

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
PRE-COMMUNICATIVE AND COMMUNICATIVE ACTIVITIES  
IN CLASS X IS II OF SMA N 1 GODEAN IN THE 2015/2016  
ACADEMIC YEAR**

**A THESIS**

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



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2016**

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## RATIFICATION SHEET




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#### A THESIS

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*Pre-Communicative and Communicative Activities in Class X IS II  
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Juni 2016

Penulis,



Meilani



## DEDICATIONS

I, gratefully, dedicate this thesis to

my beloved country, nation, and government **Indonesia**,  
my commendable university **Universitas Negeri Yogyakarta**,  
for the chance to enjoy undergraduate study;

my adorable lecturers **Mrs Suwarsih, Mrs Siti(s), and Mr Suharso**,  
for the brightest light into my darkest side: academically and personally;

my parents **Suwarni and Supriyono**  
my elder brother and sister **Anggoro and Dian**  
for the unconditional acceptance, love, and prayer;

my favourable friends **Mas AdiS, Trisna, Maya, Sudir, Umu, Gesnia, Maman and Tsani**  
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my friends' parents **Bu Yatminah, Pak Machlani, Bu Wetti, Bu Sri, Pak Salim, Pak  
Rahman** for the inspirational motivation they pass to their son and daughters;

may Allah blessings never cease to you all.

## MOTTOS

All Praises to Allah

Only to Allah we all belong and to Him we will return

‘Surely my prayer, my sacrifice, my living and my dying are for God, the  
Lord of all the worlds.’

(Q.S. Al Anam 6:162)

For Muslim men and women,- for believing men and women, for devout  
men and women, for true men and women, for men and women who are  
patient and constant, for men and women who humble themselves, for men  
and women who give in Charity, for men and women who fast (and deny  
themselves), for men and women who guard their chastity, and for men and  
women who engage much in Allah's praise,- for them has Allah prepared  
forgiveness and great reward.

(Q.S. Al Ahzaab [33]:35)

“Those who remember death the most and work the hardest to prepare for  
it; they are the clever ones.”

(Ibn Majah)

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Verily, I am fully aware that this thesis is far from being perfect. Nevertheless, I hope that it will still be useful for the readers.

Yogyakarta, March 15<sup>th</sup> 2016

A handwritten signature in black ink, appearing to read 'Meilani', written in a cursive style.

Meilani

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**ABSTRACT**

This action research study aimed to observe and to describe the processes, the changes, and the results of the implementation of pre-communicative and communicative activities to improve students' speaking skill of the students of class X IS II of SMAN 1 Godean.

The action research model employed Kemmis and McTaggar's. It consisted of four steps which were reconnaissance, plan, action and observation, and reflection. The research subjects were the 31 students of Class X IS II in SMA N 1 Godean in the 2015/2016 academic year in the second semester. They consisted of 25 female students and 6 male students. It consisted of two cycles with each consisting of three meetings within six-weeks long. This action research study used mixed-method research with both qualitative and quantitative data. The qualitative data were collected through observations, interviews, and open ended questions. The analysis of the qualitative data employed the Miles' and Huberman's (2014) Interactive Model which consisted of three steps, namely data condensation, data display, and conclusion drawing. The quantitative data were in the form of speaking performance scores gained through the speaking performance pre-test and post test. The analysis of the data was done through the mean scores comparison.

The result of the research showed that the students indicated improvement in their speaking skills, particularly in terms of fluency, pronunciation and intonation, and interactive skills. The achievement was gained through the use of pre-communicative and communicative activities and the eight complementary actions. The pre-communicative activities were in the form of vocabulary exercises, pronunciation and intonation drilling, homework, and semi-guided speaking activity. The communicative activities were the Holiday Survey, Sharing Embarrassing Experience of Childhood, Steve Job's Life Timeline, and the Best Admirer. Besides, the students' involvement, participation, confidence and scores in speaking increased. Most importantly, their speaking skills improved.

## **CHAPTER I INTRODUCTION**

This chapter is broken down into six parts. The first part discusses the background of the problem. The second part is the problem identification. The third part is about the limitation of the problem. The fourth part is the formulation of the problem. The next part is the objective of the research. The last part is about the significance of the research.

### **A. Background of the Problems**

“English is a lingua franca.” This very popular statement is often mentioned by many experts including Harmer (2007). Objectively nobody can deny the fact. It is said that the number of the native speakers of English is not the largest in the world. However, English is used by many people even though their native languages are other than English. Many people who come from different countries who speak different language can interact to each other with the help of English. It is unquestionable since English’s influence in many vital spheres in this life is so strong. English is widely spread through colonial histories, economics, travel, information exchange, popular culture (Harmer, 2007), as well as education (Madya, 2014). Nonetheless, the ability of communicating using English becomes compulsory in life. By mastering English, people can gain better education and better job which often leads to better life. One of the causes might be one fact that by mastering English, people can access information and opportunities more broadly and in advance. Therefore, because of its importance, English is taught in



formal schools irrespective they are in the inner circle, outer circle, or expanding circles (Kachru, 1985). The inner circle meant here is countries where English is their native language. The outer circle refers to countries where English is the second language. Meanwhile expanding circle refers to countries where English is a foreign language. Nonetheless, teaching English has the same challenges the world over ([www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)). The challenges come from various aspects. English consists of grammar, vocabulary, language use, sound of the language, and paralinguistic features of language which somehow have their own complexity to master. On the other hand, the input of the English learning system often becomes the other reasons. Factors such as curriculum, students, facilities, teachers and personnel, environment, and learning process are often considered as the determining aspect of the successful English Learning and Teaching (ELT).

Indonesia is one of the countries in the expanding circle which includes English as a compulsory subject being taught in formal schools. Therefore, it is taught as a foreign language. Several curriculums have been implemented in the ELT. They were the 1975 curriculum, the 1984 weak functional secondary English curriculum, the 1994 curriculum, the 2006 curriculum (Madya, 2008), and recently the 2013 curriculum. Generally up now, the ELT in Indonesia has not struck a big success. It is proved by the secondary school graduates' (especially senior high school) low mastery of the four English macro skills particularly in the area of productive skills. Many senior high school graduates admitted that they still had difficulties in writing and speaking with English. Moreover, now in the recent curriculum, the ELT of English is categorized into two. Based on the

*Permendikbud* No 59 Year 2014, in the article 5 verse 7, it is mentioned that English belongs to compulsory subject. Furthermore, still in the same article: verse 10, in the other hand, English also belongs to the subject of interest. It implies that all of the senior high school students will have only two learning hours per week for the compulsory subject. Only the students who take English as their subject of interest will have the additional three learning hours per week. As a consequence, the ELT for the students in general (referring to the students who do not take English as their subject of interest) should be well designed for enabling them acquire the four macro skills within the time available for the course.

Despite in what levels of education or grades, in Indonesia the ELT process design at schools should refer to the Government Regulation Number 32 year 2013 about the National Education Standard. It states that the learning process in each unit of education should be held by fulfilling the criteria of interactive, inspiring, fun, challenging, motivating the learners to actively participate, as well as giving ample opportunities to express their ideas, creativity, and autonomy based on their aptitude, interest and physical as well as psychological development. In the reality, this is often ignored and resulting a less successful ELT process. No wonder that the ELT has bad images amongst the students. The students are not engaged. They do not use their opportunities of free-speaking. In most occasions, they just receive everything given or explained and do whatever task provided by the English teacher without their conscious thought of its importance or willingness to learn for their own sake learning. Hence the graduate

outcomes rarely master English skills well. Further, somehow, the inappropriate selection of the activities during the ELT process leads the students to face unbearable boredom which makes them escape to other interesting things such as their gadgets, novels, or even comics they bring to school.

This typical case happened in SMA N 1 Godean. The English teacher there confessed that her students lacked ability in terms of productive skills especially in speaking. In the interviews conducted on September 22<sup>nd</sup>, October 5<sup>th</sup>, and November 19<sup>th</sup>, 2015 she revealed that she often conducted presentation activity in giving the students chance to rehearse their speaking skill. She selected this activity by considering the five steps of learning mandated by the government in *Permendikbud* Number 65 Year 2013 which is so called with the scientific approach. The steps are observing, questioning, collecting information, associating, and presenting. It can be seen there that the utmost step is the presenting. Thus she selected presentation activity as the productive skill activity. Other than that she seldom gave her students variety of speaking activities. Once she ever held some role play activity but the rest were mostly presentation activity for the speaking activity. Further she complained that her students were not too actively engaged in the activity. They did not express their opinion during the time given. To get the clearer picture, observation of the ELT process was conducted in class X IS II in the 2015/2016 academic year on October 22<sup>nd</sup>, November 5<sup>th</sup>, 19<sup>th</sup>, and 26<sup>th</sup> 2015. One of the observation results was described in the attached vignette (see **Appendix C Vignette 1**).

The vignette depicted a situation which matches to the teacher's explanation. During the presentation, only students who were on their turn for presenting spoke a lot. The other students were only listening. When the time of question and answer came, only several students performed their ideas or questions. In actuality the teacher did not strictly asked them to speak in English, however they did not say a thing. Moreover, it was true that not all students spoke. From the vignette, it was known that the topic for their presentations depend on the material being learned. In this case, they were learning about descriptive text, so the students presented things related to descriptive text such as the text structure, the language features, and the example of the text. The students could access the information from various possible sources such as books and internet. Mostly, the students got their materials from the internet and were often similar amongst the groups.

A follow through interview was then conducted to dig information out of the students' perspective on November 19<sup>th</sup>, 2015 (**see Appendix B Interview 4 for the interview transcript**). In the interview, the students expressed their thoughts and feelings. One of the problems that they face was their feeling of inferiority to speak English. In their classroom, there were some students who were already good in English, therefore they felt inferior. Furthermore, their inferiority was also caused by their fear of making mistake. They thought that making mistakes was shameful. Thus they played safe by remaining quiet. This made them afraid of practising speaking. The additional problem aroused was that there was no urge for them to speak during the activity. Since the materials of the presentation were the same amongst the group, they did not have any information gap they needed to

bridge nor did they have any questions. Besides, they felt that the activity was less meaningful for them. They could not interact within topics of their interest. Moreover, the students cannot help their boredom because the activity was less various. They stated that they did presentation almost in every material being learned. They confessed that they had too many theories yet they lacked opportunities to speak English meaningfully. Furthermore they were surrounded by the unsporting peers and environment. Despite this, the students were aware of the importance of mastering English skills. They admitted that actually they needed and liked English. They stated their expectation to being able in speaking English. They believed that if the more time they practised, the more they would be able in speaking English irrespective the other obstacle that would be explored in the following sub-chapter.

From the observation and the interview with the teacher and the students, several possibilities to improve the ELT process were widely open. One of them was through the selection of the activities. Activities are very vital in the ELT process. As what can be seen, the students' attitude towards English was actually positive, however because of the less appropriate choice of activities, they could not develop. Therefore activities in Communicative Language Teaching (CLT) can be one of many choices that are worth referring to. Not to mention, communicative teaching has several good aims to gain (Radley and Sharley, 1987 in Nation and Macalister, 2010). Of them are to encourage students to communicate in a wide range of daily situation, to sustain their interest and motivation, as well as to develop a specific skill. Further, there are three main

considerable things in CLT; they are information gap, choice, and feedback (Morrow, 1987). The existence of the information gap as the heart of the communication focus would give the students the urge to speak. In choice, they would develop their competence in interactive skills by selecting the appropriate form of utterances to express what they mean, and through feedback, they will bridge the gap of information. Ipso facto, my collaborator and I agreed to conduct some classroom action research in the effort of improving the students' speaking skills through the use of pre-communicative and communicative activity which is one of CLT activities' frameworks.

## **B. Problem Identification**

As what has been mentioned in the previous sub-chapter, the ELT process in class X IS II of SMA N 1 Godean in the 2015/2016 academic year had some obstacles. Thus, it had not fully engaged the students in learning English which result their passiveness during the speaking activity. In the previous sub-chapter some problems have been touched upon. In this sub-chapter, the problems would be identified and classified based on their possible sources namely the teacher, the students, the learning activities, the learning materials, and the learning media.

This problem identification was based on the observation of the ELT processes, the school observation, interviews with the teacher, and the interview with the students conducted on October to November 2015. They are as follows.

### **1. The teacher**



The English teacher in this class has been teaching for 11 years. She joins the MGMP (The discussion forum of subject-teachers) and she belongs to the national examination try out test maker member in Sleman. Although she has experienced teaching for quite long time, she was new to the students and the schools. She just moved to this school a year ago. Because of the teaching load she had, she had not been really familiar with the students of X IS II because this is their first year and it was just a half semester and she has not remembered their names. Overall, there was nothing wrong with the teacher. She has good personality, good sense of humour, and good experience. Her voice was loud and clear. Her pronunciation was good even though she often used Indonesian to communicate in the classroom to make the students feel at ease. In conducting the ELT, she was very flexible, meaning that she did not stick strictly to the certain lesson plan to be implemented in the class. The main obstacle for her is the burden of the teacher administrative policy. According to the teacher, it is highly time consuming; therefore she has less time for preparing the teaching and learning process for the students or taking care of the students well. As a consequence, her selection of the ELT activities was rarely varied. Thus, her role as a facilitator and navigator in the ELT process has not been optimum. However, she has the wide opportunities to improve it.

The main problem needed to overcome by the teacher was to improve her role during the ELT process. In addition this, building a good rapport with the students would be helpful. If the relation between the teacher and the students is good, positive learning atmosphere will be formed. The students would feel secured to share anything to the teacher.

## **2. The students**

The students of X IS II form a big classroom with the total of 31 students. Commonly social science students are often known as talkative and expressive students. However, they were not. Many of them were quiet in the classroom. To know them more, questionnaire on level of confidence and brain dominance was spread to them. 30 out of 31 students filled the questionnaires. The result showed that actually their confidence level was generally high. Dealing with the brain dominance, one of them was right-brain hemisphere dominance, 13 of them were left brain hemisphere dominance, and 16 of them were neutral. These things gave some impact to their language learning. Many of them were left-brain hemisphere dominance which might imply that they had the characteristics of being planned and structured. They did not change easily or were not flexible and somehow they were low risk taking people. The last characteristic might inflict their development in the language learning especially in speaking, therefore their risk taking should be encouraged.

In respect to the problems in the ELT processes, they revealed several things in the interview. First, they were not confident in speaking using English. Second, they felt inferior to their friends who were regarded as more capable in English. Third, they were afraid of making mistakes. Fourth, they had difficulties in comprehending tenses. Fifth, they lacked opportunities to practice English meaningfully. Sixth, they did not have the supporting environment to use English productively. Seventh, the students were afraid of confirming their comprehension which one of the impacts was that they did not get the clarity of the materials.

Added to this, the teacher cannot help them because she did not know that the students were in trouble.

Since the first English meeting, the students were grouped fixly by the teacher. These groupings were expected to give the students opportunities to share their learning with their friends. During the presentation activities, the students were in the same group. The grouping was based on the students counting one to eight in the first meeting. The students will remain in the same group throughout the year.

From the explanation above, some important points should be taken into account. Some actions should be done to maintain students' positive attitude towards English as well as to fulfil their wants. First, the students' confidence should be raised. Second, there should be ample opportunities for them to practise speaking English. Thirdly, ample feedback should be provided for them so that they would know their progress and to keep them reinforced and then motivated.

### **3. The learning activities**

Activities are very vital in the ELT processes. Mainly in ELT process the activities are categorized into three parts which are the opening, the main activity, and the closing. The poor selections of activities will cause chaos to the ELT process even though the other factors are excellent.

In this case, from the vignette of the observation result, the opening and closing conduted by the teacher was considered less powerful in rooting the students into remarkable learning. It would be better to provide motivating things in the beginning of the lesson to attract the students in learning and to give the

strong reinforcement in the end of the lesson to make them remember things they learned during the lesson.

In the main activity, the selection of the learning activities followed the 5 steps of the scientific approach namely observing, questioning, collecting information, associating, and presenting. In the observation step, the teacher introduced the topic and gave a brief explanation about the coverage. Next, in the questioning step, the teacher gave some points, or clues, or questions needed to find, meet, or answer by the students to develop their knowledge. In the third step, which was collecting information, the students were in their groups to collect information based on the clues given by the teacher in step two. They could access various sources including the internet, books, or their worksheet. In step four, the students associated their findings and made sense of the information gathered in their groups. They helped each other within the group to understand the materials they acquired. After that they made their power point slides and divided the members' duty in the presentation. Finally, in the last step, each group presented their finding and discussion to the other groups.

These activities somehow had weaknesses. Dealing with the use of the mother tongue, in step 1-4 the students mainly used Indonesian or Javanese in interacting with each other. In step 5 during the presentation, the students who performed the presentation used English. In the opening of the presentation including the introduction, the closing, and the question and answer activity, the students used English quite fluently, but when it came to the delivery of the material, they just read the slides. In the question and answer activity, the students used English as

much as they could and they switched to their first language whenever they got stuck. Therefore the production of their speaking English was very minimal. In step 3, during the collecting information, the students often referred to the same sources. What happened then was that they just copy-pasted the materials regardless the materials were also taken by the other groups. This resulted in the absence of the information gap. Therefore they did not ask anything in the question and answer section which meant that students' interaction between groups was very low. The last, conducting presentation in such way all the time seemed to narrowing the meaning of the presentation step itself. In this activity, presenting was depicted merely by showing power point slides and read the materials to the other students. In fact, there are abundant varieties for presenting activity.

These activities in fact have not fulfilled the standard required by Government Regulation Number 32 Year 2013. It says that the learning activities in the classroom should be interactive, inspiring, fun, challenging, motivating the learners to actively participate, as well as giving the students ample opportunities to develop their ideas, sense of creativity, and sense of autonomy based on their aptitude, interest and physical and psychological developments. Therefore, certain selected stimulating learning activities should be tailored to promote the students active learning to. Besides, the time allocation should be neatly managed because the students have the chance to learn English in two ELT hours (each contained of 40 minutes) per week only.

#### **4. The learning materials**

The materials taught to the students are based on the standard of content in *Permendikbud* Number 64 year 2016. As the resources, the teacher used the book from the government entitled *Bahasa Inggris* and a workbook or often regarded as *Lembar Kerja Siswa (LKS)* with the same title. More than that, the students also contributed to the materials used in the classroom—the result the collecting information step. Mostly, the students were to do the exercises in their workbook. The exercises varied such as vocabulary exercises, grammar exercises, and multiple and essay questions.

Regarding the speaking activities, the materials given had not prepared the students to perform their skills. It emphasized on the aspect of knowledge of the students instead. The materials used and the text inputs available were mainly from Indonesia's contexts. It did not match with the principle of English language teaching which says, for the input texts, the sources should be from the native setting. Meanwhile for the output, the students create texts based on their experience (Nation and Macalister, 2010). In short, to enable the students to perform the productive skills, the materials given should prepare them to perform the intended goal.

### **5. The learning media**

The school provided sufficient media to support the ELT process. The classrooms were equipped with the technical and non-technical media such as white boards, LCD projectors, and the room speakers. The teacher often used additional media such as a laptop and the portable speakers for the ELT processes. Actually the school had a language laboratory. However it lacked of facilities. It



had the computers, the room loudspeakers, and LCD projectors. In fact the individual loudspeakers (cheap phones) were needed when the teacher wants to conduct listening activity. Because the laboratory's facilities almost resembled the classroom facilities, the teacher preferred to use the classroom. It could save time because they did not need to move and the movement took their time. The students themselves bring their laptops to the classroom. They also have their smartphones with them. Besides, the school provides the wi-fi for the students; although the signal was sometimes poor so that the students could not use it to access the English materials through the internet. For the solution, they bring their own modem. They usually also tethered network from their smartphones.

In solving the existing problems, the chain effect was expected. It could be gained by selecting the most basic and urgent problems that when they were solved, they would give positive effect in solving the other problems.

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

In the problem identification, a wide range of problems was found. Therefore, to keep the research focused and measured, the English teacher and I agreed to limit the problems to improving the speaking skills of the students of Class X IS II. The rationale was that first, it was the most urgent skill of the students to be improved amongst the four macro skills of English. In other words, the students' biggest lack was in the productive skill of speaking. Secondly, the students themselves realized the urge to improve their speaking skills. In the other word this was wanted by the students. By selecting the area in which the students both

needed and wanted, it was expected that the students' motivation and interest in learning English would be maintained and developed.

To realize it, the teacher and I decided to deploy the pre-communicative and communicative activities under the communicative language teaching method and consider the students' personality factors. These activities might give ample opportunities to practise the speaking skills; fairly to all of the students. The activity that was created would give the students the task and responsibility to perform. With this, they are expected to neglect their inferiority.

The main goal was the communicative activity. However, to be able to perform it, the students would go through several pre-communicative activities. In these two kinds of activities, the students' interaction between one another will improve and they can expand their interactive ability. Communicative activities will involve at least two students. The form of the activities would be working in pairs or working in a small group. These kinds of grouping would give impact to the students in giving support and help to each other to progress together.

The activities were conducted under the basic principle of communicative language teaching. They were the information gap, choice, and feedback. If the students have the gap, they will do some effort to fill it up. The only way to fill it up is by seeking for the information through speaking. Therefore, it is expected that the activities would be meaningful to the students, so that it can improve their speaking ability. It followed the time on task principle. The more time students did something, the better they would be good at the thing.

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

By taking into account the background of the research, the problem identification was made. The identification revealed many existing problems. These then were limited to keep the research focus and measurable. The problem limitation then was formulated. It was: “How can the speaking skills of the students of Class X IS II of SMA N 1 Godean in the 2015/2016 academic year be improved through pre-communicative and communicative activities?”

#### **E. Objectives of the Research**

This action research aimed at observing and describing the processes, the changes, and the result of the implementation of pre-communicative and communicative activities in which to improve students’ speaking skill of the students of class X IS II of SMAN 1 Godean.

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

There is nothing new under the sun. This saying might reflect the finding in this research. However, even though it was not a brand new finding, this research is expected to give significance theoretically and practically.

##### **1. Theoretical significance**

Theoretically, the findings of the research will contribute to at least in two ways. First it may strengthen some theories in learning. Second, this research may add perspectives in seeing some theories on conducting research in the same field within the same particular contexts and the surrounding situation.

## **2. Practical significance**

The research involved many parties in its processes. Therefore practically, the research and its finding are expected to give significant benefit to the followings.

### **a. The students**

By joining this research, the students could improve their English competence, especially in terms of speaking. Moreover, the students were trained to be confident through the activities conducted.

### **b. The teachers**

Generally, this research was expected to stimulate ideas of the English teachers and be reference in conducting some research in the same field. They may adapt things from this research for their students' sake. Particularly, for the English teacher as my collaborator, by joining this research, she was expected to be interested in conducting the other classroom action research or the further research in the future to develop her competence and most importantly for the sake of the students' learning improvement.

### **c. The researcher**

By conducting this research, I improved my professionalism and maturity in teaching. Moreover, I hope I could get a fresh perspective and sharpen my thought and empathy in thinking about the students' sake.

### **d. The collaborators**

By collaborating in this research, the collaborators got some insight towards the learning happened. When they found positive things from this research, they

might implement this for their own teaching. However if they found it was bad, they would think about the solution to make theirs better.

**e. The school**

The research helped the students in developing their English competence. With this, the school would be benefited for the students' quality improvement. It means that the school quality improved too.

**f. The other researchers**

This research could share some view of the effort in improving the students' speaking skills in a situational context and stimulates them to try to conduct typical research to different subjects. Therefore the possibility of teaching English betterment will mushroom.

## **CHAPTER II LITERATURE REVIEW**

This chapter is divided into three parts. The first part is the literature review. The second part is the relevant studies. The last is the conceptual framework used in this research.

### **A. Theoretical Review**

#### **1. The Legal Basis of Teaching English in SMA**

The curriculum in Indonesia has changed several times. The most recent curriculum is the Curriculum 2013. To develop the curriculum, some documents are attached by the government. Some of them which are closely related to the implementation of the curriculum in the classroom are the standard of graduate competence (*Permendikbud* No 54 year 2013), standards of content (*Permendikbud* No 64 year 2013), standards of process (*Permendikbud* No 65 year 2013), and standards of assessment (*Permendikbud* No 66 year 2013). A sample of syllabus has been provided by the government to stimulate teachers in developing the better ones by referring to those documents.

In the learning process development, teachers are suggested to use some learning and teaching models such as inquiry based learning, discovery learning, project based learning, and problem based learning as long as it can develop students' affective, cognitive, and psychomotor domains. To develop this curriculum, the teachers at school are to refer to the standard of graduate competence, standard of content, standard of process, and standard of assessment. It emphasizes the use of the scientific approach in the learning and teaching

process which according to *Permendikbud* Number 54 mainly consists of the steps of observing, questioning, collecting information, associating, and communicating.

In relation to the teaching in senior high school, the government issued the *Permendikbud* no 59 year 2014. As a consequence the teaching of English in senior high school also refers to its regulation. It mentions that English is divided into two kinds. They are English as a compulsory subject and English as a subject of interest. The time allocated for the first kind is two hours per week meanwhile the second kind is three hours per week. English as a compulsory subject is obligatory for every student meanwhile the latter is optional for the students who are interested in English. The core competence and the basic competence that should be mastered by the first grade of students of senior high school particularly in the English as a compulsory subject based on *Permendikbud* Number 59 Year 2014 is attached to Appendix H (see **Appendix H**).

## **2. The Concepts in English Teaching and Learning**

### **a. Speaking and Teaching Speaking**

#### **1) The Nature of Speaking**

There are many definitions of speaking. Louma (2004) identifies that speaking is a meaningful interaction between people. The other expert, Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. He implies that in ELT process concerning on speaking, the learners need to choose the appropriate words in

expressing the meanings so that the listeners can understand their speaking clearly.

According to Thornbury (2005), speaking or oral communication is an activity where two or more people rolling as hearers and speakers have to react to what they hear and make their contribution at high speed. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. Added to this, speech is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of person they are talking to interlocutor.

Similarly, Hughes (2006) states that speaking is the first mode in which children acquire language. It forms most people's daily engagement with linguistic activity, and it is the prime motor of language change.

From those various perspectives about the definition of speaking, a conclusion could be drawn. Speaking is the oral communication activity between two people acting as hearer and speakers to express what they meant in order to bridge the gap of information they have.

## **2) The Type of Speaking**

There are many groupings in relation to the types of speaking. They vary between one expert to another. Brown and Yule (1983) provide a framework in distinguishing the types of speaking based on their functions. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to conversation and describe interaction that serves primarily social functions. The examples are exchange greetings, small talk, and recount recent experiences. Talk



as transaction refers to situations where the focus is on what is said or done. The central aim is the message and making oneself understand correctly or in other words speaking to get things done. The examples are classroom group discussions and problem-solving activities, a class activity during which students design a poster, and asking someone for directions on the street. The latest, talk as performance refers to public talks. The examples of the activities are classroom presentation, public announcements, and speeches.

Richards (2015) mentions the genre of speaking refers to knowledge of different types of spoken interaction, including the discourse conventions of each kind of interaction. The genres include small talk, conversation, transaction, discussion, and presentation.

In terms of classroom speaking, Brown (2001) groups the types of classroom speaking performances into five namely imitative, intensive, responsive, interactive, and extensive (monologue). The difficulty levels are rising consecutively. In imitative speaking, the students use the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. In this activity, the pronunciation is emphasized and ignoring the interactive purpose. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated. In intensive speaking, the production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). In responsive speaking, the emphasis is on an interaction and test

comprehension but at the limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is always a spoken prompt, with perhaps only one or two follow-up questions or retorts. In interactive speaking (dialogue), multiple exchanges and/or multiple participants are sometimes included. The interaction can take the two forms of transactional language (exchanging specific information) or interpersonal language (maintaining social relationships). In extensive (monologue) speaking, the speaking performances can be in the form of speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

By looking at those kinds of the speaking types, the teacher should be selective in choosing what type of speaking they are going to teach. It depends on the aims of the teaching itself. It will help the teacher to prepare the appropriate input materials and learning activities to help the students perform the intended aims.

### **3) The Difficulties in Speaking**

Despite the speaking type chosen, the students have common difficulties in speaking with English. Because English is not their native language, the students should adapt themselves to the rules brought along with the language organisationally and pragmatically. Brown (2007) mentions several things which somehow arouse difficulties in speaking. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery,

stress, rhythm, and intonation, and interaction. In accordance to these, Harmer (2007) refers to the same things with different technical terms.

According to Harmer (2007) the important elements needed to master by the speakers are categorized into language features and mental/social processing. In language features of spoken production, things such as connected speech, expressive devices (stress and intonation), lexis and grammar, and negotiation language altogether should be taken into account. In the other side, the mental/social processing consisted of language processing, interacting with other, and (on-the-spot) information processing.

From those perspectives, it could be drawn that some challenges should be faced by the speakers during their performances. Factors such as vocabulary and expression, fluency, grammar, pronunciation and intonation, and interactive skills should be coped with by the students.

Dealing with speaking difficulties, the speaking as the macro skill of English itself has its own micro skills. It may give the learners more load. Brown (2001:272) lists the micro skills of speaking as follows:

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contour.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical unit (words) to accomplish pragmatic purposes.
- 6) Produce different speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic device-uses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) Use grammatical word classes (noun, verbs, etc.), system (e.g. tenses, agreement, and pluralisation), word order, pattern, rules and elliptical forms.

- 9) Produce speech in natural constituents: in appropriate phrases, pause group, breathe groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive device in spoken discourse.
- 12) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 13) Use appropriately style, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversation.
- 14) Convey links and connection between events and communicates such relation as focal and peripheral ideas, events and filings, new information and given information, generalization and exemplification.
- 15) Convey facial features, kinesics, body language, and other nonverbal clues along with verbal language.
- 16) Develop and use battery of speaking strategies, such as emphasizing key word, rephrasing, providing context for interpreting the meaning of the words, appealing for help, and accurately assessing how well your interlocutor is to understand you.

It is hard for the students to acquire those speaking micro skills all at once. Therefore, the list could help the teacher to decide on which aspects she or he wants to emphasize to the students to keep the drill focus and to reduce their learning burdens.

#### **4) Notions in Speaking**

There are three kinds of notions in English that should be taken into account. Ek and Trim (1998) suggest 3 kinds of notion. They are language functions, general notions, and specific notion.

Ek and Trim (1998) list six categories of language functions. They are a) imparting and seeking factual information; b) expressing and finding out intellectual attitudes; c) expressing and finding out emotional attitudes; d) expressing and finding moral attitudes; e) getting things done; and (f) socializing. From those lists of language functions it can be concluded that speakers use

different language functions to seek out the information types intended whether they are factual information, intellectual attitudes, emotional attitudes, moral attitudes, suasion, or socializing.

General notions help the speakers to consider what concepts and what specific features they want to refer to. Eight headings of them are listed by Ek and Trim (1998). They are existential, spatial, temporal, quantitative, qualitative, mental, relational, and deixis.

The last, in relation to situational context in particular settings in particular topics for communicative interaction, again, Ek and Trim (1998) propose a list consist of 14 themes. They are personal identification, flora and fauna, life at home, education and future career, free time and entertainment, travel, relations with other people, health and welfare, shopping, food and drink, services, places, foreign language, and weather.

By referring to these notions, it can be drawn, that the teacher should pay attention to at least two things when they design the materials for students' learning inputs which are functions and vocabulary. The functions related to the form of the language should be used, or in other words its meaning is affected by the form and the words related to the topics chosen.

## **5) Teaching Speaking**

Since speaking has its own characteristics, the teaching of speaking also owns particular ways. According to Brown (2001:275-276) there are several principles of teaching speaking that needs to take into account. They 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.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.

Secondly, Richard (2008) and Nation and Newton (2009), agree on teaching speaking along with the teaching of listening. It is because since speaking is a productive skill which associates with the output, the existence of the input is compulsory. In this case, listening is the receptive skills that closely related to oral production. It is said that when a normal human being was firstly born, they already possess the skill of listening. It is also said that one will be able to speak if they ever hear the things before (Clark and Clark: 1977). Therefore, listening activities are given first, and then speaking activities are performed later.

In accordance with the previous statements, Gary and Gary (1981) in Nation and Newton (2009:38-39) describe the benefits of delaying speaking and concentrating on listening first:

- a) The learner is not overloaded by having to focus on two or more skills at the same time—a cognitive benefit.
- b) Speed of coverage—receptive knowledge grows faster than productive knowledge. It is possible to experience and learn much more of language by just concentrating on listening. If learners had to be able to say all the material in the lessons, progress would be very slow.
- c) It is easy to move very quickly to realistic communicative listening activities. This will have a strong effect on motivation.
- d) Learners will not feel shy or worried about their language classes. Listening activities reduce the stress involved in language learning—a psychological benefit.
- e) Listening activities are well suited to independent learning through listening to recordings.

Therefore, a listening as an input should be integrated into the teaching of speaking. Added to this it is believed that the best results come from playing recording with specially selected words and phrases over and over again.

There are many other considerations in teaching speaking to the students. In short, Richards (2015) identifies one of ways in teaching speaking. The first step is determining the goal of the course. The latter is choosing the classroom activities.

## **6) The Assessment of Speaking**

To evaluate the teaching speaking as well as to monitor students' progress in speaking, the assessment of speaking becomes a crucial thing. An effective assessment should follow several rules (Brown: 2004). They are (1) the specific criteria; (2) the appropriate task; (3) the elicitation of optimal output; and (4) the practical and reliable scoring procedures.

In terms of specific criteria, different experts suggest different criteria to be assessed. O'Malley and Pierce (1966) propose five criteria in speaking which are vocabulary and expression, grammar, fluency, pronunciation and intonation, and interactive skill. Brown (2001) proposes four criteria to be assessed in speaking pronunciation, fluency, accuracy, and vocabulary. Thornburry (2005) recommends the Cambridge Certificate in English Language Speaking Skills (CELS) criteria to be assessed. They are grammar and vocabulary, discourse management, pronunciation, and interactive communication which levels correspond to Common European Framework (CEF). In the other hand, Richards

(2015) proposes Wood's (2009) criteria in assessing speaking which are categorized into two: clarity of expression and clarity of meaning. Clarity of expression consists of pronunciation, comprehensibility, speed, hesitations, intonation and rhythm, facial expression, and eye contact. Meanwhile, clarity of meaning consists of vocabulary, phrases, grammar, and overall evaluation. Therefore, by referring to those suggestions the teacher could select what criteria she wants to assess.

In terms of appropriate task, as what has been mentioned by Richards (2015), the teacher should select activities based on the aims of the assessment. After determining the goals, the teacher could refer to the type of speaking like what have been discussed in the previous sub-chapters. The type of speaking chosen will influence the elicitation of optimal output. When the task is appropriate, it could elicit students' speaking skill from their performance and based on the specified criteria.

In terms of the practical and reliable scoring procedures, the teacher has to make sure that the procedure of the assessment is easy to conduct. The specified criteria should be selected to enable the assessment; therefore, the availability of scoring rubric for speaking is necessarily needed.

Brown (2004) mentions that there are at least two types of common scoring rubrics for speaking: (1) holistic and (2) analytical. A holistic rubric ranges, for example, from 1 to 4. Each score reflects the capacity of the speaker with 4 being normally very good and 1 poor performance. An analytical rubric, on the other hand, scores performance in different subcategories such as grammar, vocabulary,



comprehension, fluency, pronunciation and task completion. There are two common practices regarding the latter: (1) the total score is summed in average to reflect an overall score or (2) each category is given a different weight sometimes without the necessity to sum up the total score.

O'Malley (1996:65) suggests several steps in developing rubric: (1) Set criteria of task success (2) Set dimensions of language to be assessed (grammar, vocabulary, fluency, pronunciation .etc.) (3) Give appropriate weight to each dimension (if omission is possible, do) (4) Focus of what test taker can do, instead of what they cannot.

O'Malley's criteria in speaking assessment is considered the most feasible criteria to be used. Therefore, this research adapted his theory for the speaking assessment criteria.

### **b. The Principles of English Language Teaching**

Brown (2001) proposes the twelve language teaching principles. They are automaticity, meaningful learning, and the anticipation of reward, intrinsic motivation, strategic investment, self-confidence, risk taking, the language culture-connection, the native language effect, interlanguage, and communicative competence.

In relation to this, Nation and Macalister (2010) mention the twenty principles in language teaching. They are divided into three borders which are content and sequencing, format and presentation, as well as monitoring and assessment. In content and sequencing the teachers need to consider 1) frequency;

2) strategies and autonomy; 3) spaced retrieval; 4) languages system; 5) keep moving forward; 6) teachability; 7) learning burden; and 8) interference. In format and presentation, the teachers need to take into account: 1) motivation; 2) four strands; 3) comprehensible input; 4) fluency; 5) output; 6) deliberate learning; 7) time on task; 8) depth of processing; 9) integrative motivation; as well as 10) learning style. Ultimately, in monitoring and assessment the teachers need to deal with: 1) on-going needs and environment analysis and 2) feedback.

Overall these two kinds of principles proposed almost the same thing. Their goal is to make the ELT processes ideal in the classroom and to help the students to progress. From the principles by the two experts, it can be seen that the students in the classroom is the subject of learning. They are the central of learning. Therefore, the teaching in the classroom should really follow the students' phase. No matter which principle is chosen, a good English teacher should grasp them with good comprehension. Teachers could also combine or select points which are necessary for them.

### **c. The Four Strands of Teaching and Learning English**

Nation and Newton (2009) mention a well-balanced early listening and speaking lesson. It relates to the four strands of the language teaching and learning. They are meaning-focused input, meaning-focused output, language-focused output; and fluency development. The more detailed explanation is cited as follow.

- 1) *Meaning-focused input*. The learners engage in dialogue with the teacher, do activities like listen and do, grids, interview activities, and listening to simple stories.
- 2) *Meaning-focused output*. The learners engage in dialogue with the teacher, do activities like descriptions, a variety of questioning activities like asking by numbers and hints, and guided activities.
- 3) *Language-focused learning*. The teacher helps the learners with pronunciation, memorising useful phrases and sentences, and substitution tables.
- 4) *Fluency development*. Memorised phrases and sentences are given repeated practice with an emphasis on reaching a normal speed of production.

By referring to the four strands language learning, it is noted that the role of the teacher is very important in the meaning-focused input, meaning-focused output, and the language focused learning. The teacher should really prepare the input and activity that will enable the students to produce the texts. However, the teacher should also develop the students' autonomy so that they could handle the fluency development.

#### **d. The Overview of Communicative Language Teaching Methodology**

There are many experts define the meaning of language communicative teaching. Littlewood (1981) writes that it pays systematic attention to functional as well as structural aspect of language, combining these into more communicative view.

Celce-Murcia (2001) defines the nine features of communicative language teaching. They are cited as follows:

1. Learner ability to communicate in the target language is to be the goal of language teaching.
2. The content of a language course will include the semantic notions and social functions, not merely linguistic structures.

3. Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations in which one person has information that the other(s) lack (information gap activities).
4. Students often engage in role plays or dramatization to adjust their use of the target language to different social contexts.
5. Classroom materials and activities are often authentic to reflect real-life situations and demands.
6. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing (assuming that learners are educated and literate).
7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
8. The teacher should be able to use the target language fluently and appropriately.

More recently, Richards (2006) defines communicative language teaching as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Its goal is the teaching of communicative competence which includes aspects of language knowledge: 1) knowing how to use language for a range of different purposes and functions; 2) knowing how to vary or use the language according to the setting and the participants; 3) knowing how to produce and understand different types of texts; and 4) knowing how to maintain communication despite having limitations in one's language knowledge.

Richards (2006) suggests the ten core assumptions of current CLT. They are cited as follows:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

3. Meaningful communication results from students' processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners through collaboration and sharing.

Those core assumptions imply that the students should be the center of the learning. Therefore, it is the teacher's duty to facilitate them. To facilitate them, the teacher should prepare the activities, task, and assignment which enable the students to develop.

The three different kinds of practices in CLT, according to Richards (2006), are mechanical, meaningful, and communicative practice. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Communicative practice refers to activities where practice in using language

within a real communicative context is the focus, where real information is exchanged and where the language used is not totally predictable.

A classic communicative task is information gap activity. There is a knowledge gap and this can only be bridged by using language. Therefore, in order to achieve the task outcome, the interactants have to communicate. The activity in this step can be linked together with another skill, for example, listening skill. There are many alternative forms of this activity such as drilling conversation which can be integrated by providing the sample from the audio and let the students repeat the conversation, milling activity, survey game, and jigsaw activity, milling activity which is a speaking activity that provides repetitive practice of formulaic language in a more communicative way and involves learners walking around, asking all the other learners questions, survey game which the students have to ask repetitious questions to the others and take turns, as well as jigsaw activity which is an activity emphasizing cooperative learning that makes students dependent each other in accomplishing the tasks. The teacher can provide four flashcards and divide the students into four groups and let the students develop the story based on the cards.

In its development, CLT extends to some approaches. They are categorized in two kinds which are process based and product based. To give clear pictures about the extension of CLT the following figure is provided.

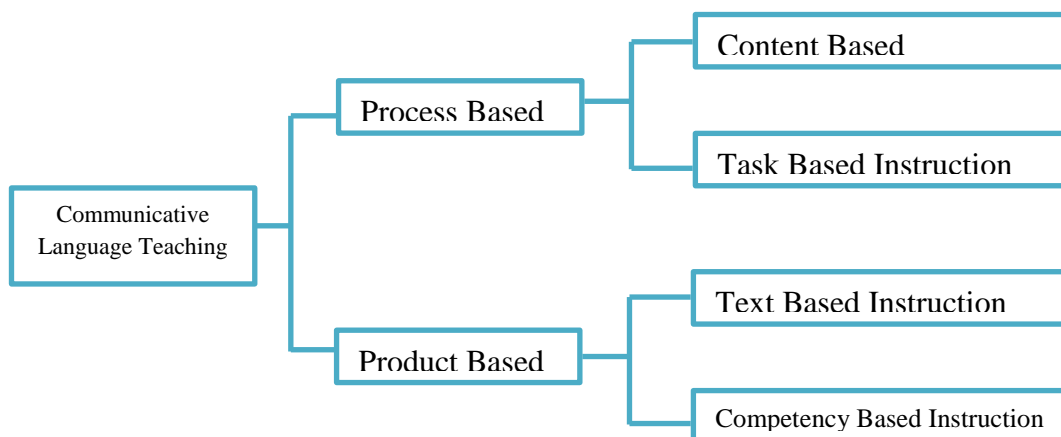


Figure I: **The CLT methodology extension**

One of main purposes of CLT is that the students develop their communicative competence. Canale and Swain (1980) also cited in Shrum and Glisan (1994:141) and Madya (2013) state that communicative competence includes (a) grammatical competence: use of appropriate grammar, vocabulary, and pronunciation; (b) sociolinguistics competence: use of elements such as styles, register, and intonation in an appropriate contexts and settings; (c) discourse competence: ability to combine language elements to show cohesion in form and coherence of thought; (d) strategic competence: use of verbal and nonverbal communication strategies, such as gestures and circumlocution, to compensate for unknown language.

In reference to communicative competence, Bachman (1990) defines the communicative language ability in the following diagram.



Figure II: **Communicative language ability by Bachman (1990)**

Bachman (1990) communicative language ability model resembles what Halliday (2014) says about the language usage and the language use. In organizational competence, the learners learn about the language usage. It deals with the rules of language. Meanwhile in the pragmatic competence, the learners deal with the language use in practices. It is suitable with the curriculum implemented in Indonesia that the students are demanded to be able to comprehend the texts and produce the texts.

Accordingly, Celce-Muria (2008) also proposes a schema for the communicative competence. It is reflected in Figure III. In her model, the communicative competence comprised of five aspects which are the discourse competence, socio-cultural competence, formulaic competence, interactional competence, linguistic competence, and the strategic competence.



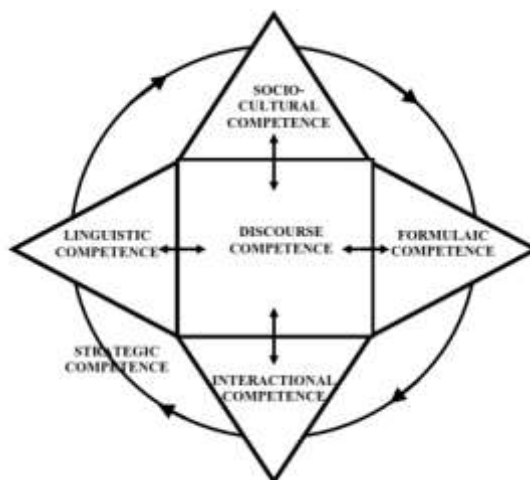


Figure III: **Proposed revised schematic representation of 'communicative competence' by Celce-Murcia (2008)**

From Bachman's (1990) and Celce-Murcia's (2008) communicative competence models, it is implied that the students should be facilitated to develop their competence. These communicative competence models are matched with the language competences that should be mastered by the students as the curriculum by the government mandate.

#### **e. The Pre-communicative and Communicative Activities Framework**

There are various frameworks offered by different experts in the CLT activities in the classroom. Three of them are the mechanical, meaningful, and communicative practices by Richards (2006), the pre-communicative and communicative activities by Littlewood (1981), and the contextualized language teaching by Nunan (2006). However from these three framework, the Littlewood's framework can represent them all.

Pre-communicative and communicative activities differ in some ways (Littlewood, 1981). Through pre-communicative activities, the teacher

isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunity to practice them separately. The learners are thus being trained in the part-skills of communication rather than practising the total skill to be acquired. While in communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills, in order to use them for the communication of meanings. They will then practice the total skill of communication.

Littlewood (1981) depicts his framework of pre-communicative and communicative activities in the following figure.

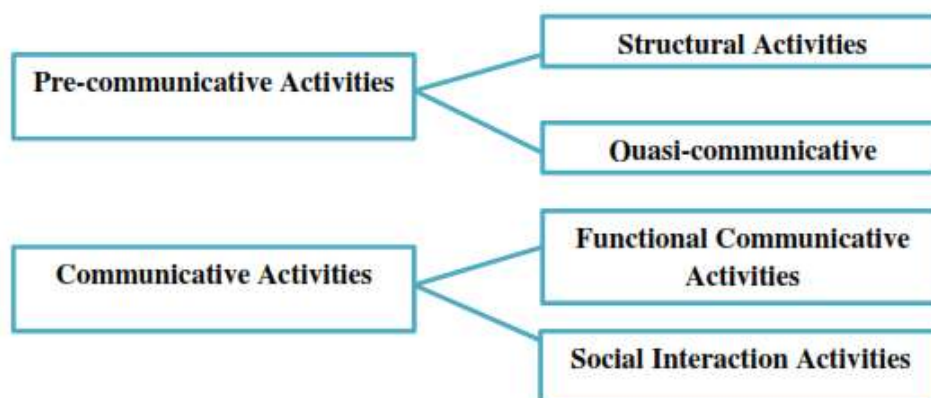


Figure IV: **Methodological framework of pre-communicative and communicative activities**

#### **a) Pre-communicative Activities**

The pre-communicative activities provide the students opportunities to learn the grammatical competence that is needed in the communicative activities. They consist of structural and quasi-communicative activities. It aims to prepare the students to be able to perform in the communicative activities. The main focus of the structural activity is the activities related to the vocabulary, grammar, and

pronunciation exercises. Meaningful repetition is very important to avoid boredom and to make the students feel at ease in coping with them.

In the quasi-communicative activities, the students are provided with the restricted communicative activities. They will rehearse producing utterances in the limited focus selected by the teacher to be used in the communicative activities.

### **b) Communicative Activities**

Purposes of communicative activities are to provide ‘whole’ task practice, to improve motivation, to allow natural learning, and to create a context which supports learning. There are two kinds of communicative activities. They are the functional communicative activities and the social interaction which are described as follows.

#### **(1) Functional Communicative Activities**

In functional communicative activities, the teacher structures the situation so that the learners have to overcome an information gap to solve a problem. The key is that the learners must work towards a definite solution or decision. The range is limited because of the classroom situation but through the materials used, there is a wide scope for varying the content and complexity of the language that is needed.

Littlewood (1981) groups these activities into two: (a) using language to share information and (b) using language to process information.

#### **(2) Social Interaction**

Social interaction activities approximately are closer to the kinds of communication situation encountered outside the classroom, where language is

not only a functional instrument, but also a form of social behaviour. The learner is expected to let social as well as functional considerations affect his choice of language. Thus, the language he produces will be evaluated in terms of its social acceptability as well as its functional effectiveness

Klippel (1984) gives many examples of communicative activities for speaking. He divides the activities into three headings. They are the question and answers, discussions and decisions, and stories and scenes. The question and answer activities consist of warming-up exercises, interviews, guessing games, jigsaw tasks, and questioning activities. Discussions and decisions include ranking exercises, discussion games, value clarification techniques, thinking strategies, and problem-solving activities. The stories and scenes include miming, role play and simulations, and stories.

The activities are various. Teachers may directly use the activities or redesign it to meet the class' need. Teachers can be so creative in developing the activities.

#### **f. Learners' and Teacher's Roles**

Richards (2006) states that learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning.

The teachers are assumed as of the facilitator and monitor. Their main duty is making students plenty of error-free sentences; they have to develop a different view of learners' errors and of their own role in facilitating language learning.

## **g. Classroom Management**

### **1) Teaching Multilevel Classroom**

Mercer (1995:10) in Creece (2005) argues that to be effective, any teacher needs to explore the scope of learner's existing knowledge. It can be done by eliciting knowledge from students, responding to what students say, and describing the classroom experiences that they share. That is, teachers need to follow a student's line of thinking in order to stimulate their thinking further.

Multilevel classes (Hess, 2001) are classes of thirty or more students in elementary, secondary, adult, and tertiary settings which are kinds of classes that have been roughly arranged according to ability, or simply classes that have been arranged by age-group with no thought to language ability. The students vary considerably in their language and literacy skills and are in need of a great deal of personal attention and encouragement to make progress.

There are strengths and weaknesses of teaching in a big classroom. The strengths are that: there are always enough students for interaction; the teacher gets a rich of human resources; the teacher is not only pedagogue; the teacher are never bored; and professional development occurs naturally. However, the challenges are that: the teacher often feels out of control; the teacher sometimes feels trapped in the problems of management; the teacher is frustrated by the huge

amount of written work; it is difficult for the teacher to provide for individual learning styles; and it is difficult to activate the quiet student. Hess (2001) suggests the eleven principles of coping in large multilevel classes. They are never innovation, variety, pace, interest, collaboration, individualization, personalization, choice and open-endedness, setting up routines, enlarging the circle, question the kind of questioning we use.

## **2) Building Good Rapport**

Kathy (2005:69) defines rapport as wonderful bond that allows teacher and students to work and learn well together. When good rapport has been established, students and teacher enjoy one another and the class, and students feel more motivated to do well. Without this, other motivational tactics may be useless. After that, teaching with a sense of humour, making lesson motivating, raising accountability will make the students feel at ease and happy during the ELT processes.

Kathy (2005) proposes ten ways to build rapport with students. They are as follows:

1. Disclose a little about yourself, providing appropriate information at an appropriate time. Use personally relevant examples in class and have a few personal items, such as photos, in the room.
2. Learn the students' names, and a little about them, as soon as possible. Keep checklists about students' likes, interests, strengths, and so on, so that you can be sincere and specific when talking to them.
3. Show sincerity and humility (students are quick to recognize insincerity). Avoid being arrogant and, if appropriate, be self-deprecating. For example, before a lesson about "responsibility," you may wish to share an experience where you foolishly locked yourself out of your car and had to pay a locksmith to open the door.
4. Make yourself available at times other than in class. Stay after school just to chat.

5. Behave in a warm and friendly way, not only because it helps to establish rapport, but because you want to. Students need to know that you care.
6. Maintain a cheerful attitude, and smile a lot.
7. Always treat students with respect.
8. Maintain eye contact and give focus when talking to your students.
9. Watch students closely to get clues about them from their body language.
10. Maintain or cultivate a sense of humour, and use jokes and “in-class silliness” now and then.

Katy (2006) says sometimes students respond more positively to a lesson plan than we could have hoped, other times, they reject it entirely. The challenge is to take both scenarios in stride. Analyse each lesson plan for its strengths and its weaknesses, but keep in mind that every group of students has its own chemistry. The activity that soared during second period could easily flop in third period. Going back and analysing this experience might enable the teacher to choose future assignments that she/he can tailor to suit the personalities of both classes.

Further, Katy (2006) suggests the four guidelines for interacting with students. They are: not letting the students fast-talk the teacher, staying focused on the problem, seeing the big picture of the whole interaction, and not selling out teachers' values or being consistent: each teacher has a set of personal values and brings those values into the classrooms.

### **3) Knowing the Learners**

#### **(a) Successful language learner behaviour**

Rubin (1982) in Brown (2001) summarizes the fourteen characteristics of the good language learner behaviour. They are:

1. finding their own way, taking charge of their learning,
2. organising information about language,

3. creative, developing a “feel” for the language by experimenting with its grammar and words,
4. making their own opportunities for practice in using the language inside and outside the classroom,
5. learning to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word,
6. using mnemonics and other memory strategies to recall what has been learned,
7. making errors work for them and not against them,
8. using linguistics knowledge, including knowledge of their first language in learning a second language,
9. using contextual cues to help them in comprehension,
10. learning to make intelligence guesses,
11. learning chunks of language as wholes and formalized routines to help them perform “beyond their competence”,
12. learning certain tricks that help to keep conversations going,
13. learning certain production strategies to fill in gaps in their own competence,
14. learning different styles of speech and writing and learn to vary their language according to the formality of the situation.

Brown (2001) states a “maxim” for good language learning to highlight 10 suggestions:

1. Lower inhibitions
2. Encourage risk taking
3. Build self confidence
4. Develop intrinsic motivation
5. Engage in cooperative learning
6. Use right-brain processes
7. Promote ambiguity tolerance
8. Practice intuition
9. Process error feedback
10. Set personal goals

Besides, Brown (2007) suggests that the teacher should help the students to develop their awareness and autonomy. Autonomy is the individual effort and action through which learners initiate language, problem solving, strategic action, and the generation of linguistic input. Meanwhile, awareness is the cognizance of linguistic, mental, or emotional factors through attention and focus, conscious



attention. To build students' awareness, usually in foreign language classes, the teacher can call a learner's attention to linguistic factors that may not otherwise be noticed.

### **(b) Learning style and strategies**

Style is a term that refers to consistent and rather enduring tendencies of preferences within an individual. Styles are those general characteristics of intellectual functioning (and personality type, as well) that pertain to one as an individual. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information (Brown, 2007). The teacher should pay attention to students' style of learning and help them to develop their strategies in learning.

### **(c) Left-brain and right-brain hemisphere**

Brown (2007) adapts left and right-brain characteristics from Torrance 1980 as follows:

**Table 1: The Characteristics of The Left-brain and Right-brain Hemisphere**

Left-Brain Dominance	Right-Brain Dominance
<ul style="list-style-type: none"> <li>• Intellectual</li> <li>• Remember names</li> <li>• Responds to verbal instruction</li> <li>• Experiments systematically and with control</li> <li>• Makes objective judgements</li> <li>• Planned and structured</li> <li>• Prefers established, certain information</li> <li>• Analytic reader</li> <li>• Reliance on language in thinking and remembering</li> <li>• Prefers talking and writing</li> <li>• Prefers multiple-choice tests</li> </ul>	<ul style="list-style-type: none"> <li>• Intuitive</li> <li>• Remember faces</li> <li>• Responds to demonstrated, illustrated, or symbolic instructions</li> <li>• Experiments randomly and with less restraint</li> <li>• Makes subjective judgements</li> <li>• Fluid and spontaneous</li> <li>• Prefers elusive, uncertain information</li> <li>• Synthesizing reader</li> <li>• Reliance on images in thinking and remembering</li> <li>• Prefers drawing and manipulating</li> </ul>

<ul style="list-style-type: none"> <li>• Controls feelings</li> <li>• Not good at interpreting body language</li> <li>• Rarely uses metaphors</li> <li>• Favours logical problem solving</li> </ul>	<ul style="list-style-type: none"> <li>objects</li> <li>• Prefers open-ended questions</li> <li>• More free with feelings</li> <li>• Good at interpreting body language</li> <li>• Frequently uses metaphors</li> <li>• Favours intuitive problem solving</li> </ul>
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This special characteristics implies that the teacher should take into account the students' personality factors. It is used to decide what activities that will best facilitate the students.

### **3. Situational Factors Needed to Consider in the Course Planning**

#### **a. The Consideration in Developing a Course**

Nation and Macalister (2010:4) list some factors that have to be taken into account related to the design of the course grid. They are a) the amount of time available for the course; b) the size of the class; c) the students' proficiency level; d) the immediate survival needs of the learners; e) the appropriate reading materials; f) the teacher's experience and training; g) the use of the first language in the classroom; h) the need for learners to be more autonomous.

The factors mentioned should be taken into account in developing the course. By taking them into account, the learning will be meaningful and more useful to the students because it meets their need and expectation.

#### **b. Learners' Age**

One thing that should be taken into account when teaching English is the age factor of the learners. It might give the teachers clues in finding the right way in teaching the students so that the teachers can help them to optimally improve their

learning. Brown (2007) categorizes high school-age children whose ages range between twelve and eighteen into teenagers. They are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are in the age between childhood and adulthood. Further, he advises several points to be noticed when teaching these groups of learners.

- a) Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is possible where complex problem. In the other word, they are able to use their logical thinking to solve problems.
- b) Attention span are lengthening because of intellectual maturation, however it is for some case it can be shortened.
- c) Varieties of sensory input are still important. They are very sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities because of their priority in ego, self-image, and self-esteem. The teacher should: avoid embarrassment of students, affirm each person's talents and strengths, allow mistakes and other errors to be accepted, de-emphasize competition between classmates, and encourage small group-works where risks can be taken more easily by a teen.
- d) Secondary students' ability in dwelling on grammar point or vocabulary item is increasing.

If the teacher considers this factor, the students will feel understood.

They will be closer to the teacher and more open to the learning.

### **c. Integrating Media in Learning**

One challenge in teaching English as a foreign language is to present student with a living, vibrant people who use the target language for daily communication. Shrum and Glisan (1994:248-249) mention, "Technological device is a tool that helps the learner interact with the body of content knowledge and processes". Combining visual and auditory presentation can captivate

students' interest. Added to this, media can enliven the target culture and language for students in the classroom.

Brinton (2001) mentions seven reasons for using media in the classroom. They are: 1) media as an important motivator in the ELT process because they can bring the world outside into the classroom; 2) Audio-visual materials are very meaningful to the students with content, meaning, and guidance. It create a contextualized situation where language items are presented and practised; 3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside classroom; 4) Media provide us with a way of addressing the needs of the difference of learning styles (visual and auditory); 5) Media decrease students' dependency to their teacher and improve their language learning experience; 6) Help students call up existing schemata and maximize their use of prior background knowledge in the language learning process; 7) It provides teachers with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, and make them feel at ease in processing information.

Brinton (2001) divides media into two kinds. They are nontechnical media and technical media. The examples of the former are boards, cards, maps, wall charts, posters, board games, pictures, brochures, flyers, menus, puppets. The benefit of them is that there is no need of electricity and they are less expensive. The examples of the later are audio and or video player, radio, television,

projectors, laboratory, computer, laptop, smartphone. They are quite expensive but they can ring the outside world in all its complexity into the classroom.

Further she proposes a framework for structuring media lessons as the following.

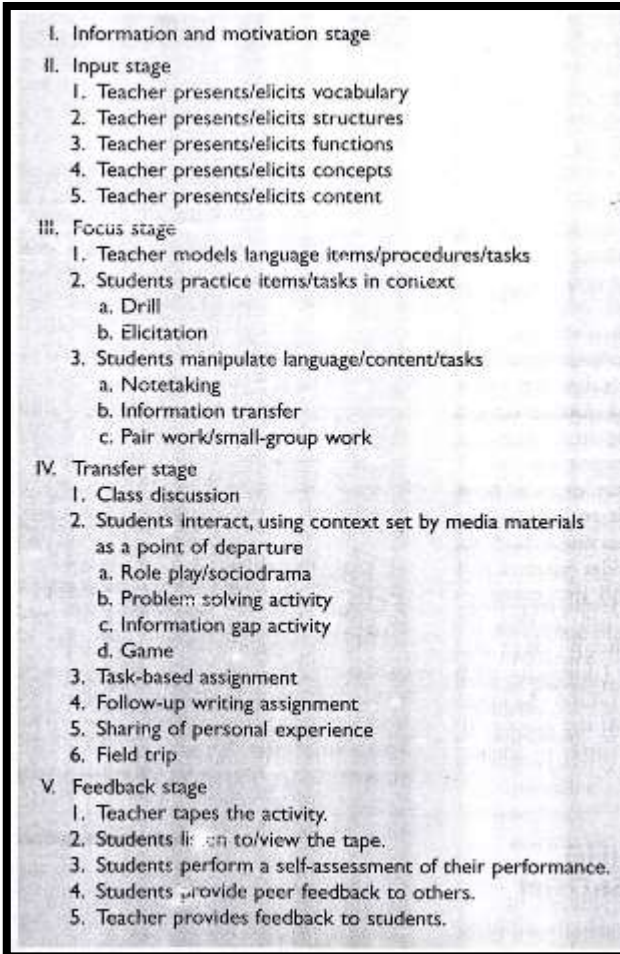
- 
- I. Information and motivation stage
  - II. Input stage
    1. Teacher presents/elicits vocabulary
    2. Teacher presents/elicits structures
    3. Teacher presents/elicits functions
    4. Teacher presents/elicits concepts
    5. Teacher presents/elicits content
  - III. Focus stage
    1. Teacher models language items/procedures/tasks
    2. Students practice items/tasks in context
      - a. Drill
      - b. Elicitation
    3. Students manipulate language/content/tasks
      - a. Notetaking
      - b. Information transfer
      - c. Pair work/small-group work
  - IV. Transfer stage
    1. Class discussion
    2. Students interact, using context set by media materials as a point of departure
      - a. Role play/sociodrama
      - b. Problem solving activity
      - c. Information gap activity
      - d. Game
    3. Task-based assignment
    4. Follow-up writing assignment
    5. Sharing of personal experience
    6. Field trip
  - V. Feedback stage
    1. Teacher tapes the activity.
    2. Students listen to/view the tape.
    3. Students perform a self-assessment of their performance.
    4. Students provide peer feedback to others.
    5. Teacher provides feedback to students.

Figure V: A framework for structuring media lessons

The framework somehow resembles the pre-communicative and communicative activities. The input and focus stage belong to the pre-communicative activities meanwhile the transfer stage belongs to communicative

activities. The framework also shows that the media materials are used in the transfer stage which will help the students to interact in the activities provided.

#### **d. Contextualizing the Teaching of a Past Tense Grammar Point**

Shrum and Glisan (1994:32) propose ways in contextualizing the teaching of a past tense grammar point.

1. Find a context in which the past tense can logically be studied. The teachers might build on the theme of the given vocabulary.
2. Identify the linguistic functions: what will students be able to do by the end of the chapter/unit? Address all skills and cultural understanding.
3. Identify what kind of introductory texts can be presented in a top-down fashion. Include a description of a listening segment and a short reading that might be used.
4. What other vocabulary and grammar would you add to present in addition to past tense given the context being practiced? Remember that at least some of the vocabulary and grammar should appear in the texts presented in the chapter.

This way helps the teacher to plan teaching recount. By planning it carefully, the students can follow the lesson and understand the materials more easily. Added to this, by contextualizing the grammar point, the students will find the topic close to them and get engaged in the ELT processes.

#### **e. Design of Lesson Objectives**

Richards (1990) in Shrum and Glisan (1994) describes three models for development of program objectives: 1) skills-based objectives; 2) content-based objectives; and 3) proficiency-based objectives. In the first model, the planner describes the competencies that represent functional ability in a specific skill but are “independent of specific settings or situations” (Krahnke (1987:47) in Shrum

and Gilson (1994:44-45)). In the second model, the planner describes specific functions that students should be able to perform within specific content areas. In the third model, the planner might use proficiency criteria in two ways: using certain guidelines to establish a performance level to be attained or using certain proficiency principle.

### **B. Relevant Studies**

Improving students' speaking skills could be done through many ways. One of them is by using the communicative language teaching methodology which emphasizes the use of the pre-communicative and communicative activities. There are many researches—both action and experimental research—that had been conducted proved the positive effect of using this methodology and its activities. Several of them will be described in the following paragraphs

Faradila (2012) applied CLT methodology to improve her students' speaking skills. Her action research consisted of three cycles. Her subject was the 29 students of MAN Tenganan. Her instruments were observation and test. In the end of every cycle she conducted test to know the students' progress. The results were the means of two progress test scores and a post-test score which were 48,60 in Cycle 1, 62,06 in Cycle 2 and 73,10 in Cycle 3. However, she described less of the processes and emphasized more on the results of the action.

In line with Faradila, Efrizal (2012) applied CLT to overcome students' speaking problems. His subject was the 25 students of MTS Ja-alhaq in Bengkulu. He conducted his research in four cycles. Almost the same with the first

researcher mentioned, he mostly described the quantitative results of the study. However, what worth noting was his finding in the end of his study. He found out that this method could improve students' self-confidence, learning motivation, and fluency. It also minimized students' problems in speaking English such as low motivation to speak, inability to speak to express their idea, and being shy. In short he concluded that this method was effective to teaching speaking and able to improve students' speaking achievement in his case.

Slightly different with the earlier, Nurhayati (2011) conducted an experiment studie on improving students' speaking skills. Her research subjects were two classes of the first grade students in MA Pembangunan UIN Jakarta in the 2010/2011 academic year which were class A as the experiment group and class B as the control group. She treated class A with CLT methodology while class B with Grammar Translation Methodology. At the end of her study, an effective improvement was gained by the experiment group which at that time, got a mean score of 81. It outnumbered the score gained by the control group which was 73. Her concluding remark was that CLT was improving students' speaking skill in communicating effectively.

More specifically, more researchers conducted some classroom action research to improve students' speaking skills using communicative activities. Hidayat (2009) implemented these activities to his subjects of the research consisting of 28 students of SMP Kristen 4 Mongonsidi Surakarta 2008/2009. His study consisted of 2 cycles. He used several techniques for collecting the data such as journal, observation, field notes, and recording. He mixed the qualitative



and quantitative techniques in analysing the data. In his research, he conducted several actions: 1) providing the students question and answer activity; 2) practicing dialogues using a role-play/simulation; 3) practicing pronunciation using pictures; 4) translating English texts; 5) conducting interlude activities; 6) giving credit point to the active students; 7) using teaching media. He conducted those actions in both cycle except action number 2 because he found out that it took a lot of time and ineffective. At the end of the research, he assigned that the actions were able to result improvement and got good responses from the students. Some changes in terms of students' behaviour and speaking skills also appeared. The students got more motivated as well as their fluency and accuracy improved.

Fauziah (2013) held more information gap activities and games as the main action in her research. They were 'helping my class mate activity', 'giving me a favour activity', 'serving the customer activity', 'search game activity', and 'survey game'. She also conducted some actions in preparing students to do those activities such as using classroom English, communicating the objective of the lessons to the students, conducting pre-communicative activities, giving feedback, giving hand-outs, asking the students to bring dictionaries, using media in the teaching and learning processes, and giving rewards to the students. The result of her research showed that the students' achievement improved in terms of their responsiveness, fluency, accuracy, self-confidence, and cooperation. The learning atmosphere also comforted the students because they got a lot of chance to speak up by the role of the accompanying activities. This was also experienced by

Jaelani (2014). In his research, he found that those supportive activities could prepare the students to perform the communicative activities.

Wiratsih (2011), after her second cycle found out that pictures helped the students in doing communicative activities. The students were assigned as being enjoyed in the teaching and learning processes, attracted to join the activities, responsive to the teacher's questions and instructions, and accustomed to use classroom English.

Pratiwi (2013) used the group activities in performing the research. Moreover, Ilmi (2012) emphasized on cooperative learning in conducting the pre-communicative and communicative activities. This model was proved to be effective to be applied in a large classroom because the students could help each other in performing the activities. It helped the students to build their confidence. It also improved the students' understanding of the materials and the teacher's classroom management.

### **C. Conceptual Framework**

The speaking skill is one of the productive skills that is very observable and is highly required for communicating. Speaking needs spontaneous ability, while the other skills can be prepared during the time given. However, nowadays students still have difficulties in doing oral communication. It usually happens because in the end, the ones which will be examined are the ability to read, to write, and to listen although in the curriculum, the the ability to speak is also obviously demanded. Students are usually good at receptive skills but not at the productive

ones. In fact, students need to be able to perform the productive skills too to communicate in the real world.

Previously, some underlying ELT theories have been mentioned previously. Those theories were used to decide on how the research should be directed. Thus in this research, they were used. The theories include the legal basis from the government, the conceptual basis from the ELT experts, and the situational basis from the real happening things to the students. These three things were considered to design the action of this research.

The pre-communicative and communicative activities would be conducted and collaborated with the classroom management factors. By collaborating these three factors, it was expected that the students' speaking skill would be improved and they would be able to speak fluently, accurately, and interactively. The conceptual framework could be seen in the following figure.

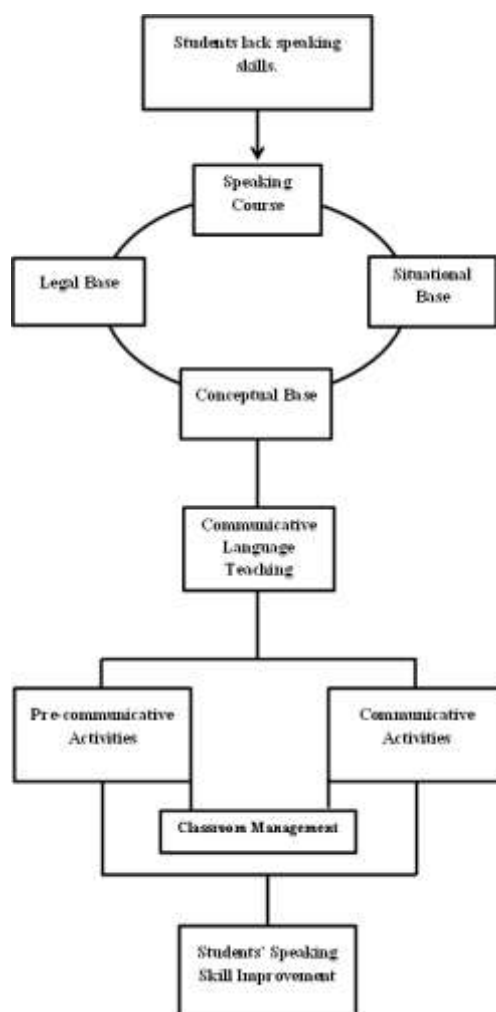


Figure VI : The conceptual framework of the research

### **CHAPTER III RESEARCH METHOD**

This chapter is broken down into eight parts. The first part is the description of the research setting. The second part is the research design. The next is the description of the research subject. The fourth is about the types of the data. The fifth is about the research data collection. The next is about the research validity and reliability. The last part is the research procedure.

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

The research was conducted in SMA N 1 Godean. It was situated in Sidokarto Street No. 5, Nogosari, Sidokarto, Godean, Sleman, and Yogyakarta. It was a suburb, in the middle area of paddy field area. It was around 10 km from the heart of the Yogyakarta city. The students came from the nearby area such as Kalibawang, Moyudan, Girimulyo, Tempel, Mlati, Gamping Minggir, Seyegan, and Godean itself. They came from various background of family, which mainly are from middle to high level economic background.

The school consisted of three grades which were grade X, XI, and XII comprised of natural science and social science major. Each grade comprised of 6 groups of learners. Grade X consisted of 2 social science group and 4 natural science groups. Grade XI and XII consisted of 3 social science groups and 3 natural science groups. The maximum number of students in each group was 32 students. To accommodate around 576 students' learning processes, the school had 52 teachers and staff.

The school had a vision in developing the students' potential. The vision was being excellent in achievements, mastering knowledge and technology as well as to having noble characters. Therefore, as the latest curriculum update, the school implemented the Curriculum 2013 from the very first time up now.

The school was a *sekolah berwawasan gender* (gender based school) meaning that the rights between men and women of the school members were equal in terms of using the facilities, expressing opinion, and participating in school activities. It did not limit female students' access to education nor make the male students superior. Female and male students socialised each other every day at school as well as help one another.

The school operated from Monday to Saturday from 6.50 up to 13.50. Only on Friday, it finished at 11.30 a.m. At 6.50 the Muslim students started their activities by reciting the Quran while the non-moslem students had a congregation activity in some room. They did it for 10 minutes. At 7.00 a.m. the students had *Bimbingan Belajar Eksklusif* (abbreviated BBE) for 40 minutes. BBE was an additional activity which aimed to be the remedial learning or enrichment for the students in comprehending the intended knowledge. Actually, one lesson hour equaled to 45 minutes. However, because there was BBE, it was adapted and one lesson hour became 40 minutes. The first break was 15 minutes only. However, the second break was 30 minutes because the members of the school were to say Dzuhur prayer together in the mosque. However, because the mosque was rebuilt and renovated during the research, the teachers, staff, and the students said their prayer in a classroom that was set to replace the mosque's function

momentarily. The room was not very large; therefore there would be 3-4 waves in conducting the Dzuhur prayer. It sometimes caused the students come late into the classroom. In the subject matter of infrastructure, this school was continually developed compared to its origin. When the research was conducted, one floor and two-floor main buildings had been built and were equipped with the wi-fi. The school had many rooms and facilities. It had 23 classrooms, a library, a biology laboratory, a chemist laboratory, a physics laboratory, a computer laboratory, a multimedia room, a workshop, a hall, a principal room, an administrative room, a teacher room, a counselling and guiding room, a monitor room, a basketball court, a volleyball court, a football field, three parking areas, the Baitus-Salam mosque, canteens, a green house, a storehouse, a student cooperative, and a post office. A sketch depicting the school layout is provided in Appendix O (**see Appendix O for the school layout**).

The room for the research was number 11. A meeting also conducted in the hall which was symbolized with the grey square number 20 in the right. Generally, the classrooms were provided with some facilities. They were chairs, tables, a white board, an LCD projector, room loudspeakers, a clock, information boards, the school's vision and mission.

This school had a special policy to support the development of the foreign and local languages used in the school. Every Monday morning especially when there was a flag ceremony, one representative of one class was to perform a speech in a language other than Indonesia. Although in the school the students were taught only Indonesian, Javanese, and English and generally in their daily they onley

spoke Indonesian and Javanese, surprisingly, some students performed their speech in Chinese, Korean, Italian, German, and Russian.

The research was conducted in the second semester in the 2015/2016 Academic Year. The observations were done in October to November 2015 while the actions were conducted on January 21<sup>st</sup>, 2016 to March 3<sup>rd</sup>, 2016. The actions were carried out based on the school schedule. The actions completed were 6 meetings in total. They were conducted every Thursday on the two last hour session. The research used the English as a compulsory subject session. Actually the time allocated to every teaching and learning session was 45 minutes per hour. However because there was a school policy regarding to BBE in the morning as the beginning of the school activity, the session was reduced to 40 minutes per session. As the impact, the hour for teaching English as a compulsory subject became 80 minutes only per week.

## **B. Research Design**

In relation to the objective of the research which was to improve the students' speaking skills through the use of pre-communicative and communicative activities, this research employed the action research (AR) design.

In this research, Kemmis and McTaggart spiral model of AR was used. Their model is reflected in the following figure.



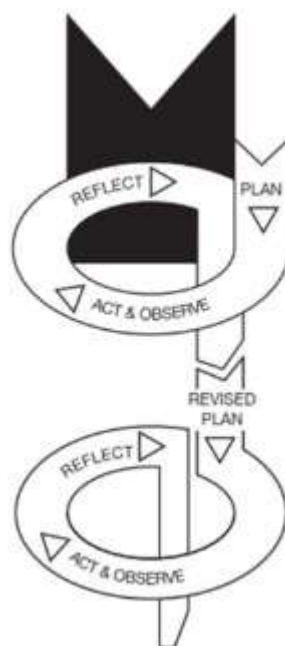


Figure VII: **The action research spiral model proposed by Kemmis and McTaggart**

According to Kemmis and McTaggart (1988) in Burns (2010) AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

Burns (2010) states that action research is a part of broad movement that has been going on in education generally for some time. It is related to the idea of 'reflective practice' and 'the teacher as researcher'. It involves taking a self-reflective, critical, and systematic approach to exploring teachers' own teaching contexts. Problematizing means taking an area we feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives. In AR, a teacher becomes an 'investigator' or 'explorer' of his or her personal

teaching context, while at the same time, being one of the participants in it. The main goal of AR is to identify a 'problematic situation or issue that the participants--who may include teachers, students, managers, administrators, or even parents--consider worth looking into more deeply and systematically. The term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see the gaps between what is actually happening in our teaching situation and what we would ideally like to see happening.

Carr & Kemis (1986:220) in Burns (2010) defines action research as a 'self-reflective enquiry' undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.

Burns in Cornwell (1999:5) in Burns (2010) defines action research as a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. AR is underpinned by democratic principles in that ownership of change is invested in those who conduct the research

Madya (2011) identifies that AR directly relates to the practice in the real world in a natural situation. The subject is the researcher himself and the direct users of the research results. It is intended to result changes in the research

members and the changing of situation in the research setting to reach the practice betterment incrementally and continually.

### **C. Research Subjects**

The subjects of this AR were the 31 students of class X IS 2 consisting of male and female students. The number of the male students was outnumbered by the females' which was 6:25. Their ages were between 15-17 years old. Most of them came from the nearby areas around the school.

All of them were Javanese. Of them only one originally came from Jakarta while the rest were the natives of Yogyakarta. They spoke Indonesian and Javanese in their daily lives. They were diverse in religion. Most of them were Muslims and the rest were Christians. Most of them lived in the village areas while the rest lived in the city. Their interests were on reading, listening to music, cycling, swimming, playing badminton, browsing, travelling, playing musical instruments, playing football, singing, dancing, playing futsal, being K-pop Fan girl, watching movies, and watching TV.

Mostly, they came from middle to high level of socioeconomic backgrounds. They were well-facilitated by their parents in term of learning facilities. They brought smartphones and laptops to the classroom. Besides, almost all of them ride motorcycles to go to school. They mainly came from high-rank junior high school surroundings and their intellectual capacity is mainly high.

A survey about the brain dominance and level of confidence were conducted to the 30 students. In terms of brain dominance, 13 students had a quite-high

preference on the left brain hemisphere, 16 students had no preference, and one student belonged to quite-high preference on the right brain hemisphere. In terms of level of confidence, 2 students were very high, 24 students are generally high, 3 students are fair, and one student had a low level of confidence.

#### **D. Types of the Data**

The types of the data were both qualitative and quantitative data. The qualitative data were in the form of interview transcripts, vignettes, result of questionnaire, and pictures. Meanwhile, the quantitative data were in the form of the students' speaking scores in the pre-test and post-test.

#### **E. Research Data Collection**

As what has been previously mentioned, the data in this research consisted of qualitative and quantitative data. To get the data needed, several techniques were used in this research. The qualitative data used techniques namely interviews, observation, taking photograph, taking video, and questionnaires. The quantitative data were collected through conducting the students' speaking pre-test and post-test. The data gathering was described as follows.

##### **1. Interviews**

Interviews were conducted with the collaborators including the English teacher, and my three colleagues and the students of Class X IS II of SMA N 1 Godean in the 2015/2016 Academic Year. The interviews were conducted in the reconnaissance stage and the reflection stage. The instruments used were the

interview guidelines (see **Appendix A**) and sometimes through the not guided interview. The interviews were recorded using a recorder to be transcribed later on.

## **2. Observations**

The observations were conducted in two stages. They were the reconnaissance and the implementation of the action. In the reconnaissance, two kinds of observation were done: the classroom observation and the school observation. The observations were done by the collaborators and me. Several notes were taken during the observation.

## **3. Taking Photographs**

The taking photographs were conducted in every stage of the research. It was meant to document the activities during the processes. The taking photographs were done by using the pocket cameras.

## **4. Taking Video**

The videotaping was conducted in the reconnaissance and the implementation of the action. It used the pocket cameras using the tripods which were operated by the collaborators. The video was used to be the reference to complement the missing information during the taking notes in the observation.

## **5. Questionnaires**

Questionnaires were conducted two times. They were in the reconnaissance step and the reflection step. In the reconnaissance stage, the questionnaires were intended to know the students' personality factors such as their confidence level; their brain dominance, their learning style, their learning strategy, and their

learning behaviour (see **Appendix D for the instruments and results**). In the reflection stage, the questionnaire was conducted to know the students' opinion about the ELT processes during the research and whether they felt the improvement of their speaking skills and their learning or not (see **Appendix D for the instruments and results**).

### **6. Speaking Pre-test and Post-test**

The speaking pre-test and post-test were conducted by the English teacher and I. The speaking pre-test was conducted in the reconnaissance step meanwhile the speaking post-test was conducted in the end of Cycle 2 (see **Appendix E for the speaking test and Appendix F for the speaking assessment rubric**). These pre-test and post-test were conducted fulfilling the content validity by referring to the standard of content from the government.

### **F. Data Analysis Techniques**

In accordance to the existing of the two kinds of data in this research which were qualitative data and quantitative data, the data analysis techniques also used the mixed-method analysis. The analysis of the qualitative data employed the interactive model suggested by Miles and Huberman. Meanwhile the quantitative data were analysed with mean score comparison using the Microsoft Excel 2010.

The qualitative data analysis technique of interactive model is reflected by the following figure.

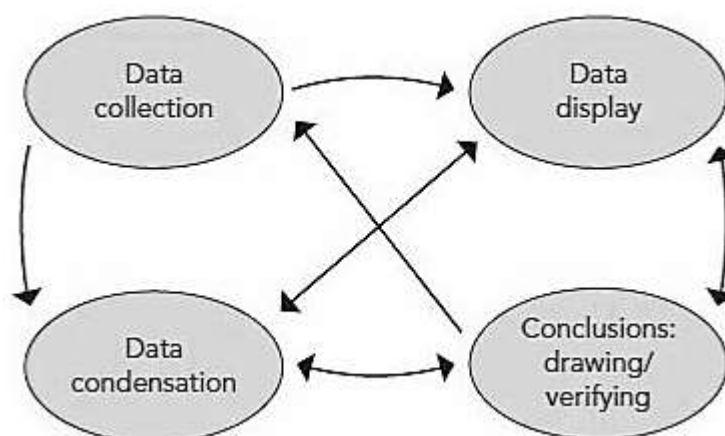


Figure VIII: **Component of data analysis: Interactive Model proposed by Miles and Huberman (1994) in Miles, Huberman, and Saldana (2014)**

In this research, some qualitative data were collected through the in-depth interviews, the observations, and the questionnaires. The data gained then were transcribed in the form of interview transcripts and the vignettes. The first step of the analysis was data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, transforming the data that appear in the full corpus (body) of written-up empirical evidences to make the data stronger. Therefore in this research the data selected were signed. The second was data display. Generally, Miles, Huberman, and Saldana (2014) define a display as an organized compressed assembly of information that allows conclusion drawing and action. The selected data then were displayed in certain points based on the sign given to the selected data. The third was a conclusion drawing which was interpreting what things mean by noting patterns and explanation. They illustrate the process within the following paragraph.

The coding of data, for example (*data condensation*), leads to new ideas on what should go into a matrix (*data display*). Entering the data requires further data condensation. As the matrix fills up, preliminary conclusions

are drawn, but they lead to the decision, for example, to add another column to the matrix to test the conclusion.

Of this model is summarized that qualitative data analysis is continuous, iterative, and interpretive. Therefore, it needed to be well documented as a process. It needed to be understood more clearly what is going on when the data are analysed in order to reflect, refine the methods, and make them more generally usable by others.

Secondly, the quantitative data in this research were in the form of the students' speaking scores in the pre-test and post-test. The mean score comparison using the Microsoft Excel 2010 was employed. It also applied the inter-rater reliability. The quantitative data in this research was the complementary data in this research to make the conclusion stronger.

## **G. Research Validity and Reliability**

### **1. Validity**

There were five types of validity that were fulfilled in this action research. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. They aimed to make the research valid. The description of the validities is presented as follows.

#### **a. Democratic Validity**

It related to the extent to which the research was truly collaborative and allowed for the inclusion of multiple voices. In this research, I was open to any view, critics, and suggestions from the parties being involved in this research. They were the collaborators, the students, and I. In every step of the research



procedure, their opinion, critics, and suggestions were considered in the decision making.

### **b. Outcome Validity**

It related to the notion of actions leading to outcomes that were ‘successful’ within the research context. It was said that the most effective outcomes would involve not only a resolution of the problem but also the reframing of the problem in such a way that it would lead to new questions. Further, this research overcame more than one problem with the lack of speaking skill as the main problem. The outcomes were as the followings:

- 1) The students developed their communicative competence in speaking,
- 2) The students improved their participation,
- 3) The students made use the wide opportunities to interact with others and to use English.
- 4) The students were more open to the ELT processes.
- 5) The students developed their autonomy and awareness in learning English.

### **c. Process Validity**

It raised the questions about the ‘dependability’ and ‘competency’ of the research. In the process, the researcher made sure that the participants still went on learning although the research stopped. Besides, the researcher involved the other people to see from different perspectives in order to see the big picture of the process not the simplistic.

### **d. Catalytic Validity**

It related to the extent to which this research allowed the participants to deepen their understanding of the social realities of the context and how they could make changes within it. The researcher recounted changes in teacher and learners' understanding of the role and the actions taken as a result of these changes and monitor other participants' perceptions of problems in the research setting.

#### **e. Dialogic Validity**

It paralleled the processes of peer review which are commonly used in the academic research. I conducted dialogues or discussions with the English teacher, the students, and some critical friends and then wrote all the data.

## **2. Reliability**

Bogdan and Biklen via Cohen, et al. (2000) argue that in qualitative research reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage.

I employed triangulation technique to fulfil the reliability of the research. First, the research used time triangulation, which see the process not only in a discrete activity but as comprehensive activity which was different each other in particular time. Second, data triangulation was used to collect valid data from different sources like interviews, observations, questionnaires, and visual data recorded. Third, investigator triangulation was also involved in this research to avoid subjectivity by employing some investigators to collect the data. Fourth, theoretical triangulation was used by using more than one expert for the

references. Besides, inter-rater is also a part of triangulation that involves more than one rater or scorer in the evaluation or test.

**a. Time triangulation**

There were two kinds of way that were used here. The first, I collected the data from the same sources in the different time. Secondly, I collected the data from different resources in the same time. It was to make sure that the findings of the research were reliable.

**b. Investigator triangulation**

There were four collaborators in total took part in this research. The first was the English teacher, and the three other collaborators were my colleagues. Dialogic discussion was always conducted in analysing the occurring problems, evaluating the action implementation, and making the decision needed.

**c. Data triangulation**

In this research I used various types of data. They were interview scripts, vignettes, questionnaires, photographs, and video. It was used to ensure that the conclusion was drawn from various sources.

**d. Theoretical triangulation**

The points of views from at least two different experts were used to discuss certain point in the literature review.

**H. Research Procedure**

The number of the cycles carried out in this research depended on the students' speaking skill improvements. As what have been mentioned before, this

research used the research design proposed by Kemis and McTaggart with some modifications. The procedure consisted of reconnaissance, planning, act and observation, and reflection. The details of the procedure are presented as follows.

### **1. Reconnaissance**

In the reconnaissance stage, five activities were conducted to find out the problems occurred in the field. They were interviewing the teacher, observing the ELT processes in the classroom, interviewing the students, conducting survey on the students' personality factors, doing the school observation, and conducting speaking pre-test. After gaining ample information, the field problems were then identified into field problems to solve and they were coded. In the identification, a critical analysis was made to find out the causes of the problems.

### **2. Planning**

After determining the field problem to solve, the collaborators and I arranged a plan to solve the problems being focused on. We selected the plan which was feasible. In this research the main actions were implementing the pre-communicative and communicative to improve the students' speaking skill. Added to this, eight complementary actions were carried out to support the main actions.

### **3. Act and Observation**

In this step, I took the role as the English teacher in implementing the actions. Meanwhile, my collaborators took their role as the observers. They observed the students behaviour and reaction during the implementation of the action. One collaborator took notes on the situation happened and the other collaborators took

pictures and took video during the implementation of the action. The existence of the collaborators helped me in managing the students. They helped to assist the students when they had any difficulties. They also warned me if I made some mistakes or errors during the ELT processes, so that I could correct my mistakes as soon as possible.

#### 4. Reflection

After the implementation of the actions, a reflection was conducted. It was in the form of dialogic interview between the collaborators, the students, and I. The interview was recorded to be transcribed later on. The dialogic interview aimed to identify which plan run well and which one was not. The well-run plan was continued to the next cycle meanwhile the not well-run plan was revised to make the action better. Besides, the students' reaction and behaviour was used in the consideration of the plan revising. In the last reflection, it was decided that this research was stopped in the Cycle 2. The reason was that the students had shown improvement on their speaking skills.

The research procedure schedule could be seen in the following table.

Table 2: **The Schedule of The Research Procedure**

<b>Stage</b>	<b>Date</b>	<b>Activity</b>
Reconnaissance	Monday, September 22 <sup>nd</sup> 2015	Interviewing the English teacher and Conducting school observation
	Monday, October 5 <sup>th</sup> 2015	Interviewing the English teacher Conducting questionnaire 1
	Thursday, October 22 <sup>nd</sup> 2015	Conducting classroom observation 1
	Thursday, November 5 <sup>th</sup> 2015	Conducting classroom observation 2
	Thursday, November 19 <sup>th</sup> 2015	Interviewing the English teacher Conducting classroom observation 3 Interviewing the Students

<b>Stage</b>	<b>Date</b>	<b>Activity</b>
	Thursday, November 26 <sup>th</sup> 2015	Conducting classroom observation 4
	Thursday, January 14 <sup>th</sup> 2016	Conducting speaking pre-test
Action and Observation	Thursday, January 21 <sup>st</sup> 2016	Implementing the action plan meeting 1, Cycle 1
	Thursday, January 28 <sup>th</sup> 2016	Implementing the action plan meeting 2, Cycle 1
	Thursday, February 4 <sup>th</sup> 2016	Implementing the action plan meeting 3, Cycle 1
	Thursday, February 11 <sup>th</sup> 2016	Implementing the action plan meeting 1, Cycle 2
	Thursday, February 18 <sup>th</sup> 2016	Implementing the action plan meeting 2, Cycle 2
	Thursday, February 25 <sup>th</sup> 2016	Implementing the action plan meeting 3, Cycle 2
Reflection	Thursday, January 21 <sup>st</sup> 2016	Interviewing the collaborators (my colleagues)
	Thursday, January 28 <sup>th</sup> 2016	Interviewing the collaborators (my colleagues) Interviewing the student
	Thursday, February 4 <sup>th</sup> 2016	Interviewing the collaborator (my colleague) Interviewing the student
Reflection	Thursday, February 11 <sup>th</sup> 2016	Interviewing the collaborator (my colleague)
	Thursday, February 18 <sup>th</sup> 2016	Interviewing the collaborators (the English teacher and my colleague) Interviewing the students
	Thursday, February 25 <sup>th</sup> 2016	Interviewing the collaborator (my colleague)
	Thursday, March 3 <sup>rd</sup> 2016	Conducting speaking post-test Conducting questionnaire 2
	Monday, May 2 <sup>nd</sup> 2016	Interviewing the collaborator (the English teacher)

## **CHAPTER IV RESEARCH PROCESS, FINDINGS, AND DISCUSSION**

This chapter presents the processes, findings, and discussion of the research. It comprises five main parts. The first is the reconnaissance stage. The second is the report of the Cycle I. The third is the report of Cycle 2. Each cycle comprises 3 parts namely planning, action and observation, as well as reflection. The fourth is the students' speaking scores. The fifth is the general findings of the research.

### **A. Reconnaissance**

In this step, five activities were carried out to find out the field problems. The first was interviewing the English teacher as my first collaborator. The interviews were dialogic and were conducted three times. They were on September 22<sup>nd</sup>, October 5<sup>th</sup>, and November 19<sup>th</sup>, 2015 (see **Appendix B Interview 1, 2, and 3 for the interview transcripts**). They aimed at digging out the field problems in the ELT processes based on the teacher's observation, experience, and point of view. It was very important because the teacher is one of the main actors in the ELT processes. The second was classroom observations. I conducted the classroom observation in four meetings. They were on October 22<sup>nd</sup>, November 5<sup>th</sup>, 19<sup>th</sup>, and 26<sup>th</sup> 2015. In these activities, I matched the information given by the teacher and the real situation happened in the classroom during the ELT processes (see **Appendix C Vignette 1 for the illustration of the ELT process**) as well as jotting down new information that I found to be crossed checked later on with the teacher and the students. The third was interviewing the students. This interview was carried on November 19<sup>th</sup> 2015 (see **Appendix B Interview 4 for the**

**interview transcript**). It aimed to see the field problems from the students' point of view since the students are the main subject in the ELT processes and in this research. The fourth was the survey to the students. It aimed to recognise the students' personality factors to be one of considerations in planning the lesson later. The survey covered five aspects namely Left-Brain and Right-Brain Processing, General Self-Confidence, Learning Language Behaviour, Learning Styles Checklist, and Strategy Inventory of Learning Language (**see Appendix D for the questionnaire and result**). The fifth was the school observation. It aimed at digging out information about facilities supporting the ELT processes both which have been functioned and have not been functioned.

From the five activities above, several field problems in ELT were found. They had been mentioned in the Chapter one in general. Therefore, in this chapter the problems were identified further by the English teacher and me collaboratively and were coded according to their sources. They were the followings.

### **1. Identification of the Field Problem**

Table 3: **The Identification of the Field Problem**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1.	The teacher had less time for preparing the ELT process.	T
2.	The teacher's role as a facilitator, navigator, and prompter in learning English has not been optimized.	T
3.	The teacher explanation remained unclear for the students.	T
4.	The teacher gave less feedback in relation to the students' speaking performance.	T
5.	The students feel inferior to speak English.	S
6.	The students are not confident to speak English.	S
7.	The students have difficulties in comprehending tenses.	S
8.	The students were afraid of making mistakes.	S
9.	The students used their first language most of the time.	S
10.	The language laboratory has less complete facilities.	LMd
11.	Some students used their gadget out of ELT context.	LMd



12.	The school Wi-Fi has poor signal so the students' cannot rely on it to find English information during the ELT processes.	LMd
13.	The materials used were the same amongst the groups.	LM
14.	The students' involvement in the ELT process is missing.	LA
15.	The students' participation in the answer question activities is very low.	LA
16.	The students did not engage to the ELT process.	LA
17.	The students have less meaningful opportunity to speak.	LA
18.	The students were bored during the presentation.	LA
19.	The students only interact within the same group.	LA
20.	The activities conducted have not met students' expectations.	LA

T: Teacher S: Students LA: Learning Activity LM: Learning Materials LMd: Learning Media

The field problems found above came from five the aspects namely the teacher, the students, the learning media, the learning materials, and mostly from the learning activities. However as what have been stated in Chapter I, the English teacher and I agreed to limit the problems into improving the students' speaking skills. Thus we selected the relevant problems to solve and eliminated the irrelevant ones. The identification of the field problems to solve was presented in the following sub-chapter.

## 2. Identification of the Field Problem to Solve

The followings are the relevant problems related to the problem limitation of the research. It still covered the five aspects, however the number reduced.

Table 4: **The Identification of the Field Problem to Solve**

No	Field Problems	Code
1.	The teacher's role as a facilitator, navigator, and prompter in the ELT has not been optimized.	T
2.	The teacher explanation remained unclear for the students.	T
3.	The teacher gave less feedback in relation to students' speaking performance.	T
4.	The students feel inferior to speak English.	S
5.	The students are not confident to speak English.	S
6.	The students have difficulties in comprehending tenses.	S
7.	The students were afraid of making mistakes.	S

8.	The students used their first language most of the time.	S
9.	Some students used their gadget for outside of ELT context.	LMd
10.	The materials used were the same amongst the groups.	LM
11.	The students' involvement in the ELT process is missing.	LA
12.	The students' participation in the answer question activities is low.	LA
13.	The students did not engage to the ELT process.	LA
14.	The students have less meaningful opportunity to speak.	LA
15.	The students were bored during the presentation.	LA
16.	The students only interact within the same group.	LA
17.	The activities conducted have not met students' expectations.	LA

T: Teacher S: Students LA: Learning Activity LM: Learning Materials LMD: Learning Media

The selected field problems were analysed further, critically, and collaboratively between the collaborators and I. In fact, the problems selected were somehow interrelated. It can be seen from the probable cause of the field problems in the table below.

**Table 5: The Field Problems and Causes**

No	Field Problems	Main Causes
1.	The teacher's role as a facilitator and prompter in learning English has not been optimized.	The teacher had less time to prepare the lesson because of the administrative load. Therefore, she could not be optimum in playing her roles in the classroom. The transformation of the knowledge and skill was mostly done, but the process of educating itself which was missing.
2.	The teacher explanation remained unclear for the students.	It was because the need of repetition and reinforcement. Sometimes at the time the students were explained, they understood but they did not make some notes. Then it would be better to be sum up by the students themselves. Therefore in the beginning of the lesson it was better for teacher to recall students learning in the previous meeting and brushing up material in the end of the meeting by inviting the students to conclude what they learned then the teacher reinforced them and

No	Field Problems	Main Causes
		added if there was something missing. But in the observation conducted, the teacher did not do that. Thus the students someone forgot things they learned.
3.	The teacher gave less feedback in relation to students' speaking performance.	It might be caused by the unplanned teaching speaking to the students, therefore the feedback given did not relate to the speaking performance. In the activity conducted, the speaking was not taught deliberately.
4.	The students feel inferior to speak English.	These problems might occur one causing another. First, the students felt that they did not have good competence in English (organizational and pragmatic competence) or they did not master the content. Secondly they felt not good enough to perform because they had 'more able' friends. Thirdly, they were afraid of making mistakes because being wrong is shameful for them. They did not want to be shameful; therefore they played safe by remained silent, so they will not make mistakes. These three could cause student to feel not confident in speaking English because their lack of competence, their inferiority, and their feeling of insecure.
5.	The students are not confident to speak English.	
6.	The students were afraid of making mistakes.	
7.	The students have difficulties in comprehending tenses.	It was because they seldom have repetition and task related to tenses. Further maybe they underwent a situation previously where tenses were being taught by emphasizing the aspect of time, not meaning.
8.	The students used their first language most of the time.	It might be caused by the activity chosen during the ELT process. There was no urgent need for them to speak English, or it might be caused by the teacher's classroom management where the opportunity and the need of speaking English were not provided sufficiently.
9.	Some students used their gadget outside the ELT context.	This might happen as the solution for them to escape their boredom. Rather

No	Field Problems	Main Causes
		than disturbing the ELT to have some chat with friends overtly, they used their gadget and got connected to the social media they have. It was more secure for them. Moreover, their gadgets might be far more interesting than the ELT process in the classroom.
10.	The materials used were the same amongst the groups.	It was because they just needed the same information to cover. The standard made was blurring for them. There was no certain demand made. The teacher gave them the chance to be creative towards the materials widely, but the students did not grasp the characteristic.
11.	The students' involvement in the ELT process is missing.	It was because the activity is less meaningful for them.
12.	The students' participation in the answer question activities is very low.	It was because there was no information gap needed to fulfil.
13.	The students did not engage to the ELT process.	It was because the activity was less interactive.
14.	The students have less meaningful opportunity to speak.	It was because the topic did not relate to them, and it did not connect to their real life world.
15.	The students were bored during the presentation.	The activity never changed.
16.	The students only interact with the same people in the same group.	It was because the grouping was fixed.
17.	The activities conducted have not met students' expectations.	It was because the students' aspiration was not taken into account during the planning of the lesson and the students themselves did not express their opinion about that.

The selective field problems to solve would be the basis to construct the plan to achieve the objectives of this research. In short the field problems to solve implied that the action later on should deal with those five aspects. First, the ELT processes should be well tailored to improve the teacher's role as the prompter and the facilitator in the ELT processes with considering the standards from the

government, the concept from the experts, the situational context in the field, as well as the students' aspiration and expectation. Secondly, the delivery of the materials should be made clear. Thirdly, ample feedback should be given to the students' performance and work. Fourthly, there should be actions aimed to develop students' confidence and courage, and to reduce their anxiety. Fifth, the activity conducted should be meaningful, communicative, interactive, giving wide opportunities to speak with English and interact with English materials. The topic should be started from the familiar to the less familiar for them. Sixth, there should be varied ways of grouping to make the students mingle with each other. Eighth, the media should be integrated into the ELT processes, both which were provided by the school and which were owned and brought by the students.

## **B. The Report of Cycle 1**

### **1. Planning**

Based on the identification of the field problems to solve and referring to the learners' personality factors discussed in Chapter III, using the terms of the target needs of the need analysis, there are three necessary aspects namely necessities, wants, and lacks to consider when one would plan English courses. The necessity of the research here is that the students' speaking skills need to be improved without neglecting the standards required by the government. Along with the necessities, the student wants to improve their speaking skills. Therefore the necessity and the want aspect matched. However there were some gaps to bridge to meet the necessity and the students' expectation. The lacks were the less

opportunity to speak, the feedback, the input materials, the information gap, and the students' confidence. Thus, Cycle 1 was targeted to:

- a. help the students to develop their communicative competence in speaking,
- b. improve the students' participation,
- c. create wider opportunities for the students to interact with and to practise English,
- d. build rapport with the students therefore they could be more open in the ELT processes, and
- e. help students to develop their autonomy and awareness in learning English.

Therefore, to meet the objectives stated in Cycle 1, the collaborators and I constructed the plan as follows (**see Appendix J for the lesson plans**).

#### **a. Setting a Fun Atmosphere in the Classroom**

To avoid boredom, sense of reluctant, and the anxiety of the students, the classroom situation would be set to be fun. The sense of humour and responding to the students' behaviour would be maintained. The students' name would be memorized to make them recognised and paid attention. (Actually in the curriculum 2013, teachers are to memorize their students' names. However, because the teacher has many students and it is the research subject's first year, the teacher has not been able to memorize all their names.) Added to this, the English teacher and I planned to conduct the ELT process outside the classroom to improve the students' mood. Added to this, the classroom rules would be attached to the classroom's wall to give the fair ambience (see Appendix N Classroom Rules).

**b. Using English in the Classroom Interaction**

During the ELT, the teacher would encourage the students to use the English Classroom Language (ECL). Actually in the Curriculum 2013, the students are exposed to ECL since they are at grades 7 and 8. The ECL is attached to the course book *When English Rings A Bell* for grades 7 and 8 from the government. It seemed that the students are aimed to already master the ECL when they graduate from the junior high school. However, what happen to the research subject was that the implementation of the Curriculum 2013 happened when they were already in grade 9 which means that they were not exposed to the English classroom language much. Ipso facto, the students would be given a list of ECL taken from the *When English Rings A Bell* (**See Appendix N Classroom English for the list of expression**) for the remedial action. They were not to memorize the expression all at once, however the list of expression should be one of their references when they want to say something but do not know how to say. Therefore the students should always prepare the list on their desk every time they have the ELT process.

**c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials**

The materials delivered to the students often remained unclear. Therefore by doing reviewing materials, introducing the topic and the lesson objectives, and brushing up the materials, the students would feel the transition of the information. First, the students would be asked about the previous materials they learnt, and then the teacher would introduce the topic and the lesson objectives.

The teacher would explain the correlation of the previous and the current materials they learnt. Finally, the teacher would invite the students to brush up the materials, and this would be reviewed in the following meeting. By doing this, the students' comprehension would be reinforced continually. It would help them to transfer the memory from short-term to long-term memory by repeating the information again and again.

#### **d. Promoting the Habit of Doing Self-check Dictionary**

The habit to always consult the dictionary whenever the students' cannot guess the word meaning from the context or to cross check their guessing student would be promoted to the students. Added to this, the students were expected to develop their autonomy in learning. By consulting the dictionary, the students would be directed to pay attention to idioms and the use of the words in the context. Added to this, from the very beginning, the students are introduced to the monolingual dictionary. In this research, the teacher and I set the homework in order to make the students more familiar with the monolingual dictionary. The dictionary used was the electronic one which is Cambridge Advanced Learners Dictionary (CALD) 3<sup>rd</sup> Edition.

#### **e. Integrating Media into the ELT Processes**

The media meant here were the technical and the nontechnical media. The technical media would be the presentation slides, the teacher's laptop, the LCD projectors, the speakers, the students' cellphones, the students' laptop, the internet connection in the ELT process. Added to this, the email application would be used as a means of submitting the students' homework. The learning would be made



open. In terms of nontechnical media, in every meeting, the students would be given the hand outs containing the learning material and tasks. The students were expected to focus their attention to the materials intended. They also helped the students by providing the students concrete things rather than abstract ones. By having the hand outs, the students could direct their attention and they have something to look at or to write on. The other benefit would be that it would reduce the atmosphere of boredom and monotony. The hand outs were also designed to attract the students' attention.

#### **f. Varying the Classroom Interaction Type**

The activities in the ELT processes would be varied. Sometimes the activity would enable the students to work in pairs or in the small groups. It aimed to make the students feel secure in the ELT processes. They would not feel alone, so that they would have the courage to try speaking up. Besides, they were expected to develop their cooperative characters. The students would be grouped into small groups randomly so that they would mingle with each other.

#### **g. Conducting Pre-communicative Activities**

As what had been discussed in Chapter two, the main function of the pre-communicative activities was to provide the students more opportunities to acquire the communicative competence needed to perform in the communicative activities. The pre-communicative activities would focus on two. They were comprehension focus and language focus. The input for the comprehension focus for the first topic would be from the audio and exercise the students' listening receptive skill. In the end, the student would be given the transcript. For the

second topic, the input would be in the form of printed document and the students were to read and exercise their reading receptive skills. In the comprehension focus, the students would be guided to develop their comprehension towards the texts. They would learn about new words they found within the text and develop their vocabulary as well. In the language focus, the activity would deal with the language features used in the texts. Exercises focusing on the mastery of the grammar, vocabulary, pronunciation, stress, and intonation that would be performed in the communicative activities would be conducted.

#### **h. Giving the Students Homework**

The homework was aimed to help the students to have their pre-communicative activities especially in the language focus at home since the time at the school was very limited. It was expected that it could also raise the students' autonomy and awareness in learning English. The design of the homework was as follow:

##### **1) Finding Longman 3000 (see Appendix M Homework 1A)**

The students were to find the list of 3000 words by Longman through the internet and submit it to the teacher in the printout document. It aimed to make sure that the students really found and had the intended file. Based on the research conducted by Longman, the 3000 words are the words that should be mastered by the graduates of senior high school to be successful in their academic learning especially when they deal with English as the medium of instruction. It is not that the list of those words should be memorized by the students all at once, but it is

hoped that it would give them what to refer in relation to the vocabulary they should master during their study in the senior high school.

2) Writing Diary (see **Appendix M Homework 1 B and 2 B**)

The students were given exercises to write diary every day within 2 weeks. It was expected to exercise them in constructing sentences and repeat the words day per day. It was also hoped that it would provide them opportunities to practise their English.

3) Identifying the regular and irregular verbs (see **Appendix M Homework 2A**)

In this homework, the students were to identify the regular and irregular verbs contained in the list of words. The list contained of 15 pages of word list. In order to reduce their load, they were divided into 15 groups. Therefore each group was responsible for identifying the verbs in one page. Besides, it aimed to develop their cooperation and collaborative work. In the end, their works would be compiled and shared after it was reviewed by the teacher. Therefore they would have the complete version.

4) Identifying the way –ed suffixes in regular verbs was pronounced (see **Appendix M Homework 3**)

This homework aimed at developing students' awareness towards English sounds and pronunciation. The way they work would be the same with the homework number 3.

**i. Conducting Communicative Activities**

Communicative activities or the communication focus activities were decided in the first place so that later on the teacher collaborator and I knew what to

prepare. In this cycle, the material concerned was based on the *Permendikbud* Number 59 Year 2014 which was the recount text. By applying the principle that the topic should be from the familiar to the unfamiliar ones, the teacher collaborator and I selected two topics namely “The Most Unforgettable Holiday Experience” and “Childhood”. The first topic was selected because it was very close to the students’ life experience because they just had their holiday. The communicative activity for the first topic entitled “Holiday Survey”. In this activity, the students were to reveal information about their friends’ unforgettable holiday experience based on the specific information required in the survey sheet namely that will be given to them. The range of the information was included. The students should discover information of their friends’ holiday such as the time, the people they went with, the transportation, the duration, the impression, the activities, the food, and the weather. They had to interview their three friends. It was expected that the students would have ample opportunities to speak during the activity. The activity was in pairs in fact; the students would have three different pairs to accomplish the goal of the activities. The procedure for the Holiday Survey was as follows.

- 1) The students were given the survey sheet (**see Appendix L: Cycle 1 Meeting 2B**).
- 2) The students interviewed each other based on the specific information required in the survey sheet until three times.
- 3) The students selected one of the stories which was the most unforgettable holiday experience according to them.

4) The students reported the story they chose in the written form.

The second topic “Childhood” was selected by considering the fact that each student had their own childhood experience. Sharing their stories to their friends would facilitate them in building their social relationship and sense of belonging. Moreover, the language features contained were almost the same with the first topic. The communicative activity in this topic was entitled ‘Sharing Embarrassing Moment of Childhood’. Embarrassing moment here meant the funny experience that was ever undergone by the students in their childhood time that became their earliest memory. It was embarrassing by the time the students underwent it, but when they remembered it during the activity, it was just funny. The activity would be conducted in a small group which would be decided randomly. It aimed to make the students mingle with each other. The procedure of the activity was as follows.

- 1) The students sat in their group. The division of the group would be written in the material hand-outs they got. Therefore it would be random.
- 2) The students were telling each other’s experience in turn.
- 3) The other students who became the listeners might ask questions if they want to know about something.
- 4) Each group decided which story was the funniest amongst all.
- 5) The representative of each group retold the funniest story they selected.

#### **j. Giving Feedback on Students’ Work and Performance**

The feedback would be given to the students’ work and performance. The students work would be their homework, and their submitted tasks. The feedback

would be in the form of spoken and written feedback. The feedback on the students' performance would be based on the focus of the activity. If the focus of the activity is on fluency, I would give the feedback after the students' performance. When the activity focused on accuracy, the feedback would be given right after she/he made mistakes/error. Added to this, the value of openness would be implemented to the students. By doing so, it was hoped that the students would view feedback as a mean to develop their performance and improve the quality of their work as well as learning, so that the students could feel it is okay to make mistakes so they were not afraid in practising.

From the planning set, it was expected that those would solve the field problems selected. The relevance of the planning to the field problems was shown in the figure below.

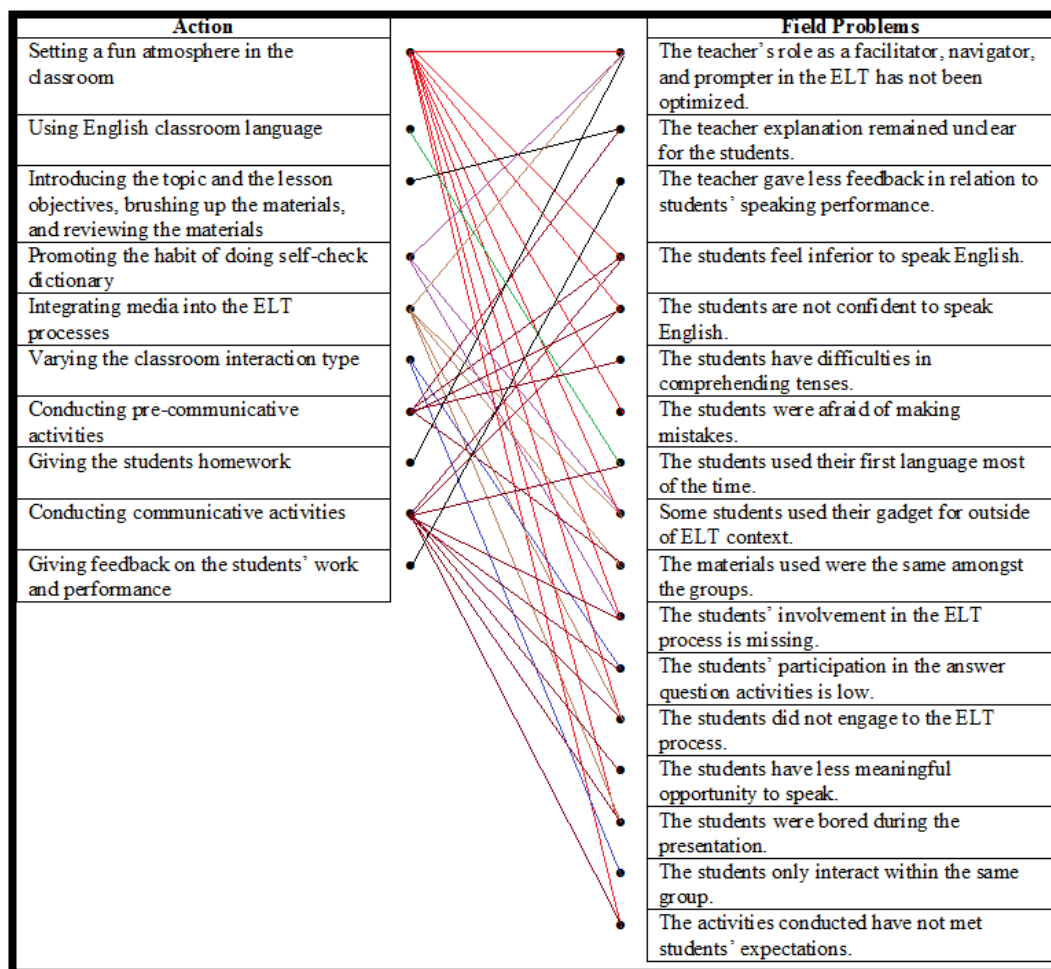


Figure IX: The action plan to solve the problems

## 2. Action and Observation

The actions in Cycle 1 were conducted in three meetings. They were in January 21<sup>th</sup>, 28<sup>th</sup>, and February 4<sup>th</sup> 2016. In these meetings, the focus of the material was the spoken recount texts and like what had been planned before, the topics covered in these meetings were 'The Most Unforgettable Holiday' and 'Childhood'. The implementation of the actions in every meeting was recorded by the collaborators. Added to this, the field note was also taken by the collaborators during their observation when the plan was implemented. For additional

information, there were four collaborators included in this cycle. For the meeting one and meeting two, the collaborators involved were the English teacher and two of my colleagues (C1, C2, and C3) meanwhile for meeting three there was an additional collaborator which was C4. The action and the observation were described in the following ten points.

#### **a. Setting a Fun Atmosphere in the Classroom**

Since the first day of the action, the students and I agreed to have the rules of conduct for the ELT processes. They were 1) to participate in all activities; 2) to listen to the teacher; 3) to arrive on time; 4) to respect their classmates; and 5) to try to use English (see **Appendix M for the classroom rules**). The classroom rules then were made into a poster. It was printed out and attached on the back classroom's wall. Thus, the students were exposed to it every day and they were always being reminded about how they should behave. The poster was colourful; therefore it could attract the students' attention. By exposing it, I tried to create the fair atmosphere in the classroom so that it could be conducive.

Other than setting up the rules of conduct, the fun atmosphere was created through the good rapport building between the students and me. The sense of humour was maintained to keep the ambience fun. When the students said something, I tried to respond to them, so that they would feel respected.

In addition to this, to make the learning fun, a game for intermezzo was conducted. One of the games was called 'The Twenty Questions Game'. During this activity, the students' participation raised. All of them were engaged to the



activity even though not all of them asked questions. This following part of vignette depicts the situation happened during the activity.

Then the students started to ask questions. They seemed engaged to the activities. They seemed thought seriously. Their attention was directed to the teacher. A girl student named Isabel who looked weak on her table then raised up and started to ask questions so did the other students. The teacher sometimes corrected students' questions when it was grammatically error. "It is big?" "Do you mean, 'is it big?'" "Yes. Is it big?" "No." "Lamp?" "No. Come come come come come." "*Berapa lagi e Miss?*" "Nine left." "I can only answer yes or no." "Miss *mbok lebih dispesifikkan lagi.*" "Nah, *kan kamu bisa membuatnya spesifik dengan pertanyaan kamu.*" "Nganu, HP?" "No." "White board?" "No." "Two left." "Duh.." "Is it flag?" "No. Okay. *Kesempatan habis.*" "So what is the answer?" "Pom-pom." The students laughed. "No. So the answer is this!" "*Sandal!!!*" "*Wuih, sandale sopo to kuwi?*" "*Sandalku...*" However until the end of the chance they could not guess the object. When they told them that the answer was sandal they were surprised and then laughed.

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 154-168<sup>B2a1</sup>

From the situation described above it could be seen that the game contributed in building the fun atmosphere in the classroom. The students were involved. Even a student who previously seemed to be not enthusiastic finally engaged to the activity. The fun atmosphere was also shown by the students' laughter and the interactive dialog between the students and me.

In meeting 3, the fun atmosphere was made by selecting a different place for the ELT process. It was conducted in the school hall. The students could sit on the floor and took off their shoes. They were more relaxed. The atmosphere reduced the students' feeling of anxiety.

#### **b. Using English in the Classroom Interaction**

In the first meeting, the English classroom used was still minimal. The students still needed the Indonesian language. Therefore I spoke with English first, and then if they looked puzzled I switched into Indonesian language. The other thing happened was that: mostly, when the English language was used, the

students understood it. However, they did not use English to respond to it. The illustration of the phenomenon is depicted in the following vignette quotation.

The teacher spread her gaze throughout the classroom. She then asked some students. “Kevin, Isabel, are you okay?” asked her. It seemed that the teacher noticed something wrong because Isabel wore a masker and Kevin looked unwell. “*Kena flu* Miss,” answered Isabel. “What about you, Kevin?” asked her. “*Sama* Miss.” “Have you taken any medicine?” asked the teacher. “*Nanti sembuh sendiri kok* Miss,” said Isabel. Kevin shook his head. “Okay then, I hope you get well soon *ya*,” wished the teacher at the end. “Well everyone, *jaga kesehatan ya*.”

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 20-27<sub>B2b1</sub>

The above vignette quotation showed that the students responded by using Indonesian. However they understood what was said. Therefore, to improve students’ using English in the classroom, the collaborators and I implemented the rule of only-English speaking time. It was started in the third meeting. The following vignette quotation illustrates the situation.

The teacher ended the activity and asked the students to once again look again to their hand-out and paid attention to the sign in the right top of their hand-outs. The sign was about the group they belong. The students then moved to their groups. The next activity is sharing embarrassing childhood experience. The teacher asked the students to tell each other about one moment of their childhood experience which is funny or unforgettable using the vocabulary they learned before. The teacher added some rules that they are not allowed to use other language other than English within the 30 minutes otherwise they would be fined. The students were shocked knowing that rules, but they tried to cope with it.

Appendix C: Vignette 4 (Cycle 1 Meeting 3) lines 120-129<sub>B2b2</sub>

At the first time of the rule implementation, the students were shocked; however they could cope with it. They forced themselves to be able to speak English or otherwise they would be fined. As an alternative, they sometimes used the body language to express what they meant. In the first implementation of the rule, five students broke the rules and were fined. Therefore the environment created succeeded to make the students to use English more in the classroom. The good thing happened was that even though they made some complain about the rules, in the end they realized that this was for good, and they accepted it.

### c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials

In every meeting, there was a routine conducted. First the students were asked about their state of wellbeing. Secondly, they were led to pray. Third they were introduced to the topic and the lesson objectives of the day. The introduction is described in the following script of vignette.

“Today we’re going to observe some conversation about holiday. In the end of the lesson, I would like you to be able to talk about your holiday.” The students listened attentively.  
Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 33-35<sub>B2c1</sub>

When they were introduced to the topic to cover and the lesson objectives, the students seemed to know what to achieve in the ELT process of the day. It could be seen that they usually commented on the topic mentioned and expressed what they felt in their talks with their friends. It happened in a very short time.

At the end of the meeting, I invited the students to sum up what they had learnt during the day. The students were free to speak and to state their opinion. In the end I helped them to summarise their conclusion. The following vignette quotation illustrates the process during the brushing up materials.

After the game, she invited the students to sum up the activity they did. “Okay, we come to the end of our meeting today. So, Nays, what did you learn today?” “How to be happy,” joked her. “*Hahaha*,” students’ laugh burst. “Okay, *itu yang didapat Nsy. Kalau yang lain?*” “*Tentang intonasi naik turun Miss.*” “*Iya betul, kalau yang naik yang gimana kalau turun yang gimana?*” “*Kalau bisa dijawab yes/no intonasinya naik, kalau nggak bisa berarti intonasinya turun.*” “*Iya betul.*” “*Ada kata-kata baru hari ini?*” “*Ada Miss.*” “*Apa itu?*” “*We had a blast, hols.*” “*Okay bagus, lalu tugas di rumah apa?*” “*Membuat rumus Miss.*” “*Good.*”  
Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 169-177<sub>B2c2</sub>

From the quotation above it could be seen that sometimes the students’ answer was out of expectation. However, they were still respected. It improved the interaction in the classroom. Previously, in their daily ELT processes, they

were only silent most of the time. However, by conducting this action, their participation improved.

At the beginning of the meeting, the students were asked to review what they have learnt previously. It helped them to connect the materials they got previously towards today's material they were going to learnt. Added to this, this kind of action helped them to brainstorm their brain to get ready for the lesson of the day. The following vignette quotation reflects the reviewing materials action.

"Everyone, do you remember what we've learnt last week?" The teacher led the students to remember the previous materials. "Mm questions, Miss." "*Iya* questions. *Gimana* questions?" "*Ada naik ada turun...*" "*Iya intonasi ya? Kalau intonasi naik untuk apa?*" A student answered, "*Pertanyaan yang jawabannya yes/no* Miss. Eh, iya nggak ya?" The other students whispered, "*Eh bukan to...*". The other replied, "*Iya, betul kok.*" The teacher then responded, "Exactly. Rising intonation is used for the yes/no questions. *Kalau tidak bisa dijawab yes/no jadi gimana?*" The students responded, "*Intonasinya turun* Miss." The teacher nodded.

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 12-20<sub>B2c3</sub>

#### **d. Promoting the Habit of Doing Self-check Dictionary**

The students did not get used to bring printed dictionaries. They made use of the technology from their smartphones or their laptops. However, their interaction with their dictionaries (although the electronic ones) were very minimum. They usually made their guessing. In the first cycle, the students often asked me or their peers directly if they did not know the meaning of some words. However, every time they asked me about that, I asked them to consult their dictionaries. Added to this in the first meeting I gave them the software of the CALD to be installed to their laptops. I gave them the short introduction of how to make use of it such as the feature of the word pronunciation which has two accents: American and British. Other than that the students noticed that sometimes there was more than

one meaning for exactly the same words and they appeared with the example of the word usage in the sentences. In addition to this, I invited them to explore the dictionaries by paying attention to the idioms, sayings, and proverbs. They looked interested in using the CALD. Moreover, the homework given make them interact more with the CALD. This promotion increased the students' autonomy in learning English. They did not rely on the teacher or their peers all the time.

#### **e. Integrating Media into the ELT Processes**

In this cycle, the technical and nontechnical media were used. The technical media included LCD projectors, speakers, a laptop, cellphones, and the email. The nontechnical media used were hand-outs and photographs. In the first meeting, there was an obstacle that the LCD projector could not be equipped because of the problems in its VGA cable. The existence of the hand-outs and the email helped.

The hand-outs containing the learning materials and task were distributed at the beginning of the meeting. One of the illustrations is displayed in the vignette quotation below.

After praying, the teacher passed on the worksheets to the students. "Take one, and pass the rest to the other *ya*," said her to the students who sat in the front row. After everyone got the worksheet, she asked them to take a look to the Task 1.

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 49-52<sub>B2e1</sub>

In addition to this, by integrating the technical media such as the students' cell phones and laptops, it seemed that the students felt that English was friendly. They also felt trusted. In terms of the use of the cellphones, the other teachers often forbade them from using them during the learning and teaching process because it would spoil their attention. However, when it was carefully designed,

the existence of the students' gadgets actually could support the learning process.

This phenomenon was illustrated in the following vignette quotation.

“By the way, do you bring your headset and hand phone?” The teacher asked. It seemed that she already asked the students to prepare for those things previously. The students answered variously. “*Bawa...*” “*Nggak punya headset Miss.*” “*Aku bawanya laptop Miss.*” “It’s okay. *Yang penting setiap kelompok ada meskipun hanya satu,*” said the teacher.

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 28-32<sub>B2e2</sub>

#### f. Varying the Classroom Interaction Type

Previously, the students were always in the same group that never changed. Therefore, in this cycle two types of interaction were implemented. They were the pair work and the group work. In the first topic, the group work activity and the pair work activities were conducted during the pre-communicative and communicative activities. In the second topic, the pair work activity was conducted in the pre-communicative activity, while the group work activity was conducted in the communicative activity. The following is the illustration of the group work activity in the pre-communicative activity in meeting one.

“Okay now, work in a group of four based on your rows. *Depan-belakang ya.* Each representative of the groups comes in front to copy the audios from my laptop, please.” The students move to set their places. There are 7 groups of student consisting of 4, and there was one group consist of 3.

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 36-40<sub>B2f1</sub>

The following is the illustration of the pair work in the pre-communicative activity in meeting two.

The students seemed understand and they tried it. Then she gives time to students to construct their questions. She walked around to observe them. The students were discussing to construct their questions. When they finished, she asked them to get back to their seat. Then she matched Students A with students B, by asking the students to exchange their seat. At first they tried to reject it, but then they stood up and moved. They were in pairs. Then, she asked them to practice asking their questions and tried to find the answer and wrote it down on their worksheet. “Have you done everyone?” “Nonono,” “Okay, two more minutes ya.

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 51-59<sub>B2f2</sub>

The following is the pair work activity during the communicative activity in meeting two.

After making sure that they understood, she let them to work on their own and interacted to the other friends in pairs. The teacher walked around to observe them. They had 20 minutes to do their survey. The class then sounded noisy. Sometimes they laughed at each other. Some students had a conversation in pairs; some students had conversation in groups.

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 87-91<sub>B2f3</sub>

The following is the group work activity during the communicative activity in meeting three.

The teacher ended the activity and asked the students to once again look again to their hand-out and paid attention to the sign in the right top of their hand-outs. The sign was about the group they belong. The students then moved to their groups. The next activity is sharing embarrassing childhood experience.

Appendix C: Vignette 4 (Cycle 1 Meeting 3) lines 120-124<sub>B2f4</sub>

Conducting pre-communicative activities within pair or group work helped the students to build their confidence and courage to do their work. The students felt secured because they had someone to ask when they did not know about something. During the communicative activities, the pair and group works also really helped the students. It was because one of the requirements of doing communicative activities was at least there were two people and there was an information gap. In addition to this, the interaction type variation helped the students to improve their interaction with their friends and to mingle with each other in different group settings. They got the new atmosphere and it could make them know more about their friends who they are never in the same group previously.

#### **g. Conducting Pre-communicative Activities**

The pre-communicative activities conducted focused on two: comprehension focus and language focus. In the first meeting the comprehension focus gained

from the audio input. The students were given three audio conversations about holiday experience sharing. One of the activities was to identify the information contained in the conversation. The following vignette depicts the situation happened during the comprehension focus.

The teacher then distributed the script (see **appendix L Cycle 1 Meeting 1A**) so that the students are surer about the answers. “Okay now, please read the script comprehensively. Do you find any new words there?” “Hols *itu apa* Miss?” “*Ada yang tahu? Coba tebak di situ konteksnya kayak gitu, kira-kira artinya apa?*” “Holiday Miss?” “Yups.” “We had a blast *itu maksudnya bersenang-senang gitu ya* Miss?” “Exactly.”

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 105-110<sub>B2g1</sub>

In the vignette above, the students were led to comprehend the text. In the activity they found new words and they searched for the meanings by asking them to me. To improve the interaction, the opportunity for the other students to answer was opened. Therefore they could help each other. After the students comprehended the text, they were led to the language focus activity. It is depicted in the following vignette.

When the time was up, they discussed the answer. She read the questions and she asked them to mention up (if the questions ended up with rising intonation) or down (if the questions ended up with falling intonation). The students sometimes guessed wrong but sometimes right. After they finished discussing it, she still saw the confused expression in their eyes. Then she gave them instruction to move to the next task. She asked them to conclude why the questions ended up with rising intonation or falling intonation based on the available clues in their worksheet. She asked them to work in five minutes and each group was to have a conclusion about it.

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 121-130<sub>B2g2</sub>

From the vignette above it could be seen that the students were led to differentiate the use of falling and rising intonation in the questions. It added their knowledge of the suprasegmental element of English which was intonation. Other than intonation, the students were also guided in pronouncing the words correctly through pronunciation drilling. One of the activities is depicted in the following vignette.



Some of the students were having difficulties in pronouncing some words; the teacher encouraged the students to try it again and again. After making sure that the students got the point, she invited them to sing along together with the correct pronunciation of the words. She played again the song and they sang together. The students sometime laughed when they found out that they did not saying the correct pronunciation or they could not follow some part of the songs because it was fast enough that they run out of breath, but one boy student overcame it well, and the other students screamed at him. Some student looked really enjoy the atmosphere. She put her legs straight and move her foot aside following the rhythm of the song and sing along until the end of the songs.

Appendix C: Vignette 4 (Cycle 1 Meeting 3) lines 80-90<sub>B2g3</sub>

Through this activity, the students' grammatical competence in terms of phonology improved. Previously, they did not learn about the way to pronounce words correctly. Now they had it. They felt the difference between English and Indonesian sound. By having this activity, the materials amongst them were still the same but it was meaningful for them because for them it was something new that they never had before.

In the second meeting, there was a semi communicative activity entitled holiday email. In this activity, the students had the information gap activity, however it was not fully communicative because they constructed their questions first and they would just read it to their friends. However it gave them the opportunities to speak accurately to gain the information intended.

#### **h. Giving the Students Homework**

Homework was actually the part of the pre-communicative activities which students could have at home. However, it was considered to be an effective way to overcome the problem of the limited time at school since the time available for the English lesson was only two hours per week which in this class was only 80 minutes. Moreover, the homework given could arouse students' curiosity towards English. The following is an illustration when the homework was given. The

students' reaction was shocked because they never had such kind of homework previously.

*“Nah kalian sudah mencari Longman 3000?” “Sudah Miss!” “Untuk tugas mendatang, coba kalian identifikasi verb atau kata kerjanya ya. Nah untuk 3000 kata itu kan terlalu banyak ya?” asked the teacher. “Iya Miss.” Said the students. “Untuk itu Miss sudah bagi kelompok-kelompok untuk kalian. Hmm nanti Miss kirimkan lewat email ya, soalnya ini nggak bisa didisplay. Nanti Miss kirim kan beserta dengan panduannya. Oke?” “Okay Miss...” “Nah untuk itu ayo kita tutup pertemuan hari ini dengan berdoa. Siapa yang pimpin doa?” “Kevin Miss..” “Oyaa. Happy birthday Kevin...” Everyone then clapped their hands (see Appendix).*

Appendix C: Vignette 2 (Cycle 1 Meeting 1) lines 178-186<sub>B2h1</sub>

There were two kinds of homework. They were the individual and the pair homework. The individual homework was writing diaries. In writing diaries the students could practise constructing sentences. Added to this, the students explored the vocabulary they needed to write their stories. In the diaries writing, the students told about their daily activities which were almost the same every day. Therefore they repeated what they wrote and the vocabulary they used. The other individual homework was finding the first 3000 high frequency words by Longman in the internet then they were to print it out. There was one student who submitted the other list version; therefore she should submit the correct one. Meanwhile the pair homework was the Longman 3000 project which had been mentioned in the planning section.

The students' sense of responsibility could be seen through their homework submission. Added to this, they also cared with their submission. They checked and asked whether I had received their work or not. Generally they were punctual in submitting the homework.

### i. Conducting Communicative Activities

As what had been planned, there were two communicative activities in Cycle 1. The first communicative activity was The Most Unforgettable Holiday Experience. This activity was conducted in the second meeting which was January 21<sup>st</sup> 2016 while the second communicative activity was conducted in the third meeting which was January 28<sup>th</sup> 2016.

In the first communicative activity, the student had lots of body movement because they were to interview three of their friends about their most wonderful holiday. The students interacted more with their friends. They changed pairs and socialized with other than their chair mate. The following is the description of the holiday survey in meeting two.

After making sure that they understood, she let them to work on their own and interacted to the other friends. The teacher walked around to observe them. They had 20 minutes to do their survey. The class then sounded noisy. Sometimes they laughed at each other. Some students had a conversation in pairs; some students had conversation in groups. “*Kalau yang sudah selesai silakan angkat tangan,*” she said. They then raised their hands. She asked them to tell her whether they talked English a lot. None admitted it. She asked the students who had the most amazing vacation. They answered Aldika. Then she asked a student to retell his friend’s story. None came. And then she chose students based on the sum of the years’ number.

The student came in front and reported her survey. The students were then noisy because her presentation revealed her friend’s secret. The way she pronounced words also made the other students laugh. After she finished, she invited the students to give her applause.

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 87-101 **B2i1**

During the survey there were some students who cheated. They only copied their friends’ work. However, most of the other students enjoyed the time. They made use most of the time by practising speaking and got engaged with their friends’ story.

In the third meeting, the interaction amongst the students improved. The communicative activity conducted was in group. It was more communicative

because they purely told each other's story about their embarrassing experience during childhood. Added to this, in this meeting, the rule of only English speaking time was implemented for the first time. The students then really communicated with English; otherwise they used the body language. However not all students could tell their stories due to the time was over. The following is the description of the situation happened during the activity.

The students then moved to their groups. The next activity is sharing embarrassing childhood experience. The teacher asked the students to tell each other about one moment of their childhood experience which is funny or unforgettable using the vocabulary they learned before. The teacher added some rules that they are not allowed to use other language other than English within the 30 minutes otherwise they would be fined. The students were shocked knowing that rules, but they tried to cope with it.

The students began their activity. They performed eenie meenie to decide the order of speaking chance. The students looked enjoyed the activities. Some students asked the English of some words to their friends when they could not remember it or did not know it. Sometimes they opened their dictionary in the smartphones. The others tried to help them and they encourage each other to speak in English. They listened to their friends attentively, laughed when they heard the funny part of the story. There were two students who were not deliberate mentioning Indonesian words.

Appendix C: Vignette 4 (Cycle 1 Meeting 3) lines 122-137<sub>B2i2</sub>

#### **j. Giving Feedback on the Students' Work and Performance**

The feedback was given to the students to enhance their awareness towards English. It was given for the students' performance in speaking and the students' work. In speaking, the feedback given was in the range of fluency and accuracy. The feedback was in the form of oral feedback which could be in the form of compliments for something they were good at or suggestions for their improvement. Since the atmosphere was fun, the students could feel that the feedback from me was for their betterment and they accepted it pleasantly. The following vignette quotation illustrates the feedback given during the activity focusing on accuracy.

The two students then practiced their dialogue. In the middle of the practice, the teacher corrected their intonation and pronunciation. After they finished, the teacher invited the other students to give applause. The students then gave applause. She invited a student number 16 to give her opinion about their friends' performance. She also invited them to repeat after her saying words correctly such as august and fifteen and explain that the word 'teen' is stressed.

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 71-78<sub>B2j1</sub>

From the vignette above it could be seen that the students' awareness was developed through this activity. The other students could observe their friends and identify which part that could be improved from their friends' performance.

In terms of work and assignment, the feedback was in the written form and the oral form. The students were guided through the work they had done. The feedback given led the students to the next work and assignment which were interrelated. The following vignette describes the process of feedback giving for the assignment done by the students.

*"Selama kalian mengidentifikasi kemarin, apa yang paling banyak kalian temukan? Regular verb atau irregular verb?" "Regular verb Miss." "Iya betul. Nah ini ada tips untuk kalian, karena irregular itu jumlahnya sedikit, ada baiknya kalian menghafal irregular verb yang jumlahnya sedikit itu ya.. Tapi tetap ada yang spesial lho dari regular verb. Ada yang tahu?" "Akhiran ed, ed Miss." "Iya selain itu?" The students wondered but they did not say anything. "Kalau dumped ini dibacanya apa?" said her. The students laughed. They all looked puzzled. None of them answered the questions. Then the teacher said, "Nah ini dia yang spesial dari regular verb, yaitu cara membacanya."*

Appendix C: Vignette 3 (Cycle 1 Meeting 2) lines 109-118<sub>B2j2</sub>

The on-going feedback helped the students to move to the new things to learn yet it was still related to what they learned previously. The homework given in the cycle 1 helped them to build their grammatical competence especially in terms of vocabulary, pronunciation, and sentence construction.

### 3. Reflection

After the action and observation stage, the next step conducted was to reflect. In this step, interviews and discussions with the collaborators and the students were conducted to evaluate the plan that had been implemented in the action stage and to analyse the observation result. The interviews and the discussion were done in every after each meeting. In this step, everyone was free to evaluate and state their opinion. The plan was reflected in the following ten points.

#### a. Setting a Fun Atmosphere in the Classroom

In these three meetings, the atmosphere of the classroom was getting better. The students started to participate more than before. The interaction between the students and the teacher, the teacher and the students, the students and the students improved. However there were several unexpected results happened. The following describes one of the obstacles that happened.

R : *'Tapi so far so good mereka. Aku kalau tanya-tanya apa sama Isb. Tak kira tadi masih apa ya, tak kira tadi lagi nggak enak badan terus sakit apa, kan jam pelajaran terakhir juga to?'*

*(But so far they are good. I often asked Isb when I needed some information before. I think she was not feeling well or so, moreover it was also the last lesson hour, don't you think so?)*

C3 : *'Tantangannya jam terakhir tu... Kalau aktivitas kelas yang selalu engaging itu susah ya, maksude.'*

*(That was the challenge of the last hour. It is not easy to provide the all-the-time engaging activity, I mean.)*

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3a1</sub>

The English lesson was in last session; therefore it was necessary to always provide engaging activities to maintain students' desire to learn English. The fun atmosphere had not successfully engaged all the students at the beginning to the middle of the ELT process.

C3 : *'O gitu? Nah, mungkin kali ya, jadi mereka nggak yang all the time ngomongin itu. Emang susah to? Tapi setelah itu mereka menjawab, mereka akan aktif jadinya.'*

(‘O so is it? Well, maybe for the next time, so they’re not all the time talking about it. It is difficult, isn’t it? **But after that they answer, they will become active in the end.**’)

C2 : ‘*Dan itu waktu twenty question games itu, itu sih. Itu engaging* ‘  
(‘**And during that twenty questions game, it was engaging.**’)

R : ‘*Kemarin juga di situ engage.*’  
(‘Indeed. It was also engaging yesterday in the other class.’)

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3a2</sub>

The situation improved when the game was included at the end of the meeting. All of the students paid their attention to the activity. The students who previously looked weak on their table raised their heads and actively participated. The following also reflects what happened to the students.

C2 : ‘*Ho.o. Awalnya, eh kok awalnya mereka nglentruk banget kok di meja, tiduran. Nggak jawab.*’

(Yes. **Initially, they were really dozing on their table.** They didn’t respond when you asked.’)

C3 : ‘*Kita dapat kesan pertama yang salah.*’

(But we got the wrong impression.’)

C2 : ‘*Habisnya yang habis twenty question games itu, lumayan dia.*’

(**Finally, when the twenty questions games, they got better.**’)

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3a3</sub>

Besides, it was important to pay attention to the possibility of the students’ body movement. It could enhance their learning and avoid them from being sleepy. In addition to this, an intermezzo was needed to refresh the students’ brain after loading the materials being instilled to them. The following script reflects the related problem happened during the materials input.

C2 : ‘*Hmmh, kalau tadi kamu tahu kelasku, yo ngantuki ngono kae.*’

(‘Hmmh, **you knew my class, it made them feel sleepy.**’)

R : ‘*Kalau lagi materials kayak gitu ya.. Ya itu body movementnya.*’

(‘I think it was common thing **during the materials input. They lack of body movement.**’)

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3a4</sub>

The other obstacle aroused was detected by the collaborators. They said that the fun atmosphere had not been optimum because of my personality. They

observed that my level of formality was too high to the students. Thus there was a space between the students and me. It can be seen in the following script.

C3 : 'So what I want to say is that, well copying that okay? Emm maybe ya, that's because you're used to being the way you are right now right, so you don't feel that's a problem. But I think that's I don't say that's a problem but maybe it'll be better if you ee, try to be a little more closer, say for example if you want to address yourself, other than instead of saying I in a formal way, say miss. I think ya, that's better. And instead of saying *anda*.. say..'

R : 'Did I say *Anda*?'

C3 : 'Yes, you did. It's because you're being, you used to it right? You didn't realize. See? So I think and I, I, I don't know whether I was wrong or not, but I notice, one or two students like you know, emm *anda*, repeated what you say if I'm not mistaken or ya, you know, it's a bit like there's a space between you and students, so I think that's better. One thing, about the addressee, well I think that's quite important since who was that? Nsy? She refers herself as *saya*, did you notice that? **Well I think it's just, it makes some space between you and the students probably** well, although they probably do know that you are you feel close to them but I think, ya. And then.. what if **what if although they are already senior high students, but what if you make the activities** more *apa ya*.. ?'

R : 'Playful?'

C3 : 'Aha,'

R : 'Like what?'

C3 : 'I've been thinking, I don't know that yet. So **it's kinda game or something**. I've been thinking about that actually and also it's my reflection of my teaching the Turkish and I was kinda bored with the activities which I had with the Turkish usually discussion and discussion, and then ya, I'm still looking for that, I mean in the proper activity, but probably for activities to adults in my case yet playful and **I think it may be can be better if you try to do some games with the students. I mean integrate**. Emm ya to make them more engaged, **to make them engaged more with the lesson** because em, I say this also from our, my reflection and Maya's reflection as I recalled. Maya once, said that she had fun in Miss Rowe's class, Miss Rowe's class was you know, full of games right? She treated us as if what to me, as if we are, we were junior high students to me, what I feel, don't you think so? I mean we was, they had survey game and then some other games within Miss Rowe's class in fact we were university students but still we had fun, so I think although we're adult, or young adult, and they as well, in their case, may be well it's a suggestion maybe they'll have fun.'

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3a5</sub>

In the above script it could be noticed that there was the missing of the playfulness in the activity conducted in the second meeting. The survey game activity had not been successfully engaged all the students. In case of the less playfulness of the activity, an interview with a student was conducted to know the students' perception towards it. The following script shows one of the students' opinion.



R : *'Menurutmu gimana pembelajaran bahasa inggris kemarin sama hari ini?'*  
 ('In your opinion, **what do you think about the English learning and teaching** last week and today?')

S4 : *'Sama-sama Miss?'*  
 (With-with you, Miss?)

R : *'Hee.'*  
 ('Yes.')

S4 : *'Seru.'*  
 (**'It was fun.'**)

R : *'Kenapa?'*  
 ('Why?')

S4 : *'Ya kan nggak kayak pelajaran biasanya, gitu.'*  
 ('Yes, because it was not like the usual learning and teaching, like that.')

R : *'Emang biasanya gimana?'*  
 ('How was it used to be?')

S4 : *'Kan cuma duduk, presentasi, ngeliatin, gitu, nonton, pertanyaan hehe. Nah kalau ini, kayak main-main gitu juga.'*  
 ('You know, we just sat, did presentation, watched, and asked questions, just like that. But **this was different. I feel like having fun.'**)

Appendix B: Interview 7 Cycle 1 Meeting 2<sub>B3a6</sub>

From the script above it was known that the student had felt the playful atmosphere in the classroom. It contrasted with the previous statement. From the student's point of view, the activities were interesting and she had fun in the classroom. Be back to the case of the high level of the formality, it was then crosschecked with the student's perspective.

R : *'Miss Mei terlalu formal po kalau di kelas?'*  
 (**'Am I too formal** during the learning and teaching process?')

S4 : *'Nggak juga. Nggak.'*  
 (**'I don't think so. No, you're not.'**)

Appendix B: Interview 7 Cycle 1 Meeting 2<sub>B3a7</sub>

It was known from above script that the student did not feel the 'too formal' feeling in the classroom. However the gaps of assumption between the collaborators and the student could imply something that was very useful. There was a possibility to improve the fun atmosphere in the classroom. The action implemented was successful, yet it could be more successful later on if it was designed better. Thus in the third meeting an improvement was occurred. It was shown in the following script.

C4 : '*Gimana Tsan?*'

('How do you think Tsan?')

R : '*Anak-anaknya lebih kondusif ya. Tadi aku lihat mereka menikmati suasananya dan diskusinya juga jalan.*'

('The students were more conducive. When I observed them, they seemed to enjoy the atmosphere, and the discussion also run well.')

Appendix B: Interview 8 Cycle 1 Meeting 3<sub>B3a8</sub>

Therefore it was concluded that the action of setting a fun atmosphere in the classroom should be implemented again. It should be re-design to engage more participation from the students and give them more challenge like what was suggested in the following script.

R : '*Oya Teh, dari tempatmu kemarin aku jadi lebih banyak belajar gimana mengorganisir, gimana berinteraksi sama anak-anak gitu ya. Tadi aku coba lebih cair tapi masih keluar kata-kata Anda seperti itu masih keluar gitu lho, terus selanjutnya aku ada harapan peningkatan mereka dalam taraf pemberian aktivitas yang tepat. Tadi sempat tanya Nsy, yang fun ternyata yang kemarin twenty one question game kemarin. Padahal itu buat intermezzo aja, jadi ke depannya cari aktivitas yang seperti itu dan hari ini tu rencananya aku pingin ngajak mereka ke aula karena di aula itu mereka itu berdiri karena otot itu mempengaruhi otak ketika otomya kerja otaknya nggak ngantuk. Nah tetapi aku mau coba dulu dari sumber kelas ini kira-kira bisa belum. Semangatnya perlu ditambahkan lagi.*'

('By the way Teh, I learned more on how to organise, how to interact with the students from you. I tried to be warmer but I still said some words like *Anda* to the students, but then I still expect that there will be some improvement if I can provide them the right activities. I knew from Nsy that in fact the twenty questions game was fun even though actually it was just an intermezzo, so later on I will find similar activities like that. Actually today I wanted to take them to the hall because they can move easily and it would influence their muscle and it would influence the way their brain works so they would not be sleepy. However, I will first try this classroom. **I need to enhance their spirit more.**')

C2 : '*Semangatnya emang iya mei, cuman aktivitasnya yang emang harus engaging, gimana ya, aktivitas aktivitas. Give them some project to do and maybe will be a good idea as well for them to speak English only.*'

('Indeed, the spirit Mei, however the activities indeed should be engaging, let us think about it, activities... activities... **Give them some project to do and maybe it is a good idea as well for them to speak English only.**')

R : '*Iya I think, because they're.*'

('Yeah I think, because they're ...')

C2 : '*Ini apalagi ini tingkatnya lebih tinggi daripada punyaku gitu.*'

('More importantly, your students' level is higher than mine.')

C3 : '*Dan kayaknya kosakata anaknya nggak separah say, maksudnya lebih tinggi daripada C2.*'

('And I think your students' vocabulary is not as bad as say, C2's I mean your students' is higher.')

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3a9</sub>

### b. Using English in the Classroom Interaction

In meeting one and two the English classroom language had been used by the teacher. The students could understand it yet they lacked practice in using it. Added to this, the students still spoke mostly Indonesian during the ELT processes. Therefore it was needed to be handled. The following script was the identification of the problem occurred.

C2 : *'Wong SMP, ini SMA. Dan mereka itu kan, kenapa kok mereka speakingnya bagus, keluar lebih banyak, karena kebutuhannya belum begitu banyak gitu lho, kebutuhan untuk berbicara, kalau menurutku. Nah jadi, gini, mereka kan juga rame to, rame dalam artian ngobrol sama temen gitu, tapi yang bikin mereka takut apa?'*  
 ('I think because it's already senior high school, while mine is still junior high school. And the reason why their speaking is good, and **they produce more utterances is because they have the urge to speak, the need to speak**, that's what I think. So, because they are also talkative, in term chatting with their friends, try to discover what they are scared of.)

C3 : *'Nah itu...'*  
 ('Exactly ...')

R : *'Ya aku belum nemuin itu.'*  
 ('I haven't found that.')

C2 : *'Apa yang buat mereka takut, jadi itu mereka itu sebenarnya kalo misal ya, kalau kamu bisa menerapkan kita harus ngomong bahasa Inggris gitu kan, dobel-dobel kelebihannya, yang pertama mereka praktik speaking bahasa Inggris kan? Yang kedua walaupun mereka nggak pakai bahasa Inggris, mereka diem dan kamu nggak itu, kamu gampang yang ngatur mereka gitu dan walaupun mereka ramai, dan kamu dapat ruginya susah managanya, tapi mereka ramainya ramai bahasa Inggris. Nah itu tadi, apa yang mereka takutin.'*  
 ('What make them afraid? So **if you could implement some rules that you all should speak in English, you'll get many benefits. First, they will practice speaking English, don't you think so? Second, if they don't speak English, they will remain silent, so you could easily manage them**, and if they were talkative, maybe you would have difficulties in managing them, but they were talkative using English. So, please find what they are scared of.')

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3b1</sub>

From the script, it was known that the students need an environment which would enable them to practise speaking English. The collaborators detected that there was a possibility for the students to speak more. First, they were already in the senior high school which meant that they had the wider range of vocabulary. Secondly, there was still no urge to speak English more because their motivation

was still low. Therefore certain environment should be set to arouse the urge of speaking English, or there should be more stimulating opportunities for them to speak up. The collaborators advised me to conduct only English speaking time which offered many benefits such as the students would produce more English utterances or otherwise they would be silent and easy to manage.

The advice then was implemented in meeting three. It was successful to stimulate the students to produce English utterance in certain time limit even though they sometimes stuttered or even used the body language. Because of this, the rule of only English speaking time would be continued to provide the students more opportunities to speak.

#### **c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials**

This set of activities helped the students to keep on the track on the materials being learned. During the topic and lesson objectives introduction, the students' background knowledge was activated. The brushing up materials helped them to summarise the lesson being learned on that day. The reviewing materials helped the students to memorize the materials they learned previously. From these, the knowledge being delivered to the students were repeated, therefore it helped them to store it in their long-time memory. From the benefits provided, this action would still be conducted in the second cycle.

#### **d. Promoting the Habit of Doing Self-check Dictionary**

This action was successfully attracted the students to rely on their dictionaries in their smartphones and through the on-line dictionary. It also meant that they

also use the strategy for being autonomous learner. They were also introduced to the monolingual dictionary.

This action would be carried out again in the next cycle to make it their habits. In Cycle 1, the students mainly focused on the meanings of the words and the word sounds. They needed to be guided to notice the way the words were stressed so that they could be better in delivering the meaning through the use of the word stress.

#### e. Integrating Media into the ELT Processes

Media have two side effects in the ELT processes. It could help to build up the ELT processes or it could ruin them. In its implementation, the integration of media into the ELT processes faces several problems. The discussion in the following script aimed to identify them.

- C2 : *'Kamu make sure that they have no connection like turn off the mobile data?'*  
**(Did you make sure that they have no connection like turn off the mobile data?)**
- R : *'Kalau itu? Aku nggak bisa make sure, jadi tadi awalnya bilang itu, nanti malaikat yang ngawasin ya. Saya percaya.'*  
 ('Well, for that matter? I **cannot fully guarantee**, so in the beginning I said, the angels will keep their eyes on you. **I have faith in you.**')
- C2 : *'Dan kalau yang masalah power point dan handout itu, Bu Ws tu pernah to ngomong sama kita apa sama aku? Pokoknya tu aja kesenengen cuma pakai powerpoint sama ppt doang. Siswa tu harus punya sesuatu yang mereka pegang yang mereka bisa amati secara leluasa, jadi hand-out tu bener-bener mereka lebih'*  
 ('And in case of power point and hand-outs, have Mrs. Ws ever told us or me? Basically, it is important for us not to rely to PowerPoint too much. **The students must something to hold that they can observe as much as they want, so the availability of hand-outs is more helpful.**)
- C3 : *'Jadi kalau udah ada PPT tetep ngasih hand-out ya?'*  
 ('So if we use PowerPoint, should we still give the students hand-outs?')
- C2 : *'Malah mungkin nggak usah PPT karena mungkin malah distracting. Kecuali kalau mau video.'*  
 ('Or maybe we do not need to use PPT because perhaps it would be even distracting. Except if we want to use the video.')
- R : *'Tapi kalau Bu Nr tetep harus ada yang didisplay.'*  
 ('But Mrs Nr said **there should be something to display.**')
- C2 : *'Depan?'*  
 ('In front of the class?')
- R : *'Siswa pakai hand-out, tapi tetep ada yang didisplay.'*  
 ('So **the students use hand-outs, but there should be still something like the power point to display.**')

C2 : *'Ngganggu nggak?'*

(*'Would it be distracting?'*)

R : *'Jadi, ketika guru nunjuk, siswa tahu yang ditunjuk mana,'*

(*'So, when the teacher points on some part, the students can know it.'*)

C3 : *'Pointer, untuk hal ini ya membantu. Yo berarti sesuai penggunaannya ya.'*

(*'Pointer, in this case indeed it is helpful. So, it depends on the usage then.'*)

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3e1</sub>

In the script, there were three things being spotted. The first was the use of the students' gadget, the second was the availability of the hand-outs, and the third was the availability of the power point presentation. In the first point, it was indeed risky to include the students' smartphones in the ELT processes, especially in such a big classroom. The students could be easily distracted by the internet connection and their other smartphone features. However, avoiding them from using the technology would only waste the time of the learning to always remind them and warn them. Therefore it was still integrated and it was proved that it supported the learning and teaching processes. It was trust that was tried to be implemented to the students so that they could manage themselves. Moreover, by this the students would be trained to be honest and develop their maturity.

The second point was about the hand-out. In this case, the hand-out was very helpful in making the students to learn at ease. They were focused to the materials being learned and they could explore it as much as they want. The third was the use of the power point presentation. An argument arosed was that the power point could disturb the students' attention towards the teacher. However, there was a need to use it in terms of giving the students display and easy access to the intended point. The power point then was used with some consideration. In relation to the use of the power point slides, the following illustrates the obstacle that happened when there was no display during the assignment explanation.

R : *'Sama tadi, kesusahan nggak ada display ketika mau njelasin tugasnya.'*  
 ` (I was having difficulties in explaining the assignment because there is no display for it.)  
 C3 : *'Itu emang powerpointnya lagi nggak bisa po Mei?'*  
 ('Can't the powerpoint be used Mei?')  
 R : *'Itu Na.. kabele yo Teh yo..'*  
 ('It couldn't Na, there was something wrong with the cable.')

C3 : *'Ohya ding ho o, VGAny ya....'*  
 ('Oh I see the VGA right?')

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3e2</sub>

From the script above it was known that it was important to make sure that the media were all ready before the class started. However, finally the problem was solved by contacting the person in charge.

The use of media in learning had some risks, yet they were still supporting the ELT processes. The advantages were bigger than their disadvantages. They improved the students' attention towards the learning. Therefore the action of integrating the media into the lesson should be still implemented in the next cycle.

#### f. Varying the Classroom Interaction Type

The variation of the classroom interaction type was in fact improved the students' cooperation. They could help each other in learning. The following script reveals the benefit of the group work.

C3 : *'Nggak kelar, lama kalau gitu. Jadi yang pas dikasih tugas kelompok itu mereka ngerjain menurutku, jadi mereka mau ngerjain. Mereka emang busy. Walaupun ada yang satu atau dua sih yang nggak engage kayaknya.'*  
 ('It would take a long time. So when **they were given group assignment, they worked on that, so they were willing to do that. They were busy** although there are one or two who do not engage, I guess.')

R : *'Yang di mana Na?'*  
 ('Which one is it Na?')

C3 : *'Kayak si cowok.'*  
 ('Like that guy.')

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3f1</sub>

The group work minimised the passiveness of the students. There were only one or two who did not engage compared to the previous learning before the

actions were implemented. The group work system reduced the risk of monotonous sense. It was because the students could interact with their friends in the group if they had any difficulties. The following is my reflection of making the decision to select group work activity.

R : *'Aku tu sebenarnya tadi kegiatan kelompok tu karena belajar dari kemarin karena kalau cuma satu di depan, itu tu ngantuk jadi ketika mereka ndengerin misalnya pakai headset sendiri gitu, kan mereka punya sesuatu yang mereka berhubungan langsung dengan itu dan itu tu dekat sama mereka dan ada yang dikerjain, jadi selalu engage to the worksheetsnya. Kalau kemarin kan nggak to, aku pakai power point, dan di depan terus jadi nggak bisa mobile.'*

**(I actually conducted a group activity as I learned from yesterday because if there is only one audio in the front, they would be sleepy so when they listen to the audio for example, they use their own headsets so they have something that they relate directly to it and it closed to them and they have something to work on, so they always engage to their worksheets. It did not happen yesterday, I used the power point only, and I should stand in front of the class all the time and I could not move anywhere')**

C3 : *'O, akhirnya karena itu?'*

**(Oh, so was it because of that?)**

R : *'Iya itu kan kamu bilang kemarin kurang mobil juga kan? Jadi ya kubuat worksheet terus malamnya itu aku umumin besok bawa headset dan handphone kalian buat kelas gitu. Supaya aku kopikan audionya jadi mereka ndengerin dan mereka tu berulang-ulang tu sesuai kebutuhan mereka untuk saat itu.'*

**(Yes it was, you said yesterday that I was less mobile right? So I made the worksheet at night then I announced to the students to bring their headset the following meeting for the class activity. I would copy the audio so they could listen to the audio over and over again based on their needs at that time.)**

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3f2</sub>

During their observation in the action implementation, the collaborators suggested some way to make the group work activity better. Learning that there were one or two students who only copied their friends' work during the activity, they suggested that there should be more attention given to the way they worked. It is reflected in the following script.

C2 : *'Kalau sebelumnya Isb Rfl itu tadi aku ke sana, kan dibikannya suruh ndengerin itu to, nah itu tu yang ndengerin satu, kalo nggak satu berdua gitu. Terus yang lainnya ngopi. Jadi misal kalau tugas kelompok kayak gitu sebisa mungkin diawasi satu-satu terus mereka kerjanya gimana gitu lho, yang bener-bener how they work together because that's our intention right? I mean that's how we want them to work cooperatively right? Nah itu tu tadi yang ndengerin satu atau dua gitu terus yang lainnya copying waktu aku ke sana sih.'*

**(What happened to the group next to ISB RFL was that when I was there, the**



**students who listened to the audios were only one or two, the other were just copying the work. So for consideration if you want to conduct group assignment later on, as you could as possible, you should observe them one by one and see how they work on it, to make sure that they work together cooperatively because that's our intention** right? I mean that's how we want them to work cooperatively right? Well that was what happened when I observed them.')

C3 : '*Yang copying yang mana? Yang nggak pakai jilbab?*'

(Who did the copying? Was it the one who did not wear hijab?)

C2 : '*Yang pakai. Yang pakai jilbab putih.*'

(It was who wore hijab. The white hijab one.)

Appendix B: Interview 5 Cycle 1 Meeting 1<sub>B3f3</sub>

Careful observations should be done during the implementation of the activity.

It was to make sure that the students did not only sat together in a group but they worked together to accomplish the target. It meant that I should walk around, guide, and assist them more.

In relation to the type of interaction that the students wanted, the following script reveals what became students' favourite type of interaction.

R : '*Terus untuk ke depannya kamu pingin gimana bahasa inggrisnya? Lebih gimana gitu?*'

(So later on, **how do you want the English learning and teaching be?** How should it be?)

S4 : '*Lebih gimana ya, lebih banyak apa ya, banyak kelompoknya gitu,*'

(Well, **it will be better to have more group work,**)

R : '*Yang sekarang masih kurang ya?*'

(What about now? Does it lack group work?)

S4 : '*Iyak, belum menyebar banget.*'

(I think so; **the groupings have not spread well.**)

Appendix B: Interview 7 Cycle 1 Meeting 2<sub>B3f4</sub>

From the interview script above, it could be concluded that the students like to work in groups. Furthermore, the student complained that the group would be better if the group division varied that they would mingle with the others. Therefore more group work activities should be made with careful decision and further observation should be conducted during the implementation of the activity to make sure that the students work cooperatively.

### g. Conducting Pre-communicative Activities

During the pre-communicative activity, the students got involved in activities that were designed to prepare them to the intended communicative activities. It improved their communicative competence such as grammatical competence and phonological competence. However, during the implementation of the action, there were some lacks. The first was the lack of students' involvement like what is discussed in the following script.

- R : *'Besok tak matur Pak Edi. Emang kalau speaking itu, pas speaking activity ya mereka engaged. Aku sadar kalau mereka mau dikasih itu tu harus dikasih sangan dulu to.. yo jadi awal-awal yo rodo ngantuk-ngantuk sithik.'*  
 ('Tomorrow I will report it to Pak Edi. Indeed in teaching speaking, the students will engage during the speaking activity itself. I realized that when they would perform the speaking activity, they should be given preparation first. So in the beginning during the input, it would be a bit tedious for them.')
- C2 : *'Ya sama, punyaku kalau Kamis yo ngono kui.. Misal tadi Mei, bikin mereka lebih mikir. Kayak misalnya kan udah SMA to apalagi.. misal tadi waktu nyocokin intonationnya, raising apa falling gitu... nomor satu rising.. eh up gitu ya mereka bilangnye? Terus misal salah gitu kamu bilang down, it's down.. terus mereka ha ha ha kayak gitu kan? Nah biar mereka lebih mikir.'*  
 ('Yes the same case happened to my Thursday class. It was like what happened this afternoon, Mei. **Make them think more** like when, for they are already in senior high school, like when you discussed about the intonation, whether it is falling or rising, number one is rising; I mean up if I'm not mistaken right? And it turned out they were wrong and then you said down, then they laughed right? Well, let them thing.')
- C3 : *'Pembuktian to? Misal dengerin lagi..'*  
 ('It needed proof didn't it? Like they listened to it again ...')
- R : *'Nah ndengerin lagi Na? Aku malah ikut goyah kadang-kadang itu ekspresinya nggak sesuai.'*  
 ('Well, listen to it again Na? I'm doubtful of it.')
- C2 : *'Nggak misalnya mereka suruh nyoba, mereka salah to.. up gitu.. coba kamu kalau up gimana.. sekarang kalau down.. kalau mereka bingung mbedain up sama down, kamu mraktekkin, lebih enak mana? Yang ini atau yang tadi? Gini coba ya kalau up kayak gini, kalau down kayak gini.. enak yang mana?'*  
 ('It was not like that, ask them to practise it for example. **When they were wrong in their answer, ask them to practise the intonation, the up and the down version and ask them to select which one is better than if they are confused to differentiate it, it is your time to demonstrate. Then ask them to select which one is more appropriate.**')
- R : *'Sama itu, kurang drilling vocabnya ketika ada kata baru, belum diperjajarkan, dipercoakan, kurang mencobakan mulutnya mereka.'*  
 ('I see, and then I realized one thing. **I should give them more vocabulary drilling and the way to pronounce the words. They still lacked practising.**')

In this case, the students were not directed to experience the practice of the intonation by themselves, rather they only hear that. Added to this they lacked pronunciation drilling and input. The following script reveals the problems.

- R : *'Kalau menurutmu kalau dari pembelajaran yang kemarin sama yang sekarang ada itu, ada improvement gitu nggak Teh?'*  
 ('In your opinion, compared to the previous English learning and teaching (ELT) process, **is there any improvement** in today's ELT?')
- C2 : *'Karena kemarin kan teori, yang ini naik apa turun gitu baru teori intonasi, sekarang mereka udah producing. Tapi mereka kurang apa ya, mungkin kayak pronunciation drill gitu kurang terus inputnya mungkin kurang. Kemarin kan inputnya lebih difokuskan ke intonasi, terus apa lagi?'*  
 ('Since the last time was the language focus which was the falling and rising of intonation, **today they had the producing activity. But they were kind of lack of pronunciation drill so it was less input.** The last time it was focused on intonation, then what else?')
- R : *'Intonasi terus sama membuat kalimat tanya tapi belum selesai.'*  
 ('They were intonation and sentence construction, but it had not finished yet.')
- C2 : *'Aku tu kepikiran. Inikan perkara input vocab to? Karena aku tu belajar dari pengalaman, dan vocab itu karena banyak baca, dan bacanya tu ya anything, yang nggak harus taraf tinggi, wong cuma cerita-cerita anak-anak yang daily gitu. Kalau ngasih mereka tugas harus baca, tapi anything yang penting tu mereka dapat kosakata baru tiap harinya gitu gimana ya? Nah aku tu mikirnya, susah sih tapi ini suatu saat lebih menantang.'*  
 ('I'm thinking about one thing. **It's the matter of vocabulary input** right? I reflected on my experience that I got **large input of vocab from reading, and I read anything** not complicated things, just children story like that. **How if you give them reading assignment?** They are to read about anything, **most importantly is that they get new vocabulary input every day**, how do you think? I know **it would be difficult, but then it would be graded later on and challenging.**')

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3g2</sub>

The collaborator advised me to give the students reading exercises; therefore it could help them to develop their vocabulary. Moreover, it would be a challenging activity for them. This advice should be taken into account to provide them more opportunities in developing their vocabulary later on.

The third, during the semi-communicative activities, there were some students who did not keep their secret and showed their paper to their peers therefore the peer could just copied it and there was no information gap which meant that there was no need to speak. The reflection is presented as follow.

C2 : *'Tadi ya kalau yang dari tadi communicative activitynya, sepenangkapanku sih ya tadi, nggak semuanya bisa nyimpen rahasia gitu. Tadi ada yang benar-benar ditutup, tapi ada juga yang,'*

(*'During the communicative activity, based on my observation, **not all students could keep their secret.** There were some students who really hid theirs, but there was also who,')*

R : *'Malah diperlihatkan,'*  
(*'Obviously show it to their peers,')*

C2 : *'Hoo yang di sini dua. Tadi yang di depan sini, tadi itu lho yang pakai behel itu lho Mei, nah Rtn, nah itu kan dia kan berdua sama yang tinggi banget di sini yang cantik tinggi banget, itu yang putih banget itu ya. Nah itukan si Rtn mau ke belakang sana kan? Nah kertasnya itu ditaruh situ sama Rtn, ditutup ditengkurepin, nah baru mau aku pamerin ke Trs, baru aku tinggal colek colek Trs, si Nsy udah mbuka. Ada yang sengaja dilihatan, yang sana itu, cowok-cewek yang tadi aku bilang. Nah itu kekhawatiranku dari dulu.'*

(*'Yes, there were two students did that in this area. The one who sat around here and use the tooth wire, what's her name, Mei? Ah, Rtn! She did it with the very beautiful and tall girl sitting next to her, whose skin is very bright. Rtn was going to the toilet, and she covered her paper on the table, I just wanted to show it to Trs, I pinched Trs lightly to call her, you know what happened? Nsy then opened the paper. Moreover, the two students: boy and girl who I said previously, they showed their paper to each other. That's what I worried about towards this activity.'*)

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3g3</sub>

In relation to this, a fun activity during the pre-communicative activities should be maintained for example, the existence of games. The students liked being involved in a fun activity which made them learn in an interesting situation. The following script presents one of the students' opinions towards their favourite activity.

R : *'Haha bagus, okay, terus yang paling kamu suka apa kegiatan apa selama ini? Dari kemarin sama hari ini? S4Yang sekarang menempati rating paling atas yang mana?'*  
(*'That's great. Okay, tell me **what is your most favourite activity** during these processes since the first time until today? Which one took the most place in your heart?')*

S4 : *'Ya kegiatannya kayak misalnya itu lho Miss, pas miss nebak sandal-sandal itu lho Miss..'*

(*'Well, it was the activity like the game when we had to guess the thing which was flip-flop at that time Miss. '*)

R : *'Oo, twenty one game itu ya?'*  
(*'Oo, **It was the twenty questions game,** wasn't it?')*

S4 : *'Iya..'*  
(*'Yes.'*)

Appendix B: Interview 7 Cycle 1 Meeting 2<sub>B3g4</sub>

Based on the reflection in this section, there were several things to deal with: the lack of students' speaking practice, the lack of pronunciation drilling, and the need of more input of reading exercises to enhance the students' vocabulary.

#### **h. Giving the Students Homework**

Giving the students homework improved the students' productivity in learning English. Furthermore, it stimulated them to explore the uniqueness of English. The students admitted that their knowledge improved by doing the homework. The following script is the evidence.

<p>R : <i>'Menurutmu e, dari kegiatan yang Miss Mei adain, terus pr-prnya itu menambah pengetahuan kamu tentang bahasa Inggris?'</i>  (In your opinion, from the activities I conducted, and then <b>the homework I gave, didn't they enrich your knowledge of English?</b>)</p> <p>S4 : <i>'Ya benar,'</i>  ('Yes, for sure.')</p> <p>R : <i>'Menambah?'</i>  ('Did it <b>enrich</b> your knowledege?')</p> <p>S4 : <i>'He.e..'</i>  ('Yes it did.')</p>
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Appendix B: Interview 7 Cycle 1 Meeting 2<sub>B3h1</sub>

From the homework submission, the students' interaction with English could be monitored. They only had 80 minutes at school to learn English and giving homework was one of the alternatives to provide students opportunities to learn English outside the classroom. Moreover, it could solve the problem of the lack of vocabulary input in the classroom. The following is the student's opinion toward the role of the homework given to them.

<p>R : <i>'Arv bagaimana menurutmu kegiatan kita 3 meeting kemarin?'</i>  ('Arv, how is your opinion about our activities in the last three meetings?')</p> <p>S5 : <i>'Hmm menurutku sih Miss, seru pelajarannya, ngerjain Longman itu nambah verb aku juga miss, ya lumayan ada peningkatan lah miss.'</i>  ('Hmm in my opinion, they were exciting. Besides, <b>doing Longman assignment enriched my vocabulary, Miss. I think there is significant improvement in my English Miss.</b>')</p> <p>R : <i>'Kamu paling suka kegiatan yang apa, dear?'</i></p>
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(‘Which one you like the most, dear?’)

S5 : ‘*Mayoritas suka semua Miss..*’

(‘Overall I like them all.’)

Appendix B: Interview 9 Cycle 1 Meeting 3<sub>B3h2</sub>

The homework should be maintained to keep the students interact to each other with English outside the classroom. The homework should be well designed to guide and stimulate them to explore English further and to help them develop their autonomy and awareness in learning language.

### **i. Conducting Communicative Activities**

Communicative activities conducted in this cycle provided the students more opportunities to speak English. It was because the activity was more interactive and communicative compared to the presentation activity conducted previously. It gave each student fair and ample opportunities. The activity was conducted in pairs and in groups which encouraged them to speak. Added to this, the students could move their bodies and be more active physically and psychologically. They asked more questions to their friends and were more talkative using English. The improvement is reflected in the following script.

R : ‘**Do you see any improvement** of my teaching? Between last week and this week?’

C2 : ‘**The improvement is that, I think let me recall, in terms of the movement, and then yes, in terms of then the communicative aspect, I think there’s some improvement since they had survey games, they walked around did they? And then they asked questions. They were more talkative today, I think and the activities were also can we say more fun? Is that more fun or funner? It had more fun than usual. I think. So far what I have in my mind.** I don’t know whether it’s because of the characteristics aspects or personality, I mean we can’t deny that C2’s personality, she’s someone who is more apa ya, more fun than us right? I mean compared to C2, the two of us are quiet, more serious right? I think, and did you think so?’

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3i1</sub>

During the observation, the collaborators found out two lacks in the implementation of the activity in the survey game. It was that the less clarity of

my instruction. Besides, the students were very noisy. The following was the reflection of the lacks occurred.

- R : *'Instruksiku kurang clear ya?'*  
 ('**Was my instruction less clear?**')  
 C2 : *'Mungkin.. karena mereka udah terlanjur ribut duluan. Diem dulu, gitu Mei kamu ngancam Mei, gimana lagi dong. Diancam. Tetep harus diancam, ini udah SMA apalagi.'*  
 ('**Maybe. It is because they've been already noisier first.** Keep them quiet first, Mei, just threat them, there was no other way. Threat them. They have to be threatened, moreover they've already been in the senior high school.')  
 C3 : *'Ya kali ya, kali lho.. ini hanya hipotesisnya aku. Mungkin di awal mereka diancam mungkin agak say nggak juga takut, mungkin agak kaget mungkin tapi belakangan mungkin akan terbiasa. Itu bukan kaget lagi ya, tapi respect. Hipotesisku bukan teori.'*  
 ('That's probably right, probably. It was only my hypothesis. Maybe in the beginning they will be not scared but shocked but as the time goes by they will get used to it. They would not be shocked anymore, but they respect. It is my hypothesis not theory.')

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3i2</sub>

The second thing was that, although the activity selected was able to make them speak up, there was still possibility to make the students speak more. It was more challenging than the presentation activity. However, it had not been the best selection of the activity yet. More challenging activity should be found to make the students speak more. The following was the reflection conducted towards the implementation of the activity.

- C3 : *'Ya gimana ya yang ini biar mereka lebih ngomong,'*  
 ('**We should find a way to make them speak more.**')  
 C2 : *'Activitiesnya menurutku. Mereka kasih beban yang lebih gitu lho,'*  
 ('I think it is about the activity. **Give them more challenge.**')  
 R : *'Challenge ya?'*  
 ('Was it less challenging?')  
 C2 : *'Sebuah project gitu yang, nah jadi ruhnya cooperative learning itu misalnya sebenarnya gitu ya, jadi information gap activities itu masih di bawahnya cooperative learning kalau aku lihatnya. Karena kalau information gap activities itu kan aku masih nggak apa-apa kalau kamu nggak kooperatif. Nah cooperative learning itu ruhya sebenarnya itu misal itu tugas grup, nah goalnya itu nggak akan tercapai kalau nggak ada satupun bagian yang tidak menjalankan tugasnya gitu, jadi goal bersama nggak akan tercapai. Makanya gimana masing-masing anak itu merasa dibebani tugas diberi peran.'*  
 ('Maybe it is a **project which becomes the heart of cooperative learning** for example. So information gap activity is still under the umbrella of cooperative learning in my point of view. Because information gap activity gap activity can still run without the cooperative principle. So the heart of cooperative learning is the group work. Its goal would not be attained if there's even only one part of the group did not

run his job, so their goal would not be attained. So **each student was given the task to accomplish and the role.**)

C3 : *'Iya Mei, jadi activitiesnya dibuat kayak kekanak-kanakan nggak papa. Karena kamu pernah bilang kan di kelas Miss Rw itu asyik.'*

(I think it's right Mei. So it is okay to **make the activity playful** like what you ever said that in Miss Rw's class was fun.)

Appendix B: Interview 6 Cycle 1 Meeting 2<sub>B3i3</sub>

From the reflection, there were several things to notice. The first the clarity of the instruction should be made clearer. The second, the challenge of the activity should be improved. The third, the design of the activity should enable the students to work cooperatively. And the last, the activity could be made playful to maintain students' interest in speaking.

#### **j. Giving Feedback on the Students' Work and Performance**

The feedback given to the students' resulted several positive things. In terms of homework, the feedback given made the students be more punctual in submitting their work. In terms of performance, the students improved their skill in pronouncing the correct words and the right intonation. Therefore, the on-going feedback should be maintained.

To sum up, several things that should be considered from the action and observation were as follows:

- a. The more vocabulary input was needed.
- b. The pre-communicative activities needed to be made more structural.
- c. The communicative activities should be made more challenging.
- d. The level of formality between the students and I would be better when reduced.



## **C. The Report of Cycle 2**

### **1. Planning**

In general the plan implemented in Cycle 1 gave positive impact to the students' speaking performance. However, the collaborators and I decided to have the Cycle 2 because there were possibilities to make it even better and more successful. The lacks found during the action of Cycle 1 were the opportunities for the action betterment in Cycle 2. The plan was revised based on the reflection made by the collaborators and me. They are described in the following ten points.

#### **a. Setting a Fun Atmosphere in the Classroom**

In setting a fun atmosphere in the classroom, the previous plan in cycle 1 would still be used. They were maintaining sense of humour and building good rapport with the students. Added to this, some intermezzo such as short funny real story would be told to the students to maintain their interest. The point that should be taken into account was that the activity provided in the cycle two would be more challenging to keep them engaged even though it was in the last session.

#### **b. Using English in the Classroom Interaction**

In this cycle, the rule of only English speaking time would still be conducted. It was because it succeeded in making the students speak more. Fine should be paid by the students who spoke the languages other than English when the rule was put into effect. The amount of the fine was Rp1000 per word. Other than that, the students were still to always refer to the list of English classroom language expression given in the Cycle 1 whenever they did not know what to say.

**c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials**

The topics to be covered in this cycle were *The Great People* and *My Most Inspiring Person*. At the beginning of the lesson the students would be asked to mention the lesson they learned previously and they would be given some feedback like reinforcement that they mentioned the right things or revision if there was something wrong about what they were saying. After that, the topic and the lesson objectives would be introduced to them so they would know what to learn and what to do during the ELT process. In other words, it would activate their schemata toward the topic or build their scaffolding. The last would be the brushing up of the materials. Like the previous plan, the students were to sum up and mention what they learned during the day, reinforcement or revision would be given after that.

**d. Promoting the Habit of Doing Self-Check Dictionary**

The promotion to make self-check dictionary as the students' habit would still be made. It was to remind the students again and again to rely on their dictionary when they wanted to know the meaning of some words. Other than that, the suprasegmental elements would be still emphasized, for example the word stress. So that the students could convey meaning better.

**e. Integrating Media into the ELT Processes**

The use of technical and nontechnical media would still be integrated in this cycle. Added to this, in this cycle one of the materials input would come from the video. Therefore the readiness of the media related would be checked first.

#### **f. Varying the Classroom Interaction Type**

In this cycle the classroom interaction in the communicative activities type would be emphasized on the group work. The pair work would only be used in the pre-communicative activity. The groups would be formed based on two considerations. The first was to form the groups randomly to make the students mingle with each other. The second was to form the groups based on my selection which meant that the groups were deliberately arranged to make the distribution well so that the students who were already good in speaking would be mixed with the students who were still low in speaking. It was expected that the able students would help their friends within the group.

#### **g. Conducting Pre-communicative Activities**

The pre-communicative activities would still deal with the mastery of the grammar, vocabulary and expression, as well as pronunciation and intonation that would be used in the communicative activities. It would be more structured because the input would be from various passages. In this cycle, new activity namely vocabulary quiz would be conducted in every beginning of the lesson.

#### **h. Giving the Students Homework**

The homework designed for the students were still in the range of the Longman 3000 project and also reading exercises. The homework was the following:

1. Identify the word stress in adjectives in Longman 3000 (see **Appendix L Homework 4 for the guideline**)

2. Reading assignments (see **Appendix L Homework 5 for the reading assignments**)
3. Identify a biography text of their favourite inspiring person (see **Appendix L Homework 6 for the guideline**).

#### **i. Conducting Communicative Activities**

Two communicative activities would be implemented in this cycle. The communicative activities would be emphasized in the form of group work so that the students could work cooperatively with their friends. The communicative activities entitled “The Steve Jobs’ Life Story Timeline” and “The Best Admirer.”

The procedure of “The Steve Jobs’ Life Story Timeline” was:

- 1) The students were directed to watch the video of Steve Job’s speech.
- 2) Each student was given a sheet of paper for taking note whatever information they got from the video watching. (The paper contained of the group name the student would belong.)
- 3) The students were in the group of 5-6 (based on what was written on their previous sheet).
- 4) Each group was given a sheet of asturo paper.
- 5) The students worked in the group. They gathered the information that they got to make Steve Jobs’ life timeline.
- 6) The students had to communicate with English (the rule of only English Speaking time was put into effect).

- 7) The group which made the most informative timeline and which communicate with English a lot to finish their work would be the winner.  
(The collaborators and I would be the observer.)

Meanwhile, the procedure for “The Best Admirer” was:

- 1) Previously the students were to submit the short biography text of their favourite inspiring person.
- 2) Each student was given the picture of their favourite inspiring person.
- 3) The students were in the group of 5-6 (selected by the teacher without known by the students; the name of their group was written on the picture of their favourite inspiring person)
- 4) Each student was given the speaking assessment rubric.
- 5) Each student was to tell about their favourite inspiring person within 5 minutes in their groups. The other students listened and assessed their friend’s speaking. When their friends were running out of words, the other students ask them questions to stimulate them to talk within 5 minutes. It was also used for the other students to know how well the speaker knows about his/her favourite inspiring person.
- 6) Each group selected their representative to compete in the next activity. The selected representative should be the one who knows her/his favourite inspiring person very well and was able to tell it to their friends.
- 7) Each representative of the group came in front and was given 1 minute to tell about their favourite inspiring person as informative as possible. The other students listened and assessed.

8) The other students selected the winner objectively. Each group could not vote their own representative.

#### **j. Giving Feedback on the Students' Work and Performance**

The on-going feedback would be given to the students work and performance. The work to cover included the homework and the students' work during the ELT processes. The feedback of the students' performance would be given to their speaking performance.

## **2. Action and Observation**

The actions were conducted in three meetings. They were in February 2016: 11<sup>th</sup>, 18<sup>th</sup>, and 25<sup>th</sup>. During the implementation stage in Cycle 2, two collaborators were involved. They were the English teacher and my colleague. In every meeting, the collaborator recorded the ELT process and observed my action. She wrote the vignettes based on her observation. The following ten points were the actions and observation during Cycle 2.

#### **a. Setting a Fun Atmosphere in the Classroom**

In Cycle 2, the rapport between the students and I improved. There was more interaction during the ELT processes. The students cooperated well. One of the ways to maintain the fun classroom atmosphere was by giving the students an intermezzo during the activity. It was in the form of a funny story which was given in the right time during the ELT processes. The following vignette quotation shows the fun atmosphere happened in meeting 1.

<p>The teacher asked the students to practice the conversation in pairs loudly. Then she moved around to monitor the students. The students practiced the conversation. Sometimes they laughed when they found their funny pronunciation especially in the part when they have to</p>
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spell one's name. It took quite a long time. After they had finished practicing, the teacher called the students' attention, "Well everyone, do you think that spelling is important?" Everyone was silent. She continued, "Well, my lecturer ever told me about the importance of spelling. The story goes like this: *suatu hari ada seorang gadis namanya Yuyun. Dia menelepon ke kedutaan Inggris.* 'Who's speaking?' 'This is Yuyun.' 'Okay Mis Yuyun, could you spell your name?' 'Sure! Yu for Europe, Yu for Europe, N for New York.' 'Excuse me?' Then she repeated. 'Yu for Europe Yu for Europe. N for New York.' *Bacanya apa hayo?*" The students thought and said their answer, "UUN?" They then revised their answer, "EEN?" "Hahahahaha!" The students' laugh burst. The teacher then said, "That's why spelling is very important, you know."

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 138-153<sub>C2a1</sub>

It could be seen from the vignette that the students were involved in the ELT processes. Their laughter made the atmosphere more alive. It also meant that they listened and paid attention to what I said. Other than telling them a funny story, the way to set a fun classroom atmosphere was by engaging them to listen to an inspiring story. It was a good time to instill value to the students. The following vignette shows the situation happened when the Steve Job story was told to the students in meeting 2.

The teacher continued, "Mulanya Steve Jobs *merasa hidupnya hancur berantakan. Seperti merasa sia-sia. Lalu dia mencoba bangkit. Dia akhirnya menemukan wanita yang ia cintai lalu menikah. Lalu perlahan dia bangkit dan bekerja sama dengan satu temannya dan membuat perusahaan animasi Pixar yang sekarang menjadi perusahaan animasi terbesar di dunia. Lalu kalian tahu, Apple yang mulai koleps akhirnya membeli Next Pixar untuk menyelamatkan Apple dari kebangkrutan. Maka, kembalilah Steve Jobs ke Apple lagi dan ia menyelamatkan Apple dengan Pixarnya.*" The students looked amazed and said, "Whoaaaaa..." The teacher added, "Mendekati usianya yang ke empat puluh lima Steve Jobs *didiagnosa menderita kanker yang dokter bilang itu tidak bisa disembuhkan dan hidupnya tidak lama lagi, tapi Tuhan memberi dia kesempatan kedua yang terlihat mustahil. Tapi setelah operasi, bahkan dokter itu menangis bahwa Steve Jobs bisa sembuh. Steve Jobs punya satu motto: If today were the last day of my life: what would I do? Sehingga dia mencoba memanfaatkan setiap waktu dalam hidupnya untuk mengerjakan hal-hal yang menurutnya bermanfaat.*" The teacher then asked a question, "So what can you learn from him?" The student concluded, "Kita harus berusaha dengan keras ya Miss..." The teacher agreed, "Exactly."

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 245-263<sub>C2a2</sub>

The students fully paid attention to what I said. The situation was quiet. They did not speak a word except responding to what I said. Their gaze was directed to

me. Their eyes sparkled. At the end of the story, they smiled and clapped their hands.

### **b. Using English in the Classroom Interaction**

In Cycle 2, the use of English in the classroom interaction improved. In the previous meeting, the language used by the teacher was the short ones and the students responded by using Indonesian. In this cycle, the language used by the teacher was quite long and the students used English to respond although it was the short one. The example of the use of English in the classroom interaction is as follow.

The teacher then invited the students to move to the next activity. "Well everyone, what is the best brand for hand phone?" The students answered, "I-phone, Miss..." The teacher asked, "Do you have it?" A student answered, "Aql Miss..." The teacher then asked again, "Do you know who the cofounder of I-Phone?" The students answered, "Steve Jobs Miss." The teacher smiled. "That's right. What do you know about Steve Jobs?" She enquired. The students stated their opinion, "Rich Miss..." The other said, "Brilliant". The other said, "Very smart..." The other said, "Creative". The other said, "Hard working". The teacher then asked, "Do you know the other side of his life story?" The students answered, "No Miss..." The teacher then said, "Alright, so today, we're going to watch one of his inspiring speeches.

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 79-90<sub>C2b1</sub>

The rule of only English speaking time was conducted in every meeting. The following was the implementation of the rule in meeting one.

After finishing trying out the international spelling, the teacher guided the students to move to the next activity which was the information gap activity. The teacher passed the worksheet. Before the information gap activity was started, the teacher gave some explanation to the students. "Okay class; now pay attention to the worksheet in your hand. *Pastikan teman kalian di samping kalian tidak bisa membaca worksheet kalian. Nah* what you have to do is, finding the missing information in your worksheet. Ask the information to your friends like what you have read in the previous conversation. Then you have to write the information to the provided space. Do you get it?" The students seemed understand, "*Ah ya*, okay Miss." The teacher added her explanation, "Okay your time is 30 minutes and it is the English speaking time. So within 30 minutes you cannot use languages other than English otherwise you will be fined." Said the teacher. "Whoaaa..." the students shocked. The teacher smiled. The teacher signed that they were ready to start, "Okay, we start now!"

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 165-179<sub>C2b2</sub>



The students were still surprised every time the rule was conducted. However their attitude after that was good. Most of them obeyed the rule and only three students who broke the rule without deliberate intention. In meeting two the students were still hectic when the rule was going to be implemented. Again, after that their attitude was good. The number of the rule breakers was reduced became two. The illustration can be seen in the following vignette.

A student asked a question. “*Kita ngapain Miss?*” The teacher said, “Good question. *Nah yang akan kita lakukan adalah membuat Steve Jobs’ life timeline. Jadi kalian akan membuat mind mapping yang menceritakan atau menggambarkan kehidupan Steve Jobs berdasarkan pidato yang kalian dengarkan. Tulisan yang di kertas kalian sebagai petunjuknya.*” The students looked amazed, “Whoooooaa...” The teacher then added, “But, you have to use English in solving your problems. *Jadi ini adalah English speaking-time.. So no language other than English yaa... kalau ada.. sewu sewu..*” The students were hectic. “Whoaaa.... Miiiiissss..” screamed the students. The teacher just smiled. “Don’t worry, you can still consult your dictionary, or you can use the list of expression I’ve given to you, or you can use your body language, okay?” The teacher then distributed the colourful asturo paper to each group for them making the Steve Jobs’ life timeline. Some students requested the paper because of the colour. The situation began to crowd. The teacher led the activity. “Okay, are you ready everyone? We start, now!” said the teacher.

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 122-137<sub>C2b3</sub>

In meeting 3, there was no more shocking expression from the students. By the time the rule was put into effect, they were ready. It seemed that the students had got used to the rule conducted. The following vignette quotation shows the students’ expression without complaining.

The teacher then asked the students, “And.. the only English speaking time is put into action. Okay are you ready everyone?” Everyone said, “Yes Miss...” The teacher instructed, “Okay go!” The students were then busy with their group. They managed the order of speaking to each member of the group.

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 83-86<sub>C2b4</sub>

### **c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials**

At the beginning of every meeting, the students were asked about the previous materials they had learned or the activity they had done. These activities

in fact could provide opportunity for the students to speak up. The following vignette depicts the student speaking.

The teacher recalled what students learnt previously. The teacher outlines their answers that they have learnt about telling their childhood experience. “Well everyone, what did we learn last week?” The students answered, “Telling experience about childhood Miss.” The teacher asked, “That’s right, how do you feel about that?” The students said, “*Masih penasaran* Miss, *ada yang belum cerita.*” The teacher calmed her, “Well you may continue it outside the classroom in fact.” The students insisted, “*Aaa Miss.. terusin..*” The teacher smiled. “Well Isn, in your opinion, whose childhood story is the funniest?” Isn answered, “*Ceritanya Nsy Mis..*” Nsy looked puzzled. The teacher attention was directed to Nsy. “Nsy, would you share your story to us?” Nsy answered, “*Ada.. malu* Miss..” The teacher tried to motivate her, “Come on.” The other students screamed Nsy’s name, “*Nsy.. Nsy..*” Nsy then tried to tell her story, “*Bahasanya campuran nggak papa ya* Miss.. so when I was a child around 8, I played with my friends, then I was ... chased by a dog. *Karena ketakutan saya nangis sampai guling-guling, eh anjingnya jadinya ngejar teman saya* Miss. *Tapi waktu itu segera ditolongin sama orang.*” “Ha ha ha” the whole class laughed. “What an experience! Well thankfully you were safe. Thank you Nsy.”

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 10-28<sub>C2c1</sub>

After reviewing the materials, the introduction of the topic and the stating of the lesson objectives were done. Somehow it could direct students’ interest moreover if the topic was close to the students’ life. The following shows the students’ reaction after the topic and the lesson objectives were stated.

“Well, we have talked about ourselves last week, today we are going to talk about someone else’s experience..” The teacher led the students to go to the material they were going to work on today. “Whoaa...” The students amazed.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 66-69<sub>C2c2</sub>

At the end of the meeting, the brushing up materials was conducted to emphasize what students learnt during the day. The following is the illustration of the brushing up materials.

The time was almost up. The teacher invited the students to sum up what they learnt today, “Well everyone, so what have you learnt today?” The students answered altogether, “*Shergey Brin* Miss...” The teacher asked further, “And then?” One student added, “*Yuyun* Miss... Spelling...” The teacher reinforced their answered, “Okay today we have read some biography text about Shergey Brin. *Kita menggunakan kata kerja bentuk kedua untuk menyatakan kejadian di masa lampau.* Today, *kita juga bertukar informasi melalui tanya jawab yang kalian praktikkan tadi.*”

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 199-206<sub>C2c3</sub>

#### **d. Promoting the Habit of Doing Self-check Dictionary**

The students relied on the use of their dictionaries when they met new words. When they asked me, they had searched it through their dictionary to make sure that they chose the right meaning. When the students searched for the new words, they also listened to the way the words were pronounced. The students did not only use the offline dictionary, but they also used the online dictionary which sometimes monolingual. Added to this the students also used the CALD dictionary installed in their laptop. It could be seen that the students' autonomy for using dictionaries improved.

#### **e. Integrating Media into the ELT Processes**

Learning from the previous experience, before the ELT processes happened, the media needed were checked to anticipate if there were any problems. The checking was done before the class was started. Therefore it would not waste the time. The media used were both the technical and the nontechnical. The following vignette describes the preparation of the media integrated in Cycle 2 meeting 1.

It was Thursday, February 11<sup>th</sup> 2016. The teacher had already in the classroom before the bell after the second break rang. Today, the classroom activity was conducted in the classroom again. The teacher prepared things she needed in the process of teaching and learning such as setting the connection of the LCD to the laptop and preparing hand outs.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 1-5<sub>C2e1</sub>

When the use of the media was designed well, it could help to evoke students' interest. It happened like in the following vignette.

The teacher moved to the next activity. The teacher displayed a photograph through the LCD projector. The students focused their attention to the projector. They looked puzzled and curious about the photograph being displayed. The teacher then asked the students. "Do you know him?" asked the teacher. All the students shook their head. "Try to ask your friends sitting beside you, 'Who is he?'. Then the students chatted. "Who is he?" "Who is he" "Who is he?" "Who is he?" No one knows. "Aaa Miss kita nggak tahu. Siapa to Miss?" "Well, what do you usually do when you want to know something but no one knows?" The students

remained silent. “*Apa yang biasa kalian lakukan ketika kalian ingin tahu tentang sesuatu tapi tak seorang pun di sekitar kalian tahu jawabnya?*” The students then answered, “*Tanya Mbah Google Miss.*” “Exactly! *Tanya Mbah Google.* Well ladies and gentlemen, so please, meet the cofounder of Google: Sergey Brin!” The teacher revealed the secret.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 70-83<sub>C2e2</sub>

The vignette above shows us how the students were curious during the comprehension input. The media could help to build the dramatization effect which could stimulate the students’ curiosity in the ELT process. Other than that, the hand-outs were still used and distributed to the students. It was very helpful in guiding the students’ learning step by step to reach the lesson objectives. The following is the illustration of the hand-out distribution.

The teacher then distributed the hand-outs to the students. The hand-outs contained two sheets of paper. The teacher made sure that all students had got the hand-out. The teacher checked the distribution of the hand-outs. “Have you all got it?” The students answered, “Yes Miss.” The teacher guided the students to the activity, “Now, let’s take a look to task one.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 70-83<sub>C2e3</sub>

The other media used in this cycle were the pictures. The pictures could attract the students’ attention particularly they were the pictures of the students’ favourite inspiring person. During the activity, the pictures helped the students to speak. The following is the narration of the picture distribution.

The teacher then distributed different pictures to the students. They are the pictures of students’ favourite inspiring person. The student received a picture of their own favourite inspiring person. Some girl students were hysterical finding the pictures of their idols. They looked happy getting the pictures. There were pictures of actors, actress, singers, football players, even a heroin. The teacher checked the distribution, “*Sudah dapat semua sesuai idola masing-masing?*” The students said, “*Sudaaaah Miiiiis...*”

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 57-63<sub>C2e4</sub>

#### f. Varying the Classroom Interaction Type

In this cycle, the implementation of the pair work activity was conducted in the semi-communicative activity in meeting 1. The students had the information

gap that they had to bridge but it was restricted to the information demanded. The following describes the process of the pair work activity.

Then the students started working with their peers. They sometimes used the body language to refer to certain things they do not know the English equivalence. They also used the international spelling given when they have to dictate their words to their peer so that their peers could jot it down. The situation was crowded by the students' voice. The teacher and the collaborator moved around, were ready for assisting.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 180-185<sub>C2f1</sub>

During the communicative activity, the students had the group work activity. The groups were arranged randomly so that they mingle with other students and got socialized. The interaction in the classroom improved. The group work activity could be seen in the following.

"Well that's all. So, what is the speech about?" asked the teacher. The students answered, "*Kehidupannya* Steve Jobs Miss.." The teacher asked, "Did you get something in your paper?" They answered, "Sedikit Miss.." The teacher then said, "Okay now, look at the right top of your paper... *akan ada tulisan di sana* Gorgeous, Famous, Glorious, Fabulous, Marvellous, Tremendous, and Miraculous. Can you see them?" The students looked surprised and commented, "Eh iya ya.." The teacher then instructed them, "Now that's the name of your group. Now please move and form your group." The students got the instruction. "Ooo..." the students then moved based on the group they got. They came to their group. The teacher complimented them, "That's great..."

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 111-122<sub>C2f2</sub>

The other interaction type was still in the form of group work activity. However, the groups had already decided without them knowing it. From this, the able students helped the less able students in speaking. They helped stimulating their friends to speak. The process of the grouping can be seen in the vignette below.

The teacher then explained, Okay now, look at the label on your picture. *Itu ada nama kelompok kalian*. Now please move to your group." A student asked, "*Kayak yang kemarin Miss?*" The teacher answered, "No, it will be different. Okay, move, move." The teacher instructed the students to move. The students then moved to the group they belong. The students were grouped into six groups by the teacher. Each student brought a card containing their favourite inspiring person.

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 63-70<sub>C2f3</sub>

### g. Conducting Pre-communicative Activities

The students got more vocabulary input from the pre-communicative activities. In relation to the mastery of the vocabulary, new activity was conducted at every beginning of the meetings in Cycle 2. It was the vocabulary quiz. It was conducted orally. It increased the students' competitiveness. They competed with one another. The vocabulary quiz activity is described further in the following vignette.

"Well, we call it vocabulary games. So I will mention some English words related to the last week vocabulary, and if you think you know the answer, raise your hand quickly, but do not mention your answer before I point one of you. Before the game start, I will give you eight minutes to review the words. Do you get it?" "*Boleh jawab lebih dari satu nggak Miss?*" "Sure..." "Yes!"

The students were then given 8 minutes to prepare themselves. The students then reviewed the last week vocabulary to compete in the game. They looked enthusiastic. They read the words and tried to memorize it. When the time for preparation was up, the teacher asked them to close their sheets. Some of them screamed. They tried to persuade the teacher to give them additional time. The teacher just smiled and was ready to start the game. The students gave up persuading; they kept their paper in their drawers and got ready to answer the question. The teacher asked her collaborator to help her monitor who was the fastest between students raising their hands. Then, the teacher mentioned the first word; many students quickly raised their hands. The teacher pointed a student. The other students were jealous and moaned for being late raising their hands. The student mentioned her answer. It was right. The teacher wrote her point in her notebook. The other students keep humming. Then the teacher mentioned the second questions etc. The situation that was happened was the same. The students raced in raising their hands and answering questions when the student chosen could not give the right answer. In the end of the question, some students who could answer the questions seemed very satisfied but those who had not had the chance to answer asked the teacher to keep going on the activity. The teacher smiled and encouraged them that they would have the same activity the following meeting; therefore they did not need to worry. The students exhaled and looked a bit relief. "Well, good job everyone, now we will move to the next activity." The teacher said. "Aa Miss, *lagi Miss.. tadi saya ngacung tapi nggak ditunjuk-tunjuk.*" One of the students said. "*Kurang cepat berarti.* Don't worry; we'll have this kind of activity next week, so prepare for the next week from now." The teacher tried to encourage them. They answered, "Okay Miss..."

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 33-65<sub>C2g1</sub>

Besides, the vocabulary exercise was given to the students. They changed the form of the verbs into the correct ones. In this activity, the students were to change the form of the verbs: from present verbs into past verbs. The students could do it easily. The following is the description of the process.

The teacher then explained the instruction to the students and gave them the example. After she made sure that the students understood, she let them work on their own. “Do you still remember what kind of verbs that we used to tell about past experience?” The students answered “*Verb dua*, Miss.” The teacher explained further, “Yes, so you modify the words in the bracket into the correct form. For example number one, what is it should be?” The students tried to answer, “Co-founded?” The teacher gave the feedback, “That’s true. So could you continue it to rest?” The students finally understood, “*Oalah gitu to...*” They then were ready to work, “Okay Miss...” The students then worked.

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 107-116<sub>C2g2</sub>

#### **h. Giving the Students’ Homework**

There was homework given to the students. The first was the Longman 3000 project which was to identify the word stress in the adjectives. It was to arouse students’ awareness towards the stress of the words. The second homework was to identify the biography text of their favourite inspiring person. When they had to identify, they were to comprehend the text at first then they would be able to identify the generic structure and the language features of the text. The following was the vignette when the homework was given to the students.

“Now look to the LCD projector.” The students paid their attention to the LCD projector. “*Nah ini merupakan teks biografi beserta identifikasinya. Miss akan kirimkan ke email kalian.* For the homework, please find a biography text about your favourite inspiring person.” The students’ eyes shone, “*Boleh artis* Miss?” The other student also asked, “*Boleh orang Korea* Miss?” The teacher answered, “Yes, of course.” The students smiled widely and said, “Yess!” The teacher emphasized on the assignment, “*Nah, kalian identifikasi seperti ini ya, dan buat short bionya. Get it?*” (See Appendix L Homework 5). The students answered, “Okay Miss...”

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 206-215<sub>C2h1</sub>

The following week, when the biography text of Steve Jobs had already shown to the students and the students knew more about him, there was a student who suddenly wanted to revise her assignment of identifying a biography of her favourite inspiring person. It seemed that she was influenced by the story delivered to her. Some other students nodded their heads, agreeing that they also wanted to change their favourite inspiring person. It seemed that some values had been successfully instilled to them.

Other than that, the other homework was the reading exercise. The students were given some biography texts about great people in the world and the vocabulary exercises. It was aimed at enhancing their vocabulary mastery. Added to this, the vocabulary contained in the text would be for the vocabulary quiz in the following week. The following vignette describes the situation during the homework giving to the students.

Then the bell rang. The teacher was going to close the meeting. “Well everyone, any suggestion or opinion?” A student said, “Wow, Steve Jobs is cool!” One student asked, “Miss, *boleh ganti* favourite inspiring personnya *nggak?*” The teacher said, “Sure...” When there was no other question, the teacher closed the lesson. “Okay then that’s our entire lesson today. Thank you, I hope it will give benefits to you.” Everyone then clapped their hands. The teacher then distributed some papers. The teacher explained, “Well everyone, this is for your homework.” The students signalled that they got the information by saying, “Okay Miss.” When everyone had got it, the teacher closed the lesson.

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 264-273<sub>C2h2</sub>

Most of the students felt that the homework was helpful. They did not complain anymore when they got homework. It seemed that the students had got used to the assignments given which meant good.

#### **i. Conducting Communicative Activities**

There were two communicative activities conducted in this cycle. The first one was The Steve Job’s Life Story Timeline; the second was The Best Admirer. The following is the vignette when the first activity was conducted.

The activity started. The situation was quiet for a while. The students tried to switch their language. They began their work. Some of them could not speak fluently, but they looked trying so hard to speak in English. They laughed at each other when they made weird sentences. The teacher moved around to assist them. The English teacher as well as the colleague also helped assisting the students. The students’ efforts to communicate each other were various. They used English as much as they could, but they sometimes used body language or they draw a picture since talking through writing in Indonesian was prohibited. The students were busy. Some of them compiled the paper containing information they took and tried to arrange it in a picture for the lifetime. Some students laughed each other because they chatted in English and had their funny experience.

Appendix C: Vignette 6 (Cycle 2 Meeting 2) lines 138-149<sub>C2i1</sub>



The students had their second communicative activity “The Best Admirer” in the third meeting of the cycle. They were engaged to the activity. It could be seen from the way they behaved during the activity. They did not use their gadget to have things out of ELT contexts. They interacted more with their friends. They laughed and they listened to their friends when they were talking. In the middle of their friend telling story, they assessed their friends’ speaking (peer assessment). It seemed that they really enjoyed with the topic being covered. The following vignette quotation shows the students’ involvement in the activity.

The teacher then explained. “So what you have to do is... telling your friends about your favourite inspiring person. *Kalian punya 25 menit untuk menceritakan tentang tokoh favorit kalian. Masing-masing kalian punya lima menit ya. Nah teman-teman yang lain bantu temannya. Beri pertanyaan yang sebanyak-banyaknya. Gali pengetahuan mereka tentang tokoh idolanya. Kalian lihat dari kelompok kalian, siapa menurut kalian yang merupakan penggemar terbaik.*” The student asked, “*Tanya apa pun boleh Miss?*” The teacher answered, “*Boleh, apa pun cari tahu seberapa dalam teman kalian mengenal idolanya ya... Selain itu, Miss akan kasih kalian rubrik penilaian. Kalian gunakan ini untuk memberi penilaian sejawat terhadap kemampuan berbicara teman kalian. Do you get it?*” The teacher then distributed the scoring rubric.

The teacher then asked the students, “Okay are you ready everyone?” Everyone said, “Yes Miss...” The teacher instructed, “Okay go!” The students were then busy with their group. They managed the order of speaking to each member of the group.

The students were involved in the activity. They looked very happy and so enthusiastic. Sometimes they laughed. Sometimes they were quiet listening to their friends talking. When the time was almost up, the teacher warned them, “Okay three more minutes...”

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 71-90<sub>C2i2</sub>

The last communicative activity seemed to be having the best students’ involvement amongst the five other meetings. The students were all out in performing their speaking ability. Added to this, their cooperation with their friends was good and they learned to conduct peer assessment.

#### **j. Giving Feedback on the Students’ Work and Performance**

The feedback given to the students gave many benefits. The feedback given to the students’ work helped them to hold their commitment in submitting their assignment punctually. There was only one late submission and there were more

students who had already submitted their assignment before the due date. The way the feedback was given was through the display of the homework submission record through the LCD projector before they were given the next assignment.

In terms of the rule of only English speaking time of conduct, the students became aware that they were monitored and at the end, the result of the monitoring would be announced. Therefore they were fully aware and honest if they broke the rule. This kind of direct feedback helped the students to always stay on the right track during the activity. The following vignette quotation shows the phenomenon of the monitoring report.

Time for practising was up. The teacher called for students' attention. "Well, time is almost up. Now you can speak Indonesian again." "Haaa...h..," the students exhaled with relief. The teacher then reported her observation, "Ah there are two students who speak Indonesian. Would you admit it voluntarily or I will mention your names?" The student admitted, "He he *saya* Miss." The other student also admitted it, "*Saya* Miss.." The teacher complimented their honesty, "That's good. *Seribu ya, bayar di bendahara.*" They answered, "Okay Miss..," and added, "*Yang kemarin aja belum tak bayar Miss... hehe*" The teacher smiled, "*Dibayar sekalian kalau gitu.*"

Appendix C: Vignette 5 (Cycle 2 Meeting 1) lines 189-198<sub>C2j1</sub>

The other way to give feedback to the students done in this cycle was giving them reward for their achievement. The following is the illustration of the reward announcement.

The teacher showed something to the students. The students looked puzzled and curious and asked, "What is that?" The other said, "*Itu apa* Miss?" the teacher then explained, "It is a bookmark. My friend just came back from Greek. You know Greek?" The students thought for a while. "Greek *apa itu*?" A student yelled, "*Yunani* Miss?" The others were surprised, "*Yunani*?" The teacher validated the answer, "Yes, he joined some debate competition there." A student did not hear clearly, "*Apa* Miss?" The teacher repeated her word, "Debate... *debat.. debat..*" The student understood, "*Ooo..*" The teacher continued, "He gave us these. So today, the winner will get a bookmark from Greek." The students were hectic. "*Aaaa mau* Miss..." screamed the students. "Sure I have two for the two top winners okay. *Makanya yang semangat ya...*"

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 29-40<sub>C2j2</sub>

When the students were given the announcement, they were very enthusiastic in trying to perform their best. They then prepared themselves well to be able to

answer the questions and get the reward. That was happened when the reward was announced before the quiz was started. It gave the students fair opportunities to get the reward. The situation was different with the following phenomenon. Take a look at the vignette quotation below.

The teacher gave the today's winners' prizes both for the individual and for the team. The teacher also gave the winner of the last week activity which was making the Steve Jobs' life timeline.

Appendix C: Vignette 7 (Cycle 2 Meeting 3) lines 103-105<sub>C2j3</sub>

In the vignette, it could be observed that the reward giving was at the end of the activity and it had not been announced previously. It was emphasized on the students who performed well during the activity. The students did not know that the reward would be given to them previously. Their effort to perform the best was natural. The value that was tried to be instilled to the students was that the student who did not perform their best performance might be regretful. Therefore later on they would always perform their best whether the reward would be given or not, but for their betterment in learning instead. Overall, all feedback provided for the students motivated them to be better: both in their work and their performance.

### **3. Reflection**

There were two kinds of reflection conducted in this cycle. The first was the reflection of the implementation of the action in every after meeting. The second was the reflection of the whole processes in the end of the cycle. The reflection was conducted by having dialog with the collaborators and interview with the students. The reflection is described further in the following ten points.

### a. Setting a Fun Atmosphere in the Classroom

There was some improvement in the classroom atmosphere. It was more fun than the meetings in Cycle 1. The students were more enthusiastic.

C4 : *'Kalau yang tadi itu pada antusias menurutku, aku nanya beberapa, dua sih. Tadi gimana asyik nggak? Asyik.'*  
 ('Based on my observation, they were enthusiastic in today's activity. I asked some students, two actually. How do you think, is it fun? They answered yes, it's fun.')  
 R : *'Daripada yang kemarin?'*  
 ('Is it? What about if it's compared to the last meeting?')  
 C4 : *'Eee asyik ini. Terus aku tanya satunya lagi, tadi gimana asyik? Asyik. Daripada yang kemarin? Semuanya sih asyik karena aku emang suka bahasa inggris. O yaudah, hehe.'*  
 ('It's more fun. Then I asked the other one, How do you think, is it fun? Yes, it's fun. What about the last activity? She said all is fun because basically I like English. Oh I see then, hehe.')

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3a1</sub>

The students' involvement improvement was indicated by their degree of enthusiasm which increased. Several things might cause this situation. One of them could be the topic selection which was the biography text. The selection of the figures being exposed in the meeting one could be an additional point here. He was Shergey Brin, the co-founder of Google which could not be separated from the students' daily activity. The more interesting point was that although the students get involved with Google in their daily lives, the never knew before who founded Google. This feeling aroused the students' curiosity furthermore. Shergey Brin in this occasion was viewed as the smart, innovative, kind, and rich person that perhaps represented the students' 'wanna be' type. Therefore, they were engaged to the topic. Added to this, the exercise provided in meeting one also presented the recent top figures in the world, such as Larry Page (the co-founder of Google), Steve Jobs (the co-founder of Apple), Bill Gates (the founder of Microsoft), J.K Rowling (the famous writer of "Harry Potter"), Mark Zuckerberg

(the Facebook creator), Cristiano Ronaldo (the football player, B.J. Habibie (the former president and the aeronautical scientist from Indonesia).The following discussion indicates the reflection:

C4 : *'Asyik kayaknya tadi banyak yang antusias. Ya gitu mei, materi itu harus yang dekat dengan mereka, kan mereka suka. Ya emang kalau tadi cocoknya emang di kelas sih. Nek ning aula ruangnya rodo, gede to?'*  
 ('It is enjoyable, there were many students seemed to be enthusiastic. You got it Mei, that the materials selected, should be close to their life, so they will like it. And todays' activity fit to be conducted in the classroom because the hall is quite large, right?')

R : *'Nyebar.'*  
 ('Yes, they would spread.')

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3a2</sub>

With regard to the matter of the topic selection, the following script shows the students' opinion towards the topic chosen.

R : *'Oiya, jangan molor ya. Kalau dari tema-tema yang diambil gimana, kalian suka atau ada...'*  
 ('I see, so I should make it punctual. By the way, in terms of **the selected topics, do you like them** or not?')

S8 : *'Suka..'*  
 ('I like them.')

S6 : *'Childhood itu suka..'*  
 ('**Childhood is my favourite one.**')

R : *'Kalau Crs suka yang mana?'*  
 ('What about you, Crs. Which one do you like?')

S7 : *'Suka yang biografi..'*  
 ('**I like the biography**, Miss.')

R : *'Biografi? Kenapa?'*  
 ('Biography? Why?')

S7 : *'Jadi tau Steve Jobs,'*  
 ('**It made me know about Steve Jobs more.**')

S9 : *'Pengetahuannya lebih'*  
 ('**It enlarge my knowledge.**')

R : *'Sebelumnya belum tahu po?'*  
 ('Don't you know it previously?')

S7 : *'Ya belum tahu sedetail itu.'*  
 ('Yes, but not in such detail.')

S8 : *'Paling cuma tahu itu sih Steve Jobs penemu Apple.'*  
 ('I only know that Steve Job is the founder of Apple, just it.')

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3a3</sub>

Different students had different favourite topic because of the different interests they possessed. However, it was good that generally the topics were

interesting for the students because once again, it was very close to them like what has been reflected in the following script.

R : 'Something that is very close to them?'  
(Something that is very close to them?)

C4 : '*He'em, dan mereka tertarik gitu. Mereka senang banget nih ngomongin Korea. Tapi kadang ada yang nggak mau divideo,*'  
(**Yes, and they are interested.** They love talking about Korea. But there were some students who did not want to be recorded')

R : '*Malu?*'  
(Are they shy?)

C4 : '*Malu. Tapi beberapa PD aja.*'  
(Yes, but **the others were confident.**)

R : '*Nsy tu dulu hampir mau nangis. Itu mbalik gini, nggak mau dilihatin temennya waktu pretest itu.*'  
(You know, Nsy at first almost cried when being interviewed. She sat directing her back to her friends. She didn't want their friends see her during the pre-test.)

C4 : '*Hoo to?*'  
(Really?)

R : '*Tadi juga udah gini-gini (cover her face with her hands). Tapi mau maju ya alhamdulillah.*'  
(**She also covered her face today, but in the end, she's the one, who came in Front. Alhamdulillah.**)

C4 : '*Tapi dia bagus kok.*'  
(**But she's great.**)

R : '*Handsome as hell.. hehe.*'  
(Handsome as hell... Hehe.)

C4 : '*Nggak. Pretty as hell. Hehe. Ya waktu yang maju itu juga pada berani juga kan walaupun mereka cuma dapet beberapa cuma sekilas gitu lho. Dan mereka belajar satu hal hari ini tentang menilai. Jadi buat kejujurannya mereka. keobjektivannya itu kan juga bagus, jadi mereka kan nggak harus ah aku temennya ini, aku harus milih ini. Kalau jelek, kenapa harus dipilih, gitu lho. Mereka belajar sesuatu tentang ini.*'  
(No, pretty as hell. Hehe. **Those who come in front are confident although they only get few time. And today they learn about one thing which is assessing. So they use their honesty. Their objectivity is also good, they did not have to select their friend who is close to them. If she or he is not the best one, why should she or he chose her/him. They learn something about this.**)

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C3a4</sub>

The familiar topics led the students to be confident about what they were saying because they knew what they were talking about. The students did not have to think about it because they already had something to say in their mind. In meeting three, a student got a good achievement in talking about her favourite inspiring person like what was being discussed in the above script. At first she

was unconfident, however as the time went by, and after the atmosphere got friendlier, at the end she was able to perform her best.

Besides, the better classroom atmosphere could also be caused by the improvement of the way I handled and socialised with the students. In this cycle I came with more hope and more enthusiasm and it was reflected in my physical reaction. Learning from the previous situation in Cycle 1, I found out that the students would feel respected if what they said was responded well. Therefore, as possible as I could, I responded to the students even though it was a joke but still it was in the effort to engage them and did not go astray too far from the ELT contexts. The collaborator noticed it and told it during the discussion. It can be seen in the following script.

C4 : *'Dan kamu kelihatan semangat.'*

(*'And today **you looked more enthusiastic.***)

R : *'Iya aku semangat, hari ini semangat, semangat, pertamanya tadi tu waktu si siapa, si Rfl yang sama Isb, itu, tadi ngomong sama Adr, bilang sik ngombe obat sik. Mlebu kan, aku nduwe feeling ini ya aku agak gimana, agak negative, gitu. Trus waktu keluar itu aku bilang, piye Rfl, uwis ngombe obate? Tiap Kamis jam terakhir ngombe obat ya? Nggak Miss nggak. Gitu, ya ladenin aja deh kayak gitu.'*

(*'**Yes I could feel it.** Today I was spirit, passionate. You know, before the class started, Rfl whose Isb chair mate talked to the Adr from the next class. He said, "I'd take some medicine first, see you," then he entered my class. I was suspicious towards his intention, it's a bit negative. But then when the class was over, I asked Rfl, just for fun, "How are you Rfl, have you taken any medicine? I'm so sorry that you have to take medicine every Thursday in the last session." And he guiltily said, "No Miss, I don't mean so." Yeah, **I just tried to be responsive to the situation and be what I am.***)

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3a5</sub>

As what had been reflected in Cycle 1, more observation was needed during the group work activity to make sure that the students worked cooperatively. Therefore, in this cycle I observed the students and walked around more. Added to this, I could maintain my voice better in the classroom. It is indicated in the following script.

R : *'Sama itu Sw Rsk, kalau yang Sw Rsk itu, kalau Sw tu dia suka bahasa inggris, tapi agak males kalau ngomong, rodo males le itu belajare, dia itu lebih milih ini lho di kasi lihat ke temennya, kamu nyatet sendiri sana, tapi nggak practise. Makanya tadi dipanggil terus. Ayo Mbak Sw.. tapi aku hari ini lebih seneng San. Hehe.'*  
 ('And about Sw and Rsk, Sw actually love English, but she's a bit lazy to practise speaking, she didn't learn by heart. Once she preferred to show the gap to her chair mate, so she could write it by herself without practising speaking. That's why I continually called her name, "Come on, Miss Sw." But today I was happier.')

C4 : *'Atmosfirnya lebih bagus mungkin. Kamu juga bagus tadi udah keliling-keliling, suaramu mungkin juga tadi, mungkin gara-gara nggak di aula ya. Kalau di aula kan suaranya harus lebih keras lagi. Tadi kamu bisa memaintain suaramu. Itu kedengaran sampai belakang.'*  
 ('**The atmosphere is better** probably. **It was also good that you walked around to observe**, and your voice, maybe because it was not in the hall, are clear and loud. When you were in the hall your voice should be louder. **You maintained your voice well** today. It was audible from the back row.')

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3a6</sub>

The other positive effect gained was that my instruction was clearer and comprehended by students better. It was because the atmosphere was good and the students paid more attention as well as the increase of my voice volume.

Other than that, I became more flexible in dealing with the troubled students. The students did not like to be reprimanded even though they knew that what they did was not right, such as playing their gadget for out of ELT context during the ELT processes. Therefore I used the sense of humour to reprimand them such as the use of the allusive words. Later on, I approached them and paid more attention to them. So they could realize that it was what they did that I did not agree with; it was not that I hated them. This conclusion comes from the following reflection.

R : *'Iya tadi aku juga belajar dari kamu yang tadi apa namanya, nah biasanya, kalau ada anak gojog, nyeletuk apa gitu aku ignore kan biasanya, nah itu tuh ikut ditanggepin, dimanungsakke ya begitu ya. Makasi lho Tsan.'*  
 ('Yes, I had also learned from you that whatchamacallit, well usually, if there are any students who made joke, I just ignored them, but today **I tried to respond them, so they felt cared and respected**. Anyway, thank you C4.')

C4 : *'Itu pasti kamu akan lebih dekat dengan mereka. Terus kayak yang kamu tadi negur satu orang, karena mainan hp, tapi kamu tadi dideketin, kayak tadi aku tanya, siapa yang paling gaduh di sini? Nha itukan tanya to, ya bercanda-bercanda gitu, jadinya habis ada efek dimarahin, tapi habis itu juga'*  
 ('Yeah, I guess you would be closer to them. And then **it was good like when you reprimand the student because he used his phone out of ELT context, but later on you approached him and asked him**. It was like when I asked them about who's



the noisiest student here. **It was asking, but with sense of humour, so they would feel that they are scolded for doing something wrong, but then...**)

R : *'Dirangkul gitu ya.'*  
(**'They are embraced.'**)

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3a7</sub>

The other cause of the better atmosphere in the classroom might be the improvement of the rapport building between the students and me. In the previous cycle, my collaborators indicated that the level of formality I carried was too high to the students and it somehow made some space between them and I, and it was probably caused by my personality. In this cycle, I tried to decrease the level of formality in the way I spoke as I could as possible. The result then was checked by interviewing the students and asked their opinion about it. The result can be seen in the following script.

R : *'Kalau dari personalitynya Miss Mei kalian ada masalah?'*  
(**'What do you think about my personality, do you feel something wrong?'**)

S6 : *'Nggak.'*  
(**'No, I don't.'**)

R : *'Miss Mei terlalu formal kalau nyampein?'*  
(**'Am I too formal during the ELT?'**)

S7 : *'Nggak.'*  
(**'No, you're not.'**)

S8 : *'Nggak kok.'*  
(**'I don't think so.'**)

S6 : *'Santai, ya kayak asik aja. Beda sama kalau guru-guru yang udah tua. Itu kan terlalu formal banget. Tapi kalau masih mahasiswa, masih anak muda, itu jadi asik, bisa ngertiin banget gitu lho.'*

(**'I just feel relaxed, it was just fun. It was different** with any other elder teacher. They are way too formal. But if the teachers are still university students, still young, they are usually fun, **you understand us well.'**)

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3a8</sub>

The other affecting factor came from the type of activity conducted. It contained the sense of competitiveness. It made the classroom more dynamic and the students became hectic. They tried to beat one another, yet supportive to each other all at once. The following script reveals the matter.

C4 : *'Jadi karena mereka ada motivasi juga untuk menjatuhkan gitu kan? Jadi mereka tu aktif tanya.'*

(So **because they had motivation to beat their friends, right?** Thus, they asked questions actively.)

R : '*Motivasi menjatuhkan..* help your friends to speak *malah* beat your friends.'

(Motivation to beat... **not help your friends to speak, beat your friends instead.**)

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C3a9</sub>

From the reflection above, it could be drawn that the fun atmosphere in the classroom improved. It was supported by some factors. They were the topic selection, the betterment of the way I handled the students, and the sense of competitiveness in the activity conducted.

### b. Using English in the Classroom Interaction

The use of English in the classroom interaction improved. It was because the rule of only English speaking time was put into effect regularly in every meeting.

The following was the reflection with the English teacher.

C1 : '*Iya, harusnya ada denda.*'

(Right, there should be penalties.)

R : '*Kemarin sudah 5000 ada Buk.*'

(In the previous meeting, we've collected 5000, ma'am.)

C1 : '*Oiya itu, nah, itu sudah cukup bagus. Ee paling tidak walaupun tidak diterapkan dari awal sampai akhir, mungkin kalau diterapkan dari awal sampai akhir, mungkin anak-anak akan tertekan juga ya. Jadi, hanya pas dalam waktu diskusi sudah cukup bagus idenya. Kemudian e, apa namanya, pola kegiatannya bagus, terarah, terukur, dan kemudian akan lebih bagus lagi seandainya waktunya cukup harusnya mereka mempresentasikan hasilnya, kalau mereka ada waktu mempresentasikan hasilnya masing-masing dan mereka present in English itu akan lebih bagus lagi gitu ya. Tapi secara garis besar semuanya sudah bagus.*'

(I see, well, that's good. **At least although it is not applied from the beginning to the end it is enough, because maybe if it is applied from the beginning to the end, the children will be depressed. So to apply it during the discussion only is a good idea.** Then e, what's it, the pattern of the activity was good, directed, measurable, and then it would be greater if the time was sufficient, the students presented the results. So if there was enough time, each of the group presented their finding in English. It would be much better. However, overall, everything is good.)

Appendix B: Interview 11 Cycle 2 Meeting 2<sub>C3b1</sub>

It was a good idea to conduct the rule in certain amount of time. It was sufficient to make the students speak. If the rule was conducted all the time during the ELT processes, the students might find it depressing and they became passive.

The collaborator also found the improvement indication in relation with the using of English in the classroom interaction. The students developed their strategies in maintaining speaking English. Added to this, the students were not nervous anymore in trying out to communicate using English. They enjoyed themselves expressing their ideas through English and they felt okay to make mistake or errors. They knew they would learn from it. It was one of the ways for them to improve their ability in English. The following script shows the collaborators' point of view toward this matter.

R : '*Semenjak di aula sampai sekarang, ada nggak perbedaannya C4?*'  
 ('Since the ELT in the hall until now, **do you see any progress C4?**')  
 C4 : '*Ya itu terutama kan kamu pernah tanya gitu. Mereka kan paling nggak di Instagram bisa bahasa Inggris captionnya jadinya paling nggak mereka lebih aware jadinya dan karena mereka memang diharuskan pakai bahasa Inggris selama beberapa menit gitu kan? Paling nggak mereka tu jadi muter otak, ini tu artinya apa. Kalau mereka nggak tahu kan mereka jadinya cari tahu di kamus. Bagus sih peningkatannya. Kayak dulu kan nervous banget, sekarang kan lumayan. Mereka kan nggak baca teksnya lagi kan?*'  
 ('Yes you ever asked about it previously. They're at least use English on their caption on Instagram so **they become more aware** and it is because there's an urge for them to speak English for certain minutes, right? So at least **they should find a way to cope with it. They should find expression to deliver their meaning. When they came to their limitation, they would consult the dictionaries. Their improvement is good. They used to be very nervous, but now not anymore.** They did not read again to speak, right?')

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C3b2</sub>

### c. Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials

The review of the materials at the beginning of the lesson helped the students to stay on the track toward their learning. It was part of the teaching stages. After reviewing the materials, the students were introduced to the topic and the lesson objectives of the day. Here, the students were guided to build the background knowledge of the topic they were going to work on. In the end of the lesson, the students were asked to sum up what they had learnt during the day. The summary

of the lesson would be the review in the following meeting and so on. The following is the collaborator's comment on the review activity.

C4 : *'Dan kamu tadi bagusya ee itu lho, langkah-langkah mengajar udah bener. Jadi langkah-langkah ngajarnya kamu udah bener. Greeting terus kamu nanyain yang kemarin, terus kamu tadi itu nggak sih, oya tadi itukan kamu tadi membangun..'*  
 ('And today **you're good, your teaching stages are good. So you follow the good step. You greeted them and you review the materials, and** then you did.. Whatsit, **you build..'**)

R : 'BKOF?'  
 ('**the BKOF?**')

C4 : *'Hee iya, itukan bagus.'*  
 ('Exactly. **That's good indeed.'**)

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3c1</sub>

In Cycle 2, the students' number increased in answering questions during the reviewing and brushing up the materials. They were active in participating and showing their voice during the activity.

#### d. Promoting the Habit of Doing Self-check Dictionary

The students' frequency in consulting their dictionaries improved. It was because the activity and the assignment given demanded the students to be so. For example, when the students were to write diaries, there were many words that they did not know, thus it was a must for them to consult their dictionaries. This situation is reflected in the following scripts.

R : *'Tapi lebih sering kapan? Dulu apa sekarang?'*  
 ('**But which one is more often? Previously or now'**)

S6 : *'Sekarang.. apalagi waktu suruh mbuat diari itu lho Miss, ya itu sering banget.'*  
 ('**Now .. especially when we were to write the diaries, Miss. I consulted to the dictionary very often.'**)

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3a1</sub>

R : *'...itu terus self apa, self-check kamus itu juga mulai walaupun mereka pakai HP gitu Buk. Yang apa ya, yang kelihatan di situ.'*  
 (... and then about self, whatchamacallit, **they started to make self-check dictionary their habit** even though they rely on their mobile phone. That's what I observed.)

Appendix B: Interview 14 Evaluation<sub>C3a2</sub>

In addition to this, the usage of the monolingual dictionaries increased. The students were interested in exploring the monolingual dictionaries; in this case it was the CALD. For some students, it was new for them and for the rest, it was not. However, the way to introduce the CALD succeeded in making them like English more. It can be seen in the following scripts.

R : *'Oh, sebelumnya kalian udah pakai Cambridge?'*  
 ('Oh, **have you ever used Cambridge previously?**')  
 S7 : *'Belum.'*  
 ('**Not yet.**')  
 S8 : *'Baru kali ini.'*  
 ('**This is the first time.**')  
 S6 : *'Kalau SMP dulu pernah to Miss, tapi nggak menarik e rasane tu.'*  
 ('**I ever used it in my junior high school, Miss. But it was not interesting.**')  
 S9 : *'Masih gitu-gitu aja.'*  
 ('Just so-so.')  
 R : *'Kalau sekarang menarik po?'*  
 ('**What about now**, is it interesting?')  
 S6 : *'Hoo.'*  
 ('Yes, Miss.')  
 S7 : *'Dulu ya Miss, sekarang aku jadi suka Bahasa Inggris lho sekarang. Kalau baca novel Inggris itu jadi dong itu lho. Aku sekarang jadi ndownload Wattpad jadi novelnya Inggris-Inggris. Hee tenan.'*  
 ('**In the past it was not interesting Miss, now finally I like English now. Now I could understand the English novel when I read it.** Now I like downloading Wattpadd. It contains of English novels. I mean it.')

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3d3</sub>

### e. Integrating Media into the ELT Processes

The use of the media in the ELT processes increased the students' participation to the process. The students became more engaged to the activity. The students admitted it during the interview. The script of the interview can be seen in the following.

R : *'Miss pingin denger pendapat kamu, gimana tentang pembelajaran Bahasa Inggris kemarin sama Miss Mei.'*  
 ('I want to hear about **your opinion on the ELT processes** with me.')

S6 : *'Lebih asyik, soalnya lebih misalnya ada nyanyi-nyanyi, sama sama ada properti-propertinya itu jadi lebih menarik gitu lho pelajarannya.'*  
 ('**It is more fun**, because there were various activities like singing, and then **you use various media so the ELT is more attractive.**')

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3e1</sub>

In the first meeting, an unexpected thing was observed by the collaborator like what was reflected in the following script.

C4 : *'Nah itu aku kan ngliatin awal-awalnya, soalnya kan aku biasa ngawasin kalau aku ngajar gitu kan, kan kelihatan kalau itu mainan hp, kalau itu lagi nggak fokus. Itu kelihatan, nah itu tu kelihatan kayak gini terus.'*  
 ('Well, I observed that in the beginning, because I usually monitor the students during my teaching, so I could **recognise which student played her/his phone**, which one does not concentrate. That was so crystal clear, they always show particular attitude.')  
 R : *'Hoo nunduk.'*  
 ('Yes, they bowed their head.')

Appendix B: Interview 10 Cycle 2 Meeting 1<sub>C3e2</sub>

The student used his mobile phone out of EFL context. However, it was only a few students. What have to be done was to restrict the use of the smartphone and to build the trust in the students. It did not mean that in this context, the use of the smartphone should be prohibited at all, because, in fact, it could be very useful for learning in recent era.

#### **f. Varying the Classroom Interaction Type**

The classroom interaction type designed in this cycle made the students work more cooperatively. Two communicative activities were conducted in the form of group works. One was based on the random selection of the groups and the other was planned without students knowing it. Both were succeeded in making the students to interact more. However, the later was way more effective in making the students speak up because the more able students helped the less able students.

#### **g. Conducting Pre-communicative Activities**

The pre-communicative activities conducted in this cycle were more varied. The students had many ways in developing their grammatical competence. It was based on the English teacher's observation. Starting from the vocabulary quiz, then the video input, they all aroused the students' interest to speak. Added to this,

the tense of competition in the vocabulary quiz added the students' motivation to speak up. The reflection can be seen in the following script.

R : *'Bagaimana Buk prosesnya tadi?'*  
 ('What is your opinion about the ELT ma'am?')

C1 : *'Bagus, menurut Ibu sangat bagus. Ee, Mbak Mei sudah menyajikan beberapa kegiatan yang cukup bervariasi mulai dari kuis, kemudian e dari kegiatan mengamati, pengamatan tadi kan ada yang mengamati video, mereka mendengarkan kemudian mereka terlibat dalam diskusi, sudah sesuai dengan kurikulum 13, prosesnya sudah sesuai kemudian e bentuk kegiatannya juga sudah cukup bervariasi, dan hampir semuanya itu apa ya, ee arouse the students' interest to speak. Jadi sudah semuanya sudah mulai dari kuisnya yang fokus pada speaking juga, jadi e kuiskan tidak harus tertulis ya memang, jadi seperti itu mereka eee apa ya, ada ada rasa ingin berkompetisi, kompetitif gitu lho dengan teman-temannya dengan cara yang lisan kemudian untuk kegiatan tadi diskusi kelompoknya juga sangat bagus, tadi ada rule, ada aturan yang bahwa setiap apa, selama dalam diskusi itu mereka harus menggunakan bahasa Inggris dan juga tadi ada denda ya tadi.'*  
 ('Good, in my opinion it was very good. **You have presented various activities started from quizzes, then to observing activity by watching the video, they listened and watched it and then they were involved in a discussion. It has met the requirements of the Curriculum 2013: in terms of process and the kinds of the activities, it has been varied and almost every activity aroused the students' interest to speak. Started from the quiz this focused on speaking as well, so quiz should not only be in the written form. With that activity, they have the sense of competitiveness. So they compete with their friends orally,** and then the discussion activity, it was very good, there was a rule that every discussion time, they should speak in English and they will be fined if they break the rule.')

Appendix B: Interview 11 Cycle 2 Meeting 2<sub>C3g1</sub>

The pre-communicative activities conducted also made the students feel at ease in comprehending the materials given. It can be seen in the following script.

R : *'Mmm, kalau dari kegiatan selama ini yang paling kamu sukai apa? Kegiatan yang mana?'*  
 ('Um, from all activities, which one you like the most? Which activity do you like the most?')

S6 : *'Yang waktu di sanggar itu. Yang nyanyi-nyanyi cari lirik itu.'*  
 ('It was when we were in the hall. We're singing together and completing some missing lyrics.')

R : *'O, cari lirik itu. Nah, tapi kalau dari segi materi gimana?'*  
 ('O, that activity. Well, **in terms of the materials, how do you think?')**

S6 : *'Materinya ya itu, masuk, lebih mudah dimengerti.'*  
 ('**I could understand the material. It can be understood more easily.**')

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3g2</sub>

The more intense vocabulary drilling in this stage, gave positive effect to the students. They developed their sensitivity towards the uniqueness of English more. The students noticed the difference of sound between Indonesian and

English. At first they felt weird, and then they enjoyed pronouncing the words.

Take a look at the following reflection.

R : *'Terus juga vocabulary, pronunciation drilling, nah di pre-communicative itu kan ada pronunciation drilling, nah ketika anak-anak didrill itu, aa mereka itu mulai peka itu lho Buk, mulai bilang 'Miss, kok lucu ya..' 'Kok gini ya, kok gini ya, kok gini ya' gitu, nah kayak gitu udah mulai'*  
**(And then vocabulary, pronunciation drilling, so in the pre-communicative activity, we had the pronunciation drilling. When the students were drilled, some of them began to be sensitive towards the sounds, then they said, "Miss, the sound is funny," "Why is the sound like this?" "It's weird." So their sensitivity started to grow.)**

C1 : *'Karena tidak sesuai dengan kebiasaan mereka sehari-hari,'*  
 ('Because it is not the same with their daily habit,')

R : *'Iya, nah itu seneng.. anak-anak bisa mulai notice di situ,*  
 ('That's why I'm happy ma'am. They began to notice.)

Appendix B: Interview 14 Evaluation<sub>C3g3</sub>

Overall, the pre-communicative activities conducted developed the students' communicative competence: both organizational competence and the pragmatic competence. In organizational competence the students learn about how to pronounce the words, to construct sentence, to make it goes with the flow accurately. In terms of pragmatic competence, the students learn to select certain language function to express what they actually meant and developed their naturalness in speaking English.

#### **h. Giving the Students Homework**

The homework given to the students were actually part of the pre-communicative activities. Particularly, they were emphasized on the development of the students' organizational competence. The following was the student's opinion towards the homework given to them.

R : *'Oiya kalau dari PR-PRnya gimana?'*  
**(What do you think about the homework?)**

S9 : *'Kebanyakan..'*  
 ('It's **too much**.')

S8 : *'Hee kebanyakan..'*  
 ('Yes, it is.')



- R : '*O gitu ya, kalau dari PR kemarin kalian tambah pengetahuan?*'  
(O so I understand, but **do they enrich your knowledge?**)
- S7 : '*Ho o Miss.*'  
(**Yes, Miss.**)
- R : '*Apa yang tambah pengetahuan kamu? PRnya tentang apa hayo, jangan-jangan PRnya aja lupa.*'  
(Which homework enriched your knowledge? Can you mention them, or even you forgot that?)
- S6 : '*Biografi,*'  
(Biography,)
- S7 : '*Longman,*'  
(Longman)
- R : '*Dari yang pertama?*'  
(From the first?)
- S6 : '*Longman,*'  
(Longman)
- R : '*Dari Longman kalian belajar apa?*'  
(From Longman, what did you learn?)
- S6 : '*Apa, past tense, present tense,*'  
(Whatsit, past tense, present tense,)
- R : '*Terus?*'  
(And then?)
- S6 : '*Sama cara mbacanya itu.*'  
(And then the way we pronounce words.)
- S7 : '*Iya.*'  
(Yes.)

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3h1</sub>

The students were actually smart students. However, they previously never been challenged with the existence of the planned homework before. And the homework was not deliberately designed to meet their capability. The students stated that the homework was too much for them, but in the end they admitted that it was very useful for them. The students had the capacity of loading such numbers of homework. Therefore they should be kept up to reach their, what is meant by the Vygotsky with, the zone of proximal development in learning English.

### i. Conducting Communicative Activities

The communicative activities conducted in the second and third meeting in this cycle give the students more opportunities to speak. Added to this, the rule of

only English speaking time strengthened the students' motivation to speak. They were brave in practising speaking. It was reflected in the following reflection with the English teacher after her observation during the implementation of the action in meeting two.

R : *'Kalau dari Ibu kalau misal mengamati siswa-siswanya gitu, ada nggak Buk perubahan pada diri siapa gitu.'*  
 ('Based on observation to the students, do you find significant changes to particular student ma'am?')

C1 : *'Ee, kalau secara umum saya belum melihat ya, satu per satunya, dalam artian mungkin mereka paling tidak keberanian untuk ngomongnya ada kemajuan gitu ya. Tapi kalau dari kemampuan e kelihatannya belum begitu bisa diukur satu per satu ya mungkin kalau satu per satu mungkin nanti lebih pada waktu penilaian ya. Tapi kalau secara umum paling tidak mereka berani untuk berbicara dengan bahasa Inggris dalam proses diskusi tadi. Dan sebetulnya kelemahan anak-anak itu juga justru di situ, keberaniannya untuk practise itu yang, bahkan mungkin ada satu dua yang sebetulnya bisa, tapi mereka enggan, kadang kan gitu ya, e takut yang salah, takut yang apa tapi dengan sedikit apa, direstrict dengan ada aturan itu, otomatis mereka harus berani seperti itu.'*  
 ('Em, I only see in general, in particular I haven't been able to see it one by one. **In general, at least they have the courage to speak. It is an improvement from them. But specifically, I haven't been able to measure them one by one, maybe I will be able to do that in the post-test. However overall, at least they have the confident to speak during the discussion time. And actually it hit the point. Their biggest weakness is their courage to practise speaking. Even actually there are one or two students who actually are able to speak English well, but they do not want to speak, sometimes they are afraid of committing mistakes. However when you provide them with rules, automatically they should be brave to speak like that.'**)

Appendix B: Interview 11 Cycle 2 Meeting 2<sub>C3i1</sub>

The collaborator also agreed to what the teacher said. She had the same opinion. It can be seen in her reflection below.

R : *'Kalau dari kamu gimana tadi C4, itu pengamatan di kelas?'*  
 ('How about your opinion based on your classroom observation C4?')

C4 : *'Eee, sama kemarin sih lebih bagus ini. Terutama dari studentsnya ngomong, kalau kemarin itu kan yang information gap tentang tokoh ya, itu kan kebanyakan baru inputnya kan, istilahnya. Nah, sekarang kan lebih ke discussionnya itu lebih komunikatif lagi kalau ini. Terus bener kata Ibuknya tadi, bener keberanian siswanya udah meningkat gitu. Kalau dulu awal-awal kan mereka masih sign language nya masih banyak, sekarang tu mereka diskusinya tadi tak pikir itu bagus kok dah meningkat dari, trus apa lagi tadi ya, oya waktu penayangan video itu, kamu tu belum njelasin ini tu video disampaikan kapan, di mana, buat tambahan informasi aja'*  
 ('Em, compared to the previous activity, it is better. **Especially in terms of the students speaking, the last activity was about the information gap of particular figure right? You gave more input at that time. And today, you emphasized the activity on discussion activity, so it is more communicative. And I agree with what the teacher was saying, the students' courage to speak English improved. In**

**my opinion, they were good in the discussion. In the early previous meetings, they use the sign language often, but they now speak.** Then, during the video playing you haven't given them the preface about when the speech was delivered, for additional information only.'

Appendix B: Interview 11 Cycle 2 Meeting 2<sub>C3i2</sub>

The same opinion was also stated by the students during the interview. She said that the English learning was more interesting because there were a lot of opportunities of speaking practice. Their opinion can be seen in the following two scripts.

R : 'Piye e.. Gimana Aql menurut kamu pembelajarannya selama ini?'  
(Aql, what do **you think about the ELT processes?**)

S8 : 'Menarik,')

(**Interesting,**)

R : 'Kenapa menarik?'

(**Why** is it interesting?)

S8 : ('Soalnya caranya tu beda sama guru-guru yang lain. Kalau guru-guru kan biasanya cuma nampilin power point, dijelasin, terus kan mbosenin, terus tadi, tadi aja sebelum Bahasa Inggris aku tidur pas sejarah soalnya gara-gara cuma nonton film. Aku nggak suka kayak gitu. Film-film apa ya?')

(**Because the way the activities were presented were different from other teachers. There was more practice.** They usually only showed us power point, they explained it all the times. It was so monotonous. You know what happened before the English class? I slept during the history class because we were to see some tedious films. I don't like that way. What were the films about, guys?')

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3i3</sub>

R : 'Kalau kamu sendiri gimana kemarin, jadi kesempatan ngomong bahasa Inggrisnya tambah atau gimana?'

(For you yourself, **do you have more opportunities to speak English** or any other opinion?')

S8 : 'Iya tambah sih, tambah.'

(**Yes, there are more opportunities.**)

Appendix B: Interview 12 Cycle 2 Meeting 2<sub>C3i4</sub>

The last communicative activity was the most communicative amongst all. Based on the collaborator observation, it was the best amongst all. It could be seen in the following script.

R : 'Komunikatifnya dapet nggak C4?'

(**Do you think it is communicative?**)

C4 : 'Dapet kok. Lumayan. Ee walaupun itu, masih gesture aja. Tapi mereka, they try to speak English.'

(**Yes** it is. Not bad. Em although they still use gesture but they do, **they try to speak**

English.)

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C315</sub>

It was also stated that the degree of the communicativeness from one meeting to the other meeting always increased. It is shown in the reflection below.

R : 'What do you think about **today's activity**?'

C4 : '**Better than yesterday. So much better.**'

R : 'So the graphic's rising?'

(**So the graphic's rising?**)

C4 : '*He'em. Kalau sekarang mereka bagusnya tuh speakingnya kayaknya lancar aja dan mereka tu jarang pakai Indonesia sekarang tak liatin. Ya meskipun kadang pakai gesture tapi lumayan sih nggak pakai Indonesia gitu. Dulu kan pakai tulis-tulisan lho. Pakai kertas nulis, jadi tekniknya mereka kayak gitu. Terus, tapi masih ada beberapa yang keceplosan tapi nggak papa terus tadi kamu juga masukin perfect kan? Nah, bagus itu. Ada yang tanya itu juga bagus berarti mereka memperhatikan tandanya. Tentang itu kan, apa itu tadi? Continuous itu ya? Juga berarti bagus.)*

(**Yes. Now they are fluent in speaking and they seldom use Indonesian based on my observation. Even though sometimes they use gesture, but they avoid speaking Indonesian. Once they used writings to communicate to others, that's their technique to compromise with the rules, but now not anymore. And it is good you include the perfect tense today, and the students ask questions, it means They pay attention to it. It is basically good.**)

R : '*Hoo. Karena dari PR aja sih.*'

(*Yes, it is because their homework anyway.*)

C4 : '*Nggak papa itu. Tapi kan kamu ngasih contohnya yang mereka tu benar-bener bisa mudeng gitu lho, kalau yang disholatin itu kan mereka jadi mudeng. That's good, terus sama apa lagi?*'

(*It's okay. You gave them examples that are very close to them so they understand, like 'is prayed', it's based on their experience. So that's good, then what else?*)

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C316</sub>

The students showed their best confidence in meeting three. It was observed by the collaborator in the following discussion.

R : 'Confidencenya  *gimana*?'

(*What do you think about their confidence?*)

C4 : '*Confidencenya lumayan, mereka jadi nggak lama eyel-eyelan siapa dulu gitu lho. Biasanya eyel-eyelan kan? Dinilai gitu kan mau speaking? Tapi mereka nggak lama kan eyel-eyelannya? Tapi tadi cuma telat berapa menit aja. Berarti itu confidence nya mereka udah dan karena mereka emang talk about their ..*'

(*It was good enough, so they did not throw the chance to each other, who speak the first. They used to be so. And it was assessed right? They didn't take a long time to decide the order. It was late only in few minutes. It means their confidence improved and I think it is because they talked about their...)*

Appendix B: Interview 13 Cycle 2 Meeting 3<sub>C317</sub>

Based on my self-observation, I noticed that in meeting three, the students were all out in performing their speaking skills during the communicative activity “The Best Admirer”. Their level of confidence increased and they become more interactive. The following was my self-reflection based on my self-observation.

- R : *‘Terus apa ni, kepercayaan diri siswanya Buk, yang di bab terakhir itu yang di favourite inspiring person itu anak-anak itu tu, karena itu topiknya’*  
(And then **about the students’ confidence ma’am, in the last topic which is in favourite inspiring person, they were really engaged and speak confidently because of the topic.**)
- C1 : *‘Favourite inspiring person itu Steve Jobs bukan ya?’*  
(‘Is favourite inspiring person the Steve Jobs activity?’)
- R : *‘Bukan, yang setelah Steve Jobs, yang terakhir itu Buk, nah itu tu karena mereka di rumah itu disuruh membuat, disuruh memilih favourite inspiring person masing-masing, terus itu ada communicative activities namanya The Best Admirer, jadi penggemar-penggemar yang paling baik itu, terus mereka dikelompok-kelompokkan terus kamu ceritain tentang apa, tentang tokoh yang kamu sukai ini, terus mereka dikasih ini, apa namanya, ee, dikasih rubrik untuk menilai speaking temennya kayak gitu Buk, terus ya.. sama dikasih rules kalau harus bahasa Inggris, kalau nggak, denda gitu. Nah itu mereka mulai ngomong kayak gitu terus temennya bantuin, kayak gitu, terus mereka mancing-mancing kalau udah mulai buntu gitu, mancing lagi, mancing lagi kayak gitu. Nah, terus Buk, yang mengejutkan itu, bahwa ternyata anak-anak itu juga objektif. Jadi sebenarnya kemampuannya, misalnya kemampuannya kayak Arv, kayak gitu, Amd, sama dengan kemampuannya Isb gitu, tapi Isbnya ini tuh lebih confidence gitu lho Buk.’*  
(No, it was after that. It was the last one ma’am. **I asked them to choose their own favourite inspiring person, then I conducted the communicative activity entitled The Best Admirer, so the best admirers from the figure. Then they were grouped. In the group, they told one another about their favourite inspiring person. Each student got the speaking scoring rubric to assess their friends’ speaking or peer assessment. And then they were given rules to speak English, I still used the penalty if they broke the rules. They spoke and helped each other, they stimulated their friends when they run out of words. And I found that the students are actually objective. And their ability in speaking English, for example like Arv’s, Amd’s equal to Isb’s, the difference is that Isb is more confidence.**)
- C1 : *‘He em.’*  
(‘Indeed.’)
- R : *‘Nah gitu, lha kalau Ln itu benar-benar udah itu ya Buk, kayak advance gitu. Terus kalau yang Isb itu, di favourite inspiring person itu mereka benar-benar menilai, jadi, mereka nggak yang oh dia yang biasanya bagus nggak langsung dipilih tuh nggak, tapi mereka memperhatikan temannya, prosesnya, kayak gitu. Yang menang itu si ini, si Nsy..’*  
(‘But Ln seemed to be advanced speaker, right ma’am? And then **the students really assessed their friends. We knew that Ln and Isb usually were the best in English in the class, but during the activity, the students did not rely on their usual believe, they really paid attention to their friends’ presentation, the process. And out of expectation, Nsy became the winner.**)
- C1 : *‘O iya Nsy.’*  
(‘I see, Nsy.’)

R : *'Yang dulu malah itu, padahal waktu dulu itu tu ndelik gitu, nggak mau dilihat gitu. Kalau temanya dekat dengan anak...'*

**(She once even hid herself during the pre-test. She was so shy. But it seemed that the topic was very close to them....)**

Appendix B: Interview 14 Evaluation c318

#### **j. Giving Feedback on the Students' Work and Performance**

The feedback given to the students for their work and speaking performance helped them to improve their communicative competence. In speaking performance, the feedback given was related to their pronunciation. With this the students were able to pronounce the words correctly.

After conducting reflection in every meeting the collaborators and I reflected all actions being implemented from the beginning to the end. It was concluded that all actions had successfully contributed to the improvement of the speaking skills of the students' of Class X IS II of SMA N Godean in the 2015/2016 Academic Year. The results of the improvements during Cycle 1 and Cycle 2 can be seen in the following table:

**Table 6: The Actions and The Improvement in Two Cycles**

<b>No</b>	<b>Actions</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
1	Setting a Fun Atmosphere in the Classroom	The classroom atmosphere was more fun than before the action was implemented. There was improvement in the students' participation and interaction. Added to this, the game helped to create the fun learning atmosphere. The students liked the topic being covered:	The students (almost all of the students) were very active in joining the ELT. The topic selected: The Great People and My Most Favourite Inspiring Person successfully attracted the students more. I could mingle with the students by decreasing my

No	Actions	Cycle 1	Cycle 2
		Holiday and Childhood. However, sometimes I was too formal to the students.	formality. The students enjoyed being in the classroom.
2	Using English in the Classroom Interaction	I used the short English instruction, to communicate with the students. The students understood but they responded in Indonesian The rule of only English speaking time was put into effect. The numbers of the rule breakers were many. At first the students were quieter. However the students produced English more.	I used the longer English instruction to direct the students. They responded in English although the shortest ones. They used English more often. The rule of only English speaking time was maintained. The students were more relaxed and they became more talkative. Added to this, they seemed to get used to it and they enjoyed it. The number of the rule breakers reduced.
3	Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials	Introducing topic and lesson objectives, brushing up materials, and reviewing the materials in the following meeting helped the students to check their comprehension regularly. The students contributed to it though it was still minimal.	The students' contributed more in responding the stimulation given during the topic and lesson objective introduction, materials summarizing, and the material reviewing. They stated their opinion more.
4	Promoting the Habit of Doing Self-check Dictionary	The students used the dictionary much when they were given tasks to write diaries. The monolingual dictionary was introduced. The students worked in a Longman 3000	The students used the dictionary much when they were given reading exercises. Their autonomy to find words in the dictionary improved. They were not told anymore to consult

No	Actions	Cycle 1	Cycle 2
		<p>project. All of them developed their vocabulary mastery. Furthermore, the students paid attention to the words' pronunciation.</p>	<p>the dictionary. The students paid more attention to the accent of English they were going to select.</p>
5	Integrating Media into the ELT Processes	<p>The media integrated (PowerPoint, audio, hand-outs for materials and tasks, blank paper) improved the students attention towards the ELT processes. The integration of the students' gadget to the learning also made the ELT friendlier to them even though one or two students used their gadget out of context. The use of email for the homework submission made the learning more dynamic.</p>	<p>The media integrated (PowerPoint, video, pictures, materials and tasks, picture card, asturo paper, blank paper) attracted the students to learn. It made the ELT processes not monotonous. The pictures stimulated the students to speak more. Less students were got caught using their gadget out of ELT context. The use of email in the homework submission made the learning more dynamic.</p>
6	Varying the Classroom Type Interaction	<p>There were more pair works than the group works in the first cycle. It improved the students' interaction but it was not optimum yet because the students did not have the wide opportunities to speak and listen to their friends. The students expected to have more group work.</p>	<p>There was more group work than the pair work in the second cycle. It made the students interacted and mingled with their friends more. It made the ELT processes more relaxed.</p>
7	Conducting the Pre-communicative Activities	<p>In the first cycle the comprehension focus were from the audio input, a song,</p>	<p>In cycle 2, the students' engagement during the pre-communicative</p>



No	Actions	Cycle 1	Cycle 2
		<p>vocabulary and expression. The language focuses were intonation drilling and pronunciation. They also had the semi communicative activity entitled Holiday Email. They also had an intermezzo activity entitled Twenty Question game. It prepared the students in mastering their communicative competence to be used in the communicative activity. However, at first some of the students did not get engaged to the activity. In the end they were very interested in doing the game. The students also enjoyed the listening to the song activity in meeting three. It made the learning more fun and meaningful. However, the collaborator found out that there was less input for their vocabulary mastery.</p>	<p>activities improved. The comprehension focus came from the reading text (biography of great people), conversation script, vocabulary and expression. The students had the language focus focusing on past tense, intonation and pronunciation drilling. The students enjoyed themselves practising the conversation and spelling out names in the semi communicative activity entitled Great People Missing Identity. In the second cycle, the students had large input of vocabulary through reading exercise.</p>
8	Giving the Students Homework	The students were given the Longman Project & Diary Writing for their homework. It helped them to stay interacted in English when they were at home. The diary writing helped them to practise in constructing sentences.	The homework given was Longman Project & the Reading Exercise. The students were also to find the biography text and to identify it. They were very enthusiastic in doing the homework.

No	Actions	Cycle 1	Cycle 2
		<p>The homework had the students improved their English knowledge although the students felt that the homework given were too much. However, they could finish it well.</p>	
9	<p>Conducting Communicative Activities</p>	<p>The Holiday Survey was less challenging for the students. They were enthusiastic at the beginning of the activity and they could finish their work very fast. After that, the students tend to speak Indonesian.</p> <p>In the Sharing Embarrassing Experience during Childhood activity, the students got more challenge to speak up. Here, the rule of only English speaking time was put into effect. Some students were shocked and they became quiet. However, some students were very happy with the activity. They interacted more and they even laughed at each other. Some of them enjoyed making mistakes during the speaking times.</p>	<p>In the second cycle, the communicative activities conducted were more communicative and more challenging. The rule was maintained and the students got used to it. In The Steve Jobs Life Story Timeline activity, the students used their body language more during the discussion but they did not speak Indonesian.</p> <p>In The Best Admirer activity, the students' improvement in speaking was very good. They were very confident and could maintain their speaking.</p>
10	<p>Giving Feedback on the Students' Work and Performance</p>	<p>In general, the feedback which was provided to the students' work made the students more punctual in submitting their homework and</p>	<p>The same type of feedback was given and it maintained the students' punctuality. Added to this, rewards giving to the</p>

No	Actions	Cycle 1	Cycle 2
		made them care more towards their assignment. The feedback given to their speaking performance, in terms of the process and product encouraged them to speak up more and they got more knowledge on how to pronounce the words correctly.	students who got the achievement improved the students' participation. The students were more engaged to the activity conducted because the availability of the rewards.

#### D. The Students' Speaking Test Scores

The students' speaking skill improvement affected the speaking score they gained. In this research the speaking assessment was conducted by the English teacher and me to minimize the risk of subjectivity in the scoring and to make the data more reliable. It used the investigator triangulation and the inter-rater reliability. The followings were presented the summary of the students' speaking mean scores in the pre-test and post-test in each aspect (see **Appendix H for the complete details of the score**).

Table7: **The Result of the Pre-test in Each Aspect of the Speaking Criteria**

Rater	VE	G	F	IS	PI
<b>Rater 1</b>	1.71	1.61	1.52	1.90	1.16
<b>Rater 2</b>	1.45	1.48	1.58	1.87	1.74
<b>Combined</b>	<b>1.58</b>	<b>1.55</b>	<b>1.55</b>	<b>1.89</b>	<b>1.45</b>

Table 8: **The Result of the Post-test in Each Aspect of the Speaking Criteria**

Rater	VE	G	F	IS	PI
<b>Rater 1</b>	2.41	2.21	2.62	2.59	2.45
<b>Rater 2</b>	2.86	2.45	3.03	2.90	3.17
<b>Combined</b>	<b>2.64</b>	<b>2.33</b>	<b>2.83</b>	<b>2.74</b>	<b>2.81</b>

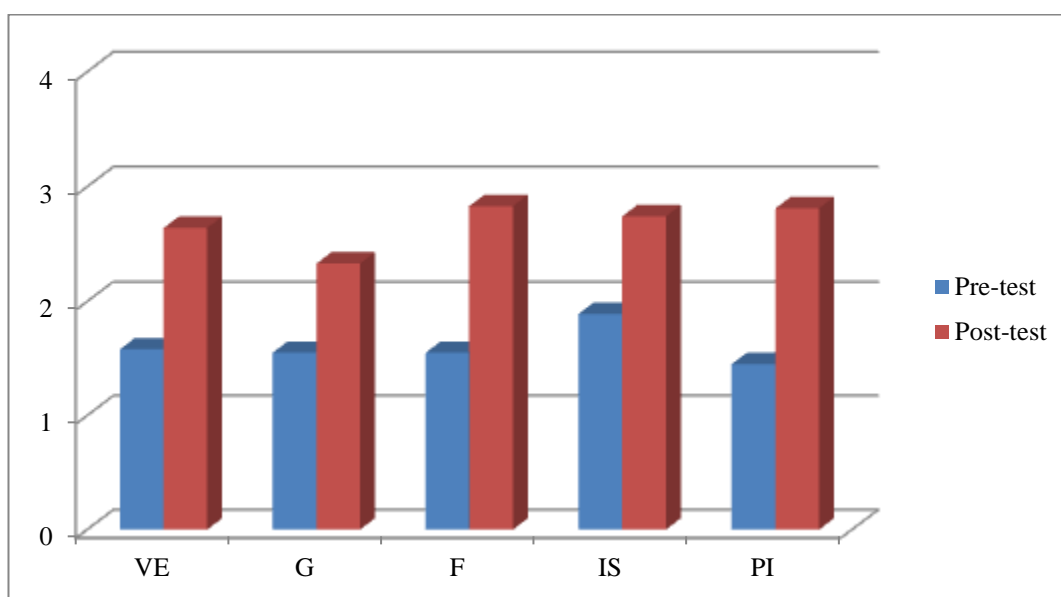
The aspects to be assessed in the speaking pre-test and post-test were the vocabulary and expression (VE), grammar (G), fluency (F), interactive skill (IS), and pronunciation and intonation (PI). The score for each aspect ranged from 1-4. 1 for poor performance, 2 for fair performance, 3 for good performance, and 4 for excellent performance. Therefore when the score of each aspect was summed, the maximum score would be 20.

In the pre-test the students were shy to speak. They were hesitant and unconfident. They switched to Indonesian a lot. Their mean score in each aspect of speaking criteria fell into a poor performance category because it did not reach 2. However, during the post-test, the students were more interactive and could maintain speaking. Their mean scores in the post-test improved. They fell into a fair performance category. The following table presents the gain score of the speaking skill in each aspect.

**Table 9: The Students' Gain Scores in Each of the Speaking Criteria**

<b>Test</b>	<b>Freq</b>	<b>VE</b>	<b>G</b>	<b>F</b>	<b>IS</b>	<b>PI</b>
<b>Pre-test</b>	31	1.58	1.55	1.55	1.89	1.45
<b>Post-test</b>	29	2.64	2.33	2.83	2.74	2.81
<b>Gain Score</b>		<b>1.06</b>	<b>0.78</b>	<b>1.28</b>	<b>0.85</b>	<b>1.36</b>

The above table shows the score improvement or the gain score of each speaking skill aspect. The following chart displayed the students' speaking score comparison between the pre-test and post-test in each aspect in Table 9.



**Figure X: The students' mean scores comparison in each aspect of the speaking criteria**

In general, the students' speaking score improved in the post-test. The following table presented the students' total score of the five aspects of the speaking and their gain score.

**Table 10: The Students' Mean Scores in the Pre-test and Post-test in all Speaking Criteria**

	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain Score</b>
<b>Mean Score</b>	8.02	13.34	<b>5.32</b>

Out of 20, the students' pre-test mean score in the five aspects of speaking was 8.02. Meanwhile, their post-test mean score was 13.35. Their score improvement was 5.32.

### **E. General Findings**

Conducted within two months with careful design and plan, the action research resulted in changes to the parties closely related to it. Firstly, it changed

me, as the researcher. Secondly, it changed the students. Thirdly, it changed the English learning and teaching processes. Finally, it changed the collaborators. The changing meant was described as follows.

### **1. The Changes in Me**

What I have gone through in this research really changed the way I think and the way I behave. It gave lots of impacts to me in developing the four competences the English teachers should master: pedagogically, professionally, socially, and personally. Pedagogically, I think more about my students: their personality factor, their varied English proficiency and their capacity of learning. Added to this, I become more aware in conducting English learning and teaching which is juicy: full of good moral values, dialogic, and educating. Furthermore, I am also fully aware to integrate various media into teaching. Generally, I am more capable in tailoring many elements to present delicate English learning and teaching process to the students. This action research also affected me professionally. It taught me to be more professional. However, in the other side, it is like punching me in the eyes that I realized I was still far from being professional and need to learn more and more. Socially, I learn how to interact with all the member of the school and the research better. I become more flexible and more respective to other people. Personally, I strengthen my personality. I was too impulsive and sometimes was unrealistic in setting goals. Therefore I am now more careful and think further before making decision. Hopefully, I can be a reflective teacher in the future.

## **2. The Changes in the Students**

The changing in the students was seen from the observation and from the students' statement. Previously, the students had negative perspective about English. They thought English was unfriendly, scary, and was a difficult subject to learn. However, the students' negative perspective changed. Now they think it is fun and they like it even more. Because of the change of their perspective, they feel that they are more relaxed in learning English and they enjoy it. Secondly, in relation to their courage, they admitted that their courage to speak improved. Their self-confidence increased (though it was varied amongst the students). They become more active in the classroom. They have the courage to try speaking up even though their anxiety had not all gone. Thirdly, by the continuous feedback given in a friendly way, they now are more open to any feedback. In relation to the materials comprehension, they admitted that they understand grammar more. , broaden their view, understand English instruction more, and be better in pronunciation. They developed their vocabulary. They can arrange words better. They got new many things. Fifth, they have the willing to explore English more even though it will be step by step. They are also more interested in developing their speaking skills. In addition to this, by doing the tasks and the homework given, they feel that they are more capable in writing, and listening to what others' saying. They were more sensitive to it. To know more about changes in the students, see **Appendix E Questionnaire on Reflection Stage Result Part 2.**

### **3. The Changes in the English Teaching and Learning Processes**

The English teaching and learning processes are more fun. It could attract the students' attention more and made the students participate more. The integrated design of the materials, tasks, and homework provided more opportunities for the students to explore English more. It made the most of their time in the classroom.

### **4. The Changes in the Collaborators**

There were two kinds of collaborators involved in this research: the English teacher and my three colleagues. For the English teacher, this action research made her think more about her students and she was reminded of the need for well-tailoring the ELT processes. The English teacher also opens her view to the classroom action research. By joining this research, she strengthened her willing to conduct other action research in the future. For my two first colleagues, this research gave them broader view about the common problems met in the English teaching in the big classroom. It enriched their knowledge and sharpened their thought in contributing their ideas to solve the occurring problem. For my third colleague, this research gave her references in teaching English in a better setting than the one she ever had. She witnessed the long struggle in preparing the good ELT processes and got the idea to be so.



## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

This chapter consists of three parts. The first is the conclusion of the research drawn from the research process, finding, and discussion in the previous chapter. The second is the implications of the research. The third is the suggestions offered for the collaborators and the school.

#### **A. Conclusion**

The research findings and discussion in the previous chapter showed that this action research resulted in positive changes to the speaking skills of the students' of Class X IS II of SMA N 1 Godean in the 2015/2016 Academic Year through the use of pre-communicative and communicative activities supported by the eight other actions. In this action research, the speaking skills were assessed through the five criteria: vocabulary and expression, grammar, the fluency, pronunciation and intonation, and interactive skill. The biggest improvement made by the students was in the last three mentioned criteria. However, the vocabulary and the grammar aspect have not been successfully improved. Added to this, the students improved their confidence, interest, participation, enjoyment, and motivation in the ELT processes by joining this research.

The pre-communicative and communicative activities were found effective as the problem solver for the students' speaking problem. In this research, these activities were designed to provide the students wide opportunities to interact each other with English. The pre-communicative activities facilitate the students to acquire the communicative competence they needed to express in the communicative activities. The pre-communicative activities consisted of

comprehension focus and language focus. This phase was the preparation phase. Because they were prepared, the students could be more confident in performing the communicative activities. In the communicative activities, the students were provided with the information gap to bridge, choice to express meaning, and feedback to fill the gap; therefore, the interaction done was more dynamic. Although the contribution of these activities was very big, however it could not be separated from the other supporting actions.

The actions supporting the students' skill improvement were the setting of a fun classroom atmosphere, the use of English in the classroom interaction, the classroom routines (introducing the topic and the lesson objectives, brushing up materials, and reviewing materials), the promotion of self-check dictionary, the use of various media, the various classroom interaction, the homework given to the students, and the feedback giving. All of the actions were interlinked each other resulted in students' positive changes.

## **B. Implications**

Some implications related to the theory and the implementation of pre-communicative and communicative activities and their complementary actions emerged from this research. In this research, the students improved their speaking skills in terms of fluency, pronunciation and intonation, and interactive skill. These three elements improved because of the wide opportunities for speaking provided in the communicative activities without the need to be all accurate. Time on task principle says that the more the students doing something, they will be

better in that thing. Furthermore the ten core assumptions of the language teaching proposes by Richards (2006) emphasizes that all of the activities should facilitate the students in developing their communicative competence.

Secondly, the use of the media maintained students' interest and motivation towards learning. This goes with what Brinton (2001) says about the benefit of using the media. Therefore, in presenting the ELT processes, the use of the media should be really taken into account. Thirdly, the various classroom interactions will make the students more interactive to each other. This goes as what Harmer (2007) says about the various classroom interaction.

Fourthly, however, the students' grammar and vocabulary and expression were still lacked. It indicates that there is future need in the pre-communicative activities provided to focus more on grammar and the vocabulary aspect to make the students express meaning better. Moreover there should be ample feedback again and again continually.

Fifthly the problem of the big classroom, the students' fatigue, and the limited time provided in the classroom, should not hinder the development of the students anymore in the future if the teacher could design program in which navigate the students to explore their ability. Sixth, the recognition of the students' personality factor is needed so that the teacher could help them to develop their potential in general and English in particular.

### **C. Suggestions**

From the conclusion and the implications conveyed previously, the following suggestion is offered for the betterment of the students' English learning.

## **1. The Collaborator**

The English teacher is expected to continue the successful action being implemented previously, so that it will maintain the students' progress in the ELT processes, especially in speaking skill. It is also recommended that the English teacher conducts some further research to the students' current condition to improve the accuracy and vocabulary mastery.

Towards activity in the classroom, it is better for the teacher to provide activities which are various and engaging. Make more practices in the classroom. It is important to provide activities which are appropriate for the students' intellectual capacity. Too easy and too difficult activity will demotivate the students. Therefore teacher should be sensitive towards this issue.

To overcome the limited time provided in the school, in the beginning of the year, it is better for the English teacher to design activity which could navigate the students' learning at home. The homework is planned and scheduled. This design was based on the concept of English teaching and learning, therefore it can be used again and again. It will take time at first, but it saves more time in the future.

## **2. The School**

There are many ways that school could support the students' English learning. First, the school could make policy to use English at school at least one day in a week. Secondly, the school could increase the English exposure in the school. Thirdly, the school held an English event: such as cross cultural understanding by inviting the English native speakers so that the students could try interacting with them. Thus, the students' will have more experience with English.

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# **APPENDICES**

**APPENDIX A**  
**INTERVIEW GUIDELINES**

**APPENDIX A| INTERVIEW GUIDELINE**  
**PLANNING STEP**

<b>A. Planning</b>				
<b>No</b>	<b>Content</b>	<b>References</b>	<b>Item</b>	
			<b>For Teacher</b>	<b>For Students</b>
1	The obstacles in the teaching and learning process of speaking	Nunan (1989:18) Brown (2000:270)	<ul style="list-style-type: none"> <li>•What are your obstacles or difficulties in teaching speaking skill?</li> <li>•How do you deal with those problems?</li> <li>•In your opinion, what are difficulties faced by your students in learning speaking skill?</li> <li>•How do you deal with those problems?</li> </ul>	<ul style="list-style-type: none"> <li>• What are your problems in speaking?</li> <li>• How do you deal with those problems?</li> </ul>
2	The classroom activities	Brown (2001:271) Harmer (2004: 271) Kayi (2006)	<ul style="list-style-type: none"> <li>• In regard to speaking activities, what kind of activities you use to practice your students' speaking skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Does your teacher often give you speaking practice? What are they?</li> <li>• Does your teacher involve you to choose the topic o the activities?</li> <li>• What are learning activities in your classroom you like to do very much?</li> </ul>
3	The teacher	Harmer (2007: 108) Nunan (1989: 19)	<ul style="list-style-type: none"> <li>•How do you explain the materials?</li> <li>•Are the students motivated in learning speaking?</li> <li>•How to give feedback in speaking activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me about the teaching and learning process in your classroom.</li> <li>• Is the teaching and learning process interesting/good?</li> <li>• How does your teacher explain the materials?</li> </ul>
4	The students' attitudes and speaking abilities	Graves (2000:103) Nunan (1989: 36)	<ul style="list-style-type: none"> <li>• Are the students active in the classroom activities?</li> <li>• What do you think about your students' learning achievement in learning English, especially in</li> </ul>	<ul style="list-style-type: none"> <li>• Do you like English? Do you like to speak English? Do you practice your speaking skill regularly?</li> <li>• Do you enjoy the teaching and learning process in your classroom?</li> </ul>

Taken from Gallis (2014)

			<p>speaking skill?</p> <ul style="list-style-type: none"> <li>• Are their abilities as what you are expected?</li> </ul>	<ul style="list-style-type: none"> <li>• During the teaching and learning process, do you feel confident to speak English?</li> <li>• If you find difficult words when doing your tasks, how do you solve the problems?</li> <li>• How about your achievement in learning English so far? Do you think you need improvement?</li> <li>• What are your expectations in the teaching and learning process in relation with your achievement in learning English?</li> </ul>
5	Materials	Gower,et.al. (1995:77)	<ul style="list-style-type: none"> <li>•Could you please tell me about materials that you use in the teaching and learning process?</li> <li>•What are your teaching resources?</li> <li>•Have you ever developed your own teaching materials?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the materials, are they difficult or easy?</li> <li>• Are they interesting?</li> </ul>
6	Instructional Media	Gerlach,et.al. (1980:241)	<ul style="list-style-type: none"> <li>• Do you use any teaching media to assist your teaching?</li> <li>• Have you ever developed your own teaching media?</li> </ul>	
7	Assessment	Brown (2004: 140)	<ul style="list-style-type: none"> <li>• How do you assess or evaluate the students' ability whether it is improved or not?</li> </ul>	
8	Media (Pictures in Language Classroom)	Wright (1989:2)	<ul style="list-style-type: none"> <li>•Have you ever used information gap activity as the activities in teaching speaking?</li> <li>•In your opinion, do you think such activities are helpful to support the speaking practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever had information gap activity before?</li> <li>• Do you think it is interesting and useful to use such activities during teaching and learning process?</li> </ul>

Taken from Gallis (2014)

## REFLECTION STEP

B. Reflection				
No	Content	References	Item	
			For Teacher	For Students
1	The classroom activities	Brown (2001: 271) Harmer (2004: 271) Kayi (2006)	<ul style="list-style-type: none"> <li>• What are activities suitable for teaching speaking to the students?</li> <li>• Do you think the students enjoy the activities?</li> <li>• In relation to the speaking practice, how do you feel about it?</li> <li>• Is there still any problems we should deal with?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the activities?</li> <li>• What are learning activities you like and dislike to do very much?</li> <li>• Did your teacher ever use such activities?</li> <li>• Is there any difficulties?</li> </ul>
2	The teacher	Harmer (2007: 108) Nunan (1989: 19)	<ul style="list-style-type: none"> <li>• What do you think about the last teaching and learning process?</li> <li>• Do you find some problems occurred during the implementation of the actions?</li> <li>• Which part indicate some failures and improvement?</li> <li>• Do you have any suggestion for the next teaching and learning process?</li> </ul>	<ul style="list-style-type: none"> <li>• What is your opinion about my teaching?</li> <li>• Is the teaching and learning process interesting/good?</li> <li>• Is my voice clear and loud enough?</li> <li>• What is your suggestion for the next meetings?</li> </ul>
3	The students' attitudes and speaking abilities	Nunan (1989: 36)	<ul style="list-style-type: none"> <li>• Are the students active in the teaching and learning process?</li> <li>• What do you think about your students' learning achievement in learning English, especially in speaking skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you enjoy our last teaching and learning process?</li> <li>• How do you feel about your speaking skill? Is there any improvement?</li> </ul>
4	Materials	Gower, et al., (1995:77)	<ul style="list-style-type: none"> <li>• What do you think about the materials, are they difficult or easy for the students?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about materials, are they difficult or easy?</li> <li>• Are they interesting?</li> </ul>
5	Media (Pictures in Language Classroom)	Wright (2004:2)	<ul style="list-style-type: none"> <li>• Picture can help the students in speaking in a good organization?</li> </ul>	<ul style="list-style-type: none"> <li>• What about the pictures? Is it interesting?</li> <li>• Is it helpful for speaking?</li> </ul>

Taken from Gallis (2014)

**APPENDIX B**  
**INTERVIEW TRANSCRIPTS**



## Interview Transcript

### Interview 1 (Reconnaissance)

Tuesday, September 22<sup>nd</sup> 2015

R= Researcher, C1= Collaborator 1 (the English Teacher)

- R** : (*'Ibu kalau di SMA ini kalau dari 4 makro skill yang paling urgent untuk ditingkatkan apa Bu?'*)
- C1** : (*'Kalau menurut saya speaking Mbak, karena K13 ini banyak presentasi.'*)
- R** : (*'Bagaimana hambatan speaking anak-anak dan hal-hal apa saja yg sudah Ibu terapkan sejauh ini Bu?'*)
- T C** : (*'Salah satu hambatan, tidak semua mau ngomong. Kalau presentasi, yang ngomong itu-itu saja. Yang lain diem aja.'*)
- R** : (*'Ibu sudah pernah pakai role play untuk kelas X IS II, Buk?'*)
- C1** : (*'Sudah pernah, tapi baru sekali.'*)
- R** : (*'Ada perkembangan setelah itu Buk, terhadap murid yang belum aktif?'*)
- C1** : (*'Belum.'*)
- R** : (*'Kalau information gap activity sudah Buk?'*)
- C1** : (*'Belum.'*)
- R** : (*'Kalau besok di penelitian kita coba itu bagaimana Buk?'*)
- C1** : (*'Monggo.'*)

**Comment [M1]:** The teacher thought that speaking is the most urgent skill to be improved.

**Comment [M2]:** One of the problem is that the students are reluctant to speak.

**Comment [M3]:** She used the role-play activity but only once.

**Comment [M4]:** The teacher never tried to use information gap activity before.

**Comment [M5]:** The researcher and the collaborator agree to implement the information gap activity in the teaching speaking.

### Interview 2 (Reconnaissance)

Monday, October 5<sup>th</sup> 2015

R= Researcher, C1=Collaborator 1 (the English Teacher)

- R** : (*'Ibu pertemuan Rabu mendatang materinya sudah sampai apa?'*)
- C1** : (*'Yang IS I dan IS II besok sudah congratulating others Mbak.'*)
- R** : (*'Kalau untuk bahan ajarnya Ibu pakai apa?'*)
- C1** : (*'Untuk besok saya pakai Buku Bahasa Inggris dari pemerintah dan LKS Mbak. Kalau materi sebelum-sebelumnya dari anak kan presentasi, mereka akses internet jadi berbagai sumber. Kalau yang MIA kemarin saya minta untuk membuat kartu ucapan selamat untuk siapa saja terserah mereka, saya kasih pedomannya, ukuran kartu, seperti itu, jadi dengan project based learning.'*)

**Comment [M6]:** The learning materials available were the book from government, LKS, and students' material from internet.

### Interview 3 (Reconnaissance)

Thursday, November 19<sup>th</sup> 2015

R= Researcher, C1= Collaborator 1 (the English Teacher)

- R** : (*'Ibu waktu tanggal 5 saya menyaksikan presentasi itu kok siswa-siswanya cenderung membaca slide ya saat presentasi?'*)
- C1** : (*'Iya Mbak kalau materinya banyak gitu baca slide. Mereka speakingnya pas introduction, Question and answer section, sama'*)

**Comment [S7]:** When there are a lot of materials the students read during their presentation.

closing tapi nanti waktu tanya ada juga yang pakai bahasa Indonesia. Menjelaskannya ada yang pakai bahasa Inggris. Kalau temennya nggak mudeng-mudeng baru mereka pakai bahasa Indonesia.’)

R : (‘O begitu ya Buk. Buk kalau di sini itu ada laboratorium bahasanya kah?’)

C1 : (‘Ada Mbak, tapi ya sama aja. Jadi komputer-komputer gitu, ada LCD projectornya juga, tapi speakernya speaker ruangan. Jadi kalo saya ya mending di kelas aja bawa speaker sendiri. Di kelas juga ada LCD projectornya. Sekarang malah labnya kayaknya mau dijadikan laboratorium komputer.’)

R : (‘Oya Buk, untuk ulangan besok Ibu bagaimana?’)

C1 : (‘Kalau saya tak kasi pilihan ganda sama tak suruh buat teks deskripsi tentang teman yang duduk di sampingnya gitu Mbak. Jadi malah pada delok-delokan lucu itu. Yang dilihat aja, jadi nggak perlu nanyanya.’)

**Comment [S8]:** The students uses English in the opening (introducing), closing, as well as for question and answer section.

**Comment [S9]:** There are lacks on language laboratory and it is not functional.

#### Interview 4 (Reconnaissance)

Thursday, November 19<sup>th</sup> 2015

R=Researcher, S1=Student 1, S2=Student 2, S3=Student 3

R : (‘Gimana, kalian suka Bahasa Inggris?’)

S1 : (‘Suka..’)

S2 : (‘Sukaa...’)

S1 : (‘Suka, aslinya suka, tapi pingin bisa. Jadi suka dan pingin bisa.’)

S2 : (‘Tapi banyak kendalanya.’)

R : (‘Apa misalnya?’)

S2 : (‘Susah. Bahasa Inggris tu kalau tau artinya pasti bisa.’)

S1 : (‘Maluu, takut salah, soalnya biasanya ada yang lebih pintar.’)

S2 : (‘Udah minder duluan..’)

R : (‘Hehe gitu?’)

S2 : (‘Terus apa lagi yo?’)

S1 : (‘Yo jarang praktik juga.’)

R : (‘Perlu lingkungan ya?’)

S1 : (‘Ho’o.. Sebenarnya kalau udah sering dipraktikin gitu nanti lama-lama mungkin nggak malu atau kalau nggak ya.. Udah kayak kebiasaan gitu lho, tapi bener nggak bener nggaknya itu tu..’)

R : (‘Udah ada beban di sini ya? (point at her chest)’)

S1 : (‘He’e..’)

R : (‘Jadi itu masalah yang di berbicara ya?’)

S2 : (‘Iya..’)

R : (‘Terus selama ini kalian mengatasi rasa itu bagaimana? Kalian diemin aja lalu kalian nggak berkembang atau kalian coba cara-cara apa..’)

S1 : (‘Ya nggak gitu juga. Biasanya kalau ada orang latihan ngomong, diperhatiin. Kalau misalnya kata ini ngomongnya kayak gini, kalau itu gimana..’)

R : (‘Terus kalian praktekin?’)

**Comment [M10]:** The students felt ashamed of and afraid of making mistakes. They felt inferior.

**Comment [M11]:** The students seldom practice their English.

**Comment [S12]:** The students believe in time on task principle.

**Comment [S13]:** The students apply some strategies in overcoming their problems.

- S2 : ('Hahaha ya nggak tahu sih.')
- S1 : ('Ya praktekin tapi cuma ngomong sendiri.')
- S3 : ('Kadang-kadang.. Nggak dipraktekin sama orang, ngomong sendiri? Sering?')
- S2 : ('Ya nggak sering juga.')
- R : ('Di depan kaca atau sambil apa gitu?')
- S1 : ('Sambil apa-apa. Misalnya lagi makan..')
- S2 : ('Lagi biasa aja.. Lagi apa yaa..')
- R : ('Kayak di jalan gitu ya? Tiba-tiba, Ooo meeen..')
- S1, S2, S3 : ('Hahahaha...')
- R : ('Biasanya gitu yaa?')
- S3 : ('Iya praktik sama Kakak.')
- R : ('Everyday?')
- S3 : ('Iya.')
- R : ('That's cool. Kalian kalau sesama teman gitu, kalau punya sahabat pernah nggak sih, coba yuk kita latihan Bahasa Inggris, mbok kita ngomongnya pakai bahasa Inggris aja..')
- S3 : ('Pernah, tapi dianya nggak dong.')
- S2 : ('Ya pernah..')
- S1 : ('Dulu SMP..')
- S2 : ('SMP kayak gitu..')
- R : ('Kalau di SMA gimana?')
- S1 : ('Beluum..')
- S2 : ('SMA belum pernah.. Belum belum belum, maksudnya belum ada yang deket-deket banget buat diajak ngomong Bahasa Inggris tu.')
- R : ('Ogitu, oya kalau kaitannya sama pembelajaran gitu, oya, kalian juga suka ndengerin lagu-lagu juga?')
- S3 : ('Banget.')
- S1 : ('Iya.')
- S2 : ('Pasti..')
- S3 : ('Banget pastinya.')
- R : ('Kalau film-film?')
- S3 : ('Ng ya..')
- R : ('Kalau misalnya lagu, kalian ndengerin terus atau nanti kalau apa, cari-cari liriknya, diartiin atau gimana?')
- S3 : ('Biasanya nyari liriknya kalau aku.')
- S1 : ('Biasanya aku tak dengerin dulu to..')
- S2 : ('Iya dengerin, tapi kalau nanti susah,')
- S1 : ('Tapi tinggal didownload ding liriknya..')
- R : ('Kamu gimana?')
- S3 : ('Iya, diartiin..')
- S1 : ('Terus nanti biasanya baru tahu maknanya.')
- S2 : ('Iya baru tahu maknanya.')
- S1 : ('Kalau tahu..')

**Comment [M14]:** Their peers did not support them in learning English.

- S2 : ('Liriknya..')
- S3 : ('Liriknya..')
- R : ('Oo, yaya.')
- S1 : ('Tapi misalnya kalau kadang ndengerin gitu, oo maksudnya kayak gini, tapi seringnya nggak tahu. Haha.')
- R : ('Hehe, ya tapi bagus.. Terus kalau pembelajaran di kelas gitu. Bu Guru buat practice speakingnya apa aja yang udah diterapin sama guru?')
- S1 : ('Drama.')
- S2 : ('Bu ini.. Bu Sur?')
- R : ('Iya.')
- S1 : ('Paling drama..')
- R : ('Kapan drama?')
- S1 : ('Dulu..')
- S2 : ('Waktu apa.. yang itu lho..')
- S1 : ('Waktu compliment.')
- R : ('Berapa menit dramanya?')
- S1 : ('Terserah kita kok.')
- S2 : ('Iya terserah kita.')
- R : ('Kelompoknya sama itu ya, kelompok Bahasa Inggris ya?')
- S3 : ('Iya..')
- R : ('Selain drama, presentation gitu?')
- S3 : ('Presentasi terus..')
- S2 : ('Ya baru itu..')
- S1 : ('Paling misalnya kalau ada teks apa gitu nanti disuruh mbaca keras.')
- R : ('Kalau pemilihan topik untuk pelajaran gitu, misal, Bu Guru gitu kalian mau apa topik minggu ini, atau udah ditentukan topiknya?')
- S1 : ('Udah ditentukan.')
- S3 : ('Udah ditentukan.')
- R : ('Terus ini dong, tolong gambarin pembelajaran Bahasa Inggris kalian selama di kelas.. Selama sama Bu Sur..')
- S1 : ('Gurunya masuk..')
- S2 : ('Ho'o..')
- S1 : ('Gurunya masuk, muridnya diem.')
- S2 : ('Salam.. Menyapa dulu..')
- S1 : ('Good afternoon, atau apa gitu, terus nanti misalnya Ibuknya ngomong hari ini mau belajar ini ini ini..')
- S2 : ('Terus bentuk apa.. Kembali ke kelompok..')
- S1 : ('Iya, kalau udah ada kelompoknya, kembali ke kelompok. Terus nanti Ibuknya nulis di papan tulis, apa yang harus kita cari, misalnya nyari apa, descriptive text, itu pengertiannya, strukturnya,')
- S2 : ('Language featuresnya')
- S3 : ('Mbikin presentasi..')
- S2 : ('Iya habis itu mbikin presentasi..')
- S1 : ('Presentasikan..')
- R : ('Sering presentasi ya?')

**Comment [M15]:** The learning activities regarding with speaking conducted so far were role play (once), reading aloud, and mostly material presentation by the students.

- S2 : ('Iya..')
- S1 : ('Setiap bab pasti ada presentasinya.')
- R : ('O gitu. Nah, selama presentasi itu menurut kalian efektif apa, buat speaking practice belum atau sudah?')
- S3 : ('Belum..')
- R : ('Kenapa?')
- S3 : ('Karena apa, kita nggak pakai bahasa Inggris.')
- R : ('Kadang Indonesia gitu ya?')
- S3 : ('Kebanyakan Indonesia..')
- S1 : ('Yang yang yang nanya itu juga pakai bahasa Indonesia.')
- S2 : ('Yang njawab juga..')
- C : ('Kalau itu, usaha guru untuk.. ayo kalian ngomong bahasa Inggris.. itu biasanya gimana?')
- S1 : ('Biasanya itu..')
- S2 : ('Nggak pernah..')
- S1 : ('Kan kalau ada yang tanya, pakai, kalau misalnya ada any question. Any question.. gitu kan diem aja, pakai bahasa Indonesia boleh ya Bu? Boleh, baru pada tanya')
- R : ('Mmmm...')
- S1 : ('Nanti jawabnya juga pakai bahasa Indonesia.. Kalau ditanya pakai Bahasa Inggris malah nggak ada yang tanya..')
- R : ('Sebenarnya kalau menurut teori tu emang bisa menggunakan bahasa Ibu untuk pelajaran ini biar mudeng, tapi untuk ke depannya itu murid-muridnya diencourage speaking kayak gitu.')
- S1 : ('Kalau aku SMP tu apa ya, pelajaran, pokoknya bukan lagi Bahasa Inggris sih, cuman apa gitu, itu juga di dalemnya harus pakai bahasa Inggris. Kalau misalnya ketahuan, dia ngomong, suruh denda lima ribu. Nanti kalau ngomong lagi nyanyi di depan. Pakai surat-surat kayak gitu..')
- R : ('Menurut kalian sudah menarik pembelajaran ini?')
- S2 : ('Ya.. Ya lumayan..')
- S1 : ('Cuman.. apa ya gimana ya.')
- S2 : ('Ya dinikmati ajalah..')
- S3 : ('Kadang masih bingung..')
- S2 : ('Iya bingung, masih ngambang-ngambang gitu materinya tuuh...')
- S1 : ('Nanti kalau dipelajari sendiri biasanya materinya malah baru dong. Tapi kalau gurunya njelasin di depan tu masih.. gimana gitu. Kalau bahasa Inggris lho. Kalau yang lainnya sih.')
- R : ('Ya mungkin itu ya, dari K13 murid-murid belajar sendiri gitu ya?')
- S1 : ('Tapi ya nggak tahu bahasa Inggrisnya tu kayak masih gimana gitu..')
- S3 : ('Bingung ee..')
- S1 : ('Misalnya cari definisi di internet, gitu aja tu cuman dipresentasiin itu maknanya gimana gitu yo masih..')
- R : ('Jadi gimana ya, kalian belum ngerasa Ooo ini.. gitu ya, masih ngambang.')
- S1 : ('Cuma waton kopi paste, presentasi, di baca, ada pertanyaan apa

**Comment [M16]:** The students described the flow of the teacher's teaching. The teacher conducted presentation activities in every topic.

**Comment [M17]:** The students felt that the learning activities had not been effective because they used Indonesian mostly.

**Comment [M18]:** To reduce students' anxiety in speaking the teacher allows the students to ask question in Indonesian.

**Comment [S19]:** The student told her experience in learning English using fine.

**Comment [M20]:** The students quite enjoy their activities.

**Comment [M21]:** The students still had some confusion after the end of the learning. They did not get the clarity of the material.

- R : (*enggak, yaudah paling..*)  
 R : (*'Nah, ketika kalian udah presentasi gitu, biasanya nanti gurunya itu nggak Dek, apa namanya.. ee terus menyimpulkan, ini kayak gini lho.. jadi gini.. mbetul-mbetulin..'*)  
 S2 : (*'Iya.'*)  
 R : (*'Jadi yang dipresentasiin tadi bener..'*)  
 S2 : (*'Iya gitu.'*)  
 S1 : (*'Misalnya ada yang salah tulis nanti dibetulin,'*)  
 S2 : (*'Ya kayak typo typo gitu..'*)  
 R : (*'Tapi Ibu guru pernah itu nggak, sering bawa slide sendiri untuk njelasin gitu atau nggak?'*)  
 S2 : (*'Pernah to?'*)  
 S1 : (*'Pernah po?'*)  
 S2 : (*'Eh, lupa aku, eh pernah ada nggak to?'*)  
 S1 : (*'Tapi jarang.'*)  
 S2 : (*'Jarang sih.'*)  
 R : (*'Jadi dari siswa untuk siswa oleh siswa gitu ya?'*)  
 S2 : (*'Iya..'*)  
 R : (*'Demokrasi'*)  
 S2 : (*'Demokrasi..'*)  
 S1 : (*'Terus juga tu presentasi itu kan sama-sama semua, terus maksudnya tu sama, secontoh-contohnya tu sama, jadi tu ya udah cuma kayak gitu.'*)  
 S2 : (*'Cuma kayak gimana gitu lho.'*)  
 S1 : (*'He e, terus Ibuknya kan mungkin ngiranya udah dong, padahal menurutku masih banyak yang belum dong. Nah, yang diem-diem itu biasanya masih belum dong. Wong aku aja kadang-kadang nggak dong kok.'*)  
 S2 : (*'Tapi pada diem semua.'*)  
 S3 : (*'Mungkin mereka tu kalau ngomong apa ya pada takut salah. Struktur kalimatnya..'*)  
 S1 : (*'Paling tu kalau aktif tu kalau bahasa inggris paling siapa ya.. Luna.. ya Luna aja tu nggak banget, nggak nanya gitu lho. Nanti kalau baru ada pertanyaan, terus yang di depan nggak bisa, dia baru mbantu.'*)  
 R : (*'O gitu..'*)  
 S1 : (*'Paling Isabel..'*)  
 R : (*'Tapi overall kalian suka bahasa Inggris dan pingin bisa ya..'*)  
 S1, S2, S3 : (*'Iya'*)  
 S2 : (*'Pingin banget..'*)  
 S1 : (*'Pinginnya, kayaknya belajar bahasa Inggris tu udah dari SD.. kok sampai sekarang..'*)  
 R : (*'Itu tantangannya guru-guru zaman sekarang. Ditagih sama itu.. masak udah belajar sembilan tahun itu apa, productionnya kurang gitu.'*)

**Comment [M22]:** The students copy pasted the materials and read the materials during the presentation instead of actively produce utterances to say what they mean.

**Comment [M23]:** The teacher's feedback tend on mistyping words instead of students' speaking performance.

**Comment [M24]:** Most of the learning materials used in the classroom were carried by the students.

**Comment [M25]:** The students said that the presentation was monotonous because almost everything in it is almost the same.

**Comment [M26]:** There was misunderstanding between the teacher and the students. The teacher thought that when the students were silent, they had understood. At fact, the students were still confused but they were afraid of asking.

**Comment [M27]:** The students admitted they liked English but they had not be able to master it well yet.

- S1 : ('Iya lah, speakingnyalah yang paling penting tu. Mau nerapinnya.')
- S3 : ('Kan selama ini ..')
- S1 : ('Fokusnya di teori.')
- S3 : ('Teori..')
- S1 : ('Mau UN.. yaa perbanyak vocab, tapi.. jarang diucapin.. ini bacanya apa, intinya ini.. ngapal-ngapalin sinonim, ngapal-ngapalin antonim,')
- S3 : ('Kalau bisa speaking kan nanti gampang banget bisa materinya')
- S2 : ('Soalnya dari SMP tu selalu teori aja,')
- S3 : ('Ra dong aku.. Haaha')
- R : ('Kalian sudah menikmati proses pengajaran Bahasa Inggris?')
- S1 : ('Ya.. gimana')
- S2 : ('Dinikmati aja.')
- R : ('Berarti.. di sini ada pertanyaan... selama pelajaran bahasa Inggris, kalian udah percaya diri ngomong Inggris? Udah?')
- S2 : ('Belum.')
- S1 : ('Kalau aku belum.')
- S2 : ('Nek aku belum.')
- S3 : ('Nek aku sedang-sedang.')
- R : ('In between yaa..')
- S3 : ('Soalnya udah kebiasaan heehe walaupun nggak tahu bener apa salah..')
- R : ('Ya betul. Kalau kalian nemuin kata-kata baru, itu apa yang kalian lakukan?')
- S1 : ('Biasanya buka kamus..')
- S2 : ('Di google..')
- R : ('Buka kamus? Kamusnya yang di mana?')
- S3 : ('Di HP. Setiap hari kan dibawa.')
- R : ('Jadi ada kata baru diketik, terus keluar itu diambil?')
- S3 : ('Iya.')
- R : ('Kalian suka ndengerin?')
- S1 : ('Iya biasanya kalau lagu gitu to.. ini artinya apa.. misalnya pingin tahu maknanya.. biasanya baru tahu.. o kayak gini..')
- R : ('Berarti kamus di HP itu sangat membantu ya.')
- S2 : ('Ooo sangat.. Sangat sangat..')
- R : ('Oyaya.')
- S2 : ('Kan bisa dibawa ke mana-mana juga.')
- S3 : ('Ho o.. kayaknya kemana aja bawa HP.')
- R : ('Kalau materinya selama ini, kalian pikir itu udah mudah apa masih sulit gitu?')
- S1 : ('Materi ini to? Masih gampang nek menurutku.')
- S2 : ('Soalnya itu kan kayak diulang-ulang terus. Itu materinya dari SMP.')
- S3 : ('Jadi dulu SMP tu materinya.')
- S2 : ('Iya itu aja.. kayaknya nggak nambah-nambah deh..')
- S3 : ('Yang sulit itu tenses..')
- S2 : ('Tenses...')
- S3 : ('Dah itu tok.')

**Comment [M28]:** The students felt that most of the learning activities was theory-focused. They felt that actually being able to speak was more important.

**Comment [M29]:** The students learnt vocabulary in isolated contexts.

**Comment [M30]:** The students said that the mastery of speaking skill will ease them to learn the English materials.

**Comment [M31]:** Not all of the students felt confident in speaking English.

**Comment [M32]:** The students relied on cell phones when they tried to search for the meaning of new words.

**Comment [M33]:** The students had not felt significant improvement in English materials.

**Comment [M34]:** The students felt that tenses is the most difficult subject in English.



- S1 : (*Sebenarnya kalau udah pilihan ganda tu nggak nggak susah yo..*)  
 R : (*Production ya? Berarti kalau harus nulis sama ngomong, itu?*)  
 S2 : (*Iya.. pemilihan katanya..*)  
 S1 : (*Tapi kalau nulis juga kadang strukturnya itu lho..* ‘)  
 S2 : (*He e..* ‘)  
 S1 : (*Kalau habis ini makainya gimana ya..* ‘)  
 S2 : (*He e , makai apa ya, gitu..* ‘)  
 R : (*Oya, apa harapan kalian ke depannya untuk pelajaran bahasa Inggris?* ‘)  
 S1 : (*Ya pinginnya gimana ya lebih seru maksudnya tu lebih per anak tu mau ngomong gitu lho.. kan kadang kalau cuma ditawarkan siapa yang mau gitu kan nanti yang anu tu cuma..* ‘)  
 S2 : (*Cuma tertentu..* ‘)  
 S1 : (*Itu-itu aja.. ho o..* ‘)  
 S3 : (*Kalau aku itu, difokusin di speakingnya, praktiknya, baru teori..* ‘)  
 R : (*Practise, practise, practise gitu ya?* ‘)  
 S2 : (*Iya latihan..* ‘)  
 S3 : (*Kalau udah biasa itu nanti gampang..* ‘)  
 S2 : (*Lebih banyak latihan speakingnya, lalu vocabnya ditambahin.. kayak gitu..* ‘)  
 R : (*Okay, we come to the end of our interview, thank you so much ya.. pokoknya let's make our history..mohon kerja samanya..* ‘)  
 S1 : (*Iya.. Aku jadi takut e.. mesti malu.. haha..* ‘)

**Comment [M35]:** The students felt that their biggest difficulties is in the productive skills.

**Comment [M36]:** The students hoped that the learning could be more interactive and made each of the students speak.

**Comment [M37]:** The students concluded they needed a lot of speaking practices.

**Comment [S38]:** The student felt ashamed.

### Interview 5 (Cycle 1 Meeting 1)

Thursday, January 21<sup>st</sup> 2016

R: Researcher C2: Collaborator 2 C3: Collaborator 3

- C2 : (*I don't know about your students. Kinda, I mean.. Never heard about them.* ‘)  
 C3 : (*Me too. I joined the other class.* ‘)  
 C2 : (*And then?* ‘)  
 C3 : (*And then you said that they are.. apa ya.. mereka agak talkative gitu to? Tapi nggak gitu engage to May? Gimana ya?* ‘)  
 C2 : (*Mereka nggak pasif..* ‘)  
 C3 : (*Sebenarnya tapi,* ‘)  
 C2 : (*Mereka nggak pasif yang mereka anteng, diem. Tapi kurang, ngobrolnya mereka itu nggak ke arah yang dipelajari di kelas gitu nggak menurut kalian?* ‘)  
 C3 : (*O gitu? Nah, mungkin kali ya, jadi mereka nggak yang all the time ngomongin itu. Emang susah to? Tapi setelah itu mereka menjawab, mereka akan aktif jadinya.* ‘)  
 C2 : (*Dan itu waktu twenty question games itu, itu sih. Itu engaging* ‘)  
 R : (*Kemarin juga di situ engage.* ‘)  
 C2 : (*Yang belakang itu lho Mei, yang cowok sama cewek yang ganteng sama* ‘)

**Comment [S39]:** The twenty game activated the students' participation.

**Comment [M40]:** B3a2



- cantik itu lho.'*)
- R : ('Rfl sama Isb?')
- C2 : ('Ho.o. Awalnya, eh kok awalnya mereka nglentruk banget kok di meja, tiduran. Nggak jawab.')
- C3 : ('Kita dapat kesan pertama yang salah.')
- C2 : ('Habisnya yang habis twenty question games itu, lumayan dia.')
- C3 : ('Dan yang ngomong pertama kali itu it is ya.. aku juga denger it is.')
- C2 : ('Ngeyel dianya..')
- C3 : ('Oh kalau gitu saya yang salah. Wah, Mei sabar banget ya. Ning ya ho'o sih, mau ngapain lagi Mei.')
- C2 : ('Hmm nek aku yo nan tenan tenan?')
- C3 : ('Nggak kelar, lama kalau gitu. Jadi yang pas dikasih tugas kelompok itu mereka ngerjain menurutku, jadi mereka mau ngerjain. Mereka emang busy. Walaupun ada yang satu atau dua sih yang nggak engage kayaknya.')
- R : ('Yang di mana Na?')
- C3 : ('Kayak si cowok.')
- R : ('Bertiga itu?')
- C3 : ('Si Rfl sama Isb nggak terlalu engage kayaknya tu.')
- C2 : ('Hmm to, udah tahu..')
- C3 : ('Ya ho oh tapi kita salah tentang kita salah tentang kesan pertama.')
- R : ('Tadi kukasih tahu, dia bilang tadi.')
- C3 : ('Ho o, kita salah kesan pertama tentang mereka.')
- C2 : ('Yang.. sik sik kelompok mana ya tadi tu. Aku kasih label kok, bukak o flashdiskmu. Hmm kelompok yang depannya Isb Rfl. Belakang.')
- C3 : ('O yang itu,')
- R : ('O yang di sana, oke oke oke.')
- C3 : ('Yang sebelahnya jawab is it pom pom.')
- R : ('O sebelahnya yang kupanggil Skr tadi ya yang ternyata namanya Rtn.')
- C2 : ('Waa, itu keren itu. Dia aktif to, dia bintang kelas?')
- R : ('Bukan.')
- C2 : ('Tapi dia maksudnya lumayan antusias.')
- R : ('Dia suka itu, suka talkative orangnya.')
- C2 : ('Dia dan dia talkativenya tentang pelajaran, Mei.')
- R : ('Ho o dia juga yang paling aktif nanya kalau aku observe kelas lain maksudnya lagi guru lain gitu lho. Itu anaknya emang itu, langsung approach teacher-nya. Agak merajuk anaknya tapi unyu. Nggak unyu ding udah SMA kok.')
- C2 : ('Kalau sebelahnya Isb Rfl itu tadi aku ke sana, kan dibikinnya suruh ndengerin itu to, nah itu tu yang ndengerin satu, kalo nggak satu berdua gitu. Terus yang lainnya ngopi. Jadi misal kalao tugas kelompok kayak gitu sebisa mungkin diawasi satu-satu terus mereka kerjanya gimana gitu lho, yang bener-bener how they work together because that's our intention right? I mean that's how we want them to work cooperatively right? Nah itu tu tadi yang ndengerin satu atau dua gitu terus yang lainnya copying waktu aku ke sana sih.')

**Comment [M41]:** B3a3

**Comment [M42]:** The students was busy doing exercise. However, one or two students seemed not engaged.

**Comment [M43]:** Some students just copied the answers.

- C3 : ('Yang copying yang mana? Yang nggak pakai jilbab?')
- C2 : ('Yang pakai. Yang pakai jilbab putih.')
- R : ('Oh Nsy..')
- C3 : ('Dia nggak ada jaim-jaimnya to anaknya.')
- C2 : ('Yang ndengerin yang sini.')
- C3 : ('Yang sebelahnya to? Emang kelihatan sih rajin-rajin orangnya.')
- C2 : ('Rfl itu gimana?')
- R : ('Dia wakil ketua kelas, Isb ketua kelas.')
- C2 : ('Ketok jagger e gitu lho. Tau jagger?')
- R : ('Opo yo, mbandel, macho?')
- C2 : ('Ngebos, kayak gitu lho, pentholane.')
- R : ('Tapi so far so good mereka. Aku kalau tanya-tanya apa sama Isb. Tak kira tadi masih apa ya, tak kira tadi lagi nggak enak badan terus sakit apa, kan jam pelajaran terakhir juga to?')
- C3 : ('Tantangannya jam terakhir tu.. Kalau aktivitas kelas yang selalu engaging itu susah ya, maksude.')
- C2 : ('Hmh, kalau tadi kamu tahu kelasku, yo ngantuki ngono kae.')
- R : ('Kalau lagi materials kayak gitu ya.. Ya itu body movementnya.')
- C2 : ('/Kwescens/...')
- C3 : ('Tadi kamu /kescen/ nggak sih pertamanya?')
- R : ('Kalau dibandingin sama kelas kemarin gimana Na?')
- C3 : ('Kelas kemarin ya?')
- R : ('Aku tu sebenarnya tadi kegiatan kelompok tu karena belajar dari kemarin karena kalau cuma satu di depan, itu tu ngantuk jadi ketika mereka ndengerin misalnya pakai headset sendiri gitu, kan mereka punya sesuatu yang mereka berhubungan langsung dengan itu dan itu tu dekat sama mereka dan ada yang dikerjain, jadi selalu engage to the worksheetnya. Kalau kemarin kan nggak to, aku pakai power point, dan di depan terus jadi nggak bisa mobile.')
- C3 : ('O, akhirnya karena itu?')
- R : ('Iya itu kan kamu bilang kemarin kurang mobil juga kan? Jadi ya kubuat worksheet terus malamnya itu aku umumin besok bawa headset dan handphone kalian buat kelas gitu. Supaya aku kopikan audionya jadi mereka ndengerin dan mereka tu berulang-ulang tu sesuai kebutuhan mereka untuk saat itu.')
- C2 : ('Kamu make sure that they have no connection like turn off the mobile data?')
- R : ('Kalau itu? Aku nggak bisa make sure, jadi tadi awalnya bilang itu, nanti malaikat yang ngawasin ya. Saya percaya.')
- C2 : ('Dan kalau yang masalah power point dan handout itu, Bu Ws tu pernah to ngomong sama kita apa sama aku? Pokoknya tu aja kesenangan cuma pakai powerpoint sama ppt doang. Siswa tu harus punya sesuatu yang mereka pegang yang mereka bisa amati secara leluasa, jadi handout tu bener-bener mereka lebih.')
- C3 : ('Jadi kalau udah ada PPT tetep ngasih handout ya?')
- C2 : ('Malah mungkin nggak usah PPT karena mungkin malah distracting.

**Comment [M44]:** The challenge is to teach English in the two last sessions.

**Comment [M45]:** B3a1

**Comment [M46]:** B3a4

**Comment [M47]:** The researcher tried to facilitate the students to train themselves to be honest and responsible.

**Comment [M48]:** The availability of handouts and PPT helped.

- Kecuali kalau mau video.’)*
- R** : (*‘Tapi kalau Bu Nr tetep harus ada yang didisplay.’*)
- C2** : (*‘Depan?’*)
- R** : (*‘Siswa pakai handout, tapi tetep ada yang didisplay.’*)
- C2** : (*‘Ngganggu nggak?’*)
- R** : (*‘Jadi, ketika guru nunjuk, siswa tahu yang ditunjuk mana.’*)
- C3** : (*‘Pointer, untuk hal ini ya membantu. Yo berarti sesuai penggunaannya ya.’*)
- R** : (*‘Sama tadi, kesusashan nggak ada display ketika mau njelasin tugasnya.’*)
- C3** : (*‘Itu emang powerpointnya lagi nggak bisa po Mei?’*)
- R** : (*‘Itu Na.. kabele yo Teh yo..’*)
- C3** : (*‘Ohya ding ho o, VGAny ya..’*)
- R** : (*‘Besok tak matur Pak Edi. Emang kalau speaking itu, pas speaking activity ya mereka engaged. Aku sadar kalau mereka mau dikasih itu tu harus dikasih sangan dulu to.. yo jadi awal-awal yo rodo ngantuk-ngantuk sithik..’*)
- C2** : (*‘Ya sama, punyaku kalau Kamis yo ngono kui.. Misal tadi Mei, bikin mereka lebih mikir. Kayak misalnya kan udah SMA to apalagi.. misal tadi waktu nyocokin intonationnya, raising apa falling gitu.. nomor satu raising.. eh up gitu ya mereka bilangnye? Terus misal salah gitu kamu bilang down, it’s down.. terus mereka ha ha ha kayak gitu kan? Nah biar mereka lebih mikir.’*)
- C3** : (*‘Pembuktian to? Misal dengerin lagi..’*)
- R** : (*‘Nah ndengerin lagi Na? Aku malah ikut goyah kadang-kadang itu ekspresinya nggak sesuai.’*)
- C2** : (*‘Nggak misalnya mereka suruh nyoba, mereka salah to.. up gitu.. coba kamu kalau up gimana.. sekarang kalau down.. kalau mereka bingung mbedain up sama down, kamu mraktekkin, lebih enak mana? Yang ini atau yang tadi? Gini coba ya kalau up kayak gini, kalau down kayak gini.. enak yang mana?’*)
- R** : (*‘Sama itu, kurang drilling vocabnya ketika ada kata baru, belum diperjajalkan, dicobakan, kurang mencobakan mulutnya mereka.’*)

**Comment [M49]:** B3e1

**Comment [M50]:** It is important to make students think. Ask questions.

**Comment [M51]:** Ask the students to practice by themselves.

### Interview 6 (Cycle 1 Meeting 2)

Thursday, January 28th 2016

R: Researcher C2: Collaborator 2 C3: Collaborator 3

- C3** : (*‘So what I want to say is that, well copying that okay? Emm maybe ya, that’s because you’re used to being the way you are right now right, so you don’t feel that’s a problem. But I think that’s I don’t say that’s a problem but maybe it’ll be better if you ee, try to be a little more closer, say for example if you want to address yourself, other than instead of saying I in a formal way, say miss. I think ya, that’s better. And instead of saying anda.. say..’*)
- R** : (*‘Did I say Anda?’*)

**Comment [M52]:** The teacher is too formal to the students.

- C3** : ('Yes, you did. It's because you're being, you used to it right? You didn't realize. See? So I think and I, I, I don't know whether I was wrong or not, but I notice, one or two students like you know, emm *anda*, repeated what you say if I'm not mistaken or ya, you know, it's a bit like there's a space between you and students, so I think that's better. One thing, about the addressee, well I think that's quite important since who was that? Nsy? She refers herself as *saya*, did you notice that? Well I think it's just, it makes some space between you and the students probably well, although they probably do know that you are you feel close to them but I think, ya. And then.. what if what if although they are already senior high students, but what if you make the activities more *apa ya..*')
- R** : ('Playful?')
- C3** : ('Aha,')
- R** : ('Like what?')
- C3** : ('I've been thinking, I don't know that yet. So it's kinda game or something. I've been thinking about that actually and also it's my reflection of my teaching the Turkish and I was kinda bored with the activities which I had with the Turkish usually discussion and discussion, and then ya, I'm still looking for that, I mean in the proper activity, but probably for activities to adults in my case yet playful and I think it may be can be better if you try to do some games with the students. I mean integrate. Emm ya to make them more engaged, to make them engaged more with the lesson because em, I say this also from our, my reflection and Maya's reflection as I recalled. Maya once, said that she had fun in Miss Rowe's class, Miss Rowe's class was you know, full of games right? She treated us as if what to me, as if we are, we were junior high students to me, what I feel, don't you think so? I mean we was, they had survey game and then some other games within Miss Rowe's class in fact we were university students but still we had fun, so I think although we're adult, or young adult, and they as well, in their case, may be well it's a suggestion maybe they'll have fun.')
- R** : ('So, what about today's activity about the survey game, how do you think?')
- C3** : ('I'm not so sure because I don't follow the game, just the activities from the first. I was doing a prayer but, I don't I I only saw the last part of the activity so I couldn't say much. I can't say much then, but probably it was good but one thing, this is the thing that I was afraid of. Well in the survey game, in or say, what was that it again in the first before the survey game, students should ask questions, and what if I saw some students, instead of asking questions, they just took notes, copying. That's what I'm afraid of. I think. Ya, you should do something about that but I don't know yet. You know.')
- R** : ('Yes, it's my duty. You don't have to.')
- C3** : ('But I should, and that the students in this row, in the last, in this column, around the back, in the back.')
- R** : ('Do you see any improvement of my teaching? Between last week and

**Comment [M53]:** Make the activity more playful and attract the students.

**Comment [M54]:** B3a5

- this week?')
- C3** : ('The improvement is that, I think let me recall, in terms of the movement, and then yes, in terms of then the communicative aspect, I think there's some improvement since they had survey games, they walked around did they? And then they asked questions. They were more talkative today, I think and the activities were also can we say more fun? Is that more fun or funner? It had more fun than usual. I think. So far what I have in my mind. I don't know whether it's because of the characteristics aspects or personality, I mean we can't deny that Maya's personality, she's someone who is more *apa ya*, more fun than us right? I mean compared to Maya, the two of us are quiet, more serious right? I think, and did you think so as well?')
- R** : ('Yes,')
- C3** : ('And I don't know whether it's also the, the, one of the reason that she is closer to her students, ya but maybe I don't know because what I see, Maya's closer to her students than we do.')
- R** : ('Yeah, I feel that.')
- C3** : ('Or maybe it's also because Maya's students are still kids, no not kids, junior high students, well here they're young adults almost young adults right, so they have some, they make some space with us probably whether it's also the reason, but ya one thing that you can do maybe the formality, you should change that, I think.')
- R** : ('Yea today I tried to decrease that, my level of formality.')
- C3** : ('Decrease that?')
- R** : ('Yeah, but I cannot change everything at once.')
- C3** : ('I know, I know, I know that it's also because of first, it's you yourself and then the second, you're used to, you join activities programs that made you even more formal, don't you think so? Ya but I think you need to change. *Ya emang juga sih, ini mereka tetep lagi itu yang di sana Maya anak-anak tetep emang katanya Ibuk sih, anak anak SMP sama anak SMA itu tetep beda. Kalau anak-anak itu ya bener masih manja-manjaan gitu, tapi kalau anak SMA kan mereka kan juga udah ngerasa gede to? Jadi mau manja-manjaan juga udah merasa nggak pantes kalik. Aku juga mikir mungkin itu juga salah satu aspeknya. Tapi ya itu formality I think you should reduce it.*')
- R** : ('Jadi tadi selisih ya?')
- C2** : ('*Itu apa namanya, nggak cuma frekuensi suaranya kamu aja, tapi tandingannya juga. Udah kamu sama aku suaranya kerasan aku to? Dan juga anak-anaknya punyaku lebih gampang, dibentak lebih gampang diem daripada kamu bentak mereka.*')
- R** : ('*Tapi sisi personality kamu lebih hangat dan cair kok. Ya Na, ya.. kita sepakat.*')
- C2** : ('*Karena lebih kenal aja.*')
- R** : ('*Oya Teh, dari tempatmu kemarin aku jadi lebih banyak belajar gimana mengorganisir, gimana berinteraksi sama anak-anak gitu ya. Tadi aku coba lebih cair tapi masih keluar kata-kata Anda seperti itu masih keluar*')

**Comment [M55]:** The students were more talkative.

**Comment [M56]:** The teacher's voice need to be louder.

gitu lho, terus selanjutnya aku ada harapan peningkatan mereka dalam taraf pemberian aktivitas yang tepat. Tadi sempat tanya Nsy, yang fun ternyata yang kemarin twenty one question game kemarin. Padahal itu buat intermezzo aja, jadi ke depannya cari aktivitas yang seperti itu dan hari ini tu rencananya aku pingin ngajak mereka ke aula karena di aula itu mereka itu berdiri karena otot itu mempengaruhi otak ketika ototnya kerja otaknya nggak ngantuk. Nah tetapi aku mau coba dulu dari sumber kelas ini kira-kira bisa belum. Semangatnya perlu ditambahkan lagi.)

**C2** : ('Semangatnya emang iya mei, cuman aktivitasnya yang emang harus engaging, gimana ya, aktivitas aktivitas. Give them some project to do and maybe will be a good idea as well for them to speak English only.')

**R** : ('Iya I think, because they're..')

**C2** : ('Ini apalagi ini tingkatnya lebih tinggi daripada punyaku gitu.')

**C3** : ('Dan kayaknya kosakata anaknya nggak separah say, maksudnya lebih tinggi daripada Maya.')

**C2** : ('Hoo..')

**R** : ('Lebih banyak yaa.')

**C2** : ('Wong SMP, ini SMA. Dan mereka itu kan, kenapa kok mereka speakingnya bagus, keluar lebih banyak, karena kebutuhannya belum begitu banyak gitu lho, kebutuhan untuk berbicara, kalau menurutku. Nah jadi, gini, mereka kan juga rame to, rame dalam artian ngobrol sama temen gitu, tapi yang bikin mereka takut apa?')

**C3** : ('Nah itu..')

**R** : ('Ya aku belum nemuin itu.')

**C2** : ('Apa yang buat mereka takut, jadi itu mereka itu sebenarnya kalo misal ya, kalau kamu bisa menerapkan kita harus ngomong bahasa Inggris gitu kan, dobel-dobel kelebihanannya, yang pertama mereka praktik speaking bahasa Inggris kan? Yang kedua kalau mereka nggak pakai bahasa Inggris, mereka diem dan kamu nggak itu, kamu gampang yang ngatur mereka gitu dan kalau mereka ramai, dan kamu dapat ruginya susah managennya, tapi mereka ramainya ramai bahasa Inggris. Nah itu tadi, apa yang mereka takutin.')

**R** : ('Kalau menurutmu kalau dari pembelajaran yang kemarin sama yang sekarang ada itu, ada improvement gitu nggak Teh?')

**C2** : ('Karena kemarin kan teori, yang ini naik apa turun gitu baru teori intonasi, sekarang mereka udah producing. Tapi mereka kurang apa ya, mungkin kayak pronunciation drill gitu kurang terus inputnya mungkin kurang. Kemarin kan inputnya lebih difokuskan ke intonasi, terus apa lagi.')

**R** : ('Intonasi terus sama membuat kalimat tanya tapi belum selesai.')

**C2** : ('Aku tu kepikiran. Inikan perkara input vocab to? Karena aku tu belajar dari pengalaman, dan vocab itu karena banyak baca, dan bacanya tu ya anything, yang nggak harus taraf tinggi, wong cuma cerita-cerita anak-anak yang daily gitu. Kalau ngasih mereka tugas harus baca, tapi anything yang penting tu mereka dapat kosakata baru tiap harinya gitu gimana ya? Nah aku tu mikirnya, susah sih tapi ini suatu saat lebih

**Comment [M57]:** The teacher planned to conduct the lesson outside the classroom.

**Comment [M58]:** The selection of the activity should be considered more.

**Comment [M59]:** B3a9

**Comment [M60]:** Speaking English time was proposed.

**Comment [M61]:** B3b1

**Comment [M62]:** The students needed more input.



- menantang.')
- R : ('Summary?')
- C2 : ('Bukan, ya hoo ding ya. Membuktikan mereka ngomong tu gimana, terus kalau disediakan teks juga kamunya kesulitan nyari teks, misal setiap anak dikasi teks, terus habis itu mereka baca,')
- R : ('Nah itu aku ada ide tentang biografi teks, kan recount ada biography teks kan? Nah nanti setiap anak itu siapa idolanya gitu, terus mereka cari teks tentang itu terus, nah ini aku masih mikir aktiviti tapi intinya tetep exchanging information kan dari yang sudah dia baca, tapi ya aku sambil masih consider apa kira-kira kegiatannya gitu. Hoo teks, input ya? Sama ini kalau apa, aku juga ngerasa apa kemarin agak random karena payung besarku tu recount text gitu, jadi bayangane recount text ki opo wae sih past tense gini gini gini, jadi sekarang itu yang baru kutekuni tu tentang yang past tensenya gitu tapi dihubungkan sama ngomongnya tu apa. Maksudnya baru exchanging information ini.')
- C2 : ('Tadi ya kalau yang dari tadi communicative activitynya, sepenangkapanku sih ya tadi, nggak semuanya bisa nyimpen rahasia gitu. Tadi ada yang benar-benar ditutup, tapi ada juga yang,')
- R : ('Malah diperlihatkan,')
- C2 : ('Hoo yang di sini dua. Tadi yang di depan sini, tadi itu lho yang pakai behel itu lho mei, nah Rtn, nah itu kan dia kan berdua sama yang tinggi banget di sini yang cantik tinggi banget, itu yang putih banget itu ya. Nah itukan si Rtn mau ke belakang sana kan? Nah kertasnya itu ditaruh situ sama Rtn, ditutup ditengkurepin, nah baru mau aku pameran ke Trs, baru aku tinggal colek colek Trs, si Nsy udah mbuka. Ada yang sengaja dilihatin, yang sana itu, cowok-cewek yang tadi aku bilang. Nah itu kekhawatiranku dari dulu.')
- R : ('Tapi kalau menurut kalian survey game ini tu goalnya attainable nggak buat mereka?')
- C2 : ('Attainable itu apa?')
- R : ('Bisa dijangkau..')
- C2 : ('Oo.')
- R : ('Apa terlalu berat hingga akhirnya mereka melihat.')
- C3 : ('Terlalu berat? Masak terlalu berat sih? Nggak kalau menurutku.')
- R : ('Instruksiku kurang clear ya?')
- C2 : ('Mungkin.. karena mereka udah terlanjur ribut duluan. Diem dulu, gitu Mei kamu ngancam Mei, gimana lagi dong. Diancam. Tetep harus diancam, ini udah SMA apalagi.')
- C3 : ('Iya kali ya, kali lho.. ini hanya hipotesisnya aku. Mungkin di awal mereka diancam mungkin agak say nggak juga takut, mungkin agak kaget mungkin tapi belakangan mungkin akan terbiasa. Itu bukan kaget lagi ya, tapi respect. Hipotesisku bukan teori.')
- R : ('Oya kurang ditakutin gitu ya aku sebagai guru di sini?')
- C3 : ('Aku si nggak suka ditakutin...')
- C2 : ('Respect.. disegani.')
- R : ('Kurang disegani ya?')

**Comment [M63]:** Reading is one of the ways to give input to the students outside the classroom.

**Comment [M64]:** Some students revealed the information gap to their peers.

**Comment [M65]:** The students revealed the gap.

**Comment [M66]:** The instruction was less clear.

- C2 : ('Disegani kalau yang kita ngomong dilakuin kayak gitu.')
- R : ('Okay.')
- C3 : ('Ya gimana ya yang ini biar mereka lebih ngomong,')
- C2 : ('Activitiesnya menurutku. Mereka kasih beban yang lebih gitu lho,')
- R : ('Challenge ya?')
- C2 : ('Sebuah project gitu yang, nah jadi ruhnya cooperative learning itu misalnya sebenarnya gitu ya, jadi information gap activities itu masih di bawahnya cooperative learning kalau aku lihatnya. Karena kalau information gap activities itu kan aku masih nggak apa-apa kalau kamu nggak kooperatif. Nah cooperative learning itu ruhnya sebenarnya itu misal itu tugas grup, nah goalnya itu nggak akan tercapai kalau nggak ada satupun bagian yang tidak menjalankan tugasnya gitu, jadi goal bersama nggak akan tercapai. Makanya gimana masing-masing anak itu merasa dibebani tugas diberi peran.')
- C3 : ('Iya Mei, jadi activitiesnya dibuat kayak kekanak-kanakan nggak papa. Karena kamu pernah bilang kan di kelas Miss Rw itu asyik.')

**Comment [M67]:** The students need more challenge.

**Comment [M68]:** The cooperative learning principle is needed to make the learning situation more engaging and dynamic.

### Interview 7 (Cycle 1 Meeting 2)

Thursday, January 28<sup>th</sup> 2016

R: Researcher

S4: Student 4

- R : ('Menurutmu gimana pembelajaran bahasa inggris kemarin sama hari ini?')
- S4 : ('Sama-sama Miss?')
- R : ('Hee.')
- S4 : ('Seru.')
- R : ('Kenapa?')
- S4 : ('Ya kan nggak kayak pelajaran biasanya, gitu.')
- R : ('Emang biasanya gimana?')
- S4 : ('Kan cuma duduk, presentasi, ngeliatin, gitu, nonton, pertanyaan hehe. Nah kalau ini, kayak main-main gitu juga.')
- R : ('Menurutmu e, dari kegiatan yang Miss Mei adain, terus pr-prnya itu menambah pengetahuan kamu tentang bahasa inggris?')
- S4 : ('Ya benar,')
- R : ('Menambah?')
- S4 : ('He.e..')
- R : ('Capek ngerjain tugas?')
- S4 : ('Hehe, kadang males. Ya nggak cuman bahasa Inggris, semua pelajaran juga males.')
- R : ('O gitu, tapi bermanfaat tugasnya Miss Mei?')
- S4 : ('Bermanfaat.')
- R : ('Miss Mei terlalu formal po kalau di kelas?')
- S4 : ('Nggak juga. Nggak.')
- R : ('Terus untuk ke depannya kamu pingin gimana bahasa inggrisnya? Lebih gimana gitu?')
- S4 : ('Lebih gimana ya, lebih banyak apa ya, banyak kelompokannya gitu.')

**Comment [M69]:** The activity interested the student because it is not monotonous. It is playful.

**Comment [M70]:** B3a6

**Comment [M71]:** The tasks given to the student added her knowledge of English.

**Comment [M72]:** The student said that the teacher is not too formal.

**Comment [M73]:** B3a7

**Comment [M74]:** The student wanted more group work activities.



- R : ('Yang sekarang masih kurang ya?')
- S4 : ('Iyak, belum menyebar banget.')
- R : ('O belum menyebar banget, terus kalau siang-siang gini kamu itu nggak, terganggu apa, agak capek nih kalau hari kamis.')
- S4 : ('Saya nggak pernah capek kok Miss..')
- R : ('Haha bagus, okay, terus yang paling kamu suka apa kegiatan apa selama ini? Dari kemarin sama hari ini? Yang sekarang menempati rating paling atas yang mana?')
- S4 : ('Ya kegiatannya kayak misalnya itu lho Miss, pas miss nebak sandal-sandal itu lho Miss..')
- R : ('Oo, twenty one game itu ya?')
- S4 : ('Iya..')
- R : ('Ooo. Itu. Jadi sementara ini itu favorit kamu?')
- S4 : ('Iya.')
- R : ('Terimakasih Nsy..')
- S4 : ('Iya..')
- R : ('Sana pramuka..')

**Comment [M75]:** The student liked the twenty game.

### Interview 8 (Cycle 1 Meeting 3)

Thursday, February 4<sup>th</sup> 2016

R: Researcher C4: Collaborator 4

R : ('Gimana Tsan?')

C4 : ('Anak-anaknya lebih kondusif ya. Tadi aku lihat mereka menikmati suasananya dan diskusinya juga jalan..')

**Comment [M76]:** The learning situation is more conducive.

**Comment [M77]:** B3a8

### Interview 9 (Cycle 1 Meeting 3)

Thursday, February 4<sup>th</sup> 2016

R: Researcher S5: Student 5

R : ('Ariva bagaimana menurutmu kegiatan kita 3 meeting kemarin?')

S5 : ('Hmm menurutku sih Miss, seru pelajarannya, ngerjain Longman itu nambah verb aku juga miss, ya lumayan ada peningkatan lah miss..')

R : ('Kamu paling suka kegiatan yang apa, dear?')

S5 : ('Mayoritas suka semua Miss..')

**Comment [M78]:** The homework helped students to improve their vocabulary.

**Comment [M79]:** Mostly, the student liked all the activities.

### Interview 10 (Cycle 2 Meeting 1)

Thursday, February 11<sup>th</sup> 2016

R: Researcher C4: Collaborator 4

R : ('Feedback dong Buk.')

C4 : ('Kalau yang tadi itu pada antusias menurutku, aku nanya beberapa, dua sih. Tadi gimana asyik nggak? Asyik..')

R : ('Daripada yang kemarin?')

C4 : ('Eee asyik ini. Terus aku tanya satunya lagi, tadi gimana asyik? Asyik. Daripada yang kemarin? Semuanya sih asyik karena aku emang suka

**Comment [M80]:** The students were more enthusiastic.

- bahasa inggris. O yaudah, hehe.'*)
- R** : ('*O itu sih emang dari pancaran anaknya, apa pun aktivitasnya dia bakal terbuka.*')
- C4** : ('*Asyik kayaknya tadi banyak yang antusias. Ya gitu mei, materi itu harus yang dekat dengan mereka, kan mereka suka. Ya emang kalau tadi cocoknya emang di kelas sih. Nek ning aula ruangane rodo, gedde to?'*)
- R** : ('*Nyebar.*')
- C4** : ('*Dan kamu tadi bagusnye ee itu lho, langkah-langkah mengajar udah bener. Jadi langkah-langkah ngajarnya kamu udah bener. Greeting terus kamu nanyain yang kemarin, terus kamu tadi itu nggak sih, oya tadi itukan kamu tadi membangun..'*)
- R** : ('*BKOF?'*)
- C4** : ('*Hee iya, itukan bagus. Kayak kemarin, dari kemarin2 kan kamu jarang yang namanya teaching stages kan? Tapi tadi bagus sih.*')
- R** : ('*Peningkatan berarti? Hahaha.*')
- C4** : ('*Dan kamu kelihatan semangat.*')
- R** : ('*Iya aku semangat, hari ini semangat, semangat, pertamanya tadi tu waktu si siapa, si Rfl yang sama Isb, itu, tadi ngomong sama Adr, bilang sik ngombe obat sik. Mlebu kan, aku nduwe feeling ini ya aku agak gimana, kalau persepsi anak IS 1 agak negative, gitu. Trus waktu keluar itu aku bilang, piye Rfl, uwis ngombe obate? Tiap Kamis jam terakhir ngombe obat ya? Nggak Miss nggak. Gitu, ya ladenin aja deh kayak gitu.*')
- C4** : ('*Ya tapi kan emang kelasnya mendukung kan ya, kalau Cuma satu jadi ya nggak bisa.*')
- R** : ('*Apa namanya, kebawa yang lain to atmosfernya. Apalagi si Yhn itu semangat, aku suka. Nah, Jl sama si Adk itu pojok belakang, itu rame.*')
- C4** : ('*Nah itu aku kan ngliatin awal-awalnya, soalnya kan aku biasa ngawasin kalau aku ngajar gitu kan, kan keliatan kalau itu mainan hp, kalau itu lagi nggak fokus. Itu kelihatan, nah itu tu kelihatan kayak gini terus.*')
- R** : ('*Hoo nunduk.*')
- C4** : ('*Nah lebih diawasin aja kalau gitu.*')
- R** : ('*Sama itu Sw Rsk, kalau yang Sw Rsk itu, kalau Sw tu dia suka bahasa inggris, tapi agak males kalau ngomong, rodo males le itu belajare, dia itu lebih milih ini lho di kasi lihat ke temennya, kamu nyatet sendiri sana, tapi nggak practise. Makanya tadi dipanggil terus. Ayo Mbak Sw.. tapi aku hari ini lebih seneng San. Hehe.*')
- C4** : ('*Atmosfirnya lebih bagus mungkin. Kamu juga bagus tadi udah keliling-keliling, suaramu mungkin juga tadi, mungkin gara-gara nggak di aula ya. Kalau di aula kan suaranya harus lebih keras lagi. Tadi kamu bisa memaintain suaramu. Itu kedengaran sampai belakang.*')
- R** : ('*Kedengaran? Udah makan mungkin Tsan... biasanya belum maem. Hehe.*')
- C4** : ('*Apa lagi ya Mei.*')
- R** : ('*Merasakan hawa agak mendung itu ketika membicarakan tentang*

**Comment [M81]:** When the material is relevant to students, it will attract their participation.

**Comment [M82]:** There was improvement in teacher's way of teaching.

**Comment [M83]:** The students changed his perspective.

**Comment [M84]:** Two students played with their gadget.

**Comment [M85]:** The students revealed the gap.

**Comment [M86]:** There was improvement in teacher's voice.

- tugas. Hawane rodo-rodo burem.’)
- C4** : (‘Yaitu masukan materi aja, lebih enak yang emang dunianya mereka kan? Jadi bener dikait-kaitin.’)
- R** : (‘Iya tadi aku juga belajar dari kamu yang tadi apa namanya, nah biasanya, kalau ada anak gojeg, nyeletuk apa gitu aku ignore kan biasanya, nah itu tuh ikut ditanggapin, dimanungsakke ya begitu ya. Makasi lho Tsan.’)
- C4** : (‘Itu pasti kamu akan lebih dekat dengan mereka. Terus kayak yang kamu tadi negur satu orang, karena mainan hp, tapi kamu tadi dideketin, kayak tadi aku tanya, siapa yang paling gaduh di sini? Nha itukan tanya to, ya bercanda-bercanda gitu, jadinya habis ada efek dimarahin, tapi habis itu juga.’)
- R** : (‘Dirangkul gitu ya.’)
- C4** : (‘He e. Makanya tadi tak bilangin, makanya besok kalau mainan hp itu yang lebih pintar lagi ya besok ya. Jangan nunduk bawah terus biar kita juga mau ngobrol gitu lho. Gitu aja.’)

**Comment [M87]:** The teacher responded to the class situation (responsive).

### Interview 11 (Cycle 2 Meeting 2)

Thursday, February 18<sup>th</sup> 2016

R: Researcher C1: Collaborator 1 ( the English Teacher) C4: Collaborator 4

- R** : (‘Bagaimana Buk prosesnya tadi?’)
- C1** : (‘Bagus, menurut Ibu sangat bagus. Ee, Mbak Mei sudah menyajikan beberapa kegiatan yang cukup bervariasi mulai dari kuis, kemudian e dari kegiatan mengamati, pengamatan tadi kana da yang mengamati video, mereka mendengarkan kemudian mereka terlibat dalam diskusi, sudah sesuai dengan kurikulum 13, prosesnya sudah sesuai kemudian e bentuk kegiatannya juga sudah cukup bervariasi, dan hampir semuanya itu apa ya, ee arouse the students’ interest to speak. Jadi sudah semuanya sudah mulai dari kuisnya yang fokus pada speaking juga, jadi e kuiskan tidak harus tertulis ya memang, jadi seperti itu mereka eee apa ya, ada ada rasa ingin berkompetisi, kompetitif gitu lho dengan teman-temannya dengan cara yang lisan kemudian untuk kegiatan tadi diskusi kelompoknya juga sangat bagus, tadi ada rule, ada aturan yang bahwa setiap apa, selama dalam diskusi itu mereka harus menggunakan bahasa Inggris dan juga tadi ada denda ya tadi.’)
- R** : (‘Iya Buk.’)
- C1** : (‘Iya, harusnya ada denda.’)
- R** : (‘Kemarin sudah 5000 ada Buk.’)
- C1** : (‘Oiya itu, nah, itu sudah cukup bagus. Ee paling tidak walaupun tidak diterapkan dari awal sampai akhir, mungkin kalau diterapkan dari awal sampai akhir, mungkin anak-anak akan tertekan juga ya. Jadi, hanya pas dalam waktu diskusi sudah cukup bagus idenya. Kemudian e, apa namanya, pola kegiatannya bagus, terarah, terukur, dan kemudian akan lebih bagus lagi seandainya waktunya cukup harusnya mereka mempresentasikan hasilnya, kalau mereka ada waktu mempresentasikan

**Comment [M88]:** The activities are variative.

The learning steps were matched to the K2-13.

The activities arouse the students to speak.

The activities arouse students’ competitiveness.

The activities prompted the students to actively speaking English in the discussion because of the rules.

- hasilnya masing-masing dan mereka present in English itu akan lebih bagus lagi gitu ya. Tapi secara garis besar semuanya sudah bagus.')
- R** : ('Kalau dari Ibu kalau misal mengamati siswa-siswanya gitu, ada nggak Buk perubahan pada diri siapa gitu.')
- C1** : ('Ee, kalau secara umum saya belum melihat ya, satu per satunya, dalam artian mungkin mereka paling tidak keberanian untuk ngomongnya ada kemajuan gitu ya. Tapi kalau dari kemampuan e kelihatannya belum begitu bisa diukur satu per satu ya mungkin kalau satu per satu mungkin nanti lebih pada waktu penilaian ya. Tapi kalau secara umum paling tidak mereka berani untuk berbicara dengan bahasa Inggris dalam proses diskusi tadi. Dan sebetulnya kelemahan anak-anak itu juga justru di situ, keberaniannya untuk practise itu yang, bahkan mungkin ada satu dua yang sebetulnya bisa, tapi mereka enggan, kadang kan gitu ya, e takut yang salah, takut yang apa tapi dengan sedikit apa, direstrict dengan ada aturan itu, otomatis mereka harus berani seperti itu.')
- R** : ('Nah Buk, kan kemarin mau minta 7 meeting, inikan sudah pertemuan ke enam sama pre-test, nah, kalau misalnya besok post test gitu Buk, bagaimana Buk kira-kira?')
- C1** : ('Ee, lha kemarin gimana, kalau misalnya njenengan kira-kira masih perlu untuk 2 meeting lagi nggak masalah, nggakpapa, toh untuk semester ini kan materinya hanya recount, narrative, sama lagu. Nanti saya selipkan yang sebetulnya di silabus ada di awal tapi ternyata di buku wajib di akhir yang grammar itu kan, grammarnya kan cuma past tense gitu udah kan, di recount kan otomatis kita sudah nyampaikan, paling nanti itu cuma nambahkan present perfect tense aja. Jadi misalnya Mbak Mei masih membutuhkan waktu, untuk lebih banyak pertemuan lagi, ndakpapa, monggo..')
- R** : ('Sama itu Buk, midnya kapan ya?')
- C1** : ('Midnya nanti pertengahan Maret kalau tidak salah.')
- R** : ('Pertengahan Maret, dari apa Buk? Recount sampai narrative?')
- C1** : ('Iya recount sama narrative aja. Narrative nanti sedikit nggak papa. Toh narrative nanti tidak banyak menyampaikan teori karena mereka di SMP kan sudah, kalau narrative itu di setiap semester ada. Kalau di 2006 itu, setiap semester ada narrative dan di SMP pun kemarin saya tanya juga ada. Jadi saya tidak terlalu banyak memberikan teori tapi lebih ke praktisnya. Jadi misalnya nanti agak terpotong untuk perpanjangan ini nggak papa, nggak masalah gitu.')
- R** : ('Kalau dari kamu gimana tadi Tsan, itu pengamatan di kelas?')
- C4** : ('Eee, sama kemarin sih lebih bagus ini. Terutama dari studentsnya ngomong, kalau kemarin itu kan yang information gap tentang tokoh ya, itu kan kebanyakan baru inputnya kan, istilahnya. Nah, sekarang kan lebih ke discussionnya itu lebih komunikatif lagi kalau ini. Terus bener kata Ibuknya tadi, bener keberanian siswanya udah meningkat gitu. Kalau dulu awal-awal kan mereka masih sign language nya masih banyak, sekarang tu mereka diskusinya tadi tak pikir itu bagus kok dah meningkat dari, trus apa lagi tadi ya, oya waktu penayangan video itu,

**Comment [M89]:** The English speaking time helped the students.

The activities is directed and measurable.

It will be better if they present their work.

**Comment [M90]:** Their risk taking in speaking improved.

It helped the students to overcome their weaknesses.

*kamu tu belum njelasin ini tu video disampaikan kapan, di mana, buat tambahan informasi aja.')*

- R** : ('Oya, bener. Petunjuk-petunjuknya mungkin ya Buk, yang kurang tadi?')
- C1** : ('He.e..')
- C4** : ('Jadi muridnya punya gambaran sedikit. Itu aja sih kayak videonya, latar belakang videonya aja kalau tugasnya kan kamu udah nerangin kan, mau ngapain itu aja sih yang kurang.')
- R** : ('Oya apa ya aku ada ngganjel satu, itu Buk, Luna itu Buk, tiga kali meeting nggak dateng lho Buk.')
- C1** : ('3 kali meeting?')
- R** : ('Iya, ini aja baru dateng. Yang pertama yang meeting satu, itu kan pre-test, terus, meeting dua dateng, baru datang lagi sekarang.')
- C1** : ('Waktu pre-test dateng ya kayaknya?')
- R** : ('Datang Buk. Pertemuan satu datang, terus dua tiga empat enggak.')
- C1** : ('Oya dia nggak datangnya emang absen atau bahasa Inggris aja nggak datang?')
- R** : ('Hari itu emang nggak datang Buk. Kadang sama Rabunya juga nggak datang.')
- C1** : ('Kenapa itu nggak datang?')
- R** : ('Kalau sama Lnnya saya malah belum tanya, kalau sama teman-temannya itu Miss, nggak ada informasi gitu kadang-kadang. Terus yang satu dulu itu tu sakit, yang kedua ada acara keluarga, yang ketiga nggak ada informasi, terus, tapi dia, ha, diakan ada tugas pair assignment gitu Buk, sama Jl, hanya mereka yang belum ngumpulin gitu kan Buk, terus saya tanya sama Ln, Ln, itu lewat WA, kenapa kok belum mengumpulkan, terus katanya, Miss saya itu capai kalau disuruh kelompokan sama Jl, dia nggak ngapa-ngapain saya sendiri. Terus akhirnya dia ngerjain semua tugas itu Buk, tapi self assignment gitu, hanya Ln gitu terus, ketika ketemu Jl itu saya tanya, Jl kenapa kok belum ngumpul sih? Ini Miss, Ln tak SMS susah nggak pernah dibalas, gini gini gini, gitu Buk. Itukan tugas cycle satu Buk, sampai sekarang nggak saya unkit-unkit lagi. Jadi ya sudah itu penilaian cycle satu, gitu yang penting anak-anaknya datang gitu Buk.')
- C1** : ('Yaudah nggak papa, kalau mungkin nanti pendekatan kedua anak itu ya, harusnya dipertemukan kedua anak itu, inikan namanya kerja kelompok, atau pair work ya, nanti diterangkan kalau pair work itu risikonya begini, begini, begini, jadi mau nggak mau, harus menerima kekurangan dan kelebihan partnernya. Jadi kerja itu tetap terselesaikan. Nanti mungkin dua-duanya dihadirkan bareng, kalau ngasih tahu bareng, nanti karena kalau misalnya hanya menghubungi si A tanpa menghubungi si B, nanti malah jadi saling menyalahkan, jadi coba kalau dipertemukan keduanya, dikasih tahu, lalu diberi nasihat bareng berdua. Nggak papa, misalnya di kelas yang lain sedang melakukan aktivitas apa, panggil berdua, nagihnya bareng. Dua bareng dipertemukan baru ditagih.')
- R** : ('Masukan lagi Buk?')

**Comment [M91]:** The learning atmosphere was better.

The activities were more communicative.

The students confidence to speak improved.

The teacher needed to explain more about the detail of the video.

**Comment [M92]:** The teacher gave advices to the existing problem.

- C1** : (*'Sudah cukup bagus, itu aja. Sama itu tadi, kalau mau lebih sempurna, hasilnya dipresentasikan, itu hampir sama dengan yang saya foto itu, saya waktu itu workshopnya Bu Irine, ya kalau nggak salah. Ketika dia mau uji publik buku beliau, kami kan diundang yang buat pendidikan ki Hajar Dewantoro itu, jadi kami hampir sama seperti itu, diminta, tapi untuk menuliskan diri sendiri, dia waktu itu namanya Sungai Kehidupan gitu ya, jadi disuruh membuat diingat-inget kehidupan tahun-tahun berapa gitu. Jadi tadi saya kasikan tahu anak-anak, bisa dibuat seperti ini, nanti kan tinggal diminta presentasi menerangkan, speaking bisa. Itu bisa diterapkan sebetulnya itu di speaking, jadi ketika membuat sungai kehidupan itu, kita hanya membuat tahun-tahun dengan sedikit symbol-simbol saja. Nah menerangkannya nanti ketika speaking, misalnya tahun berapa, I was born, tahun sekian I entered elementary school. Bayangan saya tadi itu dipresentasikan seperti itu. Jadi mungkin karena waktunya tadi selesai sepuluh menit sebelum bel ya, jadi kan memang tidak memungkinkan untuk presentasi.'*)
- R** : (*'Sama ini Buk, tadi sasaran utamanya, mereka produce dengan problem solving kelompok itu, nyelesaikan frustasinya mereka karena ngomong bahasa Inggris belum lancar tapi hanya dengan itu mereka bisa menyelesaikan masalahnya.'*)
- C1** : (*'Sudah. Sudah bagus menurut Ibu.'*)

### Interview 12 (Cycle 2 Meeting 2)

Thursday, February 18<sup>th</sup> 2016

R: Researcher S6: Student 6 S7: Student 7 S8: Student 8 S9: Student 9

- R** : (*'Miss pingin denger pendapat kamu, gimana tentang pembelajaran Bahasa Inggris kemarin sama Miss Mei.'*)
- S6** : (*'Lebih asyik, soalnya lebih misalnya ada nyanyi-nyanyi, sama sama ada properti-propertinya itu jadi lebih menarik gitu lho pelajarannya.'*)
- R** : (*'Mmm, kalau dari kegiatan selama ini yang paling kamu sukai apa? Kegiatan yang mana?'*)
- S6** : (*'Yang waktu di sanggar itu. Yang nyanyi-nyanyi cari lirik itu.'*)
- R** : (*'O, cari lirik itu. Nah, tapi kalau dari segi materi gimana?'*)
- S6** : (*'Materinya ya itu, masuk, lebih mudah dimengerti.'*)
- R** : (*'Iya po?'*)
- S6** : (*'Iya bener.'*)
- R** : (*'Sini Cr, sini, sama Rsk sama Aql juga. Miss tu pingin minta pendapat kalian, ini duduk sini.'*)
- S8** : (*'About?'*)
- R** : (*'About the learning and teaching process of English. Gimana menurut kalian? Sini, kamu jangan kabur. Tapi kalau Miss lihat Sw sama Rsk itu ya, jarang ngomong terus malah ini kertasnya ...'*)
- S9** : (*'Itu tuh Sw yang ngajarin.'*)
- R** : (*'Piye e.. Gimana Aql menurut kamu pembelajarannya selama ini?'*)
- S8** : (*'Yang diajari sama Miss?'*)
- R** : (*'Hoo.'*)

**Comment [M93]:** The ELT is more interesting because the activities are variative, and the use of media.

**Comment [M94]:** It is easy for students to understand the materials.



- S8 : ('Ini ngomongnya nggak usah pakai Bahasa Inggris kan?')
- R : ('Nggak. Bahasa kalbu.')
- S6 : ('Bahasa tubuh.')
- R : ('Gesture.. Gimana?')
- S8 : ('Menarik.')
- R : ('Kenapa menarik?')
- S8 : ('Soalnya caranya tu beda sama guru-guru yang lain. Kalau guru-guru kan biasanya cuma nampilin power point, dijelasin, terus kan mbosenin, terus tadi, tadi aja sebelum Bahasa Inggris aku tidur pas sejarah soalnya gara-gara cuma nonton film. Aku nggak suka kayak gitu. Film-film apa ya?')
- S7 : ('Nggak menarik pokoknya.')
- S9 : ('Film apa tadi tu nggak ngerti aku tu. Kayaknya masuknya Islam ke Indonesia. Bukannya nggak suka sama gurunya lho Miss, tapi gara-gara caranya.')
- S6 : ('Gurunya tua bukan nggak seru, nggak tahu keinginan muridnya itu lho Miss.')
- R : ('Mmm, lha kalau selama ini, kalian ketika belajar bahasa Inggris, dari segi ini, percaya diri, kalian sebelum ini sering ngomong Bahasa Inggris nggak?')
- S6 : ('Nggak.')
- S8 : ('Kadang dikit-dikit.')
- S9 : ('Ya dikit, kalau bikin caption di Instagram juga pakai Bahasa Inggris.')
- R : ('Iya, kalau kemarin selama pelajaran Bahasa Inggris sebelum sama Miss Mei gimana?')
- S7 : ('Ya nggak disuruh Bahasa Inggris. Ya Cuma diskusi, terus bikin powerpoint, presentasi gitu.')
- R : ('Presentasinya tentang apa?')
- S6 : ('Materi.')
- S7 : ('Iya.')
- R : ('Lho kan bisa sama kalau materi.')
- S6 : ('Tapi tu cara masuknya lebih mudah kalau pakai properti-properti kayak gitu. Praktik langsung itu.')
- S8 : ('Kalau nggak kebanyakan kalau biasanya aku les kan juga biasanya akhir-akhirnya kan nanti dijelasin materi, dicatetin dulu, kalau udah pada ngerti nanti main game, jadi tu dipraktikkan gitu. Jadi jadi cepet masuknya, nggak kayak cuma kayak njelasin, diterangin, terus habis itu kita nyatet, terus kan entar habis pelajaran itukan paling pasti lupa. Kalau, kalau dipraktekin kan nggak cepat lupa.')
- S7 : ('Heem, seru.')
- R : ('Kalau kamu sendiri gimana kemarin jadi kesempatan ngomong bahasa Inggrisnya tambah atau gimana?')
- S8 : ('Iya tambah sih, tambah.')
- R : ('Kamu udah level berapa sekarang?')
- S8 : ('Tiga.')
- R : ('Tiga? Woo, kapan itu naik lagi?')

**Comment [M95]:** The activities are not as usual (variative) therefore the students think it is more fun.

**Comment [M96]:** Real practice makes the ELT meaningful.

**Comment [M97]:** The students had more opportunities to speak English.

- S8 : ('Tapi masih elementary.')
- R : ('Kan habis itu intermediate.')
- S8 : ('Semoga.')
- R : ('Oiya kalau dari PR-PRnya gimana?')
- S9 : ('Kebanyakan.')
- S8 : ('Hee kebanyakan..')
- S7 : ('Waktunya itu lho.')
- S8 : ('Soalnya kan kita juga ulangan terus.')
- S6 : ('Mungkin tu jangkanya tu ngasihnya Kamis, terus ngumpulnya juga hari Kamis, gitu.')
- R : ('O gitu ya, kalau dari PR kemarin kalian tambah pengetahuan?')
- S7 : ('Ho o Miss.')
- R : ('Apa yang tambah pengetahuan kamu? PRnya tentang apa hayo, jangan-jangan PRnya aja lupa.')
- S6 : ('Biografi,')
- S7 : ('Longman,')
- R : ('Dari yang pertama?')
- S6 : ('Longman,')
- R : ('Dari Longman kalian belajar apa?')
- S6 : ('Apa, past tense, present tense,')
- R : ('Terus?')
- S6 : ('Sama cara mbacanya itu.')
- S7 : ('Iya.')
- R : ('Oh, sebelumnya kalian udah pakai Cambridge?')
- S7 : ('Belum.')
- S8 : ('Baru kali ini.')
- S6 : ('Kalau SMP dulu pernah to Miss, tapi nggak menarik e rasane tu.')
- S9 : ('Masih gitu-gitu aja.')
- R : ('Kalau sekarang menarik po?')
- S6 : ('Hoo.')
- S7 : ('Dulu ya Miss, sekarang aku jadi suka Bahasa Inggris lho sekarang. Kalau baca novel Inggris itu jadi dong itu lho. Aku sekarang jadi ndownload Wattpad jadi novelnya Inggris-Inggris. Hee tenan.')
- R : ('Sekarang punya, aplikasi Cambridge?')
- S7 : ('Ada di laptop.')
- R : ('Bagus deh kalau gitu. Terus saran kalian buat Miss Mei apa?')
- S8 : ('Kalau ngasih tugas jangan kebanyakan.')
- S9 : ('Kalau selesainya jangan molor-molor soalnya mau pramuka, persiapan.')
- R : ('Oiya, jangan molor ya. Kalau dari tema-tema yang diambil gimana, kalian suka atau ada,')
- S8 : ('Suka.')
- S6 : ('Childhood itu suka..')
- R : ('Kalau Crussita suka yang mana?')
- S7 : ('Suka yang biografi..')
- R : ('Biografi? Kenapa?')

**Comment [M98]:** The homework is too much.

**Comment [M99]:** The homework enrich students' knowledge.

**Comment [M100]:** The students learned about pronunciation.

**Comment [M101]:** This is the first experience of using cambridge of the students.

**Comment [M102]:** The students get involved, learning is more interesting.

**Comment [M103]:** The students changed her perspective about English.

**Comment [M104]:** The students like the topic chosen.



- S7 : ('Jadi tau Steve Jobs,')
- S9 : ('Pengetahuannya lebih')
- R : ('Sebelumnya belum tahu po?')
- S7 : ('Ya belum tahu sedetail itu.')
- S8 : ('Paling Cuma tahu itu sih Steve Jobs penemu Apple.')
- R : ('Kalau dari personalitynya Miss Mei kalian ada masalah?')
- S6 : ('Nggak.')
- R : ('Miss Mei terlalu formal kalau nyampein?')
- S7 : ('Nggak.')
- S8 : ('Nggak kok.')
- S6 : ('Santai, ya kayak asik aja. Beda sama kalau guru-guru yang udah tua. Itu kan terlalu formal banget. Tapi kalau masih mahasiswa, masih anak muda, itu jadi asik, bisa ngertiin banget gitu lho.')
- R : ('Kalian ngerasa dingertiin po? Dingertiin apa?')
- S7 : ('Apa ya, nggak formal-formal banget lah.')
- R : ('Kalau tentang penggunaan kamus, nah, kalian kan tetep Miss bolehin pakai kamus bahasa Inggris di HP, sebelumnya kalian pakai kamus itu atau gimana pelajaran sebelumnya? Sama Miss Mei sering pakai kamus itu pas pelajaran atau gimana?')
- S7 : ('Kadang kalau ada kata yang nggak tahu.')
- R : ('Tapi lebih sering kapan? Dulu apa sekarang?')
- S6 : ('Sekarang.. apalagi waktu suruh mbuat diari itu lho Miss, ya itu sering banget.')
- R : ('Tapi nggak pakai google translate kan itu?')
- S6 : ('Nggak.')
- R : ('Ya itu Miss Mei baca diari kalian, grammar itu kalian lumayan bagus, tapi kemarin keluhan dari guru itu kok siswanya ini pasif-pasif gitu lho. Ketika presentasi hanya satu dua aja yang tanya dan itu itu terus. Katanya itu. Nah tapi ketika Miss Mei baca diari kalian, tugas-tugas kalian, kalian itu hampir sama semuanya gitu lho kemampuannya udah grammarnya juga bagus, tinggal ini, diomongin aja.')
- S7 : ('Nah aku tu semester satu kemarin sama Bu Sur to, apa, yang dipresentasikan itu materinya sama semua, jadi kan bingung mau tanya apa. Semua kelompok kan sama materinya.')
- R : ('Oo gitu, oke.')
- S8 : ('Terus kalau kita tu bahasa Inggrisnya kalau ndenger sama mbaca itu kita paham, tapi kalau ngomong tu nyusun katanya agak susah.')
- R : ('Tapi kalau nulis lebih bagus tu. Kenapa?')
- S6 : ('Ya kan nganune sama mikir dulu baru bisa, kalau langsung spontan tu agak susah nyusunnya kan.')
- R : ('Kalau kamu gimana spontan?')
- S8 : ('Yang dasar-dasar doang. Yang keseringan tak baca sama tak pakai di rumah.')
- R : ('Kenapa nggak aktif di WA, kalau miss ngomong tu nggak ada yang respon..')
- S8 : ('Pertama aku jarang buka WA, kedua notifnya sampai ribuan.')

**Comment [M105]:** The students had no problems towards teacher personality.

**Comment [M106]:** The students used the dictionary more.

**Comment [M107]:** There was no gap of information to make student speak.

**Comment [M108]:** The students admit their lack in the productive skills.

S7 : ('Nggak tau mau ngomong apa Miss.')

### Interview 13 (Cycle 2 Meeting 3)

Thursday, February 25<sup>th</sup> 2016

R: Researcher

C4: Collaborator 4

R : ('What do you think about today's activity?')

C4 : ('Better than yesterday. So much better.')

R : ('So the graph's rising?')

C4 : ('He'em. Kalau sekarang mereka bagus tuh speakingnya kayaknya lancar aja dan mereka tu jarang pakai Indonesia sekarang tak liatin. Ya meskipun kadang pakai gesture tapi lumayan sih nggak pakai Indonesia gitu. Dulu kan pakai tulis-tulisan lho. Pakai kertas nulis, jadi tekniknya mereka kayak gitu. Terus, tapi masih ada beberapa yang keceplosan tapi nggak papa terus tadi kamu juga masukin perfect kan? Nah, bagus itu. Ada yang tanya itu juga bagus berarti mereka memperhatikan tandanya. Tentang itu kan, apa itu tadi? Continuous itu ya? Juga berarti bagus. Tapi kamu nggak masukin konteks karena nggak ada konteksnya kan?')

R : ('Hoo. Karena dari PR aja sih.')

C4 : ('Nggak papa itu. Tapi kan kamu ngasih contohnya yang mereka tu bener-bener bisa mudeng gitu lho, kalau yang disholatin itu kan mereka jadi mudeng. That's good, terus sama apa lagi?')

R : ('Komunikatifnya dapet nggak Tsan?')

C4 : ('Dapet kok. Lumayan. Ee walaupun itu, masih gesture aja. Tapi mereka, they try to speak English.')

R : ('Confidencenya gimana?')

C4 : ('Confidencenya lumayan, mereka jadi nggak lama eyel-eyelan siapa dulu gitu lho. Biasanya eyel-eyelan kan? Dinilai gitu kan mau speaking? Tapi mereka nggak lama kan eyel-eyelannya? Tapi tadi cuma telat berapa menit aja. Berarti itu confidence nya mereka udah dan karena mereka emang talk about their ..')

R : ('Something that is very close to them?')

C4 : ('He'em, dan mereka tertarik gitu. Mereka senang banget nih ngomongin Korea. Tapi kadang ada yang nggak mau divideo,')

R : ('Malu?')

C4 : ('Malu. Tapi beberapa PD aja.')

R : ('Nsy tu dulu hampir mau nangis. Itu mbalik gini, nggak mau dilihatin temennya waktu pretest itu.')

C4 : ('Hoo to?')

R : ('Tadi juga udah gini-gini (cover her face with her hands). Tapi mau maju ya alhamdulillah.')

C4 : ('Tapi dia bagus kok.')

R : ('Handsome as hell.. hehe.')

C4 : ('Nggak. Pretty as hell. Hehe. Ya waktu yang maju itu juga pada berani juga kan walaupun mereka cuma dapet beberapa cuma sekilas gitu lho. Dan mereka belajar satu hal hari ini tentang menilai. Jadi buat kejujurannya mereka. keobjektivannya itu kan juga bagus, jadi mereka

**Comment [M109]:** The ELT process is so much better.

**Comment [M110]:** The students are fluent in speaking English.

The students seldom use both Indonesian and body language.

**Comment [M111]:** The teacher taught grammar in context.

**Comment [M112]:** The activity is communicative.

**Comment [M113]:** Sstudents' confidence improved.

**Comment [M114]:** They engaged to the topic.

**Comment [M115]:** Some students were still ashamed.

- kan nggak harus ah aku temennya ini, aku harus milih ini. Kalau jelek, kenapa harus dipilih, gitu lho. Mereka belajar sesuatu tentang ini.'*)
- R** : ('Kalau kamu kan melihat mereka semenjak di aula ya?')
- C4** : ('Heem.')
- R** : ('Semenjak di aula sampai sekarang, ada nggak perbedaannya Tsan?')
- C4** : ('Ya itu terutama kan kamu pernah tanya gitu. Mereka kan paling nggak di Instagram bisa bahasa Inggris captionnya jadinya paling nggak mereka lebih aware jadinya dan karena mereka memang diharuskan pakai bahasa Inggris selama beberapa menit gitu kan? Paling nggak mereka tu jadi muter otak, ini tu artinya apa. Kalau mereka nggak tahu kan mereka jadinya cari tahu di kamus. Bagus sih peningkatannya. Kayak dulu kan nervous banget, sekarang kan lumayan. Mereka kan nggak baca teksnya lagi kan? Masih mengingat-ingat, jadinya mereka masih..')
- R** : ('Recalling their knowledge ya. Walaupun beberapa kurang ngomong ya, kayak Jl. Tapi at least dia mingle sama temennya.')
- C4** : ('Tapi Jl tadi banyak ngomong kok.')
- R** : ('Iya? Ya syukurlah.')
- C4** : ('Yang Neymar?')
- R** : ('Bukan itu Adk. Jl itu yang pecinan.')
- C4** : ('Oo, dia lumayan kok.')
- R** : ('Tadi dia juga tanya-tanya. What, hobby ..')
- C4** : ('Jadi karena mereka ada motivasi juga untuk menjatuhkan gitu kan? Jadi mereka tu aktif tanya.')
- R** : ('Motivasi menjatuhkan.. help your friends to speak malah beat your friends..')

**Comment [M116]:** Nsy improved.

**Comment [M117]:** The improvement is good. The students were not too nervous anymore. Their autonomy raised especially dealing with the dictionary.

**Comment [M118]:** Jl and Adk improved.

**Comment [M119]:** The atmosphere of competitiveness improved the ELT.

#### Interview 14 (Reflection All Meetings)

Monday, May 2<sup>nd</sup> 2016

R: Researcher C1: Collaborator 1 (the English Teacher) S10: Student 10 S11: Student 11

- R** : ('Ibu, hehe, aduuh, alhamdulillah sudah selesai penelitiannya terus ya.. banyak pelajaran yang bisa saya ambil kemarin itu. Kalau flashback, itu pertama-tama waktu saya wawancara Ibu itu, itu ya Bu, yang Ibu rasakan itu kalau siswa-siswanya itu yang pasif gitu, terus yang tanya itu-itu aja orang-orangnya. Terus saya cocokkan sama observasi gitu, ketika itu kan mereka presentasi ya Buk, memang betul yang ngomong itu juga anak—beberapa anak saja. Terus yang lain cenderung diam, atau nanti nggarap presentasinya dia gitu. Nah, saat itu saya juga wawancara sama siswa siswa itu, beberapa anak, empat kayaknya. Kalau dari wawancara ini sih ada beberapa permasalahan. Mungkin mendasari itu, anak-anaknya itu Buk. Yang pertama mereka tu malu, takut membuat kesalahan, minder, yang Ibu katakan benar. Terus mereka jarang berbahasa Inggris gitu, selanjutnya temen-temennya itu mereka satu sama lain itu kurang mendukung untuk saling itu

*mendukung berbahasa Inggris itu. Terus sama e apa, sama materi, katanya itu mereka juga agak kan yang mau ditanyakan juga bingung karena terkadang udah tahu materinya ketika yang dipresentasikan, kayak gitu.*

*Ha terus yang kemarin dari permasalahan itu saya tarik satu garis refleksi ke communicative language teaching, itu Buk. Kalau di communicative language teaching itu ada 3 prinsipnya yang pertama itu apa namanya, ee information gap, yang kedua itu ada feedback, ada choice gitu. Nah untuk itu yang kemarin propose improving students speaking skill through pre-communicative and communicative activities jadi yang tujuan pertamanya, jadi kalau communicativenya itu tujuan akhir yang anak-anak nanti berbicara satu sama lain gitu. Terus yang pre-communicativenya itu untuk persiapan-persiapan anak-anaknya gitu. Nah, kemarin itu kan sambil recount, karena pas topiknya recount ya Bu?'*

**C1** : ('Hee..')

**R** : ('Itu kemarin saya ambil empat tema, yaitu yang pertama itu holiday, terus yang kedua childhood, ketiga great people, terus yang ke empat itu favourite inspiring person. Nah kalau yang cycle satu itu holiday sama childhood, alasan..')

**S10** : ('Selamat ulang tahun ya Miss...')

**R** : ('Thank you..')

**C1** : ('Hari ini?')

**S11** : ('Kemarin..')

**R** : ('Apa namanya, kalau kenapa kok milihnya holiday itu karena itukan pas dekat sama anak-anaknya kemarin habis liburan karena kalau milih topik katanya dari yang familiar ke unfamiliar ya Buk ya..')

**C1** : ('Oke iya iya..')

**R** : ('Jadi semoga mengena gitu. Tapi ternyata kadang-kadang liburan anak itu tidak semenarik yang saya bayangkan gitu.. kadang-kadang..')

**C1** : ('Karena hanya stay home aja, kebanyakan pada stay home terus tidurlah ngapain tidur, cuma tidur, besok nonton TV tidur lagi,')

**R** : ('Iya itu kalau yang refleksi selama ini liburan kemarin. Tapi ketika topik liburannya diperpanjang: the most ini the most impressing holiday, itu baru ada yang cerita si siapa itu Adk, renang di Glagah beach kayak gitu. Pada ketawa. Terus yang kedua itu, yang di sana itu kalau yang topik holiday itu makan dua meeting Buk. Nah saat itu saya membagi ini, nah itu kan ada tiga recording. Tiga recording, nah ada tiga recording tentang holiday gitu. Tapi apa, mereka itu bekerjanya dalam kelompok gitu Buk. Jadi mereka dikasih masing-masing anak diminta membawa handphone, atau laptop untuk mendengarkan recordingnya gitu. Lalu mereka dibagi worksheet gitu. Nah, yang menulis di diary itu ada satu anak namanya siapa ya itu, Rosa Pijar, dia nyaman dengan aktivitas itu karena dia listeningnya agak itu, emang agak apa.. agak parah gitu katanya. Tapi ketika itu dibikin dalam group, gitu terus masing-masing mendengarkan, terus ada worksheetnya, mereka saling

*membantu, terus bisa diputer-puter sendiri, juga jelas gitu. Terus karena kemarin apa ya, kalau dari pengamatan saya Buk, kalau dari diri saya sendiri, kan kalau PTK itu harus ada mengacu pada perubahan yang lebih baik gitu ya Buk ya,')*

**C1** : ('He e.')

**R** : ('Nah kalau saya refleksi ke diri saya sendiri gitu saya merasakan kalau jadi guru itu tanggung jawabnya besar itu. Yang pertama, persiapan itu penting banget. Apalagi kemarin kan dua kelas ya Buk, nah kalau yang di IS 1 itu tu saya emang kayak kurang persiapan. Yaudah ini buat ngajar aja gitu. Tapi kalau yang buat penelitian itu lebih disiapkan digituin, lebih direspon, lebih apa-apa-apa jadi beda. Dari anak-anaknya, juga lebih respect kalau yang dipersiapkan itu, kalau ini, apa e Miss, apa e Miss.. kayak gitu.. terus apa, menjalin itu, rappor dengan anak kayak gitu Buk juga lebih luwes ketika menghadapi anak gitu dari saya. Terus kalau yang dari siswanya itu, yang menurut, yang saya amati selama ini adalah yaitu kalau siswanya dipecah gitu terus mereka itu mau ngomong, itu yang paling kelihatan, kalau dari segi fluency bertambah lah sedikit-sedikit, karena mereka punya kesempatan ngomong, kesempatannya sama untuk masing-masing anak, terus kooperatif satu sama lain, yang ketika itu misalnya diberi tantangan kalian memecahkan ini masalah yang kayak di Steve Jobs itu Buk, mereka juga ya kooperatif walaupun nanti accuracy nya belum tahu tapi interactive skillnya dapet.')

**C1** : ('Iya.')

**R** : ('Terus juga vocabulary, pronunciation drilling, nah di pre-communicative itu kan ada pronunciation drilling, nah ketika anak-anak didrill itu, aa mereka itu mulai peka itu lho Buk, mulai bilang 'Miss, kok lucu ya..' 'Kok gini ya, kok gini ya, kok gini ya' gitu, nah kayak gitu udah mulai.')

**C1** : ('Karena tidak sesuai dengan kebiasaan mereka sehari-hari,')

**R** : ('Iya, nah itu seneng.. anak-anak bisa mulai notice di situ, itu terus self apa, self-check kamus itu juga mulai walaupun mereka pakai HP gitu Buk. Yang apa ya, yang kelihatan di situ. Terus apa ni, kepercayaan diri siswanya Buk, yang di bab terakhir itu yang di favourite inspiring person itu anak-anak itu tu, karena itu topiknya.')

**C1** : ('Favourite inspiring person itu Steve Jobs bukan ya?')

**R** : ('Bukan, yang setelah Steve Jobs, yang terakhir itu Buk, nah itu tu karena mereka di rumah itu disuruh membuat, disuruh memilih favourite inspiring person masing-masing, terus itu ada communicative activities namanya The Best Admirer, jadi penggemar-penggemar yang paling baik itu, terus mereka dikelompok-kelompokkan terus kamu ceritain tentang apa, tentang tokoh yang kamu sukai ini, terus mereka dikasih ini, apa namanya, ee, dikasih rubrik untuk menilai speaking temennya kayak gitu Buk, terus ya.. sama dikasih rules kalau harus bahasa Inggris, kalau nggak, denda gitu. Nah itu mereka mulai ngomong kayak gitu terus temennya bantuin, kayak gitu, terus mereka mancing-mancing

**Comment [M120]:** Some improvement felt by the researcher are

- the researcher is more aware of preparation
- the more preparation, the more respect students will be
- the group activities prompt the students to speak up
- the researcher is more flexible in teaching
- the students' fluency improved
- 

**Comment [M121]:** Students' sensitivity towards pronunciation improved.

**Comment [M122]:** Students' confidence raised.

*kalau udah mulai buntu gitu, mancing lagi, mancing lagi kayak gitu. Nah, terus Buk, yang mengejutkan itu, bahwa ternyata anak-anak itu juga objektif. Jadi sebenarnya kemampuannya, misalnya kemampuannya kayak Arv, kayak gitu, Amd, sama dengan kemampuannya Isb gitu, tapi Isbnya ini tuh lebih confidence gitu lho Buk.?)*

**C1** : ('He em.')

**R** : ('Nah gitu, lha kalau Ln itu benar-benar udah itu ya Buk, kayak advance gitu. Terus kalau yang Isb itu, di favourite inspiring person itu mereka benar-benar menilai, jadi, mereka nggak yang oh dia yang biasanya bagus nggak langsung dipilih tuh nggak, tapi mereka memperhatikan temannya, prosesnya, kayak gitu. Yang menang itu si ini, si Nsy..')

**C1** : ('O iya Nsy.')

**R** : ('Yang dulu malah itu, padahal waktu dulu itu tu ndelik gitu, nggak mau dilihat gitu. Kalau temanya dekat dengan anak. Tapi kekurangannya research saya, kekurangan saya itu banyak sekali. Semisal, kalau yang pertama-tama itu koordinasi dengan Ibu yang paling awal itu ya Buk ya, seharusnya itu saya sudah menyiapkan silabus. Jadi silabus itu supaya Ibuk bisa mirsani, bisa kasih masukan. Karena saya nggak ngasih itu, mungkin juga Ibu ngasih masukannya juga bingung ya, gimana saya mau kasi masukan gitu. Terus yang kedua, iya Buk memang betul, Ibuk harus masuk kelas. Karena ketika Ibuk masuk kelas, di sana itu yang saya rasakan, saya bisa, Ibu bisa kasih feedback, Mbak ini tu tadi gini gini gini lho, terus, Ibu juga di sana mengamati apa, perkembangan yang ada di kelas itu, terus dapat feedback dari Ibu itu memang bener. Ketika memang baiknya guru ikut masuk kelas gitu. Di sana ada pertukaran informasi, kayak gitu Buk. Kalau yang dari sisi penelitian ini, prekomunikatifnya prekomunikatifnya yang persiapan anak-anak itu saya masih kurang dari saya sendiri karena saya kurang melatih anak membuat kalimat, kayak gitu jadi kalau dari fluency memang dapet, tapi kalau dari accuracy belum.')

**C1** : ('Iya.')

**R** : ('Kayak gitu Buk.')

**C1** : ('Karena kayaknya kalau langsung mau apa ya, accuracy itu memang agak sulit. Jadi, memang kalau, harus fokus dulu ya. Harus fokus dulu. Kalau mau langsung sekaligus antara fluency sama grammarnya sama ininya bareng gitu, kayaknya memang, memang masih agak sulit ya kecuali bagi mereka yang sudah terbiasa ngomong in English gitu. Nah, kemudian dari segi keberanian, kelancaran, fluencynya, mungkin dia sudah nggak kepikiran cuman dia tinggal mikir ke grammarnya. Tapi kalau yang belum semua ini, aku isih mikir keberanian, rung kober mikir.. ya nggak nggak sempat dia mikir grammarnya. Saya piye supaya aku tu berani ngomong, karena dia fokusnya masih ke situ gitu ya. Terus apalagi yang model-model takut salah nanti takut salah aku ngomong pronunciationnya gek-gek salah nah kan dia nggak kepikiran ke yang lain. Jadi kalau, mungkin kalau yang sudah terbiasa yang memang sudah fluent di bahasa Inggrisnya, dia udah nggak mikir itu, dia sudah

**Comment [M123]:** The students are familiar with the topic.

**Comment [M124]:** Students used their objectivity in assessing their friends.

**Comment [M125]:** The researcher mention her lacks in conducting the research:  
 -the coordination with the teacher need to be improved  
 -the syllabus is not shared with the teacher  
 -the research needed the teacher attendance more intensively  
 -the precommunicative activities is still lack  
 -



- berani ngomong, sudah terbiasa ngomong, dia tinggal mikirin grammarnya masuk. Tapi kalau yang tidak terbiasa ngomong, disuruh mikir apa, aku harus grammarnya bener, harus berani ngomong, harus bener pronounciationnya, harus lancar, itu nggak semudah yang kita bayangkan ternyata. Tidak bisa tercover dalam satu kegiatan.?)*
- R** : ('Apalagi ini seminggu sekali ya Buk..')
- C1** : ('He e')
- R** : ('Terus saya tu baru..,')
- C1** : ('Seminggu sekali dan dua jam tok.')
- R** : ('Di jam akhir lagi dan habis itu pramuka , itu mungkin dari anak-anaknya juga udah maksudnya, mereka udah mbayanginnya yang capek banget gitu lho.?)
- C1** : ('He e..')
- R** : ('Pramuka... gitu gitu..')
- C1** : ('He e.')
- R** : ('Dah siang-siang gitu.')
- C1** : ('Iya, kebetulan IPS itu dua-duanya dapat di jam terakhir. Yang IPA dapetnya malah di jam-jam pertama itu yang IPA. Maksudnya IPS itu udah untuk membuat mereka diam konsen aja udah susah, apalagi jam terakhir itu. Itu kan..')
- R** : ('Benar Buk..')
- C1** : ('Ya walaupun tidak semuanya. Kita kan tidak bisa menggeneralisasi semuanya begitu. Tapi kan kalau dilihat dari rata-ratanya memang untuk membuat fokus itu kan memang lebih mudah anak-anak IPA gitu. Jadi ya bagaimana lagi? Harus seperti itu.')
- R** : ('Ya saya juga agak kaget.')
- C1** : ('Tantangan juga sih.')
- R** : ('Iya benar Buk. Tapi yang saya agak kaget tu kok IS 2, itu anak IPS kok pendiam gitu lho Buk. Mereka tu diem-diem anaknya. Apa karena lakilakinya sedikit, atau ternyata itu tu sebagian dari mereka itu dulu penjurusan IPA ya Buk ya?')
- C1** : ('Kemungkinan. Karena kan tidak semua yang dulu itu dia memilih IPA bisa masuk ke IPA. Karena kan IPA udah ditarget 4 kelas, jadi otomatis kalau 4 tu kuotanya sudah terpenuhi, walaupun dia berminat di IPA, ya nantinya kalau hasil ujiannya, kan ada tes, ada pretestnya juga kan kalau hasil tesnya di bagian bawah ya sudah otomatis ke IPS. Ya memang ya memang gimana ya Mbak, kadang kita tu terbentur dengan kebijakan pemerintah kalau penjurusan di kelas 10 itu kan belum begitu terlihat ya. Kalau dulu kan penjurusan itu masuk ke kelas dua, iya kan? Kelas dua dijuruskan, jadi mulai terlihat apakah ini anak IPA atau anak IPS. Kalau ini kan kita nggak bener-bener nggak in, belum bisa melihat o ini jane, anak ini agak lebih ke IPA, oh anak ini ke IPS itu kan kita belum tahu.')
- R** : ('Minat ya Buk ya..')
- C1** : ('Iya minat to, kemudian di pendaftaran itu kan mereka sudah menuliskan mau masuk ke IPA/IPS kemudian habis itu kan nanti

**Comment [M126]:** The teacher's point of view towards accuracy and fluency.

The teacher said it is okay to focus on fluency first to develop students' confidence.

**Comment [M127]:** These challenges were faced by the teacher in Teaching English in X IS II.

**Comment [M128]:** The students of X IS II characteristics is more like the natural science type than social science.

disaring dengan placement test kalau hasil placement testnya e yang IPA sudah memenuhi kuota ya sudah bawahnya dia dimasukkan IPS walaupun dia sebenarnya berminat ke IPA. Kadang-kadang gitu. Walaupun sebenarnya sih ada ini, ada beberapa anak yang IPS kemudian ke IPA, anak IPA yang akhirnya pindah ke IPS banyak karena mereka ada wawancara dengan BK. Jadi di awal-awal ada yang masih bisa pindah jurusan. Kalau yang IPS—IPS 1? Luar biasa ya?')

**R** : ('Luar biasa Buk.')

**C1** : ('Luar biasa. Saya kalau di sana itu udah tak lepas. Loss gitu lho. Kalau nggak, wuuu, bisa ini, bisa tensi sendiri. Ada gurunya nggak ada gurunya sama aja. Ngomong terus. Sampai tak bilang, kalian tau pasar Godean? Tahu. Nah, sekarang pasar Godean pindah ke sini. Tak bilang gitu. Oh Ibu, nggak yang pertama Buk. Kemarin udah dibilangin Pak siapa gitu, katanya terminal Godean pindah ke sini. Ya Allah, mereka tu luar biasa. Kadang kalau ini tu, Ya Allah, dadi guru ra diini kan kadang-kadang seperti itu. Ada gurunya cuek ngomong sendiri gitu.')

**R** : ('Hehe iya Buk. Gayeng banget ya.')

**C1** : ('Iya memang seninya di situ. Seninya di situ, tantangannya di situ juga. Bagaimana bisa membuat anak yang segitunya itu nanti akhirnya tetep bisa meraih e apa, apa yang harus mereka mereka dapatkan di kelas itu. Jadi wong anak IPS 2 segini ramenya IPS 1 segini ramenya, tapi bagaimana cara saya untuk sama-sama dia mendapatkan materi yang sama dengan achievement yang sama gitu kan.')

**R** : ('Saya yang pernah apa ya, pernah terkesima sama anak IIS 1 itu ketika itu, masuk ke materi great people. Mereka itu kalau sudah dikasih tugas, gitu. Bisa bener-bener anteng diem, terus ngerjain gitu Buk tapi apa namanya, e..kalau task-tasknya sudah dipersiapkan, begitu.')

**C1** : ('Bisa. Sebetulnya bisa. Sebetulnya iya. Memang sebetulnya tinggal kita bagaimana, bagaimana cara kita membuat variasi supaya yang di kelas itu, bisa diem. Maksudnya ini kalau saya kalau di kelas A misalnya ngasih materi ini mereka bisa gitu. Nah di kelas C ini misalnya anaknya ramai, gini.. nah nanti kita bagaimana membuat variasinya saja. Variasi cara penyampaian, atau metodenya atau latihannya yang divariasi, dengan bobot yang sama. Ya seninya jadi guru gitu lho. Repotnya dadi guru itu ya.. kadang harus menyampaikan hal yang sama di kelas yang berbeda, nanti hasilnya jadi berbeda.')

**R** : ('Benar. Iya ya Buk, namanya guru itu nggak fiks ya Buk ya. Kalau dokter, obat apa udah sama. Kalau guru enggak. Buk, kalau dari Ibu sendiri kemarin selama mengikuti penelitian ini bagaimana Buk?')

**C1** : ('Great lah. Paling nggak ketika saya masuk itu, ee apa yang njenengan terapkan di sana itu sudah bisa membuat mereka encouraged to speak lah. Paling tidak mereka sudah termotivasi untuk berbicara, dalam artian termotivasi karena dipaksa oleh keadaan, gitu kan, jadi mereka memang perlu seperti itu.')

**R** : ('Nyettingnya ya Buk..')

**C1** : ('Iya,,')

**Comment [M129]:** The teacher said about her point of view of teaching english.

**Comment [M130]:** The teacher concluded that the research is succeeded in improving students speaking skill, especially their motivation and courage.



- R : ('Keadaannya gitu..')
- C1 : ('Sudah bagus, kalau menurut saya bagus. Variasi kegiatan juga bagus.')
- R : ('Jadi itu ya Buk, Ibu setuju kalau misalnya anak-anak mau ngomong itu disiapin dari apa, prekomunikatifnya..')
- C1 : ('Iya ho.o...')
- R : ('Prekomunikatif itu membantu..')
- C1 : ('Betul, iya iya. Memang harus dipersiapkan dengan matang. Model activitynya mau kayak apa juga harus matang gitu ya. Nanti kalau saya buat task yang seperti ini, kira-kira nanti anak-anak mau nggak dia ngomong dan sebagainya gitu ya. Dan juga itu, tema sehari-hari, tema-tema yang dekat dengan mereka lah. Kalau hanya masalah tema yang up to date, karena yang up to date itu belum tentu semua siswa senang gitu ya. Tapi kalau hal-hal yang berkaitan dengan kehidupan mereka, dengan kehidupan anak-anak SMA itu biasanya mereka lebih, tapi kalau misalnya kita cari tema misalnya dari internet. Misalnya oh saiki sing lagi panas-panase ngomongin topik tentang ini, tidak semua anak tertarik dengan topik itu. Tapi kalau topik yang misalnya, ambil aja topik-topik kalau sekedar untuk speaking lho ya, ambil aja topik-topik kecil yang mereka familiar with gitu. Soalnya kalau topiknya memang berat, walaupun kita memang biasa tampilkan topik-topik yang mutakhir, memang itu kan teori itu dari BNSP kayaknya juga begitu, dari materi itu memang mutakhir. Tapi kalau mutlak mutakhir itu kalau untuk speaking, tentu, he e.. karena mereka harus mikir dulu topik itu terus mikir carane ngomong. Tapi kalau yang sudah dekat dengan mereka, mereka nggak perlu mikir topiknya tinggal mikir bagaimana cara menyampaikannya. Jadi pemilihan topik juga memegang peran juga sih untuk memberikan anak kerangka kerja.')
- R : ('Tapi ini Buk, speaking enak nya pas kalau lagi mbahas language function, how to respond bla bla bla pujian bersayap.')
- C1 : ('He e he e')
- R : ('Kalau recount descriptive enak nya buat writing Buk kalau penelitian.')
- C1 : ('Wo iya hoo')
- R : ('Tapi Buk, banyaknya speaking di situ ya Buk, karena presentasi itu ya dari kemarin?')
- C1 : ('Kalau presentasi itu paling tidak tanya jawab itu yang kalian bisa in English, in English gitu lho. Nanti kalau wis mentok nggak bisa yo wis angel banget le nggak dong-dong, baru, mereka boleh swiC1h gitu.')
- R : ('Sama itu Buk, anak itu curhat kalau presentasi itu agak itu, apa, agak jenuh karena informasinya itu..')
- C1 : ('Karena semuanya itu sama.. ho o. Makanya saya itu bilang kalau presentasi. Kadang tu anak gini lho Mbak, kan ada satu nemu sumber terus yang lain ikut-ikutan sumbernya itu. Saya bilang ke anak gini: kalau bisa cari sumber yang berbeda-beda, jadi nanti saling melengkapi. O, yang ini mempunyai info tentang ini, yang dari sini lebih melengkapi seperti ini, tapi kadang itu anak itu, saya juga jenuh kalau ternyata yang

**Comment [M131]:** The teacher agreed on the need of preparation and the topic selection.

**Comment [M132]:** The teacher stated students' feeling.

ditampilkan itu lagi itu lagi. Apa yang mau ditanyakan wong tadi sudah dibahas di kelompok yang sebelumnya.)

- R** : ('Information gapnya nggak ada. Iya Buk, jadi guru juga bosenn..')
- C1** : ('Iya.. saya juga lihat tayangan yang ini contohnya kayak tadi lagi. Ngapain.. kan ada language featurenya.. ada ini ini ini.. terus kan kadang mereka ngasih contohnya nggak yang dari teksnya tak suruh nganalisis.. coba teksnya dianalisis, dari analisa dari segi structurenya, sama dari language featuresnya. Kalau dari generic structurenya kan nanti mana orientationnya, saya suruh dari teks yang mereka contohkan, terus nanti saya suruh misalnya, e dari language featuresnya. O nanti pakai simple present tense yang mana, o biasanya pakai action verb, yang mana mana mana tak suruh yang di teks langsung. Lha nek mereka ngasih presentasinya udah sama berikutnya tak suruh ngapain coba? Ya kan karena sudah dibahas. Iya seperti itu. Ya kadang-kadang emang kendalanya itu anak-anak kadang kalau mencari satu sudah menemukan sumbernya di web ini, terus yang lainnya juga ikut-ikutan ngambil dari situ gitu lho. Terus nanti yang divariasasi malah cuma tampilannya itu aja. Displaynya aja. Iya sama aja. Makanya saya sering ke anak-anak sering tak bilang. Sumbernya itu bermacam-macam bisa. Dari buku, dari bisa dari internet, dari kalian yang dulu didapat di SMP. Jadi dimix gitu lho. Jadi bukan hanya satu sumber tok dan udah. Kadang ada satu sumber kan di LKS sudah ada teorinya, cuma langsung diketik ulang di situ. Kalau anak-anak yang kreatif ya gitu Mbak. Jadi kemarin itu ada beberapa kalau misalnya dari beberapa kelompok itu beda-beda terus saya kumpulkan jadi satu nanti dishare semuanya punya jadi semuanya punya lengkap yang ini ada informasi tentang ini yang di sini tidak ada tapi dia punya informasi lain terkait tadi misalnya, tapi kalau udah kalau yang presentasi pertama terus yang kedua tiga empat ternyata sama aja sumbernya kan jadi contohnya juga sama dan teorinya juga sama, iya anak-anak nanti juga jadi malas tanya karena sudah terjawab di kelompok sebelumnya.')
- R** : ('Jadi malas mendengarkan juga ya Buk ya.')
- C1** : ('Iya.')
- R** : ('Buk tapi kalau kayak gitu tu jatuhnya konsen sama formnya.')
- C1** : ('Apanya?')
- R** : ('Jadi sepertinya kalau presentasi-presentasinya tentang knowledgenya mereka itu waktunya untuk production jadi kurang gitu lho Buk.')
- C1** : ('Heeh. Saya tidak semuanya, jadi tidak semuanya itu saya presentasikan Mbak. Ini yang kemarin yang anak-anak itu terakhir itu mereka group discussionnya itu ee yang peminatan ya, yang peminatan yang lintas minat itu yang terakhir group discussion itu, e apa, hasilnya tertulis sama pakai itu power point dikumpulkan ke Ibu, tapi mereka nggak tak suruh maju presentasi. Karena apa? Karena explanation itu sudah, deskriptif sudah, tinggal mereka kan membandingkan aja. Memang nanti Ibu nilai dari, penilaiannya dari hasil karya kalian, hasil kerja kalian, hasil diskusi kalian tapi tidak usah dipresentasikan. Karena

**Comment [M133]:** The teacher felt the same way.

*toh dulu sudah dibahas dua-duanya. Nggak semuanya tak suruh presentasi kok.’)*

- R** : (*‘Iya benar. Kalau yang di IS 1 itu eh IS 2 ya Buk, mereka itu cepat nangkap itu Buk, nangkap pengetahuan yang itu, kenapa nggak yang ini Buk, misalnya e mereka, oke, mereka itu misalnya sekali meeting itu kan language features dulu. Terus nanti selanjutnya itu digunakan untuk praktik. Nah yang didisplay itu adalah hasil tulisannya mereka begitu?’)*
- C1** : (*‘O gitu? He e he e, yang hasil tulisan mereka kemarin tidak saya displaykan tetapi tak pakai untuk speakingnya. Jadi anak sekali maju saya dapat dua. Jadi yang IPA kemarin saya suruh nulis yang holiday itu kan, jadi dia nulis, kemudian dia menyampaikan jadi yang dia tulis, jadikan awalnya mereka membuat menulis, kemudian saya buat peer correctng, jadi saya persilakan ditukar sama temannya, terus nanti empat mata itu lebih jeli daripada dua mata, saya bilang begitu. Nanti o ini kok belum pakai past tense, o ini harusnya begini, o ini subjectnya harusnya begini begini, terus dibetulkan temannya, dan mereka revisi, hasilnya mereka sampaikan di depan. Sekali dia maju, sekaligus dia ngumpulkan dua tulisan. Tulisan draftnya dan tulisan yang sudah dibetulkan. Jadi saya nilai, ininya saya pegang, saya nilai speakingnya, ini saya pegang saya nilai untuk writingnya. Sekali maju dia dapat dua penilaian dua sekaligus.’)*
- R** : (*‘Kalau dari segi itu Buk, segi membelajarkan anak gitu. Misalnya satu anak nulis apa misalnya, saya pernah dapat masukan Buk dari dosen yang di UTM, Mbak misalkan kamu writing mau peer review, ada baiknya kalau anak-anak itu misalnya mereka udah ngumpulkan draf, nah guru itu milih salah satu draf yang akan dijadikan model untuk peer review, jadi nanti ketika anak-anak review masing-masing gitu tu terus preview sendiri gitu ya Buk. Terus didisplay gitu, jadi anak-anak sudah sama pemahannya.’)*
- C1** : (*‘Nah itu saya kemarin display tapi tidak full satu teks tapi sudah saya sudah buat e contoh di depan ini misalnya ini tulisan-tulisanmu. Saya buat tulisan-tulisan yang salah. Misalnya past tense, tapi saya masih pakai verb 1, ya saya displaykan begitu. Contoh dari saya sendiri. Jadi saya buat contoh yang salah, kalimat-kalimat yang salah. O misalnya I am go, pokokmen tak buat-buat salah. Kemudian ada yang salah tulis. Jadi ada beberapa macam kesalahan yang saya buat itu. Terus ini nanti, ini lho caramu membetulkan gitu. Kalau ini apa salahnya? Ohya nanti kamu biasanya kalau ada yang kurang sedikit gitu kan misalnya they reading, itu kan misalnya kurang to be nya, kasih tanda centang di tengahnya. Begitu. Berarti ada sesuatu yang kurang di sini. Kalau salah dilingkari. Berarti begini. Kalau harusnya tidak ada dengan tanda silang. Jadikan beda-beda. Nanti bentuk-bentuk apa namanya, signnya itu lho. Nek tanda centang di tengah berarti ada sesuatu yang kurang, kalau tak silang berarti itu dibuang. Kalau tak bunderi berarti salah. Misalnya salah tulis apa salah itunya, saya buat kemarin tapi bukan punya anak. Tapi buat sendiri. Jadi ketika anak-anak mau peer*

*correcting itu sudah tak kasih contoh yang salah kayak gini terus nanti caranya membetulkan kayak gitu. Tapi ya memang tidak full satu teks ya. Hanya beberapa kalimat begitu kan. Tapi paling tidak dengan beberapa kesalahan yang berbeda.’)*

**R** : (*‘Emm, begitu.’*)

**C1** : (*‘Jadi mereka tidak semata-mata, kepiye carane mbenerke. Tapi, mereka tahu caranya, begitu.’*)

**R** : (*‘Ya, saya banyak belajarlah dari ini.’*)

**C1** : (*‘Jadi ya memang kita tu kalau memberikan perintah ke anak, itu kita yakin bahwa mereka itu bisa melaksanakan. Kalau disuruh peer correcting, tapi kita nggak ngasih contoh ke dia, gimana cara peer correcting, ya sama aja. Mereka juga nggak tahu, ini aku njuk kudu piye gitu kan makanya kita kan memberikan contoh. Kan kita misalnya ada instruction-instruction yang mereka sudah familiar with ya kayaknya misalnya di LKS, bacalah apa, teks kemudian jawab pertanyaannya, kita kan udah nggak bisa ngasih contoh mereka sudah terbiasa membetulkan kata dalam kurung terbiasa. Tapi kalau peer correcting itu kan sesuatu yang mereka tidak biasa melakukannya dan maksudnya juga jarang di LKS, untuk task-task atau activity, yang mereka tu jarang melakukan, ya kita memang kita harus kasih contoh, kasih penjelasan kira-kira anak sudah tahu apa yang harus mereka lakukan. Iya, instruksi tu harus jelas ya. Kalau hanya cukup misalnya dengan perintah saja kok kelihatan anak belum jelas, kasih contoh. Sama sih, kalau misalkan betulkan kalimat yang di dalam kurung. Nomor satu sebagai contoh. Itukan tetep iya.. kalau misalnya kira-kira anak belum bisa, kasih contoh, sama kalau instruksi kita, kalau instruksi lisan, kira-kira anak ada yang belum dong, kasih contoh.’)*

**R** : (*‘Iya... masukan Buk, untuk ke depannya..’*)

**C1** : (*‘Untuk ke depannya siapa?’*)

**R** : (*‘Untuk ke depannya saya Buk..’*)

**C1** : (*‘Yang jelas Mbak Mei kan sudah masuk ke beberapa kelas ya.. sudah mempunyai pengalaman o ternyata bahwa ee ya sesempurna apapun persiapan kita ternyata ketika dibawa ke real world itu ternyata tidak harus bisa plek, persis seperti yang kita rencanakan. Tetapi nanti di tengah jalan ada saya yang harus tiba-tiba belok ke sana sesuai dengan situasi..’)*

**R** : (*‘Merespon keadaan ya Buk..’*)

**C1** : (*‘Iya betul. Merespon keadaan dan memback up. Apa yang coba njenengan perlakukan di sini itu coba njenengan perlakukan di tempat lain di SMA di pinggiran yang swasta itu. Bisa jalan nggak.. nah itu juga sesuatu yang kayaknya tuh teoritisnya bisa tetapi nanti ketika benar-benar dilaksanakan belum tentu selancar dengan apa yang kita bayangkan.’)*

**R** : (*‘Background sosialnya juga ya Buk.’*)

**C1** : (*‘Iya.. betul.. saya sendiri kebetulan waktu awal kurikulum 2013 itu melakukan pendampingan ke beberapa sekolah, jadi saya mendampingi*

pelaksanaan K13, ternyata ketika saya mendampingi siswanya, wah berat ternyata memang. Saya terapkan ini di kelas saya begini. Dan ketika mereka, ada yang tidur, ada yang ngapain sendiri, pokoknya tu yang nggak dikasih task yang simpel-simple aja mereka tidak melakukan kok. Ada kok karakter sekolah yang seperti itu. Kebetulan siswa-siswanya ada yang dari daerah timur sana, jadi di kelas itu ada yang tidur, nggak terus mereka yang merespon apa guru merespon apa, kegiatan apa yang disampaikan guru, nggak semuanya bisa seperti itu. Di sini aja anak-anaknya masih lumayan lah.. responsif.’)

- R** : (*‘Iya ya Buk ya.. ini belum tentu ya besok kelas 2 Ibu mengajar mereka lagi?’*)
- C1** : (*‘Saya? He eh belum tahu nanti ya.’*)
- R** : (*‘Masih diitu lagi.. ‘*)
- C1** : (*‘Ini saya juga yang kelas duanya aja mau ngajarin yang peminatan kok, yang tidak ngambil lintas minat saya nggak ngajar di kelas dua. Karena materinya juga agak lebih berat sih. Karena kalau yang lintas minat itu ada sastranya. Harus pakai puisi, proverb, saya sendiri juga rada-rada belajar Mbak.’*)
- R** : (*‘Apa Buk?’*)
- C1** : (*‘Saya sendiri juga masih belajar. Kalau ada puisi, ada apa itu kan ya kita dulu waktu kuliah berapa sih, 2 sks apa ya? Saya ingat waktu itu Pak Girin ya diajar Pak Girin. Jadi, ya kita memang harus sambil belajar sendiri. Ketika harus menyampaikan ya kita harus benar-benar belajar juga.’*)
- R** : (*‘Katanya cara belajar terbaik adalah dengan mengajarkan kok Buk. Kan harus menguasai dulu gitu ya Buk ya..’*)
- C1** : (*‘Ya memang memang mencari tempat yang kita bisa bekerja tetapi kita juga sambil belajar.’*)
- R** : (*‘Hem iya Buk. Hmm itu tempat yang menyenangkan. Itu Buk, laporan dari saya, yang secara lisan nanti lengkapnya di tulisan.’*)
- C1** : (*‘Terimakasih sekali sudah dibantu-bantu. Dibantu memotivasi, dibantu bagaimana memberikan pengajaran yang baik, nanti mungkin saya bisa adapt ya, mungkin tidak adopt, tapi saya adapt ya,’*)
- R** : (*‘Itu lebih bagus Buk.’*)
- C1** : (*‘Nanti saya ambil saja yang baik-baik. Kalau adopt, kan semuanya tak ambil seluruhnya. Mungkin nanti tak adapt yang baik-baik dari njenengan. Saya minta keikhlasannya untuk saya ambil dan saya terapkan.’*)
- R** : (*‘Insyaallah.. saya juga terimakasih sudah diberi kesempatan untuk praktik di sini Buk..’*)

**Comment [M134]:** The teacher will adapt the research in the future to make her ELT more variative.

# **APPENDIX C**

## **VIGNETTES**

**VIGNETTE 1 (RECONNAISSANCE)**

<b>Day/date</b> : Wednesday, 5 November 2015	<b>Line</b>
<b>Time</b> : 11.15-13.00	
<b>Place</b> : Class X IS II of SMA N 1 Godean	
The teacher headed to the classroom. Some students were sitting on the bench in front of the classroom. When they saw their teacher, they greeted her and then went into the classroom. The teacher entered the classroom. Some students had been ready with their English books on their desks, some students still prepared for them, some students sat still although they had not prepared anything. The teacher officially opened the class at 11.30 and said good morning. The students answered her with English as well. Then she asked their state of wellbeing with, "How are you?" The students answer, "Fine, thank you. And you?" The teacher answered, "I'm very well, thanks."	1 2 3 4 5 6 7 8 9 10
"Have you prepared your presentation?" the teacher asked.	11
"Not yet ma'am, <i>belum selesai</i> ," the students said almost in a choir.	12
"Okay, please continue your presentation preparation. <i>Sekarang kembali ke kelompok untuk menyelesaikan presentasi jam pertama ini, setelah istirahat nanti kalian presentasikan</i> ," said the teacher.	13 14 15
"Okay, Miss," the students said. Slowly, the students started to gather to their own groups to continue making their presentation slides.	16 17
Then the activities of the class were filled with preparing for the presentation. The students drew some chair and sat together. Some of them preferred to sit on the floor. Some of them used laptop while the other used their phones to search for the materials. The teacher sat on her table doing some administration thing. She was open to the students if they need some assistant. The students worked on their groups. They discussed their materials with Indonesian and Javanese. Sometimes they talked about things out of topic and they laughed. They did their discussion until the bell of the second break.	18 19 20 21 22 23 24 25 26
After the break, it was time for them to present their materials. "Ayo siapa yang mau maju pertama?" The teacher asked. Some students looked at each other and some of them remained silent. Then the teacher wrote numbers on pieces of paper and folded them and asked each representative of the groups to pick one to order their presentation.	27 28 29 30 31
The class finally got the first group to present their material. The material was about descriptive text. The first group consisted of 6 students. One of them represented the other to introduce the members. She talked in English quite fluently in the opening stage. When it came for her to deliver her materials, she read everything on the slide. Her eyes were settled on her slides. She did not speak by herself. The other members stood, their attention also directed to the slides. Not all of the students paid attention to the presenters. Some of them were busy with their own unfinished slides or even played with their gadget. When the teacher noticed, she advised students to pay attention to their friends in front. They automatically drove	32 33 34 35 36 37 38 39 40 41

their attention to the speakers but it did not last long. The presenters sometimes used Bahasa Indonesia to emphasize certain things. The slides which were presented were wordy so that the students just read. The presentation materials consisted of the social function, the generic structure, the language features, and the examples of descriptive text.	42 43 44 45 46
After they finished their presentation, they opened the question and answered section. The presenter asked with her Javanese accent, "That's all from us, any question?" The class remained silent.	47 48 49
"Ada pertanyaan?" ask the presenter again. All the students remained silent.	50 51
The teacher said, "Itu ada temennya tanya lho, ayo dijawab. Kalau nggak ada pertanyaan bilang, 'No Thanks'."	52 53
Then all of the students said, "No thanks."	54
Then the teacher gave a little comment about their presentation such as mistyping words.	55 56
The presentation was continued to the second and third group. The type of the presentations was the same. Mostly all of them read the slides. Some of the materials of the presentation were same amongst the three groups. They did not put the references of their materials or stated it in the end of the presentation. When group two and three opened the answer and question section there was a student who asked some questions or gave feedback, most of the feedback was related to the misspelled on their slides.	57 58 59 60 61 62 63 64
The bell rang. It meant time to go home. There were three groups who had not come in front. The teacher closed the class by saying a short prayer.	65 66 67
"See you next week." said the teacher.	68
"See you, Miss." Answered the students.	69

#### VIGNETTE 2 (CYCLE 1 MEETING 1)

<b>Day/date</b> : Thursday, January 21st 2016	<b>Line</b>
<b>Time</b> : 12.30-13.40	
<b>Place</b> : Class X IS II of SMA N 1 Godean	
It was Thursday, January 21 <sup>st</sup> 2016. This is the first meeting of the implementation of the research. The teacher entered the classroom at 12.20 when it was still in the break. She prepared the things needed in the teacher desk in front south corner of the classroom. The classroom was equipped with LCD and projectors, whiteboards, and two fans. The classroom condition was quite clean but a bit untidy in the back of the classroom. The arrangement of the chairs and tables were not in a good arrangement.	1 2 3 4 5 6 7
The bell rang at 12.30. Some students had already been in the classroom, the other just entered the classroom. The teacher greeted them. Some students were still sitting in front of the classroom. The teacher approached them and said smilingly, "Come in." The students then came	8 9 10 11



in.	12	
The teacher opened the lesson today by saying, “Good afternoon everyone!” “Good afternoon Miss,” said them in a choir. “How are you?” She inquired. “I’m fine thank you, and you?”	13 14 15	
“I’m very well, thanks! It’s very amazing that today I meet you all again,” said the teacher. The students smiled. “So what we did last week?” asked her. “Talking about holiday Miss,” answered the students. “ <i>Gimana, menyenangkan?</i> ” And they answered variously.	16 17 18 19	
The teacher spread her gaze throughout the classroom. She then asked some students. “Kevin, Isabel, are you okay?” asked her. It seemed that the teacher noticed something wrong because Isabel wore a masker and Kevin looked unwell. “ <i>Kena flu</i> Miss,” answered Isabel. “What about you, Kevin?” asked her. “ <i>Sama</i> Miss.” “Have you taken any medicine?” asked the teacher. “ <i>Nanti sembuh sendiri kok</i> Miss,” said Isabel. Kevin shook his head. “Okay then, I hope you get well soon <i>ya</i> ,” wished the teacher at the end. “Well everyone, <i>jaga kesehatan ya</i> .”	20 21 22 23 24 25 26 27	Comment [M1]: B2b1
“By the way, do you bring your headset and hand phone?” Asked the teacher. It seemed that she already asked the students to prepare for those things previously. The students answered variously. “ <i>Bawa...</i> ” “ <i>Nggak punya headset</i> Miss.” “ <i>Aku bawanya laptop</i> Miss.” “It’s okay. <i>Yang penting setiap kelompok ada meskipun hanya satu</i> ,” said the teacher.	28 29 30 31 32	Comment [M2]: B2e2
“Today we’re going to observe some conversation about holiday. In the end of the lesson, I would like you to be able to talk about your holiday.” The students listened attentively.	33 34 35	Comment [M3]: B2c1
“Okay now, work in a group of four based on your rows. <i>Depan-belakang ya</i> . Each representative of the groups please come in front to copy the audios from my laptop.” The students move to set their places. There are 7 groups of student consisting of 4, and there was one group consist of 3.	36 37 38 39 40	Comment [M4]: B2f1
Each representative of the groups came in front to copy the audios from her laptop. It took several minutes. While their representative came in front, the other member of the groups set their chairs and their equipment such as laptop, hand phone, and headset.	41 42 43 44	
Then at 12.40 the students settled in their groups and were ready to start the activity. Before they started, the teacher led them to say their prayers, “Okay class, before we start our activity today, let’s say a short prayer, shall we?” then the entire class member bow their heads.	45 46 47 48	
After praying, the teacher passed on the worksheets to the students. “Take one, and pass the rest to the other <i>ya</i> ,” said her to the students who sat in the front row. After everyone got the worksheet, she asked them to take a look to the Task 1.	49 50 51 52	Comment [M5]: B2e1

Student's Number: _____			
Task 1  Listen to the audios and try to answer these following questions.			
Questions	Text 1	Text 2	Text 3
1. How many speakers are involved?			
2. Who are they (possibly)?			
3. Where did the conversation take place (possibly)?			
4. What are they talking about?			

She asked the students to look at the first task and ask the students to read the instruction. Then she asked one of the students to explain what the instruction mean. The student then explained it in Bahasa, after making sure that they got the instruction, she let them to listen and did the task. The students worked in their groups. They worked with different styles. There were students who preferred to listen to the audios using their own mobile phone and headset. There were students who listened to it together using one laptop or one cell phone. "Okay everyone, I'll give you 10 minutes to listen and answer the questions. Are you ready?" "Yes Miss!" "Okay, please do."

She gave them around 10 minutes to do the task. While students did the task, the teacher walked around the class to monitor them and was ready to any assistance. The students listened to the audios and had a little discussion in their group in Bahasa Indonesia.

At 13.10 the teacher stood in front of the classroom and signed that the time for doing the listening activity ended. She then, led them to discuss the answer together. "It was the time to discuss the answers together. *Ayo sekarang saatnya kalian mengkomunikasikan hasil temuan kalian,*" said her. "*Hehe temuan, berarti kita penemu dong Miss..*" said one student. "*Iya, kalian semua kan inventor,*" she told a joke.

She asked the students to voluntarily answer her questions. "*Siapa yang berani, silakan,*" said her. The students did not raise their hands but the situation then was a bit crowded. A student suddenly said, "*Eee nganu.. yang ulang tahun itu lho Miss,*" she asked a student named Kevin whose birthday was today. Another student called the teacher and she whispered something to her. The teacher then smiled and looked at a student named Kevin. "Okay... *Saya kabulkan permintaan kamu, Kevin,*" she then appointed the student meant.

Kevin did not rise from his chair quickly. "*Ayo Kevin, biar sembuh. Ayo Kevin. Everyone listen to Kevin,*" said her. Yohan, Kevin's chair mate said, "*Ngadeg ngadeg.*" And the students laughed. "*Nggaya koe ki,*" said

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Kevin. Kevin then stood up and read his answer. “*Ayo semua mendengarkan Kevin,*” the teacher said. Kevin then read their group’s answer. “How many speakers are involved?” “Two.” “Okay  *gimana yang lain, betul?*” “*Betul Miss.*” “Kevin, Julio, is the answer right?” “*Nggak kedengaran Miss.*” “*Nggak kedengaran Vin, katanya.*” “Two,” Kevin repeated his answer. “Okay *sama Miss.*” “Who are they?” “Students.” “Where does the conversation take place?” “In the classroom.” “What are they talking about?” “Vacation.” “Wow good, *siapa yang punya jawaban lain?*” “Inside a room!” said a student. “*Ngawur e,*” joked Rafael. The other students laughed. “Outside, Miss.” “Inside a room, *boleh.*” “Miss, *di bus station.*” “Bus station, why do you choose that?” “*Kan students biasanya naik bus, terus nunggu sambil ngobrol Miss.*” “*Tapi kan kalau di bus station berisik,*” said the other student. “*Kalau di Singapur kan bisnya nggak bunyi,*” joked the teacher. “*Ya at least ada wus wusnya gitu.*”

“Alright then.. now *teks tiga.*” Then the students answered. Kevin then reread his answer. The teacher invited other students to give their opinion to Kevin’s answer. They stated their answer and they discussed that together. She asked them the reason behind their answer. And they answered it based on their opinion. Some students directed their attention to the teacher, some students focused on their worksheet, and some students had a bit discussion with their friends.

The teacher then distributed the script (see Appendix K) so that the students are surer about the answers. “Okay now, please read the script comprehensively. Do you find any new words there?” “*Hols itu apa Miss?*” “*Ada yang tahu? Coba tebak di situ konteksnya kayak gitu, kira-kira artinya apa?*” “Holiday Miss?” “Yups.” “We had a blast *itu maksudnya bersenang-senang gitu ya Miss?*” “Exactly.”

After they discussed the new words and expression found in the text, the teacher asked the students to go back to the group work activity in task 2 which is to identify the rising intonation and falling intonation of the questions in the audios.

Task 2) Pay attention to the following sentences. State whether they end in rising intonation or falling intonation by listening to the audios again. Number one has been done as an example.

1. How was your vacation?	10. How was your vacation?
2. Where did you go?	11. Will you go there again next year?
3. Who did you go with?	12. Where did you go?
4. Do you have a house at the beach?	13. Really? Did you go with your parents?
5. Which hotel did you stay at?	14. Did you take any pictures?
6. Did you play in the water?	15. How were the kids?
7. How about your older sister?	16. Why? What happened?
8. What do your father and mother like to do?	17. Really, Jerry?
9. How long was your vacation?	

The students then worked together again. Some students directed their

Comment [M6]: B2g1

attention to the teacher, some students focused on their worksheet, and	116
some students had a little discussion with their friends. She gave them 10	117
minutes. While they were doing their task, she walked around and was	118
ready for some assistant. “You can drink if you bring it, <i>jangan lupa</i>	119
<i>minum, jangan lupa bahagia ya,</i> ” said the teacher.	120
When the time was up, they discussed the answer. She read the	121
questions and she asked them to mention up (if the questions ended up	122
with rising intonation) or down (if the questions ended up with falling	123
intonation). The students sometimes guessed wrong but sometimes right.	124
After they finished discussing it, she still saw the confused expression in	125
their eyes. Then she gave them instruction to move to the next task. She	126
asked them to conclude why the questions ended up with rising intonation	127
or falling intonation based on the available clues in their worksheet. She	128
asked them to work in five minutes and each group was to have a	129
conclusion about it.	130
Five minutes passed and it was time to present their discussion	131
finding. Most students’ answers were that it depends on the speakers’	132
mood and expression. She didn’t blame them. She invited the other	133
answers and one student answered, “ <i>Kalo awalannya do sama</i> will	134
endingnya rising Miss. <i>Tapi kalau diawali</i> what, why, where endingannya	135
falling.” “Wah, that’s great.” “ <i>Kan di sini ada</i> Miss,” suddenly students’	136
laugh burst. “ <i>Iya betul sekali. Terimakasih Retno, kamu betul. Nah</i>	137
<i>tepatnya, patokannya adalah jawaban dari pertanyaan itu. Kalau</i>	138
<i>jawabannya yes/no, pertanyaan itu akan berakhir dengan</i> rising	139
intonation. <i>Tapi kalau jawabannya bukan yes/no, pertanyaannya berakhir</i>	140
<i>dengan falling intonation.</i> ” “ <i>Oooo,</i> ” said the students.	141
“Okay, task 4 <i>buat PR ya. Buat rumus tentang membuat kalimat</i>	142
<i>tanya,</i> ” instruct the teacher. “ <i>Oke Miss.</i> ” “ <i>Miss sudah.. capek,</i> ” asked the	143
students. “ <i>Capek ya?? Oke sekarang ayo kita main game.</i> ” “ <i>Yeeah!</i> ” said	144
them enthusiastically.	145
“Judulnya twenty one questions game. <i>Kaitannya sama</i> yes/no	146
questions <i>ya.</i> ” The students looked curious. “ <i>Apa itu Miss?</i> ” “ <i>Jadi Miss</i>	147
<i>akan memikirkan satu hal di kepala</i> Miss. <i>Nanti Miss beri 20 kesempatan</i>	148
<i>untuk menanyakan ciri-ciri bendanya. Nah untuk bertanya, kalian</i>	149
<i>pakainya</i> yes/no question <i>karena</i> Miss <i>hanya bisa jawab</i> yes or no. Okay?	150
<i>Nanti kalian bisa tanya ciri-cirinya hingga 20 kali. Pada tebakan ke 21,</i>	151
<i>kalian tebak apa bendanya. Do you get it?</i> ” “Okay Miss.” “Okay I have	152
something in my mind,” the teacher started.	153
Then the students started to ask questions. They seemed engaged to	154
the activities. They seemed thought seriously. Their attention was directed	155
to the teacher. A girl student named Isabel who looked weak on her table	156
then raised up and started to ask questions so did the other students. The	157
teacher sometimes corrected students’ questions when it was	158
grammatically error. “It is big?” “Do you mean, ‘is it big?’?” “Yes. Is it	159
big?” “No.” “Lamp?” “No. Come come come come.” “ <i>Berapa lagi e</i>	160
<i>Miss?</i> ” “Nine left.” “I can only answer yes or no.” “Miss <i>mbok lebih</i>	161

Comment [M7]: B2g2

<i>dispesifikkan lagi.</i> “Nah, kan kamu bisa membuatnya spesifik dengan pertanyaan kamu.” “Nganu, HP?” “No.” “White board?” “No.” “Two left...” “Duh...” “Is it flag?” “No. Okay. Kesempatan habis.” “So what is the answer?” “Pom-pom.” The students laughed. “No. So the answer is this!” “Sandal!!!” “Wuih, sandale sopo to kuwi?” “Sandalku...” However until the end of the chance they could not guess the object. When they told them that the answer was sandal they were surprised and then laughed.	162 163 164 165 166 167 168	
After the game, she invited the students to sum up the activity they did. “Okay, we come to the end of our meeting today. So, Nasya, what did you learn today?” “How to be happy,” joked her. “Hahaha,” students’ laugh burst. “Okay, itu yang didapat Nasya. Kalau yang lain?” “Tentang intonasi naik turun Miss.” “Iya betul, kalau yang naik yang gimana kalau turun yang gimana?” “Kalau bisa dijawab yes/no intonasinya naik, kalau nggak bisa berarti intonasinya turun.” “Iya betul.” “Ada kata-kata baru hari ini?” “Ada Miss.” “Apa itu?” “We had a blast, hols.” “Okay bagus, lalu tugas di rumah apa?” “Membuat rumus Miss.” “Good.”	169 170 171 172 173 174 175 176 177	Comment [M8]: B2a1  Comment [M9]: B2c2
“Nah kalian sudah mencari Longman 3000?” “Sudah Miss!” “Untuk tugas mendatang, coba kalian identifikasi verb atau kata kerjanya ya. Nah untuk 3000 kata itu kan terlalu banyak ya?” asked the teacher. “Iya Miss.” Said the students. “Untuk itu Miss sudah bagi kelompok-kelompok untuk kalian. Hmm nanti Miss kirimkan lewat email ya, soalnya ini nggak bisa didisplay. Nanti Miss kirim kan beserta dengan panduannya. Oke?” “Okay Miss...” “Nah untuk itu ayo kita tutup pertemuan hari ini dengan berdoa. Siapa yang pimpin doa?” “Kevin Miss..” “Oyaa.. happy birthday Kevin..” Everyone then clapped their hands.	178 179 180 181 182 183 184 185 186	Comment [M10]: B2h1
“Wish you all the best, getting older getting better, keep on shining, keep on doing good things. May Allah blessings never cease,” said the teacher. “Thank you Miss. Before going home, let’s pray together base on our religion.” All of them bow their heads. “Thank you.” “Alright, see you next week everyone.” “See you, Miss.”	187 188 189 190 191	

### VIGNETTE 3 (CYCLE 1 MEETING 2)

<b>Day/date</b> : Thursday, January 28th 2016	<b>Line</b>
<b>Time</b> : 12.30-13.40	
<b>Place</b> : Class X IS II of SMA N 1 Godean	
It was Thursday January 28 <sup>th</sup> 2016. The teacher was already in the classroom before 12.30. The bell rang at 12.30. Most of the students were already in the classroom, And then the rest entered the classroom gradually. After all the students were in the classroom the teacher stood in the middle front of the class and greeted the students greeted them. ”Good afternoon, everyone.” “Good afternoon Miss.” “How are you?” “I’m very well thank you, and you?” “Just wonderful.” “Who’s absent today?” “Luna Miss.” “What happen to her?” “Katanya ada urusan keluarga.” “Okay then, gimana sudah mengumpulkan tugas?” “Sudah Miss.” “Saya belum	1 2 3 4 5 6 7 8 9

Miss.” “Miss <i>diarinya dikumpul nggak?</i> ” “ <i>Okay, semuanya dikumpul nanti di akhir pelajaran ya.</i> ”	10 11
“Everyone, do you remember what we’ve learnt last week?” The teacher led the students to remember the previous materials. “Mm questions, Miss.” “ <i>Iya questions. Gimana questions?</i> ” “ <i>Ada naik ada turun...</i> ” “ <i>Iya intonasi ya? Kalau intonasi naik untuk apa?</i> ” A student answered, “ <i>Pertanyaan yang jawabannya yes/no Miss. Eh, iya nggak ya?</i> ” The other students whispered, “ <i>Eh bukan to...</i> ”. The other replied, “ <i>Iya, betul kok.</i> ” The teacher then responded, “Exactly. Rising intonation is used for the yes/no questions. <i>Kalau tidak bisa dijawab yes/no jadi gimana?</i> ” The students responded, “ <i>Intonasinya turun Miss.</i> ” The teacher nodded. She then asked, “ <i>Sekarang sudah mengerjakan task 4?</i> ” “ <i>Sudah..</i> ” “ <i>Aduuuuh, ketinggalan Miss,</i> ” said some students. “ <i>Aduh, nggak bawa Miss.</i> ” “ <i>Ayo salah satu tulis pekerjaannya di depan.</i> ”	12 13 14 15 16 17 18 19 20 21 22 23
<p>Yes/No Question Modal+subject+complement+? Example:</p> <p>WH Question WH Question+modal+subject+complement+? Example:</p>	
“Okay, kalau begitu Miss akan cek apakah kalian sudah paham atau belum ya. Kalau kemarin kita sudah mencoba yes/no questions dengan games, hari ini kita akan mencoba 5W+1H questions ya.”	24 25 26
She then distributed the worksheet. She divided the students based on their rows become 2 group A and 2 Group B. She gave different worksheet to different group A and B. After making sure that everyone had gotten their worksheet, she started to explain the procedure in front of them. The students were paying attention. The students who were still confused tried to ask some questions. “Okay let me explain it. For example, <i>Retno, kamu dapat apa?</i> ” “ <i>Saya A,</i> ” “ <i>Saya B</i> ” “ <i>Saya C</i> ” “ <i>C nggak ada, Yohan.</i> ”	27 28 29 30 31 32 33
“Now please everyone pay attention. <i>Perhatikan masing-masing sheetmu ya. Kalian menerima sebuah email dari seseorang.</i> ” “ <i>Ciee...</i> ” “ <i>Ihiy..</i> ” “ <i>Yadoo..</i> ” “ <i>Tapi ketika kalian print, emailnya tu nggak lengkap. Ada informasi-informasi yang hilang diemail itu. Nah sekarang yang kalian lakukan adalah membuat pertanyaan untuk informasi yang hilang itu. Tapi tidak mencari jawabannya. Membuat pertanyaannya saja.</i> ” “ <i>O gitu.</i> ” “ <i>Seperti itu.</i> ” “ <i>Ada pertanyaan?</i> ” “No.” “ <i>Dong? Do you understand?</i> ” “ <i>Ulangi Miss..</i> ”	34 35 36 37 38 39 40 41
“Okay, jadi misalnya yang di sini student A ya, nah ini masing-masing sama emailnya. Okay? Lalu di sana ada titik-titik kan? Nah di sana coba kalian baca emailnya. Contohnya seperti A ya, sorry, I haven’t got back to you now. I was on my holiday. Yang di sini ada nomor satu. Di sini juga ada pertanyaan nomor satu.” “ <i>O ya..</i> ”	42 43 44 45 46

Comment [M11]: B2c3



“Nah di sana, o ternyata dia bertanya tentang tempat, jadi where did you go? Gitu. Nah tugasnya itu dulu, jadi membuat pertanyaan tentang informasi yang hilang. Okay, silakan dikerjakan dulu, boleh dikerjakan dengan teman sebangkunya.”	47 48 49 50
The students seemed understand and they tried it. Then she gives time to students to construct their questions. She walked around to observe them. The students were discussing to construct their questions. When they finished, she asked them to get back to their seat. Then she matched Students A with students B, by asking the students to exchange their seat. At first they tried to reject it, but then they stood up and moved. They were in pairs. Then, she asked them to practice asking their questions and tried to find the answer and wrote it down on their worksheet. “Have you done, everyone?” “Nonono,” “Okay, two more minutes ya..”	51 52 53 54 55 56 57 58 59
Some students who had finished their work waited for their friends. “Have you done everyone?” “Yes..” “Ih kok nggak semangat?” “Yeee.. semangat kok Miss..” “Miss, ayo pulang.” “Pulang? Ayok, nanti ya..”	60 61 62
“Ayo siapa yang mau mempresentasikan?” The teacher called for some volunteers. “Nggak ada..” “Kalau ditanya siapa yang mau, nggak ada. Kalian tu pada rendah hati soalnya. Yaudah, sekarang tanggal berapa ya?” “Dua lapan.” “Siapa absen 28?” “Retno..” “Dua tambah 8 berapa?” “Sepuluh.” “Siapa absen 10?” asked the teacher. “Nasya.” “Yuk kita cocokkan bersama-sama..” “Aaaa” “Yeess.” “Yang keras ya.. maju dong. Yang lain mendengarkan sambil mencocokkan. Nasya mepet situ ya.”	63 64 65 66 67 68 69 70
The two students then practiced their dialouge. In the middle of the practice, the teacher corrected their intonation and pronunciation. After they finished, the teacher invited the other students to give applause. The students then gave applause. She invited a student number 16 to give her opinion about their friends’ performance. She also invited them to repeat after her saying words correctly such as august and fifteen and explain that the word ‘teen’ is stressed.	71 72 73 74 75 76 77 78
“Now we moved to the next activity.” She asked the students whether they had brought their holiday photograph or not. Some students brought it, but the other left it at their house. She asked them to get back to their previous seat. She asked them to prepare for their photos and invited them to do holiday survey. But then Isabel came infront and submit her diary assignment. The other students then followed her to submit theirs. After all the students were settled, she distributed the worksheet of holiday survey and explain the procedures.	79 80 81 82 83 84 85 86
After making sure that they understood, she let them to work on their own and interacted to the other friends in pairs. The teacher walked around to observe them. They had 20 minutes to do their survey. The class then sounded noisy. Sometimes they laughed at each other. Some students had a conversation in pairs, some students had conversation in groups. “Kalau yang sudah selesai silakan angkat tangan,” she said. They then raised their hands. She asked them to tell her whether they talked English a lot. None	87 88 89 90 91 92 93

Comment [M12]: B2f2

Comment [M13]: B2j1

admitted it. She asked the students who had the most amazing vacation.	94
They answered Aldika. Then she asked a student to retell his friend's story.	95
None came. And then she chose students based on the sum of the years' number.	96
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The student came in front and report her survey. The students were then noisy because her presentation revealed her friend's secret. The way she pronounced words also made the other students laugh. After she finished, she invited the students to give her applause.	98
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Then the teacher gave them homework to write their friend's most amazing experience. "Okay Miss. <i>Ngerjainnya di mana Miss?</i> " " <i>Di sesuatu yang bisa kalian kumpulkan ya.. Di balik kertas survey kalian.</i> "	102
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"Now, I will show you something. She went to teacher desk and worked with her laptop. There was a bit trouble about the projector but then it was just okay. She showed them their works about identifying the regular verb and irregular verb.	105
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" <i>Selama kalian mengidentifikasi kemarin, apa yang paling banyak kalian temukan? Regular verb atau irregular verb?</i> " "Regular verb Miss."	109
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" <i>Iya betul. Nah ini ada tips untuk kalian, karena irregular itu jumlahnya sedikit, ada baiknya kalian menghafal irregular verb yang jumlahnya sedikit itu ya... Tapi tetep ada yang spesial lho dari regular verb. Ada yang tahu?</i> " "Akhiran ed, ed Miss." " <i>Iya selain itu?</i> " The students wondered but they did not say anything. " <i>Kalau dumped ini dibacanya apa?</i> " said her.	111
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The teacher then directed them to the next assignment which was to identify the tad, and Id sound of ending -ed. She then gave them the example. The bell rang. The students were still on their chairs. Some of them started to behave anxiously.	119
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" <i>Yaah, sudah bell. Tunggu sebentar ya,</i> " asked the teacher to the students. After she finished explaining the assignment, then she asked one student to lead the prayer. It was based on the month order which is one for January who turned out to be Aldika. He led the prayer, and she closed the meeting by saying, "See you next week."	123
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They answered, "See you, Miss."	128

Comment [M14]: B2f3

Comment [M15]: B2i1

Comment [M16]: B2j2

#### VIGNETTE 4 (CYCLE 1 MEETING 3)

<b>Day/date</b> : Thursday, February 4th 2016	<b>Line</b>
<b>Time</b> : 12.30-13.40	
<b>Place</b> : Hall of SMA N 1 Godean	
Today was Thursday, February 4 <sup>th</sup> 2016. The teaching and learning process was conducted in the school's hall. The teacher prepared everything before the bell rang. She told one student that they will have their activity in the hall and asked her to pass the information to the other friends.	1
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The ball rang at 12.30 PM. The students one by one or group by group entered the hall which they call <i>sanggar</i> . The teacher welcomed them and she sat on the floor. The students joined her. After all of them sat, the teacher stood up.	5 6 7 8
The teacher greeted the students. The students replied the greetings. It seemed that there were some students who were not feeling well. They coughed and wore maskers. The teacher asked the students state of well-being and wished them get well soon.	9 10 11 12
The teacher introduced today's topic to the students. " <i>Jadi hari ini kita akan bercerita mengenai masa kecil kita ya.</i> " The students paid attention to her. Then there were some students who raised their hand to submit their homework. The teacher stopped talking and then she walked around to collect their homework.	13 14 15 16 17
After collecting the homework, the teacher introduced her new collaborator to the students. "Everyone please listen." Said the teacher. "Good afternoon, everyone." The new collaborator greeted the students. "Good afternoon." Answered the students. "How are you?" "Fine, thank you. And you?" Answered the students. "I'm fine. Thanks. Let me introduce myself, my name is Tsani Najati. You can call me Tsani." "Sunny, sunny," the students sang her name and then they laughed. The students' attention was focused to the collaborator. The students were smiling.	18 19 20 21 22 23 24 25 26
After the collaborator introduced herself, the teacher took over the class. The teacher introduced her whistle to the students and explains its function. "Okay students let me introduce my new whistle. It is Whistly." " <i>Buat apa Miss?</i> " The students wondered. " <i>Kalian kan banyak, Miss satu. Jadi kadang suaranya Miss tenggelam. Jadi anytime Miss tiup ini, it means that I called for your attention ya. Do you get it?</i> " The students answered, "Yes Miss." One student added, " <i>Kayak Pak Slamet e Miss.</i> " The teacher replied, " <i>Iya, ini Miss meneladani beliau. Hehe.</i> "	27 28 29 30 31 32 33 34
After that, the teacher distributed (see <b>Appendix K</b> ) the hand-out to the students. The teacher asked the students to write as many as words that appear to students' mind when they heard the notion of childhood. The teacher distributed some blank sheet to the students to write on. The teacher gave the students one minute to brainstorm themselves. The students wrote something on their paper attentively. Some students work by themselves, some students work with their friends. In the middle of the process, the teacher told a joke about the different of ankle and uncle, the students laughed for a while then they focused with their work again.	35 36 37 38 39 40 41 42 43
After one minute had passed the teacher asked the students to mention words that they found and typed it on her laptop which was connected to the projector so that the students could see. The students mentioned the words they wrote. In the process, they exchanged information one another.	44 45 46 47
After they had finished with the brainstorming, the teacher led the students to move to the next activity which was listening section. The teacher distributed the hand-outs. She asked the students to focus on the	48 49 50

listening activity which was listening gap fill of a song. The teacher asked	51
the students to look at a glance at the text. The teacher asked the students to	52
guess what song they would hear was about. She made sure that the students	53
knew what to do. She gave the instruction. The students got ready.	54
The teacher played the audio for the first time. Some students could not	55
listen to the audio clearly. The teacher levelled up the volume, but some	56
students still could not listen to it clearly. The teacher stopped the audio and	57
asked the students to come nearer to the table where the loudspeaker was	58
put on it. Some students got nearer; the rest remained because they still	59
could hear the sounds. The teacher then continued playing it. The students	60
listen attentively; they directed their attention to the songs and their sheets.	61
Some students enjoyed the music and moved their heads following the	62
rhythm of the songs. They wrote their answers. Some of them skipped some	63
parts they could not understand or grasp.	64
When the song came to its end, the teacher asked them whether they	65
had managed to fill all the gaps. The students asked the teacher to play the	66
song again. The teacher then played the song again. The students listened to	67
it again and tried to fill the remaining gaps. After the second play was done,	68
the teacher invited to discuss it together. She played the music again and	69
stopped in the part which word was omitted and asked the students to	70
mention the words missing. The students answered it, and then after the	71
students answered, the teacher showed the correct words. The students	72
responded accordingly, they were happy when their answers were right, and	73
looked surprised when they found their answers were different. The teacher	74
continued the discussion.	75
After they have completed their answered correctly, the teacher invited	76
the students to pay attention to some words. She asked them to pronounce	77
it. So everyone, how do you say it? The students pronounced some of the	78
words incorrectly. Then the teacher asked them to repeat after her.	79
Some of the students were having difficulties in pronouncing some	80
words; the teacher encouraged the students to try it again and again. After	81
making sure that the students got the point, she invited them to sing along	82
together with the correct pronunciation of the words. She played again the	83
song and they sang together. The students sometime laughed when they	84
found out that they did not saying the correct pronunciation or they could	85
not follow some part of the songs because it was fast enough that they run	86
out of breath, but one boy student overcame it well, and the other students	87
screamed at him. Some student looked really enjoy the atmosphere. She put	88
her legs straight and move her foot aside following the rhythm of the song	89
and sing along until the end of the songs.	90
The teacher then asked them to flip their hand-out. The hand-out	91
contained some utterance for expressing their childhood story. The teacher	92
asked the students to skim the paper. She directed the students in a sentence	93
in the top of the page saying <i>If you carry your childhood with you, you</i>	94
<i>never become older</i> . The teacher asked them the meaning of it. Some	95
students were humming and the teacher called a student to state his opinion	96

Comment [M17]: B2g3

loudly. The teacher praised the student for his courage in saying his opinion.	97
After some students stated their opinion, the teacher told the meaning based	98
on the sentence writer side. The students nodded their heads, seemed like	99
they comprehended the message given. Then the teacher moved their	100
attention to the words following the saying. Some words the students need	101
to know to be able to perform the later activity. The teacher asked them	102
whether the students find new words. Some students then asked about the	103
meaning of some words there. The teacher sometimes performed TPR so	104
that the students could guess the meaning. Sometimes the teacher drilled the	105
students to pronounce some words correctly and repeated it until 3-5 times.	106
Then their discussion moved to the next following sentences. The	107
sentences were about the expression used to tell about their childhood. The	108
teacher asked the students to read them and asked them what kinds of verb	109
used there. Then the teacher asked the students to make questions based on	110
the sentence there. The students worked in pairs. The teacher walked around	111
to monitor them.	112
After they finished constructing question, the teacher asked the students	113
to ask it to their pairs and they should answer them by their real experience	114
in the childhood. The students started their discussion and performed	115
question and answer activity. Sometimes the students laughed when they	116
got unpredictable answer from their peers. They revealed their peer's	117
hidden identity that they did not know before. The situation was noisy.	118
After they run out of questions the situation began to be quiet.	119
The teacher ended the activity and asked the students to once again	120
look again to their hand-out and paid attention to the sign in the right top of	121
their hand-outs. The sign was about the group they belong. The students	122
then moved to their groups. The next activity is sharing embarrassing	123
childhood experience. The teacher asked the students to tell each other	124
about one moment of their childhood experience which is funny or	125
unforgettable using the vocabulary they learned before. The teacher added	126
some rules that they are not allowed to use other language other than	127
English within the 30 minutes otherwise they would be fined. The students	128
were shocked knowing that rules, but they tried to cope with it.	129
The students began their activity. They performed eenie meenie to	130
decide the order of speaking chance. The students looked enjoyed the	131
activities. Some students asked the English of some words to their friends	132
when they could not remember it or did not know it. Sometimes they	133
opened their dictionary in the smartphones. The others tried to help them	134
and they encourage each other to speak in English. They listened to their	135
friends attentively, laughed when they heard the funny part of the story.	136
There were two students who were without deliberate intention mentioning	137
Indonesian words.	137
Only ten minutes remaining to the end of the lesson. The teacher	138
stopped their activity. Students looked disappointed because there were	139
some of their friends who had not got their chance to tell their experience	140
and asked the teacher to continue the activity next week. The teacher	141

Comment [M18]: B2f4

Comment [M19]: B2b2

Comment [M20]: B2i2

smiled. She invited her students to sum up the activity of the day by asking	142
some questions. In the end, she closed the lesson with saying a short prayer.	143
The students then left the hall and got prepared to join the scout.	144

#### VIGNETTE 5 (CYCLE 2 MEETING 1)

Day/date	: Thursday, February 11th 2016	line
Time	: 12.30-13.40	
Place	: Classroom of X IS II of SMA N 1 Godean	
	It was Thursday, February 11 <sup>th</sup> 2016. The teacher had already in the classroom before the bell after the second break rang. Today, the classroom activity was conducted in the classroom again. The teacher prepared things she needed in the process of teaching and learning such as setting the connection of the LCD to the laptop and preparing hand outs. At 12.30 the bell rang. Some students were already in the classroom while the others just entered the classroom. Some students passed the teacher and greeted her, "Hello, Miss," The teacher replied, "Hi!" The teacher waited the students until they settled on their chairs. After that, she opened the lesson.	1 2 3 4 5 6 7 8 9
	The teacher recalled what students learnt previously. The teacher outlines their answers that they have learnt about telling their childhood experience. "Well everyone, what did we learn last week?" The students answered, "Telling experience about childhood Miss." The teacher asked, "That's right, how do you feel about that?" The students said, " <i>Masih penasaran Miss, ada yang belum cerita.</i> " The teacher calmed her, "Well you may continue it outside the classroom in fact." The students insisted, "Aaa Miss... <i>terusin...</i> " The teacher smiled. "Well Isna, in your opinion, whose childhood story is the funniest?" Isna answered, "Ceritanya Nasya Mis.." Faze looked puzzled. The teacher attention was directed to Nasya. "Nasya, would you share your story to us?" Nasya answered, "Aaa.. <i>malu Miss.</i> " The teacher tried to motivate her, "Come on." The other students screamed Nasya's name, "Nasya.. Nasya.." Nasya then tried to tell her story, " <i>Bahasanya campuran nggak papa ya Miss.. so when I was a child around 8, I played with my friends, then I was ... chased by a dog. Karena ketakutan saya nangis sampai guling-guling, eh anjingnya jadinya ngejar teman saya Miss. Tapi waktu itu segera ditolongin sama orang.</i> " "Ha ha ha" the whole class laughed. "What an experience! Well thankfully you were safe. Thank you Nasya."	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
	Then, the teacher moved to the next activity. "Well everyone, we are going to have some game." The students enthusiastically said, "Yeah!" They asked the teacher, "What game, Miss?" The other student asked the same things, " <i>Game apa Miss?</i> "	29 30 31 32
	"Well, we call it vocabulary games. So I will mention some English words related to the last week vocabulary, and if you think you know the answer, raise your hand quickly, but do not mention your answer before I point one of you. Before the game start, I will give you eight minutes to	33 34 35 36


Comment [M21]: C2e1

Comment [M22]: C2c1

review the words. Do you get it?" <i>"Boleh jawab lebih dari satu nggak Miss?"</i> "Sure..." "Yes!"	37
	38
The students were then given 8 minutes to prepare themselves. The	39
students then reviewed the last week vocabulary to compete in the game.	40
They looked enthusiastic. They read the words and tried to memorize it.	41
When the time for preparation was up, the teacher asked them to close their	42
sheets. Some of them screamed. They tried to persuade the teacher to give	43
them additional time. The teacher just smiled and was ready to start the	44
game. The students gave up persuading; they kept their paper in their	45
drawers and got ready to answer the question. The teacher asked her	46
collaborator to help her monitor who was the fastest between students	47
raising their hands. Then, the teacher mentioned the first word; many	48
students quickly raised their hands. The teacher pointed a student. The	49
other students were jealous and moaned for being late raising their hands.	50
The student mentioned her answer. It was right. The teacher wrote her	51
point in her notebook. The other students keep humming. Then the teacher	52
mentioned the second questions etc. The situation happened was the same.	53
The students raced in raising their hands and answering questions when the	54
student chosen could not give the right answer. In the end of the question,	55
some students who could answer the questions seemed very satisfied but	56
those who had not had the chance to answer asked the teacher to keep	57
going on the activity. The teacher smiled and encouraged them that they	58
would have the same activity the following meeting; therefore they did not	59
need to worry. The students exhaled and looked a bit relief. "Well, good	60
job everyone, now we will move to the next activity." Said the teacher.	61
"Aa Miss, lagi Miss... <i>tadi saya ngacung tapi nggak ditunjuk-tunjuk.</i> " Said	62
one student. " <i>Kurang cepat berarti.</i> Don't worry; we'll have this kind of	63
activity next week, so prepare you from now." The teacher tried to	64
encourage them. They answered, "Okay Miss..."	65
"Well, we have talked about ourselves last week; today we are going	66
to talk about someone else's experience..." The teacher led the students to	67
go to the material they were going to work on today. "Whoa..." The	68
students amazed.	69
The teacher moved to the next activity. The teacher displayed a	70
photograph through the LCD projector. The students focused their	71
attention to the monitor. They looked puzzled and curious about the	72
photograph being displayed. The teacher then asked the students. "Do you	73
know him?" asked the teacher. All the students shook their head. "Try to	74
ask your friends sitting beside you, 'Who is he?'. Then the students	75
chatted. "Who is he?" "Who is he" "Who is he?" No one knows. " <i>Aaa</i>	76
<i>Miss kita nggak tahu. Siapa to Miss?"</i> "Well, what do you usually do when	77
you want to know something but no one knows?" The students remained	78
silent. " <i>Apa yang biasa kalian lakukan ketika kalian ingin tahu tentang</i>	79
<i>sesuatu tapi tak seorang pun di sekitar kalian tahu jawabnya?"</i> The	80
students then answered. " <i>Tanya Mbah Google Miss.</i> " "Exactly! <i>Tanya</i>	81
<i>Mbah Google.</i> Well ladies and gentlemen, so please, meet the cofounder of	82

Comment [M23]: C2g1

Comment [M24]: C2c2

Google: Shergy Brin!” The teacher revealed the secret.	83	Comment [M25]: c2e2
 <p style="text-align: center;">SERGEY BRIN, THE CO-FOUNDER OF Google</p>		
<p>“Whoaaaa...” The students looked very surprised and excited. Their eyes shone brightly. “Woo ayo you... <i>kae kan google glass!</i>” The teacher smiled. “What happen? Is it your first time knowing him? <i>Baru tahu po?</i>” The students answered, “<i>Iya Miss..</i>” The teacher then said, “<i>Nah itu, kita biasa pakai Google tapi kurang tahu siapa yang menciptakannya ya.</i>” The students answered, “<i>Iya Miss...</i>” The teacher asked, “So, what do you think about him?” The students then uttered their answers. “Smart.” “Creative.” “Rich!” “Handsome!” “Innovative.” “Must be a hard worker Miss.” The teacher then answered, “You all are correct. Today we’re going to get to know him. Are you ready everyone?” “Yes Miss...”</p>	84 85 86 87 88 89 90 91 92 93	
<p>The teacher then distributed the hand-outs to the students. The hand-outs contained two sheets of paper. The teacher made sure that all students had got the hand-out. The teacher checked the distribution of the hand-outs. “Have you all got it?” The students answered, “Yes Miss.” The teacher guided the students to the activity, “Now, let’s take a look to task one. Do you know what kind of text is it?” The students guessed, “<i>Biografi ya Miss?</i>” The teacher stimulated students’ knowledge. “That’s right, it’s a biography text. What is this text about?” The students answered, “Shergey Brin?” The teacher asked further, “Yeps, so can you guess what you should do to in Task one?” The students stated their opinion, “<i>Ini tu ngubah-ngubah verb itu ya Miss?</i>” The teacher gave her comment, “Yeps, that’s correct.” Some students still looked puzzled, “<i>Ha? Maksudnya gimana to?</i>”</p>	94 95 96 97 98 99 100 101 102 103 104 105 106	Comment [M26]: c2e3
<b>Task 1   Read the text and change the verbs in the brackets into the correct form.</b>		
<b>Sergey Brin</b>		
<p>Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines. He _____ (co-found) Google with his research partner Larry Page. The whole world knows about Google, but perhaps knows little about Sergey Brin. He is the President of Technology at Google and takes an active role in shaping the company’s future. He is the fourth youngest billionaire in the world.</p>		
<p>The teacher then explained the instruction to the students and gave them the example. After she made sure that the students understood, she let</p>	107 108	



them work on their own. “Do you still remember what kind of verbs that we used to tell about past experience?” The students answered “ <i>Verb dua</i> , Miss.” The teacher explained further, “Yes, so you modify the words in the bracket into the correct form. For example number one, what is it should be?” The students tried to answer, “Co-founded?” The teacher gave the feedback, “That’s true. So could you continue it to rest?” The students finally understood, “ <i>Oalah gitu to..</i> ” They then were ready to work, “Okay Miss...” The students then worked.	109 110 111 112 113 114 115 116
“When you’ve done your work please raise your paper.” Said the teacher several minutes later. Almost all of the students raised their paper. “Okay, two more minutes.” After the time was up, she invited all of the students to discuss the answer together. She asked the students to voluntarily write their answer on the white board. The students then quickly moved. They struggled with each other to get the chance. The teacher then read the answer and led the students pronounce them correctly. Then she noticed some form of –ed suffixes and asked the students the way to pronounce it. She re-explained the rules of reading that.	117 118 119 120 121 122 123 124 125
After finishing the discussion, the teacher led the students to the next activity as follow.	126 127
<b>Task 2   SYNONYM MATCH: Find the words meaning. Then, match the words from article on the left with their synonyms on the right by writing their numbers in the prov column. Number 1 has been done for you as the example.</b>	
Paragraphs 1 and 2	
1. famous	terkenal
2. partner	—
3. shaping	—
4. genius	<u>1</u>
5. attended	—
6. developed	—
	established brilliance associate well-known forming went to
It was a synonym match activity. The students consulted to their dictionary. They were busy finding the meaning of the words. Sometimes they asked their friends about the meaning of certain words. After they finished the activity, they discussed the answer. Most of the students could match the words correctly. The teacher asked the students to pronounce the words together. She then asked the students to listen to the pronunciation from their electronic dictionary when she found some weirdness on students’ pronunciation. After the synonym match activity was done, the teacher asked the students to flip their hand-out or Task 3. It was practicing a conversation in pairs.	128 129 130 131 132 133 134 135 136 137

Comment [M27]: c2g2

**Task 3 | Practice this conversation with a friend beside you.**

Julio : **Who is he?**  
 Yohan : He is the co-founder of Google.  
 Julio : **What's his full name?**  
 Yohan : Sergey Mikhailovich Brin.  
 Julio : It's quite long! Can you spell his name?  
 Yohan : S-E-R-G-E-Y M-I-K-H-A-I-L-O-V-I-C-H B-R-I-N  
 Julio : **What is his father's job?**  
 Yohan : He is a mathematician.

The teacher asked the students to practice the conversation in pairs loudly. Then she moved around to monitor the students. The students practiced the conversation. Sometimes they laughed when they found their funny pronunciation especially in the part when they have to spell one's name. It took quite a long time. After they had finished practicing, the teacher called the students attention, "Well everyone, do you think that spelling is important?" Everyone was silent. She continued, "Well, my lecturer ever told me about the importance of spelling. The story goes like this: *suatu hari ada seorang gadis namanya Yuyun. Dia menelepon ke kedutaan Inggris.* 'Who's speaking?' 'This is Yuyun.' 'Okay Mis Yuyun, could you spell your name?' 'Sure! Yu for Europe, Yu for Europe, N for New York.' 'Excuse me?' Then she repeated. 'Yu for Europe Yu for Europe. N for New York.' *Bacanya apa hayo?*" The students thought and said their answered, "UUN?" They then revised their answer, "EEN?" "Hahahahaha!" The students' laugh burst. The teacher then said, "That's why spelling is very important you know. Well, do you know how people spell the letter internationally? *Kalian tahu atau pernah dengar?*" The students answered, "*Nggak Miss...*" The teacher then directed the students to see their hand-outs, "Okay now please refer to the second sheet of your hand-outs." The students then flipped the page.

**International Spelling**

Character	International code word	Pronunciation
A	Alfa - Alpha	/æl.fə/
B	Bravo	/ˈbrɑː.vəʊ/
C	Charlie	/tʃɑː.li/
D	Delta	/ˈdel.tə/
E	Echo	/ˈek.əʊ/
F	Foxtrot	/ˈfɒk.sɪ.tɹɒʔ/

The teacher guided the students to practice spelling the letter with the international spelling. The students often smiled or laughed when they tried to pronounce some words which ways of pronouncing are unique. The teacher asked the students, "*Kenapa kok senyum-senyum?*" The students answered, "*Aneh Miss...*" The teacher smiled. "Ah, that's a good sign. *Itu pertanda kalian mulai peka terhadap hal-hal unik dalam Bahasa Inggris.* Keep up." Said the teacher.

Comment [M28]: C2a1



<p>After finishing trying out the international spelling, the teacher guided the students to move to the next activity which was the information gap activity. The teacher passed the worksheet. Before the information gap activity was started, the teacher gave some explanation to the students. “Okay class; now pay attention to the worksheet in your hand. <i>Pastikan teman kalian di samping kalian tidak bisa membaca worksheet kalian. Nah</i> what you have to do is, finding the missing information in your worksheet. Ask the information to your friends like what you have read in the previous conversation. Then you have to write the information to the provided space. Do you get it?” The students seemed understand, “<i>Ah ya, okay Miss.</i>” The teacher added her explanation, “Okay your time is 30 minutes and it is the English speaking time. So within 30 minutes you cannot use languages other than English otherwise you will be fined.” Said the teacher. “Whoaaa....” the students shocked. The teacher smiled. The teacher signed that they were ready to start, “Okay, we start now!”</p> <p>Then the students started working with their peers. They sometimes used the body language to refer to certain things they do not know the English equivalence. They also used the international spelling given when they have to dictate their words to their peer so that their peers could jot it down. The situation was crowded by the students’ voice. The teacher and the collaborator moved around were ready for assisting,</p>	165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185																								
<div data-bbox="339 1086 1005 1422" data-label="Form"> <p style="text-align: center;">NAME/NO: _____</p> <p style="text-align: center;"><b>SHORT BIO</b></p> <table border="1"> <tr><td>Full name</td><td>:</td><td>_____</td></tr> <tr><td>Year of birth</td><td>:</td><td>_____</td></tr> <tr><td>Brother's name</td><td>:</td><td>_____</td></tr> <tr><td>His father's job</td><td>:</td><td>_____</td></tr> <tr><td>His mother's job</td><td>:</td><td>_____</td></tr> <tr><td>Education Title</td><td>:</td><td>_____</td></tr> <tr><td>Previous College</td><td>:</td><td>_____</td></tr> <tr><td>Notable works</td><td>:</td><td>• • •</td></tr> </table> <p style="text-align: center;">Co-founder of Google</p> </div> <p>The time was almost up. “Okay class... five more minutes...” The teacher warned the students. The students yelled, “Not yet Miss...” The teacher asked them to continue, “Okay, go on...”</p> <p>Time for practicing was up. The teacher called for students’ attention. “Well, time is almost up. Now you can speak Indonesian again.” “Haaa...h...,” the students exhaled with relief. The teacher then reported her observation, “Ah there are two students who speak Indonesian. Would you admit it voluntarily or I will mention your names?” The student admitted, “He he <i>saya Miss.</i>” The other student also admitted it, “<i>Saya Miss.</i>” The teacher complimented their honesty, “That’s good. <i>Seribu ya, bayar di bendahara.</i>” They answered, “Okay Miss..,” and added, “<i>Yang kemarin aja belum tak bayar Miss.. hehe</i>” The teacher smiled, “<i>Dibayar sekalian kalau gitu.</i>”</p> <p>The time was almost up. The teacher invited the students to sum up</p>	Full name	:	_____	Year of birth	:	_____	Brother's name	:	_____	His father's job	:	_____	His mother's job	:	_____	Education Title	:	_____	Previous College	:	_____	Notable works	:	• • •	186 187 188 189 190 191 192 193 194 195 196 197 198 199
Full name	:	_____																							
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Notable works	:	• • •																							

Comment [M29]: C2b2

Comment [M30]: C2f1

Comment [M31]: C2j1

what they learnt today, “Well everyone, so what have you learnt today?”	200
The students answered altogether, “Shergey Brin Miss...” The teacher	201
asked further, “And then?” One student added, “Yuyun Miss... Spelling...”	202
The teacher reinforced their answered, “Okay today we have read some	203
biography text about Shergey Brin. <i>Kita menggunakan kata kerja bentuk</i>	204
<i>kedua untuk menyatakan kejadian di masa lampau. Today, kita juga</i>	205
<i>bertukar informasi melalui tanya jawab yang kalian praktikkan tadi. Now</i>	206
look to the LCD projector.” The students paid their attention to the LCD	207
projector. “ <i>Nah ini merupakan teks biografi beserta identifikasinya.</i>	208
<i>Miss akan kirimkan ke email kalian.</i> For the homework, please find a	209
biography text about your favourite inspiring person.” The students’ eyes	210
shone, “ <i>Boleh artis Miss?</i> ” The other student also asked, “ <i>Boleh orang</i>	211
<i>Korea Miss?</i> ” The teacher answered, “Yes, of course.” The students smiled	212
widely and said, “Yess!” The teacher emphasized on the assignment, “ <i>Nah,</i>	213
<i>kalian identifikasi seperti ini ya, dan buat short bionya. Get it?</i> ” (see	214
<b>appendix ...</b> ). The students answered, “Okay Miss...”	215
“Well the time is up, and you have to join the scout. Thank you so	216
much for your great participation today. So let’s close our activity today by	217
saying a short prayer. Saying a short prayer, shall we? Thank you. See you	218
next week.”	219
“See you Miss....”	220

Comment [M32]: C2c3

Comment [M33]: C2h1

#### VIGNETTE 6 (CYCLE 2 MEETING 2)

Day/date	: Thursday, February 18th 2016	Line
Time	: 12.30-13.40	
Place	: Classroom of X IS II of SMA N 1 Godean	
Today was Thursday, February 18 <sup>th</sup> 2016. The teacher entered the		1
classroom before the bell signing the second break was over rang. Some		2
students were in the classroom. They still enjoyed their second break. They		3
greeted the teacher. The teacher replied them and smiled. She then		4
prepared things she needed for the teaching and learning processes: the		5
LCD projector, the loud speakers, and paper. The bell rang. The rest of the		6
students entered the classroom. Today the teacher collaborator also joined		7
the classroom. She monitored the teaching and learning processes from the		8
back row seat. After all students were in, the teacher open the class, “Good		9
afternoon class...” The students answered in choir, “Good afternoon		10
Miss...” The teacher asked the students’ state of wellbeing, “How are		11
you?” The students answered ans asked about hers, “Fine, thanks. And		12
you?” The teacher answered, “I’m very well thanks.” One student said,		13
“I’m not fine Miss...” The teacher was surprised, “Why?” She then said,		14
“ <i>Nanti pramuka...</i> ” The teachers smiled, “Okay, don’t worry. Everything		15
will be okay. It seems that all of you are already here. Nasya <i>kenapa,</i>		16
<i>sakit?</i> ” Nasya answered weakly, “ <i>Nggak papa Miss..</i> ” The teacher asked		17
her, “ <i>Udah maem belum?</i> ” Nasya answered, “ <i>Udah Miss.</i> ” The teacher		18

then said, “Okay then, and cheer up! <i>Ayo, semangat!</i> ” Nasya smiled.	19
The teacher then led the students to have a material review. “ <i>Ada yang inget, ini pertemuan ke berapa?</i> ” The students tried to recall their memory	20
and tried to answer, “Lima.” The teacher then said, “ <i>Iya, ini sudah pertemuan ke lima ya.</i> Do you remember what we’ve learnt so far?” The	21
students were then humming answering the questions. The teacher guided	22
them, “What have we learnt in the first meeting? <i>Ada yang inget kita belajar apa di pertemuan pertama?</i> ” The students answered, “Holiday.”	23
The teacher asked further, “ <i>Holiday. Tentang apa itu?</i> ” The students	24
replied, “Recount.” The students validated the students’ answer, “Recount.	25
Yeah, recount. We also learnt about intonation right? <i>Ada yang inget, intonasi naik untuk apa?</i> ” The students answered, “Yes no...” The other	26
added, “Yes no question...” The teacher stimulated their answer again,	27
“ <i>Kalau selain itu?</i> ” The students answered, “Turun Miss...” The teacher	28
continued, “That’s right. <i>Lalu di pertemuan ke dua,</i> what we did in the	29
second meeting?” The students tried to answer, “ <i>Itu Miss.. kita ngobrol-ngobrol itu.</i> ” The teacher added her answer, “ <i>Nah kita melakukan holiday</i>	30
<i>survey right? Itu Aldika yang swimming in the Glagah Beach itu.</i> ” The	31
students laughed. The teacher continued, “ <i>Itu kok Miss lihat di berita dua hari kemudian ada yang meninggal karena berenang di sana.</i> Thankfully	32
you’re safe Aldika.” The students then laughed again. Aldika smiled. The	33
teacher asked again, “ <i>Terus in the third meeting, what we have learnt?</i> ”	34
One student said, “We’re singing Miss...” The other added, “Childhood ya	35
Miss...” The teacher asked again, “What did you do?” The students	36
answered, “Sharing childhood experience Miss...” The teacher continued	37
asking, “And then in the fourth meeting?” The students replied,	38
“Biography text, Miss...” The teacher asked, “About whom?” The students	39
answered quickly, “Shergey Brin.” The teacher investigated further, “Yes,	40
Shergey Brin. What did you know about Shergey Brin?” They answered,	41
“Co-founder of Google.” The teacher inquired, “What do you think about	42
him?” The students express their opinion, “Amazing...” “Rich...”	43
“Creative...” “Smart...”	44
After reviewing students’ memory, the teacher moved to the next	45
activity. “Okay, <i>masih bawa ini?</i> ” the teacher raised a bundle of paper to	46
the students. It seemed that it was the last week hand-outs. The students	47
answered, “ <i>Masih Miss...</i> ” The other said, “ <i>Miss... hilang....</i> ” The other	48
said, “ <i>Miss, belum dapat,</i> ” said a student who did not come last week. The	49
teacher then continued, “Okay, <i>sekarang yang sudah dapat, dipelajari dulu kosakatanya kita akan ada kuis.</i> Vocabulary quiz. Five minutes ya for	50
reviewing the vocab.” “Okay Miss.. .” The students were then preparing	51
themselves reviewing the vocabulary. Some students who just got the	52
hand-out tried to catch up with their friends. After five minutes passed, the	53
teacher announced that the quiz would be started. The students yelled,	54
“ <i>Ada Miss... lag waktunya...</i> ” The teacher stuck to the rule. “No... Close	55
your hand-out, please...” said the teacher...” The students then kept their	56
hand-outs in their drawer.	57
	58
	59
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	64

One student named Luna just entered the classroom. She just said her prayer. “I’m sorry I’m late Miss.” Said her. The teacher allowed her to join. “Ha... pasti nanti yang jawab Luna semua...” said the other students.	65 66 67
The teacher then started the quiz. She said word per word and asked the students to mention its synonym. The students struggled to be the fastest raising their hand so that they would be appointed. The situation became hot. Some students who had tried to be the fastest but turned that it was not her, looked disappointed. Laughed, a woo, and cheers filled out the activity until the teacher mentioned the last word. Some students admired their friends when they could answer questions which they thought it was difficult by saying compliment. “Aaaa lagi Miss...” asked them. “Okay, next week ya..” said the teacher. “Yaaaaa...,” the students showed their disappointment. Some students seemed hoping to the next chance for them for next week.	68 69 70 71 72 73 74 75 76 77 78
The teacher then invited the students to move to the next activity. “Well everyone, what is the best brand for hand phone?” The students answered, “I-phone, Miss...” The teacher asked, “Do you have it?” A student answered, “Aqila Miss...” The teacher then asked again, “Do you know who the cofounder of I-Phone?” The students answered, “Steve Jobs Miss.” The teacher smiled. “That’s right. What do you know about Steve Jobs?” She enquired. The students stated their opinion, “Rich Miss...” The other said, “Brilliant”. The other said, “Very smart...” The other said, “Creative”. The other said, “Hard working”. The teacher then asked, “Do you know the other side of his life story?” The students answered, “No Miss...” The teacher then said, “Alright, so today, we’re going to watch one of his inspiring speeches. <i>Di dalam pidato itu nanti kalian akan menemukan kisah Steve Jobs yang mungkin belum kalian ketahui. Video ini berdurasi selama 17 menit. Of course he spoke English there, dan akan ada subtitlenya dalam bahasa Inggris. Mungkin kalian akan mendengar kata-kata yang tidak kalian ketahui artinya. But please keep on going and guessing from the context. Ambil inti-inti cerita kehidupan Steve Jobs dari pidatonya nanti. I’ll give you a sheet of paper for taking notes. Nah, catatan kalian nanti akan kalian gunakan untuk kegiatan kita yang selanjutnya. Do you get it?</i> ” The students answered, “Yes Miss...” The teacher opened chances if there were students who wanted to ask questions, “Do you have any question?” A student asked, “ <i>Catatannya boleh dalam bahasa Indonesia Miss?</i> ” The teacher answered, “Sure...” The teacher then distributed the paper to the students. She then asked, “Okay everyone, are you ready?” The students answered for sure, “Ready Miss...” The teacher said, “Here we go...” the teacher then played the video.	79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104
The students attentively watched the video. They were silent. Sometimes the students looked puzzled, sometimes they looked sad, sometimes they smiled as Steve Jobs spoke in his speech. However there were also some students who looked sleepy but tried to hold it. They sometimes jotted down something on their notes.	105 106 107 108 109
Seventeen minutes passed. The speech was over. The students clapped	110

Comment [M34]: C2b1

their hands. They took a deep breath. “Well that’s all. So, what does the	111
speech about?” asked the teacher. The students answered, “ <i>Kehidupannya</i>	112
Steve Jobs Miss...” The teacher asked, “Did you get something in your	113
paper?” They answered, “ <i>Sedikit</i> Miss...” The teacher then said, “Okay	114
now, look at the right top of your paper... <i>akan ada tulisan di sana</i>	115
Gorgeous, Famous, Glorious, Fabulous, Marvellous, Tremendous, and	116
Miraculous. Can you see them?” The students looked surprised and	117
commented, “ <i>Eh iya ya...</i> ” The teacher then instructed them, “Now that’s	118
the name of your group. Now please move and form your group.” The	119
students got the instruction. “Ooo...” the students then moved based on the	120
group they got. They came to their group. The teacher complimented them,	121
“That’s great...” A student asked a question. “ <i>Kita ngapain</i> Miss?” The	122
teacher said, “Good question. <i>Nah yang akan kita lakukan adalah membuat</i>	123
Steve Jobs’ life timeline. <i>Jadi kalian akan membuat mind mapping yang</i>	124
<i>menceritakan atau menggambarkan kehidupan Steve Jobs berdasarkan</i>	125
<i>pidato yang kalian dengarkan. Tulisan yang di kertas kalian sebagai</i>	126
<i>petunjuknya.</i> ” The students looked amazed, “Whooooaaa...” The teacher	127
then added, “But, you have to use English in solving your problems. <i>Jadi</i>	128
<i>ini adalah</i> English speaking-time.. So no language other than English yaa...	129
<i>kalaupun ada.. sewu sewu..</i> ” The students were hectic. “Whoaaa.... Miiiiissss..”	130
screamed the students. The teacher just smiled. “Don’t worry, you can still	131
consult your dictionary, or you can use the list of expression I’ve given to	132
you, or you can use your body language, okay?” The teacher then	133
distributed the colorful asturo paper to each group for them making the	134
Steve Jobs’ life timeline. Some students requested the paper because of the	135
colour. The situation began to crowd. The teacher led the activity. “Okay,	136
are you ready everyone? We start, now!” said the teacher.	137
The activity started. The situation was quiet for a while. The students	138
tried to switch their language. They began their work. Some of them could	139
not speak fluently, but they looked trying so hard to speak in English. They	140
laughed at each other when they made weird sentences. The teacher moved	141
around to assist them. The teacher collaborator as well as the colleague	142
collaborator also helped assisting the students. The students’ efforts to	143
communicate each other were various. They used English as much as they	144
could, but they sometimes used body language or they draw a picture since	145
talking trough writing in Indonesian was prohibited. The students were	146
busy. Some of them compiled the paper containing information they took	147
and tried to arrange it in a picture for the lifetime. Some students laughed	148
each other because they chatted in English and had their funny experience.	149
When the time was almost up, the teacher warned them. “Five more	150
minutes...” said the teacher. The students were surprised, “Aaa not yet	151
Miss...” The teacher asked them to continue, “Okay, go on...” The students	152
were then in a rush. After five minutes passed, the teacher asked the	153
students to submit their work. Some groups were reluctant to submit theirs.	154
They wanted to make it better. The teacher collaborator helped her to	156
collect students’ work...”	157

Comment [M35]: c2f2

Comment [M36]: c2b3

Comment [M37]: c2i1

<p>“Okay now you can speak Indonesia...” The students took a deep breath and smiled. One student shared her experience, “Miss... <i>aku bingung mau ngomongnya...</i>” The teacher encouraged her, “<i>Tapi ini jadi juga...</i>” The student said, “<i>Ya sebisa mungkin Miss..</i>” “Hahahaaha” the students laughed. The teacher then invited them to present their finding, “<i>Ada tiga bagian pokok dari cerita Steve Jobs, apa saja itu?</i>” The students said, “Connecting the dots...” The teacher inquired, “<i>Yang kedua?</i>” The student answered, “Love and loss...” The teacher asked again, “The third?” The students answered, “About death...” The teacher asked again, “Connecting the dots <i>itu tentang apa?</i>” The student answered, “Steve Jobs <i>diadopsi...</i>” The other added, “<i>Itu Miss.. yang Steve Jobs DO dari kampusnya.. lalu malah mendirikan Macintosh sama temennya.</i>” The teacher then asked, “<i>Kalau yang kedua?</i>” A student answered, “Steve Jobs <i>dipecat dari Apple Miss...</i>” The other added, “<i>Menikah..</i>” The teacher asked, “<i>Yang ketiga?</i>” The student answered, “Steve Jobs <i>sakit Miss... tapi sembuh lagi..</i>” The teacher asked, “What did you learn from him?” One student said, “You’ve got to find what you love... Miss...” The teacher agreed, “Yeah, that’s right...”</p> <p>The teacher then asked the students to conclude what they learned. “<i>Oke semuanya... Di sampling kepusingan dan kebingungan yang kalian dapatkan, apa yang bisa kalian pelajari dari kegiatan kita hari ini?</i>” The students answered, “Team work.” The teacher validated their opinion, “Team work, that’s right...” “The other student stated her opinion, “Communication...” The teacher said, “Communication... <i>Yah, kenapa pakai Bahasa Inggris? Ini kesempatan kalian to use all of your knowledge of English to make a meaningful communication dan yang paling penting dalam berkomunikasi itu adalah pesan yang tersampaikan.</i> It’s okay your grammar is not totally perfect. <i>Dan kalian nggak perlu takut lagi untuk ngomong ya... Nggak perlu malu. Ada sifat dasar manusia yaitu sometimes underestimate himself but overestimate other people. Kadang-kadang kita mengunderestimate diri sendiri, tapi kita lihat orang tu wah gitu. Padahal kalian semua ini, sebetulnya potensinya sama hebatnya. Hanya ada yang lebih minder, ada yang lebih PD. Nah begitu.Terus tentang Steve Jobs, apakah dia pernah lulus dari universitas?</i>” The students answered, “Nooo” “Nggak...” The teacher then asked, “<i>Kenapa?</i>” The students said, “<i>Nggak pernah lulus Miss.</i>” The teacher asked, “<i>Kenapa dia nggak pernah lulus? Tadi kata Steve Jobs apa?</i>” A student said, “Follow your heart and intuition.”</p> <p>The teacher then added, “Yaa, they already know where they want to be. <i>Jadi ikuti kata hatimu. Tapi ya dia tetap bekerja keras. Dia bekerja keras untuk mengembangkan minatnya. Berapa jumlah karyawannya I-phone?</i>” The teacher stimulated the students.</p> <p>The students said, “<i>Empat ribu...</i>” The teacher repeated the students’ answer, “Four thousands? Over four thousands. <i>Empat ribu lebih.. Jadi kita bisa belajar dari Steve Jobs.. Dulu Ibunya nggak menikah, yang biological mother.. Jadi di luar negeri itu yang membesarkan anak belum</i></p>	<p>158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203</p>
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<i>tentu orang tuanya sendiri, tapi bisa diadopsikan.”</i> The students seemed	204
get new information, “ <i>Wa...</i> ”	205
The teacher continued, “ <i>Ibunya tidak menikah, akhirnya dia tidak tahu</i>	206
<i>ayahnya siapa. Lalu Ibunya bersikeras bahwa yang mengadopsi Steve</i>	207
<i>Jobs itu haruslah yang lulusan universitas. Ya kan? Tetapi apa yang</i>	208
<i>terjadi adalah yang pengacara yang mau mengadopsi dia itu ternyata</i>	209
<i>pinginnya anak?”</i> The students completed, “ <i>Perempuan..</i> ”	210
The teacher continued the story, “ <i>Hingga akhirnya dia telepon</i>	211
<i>seseorang untuk menawarkan Steve Jobs. Saya punya anak laki-laki yang</i>	212
<i>tidak diharapkan. Apakah Anda mau mengadopsinya? Sure... Tapi ternyata</i>	213
<i>apa? Yang bilang oke ini tadi dia ternyata yang ayah, tidak kuliah</i>	214
<i>sedangkan yang Ibu tidak tamat SMA. The biological mother ini nggak</i>	215
<i>mau. Hingga akhirnya kedua orang yang mau mengadopsi ini berjanji</i>	216
<i>bahwa Steve Jobs akan kuliah. Akhirnya ditandatangani surat adopsi</i>	217
<i>itu. Lalu setelah tujuh belas tahun kemudian, Steve Jobs benar-benar</i>	218
<i>dikuliahkan. Steve Jobs milih di mana?”</i> The student answered,	219
“Stanford?” The teacher corrected the students answer, “No... It's Reed	220
College. <i>Pidatonya memang di Stanford, but dia sekolah di Reed College.</i>	221
<i>Di sana itu mahal gitu ya.. apa pun mahal. Tetapi setelah enam bulan di</i>	222
<i>sana, menghabiskan tabungan tujuh-belas tahun orang tuanya untuk</i>	223
<i>kuliahnya, dia nggak bisa lihat, apa sih manfaat dia kuliah? Bagaimana</i>	224
<i>kuliah ini bisa menolong kehidupanku? Dia akhirnya dropped out. Nah</i>	225
<i>kami kalau di kuliah itu ada mata kuliah yang kalau tidak dipenuhi maka</i>	226
<i>kami nggak lulus. Tapi Steve Jobs akhirnya terjun di kelas typography.</i>	227
<i>Dia belajar bagaimana membuat tulisan-tulisan yang indah. Yang kalau di</i>	228
<i>komputer kita sekarang kita punya banyak font yang akhirnya juga dikopi</i>	229
<i>oleh Windows. Lalu Steve Jobs itu bukan terus hidup enak. Selama masa</i>	230
<i>drop out perjuangannya gimana?”</i> The students answered, “ <i>Ngumpulin</i>	231
<i>botol buat makan ya Miss...</i> ”	232
The teacher continued, “ <i>Betul, dia nggak punya asrama, dia</i>	233
<i>ngumpulin botol untuk beli makan. Dia musti jalan tujuh mil untuk</i>	234
<i>mendapatkan makanan yang murah dan enak di Khrisna Temple. Hingga</i>	235
<i>suatu hari bertemulah dia dengan Wozniak untuk kemudian menciptakan</i>	236
<i>kreasi komputer pertama mereka Macintosh di garasi Ayah Steve Jobs</i>	237
<i>hingga akhirnya perusahaan itu berkembang dan mempunyai karyawan</i>	238
<i>4000 orang lebih. Setelah itu Steve Jobs mengangkat seseorang yang</i>	239
<i>menurutnya berbakat. Awalnya semua berjalan lancar, tapi tahun kedua</i>	240
<i>mereka punya perbedaan visi dan akhirnya karena para pemegang saham</i>	241
<i>berada di pihak rekanan Steve Jobs itu, Steve Jobs akhirnya dipecat dari</i>	242
<i>perusahaan yang ia bangun sendiri. Coba bayangkan.”</i> The student	243
commented, “ <i>Wah, sakit itu Miss.</i> ”	244
The teacher continued, “ <i>Mulanya Steve Jobs merasa hidupnya hancur</i>	245
<i>berantakan. Seperti merasa sia-sia. Lalu dia mencoba bangkit. Dia</i>	246
<i>akhirnya menemukan wanita yang ia cintai lalu menikah. Lalu perlahan</i>	247
<i>dia bangkit dan bekerja sama dengan satu temannya dan membuat</i>	248
<i>perusahaan animasi Pixar yang sekarang menjadi perusahaan animasi</i>	249



terbesar di dunia. Lalu kalian tahu, Apple yang mulai koleps akhirnya	250
membeli Next Pixar untuk menyelamatkan Apple dari kebangkrutan.	251
Maka, kembalilah Steve Jobs ke Apple lagi dan ia menyelamatkan Apple	252
dengan Pixarnya.” The students looked amazed and said, “Whoaaaaa...”	253
The teacher added, “Mendekati usianya yang ke empat puluh lima Steve	254
Jobs didiagnosa menderita kanker yang dokter bilang itu tidak bisa	255
disembuhkan dan hidupnya tidak lama lagi, tapi Tuhan memberi dia	256
kesempatan kedua yang terlihat mustahil. Tapi setelah operasi, bahkan	257
dokter itu menangis bahwa Steve Jobs bisa sembuh. Steve Jobs punya satu	258
motto: If today were the last days of my life: what would I do? Sehingga	259
dia mencoba memanfaatkan setiap waktu dalam hidupnya untuk	260
mengerjakan hal-hal yang menurutnya bermanfaat.” The teacher then	261
asked a question, “So what can you learn from him?” The student	262
concluded, “Kita harus berusaha dengan keras ya Miss.. “ The teacher	263
agreed, “Exactly.”	263
Then the bell rang. The teacher was going to close the meeting. “Well	264
everyone, any suggestion or opinion?” A student said, “Wow, Steve Jobs is	265
cool!” One student asked, “Miss, boleh ganti favourite inspiring personnya	266
nggak?” The teacher said, “Sure...” When there was no other question, the	267
teacher closed the lesson. “Okay then that’s our entire lesson today. Thank	268
you, I hope it will give benefits to you.” Everyone then clapped their	269
hands. The teacher then distributed some papers. The teacher explained,	270
“Well everyone, this is for your homework.” The students signalled that	271
they got the information by saying, “Okay Miss.” When everyone had got	272
it, the teacher closed the lesson. “Okay let’s close our lesson by saying a	273
short prayer. Saying a short prayer, shall we?” They bowed their head.	274
When it was finished the teacher said, “Thank you. See you next week	275
everyone...” “The students said, “See you Miss...” The other said, “Thank	276
you Miss...” The teacher replied, “Super welcome...”	277

Comment [M38]: C2a2

Comment [M39]: C2h2

#### VIGNETTE 7 (CYCLE 2 MEETING 3)

<b>Day/date</b> : Thursday, February 25th 2016	<b>Line</b>
<b>Time</b> : 12.30-13.40	
<b>Place</b> : Classroom of X IS II of SMA N 1 Godean	
It was Thursday, February 25th 2016. The teacher entered the	1
classroom before the bell of the end of the second break rang. This was the	2
sixth meeting. The teacher prepared the things she needed for today’s	3
activities. Some students stayed in the classroom. Some of them still	4
enjoyed the second break.	5
The bell signing that the second break was over rang. The students	6
went into the classroom. When all students had settled on their chairs, the	7
students greeted them. “Good afternoon, everyone...” The students	8
answered, “Good afternoon, Miss...” The teacher asked their state of	9
wellbeing. “How are you?” The students replied, “I’m fine, thank you. And	10



you Miss?” The teacher replied, “I’m just wonderful. Thanks!” 11

The teacher led the students to preview the previous materials they 12  
 learned, “So what did we discuss last meeting?” The students answered, 13  
 “Steve Jobs Miss...” The teacher asked further, “What did you know about 14  
 him?” One student answered, “The cofounder of the Macintosh and I- 15  
 Phone Miss...” Some students said, “He never graduated from college...” 16  
 The other said, “He was adopted...” The teacher smiled and said, “Wow, 17  
 you know a lot now. So, have you done your homework I gave you last 18  
 time?” Most of the students said, “*Sudah* Miss...” A few said, “*Belum* 19  
*selesai* Miss...” Some students said, “I have...” 20

“Okay, we are going to have the vocabulary quiz again. I’ll give you 21  
 five minutes to prepare yourselves okay?” said the teacher. The students 22  
 answered, “Yes Miss...” The students then busy preparing themselves for 23  
 the quiz. Meanwhile the teacher prepared things she needed for the next 24  
 activities. 25

Five minutes passed. “Okay everyone... close your hand-outs. We will 26  
 start now.” The students then kept their handouts. The teacher added, 27  
 “Today I’ll give you something. *Untuk yang bisa menjawab dengan benar* 28  
*paling banyak*, she or he will get this...” The teacher showed something to 29  
 the students. The students looked puzzled and curious and asked, “What is 30  
 that?” The other said, “*Itu apa* Miss?” the teacher then explained, “It is a 31  
 bookmark. My friend just came back from Greek. You know Greek?” The 32  
 students thought for a while. “Greek *apa itu*?” A student yelled, “*Yunani* 33  
 Miss?” The others were surprised, “*Yunani*?” The teacher validated the 34  
 answer, “Yes, he joined some debate competition there.” A student did not 35  
 hear clearly, “*Apa* Miss?” The teacher repeated her word, “Debate... 36  
*debat... debat...*” The student understood, “*Oxo...*” The teacher continued, 37  
 “He gave us these. So today, the winner will get a bookmark from Greek.” 38  
 The students were hectic. “*Aaaa mau* Miss...” screamed the students. 39

“Sure I have two for the two top winners okay. *Makanya yang* 40  
*semangat ya...*” Then a girl named Luna came. “*Yah, Lun... nanti aja kamu* 41  
*masuknya.*” Said some students. It seemed that she thought Luna would get 42  
 the chance of getting the bookmarks. Luna just smiled. “Okay are you 43  
 ready everyone?” The students replied, “Ready Miss...” The teacher then 44  
 mentioned word per word for the quiz. The students looked enthusiastic in 45  
 waiting for the words mentioned. They raised their hands as quick as 46  
 possible. Some students shook their heads when their friends were 47  
 appointed to answer the questions. In the end, two girl students named 48  
 Rosa and Luna came out as the winner. The teacher gave the bookmarks to 49  
 them. They thanked the teacher. They smiled. There are disappointments in 50  
 other students’ face because they could not get the prize. The teacher tried 51  
 to calm them. “It’s okay everyone... Nice try. Thanks! Let’s move to the 52  
 next activity. Today we will have a game.” The students smiled. “Game? 53  
 Yes!” The teacher then said, “So, it is called The Best Admirer game.” The 54  
 students asked, “What is that Miss?” The other said, “*Apa itu* Miss?” The 55  
 teacher said, “Okay, *sebelum* Miss *beri instruksinya*, Miss *bagikan ini* 56

Comment [M40]: c2j2

dulu.”

The teacher then distributed different pictures to the students. They are the pictures of students' favourite inspiring person. The student received a picture of their own favourite inspiring person. Some girl students were hysterical finding the pictures of their idols. They looked happy getting the pictures. There were pictures of actors, actress, singers, football players, even a heroin. The teacher checked the distribution, “Sudah dapat semua sesuai idola masing-masing?” The students said, “Sudaaaah Miiiiis...” The teacher then explained; Okay now, look at the label on your picture. *Itu ada nama kelompok kalian.* Now please move to your group.” A student asked, “*Kayak yang kemarin Miss?*” The teacher answered, “No, it will be different. Okay, move, move.” The teacher instructed the students to move. The students then moved to the group they belong. The students were grouped into six groups by the teacher. Each student brought a card containing their favourite inspiring person.

The teacher then explained. “So what you have to do is... telling your friends about your favourite inspiring person. *Kalian punya 25 menit untuk menceritakan tentang tokoh favorit kalian. Masing-masing kalian punya lima menit ya. Nah teman-teman yang lain bantu temannya. Beri pertanyaan yang sebanyak-banyaknya. Gali pengetahuan mereka tentang tokoh idolanya. Kalian lihat dari kelompok kalian, siapa menurut kalian yang merupakan penggemar terbaik.*” The student asked, “*Tanya apa pun boleh Miss?*” The teacher answered, “*Boleh, apa pun cari tahu seberapa dalam teman kalian mengenal idolanya ya... Selain itu, Miss akan kasih kalian rubrik penilaian. Kalian gunakan ini untuk memberi penilaian sejawat terhadap kemampuan berbicara teman kalian. Do you get it?*” The teacher then distributed the scoring rubric.

#### Peer-Assesment Speaking Scoring Rubric

Name of Rater :

No	Name of Friends	VE	G	F	IS	PI	Ts
1							
2							
3							
4							

The teacher then asked the students, “And... the only English speaking time is put into action. Okay are you ready everyone?” Everyone said, “Yes Miss...” The teacher instructed, “Okay go!” The students were then busy with their group. They managed the order of speaking to each member of the group.

The students were involved in the activity. They looked very happy and so enthusiastic. Sometimes they laughed. Sometimes they were quiet

Comment [M41]: C2e4

Comment [M42]: C2f3

Comment [M43]: C2b4

Comment [M44]: C2i2

listening to their friends talking. When the time was almost up, the teacher warned them, “Okay three more minutes...”	89 90
The teacher then explained, “ <i>Nah masing-masing grup tentukan satu orang penggemar terbaik ya. Nantinya akan kita kompetisikan satu sama lain. Ingat, pilih dengan objektif ya. Kriteria penggemar yang baik adalah yang mengetahui idolanya dengan baik dan mampu menceritakannya dengan baik.</i> ” The students were noisy.	91 92 93 94 95
Finally there is one representative from each group. They then came in front of the classroom to have the next competition. Their friends supported them by calling their names. Each group representative was given two minutes to tell about their favourite inspiring person to the whole class who at that time became the adjudicators for their performance to be the Best Admirer. The students seemed enjoyed being the group representative.	96 97 98 99 100 101 102
The teacher gave the today’s winners’ prizes both for the individual and for the team. The teacher also gave the winner of the last week activity which was making the Steve Jobs’ life timeline. When the time was up, the teacher said goodbye and closes the lesson. “Okay thank you very much, see you next week everyone.” The students answered, “See you Miss...” and, “Thank you Miss...”	103 104 105 106 107 108

Comment [M45]: C2j3

# **APPENDIX D**

## **QUESTIONNAIRES AND RESULTS**

**APPENDIX D | QUESTIONNAIRES AND RESULTS**  
**THE RESPONDENT IDENTITY**

**Identitas Responden**

Nama Lengkap	:	.....
Nama Panggilan	:	.....
Umur	:	.....
Jenis Kelamin	:	.....
Alamat	:	.....
No. HP	:	.....
Hobi	:	.....
Motto Hidup	:	.....
Kebangsaan	:	.....
Suku	:	.....
Bahasa sehari-hari	:	.....
Daerah tempat tinggal	:	desa/kota (lingkari salah satu)
Skor TOEFL/Tanggal	:	.....

## QUESTIONNAIRE ON LEFT-BRAIN AND RIGHT-BRAIN PROCESSING

### Angket Dominasi Otak Kiri/Kanan

#### ANGKET: Pemrosesan Otak Kiri dan Otak Kanan

Pilihlah antara dua kalimat di kiri dan kanan yang paling baik mendeskripsikan Anda dan kemudian lingkari salah satu angka di tengah dua kalimat tersebut. Lingkari hanya satu nomor untuk masing-masing nomor. Gunakan skala berikut ini:

1. Kalimat di sebelah kiri mendeskripsikan Anda secara baik
2. Kalimat di sebelah kiri mendeskripsikan Anda secara cukup.
3. Kalimat di sebelah kanan mendeskripsikan Anda secara cukup.
4. Kalimat di sebelah kanan mendeskripsikan Anda secara baik

Contoh:

Saya memilih berbicara dengan kelompok besar	1 2 3 4	Saya memilih berbicara dengan kelompok kecil
--	---------	--

Nomor 3 telah dilingkari. Artinya, orang yang memilih ini agak memilih berbicara dengan kelompok kecil

1. Saya berusaha memutuskan berdasarkan fakta.	1 2 3 4	Saya suka memutuskan berdasarkan perasaan.
2. Saya suka aturan-aturan dan informasi yang pasti/eksak.	1 2 3 4	Saya suka pedoman umum dan informasi yang tak pasti.
3. Saya suka memecahkan masalah dengan melihat semua bagiannya.	1 2 3 4	Saya suka memecahkan masalah pertama kali dengan melihat keseluruhan.
4. Saya membaca lambat dan berusaha menganalisis apa yang saya baca.	1 2 3 4	Saya membaca cepat dan berusaha memperoleh makna umum cermat dari apa yang saya baca.
5. Saya ingin guru memberitahu saya apa yang harus saya lakukan.	1 2 3 4	Saya ingin guru memberi saya banyak kebebasan untuk melakukan yang saya inginkan.
6. Saya suka matematika dan sains.	1 2 3 4	Saya suka sastra dan seni.
7. Ketika saya mendengarkan, saya memerhatikan kata-kata yang benar-benar digunakan.	1 2 3 4	Ketika saya mendengarkan, saya memerhatikan pesan keseluruhan.
8. Saya suka tes pilihan ganda.	1 2 3 4	Saya suka tes uraian.

Jumlahkan angka-angka yang telah Anda lingkari. Anda harusnya memperoleh skor antara 8 dan 32. Skor: .....

#### Skor:

- 28-32 Preferensi tinggi pada otak-kanan
- 23-27 Preferensi lumayan tinggi pada otak-kanan
- 18-22 Tidak ada preferensi pada sisi kiri atau kanan.
- 13-17 Preferensi lumayan tinggi pada otak-kiri
- 8-12 Preferensi tinggi pada otak-kiri

(Sumber: Brown, 2007b: 266)

## QUESTIONNAIRE ON GENERAL SELF-CONFIDENCE

### Angket Kepercayaan diri

Bacalah setiap pernyataan tentang dirimu di bawah ini dengan cermat. Lalu berilah penilaian seberapa bagus pernyataan tersebut mendeskripsikan dirimu. Penilaianmu dituangkan dengan angka, yang dapat dipilih dari skala 1-4. Lingkari hanya satu nomor untuk masing-masing nomor. Gunakan skala berikut ini:

- 1 = Saya sangat setuju. Pernyataan ini mendeskripsikan saya secara baik  
 2 = Saya agak setuju. Pernyataan ini mendeskripsikan saya secara cukup.  
 3 = Saya agak tidak setuju. Pernyataan ini mungkin tidak mendeskripsikan saya.  
 4 = Saya sangat tidak setuju. Pernyataan ini sama sekali tidak mendeskripsikan saya.

Contoh:

Saya hampir selalu merasa takut.    1   2   3   **4**

Nomor 4 telah dilingkari. Artinya, orang yang memilih ini sangat tidak setuju dan berpikir bahwa pernyataan ini sama sekali tidak mendeskripsikan dirinya dengan baik

PERNYATAAN	SKALA
1. Saya memahami kepribadian saya sendiri.	1 2 3 4
2. Saya membuat penilaian dan pilihan yang baik dalam hidup.	1 2 3 4
3. Saya memanfaatkan waktu dengan baik.	1 2 3 4
4. Saya menikmati bergaul dengan orang lain.	1 2 3 4
5. Saya berhasil mencapai tujuan yang benar-benar saya inginkan.	1 2 3 4
6. Saya penuh harapan akan masa depan yang cerah.	1 2 3 4
7. Saya memikirkan diri sendiri dan memertahankan keyakinan dan nilai saya sendiri.	1 2 3 4
8. Saya bahagia hampir sepanjang waktu.	1 2 3 4

Jumlahkan angka-angka yang telah Anda lingkari. Anda harusnya memperoleh skor antara 8 dan 32.

Skor: .....

Skor:

- 8-13    Anda memiliki tingkat kepercayaan diri Anda yang sangat tinggi.  
 14-19    Kepercayaan diri Anda secara umum tinggi.  
 20-25    Kepercayaan diri Anda secara umum cukup, tetapi Anda mungkin ingin meningkatkan beberapa aspek dari konsep diri Anda.  
 26-32    Kepercayaan diri Anda secara umum sangat rendah; Anda sebaiknya memikirkannya secara serius tentang cara meningkatkan pandangan tentang diri Anda

Sumber: Brown (2007b: 267)



## QUESTIONNAIRE ON LEARNING LANGUAGE BEHAVIOUR

### Angket Perilaku Belajar Bahasa

Di bawah ini perilaku belajar bahasa asing/kedua. Tunjukkan seberapa sering Anda melakukan masing-masing perilaku dengan memilih angka yang sesuai di bawah kolom "Skala".

1 = Tidak pernah; 2 = jarang; 3 = cukup sering; 4 = sering sekali; 5 = selalu

No.	Deskripsi Perilaku	Skala				
		1	2	3	4	5
1.	Mencari cara belajarnya sendiri, bertanggung jawab atas belajarnya sendiri;	1	2	3	4	5
2.	Menyusun informasi tentang bahasa;	1	2	3	4	5
3.	kreatif, mengembangkan "rasa" tentang bahasa sasaran dan bereksperimentasi dengan tatabahasa dan kosakatanya;	1	2	3	4	5
4.	Mencari kesempatan untuk praktik menggunakan bahasa sasaran di dalam kelas dan di luar kelas;	1	2	3	4	5
5.	Belajar untuk mengatasi ketidakpastian dengan merasa tidak terbebani dan dengan terus berbicara atau mendengarkan tanpa memahami setiap kata;	1	2	3	4	5
6.	Menggunakan pengingat dan strategi lain untuk mengingat apa yang pernah dipelajari;	1	2	3	4	5
7.	Memanfaatkan kesalahan untuk belajar dan bukan melawannya;	1	2	3	4	5
8.	Menggunakan pengetahuan kebahasaan, termasuk pengetahuan tentang bahasa ibunya, dalam belajar bahasa lain;	1	2	3	4	5
9.	Menggunakan tanda-tanda kontekstual untuk membantunya dalam pemahaman;	1	2	3	4	5
10.	Belajar menebak secara cerdas;	1	2	3	4	5
11.	Belajar serpihan-serpihan bahasa sebagai keseluruhan dan ungkapan-ungkapan rutin untuk membantu mereka sendiri tampil "di atas kompetensinya";	1	2	3	4	5
12.	Belajar taktik tertentu agar percakapan dapat tetap berlangsung;	1	2	3	4	5
13.	Belajar strategi produksi tertentu untuk menutupi kekurangan dalam kompetensinya sendiri; dan	1	2	3	4	5
14.	Belajar gaya berbicara dan menulis yang berbeda dan belajar untuk menyiptakan variasi menurut tingkat keresmian situasi.	1	2	3	4	5

Sumber: Brown (2007: 259)



## QUESTIONNAIRE ON LEARNING STYLES CHECKLIST

### Daftar Tilik Gaya Belajar

Beri tanda centang (V) untuk setiap butir yang paling baik menggambarkan Anda. Kotak A dan E berarti bahwa kalimatnya memberi gambaran penuh tentang Anda, Kotak B dan D berarti bahwa kalimat memberi gambaran lumayan tentang Anda, dan Kotak C berarti bahwa Anda tidak cenderung ke mana pun.

	A	B	C	D	E	
1. Saya tidak apa-apa jika orang menertawakan ketika saya berbicara.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya jadi malu jika ada orang menertawakan saya ketika saya berbicara.
2. Saya suka menyobakan kata dan struktur baru yang saya tidak yakin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya hanya menggunakan bahasa yang saya yakin benar.
3. Saya yakin saya mampu belajar bahasa ini dengan berhasil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya tidak yakin saya bisa berhasil belajar bahasa ini.
4. Saya ingin belajar bahasa ini karena saya yakin akan mendapatkan keuntungan pribadi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya belajar bahasa ini karena tuntutan orang lain.
5. Saya senang sekali belajar bersama orang lain dalam kelompok.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya memilih belajar sendiri daripada bersama orang lain.
6. Saya suka menyerap bahasa dan memperoleh gambaran umum tentang apa yang dikatakan atau ditulis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya suka menganalisis secara rinci bahasa yg saya pelajari dan memahami persis apa yang dikatakan atau ditulis.
7. Jika banyak materi bahasa untuk dikuasai, saya berupaya untuk menguasai bahan langkah demi langkah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya sangat terganggu dengan penyajian banyak materi bahasa sekaligus.
8. Saya tidak kentara menyadari diri saya sendiri ketika berbicara.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya sengaja memantau dengan cermat apa yang saya katakan,
9. Ketika saya membuat kesalahan, saya berupaya untuk menggunakannya untuk mempelajari bahasa tsb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ketika saya buat kesalahan, saya terganggu karena itu simbol dari ketidakmampuan saya.
10. Saya mencari cara untuk terus belajar bahasa sasaran di luar kelas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saya menggantungkan diri pada guru dan kegiatan kelas untuk semua keberhasilan belajar saya.

(Sumber: Brown, 2007b: 264)

## QUESTIONNAIRE ON STRATEGY INVENTORY OF LEARNING LANGUAGE

INVENTORI STRATEGI UNTUK PEMELAJARAN BAHASA (ISPb) Versi untuk Pemelajaran Bahasa Inggris sebagai Bahasa Asing						
<b>Petunjuk:</b>						
a. Bacalah setiap pernyataan pada setiap nomor dengan cermat.						
b. Rasakan sejauh mana setiap pernyataan benar tentang dirimu.						
c. Tentukan kadar kebenaran tersebut dengan menggunakan skala berikut:						
1 = Pernyataan tersebut sangat jarang benar tentang dirimu.						
2 = Pernyataan tersebut kurang dari separuh waktu benar tentang dirimu.						
3 = Pernyataan tersebut benar sekitar separuh waktu tentang dirimu.						
4 = Pernyataan tersebut benar lebih dari separuh waktu tentang dirimu.						
5 = Pernyataan tersebut hampir selalu benar tentang dirimu.						
d. Berilah tanda silang pada angka yang kamu pilih.						
e. setelah selesai menjawab, silakan menghitung hasilnya dengan rumus berikut:						
(1) Untuk menghitung skor rerata bagian, jumlah skor dibagi jumlah pernyataan.						
(2) Untuk mendapatkan skor rerata umum, jumlah semua skor dan dibagi limapuluh.						
(3) Jika skormu kurang dari 3 (bagian dan umum), dirimu harus meningkatkan keseringan menggunakan strategi-strategi per bagian atau umum.						
NO.	STRATEGI	SKALA				
<b>Bagian A</b>						
1.	Saya memikirkan keterkaitan antara apa yang telah saya ketahui dan hal-hal baru yang saya pelajari dalam B. Inggris.	1	2	3	4	5
2.	Saya menggunakan kata B. Inggris dalam kalimat sehingga saya dapat mengingatnya.	1	2	3	4	5
3.	Saya mengaitkan bunyi baru dalam B. Inggris dan citra atau gambar kata tersebut untuk membantu saya untuk mengingatnya.	1	2	3	4	5
4.	Saya ingat kata baru B. Inggris dengan membayangkan situasi di mana kata tersebut digunakan.	1	2	3	4	5
5.	Saya menggunakan keselarasan nada/bunyi ( <i>rhyme</i> ) untuk mengingat kata-kata baru B. Inggris.	1	2	3	4	5
6.	Saya memerankan tindakan/makna yang terkandung dalam kata B. Inggris.	1	2	3	4	5
7.	Saya menggunakan kartu-tunjuk untuk mengingat kata baru B. Inggris.	1	2	3	4	5
8.	Saya sering memelajari ulang pelajaran B. Inggris.	1	2	3	4	5
9.	Saya mengingat kata atau frasa B. Inggris dengan mengingat lokasinya di halaman, papan tulis, atau tanda jalan.	1	2	3	4	5
<b>Bagian B</b>						
10.	Saya mengatakan atau menuliskan kata baru B. Inggris beberapa kali.	1	2	3	4	5
11.	Saya berusaha berbicara seperti penutur asli B. Inggris.	1	2	3	4	5
12.	Saya mempraktikkan bunyi B. Inggris.	1	2	3	4	5
13.	Saya menggunakan kata-kata B. Inggris yang saya ketahui dengan berbagai cara.	1	2	3	4	5
14.	Saya memulai percakapan dalam B. Inggris.	1	2	3	4	5
15.	Saya menonton pertunjukan TV berbahasa atau nonton film berbahasa Inggris.	1	2	3	4	5
16.	Saya membaca dalam B. Inggris untuk hiburan.	1	2	3	4	5
17.	Saya menulis catatan, pesan, surat, atau laporan dalam B. Inggris.	1	2	3	4	5
18.	Pertama saya membaca sekilas, kemudian membacanya kembali dengan cermat.	1	2	3	4	5
19.	Saya mencari kata-kata dalam bahasa saya sendiri yang mirip dengan kata-kata baru dalam B. Inggris.	1	2	3	4	5
20.	Saya berupaya menemukan pola-pola dalam B. Inggris.	1	2	3	4	5
21.	Saya menemukan makna dalam kata Inggris dengan menganalisisnya sehingga saya paham.	1	2	3	4	5
22.	Saya berupaya untuk tidak menerjemahkan kata per kata.	1	2	3	4	5

## QUESTIONNAIRE ON STRATEGY INVENTORY OF LEARNING LANGUAGE (cont.)

23.	Saya membuat ringkasan informasi yang saya dengar atau baca dalam B. Inggris.	1	2	3	4	5
<b>Bagian C</b>						
24.	Untuk memahami kata-kata B. Inggris yang belum saya kenal, saya menebaknya.	1	2	3	4	5
25.	Ketika saya tidak dapat menemukan kata ketika bercakap-cakap, saya menggunakan isyarat.	1	2	3	4	5
26.	Saya menyiptakan kata baru ketika saya tidak tahu kata yang benar dalam B. Inggris.	1	2	3	4	5
27.	Saya membaca B. Inggris tanpa memperhatikan setiap kata.	1	2	3	4	5
28.	Saya berupaya menebak apa yang akan dikatakan orang lain dalam B. Inggris.	1	2	3	4	5
29.	Jika saya tidak bisa menemukan kata dalam B. Inggris, saya menggunakan kata yang memiliki makna yang sama.	1	2	3	4	5
<b>Bagian D</b>						
30.	Saya berusaha menemukan sebanyak mungkin kata B. Inggris yang akan saya gunakan.	1	2	3	4	5
30.	Saya memerhatikan kesalahan B. Inggris saya sendiri dan memanfaatkan informasi tersebut untuk tampil lebih baik.	1	2	3	4	5
32.	Saya memerhatikan ketika seseorang berbicara B. Inggris.	1	2	3	4	5
33.	Saya berusaha menemukan cara untuk menjadi pemelajar B. Inggris yang lebih baik.	1	2	3	4	5
34.	Saya merencanakan jadwal sehingga saya akan mempunyai waktu yang cukup untuk belajar B. Inggris.	1	2	3	4	5
35.	Saya mencari orang yang dapat saya ajak berbicara dalam B. Inggris.	1	2	3	4	5
36.	Saya berusaha mencari kesempatan untuk membaca sebanyak mungkin dalam B. Inggris.	1	2	3	4	5
37.	Saya mempunyai tujuan yang jelas untuk meningkatkan keterampilan B. Inggris saya	1	2	3	4	5
38.	Saya memikirkan kemajuan belajar B. Inggris saya sendiri.	1	2	3	4	5
<b>Bagian E</b>						
39.	Saya berusaha relaks manakala saya merasa takut berbahasa Inggris.	1	2	3	4	5
40.	Saya mendorong diri saya sendiri untuk berbahasa Inggris bahkan ketika saya merasa takut memuat kesalahan.	1	2	3	4	5
41.	Saya memberi hadiah pada diri sendiri ketika tampil bagus dalam B. Inggris.	1	2	3	4	5
42.	Saya memerhatikan jika saya tegang atau gugup ketika belajar atau menggunakan B. Inggris.	1	2	3	4	5
43.	Saya menuliskan perasaan saya dalam buku harian pembelajaran B. Inggris.	1	2	3	4	5
44.	Saya berbicara dengan seseorang tentang bagaimana perasaan saya ketika belajar bahasa Inggris.	1	2	3	4	5
<b>Bagian F</b>						
45.	Jika saya tidak memahami sesuatu dalam B. Inggris, saya minta orang lain untuk bicara pelan atau mengulangi perkataannya.	1	2	3	4	5
46.	Saya meminta penutur B. Inggris untuk mengoreksi B. Inggris saya.	1	2	3	4	5
47.	Saya mempraktikkan B. Inggris dengan siswa lain.	1	2	3	4	5
48.	Saya meminta bantuan dari penutur B. Inggris.	1	2	3	4	5
49.	Saya bertanya dalam B. Inggris.	1	2	3	4	5
50.	Saya berusaha mempelajari budaya penutur B. Inggris.	1	2	3	4	5

Instrumen ini hasil modifikasi dari Oxford (1990: 293-299)

## QUESTIONNAIRES RESULT

### LEFT-BRAIN AND RIGHT-BRAIN PROCESSING

No	Description	Number of students
1	High right-brain preference	0
2	Moderate right-brain preference	1
3	<b>No particular preference for either side</b>	<b>16</b>
4	<b>Moderate left-brain preference</b>	<b>13</b>
5	High left-brain preference	0
<b>Total</b>		<b>30</b>

### GENERAL SELF-CONFIDENCE

No	Description	Number of students
1	Having a very high level of general self-confidence.	1
2	General self-confidence is quite strong.	3
3	<b>General self-confidence is satisfactorily, but you might want to improve some aspects of your concept of yourself.</b>	<b>24</b>
4	General self-confidence is quite low; you should think seriously about how to improve your view of yourself	2
<b>Total</b>		<b>30</b>

### LEARNING LANGUAGE BEHAVIOUR

No.	Deskripsi Perilaku	Skala				
		1	2	3	4	5
1.	Mencari cara belajarnya sendiri, bertanggung jawab atas belajarnya sendiri;	0	2	<b>15</b>	8	5
2.	Menyusun informasi tentang bahasa;	0	<b>16</b>	7	5	2
3.	kreatif, mengembangkan “rasa” tentang bahasa sasaran dan bereksperimentasi dengan tatabahasa dan kosakatanya;	0	<b>13</b>	9	4	4
4.	Mencari kesempatan untuk praktik menggunakan bahasa sasaran di dalam kelas dan di luar kelas;	0	<b>11</b>	10	5	4
5.	Belajar untuk mengatasi ketidakpastian dengan merasa tidak terbebani dan dengan terus berbicara atau mendengarkan tanpa memahami setiap kata;	3	6	<b>15</b>	4	2
6.	Menggunakan pengingat dan strategi lain untuk mengingat apa yang pernah dipelajari;	0	5	<b>10</b>	11	4
7.	Memfaatkan kesalahan untuk belajar dan bukan melawannya;	0	2	<b>11</b>	10	7
8.	Menggunakan pengetahuan kebahasaan, termasuk	0	15	<b>6</b>	7	2

	pengetahuan tentang bahasa ibunya, dalam belajar bahasa lain;					
9.	Menggunakan tanda-tanda kontekstual untuk membantunya dalam pemahaman;	1	3	<b>15</b>	10	1
10.	Belajar menebak secara cerdas;	0	8	<b>13</b>	6	3
11.	Belajar serpihan-serpihan bahasa sebagai keseluruhan dan ungkapan-ungkapan rutin untuk membantu mereka sendiri tampil “di atas kompetensinya”;	0	8	<b>14</b>	7	1
12.	Belajar taktik tertentu agar percakapan dapat tetap berlangsung;	2	6	<b>9</b>	11	2
13.	Belajar strategi produksi tertentu untuk menutupi kekurangan dalam kompetensinya sendiri; dan	0	7	<b>12</b>	7	4
14.	Belajar gaya berbicara dan menulis yang berbeda dan belajar untuk menyiptakan variasi menurut tingkat keresmian situasi.	1	10	<b>7</b>	10	2

### LEARNING STYLES CHECKLIST

Check one box in each item that describes you. Boxes A and E indicate that the sentences describe you best. Boxes B and D indicate that the sentences somewhat describe you. Box C indicates that you have no inclination one way or another.

	A	B	C	D	E	
1. I don't mind if people laugh at me when I speak English.	4	8	8	4	5	I get embarrassed if people laugh at me when I speak English.
2. I like to try out new words and structures that I'm not completely sure of.	2	5	5	9	8	I like to use only English expressions that I am certain is correct.
3. I feel confident in my ability to succeed in learning English.	21	7	1	0	0	I feel quite uncertain about my ability to succeed in learning English.
4. I want to learn English because of what I can personally gain from it.	22	4	3	0	0	I am learning English only because someone else is requiring it.
5. I really enjoy working with other people in groups.	11	10	2	5	1	I would much rather work alone than with others.
6. I like to “absorb” English and get general gist of what is said or written in it.	10	9	4	3	3	I like to analyze the many details of English and understand exactly when it said or written.
7. If there is an abundance of	9	12	1	5	2	I am very annoyed by an

English to master, I try to take things one step at a time.						abundance of English materials presented all at once.
8. I am not overly conscious of myself when I speak.	3	6	7	9	4	I monitor myself closely and consciously when I speak.
9. When I make mistakes, I try to use them to learn something about English.	12	10	2	3	2	When I make a mistake, it annoys me because that's a symbol of how poor my performance is.
10. I find ways to continue learning English outside the classroom.	11	11	2	3	2	I look to the teacher and the classroom activities for everything I need for success.

### STRATEGY INVENTORY LEARNING LANGUAGE (SILL)

STRATEGY							
	A (9)	B (14)	C (6)	D (9)	E (6)	F (6)	Total
S1	32,00	51,00	20,00	32,00	21,00	21,00	177,00
S2	28,00	37,00	21,00	33,00	17,00	18,00	154,00
S3	23,00	38,00	14,00	25,00	13,00	7,00	120,00
S4	32,00	56,00	26,00	40,00	16,00	21,00	191,00
S5	32,00	50,00	21,00	35,00	18,00	16,00	172,00
S6	31,00	45,00	18,00	35,00	18,00	23,00	170,00
S7	24,00	34,00	15,00	30,00	16,00	15,00	134,00
S8	23,00	40,00	15,00	30,00	17,00	19,00	144,00
S9	37,00	42,00	15,00	32,00	17,00	20,00	163,00
S10	26,00	42,00	15,00	31,00	16,00	20,00	150,00
S11	25,00	37,00	17,00	25,00	13,00	15,00	132,00
S12	40,00	67,00	29,00	43,00	29,00	30,00	238,00
S13	20,00	30,00	13,00	26,00	13,00	16,00	118,00
S14	28,00	46,00	17,00	39,00	18,00	19,00	167,00
S15	35,00	57,00	21,00	43,00	27,00	27,00	210,00
S16	28,00	47,00	12,00	31,00	17,00	20,00	155,00
S17	25,00	46,00	22,00	24,00	19,00	16,00	152,00
S18	24,00	36,00	14,00	34,00	18,00	19,00	145,00
S19	24,00	32,00	14,00	26,00	15,00	17,00	128,00
S20	32,00	53,00	25,00	40,00	19,00	23,00	192,00
S21	-	-	-	-	-	-	-
S22	-	-	-	-	-	-	-
S23	28,00	47,00	22,00	30,00	20,00	19,00	166,00
S24	23,00	38,00	23,00	36,00	26,00	17,00	163,00
S25	20,00	30,00	24,00	28,00	21,00	17,00	140,00

STRATEGY							
	A (9)	B (14)	C (6)	D (9)	E (6)	F (6)	Total
S26	17,00	37,00	17,00	30,00	16,00	12,00	129,00
S27	18,00	35,00	21,00	32,00	13,00	10,00	129,00
S28	30,00	55,00	20,00	43,00	17,00	23,00	188,00
S29	11,00	22,00	12,00	13,00	7,00	12,00	77,00
S30	37,00	57,00	28,00	39,00	24,00	29,00	214,00
S31	37,00	61,00	18,00	42,00	17,00	24,00	199,00
Total Score	790,00	1268,00	549,00	947,00	518,00	545,00	4617,00
Mean	3,25	3,35	3,39	3,90	3,20	3,36	3,42
The Lowest Mean	3,20	(Strategy E)					
The Highest Mean	3,90	(Strategy D)					



## QUESTIONNAIRE ON THE REFLECTION STAGE

Nama:

Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan kondisimu yang sebenarnya. Kamu boleh tidak menuliskan namamu.

1. Seberapa jauh pemahamanmu terhadap materi pembelajaran yang selama ini diajarkan di kelas oleh Miss Mei?
  - a. 90%
  - b. 75%
  - c. 50%
  - d. <50%
2. Bagaimana kemampuan speaking (berbicara) mu sekarang setelah pembelajaran dengan Miss Mei?
  - a. Meningkatkan banyak
  - b. Meningkatkan tapi hanya sedikit
  - c. Tidak meningkat sama sekali
3. Apakah keaktifanmu di kelas meningkat selama pembelajaran dengan Miss Mei?
  - a. Meningkatkan banyak
  - b. Meningkatkan tapi hanya sedikit
  - c. Tidak meningkat sama sekali
4. Apakah rasa percaya dirimu untuk berbicara bahasa Inggris meningkat setelah pembelajaran dengan Miss Mei?
  - a. Meningkatkan banyak
  - b. Meningkatkan tapi hanya sedikit
  - c. Tidak meningkat sama sekali
5. Menurutmu sejauh apakah Miss Mei mendorongmu untuk latihan berbicara?
  - a. Miss Mei memberikan banyak latihan untuk speaking
  - b. Miss Mei lumayan banyak memberikan latihan speaking
  - c. Miss Mei kurang mendorong siswa untuk latihan speaking
6. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam memahami materi pembelajaran?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali
7. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam memahami mengerjakan tugas?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali
8. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam latihan speaking?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali
9. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam memahami materi pembelajaran?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali
10. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam memahami mengerjakan tugas?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali
11. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam latihan speaking?
  - a. Iya, sangat membantu
  - b. Iya, lumayan membantu
  - c. Tidak membantu sama sekali



### QUESTIONNAIRE ON REFLECTION STAGE RESULT PART 1

1. Seberapa jauh pemahamanmu terhadap materi pembelajaran yang selama ini diajarkan di kelas oleh Miss Mei?

90%	5
75%	8
50%	12
<50%	0

2. Bagaimana kemampuan speaking (berbicara)mu sekarang setelah pembelajaran dengan Miss Mei?

Meningkat banyak	4
Meningkat tapi hanya sedikit	20
Tidak meningkat sama sekali	2

3. Apakah keaktifanmu di kelas meningkat selama pembelajaran dengan Miss Mei?

Meningkat banyak	8
Meningkat tapi hanya sedikit	17
Tidak meningkat sama sekali	0

4. Apakah rasa percaya dirimu untuk berbicara bahasa Inggris meningkat selama pembelajaran dengan Miss Mei?

Meningkat banyak	5
Meningkat tapi hanya sedikit	18
Tidak meningkat sama sekali	3

5. Menurutmu sejauh apakah Miss Mei mendorongmu untuk latihan berbicara?

Miss Mei memberikan banyak latihan untuk speaking.	18
Miss Mei lumayan banyak memberikan latihan speaking.	8
Miss Mei kurang mendorong siswa untuk latihan speaking.	0

6. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam memahami materi pembelajaran?

Iya, sangat membantu.	9
Iya, lumayan membantu.	16
Tidak membantu sama sekali.	1

7. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam latihan memahami dan mengerjakan tugas?

Iya, sangat membantu.	13
Iya, lumayan membantu.	12
Tidak membantu sama sekali.	1

8. Apakah pembelajaran dengan berpasangan selama ini membantumu dalam latihan speaking

Iya, sangat membantu.	9
Iya, lumayan membantu.	16
Tidak membantu sama sekali.	1

9. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam memahami materi pembelajaran?

Iya, sangat membantu.	5
Iya, lumayan membantu.	19
Tidak membantu sama sekali.	2

10. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam latihan memahami dan mengerjakan tugas?

Iya, sangat membantu.	9
Iya, lumayan membantu.	17
Tidak membantu sama sekali.	0

11. Apakah pembelajaran dengan berkelompok selama ini membantumu dalam latihan speaking?

Iya, sangat membantu.	8
Iya, lumayan membantu.	18
Tidak membantu sama sekali.	0

### QUESTIONNAIRE ON REFLECTION STAGE RESULT PART 2

No	Opinion	Improvement	Critique	Suggestion
S1	-	<ul style="list-style-type: none"> <li>• Bahasa Inggris itu pelajaran yang asik dan menarik.</li> <li>• Lebih berani berbicara bahasa Inggris.</li> <li>• Menjadi lebih aktif di kelas.</li> </ul>	-	-
S2	Makasih Miss udah mendampingi kita selama 2 bulan ini. Maaf kalau selama ini suka rame sendiri.	Jadi sedikit lebih percaya diri saat berbicara Bahasa Inggris. Jadi lebih suka Bahasa Inggris, walaupun saya belum pandai dalam bahasa Inggris.	Jangan terlalu banyak tugas.	Gamenya banyakin lagi Miss.
S3	-	-	Jangan berikan tugas yang banyak soalnya kita juga banyak tugas dari mapel yang lain.	Kembangkanlah game (permainan) dalam kegiatan pembelajaran tetapi yang lebih seru supaya tidak mengantuk.
S4	Pelajaran sama Miss Mei sangat menyenangkan, seru. Terus ada permainan kosa kata berhadiah, jadi semangat menjawabnya.	Mulai bisa berbicara bahasa Inggris walaupun masih terbata-bata dan takut salah. Lebih santai saat pelajaran bahasa Inggris.	-	-
S5	Baru kali ini (I am sure) aku punya guru yang se-amazing ini. Anda bisa mengajar dengan baik. Berbeda dari guru pada biasanya.	Bahasa Inggris itu sulit menurut saya dulu, but now everything has changed. Now I think that learning English is fun, really fun. Dulu	-	-

No	Opinion	Improvement	Critique	Suggestion
	Bosenin lah, bikin ngantuk lah, galak, serem, penjelasannya bikin pusing. But you are not like that. Anda dengan enerjik dengan semangat mengajar di depan kelas. Anda dengan pembawaan Anda membuat saya care, dan berpikir bahwa guru seperti inilah yang saya cari. Intinya I like you. Great, cool.	juga paling takut waktu ngomong, "Duh salahh ga ya grammarnya?" "Duh, gimana nanti kalau salah?" dulu itu ga pernah berani ngomong tapi sekarang apa aja lah ngomong aja ga tau ga peduli bener atau salah toh nanti dibenerin kalau salah. Sejak saat ini juga aku berani, lebih berani buat ngomong tata bahasa juga lebih paham.		
S6	Dalam pelajaran miss Mei menyenangkan.	Mulai bisa berbicara dalam bahasa Inggris walaupun masih kaku dan takut salah. Ingin lebih mempelajari speaking walaupun pelan-pelan.	-	-
S7	Buat Miss Mei: Pelajaran sama Miss Mei itu menyenangkan, santai. Miss Mei mengenali semua siswa, jadi semuanya ikut dilibatkan. Jadi, enggak itu-itu aja yang ditunjuk. Tapi aku pengen materi	Saya berpikir bah Bahasa Inggris itu menyenangkan. Menjadi lebih aktif dalam pembelajaran. Speaking skill meningkat. Lebih santai/tidak tegang saat pelajaran Bahasa Inggris.	-	-

No	Opinion	Improvement	Critique	Suggestion
	<p>speakingnya ditambahin karena kekurangan aku itu di speaking, kadang lancar, kadang juga terbata-bata. Dan grammar one of my weaknesses. I mean grammar is kinda hard hehe.</p> <p>I've been learning grammar since I was in elementary school, yet I still don't understand it clearly.</p> <p>Miss Mei, makasih udah ngajarin kami dengan penuh kesabaran. Maafin kalau banyak salah. Sukses selalu. God Bless.</p>			
S8	-	Menjadi lebih memahami materi. Banyak kata-kata baru yang dipelajari.	Terlalu banyak tugas.	-
S9	Makasih Miss Mei sudah mendampingi kita selama 2 bulan ini.	Jadi selama 2 bulan pembelajaran Bahasa Inggris dengan Miss Mei lebih percaya diri berbicara bahasa Inggris. Vocab menjadi bertambah.	PR jangan banyak.	Banyakkan game.
S10	-	Menjadi lebih aktif di kelas. Lebih percaya diri lah (walaupun	Yah miss Mei itu kurang tegas, kadang	-

No	Opinion	Improvement	Critique	Suggestion
		sedikit). Banyak mengetahui kata-kata baru/hal-hal baru lainnya.	banyak tugas.	
S11	Seru belajarnya, tidak seperti pelajaran yang lain yang terkesan membosankan. Karena pelajaran ini lebih banyak kelompoknya. Makasih Miss Mei udah mau ngajarin kita-kita yang susah diatur. Semangat Miss. I love you Miss Mei.	Saya lebih percaya diri untuk berbicara menggunakan Bahasa Inggris. Walaupun saya masih malu untuk mengucapkannya dan saya lebih tertarik lagi untuk meningkatkan kemampuan speaking saya.	Jangan banyak-banyak PRnya Miss.	Mending jangka waktu Prnya lebih dipanjangin karena tugas kita juga banyak. Maaf Miss.
S12	-	Perubahannya cukup positif karena saya menjadi lumayan bagus dalam berbahasa Inggris meskipun saya sering malas karena banyak tugasnya.	-	Miss Mei, jangan banyak-banyak tugasnya.
S13	I am inspired by you for some reasons. I think I had some progress in speaking. Eventhough, some people and situation hasn't supported me well, so I couldn't do too well in my speaking. But seems like you grow me up	-	-	-

No	Opinion	Improvement	Critique	Suggestion
	<p>again. I enjoyed to learn and study with you, like we shared each other. Maybe I'd have a number of progressive if we had a more intimated time to share about English and TOEFL. I hope you got a sophisticated place wherever you are with your great ability. Maybe not only teacher but another great chance. You just have to learn more to face students like us.</p>			
S15	-	<p>Saya semakin terampil dalam menulis, berbicara, dan mendengarkan perkataan orang lain. Saya semakin peka terhadap perkataan orang lain. Jika dulu saya tidak tahu penempatan kata yang benar, saya jadi tahu. Saya tahu kapan harus menggunakan kata-kata tertentu.</p>	<p>Dendanya Miss.. tapi itu baik juga diterapkan. Kalau diberi reward saat dapat nilai yang bagus, pasti lebih semangat.</p>	<p>Cara pembelajarannya harus lebih variasi lagi supaya lebih berminat belajar bahasa Inggrisnya.</p>

No	Opinion	Improvement	Critique	Suggestion
		Wawasan Bahasa Inggris saya semakin luas. Saya tanggap terhadap orang yang sedang memberi info dalam bahasa Inggris.		
S16	-	Mengetahui kemampuan diri dan menambah pengetahuan dalam bahasa Inggris.	Terlalu banyak tugas Miss.	Jangka waktu untuk tugas lebih diperpanjang.
S17	-	Ilmu saya semakin bertambah. Banyak kata-kata baru yang akhirnya saya mengetahuinya.	-	Miss Mei jangan banyak-banyak tugasnya.
S18	Metode pembelajarannya sudah baik, sudah bisa memicu siswa untuk aktif berbahasa Inggris.	Ada sedikit perubahan pandangan terhadap bahasa Inggris apalagi jika ada listening dan juga kerja kelompok seperti yang dilakukan Miss Mei. Itu membuat pelajaran Bahasa Inggris tidak membosankan, dan saya lebih termotivasi untuk melatih speaking.	Pelajaran Bahasa Inggris saat ini cenderung banyak tugas dan kadang-kadang mengerjakan dengan tergesa-gesa karena tidak ada waktu untuk memahami materinya. Materi tentang speaking terlalu cepat dan kurang mengetahui grammar.	Sebaiknya mater grammar diperbanyak karena pemahaman anak berbeda-beda.
S19	Sudah bagus, banyak game-	Lumayan ada perubahan untuk	Terkadang suka	Lebih ditingkatkan lagi,



No	Opinion	Improvement	Critique	Suggestion
	game supaya tidak bosan saat pelajaran.	berani berbicara bahasa Inggris, walaupun kadang masih malu dan takut salah.	bingung, materi apa yang akan dipelajari, karena jarang pakai LKS, jadi suka mikir-mikir kalau UTS nanti gimana.	karena setiap anak itu kan sifatnya beda-beda dan cara menyerap materinya juga beda-beda, jadi maklum aja kalau masih banyak yang malu dan takut berbahasa Inggris. Tapi secara keseluruhan cara yang dipakai udah baik kok Miss.
S20	-	Mempunyai kesempatan untuk berbicara bahasa Inggris dan lebih tahu kemampuan diri dalam bahasa Inggris.	Tugasnya terlalu banyak Miss.	Jangka waktu buat ngerjain tugas diperpanjang lagi.
S21	-	Mengetahui cara membaca atau pronunciation yang benar.	Terlalu banyak tugas.	Jangka waktu untuk mengumpulkan tugas diperpanjang.
S22	Senang bisa ketemu Miss Mei, bisa diajari Miss Mei.	Menambah kosakata. Tambah mengetahui cara pengucapan.	-	Banyakin listeningnya lagi Miss. Jangan banyak-banyak Prnya.
S23	I adore you Miss!	Lumayan ada perubahan, menambah kosakata, belajar cara pengucapan, membiasakan dengan percakapan bahasa Inggris.	Tugasnya terlalu rumit, PRnya terlalu banyak.	Banyakin gamenya, miss. Jangan banyak PR, jangan banyak tugas, kalau ngasih tugas jangan aneh-aneh.
S24	-	Kosakata bertambah, sedikit	Tambah asyik ya	Jangan kebanyakan tugas

No	Opinion	Improvement	Critique	Suggestion
		lebih aktif berbicara menggunakan bahasa Inggris.	Miss!	hehe.
S25	Pelajaran yang diberikan Miss Mei asik, tidak terkesan kaku sehingga siswa dapat mengikuti pelajaran dengan nyaman.	Bersama dengan Miss Mei saya menjadi lebih memahami pelajaran Bahasa Inggris karena cara menyampaikan materi yang mengasyikkan. Selain itu saya juga lebih berani berbicara dalam Bahasa Inggris karena sudah diajari cara membacanya.	-	Sebaiknya Miss Mei dapat memberi bantuan pada murid yang belum terlalu memahami materi.
S26	-	Saya menjadi berani berbahasa Inggris. Mendapat kosakata baru	-	-

# **APPENDIX E**

## **SPEAKING TEST**

## APPENDIX E| SPEAKING TESTS

### PRE-TEST INSTRUMENT

Day and date : Thursday, Januray 14th 2016  
 Type of the test : Speaking Performance (Interactive/Dialog/Interview)  
 Skill : Speaking  
 Topic : Last Holiday Experience  
 Instructions :

In two minutes, the students are interviewed about their holiday experience.

- Greetings
- Please tell me about your last holiday experience.
- What did you do?
- Where did you go?
- Who did you go with?
- What is the most unforgettable experience?
- etc.

Scoring Rubric (see Appendix G)

### POST-TEST INSTRUMENT

Day and date : Thursday, March 3rd 2016  
 Type of the test : Speaking Performance (Interactive/Dialog/Interview)  
 Skill : Speaking  
 Topic : The Most Unforgettable Holiday Experience, The Most Impressing Childhood Experience, Great People Life Story (Steve Jobs), My Favourite Inspiring Person  
 Instructions :

In three minutes, the student are interviewed about the selected topic they choose randomly.

Scoring Rubric (see Appendix G)

**APPENDIX F**  
**SPEAKING ASSESSMENT RUBRIC**

**APPENDIX F | SPEAKING ASSESSMENT RUBRIC****Speaking Scoring Scale**

<b>Aspects</b>	<b>Rating</b>	<b>Demonstrated Competence</b>
Vocabulary and Expression	4	Uses a variety of vocabulary and expressions
	3	Uses a variety of vocabulary and expressions, but makes some errors in word choice
	2	Uses limited vocabulary and expressions
	1	Uses only basic vocabulary and expressions
Grammar	4	Uses a variety of structures with only occasional grammatical errors
	3	Uses a variety of grammar structures, but makes some errors
	2	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
	1	Uses basic structures, makes frequent errors
Fluency	4	Speaks smoothly, with little hesitation that does not interfere with communication
	3	Speaks with some hesitation, but it does not usually interfere with communication
	2	Speaks with some hesitation, which often interferes with communication
	1	Hesitates too often when speaking, which often interferes with communication
Interactive Skill	4	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction
	3	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction
	2	Tries to communicate, but sometimes does not respond appropriately or clearly
	1	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly

Pronunciation and Intonation	4	Pronunciation and intonation are almost always very clear/accurate
	3	Pronunciation and intonation are usually clear/accurate with a few problem areas
	2	Pronunciation and intonation errors sometimes make it difficult to understand the student
	1	Frequent problems with pronunciation and intonation

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#### Explanation of Abbreviation in the Speaking Rubric

1. VE : Vocabulary and Expression
2. G : Grammar
3. F : Fluency
4. IS : Interactive Skill
5. PI : Pronunciation and Intonation
6. TS : Total Score

**Speaking Assessment Rubric**  
**Class X IS II**

<b>Test Identity</b>		<b>Rater Identity</b>	
<b>Type</b>	:	<b>Rater No</b>	:
<b>Date</b>	:	<b>Name of Rater</b>	:
<b>Time</b>	:	<b>Status</b>	:

No	Full Name	VE	G	F	IS	PI	TS
1	Aldika Pri Hantara						
2	Amanda Naura R						
3	Andhita Murin Kurnialita						
4	Annisa Arwien Rizada						
5	Aqilanuha Wannarwastu						
6	Ariva Septriana Brillianti						
7	Azzahra Nur Rahma						
8	Crussita Wahyuning Putri						
9	Farhani Riska Septia						
10	Faza Nashihah						
11	Fina Rahmawati						
12	Imelda Fani Swastika						
13	Indah Nur Fauziah						
14	Indi Ilmiyati Irfana						
15	Isabela Reksa Dini						
16	Isna Rahayunirahimah						
17	Ivana Nevi Anggraeni						
18	Kevin Alvianto						
19	Lina Komastuti						
20	Luna Leony Rajasa						
21	Muhammad Julio Rifqi Rayhandika						
22	Nikolaus Adi Pratama						
23	Oktriditia Saraswati						
24	Puri Yulitaningsih						
25	Rafael Yudi Dwi Sulistiyanto						
26	Realiza Meiamalia Rooswandari						
27	Regina Dita Pradnyasari Retnoindi						
28	Retno Puspito Sari						
29	Rosa Pijar Cahya Devi						
30	Siwi Listyandari						
31	Yohanes Wijaya Setya Arsandi						

Rater

( ... )



**APPENDIX G**  
**STUDENTS' SPEAKING SCORES**

## APPENDIX G| STUDENTS' SPEAKING SCORE

Pre-Test														Post-Test													
No	Rater 1					TS	Rater 2					TS	Mean	No	Rater 1					TS	Rater 2					TS	Mean
	VE	G	F	IS	PI	R1	VE	G	F	IS	PI	R2			VE	G	F	IS	PI	R1	VE	G	F	IS	PI	R2	
S1	2	2	1	2	1	8	1	1	1	2	1	6	7	S1	1	1	2	3	2	9	1	2	1	2	2	8	8.5
S2	2	2	2	2	1	9	1	2	2	2	2	9	9	S2	3	3	3	2	3	14	3	2	3	4	4	16	15
S3	1	2	1	1	1	6	1	1	1	2	2	7	6.5	S3	2	2	2	2	2	10	3	2	2	2	3	12	11
S4	2	2	2	2	1	9	2	2	2	2	2	10	9.5	S4	3	2	3	3	3	14	4	3	4	4	3	18	16
S5	2	2	2	2	2	10	2	1	2	2	2	9	9.5	S5	2	2	2	3	3	12	2	2	2	2	2	10	11
S6	2	2	2	2	1	9	2	2	2	3	2	11	10	S6	2	2	2	2	2	10	2	2	3	3	3	13	11.5
S7	1	1	1	2	1	6	1	1	1	1	2	6	6	S7	2	2	2	2	2	10	2	2	3	4	2	13	11.5
S8	1	2	1	1	1	6	1	1	1	1	2	6	6	S8	0	0	0	0	0	0	0	0	0	0	0	0	0
S9	2	2	2	2	1	9	2	2	3	3	2	12	10.5	S9	2	2	3	3	2	12	3	2	3	3	3	14	13
S10	1	1	2	2	1	7	1	1	2	2	2	8	7.5	S10	2	2	2	2	2	10	2	2	3	2	3	12	11
S11	1	1	1	1	1	5	1	1	2	2	2	8	6.5	S11	2	2	2	2	1	9	2	2	2	2	2	10	9.5
S12	3	3	2	2	2	12	2	2	1	2	1	8	10	S12	3	4	2	3	3	15	3	3	4	3	4	17	16
S13	1	1	1	1	1	5	1	1	1	1	1	5	5	S13	2	2	2	2	2	10	2	3	2	2	3	12	11
S14	2	2	1	2	1	8	1	1	1	2	1	6	7	S14	3	2	4	3	3	15	4	3	4	3	4	18	16.5
S15	2	2	2	3	2	11	2	3	2	3	3	13	12	S15	4	3	4	4	4	19	4	3	4	4	4	19	19
S16	1	1	1	2	1	6	2	2	2	2	2	10	8	S16	3	3	3	3	3	15	3	3	4	4	4	18	16.5
S17	1	1	1	2	1	6	1	1	1	2	1	6	6	S17	2	2	2	3	3	12	3	3	3	3	3	15	13.5
S18	2	2	2	2	1	9	1	1	1	1	1	5	7	S18	3	2	3	3	2	13	3	3	3	3	3	15	14
S19	1	1	1	1	1	5	1	1	1	2	1	6	5.5	S19	2	2	3	2	2	11	3	2	3	2	3	13	12
S20	3	2	2	3	2	12	3	2	3	3	3	14	13	S20	3	3	3	4	4	17	4	3	4	4	4	19	18

Pre-Test														Post-Test													
No	Rater 1					TS	Rater 2					TS	Mean	No	Rater 1					TS	Rater 2					TS	Mean
	VE	G	F	IS	PI	R1	VE	G	F	IS	PI	R2			VE	G	F	IS	PI	R1	VE	G	F	IS	PI	R2	
S21	2	1	1	2	1	7	2	1	1	1	1	6	6.5	S21	2	2	2	2	2	10	3	2	3	2	3	13	11.5
S22	1	1	1	2	1	6	1	1	1	2	1	6	6	S22	2	2	2	2	2	10	2	2	3	2	3	12	11
S23	2	2	2	2	1	9	1	2	2	2	2	9	9	S23	2	2	2	1	2	9	2	2	2	2	3	11	10
S24	2	2	2	3	2	11	2	2	2	2	2	10	10.5	S24	3	2	3	3	2	13	3	2	3	4	3	15	14
S25	1	2	2	2	1	8	1	2	1	1	2	7	7.5	S25	2	2	2	2	2	10	3	3	3	2	3	14	12
S26	2	1	1	2	1	7	2	2	2	2	2	10	8.5	S26	2	2	2	2	2	10	2	2	2	3	3	12	11
S27	2	2	1	2	1	8	1	1	1	2	2	7	7.5	S27	3	3	4	4	3	17	4	3	4	4	4	19	18
S28	2	1	1	1	1	6	1	1	1	1	1	5	5.5	S28	2	2	3	2	2	11	3	2	3	3	3	14	12.5
S29	2	2	2	2	1	9	1	1	1	1	1	5	7	S29	0	0	0	0	0	0	0	0	0	0	0	0	0
S30	2	1	2	2	1	8	2	2	2	2	3	11	9.5	S30	3	2	4	3	3	15	4	3	4	3	4	18	16.5
S31	2	1	2	2	1	8	2	2	3	2	2	11	9.5	S31	3	2	3	3	3	14	4	3	4	3	4	18	16
Mean	1.71	1.61	1.52	1.9	1.16	7.9	1.45	1.48	1.58	1.87	1.74	8.13			2.414	2.207	2.621	2.586	2.448	12.28	2.862	2.448	3.034	2.897	3.172	14.41	13.34

## STUDENTS' SPEAKING SCORE

### The Comparison of Speaking Pre-test and Post-test

<b>Pre-Test</b>						
	VE	G	F	IS	PI	TS
Rater 1	1.71	1.61	1.52	1.90	1.16	7.90
Rater 2	1.45	1.48	1.58	1.87	1.74	8.13
Mean	1.58	1.55	1.55	1.89	1.45	8.015

<b>Post-Test</b>						
	VE	G	F	IS	PI	TS
Rater 1	2.41	2.21	2.62	2.59	2.45	12.28
Rater 2	2.86	2.45	3.03	2.90	3.17	13.34
Mean	2.64	2.33	2.83	2.74	2.81	12.81

**APPENDIX H**  
**THE CORE AND BASIC**  
**COMPETENCE OF ENGLISH**  
**FOR SMA CLASS X**

## APPENDIX H| THE CORE AND BASIC COMPETENCE OF ENGLISH FOR SMA CLASS X

### The Basic Competence of English as a General Subject of Senior High School for Class X based on The Attachment of Permendikbud No 59 Year 2014

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1 <b>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</b>
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1 <b>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</b> 2.2 <b>Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</b> 2.3 <b>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</b>
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap ( <i>extended</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian ( <i>care</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap ( <i>extended</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p><b>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</b></p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (announcement).</p> <p>4.12 Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p><b>4.13 Menangkap makna teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</b></p> <p><b>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</b></p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p> <p>4.16 Menangkap makna lagu sederhana.</p>

**\*Note: The basic competences made in bold are the basic competence being covered in this research.**



# **APPENDIX I**

## **COURSE GRID**

**APPENDIX I | COURSE GRID****THE COURSE GRID  
GRADE X IS II OF SMA N 1 GODEAN SECOND SEMESTER****A. The Basis of The Course Grid Development**

The Course Grid was developed by referring to:

**1. Legal Base**

- a. Permendikbud number 56 year 2013 about the standard of graduate competence
- b. Permendikbud number 64 year 2013 about the standard of content
- c. Permendikbud number 65 year 2013 about the standard of process
- d. Permendikbud number 66 year 2013 about the standard of assessment
- e. Government Regulation number 32 year 2013 about the changing of the standard of national education

**2. Conceptual Base**

- a. The twenty principle of English teaching by Nunan
- b. The different style of learning
- c. The learners' personality factor
- d. The fourstrands of English teaching and learning
- e. The communicative language teaching framework
- f. The ideal classroom management
- g. Learners' and Teachers' Roles

**3. Situational Base**

- a. The time available for the course
- b. Students lacks, want, and necessities
- c. The students differences
- d. Environmental factors

**B. The Interpretation of Core Competence and Basic Competence of Curriculum 2013 into English Competence and Specified Basic Competence**

<b>Core Competence</b>	<b>English Competence</b>	<b>Basic Competence</b>	<b>Specified Basic Competence</b>
<b>Spiritual Competence</b> 1. Comprehending fully and putting into practice the teachings of their religion	Being grateful for the enjoyment of learning English as a communication tool for the international scope	1.1. Being grateful for the opportunity to learn the English language as the medium language used in the international communication that embodies in the learning spirit	Eliciting the points and positive values in the text and associate it with the attributes of The Almighty God
<b>Social Competence</b> 2. Comprehending fully and putting into practice the honest behavior, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to the various problems in interacting effectively with the social and natural environment as well as in placing himself/herself as a reflection of the nation in the association world.	Demonstrating the acceptable behavior in the personal, social, cultural, academic, and professional environment.	2.1 Demonstrating the polite and caring behavior in carrying out the interpersonal communication with teachers and friends 2.2 Demonstrating the honest, discipline, confidence, and responsibility behaviour for implementing a transactional communication with teachers and friends 2.3 Demonstrating the responsible, caring, cooperation, and peaceful behaviour in implementing functional communication.	Selecting the useful point as the communication materials and using the appropriate and eligible expressions in communicating in the class (eligible pronunciation and intonation, good vocabulary, and good sentence)
<b>Knowledge</b> 3. Understanding, implementing, analyzing the	Identifying the social functions, the structure, and the language features of	3.9 Analysing the social function, the structure of the text, and the linguistic	Mentioning the social function of the text, the structure of the text,

<p>factual, conceptual, procedural knowledge based on the curiosity towards science, technology, arts, culture, and humanities with humanism, nationalism, patriotism, and civilization insight in relation to the phenomena and events causes, as well as applying the procedural knowledge in the specific field of studies according to their talents and interests to solve the problem</p>	<p>the text</p>	<p>elements of text being studied of experiences, phenomenon, and events, simply according to the context</p>	<p>key words (part of speech and the meaning), the sentence patterns/expressions, and verb group used in the recount text being studied</p>
<p><b>Skill</b> 4. Processing, reasoning, and presenting in the concrete and abstract realm associated with the development of what are learned in the school independently, and is able to use the method according to the rules of science</p>	<p>Constructing oral and written text which is short and simple using the sequential and coherent text structure and using the language features accurately, eligibly, and fluently</p>	<p>4:13 Grasping the meaning of the simple recount text both oral and written, about the experiences, activities, phenomena, and events. 4:14 Constructing the simple oral and written texts recount, about activities, phenomena, events by taking into account the social function, the structure of the text, and the correct linguistic elements and in context</p>	<p>Exchanging information about themselves and their families in the context of life in the classroom, neighborhood, nation, and country with eligible grammar and pronunciation and easy to understand with the covered topics of holiday experience, childhood experience, the biography text of great people, and the favourite inspiring person.</p>

## C. The Course Grid

### CYCLE 1 (MEETING 1-3)

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
<b>The Most Unforgettable Holiday</b>	Spoken personal recount about the most unforgettable holiday experience (see Appendix K)	-Simple past tenses (statement, question, denial statement) -Connectors: first, then, after that, finally, ... -Adverb of time: last weekend, last holiday, two years ago, yesterday -Action Verbs (Regular/irregular verb) -Language Functions: Asking and giving information about holiday.	Vocabulary (related to holiday): • verb: go (went), have (had), stay (stayed), do (did), call (called), play, ride (rode), like, sit, read, eat, approve, apply • adjective: fun, older, nice, expensive, hectic, tough • noun: vacation,	Pronunciation • vacation • holiday • beach • father • mother • house • restaurant • hols • disasters • hectic • tough • awful—awesome • terrible—terrific—horrible • Regular verb sound (ending with -t, -ed, -d)  <b>Intonation:</b> Rising and	<b>Technical</b> • Power point slide presentation • Projectors • Handphones • Speakers • Laptop • Flashdisk  <b>Nontechnical</b> • Cue Cards • Survey Sheet • Photographs • Handouts	<b>Pre-communicative Activities</b> <i>Comprehension Focus</i> • Listening to 3 audio of holiday experience conversation in groups • Identifying information contained in the audio  <i>Language Focus</i> • Observing the intonation of the speakers • Identifying the difference	-Identify the information in the given audios -Perform a simple information exchange about the unforgettable holiday experience smoothly -Use cohesive devices in the dialogue -Use accurate pronunciation and intonation -Use the appropriate and eligible expressions -Use strategies to maintain conversation -Use accurate grammar -Getting three information of	www.youtube.com www.longmanpearson.edu

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
			father, mother, sister, house, beach, hotel, water, restaurant, holiday, hols  Expression <ul style="list-style-type: none"> <li>• It was very fun.</li> <li>• It must be very nice.</li> <li>• It's very nice.</li> <li>• This was the best vacation I've ever had in my life!</li> <li>• It's such an amazing place.</li> <li>• We had a</li> </ul>	Falling Intonation		between rising and falling intonation <ul style="list-style-type: none"> <li>• Formulating the way to ask WH and yes no questions</li> <li>• Conducting Twenty Question game (intermezo)</li> <li>• Conducting semi-guided speaking activity: Holiday Email (in pairs)</li> </ul> <b>Communicative Activities</b> <i>Communication Focus</i> Holiday Survey (in pairs)	friends' holiday experience	

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
			blast! • That'd be great! • Totally amazing! • Don't ask Brandy! • It's a series of disasters. • Goodness! • I'm so sorry to hear that, Jerry. • It all sounds so bad. • Gosh, Jerry! • It was hell.					
<b>Childhood</b>	A recount text of childhood (see	-Simple past tenses (statement, question, denial	Vocabulary: (words related to childhood)	/ð / and /θ/ sound Silent g /aʊ/ and /ɪə/	<b>Technical</b> • Power point slide	<b>Pre-communicative activities</b> <i>Comprehension</i>	-Produce utterances without hesitation -Use accurate pronunciation and	The Speaking 2 Modul by Rowena Sace in English

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
	Appendix K)	statement) -Connectors: first, then, after that, finally, ... -Adverb of time: last weekend, last holiday, two years ago, yesterday -Action Verbs (Regular/irregular verb) -Language Functions: Asking and giving information about childhood experience	Characters during childhood (adjectives): outgoing, adventurous, curious, brave, loud, quiet, shy, nerdy, polite, rude, spoiled, bratty, impatient, whiny	diphthong  height  ground found sound  the that without there together  through with throw anything think thought  here hear  <b>Intonation:</b> Rising and Falling Intonation	presentation  • Projectors • Speakers • Laptop  <b>Nontechnical</b> • Handouts	<i>Focus</i> • Listening to a song about childhood • Filling the missing words in the song lyrics • Reading a text of childhood experience • Guessing meaning from context  <i>Language Focus</i> • Pronunciation drilling • Substituting sentence • Semi-guided speaking activity: revealing	intonation -Use the appropriate and eligible words and expressions -Use strategies to maintain conversation -Use accurate grammar	Education Department, Faculty of Languages and Arts, Yogyakarta State University Year 2013



Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
						childhood identity  <b>Communicative activities</b> <i>Communication Focus</i> <ul style="list-style-type: none"> <li>Sharing embarrassing moment of childhood</li> </ul>		

**CYCLE 2 (MEETING 1-3)**

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
<b>Great People</b>	The Biography of Sergey Brin and Steve Jobs (see Appendix L)	-Simple past tenses (statement, question, denial statement) -Connectors: first, then, after that, finally, ... -Adverb of time: last weekend,	cofound develop emigrate graduate invest famous genious investor establish wealth	<b>Pronunciation:</b> The international alphabet spelling  <b>Intonation:</b> Rising and Falling	<b>Technical</b> Power point slide presentation Projectors Speakers Laptop  <b>Nontechnical</b> Handouts	<b>Pre-communicative activities</b> <i>Comprehension Focus</i> Reading a biography text Vocabulary exercise (biography	-Produce utterances without hesitation -Use accurate pronunciation and intonation -Use the appropriate and eligible words and expressions -Use strategies to maintain	www.youtube.com www.famouspeoplelesson.com

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
		last holiday, two years ago, yesterday -Action Verbs (Regular/irregular verb) -Language Functions: Asking and giving information about the biography of great people.		Intonation	Information Gap Sheet	text) Reading aloud conversation Writing short bio  <i>Language Focus</i> Changing present verb form into past verb form exercise (within the text) International spelling drilling Making questions (WH question) Semi guided speaking activity: Revealing Great People Missing Identity  <b>Communicative activities</b> <i>Communication</i>	conversation -Use accurate grammar	

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
						<i>Focus</i> The Steve Job's Life Timeline		
<b>My Favourite Inspiring Person</b>	The biography of students' favourite inspiring person	-Simple past tenses (statement, question, denial statement) -Connectors: first, then, after that, finally, ... -Adverb of time: last weekend, last holiday, two years ago, yesterday -Action Verbs (Regular/irregular verb) -Language Functions: Asking and giving information about own favourite inspiring person.	Varied (based on students' text)	<b>Intonation:</b> Rising and Falling Intonation	<b>Technical</b> Handphones  <b>Nontechnical</b> photographs	<b>Pre-communicative activities</b> <i>Comprehension Focus</i> Reading and identifying biography texts Vocabulary exercise (biography text) Writing short bio  <i>Language Focus</i> Changing present verb form into past verb form exercise (within the text) Making questions (WH question)	-Produce utterances without hesitation -Use accurate pronunciation and intonation -Use the appropriate and eligible words and expressions -Use strategies to maintain conversation -Use accurate grammar	Various sources accessed by the students

Topic	Material	Language Focus	Key Vocabulary and Expression	Pronunciation and Intonation	Media	Activities	Indicators	Learning Resources
						<b>Communicative activities</b> <i>Communication</i> <i>Focus</i> The Best Admirer		

# **APPENDIX J**

## **LESSON PLAN**

## APPENDIX J| LESSON PLAN

### LESSON PLAN 1

#### I. Identity

A. Name of School : SMA N 1 Godean

B. Subject : English

C. Class/Semester : X IS II / 2

1. Number of Ss : 31 (25 girls + 6 boys)

2. Confidence Level

a. Girls : 6 (+) PD + 13 PD + 1 (-) PD

b. Boys : 2 (+) PD + 10 (PD) + 2 (-) PD

3. Brain Dominance

a. Girls : 14 (left) + 2 (neutral) + 4 (right)

b. Boys : 7 (left) + 5 (neutral) + 2 (right)

D. Time Allocation : 2 x (2x40 minutes)

E. Cycle : 1

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<b>Spiritual Competence</b> 1. Comprehending fully and putting into practice the teachings of their religion	Being grateful for the enjoyment of learning English as a communication tool for the international scope	1.1. Being grateful for the opportunity to learn the English language as the medium language used in the international communication that embodies in the learning spirit	Eliciting the points and positive values in the text and associate it with the attributes of The Almighty God	Demonstrating the seriousness in learning English related to text a simple recount text of the holiday experiences	The students mention the relation between the phenomenon in the text with God's attribute.
<b>Social Competence</b> 2. Comprehending fully and putting into	Demonstrating the acceptable behaviour in the personal, social, cultural,	2.1 Demonstrating the polite and caring behaviour in carrying out the	Selecting the useful point as the communication materials and using the appropriate and eligible	Demonstrating the caring behaviour, confidence and responsibility in	<b>Caring behaviour</b> The students speak in turn. The students

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
practice the honest behaviour, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive and showing attitudes as part of the solution to the various problems in interacting effectively with the social and natural environment as well as in placing himself/herself as a reflection of the nation in the association world.	academic, and professional environment.	interpersonal communication with teachers and friends 2.2 Demonstrating the honest, discipline, confidence, and responsibility behaviour for implementing a transactional communication with teachers and friends 2.3 Demonstrating the responsible, caring, cooperation, and peaceful behaviour in implementing functional communication.	expressions in communicating in the class (eligible pronunciation and intonation, good vocabulary, and good sentence)	carrying out communication related to simple recount text about holiday experiences	respond to their friends. <b>Confidence</b> The students take chance to speak. The students ask questions. The students express their opinion. <b>Responsibility</b> The students do their assignment. The students submit their assignment within the time given.
<b>Knowledge</b> 3. Understanding, implementing,	Identifying the social functions, the structure,	3.9 Analysing the social function, the	Mentioning the social function of the text, the structure of the text, key words	Identifying the social function, the structure of	Mention the social function of the text. Mention

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<p>analysing the factual, conceptual, procedural knowledge based on the curiosity towards science, technology, arts, culture, and humanities with humanism, nationalism, patriotism, and civilization insight in relation to the phenomena and events causes, as well as applying the procedural knowledge in the specific field of studies according to their talents and interests to solve the problem</p>	<p>and the language features of the text</p>	<p>structure of the text, and the linguistic elements of text being studied of experiences, phenomenon, and events, simply according to the context</p>	<p>(part of speech and the meaning), the sentence patterns/expressions, and verb group used in the recount text being studied</p>	<p>the text, and linguistic elements of a simple recount text about holiday experiences</p>	<p>the structure of the text. Mention the language features related to the text.</p>



Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<b>Skill</b> 4. Processing , reasoning, and presenting in the concrete and abstract realm associated with the development of what are learned in the school independently, and is able to use the method according to the rules of science	Constructing oral and written text which is short and simple using the sequential and coherent text structure and using the language features accurately, eligibly, and fluently	4:13 Grasping the meaning of the simple recount text both oral and written, about the experiences , activities, phenomena, and events. 4:14 Constructing the simple oral and written texts recount, about activities, phenomena, events by taking into account the social function, the structure of the text, and the correct linguistic elements and in context	Exchanging information about themselves and their families in the context of life in the classroom, neighbourhood, nation, and country with eligible grammar and pronunciation and easy to understand with the covered topics of holiday experience, childhood experience, the biography text of great people, and the favourite inspiring person.	Responding to the meaning of a simple recount text about holiday experiences  Producing a simple recount text (spoken) about holiday experiences	The students communicate to their friends with good grammar, appropriate vocabulary and expression, correct pronunciation and intonation, and good interactive skill.

## II. Learning Materials

### A. Input Text

3 Audio of Conversation about Holiday Experience entitled Vacation, How was Your Vacation and My Holidays were Awful (see **Appendix K Cycle I Meeting 1A for the scripts**)

## B. Vocabulary and expression

### 1. Vocabulary

- verb: go (went), have (had), stay (stayed), do (did), call (called), play, ride (rode), like, sit, read, eat, approve, apply
- adjective: fun, older, nice, expensive, hectic, tough
- noun: vacation, father, mother, sister, house, beach, hotel, water, restaurant, holiday, hols

### 2. Expression

It was very fun; It must be very nice; It's very nice; This was the best vacation I've ever had in my life!; It's such an amazing place.; We had a blast!; That'd be great!; Totally amazing!; Don't ask Brandy!; It's a series of disasters; Goodness!; I'm so sorry to hear that, Jerry.; It all sounds so bad.; Gosh, Jerry!; It was hell.

## C. Pronunciation and intonation point

### 1. Pronunciation

**vacation** /veɪ'keɪ.ʃ ə n/; **holiday** /'hɒl.ɪ.deɪ/ ; **beach** /bi:tʃ/; **father** /'fɑ:.ðə r /; **mother** /'mʌð.ə r /; **house** /haʊs/; **restaurant** /'res.trɒnt/ ; **hols** /hɒlz/; **disasters** /dɪ'zɑ:.stə r /; **hectic** /'hek.tɪk/; **tough** /tʌf/; **awful** /'ɔ:.f ə l/ —**awesome** /'ɔ:.səm/; **terrible** /'ter.ə.bl/ —**terrific** /tə'rɪf.ɪk/—**horrible** /'hɒr.ɪ.bl/; Regular verb sound (ending with -t, -ed, -d)

### 2. Intonation

Rising and Falling Intonation

## D. Language Focus

-The simple past tense (statement, denial, and questions)

Example of statement:

**I went** to the beach.

**I went** with my father, mother, and older sister.

**We stayed** at the hotel.

**I went** swimming and rode banana boat.

**We went** to the Bahamas.

**My flight got** delayed 7 hours.

**The taxi** to the hotel room **broke down**.

**The hotel was** terrible.

I mean **the food was** awful.

Subject + V2 + Complement

Example of the questions:

- How was your vacation?
- How were your holidays?
- How were the hols?
- Where did you go?
- Who did you go with?
- Did you go with your parents?
- Did you have a house at the beach?
- Which hotel did you stay at?
- Have you stayed there before?
- Did you play in the water?
- How about your older sister?
- What do your father and mother like to do?
- How long was your vacation?
- Will you go there again next year?
- Did you take any pictures?
- Why?
- What happened?

-Connectors: first, then, after that, finally

-Adverb of time: last weekend, last holiday, two years ago, yesterday

-Action Verbs (Regular/irregular verb)

-Language Functions: Asking and giving information about holiday

### III. Learning Methodology

Communicative Language Teaching

### IV. Learning Media

#### A. Technical

- Power point slide presentation
- Projectors
- Cellphones
- Speakers
- Laptop
- Flash disk

#### B. Nontechnical

- Hand outs (see **Appendix K Cycle I Meeting 1A and Cycle I Meeting 1B**)
- Cue Cards for Holiday Email (see **Appendix K Cycle I Meeting 2A**)
- Survey Sheet for Holiday Survey (see **Appendix K Cycle I Meeting 2B**)

- Photographs (from the students)

## V. Learning Sources

[www.youtube.com](http://www.youtube.com)

[www.longmanpearson.edu](http://www.longmanpearson.edu)

## VI. Procedures (Activities)

### A. Meeting 1

Phase	Teacher's (T) Activities	Students' (Ss) Activity	Time
Opening	<ol style="list-style-type: none"> <li>1. Greeting Ss</li> <li>2. Leading the prayer/asking Ss to lead the prayer.</li> <li>3. Checking Ss' attendance</li> <li>4. Opening the lesson</li> <li>5. Checking Ss' prior knowledge</li> <li>6. Introducing the topic 'The Most Unforgettable Holiday'</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering T greeting</li> <li>2. Saying their prayer</li> <li>3. Giving the information</li> <li>4. Paying attention to T</li> <li>5. Stating their knowledge</li> <li>6. Paying attention to T and responding based on their opinion</li> </ol>	(10 minutes 12.30-12.40)
Main Activity	<p><b>Pre-communicative Activity</b></p> <ol style="list-style-type: none"> <li>1. Distributing the audio</li> <li>2. Asking Ss to work in group of four with their friends behind them</li> <li>3. Distributing the worksheet (see <b>Appendix K Cycle I Meeting 1B for the worksheet</b>)</li> <li>4. Giving instruction to listen to the conversation and to identify the content of the conversations</li> <li>5. Giving Ss time to work</li> <li>6. Asking Ss to present their work and leading the discussion</li> <li>7. Distributing the audio</li> </ol>	<ol style="list-style-type: none"> <li>1. Copying the Audio</li> <li>2. Working in group of four</li> <li>3. Receiving the worksheet</li> <li>4. Listening to the instruction</li> <li>5. Doing the instruction</li> <li>6. Presenting their work and getting involved in the discussion</li> <li>7. Receiving the audio script and checking their</li> </ol>	(60 minutes 12.40-13.40)

Phase	Teacher's (T) Activities	Students' (Ss) Activity	Time
	<p>script (see <b>Appendix K Cycle I Meeting 1A for the script</b>)</p> <p>8. Asking Ss whether their finding is correct or not</p> <p>9. Asking Ss to read at a glance to find new words/new phrases/new idioms/new expressions that they haven't been familiar with</p> <p>10. Asking Ss to identify the falling and rising intonation in questions</p> <p>11. Asking Ss to present their finding</p> <p>12. Asking Ss to formulate the way to ask questions</p> <p>13. Conducting Twenty Questions Game (yes/no questions) Procedure:</p> <p>a. T stands in front of the classroom and gives the game's rule to Ss</p> <p>b. T writes a word on a paper and keeps it.</p> <p>c. T says "I have something in my mind</p> <p>d. Ss ask questions (which only can be answered with yes/no until 19 times)</p> <p>e. In their 20th chance, Ss guess the thing meant.</p>	<p>finding</p> <p>8. Giving information on what being asked</p> <p>9. Stating the new words/new phrases/new idioms/new expressions that they haven't been familiar with</p> <p>10. Noticing the intonation in how to make questions</p> <p>11. Presenting their finding</p> <p>12. Formulating the way to ask questions</p> <p>13. Getting involved in the Twenty Questions Game</p>	

Phase	Teacher's (T) Activities	Students' (Ss) Activity	Time
	f. If Ss are correct they win.		
Closing	<ol style="list-style-type: none"> <li>1. Signalling the lesson is about to end</li> <li>2. Leading Ss to sum up the lesson</li> <li>3. Giving explanation for the Homework -collecting (3000 words &amp; Diary) <b>(see Appendix L Homework 1A for the Longman Communication 3000 and Appendix L Homework 1 B for the Diary Writing 1)</b> -giving (Diary &amp; past verb regular &amp; irregular/ page) <b>(see Appendix L Group Division to know the group division; Appendix L Homework 2A for the Longman Project; and Appendix L Homework 2B for the Diary Writing 2)</b></li> <li>4. Leading the prayer/asking a student to lead the prayer</li> <li>5. Saying goodbye</li> </ol>	<ol style="list-style-type: none"> <li>1. Getting ready to end the lesson</li> <li>2. Summarising the lesson they learned</li> <li>3. Paying attention to T explanation</li> <li>4. Saying their prayer to end the lesson</li> <li>5. Responding to what T says</li> </ol>	(10 minutes 13.40-13.50)

**B. Meeting 2**

<b>Phase</b>	<b>Teachers' (T) Activities</b>	<b>Students' (Ss) Activities</b>	<b>Time</b>
Opening	<ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Leading to prayer</li> <li>3. Checking attendance</li> <li>4. Opening the lesson</li> <li>5. Checking students' prior knowledge</li> <li>6. Relating previous lesson with today's lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering T greeting</li> <li>2. Saying their prayer</li> <li>3. Giving the information</li> <li>4. Paying attention to T</li> <li>5. Stating their knowledge</li> <li>6. Paying attention to T and responding based on their opinion</li> </ol>	(10 minutes 12.30-12.40)
Main Activity	<ol style="list-style-type: none"> <li>1. Asking Ss to read aloud their audio script for the warming up <b>Semi-communicative activity</b></li> <li>2. Conducting Holiday Email Procedure: <ol style="list-style-type: none"> <li>a. T distributes the cue cards (see <b>Appendix K Cycle I Meeting 2A for the cue cards</b>)</li> <li>b. T asks Ss to work in pairs with the same group to construct the question on the missing information.</li> <li>c. T asks Ss to move sitting in pairs to finding the missing information</li> <li>d. Ss do the question</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Reading aloud the audio script</li> <li>2. Doing the Holiday Email</li> <li>3. Doing the Holiday Survey (communicative activity)</li> </ol>	60 minutes



Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>and answer based on the information they needed to find.</p> <p><b>Communicative Activity</b></p> <p>3. Conducting the Holiday survey</p> <p>Procedure:</p> <p>a. T distributes the survey sheet (see <b>Appendix K Cycle I Meeting 2B for the survey sheet</b>)</p> <p>b. T explains the rules.</p> <p>c. Ss interview each other based on the specific information required in the survey sheet until three times.</p> <p>d. Ss select one of the stories which are the most unforgettable according to them.</p> <p>e. Ss report the story they chose in written form.</p>		
Closing	<ol style="list-style-type: none"> <li>1. Signalling the lesson is about to end</li> <li>2. Leading Ss to sum up the lesson</li> <li>3. Giving explanation for the Homework -collecting (Diary &amp; past verb regular &amp; irregular/ page)</li> </ol>	<ol style="list-style-type: none"> <li>1. Getting ready to end the lesson</li> <li>2. Summarising the lesson they learned</li> <li>3. Paying attention to T explanation</li> <li>4. Saying their prayer to end the lesson</li> <li>5. Responding to</li> </ol>	10 minutes

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	-giving (identifying regular sound) (see <b>Appendix L Homework 3 for the Longman Project</b> ) <b>4.</b> Leading the prayer/asking a student to lead the prayer <b>5.</b> Saying goodbye	what T says	

**VII. Assessment**

Grammar Accuracy

Fluency

Vocabulary and Expression

Pronunciation and Intonation

Interactive Skill

**(see Appendix F for the Speaking Assessment Rubric)**

The English Teacher,

The Researcher,

Sri Suryanti

NIP. 19750131 200501 2 008

Meilani

NIM.12202241016

## LESSON PLAN 2

### I. Identity

- A. Name of School : SMA N 1 Godean
- B. Subject : English
- C. Class/Semester : X IS II / 2
1. Number of Ss : 31 (25 girls + 6 boys)
2. Confidence Level
- a. Girls : 6 (+) PD + 13 PD +1 (-) PD
- b. Boys : 2 (+) PD + 10 (PD) + 2 (-) PD
3. Brain Dominance
- a. Girls : 14 (left) + 2 (neutral) + 4 (right)
- b. Boys : 7 (left) + 5 (neutral) + 2 (right)
- D. Main Materials :
- E. Time Allocation : 1 x (2x40 minutes)
- F. Cycle : 1

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<b>Spiritual Competence</b> 1. Comprehending fully and putting into practice the teachings of their religion	Being grateful for the enjoyment of learning English as a communication tool for the international scope	1.2. Being grateful for the opportunity to learn the English language as the medium language used in the international communication that embodies in the learning spirit	Eliciting the points and positive values in the text and associate it with the attributes of The Almighty God	Demonstrating the seriousness in learning English related to text a simple recount text of the childhood experiences	The students mention the relation between the phenomena in the text with God's attribute.
<b>Social Competence</b> 2. Comprehending fully and putting into practice	Demonstrating the acceptable behaviour in the personal, social, cultural, academic,	2.1 Demonstrating the polite and caring behaviour in carrying out the interpersonal	Selecting the useful point as the communication materials and using the appropriate and eligible expressions in	Demonstrating the caring behaviour, confidence and responsibility in carrying	<b>Caring behaviour</b> The students speak in turn. The students respond to

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
the honest behaviour, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive and showing attitudes as part of the solution to the various problems in interacting effectively with the social and natural environment as well as in placing himself/herself as a reflection of the nation in the association world.	and professional environment.	1 communication with teachers and friends 2.2 Demonstrating the honest, discipline, confidence, and responsibility behaviour for implementing a transactional communication with teachers and friends 2.3 Demonstrating the responsible, caring, cooperation, and peaceful behaviour in implementing functional communication.	communicating in the class (eligible pronunciation and intonation, good vocabulary, and good sentence)	out communication related to simple recount text about childhood experiences	their friends. <b>Confidence</b> The students take chance to speak. The students ask questions. The students express their opinion. <b>Responsibility</b> The students do their assignment. The students submit their assignment within the time given.
<b>Knowledge</b> 5. Understanding, implementing, analysing	Identifying the social functions, the structure, and the	3.9 Analysing the social function, the structure of	Mentioning the social function of the text, the structure of the text, key words (part of speech	Identifying the social function, the structure of the text,	Mention the social function of the text. Mention the

<b>Core Competence</b>	<b>English Competence</b>	<b>Basic Competence</b>	<b>Specified Basic Competence</b>	<b>Learning Outcomes</b>	<b>Indicators</b>
the factual, conceptual, procedural knowledge based on the curiosity towards science, technology, arts, culture, and humanities with humanism, nationalism, patriotism, and civilization insight in relation to the phenomena and events causes, as well as applying the procedural knowledge in the specific field of studies according to their talents and interests to solve the problem	language features of the text	the text, and the linguistic elements of text being studied of experiences, phenomenon, and events, simply according to the context	and the meaning), the sentence patterns/expressions, and verb group used in the recount text being studied	and linguistic elements of a simple recount text about childhood experiences	structure of the text. Mention the language features related to the text.
<b>Skill</b>	Constructin	4:13	Exchanging	Respondin	The

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
6. Processing , reasoning, and presenting in the concrete and abstract realm associated with the development of what are learned in the school independently, and is able to use the method according to the rules of science	g oral and written text which is short and simple using the sequential and coherent text structure and using the language features accurately, eligibly, and fluently	Grasping the meaning of the simple recount text both oral and written, about the experiences , activities, phenomena, and events. 4:14 Constructing the simple oral and written texts recount, about activities, phenomena, events by taking into account the social function, the structure of the text, and the correct linguistic elements and in context	information about themselves and their families in the context of life in the classroom, neighbourhood, nation, and country with eligible grammar and pronunciation and easy to understand with the covered topics of holiday experience, childhood experience, the biography text of great people, and the favourite inspiring person.	g to the meaning of a simple recount text about childhood experiences  Producing a simple recount text (spoken) about childhood experiences	students communicate to their friends with good grammar, appropriate vocabulary and expression, correct pronunciation and intonation, and good interactive skill.

## II. Learning Materials

### A. Input Text

A recount text of childhood (see Appendix L)

### B. Vocabulary

Vocabulary: (words related to childhood)

Characters during childhood (adjectives): outgoing, adventurous, curious, brave, loud, quiet, shy, nerdy, polite, rude, spoiled, bratty, impatient, whiny

### **C. Pronunciation and intonation point**

#### **Pronunciation**

ð / and /θ/ sound

Silent g

aʊ/ and /ɪə/diphthong

height, ground, found, sound, the, that, without, there, together, though, with, throw, anything, think, thought, here, hear,

#### **Intonation:**

Rising and Falling Intonation

### **D. Language Focus**

- Simple past tenses
- (statement, question, denial statement)
- Connectors: first, then, after that, finally
- Adverb of time: last weekend, last holiday, two years ago, yesterday
- Action Verbs (Regular/irregular verb)
- Language Functions: Asking and giving information about childhood experience

### **III. Learning Methodology**

Communicative Language Teaching

### **IV. Learning Media**

#### **Technical**

- Power point slide presentation
- Projectors
- Speakers
- Laptop

#### **Nontechnical**

- hand-outs (see **Appendix L Cycle I Meeting 3A and Appendix K Cycle I Meeting 3B for the hand-outs**)

### **V. Learning Sources**

The Speaking 2 Module by Rowena Sace in English Education Department, Faculty of Languages and Arts, Yogyakarta State University Year 2013

### **VI. Procedures (Activity)**



Phase	Teachers' (T) Activities	Students' (Ss) Activity	Time
Opening	<ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Leading to prayer</li> <li>3. Checking attendance</li> <li>4. Opening the lesson</li> <li>5. Checking students' prior knowledge</li> <li>6. Introducing the topic of Childhood</li> <li>7. Relating previous with today's lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering T greeting</li> <li>2. Saying their prayer</li> <li>3. Giving the information</li> <li>4. Paying attention to T</li> <li>5. Stating their knowledge</li> <li>6. Paying attention to T and responding based on their opinion</li> <li>7. Paying attention to T and responding based on their opinion</li> </ol>	(10 minutes 12.30-12.40)
Main Activity	<p><b>Pre-communicative Activity</b></p> <ol style="list-style-type: none"> <li>1. Giving the students blank paper</li> <li>2. Conducting brainstorming (Asking Ss to write as many word as possible when they hear the notion of childhood on the blank paper).</li> <li>3. Asking Ss to mention the words, writing them on the laptop and discussing them with Ss</li> <li>4. Distributing the worksheet (see <b>Appendix L Cycle I Meeting 3A for the worksheet</b>)</li> <li>5. Instructing Ss that they should fill the missing lyrics in the song</li> <li>6. Playing the song (twice)</li> </ol>	<ol style="list-style-type: none"> <li>1. Receiving the blank paper given by T</li> <li>2. Writing as many words as possible the words related to childhood.</li> <li>3. Mentioning the words they wrote and discussing them with T</li> <li>4. Receiving the worksheet</li> <li>5. Paying attention to T</li> <li>6. Listening to the song and trying to filling the blank lyrics (twice)</li> <li>7. Matching their answer</li> <li>8. Practising pronouncing the words correctly</li> <li>9. Singing the song with the correct pronunciation</li> <li>10. Receiving the hand-out given</li> <li>11. Reading the hand-out</li> </ol>	(60 minutes 12.40-13.40)

Phase	Teachers' (T) Activities	Students' (Ss) Activity	Time
	<p>7. Discussing the answer</p> <p>8. Drilling the pronunciation point together</p> <p>9. Inviting Ss to sing together with the correct pronunciation</p> <p>10. Leading Ss to the next activity and distributing the hand-outs (see <b>Appendix K Cycle I Meeting 3B for the hand-outs</b>)</p> <p>11. Asking Ss to read it comprehensively</p> <p>12. Asking Ss to mention the new words they found and discussing it and inviting them to open their dictionary</p> <p>13. Discussing the language focus</p> <p>14. Asking Ss to construct the same sentences based on their information</p> <p>15. Asking Ss to present their writing (in pair with the friends near to them)</p> <p>16. Asking Ss to work in groups based on the division written on their worksheet</p> <p><b>Communicative Activities</b></p> <p>17. Conducting Sharing Embarrassing Story</p>	<p>comprehensively</p> <p>12. Mentioning the new words they found and searching for its meaning in their dictionary</p> <p>13. Listening, answering, and responding to T saying, explanation, and questions.</p> <p>14. Constructing the same sentences based on their information</p> <p>15. Present their writing to their friends</p> <p>16. Moving to their group</p> <p>17. Doing the Sharing Embarrassing Story during Childhood with the only English speaking time rule</p>	

Phase	Teachers' (T) Activities	Students' (Ss) Activity	Time
	<p>during Childhood</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>a. Ss sit in their group.</li> <li>b. Ss are telling each other experience in turn.</li> <li>c. The other Ss who become the listeners may ask questions if they want to know about something.</li> <li>d. Each group decides which stories is the funniest amongst all.</li> <li>e. The representative of each group retells the funniest story they select.</li> </ol> <p>18. Introducing and applying the only English speaking time rule during the communicative activity for the first time</p> <p>Rule: Ss are to speak with English only. If they speak with other language they will be fined. Rp1000 per word. The use of body language is permitted.</p>		
Closing	1. Signalling the lesson	1. Getting ready to end	(10 minutes)

Phase	Teachers' (T) Activities	Students' (Ss) Activity	Time
	<p>is about to end</p> <p>2. Leading Ss to sum up the lesson</p> <p>3. Giving explanation for the Homework -collecting (Diary &amp; past verb regular &amp; irregular/ page) -giving (see <b>Appendix L Homework 4 for the Longman Project</b>)</p> <p>4. Leading the prayer/asking a student to lead the prayer</p> <p>5. Saying goodbye</p>	<p>the lesson</p> <p>2. Summarising the lesson they learned</p> <p>3. Paying attention to T explanation</p> <p>4. Saying their prayer to end the lesson</p> <p>5. Responding to what T says</p>	13.40-13.50)

## VII. Assessment

Grammar Accuracy

Fluency

Vocabulary and Expression

Pronunciation and Intonation

Interactive Skill

(see **Appendix F for the Speaking Assessment Rubric**)

The English Teacher,

The Researcher,

Sri Suryanti

NIP. 19750131 200501 2 008

Meilani

NIM.12202241016

### LESSON PLAN 3

#### I. Identity

- A. Name of School : SMA N 1 Godean
- B. Subject : English
- C. Class/Semester : X IS II / 2
1. Number of Ss : 31 (25 girls + 6 boys)
  2. Confidence Level
    - a. Girls : 6 (+) PD + 13 PD +1 (-) PD
    - b. Boys : 2 (+) PD + 10 (PD) + 2 (-) PD
  3. Brain Dominance
    - a. Girls : 14 (left) + 2 (neutral) + 4 (right)
    - b. Boys : 7 (left) + 5 (neutral) + 2 (right)
- D. Main Materials :
- E. Time Allocation : 2 x (2x40 minutes)
- F. Cycle : 2

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<b>Spiritual Competence</b> 1. Comprehending fully and putting into practice the teachings of their religion	Being grateful for the enjoyment of learning English as a communication tool for the international scope	1.3. Being grateful for the opportunity to learn the English language as the medium language used in the international communication that embodies in the learning spirit	Eliciting the points and positive values in the text and associate it with the attributes of The Almighty God	Demonstrating the seriousness in learning English related to text a simple recount text of great people (short biography text)	The students mention the relation between the phenomena in the text with God's attribute.
<b>Social Competence</b> 2. Comprehending fully and putting into practice	Demonstrating the acceptable behaviour in the personal, social, cultural, academic,	2.1 Demonstrating the polite and caring behaviour in carrying out the interpersonal	Selecting the useful point as the communication materials and using the appropriate and eligible expressions in	Demonstrating the caring behaviour, confidence and responsibility in carrying	<b>Caring behaviour</b> The students speak in turn. The students respond to

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
the honest behaviour, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive and showing attitudes as part of the solution to the various problems in interacting effectively with the social and natural environment as well as in placing himself/herself as a reflection of the nation in the association world.	and professional environment.	1 communication with teachers and friends 2.2 Demonstrating the honest, discipline, confidence, and responsibility behaviour for implementing a transactional communication with teachers and friends 2.3 Demonstrating the responsible, caring, cooperation, and peaceful behaviour in implementing functional communication.	communicating in the class (eligible pronunciation and intonation, good vocabulary, and good sentence)	out communication related to simple recount text about great people (short biography text)	their friends. <b>Confidence</b> The students take chance to speak. The students ask questions. The students express their opinion. <b>Responsibility</b> The students do their assignment. The students submit their assignment within the time given.
<b>Knowledge</b> 7. Understanding, implementing, analysing	Identifying the social functions, the structure, and the	3.9 Analysing the social function, the structure of	Mentioning the social function of the text, the structure of the text, key words (part of speech	Identifying the social function, the structure of the text,	Mention the social function of the text. Mention the

<b>Core Competence</b>	<b>English Competence</b>	<b>Basic Competence</b>	<b>Specified Basic Competence</b>	<b>Learning Outcomes</b>	<b>Indicators</b>
the factual, conceptual, procedural knowledge based on the curiosity towards science, technology, arts, culture, and humanities with humanism, nationalism, patriotism, and civilization insight in relation to the phenomena and events causes, as well as applying the procedural knowledge in the specific field of studies according to their talents and interests to solve the problem	language features of the text	the text, and the linguistic elements of text being studied of experiences, phenomenon, and events, simply according to the context	and the meaning), the sentence patterns/expressions, and verb group used in the recount text being studied	and linguistic elements of a simple recount text about great people (short biography text)	structure of the text. Mention the language features related to the text.
<b>Skill</b>	Constructin	4:13	Exchanging	Respondin	The

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
8. Processing , reasoning, and presenting in the concrete and abstract realm associated with the development of what are learned in the school independently, and is able to use the method according to the rules of science	g oral and written text which is short and simple using the sequential and coherent text structure and using the language features accurately, eligibly, and fluently	Grasping the meaning of the simple recount text both oral and written, about the experiences , activities, phenomena, and events. 4:14 Constructin g the simple oral and written texts recount, about activities, phenomena, events by taking into account the social function, the structure of the text, and the correct linguistic elements and in context	information about themselves and their families in the context of life in the classroom, neighbourhood, nation, and country with eligible grammar and pronunciation and easy to understand with the covered topics of holiday experience, childhood experience, the biography text of great people, and the favourite inspiring person.	g to the meaning of a simple recount text about holiday experiences  Producing a simple recount text (spoken) about great people (short biography text)	students communicate to their friends with good grammar, appropriate vocabulary and expression, correct pronunciation and intonation, and good interactive skill.

## II. Learning Materials

### A. Input Text

The Biography of Shergey Brin (see **Appendix K Cycle 2 Meeting 1A for Shergey Brin’s biography**)

Steve Jobs’ speech

### B. Vocabulary

cofound, develop, emigrate, graduate, invest, famous, genius, investor, establish,



wealth

### **C. Pronunciation and intonation point**

#### **Pronunciation:**

The international alphabet spelling (see **Appendix K Cycle 2 Meeting 1B for the international spelling**)

#### **Intonation:**

Rising and Falling Intonation

### **D. Language Focus**

- Simple past tenses (statement, question, denial statement)
- Connectors: first, then, after that, finally
- Adverb of time: last weekend, last holiday, two years ago, yesterday
- Action Verbs (Regular/irregular verb)
- Language Functions: Asking and giving information about the biography of great people.

## **III. Learning Methodology**

Communicative Language Teaching

## **IV. Learning Media**

### **Technical**

- Power point slide presentation
- Projectors
- Speakers
- Laptop

### **Nontechnical**

- hand-outs (see **Appendix K Cycle 2 Meeting 1A for Shergey Brin's biography and Appendix K Cycle 2 Meeting 1B for the international spelling**)
- Information Gap Sheet (see **Appendix K Cycle 2 Meeting 1C for the sheet**)

## **V. Learning Sources**

[www.youtube.com](http://www.youtube.com)

[www.famouspeoplelesson.com](http://www.famouspeoplelesson.com)

## VI. Procedures (Activity)

### A. Meeting 1 (80 minutes)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
Opening	<ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Leading to prayer</li> <li>3. Checking attendance</li> <li>4. Opening the lesson</li> <li>5. Checking students' prior knowledge</li> <li>6. Conducting Vocabulary Quiz</li> </ol> <p>Procedure:</p> <ol style="list-style-type: none"> <li>a. Ss are to study the new words they learn in the previous meeting within the given time.</li> <li>b. T mentions word per word (the English or the Indonesian version) and asks Ss to mention the contrary orally.</li> <li>c. Ss who know the word raise their hands.</li> <li>d. T points the student who is the fastest.</li> <li>e. If the answer is right, Ss get point if it is wrong it is answered by the other student appointed.</li> </ol> <ol style="list-style-type: none"> <li>7. Introducing the topic of "Great People"</li> <li>8. Relating previous lesson with today's lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering T greeting</li> <li>2. Saying their prayer</li> <li>3. Giving the information</li> <li>4. Paying attention to T</li> <li>5. Stating their knowledge</li> <li>6. Being involved in the vocabulary quiz</li> <li>7. Paying attention to T and responding based on their opinion</li> <li>8. Paying attention to T and responding based on their opinion</li> </ol>	(10 minutes 12.30- 12.40)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
Main Activity	<p><b>Pre-communicative Activity</b></p> <ol style="list-style-type: none"> <li>1. Building Ss' knowledge of Sergey Brin (asking, stimulating)</li> <li>2. Distributing the hand-out (see <b>Appendix K Cycle 2 Meeting 1 A for the hand-out</b>)</li> <li>3. Leading Ss to do Task 1 and Task 2</li> <li>4. Asking T to write their answer on the board, discussing it, and doing pronunciation drilling in the words related to Task 1 and Task 2</li> <li>5. Asking Ss to move to the Task 3</li> <li>6. Asking Ss to read it aloud in pairs</li> <li>7. Introducing the way to spell letter internationally and distributing the hand-out (see <b>Appendix K Cycle 2 Meeting 1B for the international spelling</b>)</li> <li>8. Telling a story about Yuyun—an intermezzo (funny phenomenon of spelling letter to make Ss realized that spelling is important)</li> <li>9. Drilling Ss pronouncing the letter</li> <li>10. Inviting Ss to move to the next activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering T questions</li> <li>2. Receiving the hand-out</li> <li>3. Doing Task 1 and Task 2</li> <li>4. Writing their answer on the board, joining the discussion, and pronouncing the words being drilled correctly</li> <li>5. Paying attention to Task 3</li> <li>6. Reading the conversation in Task 3 aloud with their friends</li> <li>7. Listening to T and receiving the hand-out</li> <li>8. Listening to T story</li> <li>9. Pronouncing the letter correctly</li> <li>10. Getting ready to move to the next activity</li> </ol> <p>11&amp;12 Doing the "Great People Missing Identity" with the rule of only English speaking time.</p> <ol style="list-style-type: none"> <li>13. Listening to T</li> </ol>	(60 minutes 12.40- 13.40)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p><b>Semi-communicative Activity</b></p> <p>11. Conducting information gap activity entitled "Great People Missing Identity"</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>a. Distributing the worksheet (see <b>Appendix K Cycle 2 Meeting 1C for the worksheet</b>)</li> <li>b. Explaining the procedure to the students.</li> <li>c. Ss are to work with their chair mate (in pairs).</li> <li>d. They use the questions example given in the conversation Task 3 to reveal the missing identity.</li> <li>e. They use the international spelling to spell letter.</li> </ol> <p>12. Applying the only English speaking time rule during the communicative activity for the first time.</p> <p>Rule: Ss are to speak with English only. If they speak with other</p>	<p>feedback.</p>	

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>language they will be fined. Rp1000 per word. The use of body language is permitted.</p> <p>13. Giving feedback to Ss.</p>		
Closing	<p>2. Signalling the lesson is about to end</p> <p>3. Leading Ss to sum up the lesson</p> <p>4. Giving explanation for the Homework -collecting (Longman Project) -giving: finding the biography of their most favourite inspiring person (<b>see Appendix L Homework 5 for the guideline</b>)</p> <p>5. Leading the prayer/asking a student to lead the prayer</p> <p>6. Saying goodbye</p>	<p>1. Getting ready to end the lesson</p> <p>2. Summarising the lesson they learned</p> <p>3. Paying attention to T explanation</p> <p>4. Saying their prayer to end the lesson</p> <p>5. Responding to what T says</p>	(10 minutes 13.40- 13.50)

### B. Meeting 2 (80 minutes)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
Opening	<p>1. Greeting the students</p> <p>2. Leading to prayer</p> <p>3. Checking attendance</p> <p>4. Opening the lesson</p> <p>5. Checking students' prior knowledge</p> <p>6. Conducting Vocabulary Quiz</p> <p>Procedure:</p> <p>a. Ss are to study the new</p>	<p>1. Answering T greeting</p> <p>2. Saying their prayer</p> <p>3. Giving the information</p> <p>4. Paying attention to T</p> <p>5. Stating their knowledge</p>	(10 minutes 12.30-12.40)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>words they learn in the previous meeting within the given time.</p> <p>b. T mentions word per word (the English or the Indonesian version) and asks Ss to mention the contrary orally.</p> <p>c. Ss who know the word raise their hands</p> <p>d. T points the student who is the fastest.</p> <p>e. If the answer is right, Ss get point if it is wrong it is answered by the other student appointed.</p> <p>7. Relating previous lesson with today's lesson</p>	<p>6. Being involved in the vocabulary quiz</p> <p>7. Paying attention to T</p>	
Main Activity	<p><b>Communicative Activity</b></p> <p>1. Building Ss' knowledge of Steve Jobs.</p> <p>2. Distributing the blank paper to Ss.</p> <p>3. Telling Ss that today they are going to watch a video of Steve Job (inspiring speech)</p> <p>4. Asking Ss to write any information they get during the video watching especially about the life story of Steve Jobs</p> <p>5. Playing the video and making sure that Ss can watch and hear it clearly</p> <p>6. Asking Ss opinion about Steve Jobs' speech</p> <p>7. Asking Ss to sit with their</p>	<p>1. Stating what they know about Steve Jobs and listening to the new information given.</p> <p>2. Receiving the blank paper given by T</p> <p>3. Listening to what T explains</p> <p>4. Paying attention to what T instructs.</p> <p>5. Paying attention to the video and taking note on information they get on the blank</p>	<b>(60 minutes 12.40-13.40)</b>

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>group (the name of group division is written in the blank paper given previously)</p> <p>8. Distributing the Asturo paper 1 sheet per group</p> <p>9. Conducting the Steve Jobs Life Story Timeline</p> <p>Procedure:</p> <p>a. Ss work in the group. They gathered the information that they got to make Steve Jobs' life timeline (timeline: date, year, event)</p> <p>b. Ss have to communicate with English (the rule of only English speaking time is put into effect).</p> <p>c. The group which makes the most informative timeline and which communicates with English a lot to finish their work will be the winner. (The collaborators and I will be the observer.)</p> <p>10. Collecting Ss work</p> <p>11. Giving feedback to Ss</p>	<p>paper</p> <p>6. Stating their opinion about Steve Jobs' speech</p> <p>7. Moving to their group</p> <p>8. Receiving the Asturo paper given</p> <p>9. Doing the Steve Jobs' Life Story Timeline</p> <p>10. Submitting their work</p> <p>11. Paying attention to T feedback</p>	
Closing	<p>1. Signalling the lesson is about to end</p> <p>2. Leading Ss to sum up the lesson</p> <p>3. Giving explanation for the Homework -collecting (Ss homework on the biography of their</p>	<p>6. Getting ready to end the lesson</p> <p>7. Summarising the lesson they learned</p> <p>8. Paying attention to T explanation</p> <p>9. Saying their</p>	(10 minutes 13.40-13.50)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	favourite inspiring person— pre-communicative activity for the sixth meeting) -giving (Reading Exercise) (see <b>Appendix L            Homework 6 for the            homework—pre-            communicative activity            for the sixth meeting</b> ) 4. Leading the prayer/asking a student to lead the prayer 5. Saying goodbye	prayer to end the lesson 10. Responding to what T says	

## VII. Assessment

Grammar Accuracy

Fluency

Vocabulary and Expression

Pronunciation and Intonation

Interactive Skill

(see **Appendix F for the Speaking Assessment Rubric**)

The English Teacher,

The Researcher,

Sri Suryanti

NIP. 19750131 200501 2 008

Meilani

NIM.12202241016



## LESSON PLAN 4

### I. Identity

- A. Name of School : SMA N 1 Godean
- B. Subject : English
- C. Class/Semester : X IS II / 2
1. Number of Ss : 31 (25 girls + 6 boys)
2. Confidence Level
- a. Girls : 6 (+) PD + 13 PD +1 (-) PD
- b. Boys : 2 (+) PD + 10 (PD) + 2 (-) PD
3. Brain Dominance
- a. Girls : 14 (left) + 2 (neutral) + 4 (right)
- b. Boys : 7 (left) + 5 (neutral) + 2 (right)
- D. Main Materials :
- E. Time Allocation : 1 x (2x40 minutes)
- F. Cycle : 2

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
<b>Spiritual Competence</b> 1. Comprehending fully and putting into practice the teachings of their religion	Being grateful for the enjoyment of learning English as a communication tool for the international scope	1.4. Being grateful for the opportunity to learn the English language as the medium language used in the international communication that embodies in the learning spirit	Eliciting the points and positive values in the text and associate it with the attributes of The Almighty God	Demonstrating the seriousness in learning English related to text a simple recount text of the most favourite inspiring person	The students mention the relation between the phenomena in the text with God's attribute.
<b>Social Competence</b> 2. Comprehending fully and putting into practice	Demonstrating the acceptable behaviour in the personal, social, cultural, academic,	2.1 Demonstrating the polite and caring behaviour in carrying out the interpersonal	Selecting the useful point as the communication materials and using the appropriate and eligible expressions in	Demonstrating the caring behaviour, confidence and responsibility in carrying	<b>Caring behaviour</b> The students speak in turn. The students respond to

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
the honest behaviour, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive and showing attitudes as part of the solution to the various problems in interacting effectively with the social and natural environment as well as in placing himself/herself as a reflection of the nation in the association world.	and professional environment.	1 communication with teachers and friends 2.2 Demonstrating the honest, discipline, confidence, and responsibility behaviour for implementing a transactional communication with teachers and friends 2.3 Demonstrating the responsible, caring, cooperation, and peaceful behaviour in implementing functional communication.	communicating in the class (eligible pronunciation and intonation, good vocabulary, and good sentence)	out communication related to simple recount text about the most favourite inspiring person	their friends. <b>Confidence</b> The students take chance to speak. The students ask questions. The students express their opinion. <b>Responsibility</b> The students do their assignment. The students submit their assignment within the time given.
<b>Knowledge</b> 9. Understanding, implementing, analysing	Identifying the social functions, the structure, and the	3.9 Analysing the social function, the structure of	Mentioning the social function of the text, the structure of the text, key words (part of speech	Identifying the social function, the structure of the text,	Mention the social function of the text. Mention the

<b>Core Competence</b>	<b>English Competence</b>	<b>Basic Competence</b>	<b>Specified Basic Competence</b>	<b>Learning Outcomes</b>	<b>Indicators</b>
the factual, conceptual, procedural knowledge based on the curiosity towards science, technology, arts, culture, and humanities with humanism, nationalism, patriotism, and civilization insight in relation to the phenomena and events causes, as well as applying the procedural knowledge in the specific field of studies according to their talents and interests to solve the problem	language features of the text	the text, and the linguistic elements of text being studied of experiences, phenomenon, and events, simply according to the context	and the meaning), the sentence patterns/expressions, and verb group used in the recount text being studied	and linguistic elements of a simple recount text about the most favourite inspiring person	structure of the text. Mention the language features related to the text.
<b>Skill</b>	Constructin	4:13	Exchanging	Respondin	The

Core Competence	English Competence	Basic Competence	Specified Basic Competence	Learning Outcomes	Indicators
10. Processing, reasoning, and presenting in the concrete and abstract realm associated with the development of what are learned in the school independently, and is able to use the method according to the rules of science	g oral and written text which is short and simple using the sequential and coherent text structure and using the language features accurately, eligibly, and fluently	Grasping the meaning of the simple recount text both oral and written, about the experiences, activities, phenomena, and events. 4:14 Constructing the simple oral and written texts recount, about activities, phenomena, events by taking into account the social function, the structure of the text, and the correct linguistic elements and in context	information about themselves and their families in the context of life in the classroom, neighbourhood, nation, and country with eligible grammar and pronunciation and easy to understand with the covered topics of holiday experience, childhood experience, the biography text of great people, and the favourite inspiring person.	g to the meaning of a simple recount text about the most favourite inspiring person  Producing a simple recount text (spoken) about the most favourite inspiring person	students communicate to their friends with good grammar, appropriate vocabulary and expression, correct pronunciation and intonation, and good interactive skill.

## II. Learning Materials

### A. Input Text

The biography of students' favourite inspiring person

### B. Vocabulary and expression

Varied (based on the students' text)

### C. Pronunciation and intonation point

**Pronunciation**

Varied (based on the students' text)

**Intonation Point**

Rising and Falling Intonation

**D. Language focus**

- Simple past tenses (statement, question, denial statement)
- Connectors: first, then, after that, finally
- Adverb of time: last weekend, last holiday, two years ago, yesterday
- Action Verbs (Regular/irregular verb)
- Language Functions: Asking and giving information about own favourite inspiring person

**III. Learning Methodology**

Communicative Language Teaching

**IV. Learning Media****Technical**

- Hand phones

**Nontechnical**

- Pictures (see Appendix K Cycle 2 Meeting 3A for the pictures)

**V. Learning Sources**

Various sources accessed by the students

**VI. Procedures (Activity)**

<b>Phase</b>	<b>Teachers' (T) Activities</b>	<b>Students' (Ss) Activities</b>	<b>Time</b>
Opening	1. Greeting the students 2. Leading to prayer 3. Checking attendance 4. Opening the lesson 5. Checking students' prior knowledge 6. Conducting the vocabulary quiz Procedure: a. Ss are to study the new	1. Answering T greeting 2. Saying their prayer 3. Giving the information 4. Paying attention to T 5. Stating their prior knowledge 6. Being involved in the vocabulary quiz 7. Paying attention to T and	(10 minutes 12.30- 12.40)

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>words they learn in the previous meeting within the given time.</p> <p>b. T mentions word per word (the English or the Indonesian version) and asks Ss to mention the contrary orally.</p> <p>c. Ss who know the word raise their hands.</p> <p>d. T points the student who is the fastest.</p> <p>e. If the answer is right, Ss get point if it is wrong it is answered by the other student appointed.</p> <p>7. Introducing the topic of 'My Favourite Inspiring Person'</p> <p>8. Relating previous lesson with today's lesson</p>	<p>8. Responding based on their opinion</p>	
Main Activity	<p><b>Communicative Activity</b></p> <p>1. Conducting the "My Favourite Inspiring person activity"</p> <p>Procedure:</p> <p>a. Previously Ss are to submit the short bio of their favourite inspiring person.</p> <p>b. Each student is given the picture of their favourite inspiring person (see <b>Appendix K Cycle 2 Meeting 3A for the pictures</b>).</p> <p>c. Ss are in the group of</p>	<p>1. Doing the "My Favourite Inspiring person activity"</p> <p>2. Paying attention to T feedback and receiving the reward for the group winning</p>	<p>(60 minutes 12.40-13.40)</p>

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>5-6 (selected by the teacher without known by the students; the name of their group was written on the picture of their favourite inspiring person)</p> <p>d. Each student is given the speaking assessment rubric.</p> <p>e. Each student is to tell about their favourite inspiring person within 5 minutes in the group. The other Ss listen and assess their friend's speaking. When their friends were running out of words, the other students ask them questions to stimulate them to talk within 5 minutes. It was also used for the other students to know how well the speaker knows about their favourite inspiring person.</p> <p>f. Each group selects their representative to compete in the next activity. The selected representative should be the one who knows her/his favourite inspiring person very</p>		

Phase	Teachers' (T) Activities	Students' (Ss) Activities	Time
	<p>well and was able to tell it to their friends.</p> <p>g. Each representative of the group comes in front and is given 1 minute to tell about their favourite inspiring person as informative as possible. The other Ss listen and assess.</p> <p>h. The other Ss selects the winner objectively. Each group cannot vote their own representative.</p> <p>2. Providing the feedback &amp; giving reward.</p>		
Closing	<ol style="list-style-type: none"> <li>1. Signalling the lesson is about to end</li> <li>2. Leading Ss to sum up the lesson</li> <li>3. Giving explanation for the Homework -collecting</li> <li>4. Leading the prayer/asking a student to lead the prayer</li> <li>5. Saying goodbye</li> </ol>	<ol style="list-style-type: none"> <li>1. Getting ready to end the lesson</li> <li>2. Summarising the lesson they learned</li> <li>3. Paying attention to T explanation</li> <li>4. Saying their prayer to end the lesson</li> <li>5. Responding to what T says</li> </ol>	<p><b>(10 minutes 13.40- 13.50)</b></p>



**VII. Assessment**

Grammar Accuracy

Fluency

Vocabulary and Expression

Pronunciation and Intonation

Interactive Skill

**(see Appendix F for the Speaking Assessment Rubric)**

The English Teacher,

The Researcher,

Sri Suryanti

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Meilani

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# **APPENDIX K**

## **LEARNING MATERIALS AND TASKS**

## APPENDIX K | LEARNING MATERIALS AND TASKS

### CYCLE I MEETING 1A

*Let's Improve Our Speaking Skills* 🌐 *Recount Text—Holiday*

#### Text 1: How was Your Vacation?

- Lily** : Hey, **how was your vacation?**  
**Prim** : It *was* very fun.  
**Lily** : **Where did you go?**  
**Prim** : I *went* to the beach.  
**Lily** : **Who did you go with?**  
**Prim** : I *went* with my father, mother, and older sister.  
**Lily** : **Do you have a house at the beach?**  
**Prim** : No, we *stayed* at the hotel.  
**Lily** : **Aah, which hotel did you stay at?**  
**Prim** : It's called the Imperial.  
**Lily** : Have you stayed there before?  
**Prim** : We've been going there for years..  
**Lily** : It must be very nice.  
**Prim** : Yes, it's very nice and not too expensive.  
**Lily** : **Did you play in the water?**  
**Prim** : Yes, I *went* swimming and rode banana boat.  
**Lily** : **How about your older sister?**  
**Prim** : She does not like the water. She likes to sit on the beach and read the book.  
**Lily** : **What do your father and mother like to do?**  
**Prim** : They like to eat at the restaurant.  
**Lily** : **How long was your vacation?**  
**Prim** : Three to four days.  
**Lily** : **Will you go there again next year?**  
**Prim** : Of course.

#### Text 2: How was your vacation?

- Gale** : So, **how was your vacation?**  
**Brandy** : **Oh!** This *was* the best vacation I've ever had in my life!  
**Gale** : **Wow! Where did you go?**  
**Brandy** : We *went* to the Bahamas. It's such an amazing place.  
**Gale** : **Really? Did you go with your parents?**  
**Brandy** : Of course not! I went with my cousins. We *had* a blast!  
**Gale** : I can imagine that. **Did you take any pictures?**  
**Brandy** : Yes, I'll be uploading them to Facebook today. You can check them out.  
**Gale** : That'd be great!

#### Text 3: My Holidays were Awful

- Brandy** : Hey Jerry! Glad to see you're back. **How were the hols?**  
**Jerry** : Don't ask, Brandy! I should've had better holidays.  
**Brandy** : **Why? What happened?**  
**Jerry** : It was a series of disasters. I mean.. seriously.  
**Brandy** : **Really, Jerry?**  
**Jerry** : Yep. My flight *got* delayed 7 hours. Then the taxi to the hotel room *broke* down.  
**Brandy** : **Goodness!**  
**Jerry** : The hotel *was* terrible, I mean the food *was* awful.  
**Brandy** : I'm sorry to hear that, Jerry. It all sounds so bad.  
**Jerry** : But that's not all, Brandy. I *got* sick from the bad food and I *couldn't* go out of the hotel room for 3 days.  
**Brandy** : **Gosh, Jerry!** You've had the most awful vacation ever!  
**Jerry** : I know, Brandy. It *was* hell.

## CYCLE I MEETING 1B

Student's Number: \_\_\_\_\_

**Task 1| Listen to the audios and try to answer these following questions.**

Questions	Text 1	Text 2	Text 3
1. How many speakers are involved?			
2. Who are they (possibly)?			
3. Where did the conversation take place (possibly)?			
4. What are they talking about?			

**Task 2| Pay attention to the following sentences. State whether they end in rising intonation or falling intonation by listening to the audios again. Number one has been done as an example.**

- |   |   |
|---|---|
| 1. How was your vacation?                     | 10. How was your vacation?                |
| 2. Where did you go?                          | 11. Will you go there again next year?    |
| 3. Who did you go with?                       | 12. Where did you go?                     |
| 4. Do you have a house at the beach?          | 13. Really? Did you go with your parents? |
| 5. Which hotel did you stay at?               | 14. Did you take any pictures?            |
| 6. Did you play in the water?                 | 15. How <i>were</i> the hols?             |
| 7. How about your older sister?               | 16. Why? What <i>happened</i> ?           |
| 8. What do your father and mother like to do? | 17. Really, Jerry?                        |
| 9. How long was your vacation?                |   |

## CYCLE I MEETING 1B (CONT.)

Student's Number: \_\_\_\_\_

**Task 3| Answer these following questions by referring to Task 2. Discuss in a group of 4.**

1. What numbers of questions end up with rising intonation?

---



---

2. What are their characteristics?

---



---

3. What numbers of questions end up with falling intonation?

---



---

4. What are their characteristics?

---



---

**Task 4| Look at the following chart. In group of 4, try to formulate these following questions.**

Yes/No Question	WH Question
Do you have a house at the beach?	How was your vacation?
Did you play in the water?	Where did you go?
Will you go there again next year?	Who did you go with?
Did you go with your parents?	Which hotel did you stay at?
Did you take any pictures?	How about your older sister?
	What do your father and mother like to do?
	How long was your vacation?
	How <i>were</i> the hols?
	What <i>happened</i> ?

Formula:

Yes/No Question	WH Question

## CYCLE I MEETING 2A

## Holiday Email

**Student A**

You received an email from your friend this morning, but when you printed it, some of the words were missing. Write questions to find the missing information. When you have written all the questions, work with Student B. Take it in turns to ask and answer the questions. Write the answers on the e-mail in the spaces provided.

1. When did you go?
3. Where \_\_\_\_\_ ?
5. How long \_\_\_\_\_ ?
7. What \_\_\_\_\_ ?
9. What \_\_\_\_\_ like?
11. What \_\_\_\_\_ like?

From : Sue Smith  
 Date : Sunday, December 27, 2015 2.34pm  
 To : 'Kate Jones' [katejones@gmail.com](mailto:katejones@gmail.com)  
 Subjects: Hols

Hi Kate,  
 Sorry I haven't got back to you till now—I've been on holiday! I went on (1) \_\_\_\_\_ just before you emailed me. Anyway, I went with the school to (3) \_\_\_\_\_. We got there by plane and we stayed for (5) \_\_\_\_\_. Honestly Kate, the hotel was fantastic and every night we (7) \_\_\_\_\_ (you should have seen the teacher dancing!) The food was lovely and the people were (9) \_\_\_\_\_. I bought loads of souvenirs (I've even got one for you!) The weather was (11) \_\_\_\_\_. I got back last night and that's when I saw your message. Let's meet this week and I'll show you the photos. Can't wait!

Lots of Love  
 Sue Y

## Holiday Email

**Student B**

You received an email from your friend this morning, but when you printed it, some of the words were missing. Write questions to find the missing information. When you have written all the questions, work with Student A. Take it in turns to ask and answer the questions. Write the answers on the e-mail in the spaces provided.

2. Who did you go with?
4. How \_\_\_\_\_ ?
6. What \_\_\_\_\_ like?
8. What \_\_\_\_\_ like?
10. What \_\_\_\_\_ ?
12. When \_\_\_\_\_ ?

From : Sue Smith  
 Date : Sunday, December 27, 2015 2.34pm  
 To : 'Kate Jones' [katejones@gmail.com](mailto:katejones@gmail.com)  
 Subjects: Hols

Hi Kate,  
 Sorry I haven't got back to you till now—I've been on holiday! I went on August 15th just before you emailed me. Anyway, I went with (2) \_\_\_\_\_ to Malta. We got there by (4) \_\_\_\_\_ and we stayed for two weeks. Honestly Kate, the hotel was (6) \_\_\_\_\_ and every night we went to the disco (you should have seen the teacher dancing!) The food was (8) \_\_\_\_\_ and the people were really friendly I bought (10) \_\_\_\_\_ (I've even got one for you!) The weather was amazing. I got back (12) \_\_\_\_\_ and that's when I saw your message. Let's meet this week and I'll show you the photos. Can't wait!

Lots of Love  
 Sue Y

CYCLE I MEETING 2B

## Holiday Survey

Before you start this exercise, you will have to complete Holiday email. Work with a partner. Transfer the questions you asked each other in the previous exercise into the left-hand column. Then interview each other about your most unforgettable holiday. Write notes in the column marked 'My Friends'.



When you have finished, work with another another pair and interview them. Write down notes in the columns marked 2 and 3.

Clue	My Friends		
	Name:	Name:	Name:
Time (start)			
With who			
Place			
Transportation			
Duration			
Impression (inn)			
Activities			
The food			
Impression (people)			
Weather			
Time (finish)			





## CYCLE I MEETING 3A

**Brainstorm:** With a partner, brainstorm as many words as you can about *childhood!*

**Listening Activity:** Fill in the blanks!

<p style="text-align: center;"><b>"We're Going To Be Friends"</b></p> <p>Fall is _____, _____ the yell          _____ to school, ring the _____          _____ shoes, walking blues          climb the _____, books and _____          I can _____ that we are going to be friends          I can _____ that we are going to be friends</p> <p>Walk with me, Suzy Lee          through the _____ and by the _____          we will _____ upon the ground          and look at all the _____ we found          _____ walk to school without a sound          _____ walk to school without a sound</p> <p>Here we are, no one _____          we walked to school all by _____          there's _____ on our uniforms          from _____ all the _____ and worms          we clean up and now its time to learn          we clean up and now its time to learn</p>	<p>Numbers, _____, learn to spell          nouns, and books, and _____ and _____          at _____ we will throw the ball          back to class, through the hall          teacher marks our _____ against the wall          teacher marks our _____ against the wall</p> <p>We don't notice any time _____          we don't notice anything          we sit _____ by _____ in every class          _____ thinks that I sound funny          but she _____ the way you sing</p> <p>Tonight I'll _____ while I'm in my bed          when _____ thoughts go through my _____          about the bugs and alphabet          and when I wake _____ I'll bet          that you and I will walk _____ again          I can tell that we are going to be friends</p>
--	---



## CYCLE I MEETING 3B

**Week 3- "Growing Up"**

"If you carry your childhood with you, you never become older."  
- Tom Stoppard

**Words to Know:** neighborhood, extracurricular activities, recess, cartoons, siblings, pets, playground, stuffed animals, toys, school supplies, field trip, mature, chores, allowance, memory, curfew, a crush

Baby/Infant→Kid/Child→Adolescent/Teenager (13-19 years old)→Adult/Grown-Up

**Child-** Singular- I am an only child.  
Plural- My parents had two children, my brother and me.  
Siblings- I have two siblings, an older brother and a younger sister.  
Childhood- I had a happy childhood.

**Born-** I was born on January 27, 1992. I was born in Sleman, Yogyakarta.

**Raise-** My mother and father raised me. I was raised in Wonosobo.

**Grow Up-** I grew up in Yogyakarta.

**Take care of / Look after-** My grandparents took care of me when my parents were at work. / My grandparents looked after me when my parents were at work.

**Fight ↔ Get Along-** I fought with my brother, growing up. However, my sister and I got along really well.

**Allow (v)-** At age 10, I was allowed to ride my bike around the neighborhood after dark. My parents did not allow me to drive a car, though.

**Used to (v)-** My best friend's name was Tsani. We used to play jump rope every day at school.

**Remember (v)-** I remember when I was 8 years old I won a trophy.

**Memory (n)-** My earliest memory is the day I fell down the steps in my house. I was 3-years-old.

**Personality-** How were you as a child?  
What were you like as a child?  
What kind of personality did you have?

I was... outgoing, adventurous, curious, brave, loud, etc. [An extrovert]  
quiet, shy, nerdy, polite, etc. [An introvert]  
rude, spoiled, bratty, impatient, whiny, etc. [Badly behaved]

www.PageBorders.net

## CYCLE 2 MEETING 1A

Name/no: **Task 1 | Read the text and change the verbs in the brackets into the correct form.****Sergey Brin**

Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines. He \_\_\_\_\_ (co-found) Google with his research partner Larry Page. The whole world knows about Google, but perhaps knows little about Sergey Brin. He is the President of Technology at Google and takes an active role in shaping the company's future. He is the fourth youngest billionaire in the world.

Brin \_\_\_ (is) born in Moscow in 1973. Both his mother and father \_\_\_ (are) mathematicians, which \_\_\_ (may) explain Sergey's genius for numbers and formulae. Brin and his family \_\_\_\_\_ (emigrate) to the United States when he \_\_\_ (is) six. He \_\_\_\_\_ (attend) a Montessori school and his father \_\_\_\_\_ (develop) his interest in maths. He \_\_\_\_\_ (graduate) from Stanford university in 1993 with a degree in maths and computer science.

Brin \_\_\_\_\_ (finish) his master's degree in computer science at America's prestigious Stanford University. He \_\_\_\_\_ (start) his Ph.D. on the processes and calculations that search engines use. He \_\_\_\_\_ (team) up with Larry Page and they \_\_\_ (write) a paper that became the blueprint for Google. He \_\_\_ (put) his studies aside to focus on his new business project. It \_\_\_ (make) him rich beyond his wildest dreams.

Although Brin's 'official' salary is just over \$43,000 a year, he has a personal fortune of \$18.5 billion. He has expanded his business interests into other areas of technology and movie production. In 2008, he \_\_\_\_\_ (invest) \$5 million in a space tourism company. He is also an investor in Tesla Motors, which is developing a long-range electric car.

**Task 2 | SYNONYM MATCH: Find the words meaning. Then, match the words from the article on the left with their synonyms on the right by writing their numbers in the provided column. Number 1 has been done for you as the example.**

*Paragraphs 1 and 2*


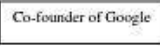
- |              |                 |          |             |
|--------------|-----------------|----------|-------------|
| 1. famous    | <i>terkenal</i> | ___      | established |
| 2. partner   |                 | ___      | brilliance  |
| 3. shaping   |                 | ___      | associate   |
| 4. genius    |                 | <u>1</u> | well-known  |
| 5. attended  |                 | ___      | forming     |
| 6. developed |                 | ___      | went to     |

*Paragraphs 3 and 4*

- |                |  |     |        |
|----------------|--|-----|--------|
| 7. prestigious |  | ___ | plan   |
| 8. teamed up   |  | ___ | backer |
| 9. blueprint   |  | ___ | joined |
| 10. fortune    |  | ___ | fields |
| 11. areas      |  | ___ | elite  |
| 12. investor   |  | ___ | wealth |

## CYCLE 2 MEETING 1A (CONT.)

## Short Bio

Full name	: Sergey Mikhailovich Brin	
Year of Birth	: 1973	
Place of Birth	: Moscow	
Father's job	: Mathematicians	
Mother's job	: Mathematicians	
Education	: A bachelor degree in math and computer science and a master degree in computer science	
Previous College	: Stanford University	
Notable Works	: <ul style="list-style-type: none"><li>• Co-founder of Google</li><li>• Investor of Tesla Motor</li></ul>	
Research Partner	: Larry Page	

**Task 3 | Practice this conversation with a friend beside you.**





- Julio : **Who is he?**  
Yohan : He is the co-founder of Google.  
Julio : **What's his full name?**  
Yohan : Sergey Mikhailovich Brin.  
Julio : It's quite long! Can you spell his name?  
Yohan : S-E-R-G-E-Y M-I-K-H-A-I-L-O-V-I-C-H B-R-I-N  
Julio : **What is his father's job?**  
Yohan : He is a mathematician.  
Julio : **What about his mother?**  
Yohan : The same.  
Julio : **What about his educational background?**  
Yohan : He has a bachelor degree in math and computer science and a master degree's in computer science  
Julio : **Where did he study?**  
Yohan : Stanford University.  
Julio : Wow, that's cool!  
Yohan : I think so!  
Julio : **Can you mention his notable works?**  
Yohan : Well, other than cofounding Google, he is also an investor of Tesla Motor. It's a very prestigious project. And you know, actually he has a research partner.  
Julio : **Who is he?**  
Yohan : Larry Page.  
Julio : Wow, i just knew about him. I only know about Google before.  
Yohan : Almost everyone does!

## CYCLE 2 MEETING 1B

## International Spelling

Character	International code word	Pronunciation
A	Alfa - Alpha	/ˈæɪ.lfə/
B	Bravo	/ˌbrɑːˈvəʊ/
C	Charlie	/ˈtʃɑːli/
D	Delta	/ˈdelt.ə/
E	Echo	/ˈek.əʊ/
F	Foxtrot	/ˈfɒks.trɒt/
G	Golf	/gɒlf/
H	Hotel	/h ə ɒ ˈtel/
I	India	/ˈm.di.ə/
J	Juliett - Juliet	/ˈdʒɔː.li.ət/
K	Kilo	/ˈkiːləʊ/
L	Lima	/ˈliː.mə/
M	Mike	/maɪk/
N	November	/nə ɒ ˈvemb.ə ɪ/
O	Oscar	/ˈɒs.kə ɪ/
P	Papa	/pəˈpɑː/
Q	Quebec	/kwəˈbek/
R	Romeo	/ˈrəʊ.mi.əʊ/
S	Sierra	/siˈeə.rə/
T	Tango	/ˈtæŋ.gəʊ/
U	Uniform	/ˈjuː.nɪˈfɔːm/
V	Victor	/ˈvɪk.tə ɪ/
W	Whiskey	/ˈwɪs.ki/
X	X-ray	/ˈeks.reɪ/
Y	Yankee	/ˈjæŋ.ki/
Z	Zulu	/ˈzuː.lu/


## CYCLE 2 MEETING 1C

<div style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; text-align: center; line-height: 40px; margin-right: 20px;">X</div> <div style="display: inline-block;">NAME/NO: _____</div>																									
<b>SHORT BIO</b>																									
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Notable works	:	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>																							
Year of died	:	_____																							
<table border="1" style="width: 100%;"> <tr><td>Full name</td><td>:</td><td>Joanne Rowling</td></tr> <tr><td>Date of Birth</td><td>:</td><td>July 31, 1965</td></tr> <tr><td>Place of Birth</td><td>:</td><td>Yate, United Kingdom</td></tr> <tr><td>Previous jobs</td><td>:</td><td> <ul style="list-style-type: none"> <li>• a researcher</li> <li>• a bilingual secretary</li> <li>• english teacher in Portugal</li> </ul> </td></tr> <tr><td>Notable works</td><td>:</td><td> <ul style="list-style-type: none"> <li>• Writer of the very best selling books Harry Potter</li> <li>• The first novelist ever to become a billionaire from writing</li> </ul> </td></tr> </table>	Full name	:	Joanne Rowling	Date of Birth	:	July 31, 1965	Place of Birth	:	Yate, United Kingdom	Previous jobs	:	<ul style="list-style-type: none"> <li>• a researcher</li> <li>• a bilingual secretary</li> <li>• english teacher in Portugal</li> </ul>	Notable works	:	<ul style="list-style-type: none"> <li>• Writer of the very best selling books Harry Potter</li> <li>• The first novelist ever to become a billionaire from writing</li> </ul>	 <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content; margin-left: auto; margin-right: auto;">The Writer of Harry Potter</div>									
Full name	:	Joanne Rowling																							
Date of Birth	:	July 31, 1965																							
Place of Birth	:	Yate, United Kingdom																							
Previous jobs	:	<ul style="list-style-type: none"> <li>• a researcher</li> <li>• a bilingual secretary</li> <li>• english teacher in Portugal</li> </ul>																							
Notable works	:	<ul style="list-style-type: none"> <li>• Writer of the very best selling books Harry Potter</li> <li>• The first novelist ever to become a billionaire from writing</li> </ul>																							




## CYCLE 2 MEETING 1C (CONT.)

Full name	:	
Occupation	:	
Year of birth	:	
Place of birth	:	
Previous team	:	
Recent team	:	
Transfer fee	:	
Notable works	:	• • • •




One of Best Football Players

Full name	:	Mark Zuckerberg
Date of birth	:	May 14th, 1984
Previous college	:	Harvard University
Notable works	:	• Creator of facemash • Creator of facebook • Time magazine's person of the year for 2010 • The most influential people on the planet




Creator of Facebook

Full name	:	
Year of born	:	
Place of born	:	
Movie creation	:	
Notable works	:	• •
Year of died	:	
Cause of death	:	



The Founder of Walt Disney

Full name	:	Bacharudin Jusuf Habibie
Date of birth	:	June 25, 1936
Place of birth	:	Parepare, South Sulawesi Province
Father's name	:	Alwi Abdul Jalil Habibie
Mother's name	:	R.A. Tuti Marine Puspwardojo
Wife's name	:	Hasri Ainun
Marriage date	:	May 12, 1962
Notable works	:	• 3rd president of Indonesia • The inventor of habibie factor, habibie theorem, and habibi method • Was promoted as the vice president of Messerschmitt-Bolkow-Blohm Hamburg




Former Indonesia's President


CYCLE 2 MEETING 1C (CONT.)


Y


NAME/NO: \_\_\_\_\_

## SHORT BIO

Full name : Edward Larry Page	
Year of birth : 1973	
Brother's name : Carl	
His father job : a professor of computer science	
His mother's job : a computer programming teacher	
EducationTitle : a bachelor's degree in computer engineering and a master's in computer science	
Previous College : Stanford University	
Notable works : <ul style="list-style-type: none"> <li>Co-president of google</li> <li>Co-founder of google</li> <li>Awarded as a Global Leader for Tomorrow</li> </ul>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Co-founder of Google</div>

Full name :	
Date of Birth :	
Occupation :	
Previous college :	
Wife's name :	
Vision :	
Notable works : <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>	

Full name : Steve Jobs		
Year of Birth : 1955		
Place of Birth : San Fransisco		
Motto : You've got to find what you love.		
Notable works : <ul style="list-style-type: none"> <li>Creator of iPod, iPad, iTunes, and iPad</li> <li>Co-founder of Apple</li> <li>Co-founder of Pixar Animation Studio</li> </ul>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Co-founder of Apple</div>
Year of died : October 2011		

Full name :	
Date of Birth :	
Place of Birth :	
Previous jobs : <ul style="list-style-type: none"> <li></li> <li></li> </ul>	
Notable works : <ul style="list-style-type: none"> <li></li> </ul>	

## CYCLE 2 MEETING 1C (CONT.)

Full name	: Cristiano Ronaldo dos Santos Aveiro
Occupation	: a football player
Year of birth	: 1985
Place of birth	: Portugal
Previous team	: Manchester United
Recent team	: Real Madrid
Transfer fee	: Over 31 billion
Notable works	: <ul style="list-style-type: none"> <li>• Set the English premier league alight</li> <li>• Win the UEFA Champions League</li> <li>• FIFA world player of the year 2008 award</li> <li>• Netting 60 times to help Real win Spain's La Liga</li> </ul>




One of Best Football Players

Full name	:
Date of birth	:
Previous college	:
Notable works	: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



Creator of Facebook

Full name	: Walt Disney
Year of born	: 1901
Place of born	: Chicago
Movie creation	: Mickey Mouse, Donald Duck, Snow White, Fantasia, Bambi
Notable works	: <ul style="list-style-type: none"> <li>• holding the record for winning the most academy awards</li> <li>• an inovative film producer and animator</li> </ul>
Year of died	: 1966
Cause of death	: cancer



The Founder of Walt Disney

Full name	:
Date of birth	:
Place of birth	:
Father's name	:
Mother's name	:
Wife's name	:
Marriage date	:
Notable works	: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



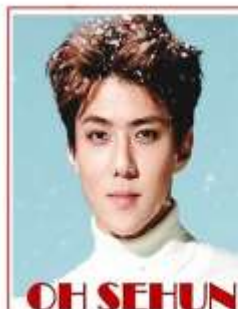
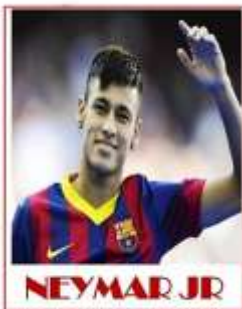
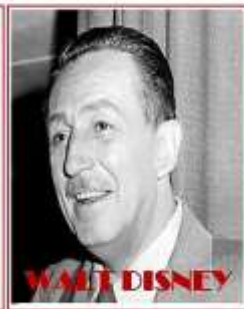
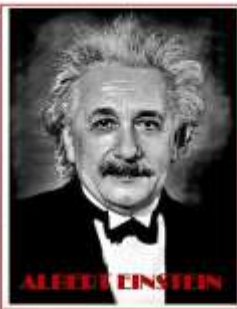
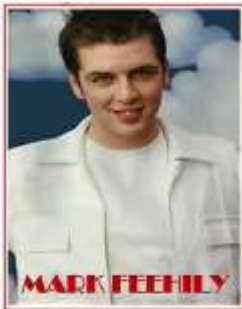
Former Indonesia's President



CYCLE 2 MEETING 3A



CYCLE 2 MEETING 3A (CONT.)



**APPENDIX L**  
**HOMEWORK**



## APPENDIX L | HOMEWORK

### HOMEWORK 1A

LONGMAN COMMUNICATION 3000

1

## Longman Communication 3000

The *Longman Communication 3000* is a list of the 3000 most frequent words in both spoken and written English, based on statistical analysis of the 390 million words contained in the Longman Corpus Network – a group of corpora or databases of authentic English language. The *Longman Communication 3000* represents the core of the English language and shows students of English which words are the most important for them to learn and study in order to communicate effectively in both speech and writing.

Analysis of the Longman Corpus Network shows that these 3000 most frequent words in spoken and written English account for 86% of the language. This means that by knowing this list of words, a learner of English is in a position to understand 86% or more of what he or she reads. Of course, “knowing” a word involves more than simply being able to recognise it and know a main meaning of it. Many of the most frequent words have a range of different meanings, a variety of different grammatical patterns, and numerous significant collocations. Nonetheless, a basic understanding of the *Longman Communication 3000* is a very powerful tool and will help students develop good comprehension and communication skills in English.

*‘This [frequency] information is gold dust for the language learner. LDOCE shows in graphic and immediate form which words are really worth learning and knowing how to use.’*

Jeremy Harmer, ELT author

To ensure that users have access to the appropriate information, the *Longman Dictionary of Contemporary English* marks all the words that are in the *Longman Communication 3000* in red accompanied by special symbols: **1**, **2**, and **3** for words that are in the top 1000, 2000 and 3000 most frequent words in written English, and **1**, **2** and **3** for the top 1000, 2000 and 3000 most frequent words in spoken English. Nowadays, many learner’s dictionaries include information about the most frequent words in English, but Longman dictionaries are the only ones to highlight the differences between spoken and written frequency.

These frequency markers added to the headwords in the dictionary give users access to a wealth of information that can help the selection of the appropriate word or phrase in a variety of situations. Not only are the words and meanings given descriptive labels, for example *formal* or *informal*, *AmE* (American English) or *BrE* (British English), *humorous*, *old-fashioned*, but now they have the added information about relative frequency in spoken and written language.

Take for example the verb *book* (in the meaning of *book a table at a restaurant*). It is marked as **1** – one of the top 2000 words of spoken English. Note that it has no marker for written English because according to corpus analysis, it is not part of the top 3000 most frequent words in written English. However, the entry also indicates that a synonym for *book* is *reserve* which is in the top 3000 most frequent words in written English. The conclusion to be drawn from this is that in speaking (for instance when phoning a hotel or restaurant), *book* is the most appropriate verb to use when asking for a room or table to be kept for you. In writing, however, it would be more appropriate to use *reserve*.

*‘There are two distinct modes of English: thoughtful, accurate and more formal, reflected mostly by written English; and spontaneous, real-time, less formal language, typified by spontaneous speech and some informal writing.’*

Professor Geoffrey Leech,  
Emeritus Professor of English Language  
and Linguistics – University of Lancaster

Learning a language can be exciting, but also sometimes difficult and frustrating because there are so many things to learn and it is difficult to know what to focus on. The frequency markers that identify the *Longman Communication 3000* help students see clearly which words are frequent in written and spoken English, and enable them to focus more attention on mastering the meanings, grammatical patterns and collocations of these words.

## HOMEWORK 1A (CONT.)

2		LONGMAN COMMUNICATION 3000	
<b>Longman Communication 3000</b>			
<p>a indefinite article, determiner S1, W1</p> <p><b>abandon v W3</b></p> <p>ability n S2, W1</p> <p>able adj S1, W1</p> <p>about prep S1, W1</p> <p>about adv S1, W1</p> <p>above adv, prep S2, W1</p> <p>above adj W3</p> <p>abroad adv S2, W3</p> <p>absence n S3, W2</p> <p>absolute adj S2, W3</p> <p>absolutely adv S1, W3</p> <p><b>absorb v W3</b></p> <p>abuse n S2, W3</p> <p>academic adj W2</p> <p><b>accept v S1, W1</b></p> <p>acceptable adj S3, W3</p> <p>access n S2, W1</p> <p>accident n S2, W2</p> <p>accommodation n S2, W2</p> <p><b>accompany v W2</b></p> <p>according to prep S2, W1</p> <p>account n S1, W1</p> <p><b>account v S3, W2</b></p> <p>accurate adj S2, W3</p> <p><b>accuse v W3</b></p> <p><b>achieve v S2, W1</b></p> <p>achievement n S3, W2</p> <p>acid n W3</p> <p>acknowledge v S3, W3</p> <p><b>acquire v W2</b></p> <p>across adv, prep S1, W1</p> <p>act n S1, W1</p> <p><b>act v S2, W1</b></p> <p>action n S1, W1</p> <p>active adj S2, W2</p> <p>activist n S3</p> <p>activity n S2, W1</p> <p>actor n W3</p> <p>actual adj S1, W2</p> <p>actually adv S1, W1</p> <p>ad n S3, W3</p> <p><b>adapt v W3</b></p> <p>add v S1, W1</p> <p>addition n S3, W1</p> <p>additional adj S3, W2</p> <p>address n S2, W2</p> <p><b>address v S2, W2</b></p> <p>adequate adj S3, W3</p> <p><b>adjust v W3</b></p> <p>administration n S2, W2</p> <p>administrative adj W3</p> <p><b>admire v S3</b></p> <p>admission n W3</p> <p><b>admit v S2, W1</b></p> <p><b>adopt v S3, W2</b></p>	<p>adult n S2, W2</p> <p>adult adj W3</p> <p>advance n S2, W2</p> <p><b>advance v W3</b></p> <p>advanced adj W3</p> <p>advantage n S2, W1</p> <p>advert n S3</p> <p><b>advertise v S3, W3</b></p> <p>advertisement n S3</p> <p>advertising n W3</p> <p>advice n S2, W2</p> <p><b>advise v S2, W2</b></p> <p>adviser n S3, W3</p> <p>affair n S2, W1</p> <p><b>affect v S2, W1</b></p> <p><b>afford v S1, W3</b></p> <p>afraid adj S1, W2</p> <p>after prep, conj, adv S1, W1</p> <p>afternoon n S1, W2</p> <p>afterwards adv S2, W3</p> <p>again adv S1, W1</p> <p>against prep S1, W1</p> <p>age n S1, W1</p> <p>aged adj W3</p> <p>agency n S3, W1</p> <p>agent n S3, W2</p> <p>aggressive adj S3</p> <p>ago adv S1, W1</p> <p>agree v S1, W1</p> <p>agreement n S2, W1</p> <p>agriculture n W2</p> <p>ahead adv S1, W2</p> <p>aid n S2, W2</p> <p>aim n S2, W2</p> <p>aim v S2, W2</p> <p>air n S1, W1</p> <p>aircraft n S2, W2</p> <p>airline n S2, W3</p> <p>airport n S3, W3</p> <p>alarm n S2</p> <p>album n S3, W3</p> <p>alcohol n W3</p> <p>alive adj S2, W3</p> <p>all determiner, predeterminer pron S1, W1</p> <p>all adv S1, W1</p> <p>allow v S1, W1</p> <p>allowance n S2, W3</p> <p>all right adj, adv, interjection S1, W2</p> <p>almost adv S1, W1</p> <p>alone adj, adv S2, W1</p> <p>along adv S1, W1</p> <p>along prep S1, W1</p> <p>alongside adv, prep W3</p> <p>already adv S1, W1</p>	<p>also adv S1, W1</p> <p>alter v S3, W3</p> <p>alternative adj S2, W2</p> <p>alternative n S2, W3</p> <p>although conj S1, W1</p> <p>altogether adv S2, W3</p> <p>always adv S1, W1</p> <p>amazing adj S2</p> <p>ambition n W3</p> <p>ambulance n S3</p> <p>among prep S2, W1</p> <p>amount n S1, W1</p> <p>an indefinite article, determiner S1, W1</p> <p>analyse v W3</p> <p>analysis n S3, W1</p> <p>analyst n W2</p> <p>ancient adj W2</p> <p>and conj S1, W1</p> <p>anger n W3</p> <p>angle n S3, W3</p> <p>angry adj S3, W3</p> <p>animal n S1, W1</p> <p>announce v S2, W1</p> <p>announcement n S3, W3</p> <p>annoy v S3</p> <p>annual adj S2, W2</p> <p>another determiner pron S1, W1</p> <p>answer n S1, W1</p> <p>answer v S1, W2</p> <p>anticipate v S3</p> <p>anxiety n S3, W3</p> <p>anxious adj S3, W3</p> <p>any determiner, pron S1, W1</p> <p>any adv S2</p> <p>anybody pron S1, W3</p> <p>anyhow adv S3</p> <p>anyone pron S1, W1</p> <p>anything pron S1, W1</p> <p>anyway adv S1, W2</p> <p>anywhere adv S1, W3</p> <p>apart adv, adj S2, W1</p> <p>apartment n S2, W3</p> <p>apologize v S2</p> <p>apology n S3</p> <p>apparent adj W2</p> <p>apparently adv S1, W2</p> <p>appeal n S2, W1</p> <p>appeal v S3, W3</p> <p>appear v S2, W1</p> <p>appearance n W2</p> <p>apple n S2, W3</p> <p>application n S1, W1</p> <p>apply v S1, W1</p> <p>appoint v S2, W2</p>	<p>appointment n S2, W2</p> <p>appreciate v S2, W3</p> <p>approach n S2, W1</p> <p>approach v S2, W2</p> <p>appropriate adj S2, W1</p> <p>approval n S2, W3</p> <p>approve v S3, W2</p> <p>approximate adj S3, W3</p> <p>architect n W3</p> <p>architecture n S3, W3</p> <p>area n S1, W1</p> <p>argue v S2, W1</p> <p>argument n S1, W1</p> <p><b>arise v S3, W2</b></p> <p>arm n S1, W1</p> <p>armed adj S3, W3</p> <p>army n S1, W1</p> <p>around adv, prep S1, W1</p> <p>arrange v S2, W2</p> <p>arrangement n S2, W2</p> <p>arrest v W3</p> <p>arrival n W3</p> <p>arrive v S2, W1</p> <p>art n S1, W1</p> <p>article n S2, W1</p> <p>artificial adj S3</p> <p>artist n S3, W2</p> <p>as conj S1, W1</p> <p>as prep, adv S1, W1</p> <p>ashamed adj S3</p> <p>aside adv S3, W3</p> <p>ask v S1, W1</p> <p>asleep adj S2</p> <p>aspect n S2, W1</p> <p>assess v S2, W2</p> <p>assessment n S3, W2</p> <p>assignment n S2</p> <p>assist v S3, W3</p> <p>assistance n S3, W2</p> <p>assistant n S3</p> <p>associate v S3, W2</p> <p>association n S3, W1</p> <p>assume v S2, W1</p> <p>assumption n S2, W2</p> <p>assure v S2, W3</p> <p>at prep S1, W1</p> <p>atmosphere n S3, W2</p> <p>attach v S2, W2</p> <p>attack n S2, W2</p> <p>attack v S3, W2</p> <p>attempt n S2, W1</p> <p>attempt v S2, W2</p> <p>attend v S2, W2</p> <p>attention n S2, W1</p> <p>attitude n S2, W1</p> <p>attorney n S2, W3</p> <p>attract v S2, W2</p>
<b>S1</b> = one of the 2000 most frequent words in Spoken English;	<b>S2</b> = one of the 2000 most frequent words in Spoken English;	<b>W1</b> = one of the 1000 most frequent words in Written English;	<b>W2</b> = one of the 2000 most frequent words in Written English;
<b>S3</b> = one of the 3000 most frequent words in Spoken English;	<b>W3</b> = one of the 3000 most frequent words in Written English;		



## HOMEWORK 1A (CONT.)

LONGMAN COMMUNICATION 3000

3

attraction n W3  
 attractive adj S2, W2  
 audience n S2, W2  
 aunt n S3, W3  
 author n W2  
 authority n W1  
 automatic adj S3  
 automatically adv S3, W3  
 autumn n W3  
 available adj S1, W1  
 average adj S2, W2  
 average n S2  
 avoid v S2, W1  
 awake adj S3  
 award n S3, W2  
 award v W3  
 aware adj S1, W1  
 awareness n W3  
 away adv S1, W1  
 awful adj S1  
 awkward adj S3

baby n S1, W1  
 back adv S1, W1  
 back n S1, W1  
 back v S2, W3  
 back adj S2, W3  
 background n S2, W2  
 backwards adv S3  
 bacon n S3  
 bad adj S1, W1  
 badly adv S3, W3  
 bag n S1, W2  
 bake v S3  
 balance n S2, W2  
 balance v S3  
 bail n S1, W2  
 ban n W3  
 band n S2, W2  
 bang v S3  
 bang n S3  
 bank n S1, W1  
 bar n S1, W1  
 barrier n W3  
 base v S1, W1  
 base n S2, W2  
 baseball n S3, W2  
 basic adj S2, W1  
 basically adv S1  
 basis n S2, W1  
 basket n S3  
 bat n S3  
 bath n S2, W3  
 bathroom n S2, W3  
 battery n S2  
 battle n W2  
 be auxiliary S1, W1  
 be v S1, W1  
 beach n S2, W2  
 bean n S2  
 bear v S2, W2  
 beard n S3  
 beat v S2, W2

beat n S3  
 beautiful adj S1, W2  
 beauty n S3, W2  
 because conj S1, W1  
 because prep S1, W1  
 become v S1, W1  
 bed n S1, W1  
 bedroom n S1, W2  
 beef n S3  
 beer n S2, W3  
 before adv S1, W1  
 before conj S1, W1  
 before prep S1, W1  
 beforehand adv S3  
 begin v S1, W1  
 beginning n S1, W2  
 behalf n S3, W3  
 behave v S3, W3  
 behaviour n S2, W1  
 behind prep, adv S1, W1  
 being n S2, W3  
 belief n S3, W2  
 believe v S1, W1  
 bell n S2, W3  
 belong v S2, W2  
 below adv, prep S2, W2  
 belt n S2, W3  
 bench n S2, W3  
 bend v S3, W3  
 beneath adv, prep W2  
 benefit n S2, W1  
 benefit v S2, W3  
 beside prep S3, W2  
 best adj S1, W1  
 best adv S1, W2  
 bet v S1  
 bet n S3  
 better adj S1, W1  
 better adv S1, W1  
 between adv, prep S1, W1  
 beyond prep, adv S2, W1  
 bicycle n W3  
 bid n W3  
 big adj S1, W1  
 bike n S2  
 bill n S1, W1  
 bin n S2  
 bird n S2, W2  
 birth n S2, W2  
 birthday n S1, W3  
 biscuit n S2  
 bit adv, pron S1, W1  
 bit n S1, W1  
 bite v S2  
 bite n S3  
 bitter adj S3, W3  
 black adj S1, W1  
 blade n S3  
 blame v S2, W3  
 blank adj S3  
 bless v S3  
 blind adj S2, W3  
 block n S2, W2

block v S3  
 bloke n S2  
 blonde adj S3  
 blood n S2, W1  
 blow v S2, W3  
 blow n S3, W3  
 blue adj S1, W2  
 board n S1, W1  
 boat n S1, W2  
 body n S1, W1  
 boil v S3  
 boiler n S3  
 boiling adj S3  
 bomb n S3, W3  
 bone n S2, W2  
 bonus n S2  
 book n S1, W1  
 book v S2  
 boom n S3  
 boot n S2, W3  
 border n S3, W2  
 bored adj S3  
 boring adj S2  
 born v S1, W2  
 borrow v S2, W3  
 boss n S2, W3  
 both determiner  
 predeterminer, pron  
 S1, W1  
 bother v S1, W3  
 bottle n S1, W2  
 bottom adj S1, W3  
 bottom n S1, W3  
 bounce v S3  
 bound adj S2, W3  
 bowl n S2, W3  
 box n S1, W1  
 boy n S1, W1  
 boyfriend n S3  
 brain n S2, W2  
 branch n S2, W2  
 brave adj S3  
 bread n S2, W3  
 break n S2, W2  
 break v S1, W1  
 breakfast n S2, W2  
 breast n S3  
 breath n S3, W2  
 breathe v S3, W3  
 brick n S2, W3  
 bridge n S2, W2  
 brief adj S2, W2  
 briefly adv S2, W3  
 bright adj S2, W2  
 brilliant adj S2, W3  
 bring v S1, W1  
 broad adj S2, W2  
 brother n S1, W1  
 brown adj S2, W2  
 brush n S3  
 brush v S3  
 buck n S1  
 bucket n S2

buddy n S3  
 budget n S1, W2  
 bug n S3  
 build v S1, W1  
 builder n S3  
 building n S1, W1  
 bump v S3  
 bunch n S2  
 burn v S2, W3  
 burn n S3  
 burst v W3  
 bury v W3  
 bus n S1, W2  
 business n S1, W1  
 busy adj S1, W2  
 but conj S1, W1  
 but prep S2, W3  
 but adv S2, W3  
 butcher n S3  
 butter n S2  
 button n S2  
 buy v S1, W1  
 buyer n S3, W3  
 by adv S1, W1  
 by prep S1, W1  
 bye interjection S1  
 bye n S3

cabinet n S2, W2  
 cable n W3  
 cake n S2, W3  
 calculate v S2, W3  
 calculation n S2  
 calculator n S3  
 calendar n S3  
 call n S1, W1  
 call v S1, W1  
 calm adj S3, W3  
 camera n S2, W3  
 camp n S3, W3  
 campaign n S2, W1  
 can modal S1, W1  
 can n S2  
 cancel v S2  
 cancer n S2, W2  
 candidate n W2  
 candle n S3  
 candy n S3  
 cap n S3  
 capable adj S2, W2  
 capacity n S3, W2  
 capital n S3, W1  
 capital adj S2, W3  
 captain n W3  
 capture v W3  
 car n S1, W1  
 card n S1, W2  
 care n S1, W1  
 care v S1, W2  
 career n S2, W2  
 careful adj S1, W2  
 carefully adv S2, W2  
 carpet n S2, W3

## HOMEWORK 1A (CONT.)

carrot n S3	cherry n S3	collect v S1, W2	connection n S3, W2
carry v S1, W1	chest n S2, W3	collection n S2, W1	conscious adj S2, W3
cartoon n S3	chicken n S2	college n S1, W2	consciousness n W3
case n S1, W1	chief adj S2, W2	colour n S1, W1	consent n W3
cash n S2, W2	chief n W3	column n S3, W2	consequence n S3, W2
cash v S3	child n S1, W1	combination n S3, W2	consider v S1, W1
cast v W3	childhood n W3	combine v S3, W2	considerable adj S3, W1
castle n W3	chip n S2, W3	come v S1, W1	considerably adv S3
cat n S1, W3	chocolate n S2	comfort n W3	consideration n S2, W2
catalogue n W3	choice n S1, W1	comfortable adj S2, W3	consist v W3
catch v S1, W1	choose v S1, W1	command n W3	consistent adj S3, W3
category n S2, W2	chop v S3	comment n S1, W2	constant adj S3, W3
cause v S1, W1	chuck v S3	comment v S3, W3	constantly adv S3, W3
cause n S2, W1	church n S1, W1	commercial adj S3, W2	constitute v W3
CD n S3, W3	cigarette n S2, W3	commission n S3, W2	construct v W3
cease v W3	cinema n S3	commit v S2, W2	construction n S3, W2
ceiling n S3, W3	circle n S2, W2	commitment n S2, W2	consult v S3, W3
celebrate v W3	circuit n W3	committee n S3, W1	consumer n S3, W2
celebration n S3	circumstance n S2, W1	common adj S1, W1	consumption n W3
cell n S3, W2	citizen n S2, W2	communicate v S3, W3	contact n S2, W2
cellphone n S2, W3	city n S1, W1	communication n S2, W1	contact v S2, W2
cent n S1, W1	civil adj S3, W2	community n S1, W1	contain v S2, W1
centimetre n S3, W3	claim n S2, W1	company n S1, W1	contemporary adj W2
central adj S1, W1	claim v S1, W1	compare v S1, W1	content n S3, W2
centre n S1, W1	class n S1, W1	comparison n S3, W2	contest n W3
century n S2, W1	classic adj W3	compete v S3, W3	context n S2, W2
cereal n S3	classical adj W3	competition n S2, W1	continue v S1, W1
certain adj S1, W1	classroom n S3, W3	competitive adj S3, W3	continuous adj S3, W3
certainly adv S1, W1	clean adj S2, W2	complain v S2, W3	contract n S1, W1
certificate n S3, W3	clean v S1, W3	complaint n S3, W3	contrast n W2
chain n S3, W2	cleaner n S3	complete adj S2, W1	contribute v S3, W2
chair n S1, W2	clear adj S1, W1	complete v S2, W1	contribution n S2, W2
chairman n S3, W1	clear v S1, W2	completely adv S1, W2	control n S1, W1
challenge n S2, W2	clearly adv S1, W1	complex adj S3, W2	control v S2, W1
challenge v S3, W3	clerk n S3	complicated adj S2	convenient adj S3
champion n W3	clever adj S2	component n W2	convention n W2
championship n W3	click v S3	comprehensive adj W3	conventional adj W3
chance n S1, W1	client n S2, W1	comprise v W3	conversation n S1, W2
change n S1, W1	climate n W3	computer n S1, W1	convert v W3
change v S1, W1	climb v W2	concentrate v S2, W2	conviction n W3
channel n S3, W2	clock n S2, W3	concentration n S3, W2	convince v S3, W3
chap n S2	close adj S1, W1	concept n S3, W2	cook v S1, W3
chapter n S3, W1	close adv S2, W2	concern n S1, W1	cooker n S3
character n S1, W1	close v S1, W1	concern v W3	cookie n S3, W3
characteristic n S3, W2	closed adj S3	concerned adj S1, W1	cool adj S2, W3
characterize v W3	closely adv S3, W2	concerning prep W3	cool v S2
charge n S1, W1	closet n S3	concert n S3, W3	cooperation n S3, W3
charge v S1, W2	cloth n S3	conclude v S3, W2	cape v S2, W3
charity n S3, W3	clothes n S2, W2	conclusion n S3, W2	cape n S1, W2
chart n S3, W3	cloud n S3, W3	condition n S2, W1	copy v S2
chase v S3	club n S1, W1	conduct n W3	care n W3
chat n S2	clue n S2	conduct v W2	corn n S3
cheap adj S1, W2	coach n S3, W2	conference n S2, W1	corner n S1, W2
cheat v S3	coal n S2, W2	confidence n S2, W2	correct adj S1, W2
check v S1, W2	coast n S3, W2	confident adj S3, W3	correct v S3
check n S1, W3	coat n S2, W3	confine v W3	corridor n S3, W3
cheek n W3	code n S2, W2	confirm v S2, W2	cost n S1, W1
cheese n S2, W3	coffee n S1, W2	conflict n S3, W2	cost v S1, W2
chemical adj W3	coin n S3	confused adj S3	cottage n S3, W3
chemical n S3, W3	cold adj S1, W1	confusing adj S3	cotton n W3
chemist n S3	collapse v S3	confusion n S3, W3	could modal S1, W1
chemistry n S2	collar n S3	congratulation n S3	council n S2, W2
cheque n S2	colleague n S2, W2	connect v S2, W2	count v S2, W3

## HOMEWORK 1A (CONT.)

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counter n S3	daily adj S3, W2	depend v S1, W2	disease n S3, W1
country n S1, W1	damage n S3, W2	dependent adj W3	disgusting adj S2
countryside n S3, W3	damage v S3, W3	deposit n S3, W3	dish n S2, W3
county n W2	dance n S2, W3	depression n W3	disk n S2, W3
couple n S1, W1	danger n S2, W2	depth n S3, W3	dismiss v W3
courage n S3	dangerous adj S2, W2	derive v W3	display n S3, W2
course n S1, W1	dare v S3, W3	describe v S2, W1	display v W2
court n S1, W1	dark adj S2, W1	description n S2, W2	dispute n W2
cousin n S2	darkness n W3	desert n W3	distance n S2, W2
cover n S1, W2	darling n S2	deserve v S3, W3	distant adj W3
cover v S1, W1	data n S1, W1	design n S2, W1	distinct adj W3
cow n S2	database n S3, W3	design v S3, W1	distinction n W3
crack v S3	date n S1, W1	designer n W3	distinguish v S3, W3
craft n W3	date v S3, W3	desire n W2	distribute v W2
crash n S3	daughter n S1, W1	desk n S2, W2	distribution n W2
crazy adj S2	day n S1, W1	desperate adj S3, W3	district n S3, W2
create v S2, W1	dead adj S1, W1	despite prep S3, W1	disturb v W3
creation n W2	dead adv S3	destroy v S2, W2	divide v S2, W2
creative adj W3	deaf adj W3	destruction n W3	division n S3, W1
creature n W3	deal n S1, W1	detail n S2, W1	divorce n S3
credit n S2, W2	deal v S1, W1	detailed adj W2	do auxiliary S1, W1
credit card n S3, W3	dealer n W3	detect v W3	do v S1, W1
crew n S3, W3	dear adj S2, W2	determination n W3	doctor n S1, W1
crime n S2, W2	dear interjection S1	determine v W2	document n S2, W2
criminal adj S3, W2	dear n S2	determined adj W3	dog n S1, W1
crisis n S3, W2	death n S1, W1	develop v S2, W1	dollar n S1, W2
criterion n W2	debate n S2, W2	development n S1, W1	domestic adj W2
critic n W3	debt n S3, W2	device n S3, W2	dominant adj W3
critical adj S3, W2	decade n W2	devil n S3	dominate v W3
criticism n S3, W2	decent adj S3	diagram n S3	door n S1, W1
criticize v W3	decide v S1, W1	diamond n S3	dot n S2
crop n W3	decision n S1, W1	diary n S3	double adj S1, W2
cross adj S2	declare v W2	die v S1, W1	double v S3
cross n S3, W3	decline v W2	diet n S3, W2	doubt n S1, W1
cross v S2, W2	decline v W3	differ v W3	doubt v S2
crowd n S3, W2	deep adj S2, W1	difference n S1, W1	down adv, prep, adj S1, W1
crown n W3	deep adv W3	different adj S1, W1	downstairs adv S2
crucial adj W2	deeply adv W3	difficult adj S1, W1	downtown adv S3, W3
cruel adj S3	defeat n W3	difficulty n S2, W1	dozen number S2, W3
cry n W3	defeat v W3	dig v S2	draft n S2, W3
cry v S2, W2	defence n S2, W1	dimension n W3	drag v S3, W3
cultural adj W2	defend v S3, W3	dinner n S1, W2	drama n W3
culture n S2, W1	define v S2, W2	direct adj S2, W1	dramatic adj W3
cup n S1, W1	definite adj S3	direct v S3, W2	draw n S3
cupboard n S2	definitely adv S1	direction n S1, W1	draw v S1, W1
curious adj S3	definition n S2, W2	directly adv S2, W2	drawer n S3
currency n W2	degree n S2, W1	director n S2, W1	drawing n S3, W3
current adj S2, W2	delay n W3	directory n S3	dream n S2, W2
current n W3	delay v W3	dirt n S3	dream v S3, W3
currently adv S2, W2	deliberately adv S3	dirty adj S2, W3	dress n S2, W2
curtain n S3, W3	deliver v S2, W2	disabled adj S3, W3	dress v S2, W2
curve n S3, W3	delivery n S3, W3	disagree v S3	drink n S1, W2
cushion n S3	demand n S2, W1	disappear v S2, W2	drink v S1, W2
custom n W3	demand v W2	disappoint v W3	drive n S2, W2
customer n S1, W1	democracy n W2	disappointed adj S3, W3	drive v S1, W1
cut n S2, W2	democratic adj W2	disaster n S3, W3	driver n S1, W2
cut v S1, W1	demonstrate v S3, W2	disc n S2, W3	drop n S2, W3
cute adj S2	demonstration n W3	discipline n S3, W3	drop v S1, W2
cycle n S3, W3	dentist n S3	discount n S3	drug n S2, W1
	deny v S3, W2	discover v S2, W1	drunk adj S3
	department n S2, W1	discovery n W3	dry adj S2, W2
	departure n W3	discuss v S2, W1	dry v S2, W3
		discussion n S2, W1	duck n S3

dad n S1, W3

daddy n S1

daft adj S3



## HOMEWORK 1A (CONT.)

6		LONGMAN COMMUNICATION 3000	
dude n S3	empire n W3	ever adv S1, W1	eye n S1, W1
due adj S1, W1	employ v S3, W2	every determiner S1, W1	face n S1, W1
dull adj S3	employee n S2, W2	everybody pron S1, W3	face v S1, W1
dumb adj S3	employer n S2, W2	everyone pron S1, W1	facility n S2, W1
dump v S3	employment n S2, W1	everything pron S1, W1	fact n S1, W1
during prep S1, W1	empty adj S2, W2	everywhere adv S2, W3	factor n S3, W1
dust n S3, W3	enable v S3, W1	evidence n S2, W1	factory n S2, W2
duty n S2, W1	encounter v W3	evil adj S3, W3	fail v S2, W1
DVD n S3, W3	encourage v S2, W1	exact adj S3	failure n S3, W2
each determiner, pron, adv S1, W1	encouraging adj S3	exactly adv S1, W2	fair adj S1, W2
each other pron S1, W1	end n S1, W1	exam n S1	fair adv S2, W3
ear n S2, W2	end v S1, W1	examination n W2	fairly adv S1, W2
early adj S1, W1	enemy n W2	examine v S3, W2	faith n S3, W2
early adv S1, W1	energy n S2, W1	example n S1, W1	fall n S2, W2
earn v S2, W2	engage v W3	excellent adj S1, W2	fall v S1, W1
earth n S2, W2	engine n S2, W2	except conj, prep S2, W2	false adj W3
ease v W3	engineer n S3, W3	exception n S3, W2	familiar adj S3, W2
easily adv S2, W1	engineering n S3, W3	exchange n S2, W1	family n S1, W1
east n S1, W2	enhance v W3	excitement n S3, W3	famous adj S2, W2
eastern adj S2, W2	enjoy v S1, W1	exciting adj S2, W3	fan n S3, W2
easy adj S1, W1	enjoyable adj S3	exclude v W3	fancy adj S3
easy adv S2	enormous adj S2, W3	excuse n S3	fancy v S2
eat v S1, W1	enough adv S1, W1	excuse v S1	fantastic adj S3
economic adj S2, W1	enough determiner, pron S1, W2	executive adj W3	far adj S1, W1
economics n W3	enquiry n S2, W2	executive n S3, W2	far adv S1, W1
economy n S2, W1	ensure v S2, W1	exercise n S2, W2	farm n S2, W2
edge n S2, W2	enter v S2, W1	exercise v S3, W2	farmer n S2, W2
edition n W3	enterprise n W2	exhibition n W2	fascinating adj S3
editor n W2	entertainment n S3, W3	exist v S2, W1	fashion n S3, W2
education n S1, W1	enthusiasm n W3	existence n S3, W2	fast adj S2, W2
educational adj S3, W2	enthusiastic adj S3	existing adj S2, W2	fast adv S2, W3
effect n S1, W1	entire adj S3, W2	exit n S3	fat adj S2, W3
effective adj S2, W1	entirely adv S2, W2	expand v S3, W3	father n S1, W1
effectively adv S3, W2	entitle v S3, W3	expansion n W3	fault n S2, W3
efficiency n W3	entrance n S3, W3	expect v S1, W1	favour n S2, W3
efficient adj S3, W3	entry n S3, W2	expectation n S3, W2	favour v W3
effort n S1, W1	envelope n S3	expenditure n W3	favourite adj S3, W3
egg n S1, W2	environment n S1, W1	expense n S3, W2	fear n S3, W1
either conj S1, W1	environmental adj S2, W2	expensive adj S1, W2	fear v W2
either determiner, pron S1, W1	equal adj S1, W2	experience n S1, W1	feature n S2, W1
elderly adj S3, W2	equal v S2	experience v S2, W2	feature v W3
elect v S3, W3	equally adv S3, W2	experienced adj S3	federal adj W1
election n S2, W1	equipment n S2, W2	experiment n S3, W2	fee n S3, W3
electric adj S2, W3	equivalent adj W3	experimental adj W3	feed v S1, W2
electrical adj S3	era n W3	expert adj W3	feedback n S3
electricity n S2, W3	error n S3, W2	expert n S3, W2	feel v S1, W1
electronic adj S3, W3	escape n S3	explain v S1, W1	feeling n S1, W1
element n S2, W1	escape v S3, W2	explanation n S3, W2	fellow adj W3
elevator n S3, W3	especially adv S1, W1	explore v S3, W2	female adj S3, W2
else adv S1, W1	essay n S3	explosion n W3	female n W3
elsewhere adv S3, W2	essential adj S3, W2	export n W2	fence n S3
email n S2, W2	essentially adv S2, W3	expose v W3	festival n S3, W3
email v S2, W2	establish v S2, W1	express v S2, W1	fetch v S3
embarrassed adj S3	establishment n W2	expression n S2, W2	few determiner, pron, adj S1, W1
emerge v W2	estate n S2, W2	extend v S3, W2	field n S1, W1
emergency n S3, W3	estimate n S3, W2	extension n S3, W3	fight n S2, W3
emotion n W3	estimate v S3, W2	extensive adj W3	fight v S1, W1
emotional adj S3, W3	ethnic adj W3	extent n S2, W1	figure n S1, W1
emphasis n S3, W2	even adv S1, W1	external adj W2	figure v S1, W3
emphasize v S3, W2	evening n S1, W1	extra adj S1, W2	file n S1, W2
	event n S1, W1	extraordinary adj S3, W3	file v S3, W3
	eventually adv S1, W2	extreme adj S3, W3	
		extremely adv S2, W2	

## HOMEWORK 1A (CONT.)

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fill v S1, W1  
film n S1, W1  
filthy adj S3  
final adj S1, W1  
final n W3  
finally adv S2, W1  
finance n S3, W2  
finance v W3  
financial adj S2, W1  
find v S1, W1  
finding n W2  
fine adj S1, W1  
fine adv S3  
finger n S2, W2  
finish n S3  
finish v S1, W2  
fire n S1, W1  
fire v S3, W3  
firm adj S3, W2  
firm n S1, W1  
first adj S1, W1  
first adv S1, W2  
firstly adv S3  
fish n S1, W1  
fish v S3  
fishing n S3  
fit adj S2, W3  
fit v S1, W2  
fix v S2, W2  
fixed adj S3, W3  
flash v S3  
flat adj S2, W2  
flat n S2, W3  
flavour n W3  
flesh n W3  
flight n S3, W2  
flood v W3  
floor n S1, W1  
flow n S3, W2  
flow v W3  
flower n S2, W2  
fly v S2, W2  
focus n S3, W2  
focus v S3, W2  
fold v W3  
folk n S2, W3  
follow v S1, W1  
following adj S3, W1  
food n S1, W1  
foot n S1, W1  
football n S1, W2  
for prep S1, W1  
force n S2, W1  
force v S2, W1  
foreign adj S3, W1  
forest n S2, W2  
forever adv S2, W3  
forget v S1, W1  
forgive v S3  
fork n S3  
form n S1, W1  
form v S2, W1  
formal adj S2, W2

formally adv S3  
formation n W3  
former adj S2, W1  
formula n S3, W3  
forth adv S2  
fortnight n S3  
fortunate adj S3  
fortune n S3, W3  
forward adj S2, W3  
forward adv S1, W1  
foundation n W2  
frame n S3, W3  
frankly adv S3  
free adj S1, W1  
free v S3, W3  
freedom n S3, W2  
freeway n S2, W3  
freeze v S3, W3  
freezer n S3  
frequent adj W3  
frequently adv S3, W2  
fresh adj S2, W2  
fridge n S2  
friend n S1, W1  
friendly adj S2, W3  
friendship n W3  
frightened adj S3  
from prep S1, W1  
front adj S1, W2  
front n S1, W1  
fruit n S2, W3  
fry v S3  
fuel n S3, W2  
full v W3  
full adj S1, W1  
fully adv S2, W2  
fun adj S2, W3  
fun n S2, W3  
function n S3, W1  
fund n S3, W1  
fund v S3, W3  
fundamental adj W2  
funeral n S3  
funny adj S1, W3  
furniture n S2, W3  
further adv S1, W1  
fuss n S3  
future adj S1, W1  
future n S1, W1

gain n W3  
gain v S3, W2  
gallery n W3  
game n S1, W1  
gang n S3  
gap n S2, W2  
garage n S2  
garbage n S3  
garden n S1, W1  
garlic n S3  
gas n S1, W2  
gasoline n S3, W3  
gate n S2, W2

gather v S3, W2  
gay adj S3, W3  
gear n S3  
gene n S3, W3  
general adj S1, W1  
generally adv S2, W1  
generate v S3, W2  
generation n S3, W2  
generous adj W3  
gentle adj S3, W3  
gentleman n S2, W2  
gently adv W3  
genuine adj S3, W3  
get v S1, W1  
giant adj W3  
gift n S2, W2  
girl n S1, W1  
girlfriend n S3  
give v S1, W1  
glad adj S2, W3  
glance n W3  
glass n S1, W1  
global adj W2  
glove n S3  
go n S1  
go v S1, W1  
goal n S2, W1  
god n S1, W1  
gold adj S3, W3  
gold n S2, W2  
golden adj W3  
golf n S2, W3  
good adj S1, W1  
good morning interjection S2  
good night interjection S3  
goodbye interjection S3  
goodness n S2  
goods n S2, W2  
gorgeous adj S3  
gosh interjection S2  
govern v W3  
government n S2, W1  
governor n W3  
grab v S2, W3  
grade n S2, W3  
gradually adv S3, W3  
gram n S3  
grammar n S3, W3  
grand adj S2, W3  
grandad n S3  
grandfather n S3  
grandma n S2  
grandmother n S3  
grandpa n S3  
granny n S3  
grant n S2, W2  
grant v S2, W2  
graph n S3  
grass n S2, W2  
grateful adj S3, W3  
great adj S1, W1  
greatly adv W3

green adj S1, W2  
green n S2, W3  
grey adj S2, W2  
grocery n S3  
gross adj S3  
ground n S1, W1  
group n S1, W1  
grow v S1, W1  
growth n S3, W1  
guarantee n S3  
guarantee v S2, W3  
guard n S3, W3  
guess n S3  
guess v S1, W3  
guest n S3, W2  
guidance n S3, W3  
guide n S3, W2  
guide v W3  
guilty adj S2, W3  
guitar n S3, W3  
gun n S2, W2  
guy n S1, W3

habit n S3, W3  
hair n S1, W1  
half adv S2  
half n S1, W2  
half predeterminer, pron. adj S1, W1  
halfway adj. adv S3  
hall n S2, W2  
hand n S1, W1  
hand v S2, W2  
handbag n S3  
handle n S3  
handle v S2, W2  
handy adj S3  
hang v S1, W2  
happen v S1, W1  
happy adj S1, W1  
hard adj S1, W1  
hard adv S1, W2  
hardly adv S2, W2  
harm n S3, W3  
hat n S1, W3  
hate v S1, W3  
have v S1, W1  
have v S1, W1  
have v S1, W3  
he pron S1, W1  
head n S1, W1  
head v S2, W2  
headquarters n W3  
health n S1, W1  
healthy adj S3, W3  
hear v S1, W1  
hearing n S3, W2  
heart n S1, W1  
heat n S2, W2  
heat v S3  
heater n S3  
heating n S3  
heaven n S3, W3

## HOMEWORK 1A (CONT.)

8		LONGMAN COMMUNICATION 3000	
heavily adv W3	housing n W2	index n W2	introduction n S3, W2
heavy adj S1, W1	how adv, conj S1, W1	indicate v S3, W1	invest v S3, W3
height n S2, W3	however adv S1, W1	indication n S3, W3	investigate v W2
hell n S1, W3	huge adj S1, W2	individual adj S2, W1	investigation n W2
hello interjection, n S1	human adj S2, W1	individual n S2, W1	investment n S2, W1
help n S1, W1	human n W3	industrial adj S3, W1	invite v S2, W2
help v S1, W1	hungry adj S2	industry n S2, W1	involve v S2, W1
helpful adj S2, W3	hunt v W3	inevitable adj W3	involved adj S2, W3
hence adv W3	hurt v S3	inevitably adv W3	involvement n W3
her determiner S1, W1	hurt v S1, W2	infant n W3	iron n S2, W3
her pron S1, W1	husband n S1, W1	infection n W3	iron v S3
here adv S1, W1		inflation n S3, W2	island n S3, W2
hero n W3		influence n S3, W1	issue n S1, W1
hers pron S3, W3	I pron S1, W1	influence v S3, W2	issue v S3, W2
herself pron S2, W1	ice n S2, W3	inform v S3, W3	it pron S1, W1
hesitate v W3	ice cream n S2	informal adj W3	item n S3, W2
hi interjection S1	idea n S1, W1	information n S1, W1	its determiner S1, W1
hide v S2, W2	ideal adj S3, W3	initial adj S3, W2	itself pron S1, W1
high adj S1, W1	ideally adv S3	initially adv S3, W3	
high adv S3	identify v S2, W1	initiative n S3, W2	<b>jacket</b> n S2, W3
highlight v W3	identity n W2	injure v W3	jam n S3
highly adv S2, W2	idiot n S3	injury n S3, W2	job n S1, W1
highway n S3	if conj S1, W1	inner adj S3, W2	join v S1, W1
hill n S2, W2	ignore v S2, W2	innocent adj W3	joint adj S2, W2
him pron S1, W1	il adj S3, W2	innovation n W3	joke n S2, W3
himself pron S1, W1	illegal adj W3	input n W3	joke v S3
hire v S2, W3	illness n S3, W3	inquiry n W2	journalist n W3
his determiner, pron S1, W1	illustrate v W2	insect n W3	journey n S3, W2
historian n W3	image n S2, W1	inside adv, prep S2, W2	joy n W3
historical adj W2	imagination n S3, W3	inside n S3	judge n S2, W2
history n S2, W1	imagine v S1, W2	insist v S3, W2	judge v S3, W3
hit n S3, W3	immediate adj S3, W2	inspection n W3	judgment n W2
hit v S1, W2	immediately adv S2, W1	inspector n S3, W3	juice n S2
hold n S2, W3	impact n S3, W2	install v W3	jump n S3
hold v S1, W1	implement v W3	instance n S3, W2	jump v S2, W3
holder n W2	implication n S3, W2	instant adj S3	juniper n S3
holding n W3	imply v W2	instead adv S1, W1	junior adj W3
hole n S1, W2	import n W3	institute n W3	jury n S3, W3
holiday n S1, W2	importance n S3, W1	institution n W1	just adv S1, W1
holy adj W3	important adj S1, W1	instruction n S3, W2	justice n W2
home adv S1, W1	impose v S3, W2	instrument n W2	justify v S3, W3
home n S1, W1	impossible adj S2, W2	insurance n S2, W2	
homework n S2	impress v S3, W3	intellectual adj W3	<b>keen</b> adj S3, W3
honest adj S1, W3	impression n S2, W2	intelligence n S3, W3	keep v S1, W1
honestly adv S2	impressive adj W3	intelligent adj S3	kettle n S3
honey n S2	improve v S2, W1	intend v S2, W1	key adj S3, W2
honour n W3	improvement n S3, W2	intense adj W3	key n S2, W2
hook n S3	in adv S1, W1	intention n S3, W2	keyboard n S3
hook v S3	in prep S1, W1	interaction n W3	kick n S3
hope n S2, W2	inch n S2, W3	interest n S1, W1	kick v S2, W3
hope v S1, W1	incident n S3, W2	interested adj S1, W2	kid n S1, W2
hopefully adv S1	include v S1, W1	interesting adj S1, W2	kid v S2
hopeless adj S3	including prep S2, W1	internal adj W2	kill v S1, W1
horrible adj S2	income n S2, W1	international adj S2, W1	kilometre n S3, W3
horror n W3	incorporate v W3	internet n S2, W2	kind adj S2, W3
horse n S1, W1	increase n S2, W1	interpret v W3	kind n S1, W1
hospital n S1, W1	increase v S2, W1	interpretation n W2	king n W1
host n W3	increasingly adv W2	interval n W3	kiss v S3, W3
hot adj S1, W2	incredible adj S3	intervention n W3	kit n S3
hotel n S2, W1	incredibly adv S3	interview n S2, W2	kit n S3
hour n S1, W1	indeed adv S1, W1	interview v S2	kitchen n S1, W2
house n S1, W1	independence n W2	into prep S1, W1	knee n S2, W2
household n S3, W2	independent adj S2, W2	introduce v S2, W1	knife n S3, W3
			knock v S1, W3



## HOMEWORK 1A (CONT.)

LONGMAN COMMUNICATION 3000

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know v S1, W1  
 knowledge n S2, W1  
 known adj W3

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lab n S3  
 label n S3, W3  
 laboratory n W3  
 labour n S2, W1  
 lack n S3, W2  
 lack v W3  
 lad n S2, W3  
 ladder n S3  
 lady n S1, W2  
 lake n S3, W3  
 lamb n S3  
 lamp n S3  
 land n S1, W1  
 land v S2, W3  
 landlord n W3  
 landscape n W3  
 lane n S3, W3  
 language n S1, W1  
 large adj S1, W1  
 largely adv S3, W2  
 last adv S1, W1  
 last determiner adj S1, W1  
 last n pron S1, W1  
 last v S1, W2  
 late adj S1, W1  
 late adv S2, W3  
 later adv S1, W1  
 latter n W2  
 laugh v S2, W2  
 laugh n S3  
 launch v W2  
 law n S1, W1  
 lawyer n S3, W2  
 lay v S1, W2  
 layer n S3, W3  
 lazy adj S3  
 lead v S1, W1  
 lead n S2, W2  
 leader n S2, W1  
 leadership n S3, W2  
 leading adj W2  
 leaf n S2, W2  
 league n W2  
 lean v S3  
 learn v S1, W1  
 least determiner pron S1, W1  
 leather n W3  
 leave v S1, W1  
 leave n S3, W2  
 lecture n S2, W3  
 left adj S1, W1  
 left adv S3, W3  
 left n S3, W3  
 leg n S1, W1  
 legal adj S2, W1  
 legislation n W2  
 leisure n W3  
 lend v S3, W3

length n S2, W2  
 less adv S1, W1  
 less determiner pron S1, W1  
 lesson n S2, W3  
 let v S1, W1  
 letter n S1, W1  
 level adj S1, W2  
 level n S1, W1  
 liberal adj W2  
 library n S2, W1  
 licence n S3, W2  
 lick v S3  
 lid n S3  
 lie v S2, W1  
 lie v S3, W3  
 lie n S3  
 life n S1, W1  
 lift v S2, W2  
 lift n S3, W3  
 light adj S1, W1  
 light n S1, W1  
 light v S2, W3  
 lighting n S3  
 like prep S1, W1  
 like v S1, W1  
 like adv S1  
 like conj S1  
 like n W3  
 likely adj S1, W1  
 limit n S2, W2  
 limit v S3, W2  
 limitation n W3  
 limited adj W2  
 line n S1, W1  
 link n S3, W2  
 link v S3, W2  
 lip n S3, W2  
 liquid n W3  
 list n S1, W1  
 list v S2, W3  
 listen v S1, W1  
 literally adv S2  
 literary adj W2  
 literature n S3, W2  
 little adj S1, W1  
 little adv S1, W1  
 little determiner pron S1, W1  
 live v S1, W1  
 live adj S3, W3  
 lively adj S3  
 living n S2  
 load n S1, W3  
 loan n S2, W2  
 local adj S1, W1  
 locate v W3  
 location n S3, W2  
 lock n S2  
 lock v S2, W3  
 log n S3  
 logical adj S3  
 lonely adj S3

long adj S1, W1  
 long adv S1, W1  
 long-term adj W3  
 look n S1, W1  
 look v S1, W1  
 loose adj S3, W3  
 lord n S3, W2  
 lorry n S3  
 lose v S1, W1  
 loss n S2, W1  
 lost adj S2, W3  
 lot pron, adv S1, W1  
 lot n S2  
 loud adj S2, W3  
 loud adv S3  
 lounge n S3  
 love n S1, W1  
 love v S1, W1  
 lovely adj S1, W3  
 lover n W3  
 low adj S1, W1  
 lower v S3, W3  
 lower adj W3  
 luck n S2, W3  
 luckily adv S3  
 lucky adj S2, W3  
 lump n S2  
 lunch n S1, W2  
 lunchtime n S3

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machine n S1, W1  
 machinery n W3  
 mad adj S2, W3  
 madam n S3  
 magazine n S2, W2  
 magic n W3  
 mail n S3, W3  
 mail v S3  
 main adj S1, W1  
 mainly adv S2, W2  
 maintain v S2, W1  
 maintenance n W3  
 major adj S1, W1  
 majority n S2, W1  
 make v S1, W1  
 male adj S3, W2  
 male n W3  
 mall n S3, W3  
 man n S1, W1  
 manage v S1, W1  
 management n S1, W1  
 manager n S1, W1  
 manner n S3, W2  
 manufacturer n W2  
 manufacturing n W3  
 many determiner pron, adj S1, W1  
 map n S2, W2  
 march v W2  
 march n W3  
 margin n W3  
 mark n S3, W2  
 mark v S2, W2

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market n S1, W1  
 marketing n S3, W3  
 marriage n S2, W2  
 married adj S2, W2  
 marry v S1, W2  
 marvellous adj S2  
 mass n W2  
 mass adj W3  
 massive adj S2, W3  
 master n S2, W2  
 match n S2, W2  
 match v S3, W2  
 mate n S2  
 material n S1, W1  
 material adj W3  
 material n S2  
 maths n S2  
 matter n S1, W1  
 matter v S1, W3  
 maximum adj S3, W3  
 may modal S1, W1  
 maybe adv S1, W1  
 me pron S1, W1  
 meal n S2, W2  
 mean v S1, W1  
 meaning n S2, W1  
 means n S2, W2  
 meanwhile adv W2  
 measure v S2, W2  
 measure n W2  
 measurement n W3  
 meat n S2, W3  
 mechanism n S3, W3  
 media n S2, W2  
 medical adj S2, W2  
 medicine n S2, W3  
 medieval adj W3  
 medium adj S3  
 meet v S1, W1  
 meeting n S1, W1  
 member n S1, W1  
 membership n S2, W2  
 memory n S2, W1  
 mental adj S2, W2  
 mention v S1, W1  
 menu n S3  
 mere adj W3  
 merely adv S3, W2  
 mess n S2  
 mess v S2  
 message n S1, W2  
 messy adj S3  
 metal n S2, W2  
 method n S1, W1  
 metre n S2, W3  
 middle adj S1, W2  
 middle n S1, W2  
 midnight n S3  
 might modal S1, W1  
 mile n S1, W1  
 military adj S2, W1  
 milk n S2, W3  
 millimetre n S3

## HOMEWORK 1A (CONT.)

10		LONGMAN COMMUNICATION 3000	
mind n S1, W1	museum n S3, W2	noise n S2, W2	OK adj, adv S1
mind v S1, W2	mushroom n S3	noisy adj S3	OK interjection S1
mine n S2, W3	music n S1, W1	none pron S1, W2	old adj S1, W1
mine pron S1	musical adj S3, W3	nonsense n S3	on prep S1, W1
mineral n W3	must modal S1, W1	nope adv S3	on adj, adv S1, W1
minimum adj S2, W3	my determiner S1, W1	nor conj, adv S2, W1	once adv S1, W1
minister n S1, W1	myself pron S1, W1	normal adj S1, W1	once conj S1, W1
ministry n W2	mystery n W3	normally adv S1, W2	one number S1, W1
minor adj S2, W2		north n S1, W2	one pron S1, W1
minority n S3, W2	<b>nail</b> n S3	northern adj S2, W2	one determiner S1, W1
minute n S1, W1	naked adj S3	nose n S2, W2	one another pron S3, W3
mirror n S3, W3	name n S1, W1	not adv S1, W1	onion n S3
mistery n S3	name v S2, W2	notably adv W3	only adj S1, W1
miss v S1, W2	narrow adj S3, W2	note n S1, W1	only adv S1, W1
miss n S2	nasty adj S2	note v S3, W1	onto prep S1, W2
mission n S3, W2	nation n S3, W2	nothing pron S1, W1	open adj S1, W1
mistake n S2, W2	national adj S1, W1	notice v S1, W2	open v S1, W1
mix v S2, W3	native adj S3, W3	notice n S2, W2	opening n S3
mixed adj S2	natural adj S2, W1	notion n W3	operate v S2, W2
mixture n S3, W3	naturally adv S3, W3	novel n W3	operation n S1, W1
mobile n S2	nature n S1, W1	now adv S1, W1	operator n W3
mobile phone n S2, W3	naughty adj S3	now conj S1, W3	opinion n S1, W2
mode n W3	near adv, prep S1, W1	nowadays adv S2	opponent n W3
model n S2, W1	near adj S2, W3	nowhere adv S2	opportunity n S1, W1
modern adj S1, W1	nearby adj W3	nuclear adj W2	oppose v S3, W3
mom n S1	nearly adv S1, W1	nuisance n S3	opposite prep S2, W2
moment n S1, W1	neat adj S2	number n S1, W1	opposition n S3, W2
mommy n S3	necessarily adv S2, W2	numerous adj W3	option n S1, W2
money n S1, W1	necessary adj S2, W1	nurse n S2, W3	or conj S1, W1
monitor v S3, W3	neck n S2, W2	nut n S3	orange n S3
month n S1, W1	need n S1, W1		order n S1, W1
mood n S3, W3	need v S1, W1	<b>object</b> n S3, W2	order v S2, W2
moon n W3	negative adj S2, W2	object v S2	ordinary adj S1, W2
moral adj S3, W2	negotiate v S3, W3	objection n S3	organ n W3
more adv S1, W1	negotiation n S3, W2	objective n S3, W3	organic adj W3
more determiner, pron S1, W1	neighbour n S2, W2	obligation n W3	organization n S2, W1
moreover adv W2	neighbourhood n S3, W3	observation n W3	organize v S1, W2
morning n S1, W1	neither adv S2, W3	observe v W2	organized adj S3
mortgage n W3	neither determiner, pron W3	obtain v S3, W2	origin n W2
most adv S1, W1	nerve n S3, W3	obvious adj S2, W2	original adj S1, W1
most determiner, pron S1, W1	nervous adj S3, W3	obviously adv S1, W2	originally adv S2, W2
mostly adv S2, W3	net n W3	occasion n S1, W2	other determiner, adj, pron S1, W1
mother n S1, W1	net v W3	occasional adj S3, W3	otherwise adv S1, W2
motion n W3	network n S3, W2	occasionally adv S2, W3	ought to modal S1, W1
motor n S3, W3	never adv S1, W1	occupation n S3, W3	ounce n S3
motorway n S2	nevertheless adv S3, W2	occupy v W2	our determiner S1, W1
mountain n S3, W3	new adj S1, W1	occur v S1, W1	ours pron S1
mouse n S2, W3	newly adv W3	ocean n S3, W2	ourselves pron S1, W3
mouth n S2, W1	news n S1, W1	o'clock adv S1, W3	out adv S1, W1
move v S1, W1	newspaper n S2, W2	odd adj S1, W3	out prep S1, W1
move n S2, W1	next adv S1, W1	odds n S3	outcome n W3
movement n S1, W1	next determiner, adj S1, W1	of prep S1, W1	output n W2
movie n S1, W2	nice adj S1, W2	of course adv S1, W1	outside adv, prep S1, W1
much adv S1, W1	nicely adv S3	off adv, prep, adj S1, W1	outside adj S2, W2
much determiner, pron S1, W1	night n S1, W1	offence n S3, W2	outside n S3
mud n S3	nil n S3	offer v S1, W1	outstanding adj W3
mum n S1, W2	no adv S1, W1	offer n S2, W1	oven n S3
mummy n S1	no determiner S1, W1	office n S1, W1	over adv, adj S1, W1
murder n S3, W2	no one pron S1, W2	officer n S1, W1	over prep S1, W1
muscle n S2, W3	no way adv S2	official n S3, W1	overall adj S3, W2
	nobody pron S1, W2	official adj S3, W2	overcome v W3
	nod v W2	often adv S1, W1	overseas adv W3
		oil n S2, W1	

## HOMEWORK 1A (CONT.)

overtime <i>n</i> S3	pencil <i>n</i> S2	plastic <i>n</i> S2, W2	practise <i>v</i> S3, W3
owe <i>v</i> S2, W3	penny <i>n</i> S1	plate <i>n</i> S2, W2	praise <i>n</i> W3
own <i>adj.</i> , <i>pron</i> S1, W1	pension <i>n</i> S2, W2	platform <i>n</i> S3, W3	pray <i>v</i> S3, W3
own <i>v</i> S2, W2	people <i>n</i> S1, W1	play <i>v</i> S1, W1	prayer <i>n</i> S3, W3
owner <i>n</i> S2, W2	pepper <i>n</i> S3	play <i>n</i> S1, W2	precise <i>adj</i> W3
ownership <i>n</i> W3	per <i>prep</i> S3, W1	player <i>n</i> S2, W1	precisely <i>adv</i> S2, W3
	perceive <i>v</i> W3	pleasant <i>adj</i> S3, W3	predict <i>v</i> W3
	percent <i>n</i> S3, W2	please <i>interjection</i> S1, W2	prefer <i>v</i> S2, W2
pace <i>n</i> W3	percentage <i>n</i> W3	please <i>v</i> W3	preference <i>n</i> W3
pack <i>n</i> S2, W3	perception <i>n</i> W3	pleased <i>adj</i> S2, W3	pregnant <i>adj</i> S3
pack <i>v</i> S2, W3	perfect <i>adj</i> S2, W2	pleasure <i>n</i> S2, W2	premise <i>n</i> W3
package <i>n</i> S2, W2	perfectly <i>adv</i> S2, W3	plenty <i>pron</i> S1, W1	preparation <i>n</i> S3, W3
packet <i>n</i> S2	perform <i>v</i> S3, W2	plot <i>n</i> W3	prepare <i>v</i> S1, W1
pad <i>n</i> S3	performance <i>n</i> S2, W1	plug <i>n</i> S3	prepared <i>adj</i> S2
page <i>n</i> S1, W1	perhaps <i>adv</i> S1, W1	plus <i>prep</i> S1, W2	presence <i>n</i> S3, W2
pain <i>n</i> S2, W2	period <i>n</i> S1, W1	pocket <i>n</i> S2, W2	present <i>adj</i> S2, W2
paint <i>n</i> S2, W2	permanent <i>adj</i> S2, W2	poem <i>n</i> S3, W3	present <i>n</i> S2, W3
paint <i>v</i> S2, W3	permission <i>n</i> S2, W3	poet <i>n</i> W3	present <i>v</i> S2, W1
painting <i>n</i> S3, W2	permit <i>v</i> W3	poetry <i>n</i> W3	presentation <i>n</i> S2, W3
pair <i>n</i> S2, W2	person <i>n</i> S1, W1	point <i>n</i> S1, W1	preserve <i>v</i> W3
palace <i>n</i> W3	personal <i>adj</i> S1, W1	point <i>v</i> S2, W2	president <i>n</i> S2, W2
pale <i>adj</i> W3	personality <i>n</i> S3, W3	pole <i>n</i> W3	press <i>n</i> S2, W2
pan <i>n</i> S3, W3	personally <i>adv</i> S2	police <i>n</i> S1, W1	press <i>v</i> S1, W2
panel <i>n</i> S1, W2	personnel <i>n</i> W3	policeman <i>n</i> S2, W3	pressure <i>n</i> S1, W1
panic <i>n</i> S3	perspective <i>n</i> W3	policy <i>n</i> S3, W1	presumably <i>adv</i> S1, W3
pants <i>n</i> S3	persuade <i>v</i> S3, W2	polite <i>adj</i> S3	presume <i>v</i> S3
paper <i>n</i> S1, W1	petrol <i>n</i> S3	political <i>adj</i> S2, W1	pretend <i>v</i> S2, W3
parcel <i>n</i> S3	phase <i>n</i> W2	politician <i>n</i> W2	pretty <i>adj</i> S2, W3
pardon <i>interjection</i> S2	philosophy <i>n</i> W3	politics <i>n</i> S2, W2	pretty <i>adv</i> S1, W3
parent <i>n</i> S1, W1	phone <i>n</i> S1, W2	poll <i>n</i> W3	prevent <i>v</i> S2, W1
park <i>n</i> S1, W2	phone <i>v</i> S1	pollution <i>n</i> W2	previous <i>adj</i> S1, W1
park <i>v</i> S2	photo <i>n</i> S3, W3	pond <i>n</i> S3	previously <i>adv</i> S3, W2
parking <i>n</i> S3	photocopy <i>n</i> S3, W3	pool <i>n</i> S2, W2	price <i>n</i> S1, W1
parliament <i>n</i> W2	photocopy <i>v</i> S3, W3	poor <i>adj</i> S1, W1	pride <i>n</i> S3, W3
part <i>n</i> S1, W1	photograph <i>n</i> S2, W2	pop <i>n</i> S3, W3	priest <i>n</i> W3
participate <i>v</i> W3	phrase <i>n</i> S3, W3	pop <i>v</i> S2	primarily <i>adv</i> W3
particular <i>adj</i> S1, W1	physical <i>adj</i> S2, W1	popular <i>adj</i> S2, W1	primary <i>adj</i> S2, W2
particularly <i>adv</i> S1, W1	physically <i>adv</i> S3	population <i>n</i> S2, W1	prince <i>n</i> W3
partly <i>adv</i> S2, W2	physics <i>n</i> S3	port <i>n</i> W2	princess <i>n</i> W3
partner <i>n</i> S2, W2	piano <i>n</i> S3	pose <i>v</i> W3	principal <i>adj</i> W2
partnership <i>n</i> W3	pick <i>v</i> S1, W1	position <i>n</i> S1, W1	principle <i>n</i> S2, W1
party <i>n</i> S1, W1	picture <i>n</i> S1, W1	positive <i>adj</i> S2, W2	print <i>v</i> S2, W3
pass <i>v</i> S1, W1	pie <i>n</i> S2	possess <i>v</i> W3	print <i>n</i> W3
pass <i>n</i> S2, W3	piece <i>n</i> S1, W1	possession <i>n</i> W3	printer <i>n</i> S3, W3
passage <i>n</i> W2	pig <i>n</i> S2	possibility <i>n</i> S2, W2	prior <i>adj</i> W3
passenger <i>n</i> S3, W2	pile <i>n</i> S2	possible <i>adj</i> S1, W1	priority <i>n</i> S2, W2
passion <i>n</i> W3	pill <i>n</i> S3	possibly <i>adv</i> S1, W2	prison <i>n</i> S2, W2
past <i>adj</i> S1, W1	pilot <i>n</i> W3	post <i>n</i> S2, W2	prisoner <i>n</i> S3, W2
past <i>n</i> S1, W2	pin <i>n</i> S3	post <i>v</i> S3	private <i>adj</i> S1, W1
past <i>prep.</i> , <i>adv</i> S1, W2	pink <i>adj</i> S2, W3	post office <i>n</i> S3	privilege <i>n</i> W3
path <i>n</i> S2, W2	pint <i>n</i> S2	poster <i>n</i> S3	prize <i>n</i> S2, W2
patience <i>n</i> S3	pipe <i>n</i> S2, W3	pot <i>n</i> S2, W3	probably <i>adv</i> S1, W1
patient <i>n</i> S2, W1	pitch <i>n</i> S3, W3	potato <i>n</i> S2	problem <i>n</i> S1, W1
patient <i>adj</i> W3	pity <i>n</i> S3	potential <i>adj</i> S3, W2	procedure <i>n</i> S2, W2
pattern <i>n</i> S2, W1	pizza <i>n</i> S2	potential <i>n</i> W3	proceed <i>v</i> S3, W3
pause <i>v</i> W3	place <i>n</i> S1, W1	pound <i>n</i> S1, W2	proceeding <i>n</i> W2
pay <i>v</i> S1, W1	place <i>v</i> S2, W1	pour <i>v</i> S2, W3	process <i>n</i> S1, W1
pay <i>n</i> S1, W2	plain <i>adj</i> S2, W3	poverty <i>n</i> W3	produce <i>v</i> S1, W1
payment <i>n</i> S2, W1	plan <i>n</i> S1, W1	power <i>n</i> S1, W1	producer <i>n</i> W3
peace <i>n</i> S2, W2	plan <i>v</i> S1, W1	powerful <i>adj</i> S3, W2	product <i>n</i> S1, W1
peaceful <i>adj</i> S3	plane <i>n</i> S2, W2	practical <i>adj</i> S3, W2	production <i>n</i> S1, W1
peak <i>n</i> W3	planet <i>n</i> W3	practically <i>adv</i> S3	profession <i>n</i> W3
pen <i>n</i> S2	plant <i>n</i> S2, W1	practice <i>n</i> S2, W1	professional <i>adj</i> S2, W1
penalty <i>n</i> W3			



## HOMEWORK 1A (CONT.)

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professional <i>n</i> W3	question <i>n</i> S1, W1	recommendation <i>n</i> S3, W3	reply <i>v</i> W2
professor <i>n</i> S3, W3	question <i>v</i> S2, W3	record <i>n</i> S1, W1	report <i>n</i> S2, W1
profile <i>n</i> W3	queue <i>n</i> S3	record <i>v</i> S3, W2	report <i>v</i> S2, W1
profit <i>n</i> S1, W1	quick <i>adj</i> S1, W2	recording <i>n</i> W3	reporter <i>n</i> S3
program <i>n</i> W1	quick <i>adv</i> S3	recover <i>v</i> W2	represent <i>v</i> S2, W1
programme <i>n</i> S1, W1	quickly <i>adv</i> S1, W1	recovery <i>n</i> W3	representation <i>n</i> S3, W2
progress <i>n</i> S2, W2	quid <i>n</i> S2	red <i>adj</i> S1, W1	representative <i>n</i> S3, W2
project <i>n</i> S1, W1	quiet <i>adj</i> S2, W2	reduce <i>v</i> S1, W1	republic <i>n</i> W2
promise <i>v</i> S2, W2	quietly <i>adv</i> S3, W3	reduction <i>n</i> S3, W2	reputation <i>n</i> W3
promise <i>n</i> S3, W2	quit <i>v</i> S3	refer <i>v</i> S1, W1	request <i>n</i> S3, W2
promote <i>v</i> S3, W2	quite <i>predeterminer adv</i> S1, W1	reference <i>n</i> S2, W1	require <i>v</i> S1, W1
promotion <i>n</i> S3, W3	quote <i>v</i> S2, W3	reflect <i>v</i> S2, W1	requirement <i>n</i> S2, W2
prompt <i>adj</i> W3	quote <i>n</i> S2	reflection <i>n</i> W3	rescue <i>v</i> S3, W3
proof <i>n</i> S3, W3		reform <i>n</i> W2	research <i>n</i> S2, W1
proper <i>adj</i> S1, W2		refrigerator <i>n</i> S3	reserve <i>n</i> S3
properly <i>adv</i> S1, W2	race <i>n</i> S2, W2	refuse <i>v</i> S2, W1	reserve <i>v</i> W3
property <i>n</i> S2, W1	racing <i>n</i> S3	regard <i>n</i> S3	resident <i>n</i> S3, W3
proportion <i>n</i> S2, W2	radical <i>adj</i> W3	regard <i>v</i> S2, W1	residential <i>adj</i> W3
proposal <i>n</i> S2, W1	radio <i>n</i> S1, W2	regime <i>n</i> W2	resign <i>v</i> W3
propose <i>v</i> S2, W2	rail <i>n</i> S2, W2	region <i>n</i> S1, W1	resignation <i>n</i> W3
proposed <i>adj</i> W3	railway <i>n</i> S2, W2	regional <i>adj</i> S1, W2	resist <i>v</i> W3
prosecution <i>n</i> W3	rain <i>n</i> S2, W2	register <i>v</i> S3, W3	resistance <i>n</i> S3, W3
prospect <i>n</i> W2	rain <i>v</i> S3	registration <i>n</i> S3	resolution <i>n</i> W3
protect <i>v</i> S2, W2	raise <i>v</i> S1, W1	regret <i>v</i> W3	resolve <i>v</i> W3
protection <i>n</i> S2, W2	range <i>n</i> S1, W1	regular <i>adj</i> S2, W2	resort <i>n</i> W3
protest <i>n</i> W3	range <i>v</i> W3	regularly <i>adv</i> S3, W3	resource <i>n</i> S2, W1
proud <i>adj</i> S2, W3	rank <i>n</i> W3	regulation <i>n</i> S2, W2	respect <i>n</i> S1, W1
prove <i>v</i> S2, W1	rapid <i>adj</i> W3	reinforce <i>v</i> W3	respectively <i>adv</i> W3
provide <i>v</i> S1, W1	rapidly <i>adv</i> W3	reject <i>v</i> S3, W2	respond <i>v</i> S2, W2
provided <i>conj</i> S3, W2	rare <i>adj</i> S3, W2	relate <i>v</i> S2, W1	response <i>n</i> S1, W1
providing <i>conj</i> S2	rarely <i>adv</i> W2	related <i>adj</i> S2, W3	responsibility <i>n</i> S2, W1
provision <i>n</i> S3, W1	rate <i>n</i> S1, W1	relation <i>n</i> S2, W1	responsible <i>adj</i> S2, W2
psychological <i>adj</i> W3	rather <i>predeterminer adv</i> S1, W1	relationship <i>n</i> S1, W1	rest <i>n</i> S1, W1
psychology <i>n</i> W3	ratio <i>n</i> W3	relative <i>adj</i> W2	rest <i>v</i> S3, W3
pub <i>n</i> S2, W3	raw <i>adj</i> W3	relative <i>n</i> S3, W3	restaurant <i>n</i> S2, W2
public <i>adj</i> S1, W1	reach <i>v</i> S1, W1	relatively <i>adv</i> S2, W2	restore <i>v</i> W3
public <i>n</i> S2, W2	react <i>v</i> S3, W3	relax <i>v</i> S3, W3	restrict <i>v</i> W3
publication <i>n</i> W2	reaction <i>n</i> S2, W2	release <i>v</i> S2, W2	restriction <i>n</i> W3
publicity <i>n</i> S3, W3	read <i>v</i> S1, W1	release <i>n</i> S3, W2	result <i>n</i> S1, W1
publish <i>v</i> S3, W1	reader <i>n</i> S3, W2	relevant <i>adj</i> S2, W2	result <i>v</i> W2
publisher <i>n</i> W3	readily <i>adv</i> W3	relief <i>n</i> S2, W2	retain <i>v</i> W2
pudding <i>n</i> S3	reading <i>n</i> W2	relieve <i>v</i> S3	retire <i>v</i> S2, W3
pull <i>v</i> S1, W1	ready <i>adj</i> S1, W2	religion <i>n</i> S2, W2	retirement <i>n</i> S3, W3
punch <i>v</i> S3	real <i>adj</i> S1, W1	religious <i>adj</i> S2, W2	return <i>v</i> S2, W1
punishment <i>n</i> W3	realistic <i>adj</i> S3	rely <i>v</i> S3, W2	return <i>n</i> S2, W2
pupil <i>n</i> S2, W1	reality <i>n</i> S2, W2	remain <i>v</i> S1, W1	reveal <i>v</i> W1
purchase <i>n</i> W3	realize <i>v</i> S1, W1	remaining <i>adj</i> W2	revenue <i>n</i> W2
purchase <i>v</i> W3	really <i>adv</i> S1, W1	remains <i>n</i> W3	reverse <i>v</i> W3
pure <i>adj</i> S3, W3	reason <i>n</i> S1, W1	remark <i>n</i> W3	review <i>n</i> S2, W2
purely <i>adv</i> S3, W3	reasonable <i>adj</i> S1, W2	remarkable <i>adj</i> W3	review <i>v</i> S3, W3
purple <i>adj</i> S3	reasonably <i>adv</i> S2, W3	remember <i>v</i> S1, W1	revolution <i>n</i> S3, W2
purpose <i>n</i> S2, W2	recall <i>v</i> S3, W2	remind <i>v</i> S1, W2	reward <i>n</i> W3
purpose <i>v</i> S3, W2	receipt <i>n</i> S2	remote <i>adj</i> W3	rhythm <i>n</i> W3
purse <i>n</i> S3	receive <i>v</i> S1, W1	remove <i>v</i> S2, W1	rice <i>n</i> S3
pursue <i>v</i> S3, W2	recent <i>adj</i> S2, W1	rent <i>n</i> S2, W3	rich <i>adj</i> S2, W2
push <i>v</i> S1, W2	recently <i>adv</i> S1, W1	rent <i>v</i> S2, W3	rid <i>adj</i> S1
put <i>v</i> S1, W1	reception <i>n</i> W3	repair <i>n</i> W3	ride <i>v</i> S2, W2
	recipe <i>n</i> S3	repair <i>v</i> S3	ride <i>n</i> S3
qualification <i>n</i> W3	reckon <i>v</i> S1, W3	repeat <i>v</i> S2, W2	ridiculous <i>adj</i> S2
quality <i>v</i> S3, W3	recognition <i>n</i> S3, W2	replace <i>v</i> S2, W1	right <i>adj</i> S1, W1
quality <i>n</i> S1, W1	recognize <i>v</i> S1, W1	replacement <i>n</i> W3	right <i>adv</i> S1, W1
quantity <i>n</i> S3, W2	recommend <i>v</i> S2, W2	reply <i>n</i> S3, W3	right <i>n</i> S1, W1
quarter <i>n</i> S1, W2			right interjection S2
queen <i>n</i> S2, W2			

## HOMEWORK 1A (CONT.)

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ring n S1, W2  
ring v S1, W2  
rip v S3  
rise v S2, W1  
rise n S3, W2  
risk n S2, W1  
rival n W3  
river n S2, W2  
road n S1, W1  
rob v S3  
rock n S2, W2  
role n S2, W1  
roll v S1, W2  
roof n S2, W2  
room n S1, W1  
root n S2, W2  
rope n S3, W3  
rough adj S2, W3  
roughly adv S2  
round adj S1, W2  
round adv, prep S2, W2  
round n W3  
route n S3, W2  
routine n W3  
row n S2, W2  
royal adj S3, W1  
rub v S2  
rubber n S3  
rubbish n S2  
rude adj S3  
ruin v S3  
rule n S1, W1  
rule v W2  
run v S1, W1  
rural adj W2  
rush v S2, W3

sack n S3  
sad adj S2, W3  
safe adj S2, W2  
safety n S2, W2  
sail v S3  
sake n S2, W3  
salad n S2  
salary n S2, W3  
sale n S1, W1  
salt n S2, W3  
same adv S1, W1  
same adj S1, W1  
same pron S1, W1  
sample n S3, W2  
sand n S3, W3  
sandwich n S2  
satellite n W3  
satisfaction n W3  
satisfied adj S3  
satisfy v S3, W2  
sauce n S3  
sausage n S3  
save v S1, W1  
saving n S3, W3  
say v S1, W1  
scale n S2, W2

scared adj S3  
scene n S2, W2  
schedule n S2, W3  
schedule v S3  
scheme n S2, W1  
school n S1, W1  
science n S1, W1  
scientific adj S3, W2  
scientist n S3, W2  
scope n W3  
score n S2, W2  
score v S3, W2  
scratch v S3  
scream v S3  
screen n S2, W2  
screw n S3  
script n S3  
sea n S2, W1  
seal n S3  
search n S3, W2  
search v W3  
season n S2, W1  
seat n S2, W1  
second number S1, W1  
second n S1, W2  
secondary adj S3, W2  
secondly adv S3  
secret adj S3, W2  
secret n S3, W3  
secretary n S2, W1  
section n S1, W1  
sector n W1  
secure adj S3, W3  
secure v W3  
security n W1  
see v S1, W1  
seed n S3, W3  
seek v S2, W1  
seem v S1, W1  
seize v W3  
select v S2, W2  
selection n S3, W2  
self n S2, W3  
sell v S1, W1  
send v S1, W1  
senior adj W2  
sense n S1, W1  
sensible adj S3, W3  
sensitive adj S3, W3  
sentence n S1, W2  
separate adj S2, W2  
separate v S2, W2  
sequence n W2  
series n S2, W1  
serious adj S1, W1  
seriously adv S2, W2  
servant n W2  
serve v S1, W1  
service n S1, W1  
session n S2, W2  
set n S1, W1  
set v S1, W1  
setting n W2

settle v S2, W2  
settlement n W2  
several determiner pron S1, W1  
severe adj S3, W3  
sew v S3  
sex n S1, W2  
sexual adj S3, W2  
shadow n S3, W2  
shake v S3, W2  
shall modal S1, W1  
shame n S2  
shape n S2, W2  
share n S1, W1  
share v S1, W1  
sharp adj S3, W2  
sharply adv W3  
shave v S3  
she pron S1, W1  
shed n S3  
sheep n S2, W3  
sheet n S1, W2  
shell n S3, W3  
shell n S3, W3  
shelter n W3  
shift v S3, W3  
shine v S3  
ship n S2, W2  
shirt n S2, W3  
shock n S2, W2  
shocked adj S3  
shocking adj S3  
shoe n S1, W3  
shoot v S2, W2  
shop n S1, W1  
shopping n S2, W3  
short adj S1, W1  
shortly adv S3, W3  
shot n S2, W2  
should modal S1, W1  
shoulder n S2, W2  
shout v S2, W2  
shove v S3  
show n S1, W1  
show v S1, W1  
shower n S2  
shrug v W3  
shut v S1, W2  
sick adj S1, W3  
side n S1, W1  
sight n S2, W2  
sign n S3, W2  
sign v S2, W2  
signal n S2, W2  
signature n S3  
significance n W2  
significant adj S2, W1  
significantly adv S3, W2  
silence n W2  
silent adj W3  
silly adj S2  
silver n S3  
similar adj S1, W1

similarly adv W3  
simple adj S1, W1  
simply adv S1, W1  
sin n S2  
since prep, conj, adv S1, W1  
sing v S1, W2  
singer n S3  
single adj S1, W1  
sink n S3  
sink v W3  
sir n S1, W3  
sister n S1, W1  
sit v S1, W1  
site n S1, W2  
situation n S1, W1  
size n S1, W1  
skill n S2, W1  
skin n S2, W2  
skirt n S3  
sky n S2, W2  
sleep v S1, W2  
sleep n S2, W3  
slice n S3  
slide v S3, W3  
slide n S3  
slight adj S2, W3  
slightly adv S1, W2  
slim adj S3  
slip v S3, W2  
slip n S3  
slope n W3  
slow adj S2, W2  
slow v S3, W2  
slowly adv S3, W2  
small adj S1, W1  
smart adj S2, W2  
smell n S2, W3  
smell v S2, W3  
smile n S2, W2  
smile v S3, W1  
smoke n S3, W3  
smoke v S2, W2  
smoking n S2  
smooth adj W3  
snap v W3  
snow n S2, W3  
so adv S1, W1  
so conj S1, W3  
soap n S3  
so-called adj W3  
social adj S1, W1  
society n S1, W1  
sock n S3  
soft adj S2, W2  
software n S3, W2  
soil n W2  
soldier n S3, W2  
sole adj W3  
solicitor n S3, W2  
solid adj S3, W3  
solution n S2, W1  
solve v S2, W3



## HOMEWORK 1A (CONT.)

some determiner S1, W1	stair n S2, W3	strike n S3, W2	survey n S2, W2
some pron S1, W1	stake n W3	strike v S3, W3	survival n W3
some adv S1, W1	stall n S3	string n S3, W2	survive v S2, W2
somebody pron S1, W3	stamp n S3	strip n W3	suspect v S2, W3
somehow adv S2, W2	stamp v S1, W1	stroke n S3	suspicion n W3
someone pron S1, W1	stand n S2, W1	strong adj S1, W1	suspicious adj S3
something pron S1, W1	standard adj S2, W2	strongly adv S3	sustain v W3
sometimes adv S1, W1	standard n S2, W2	structure n S3, W2	swap v S3
somewhat adv S3, W2	star n S2, W2	struggle n S3, W3	swear v S3
somewhere adv S1, W2	stare v S3, W2	struggle v W3	sweep v W3
son n S1, W1	start v S1, W1	student n S1, W1	sweet adj S2, W3
song n S1, W2	start n S1, W2	studio n S3, W2	sweet n S2
soon adv S1, W1	starve v S3	study n S2, W3	swim v S3
sore adj S3	state n S1, W2	study v S2, W2	swimming n S2
sorry adj S1, W2	state v S3, W2	stuff n S1, W3	swing v W3
sort n S1, W1	statement n S2, W1	stupid adj S1, W3	switch v S2, W3
sort v S1, W3	station n S1, W1	style n S2, W1	switch n S3
soul n S3, W3	statistic n S2, W3	subject n S2, W1	symbol n W3
sound n S1, W1	status n W2	submit v S3, W3	sympathy n W3
sound v S1, W2	stay n S3	subsequent adj W2	system n S1, W1
sound adj W3	stay v S1, W1	subsequently adv W3	
soup n S3	steady adj W3	substance n W3	<b>table</b> n S1, W1
source n S2, W1	steak n S3	substantial adj S3, W2	tablet n S3
south n S1, W2	steal v S3, W3	succeed v S3, W2	tackle v S3, W3
southern adj S2, W2	steam n W3	success n S1, W1	tail n S2, W3
space n S1, W1	steel n S3, W3	successful adj S2, W1	take v S1, W1
spare adj S2	steep adj S3	successfully adv W3	tale n W3
spare v S3	step n S2, W1	such determiner	talent n W3
speak v S1, W1	step v S3, W3	predeterminer	talk n S1, W1
speaker n S2, W2	stick v S1, W3	pron S1, W1	talk v S1, W1
special adj S1, W1	stick n S3	suck v S3	tall adj S2, W2
specialist n S3, W3	stiff adj S3	sudden adj S2, W3	tank n S2, W2
species n W2	still adv S1, W1	suddenly adv S1, W1	tap n S3
specific adj S1, W1	still adj S3	suffer v S1, W1	tape n S3, W3
specifically adv S2, W3	stir v S3, W3	sufficient adj S2, W2	target n S2, W2
specify v W3	stock n S2, W2	sugar n S2, W3	task n S2, W1
speech n S2, W2	stomach n S3, W3	suggest v S1, W1	taste n S2, W2
speed n S2, W1	stone n S2, W1	suggestion n S1, W2	taste v S2
spell v S2	stop v S1, W1	suit n S2, W3	tax n S1, W1
spelling n S2	stop n S2, W3	suit v S3, W3	taxi n S3
spend v S1, W1	storage n W3	suitable adj S3, W2	tea n S1, W2
spill v S3	store n S1, W1	sum n S2, W2	teach v S1, W2
spin v S3	store v S3, W3	summer n S1, W1	teacher n S1, W1
spirit n S2, W2	storm n W3	sun n S2, W1	teaching n S2, W2
spiritual adj W3	story n S1, W1	super adj S2	team n S1, W1
spite n W3	straight adv S1, W2	supermarket n S3	tear n S3, W3
split v S2, W3	straight adj S2, W3	supper n S3	tear v S2, W3
spoil v S3	straightforward adj S3	supply n S2, W2	technical adj S2, W2
spokesman n W2	strain n W3	supply v S3, W2	technique n S3, W1
spoon n S3	strange adj S2, W2	support n S1, W1	technology n S2, W1
sport n S2, W2	stranger n S2, W2	support v S1, W2	telephone n S1, W2
spot n S2, W2	strategic adj W3	supporter n S3, W2	television n S1, W1
spot v S3	strategy n W2	suppose v S1, W1	tell v S1, W1
spray v S3	straw n S3	sure adj S1, W1	telly n S2
spread v S2, W2	strawberry n S3	sure adv S3	temperature n S2, W2
spring n S2, W2	stream n W3	surely adv S1, W2	temporary adj S3, W3
squad n W3	street n S1, W1	surface n S3, W1	tend v S1, W1
square adj S2, W3	strength n S2, W2	surgery n S2, W2	tendency n S3, W3
square n S2, W3	strengthen v W3	surprise n S3, W2	tennis n S3, W3
squeeze v S3	stress n S3, W3	surprised adj S2, W2	tension n W2
stable adj W3	stress v S3, W3	surprising adj S3, W3	tent n S3
staff n S2, W2	stretch v S3, W3	surprisingly adv W3	term n S1, W1
stage n S1, W1	strict adj S3	surround v W2	terrible adj S1, W3

## HOMEWORK 1A (CONT.)

LONGMAN COMMUNICATION 3000		25	
terribly adv S2	territory n W2	terror n W3	terrorist n W3
test n S1, W1	test v S3, W2	text n S2, W1	text v S2
than conj. prep S1, W1	thank v S1, W2	thanks interjection S1	thanks n W3
that adv S1, W2	that determiner, pron S1, W1	that conj S1, W1	the definite article, determiner S1, W1
theatre n S2, W2	their determiner S1, W1	theirs pron S3	them pron S1, W1
theme n S2, W2	themselves pron S1, W1	then adv S1, W1	theoretical adj W3
theory n S2, W1	there adv S1, W1	there pron S1, W1	therefore adv S1, W1
they pron S1, W1	thick adj S2, W2	thin adj S2, W2	thing n S1, W1
think v S1, W1	this determiner, pron S1, W1	though adv S1	though conj S1, W1
thought n S1, W1	threat n S3, W2	threaten v S3, W2	three number S1
throat n S3, W3	through prep, adv S1, W1	throughout prep, adv S2, W1	throw v S1, W1
thus adv W1	ticket n S1, W2	tidy adj S3	tie v S2, W3
tie n S3, W3	tight adj S2, W3	tile n S3	till prep, conj S1
time n S1, W1	tin n S2	tiny adj S2, W2	tip n S2, W3
tired adj S1, W2	title n S3, W1	to S1, W1	to prep S1, W1
toast n S3	today adv S1, W1	toe n S3	together adv S1, W1
toilet n S2	tomato n S2	tomorrow adv S1, W2	ton n S3
tone n S3, W2	tongue n S3, W3	tonight adv S1, W2	too adv S1, W1
tool n S2, W2	tooth n S2, W2	top adj S1, W1	top n S1, W2
topic n S3, W2	total adj S1, W1	total n S2, W2	totally adv S1, W2
touch n S2, W2	touch v S2, W2	tough adj S2, W2	tour n S3, W2
tourist n W3	towards prep S1, W1	towel n S3	tower n S3, W3
town n S1, W1	toy n S3	track n S2, W2	trade n S3, W1
trade v S3, W2	tradition n S2, W2	traditional adj S3, W1	traffic n S1, W2
trailer n S3	train n S1, W2	train v S1, W2	trainer n S3
training n S2, W1	transaction n S3, W3	transfer v S3, W2	transfer n W2
transform v W3	transition n W3	translate v S3	transport n S2, W2
transportation n W3	trash n S3	travel n S2, W2	travel v S2, W2
tray n S3	treat n S3	treat v S2, W1	treatment n S2, W1
treaty n W2	tree n S1, W1	tremendous adj S2	trend n S3, W2
trial n S3, W2	trick n S3	tricky adj S3	trip n S2, W2
trick v S3	tricky adj S3	troop n W2	trouble n S1, W2
trousers n S2	truck n S2, W3	true adj S1, W1	truly adv W3
trust n S1, W2	trust v S2, W3	truth n S1, W2	try n S3
try v S1, W1	tube n S3, W3	tune n S3	tunnel n W3
turn n S1, W1	turn v S1, W1	TV n S2, W2	twice adv, predeterminer S2, W2
twist v S3	typical adj S2, W2	tyre n S3	ugly adj S3
ultimate adj W3	ultimately adv W3	unable adj W2	unbelievable adj S3
unemployed adj S2, W3	unemployment n S2, W2	unfair adj S3	unfortunate adj S3
unemployment n S2, W2	unfair adj S3	unfortunate adj S3	unfortunately adv S1, W3
unfortunate adj S3	unhappy adj S3	uniform n S3	union n S1, W1
unhappy adj S3	uniform n S3	unique adj S3, W2	unit n S2, W2
union n S1, W1	unique adj S3, W2	united adj S2, W3	unity n W3
unity n W3	united adj S2, W3	unity n W3	universal adj W3
universal adj W3	universe n W3	university n S2, W1	unknown adj, adv W2
universe n W3	university n S2, W1	unknown adj, adv W2	unless conj S1, W1
university n S2, W1	unknown adj, adv W2	unless conj S1, W1	unlike prep W3
unknown adj, adv W2	unless conj S1, W1	unlike prep W3	unlikely adj S3, W2
unless conj S1, W1	unlike prep W3	unlikely adj S3, W2	until prep, conj S1, W1
unlike prep W3	unlikely adj S3, W2	until prep, conj S1, W1	unusual adj S2, W3
unlikely adj S3, W2	until prep, conj S1, W1	unusual adj S2, W3	up adv, prep, adj S1, W1
until prep, conj S1, W1	unusual adj S2, W3	up adv, prep, adj S1, W1	upon prep S2, W1
unusual adj S2, W3	up adv, prep, adj S1, W1	upon prep S2, W1	upper adj W2
up adv, prep, adj S1, W1	upon prep S2, W1	upper adj W2	upset adj S2
upon prep S2, W1	upper adj W2	upset adj S2	upset v S2
upper adj W2	upset adj S2	upset v S2	upstairs adv S2
upset adj S2	upset v S2	urban adj W2	urge v W3
upset v S2	urban adj W2	urgent adj S3	us pron S1, W1
urban adj W2	urgent adj S3	us pron S1, W1	use n S1, W1
urge v W3	us pron S1, W1	use n S1, W1	use v S1, W1
urgent adj S3	use n S1, W1	use v S1, W1	used adj S1, W2
us pron S1, W1	use v S1, W1	used adj S1, W2	used to modal S1, W2
use n S1, W1	used adj S1, W2	used to modal S1, W2	useful adj S1, W1
use v S1, W1	used to modal S1, W2	useful adj S1, W1	user n S3, W1
used adj S1, W2	useful adj S1, W1	user n S3, W1	usual adj S2, W2
used to modal S1, W2	user n S3, W1	usual adj S2, W2	usually adv S1, W1
useful adj S1, W1	usually adv S1, W1	vacation n S2, W3	vague adj S3
user n S3, W1	usually adv S1, W1	vague adj S3	valley n S3, W3
usual adj S2, W2	usually adv S1, W1	valley n S3, W3	valuable adj W3
usually adv S1, W1	vacation n S2, W3	valuable adj W3	value n S2, W1
vacation n S2, W3	vague adj S3	value n S2, W1	van n S2, W3
vague adj S3	valley n S3, W3	van n S2, W3	variation n W2
valley n S3, W3	valuable adj W3	variation n W2	variety n S2, W1
valuable adj W3	value n S2, W1	variety n S2, W1	various adj S1, W1
value n S2, W1	van n S2, W3	various adj S1, W1	vary v S3, W2
van n S2, W3	variation n W2	vary v S3, W2	vast adj S3, W2
variation n W2	variety n S2, W1	vast adj S3, W2	vegetable n S3, W3
variety n S2, W1	various adj S1, W1	vegetable n S3, W3	vehicle n S2, W2
various adj S1, W1	vary v S3, W2	vehicle n S2, W2	version n S2, W2
vary v S3, W2	vast adj S3, W2	version n S2, W2	very adv S1, W1
vast adj S3, W2	vegetable n S3, W3	very adv S1, W1	very adj S2, W1
vegetable n S3, W3	vehicle n S2, W2	very adj S2, W1	vet n S3
vehicle n S2, W2	version n S2, W2	vet n S3	via prep W2
version n S2, W2	very adv S1, W1	via prep W2	victim n S3, W2
very adv S1, W1	very adj S2, W1	victim n S3, W2	victory n W2
very adj S2, W1	vet n S3	victory n W2	video n S1, W2
vet n S3	via prep W2	video n S1, W2	view n S1, W1
via prep W2	victim n S3, W2	view n S1, W1	village n S1, W1
victim n S3, W2	victory n W2	village n S1, W1	violence n S2, W2
victory n W2	video n S1, W2	violence n S2, W2	violent adj S3, W3
video n S1, W2	view n S1, W1	violent adj S3, W3	virtually adv S2, W2
view n S1, W1	village n S1, W1	virtually adv S2, W2	virtue n W3
village n S1, W1	violence n S2, W2	virtue n W3	virus n W3
violence n S2, W2	violent adj S3, W3	virus n W3	visible adj W3
violent adj S3, W3	virtually adv S2, W2	visible adj W3	vision n S3, W2
virtually adv S2, W2	virtue n W3	vision n S3, W2	visit v S2, W1
virtue n W3	virus n W3	visit v S2, W1	visit n S3, W2
virus n W3	visible adj W3	visit n S3, W2	visitor n S3, W2
visible adj W3	vision n S3, W2	visitor n S3, W2	visual adj W3
vision n S3, W2	visit v S2, W1	visual adj W3	vital adj W2
visit v S2, W1	visit n S3, W2	vital adj W2	voice n S2, W1
visit n S3, W2	visitor n S3, W2	voice n S2, W1	volume n S3, W2
visitor n S3, W2	visual adj W3	volume n S3, W2	voluntary adj W3
visual adj W3	vital adj W2	voluntary adj W3	vote n S2, W2
vision n S3, W2	voice n S2, W1	vote n S2, W2	vote v S2, W2
visit v S2, W1	volume n S3, W2	vote v S2, W2	vulnerable adj W3
visit n S3, W2	voluntary adj W3	vulnerable adj W3	wage n S2, W2
visitor n S3, W2	vote n S2, W2	wage n S2, W2	wait v S1, W1
visual adj W3	vote v S2, W2	wait v S1, W1	wake v S2, W3
vital adj W2	vulnerable adj W3	wake v S2, W3	walk v S1, W1
voice n S2, W1	wage n S2, W2	walk v S1, W1	walk n S2, W2
volume n S3, W2	wait v S1, W1	walk n S2, W2	wall n S1, W1
voluntary adj W3	wake v S2, W3	wall n S1, W1	
vote n S2, W2	walk v S1, W1		
vote v S2, W2	walk n S2, W2		
vulnerable adj W3	walk n S2, W2		
wage n S2, W2	wall n S1, W1		
wait v S1, W1			
wake v S2, W3			
walk v S1, W1			
walk n S2, W2			
wall n S1, W1			

## HOMEWORK 1A (CONT.)

16		LONGMAN COMMUNICATION 3000
wander v S3	whisky n S3	would modal S1, W1
want v S1, W1	whisper v W3	wound v W3
war n S2, W1	white adj S1, W1	wrap v S3
ward n W3	white n S3, W2	write v S1, W1
wardrobe n S3	who pron S1, W1	writer n S3, W2
warm adj S2, W2	whoever pron S2	writing n S2, W3
warn v S3, W2	whole adj S1, W1	wrong adj S1, W1
warning n S3, W2	whole n S2, W2	wrong adv S2
wash v S1, W3	whom pron S3, W1	
washing n S2	whose determiner pron S2, W1	yard n S2, W2
waste n S2, W3	why adv, conj S1, W1	yeah adv S1
waste v S2, W3	wicked adj S3	year n S1, W1
waste adj W3	wide adj S1, W1	yellow adj S2, W3
watch v S1, W1	wide adv S3, W3	yep interjection S1
watch n S2, W3	widely adv W2	yes adv S1, W1
water n S1, W1	widespread adj W3	yesterday adv S1, W1
wave n S3, W2	wife n S1, W1	yet adv S1, W1
wave v S3, W3	wild adj S2, W2	yet conj W2
way n S1, W1	will modal S1, W1	you pron S1, W1
way adv S2	will n S2, W2	young adj S1, W1
we pron S1, W1	willing adj S2, W3	youngster n S3
weak adj S3, W2	win v S1, W1	your determiner S1, W1
weakness n W3	win n W3	yours pron S1, W3
wealth n W3	wind n S2, W2	yourself pron S1, W2
weapon n S3, W2	wind v S3, W3	youth n S2, W2
wear v S1, W1	window n S1, W1	
weather n S1, W2	windy adj S3	zone n W3
web n S2, W2	wine n S2, W2	
website n S2, W2	wing n S2, W2	
wedding n S2, W3	winner n S3, W2	
week n S1, W1	winter n S2, W2	
weekend n S1, W2	wipe v S3	
weekly adj W3	wire n S2, W3	
weigh v S3, W3	wise adj S3	
weight n S1, W2	wish v S1, W1	
weird adj S2	wish n S3	
welcome adj S2, W3	with prep S1, W1	
welcome v S2, W2	withdraw v S3, W2	
welfare n S3, W2	within prep, adv S1, W1	
well adv S1, W1	without prep, adv S1, W1	
well interjection S1, W1	witness n S2, W3	
well adj S1, W2	woman n S1, W1	
west n S1, W2	wonder v S1, W2	
western adj S2, W2	wonderful adj S1, W2	
wet adj S2, W3	wood n S2, W2	
what pron, determiner, predeterminer S1, W1	wooden adj S3, W3	
whatever determiner pron S1, W1	wool n S3	
whatsoever adv S2	word n S1, W1	
wheel n S2, W3	work n S1, W1	
when adv, conj, pron S1, W1	work v S1, W1	
whenever adv, conj S2, W3	worker n S2, W1	
where adv, conj, pron S1, W1	working adj S2, W2	
whereas conj S2, W2	workshop n S3, W3	
whenever adv S2	world n S1, W1	
whether conj S1, W1	worried adj S2, W3	
which determiner, pron S1, W1	worry v S1, W2	
while conj S1, W1	worry n S2	
while n S1, W2	worrying adj S3	
	worse adj S2, W2	
	worse adv S3, W3	
	worth prep S1, W2	
	worth n W3	

**HOMEWORK 1B**

**MY LIFE JOURNEY**

**STUDENT NO:** \_\_\_\_\_ **XIS II**

Wednesday, January 13th 2016

Thursday, January 14th 2016

Friday, January 15th 2016

Saturday, January 16th 2016

**HOMEWORK 1B (CONT)**

The form consists of a large outer rectangle with a black border. Inside, there are three vertically stacked rounded rectangular boxes. Each box is designed for a single day's homework. The top box has a black border and a label 'Sunday, January 17th 2016' in the top right corner. The middle box has a blue border and a label 'Monday, January 18th 2016' in the top right corner. The bottom box has an orange border and a label 'Tuesday, January 19th 2015' in the top right corner. The rest of each box is empty space for writing.



**GROUP DIVISION****Pembagian Kelompok Identifikasi Kata Kerja (Verb) Longman 3000**

No	Name	Page
1	Aldika Pri Hantara	2
2	Amanda Naura R	2
3	Andhita Murin Kurnialita	3
4	Annisa Arwien Rizada	3
5	Aqilanuha Wannarwastu	3
6	Ariva Septriana Brillianti	4
7	Azzahra Nur Rahma	4
8	Crussita Wahyuning Putri	5
9	Farhani Riska Septia	5
10	Faza Nashihah	6
11	Fina Rahmawati	6
12	Imelda Fani Swastika	7
13	Indah Nur Fauziah	7
14	Indi Ilmiyati Irfana	8
15	Isabela Reksa Dini	8
16	Isna Rahayunirahimah	9
17	Ivana Nevi Anggraeni	9
18	Kevin Alvianto	10
19	Lina Komastuti	10
20	Luna Leony Rajasa	11
21	Muhammad Julio Rifqi Rayhandika	11
22	Nikolaus Adi Pratama	12
23	Oktriditia Saraswati	12
24	Puri Yulitaningsih	13
25	Rafael Yudi Dwi Sulistiyanto	13
26	Realiza Meiamalia Rooswandari	14
27	Regina Dita Pradnyasari Retnoindi	14
28	Retno Puspito Sari	15
29	Rosa Pijar Cahya Devi	15
30	Siwi Listyandari	16
31	Yohanes Wijaya Setya Arsandi	16

# HOMEWORK 2A

## Deskripsi Proyek Kelompok

1. Proyek ini dikerjakan dalam kelompok yang sudah ditentukan di atas.
2. Cara mengerjakan:
  - a. Fokus pada halaman yang telah ditentukan.
  - b. Identifikasi semua kata-kata kerja (verbs), contoh (Longman halaman 2):

(keterangan: v merupakan kata kerja)

- c. Kelompokkan kata-kata tersebut ke dalam regular verbs (kata kerja beraturan) atau irregular verbs (kata kerja tidak beraturan) kemudian cari bentuk lampainya (past verbs/v2) dan bentuk past participienya (v3). Contoh pengerjaan di halaman tiga.
- d. Diketik, kirim ke [smaglorenglish@gmail.com](mailto:smaglorenglish@gmail.com)
- e. Due date: Tuesday, January 26th, 2016
- f. Jika ada pertanyaan, silakan ditanyakan pada Miss Mei di 08572988520 (SMS/WA) atau melalui email di [meilani1202241016@gmail.com](mailto:meilani1202241016@gmail.com).

I wish you best of luck, everyone. 😊

**HOMEWORK 2A (CONT.)****Example****Name of Students**

1. Aldika Pri Hantara (01)
2. Amanda Naura R (02)

**Assignment** : Identifying Past Verbs in Longman Communication 3000

**Type** : Group Assignment

**Page** : 2

**Regular Verb**

No	Present Verb	Past Verb	Past Participle	Meaning
1	abandon	abandoned	abandoned	meninggalkan
2	absorb			
3	accept			
4	...			
5	...			
6	...			
7	etc.			

**Irregular Verb**

No	Present Verb	Past Verb	Past Participle	Meaning
1	arise	arose	arisen	timbul
2	...			
3	...			
4	...			
5	...			
6	...			
7	etc.			



**HOMEWORK 2B**

**MY LIFE JOURNEY**

**STUDENT NO:** \_\_\_\_\_ **XIS II**

Wednesday, January 13th 2016

Thursday, January 14th 2016

Friday, January 15th 2016

Saturday, January 16th 2016

**HOMEWORK 2B (CONT.)**

The form consists of a large outer rectangle with a black border. Inside, there are three vertically stacked rounded rectangular boxes. Each box is designed for a single day's homework. The top box is outlined in black and has a date label 'Sunday, January 17th 2016' in the top right corner. The middle box is outlined in blue and has a date label 'Monday, January 18th 2016' in the top right corner. The bottom box is outlined in orange and has a date label 'Tuesday, January 19th 2016' in the top right corner. The labels are contained within small rounded rectangular boxes that match the outline color of the main box.

## HOMEWORK 3

### Deskripsi Tugas

3. Tugas ini merupakan tugas kelompok
4. Selain dengan teman kelompok, pastikan kamu bekerja dengan Cambridge Advanced Learner's Dictionary (CALD).
5. Cara mengerjakan:
  - g. Fokus pada hasil identifikasi regular verb dari hasil group project yang lalu
  - h. Cari transcriptnya di CALD, copy.
  - i. Identifikasi kata itu. Tentukan apakah kata itu diakhiri dengan bunyi t, d, atau Id. Contoh pengerjaan ada di halaman 2.
  - j. Batas waktu pengumpulan: Selasa, 26 Januari 2016. Diketik dan dikirim ke [smaglorvenglish@gmail.com](mailto:smaglorvenglish@gmail.com)
  - k. Jika ada pertanyaan, silakan ditanyakan pada Miss Mei di 085729988520 (SMS/WA) atau melalui email di [meilani12202241016@gmail.com](mailto:meilani12202241016@gmail.com).

☺ Break a leg, everyone! ☺

## HOMEWORK 3 (CONT.)

### Example (Untuk dikirim email)

Name/Std. Number :

1. Aldika Prihantara (01)
2. Amanda Naura (02)

Assignment : Identifying Sound t, d, Id in Regular Verb

Type : Group Assignment

Longman Page : 2

Notes :

**t** : [p, k, θ, f, s, ʃ, tʃ]

**d** : [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l]

**Id** : [t] or [d]

No	Present Verb	Transcript	Sound Ending	t	d	Id
1	Dump	/dʌmp/	p	dumped		
2	elect	/ɪ'lekt/	t			elected
3						
4	...					
5	...					
6	...					
7	etc.					

### Conclusion

- Read t
- Read d  
abandoned  
absorbed
- Read Id  
accepted

**HOMEWORK 4****Deskripsi Tugas**

6. Tugas ini merupakan tugas kelompok
7. Selain dengan teman kelompok, pastikan kamu bekerja dengan Cambridge Advanced Learner's Dictionary (CALD).
8. Cara mengerjakan:
  - l. Identifikasi kata sifat (adjectives/adj) dalam halaman Longman yang menjadi bagianmu lalu cari artinya.
  - m. Cari transkripnya di CALD, copy.
  - n. Identifikasi kata itu. Tentukan apakah penekanan kata itu ada di suku kata (syllable) pertama, kedua, ketiga, keempat (apabila ada), atau tidak ada penekanan.
  - o. Batas waktu pengumpulan: Senin, 7 Februari 2016. Diketik dan dikirim ke [smaglorvenglish@gmail.com](mailto:smaglorvenglish@gmail.com)
  - p. Jika ada pertanyaan, silakan ditanyakan pada Miss Mei di Group Whatsup Speak Up X IS 2 atau di 085729988520 (SMS) atau melalui email di [mellani12202241016@gmail.com](mailto:mellani12202241016@gmail.com).

☺ Wish you all the best, everyone! ☺

## HOMEWORK 4 (CONT.)

### Example (Untuk dikirim email)

Name/Std. Number :

3. 18

4. 19

Assignment : Identifying Primary Stress in Adjectives

Type : Group Assignment

Longman Page : 9

No	Adjectives	-	Stress			Meaning
			1st syllable	2nd syllable	3rd syllable	
1	known	/nəʊn/				dikenal
2	massive		/ˈmæs.ɪv/			raksasa
3				spəˈsɪf.ɪk		
4						
5						
6						

### Conclusion

#### Not stressed

known, etc.

#### Stressed on the 1st syllable

Massive, etc.

#### Stressed on the 2nd syllable

#### Stressed on the 3rd syllable

## HOMEWORK 5

A biography recount has a general structure. A biography consists of:

1. Introductory Paragraph (The background information why this person is famous)
2. Supporting Details (The paragraphs retelling a series of events in chronological order)
3. Concluding Paragraph (A conclusion with a comment on the contribution)

The following are the language features of a biographical recount:

1. Use of names of specific people.
2. Mainly written in simple past tense (It could also include the present tense)
3. Use of connectives to do with time (last year, then, at the same time, next, later, meanwhile, on August 1st, etc)
4. Use of action verb.

Based on the explanation above, please:

1. Cari teks biografi recount tentang tokoh inspiratif menurut pendapatmu. Cantumkan alamat/nama sumbernya. (Bisa dari Internet, majalah, koran, dll)
2. Identifikasi general structurenya
3. Identifikasi language featuresnya
4. Buat short biografinya.
5. Kirim hasil pekerjaan ke [smaglorenglish@gmail.com](mailto:smaglorenglish@gmail.com) paling lambat Minggu, 14 Feb 2016
6. Perhatikan contoh di halaman berikut.

## HOMEWORK 5 (CONT.)

Name : Angelina Jolie

Number : 1

### A biography recount of Sergey Brin

#### Sergey Brin

Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines. He co-founded Google with his research partner Larry Page. The whole world knows about Google, but perhaps knows little about Sergey Brin. He is the President of Technology at Google and takes an active role in shaping the company's future. He is the fourth youngest billionaire in the world.

Brin was born in Moscow in 1973. Both his mother and father were mathematicians, which might explain Sergey's genius for numbers and formulae. Brin and his family emigrated to the United States when he was six. He attended a Montessori school and his father developed his interest in maths. He graduated from university in 1993 with a degree in maths and computer science.

Brin finished his master's degree in computer science at America's prestigious Stanford University. He started his Ph.D. on the processes and calculations that search engines use. He teamed up with Larry Page and they wrote a paper that became the blueprint for Google. He put his studies aside to focus on his new business project. It made him rich beyond his wildest dreams.

Although Brin's 'official' salary is just over \$43,000 a year, he has a personal fortune of \$18.5 billion. He has expanded his business interests into other areas of technology and movie production. In 2008, he invested \$5 million in a space tourism company. He is also an investor in Tesla Motors, which is developing a long-range electric car. He might be the one of the richest people in the world.

Adapted from: [www.famouspeoplelessons.com](http://www.famouspeoplelessons.com)

#### General Structure

Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines. He co-founded Google with his research partner Larry Page. The whole world knows about Google, but perhaps knows little about Sergey Brin. He is the President of Technology at Google and takes an active role in shaping the company's future. He is the fourth youngest billionaire in the world.

Brin was born in Moscow in 1973. Both his mother and father were mathematicians, which might explain Sergey's genius for numbers and formulae. Brin and his family emigrated to the United States when he was six. He attended a Montessori school and his father developed his interest in maths. He graduated from university in 1993 with a degree in maths and computer science.

Comment [M1]: Introductory paragraph.

Comment [M2]: Intro

Comment [M3]: text



## HOMEWORK 5 (CONT.)

Brin finished his master's degree in computer science at America's prestigious Stanford University. He started his Ph.D. on the processes and calculations that search engines use. He teamed up with Larry Page and they wrote a paper that became the blueprint for Google. He put his studies aside to focus on his new business project. It made him rich beyond his wildest dreams.

Comment [M4]: Supporting details.

Although Brin's "official" salary is just over \$43,000 a year, he has a personal fortune of \$18.5 billion. He has expanded his business interests into other areas of technology and movie production. In 2008, he invested \$5 million in a space tourism company. He is also an investor in Tesla Motors, which is developing a long-range electric car. He might be the one of the richest people in the world.

Comment [M5]: Concluding paragraph.

### Language Features

#### 1. Name of specific people

Sergey Mikhailovich Brin

#### 2. Mainly written in simple past tense

Evidence:

- o He **co-founded** Google with his research partner Larry Page. Brin was born in Moscow in 1973.
- o Both his mother and father **were** mathematicians, which might explain Sergey's genius for numbers and formulae.
- o Brin and his family **emigrated** to the United States when he was six.
- o He **attended** a Montessori school and his father developed his interest in maths. He **graduated** from university in 1993 with a degree in maths and computer science.
- o Brin **finished** his master's degree in computer science at America's prestigious Stanford University.
- o He **started** his Ph.D. on the processes and calculations that search engines use. He **teamed up** with Larry Page and they wrote a paper that became the blueprint for Google.
- o He **put** his studies aside to focus on his new business project.
- o It **made** him rich beyond his wildest dreams.
- o In 2008, he **invested** \$5 million in a space tourism company. He might be the one of the richest people in the world.

It could also include the present tense.

Evidence:

- o Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines.
- o The whole world knows about Google, but perhaps knows little about Sergey Brin.

## HOMEWORK 5 (CONT.)

- o He is the President of Technology at Google and takes an active role in shaping the company's future.
- o He is the fourth youngest billionaire in the world.
- o Although Brin's 'official' salary is just over \$43,000 a year, he has a personal fortune of \$18.5 billion.
- o He is also an Investor in Tesla Motors, which is developing a long-range electric car.

**It could also include the present perfect tense.**

**Evidence:**

- He has expanded his business interests into other areas of technology and movie production.

### 3. Use of connectives to do with time

In 1973  
In 1993  
In 2008

### 4. Use of action verb

co-founded	Mendirikan
emigrated	Pindah
attended	Menghadiri
graduated	Lulus
finished	Menyelesaikan
started	Mulai
teamed up	Bergabung
Put aside	mengesampingkan
made	Membuat
invested	menginvestasikan
expanded	mengembangkan

### Short Bio

Full name	: Sergey Mikhailovich Brin	
Year of Birth	: 1973	
Place of Birth	: Moscow	
Father's job	: Mathematicians	
Mother's job	: Mathematicians	
Education	: A bachelor degree's in math and computer science and a master degree's in computer	
		Co-founder of Google

**HOMEWORK 5 (CONT.)**

science	
Previous College	: Stanford University
Notable Works	: <ul style="list-style-type: none"><li>▪ Co-founder of google</li><li>▪ Investor of Tesla Motor</li></ul>
Research Partner	: Larry Page

## HOMEWORK 6

NAME/NO:

**TEXT 1****Task 1| Change the verbs in the brackets into past form.****Larry Page**

Lawrence Edward 'Larry' Page is an American **entrepreneur** who co-founded the Google Internet search engine. He \_\_\_ (is)<sup>1</sup> co-president of Google until 2001, when he and co-founder Sergey Brin **appointed** an external **CEO**. In 2007, 'PC World' magazine \_\_\_ (say)<sup>2</sup> Page was top of their list of the most important people on the Internet.

Page \_\_\_ (is)<sup>3</sup> born in 1973. His father \_\_\_ (is)<sup>4</sup> a professor of computer science and **artificial** intelligence and his mother \_\_\_ (is)<sup>5</sup> a computer programming **teacher**. His brother Carl is a co-founder of eGroups, which he \_\_\_ (sell)<sup>6</sup> to Yahoo! for half a billion dollars. Page \_\_\_ (graduate)<sup>7</sup> with a bachelor's degree in computer engineering and a master's in computer science from the **prestigious** Stanford University.



Page \_\_\_ (say)<sup>8</sup> the best advice he ever \_\_\_ (receive)<sup>9</sup> was from his Ph.D. supervisor, who \_\_\_ (encourage)<sup>10</sup> him to study the mathematical processes behind the world wide web. He \_\_\_ (investigate)<sup>11</sup> how different web pages \_\_\_ (are)<sup>12</sup> linked to each other. He \_\_\_ (meet)<sup>13</sup> Sergey Brin and \_\_\_ (developed)<sup>14</sup> a search engine system they called Google. Their **initial** version of Google is still on the Stanford University Web site.

Page has followed other interests since stepping down as Google president. He has **amassed** a personal fortune of over \$18 billion, but continues to look for ways to **maintain** Google's innovativeness. Page is looking to the future and \_\_\_ (invest)<sup>15</sup> in a company that is developing **greener**, battery-powered cars. The World Economic Forum \_\_\_ (name)<sup>16</sup> him as a Global Leader for Tomorrow. Along with Brin, Page is the world's fourth youngest billionaire.

**Task 2| Find the words' meaning. Then, match the words from the article on the left with their synonyms on the right by writing their numbers in the provided column. Number 1 has been done for you as the example.**

*Paragraphs 1 and 2*

1. entrepreneur
2. appointed
3. CEO
4. artificial
5. teacher
6. prestigious

*wirausahawan*

- \_\_\_ elite
- \_\_\_ Chief Executive Officer
- \_\_\_ lecturer
- 1 businessman
- \_\_\_ synthetic
- \_\_\_ chose

*Paragraphs 3 and 4*

7. received
8. investigated
9. initial
10. amassed
11. maintain
12. greener

- \_\_\_ keep
- \_\_\_ collected
- \_\_\_ researched
- \_\_\_ got
- \_\_\_ less polluting
- \_\_\_ first

## HOMEWORK 6 (CONT.)

**TEXT 2**

**Task 1** Choose the right word in each of the pairs in bold and italics by putting a circle on it.

**Bill Gates**

William Henry Gates III was born on October 28, 1955. He is one of the world's richest people and perhaps the **most / best** successful businessman ever. He co-founded the software **giant / gigantic** Microsoft and turned it into the world's largest software company. He is the best-known entrepreneur **of / for** the PC revolution. He has also written two best-selling books and started his **owner / own** charity with his wife.

Gates was fascinated with electronics from a young **era / age**. In 1975 he read about a small technology company. He **contracted / contacted** them to see if they were interested in a computer programme he had written. This led to the **creation / creator** of Microsoft. Gates later struck a **dealt / deal** with IBM that put Microsoft's Windows on IBM computers. This deal made Microsoft a major player in the IT industry.

Gates was in **change / charge** at Microsoft from 1975 until 2006. He was an active software developer **at / on** the beginning. He had a vision that computers could change everyone's life. He helped make this vision **come / go** true and developed many products that are now part of modern life. His management **style / stylish** has been studied and copied around the world.

Gates stepped **down / under** as Microsoft CEO in June 2008. He now **spends / spent** his time with his wife, Melinda, focusing on their charitable foundation. They provide **finds / funds** for global problems that are ignored by governments and other organizations. 'Time' magazine voted Gates as one of the biggest influences of the 20th Century. Scientists **named / naming** the Bill Gates flower fly after him.

**Task 2** Find the words' meaning. Then, match the words from the article on the left with their synonyms on the right by writing their numbers in the provided column. Number 1 has been done for you as the example.

Paragraphs 1 and 2

1. richest
2. giant
3. entrepreneur
4. fascinated
5. creation
6. deal

*terkaya*

- formation
- interested
- agreement
- monster
- wealthiest
- businessman

Paragraphs 3 and 4

7. beginning
8. vision
9. style
10. stepped down
11. provide
12. ignored

- quit
- passed over
- dream
- give
- start
- approach

## HOMEWORK 6 (CONT.)

### TEXT 3

Task 1 | Read the text aloud.

#### Steve Jobs



Steve Jobs was the co-founder and **CEO** of Apple Inc. and former CEO of Pixar Animation Studios. He was the largest **individual** shareholder in Walt Disney. Jobs' name is associated with innovative products like the iPod, iPhone, iTunes and iPad. He was a much-respected corporate leader whose management style is studied worldwide. His attention to design, function and style won him millions of **fans**.


Jobs was born in San Francisco in 1955. He became interested in computers when he was a teenager and **attended** lectures after school at Hewlett Packard. In 1974, Jobs got a job as a technician at the video game maker Atari. He saved enough money to **backpack** around India and then **returned** to Atari, where he met Apple co-founder Steve Wozniak.

Jobs and Wozniak founded Apple in 1976. Jobs **persuaded** Wozniak to make a computer and sell it. Together, they developed the Mac. It was the first small computer with a user-friendly interface to be commercially successful. Jobs also built the computer on which the World Wide Web was created. He developed a **passion** for style and functional perfection, which became Apple **trademarks**.

Jobs guided Apple to be a **major** player in the digital revolution. The introduction of the iMac and other **cutting-edge** products made Apple a powerful brand with a loyal following. Jobs also enjoyed **considerable** success at Pixar. He created Oscar-winning movies such as 'Toy Story' and 'Finding Nemo'. Jobs' advice for success is: "You've got to find what you love." He died in October 2011, aged 56.

Task 2 | Complete the short bio below according to the information found in the text above.

#### Short Bio

Full name	:	 Co-founder of Apple
Year of Birth	:	
Place of Birth	:	
Motto	:	
Notable works	: • • •	
Year of died	:	



## HOMEWORK 6 (CONT.)

**Task 3| Find the words meaning. Then, match the words from the article on the left with their synonyms on the right by writing their numbers in the provided column. Number 1 has been done for you as the example.**

1.	CEO	<i>pimpinan</i>	___	followers
2.	individual		<u>1</u>	Chief Executive Officer
3.	fans		___	went to
4.	attended		___	went back
5.	backpack		___	single
6.	returned		___	travel
7.	persuaded		___	innovative
8.	passion		___	characteristics
9.	trademarks		___	love
10.	major		___	lots of
11.	cutting-edge		___	big
12.	considerable		___	convinced

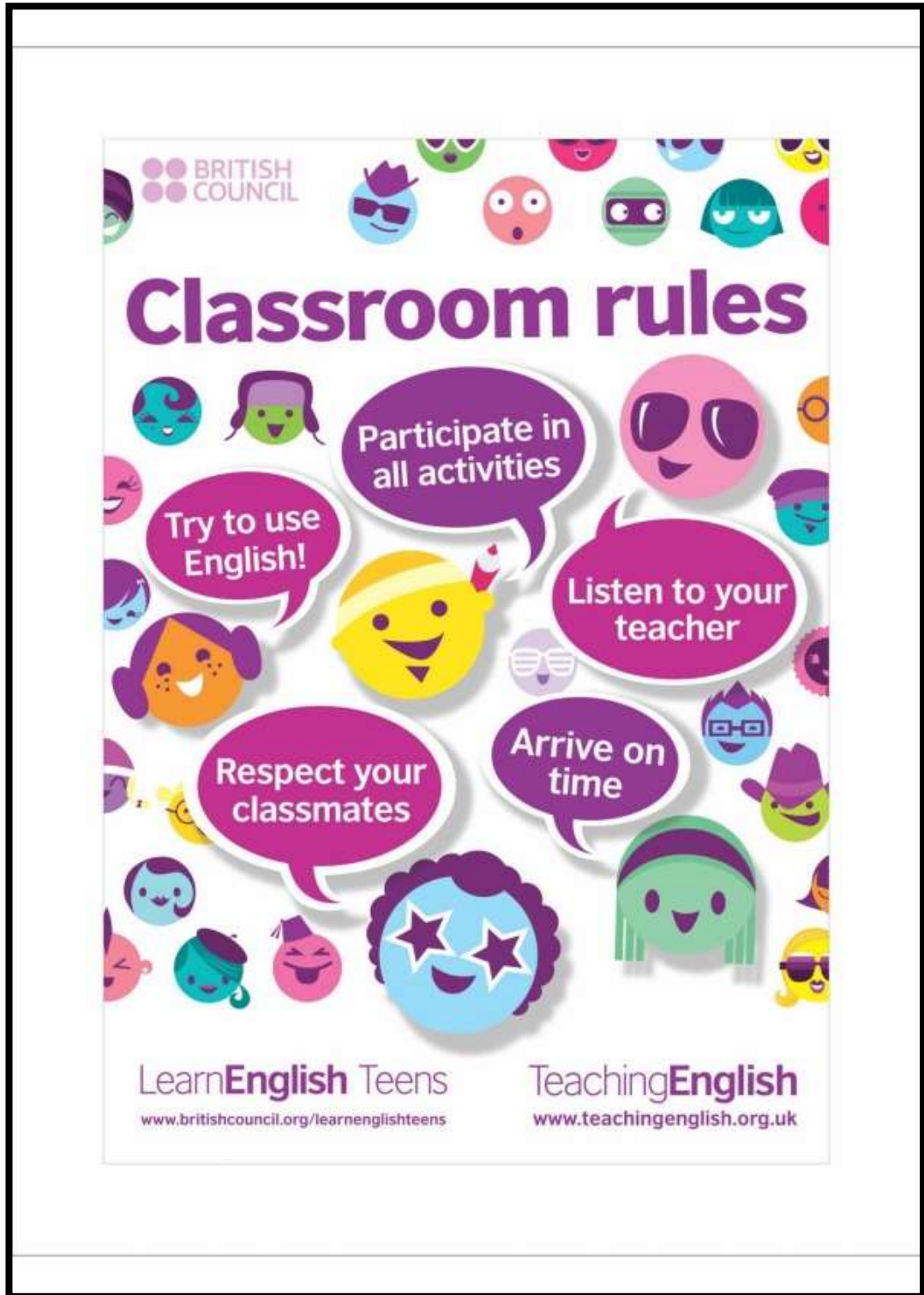
**Task 4| Underline the verbs and state whether they are present tense or past tense by checking the right column. Number one has been done for you for the example.**

No	Sentences	Past Tense	Present Tense
1	Steve Jobs <u>was</u> the co-founder and CEO of Apple Inc. and former CEO of Pixar Animation Studios.	V	
2	He was the largest individual shareholder in Walt Disney.		
3	Jobs' name is associated with innovative products like the iPod, iPhone, iTunes and iPad.		
4	He was a much-respected corporate leader whose management style is studied worldwide.		
5	His attention to design, function and style won him millions of fans.		
6	Jobs was born in San Francisco in 1955.		
7	He became interested in computers when he was a teenager and attended lectures after school at Hewlett Packard.		
8	In 1974, Jobs got a job as a technician at the video game maker Atari.		
9	He saved enough money to backpack around India and then returned to Atari, where he met Apple co-founder Steve Wozniak.		
10	Jobs and Wozniak founded Apple in 1976.		
11	Jobs persuaded Wozniak to make a computer and sell it.		
12	Together, they developed the Mac. It was the first small computer with a user-friendly interface to be commercially successful.		
13	Jobs also built the computer on which the World Wide Web was created.		
14	He developed a passion for style and functional perfection, which became Apple trademarks.		
15	Jobs guided Apple to be a major player in the digital revolution.		
16	The introduction of the iMac and other cutting-edge products made Apple a powerful brand with a loyal following.		
17	Jobs also enjoyed considerable success at Pixar.		
18	He created Oscar-winning movies such as 'Toy Story' and 'Finding Nemo'.		
19	Jobs' advice for success is: "You've got to find what you love."		
20	He died in October 2011, aged 56.		

**APPENDIX M**  
**ENGLISH EXPOSURE**



**APPENDIX M | ENGLISH EXPOSURE**  
**CLASSROOM RULES**



**PAST SIMPLE VERB CARDS**

Verb Cards – Try - Activities © BBC | British Council 2005

**Past simple verb cards**

These can be enlarged as necessary, to be big enough to be seen from the back of the classroom).

liked	played	wanted
watched	tried	hated
looked	showed	needed
danced	cried	visited

## CLASSROOM ENGLISH

Question to ask your teacher	
English	Bahasa Indonesia
• How do you spell...?	• Bagaimana Anda mengeja ... ?
• What does ... mean?	• Apa arti dari kata ... ?
• How do you pronounce ... /this word?	• Bagaimana cara Anda mengucapkan kata .../kata ini?
• Is this a noun or a verb/an adjective or an adverb?	• Apakah ini adalah kata benda atau kata kerja/sebuah kata sifat atau kata keterangan?
• Does ... mean the same as ... ?	• Apakah ... memiliki arti yang sama dengan ... ?
• What's the difference between ... and ... ? (in meaning/pronunciation/spelling)	• Apa perbedaan antara ... dan ... ? (dalam arti, pengucapan, atau cara mengeja)
• Can you repeat that please?	• Dapatkah Anda mengulanginya?
• Can you say that one more time please?	• Dapatkah Anda mengucapkannya sekali lagi?
• Can you play the CD one more time?	• Dapatkah Anda memutar CD-nya sekali lagi?
• What does ..... stand for?	• Apa kepanjangan dari ... ?
• Which syllable/word is stressed?	• Suku kata/kata mana yang memiliki penekanan?
• How many syllables does it have?	• Berapa banyak suku kata yang dimilikinya?
• Sorry I missed the last class.	• Maaf, saya tidak masuk di pertemuan sebelumnya.
• Can you tell me which part I missed?	• Dapatkah Anda memberi tahu bagian mana yang saya lewatkan?
• What was the homework?	• Apa pekerjaan rumah (pada pertemuan yang lalu)?
• What should I do to catch up?	• Apa yang dapat saya lakukan untuk mengejar ketertinggalan?
• Sorry, I'm late.	• Maaf saya terlambat
• How can I improve my speaking/listening/fluency/vocabulary?	• Bagaimana saya dapat meningkatkan kemampuan berbicara/mendengarkan/kelancaran/kosa kata?

Telling your teacher about classroom problems	
English	Bahasa Indonesia
• I'm afraid I can't see the board/read that word/hear the CD/understand the last part.	• Maaf, saya tidak dapat melihat papan tulis/membaca katanya/mendengar CD/mengerti bagian terakhir.
• I can't understand that grammar.	• Saya tidak dapat mengerti tata bahasa itu.
• I can't understand the difference between those two (words/sentences/examples/tenses).	• Saya tidak mengerti perbedaan antara kedua bagian ini (kata/kalimat/contoh/tenses).
• I can't understand that person's accent/that joke.	• Saya tidak dapat mengerti aksen orang ini/candaan ini.
• We don't understand how to play the game.	• Kami tidak mengerti bagaimana harus bermain permainan ini.
• What should we do?	• Apa yang harus kami lakukan?

When playing games with your partner	
English	Bahasa Indonesia
• Who want to go first?	• Siapa yang akan pergi terlebih dahulu?
• After you.	• Sulakan kamu duluan.
• Ladies first.	• Perempuan lebih dahulu.
• It's your turn./You're next.	• Silakan giliranmu./Kamu selanjutnya.
• Who's next? Whose turn is it?	• Siapa selanjutnya?/Bagian siapa sekarang?
• Can you pass me the dice/pack of cards/ worksheet please?	• Dapatkah kamu memberikanku dadu/setumpuk kartu/lembar kerja?
• Do you understand what we have to do?	• Apakah kamu mengerti apa yang harus kita lakukan?
• Can you explain the grammar/game/vocabulary for me?	• Dapatkah kamu menjelaskan tata bahasa/permainan/kosa kata untuk saya?

**APPENDIX N**  
**PHOTOGRAPHS**



**APPENDIX N | PHOTOGRAPHS**  
**CYCLE 1, MEETING 1**



## CYCLE 2, MEETING 2





### CYCLE 1, MEETING 3



## CYCLE 2, MEETING 1



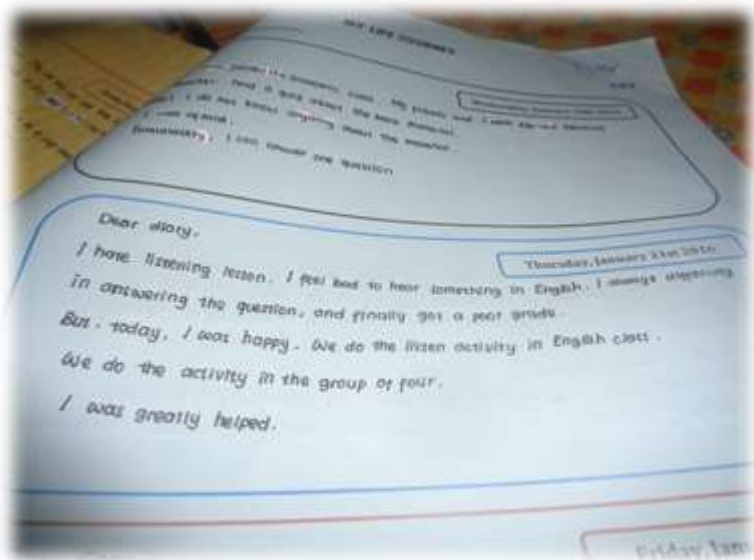


**CYCLE 2, MEETING 2**



**CYCLE 2, MEETING 3**





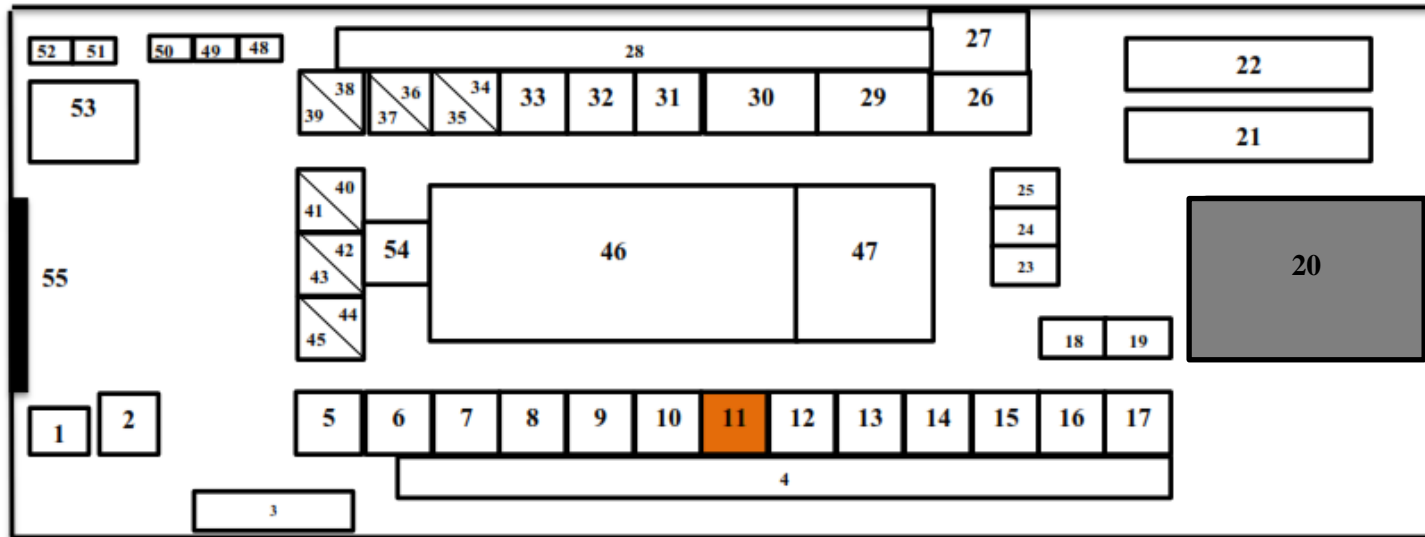
An example of the students' diaries



The students' nametags

**APPENDIX O**  
**THE SCHOOL LAYOUT**

## APPENDIX O| THE SCHOOL LAYOUT



- |                       |                         |                        |                           |                      |
|-----------------------|-------------------------|------------------------|---------------------------|----------------------|
| 1. Security Post      | 12. Classroom           | 23. Classroom          | 34. Classroom             | 45. AVA Room         |
| 2. Dining Room        | 13. Classroom           | 24. Classroom          | 35. Classroom             | 46. Basketball Court |
| 3. Canteen            | 14. Classroom           | 25. Greenhouse         | 36. Classroom             | 47. Field            |
| 4. Parking Area       | 15. Prayer Room         | 26. Biology Laboratory | 37. Classroom             | 48. Ablusion Room    |
| 5. Teacher Room       | 16. Classroom           | 27. Batik Workshop     | 38. Classroom             | 49. Ablusion Room    |
| 6. Classroom          | 17. Toilet              | 28. Parking Area       | 39. Classroom             | 50. Toilet           |
| 7. Classroom          | 18. Student Cooperative | 29. Classroom          | 40. Library               | 51. Toilet           |
| 8. OSIS Room          | 19. Classroom           | 30. Classroom          | 41. Meeting Room          | 52. Ablusion Room    |
| 9. Classroom          | 20. The Hall            | 31. Storey             | 42. Administrative Office | 53. Mosque           |
| 10. Classroom         | 21. Chemist Laboratory  | 32. Toilet             | 43. Computer Laboratory   | 54. Toilet           |
| 11. X IS II Classroom | 22. Physic Laboratory   | 33. Counseling Room    | 44. Principal Room        | 55. Main Gate        |

# **APPENDIX P**

## **LETTERS**



## APPENDIX P| LETTERS

	<b>KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI</b> <b>UNIVERSITAS NEGERI YOGYAKARTA</b> <b>FAKULTAS BAHASA DAN SENI</b> Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207 Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id	
	<small>FRMFBS/03-01 10 Jan 2011</small>	
Nomor : 1447a/UN.34.12/DT/XII/2015 Lampiran : 1 Berkas Proposal Hal : Permohonan Izin Penelitian	Yogyakarta, 31 Desember 2015	
Yth. Bupati Sleman c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman Jl. Candi Gebang, Beran, Tridadi, Sleman		
Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:		
<b>IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF PRE-COMMUNICATIVE AND COMMUNICATIVE ACTIVITIES IN CLASS XIS II OF SMAN 1 GODEAN IN THE ACADEMIC YEAR OF 2015/2016</b>		
Mahasiswa dimaksud adalah		
Nama : MEILANI NIM : 12202241016 Jurusan/Program Studi : Pendidikan Bahasa Inggris Waktu Pelaksanaan : Januari – Februari 2016 Lokasi Penelitian : SMAN 1 Godean		
Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.		
Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.		
	 a.n. Dekan Kasubas Pendidikan FBS, H. Abdul Ghofo Urtmi, S.E. NIP.19670704 199312 2 001	
Tembusan: - Kepala SMAN 1 Godean		



PEMERINTAH KABUPATEN SLEMAN  
KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511  
Telepon (0274) 864650, Faksimile (0274) 864650  
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 4 Januari 2016

Nomor : 070 /Kesbang/ 02 /2016  
Hal : Rekomendasi  
Penelitian

Kepada  
Yth. Kepala Bappeda  
Kabupaten Sleman  
di Sleman

**REKOMENDASI**

Memperhatikan surat :

Dari : Kasubag Pendidikan FBS UNY  
Nomor : 1447a/UN.34.12/DT/XII/2015  
Tanggal : 31 Desember 2015  
Perihal : Permohonan Ijiz Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul "IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF PRE-COMMUNICATIVE AND COMMUNICATIVE ACTIVITIES IN CLASS XIS II OF SMAN 1 GODEAN IN THE ACADEMIC YEAR OF 2015/2016" kepada:

Nama : Meilani  
Alamat Rumah : Turen Sardonoarjo Ngaglik Sleman  
No. Telepon : 085729988520  
Universitas / Fakultas : UNY / FBS  
NIM : 12202241016  
Program Studi : S1  
Alamat Universitas : Jl. Colombo Yogyakarta  
Lokasi Penelitian : SMAN 1 Godean  
Waktu : 4 Januari - 4 Maret 2016

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

Kepala Kantor Kesatuan Bangsa



Drs. ARDANI  
SPM Tingkat I, IV/b  
NIP. 19830511 199103 1 004





**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868600  
Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 8 / 2016

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/7/2015  
Hal : Rekomendasi Penelitian  
Tanggal : 04 Januari 2016

**MENGIZINKAN :**

Kepada :  
Nama : MELANI  
No.Mhs/NIM/NIP/NIK : 12202241016  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Jl. Colombo Yogyakarta  
Alamat Rumah : Turon, Sardonoarjo, Ngaglik, Sleman  
No. Telp / HP : 085729988520  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
"IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF PRE-COMMUNICATIVE AND COMMUNICATIFE ACTIVITIES IN CLASS XIS OF SMAN 1 GODEAN IN THE ACADEMIC YEAR OF 2015/2016"  
Lokasi : SMA N 1 Godean Sleman  
Waktu : Selama 3 Bulan mulai tanggal 04 Januari 2016 s/d 04 April 2016

**Dengan ketentuan sebagai berikut :**

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 4 Januari 2016

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Godean
5. Kepala UPT Pelayanan Pendidikan Kec. Godean
6. Ka. SMA N 1 Godean Sleman
7. Dekan FBS UNY
8. Yang Bersangkutan



No. Dok	: FM/TU/001
Revisi	: -
Tgl berlaku	: 1 Juli 2015



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
**SMA NEGERI 1 GODEAN**

*Jalan Sidokarta, Godean Sleman, Yogyakarta 55564*  
*Telepon (0274) 798128 Faksimile (0274) 6496411*  
Website: sma1godean.sch.id Email: sma1godean@yahoo.com

**SURAT KETERANGAN**

Nomor : 422 / 242

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Godean Kabupaten Sleman Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : **Meilani**  
NIM : 12202241016  
Jurusan/Fakultas : Pendidikan Bahasa Inggris/ Fakultas Bahasa dan Seni  
Jenjang Studi : S1  
Perguruan Tinggi : Universitas Negeri Yogyakarta

Mahasiswa yang tersebut di atas benar-benar telah melaksanakan penelitian di SMA Negeri 1 Godean pada bulan Januari 2016 s.d. Maret 2016 dengan judul :

**"Improving Students Speaking Skills Trough the Use of Pre-communicative and Communicative Activities in Class X IPS II of SMA N 1 Godean in the Academic Year of 2015/2016"**

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Godean, 30 April 2016

Kepala Sekolah

Drs. SHOBARIMAN, M.Pd  
Pembina / IV a  
NIP:19631207 199003 1 005