

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
COMMUNICATIVE ACTIVITIES OF GRADE VIII STUDENTS OF
SMP NEGERI 2 SEWON IN THE ACADEMIC YEAR 2015/2016**

A Thesis

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



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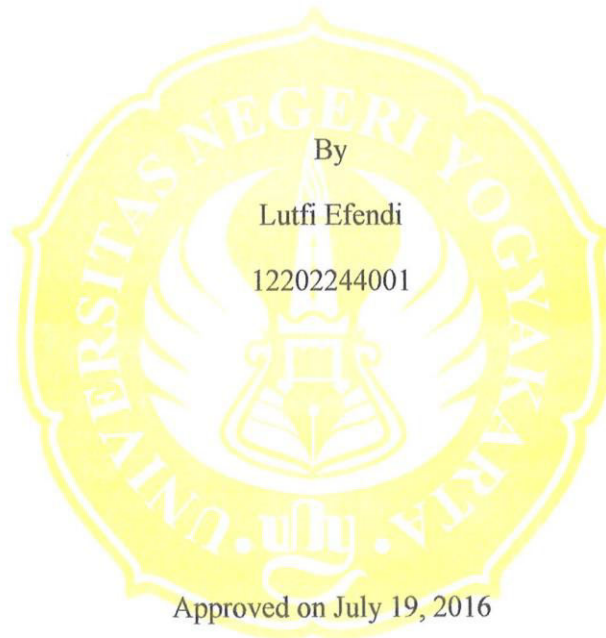
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**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
COMMUNICATIVE ACTIVITIES OF GRADE VIII STUDENTS OF
SMP NEGERI 2 SEWON IN THE ACADEMIC YEAR 2015/2016**

A Thesis



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A Thesis

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Yogyakarta, Juli 2016

Penulis



Lutfi Efendi

DEDICATION

This thesis is gratefully and blissfully dedicated to my beloved parents

Bapak Sugino, S.Pd and Ibu Kasinem, S.Pd

MOTTOS

"So indeed, with hardship is ease. Indeed with hardship is ease."
(**QS. Al-Insyirah :5-6**)

"And seek help in patience and prayer."

(**QS. Al-Baqarah 2:45**)

"The seeking of knowledge is obligatory for every Muslim."

(**Prophet Muhammad SAW**)

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."

(**Steve Jobs**)

"Everybody is genius. But if you judge a fish by its ability to climb a tree you will live its whole life believing that it is stupid."

(**Albert Einstein**)

"I've learned that I still have a lot to learn."

(**Maya Angelou**)

"I'm not telling you it's going to be easy, I'm telling you it's going to be worth it."

(**Unknown**)

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Finally, I hope that this thesis will be useful to the readers. However, I realise that this thesis is far from being perfect. Thus, any criticisms, ideas and

suggestions for the improvements of this thesis are highly appreciated. I hope also that this thesis can contribute to the development of English teaching and learning processes.

Yogyakarta, July 2016

Lutfi Efendi

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**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
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SMP NEGERI 2 SEWON IN THE ACADEMIC YEAR 2015/2016**

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Abstract

The objective of this research was to improve students' speaking skills through communicative activities of grade VIII students of SMP Negeri 2 Sewon in the academic year 2015/2016.

This research was action research conducted in two cycles. Each cycle consisted of four meeting. The actions were carried out from 12th April to 18th May 2016. The research subjects were 26 students of grade VIII of SMP Negeri 2 Sewon. The steps in this research were reconnaissance, planning, action and observation, and reflection. The data were qualitative and quantitative. The qualitative data were obtained from interviews with the students and the English teacher, and observations. The data were in the forms of interview transcripts and field notes. The quantitative data were collected from pre and post test. The qualitative data were analysed through four steps: 1) data collection, 2) data reduction, 3) data display, and 4) conclusion drawing and verification. The quantitative data were analysed through comparing the means of scores from the tests to see the improvement. The research validity was achieved by implementing democratic, outcome, process, catalytic, and dialogic validity. To gain trustworthiness, the researcher used some triangulation techniques. They were time, investigator, and theoretical triangulation. The actions implemented in this research were using communicative activities, giving feedback to and appreciation for students' performance, conducting reading aloud, conducting acting from a script, and conducting drilling pronunciation through fun activities.

The results of this research showed that there were some improvements of students' speaking skills. Students gained more confidence to speak as their fluency improved. Students were motivated and willing to participate in the activities. Firstly, speaking skills could be taught equally in the classrooms. Secondly, the speaking activities in the classroom became varied. Thirdly, students gained more confidence to speak as their fluency improved as well as their vocabulary. They were motivated and willing to participate in the activities and also to work in pairs and groups.

CHAPTER I

INTRODUCTION

This chapter offers background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the study.

A. Background of the Study

English is the official language in a large number of countries in the world. USA, Canada, Australia, New Zealand and other countries under the British Commonwealth have English as their official language, as the first language. English is also adopted as the second language in some countries for instance the Netherlands, Germany and Finland. Those mentioned countries have their developed aspects such as industries, manufacturing, education, business and health. Those aspects have widespread impacts in the world. It can be concluded that English holds significant roles as a language in the world. In Indonesia, English is categorised as the foreign language. To be the part of them, English needs to be learnt. Therefore there is the need to teach English in Indonesian education.

In learning English, students should be able to produce and figure out the verbal and written texts in the four skills, they are listening, reading, writing and speaking. Every skill has its own roles to build up students' ability to learn English. In learning English, those skills strengthen and support each other. Therefore, they should be taught equally.

Under the new policy of The Ministry of Education and Culture 2014, English as a foreign language is not taught in every level of education in Indonesia. English becomes optional in elementary schools. Whereas in Junior High School and Senior High School teaching time for

English is shrunk. Some schools come back to *Kurikulum 2006 KTSP* (Kurikulum Tingkat Satuan Pendidikan) instead of using *Kurikulum 2013*. If a school has implemented *Kurikulum 2013* for a year, the school is expected to keep continuing to use it, but if the school hasn't implemented yet for a year, the school needs to come back to *Kurikulum 2006 KTSP*. *Kurikulum 2006 KTSP* uses Genre-Based Approach while *Kurikulum 2013* implements Scientific-Based Approach. Genre-Based Approach in *Kurikulum 2006 KTSP* mainly concerns with reading and writing skills as their topics of discussion even though speaking and listening should be taught also. The main materials of grade VIII are descriptive, narrative and recount texts.

SMP N 2 Sewon is one of the Junior High Schools coming back to use *Kurikulum 2006 KTSP*. Students were expected to learn English language skills equally. In fact, the researcher found some problems. Speaking was hardly carried out equally and neglected by the English teacher and had the consequence that students' skills of speaking were below average. That caused the reduction of allocated time to learn speaking. Speaking is actually a productive language. It means that it needs opportunities to learn. Less time to learn speaking reduces opportunity for students to learn speaking.

One of the goals of learning English in Junior High School is to develop the competence of written and spoken communication in functional level based on *Badan Nasional Standar Pendidikan* (BNSP). Based on that, students are expected to have functionally communicative competence in communicating using English. Communicative competence aims to use language function in communication. That is not merely only about grammar but also function in language use.

The school has handed grade VIII students with the textbook entitled *English in Focus for Grade VIII Junior High School (SMP/MTs)*.

There are speaking materials and tasks already in the textbook. In that textbook, speaking materials and tasks are likely to be repetitive like answering questions orally, practicing dialogues, and such repetitious activities, so that the English teacher tended to use those materials into the form of monotonous reading and writing techniques. Monotonous tasks and activities would not get the purpose of having functional communicative competence. The English teacher lacked some various techniques in teaching speaking too. The teaching and learning processes were still teacher-centred where it should be learner-centred to reach communicative competence as one of the goals to learn English in Junior High School.

Moreover, grade VIII students tended to be passive in the classroom because the English teacher used monotonous learning activities and students had different background knowledge of English. That influenced their motivations and self-confidence to learn English especially speaking. They then became less motivated to engage to the lesson and unwilling to participate to the lesson. Eventually, there should be communicative teaching activities not only to help students use the language but also reach communicative competence.

In addition, Yogyakarta is known as a touristic and educational city. It has a lot of tourism destinations that can attract tourists, especially the foreign tourists, and also many foreign students come to Yogyakarta to study. There are tourism spots in every district in Yogyakarta, including in Bantul. Particularly, SMP N 2 Sewon is strategically located at Jalan Parangtritis KM 6, Bangunharjo, Sewon, Bantul between the border of Bantul and Kota Yogyakarta where it is easy to access to tourism destinations and to spot foreign tourists. It would be useful to have speaking skill to communicate to foreign tourists or students.

Hence, there is indirect demand for the students to speak English communicatively as the tool to equip students towards the current condition. Speaking English communicatively is also functional to deliver local wisdoms to foreign people who visit around the environment. Being able to speak English communicatively is also supported by the school that declares itself as a cultural school upholding culture side by side with education.

That would be supposed to get a solution for the highlighted problems. The researcher considered that the solution is by improving grade VIII students' speaking ability of SMPN 2 Sewon through communicative activities. Therefore, the researcher offered a research that is Improving Grade VIII Students' Speaking Skills through Communicative Activities of SMP N 2 Sewon in Academic Year 2015/2016.

B. Identification of the Problem

Derived from the background of the study, the researcher underlines three chief problems. They comprised students, the English teacher and speaking technique.

The first problem was grade VIII students. The grade VIII students of SMP N 2 Sewon had below average speaking skills because speaking was hardly carried out. Students tended to be passive in the classroom because the English teacher used monotonous learning activities. Students also had different backgrounds of knowledge of English. That influenced their motivation and self-confidence to learn English especially speaking. They then became less motivated to engage and unwilling to participate to the lesson. Then they got less exposure to learn speaking.

Secondly, the English teacher of grade VIII tended to use speaking materials into the form of monotonous reading and writing techniques. The teacher did not use speaking materials as how they should be. The

English teacher lacked some various activities in teaching speaking too. The teaching and learning processes were still teacher-centred where it should be learning-centred to reach communicative competence as one of the goals to learn English in Junior High School.

The last problem was speaking technique. One of the goals of learning English in Junior High School is to develop the competence of written and spoken communication in functional level based on *Badan Nasional Standar Pendidikan* (BNSP). All elements of learning English should be directed to reach that goal, including teaching technique. Speaking materials and tasks in the provided textbook are likely to be repetitive like answering questions orally, practicing dialogues, and such repetitious activities, so that the English teacher tended to use those materials into the form of monotonous reading and writing techniques. Mostly teacher asked the students to read the dialog, and the text then answer the following questions in written form. There should be speaking technique to equip students to reach communicative competence as the goal of learning English in Junior High School.

C. Limitation of the Problem

Based on the identification of the problems, there were some main problems. The problems were related to students, the English teacher and speaking technique. Those problems actually should be improved to support learning English.

Due to time limitation and capability of the researcher, the researcher focused on speaking technique to be improved. Thus, the researcher had a research entitled Improving Students' Speaking Skills through Communicative Activities of Grade VIII Students of SMP Negeri 2 Sewon in the Academic Year 2015/2016.

D. Formulation of the Problem

The formulation of the problems in this research was:

How can communicative activities improve grade VIII students' speaking skills?

E. Objective of the Study

The objective of the study was improving students' speaking skills through communicative activities of grade VIII students of SMP Negeri 2 Sewon in the Academic Year 2015/2016.

F. Significance of the Study

This research is expected to give some contributions to the English teaching and learning and those who are interested in developing speaking materials. The expected contributions would be:

1. English Teachers

This research can be used to give various additional speaking materials for grade VIII students and a reference in teaching and learning speaking.

2. Students

This research can help students learn speaking English actively and enhance their self confidence to speak up as well as to get various speaking materials.

3. The Researcher

The researcher can develop the researcher's competence in developing speaking materials as the contribution to improve the quality of English teaching and learning.

4. Other Researchers

This research can be used as a reference in conducting other research of developing English speaking materials.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

This part discusses some relevant theories that are in relation with the study. As proposed to the objective of the study in Chapter 1 that is to improve students' speaking skills of grade VIII students of SMP N 2 Sewon through communicative activities, here are presented some concepts related to the objective.

1. Speaking

a. The Nature of Speaking

Speaking is one of the four skills of English beside reading, writing, and listening. Like writing, speaking is categorised as productive skills. As stated by Spratt, et al. (2005: 32), that means that they focus on producing language rather than receiving it. Producing language means learners should be able to construct verbal and written language.

In general idea, speaking is defined as having interaction between two speakers consisting of a speaker and a hearer. In the field of research, that general idea has led to some definitions of what speaking is about based on some experts. Nunan (2005: 48) defines speaking as productive oral skill and it consists of producing verbal expressions to transmit meaning. He adds that speaking is more difficult than other skills because it occurs in real time and the speaker cannot revise or change what he says at that time.

People know also that speaking is much more complex than that belief and it needs to involve certain skills and several different types of knowledge (Thornburry 2001: 1). He continues his explanations saying that there are two kinds of knowledge that are related to speaking skills.

They are knowledge of features of language or known as linguistic knowledge and extralinguistic knowledge or independent of language. Linguistic knowledge deals with such knowledge as knowledge of grammar and vocabulary, discourse knowledge, and genre knowledge. Extralinguistic knowledge concerns with such as topic and cultural knowledge, knowledge of the context and familiarities with other speakers.

In genre knowledge of linguistic knowledge stated by Thornburry (2001: 13) speaking shares two functions. They are functional function which is that primary purpose is to convey information and to facilitate the exchange of goods or service. The other function is that transactional function which the aim is to establish and maintain social relations. That statement is supported by Brown (2001: 269-270), stating that speaking has two functions. They are transactional and interpersonal functions. Transactional function has the purpose to exchange information, ideas, thoughts, whereas interpersonal function is to maintain communication in the social context. It can be seen that conducting speaking is not sufficiently only a matter of grammar and vocabulary but also some relevant knowledge of speaking that affect how speaking can be conducted.

b. Micro and Macro Skills of Speaking

Speaking and listening belong to productive skills. Listening has micro and macro skills, so does speaking. As explained by Brown (2003: 142) in speaking, micro skills are defined to produce small chunks of language, for example phonemes and words while macro skills focus on larger components of language such as fluency and discourse. He (2003: 142-143) also adds that there are some different purposes of micro and macro skills of oral production. Some of them which are used in this research are here presented:

- 1) Produce different English phonemes, English stress patterns.
- 2) Use grammatical word classes, word order, patterns, and rules.

- 3) Use chunks of language in different lengths and produce fluent speech

Regarding to the same reference, some of macro skills are as follow

- 4) Achieve communicative functions according to situations, participations, and goals.
- 5) Convey links and connections between events and communicative such as facial features, kinesics, body language, and other nonverbal cues along with verbal language.

2. Teaching Speaking

There are some considerations to conduct teaching speaking in the classroom. Teacher needs to understand how the techniques to teach speaking and moreover to teach speaking in Junior High School.

a. Principles for Designing Speaking Techniques

Speaking techniques are used to decide appropriate speaking activities. Based on that, Brown (2001: 275-276) explains some principles to design speaking techniques. Some of them are here as follow:

- 1) Uphold motivating techniques. Teacher tries to ask students for their goals and interests, for needs of knowledge, and being autonomous that will benefit them.
- 2) Give suitable feedback and correction. Students may be dependent on the teacher to get feedback. The teacher should be able to give appropriate feedback and correction.
- 3) Highlight the connection between speaking and listening. Listening is also a part of learning speaking. Teacher should not forget to integrate listening while learning speaking.
- 4) Provide students opportunities to start verbal communication. Students are expected to begin verbal communication as the teacher provides them such information.

b. Speaking Activities

Activities are needed in teaching speaking. Through activities, students are going to practice their speaking skills. As proposed by Harmer

(2001: 271-275), there are activities widely used to teach speaking. Several of those activities are delivered below.

1) Acting from A Script

Students can be asked to write a script or take from their textbook and they are going to play the roles based on the script. Teacher needs to give students time to practice before playing in front of the class. Students who are braver or more active are given the first chance to play their roles to cheer up the class. Acting from a script is going to be learning and producing language at the same time. This activity is supported by the availability of the texts which the students learn in the classroom. The students can take the conversations from the texts and or novel then to act them out.

2) Communication Games

Games are fun activities. They are used to improve communication skills through fun activities. Games have their purposes. Communicative games stimulate students to interact to other students in order to finish the games.

3) Discussion

Discussions require students to share their opinions. Students can propose their opinions, ideas or thoughts. Small groups of discussion will provide time for students to give their opinions and shy students can also participate because there are only a small number of students in a group.

c. Speaking Performance Assessment Task

To be effective in learning speaking, learning should be equipped by speaking tasks. Speaking tasks are used to train students practicing their speaking skills. Brown (2003: 144-182) states that there are five speaking performance assessment tasks. They are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive. The explanations of them are here as follow:

1) Imitative Speaking

The first stage of speaking performance is imitating a word, phrase or sentence. This task aims to focus on pronunciation. Repetition task is used as long as not to be overused to the most of speaking performances.

2) Intensive Speaking

This task deals with the production of verbal language that is designed to show competence in a small group of grammatical, phrasal or phonological relationship. Examples of this speaking performance task are directed response tasks, reading aloud and sentence and dialogue completion.

3) Responsive Speaking

Responsive speaking assessment tasks include interaction and test comprehension but in very short conversations, standard greetings and small talk, simple requests, comments and the like.

4) Interactive Speaking

The difference of responsive speaking from interactive speaking is in the length and difficulty of interaction involving various exchanges and or participants. Speaking tasks of this performance are tasks involving interactive discourse like interview, role plays, discussions and games, and tasks that are long duration involving less interaction like speeches, telling longer stories, and extended explanations and translations.

5) Extensive Speaking

Extensive speaking tasks involve complex rather monologue having less verbal interaction. They are such as speeches, oral presentations, picture-cued story telling.

d. Teaching Pronunciation

Students might acquire pronunciation without being taught but this should not erase the importance to teach pronunciation. The way how

students should learn pronunciation depends on how they want to speak. The teacher can not expect them to speak like native speakers or as long as their pronunciation can be understood.

Harmer (2007: 245) explains that the students should be able to use pronunciation which is good enough for them to be understood. But there are still problems in teaching pronunciation. Some of the problems are what the students can hear and what the students can say. Non native English speakers usually have problems in different sounds. They need to differentiate the sounds. Harmer (2007: 250) proposes that the teacher can show students how sounds are made through diagram, illustrations and explanation. Learning a foreign language gives students difficulty to make sounds using some parts of the mouth. The teacher should be able to explain and show where the sounds are produced, in what parts of the mouth. Thus teaching pronunciation is considered necessary to support speaking skills.

e. Teaching Speaking for Junior High School Students

Grade VIII Junior High School students are categorised as young learners or older children. Putcha and Schratz (1993: 4) in Harmer (2001: 39) states that the teenage problems brought in the class as the result of the teachers' failure to build bridges between what they want and have to teach and their students' worlds of thoughts and experiences. Thus, Harmer (2001: 39) strengthens that students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just by answering questions and doing abstract learning activities.

Teaching speaking for Junior High School students has the essential aim that is to facilitate students to learn. As stated by Brown (2004: 7-8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. He (2004: 7-8) also adds that teaching is defined as showing or helping to learn how to do

something, giving instructions, guiding the study of something. It can be concluded that the teacher ought to be the guide, facilitator and instructor to help students learn language.

Teacher needs also to consider the age of students. As proposed by Harmer (2007: 81) that age is the consideration how to treat students, and different ages of students have their own needs, competence and cognitive skills. Lightbrown and Spada (2006: 67-764) in Harmer (2007: 81) considers that adolescence and older children make more progress than young learners. Teaching older children is expected to be easier and it would help teacher to teach grade VIII students.

f. The Characteristics of Junior High School Students

Junior High School students are categorized as adolescent learners. Most of them understand what to do in learning. But we cannot deny that there are still challenges to teach adolescent learners. Harmer (2007: 83) also states that adolescent is bound to a search of identity and in the needs of self-esteem. They tend to prioritize approval from their peers and give less attention to the teacher. That is why the students pay less attention to the class while the teacher is explaining.

Putchu and Schratz (1993: 4) in Harmer (2007: 84) explains more that the problems in adolescent are because the failure of the teacher to link between what teachers want to and must teach and what learners' world of thought and experience. Students then are expected to react to texts and situations based on their own thought and experience. It means also that the teacher should try to provide them with meaningful tasks and activities that are closely related to their experience and thought and they are able to do.

g. The Roles of Teacher

Teacher has prominent roles in conducting learning process in the classroom. Teacher is seen as the role model for the students to get

resource of learning. Moreover in CLT, teacher needs to pay attention of their roles in teaching. Harmer (2007:108) states that teacher is as a facilitator. He (2007:108-110) also adds that there are more classifications of the roles of teacher in the classroom. They are as follow.

1) Controller

Teacher acts to control and lead the classroom. As controller, teacher usually tells students what to do, read aloud and the like. Teacher is also as transmitter to transfer knowledge.

2) Prompter

Teacher as prompter tries to encourage students to continue what they want to say by giving clues and also persuades them to use English rather than mother tongue language in a group discussion.

3) Participant

In some opportunities, teacher needs to join to the students' activities to encourage them from inside the activities rather than just from the outside as prompter. Participating is seen more fun for the students to have teacher inside their activities. Teacher needs also to be careful not to be too dominant in participating.

4) Resource

Students sometimes want to ask for information or to know something. This is the chance for teacher as resource. Teacher needs also to stimulate them to be autonomous in learning by asking them to check to dictionary or other resources like internet. No teacher knows everything. Teacher needs to say for the answer of questions where teacher does not know yet the exact answer.

5) Tutor

Tutor is the combination of prompter and recourse. Teacher can ask and point some students to participate in their projects or activities. That is the role of tutor to directly make them take turn.

h. School-Based Curriculum for Teaching Speaking in Junior High School

Teaching at Junior High School is based on the curriculum. There are two running curricula in Indonesian education nowadays. They are School-Based Curriculum (KTSP) and Scientific-Based Curriculum also known as *Kurikulum 2013*. Based on the School-Based Curriculum (KTSP), the objective of learning English in Junior High School is to be able to communicate using English in daily life context. That is also supported by one of the goals of *Badan Nasional Standar Pendidikan* (BNSP) that is to develop the competence of written and spoken communication in functional level.

The curriculum of school-based is developed through combining the standard of competence and basic competence by the government meeting the needs of learning with the needs. After that, the teacher develops those points based on the students' background, school prospective, social and cultural background and so on. On the other hand, the school has authority to develop and regulate the curriculum based on the needs and mission of the school.

The table below shows the example of the standard of competence and basic competence of English for grade VIII Junior High School.

Table 1: The Example of the Standard of Competence and Basic Competence of English for Grade VIII Junior High School of the Second Semester

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. Expressing meaning in simple short functional text and monolog in the forms of recount and narrative texts to interact in surroundings. | 10.1. Expressing meaning in simple short functional texts using various spoken forms accurately, fluently, and acceptably to interact in surroundings. |
| | |

| | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 10.2. Expressing meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of <i>recount</i> and <i>narrative</i> texts |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Communicative Language Teaching

Communicative language teaching is seen as the answers to get communicative teaching and learning processes. Here are explained about definitions, origins, characteristics and communicative activities.

a. Definitions of Communicative Language Teaching (CLT)

Speaking is seen as measurement of mastering English. Speaking is not only about connecting grammar, but also how to use language itself communicatively. As proposed by Harmer (2007: 84), Communicative Language Teaching underlines the importance of language functions rather than grammar and vocabulary. That statement is also supported by Richards and Rogers (1986: 16) in Harmer (2007) defining CLT as theories about the nature of language and language learning that provide practices and principles in language teaching. The main focus of CLT is the language functions rather than grammar.

There are grammatical and communicative competences in speaking. The previous researches by some researchers found that grammatical competence was the main focus of teaching speaking before implementing CLT under the issue of Audiolingualism. That is supported by the statement of Richards (2006) stating that previous analysis of language learning concerned basically to master grammatical competence. There are more important aspects of speaking than grammar. They are the skills and knowledge how to use the grammar itself. What students need to use to be able to speak is communicative competence. Communicative

competence tells what to say and how to say appropriately based on the situation, participants and the roles and intentions. In another word, CLT replicates the real world situation where there are purposes, setting, roles and functions in communication.

b. The Origin of Communicative Language Teaching

Communicative Language Teaching has been widely used by many countries. It is originally created in Great Britain as the result of changing English learning and teaching. As time goes by, there are innovations in teaching language. As explained by Brown (2000), the innovation in 1970s brought the language teaching to the experimental language teaching techniques. During the late 1970s and the beginning of 1980s, there was a technique as what we call as communicative approach. In the late 1980s and 1990s, real-world simulation, and meaningful task came up as the results of communicative language, and classroom for teaching language.

Those previous explanations are supported as well by Richards and Rogers (1986) stressing that the origins of Communicative Language Teaching (CLT) are the innovation in the British language teaching tradition from the late 1960. We can conclude that the grammatical competence is step by step substituted by communicative competences proven by those statements of the researchers. Communicative Language Teaching emerges into the solution of English language teaching for having both functional and structural features of language. Littlewood (1981) adds that one of the strengths of CLT is that it combines functional and structural features of language into completely communicative feature of language.

c. Characteristics of Communicative Language Teaching

There are characteristics of Communicative Language Teaching (CLT). As proposed by Brown (2000), he offers interrelated characteristics of CLT. Some of them are presented below:

- 1) Classroom goals are used mostly to all of the parts such as grammatical, discourse, functional, and sociolinguistic of communicative competence
- 2) Fluency and accuracy are considered as the complement principles under the use of communicative techniques
- 3) Opportunities are seen as the tool to equip students to focus on learning process
- 4) The role of the teacher is as the facilitator and guide, not the person who knows everything.

Harmer (2007) gives his comparisons between non-communicative activities and communicative activities as shown in the tables below:

Table 2: Comparisons between Non-Communicative and Communicative Activities.

| Non Communicative Activities | Communicative Activities |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • No communicative desire • No communicative purpose • Form not content • One language item only • Teacher intervention • Materials control | <ul style="list-style-type: none"> • A desire to communicate • A communicative purpose • Content not form • Variety of language • No teacher intervention • No materials control |

Those are the comparisons between non communicative and communicative activities in language teaching. In communicative activities, learners are encouraged to have desire to communicate and they have a communicative purpose. Content is prioritised instead of form. It asks to have variety of language. The teacher is seen as the facilitator and does not give any intervention as what non communicative activities have. The example is such as acting from a script which the students are encouraged to communicate by acting from the script of the texts they learn in the classroom. They are demanded to act to have communicative purpose with their friends. The teacher acts as the facilitator for the students.

d. Communicative Activities

In this research, the main communicative activities are pre-communicative activities, discussion in pairs and group and acting from a script. Those are also supported by pre-communicative activities such as grammar and pronunciation drills, grammar practices, and completing exercises. The skills expected to be improved in this research are fluency, vocabulary, pronunciation and grammar. Thus choosing communicative classroom activities carrying out those mentioned speaking skills are considered necessary.

There are a number of communicative activities that can be used to teach speaking. Communicative activities are preceded by pre-communicative activities. There are a number of communicative activities. Some of them are below discussed.

a) Pre-Communicative Activities

Pre-communicative activities are done before doing communicative activities. Pre-communicative activities aim to prepare students to be ready to do communicative activities. Littlewood (2002: 85) explains that the teacher divides the activities based on the skills or knowledge of language that provide students opportunities to practise language separately. The examples of pre-communicative activities are question and answer practice, drilling, matching activity, pronunciation practice, completing sentences, grammar exercise, and mentioning words related to topic.

b) Accuracy and Fluency Activities

As stated by Richards (2006: 14), one of the aims of Communicative Language Teaching is to develop fluency in language use. Fluency can be compared to accuracy. They are different in nature but supporting each other. He (2006: 14) also added that teacher is suggested to give both fluency and accuracy activities in balance. The examples of fluency tasks are such as

doing role play and dialogs. These activities stimulate students to improvise the language they use. They do not focus on the accuracy in pronunciation and grammar only. The accuracy tasks are for example completing grammatical sentences where some students in groups choose the sentence using present or past tense and then read aloud those sentences to check how to pronounce them. Grammar and pronunciation drills came up as the activities to support both accuracy and fluency activities.

Richards (2006: 14) proposes that activities focusing on fluency can be summarised below:

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language.

While activities focusing on accuracy are

- Focus on the formation of correct examples of language
- Do not require meaningful communication
- Control choice of language.

c) Pair and Group Work Activities

Most of communicative activities can be done in pairs, small or big groups. Larsen-Freeman (2000: 104-105) explains that students can learn from each other and can obtain more opportunities to practise the language. Small group lets students know each other in the classroom causing to promote good community among students. Richards (2006: 16) explains that pair and group activities gave learners greater chances to use the language and to develop fluency. As argued by Richards (2006: 20), doing activities in pairs and group, students can get some benefits. Some of them are stated below:

- Students can learn from listening to the language used by other students in the group
- Students will produce bigger amount of language than they will get from only listening to the teacher
- Students' motivational level is about to increase
- Students will have opportunities to develop fluency.

d) Giving Feedback

Giving feedback is a part of teaching and learning process. Littlewood (1981: 90-91) states that the purpose of feedback is to give knowledge of how successful students' performances have been. Feedback is used to monitor the improvements and or developments of students. He explains more that being successful is different depending on the focus or purpose of an activity. Feedback can be given from the teacher and other students. In role play, feedback can be seen from the reactions of the audience after the performance. It is then considered compulsory to give feedback to see how successful students' performances have been.

As stated by Harmer (2007: 144), there are some ways to give feedback to students in accuracy and fluency activities. The first way is by showing incorrectness. When the teacher hear or see incorrectness, the teacher can give correction through such as repeating by asking students to repeat, echoing, expression by giving facial expressions or a gesture indicating that something is incorrect. The next way is to ask other students to give feedback to their friends. In addition, the teacher needs to handle how students give feedback to the other students to create conducive situation. The teacher can give feedback to the students after the event or performance and tell the students how good the performance is, also ask them what the difficulty they still find. In addition, Harmer (2007: 144) adds that feedback should not be given in every moment and situation or this might not motivate students.

B. Relevant Studies

To give support towards the literature review, there are some researchers who had concluded their researches. Two of them presented here are *Developing Students' Ability In Listening And Speaking English Using The Communicative Approach Of Teaching* (by Supharatypthin, 2014) and *The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region* (by Butler, 2011).

Supharatypthin conducted the research in Thailand where English is also a foreign language like in Indonesia. English and Thai have differences in spoken form so that Thai students have difficulties in listening and speaking. Communicative Language Teaching is seen as the solution to help students learn spoken English. CLT focuses more on trying to involve students into class activities rather than being in a class following the lectures. CLT is believed to focus more on communicative competence rather than structures.

Asia's coverage in Butler's research means some East and Southeast Asian countries like Japan, China, Hong Kong, South Korea, Singapore, Malaysia, Thailand and Vietnam. For example, Singapore has been implementing CLT since 1991 for its English Syllabus. CLT and Task-Based Teaching Learning have been implemented widely including in some Asian countries, but there are some obstacles proposed in this research. They are conceptual constraints, classroom-level constraints, and societal-institutional level constraints. CLT is seen as the solution to those obstacles in teaching English by implementing it to the local environment through local practice. Moreover in Asian belief of teaching, teacher is placed as the processor and messenger of knowledge, and the students are the recipients of it. That is actually not the same way as how CLT demands where the teacher is positioned as the facilitator. CLT is emphasized as the appropriate key in English teaching to form communicativeness in learning English. CLT puts the teacher as the facilitator and gives learners opportunities to practice their communicative

performance. It highlights communicative practice in speaking rather than just structure. Then CLT is believed as the appropriate key to have speaking skills communicatively.

C. Conceptual Framework

It has been stated in Chapter 1 that English holds prominent roles as a language in the world. Skills of English strengthen each other. Thus English skills should be taught equally. However, English in SMP N 2 Sewon was not taught equally. There were some problems found in learning English.

Allocated teaching time for speaking was shrunk that caused students' speaking skills below average. Students tended to be passive in the classroom because the English teacher used monotonous learning activities. Students also had different backgrounds of knowledge of English. That influenced their motivations and self-confidence to learn English especially speaking. They became less motivated to engage and unwilling to participate to the lesson.

The English teacher of grade VIII tended to use speaking materials into the form of monotonous reading and writing techniques. The English teacher lacked some various activities in teaching speaking. The teaching and learning processes were still teacher-centred where it should be learner-centred to reach communicative competence as one of the goals to learn English in Junior High School.

One of the goals of learning English in Junior High School is to develop the competence of written and spoken communication in functional level based on *Badan Nasional Standar Pendidikan* (BNSP). All elements of learning English should be directed to reach that goal, including teaching technique, but speaking materials and tasks in the provided textbook are likely to be repetitive like answering questions orally, practicing dialogues, and such repetitious activities. English teacher tended to use those materials into the form of monotonous reading and

writing techniques. There should be specific speaking technique to equip students to reach communicative competence as the goal of learning English in Junior High School.

Due to time limitation and capability of the researcher, the researcher focused on speaking technique to be improved. Thus, the researcher had a research entitled Improving Grade VIII Students' Speaking Skill through Communicative Activities.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a classroom action research. As stated by Burn (2010), action research is to be self-reflective in critical and systematic approach to look at how teaching works and to see parts of teaching that could have been better improved. The teaching parts could be the teacher, the students and the teaching and learning technique. The role of teacher is both as a researcher and participant. This research was focused on improving students' speaking skills of grade VIII of SMP N 2 Sewon through communicative language teaching activities. This highlighted teaching and learning technique to be improved. The researcher directly participated to solve problems in speaking skills. The researcher also had collaboration with the teacher as the part of democratic validity.

B. Research Setting

This research was conducted in SMP Negeri 2 Sewon, Bantul, Yogyakarta. The school is located in Jalan Parangtritis KM 6 Bangunharjo, Sewon, Bantul. This school is located in sub-urban area near the main road that is Jalan Parangtritis. There are a headmaster and 47 teachers. They have facilities to support teaching and learning processes. Those facilities are 24 classrooms, a library, a science laboratory, two computer laboratories, a mosque, a health room, 14 restrooms, two canteens, a social laboratory, a consulting room, a teacher room, a headmaster room. Every classroom is equipped by projector to support teaching and learning processes.

This research was conducted in the second semester of Academic year 2015/2016. This was done from the end of March to the mid of May 2016. The research covered Preliminary Observations to the

implementations of improving students' speaking skills of grade VIII students of SMP N 2 Sewon through communicative language teaching activities.

C. Research Subject

The subjects of the research were VIII D students of SMP Negeri 2 Sewon, Bantul, Yogyakarta consisting of 26 students, 13 males and 13 females in the Academic Year 2015/2016.

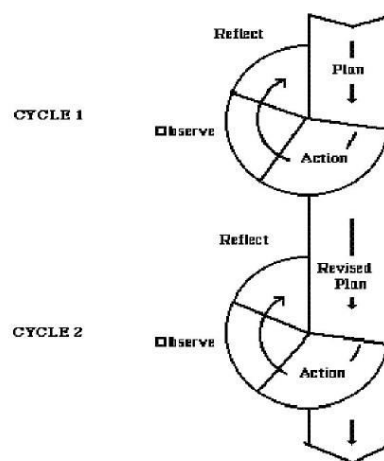
D. Research Instruments

Instruments used in this research were pre and post tests, observation checklist, interview guidelines, and speaking assessment rubric. Pre and post tests were aimed to get scores of speaking tests. Observation checklist was in the form of checked lists conducted in teaching and learning processes. Interview guidelines were used to conduct interviews in both planning and reflection. The results of interviews were in the form of interview transcripts. Speaking assessment rubric showed scores of students for the guideline of the speaking tests.

E. Research Procedure

This research was conducted in two cycles, where each cycle consists of planning, action, observing, and reflecting as proposed by Kemmis and Taggart (1988) in Burns (2010: 7-8).

Figure 1: **Model of Action Research by Kemmis and Taggart**



1) Reconnaissance

In reconnaissance, the researcher conducted classroom observations and interviews to find the field problems. To find the field problems, there was identification of the field problems. After the observations, researcher had interviews with the English teacher and some students related to the teaching and learning processes of speaking. Researcher also conducted pre test in the second observations in the class. Regarding to the results of observations, interviews and the pre test, there were found some field problems in the teaching and learning processes. Then the researcher selected the field problems based on urgency and feasibility. The feasible field problems were decided based on time availability and the ability of the researcher and the English teacher as the collaborator. After that, the researcher decided actions to the selected field problems.

2) Planning

Each cycle was conducted in four meetings. In planning, the researcher planned the plans and the selected field problems to be solved. To support the planning, the researcher prepared lesson plan based on the curriculum, course grid and selected materials. In this research, the researcher and English teacher discussed and decided to choose narrative texts. The researcher then also selected the materials and made handouts. The feasible field problems were decided based on time availability and the ability of the researcher and the English teacher as the collaborator.

3) Action and Observation

After planning, the researcher implemented communicative activities to improve speaking skills of the

students with the actions. During the actions, the researcher also did observations through writing field notes to write difficulties that might occur. The observation checklist was used to check the activities done.

4) Reflection

In this step, the researcher did the reflection after accomplishing each cycle which was done in four meetings. The researcher conducted interviews with the English teacher and some representative students as the reflection in the end of each cycle. The results of interviews and field notes done during the implementations were used to decide the next actions.

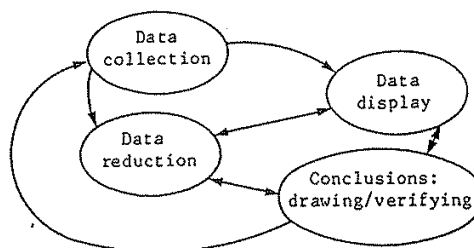
F. Data Collection Techniques

This research was basically qualitative research to get qualitative data but this was supported by quantitative data as well. Qualitative data were some observations in the forms of field notes, and interviews to be presented in interview transcripts. Quantitative data were gained from assessing students' speaking performance using speaking assessment rubric.

G. Data Analysis Techniques

There were qualitative and quantitative data in this research. The researcher used qualitative data analysis through the steps as proposed by Miles and Huberman (1994: 10-12).

Figure 2: Steps of Qualitative Analysis by Miles and Huberman



The first step was data collection. Data were collected from the results of the research through the use of field notes, observation checklists, and interview transcripts. The next step was data reduction. The researcher selected, limited, and simplified data through summarising and or paraphrasing with the field notes and interview transcripts. The third step was data display. The data selected were then displayed and organised. The data were in the forms of texts and tables of field notes and interview transcripts. The last step was conclusion drawing and verification. The conclusions were obtained from the field notes, interview transcripts of students' performances. To do verification, the researcher looked back at the data such as field notes, interview transcripts as necessary. To fulfil democratic validity and to avoid subjectivity, the researcher and English teacher delivered comments and opinions about the results and the implementations in this research.

For the quantitative data, the researcher analysed the data by comparing the means of scores from pre and post tests. The speaking scores were analysed by calculating the means of each skill in each tests using Microsoft Excel. They were presented in the forms of tables and mean scores and then were compared and described to see the improvements between the pre and post speaking tests of students' improvements.

H. Research Validity and Reliability

To gain validity in this research, there are five points proposed by Burns (1999: 161-162). They are below as follow.

1) Democratic validity

Democratic validity was conducted by involving the English teacher as the collaborator by having discussion. The students were also involved through the interviews with some representative students. Representative students were some of high achiever and low achiever students in the classroom.

2) Outcome validity

This validity was obtained by the improvements of speaking skills. This was to solve other related problems faced in English learning and teaching such as to improve self confidence of students.

3) Process validity

This process validity was done through having observations in classroom activities, interviewing some of students, making field notes, and having discussion with the English teacher as the collaborator.

4) Catalytic validity

This validity was done by interviewing both the English teacher and the students and also by asking feedback from the students.

5) Dialogic validity

Dialogic validity was conducted through having dialogues with the English teacher as also the collaborator about having review of the result that happened after doing actions. This was carried out to review the previous actions and to plan the next actions for the following meeting.

To obtain trustworthiness or reliability in action research, triangulations were used. Burns (1999: 164) proposes triangulations of supporting action research. They are time triangulation, investigator triangulation, space triangulation, and theoretical triangulation. In this research, space triangulation was not used since it needed to involve more than one group moreover this research only involved a group of students in a classroom.

1) Time triangulation

Data were collected during a period of time in this research to see the changes over period of time that was different in other

times. Time triangulation was conducted from April 12th to 18th May 2016.

2) Investigator triangulation

In this study, the researcher collaborated with the English teacher as the collaborator. This was done to avoid biased results and subjectivity.

3) Theoretical triangulation

Data were analysed by more than one perspective. The researcher used some reviews of theories from some experts and some books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents three parts: the first part is reconnaissance, the second part is the reports of the actions, and the last part is research findings and discussions. The research was conducted in two cycles. Cycle 1 was conducted in four meetings while Cycle 2 was done in four meetings.

A. Reconnaissance

This research study started to find field problems. To find the field problems, the researcher conducted classroom observations and interviews. The observations and interviews were done before implementing the actions.

1. Identification of the Field Problems

The observations were classroom observations to observe the teaching and learning processes. The observations were done twice on 29th and 30th March 2016. After the observations, the researcher had interviews with the English teacher and some students related to the teaching and learning processes of speaking. The research subjects were the students of VIII D of SMP Negeri 2 Sewon, Bantul. The researcher did classroom observations to observe teaching and learning processes in the first observation and the second observation as well. The researcher did interviews with the English teacher and some representative students and also conducted pre test in the second observations in the class. The interviews were conducted after the class in the second observation.

Regarding to the results observations, interviews and the pre test, there were found some field problems in the teaching and learning processes. The identified problems are listed below.

Table 3: The Field Problems in the English Teaching and Learning Processes of VIII D of SMP Negeri 2 Sewon

| No. | Problems | Codes |
|-----|-------------------------------------------------------------------------------------------|-------|
| 1. | Students were passive and gave less attention to study. | S |
| 2. | Students easily got bored when the English teacher did not use media. | S |
| 3. | Students lacked confidence and were shy to speak in English. | S |
| 4. | Students lacked vocabularies. | S |
| 5. | Teaching learning processes lacked fun activities. | TLP |
| 6. | Most students had difficulty with pronunciation. | S |
| 7. | Students spoke less English in the classroom. | S |
| 8. | Students were uncertain with their answers in English. | S |
| 9. | Speaking practices were scarcely conducted. | TLP |
| 10. | Students were reluctant to perform in front of the class. | S |
| 11. | English teacher usually gave written practices for speaking. | ET |
| 12. | Teacher's instructions were fast and sometimes unclear. | TLP |
| 13. | Students seldom checked dictionary to look for the meaning of unfamiliar words. | S |
| 14. | Some students made unnecessary noises when other students answered in front of the class. | S |
| 15. | English teacher yelled students when students mispronounced words. | ET |
| 16. | Some students had difficulty with grammar. | S |
| 17. | Students were reluctant to work in groups. | TLP |
| 18. | Students were less motivated to participate to the activities. | S |

S: students ET: English Teacher TLP: Teaching and Learning Activities

2. The Selection of Problems

After finding the field problems, the English teacher and researcher discussed and decided to select some field problems based on urgency and feasibility. The feasible field problems were decided based on time availability and the ability of the researcher and the English teacher as the collaborator. The selected problems are presented below.

Table 4: **The Selected Field Problems**

| No. | Selected Field Problems | Codes |
|-----|--------------------------------------------------------------|-------|
| 1. | Students lacked confidence and were shy to speak in English. | S |
| 2. | Teaching learning processes lacked fun activities. | TLP |
| 3. | Most students had difficulty with pronunciation. | S |
| 4. | Speaking practices were rarely conducted. | TLP |
| 5. | Students were reluctant to perform in front of the class. | S |
| 6. | Students were reluctant to work in groups. | S |

Based on the selected problems above, the field problems can be based on the causes of the students, and teaching and learning process.

The first cause was the students. Students lacked confidence and they were shy to speak English. In speaking, students also had difficulty with pronunciation. Some of them did not know even how to pronounce some familiar and unfamiliar words. That caused students to be reluctant to speak and to perform speaking in front of the class. They were also reluctant to work in groups with other friends.

And the second cause was the teaching and learning process. Teaching and learning activities infrequently included speaking activities. Therefore, speaking practices were rarely conducted in the class. Most of activities were related to writing and reading skills. So that students got

less chance to practise their speaking. The English class also lacked fun activities.

3. Deciding Actions to Solve the Field Problems

To solve the selected problems, the English teacher and the researcher decided to solve the field problems with some actions. Those actions were the results of the discussion. This is presented the selected field problems with the actions below.

Table 5: The Selected Field Problems and the Actions

| No. | Selected Field Problems | Actions |
|-----|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Students lacked confidence and were shy to speak in English. | <ul style="list-style-type: none"> • Using communicative activities • Giving feedback to and appreciation for students' performance |
| 2. | Teaching learning processes lacked fun activities. | <ul style="list-style-type: none"> • Using communicative activities |
| 3. | Most students had difficulty with pronunciation. | <ul style="list-style-type: none"> • Conducting reading aloud |
| 4. | Speaking practices were rarely conducted. | <ul style="list-style-type: none"> • Using communicative activities |
| 5. | Students were reluctant to perform in front of the class and to work in groups. | <ul style="list-style-type: none"> • Conducting acting from a script • Giving feedback to and appreciation for students' performance |

To make the actions become valid, those actions had to fulfil democratic validity by involving the English teacher as the collaborator. The researcher and the English teacher also worked collaboratively.

B. Research Process

There were two cycles in this research. Each cycle consisted of the same stages which were planning, actions and observations, and reflections. The results of both two cycles are presented below.

1. Report of Cycle 1

a. Planning

The first cycle was planned by the researcher to be held in four meetings. The plans of Cycle 1 are presented below.

Table 6: The Plans of Cycle 1

| No. | The Plans | Field Problems to be Solved |
|-----|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Using communicative activities | <ul style="list-style-type: none">• Teaching learning processes lacked fun activities.• Communicative activities in this research consisted of pre communicative games, discussions and acting from a script.• Students lacked confidence and were shy to speak in English.• Speaking practices were rarely conducted. |
| 2. | Giving feedback to and appreciation for students' performance | <ul style="list-style-type: none">• Students were reluctant to perform in front of the class because they lacked confidence.• Appreciations were compliment and also |

| | | |
|----|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>presents.</p> <ul style="list-style-type: none"> • Students lacked confidence and were shy to speak in English. |
| 3. | Conducting reading aloud | <ul style="list-style-type: none"> • Most students had difficulty with pronunciation. • Students needed to have opportunities to pronounce words. |
| 4. | Conducting acting from a script | <ul style="list-style-type: none"> • Students were reluctant to perform in front of the class and to work in groups. • This facilitated students to perform in front of the class and to work in groups with other friends. |

The first action was using communicative activities. Communicative activities were in the form of pre-communicative activities, discussions and acting from a script. Those aimed to use English as the language to communicate. Teaching learning processes in the classroom lacked fun activities. Fun activities could be gained by using communicative activities. Before doing communicative activities, students did pre-communicative activities. In addition, students also lacked confidence and were shy to speak in English. By providing communicative activities, students got opportunities to practice speaking and to gain more confidence so that they were not shy to speak English. Speaking practices in the class then became frequently conducted.

The second action was giving feedback to and appreciation for students' performance. During the communicative activities, students needed to get feedback on their performances. Appreciation was as well given to students to make them feel more appreciated and to motivate them to learn. Appreciation was given after doing acting from a script. Appreciation could be in the forms of compliment and gift.

The third action was conducting reading aloud. Most students had difficulty with pronunciation. Students needed to have opportunities to pronounce words. By conducting reading aloud, students could learn how to pronounce words.

The last action was conducting acting from a script. Students were hesitant to perform in front of the class and to work in groups because the class lacked also speaking performance. By conducting acting from a script, it facilitated students to perform in front of the class and to work in groups with other friends.

b. Actions and Observations

The actions in Cycle 1 were conducted in four meetings. They were in April 12th, 19th, 26th and 27th 2016. The researcher had collaboration with the English teacher. The researcher implemented the actions while the English teacher observed the class and helped to handle the students. The descriptions of meetings in Cycle 1 are presented as follows.

1) Meeting 1

Before doing the meeting, the researcher conducted pre test in the second observation. In the pre test, the students were provided six pictures of the story of Goldilocks. They picked randomly three pictures. Before picking the pictures, the students had watched the video of Goldilocks. The English teacher and the researcher assessed the skills through the speaking assessment rubric. One by one the students came to the front to pick three

pictures randomly. They needed to tell what happened with each picture they got. Most of them had difficulty in pronunciation. They often mispronounced words. The students also forgot mostly to mention the past form of some words and the verbs in a sentence. They were reluctant to come to the front and did not feel confident to speak. After doing the pre test, the researcher formulated the field problems under the discussion with the English teacher.

The researcher then started the first meeting to have review of the narrative text Students had learned it before with the English teacher for the introduction. The researcher recalled students' background of knowledge by showing a picture of narrative text they had learned before. Some of them still remembered the story which was Little Red Riding Hood. Then researcher gave another title of narrative text that was George and the Dragon.

For the next activity after recalling, students filled the blank words in the transcription of the text. The researcher intended to show a video of the text but the projector installation did not work. Researcher distributed the papers of transcription. Students listened only to the recording of it and tried to fill the blank spaces with the words from the recording. The recording was played twice. Most of students answered correctly. Researcher also asked students about the gambits and parts of narrative text. Researcher wrote on the whiteboard. Some of them had had the notes of the gambits and parts of narrative text in their notebook. It was easier to recall for students where they opened the notes and delivered their answers.



Figure 3: Researcher explains the gambits and parts of narrative text

The next activities were followed by pre-communicative game. Researcher had provided also the handout of the games. The first activity was matching activity. Students matched the pictures of the characters with the names of them. This was done to reveal the characters of George and the Dragon. By knowing the characters, students had more information about the story and were expected to be able to speak more about the story. Most students could finish it successfully.

The second pre-communicative activity was arranging sentences in numbers based on the plot of the story. This was done to check students' understanding of the story plot. Students put numbers in the jumbled sentences of the story. By knowing the sequences of the story, students could tell the story consecutively. Some students could not remember the plot. Researcher approached to help them finish the activity. After all students finished, researcher verbally asked some students randomly to mention their answers. Other students listened and also gave corrections to their own answer. Some students got wrong answers.

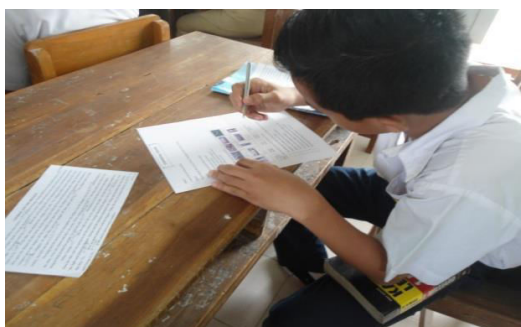


Figure 4: A student does pre communicative games

Grammar was the concern of this research too but in the small segment. Researcher provided students with grammar practice. There were some sentences from the text. Students needed to choose one of the answers between present and past tense verbs in every sentence. Students had learnt the use of past tense verbs in the narrative text in the beginning with the English teacher. While doing the grammar practice, researcher checked students' vocabularies of some unfamiliar words found in the narrative text. Researcher asked the meaning of them and after that invited the class to pronounce the words together. Researcher invited students to mention their answers. Most of students did the grammar practice correctly.

The input text was Goldilocks as used in the pre test. Researcher played the video of Goldilocks. Students watched the video carefully. After watching the video, researcher asked some verbal questions related to Goldilocks. Question and answer activity was a part of pre-communicative activity. This activity was done to check students' understanding of the story. After that, students tried to arrange the plot of the story through arranging activity. There were consecutive pictures of some scenes of Goldilocks and jumbled sentences. Students arranged the sentences. Researcher then invited them to give their answer. Most students did this exercise correctly because they did it before in the pre test. Only a few of students forgot the sentences and the

pictures. Pre-communicative were highlighted in this meeting to help students know what they learned. Researcher then ended the class by reviewing what students had learnt and said salaam.

2) Meeting 2

After saying a short prayer and checking the attendance list, researcher started the lesson by recalling what students had learnt in the previous meeting. Most of them still remembered the narrative texts which were George and the Dragon and Goldilocks. They hesitantly answered. To get more participation from students, the researcher pointed out some students to mention what they had learnt in the previous meeting. Some students were confident enough to speak up their words. They mentioned the characters in the story correctly. Other students had less confidence to deliver their words.

The next input text was Monster Shopping Trip. Researcher had prepared the video of the story. There was pre-communicative activity again. The first activity was searching activity. Before playing the video of Monster Shopping Trip, researcher explained instructions. In the video, the monsters looked for birthday gift for Henry. While watching the video, students needed to search what birthday gifts the monsters bought to Henry. Researcher also provided the handout. Students needed to tick what birthday gifts mentioned in the video. The video only played once. Pre-communicative activities were expected to provide opportunities for students to understand the materials before doing the communicative activities. In the second play, researcher and students corrected the answers together.

To stimulate students to use English to speak, the next agenda was discussion in pairs. Students discussed in pairs imagining they were invited to Henry's birthday party. They needed to decide what gifts they would like to give to Henry based

on the clues in the video. In the video, there were statements by Henry's friends saying that Henry was smart, handsome and liked playing game and reading. Students could also draw their gifts on the back pages of the papers given to them. After finishing their drawing, researcher asked some students to present their gifts and the reasons why they chose them. Most students drew books because Henry liked reading. Others drew shirt and cap because Henry was handsome. Some students became more confident to say their reason because they just needed to mention the gift and the reasons. They only said very simple sentences such as "because he is handsome" or "because he likes playing game".



Figure 5: A student delivers the result of their discussion in pairs

In the previous meeting, the students also were divided into some groups to act from a script. The texts for drama were Goldilocks and Monster Shopping Trip. George and the Dragon was not used because this had insufficient conversations for the number of the characters and the characters were more than that of students in every group. There were 26 students becoming six groups. Two groups consisted of five students and four groups consisted of four students. The limitation of numbers in every group was created to make every student have a role to play. English teacher recommended researcher to divide based on some considerations. Those considerations were such as talkative students were separated, shy and less confident students would be

blended with talkative ones. High achiever students would be in the different groups and be mixed with low achiever students. English teacher also advised researcher not to give the printouts of the narrative texts after announcing the groups in case students would easily lose them. English teacher suggested students to rewrite the text to students' notebooks. The arrangement of the groups was quite noisy and uncontrolled where some students only wanted to work with friends they were used to working with. Some students hesitantly agreed the group arrangement but the arrangement was not changed. Researcher then told what the students were going to do. Before playing acting from a script, they would have the next meeting to rehearse and the day after to perform. The class was ended by researcher telling what to do for the next meeting. Researcher suggested students to prepare the text and to decide the characters in each group students wanted to play. Researcher said salaam and closed the class.

3) Meeting 3

Students had a break for a week. Students should have had prepared their performance in this meeting but only a group had divided their characters and had their conversations. Goldilocks and Monster Shopping Trip had already the conversations in the story and students could copy and use them instead of writing their conversations. Taking conversations from the texts directly was advised by English teacher. She told that students had insufficient capabilities to make and arrange their own sentences. It took longer time for students to write sentences. The researcher decided to assist the students through directly taking conversations from the texts. Through this way, the students could do their preparation efficiently.



Figure 6: Students prepare their performance to rehearse

There were three groups playing Goldilocks and three groups presenting Monster Shopping Trip. After saying a prayer and checking attendance, researcher and students set the classroom to have wider space in the front the classroom for students to rehearse. Researcher directly approached every group to check and their preparations and to guide them preparing the dialogs. Researcher requested each group to divide the roles of every member and started to practise the dialogs. Researcher and peer collaborator approached the groups to help those who mispronounced some words and gave suggestions on how to pronounce some words and how to read sentences in doing acting from a script. In the previous meeting, some students complained about the arrangement of the groups. In this meeting, they started to enjoy working in groups. Researcher listened less complaints than the previous meeting.



Figure 7: A group is rehearsing their performance

One by one, every group was given a chance to practise in front of the classroom randomly. While practising, they were allowed to read the conversations in order to remember their dialogs. When students mispronounced, researcher did not directly comment and give corrections during students' performance in front of the class but rather to take notes and deliver them at the end of the performance for every group. Researcher also asked members of other groups to give suggestions and advice. This was implemented to make students pay attention to their friends' performance. The researcher should have given more attention to pronunciation because most of students mispronounced some words.



Figure 8: Another group tries the setting of the classroom to perform

Closing the class, researcher reminded students that the next meeting was the performance day. Researcher told that students needed to practise their dialogs and to prepare property they needed to bring. Researcher closed the class by reviewing what students had learnt and what they should prepare for the performance. Researcher said salaam and thank you.

4) Meeting 4

This meeting was the day to perform. English teacher could join and assess the students. She also recommended inviting

another English teacher. He was Mister Nur helping to assess. The researcher asked the students to take their seats and prayed first. The researcher and the students set the classroom and moved some chairs and tables and gave more space to perform in front of the classroom. Some of the students were practising dialogs. The researcher gave around 5 minutes for students to practise before performing and gave scoring speaking rubric and scoring sheets to English teacher and Mister Nur. The researcher also prepared the video taping using tripod. Some groups seemed well-prepared seen from their preparations with their paper masks. Peer collaborator could come to help researcher video taping. Researcher and peer collaborator moved around and joined to each group checking their preparations to perform. Some students still mispronounced some words. Researcher directly corrected them in order to help them pronounce correctly during the performance.



Figure 9: A group is performing Goldilocks

The first group came to perform in front of the class. It was agreed that Goldilocks was performed first by the groups. The groups were randomly withdrawn. Meanwhile every group had to be ready. Students actually should assess other students' performances but they did not do. Researcher forgot to tell students about that. In fact, the students were conducive and cooperative enough when the other groups were performing.



Figure 10: Another group is performing Monster Shopping Trip

Some students gave clear voices, well set movements, appropriate pronunciations and intonations. Some still struggled with pronunciations. Pronunciation was actually the main problem mostly heard during the performances. Researcher did not implement reading aloud in the preparation meeting. Researcher noted that as a problem that had to be fixed for the next cycle. Some students helped other groups to be the narrator and to take a role as cameo when needed because there were two students absent. Most of the students remembered their dialogs and turns. Several students looked nervous but they could handle that. A few students sometimes forgot their dialogs and turns to appear on the set.



Figure 11: Students' expressions after doing role play

Students enjoyed this acting from a script as seen from their expressions and abilities to cope nervousness and showed their well-prepared performances. Students did not show disappointment after performing. After every group performed, students gave

applause. The bell rang. Researcher gave final remarks by saying thank you and congratulations for giving well-prepared performances and said salaam to close the class.

c. Reflection

After implementing the actions in the Cycle 1, the researcher and English teacher had a discussion. The discussion aimed to have reflections of Cycle 1 and to determine the plans of the next actions in Cycle 2. This was done to carry out democratic and dialogic validity as mentioned in Chapter 3. In the discussion, researcher and English teacher found some strengths and weaknesses.

1) Implementing Communicative Activities

Researcher implemented communicative activities in all meetings of Cycle 1. The main activity was acting from a script. Before doing that, pre-communicative activities were implemented. Pre-communicative activities aimed to help students and make them well-prepared and ready to the communicative activity. Based on the implementations, the researcher succeeded to implement communicative language teaching activities. Students had positive impressions towards the activities. They were interested to the activities. The activities provided students both practices and principles in language teaching process as stated by Richards and Rogers (1986: 16). Some of students' statements were presented below.

R : *Mau tanya beberapa pertanyaan tentang kemarin kita belajar. Gimana kemarin pelajarannya?* (I want to ask some questions about what we had learnt. How was the lesson?)

S6 : *Menarik. Terus seru. Terus itu, kalo bahasa Inggris kan pelajaran terus, kalo ini tu ada, apa, kaya pake drama gitu.* (Interesting. And fun. And then, there was seldom fun activity, but the lesson we learnt had fun activity such as drama like what we played.)

Interview 6 – Appendix B

R : *Halo Exsa. Mau tanya-tanya sebentar. Gimana pendapatnya tentang Exsa pelajarannya kemarin?* (Halo, Exsa. I would like to ask some questions. What do you think about our previous lessons?)

S7 : *Bagus.* (Good.)

R : *Apanya yang bagus?* (What's good?)

S7 : *Menerangkannya dengan tepat, menyenangkan.* (Explaining appropriately, fun.)

Interview 7 – Appendix B

R : *Menurut Fatin, kegiatan-kegiatan kita kemarin gimana? Ada drama, ada permainan, menurut kamu gimana?* (Fatin, what's your opinion about our activities? There were playing drama, games, what do you think?)

S11 : *Menurut aku, ya menarik ya.* (I think they are interesting.)

Interview 10 – Appendix B

The English teacher also delivered the same statement with the students that students had good reactions to the teaching and learning activities. She added that communicative activities were suitable for speaking.

R : *Terus bagaimana respon siswa tentang pembelajaran yang saya berikan?* (And then, how was students' response about teaching and learning processes I taught?)

ET : *Responnya bagus.* (Their response is good.)

R : *Oh ya, bu. Kalau Communicative Language Teaching yang saya gunakan bagaimana ya, bu, yang untuk mengajar speaking?* (Oh, right, Mam. What about Communicative Language Teaching I used to teach speaking?)

ET : *Ya itu, karena itu intinya untuk speaking, jadi sudah sesuai dengan goals-nya untuk improving speaking skills* (Yes, that one, because that's for speaking, that's suitable with the goals, improving speaking.)

Interview 8 – Appendix B

Some of the students gained more confidence after doing pre-communicative activities, discussion and acting from a script because their fluency improved. Acting from a script asked them to work in groups. Richards (2006: 16) explains that pair and group activities give learners more chances to use the language and to develop fluency. That was why students became more confident because they also spoke fluently by having more chances to use the language and to develop fluency. Students did acting from a script in small groups. Larsen-Freeman (2000: 104-105) declares that small group lets students know each other in the classroom causing to promote their confidence level. Some students stated that they gained more confidence through those activities.

R : *Lebih PD nggak?* (Are you guys more confident after having those activities?)

S7 : *Oo PD banget.* (Oh, very confident.)

S8 : *PD banget.* (Yes, very confident.)

R : *Apa yang membuat lebih PD?* (What makes you become very confident?)

S8 : *Ya karena lebih lancar dan benar.* (It's because I spoke fluently and correctly.)

Interview 7 – Appendix B

R : *Lebih PD nggak setelah belajar kemarin?* (Are you more confident after learning through our activities?)

S5 : *Heem* (Yes)

R : *Apa yang bikin PD?* (What makes you be more confidence?)

S5 : *Soalnya kan yang liat drama satu kelas, nggak kelas lain. Jadi kalo satu kelas kan udah kaya keluarga, jadinya kalo ngomong ya PD aja.* (It is because the viewers were my classmates, not other classmates. That was like family, so I spoke confidently.)

Interview 5 – Appendix B

As implementing communicative activities, English teacher agreed as well that students became more confident to speak as quoted through the statements below.

R : *Perubahan apa ya, Bu, yang terlihat sebelum dan sesudah?* (What differences are seen in speaking of students before and after implementing communicative language teaching activities?)

ET : *Perubahannya lebih PD, mereka fluency-nya lebih kelihatan, lebih lancar ngomongnya udah nggak gagu.* (The differences seen are students become more confident, their fluency increases, more fluent, they don't speak hesitantly.)

Interview 8 – Appendix B

There were improvements gained by students in Cycle 1. There were also weaknesses that needed to be improved for the next Cycle. Some of the students still mispronounced words. Some of the students still did not feel confident to speak. The English teacher gave suggestions for the improvements. Drilling was recommended by the English teacher to improve students' pronunciation. Drilling was a pre-communicative activity assisting students to pronounce words. She said that exercises of drilling could be added by having fun activities, like whispering ghost, flash cards because most of students mispronounced words, even for some familiar words they often heard. She also recommended giving fun activities because at the end of Cycle 1, students had acting from a script where they mostly had to remember their dialogs. In Cycle 2, they needed to be more relaxed by having games.

R : *Oke. Kira-kira ada yang perlu ditingkatkan nggak ya bu dari segi kegiatannya?* (OK. Are there improvements for the activities?)

EY : *Kalo kegiatannya sih menurut saya masih perlu drillings dalam arti kalo kita menganggap itu mudah eee belum tentu anak-anak menganggap itu mudah. Jadi misalnya kita enggak apa-apa kita mengulang-ulang. Kalo kita kan ini lagi ini lagi. Tapi kalo buat anak-anak nggak papa dibanyakin drilling-nya, sama drilling pronunciation. Yang lainnya sudah bagus cuma exercise-nya aja.* (For the activity, it would be drillings. When we think that this activity is easy, students don't think that way. That's alright to repeat the activity. For us, that would be boring. But for students, that's OK, also improvement for drilling pronunciation. Over all others are good, but the exercise for the drilling.)

R : *Tambahannya gimana yaa bu exercise-nya?* (What kind of exercise?)

ET : *Exercise itu tadi, drillings, bisa tambah dengan games, misalnya whispering ghost, atau apa. Bisa pake flash card, sekelompok main kartu juga nggak masalah.* (That exercise, drilling, can add games like whispering ghost or others. You can use flash cards, students play cards, that's alright.)

Interview 8 – Appendix B

R : *Oh iya, Bu. Kira-kira kegiatannya apa lagi yang bisa digunakan untuk menunjang speaking?* (What else activities can be used to improve speaking?)

ET : *Game mas, bisa bola, snake and ladder, yang penting anak-anak mau ngomong.* (Games, using ball, snake and ladder, most importantly to make students speak.)

R : *Lebih kegiatan yang fun ya, Bu?* (More fun activities?)

ET : *Heem fun, kemarin kan udah hafalan drama, biarin mereka mainan dulu.* (Yes, fun, they had drama which was remembering, now let them play with games.)

Interview 8 – Appendix B

2) Giving feedback to and appreciation for students' performance

Students needed to get feedback to their performances. As stated by Littlewood (1981: 90-91), the purpose of feedback is to give knowledge of how successful students' performances have been. Teacher should be able to give appropriate feedback and correction as proposed by Brown (2001: 275-276) in one of the principles to design speaking techniques. Thus, feedback is used to monitor the improvements and or developments of students and is necessary to be given. Based on Brown (2001: 275-276), the researcher then gave feedback to students for their performances. Feedback was given mainly for the acting from a script. Students rehearsed that activity in meeting 3. The researcher and peer collaborator approached each group to help them prepare their dialogs and found some mispronunciation. The researcher gave feedback to students through giving facial expressions or a gesture indicating that something was incorrect as suggested by Harmer (2007: 144). After the performance, the researcher asked them what difficulties they still found and gave compliment as well as the suggestions on the parts they needed to improve. The researcher also asked other students to give suggestions or advice to their friends.

Some groups practiced but others had insufficient preparations. Each group was given around 10 minutes to rehearse in front of the class. They sometimes mispronounced words. Students were allowed to give feedbacks to other students in the rehearsal. Feedback can be given from the teacher and other students as agreed by Littlewood (1981: 90-91). As stated by Harmer (2007: 144), feedback should not be given in every moment and situation or this might not motivate students. The researcher did not give comments directly in the rehearsal, but

gave feedback after they rehearsed for every group let students finish their rehearsal first then gave comments and feedback afterwards as shown in the field note below.

... R did not directly comment and deliver corrections during Ss' performance in front of the class but rather to take notes and gave them at the end of the performance for every group. R also asked the members of other groups to give suggestions and advice. This was implemented to make Ss pay attention to their friends performing.

Field Note 5 – Appendix D

3) Conducting reading aloud

Reading aloud was used to provide students chances to pronounce words. By reading aloud, students could learn how to pronounce words. In the meetings of Cycle 1, reading aloud was not implemented optimally by the researcher. As evaluated by the English teacher, most of students still had difficulty in pronunciation and there were a few chances for students to read aloud to practise pronunciation in Cycle 1.

R : *Di sini saya mau bertanya tentang review pelajaran yang kemarin. Menurut ibu, bagaimana pengajaran yang saya lakukan sejauh ini?* (I want to ask the review of the lesson in Cycle 1. What do you think, Mam, about teaching and learning processes so far?)

ET : *Kalo sejauh ini sudah bagus, cuman balik lagi kalau anak-anak itu pronunciation-nya masih banyak yang salah, perlu, memang kita harus repot untuk mengulang-ulang, kalau tidak, nanti anak-anak akan terbiasa dengan itu. Sama pastikan sebelum tampil udah di review dulu pronunciation.* (So far so good. But we have to remember that students still had difficulty in pronunciation. We need to repeat regularly, if we don't, students will get used to mispronouncing. Make sure to review the pronunciation before performing.)

Interview 8 – Appendix B

R : *Kira-kira kekurangan dan kelebihan yang kemarin?* (What are the strength and weakness of Cycle 1?)

ET : *... .Kekurangannya sedikit, cuma anak-anak itu sebelum tampil, anak-anak membaca teks bersama dulu, jadi di guided. Jadi misalnya guru membaca, anak-anak menirukan, kalo sudah, habis itu anak-anak baca bareng-bareng terus mendengarkan, sambil kalo ada pronunciation yang salah, biar langsung dibetulkan. Tadi kebetulan banyak yang missed di pronunciation, kalo fluency sudah banyak yang lancar. Cuma pronunciation aja. Mungkin di pertemuan terakhir kurang banyak drill-nya aja.* (There is weakness, before performing, students needed to get guided practice. The teacher read and students repeated. After that, students read together. When they mispronounced, the teacher could directly correct. There were mispronunciations in the performance. Fluency is fluently good. Probably there lacked of drilling for pronunciation.)

Interview 8 – Appendix B

The researcher did not often conduct pronunciation practices in all meetings of Cycle 1 that caused many students mispronounced words. Pronunciation practices through reading aloud would be one of the concerns for Cycle 2. Drilling pronunciation was not the main agenda but it was the supporting action to improve students' speaking skills. Especially in meeting 3 right before the performance of drama, researcher did not conduct drilling pronunciation. That should have been guided learning to lead the class to read together the dialogs and to give review how to pronounce words that appeared in the texts.

4) Conducting acting from a script

Acting from a script in this research was aimed to facilitate students to perform in front of the class and to work in groups with other friends. Acting from a script was frequently mentioned by some students as their favourite activity. Acting from a script

required students to work in groups. Working in groups promoted students to use English in the classroom. That statement was in line with what Richards (2006: 16) explains that pair and group activities gave learners greater chances to use the language and to develop fluency. The students preferred working in groups to individual. They gained more fluency and confidence afterwards.

R : *Kegiatan apa yang paling kamu suka?* (What activities do you like the most?)

S11 : *Drama.* (Drama.)

R : *Kenapa suka drama?* (Why do you like drama?)

S11 : *Ya seru aja. Maksudnya biar bisa ngomong lancar. Kosakatanya juga banyak.* (That's fun. Playing drama makes me fluent in speaking. There is also vocabulary.)

Interview 10 – Appendix B

R : *Terus eee kegiatan yang paling menyenangkan yang mana?* (What is the most enjoyable activity?)

S5 : *Drama.* (Drama.)

R : *Drama? Kenapa Drama?* (Drama? Why drama?)

S5 : *Ya kan kalo dialog kan bisa berinteraksi sama temen-temen, terus kalo diliatin tu jadi tambah PD.* (We can interact to others through dialogs, and I feel more comfortable when my friends watched me.)

Interview 5 – Appendix B

R : *... .Terus lebih suka kerja sendiri apa kerja bareng temen?* (Do you like working alone or with friends?)

S5 : *Kerja bareng temen.* (Working with friends?)

R : *Kenapa kerja bareng temen?* (Why?)

S5 : *Kalo kita engga tau kan bisa dibantu sama temen. Terus kalo diskusi kan bareng-bareng.* (Friends can help when we don't know what to do. We can discuss together.)

Interview 5 – Appendix B

2. Report of Cycle 2

a. Planning

The researcher decided to plan Cycle 2. Cycle 2 was conducted in four meeting. These are the plans for Cycle 2 as presented below.

Table 7: **The Plans of Cycle 2**

| No. | The Plans | Field Problems to Solve |
|-----|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Using communicative activities | <ul style="list-style-type: none">• There were pre-communicative activities also in Cycle 2. They were question and answer verbally, arranging activity and finding activity.• Fun learning activities were implemented in Cycle 2. They were playing flash cards, whispering group work. |
| 2. | Giving feedback to and appreciation for students' performance | <ul style="list-style-type: none">• Some of the students had gained more confidence but others were still less confident to speak. |
| 3. | Conducting reading aloud | <ul style="list-style-type: none">• Pronunciation was still the main problem found after Cycle 1. |
| 4. | Conducting acting from a script | - |
| 5. | Conducting drilling pronunciation through fun activities | <ul style="list-style-type: none">• Fun activities used to conduct drilling pronunciation were |

| | | |
|--|--|-------------------------------------------------|
| | | whispering ghost, and dolphin doll activity. |
|--|--|-------------------------------------------------|

The first action planned to be implemented in Cycle 2 was using communicative activities. In Cycle 1, there were pre-communicative activities such as arranging activity, matching activity and completing sentences. Pre-communicative activities were still used in Cycle 2. They were question and answer verbally, arranging activity and finding activity. They helped students to understand the texts. Discussion in pairs was still used in Cycle 2 to facilitate students to speak with their classmates. Acting from a script was not used because it was already used in the Cycle 1 and it succeeded to improve fluency and to gain more confidence. The objective of acting from a script was already obtained in Cycle 1. Fun activities were implemented in Cycle 2 to provide opportunities which students played and learned at the same time.

The second action was giving feedback to and appreciation for students' performance. Some students had gained more confidence but others were still less confident to speak. Some students were still hesitant to speak. Feedbacks were still needed to be given in Cycle 2.

The next action was conducting reading aloud. Pronunciation was still the main problem found after Cycle 1. Reading aloud was not implemented maximally in Cycle 1. In Cycle 2, reading aloud was used mostly to explore the texts. Students got chances to pronounce words.

And the last action was conducting drilling pronunciation through fun activities. Drilling could be boring when it was done as usual. Students were called out to read sentences. Drilling could be fun and different when it was covered by fun activities. The activities in conducting drilling pronunciation were whispering ghost and a dolphin doll activity using songs. In the whispering ghost, the class was divided into four groups where each group competed to each other. There were words and

sentences from the narrative texts learnt being whispered. Students could enjoy the game and pronounce the words. The last students in a row wrote the words whispered on the whiteboard. A dolphin doll activity using song was basically implemented with reading aloud. A dolphin doll swam among students while some songs were being played. The song stopped, students needed to read aloud the sentence. Other students could correct mispronunciations made.

b. Actions and Observations

The actions were implemented in four meetings. They were in May 3rd, 4th, 17th and 18th 2016. The descriptions of meetings in Cycle 2 are presented below.

1) Meeting 1

The researcher started the class by showing pictures as the clues for the narrative text through the projector. Researcher asked the students what the story would be. Students guessed by giving some titles of Indonesian narrative titles. Only some of students correctly mentioned Roro Jonggrang as the title. When students heard Roro Jonggrang, most of them nodded to show that they had heard the story before.

The next focus was on pronunciation. Researcher distributed the papers of Roro Jonggrang. Researcher planned to ask each row to read aloud a paragraph in Roro Jonggrang. This plan did not work because other students did not pay attention since that was not their turn. But researcher tried to finish the first paragraph before changing the plan. After finishing the first paragraph for the first row, the researcher decided to call for each student randomly to read a sentence or more sentences depending on how short or long the sentences were. Through calling out, students needed to be ready to read. One by one, students read

sentences when they were called out. The call out was random. This can be done to handle talkative students who did not pay attention to the lesson. Students had few difficulties to pronounce familiar words. Researcher directly gave corrected mispronunciations and helped students pronounce some unfamiliar words. Most of students could pronounce words in sentences well. Students also found new vocabularies. These reading aloud and drilling pronunciation took longer because every student needed to participate including giving correction and explaining some words to the class.

The next activity was playing flash cards. Because the time was insufficient for the class to play cards, researcher modified the cards. There were questions prepared. Those questions were related to Roro Jonggrang made to engage students more to the text. Those questions were such as “What are the kingdoms?”, “What is the character of the King?”, “What are the genies’ reactions of what Roro Jonggrang did?”, and “What can you conclude from the story?”. The cards were withdrawn by students who were also chosen rooted in the numbers of attendance list made from the date of this day, the last two numbers of this year or to those who did not focus on their turns while reading aloud. Most of students answered the questions they chose correctly. Only a few students did not know the answers.

The bell rang to end the class. Before closing the lesson, R reviewed what Ss had learnt. Students gave their responses by mentioning some points. R also gave additional information of the lesson for the next class. Before leaving the class, R had prepared gifts for students. This was the form of appreciation for students’ performance in role play. Researcher finally closed the lesson and said salaam followed by students’ salaam.

2) Meeting 2

In this meeting, there were a dolphin doll activity and whispering game. To conduct the game, the classroom needed to be set in U formation. Researcher and students moved the chairs and tables to shape U formation. This arrangement was aimed to attract Ss concentration for the games.

The next narrative texts learnt was The Golden Cucumber. Researcher gave the words cucumber and golden. Once the students knew the meaning of cucumber, they could easily guess the title. In a dolphin doll activity, there were songs played. Whenever the songs stopped, that student had to stand up and read aloud a sentence or more sentences depending on how short and long the sentences were. Students followed the game. Some of the students mispronounced a few words. A few students still did not pay attention to reading aloud and their turns. But most of students enjoyed the activity, songs and focused on their turns to read aloud.

The next activity was whispering ghost. This activity was used as a communicative activity for students to speak English. The whole class was divided into four large groups. Each group consisted of five or six students. In the first round, each group was given a different word and turn. English teacher came and helped researcher handle students in this game. The groups were group A, B, C and D. Group A could answer correctly. Group B could not answer. Group C was almost correct to answer and group D missed the point. The words were such as opened, passed, were. Words were used instead of sentences as suggested by English teacher because students had difficulty to mention the sentences. In this game, students were required to have good pronunciation and fluency as they whispered words to their teammates ahead. If they

made mistakes, that would cause other teammates to make mistakes. It needed to have good cooperation among students in the group. The majority of students did this game well, only a few still mispronounced some words. Students enjoyed the game. The class was ended summarising what students had learnt and they mentioned how the pronunciation of words correctly, how to work together.

3) Meeting 3

Indonesian folklore was still used in this meeting. The researcher opened the class by playing a video of Panyalahan Village, the text used in this meeting. The video was played. Students watched and paid it full attention. They were attracted by the story and the illustrations in the video. The pre-communicative activity was question and answer verbally. After watching the video, researcher asked the title, the characters, the setting and also the origin of the story in the video.

The next activity was finding the past tense verbs in the story. Through this way, students learnt grammar as well. The video then was played again. After that, researcher requested some students randomly to write their answers on the whiteboard. They did this activity well. Most students wrote all verbs found. This way was also used to remind students with past tense verbs used in narrative text.

Along with Panyalahan Village, there were three Indonesian folklores used. They were Roro Jonggrang, The Golden Cucumber, and Panyalahan Village. Those three folklores would be used to conduct post test. In the post test, students would tell some points. They were the title, the characters, setting and origin, complication and resolution. Students were only assigned to mention some words and simple sentences of those points, not

summarising the whole stories. Researcher provided time to practice to mention those points. Shown in the projector, students needed to mention the points. Some students came to the front to answer. After that, students discussed in pairs the moral values of the three narrative stories. Students had difficulty to make their own sentences. Researcher gave students sentences to start their sentences such as, do not..., never..., we should or should not..., and we are not allowed to. Three pairs were invited to tell their discussion and other pairs also gave their answers.

Before closing the class, researcher told the students that the next meeting they would have the assessment which was the post test. Researcher told that students would do the same activity what they just did in this meeting which was mentioning the points of an Indonesian folklore through withdrawing a title of three. Researcher closed the class.

4) Meeting 4

After saying a short prayer and checking attendance list, researcher explained again what students would do in this meeting. Most of students understood what they would do. This activity was done as the post test. Students had known that in this meeting was the post test. Students were going to tell in front of the class some points from one of the narrative texts they learnt in Cycle 2. Researcher then showed the points of narrative text in the projector that students needed to tell to the class. Researcher also prepared a camera on tripod to take videos of students while doing the speaking assessment. While students were performing, other students also assessed. This was done to make students be conducive, not like the drama where students did some unrelated things during the drama performance. Researcher prepared three titles of Indonesian folklores in pieces of folded paper. English teacher called out randomly students to take one of the folded

papers and to start their performance in front of the class. Performing in front of the classroom was not a problem anymore for most of students since they had role play and other fun speaking activities. They had gained more confidence in this meeting. As explained by English teacher in the review of Cycle 1, grammar was not easy for students to have it in full sentences but their fluency increased. Some students did not answer all points. They just answered the background points such as the title, characters, the setting and origin. The sentences for complication and resolution were sometimes grammatically incomplete. Researcher and English teacher assessed students using speaking rubric assessment. This assessment took almost 90% of time in the class. Most students did it much better than the pre test.

The assessment was accomplished. As the form of appreciation and thank, researcher gave gifts to students for being cooperative to the whole meeting and to have improvements after the research. Researcher said salaam, thanked and said goodbye.

c. Reflection

After implementing the plans in Cycle 2, the English teacher and researcher had discussion to reflect the actions accomplished. This was carried out to fulfil democratic validity and dialogic validity as the results of reflection in Cycle 2.

1) Using communicative activities

Communicative activities implemented in Cycle 2 were obtained. The communicative activities in Cycle 2 were pre-communicative activities, fun activities and discussion. Students enjoyed doing the activities. They thought those activities were interesting. Communicative activities provided fun learning activities. The fun learning activities in this research successfully encouraged students to participate and also attracted their attention and interest to interact. Fun activities also became students'

favourite activities. Students were more interested to join fun learning activities since they could play and learn at the same time as proven below. Communicative activities through working in pairs and groups gave improvements for students to be more fluent and more confident.

- R : *Kegiatan yang paling kamu suka apa?* (What activities do you like?)
 S13 : *Yang kaya berdiskusi gitu.* (Discussion.)
 R : *Berdiskusi. Ada lagi?* (Discussion. Anything else?)
 S13 : *Mm permainan-permainan.* (Mm games.)

Interview 13 – Appendix B

- R : Morning Fahreza.
 S14 : Morning.
 R : *Saya mau tanya beberapa pertanyaan yaa.* (I want to ask some questions.)
 S14 : *Yaa.* (Yes)
 R : *Menurut kamu kegiatan kita kemarin gimana?* (What do you think about our previous activities?)
 S14 : *Yaa sangat membantu.* (Yeah, they are helpful.)

Interview 14 – Appendix B

- R : *Mau tanya beberapa pertanyaan sebentar yaa. Menurut kamu kegiatan kita kemarin gimana? Ada game, ada drama, ada macem-macem.* (I'd like to ask few questions. What do you think about our previous activities? There were games, drama and others.)
 S15 : *Ya asik.* (Fun.)

Interview 15 – Appendix B

- R : *Sekarang yang kamu rasakan kemampuan berbicara bahasa Inggris kamu ada peningkatan nggak?* (Now, do you feel that you have improvements on speaking?)
- S13 : *Ada* (Yes, I have.)
- R : *Kalo ada apa?* (What's that?)
- S13 : *Ee hehehe* (Ee hehehe.)
- R : *Speaking-nya bisa lebih gimana?* (Your speaking is more.....?)
- S13 : *Lebih lancar.* (More fluent.)

Interview 13 – Appendix B

- R : *Oke. Dari yang kamu rasain, ada peningkatan buat speaking kamu?* (Is there any improvements in your speaking?)
- S14 : *Ada.* (Yes)
- R : *Apa peningkatannya?* (What's that)
- S14 : *Yaa speaking-nya lancar.* (My speaking is more fluent)
- R : *Terus ada lagi?* (Anything else?)
- S14 : *Lebih PD.* (More confident)

Interview 14 – Appendix B

The English teacher also agreed that the activities were sufficient and good. There were improvements in fluency, vocabulary and pronunciations as well as explained by the English teacher.

- R : *Kalo kegiatannya gimana ya bu?* (How do you think the activities?)
- ET : *Kegiatannya udah cukup, jadi kemarin reading aloud, terus ada games, jadi menurut saya udah cukup bagus.* (The activities were sufficient. There were reading, games, so I think that's good.)

Interview 11 – Appendix B

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R : *Kemudian improvement apa ya bu yang sudah diraih siswa sejauh ini terkait dengan fluency, vocabulary, grammar sama pronunciation? (What improvements do students get so far related to fluency, vocabulary, grammar and pronunciation?)*

ET : *Kalo fluency lumayan ada improvement, vocabulary juga, ee yang masih agak kurang pasti grammar, karena memang susah untuk anak-anak SMP, karena kan kita perhatiannya kan tentang ke PD an dulu, fluency dulu. Kalo pronunciation sudah lumayan, kalo grammar memang, karena mereka biasanya cenderung masih bingung gitu, mesti ngomongnya tidak menggunakan kata kerja, pasti setting in mana, nggak pake is gitu. Fluency sama pronunciation-nya sudah lumayan bagus. (There's sufficient improvement in fluency and vocabulary as well. For Junior High School students, grammar is difficult. We tend to focus on confidence and fluency for instance. Pronunciation improved. Usually students had difficulty to grammar for example they don't use the verb in *setting in* where there should be *is* between the *setting* and *in*. Fluency and pronunciation improved better than others.)*

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Interview 11 – Appendix B

Other agreements came from the English teacher explaining that communicative activities were successful to gain more confidence for students and to improve students' speaking skills. Performing in front of the class did not become a problem anymore since they were ready and prepared with the practices as what they got in communicative activities in this research.

- R : *Apakah sekarang siswa lebih confident bu?* (Do students become more confident?)
- ET : *Yaaa tadi juga diliat itu kan ketika maju, mereka sudah tidak malu-malu lagi, kecuali untuk beberapa anak yang agak seperti itu. Tapi untuk yang lain mereka lebih PD berbicara di dalam kelas, di dalam video. Peningkatannya banyak gitu.* (Yes. That could be seen when they performed in front of the class, they were not shy anymore, but a few students. For others, they were more confident to come to the front, in the video taping session as well. There were many improvements of confidence.)
- R : *Menurut ibu apakah kegiatan-kegiatan communicative yang kita lakukan kemarin itu membantu untuk siswa speaking-nya lebih bagus?* (Do you think that communicative language teaching activities we had done help to improve students' speaking skills?)
- ET : *Ya tentu saja mas, itu tadi anak-anak jadi mau maju ke depan itu bukan jadi momok lagi, mereka bisa, asalkan mereka siap. Kalo mereka tidak siap akan mau maju jadinya juga nggak bagus. Mereka materinya udah paham, tau materinya tentang apa, sudah dibaca, ketika maju mereka sudah mau maju tanpa ada mengeluh dulu.* (Yes, for sure. Coming to the front of the class is not a problem anymore. They are ready when they are well-prepared and conversely. When they had understood, read and knew the materials, they would come to the front without any complain.)

Interview 11 – Appendix B

2) Giving feedback to and appreciation for students' performance

Researcher kept giving feedback on their performance in this Cycle 2. Littlewood (1981: 90-91) states that the purpose of feedback is to give knowledge of how successful students' performances have been. The researcher gave compliments after the students did the post test. The researcher said "good job", "well done" to appreciate students for their performance. Besides verbal compliments, at the end of Cycle 2, researcher gave gifts, chocolate wafer sticks, to students for being cooperative during this

research and to finish the assessment test which was the post test. This was done to appreciate students because they had been successful to do and participate to the activities. Giving feedback to and appreciation for were as well supported by the English teacher because students needed to be appreciated.

R : *Kemarin setelah ada drama dan akhir Cycle 2, kemudian saya memberi sedikit gift buat apresiasi. Menurut ibu bagaimana?* (After playing drama and at the end of Cycle 2, I gave gifts as appreciation. What do you think?)

ET : *Memang, jadi kita kan memang harus ngasih compliment ke mereka. Apresiasi itu ya bisa berupa gift, bisa berupa kata pujian. Ketika lomba walaupun hadiahnya nggak seberapa, tapi ketika menang mereka akan lebih happy banget. Jadi mereka juga kompetisinya juga lebih keluar.* (Yes, we have to give them compliment. Appreciation can be gift and compliment. Even though there were just ordinary gifts, they were happier to win so they also competed well)

Interview 11 – Appendix B

3) Conducting reading aloud

Conducting reading aloud was used to provide chances for students to practice pronunciation. This was applied in Roro Jonggrang and The Golden Cucumber. Reading aloud in this research was meant to be another way of drilling pronunciation. While reading, students were emphasised to pronounce words. As supported by Richards (2006: 14), the accuracy tasks are for example completing grammatical sentences where some students in groups choose the sentence using present or past tense and then read aloud those sentences to check how to pronounce them. It could be implied that reading aloud was also used to check how to pronounce words. Students did reading aloud well. Most of them did this excitingly because they also did this along with games. In

addition, students gained as well more vocabulary mastery because they read all words in the texts including unfamiliar words they never heard before.

4) Conducting drilling pronunciation through fun activities

Fun activities used in conducting drilling were whispering ghost and a dolphin doll game. Those activities succeeded to drill pronunciation. Richards (2006: 14) describes that grammar and pronunciation drills come up as the activities to support both accuracy and fluency activities. Besides doing fluency activities, students needed to get supported pronunciation drills to support students' pronunciation. Pronunciation drill in this research was presented using fun activities. A dolphin doll activity was played first. This was played along with songs. Whenever the songs stopped, a student needed to read aloud a sentence. Some students pronounced words correctly. There were only a few students who did not really focus on the activity. Students showed more excitement in whispering ghost. They worked in large groups and were required to be able to pronounce some words well and fluently also to work in teams. Almost all teams could accomplish this game. They got both playing and learning activities. Those games were successful to make students participate because those were fun and interesting. Students had improvements of pronunciation drilling through fun activities.

R : *Kemarin kan ada kegiatan yang baca, ada teks terus nanti ada permainan yang muter itu, terus nanti kan setiap orang baca. Nah itu membantu berlatih pengucapan nggak?* (There was a game to read sentences. Is that helpful to practice speaking?)

S12 : Iya, membantu. (Yes, that helped.)

Interview 12 – Appendix

R : *Hahaha. Oke. Kemarin ada game yang setiap orang nanti kalo dapet boneka lumba-lumbanya itu baca kalimat, nah itu membantu kamu buat pengucapannya lebih bagus?* (Hahaha alright. There was s game when students got the dolphin doll they read sentences. Does that help you to pronounce well?)

S14 : *Iya, sangat membantu.* (Yes, that's very helpful.)

Interview 14 - Appendix

C. General Findings and Discussions

This research study was conducted from 12th April to 18th May 2016. The objective of this research was improving students' speaking skills of grade VIII students of SMP N 2 Sewon through communicative activities. The implementations were done in two cycles. The English teacher and the researcher had discussion and decided to discontinue the research at the end of Cycle 2. This was done because the objective of this research had been achieved and the implementations of communicative activities were successful to be done.

These are served the general findings of the implementations of communicative activities in Cycle 1 and Cycle 2.

Table 8: **The Improvements in Cycle 1 and Cycle 2**

| The Plans | Cycle 1 | Cycle 2 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using communicative activities | <ul style="list-style-type: none"> Acting from a script succeeded to gain more confidence for students to speak. Students got opportunities to practise speaking through acting | <ul style="list-style-type: none"> Through fun activities, most students gained more confidence. Drilling pronunciation was applied in two meetings and helpful to |

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| | <p>from a script.</p> <ul style="list-style-type: none"> • Most students still mispronounced words. • There lacked fun activities. • Some students still lacked confidence. • Drilling was needed for students to pronounce words correctly. • Students' fluency improved. | <p>pronounce words for students.</p> <ul style="list-style-type: none"> • Students had chances to pronounce words. • Only a few students still mispronounced sometimes. • Students' fluency improved almost thoroughly. |
| Giving feedback to and appreciation for students' performance | <ul style="list-style-type: none"> • Students lacked confidence and were shy to speak English. • After getting feedbacks, students knew their improvement. • Students became more appreciated after getting rewards doing | <ul style="list-style-type: none"> • Students became more enthusiastic and appreciated after getting compliment and gifts. • They were not shy and felt more confident to speak and perform as appreciated. |

| | | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | acting from a script. | |
| Conducting reading aloud | <ul style="list-style-type: none"> • Pronunciation was still the main problem found after Cycle 1. • Reading aloud was not implemented maximally in Cycle 1. • Students got a few chances to practice reading aloud. | <ul style="list-style-type: none"> • Reading aloud was conducted in two meetings so that students got chances to practise pronunciation. • Most students could read and pronounce words correctly. |
| Conducting acting from a script | <ul style="list-style-type: none"> • Acting from a script succeeded to provide fun activity. • Students could gain more confidence because they spoke fluently. • Students were also willing to work in groups and to perform in front of the class. | - |

| | | |
|----------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conducting drilling pronunciation through fun activities | - | <ul style="list-style-type: none"> • Fun activities used to conduct drilling pronunciation were whispering ghost, and dolphin doll game. • Students both learnt and played at the same time. • Students got opportunities to practice pronunciations so that their pronunciations improved. |
|----------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Beside the qualitative data seen from observations and interviews, there was supported also by quantitative data through pre and post tests. To avoid subjectivity of assessment, researcher and the English teacher as the collaborator assessed the students in the pre test and also the post test. The English teacher was as Assessor 1 and the researcher was as Assessor 2. The English teacher and researcher assessed students' fluency, pronunciation, grammar and vocabulary through speaking assessment rubric. The scores for each skill of the students were processed to get the mean scores in the pre and post tests. The mean scores from Assessor 1 and 2 in pre test and post tests were to find the final gained mean scores.

Table 9: The Result of Pre Test

| Assessor | Fluency | Pronunciation | Grammar | Vocabulary |
|------------|---------|---------------|---------|------------|
| Assessor 1 | 2,34 | 2,38 | 2,30 | 2,11 |

| | | | | |
|-------------------|------|------|------|------|
| Assessor 2 | 2,42 | 2,26 | 2,15 | 2,23 |
| Gained Mean Score | 2,38 | 2,32 | 2,22 | 2,17 |

Table 10: **The Result of Post Test**

| Assessor | Fluency | Pronunciation | Grammar | Vocabulary |
|-------------------|---------|---------------|---------|------------|
| Assessor 1 | 2,76 | 2,61 | 2,42 | 2,34 |
| Assessor 2 | 2,92 | 2,65 | 2,30 | 2,46 |
| Gained Mean Score | 2,84 | 2,63 | 2,36 | 2,40 |

Table 11: **Students' Improvement Scores of Pre Test and Post Test**

| Test | Sum | Fluency | Pronunciation | Grammar | Vocabulary |
|---------------------|-----|-------------|---------------|-------------|-------------|
| Pre | 26 | 2,38 | 2,32 | 2,22 | 2,17 |
| Post | 25 | 2,84 | 2,63 | 2,36 | 2,40 |
| Final Gained Scores | | 0,46 | 0,31 | 0,14 | 0,23 |

Students' fluency improved 0,46 from 2,38 in pre test to 2,84 in post test after implementing communicative language teaching activities. Pronunciation also obtained 0,31 for the improved score. Students' pronunciation mean score was 2,32 in pre test. It improved to 2,63 in post test. Grammar also improved 0,14 from 2,22 in pre test to 2,36 in post test. Students' vocabulary mastery gained 0,23 as well. It was 2,17 in pre test and improved to 2,40 in the post test. From the discussion above, it could be concluded that student's speaking skills improved through the implementations of communicative language teaching activities. Those improved skills were fluency, pronunciation, grammar and vocabulary.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents conclusions, implications and suggestions of this research. The descriptions of each part will be presented below.

A. Conclusions

This research was carried out at grade VIII D of SMP N 2 Sewon, Bantul in academic year 2015/2016. This was done from 12th April to 18th May 2016. The objective of this research was improving students' speaking skills of grade VIII students of SMP N 2 Sewon through communicative language teaching activities. Regarding to the research findings and discussions in the previous chapter, this can be concluded that implementing communicative language teaching activities was proven to improve students' speaking skills.

First of all, by conducting communicative language teaching activities, speaking skills could be taught equally in the classrooms since they provided speaking activities needed. That made speaking activities frequently conducted. Through communicative activities, the focus of learning in the classroom was not only for writing and reading skills, but also for speaking skills. Secondly, the speaking activities in the classroom became varied. Communicative activities offer various speaking activities. The English teacher had choices to conduct speaking. Thus teaching and learning processes turned into learner-centred instead of teacher-centred. Communicative activities also gave opportunities for students to practise speaking since speaking is a productive skill. Thirdly students were motivated and willing to participate in the activities. They gained more confidence to speak as their speak-up fluency improved as well as their pronunciation. Through communicative activities, students' speaking skills improved.

B. Implications

The implementation of communicative activities was expected to give implications to the research member. The first was that the use of communicative activities could create fun learning situations where students could enjoy both learning and playing through pre-communicative activities, fun activities, acting from a script and discussions. Students also gained more confidence after having those activities because they had opportunities to practise their speaking skills. Therefore the English teacher should try to provide fun speaking activities.

The use of giving feedback to and appreciation for students' performance successfully improved students' motivation to speak. They felt appreciated doing their performance. This implies that it is significant to give feedback and appreciation for students.

The implementations of communicative activities were believed to improve students' fluency, pronunciation and vocabulary. Various speaking activities gave opportunities for students to practise speaking frequently. Frequent practices improved fluency. Drilling through fun activities made students able to pronounce words and to play at the same time. They did not feel bored to the drilling pronunciation because of fun games. Narrative texts learnt by students served new vocabularies. It is implied that implementing activities promoting communicative activities is crucial to be conducted by English teacher.

C. Suggestions

Based on the conclusions and implications, the researcher would like to propose suggestions for the English teacher and other researchers. The suggestions are presented below.

1) For the English teacher

1. Teaching English skills should be taught in balance
2. The teacher should provide various speaking activities to give opportunities for students to practise speaking
3. The teacher should present fun speaking activities

4. The teacher should provide communicative activities
5. The teacher should give feedback to and appreciation for students' performances.

2) For other researchers

This research has the purpose to improve students' speaking skills through communicative language teaching. The results of this study could be used as the references for the other researchers who are interested to conduct the same study. Nevertheless there are still some weaknesses and problems left hoping that other researchers could also try to solve them for the sake of better results of other researches. There should be more pre-communicative activities before doing communicative activities. To minimise the weaknesses and solve the remaining problems, therefore another similar research study should be conducted to validate and or to develop this result.

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THE BLUEPRINT OF INTERVIEW QUESTIONS

A. Planning

| No. | Content | References | Questions for the Students | Questions for the Teacher |
|-----|----------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Obstacles in the teaching and learning of speaking | Brown (2001:270) Nunan (1989:18) | <ul style="list-style-type: none"> ➤ What are your problems in learning speaking? ➤ How do you deal with those problems? | <ul style="list-style-type: none"> ➤ What are your difficulties to teach speaking? ➤ How do you deal with those problems? |
| 2. | Classroom activities | Brown (2001:271) Harmer (2004:271) | <ul style="list-style-type: none"> ➤ Does your teacher mostly give you speaking practices? If yes, what are they? ➤ Does your teacher involve you to choose the activities what to do? ➤ What are learning activities in your classroom you like to do very much? | <ul style="list-style-type: none"> ➤ What kind of activities do you usually use to practice your students' speaking skill? ➤ What activities actually do you want to teach to your students? |
| 3. | Students' attitudes and speaking abilities | Graves (2000:103) Nunan (1989:36) | <ul style="list-style-type: none"> ➤ Do you like English? ➤ Do you like to speak English? ➤ Do you practice your speaking skill regularly? ➤ Do you enjoy learning English in your classroom? ➤ Do you feel confident to speak English? | <ul style="list-style-type: none"> ➤ Are the students active in following the classroom activities? ➤ What do you think about your students' learning achievement in learning English especially speaking? |

| | | | | |
|----|---------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Teacher | Harmer (2007:108) Nunan (1989:19) | <ul style="list-style-type: none"> ➤ Tell me about the teaching and learning process in your classroom. ➤ Is that interesting? ➤ How does your teacher explain the material? | <ul style="list-style-type: none"> ➤ How do you explain the materials? ➤ Are the students motivated in learning speaking? ➤ How to give feedback in speaking activities? |
|----|---------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

B. Reflection

| No. | Content | References | Questions for the Students | Questions for the Teacher |
|-----|--------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Classroom speaking activities | Harmer (2004:271) Brown (2001:271) | <ul style="list-style-type: none"> ➤ Do you like working in groups now? ➤ Do you enjoy our speaking activities? ➤ Do you think that your speaking skills improved? If yes, what are the improvements? ➤ Are you confident not to perform in front of the class? | <ul style="list-style-type: none"> ➤ What do you think about the speaking activities? ➤ Do students enjoy the learning and teaching processes? ➤ Do feedback and appreciation also improve students' speaking skills? |
| 2. | Advantages of Implementing CLT | Richards (2006: 14) Littlewood (1981: 16) | <ul style="list-style-type: none"> ➤ What is your favourite activity? Why? ➤ Do communicative activities help you to speak English? ➤ What do you think about the games? ➤ Do you like playing role play? Why? | <ul style="list-style-type: none"> ➤ Do communicative activities help to improve students' speaking skills? ➤ Are they suitable for speaking? |

| | | | | |
|-----------|------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Students' speaking abilities | Graves (2000:103) | <ul style="list-style-type: none"> ➤ Do you become more confident now to speak? ➤ Can you now pronounce words correctly? ➤ Do you now speak English more fluently? ➤ Has your vocabulary mastery improved? | <ul style="list-style-type: none"> ➤ Do you think that students' speaking skills improved? ➤ Are students now more confident to speak after implementing communicative activities? ➤ What are students' improvements for speaking skills? |
| 4. | Learning materials | Gower et. al., (1995:77) | <ul style="list-style-type: none"> ➤ What do you think about the learning materials? Do you think they are difficult or easy? ➤ Do you think the learning materials interesting? | <ul style="list-style-type: none"> ➤ What do you think about the learning materials? ➤ Are they too difficult or too easy? ➤ Are they suitable? ➤ Are they interesting? |

INTERVIEW TRANSCRIPTIONS

Interview 1

Date : March 30 2016

Topic : Preliminary Observation

Respondents : R (Researcher)

S1 (Student 1)

R : *How are you today*, Misbach?

S1 : *I'm fine.*

R : Mau tanya beberapa pertanyaan nih. Kalo belajar speaking ada kesulitan nggak?

S1 : Ada.

R : Apa kesulitannya?

S1 : Pengucapan.

R : Pengucapan, *pronunciation*. Terus gimana cara kamu buat mengatasi itu?

S1 : Minta bimbingan guru.

R : Miss Woro sering kasih tugas atau kegiatan *speaking* nggak?

S1 : Sering.

R : Apa aja contohnya?

S1 : Contohnya dialog, memerankan tokoh.

R : Terus Misbach suka bahasa Inggris?

S1 : Suka.

R : Suka ngomong pake bahasa Inggris?

S1 : Kadang-kadang kalo ada temen luar.

R : Ada temen luar?

S1 : Ada.

R : Wow. Kalo latihan ngomong pake bahasa Inggris rutin?

S1 : Tergantung.

R : Tergantung apa?

S1 : Ya tergantung sering ato enggaknya temen luar.

R : Ooh. Suka gak kalo belajar *speaking* di kelas?

S1 : Suka, kalo diterangin sama Miss Woro.

R : PD gak kalo ngomong bahasa Inggris?

S1 : Kurang, kurang PD.

R : Kenapa kurang PD?

S1 : Agak gak yakin aja sama jawabannya

R : Agak gak yakin, ok. Miss Woro kalo di kelas nerangin materinya gimana?

S1 : Lancar, menarik.

R : Menarik yaa. Berarti kalo kamu pengen kegiatan *speaking*, kegiatannya yang gimana?

S1 : Bermain peran.

R : Oo bermain peran. Ok, makasih yaa Misbach ya.

Interview 2

Date : March 30 2016

Topic : Preliminary Observation

Respondents : R (Researcher)

S2 (Student 2)

R : *Morning*, Prita. Minta waktunya sebentar yaa.

S2 : *Morning*, mas, oke.

R : Kalo belajar bahasa Inggris itu sulit atau enggak?

S2 : Enggak terlalu kalo udah memahami mmm kata-kata dasarnya.

R : Mmm, enggak terlalu yaa. Terus kesulitan apa yang kamu hadapi pas belajar *speaking*?

S2 : Susah, susah mengerti, apa yaa, mengerti artinya. Kadang menyusun artinya kadang susah gitu.

R : Ooh susahnya di situ. Biasanya Miss Woro sering kasih tugas nggak, tugas *speaking*?

S2 : Engga terlalu sering sih.

R : Kalo misal dikasih tugas, tugasnya ngapain aja, kegiatannya?

S2 : Tugas tertulis. Paling cuma kalo, kalo *acting* itu cuma sekali pas dulu itu.

R : Pas tugas, Miss Woro sering melibatkan kamu sama temen-temen yang lain nggak?

S2 : Engga, jarang sekali.

R : Biasanya kalo kegiatan, aktivitas *speaking*, kegiatannya ngapain aja?

S2 : Cuma kaya suruh kaya ngomong, menirukan, terus berbicara sendiri sambil memahami.

R : Mm suka bahasa Inggris nggak?

S2 : Suka banget.

R : Suka banget? Kenapa suka banget?

S2 : Yaa menarik aja gitu lho. Kayak lebih bisa untuk sekolah yang lebih tinggi.

R : Terus kalo gitu, suka latihan ngomong pake bahasa Inggris rutin nggak?

S2 : Cuma kalo kata-kata dasar apa gitu yang sering di denger

R : Mm itu yang baru kalo dilatih yaa. Menikmati nggak belajar bahasa Inggris di kelas? Kan temen-temennya pada rame.

S2 : Menikmati-menikmati aja walaupun gurunya agak gitu lah.

R : Agak gimana?

S2 : Gimana yaa. Ya kayak gitu. Dia tu bukannya galak tapi tegas. Tapi kan sering penilaiannya kan galak gitu.

R : Oo ya ya. PD nggak kalo ngomong pake bahasa Inggris?

S2 : Lumayan PD kalo kata-katanya bener.

R : Sejauh ini kalo belajar *speaking* di kelas itu gimana?

S2 : Mm yaa lumayan lah, agak dong, agak paham.

R : Kenapa nggak terlalu paham? Kenapa agak paham?

S2 : Karena Miss Woro ngajarnya terlalu kecepeten, terlalu kaya sering ketegasan gitu.

R : Kecepeten ya?

S2 : Iya.

R : Kalo misal ada kegiatan speaking, kegiatannya mau gimana?

S2 : Berdialog, *acting*, yaa cuma kaya gitu-gituan

R : Oo yaa, makasih Prita. *Thank you*.

S2 : Iya.

Interview 3

Date : March 30 2016

Topic : Preliminary Observation

Respondents : R (Researcher)

S3 (Student 3)

S4 (Student 4)

R : Pagi, Aura, Putri. Minta waktunya sebentar yaa. Bahasa Inggris itu susah nggak?

S3+S4 : Engga, biasa aja

R : Suka *speaking*?

S3 : Suka dikit-dikit.

S4 : Lumayan.

R : Lumayan? Kenapa suka *speaking*?

S3 : Yaa menarik sih kata-katanya soalnya.

S4 : Hooh, ngomongnya.

R : Aha, terus kalian PD nggak kalo ngomong pake bahasa Inggris?

S3 : PD PD aja.

R : Biasanya kesulitan apa yang sering kalian hadapi kalo *speaking*?

S4 : Ya tulisannya yang itu lho. Tulisannya susah kan jadinya kan ngomongnya kececit-cetit. Apasih.

R : Pengucapannya?

S4 : Ya itu.

S3 : Yang *vocab* gitu

R : *Vocab*? Gimana caramu buat menyelesaikan itu?

S3 : Tanya sama bu guru, kalo engga tanya sama ibu.

S4 : Sama kakak.

R : Buka kamus?

S3 : Kadang-kadang.

R : Miss Woro sering kasih latihan *speaking* nggak?

S3 : Iya.

R : Iya, apa aja?

S3 : Kaya baca di soal.

S4 : Terus main peran. Opo?

S3 : Dialog itu.

R : Sejauh ini kalau pelajaran *speaking* di kelas gimana menurut kalian?

S2 : Makin susah.

R : Makin susah? Kenapa makin susah?

S3 : Soalnya ya harus yang *verb* dua sama *verb* tiganya itu juga, terus ada banyak *vocab*-nya.

R : Gimana Aura, sejauh ini pelajaran di kelas buat *speaking*?

S4 : Ya, sama kaya Putri lah.

R : Sama kaya Putri, oke.

S4 : Hehe

R : Gimana cara Miss Woro menerangkan materi *speaking*?

S3+S4 : Dikasih contoh.

R : Kalo kamu pengen ada kegiatan *speaking*, kegiatannya seperti apa?

S3 : Drama

S4 : Drama

R : Kenapa drama?

S3 : Soalnya kan banyak yang perannya juga, terus dialog juga.

R : Melatih dialog yaa?

S3+S4 : Iya.

R : Makasih yaa Purti, Aura.

S3+S4 : Yaa

Interview 4

Date : March 30 2016

Topic : Preliminary Observation

Respondents : R (Researcher)

ET (English Teacher)

R : Selamat siang, bu.

ET : Ya.

R : Di sini saya ingin minta waktunya sebentar untuk menanyakan beberapa pertanyaan yang berkaitan dengan proses belajar mengajar. Bagaimana proses belajar mengajar di kelas ibu?

ET : Dari awal?

R : Iya.

ET : Dari awal ya biasa sih mas, yang pasti greetings, setelah itu absen, setelah itu *review* tentang materi yang kemaren, setelah itu baru kita kasih clues, biar anak-anak, memancing anak-anak biar hari ini tahu mau belajar apa.

R : Oo gitu. Terus bagaimana cara ibu menjelaskan materi ke siswa?

ET : Saya biasanya kalo njelasin materi itu lebih sering menggunakan bantuan media. Karena sekarang banyak media dari internet. Biasanya kalo nggak pake video, pake gambar, pake lagu itu untuk memancing *interest* anak-anak gitu. Kalo saya terangkan dengan LKS ato apa, biasanya anak-anak cepat bosan, jadi satu semester kemarin saya gak pernah pake LKS sama sekali. Karena ya itu tadi kalo menerangkan dengan hanya membaca LKS, terus diterangin, biasanya mereka juga nggak masuk, jadi mendingan kita banyakin medianya, buat anak-anak tertarik, sehingga ilmu yang didapat anak-anak akan lebih banyak.

R : Kira-kira kesulitannya apa aja yaa bu kalo mengajar *speaking*?

- ET : Kesulitan *speaking* itu satu, anak-anak lack of confidence, jadi mereka kurang percaya diri. Kedua, kosakata yang di anak-anak itu kurang banyak, sangat sedikit. Jadi untuk kalo berbicara itu mereka merasa kosakatanya kurang, mereka akan takut berbicara bahasa Inggris. Yang ketiga, apa, anak-anak tu masih malu sama temen-temennya. Nanti kalo dia ngomongnya salah, malu. Jangankan *speaking*, untuk *reading* saja mereka susah. Mereka *reading* aja diketawai. Jadi mereka itu sangat, untuk mengucapkan satu kata saja dalam bahasa Inggris saja tu agak susah.
- R : Oh ya. Lalu bagaimana Ibu mengatasi kesulitan-kesulitan dalam *speaking*?
- ET : Mmm, ya satu, dari awal, kita selalu berikan mereka compliment, harus selalu di support terus, salah juga jangan dimarahi, kalau membetulkan pun kita tidak bisa langsung eee memarahi tapi dibetulkan depan kelas, bukan untuk memalukan tapi biar semua orang notice kalo itu salah. Yang kedua, ya dipancing dengan media gitu, bisa dengan media gambar, media lagu,. Dan biasanya kalo untuk *speaking* mereka bersama-sama. Jadi lebih dari satu untuk maju. Kalo cuma satu mereka akan ketawa, malu. Kalo untuk dua orang atau group, itu mereka akan lebih, lebih, apa, lebih mau untuk ngomong bahasa Inggris.
- R : Kemudian kegiatan apa saja ya bu yang biasanya digunakan untuk *speaking*?
- ET : Biasanya sih kalo *speaking* kita hanya pake *flash card*, pake media video, sama *games*. Kalo *games* itu banyak. Kita bias pake game snowball, snake and ladder.
- R : Siswanya aktif nggak ya bu kalo ngikutin pelajaran di kelas?
- ET : Sebenarnya aktif, kalo aktif sih aktif, mas. Cuman kalo untuk, untuk apa 100 persen English ato lebih dari 50 persen aja itu kita udah susah. Karena aktifnya mereka itu ya, ya mereka seneng. Cuman kalo ngomong full English itu belum bisa.
- R : Eee, menurut Ibu bagaimana *achievement* siswa sejauh ini belajar bahasa Inggris, terutama belajar *speaking*?
- ET : Kalo menurut saya sih, ya kalo dibilang puas sih belum. Kalo untuk *improvement* sudah, mengingat anak-anak ini eee kosakatanya minimal sekali. Untuk mengucapkan satu kalimat aja dengan sukses itu aja sudah lumayan bagus. Tapi memang *speaking skill* mereka harus ditingkatkan lagi.
- R : Oh iya. Apakah siswanya itu termotivasi ya bu, belajar *speaking* dengan cara-cara kemarin?
- ET : Kalo termotivasi sih iya. Tapi kalo mereka disuruh maju, disuruh presentasi itu ya memang mereka malunya masih banyak, jadi memang

agak-agak susah. Ketika dikasih materi mereka tertarik, tapi untuk mereka maju gitu, deg-degannya luar biasa. Jadi perlu lebih kesabaran lagi dan banyak support buat mereka mau English *speaking* nya bagus.

R : Terus bagaimana caranya memberikan *feedback* di kegiatan *speaking*?

ET : Kalo saya sih biasanya memberikan feedback itu di depan kelas. Memang ada beberapa guru yang tidak memberikan langsung karena anaknya malu. Tapi kalo untuk saya, saya memberikan feedback langsung bukan maksud mempermalukan seseorang, tapi semua orang *notice* kalo ini salah. Kalo tidak dibenarkan dia akan menganggap ini benar dan akan diulang-ulang terus.

R : Oo gitu ya bu. Apakah ibu menggunakan *teaching media* untuk *speaking*?

ET : Iya, sebenarnya memakai *teaching media*. Karena *integrated*, nggak cuma buat *speaking*. Jadi buat yang lain juga seperti *reading*, *writing*. Kalo buat *speaking* belum ada.

R : Kemudian bu, bagaimana cara ibu untuk mengevaluasi atau menilai kemampuan siswa apakah *improved* atau belum?

ET : Kalo *speaking*, jujur saat ini saya belum pernah nilai. *Speaking* biasanya cuma praktik. Praktik itu pun saya nggak bisa per anak, karena *lack of time*, karena dibatasi oleh waktu. Jadi kalo *speaking* biasanya berkelompok.

R : Ooo nggih.

ET : Heem.

R : Apakah kemampuan *speaking* untuk saat ini siswa peroleh, sudah sesuai dengan ekspektasi dari guru?

ET : Kalo sesuai ekspektasi sih belum. Jadi sebenarnya kita mau anak-anak pasti *fluent* gitu in English. Tapi itu masih jauh sih mas. Sekarang mereka di kelas pake *English* paling cuma sekitar 20 persen, itu paling banyak. Mereka ngomong Inggris di materi saja. Untuk kata-kata lain kalo enggak kita tegaskan harus memakan Inggris, mereka akan susah gitu.

R : Terima aksih bu atas waktunya, terimakasih banyak.

ET : Iya, sama-sama.

Interview 5

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

S5 (Student 5)

R : *Good morning* Irsya, mau tanya beberapa pertanyaan tentang pelajaran yang kemarin. Gimana kemarin kira-kira pelajarannya sama saya?

S5 : Enak

R : Kenapa enak? Enaknya dimana?

S5 : Ya kalo nerangin tu, apa tu, jelas tu lho. Jadi tu kalo masuk ke otak tu aku jadi tau.

R : Terus kemarin materinya gimana kira-kira kita belajar materinya? Susah atau....materinya yang kemarin?

S5 : Ya susah-susah gampang.

R : Susah-susah gampang. Yang susah yang mana?

S5 : Kalo ngarti-ngartiin bahasa Inggris tu lho. Kadang kalo nggak ada di kamus terus mau nanya tu, agak gimana gitu.

R : Oke. Sekarang kalo ngomong bahasa Inggris gimana setelah kita belajar kemarin ada *role play*, ada permainan, gimana sekarang?

S5 : Ya bisa dikit-dikit.

R : Lebih PD nggak setelah belajar kemarin?

S5 : Heem.

R : Apa yang bikin PD?

S5 : Soalnya kan yang liat drama satu kelas, nggak kelas lain. Jadi kalo satu kelas kan udah kaya keluarga, jadinya kalo ngomong ya PD aja.

R : Terus eee kegiatan yang paling menyenangkan yang mana?

S5 : Drama.

R : Drama? Kenapa Drama?

S5 : Ya kan kalo dialog kan bisa berinteraksi sama temen-temen, terus kalo diliatin tu jadi tambah PD.

R : Oo gitu. Sekarang kalo masih ada kesulitan, kesulitannya apa?

S5 : Ya itu tadi, yang ngartiin bahasa Inggris.

R : Oo ha a. Kalo misalnya besok ada kegiatan lagi, kegiatannya apa?

S5 : Drama lagi.

R : Drama lagi? Hehe. Terus lebih suka kerja sendiri apa kerja bareng temen?

S5 : Kerja bareng temen.

R : Kenapa kerja bareng temen?

S5 : Kalo kita engga tau kan bisa dibantu sama temen. Terus kalo diskusi kan bareng-bareng.

R : Oo gitu. Terus keamrin setelah belajar bahasa Inggris, ada yang pengen ditingkatkan nggak?

S5 : Ada.

R : Apa? Yang perlu ditingkatkan apa? Pengen gimana?

S5 : Bahasa Inggrisnya tu bisa tambah lancar lagi. Terus ya itu yang ngarti-ngartiin itu tambah bisa.

R : Oke, makasih ya Irsya yaa.

S5 : Iya.

Interview 6

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

S6 (Student 6)

R : Habis jajan yaa Cherlyta yaa.

S6 : Hehe.

R : Mau tanya beberapa pertanyaan tentang kemarin kita belajar. Gimana kemarin pelajarannya?

S6 : Menarik. Terus seru. Terus itu, kalo bahasa Inggris kan pelajaran terus, kalo ini tu ada, apa, kaya pake drama gitu.

R : Materinya gimana kemarin?

S6 : Materi?

R : Materi yang kita pelajari. Apa gampang, susah?

S6 : Lumayan.

R : Kemarin ngajarnya instruksinya jelas nggak?

S6 : Jelas. Jelas banget.

R : Jelas banget? Oke. Kalo sekarang ngomong bahasa Inggris kira-kira gimana?

S6 : Belum lancar.

R : Dari awal sampe sekarang, kegiatan apa yang kamu suka?

S6 : Itu, mendengarkan sama liat drama itu.

R : Oo gitu. Main drama iya nggak?

S6 : Iya.

R : Kenapa main drama menyenangkan?

S6 : Soalnya jarang sih main drama pake bahasa Inggris.

R : Oooh gitu. Terus kalo sekarang masih ada kesulitan belajar bahasa Inggris, kesulitannya apa?

S6 : Ya itu berbicara pake bahasa Inggris.

R : Berbicara apanya? Pengucapannya kah atau....?

S6 : Pengucapan.

R : Kalo misalnya besok ada pelajaran lagi, pengennya kegiatannya kaya gimana?

S6 : Ya kaya kemarin lagi.

R : Contohnya?

S5 : Yang mendengarkan sama bermain drama gitu.

R : Lebih seneng kegiatan sendiri apa sama temen?

S6 : Sama temen.

R : Kenapa sama temen?

S6 : Soalnya lebih seru.

R : Oke. Makasih ya Cherlyta yaa.

Interview 7

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

S7 (Student 7)

S8 (Student 8)

S9 (Student 9)

R : Halo Exsa. Mau tanya-tanya sebentar. Gimana pendapatnya tentang Exsa pelajarannya kemarin?

S7 : Bagus.

R : Apanya yang bagus?

S7 : Menerangkannya dengan tepat, menyenangkan.

R : Terus materinya kemarin gimana? Agak susah, gampang....

S7 : Gampang.

S8 : Ya agak gampang mas.

R : Kemarin saya ngajarnya gimana?

S8 : Tertib, tertib.

S7 : Disiplin.

R : Jelas nggak?

S8 : Jelas.

R : Setelah ada kegiatan kemarin, ada *games* ada bermain peran, sekarang kalo ngomong bahasa Inggris gimana?

S7 : Lumayan.

S8 : Ya agak lancar sedikit, mas.

R : Lebih PD nggak?

S7 : Oo PD banget.

S8 : PD banget.

R : Apa yang membuat lebih PD?

S8 : Ya karena lebih lancar dan benar.

R : Yaa oke. Dari kegiatan kemarin, kegiatan yang menyenangkan yang mana?

S7&S8: Drama.

R : Kenapa drama menyenangkan?

S8 : Ya bisa bebas berimajinasi.

R : Terus sekarang masih ada kesulitan nggak?

S7 : Masih.

S8 : Sedikit lah.

R : Kesulitannya apa?

S9 : Mengartikan.

S8 : Artinya.

R : Kalo besok ada pelajaran lagi, pengennya kegiatannya yang gimana?

S7 : Drama.

S8 : Drama.

R : Kenapa drama?

S8 : Ya membuat kita semakin berani dan PD.

R : Lebih suka kegiatan sendiri atau sama temen?

S7 : Sama-sama.

S8 : Sama temen.

R : Sekarang masih ada yang perlu ditingkatkan nggak dari *speaking* bahasa Inggris kalian?

S8 : Apa?

S9 : Cara pembicaraan itu masih susah mas.

S8 : Pengartian.

S7 : Pelafalan-pelafalan.

R : Oke. Makasih semuanya yaaa.

Interview 8

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

ET (English Teacher)

R : Selamat siang, Bu.

ET : Siang.

R : Di sini saya mau bertanya tentang review pelajaran yang kemarin. Menurut ibu, bagaimana pengajaran yang saya lakukan sejauh ini?

ET : Kalo sejauh ini sudah bagus, cuman balik lagi kalau anak-anak itu *pronunciation*-nya masih banyak yang salah, perlu, memang kita harus repot untuk mengulang-ulang, kalau tidak, nanti anak-anak akan terbiasa dengan itu. Sama pastikan sebelum tampil udah di *review* dulu *pronunciation*.

R : Kira-kira kekurangan dan kelebihan yang kemarin?

ET : Kalo kelebihannya tu anak-anak udah lebih berani berbicara bahasa Inggris, anak-anak sudah mau maju. Kekurangannya sedikit, cuma anak-anak itu sebelum tampil, anak-anak membaca teks bersama dulu, jadi di *guided*. Jadi misalnya guru membaca, anak-anak menirukan, kalo sudah, habis itu anak-anak baca bareng-bareng terus mendengarkan, sambil kalo ada *pronunciation* yang salah, biar langsung dibetulkan. Tadi kebetulan banyak yang missed di *pronunciation*, kalo *fluency* sudah banyak yang lancar. Cuma *pronunciation* aja. Mungkin di pertemuan terakhir kurang banyak *drill*-nya aja.

R : Terus materi yang saya berikan kemarin gimana ya, bu?

ET : Kalo materi pas. Tidak terlalu susah untuk anak-anak dan tidak terlalu mudah untuk anak-anak. Materinya sudah cocok, mas.

R : Oh ya, bu. Kalau *communicative language teaching* yang saya gunakan bagaimana ya, bu, yang untuk mengajar *speaking*?

ET : Ya itu, karena itu intinya untuk *speaking*, jadi sudah sesuai dengan *goals*-nya untuk *improving speaking skills*.

R : Oke. Kira-kira ada yang perlu ditingkatkan nggak ya bu dari segi kegiatannya?

EY : Kalo kegiatannya sih menurut saya masih perlu *drillings* dalam arti kalo kita menganggap itu mudah eee belum tentu anak-anak menganggap itu

mudah. Jadi misalnya kita enggak apa-apa kita mengulang-ulang. Kalo kita kan ini lagi ini lagi. Tapi kalo buat anak-anak enggak papa dibanyakin *drilling*-nya, sama *drilling pronunciation*. Yang lainnya sudah bagus cuma *exercise*-nya aja.

R : Tambahannya gimana yaa bu *exercise*-nya?

ET : Exercise itu tadi, drillings, bisa tambah dengan games, misalnya *whispering ghost*, atau apa. Bisa pake flash card, sekelompok main kartu juga enggak masalah.

R : Terus bagaimana respon siswa tentang pembelajaran yang saya berikan?

ET : Responnya bagus.

R : Apakah *enjoy*?

ET : Enjoy sih enjoy. Apalahi anak-anak tau kalo akan di video jadi mereka wes mempersiapkannya lebih. Mereka lebih persiapan. Terus untuk anak-anak yang tidak maju harus dikasih kegiatan lain, tadi kan ada yang tiduran, ada yang, nah itu kan enggak terkontrol. Ada sebagian yang nonton, tapi ada yang males. Nah yang males-males ini yang dikasih apa. Misalnya menilai temen yang lain, nilainya enggak dimasukkan, jadi mereka juga memperhatikan temen-temennya.

R : Kalau dari *speaking*-nya siswa, apakah ada peningkatan?

ET : Peningkatan, peningkatan. Banyak yang meningkat. Cuma ya narrator-nya agak terlalu cepat, untuk narrator diputar lagi video.

R : Kira-kira sekarang masih ada problem enggak ya, bu, untuk *speaking*? Kalau missal masih ada, *problem*-nya apa?

ET : Kalo problem yang *pronunciation* yang masih banyak salah. Kalo salah langsung dibetulkan. Soalnya pikir mereka kalo teriak dan enggak ada yang membetulkan, itu betul. Jadi mereka ngomongnya salah ya harus dikasih tahu. Menunggu mereka bertanya, mereka enggak akan bertanya. Jadi gurunya harus aktif.

R : Perubahan apa ya, Bu, yang terlihat sebelum dan sesudah?

ET : Perubahannya lebih PD, mereka *fluency*-nya lebih kelihatan, lebih lancar ngomongnya udah enggak gagu gagu.

R : Saran Ibu untuk *cycle* selanjutnya apa, Bu?

ET : Cycle selanjutnya, satu, dikupas tuntas aja mas, jadi bacaan dikupas anak-anak *reading aloud*. Bacanya bareng-bareng, terus nanti gentian per kalimat. Anak-anak pertama ngikutin guru dulu, memang lebih capek, habis itu satu-satu, kalo udah satu-satu betul, nanti *reading aloud*,

menirukan bareng-bareng. Misalnya teks Goldilocks, misalnya kata *sleeping* jangan sampai salah, misal *ate* jangan *at* bacanya, walaupun mereka speaking, tapi mereka masih reading kan.

R : Kalau teks nya sendiri, Bu?

ET : Nah ini dia saya mau request, kalo kemarin kan kita sudah pake *narrative text* yang *western*, dari luar, sekarang yang ini pake yang lokal aja. Jadi besok mendingan mas Lutfi lebih banyak bedah naskah, membaca gitu gitu.

R : Oh iya, Bu. Kira-kira kegiatannya apa lagi yang bisa digunakan untuk menunjang speaking?

ET : *Game* mas, bisa bola, *snake and ladder*, yang penting anak-anak mau ngomong.

R : Lebih kegiatan yang *fun* ya, Bu?

ET : Heem *fun*, kemarin kan udah hafalan drama, biarin mereka mainan dulu.

R : Iya, Bu. Terimakasih Bu atas waktunya.

ET : Iya iya mas, sama-sama.

Interview 9

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

S10 (Student 10)

R : Good morning, Nuha. Oke. Di sini saya mau bertanya beberapa pertanyaan, bentar yaa, terkait kemarin kita belajar. Ee menurut kamu gimana saya ngajarnya?

S10 : Yaaaa.....baguslah, lumayan.

R : Kemarin ngajarnya menarik nggak?

S10 : Ya menarik.

R : Menurut kamu, aktivitas kita kemarin gimana? Kegiatannya ada permainan, ada drama?

S10 : Hmm lumayan menarik juga.

R : Terus kegiatannya yang kamu suka yang mana?

S10 : Mmm sama aja, rata-rata.

R : Ada yang susah nggak kegiatannya kemarin?

S10 : Ngomong bahasa Inggris.

R : Ngomongnya yang gimana, pengucapannya kah?

S10 : Cara-caranya, tata tata bahasanya.

R : Oo tata bahasanya. Susunan katanya?

S10 : Yaa.

R : Oke. Terus, instruksi saya jelas nggak waktu ngajar?

S10 : Lumayan, lumayan.

R : Ee apa yang kamu rasakan setelah kita belajar kemarin? Ada peningkatan di speaking?

S10 : Ada.

R : Peningkatannya apa?

S10 : Mm tau lebih banyak.

R : Tau lebih banyak apa?

S10 : Yaa kata-katanya.

R : Vocabulary-nya lebih banyak?

S10 : Yaa.

R : Oo menikmati nggak kemarin belajarnya?

S10 : Lumayan.

R : Materinya gimana kemarin? Susah, gampang? Teks-teksnya, ada Roro Jonggrang, ada Goldilicks.

S10 : Mmm ada yang gampang ada yang susah.

R : Materinya gimana, menarik nggak?

S10 : Yaa menarik.

R : Membantu nggak kegiatannya kemarin buat speaking kamu?

S10 : Membantu.

R : Makasih Nuha yaa

Interview 10

Date : April 27 2016

Topic : Reflection of Cycle 1

Respondents : R (Researcher)

S11 (Student 11)

R : Good morning, Fatin.

S11 : Good morning, too.

R : Okey, menurut kamu saya ngajarnya gimana?

S11 : Seru. Maksudnya bias langsung paham gitu. Gampang paham

R : Terus suara saya jelas nggak?

S11 : Jelas. Jelas kok, kalo yang cowok nggak rame.

R : Terus kemarin kita belajarnya menarik nggak?

S11 : Yang drama itu menarik.

R : Menurut Fatin, kegiatan-kegiatan kita kemarin gimana? Ada drama, ada permainan, menurut kamu gimana?

S11 : Menurut aku, ya menarik ya.

R : Kegiatan apa yang paling kamu suka?

S11 : Drama.

R : Kenapa suka drama?

S11 : Ya seru aja. Maksudnya biar bisa ngomong lancar. Kosakatanya juga banyak.

R : Dari semua kegiatan, ada kesulitan nggak? Kalo ada, kesulitannya yang apa?

S11 : Ada, yang kalo kosakatanya nggak tau itu, kalo dikamus juga nggak ada, susah.

R : Terus Fatin menikmati nggak kemarin kegiatan belajarnya?

S11 : Menikmati.

R : Setelah kita belajar kemarin, ada peningkatan nggak yang kamu rasakan?

S11 : Ada.

- R : Kalo ada, apa?
- S11 : Eee kosakata jadi nambah, terus ee bahasa Inggrisnya itu ngomongnya itu lancar, yaa tambah-tambah sedikit lancar lah.
- R : Oke. Terus materinya kemarin gimana? Teks-teksnya susah atau gampang?
- S11 : Lumayan sih. Ada yang susah ada yang gampang.
- R : Menarik nggak materinya?
- S11 : Menarik.
- R : Sekarang kalo misal masih ada kesulitan, kesulitannya apa?
- S11 : Sekarang?
- R : Kalo ngomong bahasa Inggris.
- S11 : Kaya yang belum pernah, belum pernah kata yang diucapkan gitu, terus belum langsung bisa baca. Harus, harus tanya temen ato tanya guru gitu baru bisa.
- R : Ooo gitu. Kegiatan-kegiatan yang kita lakukan membantu nggak untuk eee meningkatkan kemampuan berbicara Fatin?
- S11 : Membantu.
- R : Oke. Good. Makasih yaa Fatin yaa.
- S11 : Iya sama-sama.

Interview 11

Date : May 18 2016

Topic : Reflection of Cycle 2

Respondents : R (Researcher)

ET (English Teacher)

R : Pagi, bu.

ET : Pagi, mas.

R : Di sini saya mau minta sedikit waktunya untuk evaluasi dari Cycle 2 kemarin. Menurut ibu, what do you think about my teaching?

- ET : I think your teaching is quite good. Udah banyak yang improved, sudah lebih detailed, mudah-mudahan nanti anak-anak nerimanya juga jadi lebih bagus.
- R : Ada masalah nggak bu ketika saya kemarin mengimplementasikan latihan-latihan itu?
- ET : Sebenarnya sih nggak ada masalah, cuman ya itu tadi, karena mungkin anak-anak ituuuu agak rame, tapi pas pembelajarannya nggak ada masalah mas.
- R : Kalo kegiatannya gimana ya bu?
- ET : Kegiatannya udah cukup, jadi kemarin *reading*, terus ada *games*, jadi menurut saya udah cukup bagus.
- R : Apakah siswanya itu menikmati?
- ET : Yaa, otomatis kalo masalah tentang game, itu pasti mereka sangat menikmati, terus jiwa kompetisinya, walopun mereka keliatan tidak tertarik, tetep aja mereka mau menang.
- R : Terus materinya kemarin gimana yaa bu yaa tentang Indonesian folklore.
- ET : Heeh. Materinya udah bener, biasanya memang kita untuk ujian kenaikan itu selalu ada itu, ujian nasional juga pasti keluar itu Indonesian folklore.
- R : Kemarin ada kegiatan yang lebih ke *drilling*, menurut itu bagaimana kegiatan itu?
- ET : Mm kalo untuk *speaking skill* memang harus di *drill*, karena anak-anak itu jarang berbicara bahasa Inggris, makanya memang kegiatan pembelajaran salah satu yang efektif untuk *speaking skill* itu *drilling*.
- R : Mmm kemudian, kemarin saya juga memakai media video, menurut ibu bagaimana apakah lebih membantu?
- ET : Ee tentu saja, video itu tentu akan membantu untuk *gather students' attention*, pasti anak-anak akan jadi lebih perhatian dengan pembelajaran, akan lebih tertarik dengan pembelajaran.
- R : Kemudian improvement apa ya bu yang sudah diraih siswa sejauh ini terkait dengan *fluency*, *vocabulary*, *grammar* sama *pronunciation*?
- ET : Kalo fluency lumayan ada *improvement*, *vocabulary* juga, ee yang masih agak kurang pasti *grammar*, karena memang susah untuk anak-anak SMP, karena kan kita perhatiannya kan tentang ke PD an dulu, *fluency* dulu. Kalo *pronunciation* sudah lumayan, kalo *grammar* memang, karena mereka biasanya cenderung masih bingung gitu, mesti ngomongnya tidak

menggunakan kata kerja, pasti *setting in* mana, nggak pake *is* gitu. Fluency sama *pronunciation*-nya sudah lumayan bagus.

R : Menurut ibu materinya gimana yaa bu? Apa susah atau mudah untuk siswa?

ET : Enggak sih, materinya cukup kok, tidak terlalu susah, tidak terlalu mudah, ya memang untuk kelas 8 itu kira-kira materinya seperti itu.

R : Apakah sekarang siswa lebih *confident* bu?

ET : Yaaa tadi juga diliat itu kan ketika maju, mereka sudah tidak malu-malu lagi, kecuali untuk beberapa anak yang agak seperti itu. Tapi untuk yang lain mereka lebih PD berbicara di dalam kelas, di dalam video. Peningkatannya banyak gitu.

R : Menurut ibu apakah kegiatan-kegiatan *communicative* yang kita lakukan kemarin itu membantu untuk siswa *speaking*-nya lebih bagus?

ET : Ya tentu saja mas, itu tadi anak-anak jadi mau maju ke depan itu bukan jadi momok lagi, mereka biasa, asalkan mereka siap. Kalo mereka tidak siap akan mau maju jadinya juga nggak bagus. Mereka materinya udah paham, tau materinya tentang apa, sudah dibaca, ketika maju mereka sudah mau maju tanpa ada mengeluh dulu.

R : Oke. Kalo untuk sekarang masih ada kesulitan nggak ya bu untuk siswa?

ET : Kesulitan siswa itu satu, mereka harus membuat cerita sendiri itu susah, mereka kalo mau membuat statement berdasarkan kalimat mereka sendiri itu memang masih susah. Jadinya mereka biasanya memang mengutip, mengambil atau mengingat.

R : Kemarin setelah ada drama dan akhir Cycle 2, kemudian saya memberi sedikit *gift* buat apresiasi. Menurut ibu bagaimana?

ET : Memang, jadi kita kan memang harus ngasih *complement* ke mereka. Apresiasi itu ya bisa berupa *gift*, bisa berupa kata pujian. Ketika lomba walaupun hadiahnya nggak seberapa, tapi ketika menang mereka akan lebih *happy* banget. Jadi mereka juga kompetisinya juga lebih keluar.

R : Kemudian saran-saran ibu untuk ee proses belajar mengajar kedepannya seperti apa?

ET : Itu tadi, sebenarnya sih sarannya sih memang lebih banyak menggunakan media, lebih banya menggunakan fun learning. Jadi kalo pembelajarannya fun learning, anak-anak akan lebih menerima pembelajaran lebih bagus. Cuma kembali lagi kita kendalanya waktu kalo mau fun learning, ya waktunya nggak ke kejar karena materinya terlalu banyak.

R : Oh ya bu, terimakasih bu waktunya. Terimakasih atas bantuannya selama penelitian.

ET : Iya, sama-sama.

Interview 12

Date : May 18 2016

Topic : Reflection of Cycle 2

Respondents : R (Researcher)

S12 (Student 12)

R : Oke Galuh. Mau tanya-tanya nih. Menurut kamu kegiatan kemarin gimana?

S12 : Mmm ya menyenangkan.

R : Dari kegiatan kemarin yang kamu suka yang mana?

S12 : Mm kegiatan drama

R : Drama yaa? Oke. Terus ada kesulitan nggak belajar *speaking*? Kesulitannya apa?

S12 : Mmm apa yaa.

R : Ee kosakatanya atau pengucapannya?

S12 : Pengucapannya.

R : Pengucapannya yaa. Terus menurut Galuh sekarang, kemampuan berbicara bahasa Inggris kamu gimana? Ada peningkatan setelah kemarin kita belajar?

S12 : Iya

R : Ada? Peningkatannya apa?

S12 : Yaa bisa lebih.... bisa lebih lancar.

R : Oke, good. Menurut kamu kemarin materinya gimana? Gampang, susah?

S12 : Lumayan.

R : Materinya kemarin menarik nggak?

S12 : Yaa menarik.

R : Kemarin kan ada kegiatan yang baca, ada teks terus nanti ada permainan yang muter itu, terus nanti kan setiap orang baca. Nah itu membantu berlatih pengucapan nggak?

S12 : Iya, membantu

R : Terus game game nya kemarin menyenangkan?

S12 : Menyenangkan.

R : Menyenangkan. Oke, good. Mmm terus kalo kemarin drama, drama membantu kamu untuk bisa lebih bagus speaking-nya ngga?

S12 : Iyaa membantu.

R : Dari drama kemarin, jadi lebih suka bermain kelompok?

S12 : Iya.

R : Lebih PD nggak sekarang kalo ngomong bahasa Inggris?

S12 : Iyaa

R : Apa yang bikin lebih PD?

S12 : Yaa bisa lebih, bisa lebih lancar ngomongnya.

R : Oke. Makasih yaa Galuh yaa.

S12 : Iya.

Interview 13

Date : May 18 2016

Topic : Reflection of Cycle 2

Respondents : R (Researcher)

S13 (Student 13)

R : Halo Melinda.

S13 : Halo.

R : Pagi.

S13 : Pagi...

R : Oke. Menurut kamu kegiatan kita kemarin gimana? Kegiatan-kegiatan ada games, ada drama.

S13 : Mmm bagus heem.

R : Kegiatan yang paling kamu suka apa?

S13 : Yang kaya berdiskusi gitu.

R : Berdiskusi. Ada lagi?

S13 : Mm permainan-permainan

R : Dari kegiatan kemarin ada kesulitannya nggak?

S13 : Ada.

R : Apa?

S13 : Kadang-kadang apa tu namanya, kata-katanya sulit gitu lho kalo diomongon.

R : Pengucapannya sulit?

S13 : Heeh.

R : Kemarin menikmati nggak pelajaran-pelajaran kita?

S13 : Menikmati

R : Sekarang yang kamu rasakan kemampuan berbicara bahasa Inggris kamu ada peningkatan nggak?

S13 : Ada.

R : Kalo ada apa?

S13 : Ee hehehe

R : Speaking-nya bisa lebih gimana?

S13 : Lebih lancar.

R : Lebih lancar. Oke good. Materinya kemarin gimana? Teksnnya, susah, gampang?

S13 : Enggak susah, enggak gampang.

R : Oke. Menarik nggak?

S13 : Menarik.

R : Terus kemarin kan ada game yang setiap orang harus baca, kalo misal dapat boneka lumba-lumba itu, apakah membantu kamu buat pengucapan? Kan setiap orang kalo dapat bonekanya terus nanti berdiri.

S13 : Iyaa.

R : Kemarin kan berarti ada dua yaa, dua game itu membantu yaa?

S13 : Heem

R : Drama membantu kamu untuk speaking nggak?

S13 : Heem, sama lebih PD.

R : Lebih PD maju di depan juga?

S13 : Iya.

R : Terus dari drama kemarin jadi lebih suka belajar kelompok nggak?

S13 : Heem.

R : Oke. Kegiatan-kegiatan kemarin secara semuanya membantu kamu untuk speaking lebih bagus?

S13 : Iyaa.

R : Iya. Oke makasih yaa Melinda.

S13 : Iyaa.

Interview 14

Date : May 18 2016

Topic : Reflection of Cycle 2

Respondents : R (Researcher)

S14 (Student 14)

R : Morning Fahreza

S14 : Morning.

R : Saya mau tanya beberapa pertanyaan yaa.

S14 : Yaa.

R : Menurut kamu kegiatan kita kemarin gimana?

S14 : Yaa sangat membantu.

R : Kegiatan yang kamu suka apa?

S14 : Drama

R : Kenapa drama?

S14 : Karena banyak bermain, dan bebas.

R : Kegiatan kemarin ada kesulitan nggak?

S14 : Nggak ada..

R : Menikmati nggak kegiatan kita kemarin?

S14 : Sangat menikmati.

R : Oke. Dari yang kamu rasain, ada peningkatan buat speaking kamu?

S14 : Ada.

R : Apa peningkatannya?

S14 : Yaa speaking-nya lancar.

R : Terus ada lagi?

S14 : Lebih PD.

R : Materinya kemarin gimana? Gampang, susah teks-teksnya?

S14 : Yaa susah-susah gampang

R : Menarik materinya?

S14 : Menarik, karena bermain terus.

R : Hahaha. Oke. Kemarin ada game yang setiap orang nanti kalo dapet boneka lumba-lumbanya itu baca kalimat, nah itu membantu kamu buat pengucapannya lebih bagus?

S14 : Iya, sangat membantu.

R : Setelah main drama kemarin, jadi lebih PD maju ke depan?

S14 : Yaa, tidak canggung.

R : Oke, tidak canggung. Setelah main drama kemarin, jadi lebih suka belajar dalam kelompok atau sendiri?

S14 : Yaa kelompok karena lebih mudah. Karena kalo kelompok, bisa dipikir bareng-bareng.

R : Sekarang jadi lebih kalo PD ngomong bahasa Inggris?

S14 : PD.

R : Terus kegiatan kita kemarin semuanya membantu kamu buat speaking-nya lebih bagus?

S14 : Iya, sangat membantu.
R : Oke. Makasih Fahreza yaa.
S14 : Iya.

Interview 15

Date : May 18 2016
Topic : Reflection of Cycle 2
Respondents : R (Researcher)
S15 (Student 15)
S16 (Student 16)

R : Pagi
S15 : Pagi
R : Mau tanya beberapa pertanyaan sebentar yaa. Menurut kamu kegiatan kita kemarin gimana? Ada game, ada drama, ada macem-macem.
S15 : Ya asik.
R : Terus kegiatan yang paling kamu suka apa?
S15 : Drama.
R : Kenapa drama?
S15 : Emmm, yaa soalnya kaya percakapan gitu.
R : Sekarang masih ada kesulitan belajar speaking?
S15 : Masih. Kata-kata yang baru, belum pernah denger.
R : Oh gitu, oke. Terus yang kamu rasakan sekarang, gimana kemampuan berbicara kamu? Ada peningkatan?
S15 : Lumayan sih ada peningkatan.
R : Peningkatannya apa?
S15 : Yaa cara bacanya yang udah agak jelas, terus bentuk-bentuk bikin kalimat itu.
R : Ada peningkatan nggak Tin?
S16 : Ada.

R : Apa?

S16 : Ya itu sama haha.

R : Jadi lebih apa?

S16 : Lebih banyak tau kosakatanya.

R : Oke, good. Materinya kemarin gimana? Susah, gampang, teks-teksnya? Ada Roro Jonggrang, ada

S15 : Lumayan gampang sih.

R : Materinya menarik nggak?

S15 : Menarik.

R : Kan kemarin ada permainan yang lomba-lomba itu, setiap orang kalo dapat lomba-lumbanya itu baca keras biar semuanya tau kalo misalnya salah ato bener pengucapannya. Nah itu membantu kamu buat pengucapannya lebih bagus lagi?

S15 : Membantu.

R : Drama kemarin membantu kamu?

S15 : Membantu, membantu lebih PD.

R : Setelah drama kemarin lebih suka kerja kelompok apa sendiri?

S16 : Kerja kelompok, kerja kelompok juga seru.

R : Jadi lebih PD nggak?

S16 : Heeh pasti

S15 : PD lah PD.

R : Dari semua kegiatan kita kemarin itu, membantu kamu buat lebih bagus speaking-nya?

S15 : Yaa membantu.

S16 : Membantu.

R : Makasih yaa semuanya yaa.

OBSERVATION CHECKLIST

No : Classroom observation 1

Cycle : 1

Meeting : 1

Day/Date : Tuesday, 12 April 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the studentsThe teacher and students summarise | <div>✓</div> <div></div> <div>✓</div> | <div></div> <div>✓</div> <div></div> | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|--|
| <p>the materials have been learned</p> <ul style="list-style-type: none"> ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | ✓ | ✓ | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

OBSERVATION CHECKLIST

No : Classroom observation 2

Cycle : 1

Meeting : 2

Day/Date : Tuesday, 19 April 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | <div>✓</div> | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the studentsThe teacher and students summarise | <div>✓</div> <div>✓</div> <div>✓</div> | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--|--|
| <p>the materials have been learned</p> <ul style="list-style-type: none"> ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | <p>✓</p> <p>✓</p> | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | | |

OBSERVATION CHECKLIST

No : Classroom observation 3

Cycle : 1

Meeting : 3

Day/Date : Tuesday, 26 April 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | ✓ ✓ ✓ ✓ ✓ | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the studentsThe teacher and students summarise | ✓ ✓ ✓ | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--|--|
| <p>the materials have been learned</p> <ul style="list-style-type: none"> ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | <p>✓</p> <p>✓</p> | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | | |

OBSERVATION CHECKLIST

No : Classroom observation 4

Cycle : 1

Meeting : 4

Day/Date : Wednesday, 27 April 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | ✓ ✓ ✓ ✓ ✓ | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | ✓ ✓ ✓ ✓ ✓ ✓ | ✓ | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the students | ✓ ✓ | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> ▪ The teacher and students summarise the materials have been learned ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | <ul style="list-style-type: none"> ✓ ✓ ✓ | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

OBSERVATION CHECKLIST

No : Classroom observation 5

Cycle : 2

Meeting : 5

Day/Date : Tuesday, 3 May 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">▪ The teacher greets the students▪ The teacher checks the students' condition and attendance▪ The teacher recalls the previous materials▪ The prepared objectives are obvious▪ The teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">▪ The students are ready to learn the next materials▪ The teacher presents a text▪ The teacher explains the language features and language functions of the text▪ The students identify the text with the teacher's guidance▪ The teacher and students discuss the language features and language functions the text▪ The teacher gives chances for students to ask questions▪ The students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | <div>✓</div> | |
| Closing | | | |
| <ul style="list-style-type: none">▪ The teacher and students reflect to today's lesson▪ The teacher gives feedback to the students | <div>✓</div> <div>✓</div> | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--|--|
| <ul style="list-style-type: none"> ▪ The teacher and students summarise the materials have been learned ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | ✓ ✓ ✓ | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

OBSERVATION CHECKLIST

No : Classroom observation 6

Cycle : 2

Meeting : 6

Day/Date : Wednesday, 4 May 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the students | <div>✓</div> <div>✓</div> | | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---|--|
| <ul style="list-style-type: none"> ▪ The teacher and students summarise the materials have been learned ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | ✓ | ✓ | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

OBSERVATION CHECKLIST

No : Classroom observation 7

Cycle : 2

Meeting : 7

Day/Date : Tuesday, 17 May 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">The teacher greets the studentsThe teacher checks the students' condition and attendanceThe teacher recalls the previous materialsThe prepared objectives are obviousThe teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">The students are ready to learn the next materialsThe teacher presents a textThe teacher explains the language features and language functions of the textThe students identify the text with the teacher's guidanceThe teacher and students discuss the language features and language functions the textThe teacher gives chances for students to ask questionsThe students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Closing | | | |
| <ul style="list-style-type: none">The teacher and students reflect to today's lessonThe teacher gives feedback to the students | <div>✓</div> <div>✓</div> | | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--|--|
| <ul style="list-style-type: none"> ▪ The teacher and students summarise the materials have been learned ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | ✓ ✓ ✓ | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

OBSERVATION CHECKLIST

No : Classroom observation 8

Cycle : 2

Meeting : 8

Day/Date : Wednesday, 18 May 2016

Give check (✓) in the column of implementation that obviously represents the observation and write additional comments in the provided column.

| Observation Items | Implementation | | Comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----|----------|
| | Yes | No | |
| Opening | | | |
| <ul style="list-style-type: none">▪ The teacher greets the students▪ The teacher checks the students' condition and attendance▪ The teacher recalls the previous materials▪ The prepared objectives are obvious▪ The teacher is well prepared in the classroom | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Main Activities | | | |
| <ul style="list-style-type: none">▪ The students are ready to learn the next materials▪ The teacher presents a text▪ The teacher explains the language features and language functions of the text▪ The students identify the text with the teacher's guidance▪ The teacher and students discuss the language features and language functions the text▪ The teacher gives chances for students to ask questions▪ The students deliver their questions to the teacher | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | | |
| Closing | | | |
| <ul style="list-style-type: none">▪ The teacher and students reflect to today's lesson▪ The teacher gives feedback to the students | <div>✓</div> <div>✓</div> | | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--|--|
| <ul style="list-style-type: none"> ▪ The teacher and students summarise the materials have been learned ▪ The teacher previews the upcoming materials ▪ The teacher ends the class by praying and saying goodbye | ✓ ✓ ✓ | | |
| Class Situation | | | |
| <ul style="list-style-type: none"> ▪ The students show enthusiasm or motivation during the lesson ▪ The students actively get involved to the classroom activities ▪ The time allocation is appropriate ▪ The media used by the teacher are sufficient during the teaching and learning process ▪ The teacher's instructions are clear ▪ The teacher's voice is loud enough to reach the whole classroom ▪ The teacher uses textbook or handouts ▪ The teacher uses the facility in the classroom such as projector to support learning | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | |

FIELD NOTES

Field Note 1

Classroom observation 1

Tuesday, 29 March 2016

R : Researcher

ET : English Teacher

Ss : Students

The class should be started at 7 am as usual. Due to accidental traffic jam, the ET came late to 8D around 20 minutes. During 20 minutes, there was another available ET substituting the class. Some Ss were outside the classroom. Others were chatting and talking around the classroom. The ET finally came and directly started the lesson without telling the objectives of the today's class. The material was narrative text. The skill learnt was listening. ET distributed a piece of paper for every student consisting of written text of the recording. The activities done by the students were filling the blanks of a recording in the written form, and finding difficult words.

The recording was repeated several times as requested by Ss. During the listening activity, some Ss moved around the classroom to look at answers from their classmates and other Ss really focused on their answers on the blank spaces. The ET warned Ss, "Please do by yourselves". The classroom of 8D was currently moved to science laboratory due to renovation of it. This condition indirectly influenced Ss to learn. The chairs have no leaning parts. Ss sat around the tables that made some of them could not see the white board properly.

After finishing filling the blank activity, ET asked each student to read a sentence in the text. This was done to check Ss' pronunciation. ET chose students who read sentences to avoid noises made by Ss. Some of Ss read sentences in the text. ET then corrected directly their mispronunciations. By correcting directly, other Ss could know and understand how to pronounce properly right at that time.

While reading the sentences, ET also gave the theory and explanations of narrative text on the white board. After reading the sentences in the written text, then Ss searched for difficult words in the written text. ET assigned Ss to find the meaning of some words in the dictionary. Most of Ss did not bring dictionary. So, two Ss went to the library to borrow some dictionaries to be used by the tables. In this observation, R asked ET what to teach for the research, recount or narrative text. ET suggested R to use narrative text as the materials to teach Ss. ET explained more that recount text needed to have strong background of personal experiences like having vacation while most of Ss did not have their vacation, holiday or special occasions as requested by recount text. Secondly, Ss needed to

write their own story in recount whereas most of Ss' grammar and vocabularies were below average. Ss would have difficulty to tell their stories. In the narrative text, the stories had provided vocabularies and most of Ss had background of knowledge of some narrative stories.

Field Note 2

Classroom observation 2

Wednesday, 30 March 2016

R : Researcher

ET : English Teacher

Ss : Students

The class was in the third subject learnt by Ss. The class should start at 8.20, but some Ss didn't directly enter the classroom after the second subject finished. That was computer science done in the computer laboratory. ET started the lesson by recalling the previous lesson the day before. ET asked Ss what they had learnt in the previous meeting.

ET prepared and provided the next materials. The materials were narrative video and exercises related to it in the form of interactive multimedia displayed through the projector. The topic discussed was still narrative text. ET showed some pictures of Indonesian narrative stories and the origins of them. Students were going to match them. ET involved Ss to match to go to the front using ET's laptop. Ss seemed to show more enthusiasm to follow the lesson because the materials attracted them and also to see learning materials shown using the projector than the day before without the projector. Some of Ss still made unnecessary noises during the lesson.

ET said, "Now, please do these ten questions. *Kerjakan sepuluh nomor, pilih was atau were*". Ss were asked to answer ten questions of past tense sentences in the form of filling the blanks with the answers "was" or "were".

The next exercise was to change the present tense regular verbs into the past tense form. ET used also the interactive learning media application and asked Ss to answer using the laptop to type the answers as well. The next was changing irregular verbs. Some verbs were changed from present to past and reserve. Ss were ecstatic to do the exercise. Some Ss checked the dictionary first before going to answer in front of the class by typing through ET's laptop. Some Ss did not need to check because they remembered those words. From 30 verbs, the whole Ss made only a verb get wrong. After checking the answers, ET asked Ss to repeat and check the meanings of those verbs in Indonesian.

The next practice was used to do the pre test. R used the projector to show the video of Goldilocks. After showing the video, R showed the pictures of some

scenes of Goldilocks with their sentences. Ss needed to put the sentences in the suitable pictures. R guided Ss to arrange. Students easily arranged the sentences with their pictures. The next activity was pre test assessment. There were six jumbled pictures. Ss were asked randomly to choose three pictures and tried to describe each picture based on the plot and the sentences of the pictures that they just did. Most Ss had difficulty with vocabulary. Even though they had got the vocabularies about the text, some Ss forgot to mention those words. They spoke hesitantly. Only a few of Ss spoke fluently. A half of Ss mispronounced some words. this pre test was done based in the consideration of ET stating that Ss still had difficulty to tell the whole parts of the story even though there were pictures. So that R and ET decided to assign Ss only to choose three pictures of Goldilocks. All Ss did the pre test. The observation was ended by ET saying goodbye.

After the class ended, there was break time that R used to interview some random Ss who stayed in the classroom. Some Ss went to the canteen. Some of them played around outside the classroom. In the same day after interviewing some students, R also interviewed ET about teaching and learning processes and also about Ss' speaking skills so far.

Field Note 3

Meeting 1 of Cycle 1

Tuesday, 12 April 2016

R : Researcher

ET : English Teacher

Ss : Students

The first meeting should start at 07.00, but it actually started 20 to 30 minutes late because Ss just moved to their origin classroom from the science laboratory due to renovation. Ss needed to clean the tables, sweep the floor and set the chairs.

ET and R had told Ss that R was going to have research in this classroom. Ss had already known. ET accompanied R and Ss during the lesson. ET let R to handle the class from the beginning. R started the class by asking one of Ss to lead prayer. R said, "*Yok, berdoa dulu* (Lets pray first)". R then asked who was absent.

R recalled the previous materials learnt with ET. R triggered Ss. "*Ada yang masih ingat gimana cerita dari Little Red Riding Hood?* (Anyone still remembers how the story of Little Red Riding Hood?". Fatin answered, "*Nanti ada anak kecil pake kerudung merah ke hutan terus mau dimakan serigala* (there is a little girl wearing red veil going through the forest who will be eaten by a wolf). Some Ss also gave their answers telling the plot of stories. They still remembered.

The next narrative text prepared by R was entitled George and the Dragon. The materials were chosen as the suggestion from ET and ET had not used them yet. R distributed papers of blank transcriptions of George and the Dragon and then asked them to complete. R then played the recording twice as agreed by Ss. After finishing listening to the recording, R verbally asked their answers and wrote them. Most of Ss answered correctly.

The next exercise was matching game. Ss gave the next page of handout. Ss matched the pictures of the characters in the narrative text with the names of them. Some Ss were noisy instead of doing the exercise. This exercise was followed by arranging sentences based on the plot in numbers. This was done to check Ss' understanding of the plot. R checked the progress, "*Kurang nomor berapa?* (What numbers have not been done yet?)". Some shouted, "*Banyak, Mister* (Many numbers, Mister)". Ss had difficulty to remember the sequences of the story. Displaying the video of it would support Ss to know the plot.

Grammar practice was done after that. Ss needed to choose one of the answers between present and past tenses where past tense verbs as the gambit of narrative text learnt by Ss. While doing the practice, R checked Ss' vocabulary of some words in the narrative text. R invited the class to pronounce the words together. Overall Ss had understood the grammar of past tense. After that, R asked some Ss to give their answers of grammar practice.

The next narrative text was Goldilocks. This was used as the text in pre test. This was used again because the English teacher had not used this before. In the Cycle 1, it was planned to have three narrative texts to do the role play. Goldilocks was used because it was only discussed a small part in the pre test without any exercise. R stimulated Ss, "*Ternyata Little Red Riding Hood punya temen, namanya Goldilocks. Mereka sama-sama pergi ke hutan. Little Red Riding Hood ketemu serigala, Goldilocks ketemu beruang, tiga beruang.* (Actually, Little Red Riding Hood has a friend, her name is Goldilocks. They both together go to the forest. Little Red Riding Hood meets a wolf, but Goldilocks meets bear, three bear.)". R then played the video of Goldilocks through projector. After watching the video, R asked some verbal questions related to Goldilocks. After that, Ss tried to arrange the plot of the story through arranging game. There were consecutive pictures of some scenes of Goldilocks and jumbled sentences of that story. Ss arranged and R invited them to number the pictures with their answers. Most students did this exercise correctly because they did it before in the pre test. Only a few of students forgot the sentences and the pictures. R then ended the class by reviewing what students had learnt. R ended the class by saying salaam and goodbye.

Field Note 4

Meeting 2 of Cycle 1

Tuesday, 19 April 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

In this meeting, 8D classroom temporary moved to 7D due to school exams for the last grade students. ET could not accompany R and join the class because ET needed to attend a meeting in the morning from *Dinas Pendidikan Bantul*. R then asked another collaborator to join the class who is an English Education student in the same batch of R. peer collaborator only could join the classes when he was free and able to join due to his schedule.

Some Ss made noises and most of them gave their attentions to R while speaking. R opened the class by asking Ss to pray led by a student, the R greeted Ss and explained why ET did not come to the class. R recalled what Ss had learnt in the previous meeting. R asked, "*Pertemuan kemarin belajar apa ya? (What did you learn in the previous meeting?)*". some Ss replied, "*Naratif teks, George and the Dragon, Goldilocks. (Narrative text, George and the Dragon, Goldilocks)*". To get more participation from Ss, R pointed out some Ss what they learnt. They hesitantly answered. Some Ss were confident enough to speak up their answers while other Ss were not enough confident to deliver their sentences.

The next narrative text was Monster Shopping Trip to be learnt by Ss. The first activity as the pre-communicative activity was searching game. Before playing the video of Monster Shopping Trip, R explained instructions what to do. While watching the video, Ss needed to search what birthday gifts the monsters bought to Henry. R distributed the papers. "Are you ready?", checked R. "Yes", answered Ss. "Alright, here we go. One, two, three...", R played the video. Ss only needed to watch the video once and side by side also checked the answers together with Ss by playing the video for twice. Most Ss responded correctly.

To stimulate Ss to use the language to speak, the next agenda was discussion in pairs. Ss discussed in pairs imagining they were invited to Henry's birthday party. R further explained, "*Kalian diundang ke pestaanya Henry. Kado apa kira kira yang akan kalian kasih? Gambarkan kado itu di lembar kertas sebaliknya terus nanti kasih tau yang lain kenapa memilih hadiah itu. (You are invited to Henry's birthday party. What gifts will you give to him? Please draw your gifts in the back side of the papers, and later tell to the class why you choose those gifts)*". Ss discussed and drew what birthday gifts they would like to give to Henry. Most of Ss did it seriously but some were mainly chatting, talking and randomly moving to other spots in the classroom.

After finishing their drawings and discussions, R asked some Ss to tell the class the gifts and reason of choosing them. Shown in the video, Henry was a smart and handsome but big monster. Those could be considerations of Ss to choose gifts. Some Ss chose to give books to make Henry be smarter. A student gave big size shirt and a hat. Actually some Ss had good idea of choosing gifts. They were not confident to express their reason and rather chose to keep being silent. Ss did not show their gifts unless R asked them.

Ss had learnt three narrative texts. They were George and the Dragon, Goldilocks, and Monster Shopping Trip. Those narrative texts would be used as the choices to conduct role play but George and the Dragon. That text was not used because this had insufficient conversations for the characters and the characters were more than the number of students in every group. Overall, the texts were chosen based on the discussion with ET and were used because they had videos to be presented. In the interview with ET in the observation, ET did not use worksheet or handout. ET highlighted the teaching and learning process through media such as video. Those three narrative stories had video and those were from the British Council website as recommended by ET.

Role play was planned by R and agreed by ET as the main agenda as one of the activities to teach Ss using Communicative Language Teaching activities. R then arranged the groups for 26 Ss in 8D divided into 6 groups where each group consisted of four to five Ss. The arrangement of the groups was agreed and revised by ET. R arranged the groups based on some consideration from ET and results of R's previous observations. Those considerations were such as talkative Ss were separated, shy and less confident Ss would be blended with talkative Ss. High achiever Ss would be in the different groups and be mixed with low achiever Ss. Each narrative text was limited into two groups only. ET also advised R not to give the printouts of the narrative texts after announcing the groups in case Ss would easily lose them. ET further suggested R to ask Ss to rewrite the texts shown to Ss' notes. That was done to make Ss remember more about the stories and would not misplace to bring for the next meeting. R then told what Ss were going to do for the next meeting where they would have drama. Before playing drama, they would have the next meeting to rehearse and the day after to perform. R ended the class by saying Salaam and thank you.

Field Note 5

Meeting 3 of Cycle 1

Tuesday, 26 April 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

The class should start at 07.00. R accompanied by peer collaborator entered the classroom before 07.00. Most Ss had come to the classroom. Some of Ss were chatting many topics, and out of the classroom. The bell rang at 07.00 sharp. Some minutes later, Ss seemed not ready yet to start the class because they still kept walking and chatting. R decided to get their attention and start the class by asking S to lead prayer.

ET did not accompany R. R then checked the attendance list by asking who did not come. There were two students not coming. This meeting's agenda was having practices to prepare and do role play for the next day. Ss had a week break from the previous meeting because of the exam for the last grade students. There were six groups. Ss were given time in this meeting to practise with their team mates and try to rehearse in front of the classroom. This was preparation practice where no assessment done. Preparation practice was intended to help Ss remember their dialogs and turns for individual performance in a group.

A few groups really prepared their performances by printing the texts and bringing the property that were masks. On the other hand, some groups had no idea what to do. They needed to be reminded that they had to divide characters, conversations and practice them. Some Ss did not bring or print the texts they actually should bring. They did not divide the characters and practise the dialogs. The narrative texts were Goldilocks, George and the Dragon, and Monster Shopping Trip. D decided to erase George and the Dragon because it needed to make its dialogs and determine who the characters Ss wanted to present while the other texts have already the dialogs and characters and it had insufficient conversations for the characters.

R approached each group to guide Ss in preparing their dialogs. Ss then chose their plays based on the texts and practised dialogs guided by R. R and peer collaborator approached the groups to help those who mispronounced some words. R gave suggestions on how to pronounce some words and how to read sentences in doing role play where Ss needed to consider the speed, fluency and the like. In the previous meeting, some Ss complained about the arrangements of the groups. In this meeting, they started to enjoy working in groups. R listened less complaints than the previous meeting. One by one, every group was given a chance to practise in front of the classroom randomly. While practising, they were allowed to read the dialogs in order to facilitate them remembering. R did not directly comment and deliver corrections during Ss' performance in front of the class but rather to take notes and gave them at the end of the performance for every group. R also asked the members of other groups to give suggestions and advice. This was implemented to make Ss pay attention to their friends performing.

Each group got enough time to perform. Unlucky, R forgot to replay the videos to remind Ss how to pronounce some words in the dialogs and to show how narrators should read the narrative texts. The R reminded Ss that the next meeting was the performance day. R told that Ss practised their dialogs and

prepared property they needed to bring. R closed the class by reviewing what Ss had learnt and what they should do prepare for the performance. R said salaam and closed the class by saying thank you. After the class, R met ET to discuss for the performance day. ET suggested to invite another ET to give assessment. R agreed and directly asked that day.

Field Note 6

Meeting 4 of Cycle 1

Wednesday, 27 April 2016 (08.20-09.40)

R : Researcher

ET : English Teacher

Ss : Students

R entered the classroom earlier before Ss. R checked the condition of the classroom to set for doing role play. Ss came to the classroom afterwards. R and Ss agreed to use the front classroom as the stage to perform. Some Ss were not coming yet and were outside. R tried to ask them to take their seat to pray first. R opened the class by asking a student to lead the prayer.

After that, R checked the attendance list and a student was still absent due to a family business. Peer collaborator came and joined the class. The performances were planned to be recorded. R and Ss set the classroom and move some chairs and tables from the front and gave more space to perform. Some Ss were practising dialogs. Another ET came to join the class.

R prepared video taping. ET came to the class. R gave speaking rubrics and assessment sheets to ET and another ET. Some groups seemed well-prepared seen from their preparations with their paper masks. R and peer collaborator moved around and joined to each group checking their preparations to deliver their dialogs. Some Ss mispronounced some words. R directly corrected them in order to help them pronounce correctly on the performance.

The first group came to perform in front of the class. It was agreed that Goldilocks was performance first by the groups. The groups were randomly withdrawn. Meanwhile every group had to be ready. Ss actually should assess other Ss' performances but they did not do. R was concerning on the preparations of role play and forgot to give Ss that instruction. In fact, Ss were conducive and cooperative enough when other groups were performing. Some Ss gave clear voices, well set movements, appropriate pronunciations and intonations. Some still struggled with pronunciations. Pronunciation was actually the main problem mostly heard. R did not implement reading aloud in the preparation day. R noted that as a problem that had to be fixed for the next cycle.

A group needed to read their story because a member of that group did not come. The role play performances were set based in the current condition dynamically. Some Ss helped other groups to be the narrator and to take a role as cameo. Most of Ss remembered their dialogs and turns. Several Ss looked nervous but they can handle that. A few Ss sometimes forgot their dialogs and turns to appear on the set. Ss enjoyed this role play as seen from their expressions and abilities to cope anxious and feeling nervous and showed their well-prepared performances. Ss did not show disappointment after performing. Most of them gave their attentions and eyes on the performances and kept silent while performances were played. After every group performed, Ss gave applause. The bell rang. R gave final remarks by saying thank you and congratulations for giving well-prepared performances and said salaam to close the class.

Field Note 7

Meeting 5 of Cycle 2

Tuesday, 3 May 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

Some Ss were outside the classroom when R entered the classroom. R then asked and approached some Ss to come in the classroom. Before starting the class, a small number of Ss were still busy with their business, chatting, and making unnecessary noises. R tried to handle them by asking to take their seats. Most of Ss were cooperative by taking their seats directly. R started the class. A student led prayer. After that, R checked attendance list. “Putri *sama Iksan absen yaa?* (Putri and Ikhsan are absent, right?)”. Some Ss replied, “*Iyaa* (Yes)”.

R started the lesson by showing pictures as the clues for the text narrative text through the projector also to attract Ss’ attentions. R asked Ss what the story would be about based on the pictures. Ss guessed by giving some titles of narrative stories. Only some of Ss correctly mentioned Roro Jonggrang as the title of the story. R gave transcripts of the text of Roro Jonggrang for every student and conducted reading aloud. Putri the came to the class late after Ss mentioned the title correctly. She joined the class. Based on the discussion and interview from the ET and interviews with some Ss in the reflection of Cycle 1, Ss lacked of pronunciation. Mispronunciation was highlighted as the most frequent mistake done by Ss in the Cycle 1. ET suggested and requested to R to give stress to pronunciation to learn the next narrative text through drilling of pronunciation. The next activity was related to drilling of pronunciation.

R invited each row of seats to read a paragraph. This only worked for the first row. Other Ss did not pay attention to the row reading the sentences. After finishing the first paragraph, the R decided to call for each student randomly

to read a sentence or more. One by one Ss read sentences coming to them. Some Ss often mispronounced a number of words. They also had difficulty to pronounce some words such as though, through, tough. R directly gave corrections towards mispronunciations and helped Ss pronounce some unfamiliar words. Sometimes when the majority of Ss did not know several words, R drilled those words and asked Ss to repeat after R. Reading aloud in the activity as well had the goals to make Ss be ready whenever their turns came and be focused on the lesson instead of doing unrelated things, also it provided Ss opportunity to practise pronunciation and accuracy. In addition, Ss found some new words as their new vocabularies.

During reading aloud, R also verified Ss' vocabularies by asking the meaning of some unfamiliar words and encouraged Ss to open their dictionaries. Only a half of Ss brought dictionaries. Some Ss were still unwilling to check the words. They mostly relied on other Ss' answers or waited ET to give the answer. Ss generally were not accustomed to using their dictionaries. R always suggested Ss to look for unfamiliar or difficult words in the dictionaries whenever they found them in the text.

There were some questions already prepared. After finishing reading aloud, R asked some questions to Ss related to the text just been learnt written flash cards. Those questions were created to get Ss engaged more to the text. Those questions were such as "What are the kingdoms?", "What is the character of the King?", "What are the genies' reactions of what Roro Jonggrang did?", "What can you conclude from the story?" and "What do you think the moral values in the stories?". Those questions were written in several cards. The cards were randomly withdrawn by Ss were also randomly chosen rooted in the numbers of attendance list made from the date of this day, the last two numbers of this year or to those who did not focus on their turns while reading aloud. Many of Ss could answer correctly but a few Ss could not give the correct answers. Other Ss also helped their friends answer the questions.

The bell rang. That was time for Ss to continue to the next class. Before closing the lesson, R reviewed what Ss had learnt. Ss gave their responses by mentioning some points. R also gave additional information of the lesson for the next class. Before ending the class, R had prepared gifts for students. Gifts were wafer sticks for every student. This was the appreciation to Ss for their performances in the role play. It was also another way to encourage Ss to learn better. When Ss got gifts, they felt appreciated for what they had done. That was hoped that they would be stimulated to study and learn more and better. R finally closed the lesson by saying thank you and salaam. Ss replied by saying salaam too.

Field Note 8

Meeting 6 of Cycle 2

Wednesday, 4 May 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

Most of Ss had come to the classroom at 8.20. R asked Ss to sit on their seats. Not many Ss were chatting and did not notice R's instructions. R approached them to make them be conducive. R then opened the class and a student as usual led prayer.

After praying, R found that two Ss did not come without any permission letter in the attendance list. R explained that there would be game and needed Ss' help to arrange the chairs into the U arrangement. The arrangement was aimed to attract Ss concentration for the game. When some Ss were about to do unrelated things, R could directly get their focus back on the track. R and Ss moved the chairs and tables to shape U formation. The condition was noisy while moving. Some did not want to help but the rest helped R move all chairs and tables. This needed extra time to be conducive again after arranging.

R gave some words as the clues for the next narrative text being learnt. The words were cucumber, golden. Some Ss did not know the meaning of cucumber and R asked them to open their dictionary. Once they knew, they quickly mentioned that the title was The Golden Cucumber. R told Ss that there would be some songs in the game. The game was giving the ball around the Ss in each row going through other row. Whenever the songs stopped, that student had to stand up and read aloud a sentence. Songs were chosen as the medium to focus Ss on the lesson. While playing the game, many Ss were noisy and too exited. They threw the ball, yelled to show their excitement. R had to give them notice to keep silent.

At the first time songs were played, Ss did the game excitingly. Ss were then quite under control in the middle of the game. ET joined the class in the middle of the game to observe Ss during the game and help R make Ss be conducive. Some Ss mispronounced a few words. A few Ss still did not pay attention at reading aloud and their turns. Most of Ss enjoyed the game and the songs. Songs and this game make Ss both involve themselves in the activity.

After finishing reading aloud activity using songs, the next activity was whispering ghost. As suggested by ET, whispering game was used as a communicative activity to help Ss use and speak English verbally. The whole class was divided into four large groups. Each group consisted of five or six Ss. In the first round, each group was given a different word and was given different

turn. ET helped R control Ss in this game. The groups were group A, B, C and D. Group A could answer correctly. Group B could not answer. Group C was almost correct to answer and group D missed the point. The words were such as opened, passed, were. In this game, Ss were asked to have good pronunciation, and fluency. If they made mistakes, that would affect other Ss to understand. It needed to have good cooperation among Ss in the group. Ss were demanded to use and speak English communicatively to other Ss. The majority of Ss did this game well, only a few still mispronounced some words.

Time was over. R closed the class and asked Ss what we had learnt. They responded by giving answers the Golden Cucumber, how to pronounce words, how to work together with their friends. R said salaam and thank you.

Field Note 9

Meeting 7 of Cycle 2

Tuesday, 17 May 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

ET could not join the lesson from the beginning due to another compulsory agenda outside the school. R and ET had agreed that in the eighth meeting, R taught Ss the last narrative text which was the Indonesian folklore, *Panyalahan Village* from West Java. ET agreed teaching plan proposed by R before by using video. Some Ss were still outside when R entered the classroom. R approached them to take their seats. After all Ss sat, R began the lesson by asking a student to lead the prayer as usual. After praying, R said salaam and started the lesson by checking attendance list. "Who's absent?". Some Ss replied, "*Nur, mas.*"

While preparing the projector to show the video, R asked what Ss did in the previous week due to national examination of the last graders. Some Ss answered, "*Di rumah, tidur.* (At home, sleeping)". R explained, "*Pertemuan kemarin kita udah liat video naratif dari luar, Goldilocks, George and the Dragon. Nah sekarang, kita mau liat video dari Indonesia, Indonesia banget.* (In the previous meetings, we had watch Western narrative videos such as Goldilocks, George and the Dragon. Now we are going to watch Indonesian narrative video, so Indonesian)". The video was played. Ss watched it excitingly and gave full attention to it. After the video was over, R asked Ss the title, the characters found in the story, the setting and also the origin. Some Ss undoubtedly mentioned those points. The video helped Ss get visual image of the story as what they got in the previous meetings with Western videos. The next activity was finding the past tense verbs in the story. The video then was played twice. This activity was conducted to give opportunity for Ss to practise grammar. Grammar was also one

of the points to be assessed in the post test but in the small portion. Ss were searching the verbs while the video was being played. After that, R asked randomly some Ss to write their answers on the whiteboard. They did this activity well. Most students wrote all verbs found. This way was also used to remind students with past tense verbs used in narrative text.

The next meeting would be the post test. The post test was used to assess improvements of Ss' speaking skills quantitatively on scores. There would be three narrative stories had been learned by Ss. Ss would choose one of the titles of the stories randomly and then tell some points of the story to other Ss in front of the class. Before doing the post test, R provided chance Ss to practise together. R typed the points shown in the projector. Some Ss were chosen to fill the points of three narrative stories. Those points were the title, the characters, setting and origin, complication and resolution. Ss were only assigned to mention some words and simple sentences of those points. After that, Ss had discussion in pairs to discuss the moral values of the three narrative stories. Students had difficulty to make their own sentences. R then gave Ss sentences to start their sentences such as, do not..., never..., we should or should not..., and we are not allowed to.... Three pairs were invited to tell their discussion and other pairs also gave their answers.

At the end of the class, R reviewed and recalled the narrative texts Ss had learned that would be used in the post test. Ss also mentioned the points of those texts. R explained the agenda for the next meeting which was the post test assessment. R explained what Ss would do. Then R closed the class by saying salaam.

Field Note 10

Meeting 8 of Cycle 2

Wednesday, 18 May 2016 (07.00-08.20)

R : Researcher

ET : English Teacher

Ss : Students

This was the last meeting. In this meeting, ET could collaborate fully with R to teach the class. At the beginning, some Ss were busy to sign for scholarship applications. Seven of them were about to leave the class to have a short meeting as the committee of scout camping for the next day. Without all Ss in the classroom, R started the class by saying salaam and inviting the class to pray first. R confirmed, "*Siapa yang nggak masuk kecuali yang rapat Dewan Penggalang pramuka?* (Who's absent but those who join the meeting of scout?)". A student replied, "Nur Hazsanah". ET sat behind the classroom to help R handle Ss. Some Ss had prepared their notes to do the post test as explained the day before. They

prepared the answers of the points to be delivered in front of the class for the post test.

R explained again what Ss would do for the post test. Most of Ss understood what to do. R then showed the points of narrative text that Ss needed to tell the class through the projector. R also prepared a camera on tripod to take videos of Ss while doing the post test. While Ss were performing, other Ss also assessed to give scores. ET helped R tell Ss to assess performance and speaking skill. This was done to handle Ss from making unnecessary noise during the activity. R had prepared the titles of Indonesian folklores in pieces of folded paper. ET called out randomly Ss to take one of the folded papers and to start their performance. One by one Ss came to the front after their names called out. They had gained more confidence in the post test than the beginning of the lesson. Coming to the front was not the problem anymore for most Ss. As explained by ET, grammar was not easy for Ss to have it fully in sentences but their fluency increased. Some Ss did not answer all points. They just answered the background points such as the title, characters, and the setting and origin. The sentences for complication and resolution were sometimes incomplete grammatically. R and ET assessed Ss using speaking rubric assessment. All Ss were also excited to assess their friends. After all Ss in the classroom finished, ET invited those seven Ss who were joining meeting to do the post test. Those seven Ss then were called out randomly by ET. All Ss did the post test well.

After accomplishing the post test, R gave every student chocolate stick as their reward for doing all activities well. R thanked to Ss for being cooperative and helpful during the research. R then said salaam and goodbye.

SPEAKING RUBRIC ASSESSMENT

| Aspects | Scores | Indicators |
|---------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pronunciation | 1: Poor | Frequent pronunciation errors with a heavy non-native accent. There are many phonemic errors that make understanding difficult. |
| | 2: Fair | Identifiable deviation in pronunciations with some phonemics errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding. |
| | 3: Good | Some identifiable deviation in pronunciation, but with phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding. |
| | 4: Excellent | No consistent or conspicuous mispronunciation, approaches native-like pronunciation with good intonation and juncture. |
| Fluency | 1: Poor | Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for listener to perceive continuity in utterances and speaker may not be able to continue. |
| | 2: Fair | Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly. |
| | 3: Good | Speech is mostly smooth but with some hesitation unevenness cause primarily by rephrasing and grouping for words. |

| | | |
|------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4: Excellent | Speech is effortless and smooth with speed that approaches that of a native speaker. |
| Grammar | 1: Poor | Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension. |
| | 2: Fair | Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension. |
| | 3: Good | Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and idioms. Limited numbers of errors that are not serious and do not impede comprehension. |
| | 4: Excellent | Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension. |
| Vocabulary | 1: Poor | Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word. |
| | 2: Fair | Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty |

| | | |
|--|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | with circumlocution where lacking a particular word. |
| | 3: Good | Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Speaker is comfortable with circumlocution when lacking a particular word. |
| | 4: Excellent | Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking. |

Taken and adapted from Nakatshura in Prastiwi (2014)

PRE TEST INSTRUMENT

Type of the Test : Monolog

Skill : Speaking

Instructions :

- Pick three pictures of Goldilocks randomly
- Tell to the class what happen in the pictures

POST TEST INSTRUMENT

Type of the Text : Monolog

Skill : Speaking

Instructions :

- Pick one of the titles of Indonesian folklores in the small folded paper randomly
 - 1) Roro Jonggrang
 - 2) The Goldden Cucumber
 - 3) Panyalahan Village
- Tell to the class
 - 1) The title
 - 2) The characters
 - 3) The setting and origin
 - 4) Complication
 - 5) Resolution

ATTENDANCE LIST

| Students' Number | Meeting | | | | | | | |
|------------------|---------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | ✓ | ✓ | ✓ | ✓ | ✓ | A | ✓ | ✓ |
| 14. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | ✓ | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S |
| 20. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21. | ✓ | ✓ | I | I | ✓ | ✓ | ✓ | ✓ |
| 22. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

SPEAKING SCORES

English Teacher

Pre Test Scores

| Students' Number | Fluency | Pronunciation | Grammar | Vocabulary |
|-----------------------------|----------------|----------------------|----------------|-------------------|
| 1 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 2 |
| 3 | 2 | 2 | 2 | 2 |
| 4 | 2 | 3 | 3 | 3 |
| 5 | 3 | 2 | 2 | 2 |
| 6 | 2 | 2 | 2 | 2 |
| 7 | 3 | 3 | 2 | 2 |
| 8 | 2 | 2 | 2 | 2 |
| 9 | 2 | 2 | 2 | 2 |
| 10 | 3 | 3 | 3 | 2 |
| 11 | 2 | 2 | 2 | 2 |
| 12 | 3 | 3 | 2 | 2 |
| 13 | 2 | 2 | 2 | 2 |
| 14 | 2 | 3 | 2 | 2 |
| 15 | 2 | 2 | 2 | 2 |
| 16 | 2 | 2 | 2 | 2 |
| 17 | 3 | 3 | 3 | 3 |
| 18 | 2 | 3 | 3 | 2 |
| 19 | 3 | 2 | 3 | 2 |
| 20 | 3 | 2 | 3 | 3 |
| 21 | 2 | 3 | 2 | 2 |
| 22 | 2 | 2 | 2 | 2 |
| 23 | 2 | 2 | 2 | 2 |
| 24 | 3 | 2 | 2 | 2 |
| 25 | 2 | 2 | 2 | 2 |
| 26 | 1 | 2 | 2 | 1 |
| Mean | 2,34 | 2,38 | 2,30 | 2,11 |

English Teacher

Post Test

| Students' Number | Fluency | Pronunciation | Grammar | Vocabulary |
|-------------------------|----------------|----------------------|----------------|-------------------|
| 1 | 4 | 4 | 3 | 3 |
| 2 | 3 | 4 | 3 | 3 |
| 3 | 3 | 2 | 3 | 3 |
| 4 | 4 | 3 | 3 | 3 |
| 5 | 2 | 3 | 2 | 2 |
| 6 | 3 | 3 | 2 | 3 |
| 7 | 3 | 2 | 3 | 2 |
| 8 | 2 | 2 | 2 | 2 |
| 9 | 3 | 3 | 2 | 2 |
| 10 | 4 | 3 | 3 | 4 |
| 11 | 3 | 3 | 2 | 2 |
| 12 | 4 | 3 | 2 | 4 |
| 13 | 2 | 3 | 3 | 2 |
| 14 | 3 | 2 | 2 | 3 |
| 15 | 2 | 2 | 2 | 2 |
| 16 | 2 | 2 | 2 | 2 |
| 17 | 4 | 4 | 3 | 3 |
| 18 | 3 | 3 | 3 | 2 |
| 19 | 0 | 0 | 0 | 0 |
| 20 | 4 | 3 | 4 | 3 |
| 21 | 3 | 3 | 3 | 2 |
| 22 | 2 | 2 | 2 | 2 |
| 23 | 2 | 3 | 2 | 2 |
| 24 | 3 | 2 | 3 | 2 |
| 25 | 3 | 2 | 2 | 2 |
| 26 | 1 | 2 | 2 | 1 |
| Mean | 2,76 | 2,61 | 2,42 | 2,34 |

Researcher

Pre Test

| Students' Number | Fluency | Pronunciation | Grammar | Vocabulary |
|-------------------------|----------------|----------------------|----------------|-------------------|
| 1 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 2 | 2 | 2 | 3 |
| 4 | 3 | 2 | 2 | 2 |
| 5 | 2 | 2 | 2 | 2 |
| 6 | 3 | 2 | 2 | 2 |
| 7 | 2 | 3 | 2 | 2 |
| 8 | 2 | 1 | 2 | 3 |
| 9 | 2 | 2 | 2 | 1 |
| 10 | 3 | 3 | 3 | 2 |
| 11 | 3 | 2 | 2 | 3 |
| 12 | 2 | 3 | 3 | 2 |
| 13 | 2 | 3 | 2 | 2 |
| 14 | 3 | 2 | 2 | 3 |
| 15 | 2 | 2 | 1 | 3 |
| 16 | 2 | 2 | 2 | 2 |
| 17 | 3 | 3 | 3 | 2 |
| 18 | 2 | 2 | 2 | 2 |
| 19 | 3 | 3 | 2 | 2 |
| 20 | 3 | 3 | 3 | 3 |
| 21 | 3 | 2 | 3 | 3 |
| 22 | 2 | 2 | 2 | 2 |
| 23 | 3 | 2 | 2 | 2 |
| 24 | 2 | 2 | 2 | 2 |
| 25 | 2 | 2 | 1 | 2 |
| 26 | 2 | 2 | 2 | 1 |
| Mean | 2,42 | 2,26 | 2,15 | 2,23 |

Researcher

Pre Test

| Students' Number | Fluency | Pronunciation | Grammar | Vocabulary |
|-----------------------------|----------------|----------------------|----------------|-------------------|
| 1 | 4 | 4 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 |
| 3 | 3 | 2 | 3 | 2 |
| 4 | 4 | 3 | 3 | 3 |
| 5 | 3 | 3 | 2 | 2 |
| 6 | 3 | 3 | 2 | 2 |
| 7 | 3 | 3 | 3 | 3 |
| 8 | 2 | 2 | 1 | 2 |
| 9 | 3 | 3 | 2 | 2 |
| 10 | 4 | 3 | 3 | 3 |
| 11 | 3 | 2 | 2 | 3 |
| 12 | 3 | 3 | 3 | 4 |
| 13 | 2 | 3 | 3 | 2 |
| 14 | 3 | 3 | 3 | 2 |
| 15 | 4 | 2 | 1 | 2 |
| 16 | 3 | 2 | 2 | 2 |
| 17 | 3 | 4 | 3 | 4 |
| 18 | 3 | 3 | 2 | 3 |
| 19 | 0 | 0 | 0 | 0 |
| 20 | 4 | 4 | 4 | 3 |
| 21 | 3 | 3 | 3 | 3 |
| 22 | 3 | 2 | 2 | 2 |
| 23 | 3 | 3 | 2 | 3 |
| 24 | 3 | 2 | 2 | 2 |
| 25 | 2 | 2 | 2 | 2 |
| 26 | 2 | 2 | 1 | 2 |
| Mean | 2,92 | 2,65 | 2,30 | 2,46 |

COURSE GRID

Improving Students Speaking Skills through Communicative Activities of Grade VIII Students of SMP N 2 Sewonin the Academic
Year 2015/2016

STANDARD COMPETENCE

10. Expressing meaning in simple short functional text and monolog in the forms of recount and **narrative** texts to interact in surroundings.

BASIC COMPETENCE

- 10.2. Expressing meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of recount and **narrative** texts.

Cycle 1 (Meeting 1-4)

| Indicators | Learning Activities | Materials | Time | Media | Method | Language Focus | Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students are expected to be able to: 1. Identify information in the narrative texts 2. Mention the text organisation, language features and gambits of narrative text | 1. Opening 1) Teacher greets students 2) One of the students leads prayer 3) Teacher checks the attendance 4) Teacher writes down the topic on the white board 5) Teacher tells the learning objective and the scope of the lesson 2. Core Activities Presentation 1) Teacher shows a picture of a | Narrative texts: -George and the Dragons -Goldilocks -Monster Shopping Trip | 8 x 40 minutes | Media: handout, pictures, character masks, white board, projector, speaker, board marker | Presentation Practice Production | Language feature: -action verbs -past tense -direct & indirect verbs -uses conjugation Gambits: -Once upon | Byrne, D. and Rixon, S. (1979). <i>ELT Guide I: Communication Games</i> . Great Britain: The British Council. www.britishcouncil.com/learnenglish |

| | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|------------------------------------------------------|--|
| <p>3. Do some communicative games and pronounce some words correctly</p> <p>4. Describe verbally a narrative text in their own sentences</p> <p>5. Perform prepared group role-play</p> | <p>narrative text learnt already</p> <p>2) Teacher asks to the students what the title is and what it tells about, who the characters are.</p> <p>3) Teacher plays the recording of another narrative text</p> <p>4) Students carefully listen to the recording</p> <p>5) Teacher explains the text organisation, language features and gambits of narrative text</p> <p>Practice</p> <p>6) Students fill the blank words in the transcription (Task 1)</p> <p>7) Teacher gives students some verbal questions to students (Task 2)</p> <p>8) Students match the pictures with the name (Task 3)</p> <p>9) Students try to arrange the sequences of the story (Task 4)</p> <p>10) Teacher leads students to practise pronunciations of some words (Task 5)</p> <p>11) Students do grammar practise to use one of language features that is past tense verbs (Task 6)</p> <p>12) Students listen to a narrative text and answer the questions (Task 7)</p> <p>13) Students do matching game related to the text (Task 8)</p> <p>Production</p> <p>14) Students try to find what gifts given to Henry in the next narrative text (Task 9)</p> | | | | | <p>a time</p> <p>-Long time ago, there lived....</p> | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|------------------------------------------------------|--|

| | | | | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| | <p>15) Through the guidance of the teacher, in pairs students discuss what their presents given to Henry based on the clues of what Henry is like. Then the pairs tell to the class their result of discussion (Task 10)</p> <p>16) Students play group role-play. Each group consists of 4-5 students. Each group chooses a story among the three narrative stories. Guided by teacher, students make transcripts of conversations and practise several times before performing in front of the class. (Task 11)</p> <p>3. Closing</p> <p>1) Teacher and students reflect to today's lesson</p> <p>2) Teacher gives feedback to students</p> <p>3) Teacher and students summarize materials have been learnt</p> <p>4) Teacher gives guidance for the next meeting</p> <p>5) Teacher closes the class and says goodbye</p> | | | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

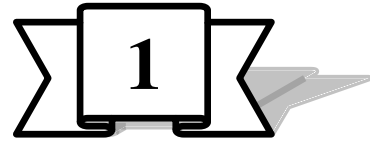
Cycle 2 (meeting 5-8)

| Indicators | Learning Activities | Materials | Time | Media | Method | Language Focus | Resources |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|--------------------------------------------|-----------------------------------------|----------------------------------------------------|------------------------------------------------------------|
| <p>Students are expected to be able to</p> <p>1. Identify information in the</p> | <p>1. Opening</p> <p>1) Teacher greets students</p> <p>2) One of the students leads prayer</p> <p>3) Teacher checks the attendance</p> | <p>Indonesian folklores:</p> <p>-Roro Jonggrang</p> | <p>8 x 40 minutes</p> | <p>Media: handout, pictures, character</p> | <p>Presentation Practice Production</p> | <p>Language feature: -action verbs -past tense</p> | <p>Byrne, D. and Rixon, S. (1979). <i>ELT Guide I:</i></p> |

| | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|-----------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>narrative texts</p> <p>2. Highlight language features and gambits of narrative text</p> <p>3. Do some communicative games and pronounce some words correctly</p> <p>4. Describe verbally a narrative text in their own sentences</p> | <p>4) Teacher tells the learning objective and the scope of the lesson</p> <p>2. Core Activities</p> <p>Presentation:</p> <p>1) Teacher shows picture of a narrative text learnt already</p> <p>2) Teacher asks to the students what the title is and what it tells about, who the characters are.</p> <p>3) Teacher shows pictures of a narrative text to stimulate students</p> <p>4) Students guess the story through the given pictures (Task 1)</p> <p>5) Students are given the text transcripts of the story</p> <p>Practice:</p> <p>6) Teacher gives students some verbal questions to students (Task 2)</p> <p>7) Students read aloud (Task 3)</p> <p>8) Students try to find the meaning of some words of the story (Task 4)</p> <p>9) Students arrange jumbled sentences to make a well arranged paragraph based on the story (Task 5)</p> <p>10) Students play flash card game (Task 6)</p> <p>11) Students read aloud another narrative text using songs and game (Task 7)</p> <p>12) Teacher gives verbal questions to students (Task 8)</p> <p>Production:</p> <p>13) Students play whispering in groups telling some sentences of The Battle</p> | <p>-The Golden Cucumber</p> <p>-Panyalahan Villlage</p> | | <p>masks,</p> <p>white board,</p> <p>projector,</p> <p>speaker,</p> <p>board marker</p> | | <p>-direct & indirect verbs</p> <p>-uses conjugation</p> <p>Gambits:</p> <p>-Once upon a time</p> <p>-Long time ago, there lived....</p> | <p><i>Communication Games.</i> Great Britain: The British Council.</p> <p>http://indonesianfolklore.blogspot.co.id/2007/10/legend-of-surabaya-folklore-from-east.html</p> <p>http://folklore-lover.blogspot.co.id/2009/03/loro-jonggrang.html</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|-----------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| | <p>of Surabaya (Task 9)</p> <p>14) Students try to find the verbs of the video of Penyalahan Village and make their own summary of the story using the verbs and some of them tell verbally to the class (Task 10)</p> <p>15) Through the guidance of the researcher, in pairs students discuss the moral values of the narrative texts and tell the class their results of discussions (Task 11)</p> <p>16) Each student individually is given jumbled cards of the title of three narrative texts. Students choose a card randomly and using their own words, tell the class the story they get (Task 12)</p> <p>3. Closing</p> <p>1) Teacher and students reflect to today's lesson</p> <p>2) Teacher gives feedback to students</p> <p>3) Teacher and students summarize materials have been learnt</p> <p>4) Teacher closes the class and says goodbye</p> | | | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

LESSON PLAN



School : SMP Negeri 2 Sewon
Subject : English
Grade / Semester : VIII/ 2
Meeting / Cycle : 1- 4/ Cycle 1
Text Type : Narrative
Skill : Speaking
Time Allocation : 8 x 40 minutes

STANDARD COMPETENCE

Speaking

10. Expressing meaning in simple short functional text and monolog in the forms of recount and **narrative** texts to interact in surroundings. (*Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk recount dan **narrative** untuk berinteraksi dengan lingkungan sekitar*)

BASIC COMPETENCE

- 10.2. Expressing meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of recount and **narrative** texts. (*Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan **narrative***)

INDICATORS

Students are expected to be able to

1. Identify information in the narrative texts
2. Mention the text organisation, language features and gambits of narrative text
3. Do some communicative games and pronounce some words correctly
4. Describe verbally a narrative text in their own sentences
5. Perform prepared group role-play

OBJECTIVE

At the end of this lesson, students are expected to be able to:

Express meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of **narrative** text.

LEARNING MATERIALS

Recalling narrative text using verbal questions



Taken from <http://learnenglishkids.britishcouncil.org>

What is the title of this story? What does this story tell about? Who are the characters? How does this story end?

GEORGE AND THE DRAGON

Task 1 (Filling the Blanks)

Read the sentences below carefully. Listen to the recording and fill the blanks



Once upon a time there was a brave 1)..... called George. George had lots of adventures as he 2)..... by horse across many lands. One day he travelled to a small village and met a man who lived in a cave next to the village. The hermit told the 3)..... about the awful things that were happening there. A terrible dragon had come to 4)..... in the lake and attacked the village every day. The villagers didn't know what to do. First, they gave the dragon all their food, but the dragon just took the food and still attacked the village. So then the villagers gave the dragon all the animals from their farms. The dragon took all the animals, but continued to 5)..... the villagers. So then they gave the dragon all their gold and 6)..... . The dragon took all their money, but still was not 7).....

The king sent his army to try and capture the dragon, but the dragon was too 8)..... and the knights of the army were too scared and they ran away. With nothing left to 9)....., the king could only think of one thing to help protect his people. He sent his only 10)....., the princess, to the lake to wait for the dragon.

When George 11)..... this he rode as fast as he could to the lake. Just then the dragon jumped out from the lake and was going to eat the princess. George attacked the dragon. He 12)..... very bravely, won the fight and killed the dragon. George and the princess returned to the village and everyone was very pleased that they 13)..... have no more problems with the dragon.

Today, the story of George's bravery is 14)..... and George is 15)..... as the patron saint of many countries.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/george-and-the-dragon>


Task 2 (Verbal Questions and Answers)

Answer the questions verbally based on the story you have heard.

1. What is the title of this story?
2. Who are the characters?
3. Who is the main character of this story?
4. How does this story end?
5. What makes George come to the village?
6. Who was killed in the end of the story?
7. What were given to the dragon?
8. How is the character of the dragon?
9. What do you think about George?
10. What is the moral value in the story you find?

Task 3 (Matching Activity)

Look at the pictures below. There are words under the pictures. Match the words with the pictures and write your answers under the pictures.

| | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| knight | | | | |
|  |  |  |  |  |
| | | | | |

| | | | | |
|-----------------|--------------------------|-------------|------------------|------------------------|
| King | Dragon | Food | Animals | Gold and Jewels |
| Princess | Knight | Army | Villagers | Hermit |

Task 4 (Arranging Activity)

There are jumbled sentences below. Read them carefully. Listen to the story again from the recording and arrange the sentences in order by giving consecutive numbers in the boxes.

| | |
|---|-----------------------------------------------------------------------------|
| | The villagers gave the dragon all their food, animals, and gold and jewels. |
| | Everybody in the village was very happy. |
| 1 | George was a knight who had lots of adventures. |
| | The army tried to capture the dragon. |
| | He heard about a dragon which attacked a village every day. |
| | George heard about the princess and killed the dragon. |
| | The king gave the dragon his daughter, the princess. |

Task 5 (Pronunciation Practice)

You have heard the story from the recording. There are some words below related to the recording. Try to pronounce them. You are guided by the teacher and repeat after your teacher.

| Words | Pronunciation |
|-----------------|---------------|
| Dragon | /ˈdræɡən/ |
| Princess | /prɪnˈses/ |
| Knight | /naɪt/ |
| Army | /ˈɑːmi/ |
| Hermit | /ˈhɜːmɪt/ |
| Jewel | /ˈdʒuːəl/ |
| Daughter | /ˈdɔːtə/ |

Task 6 (Completing Sentences)

You have learnt Simple Past Tense. Read the sentences below carefully. Choose the correct answers by give a circle.

- 1) Once upon a time there **[is][was]** a brave knight called George.
- 2) George **[has][had]** lots of adventures as he **[travels][travelled]** by horse across many lands.
- 3) The hermit **[tells][told]** the knight about the awful things that **[are][were]** happening there.
- 4) The villagers **[didn't][don't]** know what to do.
- 5) The king **[send][sent]** his army to **[try][tried]** and **[capture][captured]** the dragon.
- 6) The dragon **[is][was]** too strong.
- 7) The knights of the army **[are][were]** too scared and they ran away.
- 8) The king **[sends][sent]** his only daughter, the princess, to the lake to **[wait][waited]** for the dragon.
- 9) The dragon **[jumps][jumped]** out from the lake and **[is][was]** going to eat the princess.
- 10) George and the princess **[return][returned]** to the village and everyone **[is][was]** very pleased.

GOLDILOCKS

Task 7 (Questions and Answers)

Listen to the recording based on the story carefully and answer these questions below.

- 1) Who is the name of the main character?
- 2) Where does the story take place?
- 3) What is the colour of her hair?
- 4) How many bears are there?
- 5) Who are the bears?
- 6) What does she eat?
- 7) What is broken?
- 8) How many chairs are in the house?
- 9) How bowls are there on the table?
- 10) How many beds are there in the house?

Task 8 (Matching Activity)

You have watched the video of Goldilocks. There are some pictures about the story below. The pictures are in order already. You are provided also with the sentences based on the pictures and write the sentences based on the pictures below.

| | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|  |  |
| <p>1)</p>  | <p>2)</p>  |
| <p>3)</p>  | <p>4)</p>  |
| <p>5)</p> | <p>6)</p> |

Goldilocks was walking in the forest.
The bears came home.
Goldilocks ate all the porridge.

Goldilocks slept in the small bed.
There were three bowls on the table.
Goldilocks ran into the forest.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks>

Task 9 (Arrange and Describe Activity)

You have matched the sentences with the pictures based on the story of Goldilocks. You are going to describe some of the pictures verbally. You withdraw three from six pictures and describe them.

MONSTER SHOPPING TRIP



Hairy Henry is a handsome green monster. He lives in a small house in the forest. All his friends live nearby. Soon it is Hairy Henry's birthday. Loony Lou and Gorgonzola decide to buy him a present.

"What shall we buy him?"

"What about a camera?"

"No, he's got a camera."

"How about a big box of chocolates?"

"No, he's too fat."

"Let's buy him a new pair of shorts."

"No, he's got some new shorts."

Loony Lou and Gorgonzola just don't know what to buy him.

"I know! Let's go shopping in London. We can visit Hairy Henry's cousin Big Ben and ask him what to buy."

"Good idea!" So they got the train to London. Big Ben waited for them at the station. "Hello!" he said.

"We want to buy a present for Hairy Henry," they told him.

"I know just the place," said Big Ben and they went shopping. First they went into a computer shop.

"Wow! What a lot of computers and games!" said Big Ben, who loves computer games. They bought a very special monster computer game for catching horrible humans. Hairy Henry will love it! Next they went to a very smart shop called *Harrods*. They went to the special floor for monsters and looked at the very smart clothes. Everything was monstrously monstrous! Because Hairy Henry is quite a smart monster, Gorgonzola bought him a tie which lights up and sings a monster *Happy Birthday* song.








Finally, they went to an amazing cake shop. They bought the biggest, most monster cake they could find. They put it in a box to take it to Hairy Henry's birthday party. The next day Loony Lou, Gorgonzola and Big Ben collected all the presents together and took the train back home. They were so excited about Hairy Henry's birthday party.

What a surprise it would be. But then Hairy Henry deserves it, as he is such a nice monster.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/monster-shopping-trip>

Task 10 (Mentioning Words Related to the Topic)

You have watched the video of Monster Shopping Trip. Henry's friends bought him birthday presents. Look for the birthday presents given to Henry and tick them in the provided boxes.

| | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 11 (Discussion)

You are invited to Henry's birthday. You need to give him a birthday present. Discuss in pairs what you are going to give to him and tell why you choose that.

Task 12 (Acting from a Script)

You have been presented three titles of narrative texts. You are going to act from the scripts of the narrative texts. Make a group consist of 4 – 5 students. Choose one of the titles as your group's choice. Make the transcripts of the conversations of each character from the texts. Prepare the property as needed.

Narrative Text

- **Social Function**

The social function of narrative text is to entertain or amuse the readers or listeners.

- **Text Organisation**

The generic structure of narrative text is

Orientation

This part provides introductions about the story, what the story is about, who the participants are, where and when the story happens.

Complication

Complication is the problem or conflict happening in the story. It leads to the climax of the story.

Resolution

It is the stage where the problem is solved. The ending can be happy or sad ending.

- **Language Features**

- ✓ It uses action verbs
- ✓ It uses past tenses
- ✓ It consists of direct and indirect speech
- ✓ It uses conjunctions to arrange the events such as before, after, soon, first and then.

- **Gambits of Narrative Text**

- ✓ Once upon a time...
- ✓ Long time ago, there lived...

TEACHING – LEARNING TECHNIQUES

Presentation Practice Production

TEACHING – LEARNING ACTIVITIES

Opening

- 1) Teacher greets students
- 2) One of the students leads prayer
- 3) Teacher checks the attendance
- 4) Teacher writes down the topic on the white board
- 5) Teacher tells the learning objective and the scope of the lesson

Core Activities

Presentation

- 6) Teacher shows a picture of a narrative text learnt already

- 7) Teacher asks to the students what the title is and what it tells about, who the characters are.
- 8) Teacher plays the recording of another narrative text
- 9) Students carefully listen to the recording
- 10) Teacher explains the text organisation, language features and gambits of narrative text

Practice

- 11) Students fill the blank words in the transcription (Task 1)
- 12) Teacher gives students some verbal questions to students (Task 2)
- 13) Students match the pictures with the name (Task 3)
- 14) Students try to arrange the sequences of the story (Task 4)
- 15) Teacher leads students to practise pronunciations of some words (Task 5)
- 16) Students do grammar practise to use one of language features that is past tense verbs (Task 6)

Production

- 17) Students listen to a narrative text and answer the questions (Task 7)
- 18) Students do matching game related to the text (Task 8)
- 19) Students retell the story after arranging the jumbled pictures of Goldilocks without teacher's intervention (Task 9)
- 20) Students try to find what gifts given to Henry in the next narrative text (Task 10)
- 21) Through the guidance of the teacher, in pairs students discuss what their presents given to Henry based on the clues of what Henry is like. Then the pairs tell to the class their result of discussion (Task 11)
- 22) Students play group role-play. Each group consists of 4-5 students. Each group chooses a story among the three narrative stories. Guided by teacher, students make transcripts of conversations and practise several times before performing in front of the class. (Task 12)

Closing

- 23) Teacher and students reflect to today's lesson
- 24) Teacher gives feedback to students
- 25) Teacher and students summarize materials have been learnt
- 26) Teacher gives guidance for the next meeting
- 27) Teacher closes the class and says goodbye

LEARNING RESOURCE

Byrne, D. and Rixon, S. (1979). *ELT Guide I: Communication Games*. Great Britain: The British Council.

Oxford Advanced Learner's Dictionary New 8th Edition

www.britishcouncil.com/learnenglish

LEARNING MEDIA

Media: handout, pictures, character masks

Equipment: white board, projector, speaker, board marker

LANGUAGE ASSESSMENT

- 1) Technique : Performance Assessment
- 2) Speaking Rubric

Sewon, April 2016

English Teacher

Researcher

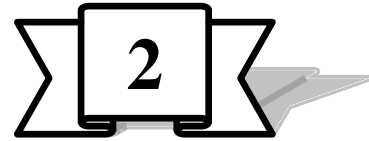
Woro Wahyu Utami, S.Pd

Lutfi Efendi

NIP. 19840927 200903 2 008

NIM. 12202244001

LESSON PLAN



School : SMP Negeri 2 Sewon
Subject : English
Grade / Semester : VIII/2
Meeting / Cycle : 5- 8 / Cycle 2
Text Type : Narrative
Skill : Speaking
Time Allocation : 8 x 40 minutes

STANDARD COMPETENCE

Speaking

10. Expressing meaning in simple short functional text and monolog in the forms of recount and **narrative** texts to interact in surroundings. (*Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk recount dan **narrative** untuk berinteraksi dengan lingkungan sekitar*)

BASIC COMPETENCE

- 10.2. Expressing meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of recount and **narrative** texts. (*Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan **narrative***)

INDICATORS

Students are expected to be able to

1. Identify information in the narrative texts
2. Highlight language features and gambits of narrative text
3. Do some communicative games and pronounce some words correctly
4. Describe verbally a narrative text in their own sentences

OBJECTIVE

At the end of this lesson, students are expected to be able to:

Express meaning in simple short monolog using various spoken forms accurately, fluently, and acceptably to interact in surroundings in the forms of **narrative** text.

LEARNING MATERIALS

Recalling narrative text using verbal questions from the previous lesson.



What is the title of this story? What does this story tell about? Who is the main character? How does this story end?

Task 1

Can you guess these pictures? What is the story about? Where does the story come from?



THE LEGEND OF RORO JONGGRANG

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, soon their happy lives were disturbed by Pengging Kingdom. The king, Bandung Bondowoso, wanted to occupy Prambanan. He was a mean king. The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondowoso had a supernatural power. His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Roro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Roro Jonggrang. She hated Bandung Bondowoso because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso.

But he did not give up. He asked the genies to help him. Then all those genies worked hard to build the 1.000 temples. Meanwhile, Roro Jonggrang heard from the servants that the building of 1.000 temples was almost finished. She was so scared. She did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the servant to help her.

"Please prepare a lot of straws and mortars. Come on! Hurry up!" said Roro Jonggrang. All those servants were confused. They did not know why Roro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straws and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day. Bandung Bondowoso was angry. He knew Roro Jonggrang just tricked him.

"You cannot fool me, Roro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple!" said Bandung Bondowoso.

With his supernatural power, Bandung Bondowoso made Roro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Yogyakarta. And the temple is named Loro Jonggrang temple.

Taken and adapted from <http://folklore-lover.blogspot.co.id/2009/03/loro-jonggrang.html>

Task 2 (*Answer questions verbally*)

Answer these questions verbally.

- 1) What is the story about?
- 2) Who are the characters in the story?
- 3) How does the conflict start?
- 4) Where is the location of Roro Jonggrang Temple?
- 5) When does the genies start building the temples?
- 6) What is the character of the king?
- 7) What can you conclude from the story?
- 8) What are the genies' reactions of what Roro Jonggrang did?
- 9) What can you conclude from the story?
- 10) What do you think the moral values in the stories?

Task 3 (*Reading Aloud*)

You are presented with a story of The Legend of Roro Jonggrang. Read the story carefully. Each of you has to read a sentence. The other students pay attention to the pronunciation and accuracy.

Task 4 (*Finding Meaning from Dictionary*)

Find the meanings of these words below and check how to pronounce them.

| | |
|--------------|-----------------|
| Occupy(v.) | Sunlight(n.) |
| Mean(adj.) | Meanwhile(adv.) |
| Genies(n.) | Straw(n.) |
| Creature(n.) | Mortar(n.) |

Task 5 (*Arranging Activity*)

Read the jumbled sentences below carefully. Arrange these jumbled sentences into a good paragraph based on the story of The Legend of Roro Jonggrang by giving ordered numbers in the provided spaces. The first number has been done for you.

_____ With his supernatural power, Bandung Bondowoso made Roro Jonggrang be a temple

_____ Prambanan lost the war and led by the new king, Bandung Bondowoso

_____ All genies thought that sun rose

_____ Roro Jonggrang asked Bandung Bondowoso to build a thousand of temples in just one night

_____ Once upon a time, there was a kingdom named Prambanan

_____ Roro Jonggrang and her servants wanted stop by burning the straw and make some noise by pounding the mortar

_____ Bandung Bondowoso fell in love with Roro Jonggrang and wanted to marry her.

_____ Bandung Bondowoso knew that Roro Jonggrang just tricked him

_____ Bandung Bondowoso wanted to occupy Prambanan

_____ Bandung Bondowoso asked the genies to help him to build the 1.000 temples

Task 6 (*Flash Card Game in Small Groups*)

Make a group consist of four students. You need to choose three cards randomly. Each of you has to answer three questions in the jumbled cards according to the story.

The Golden Cucumber

Once upon a time, not far from a jungle, lived a husband and a wife. They were farmers. They were diligent farmers and always worked hard in the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child. One night, while they were praying, a giant passed their house. The giant heard their pray.

"Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agreed to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter.

"My daughter, take this bag. It can save you from the giant," said the father.

"What do you mean, Father? I don't understand," said Timun Mas. Right after that, the giant came into their house.

"Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew that the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became a sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilli. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field.

But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, *terasi*. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they were finally together again.

Taken from <http://indonesianfolklore.blogspot.co.id/2007/10/legend-of-surabaya-folklore-from-east.html>

Task 7 (*Reading Aloud Using Songs*)

It is time to practise your pronunciation. There are some songs. There is a dolphin swimming to you. Whenever the doll stops, you have to read a sentence and translate it.

Task 8 (*Questions and Answers*)

Listen to the recording carefully and answer these questions.

1. Who are the main characters?
2. Where is the story from?
3. Who fight against each other?
4. What happened problem?
5. What is the promise?
6. Who breaks the promise?

Task 9 (*Whispering Activity in Large Groups*)

Make three large groups. Each group will be given the same words sentences according to the text. You are at the back going to whisper those words and sentences to the students in front of you. You have to pay attention to the pronunciation.

Task 10 (*Finding Activity*)

Watch the video of Penyalahan Village carefully. Find the verbs of the story. Use those verbs to make summary of the story and tell to the class verbally. Find also the characters, setting of the story.

Penyalahan Village

[Transcript]

Long time ago in Tasikmalaya, West Java, there lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger looked after their baby. Before working, they asked the tiger to look after their baby

“We will go to the field now. Look after our baby, okay?”

The tiger nodded. So, the couple went to the field. They worked in the morning to the afternoon. When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave strangely? He does not act as usual,” he thought. The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

“Why is your mouth full of blood?” he asked the tiger.

“You must have done something bad for my baby! Did you kill him? Why did you do that?” asked the husband angrily.

The husband took his knife and killed the tiger in anger. Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. Quickly, the wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood.

“Oh, my wife,” the husband said.

“We have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger. Forgive me, please?”

The couple felt very guilty. They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. After that, the couple’s village was called Panyalahan. The word Panyalahan is from the word “nyalahan”, which means “wrong guess”.

Task 11 (*Discussion in Pairs*)

Discuss the moral values of the three narrative texts in pairs. Each pair tells verbally their results of discussions.

Task 12 (*Speaking Performance*)

There will be jumbled three cards with each title of narrative text. Each student will choose randomly one of the three cards and perform verbally with their own words.

Narrative Text

- **Social Function**

The social function of narrative text is to entertain or amuse the readers or listeners.

- **Text Organisation**

The generic structure of narrative text is

Orientation

This part provides introductions about the story, what the story is about, who the participants are, where and when the story happens.

Complication

Complication is the problem or conflict happening in the story. It leads to the climax of the story.

Resolution

It is the stage where the problem is solved. The ending can be happy or sad ending.

- **Language Features**
 - ✓ It uses action verbs
 - ✓ It uses past tenses
 - ✓ It consists of direct and indirect speech
 - ✓ It uses conjunctions to arrange the events such as before, after, soon, first and then.
- **Gambits of Narrative Text**
 - ✓ Once upon a time...
 - ✓ Long time ago, there lived...

TEACHING – LEARNING TECHNIQUES

Presentation Practice Production

TEACHING – LEARNING ACTIVITIES

Opening

1. Teacher greets students
2. One of the students leads prayer
3. Teacher checks the attendance
4. Teacher tells the learning objective and the scope of the lesson

Core Activities

Presentation

5. Teacher shows picture of a narrative text learnt already
6. Teacher asks to the students what the title is and what it tells about, who the characters are.
7. Teacher shows pictures of a narrative text to stimulate students
8. Students guess the story through the given pictures (Task 1)
9. Students are given the text transcripts of the story

Practice

10. Teacher gives students some verbal questions to students (Task 2)
11. Students read aloud (Task 3)
12. Students try to find the meaning of some words of the story (Task 4)
13. Students arrange jumbled sentences to make a well arranged paragraph based on the story (Task 5)
14. Students play flash card game (Task 6)
15. Students read aloud another narrative text using songs and game (Task 7)
16. Teacher gives verbal questions to students (Task 8)

Production

17. Students play whispering in groups telling some sentences of The Battle of Surabaya (Task 9)

18. Students try to find the verbs of the video of Penyalahan Village and make their own summary of the story using the verbs and some of them tell verbally to the class (Task 10)
19. Through the guidance of the researcher, in pairs students discuss the moral values of the narrative texts and tell the class their results of discussions (Task 11)
20. Each student individually is given jumbled cards of the title of three narrative texts. Students choose a card randomly and using their own words, tell the class the story they get (Task 12)

Closing

21. Teacher and students reflect to today's lesson
22. Teacher gives feedback to students
23. Teacher and students summarize materials have been learnt
24. Teacher closes the class and says goodbye

LEARNING RESOURCE

Byrne, D. and Rixon, S. (1979). *ELT Guide I: Communication Games*. Great Britain: The British Council.

Oxford Advanced Learner's Dictionary New 8th Edition

<http://indonesianfolklore.blogspot.co.id/2007/10/legend-of-surabaya-folklore-from-east.html>

<http://folklore-lover.blogspot.co.id/2009/03/loro-jonggrang.html>

LEARNING MEDIA

Media: handout, pictures, flash cards

Equipment: white board, projector, speaker, board marker

LANGUAGE ASSESSMENT

1. Technique : Performance Assessment
2. Speaking Rubric

Sewon, May 2016

English Teacher

Researcher

Woro Wahyu Utami, S.Pd

Lutfi Efendi

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Recalling narrative text using verbal questions



Taken from <http://learnenglishkids.britishcouncil.org>

What is the title of this story? What does this story tell about? Who are the characters? How does this story end?



GEORGE AND THE DRAGON

Task 1

Read the sentences below carefully. Listen to the recording and fill the blanks.



Once upon a time there was a brave 1)..... called George. George had lots of adventures as he 2)..... by horse across many lands. One day he travelled to a small village and met a man who lived in a cave next to the village. The hermit told the 3)..... about the awful things that were happening there. A terrible dragon had come to 4)..... in the lake and attacked the village every day. The villagers didn't know what to do. First, they gave the dragon all their food, but the dragon just took the food and still attacked the village. So then the villagers gave the dragon all the animals from their farms. The dragon took all the animals, but continued to 5)..... the villagers. So then they gave the dragon all their gold and 6)..... . The dragon took all their money, but still was not 7).....

The king sent his army to try and capture the dragon, but the dragon was too 8)..... and the knights of the army were too scared and they ran away. With nothing left to 9)....., the king could only think of one thing to help protect his people. He sent his only 10)....., the princess, to the lake to wait for the dragon.

When George 11)..... this he rode as fast as he could to the lake. Just then the dragon jumped out from the lake and was going to eat the princess. George attacked the dragon. He 12)..... very bravely, won the fight and killed the dragon. George and the princess returned to the village and everyone was very pleased that they 13)..... have no more problems with the dragon. Today, the story of George's bravery is 14)..... and George is 15)..... as the patron saint of many countries.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/george-and-the-dragon>











Task 2

Answer the questions verbally.

1. What is the title of this story?
2. Who are the characters?
3. Who is the main character of this story?
4. How does this story end?
5. What makes George come to the village?
6. Who was killed in the end of the story?
7. What were given to the dragon?
8. How is the character of the dragon?
9. What do you think about George?
10. What is the moral value in the story you find?

Task 3

Look at the pictures below. There are words under the pictures. Match the words with the pictures and write your answer under the pictures.

| | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| knight | | | | |
|  |  |  |  |  |
| | | | | |

| | | | | |
|----------|-------------------|------|-----------|-----------------|
| King | Dragon | Food | Animals | Gold and Jewels |
| Princess | Knight | Army | Villagers | Hermit |

Task 4

There are jumbled sentences below. Read them carefully. Listen to the story again from the recording and arrange the sentences in order by giving consecutive numbers in the boxes

| | |
|---|-----------------------------------------------------------------------------|
| | The villagers gave the dragon all their food, animals, and gold and jewels. |
| | Everybody in the village was very happy. |
| 1 | George was a knight who had lots of adventures. |
| | The army tried to capture the dragon. |
| | He heard about a dragon which attacked a village every day. |
| | George heard about the princess and killed the dragon. |
| | The king gave the dragon his daughter, the princess. |

Task 5

You have heard the story from the recording. There are some words below related to the recording. Try to pronounce them. You are guided by the teacher and repeat after your teacher.

| Words | Pronunciation |
|----------|---------------|
| Dragon | /ˈdræɡən/ |
| Princess | /prɪnˈses/ |
| Knight | /naɪt/ |
| Army | /ˈɑːmi/ |
| Hermit | /ˈhɜːmɪt/ |
| Jewel | /ˈdʒuːəl/ |
| Daughter | /ˈdɔːtə/ |

Task 6

You have learnt Simple Past Tense. Read the sentences below carefully. Choose the correct answers by give a circle.

1. Once upon a time there **[is]****[was]** a brave knight called George.
2. George **[has]****[had]** lots of adventures as he **[travels]****[travelled]** by horse across many lands.
3. The hermit **[tells]****[told]** the knight about the awful things that **[are]****[were]** happening there.

4. The villagers [**didn't**][**don't**] know what to do.
5. The king [**send**][**sent**] his army to [**try**][**tried**] and [**capture**][**captured**] the dragon.
6. The dragon [**is**][**was**] too strong.
7. The knights of the army [**are**][**were**] too scared and they ran away.
8. The king [**sends**][**sent**] his only daughter, the princess, to the lake to [**wait**][**waited**] for the dragon.
9. The dragon [**jumps**][**jumped**] out from the lake and [**is**][**was**] going to eat the princess.
10. George and the princess [**return**][**returned**] to the village and everyone [**is**][**was**] very pleased.

GOLDILOCKS

Task 7

Listen to the recording based on the story carefully and answer these questions below.

- 11) Who is the name of the main character?
- 12) Where does the story take place?
- 13) What is the colour of her hair?
- 14) How many bears are there?
- 15) Who are the bears?
- 16) What does she eat?
- 17) What is broken?
- 18) How many chairs are in the house?
- 19) How bowls are there on the table?
- 20) How many beds are there in the house?

Task 8

You have watched the video of Goldilocks. There are some pictures about the story below. The pictures are in order already. You are provided also with the sentences based on the pictures and write the sentences based on the pictures below.



Goldilocks was walking in the forest.
The bears came home.
Goldilocks ate all the porridge.

Goldilocks slept in the small bed.
There were three bowls on the table.
Goldilocks ran into the forest.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks>

Meeting 2

MONSTER SHOPPING TRIP



Hairy Henry is a handsome green monster. He lives in a small house in the forest. All his friends live nearby. Soon it is Hairy Henry's birthday. Loony Lou and Gorgonzola decide to buy him a present.

"What shall we buy him?"

"What about a camera?"

"No, he's got a camera."

"How about a big box of chocolates?"

"No, he's too fat."

"Let's buy him a new pair of shorts."

"No, he's got some new shorts."

Loony Lou and Gorgonzola just don't know what to buy him.

"I know! Let's go shopping in London. We can visit Hairy Henry's cousin Big Ben and ask him what to buy."

"Good idea!" So they got the train to London. Big Ben waited for them at the station. "Hello!" he said.

"We want to buy a present for Hairy Henry," they told him.

"I know just the place," said Big Ben and they went shopping. First they went into a computer shop.

"Wow! What a lot of computers and games!" said Big Ben, who loves computer games. They bought a very special monster computer game for catching horrible humans. Hairy Henry will love it! Next they went to a very smart shop called *Harrods*. They went to the special floor for monsters and looked at the very smart clothes. Everything was monstrously monstrous! Because Hairy Henry is quite a smart monster, Gorgonzola bought him a tie which lights up and sings a monster *Happy Birthday* song.









Finally, they went to an amazing cake shop. They bought the biggest, most monster cake they could find. They put it in a box to take it to Hairy Henry's birthday party. The next day Loony Lou, Gorgonzola and Big Ben collected all the presents together and took the train back home. They were so excited about Hairy Henry's birthday party.

What a surprise it would be. But then Hairy Henry deserves it, as he is such a nice monster.

Taken from <http://learnenglishkids.britishcouncil.org/en/short-stories/monster-shopping-trip>

Task 9

You have watched the video of Monster Shopping Trip. Henry's friends bought him birthday presents. Look for the birthday presents given to Henry and tick them in the provided boxes.

| | | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 10

You are invited to Henry's birthday. You need to give him a birthday present. Discuss in pairs what you are going to give to him and tell why you choose that.

Task 11

You have been presented three titles of narrative texts. You are going to act from the scripts of the narrative texts. Make a group consist of 4 – 5 students. Choose one of the titles as your group's choice. Make the transcripts of the conversations of each character from the texts. Prepare the property as needed.



Task 1

Can you guess these pictures? What is the story about? Where does the story come from?



Taken from <http://folklore-lover.blogspot.co.id/2009/03/loro-jonggrang.html>

THE LEGEND OF RORO JONGGRANG

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, soon their happy lives were disturbed by Pengging Kingdom. The king, Bandung Bondowoso, wanted to occupy Prambanan. He was a mean king. The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondowoso had a supernatural power. His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Roro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Roro Jonggrang. She hated Bandung Bondowoso because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso.

But he did not give up. He asked the genies to help him. Then all those genies worked hard to build the 1.000 temples. Meanwhile, Roro Jonggrang heard from the servants that the building of 1.000 temples was almost finished. She was so scared. She did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the servant to help her.

"Please prepare a lot of straws and mortars. Come on! Hurry up!" said Roro Jonggrang. All those servants were confused. They did not know why Roro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straws and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day. Bandung Bondowoso was angry. He knew Roro Jonggrang just tricked him.

"You cannot fool me, Roro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple!" said Bandung Bondowoso.

With his supernatural power, Bandung Bondowoso made Roro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Yogyakarta. And the temple is named Roro Jonggrang temple.

Taken and adapted from <http://folklore-lover.blogspot.co.id/2009/03/loro-jonggrang.html>

Task 2

Answer these questions verbally.

1. What is the story about?
2. Who are the characters in the story?
3. How does the conflict start?
4. Where is the location of Roro Jonggrang Temple?
5. When do the genies start building the temples?
6. What is the character of the king?
7. What can you conclude from the story?
8. What are the genies' reactions of what Roro Jonggrang did?
9. What can you conclude from the story?
10. What do you think the moral values in the stories?

Task 3

You are presented the narrative text. Read it carefully. Each of you has to read a sentence in the story. Other students pay attention to the pronunciation.

Task 4

Find the meanings of these words below and check how to pronounce them.

| | | | |
|------------|-----------------|--------------|------------|
| Occupy(v.) | Sunlight(n.) | Creature(n.) | Genies(n.) |
| Mean(adj.) | Meanwhile(adv.) | Mortar(n.) | Straw(n.) |

Task 5

Read the jumbled sentences based on the story below carefully. Arrange these jumbled sentences into a good paragraph according to the story of The Legend of Roro Jonggrang by giving ordered numbers in the provided spaces. The first number has been done for you.

_____ With his supernatural power, Bandung Bondowoso made Roro Jonggrang be a temple

_____ Prambanan lost the war and led by the new king, Bandung Bondowoso

_____ All genies thought that sun rose

_____ Roro Jonggrang asked Bandung Bondowoso to build a thousand of temples in just one night

_____ Once upon a time, there was a kingdom named Prambanan

_____ Roro Jonggrang and her servants wanted stop by burning the straw and make some noise by pounding the mortar

_____ Bandung Bondowoso fell in love with Roro Jonggrang and wanted to marry her.

_____ Bandung Bondowoso knew that Roro Jonggrang just tricked him

_____ Bandung Bondowoso wanted to occupy Prambanan

_____ Bandung Bondowoso asked the genies to help him to build the 1.000 temples

Task 6

Each group consists of four students. Each student has to answer three questions in the jumbled cards based on the story of Roro Jonggrang. The cards will be withdrawn by you.



The Golden Cucumber

[Text Transcription]

Once upon a time, not far from a jungle, lived a husband and a wife. They were farmers. They were diligent farmers and always worked hard in the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child. One night, while they were praying, a giant passed their house. The giant heard their pray.

"Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agreed to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter.

"My daughter, take this bag. It can save you from the giant," said the father.

"What do you mean, Father? I don't understand," said Timun Mas. Right after that, the giant came into their house.

"Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew that the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became a sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilli. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field.

But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, *terasi*. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they were finally together again.

Taken from <http://indonesianfolklore.blogspot.co.id/2007/10/legend-of-surabaya-folklore-from-east.html>

Task 7

It is time to check your pronunciation. There are some songs. There is a dolphin doll swimming to you. Whenever the doll stops, you have to read a sentence and translate from The Golden Cucumber.

Task 8

Listen to the recording carefully and answer these questions below.

- 1) Who are the main characters?
- 2) Where is the setting of the story?
- 3) How is the character of Timun Mas?

- 4) What happens to the farmers?
- 5) What is the promise?
- 6) Who breaks the promise?
- 7) What are given to Timun Mas?

Task 9

Make three groups. You are given the same words and sentences based on the text. You are starting from the back to whisper the words and sentences to your friends in front of you. You have to pay attention to your pronunciation.

Task 10

Watch the video of Penyalahan Village carefully. Find the verbs of the story by looking at the provided subtitles in the video. Use those verbs to make summary of the story and tell to the class verbally. Find also the characters, setting of the story.



PENYALAHAN VILLAGE

[Transcript]

Long time ago in Tasikmalaya, West Java, there lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger looked after their baby. Before working, they asked the tiger to look after their baby

“We will go to the field now. Look after our baby, okay?”

The tiger nodded. So, the couple went to the field. They worked in the morning to the afternoon. When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave strangely? He does not act as usual,” he thought. The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

“Why is your mouth full of blood?” he asked the tiger.

“You must have done something bad for my baby! Did you kill him? Why did you do that?” asked the husband angrily.

The husband took his knife and killed the tiger in anger. Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. Quickly, the wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood.

“Oh, my wife,” the husband said.

“We have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger. Forgive me, please?”

The couple felt very guilty. They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. After that, the couple’s village was called Panyalahan. The word Panyalahan is from the word “nyalahan”, which means “wrong guess”.

Task 11

Discuss the moral values of the three narrative texts in pairs. Each pair tells verbally their results of discussions to the class.

Task 12

There are jumbled three pieces of small folded papers with each title of Indonesian folklores. Each of you withdraws one of the three cards and tells the class verbally with your own words the title, the characters, the setting and origin, complication and resolution.

PHOTOGRAPHS



The researcher explained the gambits of narrative text, structures of narrative text.



Students did pre communicative activities in the handouts distributed during the meetings.



Some students delivered the results of their discussion chaired by the researcher.



Students in groups prepared their performance for playing role play.



Some students work in group to prepare their performance.



A group of students rehearsed to perform in role play.



Other students were watching the rehearsal of one of the groups.



A group of students performed role play of a narrative text.



A group photo with the students was made after finishing all meetings in this research.

PERMISSION LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRM/FBS/33-01
10 Jan 2011

Nomor : 326b/UN.34.12/DT/III/2016
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 24 Maret 2016

Yth. Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE LANGUAGE TEACHING
ACTIVITIES OF GRADE VIII STUDENTS OF SMPN 2 SEWON IN THE ACADEMIC YEAR 2015/2016**

Mahasiswa dimaksud adalah

Nama : LUTFI EFENDI
NIM : 12202244001
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April- Juni 2016
Lokasi Penelitian : SMPN 2 Sewon

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:
- Kepala SMPN 2 Sewon



operator1@yahoo.com

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/REG/N/649/3/2016

Membaca Surat : **KASUBAG PENDIDIKAN FBS**
Tanggal : **24 MARET 2016**

Nomor : **326B/UN.34.12/DT/III/2016**
Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **LUTFI EFENDI** NIP/NIM : **12202244001**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES OF GRADE VIII STUDENTS' OF SMP N 2 SEWON IN THE ACADEMIC YEAR 2015/2016**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **28 MARET 2016 s/d 28 JUNI 2016**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **28 MARET 2016**
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.



Drs. I. Muwono, MM
NIP. 19620830 198903 1 006

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



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

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 1424 / S1 / 2016

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 326B/UN.34.12/DT/III/2016
Tanggal : 28 Maret 2016 Perihal : IJIN PENELITIAN/RISET

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada
Nama : **LUTFI EFENDI**
P. T / Alamat : **Fakultas Bahasa dan Seni UNY
Karangmalang**
NIP/NIM/No. KTP : **3402080306930002**
Nomor Telp./HP : **085643633193**
Tema/Judul : **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES OF GRADE
VIII STUDENTS OF SMP N 2 SEWON IN THE ACADEMIC YEAR
2015/2016**
Lokasi : **SMP N 2 SEWON**
Waktu : **29 Maret 2016 s/d 28 Juni 2016**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 29 Maret 2016

A.n. Kepala,
Kepala Bidang Data Penelitian dan
Pengembangan, u.b. Kasubbid. Litbang
Heny Endrawati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pengelola Pendidikan Dasar Kecamatan Sewon
5. Ka. SMP Negeri 2 Sewon
6. Kepala Fakultas Bahasa dan Seni UNY



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP NEGERI 2 SEWON
Jalan Parangtritis Km. 6 Sewon Bantul, Yogyakarta 55188 ☎ (0274) 445624
E-mail : smpn2sewon@gmail.com

SURAT KETERANGAN

Nomor : 421.3 / 112.

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sewon, Kabupaten Bantul, Daerah Istimewa Yogyakarta, menerangkan bahwa :

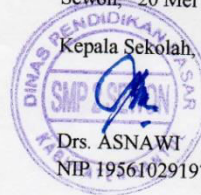
Nama : LUTFI EFENDI
NIM : 12202244001
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
PerguruanTinggi : Universitas Negeri Yogyakarta

benar-benar telah melaksanakan observasi di SMP Negeri 2 Sewon, Bantul, pada tanggal 29 Maret s.d. 18 Mei 2016, untuk memperoleh data guna menyusun tugas dengan judul **"IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES OF GRADE VIII STUDENTS OF SMP N 2 SEWON IN THE ACADEMIC YEAR 2015/2016"**.

Demikianlah, surat keterangan ini dibuat dengan dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Sewon, 20 Mei 2016

Kepala Sekolah,



Drs. ASNAWI

NIP. 195610291979031002