IMPROVING THE SPEAKING SKILL
OF VIII E STUDENTS IN SMP NEGERI 1 MUNTILAN
THROUGH INFORMATION-GAP ACTIVITIES

A Thesis

Presented as Partial Fulfillment of the Requirements

to Obtain a *Sarjana Pendidikan* Degree in English Education

by:

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, 24 Mei 2016

Penulis,

Atik Dhamayanti

DEDICATION

I lovingly dedicate this thesis to:

My lovely mom and dad,

Thank you so very much for all your prayer, care, and love.

My sister, Fita,

Thanks a bunch, dear, for all your cheers and companion.

My lecturers,

Thank you so much for the knowledge and inspiration.

My students,

Thanks a lot for all positive energy you transfer.

My friends,

Thank you for all your support.

May Allah bless you all.

MOTTO

لَهُۥ مُعَقِّبَٰتٌ مِّنۢ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِۦ يَحْفَظُونَهُۥ مِنْ أَمْرِ ٱللَّهِ إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ وَإِذَآ أَرَادَ ٱللَّهُ بِقَوْمٍ سُوٓءًا فَلَا مَرَدَّ لَهُۥ وَمَا لَهُم مِّن دُونِهِۦ مِن وَالٍ ۝

There are guardians over everyone, both before him and behind him, who guard him by Allah's command. Indeed, Allah does not change a people's condition unless they change their inner selves. And when Allah decides to make a people suffer punishment, no one can avert it. Nor can any help to such a people against Allah. (Q.S. Ar Ra'd: 11)

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝   إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝   فَإِذَا فَرَغْتَ فَٱنصَبْ ۝
وَإِلَىٰ رَبِّكَ فَٱرْغَب ۝

5. *"Then, surely with hardship comes ease:"*
6. *"Surely, with hardship comes ease,"*
7. *"So when you have finished (with your immediate task), still strive hard, (then toil),"*
8. *"And to Allah direct (your) longing."*

(Q.S. Al Insyirah: 5-8)

فَبِأَىِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ۝

So which of the favors of your Lord would you deny? (Q.S. Ar Rahmaan: 13)

From Allah I came, to Allah I will return, for Allah everything I do.

(Atik Dhamayanti)

Passed time won't be back.

(Prof. Suwarsih Madya, M.A., Ph.D.)

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

R   : Researcher

C1   : Collaborator 1

C2   : Collaborator 2

C3   : Collaborator 3

C4   : Collaborator 4

R1   : Rater 1

R2   : Rater 2

S1   : Student 1

S2   : Student 2

S3   : Student 3

S4   : Student 4

S5   : Student 5

S6   : Student 6

S7   : Student 7

S8   : Student 8

S9   : Student 9

S10   : Student 10

S11   : Student 11

S12   : Student 12

S13   : Student 13

S14   : Student 14

S15   : Student 15

S16   : Student 16

S17   : Student 17

S18   : Student 18

S19   : Student 19

S20   : Student 20

S21   : Student 21

S22   : Student 22

S23   : Student 23

CLT   : Communicative Language Teaching

IMPROVING THE SPEAKING SKILL
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ABSTRACT

This action research study was aimed at improving the speaking skill of VIII E students in SMP Negeri 1 Muntilan academic year 2015/2016 through information-gap activities.

This action research study was conducted in two cycles. The first cycle consisted of four meetings while the second five meetings. The actions carried out in the research were using classroom English during the teaching and learning process, engaging the students in pre-communicative activities, involving them in information-gap activities, encouraging them to consult their dictionaries and vocabulary note book, setting a fun learning atmosphere and appreciating the students' participation and achievement. The data were qualitative and quantitative in nature. The qualitative data during the research process collected through observing the teaching and learning process, having interviews with the students and research collaborators, distributing open questions to the students, and asking the students to make some learning journals. The instruments used to collect those data were observation checklist, interview guidelines, and open-ended questions sheets. Data reduction, data display, conclusion drawing and verification were used to analyze the qualitative data. Meanwhile, the quantitative data were obtained by assessing the students' speaking performances by using an assessment rubric.

The research results show that the students' speaking skill was improved through involving the students in information-gap activities. The improvements were mainly on their speaking fluency, interactive skill, and vocabulary mastery. The grouping technique used in conducting the activities supported the students' speaking skill improvement as it enabled the students to stimulate each other to speak up. As a result, in general, all students were more confident to practice to speak in English.

CHAPTER I

INTRODUCTION

A. Background of the Research

In this globalization era, people need to compete and cooperate with others. The competition and cooperation are not merely within a single country. There has been large opportunities for people to compete and cooperate with other people around the world. In this situation, international languages of which one is English plays a very important role as a means of communication.

Since English is important for carrying out communication, consequently, it becomes one of the compulsory subjects in Indonesia. One of the learning target in this subject is the students' ability to speak in English. As the students learn the language in order to communicate, the learning activities should enable them to acquire the language and be able to use it as a means of communication. In the field which I observed, however, there were several problems related to the English teaching and learning process.

Based on the results of the observations conducted on November 5th, 26th, and 28th, and the interviews done during the reconnaissance step, it was revealed that there were several problems occurring in the English class in class VIII E SMP Negeri 1 Muntilan. The speaking practices that the students had were not communicative. They did not facilitate the students to be able to speak

spontaneously. Besides, the teaching and learning process did not involve much participation from the students. Most of the activity the students had was listening to the teacher's explanation. There was not much chance for the students to contribute actively to the teaching and learning process. Consequently, the students were not used to participating actively in the process. These problems will be elaborated further in the point of problem identification in this chapter.

The findings above then motivated me to conduct a classroom action research in class VIII E SMP Negeri 1 Muntilan in the Academic Year 2015/2016. After my collaborators and I discussed the problems found out and considered the most crucial problems, we decided to focus the classroom action research on improving the students' speaking skill through activities that enable the students to acquire the language and thus be able to use it as a means of communication.

B. Identification of the Problem

In identifying the problems, there were three kinds of techniques used. Those were observing the English teaching and learning process in the class, interviewing the students as well as the teacher, and distributing questionnaires to the students before the research actions were planned. The observations were done three times. Those were on November 5th, 26th, and 28th, 2015. The questionnaires were distributed to the students on November 7th, 2015.

Meanwhile, the interviews were done during the reconnaissance step starting from November 5th to November 28th, 2015.

The results of the observations, interview with the students and questionnaires distributed to the students can be seen in the appendixes. The observation results were displayed in the forms of vignettes that can be seen in Appendix A, Vignettes 1, 2, 3. The interview results were displayed in the form of an interview transcript that can be seen in Appendix B, Interview Transcript 1. Meanwhile, the questionnaire results were displayed in a table in Appendix E.

Based on the results of the reconnaissance done by having the three techniques above, several problems were identified and they were then categorized into five categories based on the problem sources. Those were problems focusing on the students, the teacher, the teaching and learning process, the learning materials and the learning media.

The first category focused on the problems coming from the students. It was found that the students gave little participation in the teaching and learning process. They rarely answered the teacher's classical questions. This implied the students' low confidence in participating in the teaching and learning process. It was supported by the result of the questionnaires in which most of the students stated that they tended to wait for their friends to answer the teacher's questions instead of trying to answer by themselves. They also rarely asked questions to the teacher nor gave comments on the teaching and learning process. Based on the interview done with the students, they tended to keep

silent because they were afraid of making mistakes. Besides, they also stated that they found difficulties to understand the teacher's English instructions. The students were not used to practicing to speak in English either. This made the students' speaking skill low. Consequently, they were not yet able to speak in English spontaneously. Besides, even though the students were assigned a group work, based on the teacher's description and the observation I did, they tended to work individually. Lastly, the students were not used to employing their dictionaries to help them learn English.

The second category focused on the teacher. The teacher rarely made lesson plans for the teaching and learning process. Besides, in handling a teaching and learning process, when the students were having a pre-communicative speaking activity, she frequently interrupted them when they were making mistakes. This made the other students laugh at those making mistakes. Not to mention, she did not give any sanction to those who laughed. Based on the interview I had with the students, this was one of the reasons of why they were then afraid of making mistakes in learning. They were not willing to participate much in the teaching and learning process since they were worried about making mistakes, being laughed at and consequently being embarassed.

Meanwhile, the other categories focused on the teaching and learning process, the learning materials and the learning media. In the teaching and learning process, there was no communicative speaking activity. Based on the observation and the interviews, most of the speaking activities that the students

had were by preparation. The students were rarely trained to speak spontaneously. Besides, during the teaching and learning process in the class, the dominant languages were Bahasa Indonesia and Javanese. The students rarely practiced to speak in English with their friends nor the teacher. On the one hand, the input texts the students had were limited. Furthermore, inappropriate learning media were used.

In conclusion, all aspects related to the students, teacher, teaching and learning process, materials, and media needed to be improved. The improvement could be achieved by minimizing the problems above as well as improving the teaching and learning process quality that then enabled the students to improve their speaking in English ability.

C. Delimitation of the Problem

This action research study focused on the students of VIII E in SMP Negeri 1 Muntilan. Besides, based on the problems elaborated in the previous point, it mainly focused on improving the students' speaking skill by using information-gap activities.

D. Formulation of the Problem

In reference to the limitation of the problem above, the problem was formulated as follows, "How can the speaking skill of VIII E students in SMP Negeri 1 Muntilan be improved through information-gap activities?".

E. Objective of the Research

The research was carried out to improve the speaking skill of VIII E students in SMP Negeri 1 Muntilan through information-gap activities.

F. Significance of the Research

The results of the research are expected to give some theoretical and practical significances as follows.

1. Theoretical Significance

   Theoretically, the results of this action research study provide beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking skill through information-gap activities.

2. Practical Significance

   a. To the students

      To the students, this action research study is expected to be able to:

      1) let them experience various information-gap activities to help them improve their speaking ability

      2) boost their motivation in practicing English as a means of communication, and

      3) improve their speaking ability by having a meaningful communicative practice of speaking English.

   b. To the collaborators

To the collaborators, particularly the English teacher and my colleagues, this action research study is expected to be able to:

1) deepen their understanding of teaching speaking communicatively

2) deepen their understanding of conducting some collaborative action research

c. To the readers

1) help teachers create better speaking activities,

2) be a good model of teaching speaking communicatively, and

3) provide a resource to make some further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As what is stated in the previous section, the aim of this action research study is to improve the students' speaking ability through information-gap activities. Consequently, this chapter focuses on theories related to speaking, teaching speaking, information-gap activities and the psychology of learning of junior high school students. Besides, at the end of this chapter there is a conceptual framework and the hypothesis of the research.

A. Theoretical Description

1. Speaking

a. The Nature of Speaking

Brown and Yule (1999) define the term speaking by first distinguishing the differences between spoken and written language. They argue that so far, what has mostly been taught in language classrooms is the written language which is characterized by well-formed sentences integrated into highly structured paragraphs. Further, they declare that spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation. It differs from written language primarily in the way information is less densely packed. Besides, they argue that different from written language whose rules are rather well known and well described, spoken

language appears very variable and is very different from one dialect area to another.

On the other hand, Nunan (1993:9) states that the differences between spoken and written language are not absolute, and they might be interchangeable in some ways. However, he still distinguishes the two languages in terms of their grammar, lexical density, and situation. In terms of grammar, linguistically, written language tends to consist of clauses that are internally complex, whereas with spoken language, the complexity exists in the ways in which clauses are joined together. In terms of lexical density, Halliday in Nunan (1993: 12) suggests that the spoken form of language is in a more basic sense than the written form. Finally, in terms of situation, there is no common situation in the written language as there is in face-to-face oral interaction. Consequently, spoken language allows the hearers to negotiate the meaning being conveyed in the interaction.

In terms of a teaching context, Brown and Yule, in Nunan (2001: 26), declare that teachers who concern on teaching spoken language have to consider: (1) the appropriate form of spoken language to teach, (2) how the pronunciation model should be, (3) whether or not pronunciation is important, (4) whether or not the teaching spoken language is more important than teaching appropriate handwriting in the foreign or target language, (4) whether or not it is okay to teach the spoken language in terms of the language structure, (5) whether or not the language structure in the standard grammar is the structure that students have to produce in their spoken language, and finally (6)

how to give the students opportunity to produce spoken language in a meaningful way.

In terms of having a good speaking ability, Nunan (2001: 32) states that there are two approaches that can be applied. Those approaches are bottom-up approach and top-down approach. The bottom-up approach to speaking suggests that people start with the smallest units of language, i.e. individual sounds, and move through mastery of words and sentences to discourse. On the other hand, top-down view suggests that people start with the larger chunks of language, which are embedded in meaningful contexts and use their knowledge of these contexts to comprehend and use correctly the smaller elements of language. Further, Nunan states that proponents of a top-down view of language development suggest that rather than teaching students to make well-formed sentences and then putting these to use in discourse, teachers should encourage them to take part in discourse and through discourse, help them to master sentences. However, there is also the third approach to speaking i.e. interactive approach. This approach allows students to begin with either the smallest unit of sentence or use their background knowledge first in speaking, and then use both top- down and bottom- up view interactively.

According to Nunan (2001:32), there are ten features of a successful oral communication. Those are: (1) the ability to articulate phonological features of the language comprehensibly; (2) mastery of stress, rhythm, intonation patterns; (3) an acceptable degree of fluency; (4) transactional and interpersonal skills; (5) skills in taking short and long speaking turns; (6) skills

in the management of interaction; (7) skills in the negotiating meaning; (8) conversational listening skills; (9) skills in knowing about and negotiation purposes for conversations; and finally (10) using appropriate conversational formulas or fillers.

On the other hand, Harmer (2001: 271) states that a speaking activity involves a mental or social processing which includes language processing, interacting with others, and (on- the-spot) information processing. Language processing refers to the ability of a speaker to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the intended meanings. Next, the point of interacting with others means that an effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and some knowledge of how linguistically to take turns or allow others to do so. Finally, apart from the speakers' response to others' feelings, they also need to be able to process the information that the addressees tell them at the moment they get it, and therefore are required to be able to respond well toward it. The implication of these suggestions is that for teachers, in some way, to cover all of these points in teaching speaking to the students.

In conclusion, spoken language as used in a speaking activity differs from written language in some ways as has been elaborated earlier. Thus, there are certain points to consider in teaching speaking. Regarding teaching speaking, two approaches proposed by Nunan need to be considered. In addition, as has been explained earlier, an interactive approach might be the best approach to

master speaking since it allows the speakers to go back and forth in performing to speak. Last yet importantly, teachers need to consider the ten features of a successful oral communication proposed by Nunan and what a speaking activity involves proposed by Harmer in helping their students to be able to perform their speaking well.

b. **The Basic Types of Speaking**

Speaking has been categorized into some types based on varied ways of categorizations. Based on the number of speakers, speaking activity can be categorized into monolog and dialog. Monolog is a speaking activity in which there is only one speaker. It usually appears when someone has to deliver a speech or report some news. Meanwhile, dialog is a speaking activity in which there are two people interacting or talking to each other. This kind of speaking activity is more communicative. It allows each participant to negotiate and confirm meaning being conveyed in the conversation.

Brown (2000) categorized monologs and dialogs further. In reference to his theory, each of monolog and dialog consists of two sub-categories. There are planned monologs and unplanned monologs. Planned monologs such as speeches and other pre-written materials usually have little redundancy and therefore are relatively difficult to understand. Meanwhile, unplanned monologs have more redundancy which makes for ease in comprehension. However, the presence of performance variables and other hesitations may either help or hinder comprehension. On the other hand, dialogs can be

subdivided into those exchanges that promote social relationships i.e interpersonal dialogs, and those for which the purpose is to convey propositional or factual information (transactional).

In line with the theory by Brown above, Nunan (1993:18) proposes another way of classifying speaking activities. He classifies them based on the functions of speaking. They are then divided into transactional, interpersonal and aesthetic or expressive language—language used in the speaking activity. By using transactional language, the speaker transfers something—goods or services— to the hearer. Meanwhile, by having interpersonal language, the speaker's main focus of communication is not transferring something anymore. Other than that, interpersonal language is used to socialize or build rapport in other words. Finally, aesthetic or expressive language focuses on neither securing goods and services nor oiling the wheel of social life. Rather, it is to express something in a poetic way.

On the other hand, in relation to the implication of the types of speaking for the speaking activity in the class, Brown (2004: 141) categorizes speaking performance into five categories. Those are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking. Imitative speaking is the ability to parrot back or imitate a word or phrase or possibly a sentence. The main concern in this type of speaking is the speaker ability to pronounce words correctly. Second, intensive speaking is the oral production of short stretches of language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

Examples of intensive speaking in a language class include directed response tasks, reading aloud, and dialog completion. Third, responsive speaking refers to an interaction but at somewhat limited level of very short conversations, standard greetings and small talks, simple requests, comments, and the like. Fourth, interactive speaking is a more complex version of responsive speaking. The third and fourth kinds of speaking differ from each other in terms of the length and complexity of the interaction, which sometimes include multiple exchanges and/or multiple participants. The last but not least, extensive speaking or monolog is an oral production which includes speeches, oral presentations and story-telling during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal response) or ruled out altogether.

The conclusion of this discussion is then that a speaking activity may be classified into some categories depending on the way of classifying it. For example, a speaking ability can be both transactional and extensive. This means that the activity functions to transfer something which might be some information, and at the same time, it is a kind of speech or else.

In terms of a classroom context, in order to achieve the goal(s) of learning, teachers need to pay attention to what kind of speaking performances their students need to learn. By doing so, they can design the classroom activities to as much as possible facilitate the students to have a good speaking performance as they are expected to.

c.   The Micro- and Macro-Skills of Speaking

Speaking is a language skill which requires the speaker to be able to deliver the meaning in his or her mind in the form of oral expression. In order for the subject to do so, he or she, according to Brown (2004: 142), should master what is so called micro skills and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations and phrasal units. Meanwhile, the macro skills refer to the speakers' focus on the larger elements i.e. fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. One of Brown's reason of elaborating the micro and macro skills of speaking is to ease teachers in assessing the speaking ability performed by their students.

In detail, the micro skills are (1) producing differences among English phonemes and allophonic variants, (2) producing chunks of language of different lengths, (3) producing English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours, (4) producing reduced forms of words and phrases, (5) using an adequate number of lexical units (words) to accomplish pragmatic purposes, (6) producing fluent speech at different rates of delivery, (7) monitoring one's own oral production and using various devices —pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message, (8) using grammatical word classes (nouns, verbs etc.), systems (e.g. tense, agreement, plural forms), word order, patterns, rules, and elliptical forms, (9) producing speech in natural constituents: in appropriate phrases, pause groups, breath groups and sentence constituents,

(10) expressing a particular meaning in different grammatical forms, and finally (11) using cohesive devices in spoken discourse.

On the other hand, the macro skills of speaking are (1) appropriately accomplishing communicative functions according to situations, participants, and goals, (2) using appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face- to- face conversation, (3) conveying links and corrections between events and communicating such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification, (4) conveying facial features, kinesics, body language, and other non verbal cues along with verbal language, and (5) developing and using a battery of speaking strategies, such as emphasizing key words, appealing for help, and accurately assessing how well the interlocutor is understanding the speaker.

Teachers of English need to consider the macro-and micro-skills of speaking above in teaching their students to perform to speak in English. Each of the points in the macro- and micro-skills above are worth paying attention since they together create an ideal speaking performance.

d. The Difficulties of Speaking

In terms of learning language, learners may come across problems with speaking activities. Ur (1991) declares that there are at least four problems

students have in relation to speaking activities. Those are inhibition, nothing to say, low or uneven participation and mother-tongue use.

It cannot be denied that speaking a target language especially a foreign language might be interrupted by some inhibition. Ur (1991:121) argues that speaking activities require some degree of real-time exposure to audiences. Thus, learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Besides, learners may also complain that they have nothing to say even if they are not inhibited. This problem might be related to the absence of the purpose of speaking. The students may argue that they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Another problem with speaking activities is the low or uneven participation. Since there is only one participant that can talk at a time if she or he is to be heard, in a large group, each of the participant has only very limited talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

The last but not least problem is the mother-tongue use. In a class in which most or all of the students share the common mother tongue, the use of mother tongue may dominate. The students tend to use their mother tongue since it is easier and they might feel unnatural to speak to one another in a foreign language. Besides, it is because they feel less 'exposed' if they are speaking their mother tongue.

On the other hand, since speaking has smaller units as what has been mentioned earlier, students might come across difficulties at any level or any unit of speaking. Brown (2000: 270) states that there are at least eight difficulties in speaking. Those are clustering; redundancy; reduced forms; performance variables; colloquial language; rate of delivery; stress, rhythm and intonation; and interaction. Each of those difficulties may become the barriers for the students to be able to speak both accurately and fluently. That is why then teachers should notice these and do something to help students overcome these. The following paragraphs explain each of the speaking difficulties declared by Brown (2000).

Clustering is the state in which a speaker of a certain language does not really separate the words they speak. It implies that fluent speech is phrasal other than word by word. Students can organize their output both cognitively and physically through such clustering.

Redundancy literally refers to the state in which a speaker says something more than is needed. In other words, the speaker says something unimportant which might make what she or he is saying ineffective because of having too much information. However, she or he indeed has an opportunity to make meaning clearer through the redundancy of language. The point here is that students are required to deal with redundancy of language. They can use it but then the question will likely be about how they will do so.

The third point is reduced forms which include contractions, elisions, reduced vowels, etc. This is important for the students in order to make their

English sound natural. What has been wrongly practiced is that teachers tend to teach formal English to the students as an anticipation of academic writing. However, if students are less introduced to this, their English will sound bookish. Then, the difficulty they might find is how to use this wisely.

Next, performance variables should also be mastered by the students. These will benefit the speakers— the students in this case— when they need to think of what they want to say or generally mentioned as holding the floor while communicating. These will allow them to manifest a certain number of performance hesitations, pauses, backtracking and corrections. The implication to the teachers is then to teach these variables to the students so they will be able to develop a strategy in communicating.

The fifth point is colloquial language which literally refers to informal and more suitable expression to be used in an informal situation. This is used more widely in a spoken form rather than in a written one. Teachers should make sure that their students are reasonably well acquainted with words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

The next point is the rate of delivery. This is another salient characteristic of speaking fluency. The teachers should help students achieve an acceptable speed along with other attributes of speaking fluency. The teachers should make sure that the students are able to have the expected rate in delivering their meaning within a communication.

Another important point that students may find it difficult is the combination of stress, rhythm and intonation in speaking. In order for them to perfectly deliver their meaning, they need to employ the appropriate stress, rhythm and intonation because these three things may result in other meanings if they are not carried on successfully. In other words, in an oral communication, these three points contribute something in the meaning delivery.

Finally, besides all of those difficulties that the students may come across, interaction should also be considered. This implies that in a speaking class, the students should be trained to handle a real interaction instead of speaking meaninglessly. According to Brown (2004), this is because learning to produce waves of language in a vacuum—without any interlocutor— would rob speaking skill of its richest component i.e. the creativity of conversational negotiation.

The difficulties that the students may come across in practicing to speak elaborated above need to be paid attention to in order for teachers to anticipate their students' obstacles in learning. By anticipating the students' learning obstacles, teachers are expected to be able to facilitate the students to master speaking in English.

2. Teaching Speaking

a. An Approach to Teaching Speaking

Communicative language teaching (CLT) is an approach to teaching language that has a thorough perspective. Madya (2013: 47) says that perhaps because of this thorough perspective, CLT is still widely practiced until now since the first time it was developed in 1960s in Europe. The fundamental belief of CLT is that grammar rules and vocabulary are means of delivering meanings. Freeman (2000) declares that CLT tries to make communicative competence ─ knowing when and how to say what to whom (Hymes 1971 in Freeman (2000:121)) ─ the goal of language teaching and acknowledge the interdependence of language and communication. This means that language usage is not to be learned and mastered separately. Instead, it is to be used in a communication in the target language. Therefore, in facilitating students to learn, teachers have to relate the language usage to its use in a communication.

Richards (2006) states that the current CLT is based on the ten core assumptions as follows.

1) Second or foreign language learning is facilitated when students are engaged in interaction and meaningful communication.

2) Effective classroom learning tasks and exercises give students a chance to negotiate meaning, enlarge their language resources, notice how the target language is used, and participate in a meaningful interpersonal exchange.

3) Meaningful communication occurs because students process contents that are relevant, purposeful, interesting, and engaging.

4) Communication is a holistic process that requires the use of several language skills and modalities.

5) Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6) Language learning is a gradual process that involves the use of creative language and trials and errors. However, even though mistakes are common in the learning process, the product of the learning process is to be able to use the language both fluently and accurately.

7) Learners develop by themselves their styles of learning the language, progress at different rates, and have different needs and motivation to learn the language.

8) Successful language learning requires the use of effective learning and communication strategies.

9) The roles of teachers in a language class is as a facilitator that set the conducive learning atmosphere that gives students a chance to use and practice the language and to reflect on the language use as well as the language learning.

10) The classroom is a community in which students learn through collaboration and sharing.

In addition to this, there are also features of CLT proposed by Celce-Murcia and Littlewood as cited by Madya (2013:48) as presented in the following points.

1) The learners' ability to communicate in the target language is the product of the language learning.

2) The contents of the language learning cover semantic notions and social functions, rather than the language structures only.

3) Students regularly work in pairs or groups to deliver (and negotiate) meanings in a situation where a student has some certain information that others do not process (information-gap activities).

4) Students are frequently involved in role-plays or dramas to enable them to adapt the use of the target language in various social contexts.

5) The learning materials and class activities are authentic to reflect the real world situation and demands.

6) The teachers' roles are principally as facilitators of the students' practice to communicate and secondary correctors of mistakes.

b. The Principles of Language Teaching

In order to handle a language classroom, there are some points that teachers should know. Nowadays, it is a post-method era of language teaching. There is no certain method that teachers should strictly use. Teachers may combine any techniques as long as they fulfill the three parameters of language teaching. Those, according to Kumaravadivelu (2001:538), are particularity, practicality and possibility. Particularity means that any technique used by teachers should depend on the teaching situation i.e. where, when and whom they are teaching. The situation is believed to determine the 'how' of teaching,

and the socio-cultural and political issues affect the kind of teaching. Practicality means that the technique should be applicable in the real situation to make it possible to be practiced. Then, possibility means that the technique should be appropriate in any aspect of the context in which it is applied. In other words, it should be appropriate socially, culturally, and politically.

Besides the parameters above, there are also twelve principles of language teaching proposed by Brown (2000:54). Those principles are then categorized into cognitive principles, affective principles, and linguistic principles. Cognitive principles mainly concern on what teachers should pay attention to in delivering the learning materials in attempt to help students achieve competences related to their mental processes in their brains. Affective principles concern on attitudes that students have to have toward language learning. While linguistic principles deal with the language itself.

Cognitive principles consist of automaticity, meaningful learning, anticipation of reward, intrinsic motivation and strategic investment. Automaticity refers to the timely movement of control of few language forms. To monitor this, teachers can monitor the students' speeches, give feedback, appropriate error treatment, etc. Meaningful learning emphasizes that whatever done in the classroom should of the students' interest and related to their existing knowledge. This principle argues that teaching students by involving what they have already known will help them memorize the materials in a short-term memory. Next, the anticipation of reward will also benefit the students in terms of increasing their motivation in learning. The fourth is

intrinsic motivation. While anticipation of reward is sort of extrinsic motivation, intrinsic motivation is a will to learn coming from the students themselves. The last principle included in cognitive principles is strategic investment. What is meant by strategic investment is that the state of whether or not the students will be successful depends on their own investment of time, effort and attention to the target language in the form of individual battery of strategies in comprehending and producing the language.

The affective principles cover language ego, self-confidence, risk-taking and the language-culture connection. Language ego refers to the students' new mode of thinking, feeling and acting after learning the target language. Self-confidence means that students should be confident in practicing to use the target language they are learning if they want to be successful learners. Risk-taking emphasizes that in order to be successful language learners, students should be willing to practice their language without being too much anxious. They should not focus on the risk. Instead, they have to be brave in taking the risk. The best rate in taking risk is the moderate one. The last affective principle is the language-culture connection. Those two things are indeed inseparable. Teaching language does not mean teaching words, structure and so on only but the culture as well.

The last but not least is the linguistic principles. This covers the native language effect, interlanguage and communicative competence. The native language effect refers to the features of the students' first language or mother tongue which both facilitate and interfere with the process of acquiring the

target language. However, the interference seems to be more salient. Therefore, the teachers should be aware of problems which may occur because of this. Next, interlanguage is the development of the students' progress in learning toward the full competence of the target language. In this case, feedback from teachers may help a lot. Finally, the communicative competence is the competence covering the use and usage of the language. It consists of organizational competence i.e. grammar and discourse, pragmatic competence i.e. functional and sociolinguistic, strategic competence, and psychomotor skills.

On the other hand, there are also principles of CLT Approach. Richards (2006) proposed the principles of CLT Approach as follows.

1) Make real communication the focus of language learning.

2) Give students opportunities to experiment and try out what they know.

3) Tolerate students' mistakes since those mistakes imply that the students are developing their communicative competence.

4) Give students opportunities to develop their accuracy as well as fluency.

5) Link different skills such as speaking, reading, and listening since they usually interrelate in the real life.

6) Let students discover the grammar rules by themselves.

In line with the principles proposed by Richards above, Morrow (1981) declares that there are five principles of CLT approach. They are as follows.

1) Know what you are doing

Based on this principle, students are facilitated to learn how to do something by using the target language they are learning. They are guided to learn the target language and be able to answer (1) Why do I learn this?; and (2) What differentiates me before and after learning this?. At the end of the learning process, they are able to see that they finally can do something that they could not do before, and that the thing is meaningful to them to communicate using the target language.

2) The whole is more than the sum of the parts

A crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations. This principle may lead to procedures that are either synthetic or analytic. A synthetic procedure involves students in learning forms individually and practicing to combine them. Meanwhile, an analytic procedure introduces complete interactions of texts and focus on the learning goal that is how these are constructed. These two procedures similarly concern on the 'whole' rather than the 'parts'. CLT is likely to make use of both procedures.

3) The processes are as important as the forms

In CLT, the learning activities are designed to replicate as much as possible the processes of communication in the real life so the practices of the target language can take place within a communicative framework. Below are three processes of communication that can be incorporated either individually or together in teaching procedures.

a) Information gap

In the real life, some communication occurs between two or more people in which someone has some information that the others do not know. Thus, the communication occurs to bridge the gap between the communication participants. In a classroom context, an activity can be designed by having one student know something that other students do not know. Accordingly, the students have to communicate with each other to bridge the gap.

b) Choice

Another crucial characteristic of communication is that each of the participants has a choice both in terms of deciding what they want to say and how they will deliver that. In a classroom context, teachers have to give students freedoms to choose the expressions they want to use to deliver their meanings in a certain context.

c) Feedback

The last but not least process of communication is responding to feedback in turn. In the real life, someone talks to others because she wants to communicate what is in her mind. What she says to other people will be designed to achieve her purpose of communicating and what other people give as the responses will then be evaluated in terms of the communication goal achievement. As a result, feedback processing occurs during the whole communication. In a classroom context, students should be trained to be good listeners that are honest.

For instance, when they do not get what their friend is saying, they have to ask for clarification. Thus, teachers should teach the students the communication strategies to maintain the flow of communication so that it can occur as how it is expected.

4) To learn it, do it

In CLT, students learn how to communicate only if they are involved in communicative activities. Accordingly, teachers need to provide sufficient opportunities for the students to practice such communicative activities. The crucial point is that students learn the language usage (grammar rules) and try to practice using the rules in a communicative situation that can be either in a classroom context or in the real life context.

5) Mistakes are not always a mistake

There has been a discussion of treating students' mistakes in language learning. Some argue that mistakes in practicing the target language are crucial since they may mislead the communication. On the other hand, some argue that minding the mistakes too much may lower the students' confidence in practicing using the language. At this point, the principle of seeing that mistakes are not always a mistake can be implemented by having two kinds of activities. One kind of activities focuses on the students' fluency development in which teachers must not interfere with attempts to correct the mistakes made by the students. The other kind of activities is done after the students have done the activities

elaborated previously. It focuses on giving feedback to the students as an attempt to improve their language accuracy.

c. The Criteria of an Effective Speaking Task

There has been a wide discussion among experts and practitioners about how to involve the students effectively in a speaking practice. Nation (2009) have argued that a speaking class should have five principles which are meaning — focusing on meaningful and relevant language, interest — maintaining interest through a variety of activities, new language—avoiding overloading students with too much new language, understanding—providing plenty of comprehensible input, and stress free— creating a friendly, safe and cooperative classroom environment.

In addition to the proposal by Nation above, Ur (1991) proposes that there are at least four characteristics of a successful speaking activity. They are the opportunities for students to talk a lot, the even participation of speaking, the high motivation and that the language is of an acceptable level. The opportunities for students to talk a lot refer to the state in which as much as possible of the period of time allotted to the activity is in fact occupied by the students talk. Then, the even participation of speaking means that it has to be paid attention that the class discussion is not dominated by a minority of talkative participants. All students should get equal chance to speak. Next, the high motivation relates to the students' eagerness to speak. A speaking activity should be designed to make the students interested in the topic and have

something new to say about or to make them willing to contribute to achieving a task objective. Last yet importantly, the language used should be of an acceptable level. This means that the language to be used in the activity should be understandable for the students.

On the other hand, Thornburry (1995) proposes an idea of the criteria of speaking tasks. Those criteria are productivity, purposefulness, interactivity, challenge, safety and authenticity. Productivity means that a speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use. Besides, a speaking task should also be purposeful because often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires students to work together to achieve a common purpose. Next, there should be some interactivity in a speaking task. Speaking activities, in this case, in the classroom, should require students to take into account the effect they are having on their audience. This is because in the real world use of language, they have to be able to communicate or interact with other people. In addition to this, there should be a challenge in the task. The existence of the challenge will stretch the learners so that they are forced to draw in their available communicative resources to achieve the outcome. However, too much challenge will make students anxious. Therefore, the task should also provide safety which will enable the students to feel confident. Therefore, when they meet the challenges and attempting autonomous language use, they can do so without too much risk. The classroom should provide the right conditions for

experimentation, including a supportive classroom dynamic and a non-judgmental attitude to error on the part of the teacher. Lastly, speaking tasks should be authentic, meaning that the tasks should have some relation to the real-life language use.

d. The Principles of Designing a Speaking Technique

In having a certain technique in speaking, there are some principles that should be paid attention to. Those, according to Richards (2006:16), are focusing on both fluency and accuracy; covering mechanical, meaningful and communicative practice. Fluency is the smooth flow of language production. When someone speaks fluently, she or he does not need to spare much time to think of what to say. On the other hand, accuracy deals with the correctness of the language production based on the grammatical rules, pronunciation and other language rules. Both of these are argued by Richards to be balanced. According to him, accuracy will support the fluency and vice versa.

Another useful distinction that some advocates of Communicative Language Teaching proposed was the distinction between three different kinds of practice — mechanical, meaningful and communicative practice. Mechanical practice is a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Next, meaningful practice refers to an activity in which a language control is still provided but where students are required to make meaningful choices when carrying out practice. While communicative practice refers to

activities in which the practice in using language within real communicative context is the focus, in which real information is exchanged and in which the language use is not totally predictable. In addition to all of these, Richards (2008:2) also suggests that speaking tasks should have some information-gap. This refers to the fact that in the real communication, people normally communicate in order to get information they do not possess before.

Besides principles proposed by Richards above, Brown (2000:275) elaborates more particularly the principles for designing speaking techniques to be used in the classroom to teach speaking. Those principles are (1) using techniques that cover the spectrum of student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency, (2) providing intrinsically motivating techniques, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication, and (7) encouraging the development of speaking strategies.

3. Information-Gap Activities

a. The Overview of Information-Gap Activities

Information-gap, as what has been touched upon previously, is a crucial feature of communication. In the real life context, some communication between people occurs when they have an information gap. Thus, by having the communication, they are trying to bridge the gap.

As what has been elaborated previously, Morrow (1981) states that there are three important features of communication: information-gap, choice, feedback. This means that information-gap activities are means of replicating real life communication to activities in a language classroom context. The give-and-take exchanges of messages in the activities will enable students to create discourse that conveys their intentions in real life communication (Richards and Renandya, 2002: 208).

In line with this, Richards (2006:17) links the characteristics of communication in the real life to authentic communication that can be adopted to activities in a language classroom context. He states that this kind of authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar and communication strategies to complete a task.

Long (as cited in Pica (1986: 307)) defines information-gap activities as tasks which require the exchange of information among all participants, each of whom possesses some piece of information not known to, but needed by, all other participants to solve the problem. He claims that such activities promote optimal conditions for students to adjust their input to each other's levels of comprehension and thereby facilitate their second language acquisition, or foreign language acquisition in Indonesia context. The following is an example of information-gap activities.

Students are to work in pairs. In each pair, the teacher labels one student as student A and the other student as student B. The teacher gives each of student A and B a card that they must not show to each other. Each card contains an identity of someone (card A and B are different). Each of student A and B has to introduce themselves. While student A is introducing herself based on the identity she has on her card, student B has to listen to her and may ask any question he has to find out or he is interested in, and vice versa.

Meanwhile, if the teacher asks the students to introduce themselves as who they really are, while in fact they have known each other, the activity is not an information-gap activity. There is no communication occurs in the activity since the students have already known their friends. In a simple illustration, they do not need the activity to really know what their friends' names are.

Thus, it can be concluded that Information gap activities are parts of communicative tasks in which a participant of the activities has some information which is not owned by others. When one of them asks something, she does not know what others are going to say. In order to reach the communication goal, the students have to exchange information to each other. These activities are attempts to lead students to speak a lot by focusing on the meaning they want to deliver and the purpose of their communication instead of the language usage they have to obey. Of course, this does not mean that the accuracy of the language production is ignored. However, the main intention of the information-gap activities is to make the students speak a lot and fluently without being worried of making mistakes.

Madya (2013: 61) states that information-gap is the most fundamental concept of the whole area of learning in communicative language teaching and learning. She explains that any kinds of communicative activities should be designed thoroughly by referring to this concept. Thus, one of the teachers' duties is to set a situation in which an information-gap exists and motivate the students to learn to bridge the gap by using the target language appropriately.

b. The Contributions of Information-Gap Activities to Language Learning

Information-gap activities are effective for students to enhance their speaking ability in the target language. This is supported by Pica's statement (2005:2) that among the most productive tasks for SLA are those in which interaction must lead to a specific goal or outcome and reaching it requires a verbal exchange of information. Further, citing Long and Gass et.al, she declares that these tasks set up conditions for participants to modify their interaction through the negotiation of meaning. As participants repeat and rephrase their utterances to make sure their information is accurate and understood, they also draw attention to the form in which their utterances are encoded.

Information-gap activities as communicative activities are effective to improve students' participation in speaking. It was because students speak more willingly when they have a reason for communicating such as to solve a problem or to give other classmates some information they need (Spatt et.al, 2005: 35). In line with this, Harmer (2001: 85) declares that the information-

gap is a key to the enhancement of communicative purpose and the desire to communicate.

As an information-gap is a fundamental principle of communication, accordingly, information-gap activities as communicative activities have four contributions to language learning according to Littlewood (1981:17). Those contributions are as follows.

1) They provide 'whole task practice'

In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) training in the *part-skills* of which the performance is composed and (b) practice in the *total skill*, sometimes called 'whole-task practice'. In foreign language learnings, the means for providing students with whole-task practice in the classroom is through various kinds of communicative activities such as information-gap activities, structured in order to suit the students' level of ability.

2) They improve motivation

The students' ultimate objective is to take part in communication with other students. Their prior conception of language is as a means of communication rather than as a structural system. Their learning is then more likely to make sense of them if it can build on this conception.

3) They allow natural learning

Language learning takes place inside the students and teachers might find some frustration to control many aspects influencing the students'

learning process. It is likely that many aspects of language learning can take place only through natural learning processes that operate when a student is involved in using the language for communication. Therefore, information-gap activities as forms of communicative activities are important parts of the total learning process.

4) They can create a context which supports learning

Information-gap activities as communicative activities provide opportunities for positive personal relationships to develop among students and between them and the teacher. These relationships can help to 'humanize' the classroom and to create an environment that supports each of the individuals in the class in his/her effort to learn.

c. The Kinds of Information-Gap Activities

Information-gap activities cover a wide range of activities. The main principles of this kind of activities are that a participant knows some information which the other participants do not know and that the goal of the activities can be achieved only if the participants communicate with each other to exchange information.

There are many creative forms that can be used in designing this kind of activities. Klippel (1989) mainly divides communicative activities into three types. Those are questions and answers, discussions and decisions, and stories and scenes. The former type covers warming-up exercises, interviews, guessing games, jigsaw tasks and questioning activities. The second one covers ranking exercises, discussion games, values clarification techniques, thinking

strategies, and problem-solving activities. While the last one covers miming, role-play and simulations and stories. However, regarding this categorization, Klippel (1989:1) says that since some types of activities share certain characteristics, there is some overlap.

Regarding the categorization above, further, Klippel (1989:4) suggests that information-gap activities can be found under the umbrella of guessing game, jigsaw and problem solving activities. However, it is not impossible to adapt the other kinds of activities to be information-gap activities as long as teachers can design the activities in such way that makes students have some information-gap to be bridged by having the communication.

Other than the activity categorization above, Folse (1993) proposes a way in designing the activities in a more flexible way. She categorizes the activities based on their intended learning materials like names of people and things, common adjectives, numbers, position, family, and clock and calendars. She does not categorizes the activities in a strict way. It means that there is a possibility in mixing and adapting the activity design.

The discussion in this point will be limited to the activities which will be conducted in the research. In this case, at least, there will be activities under the umbrella of guessing game, and interview.

As the name suggests, guessing games are activities in which the students are given clues by their friends in order for them to guess something. In this kind of activities, both chance and skill (in asking the right questions) play a part in finding the solution. The outcome of the game tends to be uncertain until

the last moment, and so it is full of suspense. The basic rule of guessing games is eminently simple: one student knows something that another one wants to find out. How this is done is determined by an additional set of rules. These rules lay down, for example, the type and number of questions. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of, an object seen only by one person, a word, an activity - or lots of other things.

Furthermore, Klippel (1989:31) states that as the student guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for foreign language learning. These kinds of activities combine language practice with fun and excitement. Therefore, students of all ages generally like them.

One thing that teachers have to make sure before trying out a new guessing game to her class is that the students have already known all the words and structures necessary for the game. If she is not sure yet, a trial run through the game may refresh her students' memories and show whether any revision on the game or any explanation about some language aspect is needed before the game is played in earnest. A trial run also has the advantage that the rules are demonstrated to all the players. Another element to be considered before playing is the organization of the game, in order to guarantee that as many students as possible are actively participating most of the time. If a guessing game is played as a team contest, it may be necessary to damp down the very

competitive-minded. Games are a lot of fun even if they are not played in order to score points.

The design of the activity depends on the students' need and the teacher's creativity. The teacher may make the activity by herself by paying attention to the basic rule above, and she may also adapt any kinds of activities whose natures are guessing games. The teacher's creativity in designing the game plays an important role since variation is a vital ingredient of good games. Teachers can try changing the rules of familiar games or doing things in a different order, and they will find that one game idea can be the nucleus of many new games.

The second kind of information-gap activities to be discussed here is interview. The nature of this kind of activity is the question-and-answer point to seek for some certain information. The success of an interview depends both on the skill of the interviewer, on her ability to ask the right kinds of questions, to insist and interpret, and on the willingness to talk on the part of the person being interviewed. Both partners in an interview should be good at listening so that a question-and-answer sequence develops into a conversation. In the foreign language classroom, interviews are useful not only because they force students to listen carefully but also because they are so versatile in their subject matter.

What teachers need to ensure before implementing interviews activities in the teaching and learning process is that her students understand the necessary question-and-answer structures. A few sample sentences on the

board may be a help for the less able. Additionally, the topic of the interview activities depends on the students' need.

From the two kinds of information-gap activities above, it can be seen that the main point of an information-gap activity is that a speaker has some information which the other participant(s) of the communication do(es) not know. Here then the main focus of the speaker is to deliver what is in his/her mind to the others. In other words, besides the activities elaborated in the previous paragraph, an information gap activity might be as simple as asking students to have a conversation in groups or pairs in which each member is given a card containing some picture or situation which must not be shown to other members.

4. **The Psychology of Learning of Junior High School Students**

Adolescence is the transition between childhood and adulthood. According to Ngwoke (2010: 141), Adolescence is the period between 12 and 18 years. The existence of puberty marks the beginning of adolescence. In this period, there are many changes happen in every aspect of human development. The most surprising changes happen in physical, cognitive and social development.

Human's physical development changes are under the responsibility of the genes. At puberty period, the endocrine system secretes hormones. Hormones are powerful regulating chemicals. They regulate physical growth and sexual maturation (Ngwoke, 2010: 142). One bothersome problem for

adolescents related with physical growth is acne. Acne is a skin disorder which indicated red or black pimples around the face or neck. Another thing happens is primary sex and secondary sex in both males and females which may affect their emotion to be more sensitive. The state of being sensitive may affect the students' learning process. They will be easier to get shy whenever they do something wrong. Besides, they may also feel unconfident to perform in front of others. They are anxious to make mistakes.

Besides, the adolescent's growth is also marked by significant changes in cognitive abilities. Adolescents start to train themselves about abstract thinking. However, they are still in the transition. Therefore, sometimes, they still need concrete things to help them understand something. Adolescents are also able to organize and combine rules to solve a class of problems. They can have a critical thinking in solving a certain problem. Even, they can organize strategies to aid themselves solving something.

In addition, adolescents' psychosocial development is not an exception. They are more mature than who they have been as children. They improve their ability in interacting with others. They also have better skill in working together with other people. In addition to this, Izzaty (2008) states that other than interaction with adults, interaction with peers are more meaningful to adolescents.

However, adolescents, are, in the same time, looking for who they really are. That is why there are many social problems related to adolescents. It is common since adolescents tilt to try everything they want to experience.

Besides, adolescents develop their ego. In the same time, they like challenges more. Therefore, teachers and parents are expected to be able to really guide adolescents in their growth process.

As adolescence is the peak of child development, it has several implications for the two key educational agencies— the family and the school. More sensitivity, patience, understanding and open communication are highly needed by the teachers, parents, and other people involved in the adolescents' life. Besides, adolescents also need guidance in directing their mood swings. They need encouragement to be more active in joining any activities. As what has been mentioned before, adolescents like bigger challenges. Sometimes they are wrong. On the other hand, they have stronger feeling too. Therefore, teachers and parents need to know how to behave toward them when they are wrong in order not to make them hurt. Parents and adults need to provide a supportive environment for adolescents to search and explore their identity. When adolescents make wrong decisions, it is the duty of parents and teachers to turn such mistakes into opportunities that will enhance adolescents' mastery of life skills.

In this case, then, the development happening to adolescence will be carefully considered and the implication will be brought to the classroom activities. As what have already been discussed, adolescent students are easier to get shy and anxious to perform in front of others. These feelings will hinder the students from improving their speaking skill. Therefore, by using information-gap activities practiced in pairs and/or small groups, the students

will be helped to lower these feelings since they have to speak up in a small group instead of the whole class. Besides, having this kind of activities which is both communicative and cooperative in the classroom will take the most of the students' cognitive development since they have to communicate with other students to have some intended information in order to complete tasks. This condition then will make use of the adolescent development of social cooperation as what has been discussed in the fourth paragraph of this point.

B. Relevant Studies

Some researchers have conducted researches aimed at improving the students' speaking skill by using information-gap activities. Putri (2014) conducted some research to improve the speaking skills of VIII Graders in SMP Negeri 7 Yogyakarta Academic Year 2013/2014 by using information-gap activities. In the research, she conducted the activities in pairs and groups. The results of her research show that the activities gave the students wide opportunities to practice to speak by communicating certain information to their friends. Besides, since in carrying out the activities the students had some purpose that was to bridge the information gap, the students were highly motivated and felt confident to speak in English.

On the other hand, Suputri (2014) conducted some research to see the effectiveness of using information-gap activities to teach speaking. The subjects of her research were VIII Graders in SMP Negeri 7 Denpasar Academic Year 2013/2014. Based on the findings of her research, it can be

concluded that information-gap was an effective technique for teaching speaking.

C. Conceptual Framework

Speaking in English is one of the crucial skills that students have to have. Accordingly, they have to be trained to be able to speak in English well. Ideally, in the context of English teaching and learning process, they need to be given opportunities to practice to speak using the target language in a situation that replicate the real life.

As what has been touched upon in chapter I, there were several problems happening in SMP Negeri 1 Muntilan especially in class VIII E. The main problems were those relating to teaching speaking. The speaking activities designed in the teaching and learning process were not communicative. The students were given some time to prepare what they wanted to say. Consequently, they were not trained to speak in English spontaneously as how they had to be able to in the real life oral interaction.

According to the literature review presented in this chapter, the problem could be solved by involving the students in information-gap activities. As what has been elaborated previously, information-gap is one of the crucial features of real communication. In this kind of activities, students are required to speak in English to bridge the information-gap they have with their communication partners. Besides, these activities would be done in small

groups to enable the students to stimulate each other to speak up and help each other to solve the difficulties they might encounter.

In addition to this, the materials to be used in the activities would be those related to the students' real life. Therefore, the speaking practice would resemble the oral communication the students have to handle in their real life.

According to some review of teaching speaking and the use of information-gap activities in an EFL classroom synchronized with the problems happening in the field I observed, a conceptual framework could be illustrated as follows.
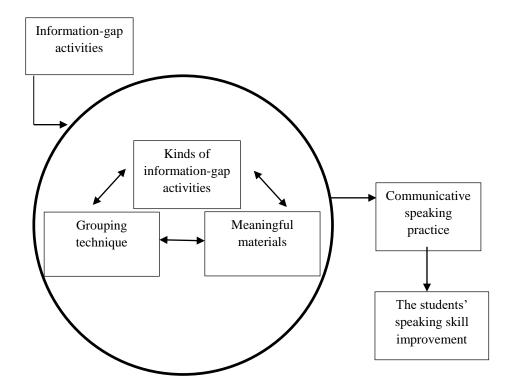
Figure I: **The conceptual framework of the research**

D. Hypothesis

Based on the conceptual framework illustrated above, the hypothesis of this action research study could be formulated as follows: When the students are involved in information-gap activities, their speaking skill will be improved.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method in conducting the research which contains the research design, subject of the research, instrument of the research, method of data collection, method of data analysis, validity and reliability of the data, and procedure of the research.

A. Research Design

In accordance with the objective which was improving the students' speaking ability through information-gap activities, this research was in the form of action research. It was conducted in a classroom situation, and aimed to improve the students' speaking skill by using information-gap activities.

Action research is some research done in a classroom context in order to solve a problem or to make the existing condition become better. McKay (2008) states that action research involves taking a self-reflective, critical, and systematic approach to exploring the teachers' teaching contexts. In doing action research, according to McKay, teachers can take an area they feel could be done better, subject it to questioning, and then develop new ideas and

alternatives. In other words, the teachers become an investigator or explorer of their personal teaching context, while at the same time being one of the participants in it. Further, McKay declares that the aim of action research is to identify a problematic situation or issue that the participants which may include the teachers themselves, the students, managers, administrators, or even parents, consider worth looking into more deeply and systematically. It tries to bridge the gap between what is happening and what is expected to happen.

Related to what Irais states in McKay (2008) that action research is carried out by teachers in their context, in their classrooms and that in the research teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of intervention, in this action research study, the constructed hypothesis is that information-gap activities would help the students improve their speaking skill in some ways which have been discussed in the previous chapter. Further, Irais states that teachers, in carrying out action research, document the intervention and results of the research. If the results are positive, they could lead to the dissemination of the information. If not, the cycle may be started again. In accordance with that statement, the following paragraph will discuss the steps of action research in one cycle. What should be notified is that in some research, there might be more than one cycle in order for the repeated pattern to be seen and the conclusion from it to be drawn.

There have been many proposals of the steps carried out in action research. Some argue that action research should be flexible depending on the

situation in which the research is conducted. On the contrary, Kemmis and McTaggart in McKay (2008) states that there are certain steps of action research. In a single cycle of action research, those steps are planning, acting, observing and reflecting. In order to see the repeated pattern happening in the process of conducting the research, in this action research study, the model of action research proposed by Kemmis and McTaggart was used. Therefore, in line with this, as what Burns (1999) elaborates, I at first developed a plan of critically informed action to improve what is already happening, acted to implement the plan, observed the effect, and reflected on these effects as the basis of a further planning.

There were two cycles done in the research. The first cycle consisted of four meetings. Meanwhile, the second cycle consisted of five meetings. At the end of the second cycle, there was some discussion between my collaborators and I about whether or not there would be the third cycle. Based on the discussion of the observation during the two cycles, my collaborators and I agreed that the students' speaking skill had improved. Therefore, we decided to end the research.

Technically, this action research was collaborative action research. There were four collaborators in the research. The first collaborator was the English teacher of the students whose jobs were to observe everything happening in the class and take notes. The English teacher was chosen to be the collaborator since she knew the students' condition and characteristics. Meanwhile, the other three collaborators were my colleagues in English Education Study

Program, UNY. Their jobs were to record the teaching and learning activity and also to observe the students' learning behaviors and improvement. Practically, my first collaborator observed everything happening in the class by watching the videos taken by my other collaborators. She did not enter the class when I was conducting my research since based on our discussion in a democratic atmosphere, if she entered the class, she would influence the atmosphere of learning. The students might feel threatened thus their speaking improvement would be impeded.

B. Research Setting

This action research study was conducted in SMP Negeri 1 Muntilan. This is a Junior High School located at Jalan Pemuda No. 161 Muntilan, Central Java. Since it was located on the main road, the situation of the classes located on the front part of the school was rather noisy. The school had been implementing the newest curriculum i.e. the Curriculum 2013. Regarding the facilities provided in the classroom, there were one whiteboard and one blackboard in every class. Besides, in order to support the teaching and learning process, each class in the school also had board markers, chalks, LCD projector, and LCD screen. There was one wooden table and one chair for the teacher, and there were also mobile wooden tables and chairs for the students. In the class in which I conducted my research, all of the facilities but the LCD were in a good condition. In addition to this, a language laboratory with

computers, LCD projectors and speakers was available to support the language learning. Besides, dictionaries were also provided in the school library.

C. Research Subjects

The subjects of this action research study were the students of grade VIII particularly class VIII E of SMP Negeri 1 Muntilan in the Academic Year 2015/2016. The class consisted of 23 students. Among those 23 students, there were 14 females and 9 males. Their ages were around 13 to 14 years old.

Most of the students in the class were from Central Java particularly Magelang and Muntilan. All of them were native speakers of Bahasa Indonesia. They learned English as their foreign language. It meant that there was not much exposure of English in their daily life. However, they needed English as a means to communicate internationally.

Based on the interview I had done, the students were interested in learning English particularly in speaking. They said that they wanted to be able to speak in English fluently because they needed it in their future work field and international communication in order for them to develop themselves. Therefore, in this action research study, I facilitated the students to improve their speaking skill.

D. Time of the Research

The research was conducted from the first week of November 2015 to the second week of February 2016. The reconnaissance was done from the first

to the fourth week of November 2016. Meanwhile, the planning to the reflection of both cycles were done from the first week of December 2015 to the second week of February 2016.

E. Research Instruments

Four kinds of instruments were used to gain the valid data during the research. They were observation checklist, questionnaires, in-depth interview guidelines, and speaking assessment rubric. The use of these instruments will be elaborated later in this point. Additionally, a camera was used to video tape the process of the research implementation. Besides, a voice recorder was also used to record the interviews with the students and collaborators.

An observation checklist was used to get the data based on the observation while the process of research was happening. In this instrument, there was a list of indicators of the expected condition. If the indicators existed, it indicated that the expected condition was met. However, if there were still some dashes indicating the absence of indicators, it meant that there were some things to be improved in the next cycle in order for the expected condition to be reached. This instrument was used in the reconnaissance step to observe the teaching and learning process handled by the English teacher and in the research action and observation step to observe the teaching and learning process I handled. *(See Appendix C, Observation Checklist)*

In addition to this, questionnaires were distributed to the students. There were two kinds of questionnaires in the research. The first one was the pre-

action questionnaire which revealed the students' comments toward the English teaching and learning process they had with their English teacher as well as their expectation on the teaching and learning process. This was distributed to the students before the research was carried out. Meanwhile, the second questionnaire was the post-action questionnaire which revealed the students' comment on the teaching and learning process during the research as well as their opinion toward their speaking skill improvement. This was distributed to the students at the end of the research.

Furthermore, interview guidelines were used to direct the interviews with the students as well as my collaborators. The interview guidelines to interview the students primarily focused on revealing their comments on the research implementation and their feeling of how the action research helped them improve their speaking skill. Meanwhile, the interview guidelines to interview my collaborators primarily focused on revealing their comments on the success of the research implementation, the things to be improved in the research, the students' learning behavior change, and of course, the students' speaking skill improvement.

The last but not least, a speaking assessment rubric was used to assess the students' speaking skill quantitatively. This rubric was based on O'Malley and Pierce's assessment rubric with some modification. It focused on the students' pronunciation and intonation, vocabulary and expression, speaking fluency, grammar, and interactive skill. The score of aspect ranged from 1 to 5 with a certain indicator for each score. The highest score i.e. 5 had the most

demanding indicator. This instrument was used twice. At the first time, it was used to get the students' speaking score before the action implementation. Meanwhile, at the second time, it was used to get the students' speaking score after the action implementation. By doing so, the students' quantitative score on their speaking performance could be identified.

F. Data Collection Techniques

In nature, the data of the research were both quantitative and qualitative. The qualitative data were collected during the classes by using observation checklist and outside the classes by distributing questionnaires and having interviews. Meanwhile, the quantitative data were collected by assessing the students' speaking performance before and after the action research was carried out. In collecting the data, I worked collaboratively with collaborators.

The data above were collected starting from the research-planning step to the research-reflection step. Those collected in the planning step were for planning the research actions to be carried out in order to achieve the research aim that was improving the students' speaking skill. Those collected during the research action and observation step were to see the success of the research implementation as well as to identify things to be improved further. Lastly, those collected in the research reflection step were the base of the consideration in planning the action in the next cycle as well as to decide whether to have another cycle or to end the research.

In the planning step, the data were taken from the observations I did in the English classes handled by the English teacher, the questionnaires I distributed to the students, the interviews with them and the English teacher as my first research collaborator. Vignettes, interview transcripts and questionnaire results were made to support the finding of the field problems.

In the research action and observation step, the data were collected from the observation. The observation was done by my collaborators and me myself by observing the teaching and learning process happening in the class helped by the observation checklist and video recordings. Vignettes were made to support the process of data analysis.

At the end of each cycle, in the reflection step, the data were collected by having interviews with the students and my collaborators. Besides, the interview transcripts and vignettes collected during the cycle were used to be analyzed wholly. Additionally, the post- action implementation questionnaires were also distributed to the students to reveal the students' comments toward the teaching and learning process in the research.

To support the research findings and interpretations, quantitative data were collected to complement the qualitative data. It was done by assessing the students' speaking performance. I work collaboratively with the English teacher to assess the students' speaking performance. An assessment rubric was used to guarantee the assessment validity.

G. Data Analysis Techniques

The data obtained during the research were analyzed both qualitatively and quantitatively. The students learning behavior change reflected on the vignettes, interview transcripts and questionnaires were analyzed qualitatively. Meanwhile, the students' speaking performance score before and after the research was carried out was analyzed quantitatively.

The qualitative data were analyzed by using the qualitative data analysis proposed by Miles and Huberman as cited in Madya (2011: 75). There were three interrelated steps. They were data reduction, data display and conclusion drawing. In the first step, I selected the data to be reported. Then I focused the data on certain foci that occur consistently during the research, simplified them, and arranged them in an organized way. After that, the second step was done by displaying the reduced data by reporting them in a narration supported by supporting documents: vignettes, interview transcripts, students' reflection and pictures. Finally, the last step was drawing the conclusion. At the end of the first cycle, a tentative conclusion was drawn. Then, it was revised and verified at the end of the second cycle as it was the end of the research based on the discussion I had with my collaborators.

On the other hand, the quantitative data were analyzed by comparing the means of the students' speaking performance score. There were two performances being assessed quantitatively. The first one was before the research was carried out (pre-test) and the second one was after the research was carried out (post-test). The English teacher as my first collaborator and I

as the researcher assessed both performance. As a result, there were two sets of pre-test score and two sets of post-test scores. I used Ms. Excel to find the means of each student's score in the pre-test and those in the post-test. Then, I compared each student's two mean scores to see the students' speaking skill improvement.

H. Validity of the Research

According to Anderson et al. in Burns (1999), there are five validity criteria that are suitable to be implemented in some transformative action research. Those are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this action research study, all of those five validity criteria were fulfilled. The following paragraphs tell about what each validity is and how each of them was fulfilled in the research.

Democratic validity is the validity criterion related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this case, I work collaboratively with my collaborators starting from the research-planning step to the research-reflection step. My collaborators were given chances to give any comments and ideas on the situation and condition of the English teaching and learning process done during the research implementation. The comments and ideas pursued focused mainly on what problems found, how to solve them, what good things achieved and to be improved continuously. Besides, my collaborators were also given chances to give their comments related to whether or not the students showed an

improvement on their learning behaviors and whether or not the action research was useful to all research participants.

Outcome validity is the validity criterion related to the notion of actions leading to outcomes that are 'successful' within the research context. In this case, the indicators of a good speaking skill were formulated in order to identify the students' speaking skill improvement. When the indicators of a good speaking skill were not yet achieved, my collaborators and I worked collaboratively to solve the hindrances.

Process validity is the validity criterion which raises questions about the dependability and competency of the research. In order to fulfill this validity, an observation of the whole research process was done. Notes were taken during the research implementation. To support this, the process of the research implementation was documented. The documents were in the form of pictures, video recordings, voice recordings, and vignettes. Besides, an observation checklist was also employed.

Catalytic validity is the validity criterion which indicates that by conducting the research, the participants have a chance to deepen their understanding of the social realities of the context and how they can make changes within it. In this case, indeed, the research allowed my collaborators and me myself to deepen our understanding particularly toward English teaching and learning process. By conducting the research, my colleagues from English Education Study Program and I could relate what we had been learning theoretically to what we had to deal with in the real context of language

teaching and learning. Besides, the English teacher as my first collaborator got a new concept of teaching language communicatively. In addition to this, my collaborators and I understood more how to conduct some research.

Dialogic validity is the validity criterion which parallels the processes of peer review which are commonly used in an academic research. In this case, discussions with the English teachers and my colleagues as my collaborators were frequently carried out during the research in order to have considerate feedback.

I. Reliability of the Data

One of the technique to have the trustworthiness or reliability of the data was by having some triangulation. Triangulation, according to Burns (1999: 163) is one of the most commonly used and best-known ways of checking for validity. The aim of it is to gather multiple perspectives on the situation being studied or observed. Silverman in Burns (1999:163) argues that triangulation was comparing different kinds of data (e.g. quantitative and qualitative) and methods (e.g. observation checklist, questionnaire and interview) to see whether they corroborate one another. Supporting this idea, Burns (1994) states that triangulation is a way of arguing that if different methods of investigation produce the same result, then the data are likely to be valid.

To have the reliability of the data and findings by triangulation, I used three kinds of triangulation. Those were time triangulation, investigator triangulation and theoretical triangulation. This action research study fulfilled

the time triangulation since the whole data were collected from a period of time. There were two cycles in the research. The first cycle consisted of four meetings while the second one consisted of five meetings. Besides, it also fulfilled the investigator triangulation since I asked the English teacher and three of my colleagues to be my collaborators. I asked them to help me plan, observe and carry out some reflection on the research implementation. Additionally, this action research study also fulfilled the theoretical triangulation since the data collected were then analyzed by using more than one theory that were interrelated.

On the other hand, to make the data findings more reliable, interview transcripts and vignettes were made. The interview transcripts were to show what was being talked about in the interviews with the students and my collaborators. Meanwhile, the vignettes were made by the English teacher, as my first collaborator, to give the readers a picture of how the teaching and learning process in the class was done and how the students' responses were.

In addition to this, qualitative data were collected by having more than one techniques. Those were by having an observation of the process happening in the class helped by the video recordings, interviews with my collaborators, and interviews with the students who experienced by themselves the process of learning.

The last but not least, the quantitative data were obtained from the students' speaking performance assessment. The students' assessment was supported by the assessment rubric. Besides, I also asked the English teacher

to assess the students' performance as well. By having the rubric and another rater, it could be seen that the quantitative data were reliable.

J. Procedure of the Research

The research used the procedure of action research proposed by Kemmis and McTaggart with some modification. The procedure was as follows.

1. Reconnaissance

Before carrying out the first cycle, an observation was done in several meetings in the reconnaissance step to find out what problems existed in the English teaching and learning process in the research setting. In this step, I entered the English classes handled by the teacher, observed the whole process and took notes of the occurring problems. This kind of observation was done in three meetings to see the reoccurring problems. To support my observation result, questionnaires were distributed to the students and interviews with them as well as the English teacher were done. Besides, to obtain the quantitative data of the students' speaking skill before the research was carried out, I assessed the students' speaking performance in their English class handled by the teacher.

2. Planning

After doing the reconnaissance step, some plans were constructed by considering the observation result. The constructed plans were ensured to be feasible and suitable to be implemented in the field. In having this step, I worked collaboratively with my collaborators. The main planned action

was improving the students' speaking skill by using information-gap activities. In each cycle, it was planned to be several supporting actions that will be elaborated later in chapter four in the point of planning in each cycle.

3. Action and Observation of the Action

Action and the observation of the action were done in the same time. The separation of the term here was to make it clearer that the actions were implemented and at the same time, the observation of the implementation was carried out. In order to focus, I asked my collaborators to video tape the process of the research implementation, filled in the observation checklist, take pictures, and take notes. The videos, pictures, observation checklists, and notes were then used in the discussion after the class to identify the success and hindrances in the research implementation as well as to discuss how to improve the situation.

4. Reflection

Based on the research action and observation result, a reflection was done. It was carried out by interviewing the students who experienced the learning process, and my collaborators who observed the research implementation. This step answered whether or not the actions were successful in the attempt to improve the students' speaking skill. The successful action were carried out again in the next cycle. Meanwhile, the unsuccessful ones were improved and revised in order to meet the objective of the research.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

This chapter presents the process of the research, the findings of the research and the interpretations. Systematically, this chapter consists of three main sections. The first section presents the steps of reconnaissance in which I did several techniques to collect the data in order to identify the problems occurring in the fields. The second one presents the qualitative data and findings based on the implementation of the research. It is divided into two main parts based on the number of the cycles. Each of the first and the second cycle consists of the step of planning, action and observation, and reflection. The action and observation section presents the qualitative data per action carried out in each cycle. Finally, the third section reports the students' quantitative improvement. The interpretations of the findings are presented in an integrated way in those points.

A. Reconnaissance

In this step of reconnaissance, in order to identify the filed problems, I did several techniques of data collection. At first, I observed the English teaching and learning process handled by the teacher in VIII E SMP Negeri 1 Muntilan in three meetings. I did this repeatedly to see the repeated problems happening in the class. Besides, I also distributed questionnaires to the students

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to get the input of the students' opinion toward the teaching and learning process they had been having with the teacher. To reveal the students' opinion more, I had some interviews with them on November 7th, 2015. Besides, I also interviewed the teacher to have some data from a different point of view. By having the data collected from those three techniques, my collaborators and I could identify the problems as well as the main causes as presented in the two points below.

1. **Identification of the Field Problems**

The first technique of identifying the field problems was observation. I did the observation in three meetings. As I have touched upon before, I did this repeatedly in order to find the repeated field problems. This was done based on the schedule of the English subject in VIII E, the class I was going to use as the research subject. The classes were on Thursday and Saturday in a week. I did the observation on November 5th, 26th, and 28th, 2015. I entered the class and observed how the teaching and learning process happened handled by the teacher. Besides, I also observed the students' behavior in being involved in the process.

The second technique was distributing questionnaires. I distributed them to the students on November 7th, 2015. This was an attempt to complement the problem identification by having the observation technique. The questionnaires revealed the students' reflection on the English class they used to have with

their English teacher. Besides, the questionnaire tried to reveal the students'
wants in learning English.

The last but not least technique of collecting data in the reconnaissance
step was having interviews with the students and the teacher. The interviews
were carried out to complement the problem identification by having the
technique of observation and questionnaire distribution. They were done in a
democratic atmosphere to involve the students' and teacher's opinion more to
the action planning.

By having the three techniques above, the teacher as my first collaborator
and I had some discussion and agreed that there were problems related to the
teaching and learning process seen from the aspect of student, teacher, teaching
and learning activities, learning materials and learning media. Those problems
can be seen in table below.

Table 1: **Field Problems in the English Teaching and Learning Process in
VIII E SMP Negeri 1 Muntilan Year 2015/2016**

No.	Field Problem	Code
1.	The students were not able to speak in English spontaneously *(See Appendix B, Interview Transcript 1)*	S
2.	The students were not confident in answering the teacher's questions addressed to all students in the class	S
3.	The students found it hard to understand the teacher's instructions delivered in English	S
4.	The students were not used to speaking in English	S
5.	The students were less encouraged to practice their English orally	S
6.	The students were afraid of making mistakes in practicing to speak	S
7.	The students' pronunciation was poor to fair	S
8.	The students told their condition in a monotonous way (I'm fine.)	S
9.	The students rarely used their dictionaries	S

No.	Field Problem	Code
10.	The students preferred working individually even though they were assigned a group work	S
11.	The students were less encouraged to ask questions	S
12.	The teacher did not make any lesson plan for each learning activity in the class	T
13.	The teacher interrupted the students when they were reading aloud texts	T
14.	The teacher did not give any sanction to those who laughed at their friends who made mistakes	T
15.	The teacher did not maximize the use of the provided media	T
16.	The speaking activity in the class was not communicative *(See Appendix P, Picture 1, 2, 3)*	TL
17.	Javanese language and Bahasa Indonesia are the dominant languages in the learning activity	TL
18.	The input texts were limited	M
19.	Inappropriate media of learning were used	Md

Code:
S : Students   T : Teacher   TL: Teaching and Learning Activity
M : Materials   Md : Media

2. Identification of the Field Problems to Solve

By having the problems identified, I had some discussion in a democratic atmosphere with the teacher as my first collaborator to identify the field problems to solve based on the urgency level and the feasibility of solving that thus were the foci of the research. Based on our discussion, there were several problems to solve as presented in the following table.

Table 2: **The Field Problems to Solve in the Teaching and Learning Process in VIII E SMP Negeri 1 Muntilan Year 2015/2016**

No.	Field Problem	Code
1.	The students were not confident in answering the teacher's classical question	S
2.	The students found it hard to understand the teacher's instructions delivered in English	S
3.	The students were not used to speaking in English	S

No.	Field Problem	Code
4.	The students were less encouraged to practice their English	S
5.	The students were not able to speak spontaneously	S
6.	The students were afraid of making mistakes in practicing to speak	S
7.	The students' pronunciation was poor to fair	S
8.	The students found it hard to pronounce English sounds	S
9.	The students rarely used their dictionaries	S
10.	The students preferred working individually even though they were assigned a group work	S
11.	The students laughed at their friends who made mistakes	S
12.	The teacher interrupted the students to correct their pronunciation when they were reading aloud texts	T
13.	The teacher did not give any sanction to those who laughed at their friends who made mistakes	T
14.	The speaking activity in the class was not communicative	
15.	Javanese language and Bahasa Indonesia are the dominant languages in the learning activity	TL
16.	The input texts were limited	M
17.	Inappropriate media of learning were used	Md

After determining the field problems to solve, the next step was analyzing the main causes of the field problems. This was done to recognize the reason behind the problems that would then be useful in planning the action of the research. In doing this, I analyzed the cause and effect relationships among the problems. Then, I grouped the problems that had cause and effect relationships. Besides, I analyzed the main causes begetting the problems based on the results of the observation, questionnaire and interviews. In addition to this, a discussion was carried out with the teacher to complement the analyzed causes. Below is the table containing the focused field problems as well as the main causes.

Table 3: **Focused Field Problems and Causes**

No.	Field Problem	Cause
1.	The students were not confident in answering the teacher's classical question	1) The students were afraid of making wrong answers 2) The students were ashamed if their friends laughed at them when they made mistakes 3) The teacher did not give any sanction to those who laughed at their friends who made mistakes 4) The teacher did not highly appreciate the students to encourage them to answer the classical questions
2.	The students found it hard to understand the teachers' instructions delivered in English	1) The teacher spoke too fast so the students found it difficult to follow and understand the instruction
3.	Javanese language and Bahasa Indonesia were the dominant languages in the learning activities The students were not used to speaking in English The students were less encouraged to practice their English	1) There was no obligation for the students to speak in English 2) The students did not encourage the students to practice to speak in English during the class
4.	The students were afraid of making mistakes in practicing to speak	1) The teacher interrupted the students with pronunciation drills when they were reading aloud texts
5.	The students were not able to speak in English spontaneously	1) The students never had any communicative speaking activity 2) The speaking activities they had were mostly performing a designed conversation in front of the class
6.	The students found it hard to pronounce English sounds The students' pronunciation was not good enough	1) The students' organs of speech were unlikely trained to produce English sounds 2) There was lack of speaking activities since the teaching and learning process mostly

No.	Field Problem	Cause
		prepared the students to pass written final examination
7.	The students rarely used their dictionaries	1) The teacher did not encourage the students to find the meaning of words in their dictionaries. When the students asked her about the meaning of some word, she tended to ask them to think instead of to check their dictionaries. If they could not get the answer, the teacher directly told them the meaning.
8.	The students sometimes lost their focus while having the teaching and learning process	1) The teaching and learning process was mostly listening to the teacher's explanation
9.	The students preferred working individually even though they were assigned a group work	1) The design of the group work did not assign the students in a group to reach any common goal
10.	The input texts were limited	1) They were taken only from the students' textbooks and workbooks
11.	Inappropriate media of learning were used	1) The teacher had limited time to find or make appropriate media of learning

From the identification of the problems and analysis of the main causes above, it could be seen that the English teaching and learning process in VIII E SMP Negeri 1 Muntilan needed to be improved especially in the focus of improving the students' speaking skill. This, then, motivated me to conduct some research focusing on the students' speaking skill improvement by using information-gap activities. The kind of activities was chosen because of its strengths elaborated in the second chapter.

B. The Implementation of the Research

1. Cycle 1

a. Planning

Considering the problems identified in the reconnaissance step, my collaborators and I formulated several actions to be carried out in the action step. The actions focused on improving the students' speaking skill by using information-gap activities. To support the significance of the attempt to improve the students' speaking skill, there were supporting actions that would be carried out during the teaching and learning process. Those actions are presented below.

1) Using Classroom English during the Teaching and Learning Process

I would use classroom English during the teaching and learning process. Mainly, it would be for greeting the students at the beginning of the class, asking about their condition, giving simple instructions, asking simple questions, giving simple explanations, and thanking. Classroom English was planned to be carried out to give the students an exposure of the use of English in the real context. This would give the students inputs of pronunciation, intonation, accents, etc. Besides, when I asked them in English, it would encourage them to answer the question in English too. However, whenever I used English and the students looked puzzled, some translation to Bahasa Indonesia would be done to maintain the flow of the class.

2) Engaging the Students in Pre-Communicative Activities

Considering the problem of the students' low being engaged in the teaching and learning process, my collaborators and I planned to engage the students' to be more active by involving them in a series of pre-communicative activities. The term pre-communicative activities referred to the skill-getting activities to prepare the students to have the skill-using activities that would be the information-gap activities. These would be done by giving the students both oral and written input texts to be analyzed, involving them in a classical oral discussion about the content of the input texts, the key vocabulary and grammar rules to express the comparison of two different things and the comparison of more than two different things, and involving the students in doing written exercises focusing on the grammar building. In addition to this, the students would also be engaged in the discussion of the answers to the exercises they had. I would ask the students to write their answers on the boards to be discussed classically later. The last but not least, pronunciation drills would also be carried out whenever they were needed during the whole teaching and learning process.

3) Involving the Students in Information-Gap Activities

In this action research study, information-gap activities would be the main facility for the students to use and improve their speaking skill. As what has been explained in chapter two, information-gap activities are activities in which there would be some communication to bridge the information-gap

between the participants. In other word, the speaker would have some information in their mind that should be delivered to the listeners in order for both to achieve the goal of their communication.

In cycle 1, there would be two information-gap activities. The first one would be an activity under the umbrella of guessing game. It was the adaptation of *What's in the Box* suggested by Klippel (1989) under the umbrella of guessing games. The game was adapted to what we called *What's on the Card?*. In this game, the students would be required to use their comprehension on the grammar rules to express the comparison of two different things. They should use the rules to guess what was on their friends' cards. The second activity would be *Fact Pool* which was the adaptation of *Opinion Pool* suggested by Klippel (1989). This was under the umbrella of interview activities. Therefore, in the activity, the students would basically have some interviews with their friends by using their comprehension of how to compare more than two different things.

In being involved in the *What's on the Card?* game, the students would be grouped into six groups. Since there were twenty-three students, five groups would consist of four students and the other groups would consist of three students. In grouping the students, in order to spread out the excellent students, I would call six students who then would be the captain of each group. I would tell the students that those six students were those who had been being active in participating in the learning activities. Then I would give each of the captains a crown. I would tell all students that those were rotating crowns. It meant that

the other students could have one in the following meeting if they could show an improvement on their being active. This was to encourage all students to be active as well in the following meetings. Then, for the rest of the group members, I would invite all students to come in front and take a lottery.

In this game, each group would receive the similar set of cards consisting of ten cards. Each card had a picture, a clue sentence, the name of the picture and helping words about the picture. The cards would be put upside down on the table. The students in a group, in turn, was to take one card and read the clue sentence. Then, the other members of the group would have to guess what it was on the card. The one having the card was to give clues to help his or her friends by saying sentences comparing the guessed thing with the thing on the card. She or he could use the helping words and any other words. The picture below is a sample of the card.

I have a fruit. (Strawberry)

Words that may help:
small   big
light   heavy
sweet   sour

Figure II: **A sample card in *What's on the Card?* game**

In this case, for example, the student having the turn to take the card must not show her friends that she had a strawberry. Instead, she would have to say

"I have a fruit." Then, her friends would have to start to guess. In order to let her friends know that the fruit was a strawberry, she had to make sentences comparing the guessed fruit and the fruit on the card. For example, if her friends guessed "starfruit", she had to say "It is smaller than a starfruit", "It is more sour than a starfruit", etc. When her friends guessed with other names of fruits, she had to make that kind of sentences again. There was no limitation of how many clues the students had to make. Her turn was over when her friends could correctly guess that it was a strawberry on the card. Again, the students in a group would do this in turn.

Meanwhile, in being involved in *Fact Pool* activity, as the grouping in the previous information-gap activity, the students would be grouped into six small group. Five groups would consist of four students and the other groups would consist of three students. In this grouping, I would still use the trick of spreading out the excellent students. I would keep the old captains spread out the way they were in the first information-gap activity. Additionally, I would call other six students who showed an improvement in being active in the class. As a result, in each group, there would be one old captain and one new captain. To symbolize the change of the leadership, I would ask the old captains to give their crowns to the new ones. To decide the rest of the group members, again, I would invite the other students to take a lottery.

There would be several steps in conducting *Fact Pool* activity. The students in each group would get a sheet with different label. As a result, there would be student A, B, C, and D in one group except the group consisting of

three students. There were only student A, B, and C. Below is an example of the sheets and the following is the illustration of how the activity would be conducted.

Your Name :		
Your Partners : (1)…………………………		
(2)…………………………		**A**
(3)…………………………		
Question:		
_____?		

No.	Name	Answer
1.	*Me*	
2.		
3.		
4.		
5.		
6.		

Figure III: **A sample of the Survey Sheets**

Each of the group was to make a question containing a superlative structure. After that, each member of the group was to write the question on their own sheet as well as their answer in the first row. Then, they were to move to the second grouping which was based on their label. As a result, there would be group A, group B, group C, and group D. In this second grouping, they were to do a survey to ask the question to their friends. After they had got the data, they were to return back to their first group to report their data and discuss with their group in terms of presenting the data in the form of a graph or diagram. An illustration of the flow of the game is presented on the following page.

| Making a question | | Survey | | Reporting and Presenting | |

A	B
C	D

A	A
A	A
A	A

A	B
C	D

A	B
C	D

B	B
B	B
B	B

A	B
C	D

A	B
C	D

C	C
C	C
C	C

A	B
C	D

A	B
C	D

D	D
D	D
D	

A	B
C	D

A	B
C	D

A	B
C	D

A	B
C	

A	B
C	
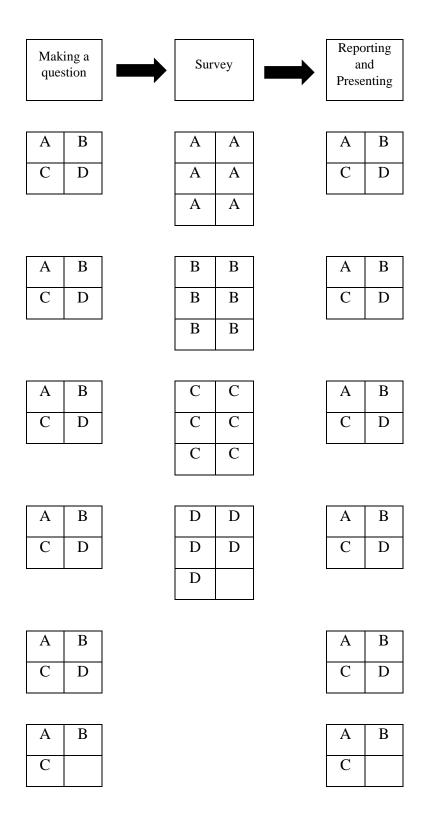
Figure IV: **An illustration of the *Fact-Pool* game**

4) Encouraging the Students to Consult the Dictionaries and Vocabulary Note Books

To help the students learn English, I would encourage them to consult their dictionaries. This was important since by using dictionaries, they could enlarge their vocabulary and pronunciation mastery independently. In other words, they would be able to learn English without needing others' help too much.

Besides, since the teacher had asked them to make their own vocabulary note books, I would also encourage them to consult the books as their supplementary facility.

5) Setting A Fun Atmosphere of Learning

To support the students' speaking improvement, I would set a fun atmosphere of learning by joking, making the teaching and learning process dynamic, and building some rapport with the students in other proper ways. This was expected to make the students feel joyful and not threatened. Thus, they would be encouraged to participate more in the teaching and learning process without being afraid of anything.

6) Appreciating the Students' Participation and Achievement

I planned to encourage the students to be involved actively in the whole teaching and learning process by appreciating each of their participation and achievement. The appreciation would be in the forms of verbal appreciation,

and an achievement board. Verbal appreciation would be given frequently to make the students realize that their contribution to the class activity was important and a good point for them. Besides, The achievement board would be pasted to the wall. The students would have either a silver star for participating actively or achieving something, or a golden star for achieving something greater. Those stars were to be pasted to the achievement board. This was an attempt to rise an atmosphere of a competition among the students to contribute to the class activities.

b. Action and Observation

The actions and observation step in cycle 1 was carried out in 4 meetings which were on January 14th, 16th, 21st, and 23rd. In carrying out the actions, I worked collaboratively with my collaborators. On Thursday, I entered the class with one of my collaborator. Meanwhile, on Saturday, I entered the class with two of my collaborators. It was because the activities on Saturday were mobile so I needed more collaborator to capture every moment as well as to observe the process of the teaching and learning. My first collaborator who was the English teacher did not enter the class together with my other collaborators and I because based on the discussion we had in the planning step, if she were in the class, the students' confidence might be lowered. However, to observe the students' improvement, she watched the videos taken during the teaching and learning process of the whole cycle. The actions in cycle 1 focused on improving the students' speaking skill through information-gap activities. To

support it, there were also several supporting actions as mentioned earlier in the planning step. Below is the explanation of each action.

1) Using Classroom English during the Teaching and Learning Process

Classroom English was used during the teaching and learning process in cycle 1. The students were already used to greeting me in English and they were also able to recognize my classroom English. In general, they gave positive responses to me whenever I used English for asking them about their condition, drawing back their attention, giving them simple instructions, asking them simple questions, giving them simple explanation and thanking them. However, sometimes, they still looked puzzled when I spoke in English. Therefore, Bahasa Indonesia translation was used to help the students understand. Nonetheless, none of the students talked in English to their friends. However, in the last meeting, the students spoke fully in English with their friends because there was a certain rule. These will be elaborated in the following paragraphs.

The students were already used to greeting me in English every time I entered the class. I always made sure that each student greeted me and thus signalized that they were ready for the class. At the beginning of the cycle, there were several students who were still busy doing something else and did not greet me together with their friends. As a teacher, I always tried to make them realize that every time I entered the class, they should greet me and signalize that they were ready for the class. I did this either by insinuating them

verbally in a funny way, "You don't want to greet me?" or by simply standing in front of the class, smiling and looking around at the students to signalize that I was waiting for them to greet me. It can be seen from the extracts below.

> The teacher asked the students, "Are you ready everyone?" Around 10 students answered, "Yes." Because usually the students greet the teacher soon after she entered the class, she asked them, "You don't want to say good morning to me?". It turned out to work. Approximately 21 out of 23 students (90%) of the students greeted her, "Good morning, Miss.". She replied, "Good morning my lovelies." Some girl noticed her saying *lovelies*. The girl smiled and stroked her chess. *(See Appendix A, Vignette 5)*

> The teacher opened the meeting by standing up in front of the class and looking around. She looked at the students who were still busy preparing themselves for the class. She signalized that she was waiting for them to be ready. When all of the students were already ready, they sat on their chairs and looked at her. She did nothing but smiling. She insinuated them in a funny way because none of them greeted her. Most of the students smiled at her and greeted her by saying "Good Morning, Miss!". *(See Appendix A, Vignette 7)*

The students told me their condition whenever I asked them about it after they greeted me. At the beginning of the cycle, most of the students told me about their condition by saying, "I'm so so" or "I'm fine.". As I always encouraged them to reply in more various ways, at the end of the cycle the students started to tell me about their condition in various ways. It can be seen from the extract below.

> After all of the students paid attention to her, she asked about their condition. Several students said, "I'm so so.", some said, "I'm fine,", some others said, "I'm very happy.", and one student said jokingly, "I'm not happy because …."━ it was not clear enough. The other students laughed at what he said. The teacher was excited about their responses. She appreciated how they responded to her question about their condition since they answered variedly. *(See Appendix A, Vignette 7)*

Other than that, the students turned to me whenever I drew back their attention in English by using various expressions like "Everyone, can I have your attention please?"; "Alright everyone, come back here."; "Everyone, pay attention to me.". Several students usually responded to my first expression by saying "Yes", or "Yes, Miss." In responding to my second and third form of expressions, the students usually stopped doing something else and turned to me. This implied that the students understood my expressions to attract their attention.

In addition to this, the students could understand my simple English instructions. In general, they immediately did what I asked them to do. For instance, they always directly read the texts when I said, "Please read by yourselves, out loud." "Start from now.". They also directly did what I asked them to do when I instructed, "Raise your hand.", "Please take one and past the rest to your friends.", "Please come in front and write your answers on the boards.", "Now, sit with your groups.", "Check your dictionaries.", "Take your stars here.", "Everyone, go back to your seats.". However, they sometimes missed my instruction when I spoke too fast. What I did, then, was repeating to give the instruction more slowly and made some gestures to help the students understand the instruction.

Additionally, the students could respond to my classical simple questions in English even though their responses were still limited. An example of this was every time I asked whether the students had finished doing their exercise. They answered "Yes" or "Not yet" whenever I asked them yes/no questions

such as "Have you finished?, "Have you done it?" and "Has everyone got the sheets?". Sometimes, the students responded to my questions simply by nodding their heads instead of saying yes. Several students sometimes replied to my other questions in English. Several other students understood my questions but they answered that in Bahasa Indonesia. An example of this can be seen from the extract below.

> She discussed with the students the three winners of the game. She asked them, "Do you know who the winner is?" Approximately 12 out of 23 students defended their groups, "Here, Miss!", "Here, here", "Here!". Every time the members of a group nominated themselves to be the winner, the teacher asked them, "Why do I have to choose you?". She expected them to tell the reasons of why they deserved to be the winner. Several students of one group said, "Because we can finish at first.", other students from another group said, "*Kita klunya bener miss. Sesuai aturan.*", other students from another more group said, "*karena kita tadi selesai cepet, Miss.*" *(See Appendix A, Vignette 5)*

However, the students sometimes still looked puzzled whenever I gave some simple explanation in English. Therefore, most of the time, Bahasa Indonesia translation and gestures were employed to help them understand my explanation.

In the last meeting, as what has been touched upon earlier, the students spoke in English with their friends as in the day, there was a rule that the students had to speak in English only. The result showed that the students obeyed the rules. All of them were motivated to speak in English only. the students were motivated to practice to speak in English. Even though sometimes, they found it difficult to speak in English, none of them deliberately violated the rules. They tried as much as they could to speak in English only.

To maintain the activity flow, my collaborators and I gave them some help when they found difficulties in what to say or when they found it hard to ask questions in English to my collaborators and me.

Lastly, as how the students always greeted me soon after I entered the class, they always thanked me after I closed the meeting. This was another example of instilling in the students' mindset that they had to respect and appreciated other people. This routine is reflected in the extracts below.

> They…together said, "Thank you, Miss.". When saying that, half of the whole students stood up to respect the teacher more. The teacher responded to them by saying, "Iyaa.. you're welcome.". *(See Appendix A, Vignette 6)*

> The teacher closed the lesson by once again appreciating their work, and saying a good bye. The leader of the class led the other students to say their gratitude. All of the students said, "Thank you, Miss." The teacher responded to it, "My pleasure, everyone." and left the class. *(See Appendix A, Vignette 7)*

2) Engaging The Students in Pre-Communicative Activities

The findings in cycle 1 suggest that the action of engaging the students in pre-communicative activities, in general, improved the students' being active during the teaching and learning process. This action improved the students' participation in the process by analyzing the input texts, discussing the content of the texts, discussing the key vocabulary in the texts, discussing the grammar rules to express the intended meanings, doing written exercises focusing on the grammar building, discussing the answers to the exercises they had and having pronunciation drills integrated in the whole teaching and learning process. These will be elaborated further in the following paragraphs.

The students were involved in the activities of analyzing the input texts both the oral and the written ones. In general, they were cooperative. They did what I asked them to do. The four following paragraphs explain this finding further.

The students were always enthusiastic about being involved in the listening activity to analyze the oral input texts. In general, they always paid close attention to the recording being played. Most of them barely moved. They did not talk to their friends while the recordings were being played. Some students took notes, and several other students sometimes murmured to copy how some words were pronounced. The extracts below describe the flow of the listening activity they had in the first and third meeting in cycle 1.

> The audio was played. All of the students paid close attention to the audio. None of them was busy doing something other than listening to it. Most of the students turned to look at the source of the sound. Soon after the audio ended, some students smiled, some other said, "*apa itu*?". The teacher asked them what they got from the audio. …*discussing the meaning of the conversation…* She distributed the script of the audio and played the audio once again so the students could focus on what was said verbatim, and also noticed how each word was pronounced. … When all students had got the sheet, she played the audio once again. When the audio was played, about 5 students tried by themselves to copy what was said in the audio. *(See Appendix A, Vignette 4)*

> The teacher played the audio. All of the students kept silent. They barely moved. One student took a pen and wrote something. It should be about the recording because before taking the pen, she looked at the sound source and did not talk to anyone. All of her attention should be to the audio. Right after the audio ended, several students turned their heads to their friends, asking something. They should be discussing the audio and checking whether their friends get what the audio was about. *(See Appendix A, Vignette 6)*

On the other hand, the students were also involved in analyzing the written input texts. All of the students read aloud the texts by themselves

without being simultaneous as I asked them to do. This technique was used to let the students analyze the input texts and train their organs of speech to pronounce English words at the same time. Besides, this technique also let my collaborator and me to notice any incorrectly pronounced words so the pronunciation to be carried out would be based on the students' need.

Additionally, the students were also excited about acting out dialogs. An example of this was in the third meeting when I divided the class into two big groups to act out dialogs. The result showed that the students were enthusiastic. Each group did not want to be defeated by the other group in terms of the voice volume, the pronunciation, and the intonation. This activity also raised the students' awareness of pronouncing words correctly. It was proven when the students had to say the sentence "Hey dude!" in a conversation. They, at first, were not sure of how to pronounce it. Then, they asked me. The extract below shows how it was going on.

> …The techniques used were similar to those used for comprehending the previous conversation. Reading the first line of the conversation, the students in charge laughed. It was the expression, "Hey dude!". They found it a bit weird and they were not familiar with that expression. One of the students, while laughing, asked the teacher, *"Mbacanya gimana, Miss?"*. She explained briefly what that expression meant and gave them an example of saying the expression. While the students were reading aloud in turn, besides taking notes of some errors, the teacher approached the students who seemed not to be enthusiastic. She moved her head to get closer to their heads and pretended that she could not hear what they said. They then read the conversation more loudly. *(See Appendix A, Vignette 6)*

However, there were a few students willing to volunteer themselves to read aloud the texts again for the whole students when I asked them to do so after reading aloud together. I sometimes still had to point some students to be

volunteers. This implied that the students' motivation to volunteer was not yet high. Besides, several students read the texts in a low voice. Then, I still had to encourage them to speak more loudly and clearly. This implied that the students' confidence to speak was still low.

Following each activity of analyzing an input text, there was always an oral discussion of the content, key vocabulary, and grammar rules to express the intended meaning in the input text. In general, the oral discussion of those points were always successful to stimulate the students to contribute their ideas orally. The students, in general, could answer my questions about the content of the input texts. This implied that the students understood what meanings were conveyed in the texts. While in the discussion of the key vocabulary, several students could always answer what the words meant. However, several others still tended to keep silent when they did not know the meaning of the words when we were discussing the key vocabualry. This condition motivated me to encourage them to consult their dictionaries. This action will be elaborated later in this chapter. Meanwhile, the oral classical discussion of the grammar rules to express some intended meanings found in the input texts helped the students to discover the grammar rules they were learning. The extract below shows an example of how some kind of discussion was going on.

The teacher guided the students to discuss what the conversation in the audio was about. She asked them how many people were probably engaged in the conversation. They said there were two people. She also asked them what the relation of the speakers was probably. They said they were probably friends. She guided them to discuss what was being talked about. Approximately five students could tell that the talk was about a girl who was deaf, blind and dumb but she could be a good writer.

…

Before carrying it out, the teacher guided the students to discuss what the conversation was about in general. She stimulated them to deliver their ideas about the conversation meaning by asking them questions. They answered appropriately what she asked them. Approximately three quarters of the students answer all of her stimulating questions. *(See Appendix A, Vignette 6)*

In addition to this, the students were engaged in doing written exercises focusing on the grammar building. In general, they could do them correctly. This implied that they had understood the grammar rules to express the comparison of two different things and that of more than two different things.

The students' active participation was shown in the discussion of the answers to the written exercises they had. At the beginning of the cycle, there was about a half of the whole students willing to come in front when I asked them to come in front to write their answers on the board to be discussed later. I still had to motivate the rest of the students to come in front as well to contribute their answers. As the encouragement was continuously given, the number of the students coming in front relatively increased to about three quarters of the whole students at the end of the cycle.

The students' will to contribute their answers to the discussion of the answers to the exercises was also shown in the third meeting when I asked them to contribute their answers orally. The result showed that the students were willing to contribute their sentences that expressed the comparison of more than two different things. Most of them raised their hands and called my name in order to have the chance to contribute their sentences. They were enthusiastic about competing with their friends to be chosen. This indicated that their

learning motivation was improving. By contributing the sentences orally, at the same time, the students had some pre-communicative speaking activity. The following extract shows how the process was going on.

> … To discuss briefly the homework and to have some input for their speaking activity, the teacher asked the students to contribute several sentences they had made. She wrote on the boards several sentences they said so all students could see and review the sentences. When she asked the students to contribute sentences, they were several students raising their hands to have her permission to contribute their sentences. It turned out that students who were passive before raised their hands. When there were students contributing sentences without speaking loudly, she asked them to repeat their sentences more loudly until all of the students could hear the sentences. This was to train the students to speak clearly and communicatively. …
>
> Moving to the last picture, there were many more students raising their hands to contribute one sentence to be written on the board. The teacher was confused of whom to choose. She asked them to lower their hands first and gave them the second chance to raise their hands in order to be fair in choosing one student. One student was chosen and some other students were disappointed because they could not contribute their sentences. This proved that the students' motivation to be actively involved in the learning process seemed to increase. *(See Appendix A, Vignette 7)*

During the whole meetings, a pronunciation drill was always carried out whenever it was needed. The drills were focused on the mispronounced words produced by the students and new words they encountered. In drilling the pronunciation, the students were enthusiastic. All of them, in general, always repeated after me to pronounce the words. Technically, in doing these, I showed the students how to pronounce the words, then I asked them to repeat after me. I looked around at the students and whenever I found a student who did not repeat saying the word, I asked him or her to repeat it by himself or herself. This was to encourage all students to be involved in the pronunciation

drills as they were important to support the improvement of the students' speaking skill. In showing the students how some English sounds were, I sometimes linked the sounds to Arabic system because not all English sounds exist in Bahasa Indonesia system. Coincidentally, all students were Muslims so it was easy to make them understand. In pronouncing the aspirated /p/, I helped the students notice the correct pronunciation by using a piece of paper. The students practiced repeatedly the pronunciation I taught them. This showed that the students were enthusiastic. They were interested in learning English sounds.

3) Involving the Students in Information-Gap Activities

The students' speaking skill was improved by the information-gap activities they had. In cycle 1, the information-gap activities were *What's on the Card?* and *Fact Pool*. The students were enthusiastic about being involved in both information-gap activities. All of them practiced to speak in English with their friends. They were fond of the activities that they called as games. The improvement was supported by the grouping technique used. In general, the information-gap activities facilitated the students to improve their speaking skill even though there were still several problems occurring during the implementation of the activities. These will be elaborated further in the following paragraphs.

The result showed that the students were enthusiastic about being involved in the speaking practice in the activity called *What's on the Card?*

that was a kind of guessing games. All of the students were engaged in the activity. All of them were excited about guessing what were on the cards. They spoke in English fluently. The communication between students was also interactive. The students who were being in charge of giving clues gave the clues in English sufficiently to help their friends guess what were on the cards. Being helped by the clues, those who were being in charge of guessing the things on the cards also guessed continuously until they got the answers. They also started to improve their vocabulary by using the words they had learned in the pre-communicative activities. On the other hand, there were still several inaccurate pronunciations that did not cause any misunderstanding. However, as the teacher, then, I was motivated to carry out more pronunciation drills for the students. The following extract shows the situation elaborated above.

> The class was so noisy as almost all students practiced to speak in English at the same time (The ones having the cards gave clues while the others guessed the picture based on the clues.). While the students were having the game, the teacher moved around to monitor each of the students and to help them if they needed her help. Her main focus was to observe how they communicate to each other. It turned out that in terms of fluency and interactive skill, the students were good enough. In terms of vocabulary, the students tried to enlarge their vocabulary mastery by using the helping words the teacher provided for them on the cards and also opening their dictionaries to find other words that they needed. In terms of pronunciation, they were fair and started to improve. Their errors and mistakes in pronunciation did not seem to cause misunderstanding. However, their pronunciation micro skill should still be improved and drills were to be carried out often since the students were still mostly influenced by their native language. *(See Appendix A, Vignette 5)*

The students' excitement about the activity was also shown at the end of the activity. The students wanted to exchange the cards so they would have

more pictures to be guessed. It was just an unfortunate that the card sets I gave to all groups were the same. Consequently, the students could not have more speaking activity. This then motivated me as the teacher to provide back up cards in the other information-gap activities. It can be seen in the extract below.

> The game ended faster than was expected. While waiting for some groups that had not finished yet doing the game, some groups wanted to exchange their cards to the cards of other groups. They wanted to play the game more. Unfortunately, all card set that the teacher distributed to the groups were all the same. Therefore, they could not play the game anymore after they had finished one set of cards. This was an unfortunate since if the teacher made different sets of cards, the students could exchange their cards with the cards of other groups so they could practice their language more. When the teacher told them that all sets of cards were the same, they protested. This showed that they liked the game and wanted to play it more. This should be one of the teacher's evaluation and suggestion to the next games. *(See Appendix A, Vignette 5)*

The students were also enthusiastic about being involved in the second information-gap activity that was the fact pool. All of the students ran their job well starting from the survey step to the reporting and presenting step. All of them practiced to speak in English fully while doing each step of the activity. It was since there was some rule that the students had to speak with their friends in English only. They would have some penalty if they violated the rule. This has been explained earlier in the point of classroom English. The students' effort in speaking in English for communicating can be seen from the extract below.

> It turned out that in this survey step, the students were not merely asking and answering the questions. They could elaborate their answers by giving the reason of their answers. Besides, they joked with their friends in English. The class was not quiet. They practiced to speak in English with their friends.

… While the students were having the discussion, the teacher and her collaborators moved around the class to give the students some help and guidance. Several students asked several questions in English.

… The teacher kept reminding the students that the group having the most oral discussion would get +3. This was to encourage them to speak in English as much as possible in being involved in the discussion. This worked since every time after the teacher reminded them, the class was noisier. The students tried to speak more in English. None of them spoke in Bahasa Indonesia out of the teacher's control.

...

Several students moved around asking to borrow some pens and other equipment. One example was a boy asking a group, "Can I borrow your pencil? Color pencil?", the group answered, "No!! No.. sorry." It was because they were using the pencil to decorate their graph. Then, the boy complained jokingly, "Ugh.. You are so…. Hmm. So…"—he ran out of ideas. They communicated in English. Several other students communicated with other groups to joke in English. In addition to this, sometimes, the teacher and her collaborators had some chat with the students about their work. This was to have some natural communication in English. They spoke in English all the time during the game. *(See Appendix A, Vignette 7)*

Additionally, the students enjoyed the activity since they were finding their friends' answer toward the questions they wanted to know about. In other words, the students, in the activity, were engaged since they made their own questions that should be an interesting topic to them. Examples of this were the questions "Who is the most handsome boy in the school?", "Who is the most handsome students in 8E?", "Who is the craziest girl in 8E?". In the survey step, the students were amused by their friends' answers to those questions. At the end, when all the data was presented in the form of diagrams and graphs, they were even more surprised by the final result. An example was when they found that the most handsome boy in the school based on the findings was one of the students in their class. This kind of joyful atmosphere of learning made

the students enjoy the learning process without ignoring the goals of it since my collaborators and I always monitored the flow of the activity to make sure that the students learned and practiced to speak in the expected way.

In the second information-gap activity, the students' speaking skill was better than it was in the first information-gap activity. In the second activity, the students were freer to speak. As a result, they spoke more. The whole communication in the survey, reporting, and discussing step to present the data was in English. Even though they mostly used phrases other than sentences to communicate, all students tried to speak in English. Several students who used to keep silent spoke more in the activity. They responded to their friends by speaking in English other than just smiling or giving other physical gestures only.

Despite the students speaking skill improvements above, there were several problems happening during the implementation of the two information-gap activities. In the first activity, I missed to emphasize to the students that they had to obey the rule of conduct other than just to guess what were on the cards. As a result, the students put the speed as their first priority. Even though the goal of the communication was still achieved, the students did not put into use the rules to express the comparison of two different things in the communication they had in the activity. Meanwhile, in the second activity, there were two groups misunderstanding my rule explanation. One group made more than one questions. As a result, in the data presentation, they had to make more than one graphs. While the other group misunderstood my explanation

of the data presentation. They made both graph and diagram while in fact they had to choose one only. However, these problems could immediately be tackled. It can be seen in Appendix A, Vignettes 5 and 7.

4) Encouraging the Students to Consult the Dictionaries and Vocabulary Note Books

There was an improvement on the students' action to employ their dictionaries and vocabulary note books in cycle 1. At the beginning of the cycle, their action to consult their dictionaries and vocabulary note books was still low. Whenever they encountered new or difficult words, there were just a few of them directly consulted their dictionaries or vocabulary note books. As the encouragement was continuously given, at the end of the cycle, the students employed their dictionaries more frequently. However, the improvement of employing the vocabulary note books was not yet significant.

The students' awareness of the importance of dictionaries to help them learn English was low at the beginning of the cycle. It could be inferred from their rare action to consult their dictionaries. In the first meeting, there were only 3 to 5 students who directly consulted the dictionaries whenever they encountered new or difficult words. Most of the other students preferred to ask their friends or me as their teacher. There were also several students who did not bring the dictionaries to the class. This condition motivated me to always remind them to consult their dictionaries first. Whenever they asked me the meaning or the English equivalent of some word, I rarely gave the answer

directly. I usually asked them to consult their dictionaries first. Whenever they

found it hard to find the word in the dictionaries, I gave them some help. The

extract below shows an example of this situation.

> Whenever there was a word that the students did not know the meaning, the teacher reminded them to check their dictionaries. All of them but one student brought the dictionaries and were able to check the meaning of the word by themselves. One example was when there was the word 'juggling'. The teacher asked the students, "Juggling. What is juggling?" None of the students answered her question. She repeated her question, "Come on, what is the meaning of the word juggling?". The students looked at her, having no clue. They did not say a word. They were thinking of it without having any idea to check their dictionaries. She encouraged them jokingly to employ their dictionaries, *"Hayooo. Kamusnya itu lho.. buat apa to kamusnya? Cuma buat bantalan?"* Several students smiled and realized that they should have checked their dictionaries. Approximately fifteen out of twenty-three students checked their dictionaries. The others were waiting for them to get the meaning of the word. The teacher guided them to find the word 'juggle' as the base form. *(See Appendix A, Vignette 4)*

As the encouragements were always given, the students' gradually

improved their habits to consult their dictionaries. At the end of the cycle, a

half to three quarters of the whole students consulted their dictionaries more

frequently. It can be seen in the extract below.

> While having the discussion, there were approximately a half of the whole students opening their dictionaries, looking for words they needed. This proved that the effort of raising their awareness to be independent in learning English had some improvement. *(See Appendix A, Vignette 7)*

Nevertheless, the students had not yet employed their vocabulary note

books frequently. It was because their dictionaries were more complete and

easier to use than their vocabulary note books.

5) Setting a Fun Atmosphere of Learning

The students' behavior improvement in learning elaborated in the previous points was supported by the effort to make the atmosphere in the class relaxed and fun. It was achieved by joking with the students to make intermezzi during the teaching and learning process. Additionally, to make the teaching and learning atmosphere fun as well as to instill in the students' mindset that they had to obey the class rules, I gave fun yet appropriate sanctions to those who violated the rules. For instance, in the third meeting of cycle 1, there were two students who did not bring their homework. I asked them to mime. I did this because other than amusing, miming required the other students to employ their memory of vocabulary as well as sentence structures. Then, in the last meeting of cycle 1, there was a student who did not bring his nametag. I asked him to sing a song. This was not out of the objectives of learning since the song was in English. This allowed the student to pronounce English words and the other students to have the English song as one of their inputs. These two examples can be seen in the extracts below.

> Two female students did not bring their assignment. The teacher gave them some sanction. She asked them to mime. If they could not succeed giving the other students good movements to represent the sentences she decided, they could not sit. The sentences were "A monkey eats a banana." and "A chicken washes clothes." The other students were interested in guessing the sentence. They tried to guess what each movement being made meant. This employed their memory of vocabulary. The video recorder captured all of the students but two students tried to guess the sentences. *(See Appendix A, Vignette 6)*

> She (the teacher) showed them that they had been honest in answering the questions including the questions about the most handsome boy in the school and in the class whose answers turned out to be one of the students in class 8E. However, this was something funny

since the answers were not the serious ones. They answered the two questions jokingly since they were too shy to give the actual answers.

The teacher reminded the students that there should be one student getting some sanction because he did not bring his nametag. She gave this sanction to emphasize that all students had to obey the class rules we all already agreed. The sanction for the student was singing an English song. This was to refresh the students mind without neglecting the process of learning English.

While the student was singing in front of the class, the teacher led the other students to clap their hands to support him and enjoy the moment. After he had passed the sanction, the students clapped their hands to appreciate him. *(See Appendix A, Vignette 7)*

As a result, the students enjoyed the teaching and learning process without being sleepy nor bored. In general, they were then willing to participate actively in the whole teaching and learning process.

6) **Appreciating the Students' Participation and Achievement**

Other than being supported by the fun atmosphere of learning, the students' improvement on being involved in the teaching and learning process was supported by the appreciation given for their participation and achievement during the process. The findings show that the appreciation given to the students in the form of verbal appreciation and an achievement board motivated them to be active in being involved in the teaching and learning process in some ways. Firstly, the verbal appreciation made the students pleased and thus willing to participate more in the teaching and learning process. Secondly, the achievement board made the students pleased and willing to show their highest achievement. This condition then raised a competition atmosphere that made the students compete each other to

participate in the teaching and learning process and to make the best achievement in doing the tasks. This will be elaborated further in the following paragraphs.

The students, most of the time, were pleased by my verbal appreciation. They smiled or grinned whenever I gave my verbal appreciation by saying "Thank you, *the student's name*."; "That was a great job!"; "Alright, that's good!."; "That's awesome!"; "That's correct! Good!"; "That's cool!" etc.

Besides being pleased with the verbal appreciation, the students were excited about having the achievement board as a means of showing their participation and achievement in the teaching and learning process. They always showed their joyful expression whenever I gave them stars to be pasted to the achievement board to appreciate their participation and achievement. To show their joy, the students clapped their hands, yelled, kissed the stars they got, ran toward me when I was about to give the stars, jumped up repeatedly, etc. Seeing their friends got stars, the other students who did not get any stars, most of the time, looked upset. One of the examples can be seen in the extract below. The other moments showing the students' excitement about getting stars in cycle 1 can be seen in Appendix A, Vignette 4 to Vignette 7.

> The teacher said, "Alright, now we are going to discuss this (showing the assignment). Please come in front and write your answer. We have ten numbers here and I have ten stars for those coming in front.". Approximately 16 students rose from their chairs and come in front. As there were only 9 chances (because apparently number 1 had been done as an example), several students went back. Several others counted the students in front hoping there would still be a chance for them to write their answers. When the students were writing their answers on the board, the teacher moved around to monitor who did not

come in front and as much as possible approached them to find why they did not come in front. One students looked blue, and the teacehr asked him, "*Kenapa , Lin?*"; he answered, *"Nomornya habis kok, Miss."* The teacher then amused him, "*Nggakpapa.. nanti masih ada kesempatan untuk dapat bintang."* Then he nodded his head.

…The teacher asked each student who had come in front to take one silver star and paste it next to their name on the achievement board. The students cheered by saying "Yeay!" "*Ihiiiy!*" and the like. Some of the other students who did not get any star said, "*Aa.. ngertio mau maju.*" which means "I should have come in front! (If I know I would have a star)".

They said they had all number correct. The teacher gave them stars by saying, "Another star for you." Simultaneously, all of those nine students clapped their hands, jumped up and down for joy, cheered, and approached me to take the stars. This means that having an achievement board did encourage them to have a good achievement in the learning process. *(See Appendix A, Vignette 6)*

The students' excitement about getting stars to be pasted to the achievement board could also be seen from their repeated questions asking whether or not they would get a star in a meeting. It could be seen in the following extract.

…Some other students asked the teacher, " Miss, *hari ini nggak ada bintang po?"* ; another student said, "*Miss, padahal hari ini aku pengen ngumpulin bintang e.."; another student asked, "Miss, hari ini game lagi? Terus bagi-bagi bintang?"* Besides, another more student looked sad, and said, "Miss Maya*… semalem tu aku sampai ngimpi.. di mimpiku itu aku nggak dapet bintang sama sekali sampai pertemuan terakhir sama Miss Maya.. Huhu.*" *(See Appendix A, Vignette 6)*

The students' excitement about having stars to be pasted to the achievement board motivated them to show their achievement on their work. An example of this was at the beginning I introduced the achievement board to the students. At first, some student was shy to show me the work she had done. However, after she knew that high achievement on the work was appreciated,

she showed me her work which turned out to be impressive. This behavior of showing each other's work was expected to raise a competition atmosphere among the students to do their best. The extract below shows the situation explained above.

> When the teacher was attaching the board to the wall helped by a student, one student beside her told her that actually she got a higher number than 209. She got 800 words listed in her vocabulary note book under the head of adjectives. The teacher asked her why she did not tell her and she said that she was shy. However, when the teacher gave S17 a golden star to be pasted to the board, she was envy and did not want to lose the chance to have a golden star too. This means that the achievement board succeeded to stimulate the student to confidently show the achievement instead of being shy and hide the achievement. While the students getting stars were pasting their stars, most of the other students turned and took a look at them pasting the stars. This indicated that they were interested in that and probably motivated to get stars in other chances. *(See Appendix A, Vignette 5)*

The students were also encouraged to do their tasks as well as possible by my action of giving stars to appreciate their work. They showed their efforts to do their tasks as well as they could. It can be seen in the following extract.

> The teacher asked the students to make sentences containing superlative structures about the pictures as many as possible. She encouraged them by saying that the students who had the most number of sentences would get a golden star to be pasted to the achievement board. Several students shouted cheerfully, *"Bintaaaang!"; "Bintang emaas."* One of the students asked the teacher, *"Miss, tanya. Ini kalau (tabelnya) cuma segini tapi mau lebih terus gimana (kalau nggak cukup)?"*. The teacher answered by asking back, *"Kalau mau lebih gimana kalau nggak cukup? Ini halaman belakangnya kosong nggak?"*. Other students answered, *"Kosong…."* and other more students said, *"Okee! Mangkat!"*. The students who asked the teacher the question smiled, and said, *"Makasih.."*. *(See Appendix A, Vignette 6)*

c. Reflection

1) Using Classroom English during the Teaching and Learning Process

Using classroom English during the teaching and learning process benefited the students in three ways. First, it gave the students inputs of the use of English especially in terms of vocabulary, pronunciation, grammar, intonation, and expression. Second, it stimulated the students to respond to any of my English explanation, questions, or instructions in English too. Third, it could be one of the tools to instill some moral values in the students' behaviors.

In the first three meetings in cycle 1, however, the students were not yet sufficiently encouraged to speak in English. It was because my classroom English was not abundantly given, neither did I obligate them to speak in English.

In fact, the students were happy and felt motivated when they were required to speak fully in English in the last meeting of cycle 1 i.e. when they were having the second information-gap activity. The were willing to obey the rule of fully speaking in English.

Lastly, as what has been touched upon in the first paragraph, the classroom English was also a means of instilling some moral values in the students' behaviors. It was reflected on the routine of greeting at the beginning of the meeting and thanking at the end of the class.

On the other hand, from the teacher side, the classroom English I used was understandable enough. It was reflected from the students' positive responses. However, sometimes, I spoke too fast so the students were puzzled. Therefore, I needed to repeat what I said more slowly. Bahasa Indonesia and gestures were often used to help the students understand.

2) **Engaging the Students in Pre-Communicative Activities**

Generally, in cycle 1, in being involved in the pre-communicative activities, the students were cooperative in being engaged in a series of pre-communicative activities. Most of them did what I asked them to do. They were enthusiastic about being engaged in the teaching and learning process most of the time. They analyzed the input texts given by listening to the audio recording attentively and reading the written texts. The students were also stimulated to speak up by the technique of discussing the content of the input texts and the vocabulary there by carrying out some classical oral discussion. Besides, the students were engaged in doing written exercises that strengthen their comprehension toward the grammar rules to express the comparison of two different things and those to express the comparison of more than two different things. In addition to this, the students' participation in writing on the boards the answers to an exercise to be discussed orally later increased as the encouragement was given continuously. Below is what my collaborator said about the students' being cooperative.

> C1 : "*Gimana tadi anak-anak menurut njenengan?*" (What do you think about the students today?

C2   : "*Secara umum sih anaknya menurut saya kooperatif, bu.. disuruh apa yang langsung ngejalani.. suruh garisbawahi juga langsung. Aku kira mereka nggak akan hehe.. Tapi* everyone, each of them did what she asked." (**I think, in general, they were cooperative, ma'am. They directly did what they were required to do.** I thought they wouldn't, hehe. Everyone, each of the students did what she asked.) *(See Appendix B, Interview Transcript 5)*

In addition to this, the students were excited about having pronunciation drills. In general, all of them repeated to pronounce the words after me. Their excitement of having the pronunciation drills was also supported by a student's statement shown in the interview transcript below.

R   : "*Kalau dari pengucapan kata-kata gitu. Kan Miss Maya ngajarin bilang* thin *aja takulang berkali-kali to? Ningkat nggak cara kalian bacanya?*" (I taught you how to pronounce words repeatedly, even if it was just how to pronounce the word "thin", right? Do you think you improve your English pronunciation?)

S8   : "*Iyaaa.. Kalau nggak dibiasain gitu lidahnya susah. Hehehe.*" (**Yes, ma'am. If we are not trained like that, it would be difficult for us to pronounce words.**)

R   : "*Kalau diulang terus kaya gitu kira-kira nanti bisa terbiasa nggak?*" (So if you practice to pronounce words frequently, do you think you will get used to pronouncing English sounds?)

S8   : "*Iya.*" (Sure.)

R   : "*Seneng nggak?*" (Do you like it?)

S8   : "*Seneng! Jadi nanti kalau ketemu turis udah bisa ngobrol.*" (**Surely, I do!** So I will be able to speak woth foreigners whenever I meet them.)

R   : "*Ciyee.. iya yaaa.. hehe*" (Aw.. ya, you're right.) *(See Appendix B, Interview Transcript 4)*

Based on the discussion with my collaborator, the pronunciation drills had to be carried out more frequently to make the students internalize the correct pronunciation. The interview transcripts below show what my collaborator said about the activities.

C2   : "Alright, so here's the thing. **In general, they were good**."

R   : "The students?"

C2   : "Ya.. **They were cooperative and like almost all the time, all of them did what you asked.** Say for example when you asked them to repeat after you, they did, all of them although there were sometimes a very few of them didn't follow. I notice S2, once or twice during the meeting didn't follow you. *Kalau perempuan itu* in general *mereka ngikutin terus. Aku bener-bener perhatiin baris ujung kanan dan ujung kiri yang mungkin enggak kerekam kamera. Mereka antusias, May. Kaya rownya si S13,* they followed what you asked although *keliatan sih, repeatnya tu nggak sesemangat kaya rownya si S1. ... Kalau yang terkait* teaching and learning process sih nanti dibahas lagi yang pronunciation high, answer, *gitu itu.. tadi masih ada beberapa yang salah.* Comfortable. *Terus buat yang* repeating, repeating *itu. Aku tadi ngeliatnya mereka nggak bosen. Padahal kalau aku sendiri yang nglakuin, aku mungkin akan bosen. Kalau anak-anak di kelas kamu tadi enggak. Mereka nglakuin terus apa yang kamu suruh.*" (Ya.. **They were cooperative and like almost all the time, all of them did what you asked**. Say for example when you asked them to repeat after you, they did, all of them although there were sometimes a very few of them didn't follow. I notice S2, once or twice during the meeting didn't follow you. In general, the girls always followed you. I really observed the rows that might not be recorded in the camera. They were enthusiastic. S13's row followed what you asked them to do although they were not as enthusiastic as S1's row. In terms of the teaching and learning process, I suggest you repeat the pronunciation of the words high, answer, and the like. Several students still pronounced them wrong. The word comfortable too. Oya, in terms of repeating to utter the sentences, I could see they were not bored.) *(See Appendix B, Interview Transcript 2)*

On the one hand, there were also several things to be improved. There were a few students who were willing to volunteer themselves to read aloud the written texts for the whole students. This implied that the students' confidence in performing in front of their friends was still low. Besides, in carrying out the discussion of the answers to some exercise, the students' cognitive involvement in discovering the correct answers should be higher.

3) **Involving the Students in Information-Gap Activities**

       The students' speaking skill was improved by their involvement in information-gap activities. The improvement was achieved since the students enjoyed the information-gap activities and thus were motivated to practice to speak. The interviews that my collaborators and I had with the students gave more proof that the students were fond of the game and that the game facilitated them to practice to speak in English. It can be seen in the transcripts below.

R   : "*Kamu kalau sama Bahasa Inggris suka nggak sih, Ndah?*" (Do you like English?)

S12 : "*Mmmm... susah e Miss. Hehe.*" (Mmm.. to me, it's difficult, ma'am.)

R   : "*Yang susah apa?...*" (What is difficult?)

S12 : "*... Hmm.. nggak tau artine.*" (I don't know much about the meaning.)

S9   : "*Nggak bisa ngomong.*" (I can't speak.)

S12 : "*He'em, nggak bisa ngomong.*" (Right! I can't speak either.)

R   : "*Lah nek kemaren ngobrolnya pakai kartu-kartu itu bisa ngomong nggak?*" (Do you think the speaking practice yesterday by using the cards eased you to speak?)

S12 : "***Bisa, hehe.***" (**It did, hehe**)

R   : "*Rasanya gimana?*" (How did you feel?)

S12 : "***Seneng.. haha***" (**It was fun!**)

R   : "*Lah itu seneng..*" (You like it then.)

S12 : "*Ya kalau gitu seneng, Miss. Tapi kalo pelajaran deg-degan.. hehe.*" (Ya, ma'am. I like that kind of activity. Though, if we have to learn the theory, I feel nervous.) *(See Appendix B, Interview Transcript 4)*

C3   : "*Miss Mei sama Miss Trisna pengen tanya-tanya ni.. menurut kalian, pelajaran Bahasa Inggris sama Miss Maya gimana?*" (We'd like to ask you something. What do you think about the English teaching and learning process with Miss Maya?)

S8   : "*Enak..*" (It's enjoyable.)

C2 : "*Enaknya gimana?*" (Why is it so?)

S8 : "*Kan diajari cara mbacanya itu, **terus ada game game gitu.** ...*" (Cause we learn about how to pronounce words, **and we also have games.**) *(See Appendix B, Interview Transcript 6)*

C2 : "*Kalau dari tiga pertemuan yang udah dilalui sama Miss Maya ini menurut kalian gimana?*" (What do you think about the three meetings you've had with Miss Maya?)

S5 : "*Ya seneng, seru. **Ada game-nya. Ada selingan. Paling enggak bisa latihan ngomong lah**.*" (**I'm happy, it's fun. We had games. They allowed us to practice to speak in English.**) *(See Appendix B, Interview Transcript 6)*

C3 : "*Kalian selama tiga pertemuan ini yang paling suka yang mana?*" (Which of the three meetings you've had do you like?)

S5 : "*Yang kemaren Sabtu.*" (The last meeting.)

C3 : "**Oh, game ya***?*"

S5 : "***Iya, pakai kartu-kartu gitu**.*" (**Ya, by having cards as well.**)

C3 : "*Sebelumnya udah pernah pakai kartu gitu belum?*" (Have you ever had such activity using cards?)

S5 : "*Belum.*" (Not yet.) *(See Appendix B, Interview Transcript 6)*

In both activities they had in the cycle, the students spoke a lot. The result showed that the students' speaking fluency, interactive skill and vocabulary improved. The students could build a two-way oral communication in English with their friends. They also looked for words they needed to communicate. Besides, they could speak more spontaneously and their production of English sounds was more accurate than it was before. Below is what my collaborator said about the students' speaking improvement.

R : "*Interactive skillnya tu hari ini ningkat nggak sih menurutmu?*" (Do you think the students improve their interactive skill today?)

C2 : "*Iya itu..*" (Ya, they do.)

R : "*Dan untuk vocabulary, menurutku hari ini juga meningkat gitu.. karena while they were communicating gitu terus mereka butuh suatu kata,*" (I think they also improve their vocabulary mastery since while communicating, they needed the words.)

C2 : "*Mau nggak mau harus nyari yaa.*" (Ya, whether or not they like it.)

R : "*Iya, wong mereka butuh itu kan? Iya nggak menurutmu?*" (Ya, since they need it. Right?)

C2 : "*Iya, bener.. dan untuk* fluency*, ada peningkatan. Mereka jadi terbiasa ngomong Bahasa Inggris.* Organs of speech-*nya juga lebih terlatih untuk* produce English sounds." (Correct. I think they also improve their fluency. They are getting used to speaking in English. Their organs of speech are trained better to pronounce English sounds.)

R : "*Kalau grammarnya?*" (What about their grammar accuracy?)

C2 : "*Itu sih yang masih jadi masalah di mana-mana. Perlu ditingkatkan.*" (I think it's just a common problem. It still needs to be improved.) *(See Appendix B, Interview Transcript 11)*

On the other hand, the grouping technique also gave some contribution to the students' speaking improvement. It enabled the students to stimulate each other to speak. Besides, by being spread out, the students whose comprehension and confident to speak were already high were then able to be examples for the other members of the group. As a result, all students started to speak more. The interview transcript below shows what my collaborator said about the grouping.

R : "What about the idea of making them in small groups? I mean by distributing the high-understanding students to be in different groups, what do you think about it?"

C2 : "*Karena untungnya didistribute gitu, jadinya nggak ada kelompok yang terlalu menonjol, dan nggak ada kelompok yang terlalu* down *gitu. Ya walaupun kemaren pernah satu kali kelompok si S21 itu yang agak nggak bagus susunannya. Itu yang paling keliatan beda sendiri di kelas. Tapi secara keseluruhan, karena udah dibagi, semua anak keliatannya sama gitu, May. Kemampuan masing-masing kelompok relatif sama. Kalau dilepas aja, mereka milih sendiri, takutnya ada yang kuat banget gitu.*" (The technique of distributing several certain students made each group equal. There was no superior nor inferior group.) *(See Appendix B, Interview Transcript 12)*

As what has been touched on previously, the students used to practice to speak in front of the class. They used to be the center of attention and assessed by the teacher. Based on the interviews I had with the students, it was found that speaking in small groups had made them feel comfortable and thus able to practice to speak in English more efficiently. It is indicated in the interview transcripts below.

> R : "*Lah kalau kegiatan kemaren Sabtu menurutmu gimana?*" (What do you think about the activity we had last Saturday?)
> S8 : "***Asik, Miss..***" (**That was fun, ma'am.**)
> R : "*Membantu kalian buat latihan ngomong nggak?*" (Did it help you practice to speak?)
> S8 : "***Iya.. hehe***" (**Certainly.**)
> R : "*Lebih enak kelompokkan gitu atau disuruh maju satu-satu.*" (Do you prefer such activity in small groups, or the one in which you have to come in front of the class one by one?)
> S5 : "***Kelompokan****! **Tegang banget kalau harus maju satu-satu. Sampai dingin gitu..**" (**Surely the one in small groups! I feel nervous if I have to come in front of the class.**) *(See Appendix B, Interview Transcript 4)*
>
> R : "*Div, kemaren Sabtu gimana kegiatannya?*" (Div, what do you think about the activity we had last Saturday?)
> S10 : "***Yo senenglah masa' enggak. Wong kelompok kok.. kan enak..***" (**Of course I like it. How come I don't? It was in small groups, so comfortable.**)
> R : "*Emang kenapa kalau kelompokan?*" (What do you think about such activity in small groups?)
> S4 : "***Seneng! bisa ngomong terus.***" (**It's fun! I could talk much.**)
> S10 : "***He'e, bisa ngomong terus, terus ketawa-ketawa enak.***" (**Correct, I could talk much too, we laughed together, fun!**)
> R : "*We lah tapi kemaren ngomongnya pakai Bahasa Inggris nggak?*" (But did you really speak in English?)
> S10 : "*Ya iyalaaah*" (Of course!) *(See Appendix B, Interview Transcript 4)*

The information-gap activities in small groups that were new to the students changed the students' behaviors in practicing to speak in English. An

interview I had with several students strengthened the findings that before having such information-gap activities in small groups, the students were quiet that they made their English teacher get mad at them and leave the class. According to them, having information-gap activities made them speak more. The interview transcript below presents what the students said about it.

R : "*Emang kalau dulu speaking Bahasa Inggris gimana?*" (How did you feel to speak in English back then?)

S10 : "*Diem aja.*" (I preferred to keep silent.)

R : "*Heh? Ha kok diem?*" (What? Why?)

S10 : "*Iya, diem terus. Kan nggak mau bicara. 8E. dari pas masih 7E. Sampai pernah ditinggal Ms. T Terus ada guru BK masuk..*" (Ya, I preferred to keep silent. 8E back then never wanted to speak. We had this behavior since we were still in 7E. Once, Ms. T was mad at us and left our class. Then, some school guidance and counselor came.)

S9 : "*Wali kelasnya ngamuk..*" (And our class advisor was so mad at us.)

R : "*Lah kenapa?*" (Why?)

S10 : "*Ditinggal sama wali kelas, ditinggal sama Ms. T. Hehe.*" (Ya, our class advisor left us, Ms. T did so too.)

S9 : "*Kan 8E ditanya nggak pernah mau njawab, terus pas Matematika sampai pernah cuma ditinggali buku, terus Bahasa Inggris juga gitu. Terus sampai guru BKnya masuk, wali kelasnya masuk, dibilang-bilangi gitu..*" (It was because our class never wanted to answer teachers' questions in the class.)

R : "*Iya? Sampai segitunya?*" (Was it that bad?)

S10 : "*Dan itu pun belum terketuk hatinya.. hehehe.*" (Yes, and we still didn't change.)

R : "*Lah kesimpulannya kemaren Sabtu sama Miss Maya terketuk hatinya nggak?*" (So what did you think about our meeting last Saturday? Do you think you've changed to be better?)

S10 : "*Iyo, kan kemaren rame to pelajarannya. Jadi intinya kalau udah rame tu udah terketuk hatinya. Haha.*" (Ya, ma'am. The class was lively. It means that we've changed. Haha.)

S4 : "*Kalau sama Ms. T tu lak tegang gitu to Miss.*" (It different with the common class we had with Ms. T that was so tense.) *(See Appendix B, Interview Transcript 4)*

In conclusion, the students' speaking skill was improved by the information-gap activities that were designed to be fun and to be done in small groups. Several students showed some improvement on their confidence to speak, and thus their speaking skill itself. Not to mention, the students themselves enjoyed the activities in which they practiced to improve their speaking skill. It was because they considered the activities as games which were fun.

However, evaluating the two information-gap activities, there was some mistake occurred in the first activity which then was made up in the second activity. The mistake in the first information-gap activity was missing the explanation to emphasize that the students should use oral communication more than other forms of communication such as body language. Unexpectedly, in the first activity, most of the students' attention was to the speed of guessing the pictures. They did not really pay attention to how much they communicate orally in English. It was made up however in the second information-gap activity. The additional 3 points offered to the students having the most oral discussion in English encouraged them to speak in English more. Additionally, especially in being involved in the second activity, because the rules were more complicated, giving the rule explanation gradually was an important point to ease the students to comprehend and follow the flow of the activity well.

Adding one more thing to the evaluation of the two information-gap activities, in the first information-gap activity, all groups had the same set of

cards. When they found the activity was fun and they wanted more cards by exchanging the card set with other groups', they could not do it since all groups have the same. Therefore, in the following information-gap activities, these problems needed to be anticipated.

4) Encouraging the Students to Consult the Dictionaries and Vocabulary Note Books

At the beginning of the cycle, there were just several students who consciously consulted their dictionaries whenever they encountered any difficulties in knowing the meaning of some English word or the vice versa. At the end of the cycle, there were more students who consciously consulted their dictionaries to look for the meaning or the English equivalent of some word or the vice versa. At the end of the cycle, the students' behavior to consult their dictionaries improved as the encouragement to employ the dictionaries was continuously given. Besides, the exercises also required the students to employ their dictionaries. As a result, the students improved their behavior to consult their dictionaries.

Nevertheless, the use of the vocabulary note books was not much yet. It was because the words there were arranged based on topics instead of the alphabet order. Meanwhile, what the students were learning in cycle 1 were how to compare two different things and how to compare more than two different things in which they needed many words in a global topic. In this case,

the use of the vocabulary note books was not much because the dictionaries were easier to use.

5) **Setting a Fun Atmosphere of Learning**

   The students' involvement in the teaching and learning process that supported the students' speaking skill improvement was supported by the fun atmosphere of learning. Jokes and fun yet appropriate sanctions that were designed to build the fun atmosphere of learning attracted the students' attention to the teaching and learning process. As a result, the students enjoyed the teaching and learning process without being sleepy nor bored. It is supported by my collaborator's feedback as presented in the transcript below.

> R : "Then.. about the intermezzi. How do you think I have made it?"
>
> C2 : "*Udah, May! Itu udah jelas, May. May..* **kamu sih intermezzo-nya celetukan-celetukannya kamu.** *Kamu tu orangnya spontan. Sering komentarin mereka secara spontan,* **dan akhirnya yang lain ikutan terhibur.** *...***Kamu nggak sungkan sama mereka, nggak ada jarak sehingga mereka jadi lebih rileks. Terus waktu kamu bikin celetukan-celetukan tu mereka merasa terhibur, karena udah nyatu gitu sama kamu.** *Jan kamu tu.. kadang tingkahnya anak di-comment, atau perkataan mereka di-comment, terus yang lain ketawa.. terus juga kalau pas ada anak-anak yang bikin kesalahan (nglanggar aturan), kamu juga minta mereka maju ke depan, miming, singing gitu..* **Nah yang kaya gitu itu mencuri perhatian yang lain, mereka ikut terhibur dan antusias.***" (It's obvious! **You had spontaneous jokes.** You could give spontaneous comments on them jokingly. **It made the other students amused and the class atmosphere lively. You could build rapport with your students. It made them feel relaxed.** You gave comments on the students' behaviors, and then when they made mistakes you asked them to come in front to mime or sing a song. **These kinds of situation attracted the students' attention. They became amused and enthusiastic**.) *(See Appendix B, Interview Transcript 12)*

The students' feeling of enjoying the teaching and learning process were also supported by several students' statements in the interview they had with one of my collaborators as shown below.

C2 : *"… menurut kalian, Miss Maya itu gimana sih?"* (What do you guys think about Miss Maya?)
S5 : *"**Lucu**. haha"* (She's **funny**. Haha)
C2 : *"Haha. Lucunya gimana?"* (Why is she so?)
S5 : *"**Ya sering bercanda gitu**. Sering ngajak bercanda."* (**She likes to joke.**)
…
C3 : *"Kalian pernah nggak merasa bosan gitu di kelas?"* (Have you ever felt bored in the class?)
S8 : *"Enggak."* (Nope.)
C2 : *"Kamis kemaren juga nggak bosan?"* (Not even last Thursday?)
S8 : *"Enggak."* (No.)
C2 : *"S5?"* (What about you, S5?)
S5 : *"Enggak, e iya.. hehe"* (No, uh, ya. Hehe)
C2 : *"S19 gimana?"* (And you, S19?)
S19 : *"Enggak bosen.."* (I wasn't bored.) *(See Appendix B, Interview Transcript 6)*

It can also be seen in their learning reflection attached to this report as Appendix H. The extracts below are examples of the students' reflection showing that they enjoyed the teaching and learning process and thus their confidence and motivation to participate actively in the class improved.

> *Saya senang Mrs. Maya dan teman nya mengajar di kelas. Dengan adanya Mrs. Maya dan teman nya, kelas menjadi ramai dan seru,… Yang semula pendiam menjadi aktif (contohnya S3 :v) Dan yang semula ramai menjadi tambah ramai, contohnya S6 dan saya sendiri :v. Tapi pembelajarannya tetap berlanjut dan serius.* (I'm happy that Miss Maya and her friends teach in our class. They make our class fun and lots of pleasure,… Our friends who used to be quiet speaks more (like S3 :v) And those who were already talkative become more talkative, like S6 and me myself :v. However, the learning process still runs smoothly.) *(See Appendix H, Students' Reflection 5)*— *The students' names were labelled by the writer.*

…Saya lihat Miss Mayya itu menyenangkan dan tidak membosankan. Setiap hari selalu saja ada ada materi mengejutkan yang Miss Mayya ajarkan. Miss Mayya juga sangat bersahabat dengan anak didiknya, sehingga saat ditanya, banyak yang ambisius untuk menjawabnya,… rebutan menjawab pertanyaan, itu merupakan kegiatan yang sangat menghibur, membangkitkan pikiran, dan tidak menegangkan… gak bosan sama ngantuk (I think Miss Mayya is fun and not boring. Everyday, there is always surprising things to learn about. Miss Mayya is also friendly to her students. Thus, when she asks us questions, most of us are motivated to answer. Fighting for getting the chance to answer her questions is so much fun, exciting, and stress free.. I never feel bored nor sleepy.) *(See Appendix H, Students' Reflection 12)*

6) Appreciating the Students' Participation and Achievement

Verbal appreciation made the students feel pleased. Thus, they were encouraged to participate more in the class. However, in terms of expressing the verbal appreciation, there should be an improvement. In cycle 1, the way I appreciated the students who were passive most of the time was more expressive than the way I did that to the students who had already been active most of the time. Based on the reflection session I had with my collaborator, the way of appreciating all students should be equal in order to make them feel treated justly.

On the other hand, based on the observation, interviews with the students and my collaborators' feedback, the students were interested in having the achievement board and motivated to get stars. They were motivated to show their highest achievement in doing exercises in order to get stars. It can be seen from what my collaborator said as presented in the first interview transcript, and a student's statement in an interview she had with my collaborator as presented in the second transcript below.

C2 : "… And one thing (another thing) that I like is that **the students were really enthusiastic or motivated because of the achievement board** like they are very…"

R : "Something like 'Oh my God!! I wanna have a star!!'"

C2 : "Yaa!!" *(See Appendix B, Interview Transcript 3)*

C3 : *"Ini semua udah pernah dapet bintang?"* (Have you all got stars?)

S19 : *"Belum.."* (Not yet.)

C3 : *"Kenapa S19?"* (How come, S19?)

S19 : *"Itu, kemaren waktu temen-temen maju itu, kukira nggak mau dikasih bintang. Tapi ternyata dikasih."* (When some of my friends came in front yesterday, I didn't expect they would have stars. In fact they got ones.)

C2 : *"Terus biar dapet bintang gimana?"* (Then, what do you do to have stars?)

S19 : ***"Ini udah ngerjain banyak-banyakan.."*** (**Here, I made as many sentences as I could.**)

C2 : *"Disuruh apa?"* (What did Miss Maya ask you to do?)

S19 : *"Ini, disuruh ngerjain banyak-banyakan kalimat gitu.."* (She asked us to make this kind of sentences as many as possible.)

C2 : *"Oh.. terus S19?"* (I see, then, you?)

S19 : ***"Ya ini ngerjain, bikin banyak kalimat."*** (**Here, I made many sentences.**) *(See Appendix B, Interview Transcript 6)*

The students were also motivated to compete with each others to have a high participation and achievement by the existence of the achievement board. They were happy to have stars to be pasted to the board as an appreciation for their participation and achievement. This finding is supported by what my collaborator said as presented below.

C2 : *"Atmosfer kelas kamu itu.. asik. Peningkatannya aku lihat udah banyak. Pertama, anak-anak makin termotivasi. Itu semakin meningkat, sangat kerasa meningkatnya setelah ada achievement board itu to. Yang bener-bener semuanya itu berpacu untuk dapet bintang. Yang nggak dapet bintang yo sampai rusuh begitu. Tadi.. contohnya yang kaya S19, belum. Dia bilang 'aku belum..' dia khawatir banget keliatannya tu. Terus dia bilang dia banyakin buat tugasnya. Aku baru keinget. Oiya ya kemaren Maya tu janji mau ngasih bintang. Makanya tadi aku mikir, Maya harus ngasih bintang ini. Gitu, bener-*

bener kerasa banget atmosfer kompetisinya, maksude kompetisi untuk dapet bintang. Bagus itu. (The atmosphere of your class is fun. I can see some improvements there. First, the students are motivated better. It's been improving since you gave them the achievement board. It seems that everyone compete to have stars that those who didn't get any felt upset. It's like what happened to S19 who felt worry thus she did her best on her homework to have stars. It's good to have such competition atmosphere.) *(See Appendix B, Interview Transcript 11)*

Explicit statements of the effect of having the achievement board to the students' high learning motivation were said by several other students in some interviews my collaborators and I had with them as shown below.

R : *"Kalian nemuin sesuatu yang baru nggak sih di pelajaran Bahasa Inggris sama Miss Maya?"* (Do you find any new thing in the English class with Miss Maya?)

S5 : "Game*!*"

R : *"Apalagi?"* (What else?)

S5 : *"Terus nanti **kalau bisa apa gitu, dapet bintang.**"* (**Then, we got stars for achieving something.**)

R : *"Haha.. seneng dapet bintang gitu?"* (Do you like it?)

S5 : *"Iya **seneng**."* (Yes, **I do**.)

S8 : *"**Iya**"* (**Ya, I do.**)

R : *"**Ningkatin motivasi kalian nggak itu?**"* (**Does it improve your motivation?**)

S5 : *"**Iya**."* (**Yes**.)

S8 : *"**Iya!**"* (**Ya!**) *(See Appendix B, Interview Transcript 4)*

C3 : *"Miss Mei sama Miss Trisna pengen tanya-tanya ni.. menurut kalian, pelajaran Bahasa Inggris sama Miss Maya gimana?"* (We'd like to ask you something. What do you think about the English teaching and learning process with Miss Maya?)

S8 : *"Enak.."* (It's enjoyable.)

C2 : *"Enaknya gimana?"* (Why is it so?)

S8 : *"Kan diajari cara mbacanya itu, terus ada game game gitu**, sama dikasih bintang. Kalau dikasih bintang tu bikin motivasi belajar.**"* Cause we learn about how to pronounce words, and we also have games, **and we got stars. When we got them, we felt motivated to study.**) *(See Appendix B, Interview Transcript 6)*

2. Cycle 2

a. Planning

Considering the findings in cycle 1, my collaborators and I decided to focus on the same problems as those in cycle 1. Since all actions in cycle 1 successfully made the students improve their learning behavior, all of those actions would be carried out in cycle 2 with some improvements. Those improvements in carrying out the actions aimed at getting more-significant results. The following points elaborate the actions to be carried out in cycle 2 further.

1) Using Classroom English during the Teaching and Learning Process

As how it was implemented in cycle 1, I would make the students used to greeting me in English at the beginning of every meeting. Besides, I would use classroom English to ask about the students' condition, attract their attention, give them simple instructions, ask them simple questions, give them simple explanations and thank them at the end of every meeting. Additionally, I would explicitly encourage the students to speak with their friends in English. To support this, I would provide them with colorful and full-of-picture English expressions attached to the class wall. The expressions would cover greetings, apologizing, thanking, asking for permission, asking for clarification, and other common talk in a classroom situation. This was to help them memorize the expressions they might frequently use. Additionally, I would give each of the

students a piece of colorful paper for them to write any words or expressions they blurted out in other languages than English.

2) Engaging the Students in Pre-Communicative Activities

The pre-communicative activities in cycle 2 would approximately be the same as those in cycle 1 by having some modification. The input texts would be in the form of both oral and written. To make sure that the students listened to the audio recording attentively and analyzed it, the students would be assigned some listening exercise. The students' effort to answer the questions they had would indicate that the students listened to the audio recording attentively. Meanwhile, as how it was done in cycle 1, in analyzing the written input texts, the students would at first be required to read them aloud together without being simultaneous. This was to let the students to focus on analyzing the texts by themselves as well as to experience pronouncing English sounds. After that, the students would be given a chance to volunteer themselves to read again the texts aloud for the whole class. Continuous encouragement would be given to motivate the students to be confident in volunteering themselves. Following the listening and reading activities, there would be an oral discussion of the general content and several key vocabularies. Besides, some exercise focusing on the key vocabulary in the texts would be given to make sure that each student understood meaning of words they have in the texts. Other than that exercise, there would be exercises focusing on the vocabulary enlargement. These exercises would be designed in the forms of

word search, word list, semantic web, and crossword puzzle to make them more interesting.

In terms of discussing the answers, I would still invite the students to contribute their answers by writing them on the boards to be discussed classically later. However, before carrying out the classical discussion, I would give the students a chance to revise any wrong answers they found on the boards without erasing the original answers. This was an attempt to involve more the students' cognitive reasoning.

In addition to the activities above, there would be quizzes as new activities in the series of the pre-communicative activities. The quizzes would be about the vocabulary that the students needed for describing people and pets. They were aimed at strengthening the students' vocabulary mastery. Other than that, the quizzes were to build a competition atmosphere among the students in learning.

Lastly, pronunciation drills would be carried out in an integrated way during the teaching and learning process whenever they were needed.

3) **Involving the Students in Information-Gap Activities**

Since it was found that information-gap activities in cycle 1 were able to improve the students' speaking skill, the kind of activities would still be used in cycle 2. The principles of the activities would also be the same. Every activity would contain an information-gap and it would be conducted in small groups.

In this cycle, there would be two information-gap activities. The first one would be *The Mystery Person* which was an adaptation from an activity named *Find the Mystery Person* suggested by Folse (1993). This activity, based on Klippel's classification, belongs to guessing game. In this activity, the students would focus on describing someone they had on their cards in order for the other members of the group to guess who the person was. The other information-gap activity would be *How are they different?* that was an adaptation from the activity called *How are the pictures different?* proposed by Folse (1993). This activity, based on Klippel's classification, belongs to interview activities. In being involved in the activity namely *How are they different?*, the students would employ their comprehension on describing a pet.

Technically, the difficulty level of the two information-gap activities would be increased gradually by reducing the provided help. The first activity would consist of two stages. In the first stage, the student would be provided with some helping clues on the cards. While in the second stage, the students would do some similar activity as in stage 1, but they would not have any helping clue on the cards. The result of this two-stage-activity would be the consideration for the next activity, whether or not there would be helping clues on the cards for the students. The following paragraphs elaborate more how each activity would be conducted.

Furthermore, based on the reflection on cycle 1, there would be some improvement in conducting the first and second activities. Firstly, there would be extra cards so if the students found a problem with the card, they would be

able to exchange it with one of the extra ones. Besides, Besides, sheets would be used to guide the students in finding the information on the people or pets their friends were describing. Finally yet importantly, in each activity, I would explain the rules of the activities more clearly, so the students would be able to practice to speak as how they were expected. The following paragraphs elaborate further how each activity would be technically conducted.

In the first information-gap activity, *The Mistery Person* game, the students would be required to use their comprehension of describing people. This activity would have two stages. In the first stage, each student would be given a card on which there was a picture of someone and helping words to describe the person. While in the second stage, each student would be given a card without any helping words. Besides, in being involved in each stage, each student would receive a sheet to summarize their friends' description about the people they had on their cards. The following pictures are the samples of the cards in stage 1, stage 2 and the sheets for both stages.

Words that may help:
X factor   cute
singer   veil
dark complexion

Raisa

Figure V: **A sample of the cards in *The Mystery Person* stage 1**

Figure VI: **A sample of the cards in *The Mystery Person* stage 2**

Name : _____			
No.	**Names of Friends**	**Characteristics**	**Names of Described People**
1.			
2.			

Figure VII: **An illustration of the sheets in *The Mystery Person* stage 1 and 2**

What the students would have to do was first, in turn, each of them in their groups was to describe the person they had on their cards as complete as possible ─ to make it clearer, the persons on the cards were famous actresses, actors, chefs, singers, and teachers of the school. Of course, the students would not be not allowed to show the picture to anyone. Meanwhile, using the sheets, the other students would have to summarize the description of someone being described by their friends. Then, based on the description, they would have to guess who the one being described was. If they did not have sufficient clues, they could ask questions to their friend who was describing the person. They would not be able to guess more than once.

The technique I would use to decide the grouping in the activity above would be the same with the one I used in cycle 1. Each group would consist of three to four students. The old captains would in the same grouping. Then, several other students would be called to be new captains. To decide to which group the rest of the students belonged, similarly, I would invite them to take a lottery.

On the other hand, *How are they different?* activity was an activity having a situation in which the students would be grouped into pet clubs. Each group would concern on a certain pet. There would be a group of bird mania, a group of cat mania, a group of kitten mania, a group of fish mania, a group of rabbit mania, and a group of hamster mania. The students in a group would be required, in turn, to describe the pet on their card to their friends. As in the first information gap activity in this cycle, the other students would receive a sheet that they would have to use to summarize their friends' pet description. The goal of the communication would be to find out how their pets were different from each other.

The grouping technique used in this second information-gap activity was different from the techniques I would use in the *The Mystery Person* game by still holding the same principle. What was meant by holding the same principle was to spread out the students who could stimulate their friends. However, instead of calling several students to be captains and deciding the rest of the grouping by lottery, I would decide the whole grouping before the class. At first, I would spread out the active students to all the six groups. Then, I would

consider the rest of the grouping based on the observation of my collaborators'

and mine in the preceding meetings. The considerations of the grouping were

mainly to spread out the active students and make all students feel comfortable

with their groups. After the six groups were formed, I would decide on what

pet each group would concern. Next, I would look for the picture that was

suitable for each student based on the grouping— what kind of bird would be

suitable for student A in the bird mania group, what would be suitable for

student B in the group, and so on. Then, I would each picture that would then

be printed on a card with the kind of the animal and a student's name. Below

is an example of the card.

Bird kind: Parrot
Citra

Figure VIII: **A sample of the cards in *How are they different?***

In the class, to do the grouping, I would distribute the cards to each

student based on the students' name on the labels. I would ask each of them to

hide their card and let no one but they themselves know the pet on their cards.

What the students would have to do to find their group partners would be

doing a survey. They would have to move around the class and ask their friends

a question like "Do you have a rabbit?" based on the pet on their card. By doing

this, the students would find their friends having same pet. As a result, the

group of bird mania, the group of cat mania, and the other four groups would be formed.

After that, in the groups, the students would be required to describe their pets in turn. Other than being facilitated with cards, the students would also be facilitated with sheets. The sheets would be used to summarize their friends' pet description as well as to be the guidelines of what to be described from their pets. There was a change in designing the sheets. Different from the sheets distributed in *The Mystery Person*, the sheets in *How are they different?* were more specified. The column of characteristics would be divided into several things of a pet that the students would be able to describe. Below is an illustration of the sheets.

No.	Friends' Names	Pet Characteristics
1.		Physical appearances
		Favorite foods and drinks
		Living place
		Abilities
		Habits
		Behaviors
		Personal opinions
		The owner's treatments

Name : _____
Group : _____

Figure IX: **An illustration of the sheets in *How are they different?***

Some discussion with my collaborators would be carried out after these two information-gap activities were done. The discussion would be about whether the students' speaking skill had improved thus the research would be able to end or the vice versa that required the research to continue.

4) **Encouraging the Students to Consult their Dictionaries and Vocabulary Note Books**

In cycle 2, I would encourage the students more to consult their dictionaries and vocabulary note books. One of the attempts was by designing more vocabulary exercises in the pre-communicative activities as what has been touched on in the previous point. This was to make the students realize that they needed to consult their dictionaries and vocabulary note books to enlarge their vocabulary mastery. Besides, whenever they asked me the English equivalent of something or the meaning of some English word, as what I did in cycle 1, I would not directly tell them. Instead, I would ask them to check their dictionaries. Additionally, since the materials to be learned in cycle 2 were describing people and pets, it would possible for the students to consult their vocabulary note books whose arrangement was based on the topic. The students could find a certain topic like people, cats, fish, etc there to help them learn. Therefore, I would also encourage them to consult the vocabulary note books as additional supplements. To support this, I would also explicitly

instruct them to write in their vocabulary note books any new or difficult words they found during the whole teaching and learning process.

5) Setting a Fun Atmosphere of Learning

I would maintain the fun atmosphere of learning. It was because in cycle 1, the students were confident when the atmosphere was fun and not threatening. I would joke, and insert some intermezzo in the teaching and learning process to make the students enjoy the process.

6) Appreciating the Students' Participation and Achievement

As an attempt to support the actions above, as what I did in cycle 1, there would be verbal appreciation and achievement board to boost the students' motivation in learning. Verbal appreciation would be given continuously. Meanwhile, golden stars and silver stars would be given when the students made some worthy participation and/or achievement.

b. Action and Observation

The actions in cycle 2 were planned to be carried out in four meetings. However, in the implementation, there was one additional meeting at the end of the cycle. This was the results of the discussion with my collaborators. This additional one meeting was to ensure the students' speaking skill progress and thus to decide whether to have another cycle or to end the research.

Those five meetings were conducted on January 28th, 30th, February 4th, 6th and 11th. In carrying out the actions, I worked collaboratively with my collaborators. As how I did cycle 1, on Thursday, I entered the class with one of my collaborators. Meanwhile, on Saturday, I entered the class with two of my collaborators. Since the activities on Saturday were mobile, I needed more collaborators to capture every moment as well as observe the process of the teaching and learning. Considering that in cycle 1 the students were more comfortable to speak if their teacher did not enter the class, in cycle 2, she did not enter the class either. As in cycle 1, she monitored the students' improvement by watching the videos. The actions in cycle 2 were similar to those in cycle 1. The focus was on improving the students' speaking skill through information-gap activities by also having some supporting actions. In carrying out each action, there were some improvements. They will be explained in detailed in the following points.

1) Using Classroom English during the Teaching and Learning Process

Similar to how it was done in cycle 1, classroom English was also used during the teaching and learning process in cycle 2. As how it was found in cycle 1, generally, the students also always gave positive responses to the classroom English I used to ask about their condition, attract their attention, give them simple instructions, ask them simple questions, give them simple explanations and thank them at the end of the meetings. There was some improvement however. While in cycle 1 the classroom English was mainly

from me, in cycle 2, the students were also required explicitly to speak in English as much as they could. To support this, I pasted some English expressions to the class wall. Additionally, to monitor whether the students spoke fully in English, I distributed a piece of colorful paper for the students to write words they spoke in other languages than English. These will be elaborated further in the following points.

In terms of greeting, telling about the condition, responding to my attention getters, responding to my simple instructions and explanation, and responding to simple questions, responding to my thanks, the results in cycle 2 were more or less the same with those found in cycle 1. In general, the students always gave positive responses as they did in cycle 1. The improvement was that in responding to my simple questions, the students used English more frequently.

The new finding in cycle 2 was that the students spoke in English with their friends because of the implementation of the rules to speak in English only. To implement this rule, I asked the students to make promises in which there was a point of speaking in English only. They had to use English to communicate to their friends. However, they might use other languages to ask me questions. This was to maintain the flow of the teaching and learning process. The students were enthusiastic about making the promise. They were happy to be given a situation in which they had to speak in English. The process of how the students said the promise as well as their responses were described in the extract below.

Then, the teacher distributed sheets containing promises as follows.

> My Promises
> I promise to try to speak as much as possible.
> I promise not to be afraid of making mistakes.
> I promise not to speak any Bahasa Indonesia nor Javanese.
> I promise to use English to communicate.
> I promise to ask questions when I do not understand.
> I promise to have fun!
>
> *VIII E SMP N 1 Muntilan*
> *2016*
> *Adapted from 2003 Talk a Lot, Book 1, EFL*

When the teacher was distributing the sheets, one student asked her, "*Miss suruh pakai Bahasa Inggris*?" She said, "Ya..". The student responded, "Yeaay!" while passing the sheets to his friend behind him. Another student confirmed, "*Pakai bahasa Inggris, Miss?*". The teacher answered, "Yaa.". He spontaneously responded, "Yes!!!".

The teacher gave a chance for one student to come in front and lead his/her friends saying the promise. After each sentence was read by the student coming in front, the other students and the teacher repeated saying the sentence. As repeating saying the sentences together with the other students, the teacher moved around the class to make sure all students echoed to say the promises. *(See Appendix A, Vignette 8)*

To support the students to fulfill their promise to speak in English all the time, I pasted some English expressions to the class wall. By having this, the students could take a look at it whenever they were not sure of how to say something in English.

The students showed an improvement in using English as a means of communication. In the first meeting when the promises were implemented, the students were quieter than usual. . They were not used to speaking in English with their friends yet. Most of them preferred to keep silent other than trying to speak in English. However, they spoke more during the second to the last meeting of the cycle. In general, they always tried to speak in English with their

friends. They also tried to ask me questions in English. Whenever they found it difficult to say something, I helped them to find the English words they needed. If it did not work, I usually let them speak in Bahasa Indonesia to maintain the flow of the teaching and learning process.

However, in implementing the rule to speak in English only, there was some difficulty. Basically, all students were obedient. None of them deliberately violated the rule. They were also cooperative in monitoring each other. Whenever there was a student spoke in other languages, the other students reported him or her to me. Besides, the students themselves were honest in reporting what words they blurted out in other languages by writing the words on a piece of colorful paper I distributed to each of them. However, the students, sometimes, forgot to write the words they blurted out in other languages. This then made it difficult for me to monitor whether the students spoke fully in English or not.

As a conclusion, the use of classroom English from both my students and me as their teacher made the students more familiar with communicating in English. The handout of classroom English pasted to the wall also supported this effort. However, the way to monitor whether the students fully spoke in English should have been firmer.

2) **Engaging the Students in Pre-Communicative Activities**

The findings show that the action of engaging the students in pre-communicative activities in cycle 2 improved the students' participation during

the teaching and learning process. In this cycle, the students participated actively by analyzing the input texts, discussing the content of the texts, discussing the key vocabulary in the texts, doing written exercises focusing on vocabulary enlargement, discussing the answers to the exercises, doing homework, having quizzes and having pronunciation drills. In general, in being involved in those pre-communicative activities, the students were enthusiastic. This will be elaborated further in the following paragraphs.

The students' involvement in analyzing texts improved. Firstly, the students listened to the oral input texts more attentively. It was since in this cycle, the students were given tasks to be completed by having the listening activities. In each listening activity, in general, no student talked to other students while a recording was being played. Most of the students looked at their sheets of exercises and tried to answer each question. Several other students sometimes looked at the source of the sound and turned to their exercise sheets when they had got the answer. This was supported by the result that, generally, the students could answer the questions in the exercises correctly. Secondly, there was also an improvement when the students were asked to analyze written texts by reading them aloud by themselves. It showed that the students' voice to read aloud the texts was louder. Besides, their will to volunteer themselves to read aloud the texts improved. It could be observed from the competition among the students to get the chance to volunteer. Several students showed their upset faces when they had raised their hand but they were not chosen.

The students were also engaged in the oral discussion of the content of the text in general and the key vocabulary in the texts. Generally, they could also answer my oral question signalizing that they understood the input texts. Meanwhile, in the discussion of the key vocabulary, most of the time, the students were able to guess what a word meant from the context. Sometimes, they consulted their dictionaries when I asked them to. This will be elaborated later in the point of encouraging the students to employ their dictionaries. In addition to this, realizing that there were many new words the students found and they would need, they wrote the words in their vocabulary note books as I instructed.

The students' involvement in the teaching and learning process was also improved by the design of the written exercises focusing on the vocabulary enlargement. The students were excited about having word search, word list, crossword puzzle, and semantic web that were new to them. Their excitement in doing each kind of exercise will be elaborated in the following paragraphs.

The students felt curious in doing the word search exercise. They concentrated on finding the words. All of them tried to do the exercise well. However, it was a bit tricky to discuss the answer since several students found it hard to find several words. Nonetheless, I could manage the discussion by listing what words were in the exercise and showed them where they were located.

The students were also engaged in doing the word list exercise. They were enthusiastic about categorizing the words provided in the box based on

the parts of body they belonged to. The students were also encouraged to employ their dictionaries to help them. This will be elaborated later in the point of encouraging the students to consult their dictionary. Other than that, this form of exercise was new to the students. They did the exercise joyfully. They were also highly motivated in the discussion of the exercise. It can be seen in the extract below.

> After five additional minutes passed, the teacher showed them that she had board-markers and chalks in her hands that they could use to write the answers on the board. She did not say a word because she wanted to steal their attention in a more unique way. This worked. Approximately six students ran toward her and took the markers and chalks. Seeing that, four other students ran after toward the board. Several seconds later, all of the other students walked toward the board and looked for a chance to write their answers. One student said, "Woww!" while seeing all students were in front of the class. He was surprised. The teacher's collaborator was also impressed. She said, "*Waa.. ini* cool, *semua maju*."
> Several students complained since they got no chalks nor board markers. Since all students wanted to write their answers, the teacher made some limitation. Each student was allowed to write three words at most. This was expected to give all students a chance to write their answers. While waiting for the other students to finish writing the answers, several students who had written some words on the board approached the teacher's collaborator, and several others approached the teacher herself. They asked them the meaning of several words they did not know yet. The collaborator and the teacher did not directly tell them the meaning. They asked the students to guess based on the clues that they delivered in English. *(See Appendix A, Vignette 8)*

In addition to the students' enthusiasm in doing the exercises as elaborated above, they were also excited about finding as many words as possible when they were doing the semantic web exercise. They were stimulated to explore any words related to the word I provided at the center of the semantic web. It can be seen from the big number of words they had in their semantic web as presented in the extract below.

After all of the discussion finished, the teacher asked them to count how many words they had successfully written on their exercise sheets. A group got fifty words, another group got ninety-four words, another group got seventy words, another more group got eighty-seven words, and one group had about one hundred and eighty words in total which was the highest number of words in the exercise compared to the other groups' works. Several students did not believe it. They approached the group to take a look at the work and together count the words there. It was true that the group got around one hundred and eighty words. *(See Appendix A, Vignette 10)*

Furthermore, the students showed their excitement in the exercise when I asked them to write their answers on the board to be discussed later. At the beginning of the cycle, approximately three quarters of the whole students came in front. Meanwhile, approaching the end of the cycle, all students were already motivated to come in front and contribute their answers to be discussed classically later. They directly ran toward me to seize the markers. When several students got no marker nor chalk to write their answers, they waited for their friends to finish writing the answers. There were some times in which the number of the students were more than the number of the answers to be written on the board that made several students have to go back to their seats because of running out of chance. It can be seen from the extracts below.

After all groups finished the exercise, the teacher told them that they could come in front and write the answers to the ten numbers they had in the exercise. **Fourteen students out of twenty students ran and seized the board markers the teacher held. They fought in front of the white board**. Each of them 'booked' a number.

…

Without saying many words, the students understood that the board markers were for them to write the words on the board. Directly, **all students but three** students ran toward the teacher and **seized** the markers.

…

When most of the students were in front, of course the markers were not sufficient for all of them. One student was thinking of a way so he could still write the answer even though he had no marker. He made a line from the white board to the black board. Then he wrote the answers with chalks. **All students** wrote many words on the boards. *(See Appendix A, Vignette 10)*

She showed them that she had six board markers in her hands. All students but four ran toward her and seized the markers. Then, they wrote their answer on the board. Two of the four sitting students had not done their homework so they could not come in front and write some answer. The other two students wanted to come in front but they got no markers nor chalks left. *(See Appendix A, Vignette 11)*

The students' participation in discussing the exercises was increased even more when I gave them an opportunity to criticize the answers written on the boards by correcting the wrong answers they found on the boards without erasing the original answers. There were approximately five students who frequently came in front to revise some answer. This then widened the opportunity for the students to contribute their answers. This finding shows that if the technique is used continuously, the students' participation will gradually be higher.

In addition to this, the students were enthusiastic about being involved in the quizzes. It could be observed that the students' will to be actively involved in the teaching and learning process improved. In the quizzes, there was mostly more than three quarters of the whole students raised their hands to get the chance to answer the question. Several students even stood up, hoped repeatedly, shouted, and screamed my name to attract my attention. None of the students was unmotivated to actively participate in the quizzes. The students who based on the teacher's description and observation were quiet

were also highly engaged in the quizzes. They raised their hands many times and competed with the others to answer the questions correctly. The following graph shows the number of the students raising their hands in the last quiz attended by 21 students. The students' behavior in the first quiz can be seen in Appendix A, vignette 9.
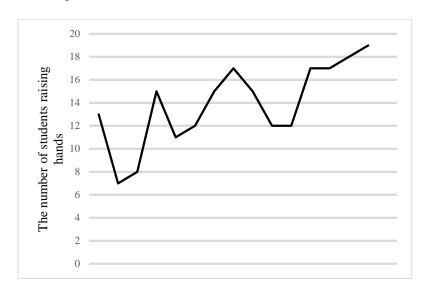
Figure X: **The students' participation number in Quiz 2**

Other than the improvements elaborated above, the students were also more familiar with English sounds. They could get more quickly the pronunciation I taught them during the teaching and learning process. They did not find it difficult anymore to pronounce English sounds that did not exist in Bahasa Indonesia. Besides, since the students' could follow the pronunciation drill better, I sometimes exposed the minimal pairs of the words I drilled. When students found out how to pronounce some word, and then I showed some other word that was almost the same, they sometimes asked me whether there were more other words. This showed that they were enthusiastic about drilling the pronunciations.

As a conclusion, in being involved in the series of various kinds of pre-communicative activities, the students showed an improvement. In general, they were always enthusiastic about the activities.

3) Involving the Students in Information-Gap Activities

The students' speaking skill was improved by involving them in information-gap activities. In cycle 2, there were three information-gap activities. In terms of names, the first one was *The Mystery Person*, and the second one was *How are they different?*. Meanwhile, the third one that was not planned before was an activity in which the students were required to tell their friends about their favorite figures or some pet they had never told their friends about. We called the activity *Let's speak up!*

In being involved in those three information-gap activities, the students' always showed their speaking skill improvement from the first to the third activity. Therefore, the level of difficulty was increased gradually from the first to the third activities based on the findings on the preceding activity. The students' speaking skill improvement above was supported by the grouping technique as well as the design of the information-gap activities. These will be elaborated further in the following paragraphs.

The students showed a consistent speaking improvement during the three information-gap activities. They could develop their ideas without using the helping words I provided on the cards in the first stage of the first information-gap activity. This finding was more convincing when in the second stage the

students were still able to make elaborate description of someone even though I did not provide any helping words on the cards. They were already able to employ the vocabulary they had learned in the pre-communcative activities and were already initiative to look for the words they needed in their dicitonaries. It can be seen in the extract below.

> The students used the words that the teacher taught them to describe pets like belly, claws, paws, whiskers, scale, chopped vegetables, somersault, curved, feathers, wings, wrinkled, necklace, chubby, steals, cage, etc. Besides, they also explored their dictionaries to look for more words like Mohawk, silly, manicure pedicure, stretch, greedy, etc. *(See Appendix A, Vignette 11)*

Additionally, the students were still able to develop their ideas in describing people and pets in the second and third information-gap activities in which they had no helping words in the cards. They could find by themselves the words they needed to describe the people or the pets. They could also build an interactive communication with their friends spontaneously. It can be seen by the students' behavior to propose questions to their friends about what was being described by their friends as presented in the extract below.

> The result of the speaking activity showed that the students' speaking skill improved. They told their friends about their pets or favorite figure fluently. The communication that the students had was interactive. They proposed questions and the one who had just described his/her pet or favorite figure could answer the questions appropriately. The students also used the vocabularies taught during the cycle. Mostly, they pronounced the words correctly even though there were still several mistakes. *(See Appendix A, Vignette 12)*

In addition to this, the students were able to broaden the topic of their speaking practice. It could be seen from the students' creativity development

in speaking. They were also able to broaden their creativity in speaking. They made some jokes, they understood their friends' jokes, they laughed at the jokes, and they also hold some relaxed conversations by still staying on the main task of the activity. For instance, they joked that the person was scary when they were asked to describe a person on a card. In fact, it was their own English teacher on the card. Another example was that the students told their friends imaginary abilities their pets could do. Concisely, the students could enlarge their speaking coverage by still staying on their primary task to reach the communication goal. An example of this can be seen in the extract below.

> Beyond the expectation, the students did not only describe their pets in a standard description. They imagined that their pets could do sophisticated things like climbing mountains, playing tennis, jumping high, doing somersault. Besides, they also imagined that their pets had fancy treatment like going to spas, going to salons, and fancy habits like going to shops with the owners. The students put some jokes in their description of their pets. While having the activity, when a student made a joke in describing the pets, the other students laughed at the jokes. Sometimes, they argued that something was logical and some other thing was illogical. In addition to talking about the pet description, they interacted with their friends in English like giving instructions, asking for opinions, etc. these were several sentences they made, "You can write *he never steal food* in the table.", "Ian first, uh no.. Intan now.", "It has big belly like you?", "What do you think he like, eat?", "I don't know! It's your pet!!" *(See Appendix A, Vignette 11)*

> In addition to this, in being involved in the activity, the students were not only practicing their English speaking skill to talk about the pets or favorite figures. They also joked. This showed that the students enjoyed the speaking activity. They did not feel threatened anymore to practice to speak in English. *(See Appendix A, Vignette 12)*

The students' speaking skill improvement above was supported by the grouping technique The situation in which the students had the speaking practice in small groups made the students feel comfortable to practice to

speak. They were not reluctant to speak since they were speaking to their own friends. Besides, this situation also enabled the students to help each other in terms of learning and practicing to speak in English. The extracts below present examples of how the grouping benefitted the students.

> When several students were hesitant, the other members of the group stimulated them to speak by asking questions. They helped each other to reveal who the being-described-person was. There was no group which was stuck and not motivated to speak. In other words, all groups were active. The members of each group stimulated each other to speak. This proved that the distribution of the active students was quite successful. *(See Appendix A, Vignette 9)*

> …the students also helped each other to develop the idea in describing their pets. This was proven by their action in asking their friends questions about the pets when their friends were running out of ideas. *(See Appendix A, Vignette 11)*

> The students practiced to speak in English cooperatively. If there was a student who encountered a difficulty in saying something, the other student in the group helped him/her by giving clues or stimulating questions. *(See Appendix A, Vignette 12)*

Besides the grouping technique, the students' speaking skill improvement was supported by the design of the information-gap activities. The existence of the information-gap motivated the students to speak. They were willing to speak since they had some purpose on carrying out the conversation which was to bridge the information-gap. This is supported by what my collaborator said when the students were having an information-gap activity as presented in the following extract.

> While the students were still having the second stage of the information-gap activity, the teacher had a talk with her collaborator. The teacher asked her collaborator about the significance of the activity, "Does it facilitate the students to practice speaking?" The collaborator said, "It does since each student has to speak and describe the person.".

The teacher asked another thing, "In terms of constructing sentences? What do you say?". The collaborator said, "It is facilitating since you make the rules (that the students should describe the person in sentences instead of mentioning their characteristics in phrases)." *(See Appendix A, Vignette 9)*

4) Encouraging the Students to Consult their Dictionaries and Vocabulary Note Books

The students' action to consult their dictionaries and vocabulary note books in cycle 2 was improved in some ways. First, it was improved since in discussing the content and key vocabulary of the input texts, the students were frequently encouraged to write in their vocabulary note books any new or difficult words they found. Second, the students' action to consult their dictionaries and vocabulary note books was improved by the verbal encouragement that was continuously given during the teaching and learning process. Third, the students used their dictionaries more frequently because of the design of the written exercises and the information-gap activities. These will be elaborated later in the following paragraphs.

The students used their vocabulary note books more frequently than they did in cycle 1. This was supported by my attempt to remind them to write in their vocabulary note books any new or difficult words they found in the input texts. As a result, the students got more complete lists of words in their vocabulary note books. Thus, it enabled them to have more sufficient help from their vocabulary note books.

The students' action to consult their dictionaries and vocabulary note books was also improved by the continuous verbal encouragement given to

them during the teaching and learning process. Whenever they asked their friends or me the meaning or the English equivalent of some word, I frequently reminded them to consult their dictionaries and/or vocabulary note books first. I rarely told them directly about the word they asked me. Sometimes, they looked upset when they did not get the answer directly from me. However, I unceasingly encouraged them verbally. I repeatedly exposed the importance of using dictionaries. As a result, they gradually improve their behavior to consult their dictionaries and vocabulary note books.

Other than being improved by the verbal encouragement, the students' action to consult their dictionaries and vocabulary note books was also improved by the design of the vocabulary exercises. The process of the improvement can be seen in vignette 8 to 10 in appendix A showing the students' involvement in doing written exercises. Below is the extract of vignette 10 as an example of the students' behavior in consulting their dictionaries and vocabulary note books.

> After finishing the explanation, she asked them to start working still in their groups of three. She told them that they were allowed to open their dictionaries and any kinds of helping tools. Several students went to their seats and took their dictionaries. Then, they went back to sit with their group partners and start to do the exercise.
> As the students were doing the exercise, the teacher moved around the class to monitor how the students worked and to offer some help. It could be seen that the students employed their dictionaries and vocabulary note books. Their habit to ask the meaning or the English equivalent of some word to their friends decreased. Only when they did not find the word in the dictionaries, they asked the teacher or her collaborator about the English words of several words. What the teacher and her collaborator did was then helping them to find the word in their dictionaries. Only if it turned that their dictionaries and vocabulary note books did not provide the word they were looking for, the teacher and

her collaborator told them the meaning or the English equivalent of the word they were looking for. *(See Appendix A, Vignette 10)*

Additionally, the students' action to consult their dictionaries and vocabulary note books was also improved by the design of the information-gap activities they had. The students frequently consulted their dictionaries and vocabulary note books whenever they found some difficulty in saying something in English in order to communicate with their friends.

The improvement was also shown by the result that the students were no longer dependent on the helping clues I provided for them to help them communicate while having an information-gap activity. They were already able to develop their creativity in speaking by employing their dictionaries to help them.

In conclusion, the encouragement to write in the vocabulary note books any new or difficult words found in the input texts, the verbal encouragement to consult the dictionaries and vocabulary note books given continuously, the design of the vocabulary exercises and the design of the information-gap activities collaboratively improved the students' action to consult their dictionaries and vocabulary note books. As a result, the students' learning behavior changes above supported each other to improve their speaking skill.

5) **Setting a Fun Atmosphere of Learning**

The students' behavior improvement in learning elaborated in the previous points was supported by the fun atmosphere set in the teaching and

learning process. In having the process, I joked with the students without ignoring what were being learned. Therefore, the students enjoyed the process, did not feel threatened and thus felt motivated to participate actively.

The students themselves stated that they felt safe to be in the English class with me thus they could speak more. They said that they could answer my oral questions without being threatened nor afraid of making mistakes. It was different from the situation in the teaching and learning process they had with their teacher which made them feel nervous and find it hard to understand the lesson. It meant that the strategy of setting the fun atmosphere of learning succeeded to boost the students' confidence to speak up to support the goal of the research achievement.

6) **Appreciating the Students' Participation and Achievement**

The students' involvement in the teaching and learning process elaborated in the previous points was also supported by the action of appreciating their participation and achievement during the process. The results in cycle 2 show that the verbal appreciation given to the students constantly made them pleased and thus was assumed to make the students willing to contribute more to the teaching and learning process. Besides, it could also be seen that the students' excitement about getting stars to be pasted to the achievement board was consistent. The achievement board raised a competition atmosphere among the students to have much involvement in the teaching and learning process. In addition to this, the students were also excited

about the keychains given them in the last meeting of the cycle. These will be elaborated further in the following paragraphs.

The students were happy to be appreciated. They smiled, grinned or nodded whenever I gave them my verbal appreciations by saying "Thank you.", "You did a great job on your homework!", "Ya! That's correct!" every time they contributed something to the teaching and learning process such as answering my oral classical questions and contributing their answers to be written on the boards; or achieved something like having the most number of correct answers to a written exercise. The students' being happy with the verbal appreciations were assumed to motivate the students to be willing to give another contribution and make another achievement continuously during the teaching and learning process.

On the other hand, the students showed their consistent excitement about the achievement board. They were always happy whenever they got stars to be pasted to the board. They also showed their excitement about having the achievement board by often asking for stars after they achieved something to the teaching and learning process like having the most number of correct answers to an exercise. It can be seen in the following extracts.

After the discussion was done, the teacher invited the five students who finished the exercise faster than the other students to take a silver star and paste it to the achievement board. The students grinned and came in front. One of the students was so happy that she jumped up and down to approach the teacher and take the star. Several other students were jealous and discouraged. The teacher encouraged them to cheer up because they still had many stars to be fought for. Besides, she let them to start doing the next activity sooner than those who were still pasting the stars. This was to encourage them to work faster. Hearing the teacher's instruction, the ones who were pasting the stars

hurried up and went back to their seats to do the next exercise like the other students. *(See Appendix A, Vignette 8)*

The teacher then gave a golden star for each member of the group. The students were happy. They smiled, laughed, cheered and yelled. *(See Appendix A, Vignette 10)*

The students' eagerness of getting stars made them inflamed if they did not get any star while their friends did. I, then, used this kind of opportunity to encourage the students to make the most of their next chance to get stars.

Additionally, the stars to be pasted to the achievement board rouse a competition atmosphere among the students. The competition atmosphere then motivated the students to have more stars by participating better and to get good achievements in the teaching and learning process. The finding was supported by a student's statement stated when he was doing an exercise in the pre-communicative activities with his group. It was also proven later with his group's good work on the exercise. This cause and effect evidence is presented in the extract below.

> One group made the semantic web by having so many words. One of the student in the group asked the teacher, "Miss, *ini nanti dapet bintang nggak to?*". She answered, "*Lah kok bintang aja yang dicari. Miss Maya tu ngasih kalian bintang biar kalian semangat belajar. Bukan terus kalian belajarnya cuman buat bintang.*". He replied, "***Ya kan ini jadi semangat Miss. Makanya kalau dikasih bintang jadi tambah semangat. Hehehe.***"
> …and one group had about one hundred and eighty words in total which was the highest number of words in the exercise compared to the other groups' works. Several students did not believe it. They approached the group to take a look at the work and together count the words there. It was true that the group got around one hundred and eighty words. *(See Appendix A, Vignette 10)*

Other than the main forms of appreciation given continuously and repeatedly that were verbal appreciations and stars to be pasted to the achievement board, I appreciated the students who spoke the best in the last information-gap activity by giving them keychains from abroad. I gave this in a unique way to attract the students' being enthusiastic. The process of how it was occurring can be seen in the following extract.

> Before the meeting ended, the teacher announced six students who had the best speaking performance in post 3s. She gave the students a piece of paper. On that paper, it was written, "There is something for you in the teacher's desk drawer.". They immediately ran toward the teacher's desk and found what was there. There were six keychains for the students as rewards. The students shouted, hoped here and there, grinned and laughed showing their happiness. *(See Appendix A, Vignette 12)*

In conclusion, the action to appreciate the students' participation and achievement made the students happy and motivated to participate more and have good achievements in the teaching and learning process. Each student's excitement and motivation affected each other's. Thus, a competition atmosphere stimulating each of them was raised and consequently, each of the student competed to be the best.

c. Reflection

1) Using Classroom English during the Teaching and Learning Process

There were consistent results regarding the use of classroom Englsih. As how it was done in cycle 1, the students always greeted me first at the beginning of a meeting. Besides, they showed a consistent ability to understand my

classroom English. This could be seen from their positive responses to each of my questions about their condition, attention getters, simple instructions, simple explanations, other general simple questions and thanks.

Other than the consistent results above, the students showed their improvements on using English as a means of communication with their friends. It was because in cycle 2, the students were required to speak with their friends in English only.

This was also supported by the handouts of classroom English pasted to the wall. It can be seen from several students' statements in an interview they had with my collabroators as presented in the interview transcript below.

C2 : "… *Eh itu yang ditempel di sebelah ikrar itu apa sih?*" (What is it stamped close to the promises?)

S18 : "*Oh itu, tentang ngomong Bahasa Inggris gitu.*" (Oh, that's about how to say things in English.)

C2 : "*Paham?*" (Do you understand it?)

S18 : "***Paham. Itu tu yang kalau mau bilang terima kasih, terus yang atase kalau mau bilang pinjem apa..***" (**Ya, I do. That's how we say thanks, and then above it, it's about how to borrow something..**)

S12 : "***Iya itu kalau mau pinjem.. May I borrow… gitu***" (**Ya, that's how to borrow something.. May I borrow… like that.**)

C2 : "***Terus itu suka dipakai nggak?***" (**So do you use the expressions?**)

S18 : "***Iya.***" (**We do.**) (*See Appendix B, Interview Transcript 19*)

However, the monitoring of whether all students obeyed the rules was not yet optimum. It was because the students, most of the time, forgot to write the words they blurted out in other languages. A suggestion to the implementation of this rule is that there should be peer monitoring. In other

words, each student is to have a piece of paper to write their friends' words said in other languages than English.

2) Engaging the Students in Pre-Communicative Activities

The students' showed an improvement on being active in the teaching and learning process. Their improvement could be identified from their attempt to answer the questions in the listening activity when they were listening to a recording, their enthusiasm in reading aloud the written input texts together, their action to raise their hands to be chosen as volunteers in reading aloud the written input texts, their enthusiasm in doing the written enxercises and their involvement in discussing the answers to the exercises they had. Several students who used to be passive showed an improvement on their will to participate. It can be seen from what my collaborator said as presented in the interview transcript below.

C2 : "… *S16 tu juga. Sekarang dia dah keliatan* trying *banget.* **Willing** *untuk ngomong gitu*." (**S16 is the same. I could see he tried so hard. He was willing to speak.**)

R : "Gimana tadi S16?" (Pardon me?)

C2 : "*Dia dah keliatan trying banget sekarang tu. Pas kamu ngasih pertanyaan apa gitu, eh nyuruh baca apa ya.* **Dia tu keliatan banget pengen ambil kesempatan itu.** *Dari mukanya udah keliatan. Dah keliatan mikir banget tapi terus akhirnya kesempatannya kerebut S17…. Makanya tadi aku bilangin. Liatin S16, sama siapa lagi ya tadi tu? S19. Si S19 tu beneran lho,* **dia udah pengen banget dapet kesempatan baca itu, mukanya dah gitu banget.** *Cuman kamu pas nggak notice dia. Makanya aku bilangin kamu tadi. Liatin S19 sama S16. S16 tu dah beberapa kali tadi sampai ketika akhirnya yang kepilih bukan dia, dia yang huuuhh gitu.* " (**S16 tried so hard.** When you asked the students some question or read something, I could see he was so willing to take the chance. I could see it from his facial expression. He seemed to think hard but then the chance

was taken by S17… That's why then I told you in the class to look at S16, and whom else was that? S19. I swear, **S19 was highly motivated to have the chance to read, her facial expression explained everything**. It's a pity that you didn't notice it. That's why I told you, pay attention to S16 and S19. I saw S16 several times tried to have the chance, but apparently he didn't get it. Then he looked upset.) *(See Appendix B, Interview Transcript 14)*

Supporting the finding of the improvement of the students' will to participate in the teaching and learning process by volunteering themselves and answering my oral questions, below is the interview transcript showing what my collaborator said about it.

C2 : "*Overall, yang aku rasakan, makin hari makin ada improvement. Ada itu. Karena makin keliatan anak-anaknya tu makin semangat. Setidaknya, say, **untuk tunjuk tangan, untuk ngomong voluntarily tu keliatan**. Dari S16, aku ngeliat banget usahanya dia, S10 dari kemaren-kemaren juga udah keliatan makin besar usahanya untuk aktif to? S1 juga. Terus S4, S7..*" (Overall, what I feel is that the later the higher the improvement is. I can see the students now are motivated higher. Say, to raise their hands, to volunteer themselves. S16 has been trying hard to improve, S10 has been doing the same since many days ago. They tried to be more active. S1 too. And then S4, S7..)

R : "*Tadi tu **banyak pendatang baru dalam hal angkat tangan tu**.. S20 juga udah angkat tangan tadi dia kan?*" (Today, **we had many newcomers in terms of raising hands**, huh? S20 did raise her hand too, right?)

C2 : "*He'em.. terus S19 **juga udah yang jawab-jawab dan suaranya dah berani keras, udah mulai pede keliatan**. Improvement-nya tu dari situ kerasa tadi. Dan aku tu notice, **setiap kali kamu nanyain questions secara klasikal, itu aku bisa bilang semuanya tu bener-bener yang baca, terus jawab gitu**. ... Si S8 itu **sekarang lebih sering raising hands**. Terus kalau anak yang kategori tadinya kalem sekarang cuap-cuap, S10 itu emang aslinya nggak kalem tapi untuk Bahasa Inggris, dia kalem tadinya. Tapi sekarang dah bisa ngomong. S16, S4, S19. Ya Allah S19 itu **yang keliatan banget kaleeemmm banget. Sekarang keliatan banget dia usahanya tu.**" (You're right! And S19 **started to answer your questions and her voice was**

> **louder, she was more confident**. Then, I noticed **everytime you asked questions, I can say all students directly read and then answered.** … S8 **now raise her hand more often**. Then, the students who used to be quiet now talk more, S10 is one of the examples. S16,S4, and S19 too. My goodness! S19 **who used to be so much quiet, now is trying so hard to be active**. *(See Appendix B, Interview Transcript 15)*

Other than the improvements above, the students' contribution to the discussion of the answers to the exercises was greater. There were more students coming in front to write the answers. This was an improvement compared to how they behaved in cycle 1 since in cycle 1, I still had to motivate several students to come in front. Besides, the students also criticized the answers and revised any wrong answers they found. Additionally, the students' comprehension toward the input texts was excellent. Most of them did the exercises correctly. They could also recognize the wrong answers written on the boards as well as correct them.

Furthermore, the students, in general participated actively in the quizzes. Each of them was enthusiastic and always tried to have a chance to answer the questions.

Additionally, the students were more familiar with English sounds. It was easier for them to recognize and pronounce English sounds I taught them in the pronunciation drills. Most of the time, they were excited about knowing how to pronounce English words correctly.

3) Involving the Students in Information-Gap Activities

Based on the interviews with the students and the discussion I had with my collaborators, the students' speaking skill was improved through information-gap activities. The improvement could be identified from the students' ability to develop their ideas, and their improvements on the confidence to speak, fluency, interactive skill and vocabulary mastery. These improvements were supported by the grouping technique and the design of the information-gap activities. On the other hand, however, the students' speaking aspects of pronunciation and grammar accuracy still needed to be improved by the teacher. These findings will be elaborated further in the following paragraphs.

The students had improved their speaking skill in terms of developing ideas. They could develop their ideas in describing people and pets from the first to the third information-gap activity. They could speak in English without being provided with any helping words. It can be seen from what my collaborator said as presented in the interview transcript below.

> C2 : "*He'e.. kaya yang tadi itu siapa? Yang aku bener-bener perhatiin tu salah satunya S18. Kan dia ngomongin Irfan Bachdim, nah dia tu **dah panjaang banget deskripsinya. Sementara masih ada kata bantuan yang di card itu yang belum diomongin (belum dipakai) gitu. Berarti kan sebenernya tanpa kata-kata bantuan itu juga nggakpapa**..*" (S18 was one of those whom I paid attention to. She talked about Irfan Bachdim. **She'd made a long description of him where in fact, there were still helping words provided on the cards she had not used yet. So actually now the students could develop their ideas even without the helping words.**)
>
> C4 : "*Iya, **mereka udah bisa hanya dengan melihat gambar yang di kartu itu ya?**"* (I agree, they could describe the people just by

seeing the pictures on the cards.) *(See Appendix B, Interview Transcript 17)*

Besides, the students were more confident to speak. Those who used to be quiet were already able to speak cheerfully. They spoke up more than they used to. Meanwhile, those who were already good at speaking showed to be better. The transcript below shows what my collaborator said about it.

C2 : "***Si S17 itu, kukira dia bakal kaku sama aku lho, tapi ternyata enggak. 'Do you have any question, Miss?' ke aku malahan dia tanyanya..***" (**I thought S17 would feel awkward when he was talking to me, but apparently he didn't feel so. 'Do you have any question, Miss?' he even asked to me.**)

…

R : "*S3 tu tapi tetep menurutku pesat lho perkembangannya.*" (I think S3's improvement is so significant.)

C2 : "***He'em, dari dulunya dia yang kaleeeem banget, sumpah tadi tu sampe yang bercanda-bercanda. Ekspresif banget gitu tadi tu. Sampai debat eyel-eyelan segala.*** *Yang masih rendah tu si S11 itu.. tadi ada beberapa pertanyaan yang dia agak kesusahan jawabnya. Terus temen-temennya bantu nglurusin. Aku juga bantu dia buat jawab.*" (**I agree. He used to be so much quiet, but today, I swear he was so expressive, he joked, and he even debated with his friends in the group.** S11 is the one who still needed to work hard. There were some questions she couldn's answer. Then her friends helped her. I did the same to help her.)

R : "*Terus apalagi, Tris?*" (What else did you see?)

C2 : "*Mm.. S12 itu bagus.*" (S12 now becomes better too.)

R : "*Kalau menurutmu, yang perkembangannya pesat banget siapa aja?*" (Whom do you think improve significantly?)

C2 : "***Ya itu, S3 itu dari yang tadinya anteeeng banget sampai sekarang yang ngomongnya itu santai, cheerful, terus fluencynya yang dulu masih nol, sekarang udah yang jauh banget.*** *Terus S1 itu yang emang modalnya dah bagus. Kemudian,S13 itu bagus tadi. Walaupun dari segi grammar, dia masih kurang to be kadang.* **Kemudian, S16 ningkat. Dulu dia nggak bisa to? Sekarang dah santai. S4 juga. Yo dulu mereka kalem-kalem to? S12 itu juga.. sekarang bener-bener dah kelaitan makin speak up.**" (**I told you, S3 who used to be so much quiet, now becomes relaxed, cheerful. Then his fluency that was still low, now improve so significantly.** S13

performed well too today. Although sometimes he missed 'to be' in his sentences. **Then, S16 also improved. Before the research, his English was poor, huh? Now he enjoys to learn English. S4 too. I think most of the students used to be quiet. Like S12. But now they spoke up more.**) *(See Appendix B, Interview Transcript 25)*

The students themselves realized that they had improved their confidence to speak by being involved in the information-gap activities. They said that their anxiety decreased. They were willing to try to speak even though they were not so sure whether what they were going to say was correct. They also stated that the teaching and learning process became lively thus motivated them to participate actively. The interview transcript below shows what they said in an interview they had with me after the class.

R   : "*Oh iya, kalian ikut pelajaran Miss Maya tu merasa kemampuan berbicara kalian meningkat enggak?*" (**Do you think you improve your speaking skill** by joining Miss Maya's class?)

S10   : "*Iyaaa!*" (**Certainly**!)

S4   : "*Iya.*" (**Sure thing**.)

S7   : "*Lumayan.*" (**Kinda**…)

R   : "*Gimana peningkatannya?*" (How do you think the improvement is?)

S4   : "*Dulu to, waktu sebelum sama Miss Maya, kalau ditanya tu..*" (**Back then, before we learn with Miss Maya, when we were asked questions**…)

S10   : "*Diem, nervous.*" (**We kept silent, we felt nervous**.)

S4   : "*Ho'o, nggak pernah mau njawab. Lah kalau sama Miss Maya tu teko blak-blakan.*" (**Correct, we never want to answer oral questions. But now, with Miss Maya, we feel motivated to answer.**)

S10   : "*Teko ngomong ae yo.. padahal yo mungkin salah.*" (**Ya, we spoke a lot even though what we said might be wrong.**)

S4   : "*Iya, tapi teko ngomong blak-blakan soalnya harus Bahasa Inggris.*" (Right, we tried to speak cause we had to practice to speak in English.)

S7 : "*Kelasnya yo jadi rame Miss.. tadinya padahal kalem. Jadi nyala, Miss.*" (**The class now is also lively, ma'am. Back then, it used to be so quiet. Now, it's lively.**)

S10 : "*He'e, terus nek misale ditanyain apa ki langsung bisa njawab apa-apa gitu lho.. Tapi kalau sebelum sama Miss Maya tu nggak tau kenapa tu nek mau njawab ki takut..*" (**Ya, and then now when we are asked questions, we can directly answer. Back then, I don't know why, we felt threatened if we wanted to do so.**)

R : "*Kalau kamu gimana Sha?*" (What about you, Sha?)

S20 : "*Iya, gitu Miss. Lebih berani. Kalau njawab tu ya lebih berani walaupun mungkin salah.*" (I'm in the same page, ma'am. **I feel more confident. I feel more confident to answer even though my answer might be wrong.**)

S4 : "*Tapi nggaktau, bedanya ki apa gitu lho.. kalau sama guru asli kok takut.*" (I don't know what happens, but we feel threatened in the class we used to have with our teacher.)

R : "*Kalau dari segi speaking-nya. Kalau Miss Maya kan setiap Sabtu mesti ada games, bicara Bahasa Inggris dalam kelompok-kelompok gitu. Kalian merasa itu membantu kalian meningkatkan kemampuan bicara nggak?*" (What do you think about your speaking skill? **Do you think the activities we have every Saturday help you improve it?**)

S10 : "*Iya.*" (**Sure.**)

S4 : "*Iya.*" (**Of course.**)

…

R : "*… kalau kegiatan speaking sama Miss Maya itu kan spontan semua to? Kalian nggak takkasih waktu untuk persiapan. Kalian merasa bisa melakukannya nggak?*" (… our speaking practices we have are spontaneous. I never give you any time to prepare. Do you think you can speak well?)

S20 : "*Bisa.*" (**Ya, we can.**)

S4 : "*Bisa.*" (**Ya, we can.**)

S10 : "*Bisa. Nggak tau, kok sok asal ngomong aja tu lho.. mbuh kuwi salah po bener. Hehe.*" (**Ya, I think so. I don't know why I always feel motivated to speak without worrying about whether what I say is right or wrong.**)

S4 : "*He'e, sok teka ngomong gitu aja.*" (**Ya, we just speak and speak.**) *(See Appendix B, Interview Transcript 18)*

In terms of the speaking aspects, based on the discussion I had with my collaborator, the students had particularly improved their speaking skill in several aspects. Firstly, in terms of fluency, the students had been able to speak

fluently without any preparation before. Secondly, they already used various

vocabulary to describe people and pets. Thirdly, several students showed their

awareness of their grammar mistakes and directly corrected that even though

some other students still had mistakes on grammar such as missing the linking

verb or violating the subject-verb agreement. Based on the observation, the

students who had good awareness of the grammar accuracy were serious in the

pre-communicative activities. It could be observe by the action of back

signaling such as nodding their heads whenever they understood my

explanation. This means that if the exercises focusing on the grammar building

were paid more attention, and the teacher made sure that everyone understood,

the students would be able to improve their grammar accuracy in speaking. The

transcript below shows what my collaborator said about the students' speaking

improvement.

C2 : *"...**Mereka fluency udah bagus lho. Cuman tetep, grammarnya butuh waktu untuk benar-benar akurat. Kalau vocab banyak kepakai yang dari kamu**. Tadi ada S13, S12, S1 komplit tadi ngomongnya."* (I think their fluency now is excellent. Even though still, the grammar still need some period of time to be improved. But their vocabulary mastery is enlarged too. The students used the words you taught them.)

R : *"Tapi otomatis?"* (Was that automatically?)

C2 : *"He'eh.. nggak ngafalin. **Kalau untuk grammar tadi itu, S2 tu masih kadang bilang 'she eyes'. Terus yang lainnya suka mbenerin, her eyes.. gitu terus S2 ngulang, 'oh her eyes..'**"* (Ya, they didn't memorize what they wanted to say. In terms of grammar, S2 sometimes still said 'she eyes'. But then the other students corrected him, 'her eyes.' then he backtracked, 'oh her eyes..')

…

R : *"...Oiya tadi aku seneng waktu aku tanya ke S6, 'Does he have blablabla' gitu aku lupa apa itu. Kan itu belakangya have to, nah terus dia yang jawab gini, 'He have… oh he has..' gitu. Alhamdulillaah."* (O ya, I was happy when I ask S6, 'Does he

have something?' I forgot. You see, the word was 'have', right? Then he answered, 'He have… oh he has…' like that. Praise be to God.)

C2 : "***Kayaknya S6 tu emang memperhatikan banget kok waktu kamu nerangin gitu. Dia back signaling, ngangguk gitu. Terus ditulis, terus dia inget gitu.***" (I think he paid close attention to you when you were explaining something. I could see he signaled back by nodding his head. Then he took notes, and understand it.)

R : "*Iya, dia konsentrasinya bagus ya.*" (Ya, right. He has a good concentration.) *(See Appendix B, Interview Transcript 25)*

The students' improvements on their speaking fluency and interactive skill correspond with the theories elaborated in chapter 2. Among others, Harmer (2001:85) declares that the information-gap is a key to the enhancement of the communicative purpose and the desire to communicate. Concurring with this theory, Litlewood (1981:17) states that communicative activities such as information-gap activities improve the students' motivation to take part in communication with other students. Thus, the activities enhance the students to practice to speak a lot and consequently they improved their speaking fluency and interactive skill.

In addition to this, the students' improvement on their vocabulary mastery was supported by the vocabulary exercises given in the pre-communicative activities and the information-gap activities themselves. The pre-communicative activities prepared the students with inputs of vocabulary. Besides, the information-gap activities enhanced their memory of vocabulary since they need it for communicating. This corresponds with one information-

gap activities contributions to language learning by Littlewood (1981) that such activities allow natural learning.

The students' speaking skill improvements above were supported by the grouping technique. By being spread out, the excellent students could stimulate their friends to speak. This is supported by my collaborators' statement saying that spreading the excellent students to all groups did not make the other students feel threatened nor inferior. Instead, they could help the others to speak. The transcript below shows what my collaborators said about it.

C4 : *"...Dan **untuk being interactivenya tadi mereka keliatan bagus. Dan trik pengelompokan tadi bagus,** dalam artian **nggak ada yang mendominasi dalam kelompok**. Justru malah **siswa-siswa yang lebih aktif itu mbantu temen-temennya. Nggak justru bikin down**."* (The students' being interactive is excellent now. The grouping technique is brilliant too. It made none of the students in a group dominant. Those who have been active were able to help their friends. They didn't make others down.) *(See Appendix, Interview Transcript 17)*

C2 : *"He'e, keliatan banget lho dia tu sekarang. Aku tu awale takut karena dia sekelompok sama S15. Aku tadinya takut kalau S15 itu nantinya akan mendominasi. Tapi ternyata enggak. **S15 itu dia mbantu temennya.**. Keliatan sih sebenernya dari mukanya kadang dia nggak sabar nunggu temennya ngomong, kalau masih kebanyakan mikir. Tapi akhirnya dia terus bantu. Tadi di kelompoknya, dia bantu si S7, bantu si S3 gitu.. Walaupun kadang dia nggodain temennya pas mikir mau ngomong apa gitu.. tapi ternyata **atmosfernya itu justru malah bikin temen-temennya itu nggak merasa terancam**."* (At first, I was afraid that he was in the same group with S15. I was afraid that S15 would dominate. But apparently, he didn't. Instead, he helped his friends. I could see sometimes he was impatient to wait for his friends to spak but then, he finally helped them. He helped S7 and S3 in his group. Although sometimes he teased his friends, the atmosphere was relaxed. By doing so, he didn't make his friends feel threatened.)

…

C2 : *"… **tadi si S20 banyak ngomong lho. Si S19 juga ngomong banyak.** Yang kurang tu malah S22. **S17 tu yang ngejar-ngejar***

> *dia, mancing-mancing pakai pertanyaan sama suggesting ideas gitu. Terus pas si S17 nanyain makanan favorit ikannya S22, S17 juga yang suggest idea. Dia bilang, 'pelet' gitu. Tapi si S22 nggak nyari kata pelet itu di kamus. Malah yang nyari si S19 dan S20."* (In the activity, S20 talked so much. S19 did so too. S22 was the one who didn't talk much. It made S17 stimulate her, suggest idea. Then, when S17 asked S22 about her fish's favorite food, S17 suggested ide, "pellet" like that. But S22 wasn't stimulated to look for the English equivalent of it in the dictionary. S19 and S20 then helped her to find it.) *(See Appendix B, Interview Transcript 23)*

The students themselves stated that practicing to speak in small groups benefitted them to stimulate each other to speak. Besides, they said that they found it more comfortable to speak in small groups. Thus, their speaking confidence was boosted. It can be seen from the interview transcript presented below.

R : "*Kalau dari segi speaking-nya. Kalau Miss Maya kan setiap Sabtu mesti ada games, bicara Bahasa Inggris dalam kelompok-kelompok gitu. Kalian merasa itu membantu kalian meningkatkan kemampuan bicara nggak?*" (Do you think the activities we had every Saturday help you improve your speaking skill?)

S10 : "*Iya.*" (Ya.)

S4 : "*Iya.*" (They do.)

R : "*Kenapa?*" (How come?)

S10 : "**Soalnya kalau kelompok tu jadi kaya banyak kata-kata yang.. ya maksude kalau kelompok ki mungkin ada yang lebih pinter Bahasa Inggris, ada yang agak turun gitu.. nah kalau berkelompok gitu kan kaya saat dia ngomong, kita bisa nangkep dan kita bisa tau kosakata yang baru. Jadi bisa tuker-tukeran gitu lah..**" (**Because when we practice in groups, we sometimes have friends who are smarter than us. Thus, it enables us to have new vocabularies.**)

S4 : "*Kalau kelompok ya masa' diem aja? Ya mesti harus ngomong.. kita harus bisa Bahasa Inggris..*" (We can't just keep silent in a group. We have to be able to talk in English.)

…

R : "*Gimana menurut kalian game hari ini?*" (What do you think about the game we had today?)

S5 : "***Asik,** Miss.*" (It's **fun**, ma'am!)

R : "*Piye piye piye? Asiknya game yang tadi gimana?*" (How come you say so?)

S5 : "***Seru,** Miss.*" (It's **lots of pleasure**!)

R : "*Serunya gimana?*" (Why?)

S5 : "***Nggak malu lagi kalau ngomong Bahasa Inggris. Soalnya pakai grup, jadi bisa ngobrol.*** (**I am no longer shy to speak in English. Since we practice in groups, I can speak a lot.**) *(See Appendix B, Interview Transcript 18)*

Other students also said that they found it more comfortable to practice to speak in small groups. They were also cooperative in being involved in the activity. Even when I was moving around the class and observing the other groups, they did not cheat. They kept practicing to speak in English. It can be seen from the interview transcript below.

R : "*Kegiatan speaking di kelas Bahasa Inggris sebelumnya kaya gimana sih?*" (How were your speaking practices back then?)

S8 : "*Ya maju ke depan gitu Miss.. maju terus ngomong.*" (We were usually asked to come in front of the class, then perform something.)

R : "*Rasanya gimana **kalau suruh maju ke depan dibanding ngomong berkelompok gitu kalian lebih nyaman yang mana?**" (How did you feel about practicing to speak in front of the class compared to practicing to speak in groups? **Which one is more comfortable?**)

S8 : "***Di kelompok.*" (**In groups**.)

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

S5 : "*Ada temene. Hehehe.*" (Cause we got friends.)

R : "*nah tapi kalau berbicara dalam kelompok gitu to, kan Miss Maya nggak cuma ngliatin satu kelompok aja, tapi juga muter ke semua kelompok. **Nah, kalau lagi nggak takamati gitu kalian tetep ngomong Bahasa Inggris enggak?**" (But when you were practicing in groups, I observe you all in general. I didn't monitor each of you wholly. **Did you still speak in English when I wasn't monitoring you?**)

S8 : "*Iya… kan udah janji, Miss.*" (**Of course, we've made the promises.**)

R : "*Wa itu.. jempol itu. Pertahankan ya. Keren deh.*" (Alright, that's cool! Keep it up.) *(See Appendix B, Interview Transcript 18)*

In summary, the grouping technique supported the students' speaking skill improvement mainly in three ways. First, it gave the students a comfortable situation to practice to speak. It was because they were required to talk to their own friends. This made the students' confidence higher so the students joyfully practice to speak in English without feeling threatened anymore. Second, the students could also develop their interactive skill of speaking since they had friends to talk to interactively. Third, since the grouping technique was always considered, the active students were always spread out. This then enabled them to stimulate their friends to speak up. Also, this made it possible for all students in a group to help each other in terms of practicing to speak. As a result, all students were active and able to speak up.

Last but not least, the students' speaking skill improvement was supported by the design of the information-gap activities themselves. The activities that assigned each student to practice to speak collaboratively to reach their common goal successfully required each of the students to speak. As a result, all students stimulated each other to speak. In this case, the activity sheet helped them to find out what information they needed to know. None of them could avoid the speaking practice. One of my collaborator said that even there was a student who slightly felt sleepy, he still had to speak sufficiently in order for the group to reach the communication goal. Another collaborator of mine

supported the finding that the design information-gap activities supported the
students' speaking skill improvement. It can be seen from the interview
transcript below.

R : "… *kalau secara keseluruhan tu **anak-anak terfasilitasi untuk latihan ngomong nggak sih?***" (…in general, **do you think the students were facilitated to practice to speak?**)

C4 : "***Banget. Banget.***" (**Definitely, they were**.)

…

R : "*Kalau dari **motivasi mereka untuk ngomong?***" (**What about their motivation to speak?**)

C4 : "***Jelas banget ada kalau itu.*** *Bahkan, gini jadi tu tadi ada anak yang agak ngantuk gitu kan, tapi kan dia punya tanggung jawab biar temen-temennya tu tau jawabannya apa.. Jadi dia tetep bela-belain ngomong gitu..* (It's obviously there. Even, I noticed some students was a bit sleepy, but he had the responsibility to let others know the answer. So he stayed on his task to speak.) *(See Appendix B, Interview Transcript 17)*

C2 : "*…Apakah itu memfasilitasi mereka untuk bicara? **Iya. Karena ya kamu ngasih game, di game itu setiap anak harus ngomong gitu, mau ataupun nggak mau, by system. Terus encouraging them to speak in English? Iyes, by your rules, you conduct that kind of rules di mana setiap anak harus ngomong, dan mereka harus ngomong kalimat lengkap gitu.** Dan aku lihat perkembangannya dari pertemuan ke pertemuan, **sekarang itu anak-anak lebih berani. Keliatan banget. Lebih berani untuk ngomong, lebih berani dan lebih fluent untuk ngomong sentences, product sentences itu lebih lancar dari sebelumnya.** Kalau sebelumnya tu masih yang kata satu-satu, atau cuma frasa-frasa doang, sekarang tu yang udah kalimat lengkap-lengkap terlepas itu apakah grammar-nya sama pronunciation-nya masih salah atau enggak.. Tapi **mereka emang lebih berani, dan yang berani itu nggak cuman itu-itu aja. Emang semua anak in general itu sekarang semuanya lebih berani,** kaya siapa tadi tu S22, udah ngomong.. S14, karena ya itu by system tadi itu yang semua anak harus ngomong. Dan memang pada dasarnya mereka memang bisa (paham), hanya butuh dipaksa ngomong gitu.*" (Did the activity facilitate the students to practice to speak? **It did. It was because the activity design assigned all students to speak whether they like it or not. Then, in terms of your attempt to encourage them to speak in English, of course you do encourage them by conducting the rules in which all students had to speak. And that they**

had to produce complete sentences in expressing their ideas. I could see all of the students are now more confident. Their speaking fluency is better. They used to produce words and phrases, but now, they produce complete sentences despite of their grammar and pronunciation mistakes. But I swear, **they are more confident. This improvement doesn't happen to certain students only, but to all of the students in general.** S22, S14 also spoke a lot. This makes sense since they had actually understood what they learned. They just needed to be required to speak up.) *(See Appendix B, Interview Transcript 17)*

On the other hand, the students' speaking accuracy on the pronunciation and grammar accuracy improved yet insignificantly. Those two aspects still needed to be improved. This is because in order to speak accurately, the students needed an incremental process. What was missing in the research was that the teacher should raise the students' awareness about the importance of grammar rules and pronunciation to express their meanings. By being aware, the students would have some concern of their speaking accuracy i.e. the grammar and pronunciation. Besides, meaningful drills need to be carried out sufficiently.

To improve the students' speaking accuracy on grammar, the teacher should involve the students in oral grammar drills. An example of this is what is called substitution drills. In this kind of drills, the teacher makes a sentence such as "Jolisa goes to school by car." . Then, she asks a student to repeat saying the sentence. After that, she points another student and says, "my brothers". The pointed student is expected to change the subject of the sentence and consequently the verb, by saying "My brothers go to school by car." She

then points another more student and says, "on foot". The pointed student is expected to say, "My brother go to school on foot." And so on.

On the other hand, drills of pronunciation also need to be carried out sufficiently and meaningfully. What is meant by meaningfully is that the drills should correspond the students' need. Besides, the teacher's creativity of designing the drill is also demanded in order to engage the students' enthusiasm in learning.

4) Encouraging the Students to Consult the Dictionaries and Vocabulary Note Books

The students' action to consult the dictionaries and vocabulary note books was mainly improved by three actions. First, verbal encouragement was continuously given whenever the students encountered difficulties in understanding English words or finding the English equivalent of some word. Second, the students were required explicitly to write in their vocabulary note books any difficult words or new words they found in the input texts. Third, the students were given vocabulary exercises that required them to employ their dictionaries and vocabulary note books well. The finding that the students used their dictionaries more while they were doing the exercise was supported by what my collaborator said about their behavior change as presented in the following interview transcript.

> C2   : "… *vocabnya mereka juga makin ningkat lho. Penggunaan kamus itu udah lebih sering. S3 itu juga. Aaa aku seneng lho ngliat mereka udah ada progress. Tadi beneran, penggunaan kamusnya sangat bagus karena mereka bener-bener engaged di*

exercises itu. Itu yang aku sangat rasakan." (The students' vocabulary mastery has been improved. their behavior to consult the dictionaries improve too. S3 is no exception. I'm so glad to see their progress! I can assure, today they consulted their dictionaries a lot since they were highly engaged in doing the exercises. That's what I feel.) *(See Appendix B, Interview Transcript 15)*

Other than that, the information-gap activities and the rule of speaking in English only also required them to check their dictionaries and vocabulary note books even more since they needed to know many words to handle the conversation. When they were trying to say something in English but they did not know how to say it, they checked their dictionaries. This is supported by what one of my collaborators said as presented in the interview transcripts below.

C4   : "***Kalau di lihat dari pertemuan tadi tu, selain di kelas ini, aku jarang banget liat anak SMP buka kamus. Tapi mereka buka kamus dan misal mereka nggak tau tu langsung buka kamus sendiri-sendiri gitu lho..*** *dan kalau mereka ragu-ragu, mereka tanya.. Jadi itu sih yang mencolok dari kelasmu.. itu tu bener-bener sebuah prestasi.. peningkatan gitu. Dan selain itu ya tentu kalau dalam hal praktek ngomong jelas, buat latihan ngomong gitu.*" (**Other than in this class, I have barely ever seen students of junior high schools consult their dictionaries. In this class, everytime they encountered words they didn't know the English equivalent, they directly consult their dictionaries**. And when they were not sure, they asked questions. That's what's exciting from your class. That really is an achievement of some improvement. And of course, you facilitated them to practice to speak.) *(See Appendix B, Interview Transcript 15)*

C2   : "*He'e.. **dan itu tadi bagusnya karena nggunain kamus itu..** Jadi kalau perkara kreativitas mereka untuk nggunain kata itu tu tadinya kamu di awal udah merencanakan to, di awal dikasih kata-kata yang membantu dulu, terus habis itu baru yang dikasih kartu tanpa kata-kata bantuan gitu to. Sebenernya tanpa*

*itu juga sudah cukup sebenernya. Karena **pada kenyataannya tadi Alhamdulillah anak-anak itu nggak terikat sama kata-kata bantuan itu to. Mereka lebih banyak mencari kata-kata yang mereka butuhkan di kamus**.*" (**It's good that they now consult their dictionaries more.** At first you were afraid if they would run out of words to express their ideas thus you provided them with helping words, huh? In fact, I could see that without the helping words, they could already express their ideas. **Praise be to God, they were not dependent on the words. They consulted their dictionaries more to find the words they needed.**)

C4　　: "*Iya, mereka mengembangkannya ya..*" (Ya, you're right, they were then able to develop their ideas.) *(See Appendix B, Interview Transcript 17)*

The use of dictionaries and vocabulary note books consequently helped the students improve their speaking skill. The dictionaries and vocabulary note books supported them to speak more variedly, elaborately and confidently. This result is supported by the feedback given by my two collaborators as presented below.

C2　　: "*Nyari kamus, nyari kata.. S18 itu yang football player itu, di kartu itu katanya masih banyak, tapi dia juga udah deskripsi. **Penggunaan kamusnya, dengan cara kamu yang kaya gitu, kamu bisa memanipulasi anak untuk nggunain kamus, dan penggunaan kamus itu juga menjadi salah satu facilitator mereka buat ngomong. Ya terintegrasi lah di situ**.*" (They looked for the words they needed in the dictionaries. When S18 were describing the football player, she still had many words on the cards, but she had already made long description without using them. **You have made them used to consulting their dictionaries and this behavior then becomes one of their facilitators for helping them to speak**.)

C4　　: "*Iya, sangat mendukung mereka buat ngomong. Dan ngomongnya confident ya? Karena di kamus bener, kaya gitu. Serius, tadi kaya gitu.*" (**Ya, this behavior to consult the dictionaries helps the students to speak. And they were more confident** since they were sure that they have got the words they needed from the dictionaries.)

C2 : "*He'e, dan **mereka ya confident, nggak** **threatened, enjoy, interactive.***" (Correct, they were confident, not threatened, they enjoyed the learning process, they talked interactively.)

C4 : "***Banget*..**" (Definitely.)

C2 : "*Yang bangsa Ya Allaah.. aku tu seneng banget yang liat S3 yang sampe kaya gitu itu lho.. Terus pas di kelompokpun Ya Allah happy banget dia.*" (Gosh, I'm so glad to see S3 became like that (expressive). In his group, he looked so happy.) *(See Appendix B, Interview Transcript 17)*

5) Setting a Fun Atmosphere of Learning

The students' improvements elaborated above were supported by the fun learning atmosphere built in the class. By having relaxed conversations, some jokes, and some rapport with me as the teacher, the students could enjoy the learning activities more. They were then also motivated to participate actively in the teaching and learning process. The interview transcript below showed my first collaborator — who was the students' English teacher —'s comment on it.

R : "*Iya bu, nah kemaren waktu mau nyocokin ini kan saya suruh anak untuk maju kan bu, kosong semua bu kursinya.*" (In the last meeting, to discuss their exercise, I asked the students to come in front and write their answers. No student was left in the seats.)

C2 : "*Biasanya kan masih ada sekitar lima anak yang masih duduk, nggak maju gitu bu. Nah kali ini bener-bener semuanya maju kaya sebangsa S11 itu juga ikut maju. Jadi wow..*" (Usually, there were still about five students left in the seats, ma'am. But that day, all of them, including S11, came in front. It was like wow!)

C1 : "*Nah itu bedanya saya sama njenengan. Mungkin **anak-anak itu memang jadi enjoy bener gitu.** Kalau saya kan masih sok ada sisa anak yang duduk. Kadang-kadang malah bocah seng pinter-pinter terus males itu nggak mau maju ke depan. Tapi **kalau dengan njenengan, mereka memang enjoy beneran gitu jadi nggak usah diopyak-opyak langsung maju semua. Nah itu satu masukan juga itu.*** (That's what's different between you and me. **With you, the students really enjoy the learning**

process. With me, several students were usually stay on their seats. Sometimes those who were smart were lazy to participate. But **with you, they really enjoyed the process, they came in front even without being commanded. That's a good point**.)
(See Appendix B, Interview Transcript 13)

Based on the interviews I had with the students, the classes were fun and thus made them feel comfortable and not threatened. As a result, the students were willing to participate actively in the teaching and learning activities. The interview transcript below shows the students' explicit statement of their comfortable feeling in joining the teaching and learning process.

R : "… *Bedanya kelas Bahasa Inggris ini sama yang sebelumnya yang bukan sama Miss Maya apa sih? Kok kalian dulu bisa takut pelajaran Bahasa Inggris?*" (What is the difference between the English class with me and the English class you guys used to have? Why were you guys afraid of this subject?)

S8 : "*Soalnya kalau **Miss Maya tu bersahabat gitu lho Miss.. kalau yang sebelumnya itu bikin tegang.**" (The difference is that you are friendly, ma'am. Our class back then was tense.) (See Appendix B, Interview Transcript 18)*

C2 : "*Bicara Bahasa Inggrisnya gimana?*" (How do you think about your speaking skill?)

S9 : "***Makin ningkat.. Kalau sama Ms. T tu lak pakai Bahasa Indonesia to. Kalau suruh ngomong Bahasa Inggris lak deg-degan to, tapi kalau sama kelasnya Miss Maya ki enggak.*" (It improves. Back then, with Ms. T., we spoke in Bahasa Indonesia more. Whenever we were asked to speak in English, we felt nervous. But now, with Miss Maya, we don't feel so anymore.)**

C4 : "*Nggak deg-degan? Kok bisa nggak deg-degan?*" (You are not nervous? How come?)

S9 : "*Nggak tau. Kalau sama Ms. T tu gimana.. gitu. Ms. T masuk aja udah deg deg deg deg gitu..*" (I don't know. Back then, even when Ms. T had just entered the class, we were already nervous.)

S18 : "*Ho'o.. hahahha*" (Agreed. Hahaha)

S12 : "*Ho'o.. terus nek ditanyai nggak mudeng.*" (Right, and we couldn't understand her questions either.)

S9 : "*Ho'o, kalau sama Ms. T ki mesti ditanya-tanyai apa gitu.*" (Ya, Ms. T used to ask us many questions.)

S12 : "*Nggak mudeng.*" (And we didn't understand.)

S9 : "*Ho'o. Kalau Bahasa Inggris cepet banget.*" (Right, she spoke in English too quickly.)

C4 : "*Sama Miss Maya kalian ngerasa tambah bisa ngomong Bahasa Inggris nggak?*" (With Miss Maya, do you think you improve your capability of speaking in English?)

S18 : "*Hmm ya Insya Allah.*" (Ya, *insya Allaah*—if God permits.)

S9 : "*Tambah bisa ... makin berani.*" (We are more confident.)

C4 : "*Kok bisa Miss Maya bikin kalian makin berani?*" (How can Miss Maya make you more confident?)

S9 : "***Nggak tau.. tapi kalau sama Ms. T ki kalau salah tu sok gimana gitu e rasane. Takut. Kalau sama Miss Maya salah nggakpapa.***" (**I don't know. We just felt threatened to be in Ms. T's class. But with Miss Maya, it is okay to make mistakes.**) *(See Appendix B, Interview Transcript 19)*

6) Appreciating the Students' Participation and Achievement

The appreciation given to the students to appreciate their participation and achievement made the students feel respected. This then was assumed to motivate the students to be contributive more and more in the teaching and learning process.

The students liked the appreciation they had especially the achievement board. They were eager to contribute or achieve something to get stars to be pasted to the board. This then built a competition atmosphere. It encouraged all students to be active in each of the learning activities. They were jealous if their stars were less than their friends' were. It can be seen from the interview transcripts below.

S18 : "*Terus dapet bintang.*" (And we got stars.)

S12 : "*He'em! Aku suka.*" (Yup! I love it!)

C2 : "*Udah pada dapet berapa bintang ini?*" (How many stars have you guys got?)

S9 : "*Baru tiga.*" (Just three.)

S18 : "*Empat.*" (Four.)

C2 : "*S12 berapa?*" (What about you, S12?)

S12 : "*Lima.*" (Five.)

S18 : "*Akeh tenan, lima.*" (Ugh, you got so many.)

S12 : "*Baru dikit deng, Miss.*" (No, just that few.)

S9 : "*Dikit? Njuk aku apa?*" (You say just a few? What about me?) *(See Appendix B, Interview Transcript 19)*

R : "*Walah.. haha. Miss duduk di tengah ya? Pengen tanya-tanya ni, pendapat kalian sama games tadi gimana?*" (Hey, may I sit here? I want to know your guys opinion about our games today.)

S10 : "*Sebel, nggak dapet bintang.*" (Too bad, I didn't get any star.)

S4 : "*Ho'o, sebel aku nggak dapet bintang.*" (Yeah, neither did I.)

S10 : "*Bintange cuma dapet silver.*" (I just got the silver one.)

S13 : "*Masa' aku baru dapat bintang tiga jal.*" (You know, I have only three stars up until now.)

R : "*Eh lha kalau belum dapet banyak bintang gitu jadi kepengen besok-besok buat dapet bintang lagi enggak?*" (Alright, if you guys are disappointed, then aren't you motivated to have more stars later?)

S10 : "*Iya!*" (Sure, I am.)

S4 : "*Iyaa*" (Yaa!)

R : "*Ya udah.. berarti kalau sekarang belum dapet emas, ya besok usaha lagi dong.*" (Okay, so if you haven't got the golden star, it means that you have to try harder next time.)

S4 : "*Saya belum dapet emas. Besok game-nya jangan susah-susah to..*" (I haven't got any golden star. Please give us easy games.)

R : "*Game-nya itu nggak susah, kalau kalian mempersiapkan.*" (The games are going to be easy if you are ready with them.)

S4 : "*Tapi tadi tu menurut saya udah bener kok saya tu..*" (But I thought I had performed well today.)

R : "*Lho. Kalian udah bener, yang lainnya lebih bener.*" (Okay, so you had performed well but your frineds performed better.)

S4 : "*Aaaaa… haaaa..*" (Ugh!)

S7 : "Hahaha" (Hahaha)

R : "*Jangan mau kalah.. makanya kalian tu persiapan, review kosakata. Kan kalian udah tau, Kamis belajar apa, dan Sabtu tu mesti game-nya berkaitan sama materi di hari Kamis to?*" (Don't let others beat you. Review the vocabulary before. The

> games we have each Saturday is always about the materials we learn on Thursday.)
>
> S10 : "*Hehehe, ya iya.*" (Hehehe, okay.) *(See Appendix B, Interview Transcript 18)*

The success of the encouragement to boost the students' participation and achievement by appreciating them was supported by my collaborator statements as presented in the interview transcripts below.

> C2 : "…*Wah bintang-bintang yang kamu kasih buat di tempel di achievement board itu ngefek banget kayaknya*…." (I think the stars you gave them to be pasted to the achievement board has been giving much influence!) *(See Appendix B, Interview Transcript 14)*

> C2 : "**You've encouraged them a lot. That's really obvious**. Encourage *kan?* Say for example, *pertama* you give them achievement board. *Itu udah kerasa banget. Sangat kerasa, dari yang semacam S19 itu jadi mau, yang sampai dia* explicitly say *dia mau aktif biar dapet bintang. Asli padahal anaknya anteng banget aslinya. ...* **Jadi ya itu May.. kamu dah ngasih achievement board which so obvious. Really**." (**You've encouraged them a lot. That's really obvious**. Encourage, right? Say for example, first you gave them the achievement board. It influenced so much. So much, that S19 explicitly said she wanted to be active in order to get stars. Serioulsy, she used to be so quiet. **So, that's it. You gave them the achievement board which so obvious. Really**.) *(See Appendix B, Interview Transcript 16)*

Their being active subsequently improved their comprehension toward the materials and thus prepared them better for the information-gap activities. As a result, their speaking skill improvement was enhanced.

C. The Quantitative Improvement on the Students' Speaking Skill

As has been touched upon in the previous point, the information-gap activities explained in the step of action and observation facilitated the students to improve their speaking skill. It can be inferred from the observation results presented in the form of vignettes, transcripts of interviews with the students and the research collaborators, the students' reflection at the end of cycle 1, and questionnaires result at the end of cycle 2. At this point, those qualitative improvement results will be supported by the quantitative results of the assessment on the students' speaking skill performance before and after the research was carried out.

As has been touched upon before, there were two performances assessed quantitatively. The first performance was in the English class handled by the English teacher on January 9th, 2016. Meanwhile, the other performance was at the end of cycle 2 conducted on February 11th, 2016. The latter then became the consideration of whether to continue or end the research. Since the result showed that the students' speaking skill had improved in general, my collaborators and I agreed to end the research.

Both speaking performances of the students' above were assessed by using an assessment rubric adapted from O'Malley and Pierce's to fulfil the theoretical triangulation. The assessment focused on five aspects of speaking. They were pronunciation and intonation, vocabulary and expression, fluency, grammar and interactive skill. Each aspect assessment score ranged from 1 to

5. Score 1 was the lowest while score 5 was the highest in each aspect. Accordingly, the minimum score was 5 while the maximum one was 20.

To fulfill the investigator triangulation, I also asked the English teacher as my first collaborator to assess the students' speaking performance. The assessment result of each student on each performance from the teacher and from me were accumulated and then divided by two to get the mean. Thus, the students' speaking performance improvement can be seen from their mean score of the first compared to that of the second performance.

Based on the assessment of the students' both performances on speaking, it can be seen that the students' speaking skill improved. All of the students' scores on the second performance were higher than those of the first performance. The improvement varied from 1.5 to 4.5. In general, the students made improvements on their interactive skill, fluency, and vocabulary and expression. However, the aspects of pronunciation and grammar still needed to be improved by giving meaningful drills like what is suggested in the reflection of cycle 2 point 3. The tables below present the students' score on the first and second performance.

Table 4**: The Students' Speaking Pre-Test and Post-Test Score**

No.	S	R	Pre-Test Score							Post-Test Score						
			Aspect of Assessment					Total Score	Mean	Aspect of Assessment					Total Score	Mean
			PI	VE	F	G	IS			PI	VE	F	G	IS		
1.	S1	R1	3	3	3	3	3	15	16	4	4	4	4	4	20	19.5
		R2	4	3	4	3	3	17		4	4	4	3	4	19	
2.	S2	R1	4	3	3	2	2	14	14.5	4	4	3	2	3	16	16
		R2	3	3	3	3	3	15		3	4	3	3	3	16	
3.	S3	R1	3	3	2	2	2	12	13	3	4	3	3	4	17	17
		R2	3	3	3	3	2	14		4	3	4	3	3	17	
4.	S4	R1	3	3	3	2	3	14	15	3	4	4	3	4	18	17.5
		R2	3	4	3	3	3	16		3	3	4	3	4	17	
5.	S5	R1	3	3	3	3	2	14	14.5	3	4	4	3	3	17	17
		R2	3	3	3	3	3	15		4	4	3	3	3	17	
6.	S6	R1	4	3	2	2	3	14	14.5	3	4	3	4	4	18	18
		R2	3	3	3	3	3	15		4	3	4	3	4	18	
7.	S7	R1	2	3	3	2	3	13	13	2	3	3	3	3	14	15
		R2	2	3	3	2	3	13		4	3	3	3	3	16	
8.	S8	R1	4	4	3	3	3	17	17.5	4	4	3	4	4	19	19
		R2	4	4	3	4	3	18		4	4	3	4	4	19	
9.	S9	R1	3	3	3	3	4	16	16	4	3	3	4	4	18	18
		R2	3	3	3	4	3	16		3	3	4	4	4	18	
10.	S10	R1	3	3	3	2	4	15	14.5	4	3	4	3	4	18	17.5
		R2	3	3	3	2	3	14		3	3	4	3	4	17	

11.	S11	R1	3	3	2	3	1	12	12	3	3	2	3	2	13	13.5
		R2	2	3	2	3	2	12		3	3	3	3	2	14	
12.	S12	R1	2	3	4	2	3	14	14	3	4	4	2	4	17	17
		R2	3	3	3	3	2	14		3	3	4	3	4	17	
13.	S13	R1	2	3	3	3	3	14	14.5	3	4	3	4	4	18	18
		R2	3	3	3	3	3	15		4	4	3	4	3	18	
14.	S14	R1	3	3	2	3	2	13	12.5	4	4	3	3	3	17	15.5
		R2	2	3	2	3	2	12		3	3	3	3	2	14	
15.	S15	R1	3	4	4	3	3	17	17	4	3	4	4	4	19	18.5
		R2	4	4	3	3	3	17		4	3	4	4	3	18	
16.	S16	R1	3	3	2	3	2	13	12.5	4	3	3	3	4	17	17
		R2	2	3	2	3	2	12		3	3	4	3	4	17	
17.	S17	R1	2	3	4	2	3	14	14.5	4	4	4	2	4	18	18
		R2	3	3	3	2	4	15		4	3	4	3	4	18	
18.	S18	R1	3	4	2	2	3	14	15	3	4	3	3	4	17	17.5
		R2	3	4	3	3	3	16		4	4	3	4	3	18	
19.	S19	R1	3	3	3	2	2	13	12.5	4	3	3	3	3	16	15.5
		R2	3	3	2	2	2	12		3	3	3	3	3	15	
20.	S20	R1	2	3	3	2	3	13	14.5	4	4	3	2	3	16	17
		R2	3	4	3	3	3	16		3	4	4	3	4	18	
21.	S21	R1	3	3	3	2	2	13	13.5	3	3	4	2	3	15	15.5
		R2	3	3	3	3	2	14		3	4	3	3	3	16	
22.	S22	R1	3	2	3	2	2	12	12.5	4	3	3	3	2	15	15.5
		R2	2	3	3	2	3	13		3	4	3	3	3	16	
23.	S23	R1	3	3	3	4	3	16	16	4	3	3	4	4	18	18

		R2	4	3	3	3	3	16		4	4	3	4	3	18	

Note:
S   : Student
R   : Rater
PI   : Pronunciation and Intonation
VE   : Vocabulary and Expression
F   : Fluency
IS   : Interactive Skill

CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTION

A. Conclusion

The research findings elaborated in chapter IV show that the speaking skill of VIII E students in SMP Negeri 1 Muntilan in the Academic Year 2015/2016 had been improved through information-gap activities supported by several supporting actions. They were using classroom English during the teaching and learning process, engaging the students in pre-communicative activities, encouraging the students to consult their dictionaries and vocabulary note books, setting a fun atmosphere of learning, and appreciating the students' participation and achievement.

During the two cycles in the research, the students' speaking skill improvements were consistent. They showed their speaking improvement mainly on the speaking fluency, interactive skill and vocabulary mastery. Besides, in cycle 1, the students showed their learning behavior change. They were more active in the teaching and learning process. They were more confident to speak up. Dependably, in cycle 2, the students showed that their learning behavior change was consistent. Their motivation to be involved in the teaching and learning process was higher. They also enjoyed the process more. This was supported by the results of the observation, the interviews with

the students, the discussion with the collaborators, the students' learning reflection, and the questionnaire results.

The qualitative findings on the students learning behavior change above were supported by the quantitative assessment they got before and after the research was carried out. The results of the assessment I had with the students' English teacher as my first research collaborator show that all students had some improvements at different rates. The lowest quantitative improvement was 1.5 while the highest one was 4.5. The students' speaking skill improvements were mainly on their speaking fluency, interactive skill and vocabulary mastery. Meanwhile, their speaking accuracy on the grammar rules to express their intended meaning and the pronunciation still needed an incremental process to be improved more.

Following the main results of the research which were the students' speaking skill improvements, there were some changes as the effects of the action research implementation. Those changes were related to 1) the English teaching and learning process in the research setting, 2) the students' learning behavior, 3) the English teacher, 4) my colleagues, and 5) myself. The changes will be elaborated in the following points.

1. The English Teaching and Learning in the Research Setting

Related to the English teaching and learning process in the research setting, there were several changes mainly regarding the learning materials, use of classroom English, learning activities, and the learning atmosphere.

Before the research was carried out, the learning materials were from the textbooks and worksheets which sometimes contained errors. In the research, I provided the students with more materials I developed by myself. By having these materials, the students' process of learning was enhanced.

Besides, during the research, English classroom was used as much as possible to make the students more familiar with the use of English in daily communication. As a result, the students were motivated to be able to speak in English well.

In addition to this, the learning activities were more various. The students were engaged in both pre-communicative activities and communicative activities. Both kinds of activities were successful to engage the students' interest in the teaching and learning process.

Finally yet importantly, there was a significant change in the teaching and learning atmosphere that affected the students learning behavior. The stars given to the students to be pasted on the achievement board as an appreciation for their participation and/or achievement successfully raised a competition atmosphere in learning among the students. Each of the students were motivated to be better than the others. Other than this, the jokes frequently made during the teaching and learning process made the students enjoy the process. This then made the teaching and learning process livelier.

2. The Students' Learning Behavior

Regarding the students' learning behavior, there were some changes related to the students' response to the teaching and learning process, habit to bring dictionaries, the students' motivation to enlarge their vocabulary mastery, the students' interest in learning English pronunciation, the students' enthusiasm in practicing to speak in English, and the students' concern to help each other in learning.

The students stated that they found the teaching and learning process was a lot of fun. This then made them enjoy the process more. Before the research was carried out, the students felt threatened to try to do something in the teaching and learning process. They were more passive than willing to be actively engaged in the process. During the research, since the learning atmosphere was fun, the students found their learning process livelier. Gradually, they were willing to volunteer and contribute something to the teaching and learning process such as to respond the classical oral stimuli and to come in front to write their answers to some exercise to be discussed together.

In addition to this, the students' were used to bringing dictionaries and employing them to enhance the learning process. As the encouragement to employ the dictionaries was always given to them, they then increased their awareness of the importance of dictionaries to support their leaning process.

The students' motivation to enlarge their vocabulary also increased. This was supported by the vocabulary exercises that were designed interestingly.

Besides, as the students needed a sufficient vocabulary mastery while they were communicating, they sometimes looked for words they needed then immediately used the words to deliver their meanings.

In addition to this, the students were more interested in learning English pronunciation. At the first time I drilled them with some words, they were surprised by some pronunciation they had never met before. During the teaching and learning process, several students sometimes suddenly pronounced words whose pronunciation they had just found. They sometimes copied what I said with the same pronunciation and intonation.

Furthermore, the students changed their behavior in practicing to speak in English. Before the research was carried out, they used to memorize what they wanted to say to their friends. When they were asked to practice to speak, they felt nervous and worried about being laughed if they made mistakes. During the research, the students were more confident to speak without any preparation before. By being involved in the information-gap activities, the students improved their speaking fluency as well as their interactive skill. In general, all students were able to interact spontaneously in English. More importantly, they were fond of the speaking practice they had.

The last but not least, the students improved their concern to help each other in learning. This was enhanced by the grouping techniques. Since the active students were always spread out and assigned to be captains of the groups, they then felt to be in charge of helping their friends in learning. Whenever their friends ran out of ideas, they proposed ideas or asked questions

to stimulate their friends. Whenever their friends did not know the English word of something, they told them or helped them to find it in the dictionaries. Since the grouping technique was implemented repeatedly, and the captains were different from one activity to another activity, as a result, this behavior change happened to most of the students.

3. The English Teacher's

By being the first collaborator in the research, there were some changes in the English teacher. The changes were related to her view on teaching language, and her concern to design a speaking practice in small groups.

The teacher got some knowledge about the current trend of teaching language i.e the communicative language teaching. She found that it was important to involve the students in a speaking practice that resemble their real life. Besides, she was impressed with the pre-communicative activities I gave to the students to prepare them for the communicative activities. In this case, she also learned various kinds of exercises such as crossword puzzle, semantic web, word search, and word list that attracted the students' interest in the learning process.

In addition to this, the teacher was also inspired by the way I conducted the communicative activities in small groups. Before being involved in the research, she used to ask the students to have some speaking performance in front of the class. According to her, asking the students to perform in front of the class was efficient to observe the students' speaking skill. However, by

being involved in the research, she realized that involving the students in communicative activities in small groups gave them more comfort thus they would be more confident to practice to speak.

4. My Colleagues

By being involved as my research collaborators, my colleagues changed their perspective on teaching. Before being involved in the research they found it difficult to build rapport with the students. They sometimes felt awkward to mingle with students. After being involved in the research, they were inspired by my way of building rapport with the students so the students felt happy to learn with me yet still had some respect for me.

5. Myself

By conducting this action research, there are a lot of changes in me myself. These changes were mainly related to my understanding of teaching theories, my experience in teaching, my perception of teaching, and my experience in conducting action research.

Conducting the action research has deepened my understanding of teaching theories especially those related to communicative language teaching. Before conducting the research, I understood that involving the students in communicative activities would enhance their speaking skill as it made sense. However, by conducting the research, I witnessed by myself how my students

really learned the language because they were involved in some communication using English.

In addition to my understanding of teaching theories, I got more experience in teaching. This was related to my process of learning to develop learning materials and media, conduct communicative activities and handle the class in general.

I have learned to develop materials not only to practice my knowledge about materials development but also to really facilitate the students to learn. This increased my awareness of every single thing I used as the learning materials. This was because misusing something as the learning materials might consequently hinder the students in learning. Besides, I learned to develop teaching media such as audio recording, and cards and sheets to help the students in being involved in the information-gap activities.

Conducting the research gave me some experience in involving students in communicative activities. Before conducting the research, I learned various kinds of activities suggested by experts. I was not yet experienced in conducting the activities in the real class. In the research, I learned how to adapt the existing activities to suit the students' need. Besides, I also learn how to manage the students in being involved in the activities. Sometimes, the students were too excited to have the activities thus made it difficult for me to control them to stay on their tasks. This situation then made me learn to explain the rules of the activities thoroughly before the activities were done in earnest. By

doing so, I could make sure that the students knew exactly what they were expected to do.

Furthermore, the experience of teaching in this action research study enabled me to know more how to deal with students. Sometimes the students lost their focus on learning, thus I had to attract their attention either by having jokes or doing another fun thing. This situation motivated me to maintain the fun learning atmosphere during the whole teaching and learning process. I mingled with the students, built some rapport with them, and recognized their interest. By doing so, I could identify what things were interesting to the students. Thus, I could engage the students in the whole teaching and learning process.

Other than that, the experience in teaching made me change my perception of teaching. I used to think that teaching was boring and a lot of pressure. However, the experience in teaching made me realize that teaching was absolutely challenging and a lot of pleasure.

The last yet not least, the experience of conducting the research had enhanced my understanding of action research itself. It deepened my understanding of the steps of action research, methods of collecting data, analyzing them as well as reporting the findings. Especially in reporting the findings, I learned to have scientific attitudes. I learned to report the findings by having proofs and theories as the base.

B. Implication

As has been mentioned before, the results of the research show that the students speaking skill had been improved by the implementation of several actions. Those actions were using classroom English during the teaching and learning process, engaging the students in pre-communicative activities, involving them in information-gap activities, encouraging them to consult their dictionaries and vocabulary note books, setting a fun atmosphere of learning and appreciating the students' participation and achievement. All of those actions had some implications as presented below.

1. Using Classroom English during the Teaching and Learning Process

The implementation of using classroom English during the teaching and learning process enhanced the students' speaking skill improvement. This was because the students frequently and continuously got inputs of the use of English in the real communication. Besides, it motivated the students to speak in English more. It could be implied from the students' response when I asked them questions in English. It could be seen that the students tried to answer my questions in English too.

2. Engaging the Students in Pre-Communicative Activities

The implementation engaging the students in pre-communicative activities obviously enhanced the students' speaking skill improvement. Analyzing both oral and written input texts, discussing the content of the texts,

and having exercises focusing on vocabulary enlargement and grammar building as a series of pre-communicative activities prepared the students for having the information-gap activities as the practices to improve their speaking skill. Besides, asking the students to voluntarily write their answers on the boards and involving them in discussing the answers to the exercises increased their self-confidence. By doing this, I gave the students opportunities to give active contribution to the teaching and learning process. Consequently, this increased their being active in the process.

3. **Involving the Students in Information-Gap Activities**

The implementation of involving the students in information-gap activities improved the students' speaking skill. As in the activities the students had some need to bridge the information-gap by having the activities, the students were more motivated. They were encouraged to speak more. The aspects that improved significantly were the students speaking fluency, interactive skill, and vocabulary mastery. Meanwhile, the students' speaking accuracy on the grammar rules to express their meanings and pronunciation still needed some incremental process to be improved more significantly.

Since the activities were done in small groups, the students found it more comfortable to practice to speak. Their anxiety about making mistakes decreased. Not to mention, by having these activities in small groups, the students also improved their concern to help each other to learn.

4. Encouraging the Students to Consult their Dictionaries and Vocabulary Note Books

The encouragement given continuously for the students to consult their dictionaries and vocabulary note books changed their learning behaviors. Before the research was carried out, the students tended to ask their teacher and/or their friends about the English word of something or the meaning of some Indonesian word. However, during the research, the students improved their action to consult their dictionaries and vocabulary note books.

5. Setting a Fun Atmosphere of Learning

The effort to set a fun atmosphere of learning obviously improved the students' being active in the teaching and learning process. The students enjoyed the teaching and learning process more. They were more motivated to give some contribution to the teaching and learning process. This behavior then supported their learning results.

6. Appreciating the Students' Participation and Achievement

The action to appreciate the students' participation and achievement motivated the students to participate more and achieve something more. The most obvious form of appreciation was the action to give stars to the students who participated or achieved something during the teaching and learning process to be pasted to the achievement board. The observation results and the students' statements in the interview, learning reflection, and questionnaires

clearly revealed that the students were motivated to participate actively and have the best achievement in the teaching and learning process in order for them to get stars to be pasted to the achievement board.

C. Suggestion

Based on the conclusion and implication elaborated previously in this chapter, several suggestions would be addressed to the English teacher, the school principal, and to other researchers as follows.

1. To the English Teacher

The most important thing to do to improve the quality of the teaching and learning process that will then improve the students' speaking skill is to make the atmosphere of learning fun. It is important to make the students enjoy their learning process. By this action, the students will feel comfortable to speak up and to give other forms of contribution to the teaching and learning process.

Other than setting a fun learning atmosphere, it is also necessary to develop supplementary materials and exercises. This is important to support the students' language learning since the materials and exercises they have in the textbook and workbook may be insufficient. Besides, the exercises can be developed interestingly to make the students enjoy their process of learning.

Finally yet importantly, it is important to involve the students in information-gap activities or other forms of communicative activities in small groups. This kind of speaking activities motivated the students to speak up.

Besides, the implementation of the activities in small groups will make the students feel more comfortable to practice to speak. It will lessen their anxiety of making mistakes. Besides, it will also enable the students to help each other in learning.

2. To the School Principal

It is essential for the school principal to let this kind of action research be implemented in the school. It is because this kind of research will improve the quality of the teaching and learning process as well as refresh the teachers' perception of teaching.

3. To other Researchers

Implementing information-gap activities is worth considering to improve the students' speaking skill. It corresponds the theory of CLT stating that an information-gap in a speaking activities motivates students to speak up since they have a purpose of having the oral communication. To support the students' speaking accuracy on pronunciation and grammar rules to express some meaning, drills are necessary. Pronunciation drills should be carried out continuously depending on the students need. Meanwhile, it is important to have oral grammar drill as elaborated in the reflection of cycle 2 to enhance the students' automaticity in using the accurate grammar to express their meanings. In terms of conducting the research, it is important to have research collaborators to fulfil the research dialogic validity. Colleagues studying the

same major are highly suggested since they are assumed to be able to give

feedback on the research by paying attention to the related theories.

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APPENDIXES

APPENDIX A:
VIGNETTE

1. **Reconnaissance**

Vignette 1

November 5th, 2015

   The teacher entered the class punctually. Soon after she did, almost all of the students greeted her. This had been the rules of the class that if a teacher entered the class, all students in the class should greet him or her.

   "Good morning, ma'am, miss.", said the students since the teacher entered the class together with me. The teacher and I replied to them, "Hello good morning everybody. How are you?". To respond to this question, all of the students said, "I'm fine, and you?". There was no variation in the students' response.

   The teacher replied, "I'm good." Then, she asked the students about their readiness for the evaluation they were going to have on that meeting, "Are you ready?". The students seemed to be unsure that they were ready. "Not yet, Ma'am.", said the students.

   The teacher then calmed down the students, and encouraged them, "*Halah, gampang kok.. Soalnya cuma 15, pilihan ganda*" while talking, she distributed the sheets as well. She gave the sheets to the front students, and asked them to deliver the rest to their friends sitting one row behind them and so on. The teacher gave an explanation about the duration of doing the test and instructed the students to do it. She said, "*Waktunya 1 jam pelajaran*. You may start now."

   During the first one hour, the students did the evaluation. It seemed that none was cheating. It was hard for them to cheat because they sat separately. Each student had his/her own table and chair so it was almost impossible for them to look at others' work. After the first one hour was over, the teacher walked approaching the students and showed some gesture –nodding– expressing that the students had to submit their work soon.

   The students still stayed in their seats, looked around, and still checked their work.

   "Come on.", the teacher once again instructed the students to submit their work soon.

   "*Sudah*? Okay, please submit your work. And also the question sheets. Here. Tapping one of the students in the front's table. Yo, submit. Submit your work."

   Some students were still looking around they looked puzzled. It seemed that they did not understand the instruction. Some were about to submit the work, but they waited for some other friends. One student at the back was stretching his body.

   Since none had submitted the work, the teacher repeated the instruction again, "Submit your work. *Kumpulkan*." She said that in a low volume of voice. Still, no one came in front. The teacher repeated again the instruction and this time, she translated it as well, "Sub-mit. *Kumpulkan*."

The students started to submit their work in front. Boys were making noise after they submitted their work. Then, the teacher tried to review the evaluation at a glance before leading the students to the next materials. "*Gimana*? Is there any question? *Ada pertanyaan nggak?*"

One female students asked about the meaning of words she found in the evaluation. She said, "First ever." None of the other students opened their dictionaries to look for the meaning of the words nor did they look for the meaning of other words that they might not know.

The teacher confirmed the student's question, "*Nomor berapa?*". "First ever, *tiga belas*.", said the student.

The teacher took one of the evaluation sheets. One female student opened her dictionary. Boys were still making noise at the back of the class. The teacher continued to answer the students' questions, "O…. Luna is blablabla year or years old *itu pertanyaannya*?". "*Iya*.", the student replied. The teacher tried to make the student think first before then she told the meaning, "What do you think?" No one answered her question neither opened their dictionaries. The teacher tried to stimulate them to answer, "twenty and two year, twenty two?", the student replied, "Yes."

The teacher read the text in order to answer the student's question, "You are invited to Luna Maya's first ever birthday party. Sunday August 25th, at three pm.". Then, she explained what the words *first ever* meant, "e… *mbak, mas, itu ada* first ever birthday party. *Ini adalah ulang tahun yang pertama kalinya*." Some students looked happy by saying *yes!!*−indicating that their answers were correct. Some other students said, "*Waaaahhhh*.." indicating that their answers were incorrect.

The teacher continued the explanation, "*Jadi ini belum pernah, sebelumnya… Ada yang salah?*". Approximately half of the whole students were not sure to answer the teacher's question. 4 students raised their hands, saying "*saya*". The teacher asked them, "*Lha terus apa jawabane?*". The students were not sure either. They said, "*Nggaktau bu*.."

While the teacher and some students were discussing the question, the other students were busy doing something else. One student was lying her head on the table. The teacher tried to attract the students' attention by saying "Hello?". Two students answered, "Hi..". The teacher added a little more explanation, "*Kenapa kok pakai* 'ever'? the teacher tried to invite the students' guess. No one answered. She continued, "*Karena sebelumnya dia belum pernah ulang tahun kan? Jadi ini baru pertama kalinya*. Okay?". Then, she started to lead the students to the next material discussion. "Well everybody, are you ready for the next material? And the next activity?", she said. All of the students kept silent. She repeated her question, "Ready?" Approximately three female students said, "No." They said that they were partly upset about what they have done in their evaluation.

The teacher went on to the introduction to the new material. She said, "Okay, well everybody. Please look at this video. *Mbak,mas,* actually this video is…." The students did not pay sufficient attention to the teacher's

explanation. The teacher tried to attract their attention, "*Mbak mas*, hallo..".". Approximately five students responded back to her, "Hi..". She repeated it again, "Hallo?". There were more students responded back to her, "Hii"

The teacher asked the students to watch the video without taking a look at the subtitle because the subtitle is related to the materials of stating and asking about someone's ability instead of the materials that the students were about to learn i.e present continuous tense.

The video was about pumpkins showing their capabilities of doing activities. What the students had to do, according to the teacher's explanation, were looking at the pumpkins and saying what they are doing in the video.

While waiting for the video, the students were talking to their friends and one of the boys was making noise by knocking his table with a ruler.

The video was played without using the available speakers. The students did not do what the teacher asked them to do. They kept silent, and the class was so quiet. Then, the teacher asked the students to give comment or mention any words related to the pumpkins' activities in the video, "Comment *aja ndakpapa*. Ayo comment."

The students gave comments on the silent video they were watching. They mentioned in Bahasa Indonesia words related to what the pumpkins in the video were doing. The words were like *nari, jatuh, ngomong, duduk, nendang bola, mukul, berbicara,* etc.

After playing the video, the teacher asked the students. "What are they doing? *Mereka tadi ngapain aja?*"

The students answered, "*lari, nari, duduk,berbicara, berjalan, dll.*". The teacher asked the students to mention the words in English, "Would you say it in English?". The students said, "Run, eat, walk, sit, speak."

"Okay okay. Now, I will show you this. Wait. Wait.", said the teacher. She played again the video and then paused it at a point. Then, she asked the students, "What is the pumpkin doing?". No one of the students answered. The teacher had some intermezzo, "Okay, are you ready all of you? *Semuanya siap?* Okay, let's stretch.". Some of the students laughed at that. Then, the teacher continued her explanation, "Okay." She said and wrote on the whiteboard, "What is the pumpkin doing? Run, Jump, swing, okay fall, speak, sit. *Tadi itu pumpkinnya sedang apa? Eh, jangan ngomong tadi ya, pas kamu nonton tadi itu pumpkinnya sedang apa? Ini tadi kegiatannya ya.* So, the pumpkin is running. The pumpkin is jumping. The pumpkin is swinging. The pumpkin is falling. The pumpkin is speaking. The pumpkin is sitting."

The teacher asked one of the students to sing. Then the teacher asked the students. "What is she doing?"

The teacher asked one of the students not to move at all, and asked the rest of the students, "What is she doing?" the students as well as the teacher said, "hold her face"

The teacher asked one student to drink. She said, "What is she doing?". The students and the teacher agree to say, "drink."

The teacher asked the students whether they had any questions.

No one asked a question. The teacher asked the students, "*Kenapa kalimatnya dikasih –ing?*". They answered, "*Karena sedang dilakukan.*"

"*Lha terus kenapa itu dikasih is?*", the teacher tested the students' understanding. Before any of the students answered, the teacher changed the topic of the conversation. She asked the students why they thought the teacher played a video for them.

One of the students said, "*buat hiburan*". The teacher said it was true even though it was not the main point. Then, the teacher asked the students again. "*Kira-kira tujuan utamanya apa?*" One of the students said, "*Buat belajar.*" The teacher then led the students' attention to what they were actually learning, "*Materinya apa kira-kira?*"

Then the teacher walked to the front of the class, and wrote something on the whiteboard. She asked the students, "Okay everybody, what do you think the title is?"

The teacher then told the students, "If we meet such kind of what is it, sentence, this is what we called as present continuous tense." She wrote on the whiteboard "PRESENT CONTINOUS TENSE" (a letter 'u' was missing) "Or we can say present progressive. Both are correct.". In addition to this, the teacher wrote the word '*sekarang*' under the word 'continous' in the title. She then listed by herself adverbs of time usually used in present continuous tense like 'now, at present, at the moment"

The teacher made some other examples of the sentences by using features like "look and listen" and told the students that those two words signaled the expectation of the use of present continuous tense. However, what the handwriting on the board was not so clear. She did not ask whether all the students could see her writing or know exactly what she wrote.

There was some voice calling people to have a prayer – adzan. The teacher said, "Nah! Listen!". All students and the teacher kept silent and listened to the voice. While adzan was still being performed, the teacher had some talk with one of the students.

At the end of adzan, the teacher asked the students, "What are we listening?" – without the word 'to' as the collocation of the word 'listen'

One of the students said, "*adzaning.*". "*Yo ora njuk adzaning.*" The teacher said. "We are listening to adzan.". The students laughed.

The teacher went back to her explanation about the features of present continuous tense. She told the students that whenever they met those features, they needed to use present continuous tense. The bell rang. The teacher closed the meeting by asking the students to write down what had been explained and saying goodbye.

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Vignette 2

November 26th, 2015

The class should start at 10.15. However, it started at 11.05 because the teacher was busy doing something to do related to the forum of *MGMP*.

While the teacher was doing her business, the students in the class were busy with their own activities that were not related to the lesson.

When the teacher entered the class at 11.05, it seemed that approximately 15 out of 23 students were playing something in their laptops. While the other students were having chats with each other. There were only about 5 students initiated to greet the teacher. The teacher did not check the students' attendance. She directly started the lesson without asking the students' condition either.

It was 2 weeks before the semester examination so the meeting at that time was used to discuss exercises in the workbook. When the teacher started to guide the students to discuss the exercise, she asked the students classically, "Are you ready?". None of the students said yes nor no. The student kept silent. The teacher repeated her question, "Are you ready all of you?". Approximately 7 out of 23 students said, "Yes."

The teacher asked one student to read a text before going to the questions. While the student was reading aloud the text, whenever he pronounced a word incorrectly, the teacher interrupted him, and showed him how to pronounce the word. When the student seemed to find it difficult to copy the pronunciation produced by the teacher, the other students laughed at him. The teacher did not asked the other students to repeat the pronunciation as well. Besides, when the student was reading the text aloud, the other students murmured to read the text by themselves. One of the pronunciation produced by the student was /klæs/ for the word 'class'. The teacher showed him to pronounce it as /klɑːs/.

The next student who was asked to read another text was a female student sitting at the back. She read the text with a weak and low volume voice. Nor was it clear enough. The teacher did not ask the student to make her voice clearer and louder to be heard by the whole students in the class.

After reading a text, the teacher asked the students the meaning of the word "should" classically. The whole students did not answer the questions. Nor did they open their dictionary. The teacher did not ask them to open their dictionary neither to guess the meaning of the word from the surrounding context. Instead, she asked one student in the front row about the meaning of the word. The student being asked was able to answer, "*seharusnya*". Before being pointed, the student actually already knew the meaning of that word. However, did not initiatively raised her hand and answered the question.

The same as what happened before, when the second student was reading aloud the text, the teacher interrupted her whenever there was a mispronounced word.

Another student was asked to read aloud another text. There was some accent of Bahasa Indonesia in her intonation in reading questions. The teacher

repeated to read the same text. Her intonation in reading question was like the intonation of a statement. The next student who was asked to read another text was a female girl sitting on the third row from the back. Her voice was also weak and has low volume. The teacher did not ask her to make her voice louder and clearer.

The teacher pronounced the word 'three' as /tri/ instead of /θriː/

The teacher asked the students to translate some text word by word. Several student yawned and felt sleepy in the middle of the class discussion.

While discussing a question, the teacher asked, "Is it correct?" Approximately 5 out of 23 students said, "Yes." The other student tended to keep silent.

The teacher asked, "Task 10 *sudah dikerjakan belum*? Have you done? The teacher gave the students some time to do the exercise. After observing how the students did the exercise, the teacher said to me, "*Anak-anak itu kalau disuruh mengerjakan tugas gini, mereka mesti langsung mengerjakannya sendiri-sendiri. Tapi kalau mereka dari awal diminta untuk mengerjakannya secara berkelompok, mereka akan bekerjasama dalam mengerjakannya.*"

The students, led by the teacher, discussed the exercise they had just done. While some students were asked to read the text, almost every time they mispronounced words, the teacher interrupted them and showed the correct pronunciation. The teacher asked the students, "What is the answer for number 5? *Apa jawaban untuk nomor 5*?"−instead of the answer to number 5.

The teacher gave the students another 3 minutes to do the next exercise in their workbooks. This time, the teacher asked them to do the exercise with their friends behind, beside and/or in front of them. The result was that the 10 students still worked individually. The other students turned their chairs to their friends beside or behind them. However, most of the students worked individually even though they were sitting next to their friends. Approximately in 3 groups, it turned that at least one student in each group waited for his/her friends to do the exercise and then copied the answers.

The teacher and the students discussed the exercise. As what had been done before, the teacher pointed some students to read the texts in the exercise and discuss the question one by one. One student who was asked to read a text pronounced the word "busy" as /bʌsi/; and the teacher corrected it as /biːsi/ instead of /ˈbɪz.i/.

The bell rang and the teacher closed the lesson by saying goodbye. Before the class was really closed, the teacher had some casual conversation with the students. While having the conversation, I found out that all of the students called the teacher as Ma'am *Name* (the name of the teacher)−where the word "ma'am" cannot be followed by the name of someone.

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Vignette 3

November 28ᵗʰ, 2015

The class should have started at 8.35. However, it started at 8.52 because the teacher had to go to a forum of SKL analysis. Therefore, before the class began, the teacher and I had some coordination in handling the class. The teacher left the class to me. She asked me to handle the class in discussing exercises as their preparation for the test at the end of the first semester.

When I entered the class at 8.52, the students were having chats. Approximately 10 female students were sitting in front of the class, watching a movie. The other students were sitting on their chairs, having chats, joking and laughing. About 7 students greeted me soon after I entered the class. I asked them to repeat it again because there were some students who were still busy with their own business. After that, almost all of the students greeted me by saying, "Good morning, miss.". I responded to their greeting and asked, "How are you?". All of the students said, "I am fine, thank you, and you?". I said I was a bit bored because every time I asked their condition, they always said the same thing. After that, I told them various ways to respond to the question "How are you?". Soon after they got my explanation, they tried to practice the expressions that suited their condition.

The students and I discussed the exercises they have done before. One of the exercise was a listening task. I read a text and the students had to complete the blanks based on what I said. After I read the text once, there were around 10 students who had not completed their text yet. I then repeated to read the text once again. After that, the students and I discussed the answers together. I pointed the students one by one to read the text as well as the answer. There were some errors in the text provided in their workbook. Therefore, whenever I found an error in the text, I showed it to the students and asked them to correct it. After the answer was discussed, I gave them pronunciation drills. I showed them the way to pronounce certain words especially the keywords and asked them to repeat after me. We finished discussing the text in the first hour of the class.

Between the first and the second hour of the class, there was break time. I let the students have their break time first before going to the next activity.

After the break time was over, approximately 7 female students were still busy watching a movie in a laptop. I advised them to go back to their seats because we were going to continue the learning activity. About 5 students complained and were lazy to study. I encouraged them not to complain and continue to learn.

They had an exercise focusing on the materials of simple present tense and present continuous tense as what the teacher asked me to handle. I displayed the exercise by using LCD projector and the screen. I asked all of the

students whether the writing is readable. I also made sure by checking it by myself. After the writing was readable enough for all students, I explained how to do the exercise and let them do it. They did the exercise in their exercise books. Two students did not bring their exercise books so they did it in their note books. The exercise I gave them was changing positive sentences into denial sentences by using words provided in brackets to replace underlined words. An example is like the following. I wrote: "My brother is learning how to dance. (sing)" Then, the students had to answer it like "My brother is not learning how to sing."

I moved around to look at how the students do the exercise. I noticed several students still had errors. I pointed some students whom I noticed to have errors to write their answer on the board. My reason was to engage the students in criticizing what was written in front. In discussing each number, I asked the students whether they agreed with what was written by their friend. It turned out that the other students could notice the errors and correct them. After we finished discussing the exercise, the bell rang indicating that the time was over so I closed the class and said, "goodbye" to the students. They responded to me and said, "Thank you, Miss".

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2. **The Action and Observation of Cycle 1**

Vignette 4

January 14th, 2016

The researcher, as the teacher, entered the room on time with one of her collaborators. Soon after they got in to the class, the students stood up and say, "Good morning, Miss.". The teacher replied soon, "Good morning everyone! *Waa.. tadi yang disapa miss siapa?"*; Some students answered, "*Dua-duanya.. mm.. Miss Maya sama Miss.....Trisna.*" Some of the students had already known the collaborator's name since they had met before the class. Then, the teacher asked about the students' condition, "How are you everyone?". Almost all of the students answered, "I am so-so". One of the students did not reply. The teacher, then, asked her, "Citra, how are you?". Another student said, "*Kok diem aja*?". The teacher approached Citra, and asked her one more time and smiled to her, "Citra, I ask you, how are you?". She answered, "I'm so so." Misunderstanding the question, some of the other students also answered, "I am so so.". The teacher commented on their response, "*Sekarang semua andalannya so-so?"*. They replied, "*Lha, kata Miss Maya dulu itu* (when she was having her teaching practice), *kalau bilang* 'I am fine.' *Udah terlalu main stream*?". The teacher responded, " *Ya kan masih ada banyak cara yang lain untuk menjawab?"*. Then two students said, " I am bored."

The class started at 10.15. However, it was their first class of the day because in the morning, all of the classrooms were used for a try out test as a National Examination Preparation. The teacher opened the class, "Okay before we start our lesson, I have something here.". She took the students' name tags that she had prepared before, for the students to wear. Those nametags helped her recognize each student as well as notice their response to the teaching and learning process.

The teacher checked the students' attendance, "Oh ya, is there any student who is absent today? *Ada yang nggak masuk?*". They replied, "*Ada Miss..Alvian.*". She asked them whether they knew what happened to the student who was absent. This was to raise the students' care with their friends. None of the students knew it. Then, she distributed the nametags by calling the students' name one by one in order for her to confirm that she wrote their names correctly. Besides, this was also one of her attempts to know the name of each students. Then, she asked them to wear their nametags on the right side of their chest.

The teacher started the lesson. "Do you know what we are going to learn today?" Two students were still busy to walk around their seats. "Can I have your attention please?" She repeated her question, "Do you know what we are going to learn today?" One student answered, "Narrative text". It was because on the preceding meeting they learned direct speeches in a narrative text. The teacher said, "Narrative text? No.."

The teacher instructed the students to prepare their vocabulary note book. "*Sekarang silakan keluarkan buku vocabnya. Buku vocab sama kamus silakan ditaruh di atas meja. Ada yang nggak bawa kamus?*" One of the students said, "Dua puluh ribu." Because on the agreement was that the one who did not bring the dictionary would be charged Rp 20.000,- . There was one student who did not bring the dictionary. The teacher asked him why, he answered, *"Tadi kayaknya udah takmasukin lho Miss.."*

To introduce the students to the materials they were going to learn, The teacher asked two students to come in front to be compared to each other, "Andra, would you come in front? Andra, and… Ulin. Come here.". They immediately came in front. Then, she stimulated the other students to make sentences to compare the two students. She asked, *"Andra sama Ulin tinggian siapa?"*. They answered, "Andra..". She replied, *"Andra ya? Andra lebih tinggi daripada Ulin. Ulin lebih?"*. Almost all of the students completed her sentence, "pendeeeek..". Ulin also did so cheerfully without seeming to be offended.

The teacher made another comparison between the two students using a word that has more than one syllable to make the students think because then they would have to use a different structure of comparative, *"Kalau cakepnya? Cakep siapa? Hehe."*. The other students were shy to say which of the two students was more handsome. Andra said, "Ulin." While Ulin said, "Andra." The teacher concluded the sentence and made some joke. "Okay, *Andra bilang Ulin lebih cakep daripada Andra. Ulin bilang, Andra lebih cakep daripada Ulin. Nggakpapa ya? Ganteng itu kan relatif. Katanya yang penting wangi. Hehe.*"

Again, the teacher made another comparison. She asked the two students about their birthday, *"Okay, Ulin, kamu lahir tanggal berapa?"*. He answered, "22 September 2001". Then she asked the other student, "And Andra?". He answered, "29 September 2001." The other students were shocked. They said *"Ha? Yang bener? Lebih tuaan Ulin?"*. She stimulated the students to conclude, "Okay, *jadi kita tahu, Andra lebih?*". They answered, *"Muda daripada Ulin.*". She stimulated them again, *"Ulin lebih?"*. Then they cheerfully answered, *"Tuaaaa"*. She made a joke, *"Nggakpapa, tuaan dikit yang penting kan imut."* The students protested by saying "Ewwww.. no." and then they laughed. She introduced the students further to the materials they were going to learn in the meeting, "Okay now, ada yang tau kalau mau bilang

seperti itu dalam bahasa Inggris caranya bagaimana?" One student said, "younger (pronounced /jouŋər/ instead of /jʌŋgər/)". The teacher appreciated them, "Wow, *udah tau*?". To broaden the discussion, she started to list the words that the students had already known. As she was listing, the students continued to add more words. After she had made the list of words on the board, she stimulated the students to construct sentences. "So, Ulin is?". They continued, "older, shorter". She continued stimulating them, *"Daripada?"*. They answered, "than Andra.". She enlarged the sentence, "And Andra is?". They continued, "Younger than Ulin.". She stimulated them to express a comparison using a word that had more than one syllables, "*Kalau Miss Maya mau bilang, Ulin lebih ganteng daripada Andra?*". Around two or three students answered, "Ulin is handsomer". The other students laughed signalizing that they felt something weird about the word, "handsomer". Indeed based on several references, the word handsomer is acceptable. However, the word more handsome is more common.

Then the teacher gave them more exposure by using the video she had prepared. However, the LCD in the class was apparently broken. Even though she planned to use the LCD, she could solve the problem because she had printed the script of the video. What the students had was then listening to the audio twice by having no script, and once by having the script.

While the teacher was preparing the recording, she asked them about another word. "*Kalau mau bilang lebih cantik?*". One of the students said, "beautifuler.". When the recording was ready, she said, "Alright, I am going to play something. Are you ready?". Several students answered, "yes.". She repeated the information and gave some explanation, "Miss Maya *mau putarkan sesuatu,* please focus on what was said in the audio. *Didengarkan, itu nanti kira-kira tentang apa, percakapan antara siapa sama siapa gitu ya?*" One student in the front row nodded her head signalizing that she understood. The other students were silent signalizing that they were ready for the listening activity.

The audio was played. All of the students paid close attention to the audio. None of them was busy doing something other than listening to it. Most of the students turned to look at the source of the sound. Soon after the audio ended, some students smiled, some other said, "apa itu?". The teacher asked them what they got from the audio. One student said, "I am faster. Lebih cepat daripada kamu.". The teacher appreciated that, "*Betul*.. I am faster. *Terus apa lagi*?". Most of the students said, "*Udah*..". One student said, "nggak *cetha*.". Then the teacher played the audio once again. After that, she stimulated the students to find another structure expressing some comparison in the audio, "but I am.. more apa?" One student got the word, "surprising.". She said, "Ya.. more surprising. *Apa to itu maksudnya*?". They answered, "*Lebih*

mengejutkan..". She stimulated them to think of the structure, "*Ya betul.. nah itu, kok nggak surprisinger gitu gimana*?". None of the students knew the answer.

The teacher distributed the script of the audio and played the audio once again so the students could focus on what was said verbatim, and also noticed how each word was pronounced. She checked the sheet distribution, "Has everyone got the sheet?". When all students had got the sheet, she played the audio once again. When the audio was played, about 5 students tried by themselves to copy what was said in the audio.

The teacher repeated to read the text by having the proper intonation and pronunciation, and the students repeated after her whenever she gave a pause between sentences. After that, she emphasized the pronunciation of some words like "surprising" and the students repeated to pronounce the word correctly. She then guided the students to discuss the meaning of the text. When they started to discuss the meaning of the text, only one student opened the vocabulary note books and looked for the meaning of some word she should not know. Whenever there was a word that the students did not know the meaning, the teacher reminded them to check their dictionaries. All of them but one student brought the dictionaries and were able to check the meaning of the word by themselves. One example was when there was the word 'juggling'. The teacher asked the students, "Juggling. What is juggling?" None of the students answered her question. She repeated her question, "Come on, what is the meaning of the word juggling?". The students looked at her, having no clue. They did not say a word. They were thinking of it without having any idea to check their dictionaries. She encouraged them jokingly to employ their dictionaries, *"Hayooo. Kamusnya itu lho.. buat apa to kamusnya? Cuma buat bantalan?"* Several students smiled and realized that they should have checked their dictionaries. Approximately fifteen out of twenty-three students checked their dictionaries. The others were waiting for them to get the meaning of the word. The teacher guided them to find the word 'juggle' as the base form. Approximately five students found it faster than the others, they said, "*main sulap*.". The teacher guided them to find a more specific meaning. One student got it, "*main bola lempar-lempar, Miss.*". The teacher appreciated her and then clarified what the word meant to be clearer.

After that, the teacher guided the students to focus on the structure *faster, better* and *more surprising*. Because they had already known the meaning of those words and that phrase, she went on to the question of why there were different ways of saying *lebih… daripada…*

The teacher asked the students to open their book and turn to page 109 on which they would find more examples of sentences to compare two different things. She asked them to read aloud by themselves to give them an experience

in pronouncing the English sentences. Besides, while they were reading aloud, she walked around the class to notice what words were pronounced incorrectly. The incorrectly pronounced words and sounds were, among others, the word *think, stronger, higher, lower*, aspirated /g/, /b/, /d/ and improper intonation of an interrogative sentence.

The teacher asked the students to raise their hands and try to act out the dialogs they had just read by themselves. She did this as her attempt to raise the students' self-confidence. Besides, she wanted to train the other students to listen attentively to their friends as well as notice how words were pronounced. She asked the students to do so to each dialog.

Most of the time the teacher asked the students to volunteer themselves to read aloud the dialog, several students raised their hands voluntarily. Several students raised their hands more than once. The teacher preferred to give the chance to the students who had not got the chance yet first.

When there was no student raising their hands, the teacher pointed several students who seemed not confident enough, to train them to speak up. When she found a student's voice was too weak, she asked the other students whether they could hear her voice. When they said they could not, the teacher asked the student to repeat reading aloud in a louder volume.

Every after a dialog was acted out, pronunciation drills of some words were carried out. On this first meeting, the pronunciation focus was on the sound /θ/ and the aspirated /p/. The teacher asked the students to pronounce the word think as /θɪŋk/. Some students could get it so fast. However, most of the students look puzzled and could not grasp how they should pronounce the word. They did not repeat what the teacher said. The teacher told them the equivalent of the sound /θ/, which is ث in Arabic they usually had while reciting Al Qur'an. Coincidentally, all of the students were Muslims so they knew how to pronounce the sound. She drilled them to pronounce /θɪŋk/ several times. The students smiled and tried to pronounce the word several times. They looked enthusiastic about knowing how the word was pronounced. For the pronunciation of the aspirated sound /p/, the teacher gave them the drill when they found the word "purse". The teacher asked the students to take a piece of paper and put it right in front of their mouths. After that, she asked them to pronounce the word "purse". She told them that if the upper edge of the paper moved, they should have pronounced the word correctly in terms of the aspirated sound /p/. they tried to pronounce the word several times. They smiled and looked interested in that new information. The teacher asked them other words beginning with the letter /p/ like people. One student said 'pop' and practiced it by having a piece of paper in front of his mouth. The other students smiled, laughed and copied him indicating that they enjoyed the activity.

Besides, the teacher also trained the students to pronounced words having silent /gh/ like 'high', 'eight', 'light'. In addition to this, she also trained the students to pronounce "it is" without really separating the two words. There was a mistake in pronouncing the word "hour" as well. Therefore, the teacher asked the students to repeat after her pronouncing the word as /aʊr/. In addition to this, in pronouncing the words like younger and stronger, there were approximately 7 students who still missed the sound /g/. Therefore, the pronunciation of that kind of words was also carried out.

One of the dialogs acted out contained the phrase "the older sister", and the teacher emphasized that the article "the" there should have a strong form which then should be pronounced as /ðiː/ She asked the students why it was so. One student said "*Karena setelah kata itu diawali huruf vokal.*"

The teacher responded, "*Iya.. karena setelahnya diawali huruf vokal ya.*" Several students nodded their heads signalizing that they understood her explanation. Some other students turned to look at what was written in the book to link the teacher's explanation to the text.

The pronunciation and intonation drills above were given gradually whenever the mistakes were found after the students who volunteered or were chosen to act out the dialog or read aloud the text finished.

Besides pronunciation drills, the teacher also guided the students to discuss what each text meant in general. She also asked them about the meaning of some keywords. When she asked them and they did not know what the meanings of the words were, she stimulated them to open their dictionaries instead of directly telling them the meanings.

Once when the teacher asked them to find difficult words whose meanings they did not know, instead of mentioning the words, one student uttered "It is" in the correct pronunciation that the teacher trained them before i.e the pronunciation in which they did not really separate the word 'is' from the word 'it'. Approximately 6 students in the middle rows copied him. This showed that the students were enthusiastic and interested in the new pronunciation they had just learned. The teacher said, "*Enak ya, ngomong bahasa Inggris kalau pengucapannya benar?*".

However, at this time, the teacher walked most of the time around the middle rows. Therefore, the outer rows seemed not to be as enthusiastic as those in the middle were.

After finishing acting out the dialogs and reading aloud the texts they had, the students were guided to spot the grammar rule expressing the comparison of two different things. The teacher asked them to find what it was in English if they wanted to say *lebih mudah, lebih cantik, lebih nyaman, lebih menarik, lebih pintar, lebih lebih besar, lebih kuat, lebih muda.* They could spot the structures when she asked them. Then, she stimulated them to think

why some structures were as simple as adding –er at the end of the adjective while some others should use the word 'more'. None of the students knew why it was so.

The teacher went to the front approaching the board and divided the boards into four big columns. The two columns on the left side were for the structure …-er and the two on the right side were for the structure more… The teacher asked them to pick the whiteboards she brought and chalks available near the boards, and write sentences they found in the example of texts and dialogs based on the category. Approximately 18 out of 23 students (75%) of the students spontaneously came in front and wrote the sentences. When the teacher asked one of the other students who did not come in front yet, "*Kenapa nggak maju?",* the student said, *"Masih terlalu banyak orang, Miss."*

While the students were writing sentences on the boards, the teacher had a talk with her collaborator. The collaborator told her that she had a mistake in pronouncing the word thousand. She pronounced it as /ˈθaʊ.sᵊnd/ instead of /ˈθaʊ.zᵊnd/. Besides, the collaborator reminded her that several students still pronounce the word answer as /ˈænt.swɚ/ instead of /ˈænt.sɚ/.

After all sentences were written on the board, the teacher guided the students to spot the grammar rule expressing the comparison of two different things such as *bigger than, taller than, more diligent, easier, etc.* While they mentioned the grammar rule expressing the comparison of two different things, she underlined the words. After all the grammar rules were underlined, she asked them to conclude why there were two ways of expressing the comparison of two different things i.e –er than and more…than…

One student sitting on the last row raised her hand, and said, "*kalau ditambah –er itu kosakatanya kurang dari dua, tapi kalau yang pakai more itu kosakatanya lebih dari dua."* The teacher asked the other students whether or not they agreed with their friend's hypothesis or whether there were any different opinion. The teacher rephrased the student's conclusion by revising the word *kosakata* to be *suku kata.* None of the students directly answered. They still observed and checked the writing on the board. The teacher guided them to again spot the structures in order to check the hypothesis.

After linking the hypothesis to the writing on the boards, all of the students agreed that the hypothesis was true. However, there was the word *simpler* written on the board. The teacher asked the students why was not it *more simple.* They did not know. She told them it was one of the exceptions they were going to learn on the next meeting.

After concluding the structures, the teacher let the students take notes. While they were taking notes, the teacher walked around making sure that they wrote anything correctly. Whenever she found some student wrote something incorrectly, she reminded them to revise it.

After they had finished writing their notes, the teacher distributed sheets for homework. There was a table in the sheet about the grammar rule to express the comparison of two different things. The teacher asked them to do this homework as their preparation for the games they were going to have on Saturday (the next meeting). In distributing the sheets, the teacher gave the sheets to the students sitting on the most front of each row. She said, "Please take one and past the rest to your friends." She also asked the students to attach the sheet to their vocabulary note books so they would not miss it.

The teacher explained how to do the homework. After the teacher explained it, one student asked her to repeat the instruction. Instead of repeating it, the teacher asked another student to do it.

To close the meeting, the teacher guided the students to review what they had learned on that meeting i.e how to compare two things, animals or people. While reviewing, the teacher guided the students to go back to the audio script they had at the beginning of the meeting. Then, she guided them to conclude that during the meeting they had got the answer of why some words were added –er and why some others used the structure more… However, they had not yet got the answer of why the word good became *better*. The teacher asked the students classically whether there was any student knowing that. One student on the back row raised her hand. The teacher told her to keep the answer first it was going to be discussed on the next meeting. She closed the meeting by thanking the students for being cooperative and saying greeting. They replied to her greeting and said, "Thank you, Miss.". Then, the meeting ended.

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Vignette 5
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The teacher came to the class on time. However, it was after break time. When she and two of her collaborators came to the class at 8.35, the students were not ready yet to start the lesson. There was no boy yet in the class. Some girls in the class were still busy memorizing some prayer as the preparation for the Islamic religion subject which they would have after the English class. Since they were not ready yet, no students greeted the teacher when she entered the class together with her two collaborators. The teacher and her collaborators went directly to the teacher's table to prepare everything for the lesson.

Some girls asked the teacher to let them sit in groups as the tables were already arranged that way. The teacher permitted them since in the lesson, the seats would also be rearranged so letting them to temporarily sit that way would not be a problem. Even though then, it turned out to be a little mistake since it some of the girls were busy chatting with each other when the lesson had already begun. However, eventually the teacher could attract their attention to the teaching and learning process.

Three minutes after the teacher entered the class, the boys came in to the class. The teacher waited for another 3 minutes until the students were ready to start the lesson. She just stood up in front of the students looking around hoping someone would notice her and remind the others to get prepared so soon because they did not want to waste the time. The teacher asked the students, "Are you ready everyone?" Around 10 students answered, "Yes." Because usually the students greet the teacher soon after she entered the class, she asked them, "You don't want to say good morning to me?". It turned out to work. Approximately 21 out of 23 students (90%) of the students greeted her, "Good morning, Miss.". She replied, "Good morning my lovelies." Some girl noticed her saying *lovelies*. The girl smiled and stroked her chess.

When the teacher said, "Today, we are going to have…", she actually was about to introduced her collaborators since she had not done it yet on the first meeting. However, several students thought that the continuation of her sentence was *game*. They said, "games!!!" cheerfully and quite loudly. They remembered that on that day the teacher promised to give them a game in the learning process and could not wait any longer for having that. The teacher said, "Yes, sure we are going to have a game, but before that, I would like to introduce my friends over there." She let her two collaborators introduce themselves and say hello to the students. She also asked the students to say

hello to them. When the collaborators were introducing themselves in English, the students were silent. All eyes were on the collaborators. They were interested in listening to the collaborators' introduction in English. However, when the collaborators spoke too fast, several students laughed shamefully because they did not really recognize what was said.

After the introduction was done, the teacher began the lesson. To review what was learned on the preceding meeting, she asked the students to open their homework. Before checking the homework, she asked the students, "Everyone, do you still remember what we learned (on the) last meeting?". Around three students said, "Comparative" while the other students were busy opening their note book to check what they had learned before. The teacher stimulated the students to think of what they could do with comparative structures. She asked them, "Comparative *itu gunanya untuk apa to?*". Several students answered, "*Untuk membandingkan dua hal.*". She asked further, "*Caranya bagaimana kalau mau membandingkan dua hal?*" Several students answered, "*Kalau kurang dari dua suku kata ditambah –er. Kalau dua suku kata atau lebih pakai* more."

The teacher went to checking the students' homework as their preparation to join the information-gap activities i.e what they called as the games. She asked the students to write on the boards the meaning and the comparative structures of the adjectives listed in the homework. Around 20 out of 23 students (85%) of the students came in front together and lined to write their answers. The teacher did a mistake here however. She did not prepare the table nor wrote the numbers on the board first. It turned out that then the students did it randomly. While the students were writing the answers randomly, the teacher realized her mistake. She approached her collaborator and asked for some opinion. They then agreed to check the answer one by one. The effect of the teacher's mistake then was she found out that there were some words that had not been covered yet. However, soon after each word, meaning and comparative structure written on the board was discussed, she asked the students what had not been written yet so those words could still be covered.

The technique used to check the answer was done by the teacher by saying the adjective words, and together the students mentioned the comparative structures. They linked what they said to what was written on the boards. If they matched, the answer was correct. Besides, this was one of the teacher's attempt to drill the students to pronounce English words. The teacher asked the students to repeat after her to pronounce some words that were considered new. However, because the teacher focused on the adjective words and what the students said about the comparative structures, she missed to discuss the meaning of some words.

There were words having two syllables and ended in –y. It turned out that the students knew the comparative structures of that kind of words like heavy, easy, happy were done by simply adding –er at the end of the words. The teacher asked the students, why there were two-syllable words which did not use the structure of more… than… . The students could conclude that it was because those words ended in –y. They could know it since for doing their homework, the teacher let them to open any books, dictionaries as well as websites.

The teacher asked the students whether there was any students had all the correct answers. If there was any, she was about to give him/her a golden star as well as introduce them something new they were going to have in the class i.e the achievement board to which the students could paste golden or silver starts they got from the teacher if they performed some participation and/or achievement. However, there was not any student who had all the correct answers.

Then, the teacher asked about to the other assignment i.e listing adjectives as many as possible at least 100 words. She asked the students who had the most number of adjectives. One student got 160 words. There was another student got a higher number than that. It was 209 words. The teacher thought it was the highest number because when she asked whether there was any other students who had a higher number than 209, no one raised his/her hand. Therefore, she gave the student having 209 words (later called S17) a golden star. She told the students, "Alright, everyone, can I have your attention, please? Because S17 has the most number of the words," Before the teacher finished her explanation, there were approximately seven students complained, "Haaa… aaaa" signalizing that they were jealous. The student who would have the star said, "Yey!" signalizing that he was happy. The teacher continued her explanation, "he will have a golden star.". Approximately six students shouted, "Aaa!" signalizing that they wanted the star as well.

Then the teacher introduced to the students the achievement board as a board to record their achievement during the teaching and learning process. She asked the students about the star she had just given, "What for is that? *Buat apa? Ada yang tahu?"* No student could guess what the star was for exactly. The teacher showed them the achievement board. She said, "So from now, on, we are going to have this board. Look! My achievement. *Artinya apa?"* One student guessed, "*kebanggaan"* another student said, "achievement" repeatedly. The other students looked at the teacher without doing anything. The teacher insinuated them, "*Ayo* achievement *itu apa? Kamusnya buat apa?"* Approximately 12 students out of 23 students checked their dictionaries. She asked them again, "Achievement *itu apa*?" Around five students replied,

"*prestasi*" She responded, "Yeah!!" Then she went to the back of the class to attach the board.

When the teacher was attaching the board to the wall helped by a student, one student beside her told her that actually she got a higher number than 209. She got 800 words listed in her vocabulary note book under the head of adjectives. The teacher asked her why she did not tell her and she said that she was shy. However, when the teacher gave S17 a golden star to be pasted to the board, she was envy and did not want to lose the chance to have a golden star too. This means that the achievement board succeeded to stimulate the student to confidently show the achievement instead of being shy and hide the achievement. While the students getting stars were pasting their stars, most of the other students turned and took a look at them pasting the stars. This indicated that they were interested in that and probably motivated to get stars in other chances.

After introducing the achievement board and letting several students paste their first stars, the teacher reminded the students to the pronunciation of several words that they learned on the preceding meeting, "Okay everyone, come back here. Do you still remember how we pronounce this? *Gimana ini mbacanya?*" There were words having the aspirated sound /p/ the sound /θ/ and silent /gh/. The teacher's intention was to remind the students of those sounds and make sure all students got the point of it. The teacher moved around the class while the students were pronouncing some words she listed on the board. In general, the students remembered the correct pronunciation of the words.

Once, the teacher found students who had not yet pronounced the words correctly or were still shy to practice pronouncing the words. She then asked the rest of the students to keep silent and pay attention to the student. She asked the student to pronounce some word she pointed so she knew exactly whether the student had been able to pronounce the sounds. The teacher said, "Now, everyone please keep silent. S7 will pronounce the word." The other students kept silent and paid attention to S7. S7 pronounced the word correctly. Then the teacher pointed several other students randomly to repeat saying the words individually.

The teacher wrote the word "think", and asked the students, "What about this?". In general, all students still remembered the pronunciation of the word. Then, she contrasted the word with its minimal pair, "thing". She showed the difference of pronouncing the words. Generally all students could pronounce the two words correctly.

After reviewing the pronunciation of some words, the teacher went back to the audio script in order to explain the structure of the irregular words to express the comparison of two different things. She asked the students to read aloud some text containing irregular words expressing the comparison of two

different things in order to find more examples. Of course, other than letting the students find more examples of the use of irregular comparative structures, she wanted to know how the students pronounced words. She instructed, "Now, everyone, from Edo until Tina, please read by yourself out loud. Start from now.". All students immediately read the texts aloud. As usual, while they were reading aloud, the teacher moved around the class and noted several mispronounced words and new words to be discussed later.

The next activity was the information-gap activity. The teacher asked one of her collaborators to accompany her giving a model of how to do the activity or, in order to sound fun, to play the game. She explained the rules of having the game. While explaining, she played the game with her collaborator so the students would have a clear picture of how to do it.

Since the rules were a bit complicated, she grouped the students first and gave the instruction one by one. In order to spread the excellent students to all groups, she called six names and announced to the class that they were active students based on her observation. She gave each of those six students a crown. The crown symbolized that they were the captains for the groups. She told the students that the crowns were rotating crowns and therefore, each students had the equal chance to have the crown and be the captain of a group in the next meetings. To decide the rest of the group members, she invited the other students to come in front to take a lottery that would decide to which group they would belong. After the groups were all formed, she asked the students to sit based with their partners and continued the rule explanation.

At the end of the rule explanation, the teacher made another mistake however. She announced that the one who would be the winner was the one finishing the game first or getting the highest number of correctly-guessed cards. This was a mistake because then it turned out that in being involved in the game, the students thought that the speed was the most important thing to them. While in fact, they also had to consider the grammar rule they had just learned to express the comparison of two different things.

While having the game (the information-gap activity – guessing game), no student was silent. All of them practiced to speak in English communicatively since one of the prohibition was to show the card to the other members of the group. Therefore, there should be an information transfer from the informant to the listeners.

The class was so noisy as almost all students practiced to speak in English at the same time (The ones having the cards gave clues while the others guessed the picture based on the clues.). While the students were having the game, the teacher moved around to monitor each of the students and to help them if they needed her help. Her main focus was to observe how they communicate to each other. It turned out that in terms of fluency and interactive skill, the students

were good enough. In terms of vocabulary, the students tried to enlarge their vocabulary mastery by using the helping words the teacher provided for them on the cards and also opening their dictionaries to find other words that they needed. In terms of pronunciation, they were fair and started to improve. Their errors and mistakes in pronunciation did not seem to cause misunderstanding. However, their pronunciation micro skill should still be improved and drills were to be carried out often since the students were still mostly influenced by their native language.

The game ended faster than was expected. While waiting for some groups that had not finished yet doing the game, some groups wanted to exchange their cards to the cards of other groups. They wanted to play the game more. Unfortunately, all card set that the teacher distributed to the groups were all the same. Therefore, they could not play the game anymore after they had finished one set of cards. This was an unfortunate since if the teacher made different sets of cards, the students could exchange their cards with the cards of other groups so they could practice their language more. When the teacher told them that all sets of cards were the same, they protested. This showed that they liked the game and wanted to play it more. This should be one of the teacher's evaluation and suggestion to the next games.

At the end of the game, the teacher considered to choose the group which used the most number of the grammar rule to express the comparison of two different things as what the rules said instead of the group which finished first but did not use the grammar rule sufficiently to express the comparison of two different things. She discussed with the students the three winners of the game. She asked them, "Do you know who the winner is?" Approximately 12 out of 23 students defended their groups, "Here, Miss!", "Here, here", "Here!". Every time the members of a group nominated themselves to be the winner, the teacher asked them, "Why do I have to choose you?". She expected them to tell the reasons of why they deserved to be the winner. Several students of one group said, "Because we can finish at first.", other students from another group said, "*Kita klunya bener miss. Sesuai aturan.*", other students from another more group said, "*karena kita tadi selesai cepet, Miss.*"

Finally, they agreed that the first winner was the one who obeyed the rules instead of the one who finished first. Luckily, no student protested. They had realized that obeying the rules was something necessary. The teacher gave each student in the group which became the first winners a golden star and the students being the second and third winners silver stars.

When the winners were pasting their stars to the achievement board near each of their names, one student asked the teacher worriedly, " Miss, *nanti kalau sampai akhir nggak dapet bintang gimana*?". Then the teacher encouraged them to always be active students in order for them to get stars.

After the winners finished pasting the stars, the teacher guided all of the students to conclude what they could learn from the game in terms of values. They said from the game, they could learn to be cooperative, honest, disciplined, and attentive.

After the game finished, the teacher gave the students an exercise to calm them down. The exercise dealt with sentence construction. They had to rearrange jumbled words into good sentences. While the students were doing the exercise, the teacher moved around to monitor how they worked. Whenever the teacher found them work individually, she encouraged them to discuss the questions with their partners so they were able to help each other in terms of learning. Besides, when they discussed how they should rearrange the jumbled words, she also monitored the way they pronounced the words. Whenever she and her collaborator found any mispronunciation, she trained the students to have the correct pronunciation. Because the time was up, the teacher asked the students to attach the exercise sheet to their note book and told them that they were going to discuss it in the next meeting.

To close the lesson, the teacher guided the students to conclude the teaching and learning activity In that day, thanked them for being cooperative and said goodbye. The class ended after the students replied to her greetings and said bye. Besides, they thanked her by together saying, "Thank you, Miss.". She replied, "Sure, you're welcome."

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Vignette 6

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Before the English class started, the teacher was around the class and around 5 students asked her, "*Miss, nanti nggak ulangan kan?*" It was because the other classes who were not her research subjects were having an evaluation test in the week. Some other students asked her, " Miss, *hari ini nggak ada bintang po?*" ; another student said, "*Miss, padahal hari ini aku pengen ngumpulin bintang e..";* another student asked*, "Miss, hari ini game lagi? Terus bagi-bagi bintang?"* Besides, another more student looked sad, and said, "Miss Maya*… semalem tu aku sampai ngimpi.. di mimpiku itu aku nggak dapet bintang sama sekali sampai pertemuan terakhir sama Miss Maya.. Huhu*."

The class started at 10.15. The teacher entered the class with one of her collaborators. The students had just finished their Science subject. Their Science books were still on their tables. The students did not greet her soon after she entered the class. They were still packing their Science books into their bags. She waited for them to be ready. She stood up in front between the middle lines. One student noticed her and initiated to greet her by saying "Good morning, Miss.". Approximately 20 students heard the student and simultaneously stood up, smiled looking at the teacher and greeted her, "Good morning, Miss.". One student in the front row had not yet got a chair for her. It meant that she was not ready yet to start the lesson. The teacher instructed her to get a chair first. Soon after she had, she asked the students to repeat greeting her. The chairperson of the class led all students by giving them a command to greet the teacher together. All of the students greeted the teacher. However, one student did not look at her. The teacher entirely noticed him looking at the floor and greeting her. She told the students that there was still one student who did not focus. The chairperson repeated to give the command and all of the students greeted her again by grinning, looking at her and saying "Good morning, Miss." aloud. She replied their greeting and let them to have their seats, "Good morning, everyone. Alright, you may sit down.". The student who did not focus did not have his seat soon. The teacher noticed him, and told him, "You may sit.". He grinned and sat.

The teacher asked about the students' condition and they answered variedly. Some students said "I am fine.", some other said, "I am so so." And some of the other students said, "I am sad." The teacher approached those who were sad, and asked them why. They tried to answer her question in English.

The teacher then asked the students to prepare their English books on their tables. Besides, she also asked them to prepare their assignment she gave on the last Saturday (rearranging jumbled words into good sentences). Two female students did not bring their assignment. The teacher gave them some sanction. She asked them to mime. If they could not succeed giving the other students good movements to represent the sentences she decided, they could not sit. The sentences were "A monkey eats a banana." and "A chicken washes clothes." The other students were interested in guessing the sentence. They tried to guess what each movement being made meant. This employed their memory of vocabulary. The video recorder captured all of the students but two students tried to guess the sentences. It took around 5 minutes to finish the sanction.

Next, the teacher asked the students to voluntarily write their answers to the problems they had in their assignment. She said, "Alright, now we are going to discuss this (showing the assignment). Please come in front and write your answer. We have ten numbers here and I have ten stars for those coming in front.". Approximately 16 students rose from their chairs and come in front. As there were only 9 chances (because apparently number 1 had been done as an example), several students went back. Several others counted the students in front hoping there would still be a chance for them to write their answers. When the students were writing their answers on the board, the teacher moved around to monitor who did not come in front and as much as possible approached them to find why they did not come in front. One students looked blue, then the teacher asked him, *"Kenapa , Lin?";* he answered, *"Nomornya habis kok, Miss."* The teacher amused him, *"Nggakpapa.. nanti masih ada kesempatan untuk dapat bintang."* Then he nodded his head.

When all of the students had finished writing their answers on the boards, the teacher guided them to discuss whether what had been written there were correct. Every after she read one answer, she asked the students, "Is that correct?", and the students together replied, "Correct!" with an excellent pronunciation (/kəˈrekt/). It turned out that they copied the way she pronounced the word "correct". Eight numbers out of 9 were correctly answered. However, two of the eight numbers had some mistakes in terms of mechanics. Letters beginning the word *English*, *Math*, and *Science* were not capitalized. The teacher asked the students how those letters should be, and they could answer correctly. Besides, they initiatively check whether each sentence was ended by a period. One student came in front to add a period at the end of the sentence he wrote on the board. The other answer had a mistake in terms of word order. The teacher asked the students whether the number (number 6) was correct, and approximately 18 students said, "No..". They said the word *chocolate* and

biscuits were reversed. The teacher said that was good and revised the answer on the board for them.

After all answers were checked and corrected together, the teacher asked each student who had come in front to take one silver star and paste to the achievement board. The students cheered by saying "Yeay!" "*Ihiiiy!*" and the like. Some of the other students who did not get any star said, "*Aa.. ngertio mau maju.*" which means "I should have come in front! (If I know I would have a star)".

Then, the teacher asked the students, "Who has 10 correct answers?" There were nine students raising their hands. She asked them to check their answer in terms of word order, capital letter, and punctuation. They said they had all number correct. She gave them stars by saying, "Another star for you." Simultaneously, all of those nine students clapped their hands, jumped up and down for joy, cheered, and approached her to take the stars. This means that having an achievement board encouraged them to have a good achievement in the learning process.

The next activity was completing the table of comparative structures the teacher gave to the students. They had got all the correct answer for the regular structure. The teacher then asked them whether they know why she separated the word *good, bad* and *far* from the other words. Approximately 10 students said, "*Karena pengecualian.*" Then she asked them each of the irregular comparative structures. When she asked them one by one structure, they knew that the comparative structure for *good* is *better* and the one for *bad* is worse. However, they did not know the one for *far* yet. Then she asked them to find the structure by reading some text in their textbook. They then knew that the answer was *further* as the teacher made it clearer by some explanation.

To make sure that they had already the grammar rule to express the comparison of two different things, the teacher asked two students to come in front to be the objects of comparison. She asked the other students to compare the two students to each other. The video captures that all of the students but one student sitting in the front row uttered sentences to compare the two students. Then, to introduce the students to the materials they were going to learn i. e the rules to compare more than two different things, the teacher asked two other students to come in front. Then, she asked the students by using Bahasa Indonesia, "*Di antara yang di depan itu, yang paling tinggi siapa?*" They answered, " Nunaaa!."; She asked another question, "*Yang paling kurus?*" They replied, " *Iaaan!*"; "*Yang paling putih?*"; "Nunaa!". To make the learning process more joyful, she asked the four students in the front to smile as wide as they could. They did what she asked them to do. Then,she asked the other students, "*Yang senyumnya paling lebar siapa?*" They agreed, "Rizkyyy!*"* Some said, "Bintaang!" which refers to the same person.

Going further to teach them the rules to compare more than two different things, the teacher asked them, *"Nah.. sekarang kalau mau bilang dalam bahasa Inggris, yang paling... yang paling.. gitu caranya gimana?"* To everyone's surprise, one student raised her hand, and answered, *"Kalau hanya satu suku kata, di tambahi –est tapi kalau lebih dari satu suku kata ditambahi the most."* Then, the teacher said to the other students, *"Waaa.. coba yuk kita cek. Bener nggak yang dikatain Sasya."* Then she let the four students to go back to their seat and thanked them.

To give the students some text to be analyzed, the teacher played an audio and asked them to focus on what was being talked about in the recording. She said, "I will play an audio, please focus on the audio and.. *dicermati itu kira-kira ngomongin tentang apa.* Okay?". One student replied, "Okay!". Then the teacher checked the volume of the audio by playing some part of it and asked the furthest student from the sound whether it was clear enough for him. He nodded his head signalizing that the sound was clear enough. The teacher played the audio. All of the students kept silent. They barely moved. One student took a pen and wrote something. It should be about the recording because before taking the pen, she looked at the sound source and did not talk to anyone. All of her attention should be to the audio. Right after the audio ended, several students turned their heads to their friends, asking something. They should be discussing the audio and checking whether their friends get what the audio was about.

The teacher guided the students to discuss what the conversation in the audio was about. She asked them how many people were probably engaged in the conversation. They said there were two people. She also asked them what the relation of the speakers was probably. They said they were probably friends. She guided them to discuss what was being talked about. Approximately five students could tell that the talk was about a girl who was deaf, blind and dumb but she could be a good writer.

After the conversation was discussed in general, the teacher distributed the conversation script to the students in order for them to be able to pay attention to how each word was pronounced and how each sentence was said with the proper intonation. Besides, the teacher played the audio once again and paused it every after each sentence was read. She asked the students to copy how the speakers said each sentence. All of the students did what she asked. All of them copied what the speaker said mostly with the correct pronunciation and intonation. After this step finished, the teacher repeated to drill the pronunciation of some words and expressions that needed to be emphasized. She asked the students to repeat saying the words, phrases and expressions after her. All of them copied what she asked them to do. After finishing the pronunciation drill, the students were guided to discuss several

keywords they found in the conversation. The teacher asked them to write the new words in their vocabulary note book or right beside the words in the script they had. The students did what she asked them to do.

After finishing discussing the conversation being talked about in the audio, the teacher distributed two more conversations containing the rules to compare more than two different things, the materials the students were learning in the meeting. She asked the students to focus on the first conversation first. The technique used to guide the students to comprehend the conversation was at first by reading aloud. Since the conversation involved two speakers, the teacher divided the students into two big groups. Each group was to act out one member of the conversation. The students did what the teacher asked them to do. They, in turn, act out the conversation. While they were acting out the dialog, the teacher took notes of the inappropriate intonation of expressions and wrong pronunciation of words. Pronunciation and intonation drills were to be carried out after. Before carrying it out, the teacher guided the students to discuss what the conversation was about in general. She stimulated them to deliver their ideas about the conversation meaning by asking them questions. They answered appropriately what she asked them. Approximately three quarters of the students answer all of her stimulating questions. After discussing the meaning of the conversation, intonation and pronunciation drills were carried out. The teacher asked the students to repeat saying some key expressions. When they had not got the proper intonation and/or pronunciation, she gave them examples of saying the expressions and/or the words and asked them to repeat after her. The students repeated after her saying the key expressions and words with the appropriate intonation and correct pronunciation. The teacher added some more discussion about the meaning of the conversation. To check the students' understanding, she approached several students and asked them questions. They could answer her questions correctly.

The next activity was more or less similar to the previous. In this stage, the students read aloud and discussed another more conversation comparing more than two things. The techniques used were similar to those used for comprehending the previous conversation. Reading the first line of the conversation, the students in charge laughed. It was the expression, "Hey dude!". They found it a bit weird and they were not familiar with that expression. One of the students, while laughing, asked the teacher, "*Mbacanya gimana, Miss?* ". The teacher explained briefly what that expression meant and gave them an example of saying the expression. While the students were reading aloud in turn, besides taking notes of some errors, the teacher approached the students who seemed not to be enthusiastic. She moved her head to get closer to their heads and pretended that she could not hear what they said. They then read the conversation more loudly.

After all discussions, pronunciation drills and intonation drills were done, the teacher asked the students to review the three conversations. She asked them to underline the words expressing the comparison of more than two different things. She said, *"Sekarang dilihat ketiga dialog tadi. Yang kira-kira artinya 'yang paling…'; 'yang paling…' digarisi semuanya sekarang."* . All of the students focused on their own sheets and underlined the words. The teacher moved around to make sure they were underlining the expected structures.

After two minutes passed, the teacher asked them, "Have you done it?", few students answered. However, most of the students were still focusing on the work. They did not answer the question. The teacher repeated her question, "Have you done it?". There were more students answering her questions more loudly. She appreciated them and smiled, *"Gitu dong.. kalau ditanya jawab.".* After another two minutes passed, all of the students had finished underlining the structures. The teacher guided the students to discuss the structures by, first, asking them how many structures having the meaning of *"paling…"* they found. The teacher led them to mention the words expressing the comparison of more than two different things they found one by one. While having the discussion, the students who missed some of the expressions completed their work. After the discussion finished, they agreed that there were fourteen words and phrases expressing the comparison more than two different things in the three conversations.

By having all of the superlative structures underlined, the teacher asked the students to conclude how to say *"paling…"* in English. They said, *"Kalau lebih dari satu suku kata, ditambah most. Tapi kalau kurang dari satu suku kata ditambah –est.".* The teacher asked them to associate with the materials of the grammar rule to express the comparison of two different things they learned in the preceding two meetings, *"Berarti sama nggak sama yang kemaren?".* They answered, *"Sama…".* She asked them to notice the difference, *"Bedanya apa?".* They came with the conclusion, *"Kalau yang kemaren ditambahnya –er atau more. Kalau yang sekarang ditambah –est atau most."* The teacher stimulated them to add some more conclusion, *"Iya.. tapi kalau yang sekarang mesti sebelumnya ada kata…?"* They answered, "the, my, our"

After having the conclusion, the teacher asked the students to take a look at the table of degrees of comparison she gave them on the first meeting when they were learning the grammar rule to express the comparison of two different things. In the table, the last column was still blank. The teacher asked them to write the title "Superlative". She asked the students to mention the superlative structures of the words she mentioned. She mentioned several words in the

table and the students mentioned the superlative structures right after. She remind them not to miss the word "the" every time they forgot to say it.

The teacher emphasized that the words like *big, fat, hot* should have the last letter of the original words doubled before the structure –est was added. To make her explanation clear, she wrote it on the boards. One of the students asked her, "*Yang lain ada nggak bu?*" She explained that anytime they found words having one syllable and ended in the structure C-V-C, they had to double the coda of the words. She, then, gave the students some minutes to complete their table of degrees of comparison.

After the students finished copying the notes, the teacher asked the four students that were already asked to come in front at the beginning of the meeting to come in front again. This was to give a chance to the students to produce sentences containing superlative structures meaningfully after they learned how to say it in English. They said, "Nuna is the tallest student."; "Ian is the shortest among all."; "Ian is the cutest student."; Rizky has the widest smile.", etc.

The teacher asked the four students to go back to their seats. Then, she made sentences containing superlative structures in Bahasa Indonesia and asked the students to make the English sentences. The sentences were about the students in the class. She sometimes asked them to have the data to be used in making the sentences. She asked them, "*Di sini yang suaranya paling bagus siapa?"; "Yang paling tinggi di kelas ini siapa ya?"* and the like. When she asked them, "*Kalau Miss Maya mau bilang, 'Diva Ca adalah siswa yang paling cerewet di 8E'?".* They were thinking of what the word *cerewet* was in English. Several students said, "*Cerewet?* What is *cerewet*?". The teacher asked them to check their dictionaries, "*Cerewet apa yaaa?* Check your dictionaries, come on! *Kamusnya itu buat apa… ayo cepet-cepetan.*" Approximately eighteen out of twenty-three students checked their dictionaries. They tried as fast as possible to find the word. One student said, "talkative!". The teacher appreciated that, "Yaa! Talkative! How do you spell it?". She wrote the word on the board as the students were spelling it in Indonesian spelling.

As the result, most of the students were always able to construct the sentences. Several examples of the sentences were, "Diva Ca is the most talkative student in VIII E."; "Andra is the tallest student in VIII E."; " Difa has the best voice."; "Difa is the most popular singer."; "Wibi is the most famous story teller.". After this was done, the teacher strengthened the students' conclusion of the materials of superlative structures. She repeated again to conclude the way of using superlative structures as well as the function of the structures.

Coming to the end of the meeting, the teacher distributed worksheets as their homework. In the sheets, there were pictures to be compared. The teacher asked the students to make sentences containing superlative structures about the pictures as many as possible. She encouraged them by saying that the students who had the most number of sentences would get a golden star to be pasted to the achievement board. Several students shouted cheerfully, *"Bintaaaang!"; "Bintang emaas."* One of the students asked the teacher, *"Miss, tanya. Ini kalau (tabelnya) cuma segini tapi mau lebih terus gimana (kalau nggak cukup)?"*. The teacher answered by asking back, *"Kalau mau lebih gimana kalau nggak cukup? Ini halaman belakangnya kosong nggak?"*. Other students answered, *"Kosong...."* and other more students said, *"Okee! Mangkat!"*. The students who asked the teacehr the question smiled, and said, "Makasih..".

The teacher closed the meeting by telling the students that the exercises they had just had should be done at home as their homework and that they were going to discuss them on Saturday (the meeting afterwards). One student complained, "Uh… Saturday is for game!". The teacher clarified, "So discuss it on Saturday before the game.", emphasizing that of course they would have another game which was the information-gap activity on Saturday. To end the meeting, the teacher said her gratitude to them to appreciate their being active in the meeting and said goodbye. They responded to it, and together said, "Thank you, Miss.". When saying that, half of the whole students stood up to respect her more. Se responded to them by saying, "Iyaa.. you're welcome.".

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Vignette 7

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The class should start at 9.35. The teacher came on time to the class together with her two collaborators. However, several students were still having their break time. The teacher prepared anything needed for the activities while waiting for them to be ready for the class.

At 9.45, all of the students were already in the classroom. The teacher opened the meeting by standing up in front of the class and looking around. She looked at the students who were still busy preparing themselves for the class. She signalized that she was waiting for them to be ready. When all of the students were already ready, they sat on their chairs and looked at her. She did nothing but smiling. She insinuated them in a funny way because none of them greeted her. Most of the students smiled at her and greeted her by saying "Good Morning, Miss!". The teacher approached two students who were still discussing something about a book payment. The teacher involved herself in their conversation in order to have their attention. After all of the students paid attention to her, she asked about their condition. Several students said, "I'm so so.", some said, "I'm fine,", some others said, "I'm very happy.", and one student said jokingly, "I'm not happy because …."━ it was not clear enough. The other students laughed at what he said. The teacher was excited about their responses. She appreciated how they responded to her question about their condition since they answered variedly ━When the teacher asked them about their condition, all of the students used to answer, "I'm fine.".

While talking about the students' condition, one student was still eating something she bought in the break time. When she noticed the teacher moving closer to her, she stopped eating. Another student asked the teacher whether or not she was allowed to eat the meatballs she bought in the break time, "*Miss Maya.. ini gimana?*". The teacher let them eat their foods on the condition that they should keep silent and pay attention to her since she was going to give some explanation about what they were going to have in the meeting. The students smiled, continued eating and did not say a word. They paid their close attention to the teacher. They looked at her attentively. The teacher guided the students to start the learning activities by asking them about the homework. She asked them what they felt while doing the homework. She also asked them whether there was any difficulty in doing it. None answered her question. The teacher asked the students how many sentences they made. Several students said, "*banyak*.", one student said, "*tiga ratus!*". Approximately seven students showed off their homework. They lifted their sheets and showed the teacher many sentences they made.

The teacher planned to ask the students to write their sentences on the board. However, because the time was limited, she changed the plan. This was

to save more time for the students' information-gap activities so they could have longer time to practice to speak in English. To discuss briefly the homework and to have some input for their speaking activity, the teacher asked the students to contribute several sentences they had made. She wrote on the boards several sentences they said so all students could see and review the sentences. When she asked the students to contribute sentences, they were several students raising their hands to have her permission to contribute their sentences. It turned out that the students who were passive before raised their hands. When there were students contributing sentences in a low voice, the teacher asked them to repeat their sentences more loudly until all of the students could hear the sentences. This was to train the students to speak clearly. During the discussion of sentences, one student asked the teacher how to read the word *among*. The teacher trained them how to pronounce the word. Besides, she also guided them to discuss the difference between the word *among* and *between*. She asked them, "*Kalau mau bilang 'Ulin duduk di antara Sasya dan Andra', gimana?"* they answered, "Ulin is sitting between Sasya and Andra." She asked another question, *"Kalau mau bilang Tika ada di antara anak-anak 8E?"*, the students answered hesitantly, "Tika is sitting…..". The teacher guided them to finish the sentence, "among 8E students." Most of the students copied saying her continuation of the sentence. Then, the teacher asked the students again the difference between the two words. They could conclude the different use of the two words correctly. Moving to the last picture, there were many more students raising their hands to contribute one sentence to be written on the board. The teacher was confused of whom to choose. She asked the students to lower their hands first and gave them the second chance to raise their hands in order to be fair in choosing one student. One student was chosen and some other students were disappointed because they could not contribute their sentences. This proved that the students' motivation to be actively involved in the learning process increased.

After discussing briefly the homework, the students were going to have the information-gap activity that they call *game*. The teacher let them call the activity that way to give them some belief that the activity was fun. In the meeting, the activity was an adaptation of the *opinion pool* activity. The teacher named the activity *Fact Pool*. It was because in the activity, the students were going to deal with facts. They would be grouped into six groups so each group consisted of three to four students. The members of each group were labelled A, B, C, and D. In the group, the students should construct one sentence containing one superlative structure. After that, the students should gather with their friends having the same label. In other words, they had the second grouping. It was based on the label A, B, C, and D. Students labelled A gathered in a new group and likewise the other students labelled B, C and D. In the new group, they had to ask their new friends their questions. This was a kind of survey. After having the answer of all of their friends in the new groups, they should go back to their first group to process the whole data and present it in the form of a diagram or graph.

To prepare the students for the speaking activity, by having several sentences containing superlative structures on the board, the teacher guided the students to construct interrogative sentences. She asked them to make the questions to have the-already-written sentences as the answers. It turned out that around three quarters of the whole students could construct the interrogative sentences correctly. As they were producing the sentences, the teacher wrote them on the board. This was to enable all of the students to follow the learning process. Besides, the teacher's writing on the board was also some help for the students when they were asked to construct sentences. In addition to this, the teacher also guided the students to make other questions containing superlative structures. She expected that by having the writing on the board, the students later could make correct interrogative sentences without any difficulty.

After having several questions on the board, the teacher read some question written there. Approximately 10 students murmured repeating what she said. She noticed that and intentionally drill the students to pronounce some words and say some questions with the expectation that in the speaking activity later the students could have the correct pronunciation and proper intonation. All of the students repeated to say the questions or words whose intonation and pronunciation the teacher showed them.

After having the intonation and pronunciation drills, the teacher asked the students to submit their homework to her in order for them to have her correction and feedback. She told them that she would announce the ones who got the golden stars later because if they discussed the whole exercise in the meeting, they would run out of time. To submit all students' sheets, the teacher asked the students sitting on the back row to help her collecting their friends' sheets.

Moving to the speaking activity, the students were grouped into six groups. In order to group the students, the teacher asked the old captains to take their crowns and come in front. Then, she announced the new captains of the game without letting the old ones go back to their seats. This meant that each group had one old captain and one new captain. This was a camouflage of hers to spread the students that were able to stimulate their friends to speak. The teacher asked the old captains to give their crowns to the new captains. Then, she gave each old captain a golden star to appreciate their work in the previous game and asked them to paste their stars to the achievement board. She always asked them to paste the stars by their own to make them feel the pride. When she was giving them the golden stars, they were happy. They smiled all the time. One student shouted hysterically, and one student kissed the star she got. This showed that the students were happy having the stars as an appreciation of their effort. Then, to finish the grouping, the teacher asked the rest of the students to take a lottery to decide to which group they belonged. After all groups were formed, the teacher asked the students to sit with their groups.

After all students sat with their groups, the teacher asked them to pay attention to her. She explained the rules of the game. One of the most important

rules of the game was that the students were not allowed to communicate in languages other than English. As the initial score, the teacher gave each group +10. If the students used other languages than English to communicate, they would contribute -1 for the group. On the other hand, the groups having the most oral discussion in English would have +3. While explaining the rules of the game, the teacher distributed the sheets to each group. The sheets were to be used in the survey.

Because the rules of the game were quite complicated, the teacher explain the rules gradually. At first, she gave the students 5 minutes to have some discussion with their group to decide what question they wanted to have. The rule of speaking fully in English started to be obliged. While the students were constructing the questions, the teacher and her collaborators moved around the class to make sure that the students spoke in English and constructed the questions correctly as was expected. As they moved around, there were students asking them questions. When the students were going to ask questions, the students were a bit hesitant. They thought about how to ask since they did not want to violate the rule of speaking fully in English. Sometimes, the students opened their dictionaries first before they asked the teacher and her collaborators questions. This was a good point since the students found it a need to employ their dictionaries to help them learning English. When it was too hard for the students to ask questions in English, the teacher and her collaborators gave them some help to deliver what they wanted to say. If this effort was not successful either, the teacher and her collaborators let them speak in Bahasa Indonesia in order not to run out of time.

After approximately 5 minutes passed, all groups had finished constructed questions. The constructed questions were: "Who is the most handsome student in 8E?"; "Who is the most handsome boy in this school?"; "What is your most favorite song?"; "What is your most favorite food?"; "Who is the most creative student in 8E?"; "Who is your most favorite teacher?"; "Who is the craziest student in the class?", and "What is your most favorite movie?"(There should be only six questions actually. However, one group did not get the point of the explanation. There were three different questions in the group. Therefore, there were eight questions in result. This will be explained later in this vignette.)

As the next step, the teacher asked them to write their answer to their own questions individually. Since all students had one sheet with a survey table on it, each student was asked to write their own answer in the first row of the table before. Then they asked the questions to their friends in the second grouping. One group consisting of four girls was hysteric since their question was "Who is the most handsome boy in this school?". They were shy to admit who the one was according to them. However, since they could not change their question anymore, they had to give their answer. They then decided to answer the question jokingly. The teacher gave them one minute to write their own answer. It seemed that several students used their dictionaries to help them doing the activity. After all of the students wrote their own answers, the teacher

asked them to move to the second grouping which was based on their label. In the second groups, the teacher asked them to interview their friends to have the answer to their question. It turned out that in this survey step, the students were not merely asking and answering the questions. They could elaborate their answers by giving the reason of their answers. Besides, they joked with their friends in English. The class was not quiet. They practiced to speak in English with their friends.

After the students had done doing the survey, the teacher asked them to go back to their first groups. Then, the students were required to report the data they got to their friends in the original group and present it in the form of a diagram or graph. The teacher explained how to make a diagram or a graph to the students. Besides, she also explained how they should give a title for their diagrams or graphs. The teacher distributed a big piece of colored paper to each group and asked them to start their discussion. She told them that they had ten minutes to have the discussion and make the diagram or graph. She also allowed them to decorate the paper to beautify their data presentation.

While the students were having the discussion, the teacher and her collaborators moved around the class to give the students some help and guidance. Several students asked several questions in English. One student unintentionally asked one of the collaborators a question in Bahasa Indonesia. The collaborator reported that to the teacher and the teacher gave the group -1. During the discussion, the students in group 2 noticed a student in group 4 spoke in Bahasa Indonesia. They reported that to the teacher, "Miss Maya, Miss Maya! She speak in Indonesia!". To uphold the rule, the teacher gave group 4 -1 as well.

The discussion ran smoothly as the teacher and her collaborators were available when the students needed their help. They guided the students to combine the data from each member of the group and construct a diagram or graph to present it. The teacher kept reminding the students that the group having the most oral discussion would get +3. This was to encourage them to speak in English as much as possible in being involved in the discussion. This worked since every time after the teacher reminded them, the class was noisier. The students tried to speak more in English. None of them spoke in Bahasa Indonesia out of the teacher's control.

It has been touched upon that there was one group which did not get the teacher's point when she asked the students to make one question only. This should be a bit problematic in the step in which the students had to present the survey result in a graph or diagram. However, the students could manage the problem. They could present the result in three different graphs/diagrams on a big piece of colored paper the teacher gave them.

Another problem was that group 2 misunderstood the teacher's explanation. The teacher said, "Make a diagram or a graph to present your data. Why do you make two of them?" One of them said, "You say a diagram and a graph?". The teacher noticed the misunderstanding, and then she clarified the rules. She emphasized, "Or.". It was too late because the students already

divided the paper into two big parts. One was for a diagram and the other one was for a graph. One of the students in the group initiated to ask the teacher, "But it's no problem, right miss?" Then the teacher realized that it was no problem as long as they could manage their time in presenting the data both in a diagram and a graph. She explained that to them, "Okay, you may make a diagram and also a graph. In ten minutes." They said, "yeayyy!". One of the students said, "It's no problem. Very much, very good. Hahaa." He meant *the more we have, the better*.

While having the discussion, there were approximately a half of the whole students opening their dictionaries, looking for words they needed. This proved that the effort of raising their awareness to be independent in learning English had some improvement.

Several students moved around asking to borrow some pens and other equipment. One example was a boy asking a group, "Can I borrow your pencil? Color pencil?", the group answered, "No!! No.. sorry." It was because they were using the pencil to decorate their graph. Then, the boy complained jokingly, "Ugh.. You are so…. Hmm. So…"—he ran out of ideas. They communicated in English. Several other students communicated with other groups to joke in English. In addition to this, sometimes, the teacher and her collaborators had some chat with the students about their work. This was to have some natural communication in English. They spoke in English all the time during the game. The teacher and her collaborators moved around the class to monitor their discussion and take notes of the students' errors in English to be carried out after the activity. Besides, they also had some discussion of which group having the most oral discussion in English. Since it was difficult to decide, the +3 was given to three groups.

It turned out that ten minutes were not enough for the students to finish the discussion. The teacher gave them additional time. After around twenty-two minutes, the class should end soon. The teacher asked the students to submit their graphs and diagrams. Several groups had not finished yet. The teacher counted down ten to one helped by those who had submitted their work so the other students could submit their work soon. After all groups submitted their works, the teacher asked her collaborators one by one about which group they thought had the most oral discussion in English. One of the collaborators chose group 4, the other one chose group 5 and the teacher herself chose group 2. Therefore, those three groups got additional three points. The students in the three groups cheered. They clapped their hands, hopped here and there, and shouted showing their happiness. To decide who the winner of the game was, there was one more category of the assessment. It was the best presentation of the data to be given additional two points. At first, because the time was up, the teacher just arranged the works on a table in front of the students and tried to choose the best one. The teacher invited the students to come in front and gave them an opportunity to vote. However, when the teacher was thinking of it, one student said, "Mr. Syifa is not come, Miss." She told the teacher that the teacher of their next lesson would not come to the class. The teacher asked back

to confirm as well as to correct the sentence structure, "Mr. Syifa does not come today?". The other students said, "Yes!" — they meant Mr. Syifa would not come on that day. It meant that there was more time to decide the winner. Then, the teacher displayed all works on the board and involved the students to vote the best data presentation objectively. It turned out that the group having the best presentation was group 5. So that group got additional 2 points.

After announcing the winner of the game, the teacher asked the students what they could learn from the game. They said they could learn more to speak in English, and manage some teamwork. When they mentioned teamwork, the teacher remembered the problem happened in one group having more than one question. She brought it up to the classical discussion to emphasize that they could be excited so much for the game, but they must pay attention to the game rules. Going back to the discussion of the things they could learn from the game, there were values of communicating well and being honest. Then, the teacher reviewed briefly the result of their survey. She showed them that they had been honest in answering the questions including the questions about the most handsome boy in the school and in the class whose answers turned out to be one of the students in class 8E. However, this was something funny since the answers were not the serious ones. They answered the two questions jokingly since they were too shy to give the actual answers.

The teacher reminded the students that there should be one student getting some sanction because he did not bring his nametag. She gave this sanction to emphasize that all students had to obey the class rules they all already agreed. The sanction for the student was singing an English song. This was to refresh the students mind without neglecting the process of learning English.

While the student was singing in front of the class, the teacher led the other students to clap their hands to support him and enjoy the moment. After he had passed the sanction, the students clapped their hands to appreciate him.

The next stage of the class was the time to give stars to the students to appreciate their effort in the game. The teacher gave golden stars for the first winner group. However, after all, she gave all students her highest appreciation for all their hard work in being actively involved in the game and obeying the rule of speaking in English all the time. To appreciate them, the teacher gave silver stars for the students in the other five group. As usual, she invited them to take their stars and paste them by themselves.

Before ending the meeting, the teacher stimulated the students to review the two materials they had learned since the first meeting. She asked them the conclusion of the two structures. They could summarize that comparative structures were to compare two different things while superlative structures were to compare more than two different things. To complete their understanding of the degrees of comparison, the teacher made a table on the board about the forms, functions and examples of the two structures. She also explained positive structures which were to compare two similar things. She asked the students to copy the notes on the board to their note book.

The teacher closed the lesson by once again appreciating the students' work, and saying a good bye. The leader of the class led the other students to say their gratitude. All of the students said, "Thank you, Miss." The teacher responded to it, "My pleasure, everyone." and left the class.

Below is the illustration of how the game was conducted.

The 1ˢᵗ grouping

Tasks:
1. Constructing a question containing one superlative structure
2. Answering the question individually by writing the answer on the first row in the table they had in the survey sheet

Group 1	Group 2	Group 3
A B C D	A B C	A B C D

Group 4	Group 5	Group 6
A B C D	A B C D	A B C D

The 2ⁿᵈ grouping

Tasks:
1. Asking their friends the questions they had constructed in the first grouping
2. Writing their friends' answer in the table they had in the survey sheets

Group A	Group B
A A A A A A	B B B B B B

Group C	Group A
C C C C C C	D D D D D

Going back to the first grouping

Tasks:
1. Reporting the result of the survey
2. Making a diagram or graph to present the result of the survey

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3. The Action and Observation of Cycle 2

Vignette 8

January 28ᵗʰ, 2016

The class should start at 10.15. The teacher and one of her collaborators came to the class in time but the previous class had not finished yet. They waited for the class to finish until 10.18. They entered the class at 10.18. The students were still moving around the class packing their belongings they used in the previous class and getting ready for the next class which was the English class.

Soon after the teacher entered the class, the leader of the class led all students to greet her. All of the students greeted her by saying, "Good morning, Miss.". One student complained, "Good afternoon!". The teacher did not respond to their greeting verbally since they greeted her without being ready for the class yet. They greeted her physically but not mentally. The teacher stood up in front of the class and looked at them moving around the class and arranging their seats and belongings. She waited for them to be totally ready for the class. One student asked her, "Miss, may I go to the bathroom please?". She said, "Sure."

When all students in the class had their seats, the teacher asked them to repeat greeting her. The leader of the class led all students to greet her. All students stood up and greeted her for the second time by saying, "Good morning, Miss.". She replied, "Good morning, everyone." Then she had some chat with the students about their students' condition. She approached several students and asked them personally about their conditions. They answered variedly.

To start the class, the teacher gave her feedback on the students' homework about the superlative structures. She explained what mistakes they made and how they should be to be correct. Besides, she also strengthened the students' understanding about the irregular superlative structures. It was mainly about the words *good*, *bad*, and *far*. After finishing the explanation, she asked the students to copy what was written on the board to their notes. Besides, she also asked the students to complete their table of degrees of comparison.

The students who asked for the teacher's permission to go to the restroom came back to the class. She said, "Thank you, miss." The teacher replied, "Sure."

Ending the feedback for the students' homework, the teacher gave those having the most correct number of sentences golden stars to be pasted to the

achievement board. There were six students getting the rewards. They came to the teacher, grinned, took the rewards and pasted them to the achievement board. Several other students complained, as they did not get any star. The teacher encouraged them by telling them that there would be many other chances for them to get stars.

The teacher, again, said her appreciation to the students for obeying the rule of speaking fully in English in the previous meeting. This was to make them realize and believe that the rule of speaking fully in English at least in English classes was a good idea. The teacher encouraged them by telling them they would be able to speak better in English if they were willing to practice more. She asked the student who asked for her permission in English to go to the restroom at the beginning of the class, "*Adel tadi waktu pengen ke kamar mandi bilangnya gimana, Del?*". The student answered, "May I go to the bathroom?". Another student proposed another way of saying it, "May I wash my hand?". The teacher appreciated both ways of saying it, "Yes, 'May I go to the bathroom? And ya! That's even better! If you say 'May I wash my hand', that is more polite." She explained that the latter was more polite than the former. Besides, she also asked the students about how to say several expressions they might need to talk to their friends and their teacher in the classroom. This was to make the students familiar with classroom English. It turned out that mostly, the students could answer the questions correctly. Then, the teacher distributed sheets containing promises as follows.

My Promises
I promise to try to speak as much as possible.
I promise not to be afraid of making mistakes.
I promise not to speak any Bahasa Indonesia nor Javanese.
I promise to use English to communicate.
I promise to ask questions when I do not understand.
I promise to have fun!

VIII E SMP N 1 Muntilan
2016
Adapted from 2003 Talk a Lot, Book 1, EFL

When the teacher was distributing the sheets, one student asked her, "*Miss suruh pakai Bahasa Inggris?*" She said, "Ya..". The student responded, "Yeaay!" while passing the sheets to his friend behind him. Another student confirmed, "*Pakai bahasa Inggris, Miss?*". The teacher answered, "Yaa.". He spontaneously responded, "Yes!!!".

The teacher gave a chance for one student to come in front and lead his/her friends saying the promise. After each sentence was read by the student coming in front, the other students and the teacher repeated saying the sentence. As repeating saying the sentences together with the other students, the teacher moved around the class to make sure all students echoed to say the promises. After this activity finished, the teacher distributed a piece of colorful paper to each student. The pieces of paper were for them to write any words they said in languages other than English. By having this, the students could monitor themselves what words they need to know the equivalent in English in order for them to communicate with anyone in the class. The teacher added some explanation that the students could sometimes speak in Bahasa Indonesia when they wanted to ask her questions about the learning activities or when she permitted them in some particular time for the sake of the learning activities.

To help them successfully master the classroom English, the teacher made some handout of classroom English to be pasted to the wall. By having this, the students were expected to check the handout if they were not sure of how to say something in English. Besides, they could see the handout every time they wanted to since it was pasted to the wall.

After that, the teacher introduced the students to the new materials they were going to learn in the meeting. She asked them, "Do you know what we are going to learn today?". To make the learning activity more meaningful, she asked one student to come in front. Then, she asked the other students to say things about her. There were approximately fifteen students saying random things about her. To make the discussion more directed, the teacher asked the students to raise their hand first and then say something. Several students raised their hands. The sentences they proposed were "Diva Ca is a beautiful girl."; "Diva Ca is fat."; "Diva Ca is tall."; "Diva Ca is crazy girl."; "Diva Ca loves *someone*— it was not clear enough."; "Diva Ca likes singing."; "Diva Ca is talkative."; "Diva Ca is annoying—said jokingly." The teacher let the student in the front go back to her seat. She explained to all students that those things about people were what they were going to learn. Several students had already guessed, "describing people".

As the language input for the students to describe a person, there was a listening activity. The audio was monologs about family members. The teacher distributed the sheets having a family picture to the students. What the students needed to do was to choose which person was being described in the audio. The teacher had just realized at the time she was distributing the sheets that she forgot to separate the picture with the listening script that should be given later after the listening activity. However, it did not matter. Besides choosing the family members being described, the teacher asked the students to notice the pronunciation of the words and the intonations of the expressions.

The teacher played the audio. All students paid attention to the audio. No one said a word. They tried to understand what the monologs meant. After playing the recording, the teacher asked the students about the answer. All students had the correct answers. This was obvious since they had the audio scripts with them already.

To give the students more language input, the teacher asked them to act out several dialogs they had in their textbooks. Several students had the chances to act out the dialogs in turn. Every after a dialog was acted out, the teacher guided the students to discuss the meaning of the dialog and key vocabularies in the dialog. She reminded the students to write in their vocabulary note book any new words they found. Approximately fifteen students prepared their vocabulary note books and wrote any new words they found in the language inputs including the audio script. Most of the time, in finding the meaning of the keywords, the teacher asked the students to check their dictionaries. This was to raise their awareness that they should employ their dictionaries as much as possible to help them learn English.

Besides, intonation and pronunciation drills were also carried out. All students repeated what the teacher said every time she asked them to do in the drills. Sometimes she asked them about how to pronounce some words whose sounds she had taught in the previous meetings. One of the word was *thin*. When the teacher asked them how to pronounce it, they were already able to pronounce the sound /θ/ correctly.

There were more or less nine descriptive texts in the form of dialogs and monologs. The teacher asked the students to stimulate them to conclude, based on the inputs they had, what they could describe from a person. They said, "personalities, habits, physical appearance, profession, *baju*"

Before finally concluding what parts of someone that could be described, the teacher gave the students exercises to strengthen their vocabulary mastery. The exercises were in the form of word search, word list, and crossword puzzle.

For the first exercise, which was the word search, the teacher asked the students to do it as fast as possible. Once they had finished it, they should raise their hands so the teacher could monitor the students' process of working. During the time they were doing the exercise, the teacher moved around the class to make sure the students could do it as how it was expected. It could be observed that while doing the exercise, several students employed their dictionaries. Besides monitoring how the students worked, the teacher had some chat with her collaborator. The collaborator suggested she gave more attention to students who used to be passive in the class. The collaborator said that they improved their contribution to be involved in the learning activities. She said, "That's a good thing. They finally want to speak in English."

After six minutes passed, there were five students who had finished. The teacher gave one more minutes to those who had not finished yet.

One minute passed and the teacher guided the students to discuss what all words were there in the exercise. There were twelve words in the exercise. The teacher asked the students to mention those words. Every after a word was mentioned, they discussed the meaning of the word and tried to make a sentence.

After the discussion was done, the teacher invited the five students who finished the exercise faster than the other students to take a silver star and paste it to the achievement board. The students grinned and came in front. One of the students was so happy that she jumped up and down to approach the teacher and take the star. Several other students were jealous and discouraged. The teacher encouraged them to cheer up because they still had many stars to be fought for. Besides, she let them to start doing the next activity sooner than those who were still pasting the stars. This was to encourage them to work faster. Hearing the teacher's instruction, the ones who were pasting the stars hurried up and went back to their seats to do the next exercise like the other students. Again, there were silver stars for several students. The teacher planned to give the stars to those who finished first. However, after having some discussion with her collaborator, the teacher and her collaborator agreed that the stars would be for those who had the least number of mistakes. This was to emphasize that the speed was not the only thing to be the priority. Instead, the students should also mind the quality of their works.

In this second exercise, the students were required to categorize words. They were to decide which words belonged to which categories of face, skin, body, height, nose, etc. It could be observed that in this exercise there were many more students using their dictionaries. Their frequency of using the dictionaries was also higher than before. All of the students did the exercise by their own. Most of the time, no one talked to any of the other students. All of them focused on doing the exercise and using their dictionaries to help them find the meaning of the words that the teacher provided and thus make them able to categorize the words correctly.

This exercise took longer time since there were forty-four words that the students had to categorize into eight categories. After ten minutes passed, the teacher asked the students for the umpteenth times about who had finished the exercise. No one raised his/her hand. After she checked why they had not finished the exercise, it turned out that actually they had done most of the exercise but there were still several words they did not know the meanings yet since they did not find them in their dictionaries. Several students asked in English to their friends about the meanings of some words. The teacher let them

have several more minutes to discuss the exercise with their friends. However, still, the rule was they should speak only in English.

After five additional minutes passed, the teacher showed the students that she had board-markers and chalks in her hands that they could use to write the answers on the board. The teacher did not say a word because she wanted to steal the students' attention in a more unique way. This worked. Approximately six students ran toward her and took the markers and chalks. Seeing that, four other students ran after toward the board. Several seconds later, all of the other students walked toward the board and looked for a chance to write their answers. One student said, "Woww!" while seeing all students were in front of the class. He was surprised. The teacher's collaborator was also impressed. She said, "*Waa.. ini* cool, *semua maju.*"

Several students complained since they got no chalks nor board markers. Since all students wanted to write their answers, the teacher made some limitation. Each student was allowed to write three words at most. This was expected to give all students a chance to write their answers. While waiting for the other students to finish writing the answers, several students who had written some words on the board approached the teacher's collaborator, and several others approached the teacher herself. The students asked about the meaning of several words they did not know yet. The teacher and her collaborator did not directly tell them the meaning. They asked the students to guess based on the clues that delivered in English.

After the students finished writing their answers on the board, approximately nine students did not directly go back to their seats. They gathered at some table to see each other's' work. While they were still having some discussion, the teacher checked at a glance what was written on the board. After that, she asked all of them to go back to their seats and discuss the answers classically. She asked them to check everything written on the board and correct any mistakes they found. Besides, they were also required to mention the words that were not written yet.

While checking the answers one by one, the teacher guided the students to discuss the meaning as well as the pronunciation of the words.

The bell rang. That should be the break time. The students did not directly stand up and begged to have their break time. They still paid attention to the teacher.

The teacher brushed up the materials learned in the meeting, and gave them some homework. There were two assignments. The first one was a reflection of the English class. The teacher asked the students to make what was called as a letter that was actually the reflection by having the points of what things they liked from the English class, what new things they found in the class, what improvement they felt by joining in the class and what

suggestion they had for the next meetings. Besides, the other assignment was making a descriptive text of their most admirable person. The teacher challenged the students to write a descriptive text without giving them much input first about a lengthy descriptive text. She took this risk because she knew the students had ever learned making descriptive texts in grade 7.

The teacher ended the lesson by thanking them as always and saying bye. The students responded to it. They stood up and said, "Thank you, miss."

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Vignette 9

January 30th, 2016

The class should start at 9.35. When the teacher came on time to the class, several students were not in the class yet. They were still having their break time. The teacher waited for them and prepared anything needed for the meeting helped by her two collaborators.

At 9.40 all of the students in the class had had their seats. The teacher asked them, "Are you ready for the class?". They said, "Yes." Then the teacher criticized jokingly, "*Lha udah siap kok nggak nyapa?*". The leader of the class then led all students to stand up and greet the teacher. They said, "Good morning, Miss." However, they did not exactly say it together. The teacher said, "*Kurang kompak. Ulangi lagi.*" Several students smiled, and several others giggled. Then they repeated greeting the teacher more simultaneously and more loudly. The teacher let them have their seats back. Then she asked about their condition and checked their attendance. There were three students being absent. After that, the teacher asked about the homework. The students said they had not finished it yet. Then, she gave them additional time and asked them to submit their homework right after the classes ended on that day.

To refresh the students' memory of the vocabulary they needed to have the information-gap activity, the teacher held a quiz. She asked the students to take their exercise sheets that had been discussed in the previous meeting and gave them three minutes to review the words there in order for them to be prepared for the quiz. One student did not bring the sheets. She then joined her friend behind her. Several students discussed some words with their friends. They checked the words in an electronic dictionary. Several other students checked the meaning of the words in manual dictionaries.

As the students were reviewing the words, the teacher moved around the class to check whether they had all the correct answers. It turned out that several students did not really follow the previous meeting well. They still had some wrong answers. The teacher guided them to correct their answers.

After four minutes passed, the collaborator reminded the teacher to end the review section and have the quiz. The teacher agreed. She explained the rules of the quiz to the students that they should say the English word of the Indonesian word she said. Besides, they were also required to raise their hand first and call the teacher's name. After the teacher pointed them, they would have just got the chance to answer the question. The teacher asked them to close all their vocabulary notes and started the quiz. The first word was *rambut*

jegrak. There were approximately 13 students raising their hand. One student even stood up and jumped to get the teacher's attention. All of them shouted calling the teacher's name. The one the teacher chose was the one sitting on the front row. She gave the chance to him since he used to be a passive student before the research. Besides, he was one of the students who needed to struggle so much to understand the lessons especially English. In this chance, he could answer the teacher's question correctly by having her little help. One student complained by hitting her table for she was not chosen. The teacher calmed everyone down and mentioned the second word.

The second question was *badan berotot*. There were approximately fifteen students raising their hand. One student stood up and jumped to attract the teacher's attention. A student beside the teacher pranced, called her name and whined asking her to choose him. Based on the observation, that student used to be so quite. He was never involved actively in the class. Based on the teacher's observation, he never initiated talks nor asked questions to either his friends or teacher. However, he was not fast enough to defeat the other students. The teacher did not choose him since she should be fair on all students. She chose someone sitting on the corner near a window at the back of the class. She could answered correctly. Then, the teacher encouraged the student beside her to raise his hand faster to have the chance.

Moving to the next question, the words were *hidung mancung*. There were approximately 15 students raised their hands and called the teacher's name. The quite student beside her even unintentionally pushed his table forwards by his legs since he raised his hand and stood up so fast. The students were amused by his unusual behavior. The teacher chose him and he could answer the question correctly. Several students complained. They wanted to have the chance as well. One student did not want to lower her hand implying she did not want to lose any more chance. The teacher asked her to lower her hand and be noble. She did it.

The next question was *kulit keriput*. Around 17 students raised their hands. The teacher gave the chance to a boy sitting in the third row. He could answer correctly with the teacher's little help.

Since there seemed to be several dominating students, the teacher asked those who had got the chance not to raise their hands and give the chance to those who had not had it yet. Several students protested but they then could accept the rule.

The next word was *kulit berbintik*. There were approximately thirteen students raising their hands. The teacher gave the chance to a girl sitting next to the window. Several students turning to her and paying attention. They were ready to get the chance if the girl could not answer the question correctly. It turned out that the girl could answer the teacher's question correctly and even

with the accurate pronunciation. Several students complained for having not had the chance yet. The teacher always encouraged them not to give up. Then, she mentioned the next question. It was *rambut bergelombang.* Approximately 10 girls raised their hands. The teacher gave the chance to a girl sitting in the middle column. She could answer the question correctly with the accurate pronunciation. Moving to the next question, it was *jenggot.* There were about fifteen students raising their hands. One girl at the back raised her hand and stood up too to attract the teacher's attention. She used to be a very quiet girl before the research. She was not able to speak in English fluently. However, no matter what, the teacher should be fair. She should give the chance to whom raised his/her hand faster than the others. Several other students were calling her name hysterically since they were familiar with the word. They were sure that they could answer the question. The teacher chose some student, and he answered the question wrong. She then gave the chance to other students. They shouted calling her name to be chosen. One girl was chosen. She could mention the correct answer. However, her pronunciation was still inaccurate.

The next question was *kumis.* It seemed that all students who had the right to raise their hands raised their hands. They shouted even more loudly. The teacher chose a student in front of her who were the quite boy having had answered one question before. Several students complained reminding the teacher that the boy should not have the chance since he had got one before. The teacher apologized and chose another student that was sitting behind the quite boy. He could answered correctly. Then, the next question was *rambut pirang*. There were approximately eight student raising their hands and calling the teacher's name loudly. The quite girl at the back row raised her hand and stood up. However, she was not the one raising the hand first. The teacher gave the chance to a girl sitting on the corner of the class. She could answered correctly. She cheered and yelled loudly. The teacher calmed her down jokingly. Many students laughed. They were amused.

The next question was *kuruuus banget*. There were approximately ten students, including the quite girl sitting at the back row, raising their hands. The teacher chose her but she answered wrong. She said, "thin body". The teacher told the students that the answer was not correct yet. Several students raised their hands. The quite girl who answered wrong also raised her hand again begging to have a second chance. The teacher gave the chance to a girl sitting in the front row. The student could answer correctly. Several boys started to complain more.

The next question was *rambut tersisir rapi*. Several students raised their hands so fast and called the teacher's name loudly. Several other students raised their hands but then they lowered them and raised them again. They seemed to be willing to try but were not so sure. The techer chose a girl in the middle of

the class. The student did not use to be able to speak in English well. Her English competence was good but she was passive in the class. She never asked questions nor answered classical questions from the teacher. However, in that moment, she could answer the question correctly even though the pronunciation was still poor. The words *neatly combed hair* were a little bit difficult for the students to pronounce. The teacher wrote the words on the board and gave the students the example of reading the words. They copied the pronunciation. To emphasize it more, the teacher asked them to repeat it once again. They did it accurately. One student said, "Ugh! I'm so angry. I don't know. I don't know.". He was complaining jokingly. Several other students laughed at his joke.

The teacher realized that prohibiting the students who had got the chance to answer a question lowered the competition. Therefore, she allowed them to have their second chance. Two boys sitting close to the door complained. They hit their table and yelled. They were worried about having more competitors. The teacher encouraged them verbally and moved closer to them. She said that she would stand close to them so she could see them clearly. The next question was *tahi lalat*. There were about fifteen students raising their hands. One of them was one of the complaining boys. He was a bit late to defeat the other students actually. However, to encourage him, the teacher gave the chance to him. It turned out that he could not answer the question. He giggled and laughed at himself. The other students still raised their hands. Two boys stood up and called the teacher's name without lowering their hands. The teacher chose a girl sitting in front. The student could answer the question correctly. One student said, "Agyn angry!!". It referred to the complaining boy who could not answer the question.

The next question was *botak*. Almost all students raised their hands and screamed at the teacher. The complaining boy that the teacher chose before called the teacher so loudly. He lifted his chair and pulled it down to make noise in order to have the teacher's attention. He rose and walked toward the teacher while still lifting his hand. However, the teacher chose the other complaining boy since he raised his hand quickly even though he was not the first one. She chose him because he did not use to have a good comprehension on English. The teacher hoped the quiz could encourage him. It turned out that he could answer correctly. However, the pronunciation was not accurate. The teacher showed the students how to pronounce the word. They copied what the teacher said.

The teacher told the students that they were about to have the last word of the quiz in the meeting. Before she mentioned the word, three students jokingly raised their hands implying that they did not want to lose the chance. One boy was shocked and nervous while waiting for the last word. He

screamed. Several other students were also screaming. The last question was *mata sipit.* Approximately thirteen students raised their hands. There were more screaming students. They tried to attract the teacher's attention. The teacher chose a boy sitting in front whom according to the teacher was a very quiet boy. He could answer correctly. One of the complaining boys answered jokingly, "*China eyes.*" Several other students laughed at his joke. Several others screamed for missing the chance. One boy hit his table several times showing his protest.

During the quiz, every time the students answered the question with the wrong pronunciation, pronunciation drills were carried out. Sometimes, the teacher also showed the students the minimal pairs of the words so they could compare the difference between the words in terms of pronunciation and/or meaning. After the quiz, the teacher reminded the students of a word they could not find the meaning in the previous meeting. They still did not know the meaning. The teacher told them the meaning. Then, she asked them to write it in their vocabulary note book. Most of the students directly did what she asked them to do.

One student cried jokingly after the quiz was over. Several other students laughed at her. The teacher encouraged her, "*Nanti di pertemuan berikutnya ada kuis lagi..*".One boy demanded jokingly, "A star. A star. Get a star." The teacher just smiled at him.

Going to the information-gap activity, the teacher asked the ones who were captains in the previous meetings to come in front. She asked them to bring their crowns too to know their group identity. She gave a golden star to each of the captains in the second game. She substituted two captains with two new captains since there were some problem in the last grouping. No one complained. The students could understand that those captains who were eliminated were defeated in terms of being active in the class by the two new captains. Besides, the teacher also did some rearrangement to spread the active students. No one protested. They could accept the teacher's decision. Then, to finish the grouping, the teacher invited the other students to come in front and take a lottery to know to which group they belong. Each group consisted of three to four students. After all students knew to which group they belong, the teacher asked them to sit with their groups. One of the captain asked in English for the teacher's permission to paste his star first. The teacher let all captains do it before sitting with their groups.

The students packed their belongings and gathered with their group members. They tried to communicate with their friends in English. The teacher reminded the students, "Remember, still in English." One boy said, "Okay!" cheerfully. As the students were busy arranging their seats in group, the teacher had some little discussion with her collaborator about the grouping. They

decided to exchange the position of two students in order for each group to have at least one student who could stimulate the others to speak.

The information-gap activity in the meeting consisted of two stages. To introduce the students to the information-gap activity of the day, the teacher guided them to review the materials they learned in the previous meeting. When she asked them, almost all students responded to her and answered her question about the last materials correctly.

The teacher explained the rules of the game. In the game, each student would have a card with a picture of a public figure and several helping words about the person. They were not allowed to show their cards to anyone. What they had to do was to describe the person in the card. Besides, the students would also have a sheet in which there was a table. In the table, the students had to write the characteristics (noun phrases) of the person being described by their friend. After the description was finished, the students who wrote the descriptions of a person made by their friend should guess who the described person was. To help them guess correctly, they could ask any question except the name of the person. The students in a group describe the person they had in their cards and write the description made by their friend in turn. The teacher emphasized that the ones who would win were not those who guess the most quickly. Instead, they would be the ones having the most complete and elaborative description of the persons.

In the first stage of the activity, there were two students who did not know the public figures they had on their cards. They were the students who need to work harder than the others to comprehend the lesson especially English. The teacher had several back up cards so she substituted their cards with other cards. They thanked the teacher and continued to have the activity.

The second stage of the activity was quite similar to the first one. The difference was that the cards had no helping words. What all on the card was only a picture of a public figure. There were the teachers in the school, actresses, actors, chefs, comedians and singers.

As the teacher and her collaborator moved around. It could be observed that most of the students described well the person they had. When several students were hesitant, the other members of the group stimulated them to speak by asking questions. They helped each other to reveal who the being-described-person was. There was no group which was stuck and not motivated to speak. In other words, all groups were active. The members of each group stimulated each other to speak. This proved that the distribution of the active students was quite successful. In addition to the students' effort to help each other, when they did not know how to say something in English, they used their dictionaries both the manual ones and the electronic one. Besides, they also had

jokes in describing the persons on their cards. They joked but they still stayed on task.

It took eighteen minutes for a group to finish the first stage of the information-gap activity. The other groups followed gradually after.

When a group had finished having the first-stage activity, the teacher asked the members of the group to submit their sheets and gave them other similar sheets for the second activity. Besides, she also substituted their cards with the new ones. Then, she let them have the second stage of the information-gap activity without waiting for the other groups to finish the first one.

During the two games, the teacher and her collaborator moved around the class making sure all students spoke and did what they were expected to do. It could be observed that all students were able to produce a descriptive text about the persons they had on their cards. The teacher and her collaborator kept moving around to monitor how the students ran the game as well as to provide some help for them in producing the language. Sometimes, several students approached the teacher and her collaborator and asked them how to say something in English. They always emphasized that the students should check their dictionaries first. If the students had tried but they still did not know how to say it, the teacher and her collaborator guided them more directly by telling them the English words, the spelling and other helping clues in English.

While the students were still having the second stage of the information-gap activity, the teacher had a talk with her collaborator. The teacher asked her collaborator about the significance of the activity, "Does it facilitate the students to practice speaking?" The collaborator said, "It does since each student has to speak and describe the person.". The teacher asked another thing, "In terms of constructing sentences? What do you say?". The collaborator said, "It is facilitating since you make the rules (that the students should describe the person in sentences instead of mentioning their characteristics in phrases)."

Each group took about twenty minutes to finish the second stage of the information-gap activity. After all groups finished, the teacher asked them to submit their sheets as well as the pictures. Then, she asked them to go back to their seats. One student criticized, "Miss… the winner?". Then the teacher had just realized that she almost forgot that. She let them have their seats first and then announced the winner of the information-gap activity or the so-called game by the students. She gave silver stars to the third and second winners; and golden stars to the first winners. Then, she let them paste their stars to the achievement board. Besides, she encouraged the other students to always review their materials and win the upcoming information-gap activities.

To close the meeting, the teacher notified the students that on the following week they were going to learn how to describe pets. Several boys said, "Yess!" Several others said, "Yeay", "Okay!!", "*Siiip!"*. The teacher

advised them to find any words related to pets so before coming to the next class,, they could know more what they were going to learn.

The teacher thanked the students for being active, and said bye to them. They responded to what she said. The leader of the class led all students to thank the teacher. Most of the students stood up to respect the teacher more, and all students said, "Thank you, Miss."

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Vignette 10

February 4th, 2016

The class should start at 10.15. The teacher entered the class with one collaborator of hers. When they came to the class, the students were still packing their belongings they used in the previous class which was Science. The teacher waited for them and prepared anything needed in the meeting. When everything was ready, the teacher stood up in front of the class and had some little chat with the students as an intermezzo. Then, the leader of the class led all students to greet her. All of them stood up and said, "Good morning, Miss." The teacher replied to it, "Good morning, everyone! How are you today?". They answered variedly. Some said, "I'm so so.", some others said, "I'm so fine, thank you." and there were many more replies. The teacher let them have their seats. She noticed there were two students absent on that meeting. She asked the other students, "Where are Agyn and Andra?". One student said, "In the….. *di UKS*.". Another student criticized, "Wahaaaa Ulin speak Indonesia!". Several other students explained that the two students were sick.

One student was still standing at the back of the class. The teacher asked him, "Rizky, are you ready to start the class?". He smiled at her and immediately got his seat. Still talking about the students' condition, there was a girl who was absent in the previous English class. The teacher asked the student why, and the student said she was sick.

Getting into the learning activity, the teacher asked the students, "Do you still remember what we are going to learn today?". Approximately ten students answered, "describing animals", "describing pets.". to engage the students more, the teacher asked them, "If I say pets, what come in your mind?". One student said, "dog. Hehehe". The teacher responded to it and asked the other students, "Okay, one is dog, what else?" They answered, "Cat", "Rabbit", "Mouse", "Fish", "Pig! Hahaha." The teacher responded to it jokingly, "Who pets pig? *Siapa itu yang melihara pig? Duh.. hehe.*" Other students added, "Chicken!." The teacher said, "Alright, you mean hen. What else?" Other more students said, "Ants, hahaha.". To make the introduction to the materials much more meaningful, the teacher asked the student, "Okay. *Siapa yang pernah punya hewan peliharaan, ngacung.*". Approximately nineteen out of twenty-three students raised their hands. The teacher asked them one by one what they had as a pet. One by one, they answered that they had fish, mouse, rabbit, cat, rabbit, cat and fish, chicken, rabbit, snakes, fish, cats, birds. One student said,

"Ummh.. *tokek Miss. What?*" The teacher said, "Ah ya… A wall lizard/gecko." He repeated, "Yes, wall lizard/gecko."

Then, to guide the students closer to the materials of describing pets, the teacher asked one student, "Okay, *sekarang.. Indah deh, Indah… diceritain dong.. tadi melihara apa? Kucing? Diceritain dong, kucing kamu kaya apa..*" She said, "Eeee.. cute, ee… small, has a fur, fur… /fjur/". Then the teacher let her speak in Bahasa Indonesia, "A! bulunya halus, kumisnya panjang, terus matanya besar." The teacher moved to another student, "*Nah kalau Rizky? Snake-nya kaya apa Riz?*" He answered, "Big, *tiga meter.*". Then, she asked another more student, *"Tadi yang melihara ikan kamu ya? Kaya apa Lin ikannya? Suka ngapain aja?"* He answered, "*Ya… makan, setiap hari mandi. Hehehe.*"

After finishing talking about their pets, the students were introduced to the exercises they were going to do. The first activity was listening. When the teacher was explaining the direction of doing the exercise, some students from another class knocked the door asking to borrow the class speakers. One student in the class said, "*Boleh, tapi nanti miss Maya makai enggak?*" The teacher answered, "Miss Maya *dah bawa sendiri kok. Nggak papa.*" One student then took the speakers for those who wanted to borrow them. The teacher continued explaining the directions. After she finished explaining them, she asked whether they got the point. One student said she had not understood yet. Then the teacher asked a student sitting on the corner of the class whether she understood the explanation. She said yes. Then, the teacher asked her to repeat the explanation for her friends. The student the repeated the explanation for her friend.

When everyone had understood the direction, the teacher played the audio. None of the students talked to their friends. All of them looked at and concentrated on their sheets of exercises. Several students looked at the source of the voice.

After all the conversations were played, The teacher asked the students whether they had answered all numbers. They said they had so she did not play the audio again. She guided the students to discuss the answers. Classically, most of the students answered correctly in the oral discussion. When discussing the answers, the teacher sometimes asked the students some certain information in the conversation. Several student could answer her questions correctly. After the classical discussion, the teacher asked the students, "Who has all the correct answer?". There were six students raising their hands. The teacher asked them who got one number wrong, two numbers wrong and so on. There were approximately five students having one false answer, and five other students having two false numbers.

Moving to the next exercise, the students were required to read aloud by themselves the descriptive text about a kitten they had in the second page of the exercise sheets. The teacher asked them to do so to notice what words they still mispronounced so the pronunciation drills would be more directed to the students' needs. Besides, this was also to train the students to produce English sounds.

After they had finished reading aloud the text, the teacher asked them to repeat after her to pronounce some keywords. They did almost exactly like how the teacher gave the example. After carrying out the pronunciation drills, the teacher guided the students to discuss the meaning of the text. She asked them questions about the key information in the text. Besides, she asked them the meaning of several keywords as well.

Moving to the next exercise, the students were required to guess the meaning of several keywords from the context in which the words were used, They were not allowed to open their dictionaries since the teacher wanted to make them think of the meaning based on the context. They were asked to do the exercise in a group of three. The teacher gave them five minutes to do it. They immediately found their partners, sat closely to each other and discussed the exercise. They did not talk to the students from other groups. They concentrated on doing the exercise with their own partners.

It took more or less three minutes for three groups to finish the exercise. The teacher appreciated those groups and told the other three groups that they still had two more minutes. The students who had finished the exercise went back to their seats.

After all groups finished the exercise, the teacher told them that they could come in front and write the answers to the ten numbers they had in the exercise. Fourteen students out of twenty students ran and seized the board markers the teacher held in her hand. They fought in front of the white board. Each of them 'booked' a number.

After all answers were written down on the board, the teacher guided the students to discuss the answer one by one. The first number was not complete. The teacher asked the student writing the answer to number one to revise his answer. He came in front and did what the teacher asked him to do. The same happened to number seven. The teacher asked one student to write the correct answer, and he immediately did it. The other numbers were also discussed classically. The teacher touched upon several words related to the words existing in the exercise being discussed. After finishing to guide the students in the discussion, she asked the students who had all the correct answers. There was no one. There were three groups having nine correct answers, two groups having eight correct answers, one group having six correct answers and one group having five correct answers. The teacher appreciated all groups. Then,

she asked them to write down all the correct answers for the sake of their learning process.

The next exercise was making a semantic web about a kitten's physical appearance. To introduce the exercise, the teacher engaged the students in a talk in Bahasa Indonesia about a kitten's parts of body, behaviors, habits, abilities, etc. They could mention many parts of a kitten's body. The teacher asked them to take a look at the next exercise. She explained how they could make the semantic web. The teacher made an example of a semantic web on the board so the students could get a clear picture of what they had to do. After finishing the explanation, she asked them to start working still in their groups of three. She told them that they were allowed to open their dictionaries and any kinds of helping tools. Several students went to their seats and took their dictionaries. Then, they went back to sit with their group partners and start to do the exercise.

As the students were doing the exercise, the teacher moved around the class to monitor how the students worked and to offer some help. It could be seen that the students employed their dictionaries and vocabulary note books. Their habit to ask the meaning or the English equivalent of some word to their friends decreased. Only when they did not find the word in the dictionaries, they asked the teacher or her collaborator about the English words of several words. What the teacher and her collaborator did was then helping them to find the word in their dictionaries. Only if it turned that their dictionaries and vocabulary note books did not provide the word they were looking for, the teacher and her collaborator told them the meaning or the English equivalent of the word they were looking for.

One group made the semantic web by having so many words. One of the student in the group asked the teacher, "Miss, *ini nanti dapet bintang nggak to?*". She answered, "*Lah kok bintang aja yang dicari. Miss Maya tu ngasih kalian bintang biar kalian semangat belajar. Bukan terus kalian belajarnya cuman buat bintang.*". He replied, "*Ya kan ini jadi semangat Miss. Makanya kalau dikasih bintang jadi tambah semangat. Hehehe.*"

After around twenty-one minutes passed, the teacher asked the students to stop working on the semantic web. She said, "Everyone, can I have your attention please? The time is up. Here, I have six board markers." Without saying many words, the students understood that the board markers were for them to write the words on the board. Directly, all students but three students ran toward the teacher and seized the markers. The teacher asked the three students, "Why don't you come in front?". They said, "*Lha itu udah kehabisan (marker and space in front of the board).*". When most of the students were in front, of course the markers were not sufficient for all of them. One student was thinking of a way so he could still write the answer even though he had no

marker. He made a line from the white board to the black board. Then he wrote the answers with chalks. All students wrote many words on the boards.

After the students had done writing the words, the teacher guided them to review any words written on the boards. She asked them to criticize if there were illogical ideas of behaviors, habits etc. of a kitten. The students did what she asked them to do. Several students came in front to revise any misspelled words and eliminate any illogical ideas of words. After all of the discussion finished, the teacher asked them to count how many words they had successfully written on their exercise sheets. A group got fifty words, another group got ninety-four words, another group got seventy words, another more group got eighty-seven words, and one group had about one hundred and eighty words in total which was the highest number of words in the exercise compared to the other groups' works. Several students did not believe it. They approached the group to take a look at the work and together count the words there. It was true that the group got around one hundred and eighty words. The teacher then gave a golden star for each member of the group. The students were happy. They smiled, laughed, cheered and yelled.

After those students pasted their stars to the achievement board, the teacher gave the students some explanation about their activity on the next meeting and also the homework to be submitted on the next meeting.

After all students understood the instruction, the teacher thanked them for being active in the class and said bye. They replied to her goodbye and the class ended.

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Vignette 11

February 6th, 2016

The class should start at 9.35. When the teacher and her collaborators came to the class on time, several students were still having their break time. Several others were walking around the class. The teacher waited for them to be ready in five minutes.

After five minutes passed, the teacher stood up in front of the class, and waited for the students to greet her. The leader of the class was absent, so there was another student having the responsibility to lead all students to greet the teacher. All students stood up and greeted the teacher by saying, "Good morning, Miss." The teacher replied, "Hello! Good morning everyone! How are you? How are you, Agil?". She asked a student personally because it seemed that he was not in a good condition. She asked several other students and they answered variedly.

As usual, on every Saturday, the students were going to have an information-gap activity which they called as game. Before starting the game, the teacher guided them to review the materials and discussed their homework first. She showed them that she had six board markers in her hands. All students but four ran toward her and seized the markers. Then, they wrote their answer on the board. Two of the four sitting students had not done their homework so they could not come in front and write some answer. The other two students wanted to come in front but they got no markers nor chalks left.

After writing their answer, the students went back to their seats. One student sitting on the back of the class and one student sitting in the front row came back to the front to revise their answers. The teacher checked all the answers and let the students criticized them as well. Whenever there was a wrong answer, the teacher asked the students to check the text again and guess the correct answer. It turned out that they were always able to correct the answer. While having the discussion of the answer, the student who had not done the homework copied the answer for the sake of his learning process.

Besides discussing the answer, pronunciation drills of keywords were also carried out. After guiding the students to have the discussion, the teacher asked the students several questions to engage them in the learning process. It turned out that most of the students did not respond to her directly. Most of them kept silent. To raise their motivation, the teacher held a vocabulary quiz. She gave them three minutes to review the vocabulary related to pet description. The students looked at the exercises they had done in the previous

meeting and their homework. Several students also looked at their notes in the vocabulary note book.

After the teacher thought the time to review the vocabulary was enough, she asked the students to close all of their notes and started the quiz. She asked the monitor to erase what was written on the boards. She thanked her and again reminded the students to close all of their notebooks. She then began the quiz. The first word was *sangkar*. There were around **thirteen** students raising their hands and calling the teacher. One of the student raised his hand and stood up to get more attention. The teacher gave the chance to a student sitting at the back. She could answer with the correct word but the pronunciation was still wrong. The teacher asked the students to repeat the correct pronunciation after she gave them the example. They could do it.

The next question was *salto*. There were around **seven** students raising their hands and shouting. The teacher chose a boy sitting in the middle row. He could answer correctly. However, the pronunciation was inaccurate. The teacher showed the students how to pronounce it and they copied how she did it.

Moving to the next question, it was *tumbuhan buatan*. There were **eight** students raising their hands. Approximately three students shouted calling the teacher. The teacher gave the chance to a girl sitting on the second row. The girl could answer correctly. However, the pronunciation was still wrong. The teacher asked the students to repeat after her to pronounce the words. The teacher led the students to repeat to pronounce it four times since the words were a bit complicated.

Then, she moved to the next question. It was *batu buatan.* There were around **fifteen** students raising their hands. They shouted calling the teacher. One boy sitting next to the door shouted in a quite long direction hoping to get the chance. The teacher gave the chance to a student sitting in the middle row. The boy complained and yelled since he did not get the chance.

The next question was *bulu kucing.* There were about **eleven** students raising their hands. One student stood up for the umpteenth time. The teacher gave the chance to him. Unfortunately, what he heard was *kucing* not *bulu kucing*. He answered wrong. The teacher then gave the chance to another student. The one the teacher chose this time was a student who used to be a very quiet student. Her voice was weak and he rarely smiled moreover talked to others. It turned out that she could answer the question correctly. However, the pronunciation was wrong. The teacher showed the students how to pronounce the word and they copied the pronunciation.

The next question was *sirip*. There were approximately **twelve** students raising their hands. One of them was a girl who used to be a quiet girl. She raised her hand and stood up to attract the teacher's attention. However, she

was not the first one raising the hand. The teacher gave the chance to a boy sitting in the middle row. He answered unclearly. The teacher gave the chance to another student sitting in the front. He could answer correctly. However, the pronunciation was wrong. A pronunciation drill was then carried out. The teacher noticed one student who rarely raised his hand. She commented on him and encouraged him to be more engaged. The next question was *cakar*. There were about **fifteen** student including the boy the teacher had just encouraged raising their hands. Several students shouted calling the teacher. The teacher gave the chance to a student at the back. He answered less specifically. The teacher gave the chance to another student and she could answer correctly. A student beside her protested her showing that she should have got the chance.

The next question was *burung beo.* There were about **seventeen** students raising their hands and several of them called the teacher. One student raised his hand highly and stood up to attract the teacher's attention. The teacher gave the chance to another student sitting at the back. She could answer correctly. While the teacher was thinking of the next question, a girl sitting on the corner of the class and a boy sitting on the right column raised their hands signalizing that they did not want to lose the chance.

The next question was *bulu burung*. There were about **fifteen** students raising their hands. Several students called the teacher to have her attention.

Every time there was a mispronounced word, the teacher carried some pronunciation drill. The students were always able to copy the pronunciation of words the teacher showed them.

The next questions were *kaki* (of an animal such as a cat). There were around **twelve** students raising their hands and they could give the correct answer.

The next question was *paruh.* The students seemed not sure to fight for the chance. There were **twelve** students raising their hands. However, different from the previous ones, there was only about two students shouted. The others were quiet. The teacher gave the chance to a girl sitting on the corner of the class. The girl could answer correctly with the right pronunciation. The teacher appreciated her, "Good! Beak." The student copied pronouncing the word *beak*.

Still in the quiz, the next question was *sisik ikan*. There were more students than before raising their hands. There were about **seventeen** out of twenty-one students raising their hands. At that time, several students called the teacher with louder voices. They yelled. A boy moved his body up and down showing that he knew the answer and deserved to have the chance to answer. However, he was not the first student raising his hand. The teacher gave the chance to a student sitting in the front. She could answer correctly. A

student on the other side of the class showed his complain. The teacher encouraged the students by giving more words.

The next question was *perut* (of an animal). There were around **seventeen** students raising their hands and shouting to call the teacher. The teacher gave the chance to a girl sitting in the second row. The girl could answer correctly with the right pronunciation.

Going on to carry out the quiz, the next question was *ekor*. There were around **eighteen** students raising their hands. Around seven students shouted calling the teacher. The teacher gave the chance to a boy sitting on the second row. He could answer correctly with the right pronunciation.

The last question was *ikan mas*. There were around **nineteen** students raising their hands. The teacher chose the boy sitting next to the door. He could answer correctly with the right pronunciation. The quiz was over.

The next activity was the information-gap activity. Before starting the game, the teacher gave golden stars to those who were in charge of being captains in the previous week. They were then allowed to paste their stars to the achievement board.

The information-gap activity of the day was about pet description. The students were grouped into six groups consisting of three to four students for each. The groups were based on the animal. In other words, each group was a pet club and the groups were different from each other. The teacher gave each student an animal picture. In order to find their partners, they had to do a survey asking around the class who had the same animal.

To start the information-gap activity, the teacher distributed the animal pictures based on some plan which managed the distribution of students. The teacher called the students one by one based on their student number. Each student came in front and collected a picture from the teacher. The teacher prohibited them to show their cards. They obeyed the rules. None of them showed the picture to the others. They peeped on the pictures and saved them. After knowing what pictures they had, several students cheered. Several others laughed. There were also several students making sounds that should be the sound of the animals they had.

After all pictures were distributed to the students, the teacher gave the students some introduction to the information-gap activity. She told them, "The game today will be like pet clubs." Several students smiled. Several other grinned. One student said, "Okay! I like! *Aik aik*!!"━making sounds of an animal.

After explaining the global picture and rules of the activity, the teacher gave the students two minutes to find their partners. They directly stood up and started to ask questions in English to their friends. They moved around the class and asked their friends in English whether they had a certain pet. After two

minutes passed, the teacher checked whether all students had found their partners. It turned that they all had. Then, the teacher asked them to sit with their groups and bring all of their English things. They immediately did what she asked them to do. After they had sat with their groups, the teacher distributed the sheets they would need for having the information-gap activity. The sheets had a table containing rows with a label for each row. The labels were physical appearance, favorite foods and drinks, living place, abilities, habits, behaviors, personal opinions, and the owner's treatments. Before explaining what the students had to do exactly in the information-gap activity, the teacher guided them to review what they could describe from a pet. She asked them, "From a pet, what can we describe again?". They answered, "Physical appearance, habits, favorite foods and drink, behaviors, habits, personal opinions". It turned out that they read the sheets that the teacher had just distributed. Then, the teacher asked them what each of the items meant. She guided them to guess by stimulating them to think of the meaning of each item they could describe from a pet. Besides, she gave them examples of the describing item from the example of text they had in the previous meeting. She also reviewed several keywords. In addition to this, she taught the students how they could ask questions about their friends' pets so they could get the complete descriptions about the pets. She asked the student, "Everyone gets my point?". One student asked the teacher, "Miss, *itu terus nanti hewannya ditebak?*". The teacher answered, "*Enggak. Ini bukan tebak-tebakan. Jadi,* the winner will be the one, the group which has the most elaborative descriptive text." After the students got her point, the teacher let them start the activity. They immediately started to decide the sequence of who would describe the pet first and next and so on.

The teacher's two collaborators moved around the class to monitor how the students worked and provide some help. The teacher reminded them that they could open their dictionaries and/or vocabulary note books to help them. Besides, she kept reminding them that the ones who would be the winner were those having the most elaborative description of the pet.

When moving around, the teacher and her collaborators also took notes of the students' difficulties and errors in speaking. Besides, when they made some mistakes in the activity, the teacher and her collaborators reminded them and showed how they should do it correctly. It was found in a group, there was a student who tried to stimulate her friend in describing his pet. However, she did not do it by asking questions. Instead, she helped her friend to construct sentences. Then, one of the teacher's collaborator told her that to help her friend, she should asked him questions and let him construct the sentence to respond to her question. After the teacher's collaborator explained it to her, she

helped her friend by asking stimulating questions. In other groups, mostly the students helped each other to describe their pets by asking such questions.

The students used the words that the teacher taught them to describe pets like belly, claws, paws, whiskers, scale, chopped vegetables, somersault, curved, feathers, wings, wrinkled, necklace, chubby, steals, cage, etc. Besides, they also explored their dictionaries to look for more words like Mohawk, silly, manicure pedicure, stretch, greedy, etc.

Beyond the expectation, the students did not only describe their pets in a standard description. They imagined that their pets could do sophisticated things like climbing mountains, playing tennis, jumping high, doing somersault. Besides, they also imagined that their pets had fancy treatment like going to spas, going to salons, and fancy habits like going to shops with the owners. The students put some jokes in their description of their pets. While having the activity, when a student made a joke in describing the pets, the other students laughed at the jokes. Sometimes, they argued that something was logical and some other thing was illogical. In addition to talking about the pet description, they interacted with their friends in English like giving instructions, asking for opinions, etc. these were several sentences they made, "You can write *he never steal food* in the table.", "Ian first, uh no.. Intan now.", "It has big belly like you?", "What do you think he like, eat?", "I don't know! It's your pet!!",

The students used dictionaries to look for some words both for themselves and for their friends. When they did not know how to say something in English, they used their gestures. Then, their friends tell them what the word they were looking for. If none of the students in a group knew the English word, they opened their dictionaries and vocabulary note books. Besides focusing on what they had to do to describe their own pets, they helped their friends to look for words in their dictionaries and vocabulary note books as well. Other than helping their friends to look for words, the students also helped each other to develop the idea in describing their pets. This was proven by their action in asking their friends questions about the pets when their friends were running out of ideas.

To manage the time in order for all students to have the chance to speak, the teacher and her collaborators moved around the class and reminded the students when the time was up for a speaker and they should move to the next speaker. They used English to give the instructions, "One more minute for you and then move to the next speaker." and the like. After they gave the instructions, most of the students in the groups nodded their heads signalizing that they understood. Several of them replied, "But Miss, *ini belum selesai*.". The teacher and her collaborators responded, "It's okay. So all students will have the chance to speak."

When the time was up, the teacher told the students in front of the class, "Everyone, the time is up.". Approximately half of the class complained since the last speaker of each group had not yet finished the describing their pets. The teacher told them, "Please submit the sheets to me now.". Several students still complained, they begged to have some additional time to finish the description of pet from the last speaker of the groups. The teacher repeated her instruction, "If you want to have the break *time*, come on submit them to me." Several students called the teacher to submit their works. Several other students helped the teacher to collect all of the students' works.

After all sheets were submitted to the teacher, the teacher then announced the winners of the game and gave the stars to them. As usual, golden stars were for the first winner and silver stars were for the second and third winners of the game. Then, the teacher appreciated the students being active in the activity. She said, "Alright everyone, thank you so much for speaking a lot today. I like how you speak English and you tried to speak more than the previous meetings. *Lalu*, on *Thursday,* you still have another game. *Biasanya kan kalian kalau Kamis belajar dan ngerjain latihan, tapi besok Kamis* game *lagi.*" One student shouted, "Yeee! Another game! Yeyeyeye!" he also clapped his hands. Noticing that the teacher was giving some explanation about the upcoming meeting, one student advised him to keep silent. The teacher smiled and continued her explanation, "To have the game, you have to be prepared. What you have to bring is (*are*): 1. The picture of your most favorite figure, *gambarnya/ fotonya.* And then a pet. *Jadi bawa berapa gambar?*". Several students answered, "Two….". The teacher clarified, "Ya, so all of you have to bring two pictures, you got it?". Approximately three quarters of the class said, "Yes…" One student copied the way the teacher pronounced the sentence. He said, "Got it? Got it?"

After explaining the activity for the following meeting, the teacher appreciated twelve students who had submitted their learning reflection in the form of letters. The students smiled. Several of them grinned. One girl cheered and clapped her hands. One boy sheered and raised his hands showing his excitement. All eyes were on the teacher. Then, the teacher gave those twelve students her replies in the form of letters as well. Seeing it, several students who had not submitted their letters yelled. They were jealous since they did not have the teacher's replies. The teacher told them to submit theirs immediately.

After all reply letters were distributed, the teacher announced that there were three best letters which meant the best learning reflection. She told them that the ones having them should follow her after the class because they would have some reward from her. Besides, she asked the students to submit all of their exercise sheets and handouts they got from the English class to be checked. Then, she closed the lesson by saying bye. The students replied and

immediately went to the teacher's desk to submit their exercise sheets and handouts.

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Vignette 12

February 11th, 2016

The class started on time. The teacher entered the class with one of her collaborators. The students greeted them soon after. They said, "Good morning, Miss.". The teacher responded to it, "Hi! Good morning my students." Then the teacher and the students had some chat in English. The teacher asked the students, "How are you everyone?". They answered variedly, "I'm fine."; "I'm very good."; "I'm so fine, thank you." ; some student joked, "I'm so so fine.", and others. The teacher asked them again, "Do you know what we are going to have today?" Some students said, "description" One student joked. Instead of answering the teacher's question, he said, "Do you know what I mean?" echoing what the teacher had just said. Some other students said, "Game! Game!". The teacher responded to it, "Good, game! And the game is related to?" They responded, "My pet"; "Animals"; "My favorite"; "People". The teacher wrote something on the board to start reviewing descriptive texts they learned in the previous meetings. After she did that, several students were noisy. She then stood up in front of the class without saying a thing. She wanted them to realize that they had to keep silent. One boy noticed her, and reminded his friends, "Shut up!". Then he joked, "Shut up! Miss Maya is angry." The other students realized it, they grinned and kept silent. The teacher continued the review of materials, "Okay, to describe people, what can we describe?". The students answered, "physical appearance"; "habits"; "age"; , "personalities", etc. The teacher added more things like identity.

One student was not engaged in the review. The teacher called her name, "Diva, are you ready for the lesson?" She turned to the teacher, smiled, and paid attention to the teacher. The teacher then continued the review. "What about pets? What can we describe?" Several students said, "Identity". The teacher listed what they said on the board and gave some more explanation, "Ya, identity like what kind of pet, what else?" They said, "physical appearance"; "habit"; "favorite foods"; "favorite drinks"; "behaviors"; "habitat". The teacher revised, "Okay, living place ya. And so on."

One student came back from a rest room. She said, "Thank you, Miss.". The teacher replied, "Sure, you're welcome."

The review was done. The teacher introduced the information-gap activity of the day to the students. Before explaining the rules, she explained how the students had to arrange the chairs and tables.

The teacher told the students that they would be grouped into six groups. Then, there would be post 1, post 2, and post 3 on the left side of the class, and the same three posts on the right side. There were two sets of three posts since the teacher was going to collaborate with her collaborator in handling the students. She would handle group 1, 2, and 3 to do some activities in the three posts on the right side. Meanwhile, her collaborator would handle group 4, 5, and 6 to do the same activities on the other three posts on the left side.

The teacher explained to the students what they had to do in the three posts. In post 1, they had to make a semantic web related to a certain pet. They were free to decide what pet their group wanted. Then, in post 2, they had to do an exercise about pet and people description in the form of crossword puzzle. Meanwhile, in post 3, they would have a speaking activity. There would be the teacher in the right post 3 and her collaborator in the left post 3. The students would be required to tell their friends and the teacher or her collaborator about a certain pet or their favorite figure whose pictures they had brought. They had 3 minutes to do it. After those 3 minutes, there would be another 2 minutes for the other students to ask questions.

The management of the activity was that group 1, 2 and 3 would do the activities in post 1, 2, and 3 respectively. Meanwhile, group 4, 5, and 6 would do the same in the other three posts.

While the teacher was giving the students a picture of the whole activity, several of them asked her questions whenever they had any questions.

After it was done, the teacher asked the students, "You got it?". They answered, "Got it!". The teacher made sure, "Any more questions?", they answered, "No.". Then, the teacher let them arrange the tables and chairs. They were happy and excited about having the activity of the day because it was different from those they had before. They arranged the tables and chairs and sang some song. The teacher moved around to make sure they arranged the tables and chairs as was expected.

After all tables and chairs arranged, the teacher asked the students to prepare all equipment they needed for the activities. She reminded them to bring dictionaries, vocabulary note books, and pictures they brought for the activity. All students took their equipment and paid attention to the teacher since she was going to announce the grouping.

The teacher announced the grouping. Then, she asked them to sit with their groups by paying attention to the management of the activity elaborated before. Group 1 sat on post 1 on the right side, and so on. After all students had their seats, the teacher distributed to post 1s, and 2s the maps with the exercises inside. There was no map for post 3s since there, the students would have a speaking activity handled by the teacher and her collabroator.

After everything was ready, the activities started as how it was planned and elaborated in the previous paragraphs.

The students were enthusiastic about doing each activity in each post. They did the semantic web, and crossword puzzle in post 1 and post 2. They had the speaking activity in post 3.

The result of the speaking activity showed that the students' speaking skill improved. They told their friends about their pets or favorite figure fluently. The communication that the students had was interactive. They proposed questions and the one who had just described his/her pet or favorite figure could answer the questions appropriately. The students also used the vocabularies taught during the cycle. Mostly, they pronounced the words correctly even though there were still several mistakes.

The students practiced to speak in English cooperatively. If there was a student who encountered a difficulty in saying something, the other student in the group helped him/her by giving clues or stimulating questions.

In addition to this, in being involved in the activity, the students were not only practicing their English speaking skill to talk about the pets or favorite figures. They also joked. This showed that the students enjoyed the speaking activity. They did not feel threatened anymore to practice to speak in English.

After all groups had done the speaking activity in post 3, the teacher asked them to submit their works. She had to ask them to submit the works many times since the groups doing the semantic web exercise did not feel content yet with the words they had had. They still wanted to add more words. However, the teacher encouraged them continuously to submit the works soon since the time was almost up. They said they did not want to have the break time. Instead, they preferred to finish the exercises. The teacher asked them to calm down since she would return their works back soon and they could continue doing them. The teacher counted down and all groups submitted their works.

Then, the teacher distributed questionnaires to reveal their comment on the implementation of cycle 2. She gave them some explanation on how to do the questionnaires. They understood and did the questionnaires.

Before the meeting ended, the teacher announced six students who had the best speaking performance in post 3s. She gave the students a piece of paper. On that paper, it was written, "There is something for you in the teacher's desk drawer.". They immediately ran toward the teacher's desk and found what was there. There were six keychains for the students as rewards. The students shouted, hoped here and there, grinned and laughed showing their happiness. Besides, golden stars were for the first winners and silver stars were for the second and third winners as usual. All students pasted their stars to the achievement board.

The teacher gave the students her highest appreciation for being cooperative on the day. Besides, she said sorry because they had their break time late because of the meeting. They said, "*nggakpapa..*". One student said, "It's no problem.". Finally, the teacher closed the lesson by saying goodbye. The students responded to it. The leader of the class then led her friends to thank the teacher. The students stood up and said, "Thank you, Miss." Simultaneously. The teacher replied and left the class.

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APPENDIX B:

INTERVIEW TRANSCRIPT

Interview Transcript 1
November 7th, 2016

R : "Menurut kalian, Bahasa Inggris itu penting nggak sih?"
S1 : "Iya, penting, Miss."
R : 'Kenapa emangnya?"
S15 : "Karena Bahasa Inggris itu bahasa internasional."
S1 : "Karena kalau keluar negri gitu kan kita harus bisa ngomong Bahasa Inggris."
S4 : "Iya, dipakai buat komunikasi gitu."
***
R : "Kalian kalau disuruh ngomong pakai Bahasa Inggris gitu udah lancar atau belum?"
S : "Belum.."
R : "Yang bikin belum lancar apanya?"
S1 : "Cara berbicaranya banyak yang belum tau.."
S21 : "Nggak biasa ngomong pakai bahasa Inggris, Miss."
S17 : "Mulutnya kaku e.. terus juga nggak hafal mau ngomong apa."
S4 : "Kosakatanya kurang banyak."
R : "Emangnya kalau kalian sebelum maju dikasih waktu buat persiapan gitu, majunya harus sesuai yang disiapin?"
S1 : "Kebanyakan iya, Miss."
R : "How many of you bring your dictionaries?"
14 students out of 23 students brought their dictionaries.
R : "Okay, 14 anak bawa kamus. Sekarang yang sering pakai kamus di kelas, angkat tangan."
None of the students raised their hands.
R : "Menggunakan kamus itu sebenarnya penting nggak sih?"
S1 : "Penting."
R : "Pentingnya kenapa?"
S21 : "Karena di sana ada artinya."
S17 : "Ada arti.."
S1 : "Karena di sana ada cara mbaca kosakata, ada artinya juga."
R : "Nah kalian tau nggak kalau di kamus itu ada cara mbacanya?"
S15 : "Ya, tau.."
S21 : "Tau.."
S17 : "Tau."
R : "Kalau gitu kenapa nggak sering digunakan kamusnya?"
S1 : "Karena lebih sering tanya ke temen. Hehe"
***
R : "Selama ini kalau pelajaran bahasa Inggris seringnya ngapain aja sih di kelas?"
S15 : "Mendengarkan."
R : "Mendengarkan?"
S22 : "Ya, Mendengarkan (penjelasan dari Ms. T.) Dan mencatat."

S17   : "Dan dimarahi."
S   : "Hahaha."
R   : "Masa'?"
S15   : " Enggak ding, enggak.."
S1   : "Habis njelasin, terus nyatet, terus ngerjain soal.."
S17   : "Ngerjain soal.. dimarahi.."
R   : "Kalau kalian pengennya pelajaran bahasa Inggris itu gimana?"
S17   : "Ngomong, diskusi, latihan, mainan."
S15   : "Ngomong, diskusi."
S05   : "Permainan tapi yang tetep belajar bahasa Inggris"
S22   : "Berkelompok, diskusi."
R   : "Emang kalau setelah belajar bahasa Inggris itu kalian pengennya bisa ngapain sih?
S1   : Bisa bicara Bahasa Inggris dengan baik."
S4   : "Bisa ngomong bahasa Inggris. Hehe."
R   : "Gimana nduk?" *Approaching a female student who spoke in a low volume*
S8   : "Bisa ngomong bahasa Inggris tapi secara spontan"

Interview Transcript 2
January 14th, 2016

R   : "What do you think about the meeting today? Anything."
C2   : "Alright, so here's the thing. In general, they were good."
R   : "The students?"
C2   : "Ya.. They were cooperative and like almost all the time, all of them did what you asked say for example when you asked them to repeat after you, they did, all of them although there were sometimes a very few of them didn't follow. I notice S2, once or twice during the meeting didn't follow you. Kalau perempuan itu in general mereka ngikutin terus. Aku bener-bener perhatiin baris ujung kanan dan ujung kiri yang mungkin enggak kerekam kamera. Mereka antusias, May. Kaya rownya si S13, they followed what you asked although keliatan sih, repeatnya tu nggak sesemangat kaya rownya si S1."
***
C2   : "Kalau yang terkait teaching and learning process sih nanti dibahas lagi yang pronunciation high, answer, gitu itu.. tadi masih ada beberapa yang salah. Comfortable. Terus buat yang repeating, repeating itu. Aku tadi ngeliatnya mereka nggak bosen. Padahal kalau aku sendiri yang nglakuin, aku mungkin akan bosen. Kalau anak-anak di kelas kamu tadi enggak. Mereka nglakuin terus apa yang kamu suruh."
R   : "Iya, tadi harusnya itu yang reading terus drilling pronunciation itu ada 4 halaman, tapi aku kurangi jadi 3 halaman. Takutnya mereka bosen. Hehe. Emang sih, aku juga kerasa kalau lama-lama akan ngeboseni. Tapi mereka

kan butuh itu, exposure Bahasa Inggris yang intonasinya bener, naik turun gitu. Soalnya selama ini jarang. Jadi, biar nggak bosen tu ya makanya aku suruh mereka baca satu halaman sendiri dulu, baru ke aku yang ngasih input pronunciation dan intonation yang bener, sekaligus feedbacks berdasar pengamatanku waktu mereka baca sendiri-sendiri itu. Jadi ada dinamikanya gitu lho. Kalau input dari aku terus, nanti monoton terus bosen."

C2   : "Tadinya aku mikir lho, kenapa kok mereka disuruh baca sendiri-sendiri out loud.. enggak baca bareng-bareng gitu lho. Emang kamu niat nggak disuruh bareng-bareng?"

R   : "Iya. Soalnya kalau harus bareng-bareng gitu nanti nggak natural. Iya kan?"

C2   : "O iya sih. Aku takutnya hanya kalau bosen itu. Tapi tadi aku liat anak-anaknya nggak bosen."

C2   : "Tadi aku nggak kepikiran lho kalau hanya dengan materi comparative kamu bisa bikin teaching and learning process yang sepanjang itu. Yo.. tadi kamu exposurenya banyak ya? Latihannya banyak ya?"

R   : "He'em, drillnya gitu juga."

C2   : "He'e, santai sih pelajarannya tadi."

R   : "Tadi tu si S7 kok angkat tangan coba.. Ya Allah, aku kaget.. happy banget liat dia mau voluntarily berkontribusi aktif gitu."

C2   : "Sek, tadi tu dia angkat tangan ngapain ya?"

R   : "Mbaca teks itu to."

C2   : "Oh iya, terus tapi habis itu di kesempatan selanjutnya enggak maju to? Yang lain tu pada antusias, dianya enggak. Tadi sih yang aku liat kaya gitu."

Interview Transcript 3
January 16th, 2016

R   : "So guys, what do you wanna say to our class today?"

C2   : "Um… ya, in general, the students were interested."

R   : "And you, what do you wanna say?"

C3   : "Alright, I don't know a lot about your students, but overall, I just want to say that your class is really dynamic and I like that. And then what I like is that your class is mobile, so I can learn from it. So Now I am thinking of how to make my class more mobile. So overall it's good. And.. inspiring."

R   : "Um.. (my slef correction) on of the bad things happening today was that I made a mistake. So to me who prepare the game and design the game, it's a bit chaotic. Because what? Because I made a big mistake. I Said to them that the one who would be the winner was the one who finished the game first (faster than the others) or got the most number of the cards and it turned out that they thought that the speed was the most important thing

to them. So for the next game, I think I should also remind them that the winner will be the one who (is not only fast but also) does the activity based on the rules, right? You get my point?"

C2, C3 : "Yayaya.."

R : "So it is like S8's group and also S5's group."

C2 : "I mean, at the end, the winners were the one who used the comparatives a lot. Did you tell them that the winner would be the one who follows the rule, and use the comparative structure more?"

R : "No, so that's it. That's my mistake. I said to them that in order to play the game, they had to use the comparative forms but I didn't emphasize that the one who have the most number of comparative would be the winner."

C2 : "I was wondering about that as well. When at the end, the winners were not those finishing the game first."

R : "Hehe, (that's my mistake). But thank God they could accept it. Because they already know that obeying the rule is a must."

C2 : "Yes, they're used to that already. And one thing (another thing) that I like is that the students were really enthusiastic or motivated because of the achievement board like they are very…"

R : "Something like 'Oh my God!! I wanna have a star!'"

C2 : "Yaa!!"

C3 : "Tapi yang tadi udah bener kok.. kan pengelompokannya udah dipisah gitu yang pinter-pinter. Jadi di setiap kelompok mereka bisa mbantu yang lain. Harga dirinya dia juga akan lebih (lebih merasa dihargai) karena dikasih tanggung jawab lebih (untuk menjadi kapten dari kelompoknya."

C3 : "Tadi kartunya sama semua, padahal mereka pengen tukeran kartu ya?"

R : "Iya, bener itu.. Kemaren waktu buat kartu itu, aku underestimated anak-anak.. Takut kalau kesusahan. Jadi aku nggak kepikiran kalau justru mereka sampai pengen ganti kartu gini.

When we were discussing the evaluation, the English teacher of the class came.

C1 : "Halo.. gimana?"

R : "Ibu lagi sibuk banget ya bu?"

C1 : "Ini lagi bikin laporan kok, ndakpapa. Gimana tadi anak-anak?"

R : "Alhamdulillah, gimana teman-teman?"

C3 : "Kondusif, dinamis."

C1 : "Alhamdulillah.. berarti besok tinggal lebih ditingkatkan lagi biar ada perkembangan lagi."

R : "Hari ini yang baru ada itu bu.. papan prestasi."

C1 : "Oya?"

R : "Nempel bintang-bintang gitu bu.."

C1 : "Terus siapa yang terbanyak?"

R : "Jadi saya buat dua jenis bintang bu, emas sama perak. Kalau emas itu yang pencapaiannya lebih susah (tinggi), sedangkan perak itu yang untuk keaktivan kecil-kecil gitu."

C1 : "Yang dapet emas siapa?"
R : "Tadi saya kasih ke yang membuat dapat list adjektif paling banyak bu. S5 itu dapat 800, bu."
C1 : (paused, thinking)
R : "S5."
C1 : "S5???"
C1 : "Memang, kelas 8E itu kalau dikasih tugas sregep. Tapi memang, kalau suruh ngomong itu mengko sek (nanti dulu).. Mereka kalau nggak ditakuti pakai nilai nggak mau ngomong, beda… banget sama kelas lain. Kelas lain jauh lebih aktif, banyak ngomong."
R : "S15 itu biar nggak males-malesan gitu digimanakan to bu?"
C1 : "Piye ya?"
C3 : "Tapi menurutku hari ini dia belajar kok.. Waktu dia salah menjalankan permainan itu, dari matanya keliatan (kalau dia belajar sesuatu). Dia yang diem, terus keliatan bersalah gitu."
C1 : "Kesimpulannya hari ini anak-anak anu ya (terlibat secara aktif dalam pembelajaran.)"
R : "Iya Alhamdulillah antusias ya bu.."

Interview Transcript 4
January 21st , 2016 #1

S1 : "Miss Maya, nanti materinya apa?"
S18 : "Nanti materinya apa?"
R : "Kemaren kan dah takkasih tau?"
S1 : "Apa to?"
R : "Apa jal?"
S23 : "Oh itu, yang membandingkan lebih dari dua."
S2 : "Oh!! Aku ingaaat!"
R : "Apa?"
S2 : "Game lagi.." (*joking*)
R : "Haha, noo.. game-nya Sabtu."
S17 : "Ho'o, game lagi. Kan setiap pelajaran Bahasa Inggris game."
S2 : "Ho'o, bener setiap Bahasa Inggris game."
S16 : "Emang nanti materinya apa?"
S1 : "Membandingkan lebih dari dua."
R : "Kejutaan."
S1 : "Haha, iya, surprise."
R : "Kok nggak pada jajan ini?"
S18 : "Miss nanti materinya apa?"
R : "Apa coba? Kemaren dah takkasih tau."
S18 : "Oh itu.. membandingkan."
S9 : "Degrees of comparison."
S12 : "Apa to? Nanti materinya apa to?"

S9 : "Membandingkan lebih dari nganu.."

R : "Kamu kalau sama Bahasa Inggris suka nggak sih, Ndah?"

S12 : "Mmmm… susah e Miss. Hehe."

R : "Yang susah apa? Mau ke mana kamu kok buru-buru.. gek taktanyain.."

S12 : "Nggak ke mana-mana.. hehe"

R : "Ya udah, sini dulu.. Kenapa susahnya kalau Bahasa Inggris tu?"

S12 : "Hmm.. nggak tau artine."

S9 : "Nggak bisa ngomong."

S12 : "He'em, nggak bisa ngomong."

R : "Lah nek kemaren ngobrolnya pakai kartu-kartu itu bisa ngomong nggak?"

S12 : "Bisa, hehe."

R : "Rasanya gimana?"

S12 : "Seneng.. haha"

R : "Lah itu seneng.."

S12 : "Ya kalau gitu seneng, Miss. Tapi kalo pelajaran deg-degan.. hehe."

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R : "Div, kemaren Sabtu gimana kegiatannya? Menyenangkan enggak?"

S10 : "Yo senenglah masa' enggak. Wong kelompok kok.. kan enak.."

R : "Emang kenapa kalau kelompokan?"

S4 : "Seneng! bisa ngomong terus."

S10 : "He'e, bisa ngomong terus, terus ketawa-ketawa enak."

R : "We lah tapi kemaren ngomongnya pakai Bahasa Inggris nggak?"

S10 : "Ya iyalaaah"

R : "Emang kalau dulu speaking Bahasa Inggris gimana?"

S10 : "Diem aja."

R : "Heh? Ha kok diem?"

S10 : "Iya, diem terus. Kan nggak mau bicara. 8E. dari pas masih 7E. Sampai pernah ditinggal Ms. T. Terus ada guru BK masuk.."

S9 : "Wali kelasnya ngamuk.."

R : "Lah kenapa?"

S10 : "Ditinggal sama wali kelas, ditinggal sama T. Hehe."

S9 : "Kan 8E ditanya nggak pernah mau njawab, terus pas Matematika sampai pernah cuma ditinggali buku, terus Bahasa Inggris juga gitu. Terus sampai guru BKnya masuk, wali kelasnya masuk, dibilang-bilangi gitu.."

R : "Iya? Sampai segitunya?"

S10 : "Dan itu pun belum terketuk hatinya.. hehehe."

R : "Lah kesimpulannya kemaren Sabtu sama Miss Maya terketuk hatinya nggak?"

S10 : "Iyo, kan kemaren rame to pelajarannya. Jadi intinya kalau udah rame tu udah terketuk hatinya. Haha."

S4 : "Kalau sama Ms. T tu lak tegang gitu to Miss."

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R : "Gimana Sya? Mahkotanya aman?"

S8 : "Amaan.. hehehe."

R   : "Kalian berdua suka Bahasa Inggris nggak sih?"

S5   : "Tergantung.. suka tu karena pengennya bisa percakapan gitu Miss. Tapi kadang nggak tau cara bacanya jadi kalau mau ngomong. Hehe."

R   : "Lah kalau kegiatan kemaren Sabtu menurutmu gimana?"

S8   : "Asik, Miss.."

R   : "Membantu kalian buat latihan ngomong nggak?"

S8   : "Iya.. hehe"

R   : "Lebih enak kelompokkan gitu atau disuruh maju satu-satu."

S5   : "Kelompokan! Tegang banget kalau harus maju satu-satu. Sampai dingin gitu.."

R   : "Kalian nemuin sesuatu yang baru nggak sih di pelajaran Bahasa Inggris sama Miss Maya?"

S5   : "Game!"

R   : "Apalagi?"

S5   : "Terus nanti kalau bisa apa gitu, dapet bintang."

R   : "Haha.. seneng dapet bintang gitu?"

S5   : "Iya seneng."

S8   : "Iya"

R   : "Ningkatin motivasi kalian nggak itu?"

S5   : "Iya."

S8   : "Iya!"

R   : "Kalau dari pengucapan kata-kata gitu. Kan Miss Maya ngajarin bilang *thin* aja takulang berkali-kali to? Ningkat nggak cara kalian bacanya?"

S8   : "Iyaaa.. Kalau nggak dibiasain gitu lidahnya susah. Hehehe."

R   : "Kalau diulang terus kaya gitu kira-kira nanti bisa terbiasa nggak?"

S8   : "Iya."

R   : "Seneng nggak?"

S8   : "Seneng! Jadi nanti kalau ketemu turis udah bisa ngobrol."

R   : "Ciyee.. iya yaaa.. hehe"

Interview Transcript 5
January 21st, 2016 #2

C1   : "Gimana tadi anak-anak menurut njenengan?"

C2   : "Secara umum sih anaknya menurut saya kooperatif, bu.. disuruh apa yang langsung ngejalani.. suruh garisbawahi juga langsung. Aku kira mereka nggak akan hehe.. Tapi everyone, each of them did what she asked."

C1   : "Yo yang penting, pokoknya tujuane tu tercapai."

R   : "Sebenernya memang mereka kooperatif gitu bu.. cuman kan nggak bisa yang setiap kelas harus rame banget seperti hari Sabtu. Karena memang Sabtu itu nature-nya untuk aktivitas mereka berbicara, sedangkan Kamis mereka teori dulu."

C1   : "Mm.. iya.."

R : "Cuman tadi tu biar nggak ngantuk gitu, yang ngantuk-ngantuk taksuruh ke depan, buat bahan (teman-temannya) membuat contoh kalimat. Jadi tu tadi kan superlative kan bu, terus siapa yang paling apa, yang paling apa gitu. Na yang mau diperbandingkan itu takcari yang ngantuk-ngantuk, yang nggak semangat gitu taksuruh ke depan, terus dari yang maju ke depan tu siapa yang paling tinggi, siapa yang paling apa, siapa yang paling apa gitu bu.. S21 itu gimana ya bu?"

C1 : "Oh dia tu sebenernya bisa, tapi semangatnya ndlap ndlep. Dia maniak game."

C2 : "Tapi dia tadi ngikutin kamu kok.. dia berusaha gitu."

R : "Mmm.. kalau S11 itu yang mungkin masih agak susah berbicara."

C1 : "Sek, S11? Oalah ya.. itu emang angel itu.. Maksudnya mm.. ya itu, naturenya dia memang kaya gitu."

C2 : "Itu nature anaknya kalau itu."

C1 : "Dia itu kalau penilaian cuma face to face sama guru gitu dia bisa ngomong. Tapi kalau suruh klasikal gitu yang nggak ada nyali untuk biar temennya denger gitu. Memang dia tu tipenya kaya gitu. Terus dia nggak begitu bisa banget sebenernya dalam memahami pelajaran. Awalnya tu dah mau bisa, tapi terus perkembangannya dari semester 2 sama kemaren (semester 1 kelas 8) tu nggak begitu. Terus mm.. apa? Tapi nek masalah speaking, dia nek sponitas, jelas nggak pernah bakalan mau njawab."

Interview Transcript 6
January 23rd, 2016 #1

C3 : "Miss Mei sama Miss Trisna pengen tanya-tanya ni.. menurut kalian, pelajaran Bahasa Inggris sama Miss Maya gimana?"

S8 : "Enak.."

C2 : "Enaknya gimana?"

S8 : "Kan diajari cara mbacanya itu, terus ada game game gitu, sama dikasih bintang. Kalau dikasih bintang tu bikin motivasi belajar."

C2 : "Kalau dari tiga pertemuan yang udah dilalui sama Miss Maya ini menurut kalian gimana?"

S5 : "Ya seneng, seru. Ada game-nya. Ada selingan. Paling enggak bisa latihan ngomong lah."

C2 : "Selain di kelas Miss Maya, sering ngomong Bahasa Inggris nggak?"

S5 : "Suka malu, takut salah. Hehe."

C2 : "Setelah di kelas Miss Maya masih malu?"

S5 : "Lumayan mendingan hehe."

C3 : "Ini semua udah pernah dapet bintang?"

S19 : "Belum.."

C3 : "Kenapa S19?"

S19 : "Itu, kemaren waktu temen-temen maju itu, kukira nggak mau dikasih bintang. Tapi ternyata dikasih."

C2   : "Terus biar dapet bintang gimana?"
S19   : "Ini udah ngerjain banyak-banyakan.."
C2   : "Disuruh apa?"
S19   : "Ini, disuruh ngerjain banyak-banyakan kalimat gitu.."
C2   : "Oh.. terus S19?"
S19   : "Ya ini ngerjain, bikin banyak kalimat."
C2   : "Oh gitu.. eh, menurut kalian, Miss Maya itu gimana sih?"
S5   : "Lucu. haha"
C2   : "Haha. Lucunya gimana?"
S5   : "Ya sering bercanda gitu. Sering ngajak bercanda."
C3   : "Miss Maya kalau nerangin bikin mudeng nggak?"
S5   : "Ya mudeng, insya Allah paham."
C3   : "Kalian selama tiga pertemuan ini yang paling suka yang mana?"
S5   : "Yang kemaren Sabtu."
C3   : "Oh, game ya?"
S5   : "Iya, pakai kartu-kartu gitu."
C3   : "Sebelumnya udah pernah pakai kartu gitu belum?"
S5   : "Belum."
C3   : "Kalian pernah nggak merasa bosan gitu di kelas?"
S8   : "Enggak."
C2   : "Kamis kemaren juga nggak bosan?"
S8   : "Enggak."
C2   : "S5?"
S5   : "Enggak, e iya.. hehe"
C2   : "S19 gimana?"
S19   : "Enggak bosen.."
C2   : "Kalau kalian disuruh maju ke depan, sendirian kaya kemaren si S10 itu miming gitu berani nggak?"
S5   : "Insya Allah."
S19   : "Berani."
C3   : "Kalau dulu sebelum sama Miss Maya, kegiatan praktek speaking kalian seperti apa?"
S8   : "Praktek."
C3   : "Prakteknya gimana?"
S8   : "Dibuat kelompok. Terus nanti satu kelompok buat satu percakapan, terus nanti maju ke depan, tampil."
C3   : "Itu ditulis dulu nggak percakapannya?"
S8   : "Iya."

Interview Transcript 7
January 23rd, 2016 #2

R   : "Jadi intinya game ini mereka nggak bisa bekerja kelompok kalau mereka nggak saling berkomunikasi kan bu."

C1   : "Ho'o.."

R   : "Dan saya melarang mereka buat ngomong Bahasa.. selain Bahasa Inggris. Kalau ngomong selain Bahasa Inggris, dikasih -1 gitu. Makanya mereka ngomong Bahasa Inggris karena kebutuhan gitu.."

C1   : "Oiya, bener-bener.. "

R   : "Hasilnya besok ditempel bu.. bisa dilihat itu nanti."

C1   : "Lhoh, buat data?"

C3   : "Gambarnya sudah diambil kok bu.."

C1   : "Oh yaya."

R   : "Mereka jadi tau bu, data yang paling gila di kelas siapa, yang paling ganteng siapa.. The most favorite teacher hasilnya pak Syifa gitu bu.."

C1   : "O he'e, he'e.. kelas F juga. Mereka dah pernah taktanyain, katanya pak Syifa seneng ndongeng.. Terus lenthuk-lenthuk ngantuk gitu lho ma'am.. gitu katanya."

R   : "Oh iya bu, 8E ini dulu katanya pernah ditinggal sama Ibu, bu? Karena diem gitu kata anak-anak."

C1   : "Iya, ho'o. Pernah, Wuh, dieme pol.. Yo diem, ditanya nggak njawab, di apa-apa nggak njawab. Sampai stress aku tu. Padahal kalau dibandingin sama (kelas) yang lainnya itu kan yang lain masih banyak yang lebih nggak bisa, tapi njawab.. salah nggak papa. Kok di sini ini (8E) kok isa meneng. Meneng blas ki kenapa.."

R   : "Ditanya tentang pelajaran gitu bu?"

C1   : "Iyaaa. Wah itu puarah itu."

Interview Transcript 8
January 23rd, 2016 #3

C2   : "May, penelitian kamu tu bisa sekalian mendeskripsikan, menjelaskan tentang reward board itu lho.."

R   : "Iya, kok bisa si S9 tu bisa sampai mimpi tu lho.. dia tadi bilang ke aku, 'Miss, semalem tu masa' aku sampai ngimpi lho.. di mimpiku itu aku nggak dapet bintang sama sekali sampai pertemuan terakhir sama Miss Maya.. Huhu' gitu. Kok bisa ya?"

Interview Transcript 9
January 23rd, 2016 #4

R   : "What do you think about the activity today?"

C2   : "It was fun, well I know that the.. apa ya? The steps, the instructions is (are) a bit complicated, more complicated than usual, but you did, explained that well."

R   : "Because I do it step by step, right?"

C2 : "Ehem.. you explained it to them well, and they understood although there were still some students who didn't understand a bit."

C2 : "I just thought about it when they started the activity. Then, how would they make the diagram? I mean would they think that they should count the data first and then I'm afraid if they didn't because I saw some groups didn't do that at first. It's like they directly decided what to make. And also some students during the survey step, when all the Bs in one group and all the As in one group, they waited for their turn to talk. So for example, there were you, me, Mei and then A, B. I asked Mei and the rest waited for me to stop, to finish my question, and the others' turn had just come. Well, I think it's wasting time, right? You can just ask directly do the survey randomly."

R : "Ya.. so when we were having that step, I moved around and I saw that they did that in varied ways. Some groups did like what you said, and some groups did it randomly as long as they can complete the table. But that's good cause they can finish everything in time. Well it's not in time actually but we can manage everything. Hehe."

C2 : "Oiya, about the survey again, I saw S3's group. When two girls were talking, I mean having the question and answer, the others were waiting for them to stop. Then I asked them, 'No no you shouldn't. You don't have to wait for them. You can ask your friend while waiting for them.' Then, they said, 'oh yayaya..' hehe."

R : "Mmm.. so thanks for that."

C2 : "Hmm. Hehehe. It happened in S1's group, and in.. who's that? S6's group."

R : "So what else? Do you think they maximally like effectively practiced speaking in English?"

C2 : "I won't say maximally already. It's still in the process, right? But it's better now. Like S15, he talked a lot when he got the chance. And S5, and the rest, they were like quite active to me. So for example, when S7 or.. siapa tadi, S23 for example, when she was talking I mean doing something else, and the others would like join to comment, gitu.."

Interview Transcript 10
January 23rd 2016 #5

C2 : "Mm.. kemaren, kita kan menduga, memperkirakan kemungkinan mereka ketika mereka survey, itu mereka akan menggunakan yang kaya you? You? You? (tanpa mengulang pertanyaan)."

R : "Ternyata malah enggak.. terus aku malah kadang nyuruh mereka pakai cara itu."

C2 : "he'em.. ya malah bagus to, kamu ngajarin mereka pakai cara yang natural."

R : "Ya itu, karena kemaren kita udah bahas itu to? Kita dah sepakat kalau cara itu malah lebih natural."

C2 : "He'em iya.."

R : "Tapi ketika mereka akhirnya wawancara (survey) yang secara acak yang nggak nunggu satu anak selesai, terus baru anak yang lain gitu, pada akhirnya mereka jadi ngulang-ngulang pertanyaan mereka. Jadi drillingnya dapet, naturalnya juga dapet itu."

C2 : "Oh.. iya, he'e.. Terus tapi pas mereka bikin diagram, ada yang ngomong banyak, tapi juga ada yang masih agak dikit to ya? Kaya yang kelompoknya S21 itu agak kalem."

R : "Tapi in terms of facilitating them to improve their speaking ability, what do you say? Dari segi misal kegiatan, dari segi usaha kita bantu mereka juga.."

C2 : "Udah lebih baik sih menurutku. Ya udahnya, maksudnya belum yang terbaik karena masih ada terusannya. Mmm.. karena kamu membuat mereka itu survey, ngomong kan akhirnya, terus kita bantu dengan moving around itu.. terus kita juga bikin suasananya nyaman, nggak threatening. Yang bener-bener anak yang kalem pun kaya S3 itu yang bener-bener PD. Ditanya siapa yang paling ganteng, dia jawab 'me!' haha. Aku ya kaget, wah? Haha. Dan dia tu keliatan lebih banyak senyum, gitu.."

R : "S3 hari ini keliatan lebih ceria ya?"

C2 : "He'e.. banyak senyum, terus ya dengan karena ada sistem yang harus ngomong Inggris tu ya jadi semua pada ngomongnya pakai Bahasa Inggris, mbuh carane piye.. yang S10 tu kayake kemauannya buat ngomong tinggi. S16 tu juga.. Tapi ya emang kosakatanya masih terbatas sih. Dia tu nyoba keras buat ngomong Bahasa Inggris ke aku."

R : "He'em! S16 itu to, saking nggak maunya dia untuk ngomong Bahasa Indonesia, mau tanya ke aku tu cari kamus dulu.."

C2 : "Ke aku juga.."

R : "Terus aku ijinin pakai Bahasa Indonesia nggakpapa, wong dia mau tanya untuk keperluan kerjanya to… kalau sama temennya tetep harus Bahasa Inggris. Soalnya mereka kan ini juga, konsekuensi tanggung jawab mereka ke temen-temennya juga. Misal S16 ngomongnya pakai Bahasa Indonesia, yang rugi juga S10 dan kawan-kawan sekelompoknya juga to? Nggak cuma dia sendiri."

C2 : "He'em.. Tadi tu kelompok mereka kan bikin judulnya pakai kalimat to, bukan phrase, nah mereka tu mau tanya agak kesusahan. Terus akhirnya aku yang banyak ngomong, aku bilang, 'mmm.. you want to ask if the title is blablabla' gitu, aku akhirnya yang banyak ngomong. Tapi aku berharapnya itu bisa jadi input buat mereka. Terus mereka jawab, 'yes, yes.'"

R : "Yang masih PR itu.. S3 dah mulai ngrangkak, okay. Yang belum tu S11.. Kalau S12, dia walaupun keliatan diem kaya gitu, dia berani lho ngomong.

Aku tu tadinya agak underestimate dia, kaya nggak pernah ngomong gitu. Eh ternyata sekarang dia dah mulai ngomong lumayan banyak."

C2 : "S19 tu.. kalem to dia? Tadi dia niat banget lho.. Waktu aku wawancara itu, kan aku tanya siapa yang belum dapet bintang. Tadi kan ada S19, S5, S8. Nah yang dua itu udah. S19 belum. Terus aku tanya apa yang dia lakukan, dia bilang 'ini aku bikin banyak-banyak..' jadi mereka berharap untuk dapet bintang lho dengan ngerjain tugas tadi itu.. makanya tadi tu aku bilangin kamu jangan lupa ngasih mereka bintang."

R : "Iya, nanti aku kasih bintang tapi nggak ke yang paling banyak aja. Tapi juga yang paling niat dan banyak benarnya. Seperti punctuation dan lain-lain juga."

C2 : "Bener. Soalnya S19 tu niat banget.. Dia bikin tugas itu banyak banget kalimatnya. Oiya, yang untuk ngomong full bahasa Inggris itu.."

R : "Haha, polisinya nggak cuma kita bertiga ya? Aku seneng, anak-anak ikut saling mengontrol. S6 tadi itu semangat banget nglaporin temennya yang ngomong pakai Bahasa selain Inggris."

C2 : "Iya.. S6 itu..Tadi S21 juga kena.. dia ngomong 'buat diagram'. Aku nggak tega sebenernya. Tapi ya biar adil to.. hehe. Entahlah dia marah sama aku atau enggak."

Interview Transcript 11
January 23rd, 2016 #6

C2 : "Atmosfer kelas kamu itu.. asik. Peningkatannya aku lihat udah banyak. Pertama, anak-anak makin termotivasi. Itu semakin meningkat, sangat kerasa meningkatnya setelah ada achievement board itu to. Yang bener-bener semuanya itu berpacu untuk dapet bintang. Yang nggak dapet bintang yo sampai rusuh begitu. Tadi.. contohnya yang kaya S19, belum. Dia bilang 'aku belum..' dia khawatir banget keliatannya tu. Terus dia bilang dia banyakin buat tugasnya. Aku baru keinget. Oiya ya kemaren Maya tu janji mau ngasih bintang. Makanya tadi aku mikir, Maya harus ngasih bintang ini. Gitu, bener-bener kerasa banget atmosfer kompetisinya, maksude kompetisi untuk dapet bintang. Bagus itu. Terus speakingnya ya facilitating itu. Di kelas mereka mulai cuap-cuap. Ya yang kalem masih tetep ada, satu satu dua gitu di kelompoknya itu masing-masing. Tapi kalau di kelompok S1 tu semua anak beneran udah ngomong. Walaupun intensitasnya tu nggak sesering kelompoknya S5 menurutku. Kelompoknya S5 tu beneran ngomong lho.. S7.. kalem-kalem kayaknya to, S7, S5, S9, sama satu lagi S23 po yo?"

R : "Ada S9 to yang mencairkan suasana?"

C2 : "S7 itu juga tadi ceria lho.. S5 tu juga tadi pas wawancarapun juga lumayan kok. Nggak kalem maksude nggak yang pendiam gitu. S19 yang kaya gitu tu. Nah yang belum aku lihat tu S20. S20 tetep masih kalem ya?"

R   : "Sebelum hari ini tu aku emang belum begitu hafal sama S20 sama S4 sih. Tapi tadi S4 udah bisa ngomong to?"

C2   : "He'eh, tadi S4 juga udah meningkat, bisa ngomong lho.. Untungnya S4 welcome, jadi satu sama S6 yo apa lagi.. terus tambah S15 yo nyambung, klop sudah. Terus di kelompoknya S16 itu juga. Mereka trying to speak to? Keliatan.. si S16, S10 yang satu tu siapa ya? In general, itu mereka ngomong bener lho. Semuanya ngomong. Tapi ya nggak sesering anak-anak yang di kelompok S5 tadi. Makanya aku tetep milih mereka yang jadi juara. Berarti untuk saat ini tinggal S20 sama beberapa anak di kelompok S16 yang perlu dipantau untuk ditingkatkan lagi ngomongnya. Kalau S3, hari ini dia jauh beda sama sebelumnya. Meningkat dia itu.. setidaknya dari segi psychological.. kenyamanan dia di kelompok, terus dia lebih happy."

R   : "Iya, Alhamdulillah dia tadi dapet sama S17 yang bisa nerima dia dengan baik.."

C2   : "He'em.. si S17 tu bilang ke dia, 'Can you draw?' gitu mbercandain dia."

R   : "Iya, dia tu kaya gitu, 'can you draw it sir? Fast sir.' kaya gitu."

C2   : "Dan S3 tu respon.. nggak yang cuma ngagguk kalem, keliatan happy tadi dia itu. Kalau di kelompok S16 itu tadi yang keliatan lebih ngomong tu dua itu. S16 sama S10 di kelompok itu. Mereka keliatan lebih trying. Terus S22 itu.. sebenernya dia itu dia nggak kalem ya? Cuman dia masih kurang usahanya. Mungkin karena kurang vocab, atau terintimidasi dengan adanya S8 yang banyak ngomong dan ngejelasin tadi tu, yo nggak tau.. Kemudian S21 itu.. kelompok dia aja yang agak loyo tadi tu.. Jadi kalau dari segi jumlah ya, sekarang jumlah anak-anak yang speak up itu meningkat, sudah keliatan. Mereka lebih happy dan kegiatan juga yang sekarang mereka lebih free untuk ngomong sedangkan yang kemaren masih ada guidance. Jadi yang sekarang keliat ada peningkatan. Apa lagi ya? Asik pokoknya tadi itu. Aku aja enjoying a lot!! Ketawa ketawa.. Aku malah yang terhibur. Dan merekanya juga enjoy emang. Semuanya tu menikmati. Kecuali kelompoknya S21 tadi itu.."

R   : "Interactive skillnya tu hari ini ningkat nggak sih menurutmu?"

C2   : "Iya itu.."

R   : "Dan untuk vocabulary, menurutku hari ini juga meningkat gitu.. karena while they were communicating gitu terus mereka butuh suatu kata,"

C2   : "Mau nggak mau harus nyari yaa."

R   : "Iya, wong mereka butuh itu kan? Iya nggak menurutmu?"

C2   : "Iya, bener.. dan untuk fluency, ada peningkatan. Mereka jadi terbiasa ngomong Bahasa Inggris. Organs of speech-nya juga lebih terlatih untuk produce English sounds."

R   : "Kalau grammarnya?"

C2   : "Itu sih yang masih jadi masalah di mana-mana. Perlu ditingkatkan."

R   : "Betul, tapi bukan suatu masalah yang krusial kan kalau di oral language?"

C2   : "Iya, he'eh he'eh."

R : "Ya bener sih emang kalau grammar itu untuk menyampaikan makna sebenernya.. tapi kalau di tingkat ini.."

C2 : "Asal vocab dijejer, terus lawannya mudeng gitu berarti udah ada komunikasi. Grammar itu skeleton, flesh vocab ya. Setidaknya mereka tu meski patah-patah, tapi tetep keluar ngomongnya.."

Interview Transcript 12
Cycle 1 Reflection #1
January 28th, 2016

R : "How well have I appreciated my students? Other than the achievement board."

C2 : "Kamu.. aku notice-nya kamu akan appreciate more students yang tadinya bawaannya kalem terus jawab gitu. Kamu yang happy banget keliatannya kaya tadi waktu si S23 jawab itu, kamu bener-bener responnya 'betul! betul!'. Ya mungkin itu spontan sih ya emang.. kalau S8 kamu belum tentu akan appreciate segitu tingginya. Ya.. di satu sisi mungkin ya itu spontanitas kamu tadi ketika ngliat progress anak-anak itu. Tapi kadang kala kayaknya juga perlu deh yang kaya S8 digituin.. Bagus bener S8. Ya tapi kamu itu sih di ending, kamu udah appreciate yang kaya S8 itu. Tapi kamu nggak seantusias kalau kamu appreciate S23 atau teman-teman yang lain."

R : "Iya, tadi aku mikirnya kalau anak kaya S8 itu tanpa aku being anthusiastic aja semangatnya dah tinggi gitu, hehe."

C2 : "Iya emang, tapi mm.. aku.. bukannya sombong ya, tapi aku memposisikan diriku ada di posisi S8. Dulu kan aku ngrasa gitu, dan aku ngrasa kadang aku juga perlu untuk dipuji secara antusias gitu. Nature-nya anak-anak juga ya. Tetep pengen buat dipuji. Jadi.. kayaknya menurutku, merata aja gitu kalau buat pujian verbalnya. Kecuali nanti kalau udah misal dalam satu pertemuan itu yang ngomong ya itu-itu aja ya keliatan banget to? Kalau gitu kasusnya, terus satu anak dipuji terus-terusan ntar takutnya yang lain mikir 'ya iyalah, dia.. dia emang pinter kan'. Takutnya gitu."

R : "Yaya, berarti aku harus tanamkan di otak aku ini bahwa mereka masih anak-anak, dan mereka harus dihargain. Okay."

C2 : "he'em.. aktualisasi diri ya.."

R : "Okay, got it, sir. How should I do next to encourage students who were still passive today like S3, S14, S11 to be more active? By me pointing them and asking them to answer classical questions?"

C2 : "Yaya, sama mungkin takutnya kalau nggak gitu, kalau selalu answering voluntarily, mereka bakal mikir, 'aa yaudah si.. ang jawab pasti itu itu aja.. aku mah apa atuh', gitu.. Jadi dengan pointing mereka untuk njawab, kamu akan membiasakan mereka untuk ngomong.."

R : "Dan untuk tampil di depan temen-temen mereka juga ya?"

C2 : "Iya, membiasakan mereka berada di situasi itu, gitu to? Dengan gitu kan lama-lama mereka nanti (meningkat). Ya awalnya emang apa-apa

dipaksain by system to, nanti harapannya mereka mulai terbiasa, mulai membuka diri.. mulai merasa equal sama yang lain."

R : "Have I given my students enough preparation steps for their communicative activities or information-gap activity to be precise?"

C2 : "Udah May. Kembali lagi, mereka tu nggak nol besar gitu. Karena, kalau aku jadi kamu, mungkin kekhawatirannya aku mereka udah bisa constructing sentences belum ya.. gitu. Berarti kalau belum kan harus ditambah input di pre-communicative activitiesnya to? Tapi ternyata mereka udah bisa, ya berarti pre-communicative activities yang kamu berikan itu udah selalu cukup. "

R : "Sekarang kalau dengan posisi mereka yang emang udah tinggi, terus aku pengen mereka biar lebih naik lagi, what should I do?"

C2 : "Scaffoldingnya ya? Nambahin materi yang lebih tinggi, gimana?"

R : "Level of difficulty-nya dinaikkin? And then, apa kabar yang belum begitu mudeng?"

C2 : "Wa.. Tapi in general kan mereka udah paham. Mostly, students-nya udah paham, May. Maksudnya, aku ngeliatnya, ya yang mencolok-mecolok kemampuannya itu ada, S1, S8, S15, S17, S21. Maksude yang kemampuannya mencolok emang ada, tapi in general, dari yang sudah-sudah tu aku ngeliatnya pemahaman mereka merata kok. Jadi ya kamu nentuin standarnya bisa liat kemampuan anak secara menyeluruh, terlepas dari beberapa yang mencolok tadi itu to."

R : "Okay, mm.. kalau in terms of the information-gap activities, you have said that the most important principles are the spontaneity and the being communicative and meaningful ones."

C2 : "He'em, tadi udah to.."

R : "What about the idea of making them in small groups? I mean by distributing the high-understanding students to be in different groups, what do you think about it?"

C2 : "Karena untungnya didistribute gitu, jadinya nggak ada kelompok yang terlalu menonjol, dan nggak ada kelompok yang terlalu down gitu. Ya walaupun kemaren pernah satu kali kelompok si S21 itu yang agak nggak bagus susunannya. Itu yang paling keliatan beda sendiri di kelas. Tapi secara keseluruhan, karena udah dibagi, semua anak keliatannya sama gitu, May. Kemampuan masing-masing kelompok relatif sama .Kalau dilepas aja, mereka milih sendiri, takutnya ada yang kuat banget gitu. Karena nggak bisa dipungkiri, kedekatan anak-anak tu kadang karena tingkat kompetensi to? Aku dari kecil gitu.. Karena butuh temen sharing. Kalau terlalu tinggi ntar ya nggak nyambung. Tapi kalau terlalu rendah, ntar suwi nyambungnya.. Bukan berarti milih-milih, tapi ya itu natural aja.. dari SD aku kaya gitu."

R : "Iya ya, natural. Hehe. Okay, what about the cards we had in the information-gap activities? Having pictures and helping vocabulary that may help the students."

C2 : "Mmm.. the cards were.. The cards were really helpful. I mean buat standarnya mereka, disuruh ngomong spontan dari awal yo nggak bisa. Tetep harus butuh bantuan. Dan dengan adanya cards itu, aku rasa itu cukup membantu, dan justru itu membuat pembelajarannya menyenangkan gitu. Kaya bener-bener ada game-nya, gue lagi main kartu, gitu. Kamuflasenya ada yang kaya gitu gitunya. Terus, ada gambarnya yang bikin anak lebih cheerful dan membantu mereka untuk ngomong. Lalu, dengan keberadaan kata-kata, in general, if I may say, kata-katanya sangat membantu. Yo karena mereka, namanya juga anak SMP, belum bisa lepas ngomong sendiri, ngeluarin ide mereka. Jadi, dengan adanya kata-kata itu, cukup memicu mereka buat ngomong. Terus, ya kalau anak-anak yang emang udah kreatif duluan sih malah kata-kata yang di luar itu nambah banyak, belum tentu yang kamu kasih mereka pakai semua. Mereka malah lebih memakai kata-kata yang mereka temukan di kamus."

R : "Oiya, waktu information-gap activity yang pertama itu kan malah si S1 udah nanya duluan, 'Miss, kalau pakai kata-kata selain yang sudah disediakan boleh nggak?' terus takbilang boleh, gitu. Terus mereja pakai kamus mereka kan?"

C2 : "Iya, itu bener.. So the cards were helpful, your information-gap activities were meaningful and lots of fun to them."

R : "Haha ya iya, kalau hari Sabtu tu selalu joyful gitu ya. Nah kalau Kamis itu yang hmm.. nature kegiatannya having exercise, kadang mereka terlihat nggak semangat."

C2 : "Mmm.. iya, but we cannot say it's a bad thing, May."

R : "Uhmm.. ini, ada satu yang aku missed. So, giving the students a chance to comment on their performance. Other than their performance, also their friends' performance. I haven't given them any chance to do it."

C2 : "Oh.. berarti ini nanti di cycle 2 dilaksanakan."

R : "Dari kemaren game-nya cuma baru yang 'what can you learn from the game?' dan kalau misal wawancara, juga aku nanyanya baru sebatas gimana kemaren mereka (yang aku tanya) ngejalanin game-nya. Masih tentang mereka sendiri belum on others' performance kan? Kalau pronunciation drills?"

C2 : "Gimana ya? Pronunciation itu emang common problem juga sih ya?"

R : "What do you think about how I have made them shocked with the pronunciation?"

C2 : "Ni juga dalam waktu berapa pertemuan ni? 6 ya? Dalam waktu enam pertemuan.."

R : "Lima."

C2 : "Lima? Oh iya, lima. Lima pertemuan, kamu udah ngajarin pronouncing /p/ as initials, /ɵ/, terus juga /ʃ/."

R : "Pertemuan yang hari ini kurnag pronunciation drill hehe."

C2 : "He'e, he'e.. ya itu berarti tadi emang yang kurang."

R   : "Tadi termasuknya dikit soalnya input berupa teksnya. Kebanyakan berupa kosakata di latihan-latihan itu."

C2   : "He'em. Berarti berasa ada yang kurang tu ya itu tadi tu.. Karena waktunya kurang juga. Tapi secara keseluruhan, dalam kurun 5 pertemuan itu, if I can say, relative banyak karena udah ngajarin /p/ as initials, /θ/, terus juga /ʃ/, dan kata-kata yang ditemui, silent letters gitu-gitu kok, terus juga minimal letter."

R   : "Yang aku inget tu, tadi waktu aku cek kata 'thin',"

C2   : "Mereka masih inget.."

R   : "Iya, S22 juga masih inget banget."

C2   : "Iya, S6 dan semuanya juga. Oiya May, aku lupa, tadi itu kayaknya S22 atau siapa itu jawab sesuatu ya tentang pronunciation 'thin' itu pa ya? Terus kamu belum nanggepin dia. Aku lupa, itu emang sengaja kamu tunda, atau kamu emang nggak notice ya?"

R   : "Oh, iya, si S22 sampai berulang-ulang neriakin pronunciation 'thin' itu tadi, terus habisnya udah aku tanggepin kok."

C2   : "Nah yang kaya gitu.. 'ya'-nya kamu tu kurang, gitu lho.. kaya gitu contohnya. Appreciationnya yang kaya gitu gitu itu lho.."

R   : "Oh iya ya, jadi aku juga harus pinter acting ni. Soalnya emang untuk beberapa anak, ketika mereka njawab benar, aku nggak shocked gitu. Dan beberapa anak pun tanpa aku tanggepin heboh juga semangat mereka nggak akan down. Tapi ya bener, besok aku harus main peran dikit gitu ya?"

C2   : "Guru itu artis ya?"

R   : "Terus, how do you think about I have given them feedbacks on their performances?"

C2   : "Performances? Feedbacknya.. Kamu sering suruh mereka to give applause nggak sih?"

R   : "Kadang… kalau kira-kira mereka mau. Daripada kalau selalu dipaksakan, tepuk tangan mereka mlempem. Hehehe"

C2   : "Ya itu, feedback yang berupa appreciation itu ya udah. Terus yang after performance ya? Terus ya kalau mereka habis praktek ngomong, sebelumnya dah drilling pronunciation kok masih salah ya kamu ulangin.. kamu ngasih penjelasan tentang bahan yang sekiranya perlu.."

R   : "Tapi kalau aku ngrasa, aku masih kurang ngasihnya. Misal kalau hari Sabtu itu, aku belum yang bener-bener moving around the class, noting words yang mispronounced dan bener-bener ngulangin drilling gitu."

C2   : "Mmm.. iya itu, tapi itu kan kendalanya.. hm, kamu bener-bener bawa buku terus nyatet gitu."

R   : "Ya, at least kertas lah."

C2   : "Iya, gitu.."

R   : "Well, mm.. I try to make the teaching and learning process interactive like I don't want me to be just someone acting in the front and they are the audience. But I want to ask them questions, and they answer my questions,"

and so there will be an interactive teaching and learning process, right? So, what do you think? Have I engaged them sufficiently in that kind of interactive teaching and learning process?"

C2 : "Udah menurutku.."

R : "But what about today? When I asked them to speak only in English. Was the teaching and learning process interactive?"

C2 : "Hmm.. yang biasanya udah ya? Yang kemaren-kemaren tu kamu ngajarnya nggak teacher-centered gitu yang aku lihat. Tadi juga enggak sih. Wong kamu bikin mereka kerja, terus kamu sering kasih pertanyaan-pertanyaan sama anaknya. Kamu sering ngasih satu anak maju terus yang lain comment, itu juga interactive to? Misal S10 maju, terus semua ngasih komentar tentang dia orangnya gimana.."

R : "Oh yang itu.. iya iya. Tadi aku terkejut kok bisa semua kursi itu kosong, bener-bener kosong semua. Anak-anak semuanya ke depan."

C2 : "Ho'oh!!! See? S11 juga udah maju. Nah!! Itu berarti yang kita missed! Mereka berarti memang dah ada improvement. Aku tadi tu yang, 'May!!! Semuanya maju lho May!'"

R : "Iya, bener-bener literarily semua anak maju ke depan."

C2 : "He'e! Biasanya tu yang bangsanya S11, S3, S14, S13."

R : "Mereka masih yang kosek-kosek gitu ya, kalau dah nggak rame,"

C2 : "Ho'o.. Berarti dari sana itu bisa disimpulkan bahwa setiap anak tu udah ada motivasi untuk improve gitu. Kaya say, S11 sama S14 itu. Awalnya mereka tu yang anteng-anteng aja to? AKhirnya mereka tu ya nyadar to, 'aku tu masa' sih aku tu nggak mau maju? Masa' aku nggak mau improve, yang lain udah dapet bintang gitu lho.'"

R : "Then.. about the intermezzi. How do you think I have made it?"

C2 : "Udah, May! Itu udah jelas, May. May.. kamu sih intermezzo-nya celetukan-celetukannya kamu. Kamu tu orangnya spontan. Sering komentarin mereka secara spontan, dan akhirnya yang lain ikutan terhibur. Jadi misal, kamu bisa membuat suasana itu jadi heboh dengan cara nunjuk satu anak, entah ngasih pertanyaan, entah ngapain lah itu. Pemicunya tu dengan milih satu anak yang akan membuat anak-anak yang lain tu responnya waaah.. antusias gitu. Misal, say, nunjuknya S6, atau nggak S1. Kamu bisa ngasih komentar-komentar spontan tentang mereka. Dan.. celetukan-celetukannya kamu itu ya didengar anak-anak dan ya kamu itu bikin yang lainnya ngrasa rileks gitu. Kamu nggak sungkan sama mereka, nggak ada jarak sehingga mereka jadi lebih rileks. Terus waktu kamu bikin celetukan-celetukan tu mereka merasa terhibur, karena udah nyatu gitu sama kamu. Jan kamu tu.. kadang tingkahnya anak di-comment, atau perkataan mereka di-comment, terus yang lain ketawa.. terus juga kalau pas ada anak-anak yang bikin kesalahan (nglanggar aturan), kamu juga minta mereka maju ke depan, miming, singing gitu.. Nah yang kaya gitu itu mencuri perhatian yang lain, mereka ikut terhibur dan antusias."

Interview Transcript 13
Cycle 1 Reflection #2
January 30ᵗʰ 2016

C1 : *watching the videos of the teaching and learning process in the research*
"Kalau lagi ngomong gini ini, suruh mbuka (buku) vocabnya ya…"

R : "Iya bu.. Kamus, buku vocab, boleh dibuka semuanya."

C1 : "He'e.. kan memang tarafnya mereka masih dalam tahap belajar to. Memang kendalanya kalau buku vocab dibuka itu dia takutnya kalau pengen liat buku terus. Tapi kalau anak udah flow kan terus bisa lancar."

R : "Iya bu, karena misalnya S14 pun misalnya yang lebih sering diem kan bu, dia pegang kartu, ya temennya nggak bisa nebak kalau dia nggak ngasih clue pakai Bahasa Inggris."

C1 : "Iya, mau nggak mau harus ngomong."

R : "Iya, mau nggak mau tetep dia producing the language."

C1 : "Iya ha'a, ha'a bener.. mau nggak mau. S16 gimana perkembangannya? S16 itu di antara sakkabehane paling kurang S16."

C2 : "Tapi sekarang tu dia motivasinya dah tinggi lho bu.. udah berusaha untuk ngomong."

C1 : "Wa iya yang penting itu."

C2 : "Dia udah berusaha niat buat ngomong. Dah tunjuk tangan, volunteer gitu lho bu.."

C1 : "Wa ya bagus itu.. itu termasuk catetan itu.. itu anak yang paling kurang itu.."

C2 : "O gitu bu.."

R : "S16 itu waktu hari Sabtu kedua itu kan semuanya saya haruskan untuk ngomong full Bahasa Inggris, nggak ada Bahasa selain Bahasa Inggris sama sekali kan bu, dia mau tanya saya tu, 'Miss, e…' terus dia buka kamus gitu buat nemuin kata yang mau dipakai untuk tanya ke saya."

C1 : "Nah itu catetan bener itu. Itu kan dari dia ibarate dia tu misale kancane tu untuk bicara tu udah punya modal paling nggak 60, 70, deknen tu mungkin cuma 20an di antara semua anak itu."

C1 : "Oh ini yang pas minggu kedua, dah banyak bintangnya ini?"

R : "Iya bu."

C1 : "Ini saya belum ada gambaran untuk tes speaking nanti. Berarti ya nanti paling terus kaya njenengan itu.. nek saya le ngarani guessing game. Berarti itu anak dikasih klu satu, terus disuruh nebak?"

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C1 : "Kalau saya lihat, anak-anak ini dari motivasinya luar biasa itu.. Itu motivasinya itu luar biasa itu. Mungkin karena dasarnya game ya? Anak itu gimanapun juga yang namanya game kan mesti kan seneng kan? Trus itu dari anak yang nggak aktif sekalipun itu bisa jadi aktif gitu. Kalau bisa

disebutkan ya yang tadi itu S16 itu. Itu sudah sangat luar biasa dia mau ngomong, terus dia interact di situ itu udah buagus buanget itu. Terus meng-encourage anak yang pendiam gimanapun caranya biar dia pun juga ikut aktif to itu. Terus kalau grup itu memang anak nantinya bisa belajar dari sini ke sini, sini ke sini gitu. Maksude kalau belajar itu misalnya di satu kelompok itu kan ada ketuanya. Termasuk cara gimana yang motori, lalu yang kedua saat si ketua (yang dipercaya lebih paham dan aktif dibanding teman-teman yang lain) memproduce kalimat apapun itu, itu yang lain-lainnya itu kaya semacam 'o, ngono kuwi to?' gitu. Jadi ngasih example/ gambaran ke anak yang lainnya. Sampai yang nggak ngerti pun dia akhirnya bisa belajar dari temen yang lainnya. Itu keunggulannya kelompok itu.. Bagus ini metode njenengan."

C1 : "Ini kegiatan-kegiatan semacam yang njenengan lakukan ini bener-bener sangat melatih speaking siswa. Ini tadi saya lihat dari motivasi anak ini jan luar biasa. Yang aneh tu ya itu tadi si S16 itu. S16 itu wuih.. angele puool. Itu yang paling nggak bisa di antara semua anak yang nggak bisa lho itu."

R : "Oh iya? Malah baru tau saya bu.."

C2 : "Wah, iya to? Kemaren itu kan bu Maya itu kan minta anak-anak untuk ngomong sesuatu gitu kan bu secara klasikal. Nah itu pada tunjuk tangan. Nah Maya itu nggak ngeliat kalau S16 itu udah tunjuk tangan berkali-kali. Dia sampai yang kecewa nggak ditunjuk-tunjuk mau ngomong gitu bu.."

C1 : "Oh iya.. nah itu tu.. itu luar biasa buanget itu.. apik banget. Tapi kalau misalnya yang cewek-ceweknya itu emang pendiem kita nggak bisa nganu ya.. kaya semacam S11, apa itu.. Wes, itu karaktere kaya gitu. Mungkin dia itu bisa cuman karakternya yang diem, tapi kalau S16 sekarang kebalikannya dia. Nggak bisa jane, tapi terus sekarang jadi aktif. Itu termasuk masukan lho.. Coba nanti dilihat S11 nanti gimana."

C1 : "Ni, dimakan. Sama kalau mau diupload. Oiya, tentang yang tadi anak-anak itu. Bener lho si S16 itu sekarang bisa aktif tu masukan bener lho. Terus ibaratnya S3, S14 yang diemnya kaya gitu juga udah bisa ngomong gitu kan? Terus yang harus diselidiki itu tadi.. S13 yang pinter kok tiba-tiba nggak mau ngomong.. Nek kaya si S10 sama S1 itu kan udah emang dari awal terus udah. S13 tu kalau di kelomopk tetep nggak mau ngomong?"

C2 : "Ngomong sih tadi.. kaya sama si S16, S10."

C1 : "Nah, berarti kesimpulane dia nggak mau kalau secara klasikal. Emoh to itu kalau ditonton semuanya gitu? Nah, selain dia, ada S2. S2 itu aslinya nggak bagus di pengetahuannya."

R : "Tapi dari motivasinya kemaren tinggi bu."

C1 : "Oh iya? Nah pengelompokkannya itu njenengan juga harus pikirkan itu gimana."

R : "Iya jadi setiap pengelompokkan itu memang salah satu yang saya tekankan itu kan yang saya kasih mahkota itu bu. Jadi kamuflase saya

untuk nyebar anak-anak yang bisa jadi promotor itu kan saya bilang mereka yang aktif-aktif, lalu saya jadikan kapten di hari Sabtu ini, gitu bu."

C1   : "Wah ha ini yang namanya S16 jadi kapten itu udah suatu pencapaian yang luar biasa sakpole itu."

R   : "Nah itu juga saya sebenernya upaya saya untuk memotivasi dia juga. Jadi dia merasa usahanya dihargai gitu bu."

C1   : "He'e, he'e.. bagus nah itu termasuk catatan juga itu."

R   : "Saya padu padankan anaknya bu.. seperti misalnya S6 itu, dia kan pemahamannya belum begitu tinggi, tapi anaknya berani kan bu. Nah saya jadikan satu sama S15 yang pemahamannya tinggi tapi kadang nglokro. Nah kemaren jadi S15 kesetrum untuk rame ya?"

C2   : "Iya, ngobroool terus mereka pakai Bahasa Inggris."

R   : "S17 itu yang saya tadinya nggaktau kalau dia pinter Bahasa Inggris."

C1   : "S17 itu pinterrr.. tapi kesed (malas) dan konsentrasinya kurang."

R   : "Tapi bu, kemaren kan saya mulai terapkan untuk ngomong full in English kan bu, kecuali di waktu-waktu tertentu yang saya ijinkan mereka untuk ngomong Bahasa Indonesia kan bu, nah S17 itu juga banyak ngomong terus pakai Bahasa Inggris gitu lho bu.. dan dampaknya, menurutmu iya nggak Na kalau temen-temen yang lain juga jadi termotivasi untuk ngomong pakai Bahasa Inggris?"

C2   : "Iya, bener."

R   : "Oiya bu, untuk latihan vocab kemaren, saya buat word listing sama.."

C2   : "Word search"

R   : *Taking the exercise sheets* "Iya, jadi saya latihannya takbuat agak menarik gini bu."

C1   : "Ya nggak usah pakai kata agak keles.."

C2   : "Hahaha"

R   : "hehe, ya kan saya juga masih belajar gitu bu.. Hehe. Kaya gini bu (*showing the exercise sheets*) tapi yang kemaren berwarna bu.. kalau kaya gini kan mereka jadi lebih semangat gitu bu buat ngerjainnya karena bentuknya beda dari biasanya."

C1   : "Nhaaa.. iya sip sip sip. Ini nanti masuk ke mana, masuk ke mana, gitu kan?"

R   : "Iya bu, nah kemaren waktu mau nyocokin ini kan saya suruh anak untuk maju kan bu, kosong semua bu kursinya."

C2   : "Biasanya kan masih ada sekitar lima anak yang masih duduk, nggak maju gitu bu. Nah kali ini bener-bener semuanya maju kaya sebangsa S11 itu juga ikut maju. Jadi wow.."

C1   : "Nah itu bedanya saya sama njenengan. Mungkin anak-anak itu memang jadi enjoy bener gitu. Kalau saya kan masih sok ada sisa anak yang duduk. Kadang-kadang malah bocah seng pinter-pinter terus males itu nggak mau maju ke depan. Tapi kalau dengan njenengan, mereka memang enjoy beneran gitu jadi nggak usah diopyak-opyak langsung maju semua. Nah itu satu masukan juga itu. Jadi mungkin mereka tertarik dengan apa itu

namanya.. yang namanya anak itu kan dengan gambar itu kan beda ya, terus modelnya kan ini juga game gitu. Nah ini juga jadi masukan lagi itu. Saya seneng ini.. makanya saya pengen tau yang njenengan lakukan tu apa aja to.. artinya saya pengen tau juga. Jadi kalau ngasih ke anak bentuknya jadi nggak monoton. Kaya misalnya ini dasarnya sebetulnya yang kegiatan-kegiatan itu kan beragam. Saya salutnya dengan njenengan itu, e.. prepare well. Misalnya kaya gini, mereka kan endingnya mau information-gap activity itu, tapi sebelumnya tu njenengan yang mempersiapkan dari sini, sini, sini, sini hingga akhirnya ke sana tu bisa maksimal tu njenengan tu yang mempersiapkan 'o iki ngene, ngene, ngene, ngene' itu yang saya salut tu itu. Jadi semua jalannya tu dibuat menarik kabeh. Lha itu yang kaya gitu saya senengnya tu itu. Padahal tujuane meng tadi information-gap activity itu to? Tapi ya kuwi mau. Dalane itu tu menyenangkan buat anak, terus gimana caranya biar anak mau termotivasi gitu itu yang saya salut banget iki. Karang rung nduwe momongan. Hehehe. Bisa buat masukan juga ya, makanya ini.. ini luar biasa ini. Sangat sangat sangat sangat sangat menarik. Luar biasa ini, saya salut banget ini."

R : "Nah ini kegiatan yang untuk hari ini ibu."

C1 : "Wah ada bu Yayuk barang e.."

R : "Belakangnya bu Yayuk bu, lihat dulu.. hehehe."

C1 : "Wa.. ya ojo dikasih gambar saya.. nanti anak-anak malah takut. Haha. Ini ada kata-kata bantu ini yang ngomongkan siapa ini?"

R : "Yang dapet kartu bu. Jadi dari kemaren, waktu minggu pertama kan juga mirip seperti ini, ada kata bantunya, Alhamdulillah mereka selalu menggunakan kamus mereka. Kosakata yang dipakai jauh lebih luas daripada yang saya sediakan sebagai bantuan ini. Ini kata-kata bantu cuma buat mereka supaya enggak mandheg total gitu bu. Stimulating aja."

C1 : "O.. he'e.. sip sip sip. Berarti ini njenengan yang menstimulasi anak dari dua sisi ini. Satu dari teman-teman mereka yang tanya, yang satunya lagi juga building knowledge-nya yang ngomong itu (melalui bantuan kata-kata di kartu) juga jadi kuat to itu."

R : "Iya bu, jadi ini kan mirip kan bu kartunya sama yang minggu lalu?"

C1 : "Ha'a, bedane?"

R : "Nah ini, bedanya di peraturannya. Kalau misal yang kemaren, misal saya punya kalimat, 'I have a singer.' Gitu kan, terus temennya langsung nebak. Misal 'S7?' lalu yang punya kartu ngasih clue, 'No, her hair is longer than S7's hair.' Misalnya kaya gitu kan bu, kan pakainya comparative terus gitu kan bu. Nah kalau yang ini nanti kan materinya descriptive text, jadi ini nanti mereka mendeskripsikan selengkap-lengkapnya, yang lain nggak boleh nebak-nebak dulu. Jadi biarkan yang satu menyelesaikan deskripsinya dulu dari physical appearances, personalities, behaviors."

C1 : "Jadi dia sendiri yang ngomong?"

R : "Iya jadi dia ngomong dulu panjang, gitu kan. Nah temennya kan nyatet karakteristiknya dulu bu. Nah dari karakteristik itu baru dia bisa

       menyimpulkan orang itu siapa gitu bu. Kalau clue itu dia rasa belum cukup, dia boleh tanya ke temennya.”

C1   : “Oh, jadi dikasih waktu buat tanya?”

R   : “Iya bu, mereka boleh tanya pertanyaan semacam, ‘does she have long hair?’; ‘Is she an excellent singer?’; ‘Is she an international singer?’ jadi kalau clue yang sudah diberikan itu nggak cukup buat dia nebak orang yang dideskripsikan, dia bisa tanya bu. Biar dia sangunya nambah lah istilahnya.”

C1   : “O yayayaya. Hati-hati ya. Pronunciation sama grammar itu ya..”

R   : “Ya.. jadi kalau Kamis kan saya teorinya dulu, Sabtu praktek gitu bu. Nah waktu teori itu kan mesti ada dialog yang acted out gitu kan bu, terus ada teks-teks yang mereka baa bareng-bareng.. nah itu pronunciation drills saya kasih di situ bu.”

C1   : “Mm.. he’em, he’em.”

R   : “Jadi kalau misal ada salah-salah pronunciation itu setelahnya dibahas bu. Saya ngikut metodenya ibu yang anak-anak suruh baca sendiri-sendiri tapi keras itu kan bu, lalu saya moving around the class gitu terus saya catetin kata-kata apa aja yang mereka msaih keliru gitu bu. Misal yang kemaren itu kan mereka p di awal itu masih melempem, belum aspirated gitu kan bu, nah itu saya suruh mereka pakai potongan kertas yang ditaruh di depan mulut mereka. Terus mereka harus produce suara /p/ yang aspirated itu sampai kertasnya gerak. Mereka tertarik banget bu. Suara /th/ di kata thin sama thick gitu juga saya samakan dengan huruf tsa di huruf hijayyah itu juga bu. Mereka mulai bisa juga bu.”

C1   : “Nah ini njenengan meski speaking, tapi nggak serta merta fluency yang diutamakan ya. Njenengan juga membekali anak dengan accuracy-nya. Ada grammar, ada pronunciation gitu. Bagus itu.”

R   : “Iya bu, ini sebenarnya ada teorinya bu. Pre-communicative activities dan communicative activities. Pre-communicative activities itu ya yang kita membekali anak dengan accuracy seperti grammar dan input vocab itu bu. Nah yang communicative activities itu ya game di setiap Sabtu itu bu contohnya. Ketika eksekusi kegiatan berbicara itu, focus utamanya lebih ke fluency bu. Kita tidak menginterupsi siswa. Tapi perlu ditekankan, sebelumnya itu kita benar-benar sudah memebekali mereka untuk menguatkan language accuracy mereka (dan ditambah feedbakcs setelah communicative acitvies itu). Seperti kemaren waktu ngajar comparative itu grammarnya saya asah atau latih dengan rearranging jumbled words gitu bu, terus mereka juga membuat kalimat-kalimat dari gambar gitu bu.”

C1   : “Sip! Ha’a, ha’a. Bener, bener. Sip, sip, sip, sip, sip. Wis cocok mbanget aku. Dah, dah. Mantep.”

R   : “Nah nanti itu bu.. kan pertamanya mereka pakai ini dulu kan (Cards having helping words), masih ada kata-kata yang membantu. Setelah nanti udah selesai, saya kasih kartu-kartu baru lagi tapi nggak ada kata-kata yang membantu gitu bu.”

C1   : "Ha'a, ha'a.. Jadi nanti sebelumnya mereka sudah latihan di sini (the activity in which the students had cards with helping words on them), he'e, he'e sip, sip. Jadi saya melihat njenengan step-stepnya itu masuk akal gitu. Jadi untuk masuk ke sana tu, aku senenge dari ini, dari building vocabulary. Jadi dari BKOF dulu, itu semuanya munggah-munggah gitu terus. Yowis, cocok, cocok."

R   : "Hehe, cocok bu? Ini sebenernya evaluasi dari Sabtu minggu pertama itu bu. Waktu itu kan masing-masing kelompok dapet satu set kartu yang sama, jadi ketika mereka sudah selesai, waktunya masih ada, mereka pengen lagi, mau tukar kartu dengan kelompok lain nggak bisa. Karena semua kelompok set kartunya sama. Nah dari itu lalu saya sekarang buatkan kartunya banyak. Jadi ketika mereka masih mau minta ngomong lagi, ya saya masih ada kartu, gitu bu."

C1   : "Yaya, bagus. Cocok."

Interview Transcript 14
Jan 28th, 2016 #1

R   : "Gimana tadi, Tris?"

C2   : "Untuk saat ini tinggal si S14 sama S11 aja yang masih kurang."

R   : "S20 udah, yee! S19 udah, yee!"

C2   : "Soalnya dari awal sih aku ngeliatnya emang S19 itu yang lebih kalem. Kalau S20 tu menurutku mungkin bukan karena dia malu. Dia belum punya bekal buat ngomong aja, kali. S16 tu juga. Sekarang dia dah keliatan trying banget. Willing untuk ngomong gitu."

R   : "Gimana tadi S16?"

C2   : "Dia dah keliatan trying banget sekarang tu. Pas kamu ngasih pertanyaan apa gitu, eh nyuruh baca apa ya. Dia tu keliatan banget pengen ambil kesempatan itu. Dari mukanya udah keliatan. Dah keliatan mikir banget tapi terus akhirnya kesempatannya kerebut S17."

R   : "Soalnya S17 yang angkat tangan ya?"

C2   : "Dianya juga udah, May.. cuman ya emang cuma segini, nggak begitu tinggi."

R   : "Owalah.. Ya Allaah.."

C2   : "Makanya tadi aku bilangin. Liatin S16, sama siapa lagi ya tadi tu? S19. Si S19 tu beneran lho, dia udah pengen banget dapet kesempatan baca itu, mukanya dah gitu banget. Cuman kamu pas nggak notice dia. Makanya aku bilangin kamu tadi. Liatin S19 sama S16. S16 tu dah beberapa kali tadi sampai ketika akhirnya yang kepilih bukan dia, dia yang huuuhh gitu."

Interview Transcript 15
January 28th, 2016 #2

C2 : "Overall, yang aku rasakan, makin hari ada improvement. Ada itu. Karena makin keliatan anak-anaknya tu makin semangat. Setidaknya, say, untuk tunjuk tangan, untuk ngomong voluntarily tu keliatan. Dari S16, aku ngeliat banget usahanya dia, S10 dari kemaren-kemaren juga udah keliatan makin besar usahanya untuk aktif to? S1 juga. Terus S4, S7.."

R : "Tadi tu banyak pendatang baru dalam hal angkat tangan tu.. S20 juga udah angkat tangan tadi dia kan?"

C2 : "He'em.. terus S19 juga udah yang jawab-jawab dan suaranya dah berani keras, udah mulai pede keliatan. Improvement-nya tu dari situ kerasa tadi. Dan aku tu notice, setiap kali kamu nanyain questions classically, itu aku bisa bilang semuanya tu bener-bener yang baca, terus jawab gitu. Terlepas S15. S15 kan ya… taulah.. Jadi kaya bener-bener engaging itu. Mereka dah keliatan nggunain kamus. Kalau nyari kata yang mereka belum tau artinya tu mereka sekarang udah buka kamus, cari sendiri terus dapet artinya to.. Terus critical thinkingnya.. kaya yang misal tadi tu ada kata spiky. Mereka mikir, spiky tu apa ya… terus mereka nyari kata 'spike' dulu.. tadi denger sendiri to? Terus tadi itu juga ada S23, S13, walaupun S13 itu sih emang dia bintangnya dikit ya.. tapi kalau setiap dikasih tugas tu aku liat dia bener-bener bisa dan usaha ngerjain gitu kok. Dia usaha buat ngomong juga. Gitu.. juga waktu anak-anak nyari kata neatly-combed (hair) itu.. mereka mikir, neatly-combed itu apa ya? Terus aku suruh mereka coba cari comb itu apa.. kalau skinny tu emang nggak ada di kamusnya S23, S1.. yang tadi ya.. hehe combed itu apa.. terus dia tu yang bener-bener langsung jawab, 'sisir' gitu. Awalnya sebenernya dia udah masukin kata itu ke kolom 'hair' lho.. terus karena menyisir, malah mereka jawab skill. Duh kenapa menyisir masuk skill. Mereka ganti itu karena mereka nemu kata comb (v) yang artinya menyisir. Kalau nggak salah tapi S23 itu nggak jadi ganti jawabannya deng. Ya.. improvement-nya itu itu.. keliatan insya Allah in terms of making them employ their dictionaries. Yang aku belum begitu notice tu si S14, S11, S3. S3 itu, orangnya sregep."

R : "Rajin ya?"

C2 : "Ho'oh, rajin. Misal kamu bilang, 'catet ya, kata *fringe*. Buat PR.' Gitu, beneran dicatet sama dia. Terus yang waktu kamu nunjukin ke mereka kalau kamu udah ngasih double-tape di handout mereka, dia tu langsung nempelin ke buku catetannya lho. Langsung, padahal yang lain masih ngapain gitu.. Kalau jawab, ya lumayan, tapi dia belum bisa kalau speak up sendiri, voluntarily gitu masih belum dia.. masih kurang. Berarti yang belum tu S3, S14, S11."

R : "Okay, S3, S14, S11 ya? Selain S11, ceweknya udah semua? S13 gimana?"

C2 : "Dikit lagi S13 tu.."

R : "Tapi kemaren pas percakapan tu dia jadi volunteer deng. Iya to?"

C2 : "Iya po?"

R   : "Nggak secara langsung angkat tangan sih, tapi cuma senyum-senyum ngliatin aku itu.. terus waktu aku tanya dia mau apa enggak, terus dia okay mau gitu. Inget?"

C2   : "Apa dia mikir 'ya udah sih, nggak ada yang lain lagi, ya udah gue..' gitu?"

R   : "Oh, gitu ya?"

C2   : "Kalau menurutku gitu.. terus kalau perkara heningnya sih yaa karena itu.. nggak bisa. Kalau untuk ke depannya, May, aku saranin kamu perhatiin S2, S21. S21 itu… mau ngomong sebenarnya.. sek, sek tapi orangnya itu gimana ya.. misal kaya tadi itu, the tallest, waktu deskripsiin si S10 itu. Kalau S2 itu.. sebenernya dia anaknya baik ya.. tapi kurang terperhatiin gitu dia tu menurutku. Tadi tu kalau aku ngliatnya, dari wajahnya tu keliatan ada keinginan untuk ikut berpartisipasi gitu. Tapi kamu belum notice. Jadi besok put spotlight a bit more to him. S3 juga. Kalau S14 tu gimana ya caranya tu.. Kalau S6 mah haha.. sumpah aku sering ngakak ngeliat dia. S20 yo udah keliatan tadi.. S5 juga udah.."

R   : "Tapi awalnya kalem nggak sih si S5 itu?"

C2   : "He'eh, he'eh.."

R   : "Berarti ningkat ni dia?"

C2   : "Iya, kalem.. dia tu aslinya pinter tapi butuh dipicu gitu kan.. Terus siapa lagi ya? Oh! S19 itu.. udah keliatan dia sekarang. Wah bintang-bintang yang kamu kasih buat ditempel di achievement board itu ngefek banget kayaknya. Terus S17. Nggak usah ditanya lagi. Dia semakin hari terus menunjukkan peningkatan. Kalau S22 itu gimana ya?"

R   : "Kalau aku ngrasanya dia bagus partisipasinya."

C2   : "Tadi?"

R   : "He'em, dia tu termasuknya memperhatikan terus gitu tadi."

C2   : "Oh, iya iya iya.."

R   : "Memperhatikannya bukan yang cuma ndengerin aja. Tapi keliatan kalau mudeng gitu."

C2   : "Oh iya he'e.. back signaling dia."

R   : "Tapi dia emang duduknya nggak pernah anteng."

C2   : "Nggak tau, aku baru notice speakingnya dia baru Sabtu kemaren. Minggu sebelumnya aku nggak notice dia. Kurang ngomong tapi dia masihan. Kalau comprehending dia udah. Being engaged juga udah.. ngomongnya yang masih agak kurang dia. Jadi mungkin emang selanjutnya kamu pay more attention ke yang kaya si S16 juga.. tadi tu dia yang bener-bener kecewa lho waktu kamu nggak milih. Pas kamu milih siapa gitu.. dia yang huuuhhh, keliatan banget mukanya kecewa. Ntar diliat. Aku shoot kok. Tapi I mean he won't be like dendam atau apa.. cuman ya pada moment itu dia kecewa, keliatan karena kamu nggak milih dia. Jadi ya S16, S2 sama yang kalem-kalem itu.."

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C2   : "Terus apa lagi ya.. vocabnya mereka juga makin ningkat lho. Penggunaan kamus itu udah lebih sering. S3 itu juga. Aaa aku seneng lho ngliat mereka

udah ada progress. Tadi beneran, penggunaan kamusnya sangat bagus karena mereka bener-bener engaged di exercises itu. Itu yang aku sangat rasakan."

Interview Transcript 16
January 28th, 2016 #3

C2   : "Dari beberapa pertemuan dan aktivitas selama ini, yang aku tangkap, mereka tu perbandingan input sama produksinya, banyak produksi. Gitu nggak sih?"

R   : "Iya, mereka tuntutannya kan memang lebih banyak di produksi (oral), tapi untuk membuat mereka bisa memproduksi kan aku bekalin mereka dengan input, nah menurutmu, input yang selama ini aku kasih untuk membekali mereka itu gimana?"

C2   : "Aku bilang cukup. Karena mereka nggak nol banget. Aku ngerasa agak sedikit, tapi karena bekal mereka emang udah lumayan. Jadi tinggal nambah dikit aja emang. Jadi exposure dari kamu tu udah cukup. Malah banyak deng jatuhnya. Soalnya aku inget yang buat comparative, superlative, itu kan sebenernya materi cuma dikit to? Tapi kamu bisa ngasih dialog panjang dan banyak penggunaan struktur yang dipelajari itu. Terus, kamu juga ada pronunciation drilling."

R   : "How have I made my students understand my English instruction?"

C2   : "Mereka langsung mudeng-mudeng aja tu May.. setiap kamu instruction, tiap kamu nyuruh apa gitu. Kalau pun ada yang bingung-bingung ya cuma satu dua gitu. English instructionsnya kamu sih menurutku comprehensible. Dari kalau kamu ngomong, terus di tasks itu juga jelas. Paling mereka pas mereka nggak dong paling karena kamu kecepetan gitu ngomongnya. Kaya pas kemaren kamu kasih semua anak selain juara 1 itu bintang silver itu karena mereka semua kemaren aktif, mereka malah nggak mudeng to? Malah anteng aja.. makanya aku kasih tau kamu buat ngulang instruction itu kan? Karena waktu itu kamu kecepetan, dan kamu juga lagi nyambi ngapain gitu."

R   : "Haha itu ya? Iya."

C2   : "Di luar hal itu, ya your English instructions untuk level mereka dah cukup bagus. They understood already."

R   : "Now haw have I encouraged my students to speak in English?"

C2   : "You've encouraged them a lot. That's really obvious. Encourage kan? Say for example, pertama you give them achievement board. Itu udah kerasa banget. Sangat kerasa, dari yang semacam S19 itu jadi mau, yang sampai dia explicitly say dia mau aktif biar dapet bintang. Asli padahal anaknya anteng banget aslinya. Then you make many situations, tasks in which they must speak mau nggak mau. Misal karena pas kemaren minggu ke dua itu mereka cuma boleh ngomong inggris. Terus yang ngomongnya paling banyak, paling bener kamu kasih rewards, gitu situasinya. Jadi ya

itu May.. kamu dah ngasih achievement board which so obvious. Really. Lalu desain activitiesnya. Aktivitas yang kamu desain itu menuntut anak untuk ngomong terus lho mau nggak mau, by system. Dan didukung dengan watak anak-anak yang jujur, manut, polos gitu makanya semuanya ya mau mencoba ngomong. Kaya yang kemaren itu kan kamu ngasih scoring system, jadi ya mau nggak mau mereka jadi ngomong Bahasa Inggris wong kalau melanggar mereka dapet poin -1 kok. Dan mereka yang polos itu ya ikhlas-ikhlas aja mematuhi rules itu. Mereka happy, nggak threatened. Threatened-nya itu karena skor tadi itu aja. Tapi mereka berarti threatened in fun ways if I may say."

R : "So we have had two information-gap activities, do you think those two activities were communicatve and meaningful to them?"

C2 : "Iya May.. communicative karena pada saat mereka punya aktivitas itu emang ada information-gap from each of them or at least each of the group. Dengan adanya cards, terus anak-anak mau nggak mau harus tanya, biar tau jawabannya, kan ada gap di sana. Nah dengan adanya gap, sehingga mereka muncul berbagai pertanyaan. Dan yang tau informasinya menjawab. Gitu. Jadi ya komunikatif. Pertama itu kan cards yang comparative itu to? Is it bigger than…? Is it….? Nah in order to find, to guess what or who, he or she must ask questions to get the clues right? Jadi, karena ada gap itu, maka the communication exists kan. Dan meaningful atau enggak? Ya meaningful karena itu topiknya itu ya bahasanya seputar kehidupan sehari-hari. Kaya artis-artis yang mereka tau, penyanyi-penyanyi yang familier sama mereka, terus hewan-hewan itu. Pokoknya things related to their daily life. Nggak jauh-jauh dari mereka. Itu yang hari Sabtu pertama. Hari Sabtu kedua juga komunikatif karena apa? Kamu nyuruh mereka bikin satu pertanyaan. Itu komunikatif, dan ada drill juga ketika mereka survey.

R : "Komunikatifnya karena apa, menurutmu?"

C2 : "Karena mereka punya goals dalam berkomunikasi itu. Ada jawaban yang harus dikejar melalui komunikasi. Terus meaningfullnya ya balik lagi, itu pertanyaan mereka yang bikin sendiri, jadi sesuai kebutuhan mereka, sesuai intens mereka dan otomatis related to their daily life. Dan mereka itu sangat menikmati, jadi dengan kaya gitu kan berkesan, lalu inget, dan paham gitu alurnya. Contohnya pertanyaannya movie yang paling keren. Terus yang paling kocak, yang paling break up banget siapa cowok yang paling ganteng yang akhirnya bikin suasana happy, kocak karena jawabannya S6. hahaha"

R : "Haha, my dear S6. Oh gosh.."

C2 : "Hahaha, terus komunikatifnya lagi waktu mereka bikin grafik, bikin diagram itu. Ngolah data. Mau nggak mau mereka harus ngomong, dan kamu buat mereka harus ngomong Bahasa Inggris. Nggak boleh Bahasa Indonesia. Kalau ada kata Bahasa Indonesia keselip, minus 1 gitu. Dan juga scoringnya, penentuan pemenang di antara kelompok itu kamu

tentukan berdasarkan intensitas ngomong Bahasa Inggris yang paling banyak to.. ya jadi mau nggak mau mereka ngomong. Itu tambahan buat sisi kamu yang encouraging them to speak in English. Itu diskusi meaningful karena emang kebutuhan mereka untuk ngolah data hasil temuan mereka di survey. So itu komunikatif dan encouraging mereka buat speaking."

R   : "Kalau kekurangan dalam encouraging them to speak?"

C2   : "Ketika kamu menerapkan peraturan untuk fully speaking only in English di kelas, itu sebenarnya bagus lho, May to encourage them to speak in English other than Bahasa Indonesia. Tapi kasusnya hari ini kok mereka agak anteng ya?"

R   : "Several students were encouraged, but some students were the opposite."

C2   : "Well I think, to me, just keep doing this. Karena ya itu tadi. Dampak kedua-duanya positif to. Kalau mereka emang butuh ngomong, ya mau nggak mau mereka harus ngomong Bahasa Inggris to? Sedangkan kalau mereka enggak begitu butuh dan mereka diam, kondusi kelasnya jadi nggak begitu susah untuk diatur. Dan bagusnya tu karena kamu nggak ngebatasin mereka untuk ngomong Bahasa Inggris all the time karena kamu ngasih beberapa timing waktu yang mereka diijinkan ngomong Bahasa Indonesia. (Contohnya ketika yang dibahas suatu hal yang penting dan mendasar). So I think you should keep doing this."

R   : "Iya ya, bener kata kamu. Hari ini mereka cenderung kalem karena memang kebutuhan mereka untuk ngomong nggak begitu banyak. Beda situasinya kalau pas mereka game (information-gap activity). Kaya kemaren Sabtu itu, rulesnya 100% speaking in English, mau nggak mau ya mereka tetep harus speak up wong mereka ada kebutuhan untuk menjalani sebuah misi kok."

C2   : "Iya, bener.."

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C2   : "S4 juga diperhatiin. Dia awalnya kalem po? Sekarang nggak ada kalem kalemnya."

R   : "Aku notice dia mulai ngomong, speak up gitu kemaren. Aku kelompokin dia sama.."

C2   : "S15?"

R   : "Iya, S15, S6."

C2   : "Aku juga notice-nya mulai itu."

R   : "Kita kan punya tiga macam karakteristik mayor anak. Pertama yang pemahamannya bagus dan mau tampil, yang tadinya kalem sekarang dah mulai keliatan, sama yang sampai sekarang masih kalem. Nah masing-masing dari kategori itu menurutmu gimana?"

C2   : "Yang pemahamannya bagus dan emang punya nyali untuk tampil, sekarang makin tampil. Kaya S17 yang makin cuap-cuap dan spontan."

R   : "Dia bikin aku kaget lho. Dia kok ternyata kaya gitu Bahasa Inggrisnya."

C2 : "Aku dah mulai kerasa tu pas Sabtu kedua itu. Pas mereka bikin diagram. Iya si S17, S1 itu mulai cuap-cuap. Si S8 itu sekarang lebih sering raising hands. Terus kalau anak yang kategori tadinya kalem sekarang cuap-cuap, S10 itu emang aslinya nggak kalem tapi untuk Bahasa Inggris, dia kalem tadinya. Tapi sekarang dah bisa ngomong. S16, S4, S19. Ya Allah S19 itu yang keliatan banget kaleeemmm banget. Sekarang keliatan banget dia usahanya tu."

R : "Padahal dia di belakang sendiri duduknya."

C2 : "Ho'oohh.. S19, terus S20, yo banyaklah. Pokoknya overall yang tadinya kalem kaya S19, S20, S4, S7, S5, S10, S8, S9, S23, S18, S13 dah ningkat terus aktifnya. S12 itu dia juga udah ngomong lho. S7, S23 itu juga mulai keliatan pas bikin diagram itu. Mereka kan sekelompok. Ngomongnya tu nggak yang cuma kata atau frasa lho. Sentence."

R : "Waaa.. S1 kali yang stimulated?"

C2 : 'Enggak.. bukan kelompok S1 itu."

R : "Oh iyayayaya.. iya beda deng. Sorry, sorry."

C2 : "Ada S5, S7, S9, terus satu lagi S23 atau S20 gitu. Terus selain itu, S3, S14, S11 itu yang masih kurang speak up. Oya S22 itu, aku belum liat dia speaking banyak. Eager mau ngomong, tapi belum tau yang mau diomongin apa."

R : "Kalu S11 kebalikannya mungkin. Dia tau, tapi belum mau ngomong."

C2 : "He'em, shy ya."

R : "Kalau S3, belum tau dan belum mau ngomong kayaknya. S14 juga kaya gitu. Mungkin lho.. ini baru mungkin."

Interview Transcript 17
January 30th, 2016 #1

R : "Menurut kalian tadi gimana kegiatannya?"

C4 : "Aku tu May, daritadi mikir, kalau kita ngajar itu kan biasanya pertama mereka seneng banget, terus tengah-tengah agak diem.. tapi tadi tu enggak. Klimaaaks terus. Aku sampai 'ini gimana sih kok semangat terus?' Soalnya gini, bukan berarti aku mengharap ada nggak klimaksnya, tapi kan biasanya mesti ada celah, lah tadi tu aku ngerasa nggak ada. Dan itu membuat aku surprised. Jadi tu bener-bener yang Ya Allah, ini keren banget. Serius. Hehehe."

R : "Menurutmu, kegiatan yang kaya tadi tu efektif nggak buat siswa untuk latihan ngomong Bahasa Inggris gitu?"

C4 : "Iya, tapi cuma kita harus pinter-pinter kontrolnya biar masing-masing anak teramati."

R : "Iya, bener. Tapi kalau secara keseluruhan tu anak-anak terfasilitasi untuk latihan ngomong nggak sih?"

C4 : "Banget. Banget."

R : "Dan outputnya, hasilnya mereka gimana gitu, menurutmu?"

C4 : "Kalau di lihat dari pertemuan tadi tu, selain di kelas ini, aku jarang banget liat anak SMP buka kamus. Tapi mereka buka kamus dan misal mereka nggak tau tu langsung buka kamus sendiri-sendiri gitu lho.. dan kalau mereka ragu-ragu, mereka tanya.. Jadi itu sih yang mencolok dari kelasmu.. itu tu bener-bener sebuah prestasi.. peningkatan gitu. Dan selain itu ya tentu kalau dalam hal praktek ngomong jelas, buat latihan ngomong gitu."

R : "Kalau dari motivasi mereka untuk ngomong?"

C4 : "Jelas banget ada kalau itu. Bahkan, gini jadi tu tadi ada anak yang agak ngantuk gitu kan, tapi kan dia punya tanggung jawab biar temen-temennya tu tau jawabannya apa.. Jadi dia tetep bela-belain ngomong gitu.. tadi dia juga mau tanya sama aku kan, dia cuma a i emm.. bingung kan mau ngomong pakai Bahasa Inggris, jadi aku ijinin dia pakai Bahasa Indonesia kalau sama aku. Tapi kalau sama temennya tetep harus full English. Dan untuk being interactivenya tadi mereka keliatan bagus. Dan trik pengelompokan tadi bagus, dalam artian nggak ada yang mendominasi dalam kelompok. Justru malah siswa-siswa yang lebih aktif itu mbantu temen-temennya. Nggak justru bikin down."

R : "He'em , dan ternyata anak-anak tu juga mikir sampai situ lho.. tadi tu kan aku wawancara si S10, terus dia bilang, 'nah, kalau kelompok-kelompok kaya gitu to Miss, misalnya aku nggaktau vocabnya, terus dia tau vocabnya, aku tu jadi tau.. jadi tu kalau kelompok tu enaknya bisa tuker-tukeran gitu lho Miss' gitu.. intinya kan berarti mereka juga ngrasa kalau dalam kelompok tu mereka bisa saling membantu gitu kan.. dan aku emang sebenernya mereka yang bagus – bagus itu kan aku sebar, biar apa? Kalaupun misal dalam satu kelompok tu ada satu yang bagus, terus dua yang lainnya nggak begitu gitu kan misalnya, nah misal salah satu di antara dua itu lagi tugas mendiskripsikan sesuatu, terus dia stuck, nah kan ada satu yang bagus itu kan tadi.. kan dia bisa tanya untuk menstimulasi dengan bertanya gitu."

C4 : "O iya iya, mudeng.."

R : "Jadi ya emang taktekankan mereka biar dapet terutama interactive skillnya dan berani untuk nyoba ngomong gitu."

C4 : "Kalau masalah keberanian sih tadi udah itu. Tadi udah ada statement juga ya, dari si siapa itu si S9. Dia ngomong kalau dia jadi lebih berani gitu."

C2 : "Ternyata mereka itu kalau sama kelas Ms. T masih takut lho mereka itu.. threatened tetepan."

C4 : "Tadi itu gimana mereka bilang? Katanya kalau gurunya masuk aja rasanya udah gimana gitu ya?"

C2 : "He'e, katanya beliau masuk kelas aja tu udah langsung takut kalau sama Ms. T. Mereka threatened gitu, May. Kalaus ama kamu mereka nggak merasa terancam atau threatened gitu."

C4 : "Mungkin ibunya belum menyentuh hati gitu ya."

C2 : "Tapi sebenernya udah mungkin, cuma mereka aja yang belum kenal sama Ms. T kali ya. Oiya, sini aku juga pengen ngomong tentang kelasmu tadi. Apakah itu memfasilitasi mereka untuk bicara? Iya. Karena ya kamu ngasih game, di game itu setiap anak harus ngomong gitu, mau ataupun nggak mau, by system. Terus encouraging them to speak in English? Iyes, by your rules, you conduct that kind of rules di mana setiap anak harus ngomong, dan mereka harus ngomong kalimat lengkap gitu. Dan aku lihat perkembangannya dari pertemuan ke pertemuan, sekarang itu anak-anak lebih berani. Keliatan banget. Lebih berani untuk ngomong, lebih berani dan lebih fluent untuk ngomong sentences, product sentences itu lebih lancar dari sebelumnya. Kalau sebelumnya tu masih yang kata satu-satu, atau cuma frasa-frasa doang, sekarang tu yang udah kalimat lengkap-lengkap terlepas itu apakah grammar-nya sama pronunciation-nya masih salah atau enggak.. Tapi mereka emang lebih berani, dan yang berani itu nggak cuman itu-itu aja. Emang semua anak in general itu sekarang semuanya lebih berani, kaya siapa tadi tu S22, udah ngomong.. S14, karena ya itu by system tadi itu yang semua anak harus ngomong. Dan memang pada dasarnya mereka memang bisa (paham), hanya butuh dipaksa ngomong gitu."

C4 : "Itu tadi tu lho.. aku ngliat kok klimaks semua ya? Maksudnya stabil di puncak terus gitu lho. Serius, May. Stabil banget tadi tu. Kondusif banget.."

R : "Soalnya Sabtu ya.. Jadi aku tu kan dua pertemuan seminggu kan, nah Sabtu tu aku gunain pre-communicative activities, terus Sabtu yang communicative activities gitu."

C4 : "Oh gitu.. tapi ya May, walaupun tadi itu communicative activity, biasanya siswa itu tetep ada males-malesnya. Seharusnya. Tapi tadi mereka nggak ada males-malesnya. Belum yang sampai capek ngomong gitu. Tadi tu mereka bener-bener yang harus banget ketemu ni orang yang dideskripsikan siapa, aku kudu ngomong gitu lho."

C2 : "He'em, tekun banget ya?"

R : "Alhamdulillaah."

C4 : "Dan itu tu berarti deep banget lho, bikin mereka harus ngomong. Buat aku sih itu wow. Soalnya anak-anakku pernah taksuruh rearranging jumbled words juga gitu to, ya klimaks mereka cuma di awal. Di tengah sampai akhir ya cuma ah udah, selesai gitu. Kalau tadi kelasmu itu aku ngliatnya stabil banget gitu lho."

C2 : "He'e.. dan itu tadi bagusnya karena nggunain kamus itu.. Jadi kalau perkara kreativitas mereka untuk nggunain kata itu tu tadinya kamu di awal udah merencanakan to, di awal dikasih kata-kata yang membantu dulu, terus habis itu baru yang dikasih kartu tanpa kata-kata bantuan gitu to. Sebenernya tanpa itu juga sudah cukup sebenernya. Karena pada kenyataannya tadi Alhamdulillah anak-anak itu nggak terikat sama kata-

kata bantuan itu to. Mereka lebih banyak mencari kata-kata yang mereka butuhkan di kamus."

C4   : "Iya, mereka mengembangkannya ya.."

C2   : "He'e.. kaya yang tadi itu siapa? Yang aku bener-bener perhatiin tu salah satunya S18. Kan dia ngomongin Irfan Bachdim, nah dia tu dah panjaang banget deskripsinya. Sementara masih ada kata bantuan yang di card itu yang belum diomongin (belum dipakai) gitu. Berarti kan sebenernya tanpa kata-kata bantuan itu juga nggakpapa.."

C4   : "Iya, mereka udah bisa hanya dengan melihat gambar yang di kartu itu ya?"

C2   : "Iya, critical thinking mereka itu emang udah tinggi gitu."

C4   : "Iya, critical thinkingnya bagus banget."

C2   : "Nyari kamus, nyari kata.. S18 itu yang football player itu, di kartu itu katanya masih banyak, tapi dia juga udah deskripsi. Penggunaan kamusnya, dengan cara kamu yang kaya gitu, kamu bisa memanipulasi anak untuk nggunain kamus, dan penggunaan kamus itu juga menjadi salah satu facilitator mereka buat ngomong. Ya terintegrasi lah di situ."

C4   : "Iya, sangat mendukung mereka buat ngomong. Dan ngomongnya confident ya? Karena di kamus bener, kaya gitu. Serius, tadi kaya gitu."

C2   : "He'e, dan mereka ya confident, nggak threatened, enjoy, interactive."

C4   : "Banget.."

C2   : "Yang bangsa Ya Allaah.. aku tu seneng banget yang liat S3 yang sampe kaya gitu itu lho.. Terus pas di kelompokpun Ya Allah happy banget dia."

C4   : "S3 tu yang mana ya?"

C2   : "Yang cowok, duduk depan, kecil itu.. Itu tu kalem lho Met, awale.. aku tu ngliat dia tu kayaknya orangnya melankolis banget."

C4   : "Tapi tadi tu sama cewek-cewek itu kan kelompoknya? Aktif banget kok.."

R   : "Ya Alhamdulillah, dia kalau dimasukkin kelompok gitu ternyata dia yo bisa aktif gitu, iya nggak sih?"

C2   : "Tapi tetep lho May… awalnya aku ngliatnya, dia nggak seaktif itu tetepan. Itu karena entah ya mungkin dia udah ngerasa suasana belajarnya udah enak kali ya.. terus ya terbawa. Ya berarti kan efek dari ini, prosesnya yang begini dari kamu. Awalnya tu dia kalem, terus makin hari makin.. ya setiap pertemuan itu mulai speak up gitu.. mulai happy, nggak threatened lagi, kaya tadi yang sampe Ya Allaah… bahagia banget liat dia. Hehehe."

R   : "Akhirnyaa.. gitu ya?"

C2   : "Si S3 yang tadinya kalem, pas kuis tadi itu sampai hampir loncat-loncat miss miss miss!!! Haha"

R   : "Iya, di depan tu sampai mejanya mak glodhak gitu lho.. haha."

C2   : "Di kuis itu aku kira dia bakal kalem lho. Enggak ternyata. Sampai Miss!! Miss!! Miss!!"

R   : "S14 juga sampai kaya gitu ya."

C2   : "Ho'o.. antusiasnya anak-anak itu.. nggak perlu cycle 3 segala kalau ini tu. Dah keliatan naiknya. Tapi ya terserah kamu."

R : "Iya po?"

C2 : "Lha wong udah kaya gitu kok.. Dulu diceritain Met, sama S10 itu.. katanya gurunya itu sampai keluar kelas lho, saking mereka diemnya. Beliau pergi keluar kelas lho.. gara-gara mereka anteng, diem aja di kelas itu.. mungkin nggak ngasih respon yang sesuai sama apa yang diharapkan kali ya.. akhirnya ditinggal mereka itu pas pelajaran Bahasa Inggris. Saking diemnya lho.. sekarang kan like 'Mana kelas yang katanya diem itu??' hehe"

R : "Iya, dulu Ms. T sampai ninggalin kelas, njuk diparani BK kelasnya, kata S10."

C2 : "Hahaha."

C4 : "Karena diem itu?"

R : "Iya, kata Ms. T, ditanya tu mereka diem aja."

C4 : "Berarti kita emang nggak boleh ngejudge anak dari awal ya? Karena mereka selalu mungkin untuk punya perkembangan."

C2 : "Iya, dan ya pinter-pinter kita ngasih treatment. Kaya S3, S12 tu.. sekarang berkembang pesat."

C4 : "Nah itu, itu si S12 itu yang tadi aku bilang dia takut banget untuk ngomong pakai Bahasa Indonesia. Terus aku dorong untuk tetep speak up pakai Bahasa Inggris, nggak akan aku salahin gitu. Terus dia nyoba ngomong. Tapi ya nggakpapa.. jadi aku yang wah keren ini.."

Interview Transcript 18
Student Jan 30ᵗʰ, 2016 #2

R : "Gimana menurut kalian game hari ini?"

S5 : " Asik, Miss."

R : "Piye piye piye? Asiknya game yang tadi gimana?"

S5 : "Seru, Miss."

R : "Serunya gimana?"

S5 : "Nggak malu lagi kalau ngomong Bahasa Inggris. Soalnya pakai grup, jadi bisa ngobrol."

R : "Kalau pakai gambar-gambar gitu, membantu nggak sih buat kalian bisa ngomong?"

S8 : "Membantu, Miss."

R : "Ini kan kita udah 6 kali pertemuan, kalian merasa selama 6 kali pertemuan ini kemampuan bicara kalian dalam Bahasa Inggris ningkat nggak sih?"

S8 : "Iya, Miss."

S5 : "Iya, ningkat, Miss."

R : "Kok bisa menyimpulkan gitu?"

S8 : 'Soalnya dulu itu kan banyak yang belum tau cara mbacanya, jadi tu dulu yang nggak tau teko takbaca sesuai tulisannya. Jadi sekarang kan tau mbacanya, jadi bisa ngomong lebih banyak kalimat. Hehe."

R   : "Wa.. alhamdulillaah, asik kalau gitu. Bedanya kelas Bahasa Inggris ini sama yang sebelumnya yang bukan sama Miss Maya apa sih? Kok kalian dulu bisa takut pelajaran Bahasa Inggris?"

S8   : "Soalnya kalau Miss Maya tu bersahabat gitu lho Miss.. kalau yang sebelumnya itu bikin tegang."

R   : "Kegiatan speaking di kelas Bahasa Inggris sebelumnya kaya gimana sih?"

S8   : "Ya maju ke depan gitu Miss.. maju terus ngomong."

R   : "Rasanya gimana kalau suruh maju ke depan dibanding ngomong berkelompok gitu kalian lebih nyaman yang mana?"

S8   : "Di kelompok."

R   : "Kenapa?"

S5   : "Ada temene. Hehehe."

R   : "nah tapi kalau berbicara dalam kelompok gitu to, kan Miss Maya nggak cuma ngliatin satu kelompok aja, tapi juga muter ke semua kelompok. Nah, kalau lagi nggak takamati gitu kalian tetep ngomong Bahasa Inggris enggak?"

S8   : "Iya… kan udah janji, Miss."

R   : "Wa itu.. jempol itu. Pertahankan ya. Keren deh."

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R   : "Walah halah.. ini kok kasian temen, ngutek-utek keset gini."

S7   : "Hahaha, ngutek-utek keset."

R   : "Kok ngutek-utek keset kenapa?"

S10   : "Ha.. aku ki lagi sakit."

R   : "Sakit apa?"

S10   : "Sakit hati."

R   : "Walah.. haha. Miss duduk di tengah ya? Pengen tanya-tanya ni, pendapat kalian sama games tadi gimana?"

S10   : "Sebel, nggak dapet bintang."

S4   : "Ho'o, sebel aku nggak dapet bintang."

S10   : "Bintange cuma dapet silver."

S13   : "Masa' aku baru dapat bintang tiga jal."

R   : "Eh lha kalau belum dapet banyak bintang gitu jadi kepengen besok-besok buat dapet bintang lagi enggak?"

S10   : "Iya!"

S4   : "Iyaa"

R   : "Ya udah.. berarti kalau sekarang belum dapet emas, ya besok usaha lagi dong."

S4   : "Saya belum dapet emas. Besok game-nya jangan susah-susah to.."

R   : "Game-nya itu nggak susah, kalau kalian mempersiapkan."

S4   : " Tapi tadi tu menurut saya udah bener kok saya tu.."

R   : "Lho. Kalian udah bener, yang lainnya lebih bener."

S4   : "Aaaaa… haaaa.."

S7   : "Hahaha"

R   : "Jangan mau kalah.. makanya kalian tu persiapan, review kosakata. Kan kalian udah tau, Kamis belajar apa, dan Sabtu tu mesti game-nya berkaitan sama materi di hari Kamis to?"

S10   : "Hehehe, ya iya."

S7   : "Ntar kalau misal bintangnya masih banyak, kasihin aku wae yo Miss? Ntar taktempelin sendiri hehehe."

R   : "Oh iya, kalian ikut pelajaran Miss Maya tu merasa kemampuan berbicara kalian meningkat enggak?"

S10   : "Iyaaa!"

S4   : "Iya."

S7   : "Lumayan."

R   : "Gimana peningkatannya?"

S4   : "Dulu to, waktu sebelum sama Miss Maya, kalau ditanya tu.."

S10   : "Diem, nervous."

S4   : "Ho'o, nggak pernah mau njawab. Lah kalau sama Miss Maya tu teko blak-blakan."

S10   : "Teko ngomong ae yo.. padahal yo mungkin salah."

S4   : "Iya, tapi teko ngomong blak-blakan soalnya harus Bahasa Inggris."

S7   : "Kelasnya yo jadi rame Miss.. tadinya padahal kalem. Jadi nyala, Miss."

S10   : "He'e, terus nek misale ditanyain apa ki langsung bisa njawab apa-apa gitu lho.. Tapi kalau sebelum sama Miss Maya tu nggak tau kenapa tu nek mau njawab ki takut.."

R   : "Kalau kamu gimana Sha?"

S20   : "Iya, gitu Miss. Lebih berani. Kalau njawab tu ya lebih berani walaupun mungkin salah."

S4   : "Tapi nggaktau, bedanya ki apa gitu lho.. kalau sama guru asli kok takut."

R   : "Kalau dari segi speaking-nya. Kalau Miss Maya kan setiap Sabtu mesti ada games, bicara Bahasa Inggris dalam kelompok-kelompok gitu. Kalian merasa itu membantu kalian meningkatkan kemampuan bicara nggak?"

S10   : "Iya."

S4   : "Iya."

R   : "Kenapa?"

S10   : "Soalnya kalau kelompok tu jadi kaya banyak kata-kata yang.. ya maksude kalau kelompok ki mungkin ada yang lebih pinter Bahasa Inggris, ada yang agak turun gitu.. nah kalau berkelompok gitu kan kaya saat dia ngomong, kita bisa nangkep dan kita bisa tau kosakata yang baru. Jadi bisa tuker-tukeran gitu lah.."

S4   : "Kalau kelompok ya masa' diem aja? Ya mesti harus ngomong.. kita harus bisa Bahasa Inggris.."

R   : "Kalau belajar pakai kartu-kartu.. terus ada gambar – gambar gitu membantu kalian nggak sih?"

S4   : "Iya."

S10   : "Iya, soalnya kalau ada gambar-gambar gitu tu lebih enak dibanding kalau tulisan semua."

S20 : "Kalau ada gambar sama klu gitu to Miss, yang dipikir selanjutnya tinggal nyusun kalimatnya gitu.."

R : "Emm gitu.. tapi tadi S20 bagus e.. gene bisa ngomong panjang lebar gitu?"

S10 : "Aku yo bagus kok.."

S4 : "Aku yo bagus!"

R : "Eh gini, Miss Maya ngliat 8E tu sekarang makin ningkat lho keaktivannya.. dulu pas masa PPL UNY tu sama guru lain dari UNY nggak segini aktifnya deh kayaknya.."

S4 : "Mungkin karena beda cara ngajarnya, Miss.. Makanya udah, kaya gini aja ya? Asik, banyak game. Jadi satunya materi, satunya game kalau dalam seminggu. Nggak usah pergi."

S10 : "Iya, tapi kalau game aku menang to. Dapet bintang emas."

R : "Tapi kalau kegiatan speaking sama Miss Maya itu kan spontan semua to? Kalian nggak takkasih waktu untuk persiapan. Kalian merasa bisa melakukannya nggak?"

S20 : "Bisa."

S4 : "Bisa."

S10 : "Bisa. Nggak tau, kok sok asal ngomong aja tu lho.. mbuh kuwi salah po bener. Hehe."

S4 : "He'e, sok teka ngomong gitu aja."

R : "Nah itu.. kalian kan emang nggak usah terlalu takut dulu.. yang penting nyoba praktek terus."

Interview Transcript 19
January 30th, 2016 #3

C2 : "Gimana rasanya belajar sama Miss Maya?"

S18 : "Seru."

S9 : "Asik, ada gamenya. Banyak gamesnya."

S18 : "Terus dapet bintang."

S12 : "He'em! Aku suka."

C2 : "Udah pada dapet berapa bintang ini?"

S9 : "Baru tiga."

S18 : "Empat."

C2 : "S12 berapa?"

S12 : "Lima."

S18 : "Akeh tenan, lima."

S12 : "Baru dikit deng, Miss."

S9 : "Dikit? Njuk aku apa?"

C2 : "Bicara Bahasa Inggrisnya gimana?"

S9 : "Makin ningkat.. Kalau sama Ms. T tu lak pakai Bahasa Indonesia to. Kalau suruh ngomong Bahasa Inggris lak deg-degan to, tapi kalau sama kelasnya Miss Maya ki enggak."

C4	: "Nggak deg-degan? Kok bisa nggak deg-degan?"
S9	: "Nggak tau. Kalau sama Ms. T tu gimana.. gitu. Ms. T masuk aja udah deg deg deg deg gitu.."
S18	: "Ho'o.. hahahha"
S12	: "Ho'o.. terus nek ditanyai nggak mudeng."
S9	: "Ho'o, kalau sama Ms. T ki mesti ditanya-tanyai apa gitu."
S12	: "Nggak mudeng."
S9	: "Ho'o. Kalau Bahasa Inggris cepet banget."
C4	: "Sama Miss Maya kalian ngerasa tambah bisa ngomong Bahasa Inggris nggak?"
S18	: "Hmm ya Insya Allah."
S9	: "Tambah bisa."
C4	: "Kok bisa gitu?"
S9	: "Soale dipaksa.."
C4	: "Dipaksa bisa?"
S9	: "ngng itu lho, dipaksa pakai perjanjian itu lho. Kalau enggak ya udah."
C4	: "Tapi dipaksa seneng nggak?"
S18	: "Ya.. seneng walaupun njuk kadang nggak ngomong."
S9	: "He'e.. meng pakai Bahasa isyarat kadang. Hehe'"
C2	: "Kemaren tu belajar apa aja sih sama Miss Maya tu? Dari pertama-pertama gitu.."
S9	: "Pas Miss Maya jadi PPL?"
C2	: "Bukan.."
S9	: "Oh yang ini? Degree of comparison."
C4	: "Terus apa lagi?"
S18	: "description"
S9	: "Terus sama ini, deskripsi text. Teks deskripsi."
C2	: "Mudeng?"
S9	: "Mudeng."
S18	: "Mudeng."
C2	: "Terus kalau besok disuruh ngomong lagi bisa?"
S9	: "Nggak tau.. hehehe"
C2	: "Dibandingin dulu, sebelum sama Miss Maya, terus sekarang udah sama Miss Maya, lebih bisa ngomong nggak?"
S9	: "Bukan menjamin makin bisa, tapi makin berani."
C4	: "Kok bisa Miss Maya bikin kalian makin berani?"
S9	: "Nggak tau.. tapi kalau sama Ms. T ki kalau salah tu sok gimana gitu e rasane. Takut. Kalau sama Miss Maya salah nggakpapa."
C4	: "Menurut kamu ngajarnya Miss Maya gimana sih?"
S18	: "Enak. Mudeng."
S9	: "Iya, enak."
C2	: "Yang nggak disuka dari Miss Maya apa?"
S9	: "Nggak ada."
C2	: "Masa' nggak ada?"

S9   : "Oh, gini.. Miss Maya itu kalau ngasih bintang pelit.. aku nggak sukanya itu. Mbok gini, kan bintangnya masih banyak, terus itu papannya juga masih ada yang kosong. Mbok satu kelas dibagiin satu-satu.."

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C2   : "Iya, kalau aktif juga. Eh itu yang ditempel di sebelah ikrar itu apa sih?"
S18   : "Oh itu, tentang ngomong Bahasa Inggris gitu."
C2   : "Paham?"
S18   : "Paham. Itu tu yang kalau mau bilang terima kasih, terus yang atase kalau mau bilang pinjem apa.."
S12   : "Iya itu kalau mau pinjem.. May I borrow… gitu"
C2   : "Terus itu suka dipakai nggak?"
S18   : "Iya."
C4   : "Yang penting jangan takut salah, jangan takut mencoba. Gitu ya."

Interview Transcript 20
February 4ᵗʰ, 2016

I was talking to my collaborators in English

S1   : "Ngomong apa to itu? Hehehe"
S13   : "Emang harus selalu ngomong Bahasa Inggris gitu po, Miss?"
R   : "Biasanya kalau Miss Maya sama temen-temen iya.. pengen nggak bisa lancar gitu?"
S1   : "Yo pengen kok.."
S13   : "Iya, pengen Miss tapi susah yang ngafalin kosakata e."
R   : "Sebenernya kunci untuk hafal kosakata dan fluent ngomong itu apa sih?"
S1   : "Ndengerin musik kalau aku. Hehehe."
R   : "Oke.. bisa lho itu. Itu salah satu cara Miss Maya juga. Nonton film juga. Jadi belajar Bahasa Inggris tu asik. Latihan ngomong iya juga nggak?"
S1   : "Iyaa."
R   : "Eh nek menurut kalian, kemaren Sabtu itu kegiatannya gimana?"
S1   : "Asik!"
S13   : "Ini nanti ngegame lagi to?"
R   : "Iya.."
S1   : "Enggak nervous soalnya sama temen."
S13   : "Iya, sama temen sendiri og.."
R   : "Tapi kan pakai Bahasa Inggris?"
S1   : "Yo pakai Bahasa Inggris tapi kan santai suasananya.. Asik praktek sama temen gitu."
R   : "Kalau dulu-dulu, pernah nggak praktek ngomong kelompokan gitu?"
S1   : "Pernah, sekali."
S13   : "Durung to ya.. kapan? Ro sapa?"
S1   : "Halah seng mbiyen kae lho.."

S13   : "Kae ndak ra yo karo miss Maya, Miss Aisah, pas ppl?"

S1   : "Oh yo ding, he'e. Belum pernah kalau sama guru."

R   : "Emang biasanya kalau sama guru speakingnya ngapain?"

S1   : "Speakingnya, ya maju gitu."

R   : "Rasanya gimana tu kalau disuruh maju?"

S13   : "Wuaah, deg-degan. Huh."

S1   : "Sampai depan ki dah nggak bisa ngomong apa-apa."

R   : "Oya? Seorang S1?"

S1   :"Iya. Bener. Yo nek ngomong satu dua kata ki bisa, tapi yo nggak lancar gitu deh.."

S9   : "Nanti games kan Miss?"

R   : "Iya.. kok do kecanduan to? Seneng po?"

S18   : "Seneng lah.. timbang pelajaran."

R   : "Kalau ngegame gitu nggak kerasa kalau pelajaran po?"

S18   : "Iya. Nggak kerasa."

R   : "Miss Maya pengen tau, kalau pelajaran Miss Maya itu gimana sih menurut kalian?"

S1   : "Asik, seru."

S18   : "Seneng, banyak games."

S13   : "Santai, nggak tegang. Nek sama guru biasanya ki tegang banget. Makane dewe mung meneng yo?"

S1   : "Takut e Miss kalau mau ngomong. Tegang. Kalau ditanya nggak bisa jawab."

R   : "Kalau sama Miss Maya?"

S13   : "Lebih santai."

S1   : "Lebih nyaman buat ngomong."

R   : "Apa sih hal yang ada di kelas Miss Maya tapi nggak ada di kelas lainnya?"

S13   : "Games!"

S18   : "Bintang-bintang!"

S1   : "Ho'o bener. Games, bintang terus sama ngomong. Kalau nggak sama Miss Maya 8E nggak keluar suaranya."

R   : "Haha kenapa?"

S1&S13 : (Simultaneously) "Takut!"

Interview Transcript 21
February 4ᵗʰ, 2016

R   : "Yang kemaren kamu bilang aku dah nggak butuh siklus 3 itu beneran dari hati?"

C2   : "Agak impulsif ya? Tapi anak-anak udah kaya gitu kok.."

R   : "Gimana, kalau melihat kebutuhan?"

C2   : "Karena anak-anak udah kaya gitu sih May.. Soalnya kan tujuan penelitian ini kan improving speaking, nah ini anak-anak udah kaya gitu

speakingnya. Aku kemaren ngomong gitu ya beneran spontan ngomongnya. Berdsarkan pengamatan."

Interview Transcript 22
February 4ᵗʰ,2016 #2

R   : "Kalau dari segi kegiatannya, khususnya yang setiap Sabtu, menurut ibu gimana bu?"

C1   : "Sangat bagus kok itu. Itu anak-anak terus mudeng, karena yang ngajari step by step tenan. Saya ngeliat itu njenengan dah tau langkahnya. Aku arak tekan kene iki arahe ke sini sini sini iki arak nyangoni bocah nggo apa gitu itu udah ngeh gitu lho. Nggak terus langsung jujugan."

R   : "Kemaren S12 seneng banget bu, dapet gambar Ibu."

C1   : "Oh, yang kemaren? Gampang, wong tiap hari ketemu og.."

C2   : "Si S22 dapet bu Yayuk."

C1   : "Haha, seneng, gampang, mendeskripsikan gurune dewe."

Interview Transcript 23
February 6ᵗʰ, 2016 #1

C2   : "May, tentang si S3. Jadi, dia itu kalem, aslinya emang kalem. Tapi dia sekarang udah mulai nyaman di kelas kamu. Jadi, misal kaya tadi, mau dia sama S15, sama S7, dia itu nggak kalah.

R   : "Oh iya.. dia itu sekarang kalau dipancing, udah mau bunyi gitu."

C2   : "He'e, keliatan banget lho dia tu sekarang. Aku tu awale takut karena dia sekelompok sama S15. Aku tadinya takut kalau S15 itu nantinya akan mendominasi. Tapi ternyata enggak. S15 itu dia mbantu temennya.. Keliatan sih sebenernya dari mukanya kadang dia nggak sabar nunggu temennya ngomong, kalau masih kebanyakan mikir. Tapi akhirnya dia terus bantu. Tadi di kelompoknya, dia bantu si S7, bantu si S3 gitu.. Walaupun kadang dia nggodain temennya pas mikir mau ngomong apa gitu.. tapi ternyata atmosfernya itu justru malah bikin temen-temennya itu nggak merasa terancam."

R   : "Iya, Alhamdulillah, tadi si S15 bisa stimulate temen-temennya."

C2   : "Kalau S17, tadi dia lagi sakit ya?"

R   : "Iya, dia lagi sakit. Tadi dia sekelompok sama S19, S20, S22."

C2   : "Tapi tadi si S20 banyak ngomong lho. Si S19 juga ngomong banyak. Yang kurang tu malah S22. S17 tu yang ngejar-ngejar dia, mancing-mancing pakai pertanyaan sama suggesting ideas gitu. Terus pas si S17 nanyain makanan favorit ikannya S22, S17 juga yang suggest idea. Dia bilang, 'pelet' gitu. Tapi si S22 nggak nyari kata pelet itu di kamus. Malah yang nyari si S19 dan S20."

Interview Transcript 24
February 6ᵗʰ, 2016 #2

C1 : "Saya lihat dari perkembangan penelitian njenengan dari siklus satu itu, sampai sekarang, S17 itu termasuk yang pesat banget lho perkembangannya. Bisa diliat juga dari bintangnya itu. Dia luar biasa. S8 itu juga. Tapi nek S21 itu, dia agak turun kalau dilihat dari perolehan bintangnya."

R : "Dapet 3 dia tu bu.. Dia tapi yang nempel nggak bener bu.. nyeleneh, ditempel jauh, terus ada yang ditempel di namanya segala gitu bu."

C1 : "Oh, 3 to? Tadi takliat kok cuma satu. Oalah ternyata karena nempelnya yang nggak bener. Mmm. Tiga. Ya bagus itu. Terus si S11 sama S14 itu juga masih perlu ditingkatkan lagi. Nek S3?"

R : "S3 ningkat bu."

C1 : "Oh gitu.. nek yang satu lagi tu siapa.. mm S19. S19 itu nek secara akademis kurang. Sekarang perkembangannya gimana?"

R : "Mm, kemaren itu descriptive dalam bentuk writing yang saya PRkan itu bagus lho bu.. Dia tu pinter nulis sebenernya."

C2 : "Iya, dia pinter nulis itu."

C1 : "Oh iya to? Padahal dia tu di antara para cewek, dia yang paling kurang lho."

C2 : "Oh, iya to bu? Ngomongnya aja sekarang juga ningkat lho bu."

C1 : "Ya bagus itu.. alhamdulillaah."

R : "Dia tu sebenernya bisa, tapi malu gitu bu kayaknya.."

C1 : "Juga nggak bisa lho. Yang jadi masalah di saya tu dia juga nggak bisa."

C2 : "Bisa ah.. sekarang udah ningkat berarti bu."

C1 : "Wah hayo berarti dia termasuk yang perkembangannya pesat itu."

R : "Oh iya, tadi itu kuis to bu, S19 juga ngacung terus.."

C2 : "Dari kemaren-kemaren."

R : "Iya, dari pertemuan sebelum-sebelumnya."

C2 : "Yang lain nggak tau, dia tau."

R : "Padahal dia duduknya di belakang sendiri ya. Terus si S22 itu juga kalau ngacung mesti sampai berdiri."

C1 : "Oh iya gitu? Wah peningkatan itu dia."

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C1 : "Nek saya ya mbak, saya menilai njenengan sukses yang melaksanakan penelitian."

R : "Alhamdulillaah.."

C1 : "Ini njenengan speaking, tapi juga ada writingnya to?"

R : "Iya."

C1 : "Untuk ngasah listening kan setidaknya mereka mendengarkan temennya."

R : "Kegiatan listening juga saya berikan bu, di awal pembahasan topik baru."

C1 : "Wa, malah bagus lagi itu. Apik banget kuwi. Saya malah nggak kepikiran lho, kalau ngajar langkahnya mau sejauh ini saya nggak kepikiran. Nek ini jelas penelitian kok ya. Jan well-prepared tenan ini. Ini apa?"

R : "Oh itu semantic web khusus untuk physical appearance hewan bu.. itu dikerjakan di kelas. Terus setelah ngerjain itu, menyimpulkan dari contoh teks itu saya tanya mereka apa aja yang bisa dideskripsikan dari hewan gitu. Jadi waktu information-gap activity tadi sheet-nya seperti ini bu, supaya mereka terstruktur dalam ngomong."

C1 : "Mm.. o berarti, ini yang Kamis kepakai di sini ya. Lah ini kok banyak banget?"

R : "Iya bu, itu mereka merangkum deskripsi punya temen-temen mereka."

C1 : "Oh ini berarti masing-masing anak punya sheet seperti ini semua? Wah bagus juga ini. Mbok saya pinjam soft file-nya."

R : "Siap bu.."

C1 : "Yuk mari."

R : "Ini bu, kertas-kertas catetan pelanggaran yang dibuat anak. Jadi terkait peraturan yang hanya boleh ngomong Bahasa Inggris itu, saya minta mereka mencatat kata-kata yang mereka ucapkan di Bahasa Indonesia."

C1 : "Itu terus anak-anak ngaku sendiri ya? Ini terus juga semacam temen-temennya yang ikut memantau kok. Tiap ada yang keceplosan gitu njuk temen-temennya lapor. Kalau ngajar di sini pokoknya butuh ide gitu."

Interview Transcript 25
February 11th, 2016

C2 : "Tadi kelompok si S17 rame banget May. Dia kan deskripsiin rabbit, dia bilang her name is Raisa. The full name is raisa makan, raisa turu, raisa kabeh. Yo siapa coba yang nggak ngakak? Hahaha. Mereka fluency udah bagus lho. Cuman tetep, grammarnya butuh waktu untuk benar-benar akurat. Kalau vocab banyak kepakai yang dari kamu. Tadi ada S13, S12, S1 komplit tadi ngomongnya."

R : "Tapi otomatis?"

C2 : "He'eh.. nggak ngafalin. Kalau untuk grammar tadi itu, S2 tu masih kadang bilang 'she eyes'. Terus yang lainnya suka mbenerin, her eyes.. gitu terus S2 ngulang, 'oh her eyes..'"

R : "Tadi keliatan nyaman semuanya sama grouping yang udah emang aku desain gitu ya? Cuman itu sih, kelemahannya mereka juga jadi banyak guyon gitu."

C2 : "Tapi yo malah nggakpapa to, salah satu fungsi speaking, komunikasi kan juga buat bercanda segala.. Kan mereka bercandanya juga pakai Bahasa Inggris. Si S17 itu, kukira dia bakal kaku sama aku lho, tapi ternyata enggak. 'Do you have any question, Miss?' ke aku malahan dia tanyanya.."

R : "Wah, berani nantangin dia. Oiya tadi aku seneng waktu aku tanya ke S6, 'Does he have blablabla' gitu aku lupa apa itu. Kan itu belakangya have

to, nah terus dia yang jawab gini, 'He have… oh he has..' gitu. Alhamdulillaah."

C2 : "Kayaknya S6 tu emang memperhatikan banget kok waktu kamu nerangin gitu. Dia back signaling, ngangguk gitu. Terus ditulis, terus dia inget gitu."

R : "Iya, dia konsentrasinya bagus ya."

C2 : "Tadi tu yang paling dapet interaktifnya tu kelompoknya si S17 itu. Tanpa diberi kesempatan untuk nanya pun mereka udah interaktif duluan gitu. Yang langsung comment comment directly gitu. Dan S3 pun ada nanya-nanyanya. Kadang langsung, kadang mikir dulu."

R : "S3 tu tapi tetep menurutku pesat lho perkembangannya."

C2 : "He'em, dari dulunya dia yang kaleeeem banget, sumpah tadi tu sampe yang bercanda-bercanda. Ekspresif banget gitu tadi tu. Sampai debat eyel-eyelan segala. Yang masih rendah tu si S11 itu.. tadi ada beberapa pertanyaan yang dia agak kesusahan jawabnya. Terus temen-temennya bantu nglurusin. Aku juga bantu dia buat jawab."

R : "Seng luar ekspektasi siapa coba? S6. Kan tadi dia sama S14 sama S5 kan, nah mereka tu keliatan enjoy karena situasinya berkelompok gitu, bukan maju ngomong ke depan, terus interaktif juga mereka tu.. kalau ditanya, bener terus jawabnya.. Nah si S6 itu, kalau si S5 sama S14 masih mikir to, si S6 tu suggesting kata gitu. Mbantu temen-temennya gitu. Vocabnya dia ningkat."

C2 : "Karena dia fokus memperhatikan itu lho kalau pas pelajaran. Pas kamu ngobrol apa, dia tu mesti dengerin, terus ngangguk gitu. Ada back signaling. Keliatan. Dan dia pronunciationnya juga sering bener to, karena memperhatiin. S17 tu kadang masih salah pronunciation, tapi aku nggak koreksi di waktu itu juga. Soalnya dia lagi berkomunikasi to ngomongnya."

R : "Terus apalagi, Tris?"

C2 : "Mm.. S12 itu bagus."

R : "Kalau menurutmu, yang perkembangannya pesat banget siapa aja?"

C2 : "Ya itu, S3 itu dari yang tadinya anteeeng banget sampai sekarang yang ngomongnya itu santai, cheerful, terus fluencynya yang dulu masih nol, sekarang udah yang jauh banget. Terus S1 itu yang emang modalnya dah bagus. Kemudian,S13 itu bagus tadi. Walaupun dari segi grammar, dia masih kurang to be kadang. Kemudian, S16 ningkat. Dulu dia nggak bisa to? Sekarang dah santai. S4 juga. Yo dulu mereka kalem-kalem to? S12 itu juga.. sekarang bener-bener dah kelaitan makin speak up."

R : "Tadi yang sama aku beberapa ada yang keliatan kaya ngafalin gitu. Nah kalau aku udah curiga, aku akhirnya tanya mereka pertanyaan-pertanyaan yang keluar dari teks yang mereka hafalkan gitu jadinya. Biar keliatan kemampuan mereka sebenernya kaya apa."

Interview Transcript 26
February 11th, 2016

R : "Aku nggak nyangka banget lho Tris, kalau achievement board itu akan berdampak sejauh ini."

C2 : "And everyone likes to get a star including student yang kaya S15, S21, he actually loved it although he didn't show it. Sometimes, he behaved like, 'I don't need that. What is that? It's not my style, it's not my thing, it's too low to me.' Although he was sometimes behaving that way, but no.. actually he loved to get one."

R : "How can you say it?"

C2 : "Because he was happy when.. you know that as well. When you said that S15's the winner, or S15's group is the winner, he was happy. You noticed that as well. He smiled, and his face was like 'Waaah I got it! Alhamdulillaah, I got it!'"

R : "Tapi serius, nggak nyangka bener lho ini bintang bisa berpengaruh sesignifikan ini."

C2 : "Dan itu bisa dilaporkan sendiri lho may. Bukti bahwa achievement board itu bener-bener bisa mbangkitin semangat anak lho. Maksudnya, itu bisa kaya research terpisah sendiri."

Interview Transcript 27
Feedback Ending the Research

C1 : "Ini walaupun malu-malu, tapi dia udah keluar lho ngomongnya. Dah bagus banget lho si S5 itu. Kan kalau tujuannya speaking, dia perkembangannya luar biasa itu. Memang kalau untuk tertulis, dia bukan termasuk anak yang kurang. Tapi kalau speaking, dia bisa dibilang miiinim banget. Tapi kalau ini sekarang dia udah keluar itu."

R : "Di pos test itu kan saya minta mereka untuk bawa dua gambar kan bu, yang satu hewan peliharaan, yang satu orang yang mereka kagumi. Terus saya bebaskan mereka untuk memilih mau mendeskripsikan yang mana. Nah entah anak itu pernah baca teks deskripsi tentang tokoh idolanya atau anak udah tau kalau mau disuruh cerita gitu, padahal saya nggak ngasih tau sebelumnya. Mungkin mereka sudah menduga. Jadi, ada satu dua yang kelihatannya menghafalkan gitu bu. Nah tiap saya mendeteksi ada yang seperti itu, lalu saya kasih pertanyaan terus yang melenceng dari hafalannya. Sehingga kelihatan kemampuan mereka yang asli seperti apa."

C1 : "Nah, jadi kan spontan to mereka ngomongnya? Saya tu paling seneng kalau anak itu ngomong secara spontan. Kalau memorizing gitu kan jadi kaku. Nah kalau kaya gini kan ini keliatan natural banget ya. Itu emang karakter si S5 itu malu-malu, cuman ini sekarang dia udah bisa keluar ngomongnya. Bisa njawab pertanyaan, meski agak malu, tapi dia keluar gitu. Njawab. Dia tu pendieem banget. Lha terus keunggulan dari kegiatan ini juga kalau kita ngomong-ngomongan gitu kan nggak harus di forum besar ya? Jadi kayaknya kalau ngomong-ngomongnya yang umum kita di kehidupan sehari-hari itu kan paling 3 orang, 4 orang. Nah ini kegiatan-kegiatan di penelitian njenengan itu kan dapet banget itu."

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R   : "Kalau S6 gimana bu?"

C1   : "Itu awalnya si S6 itu anaknya bisa, tapi nyelelek. Terus banyak nggak focus dia. Tapi kalau ini sekarang yo udah bagus banget itu. Keluar itu dia ngomongnya. Kelompoknya tiga-tiga ya?"

R   : "Ada yang tiga, ada yang empat bu."

C1   : "Itu dipancing-pancing kalau nggak keluar?"

R   : "Iya, bu."

C1   : "Ini emang bener-bener butuh waktu ya untuk membentuk anak sampai seperti ini. Satu, itu njenengan berhasil yang mem-build up vocabnya, terus meng-construct kalimat. Terus otomatis kan anak jadi bisa ngomong. Njenengan kan juga bantu dengan pertanyaan-pertanyaan itu to? Ya memang kalau kita memaksa pronunciation sama grammar nggak secepet itu ya sempunarnya. Ya itu sih wajar di mana-mana yang penting fleuncy-nya mereka udah sangat bagus itu.Wah ini E ini emang kalau speaking paling pasif kok tadinya."

R   : "Mm.. gitu ya bu?"

C1   : "La terus, kalau S3 itu, yang penting dia pedenya. Dia pemalu banget itu tadinya."

C2   : "Sekarang dia ekspresif banget bu."

R   : "Kalau S17 itu biasanya kalau speaking gimana bu?"

C1   : "Kalau S17 itu, dia kalau speaking pasif. Dia itu digede-gedekke le nakal. Tapi asline tu pinter itu. Cerdas itu. Tapi, males. Lah itu lancar banget itu waktu speaking di kelas njenengan. Ini jadi ngasih ide ke saya juga. Kalau saya tu kan jarang ngasih kegiatan speaking yang cuma ditonton kelompoknya. Kalau saya ngasih penilaian tu ya klasikal gitu. Jadi kalau dia mau mendeskripsikan ya maju ke depan. Artinya kan kalau kaya gini kan lebih santai to. Jadi anak itu apapun bisa keluar gitu lho. Lah ini siapa yang lagi tanya?"

R   : "S12, bu."

C2   : "S12."

C1   : "Oh, dia tanya? S12 itu itungannya nggak bisa itu. Di situ dia kok bagus. Biasanya kaya takut-takut gitu. Itu bagus itu dia kok tanya terus. S12 ini anaknya pendiem lho itu. Kayaknya terbawa dari kebiasaannya sehari-hari itu. Pendiem. Tanya ke S17 ya itu?"

R   : "Iya, bu."

C1   : "Emang dikasih kesempatan untuk tanya gitu to?"

R   : "Iya, bu. Setelah deskripsi dari seorang anak tentang sesuatu selesai. Walaupun ketika si anak mendeskripsikan sesuatu juga boleh yang lain tanya. Tapi sebagian waktu buat mendeskripsikan dulu."

C1   : "Itu bagus itu idenya. Ini salah satu kekuatannya juga karena kelompok kecil. Jadi meminimalisasi rasa malu. Itu pengaruh banget lho itu. Soalnya biasanya kalau anak disuruh maju, terus di depan teman-temannya suruh ngomong, itu nervous itu nomor satu lho. Kayaknya ini grup kecil ini juga sangat berpengaruh ini. Terus tempat duduk ini juga berpengaruh. Kalau

dia duduk kan jadi nggak tegang. Dia jadi merasa santai to itu. Kaya orang rembugan biasa itu. Setting tempatnya itu pengaruh. Kelompok kecil itu yo pengaruh banget itu. Seperti S12 itu kalau di depan wis akeh grogine. Karena semacam kaya diece atau diapain gitu sama temennya. Kan itu anak itu sempat dikucilkan itu. Jadinya dia mungkin di kelompok-kelompok kecil itu merasa nggak terlalu banyak sorotan gitu. Bagus ini kegiatannya. Jadi semacam rembugan, tapi nggak ngafalin."

R   : "Waktu temennya tanya-tanya gitu kan dia juga nggak akan bisa jawab bu kalau dia cuma ngafalin."

C1   : "Iya. Kalau saya itu intinya asal itu spontan, saya lebih seneng. Dibandingkan yang memorizing gitu. Jadi nggak natural ya. Mbangunnya vocab itu bagus njenengan. Saya suka spontannya itu. Seperti siapa ngomentari siapa itu kan sangat spontan to itu. Apapun diclemong, apapun diclemong gitu."

R   : "S3 itu juga waktu kuis itu sangat bagus ya?"

C2   : "Iya.. pokoknya nggak keliatan lagi kalau dia kalem tu."

C1   : "Kalau anak lancar ngomong itu karena building vocabnya yang kuat, atau karena pinter mbangun environment-nya ya?"

R   : "Dua duanya bu.."

Mei   : "Dua-duanya bu.. vocabnya kuat, environmentnya enak, jadi confident bu."

C1   : "Lha itu, yang bikin confident itu apa?"

R   : "Dia punya sangu vocab, itu yang lebih berpengaruh bu. Tapi ketika environment-nya juga nyaman gitu, itu juga support gitu bu."

C1   : "Lha ini, anak-anak bagus banget itu. Ide-idenya.. bangunan vocabnya kuat, terus juga cara le minta anak untuk ngomong itu, terus mincing-mancingnya juga dapet, terus sama small group discussion njenengan itu. Soalnya kalau dibikin klasikal, kemampuan bunyi juga kurang lho."

R   : "Dan interaksinya juga mungkin kurang ya bu?"

C1   : "Iya."

R   : "Kalau S4 itu gimana bu perkembangannya menurut pengamatan ibu?"

C1   : "S4 itu tadinya kurang itu pemahamannya. Ya termasuk yang biasa-biasa aja. Ini saya lihat sekarang dia dah bagus. Tapi kalau pronunciation emang kita nggak bisa maksa anak ya?"

R   : "Sebenernya bisa lebih diusahakan sih bu. Drill-nya diperbanyak, lalu setelah kegiatan seperti ini ada feedbacks gitu. Tapi waktunya itu yang kurang."

C1   : "Iya.. tadi saya pronunciation itu juga belum saya tekankan banget kok. Soalnya ya gimana anak segini ini udah bisa mmeproduksi kalimat saja udah bagus. Lah ini si S12 ini aktif banget lho itu. Daritadi dia tanya terus kok."

Mei   : "Dan itu spontan terus ya bu."

C1   : "Ho'o.. Begitu rampung, tanya. Begitu temannya rampung, tanya."

R   : "Kalau S10 itu gimana bu?"

C1 : "Dia nggak patio. Apik itu sekarang pronunciationnya. Bagus banget itu di kegiatan speaking ini. Kira-kira dia ngafalin nggak itu?"

R : "Nah itu saya juga kurang yakin bu. Tapi terus nanti dikasih pertanyaan-pertanyaan sama temennya kok bu. Terus waktu temen-temennya deskripsi, dia juga tanya natural gitu kok bu."

C1 : "Nah yang penting itu. Ini diliat dari gayanya dia ngomong bagus banget itu. Nah gini, biar naturalnya itu keliatan, bisa nggak kita yang minta dia ceritain tentang sesuatu nggak?"

R : "Ya iya itu bu. Jadi kalau keliatan ada anak yang menghafal gitu, saya tanya-tanya sesuatu yang sekrianya di luar yang dia hafalkan gitu bu."

C1 : "Nah gitu.. kegiatan speaking in itu bagus untuk mencari kenaturalan anak waktu ngomong lho itu."

R : "Kalau secara keseluruhan, menurut Ibu gimana bu perkembangan anak-anak?"

C1 : "Wah itu buagus banget itu."

R : "Bu, tapi.. apa adanya lho bu."

C1 : "Ho'o, iya, memang. Tenan kok. Tenan. Kalau S1 itu emang dasarnya bagus, S8 dasarnya bagus. S13 itu dia pedenya kurang tadinya. Dia kaya ketakutan banget kalau dia salah. Tapi kalau di kelompok kecil gini dia berani to?"

C2 : "Iya, berani dia tu."

C1 : "Makanya kelompok kecil ini bagus banget. Saya belum pernah lho njajal kelompok kecil gini. Soalnya kalau kelompok kecil gini lak yo njuk tetep butuh fokus ke kelompok itu. Butuh tenaga ekstra dibandingkan kalau maju ke depan. Padahal itu menciptakan kepedean juga ya? Perlu besok takcoba. Kalau saya selama ini kan saya tetep pilih yang klasikal."

R : "tadi ketangkep nggak bu ada vocab-vocab baru yang anak-anak pakai?"

C1 : "Iya, bener. Makanya tadi kan saya tanya. Iki bocah-bocah kok fluent? Berarti kan satu vocabnya kuat. Dengan vocab kuat itu kan anak juga jadi construct kalimatnya bisa. Memang grammar agak dikesampingkan dulu ya. Kalau bahas grammar memang beberapa anak kaya S23 tadi itu lancar banget. Memang dia dasarnya bagus. Tapi saya nggak nyangka kalau deknen bisa ngomong sampai kaya gitu. Kalau S17 itu fluent banget. Dia nggak mikir grammarnya to? Dia flow terus tapi."

R : "Bu, ini kalau terlepas dari keterikatan waktu gitu. Kalau ini dianggap sebagai penelitian yang free dalam hal durasi waktu gitu, udah pantas belum sih bu kalau diakhiri?"

C1 : "Kalau dilihat dari kemajuan siswa, yang memang udah pantas dihentikan ini. Sudah sangat cukup. Sudah waktunya dihentikan. Kuwi bocah-bocah ki beda banget lho itu. Kemaren itu saya masuk kelas to, terus takkasih banyak banget tugas. Terus ada anak yang bilang 'I am scary.. I am scary..' meski harusnya 'I'am scared', saya tu meng mbatin, ini udah ada perkembangan ini. Anak nyoba ngomong Bahasa Inggris. Soalnya kalau di luar penelitian ini, kelas-kelas yang lain tu njawab terus lho kalau

taktanya. Meski sok salah. Nah kalau E ini, aslinya pinter-pinter lho. Sekalinya njawab, jarang salah. Tapi tetep nggak mau ngomong. Nggak keluar. Blas, nggak keluar. Jadi, pengetahuan tertinggi itu ada di E. tapi, keterampilan terendah itu juga di E. Writing bagus, tapi speaking itu jelek banget. Makanya ini saya butuh dari njenengan. Lah ini sekarang anak-anak itu kok interaksinya tanpa beban gitu. Njenengan kan juga karena mbawakannya tanpa beban. Jadi mereka dengan njenengan itu jadi lebih rileks gitu lho. Mereka tu lebih deket gitu lho. Terus si S16, apik itu dia tadi njawab pertanyaan awalnya salah, tapi terus nyadar sendiri. Yang saya suka dari kegiatan speaking ini tu udah banyak yang nyelelek gitu. Lho. Saya malah seneng. Karena di situ berarti ada pengembangan-pengembangan gitu. Jadi nggak cuma standar aja. Jadi nggak datar. Anak itu jadi mikir out of the box gitu. Kalau ada anak yang ngomongnya nyelelk gitu kan malah spontan itu ngomongnya. Clemongan-clemongannya itu interaktif gitu."

APPENDIX C:

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

OF THE TEACHING AND LEARNING PROCESS

Pre teaching

No.	Observation Items	Yes	No	Notes
1.	The teacher enters the class punctually			
2.	The teacher greets the students			
3.	The students respond back to the teacher			
4.	The teacher asks about the students' condition			
5.	The students respond back to the teacher's question			
6.	The teacher checks the students' attendance			

7.	The teacher asks what happens to the students who are absent			
8.	The teacher reminds the students of the previous materials			
9.	The teacher asks whether there is any question or comment on the previous discussion			
10.	The teacher introduces the students to the materials they are going to learn			
11.	The students are involved in a warming up activity before the materials are learned seriously			

While Teaching

No.	Observation Items	Yes	No	Notes
12.	The students pay attention to the teacher			
13.	The students are ready to learn			
14.	The students do what the teacher asks them to do			
15.	The teacher uses media to support the learning process			
16.	The teacher's instruction is clear			
17.	The teacher uses English most of the time			
18.	The teacher asks the students to speak in English during the lesson			

19.	The students talk to their friends in English			
20.	The students ask questions in English			
21.	The students are willing to answer the teachers' classical questions			
22.	The students ask for permission in English			
23.	The teacher teaches how to pronounce some word			
24.	The students check the meanings of words in their dictionary			
25.	The students ask the teacher about the meaning of some word			
26.	The teacher gives the explanation of the materials they learn in the meeting			

27.	The teacher gives the students ample supplies for their tasks			
28.	The teacher checks the students' understanding toward the materials			
29.	The students understand the materials			
30.	The teacher gives the students some questions to check their understanding			
31.	The students can answer correctly the teacher's questions in point 30			
32.	The teacher explains the tasks given			
33.	The activities are able to engage the students to be involved actively in the learning process			

34.	The students are involved in a communicative activity			
35.	The students are willing to be volunteers in the learning activity			
36.	The students are happy with the technique used by the teacher			
37.	The students are able to speak a lot by having the materials they have learned as their supply			
38.	The teacher gives a chance to the students to ask questions			
39.	The students ask questions			
40.	The teacher gives a chance to the students to give comments on their discussion			
41.	The students are willing to give comments on the learning process			

Post Teaching

No.	Observation Items	Yes	No	Notes
42.	The teacher gives the students a chance to summarize what they have been discussing during the lesson			
43.	The teacher summarizes what they have been discussing during the lesson			
44.	The teacher gives the students homework			
45.	The teacher gives the students some time to think about the usefulness of the materials they have been learning			
46.	The teacher gives a picture on what to be discussed in the next meeting			
47.	The teacher gives some reward to the students who has been actively involved in the learning activities			
48.	The teacher closes the lesson			

Class Situation

No.	Observation Items	Yes	No	Notes
49.	The class has sufficient boards to support the learning process			
50.	The class provides chalks and boardmarkers			
51.	The class provides and LCD to support the learning process			
52.	The class has sufficient ventilators to keep the air fresh			
53.	The students' chairs are moveable			
54.	The students' table are moveable			
55.	The classroom has enough space for moving activities			

56.	The environment surrounding the class is quite quiet			
57.	The class has ample light			

APPENDIX D:

PRE-ACTION IMPLEMENTATION QUESTIONNAIRE

KUESIONER PEMBELAJARAN DI KELAS 8

(untuk siswa)

Petunjuk :

Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan pengalaman yang Anda alami. Jawablah dengan jujur dan bertanggung jawab. Berikan tanda silang pada salah satu jawaban yang Anda pilih. Anda tidak perlu menuliskan nama Anda pada lembar ini.

1. Dalam bahasa Inggris, kemampuan apakah yang menurut Anda paling penting?
   a. Membaca
   b. Menulis
   c. Mendengarkan
   d. Berbicara

2. Selama pembelajaran Bahasa Inggris di kelas 8, keterampilan apakah yang paling sering dipraktikkan di kelas?
   a. Membaca
   b. Menulis
   c. Mendengarkan
   d. Berbicara
   e. Lainnya……………………………………

3. Kegiatan seperti apakah yang paling sering dilakukan di kelas?
   a. Mendengarkan penjelasan dari guru
   b. Mencatat materi yang diajarkan
   c. Melakukan permainan
   d. Berdiskusi dengan teman
   e. Lainya…………………………………….

4. Kegiatan belajar seperti apakah yang **tidak** Anda sukai?
   a. Mendengarkan penjelasan dari guru
   b. Mencatat materi yang diajarkan
   c. Belajar dengan metode permainan
   d. Berdiskusi dengan teman
   e. Lainya…………………………………….

5. Model kegiatan yang manakah yang paling Anda sukai?
   a. Akivitas individu
   b. Aktivitas berpasangan
   c. Aktivitas berkelompok
   d. Aktivitas klasikal

6. Berapa persenkah guru Anda berbahasa Inggris selama pembelajaran di kelas?
   a. <25%

b. 25%

c. 50%

d. 75%

e. >75%

7. Berapa persenkah Anda menggunakan bahasa Inggris selama pembelajaran di kelas?

  a. <25%

  b. 25%

  c. 50%

  d. 75%

  e. >75%

8. Bagaimana respon Anda dalam menanggapi pertanyaan yang diberikan oleh guru secara langsung dan klasikal?

  a. Memilih untuk menyimak jawaban teman

  b. Menjawab dengan sedikit ragu

  c. Menjawab dengan lantang

  d. Diam saja

9. Seberapa seringkah Anda membawa kamus saat pembelajaran Bahasa Inggris?

  a. Selalu

  b. Sering

  c. Kadang-kadang

  d. Jarang

  e. Tidak permah

10. Seberapa seringkah Anda diajarkan cara untuk mengucapkan kata-kata dalam bahasa Inggris oleh guru Anda?

  a. Sering

  b. Kadang-kadang

  c. Jarang

  d. Tidak pernah

Terima kasih ☺

APPENDIX E:

PRE-ACTION IMPLEMENTATION QUESTIONNAIRE RESULT

PRE-ACTION IMPLEMENTATION

QUESTIONNAIRE RESULT

Question	**Response Percentage**

1. Dalam bahasa Inggris, kemampuan apakah yang menurut Anda paling penting?	
a. Membaca	0 %
b. Menulis	4 %
c. Mendengarkan	0 %
d. Berbicara	**96 %**

2. Selama pembelajaran Bahasa Inggris di kelas 8, aktivitas apakah yang paling sering dilakukan di kelas?	
a. Membaca	9 %
b. Menulis	22 %
c. Mendengarkan	**57 %**
d. Berbicara	26 %
e. Lainnya…………………………………	

3. Kegiatan seperti apakah yang paling sering dilakukan di kelas?	
a. Mendengarkan penjelasan dari guru	**52 %**
b. Mencatat materi yang diajarkan	9 %
c. Melakukan permainan	4 %
d. Berdiskusi dengan teman	**57 %**
e. Lainya…………………………………	

4. Kegiatan belajar seperti apakah yang tidak Anda sukai?	
a. Mendengarkan penjelasan dari guru	**35 %**
b. Mencatat materi yang diajarkan	**30 %**
c. Belajar dengan metode permainan	22 %
d. Berdiskusi dengan teman	0 %
e. Lainya…………………………………	

5. Model kegiatan yang manakah yang paling Anda sukai?	

a. Akivitas individu	4 %
b. Aktivitas berpasangan	22 %
c. Aktivitas berkelompok	**52 %**
d. Aktivitas klasikal	22 %

6. Berapa persenkah guru Anda berbahasa Inggris selama pembelajaran di kelas?	
a. <25%	0 %
b. 25%	0 %
c. 50%	17 %
d. 75%	**65 %**
e. >75%	17 %

7. Berapa persenkah Anda menggunakan bahasa Inggris selama pembelajaran di kelas?	
a. <25%	**35 %**
b. 25%	**35 %**
c. 50%	26 %
d. 75%	4 %
e. >75%	0 %

8. Bagaimana respon Anda dalam menanggapi pertanyaan yang diberikan oleh guru secara langsung dan klasikal?	
a. Memilih untuk menyimak jawaban teman	22 %
b. Menjawab dengan sedikit ragu	**70 %**
c. Menjawab dengan lantang	4 %
d. Diam saja	0 %

9. Seberapa seringkah Anda membawa kamus saat pembelajaran Bahasa Inggris?	
a. Selalu	**39 %**
b. Sering	**39 %**
c. Kadang-kadang	17 %
d. Jarang	4 %
e. Tidak permah	0 %

10. Seberapa seringkah Anda diajarkan cara untuk mengucapkan kata-kata dalam bahasa Inggris oleh guru Anda?	
a. Sering	**74 %**
b. Kadang-kadang	22 %
c. Jarang	0 %
d. Tidak pernah	0 %

APPENDIX F:

POST-ACTION IMPLEMENTATION QUESTIONNAIRE

POST-ACTION IMPLEMENTATION

QUESTIONNAIRE

Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan apa yang kamu alami. Jawablah secara rinci dan jelas.

1. Seberapa besar pemahaman kamu terhadap pembelajaran Bahasa Inggris bersama Miss Maya?
   a. 0%-25%
   b. 25%-50%
   c. 50%-75%
   d. 75%-100%

2. Bagaimana perasaaan kamu ketika diminta berbicara bahasa Inggris sebelum diajar Miss Maya?

3. Bagaimana perasaan kamu ketika diminta berbicara bahasa Inggris setelah diajar Miss Maya?

4. Apakah kegiatan praktek berbicara dalam kelompok membuatmu nyaman dalam berlatih berbicara dalam bahasa Inggris? Mengapa?

5. Apakah keaktifanmu dalam belajar meningkat setelah di ajar Miss Maya? Kenapa?

_____

_____

_____

_____

6. Apa pendapatmu tentang latihan *vocabulary* dalam bentuk *word search*, teka teki silang, *word list*, dan kuis?

_____

_____

_____

7. Bagaimana pendapatmu tentang *speaking game* yang dilaksanakan di kelas bahasa Inggris bersama Miss Maya di setiap hari Sabtu?

_____

_____

_____

_____

8. Apakah *speaking game* tersebut membantumu dalam meningkatkan kemampuan berbicara dalam bahasa Inggris? Berikan alasanmu.

_____

_____

_____

_____

9. Hal-hal apa sajakah yang paling kamu sukai di kelas Bahasa Inggris dengan Miss Maya?

_____

_____

_____

Terima kasih

APPENDIX G:

POST-ACTION IMPLEMENTATION QUESTIONNAIRE RESULT

Note: The numbering is not the students' identity number. Instead, it is random.

Question 1-3

No.	How well do you understand the lesson in Miss Maya's class?	How was your feeling when you were asked to speak in English <u>before</u> you were taught by Miss Maya?	How was your feeling when you were asked to speak in English <u>after</u> you were taught by Miss Maya?
1.	50-75%	Perasaan saya yaitu: saya merasa sangat takut untuk berbicara walaupun hanya satu kata saja, merasa deg-degan, dan tidak percaya diri. Apalagi saat ingin menjawab pertanyaan saya merasa sangat tidak bisa dari teman-teman dan takut salah.	Setelah diajar Miss Maya, saya merasa tidak terlalu deg-degan lagi. Sekarang menjadi lebih percaya diri dari sebelumnya dan menjadi lebih senang.
2.	50-75%	- Malu - Takut kalau salah - Takut diketawain temen - Kalau mau bicara Bahasa Inggris, harus persiapan dulu. Nggak bisa ngomong secara spontan	- Perasaannya, saya menjadi tidak terlalu deg-degan kalau mau bicara Bahasa Inggris
3.	75-100%	- Malu - Takut kalau salah pengucapannya - Takut diketawain temen - Belum bisa bicara spontan, jadi kalau mau tes speaking, harus persiapan dulu	- Sudah tidak malu lagi untuk berbicara - Tidak takut salah lagi - Tidak takut diketawain temen - Sudah bisa berbicara spontan walaupun masih belum sempurna
4.	50-75%	Merasa takut dan malu karena sebelumnya tidak pernah bermain game berbicara Inggris. Selain itu saya jug atidak terlalu menyukai maple b. Inggris jadi merasa malas.	Lebih percaya diri dan lebih yakin karena Miss Maya sudah memberi pelajaran cara berbicara Bahasa Inggris. Miss Maya orangnya juga ceria, kalau gurunya ceria tentutnya siswanya harus ceria. Pokoknya lebih nyaman seperti bukan pelajaran tapi

No.	How well do you understand the lesson in Miss Maya's class?	How was your feeling when you were asked to speak in English <u>before</u> you were taught by Miss Maya?	How was your feeling when you were asked to speak in English <u>after</u> you were taught by Miss Maya?
			kayak lagi melakukan permainan sama kakak sendiri.
5.	50-75%	Nervous, malu, takut salah, gak berani ngeluarin suara besar. Keaktifannya masih di tingkat bawah.	Nyantai, tidak terlalu malu, lebih berani
6.	75-100%	Perasaan sy deg-degan, tdk lancar, tdk fasih, malu, takut	Perasaan saya masih terasa sedikit nervous, but it's okay. Sy lebih berani sekarang dan sekarang tambah ketagihan ngomong Bahasa Inggris. lebih lancar dan fasih lagi sekarang. (walaupun masih malu kalau ngomong sama orang lain)
7.	75-100%	Tegang, takut, tidak bisa bercanda takut kalau gurunya marah, ntar jadi telat mikir soalnya gugup.	Perasaanya menjadi lebih senang, pede dang a takut. Jadi lebih baik dari sebelumnya.
8.	50-75%	Awalnya takut kalau salah ngomong	Lebih berani dari sebelumnya
9.	75-100%	I feel so so	Happy
10.	75-100%	Tegang, sulit untuk bercanda, takut, tidak begitu menyenangkan	Pembelajaran Bahasa Inggris menjadi lebih menyenangkan dan sangat mudah untuk memahami
11.	75-100% (85%)	Tidak lancar, malu, tegang, tidak fasih dalam berbicara Bahasa Inggris	Lumayan bisa dan agak bisa menjawab pertanyaan dari Miss Maya. Jadi agak berani
12.	50-75%	Takut karena belum terlalu menguasai	Sekarang mulai agak berani dan tidak setakut dulu lagi

No.	How well do you understand the lesson in Miss Maya's class?	How was your feeling when you were asked to speak in English before you were taught by Miss Maya?	How was your feeling when you were asked to speak in English after you were taught by Miss Maya?
13.	75-100% (85%)	Tidak lancar, malu, tidak fasih dalam berbicara Bahasa Inggris	Lumayan bisa dan udah lumayan berani juga tidak terlalu malu berbicara Bahasa Inggris
14.	75-100%	Malu, takut karena gak bisa tau kosakata	Lumayan berani, tidak sepeti dulu
15.	75-100%	- Bingung - Ngga' mau bicara - Malu	- Senang - Bicara terus - Tidak malu
16.	50-75%	Masih malu, takut salah, takut diketawain kalau salah, belum bisa spontan, masih harus belajar lebih giat lagi.	Lebih percaya diri dan masih harus belajar supaya bisa lebih bener lagi. Nyaman waktu game.
17.	75-100%	Merasa deg-degan, takut salah dan nervous.	Sudah merasa berkembang dalam berbicara Bahasa Inggris.
18.	50-75%	Masih malu-malu, takut kalau salah, takut juga kalau diketawain, terkadang juga bingung, intinya belum PD	Seneng banget udah bisa makin PD,
19.	75-100%	Tegang Takut salah Deg degan Nggak Percaya diri	Setelah diajar Miss Maya, sewaktu diajak bicara b. Ingg jadi berani, percaya diri, nggak takut dan jadi seneng banget bicara Inggris.
20.	50-75%	deg-degan, nervous, takut, merasa nggak bisa	Kayak udah mendingan dikit soalnya kalau pas bicara salah, dibenerin
21.	50-75%	Perasaanku ketika belum diajar Miss Maya itu deg-degan, takut salah, dan tegang.	Lebih tenang daripada sama Ma'am Nita. Dan tidak takut salah.
22.	50-75%	Deg-degan, nervous. Takut dan gak bisa. Soalnya juga masih kurang banget vocabnya.	Agak uda mendingan sebelum sama Miss Maya.

No.	How well do you understand the lesson in Miss Maya's class?	How was your feeling when you were asked to speak in English <u>before</u> you were taught by Miss Maya?	How was your feeling when you were asked to speak in English <u>after</u> you were taught by Miss Maya?
			Sama Miss Maya juga selalu pake bhs. Ingg dan kerja kelompok yang bisa nambah kosa kata. Jadi gk takut lagi buat ngomong pake bhs. Ingg.
23.	75-100%	Tegang Takut Tidak bisa bercanda Sulit untuk bicara	Saya menjadi lebih berani dalam berbicara Bahasa Inggris dan lebih lancar dari sebelumnya

Question 4-6

Note: The numbering is not the students' identity number. Instead, it was random.

Question 1-3

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
1.	Sebenarnya di dalam kelompok, saya merasa deg-degan. Tetapi lama-kelamaan, berbicara Bahasa Inggris saya lebih lancar dari sebelumnya dan lebih banyak memiliki vocabulary.	Keaktifan saya meningkat karena dalam pembelajaran Miss Maya sering diselingi dengan permainan sehingga pembelajran menjadi menyenangkan dan tidak menegangkan.	Itu semua membuat pembelajran menjadi seru, menyenangkan, sehingga cepat dalam menangkap pembelajaran yang diajarkan oleh Miss Maya.
2.	Iya. Karena lama-kelamaan bicara Bahasa Inggris, saya menjadi	Iya. Karena sering diselingi dengan permainan yang	Itu semua membuat pelajaran Bahasa INggris menjadi lebih seru dan menarik.

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
	lebih percaya diri dan lancar.	menjadikan siswa aktif.	
3.	- Ya, itu membuat saya nyaman karena menurut saya jika saya berbicara kepada orang yang sepantaran dengan saya, maka saya bertambah percaya dirinya.	Ya karena materi yang diajarkan Miss Maya sangat jelas sehingga saya berani menjawab pertanyaan dari Miss Maya dan tidak takut salah.	Menurut saya itu sangat menyenangkan karena cara-cara tersebut tidak membosankan dan saya tidak bosan untuk menambah vocabulary baru.
4.	Ya, karena ada teman yg bisa meneliti tata kosakata yang kita ucapkan, sehingga bisa tau letak kesalahan dan kebenarannya. Terus juga gak malu soalnya cuma sama teman sendiri.	Ya, karena Miss Maya lebih bersahabat dan mendorong kita untuk lebih aktif, dan juga Miss Maya merangkul dan memberi kata-kata motivasi pada yg belum aktif di kelas.	Jadi lebih memahami arti sebuah kosakata, dan lebih mudah menghafal arti kosakata, menyenangkan karena seperti mengejar point berupa ★
5.	Iya. Karena jika dikelompok melatih keberanian. Lebih tau teman itu ngomong apa. Wawasan ngomong b.	Iya. Karena miss maya itu orangnya lebih santai, jadi kalo ngomong tinggal ngomong, Lebih menguasai vocab dan adjective.	Kita dilatih dalam hal ingatan jika kita sudah mengenal kata itu. Berebut jawab kuis itu salah satunya dalam melatih kecepatan ingatan. Hal itu pun juga menambah jumlah vocab yg kita ketahui.

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
	Inggris itu nambah.		
6.	Ya, karena sama-sama masih belajar berbicara pakai bahasa inggris, sama-sama masih sahah trs bisa dibenerin lg.	Ya, meningkat karena, kami 8E sering dilatih untuk berbicara. Dikasih kata-kata baru yg dikemas secara menarik	Pendapat sy adl latihan vocab seperti itu lebih menarik
Nggk ngebosenin
7.	Iya, karena jika salah yang tau cuma anggota kelompok itu saja. Toh kalau salah temennya kadang ngga sadar	Iya, karena miss maya sering ngasih tugas dan harus aktif.	Menarik dan menyenangkan
8.	Lebih nyaman, karena jika salah berbicara yg mengetahui hnya dlm 1 klmpk itu dan bisa saling membantu	Iya, karena Miss Maya sering ngasih tugas dan supaya bisa speaking English	Menarik, menyenangkan
9.	Biasa	Iya, karena kebanyakan speaking English	Menambah daya ingat
10.	Iya, karena praktek berbicara secara langsung mempermudah dan mempercepat belajar berbicara dalam b. Inggris	Iya, karena banyak penyemangat dalam belajar	Sangat menyenangkan karena dengan seperti itu menjadi lebih mudah dipahami
11.	Nyaman, karena menarik, dan setelah dipraktekkan	Iya, karena adanya game setiap hari sabtu menjadi lebih semangat	Lebih menyenangkan karena mudah dipahami

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
	ternyata itu agak mudah.		
12.	Iya, karena lebih senang dengan teman	Iya, karena cara berbicara Bahasa Inggris agak lebih menguasai dibanding sebelumnya	Lebih menyenangkan karena mudah dipahami
13.	Lumayan nyaman, karena lebih menarik, dan setelaj dicoba ternyata itu agak mudah	Iya, karena adanya game disetiap sabtu lebih semangat	Lebih menyenangkan karena mudah dipahami
14.	Iya, dikit, karena gak begitu penting klo salah	Lumayan, karena sering berkelompok dibanding sebelumnya	Menarik karena sangat susah
15.	Iya, karena belajarnya bareng[xx] & menarik	Iya, karena ada macam[xx] permainan yang bermateri	Seru, karena dapet ★
16.	Ya, karena dalam kelompok anggotanya cuma sedikit. jadi kalau salah ketawanya cuma kita-kita yang dikelompok aja. Kalau salah di kelompok malah bisa jadi guyon dan nganggepnya ngga seserius pas satu kelas.	Ya, karena banyak game speaking. Jadi bisa lebih aktif.	Bisa lebih mengerti ketika kuis karena jika salah, bisa diinget-inget kesalahannya. Jadi ngga salah lagi. Vocabulary bisa mengingat kata-kata yang disuruh mengartikan. Word search itu seru bisa nyari-nyari gitu ^_^. Teka-teki silang yang paling aku suka di pelajaran miss Maya.
17.	Kegiatan praktek berbicara dalam kelompok membuat saya nyaman. karena	Ya, karena penjelasan dari miss Maya mudah diingat.	Sangat menyenangkan dan mudah untuk dipahami.

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
	berbicara bahasa Inggris dengan teman lebih seru.		
18.	Iya, karena itu masih antar teman, jadi malunya nggak banyak :D	Iyam karena sering ada tugas dan sering disuruh berbicara.	Seru, tapi pengen yang lebih seru
19.	Ya, karena ada teman yang bisa diajak ngomong dan jika tidak bisa, teman mau menolong dalam bicara b. Ingg, juga tidak ada rasa takut untuk ngomong b. Ingg.	Ya. Sangaaa…tt meningkat. Karena belajar sama Miss Maya itu seru banget, ngga bsoenin, pelajarannya jadi mudah diingat, dan jadi semangat dan aktif belajar.	Pendapat saya itu sangat bermanfaat. Karena dengan cara itu kita lebih senang dan ngga bosenin, juga mudah diingat dan dipelajari.
20.	Ya, nyaman. soalnya bisa sharing. jadinya bisa.	Iya. Seru karena bisa belajar b.Inggris dalam bentuk/cara apapun.	bagus, jadi nggak boring.
21.	Iya. Karena jika kita salah dalam berbahasa Inggris, yang tau kesalahannya itu cuma 1 kelompok, dan gak sampai 1 kelas tahu	Iya, karena lebih mudah dalam mengucapkan Bahasa Inggris (tidak teagang) dan sering diberi tugas oleh Miss Maya.	Cukup menarik tapi kurang greget :D
22.	Iya Karena sudah terbiasa pake bhs Ingg setiap pelajaran Miss Maya.	Iya (insyaallah) Karena setiap pelajaran sama Miss Maya selalu kerja kelompok dan seru banget. Bikin tmbh seneng.	Bagus, Good^^ Bisa bikin tambah konsentrasi, nambahin kosa kata Latihan buat latihan soal juga

No.	Did speaking in small groups make you feel comfortable to practice speaking in English? Why?	Does your being active in learning improve after Miss Maya taught you? Why?	What is your comment on the vocabulary exercises in the forms of WS, CWP, WL and Quizzes?
23.	IYA. Karena dengan praktek saya dapat memahami Bahasa inggris	Iya. Karena menyenangkan dan tidak takut sehingga saya berani	Menyenangkan dan membuat saya bisa serta menambah pengetahuan saya

Question 7-9

No.	What your opinion about the speaking games we had every Saturday?	Did they help you improve your speaking ability in English? Why?	What things do you like from our English class?
1.	Speaking game yang dilakukan dalam pembelajaran Miss Maya membuat siswa cepat lancar dalam pengucapan kata-kata dalam bahasa Inggris.	Sangat membantu karena setiap anak dituntut untuk berbicara sebisanya. Jadi anak akan lebih percaya diri	- Permainan yang tidak menegangkan - Apabila dalam permainan menang, diberi bintang
2.	Membuat siswa lancar dalam belajar Bahasa Inggris.	Sangat membantu. Karena setiap anak dituntut untuk berbicara Bahasa Inggris, jadi saya lebih percaya diri.	- Games nya - Cepet-cepetan dapet bintang
3.	Menurut saya itu juga sangat menyenangkan karena saya dapat belajar Bahasa Inggris dengan cara baru.	Ya, kemampuan saya meningkat karena saya bisa menambah vocabulary dan cara membacanya, sehingga saya sudah sedikit pandai dalam berbicara.	- Games - Cara membaca kosa kata - Penjelasan materi
4.	Menurut saya hal itu sangat bagus untuk melatih keaktifan dalam berbicara, selain mengerjakan	Ya, karena saya merasa seperti harus bisa dan terus ingin mencoba meski tak beraturan kosakatanya	- Miss Maya orangnya ramah, manis. - Ada game serunya. - Dapat poin bintang

No.	What your opinion about the speaking games we had every Saturday?	Did they help you improve your speaking ability in English? Why?	What things do you like from our English class?
	soal Miss Maya juga mengadakan game jadi lebih seimbang dan otakpun tidak mudah lelah dan bosan justru lebih bersemangat. Karena ada refresing untuk otak jadi nggak sepanteng.		- Menjelajahi sesuatu yg belum pernah dijelajahi
5.	Nyaman, seru, heboh, nggak ngebosenin.	Iya. Karena namanya juga speaking, jadi kita harus berbicara semampunya dan harus aktif. Tapi lama-kelamaan speaking game itu ningkatin kualitas bicara dan tingkat kemampuan. Jangan kalah sama temen[2] lainnya.	- Kuis→ rebutan jawabannya. - Baca kalimat dan latihan mbacanya. - Game setiap sabtu - Rebutan nulis jawaban di papan tulis.
6.	Nyenengin, menarik, jadi antusias, karena kelompokan bisa melatih kerjasama	Sangat membantu dan meningkatkan kemampuan berbicara. Bisa latihan, dan masih banyak yg belajar jadi banyak temannya.	Gamenya, dpt bintang, kelompokan, bercanda sm miss Maya.
7.	Seru! bisa mengingatr apa materi yang dipelajari waktu hari Kami(s) dan bisa melepas stress	Iya, karena telah membaca janji untuk berbahasa Inggris	Saat game, kuis, dan mencoba mendapat bintang
8.	Menyenangkan	Iya karena saat game kita harus lebih banyak berbicara dlm bhs inggris	Saat game terus dpt bintang sama saat kuis
9.	Menyenangkan	Tidak terlalu	Speaking
10.	Speaking game tersebut sangat bermanfaat karena	Iya karena dengan speaking game	- Speaking game - Bintang[2]

No.	What your opinion about the speaking games we had every Saturday?	Did they help you improve your speaking ability in English? Why?	What things do you like from our English class?
	dapat melatih berbicara dalam B. Inggris serta dapat mengingatkan kita pada hal yang dipellajari di hari Kamis. :)	pengucapan yang salah akan dibenarkan	- Pengulan di hari Sabtu - dll. :)
11.	Sangar bermanfaat karena dapat melatih kita dalam bicara bahasa Inggris & dapat mengingat materi di hari Kamis.	Ya, karena sudah mengucapkan janji	Game di hari Sabtu
12.	Sangat bermanfaat karena dapat melatih kita dalam bicara bahasa Inggris & dapat mengingat materi di hari Kamis	Iya, karena sudah dilatih	Game, dan kuis yang diberikan miss maya
13.	Sangat bermanfaat karena dapat melatih kita dalam bicara bahasa Inggris & dapat mengingat materi di hari kamis	Ya, karena sudah mengucapkan janji.	Game di hari Sabtu
14.	Sangat menyenangkan karena suka kalah	iya, karena harus speak english	speak English, boleh rame, bisa biasa aja
15.	Sangat senang, karena Bisa rame, ngobrol dengan teman-teman	Iya, karena klo ngga', ngga' dapet ★	speak English, karena kelas rame jadi seru
16.	Bisa nambah kosakata, terus kalau kosakatanya amburegul bisa dibenerin sama satu kelompok.	Ya. Karena alasannya di no. 7. :D	Teka-teki silang, kuis, game, word search, bintang :D
17.	Speaking Game sangat seru dan menyenangkan.	Ya, karena melatih kita berbicara bahasa inggris	Miss Maya ramah, ada speaking game dan kuis.

No.	What your opinion about the speaking games we had every Saturday?	Did they help you improve your speaking ability in English? Why?	What things do you like from our English class?
	Speaking game membuat kita lebih lancar berbicara bahasa Inggris		
18.	Asik, bisa buat refreshing juga :D Nambah latihan ngomong jugak	Iya, karena kita kan lomba-lomba buat jadi yang terbaik jadi, tetep harus ngomong inggris.	- Games - Lomba-lomba ndapetin bintang
19.	Itu sangat menyenangkan dan membuat ngga bosen belajar b. Ingg. Dengan cara itu jadi semangat dan bisa ingat dengan materi di hari Kamis	Ya, sangat membantu, karena dengan speaking game kita dapat berlatih berbicara dan lama-lama menjadi lancar.	Hal yang disukai yaitu Speaking game, dan cara mengajar Miss Maya yg sabar, baik, seru, dll.
20.	Nambah latihan bahasa Inggris	Iya, dipaksa bicara akhirnya bisa walaupun blepotan.	Games, seru banget seneng nggak deg-degan.
21.	Seru tapi kurang lama	Iya, karena melatih berbicara Bahasa Inggris.	- Suka karena dapet bintang - Lebih nyaman dan senang di kelas Bahasa Inggris - Seru karena ada gamenya
22.	Gak bikin boring. Seru, asyik banget sumpa. Kalau bisa gitu terus ya…	Iya, soalya kan dgn gitu bisa latihan terus buat ngomong.	Cara ngajar Miss Maya, game, latihan-latihan, kerja kelompok dll.
23.	Membuat saya menjadi lebih tenang dan pikiran saya menjadi jernih. Karena tidak tertekan	Iya. Karena membantu saya dalam bicara	Gamenya Lalu bintangnya (walaupun tidak ada hadiah) Sering dikasih hadiah

APPENDIX H:

THE STUDENTS' REFLECTION
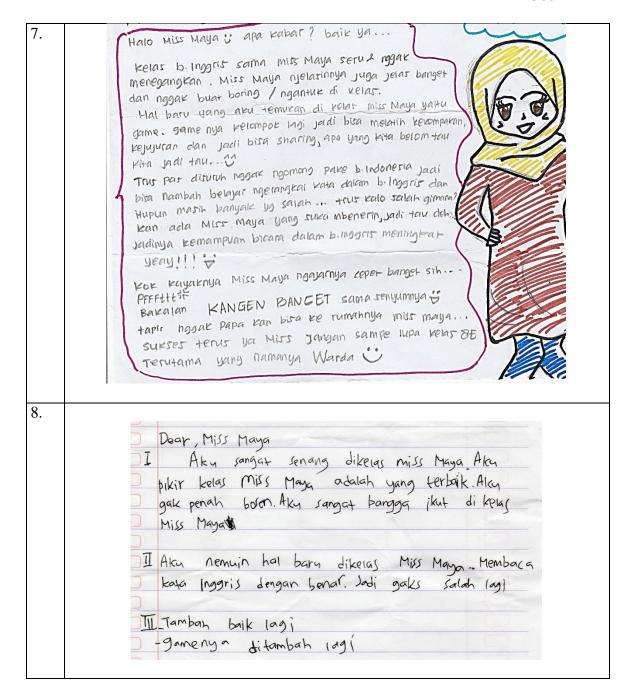
THE STUDENTS' LEARNING REFLECTION

No.	The Students' Learning Reflection
1.	*Yang disukai dari kelas Miss Maya :* ⇒ *Ngajarinnya gampang dimengerti* => *Gak bikin tegang* ⇒ *Lebih nyala kelasnya* => *Banyak bercandanya (games)* *Hal baru :* ◊ *Diajarin baca B. Inggris* ◊ *Keberanian lebih keluar (entah mengapa)* *Perasaan* tentang kemampuan berbicara B. Inggris :* * *Takut dalam berbicara (sedikit)* * *Kurang kefahaman dalam berbicara B. Inggris* * *Kurang fasih* *Masukan :* • *Nulisnya di papan tulis jangan pake spidol merah (karena gak jelas)* • *Tugas-nya jangan kebanyakan pake kertas ya Miss.. :D*
2.	Hallo Miss ! XD Belajar sama Miss Maya seru banget ya ! Serasa pengen guru tetap Bahasa Inggrisnya Miss Maya ya. Hihihi =d Ndengerin Miss Maya ngomong ya uda asik, jadi pengen ikut-ikutan ngomong gitu, tapi sayang aku masih belum bisa lancar. WKWKWK =D 　　Apalagi di kelas Miss Maya banyak gamenya. Seru neeeeddd lah Miss ! selain itu, kita juga bisa latihan speaking lebih banyak. Habis itu semua pada rebutan bintang. Jd tambah semangat belajar bahasa Inggrisnya. =D seneng bisa tambah lancar speaking Miss. Hahaha \=D/ 　　Masukkan buat Miss Maya (*******) =ngga ada =D Miss Maya uda bagus ngajarnya. Pokoknya kita seneng banget. Dan nggak tau besok nasib kita kalo sama Ma'am Nita Nanti. Hahaha =D Tapi ... ya semoga aja tetap aktif =d 　　THANK YOU MISS {} maaf ya kalo selama ini kita banyak salah. 　　Sukses selalu Miss ! semangat ! :*
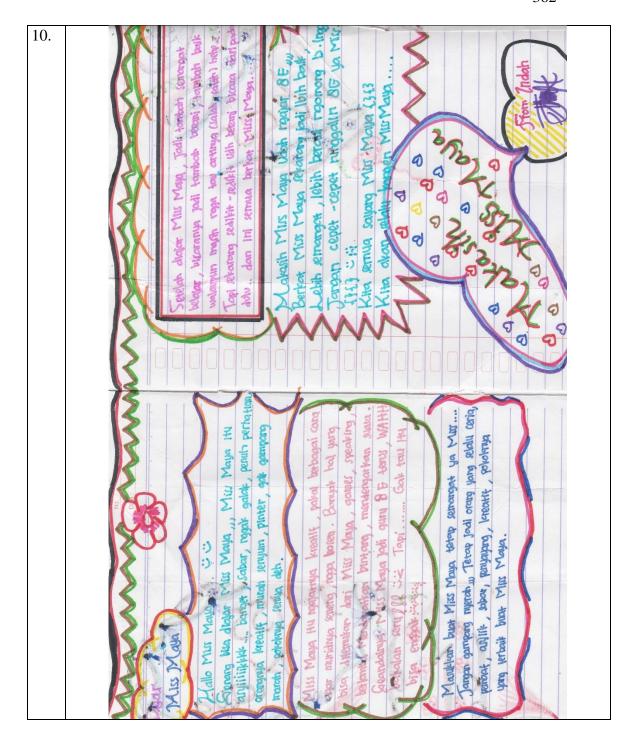
3.	
	Hai Miss Maya dan Miss yang 2 itu !! xD

Diajar (bukan digebukin loh :v) sama Miss Maya sama Miss lainnya itu seru, banyak bercanda jadi ngga canggung :)) ngga bosen jugakk...

MMmm... hal baru di kelas Miss Maya itu banyak game, terus dapet bintang-bintang itu buat nambah aktif, sama nambah kreatif :))

Masukan buat Miss Maya ngga ada. Banyak games bikin tambah aktif sama kekompakan.

Perasaan ketika ngomong bahasa Inggris itu nano-nano :v Helehh... ngga Miss bercanda 😊 Seneng bisa ngomong bahasa Inggris meskipun bahasanya Amburegul :v.

Terima Kasih Miss udah ngajar kami. Maaf kalo kita sering bandel, nakal, dan nyebelin :'v.

Sukses Terus Miss-Miss yang Cantikk :* :* {C}

sukses skripsi sampai ujian akhir
#jangansepertimahasiswaditg :v |

4.	
	Di kelas Miss Maya seru, seneng, ngga tegang. Ada game juga jadi ngga bosen, jadi lebih seneng juga pelajaran bhs. Inggris. Kalo menang dapet bintang, tapi aku kurang suka soalnya aku cuma dapet 3 bintang. Di kelas Miss Maya udah enak, tapi jangan disuruh pake Bhs. Inggris terus. Sesekali boleh lah pake bhs. Indonesia :vv hehe. Miss Maya lebih lama ya ngajar kelas 8E, soalnya seru.
Nanti, kalo Miss Maya sama Miss Trisna udah balik kuliah lagi udah ngga ngajar 8E lagi, jangan lupa kalo ada waktu luang sama lagi ngga sibuk, main-main ke SMP lagi ya.. ketemu sama 8E :*:* Sukses terus buat Miss Maya sama Miss Trisna :*
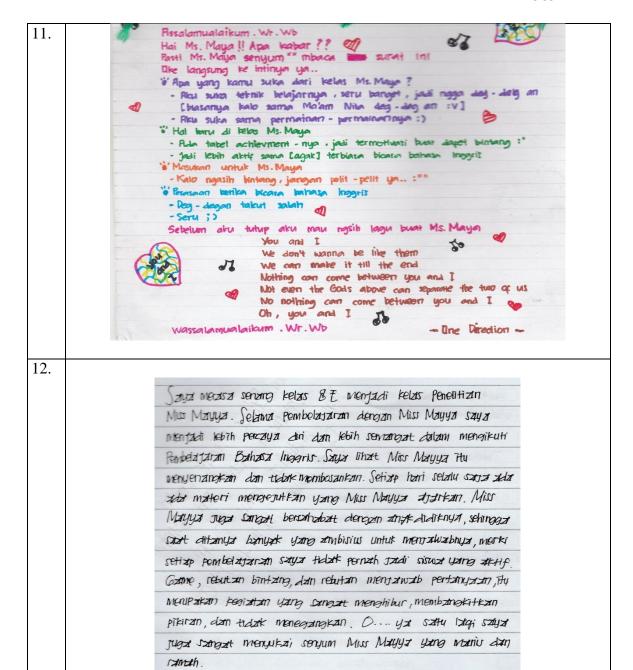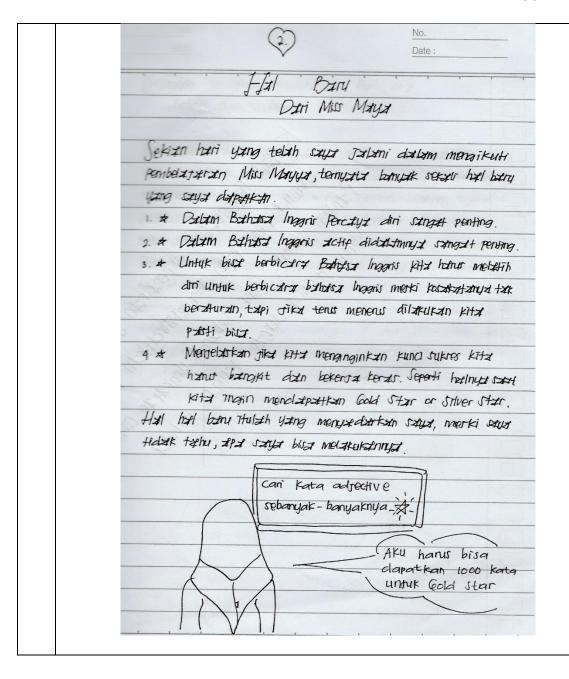
5.	Saya senang Mrs Maya dan teman nya mengajar di kelas. Dengan adanya Mrs Maya dan teman nya, kelas menjadi ramai dan seru (tidak seperti saat bersama mam Nita :v) Yang semula pendiam menjadi aktif (contohnya Alvian :v) Dan yg semula ramai menjadi tambah ramai, contohnya Ulin dan saya sendiri :v. Tapi pembelajaran tetap berlanjut dan serius.
	Pembelajaran yang Mrs Maya berikan sangat menarik. Seperti yang paling rajin akan mendapat bintang. Dan semua langsung berlomba lomba mengerjakan tugas dengan rajin. Padahal hanya untuk satu kertas biasa berbentuk bintang :v. Tapi semua jadi Termotivasi
	Dengan adanya Mrs Maya, saya dapat tambahan ilmu yang lumayan banyak. Seperti menjadi fasih berbahasa Inggris, mengerjakan tugas dgn rajin, dan masih banyak sekali. Terima Kasih Mrs Maya sudah mengajar di kelas
6.	Seneng banget bisa belajar B. Ingg bareng sama Mrs. Maya & Mrs. Trisna. Seneng bisa sama - sama kalian terus tiap hari Kamis & Sabtu. Pembelajarannya seru, asyik, dan enggak ngebosenin. Setiap pembelajaran B. Ing. pasti selalu ada wawasan baru. Sekarang juga udah terbiasa buat ngomong pake B. Ingg. Menurut aku, enggak ada saran atau kritikan karena pembelajarannya udah PERFECT ! BANGET...! ♥ Di sini terus ya Miss.... Jangan kemana".... Jangan ninggalin 8E ya... 8E seneng banget bisa sama kalian terus Miss...♥ Pokoknya jangan kemana-mana...!

360

| 7. | Halo Miss Maya ☺ apa kabar? baik ya...

Kelas b. Inggris sama miss Maya seru & nggak menegangkan. Miss Maya njelasinnya juga jelas banget dan nggak buat boring / ngantuk di kelas.
Hal baru yang aku temukan di kelas miss Maya yaitu game. game nya kelompok lagi jadi bisa melatih kekompakan, kejujuran dan jadi bisa sharing, apa yang kita belom tau kita jadi tau... ☺
Trus pas disuruh nggak ngomong pake b. Indonesia jadi bisa nambah belajar ngerangkai kata dalam b. Inggris dan Hupun masih banyak yg salah... trus kalo salah gimana? kan ada Miss Maya yang suka mbenerin, jadi tau deh... jadinya kemampuan bicara dalam b. Inggris meningkat yeay!!! ☺

Kok kayaknya Miss Maya ngajarnya cepet banget sih...
Pfffttttt
Bakalan **KANGEN BANGET** sama senyumnya ☺
tapir nggak papa kan bisa ke rumahnya miss maya...
sukses terus ya Miss jangan sampe lupa kelas 8E
Terutama yang namanya Warda ☺ |
|---|---|
| 8. | Dear, Miss Maya

I Aku sangat senang dikelas miss Maya. Aku pikir kelas Miss Maya adalah yang terbaik. Aku gak penah boson. Aku sangat bangga ikut di kelas Miss Maya

II Aku nemuin hal baru dikelas Miss Maya.. Membaca kata Inggris dengan benar. Jadi gaks salah lagi

III Tambah baik lagi
- gamenya ditambah lagi |

| 9. | Yg disukai dari kelas Miss Maya:
• Ada game
• Ada bintang buat nambah motivasi belajar

Hal baru yg ada di kelas Miss Maya
• Perolehan bintang
• Ada capten setiap kelompok game

Masukan :
nggk ada. Miss Maya uda jadi guru yg baik buat Fia dan kelas 8E

Perasaan waktu dikelas miss Maya.
Seneng, seru kita bisa bercanda bareng, ketawa bareng
Deg-degan waktu kita harus ngomong pake bahasa Inggris setiap di kelas miss Maya.

Tambahan pesan ya :
kalo seumpama kita balik ke Ma'am Nita mungkin bakalan kangen sama miss Maya. He.. he..

jangan lupain kelas VIII E ya
Makasih buat semua ilmu-ilmu nya
Maaf kalo kelas VIII E sering nakal / bandel/ngrepotin
Itung-itung biar Miss Maya kangen. He.. he.. he... |

10.	

Setelah diajar Miss Maya, jadi tambah semangat belajar, bicaranya jadi tambah banyak perubahan baik walaupun masih rada tau artinya (salah salah) hehe... Tapi sekarang sedikit-sedikit udh berani bicara, tadi pas dulu... dan ini semua berkat Miss Maya.

Makasih Miss Maya udah ngajar 8E ,,, Berkat Miss Maya sekarang jadi lbh baik. Lebih semangat, lebih berani ngomong b. Ing... Jangan cepat-cepat ninggalin 8E ya Mis... {}{} :') :') Kita semua sayang Miss Maya {}{} Kita akan selalu kenang Miss Maya.....

From Indah

MISS MAYA

Hallo Miss Maya :') :') Senang bisa diajar Miss Maya ,,, Miss Maya itu asyiiiiijkkk... banget. Sabar, ngak galak, penuh perhatian, orangnya kreatif, mudah senyum, pinter, ga gampang marah pokoknya semua deh.

Miss Maya itu ngajarnya kreatif, pakai berbagai cara biar muridnya seneng nggak bosen. Banyak hal yang bisa ditemukan dari Miss Maya, games, speaking... kelamaan bintang menengarkan suara. Seandainya Miss Maya jadi guru 8E terus, WAHHH pokoknya seru :') :') Tapi ...... Gak tau hh bisa enggak :'('

Masukkan buat Miss Maya tetap semangat ya Miss .... Jangan gampang nyerah ,,, Tetap jadi orang yang selalu ceria, pinter, asyik, sabar, penyayang, kreatif, pokoknya yang terbaik buat Miss Maya.

11.	

Assalamualaikum . Wr . Wb
Hai Ms. Maya !! Apa kabar ??
Pasti Ms. Maya senyum ⌣ mbaca ███ surat ini
Oke langsung ke intinya ya..
⌣ Apa yang kamu suka dari kelas Ms. Maya ?
   - Aku suka teknik belajarnya , seru banget , jadi ngga deg - deg an
     [biasanya kalo sama Ma'am Nita deg - deg an :V]
   - Aku suka sama permainan - permainannya :)
⌣ Hal baru di kelas Ms. Maya
   - Ada tabel achievment - nya , jadi termotivasi buar dapet bintang :"
   - Jadi lebih aktif sama [agak] terbiasa bicara bahasa Inggris
⌣ Masukan untuk Ms. Maya
   - Kalo ngasih bintang , jangan pelit - pelit ya... :""
⌣ Perasaan ketika bicara bahasa Inggris
   - Deg - degan takut salah
   - Seru ;)
Sebelum aku tutup aku mau ngsih lagu buat Ms. Maya
                 You and I
                 We don't wanna be like them
                 We can make it till the end
                 Nothing can come between you and I
                 Not even the Gods above can separate the two of us
                 No nothing can come between you and I
                 Oh , you and I
Wassalamualaikum . Wr . Wb   ~ One Direction ~

12.	

Saya merasa senang kelas 8 E menjadi kelas penelitian Miss Mayya. Selama pembelajaran dengan Miss Mayya saya menjadi lebih percaya diri dan lebih semangat dalam mengikuti Pembelajaran Bahasa Inggris. Saya lihat Miss Mayya itu menyenangkan dan tidak membosankan. Setiap hari selalu saya ada ada materi mengejutkan yang Miss Mayya ajarkan. Miss Mayya juga sangat bersahabat dengan anak didiknya, sehingga saat ditanya banyak yang ambisius untuk menjawabnya, maka setiap pembelajaran saya tidak pernah jadi siswa yang aktif. Game , rebutan bintang, dan rebutan menjawab pertanyaan, itu merupakan kegiatan yang sangat menghibur, membangkitkan pikiran, dan tidak menegangkan. O.... ya satu lagi saya juga sangat menyukai senyum Miss Mayya yang manis dan ramah.

②

No. _____
Date : _____

Hal Baru
Dari Miss Maya

Sekian hari yang telah saya jalani dalam mengikuti pembelajaran Miss Maya, ternyata banyak sekali hal baru yang saya dapatkan.

1. ☆ Dalam Bahasa Inggris Percaya diri sangat penting.
2. ☆ Dalam Bahasa Inggris aktif didalamnya sangat penting.
3. ☆ Untuk bisa berbicara Bahasa Inggris kita harus melatih diri untuk berbicara bahasa Inggris maski kosakatanya tak beraturan, tapi jika terus menerus dilakukan kita pasti bisa.
4. ☆ Menjelaskan jika kita menginginkan kunci sukses kita harus bangkit dan bekerja keras. Seperti halnya saat kita ingin mendapatkan Gold Star or Silver Star.

Hal hal baru itulah yang menyedarkan saya, maski saya tidak tahu, apa saya bisa melakukannya.

Cari kata adjective sebanyak-banyaknya

AKU harus bisa dapatkan 1000 kata untuk Gold Star

Pembelajaran Miss Maya yang terbilang menyenangkan dan
unik dan sering menggunakan game game seringnya mendorong
saya untuk bisa dan bisa, walau pernah bermain game
berbicara dan tidak boleh berbicara bahasa Indonesia, aku
tetap yakin harus bisa meski kosakata tak beraturan.
Dari hal tfulah saya menjadi lebih memahami cara
berbicara Bahasa Inggris

Masukan dari saya semoga Miss Maya bisa terus
menjalankan pembelajaran yang menyenangkan. Sebenarnya
bersama Miss Maya sudah sangat nyaman karena tidak
galak dan tidak terlalu serius. Pokoknya enak bgttt ...
Semoga guru lain bisa meniru Miss Maya saat mengajar
agar gak bosan sama ngantuk.

     Makasih Miss Maya ☺

| 13. | If you know what I feel now? Jawab miss! Jawab !! aku bisa denger lho :v . Hmm ... okay yang aku rasain sekarang sumpah ngantuk , but demi Miss Maya and Miss Trisna no problem . Miss tau gak ? aku suka sama Miss lho #Janganbaper , suka karena cara mengajar miss Maya itu santai jadi ga bikin tegang , terus ya miss maya tu orangnya asik . Cara pembelajaran dari Miss Maya itu ki bagaikan bunga - bunga cinta bermekaran #Lah ? . Metode pembelajarannya ganti - ganti tapi ya bahan utamanya masih kertas , btw udah ngabisin kertas berapa truk miss buat 8E ? . Pengalaman yang didapat dari pembelajaran miss Maya itu yang bintang - bintang #gaksuka soalnya bintangnya cuma baru dikit , sama kalo lagi pembelajaran sambil direkam sama Miss Trisna . Kalo pembelajaran paling suka kalo ada gambar - gambarnya . Selama ada Miss Maya sama Miss Trisna jadi lebih berani buat njawab pertanyaan . Wawasan kosakata jadi lebih banyak . Paling seneng , selama ini B.ing belom ulangan . Paling gasuka kalo Miss Maya tu teliti! nemuin aja keesalahan muridnya kayak kurang (-) lah . Jangan pernah nyesel ya kenal sama 8E ard sukses selalu !!! love you . Hmm udah panjang kan ? anggap aja diatas itu renteten kata yang nyuludup masuk dan anggap point - pointnya udah termuat semua . Oke salam cantik . BYE !! |

APPENDIX I:
COURSE GRID

COURSE GRID

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
1	1	3.a Applying the text structure and language features to hold a social function of stating and asking about the comparison of the characteristics of people, animals and things using comparative structures by paying attention to the context in which the	1. Comparative Structure 2. Characteristics of people, animals and things in the class, school, home and environment	*Who is taller? Your sister or your brother?; He is bigger than any other student in the class.; To me, writing is more difficult than reading.*	1. The students are introduced to the materials 2. The students listen to a conversation 3. The students are guided to discuss the content of the conversation 4. The students are asked whether they get the rule to compare two different things from the recording 5. The students read more input texts to discover the rule to express the comparison of two different things 6. The students are guided to discuss the content of each text 7. The students are guided to find the spot the structure – **er..than…** and	3.a.1 Correctly rearranging jumbled words into sentences of stating and asking about the comparison of the characteristics of people, animals and things by using comparative structures 3.a.2 Correctly forming comparative words by using the structure of

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		communication occurs			**more…than…** in the examples that have been discussed 8. The students are asked to write on the boards the sentences containing the structure in point 7 9. The students are guided to discuss the sentences written on the board 10. The students are guided to draw a conclusion that to compare two different people, animals and/or things, there are (as far as the students learn) two structures that can be used. Those are –er…than.. and more…than…	more.. than… or ..-er than… 3.a.3 Constructing well-structured sentences in comparing the characteristics of people, animals and things
	2	4.a Constructing **oral** and written texts of stating and asking about the comparison			1. The students are guided to review the rules to compare two different things 2. The students are notified that there are still one more way to compare the characteristics	4.a.1 Fluently asking and stating the comparison of the characteristics

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Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		of the characteristic of people, animals and things using comparative structures by paying attention to the correct and appropriate social function, text structures and language features			of two different people, animals or things 3. The students listen to a recording of a conversation containing some irregular comparative structures 4. The students are asked whether they find any irregular comparative words in the recording 5. The students read more input texts 6. The students are guided to find the answer that are "good – better" and "bad – worse" 7. The students are guided to conclude the three kinds of comparatives they have learned i.e the structure –er than… , more… than… , and the ones having irregular forms	of people, animals and things in an oral way by using comparative structures 4.a.2 Producing grammatically correct utterances in asking about and stating the comparison of the characteristics of people, animals and things by using comparative structures 4.a.3 Communicating interactively

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
					8. The students are asked to do an exercise focusing on rearranging jumbled words into good sentences of stating and asking about the comparison of the characteristics of people, animals and things by using comparative structures 9. The students play the information-gap activity (*What's on the card?*)	with the teacher and/or friends in talking about the comparison of the characteristics of people, animals and things by using comparative structures
	3	3.b Applying the text structure and language features to hold a social function of stating and asking about the comparison of the characteristics of people,	1. Superlative structure 2. Characteristics of people and things in the class, school, home and the environment	Oral and written texts of stating and asking about the comparison of the number and characteristics of people, animals and things	1. The students are guided to review the rules to compare two different things 2. The students are introduced that in the meeting, they are going to learn the rules to compare more than two different things 3. The students listen to a conversation in a recording	3.b.1 Correctly rearrange jumbled words into sentences of stating and asking about the comparison of the characteristics of more than two people,

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Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		animals and things using comparative structures by paying attention to the context in which the communication occurs		1. Vocabulary: nouns and adjectives related to the comparison of the number and characteristic of people, animals and things 2. The comparison of characteristics: *the -est, the most…* 3. The comparison of numbers: the most, the fewest, the least	4. The students are guided to discuss the content of the conversation 5. The students are stimulated to find the rules of comparing more than two different things 6. The students read more input texts 7. The students are guided to conclude the regular rule of comparing more than two different things based on the input texts they had	animals and things by using superlative structures 3.b.2 Correctly form superlative words by using the structure of the most… or the ...-est 3.b.3 Constructing well-structured sentences in comparing the characteristics of more than two people, animals and things by using superlative structures
	4	4.b Constructing **oral** and			1. The students are guided to review the rules to compare	4.b.1 Constructing **oral** and written

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		written texts of stating and asking about the comparison of the characteristic of people, animals and things using superlative structures by paying attention to the correct and appropriate social function, text structures and language features		4. The correct use of singular and plural nominal with or without *a*, *the*, *this*, *those*, *my*, *their*, etc in nominal phrases 5. Pronunciation, stressing, intonation 6. Spelling, punctuation 7. Handwriting 8. *Who is the tallest student in your class?; Chandra is the fattest boy here. He*	more than two different things 2. The students are notified that they still have another rule to compare more than two different things 3. The students listen to a conversation in an audio 4. The students are guided to discuss the content of the conversation 5. The students are guided to spot the irregular rule to compare more than two different things they have in the recording 6. The students are guided to conclude the rules to compare more than two different things 7. The students do an exercise in which they have to make sentences containing the rule	texts of stating and asking about the comparison of the characteristic of people, animals and things using superlative structures by paying attention to the correct and appropriate social function, text structures and language features 4.b.2 Fluently asking and stating the comparison of the characteristics

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
				is also the tallest student in the class.; *To me, listening is the most difficult skill.*	to compare the pictures they have 8. The students play an information-gap activity (*Fact Pool*)	of more than two people, animals and things in an oral way by using superlative structures 4.b.3 Producing grammatically correct utterances in asking about and stating the characteristics of more than two people, animals and things by using superlative structures 4.b.4 Communicating interactively

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
						with the teacher and/or friends in talking about the comparison of the characteristics of more than two people, animals and things by using superlative structures
2	5	3.c Applying the text structure and language features to hold the social functions of descriptive texts by stating and asking about the description of **people**, animals	Describing People	1. Mentioning singular nouns by using *a* and *the*, and plural nouns by using (-s). 2. Using the pronouns *it, they, she, we,* dst.*;*	1. The students are given an exercise that they have to do based on the audio recording played by the teacher 2. The students are guided to discuss the content of the audio recording 3. The students are guided to discuss the key vocabulary in the recording	3.c.1 Mentioning the correct meaning of keywords in describing people 3.c.2 Identifying the correct sentence structure in stating and asking about

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Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		and things in a short and simple way according to the context in which the communication occurs		*our, my, your, their,* etc. 3. Using adjectives explaining **people**, **animals**, and things in the students' daily life around their home, school, and the surroundings with or without using the words *quite* and *very*	4. The students are guided to discuss the answer to the exercise they have 5. The students read more input texts 6. The students are guided to discuss the content of each text 7. The students are guided to discuss the key vocabulary 8. The students are guided to conclude what can be described from a person	the description of someone 3.c.3 Constructing grammatically correct sentences about someone 3.c.4 Identifying the social function of the expression of stating and asking about the description of someone 3.c.5 Identifying what part of someone to be described to other people
	6	4.c Grasping the meaning conveyed in **oral** and		4. Making nominal	1. The students are guided to review what parts of a person they can describe	4.c.1 Mentioning parts of the someone to be described

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		written descriptive texts which are short and simple		phrases such as a dark-brown cat, a cute little cat, and a friendly dog. 5. Using verbs which show some condition and routine habits by using the structure of simple present tense: *be, have, go, play, get, take,* etc.	2. The students do exercises focusing on vocabulary enlargement 3. The students do an exercise focusing on the grammar building 4. The students conclude what they can describe from a person 5. The students play an information-gap activity (*The Mystery Person*)	4.c.2 Mentioning the characteristics of the describe person 4.c.3 Mentioning the behaviors of the described person by paying attention to the social function that is going to be achieved 4.c.4 Mentioning the personalities of the described person by paying attention to the social function that is going to be achieved
		4.d Constructing **oral** and		6. Using singular and		4.d.1 Uttering approximately

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		written descriptive texts which are short and simple about people, **animals** and things by paying attention to the correct and appropriate social functions, text structure and language features		plural nominal accurately with or without the correct use of *a, the, this, those, my, their*, etc. in the nominal phrase. 7. Uttering oral English fluently and accurately Uttering oral English with the		six sentences in describing someone 4.d.2 Uttering fluently the description of someone 4.d.3 Uttering grammatically-correct sentences in describing someone 4.d.4 Constructing oral descriptive texts (approximately six sentences) about someone
	7	3.c Applying the text structure and language features to hold the social	Describing Pets	correct pronunciation, stressing and intonation	1. The students are introduced to the materials of describing pets	3.c.6 Mentioning the correct meaning of keywords in describing a pet

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		functions of descriptive texts by stating and asking about the description of people, **animals** and things in a short and simple way according to the context in which the communication occurs			2. The students are guided to recall their experience in having a pet 3. The students read a descriptive text of a pet 4. The students are guided to discuss the content of the text 5. The students are guided to discuss several key vocabulary in the text 6. The students do an exercise about more key vocabularies in the text 7. The students are guided to discuss the answer to the exercise 8. The students make a semantic web of a certain pet 9. The students come in front to make a semantic web together on the boards 10. The students do an exercise focusing on the grammar building (rearranging	3.c.7 Identifying the correct sentence structure in stating and asking about the description of a pet 3.c.8 Constructing grammatically correct sentences about a pet 3.c.9 Identifying the social function of the expression of stating and asking about the description of an animal 3.c.10 Identifying what part of an animal to be

Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
					jumbled words into sentences) 11. The students are guided to summarize what they have learned about describing pets	described to other people
	8	4.c Grasping the meaning conveyed in **oral** and written descriptive texts which are short and simple			1. The students are guided to review what they can describe from a pet 2. The students do an exercise in which they have to number pictures based on the recording played by the teacher 3. The students are guided to conclude how they can describe pets 4. The students play an information-gap activity (*How are they different?*)	4.c.5 Mentioning names of animals or pets to be precise 4.c.6 Mentioning parts of the pet that is going to be described 4.c.7 Mentioning the characteristics of the particular pet that is going to be described 4.c.8 Mentioning the behaviors of the pet that is going to be described by paying attention to the

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Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
		4.d Constructing **oral** and written descriptive texts which are short and simple about people, **animals** and things by paying attention to the correct and appropriate social functions, text structure and language features				social function that is going to be achieved 4.d.5 Uttering approximately six sentences in describing the pets 4.d. 6 Uttering fluently the description of a certain pet 4.d.7 Uttering grammatically-correct sentences in describing the pets 4.d.8 Constructing oral descriptive texts (approximately six sentences) about pets

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Cycle	Meeting	Basic comp	Topic	Text Structure/ Language Features	Learning Activities	Indicator
						which are culturally appropriate
	9	4.d Constructing **oral** and written descriptive texts which are short and simple about people, **animals** and things by paying attention to the correct and appropriate social functions, text structure and language features	Describing People and Pets		1. The students are grouped into six grouped 2. Each group is to do the task in post 1, 2 and 3 in turn 3. Group 1 and 4 do the task in post 1 first (in which they have to make a semantic web of a certain pet they choose) 4. Group 2 and 5 do the task in post 2 first (in which they have to solve a crossword puzzle) 5. Group 3 and 6 do the task in post 3 first (in which they have to play an information-gap activity, "*Let's speak up!*") 6. After having done a task in a post, they do the task in the next post (by the teacher's instruction)	*4.d.1 – 4.d.8*

APPENDIX J:
LESSON PLAN

LESSON PLAN

(Meeting 1,2)

School	**: SMP N 1 Muntilan**
Subject	**: English**
Grade/ Semester	**: VIII/ 2**
Number of session	**: 2 x (2 x 40 minutes)**
Topic	**: Degrees of Comparison (Comparative)**

I. Core Competence

1. Appraising and internalizing the religion the students follow
2. Appraising and internalizing the attitude of being honest, discipline, responsible, caring (tolerant, cooperative), polite, confident in interacting effectively with social environment and nature in society scope and existence
3. Understanding the knowledge (factual, conceptual and procedural) based on their curiosity of science, technology, art and culture related to the visible phenomena
4. Trying, processing and presenting in concrete domain (using, elaborating, combining, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) in accordance with what is learned in the school and other references whose perspective and theory is similar

II. Basic Competence and Indicator

Basic Competence *(Specified)*	Indicator
1.a. Identifying the positive values found or implied in the way we compare the characteristics of things, animals, and people and linking it to the power of God	Related to the language input: 1.a.1 Praising God for the power of creating various kinds of people, animals and things that are different from each other by agreeing on the statements of

	praising God uttered by the teacher and friends
	1.a.2 Realizing that God creates diversities in life in order for us to receive it as a blessing instead of a trouble
	Related to the learning activity:
	1.a.3 Paying attention to what the teacher is explaining
	1.a.4 Helping other students understand the learning materials
	1.a.5 Not being busy with their own business while the learning is in progress
	1.a.6 Being enthusiastic in joining the teaching and learning process by delivering questions and answering questions actively
2.a Having the attitudes of being polite, discipline, and tolerant in stating and asking about the comparison of the characteristics of people, animals and things by using comparative structures	*Politeness* 2.a.1 Comparing the difference between people, animals and things without being offensive 2.a.2 Talking to the teacher and friends with the appropriate volume of voice 2.a.3 Talking to the teacher and friends with the appropriate intonation 2.a.4 Talking with the teacher and friends interactively *Discipline*

	2.a.5 Rearranging jumbled words into good sentences by paying attention to grammar rules
	2.a.6 Generating sentences by using the proper punctuation
	2.a.7 Using the proper stressing of words in order for the produced language to be understood easily
	2.a.8 Using the proper intonation in uttering some utterance without causing any misunderstanding in the communication
	2.a.9 Uttering some utterance that is grammatically correct
	Tolerance
	2.a.10 Realizing the existence of diversity in life signed by agreeing the statements saying that people might differ from one another uttered by the teacher or friends
	2.a.11 Mentioning what action can be done in order for us to respect the diversities in life
	2.a.12 Living harmoniously in a diverse society by not making any trouble especially in the classroom
3.a Applying the text structure and language features to hold a social function of stating and asking about the comparison of the characteristics of people, animals and things using comparative	3.a.1 Correctly rearranging jumbled words into sentences of stating and asking about the comparison of the characteristics of people,

structures by paying attention to the context in which the communication occurs	animals and things by using comparative structures 3.a.2 Correctly forming comparative words by using the structure of more.. than… or ..-er than… 3.a.3 Constructing well-structured sentences in comparing the characteristics of people, animals and things
4.a Constructing oral and written texts of stating and asking about the comparison of the characteristic of people, animals and things using comparative structures by paying attention to the correct and appropriate social function, text structures and language features	4.a.1 Fluently asking and stating the comparison of the characteristics of people, animals and things in an oral way by using comparative structures 4.a.2 Producing grammatically correct utterances in asking about and stating the comparison of the characteristics of people, animals and things by using comparative structures 4.a.3 Communicating interactively with the teacher and/or friends in talking about the comparison of the characteristics of people, animals and things by using comparative structures

III.   Learning Material
a.   Audio Recording
Script

You are faster than me at juggling

Yes, I am faster than you. And, I am better than you at tricks.

Yes, but I am more surprising than you. Hahaha

b. Written input texts
(See attachment)

c. Language Features
Oral and written texts of stating and asking about the comparison of the characteristics of people, animals and things by using comparative structures

(1) Vocabulary: nouns and adjectives related to the comparison of the characteristic of people, animals and things
(2) The comparison of characteristics: *-er… than…, more… than…,*
(3) The comparison of numbers: more, fewer, less
(4) The correct use of singular and plural nominal with or without *a*, *the*, *this*, *those*, *my*, *their*, etc in nominal phrases
(5) Pronunciation, stressing, intonation
(6) Spelling, punctuation
(7) Handwriting

d. Text Structure
Who is taller? Your sister or your brother?; He is bigger than any other student in the class.; *To me, writing is more difficult than reading.*

e. Topic
Characteristics of people, animals and things in the class, school, home and environment

f. Vocabulary
(**New words** found in the language input)

Words	Parts of Speech	Pronunciation (AE)	Meaning
bench	noun	/ben *t* ʃ/	bangku panjang
big	adjective	/bɪg/	besar

cart	noun	/kɑːrt/	gerobak, kereta, pedati (horse cart : kereta kuda)
cotton	noun	/ˈkɑː.t̬ə n/	kapas
diligent	adjective	/ˈdɪl.ɪ.dʒə nt/	rajin
heavy	adjective	/ˈhev.i/	berat
huge	adjective	/hjuːdʒ/	sangat besar
large	adjective	/lɑːrdʒ/	luas, besar
lift	verb	/lɪft/	mengangkat
light	adjective	/laɪt/	ringan
long	adjective	/lɑːŋ/	panjang
purse	noun	/pɝːs/	tas jinjing
shady	adjective	/ˈʃeɪ.di/	teduh
sour	adjective	/saʊr/	asam
stone	noun	/stoʊn/	batu
stool	noun	/stuːl/	kursi duduk (tanpa sandaran)
strong	adjective	/strɑːŋ/	kuat
tiny	adjective	/ˈtaɪ.ni/	sangat kecil
vehicle	noun	/ˈviː.ɪ.kl̩/	kendaraan
weak	adjective	/wiːk/	lemah
wild	adjective	/waɪld/	buas

IV. **Method**
Scientific Method

Information-Gap Activity

V. Teaching Learning Activities
A. Meeting 1
1. Pre-Activity (10 minutes)
   a. The students greet the teacher soon after the teacher enters the class.
   b. The students' attendance is checked by the teacher.
   c. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their syllabus. This is to raise the students' awareness of the materials they are going to learn.
   d. The students are involved in a conversation with the teacher to talk about the use of comparative structures. In Bahasa Indonesia, the teacher asks the students, "*Lihat ini, buku ini dan buku ini lebih tebal yang mana? Pensil ini, dan yang ini panjang yang mana?*" To make the brain storming more engaging, the teacher asks two students to stand up and come in front. Then, the teacher asks the other students, "*Ulin jika dibandingkan dengan Diva (to be replaced with the students' names), lebih tinggi atau lebih rendah?*"

   e. The students are introduced to the materials they are going to learn which is a way to compare two things. The teacher says it in a more relax way, "That's it. We are going to learn how to compare the characteristics of two people, animals or things in English."

2. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Observing	a. The students are provided with an animation video in which there are two characters having a conversation containing the structure (S + V + Adj-er than + O) and S + V + more adj + than + O) b. Besides, the conversation in the video also contains an irregular verb in	5'

		comparatives. This stimulates the students to think of why the structure is different from one another. c. The students are guided to discuss what the meaning of the video is.	

2.	Questioning	a. The students are guided to construct these following questions.
		  1) What do the characters in the video talk about?
		  2) What do the structures (adj + er than… and more… than…) mean?
		  3) Why are there different forms of comparative structures?
			5'

3.	Collecting data	a. The students are guided to find more examples of the language function in comparing people, animals and things in their textbooks. b. Several students are appointed one by one to read aloud each of the examples in their textbook on page 109. (See attachment) c. Every time after an example is read aloud, it is discussed together in terms of the meaning. Besides, pronunciation drills especially those of the keywords are carried out. d. The students are asked to read aloud by themselves more examples they have in their textbook on page 110 and 112. (See attachment) → Page 109,110 and 112 give the students examples of	40'

		making comparative structures by using short adjective (most of them are one-syllable word. Therefore, the structure is adj+er than…)	
		e. tep b, c, d are repeated for page 115 to give the students examples on the structure (more… than…). (See attachment)	
		f. The students are guided to spot the structure – **er..than…** and **more…than…** in the examples that have been discussed to ease them to notice the structure.	
		g. In front of the class, the board is divided into two parts; one part to write sentences containing the structure …er than…, and one part to write sentences containing the structure more … than	
		h. Each student is asked to contribute at least one sentence and write it on the board.	
4.	Associating	a. The students are guided to discuss the sentences written on the board.	10'
		b. By using different colors of board markers and/or chalks, the structures …er than… and more… than… are highlighted.	
		c. The students are guided to draw a conclusion that to compare two different	

		people, animals and/or things, there are (as far as the students learn) two structures that can be used. Those are – er…than.. and more…than… . d. The students are given some time to write down the result of their discussion.	
5.	Communicating	a. The students communicate that the result of their learning activity in the meeting is that to compare two different people, animals and/or things, there are (as far as the students learn) two structures that can be used. Those are –er…than.. and more…than… . b. The students are guided to relate those two learned structures to the use of them in the daily life.	5'

3. **Post activity (5minutes)**
   a. The teacher strengthens the students' conclusion and adds some explanation if it is needed.
   b. The teacher asks the students if there is still any question about how to compare two different people, animals or things by using the structure –er than… or more… than… .
   c. The teacher gives the students an opportunity to deliver their comments or opinions toward their learning process.
   d. The students have had a vocabulary list of adjectives. Therefore, in this meeting, as a homework, the students are required to list at least 15 adjectives for each of fruits, animals, and people, and write the comparative forms. This is as the students' preparation for the information-gap activities in the next meeting.
   e. The students are notified that in the next meeting they are going to learn more the way to compare two different people, animals or things. They are also informed that they are going to have a speaking activity, and that it will be great for them to review the materials before having the meeting.

f. The students are appreciated for being cooperative. They respond to it and say their goodbyes.
g. The teacher responds to the students' goodbyes and leaves the class.

B. Meeting 2
  1. Pre-Activity (10 minutes)
   a. The students greet the teacher soon after the teacher enters the class.
   b. The students' attendance is checked by the teacher.
   c. The students are asked about the materials they learned in the previous meeting to check whether they still remember the structures –er… than and more… than… .
   d. If the students do not remember, they are asked to open their notes and briefly explain what the materials were.
   e. The students are tested to mention the comparatives of several words. The words are mixed in terms of whether it should use the structure –er than… or more… than… to check whether the students have really understood how to differentiate the use of the two structures. The list of words to be asked includes the word "good" and "bad" as the introduction to the materials they are going to learn.
   f. If the students guess the comparatives of "good" and "bad" wrong, the teacher says, "Are you sure?" and then goes to the main activity of learning.

  2. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Observing	a. The students are notified that there are still one more way to compare the characteristics of two different people, animals or things. b. A video whose script is mentioned in the part of materials in this lesson plan is played. In the video, there is the word "good". The students are expected to notice it. c. The students are asked whether they find any	5'

		irregular comparative words in the video.	
2.	Questioning	The students are guided to construct the question "What are the irregular comparative words other than "good"?"	5'
3.	Collecting data	The students are asked to read the examples on page 120, 122 (See attachment)	10'
4.	Associating	The students are stimulated to answer the question they have constructed in the step of questioning. They are guided to find the answer that are "good – better" and "bad – worse"	5'
5.	Communicating	a. The students conclude what irregular comparatives they find. b. The students are guided to conclude the three kinds of comparatives they have learned i.e the structure –er than… , more… than… , and the ones having irregular forms. c. The students are asked to do an exercise concerning on rearranging jumbled words into good sentences of stating and asking about the comparison of the characteristics of people, animals and things by using comparative structures. (See attachment)	15'
6.	Creating	a. The students are notified that they are going to be involved in an information-gap activity. The teacher explains the rules of the activity.	25'

		b. The students are notified that making mistakes is a part of learning. Thus, they are not to be punished. They are informed that the more they speak, the better their speaking skill will be. c. The students' understanding toward the activity is checked by giving them questions. d. The students are required to create oral utterances in comparing people, animals and things by being involved in an information-gap activity. (See attachment)	

3. **Post activity (5 minutes)**
   a. The students are stimulated to summarize what they have learned i.e How we can compare different characteristics of two people, animals and things.
   b. The students are given an opportunity to deliver their comments, feelings and/or opinions toward their learning process as well as the speaking activity they have got.
   c. The students are notified that in the next meeting they are going to learn the way to compare more than two people, animals and things.
   d. The students are appreciated for being cooperative. They respond to it and say their goodbyes.
   e. The teacher responds to the students' goodbyes and leaves the class.

VI. Assessment

SPEAKING ASSESSMENT RUBRIC

Date : _____

Assessor : _____

No.	Students' Name	Aspects of Assessment					Score	Notes
		PI	VE	F	G	IS		
1.								
2.								
3.								

Note :

P   : Pronunciation

V   : Vocabulary

F   : Fluency

G   : Grammar

IS   : Interactive skill

Score : Total score of the five aspects

Note   :The guidelines of assessment is attached as Appendix N..

VII. Media
1. LCD projector
2. Screen
3. Whiteboard
4. Board markers
5. Speakers

6. Digital dictionaries which can be displayed in front of the class
7. Manual dictionaries
8. A video
9. Pictures of animals

VIII. **Resource**

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* : buku guru/Kementerian Pendidikan dan Kebudayaan.-- Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

https://www.youtube.com/watch?v=2fQb7_KUs3A

http://cliparts.co/cliparts/Lid/oK5/LidoK5GBT.png

http://www.revolve-uk.com/IMAGES/Construct/products/lgimages/PCB-Rulers2.gif

https://awansanblog.files.wordpress.com/2013/08/dsc_0303.jpg

http://2.bp.blogspot.com/-nWdT0Wwbmc0/UnxU2gLLoRI/AAAAAAAAFDA/myIWQS1KYVU/s1600/Holden-HZ-g.png

http://images.detik.com/content/2014/07/10/230/salmasalwadalem.jpg

http://www.indabaplastics.co.za/School/JollyTable.jpg

http://www.comparestoreprices.co.uk/images/re/reclaimed-oak-furniture-range-reclaimed-oak-computer-desk.jpg

http://www.ispacedesign.com/wp-content/uploads/2011/09/wooden-bench-and-stool-Nordic-style-living-room-idea.jpg

http://images.clipartpanda.com/history-clip-art-history-clip-art-10.jpg

http://www.wearedat.com/shop/image/cache/data/BlackGoldSaintsClearPlasticPurse-800x800.jpg

http://kawaii.kawaii.at/img/white-Sentimental-Circus-pencil-case-circus-deco-from-Japan-173030-1.JPG

http://www.healthyfig.com/wp-content/uploads/2015/01/oranges.jpg

http://cdn.klimg.com/merdeka.com/i/w/news/2014/08/26/419171/670x335/truk-besar-dilarang-melintas-di-jalur-penghubung-utara-selatan.jpg

http://www.buyfruit.com.au/images/P/SeededWatermelon__23658.jpg

http://cdn.actionrecon.com/wp-content/uploads/2010/10/385318134_9465705ed6.jpg

http://www.hdwallpapersnew.net/wp-content/uploads/2014/09/beautiful-cobra-snake-top-hd-wallpapers-for-desktop-in-high-resolution.jpg

https://www.google.co.id/imgres?imgurl=http://blog.umy.ac.id/ghea/files/2012/05/regina-ivanova-6.jpg&imgrefurl=http://blog.umy.ac.id/ghea/2012/05/02/profil-regina-kontestan-indonesian-idol-2012/&h=755&w=1024&tbnid=qJJ9VWQT7EpcnM:&docid=s6Fy_Gxlmgw2NM&ei=uZRrVrbzNpSfuQSv0bjgAg&tbm=isch&ved=0ahUKEwj2s4bxsNXJAhWUT44KHa8oDiwQMwhYKCEwIQ

http://www.wowkeren.com/images/events/ori/2012/04/10/daus-mini-jumpa-pers-kung-fu-pocong-perawan-07.jpg

http://1.bp.blogspot.com/-0WLSXjfiQPQ/To_yzjV_xsI/AAAAAAAAADg/C6y4_rLFaVo/s320/dude-harlino_1.jpg

https://www.petfinder.com/wp-content/uploads/2012/11/101438745-cat-conjunctivitis-causes.jpg

https://upload.wikimedia.org/wikipedia/commons/6/63/Monarch_In_May.jpg

IX.   Attachment
A.   Meeting 1
1.   Language input
These input texts are to be examined by the students in the step of collecting data in order for them to answer the questions they have constructed in the step of questioning. These are available in the students' textbook on page 109, 110, 112 and 115.

a.   Page 109, 110 and 112 as the examples of the use of the structure *–er… than…*

The old car is still faster than the horse cart. The cart is slower than the car. The car can run 80 kilometers an hour, and the horse cart can run only 20 kilometers an hour.

Surti is taller than her older sister, Wuni. Surti is 148 centimeters tall and Wuni is 145 centimeters tall. So, The older sister is shorter than the younger sister.

The wooden desk is smaller and it is 8 kilograms. The plastic desk is bigger but is only 4 kilograms. So, the wooden desk is smaller but it is heavier, and the plastic desk is bigger but it is lighter.

I can lift the bench. Elang cannot lift the stool. I'm stronger than Elang. Elang is weaker than me!

b.   Page 115 as the examples of the use of the structure ***more… than…***

I got an A in English and a C in History. To me, English is easier than History. History is more difficult than English.

I bought this beautiful pencil case for just fifteen thousand rupiahs, and this very simple plastic purse for twenty thousand rupiahs. Funny isn't it? The pencil case is more beautiful but it is cheaper. The purse is simpler but it is more expensive.

I like roses. They are more beautiful than other flowers.

Let's sit on the bench under the tree. I think it is more comfortable there. It's shady and cool.

I like roses. They are more beautiful than other flowers.

Let's sit on the bench under the tree. I think it is more comfortable there. It's shady and cool.

I saw Malin Kundang on TV last night. I think the book is more interesting than the film.

I think Edo is a very good student. He's more dilligent than any of us! He always gets good marks in all subjects.

B.   Meeting 2

1.   Language input

These examples give the students the input of irregular words in comparatives. These are available in the students' textbook on page 120 and 122.

a)   *better than…*

1. Edo: "This is a plastic bag. It is good. But the cotton bag is better.It is more expensive."

2. Dayu: "Fatima got a B in Math. But she got a better mark in English. She got an A."

3. Udin: "My shoes are good. I bought them for seventy thousand rupiahs. But my father's shoes are better. He bought them for two hundred thousand rupiahs."

4. Siti: "A T-shirt with a picture on it is good. But I think a T-shirt without a picture is better. I like plain T-shirt."

5. Lina: "My hand-writing is good and clear. But my mother's hand-writing is better and clearer."

b)   *worse than…*

1. Ratna: "Getting a bad mark is bad. But cheating is worse. It is not honest."

2. Mariska: "These oranges are bad. They do not look fresh. But these mangoes are worse. They are rotten. You cannot eat them."

3. Thomas: "Smoking is bad. But smoking in public is worse."

4. Firman: "This small comic is bad for children. But, the big one is worse, because there are many bad words in it."

5. Andi: "The road was bad. And after the flood, it certainly became worse."
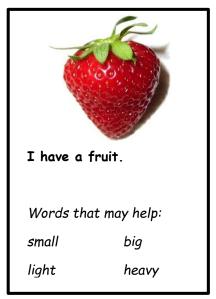
2. Exercise

Rearrange the italic jumbled words below into good sentences. Use the other sentences in the number as your clues. Look at the example provided in number 1.

1. My uncle is thirty years old. My aunt is twenty-five years old.
   is - than - my - older - **My -** *uncle - . – aunt*

   → <u>My uncle is older than my aunt</u>.

2. I got 90 in English and 80 in Science.
   English - **I -** *is - easier - think - . - Science – than*

   → ……………………………………………………………………………

3. Lions live in jungles.
   than - are - cat - wilder - a - . - **They**

   → ……………………………………………………………………………

4. It is so hot.
   yesterday - brighter - , - sun - the - **Today** *- than - shines - .*

   → ……………………………………………………………………………

5. *foods -* **Traditional** *- than - foods - more - western - are - delicious.*
   → ……………………………………………………………………………

   That is why I like to cook traditional foods.

6. I get cough if I eat chocolate.
   than - **I** *- are - chocolate - better - think - biscuits -.*

   → ……………………………………………………………………………

7. Riska got B in Science. She even got C in Math.
   is - Math - than - Science - her - . - **Her** - worse

   → ……………………………………………………………………………

8. My father is 179 cm tall, but my mom is only 150 cm.
   than - is - father - . -my - shorter – **She**

   → ……………………………………………………………………………

3. **The Information-Gap Activity**
   a. The students are to work in a group of 3 or 4.
   b. Each groups receives a set of cards consisting of 10 cards.
   c. The cards are put upside down on a table so no one can see what the pictures in the cards are.
   d. On each card, there is a picture, a stimulating sentence and helping vocabularies.
      Below is an example of the card.

I have a fruit.

Words that may help:

small   big

light   heavy

   e. One student in the group take one card and read the stimulating sentence provided under the picture to give a clue to the other students.
   f. The other students in the group have to guess what picture is on the card.
   g. The student having the card has to generate sentences containing the structure of comparison to help her friends guess the picture. If, for example, a student guesses it "Mango?", the student having the card has to say, "It is smaller than a mango."
   h. Step 4 and 5 are repeated again and again until the picture is guessed correctly.
   i. The students in the group have the chance to take a picture in turn.
   j. The group having the largest number of correctly-guessed pictures is the winner.
      IMPORTANT RULE: The student having the card in her hand MUST NOT show the card to anyone.

4. **Cards**
Below is a set of cards for each group in having the information-gap activity.

I have a pet.

Words that may help:

small   big

light   heavy

I have an insect.

Words that may help:

small   big

light   heavy

I have an actor.

Words that may help:

short   tall

I have an actor.
Words that may help:

handsome   famous

slim   religious

I have a singer.

Words that may help:

tall   short

I have an animal.

Words that may help:

small   big

wild   dangerous

I have a fruit.

Words that may help:

small   big

I have an animal.

Words that may help:

small   big

I have a vehicle.

Words that may help:

long

I have a fruit.

Words that may help:

small   big

LESSON PLAN (Meeting 3,4)

School	: SMP N 1 Muntilan
Subject	: English
Grade/ Semester	: VIII/ 2
Number of session	: 2 x (2 x 40 minutes)
Topic	: Degrees of Comparison (Superlative)

I. Core Competence

1. Appraising and internalizing the religion the students follow
2. Appraising and internalizing the attitude of being honest, discipline, responsible, caring (tolerant, cooperative), polite, confident in interacting effectively with social environment and nature in society scope and existence
3. Understanding the knowledge (factual, conceptual and procedural) based on their curiosity of science, technology, art and culture related to the visible phenomena
4. Trying, processing and presenting in concrete domain (using, elaborating, combining, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) in accordance with what is learned in the school and other references whose perspective and theory is similar

II.   Basic Competence and Indicator

Basic Competence *(Specified)*	Indicator
1.b Identifying positive values in the sentences that are used as the language input for learning the degrees of comparison and linking them to the power of God	Related to the language input: 1.b.1 Praising God for the power of creating various kinds of people, animals and things that are different from each other 1.b.2 Realizing that God creates diversities in life in order for us to receive it as a blessing instead of a trouble Related to the learning activity: 1.b.3 Paying attention to what the teacher is explaining 1.b.4 Helping other students understand the learning materials 1.b.5 Not being busy with their own business while the learning is in progress 1.b.6 Being enthusiastic in joining the teaching and learning process by delivering questions and answering questions actively
2.b. Having the attitudes if being **tolerant**, and **polite** in stating and asking about the comparison of the number and characteristics of people, animals and things	2.b.1 Realizing the existence of diversity in life 2.b.2. Respecting diversity in life 2.b.3 Living harmoniously in a diverse society 2.b.4 Comparing the difference between people, animals and

	things without offending others
	2.b.5 Talking to the teacher and friends with the appropriate volume of voice
	2.b.6 Talking to the teacher and friends with the appropriate intonation
	2.b.7 Talking with the teacher and friends interactively
3.b Applying the text structure and language features to hold a social function of stating and asking about the comparison of the characteristics of more than two different people, animals and things using superlative structures by paying attention to the context in which the communication occurs	3.b.1 Correctly rearrange jumbled words into sentences of stating and asking about the comparison of the characteristics of more than two people, animals and things by using superlative structures 3.b.2 Correctly form superlative words by using the structure of the most… or the ...-est 3.b.3 Constructing well-structured sentences in comparing the characteristics of more than two people, animals and things by using superlative structures
4.b. Constructing **oral** and written texts of stating and asking about the comparison of the characteristic of people, animals and things using superlative structures by paying attention to the correct and appropriate social function, text structures and language features	4.b.1 Constructing **oral** and written texts of stating and asking about the comparison of the characteristic of people, animals and things using superlative structures by paying attention to the correct and appropriate social

	function, text structures and language features
	4.b.2 Fluently asking and stating the comparison of the characteristics of more than two people, animals and things in an oral way by using superlative structures
	4.b.3 Producing grammatically correct utterances in asking about and stating the characteristics of more than two people, animals and things by using superlative structures
	4.b.4 Communicating interactively with the teacher and/or friends in talking about the comparison of the characteristics of more than two people, animals and things by using superlative structures

III.   **Learning Material**
   a.   **Audio Recording**
     Script

Jasmine	: "Hi Sarah! What are you doing?"
Sarah	: "Hi! Reading."
Jasmine	: "What book is that?"
Sarah	: "A novel. This is my most favorite novel ever."
Jasmine	: "O really? Why?"
Sarah	: "Because it tells about a girl who is so cool. I can say she's the smartest girl I've ever known."
Jasmine	: "What? But that's a novel. It is unreal."
Sarah	: "It is. This novel is adapted from a true story! The girl exists."
Jasmine	: "Would you tell me about the story?"
Sarah	: "Alright, briefly, it is about a difable girl. She is deaf, blind, and consequently dumb."
Jasmine	: "So, she cannot hear, she cannot see, and she cannot say anything?"
Sarah	: "You are right. But she really is the best learner. She learns sign language and you know what happens now?"
Jasmine	: "What?"
Sarah	: "She becomes the most admirable writer."
Jasmine	: "A writer?"
Sarah	: "Yes, she is the most inspiring girl to me. You can google "Hellen Keller" if you want to know more about her."

   b.   **Written Text Input**
     1) Dialog 1

Reva : "Jake, what do you think about the movie?"

Jake : "I don't really like it."

Reva : "What? Why? It is the most interesting and the nicest movie I've ever watched."

Jake : "I believe that you like it. But to me, that is the most boring movie."

Reva : "How come?"

Jake : "It is the most monotonous movie to me. There is no dramatic conflict."

Reva : "Do you like conflicts?"

Jake : "No, of course I don't like conflicts. But I like to see how people in movies solve the conflicts or problems they have. So I can learn from them."

Reva : "I see."

2) Dialog 2
Brian : "Hi, dude. What's your plan for the upcoming holiday?"

Choky : "Ugh, I have no plan so far."

Brian : "Do you want to join me to Ngarai Sianok? It's in Sumatra. I plan to go there with Rio."

Choky : "That sounds interesting. I'd love to. I have never gone outside Java with friends. East Java is my furthest destination so far."

Brian : "Ow really? Come on! This will be our best holiday."

Choky : "How will we go there?"

Brian : "The fastest transportation is by plane. But of course, it is the most expensive one. The cheapest one is by bus."

Choky : "We still need a lot of money though."

Brian : "My brother stays in Sumatra. We don't need to pay for a hotel. Besides, we still have three months to collect money."

Choky : "Can I invite other friends?"

Brian : "Sure!"

c. Language Features
Oral and written texts of stating and asking about the comparison of the number and characteristics of people, animals and things
(1) Vocabulary: nouns and adjectives related to the comparison of the number and characteristic of people, animals and things
(2) The comparison of characteristics: *the -est, the most…*
(3) The comparison of numbers: the most, the fewest, the least

(4) The correct use of singular and plural nominal with or without *a*, *the*, *this*, *those*, *my*, *their*, etc in nominal phrases
(5) Pronunciation, stressing, intonation
(6) Spelling, punctuation
(7) Handwriting

d. Text Structure

Who is the tallest student in your class?; Chandra is the fattest boy here. He is also the tallest student in the class.; To me, listening is the most difficult skill.

e. Topic

Characteristics of people and things in the class, school, home and the environment

f. Vocabulary

Words	Parts of Speech	Pronunciation (AE)	Meaning
blind	adjective	/blaɪnd/	tuna netra
cheapest	adjective	/tʃiːp ɪst/	termurah
collect	verb	/kəˈlekt/	mengumpulkan
deaf	adjective	/ def/	tuna rungu
destination	noun	/ˌdes.tɪˈneɪ.ʃᵊn/	tujuan
dramatic	adjective	/drəˈmæ t̬ɪk/	dramatis
dumb	adjective	/dʌm/	tuna wicara
exist	verb	/ɪɡˈzɪst/	ada, nyata
fastest	adjective	/fæst ɪst/	tercepat

furthest	adjective	ˈfɜː .ðɪst/	terjauh
monotonous	adjective	/məˈ ˈnɑː.t ̬ ən .əs/	monoton
plane	noun	/pleɪn/	pesawat
unreal	adjective	/ʌnˈriːl/	tidak nyata
upcoming	adjective	/ˈʌpˌkʌm.ɪŋ/	akan dating

IV. Resource

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* : buku guru/Kementerian Pendidikan dan Kebudayaan.-- Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

V. Media

10. LCD projector
11. Screen
12. Whiteboard
13. Board markers
14. Speakers
15. Digital dictionaries which can be displayed in front of the class
16. Manual dictionaries
17. PPT slides
18. An audio recording
19. Pictures of animals

VI. Method

Scientific Method

Information-Gap Activity

VII. Teaching Learning Activities
   A. Meeting 3

1. **Pre-Activity (10 minutes)**
   a. The students greet the teacher soon after the teacher enters the class.
   b. The students' attendance is checked by the teacher.
   c. The students are guided to briefly review the materials of comparative structures that they have learned on the previous meeting
   d. The students are introduced to the materials of superlative structures that they are going to learn. They are notified that those structures are used to compare the characteristics of more than two people, animals or things to show who or which is the most *something* among others.
   e. The students are involved in a conversation with the teacher to talk about the use of superlative sructures. The teacher takes several pencils of different length (at least three pencils). In Bahasa Indonesia, the teacher asks the students, "*Lihat ini. Saya punya tiga pensil.Panjang ketiganya sama tidak? Tidak ya? Mana yang paling panjang?"*. The teacher takes other objects to be compared to each other with the same way.

   To make the brain storming more engaging, the teacher asks at least three students to stand up and come in front. Then, the teacher asks the other students, "*Di antara Daffa, Warda, Andra dan Adel (to be replaced with the students' name), siapa yang paling tinggi?"* The students are first given an opportunity to answer. Then, the teacher makes some conclusion like "*Andra adalah siswa yang paling tinggi di sini.*"
   f. The students are introduced to the materials they are going to learn which is a way to compare two things. The teacher says it in a more relax way, "That's it. We are going to learn how to compare the characteristics of more than two people, animals or things in English."

2. **Main Activity**

No.	Steps	Learning Activity	Allocated Time
1.	Observing	a. The students are provided with an audio recording in which there is a conversation using superlative structures of both the …-est and the most…)	5'

		b. The students are guided to discuss the meaning of the video. c. The script of the video is distributed to each student. d. The video is played one more time to let the students notice how each word is pronounced and how the intonation of each expression is. e. The students are stimulated to discuss why there are two ways of using the superlative structures. f. The students are reminded to the materials of comparative they learned in the previous meeting.	
2.	Questioning	a. The students are guided to construct these following questions. 1) What do people in the video talk about? 2) What do the structures (the adj + est and the most …) mean? 3) Why are there different forms of superlative structures? 4) Is there any relationship between the different comparative structures and the different superlative structures?	5'
3.	Collecting data	a. The students are asked to find other examples in their textbook on page 126. (See attachment) b. Several students are appointed one by one to read aloud each of the examples	20'

			in their textbook on page 126. (See attachment)	
		c.	The students are asked to read aloud more examples in the PPT slides provided by the teacher in which there are sentences using superlative structures (the …–est and the most…). (See attachment)	
		d.	Every time after an example is read aloud, it is discussed together in terms of the meaning. Besides, pronunciation drills especially those of the keywords are carried out.	
		e.	The students are guided to spot the structure **the –est** and **the most…** in the examples that have been discussed to ease them to notice the structure.	
		f.	In front of the class, the board is divided into two parts; one part to write sentences containing the structure **the –est**, and one part to write sentences containing the structure **the most…**	
		g.	The students are asked to contribute at least one sentence and write it on the board.	
4.	Associating	a.	The students are guided to discuss the sentences written on the board.	20'
		b.	By using different colors of board markers and/or chalks, the structures **the –est** and **the most…** are highlighted.	

		c.	The students are guided to draw a conclusion that to compare the characteristics of more than two different people, animals and/or things, there are (as far as the students learn) two structures that can be used. Those are **the –est** and **the most…** .	
		d.	The students are given some time to write down the result of their discussion.	
5.	Communicating	a.	The students communicate that the result of their learning activity in the meeting is that to compare the characteristics of more than two different people, animals and/or things, there are (as far as the students learn) two structures that can be used. Those are **the –est** and **the most…** .	10'
		b.	The students are guided to relate those two learned structures to the use of them in the daily life.	

3. **Post Activity (10 minutes)**
   a. The teacher strengthens the students' conclusion and adds some explanation if it is needed.
   b. The teacher asks the students if there is still any question about how to compare more than two different people, animals or things by using the structure **the –est** or **the most…** .
   c. The teacher gives the students an opportunity to deliver their comments or opinions toward their learning process.
   d. The students are notified that in the next meeting they are going to learn more the way to compare more than two different people, animals or things. They are also informed that they are going to have a speaking activity, and that it will be great for them to review the materials before having the meeting.

e. The students are appreciated for being cooperative. They respond to it and say their goodbyes.

f. The teacher responds to the students' goodbyes and leaves the class.

B. Meeting 4

1. Pre-Activity (10 minutes)

a. The students greet the teacher soon after the teacher enters the class.

b. The students' attendance is checked by the teacher.

c. The students are asked about the materials they learned in the previous meeting to check whether they still remember the structures **the –est** and **the most…**

d. If the students do not remember, they are asked to open their notes and briefly explain what the materials were.

e. The students are tested to mention the superlatives of several words. The words are mixed in terms of whether it should use the structure **the –est** or **the most…** to check whether the students have really understood how to differentiate the use of the two structures. The list of words to be asked includes the word *good*, *bad* and *far* as the introduction to the materials they are going to learn.

f. If the students guess the superlatives of *good*, *bad* and *far* wrong, the teacher says, "Are you sure?" and then goes to the main activity of learning.

2. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Observing	a. The students are notified that there is still one more way to compare the characteristics of more than two people, animals or things. b. The students are asked to read some texts in their books c. The students are asked whether they find any irregular superlative words in the texts.	5'

2.	Questioning	The students are guided to construct the question 1) "What words are included in the irregular superlative structures?" 2) Are they the same with those of the comparative structures?	5'
3.	Collecting data	a. The students are given a handout containing more examples of irregular superlative words. (Dialog 1 and 2) b. The students are asked to read the examples aloud c. The students are guided to discuss the meaning of each example d. Pronunciation drills of keywords are also carried out	10'
4.	Associating	The students are stimulated to answer the question they have constructed in the step of questioning. They are guided to that the irregular superlative words include good – the best; bad – the worst; far – the farthest/ the furthest	5'
5.	Communicating	a. The students conclude the irregular superlative words they find b. The students are guided to conclude the three kinds of superlative structures they have learned i.e the structure the -est , the most… , and the ones having irregular forms (the best, the worst, the furthest). c. The students are asked to do an exercise in which they	15'

		have to make sentences containing superlative structures based on the provided pictures. (See attachment)	
6.	Creating	a. The students are notified that they are going to be involved in an information-gap activity. The teacher explains the rules of the activity. b. The students' understanding toward the activity is checked by giving them questions. c. The students are required to create oral utterances in comparing more than two different people, animals and things by being involved in the information-gap activity. (See attachment)	25'

3. Post activity (5 minutes)
   a. The students are stimulated to summarize what they have learned i.e. How we can compare different characteristics of more than two people, animals and things.
   b. The students are given an opportunity to deliver their comments, feelings and/or opinions toward their learning process as well as the speaking activity they have got.
   c. The students are appreciated for being cooperative. They respond to it and say their goodbyes.
   d. The teacher responds to the students' goodbyes and leaves the class.

VIII. Assessment

SPEAKING ASSESSMENT RUBRIC

Date : _____

Assessor : _____

No.	Students' Name	Aspects of Assessment					Score	Notes
		PI	VE	F	G	IS		

1.								
2.								
3.								

Note   :

P   : Pronunciation

V   : Vocabulary

F   : Fluency

G   : Grammar

IS   : Interactive skill

Score   : Total score of the five aspects

IX.   **Attachment**
A.   **Meeting 1**
1.   **Page 126 as the examples of the use of the superlative structures**

1. Balkis: "I think real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers."

2. Putu: "Heni is 165 centimeters tall. Susi is 158 centimeters tall. Ita is 150 centimeters tall. Heni is taller than Susi. Susi is taller than Ita. So, Heni is the tallest, and Ita is the shortest."

3. Tasia: "According to my sister, a big bus is more comfortable than a small bus. A mini bus is more comfortable than a micro bus. So, a big bus is the most comfortable of all."

4. Hendrik: "The snake is longer than the eel. The eel is longer than the earth worm. So, the snake is the longest, and the earth worm is the shortest."

5. Bayu: "My father always says that fresh fruit is more delicious than fruit juice. Fruit juice is more delicious than canned fruit. So, fresh fruit is the most delicious of all."

6. Hasim: "The hospital is 3 kilometers from my here, the bank is 4 km from here, and the post office is 5 km from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest, and the post office is the farthest."

B.   **Meeting 2**
1.   **Exercise Concerning on Superlative Structures in Sentences**

Look at the pictures below. Write any sentences containing superlative structures as many as possible based on the pictures. Take a look at the example given to you. Ask you teacher if you have any question. Good luck! ☺

		Example:
		The coffee is the most delicious one in the picture.
		The sun is the hottest one among all.
		The sun has the nicest smile in the picture.
		The sun picture is the most colorful one.

		And so on.
1.	James Daddy Shirley	
2.	Mr. Steve Ann Ms. Delia	
3.	Jolie John Mr. Jacob	
4.	Ms. Amy David Clark	

5.	Sarah Metsy Annie	

2. Information-Gap Activities

a. The students in a class are divided into 6 groups with approximately equal numbers in each (Because the number of the students in the class in which I conduct my research is 23, the grouping is 4,4,4,4,4,3.). in order for each group to have at least one active student, the teacher assigns 6 active students by giving each of them a number ranging from 1-6. The 6 students are announced to be the active students chosen by the teacher based on the previous teaching and learning process. Each of those six students is given a crown. However, the teacher announces that the crowns are rotating crowns. It means that the other students can have those crowns in the next meeting if they can be active in joining the teaching and learning process. This is to motivate each of the students to be active in the teaching and learning process.

b. The other students are required to take a lottery to know to which group they belong to.

c. The students are required to sit with their groups by bringing all of their English stuff they need like note book, vocabulary book.

d. Each student receives an interview sheet.

e. Each group is required to construct one question containing superlative questions.

f. Each member in each group is required to ask the question to his/her friends in the group and write the answer in the interview sheet.

g. After the group interview is finished, the groups are rearranged so that there is one member from each group in each new interview group. Each member of the new group has to get the answers to his/her question from all the other members of the new group. In other words, in each new group, the topic of

the interview is various. This technique of grouping is almost the same as that of Jigsaw activity.

h.   The **original** group resemble to organize their data. This may involve quite a lot of discussion where tables or diagrams have to be drawn.

Below is the illustration of the grouping technique.

Making a question			Survey			Reporting and Presenting	

A	B
C	D

A	A
A	A
A	A

A	B
C	D

A	B
C	D

B	B
B	B
B	B

A	B
C	D

A	B
C	D

C	C
C	C
C	C

A	B
C	D

A	B
C	D

D	D
D	D
D	

A	B
C	D

A	B
C	D

A	B
C	D

A	B
C	

A	B
C	

i. The tables, diagrams or other forms of presentation drawn from the interview are to be displayed in the class.

3. Interview Sheet

Your Name   :

Your Partners   :

A

Question:

1. _____

No.	Name	Answer
1.	*Me*	
2.		
3.		
4.		

Signature,

LESSON PLAN

(Meeting 5,6)

School	**: SMP N 1 Muntilan**
Subject	**: English**
Grade/ Semester	**: VIII/ 2**
Number of session	**: 2 x (2 x 40 minutes)**
Topic	**: Describing People**

I. Core Competence

1. Appraising and internalizing the religion the students follow
2. Appraising and internalizing the attitude of being honest, discipline, responsible, caring (tolerant, cooperative), polite, confident in interacting effectively with social environment and nature in society scope and existence
3. Understanding the knowledge (factual, conceptual and procedural) based on their curiosity of science, technology, art and culture related to the visible phenomena
4. Trying, processing and presenting in concrete domain (using, elaborating, combining, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) in accordance with what is learned in the school and other references whose perspective and theory is similar

II. Basic Competence and Indicator

Basic Competence *(Specified)*	Indicator
1.c Inferring the power of God in creating humans from the input texts	1.c.1 Realizing the power of God in creating various kinds of people both in terms of the physical appearance, behaviors and personalities
2.c Showing the attitudes of being honest, discipline, confident, and	***Honesty***

responsible in handling some transactional communication with teachers and friends	2.c.1 Telling honestly the information that is going to be delivered to the other members of the communication
	2.c.2 Realizing one self's mistakes and willing to correct them
	2.c.3 Asking the teacher for some clarification if the explanation is not intelligible
	2.c.4 Not cheating in doing tests
	2.c.5 Not copying others' work irresponsibly
	Discipline
	2.c.6 Rearranging jumbled words into good sentences by paying attention to grammar rules
	2.c.7 Generating sentences by using the proper punctuation
	2.c.8 Constructing an oral descriptive text of a pet by paying attention to the text structure
	2.c.9 Using the proper stressing of words in order for the produced language to be understood easily
	2.c.10 Using the proper intonation in uttering some utterance without causing any misunderstanding in the communication
	2.c.11 Uttering some utterance that is grammatically correct
	2.c.12 Coming to the class on time
	Confidence
	2.c.13 Not being shy in delivering ideas or anything in front of the teacher and/or other students

		2.c.14	Being able to take a considerate decision quickly
		2.c.15	Not being shy in presenting something in front of the class
		2.c.16	Answering classical questions actively
		Responsibility	
		2.c.17	Doing what have to be done such as individual tasks, homework, group works, etc. well
		2.c.18	Not doing things which can disturb the flow of the teaching and learning process
		2.c.19	Accepting the risks of things that the student does
		2.c.20	Not blaming others without any accurate proof
		2.c.21	Admitting mistakes that the student does
3.c	Applying the text structure and language features to hold the social functions of descriptive texts by stating and asking about the description of **people**, animals and things in a short and simple way according to the context in which the communication occurs	3.c.1	Mentioning the correct meaning of keywords in describing people
		3.c.2	Identifying the correct sentence structure in stating and asking about the description of someone
		3.c.3	Constructing grammatically correct sentences about someone
		3.c.4	Identifying the social function of the expression of stating and asking about the description of someone
		3.c.5	Identifying what part of someone to be described to other people

4.c	Grasping the meaning conveyed in **oral** and written descriptive texts which are short and simple	4.c.1	Mentioning parts of the someone to be described
		4.c.2	Mentioning the characteristics of the describe person
		4.c.3	Mentioning the behaviors of the described person by paying attention to the social function that is going to be achieved
		4.c.4	Mentioning the personalities of the described person by paying attention to the social function that is going to be achieved
4.d	Constructing **oral** and written descriptive texts which are short and simple about **people**, animals and things by paying attention to the correct and appropriate social functions, text structure and language features	4.d.1	Uttering approximately six sentences in describing someone
		4.d.2	Uttering fluently the description of someone
		4.d.3	Uttering grammatically-correct sentences in describing someone
		4.d.4	Constructing oral descriptive texts (approximately six sentences) about someone

III. Learning Material

a. Written Input Texts
See Attachment

b. Language Features
8. Mentioning singular nouns by using *a* and *the*, and plural nouns by using (-s).
9. Using the pronouns *it, they, she, we,* dst.*; our, my, your, their,* etc.
10. Using adjectives explaining **people**, animals, and things in the students' daily life around their home, school, and the surroundings with or without using the words *quite* and *very*
11. Making nominal phrases such as *a fair complexion*, *blonde hair,* and *famous beautiful singer*.

12. Using verbs which show some condition and routine habits by using the structure of simple present tense: *be, have, go, play,get, take,* etc.
13. Using singular and plural nominal accurately with or without the correct use of *a, the, this, those, my, their*, etc. in the nominal phrase.
14. Uttering oral English fluently and accurately
15. Uttering oral English with the correct pronunciation, stressing and intonation

c. Vocabulary

Words	Parts of Speech	Pronunciation (AE)	Meaning
amusing	adjective	/əˈmjuː.zɪŋ/	kocak, lucu
attractive	adjective	/əˈtræk.tɪv/	menarik
beard	noun	/bɪrd/	jenggot
beautiful	adjective/	/ˈbjuː. t ɹ-fəl/	cantik
boring	adjective	/ˈbɔːr.ɪŋ/	membosankan
brave	adjective	/breɪv/	berani
charming	adjective	/ˈtʃɑːr.mɪŋ/	menarik, menawan, memikat
cheek	noun	/tʃiːk/	pipi
chubby	adjective	/ˈtʃʌb.i/	tembem
clever	adjective	/ˈklev. ɚ/	pandai
complexion	noun	/kəmˈplek.ʃən/	warna kulit (terutama wajah)
confident	adjective	/ˈkɑːn.fɪ.dənt/	percaya diri
creative	adjective	/kriˈeɪ.t̬ɪv/	kreatif

cruel	adjective	/ˈkruː.əl/ , /krʊəl/	jahat
curly	adjective	/ˈkɜː.li/	keriting
cute	adjective	/kjuːt/	imut
dark	adjective	/dɑːrk/	gelap
eye	noun	/aɪ/	mata
fair	adjective	/fer/	cerah
famous	adjective	/ˈfeɪ.məs/	terkenal
fat	adjective	/fæt/	gemuk
flat	adjective	/flæt/	datar
forgetful	adjective	/fɚ ˈget.fəl/	pelupa
glasses	adjective	/glæsɪz/	kacamata
good-looking	adjective	/ˌɡʊdˈlʊk.ɪŋ/	menarik, enak dilihat, rupawan
hair	noun	/her/	rambut
handsome	adjective	/ˈhæn.səm/	tampan, rupawan
helpful	adjective	/ˈhelp.fəl/	suka menolong
humble	adjective	/ˈhʌm.bl̩/	rendah hati
humorous	adjective	/ˈhjuː.mə.rəs/	kocak, lucu
jaw	noun	/dʒɑː/	rahang
lips	noun	/lɪps/	bibir
mole	noun	/moʊl/	tahi lalat
mustache	noun	/ˈmʌs.tæʃ/	kumis
nose	noun	/noʊz/	hidung

old	adjective	/oʊld/	tua
pointed	adjective	/ˈpɔɪn.tɪd/	mancung
popular	adjective	/ˈpɑː.pjə.lɚ/	terkenal, popular
pretty	adjective	/ˈprɪt̬.i/	cantik
responsible	adjective	/rɪˈspɑːnt.sɪ.bl̩/	bertanggungjawab
romantic	adjective	/roʊˈmæn.tɪk/	romantic
round	adjective	/raʊnd/	bulat
selfish	adjective	/ˈsel.fɪʃ/	egois
skinny	adjective	/ˈskɪn.i/	kurus kering
slanted	adjective	/ˈslæn.tɪd/	sipit
slim	adjective	/slɪm/	langsing
straight	adjective	/streɪt/	lurus
successful	adjective	/səkˈses.fəl/	sukses
talented	adjective	/ˈtæl.ə n.tɪd/	bertalenta, berbakat
talkative	adjective	/ˈtɑː.kə.ɪv/	suka bicara
thin	adjective	/θɪn/	kurus
wavy	adjective	/ˈweɪ.vi/	bergelombang
young	adjective	/jʌŋ/	muda

IV.   Method
Scientific Method

Information-Gap Activity

V.   Teaching Learning Activities

A. Meeting 5

1. Pre-Activity (5 minutes)

   a. The students greet the teacher soon after the teacher enters the class.

   b. The students' are asked about their condition and are expected to answer in various ways.

   c. The students' attendance is checked by the teacher.

   d. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their syllabus.

   e. The students are introduced to the materials they are going to learn which is describing people.

     1) The students are involved in a conversation with the teacher to talk about people in their surroundings.

     2) One student is asked to come in front.

     3) The rest of the students are asked to say what they can tell about the student.

     4) The students are asked what actually the functions of describing people are. This step is done further in the step of questioning.

2. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Observing	a. The students are asked to listen to an audio recording played by the teacher and required to do a listening exercise. *(See attachment)* b. After the recording finished, the students are guided to discuss the answers to the exercise they have	8'
2.	Questioning	a. The students are guided to construct some questions like: 1) What can we describe from someone? 2) How can we describe someone (this will deal with the vocabulary and the grammar)?	2'

3.	Collecting Data	a. The students are guided to discuss the key vocabulary in the recording.	37'
		b. The audio is played again and the students are asked to pay attention to the pronunciation of each word.	
		c. Then, the students are guided to discuss what parts of someone are described in the recording. The parts are then listed on the board in front of the class.	
		d. The students are asked to collect more data from their textbook.	
		e. Two students are pointed/ voluntarily to act out the dialog in their textbook on page 139. (See attachment)	
		f. If there are any mispronounced words, pronunciation drills are to be carried out after.	
		g. The students are asked what the meaning of the conversation is.	
		h. The students are asked the meaning of several keywords like *fair skin*, and *chubby*.	
		i. Again, what is described is listed on the board.	
		j. Step d-h is repeated for page 140.	
4.	Associating	a. Looking at the lists on the board, the students are asked to associate the lists to one another and conclude the pattern of the lists i.e what comes first and what follows.	15'
		b. The students are guided to conclude the text structures	

		of the texts describing people. They are guided to conclude that in describing someone, they first identify who the one is, how she/he looks like and how she/he behaves.	

3. **Post Activity (12 minutes)**
   a. The students are given an opportunity to ask questions related to describing someone.
   b. The students are given an opportunity to deliver their comments or opinions toward their learning process.
   c. The students are told that on the next meeting, they are going to learn more about describing people. They are informed that they are going to see more examples of the texts and have a speaking activity at the end of the next meeting.
   d. The students are appreciated for being cooperative. They respond to it and say their goodbyes.
   e. The teacher responds to the students' goodbyes and leaves the class.

B. **Meeting 6**
   1. **Pre- Activity (5 minutes)**
      a. The students greet the teacher soon after the teacher enters the class.
      b. The students' are asked about their condition and are expected to answer in various ways.
      c. The students' attendance is checked by the teacher.
      d. The students are stimulated to review the materials related to describing someone that they have learned in the previous meeting.
      e. The students' understanding is checked by asking them questions like:
         1) What can we describe from someone?
         2) How can we describe someone (this will deal with the vocabulary and the grammar)
      f. The students are involved in a conversation with the teacher to talk about someone.
         1) One student is asked to come in front.

2) The rest of the students are asked to say what they can tell about the student using the knowledge they have got from the previous meeting.

2. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Collecting Data *(Review)*	a. The students are guided to review the materials they have learned in the previous meeting. b. Several students are pointed to read aloud the each text provided in the textbook on page 143. c. If there are any mispronounced words, pronunciation drills are to be carried out after. Pronunciation drills are given classically not only for the student having the mistakes. d. The students are guided to discuss the meaning and the keyword of each text. e. Step b-d are repeated for page 144 in the textbook.	5"
2.	Associating *(Review)*	a. The students are led to answer the questions they have constructed in the questioning step. 1) They are guided to conclude what parts of someone can be described 2) They are guided to list vocabulary related to people description 3) They are guided to list some sentences as examples and guidance for them to conclude the sentence structure	25"

		b. The students' comprehension toward the materials is checked by giving them a task in the form of word search, and word list to strengthen their vocabulary mastery. (See attachment) c. The students are given a task in which they have to rearrange jumbled words into good sentences to strengthen their language accuracy. (See attachment)	
3.	Communicating	a. The students are stimulated to conclude what parts of someone they can describe, and how they can describe him/her b. The students are stimulated to review some key vocabularies. In this step, while the students are being stimulated, the teacher makes a mind map in front of the class as the summary to strengthen the students' understanding. c. The students are guided to conclude the answer to the questions they have in the step of questioning. d. The students' conclusion is checked and completed by the teacher.	5"
4.	Creating	a. The students are involved in an information-gap activity in which they are required to construct an oral descriptive text of someone. (See attachment) b. The rules are delivered by the teacher.	30"

		c. The students are given an opportunity to ask questions about and/or give comments on the rules. d. The students are informed that the more they speak, the better result they will have. e. The information-gap activity begins.	

5. Post Activity (10 minutes)
   a. The students are asked about what values they can learn from their learning process.
   b. The students are stimulated to summarize what they have learned i.e. How we can describe someone, and how descriptive texts of someone can function in the daily life.
   c. The students are given an opportunity to ask questions related to describing someone.
   d. The students are given an opportunity to deliver their comments, feelings and/or opinions toward their learning process as well as the speaking activity they have got.
   e. The teacher thanks the students and says goodbye.

VI.   Assessment

SPEAKING ASSESSMENT RUBRIC

Date   : _____

Assessor   : _____

No.	Students' Name	Aspects of Assessment					Score	Notes
		PI	VE	F	G	IS		
1.								
2.								

3.								

Note   :

P   : Pronunciation

V   : Vocabulary

F   : Fluency

G   : Grammar

IS   : Interactive skill

Score   : Total score of the five aspects

VII.   Media
1. LCD projector
2. Screen
3. Whiteboard
4. Board markers
5. Speakers
6. Digital dictionaries which can be displayed in front of the class
7. Manual dictionaries
8. Videos
9. Supplementary handouts
10. Pictures of famous people

VIII.   Resource

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

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6icsgCIYiw8/VN63DtriSXI/AAAAAAAABgI/aqoK7uobQnE/s1600/soimah
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IX.   Attachment
   1.   Audio Recording Script and the Listening Exercise
   a)   The Audio Script
            For number 1 and 2, focus on the first line.

   1.   This is my family picture. My uncle is the one who is super cool. He is handsome. He has long yellow hair. He also has beard. He doesn't have mustache /ˈmʌs.tæʃ/ though. His eyes are a bit slanted. He is wearing a green long T shirt outside and white T shirt inside.
   2.   My nephew is the one in the middle of the first line. She looks adorable with her blond wavy hair. Her eyes are big. Her complexion is fair. She is wearing bluish green sweater.
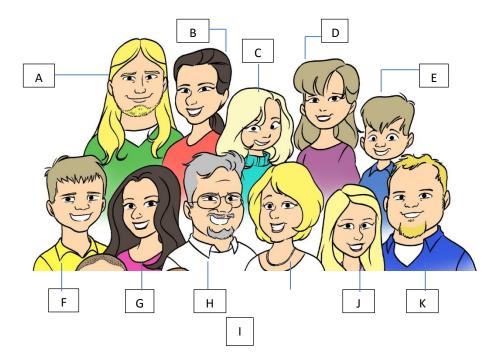
            For number 3 and 4, focus on the second line.

   3.   My grandfather is the one in the middle of the second line. He has grey hair. It is short. He has mustache and beard. He is wearing glasses and a white T shirt. He looks cool and young, huh? He is never old to me.
   4.   The one right beside my grandfather is my mom. Yes, she is still young. She is so beautiful with her long black hair. Her hair is wavy. It makes her look elegant. Her eyes are big and her wide smile is so attractive. I love her so much.

b) **The Listening Exercise**
Listen to the recording write the label of the picture based on the description on each number.

1. _____
2. _____
3. _____
4. _____

5. **Dialogs to be Acted Out**
a) Page 139

Hallo. I'm in the bus terminal now, but I still cannot find Simon. What is he like?

He's tall. He's got a fair skin.

Many people are tall and have fair skin here. Is he wearing jeans?

No, he's wearing a uniform, black pants and a blue shirt with long sleeves.

I see three people wearing the same uniform.

He's a bit fat and chubby. He's wearing a black hat.

Oh ya, I see him now. He's walking toward me.He's carrying a back pack, isn't he?"

I think so. Ok, see you later.

b)   Page 140

Hallo. I've received the family photo. Thank you very much. Which one is Sofia?"

Sorry I don't have the photo with me now. But, this may help. She's tall and thin.

I see three girls here, and they are all tall and thin. Is her hair straight and long, in a pony tail?

No, that's Rina, my niece. Sofia's hair is curly, usually in plaits. She has a fringe.

Two girls is wearing their hair in plaits. They both have a fringe too.

Right. Sofia's standing, not sitting. She's wearing a yellow night dress, with a picture of a sleeping baby.

Got it. Wow, that chubby little girl five years ago is now a beautiful slim girl?

Yes, she is.

c)   Page 141

Is our Science teacher, Mrs. Herlina, here? I've never met her.

Yes. She's here. But I don't know where she is now. She's in batik and black pants.

But, all the ladies here are wearing batik and black pants!

You are right. Sorry. Ah, there she is. She is the big lady with glasses. She sitting on the bench in front of the Principal's office.

Which one? Two ladies are big and wearing glasses. Is she wearing a scarf.

No, she is not. She's the one carrying a pink purse.

Alright. I'll meet her now.

d)   Page 143

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.

My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.

I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

6.   **Tasks**

a)   **Word Search**

Find at least 12 words relating to tourism in the table below. Use the bold letters as your clues of the word initials. Go down, across or diagonally to find the complete words.

Q	H	X	E	M	I	Z	S	K	L	I	F	N	R	U	**M**	W
Z	**C**	O	M	P	L	E	X	I	O	N	Q	E	T	Y	O	D
G	A	Q	J	I	L	O	T	B	J	R	H	E	E	Y	L	R
T	W	H	X	Y	E	M	K	O	L	F	E	Y	**C**	W	E	B
U	A	H	U	I	T	J	K	T	K	J	Z	L	H	W	A	J
I	**M**	U	S	T	A	C	H	E	L	Q	X	H	A	N	C	U
O	D	H	J	I	L	I	Y	Q	E	P	T	I	R	F	N	P
M	R	T	Y	U	I	X	A	C	Q	N	O	O	M	A	I	A
F	F	G	Z	V	M	T	A	J	R	E	W	I	I	E	L	C
A	P	U	Q	H	L	I	O	L	Y	R	Y	H	N	U	H	H
T	O	H	A	**C**	H	E	E	K	V	V	K	H	G	T	D	L
T	U	R	S	U	Q	V	A	G	D	Z	L	D	J	H	E	R
R	K	E	D	R	F	R	Q	F	V	S	L	A	N	T	E	D
A	T	O	G	L	H	E	B	U	H	L	D	A	T	R	R	O
C	H	I	J	Y	I	S	Y	C	X	O	B	Q	N	J	A	W
T	K	B	C	R	I	L	M	I	H	K	M	E	M	I	Q	R
I	E	S	V	N	L	K	O	L	O	U	I	R	W	H	F	V
V	T	F	B	M	Y	H	E	T	P	T	B	Y	D	F	K	S
E	J	G	N	L	T	C	R	C	L	S	I	B	G	A	I	C
U	R	**S**	E	L	F	I	S	H	G	H	D	Y	Y	E	N	H
H	S	L	S	F	V	H	N	R	D	D	G	I	O	Y	D	E
G	F	K	P	E	N	A	M	O	V	H	D	U	L	O	B	B
V	H	N	**B**	E	A	R	D	P	H	B	X	H	H	L	M	K

b)   **Word List**

See the next page

DESCRIBING PEOPLE

Put the words provided into the table based on its category. Two examples have been provided for you. You can add more words related to each category. Good luck! ☺

Face	Eyes	Nose	Hair	Skin	Height	Body	skill
							(verb)
beautiful							act

act	beautiful	long	pretty	tall	short	short	bald	chubby	mustache	overweight
black	brown	black	sing	muscular	thin	wavy	big	fat	skinny	neatly-combed
curly	freckled	pale	pointed	slanted	wrinkled	spiky	beard	dark	handsome	medium high
fair	blond	play music	pretty	slim	flat	straight	dance	oval	heart-shaped	round

c) **Rearranging Jumbled Words**
Rearrange the jumbled words below into good sentences. Use the bold word as the first word of the sentence. Number one has been done for you as an example.

1. very- is-**Jakob**- tall -.
   Answer: Jakob is very tall.
2. **Jolisa's**- . - slanted- eyes- are-
3. has- nose- **Annie**- pointed- . - a
4. chubby- . - so- **Shirley's**- checks- are
5. eyes- . - brown- **Sarah**- has- round
6. has- hair- black-**Metsi**- . – curly
7. has – cheek – **She** – a – on – mole – her – left - .
8. so – **Fita** – humble – is - .
9. talkative – a – is – Rani – person – **Miss** - .
10. fair – **Her**- is - . - complexion

7. **The Information-Gap Activity**
a) Each student receives a card containing a picture of an actress or an actor which she/he will imagine as one of his/her favorite figures in Indonesia and helping words.→ note for the teacher: each figure should be familiar to the students (Indonesian actresses or actors)
b) 5 groups are formed by the teacher → the teacher points some students as the leaders for each of the 5 groups. This is done to make it sure that the students who are active and capable of stimulating the other friends are spread out.
c) The rest of the members for each group is to be randomly formed by having lottery. (technic: Each leader is to be labelled with a number. The other students take a lottery in which a number is written.)
d) In each group, each student **must not** show his/her picture to the other members.
e) Each of the students in a group is to describe his/her 'favorite figure' in the picture s/he gets.
f) The other students have to guess who that figure is and summarize the description in the sheet below. They can ask questions too to the one who is describing his/her 'favorite figure'

8.   **The Activity Sheet**

Name :   Leader of the group   :

No.	Names of Friends	Characteristics of the Described Person	Names of the Described Person
1.			
2.			
3.			
4.			

9.   **Cards**

a)   **Stage 1**

Words that may help:

glasses

dimple

singer

handsome

kind

Words that may help:

a little girl

cute

chubby

long hair

Words that may help:

excellent singer

international

slim

long wavy hair

etc:

Words that may help:

pop singer

music composer

beard

bald

words that may help:

handsome

pop singer

tall

Words that may help:

Long hair

Black hair

International

etc:………………………

Words that may help:

dangdut

curly hair

husky voice

etc:………………………

Words that may help:

boyband

teeth braces

long hair

Words that may help:

chef

tattoo

firm

etc:………………………

Words that may help:

actress

western accent

mixed blood

long hair

Words that may help:

magician

presenter

black suit

bald

Words that may help:

chef

beautiful

brown long hair

slim

Words that may help:

mixed blood

a football player

handsome

Words that may help:

fat

tall

beard

designer

Words that may help:

musician

keyboardist

fair complexion

handsome

Words that may help:

preacher

islamic singer

religious

beautiful

Words that may help:

rock singer

Indonesian Idol

curly long hair

heavy husky voice

Words that may help:

dangdut singer

fat

fair complexion

Words that may help:

comedian

funny

Javanese singer

traditional suit

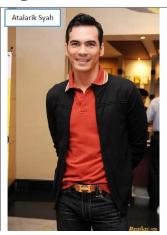*Words that may help:*

Comedian

Long blonde hair

etc:………………………

Words that may help:

pop singer

Indonesian Idol

mustache

beard

b) **Stage 2**

Raffi Ahmad

Syahrini

Tengku Wisnu

Tina Toon

Nabila Syakieb

Fedi Nuril

Vidi Aldiano

Aliando

Ashanty

Raisa

Yusuf Mansyur

"Kekuatan Sedekah"

Omesh

Mario Teguh

Laudya C. Bella

Rhoma Irama

Rosa

Tantri Kotak

Arman Maulana (Gigi)

LESSON PLAN (Meeting 7,8)

School	: SMP N 1 Muntilan
Subject	: English
Grade/ Semester	: VIII/ 2
Number of session	: 2 x (2 x 40 minutes)
Topic	: Describing Animals

I. **Core Competence**

1. Appraising and internalizing the religion the students follow
2. Appraising and internalizing the attitude of being honest, discipline, responsible, caring (tolerant, cooperative), polite, confident in interacting effectively with social environment and nature in society scope and existence
3. Understanding the knowledge (factual, conceptual and procedural) based on their curiosity of science, technology, art and culture related to the visible phenomena
4. Trying, processing and presenting in concrete domain (using, elaborating, combining, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) in accordance with what is learned in the school and other references whose perspective and theory is similar

II. **Basic Competence and Indicator**

Basic Competence *(Specified)*	Indicator
1.c Inferring the power of God in creating humans from the input texts	1.c.1 Realizing the power of God in creating various kinds of people both in terms of the physical appearance, behaviors and personalities
2.c Showing the attitudes of being honest, discipline, confident, and responsible in handling some transactional communication with teachers and friends	*Honesty* 2.c.1 Telling honestly the information that is going to be delivered to the other

	members of the communication
	2.c.2 Realizing one self's mistakes and willing to correct them
	2.c.3 Asking the teacher for some clarification if the explanation is not intelligible
	2.c.4 Not cheating in doing tests
	2.c.5 Not copying others' work irresponsibly
	Discipline
	2.c.6 Rearranging jumbled words into good sentences by paying attention to grammar rules
	2.c.7 Generating sentences by using the proper punctuation
	2.c.8 Constructing an oral descriptive text of a pet by paying attention to the text structure
	2.c.9 Using the proper stressing of words in order for the produced language to be understood easily
	2.c.10 Using the proper intonation in uttering some utterance without causing any misunderstanding in the communication
	2.c.11 Uttering some utterance that is grammatically correct
	2.c.12 Coming to the class on time
	Confidence
	2.c.13 Not being shy in delivering ideas or anything in front of the teacher and/or other students
	2.c.14 Being able to take a considerate decision quickly
	2.c.15 Not being shy in presenting something in front of the class

	2.c.16 Answering classical questions actively
	Responsibility
	2.c.17 Doing what have to be done such as individual tasks, homework, group works, etc. well
	2.c.18 Not doing things which can disturb the flow of the teaching and learning process
	2.c.19 Accepting the risks of things that the student does
	2.c.20 Not blaming others without any accurate proof
	2.c.21 Admitting mistakes that the student does
3.c Applying the text structure and language features to hold the social functions of descriptive texts by stating and asking about the description of people, **animals** and things in a short and simple way according to the context in which the communication occurs	3.c.6 Mentioning the correct meaning of keywords in describing a pet
	3.c.7 Identifying the correct sentence structure in stating and asking about the description of a pet
	3.c.8 Constructing grammatically correct sentences about a pet
	3.c.9 Identifying the social function of the expression of stating and asking about the description of an animal
	3.c.10 Identifying what part of an animal to be described to other people
4.11 Grasping the meaning conveyed in **oral** and written descriptive texts which are short and simple	4.c.5 Mentioning names of animals or pets to be precise
	4.c.6 Mentioning parts of the pet that is going to be described
	4.c.7 Mentioning the characteristics of the particular pet that is going to be described
	4.c.8 Mentioning the behaviors of the pet that is going to be described by paying attention

	to the social function that is going to be achieved
	4.d.5 Uttering approximately six sentences in describing the pets
4.12 Constructing **oral** and written descriptive texts which are short and simple about people, **animals** and things by paying attention to the correct and appropriate social functions, text structure and language features	4.d. 6 Uttering fluently the description of a certain pet
	4.d.7 Uttering grammatically-correct sentences in describing the pets
	4.d.8 Constructing oral descriptive texts (approximately six sentences) about pets which are culturally appropriate

I. **Learning Material**
  g. **Video**
   The script of video 1:

   Do you have a pet?

   Yes, I have a dog.

   I have a pet. He is a dog. And he says woof! Woof! Woof! Woof! Woof!

   Woof! Woof!

   I have a cat.

   I have a pet. She is a cat. And she says meow! Meow! Meow! Meow! Meow!

   Meow! Meow!

   I have a mouse!

   I Have a pet. He is a mouse. And he says squeak! Squeak! Squeak! Squeak! Squeak!

   Squeak! Squeak!

   Woof! Woof!

   Meow! Meow!

   Squeak! Squeak!

   I have a bird.

   I have a pet. He is a bird. And he says tweet! Tweet! Tweet! Tweet! Tweet!

Tweet! Tweet!

I have a fish.

I have a pet. She is a fish. And she says glub! Glub! Glub! Glub! Glub!

Glub! Glub!

I have a lion!

A lion?

I have a pet. He is a lion. And he says roar! Roar! Roar! Roar! Roar!

Roar! Roar!

Tweet! Tweet!

Glub! Glub!

Roar!

The script of video 2:

Trisna	: "Do you have a pet?"
Maya	: "I don't. Do you?"
Trisna	: "I do."
Maya	: "O, really? What kind of pet is it?"
Trisna	: "It's a cat."
Maya	: "A cat?"
Trisna	: "Yeah! She is a bright brown cat. Her fur is so soft. The pattern of her fur is spotted. She is a little bit fat because she eats a lot. She also likes to eat the rest of my meals.
Maya	: "It sounds nice. Is it a friendly cat?"
Trisna	: "So much! I play with her a lot. She really is one of my best friends. I bathe her once a week."
Maya	: "Do you name her?"
Trisna	: "Yup! She's Kacia'. It means small."
Maya	: "Aww.. I want to have one, but poor me, I can't."
Trisna	: "Why?"
Maya	: "I got an allergy to fur."

h. Recording

Script of the conversations in the recording

1. Ossa : "My uncle is just such weird."
   Gavin : "What's up?"
   Ossa : "People are scared of snakes, but he pets one!"
   Gavin : "Wow, really? What snake is it?"

Ossa : "I'm not sure, but it is a brown spotted snake."

2. Nabila : "Yesterday, I went to my aunt's house. She has a very cute pet!"
   Afka : "What is it?"
   Nabila : "Brown rabbit."
   Afka : "What's his name?"
   Nabila : "Oh, it's female. Her name is browny."
   Afka : "The color must be brown."
   Nabila : "Yeah! A female brown rabbit"

3. Mei : "I want to pet some animal, but I don't have much space at my home."
   Trisna : "Ah! Hamster will be cute!"
   Mei : "Good idea! I might buy a grey one. Thanks!"
   Trisna : "Yup! A cute grey hamster"

4. Qila : "Do you have any pet in your home?"
   Vany : "Well, I don't. My dad does though."
   Qila : "What is it?"
   Vany : "A bird, I'm not sure what the name is."
   Qila : "How does it look like?"
   Vany : "It's white, and has a yellow decorative crest on its head."
   Qila : "Ow! That's probably a cockatoo."

5. Icha : "Hi! I heard you had just bought a fish?"
   Dannis : "Ow yeah!, I bought goldfish."
   Icha : "What's the color?"
   Dannis : "It's orange!"

6. Fita : "Icha, look at that! So cute!"
   Icha : "What?"
   Fita : "That one! Black-white cat!"
   Icha : "Aww.. haha what a fat cat!"
   Fita : "Yeah! A cute fat black-white cat"

7. Ita : "You know what? My dad bought a bird yesterday."
   Risa : "Ow ya? Is it nice?"
   Ita : "I don't think so. It tweets too often."

8. Arif : " Hey dude, you have to come to my house. I wanna show you something!"
   Edi : "Oh come on! What?"
   Arif : "I've just got some more fish."
   Edi : "What fish is it now?"
   Arif : "You know bruh, I've been looking for yellow goldfish with a long tail."
   Edi : "You got it?"
   Arif : "More than one!"

9. Mila : "Rose, are you okay?"
   Rose : "Not really. I'm sad."
   Mila : "What happened?"
   Rose : "One of my hamsters died."
   Mila : "Ouch, so sorry. You got many hamsters though. Which one is it?"
   Rose : "The light brown one."

i. Language Features

16. Mentioning singular nouns by using *a* and *the*, and plural nouns by using (-s).
17. Using the pronouns *it, they, she, we,* dst.*; our, my, your, their,* etc.
18. Using adjectives explaining people, **animals**, and things in the students' daily life around their home, school, and the surroundings with or without using the words *quite* and *very*
19. Making nominal phrases such as a dark-brown cat, a cute little cat, and a friendly dog.
20. Using verbs which show some condition and routine habits by using the structure of simple present tense: *be, have, go, play, get, take,* etc.
21. Using singular and plural nominal accurately with or without the correct use of *a, the, this, those, my, their*, etc. in the nominal phrase.
22. Uttering oral English fluently and accurately
23. Uttering oral English with the correct pronunciation, stressing and intonation

j. Vocabulary

Words	Parts of Speech	Pronunciation (AE)	Meaning
adorable	adjective	/əˈdɔːr.ə.bl̩/	sangat menarik
big	noun	/bɪg/	besar
body	noun	/ˈbɑː.di/	tubuh, badan

cat	noun	/kæt/	kucing
curly	adjective	/ˈkɝː.li/	keriting
dog	noun	/dɑːg/	anjing
ear	noun	/ɪr/	telinga
eye	noun	/aɪ/	mata
fat	adjective	/fæt/	gemuk
fierce	adjective	/fɪrs/	galak
fluffy	adjective	/ˈflʌf.i/	ringan dan halus atau lembut, *wolly* (bertekstur seperti woll)
friendly	adjective	/ˈfrend.li/	akrab
fur	noun	/fɝː/	bulu
furry	adjective	/ˈfɝː.i/	berbulu
giant	adjective	/ˈdʒaɪ.ə nt/	sangat besar
gorgeous	adjective	/ˈgɔːr.dʒəs/	indah, mengagumkan
hairless	adjective	/ˈher.ləs/	tidak berambut, botak
hairy	adjective	/ˈher.i/	berambut
head	noun	/hed/	kepala
kind	adjective	/kaɪnd/	ramah
leg	noun	/leg/	kaki
long	adjective	/lɑːŋ/	panjang
mouth	noun	/maʊθ/	mulut
nail	noun	/neɪl/	kuku
nice	adjective	/naɪs/	baik, bagus, manis
nose	noun	/noʊz/	hidung

paw	noun	/pɑː/	cakar
rabbit	noun	/ˈræb.ɪt/	kelinci
round	adjective	/raʊnd/	bulat
sharp	adjective	/ʃɑːrp/	tajam
skinny	adjective	/ˈskɪn.i/	kurus kering
slanted	adjective	/ˈslæn.tɹd/	sipit
soft	adjective	/sɑːft/	lembut, halus
spoiled	adjective	/spɔɪld/	manja
spotted	adjective	/ˈspɑːt.ɪd/	bertutul, berbercak
stomach	noun	/ˈstʌm.ək/	perut
straight	adjective	/streɪt/	lurus
stripped	adjective	/ˌstrɪpt/	berloreng
tail	noun	/teɪl/	ekor
thick	adjective	/θɪk/	tebal
thin	adjective	/θɪn/	kurus

II. Method

Scientific Method

Information-Gap Activity

III. Teaching Learning Activities
C. Meeting 1
4. Pre-Activity (5 minutes)
f. The students greet the teacher soon after the teacher enters the class.
g. The students' are asked about their condition and are expected to answer in various ways.
h. The students' attendance is checked by the teacher.
i. The students are guided to review what they have learned in the previous meeting that was about describing people.

j. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their syllabus.

k. The students are introduced to the materials they are going to learn which is describing animals.

l. The students are involved in a conversation with the teacher to talk about pets.

5. Main Activity

No.	Steps	Learning Activity	Allocated Time
6.	Observing	a. The students are asked to enjoy the first video, and notified to focus on the information in the video.	15'
		b. The students watch the video in which there are a boy and a girl talking about their pets. This step is the introduction to the materials that the students are going to learn. Besides introducing the materials, this step is done to attract the students' attention to the class activity.	
		c. The students are involved in a discussion talking about what the video is about. Besides, they are asked to give their comments on the video. This is to engage the students in the learning activity. By doing so, the students are expected to be willing to speak up their mind.	
		d. The students are asked to watch another video in which there are two women talking about a pet.	
		e. The students are led to discuss these following questions.	

		d. What does the speakers tell us about? e. What is the color of the pet? f. What is the name of the pet? g. How does the pet look like? h. How many times a week does the owner bathe her pet?	
7.	Questioning	a. The students are led to some questions like: 1. How does a descriptive text function? 2. What information does a descriptive text contain? 3. How can we describe a pet? → What part of a pet can we describe? → What kind of sentence structure can we use? b. The students are asked to do task 1 as the introduction to the next discussion in which the students analyze a descriptive text of a kitten. (See attachment.)	15'
8.	Collecting data	a. The students are provided with a text. (See attachment.) b. Some student are asked to read aloud the text partially, and the rest of the students are asked to listen to them attentively. c. If there are any miss-pronounced words, drilling of pronunciation is to be carried out d. The students are led to discuss the content of the text.	45'

		The discussion is directed to answer the questions below. 1. What is the text about? 2. What is the name of the pet? 3. What are the colors of the pet? 4. What is the meaning of the words *heart-shaped pattern* in line 4? 5. How long is the body of the cat? 6. How many times does the writer cut the pet's nails a week? 7. Is Moncy a good pet? Why? e. The students are asked to do task 2 and 3 in pairs to strengthen their vocabulary mastery. (See attachment.) f. The students are asked to do task 4 in which they have to rearrange jumbled words into good sentences to strengthen their understanding toward the sentence structure used in describing a pet. (See attachment)	

6. **Post Activity** (**10 minutes**)
   f. The students are stimulated to summarize what they have learned i.e what can be described from a pet, what sentence structure is used in describing a pet, and how a description of a pet functions in the daily life.
   g. The students are given an opportunity to ask questions related to describing a pet.
   h. The students are given an opportunity to deliver their comments or opinions toward their learning process.
   i. The students are told that on the next meeting, they are going to learn more about describing a pet. They are informed that they are going to see more examples of descriptive texts of pets and have a speaking activity at the end of the next meeting.

   j. The students are appreciated for being cooperative. They respond to it and say their goodbyes.

   k. The teacher responds to the students' goodbyes and leaves the class.

D. Meeting 2

3. Pre- Activity (5 minutes)

   g. The students greet the teacher soon after the teacher enters the class.

   h. The students' attendance is checked by the teacher.

   i. The students are stimulated to review the materials related to describing a pet that they have learned in the previous meeting.

   j. The students' understanding is checked by asking them questions.

   k. The students are involved in a conversation with the teacher to talk about pets.

4. Main Activity

No.	Steps	Learning Activity	Allocated Time
1.	Collecting Data (Continuation of the previous meeting)	a. The students are asked to do task 5 that is a listening activity in which they have to listen to a recording and then number the pictures based on the recording. (See attachment) b. This listening activity gives the students an input for their speaking activity. c. The students are guided to discuss the answer to the questions in the task.	15'
2.	Associating	a. The students are guided to associate one of the texts to the other. b. They are asked to find what appears at the beginning of the texts i.e the identification. c. Then, they are guided to find out what are described in the	20'

			texts i.e the physical appearance and the behavior of the pet.	
		d.	The students are driven to go back to the questions they have in the step of questioning. By having read examples of texts, they are guided to answer the questions they constructed in the step of questioning i.e	
		1)	How does a descriptive text function?	
		2)	What information does a descriptive text contain?	
		3)	How can we describe a pet?	
		→	What part of a pet can we describe?	
		→	What kind of sentence structure can we use?	
3.	Communicating	a.	The students are guided to conclude the answer to the questions they have in the step of questioning.	5'
		b.	The students' conclusion is checked and completed by the teacher.	
4.	Creating	f.	The students are involved in an information-gap activity in which they are required to construct an oral descriptive text of a pet. (See attachment)	30'
		g.	The rules are delivered by the teacher.	
		h.	The students are given an opportunity to ask questions about and/or give comments on the rules.	
		i.	The students are informed that the more they speak, the better result they will have.	
		j.	The information-gap activity begins.	

5. Post Activity (10 minutes)

    f. The students are asked about what values they can learn from their learning process.

    g. The students are stimulated to summarize what they have learned i.e How we can describe a pet to people, and how descriptive texts of a pet can function in the daily life.

    h. The students are given an opportunity to ask questions related to describing a pet.

    i. The students are given an opportunity to deliver their comments, feelings and/or opinions toward their learning process as well as the speaking activity they have got.

    j. The students are appreciated for being cooperative. They respond to it and say their goodbyes.

    k. The teacher responds to the students' goodbyes and leaves the class.

IV.   Assessment

SPEAKING ASSESSMENT RUBRIC

Date   : _____

Assessor   : _____

No.	Students' Name	Aspects of Assessment					Score	Notes
		PI	VE	F	G	IS		
1.								
2.								
3.								

Note   :

P   : Pronunciation

V   : Vocabulary

F   : Fluency

G   : Grammar

IS   : Interactive skill

Score : Total score of the five aspects

V.   Resource

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *When English Rings a Bell* : buku guru/Kementerian Pendidikan dan Kebudayaan.-- Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

https://www.youtube.com/watch?v=pWepfJ-8XU0

VI.   Media

20. LCD projector
21. Screen
22. Whiteboard
23. Board markers
24. Speakers
25. Digital dictionaries which can be displayed in front of the class
26. Manual dictionaries
27. Videos
28. Voice Recording (Conversations talking about pets)
29. Supplementary handouts
30. Pictures of animals

VII.   Attachment

1. Tasks to be done in the step of questioning

Task 1

Reflect on your own experience of dealing with pets.

Have you ever had a pet?

How does it look like?

How is its behavior?

2. A descriptive text for the step of collecting data

My Lovely Kitten

I have a cute kitten in my house. Her name is Moncy.

She is a local kitten. Like an ordinary local kitten, Moncy's fur is not too thick. The colors are white and black. The black fur is on her body and head, while the white one is on her stomach and legs. There is a heart-shaped pattern on her body which makes her so unique. Her body is not so long. The length is about 20 cm. That tiny size of the body makes her so adorable.

She has a beautiful long tail. I love to bother her tail when she is asleep until she wakes up. She also has long nails. I always cut her nails at least twice a week so that she cannot scratch me.

Moncy also has good behavior. She never steals food. My family and I love her very much.

3. Tasks to be done in the step of collecting data

Task 3

Read carefully the text below. Then, find the meaning of the words under the text by guessing from the context. Do it in a group of three.

My Lovely Kitten

I have a cute kitten in my house. Her name is Moncy.

She is a local kitten. Like an ordinary local kitten, Moncy's fur is not too thick. The colors are white and black. The black fur is on her body and head, while the white one is on her stomach and legs. There is a heart-shaped pattern on her body which makes her so unique. Her body is not so long. The length is about 20 cm. That tiny size of the body makes her so adorable.

She has a beautiful long tail. I love to bother her tail when she is asleep until she wakes up. She also has long nails. I always cut her nails at least twice a week so that she cannot scratch me.
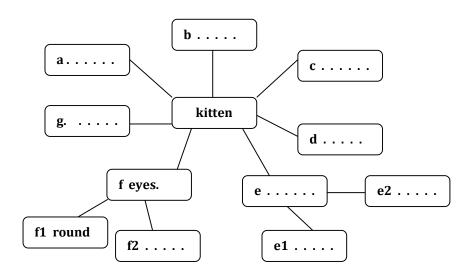
Moncy also has good behavior. She never steals food. My family and I love her very much.

1. kitten : _____
2. ordinary : _____
3. local : _____
4. fur : _____
5. thick : _____
6. adorable : _____
7. nails : _____
8. scratch : _____
9. steals : _____
10. heart-shaped pattern : _____

Below is a vocabulary web with the word "kitten" as the key word. Complete the blank boxes with letters to form words referring to parts of a kitten and possible adjectives you might find on it. You can add the box whenever you need it.

Task 4
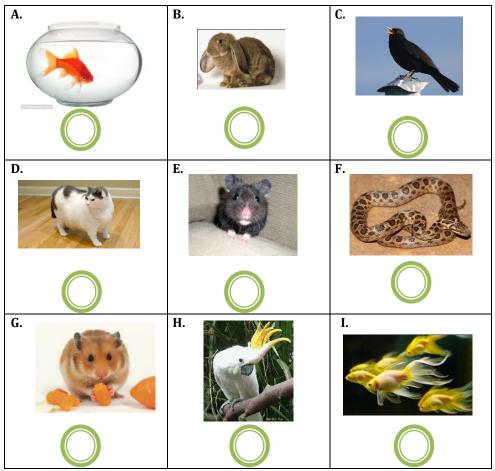
Rearrange the jumbled words below into good paragraphs. Use the bold words as the first word of each sentence.

1. has - **Jolisa's** - long - very - dog – tail - . - a
2. fish - likes - cat - to - . - eat - **My**
3. week - cat - **Fita** - her – a - . - bathe - once
4. has - eyes - black - two - **Browny** – round - . and
5. so - soft - **Chico's** - and - . - fur - clean - is
6. white - uncle - parrot - a - pets - **My -** .
7. ears - and - reddish - rabbit's - are - **My** – long - .
8. rabbit - . - has - Australian - a - **Ina** – cute
9. rabbit - **My** - yard - to - the - around – likes - . - run
10. hamster - **I** - carrots – my - . - feed

Task 5

Listen to the recording of some conversations talking about pets. Then, number the image below based on the description. Write the number in the circle which has been provided in each box. One of them has already been done for you as an example.

A.	B.	C.
D.	E.	F.
G.	H.	I.

4. The information-gap activity

1) Each student receives a picture which they will imagine as their pets. → note for the teacher: the teacher has to pay attention to the distribution of the pictures, so in each group later in which students having the same animal are in one group, there has to be at least one student who is able to stimulate her/his friends to speak

2) Students who have the same animal are in the same group.

3) The students walk around the class to find who are in the same group with them by asking "Do you have a………. (a specific pet)?

4) Each of the students in a group must not show her/his picture to the other members of the group.

5) In turn, each student in the group shares how the animal s/he has is (physical appearance, behavior)

6) The discussion is to be summarized in a sheet below
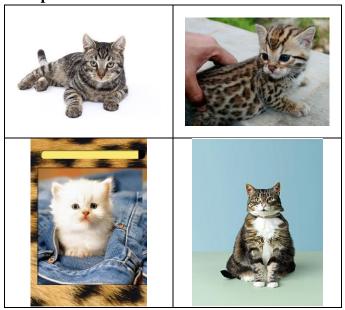
Name   :

Kind of Animal :
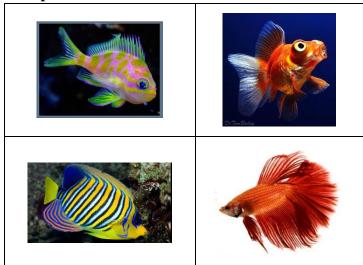
No.	Names of Friends	Characteristics of Pets
e.g	Fita	brown fur, spotted, two round eyes, playful, spoiled
1.		
2.		
3.		
4.		

7) Students who are listening to the one speaking can ask any questions and give any comment like, wow…; I love that kind of animal; It must be so cute; I want to see your pet sometime, etc.
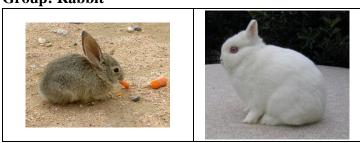
5. Cards
Group: Cat

Group: Fish
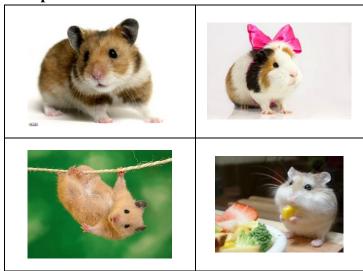
Group: Rabbit
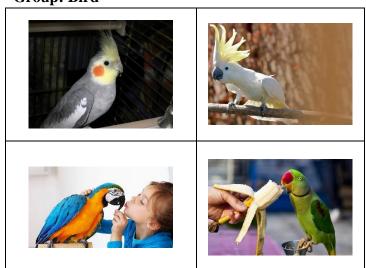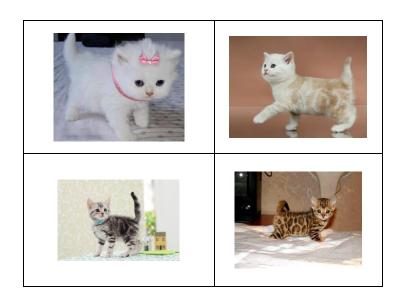
Group: Hamster
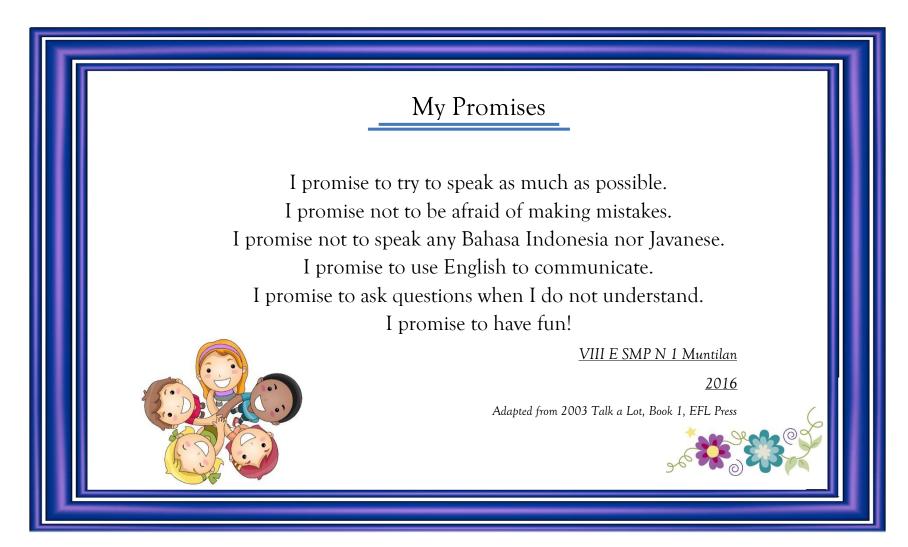
Group: Bird

Group: Kitten

APPENDIX K:
MY PROMISES

My Promises

I promise to try to speak as much as possible.

I promise not to be afraid of making mistakes.

I promise not to speak any Bahasa Indonesia nor Javanese.

I promise to use English to communicate.

I promise to ask questions when I do not understand.

I promise to have fun!

VIII E SMP N 1 Muntilan

2016

Adapted from 2003 Talk a Lot, Book 1, EFL Press

APPENDIX L:
CLASSROOM ENGLISH

English is fun!

greetings

Hi! Good morning.

Hello, Miss. Good morning!

Hi! Morning. How are you?

Hello! How's life?

I'm pretty good.

Everything's great.

I'm so happy.

I'm excited for the English class.

I'm excited for the game!

I'm fine.

I'm good.

I'm okay.

I'm so so.

Not too bad.

I'm a bit sad.

I'm a little bit sick

May I borrow your *pencil*?

Can I borrow your.....?

Can I ...., please?

Sure.

Of course.

Certainly.

Here it is.

Here you are.

Thanks!

Thank you!

Thank you so much.

Thank you very much.

Thanks a million.

Thank you bunches.

Thanks a bunch!

Many thanks.

Thank you for…

Anytime.

Sure.

That's okay.

You're welcome.

My pleasure.

It's my pleasure.

No problem.

That's all right.

Don't mention it.

I'm happy to help.

thank you

Excuse me, ma'am. I have a question.

How do you spell the word "butterfly"?

I'm sorry. Would you repeat your explanation?
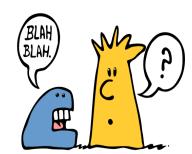
How do we say "papan tulis" in English?

Sorry?

Pardon?

Pardon me?

Excuse me ma'am. May I wash my hand?

May I go to the restroom, please?

May I go to the toilet, please?

BLAH BLAH.

?

GIRLS

BOYS

APPENDIX M:

SPEAKING ASSESSMENT TABLE

SPEAKING ASSESSMENT

Test Identity   **Rater's Identity**
Type   :   Name   :
Date   :   Status   :
                                Label   :

No.	Students' Name	Aspects of Assessment					Total Score
		PI	VE	F	G	IS	
4.							
5.							
6.							

Note   :
PI   : Pronunciation & Intonation
VE   : Vocabulary & Expression
F   : Fluency
G   : Grammar
IS   : Interactive skill
Score   : Total score of the five aspects

Rater _____,

_____*(name)*_____

APPENDIX N:

SPEAKING ASSESSMENT GUIDELINE

SPEAKING PERFORMANCE ASSESSMENT GUIDE

No.	Aspects of Assessment	Score	Indicator
1.	Pronunciation and Intonation (PI)	4 (Excellent)	Pronunciation and intonation are almost always very clear/accurate
		3 (Good)	Pronunciation and intonation are usually clear/accurate with a few problem areas
		2 (Fair)	Pronunciation and intonation errors sometimes make it difficult to understand what the student means
		1 (Poor)	Frequent problems with pronunciation and intonation often make it difficult to uderstand what the students means; serious non native accent
2.	Vocabulary and Expression (VE)	4 (Excellent)	Uses a variety of vocabulary
		3 (Good)	Uses a variety of vocabulary and expressions, but makes some errors in word choice
		2 (Fair)	Uses limited vocabulary and expressions
		1 (Poor)	Uses only basic vocabulary and expressions
3.	Fluency (F)	4 (Excellent)	Speaks smoothly, with little hesitation that does not interfere with communication
		3 (Good)	Speaks with some hesitation, but it does not usually interfere with communication
		2 (Fair)	Speaks with some hesitation, which often interferes with communication
		1 (Poor)	Hesitates too often when speaking, which often interferes with communication
4.	Grammar (G)	4 (Excellent)	Uses a variety of structures with only occasional grammatical errors
		3 (Good)	Uses a variety of grammar structures, but makes some errors
		2 (Fair)	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
		1 (Poor)	Uses basic structures, makes frequent errors
5.	Interactive Skill (IS)	4 (Excellent)	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction
		3 (Good)	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develops the interaction
		2 (Fair)	Tries to communicate, but sometimes does not respond appropriately or clearly
		1 (Poor)	Purpose isn't clear; needs a lot of help in communicating; usually does not respond appropriately or clearly

Note:

Maximum score : 4 x 5 = 20

APPENDIX O:

SPEAKING ASSESSMENT RESULT

SPEAKING ASSESSMENT RESULT

Test Identity

Test 1   : Pre-Test (January 9th, 2016)
Test 2   : Post-Test (February 11th,2016)

Rater Identity

R1   : Atik Dhamayanti
Status   : Researcher
R2   : Anita Kartikasari, M.Pd.
Status   : First Collaborator

No.	S	R	Pre-Test Score							Post-Test Score						
			Aspect of Assessment					Total Score	Mean	Aspect of Assessment					Total Score	Mean
			PI	VE	F	G	IS			PI	VE	F	G	IS		
1.	S1	R1	3	3	3	3	3	15	16	4	4	4	4	4	20	19.5
		R2	4	3	4	3	3	17		4	4	4	3	4	19	
2.	S2	R1	4	3	3	2	2	14	14.5	4	4	3	2	3	16	16
		R2	3	3	3	3	3	15		3	4	3	3	3	16	
3.	S3	R1	3	3	2	2	2	12	13	3	4	3	3	4	17	17
		R2	3	3	3	3	2	14		4	3	4	3	3	17	
4.	S4	R1	3	3	3	2	3	14	15	3	4	4	3	4	18	17.5
		R2	3	4	3	3	3	16		3	3	4	3	4	17	
5.	S5	R1	3	3	3	3	2	14	14.5	3	4	4	3	3	17	17
		R2	3	3	3	3	3	15		4	4	3	3	3	17	
6.	S6	R1	4	3	2	2	3	14	14.5	3	4	3	4	4	18	18
		R2	3	3	3	3	3	15		4	3	4	3	4	18	
7.	S7	R1	2	3	3	2	3	13	13	2	3	3	3	3	14	15
		R2	2	3	3	2	3	13		4	3	3	3	3	16	
8.	S8	R1	4	4	3	3	3	17	17.5	4	4	3	4	4	19	19

No.	S	R						Sum	Avg						Sum	Avg
		R2	4	4	3	4	3	18		4	4	3	4	4	19	
9.	S9	R1	3	3	3	3	4	16	16	4	3	3	4	4	18	18
		R2	3	3	3	4	3	16		3	3	4	4	4	18	
10.	S10	R1	3	3	3	2	4	15	14.5	4	3	4	3	4	18	17.5
		R2	3	3	3	2	3	14		3	3	4	3	4	17	
11.	S11	R1	3	3	2	3	1	12	12	3	3	2	3	2	13	13.5
		R2	2	3	2	3	2	12		3	3	3	3	2	14	
12.	S12	R1	2	3	4	2	3	14	14	3	4	4	2	4	17	17
		R2	3	3	3	3	2	14		3	3	4	3	4	17	
13.	S13	R1	2	3	3	3	3	14	14.5	3	4	3	4	4	18	18
		R2	3	3	3	3	3	15		4	4	3	4	3	18	
14.	S14	R1	3	3	2	3	2	13	12.5	4	4	3	3	3	17	15.5
		R2	2	3	2	3	2	12		3	3	3	3	2	14	
15.	S15	R1	3	4	4	3	3	17	17	4	3	4	4	4	19	18.5
		R2	4	4	3	3	3	17		4	3	4	4	3	18	
16.	S16	R1	3	3	2	3	2	13	12.5	4	3	3	3	4	17	17
		R2	2	3	2	3	2	12		3	3	4	3	4	17	
17.	S17	R1	2	3	4	2	3	14	14.5	4	4	4	2	4	18	18
		R2	3	3	3	2	4	15		4	3	4	3	4	18	
18.	S18	R1	3	4	2	2	3	14	15	3	4	3	3	4	17	17.5
		R2	3	4	3	3	3	16		4	4	3	4	3	18	
19.	S19	R1	3	3	3	2	2	13	12.5	4	3	3	3	3	16	15.5
		R2	3	3	2	2	2	12		3	3	3	3	3	15	
20.	S20	R1	2	3	3	2	3	13	14.5	4	4	3	2	3	16	17
		R2	3	4	3	3	3	16		3	4	4	3	4	18	

21.	S21	R1	3	3	3	2	2	13	13.5	3	3	4	2	3	15	15.5
		R2	3	3	3	3	2	14		3	4	3	3	3	16	
22.	S22	R1	3	2	3	2	2	12	12.5	4	3	3	3	2	15	15.5
		R2	2	3	3	2	3	13		3	4	3	3	3	16	
23.	S23	R1	3	3	3	4	3	16	16	4	3	3	4	4	18	18
		R2	4	3	3	3	3	16		4	4	3	4	3	18	

Note:
S   : Student
R   : Rater
PI   : Pronunciation and Intonation
VE   : Vocabulary and Expression
F   : Fluency
IS   : Interactive Skill
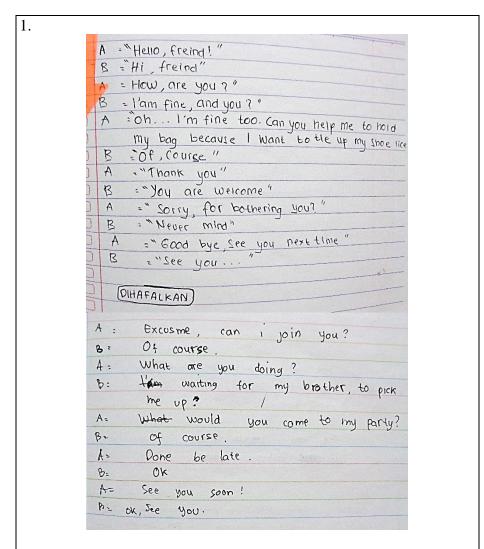
Rater 1,   Rater 2,

Atik Dhamayanti   Anita Kartikasari, M.Pd.
12202241002   19730401 200801 2 014

APPENDIX P:
PHOTOGRAPH

PHOTOGRAPHS

A. RECONNAISSANCE

1.

A = "Hello, freind!"
B = "Hi, freind"
A = How, are you?"
B = I'am fine, and you?"
A = "Oh... I'm fine too. Can you help me to hold my bag because I want to tie up my shoe lice
B = "Of, course"
A = "Thank you"
B = "You are welcome"
A = "Sorry, for bothering you?"
B = "Never mind"
A = "Good bye, See you next time"
B = "See you..."

DIHAFALKAN

A : Excusme, can i join you?
B = Of course.
A : What are you doing?
B : I'm waiting for my brother, to pick me up?
A = What would you come to my party?
B = Of course.
A = Done be late.
B = Ok
A = See you soon!
B = ok, See you.

Before the research is carried out, the students usually prepare what they want to say in the speaking practice.

B. CYCLE 1

1.

Several students are willing to come in front to write their answers to be discussed together but some others are not motivated yet.

2. A student helped me to paste the achievement board to the wall.
3. A student is pasting a star to the achievement board. The other students are looking at her.
4. The students have contributed their answers to be discussed later.
5.

Several students are pointed to be the captains of the groups.

6.

The rest of the students take lottery to decide to which group they belong.

7.

The students are having an information-gap activity in small groups, my collaborator and I as the teacher move around the class to provide some help.

8.

There are more students pasting stars to the achievement board (the winner of the information-gap activity).

9.

509

I am having some discussion with my collaborators.
10. The students raise their hands to contribute sentences to be discussed later.
11. The improvement on the students' being active can be observed from the increasing numbers of stars on the achievement board in the last meeting of cycle 1.

C. CYCLE 2

1.

The students consult the dictionaries a lot especially when they are having the pre-communicative activities.

2.

The last students are coming in front to write the answers to be discussed later.

3.

All students come in front to write their answers.

4.

No student stay on the seats.

5.

The students make a semantic web on the boards.

6.

In general, all students are enthusiastic in having the quizzes.

7.

Several students are chosen to be the captains of the groups.

8.

The students are having a survey to find their group members.

9.

514

The students are having an information-gap activity (*The Mystery Person*).
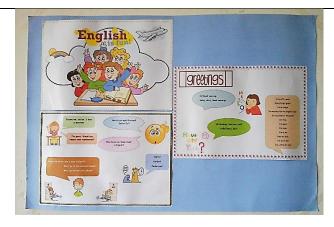
10.

The students employ their dictionaries and vocabulary books to help them communicate in English with their friends.

11.

These are a sample of the crowns worn by the captains and a sample of the sheets containing the promises that the students have to make in cycle 2.

12.

These are the classroom expressions and the promises script pasted to the class wall.

13.

The students participation in the teaching and learning process can be observed, among others, from the number of the stars they have.

APPENDIX Q:
LETTER

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRM/FBS/33-01
10 Jan 2011

Nomor	: 1447/UN.34.12/DT/XII/2015	Yogyakarta, 31 Desember 2015
Lampiran	: 1 Berkas Proposal	
Hal	: **Permohonan Izin Penelitian**	

Yth. Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE SPEAKING SKILL OF VIIIE STUDENTS IN SMP NEGERI 1 MUNTILAN THROUGH THE USE OF INFORMATION-GAP ACTIVITIES

Mahasiswa dimaksud adalah

Nama	: ATIK DHAMAYANTI
NIM	: 12202241002
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Januari – Februari 2016
Lokasi Penelitian	: SMP Negeri 1 Muntilan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMP Negeri 1 Muntilan

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PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 31 Desember 2015

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
    Provinsi Jawa Tengah
Di
        SEMARANG

Nomor : 074/2850/Kesbang/2016
Perihal : Rekomendasi Penelitian

Memperhatikan surat :

Dari   : Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta
Nomor   : 1447/UN.34.12/DT/XII/2015
Tanggal : 31 Desember 2015
Perihal   : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan Tugas Akhir Skripsi dengan judul proposal : *"IMPROVING THE SPEAKING SKILL OF VIII E STUDENTS IN SMP NEGERI 1 MUNTILAN THROUGH THE USE OF INFORMATION-GAP ACTIVITIES"*, kepada :

Nama   : ATIK DHAMAYANTI
NIM   : 12202241002
No. HP/Identitas : 085 868 101 030 / No. KTP. 3323146108930001
Prodi/Jurusan   : Pendidikan Bahasa Inggris
Fakultas   : Bahasa dan Seni, Universitas Negeri Yogyakarta
Lokasi   : SMP Negeri 1 Muntilan, Magelang, Provinsi Jawa Tengah
Waktu Penelitian : 31 Desember 2015 s.d 29 Februari 2016

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan/fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/ penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbanglinmas DIY.
4. Surat Rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

An. KEPALA
BADAN KESBANGLINMAS DIY
KABID KESBANG

Dra. AMIARSI HARWANI, SH, MS
NIP. 19600404 199303 2 001

Tembusan disampaikan Kepada Yth :
1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta;
3. Yang bersangkutan.

PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 1
MUNTILAN
Jalan Pemuda No 161 Telp.& fax (0293) 587021 Muntilan, KP 56415
Kabupaten Magelang
Web site : www.smpn1muntilan.sch.id/2009

SURAT KETERANGAN
NOMOR : 070 / 116 /20 .16.SMP/2016

Yang bertanda tangan di bawah ini .

Nama	: SUMARNO,S.Pd.
NIP	: 19571118 197903 1 001
Pangkat/ Gol	: Pembina, IV/a
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: Atik Dhamayanti
NIM	: 12202241002
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: FBS UNY

Mahasiswa tersebut diatas benar benar telah melaksanakan Penelitian di SMP Negeri 1 Muntilan dalam rangka memenuhi tugas Akhir skripsi (TAS) / Tugas Akhir Karya Seni (TAKS) dengan judul " **Improving the Speaking Skill of VIII E Students in SMP Negeri 1 Muntilan through the Use of Information - Gap Activities** "
Demikian keterangan ini dibuat untuk dapat dipergunakan seperlunya

Muntilan, 25 Februari 2016
KEPALA SEKOLAH

SUMARNO,S.Pd.
Pembina
NIP. 19571118 197903 1 001