to recall the vocabulary that they had learnt.
Using classroom English	The use of classroom English was useful for making the students became more familiar with English. It could enrich the students' vocabulary so that they could give appropriate responses to the researcher's intruction. During the cycle 1, the students still asked some words for the meanings in Indonesian when they did not understand.	This action would be sustained to be used in cycle 2 with improvement.	Some words should be supported by gestures, pictures, and mimics to help the students understanding the researcher's instruction.
Using various media during the teaching and learning process	The media was useful in gaining the students' attention. It helped the students to understand the lesson more easily. It could also control the students' behavior since they were very active.	This action would be sustained to be used in cycle 2 with improvement.	The media such as pictures or cards should be bigger so that the students could see the pictures clearly.

From the table above, it could be concluded that there were some successful actions and some unsuccessful actions. The successful actions were continued to the next cycle. In the other hand, for the unsuccessful actions, both the researcher and the collaborators made some changes for the next cycle.

2. Reports on Cycle 2

a. Planning

Based on the reflection of cycle 1, there were some improvements on students' participation, confidence, vocabulary, and fluency in using the language functions. However, there were still some weaknesses found during Cycle 1. The students still did not use the functions accurately and had difficulties in the pronunciation. Therefore, the next cycle was necessary to be conducted. The actions conducted in Cycle 1 were sustained to be used in Cycle 2 with improvements or modification.

To overcome the problems related to grammatical accuracy and pronunciation of their speaking, she gave feedback to them during the practice. To maintain the students' motivation in speaking while playing the activities, she modified the rules of the activities. She gave rewards to the students who could answered the questions well and gave minus to the students who made a noise. The rules were modified in such a way that the students needed to use the functions in order to get additional score. It also helped the reseacher to handle the students' behaviour. To make them memorize the vocabulary more easily, the researcher selected new words that could be found around them.

Those activities in the teaching and learning process aimed at solving the field problems that emerged and still existed after Cycle 1.

Table 7: **The Solvable Field Problems and the Solutions**

	Problems	Solutions
1	The students had difficulties in pronunciations.	Giving a model, giving feedback and providing a lot of practice to speak by implementing fishbowl technique.
2	The students still made grammatical or word order errors when they used the language functions.	Giving feedback and providing a lot of practice to speak by implementing fishbowl technique.

In this cycle, the researcher still used the same standard competence but the basic competencies were different. She chose the basic competence 2.1. The indicators and the purposes of the teaching and learning process were formulated based on those basic competences. The researcher and the English teacher worked collaboratively to discuss the topic that would be used. They decided to take the topic about public places. The materials were taken from the textbook given by the English teacher. They decided to teach some language functions in the same topic, i.e. asking and giving information, asking and giving direction, and asking and giving clarity.

After determining the topic and the materials, the researcher designed the second course grid that would be implemented in the second cycle. She decided the indicators that the students should achieve, the activities, and the media which would be used in each meeting. She prepared the media which could help her in

maintaining the students' concentration. She used some pictures and cards in explaining the lesson. She also consulted the course grid with her advisors.

The researcher also made lesson plans to guide the teaching and learning process. The *PPP (Presentation, Practice, Production)* technique was still used. In the presentation stage, she presented the language function, reviewed the vocabulary and gave some examples by using media. In the practice stage, the students played some games or activities while the researcher monitored and gave correction to their mistakes. In the production stage, the students were divided into two circles based on their ability.

The teaching and learning process of cycle 2 was conducted in three meetings. The actions were planned to overcome speaking problems related to the students' pronunciation and grammar accuracy in using the language functions. The plans of cycle 2 were in the course grid in Appendix C. The actions that would be implemented in each meeting of the cycle were still the same as cycle 1. There were some additional actions to overcome the problems occured in cycle 1. A map would be used to support the learning process about *'Public Places'*. It was used as a model for the students in giving and asking direction. They had a concrete object that could help their mind in producing a language. Besides, reward and punishement would also be applied in cycle 2. It was done to make the classroom situation to be more controlled easily. The students who made a noise would be reduced their score while the students who were active would get additional score.

b. Implementation and Observation

Cycle 2 was also conducted in three meetings. The first meeting was held on November 7th, the second meeting was on November 14th, and the third one was conducted on November 21st, 2012. The researcher taught the materials during the implementation while her friend and the English teacher who became the collaborators were taking their role as the observer. The same topic which discussed different language functions were taught in each meeting. The collaborators observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Wednesday, November 7th, 2012. Most of the students used English when the researcher checked the attendance list.

Afterwards, the students were asked to mention some kinds of public places around the school. The students were asked to mention the public places they knew. Some of the students still used Indonesian language because they were not confident to speak in English. After that, she showed some pictures of public places through LCD projector. As usual, the LCD projector could only be used in a few minutes. She showed the pictures one by one and the students name them. Most of the students named the pictures correctly.

Then, she asked the students to pay attention to the pronunciation of each word. She gave the examples on how to pronounce the words and the students repeated after her. The language functions of asking and giving information were

introduced by giving many examples through cards. After presenting some examples, the students were given time to practice. The teacher pointed some students and showed the pictures. They gave appropriate responses as seen in the following field note.

> The researcher continued presenting some pictures of public places and introducing the language functions. She showed a picture of public places, such as a hospital, a school, a library, a marker, a mosque, a church, and a zoo, etc. and asked the students what it was. Only some of the students who answered by using complete sentence. Most of them only mentioned the name of the public places. She trained the students how to answer in a full sentence, *'It is a hospital.'*. The students paid attention on the presentation and sometimes laughed as their friends had mistake in the pronunciation. She also trained the students how to use the articles of a/an, such as *'a hospital or an airport.'*. Then, She asked the students to note and correct mistakes made by their friends.
>
> **(Fieldnote 5, Appendix D)**

After the students were given opportunities to practice with the researcher, she reviewed the lesson. She asked the students to stay in their chairs. She showed the pictures and asked the students to raise their hands if they knew. The students who could answer in a full sentence with correct pronunciation would get a reward such as additional points. The students did the activity enthusiastically after knowing that they would get a reward. The activities were monitored and feedback was given on students' pronunciation. They also spoke with appropriate intonation, i.e. raising intonation for the question and falling intonation for the response.

In the production stage, the students played the activity through fishbowl technique. The researcher divided the students into two circles. The high-level students were in the outer circle while the low-level students were in the inner

circle. She demonstrated how to play the activity and asked the students whether they understood. The game procedures were also explained by using simple English instructions. The students understood the explanation well. When they were playing the activity, their speaking performance was monitored. Some students still had some problems in pronunciation and confidence as seen in the field note below.

> In the production stage, the students played the activity by applying fishbowl technique. The researcher told the students that their performance would be assessed. The students looked so happy and more enthusiastic. She gave examples of how to play the activity first. She demonstrated the rules of the activity in a simple instructions. There were some students who were confused and she provided more examples. When the students understood the explanation, they began to play the activity. There were some of the students who used Indonesian and some of them still had difficulties in pronunciation, *'It is a church [cuch].'* She observed the students while they were playing the activity. Some students still had problems in confidence. Sometimes, they smiled while they were talking.
>
> **(Fieldnote 5, Appendix D)**

When the students were having a short dialogue, the researcher scored their performance. The students asked their scores but she informed the students that in the last meeting she would mention the student who had highest score. The students looked more enthusiastic after knowing that. All of the students wanted to get high score. They were told that they still had chances to win in the following meetings. Giving appreciation for them was effective to maintain their motivation.

Before closing the meeting, the researcher reviewed the materials and gave correction to the students' mistakes during their performance. Their understanding was checked by giving some questions. Moreover, the students were asked about

their feeling when they played the activity. They said that they liked it because the

activity gave points which could add their score. It can be seen in the field note

below.

> …. The researchers reviewed the materials and asked the students how their feeling was during the activity. They said that they liked the activity as it gave points. They wanted to get the highest score in order to get the reward in the last meetings...
>
> **(Fieldnote 5, Appendix D)**

2) Meeting II

The second meeting was conducted on Wednesday, November 14th, 2012.

Before introducing new vocabulary, she showed a map which involved some

pictures of public places. She showed a map to the students and they had to guess

what they would learn. She introduced the topic of the lesson by asking the

students how to give direction to other people. They answered in Indonesian

language.

She presented the new vocabulary and language function through a short

dialogue. In the beginning of the lesson, she reviewed kinds of public places by

showing the pictures to the students by saying *'What is it?'*. The students

answered appropriately but they forgot to use article *'an'* for the word *'airport'*.

Then, she distributed the dialogue to each student. They were asked to read the

dialogue loudly while the researcher noted the students' pronunciation. The

students had difficulties in saying *'turn', 'restaurant', 'go straight',* etc. She

guided the students in pronouncing the words and they repeated after her.

Afterwards, they were also asked to identify kinds of public places and expressions of asking and giving direction. Some of them anwered it well but the other students still used Indonesian language. She also used puppets to model the dialogue but the boys tended to make a noise. She came to the boys and gave them some questions. Then, cards with pictures of public places were distributed to the students. She sticked the map of some public places on the blackboard because the LCD projector could not work. The students were asked to work in pairs and tried to have a short dialogue by using the expressions of asking and giving direction. The activities were observed and feedback was given on students' pronunciation. They had appropriate intonation. In the other hand, some of the students were still confused to distinguish *'left'* and *'right'*.

Next, the students played the activities by using the fishbowl technique. They were divided into two circles. The high-level students were placed in the outer circle while the low-level students were placed in the inner circle. The problem occured in this meeting. The girls did not want to sit down near the boys. The classroom became more crowded even there was a boy who pulled a girl's hair. She warned the students to give minus score to their scores if they could not stay silent. Then, she continued the lesson by demonstrating the activity by using simple English. The students could understand the procedure easily because the rules were almost similar to the activities rules in the previous meeting. They did not have any question about the rules. During the activity, the students used the language functions. Most of them pronounced the words correctly and used

appropriate intonation. They could also use the expressions well but they made mistake in saying *'turn right'* and *'turn left'*.

> … Afterwards, the students played the activity by using fishbowl technique. They were divided into two circles. ... As the rules were almost similar to the activities in the previous meetings, the students did not get difficulties in understanding. They did not ask the researcher about the rules. She observed the students' performance. A few students still had problems in pronunciation. They also had difficulty in distinguishing *'turn right'* and *'turn left'*. However, most of the students pronounced the words correctly and used the expressions well. ….
>
> **(Fieldnote 6, Appendix D)**

After they had finished, the students asked her who got the highest score. Most of the students wanted to get the highest score and they asked her how to pronounce some words correctly. They also said that they were happy because the activities were different from they ever got. The researcher did not say who got the highest score. She just said that everyone could be the winner of the activity if they were active during the learning process. The students were still interested in playing the activity. They wanted more challenging activities for the next meeting.

> … The researcher reviewed the materials and told the students about the lesson. They were asked about their feeling while playing the activity. They wanted to get the highest score. They also said that they were happy and asked for more challenging activities by saying, *'Besok kegiatannya yang seru lagi yah Miss* ('Miss, the activity for tomorrow should be challenging again'). She told them that the next meeting would be still the same as today's meeting with a different language function. ….
>
> **(Fieldnote 6, Appendix D)**

3) Meeting III

The third meeting of Cycle 2 was conducted on Wednesday, November 21st, 2012. As usual, the researcher reviewed the previous lesson before introducing new vocabulary and language functions. She showed the pictures of public places and asked the students to name them. She also pointed some students to mention the expressions of asking and giving direction. Then, she introduces topics. The topics were giving clarity of someone's position and asking and giving direction. She asked the students to listen to her instruction and guessed where she was. She also used gestures to help the students understood the instruction. The students were interested in her instruction and tried to guess her position. They were excited to listen to her because the students who could answer well would get additional score as shown in the following field note.

> … In introducing new vocabulary and language functions, the researcher gave instructions to the students. They were asked to follow the instructions and guessed where she was. She also used gestures to help the students' understanding. She said, *'Start from this classroom, you just go straight, turn right, go straight again, turn left, and I am on the left side. Where am I?'* The students looked enthusiastic in responding her instruction. One of the boys said, *'Miss, baleni. ('Please repeat it, Miss.)'.* The other students said, *'ah, aku ngerti, Miss. Neng toilet tho?' (I know, Miss. Is it in toilet?)'.. ….*
>
> **(Fieldnote 7, Appendix D)**

She pronounced the new vocabulary and expressions while the students repeated after her. She asked the students to identify expressions used in asking clarity about someone's position. After that, they practiced to have a short dialogue by using the expressions of asking clarity and asking and giving direction. Each student was given a card and they work in pairs. One student gave

direction and the other one predicted the position. The researcher monitored the students' performance and corrected their mistakes.

In the production stage, the students were positioned in two circles. The researcher still used a map and sticked it on the blackboard. The students in the outer circle gave the instructions while the students in the inner circle guessed the position. If they answered well, they replaced the position and got score.

In the end of the lesson, the materials were reviewed and the students were asked about their feeling during the activity. They said that they liked the activities since she taught them because the activities were fun and challenging. They liked the activities that gave them score. Then the researcher closed the lesson, said good bye and said *Salam*.

c. Reflection

In Cycle 2, the fishbowl technique was also applied in the practice and production stage during the learning activities. The students were trained to use the language functions by having a short dialogue. In every meeting, the students were positioned in two circles which distinguished their works. The researcher also gave additional score to the active students so that they really paid attention to her. They tended to be more active and the clasroom situation was more competitive. The students learnt the same topic with different language functions in each meeting. They were asked to use English during the activities while the researcher monitored and corrected their mistakes. They always had practices in speaking class through a short dialogue.

The implementation of the fishbowl technique in this cycle maintained the students' participation in speaking activities. They were still enthusiastic in joining the speaking activities. The technique was effective to make the students speak up because they had to have a short dialogue to get the score. Moreover, the use of cards and pictures were effective to gain the students' interest in using English. The students looked happy in joining the activities because the activities were challenging. They competed each other to get the highest score. They considered that the activities were fun. It can also be seen in the following data.

R : *Gimana tadi pelajarannya, seneng nggak?* (What do you think about the lesson today? Do you like it?)
S : *Seneng, Miss.* (Yes, we do, Miss.)
R : *Kenapa senengnya?* (Why do you like it?)
S : *Itu, mesti terus pakai Bahasa Inggris.* (We have to always use English.)
R : *Brarti udah seneng ne buat nggunain Bahasa Inggris di kelas?* (Are you happy to use English in the classroom?)
S : *Berani, Miss tapi jangan diketawain.* (I could speak English bravely but don't laugh at me.)

(Interview 14, Appendix E)

R : *Tadi belajar cara ngasih petunjuk ke orang seneng nggak?* (Do you like to learn in giving direction to other people?)
S : *Iya.* (Yes.)
R : *Kenapa seneng?* (Why do you like it?)
S : *Bisa latihan ngasih arah terus pake peta juga. Kayak beneran gitu, Miss.* (I practice in giving direction through a map. It's like in real situation.)
R : *Ada kesulitannya nggak?* (Is there any difficulty?)
S : *Kasih banyak contoh, Miss. Jangan buru-buru ngajarnya.* (Give more examples. Don't teach us in a hurry.)

(Interview 18, Appendix E)

R : *Seneng nggak tadi belajarnya?* (Do you like the learning process?)

S : *Weh iyah Miss. Seru pakai acara tebak-tebakan.* (Yes, we do. It's interesting because there was guessing activity.)

R : *Masih malu nggak ngomong pakai Bahasa Inggris sekarang?* (Are you still shy in speaking English now?)

S : *Yang gampang-gampang aja beraninya.* (I speak English bravely only for the simple words.)

R : *Paham nggak tadi sama materinya?* (Did you understand the material?)

S : *Paham. Banyak latihannya, seneng. Besok masih kesini lagi, Miss?* (Yes, I do. There are many practices. I am so happy. Don't you come here again for tomorrow?)

(Interview 19, Appendix E)

R: *Selama cycle 2 ini, apakah anak-anak tetap termotivasi untuk berbicara, Bu?* (During the cycle 2, are the students motivated to speak, sir?)

T: *Iya, mbak. Karena mereka suka kegiatannya, jadi semangat untuk latihan.* (Yes, they are. As they like the activities, they are enthusiastic to practice.)

(Interview 20, Appendix E)

Based on the data above, it can be seen that both their participation and their confidence in speaking English improved. They were happy because they were given many opportunities to show their speaking ability. Each student had equal position in speaking English. Since the students liked the activities, they were not shy either afraid to speak English. They were also motivated to use English during the activities in order to get score. It can be seen in the data below.

R : *Sulit nggak ngomong pake Bahasa Inggris?*
(Is it difficult to use English?)
S : *Nggak kebiasaan, Miss.*
(I don't usually use English.)
R : *Suka latihan pake Bahasa Inggris?*
(Do you like to practice English?)
S : *Banget.*
(Yes, I do really like it.)
R : *Nggak takut salah?*
(Are you afraid to make mistakes?)
S : *Nggak.*
(No, we are not.)

(Interview 14, Appendix E)

R : *Ribet nggak tadi ngomong pake Bahasa Inggris?*
(Is it complicated in using English?)
S : *Masih mikir tensesnya, Miss.*
(I am still thinking the grammar.)
R : *Tapi udah berani pakai Bahasa Inggris kan?*
(Now you could speak English bravely, couldn't you?)
S : *Iyah, Miss.*
(Yes, Miss.)

(Interview 15, Appendix E)

During the implementation of Cycle 2, the students performed the indicators of speaking aspects, i.e. fluency, vocabulary, pronunciation and grammar. The number of students who achieved each indicator in Cycle 2 is presented in the following table.

Table 8: **The Number of Students who Achieved Each Indicator in Cycle 2**

Indicators	Number of Students						
	Meeting 1		Meeting 2		Meeting 3		Average (%)
	Σ	%	Σ	%	Σ	%	
Grammar	24	75	25	78.1	29	90.6	81.2
Vocabulary	30	93.8	32	100	32	100	97.9
Pronunciation	23	71.9	27	84.4	28	87.5	81.3
Fluency	26	81.3	29	90.6	30	93.8	88.6

According to the table above, there were significant improvements in all indicators included grammar, vocabulary, pronunciation, and fluency. In Cycle 1, the significant improvements laid on vocabulary and fluency only. In Cycle 2, after reflecting the actions in Cycle 1, the actions in Cycle 2 could improve the students' ability in grammar and pronunciation. The improvements were elaborated as follows.

The students' vocabulary on the language function was maintained during the actions. All of the students of 5B showed their progress on the vocabulary mastery. They tried to use the language functions through a short dialogue. Besides, they students also helped each other. When one student forgot certain words or made mistakes, the other students gave correctness. All of them performed the indicator of vocabulary by responding the researcher's questions appropriately. The result could also be seen in the following field note and interview.

... She greeted the students by saying *Salam* and *good morning*. The students responded the greeting well. The researcher checked the attendance by saying, '*Is anybody absent today?*' All of the students said, '*No one.*'

(Fieldnote 5, Appendix D)

R : .... *Pertemuan yang sekarang ini sudah lebih bagus dari yang cycle 1 kemarin, Bu?*
  (… The action now is better than the actions in the cycle 1, isn't it?)
T : *Iya, mbak. Peningkatan anak-anak sudah terlihat. Mereka sudah bisa menggunakan ekspresi-ekspresi yang embak ajarkan. Mereka bisa merespon dan bertanya pakai Bahasa Inggris.*
  (Yes, it is. The students' progress is arised. They could use the expressions that you taught. They could respond and ask using English.)

(Interview 16, Appendix E)

The students' fluency in speaking still improved in cycle 2. Their fluency during the dialogue was improved higher in Cycle 2 than in cycle 1. During three meetings, the students were always asked to use English so that they could speak English fluently. Most of the students spoke the language function in the normal speed, not many pauses, and hesitation. The improvement can also be seen in the following data.

R : *Menurut kamu kemampuan anak-anak sekarang ini bagaimana?*
  (What do you think about the students' speaking ability right now?)
AC: *Menurut saya, kemampuan anak-anak sudah lebih bagus ya. Mereka sudah cukup lancar menggunakan ungkapannya. Masalah-masalah kecil hanya dibagian kata-kata tertentu saja.* Keberanian mereka merespon menggunakan Bahasa Inggris sudah menunjukkan perkembangan yang signifikan.
  (I think, the students' speaking ability is better. The used the expressions fluently. Simple problems only occured in certain words. They responded by using English bravely. It showed significant progression.)

(Interview 17, Appendix E)

R : *Mereka tadi apa sudah cukup lancar dialog nya, Bu?*
(Were the students fluent in the dialogue, Ma'am?)
T : *Cukup lancar, Mbak. Mereka sudah mulai aktif komunikasi Bahasa Inggrisnya.*
(They were fluent enough. They communicated by using English actively.)

(Interview 16, Appendix E)

In Cycle 1, one of the problems that was not solved was pronunciation. The students still mispronounced to some words. In Cycle 2, the students' pronunciation improved. They remembered and were able to pronounce the expressions correctly. They were also able to use correct intonation in giving and asking questions. By applying the fishbowl technique which offered the students opportunities to speak, the problems related to pronunciation were overcomed. In the first meeting, 71.9% of the students pronounced the words correctly. In the second meeting, it was improved to be 84.4% of the students who performed the indicator of pronunciation better. Besides, it was still improved until the third meeting to be 87.5%. The following interviews also showed the students' improvement on pronunciation.

R : *Pronunciation anak-anak saat ini bagaimana?*
(How is their pronunciation right now?)
AC: *Pronunciation-nya sudah bagus. Kebanyakan anak sudah bisa mandiri tanpa kamu harus selalu memberi tahu .*
(Their pronunciation is good. Most of the students are able to work independently without you always give them know.)

(Interview 21, Appendix E)

> R : *Selama dialog tadi, pronunciation anak-anak bagaimana, Bu? Ada perkembangannya?* (During the dialogue, what do you think about the students' pronunciation? Is there any progression?)
>
> T : *Jelas ada mbak. Beberapa anak sudah bisa ingat setelah diberi tahu. Mereka sudah langsung bisa mengucapkan kata-kata dengan tepat tapi memang masih ada beberapa anak yang masih perlu bantuan lagi.*
> (Yes. There is an improvement of their pronunciation. Some of the students could remember how to pronounce words after giving know by you. Some of them are able to pronounce words appropriately but there are still some students who need guidance.)
>
> **(Interview 20, Appendix E)**

The next problem that occured in Cycle 1 was grammatical accuracy. The students got difficulties in learning grammatical rules. The grammatical accuracy problem was solved in Cycle 2. The researcher gave many examples and short dialogues that could be identified by the students. The students' accuracy in grammar improved from the first meeting until the third meeting. In the first meeting there was 75% of the students produced grammatical utterances. In the second meeting it increased until 78.1%. In the third meeting, their grammatical problems decreased and the percentage of the students was 90.6%. It is shown in the following data.

R : Kalau untuk kemampuan grammar anak-anaknya sendiri, apakah kata-katanya sudah terstruktur dengan benar? (For the students' grammatical accuracy, do they have produced sentences with correct grammar?)

AC: *Oh ini sudah jauh lebih bagus dari sebelumnya. Mereka sudah paham dengan tata cara penggunaan tenses atau tobe yang menurut mereka kemarin sulit, bingung gitu.* (It is better than the previous meetings. They have understood the rules of tenses or to be that they think difficult or confusing.)

(Interview 21, Appendix E)

R : *Kalimat-kalimat saat mereka berdialog bagaimana tadi menurut Ibu?* (How are their utterances when they are having dialogue in the classroom?)

T : *Sebagian besar sudah benar.* (Most of their utterances are produced correctly.)

(Interview 20, Appendix E)

In conclusion, there were some improvements dealing with students' speaking ability. The improvements laid on all aspects of speaking ability, such as grammar, vocabulary, pronunciation, and fluency. Besides, the students also participated the classroom activities more actively in the two cycles. The use of fishbowl technique decresed the problem of different ability that occured between the high-level students and the low-level students. All of the students were given chance to practice speaking English. They were enthusiastic in joining the classroom activities which could be seen from their response to the researcher's questions. Therefore, the researcher and the collaborators decided not to continue the cycle 2 because the improvements were significanly seen. The percentage students' improvement could also be seen from the following chart.
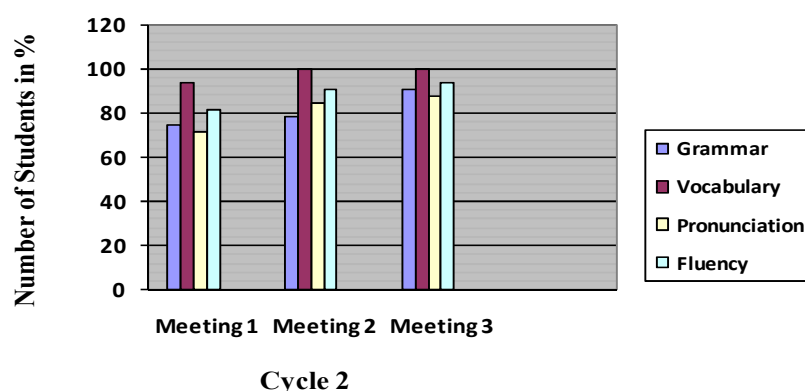
Figure 4: The Students' Improvements during Cycle 2

From the chart above, it could be concluded that the students' speaking ability improved. In cycle 1, the significant improvement only emerged in fluency and vocabulary. After reflecting the actions in Cycle 1, the researcher and the collaborators continued the actions in Cycle 2. The indicators of speaking which included grammar, vocabulary, pronunciation, and fluency were improved in cycle 2. The students were able to speak fluently and accurately in three meetings. By considering the results showed in this cycle which had shown good improvements in students' speaking ability, the researcher decided to stop the cycle.

3. General Findings

In cycle 1, the students of 5B had some improvements on their vocabulary and fluency. They had not achieved good score in the indicators of grammar and pronunciation. Their motivation and participation in speaking activities had also

emerged. They always responded the researcher's questions. In order to improve their pronunciation and grammar, both the researcher and the collaborators decided to do Cycle 2. It was found that the students improved in every indicator in Cycle 2. The result of the both cycle can be seen in the following chart.
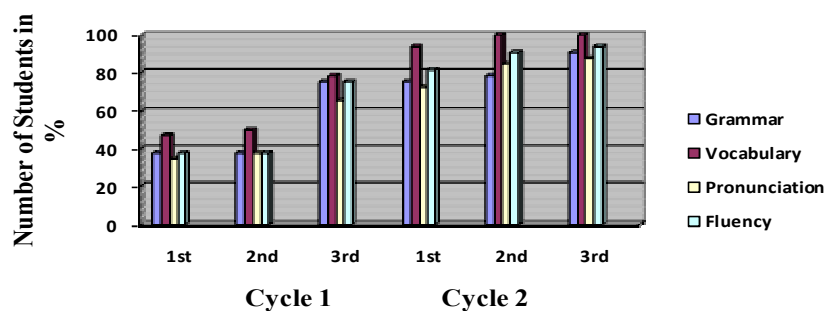
Figure 5: The Students' Improvements during Cycle 1 and Cycle 2

The chart above shows that there is an improvement of the number of the students who achieved the aspects of speaking ability. In Cycle 1, the students' fluency and vocabulary showed a big improvement while their grammar and pronunciation were still in the low level. After continuing the actions into Cycle 2, each aspect of speaking ability could be achieved by the students successfully. It indicates that the fishbowl technique is successful in improving the students' speaking ability. It also minimized the gap problem which occured among the students of 5B which consisted of high-level students and low-level students. As the result, there were changes that occurred during the implementation of the

actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 9: **The Changes that Existed After the Implementation**

Before the actions were implemented	After the actions were implemented	
	Cycle 1	Cycle 2
The students didn't participate actively in the classroom activities. They tended to be more passive during the learning process. They didn't have enough opportunities to practice speaking in English.	The students participated actively in the classroom activities. They had many opportunities to speak in every meeting. They were also given responsibility to correct the other students' mistakes. They responded the researcher's questions or instructions well.	The students kept their participation during the activities. They paid attention and gave responses to the researcher.
Most of the students were shy to speak English. They were afraid if they made mistakes because the other students would laugh. They responded the teacher's questions in Indonesian language.	The students became familiar with English classroom activities. They began to use English when the researcher greeted them or checked their condition. However, they were some students who were still afraid to answer the researcher's questions in English. Some of them mixed the words with Indonesian language if they did not know.	Many opportunities that they got in speaking English made the students spoke English bravely. Most of the students were not shy anymore in responding to the researcher's questions in English. Some of them also used English in clarifying or asking something. Their confidence was improved.
The students got difficulty in pronunciation. They mispronounced some words. Sometimes, they also used inappropriate intonation in expressing something.	The students were able to use correct intonation when they asked or answered something. Meanwhile, some of the students still got difficulty in pronunciation. They still	Most of the students used correct pronunciation in the language functions which were taught. They also used correct intonation.

Continued

Continued

Before the actions were implemented	After the actions were implemented	
	Cycle 1	Cycle 2
	mixed Indonesian pronunciation in the English words.	
The students lacked of vocabulary mastery. They tended to use Indonesian language during English class. They often asked the teacher to translete some English words in Indonesian language because they didn't understand.	The students could guess some English words that they didn't know through gestures or mimics. Because they always had practices of what they learnt, they could memorize some of the English words. In the other hand, there were still some students who always asked the researcher the meaning of certain words in Indonesian.	They were able to have completed dialogue in English. They could use the language functions in the dialogue well. They remembered the language functions that they learnt through practices.
The students did not speak English fluently. They were hesistant in speaking English. They tended to stop speaking when they forgot certain words.	Some of the students spoke fluently when they used the language functions during the dialogue. However, there were still some students who forced into silence when they forgot certain words.	Most of the students spoke fluently in practicing the dialogue with their friends. Most of the students spoke the language function in the normal speed, not many pauses, and hesitation.
The students made many mistakes in grammar. They were not aware of grammatical rules.	The students began to know how to use to be in subjects and tenses in telling their activities. However, some of them sometimes forgot the language function and made mistakes related to grammatical accuracy.	Their mistakes in grammatical accuracy were reduced. Most of them produced the sentences with correct grammatical rules.

Furthermore, the success of applying the fishbowl technique could also be seen by comparing the results of the pre-test and the post-test. In pre-test and post-

test, the researcher used the indicators of speaking ability that were assessed. The indicators were fluency and accuracy. In fluency, the researcher looked at the students' way in speaking whether there were many hesitation and pauses which influenced their normal speed. Besides, vocabulary, grammar, and pronunciation were also considered for the accuracy. The results of the students' pre-test and post-test scores could be seen in Appendix H. The different average results between the pre-test and the post-test based on each indicator can be seen in the following table.

Table 10: **The Mean Score of Each Speaking Aspect**

Indicators	Pre-Test	Post-Test
Grammar	9.6	14.7
Vocabulary	10.6	15
Pronunciation	10.1	14.4
Fluency	10.8	15.4

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This research was conducted to improve students' speaking ability in a mixed-ability class through the fishbowl technique. The technique was applied for 5B students of SDN Maguwoharjo 1 which consisted of the students with different abilities. In line with the discussion in the previous chapter, it could be concluded that applying the fishbowl technique which was supported by interesting activities was effective to improve students' speaking ability. Besides, it was helpful for minimizing the gap between the high-level students and the low-level students. The fishbowl technique offered an equal position for each student to speak. The improvements of 5B students laid on all indicators of speaking both fluency and accuracy. It can be seen as follows.

1. The students' grammatical accuracy improved. In the pre-test, the students tended to make mistakes in grammatical structure. They did not consider the use of verb after subject. They also made mistakes in using the articles *'a/an'*. After implementation in six meetings, the grammatical mistakes were reduced. The mean score of grammatical accuracy in post-test increased 14.7%.

2. The students' vocabulary was also better after the implementation. In the beginning, the students tended to use Indonesian language when they did not know the English words. They also used Javanese in asking or answering the questions during the English classroom activities. After conducting the

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fishbowl technique for six meetings, their vocabulary mastery improved. They always have a lot of opportunity to use and repeat the words until they produced correct utterances. Through repetition, they were introduced to some language expressions so that they could memorize the words easily. The mean score of vocabulary in the post-test increased 15%.

3. The post-test mean score of the students' pronunciation increased from 10.1 % in the pre-test into 14.4% in the post test. In the first meeting, the students mispronounced some words because they did not know how to pronounce certain words such as *'ball, church,* and, *turn'.* After the researcher conducted the actions, the students could pronounce the words correctly with appropriate intonation.

4. The students' fluency improved after implementing the fishbowl technique in the production stage. The students tended to stop suddenly and forced into silence when they forgot certain words. It obviously destroyed their thinking process because they would only think the missing words. After the actions, most of the students were able to have a short dialogue with normal speed without many pauses and hesitation.

B. Implications

Based on the discussion of the research, it implies that the fishbowl technique can be applied in teaching speaking for elementary students. It can be used in a classroom which consists of mixed-ability students. The implications of the actions are as follows.

1. The use of the fishbowl technique could minimize a gap which occurs in a mixed-ability class. This technique offered a chance for the students to speak up. Both of the low-level students and the high-level students were given opportunities to have a dialogue. They were given different tasks based on their abilities. Every student shows their spoken ability as the result of the learning process.

2. The fishbowl technique was also effective for maintaning students' motivation and attention. Since the students were positioned into circles, the teacher could control the students' behavior easily. Besides, the students were also motivated because each student has to speak up to win a game in the fishbowl technique. It required the students to compete each other so that the students in the inner circle can replace position with the students in the outer circle.

3. The implementation of the fishbowl technique could also improve the students' speaking ability in terms of fluency, pronunciation, grammar, and vocabulary. It is because the students always produce their spoken ability as the goal of the learning process. The students were accustomed to having dialogue among them. They practiced to have oral communication through language functions for each meeting. By having a lot of practices the students would be more familiar with some language expressions and the grammatical rules. Furthermore, the frequency of the students in practicing speaking helped them to produce a dialogue with a normal speed without many pauses and hesitation.

C. Suggestions

1. For the English Teachers

It is important for the English teachers of children, especially the English teacher in SDN Maguwoharjo 1 to create cheerful atmosphere in the classroom during speaking activities. The teacher needs to give interesting and challenging activities which require the students to speak up. Furthermore, for a classroom which consists of the students with different abilities, the teacher needs to apply a certain technique so that all of the students have a chance to practice speaking. The fishbowl technique can be applied during speaking activities as the solution to improve students' speaking ability in a mixed-ability class. Moreover, it is also important for the teacher to maintain the students' attention during the activities. The teacher needs to make the students focus on the learning process through interesting media, such as pictures, cards, or puppets. The use of varied media is effective either for maintaining the students' attention or helping the students' understanding process.

2. For the Students of English Education Department

Teaching English to children is not easy since the teachers do not have any experience dealing with children. The teachers of children need to use certain technique in order to handle the children's characteristics. Fishbowl technique is one of the techniques can be applied in teaching elementary students. This technique is helpful for the students of English education department to improve students' speaking ability when they have teaching practicum in a school. It helps

them to control the students' activities more easily. The students which are positioned into circles require them to fully focus on the teacher's explanation. In addition, the fisbowl technique which is accompanied by supported actions can be applied for any language functions.

3. For the Other Researchers

The researcher found a technical problem in conducting the research. The students became noisy and could not be controlled when the LCD projector was off suddenly. So, the researcher suggests the other researchers to check the teaching aids whether they can work properly before teaching. In addition, the findings of the research can be used as a reference for the other researchers who are interested in conducting a research related to speaking ability in a mixed-ability class as well as the use of fishbowl technique.

4. For the Material Developers

From the findings, it has been proved that fishbowl technique can reduce the gap occurs in a mixed-ability class between the high-level students and the low-level students. The equal position which is given to the students asks them to be active learners during speaking activities. The challenging activities which ask the students to compete each other can sustain their motivation during learning process. The activities which are covered in this technique should also use interesting media. The media such as colorful pictures, cards, puppets, or puzzles are helpful to attract the students' attention.

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APPENDIX A

SPEAKING RUBRIC

SPEAKING RUBRIC

NO	RANGE	INDICATORS			
		Grammar	**Vocabulary**	**Fluency**	**Pronunciation**
1	**Excellent**	Able to use the language accurately. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience.	Able to use the language fluently. Can participate in any conversation within the range of his experience.	Errors in pronunciation are quite rare.
2	**Good**	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate.	Able to speak the language with sufficient vocabulary. Vocabulary is broad enough that he rarely has to grope for a word.	Can work in a group/team. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the listeners.
3	**Fair**	Can construct grammatical utterances but doesn't have thorough or confident control of the grammar.	Has speaking vocabulary to express himself.	Can handle with fluency but not with facility social situations.	Accent is intelligible through often quite faulty.
4	**Poor**	Errors in grammar are frequent.	Speaking vocabulary inadequate to express anything.	Cannot construct coherent utterances.	Errors in pronunciation are frequent.

Adapted from: Brown (2001: pp. 406-407)

APPENDIX B

LESSON PLANS

Lesson Plan

School	: SDN Maguwoharjo 1
Subject	: English
Grade/Semester	: V/I
Theme	: Hobbies
Skill	: Speaking
Time Allocation	: 2 x 35 minutes
Meeting	: 1

Standard Competence

> *2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> *2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta informasi dan memberi informasi.*

Indicators

- Students are able to name kinds of hobbies by using pictures.
- Students are able to identify expressions used in asking and giving information.
- Students are able to have a short dialogue by using expressions of asking and giving information.

A. Learning Objective

In the end of the lesson, students are expected to be able to use expressions of asking and giving information correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking and Giving Information	
Questions	**Answers**
What are you doing?	I am playing...
What is he doing?	He is playing...
What is she doing?	She is playing...
What are they doing?	They are playing...

2. Grammar

    - Wh-question = Question word + to be (is/am/are) + O ?
    - Simple present tense= S + to be (is/am/are) + VI + ing + O

3. Vocabulary

    - Basketball (n)
    - Volleyball (n)
    - Badminton (n)
    - Tennisball (n)
    - Jogging (n)
    - Gardening (n)
    - Television (n)
    - Book (n)
    - Play (v)
    - Watch (v)
    - Run (v)

- Swim (v)
- Sing (v)
- Dance (v)

4. Pronunciation

- Basketball /ˈbɑː.skɪt.bɔːl/

- Volleyball /ˈvɒl.i.bɔːl/

- Badminton /ˈbæd.mɪn.t ə n/

- Tennisball /ˈten.ɪs. bɔːl /

- Jogging /ˈdʒɒg.ɪŋ/

- Gardening /ˈgɑː.d ə n.ɪŋ/

- Television /ˈtel.ɪ.vɪʒ. ə n/

- Book /bʊk/

- Play /pleɪ/

- Watch /wɒtʃ/

- Run /rʌn/

- Swim /swɪm/

- Sing /sɪŋ/

- Dance /dɑːn t s/

D. Learning Media and Resources

Pictures

They are playing basketball

He is playing badminton

He is playing tennisball

He is running

She is swimming

They are playing volleyball

He is watching television

They are dancing

He is singing

She is playing tennisball

E. Learning Activities

a. Pre-teaching (5 minutes)

- The teacher opens the lesson with greeting ('good morning').
- The teacher checks whether the students are ready for the lesson or not.
- The teacher and students have a prayer.
- The teacher checks students' attendance and asks for students' condition.
- The teacher asks some questions related to today's lesson.
- The teacher states the topic of the lesson.
- The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

- The teacher gives questions related to the students' hobbies.
- The teacher shows a picture of hobbies to the students.
- The teacher introduces new vocabulary about hobbies and new grammar structure by using pictures.
- The teacher pronounces the new vocabulary and the expressions.

- The teacher checks the students' comprehension by giving questions.

2. **Practice (30 minutes)**
   - The students name each picture given by the teacher.
   - The students make sentences related to the pictures orally.
   - The students complete the dialogue provided by the teacher.
   - The students work in pairs.
   - The students practice through having a short dialogue.

3. **Production (15 minutes)**
   - The students are divided into two circles based on their abilties.
   - The students in the inner circle name the cards.
   - One of the students in the inner circle asks by saying, '*What are you doing?'*
   - The students who are asked respond orally based on the cards.
   - The students in the outer circle listen to the students in inner circle.
   - They take a note the activities stated by the students in inner circle.
   - They answer the questions given by the other students.
   - They tap the students' shoulder before answering the questions.
   - If the answer is correct, they replace the position with the students in the inner circle.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.
   - The teacher closes the lesson after greeting the students.

F. **Tools/References**
   5. Laptop, whiteboard/blackboard, and LCD projector.
   6. A text book 'Erlangga'

7. A worksheet for the 5th grade

G. Assessment

8. Technique : Performance assessment

9. Rubric :

No	Range	Aspects			
		Grammar (0-20)	**Vocabulary (0-20)**	**Fluency (0-20)**	**Pronunciation (0-20)**
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = grammar + vocabulary + fluency + pronunciation X 100

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Yogyakarta, October 17th, 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

what are you doing?

A. Look, Listen, and Repeat!

Look at the cards! Listen and repeat after your teacher!

They are playing basketball

He is playing badminton

He is playing tennisball

He is running

She is swimming

They are playing volleyball

He is watching television

They are dancing

He is singing

She is playing tennisball

B. Practice the following conversation!
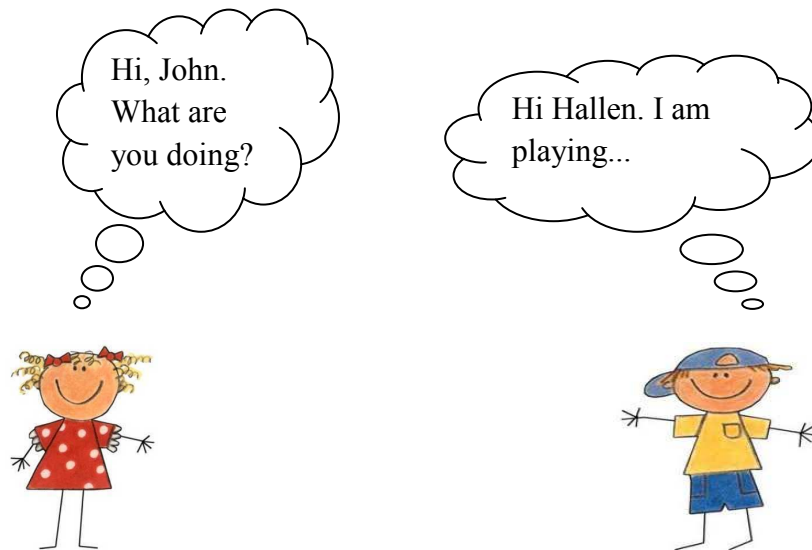
C. Complete the dialogues below!

Jane   : What .... you doing Dida?

Dida   : I ... playing badminton.

Nino   : What ... she doing Anton?

Anton   : She ... swimming.

John   : What ... he doing Dheta?

Dheta   : He ... reading a book.

Alice   : What ... they doing Maria?

Maria   : They ... playing volleyball.

Lesson Plan

School   : SDN Maguwoharjo 1

Subject   : English

Grade/Semester   : V/I

Theme   : Hobbies

Skill   : Speaking

Time Allocation   : 2 x 35 minutes

Meeting   : 2

Standard Competence

> 2. *Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> *2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan dan meminta ijin.*

Indicators

- Students are able to identify expressions of asking clarity.
- Students are able to identify expressions of asking permission.
- Students are able to have a short dialogue by using expressions of asking clarity and permission.

A. Learning Objective

In the end of the lesson, students are expected to be able to use expressions of asking clarity and permission correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking Clarity	
Questions	**Responses**
Are you playing football?	Yes, I am.
	No, I am not

Asking Permission	
Questions	**Responses**
May I play football with you?	Yes, you may.
	Yes, sure.
	Sorry, you may not.

2. Grammar

   - Verbal question= To be (is/am/are) + S + VI + ing + O ?
   - Question sentence by using modal= May + S + VI + O ?
   - Simple present tense= S + to be (is/am/are) + VI + ing + O

3. Vocabulary

   - Basketball (n)
   - Volleyball (n)
   - Badminton (n)
   - Tennisball (n)
   - Jogging (n)
   - Gardening (n)

- Television (n)
- Book (n)
- Play (v)
- Watch (v)
- Run (v)
- Swim (v)
- Sing (v)
- Dance (v)

4. Pronunciation

- Basketball /ˈbɑː.skɪt.bɔːl/

- Volleyball /ˈvɒl.i.bɔːl/

- Badminton /ˈbæd.mɪn.t ə n/

- Tennisball /ˈten.ɪs. bɔːl /

- Jogging /ˈdʒɒg.ɪŋ/

- Gardening /ˈgɑː.d ə n.ɪŋ/

- Television /ˈtel.ɪ.vɪʒ. ə n/

- Book /bʊk/

- Play /pleɪ/

- Watch /wɒtʃ/

- Run /rʌn/

- Swim /swɪm/

- Sing /sɪŋ/

- Dance /dɑːn t s/

D. Learning Media and Resources

Pictures

They are playing basketball

He is playing badminton

He is playing tennisball

He is running

She is swimming

They are playing volleyball

He is watching television

They are dancing

He is singing   She is playing tennisball

E. Learning Activities

a. Pre-teaching (5 minutes)

- The teacher opens the lesson with greeting ('good morning').
- The teacher checks whether the students are ready for the lesson or not.
- The teacher and students have a prayer.
- The teacher checks students' attendance and asks for students' condition.
- The teacher reviews the previous lesson.
- The teacher asks some questions related to today's lesson.
- The teacher states the topic of the lesson.
- The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

- The teacher reviews kinds of hobbies by showing pictures.
- The teacher introduces new vocabulary and grammar structure by using pictures.
- The teacher introduces the expressions of asking clarity and permission by using pictures.
- The teacher pronounces new vocabulary and expressions.
- The teacher checks the students' comprehension.

2. **Practice (30 minutes)**
   - The students review to practice asking and giving information with their friends.
   - The students take the couple cards given by the teacher and find their partners.
   - The students practice in asking clarity and permission with their friends.
   - The teacher gives correction to the students' mistakes.

3. **Production (15 minutes)**
   - The students are divided in two different circles.
   - The teacher gives the cards to each student.
   - The students in the inner circle act the picture they have.
   - The students in the outer circle who have the same card guess and ask permission.
   - If they make correct sentences, they replace position.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.
   - The teacher closes the lesson after greeting the students.

F. **Tools/References**
   - Laptop, whiteboard/blackboard, and LCD projector.
   - A text book 'Erlangga'
   - A worksheet for the 5th grade

G. **Assessment**
   - Technique : Performance assessment
   - Rubric   :
   -

No	Range	Aspects			
		Grammar (0-20)	**Vocabulary (0-20)**	**Fluency (0-20)**	**Pronunciation (0-20)**
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = grammar + vocabulary + fluency + pronunciation X 100

80

Yogyakarta, October 24th , 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

Asking clarity and permission

A. Look, Listen, and Repeat!

Look at the cards! Listen and repeat after your teacher!

They are playing basketball

He is playing badminton

He is playing tennisball
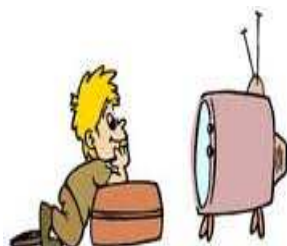
He is running

She is swimming

They are playing volleyball
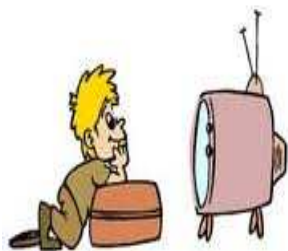
He is watching television

They are dancing

He is singing

She is playing tennisball

B. Practice the following conversation!

Hi, Alice. Are you playing badminton?

Yes, I am

C. Play the game by using these couple cards!

-   Spongebob/Patrick
-   Shinchan/Shiro
-   Nobita/Doraemon
-   Suneo/Giant
-   Mickey/Minnie
-   Tom/Jerry
-   Donald/Dessy
-   Moon/Star
-   Sing/Song
-   Beautiful/Girls
-   Handsome/Boys
-   Short/Long
-   White/Black
-   Big/Small
-   Bright/Dark
-   Straight/Curly
-   Square/Circle
-   Morning/Night

Lesson Plan

School   : SDN Maguwoharjo 1

Subject   : English

Grade/Semester   : V/I

Theme   : Hobbies

Skill   : Speaking

Time Allocation   : 2 x 35 minutes

Meeting   : 3

Standard Competence

> *2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> *2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan, meminta ijin, dan mengajak.*

Indicators

- Students are able to identify expressions of asking clarity.
- Students are able to identify expressions of asking permission.
- Students are able to idenetify expressions of inviting someone.
- Students are able to have a short dialogue in asking and giving information by using expressions of asking clarity, permission, and invitation.

A. Learning Objective

In the end of the lesson, students are expected to be able to use expressions of asking clarity, permission, and invitation correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking Clarity	
Questions	**Responses**
Are you playing football?	Yes, I am.
	No, I am not

Asking Permission	
Questions	**Responses**
May I play football with you?	Yes, you may.
	Yes, sure.
	Sorry, you may not.

2. Grammar

   - Verbal question= To be (is/am/are) + S + VI + ing + O ?
   - Question sentence by using modal= May + S + VI + O ?
   - Invitation sentence= Let's + VI + O
   - Simple present tense= S + to be (is/am/are) + VI + ing + O

3. Vocabulary

   - Basketball (n)
   - Volleyball (n)
   - Badminton (n)
   - Tennisball (n)
   - Jogging (n)

- Gardening (n)
- Television (n)
- Book (n)
- Play (v)
- Watch (v)
- Run (v)
- Swim (v)
- Sing (v)
- Dance (v)

4. Pronunciation
   - Basketball /ˈbɑː.skɪt.bɔːl/
   - Volleyball /ˈvɒl.i.bɔːl/
   - Badminton /ˈbæd.mɪn.tən/
   - Tennisball /ˈten.ɪs. bɔːl /
   - Jogging /ˈdʒɒg.ɪŋ/
   - Gardening /ˈgɑː.dən.ɪŋ/
   - Television /ˈtel.ɪ.vɪʒ.ən/
   - Book /bʊk/
   - Play /pleɪ/
   - Watch /wɒtʃ/
   - Run /rʌn/
   - Swim /swɪm/
   - Sing /sɪŋ/
   - Dance /dɑːn*t*s/

D. Learning Media and Resources

Pictures

They are playing basketball

He is playing badminton

He is playing tennisball
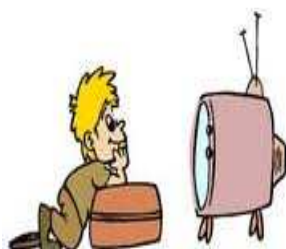

He is running

She is swimming

They are playing volleyball

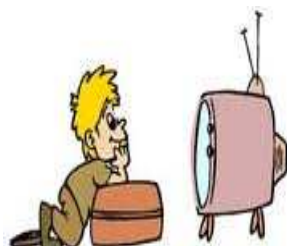
He is watching television

They are dancing

He is singing   She is playing tennisball

E. Learning Activities

a. Pre-teaching (5 minutes)

- The teacher opens the lesson with greeting ('good morning').
- The teacher checks whether the students are ready for the lesson or not.
- The teacher and students have a prayer.
- The teacher checks students' attendance and asks for students' condition.
- The teacher reviews the previous lesson.
- The teacher asks some questions related to today's lesson.
- The teacher states the topic of the lesson.
- The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

- The teacher reviews kinds of activities by using pictures.
- The teacher reviews the expressions used in asking clarity and invitation.
- The teacher introduces new grammar structres about how to invite someone.
- The teacher pronounces new vocabulary and expressions.
- Teacher checks students' comprehension.

2. **Practice (30 minutes)**
   - The students practice using expression of inviting someone by using pictures.
   - The students make a short dialogue with their friends.

3. **Production (15 minutes)**
   - The students are divided into two circles.
   - The students are given cards about hobbies.
   - The students in the inner circle act the picture in the card they have.
   - The students in the outer circle who have the same card guess and ask permission.
   - The students in the inner circle invite the students in the outer circle.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.
   - The teacher closes the lesson after greeting the students.

F. **Tools/References**
   - Laptop, whiteboard/blackboard, and LCD projector.
   - A text book 'Erlangga'
   - A worksheet for the 5th grade

G. **Assessment**
   - Technique : Performance assessment
   - Rubric   :

No	Range	Aspects			
		Grammar **(0-20)**	**Vocabulary** **(0-20)**	**Fluency** **(0-20)**	**Pronunciation** **(0-20)**
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = <u>grammar + vocabulary + fluency + pronunciation X 100</u>

80

Yogyakarta, November 7th , 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

Inviting someone

A. Look, Listen, and Repeat!

Look at the cards! Listen and repeat after your teacher!

They are playing basketball

He is playing badminton

He is playing tennisball

He is running

She is swimming

They are playing volleyball

He is watching television

They are dancing

He is singing

She is playing tennisball

B. Practice the following conversation!

Hi, Alice. Are you playing badminton?

Yes, I am.
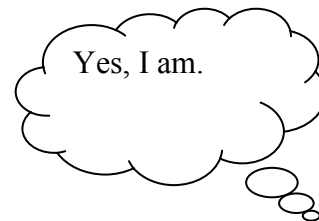
Lesson Plan

School   : SDN Maguwoharjo 1

Subject   : English

Grade/Semester   : V/I

Theme   : Public Places

Skill   : Speaking

Time Allocation   : 2 x 35 minutes

Meeting   : 4

Standard Competence

> *2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> *2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta informasi dan memberi informasi.*

Indicators

- Students are able to name kinds of public places based on the pictures.
- Students are able to use articles *a* and *an.*
- Students are able to use pronoun *it* and *that*.
- Students are able to identify expressions used in asking and giving information.
- Students are able to have a short dialogue by using expressions of asking and giving information.

A. Learning Objective

In the end of the lesson, students are expected to be able to use expressions of asking and giving information correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking and Giving Information	
Questions	**Answers**
What is the picture?	It is a ...

2. Grammar

   - Wh-question = Question word + to be (is/am/are) + O ?
   - Simple present tense= S + to be (is/am/are) + O
   - Articles= *a* hospital, *an* airport
   - Pronoun= *it* is used to point something near to the speaker, *that* is used to point something far from the speaker.

3. Vocabulary

   - Hospital (n)
   - Police station (n)
   - Restaurant (n)
   - Cinema (n)
   - School (n)
   - Hotel (n)
   - Zoo (n)
   - Mosque (n)

- Church (n)
- Market (n)
- Airport (n)
- Bus station (n)
- Railway station (n)
- Mall (n)
- Bookstore (n)
- Post office (n)
- Playground (n)

4. Pronunciation

- Hospital /ˈhɒs.pɪ.t ə l/

- Police station /pəˈliːsˌ ˈsteɪ.ʃ ə n/

- Restaurant /ˈres.trɒnt/

- Cinema /ˈsɪn.ə.mə/

- School /skuːl/

- Hotel / h ə ʊ ˈtel/

- Zoo /zuː/

- Mosque /mɒsk/

- Church /tʃɜːtʃ/

- Market /ˈmɑː.kɪt/

- Airport /ˈeə.pɔːt/

- Bus station /bʌsˌ ˈsteɪ.ʃ ə n /

- Railway station   /ˈreɪl.weɪˌ ˈsteɪ.ʃ ə n /

- Mall /mɔːl/

- Bookshop /ˈbʊk.ʃɒp/

- Post office /ˌpəʊstˈɒf.ɪs/

- Playground /ˈpleɪ.ɡraʊnd/

D. Learning Media and Resources

1. Pictures

Police station

Bus station

School

Zoo

Market

Mosque

Church

Hotel

Hospital

Airport

Post office

Mall

Playground
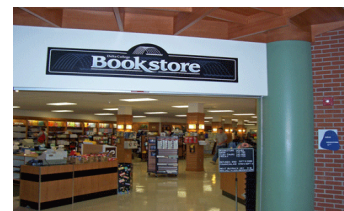
Bookstore

Railway station

Cinema

2. Puppets

E. Learning Activities

a. Pre-teaching (5 minutes)

- The teacher opens the lesson with greeting ('good morning').
- The teacher checks whether the students are ready for the lesson or not.
- The teacher and students have a prayer.
- The teacher checks students' attendance and asks for students' condition.
- The teacher asks some questions related to today's lesson.
- The teacher states the topic of the lesson.
- The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

- The teacher gives questions about public places.
- The teacher shows a picture of public places to the students.
- The teacher introduces new vocabulary about public places and new grammar by using pictures.
- The teacher pronounces new vocabulary and expressions
- The teacher checks students' comprehension by giving questions.

2. Practice (30 minutes)

- The students name the pictures.
- The students practice making sentences orally by using cards.
- The students practice using articles *a* and *an* orally.
- The students practice in using pronoun orally.

3. **Production (15 minutes)**
   - The students are divided in two circles.
   - The students in the inner circle and the outer circle have different works.
   - The students in the inner circle name the pictures they have by using articles (a/an).
   - They make sentences by using pronoun (it is a hospital).
   - The students in the outer circle listen to and take note for each card from the students in inner circle.
   - They choose one of the students in the inner circle, tap their shoulder and make sentences by using pronoun orally.
   - If their answer is correct, they change position.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.
   - The teacher closes the lesson after greeting the students.

F. **Tools/References**
   - Laptop, whiteboard/blackboard, and LCD projector.
   - A text book 'Erlangga'
   - A worksheet for the 5th grade

G. **Assessment**
   - Technique : Performance assessment
   - Rubric :

No	Range	Aspects			
		Grammar (0-20)	**Vocabulary (0-20)**	**Fluency (0-20)**	**Pronunciation (0-20)**
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = grammar + vocabulary + fluency + pronunciation X 100

80

Yogyakarta, November 21st , 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

Public places

A. Look, Listen, and Repeat!

Look at the cards! Listen and repeat after your teacher!

Police station

Bus station

School

Zoo

Market

Mosque

Church

Hotel

Hospital

Airport

Post office

Mall

Playground
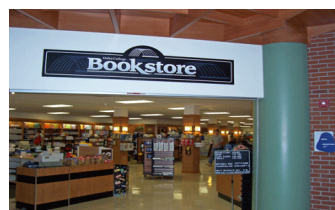
Bookstore

Railway station

Cinema

B. Put the corrcet articles (a and an) for the words below!

- Hospital =
- Police station =
- Restaurant =
- Cinema =
- School =
- Hotel =
- Zoo =
- Mosque =
- Church =
- Market =
- Airport =
- Bus station =
- Railway station =
- Mall =
- Bookstore =
- Post office =
- Playground =

C. Practice the following conversation!
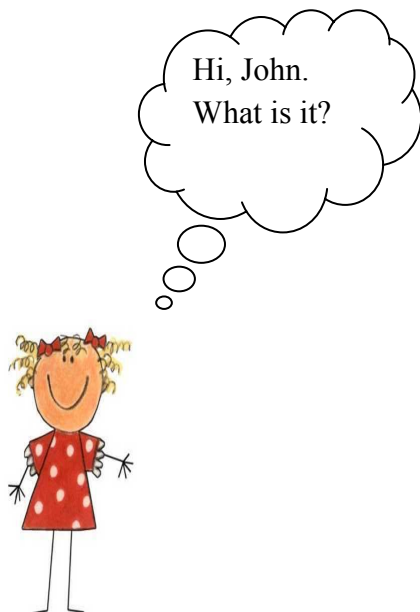
Hi, John.
What is it?

Hi Hallen. It is
a...

Lesson Plan

School   : SDN Maguwoharjo 1

Subject   : English

Grade/Semester   : V/I

Theme   : Public Places

Skill   : Speaking

Time Allocation   : 2 x 35 minutes

Meeting   : 5

Standard Competence

> *2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> *2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: menanyakan arah dan memberi petunjuk.*

Indicators

- Students are able to identify expressions of asking direction.
- Students are able to identify expressions of giving direction.
- Students are able to have a short dialogue by using expressions of asking and giving direction.

A. **Learning Objective**

In the end of the lesson, students are expected to be able to use expressions of asking and giving direction correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking and Giving Direction		
Questions	**Answers**	**Response**
Could you tell me how to go to the ...?	Go straight, turn left, and ...	Thanks.

2. Grammar

- Question sentence by using modal= Modal + S + VI + O ?
- Articles= *a* hospital, *an* airport
- Instruction= V + N

3. Vocabulary

- Hospital (n)
- Police station (n)
- Restaurant (n)
- Cinema (n)
- School (n)
- Hotel (n)
- Zoo (n)
- Mosque (n)
- Church (n)
- Market (n)
- Airport (n)
- Bus station (n)
- Railway station (n)
- Mall (n)

- Bookstore (n)
- Post office (n)
- Playground (n)
- Cross road (n)
- T-junction (n)
- Turn right (v)
- Turn left (v)
- Go straight (v)
- Go ahead (v)

4. Pronunciation

- Hospital /ˈhɒs.pɪ.t ə l/

- Police station /pəˈliːsˌ ˈsteɪ.ʃ ə n/

- Restaurant /ˈres.trɒnt/

- Cinema /ˈsɪn.ə.mə/

- School /skuːl/

- Hotel / h ə ʊ ˈtel/

- Zoo /zuː/

- Mosque /mɒsk/

- Church /tʃɜːtʃ/

- Market /ˈmɑː.kɪt/

- Airport /ˈeə.pɔːt/

- Bus station /bʌsˌ ˈsteɪ.ʃ ə n /

- Railway station   /ˈreɪl.weɪˌ ˈsteɪ.ʃ ə n /

- Mall /mɔːl/

- Bookshop /ˈbʊk.ʃɒp/

- Post office /ˌpəʊstˈɒf.ɪs/

- Playground /ˈpleɪ.graʊnd/

D. Learning Media and Resources

1. Pictures

Police station

Bus station

School

Zoo

Market

Mosque

Church

Hotel

Hospital

Airport

Post office

Mall

Playground

Bookstore

Railway station

Cinema

2. Puppets

3. A map

E. Learning Activities

a. Pre-teaching (5 minutes)

-   The teacher opens the lesson with greeting ('good morning').

-   The teacher checks whether the students are ready for the lesson or not.

-   The teacher and students have a prayer.

-   The teacher checks students' attendance and asks for students' condition.

-   The teacher reviews the previous lesson.

-   The teacher asks some questions related to today's lesson.

-   The teacher states the topic of the lesson.

-   The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

-   The teacher gives questions about how to ask and give dircetions.

-   The teacher shows a picture of public places and give explanation how to ask and give directions.

-   The teacher introduces new vocabulary and new grammar by using pictures.

-   The teacher pronounces new vocabulary and expressions.

-   The teacher checks students' comprehension.

2. Practice (30 minutes)

-   The teacher give a short dialogue text to the students

-   The students identify kinds of public places based on the text.

-   The students identify expression of asking and giving questions

-   The students work in pairs.

-   The students practice having a short dialogue by using expressions of asking and giving directions.

3. **Production (15 minutes)**
   - The students are divided into two circles, the inner circle and outer circle.
   - The teacher puts the map in the blackboard.
   - The teacher gives cardss to the students in inner circle.
   - The students in the inner circle ask for direction by using pictures they have.
   - The students in outer circle give directions by tapping shoulder of students in inner circle.
   - When the answer is correct, they replace position.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.
   - The teacher closes the lesson after greeting the students.

F. **Tools/References**
   - Laptop, whiteboard/blackboard, and LCD projector.
   - A text book 'Erlangga'
   - A worksheet for the 5th grade

G. **Assessment**
   - Technique : Performance assessment
   - Rubric :

No	Range	Aspects			
		Grammar (0-20)	Vocabulary (0-20)	Fluency (0-20)	Pronunciation (0-20)
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = grammar + vocabulary + fluency + pronunciation X 100

80

Yogyakarta, November 24th, 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

Ask and give direction

1. **Identify the exxpressions of asking and giving direction from the dialogue below!**

Where are you going Spongebob?
On the sunny day, Spongebob wants to go to the Krusty Krab restaurant. But he doesn't know how to go there, so he walks alone and meets Squidward. Then he asks him.

Spongebob: "Hello Squidward, I want to go to the *Krusty Krab. Can you tell me how to go there?"*

Squidward: Turn left then go straight, you will meet Sandy in the playground, go asks her..

Spongebob: Thank you Squidward… turn left.. go straight..

Then, he meets Sandy and asks her

Spongebob: Hello Sandy, I want to go to the *Krusty Krab. Can you tell me how to go there?*

Sandy: Ah, just turn right and go straight, see Mr Krab in the bus station and ask him.

Spongebob: Thank you Sandy… turn right.. go straight..

Then, he meets Mr. Krab and asks him

Spongebob: Hello Mr. Krab, I want to go to the Krusty Krab. Can you tell me how to go there?

Mr. Krab: oh! Follow me, let's go straight and WELCOME TO THE KRUSTY KRAB!

B. Listen and repeat!

- Go straight
- Go ahead
- Turn right
- Turn left
- T-junction
- Crossroad

C. Practice the following conversation!

Excusme. Could you tell me how to go to the zoo??
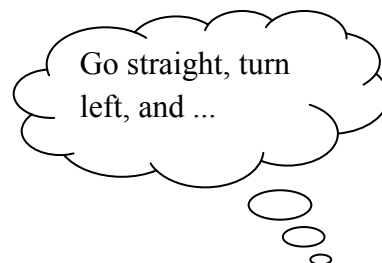
Go straight, turn left, and ...

D. Take a look on the map below!
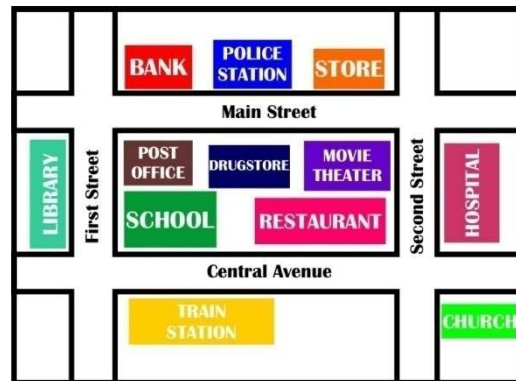
Lesson Plan

School   : SDN Maguwoharjo 1

Subject   : English

Grade/Semester   : V/I

Theme   : Public Places

Skill   : Speaking

Time Allocation   : 2 x 35 minutes

Meeting   : 6

Standard Competence

> 2. *Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.*

Basic Competence

> 2.1 *Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta kejelasan, meminta petunjuk, dan memberi petunjuk.*

Indicators

- Students are able to identify expressions of asking clarity about public places.
- Students are able to identify expressions of asking direction.
- Students are able to identify expressions of giving direction
- Students are able to have a short dialogue by using expressions of asking clarity and asking and giving direction.

A. Learning Objective

In the end of the lesson, students are expected to be able to use expressions of asking clarity and asking and giving direction correctly and intelligibly.

B. Teaching Method

PPP (Presentation, Practice, Production)

C. Teaching Materials

1. Exchanges

Asking and Giving Direction	
Questions	**Answers**
Where are you now?	Go straight, turn left, and ...

Asking Clarity	
Questions	**Responses**
Are you in the ... now?	Yes, I am.
	No, I am not

2. Grammar

   - Wh-question = Question word + to be (is/am/are) + O ?
   - Verbal question= To be (is/am/are) + S + VI + ing + O ?
   - Articles= *a* hospital, *an* airport
   - Instruction= V + N

3. Vocabulary

   - Hospital (n)
   - Police station (n)
   - Restaurant (n)
   - Cinema (n)
   - School (n)
   - Hotel (n)
   - Zoo (n)

- Mosque (n)
- Church (n)
- Market (n)
- Airport (n)
- Bus station (n)
- Railway station (n)
- Mall (n)
- Bookstore (n)
- Post office (n)
- Playground (n)
- Cross road (n)
- T-junction (n)
- Turn right (v)
- Turn left (v)
- Go straight (v)
- Go ahead (v)

4. Pronunciation

- Hospital /ˈhɒs.pɪ.t ə l/

- Police station /pəˈliːsˌ ˈsteɪ.ʃ ə n/

- Restaurant /ˈres.trɒnt/

- Cinema /ˈsɪn.ə.mə/

- School /skuːl/

- Hotel / h ə ʊ ˈtel/

- Zoo /zuː/

- Mosque /mɒsk/

- Church /tʃɜːtʃ/

- Market /ˈmɑː.kɪt/

- Airport /ˈeə.pɔːt/

- Bus station /bʌsˌ ˈsteɪ.ʃ ə n /

- Railway station /ˈreɪl.weɪˌ ˈsteɪ.ʃ ə n /

- Mall /mɔːl/

- Bookshop /ˈbʊk.ʃɒp/

- Post office /ˌpəʊstˈɒf.ɪs/

- Playground /ˈpleɪ.graʊnd/

D. Learning Media and Resources

1. Pictures

Police station

Bus station

School

Zoo

Market

Mosque

Church

Hotel

Hospital

Airport

Post office

Mall

Playground

Bookstore

Railway station

Cinema

2. Puppets
3. A map

E. Learning Activities

a. Pre-teaching (5 minutes)

- The teacher opens the lesson with greeting ('good morning').
- The teacher checks whether the students are ready for the lesson or not.
- The teacher and students have a prayer.
- The teacher checks students' attendance and asks for students' condition.
- The teacher reviews the previous lesson.
- The teacher asks some questions related to today's lesson.
- The teacher states the topic of the lesson.
- The teacher states the learning objective.

b. Whilst-teaching

1. Presentation (15 minutes)

- The teacher reviews expression of asking and giving direction.
- The teacher gives questions and answers about how to ask clarity about public place.

- The teacher shows a map and pictures of public places and to the students.
- The teacher introduces new vocabulary and grammar structure about how to ask and clarify information of place and how to give direction.
- The teacher pronounces new vocabulary and expressions.
- The teacher checks students' comprehension.

2. **Practice (30 minutes)**
   - The students review naming the pictures.
   - They review by making a short sentences about giving directions orally.
   - The students work in pairs.
   - The students practice a short dialogue through map, pictures, and cards.

3. **Production (15 minutes)**
   - The students are divided into two circles.
   - The students in the inner circle are given map.
   - They practice to use expression of asking position.
   - They listen to the intruction given by the outer circle.
   - They ask clarification for the place.
   - The students in the outer circle are given map and cards.
   - They choose one of the students in the inner circle by tapping their shoulder.
   - They give instruction by using map based on the cards they have.
   - When the students in inner circle can follow the direction correctly, the replace the position.

c. **Post-teaching (5 minutes)**
   - The teacher asks students to ask the material that is not clear yet.
   - The teacher, together with students, summarizes the materials.

- The teacher closes the lesson after greeting the students.

F. Tools/References

- Laptop, whiteboard/blackboard, and LCD projector.
- A text book 'Erlangga'
- A worksheet for the 5th grade

G. Assessment

- Technique : Performance assessment
- Rubric   :

No	Range	Aspects			
		Grammar **(0-20)**	**Vocabulary** **(0-20)**	**Fluency** **(0-20)**	**Pronunciation** **(0-20)**
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)

Total Score = <u>grammar + vocabulary + fluency + pronunciation X 100</u>

80

Yogyakarta, December 12th, 2012

Teacher

Swamida Mannik Aji

NIM 08202241027

Where are you now?

A. Look, Listen, and Repeat!

Look at the cards! Listen and repeat after your teacher!

Police station

Bus station

School

Zoo

Market

Mosque

Church

Hotel

Hospital

Airport
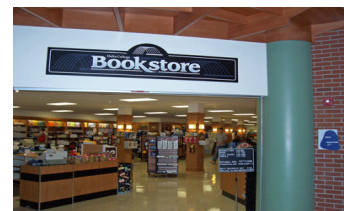
Post office

Mall

Playground

Bookstore

Railway station

Cinema

B. Take a look on the map below!
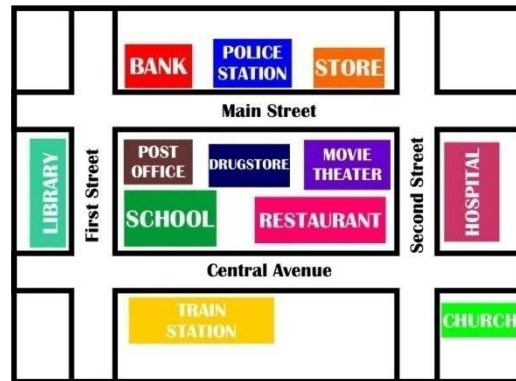
C. Where are you now?

Practice the dialogue below!

Edward, where are you now?

You just go straight, turn left, and I am on the right side.

APPENDIX C

COURSE GRIDS

The Course Grid of Improving Students' Speaking Ability in A Mixed Classroom through Fishbowl for 5B Students of SDN Maguwoharjo 1

Cycle 1

Basic Competency	Indicators	Learning Materials				Teaching and Learning Activities	Fisbowl Technique	Learning Resources and Media
		Topics	Functions	Key Structure	Vocabulary			
2.3 *Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta informasi dan memberi informasi.*	The students are able to: • Name activities by using pictures • Identify expression used in asking and giving information • Have a short dialogue using expression of asking and giving	Hobbies	Asking and giving information about hobbies. • Asking information: What are you doing? What is he/she doing? • Giving information: I am playing football He/she is playing football.	Question sentences: • Question word + V + O ? Simple continuous Tense: • S + to be (is, am, are) + V1 + O	Hobbies: Badminton, football, tennis ball, basketball, volleyball, swimming, watching television, jogging, gardening, dancing, singing.	**Presentation** 1. The teacher give questions related to the students' hobbies. 2. The teacher shows a picture of hobbies to the students. 3. The teacher introduces new vocabulary about hobbies and new grammar structure by using pictures. 4. The teacher pronounces the	**Making circles** Divide the students into two different circles based on their ability. The students with higher ability will be in outer circle and the students with lower ability will be in inner circle. **Inner circle** The students in	Pictures, cards

	information.				new vocabulary and expressions 5. The teacher checks the students' comprehension by giving questions. **Practice** 6. The students name each picture given by the teacher. 7. The students make sentences related to the cards orally. 8. The students complete the dialogues provided by the teacher. 9. The students work in pairs. 10. The students practice	the inner circle name the pictures. One of the students asks by using *what are you doing?* The students who are asked give responses orally based on the pictures. **Outer circle** The students in the outer circle listen to the students in inner circle. They take a note the activities stated by the students in inner circle. They answer the questions	

| | | | | | | the new structure through a short dialogue. **Production** 11. The students are divided into two circles based on their abilties. 12. The students in the inner circle name the pictures. 13. One of the students in inner circle asks by saying, '*What are you doing?'* 14. The students who are asked respond orally based on the cards. 15. The students in the outer circle listen to the | given by the other students. They tap the students' shoulder before answering the questions. If the answer is correct, they replace the position with the students in inner circle. | |

						students in inner circle. 16. They take a note the activities stated by the students in the inner circle. They answer the questions given by the other students. 17. They tap the students' shoulder before answering the questions. 18. If the answer is correct, they replace the position with the students in the inner circle.		

2.3 Bercakap-cakap untuk meminta/mem beri informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan dan meminta ijin.	The students are able to: • Identify expression of asking clarity. • Identify expression of asking permission. • Have a short dialogue in asking clarity and permission.	Hobbies	Asking clarity about hobbies: • Asking: Are you playing football? • Answering: Yes, I am. No, I am not. Asking permission about hobbies: • Asking: May I play badminton with you? • Answering: Yes, sure. Sorry, you may not.	Question sentence by using modals: • Modals + S + V1 + O ? Verbal question: • To be (is, am are) + S + VI + ing + O ?	Hobbies: Badminton, football, tennis ball, basketball, volleyball, swimming, watching television, jogging, gardening, dancing, singing.	**Presentation** 1. The teacher reviews kinds of hobbies by showing pictures. 2. The teacher introduces new vocabulary and grammar structure by using pictures. 3. The teacher introduces the expressions of asking clarity and permission by using pictures. 4. The teacher pronounces new vocabulary and expressions.	**Making Circles** Divide the students into two different circles based on their ability. The students with higher ability will be in outer circle and the students with lower ability will be in inner circle. **Inner circle** The students in the inner circle act the pictures they have. They give response to the students in	Pictures, couple cards, cards

						5. The teacher checks the students' comprehension **Practice** 6. The students review to practice asking and giving information with their friends. 7. The students take the couple cards and find their partners. 8. The students practice in asking clarity and permission with their friends. 9. The teacher gives correction to	outer circle. **Outer circle** The students in outer circle pay attention to the students in inner circle. They predict and match the pictures they have with the inner circle's act. They tap students' shoulder who have the same pictures. They replace their position when the pictures are same.	

						the students' mistakes. **Production** 10. The students are divided in two different circles. 11. The teacher gives the cardss to each student. 12. The students in the inner circle act the cards they have. 13. The students in the outer circle who have the same cards guess and ask permission. 14. If they make correct sentences, they replace		

						position.		
2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur:meminta kejelasan, meminta ijin,dan mengajak.	The students are able to: • Identify expression used in asking clarity. • Identify expression used in asking permission. • Identify expression used in inviting someone. • Have a short dialogue in asking and giving information	Hobbies	Asking clarity about hobbies. • Asking: Are you playing badminton? • Answering: Yes, I am. No, I am not. Asking permission about daily activities: • Asking: May I play badminton with you? • Answering: Yes, sure. Sorry, you may not. Inviting someone: • Let's play badminton	Question sentences by using modals: • Modals + S + V1 + O ? Invitation sentences: • Let's + V1 + O	Hobbies: Badminton, football, tennis ball, basketball, volleyball, swimming, watching television, jogging, gardening, dancing, singing.	**Presentation** 1. The teacher reviews kinds of activities by using pictures. 2. The teacher reviews the expressions used in asking clarity and invitation. 3. The teacher introduces new grammar structres about how to invite someone. 4. The teacher pronounces new vocabulary and expressions. 5. Teacher checks students'	**Making Circles** Divide the students into two different circles based on their ability. The students with higher ability will be in outer circle and the students with lower ability will be in inner circle. **Inner circle** The students in the inner circle act the pictures they have. They give response to the	Pictures, cards

by using expression of asking permission.		together. • Let's play basketball on Sunday.				comprehension. **Practice** 6. The students practice using expression of inviting someone by using pictures. 7. The students make a short dialogue with their friends. **Production** 8. The students are divided into two circles. 9. The students are given cards about hobbies. 10. The students in the inner circle act the picture in the card they have.	students in the outer circle. They invite the students in the outer circle to do something together with them. **Outer circle** The students in the outer circle pay attention to the students in the inner circle. They predict and match the pictures they have with the inner circle's act. They tap students' shoulder who have the same pictures.	

						11. The students in the outer circle who have the same picture guess and ask permission. 12. The students in the inner circle invite the students in the outer circle.	They replace their position when the pictures are same.	

The Course Grid of Improving Students' Speaking Ability in A Mixed Classroom through Fishbowl for 5B Students of SDN Maguwoharjo 1

Cycle 2

Basic Competency	Indicators	Learning Materials				Teaching and Learning Activities	Fishbowl Technique	Learning Resources and Media
		Topics	Functions	Key Structure	Vocabulary			
2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta dan memberi informasi.	The students are able to: • Name kinds of public places based on the the pictures. • Use articles a/an. • Use pronoun it/that. • Give information	Public places	Asking information about public place: • Asking: What is the picture? • Answering: It is a hospital.	Simple continuous Tense: • S + to be (is, am, are) + V1 + O Pronoun • **It** is a zoo. • **That** is a zoo.	Public places: Hospital, police station, restaurant, mosque, church, zoo, school, market, cinema, airport.	**Presentation** 1. The teacher gives questions about public places. 2. The teacher shows a picture of public places to the students. 3. The teacher introduces	**Making Circles** The students are divided based on their abilities. The higher ability students will be in outer circle	Pictures, cards

| | about public places. | | | | Articles: a/an | new vocabulary about public places and new grammar by using pictures. 4. The teacher pronounces new vocabulary and expressions 5. The teacher checks students' comprehension by giving questions. **Practice** 6. The students | and the lower ability students will be in inner circle. **Inner circle** The students in inner circle and outer circle have different works. The students in inner circle name the pictures they have | |

						name the pictures. 7. The students practice using articles *a* and *an*. 8. The students practice making sentences orally by using pictures. 9. The students practice in using pronoun orally. **Production** 10. The students are divided in two circles.	by using articles (a/an). They make sentences by using pronoun (it is a hospital). **Outer Circle** The students in the outer circle listen to and take note for each card from the students in the inner	

						11. The students in the inner circle and the outer circle have different works.	circle. They choose one of the students in the inner circle, tap their shoulder and make sentences by using pronoun orally. If their answer is correct, they change position.	
						12. The students in the inner circle name the pictures they have by using articles (a/an).		
						13. They make sentences by using pronoun (it is a hospital).		
						14. The students in the outer circle listen		

						to and take note for each card from the students in inner circle. 15. They choose one of the students in the inner circle, tap their shoulder and make sentences by using pronoun orally. 16. If their answer is correct, they change position.		

| 2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur:menanyakan arah, memberi petunjuk. | The students are able to:
• Identify expressions of asking direction.
• Identify expressions of giving direction.
• Have a short dialogue by using expression of asking and giving direction. | Public places | Asking direction about public places:
• Asking:
 Could you tell me how to go to the hospital?
• Answering:
 Yes, of course
 Giving direction about public places:
• Instruction:
 Go straight, turn left, turn right.
• response:
 Thank you | Question sentences by using modals:
• Modals + S + V1 + O ?
Instructions:
• V + noun | Public places: hospital, police station, restaurant, mosque, church, zoo, school, market, cinema, airport.
Articles: a/an
Giving directions: Go straight/go ahead, turn left, turn right, | **Presentation**
1. The teacher gives questions about how to ask and give dircetions.
2. The teacher shows a picture of public places and give explanation how to ask and give directions.
3. The teacher introduces new vocabulary and new grammar by using pictures.
4. The teacher pronounces | **Making Circles**
The students are divided based on their abilities. The higher ability students will be in outer circle and the lower ability students will be in inner circle.
Inner Circle | Pictures, cards, a dialogue text |

| | | | | | crossroad, t-junction. | new vocabulary and expressions. 5. The teacher checks students' comprehension. **Practice** 6. The teacher gives a short dialogue text to the students. 7. The students identify kinds of public places based on the text. 8. The students identify expression of asking and | Give pictures to the students in the inner circle. The students in the inner circle ask for direction by using pictures they have. **Outer Circle** The students in the outer circle give directions | |

						giving questions 9. The students work in pairs. 10. They practice to have short dialogue using expressions of asking and giving directions. **Production** 11. The students are divided into two circles, the inner circle and outer circle. 12. The teacher	by tapping shoulder of students in the inner circle. When the answer is correct, they replace position.	

						put the map in the blackboard. 13. The teacher gives cards to the students in inner circle. 14. The students in the inner circle ask for direction by using pictures they have. 15. The students in outer circle give directions by tapping shoulder of students in		

						inner circle. 16. When the answer is correct, they replace position.		
2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta kejelasan, meminta petunjuk, dan memberi petunjuk.	The students are able to: • Identify expressions of asking clarity about place. • Identify expressions of asking direction. • Identify expressions of giving direction.	Public places	Asking clarity about public place: • Asking: Are you in the hospital? • Response: Yes, I am. No, I am not. Asking direction about public places: • Asking: Where are you now?	• Question sentence: Question word + V + O ? • Instructions: V + N	Public places: hospital, police station, restaurant, mosque, church, zoo, school, market, cinema, airport. Articles:	**Presentation** 1. The teacher reviews expression of asking and giving direction. 2. The teacher gives questions and answers about how to ask clarity about public place.	**Making Circles** The students are divided based on their abilities. The higher ability students will be in outer circle and the	Pictures, cards, map

	• Have a short dialogue by using expressions of asking clarity about place, asking, and giving direction.		• Instructions: go straight, turn left.		a/an Verbs of giving directions: Go straight/go ahead, turn left, turn right. Noun: crossroad, t-junction.	3. The teacher shows a map and pictures of public places and to the students. 4. The teacher introduces new vocabulary and grammar structure about how to ask and clarify information of place and how to give direction. 5. The teacher pronounces new vocabulary and	lower ability students will be in inner circle. **Inner Circle** The students in inner circle are given map. They practice to use expression of asking position. They listen to the intruction	

						expressions. 6. The teacher checks students' comprehension. **Practice** 7. The students review naming the pictures. 8. They review by making a short sentences about giving directions orally. 9. The students work in pairs. 10. The students practice a short dialogue	given by the outer circle. They ask clarity for the place. **Outer Circle** The students in the outer circle are given map and pictures. They choose one of the students in the inner circle by	

						through map and pictures. **Production** 11. The students are divided into two circles. 12. The students in the inner circle are given map. 13. They practice to use expression of asking position. 14. They listen to the intruction given by the outer circle. 15. They ask	tapping their shoulder. They give instruction by using map based on the pictures they have. When the students in the inner circle can follow the direction correctly, the replace the position.	

					clarification for the place.		
					16. The students in the outer circle are given map and pictures.		
					17. They choose one of the students in the inner circle by tapping their shoulder.		
					18. They give instruction by using map based on the pictures they have.		
					19. When the		

					students in inner circle can follow the direction correctly, the replace the position.		

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Note 1
Classroom Observation
Day : Wednesday
Date : October 3rd, 2012
Time : 7.00 – 8.10 a.m.

The teacher entered the classroom at 07.00 a.m. R came to the classroom to do the observation. ET greeted Ss and asked for Ss' condition by saying *"Good morning. How are you today?"* Ss answered the teacher. ET checked the attendance list. Then, ET told Ss that R would accompany them during the lesson that day. R was invited to introduce herself.

ET reviewed the previous materials by using Indonesian. *'Kemarin kita mempelajari apa? Masih ingat, bagaimana caranya memberi perintah kepada orang lain?* (What did we learn yesterday? Do you still remember how to give intructions to other people?)". Only some of Ss responded ET's questions. Then, ET continued the lesson by giving new materials. ET asked Ss to open LKS. ET told Ss, *'Hari ini kita akan belajar tentang benda-benda di sekitar kelas.* (Today we are going to learn about things in the classroom)'.

'Nah, sekarang buka LKS-nya halaman 13 ya. Ibu bacakan kosa-katanya, kalian menirukan ya. (Open your LKS on page 13. I read the vocabulary and you repeat after me.)'. The teacher read the vocabulary one by one and the students repeated after her. At first, the students did not want to follow ET's instructions but she persuaded them and they finally repeated the vocabulary. Not all of Ss gave attention to ET. There was a group of Ss who tended to make a noise and disturbed the other Ss. In the other hand, there was several students who followed what ET said by speaking laudly. Most of them read the words as how they were written. They mispronounced some words. However, the teacher only corrected the mistakes several times.

After the students finished naming the vocabulary, the teacher asked Ss to write down the meanings in Indonesian for each word. ET dictated the meanings and Ss wrote down. Then, they were asked to have practice individually. They were asked to translete the words from English to Indonesian orally without a note.

Some of Ss did the task easily. They could memorize 10 words in several minutes. They were able to translete each word without teacher's help. Meanwhile, the other students took times to memorize 10 words. They were shy even could not speak a word. Most of the students closed their mouth while speaking. They would speak when the teacher guided them first. While the teacher

was checking a pair of students' practice, the other students who had had their turn were busy talking to each other. Some of them also said, *'Bu, kelamaan. Males ah.* (Ma'am, it's too long. It's boring).' It caused the students moved around the classroom noisily. They only stayed silent when the teacher came to their table. When the time was up, the teacher said good bye and leaved the class with the researcher.

Field Note 2
Meeting 1
Cycle 1
Day   : Wednesday
Date   : October 17th, 2012
Time   : 7.00 – 8.10 a.m.

The researcher entered the classroom of 5B when they were doing their homework. She greeted the students by saying *Salam* and *good morning*. Some of the students answered '*Good morning, Ma'am*' but some of them did not answer anything.' The researcher told them to answer '*Good morning, Ma'am*' together. She greeted the students once more and the students answered it well. After that, the researcher asked the students' condition by saying '*How are you today?*' They responded '*I am fine. Thank you. And you?*' She answered, '*I'm great. Thanks.*' The researcher was with her friend as another collaborator. She sat down in the backside. She observed and helped the researcher in controlling the classroom situation.

Then, the researcher checked the students' attendance by saying '*Is anybody absent?*' the students did not answer and only looked at the researcher. One student said, 'Yes ma'am'. Then she replied, 'who is absent today?'. One of the other students answered, Rafi ma'am. His grandmother passed away'. Then, the other students say in Javanese, eh, ngomong opo e?' Finally the researcher explained the expressions used in checking the attendance and how to answer it. She asked the question once again, and the students could answer it.

The researcher introduced herself and asked the students to give questions about her. The girls tended to be more silent. In the other hand, the boys were very noisy in giving questions in Indonesian. She did not replied and asked the students to use English. One of the boys said, 'ra iso mbak'. Meanwhile, there were the another student who asked where the researcher live and what she did in the school by using English. Then, she continued to the first material.

The researcher presented the topic to the students by asking the students' hobbies. Most of them used Indonesian even Javanese. She asked what the students did in holiday. Then, she used laptop and LCD projector to show some

pictures. Unfortunately, the LCD projector was in trouble. Then, she showed some cards and asked the students to name the cards. Firstly, she didn't correct the students' mistakes. She only listened to the students' pronunciation. After that, she asked the students to listen to her then repeated after her. The students practiced naming the pictures twice. She also gave the students knew the learning objective. She introduced new language functions to the students through a short dialogue while the students had to identify the expressions of asking and giving information in the dialogue. She pronounced new vocabulary and expressions to the students. There were some students who couldn't follow the learning process. One student said, '*Jangan cepet-cepet, Miss. Nggak paham.*' (Don't to fast, Miss. I do not understand.) Then, she came closer to the student and asked him which part that he didn't understand. She also gave the students a chance to ask or clarify if they were confused with the lesson.

Next, in practice stage, the students were asked to name the pictures by themselves one by one. When one students was naming, the other students should listen and correct when there was any mistake. Each student had to make a sentence orally related to the picture. Moreover, they were asked to work in pairs. They were given a text and had to complete it. In this stage, they were hoped could differentiate the use of '*is, am, and are.*' After that, they practiced the new structure through a short dialogue.

In the production stage, the students were divided into two circles. The high-level students were positioned in the outer circle while the low-ability students were positioned in the inner circle. The position was based on their ability which defined their works. The function of circle position was to help the researcher controlled the classroom easier. Because the classroom consists of the students with different abilities, the researcher used fishbowl technique where their activities were centered on the researcher's point of view. Each student was given different card. She explained the rules of fishbowl and demonstrated how to play the activity. The students looked confused and said, '*Bingung-bingung. Contoh lagi, Miss.*' (It's quite confusing, more examples, please.) She explained it more until the students understood. The students had to have a short dialogue. The students in the inner circle gave questions and the students in the outer circle should respond it orally. If the answer was correct, they replaced their position and won the activity. Most of the students enthusiastically used the language functions during the game. Most of them used English confidently with the appropriate intonation.

In the end of the lesson, the researcher asked the students if there were difficulties. After that, the researcher reviewed the materials and told the students

about the lesson. They were asked about their feeling while playing the activities. The girls said that they were happy and said, '*Besok kaya gini lagi ya, Miss*' . '*Iya, Miss, besok main game lagi ya,*' ('I agreed, Miss, if in the next meeting we played this game again.') said the others. In the other hands, the boys said, '*Bingung mbak, mbake nggak ngasih contohe,*' ('Confused Miss, you do not give the examples.'). Then the researcher closed the lesson, said good bye and said *Salam*.

Field Note 3
Meeting 2
Cycle 1
Day : Wednesday
Date : October 24th, 2012
Time : 7.00 – 8.10 a.m.

Like the previous meeting, the researcher and another collaborator entered the classroom of 5B at 07.00 a.m. The English teacher didn't come because she had business related to her bachelor degree in UAD. The another collaborator sat down in the backside. She observed the learning process. Besides, they also walked around to control the students' behavior. After the bell rang, all of the students entered the classroom and sat down. Then, the researcher greeted the students by saying *Salam* and *good morning*. Almost all of the students answered, '*Good morning, Miss.*' There was only a few students answered in Indonesian. In checking the students' attendance, she asked, '*Is anybody absent today?*' One of the students answered, 'No one.' and the others said so after him. She asked the students' condition and what they did on Sunday. The students looked enthusiastic telling their story. After checking the students' attendance, the researcher reviewed the previous lesson. Some of the students mentioned in Indonesian. At this time, the reseacher prepared big pictures because she was afraid that the LCD projector could not work again. She showed the pictrues to the students and they named it. Some of them tried to use English but the pronunciation of some words was still incorrect. The researcher corrected them and they repeated after her without being asked.

In the second meeting, they still discussed the same topic but different language functions. The students would learn about asking clarity and permission.. The researcher introduced the new lesson by giving questions. She said, '*What do you say in asking clarity?*' A few student asked in Indonesian, '*Clarity apa Miss?*' (What is clarity, Miss?). They could respond but in Indonesian. Then, the researcher gave examples through a shot dialogue. The students should find the expressions of asking clarity and permission and inviting someone. The researcher also wrote down certain words which were unfamiliar to the students. After they got what the researcher meant, they continued to the next step.

The researcher used puppets in presenting new language functions to the students. The use of puppets was effective to make the students focused on the

lesson. They paid attention to the teacher's explanation and followed her instruction.She made a short dialogue about asking clarity and permission. In the beginning of the lesson, the students were silent but some minutes later, the students tended to chatt with their friends rather than listened to her. She applied certain strategy to handle the students' behaviour. She accounted 1-5 and the students had to put their hands up and sat down. It worked effectively. She continued the lesson. She asked the students to listen to her and identify expressions used in asking clarity and permission. The researcher asked, *'What are the expressions used in asking clarity and permission?'* The students answered in Indonesian. The researcher made the other examples and asked the students to repeat after her. In checking their understanding, the teacher asked one of the students who wanted to give the examples voluntarily but noone raised their hands. Finally, she pointed one student who was smarter than the others. She gave a certain card and asked, *'Fawas, are you playing...? May I join...?'* He answered, *'Yes, I am. Sure.'* The researcher asked the students whether they had understood. Most of the students said, *'yes.'*

After understanding the lesson, the students practiced the new vocabulary and language functions. They practiced a short dialogue with their friends. They were given time to make their dialgue before practicing in front of the other students. Their performance was monitored by the researcher. She made a note of the students' mistakes during their action. Most of the students got difficulty in using *'is, am, are'*. Some of them used to be 'is' for subject *'they'*. They thought that there was no different for using *'is, am, or are.'* She assisted the students who got the difficulties. They were drilled how to produce utterances grammatically and pronounce the words correctly.

As usual the researcher applied fishbowl technique in the production stage. The students would be in the circles. The high-level students were in the outer circle and the low-level students were in the inner circle. All of the students should be independent in this stage. There was no researcher's guidence during the activity. The students were given different cards about hobbies. The activity for the second meeting was playing guessing game. Before playing the game, the researcher explained the rules and demonstrated the game. The students in the inner circle acted the picture of the card they had while the students in the outer circle guessed it. If the students could respond appropriately, they replaced position and won the activity. Their performances were scored to know their improvement.

In the end of the lesson, the researchers reviewed the materials and asked the students about their feeling while playing the game. They said that they were happy, liked the activities and wanted to play again in the next meeting.

Field Note 4
Meeting 3
Cycle 1
Day   : Wednesday
Date   : October 31st, 2012
Time   : 07.00 – 08.10 a.m.

The researcher and the English teacher came to the classroom at 07.00 a.m. The another collaborator could not come because she was joining students' exchange program in Malaysia. Eventhough the bell had rung, there were some students outside playing football. After all of the students came to the classroom, some of them said that they were tired and needed a rest. The researcher gave them 5 minutes to drink and after that the activity was begun. She greeted the students by saying *Salam* and *good morning*. The students responded the greeting well. The researcher check the attendance by saying, '*Is anybody absent today?*' The students who had taught about that in the previous meeting, said, '*No one.*' The researcher also asked their condition. The researcher also asked the students' activities on weekend by pointing one of the students and said, '*Yudha, what did you do last Sunday?*' He answered, '*I go to Solo*'.

Before introducing the new material, the researcher reviewed the previous meetings. She pointed some students and gave questions. Most of them could respond well but they looked shy in using English. Some boys laughed loudly when some students made incorrect pronunciation. the researcher asked the students to keep silent and listen to the other students while they were speaking.

In the third meeting, the researcher would disscuss the same topic with different language functions. The topic was still about hobbies. The expressions disscussed for this meeting were asking clarity, permission, and inviting someone. The researcher had a compeleted dialogue by mixing the language functions in the previous meetings and today's meeting. She also stated the learning objective before coming to the main activity.

For the presentation, the researcher introduced new grammatical structures about how to invite someone. She also asked, '*What did you say in inviting someone?*' One student responded in English by saying, '*Let's...*' She also introduced new vocabulary by giving some examples. She pronounces the new expressions and asked the students to repeat after her. She checked the students' comprehension by asking them to make a short sentence of how to invite someone.

After the students could identify the expressions of asking clarity and permission, and inviting someone, the researcher practiced to have the dialogue. The students took the couple cards in order to get their partners in having the dialogue. They used pictures, named the pictures, and practiced the dialogue. In the other hands, some boys were talking each other, disturbed the other students' concentration.

In the production stage, the researcher applied fishbowl technique. The students were divided into two circles based on their abilities. They had different works where the students in the inner circle had easier works. The students in the inner circle acted the picture of they card while the students in the outer circle

predicted. They performed the dialogue and the researcher scored their performances. The students paid attention to the researcher because all of them had to have a dialogue.

All of the students used the functions during the activity. They were enthusiastic in using the language function to guess the cards of the other students. They kept playing the activity until all of them got scores. The researcher reviewed the materials and asked the students how their feeling was during the game. They said that they liked the activity which offered them time to practice speaking. They asked the researcher to teach them again next days. Some of the girls talked to her that it was annoying while they were practicing the boys were making a noise. They asked the researcher to scold or gave punishment to them. They wanted to have a comfortable situation during the learning process.

Field Note 5
Meeting 1
Cycle 2
Day   : Wednesday
Date   : November 7th, 2012
Time   : 07.00 – 08.10 a.m.

The researcher came to the classroom earlier to prepare the LCD projector. Another collaborator helped her. The bell rang at 07.00 a.m. The students came to the classroom but they were not ready to study. They would have math examination after English classroom and they wanted to study it. The researcher asked the students to put their math's books to their bag. Then, she opened the learning process. When she was opening the classroom activity, the English teacher came. She greeted the students by saying *Salam* and *good morning*. The students responded the greeting well. The researcher checked the attendance by saying, '*Is anybody absent today?*' All of the students said, '*No one.*'

She also asked the students' condition. In the second cycle, she taught different topic. it was about public places. She asked the students some kinds of public places around the school. Most of the students answered in English. Some of them used Indonesian for certain words such as, '*church, cinema, railway station, and bookstore.*' They didn't know how to say in English.

The researcher continued presenting some kinds of public places and introducing the language functions. She showed a picture of public places, such as a hospital, a school, a library, a marker, a mosque, a church, and a zoo, etc. and asked the students what it was. Only some of the students who answered by using complete sentence. Most of them only answered the name of the public places. She trained the students how to answer in a full sentence, '*It is a hospital.*'. The students paid attention on the presentation and sometimes laughed as their friends made mistake in the pronunciation. She also trained the students how to use the

articles of a/an, such as *'a hospital or an airport.'*. After that, the students practiced to make a sentence orally. Some of the students often forgot to use the article *'an'*. Then, She asked the other students to note and correct mistakes made by their friends.

In the production stage, the students played the activity by applying fishbowl technique. The researcher told the students that their performance would be assessed. The students looked so happy and more enthusiastic. She gave examples of how to play the activity first. She demonstrated the rules of the activity in a simple instructions. There were some students who were confused and she provided more some examples. When the students understood the explanation, they began to play the activity. There were some of the students who used Indonesian and some of them still had difficulties in pronunciation, *'It is a church [cuch].'* She observed the students while they were playing the activity. Some students still had problems in confidence. Sometimes, they were smiling while they were talking.

The researchers reviewed the materials and asked the students how their feeling was during the activity. They said that they liked the activity as it gave points. They wanted to get the highest score in order to get the reward in the last meetings.

Field Note 6
Meeting 2
Cycle 2
Day   : Wednesday
Date   : November 14th, 2012
Time   : 07.00 – 08.10 a.m.

The researcher came to the classroom at 07.00 a.m. Some girls talked to her by saying, *'Miss, hari ini kita ngapain?'* (What will we do today, Miss?). She asked the students to take a seat. She opened the classroom by greeting and saying salam. The another collaborator sat down in the backside while the English teacher came late because she had to go to somewhere. In the second meeting of cycle 2, the students tended to be more silent. Then, she continued to check the students' attendance and condition. All of the students was present.

The students would learn the same topic with different language functions. They learned the expressions of asking and giving direction. The researcher asked the students' experience whether they ever gave direction to foreigners. Only one student who said, *'yes'* while the other students said *'no.'* She continued her

question by saying, *'What did you say in giving direction?'* He answered, *'go straight, you left, or right gitu, Miss'*. (I only said go straight, turn left, turn right.)

The researcher gave a short text to the students. She asked them to read loudly the text. When one student was reading, the other students should listen and gave correction to some mistakes. After that, they identified some kinds of public places stated on the text. They also identified the expressions of asking and giving direction. She gave some examples of asking and giving direction through puppets. After that, to check students' understanding, she asked the students to work in pairs and practiced a short dialogue. She monitored and observed the students' performance.

Afterwards, the students played the activity by using fishbowl technique. They were divided into two circles. She demonstrated the activity before the students took their turn. As the rules were almost similar to the activities in the previous meetings, the students did not get difficulties in understanding. They did not ask the researcher about the rules. She observed the students' performance. A few students still had problems in pronunciation. They also had difficulty in distinguishing *'turn right'* and *'turn left'*. However, most of the students pronounced the words correctly and used the expressions well. She sticked the map on the blackboard in giving direction.

The researcher reviewed the materials and told the students about the lesson. They were asked about their feeling while playing the activity. They wanted to get the highest score. They also said that they were happy and asked for more challenging activities by saying, '*Besok kegiatannya yang seru lagi yah Miss* ('Miss, the activity for tomorrow should be challenging again'). She told them that the next meeting would be still the same with today's meeting with a different language function. Then the researcher closed the lesson, said good bye and said *Salam*.

Field Note 7
Meeting 3
Cycle 2
Day   : Wednesday
Date   : October 21st, 2012
Time   : 07.00 – 08.10 a.m.

The researcher and the collaborators came to the classroom at 07.00 a.m. They were ready to study English because they had prepared their books on the table. The English teacher closed the door so that the boys did not go outside

during the learning process. The collaborators sat down in the backside and the researcher opened the classroom activity by greeting and saying salam. The students responded the greeting. The researcher checked the attendance by saying, '*Is anybody absent today?*' The students said, '*No one.*' One student asked, '*Today we learn how to give direction again?*' She replied, '*Yes, you're right.*'

The third meeting, the topic was still the same with different language functions. The researcher stated the learning objective and continued the learning process to the next step. She reviewed the previous meetings by asking some kinds of public places and expressions of asking and giving direction. She pointed some students and gave questions. They responded orally well.

In introducing new vocabulary and language functions, the researcher gave instructions to the students. They were asked to follow the instructions and guessed where she was. She also used gestures to help the students' understanding. She said, '*Start from this classroom, you just go straight, turn right, go straight again, turn left, and I am on the left side. Where am I?*' The students looked enthusiastic in responding her instruction. One of the boys said, '*Miss, baleni. ('Please repeat it, Miss.)*'. The other students said, '*ah, aku ngerti, Miss. Neng toilet tho?*' (I know, Miss. Is it in toilet?)'

After that, the students practiced what they had learnt. The researcher gave direction and the students who could guess her position just raised their hand and answered. The students looked enthusiastic in responding her instruction. Most of them guessed where she was until getting the correct answer. They worked in pairs and practiced a short dialogue. The students' mistakes were still corrected in this stage.

Next, the students were asked to work independently. The activity was used fishbowl teachnique where they were divided into two circles. By placing the students into circle, it helped the researcher in controlling their behavior. She could know everything which was done by the students. Besides, their attention which were focused on the researcher's view helped her to maintain the students' concentration. Next, each student was given cards and maps. The students in the outer circle gave direction and the students in the inner circle ask the position. They had a short dialogue. If they could respond each other appropriately, they replaced position and got a score.

The researchers reviewed the materials and asked the students how their feeling was during the activity. They said that they liked the activity because they had much time to practice English. Besides, they also collected points that could

add their score. Then the researcher closed the lesson, said good bye and said *Salam*.

APPENDIX E
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT

Interview 1 (with the English teacher)
Day : Monday
Date : October 1ˢᵗ, 2012
R: Researcher   T: English teacher

R   : Permisi, Bu. Maaf nggih Bu mengganggu Ibu terus ini.
T   : Tidak apa-apa mbak. Bagaimana?
R   : Ini Bu, saya mau tanya. Proses pembelajaran Bahasa Inggris di kelas Ibu bagaimana ya?
T   : Yah seperti biasa mbak. Biasanya saya pakai LKS atau buku Erlangga. Kan banyak soal-soal latihan dibuku, saya biasanya menyuruh anak untuk mengerjakan soal-soal. Mereka juga bisa berkelompok, jadi bisa saling tukar pikiran mbak.
R   : Kalau kegiatannya sendiri Bu? Maksudnya apa Ibu sering menggunakan video, musik, atau gambar-gambar?
T   : Sini itu kekurangan media mbak. Guru Bahasa Inggris saja hanya satu lho mbak. Hanya saya. Sedangkan saya harus ngajar 6 kelas, pusing juga itu mbak. Saya biasanya menggunakan gambar-gambar dari buku paket atau LKS. Kalau video tidak pakai mbak, sulit buat cari-carinya.
R   : Selama pembelajaran, apa semua anak-anaknya diam, memperhatikan gitu Bu?
T   : Yah namanya anak SD mbak, kadang pas ngerjain tugas mereka lari-larian pada nggak bisa tenang. Pernah saya tinggal sebentar ke kantor ngambil tugas. Saya balik ke kelas, anak-anak sudah keluar ke lapangan mbak. Agak susah memang kelas 5B ini.
R   : Oh. Jadi nggak semua anak bisa duduk diam, mengerjakan tugas, seperti itu Bu?
T   : Ada beberapa anak yang diam tapi ada juga *trouble maker*-nya mbak. Kalau yang bandel-bandel itu ngajak main, yasudah pada ikut main semua.
R   :Kalau tentang kemampuan anak-anak kelas 5B sendiri kira-kira bagaimana ya Bu?
T   : Beda-beda sih mbak. Ada beberapa anak yang pinter. Saya terangkan bisa langsung paham. Ada juga beberapa anak yang memang pindahan dari Jakarta. Mereka biasa menggunakan Bahasa Inggris di rumah. Tapi ada juga lho mbak, anak-anak yang kurang perhatian seperti itu. Bahasanya kasar, suka bikin rame, nggangguin temen-temennya yang pendiam. Yah ada yang kemampuannya bagus, ada juga yang rata-rata, ada juga yang sulit bener mbak buat paham. Nanti mbak tahu sendiri.
R   : Seperti yang kita tahu, Bahasa Inggris sendiri kan ada 4 *skills* ya Bu. Kira-kira menurut Ibu murid-murid kelas 5B ini kurang dibagian apanya?
T   : Mereka itu malu-malu itu lho mbak kalau disuruh berbicara di depan kelas. Disuruh maju aja sulitnya sekali mbak. Malah pernah ada saya tunjuk seorang murid, eh malah diam saja. Nggak mau berbicara mbak. Jadi mereka lebih cenderung passive gitu.
R   : Brarti anak-anak lemah dibagian *speaking*-nya Bu?

T   : Yah bisa dibilang seperti itu mbak.

R   :Jadi speaking skill anak-anak masih perlu ditingkatkan ya, Bu?

T   : Iya, Mbak, soalnya jarang juga pelajaran fokus ke speaking. Kan kalau di SD tidak dipisah-pisahkan. Semuanya campur. Kadang saya menyuruh anak-anak buat ngerjain LKS habis gitu mereka biasanya saya suruh maju buat ngartiin kalimat seperti itu mbak.

R   : Kalau kesulitan Ibu sendiri selama mengajar anak-anak apa ya Bu?

T   : Banyak mbak. Anak-anak 5B ini memang sulit diatur. Ada beberapa anak yang diam, manut, dan pinter. Ada juga beberapa anak yang butuh ekstra tenaga buat ngajarin materi satu-satu.

R   : Nggih. Terimakasih ya Bu buat informasinya. Ini sangat membantu saya Bu.

T   : Iya mbak sama-sama. Nanti kalau butuh data lagi tinggal menghubungi saya saja.

R   : Nggih Bu. Terimakasih sekali ini.

T   : Sama-sama mbak.

Interview 2 (with the student after observation)
Day : Wednesday
Date : October 3rd, 2012
R: Researcher   S: Student

R   : Halo dek. Boleh ngobrol-ngobrol dulu nggak bentar?

S   : Ngapain mbak?

R   : Mau tanya-tanya sedikit.

S   : Jangan lama-lama mbak, mau istirahat.

R   : Iya. Namanya siapa?

S   : Keisya mbak.

R   : Oh Keisya. Keisya, suka nggak sama Bahasa Inggris?

S   : Mumet mbak.

R   : Mumet gimana? Nggak suka ya?

S   : Yah sulit mbak.

R   : Sulitnya kenapa?

S   : Kan jarang denger bahasa asing gitu. Cuman di sekolah aja.

R   : Brarti Keisya hanya pakai Bahasa Inggris kalau di sekolah saja?

S   : Iya mbak. Itu aja jarang banget.

R   : Pengen bisa lancar Bahasa Inggris nggak?

S   : Pengen mbak. Tapi ribet belajarnya.

R   : Ribetnya bagian mana?

S   : Bahasa Inggris itu sulit buat hafalin *tenses-tenses*-nya gitu. Kalau mau ngomong mesti nginget-nginget dulu. Enggak kayak Bahasa Indonesia.

R   : Kalau pelajaran tadi, menurut kamu gimana?

S   : Gimana piye mbak?

R   : Suka nggak?

S   : Nggak. Bosen, mbak. Cuman ngartiin dari Inggris ke Indonesia.

R : Memangnya kamu kenapa tidak suka?

S : Kurang tantangan mbak Dari dulu kelas 3 gitu terus. Mending main di luar mbak.

R : Bu Nita kalau ngajar biasanya bagaimana?

S : Ya itu biasanya pakai LKS atau buku paket.

R : Disuruh ngerjain soal-soal?

S : Iya mbak. Ngerjain soal terus dikumpulin. Besoknya maju buat ngartiin ke Bahasa Indonesia gitu.

R : Oh. Biasanya pada ngumpulin tugas tepat waktu tidak?

S : Wah. Kalau sulit yah ada yang nggak dikerjain mbak.

R : Dikasih hukuman nggak sama Bu Nita?

S : Paling ditambahi tugasnya mbak.

R : Gitu ya. Yasudah. Trimakasih ya dek Keisya. Besok-besok ngobrol-ngobrol lagi deh.

S : Ok mbak.

Interview 3 (with the student after observation)
Day : Wednesday
Date : October 3rd, 2012
R: Researcher   S: Student

R : Hei dek. Sorry ya ganggu istirahat mu.

S : Eh iya mbak. Kenapa?

R : Mau tanya-tanya bentar, nggak apa-apa kan?

S : Kenapa e mbak?

R : Tentang pelajaran tadi. Eh namamu siapa ya dek?

S : Hilmi mbak.

R : Dek Hilmi, suka tidak sama Bahasa Inggris?

S : Kadang-kadang mbak.

R : maksudnya kadang-kadang?

S : Yah kalau pelajarannya gampang saya suka. Kalau sulit bikin pusing mbak.

R : Kenapa bikin pusing?

S : Yah pusing aja mbak. Mesti nransletin kalimatnya satu-satu dulu.

R : Terus gimana tadi sama pelajarannya?

S : Mumet mbak.

R : Mumet gimana? Sulit?

S : Angel mbak disuruh hafalan 10 kata.

R : Sulit yah ngomong pake Bahasa Inggris?

S : Ra ngerti artine pie mau ngomong Bahasa Inggris mbak. Belibet, isin mbak.

R : kosa-katanya? Cara bacanya?

S : Nah iku mbak. Kadang tau mau bilang apa tapi sulit buat ngomong Bahasa Inggrisnya.

R : Kalau kamu sendiri, sering pakai Bahasa Inggris nggak sama temen-temen gitu?

S   : Wew. Bahasa Jawa saja mbak.
R   : Kalau pas pelajaran Bahasa Inggris? Sering pakai Bahasa Inggris juga?
S   : Enggak mbak. Enggak paham soalnya.
R   : Kalau pelajaran Bahasa Inggrisnya sendiri, kamu pengennya gimana?
S   : Yah yang menarik mbak. Ngerjain tugas terus buat bosen mbak.
R   : Sering nggak disuruh latihan dialog atau di depan? Main peran gitu?
S   : Apa itu mbak?
R   : Kayak latihan percakapan pakai Bahasa Inggris di depan kelas seperti itu?
S   : Enggak. Palingan disuruh ngartiin dari Bahasa Inggris ke Bahasa Indonesia gitu
R   : Oh gitu. OK dek. Makasih ya dek Hilmi.
S   : Sama-sama mbak.

Interview 4 (with the teacher after meeting 1 of cycle 1)
Day   : Wednesday
Date : October 17th, 2012
R: Researcher   T: English Teacher

R   : Selamat pagi Bu, apa kabar?
T   : Iyah mbak. Alhamdulillah baik.
R   : Maaf ya Bu. Saya mengganggu Ibu lagi.
T   : Iya mbak tidak apa-apa.
R   : Gimana proses pembelajarannya tadi, Bu?
T   : Pengucapan anak-anak masih perlu diperbaiki mbak. Itu tadi anak-anak ada sebagian anak-anak yang baca 'basketball' itu pake 'o'. Masih harus telaten membenarkan pronunciation mereka.
R   : Menurut Ibu tadi bagaimana cara mengajar saya?
T   : Sudah bagus mbak. Itu saja, suaranya agak dikerasin yah, soalny anak-anak itu kalau sudah ngomong kelas jadi rame kayak tadi itu lho mbak. Terus tadi tidak kasih contoh ya apa yang anak harus lakukan? Itu sebaiknya diawal mbak kasih contoh dulu beberapa kali sampai anak benar-benar paham.
R   : Iyah Bu. Kalau menurut Ibu, mereka antusias tidak Bu sama pelajaran saya tadi?
T   : Yah karena ini masih awal ya mbak mungkin anak-anak adaptasi terlebih dulu. Mereka tadi tampak senang. Biasa mbak, anak SD kalau ada orang baru yah pasti suka.
R   : Kira-kira mereka tadi paham tidak yah Bu?
T   : Yah tadi mereka bisa merespon pertanyaan dari mbak. Yah meski masih pakai Bahasa Indonesia. Sedikit-sedikit lah mbak.
R   : Tadi anak-anak di bagian belakang itu agak sulit dikendalikan Bu, bagaimana ya Bu?
T   : Itu memang kelompok anak-anak nakal mbak. Ditegasin saja tidak apa-apa mereka pasti akan takut.
R   : Cara saya menyampaikan pelajaran sendiri bagaimana Bu? Tadi sepertinya anak-anak pada bingung.

T   : Yah itu, jangan cepat-cepat kalau ngejelasin. Pelan-pelan mbak masalahnya ini mereka masih SD. Yah masih barulah mbak sama Bahasa Inggris. Itu tadi gambarnya juga kurang besar mbak. Tadi anak-anak yang di belakang pada nggak kelihatan kan.

R   : Iyah Bu. Besok saya buat lebih besar lagi. Kalau *fishbowl*- nya sendiri bagaimana Bu?

T   : Bagus mbak. Naka-anak punya banyak kesempatan buat latihan Bahasa Inggris. Tapi tadi semua anak harus diperhatikan semua ya mbak. Tadi mbak Mida hanya ada di depan saja. Lebih bagusnya muter kesemua anak. Diperiksa satu-satu mbak.

R   : Nggih Bu. Kalau Penggunaan Bahasa Inggris saya sendiri bagaimana Bu?

T   : Bahasa Inggris-nya terlalu banyak mbak. Itu tadi terlalu sering. Lebih bagusnya mbak juga menggunakan Bahasa Indonesia. Menggunakan Bahasa Inggris terlalu sering anaknya jadi bingung nanti mbak.

R   : Kalau misalnya saya gunakan juga *gestures* atau *mimics* kan bisa itu Bu buat membantu pemahaman Bahasa Inggris mereka. Bagaimana Bu?

T   : Yah bisa mbak. Pokoknya penggunaan Bahasa Inggrisnya juga mesti diimbangi dengan Bahasa Indonesianya.

R   : Iya Bu. Terimakasih ya Bu. Ini akan saya perbaiki buat pertemuan besoknya.

T   : Iya mbak sama-sama.

Interview 5 (with the student after meeting 1 of cycle 1)
Day : Wednesday
Date : October 17th, 2012
R: Researcher   S: Student

R   : Hai dek. Ngobrol-ngobrol sebentar yah.

S   : Iya mbak.

R   : Bagaimana menurut dek David tentang pembelajaran tadi?

S   : Senang mbak. Tapi tadi kurang jelas mbak mesti pindah tempat duduk, nepuk pundak, nggak paham mbak.

R   : Oh. Instruksinya kurang jelas yah dek?

S   : Iyah mbak. Tadinya mbaknya ngasih contoh dulu gitu, kita liatin dulu.

R   : Oh gitu. Kalau kegiatannnya tadi, suka nggak?

S   : Suka mbak. Soalnya beda dari yang kemarin-kemarin.

R   : Seru?

S   : Iya.

R   : Ada yang sulit nggak?

S   : Ngomongnya terlalu cepat. Tadi ada beberapa kalimat yang nggak paham. Jadi bingung.

R   : Kalau tadi pas dialog nya gampang nggak?

S   : Ada yang gampang ada yang enggak.

R   : Yang gampang yang mana?

S   : Yang nyebutin itu gambar-gambar apa gitu.

R   : Kalau yang sulit yang mana?

S   : Disuruh buat kalimat itu mbak.

R   : Kenapa sulitnya?

S   : Pusing grammarnya mbak.

R   : Oh. Kalau pas tadi dialog seneng nggak?

S   : Seneng. Bisa pakai Bahasa Inggris.

R   : Sudah mulai berani buat ngomong pakai Bahasa Inggris brarti ya?

S   : Temen-temen ki pada ketawa e mbak kalau sala ngomong. Jadi malu.

R   : Kalau David sendiri, kesulitan tidak pas tadi latihan ngomong pakai Bahasa Inggris?

S   : Aku masih bingung buat cara ngucapin kata-katanya gitu mbak. Nyusun kalimatnya juga.

R   : Kenapa dengan nyusun kalimatnya?

S   : *Grammar*-nya mbak. Mesti mikir dulu kalau ngomong Bahasa Inggris itu.

R   : Habis kegiatan tadi, jadi seneng nggak sama pelajaran Bahasa Inggris?

S   : He. Seneng sih mbak. Tapi mbaknya jangan cepet-cepet kalau pas ngajar.

R   : Tadi kecepetan ya dek?

S   : Iya.

R   : OK dek. Makasih buat waktunya ya.

S   : Sip mbak. Sama-sama.

Interview 6 (with the student after meeting 1 of cycle 1)
Day   : Wednesday
Date : October 17th, 2012
R: Researcher   S: Student

R   : Dek Mita, apa kabar?

S   : Kabar Baik mbak.

R   : Mita, tadi gimana belajar Bahasa Inggrisnya?

S   : Beda dari yang kemarin-kemarin. Yah seneng sih. Besok masih ngajar lagi tho, Mbak?

R   : Pasti. Masih disini buat beberapa ahri lagi. Mita kenapa tadi suka belajar Bahasa Inggrisnya?

S   : Ya itu. Beda dari biasanya. Biasanya ngerjain LKS tapi ini tadi beda.

R   : Seneng tadi belajarnya?

S   : Iya seneng.

R   : Tadi ada bagian yang kurang jelas?

S   : Ada. Waktu njelasin cara permainannya itu nggak paham.

R   : Nggak paham gimana?

S   : Yah kurang jelas. Orang belum paham udah disuruh main.

R   : Bingung ya tadi brarti?

S   : Iya mbak. Harusnya ngasih contoh-contoh lagi gitu.

R   : Kalau pas awal tadi penjelasan materi gimana?

S   : Gambarnya kurang gede mbak. Aku nggak kelihatan.

R   : Pas penjelasan di awal materi tadi gimana, paham juga nggak?

S   : Kalau yang itu paham mbak. Aku suka gambar-gambarnya.
R   : Bu nita jarang pakai gambar ya dek?
S   : Palingan dari buku paket atau LKS mbak.
R   : Dek Mita sendiri, suka nggak sama Bahasa Inggris?
S   : Ya suka mbak. Pengen bisa kayak mbak Mida.
R   : Nggak nyerah ya buat belajar Bahasa Inggris brarti?
S   : Tergantung pelajarannya mbak. Kalau gampang ya suka.
R   : Kalau tadi pas dialog ada kesulitan nggak?
S   : Ngomongnya nggak bisa cepet lancar gitu.
R   : Sulit ya?
S   : Iya.
R   : Sulit dibagian mana?
S   : Sering lupa-lupa gitu. Cara ngomongnya juga beda sama Bahasa Indonesia.
R   : Lupa maksudnya?
S   : Kadang mau ngomong apa tapi nggak tau Bahasa Inggrisnya.
R   : Gitu ya dek. Makasih ya dek buat bincang-bincangnya.'
S   : Iya mbak. Besok masih kesini kan mbak?
R   : Iya masih.
S   : Kayak tadi lagi mbak?
R   : Iya.

Interview 7 (with the another collaborator after meeting 1 of cycle 1)
Day   : Wednesday
Date : October 17th, 2012
R: Researcher   AC: Another Collaborator

R   : Menurut kamu, bagaimana tadi proses pembelajaran saya di kelas?
AC   : Yah masih pertemuan pertama, jadi masih penyesuaian dulu dengan anak-anaknya.
R   : Menurut kamu, pembelajaran tadi cukup effektif tidak?
AC   : Efektif sekali ya. Anak-anak bisa memperoleh kesempatan yang sama buat berbicara.
R   : Kondisi kelasnya sendiri tadi bagaimana?
AC   : Sudah cukup bagus ya. Pembelajaran bisa berlangsung dengan lancar. Tadi cuman ada anak-anak dibagian belakang yang sedikit ramai. Mungkin kamu perlu memberikan perhatian khusus ke mereka.
R   : Kalau dibagian presentasi sendiri bagaimana tadi? Cara penyampaian materi?
AC   : Sudah bagus tadi. Sudah runtut sesuai dengan langkah-langkah proses pembelajaran. Mereka sudah dibiasakan menggunakan Bahasa Inggris. Itu sangat membantu anak-anak buat memperkaya kosa-kata mereka.
R   : Kalau medianya sendiri?
AC   : Iya tadi benar Bu Nita. Medianya terlalu kecil. Anak-anak di depan jelas melihatnya sedang anak-anak dibagian belakang ramai karena tidak jelas melihat gambarnya.

R : Kalau pas *production*-nya sendiri bagaimana? *Fishbowl tehcnique*-nya bagaimana?

AC : Kamu tadi seharusnya memberikan instruksi pakai bahasa yang mudah dipahami. Pakai bahasa anak saja, yang singkat dan mudah dipahami. Contohnya juga tadi kurang ya. Seharusnya tadi bertanya dulu apa mereka sudah benar-benar paham. Di permainan awal kamu bisa memberikan contoh terlebih dahulu agar anak-anak benar-benar bisa *independent*.

R : Kalau dilihat dari tadi hasil penilaian saat anak-anak berdialog, menurut Anda bagaimana?

AC : Yah sudah agak bagus ya. Disini anak-anak sudah mulai berani menggunakan Bahasa Inggris mesti masih terbata-bata. Yah masih butuh bantuan saat mereka lupa atau tidak tahu artinya.

R : Menurut kamu, kesulitan anak-anak dibagian apa?

AC : Kalau menurut saya, anak-anak lebih sulit dibagian *grammar, pronunciation*, sama *vocabulary* ya.

R : Terimakasih ya buat komen dan saran-sarannya.

AC : Sama-sama Mid.

Interview 8 (with the another collaborator after meeting 2 of cycle 1)
Day : Wednesday
Date : October 24th, 2012
R: Researcher   AC: Another Collaborator

R : Wulan, minta tolong buat ngasih komen-komennya lagi ya.

AC : Iya.

R : Gimana proses pembelajarannya tadi?

AC : Sudah cukup bagus. Anak-anak bisa terkontrol apalagi duduknya dibuat melingkar jadi kamu lebih gampang monior mereka. Mereka juga lebih aktif dalam kelas, itu tadi banyak yang tunjuk jari pengen jawab kan? Oh yah, mereka juga udah mulai terbiasa pakai Bahasa Inggris, bagus itu.

R : Menurtmu pertemuan kedua ini dibanding pertemuan kedua gimana?

AC : Lebih baik. Suaramu sudah bisa menguasai kelas, anak-anak sudah tahu bagaimana merespon kehadiran pakai Bahasa Inggris juga. Itu saja, tadi kan LCD-nya tidak bisa dipakai, mending besok kamu mempersiapkan gambar yang besar ditempel di papan tulis biar anak-anak tetap fokus.

R : Iya tadi saya pikir LCD-nya bisa nyala jadi anak-anak senang bisa liat gambar pake laptop. Saya tidak kepikiran buat mempersiapkan media cadangan.

AC : Ya itu pengalaman buat kita.

R : Menurutmu penggunaan fishbowl dipertemuan kedua ini efektif tidak?

AC : Sudah, Mid.Itu tadi kalau dilihat anak-anak sudah mulai pakai Bahasa Inggris dalam kelas. Sudah berani bertanya juga.

R : Bagaimana dengan cara ngomong mereka?

AC : Sudah bagus, Mid. Anak-anak tadi bisa berbicara Bahasa Inggris dengan lancar. Anak-anak sudah banyak hafal kata-katanya.

R   : Iya. Kalau tadi pengkondisian anaknya bagaimana?

AC   : Sudah lumayan tenang daripada kemarin. Tapi masih ada yang rame sendiri ya. Kalau tak lihat, anak-anak cenderung suka keluar kelas.

R   : Menurutmu cara penyelesaiannya bagaimana?

AC   : Gimana kalau kamu membuat *task* dimana anak-anak bisa lebih fokus ke tugas yang mereka kerjakan?

R   : Iya. Jadi mereka mau tidak mau harus menyelesaikan tugasnya. Kalau buat kemampuan mereka sendiri bagaimana? Ada peningkatan?

AC   : Yah ada ya. Mereka sudah sedikit-sedikit berani menggunakan Bahasa Inggris. Sudah mulai berani bertanya. Kemarin kan kalau ditanya mereka cenderung diam manut saja.

R   : Speaking mereka sendiri gimana? Kan itu indikatornya ada fluency sama accuracy. Apa sudah ada perubahan?

AC   : *Vocabulary* anak-anak sudah mulai bertambah ya. Cara berbicara mereka juga sedikit-sedikit mulai lancarlah. Tapi momok utama mereka memang dibagian *grammar* sama *pronunciation*. Tadi itu kalau ada teman salah berbicara anak-anak cowok langsung pada ketawa. Kayaknya perlu ditegur itu.

R   : Iya. Kasihan.

AC   : Bisa buat malu. Jadi mereka tidak mau menggunakan Bahasa Inggris lagi nanti.

R   : Kalau *management classroom*-nya tadi sudah lumayan efektif tidak?

AC   : Yah itu. Anak-anak yang rame diberi teguran saja. Dicatat namanya juga bisa. Soalnya anak-anaknya bahasanya kok kasar-kasar ya Mid.

R   : Ngeri. Kalau pas tadi kegiatannya, mereka tampak senang tidak?

AC   : Tadi itu sudah bagus, sukses. Buktinya anak-anak tadi sudah paham dengan aturang atau tata cara permainannya. Mereka malah antusias sekali tadi waktu kamu bagikan kartunya. Apalagi waktu tebak gerakan itu. Rame banget pada ingin nebak.

R   : Makasih ya Wulan.

Interview 9 (with the student after meeting 2 of cycle 1)

Day : Wednesday

Date : October 24th, 2012

R: Researcher   S: Student

R   : Hai Jehan. Ganggu sebentar ya. Nggak apa-apa kan?

S   : Kenapa Miss?

R   : Jehan suka tidak sama Bahasa Inggris?

S   : Suka.

R   : Kenapa bisa suka sama Bahasa Inggris?

S   : Pengen ngobrol sama bule.

R   : Biasa pakai Bahasa Inggris tidak kalau di sekolah?

S   : Kalau tahu artinya saja.

R   : Kalau tidak tahu artinya?

S   : Diam saja.

R   : Menurutmu lebih sulitan ngomong Bahasa Inggris atau nulis pakai Bahasa Inggris?

S   : Dua-duanya.

R   : Dua-duanya?

S   : Tapi kalau nulis kan tidak dibaca, kalau dibaca agak sulit cara ngomongnya, kebalik-balik.

R   : Kebalik-balik gimana?

S   : Kadang 'a' dibaca 'o' terus 'e' dibaca 'i'. Bingung.

R   : Gitu. Tapi senang kan belajar Bahasa Inggris?

S   : Senang kalau mainan kayak tadi.

R   : Memang biasanya gimana?

S   : Cuman garap-garap tugas.

R   : Oh. Latihan-latihan soal gitu ya?

S   : Iya.

R   : Jehan, menurtmu pelajaran hari ini gimana? Gampang nggak?

S   : Bisa Miss.

R   : Ada kesulitan nggak tadi?

S   : Miss, kalau ngomong jangan cepet-cepet. Jadi tadi ada yang ketinggalan, bingung.

R   : Terlalu cepat ya?

S   : Njelasin cara mainnya diawal tadi.

R   : Kalau kartu yang tak bagikan tadi jelas tidak?

S   : Jelas kok.

R   : Waktu praktek dialog tadi bisa juga?

S   : Bisa.

R   : Gampang?

S   : Iya.

R   : Senang tidak tadi bisa latihan dialog sama teman? Malu tidak bicara pakai Bahasa Inggris?

S   : Ya senang tapi jangan terlalu panjang kata-katanya.

R   : Berarti kalau sama teman berani dong pakai Bahasa Inggris?

S   : Yah kalau ada Miss nya saja.

R   : Yasudah. Nanti sampai rumah latihan lagi ya sama Bapak Ibu.

S   : OK Miss. Besok kesini lagi Miss?

R   : Iya.

S   : Main lagi Miss?

R   : Yah besok main-main lagi.

S   : Bener lho Miss.

R   : Iya. Makasih ya Jehan.

S   : Yo Miss.

Interview 10 (with the student after meeting 2 of cycle 1)
Day : Wednesday
Date : October 24th, 2012
R: Researcher   S: Student

R   : Hoi Yuda, lagi ngapain kamu?
S   : Ngisi TTS Miss.
R   : Saya ganggu sebentar ya?
S   : Ngapain Miss?
R   : Tanya-tanya sebentar. Ya?
S   : Iya.
R   : Gimana tadi belajarnya, Yuda senang tidak?
S   : Seneng miss. Pake tebak gerakan gitu, seru.
R   : Suka ya pelajarannya pakai *games-games* gitu?
S   : Iya. Belajarnya nggak serius terus.
R   : Belajar serius gimana?
S   : Yah disuruh hafalan atau garap-garap LKS.
R   : Lha kan tadi juga hafalan kan?
S   : Tapi kan bisa praktek ngomong sama teman gitu.
R   : Senang ya bisa latihan ngomong Bahasa Inggris?
S   : Iya.
R   : Yang paling sulit buat ngomong Bahasa Inggris apa sih?
S   : Tau maksudnya tapi nggak tahu Bahasa Inggrisnya Miss.
R   : Kalau *pronunciation*-nya?
S   : Apa itu Miss?
R   : Cara pengucapannya. Bagaimana?
S   : Bisa tapi mesti dicontohin dulu. Kok Miss nya bisa ngomong lancar ya?
R   : Ya kan Miss Mida latihan terus.
S   : Lha saya latihan dimana Miss?
R   : Di sekolah?
S   : Bahasa Jawa aja Miss. Udah bell Miss. Aku belum jajan.
R   : Sorry. Makasih ya Yuda.

Interview 11 (with the English teacher after meeting 2 of cycle 1)
Day : Wednesday
Date : October 24th, 2012
R: Researcher   T: English Teacher

T   : Gimana mbak tadi?
R   : Alhamdulillah lancar Bu.
T   : Maaf saya tadi tidak bisa mendampingi.
R   : Tidak apa-apa Bu.
T   : Pembelajarannya tidak ada masalah?

R   : Materi tersampaikan Bu. Hanya saja masih ada beberapa anak yang berbuat gaduh ramai Bu.

T   : Niko dkk mbak?

R   : Iya Bu.

T   : Itu mereka itu memang sudah ada masalah dari rumah. Mereka itu cari-cari perhatian mbak. Ditegur atau ditegasin saja tidak apa-apa mbak. Kalau kemampuan anak-anak sendiri bagaimana tadi?

R   : Sudah mulai berani komunikasi pakai Bahasa Inggris Bu. Oh ya, tadi saya mencoba pakai LCD ternyata tidak bisa.

T   : Iya mbak, itu agak-agak rusak. Mending selalu persiapan gambar saja atau poster ditempel dipapan tulis.

R   : Nggih Bu.

Interview 12 (with the English teacher after meeting 3 of cycle 1)
Day   : Wednesday
Date   : November 7th, 2012
R: Researcher   T: English Teacher

T   : Gimana tadi mbak? Lebih enjoy dari yang kemarin?

R   : Alhamdulillah ya Bu. Lebih bisa terkontrol.

T   : Yah ini kan juga sudah pertemuan ketiga jadi mbak Mida lebih paham dengan kondisi anak.

R   : Iya Bu. Bu, hari ini cara pengajaran saya bagaimana ya Bu?

T   : Bagus mbak.

R   : Cara penyampaian saya masih terburu-buru tidak Bu?

T   : Sudah bagus ya dari awal pertama kemarin. Itu tadi anak-anak sudah bisa mengikuti pelajaran. Contoh-contohnya juga sudah banyak. Apalagi dengan media gambar-gambar dan kartu-kartu sangat membantu mereka buat belajar mbak. Anu, disini itu medianya masih minim mbak. Yah mbak sudah tahu sendiri, LCD-nya kurang, disini juga tidak ada lab bahasanya juga.

R   : Berarti proses pembelajaran selalu di dalam kelas ya Bu?

T   : Iya mbak. Yah pakai buku-buku paket, LKS, atau saya dekte seperti itu.

R   : Kalau antusias anak-anak sendiri bagaimana Bu?

T   : Mereka sudah mulai paham dan *familiar* dengan Bahasa Inggris ya mbak. Tadi pas beberapa anak ditunjuk, mereka sudah bisa meresponnya.

R   : Tapi tadi *grammar* anak-anak masih ada yang salah Bu.

T   : Iya mereka masih lemah di bagian grammar. Itu butuh latihan terus, banyak praktek dialog nanti mereka jadi terbiasa mbak.

R   : Nggih Bu.

T   : Ngajar anak SD itu mesti telaten pokoknya.

R   : Iya Bu. Nah kalau teknik yang saya gunakan sendiri Bu?

T   : Bagaimana maksudnya?

R : Selama cycle 1 ini, apakah *fishbowl technique* sudah bisa meningkatkan motivasi anak-anak untuk berbicara Bu?

T : Wo, iya, tentu, Mbak. Mereka kelihatan seneng terus mau bicara pake Bahasa Inggris tanpa dibujuk-bujuk.

R : Mengalami perkembangan ya Bu? Selain itu Bu, perkembangan apa lagi yang muncul dari kemampuan berbicara mereka?

T : Jika dilihat, anak-anak sudah mulai kaya akan kosa-kata. Mereka sudah mulai berani menggunakan Bahasa Inggris jika menjawab pertanyaan.

R : Perkembangan anak-anak saat ini bagaimana ya, Bu?

T : Bahasa Inggris anak-anak sudah cukup bagus. Anak-anak mulai terbiasa menggunakan Bahasa Inggris. Ngomongnya juga sudah tidak malu-malu lagi mbak. Cuman dibagian grammarnya. Mereka masih bingung masalah tenses, to be, plural, singular, itu mungkin harus lebih ditekankan lagi.

R : Yang lain masih ada yang perlu diperbaiki, Bu?

T : Mmm, kalau bisa pronunciationnya diperbaiki lagi. Hari ini lebih baik dari yang kemarin, tapi masih perlu ditingkatkan.

R : Pertemuan ketiga ini dibanding dengan pertemuan kedua lebih sukses Bu?

T : Menurut saya iya. Kalau kemarin mereka cenderung diam dan lebih sering menggunakan Bahasa Indonesia. Sekarang mereka sudah mulai menggunakan Bahasa Inggris.

R : Teknik ini bermanfaat ya Bu berarti?

T : Iya mbak. Anak-anak banyak latihan. Mereka jadi nggak minder lagi. Cara bicaranya, lafalnya bisa dikoreksi. Bisa meningkatkan kemampuan berbicara anak-anak.

R : Iya Bu. Terimakasih ya Bu.

Interview 13 (with the student after meeting 3 of cycle 1)
Day : Wednesday
Date : October 31st, 2012
Time :
R: Researcher   S: Student

R : Hallo. Saya duduk sini ya?

S : Sini Miss.

R : Frida, suka sama Bahasa Inggris?

S : Iya suka.

R : Kenapa?

S : Yah suka aja biar bisa keluar negeri.

R : Belajar Bahasa Inggris sejak kapan?

S : Dulu pernah les.

R : Belajar Bahasa Inggris sulit nggak?

S : Ada sulitnya.

R : Apa?

S : Rumus-rumusnya.

R : Sulit buat diahafal ya?
S : Iya.
R : Kalau belajar Bahasa Inggris di sekolah senang?
S : Iya.
R : Kenapa?
S : Soalnya aku sudah nggak les lagi.
R : Kalau tadi belajarnya gimana?
S : Apanya?
R : Permainannya mudah tidak?
S : Iya.
R : Bisa bantu buat menghafal kosa-kata?
S : Bisa banget kan tadi mainnya nggak cuman sekali.
R : Ada kesulitan nggak?
S : Enggak. Tadi aku bisa semua soalny.
R : Tadi Miss Mida jelasin materinya paham tidak?
S : Paham.
R : Jadi tetap terus belajar Bahasa Inggris ya?
S : Iya Miss.

Interview 14 (with the student after meeting 3 of cycle 1)
Day : Wednesday
Date : October 31st, 2012
R: Researcher   S: Student

R : Singgih *how are you*?
S : *Fine*, Miss. Hayo mau ngapain Miss?
R : Mau interview kamu. Boleh kan?
S : Iya Miss. Mau tanya apa?
R : Tadi dipertemuan ketiga ini gimana?
S : Nggak gimana-gimana sih Miss.
R : Maksudnya kamu paham tidak dengan pelajarannya?
S : Paham.
R : Tadi bisa nggak pas dialognya?
S : Kalau yang kalimatnya panjang lupa kata-katanya Miss.
R : Yang paling sulit bagian mananya?
S : Nyusun kalimatnya Miss.
R : Kalau artinya paham?
S : Iya paham.
R : Lebih gampang mana sama pertemuan pertama sama kedua?
S : Yah gampang yang pertama lah Miss.
R : Kenapa?
S : Lebih *simple*.
R : Suka nggak tapi sama kegiatannya?
S : Suka-suka aja Miss.

R   : Sukanya kenapa?

S   : Tukar-tukar tempat duduk Miss.

R   : Seru ya?

S   : Iya. Terus deg-degan juga.

R   : Kenapa?

S   : Dinilai terus soalnya.

R   : Takut nggak buat ngomong latihan Bahasa Inggris tadi?

S   : Enggak. Kan namany juga latihan Miss. Tapi kalau salah dibenerin satu-satu gitu Miss biar paham.

R   : Iya. Makasih ya.

Interview 15 (with the student after meeting 1 of cycle 2)

Day   : Wednesday

Date : November 7th, 2012

R: Researcher   AC: Another Collaborator

R   : Akhirnya beralih ke *cycle* 2. Gimana ini perkembangannya menurut mu?

AC   : Jauh lebih bagus dari yang *cycle* 1.

R   : Dari segi perkembangan anak-anaknya gimana?

AC   : Yah mereka lebih banyak menggunakan Bahasa Inggris di dalam kelas. Mereka sudah tidak malu-malu lagi.

R   : Kalau mencakup 4 indikator itu sendiri gimana?

AC   : Kemarin kan *grammar* sama *pronunciation*-nya belum meningkat signifikan. Kalau yang sekarang lebih baik lah. Harus lebih banyak drill diberikan ke anak-anak. Disuruh mengulang-ulang kalimat. Itu bagus itu.

R   : Kalau buat *fluency*-nya sendiri?

AC   : Stabil ya. Yang pasti dengan diberikan banyak latihan saja.

R   : Proses pengajarannya tadi bagaimana?

AC   : Tadi mending nunjuk beberapa anak untuk mengecek pemahaman mereka. Tadi Niko sama Jehan ribut sendiri kan? Nah mending kamu gunakan mereka untuk memberi contoh.

R   : Kalau penjelasan saya sudah cukup jelas tidak?

AC   : Iya jelas kok. Anal-anak tadi bisa merespon istruksi dari kamu dengan benar. Tapi memang harus diulang beberapa kali dulu. Namanya juga anak SD.

R   : Kalau medianya bagaimana?

AC   : Menarik ya. Memakai gambar-gambar yang berwarna jadi anak-anak bisa lebih tertarik dengan pelajarannya.

R   : Mereka tadi kelihatan antusias tidak?

AC   : Iya Mid. Apalagi pas kamu bilang mau memberi nilai tambahan pada anak yang bisa jawab pertanyaan. Mereka tadi pada cepet-cepetan angkat tangan.

R   : Iya iya. Makasih Wulan.

Interview 16 (with the student after meeting 1 of cycle 2)
Day   : Wednesday
Date : November 7th, 2012
R: Researcher   S: Student

R   : Hafiz, Sinih sebentar.
S   : Pasti mau ditanya-tanya kan?
R   : Iya bentar.
S   : Apa?
R   : Sulit nggak ngomong pake Bahasa Inggris?
S   : Nggak kebiasaan, Miss.
R   : Suka latihan pake Bahasa Inggris?
S   : Banget.
R   : Nggak takut salah?
S   : Nggak.
R   : Suka nggak belajar Bahasa Inggris?
S   : Suka.
R   : Kenapa suka?
S   : Soalnya beda sama Bahasa Indonesia. Jadi seru aja.
R   : Kalau dirumah pake Bahasa Inggris ya?
S   : Iya. Disuruh Mama.
R   : Weh bagus itu. Kalau pelajaran tadi gimana? Sulit atau gampang?
S   : Biasa aja.
R   : Biasanya gimana?
S   : Yah enggak sulit Miss.
R   : Nggak ada yang sulit?
S   : Iya.
R   : Grammar? Vocabulary? Pronunciation?
S   : Paling kalau lupa-lupa aja Miss. Mikirnya sulit.
R   : Penjelasannya Miss Mida tadi bisa dipahami nggak?
S   : Bisa. Aku tahu mesti ngapain aja tadi. Paham.
R   : Heh, kamu pintert ya.
S   : Kebiasaan Miss.
R   : Latihan-latihan dialognya gimana? Lancar?
S   : Lancar aja cuman tadi temenku digabung-gabung sama Bahasa Indonesia.
R   : Kamu bantuin nggak tu tadi?
S   : Iya Miss.
R   : Selama kegiatan ini kan duduknya melingkar. Gimana menurutmu?
S   : Bagus Miss. Yang rame jadi nggak bisa keluar-keluar. G berisik.
R   : Ya ya. *Thanks* ya Fiz.

Interview 17 (with the student after meeting 1 of cycle 2)
Day : Wednesday
Date : November 7th, 2012
R: Researcher   S: Student

R   : Melinda ya?
S   : Iya Miss.
R   : Biasa. Tanya-tanya sebentar ya.
S   : Iya Miss.
R   : Ribet nggak tadi ngomong pake Bahasa Inggris?
S   : Masih mikir tensesnya, Miss.
R   : Tapi udah berani pakai Bahasa Inggris kan?
S   : Iyah, Miss.
R   : Tadi pas pelajaran yang bagian paling sulit yang mana?
S   : Masih lupa-lupa buat nambahin *a/an*.
R   : Kenapa sulit?
S   : Masih harus mikir dulu Miss.
R   : Biasanya langsung ya? Misalnya *hospital* gitu nggak pake *a hospital*. Gitu?
S   : Iya Miss.
R   : Tapi mau kan pakai kalimat yang lengkap gitu?
S   : Iya.
R   : Gampang atau sulit belajar Bahasa Inggris?
S   : Tergantung yang ngajari Miss.
R   : Tergantung orangnya gitu?
S   : Iya. Kalau asik yah jadi mudah.
R   : Kalau cara ngajar Miss Mida sendiri gimana? Asik nggak?
S   : Iya asik.
R   : Kenapa?
S   : Pakai permainan.
R   : Nggak takut tadi buat ngomong Bahasa Inggris?
S   : Kalau gampang enggak.
R   : Kalau sulit?
S   : Tanya Miss.
R   : Wuah udah bell. Yasudah, kamu istirahat dulu bentar sana.
S   : Iya Miss.
R   : Makasih ya.

Interview 18 (with the English teacher after meeting 2 of cycle 2)
Day   : Wednesday
Date : November 14th, 2012
R: Researcher   T: English Teacher

R   : Bu Nita gimana kabarnya?
T   : Sehat mbak. Gimana minggu kemarin? Ma'af saya tidak bisa datang ada keperluan dengan Bu Kepala Sekolah.
R   : Tidak apa-apa Bu. Semuanya lancar?
T   : Niko ramai lagi tidak?
R   : Sudah lebih diam Bu.
T   : Iya saya tegur juga dia. Ini saya tidak bisa lama-lama ya mbak. Saya mesti ngurus buat wisuda S1 saya ini mbak.
R   : Nggih Bu.
T   : Ma'af lho mbak.
R   : Kalau menurut Ibu, pertemuan yang sekarang ini sudah lebih bagus dari yang cycle 1 kemarin, Bu?
T   : Iya, mbak. Peningkatan anak-anak sudah terlihat. Mereka sudah bisa menggunakan ekspresi ekspresi yang embak ajarkan. Mereka bisa merespon dan bertanya pakai Bahasa Inggris.
R   : Mereka tadi apa sudah cukup lancar dialog nya, Bu?
T   : Cukup lancar, Mbak. Mereka sudah mulai aktif komunikasi Bahasa Inggrisnya.
R   : Kelemahan yang masih perlu ditingkatkan apa ya Bu?
T   : Cara berbicara mereka sudah lebih lancar ya mbak. Kepercayaan diri sudah ada. Sudah PD waktu tadi dialog. Kalau disuruh bicara sudah tidak hanya ketawa-ketawa saja. Kosa-katanya juga sudah ingat karena terbiasa latihan itu. Grammarnya juga sudah lebih baik lah mbak.
R   : Kira-kira yang kurang atau yang masih perlu saya perbaiki bagian apa ya Bu?
T   : Yah contoh-contoh kalimat tetap diperbanyak mbak. Suara juga harus selalu menguasai kelas mbak biar anak-anak konsen ke mbak Mida. Anak-anak mesti dibimbing satu-satu kalau ada yang belum jelas seperti itu.
R   : Iya Bu.
T   : Ma'af ya mbak. Saya harus pergi sekarang.
R   : Iya Bu. Terimakasih.

Interview 19 (with the another collaborator after meeting 2 of cycle 2)
Day   : Wednesday
Date : November 14th, 2012
R: Researcher   AC: Another Collaborator

R   : Pembelajaran hari ini menurut kamu gimana?
AC   : Sukses ya.
R   : Sukses bagian apanya?

AC   : Anak-anak sudah bisa teratur duduknya. Saat permainan kamu tidak harus mengulang-ulang. Mereka sudah langsung paham dengan penjelasanmu.

R   : Waktu presentasi tadi gimana? Gampang dipahami tidak?

AC   : Iyah gampang kok.

R   : Materinya terlalu sulit tidak buat mereka?

AC   : Tidak kok. Itu tadi anak-anak bisa menjawab pertanyaanmu kan? Selain itu *gestures* yang kamu lakukan tadi jelas sekali.

R   : Kalau medianya bagaimana?

AC   : Yah penggunaan peta itu bagus jadi anak-anak tidak hanya membayangkan insruksi yang kamu berikan.

R   : Menurut kamu kemampuan anak-anak sekarang ini bagaimana?

AC   : Menurut saya, kemampuan anak-anak sudah lebih bagus ya. Mereka sudah cukup lancar menggunakan ungkapannya. Masalah-masalah kecil hanya dibagian kata-kata tertentu saja. Keberanian mereka merespon menggunakan Bahasa Inggris sudah menunjukkan perkembangan yang signifikan.

R   : Kalau kekurangan yang harus saya perbaiki apa?

AC   : Kamu jangan hanya menunjuk anak itu itu saja. Penunjukannya lebih menyebar. Waktu yang diberikan buat latihan juga jangan cepat-cepat. Tadi ada beberapa anak yang tertinggal gara-gara mereka masih sibu menulis.

R   : Iya. Makasih.

Interview 20 (with the student after meeting 2 of cycle 2)

Day   : Wednesday

Date : November 14th, 2012

R: Researcher   S: Student

R   : Arsya, Miss Mida boleh tanya-tanya nggak?

S   : Enggak mau. He. Kenapa Miss?

R   : Tadi belajar cara ngasih petunjuk ke orang seneng nggak?

S   : Iya.

R   : Kenapa seneng?

S   : Bisa latihan ngasih arah terus pake peta juga. Kayak beneran gitu, Miss.

R   : Ada kesulitannya nggak?

S   : Kasih banyak contoh, Miss. Jangan buru-buru ngajarnya.

R   : Kurang paham ya tadi?

S   : Tanya temen.

R   : Kalau diawal Miss Mida ngasih tahu cara permainannya, jelas nggak?

S   : Jelas Miss. Besok lebih pelan lagi Miss.

R   : Iya. Tadi bisa nggak pas dialog sama temen?

S   : Bisa Miss.

R   : Pake Bahasa Inggris nggak tadi?

S   : Pakai.

R   : Tadi yang salah ada nggak?

S   : Salah di *left right.*

R   : Kenapa?

S   : Bingung bedain mana yang kanan mana yang kiri.

R   : Kalau tadi petanya jelas tidak?

S   : Jelas Miss. Besok ngajar lagi Miss?

R   : Iya besok kesini lagi kok. Makasih ya.

Interview 21 (with the student after meeting 2 of cycle 2)

Day   : Wednesday

Date : November 14th, 2012

R: Researcher   S: Student

S   : Miss, bentar lagi masuk.

R   : Bentar yah. Tanya-tanya sedikit aja.

S   : Pie Miss?

R   : Udah 5 hari ini belajar Bahasa Inggris sama Miss Mida gimana?

S   : Seneng. Asik. Seru. Rame.

R   : Kenapa?

S   : Biasanya PR terus. Ini nggak ada PR

R   : Kesulitan waktu Miss Mida ngajar apa?

S   : Pakai Bahasa Inggris terus. Kalau ada yang nggak paham mesti mikir dulu artinya.

R   : Lebih suka mana, pakai Bahasa Inggris atau Bahasa Indonesia?

S   : Bahasa Inggris tapi kata-katanya yang gampang-gampang aja.

R   : Sekarang udah seneng pakai Bahasa Inggris?

S   : Seneng Miss seneng.

R   : Seneng nggak tadi belajarnya?

S   : Weh iyah Miss. Seru pakai acara tebak-tebakan.

R   : Masih malu nggak ngomong pakai Bahasa Inggris sekarang?

S   : Yang gampang-gampang aja beraninya.

R   : Paham nggak tadi sama materinya?

S   : Paham. Banyak latihannya, seneng. Besok masih kesini lagi, Miss?

R   : Sulit nggak ngomong pakai Bahasa Inggris?

S   : Malu kalau disalahin Miss.

R   : Itu kan dibenerin bukan disalahin.

S   : Iya. Tapi kok ribet ya Miss Bahasa Inggris itu?

R   : Ya belajar. Percakapan kayak tadi.

S   : Iya Miss. Aku mau istirahat. Udahan Miss.

R   : Iya. Thanks.

Interview 22 (with the student after meeting 3 of cycle 2)
Day   : Wednesday
Date : November 21ˢᵗ, 2012
R: Researcher   T: English Teacher

R   : Selama cycle 2 ini, apakah anak-anak tetap termotivasi untuk berbicara, Bu?
T   : Iya, mbak. Karena mereka suka kegiatannya, jadi semangat untuk latihan.
R   : Kemampuan *speaking* anak-anak secara keseluruhan bagaimana Bu?
T   : Jelas sekali meningkat ya mbak. Di awal pertemuan mereka lebih pasif. Anak-anak juga lebih cenderung menggunakan Bahasa Indonesia ketimbang Bahasa Inggrisnya.
R   : Kalau dari partisipasi mereka sendiri bagaimana Bu?
T   : Lebih selalu ikut dalam setiap pembelajaran ya mbak. Mereka saingan buat mendapat nilai tambahan itu mbak.
R   : Kalau dilihat dari indikator *speaking* sendiri bagaimana Bu? Ada yang belum tercapai?
T   : Anak-anak jelas mengalami kemajuan dalam berbicara ya mbak. Mereka yang tadinya malu-malu karena lupa atau tidak tahu artinya sekarang jadi berani. Paham dengan per kalimatnya, *grammar*-nya, *vocabulary*-nya juga sudah banyak yang mereka tahu.
R   : Selama dialog tadi, pronunciation anak-anak bagaimana, Bu? Ada perkembangannya?
T   : Jelas ada mbak. Beberapa anak sudah bisa ingat setelah diberi tahu. Mereka sudah langsung bisa mengucapkan kata-kata dengan tepat tapi memang masih ada beberapa anak yang masih perlu bantuan lagi.
R   : Kalimat-kalimat saat mereka berdialog bagaimana tadi menurut Ibu?
 T   : Sebagian besar sudah benar.
R   : Untuk speaking skill mereka bagaimana, Bu?
T   : Sudah bagus, Mbak. Seperti yang kemarin. Vocab-nya sudah lebih banyak ngerti. Penggunaan ungkapannya cukup lancar dan baik. Sudah banyak peningkatan jika dibandingkan sebelum diberi perlakuan.
R   : Kalau begitu terimakasih ya Bu atas bimbingannya selama ini.
T   : Iya mbak sama-sama. Anak-anak juga mengalami peningkatan dalam kemampuan verbalnya.

Interview 23 (with the another collaborator after meeting 3 of cycle 2)
Day   : Wednesday
Date : November 21ˢᵗ, 2012
R: Researcher   AC: Another Collaborator

R   : Menurutmu pertemuan ketiga ini bagaimana?
AC   : Bagus yah. Perkembangan anak-anak terlihat sekali.
R   : Kondisi kelas tadi bagaimana saat proses penjelasan?

AC   : Terkondisi Mid. Nggak rame. Anak-anak antusias tadi sampai-sampai pada ngangkat tangan semua tadi biar dapat nilai.

R   : Waktu dialog tadi anak-anak sudah menunjukkan kemampuan Bahasa Inggris mereka belum?

AC   : Sudah. Walaupun ada satu anak yang mesti diulang-ulang dulu tapi dengan dibantu tadi bisa juga. Tapi sebagian besar mereka jauh sudah bisa menggunakan ekspresi-ekspresi yang kamu ajarkan.

R   : Cara berbicara mereka gimana? Lancar?

AC   : Lancar tapi memang jangan terlalu cepat-cepat. Jangan terlalu mendesak anak-anaknya. Anak SD.

R   : Kalau untuk kemampuan grammar anak-anaknya sendiri, apakah kata-katanya sudah terstruktur dengan benar?

AC   : Oh ini sudah jauh lebih bagus dari sebelumnya. Mereka sudah paham dengan tata cara penggunaan tenses atau tobe yang menurut mereka kemarin sulit, bingung gitu.

R   : Pronunciation anak-anak saat ini bagaimana?

AC   : Pronunciation-nya sudah bagus. Kebanyakan anak sudah bisa mandiri tanpa kamu harus selalu memberi tahu .

R   : Terimakasih banyak ya atas bantuannya Wulan.

AC   : Sama-sama.

Interview 24 (with the student after meeting 3 of cycle 2)

Day : Wednesday

Date : November 21st, 2012

R: Researcher   S: Student

R   : Hey.

S   : Iya Miss.

R   : Minta waktunya sebentar ya Sari.

S   : Iya Miss.

R   : Pertemuan tadi gimana belajarnya?

S   : Belajar apa?

R   : Sari paham nggak tadi?

S   : Paham.

R   : Tadi bisa waktu teman kasih petunjuk terus Sari nebak.

S   : Bisa.

R   : Bener nggak tadi jawabannya?

S   : Bener Miss.

R   : Temannya sama siapa tadi?

S   : Keisya Miss.

R   : Keisya jelas nggak ngasih petunjuknya?

S   : Jelas kok. Paham.

R   : Suka nggak tadi sama kegiatannya?

S   : Suka Miss. Tebak-tebakan. Ah tapi curang.

R   : Kenapa?

S   : Kalau salah nggak dapat nilai.

R   : Kan biar pada bener-bener konsentrasi. Dulu takut nggak buat bicara pakai Bahasa Inggris?

S   : Kalau salah.

R   : Kenapa?

S   : Diketawain.

R   : Sekarang gimana?

S   : Ya latihan aja tapi sama Miss Mida.

R   : Pelaran yang paling sulit menurut kamu yang mana?

S   : Yang ini Miss. Ngasih-ngasih arah ini.

R   : Kenapa?

S   : Kalimatnya ada macem-macem. Panjang.

R   : Bisa tapi?

S   : Bisa.

Interview 25 (with the student after meeting 3 of cycle 2)

Day   : Wednesday

Date : November 21st, 2012

R: Researcher   S: Student

R   : Delvi, gimana apa kabar?

S   : Sehat-sehat Miss.

R   : Belajarnya tadi gimana? Lancar?

S   : Aman.

R   : Ada yang sulit?

S   : Kalau disuruh ngasih petunjuk.

R   : Kenapa?

S   : Ya itu, pakai *left right*.

R   : Udah pernah belajar kayak gini belum?

S   : Dulu kelas 4.

R   : Pakai peta juga nggak?

S   : Tidak Miss.

R   : Gimana dulu?

S   : Yah cuman disekitar sekolah saja.

R   : Kalau yang sekarang sama Miss Mida, pakai peta, gimana? Mudah nggak?

S   : Iya.

R   : Kenapa?

S   : Nggak cuman bayang-bayangin. Bisa nunjukin juga.

R   : Delvi suka Bahasa Inggris nggak sih?

S   : Suka kalau banyak permainannya.

R   : Yang paling sulit kalau berbicara pakai Bahasa Inggris apa?

S   : Nyusun kalimat, enggak tahu arti, *tenses*-nya gitu, kadang lupa.
R   : PD nggak kalau berbicara pakai Bahasa Inggris?
S   : Kalau di kelas Miss.
R   : Kalau diluar?
S   : Nggak kebiasaan Miss.
R   : Makanya. Dilatih ya.
S   : Iya Miss.
R   : Makasih ya Delvi.
S   : Sama-sama Miss.

APPENDIX F

INTERVIEW GUIDLINES

INTERVIEW GUIDELINE

A. Before implementation

1. For the English teacher
   a. Bagaimanakah perkembangan Bahasa Inggris di sekolah ini?
   b. Bagaimanakah kemampuan Bahasa Inggris siswa kelas 5B?
   c. Bagaimanakah peranan siswa kelas 5B selama proses pembelajaran Bahasa Inggris?
   d. Bagaimana antusiasme siswa kelas 5B terhadap pelajaran Bahasa Inggris?
   e. Bagaimanakah proses belajar mengajar di kelas 5B?
   f. Kendala apa yang Ibu temui ketika mengajar di kelas 5B?
   g. Bagaimana cara Ibu mengatasi masalah selama proses pembelajaran?
   h. Media, teknik, atau aktivitas apa yang biasa ibu berikan selama proses pembelajaran?
   i. Adakah aturan-aturan khusus yang diterapkan selama proses pembelajaran?

2. For the students
   a. Apakah Adik suka pelajaran Bahasa Inggris? Mengapa?
   b. Bagaimanakah proses pembelajaran Bahasa Inggris di kelas?
   c. Apakah guru menggunakan Bahasa Inggris selama di kelas?
   d. Aktivitas apa saja yang sering dilakukan selama proses pembelajaran Bahasa Inggris?
   e. Apakah ada kesulitan selama belajar bahasa Inggris di kelas? Jika ada, bagaimana kamu menyelesaikannya?
   f. Apakah Adik menggunakan Bahasa Inggris selama proses pembelajaran Bahasa Inggris?
   g. Apakah Adik mengalami kesulitan selama berbicara Bahasa Inggris? Jika ada, kesulitan apa saja yang biasa ditemui?
   h. Bagaimanakah pembelajaran Bahasa Inggris yang Adik harapkan?

B. After Implementation

1. For the English teacher

   a. Bagaimanakah pendapat Ibu tentang penggunaan *fishbowl technique* di kelas 5B yang telah dilakukan?

   b. Bagaimanakah peranan/tindakan dari peniliti selama proses penelitian di kelas 5B?

   c. Bagaimanakah perkembangan siswa 5B setelah penerapan *fishbowl technique*?

   d. Apakah penerapan *fishbowl technique* membantu siswa 5B dalam berbicara?

   e. Kekurangan apa saja yang terjadi selama *action*? Apa saran Ibu untuk memperbaiki *action* yang telah dilakukan di kelas 5B?

2. For the students

   a. Bagaimana proses pembelajaran Bahasa Inggris hari ini?

   b. Kegiatan apa yang Adik suka/tidak suka selama proses pembelajaran?

   c. Bagamaina pendapat Adik tentang penerapan *fishbowl technique*?

   d. Kesulitan apa saja yang Adik temui ketika penerapan *fishbowl technique*?

   e. Apakah bahasa yang digunkan peneliti dapat dipahami?

   f. Bagaimana pendapat Adik tentang penggunaan Bahasa Inggris setelah penerapan *fishbowl technique*?

   g. Apakah *fishbowl technique* membantu Adik dalam berbica Bahasa Inggris?

   h. Apakah Adik berbicara dengan Bahasa Inggris selama proses pembelajaran?

APPENDIX G

OBSERVATION CHECKLIST FORM

OBSERVATION CHECKLIST FORM

Cycle 1 meeting 1

October 17th, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		
3	The teacher reviewes the previous lesson.		√	The teacher did not review the previous lesson because it was her first class. She only asked what the students had learnt before.
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		
18	The teacher gives opportunities to	√		

		YES	NO	
	the students to practice.			
	Production			
19	The teacher divide the students into two circles, inner circle and outer circle.	√		In the first meeting, it was difficult for the teacher to place the students in circles.
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		The teacher spoke fastly so that some students were confused.
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		
	C. Post-teaching			
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		The students used *bahasa* or Javanese in telling their condition.
3	The students listen to the teacher's explanation	√		
	B. Whilst-teaching			
	Presentation			
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		

	Practice			
11	The students make a sentence orally based on the pictures.	√		
12	The students have a short dialogue with their partners.	√		
13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		
15	The students play the activities on the fishbowl technique.	√		
16	The students use English during the activity.	√		There were some students used *bahasa*.
17	The students compete each other teacher monitors the students during the activities.	√		
	C. Post-teaching			
18	The students ask questions when they do not understand.	√		
19	The students reflect the learning process.	√		

OBSERVATION CHECKLIST FORM

Cycle 1 meeting 2

October 24th, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		The teacher taught the students how to respond in English.
3	The teacher reviewes the previous lesson.	√		
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		
18	The teacher gives opportunities to the students to practice.	√		

NO		CONDITION		COMMENTS
		YES	NO	
	Production			
19	The teacher divide the students into two circles, inner circle and outer circle.	√		The students understood the teacher's instructions.
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		
	C. Post-teaching			
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		The students began to use English.
3	The students listen to the teacher's explanation	√		
	B. Whilst-teaching			
	Presentation			
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		
	Practice			
11	The students make a sentence	√		

	orally based on the pictures.			
12	The students have a short dialogue with their partners.	√		
13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		The classroom management was not conducted well so that the students were in crowded.
15	The students play the activities on the fishbowl technique.	√		
16	The students use English during the activity.	√		The number of the students who used English was increased.
17	The students compete each other teacher monitors the students during the activities.	√		
	C. Post-teaching			
18	The students ask questions when they do not understand.	√		
19	The students reflect the learning process.	√		

OBSERVATION CHECKLIST FORM

Cycle 1 meeting 3

October 31st, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		The reminded the students how to respond in English.
3	The teacher reviewes the previous lesson.	√		
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		
18	The teacher gives opportunities to the students to practice.	√		
	Production			
19	The teacher divide the students into	√		

	two circles, inner circle and outer circle.			
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		
	C. Post-teaching			
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		
3	The students listen to the teacher's explanation	√		
	B. Whilst-teaching			
	Presentation			
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		Some students still mispronounced to some words.
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		
	Practice			
11	The students make a sentence orally based on the pictures.	√		
12	The students have a short dialogue with their partners.	√		

13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		
	The students play the activities on the fishbowl technique.	√		
15	The students use English during the activity.	√		Most of the students used English. They asked the teacher when they forgot the English words.
16	The students compete each other teacher monitors the students during the activities.	√		
	C. Post-teaching			
17	The students ask questions when they do not understand.	√		
18	The students reflect the learning process.	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 1

November 7ᵗʰ, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		
3	The teacher reviewes the previous lesson.	√		
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		The other students helped the teacher in correcting their friends' mistakes.
18	The teacher gives opportunities to the students to practice.	√		

	Production			
19	The teacher divide the students into two circles, inner circle and outer circle.	√		
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		
	C. Post-teaching			
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		
3	The students listen to the teacher's explanation	√		
	B. Whilst-teaching			
	Presentation			
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		Some students asked how to pronounce the new vocabulary.
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		
	Practice			
11	The students make a sentence orally based on the pictures.	√		

12	The students have a short dialogue with their partners.	√		
13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		They placed their position by themselves.
15	The students play the activities on the fishbowl technique.	√		
16	The students use English during the activity.	√		
17	The students compete each other teacher monitors the students during the activities.	√		
	C. Post-teaching			
18	The students ask questions when they do not understand.	√		
19	The students reflect the learning process.	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 2

November 14th, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		
3	The teacher reviewes the previous lesson.	√		
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		
18	The teacher gives opportunities to the students to practice.	√		
	Production			
19	The teacher divide the students into	√		

	two circles, inner circle and outer circle.			
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		Some examples were also offered.
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		
C. Post-teaching				
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
A. Pre-teaching				
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		
3	The students listen to the teacher's explanation	√		
B. Whilst-teaching				
Presentation				
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		
Practice				
11	The students make a sentence orally based on the pictures.	√		
12	The students have a short dialogue with their partners.	√		

13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		
15	The students play the activities on the fishbowl technique.	√		
16	The students use English during the activity.	√		
17	The students compete each other teacher monitors the students during the activities.	√		The students were interested in getting the higest score.
	C. Post-teaching			
18	The students ask questions when they do not understand.	√		
19	The students reflect the learning process.	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 3

November 21st, 2012

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	√		
2	The teacher asks the students' condition.	√		
3	The teacher reviewes the previous lesson.	√		
4	The teacher introduces the topic to the students.	√		
5	The teacher tells the objectives of the lesson.	√		
	B. Whilst-teaching			
	Presentation			
6	The teacher shows pictures.	√		
7	The teacher asks the students to name the pictures by themselves.	√		
8	The teacher teaches the vocabulary.	√		
9	The teacher asks the students to pronounce the words.	√		
10	The teacher introduce the language functions through a short dialogue orally.	√		
11	The teacher uses media in the presentation.	√		
12	The teacher checks the students' understanding	√		
13	The teacher gives chances to the students to ask questions.	√		
	Practice			
14	The teacher gives cards to each student.	√		
15	The teacher monitors the students' speaking ability.	√		
16	The teacher provides feedback to the students' practice.	√		
17	The teacher corrects the students' mistakes.	√		
18	The teacher gives opportunities to the students to practice.	√		
	Production			

19	The teacher divide the students into two circles, inner circle and outer circle.	√		The activities were conducted well.
20	The teacher demonstrates how to play the activities in fishbowl technique.	√		
21	The teacher monitors the students during the activities.	√		
22	The teacher scores the students' performance.	√		Most of the students got high score.
	C. Post-teaching			
23	The teacher concludes and summarizes the lesson.	√		
24	The teacher gives chances to the students to ask the questions.	√		
25	The teacher previewes on the upcoming materials.	√		
26	The teacher closes the teaching and learning process.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Pre-teaching			
1	The students respond to the teacher's greeting.	√		
2	The students tell their condition.	√		
3	The students listen to the teacher's explanation	√		
	B. Whilst-teaching			
	Presentation			
4	The students pay attention to the pictures.	√		
5	The students name the pictures.	√		
6	The students pay attention to the teacher's explanation.	√		
7	The students practice to pronounce the vocabulary.	√		Most of the students pronounce the words correctly.
8	The students identify the language functions used in the dialogue.	√		
9	The students answer the teacher's questions.	√		
10	The students ask question when they do not understand.	√		
	Practice			
11	The students make a sentence orally based on the pictures.	√		
12	The students have a short dialogue	√		

	with their partners.			
13	The students practice the language functions.	√		
	Production			
14	The students sit on circles.	√		
15	The students play the activities on the fishbowl technique.	√		
16	The students use English during the activity.	√		All students used English.
17	The students compete each other teacher monitors the students during the activities.	√		
	C. Post-teaching			
18	The students ask questions when they do not understand.	√		
19	The students reflect the learning process.	√		

APPENDIX H

STUDENTS' PRE-TEST AND POST-TEST SCORES

Students' Pre-test Scores

Name	Grammatical Accuracy			Vocabulary			Pronunciation			Fluency		
	ET	R	A	ET	R	A	ET	R	A	ET	R	A
S1	7	8	7.5	9	8	8.5	8	8	8	8	9	8.5
S2	7	7	7	9	9	9	8	9	8.5	9	8	8.5
S3	8	8	8	9	10	9.5	9	8	8.5	8	10	9
S4	8	9	8.5	8	8	8	9	9	9	9	8	8.5
S5	9	10	9.5	10	15	12.5	9	12	10.5	10	12	11
S6	7	7	7	8	8	8	9	8	8.5	8	9	8.5
S7	10	9	9.5	11	10	10.5	9	10	9.5	10	12	11
S8	9	9	9	7	8	7.5	8	7	7.5	9	10	9.5
S9	9	10	9.5	10	15	12.5	10	12	11	11	12	11.5
S10	9	10	9.5	9	10	9.5	7	9	8	8	9	8.5
S11	15	15	15	12	15	13.5	13	13	13	15	15	15
S12	10	11	10.5	12	13	12.5	11	13	12	12	15	13.5
S13	9	10	9.5	10	10	10	10	10	10	11	9	10
S14	10	12	11.5	11	12	11.5	9	10	9.5	12	13	12.5
S15	8	9	8.5	11	12	11.5	9	10	9.5	10	11	11
S16	10	12	11.5	12	12	12	13	13	13	11	12	11.5
S17	13	12	12.5	12	13	12.5	13	15	14	15	15	15
S18	11	11	11	13	14	13.5	10	12	11	14	15	14.5
S19	13	13	13	15	16	15.5	13	14	13.5	15	15	15
S20	10	12	11	13	12	12.5	15	14	14.5	10	11	11
S21	9	8	8.5	13	13	13	10	10	10	12	13	12.5
S22	9	10	9.5	10	11	10.5	9	9	9	8	9	8.5
S23	9	9	9	9	9	9	10	11	11	8	9	8.5
S24	13	14	13.5	15	16	15.5	14	15	14.5	15	17	16

S25	12	12	12	12	13	12.5	10	11	11	13	14	13.5
S26	7	8	7.5	7	9	8	9	9	9	8	9	8.5
S27	7	9	8	8	9	8.5	7	8	7.5	9	10	9.5
S28	7	8	7.5	7	9	8	8	9	8.5	7	8	7.5
S29	8	8	8	9	10	9.5	7	9	8	10	12	11
S30	8	9	8.5	8	9	8.5	9	9	9	7	9	8
S31	7	8	7.5	8	9	8.5	8	8	8	9	10	9.5
S32	8	8	8	7	8	7.5	8	9	8.5	8	9	8.5
Total	**296**	**314**	**306.5**	**324**	**355**	**339.2**	**312**	**333**	**322.5**	**329**	**359**	**344**
Mean	**9.3**	**9.8**		**10.1**	**11.1**		**9.8**	**10.4**		**10.3**	**11.2**	
Mean Scores	**9.6**			**10.6**			**10.1**			**10.8**		

Descriptions:

S   : Students

ET   : English teacher's scores

R   : Researcher's scores

A   : Average

Students' Post-test Scores

Name	Grammatical Accuracy			Vocabulary			Pronunciation			Fluency		
	ET	R	A	ET	R	A	ET	R	A	ET	R	A
S1	15	16	15.5	15	15	15	14	15	14.5	15	16	15.5
S2	15	14	14.5	15	15	15	14	14	14	15	14	14.5
S3	15	15	15	15	16	15.5	15	15	15	15	15	15
S4	15	15	15	14	15	14.5	15	15	15	16	16	16
S5	15	15	15	15	16	15.5	13	15	14	15	14	14.5
S6	14	14	14	13	15	14	13	13	13	13	14	13.5
S7	14	15	14.5	15	17	16	15	15	15	16	16	16
S8	14	14	14	13	15	14	14	15	14.5	15	15	15
S9	15	15	15	15	16	15.5	15	15	15	16	17	16.5
S10	14	15	14.5	13	15	14	15	15	15	15	15	15
S11	15	16	15.5	15	15	15	14	15	14.5	15	16	15.5
S12	17	17	17	18	20	19	17	17	17	18	19	18.5
S13	14	15	14.5	15	14	14.5	15	15	15	15	15	15
S14	15	15	15	14	15	14.5	14	15	14.5	15	16	15.5
S15	13	15	14	16	15	15.5	15	15	15	17	16	16.5
S16	14	15	14.5	16	16	16	15	16	15.5	17	17	17
S17	14	15	14.5	13	15	14	14	13	13.5	15	15	15
S18	15	15	15	15	15	15	15	15	15	16	16	16
S19	15	15	15	15	17	16	15	15	15	16	17	16.5
S20	15	15	15	15	15	15	14	15	14.5	15	16	15.5
S21	14	15	14.5	13	15	14	13	13	13	13	15	14
S22	15	15	15	15	15	15	14	15	14.5	15	15	15

S	ET	R	A	ET	R	A	ET	R	A	ET	R	A
S23	15	15	15	15	16	15.5	15	15	15	16	15	15.5
S24	16	17	16.5	17	20	18.5	15	16	15.5	18	20	19
S25	15	15	15	15	16	15.5	13	14	13.5	15	16	15.5
S26	13	14	13.5	13	14	13.5	13	14	13.5	13	14	13.5
S27	13	15	14	12	13	12.5	13	14	13.5	13	15	14
S28	13	14	13.5	13	13	13	12	13	12.5	12	13	12.5
S29	13	15	14	14	15	14.5	15	15	15	15	15	15
S30	13	14	13.5	15	15	15	14	14	14	15	16	15.5
S31	13	15	14	14	15	14.5	13	14	13.5	15	15	15
S32	14	15	14.5	13	15	14	12	13	12.5	13	14	13.5
Total	460	480	470	465	494	479	453	468	460.5	483	498	490.5
Mean	14.4	15		14.5	15.4		14.2	14.6		15.1	15.6	
Mean Scores	14.7			15			14.4			15.4		

Descriptions:

S : Students
ET : English teacher's scores
R : Researcher's scores
A : Average

APPENDIX I

PHOTOGRAPHS

PHOTOGRAPHS

The students raise their hands to show their attendance.
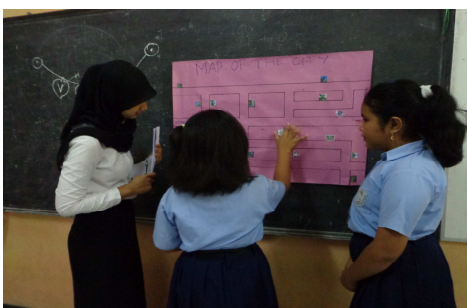

The students are positioned in two circles.

The students practice to use the language function.

The teacher shows the pictures through LCD.

The students have a short dialogue of asking and giving direction.

The teacher writes down the examples of the language fucntions.

The students raise their hands to answer the teacher's question.

The teacher scores the students' performance.

The teacher gives card to each student.

The students are divided in two cirlces.

The student makes a sentence orally based on the card she gets.

The teacher explains the rules of the fishbowl technique.

APPENDIX J

PRE-TEST AND POST-TEST FORM

PRE-TEST

TOPIC: HOBBIES

1. Take one card from the box. Don't show your card to the other students.
2. Make a sentence orally using the language functions based on the cards they have.

> *He is playing badminton.*
> *They are playing basketball.*

3. Take a coupled card from the box. Find your partners.
4. Take a card from the box. Don't show your card to your partner.
5. Have a short dialogue with your partners.
6. One student acts the picture on the card. Another student responds by predicting what his/her partner is doing.

> *A: (A student is acting the picture on the card)*
> *B: Are you playing ...?*
> *A: Yes I am/ No, I am not*
> *B: May I join playing ...?*
> *A: Yes, you may/ Sorry, you may not.*
> *B: Let's play it together/ Let's play it on ... .*

7. Another student does the same thing after his/her partner's turn.

TOPIC: PUBLIC PLACES

1. Take one card from the box. Don't show your card to the other students.
2. Make a sentence orally using the language functions based on the card they have.

    It is a hospital.
    It is an airport.
    It is a cinema.

3. Take a coupled card from the box. Find your partner.
4. Discuss with your partner who will ask and who will respond.
5. One student of each team take one card. Don't show the card to your partner.
6. Have a short dialogue with your partner.
7. Student A asks the location of the place based on the card they have. Student B gives direction orally through a map sticked on the blackboard.

    A: Excusme, could you help me please?
    B: Yes, I could.
    A: Do you know how to go to the hospital?
    B: Go straight, turn left, and turn right. The hospital is on your left.
    A: Thank you.
    B: You're welcome.

POST-TEST

TOPIC: HOBBIES

1. Take one card from the box. Don't show your card to the other students.
2. Make a sentence orally using the language functions based on the cards they have.

> *He is playing badminton.*
> *They are playing basketball.*

3. Take a coupled card from the box. Find your partners.
4. Take a card from the box. Don't show your card to your partner.
5. Have a short dialogue with your partners.
6. One student acts the picture on the card. Another student responds by predicting what his/her partner is doing.

> *A: (A student is acting the picture on the card)*
> *B: Are you playing ...?*
> *A: Yes I am/ No, I am not*
> *B: May I join playing ...?*
> *A: Yes, you may/ Sorry, you may not.*
> *B: Let's play it together/ Let's play it on ... .*

7. Another student does the same thing after his/her partner's turn.

TOPIC: PUBLIC PLACES

1. Take one card from the box. Don't show your card to the other students.
2. Make a sentence orally using the language functions based on the card they have.

> *It is a hospital.*
> *It is an airport.*
> *It is a cinema.*

3. Take a coupled card from the box. Find your partner.
4. Discuss with your partner who will ask and who will respond.
5. One student of each team take one card. Don't show the card to your partner.
6. Have a short dialogue with your partner.
7. Student A asks the location of the place based on the card they have. Student B gives direction orally through a map sticked on the blackboard.

> *A: Excusme, could you help me please?*
> *B: Yes, I could.*
> *A: Do you know how to go to the hospital?*
> *B: Go straight, turn left, and turn right. The hospital is on your left.*
> *A: Thank you.*
> *B: You're welcome.*

APPENDIX K

LETTER

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

Nomor	: 1123a/UN.34.12/PP/IX2012	21 September 2012
Lampiran	: 1 Berkas Proposal	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Speaking Ability through Fishbowl for the Fifth Grade of SD N Maguwoharjo I

Mahasiswa dimaksud adalah :

Nama	:	SWAMIDA MANNIK AJI
NIM	:	08202241027
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris
Waktu Pelaksanaan	:	September – November 2012
Lokasi Penelitian	:	SD N Maguwoharjo I

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SD N Maguwoharjo I