

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
CONTEXTUALIZED SPEAKING TASKS TO XI-1 CLASS OF THE
OFFICE ADMINISTRATION DEPARTMENT AT SMKN 1 SLAWI IN
THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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



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2012**

APPROVAL

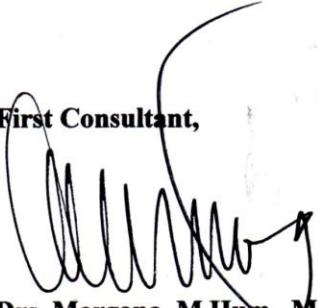
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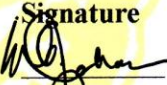



RATIFICATION SHEET

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH CONTEXTUALIZED SPEAKING TASKS TO XI-1 CLASS OF THE OFFICE ADMINISTRATION DEPARTMENT AT SMKN 1 SLAWI IN THE ACADEMIC YEAR OF 2011/2012

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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 orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 17, 2012

Penulis



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MOTTOS

Education is the best provision for the journey to old age.

- Aristotle -

The great aim of education is not knowledge, but action.

- Herbert Spencer -

Good teaching is one-fourth preparation and three-fourths theater.

- Gail Godwin -

DEDICATIONS

This thesis is dedicated to:

1. My Beloved Parents,

Bambang Pranowo, M.Pd. and
Endah Sulistyó Dwiwati, S.Pd.l.

2. My Brother and My Sister,

Bangkit Dwi Prasetyo, S.Si. and
Desy Tri Rahmawati

3. My Wife to be,

Hidayatul Muarifah, S.Pd.

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Finally, I realize that this thesis is far from being perfect. Therefore, I invite readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis is worth-contributing to all readers.

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LIST OF ABBREVIATIONS

1. AP : *Administrasi Perkantoran*
2. CLT : Communicative Language Teaching
3. EFL : English as Foreign Language
4. ESL : English as Second Language
5. LKS : *Lembar Kerja Siswa*
6. Mat : Material
7. PTS : Participants, Topics, Setting
8. R : Researcher
9. S ... : Student number ...
10. SMKN : *Sekolah Menengah Kejuruan Negeri*
11. T : Teacher
12. TLP : Teaching and Learning Process

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ABSTRACT

The objectives of this research study were: (1) to find out how contextualized speaking tasks are implemented to improve students' speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi (2) to find out how the use of contextualized speaking tasks can improve students' speaking ability in XI-1 class of Office Administration Department at SMKN 1 Slawi.

This research was action research. The steps of this research were reconnaissance, planning, conducting actions and observation, and having reflections. The subjects of this research were 36 students in XI-1 class of the Office Administration Department at SMKN 1 Slawi in the academic year of 2011/ 2012. The data in this research were qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the English teacher and the students, and asking the students' opinion about the teaching and learning process. Meanwhile, the quantitative data were obtained by assessing the students' speaking performance in the first and second cycles. Furthermore, this research applied triangulation to get trustworthiness. In addition, the validity of the data was obtained by applying a democratic validity, a result validity, a process validity, a catalytic validity, and a dialogic validity.

With regard to the actions, with the implementation of the two cycles, the following presents the result of the research. First, the use of contextualized speaking tasks enables students to communicate using English based on the context. Second, the improvement on the students' speaking ability was supported by the progress of the mean score of the first and the second speaking performances. In the first speaking performance, the mean was 6.92. The mean increased to be 7.49 in the second speaking performance. This implies that the contextualized speaking tasks are highly recommended to be applied in teaching and learning process of speaking.

CHAPTER I

INTRODUCTION

A. Background of the Problem

People communicate each other by speaking in order to get information. They communicate to others who speak in different languages. In order to convey their ideas and talk to people from different countries, they must be able to speak an international language as a means of communication. Nowadays, English is one of the international languages. Therefore, people are supposed to have English skills at least in speaking, in order to communicate well each other. However, oral skills have been neglected in EFL/ESL courses (Richards, 1990). The fact that English has become a means of International communication makes English regarded as one of the important subjects taught in the senior high school level in Indonesia. Students of senior high schools, include SMK, must learn English at schools in order to be able to speak English. The final goal of learning English is that students can use English in a real communication. Brown (2000) states that language learners need to be receptive both to those with whom they are communicating and to the language itself, responsive to persons and to the context of communication, and willing and able to place a certain value on the communicative act of interpersonal exchange.

In reference to Brown, it is clearly stated that the ability to speak English becomes the final goal of learning English. To achieve the goal, the teaching of speaking ability must be emphasized in the English teaching and learning process.

In order to achieve the final goal of English teaching and learning, i.e. speaking ability, an English teacher should emphasize the process of teaching speaking. However, in fact, the English teaching and learning process is not conducted ideally. For example, in SMKN 1 Slawi, English teachers do not concern to the students' speaking ability. They prefer giving all the materials in the books and doing the tasks only. They did not try to put the oral practices in the English teaching and learning process.

Besides doing the tasks in the books, students usually do the speaking activity only by reading the dialog given in the books. They learn the expressions given and then identify the expressions in the dialog only. They sometimes answer some questions in multiple choices which are related to the expression given before. As the product of their speaking activities, they usually make a dialog freely using the expressions which have been learnt before. Those activities do not enhance students' skills in speaking. Sometimes, the students do the multiple choice task in a form of dialog or completing dialog task in the written form.

In reference to the observation above, the researcher concludes that teaching speaking should be emphasized in the teaching and learning process in order to enable students to speak English fluently. The researcher proposes contextualized speaking tasks to be applied in teaching speaking.

B. Identification of the Problem

In reference to the background of the problem, the teaching and learning process of speaking needs to be emphasized. Emphasizing the teaching and learning process of speaking is closely related to the elements of the English teaching and learning process. The elements of English teaching and learning are teachers, students, materials, media, methods, and techniques. Those play important roles in the English teaching and learning process.

Richards (1985: 23) says that some instructional systems totally depend on the teacher as the source of knowledge and direction. Moreover, the teachers' role is as catalyst, consultant, diagnostician, guide, and model for learning. The teachers conduct the instructional system by limiting instructional content and direction into materials and lesson plans. They should find effective techniques, tasks, and materials in order to improve students' mastery in English, especially the speaking skill.

Besides teachers, students in English teaching and learning process play an important role as well. They should participate actively in English class. They

are supposed to speak at least in bilingual (English-Indonesian). In fact, they speak to others by using Indonesian or even Javanese instead of bilingual (English-Indonesian). In this issue, teaching speaking becomes the most crucial aspects to students in learning English especially for Vocational students. Besides they have to pass the national examination, they also have to be able to communicate in English in their future workplace.

The next element which the researcher refers to is media. In reference to the observation in XI-1 class of the Office Administration Department, the teacher rarely uses media in conducting the English speaking class. Therefore, the students usually learn speaking through their books only. As a result, they are still reluctant to speak because they cannot acquire a good model which can stimulate them to speak English well. The books do not give them a complete description and a real model.

In order to provide stimulus speaking materials through media, the researcher proposes to use a kind of video to get students' attention. Materials which are presented in a form of video can give a complete description of what the topic is, where/when the setting is, and who the participants are.

The last element is material which also plays a crucial role in exposing learners to the language. Dudley-Evans and John (1998: 171) imply that the material needs to present real language, as it is used, and the full language that learners require. In contextualizing the speaking tasks, the researcher needs

materials in a form of tasks which are appropriate to students' field, in this case, XI-1 class of the Office Administration Department at SMKN 1 Slawi. The inputs that will be given to students are based on their needs (which are stated in the curriculum) and in the form of native gambits (which allow them to speak naturally). Through contextualized speaking tasks, the students do not only imitate the given dialog but also elaborate the context of situation based on the topic, setting, and participants given.

C. Delimitation of the Problem

The problem of this research is limited only to the use of contextualized speaking tasks to improve students speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi.

The reason for delimiting the discussion only on contextualized speaking tasks is that, as discussed before, Mrs. Nurkhikmah is reluctant when conducting the speaking class and motivating the students to speak. Through contextualized speaking tasks, students are expected to get a complete description about topic, setting, and participants which should be involved in the speaking activity.

D. Formulations of the Problem

In reference to the background, identification, and delimitation of the problem above, the research can be formulated as follows.

1. How are contextualized speaking tasks implemented to improve students' speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi?
2. How can the use of contextualized speaking tasks improve students' speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi?

E. Objectives of the Research

In line with the formulations of the problem above, the objectives of the research are presented below.

1. To find out how contextualized speaking tasks are implemented to improve students' speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi.
2. To find out how the use of contextualized speaking tasks can improve students' speaking ability in XI-1 class of the Office Administration Department at SMKN 1 Slawi.

F. Significance of the Problem

There are two significance of this research, if the objectives of the research are achieved, namely, theoretical and practical. Those are as follows.

1. Theoretically, the research results gain more knowledge about theory and research results in implementing contextualized speaking tasks.
2. Practically, the research results benefit the English teachers at SMKN 1 Slawi in implementing contextualized speaking tasks to teach speaking; XI-1 class of the Office Administration Department at SMKN 1 Slawi in speaking English contextually; and other researchers in doing a research with the similar topic.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter presents a review of theories concerning relevant previous studies and the conceptual framework underlying the study. The relevant studies are classified in four main parts, i.e. speaking ability, teaching speaking, communicative language teaching, and context of situation.

1. Speaking Ability

Speaking as a productive skill becomes the most essential goal in learning a target language, in this case English (Scott: 2005). The following are some theories related to how essential the speaking is.

a. The nature of speaking

Luoma (2004: 9) states that the ability to speak a language covers linguistic descriptions of spoken language, speaking as interaction, and speaking as a social and situation-based activity. Linguistic descriptions of spoken language proposed by Luoma include the sound of speech, spoken grammar, and spoken words.

The sound of speech deals with how speakers make their speech meaningful. As speakers, consciously or unconsciously, people use their speech

to create an image of themselves to others. They tend to judge native/ non-native speaker status on the basis of pronunciation. The native speakers' standard for foreign language pronunciation is questioned on two main accounts. Firstly, all languages have different regional varieties and often regional standards as well. The standards are valued in different ways in different regions and for different purposes. Secondly, vast numbers of language learners learn to pronounce in a fully comprehensible and efficient manner, very few learners are capable of achieving a native-like standard in all respects. Communicative effectiveness, which is based on comprehensibility and probably guided by native speaker standards but defined in terms of realistic learner achievement, is a better standard for learning pronunciation. Pronunciation can refer to many features, such as individual sounds, pitch, volume, speed, pausing, stress and intonation. The accuracy focus of pronunciation depends on the purpose for which the scores will be used for that purpose.

In terms of spoken grammar, the first and second language learners' progress is often tracked according to the accurate grammatical forms that they produce. Generally, learning grammar is handy for judging proficiency because the full grammars of most languages are well known and available for use as performance standards. However, the grammar that is evaluated in assessing speaking should be specifically related to the grammar of speech.

Lastly, spoken words relate to descriptions of vocabulary use. Very ‘simple’ and ‘ordinary’ words are very common in a normal spoken discourse, and using these naturally in speech is likewise a marker of highly advanced speaking skills. Moreover, there is a core of phrases and expressions that are highly typical for speaking, which contribute to the listener’s impression of the speaker’s fluency. In addition, generic words are very common in spoken interaction. Even though they are not precise, they are fully comprehensible in the speaking situation because they talk about people, things, or activities.

Speaking as meaningful interaction refers to one of the various skills that language learners should develop and have. This type of speaking tends to be seen as something that individuals do. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking. In this case, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions, get something done, ask information, give information, etc.

Talking in different social situations deals with one set of features that has an influence on what gets said in a speech event and how it is said is the social and situational context in which talk happens. As Luoma (2004) quoted from Hymes (1972), the acronym of SPEAKING can be a framework that has so many categories because it is meant to be applicable to a large variety of social situations.

The SPEAKING framework lists the potential social and contextual factors influencing speech as Hymes (1972) in Luoma (2004) proposes. The acronym of SPEAKING can be defined as follows.

Situation includes the physical setting (for instance a classroom) and the nature of the event (for instance an end-of-term test of speaking). *Participants* cover speaker, hearer, audience, etc.; for instance, two examinees, an interlocutor and an assessor (whether present in the situation or absent; only listening to the interaction afterwards from tape). *Ends* are derived from conventional outcomes of the event, if any. For instance, accomplishing whatever task is the goal of the event, or producing a test score and verbal feedback. The ends also include the individual participants' goals, such as exposing the strengths and weaknesses of the examinees' speaking ability, showing one's ability to speak a foreign language at its best, or making fair and equitable assessments. *Act Sequence* is the form and content of speech acts; for instance of what is said, and the way it is said; how each act is spoken, and the sequence of acts in the discourse. *Key* consists of tone, manner, or spirit of act; for instance, supportive, friendly, open, formal, impersonal, tentative, and withdrawn. *Instrumentalities* are channel or mode, e.g. spoken, written, pre-recorded. Furthermore, the forms of speech are dialects, accents, and varieties used. *Norms* are divided into two, i.e. norms of interpretation and norms of interaction, such as right/responsibility to initiate topics, ask questions, express views, ask for clarification, explain, and elaborate. *Genres* are categorized as a joke, lecture, description, instruction, storytelling, presentation.

In conclusion, speaking as a meaningful interaction refers to one of the various skills that language learners should develop and have. Dealing with speaking, speakers should pay attention to some linguistic features such as, sound of speech, spoken grammar, and spoken words. The sound of speech includes pronunciation, accuracy, and fluency. While spoken grammar deals with structured sentences, spoken words deal with vocabulary uses.

b. Components of speaking skills

Speaking makes the use of words to an ordinary voice, uttering words, and understandable information. It is also a means of expressing somebody's ideas, having a communication with others, and making speech. Skill is the ability to do something well. Therefore, we can infer that speaking skill is the ability to make use of words or a language to express somebody's ideas in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. Furthermore, Hornby (1995: 826) implies that the ability functions to express our ideas, feelings, thoughts, and needs orally.

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Syakur (1987: 3) states that there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

The first component is comprehension. Comprehension is the ability to understand something. In an oral communication, speakers must understand what others say in order to have a good communication. An oral communication certainly requires a subject to respond to speech as well as to initiate it.

The second component is grammar as one of the micro skills which is needed by students. Grammar deals with arranging a correct sentence in a conversation which is in line with an explanation suggested by Heaton (1978: 5). He says that student's ability to manipulate structure and to distinguish appropriate grammatical form is appropriate. Grammar is used by students to learn the correct way to gain expertise in oral and written forms of a language.

The third component is vocabulary. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in a communication.

The fourth component is pronunciation. Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker constantly mispronounces a range of phonemes

that makes other speakers from another language community difficult to understand (Gerard, 2000:11).

The fifth component is fluency. Fluency in speaking is the aim of many language learners. Fluency can be defined as the ability to speak in a reasonably fast speed and a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown: 1987).

From the descriptions above, the researcher concludes that there should be at least comprehension, grammar, vocabulary, pronunciation, and fluency in speaking skill. In this case, the research should be focused on students' speaking ability in comprehending the context of a conversation. Furthermore, in this research study, the students are expected to notice a correct grammatical feature, vocabulary, pronunciation and fluency in their speaking skill.

c. Functions of speaking

Brown and Yule (1983) in (Richards, 2008: 21) make a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relation.), and the transactional functions (which focus on the exchange of information.). There are three parts of Brown and Yule's framework: *talk as interaction, talk as transaction, and talk as performance*. The description of each function is presented as follows.

1) Talk as interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone interaction with others. The aim of having conversation is casual or more formal depending on the circumstances and their nature that has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as having a primarily social function, reflecting role relationship, reflecting speaker’s identity, being formal or casual, using conversational register, and being jointly constructed.

Furthermore, some of the abilities involved in using talk as interaction are presented as opening and closing conversations, choosing topics, making small-talk, recounting personal incidents and experiences, turn-taking, interrupting, reacting to others. In brief, people must be able to speak appropriately in order to have interaction with others.

2) Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message, which makes oneself understood clearly and accurately, is the central focus here rather than the participants and the social interaction among the participants. In transactions, talk is associated with other activities. In this type of

spoken language, students and teachers usually focus on meaning or on talking their way to understanding (Jones 1996: 14).

The main feature of talk as transaction is a conversation which has information focus. The main focus is the message and not the participants. There are frequent questions, repetitions, and comprehension checks. However, linguistic accuracy is not always important here.

In addition, some of abilities involved in using talk as transaction are explaining a need or intention, describing something, asking questioning, confirming information, justifying an opinion, making suggestion, clarifying understanding, making comparison, and agreeing and disagreeing. Besides interaction with others for having socialization, people also have to be able to speak appropriately in order to have a transaction. In transactional circumstances, people should show their ideas on certain situation more clearly and accurately.

3) Talk as performance

The third type of talk which can clearly be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before audiences such as lectures, public announcement, and speeches.

Jones (1996: 14) states that spoken texts of lectures, public announcement, and speeches often have identifiable generic structure. The use of the language is more predictable. Because of less contextual support, the speaker

must include all necessary information in the text; hence the topic is as important as textual knowledge. While meaning is still important, there will be more emphasis on form and accuracy.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language.

The main features of talk as performance are there is a focus on both message and audience. It reflects organization and sequencing. Form and accuracy are important. Language is more like written language, and it is often monologic.

Furthermore, some of the abilities involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using appropriate opening and closing. It can be concluded that talk as a performance is more formal than two functions before. This is used by people to convey their ideas in order to get other people's attention.

Briefly, there are at least three functions of speaking. The first is talk as interaction which has primarily social function. The second is talk as transaction which conveys a message. This message consists of meaningful information

which makes somebody understood clearly and accurately. The third is talk as performance which transmits information before audiences.

2. Teaching Speaking

In reference to Hornby (1995: 37), teaching means giving the instruction to (a person): give a person (knowledge, skill, etc); while speaking means making the use of words in an ordinary voice. Therefore, teaching speaking is giving the instruction to a person to make the use of words in an ordinary voice. Briefly, it can also be said that teaching speaking is giving an instruction to a person in order to communicate with each other.

In teaching speaking, in reference to Brown (2000), there are five factors that should be considered in the classroom. Those are presented as follows.

a. Conversational discourse

A successful language acquisition is an ability to accomplish goals through interactive discourse with other speakers of the language. An interactive discourse can be made up in a conversational discourse. In this case, a conversational discourse matters to teach speaking. As Richards (1990: 67) states in Brown (2000), the conversation class is something of an enigma in language teaching. The goals and techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class. Conversation classes have ranged from quasi-communicative drilling to free,

open, and sometimes less discussions among students. Then, Brown discovered techniques for teaching students conversation rules for topic nomination, maintaining a conversation, turn-taking, interruption, and termination.

In brief, conversational discourse is such a communication through conversation which allows students to have their speaking ability to accomplish the goals of speaking to have a good conversation with others interactively.

b. Teaching pronunciation

In reference to Brown (2000), adult learners will never acquire native accents of foreign language. With the spread of English as an international language, native accents have become almost irrelevant to cross-cultural communication. In line with fluency and accuracy, pronunciation is a key to gaining full communicative competence. In addition, the most relevant features of pronunciation, i.e. stress, rhythm, and intonation are given higher priority than the role of articulation within words or phrases.

In conclusion, teaching pronunciation is one of the essential aspects of teaching speaking. Through pronunciation, language learners can measure their speaking skill, although recently some features of pronunciation are no longer relevant to cross-cultural communication. The main point of having conversation in foreign language is that everybody can understand each other.

c. Accuracy and fluency

In speaking English, in reference to Brown (2000), there are two important goals for speakers. They are accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing and natural) language. It is now clear that fluency and accuracy are both important goals to pursue. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

The speakers should focus on some elements such as phonology, grammar, and discourse. The speakers should also pay much attention to how accurate and fluent their speech.

d. Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible. Therefore, our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak. Teachers should create a good atmosphere in the classroom for students so that they can feel enjoyable for having speaking class.

e. The interaction effect

David Nunan (1991b: 47) notes a further complication in interactive discourse: what he calls the interlocutor effect, or the difficulty of a speaking task as gauged by the skills of one's interlocutor. In other word, one learner's performance is always coloured by that of the person (interlocutor) he or she is talking with. Their interaction in speaking is usually called as a conversation. Conversations are collaborative as participants engage in a process of negotiation of meaning. Therefore, the interaction effect plays important role in having a conversation among participants.

In line with the five factors of teaching speaking above, teachers in teaching speaking should pay attention to some principles of teaching speaking skills that are presented as follows (Brown: 2000).

- 1) Focus on both fluency and accuracy
- 2) Provide intrinsically motivating technique
- 3) Encourage the use of authentic language
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies

From the theories of teaching speaking above, it can be concluded that teachers play the most important role in teaching speaking. An English teacher should pay much attention to students' speaking ability. Therefore, he/ she focuses on students' fluency and accuracy, encourages students to speak, and gives appropriate feedback.

3. Communicative Language Teaching (CLT)

In reference to Richards (2006: 22), communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. Through this approach, it is expected that students will learn to speak English communicatively. Furthermore, students should use English effectively in their environment especially in the form of speaking. Besides as a means of communication, students also need knowledge of linguistic forms, meaning, and function of English.

In addition, there are two components of CLT that will be explained briefly as follows, i.e. the characteristics and the principles of CLT.

a. The characteristics of CLT

To achieve a successful English classroom, teachers should consider the approach of teaching as well. Since the goal of speaking is to communicate, the researcher refers to Communicative Language Teaching in teaching speaking. The characteristics of CLT as proposed by Brown (2001: 43) are presented as follows.

- 1) Classrooms goals are focused on all of the components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic.
- 2) Organizational language forms are not the central focus, but rather aspect of language that enables the learners to accomplish those purpose.

- 3) Fluency is more important than accuracy in order to keep learners meaningfully engaged in language use.
- 4) Students in communicative class ultimately have to use the language productively and receptively. Classroom tasks must equip students with the skills necessary for communication.
- 5) Students are given opportunities to focus on their own learning process through the development of appropriate strategies for autonomous learning.
- 6) The role of teacher is that of the facilitator and guide, not an all-knowing best-over of knowledge.

The characteristics above are used as a reference for the researcher in conducting a study on implementing contextualized speaking tasks to students.

b. The principles of CLT

Besides characteristics of CLT above, there are also some principles of CLT which the researcher refers to. Richards (2006: 22-23) proposes ten principles of current communicative language teaching as follows.

- 1) Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- 2) Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
- 3) Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
- 4) Communication is a holistic process that often calls upon the use of several language skills or modalities.
- 5) Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- 6) Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- 7) Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

- 8) Successful language learning involves the use of effective learning and communication strategies.
- 9) The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- 10) The classroom is a community where learners learn through collaboration and sharing.

The researcher also uses the principles above as a reference in conducting speaking class. From those principles, it can be concluded that learners in CLT term must communicate actively. They are expected to use English in the classroom especially as a means of communication. In implementing the materials, the teacher was as a facilitator and learners are participants as well as communicators.

4. Context of Situation

It is clear that the context of a situation in teaching speaking provides learners with meaningful concepts in their minds which enable them to easily keep the language data in their long-term memory instead of short-term memory. It is based on the theory that meaning of language is likely to be clearly revealed when it is put in context. The meaning of language cannot be separated from its context (Nida, 1984). Through the context second language learners are believed to maximally learn and acquire the target language. Cummins in Celce-Murcia and Olshtain (2000) states that second language learners tend to easily acquire the

target language when contextualized and interactive language use of the target language is utilized.

In fact, most English teachers tend to de-contextualize the target language when they develop tasks of any language skill including speaking. For example, when they teach speaking, English teachers often give conversational gambits and ask them to drill and memorize them without putting them in their contexts. In other words, second language instruction is conducted with word lists followed by meaningless exercises and drills. Students are then given an example of a dialog and asked to read the dialog in turns followed by answering questions in reference to the dialog given. In some dialogs, the characters or participants are labeled with the use of capital letters A and B which do not represent the participants. Look at the example of a dialog below.

- A : Hi, Steven. It's been long time I've never seen you. How are you?
 B : I'm fine. Thanks.
 A : By the way. Are you still in Global International?
 B : No. I haven't been there since two months ago.
 A : So, where do you work now?
 B : I work for Manders.
 A : Where is it?
 B : It's on 25 Salmbury Street, London.
 A : Oh, I see. And what do you do there?
 B : I'm a Sales Director. Oh, I'm sorry I must go now. Please call me if you have time. Here is my telephone number.
 A : Oh-One-Four-Five-Four-Seven-Three-Double Nine-Two. Okay I'll call you See you then.
 B : Bye.

(Taken from Bahasa Inggris XI SMK Semester 1 page 42)

There are also many dialogs which are not contextual. The dialogs are not accompanied by the context of a situation including topic and setting. This directly or indirectly influences the failure of second language learning and acquisition. Look at another example of a dialog as follows.

Dewi : Do you know the boy who is standing over there?
 Umi : Which one? Do you mean the boy who is talking to Rudy?
 Dewi : Yes, I do.
 Umi : The boy who is talking to Rudy is Andy.
 Dewi : Is he a new student here?
 Umi : Yes, he is. He comes from Yogyakarta.

(Taken from Bahasa Inggris XI SMK Semester 1 page 30)

As previously described, language cannot be separated from the context as it describes how language works according to the situation. The term *context* is successfully defined by many linguists. Nunan (1993:7) defines a context as the situation that confers ‘rise to the discourse and within which the discourse is embedded’. The term *discourse* refers to ‘stretches of language perceived to be meaningful, unified, and purposive’ (Cook, 1989:156). In reference to Cook (1989), the meaning of discourse is different from text which is defined as a stretch of language interpreted formally without context. Different to Cook’s definition, Brown and Yule (1983) state that text is a technical term to ‘refer to the verbal documentation of a communicative act’. While, Nunan (1993) employs the term *text* to refer to any written record of a communication event. The text can be spoken text (a casual conversation, a shopping transaction, a lecture, and others) and written text (poems, newspapers, advertisements, and the like).

According to him, the term *discourse* to deal with the interpretation of the communicative event in context.

Furthermore, Nunan (1993:7) claims that context is divided into two, namely the linguistic context and non-linguistic context. The former refers to the language that surrounds the part of discourse. The latter is concerned with experiential contexts within which the discourse occurs. The non-linguistic context includes the type of a communication event, the topic, the purpose of the event, the setting, the participants and the relationships between them, and the background knowledge and the assumption that underlie the communicative event.

In reference to the discussion above, according to Margana (2011), there are at least three contextual factors that English teachers should consider when they develop the context of conversational events used in teaching speaking. The three elements include the participants, topics, and setting abbreviated as PTS. Those factors are very important to contextualize the use of the target language as language is social in nature.

To develop the context, the English teachers may refer to the following issues. First, the English teachers should think the participants of the dialog and give a description of the relationship that they have. This determines that selection of the words used in the dialog. They also should give the setting of dialogs in order that students do not get confused of comprehending the dialog as

the setting facilitates students to decide whether the dialog is formal or non-formal, relaxed or serious, and the like. Next, English teachers also present the topics and the types of communicative events which lead students to gaining the meaningful context. The following presents a description how context is established (Margana: 2011).

Participants (P)	Topics (T)	Setting (S)
Who are involved in the communication?	What do they talk about?	Where does the communication take place?
What is the relationship between them?	What is the purpose of the communication?	When do the participants conduct a communication?
What social backgrounds do the participants have?	How is the topic conveyed?	What social environment is it?

In reference to the three above issues, the following provides some examples of the dialogs used for teaching speaking which consist of the context of the situation.

In the break time, John, a student of senior high school of Newcastle, is recounting a series of stories to his classmate, Mary, about getting lost while going to a Wanga Wanga village with his family members to enjoy holiday. The following presents their dialog.

Study the following dialog and act it out.

Mary : Hi, John. How is your life?
 John : I am fine, thanks. What about you?
 Mary : I am okay. Thank you. John, tell me what you did on your vacation.
 John : Well, last week my uncle and his family members, my parents, and I went to Wanga Wanga to have our vacation. But, we got lost when we got there.
 Mary : Oh really. How come?

- John : My father forgot the way to the Wanga Wanga village. At that time, there was a sharp turn at the end of the village. My mother asked him to turn left without looking at the map. Then he turned left. You know we found a cemetery.
- Mary : My goodness.
- John : My uncle and his family members followed us. My father should have gone on another twenty yards. But it was getting back into the traffic stream that was the difficulty. All cars stopped because of my father.
- Mary : What happened then?
- John : Finally, there was a policeman handling the jam and guiding us to the Wanga Wanga village.
- Mary : Oh... good. It was an interesting experience, wasn't it?
- John : Yes. I hope it does not happen again in the future. Anyway, the bell is ringing. Let's have a class.
- Mary : Alright. Let's go.

With regard to the above discussion, it can be concluded that English teachers should pay more attentions in designing the materials or tasks for speaking. There should be a clear context of situation in order to persuade the learners to save the context in a long-term memory. Therefore, the target language learners can acquire the language better.

5. Theories of Tasks

a. Definition of tasks

Ellis (2003: 16) defines task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning

and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productivity or receptive, and oral or written skills and also various cognitive processes.

In reference to Skehan (1998: 9), when doing the tasks, learners are expected to communicate the target language to achieve the outcome of the activities. He also draws on five key characteristics of task as follows.

- 1) Meaning is primary.
- 2) Learners are not given other people's meaning to regurgitate.
- 3) There is some sort of relationship to comparable real world activities.
- 4) Task completion has some priority.
- 5) The assessment of the task is in term of outcome.

Furthermore, tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative, since it provides a purposes for classroom activity which goes beyond the practice of language for its own sake (Richards, Platt and Weber: 1985).

In reference to Breen (1987:23), task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

b. The effective tasks

In reference to Nunan (2004: 31), there are some criteria for judging the effective and worth tasks. He suggests the effective tasks should fulfill some requirements. Those are presented as follows.

- 1) A task should promote attention to meaning, purpose, and negotiation.
- 2) A task should encourage attention to relevant data.
- 3) A task should draw objectives from the communicative needs of students, require input from all learners in term of knowledge, skills, and participations.
- 4) A task should define a problem to be worked through by students, centered on the students but guided by the teacher.
- 5) A task should provide monitoring and feed-back of the students and the tasks.
- 6) A task should ensure cost effectiveness and a high return on investment (the effort to master given aspects of language should be functionally useful, either in communicating beyond the classroom).

c. The components of tasks

In a task, there are some components that should be considered. Moreover, Shavelson and Stern (1981) suggest the six components of a task. Those are presented as follows.

- 1) Contents: the subject matter to be taught.
- 2) Materials: the things that learners can observe/manipulate.
- 3) Activities: the things that learners and teachers will be doing during a lesson.
- 4) Goals: the teachers' general aims for the task (these are much more general and vague than objectives).
- 5) Students: their abilities, needs and interests are important.
- 6) Social community: the class as whole and its sense of 'groupness'.

Furthermore, Candlin (1987), suggest that tasks should contain input, roles, setting, action, monitoring, outcomes, and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in the task. Setting refers to where the task takes place – either in the class or in an out-of-class arrangement. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the tasks in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the tasks.

B. Conceptual Framework

One of the purposes of learning English generally is to be able to speak fluently. Since speaking is one of the main skills of English, many language learners regard it as the most important skill to measure their English mastery. Therefore, the teaching and learning English especially speaking must ideally interactive and communicative.

In fact, the teaching and learning English especially at SMKN 1 Slawi, the students still have difficulty in speaking. It is proven by a condition in which there are few students who speak English quite fluently. The only reason that makes the students are still reluctant to speak English is inappropriate speaking tasks. The English teacher usually uses students' supplementary book (*Lembar Kerja Siswa/ LKS*) to teach the students speaking. The form of the speaking tasks is in a form of dialog. The students usually do the task by reading the dialog then answer the questions related to it. Sometimes, they act the dialog out. Therefore, the students speak in English less contextually, less communicatively, and less naturally.

To overcome the problems above, the researcher tried to improve the students' speaking ability through contextualized speaking tasks. In constructing the speaking tasks, it should regard some linguistic features, such as pronunciation, nature of spoken grammar, and spoken vocabulary. The speaking tasks must fulfill some aspects in which include of participant (who the people

involve), topic (what the conversation is about), and setting (where/ when the conversation occurs). It is strengthened by Cummins in Celce-Murcia and Olshtain (2000) who states that second language learners tend to easily acquire the target language when contextualized and interactive language use of the target language is utilized.

The contextualized speaking tasks are expected to make students thinking about the situation of the speaking context. They do not only read the dialog as their input but also elaborate the context given. This makes students speaking more interactively, communicatively, and naturally. Then, the students' speaking ability is expected to be improved by giving them some actions on this research.

CHAPTER III

RESEARCH METHODS

A. Type of Research

In reference to the purpose of this research, this research method is defined as action research because it tries to find out the truth of actual actions. The actions are based on planning, acting, observing, and reflecting. All parties involved work together in finding the obstacles and weaknesses of the teaching and learning process by identifying the problem, planning the actions, carrying out the actions, and doing an observation and a reflection of the actions which were implemented.

B. The Target Community Setting

This research was carried out in SMKN 1 Slawi. SMKN 1 Slawi is one of vocational schools which is situated on Jl. KH. Agus Salim, Slawi, Tegal, Central Java. It has 4 study programs, i.e. Accounting study program, Office Administration study program, Marketing study program, and Computer Networking Engineering study program. The total number of students in SMKN 1 Slawi in the academic year 2011/2012 is 1208 students which are derived from the 4 study programs. SMKN 1 Slawi has 1 principal, 4 vice principals, 74 teachers, and 18 staff members.

There are some facilities available to support the teaching and learning process, such as a library, a mini market as Accounting and Marketing study programs' laboratory, a computer laboratory, and a language laboratory. Each facility is used well in order to improve the practice of the students.

C. Subjects of the Research

This research involved a number of people, i.e. the researcher, the English teachers, and the students. Meanwhile, the research members were the English teacher of XI-1 class of the Office Administration Department at SMKN 1 Slawi, the students of XI-1 class of the Office Administration Department at SMKN 1 Slawi in the academic year of 2011/2012, and the researcher.

D. Place and Time of the Research

The research was conducted in XI-1 class of the Office Administration Department at SMKN 1 Slawi in the academic year of 2011/2012. It was carried out on July 21st, 2011 to August 3rd, 2011, in the first semester of the academic year of 2011/2012. It was conducted in 4 meetings. The English teaching and learning activities in this class were carried out 3 times a week, 80 minutes for each meeting. The English class was held every Tuesday, Thursday, and Friday.

E. Techniques of Data Collection

The data of this research were qualitative and quantitative. The qualitative data were in forms of a list of problems, transcripts of interview, and vignettes of classroom observation. Then, the quantitative data were in forms of scores.

The qualitative data were obtained by interviewing the English teachers and students and observing the English teaching and learning process of XI-1 class of the Office Administration Department at SMKN 1 Slawi in the academic year of 2011/2012.

The quantitative data were in the form of evaluation scores. The scores were obtained by assessing the students' speaking performance. The students' speaking performance was assessed twice i.e. after Cycle 1 and after Cycle 2.

F. The Analysis of the Data

The analysis of the data was presented by the reflection of cycles of the research. The qualitative data were derived by doing the classroom observations and interviews. After that, the vignettes and interview transcripts were obtained to be selected, simplified, and transformed by summarizing and paraphrasing. The obtained data were used to interpret the data in the reflection.

Meanwhile, the quantitative data were derived from the students' speaking performance. The students' speaking performance tests were scored by using speaking rubric proposed by Purwaningsih (2009) with some modification. The

scores of the students' speaking performance tests were computed by using Microsoft Excel program to find out the mean and standard deviation. The scores were used to analyze the improvement from each student. Furthermore, it could be seen whether there was any improvement or not by conducting some actions through implementing contextualized speaking tasks.

G. Data Validity and Reliability.

In this research, there were five validities of the research. They are democratic validity, result validity, process validity, catalytic validity, and dialogic validity.

The first validity was democratic validity. This was done by interviewing the research members. The English teacher and the students of XI-1 class of the Office Administration Department at SMKN 1 Slawi were given an opportunity to give their opinions, ideas, advice, and comments about the implication of the actions.

The second validity was result validity. The results of the action in each cycle were considered to measure whether the action was successful or not. A problem solving which was used to modify the next cycle was taken from the first results.

The third validity was process validity. This relates to dependability and competency of the research. This was applied to validate the data by observing

the teaching and learning process during the implementation. To avoid the subjectivity, the researcher used the triangulation. Triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data are likely to be valid'. Through in-depth interviews to the students and the English teacher, and also classroom observations, the different opinions of some respondents were identified to get valid data in common.

The fourth validity was catalytic validity. The catalytic validity was related to how the stakeholders respond to the changes occurring. The English teachers of SMKN 1 Slawi used the contextualized speaking tasks for further teaching and learning of speaking.

The last validity was dialogic validity. The dialogic validity meant that the stakeholders were able to participate in the process of the research. The researcher often shared ideas, notions, and opinions related to the implementation of the actions with the English teacher.

The reliability of the data was gained by giving the genuine data. Those were audio records, pictures of teaching and learning, vignettes of the teaching and learning, and interview transcripts.

H. Procedure of the Research Study

This research was done in two cycles. A cycle is a series of activities which consists of planning, implementing, evaluating, and reflecting of the

problems. In this research, there were 3 actions which were implemented. The procedures are presented as follows.

1. Reconnaissance

The first step in reconnaissance was identifying the field problems. The researcher observed the class to identify the obstacles and the problems. The researcher conducted interviews to the other research members. The researcher and the English teacher identified the problems which were necessary and visible to be solved collaboratively. The second step was making a list of problems. The researcher collaborated with the English teacher to list the problems which were based on the level of difficulty. The third step was selecting the problems. The researcher and the English teacher selected the problems which were based on the level of urgency. After that, the researcher and the English teacher determined the visible problems to be solved.

2. Planning

After deciding the problems, the researcher and the English teacher discussed some plans that were appropriate to overcome the problems. The collected data from the reconnaissance were processed to create some actions to be implemented. By conducting the plans, it was expected to increase students' speaking ability.

3. The Actions and the Observation

The researcher collaborated with English teacher in implementing the actions. The researcher observed the teaching and learning process of speaking and recorded the students' responses and reactions when/ after the actions took place. In reference to the observation, records, and notes, the researcher discussed collaboratively the actions and the changes that occurred with other research members. The actions were implemented in two cycles. Cycle 1 was conducted in two meetings and so was the Cycle 2. The topic which was used in the implementation was related to the current vocational curriculum and students' major as well.

4. Evaluating and Reflecting

The evaluation and the reflection were done after every cycle was completed. These were important to be done because these were used to measure whether the actions which had been implemented were successful or vice versa.

The researcher and the English teacher evaluated and analyzed the effects, obstacles, and other possibilities of developing and conducting the actions. Then the researcher got responses from the students as well through the interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents descriptions of the steps conducted by the researcher. The first step is reconnaissance. In this step, the researcher observed and identified the problems which occurred in the English teaching and learning process. The observation and the identification of the problems were focused on students' speaking ability in the classroom. After finishing the observation and identification of the problems, then the researcher designed the syllabus and conducted the action in two cycles. The action consists of four steps. They are planning, action, observation, and reflection. The whole steps which were conducted in this study are presented as follows.

A. Reconnaissance

The research process was begun with the formulation of the problems identified in the English teaching and learning process. The researcher did an observation in the classroom and interviewed the English teacher to identify the problems which occurred in the English teaching and learning process. The reconnaissance steps are presented as follows.

1. Observation in the Classroom during the Teaching and Learning Process

To obtain the information about the problems occurring in XI-1 class of the Office Administration Department at SMKN 1 Slawi, the researcher conducted a classroom observation of the English teaching and learning process. In reference to the observation and interview, the English learning and teaching process in XI-1 class of the Office Administration Department at SMKN 1 Slawi had some problems. Those are presented as follows.

- (4: 1) After introducing the researcher, **the teacher asked the students “where were we in the last meeting?”**, the students directly opened their LKS (students’ book) and some of them answered the question **“halaman 18, Ma’am soal question tag”**. “It’s for homework, right?” asked the teacher. Most of the students replied, “Yes”. Then, the teacher and the students discussed the homework about question tag. After discussing the homework, the teacher asked them to pay attention to the new topic.
- (V/1/XI-1/2/June/2011)**

The vignette above implies that there was a problem related to the speaking materials. The speaking materials were in the supplementary book which consists of speaking activities in the form of written tasks.

- (4: 2) The new topic was about telephone handling. The first activity done by the students was activity 1. **The teacher asked the students some questions in the textbook. “Have you ever made a phone call?”** asked the teacher. **Nobody answered for a while.** The class was less enthusiastic, not many students answered the teacher’s question although they still paid attention to the topic. Waiting for a moment, a female student answered, “Yes, *pernah* Ma’am?” continuing the next question, T: “What do you say first?” S: “Hello, *Assalamu’alaikum*” T: “Okay, Good Vita. How about the others? Have you ever received a call?” another female student answered “Yes, I have, Ma’am” “What do you ask to the caller?” “*Kalau gak*

*ada namanya di HP ya saya tanya, ini siapa ya? ”. Then, the teacher said, “Great!” The teacher asked the students to open LKS on page 23. After that, she explained some expressions in English which are usually used in telephone handling. **Actually, the topic of telephone handling given by the teacher was about personal telephoning. Therefore, the topic of the materials was related to the students’ life as teenagers but not related to the students’ study background as the Office Administration Department students.***
(V/1/XI-1/2/June/2011)

The vignette above implies that there were two problems. The first problem is about the atmosphere during the English teaching and learning process. It was less interactive and/ less communicative. It also showed that the students had low motivation to speak English. The second problem is the speaking materials were not appropriate to the students’ study background.

- (4: 3) It had been 60 minutes. After explaining session, the teacher asked the students to practice the expression with some examples in the following activity. After doing some practices, the students did the following activity. **The activity was a completion dialog.** They did it individually, but it was possible for them to have a discussion with friends. **The teacher then asked the students to discuss the dialog together. However, the atmosphere was still less interactive for the speaking class.**
(V/1/XI-1/2/June/2011)

The vignette above implies that there were two problems. The first problem is about the students who had less chance to practice the English tasks orally. The second problem is about the atmosphere during the English teaching and learning process that was less interactive and/ less communicative.

- (4: 4) Next, the students did another activity. **The activity was arranging expressions which were put in jumbled order.** They did the activity quite smoothly. At the end of the lesson, the teacher gave them homework to review the topic.
(V/1/XI-1/2/June/2011)

The vignette above implies that there were two problems. The first and second problems are about the students who had less chance to practice the English tasks orally and the speaking activities were mostly in the form of written tasks.

The next data are the teacher's opinion as presented in the following interview transcript.

- (4: 5) R : *"Saya kan sudah membuat proposal skripsi, dan tema saya tuh tentang Speaking."* (I have made a thesis proposal and my topic is about Speaking) *"Kira-kira kalau pengajaran speaking di sekolahan ini bagaimana ya bu?"* (**How is the teaching speaking in this school?**)
T : *"Kalau saya mengajar Speaking, anak-anak sini masih banyak yang kurang bisa mengikuti."* (**When I am teaching Speaking, there are still many students who cannot follow the lesson well.**) *"Mungkin karena harus ngomong pake Bahasa Inggris, jadi mereka suka gak PD."* (**It might be because they have to speak in English, so they don't have enough self-confidence to speak.**)
(I/1/T/2/June/2011)

The interview above implies that the students showed low motivation to speak English because they had low self-confidence.

- (4: 6) T : “*Kira-kira bentuknya akan pakai instrumen apa ya Mas Eko?*”
(What will the instruments be?)
 R : “*Ehm, kalau saya lihat dari buku yang dipakai, sepertinya task speaking yang sudah ada kurang begitu mewakili anak-anak untuk berlatih.*” (Ehm, **after I saw the book used by the students, I think the speaking tasks have not represented the students’ background yet for practicing.**) “*Sepertinya terlalu teks book gitu Bu.*” (I think it’s too deep in written text.)
(I/1/T/2/June/2011)

The interview above shows that there was a problem related to the speaking materials. The speaking activities were mostly in the form of written tasks.

The field problems occurring during the teaching and learning process can be seen in Table 1.

2. Identification of the Field Problems

After doing the classroom observation, the researcher and the English teacher made a list of the field problems. Most of the problems were related to the students’ speaking ability and speaking activity. The problems are presented as follows.

Table 1. The problems of the English teaching and learning process in XI-1 class of the Office Administration Department at SMKN 1 Slawi

No.	Problems	Codes
1.	The atmosphere during the English teaching and learning process was less interactive and/ less communicative.	TLP
2.	The students showed low motivation to speak English.	S

(continued)

(continued)

No.	Problems	Codes
3.	The students had low self-confidence to speak English.	S
4.	The students had less chance to practice the English speaking tasks orally.	S
5.	The speaking materials were not appropriate to the students' study background.	Mat
6.	The speaking activities were mostly in the form of written tasks.	Mat
7.	The speaking tasks were in the supplementary book.	Mat

S : Students TLP : Teaching and Learning Process Mat : Material

3. Weighing of the Identified Field Problems Based on the Level of Urgency

After the field problems were identified, those were weighed based on the level of urgency. These problems were taken because they influenced other problems. Therefore, these problems need to be solved soon. The students' speaking ability was expected to improve if these problems were minimized. The urgent problems are presented as follows.

Table 2. The urgent problems of the English teaching and learning process in XI-1 class of the Office Administration Department at SMKN 1 Slawi

No.	Problems	Codes
1.	The atmosphere during the English teaching and learning process was less interactive and/ less communicative.	TLP
2.	The students had low self-confidence to speak English.	S
3.	The students had less chance to practice the English speaking tasks orally.	S
4.	The speaking materials were not appropriate to the students' study background.	Mat
5.	The speaking activities were mostly in the form of written tasks.	Mat

S : Students TLP : Teaching and Learning Process Mat : Material

4. Selection of the Identified Field Problems Based on the Feasibility

The feasible problems to be solved were determined by considering time and the ability of the researcher to conduct the research. The result of the selection of the identified field problems based on the feasibility is presented as follows.

Table 3. Selected Problems Based on the Feasibility to be Solved

No.	Problems	Codes
1.	The atmosphere during the English teaching and learning process was less interactive and/ less communicative.	TLP
2.	The students had low self-confidence to speak English.	S
3.	The students had less chance to practice the English speaking tasks orally.	S
4.	The speaking materials were not appropriate to the students' study background.	Mat
5.	The speaking activities were mostly in the form of written tasks.	Mat

S : Students TLP : Teaching and Learning Process Mat : Material

5. Pre-requisite Analysis

After determining the problems the feasibility, the researcher formulated a pre-requisite analysis based on the feasible problems as listed in the Table 4. This was aimed at finding the cause-effect and the relationship among the problems. Firstly, the researcher arranged the problems in such an order that each problem naturally had a cause-effect relationship with the other problems. The pre-requisite analysis is presented in Table 4 as follows.

Table 4. Pre-requisite analysis

No	Causes	Effects
1.	The speaking tasks were in the supplementary book.	The atmosphere during the English teaching and learning process was less interactive and/ less communicative.
2.	The students showed low motivation to speak English.	The students had low self-confidence to speak English.
3.	The speaking tasks were in the supplementary book.	The students had less chance to practice the English speaking tasks orally.
4.	The speaking tasks were in the supplementary book.	The speaking materials were not appropriate to the students' study background.
5.	The speaking tasks were in the supplementary book.	The speaking activities were mostly in the form of written tasks.

6. Determining the Actions to Overcome the Selected Field Problems

After formulating the pre-requisite analysis, the researcher decided to conduct some actions to overcome the problems. The researcher proposed contextualized speaking tasks to improve the students' speaking ability. The topics of the speaking tasks were synchronized with the students' study background. The contextualized speaking tasks also allowed students to speak more communicatively and contextually. Table 5 presents the actions of this research.

Table 5. The actions applied in the research

No.	Problems	Actions
1.	The students had low self-confidence to speak English.	Giving the students more chance to speak during the English teaching and learning process.
2.	The students had less chance to practice the English speaking tasks orally	
3.	The speaking materials were not appropriate to the students' study background.	Using some speaking topics which were contextual to the students' study background.
4.	The speaking activities were mostly in the form of written tasks.	Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently.
5.	The atmosphere during the English teaching and learning process was less interactive and/less communicative.	Applying some new speaking activities which were more interactive and communicative.

The researcher took an action by giving the students more chance to speak during the English teaching and learning process to overcome the first problem i.e. the students had low self-confidence to speak English. By giving the students more chance, it was expected to allow the students to share their idea freely to increase their self-confidence to speak English.

The researcher proposed to give the students more chance to speak during the English teaching and learning process to overcome the second problem i.e. the students had less chance to practice the English speaking tasks orally.

The researcher used some speaking topics which were contextual to the students' study background, such as telephone handling on business and taking-leaving messages to overcome the third problem i.e. the speaking materials were

not appropriate to the students' study background. Through the contextual topics, the students were expected to get used to speak English which was related to their study background.

The researcher implemented the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently in order to create the speaking activities in the form of oral tasks.

The researcher applied some new speaking activities which were more interactive and communicative to overcome the fifth problem i.e. the atmosphere during the English teaching and learning process was less interactive and/ less communicative. It was intended to make the students active in the classroom, so the atmosphere of the English teaching and learning process became interactive among the participants in the classroom.

B. The Report of Cycle 1

1. Planning

Considering the selected problems, the researcher and the English teacher planned some actions which referred to the use of contextualized tasks. By conducting the actions, the researcher expected the problems in the speaking class in XI-1 class of the Office Administration Department at SMKN 1 Slawi to be overcome. The following table presents some expectations related to the actions which were conducted in the speaking class.

Table 6. The problems and the expectations

No.	Problems	Expectations
1.	The students had low self-confidence to speak English.	The students had self-confidence to speak English.
2.	The students had less chance to practice the English speaking tasks orally	The students had more chance to speak English during the English teaching and learning process.
3.	The speaking materials were not appropriate to the students' study background.	The speaking materials were appropriate to the students' study background.
4.	The speaking activities were mostly in the form of written tasks.	The speaking activities were mostly in the form of real conversation.
5.	The atmosphere during the English teaching and learning process was less interactive and/less communicative.	The atmosphere during the English teaching and learning process became interactive and/communicative.

2. Actions and Observations

Due to the time limitation, Cycle 1 was done in two meetings. The first meeting was held on Thursday, July 21st, 2011 and the second meeting was held on Saturday, July 23rd, 2011. The implementation of the actions could be seen in the English teaching and learning process which were done in each meeting. Here, the English teacher of XI-1 class of the Office Administration Department at SMKN 1 Slawi became an observer while the researcher taught the students by implementing the actions. The descriptions of the first and second meetings are presented as follows.

a. The first meeting (Explaining the Telephone Handling Materials and Practicing Speaking through Contextualized Speaking Tasks)

There were some problems related to both the students' speaking ability and the teaching and learning process of speaking. Therefore, some actions were planned to overcome the problems.

The main activities in the first meeting focused on explaining the 'Telephone Handling' materials and practicing speaking through contextualized tasks. During the English teaching and learning process, the English teacher used to use one way interaction by explaining the materials in English most of the time. This caused the students confused. Therefore, the researcher decided to use bilingual instructions and involved the students in the English teaching and learning process. The researcher also inserted some jokes in order to get the students' attention. Most of them admitted that the English teaching and learning process was interesting. It can be seen in the following data of students' diary and interview transcripts.

(4: 7)

My Impression and my opinion about this meeting today are ... I'm happy because I can join with Mr. Eko In here I'm not boring because Mr Eko can using English ~~use~~ very well. I also can imitate Kim Spear's style ~. mm, I will be more understanding about telephone handling. Mr. Eko are friendly and respectfull.

(D/1/S1/21/July/2011)

- (4: 8) R : “Menurut dek Sanah, pelajaran Bahasa Inggris kemarin gimana?” (**What do you think about English class yesterday?**)
 S1 : “Ehmm...lumayan asik sih Mas.” (**It was quite enjoyable.**)
 “Soalnya ada nonton videonya juga.” (Because of watching video)
 (I/3/S1/22/July/2011)
 S2 : “Lumayan asik sih mas.” (**It was quite enjoyable.**) “Soalnya speaking.” (Because it was speaking)
 (I/S2/22/July/2011)
 S4 : “Ehmm..asik sih Mas.” (**It was enjoyable.**)
 (I/6/S4/22/July/2011)
 S5 : “Ya, lumayan ngedong saya Mas.” (**I got it quite well.**)
 (I/7/S5/22/July/2011)
- (4: 9) R : “Kalau penjelasan Mas kemarin gimana?” (How about my explanation?) “Apakah sudah cukup jelas?” (**Was it clear enough?**)
 S1 : Jelas kok Mas. (**Yes, it was.**) “Apalagi ditambah ada contoh yang dari video itu juga jadinya semakin memperjelas.” (**Moreover, there were some examples from the video. Those made the explanation clearer.**)
 (I/3/S1/22/July/2011)
- (4: 10) R : “Kenapa speaking asik?” (**What makes speaking enjoyable?**)
 S2 : “Kita jarang dapet pelajaran speaking.” (**We rarely have speaking activity.**) “Paling biasanya ngerjain soal, atau kadang di lab latihan listening ajah.” (We usually do the exercise or in the laboratory practice listening)
 (I/4/S2/22/July/2011)
- (4: 11) R : “Asiknya gimana?” (**Which one makes enjoyable?**)
 S4 : “Ya, speaking speaking gitu, biasanya kita jarang speaking gitu, jadi gak bosen deh.” (**The speaking activity, we rarely had speaking activities, so it wasn’t boring.**)
 (I/6/S4 /22/July/2011)

- (4:12) R : “*Ngedongnya dibagian apa?*” (**Which one makes you understand?**)
 S5 : “*Ya, yang bagian pertama itu pas penjelasan pake video itu.*” (**The first part, the explanation through video.**)
 (I/7/S5 /22/July/2011)

The data above imply that the students enjoyed the speaking class. The speaking class was enjoyable and interesting according to them. They also admitted that the researcher’s explanation about the topic was clear enough. To get the students’ attention, the researcher used a video which showed the examples of the use of ‘Telephone Handling on Business’. Besides on the video, the materials were presented in the form of handout.

Since one of the problems was the speaking materials were not appropriate to the students’ study background, the researcher proposed an action, i.e. using some speaking topics which were contextual to the students’ study background. The first topic that the researcher introduced to the students was ‘Telephone Handling on Business’. The students were very enthusiastic when the researcher gave them explanation about this topic. The students admitted that this topic was appropriate to their study background. The following data are the English teacher’s opinion about the topic and the explanation given by the researcher.

- (4: 12) R : “*Oh gitu ya bu, trus menurut ibu, bagaimana para siswa kemarin?*” (Oh, I see. **How about the students Ma’am?**)
 “*Apakah mereka terlihat antusias mengikuti pelajaran dari saya?*” (**Were they enthusiastic in my class?**)
 T : “*Saya lihat sih mereka antusias mas, mungkin karena gurunya*

baru juga.” (I saw them enthusiastic, maybe because of the new teacher as well.)

(I/2/T/22/July/2011)

(4: 13) R : “*Langsung saja ya bu, menurut Ibu, bagaimana action pertama yang saya lakukan kemaren?*” **(What do you think about my first action yesterday, Ma’am?)**

T : “*Yang tentang telephone handling itu ya mas?*” (The telephone handling?) “*Sudah cukup baik menurut saya.*” **(I think it was good enough.)**

(I/2/T/22/July/2011)

The English teacher said that the students were enthusiastic in joining the speaking class. In reference to her, it was because of the new teacher who brought a new circumstance in the speaking class. She also said that the first action done by the researcher was good enough.

On the other hand, the researcher also collected some qualitative data from the students. The descriptions of the students’ opinion are presented below in the form of students’ diary and interview transcripts.

(4: 14)

Dear Mr. erko,

firstly I'm sorry because I will speak in bahasa.

kesan pertama diajar pa' erko ^{tidak merasa} ~~ya ngomong~~ bosan.

soalnya biasanya gurunya perempuan terus...!!!

dan disini saya juga bisa belajar ngomong bahasa

inggris dan suasananya juga tidak menegangkan

seperti saat yang ngajar guru perempuan.

Jadi, Jangan bosan ketemu kita...

(D/2/S2/21/July/2011)

- (4: 15) R : “*Oh gitu...*” (Oh, I see) “*Materi tentang telephone handling tuh gimana menurutmu?*” (**What do you think about telephone handling materials?**)
 S2 : “*Udah cocok sih Mas dengan jurusan kami.*” (**It’s already appropriate with our study background.**) “*Malah bisa membantu latihan menerima telepon dalam Bahasa Inggris.*” (**It helped us to practice handling telephone in English.**)
 (I/4/S2/22/July/2011)

- (4: 16) R : “*OK, menurutmu pembelajaran speaking kemarin gimana?*” (OK, **what do you think about the speaking class yesterday?**)
 S8 : “*Asik asik ajah sih mas, soalnya aku suka bahasa Inggris.*” (**It was enjoyable** because I like English.)
 R : “*Oh, gitu ya?*” (Was it?) “*Asik nya dimana?*” (**Which part made it enjoyable?**)
 S8 : “*Ya asik pokoknya, bisa latihan telephoning in English.*” (**Just enjoyable, I could practice telephoning in English.**) “*Kan membantu sekali buat kita.*” (It’s so helpful for us.)
 (I/10/S8 /22/July/2011)

In reference to the students’ opinion, the topic of the materials was appropriate to their study background. This helped them to practice ‘Telephone Handling on Business’ in the form of conversation. The students enjoyed the speaking class.

The further description of the speaking class can be seen in the following classroom observation vignette.

- (4: 17) **The researcher also played some videos related to ‘Telephone Handling on Business’ and gave the students some examples about the expressions used to handle a phone call.** Some students asked the researcher about the function of the expressions. Then, the researcher answered it in *Bahasa Indonesia* in order to get the students’ understanding. **Some students were also enthusiastic in discussing the topic with their friends because this topic was familiar to the students’ background as the Office**

Administration Department students. The topic 'Telephone Handling' would be advantageous for their future workplace since they were prepared to be middle class workers in Office.

(V/2/XI-1/21/July/2011)

The classroom observation vignette implies that the explanation on the video was effective to help students in comprehending the expressions used in the 'Telephone Handling on Business'. Some students were also enthusiastic while discussing the materials which were appropriate to the study background.

Furthermore, one of the identified problems was that the teacher rarely gave the students' chance to speak during the English teaching and learning process. This caused the students passive in the classroom. In this meeting, the researcher also proposed an action, i.e. giving the students more chances to speak during the English teaching and learning process. This action aimed to make the students comfortable to speak in the classroom. This condition allowed them to get used to in speaking. The following student's diary is presented to describe the implemented action.

(4: 18)

My Impression. about your lesson ...
~~its~~ ~~very~~ ~~sa~~
 Your lesson. is very fun. Sir... I'm. Verry enjoy...
 because your lesson. make me comfortable ~~but sometimes~~ in. your class
 let me introduce my self, my name is wiwit nur afie aussy
 from pagerbarang ...
 I'm. sorry if i have a mistake

(D/3/S3/21/July/2011)

The student's diary above implies that the students enjoyed the lesson. They also felt comfortable in joining the speaking class. The next data support the previous description of the implemented action.

- (4: 19) Then, the researcher got the speaking class started. The English teacher was sitting on the back row when the researcher handled the class. **The researcher directly gave prompting about the topic 'Telephone Handling' such as 'Have you ever made a phone call? Or receiving a phone call, Maybe?'** Some students were interested in answering the researcher's questions.
(V/2/XI-1/21/July/2011)

From the classroom observation vignette above, it can be seen that there was a good interaction between the researcher and the students. The researcher gave the students chance to answer the questions given.

The next activity was identifying the contextualized speaking tasks in the handout. The researcher asked the students to identify the dialog in the example. They did the tasks in pairs. They also had a discussion both with their friends and the researcher. This activity aimed to get the students' understanding about the materials that were given in the explanation session. Some students asked about the meaning of context of situation which was in each dialog. Some of them were still confused of the function of the context of situation. Then, the researcher explained in detail about the function. The following is the English teacher's opinion about the context of situation used in this action.

- (4: 20) R : "*Kemaren itu kan pokok materi saya mengenai context of situation yang ada dalam setiap dialog yang saya berikan sebagai contoh.*" (Yesterday, I talked about the main action

about context of situation. It was in the beginning in each dialog.) “*Menurut Ibu bagaimana dengan penggunaan Context of Situation tersebut?*” (**What do you think about that?**)

T : “*Bagus Mas, karena sebelumnya contoh-contoh tasks dialog yang ada di LKS belum seperti itu.*” (**I think it’s good because the speaking tasks in LKS are not like that.**) “*Saya rasa dengan itu, siswa lebih bisa paham tentang context dari dialog-dialog tersebut.*” (**I think the students understood better about the context in each dialog.**)

(I/2/T/22/July/2011)

The English teacher thought that the students understood the context of situation tasks quite well. The next data present the students’ opinion about the context of situation used in this action.

(4: 21) R : “*OK, kalau context of situation yang ada di dalam setiap dialog kemarin tau gak?*” (**OK, what about the context of situation which is in each dialog?**)

S1 : “*Apa itu mas?*” (What’s that?)

R : “*Ehmm, maksudnya itu loh penjelasan yang ada di dalam setiap dialog yang udah ada di handout.*” (Ehm, I mean, the additional explanation which is in the dialog in the handout.)

S1 : “*Oh, yang di kotak-kotakan itu?*” (Oh, in the box?)

R : “*Iya.*” (Yes) “*Gimana?*” (How?)

S1 : “*Itu kan njelasin dialognya tentang apa gitu ya mas?*” (**It describes the dialog, doesn’t it?**)

R : “*Iya, jadi itu ada siapa yang terlibat di dialog tersebut, topiknya apa, kapan, dan sebagainya.*” (**Yes, there are participants, topic, and setting in the dialog.**)

S1 : “*Ya memperjelas sih menurutku.*” (**It makes the dialog clearer, I think.**)

(I/3/S1/22/July/2011)

S5 : “*Ya, lumayan ngebantu sih Mas.*” (**I think it was helpful.**) “*Soalnya kita jadi tahu kan dialognya itu tentang apa.*” (We can know what the dialog is about.)

(I/7/S5/22/July/2011)

S7 : “*Ooohh yang penjelasan di kotak-kotak itu?*” (Oh, the explanation in the box?) “*Membantu kok Sir, kita jadi tau kita berperan sebagai apa, dimana dan seterusnya.*” (**I think it was helpful, we can know who/ where the dialog is/are.**)

(I/9/S7/22/July/2011)

In reference to the data above, most of the students understood the context of situation which was given in the speaking tasks quite well. Some students admitted that the practice of Telephone Handling on Business was helpful.

The following classroom observation vignette also presents a brief description about the speaking class in the first meeting.

(4: 22) After explaining and having discussion with the students, the researcher asked them to identify the speaking tasks about ‘Telephone Handling’ in the handout. This task aimed at students’ comprehension about the explanation and discussion that were done before. **A student asked about the meaning of the sentences in the box (for further explanation, this is called context of situation). The researcher explained that sentences in the box above the dialog were context of situation.** They would meet such a thing in every task that they would deal with. **“The context of situation is intended to make the conversation in English become clearer. You can know who the participants of the conversation are, where the setting is, and what the topic of the conversation is in this box. So, everybody should understand the context first before practicing the dialog”, that was inferred from the teacher explanation about the context of situation.**

(V/2/XI-1/21/July/2011)

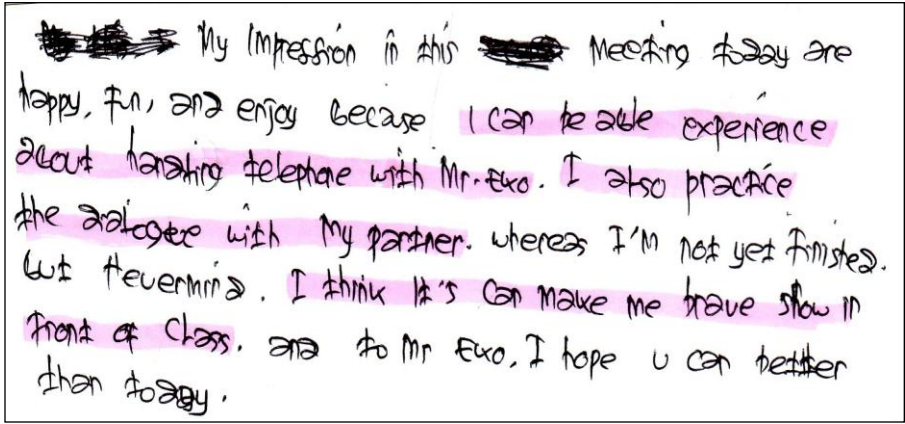
The vignette above implies that the students were interested to learn speaking through the context of situation.

The end of the first meeting was practicing the dialog. In this stage, the students practiced the conversation about ‘Telephone Handling on Business’ in

pairs. This aimed to make them understand the use of the expressions in 'Telephone Handling on Business' and the context as well. They enjoyed the conversation practice. It can be seen in the following data.

- (4: 23) R : "*Kalau siswanya terlihat aktif gak di kelas speaking kemarin?*"
(How about the students? **Did they look active in the speaking class, yesterday?**)
T : "*Lumayan aktif mas, pas practice nya.*" (**When practicing, they were active.**)
(I/2/T/22/July/2011)

In reference to the English teacher, the students were active in practicing the speaking activity. Then, the following student's diary and the interview transcripts are presented to support the previous descriptions.

- (4: 24) 
(D/5/S1/21/July/2011)

- (4: 25) R : "*OK, menurutmu pembelajaran speaking kemarin gimana?*"
(OK, **what do you think about the speaking class yesterday?**)
S8 : "*Asik asik ajah sih mas, soalnya aku suka bahasa Inggris.*" (**It was enjoyable because I like English.**)
R : "*Oh, gitu ya?*" (Was it?) "*Asik nya dimana?*" (Which part made it enjoyable?)

S8 : “*Ya asik pokoknya, bisa latihan telephoning in English.*” (**Just enjoying, I could practice telephoning in English.**) “*Kan membantu sekali buat kita.*” (It’s so helpful for us.)
(I/10/S8 /22/July/2011)

Through the speaking practice, the students understood better about the expressions of ‘Telephone Handling on Business’. They used the expressions in the real context. The speaking practice also made them brave to speak in English.

Furthermore, the quotation of the classroom observation vignette below also provides another description about the speaking practice session.

(4: 26) Having enough discussion with their friends, the students practiced the dialog in pairs. **Not all of the pairs practiced the dialog. The researcher corrected the students’ mistake in pronunciation and sentence structure.** The researcher gave them time to practice their speaking skills and asked for some volunteers to practice in front of the class.
(V/2/XI-1/21/July/2011)

The vignette above implies that there were still a few students who had mistakes on pronunciation and sentence structure.

b. The second meeting (Applying the Contextualized Speaking Game and Performing a conversation about ‘Telephone Handling’)

In the second meeting of Cycle 1, the researcher applied the contextualized speaking game. This activity aimed to give the students more practices about ‘Telephone Handling on Business’. In this activity, the students worked in pairs. One of them became a client and another became a secretary of a certain company. Both of them received a role-card. They had to elaborate the

context printed in a role-card, then conducted a conversation about the topic given. They were not allowed to look at the note, but the researcher gave them some minutes to prepare. The following data are the English teacher opinion about the implemented action.

- (4: 27) R : “*Iya, Bu.*” (Yes, Ma’am.) “*Kemarin saya bimbing anak-anak untuk latihan sebelum production di speakingnya itu.*” (In the second meeting, I asked them to have practices before the production.) “*Saya beri game tentang telephone handling juga.*” (I gave them a game about telephone handling as well.) “*Menurut Bu Nur, exercise yang saya berikan kemarin bagaimana?*” (**What do you think about the exercise I gave to them?**)
- T : “*Sudah cukup interaktif kok Mas.*” (I think it was already interactive.) “*Bagus itu latihan dengan menggunakan role-card.*” (**I think it was good to have practice in speaking using role-card.**) “*Terus mereka juga jadi aktif speaking nya.*” (They became active students in the speaking class.)
- R : “*Kalau menurut ibu, bekal penjelasan yang saya sudah berikan di pertemuan pertama itu membantu tidak untuk anak-anak dalam persiapan speakingnya?*” (What do you think about my explanation before, is it useful for students to prepare the speaking?)
- T : “*Ya pasti membantulah Mas, kan mereka jadi tau step-stepnya handling a telephone call itu bagaimana.*” (**It was useful I think, they could know the steps in handling a telephone call.**) “*Saya lihat anak-anak juga antusias kok.*” (I think the students were enthusiastic.)
- (I/12/T /25/July/2011)

The English teacher said that the use of the role-card was an effective way to practice speaking. This way also helped them understand the steps of how to make a phone call. In reference to her who acted as an observer, through this

contextualized speaking game, the students interacted more. They became active learners in the class. They were also enthusiastic in following the game.

The next data present the students' opinion about applying the contextualized speaking tasks.

- (4: 28) R : "*Kalau activities pas latihan itu gmn?*" (**How were the activities?**) "*Bisa ngikutinnya?*" (Can you follow it?)
 S10 : "*Menarik kok Mas, pakai game-game gitu.*" (Interesting I think, with the game it was more interactive.) "*Kita bisa latihan dulu, jadi lebih PD pas speakingnya.*" (**We practiced speaking first, so we were more confident in the speaking.**)
 (I/13/S10 /25/July/2011)
 S11 : "*Menarik kok Mas.*" (**It's quite interesting.**)
 (I/14/S11/25/July/2011)
 S14 : "*Asik kok mas, kan kita diberi wadah untuk bisa berkreasi mengembangkan speaking in English kita.*" (**It was enjoyable, because we were given a chance to be creative to develop our speaking skill.**)
 (I/17/S14/25/July/2011)
- (4: 29) R : "*Kalau game telephone handling itu gimana?*" (**What about the game of telephone handling?**)
 S11 : "*Saya rasa itu udah pas dengan jurusan kita.*" (I think it was appropriate for our study program.) "*Game nya juga asik Mas untuk berlatih speaking.*" (**The game was enjoyable for practicing speaking.**)
 (I/14/S11/25/July/2011)

A student admitted that the speaking practice through the contextualized speaking game made her more confident to speak English. Student number 11 added that the speaking practice was interesting. While student number 11 and 14 thought that the speaking practice was enjoyable through the game of telephone handling.

The following classroom observation vignette presents another description of the application of the contextualized speaking class in a form of a role-card game.

- (4: 30) After that, the researcher led the students to have a role-card game. The topic was still about 'Telephone Handling'. Before doing the game, the students had a little practice with their partner. The researcher divided the class into two groups, i.e. callers group and receivers group. The callers got *an activity A sheet* and *a role-card* that had been prepared before. The receivers got *an activity B sheet*, *a will-be-back note*, and *a name tag*. Next, the receivers sat facing the wall and the caller sat behind the receivers. This was done in pairs. When a caller wanted to make a call, they tapped the receiver on the shoulder and said, "Bring! Bring!" Receivers put the name tag on the back of their chair, so that the callers knew who they were calling. Here, the callers acted as clients and the receivers acted as secretaries. At that time, one student did not have a partner, so she did not do the game. The researcher walked around the students to check whether they had difficulty or not. Some pairs were good at speaking, but a few of them got difficulty to have a conversation without text. **In this case, they were only allowed to read the context of situation in the role-card, and then made a conversation with their partner naturally like a client and a secretary. The students who were good at speaking enjoyed the game. However, some students were still confused.** Then, the researcher paid the attention to them. He directed them step by step. Firstly, they had to understand the context. After that, they were allowed to have a look at the handout. So, they applied the expressions to their context.

(V/3/XI-1/23/July/2011)

In reference to the descriptions above, applying some new speaking activities which were more interactive and communicative (The contextualized speaking game) created an interactive and communicative atmosphere during the English teaching and learning process. Furthermore, this new speaking activity

also improved students' motivation to speak English. This can also be seen in the following 'students' diary'.

(4: 31)

In a Mr. Eko's lesson, we are to ask speaking about "Handling Telephone". This lesson is enjoyable, because we are can speak to English with confident. (-~)

Heemz, although we are so tired, but we ~~are~~ can enjoyable with Mr. Eko. ☺

Mr. Eko ... Cayooo --- !! ☺ ☺

(D/4/S4/21/July/2011)

(4: 32)

Saya rasa second meeting ini cukup menyenangkan "plus" mengesankan, walaupun ada sedikit rasa G R O G I ketika disuruh untuk maju ke depan mempraktekan dialog tanpa teks, tapi saya senang karena hal itu bisa menambah rasa pede saya untuk berani tampil di depan umum.

(D/6/S5/23/July/2011)

After having enough practice, the students were asked to prepare themselves to have the speaking performance test. The speaking performance test was done in pairs. They were given a role-card. This was similar to the previous activity, but the students would perform the conversation in front of the class in

turn. The researcher gave some minutes to the students to prepare a note in the form of speaking draft. However, they were not allowed to make the dialog in written text. The researcher also took the score of the students' performance.

Some students did the performance well, but there were still some of them who were reluctant to speak. There was also one student who did not have a partner, so the researcher asked her to perform the conversation till next week. The following interview transcripts show the English teacher's opinion about this case.

- (4: 33) R : "*Kalau speaking in pairs nya gimana menurut Ibu?*" (**What do you think about speaking in pairs, Ma'am?**)
- T : "*Karena temanya lagi Telephone handling ya Mas, jadi sudah pas kalau activitynya in pairs.*" (**Because the theme was telephone handling, I think it was good to have the activity in pairs.**)
- R : "*Mengenai peran yang saya berikan dalam contextnya itu, terlalu sulit untuk diikuti gak ya Bu?*" (**About the role I gave in the context of situation, was it difficult to follow?**)
- T : "*Gak juga sih mas, kalau di pelajaran AP memang ada pelajaran yang menyinggung tentang handling telephone gitu kok.*" (I don't think so, the Office Administration students have already dealt with telephone handling.) "*Jadi saya rasa ini temanya pas cocok dengan mereka.*" (**I think it was appropriate theme for them.**)
- (I/12/T /25/July/2011)

In the English teacher's opinion, having the speaking task in pairs was a good way to practice speaking. Then, she added that the materials 'Telephone

Handling on Business' were already appropriate to the students' study background, i.e. the Office Administration Department.

The further opinion can also be seen in the following interview transcripts.

- (4: 34) R : "*Kalau pas perform speakingnya gimana?*" (**How was the speaking performance?**) "*Ada kesulitan gak?*" (Is there any difficulty?)
- S10 : "*Kalau aku sih mungkin kendalanya di grammar sama vocab Mas, gak terlalu bisa grammar aku.*" (**Maybe I had difficulty on grammar and vocabulary.**) "*Jadi ngomongnya ya sesuai yang kayak dicontoh-contoh ajah.*" (So, I speak according to the examples.)
- (I/13/S10/25/July/2011)
- S11 : "*Kalau pas perform sih gak ada kesulitan soalnya sudah ada draft nya, tapi pas bikinnya agak susah susah gampang.*" (**I didn't meet any problems in performance** because the draft was already made before, but it was little bit difficult in making the draft.) "*Ya gitu deh mas pokoknya.*" (I just think like that.)
- (I/14/S11/25/July/2011)
- S14 : "*Lumayan asik juga sih Mas, karena kegiatan speaking kan bisa melatih Bahasa Inggris kita.*" (**It was quite enjoyable because the speaking activity trained us speak in English.**) "*Jadi gak cuma ngerjain soal gitu Mas.*" (So, the speaking activity was not only doing the task.)
- (I/17/S14/25/July/2011)
- (4: 35) R : "*OK, kalau context nya itu gimana?*" (OK, **How about the context situation?**)
- S15 : "*Ya agak susah sih Mas.*" (**It was quite difficult for me.**) "*Soalnya aku vocabnya kurang, Mas*" (**Because I lack of vocabulary.**)
- R : "*Kan udah ada contohnya tho?*" (There were some examples, weren't there?)
- S15 : "*Iya sih tapi tetap susah kan pelakunya beda.*" (Yes, it was still difficult for me because the participants were different in role.)

R : *“Nah kalau pas performnya gimana?”* (How about the performance?) *“Susah gak?”* (Was it difficult?)
 S15 : *“Ya, kalau pasanganku sih enak bisa Bahasa Inggris, lha aku gak bisa jadi masih susah.”* (My partner was good at English, but I was not.)

(I/18/S15 /25/July/2011)

The data above imply that the context of situation which was given to the students worked quite well because the topic of the context was appropriate to the students. However, some students also had difficulty in comprehending the context, so they did not have the conversation smoothly. This might be caused by some factors. They admitted that they lacked of vocabulary, grammar, and pronunciation. Few of them were also still confused of the function of some expressions.

The following classroom observation vignette also provides a brief description of the students speaking performance.

(4: 36) The game about ‘Telephone Handling on Business’ took about 25 minutes. After that, the researcher asked the students to have a seat like usual. Then, the researcher asked them to prepare their selves because he wanted to take a performance test in pairs. **The students performed a conversation of handling a telephone call in pairs using a role-card.** **The students’ performance test ran smoothly.** However, one student did not have a partner, because one student was absent. Therefore, the researcher asked her to take the performance test next week.

(V/3/XI-1/23/July/2011)

The vignette above implies that the students did the speaking performance quite smoothly. They performed the conversations in pairs, so that they were more interactive.

3. Reflection of Cycle 1

After conducting the actions in Cycle 1, the researcher reviewed the actions by doing some reflections. The reflections were based on the classroom observations during the teaching and learning process, the English teachers and the students' opinions, and the students' speaking performance score. In Cycle 1, the researcher proposed four actions, i.e. giving the students more chances to speak during the English teaching and learning process occurred; using some speaking topics which were contextual to the students' study background; implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently; and applying some new speaking activities which were more interactive and communicative. In conducting the actions, the researcher found some results related to the success and failure. The descriptions of the reflections done by the researcher can be seen as follows.

a. Giving the students more chance to speak during the English teaching and learning process occurred

The first action was giving the students more chances to speak during the English teaching and learning process occurred. This improved students'

confidence to speak English in the class because they had more chances to show their ideas about the topic. This also provided an opportunity for students to get involved in the English teaching and learning process. However, few students were still shy and had flat expression while they were following the speaking class.

Furthermore, the students appreciated the researcher since he was very welcomed when he delivered the materials. They admitted that they enjoyed the speaking class. They also felt that they were brave enough to speak in English in the class. This is supported by the following data.

(4: 24)

~~My impression~~ My impression in this ~~meeting~~ meeting today are happy, fun, and enjoy because I can be able experience about handling telephone with Mr. Eko. I also practice the dialogue with my partner. whereas I'm not yet finished. but nevermind. I think it's can make me brave show in front of class, and to Mr Eko, I hope u can better than today.

(D/5/S1/21/July/2011)

(4: 31)

In a Mr. Eko's lesson, we are to ask speaking about "Handling Telephone". This lesson is enjoyable, because we are can speak to English with confident. (-~)

Heemz, although we are so tired, but we ~~are~~ can enjoyable with Mr. Eko. ~

Mr. Eko ... Cayooo --- !! ~ ~

(D/4/S4/21/July/2011)

(4: 37)

The impression :

1. I am happy because can join english lesson with Mr. Eko. He is funniest . I can spoke english more confident . So I am happy, and I hope I can study with others teacher as him. And Your Laught is funniest

I'm sorry because my words is complicated

(D/7/S6/23/July/2011)

In reference to the explanation above, the researcher came to the conclusion that the students were very comfortable to speak in front of the class. In conclusion, this action was categorized to be a successful action. Therefore, in the next cycle, the researcher did not put it in the main action, but he still applied this action in order to keep the students' involvement in the classroom.

b. Using some speaking topics which were contextual to the students' study background

The second action was using some speaking topics which were contextual to the students' background. The researcher conducted this action by using 'Telephone Handling on Business' topic. Besides it was based on SK/ KD, this was also related to the students' study background. This was expected to get students' understanding and interest about the topic. However, one topic about 'Telephone Handling on Business' was not enough to represent the students' speaking ability. Next, the researcher used this action again in the next cycle, but

in different topic. The following interview transcripts present the students' opinion about the materials given.

- (4: 38) R : “*Oh gitu...*” (Oh, I see.) “*Materi tentang telephone handling tuh gimana menurutmu?*” (**What do you think about telephone handling materials?**)
- S2 : “*Udah cocok sih Mas dengan jurusan kami.*” (**It’s already appropriate with our study background.**) “*Malah bisa membantu latihan menerima telepon dalam Bahasa Inggris.*” (**It helped us to practice handling telephone in English.**)
(I/4/S2/22/July/2011)
- S3 : “*Ehmmm.... Saya kadang masih belum mudeng tentang kata-katanya.*” (**I sometimes don’t get the meaning of some words.**) “*Susah ngartiinnya.*” (It’s difficult for me to translate it.)
(I/5/S3/22/July/2011)
- S9 : “*Pas sih mas, latihan-latihannya juga pas banget dengan jurusan kita.*” (**I think it’s good, the tasks suit our study background.**)
(I/11/S9/22/July/2011)

In reference to the interview transcripts above, it can be implied that the materials ‘Telephone Handling on Business’ were appropriate to the students’ study background. However, the student number 3 had difficulty in comprehending the materials because she could not translate some difficult words. Therefore, in the next meeting, the researcher gave more explanation about the materials in Indonesian.

c. Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently

The third action was implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently. When the

researcher carried out this action, the students firstly were confused of the contextualized speaking tasks. It was because this kind of tasks was new for them.

After having a discussion about this issue, the students understood the function of the context, but there were few students who were still confused of it. The students still had difficulties related to vocabulary, sentence structure, and pronunciation. It can be seen in the interview transcripts as follows.

- (4: 39) R : *“Kalau kendala dalam mengikuti pelajaran Bahasa Inggris kemaren ada gak?”* (**Did you have any problems in joining the English class yesterday?**)
- S4 : *“Ehm...mungkin kendalanya pas ngomongnya itu mas, kalau gak dipandu masih susah ngomong Inggrisnya.”* (Ehm... **Maybe the speaking itself, it is still difficult to speak naturally.**)
(I/6/S4/22/July/2011)
- S5 : *“Ehmmm....Ya itu mas, kalau disuruh ngomong pake Bahasa Inggris itu susah, saya gak bisa.”* (Ehm, the speaking itself, **I can’t speak well.**) *“Kalau tau maksudnya sih tau, tapi ngomongnya kesusahan.”* (**I know the meaning, but difficult to speak.**) *“Mungkin karena saya susah nyusun kata-katanya dalam Bahasa Inggris, Mas.”* (Maybe because it’s difficult for me to arrange English sentences.)
(I/7/S5/22/July/2011)
- S7 : *“So far so good sih Sir, latihannya juga enak karena udah ada di handout.”* (**So far so good, Sir, the exercises are already in the handout.**) *“Materinya speakingnya juga lebih jelas dari yang biasanya sama Bu Nur.”* (**The speaking materials are clearer than the usual speaking materials.**) *“Tapi saya tuh masih kurang vocab Bahasa Inggrisnya, jadi kalau bisa ditambah vocab lagi Mas.”* (**I still lack of English vocabulary,** so for the next meeting, you can add more vocabularies.)
(I/9/S7/22/July/2011)

In reference to the data above, student number 4 and 5 had difficulty to speak naturally. While student number 7 had difficulty in vocabulary. Therefore, it can be summed that this action would be carried out again in the Cycle 2 with some modifications in vocabulary, sentence structure, and pronunciation.

d. Applying some new speaking activities which were more interactive and communicative

The fourth action was applying some new speaking activities which were more interactive and communicative. The students were interested in the new speaking activity. The activity was a contextualized speaking game using role-card. Most of the students who were good at English felt excited to this activity. On the other hand, the students who were less good at English found some difficulties in doing the activity.

By joining this activity, the atmosphere of English teaching and learning process became more interactive and communicative than before. In addition, the students also showed motivation to speak English by doing this activity.

Therefore, the researcher applied such a game in the Cycle 2 with some modifications and different topic.

The following quotation of the classroom observation vignette shows that the speaking class became more interactive and communicative between the teacher and the students.

- (4: 40) After that, the researcher opened a question session, so that the students had a chance to express their idea. **A male student asked in Bahasa Indonesia, “Sir, untuk yang offering help itu apa harus pakai kata-kata May I help you?”** Then, the researcher answered, “Not always, you may use other expressions. Who knows other expressions?” A female student answered, “Can I help you?”, “Great!”, complimented the researcher. Another female student answered, “What can I do for you?”, “Well done!”, complimented the researcher again. “You can use any other offering help expressions.”, said the researcher.

Another student asked, “Sir, apakah yang dijadikan contoh dialognya itu selalu orang Inggris?” The researcher answered, “Iya dong, kan kalau kalian kerja di perusahaan atau di kantor, kalau menerima panggilan telepon dari orang yang berbicara Bahasa Indonesia, kalian menjawabnya dengan Bahasa Inggris?” Suddenly, the class became noisy. The students were laughing at the researcher explanation. Then, they understood more about the context of situation.

(V/2/XI-1/21/July/2011)

4. Summary of Cycle 1

In reference to the implementation of the actions in Cycle 1, there were some actions which were successful and unsuccessful. The descriptions of successful and unsuccessful actions are presented as follows.

- a. Giving the students more chance to speak during the English teaching and learning process was a successful action to make the students become active learners in the classroom. They became more interactive and communicative because they got confident to speak in English. They admitted that the English teaching and learning process was interesting and it made them brave to speak.

Although, their speaking ability had not been accurate and fluent yet, at least, they had courage to speak English in the classroom.

- b. Using some speaking topics which were contextual to the students' study background was considered to be a successful as well. By using the contextual topics, the students understood the materials better and acquire the language quite well. For the next cycle, the researcher still had this action with some modifications on vocabulary, sentence structure, and pronunciation.
- c. Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently was also considered as a successful action. Although, at the first time, the students did not know at all about the contextualized speaking tasks, but after having explanation from the researcher and discussion among them, they did the contextualized tasks quite well. However, there were still some students who still spoke English inaccurately and affluently. The good point was they spoke English based on the context given.
- d. Applying some new speaking activities which were more interactive and communicative was also considered to be a successful action. The students were interested in some new speaking activities. They were excited and also enjoyed the activities.

C. Report of Cycle 2

1. Planning

In reference to the report of Cycle 1, the first action (giving the students more chance to speak during the English teaching and learning process) was considered to be a successful action. It can be proven by the students' involvement in the classroom. The students became more active in the teaching and learning process. On the other hand, the researcher found the other three actions needed to be improved. The second action (using some speaking topics which were contextual to the students' study background) was expected to improve students' understanding and interest of the topic given. The topic about 'Telephone Handling on Business' was not enough to represent the students' speaking ability in Cycle 1. In the Cycle 2, the researcher used this action again, but in different topic. The third action (implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently) was expected to make the students understand about the function of the context more. Furthermore, the problems of the students who still had difficulties related to vocabulary, sentence structure, and pronunciation were expected to be overcome. The fourth action (applying some new speaking activities which were more interactive and communicative) was expected to support the students who still found some difficulties in doing the activity. More practices made the students improve their speaking ability.

In the Cycle 2, the researcher still implemented the same actions as in Cycle 1. However, the first action in Cycle 1 (giving the students more chance to speak during the English teaching and learning process) was not used anymore in the Cycle 2. Therefore, there were three actions in order to solve the weaknesses occurred during the implementation of the actions in Cycle 1. The actions that were applied in the Cycle 2 can be seen as follows.

- a. Using some speaking topics which were contextual to the students' study background.
- b. Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently.
- c. Applying some new speaking activities which were more interactive and communicative.

2. Actions and Observations

The Cycle 2 was done in two meetings as well. The third meeting was held on Thursday, July 28th, 2011 and the fourth meeting was held on Saturday, July 30th, 2011. The implementation of the planned actions, i.e. using some new speaking topics which were contextual to the students' study background; implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently; and applying some new speaking activities which were more interactive and communicative could be seen in the

English teaching and learning process which were done in each meeting. As the previous cycle, the English teacher of XI-1 class of the Office Administration Department at SMKN 1 Slawi became an observer while the researcher taught the students by implementing the actions. The descriptions of the third and fourth meetings are presented as follows.

a. The Third Meeting (using some new speaking topics which were contextual to the students' study background and implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently)

After having Cycle 1 in two meetings, the researcher did almost the same actions in the third meeting. In this meeting, the activity of the English teaching and learning process was firstly begun with discussion and explanation session. In this cycle, the researcher adopted different topics, but they were still related to the previous one. This activity aimed to the students' comprehension about the materials.

In this meeting, the researcher did not find any difficulty in delivering the materials. He applied the first action (using some new speaking topics which were contextual to the students' study background) to interact students' interest in learning speaking. The students were enthusiastic as well to the new topic ('Taking-Leaving Messages'). In addition, the researcher added some aspects in explaining the materials. He drilled the students on pronouncing some expressions which were difficult for them to be uttered. The students also felt

difficult to spell numbers and foreign names which should be mastered in ‘Taking-Leaving Messages’ lesson. As a result, the researcher gave them a chance to practice spelling. They also took part in the speaking class very well by asking questions related to the topic. This made them interactively and actively involved in the classroom. Besides pronunciation, the researcher also inserted grammar and vocabulary lesson in the explanation. The following interview transcript presents the English teacher’s opinion about the researcher’s explanation.

- (4: 41) R : “*Kemarin kan di cycle pertama anak-anak pas saya wawancarai mengatakan bahwa kurang vocab, penjelasan grammar, dan juga cara membaca.*” (Yesterday, when I interviewed them, they said that they still lacked of vocabulary, grammar, and pronunciation.) “*Kemudian, di pertemuan yang ke 3 kemarin saya memakai video lagi untuk contoh, dan beberapa penjelasan tentang grammar dan penambahan vocab.*” (Then, in the third meeting, I used the video again for the examples of the expressions that should be given to the students and some explanation on grammar and vocabulary.) “*Menurut Ibu, sudah efektif belum pengaplikasiannya di siswa?*” (**In your opinion, was the implementation effective enough to the students?**)
- T : “*Saya kira sudah lumayan efektif, Mas.*” (**I think it was quite effective.**) “*Anak-anak juga sudah menunjukan progress yang baik dalam speaking mereka.*” (**The students also showed a good progress on their speaking.**)
- (I/20/T/29/July/2011)

The data above imply that the researcher’s explanation on grammar and vocabulary was believed to be effective. The English teacher thought that the students also showed a progress on their speaking.

The next data are the students' opinion supporting the previous description. Student number 19 said that she understood better the explanation about the new topic, grammar, vocabulary, and pronunciation.

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|---------|--|
| (4: 42) | <p>R : <i>"Kalau menurutmu gimana pelajaran Bahasa Inggris pertemuan ke 3 terakhir kemarin?"</i> (What do you think about the English lesson in the third meeting?)</p> <p>S19 : <i>"Ya lumayan paham Mas."</i> (I understood little bit.)</p> <p>R : <i>"Kalau penjelasan mengenai grammar, vocab, juga drilling pronunciationnya gimana?"</i> (How was the explanation about grammar, vocabulary, and drilling on pronunciation?)</p> <p>S19 : <i>"Sudah semakin jelas sih Mas."</i> (It was clearer.)</p> <p style="text-align: right;">(I/23/S19/29/July/2011)</p> |
|---------|--|

The following classroom observation vignette also provides another description about the teaching and learning process of speaking.

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|---------|--|
| (4: 43) | <p>Since in the previous observation the researcher found students' lack in pronouncing some words, in this meeting the researcher drilled some difficult words related to the expressions given. Besides that, they had difficulty in making the correct sentences. Therefore, the researcher also gave them a brief explanation about sentence structure and gave them additional vocabulary related to the topic to enhance their vocabulary knowledge. The students got more comprehensive. Their mistakes in delivering the conversation were minimized.</p> <p style="text-align: right;">(V/4/XI-1/28/July/2011)</p> |
|---------|--|

Those data above imply that the explanation about the additional aspects – grammar, vocabulary, and pronunciation was effective to improve the students' speaking ability.

After the explanation session, the researcher applied the second action (Implementing the contextualized speaking tasks in order to have the students

speak contextually, accurately, and fluently). In this chance, the students practiced the contextualized speaking examples about ‘Taking-Leaving Messages’ in the handout. Firstly, they read and comprehended the context of situation before they had the speaking practice with their partner. In this task, the students were expected to get used to applying the expressions in the real context. From the interview transcript below, it can be seen that the speaking exercises helped them increase their speaking ability.

- | | |
|---------|--|
| (4: 44) | <p>R : “<i>Oh gitu.</i>” (Alright.) “<i>By the way, ada kesulitan gak pas latihan-latihan tasks speaking nya?</i>” (By the way, did you meet difficulty in practicing the speaking tasks?)</p> <p>S18 : “<i>Gak terlalu sih Mas, soalnya kan ngerjain task nya berdua jadi ya gak terlalu sulit.</i>” (No, I didn’t, because the tasks were done in pairs, it wasn’t difficult.)</p> <p style="text-align: right;">(I/22/S18/29/July/2011)</p> |
|---------|--|

After having a practice by using the contextualized speaking examples in the handout, the students continued to have another practice. This practice was still guided practice. This still related to the second action (Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently). The students had the conversation in pairs, and then they were given a role-card. They did a contextualized game using a role-card. They were given several minutes to prepare the conversation with their partner. They only received a context of situation which became such an instruction for the students to create a conversation between a secretary and a client in the office. They did not have difficulty in doing this task because they had already had the

same activity in the previous cycle. They were more competent in speaking at this time. These following data are presented to support the description of the teaching and learning process of speaking.

- (4: 45) R : *“Kalau secara keseluruhan, apakah implementing context of situation ini bisa meningkatkan kemampuan siswa dalam belajar Speaking?”* (Over all, **did the context of situation improve the students’ speaking ability?**)
- T : *“Over all sih, bisa Mas...”* (Over all, yes, it did.) *“Tapi ya itu tadi, memang tidak begitu signifikan.”* (Although, the improvement was not really significant.) *“Tapi paling tidak anak-anak sekarang jadi tahu kalau dalam speaking itu harus berdasarkan context yang ada di dalam pelajaran.”* (But, at least, the students were familiar with speaking exercises based on the context.) *“Mereka jadi lebih tahu, akan berperan sebagai apa, tempatnya dimana, topiknya apa, serta bagaimana harus menyampaikannya dengan baik dan benar.”* (They could know better what they acted as, where the setting was, what the topic was, and how to carry it out well and correctly.)
- (I/20/T/29/July/2011)

The English teacher said that there was an improvement of the students’ speaking ability although it was not significant. In reference to her, through the context given, the students carried out the conversation quite well.

The next data also present another point of view of the students about this.

- (4: 46) R : *“Menurutmu gimana pelajaran kemaren dibandingkan dengan sebelumnya?”* (How was the lesson yesterday, compared with the previous ones?)
- S18 : *“Ehmm...asik sih Mas.”* (Ehmm...It was enjoyable.)
- (I/22/S18/29/July/2011)
- S21 : *“Lumayan menyenangkan kok Mas”* (It was quite fun.)
- (I/25/S21/29/July/2011)
- R : *“Kenapa asiknya?”* (Why?)
- S18 : *“Ya pelajarannya ada game-gamenya gitu, walau kadang agak*

kesusahan juga karena harus perform speakingnya langsung” (**There was a game, although sometimes I had difficulty to perform the speaking task directly.**)

(I/22/S18/29/July/2011)

S21 : *“Ya menyenangkan, pelajarannya enak, bervariasi, pake game gitu”* (**The lesson was fun and various. Using game.**)

(I/25/S21/29/July/2011)

(4: 47) R : *“Oh, gitu. Kalau tentang context of situation gimana?”* (Oh, I see. **How was the context of situation?**)

S21 : *“Yang ada di setiap task itu ya Mas?”* (**Which is in each task?**)

R : *“Iya, yang itu”* (Yep.)

S21 : *“Ya bagus sih Mas, jadi dialognya kan jelas itu tentang apa.”* (**It was good, the dialog was clear.**)

(I/25/S21/29/July/2011)

In reference to the data above that the students enjoyed the contextualized speaking game that was given in this meeting. Although there were a few students who still halted in speaking through contextualized tasks, many of them were already good at carrying out this task. They acquired the context quite well when they used it in a conversation.

The following classroom observation vignette also provides a brief description about the implementation of the contextualized speaking game.

(4: 48) The next session was still a guided exercise. In this time, the researcher still used the contextualized game through role-card to have the students’ comprehension in using the expressions of taking-leaving messages. However, the context of situation was different from the previous one in cycle 1. The participants were still in pairs, one student became a secretary and another became a client who was looking for someone in the office. As usual, they students would receive the role-card in which the context of situation printed. They have to follow the instruction in doing the game. They had some minutes to prepare the game. **They looked enthusiastic joining this**

activity. However, some of them still looked halted in having the conversation. After having a speaking practice through contextualized game, the students were back to their seat.

(V/4/XI-1/28/July/2011)

In reference to the vignette above, the students were enthusiastic in doing the contextualized speaking tasks in the form of game. This brought different atmosphere in the teaching and learning process of speaking.

b. The Fourth Meeting (applying some new speaking activities which were more interactive and communicative)

The last meeting of this research was done in the fourth meeting. In this meeting, the researcher implemented the third action on applying some new speaking activities which were more interactive and communicative. By applying some new speaking activities, the researcher expected the students' speaking ability improved. There were two activities in this meeting.

In the third meeting, the students had some speaking exercises about the new topic 'Taking-Leaving Messages'. Therefore, in this meeting, the students had another speaking task, but the speaking task was not guided anymore. The students carried out a conversation about a situation given. The topic covered 'Telephone Handling on Business' and 'Taking-Leaving Messages'. Therefore, the students should prepare themselves better. Actually, most of them did the task quite well. They did not have any difficulty in doing this task because they had

already had a lot of speaking practices. The following interview transcript shows the English teacher's opinion about the given activities.

- (4: 49) R : "*Untuk speaking activities yang saya berikan kepada anak-anak bagaimana Bu?*" (**How were the speaking activities?**)
 T : "*Speaking activities yang kemarin dipakai itu bagus banget kok Mas, memacu anak-anak untuk berkreasi di kelas speaking.*" (The speaking activities were very good, those made students creative in the speaking class.) "*Mereka juga jadi terbiasa menggunakan context di dalam speaking.*" (They got used to applying the context in the speaking activity.)
 (I/26/T/03/August/2011)

The English teacher thought that the speaking activities were good to make the students creative. The students also got used to using a context in their conversation.

The next data are the students' opinion about the speaking activities given. These are presented to support the previous description. These imply that the speaking class was generally enjoyable.

- (4: 50) R : "*Tentang keseluruhan aktifitas speaking yang Mas Eko berikan, mana yang paling menyenangkan, mana yang paling membosankan?*" (About the whole speaking activities, **which one is interesting and which one is boring?**)
 S22 : "*Yang paling menyenangkan menurutku yang pas penjelasan dengan video, terus latihan dengan teman dalam mengerjakan task speaking yang sudah diberikan.*" (**The most interesting part was the explanation using the video, then practicing the conversations with friends.**)
 (I/27/S22/03/August/2011)
 S25 : "*Sudah bagus sih Mas, kita diajari speaking tapi melalui game-game gitu.*" (I think it was good, **we were taught about speaking through games.**)
 (I/30/S25/03/August/2011)

- (4: 51) R : “*Susah gak ngikutin kegiatan-kegiatan speaking yang dilakukan kemarin?*” (**Was it difficult to follow the speaking activities?**)
 S25 : “*Gak sih Mas, asik kok pelajaran sama Mas Eko.*” (**No, it wasn’t, the speaking class with you was enjoyable.**)
 (I/30/S25/03/August/2011)

In addition, the following classroom observation vignette provides additional description about the speaking activities done in the fourth meeting.

- (4: 51) In the previous meeting, the students had speaking practice through contextualized game. Although they were enthusiastic and interested in doing the previous speaking activity, they had to do another contextualized speaking task independently. They would do the task in pairs. In this time, the context of situation was more complicated than before. The context was about the ‘Telephone Handling’ until ‘Taking-leaving Messages’. There were several contexts that the students could choose. A pair of students only chose one context. They were given some minutes to arrange the conversation before they performed it in front of the class in turn. **Having enough preparation, the students performed the conversation between a secretary and a client in front of the class. Some pairs of students enjoyed the conversation, but there were a few of them who were unnatural when doing the conversation.**
 (V/5/XI-1/30/August/2011)

The next activity in the fourth meeting was the students’ speaking performance. They did the performance in pairs like in Cycle 1. The activity was also the same as the performance in Cycle 1. Each student was given a role card. One student acted as a secretary of a company and another acted as a client who was looking for the boss of the company. The role-cards consisted of ‘Telephone Handling on Business’ and ‘Taking-Leaving Messages’ topics. The researcher assessed the students’ speaking performance to see if there was an improvement

of the students' speaking ability or not. The following data is the English teacher's opinion about the second speaking performance.

- (4: 52) R : "*Menurut Ibu pertemuan speaking class terakhir kemarin bagaimana?*" (**What do you think about the last meeting?**)
 T : "*Kemarin itu kan production yang ke dua ya Mas?*" (Yesterday was the second production, right?) "*Topik materinya berbedakan?*" (The topic was different, right?)
 R : "*Iya, topik yang terakhir kemarin tentang how to take and leave message.*" (Yep, the topic yesterday was about how to take and leave messages.)
 T : "*Menurut saya sih sudah bagus kok Mas, dengan menggunakan caranya Mas Eko yang memakai role-card dengan menampilkan context untuk dialognya*" (**I think it was good, you used role-card to apply the context of situation for the dialog.**)
 (I/26/T/03/August/2011)

In reference to the data above that the context of situation was effective to make students able to carry out a conversation. The next data are the students' opinion about the performance.

- (4: 53) R : "*OK, kan kemarin itu final performance. Masih susah gak dalam mengikuti kegiatan speaking?*" (OK, yesterday was the final performance. **Did you have any difficulty in following the speaking activities?**)
 S22 : "*Dulunya aku kalo di suruh speaking di depan gak mau soalnya susah sekarang dengan speaking berdua dengan teman dan temanya sudah ditentukan itu lebih mudah.*" (**It was difficult for me to speak in front of the class, now speaking in pairs is easier with the given theme.**)
 (I/27/S22/03/August/2011)
 S24 : "*Gak juga sih Mas, kegiatannya mudah untuk diikuti kok.*" (**No, I didn't, the activities were easy to follow.**)

(I/29/S24/03/August/2011)

S 25 : *“Performance yang kedua sih gak terlalu sulit Mas, soalnya yang kemarin-kemarinnya kan sudah banyak latihan yang pakai context gitu.”* **(The second performance wasn’t difficult because we had already had a lot of practices using the context.)**

(I/30/S25/03/August/2011)

In reference to the students, doing the performance in pairs was easier than individually. The theme of the conversation also made them able to acquire the materials better. The previous speaking activities also made them get used to having a conversation using the context of situation.

In conclusion, the fourth meeting ran quite well. The students were enthusiastic in doing a sequence of speaking activities. Most of them were able to carry out a conversation related to the topics ‘Telephone Handling on Business’ and ‘Taking-Leaving Messages’.

3. Reflection of Cycle 2

After conducting the three actions in the Cycle 2, the researcher reviewed the actions by doing some reflections. The reflections were based on the classroom observations during the teaching and learning process, the English teacher and the students’ opinions, and the students’ speaking performance scores. The students’ speaking performance scores in this cycle were compared with those in Cycle 1. In the Cycle 2, the researcher proposed three actions, i.e. using some new speaking topics which were contextual to the students’ study

background; implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently; and applying some new speaking activities which were interactive and communicative. The reflections of the Cycle 2 are presented as follows.

a. Using some new speaking topics which were contextual to the students' study background

The researcher used 'Taking-Leaving Messages' as the topic in the Cycle 2. As the first topic 'Telephone Handling on Business', 'Taking-Leaving Messages' topic was contextual to the students' study background, i.e. the Office Administration Department. The contextual speaking topics were effective to support the students' speaking ability because the students were familiar to the topics, so that they comprehended the context well. The following interview transcript presents the English teacher's opinion about the materials given.

- (4: 54) R : *"Bagaimana pendapat Ibu tentang materi yang saya ajarkan ke anak-anak?"* (Then, what's your opinion about the materials I have taught to the students?) *"Apakah sudah sesuai atau belum?"* (**Were those suitable for the students or not?**)
- T : *"Dilihat dari isinya sih sudah sesuai SK/KD dan topiknya juga sesuai banget sama jurusan kelas yang Mas Eko ampu kemarin."* (Those **were appropriate to SK/KD and the topics were also appropriate to the students' study background.**)
- (I/26/T/03/August/2011)

The data above imply that the materials according to the English teacher were appropriate to the curriculum of Vocational School. In addition, the topics

were also appropriate to the students' study background, i.e. the Office Administration Department.

Moreover, the students' opinions about the materials given in the Cycle 2 are presented as follows.

- | | |
|---------|---|
| (4: 55) | <p>R : <i>"Trus bagaimana mengenai materi speaking nya?"</i> (How were the speaking materials?) <i>"Apakah itu membantu kalian dalam speaking?"</i> (Were those helpful in speaking?) <i>"Apakah materi speakingnya sudah sesuai dengan background kalian?"</i> (Were those appropriate to your study background?)</p> <p>S24 : <i>"Iya lah Mas, materinya kan sesuai dengan jurusan kita, jadi sedikit banyak kita sudah familiar dengan materi-materi tersebut."</i> (Yes, I think, because the materials were appropriate to our study program, so we are already familiar with the materials.) <i>"Jadi ini lebih membantu menurut saya."</i> (I think those were more helpful.)
(I/29/S24/03/August/2011)</p> <p>S25 : <i>"Materi speakingnya yang di handout itu bagus kok, ada gambar-gambar nya juga ada contoh-contoh dialog nya."</i> (The speaking materials in the handout were good; there were pictures and the examples of the dialogs.) <i>"Dan itu juga sangat membantu dalam hal aktivitas speaking soalnya topiknya sesuai dengan jurusan kita juga, jadi kita sudah kenal."</i> (And, those were very helpful for the speaking activities because the topics were suitable for our study, so we were familiar with those.)
(I/30/S25/03/August/2011)</p> |
|---------|---|

Both students above agreed that the materials given were helpful for them. Then, the topics of materials were appropriate to their study background. They admitted that they were familiar with the topics as well.

b. Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently.

By implementing the contextualized speaking tasks, the researcher expected the students not to depend on the activity of memorizing the dialog, but they explored their creativity in carrying out a conversation based on the context as well. Firstly, they faced difficulty in doing such a task. Finally, they got used to having contextualized speaking tasks. Most of them did the speaking task very well.

The students confessed that the contextualized speaking tasks were effective to improve their speaking ability. Since the contextualized tasks allowed them to create their own conversation based on the context, the students became actively involved in the speaking task. The following data present the students' opinions about this.

- (4: 56) R : *"Ehmm...kalau mengenai context of situation kemarin gimana?" (What about the context of situation?) "Itu lho yang penjelasan awal tentang dialognya." (The explanation about the dialog in the beginning.)*
- S18 : *"Oh, itu." (Oh, I see.) "Dibandingkan dengan biasanya sih lumayan jelas yang diberikan Mas." (Compared it with the usual task, it was clearer) "Soalnya kan kita jadi tau kita pura-puranya tempatnya ada dimana dan kita jadi siapa." (We knew what/ where we were supposed to be.)*
(I/22/S18/29/July/2011)
- S22 : *"Ya bagus sih Mas, kan kita jadi tahu bahwa sebuah dialog di dalam kelas speaking harus memiliki context yang jelas" (Those were good, we knew that a dialog must have a clear context.)*
(I/27/S22/29/July/2011)
- S23 : *"Ya lumayan sih Mas, saya sekarang jadi agak bisa kalau*

speaking soalnya banyak latihannya.” (Yes, now I can speak English because I had a lot of exercises.)

(I/28/S23/29/July/2011)

S25 : *“Ya membantu sih Mas, paling gak kan kita gak hanya ngerjain dan menjawab soal.” (Yes, I think those helped us so much, we didn’t do and answer the tasks only.) “Tapi juga memahami konteks untuk kemudian mengembangkannya menjadi sebuah percakapan.” (But, we also comprehended the context to create a conversation.)*

(I/30/S25/29/July/2011)

(4: 57) R : *“Emang kalau yang biasanya gimana?” (How was usually the task?)*

S18 : *“Kalau yang biasanya ya cuma ngapalin dialog yang uda ada aja.” (In the usual task, we memorized the dialog.) “Jadi gak ada latihannya.” (There was no practice like this.)*

(I/22/S18/ 29/July/2011)

The interview transcripts above imply that the contextualized speaking tasks helped them to learn speaking. They carried out a conversation without memorizing or imitating the examples only, but they comprehended the context first to create a conversation.

c. Applying some new speaking activities which were more interactive and communicative

To get the students’ attention to the speaking lesson, the researcher applied new speaking activities related to the topic. The new activities in this cycle were using the contextualized speaking task, a role-card game, and vocabulary and pronouncing drilling. These were expected to increase the students’ ability in speaking English. In joining the new speaking activities, the students became enthusiastic and confident to speak English. This proved that the

new speaking activities were effective to increase the students' enthusiasm and confidence to speak English. It means that the students' speaking ability also increased. The following interview transcripts are presented to support the descriptions of the reflection of the third action.

- (4: 58) R : *"Oh, gitu ya, OK deh."* (Oh, I see.) *"Kalau pas latihan speaking yang memakai context of situation yang udah dikasih itu gimana?"* (**How was the speaking practice using the context of situation?**)
- S17 : *"Sudah bisa dimengerti kok Mas."* (**It could be understood well.**)
- R : *"Ngertinya gimana?"* (**How did you understand it?**)
- S17 : *"Ehm... ya, lebih mudah dalam mengikuti pola contextnya dalam speaking activity nya"* (Ehm... **It was easier to follow the context in the speaking activity.**)
- R : *"Apakah kamu antusias dalam mengikuti pelajaran speaking kemarin?"* (**Were you enthusiastic in joining the speaking class?**)
- S17 : *"Asik kok Mas, pelajaran speakingnya"* (**The speaking activities were enjoyable.**)
- (I/23/S17/29/July/2011)

- (4: 59) R : *"Oh gitu."* (Alright.) *"By the way, ada kesulitan gak pas latihan-latihan tasks speaking nya?"* (By the way, **did you meet difficulty in practicing the speaking tasks?**)
- S18 : *"Gak terlalu sih Mas, soalnya kan ngerjain task nya berdua jadi ya gak terlalu sulit."* (**No, I didn't, because the tasks were done in pairs, it wasn't difficult.**)
- R : *"Kalau dibandingkan dengan pelajaran sebelumnya, ada peningkatan gak secara kemampuan speaking kamu?"* (Do you feel that your speaking ability improves during the speaking lesson?)
- S18 : *"Ya lumayan."* (I think, yes, it improves.) *"Karena sudah terbiasa dengan latihan-latihan speakingnya"* (Because, I get used to the speaking practice.)

<p>R : “<i>Kalau antusiasme gimana?</i>” (How about the enthusiasm?) <i>“Antusias gak pas mengikuti pelajaran speaking?”</i> (Were you enthusiastic joining the lesson?)</p> <p>S18 : “<i>Antusias Mas, kan pelajarannya asik dengan latihan tasks nya trus ada gamenya juga kemarin.</i>” (I was enthusiastic because the lesson was enjoyable by practicing the contextualized tasks and the game.)</p> <p style="text-align: right;">(I/22/S18/29/July/2011)</p>

4. Summary of Cycle 2

After having reflections on the actions implemented in the Cycle 2, the researcher summarized the Cycle 2 as follows.

1. Using some speaking topics which were contextual to the students’ study background was considered to be a successful action. In Cycle 1, this action was successful. However, in conducting Cycle 2, the researcher applied this action again but in a different topic. Through the contextual speaking topics, the students understood the context better because the topics were familiar to them.
2. Implementing the contextualized speaking tasks in order to have the students speak contextually, accurately, and fluently was also considered as a successful action. According to the students, by using contextualized speaking tasks, they carried out a conversation based on a context. They did not need to memorize or imitate the dialog. By comprehending the context first, they carried out the conversation more contextually, accurately, and naturally.

3. Applying some new speaking activities which were more interactive and communicative was also considered to be a successful action. By doing the new speaking activities, the students were enthusiastic in speaking English. They were confident as well to speak English in the speaking class.

D. Discussion

This subchapter presents the general research findings of all actions done in the research. It is stated before that this research study aims at improving students' speaking ability through contextualized speaking tasks to the XI-1 class of the Office Administration Department at SMKN 1 Slawi. For this reason, the findings of the research study involved the actions to reach the goal.

The main action in this research was implementing the contextualized speaking tasks as the context of a situation in teaching speaking provides learners with meaningful concepts in their minds which enable them to easily keep the language data in their long-term memory instead of short-term memory. That theory implies that implementing the contextualized speaking tasks was expected to increase students' speaking ability because the students kept the language data in long-term memory through context of a situation given in contextualized speaking tasks. As a result, this action was successful to get the students' involvement in the teaching and learning process of speaking. They had a good interaction to share their ideas and opinions about the topics given. Language

learners tend to easily acquire the target language when contextualized and interactive language use of the target language is utilized. Moreover, the new speaking activities which used contextual topics also supported the success of the actions implemented. However, there were some problems occurred in implementing the actions related to the students' speaking ability during the research. Those problems were that the students' difficulties in pronouncing some words, making correct sentences, and mastering vocabulary. Therefore, the researcher tried to overcome the problems by implementing the similar actions again, so the students' speaking ability improved.

The research findings on improving the students' speaking ability through contextualized speaking tasks are summarized in the following table.

Table 7. The Result of the Actions in the Research Study

No.	The Condition before the Actions	The Condition After Cycle 1	The Condition After Cycle 2
1.	The students had low self-confidence to speak English.	Most of the students had self-confidence to speak English.	Almost all of the students had self-confidence to speak English.
2.	The students had less chance to practice the English speaking tasks orally	The students had more chance to practice the English speaking tasks orally than before.	The students had more chance to practice the English speaking tasks orally than the previous cycle.
3.	The speaking materials were not appropriate to the students' study background.	The speaking materials were appropriate enough to the students' study background.	The speaking materials had more topics about the students' study background.

(continued)

(continued)

No.	The Condition before the Actions	The Condition After Cycle 1	The Condition After Cycle 2
4.	The speaking activities were mostly in the form of written tasks.	The speaking activities were mostly in the form of real conversation. (watching video of a real conversation, practicing in pairs).	The speaking activities were mostly in the form of real conversation. (performing the tasks in pairs in front of the class).
5.	The atmosphere during the English teaching and learning process was not interactive and/ not communicative.	The atmosphere during the English teaching and learning process was more interactive and communicative than before. Nevertheless, there were some students who were still passive.	The atmosphere during the English teaching and learning process became interactive and/ communicative.
6.	---	The mean of the first speaking performance score was 6.92	The mean of the first speaking performance score was 7.49

After the implementation of the actions done in the two cycles, the students' speaking ability improved. They became more active in the speaking class. They were also more interactive in doing the contextualized speaking tasks. They carried out the conversation based on the context very well. The students' speaking performance scores also showed the improvement. Although there was not significant improvement on the students' speaking performance scores done in Cycle 1 and Cycle 2, it was still considered that the students' speaking ability was improved. The mean of the students' speaking performance scores in Cycle 1 was 6.92 and it became 7.49 in the Cycle 2. From those descriptions, it can be

concluded that the actions which were conducted in the two cycles were effective to improve the students' speaking ability.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In reference to the formulation of the problem, this research is focused on improving students' speaking ability through the implementation of contextualized speaking tasks to XI-1 class of the office administration department at SMKN 1 Slawi. In Cycle 1, four actions were implemented, i.e. giving the students chance to speak, using contextual speaking topics, implementing contextualized speaking tasks, and applying some new speaking activities. The contextualized speaking tasks were effective to make the students speak contextually, interactively, and fluently. The speaking activities were also successful to make students enthusiastic in joining the speaking class. The improvement could be seen from the students' and the English teacher's opinions, the classroom observation vignettes, and the speaking performance scores in Cycle 1 and Cycle 2.

However, there were some problems that occurred in the implementation of the actions in Cycle 1. Those were related to students' vocabulary mastery, students' mastery on sentence structure, and students' mastery on pronunciation. Consequently, the researcher still implemented the same actions, which were implemented in Cycle 1, in Cycle 2 with some modifications. The researcher

added some vocabulary related to the topics and grammar explanation. He also gave the students more drilling on pronouncing the expressions of related topics.

To sum up the contextualized speaking tasks were used to improve the students' speaking ability.

B. Implications

In reference to the results of the implemented actions, the implementation of contextualized speaking tasks improved the students' speaking ability. It implies that contextualized speaking tasks are highly recommended to be applied by the English teachers of Senior High School in the teaching and learning process of speaking on the grounds that the use of contextualized speaking tasks can make the students enthusiastic in speaking English, interested in doing the speaking tasks given, active in carrying out the conversation based on the context given, and also familiar with the speaking topics as the students are accustomed to carrying out the conversation according to its context.

C. Suggestions

The researcher proposes some suggestions to the English teachers, the students, and other researchers related to the research study.

1. To the English teachers

In the teaching and learning of speaking, the English teachers should consider some aspects related to the students' speaking ability. The English teachers should apply contextualized speaking tasks to drive the students to carry out a conversation based on the context to minimize memorizing and imitating in practicing the dialog.

2. To the students

Contextualized speaking tasks are useful to improve students' speaking ability. Therefore, the students should be active in finding sources of speaking tasks with regard to the contexts.

3. To other researchers

This research study focuses on improving students' speaking ability through contextualized speaking tasks. Because of the limited time, the researcher only conducted this research in two cycles in four sessions. To get deep findings, other researchers should apply more cycles than the cycles conducted in this research.

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APPENDICES

- A. COURSE GRID**
- B. LESSON PLANS**
- C. SPEAKING RUBRICS**
- D. STUDENTS' SPEAKING PERFORMANCE SCORES**
- E. INTERVIEW TRANSCRIPTS**
- F. VIGNETTES**
- G. STUDENTS' DIARIES**
- H. PHOTOGRAPHS**
- I. LICENSE LETTERS**

Appendix 1

COURSE GRID

*A RESEARCH STUDY ON IMPROVING STUDENTS' SPEAKING ABILITY THROUGH CONTEXTUALIZED SPEAKING TASKS

Name of School : SMKN 1 Slawi
 Subject : English
 Grade/ Semester : XI/ Odd
 Standard of Competence : 2. Communicating with the use of English on Elementary Level

Cycle	Basic Competence	Topic	Teaching-learning Materials	Teaching-learning Activities	Indicators	Assessment	Allotted Time	Source
1	2.1 Understanding non-native speakers' daily conversation either in professional context or personal context.	Telephone handling	<i>Example:</i> Secretary : Hello. TVS Computers. Samantha speaking. How can I help you? Client : Good morning. Could I speak to your customer service department, please?	<ul style="list-style-type: none"> • Explanation session • Discussion session about the materials • Comprehending the context of the dialogs • Identifying the dialogs • Playing contextualized speaking game • Carrying out a conversation based on the situation given • Performing a conversation based on the situation given 	<ul style="list-style-type: none"> • Identifying the expressions used in a telephone call. • Responding to a telephone call. 	Performance	4 x 45'	Materials handout, Video
2	2.1	Taking-	<i>Example:</i>	• Reviewing the	• Identifying the	Performance	4 x 45'	Materials

	Understanding non-native speakers' daily conversation either in professional context or personal context.	leaving messages	<p>Secretary : Would you like to leave a message for him? Client : Yes. Could you tell him that the new ads have been finished?</p> <p>Secretary : Can I have your name please? Client : My name is Kristen Brown. That's B-R-O-W-N.</p>	<p>previous lesson</p> <ul style="list-style-type: none"> • Explanation session • Discussion session about the materials • Doing vocabulary tasks • Drilling expressions • Comprehending the context of the dialogs • Identifying the dialogs • Playing contextualized speaking game • Carrying out a conversation based on the situation given • Performing a conversation based on the situation given 	<p>expressions used in a telephone call.</p> <ul style="list-style-type: none"> • Responding to a telephone call in order to take and leave messages. 			handout, Video
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Appendix 2

LESSON PLAN

Cycle 1 (first and second meeting)

School	: SMKN 1 Slawi
Subject	: English
Grade/ Semester	: XI/ 3
Allotted Time	: 4 x 45'
Standard of Competence	: 2. Communicating with the use of English on Elementary Level
Basic Competence	: 2.1 Understanding non-native speakers' daily conversation either in professional context or personal context.
Topic	: Telephone Handling
Skill	: Speaking

A. Learning Objective

After the topic of telephone handling is presented, students are able to practice telephone handling in English correctly.

B. Indicators

1. Identifying the expressions used in a telephone call.
2. Responding to a telephone call.

C. Technique

Three-Phase Technique: Presentation, Practice, Production

D. Materials: in the appendix

E. Activities

1. Pre-teaching
 - The teacher greets the students, and then checks the students' presence.

- The teacher prompts the students by asking “What will you say if your phone is ringing?”
- The teacher observes what the students’ responses to that expression are.

2. Whilst-teaching

Presentation	Practice	Production
- The students are introduced to a new topic, ‘Telephone Handling’	- The students work in pairs.	- The students work in pairs.
- The students pay attention to the teacher’s explanation on ‘Telephone Handling’ examples (Activity 1 and Activity 2)	- The students practice to make dialogs based on situation given (Activity 3)	- The students are asked to make dialogs based on situation given (Activity 4)
- The teacher explains the topic of ‘greetings’ and ‘introduction’ , then asks the students to discuss the use of some expressions of ‘greetings’ and ‘introduction’		- The teacher assesses the students’ performance
- The teacher explains the topic of ‘connecting’ and		

<p>‘responding to if the person is not available’, then asks the students to discuss the use of some expressions of ‘connecting’ and ‘responding to if the person is not available’</p>		
<p>- The teacher explains the topic of ‘asking and giving information’, then asks the students to discuss the use of some expressions of ‘asking and giving information’</p>		

3. Post-teaching

- The teacher asks the students’ difficulties in learning the topic.
- The teacher reviews the lesson by asking students to say the expressions.
- The teacher gives a chance to the students for asking questions.
- The teacher ends the lesson.

F. Teaching materials sources

- www.bogglesworldesl.com
- www.savevid.com
- <http://www.esl-lab.com>

- Early Business Contact

G. Evaluations

Oral test (performance in pairs)

H. Speaking Rubric Assessment

No .	Student's Name	Assessment Aspects					Total Score
		Fluenc y	Accuracy			Appropria cy	
			Pronunciati -on	Vocabula -ry	Gramma -r		

Final Score = Fluency (10) + Pronunciation (10) + Vocabulary (10) + Grammar (10) + Appropriacy (10)

5

English Teacher

Researcher,


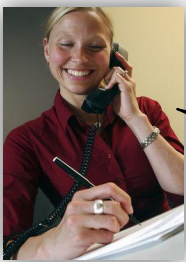

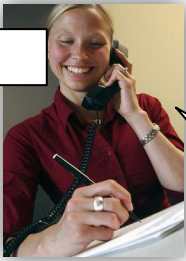

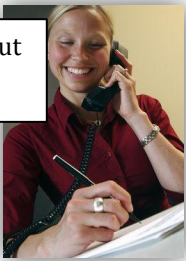
Nurkhikmah, S. Pd.

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APPENDIX MATERIALS

Activity 1. Identify the dialog below.

Ms. Kristen Brown from Ben & Jerry's Corporation's office is calling Nesville Ads' Company in New Jersey to speak to Mr. John Smith, the manager of Nesville Ads' Company, in order to talk about the payment of Mr. Smith's order. Ms. Mary Jane is the secretary of Nesville Ads' Company. The following presents their dialog.

 <p>Hello. Nesville Ads' Company. May I help you?</p>	 <p>Hello. May I speak to your Boss? Mr. John Smith?</p>
 <p>Pardon me. Who's calling?</p>	 <p>I'm Kristen Brown from Ben & Jerry's Corporation.</p>
 <p>Wait a moment, Ma'am. I'll put you through.</p>	 <p>Sure.</p>

I'm sorry. He's not in right now.



Do you when he's back?

I'm sorry. I don't know, but I'll let him know that you are calling.

Thank you

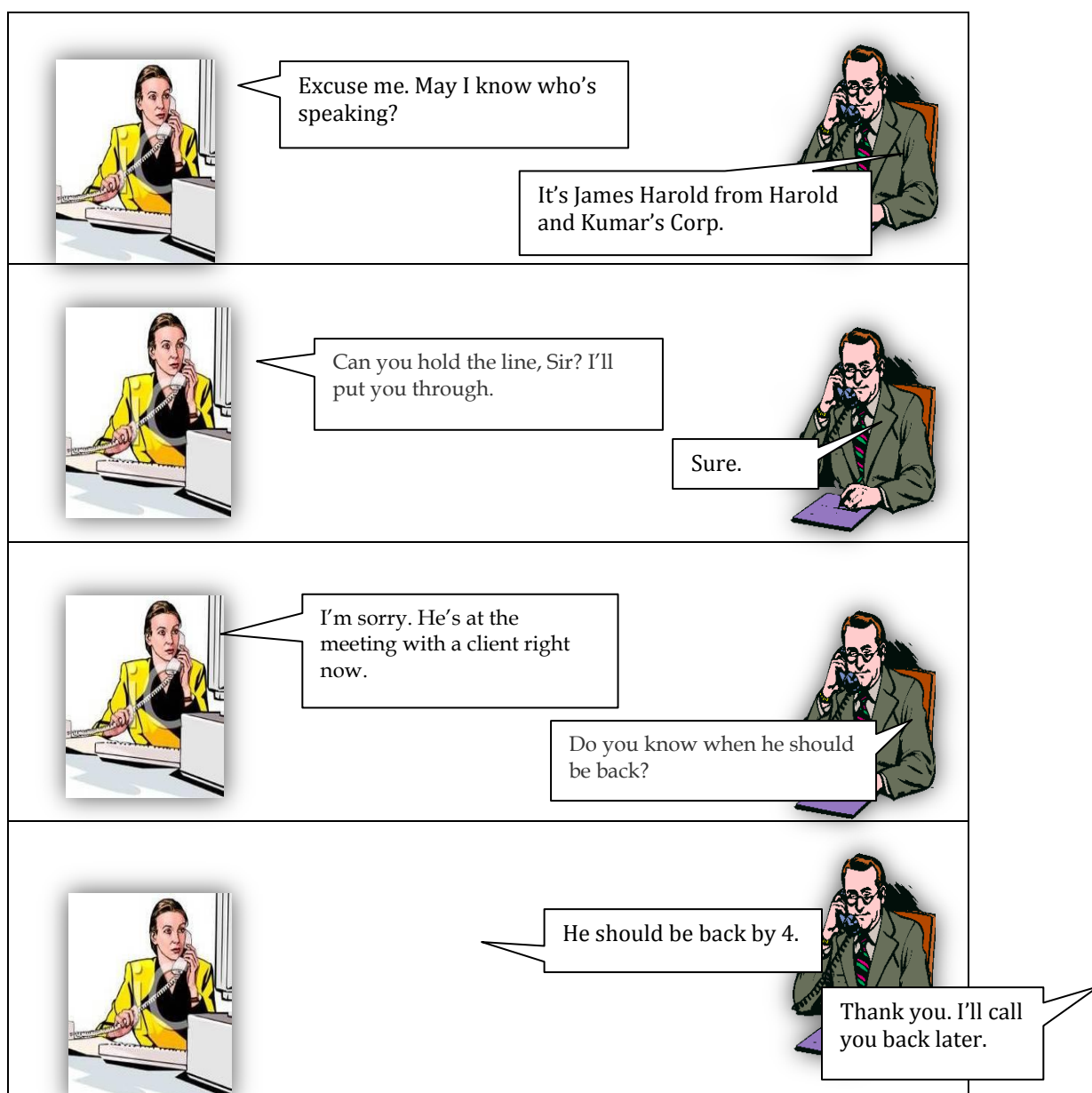
Activity 2. Identify the dialog below.

Mr. James Harold from Harold & Kumar's Corporation is calling Georgia-Pacific Corporation's office to speak to Mr. Ben Stiller in order to talk about some new contracts of their companies. Ms. Nicole Spring is the secretary of Ben & Jerry's Corporation. The following presents their dialog.

	
---	---

Thank you for calling Georgia-Pacific Corporation, Spring's speaking.

Good afternoon. Could I speak to Mr. Stiller?



Business clients should be given a role-card with information concerning a business transaction with Mrs. Mary Jenkins, a manager at Stellar Corporation. The Role-card contains the clients name and company.



You are Mr. Mike Bergson. You work for LJ computers. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that her shipment of computers has arrived. If she is not in, ask the secretary when Mrs. Jenkins will be back.

You are Ms. Tanya Griswold. You work for Grubb Interior Designs. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that you have come up with an estimate for the renovations. If she is not in, ask the secretary when Mrs. Jenkins will be back.

You are Mrs. Sara Voldemort. You work for Dark Side Media. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that the advertising campaign is ready to launch. If she is not in, ask the secretary when Mrs. Jenkins will be back.

You are Mr. Felix Unger. You work for Upland Real Estate. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that you have found a property she would be interested in. If she is not in, ask the secretary when Mrs. Jenkins will be back.

You are Ms. Lisa Harada. You work for 1st International Bank. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that her loan application has been approved. If she is not in, ask the secretary when Mrs. Jenkins will be back.

You are John Richter. You work for Wide-Eye Security. You have to call Mary Jenkins from the

You are Mrs. Dana Walker. You work for Jones and Bailey Law Firm. You have to call Mrs. Mary Jenkins

You are Mr. Jerry Flanagan. You work for Provincial Express Shipping. You have to call Mrs.

Stellar Corporation
and tell her that her
cameras have arrived.
If she is not in, ask the
secretary when Mrs.
Jenkins will be back.

from the Stellar Corporation and tell her that she won her court case. If she is not in, ask the secretary when Mrs. Jenkins will be back.

Mary Jenkins from the Stellar Corporation and tell her shipment has been delivered. If she is not in, ask the secretary when Mrs. Jenkins will be back.

The secretary activity

You are a secretary for the Stellar Corporation. Your boss, Mrs. Mary Jenkins is out so when business clients call, answer their questions.

[illegible]

Secretaries should be given a role-card with information about their boss. The information includes the boss's whereabouts and her expected return time. When people call asking for the boss, secretaries should convey the information in the card and take a message.



You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is at a meeting. She is expected back at 1:30.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is out to lunch. She is expected back at 1:00.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is on vacation. She is expected back next Monday.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is talking to a client. She is expected back in about an hour.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is away on business. She is expected back tomorrow.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is talking to the boss. She is expected back in about 15 minutes.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She just stepped out. She is expected back in about 2 hours.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is away on maternity leave. She is expected back at the beginning of next month.

Activity 4. Make a dialog about a telephone call based on the situation given below.

Now is 1 p.m. Mrs. Jennifer Grogan is calling Jack Arnold's Lawyer Office and looking for a lawyer for her case. She wants to talk to Mr. Jack Arnold about her case. Ms. Barbara Smith is the secretary of Jack Arnold's Lawyer Office. However, Mr. Jack Arnold is having a conference in Ohio right now. He should be back by 3 p.m.

Now is 12 p.m. Mr. James Martinez is calling Galia Interior Designs and looking for the supervisor, Mrs. Nancy Edwards. He wants to talk about the new interior design for his office. Ms. Patricia Fernandez is the secretary of Galia Interior Designs. However, Mrs. Nancy Edwards is going downtown to have lunch. She should be back at 1 p.m.

It's 9.30 a.m. Mr. Kevin Anderson wants to contact Ms. Helen Wood, the manager of Sales Department in Eidos Ltd. He wants to talk about the launching of Eidos' new software. Ms. Sidney Hill is the secretary of Eidos Ltd. Unfortunately, Ms. Helen Wood is having a briefing at the branch office. She should be back at 12 p.m.

It's 2 o'clock in the afternoon. Mr. Julio Ramos wants to contact Mr. Harriet Cash in the Export Department of Grey Global Group. Mr. Julio Ramos wants to talk about the progress of the order in a branch company in Philippines. Ms. Hannah Nelson is the secretary of Grey Global Group. Unfortunately, Mr. Harriet Cash is having a medical checkup now. He should be back by 4 p.m.

It's 10 in the morning. Mrs. Maria Renata wants to talk to Mr. John White, a HRD manager of Cigna Insurance. She wants to talk about her recruitment at the company. Ms. Samantha Bullock is the secretary of Cigna Insurance. However, Mr. John White is having a meeting with some colleagues. He should be back at 11 a.m.

It's 11 a.m. Mr. Stephen Ireland, a General Manager of Butterfly Corporation, wants to contact Mr. Dan Brown, a General Manager of Caterpillar Ltd. He wants to talk about the progress of their companies' merger. Ms. Jennifer Cole is the secretary of Caterpillar Ltd. Unfortunately, Mr. Dan Brown is not in his office. Ms. Jennifer Cole doesn't know when he should be back.

LESSON PLAN

Cycle 2 (third and fourth meeting)

School	: SMKN 1 Slawi
Subject	: English
Grade/ Semester	: XI/ 3
Allotted Time	: 4 x 45'
Standard of Competency	: 2. Communicating with the use of English on Elementary Level
Basic Competency	: 2.1 Understanding non-native speakers' daily conversation either in professional context or personal context.
Topic	: Taking and leaving messages
Skill	: Speaking

A. Learning Objective

After the topic of telephone handling is presented, students are able to practice telephone handling in English correctly.

B. Indicators

1. Identifying the expressions used in a telephone call.
2. Responding to a telephone call in order to take and leave messages.

C. Technique

Three-Phase Technique: Presentation, Practice, Production

D. Materials: in the appendix

E. Activities

4. Pre-teaching
 - The teacher greets the students, and then checks the students' presence

- The teacher prompts the students by giving a piece of paper with an instruction to call the teacher. When the student asks for you, you say, "Sorry, he's not here right now. Can I take a message?"
- The teacher observes what the students' responses to that expression are.

5. Whilst-teaching

Presentation	Practice	Production
- The teacher leads the students into the new sub-topic 'Taking and leaving messages'	- The students practice to make dialogs based on situation given (Activity 3)	- The students are asked to make dialogs based on situation given (Activity 4)
- The students pay attention to the teacher's explanation on 'Taking and leaving messages' examples (Activity 1 and Activity 2)		- The teacher assesses the students' performance

Teacher's Instruction *.

The class is divided into two groups: callers and receivers. Callers get **an activity A sheet** and **a role card**. Receivers get **an activity B sheet**, **a will-be-back note** and **a name tag**. Receivers sit facing the wall and callers sit behind the receivers as in the picture to the right. When a caller wants to make a call, they tap the receiver on the shoulder and say, "Bring! Bring!" Receivers put the name tag on the back of their chair so that the callers know who they are calling.

Note: The callers are clients

The receivers are secretaries

6. Post-teaching

- The teacher asks the students' difficulties in learning the topic.

- The teacher reviews the lesson by asking students to say the expressions.
- The teacher gives a chance to the students for asking questions.
- The teacher ends the lesson.

F. Teaching materials sources

- www.savevid.com
- Early Business Contact
- www.bogglesworldesl.com

G. Evaluations

Oral test (performance in pairs)

H. Speaking Rubric Assessment

No .	Student's Name	Assessment Aspects					Total Score
		Fluenc y	Accuracy			Appropri acy	
			Pronunciati on	Vocabula ry	Gramma r		

Final Score = Fluency (10) + Pronunciation (10) + Vocabulary (10) + Grammar (10) + Appropriacy (10)

5

English Teacher

Researcher,





Nurkhikmah, S. Pd.

Eko Fabianto


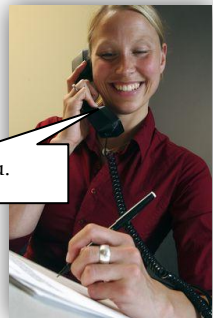
APPENDIX MATERIALS

Activity 1. Identify the dialog below.

Ms. Kristen Brown from Ben & Jerry's Corporation's office is calling Nesville Ads' Company in New Jersey to speak to Mr. John Smith, the manager of Nesville Ads' Company, in order to talk about the payment of Mr. Smith's order. However, Mr. Smith is not in the office. Then Ms. Brown leaves a message to Mr. Smith's secretary, Ms. Mary Jane. The following presents their dialog.





 <div data-bbox="560 766 828 871"> <p>Good afternoon. Nesville Ads' company.</p> </div>	 <div data-bbox="941 850 1161 997"> <p>Good afternoon. Can you put me through to Mr. Smith, please?</p> </div>
 <div data-bbox="560 1171 828 1291"> <p>I'm sorry. He's at a meeting with a client.</p> </div>	 <div data-bbox="966 1255 1185 1375"> <p>Do you know when he'll be back?</p> </div>









 <p>He should be back by 2 p.m. Would you like to leave a message for him?</p>	 <p>Yes. Could you tell him that the new ads have been finished?</p>
 <p>Certainly. Can I have your name please?</p>	 <p>My name is Kristen Brown. That's B-R-O-W-N.</p> <p>I'm with Ben & Jerry's Corporation. And could you have him call me when he has a spare moment. I need to discuss the billing details.</p>
 <p>Does he have your number?</p>	 <p>I think so, but I better give it to you just to be sure. It's 314-274-5464.</p>

 <p>Alright, Mrs. Brown, I'll have him call you when he gets a minute.</p>	 <p>Thank you.</p>
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Activity 2. Identify the dialog below.

Mr. James Harold from Harold & Kumar's Corporation is calling Georgia-Pacific Corporation's office to speak to Mr. Ben Stiller, the General Manager of Ben & Jerry's Corporation, in order to talk about some new contracts of their companies. However, Mr. Stiller is not in the office. Then Mr. Harold leaves a message to Mr. Stiller's secretary, Ms. Nicole Spring. The following presents their dialog.

	<p>Georgia-Pacific Corporation. May I help you?</p> <p>Could I speak to Mr. Stiller, please?</p> 
	<p>I'm afraid you can speak to Mr. Stiller right now. He's having lunch at the moment.</p> <p>Do you know when Mr. Stiller will be back?</p> 

	<p>He should be back by 1 p.m. Would you like to leave a message for Mr. Stiller?</p>	
	<p>Yes. Could you tell him that our companies' contracts should be renewed soon.</p>	
	<p>Certainly. With whom I speak?</p>	
	<p>It's James Harold. It's H-A-R-O-L-D. I'm with Harold & Kumar's Corporation.</p>	
	<p>Could you have Mr. Stiller call me later?</p>	
	<p>Does Mr. Stiller have your number?</p>	
		<p>He should have my number. Just to ensure, it's 274-314-5464.</p>
	<p>I'll have Mr. Stiller call you later. Anything else?</p>	
		<p>I don't think so. Thank you.</p>

Business clients should be given a role-card with information concerning a business transaction with Mrs. Mary Jenkins, a manager at Stellar Corporation. The Role-card contains the clients name, company, telephone number, and important business information that the clients want to convey to Mrs. Mary Jenkins.



telephone number is 604-324-4321. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that her shipment of computers has arrived. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss the delivery and installment schedule.

Designs. Your telephone number is 017-367-2190. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that you have come up with an estimate for the renovations. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss the color of the walls and floor tiles.

You are Mrs. Sara Voldemort. You work for Dark Side Media. Your telephone number is 250-432-3456. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that the advertising campaign is ready to launch. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss payment for services.

You are Mr. Felix Unger. You work for Upland Real Estate. Your telephone number is 212-425-3994. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that you have found a property she would be interested in. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss an initial offer

You are Ms. Lisa Harada. You work for 1st International Bank. Your telephone number is 812-999-3344. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that her loan application has been approved. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you

	for the property.	can discuss the repayment schedule.
<p>You are John Richter. You work for Wide-Eye Security. Your telephone number is 204-323-4998. You have to call Mary Jenkins from the Stellar Corporation and tell her that her cameras have arrived. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss when she wants the cameras installed.</p>	<p>You are Mrs. Dana Walker. You work for Jones and Bailey Law Firm. Your telephone number is 312-556-6655. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her that she won her court case. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss payment for services.</p>	<p>You are Mr. Jerry Flanagan. You work for Provincial Express Shipping. Your telephone number is 011-293-3425. You have to call Mrs. Mary Jenkins from the Stellar Corporation and tell her shipment has been delivered. If she is not in, leave a message with the secretary. You want Mrs. Jenkins to call you so that you can discuss future shipments.</p>

The secretary activity

You are a secretary for the Stellar Corporation. Your boss, Mrs. Mary Jenkins is out so when business clients call, take their message.

Client Name	Company	Tel#	Message	Wants to Discuss
<i>Mr. Jack Felspar</i>	<i>Spectrum Printers</i>	<i>314-274-5464</i>	<i>New ads are finished</i>	<i>Billing details</i>

Secretaries should be given a role-card with information about their boss. The information includes the boss's whereabouts and her expected return time. When people call asking for the boss,



You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is at a meeting. She is expected back at 1:30.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is out to lunch. She is expected back at 1:00

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is on vacation. She is expected back next Monday.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is talking to a client. She is expected back in about an hour.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is away on business. She is expected back tomorrow.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is talking to the boss. She is expected back in about 15 minutes.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She just stepped out. She is expected back in about 2 hours.

You work for the Stellar Corporation. You are a secretary. Your boss is Mrs. Mary Jenkins. She is away on maternity leave. She is expected back at the beginning of next month.

Activity 3. Make a dialog about a telephone call based on the situation given below.

Now is 3 p.m. You are Mr. James Richards. You work for Safeway Inc. Your telephone number is 204-323-4998. You have to call Mr. David Cook from VF Corporation and tell him that his company orders have arrived. If he is not in, leave a message with Mrs. Kate Park, the secretary. You want Mr. Cook to call you, so that you can discuss when he wants the orders installed.

Now is 1 p.m. You are Mr. Jeff Richardson. You work for Emerson Electric Company. Your telephone number is 812-999-3344. You have to call Mrs. Carol Thompson from News Corporation and tell her that their contract application has been approved. If she is not in, leave a message with Mrs. Laura Martinez, the secretary. You want Mrs. Thompson to call you, so that you can discuss the follow-up arrangement.

It's 11.30 a.m. You are Mr. Steven Cooper. You work for International Game Technology. Your telephone number is 212-425-3994. You have to call Mr. John Tucker from Hyland Software Inc. and tell him that you have found a new program that he would be interested in. If he is not in, leave a message with Ms. Betty Wilson, the secretary. You want Mr. Tucker to call you, so that you can discuss an initial offer for the program.

It's 4 o'clock in the afternoon. You are Mr. Paul Gray. You work for Darden Restaurants, Inc. Your telephone number is 250-432-3456. You have to call Mr. Mark Rivera from the Jones Soda Co. and tell him that the agreement of the two companies has settled. If he is not in, leave a message with Mrs. Helen Taylor, the secretary. You want Mr. Rivera to call you, so that you can discuss the further arrangement.

It's 9 in the morning. You are Mrs. Elisa Scott. You work for Caterpillar Ltd. Your telephone number is 017-367-2190. You have to call Mr. Richard Woods from the Butterfly Corporation and tell him that you have come up with an offer of company merger. If he is not in, leave a message with Mrs. Jennifer Wright, the secretary. You want Mr. Woods to call you, so that you can discuss the M.O.U. of the merger.

It's 9 a.m. You are Mr. John Tucker. You work for Hyland Software Inc. Your telephone number is 604-324-4321. You have to call Mr. Joseph Lewis from Cogent Communications. And tell him that his order of computer software has been finished. If he is not in, leave a message with Ms. Sarah Anderson, the secretary. You want Mr. Lewis to call you, so that you can discuss the delivery.

ADDITIONAL MATERIALS FOR CYCLE 2

A. TELEPHONING VOCABULARY

These words are just the example, in the real communication I'm sure there will be more word you will use. Thus, try to understand the meaning of the words (you can ask the dictionary).

answer	requires
answering machine	acknowledgment
busy signal	pauses
call	uh-huh
caller	uh-uh
call back/phone	unnerve, nervous
back	telephone
dial	solicitation
directory/phone	hang up
book	unfamiliar
hang up	annoying
operator	nature of the call
pick up	residential phones
receiver	business phones
ring	inquiries
ringer	severe
fax	actually
send	area code
receive	bothering
acknowledge	certainly
repeating	collect call
social call	convenient
formal	directory
informal	assistance
common	exact address
expressions	obligation
extensions	part of
line	purchase
hold	representatives
apologize	reservations
mis-dialed	selected
wrong number	sure
party	until
verification	

B. GRAMMAR FOCUS



Clarifying the letters in Spelling over the Telephone

A as in Alex	J as in Joe	S as in Sam
B as in Bob	K as in Keith	T as in Tom
C as in Curtis	L as in Larry	U as in Uncle
D as in Doug	M as in Matt	V as in Victor
E as in Edward	N as in Ned	W as in Walter
F as in Frank	O as in Oliver	X as in X-ray
G as in George	P as in Peter	Y as in Yang
H as in Harry	Q as in Quaker	Z as in Zebra
I as in Ivan	R as in Robert	

Practice spelling names over the telephone.

Example:

A: My name is **Jason Scott**.

B: Could you spell your name please?

(Spell the name using words to clarify e.g., J as in Joe)

- James Lewis
- Edward Cullen
- Kate Middleton
- Daniel Hall
- Jeff Parker
- George Washington
- John Cusack
- Suzanna Parker
- Elizabeth Carter
- Barbara Taylor

Appendix 3

SPEAKING RUBRICS

1. Fluency

Criterion: speaking fluently in natural hesitations.

Score Indicators:

10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly; sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly; those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns). Even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficultly to perform the expected competency; he/she speaks very slowly and always discontinuously (like speaking per word with very simple patterns) and even then stops.

2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Score Indicators:

10	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Grammar

Criterion: using simple and complex grammatical structures correctly.

Score Indicators:

10	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structure (like complex sentences).
9	The student almost never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes some mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they strongly impede meaning.
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences); cannot use complex structure (like complex sentences) well, the mistakes disrupt communication in performing expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentences) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Score Indicators:

10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand, he/she has to ask the teacher to express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

5. Appropriacy

Criterion: using expressions which are appropriate to the language functions and context.

Score Indicators:

10	The student uses expressions which are very appropriate to the functions and the context in performing the expected competency.
9	The student uses expressions which are appropriate to the functions and the context in performing the expected competency.
8	The student uses expressions which are quite appropriate to the functions and the context in performing the expected competency.
7	The student uses expressions which are quite appropriate, but sometimes not quite appropriate to the functions and the context in performing the expected competency.
6	The student uses expressions which are not quite appropriate to the functions and the context in performing the expected competency.
5	The student uses expressions which are inappropriate to the functions and the context in performing the expected competency.
4	The student often uses expressions which are inappropriate to the functions and the context in performing the expected competency.
3	The student uses expressions which are almost never appropriate to the functions and the context in performing the expected competency.
2	The student uses expressions which are never appropriate to the functions and the context in performing the expected competency.
1	The student cannot use expressions in performing the expected competency at all.

Appendix 4

Speaking Assessment Cycle 1

No	Student's Name	Assessment Aspects					Total Score	Final Score
		F	Accuracy			Ap		
			P	V	G			
1.	Abdul Azis Sudrajat	7	6	8	6	7	34	6.8
2.	Ageng Mahda Eka P	6	6	8	7	8	35	7.0
3.	Anggi Yuliani Utami	8	9	9	8	8	42	8.4
4.	Aprilia Kurnia Dewi	8	8	9	7	7	39	7.8
5.	Aspiatul Khasanah	8	8	9	7	8	40	8.0
6.	Devita Febriana	8	8	9	7	7	39	7.8
7.	Dita Setiani	7	6	7	5	6	31	6.2
8.	Diyah Ayu Priyani	6	8	8	7	7	36	7.2
9.	Dwi Yanuar	7	7	8	6	7	35	7.0
10.	Elok Faiqoh	8	7	9	8	8	40	8.0
11.	Erin Dwi Aryani	7	7	8	7	6	35	7.0
12.	Eti Purwaningsih	7	6	7	6	7	33	6.6
13.	Gatot Satrio D	7	7	8	6	7	35	7.0
14.	Hana Dwi Septianti	8	8	8	8	7	39	7.8
15.	Kholisoh Amaliyah	7	6	7	7	7	34	6.8
16.	Kuswanti	6	7	8	6	6	33	6.6
17.	Laelatul Muamanah	9	8	8	8	9	42	8.4
18.	Maria Ulfa Sutriani	6	6	7	5	6	30	6.0
19.	Miftahudin	7	7	8	6	7	35	7.0
20.	Nailul Maghfiroh	7	8	8	6	7	36	7.2
21.	Nok Mia Audinia	7	9	8	7	6	37	7.4
22.	Nurul Khikmah	6	6	7	7	6	32	6.4

23.	Okki Rizqa Arifianti	6	6	7	6	6	31	6.2
24.	Pradita Arfillianti	8	8	8	8	8	40	8.0
25.	Retno Nirmalasari	6	6	7	7	6	32	6.4
26.	Rokhmah Khayati	6	6	7	6	6	31	6.2
27.	Siti Awaliyah	5	7	8	5	7	32	6.4
28.	Siti Nur Anisah	7	9	8	8	8	40	8.0
29.	Siti Nur Hidayah	6	5	7	5	6	29	5.8
30.	Syifa Nurzamani	6	6	8	7	7	34	6.8
31.	Tika Ayu Lestari	5	7	8	6	7	33	6.6
32.	Ulfa Nurjanah	5	5	6	5	6	27	5.4
33.	Vikrotul Masfupah	7	7	8	7	7	36	7.2
34.	Vita Muflihah Fitriyani	6	6	7	6	6	31	6.2
35.	Wiwit Nur'afie Ausy	7	7	7	6	7	34	6.8
36.	Yayu Indriyani	7	6	7	5	6	31	6.2
N = 36		X = 6.92						

Note:

- Fluency : F
- Pronunciation : P
- Vocabulary : V
- Appropriacy : Ap

Speaking Assessment Cycle 2

No	Student's Name	Assessment Aspects					Total Score	Final Score
		F	Accuracy			Ap		
			P	V	G			
1.	Abdul Azis Sudrajat	7	7	8	7	7	36	7.2
2.	Ageng Mahda Eka P	7	7	8	7	8	37	7.4
3.	Anggi Yuliani Utami	8	9	9	8	9	43	8.6
4.	Aprilia Kurnia Dewi	7	7	7	7	7	35	7.0
5.	Aspiatul Khasanah	8	8	9	8	8	41	8.2
6.	Devita Febriana	9	8	9	8	8	42	8.4
7.	Dita Setiani	7	7	8	6	7	35	7.0
8.	Diyah Ayu Priyani	7	8	9	8	7	39	7.8
9.	Dwi Yanuar	8	7	8	7	7	37	7.4
10.	Elok Faiqoh	8	9	8	8	9	42	8.4
11.	Erin Dwi Aryani	7	8	8	7	8	38	7.6
12.	Eti Purwaningsih	8	7	8	8	8	39	7.8
13.	Gatot Satrio D	7	7	8	7	7	36	7.2
14.	Hana Dwi Septianti	8	8	8	8	8	40	8.0
15.	Kholisoh Amaliyah	7	7	8	6	7	35	7.0
16.	Kuswanti	7	7	8	7	7	36	7.2
17.	Laelatul Muamanah	9	8	8	8	9	42	8.4
18.	Maria Ulfa Sutriani	7	7	8	6	7	35	7.0
19.	Miftahudin	7	8	8	7	7	37	7.4
20.	Nailul Maghfiroh	7	8	8	7	8	38	7.6
21.	Nok Mia Audinia	8	9	8	8	8	41	8.2
22.	Nurul Khikmah	7	7	8	7	7	36	7.2

23.	Okki Rizqa Arifianti	7	7	7	6	7	34	6.8
24.	Pradita Arfillianti	9	8	8	8	8	41	8.2
25.	Retno Nirmalasari	7	7	7	7	7	35	7.0
26.	Rokhmah Khayati	7	7	8	7	7	36	7.2
27.	Siti Awaliyah	7	7	8	6	7	35	7.0
28.	Siti Nur Anisah	8	9	8	8	8	41	8.2
29.	Siti Nur Hidayah	7	6	7	6	7	33	6.6
30.	Syifa Nurzamani	7	7	8	7	8	37	7.4
31.	Tika Ayu Lestari	7	7	8	7	7	36	7.2
32.	Ulfa Nurjanah	7	6	7	7	7	34	6.8
33.	Vikrotul Masfupah	8	7	8	7	7	37	7.4
34.	Vita Muflihah Fitriyani	7	7	8	7	7	36	7.2
35.	Wiwit Nur'afie Ausy	8	8	8	7	8	39	7.8
36.	Yayu Indriyani	8	7	7	7	7	36	7.2
N = 36		X = 7.49						

Note:

- Fluency : F
- Pronunciation : P
- Vocabulary : V
- Appropriacy : Ap

Appendix 5

APPENDIX

INTERVIEW TRANSCRIPTS

Pre-Interview – Thursday, June 2nd, 2011

Interviewer: Researcher (R)

Interviewee: Mrs. Nur as English teacher (T)

- R : *“Jadi gini Bu Nur, saya mau menanyakan beberapa hal mengenai pembelajaran Bahasa Inggris di SMK ini.”* (Mrs. Nur, I would like to ask you a few questions about teaching and learning process of English at this SMK)
- T : *“Iya, Mas Eko.”* (Yes, please) *“Silahkan.”* (Go ahead)
- R : *“Saya kan sudah membuat proposal skripsi, dan tema saya tuh tentang Speaking.”* (I have made a thesis proposal and my topic is about Speaking) *“Kira-kira kalau pengajaran speaking di sekolah ini bagaimana ya bu?”* (How is the teaching speaking in this school?)
- T : *“Kalau saya mengajar Speaking, anak-anak sini masih banyak yang kurang bisa mengikuti.”* (When I am teaching Speaking, there are still many students who cannot follow the lesson well) *“Mungkin karena harus ngomong pake Bahasa Inggris, jadi mereka suka gak PD.”* (It might be because they have to speak in English, so they don't have enough self-confidence to speak)
- R : *“Kalau dari observasi kelas yang kemarin saya ikuti, di salah satu kelas, sepertinya mereka memang enggan untuk ngomong menggunakan Bahasa Inggris.”* (Based on my observation before in a certain class, the students were reluctant to speak in English) *“Kira-kira kalau saya ingin mengaplikasikan ilmu pengajaran Speaking saya gimana ya Bu?”* (How if I want to take my research on speaking here, Ma'am?)
- T : *“Oh, jadi Mas Eko mau ngambil Speaking untuk topic skripsinya?”* (Oh, so you want to conduct Speaking action on your research?) *“Bagus itu, bisa untuk meningkatkan Speaking siswa.”* (I think it's great, it can improve students speaking ability)
- R : *“Iya, Bu.”* (I think so, Ma'am)
- T : *“Kira-kira bentuknya akan pakai instrumen apa ya Mas Eko?”* (What will the instruments be?)
- R : *“Ehm, kalau saya lihat dari buku yang dipakai, sepertinya task speaking yang sudah ada kurang begitu mewakili anak-anak untuk berlatih.”* (Ehm, after I saw the book used by the students, I think the speaking tasks have not represented the students' background yet for practicing)

- “Sepertinya terlalu teks book gitu Bu.” (I think it’s too deep in written text)
- T : “Iya, memang.” (I think so) “Mungkin nanti Mas Eko bisa create task speaking yang lebih menarik untuk anak-anak.” (Maybe, you can create the speaking tasks more interesting for them)
- R : “Iya, Bu.” (OK, Ma’am) “Nanti kalau saya sudah mengembangkan instrumennya saya datang kesini lagi.” (I’ll catch you later when I’ll have finished my instruments)
- T : “Iya, Mas Eko.” (OK, then) “Semoga sukses.” (Good luck)
- (I/1/T/2/June/2011)

Friday, July 22nd, 2011

Interview for Cycle 1 meeting 1 on Thursday, July 21st, 2011

Interviewer: Researcher (R)

Interviewee: Mrs. Nur as English teacher (ET)

- R : “Assalamu’alaikum, Bu Nur.” (Assalamu’alaikum, Mrs. Nur) “Selamat pagi.” (Good morning) “Saya mau menanyakan soal pengajaran saya yang kemaren, Bu.” (I want to ask you about my class yesterday.)
- T : “Oh, silahkan mas Eko.” (Yes, please)
- R : “Langsung saja ya bu, menurut Ibu, bagaimana action pertama yang saya lakukan kemaren?” (What do you think about my first action yesterday, Ma’am?)
- T : “Yang tentang telephone handling itu ya mas?” (The telephone handling?)
 “Sudah cukup baik menurut saya.” (I think it was good enough)
 “Mungkin interaksi dengan siswanya lebih ditingkatkan untuk pertemuan selanjutnya.” (May be, next meeting, you can increase the interaction with the students)
- R : “Kemaren itu kan pokok materi saya mengenai context of situation yang ada dalam setiap dialog yang saya berikan sebagai contoh.” (Yesterday, I delivered the main action about context of situation. It was in the beginning in each dialog) “Menurut Ibu bagaimana dengan penggunaan Context of Situation tersebut?” (What do you think about that?)
- T : “Bagus mas, karena sebelumnya contoh-contoh tasks dialog yang ada di LKS belum seperti itu.” (I think it’s good because the speaking tasks in LKS are not like that) “Saya rasa dengan itu, siswa lebih bisa paham tentang context dari dialog-dialog tersebut.” (I think the students understood better about the context in each dialog)

- R : *"Oh, jadi yang di LKS yang dipakai siswa belum ada nggih?"* (So, there is no task like this before in LKS) *"Saya boleh minta contoh LKSnya gak Bu?"* (May I have the LKS, Ma'am?)
- T : *"Boleh aja mas, nanti saya carikan."* (Sure, I'll get you one later)
- R : *"Terus, menurut ibu handout materi yang saya berikan kemarin membantu tidak?"* (Next, what do you think about the handout?)
- T : *"Ya membantulah mas, kan siswa jadi punya pegangan."* (I think it was helping the students to learn better) *"Trus materinya saya lihat kemarin juga sudah bagus banyak gambarnya."* (Then, the materials are quite interesting with many pictures) *"Siswa jadi lebih interested untuk belajar."* (So, students were interested to study)
- R : *"Oh gitu ya bu, trus menurut ibu, bagaimana para siswa kemarin?"* (Oh, I see, How about the students Ma'am?) *"Apakah mereka terlihat antusias mengikuti pelajaran dari saya?"* (Were they enthusiastic in my class?)
- T : *"Saya lihat sih mereka antusias mas, mungkin karena gurunya baru juga."* (I saw them enthusiastic, may be because of the new teacher as well)
- R : *"Kalau penggunaan media video yang saya lihatkan lebih dulu gimana Bu?"* (How about the use of the video?)
- T : *"Bagus itu mas."* (That's good) *"Mereka terlihat senang dengan melihat contoh real dari video."* (They looked enthusiastic by seeing the real examples in the video) *"Dengan gitu kan mereka belajar cara mbacanya juga, kalau native speaker tuh gimana cara ngomongnya."* (Through the video, the students learnt how to pronounce the words/expressions correctly)
- R : *"Kalau siswanya terlihat aktif gak di kelas speaking kemarin?"* (How about the students? Did they looked active in the speaking class, yesterday?)
- T : *"Lumayan aktif mas, pas practice nya."* (When practicing, they were active) *"Tapi pas penjelasan dari mas Eko, mungkin bisa lebih dibuat lebih interaktif lagi."* (But, when you were explaining, it might be made more interactive)
- R : *"Oh iya bu, besok di pertemuan selanjutnya saya buat lebih interaktif lagi."* (Oh, OK, Ma'am, the next meeting will be more interactive) *"Terima kasih ya bu atas waktunya."* (Thanks for the time)
- T : *"Iya mas Eko."* (Any time) *"Jangan sungkan-sungkan kalau ada yang bisa saya bantu, datang aja ke kantor."* (Don't doubt if there is something I can do for you, just come.)

(I/2/T/22/July/2011)

Interviewer: Researcher (R)**Interviewee 1: Sanah as Student (S1)**

- R : "*Selamat siang dek.*" (Good afternoon) "*Bisa minta waktunya bentar gak?*" (Do you have a time?)
- S1 : "*Iya, mas.*" (Sure)
- R : "*Dek siapa ya namanya?*" (What's your name?)
- S1 : "*Sanah mas.*" (I'm Sanah)
- R : "*OK, langsung ajah ya?*" (Straight to the point, OK?) "*Menurut dek Sanah, pelajaran Bahasa Inggris kemarin gimana?*" (What do you think about English class yesterday?)
- S1 : "*Ehmm...lumayan asik sih mas.*" (It was quite enjoyable) "*Soalnya ada nonton videonya juga.*" (Because of watching video)
- R : "*Ooh, lha biasanya gimana kalau pelajaran speaking?*" (How about the usual speaking class?)
- S1 : "*Jarang mas kalau speaking, paling ngerjain soal LKS.*" (We rarely have speaking class, we usually do exercises in LKS) "*Pernah speaking tuh bikin dialog trus maju, udah gitu.*" (We've ever had speaking, making a dialog, then performing in front of the class)
- R : "*Jadi gak ada modelnya?*" (So, there is no model, isn't there?)
- S1 : "*Gak ada.*" (Yes) "*Palingan cuman materi yang ada di LKS itu ajah.*" (Just materials in LKS)
- R : "*Kalau penjelasan mengenai expression yang digunakan dalam telephone handling kemarin gimana?*" (How about the explanation of the expression used in telephone handling?)
- S1 : "*Ya, udah cukup lengkap sih Mas menurutku.*" (I think it's already completed)
- R : "*Bisa dipahami gak maksudnya?*" (Could you understand the meaning?)
- S1 : "*Bisa, sih bisa.*" (Yes, I could)
- R : "*Kalau handout materi yang digunakan gimana?*" (What about the materials handout?) "*Menunjang pembelajaran gak?*" (Was it helping you much?)
- S1 : "*Menunjang kok mas, jadi kita kan gak perlu nyatet udah ada materinya semua di handout.*" (Yes, it was, we don't have to take a note) "*Contohnya juga lengkap.*" (The examples are already completed too)
- R : "*OK, kalau context of situation yang ada di dalam setiap dialog kemarin tau gak?*" (OK, what about the context of situation which is in each diaog?)
- S1 : "*Apa itu mas?*" (What's that?)

- R : *"Ehmm, maksudnya itu loh penjelasan yang ada di dalam setiap dialog yang udah ada di handout."* (Ehm, I mean, the additional explanation which is before the dialog in the handout)
- S1 : *"Oh, yang di kotak-kotakan itu?"* (Oh, in the box?)
- R : *"Iya."* (Yes) *"Gimana?"* (How?)
- S1 : *"Itu kan njelasin dialognya tentang apa gitu ya mas?"* (It describes the dialog, doesn't it?)
- R : *"Iya, jadi itu ada siapa yang terlibat di dialog tersebut, topiknya apa, kapan, dan sebagainya."* (Yes, there are participants, topic, and setting in the dialog)
- S1 : *"Ya memperjelas sih menurutku."* (It makes the dialog clearer, I think)
- R : *"Trus, ada kendala gak dalam mengikuti pelajaran kemarin?"* (Do you have any problems joining my class?)
- S1 : *"Palingan masih canggung ajah mas kalau suruh ngomong sih."* (I'm still reluctant to speak)
- R : *"Oh, karena gak terbiasa tuh..."* (Oh, because you don't get used to) *"Coba dibiasain."* (Try to get used to)
- S1 : *"Iya maunya juga gitu mas, biar lancar ngomong pake Bahasa Inggris."* (I'd love to, so I can speak English fluently)
- R : *"OK, deh."* (OK) *"Sampai ketemu besok ya dikelas lagi."* (See you in the next meeting)
- S1 : OK.

(I/3/S1/22/July/2011)

Interviewer: Researcher (R)

Interviewee 2: Devita as Student (S2)

- R : *"Halo...dek,"* (Hello) *"bisa minta waktunya bentar ya?"* (May I have your time?)
- S2 : *"Iya. Mas Eko ya?"* (Yes, sure. Mr.Eko, right?) *"Yang ngajar Bahasa Inggris kemarin?"* (Who taught English yesterday)
- R : *"Iya, nih."* (Yes, I am) *"Dengan siapa nih?"* (What's your name?)
- S2 : *"Devita, mas."* (Devita)
- R : *"Pendapat Devita tentang pelajaran Bahasa Inggris kemarin gimana?"* (What do you think about English class yesterday?)
- S2 : *"Lumayan asik sih mas."* (It was quite enjoyable) *"Soalnya speaking."* (Because it was speaking)
- R : *"Kenapa speaking asik?"* (What makes speaking enjoyable?)
- S2 : *"Kita jarang dapet pelajaran speaking."* (We rarely have speaking activity) *"Paling biasanya ngerjain soal, atau kadang di lab latihan"*

- listening ajah.*” (We usually do the exercise or in the laboratory practice listening)
- R : “*Oh gitu...*” (Oh, I see) “*Materi tentang telephone handling tuh gimana menurutmu?*” (What do you think about telephone handling materials?)
- S2 : “*Udah cocok sih Mas dengan jurusan kami.*” (It’s already appropriate with our background study) “*Malah bisa membantu latihan menerima telepon dalam Bahasa Inggris.*” (It helped us to practice handling telephone in English)
- R : “*Kalau penjelasan Mas kemarin gimana?*” (How about my explanation?) “*Apakah sudah cukup jelas?*” (Was it clear enough?)
- S2 : Jelas kok mas. (Yes, it was) “*Apalagi ditambah ada contoh yang dari video itu juga jadinya semakin memperjelas.*” (Moreover, there were some examples from the video. Those made the explanation clearer)
- R : “*Jadi video itu mbantu gak dalam pembelajaran?*” (So, was the video helping you in the learning process?)
- S2 : “*Oh mbantu banget mas, soalnya kita juga jadi lebih jelas gimana cara mbacanya juga.*” (It was helpful I think, we could know how to say the words correctly as well)
- R : “*Oh gitu....*” (Oh, I see) “*OK deh.*” (OK) “*Trus, menurutmu, handout yang kemarin diberikan itu gimana?*” (Then, what do you think about the handout?) “*Apakah bisa membantu juga dalam belajar?*” (Was it helpful too?)
- S2 : “*Membantu kok mas, kan jadinya kita gak perlu nyatet semua sudah ada di handout.*” (Yes, it was, so we don’t have to spend much time to take note)
- R : “*OK, kalau mengenai penjelasan-penjelasan yang ada di dalam box di setiap dialog itu gimana?*” (OK, what about the explanation in each box before the example given?) “*Membantu gak untuk pembelajaran speaking?*” (Was it helpful for your speaking?)
- S2 : “*Membantu sih mas, soalnya kita jadi tau terlebih dulu itu dialognya tentang apa.*” (Yes, it was, we can understand the context of the dialog first) “*Soalnya kalau yang sering ada di buku itu biasanya ya cuman dialog-dialog ajah terus kita peragain.*” (There is just the example of dialog, then we perform it) “*Jadi kadang kurang jelas.*” (So, it is not clear enough)
- R : “*Pertanyaan terakhir nih.*” (It’ll be the last question) “*Kalau kamu ada kendala gak dalam mengikuti pelajaran kemarin?*” (Did you have any problems related to the teaching learning of English?)
- S2 : “*Ehm...kendalanya paling ngomongnya mas, kadang kalau gak pake contoh dulu, aku masih kesulitan.*” (I think, my problem is pronouncing

the expressions, it's difficult for me to pronounce well without the examples)

R : *"OK deh, makasih ya dek Devita."* (OK, thank you)

S2 : *"Sama-sama mas."* (You're welcome)

(I/4/S2/22/July/2011)

Interviewer: Researcher (R)

Interviewee 3: Dita as Student (S3)

R : *"Hi, dek. (Hi) Bisa minta waktunya bentar gak?"* (May I have your time, please?) *"Dengan dek siapa ya?"* (What's your name?)

S3 : *"Bisa mas. Dita."* (Sure, my name's Dita)

R : *"OK, dek Dita, langsung ke pertanyaan pertama ya?"* (OK, Dita, the first question) *"Menurut dek Dita pelajaran Bahasa Inggris kemarin gimana?"* (What do you think about the English class yesterday?)

S3 : *"Ehmmm.... Gimana ya?"* (Ehm... I'm confused) *"Saya agak gak jelas e mas, kemaren tuh."* (I don't think I understood yesterday)

R : *"Kemaren kan tentang telephone handling."* (It was about telephone handling) *"Menurutmu gimana materinya?"* (What do you think about the materials?)

S3 : *"Ehmmm.... Saya kadang masih belum mudeng tentang kata-katanya."* (I sometimes don't get the meaning of some words) *"Susah ngartiinnnya."* (It's difficult for me to translate it)

R : *"Oh, gitu ya..."* (Oh, I see) *"Kalau dengan contoh video kemaren gimana?"* (What about the examples on the video?)

S3 : *"Ya lumayan jelas soalnya ada contoh aslinya."* (It was quite clearer because of the real models)

R : *"Jadi dengan penjelasan yang ada di video, lebih jelas ya?"* (So, it is clearer, isn't it?)

S3 : *"Iya, Mas."* (Yes)

R : *"Trus kalau penggunaan handoutnya gimana?"* (What about the handout?) *"Efektif gak?"* (Was it effective?)

S3 : *"Ya efektif."* (Yes, it was)

R : *"Kalau context of situation nya gimana?"* (What about the context of situation?) *"Itu lho, penjelasan yang ada sebelum contoh-contoh dialog."* (The explanation about the context in each dialog)

S3 : *"Ya lumayan ngejelasin tentang dialognya."* (It explained the materials quite well)

- R : “OK, pertanyaan terakhir ya?” (OK, the last question) “Kendala yang kamu hadapi apa dalam mengikuti pelajaran Bahasa Inggris kemarin?” (Did you have any problems in English class yesterday?)
- S3 : “Ehmmm, palingan tentang artinya, kadang-kadang gak tau artinya.” (Ehm, about the meanings) “Trus penggunaannya juga.” (The usage of the expressions as well)
- R : “OK deh makasih ya...” (OK, thank you)
- S3 : “Sama-sama Mas.” (You’re welcome)

(I/5/S3/22/July/2011)

Interviewer: Researcher (R)

Interviewee 4: Ayu as Student (S)

- R : “Halo dek, bisa minta waktunya bentar ya?” (Hello, may I have your time, please?)
- S4 : “Iya, Mas.” (Sure)
- R : “Dengan dek siapa nih?” (What’s your name?)
- S4 : “Ayu, Mas.” (My name’s Ayu)
- R : “OK, kita langsung ke pertanyaan pertama ajah ya.” (Directly to the first question, Okay?)
- S4 : OK.
- R : “Menurut pendapat dek Ayu, pelajaran Bahasa Inggris kemarin gimana?” (What do you think about the English class yesterday?)
- S4 : “Ehmm...asik sih Mas.” (It was enjoyable)
- R : “Asiknya gimana?” (Which one makes enjoyable?)
- S4 : “Ya, speaking speaking gitu, biasanya kita jarang speaking gitu, jadi gak bosen deh.” (The speaking activity, we rarely had speaking activities, so it wasn’t boring)
- R : “Oh gitu.” (Oh, I see) “Kalo tentang penjelasan expressionnya gimana?” (How about my explanation about the the expressions?)
- S4 : “Ya, kalau yang udah di jelasin aku mudeng, tapi kadang ada kata-kata yang aku gak tau artinya.” (I understood but sometimes I didn’t know the meaning) “Tapi tetap mudeng maksudnya apa.” (Meanwhile, I still understand what it is about)
- R : “Pas penjelasan melalui video orang asli ngomong Inggris, itu gimana?” (What do you think about the video?)
- S4 : “Ehmm...sangat membantu sih mas menurutku soalnya kita jadi tau cara bacanya yang benar gimana.” (I think it was helpful because we can know how to say the expressions correctly)

- R : “OK, sekarang mengenai materi.” (OK, now the materials) “Materi yang ada di handout kemarin gimana menurutmu?” (What do you think about the materials in the handout?)
- S4 : “Udah cukup bagus kok mas, ada gambar kartunnya juga jadi kita gak bosen belajarnya.” (It was good, we didn’t feel bored because there were pictures in the materials) “Trus contohnya juga lengkap.” (The examples were completed as well)
- R : “Kalau tentang penjelasan yang ada di box itu gimana?” (What about the explanation in the box?) “Membantu gak dalam belajar speaking?” (Was it helpful in learning speaking?)
- S4 : “Ya lumayan membantu sih mas, soalnya bisa tau situasi sebenarnya dalam dialog itu gimana.” (It was quite helpful because we can know the situation in the dialog as well)
- R : “Kalau kendala dalam mengikuti pelajaran Bahasa Inggris kemarin ada gak?” (Did you have any problems in joining the English class yesterday?)
- S4 : “Ehm...mungkin kendalanya pas ngomongnya itu mas, kalau gak dipandu masih susah ngomong Inggrisnya.” (Ehm... May be the speaking itself, it is still difficult to speak naturally)
- R : “OK deh, nanti kalau sudah terbiasa ngomong pake Bahasa Inggris, pasti jadi lancar ngomongnya.” (OK, get used to speak English, you’ll be able to speak fluently)
- S4 : “OK, Mas.” (OK)

(I/6/S4 /22/July/2011)

Interviewer: Researcher (R)

Interviewee 5: Dwi as Student (S5)

- R : “Siang dek, bisa minta waktunya bentar untuk wawancara?” (Good afternoon, may I have your time to interview, please?)
- S5 : “Iya, Mas.” (Sure)
- R : “Dengan dek siapa ini?” (What’s your name?)
- S5 : “Dwi, Mas.” (I’m Dwi)
- R : “Menurut pendapatmu, pelajaran Bahasa Inggris dengan mas Eko kemarin gimana?” (What do you think about English class yesterday?)
- S5 : “Ya, lumayan ngedong saya Mas.” (I got it quite well)
- R : “Ngedongnya dibagian apa?” (Which one makes you understand?)
- S5 : “Ya, yang bagian pertama itu pas penjelasan pake video itu.” (The first part, the explanation through video)

- R : “*Oh, jadi udah jelas ya penggunaan expressionnya dimana dan bagaimana?*” (So, you have clearly understood where and how to use the expressions, haven’t you?)
- S5 : “*Ya, jelas.*” (Yes, I have) “*Tapi saya masih susah kalau untuk ngomongnya Mas.*” (But, I’m still reluctant to speak)
- R : “*Kenapa susahnya?*” (Why?)
- S5 : “*Ya susah aja gitu ngomong pake Bahasa Inggris tuh.*” (Just difficult to speak)
- R : “*Ehmm... OK, kalau materi di handout kemaren itu gimana?*” (Ehm... OK, and what do you think about the materials in the handout?)
- S5 : “*Ya lumayan gampang sih mas, tentang dialog kan ya?*” (It was quite easy, about the dialog, wasn’t it?) “*Jadi gak terlalu ribet.*” (The materials were not complicated)
- R : “*Kalau handout nya sendiri gimana?*” (What about the handout?) “*Membantu gak buat belajar?*” (Was it helpful?)
- S5 : “*Ya membantu, soalnya kan materinya semua sudah ada disitu kita tinggal belajar, jadi enak.*” (Yes, it was, because the materials are already printed in the handout, so we can study easier)
- R : “*Kalau tentang context of situation kamu tau gak?*” (Do you know something about context of situation?)
- S5 : “*Yang gimana Mas?*” (Which one?)
- R : “*Jadi pengajaran Mas Eko kemarin speaking Bahasa Inggris itu kan tentang context of situation, yakni penjelasan yang diberikan sebelum siswa mempelajari tentang suatu dialog.*” (My English class yesterday was about context of situation which was given before the students study about the dialog) “*Itu gimana?*” (What do you think about that?)
- S5 : “*Ya, lumayan ngebantu sih Mas.*” (I think it was helpful) “*Soalnya kita jadi tahu kan dialognya itu tentang apa.*” (We can know what the dialog is about)
- R : “*OK, pertanyaan terakhir ya?*” (OK, last question) “*Kendala yang kamu alami saat mengikuti pelajaran kemarin ada gak?*” (What problem do you have in joining the class?)
- S5 : “*Ehmmm....Ya itu mas, kalau disuruh ngomong pake Bahasa Inggris itu susah, saya gak bisa.*” (Ehm, the speaking itself, I can’t speak well) “*Kalau tau maksudnya sih tau, tapi ngomongnya kesusahan.*” (I know the meaning, but difficult to speak) “*Mungkin karena saya susah nyusun kata-katanya dalam Bahasa Inggris, Mas.*” (May be because it’s difficult for me to arrange English sentences)
- R : “*OK, deh.*” (OK) “*Makasih ya dek atas waktunya.*” (Thanks for the time)
- S5 : “*Sama-sama Mas.*” (Any time)

(I/7/S5 /22/July/2011)

Interviewer: Researcher (R)**Interviewee 6: Azis as Student (S6)**

- R : "*Dek bisa minta waktunya bentar?*" (May I have your time for a while?)
- S6 : "*Iya Mas.*" (Sure)
- R : "*Namanya dek siapa?*" (What's your name?)
- S6 : "*Abdul Azis Mas.*" (I'm Abdul Azis)
- R : "*Tak panggil Dek Azis aja ya...*" (I call you Azis, Okay?)
- S6 : "*Iya.*" (Yep)
- R : "*Apa pendapat dek Azis mengenai pelajaran speaking kemarin?*" (What do you think about the speaking class yesterday?)
- S6 : "*Emm... gimana ya Mas?*" (Ehm... Confused) "*Asik-asik aja kalau aku.*" (It was enjoyable, I think)
- R : "*Kalau sama speaking yang biasanya sama Bu Nur gimana?*" (How if it is compared with the usual speaking?)
- S6 : "*Menurutku lebih enak yang sama Mas.*" (I think it was more enjoyable) "*Soalnya kita dikasih handout jadi kita bisa terarah.*" (Because we were gave a handout, the learning process was directed)
- R : "*Kalau mengenai cara mas njelasin gimana?*" (What about the way I explained the materials?) "*Kan kemarin tentang telephone handling tuh, penjelasan tentang expressions nya gimana?*" (The topic was about telephone handling, how about the explanation of the expressions?)
- S6 : "*Jelas kok mas, apalagi kemarin contohnya pake video orang bule asli jadi semakin jelas.*" (It was clear, moreover the examples on the video made the explanation clearer)
- R : "*Disetiap dialog dalam materi kemarin itu kan ada kotak yang diatasnya itu, itu namanya context of situation dari dialog-dialog dibawahnya.*" (In each dialog, there is a box which explains the dialog called context of situation.) "*Menurutmu gimana?*" (What do you think?)
- S6 : "*Membantu kok mas, jadi kita tuh jelas siapa yang ngomong sama siapa.*" (I think it was helpful too, we can know easily who are involved in the dialog)
- R : "*Kalau handout kemarin membantu gak?*" (What about the handout?)
- S6 : "*Membantu mas, jadi kita gak perlu nyatet.*" (It was helpful as well, so we don't need to take a note)
- R : "*Oh gitu ya...*" (Oh, I see) "*Trus kamu ada kesulitan gak?*" (Do you have any problems?)
- S6 : "*Sulitnya kalau ngomong Mas, kalau ada contohnya sih OK.*" (It's difficult to speak in English, but if there is an example, it'll be OK)
- R : "*Oh, OK. Makasih ya atas waktunya.*" (OK, thanks for your time)
- S6 : "*OK, Mas.*" (OK)

(I/8/S6 /22/July/2011)

Interviewer: Researcher (R)**Interviewee 7: Putri as Student (S7)**

- R : *"Halo Dek, namanya siapa?"* (Hello, what's your name?)
- S7 : *"Putri, Sir."* (Putri, Sir)
- R : *"Mau nanya-nanya bentar ya, soal pelajaran kemaren."* (I want to ask you a few questions about our class yesterday)
- S7 : *"OK, Sir."* (OK, Sir)
- R : *"Menurut dek Putri, pengajaran Bahasa Inggris kemaren gimana?"* (What do you think of English class yesterday?)
- S7 : *"Bagus sih mas, tapi kadang-kadang aku gak dong."* (Good I think, but sometimes I am confused)
- R : *"Gak ngedongnya dimana?"* (In which part?)
- S7 : *"Pas dijelasin tentang expression itu aku bingung, Sir."* (The use of the expressions, I'm still confused)
- R : *"Oh, trus kalau pas nonton video tentang contohnya langsung itu gimana?"* (What about the examples on the video?)
- S7 : *"Kalau pas itu, aku jadi dong Mas."* (I understand that part)
"Penggunaannya disitu tho, semakin jelas, Sir." (How to use it is clearer.)
- R : *"Kalau handoutnya gimana, mbantu gak?"* (Was the handout helpful?)
- S7 : *"Oh, membantu sekali Sir."* (It was helpful, Sir) *"Jadi kita tau materinya apa ajah, trus gak perlu nulis."* (We can know the materials printed in the handout and we don't need to take a note)
- R : *"Ehm... kemaren itu kan sebenarnya pembelajaran speaking dengan menggunakan situational context, menurutmu gimana?"* (Ehm... learning speaking through context of situation, what do you think about that?)
- S7 : *"Si.....apa td Sir?"* (Sorry, Sir)
- R : *"Situational context or context of situation."* (Situational context or context of situation) *"Yang selalu ada dalam setiap contoh dialog itu lho."* (The one which is in each dialog)
- S7 : *"Ooohh yang penjelasan di kotak-kotak itu?"* (Oh, the explanation in the box?) *"Membantu kok Sir, kita jadi tau kita berperan sebagai apa, dimana dan seterusnya."* (I think it was helpful, we can know who/where the dialog is/are.)
- R : *"Kalau kendala yang kamu dapati selama pelajaran speaking kemaren apa?"* (Do you have any problems while speaking class yesterday?)

- S7 : *“So far so good sih Sir, latihannya juga enak karena udah ada di handout.”* (So far so good, Sir, the exercises are already in the handout)
“Materinya speakingnya juga lebih jelas dari yang biasanya sama Bu Nur.” (The speaking materials are clearer than the usual speaking materials) *“Tapi saya tuh masih kurang vocab Bahasa Inggrisnya, jadi kalau bisa ditambah vocab lagi Mas.”* (I still lack of English vocabulary, so for the next meeting, you can add more vocabularies.)
- R : *“Okay deh, makasih ya waktunya.”* (OK, thanks for your time)
- S7 : You’re welcome, Sir.

(I/9/S7 /22/July/2011)

Interviewer: Researcher (R)

Interviewee 8: Anggi as Student (S8)

- R : *“Hi dek, boleh tanya-tanya bentar ya?”* (Hi, may I ask you a few questions?)
- S8 : *“Boleh. Mas Eko kan?”* (Sure. Mr.Eko, right?) *“Yang ngajar Bahasa Inggris kemarin?”* (Who taught English class yesterday?)
- R : *“Iya, dengan dek siapa ini?”* (Yep, what’s your name?)
- S8 : *“Anggi, Mas.”* (I’m Anggi)
- R : *“OK, menurutmu pembelajaran speaking kemarin gimana?”* (OK, what do you think about the speaking class yesterday?)
- S8 : *“Asik asik ajah sih mas, soalnya aku suka bahasa Inggris.”* (It was enjoyable because I like English)
- R : *“Oh, gitu ya?”* (Was it?) *“Asik nya dimana?”* (Which part made it enjoyable?)
- S8 : *“Ya asik pokoknya, bisa latihan telephoning in English.”* (Just enjoyable, I could practice telephoning in English) *“Kan membantu sekali buat kita.”* (It’s so helpful for us)
- R : *“Kalau penjelasan mas kemarin gimana?”* (What about my explanation?) *“Ada yang belum bisa dipahami gak?”* (Is there anything which cannot be understood?)
- S8 : *“Bisa kok Mas.”* (It’s OK) *“Apalagi contoh yang orang luar asli itu, membantu sekali soalnya kita jadi tahu penggunaan-penggunaan istilahnya.”* (Moreover, the examples of the expressions are real, so we can know how to use the expressions.)
- R : *“OK, trus kalo penggunaan handout materinya gimana?”* (OK, how about the use of handout?) *“Efektif gak?”* (Was it effective?)
- S8 : *“Kalau aku sih gak masalah kalau misalnya gak ada handoutnya, tapi kalau ada juga bisa membantu sekali.”* (I have no problem without

- handout, but so far the handout was helpful) "*Kan semua materinya sudah tersedia, kita tinggal belajar ajah.*" (We can study easier through handout)
- R : "*Kemaren itu kan pembelajarannya dengan context of situation.*" (Yesterday, you learnt speaking through context of situation)
 "*Menurutmu gimana?*" (What do you think?)
- S8 : "*Oh, yang penjelasan di box itu ya Mas?*" (Oh, the explanation in the box?)
- R : "*Iya.*" (Yep)
- S8 : "*Jelas kok mas, malah semakin memperjelas itu situasinya sedang bagaimana dan harus ngapain.*" (It was clear, it makes the situation of the dialog clearer)
- R : "*Kalau dek Anggi kemarin menemui kendala gak saat pembelajaran speaking berlangsung?*" (Do you have any problems in learning speaking?)
- S8 : "*Ehmm, gak kok Mas.*" (No, I don't) "*Berarti besok Bahasa Inggris nya sama mas Eko lagi ya?*" (Next meeting will be with you again?)
- R : "*Iya. OK deh, makasih ya waktunya.*" (Yep. Thank you for the time)
- S8 : "*Sama-sama, Mas.*" (You're welcome)

(I/10/S8 /22/July/2011)

Interviewer: Researcher (R)

Interviewee 9: Lia as Student (S9)

- R : "*Good afternoon, dek.*" (Good afternoon) "*Bisa minta waktunya bentar buat wawancara?*" (May I have your time for interview?)
- S9 : "*Wawancara apa Mas?*" (What interview?)
- R : "*Tentang pengajaran Bahasa Inggris kemarin.*" (About the English teaching learning yesterday.)
- S9 : Oh, OK.
- R : "*Dengan dek siapa ini?*" (What's your name?)
- S9 : "*Aprilia mas, panggil aja Lia.*" (My name is Aprilia, call me Lia)
- R : "*OK, dek Lia.*" (OK, Lia) "*Menurutmu pengajaran Bahasa Inggris kemarin gimana?*" (What do you think about the English class yesterday?)
- S9 : "*Lumayan bagus sih mas, gak bosen soalnya materinya ngomong.*" (It was quite good, it was not boring because of speaking)
- R : "*Bagus gimana maksudnya?*" (What do you mean?)
- S9 : "*Ya biasanya kan sama gurunya cuma dikasih tugas d LKS trus dicocokin, udah.*" (We usually do the tasks in LKS, it is boring)

- R : “*Oh, kalau handoutnya kemarin itu gimana?*” (Oh, what do you think about the handout?) “*Membantu gak buat belajar?*” (Was it helpful?)
- S9 : “*Ya membantu lah mas, jadi kita kan gak perlu repot-repot lagi nulis.*” (Yes, it was, so we don’t need to take a note)
- R : “*Lha kalau tentang materinya telephone handling itu gimana?*” (What about the materials, telephone handling?)
- S9 : “*Pas sih mas, latihan-latihannya juga pas banget dengan jurusan kita.*” (I think it’s good, the tasks suit our background study)
- R : “*Kalau penjelasan tentang fungsi per expression nya gimana?*” (How about the explanation of each expression?)
- S9 : “*Sudah cukup jelas sih Mas.*” (It was clear enough) “*Tapi aku kadang-kadang masih susah ngomong Bahasa Inggris nya.*” (But, I sometimes got difficulty to speak English)
- R : “*Oh pronunciation?*” (Is it the pronunciation?)
- S9 : “*Iyalah apa itu...*” (May be)
- R : “*OK deh besok kita belajar how to say it correctly lagi di kelas.*” (OK, next meeting, we are studying how to say it correctly again in the classroom) “*Oiya, kalau tentang context of situation?*” (By the way, what do you think about context of situation?) “*Tau gak itu apa?*” (Do you know that?)
- S9 : “*Apa tuh Mas?*” (What is that?)
- R : “*Penjelasan dalam box di setiap dialog.*” (Such an explanation in each dialog in the box)
- S9 : “*Oh, yang njelasin itu Mas?*” (Oh, I see) “*Aku gak begitu merhatiin sih Mas.*” (I didn’t pay attention to that) “*Ya yang tak lihat cuma dialognya ajah...*” (I just looked at the dialog directly...)
- R : “*Kalau kendala ada gak?*” (Did you have any problems?)
- S9 : “*Ya itu Mas, aku tuh susah kalau ngomong Bahasa Inggris.*” (I still got difficulty to speak in English)
- R : “*Okay lah, belajar dikit demi dikit ya.*” (OK, you have to learn regularly) “*Makasih ya atas waktunya.*” (Thanks for your time)
- S9 : OK.

(I/11/S9 /22/July/2011)

Monday, July 25th, 2011
Interview for Cycle 1 meeting 2 on Saturday, July 23th, 2011

Interviewer: Researcher (R)

Interviewee: Mrs. Nur as English teacher (T)

- R : Good morning, Mrs. Nur. Can we have a chat right now?
- T : Good morning, *Mas Eko*. Yes, please.
- R : Sorry for bothering you in the early morning. I want to ask you about my second and third action yesterday.
- T : It's OK *Mas*.
- R : What do you think about my second action yesterday?
- T : "*Sudah cukup bagus kok Mas.*" (I think it was good enough) "*Kalau ndak salah kemarin itu latihan dan production nya ya?*" (If I'm not mistaken, yesterday was the exercises and the final product?)
- R : "*Iya, Bu.*" (Yes, Ma'am) "*Kemarin saya bimbing anak-anak untuk latihan sebelum production di speakingnya itu.*" (In the second meeting, I asked them to have practices before the production) "*Saya beri game tentang telephone handling juga.*" (I gave them a game about telephone handling as well) "*Menurut Bu Nur, exercise yang saya berikan kemarin bagaimana?*" (What do you think about the exercise I gave to them?)
- T : "*Sudah cukup interaktif kok Mas.*" (I think it's already interactive) "*Bagus itu latihan dengan menggunakan role-card.*" (I think it's good to have practice inspeaking using role-card) "*Terus mereka juga jadi aktif speaking nya.*" (They became active students in the speaking class)
- R : "*Kalau menurut ibu, bekal penjelasan yang saya sudah berikan di pertemuan pertama itu membantu tidak untuk anak-anak dalam membuat draft speakingnya?*" (What do you think about my explanation before, is it useful for students to make the draft of their speaking?)
- T : "*Ya pasti membantulah mas, kan mereka jadi tau step-stepnya handling a telephone call itu bagaimana.*" (It was useful I think, they could know the steps in handling a telephone call) "*Saya lihat anak-anak juga antusias kok.*" (I think the students were enthusiastic)
- R : "*Kalau mengenai context of situation yang saya usung ke anak-anak sebagai role-card itu bagaimana Bu?*" (What do you think about context of situation which I gave to the students in a form of role-card?)
- T : "*Oh, bagus itu Mas.*" (It was great) "*Kan anak-anak jadi lebih terpacu otaknya untuk mengembangkan sendiri speaking yang sesuai di dalam context yang udah diberikan.*" (The students became more creative to develop the speaking based on the given context)

- R : “*Apakah itu lebih bisa membantu mereka dalam speaking activity?*” (Is it helpful for them in doing the speaking tasks?)
- T : “*Pasti membantu menurut saya.*” (I think it’s helpful) “*Biasanya mereka hanya saya kasih tugas speaking bebas tanpa context yang sudah ditentukan sebelumnya.*” (I usually gave them free speaking tasks) “*Saya kira dengan melalui context semacam itu, bisa membuat anak lebih terpacu untuk belajar speaking.*” (Through such a task, the students became more creative to learn speaking)
- R : “*Menurut Bu Nur, anak-anak mengalami kendala tidak dalam membuat draft speaking dan pas perform kemarin?*” (Do you think that they have difficulty in making the draft of speaking and perform the speaking tasks?)
- T : “*Kemarin saya lihat sih anak-anak asik-asik ajah ya Mas.*” (I saw them cheerful yesterday) “*Tapi anak-anak juga belum terlalu bisa kalau harus langsung perform.*” (But they still seemed reluctant if they should perform without preparation) “*Mungkin karena mereka belum begitu terbiasa dengan hal semacam ini.*” (It might be because they didn’t get used to)
- R : “*Jadi belum terbiasa ya Bu?*” (So, they didn’t get used to, did they?) “*Ehmm... Mungkin nanti di cycle ke 2 mereka bisa lebih baik lagi dalam perform speakingnya.*” (May be, in the cycle 2, they’ll get better to perform the speaking tasks)
- “*Kalau speaking in pairs nya gimana menurut Ibu?*” (What do you think about speaking in pairs, Ma’am?)
- T : “*Karena temanya lagi Telephone handling ya Mas, jadi sudah pas kalau activitynya in pairs.*” (Because the theme was telephone handling, I think it’s good to have the activity in pairs)
- R : “*Mengenai peran yang saya berikan dalam contextnya itu, terlalu sulit untuk diikuti gak ya Bu?*” (About the role I gave in the context of situation, was it difficult to follow?)
- T : “*Gak juga sih mas, kalau di pelajaran AP memang ada pelajaran yang menyinggung tentang handling telephone gitu kok.*” (I don’t think so, Office Administration students have already dealt with telephone handling) “*Jadi saya rasa ini temanya pas cocok dengan mereka.*” (I think it was appropriate theme for them)
- R : “*Kira-kira yang masih kurang dalam pembelajaran speaking yang saya berikan apa ya Bu Nur?*” (Are there any lacks in the teaching and learning speaking? What are they?)
- T : “*Ehm... Apa ya Mas?*” (Ehm... What’s that?) “*Mungkin mengenai grammar lebih diperdalam lagi.*” (May be, you can explore the grammar deeper) “*Dan juga penambahan vocabulary, pronunciation beserta*

intonation anak-anak mungkin bisa lebih diperhatikan.” (Moreover, vocabulary, pronunciation, and intonation of students can be paid more attention)

R : “*Okay, Bu.*” (Okay, Ma’am) “*Saya rasa cukup sekian dulu.*” (I think it’s enough) “*Nanti setelah ini saya juga mau janji sama anak-anak untuk interview juga.*” (After this, I’ll make an appointment to students to interview session)

T : OK, *Mas Eko.* Good luck ya.

R : Thanks, Ma’am.

(I/12/T /25/July/2011)

Interviewer: Researcher (R)

Interviewee 10: Elok as Student (S10)

R : “*Good morning, dek.*” (Good morning) “*Bener dengan dek Elok ya?*” (Are you Elok?)

S10 : “*Iya, bener Mas.*” (Yes, I am)

R : “*Boleh minta waktunya bentar kan?*” (Can I have your time?) “*Udah istirahat tho?*” (Are you in break time?) “*Mas Eko mau interview bentar ya?*” (I want to interview)

S10 : “*OK, Mas.*” (OK, Sir)

R : “*Okay, yang pertama, bagaimana pendapat dek Elok nih tentang pembelajaran Bahasa Inggris ke 2 & 3 di kelasnya mas Eko kemaren?*” (Okay, firstly, what do you think about the last two English classes?)

S10 : “*Asik Mas.*” (Enjoyable, I think) “*Kita diajari speaking handling telephone kan?*” (We were taught telephone handling, weren’t we?) “*Terus kegiatannya juga nyenengin kok.*” (The speaking activities were enjoyable)

R : “*Kalau activities pas latihan itu gmn?*” (How were the activities?) “*Bisa ngikutinnya?*” (Can you follow it?)

S10 : “*Menarik kok Mas, pakai game-game gitu.*” (Interesting I think, with the game it was more interactive) “*Kita bisa latihan dulu, jadi lebih PD pas speakingnya.*” (We practiced speaking first, so we were more confident in the speaking)

R : “*Oh, gitu ya?*” (Really?) “*Kalau pas pembuatan draft di exercise sama production nya ada kesulitan gak mengikuti situational context yang Mas Eko berikan?*” (Do you have any difficulty making the draft in the exercise and the production based on the situational context?)

S10 : “*Gak sih mas, malah membantu kok kartu nya kemaren.*” (I don’t think I have, it was helpful) “*Soalnya kan kita gak perlu bikin temanya karena*

- sudah disediakan.*” (We didn’t have to make the theme ourselves because it was available on the card)
- R : “*Kalau pas perform speakingnya gimana?*” (How was the speaking performance?) “*Ada kesulitan gak?*” (Is there any difficulty?)
- S10 : “*Kalau aku sih mungkin kendalanya di grammar sama vocab Mas, gak terlalu bisa grammar aku.*” (May be I had difficulty on grammar and vocabulary) “*Jadi ngomongnya ya sesuai yang kayak dicontoh-contoh ajah.*” (So, I speak according to the examples)
- R : “*Ada saran mungkin dek?*” (Is there any suggestion?)
- S10 : “*Ehm... Mungkin latihannya diperbanyak Mas, jadi kita bisa latihan speaking.*” (Ehm... May be the examples can be added more) “*Terus, pelajaran grammarnya lebih ditambah biar saya ngedong grammar Mas.*” (The grammar lesson can be added as well, so I can understand more)
- R : “*Okay deh.*” (Okay) “*Makasih ya atas pendapatnya.*” (Thanks for the suggestion) “*Bisa minta tolong dipanggilkan siswa lainnya?*” (Can you call your friend, please?)
- S10 : “*Okay Mas, bentar ya tak panggilkan.*” (Okay, wait a minute)
- (I/13/S10 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 11: Erin as Student (S11)

- R : “*Pagi dek.*” (Good morning) “*Bisa minta waktunya bentar ya, buat wawancara?*” (May I ask your time to interview?)
- S11 : “*Iya Mas.*” (Sure)
- R : “*Namanya dek siapa nih?*” (What is your name?)
- S11 : “*Panggil Erin ajah mas.*” (Just call me Erin)
- R : “*OK. Langsung ke pertanyaan pertama ya?*” (OK, it’s the first question) “*Menurut kamu pelajaran Bahasa Inggris ke dua kemarin gimana?*” (What do you think about the teaching learning process of English yesterday?)
- S11 : “*Ehm... gimana ya?*” (Ehm... What is it?) “*Ehmm... lumayan lah Mas.*” (Ehmm... Not bad) “*Lumayan ngedong, tapi susah klo ngomong Inggrisnya.*” (I understood, but, it was still difficult to speak)
- R : “*Oh gitu...*” (Oh, I see) “*Kalau aktivitas speaking kemarin gimana latihannya?*” (What do you think about the speaking activities?)
- S11 : “*Menarik kok Mas.*” (It’s quite interesting)
- R : “*Kalau game telephone handling itu gimana?*” (What about the game of telephone handling?)

- S11 : “*Saya rasa itu udah pas dengan jurusan kita.*” (I think it was appropriate for our study program) “*Game nya juga asik Mas untuk berlatih speaking.*” (The game was enjoyable for practicing speaking)
- R : “*Kalau bikin draft speaking yang sesuai context of situation susah gak?*” (Did you meet difficulty in making the draft of speaking based on the context of situation?)
- S11 : “*Yang pake kartu kemaren ya Mas?*” (Using the role-card?)
- R : “*Iya, gimana tuh?*” (Yep, How’s that) “*Susah gak?*” (Was it difficult?)
- S11 : “*Ya kalau aku masih agak kesusahan sih Mas, soalnya tuh agak gak bisa Bahasa Inggris.*” (I still have difficulty about this, because I am not good at English) “*Tapi kalau mengikuti apa yang ada di kartu itu ya lebih mudah dari pada bikin sendiri.*” (But, when I made it based on the role-card, it was easier than made it by myself)
- R : “*Trus, ada kendala gak pas perform buat speakingnya?*” (Did you have any problems when performing the speaking tasks?)
- S11 : “*Kalau pas perform sih gak ada kesulitan soalnya sudah ada draft nya, tapi pas bikinnya agak susah susah gampang.*” (I didn’t meet any problems in performance because the draft was already made before, but it was little bit difficult in making the draft) “*Ya gitu deh mas pokoknya.*” (I just think like that)
- R : “*Ada saran gak buat pembelajaran berikutnya?*” (Is there any suggestion for the next meeting?)
- S11 : Ehm... Mungkin lebih perpanjang waktu persiapan speaking nya Mas, soalnya kadang aku kurang Mas waktunya buat speakingnya. (Ehm.. May be the time for speaking preparation can be longer, because I couldn’t make it in short time.) “*Trus pelajaran grammar nya mungkin bisa ditambahkan mengenai ekspresi-ekspresi yang harus digunakan.*” (Then, the grammar about expressions that will be used can be explained deeper)
- R : “*OK deh, makasih ya atas pendapatnya.*” (OK, thank for your opinion.)
- S11 : “*Sama-sama.*” (You’re welcome)

(I/14/S11 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 12: Eti as Student (S12)

- R : “*Halo dek, selamat pagi.*” (Hello, good morning?) “*Dengan dek siapa nih?*” (Who is this?)
- S12 : “*Eti, Mas*” (I’m Eti)

- R : *"Langsung ke pertanyaan pertama aja ya?"* (Straight to the first question, okay) *"Menurutmu palajaran Bahasa Inggris kedua sama Mas Eko kemaren gimana?"* (What do you think about the second meeting in English class yesterday?)
- S12 : *"Asik kok mas."* (It was enjoyable) *"Tapi kalau aku masih gak lancar ngomong Inggris."* (But, sometimes I was still halting to speak English)
- R : *"Kenapa kok gak lancarnya?"* (Why did you feel halting in speaking?)
- S12 : *"Gak bisa aja ngomong Inggrisnya dengan benar."* (I couldn't speak in English correctly)
- R : *"Menurutmu yang kurang benar apanya?"* (Which part of speaking do you think difficult?) *"Apakah grammarnya atau cara ngomongnya?"* (Is it grammar or pronunciation?)
- S12 : *"Ehm... cara ngomongnya kadang-kadang susah"* (Ehm... How to say the expressions are still difficult for me?)
- R : *"Kan yang kemarennnya lagi udah dikasih contoh buat mbacanya kan?"* (I think, I gave the example of how to say it?)
- S12 : *"Iya sich, tapi lupa soalnya gak diulang-ulang."* (Yes, but I always forget it if it's not repeated.)
- R : *"Oh, ya besok kalau pertemuan ketiga ada contoh-contoh expressions lagi"* (In the next meeting, I'll give some new expressions) *"Lebih diperhatiin ya?"* (Will you get more attention?)
- S12 : *"Iya deh, Mas."* (Yes, I will)
- R : *"OK, berarti materi yang sebelumnya gak bantu kamu dong dalam membuat draft speakingnya?"* (OK, so the materials given before helped you in making speaking draft, didn't they?)
- S12 : *"Ya bantu kok, Mas."* (Yes, they were helpful) *"Soalnya kalau langsung ngomong masih susah."* (Because, if I should speak directly, it was difficult)
- R : *"Oh, gitu ya?"* (Oh, I see) *"Trus kalau soal card yang ada context of situationnya itu gimana?"* (Then, what about the role cards in which context of situation given?) *"Bisa diikuti gak?"* (Could you follow it?)
- S12 : *"Bisa kok mas, cuma kadang harus tanya maksudnya ke temen lainnya."* (Yes, I could, but sometimes I should ask some friends for the meaning of the context) *"Saya memang lemah di vocab, Mas"* (I have lack on vocabulary)
- R : *"Kalau tentang materinya gimana tuh?"* (What about the materials?)
- S12 : *"Sudah pas kok Mas, tema materinya dengan jurusan kita"* (Those were appropriate for our study program)
- R : *"Oh, ya gak papa kalau diskusi tuh."* (It is okay to have a discussion) *"Kalau perform speakingnya in pairs gimana tuh kemarin?"* (How about the speaking performance in pairs?)

- S12 : *"Pas Mas, kalau in pairs jadi gak grogi gitu"* (It was good because doing the performance in pairs didn't make me nervous)
- R : *"Kalau kendalanya apa pas perform atau pas bikin kemaren?"* (Did you have any problem when performing the speaking task?)
- S12 : *"Kalau kendalanya sih pas perform aja, akunya masih terbata-bata."* (I was still halting to speak)
- R : *"OK deh, terima kasih ya atas waktunya."* (Okay, thanks for your time)
- S12 : *"Iya, Mas."* (Yep)

(I/15/S12 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 13: Gatot as Student (S13)

- R : *"Selamat siang, Gatot."* (Good afternoon, Gatot)
- S13 : *"Siang mas, kok masih ileng nama saya e?"* (Good afternoon, how do you still remember my name?)
- R : *"Ya dong."* (Of course) *"Saya mau tanya-tanya soal pembelajaran kemarin nih ya?"* (I want to ask you about last lesson)
- S13 : *"OK. Mau tanya apa mas?"* (OK. What do you want to ask?)
- R : *"Gini nih, menurutmu pelajaran Bahasa Inggris yang kemarin gimana?"* (What do you think about English lesson yesterday?)
- S13 : *"Ehmm...ya sudah lumayan bagus kok mas."* (Ehmm... I think it was good enough) *"Pelajarannya enak, nyante, gak tegang, tapi tetep belajar."* (The teaching and learning process was enjoyable, relaxed, less tense, but I could still study well)
- R : *"Oh gitu yaa...."* (Oh, like that) *"Kalau speakingnya gimana?"* (How about the speaking?)
- S13 : *"Kemaren kan berpasangan, telephone handling jadinya jadi gak susah-susah amat."* (It was done in pairs, the telephone handling performance was not too difficult for us)
- R : *"Kalau pas performnya gimana?"* (How was your performance?)
- S13 : *"Paling kalau performnya susah pas menggunakan expressionnya"* (I think the most difficult thing was the how to use the expressions appropriately)
- R : *"Maksudnya?"* (What do you mean?)
- S13 : *"Ya kadang bingung tuh pas latihannya, tapi pas perform lumayan bisa kok."* (I sometimes feel confused while practicing, but in the performance, I was quite good)

- R : “OK, sekarang kalau kendalanya apa pas bikin draft or perform speaking kemarin?” (OK, did you have any problem in making the speaking draft and the speaking performance?)
- S13 : “Gak terlalu terkendala sih mas, palingan kalau speaking ya belum terlalu lancar maklum Mas orang Jawa.” (Not really, I guess, may be I was still halting because I’m a Javanese.) “Iate masih susah ngomong Inggris.” (My tongue was felt difficult to speak English)
- R : “OK, thank you very much”
- S13 : “You’re welcome”

(I/16/S13 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 14: Hana as Student (S14)

- R : “Siang dek.” (Good afternoon) “Bisa minta waktunya bentar?” (May I have your time?)
- S14 : “Okay, Mas Eko kan?” (Okay, Mas Eko, right?)
- R : “Iya nih, mau tanya-tanya seputar pengajaran Bahasa Inggris sama Mas Eko kemarin.” (I want to ask you about the English teaching and learning yesterday?) “Menurutmu gimana pelajaran Bahasa Inggris kedua kemarin?” (What do you think about the second meeting?)
- S14 : “Asik kok mas, kan kita diberi wadah untuk bisa berkreasi mengembangkan speaking in English kita.” (It was enjoyable, because we were given a chance to be creative to develop our speaking skill)
- R : “Oh gitu ya?” (Really?) “Kalau tentang context yang uda ada di card yang digunakan kemaren gimana?” (How about the context in the role cards?) “Kesulitan gak mengembangkannya jadi dialog?” (Did you have any difficulty to develop the context into the dialog?)
- S14 : “Gak sih Mas.” (I don’t think I have) “Malah membantu soalnya kan ada topiknya yang harus dibuat jadinya gak bingung.” (It was helpful because there was a topic that should be used, so it didn’t make me confused about the topic)
- R : “Kalau tentang topiknya itu sendiri gimana?” (What do you think about the topic?) “Telephone handling tuh?” (The telephone handling)
- S14 : “Kebetulan pas tuh mas, sama jurusan kita AP.” (I think it was appropriate to our study program)
- R : “Sekarang, pas bikin draft speakingnya itu gimana?” (Now, how about the making of the speaking draft?) “Ada kesulitan gak?” (Did you find difficulty?)

- S14 : *"Gak terlalu sih, kan sudah ada beberapa contoh sebelumnya."* (Not really, I think, because there were some examples before) *"Jadi bisa."* (I think I could do that quite well)
- R : *"Nah kalau pas perform berpasangan itu gimana?"* (What about the performance done in pairs?)
- S14 : *"Lumayan asik juga sih Mas, karena kegiatan speaking kan bisa melatih Bahasa Inggris kita."* (It was quite enjoyable because the speaking activity trained us speak in English.) *"Jadi gak cuma ngerjain soal gitu Mas."* (So, the speaking activity was not only doing the the task)
- R : *"Oh, iya, kalau kendala yang dihadapi saat pelajaran Bahasa Inggris kemarin gimana?"* (By the way, did you find any problem during the English teaching and learning proses yesterday?) *"Ada gak?"* (Was there any?)
- S14 : *"Gak terlalu ada kendala sih Mas, cuman kadang aku ada kata yang belum jelas cara bacanya."* (I don't think any, but sometimes I had a difficulty on the pronunciation)
- R : *"Oh, gitu?"* (Oh, I see) *"OK deh.. good luck ya."* (OK, goodluck then)
- S14 : *"Makasih Mas."* (Thanks)
- R : *"Makasih juga atas waktunya ya dek."* (Thanks for your time)
- (I/17/S14 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 15: Liya as Student (S15)

- R : *"Siang dek, bisa minta waktunya bentar ya?"* (Good afternoon, can I have your time for awhile?)
- S15 : *"Iya Mas."* (Sure)
- R : *"Dengan dek siapa nih?"* (What is your name?)
- S15 : *"Kholisoh Amaliyah, panggil aja Liya Mas."* (My name is Kholisoh Amaliyah, call me Liya)
- R : *"Menurut dek Liya, pelajaran Bahasa Inggris kemaren itu gimana?"* (In your opinion, how was the English teaching and learning yesterday?)
- S15 : *"Lumayan sih Mas, tapi aku gak bisa Bahasa Inggris e."* (I think it was quite good, but I'm not good at English)
- R : *"Kenapa gak bisanya?"* (In which part you are not good at?)
- S15 : *"Kata-katanya susah."* (The words of English are difficult)
- R : *"OK, kalau context nya itu gimana?"* (OK, How about the context situation?)
- S15 : *"Ya agak susah sih Mas."* (It was quite difficult for me) *"Soalnya aku vocabnya kurang, Mas"* (Because I have lack of vocabulary)

- R : *"Kan udah ada contohnya tho?"* (There were some examples, weren't there?)
- S15 : *"Iya sih tapi tetep susah kan pelakunya beda."* (Yes, it was still difficult for me because the participants were different in role)
- R : *"Nah kalau pas performnya gimana?"* (How about the performance?)
"Susah juga?" (Was it difficult?)
- S15 : *"Ya, kalau pasanganku sih enak bisa Bahasa Inggris, lha aku gak bisa jadi masih susah."* (My partner was good at English, but I was not)
- R : *"OK deh, besok kan kita belajar lagi masih ada dua pertemuan."* (OK, there are still two meetings left, we'll study harder about this) *"Kamu masih susahnyanya yang apanya?"* (Which one is still difficult for you?)
"Cara mengucapkan dialognya atau ide tentang dialognya itu?" (The pronunciation or the idea to create the dialog?)
- S15 : *"Ya, dua-duanya Mas."* (I think both of them)
- R : *"Oh, yaa besok kan ada materi yang sama tapi ada penambahan nanti diulangi lagi deh."* (The next meeting will be new materials but we can still repeat our lesson through the new materials) *"Okay, kalau kendalanya ada gak pas perform speaking kemarin?"* (Okay, then, did you find any problems during the speaking performance?)
- S15 : *"Ya itu Mas kendalanya pas ngomongnya gak bisa jadi sangat terbata-bata."* (Yep, my problem was my speaking is still halting)
- R : *"Ya sudah besok belajar lagi yaa, nanti rak lancar ngomongnya."* (Study harder, will you? And you'll get fluency in speaking)
- S15 : *"OK, Mas."*
- R : *"Sip, makasih ya waktunya."* (Thank you for the time)
- S15 : *"Sama-sama Mas."* (You're welcome)

(I/18/S15 /25/July/2011)

Interviewer: Researcher (R)

Interviewee 16: Laela as Student (S16)

- R : *"Halo dek, dengan dek siapa nih?"* (Hello, who's your name?)
- S16 : *"Laelatul Muamanah, Mas."* (Laelatul Muamanah, Sir)
- R : *"OK langsung ke pertanyaan aja ya."* (OK, it's the first question)
"Menurutmu pelajaran Bahasa Inggris kemarin gimana?" (What do you think about the English class yesterday?)
- S16 : *"Ehm..asik kok Mas..."* (It was enjoyable I think) *"Yang pertama itu juga asik soalnya banyak penjelasan yang pakai video gitu, trus dialognya juga jelas."* (The first lesson was very enjoyable because of the video,

- the dialog was clear) “*Trus yang kemaren juga asik latihan speaking English.*” (The speaking exercises were enjoyable as well)
- R : “*Kenapa latihan speaking kok asik?*” (Why were the speaking exercises enjoyable?)
- S16 : “*Ya asik aja, soalnya jarang kita latihan speaking gitu.*” (Just enjoyable, because we rarely had speaking activities) “*Palingan biasanya cuma ngerjain soal-soal gitu.*” (We just did the written tasks)
- R : “*Oh, gitu.*” (Oh, I see) “*Kalau menurut dek Laela ini, context yang Mas Eko berikan pada saat exercise dan production itu gimana?*” (What do you think about the context given in the exercise and the production?)
- S16 : “*Oh yang di kartu-kartu itu ya Mas?*” (Oh, the card ones?)
- R : “*Iya.*” (Yep) “*Ngebantu gak dalam speakingnya?*” (Was it helpful in speaking?)
- S16 : “*Ya ngebantu kok Mas, malahan dengan adanya context itu jadinya jelas dialognya itu terjadinya dimana dan siapa aja pelakunya.*” (Yes, it was, in the context, the dialog clearly stated where it was happened and who the participants were)
- R : “*Kalau mengenai topiknya gimana?*” (How was the topic?)
- S16 : “*Oh, yang telephone itu kan?*” (The telephone, was it?) “*Udah cocok Mas sama jurusan kita, AP.*” (It was appropriate to our department, Office Administration) “*Kan kita juga belajar handling telephone juga pakai Bahasa Indonesia, sekarang pakai Bahasa Inggris jadinya tambah asik.*” (We’ve already learnt telephone handling in Indonesian, now, we use English, it was more interesting)
- R : “*Ada kendala gak pas ngerjain draft or pas perform speakingnya?*” (Did you meet any problems in making the draft and the speaking performance?)
- S16 : “*Gak sih Mas, so far so good.*” (I don’t think so, so far so good I think) “*Cuma kadang pas ngomong grammarnya masih susah.*” (But, sometimes, when I speak English, the grammar is still incorrect.)
- R : “*OK deh.*” (OK) “*Terima kasih ya dek atas waktunya.*” (Thank you for your time)
- S16 : “*OK Mas.*”

(I/19/S16/25/July/2011)

Friday, July 29th, 2011
Interview for Cycle 2 meeting 3 on Thursday, July 28th, 2011

Interviewer: Researcher (R)

Interviewee: Mrs. Nur as English Teacher (T)

- R : *"Selamat pagi, Bu Nur."* (Good morning, Mrs.Nur) *"Maaf nih ngganggu lagi."* (Sorry for bothering) *"Saya mau wawancara tentang cycle yang kedua kemarin."* (I want to interview you about cycle two)
- T : *"Iya silahkan Mas Eko."* (Sure, please) *"Gak papa lagi, gak ada ngajar juga kok."* (It's OK, I'm not teaching now)
- R : *"OK, kemaren pertemuan ke 3 kan?"* (OK, yesterday was the third meeting, wasn't it) *"Dengan mengimplementasikan context of situation di dalam pelajaran Speaking."* (By implementing context of situation in the speaking class) *"Menurut Ibu, ada kemajuan yang terlihat gak?"* (Do you think there is any improvement?)
- T : *"Saya lihat sih ada ya Mas, walau cuma sedikit, karena kan memang gak bisa se-instant itu ya meningkatkan kemampuan speaking siswa."* (I saw the improvement, although just a little bit, because it could be instant to improve the students speaking ability, right?) *"Tapi saya lihat ada kok Mas, kemajuannya ya ditunjukkan."* (However, I saw the improvement) *"Yang paling jelas terlihat itu, mereka jadi kreatif membuat dialog yang sudah jelas contextnya yang diminta."* (The most visible is that they became creative in holding a dialog using the given context.)
- R : *"Trus kalau mengenai practice yang dengan game menggunakan context of situation itu bagaimana Bu?"* (How about the practice by using game in a context of situation?) *"Apakah sudah bisa meningkatkan antusiasme anak-anak dalam belajar speaking?"* (Has the practice improved the students' enthusiasm in learning speaking?)
- T : *"Oh yang practice sebelum production itu ya Mas?"* (Oh, the one before the production) *"Bagus sih menurut saya, jadi anak-anak bisa lebih interaktif antara satu dengan yang lain."* (It was good I think, the students could be more interactive one another.) *"Mereka jadi bisa melatih bicara dan juga peraga sekaligus."* (They could practice their speaking and act it out as well.)
- R : *"Mengenai beberapa action yang saya terapkan ke siswa itu bagaimana menurut Ibu?"* (What do you think about some actions which were carried out?)
- T : *"Menurut saya sih sudah bisa untuk mengatasi masalah-masalah yang sebelumnya ditemukan."* (I think those could overcome the finding)

- problems.) “*Terutama masalah speaking yang ada di kelas saya.*” (Especially, the speaking problem in my class)
- R : “*Kemarin kan di cycle pertama anak-anak pas saya wawancara mengatakan bahwa kurang vocab, penjelasan grammar, dan juga cara membaca.*” (A few days ago, when I interviewed them, they said that they were still lack of vocabulary, grammar, and pronunciation) “*Kemudian, di pertemuan yang ke 3 kemarin saya memakai video lagi untuk contoh, dan beberapa penjelasan tentang grammar dan penambahan vocab.*” (Then, in the third meeting, I used the video again for the examples of the expressions that should be given to the students.) “*Menurut Ibu, sudah efektif belum pengaplikasiannya di siswa?*” (In your opinion, was it effective enough?)
- T : “*Saya kira sudah lumayan efektif, Mas.*” (I think it was quite effective) “*Anak-anak juga sudah menunjukkan progress yang baik dalam speaking mereka.*” (The students also showed a good progress on their speaking.)
- R : “*Kalau secara keseluruhan, apakah implementing context of situation ini bisa meningkatkan kemampuan siswa dalam belajar Speaking?*” (Over all, did the context of situation improve the students’ speaking ability?)
- T : “*Over all sih, bisa Mas...*” (Over all, yes, it did.) “*Tapi ya itu tadi, memang tidak begitu signifikan.*” (Although, the improvement was not really significant) “*Tapi paling tidak anak-anak sekarang jadi tahu kalau dalam speaking itu harus berdasarkan context yang ada di dalam pelajaran.*” (But, at least, the students were familiar with speaking exercises based on the context) “*Mereka jadi lebih tahu, akan berperan sebagai apa, tempatnya dimana, topiknya apa, serta bagaimana harus menyampaikannya dengan baik dan benar.*” (They could know better what they acted as, where the setting was, what the topic was, and how to carry it out correctly)
- R : “*Terima kasih, Bu. Besok pertemuan berikutnya, Insya Allah yang terakhir, Bu.*” (Thank you, Ma’am. Tomorrow will be the last meeting) “*Jadi saya mungkin akan mengambil nilai performance siswa yang ke 2 untuk membandingkannya apakah ada peningkatan atau tidak.*” (I will probably take the second test on their performance, to measure is there any improvement or not?)
- T : “*Iya, Mas, silahkan.*” (Yes, of course)

(I/20/T/29/July/2011)

Interviewer: Researcher (R)

Interviewee: Miftahuddin as Student (S17)

- R : *"Halo selamat pagi dek, bisa minta waktunya bentar?"* (Hello, good morning, may I ask for your time.)
- S17 : *"Iya Mas, silahkan."* (Yep, please.)
- R : *"Dengan dek siapa ini?"* (What is your name?)
- S17 : *"Mifta, Mas."* (Mifta)
- R : *"Okay, setelah dijelaskan lagi mengenai ekspresi dalam telephone handling dan ditambahkan taking/ leaving messages, gimana dek?"* (Okay, after I explained again the expressions in telephone handling and taking/ leaving messages, how was it?) *"Cukup jelas atau tambah bingung?"* (Was it quite clear or confusing?)
- S17 : *"Jelas sih Mas, jadi kita juga bisa latihan tentang mengangkat panggilan telepon dari client misalnya."* (It was clear, we could practice how to handle a telephone call)
- R : *"Ada kesulitan gak pada saat mengikuti pelajaran speaking sama Mas Eko?"* (Did you meet difficulty in joining the speaking class with me?)
- S17 : *"Gak sih Mas, so far so good."* (No, I didn't, so far so good)
- R : *"Oh, gitu ya, OK deh."* (Oh, I see) *"Kalau pas latihan speaking yang memakai context of situation yang udah diasih itu gimana?"* (How was the speaking practice using the context of situation?)
- S17 : *"Sudah bisa dimengerti kok Mas."* (It could be understood well)
- R : *"Ngertinya gimana?"* (How did you understand it?)
- S17 : *"Ehm... ya, lebih mudah dalam mengikuti pola contextnya dalam speaking activity nya"* (Ehm... it was easier to following the context in the speaking activity.)
- R : *"Apakah kamu antusias dalam mengikuti pelajaran speaking kemarin?"* (Were you enthusiastic in joining the speaking class?)
- S17 : *"Asik kok Mas, pelajaran speakingnya"* (The speaking activities were enjoyable)
- R : *"Oiya, menurut dek Mifta gimana mengenai perbandingan pelajaran dari pertemuan pertama sampai yang kemarin itu gimana?"* (What do you think about the each meeting of the speaking class)
- S17 : *"Ya, ada perkembangan sih Mas, yang tadinya masih bingung itu fungsi context situation apa lama-lama jadi terbiasa."* (There was an improvement I think, firstly I was still confused about the context of situation, then now I've got used to)
- R : *"Jadi kesimpulannya, context of situation itu membantu gak dalam kemampuan speaking kamu?"* (So, the conclusion, was the context of situation helpful for your speaking ability?)

- S17 : “*Ya...bingung Mas, kan aku gak bisa ngukur kemampuan speakingku segimana?*” (I got confused because I cannot measure my speaking ability myself)
- R : “*Menurutmu aja gimana?*” (Just in your opinion?)
- S17 : “*Ya, membantu sih Mas.*” (I think it was helpful) “*Kita kan jadi terbiasa belajar speaking, jadinya otomatis harusnya speaking kita meningkat.*” (We got used to learn English, so automatically, our speaking should improve)
- R : “*Kalau kesesuaian materi dengan jurusan kalian gimana?*” (Were the materials appropriate to your study program?)
- S17 : “*Ya sudah pas banget Mas, soalnya kan terkait banget sama jurusan kita kayak telepon handling, yang message juga*” (They were appropriate, because the topics were related to our study program, such as telephone handling and message.)
- R : “OK deh, Makasih ya...” (OK, thanks anyway)
- S17 : “OK Mas.”

(I/21/S17/29/July/2011)

Interviewer: Researcher (R)

Interviewee: Firoh as Student (S18)

- R : “*Hi dek... bisa minta waktunya bentar ya?*” (Hi... Can I have your time?)
- S18 : “*Iya Mas.*” (Sure)
- R : “*Mau wawancara nih seputar pelajaran terakhir kemarin.*” (I want to interview you about the last lesson.)
- S18 : “OK Mas.”
- R : “*Menurutmu gimana pelajaran kemaren dibandingkan dengan sebelumnya?*” (How was the lesson yesterday, compared with the previous ones?)
- S18 : “*Ehmm...asik sih Mas.*” (Ehmm...It was enjoyable)
- R : “*Kenapa asiknya?*” (Why?)
- S18 : “*Ya pelajarannya ada game-gamenya gitu, walau kadang agak kesusahan juga karena harus perform speakingnya langsung*” (There was a game, although sometimes I had difficulty to perform the speaking task directly)
- R : “*Oh... trus nih kalau pelajaran tentang telepon handling ditambah dengan leaving messages gimana?*” (How were the materials about telephone handling and leaving messages?) “*Apakah bisa dipahami dengan baik?*” (Could you understand those?)

- S18 : *"Ya pahamnya sih paham Mas, cuma kalau ngomong out lho masih susah kadang-kadang."* (Yes, I could, but sometimes it's still difficult for me to speak directly)
- R : *"Ehmm...kalau mengenai context of situation kemarin gimana?"* (What about the context of situation?) *"Itu lho yang penjelasan awal tentang dialognya."* (The explanation about the dialog in the beginning.)
- S18 : *"Oh, itu."* (Oh, I see) *"Dibandingkan dengan biasanya sih lumayan jelas yang diberikan Mas."* (Compared it with the usual task, it was clearer) *"Soalnya kan kita jadi tau kita pura-puranya tempatnya ada dimana dan kita jadi siapa."* (We could know what/ where we were supposed to be)
- R : *"Emang kalau yang biasanya gimana?"* (How was the usual task?)
- S18 : *"Kalau yang biasanya ya cuma ngapalin dialog yang uda ada aja."* (In the usual task, we memorized the dialog) *"Jadi gak ada latihannya."* (There was no practice like this)
- R : *"Oh gitu."* (Alright) *"By the way, ada kesulitan gak pas latihan-latihan tasks speaking nya?"* (By the way, did you meet difficulty in practicing the speaking tasks?)
- S18 : *"Gak terlalu sih Mas, soalnya kan ngerjain task nya berdua jadi ya gak terlalu sulit."* (No, I didn't, because the tasks were done in pairs, it wasn't difficult)
- R : *"Kalau dibandingkan dengan pelajaran sebelumnya, ada peningkatan gak secara kemampuan speaking kamu?"* (Do you feel that your speaking improves during the speaking lesson?)
- S18 : *"Ya lumayan."* (I think, yes, it improves) *"Karena sudah terbiasa dengan latihan-latihan speakingnya"* (Because, I get used to the speaking practice)
- R : *"Kalau antusiasme gimana?"* (How about the enthusiasm? *"Antusias gak pas mengikuti pelajaran speaking?"* (Were you enthusiastic joining the lesson?)
- S18 : *"Antusias Mas, kan pelajarannya asik dengan latihan tasks nya trus ada gamenya juga kemarin."* (I was enthusiastic because the lesson was enjoyable by practicing the contextualized tasks and the game)
- R : *"Okay, makasih atas waktunya."* (Okay, thank you for your time)
- S18 : *"OK, Mas."*

(I/22/S18/29/July/2011)

Interviewer: Researcher (R)

Interviewee: Okki as Student (S19)

- R : *"Pagi dek, bisa minta waktunya bentar ya buat wawancara?"* (Good morning, may I have your time to interview?)
- S19 : *"Wawancara apa Mas?"* (What interview?)
- R : *"Soal yang kemarin itu lho, pelajaran Bahasa Inggris dengan Mas Eko."* (The English lesson which we had yesterday)
- S19 : *"Oh, ya. Boleh-boleh."* (Okay, sure)
- R : *"Kalau menurutmu gimana pelajaran Bahasa Inggris pertemuan ke 3 terakhir kemarin?"* (What do you think about the English lesson in the third meeting?)
- S19 : *"Ya lumayan paham Mas."* (I understood little bit)
- R : *"Kalau penjelasan mengenai grammar, vocab, juga drilling pronunciationnya gimana?"* (How was the explanation about grammar, vocabulary, and drilling on pronunciation?)
- S19 : *"Sudah semakin jelas sih Mas."* (It was clearer)
- R : *"Susah gak ngikutinnya?"* (Was it difficult to follow?)
- S19 : *"Ya lumayan susah juga sih Mas, soalnya aku gak bisa Bahasa Inggris terus apalagi kalau yang ngomong-ngomong pakai Bahasa Inggris gitu, aku tambah gak bisa."* (I think, it was quite difficult, because I'm not keen in English, moreover it was speaking in English, I couldn't speak in English)
- R : *"Gak bisanya kenapa?"* (What makes you couldn't speak in English?)
- S19 : *"Ya, aku sih nge-dong maksudnya tapi susah bilanganya gitu lho Mas."* (I understood the meaning, but difficult to say it)
- R : *"Oh, tapi kemarin kan ada latihan-latihannya dulu kan?"* (There were some exercises in the speaking tasks, weren't there) *"Gimana tuh, bisa bantu gak?"* (Were those help you?)
- S19 : *"Ya pas latihan lumayan lah Mas dikit-dikit bisa."* (In the speaking practice, I could do that little bit) *"Trus pasanganku speaking kemarin pinter sih jadi ya membantu."* (My partner was good at speaking English, so she helped me)
- R : *"OK deh, kalau context of situation yang diberikan itu bisa nambah pemahaman akan teks dialognya gak?"* (OK, how about the context of situation given, did it help you understanding the dialog?)
- S19 : *"Yang mana Mas?"* (Which one?) *"Yang ada di kotak-kotak itu?"* (In the box?)
- R : *"Iya."* (Yep)

- S19 : *"Ya, walapun kadang ada yang gak tau artinya tapi ya lumayan paham lah Mas dengan membacanya terlebih dahulu."* (Although, I didn't know the meaning, but I understood little bit by reading it first)
- R : *"Ada kendala apa selama ini mengikuti pelajaran speaking Bahasa Inggris dengan Mas Eko?"* (Did you have any difficulty in following the English speaking class with me?)
- S19 : *"Kendalanya sih mungkin kurang lancar ngomongnya Mas"* (I'm not good at speaking English) *"Tapi dengan banyak latihan aku yakin pasti bisa"* (But, by practicing a lot, I'm sure I can)
- R : *"Baiklah kalau begitu, udah segitu dulu deh wawancaranya, makasih ya atas waktunya."* (Okay then, I think enough. Thanks for the time)
- S19 : *"Sama-sama Mas."* (You're welcome)

(I/23/S19/29/July/2011)

Interviewer: Researcher (R)

Interviewee: Dita as Student (S20)

- R : *"Halo, dek. Bisa minta waktunya bentar ya?"* (Hello, can I have your time?)
- S20 : *"Ya, tentu Mas"* (Sure)
- R : *"Menurutmu, pembelajaran speaking di kelas Bahasa Inggris kemarin gimana?"* (What do you think about the speaking in the English class yesterday)
- S20 : *"Asik sih Mas, kan dari kemarin kita belajarnya pakai video, terus pakai latihan-latihan dengan game gitu"* (It was enjoyable, we learnt by watching the examples in the video, then practice the speaking with the game.)
- R : *"Oh, gitu ya"* (Oh, I see) *"Kalau tentang context of situation tasks nya gimana?"* (How about the context of situation?)
- S20 : *"Task speaking yang ada context nya itu po Mas?"* (The speaking task with the context?)
- R : *"Yep, Gimana tuh?"* (Yep, how was that?)
- S20 : *"Itu kan menjelaskan tentang dialognya mengenai apa gitu to Mas?"* (That explained what the dialog is about, right?) *"Menurutku sih bagus ya, soalnya belum ada yang seperti itu sebelumnya, biasanya hanya contoh dialog-dialog saja terus kita ngikutin contoh gitu aja"* (I think it was good, because there wasn't like this before, we usually imitate the example of the dialog)
- R : *"Kalau penjelasan Mas Eko gimana?"* (How was my explanation?) *"Bikin bingung atau bikin mudeng?"* (Was it confusing or not?)

- S20 : *"Mas Eko njelasinnya jelas ok, apalagi ada contoh contohnya di handout dan di video juga"* (You explained it clearly, moreover, there were the examples in the handout and on the video as well)
- R : *"Kalau materinya gimana menurutmu?"* (How were the materials?)
"Udah cocok belum sama siswa-siswa sini?" (Were those appropriate to the students?)
- S20 : *"Ya cocok sih Mas, kan itu materinya sesuai dengan jurusan kita tho?"* (I think those were appropriate, the materials were suitable for our study program) *"Ada telephone handling, ada taking leaving messages"* (There were telephone handling and taking-leaving messages)
- R : *"Over all, gimana kelas speaking Bahasa Inggris dari pertama pertemuan kemarin?"* (Over all, how was the speaking class?)
- S20 : *"Menyenangkan kok Mas"* (It was fun)
- R : *"Pertanyaan terakhir ya, kendala apa yang kamu hadapi dalam mengikuti pelajaran ini?"* (The last question, did you have any difficulty in following the lesson?)
- S20 : *"So far sih gak ada Mas"* (So far so good)
- R : *"OK, makasih ya buat waktunya"* (OK, thanks for the time)
- S20 : *"Sama-sama, Mas"* (You're welcome)

(I/24/S20/29/July/2011)

Interviewer: Researcher (R)

Interviewee: Siti as Student (S21)

- R : *"Hi, dengan dek siapa ini?"* (Hi, what is your name?)
- S21 : *"Siti"*
- R : *"Bisa minta waktunya bentar gak?"* (May I have your time?)
- S21 : *"Bisa Mas bisa."* (Sure)
- R : *"Kalau menurut pendapat dek Siti, pelajaran speaking kemarin gimana?"* (In your opinion, how was the speaking yesterday?)
- S21 : *"Lumayan menyenangkan kok Mas"* (It was quite fun)
- R : *"Menyenangkannya gimana?"* (How?)
- S21 : *"Ya menyenangkan, pelajarannya enak, bervariasi, pake game gitu"* (The lesson was fun and various. Using game)
- R : *"Oh, gitu. Kalau tentang context of situation gimana?"* (Oh, I see. How was the context of situation?)
- S21 : *"Yang ada di setiap task itu ya Mas?"* (Which is in each task?)
- R : *"Iya, yang itu"* (Yep)
- S21 : *"Ya bagus sih Mas, jadi dialognya kan jelas itu tentang apa?"* (It was good, the dialog was clear)

- R : *“Penjelasan Mas Eko tentang materinya gimana? Jelas atau kurang jelas?”* (How was my explanation? Was it clear or not?)
- S21 : *“Jelas kok Mas, soalnya kadang njelasin fungsinya pakai Bahasa Indonesia juga, jadi gak melulu pake Bahasa Inggris. Hehe”* (It was clear, because you explained in Bahasa Indonesia as well, so it was not full English)
- R : *“Tentang materi yang diberikan gimana?”* (How about the materials given?) *“Sudah cocok belum dengan jurusan kalian?”* (Were those appropriate to your study program?)
- S21 : *“Materinya asik kok Mas, ada gambar-gambarnya jadi gak bosenin, trus topikny juga jelas dan sesuai dengan jurusan kita”* (The materials were interesting, there were pictures, the topic was clear based on our study program)
- R : *“Terakhir nih, ada kendala gak pas mengikuti pelajaran speaking sama Mas Eko?”* (The last question, did you have any problems in following the speaking class with me?)
- S21 : *“Kendalanya ya pas ngomong Bahasa Inggrisnya Mas, masih kurang lancar”* (My only problem was I couldn’t speak English well)
- R : *“Oiya, ada peningkatan gak yang kamu rasakan selama mengikuti kelas speaking ini?”* (By the way, is there any improvement of your speaking during the speaking class?)
- S21 : *“Ya ada pastinya Mas, kan banyak berlatih dengan task-task yang Mas Eko berikan”* (Surely, it is, because we practiced a lot with tasks given)
- R : *“Okay deh, terima kasih ya”* (Okay, thanks)
- S21 : *“Sama-sama, Mas”* (You’re welcome.)

(I/25/S21/29/July/2011)

Wednesday, August 3rd, 2011

Interview for Cycle 2 meeting 4 on Saturday, July 30th, 2011

Interviewer: Researcher (R)

Interviewee: Mrs. Nur as English Teacher (T)

- R : *“Selamat pagi Bu Nur.”* (Good morning, Mrs. Nur) *“Saya hendak mewawancarai Ibu tentang pertemuan terakhir kemarin Bu.”* (I want to interview you about the last meeting yesterday)
- T : *“Iya, silahkan Mas Eko.”* (Sure, please.)
- R : *“Menurut Ibu pertemuan speaking class terakhir kemarin bagaimana?”* (What do you think about the last meeting?)

- T : *"Kemarin itu kan production yang ke dua ya Mas?"* (Yesterday was the second production, right?) *"Topik materinya berbeda kan?"* (The topic was different, right?)
- R : *"Iya, topic yang terakhir kemarin tentang how to take and leave message."* (Yep, the topic yesterday was about how to take and leave messages.)
- T : *"Menurut saya sih sudah bagus kok Mas, dengan menggunakan caranya Mas Eko yang memakai role-card dengan menampilkan context untuk dialognya"* (I think it was good, you used role-card to apply the context of situation for the dialog)
- R : *"Kalau keseluruhan action yang sudah saya lakukan dalam kelas speaking ini, bagaimana?"* (How were the actions I have conducted in the speaking class?)
- T : *"Saya lihat sih sudah berjalan dengan baik kok Mas."* (I think, those ran well) *"Mungkin bisa dilihat dari antusiasme anak-anak dalam mengikuti pelajaran yang Mas Eko berikan."* (It could be seen from the students' enthusiasm in following your lesson.)
- R : *"Bagaimana pendapat Ibu tentang materi yang saya ajarkan ke anak-anak?"* (Then, what's your opinion about the materials I have taught to the students?) *"Apakah sudah sesuai atau belum?"* (Were those suitable for the students or not?)
- T : *"Dilihat dari isinya sih sudah sesuai SK/KD dan topiknya juga sesuai banget sama jurusan kelas yang Mas Eko ampu kemarin."* (Those were appropriate to SK/KD and the topics were also appropriate to the students' background study.)
- R : *"Untuk speaking tasks yang saya berikan kepada anak-anak bagaimana Bu?"* (How were the speaking tasks?)
- T : *"Speaking tasks yang kemarin dipakai itu bagus banget kok Mas, memacu anak-anak untuk berkreasi di kelas speaking."* (The speaking tasks were very good, those made students creative in the speaking class) *"Mereka juga jadi terbiasa menggunakan context di dalam speaking."* (They got used to use the context in the speaking activity.)
- R : *"Oiya, Bu, kalau interaksi yang terjadi di dalam kelas sudah berjalan baik atau belum?"* (Has the interaction in the class run well?)
- T : *"Interaksi antar siswa sih bagus Mas, dengan Mas Ekonya juga baik."* (The interaction among the students was good, with you as well) *"Suasana kelas jadi agak ramai tapi tetap kondusif ada di dalam pelajaran."* (The atmosphere of the class became noisy but still conducive during the teaching and learning process)
- R : *"Menurut Ibu, contextualized tasks yang menjadi tema dari penelitian saya ini pada akhir pertemuan kemarin bisa improve kemampuan"*

- speaking siswa gak?” (In your opinion, could the contextualized tasks improve the students’ speaking ability in general?)*
- T : *“Menurut saya sih anak-anak jadi termotivasi untuk mengikuti serangkaian kegiatan speaking yang diajarkan.” (I think the students were motivated in doing the activities) “Secara kemampuan mungkin belum terlihat begitu signifikan juga, tapi ada lah peningkatan.” (The improvement was not significant but there was a good improvement)*
- R : *“Okay, Bu, saya rasa cukup sekian saja.” (Okay, Ma’am, I think enough) “Terima kasih banyak atas bimbingan dan bantuannya selama ini” (Thank you so much for your help and advices)*
- T : *“Iya, Mas. Sama-sama” (You’re welcome)*

(I/26/T/03/August/2011)

Interviewer: Researcher (R)

Interviewee: Anisah as Student (S22)

- R : *“Selamat pagi dek, menurutmu pertemuan ke 4 kemarin gimana?” (Good morning, what do you think about the fourth meeting yesterday?)*
- S22 : *“Kelas Speaking ya Mas?” (The speaking class, right?)*
- R : *“Iya.” (Yep)*
- S22 : *“Ya, menyenangkan kok Mas” (It was fun)*
- R : *“OK, kan kemarin itu final performance. Masih susah gak dalam mengikuti kegiatan speaking?” (OK, yesterday was the final performance. Did you have any difficulty in following the speaking activities?)*
- S22 : *“Dulunya aku kalo di suruh speaking di depan gak mau soalnya susah sekarang dengan speaking berdua dengan teman dan temanya sudah ditentukan itu lebih mudah.” (It was difficult for me to speak in front of the class, now speaking in pairs was easier with the given theme)*
- R : *“Tentang keseluruhan tugas speaking yang Mas Eko berikan, mana yang paling menyenangkan, mana yang paling membosankan?” (About the whole speaking tasks, which one is interesting and which one is boring?)*
- S22 : *“Yang paling menyenangkan menurutku yang pas penjelasan dengan video, terus latihan dengan teman dalam mengerjakan task speaking yang sudah diberikan.” (The most interesting part was the explanation using the video, then practicing the conversations with friends)*
- R : *“Kalau sarannya apa mungkin untuk pembelajaran speaking di kelas?” (Do you have any suggestion for the speaking class?)*
- S22 : *“Lebih banyak game yang sesuai dengan materi, seperti yang diajarkan Mas Eko” (More games, just like you gave us)*

- R : *"Bagaimana tentang penjelasan Mas Eko mengenai materinya secara keseluruhan?"* (How was my explanation about the materials?)
- S22 : *"Jelas kok Mas, asik, Mas Eko kan orangnya gaul jadi asik"* (It was clear, you're an interesting person)
- R : *"Untuk keseluruhan materi bagaimana pendapatmu?"* (How about the materials?)
- S22 : *"Materi speakingnya sih asik kok Mas."* (The materials were interesting)
- R : *"Pertanyaan terakhir, kalau untuk context of situation tasks nya gimana?"* (The last question, how were the contextualized tasks?)
- S22 : *"Ya bagus sih Mas, kan kita jadi tahu bahwa sebuah dialog di dalam kelas speaking harus memiliki context yang jelas"* (Those were good, we could know that a dialog must have a clear context.)
- R : *"OK deh, terima kasih ya atas waktunya dan semoga pembelajaran yang Mas Eko berikan bisa berguna"* (OK, thank you for your time, I hope the lesson I gave could be useful)
- S22 : *"Sama-sama Mas."* (You're welcome.)
- (I/27/S22/03/August/2011)

Interviewer: Researcher (R)

Interviewee: Tika as Student (S23)

- R : *"Pagi dek, dengan dek siapa ini?"* (Good morning, who is this?)
- S23 : *"Tika, Mas."*
- R : *"Menurut dek Tika, pelajaran speaking di pertemuan ke 4 kemarin bagaimana?"* (In your opinion, how was the speaking class in meeting 4 yesterday?)
- S23 : *"Ehm... Seperti biasanya aja Mas."* (Ehm.. Just like usual)
- R : *"Seperti biasa gimana?"* (How?)
- S23 : *"Ya, seperti kelas speaking sebelumnya."* (Just like the speaking class before)
- R : *"Kamu enjoy gak mengikuti kelas speaking sama Mas eko."* (Did you enjoy to join the speaking class with me?)
- S23 : *"Ya, lumayan."* (Yes, quite enjoyable)
- R : *"Terus, kalau menurutmu kegiatan-kegiatan speaking yang kemarin di kelas bagaimana?"* (How were the speaking activities in the class?)
- "Membantu gak meningkatkan kemampuan speaking kamu."* (Were those helpful for your speaking ability?)
- S23 : *"Ya, lumayan membantu sih Mas."* (Yes, those were quite helpful)

- R : “*Kalau untuk pas perform berdua dengan temannya bagaimana?*” (What about the performance in pairs?)
- S23 : “*Ya, itu menjadikan saya lebih PD sih Mas, soalnya kan speakingnya ada partnernya, bisa diajak berdiskusi juga.*” (The activities made me more confident because we did the activities in pairs, we could discuss the activities with friends)
- R : “*Oh, gitu ya?*” (Oh, I see) “*Kalau untuk topiknya bagaimana?*” (How was the topic?) “*Apakah sudah cocok dengan background kalian di kelas AP ini?*” (Was it appropriate to your background study in the AP class?)
- S23 : “*Ya, sudah sih Mas, dari kemarin kan kita membahasnya speaking kayak telephone handling gitu tho?*” (I think it was, we learnt telephone handling, right?)
- R : “*Kalau keseluruhan pelajaran speaking kemarin bagaimana?*” (How were the whole speaking activities? “*Bisa meningkatkan kemampuan speakingnya kamu gak?*” (Could the activities improve your speaking ability?)
- S23 : “*Ya lumayan sih Mas, saya sekarang jadi agak bisa kalau speaking soalnya banyak latihannya.*” (Yes, now I can speak English because I had a lot of exercises.)
- R : “*OK, kalau yang terakhir nih, kendala apa saja yang kamu hadapi dalam mengikuti pelajaran speaking kemarin?*” (OK, the last question, Did you have any problems during the speaking activities?)
- S23 : “*Ya, masalahnya ya speaking saya kurang lancar.*” (My problem was I couldn’t speak English well) “*Kalau idenya sih ada buat speaking, tapi susah mengungkapkannya dalam Bahasa Inggris dengan lancar.*” (I had the idea to make the conversation, but it was difficult for me to say it in English.)
- R : “*Okay deh, terima kasih atas waktunya.*” (Okay, thanks for your time)
- S23 : “*Iya Mas.*” (You’re welcome)

(I/28/S23/03/August/2011)

Interviewer: Researcher (R)

Interviewee: Vikrotul as Student (S24)

- R : *"Langsung ke pertanyaan pertama ya dek?"* (Straight to the first question, Okay?) *"Menurutmu pelajaran Speaking kemarin yang terakhir bagaimana?"* (What do you think about the last speaking class?)
- S24 : *"Asik sih Mas, karena disini kita diajarkan bagaimana speaking English dengan baik dan benar."* (It was enjoyable because we were taught how to speak well and correctly)
- R : *"Kemarin itu kan final performance, masih ada kesulitan dalam mengikuti tasks speakingnya gak?"* (Yesterday, we had final performance, did you have any difficulty in ding the speaking tasks?)
- S24 : *"Gak juga sih Mas, kegiatannya mudah untuk diikuti kok."* (No, I didn't, the activities were easy to follow)
- R : *"Kalau penjelasannya Mas Eko gimana?"* (How about myexplanation?) *"Apakah cukup jelas?"* (Was it clear?)
- S24 : *"Jelas kok Mas, mengenai fungsi dari ekspression-ekspression yang ada, terus penjelasan tentang task speaking yang harus kita kerjakan juga jelas."* (Yes, it was clear, about the function of the expressions, about the instruction of the speaking class were clear.)
- R : *"Trus bagaimana mengenai materi speaking nya?"* (How were the speaking materials?) *"Apakah itu membantu kalian dalam speaking?"* (Were those helpful?)
- S24 : *"Iya lah Mas, materinya kan sesuai dengan jurusan kita, jadi sedikit banyak kita sudah familiar dengan materi-materi tersebut."* (Yes, I think, because the materials were appropriate to our study, so we had already been familiar with the materials.) *"Jadi ini lebih membantu menurut saya."* (I think those were more helpful)
- R : *"OK, now, kalau perform kemarin yang ke 2 ada kesulitan gak?"* (OK, now, how was the second speaking performance? Did you have any difficulty?)
- S24 : *"Gak sih Mas, kan sudah banyak latihan tasks nya jadi kita bisa perform dua kali dengan baik."* (I don't think so, we had enough exercises so we could do the performance twice well)
- R : *"Sip. Pertanyaan terakhir nih, kendala apa aja yang kamu hadapi saat mengikuti kelas speaking bersama Mas Eko?"* (OK, the last question, what problem did you meet during the speaking class?)
- S24 : *"Ehm... mungkin di kelas speaking ini sih gak terlalu Mas."* (I don't think I have) *"Kelasnya asik kok, jadi gak diem-dieman, tapi kita bisa melatih speaking kita"* (The class was enjoyable so we were not passive and we could practice our speaking)

- R : *"OK dehh. Terima kasih ya atas waktunya"* (OK, thanks for your time)
 S24 : *"OK Mas"* (OK)

(I/29/S24/03/August/2011)

Interviewer: Researcher (R)

Interviewee: Wiwit as Student (S25)

- R : *"Pagi dek, dengan siapa ini?"* (Good morning, who is this?)
 S25 : *"Wiwit, Mas."*
 R : *"OK, menurut dek Wiwit, pelajaran speaking kemarin bagaimana secara keseluruhan?"* (OK, in your opinion, how was the speaking class in general?)
 S25 : *"Sudah bagus sih Mas, kita diajari speaking tapi melalui game-game gitu."* (I think it was good, we were taught about speaking through games)
 R : *"Susah gak ngikutin kegiatan-kegiatan speaking yang dilakukan kemarin?"* (Was it difficult to follow the speaking activities?)
 S25 : *"Gak sih Mas, asik kok pelajaran sama Mas Eko."* (No, it wasn't, the speaking class with you was enjoying)
 R : *"Okay deh, nah kalau tentang penjelasan yang Mas Eko berikan sebelum-sebelumnya ngedong gak kamu?"* (Okay, what about my explanation? Did you understand?)
 S25 : *"Ngedong kok Mas."* (Yes, I did)
 R : *"Mengenai materinya bagaimana?"* (How were the materials?) *"Apakah materi speakingnya sudah sesuai dengan background kalian?"* (Were those appropriate to your background study?) *"Dan apakah itu membantu?"* (And were those helpful?)
 S25 : *"Materi speakingnya yang di handout itu bagus kok, ada gambar-gambarnya juga ada contoh-contoh dialog nya."* (The speaking materials in the handout were good; there were pictures and the examples of the dialogs.) *"Dan itu juga sangat membantu dalam hal aktivitas speaking soalnya topiknya sesuai dengan jurusan kita juga, jadi kita sudah kenal."* (And, those were very helpful for the speaking activities because the topics were suitable for our study, so we were familiar with those)

- R : “*Then, bagaimana dengan contextualized tasks secara keseluruhan?*” (Then, how were the contextualized tasks generally?) “*Apakah itu membantu kalian dalam lebih lancar ber speaking nya?*” (Did the tasks help you to speak English fluently?)
- S25 : “*Ya membantu sih Mas, paling gak kan kita gak hanya ngerjain dan menjawab soal.*” (Yes, I think those helped us so much, we weren’t do and answer the tasks only) “*Tapi juga memahami konteks untuk kemudian mengembangkannya menjadi sebuah percakapan.*” (But, we also comprehended the context to create a conversation.)
- R : “*Untuk performance yang ke 2 kemarin bagaimana?*” (How about the second performance?) “*Ada kesulitan?*” (Was there any problem?)
- S 25 : “*Performance yang kedua sih gak terlalu sulit Mas, soalnya yang kemarin-kemarinnya kan sudah banyak latihan yang pakai context gitu.*” (The second performance wasn’t difficult because we had already had a lot of practices using the context)
- R : “*OK deh, pertanyaan terakhir nih, ada kendala gak dalam mengikuti pelajaran speaking ini?*” (OK, the last question, was there any problem during the speaking class?)
- S 25 : “*Pertamanya sih dulu kendalanya di pronunciation Mas, tapi setelah beberapa pertemuan dan sering diberi contoh jadi sudah terbiasa dengan kata-kata dalam Bahasa Inggris.*” (Firstly, I had a problem on pronunciation, but after some meetings and exercises, I got used to say English words)
- R : “*OK, terima kasih ya atas waktunya.*” (OK, thank you for yur time)
- S25 : “*Iya, sama-sama, Mas*” (You’re welcome)

(I/30/S25/03/August/2011)

Interviewer: Researcher (R)

Interviewee: Yayuk as Student (S26)

- R : “*Pagi dek, dengan dek siapa ini ya?*” (Good morning, who’s this?)
- S26 : “*Yayuk, Mas.*”
- R : “*Menurutmu, gimana pelajaran speaking di pertemuan ke 4 kemarin?*” (What do you think about the fourth meeting of the speaking class?)
- S26 : “*Menyenangkan kok Mas, tapi kemarin cuma performance ajah ya?*” (That was interesting, but yesterday was only the performance, right?)
- R : “*Iya, soalnya kan materinya sudah disampaikan di pertemuan ke 3 nya kan?*” (Yep, because the materials were delivered in the third meeting)
- “*Trus, bagaimana menurutmu tentang kegiatan-kegiatan speaking yang*

Mas Eko berikan?” (Then, what do you think about the speaking activities which I gave you?)

S26 : *“Seluruhnya, Mas?” (All?)*

R : *“Iya” (Yes)*

S26 : *“Menurutku sih semuanya asik ya, mencoba hal baru tentang speaking.” (I think all activities were enjoyable, I tried new things about speaking) “Ada game nya, ada penjelasannya, ada tasks nya, semuanya menyenangkan kok.” (There were games, instructions, tasks, all were interesting)*

R : *“Kalau materi speakingnya gimana?” (How were the speaking materials?)*

S26 : *“Materi speakingnya bagus dan tertata dengan rapi.” (The speaking materials were good and arranged well) “Dan juga lebih bisa mengajarkan speaking.” (And those could teach us speaking) “Karena kita tidak hanya membaca dialog kemudian menjawabnya.” (Because we were not only reading the dialog then answering it)*

R : *“Oh, gitu ya.” (Oh, I see) “Tentang context yang ada di task nya itu gimana?” (How was the context in each task?)*

S26 : *“Contextnya menurut saya membantu juga kok Mas, kan dengan itu kita jadi tahu dialog apa yang akan diperankan sesuai dengan topiknya, tentunya.” (The context was helpful I think, by comprehending the context first, we could do the dialog based on the topic well)*

R : *“Nah kalau mengenai penjelasan Mas Eko tentang materinya bagaimana?” (Then, how was my explanation about the materials?)*

S26 : *“Penjelasan Mas Eko mengenai materi juga jelas, soalnya pakai Bahasa Indonesia-Inggris kalau menjelaskan.” (Your explanation about the materials was quite clear because you used Indonesian-English in explaining)*

R : *“Kalau antusiasme kamu dalam mengikuti pelajaran speaking gimana?” (How was your enthusiasm in joining the speaking class?) “Meningkat gak?” (Did it improve?)*

S26 : *“Ya meningkat Mas, kan ada game nya, trus ada yang lihat example dalam video itu juga.” (Yes, it did, because there was game, examples on the video as well)*

R : *“Kemarin pertemuan ke 4 kan performance speaking yang ke 2.” (Yesterday was the fourth meeting and the second performance) “Ada peningkatan gak dari yang pertama?” (Was there any improvement from the beginning?)*

S26 : *“Tentunya ada Mas, sebelumnya kan sudah banyak latihan.” (Yes, ofcourse, because we had a lot of practices)*

- R : “*Menurutmu nih ya, contextualized tasks yang sudah Mas Eko berikan untuk kalian belajar speaking itu bagaimana?*” (What do you think about the contextualized tasks which I gave you to learnt speaking English?)
- S26 : “*Sudah pas sih Mas, walau awalnya agak susah kalau buat dialog sendiri dengan context, tapi lama-lama terbiasa.*” (I think those were suitable for us, although at first, we got difficulty to make a conversation based on the context, but now we get used to) “*Dan setelah banyak berlatih, jadi menyenangkan di kelas speaking.*” (After having enough practice, the speaking class became interesting)
- R : “*OK pertanyaan terakhir nih.*” (Okay, the last question) “*Apa kendala yang kamu hadapi ketika mengikuti kelas speaking bersama Mas Eko.*” (Did you meet any difficulty in joining the speaking class with me?)
- S26 : “*Kalau kendalanya mungkin masih terkait grammar Mas, terkadang masih gak bisa bedain kapan pakai ‘Can’ kapan pakai ‘Could’.*” (My problem was related to grammar, sometimes I was still confused to differentiate the use of ‘Can’ and ‘Could’)
- R : “*Oh, gitu ya. Ya belajar sendiri lebih rajin ya.*” (Okay then, keep studying)
- S26 : “*Iya.*” (Yes)
- R : “*OK, makasih ya atas waktunya.*” (Thanks for your time)
- S26 : “*Sama-sama Mas.*” (You’re welcome)

(I/31/S26/03/August/2011)

Appendix 6

APPENDIX CLASSROOM VIGNETTES

Observation-Vignette 1

The researcher came to the class together with the English teacher. Firstly, the teacher (Mrs. Nurhayati) greeted the students of XI AP 1, and then introduced the researcher to them. She said that the researcher wanted to do class observation so, he would be there for that meeting.

After introducing the researcher, the teacher asked the students “where were we in the last meeting?”, the students directly opened their LKS (students’ book) and some of them answered the question “*halaman 18, Ma’am soal question tag*”. “It’s for homework, right?” asked the teacher. Most of the students replied, “Yes”. Then, the teacher and the students discussed the homework about question tag. After discussing the homework, the teacher asked them to pay attention to the new topic.

The new topic was about telephone handling. The first activity done by the students was activity 1. The teacher asked the students some questions in the textbook. “Have you ever made a phone call?” asked the teacher. Nobody answered for a while. The class was less enthusiastic, not many students answered the teacher’s question although they still paid attention to the topic. Waiting for a moment, a female student answered, “Yes, *pernah* Ma’am?” continuing the next question, T: “What do you say first?” S: “Hello, *Assalamu’alaikum*” T: “Okay, Good Vita. How about the others? Have you ever received a call?” another female student answered “Yes, I have, Ma’am” “What do you ask to the caller?” “*Kalau gak ada namanya di HP ya saya tanya, ini siapa ya?*”. Then, the teacher said, “Great!” The teacher asked the students to open LKS on page 23. After that, she explained some expressions in English which are usually used in telephone handling. Actually, the topic of telephone handling given by the teacher was about personal telephoning. Therefore, the topic of the materials was related to the students’ life as teenagers but not related to the students’ background study as Office Administration Department students.

It had been 60 minutes. After explaining session, the teacher asked the students to practice the expression with some examples in the following activity. After doing some practices, the students did the following activity. The activity was a

completion dialog. They did it individually, but it was possible for them to have a discussion with friends. The teacher then asked the students to discuss the dialog together. However, the atmosphere was still less interactive for the speaking class.

Next, the students did another activity. The activity was arranging expressions which were put in jumbled order. They did the activity quite smoothly. At the end of the lesson, the teacher gave them homework to review the topic.

(V/1/XI-1/2/June/2011)

Meeting 1-Vignette 2

The researcher came to the English class ten minutes earlier before 08.20. However, nobody was in the classroom. A few minutes later, Mrs. Nurhayati also came to the class, she said that the students were still having sport in the school yard.

Not long after that, some female students came to the class and asked for time to change their cloth. Then, the class began at 08.30 with about 30 students in the classroom. After that, the researcher began the class by greeting the students and giving some explanation about the research that would be conducted in that class at least for four times.

Then, the researcher got the speaking class started. The English teacher was sitting on the back row when the researcher handled the class. The researcher directly gave a prompting about the topic 'Telephone Handling' such as 'Have you ever made a phone call? Or receiving a phone call, may be?' Some students were interested in answering the researcher questions.

Next, the researcher asked the students to pay attention to the handout. Suddenly, some students entered the class and asked permission for being late. The researcher asked them to join the class, but Mrs. Nur was little bit angry at them. The researcher tried to ignore the little incidence and continued explaining the materials.

The researcher also played some videos related to 'Telephone Handling' and gave the students some examples about the expressions used to handle a phone call. Some students asked the researcher about the function of the expressions. Then, the researcher answered it in *Bahasa Indonesia* in order to get the students' understanding. Some students were also enthusiastic in discussing the topic with their friends because this topic was familiar to the students' background as Office Administration Department students. The topic 'Telephone Handling' would be advantageous for their future workplace since they were prepared to be middle

class workers in Office.

After explaining and having discussion with the students, the researcher asked them to identify the speaking tasks about 'Telephone Handling on Business' in the handout. This task aimed at students' comprehension about the explanation and discussion that were done before. A student asked about the meaning of the sentences in the box (for further explanation, this is called context of situation).

The researcher explained that sentences in the box above the dialog were context of situation. They would meet such a thing in every task that they would deal with. "The context of situation is intended to make the conversation in English become clearer. You can know who the participants of the conversation are, where the setting is, and what the topic of the conversation is in this box. So, everybody should understand the context first before practicing the dialog", that could be inferred from the teacher explanation about the context of situation. The researcher explained that sentences in the box above the dialog were context of situation. They would meet such a thing in every task that they would deal with. "The context of situation is intended to make the conversation in English become clearer. You can know who the participants of the conversation are, where the setting is, and what the topic of the conversation is in this box. So, everybody should understand the context first before practicing the dialog", that could be inferred from the teacher explanation about the context of situation. Next, the researcher asked the students if there is any question. Most students seemed understood, but few of them seemed confused.

Having enough discussion with their friends, the students practiced the dialog in pairs. Not all of the pairs practiced the dialog. The researcher corrected the students' mistake in pronunciation and sentence structure. The researcher gave them time to practice their speaking skills and asked for some volunteers to practice in front of the class.

After that, the researcher opened a question session, so that the students could have a chance to express their idea. A male student asked in *Bahasa Indonesia*, "Sir, *untuk yang offering help itu apa harus pakai kata-kata* May I help you?" Then, the researcher answered, "Not always, you may use other expressions. Who knows other expressions?" A female student answered, "Can I help you?", "Great!", complimented the researcher. Another female student answered, "What can I do for you?", "Well done!", complimented the researcher again. "You can use any other offering help expressions.", said the researcher.

Another student asked, "Sir, *apakah yang dijadikan contoh dialognya itu selalu orang Inggris?*" The researcher answered, "*Iya dong, kan kalau kalian kerja di perusahaan atau di kantor, kalau menerima panggilan telepon dari orang yang berbicara Bahasa Indonesia, kalian menjawabnya dengan Bahasa Inggris?*" Suddenly, the class became noisy. The students were laughing at the researcher explanation. Then, they understood more about the context of situation.

The time was 8.45. The bell already rang a few seconds ago. Then, the researcher asked the students to learn again the materials at home. Finally, the researcher ended the lesson.

(V/2/XI-1/21/July/2011)

Meeting 2-Vignette 3

The second meeting was just like in the third and fourth periods. The researcher had an appointment with Mrs.Nur to come earlier to the language laboratory. The speaking class took place there. Not long after that, the students of XI AP 1 came to the language laboratory.

The researcher directly began the speaking class by greeting the students and checking the attendance. One student was absent. Then, the researcher reviewed the last lesson about 'Telephone Handling'. He checked the students' comprehension about the function of 'Telephone Handling' expressions. He asked several questions. "What will you say if you're a secretary of a company, then the telephone rings?" One of the female students raised her hand and wanted to answer. The researcher called her name and asked for the answer. "Good Morning, Bagio Company, Can I help you?". "Great!", complimented the researcher. He still asked for some students to answer some questions. There was an interactive circumstance in the classroom. The students did not seem reluctant to speak in English after the previous meeting.

After that, the researcher led the students to have a role-card game. The topic was still about 'Telephone Handling'. Before doing the game, the students had a little practice with their partner. The researcher divided the class into two groups, i.e. callers group and receivers group. The callers got *an activity A sheet* and *a role-card* that had been prepared before. The receivers got *an activity B sheet*, *a will-be-back note*, and *a name tag*. Next, the receivers sat facing the wall and the caller sat behind the receivers. This was done in pairs. When a caller wanted to make a call, they tapped the receiver on the shoulder and said, "Bring! Bring!" Receivers put the name tag on the back of their chair, so that the callers knew who they were calling. Here, the callers acted as clients and the receivers acted as secretaries. At that time, one student did not have a partner, so she did not do the game. The researcher walked around the students to check whether they had difficulty or not. Some pairs were good at speaking, but a few of them got difficulty to have a conversation without text. In this case, they were only allowed to read the context of situation in the role-card, and then made a conversation with their partner naturally like a client and a secretary. The students who were good at speaking enjoyed the game. However, some students still seemed confused. Then, the researcher paid the attention to them. He directed them step

by step. Firstly, they had to understand the context. After that, they were allowed to have a look at the handout. So, they could apply the expressions to their context.

The game about 'Telephone Handling on Business' took about 25 minutes. After that, the researcher asked the students to have a seat like usual. Then, the researcher asked them to prepare their selves because he wanted to take a performance test in pairs. The students performed a conversation of handling a telephone call in pairs using a role-card.

The students' performance test ran smoothly. However, one student did not have a partner, because one student was absent. Therefore, the researcher asked her to take the performance test next week.

Finally, the researcher closed the lesson. He asked the students to learn about the new topic in the handout.

(V/3/XI-1/23/July/2011)

Meeting 3-Vignette 4

The third meeting was conducted on Thursday in the third and fourth periods. The researcher came to the class and the students were ready to start the lesson. Then, the researcher opened the class by greeting the students and checked the attendance list.

The researcher checked the students' comprehension about the previous lesson. The students seemed understood about the topic 'Telephone Handling' that was delivered in some actions related to the problems found before.

The researcher introduced a new topic 'Taking-Leaving Messages' to the students. This topic was still related to the first topic 'Telephone handling'. Firstly, the researcher delivered the new handout to the students and asked them to have a look at the topic. Then, he showed a video related to the topic. The students paid attention to the example of a conversation on the video.

After that, the researcher asked the students some questions related to the materials. He asked, "What will you do as a secretary if there is a phone call for your boss but he/ she doesn't in the office?" Some students did not want to answer, but some of them tried to answer the researcher's question. The researcher pointed to a student, Vikrotul. She answered, "Sorry, my boss isn't in the office right now." "Good", complimented the researcher. Then, the researcher explained about taking messages for the secretary and leaving messages for the client. There were question and answer between the students and the researcher about the topic.

Having enough explanation about the function of the expressions. The researcher asked them to have practice by doing task 1. He picked two students to act the

dialog in front of the class. Before they acted the dialog, they read the context of situation first. The two students acted the dialog, but they sometimes seemed reluctant to say some expressions. Especially when they had to spell the British name in English. They also had difficulty to spell numbers.

Next, the researcher led the students to have practice in spelling letters and numbers. Some practices in spelling British names were also given. Then, the researcher asked them one by one to spell their nick name and their cell phone numbers. After having enough practice in spelling, the researcher pointed two students again to do task 2 in front of the class. They did the task well.

Since in the previous observation the researcher found students' lack in pronouncing some words, in this meeting the researcher drilled some difficult words related to the expressions given. Besides that, they had difficulty in making the correct sentences. Therefore, the researcher also gave them a brief explanation about sentence structure and gave them additional vocabulary related to the topic to enhance their vocabulary knowledge. The students got more comprehensive. Their mistakes in delivering the conversation were minimized.

The next session was still a guided exercise. In this time, the researcher still used the contextualized game through role-card to have the students' comprehension in using the expressions of taking-leaving messages. However, the context of situation was different from the previous one in cycle 1. The participants were still in pairs, one student became a secretary and another became a client who was looking for someone in the office. As usual, they students would receive the role-card in which the context of situation printed. They have to follow the instruction in doing the game. They had some minutes to prepare the game. They looked enthusiastic joining this activity. However, some of them still looked halted in having the conversation. After having a speaking practice through contextualized game, the students were back to their seat.

The time was almost up. Then, the researcher decided to end the class. He asked the students to learn again about the expressions used in taking-leaving messages.

(V/4/XI-1/28/July/2011)

Meeting 4-Vignette 5

The last meeting was conducted on Saturday, July 30th, 2011. As usual, the researcher came to the language laboratory. The students were ready to have the speaking class that day.

The researcher held the speaking class alone without the English teacher. He greeted the students and checked the attendance. Then, he reviewed the previous lesson about taking-leaving messages by asking several questions to the students. There were some students who were eager to answer by their selves. However, the researcher also pointed some students who were passive. The passive students answered the questions shyly.

In the previous meeting, the students had speaking practice through contextualized game. Although they were enthusiastic and interested in doing the previous speaking activity, they had to do another contextualized speaking task independently. They would do the task in pairs. In this time, the context of situation was more complicated than before. The context was about the 'Telephone Handling' until 'Taking-leaving Messages'. There were several contexts that the students could choose. A pair of students only chose one context. They were given some minutes to arrange the conversation before they performed it in front of the class in turn. Having enough preparation, the students performed the conversation between a secretary and a client in front of the class. Some pairs of students enjoyed the conversation, but there were a few of them who were unnatural when doing the conversation.

It took for about 40 minutes to do the speaking practice. The next activity was the second performance. The students did the second performance in pairs. The researcher would take the scores of the performance. The students did the second speaking performance quite well.

After the performance was done, the researcher ended the lesson. He said that the research was totally completed. He thanked to the students for participating well in the speaking classroom.

(V/5/XI-1/30/August/2011)

My Impression and my opinion about this meeting today are... I'm happy because I can join with Mr. Eko in here I'm not boring because Mr Eko can using English ~~was~~ verry well. I also can imitate him speaker's style ~. mm, I will be more understanding about telephone handling. Mr. Eko are friendly and respectfull.

Dear Mr. erio,

firstly I'm sorry because I will speak in bahasa.

Kesan pertama diajar pa' erio ~~It's~~ ^{tidak} merasa ^{nggak} bosan,
soalnya biasanya gurunya perempuan terus...!!!
dan disini saya juga bisa belajar ngomong bahasa
inggris dan suasananya juga tidak menegangkan,
seperti saat yang ngajar guru perempuan.

Jadi, Jangan Bosan Keemu Kita

(D/2/S2/21/July/2011)

My Impression. about your lesson...

~~the~~ ~~that~~ ~~at~~
 Your lesson, is very fun. Sir... I'm. Verry enjoy...
 because your lesson. make me comfortable ~~but sometimes~~ in. your class
 let me introduce my self, my name is Wiwit nur aie aussy
 from pagerbarang...
 I'm. sorry if i have a mistake

(D/3/S3/21/July/2011)

In a Mr. Eko's lesson. we are to ask speaking
 about "Handling Telephone". This lesson is enjoyable,
 because we are can speak to English with
 confident. (-~)

Heemz, although we are so tired, but
 we ~~at~~ can enjoyable with Mr. Eko. ~

Mr. Eko... Cayooo ---!! ~ ~

(D/4/S4/21/July/2011)

~~My~~ My Impression in this ~~meeting~~ Meeting today are
 happy, fun, and enjoy because I can be able experience
 about handling telephone with Mr. Eko. I also practice
 the dialogue with my partner. whereas I'm not yet finished.
 but Heevermina. I think it's can make me brave show in
 front of class. and to Mr Eko, I hope u can better
 than today.

(D/5/S1/21/July/2011)

Saya rasa second meeting ini cukup menyenangkan "plus" mengesankan, walaupun ada sedikit rasa G R O G I ketika di suruh untuk maju ke depan mempraktekkan dialog tanpa teks, tapi saya senang karena hal itu bisa menambah rasa pede saya untuk berani tampil di depan umum.

(D/6/S5/23/July/2011)

The impression :

1. I am happy because can join english lesson with Mr. Eko. He is funnies. I can spoke english more confident. So I am happy, and I hope I can study with others teacher as him. And Your Laught is funniest

I'm sorry because my words is complicated

(D/7/S6/23/July/2011)

Saya terharu untuk belajar dengan Mr. Eko karena sangat menyenangkan dan tidak membuat saya tergesa-gesa untuk melakukan / ~~tugas~~ mengerjakan tugas-tugas yang di berikan Mr. Eko dan saya bisa pelajaran pada hari ini bisa membuat saya semakin terharu untuk belajar dan berbicara Bahasa Inggris.

(D/8/S7/23/July/2011)

Appendix 8**APPENDIX
PHOTOGRAPHS**

Picture 1. The researcher opens the class in the first cycle



Picture 2. The students seem interested in the new speaking materials



Picture 3. Two students pay attention to the example of Telephone Handling



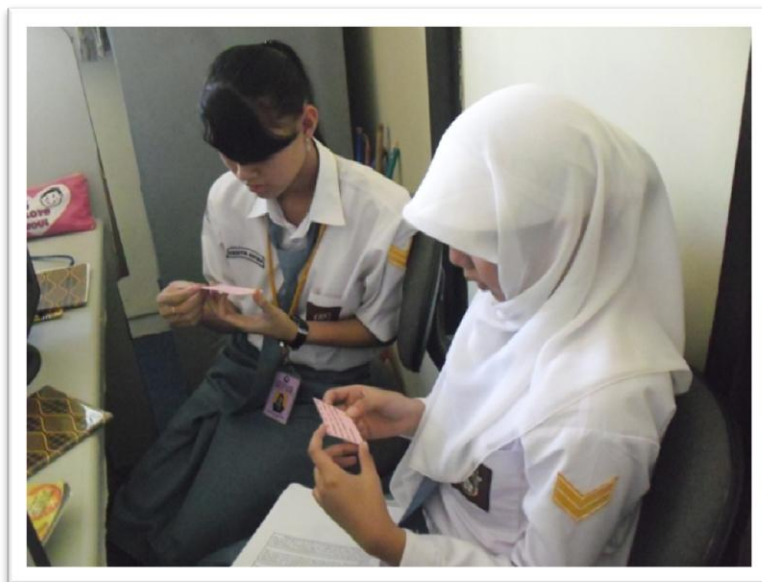
Picture 4. Two students are practicing the contextualized tasks



Picture 5. The students discuss the second topic taking-leaving messages



Picture 6. The students practiced the dialog in pairs.



Picture 7. The students do the contextualized task by using role-card



Picture 8. The students perform the contextualized speaking task in pairs



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1497/H.34.12/PP/VII/2011

Lampiran : --

Hal : Permohonan Izin Survey/Observasi/Penelitian*)

18 Juli 2011

Kepada Yth.

Kepala

Badan Kesatuan Bangsa dan Perlindungan Masyarakat
 (Badan Kesbanglinmas)

Jl. Dr. Soetomo No. 1 Slawi Kabupaten Tegal – Jawa Tengah

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS) Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Speaking Ability Through Contextualization in Teaching Speaking to The Eleventh Grade of Office Administration Departement at SMK N 1 Slawi in The Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : EKO FABIANTO
 NIM : 06202244106
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan Juli 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Pembantu Dekan I,

 Drs. Suhaini M. Saleh, M.A.
 NIP. 19540120 197903 1 002



PEMERINTAH KABUPATEN TEGAL
KANTOR KESBANGPOL DAN LINMAS

Alamat : Jl. Dr. Sutomo No. 1 Slawi Telp. (0283) 3317847

Slawi, 20 Juli 2011

Nomor : 070 / 404 / 2011
 Lampiran : 1 (satu) bendel.
 Perihal : Permohonan Ijin Riset

Kepada
 Yth. KEPALA BAPPEDA
 KABUPATEN TEGAL
 Di -
SLAWI

Menarik surat rekomendasi permohonan ijin Riset / Penelitian :

Dari : Universitas Negeri Yogyakarta
 Nomor : 1497 / H.34.12 / PP / VII / 2011
 Tanggal : 18 Juli 2011

Bersama ini kami beritahukan, bahwa dalam wilayah Kabupaten Tegal akan dilaksanakan Riset atas nama :

Nama : EKO FABIANTO
 NIM : 06202244106
 Judul : Improving Students Speaking Ability Through Contextualization in Teaching to The Eleventh Grade of Office Administration Departement at SMK N 1 Slawi in The Academic Year of 2011/2012

Sehubungan dengan itu kami tidak keberatan atas pelaksanaan Riset dalam wilayah Kabupaten Tegal dan bersama ini kami lampirkan fotocopy Surat Rekomendasi dari : Pembantu Dekan I Universitas Negeri Yogyakarta.

Demikian untuk menjadikan periksa dan atas kerjasamanya disampaikan terima kasih.

An. KEPALA KANTOR KESBANGPOL DAN LINMAS



Tembusan : Kepada Yth.

1. Bupati Tegal (sebagai laporan).
2. Yang bersangkutan.
3. Arsip.



PEMERINTAH KABUPATEN TEGAL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jl. Dr. Soetomo No. 1 Slawi 52417
 Telp. (0283) 491694 - Faks. (0283) 492023

SURAT REKOMENDASI RISET /KERJA PRAKTIK

Nomor : 072/523/VII/2011

- I. **D a s a r :** Kepala Kantor Kesbangpol dan Linmas Kabupaten Tegal
 Nomor : 070/404/2011
 Tanggal : 20 Juli 2011
- II. Yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah (Bappeda) Kabupaten Tegal, menyatakan tidak keberatan atas pelaksanaan penelitian/riset dalam wilayah Kabupaten Tegal yang dilaksanakan oleh :
1. Nama : EKO FABIANTO (NIM 06202244106)
 2. Pekerjaan : Mahasiswa Fakultas Bahasa dan Seni UNY
 3. Alamat : Procot, Kec. Slawi. Kab. Tegal
 4. Penanggungjawab : Pembantu Dekan I UNY
 5. Maksud/tujuan : Penelitian dalam rangka Penyusunan Tugas Akhir Skripsi dengan judul "IMPROVING STUDENTS' SPEAKING ABILITY THROUGH CONTEXTUALIZATIN IN TEACHING SPEAKING TO THE ELEVENTH GRADE OF OFFICE ADMINISTRATIOAN DEPARTMENT AT SMKN 1 SLAWI IN THE ACADEMIC YEAR 2011/2012"
 6. Lokasi : SMKN 1 Slawi
 7. Pembimbing : -

Dengan ketentuan sebagai berikut :

- a. Pelaksanaan riset/kerja praktik tidak disalahgunakan untuk tujuan yang dapat mengganggu kestabilan pemerintah;
- b. Sebelum melaksanakan riset/kerja praktik, terlebih dahulu melaporkan kepada pejabat/perangkat pemerintah yang berwenang/berkaitan;
- c. Setelah riset/kerja praktik selesai dilaksanakan agar menyerahkan/melaporkan hasilnya kepada Bappeda Kabupaten Tegal.

III. Rekomendasi riset/kerja praktik ini mulai berlaku tanggal : 20 Juli s/d 20 Oktober 2011

Dikeluarkan di : S L A W I
 Pada tanggal : 20 Juli 2011

A.N. KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH
 KABUPATEN TEGAL,
 KEPALA BIDANG LITBANG DAN STATISTIK



YOHANES, S. H.

Pembina

NIP. 195808101986071 001

Tembusan : Kepada Yth.

1. Bupati Tegal (sebagai laporan);
2. Kepala Dinas Dikpora Tegal;
3. Kepala SMKN 1 Slawi;
4. Ybs;
5. Arsip



PEMERINTAH KABUPATEN TEGAL
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMK NEGERI 1 SLAWI



Jl. KH. Agus Salim ☎ (0283) Fax. 491336 Kode Pos 52401 Slawi – Kab. Tegal ISO 9001 2008
 Homepage: <http://smkn1slawi.or.id> e-mail : smkn1_slawi@yahoo.co.id, smeanslawi@yahoo.co.id Cert. No. 01 100 065415

Surat Keterangan

Nomor : 800 / 347 / 2011

Dasar Surat Kepala Kantor Kesbangpol dan Linmas Kabupaten Tegal Nomor : 070 / 404 / 2011 tanggal 20 Juli 2011 dan Surat Rekomendasi Riset Kepala BAPPEDA Kabupaten Tegal Nomor : 072 / 523 / VII / 2011 tanggal 20 Juli 2011.

Kepala SMK Negeri 1 Slawi menerangkan bahwa mahasiswa :

Nama : EKO FABIANTO

NIM. : 06202244106

Fakultas/ Jurusan : Bahasa dan Seni / Pendidikan Bahasa Inggris

UNIVERSITAS NEGERI YOGYAKARTA

Telah melaksanakan penelitian dalam rangka penyusunan Skripsi di SMK Negeri 1 Slawi, sejak tanggal 21 Juli 2011 s/d 03 Agustus 2011, apabila masih dianggap perlu untuk kelengkapan data dapat diperpanjang sampai dengan tanggal 20 Oktober 2011.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Slawi

Pada Tanggal : 03 Agustus 2011



Drs. Samsul Mutasodirin, MM
 NIP. 19620829 198803 1 007