

**THE USE OF COOPERATIVE LEARNING STAD
TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS
GRADE XI IN SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements
to Obtain a *Sarjana Pendidikan* Degree in English Language Education**



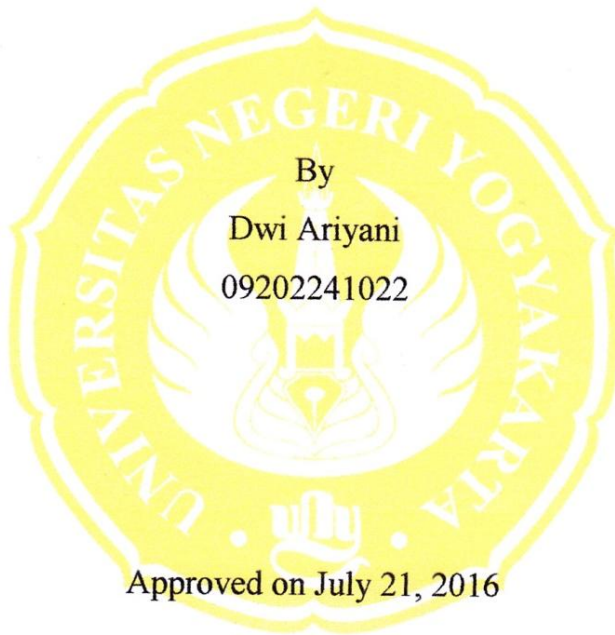
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JULY 2016**

APPROVAL SHEET

**THE USE OF COOPERATIVE LEARNING STAD
TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS
CLASS XI IN SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



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RATIFICATION

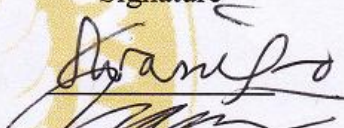
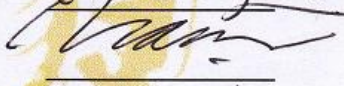
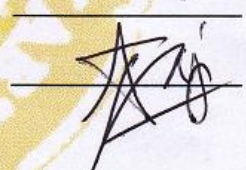
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A THESIS

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, 27 Juli 2016

Penulis,



Dwi Ariyani

DEDICATIONS

This thesis is fully dedicated to my beloved parents

Suratma & Suratmi

and my caring brother, Wahyudianto.

MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

So what if this life isn't perfect? It's not jannah.

(Nouman Ali Khan)

Even the smallest person can change the course of the future.

(J.R.R. Tolkien)

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِ

ACKNOWLEDGEMENTS

Alhamdulillah, all praise goes to Allah SWT, the Almighty, the Merciful, and the Owner of the Universe, for the blessings given to me so that, finally, I could finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

My deepest appreciation is addressed to my supervisor, Prof. Hj. Suwarsih Madya, Ph.D., who has patiently supervised me in completing this thesis and more importantly taught me the values to hold as a teacher. I would like to express my sincere gratitude to my academic advisor, Drs. Suharso, M.Pd. who always supports and encourages me to complete this thesis, and the lecturers of English Education Department from whom I learned English and language learning.

My earnest gratitude goes to the partners in conducting this research: the family of SMK N 1 Depok, the school principal, Drs. Eka Setiadi, M.Pd, the English teacher and my collaborator, *Ibu* Siti Murtiningrum, S.Pd, M.Hum, the students of grade XI AK 1, and my research collaborators.

My greatest gratitude goes to my family. Firstly, I would like to thank my parents who has always supported me whatever I do, and my beloved brother who has believed me all the way. I would also like to express my love to my dearest sister and niece; I know they always love and support me.

My deepest love also goes to all of my friends in English Education Department, especially those in class PBI B 2009. With you I learned good and bad things which make me a stronger person. I miss you all.

Finally, I hope that this thesis will be useful for those who read it. I realize that this thesis is still far from being perfect. However, any criticism, ideas, and suggestions for the betterment of this thesis are greatly appreciated.

Yogyakarta, 2016.

Dwi Ariyani

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**The Use of Cooperative Learning STAD to Improve Speaking Skills of
Accounting Program Students Grade XI in SMK N 1 Depok in the Academic
Year of 2013/2014**

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ABSTRACT

This action research study aimed to improve the speaking skills of grade XI Accounting Program students in SMK N 1 Depok, in the academic year of 2013/2014 through the use of cooperative learning STAD.

This collaborative action research study involved 32 students of class XI AK 1, the English teacher, and the collaborator from the English Education department, Yogyakarta State University. This study was conducted in SMK N 1 Depok in three cycles and each cycle was held for two meetings for regular lessons and a meeting for a quiz in each cycle. The research procedure consisted of reconnaissance, planning, action and observation, and reflection. The data obtained during the research consisted of qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were gained from tests. The qualitative data were analyzed by condensing data, displaying data, and drawing conclusion. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data used was democratic, outcome, process, catalytic, and dialogic validity.

The results of the study showed that the use of cooperative learning STAD improved the students' speaking skills. The students showed improvement in some aspects such as pronunciation, vocabulary mastery and confidence. The components of STAD contributed to promote students' participation in the classroom, and in small groups.

Keywords: cooperative learning STAD, improving speaking skills

CHAPTER I

INTRODUCTION

A. The Background to the Study

In the Indonesian education system, English is a compulsory subject in Junior High Schools and Senior High Schools and is a non-compulsory subject in Elementary Schools since the implementation of the 1994 curriculum. At the same level as Senior High Schools, there is also Vocational Education which focuses on vocational competencies. Vocational education prepares learners for careers that are based on practical activities or occupation. In Indonesia, vocational education is known as a secondary program of education, i.e. Sekolah Menengah Kejuruan (SMK).

English is important to be taught in SMK. The curriculum requires SMK students to master English skills in order to prepare themselves to face the professional situation. As stated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) 22*, in SMK, English is an adaptive subject which is designed to prepare the students with English spoken and written communication skills in a certain program. Furthermore, English mastery helps the students to compete in the globalization era in the future. There are two main goals of English learning in SMK proposed by BSNP (2006). The first is that the students master the basic knowledge and skills of English to sustain the program competence achievement. The second goal is for the students to apply the English knowledge and skills to maintain both spoken and written communication in the intermediate level. Accordingly the vocational English

course should offer students communication skills closely related to their profession experience.

In the new curriculum—2013 curriculum, as stated in *Peraturan Menteri Pendidikan dan Kebudayaan no 70 tahun 2013* about curriculum structure of SMK/MAK, English is taught with a specific purpose to be used in a particular occupational setting. This means that the teaching and learning activities are supposed to provide a more specific register related to their major rather than general language features. The content of this new curriculum is similar to the previous curriculum—2006 curriculum. The improvement is on the mechanism of how to apply the system.

There are three levels of English skills taught in SMK, i.e. novice level, elementary level, and intermediate level. These levels are supposed to be taught as follows: the Novice level for tenth grade students, the Elementary level for eleventh grade students, and the Intermediate level for twelfth grade students. Those levels are set in the standard of competence of SMK which are then formulated in the form of basic competences.

In teaching English, English teachers should teach all four skills listening, speaking, reading, and writing in balance. However, the speaking skill has often been put aside in English lesson since it is not present in the National Examination. The teachers find it hard to teach speaking because it will need much more time to practice while the time provided is very limited. Moreover, the students do not have chances to practice their speaking skills outside the class.

The observation and interviews conducted on September 11th – 14th 2013 confirmed that grade XI Accounting Program 1 students at SMKN 1 Depok had some difficulties in learning English speaking skills. The main cause is that the students were not motivated to practice speaking in English. This could be seen from the students' involvement in the class activities. The students used Javanese and Indonesian the most instead of English in the classroom. It was because they were not confident enough to speak in English.

The students were also afraid of making mistakes while speaking in English. They had difficulties in pronouncing English words. Although they always could find the meaning of words using dictionary, they rarely brought dictionaries with them. They also preferred working in groups to working individually, but from the class observation, they did not really work in groups. Most students only chatted with friends. The teacher did not try to manage the students to work properly in groups. These problems are found by analysing the vignette of the teaching and learning process and the interview with the teacher.

Considering these existing problems, there should be an action to be conducted to help the students in learning English especially the speaking skill. The teacher agreed to the idea that the teaching and learning process should be changed to meet the students' needs. After a long discussion, the teacher and I decided to conduct an action research study focusing on improving the students' speaking skills using STAD (Student Teams-Achievement Division). The teacher would help me in observing the teaching and learning process and would give comments and suggestions to the teaching during the research.

B. The Identification of the Problems

The English teacher and I identified the problems by observing the English teaching and learning process in the classroom, interviewing the English teachers and distributing questionnaires to the students. The English teacher and I discussed the teaching and learning process in the classroom we had observed. From the observation, we found some problems in the input and the process of learning English. The input consisted of some aspects: curriculum, teachers, students, equipment, and environment. The process concerned the teaching and learning process in the classroom.

The first problem was related to the students. The students were not confident to speak in English. This is influenced by some factors. Firstly, they were acquainted with limited vocabulary. The next factor is that they were afraid of making grammatical mistakes and pronunciation mistakes. These reasons made the students reluctant to speak in English. They used Indonesian and even Javanese in the classroom instead of English. The students liked working in groups. However they did not work seriously. This was illustrated from the class condition, when the teacher asked them to work in groups, many of them only chatted and did other things instead of doing the task. There seemed no responsibility showed by the students during working in groups.

The next problem was related to the teaching and learning process. The classroom activities were less varied and less interactive which made students less interested to practice their speaking skill in the classroom. The PPP (Presentation, Practice and Production) was mostly used to teach English which

kept the students passive especially in speaking because it was too teacher-centred. The classroom situation did not give the opportunity for the students to use English to communicate in the class. The students sometimes worked in groups but they were not organized well. The teacher did not check how the groups worked while doing the task. That is why the students did not use English often even when it was the English class. The teacher did not motivate them to speak in English. However, in English classroom, the students should be able to practice their English skills. Moreover, the students were likely to be dependent on the classroom learning since there was not much chance for them to practice outside the class.

The last problem identified was the media and equipment used in the teaching and learning process. In the classroom, useful media that could provide speaking activities were not available. The textbook used was focused on grammar. The materials used were also from the textbook in which not much speaking exercises present.

Considering the problems examined above, it is necessary to find a solution for all aspects in the English teaching-learning process so that the speaking skills of the SMKN 1 Depok students can be improved. Furthermore, the solution is expected to encourage them to speak more both inside and outside the classroom.

C. The Limitation of the Problem

Based on the identification above, there are many problems found in the teaching and learning process in the English classroom. However, it is impossible to solve all problems in a very limited time. Therefore, the researcher only focuses on improving students' speaking skills, regarding the activities in the classroom.

The English teacher and I decided to use one of the cooperative learning strategies STAD to improve students' speaking skills. We use STAD in this research because it is considered suitable for teaching speaking. STAD has been suggested as the solution for many educational problems. It offers a proven, practical means of creating exciting social and engaging classroom environment to help students to master traditional skills and knowledge as well as to develop the creative and interactive skills. In learning speaking, STAD is effective to engage students to practice their speaking skill. By working in teams, students will be motivated to learn maximally.

D. The Formulation of the Problem

In this research, the problem is formulated as follows: "How does STAD improve the speaking skills of Accounting Program students grade XI in SMK N 1 Depok?"

E. The Objective of the Study

The objective of this study is to describe how STAD can improve the speaking skills of Accounting Program students grade XI in SMK N 1 Depok in the academic year of 2013/2014.

F. The Significance of the Study

The result of this study is expected to give some theoretical and practical significance.

1. Theoretical Significance

The researcher expects that the findings of this research study can be a reference related to the use of STAD in improving students' speaking skills in the English classroom.

2. Practical Significance

- a. The English teacher of SMKN 1 Depok can use the result of this study as an information source in employing STAD to develop students' speaking skills.
- b. The students of Accounting Program grade XI in SMKN 1 Depok can use this study as a helpful source to improve their speaking skills.
- c. As the researcher, I hope this study can be a reference to conduct further research of English language teaching in EFL context. It is also expected that this study can give experience in not only doing action research but teaching English as well, especially using STAD.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. English Language Teaching

The great need of English communication skills around the world has built a great demand for English language teaching methodology, materials and resources. English language teaching has been developed since the need for English communication skills. It has many changes in ideas and methodology in facilitating the English teaching process. Richards (2006) groups the phases of English language teaching into 3: traditional approaches, classic communicative language teaching and current communicative language teaching.

Traditional approaches (up to 1960s) focuses on grammatical competence as the basis of language proficiency. In this phase, once the basic knowledge of language was established, the four skills would then be introduced. The methodologies used are Audiolingualism (Aural-Oral Method) whose focal point is a model dialogue repeated and memorized by the learners and Structural-Situational Approach (Situational Language Teaching) which often employs PPP lesson sequence.

Later in 1970s, such methods fell out of fashion. Attention shifted from grammatical competence to the knowledge and skills using grammar and other aspects of language for different communicative purposes. What was needed was communicative competence, a broader concept than that of

grammatical competence. It was argued that communicative competence should be the goal of language teaching. Communicative Language Teaching emerged to be the solution of this situation.

Communicative Language Teaching has been widely implemented in English language teaching since 1990s. CLT sets principles which established the idea of communicative competence as the goal of second and foreign language teaching. Current CLT puts the language learners as the center of teaching and learning process, involves the real communication, and meaningful tasks, and uses mixed syllabus.

B. Four Language Skills

To be good language learners, individuals have to become skilled at these four language skills: listening, speaking, reading, and writing. Listening and reading are often categorized as ‘passive’ ‘receptive’ or ‘input’ skills. The other two are often labeled as ‘active’ ‘productive’ or ‘output’ skills. (Donald and Kneale, 2001).

Harmer (2007) states that people use language skills not in isolation, but in tandem. In meaningful communication, people would not only speak, but they would listen as well. In accordance with this, Brown (2001) states that all four skills are treated as linked skills. They have to be taught in an integrated curriculum rather than in a single segment. Therefore, a course that deals with speaking skills will also deal with the other three related skills.

In summary, in teaching a language, these skills should be integrated. The teacher should teach the language in a motivating lesson in which the students could recognize the relationship among those skills in the real-life communication.

C. The Nature of Speaking

1. The Definitions of Speaking

When speaking skills are discussed, many are likely to relate to public speaking context. However, speaking is more than that. Speaking may cover many purposes such as daily conversation, when talking to a boss, when asking for something, giving information, etc. The term of speaking has been defined by many experts.

According to Chaney (cited in Kayi, 2006), speaking can be defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In addition, Brown (2001) states that when someone can speak a language it means that he/she can carry on a conversation reasonably and competently. The standard of this ability is that when the discourse goals are successfully accomplished. Along with the conversational discourse, the oral communication also involves pronunciation, accuracy and fluency, affective aspects, and the interaction outcome.

Spratt, Pulverness, and William (2005) emphasize speaking as a productive skill that involves using speech to express meaning to other people. In the process of speaking, people have to pronounce words, use intonation and

use stress properly. It is because they are all connected to each other in which the listener can get the message of the conversation.

To conclude, speaking can be described as an interactive process which involves individuals participating as speakers and listeners using verbal or non-verbal means to accomplish their communicative purposes.

2. Functions of Speaking

Richards (2008:21-28) distinguishes three functions of speaking as an expanded version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): talk as interaction, talk as transaction; talk as performance. These three speech activities have different form, function and teaching approaches.

Talk as interaction is commonly recognised as conversation. It deals with the functions of interaction within people in a certain society. By means of interaction, people in a society exchange greetings, engage in small talk, tell experiences and so on in order to be friendly and to develop a good relationship with others. The focus of interaction is more on the speakers and the way they introduce themselves to each other.

Talk as transaction is the circumstance where the focus of the communication is no longer about how people interact socially with each other but more on the message delivered. The way the messages are conveyed has to make the other party understand what is being communicated.

Burns (1998), mentioned in Richards (2008:26) differentiates two types of talk as transaction. The first type concerns with the transaction focusing on

giving and receiving information and the participants only focus on what is said. The second type is transaction, focusing on getting goods or services.

The last category of talk is talk as performance which is easily recognised as public talk. Public talk is the talk that transfers the information in front of a group of people such as speeches, lectures, classroom reports and sales presentations. This kind of talk is likely in the form of monolog, focuses on both information and audience, is using predictable sequencing, and similar to written language than conversational language.

3. Aspects of Speaking Skills

There are a number of important features in English speaking ability. According to Nunan (1999) and Richards (2006) fluency is natural language use occurring when a speaker conveys the intended message in a meaningful conversation despite limitation in his or her communicative competence. The speaker should be able to use any resources and abilities regardless of grammatical and other mistakes. While accuracy focuses on creating correct examples of language use, using accurate grammar and pronunciation.

Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. Richards (2006:13) distinguished activities that focus on fluency and those that focus on accuracy as follows.

- a) Activities focusing on fluency
 - 1. Reflect natural use of language

2. Focus on achieving communication
3. Require meaningful use of language
4. Require the use of communication strategies
5. Produce language that may not be predictable
6. Seek to link language use to context

b) Activities focusing on accuracy

1. Reflect classroom use of language
2. Focus on the formation of correct examples of language
3. Practice language out of context
4. Practice small samples of language
5. Do not require meaningful communication
6. Control choice of language

Richards (2006:13-14)

In communication, we do not only use one linguistic realization but also have to choose which rule we should use. Harmer (2001) suggests a number of variables which rule the choice of language forms such as setting, participants, gender, channel, and topic, in order to achieve communicative purpose. This is what we call appropriateness. Setting is related to the place where the conversation happens. People speak differently regarding the place they are in. Participants are the people involved in an interaction. We choose words and phrases in conversation with superiors which are different from the words and phrases we use when talking to friends, members of our families, or colleagues. Gender determines the way people speak to others. Men and women typically use language differently when addressing either members of the same or the opposite sex.

In addition, Harmer (2001) proposes four language features that are essential for spoken production. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

The first feature is the use of connected speech. Effective speakers of English need to be able to use fluent 'connected speech'. In this feature, sounds are modified, omitted, added, or weakened. Connected speech is considered complex to use thus English teachers should involve students in activities designed to improve their connected speech.

The second feature is the use of expressive devices. To show how they are feeling, native speakers of English change the pitch, and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means. In an interaction, the speakers use these expressive devices to convey meaning by allowing the extra expression of emotion and intensity. Students are expected to be able use those expressive devices to be effective communicators.

The next language feature is the use of lexis and grammar. In the performance of certain language functions, spontaneous speech is marked by the use of a number of common lexical phrases and grammatical features. Teachers should provide the features for different functions such as expressing surprise, agreeing or disagreeing, giving opinion, giving advice, etc.

The last feature is the use of negotiation language. Negotiation is usually used to seek clarification. For students, this is crucial since they need to 'ask for clarification' when they are listening to someone else talk. As speakers, they also need to structure their communication if they want to be understood.

4. Types of Speaking

Brown (2001, 271-274) categorizes five types of speaking. They are imitative, intensive, responsive, interactive, and extensive. Imitative speaking performance allows learners to practice the language focusing on some particular elements of language form such as a word or a phrase. Drilling is the example of imitative speaking performance which offers limited practice through repetition.

Intensive speaking is meant to practice phonological or grammatical aspect of language. Usually intensive speaking is self-initiated but it can also be performed in pair work activities to examine certain forms of language.

The next type of speaking performance is responsive speaking. In the classroom, responsive speaking can be seen as short replies to teacher or students' comments or questions towards the teacher. Other examples of responsive speaking are common greetings, simple requests, etc. The replies and answers are usually sufficient and do not extend into dialogues.

Interactive speaking is easily recognized as a dialogue. Interactive speaking consists of transactional and interpersonal dialogues. The purpose of transactional speaking is to exchange specific information. This type of speaking is the extended form of responsive speaking. The other type of interactive speaking is interpersonal speaking. Interpersonal speaking is interaction which promotes social relationship. There are some factors that may be involved in interpersonal dialogue such as a casual style, colloquial language, sarcasm, slang, emotionally charged language etc.

The last type of speaking performance is extensive speaking which is commonly known as monologue. This type is usually performed by students at intermediate to advanced levels. These monologues can be well planned or impromptu and they usually use formal language. The examples of extensive speaking are oral reports, summaries, short speeches, storytelling, etc.

5. Micro- and Macro-skills of Speaking

There are micro- and macro-skills implied in the performance of speaking production as classified by Brown (2004). The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004:142-143) explains micro- and macro-skills of oral production as quoted below.

a) Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different length.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

b) Macroskills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

6. The Difficulties in Speaking

Many people consider speaking as a difficult skill to learn. Brown (2001:270-271) characterizes some components of spoken language which can make speaking performances easy as well as difficult. The following characteristics of spoken language are adapted from Brown (2001).

a. Clustering

Clustering means that speech is phrasal, which does not come word by word but the group of words.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. In speaking, most learners cannot use redundancy to help them facing the speaking difficulties.

c. Reduced forms

Contractions, elisions, reduced vowels, etc create distinctive problems in teaching spoken English. Learners who have not learned colloquial contraction cannot develop good speaking skills.

d. Performance variable

In producing spoken language one can benefit from performance hesitations, pauses, backtracking, and correction to think about the next thing to say. People can learn how to pause and hesitate as they are speaking. In English the “thinking time” is not silent; fillers such as *uh*, *uhm*, *well*, *I mean*, *like*, etc can be used to fill the time. Sometimes learners forget to fill the silence with these stuffing.

e. Colloquial language

There are many learners that are not acquainted with plenty words, idioms and phrases and they are not accustomed with the correct pronunciation.

f. Rate of delivery

Another significant characteristic of fluency is rate of delivery. To perform good speaking, learners must speak with fluency. Many learners find it difficult to speak fluently.

g. Stress, rhythm, and intonation

The stress-timed rhythm of spoken language and its intonation patterns express important messages. This is the most important characteristic of English pronunciation.

h. Interaction

Learning to produce waves of language without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation. This aspect must be difficult for some learners because it needs creativity which can help them to develop their conversational skills.

D. Teaching Speaking

1. Principles of Language Teaching

Teaching is an activity in which the teacher guides and facilitates learning, gives the learners chance to learn, and provides knowledge for the learners (Brown, 2001). Guidance means leading the learners in the teaching and learning process in order to gain knowledge. The teacher can guide the learners by providing relevant tasks. It means giving them chances to learn by themselves.

To make the teaching and learning process run well, the teacher must create good condition for the learners, so they can enjoy the process of getting knowledge. Therefore, the teacher needs a relevant teaching method and technique to reach that goal.

Based on the definition above, teaching speaking can be defined as the process of guiding the learners in order to communicate using an appropriate technique. By using the relevant technique, learners are also guided to express their opinion about phenomena that happen every day. Brown (2001: 55-70)

suggests some teaching principles that should be taken into account by the teachers. The principles are organized into three parts as explained below.

a. Cognitive Principles

1. Automaticity

Children learn certain language subconsciously without analyzing the forms of language themselves. They learn languages without thinking about them. McLaughlin in Brown (2001:55) called this automatic processing with peripheral attention to language forms. That is, children and adults must move away from processing language little by little to a form of automatic processing. Children usually make this transition faster than adults.

Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language tend to obstruct the transition to automatic processing. Adults can use language in authentic contexts for meaningful purposes to build automaticity more efficiently.

2. Meaningful Learning

Meaningful learning is a process of relating and anchoring new materials to relevant established elements in cognitive structure. Meaningful learning will make the knowledge last longer in memory systems. Meaningful learning cannot be accomplished in regular language classroom. However, in the classroom, new ideas and knowledge can be introduced in such a way that the students will be interested and appealed by fitting with the students' needs and goals.

3. The Anticipation of Reward

Skinner (1938, in Brown 2001:57-58) investigated that the anticipation of reward is the most powerful cause to humans' behaviour. People tend to be more motivated to do something when there is a purpose or a goal. In the classroom, reward can be given as praise for correct responses, appropriate grades or scores, or other public recognition. However, the teacher should be careful in giving rewards to the students because it can lead students to become dependent on short-term rewards only. It could also prevent students to develop their internal motivation.

4. Intrinsic Motivation

Brown (2001:59) states that the most powerful rewards are those that intrinsically motivate the learners. If learners are intrinsically motivated in learning, the teacher can design classroom tasks that fit into those intrinsic motivations. The learners perform the tasks not because they anticipate some rewards from the teacher, but because it is interesting, useful, or challenging.

5. Strategic Investment

In the present days, language teachers are focusing more intently on the role of the learner in the process. Strategic investment views the methods that the learner employs to internalize and to perform in the language as important as the teacher's method. The implications of this principle are: that the strategies to be used in the classroom must be varied and fitting the learners' styles, and that each learner might need different attention depends on their learning needs.

b. Affective Principles

6. Language Ego

All second language learners develop a new mode of thinking, feeling, and acting. In learning, all learners want to be treated with a loving care. Language learners will normally feel ashamed, defensive, and self-conscious when they first learn a second language as their native language becomes outdated. This situation can be resolved by for example: (a) explicitly displaying a supportive attitude to students, (b) choosing an appropriate technique and its sequences that are challenging but not too overwhelming, (c) considering learners' language ego to determine how to act towards students in the classroom, and (d) helping students to understand that the confusion while experiencing identity crisis is normal.

7. Self-Confidence

This principle goes a step further in emphasizing the importance of learners' self-assessment, regardless of the degree of language ego involvement. In gaining students' self-confidence the teacher can, for example, give plenty assurances to students, and sequence techniques from easier to more difficult.

8. Risk-Taking

It is important to get learners take calculated risks in attempting to use language both productively and receptively. They have to prepare themselves to try out their newly acquired language, to use it for meaningful purposes, to ask questions, and to state themselves. In the teaching and learning process this principle can be applied by:

- a. Creating an atmosphere in the classroom that encourages students to try out the language and to offer a response.
- b. Providing reasonable challenges in the applied techniques.
- c. Helping students to understand what calculated risk-taking is.
- d. Responding to students' risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language.

9. The Language Culture Connection

This principle focuses on the complex interconnection of language and culture. In teaching a language, we also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting. In the classroom, the teacher can teach language and culture in such a way that students will be aware of both. For example by giving students information of acculturation and its stages, and assisting discouraged students.

c. Linguistic Principles

10. The Native Language Effect

Native language is a significant factor in the acquisition of a new language. The learner's error in producing foreign language is based on the learner's assumption that the target language operates like the native language. The teacher can explain to the students that the native language does not work as the target language works. Besides, the teacher can lead the students to think in English instead of translating words.

11. Interlanguage

Successful interlanguage development is partly a result of using feedback from others. In many settings, the teacher is the only person with whom the students have real-live contact who speaks English. Therefore the teacher should provide sufficient positive affective feedback to students and at the same time give appropriate feedback to students about whether or not their actual language is clear and unambiguous. The implications of classroom application such as: trying to distinguish whether the learners' errors are from their confusion between native language and target language or from other aspects, helping students understand that mistakes help them to develop the new language, and giving affective feedback so that students will be encouraged to speak.

12. Communicative Competence

Communicative competence is the goal of a language classroom. According to Bachman (1990), and Canale and Swain (1980) communicative competence has some components. They are organizational competence (grammatical and discourse), pragmatic competence (functional and sociolinguistic), strategic competence, and psychomotor skills. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual need to apply in the real world.

2. Principles for Designing Speaking Techniques

Brown (2001:275-276) suggests some principles for designing speaking techniques to be applied in language teaching. The following principles can guide the teachers to conduct a good speaking class.

- a. Use techniques that cover the range of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. Make sure that the tasks include techniques that can help students to perceive and use the building blocks of language. If the repetitious task is needed do not make it boring.
- b. Provide intrinsically motivating techniques. Try to appeal students' attention by telling them the benefit of the activities for them.
- c. Encourage the use of authentic language in a meaningful context. It surely is not easy to keep coming up with the meaningful interaction. It would take energy and creativity to device an authentic context and meaningful interaction but it can be done with the help of various teacher resource materials.
- d. Provide appropriate feedback and correction. In most EFL setting, students depend on teachers' linguistic feedback. Teachers then can use this situation to introduce kinds of corrective feedback appropriate for the moment to the students.
- e. Capitalize on the natural link between speaking and listening. Teachers can take many opportunities to integrate these two skills since they can reinforce

each other. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication. Teachers should design and use speaking techniques allowing students to initiate language in oral communication such as initiating conversations, nominating topics, asking questions, controlling conversations, and changing subjects.
- g. Encourage the development of speaking strategies. A teacher should make a classroom condition in which students become aware of and have a chance to practice some strategies such as: asking for information, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expression to convey meaning.

3. Approaches to the Teaching of Speaking

In the 1990s, traditional language teaching approaches spread around the world. It was argued that language skill does not only deal with grammatical competence. More than that, communicative competence is needed in order to use language appropriately. Communicative Language Teaching was the solution as a language teaching methodology which reflected the concept of communicative competence. Communicative Language Teaching is a method in language teaching which helps students to practice speaking in English as they have opportunities to communicate during lessons.

Richards (2006) affirms that the communicative language teaching refers to a set of principles concerning that the goal of language teaching is to achieve communicative competence and the process of language teaching which includes how students learn a language, what activities best facilitate in their learning, and what roles of the teacher and students have during the teaching and learning process. Those principles can be employed in many different ways depending on the age of the learners, their level, their goals in learning, the context and so on.

With this communicative approach, grammar was no longer the starting point in designing the language courses. Some aspects of language use were determined to design a syllabus in order to develop learners' communicative competence as proposed by Van Ek and Alexander (1980) in Richards (2006:9):

1. the purpose of the learning
2. the setting in which they will use the target language
3. their social role in the target language
4. the events they will participate
5. the language function
6. the topics or concepts involved
7. the discourse and rhetorical skills
8. the varieties of the target language
9. the grammatical content that will be needed
10. the lexical content that will be needed

There are ten core assumptions of current communicative language teaching according to Richards (2006: 20). They are:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication
2. Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, noticed how language is used and take part in meaningful interpersonal exchange.
3. Meaningful communication result from students' processing content that is relevant, purposeful, interesting and engaging.

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

Jacobs and Farrell in Richards (2006:22) identify a number of key components of the shift towards CLT as marking a paradigm shift in our thinking about teachers, learning and teaching. Their remark on the CLT paradigm shift has led to eight major changes in approaches to language teaching. These changes are:

1. **Learner autonomy:** Giving learner greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self assessment.
2. **The social nature of learning:** Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
3. **Curricular integration:** The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning reflects this approach and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.
4. **Focus on meaning:** Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the

exploration of meaning through content the core of language learning activities.

5. **Diversity:** Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
6. **Thinking skills:** Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situation that go beyond the language classroom.
7. **Alternative assessment:** New forms of assessment are needed to replace traditional and multiple choice and other items that test low-order skills. Multiple forms of assessment (e.g. observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.
8. **Teachers as co-learners:** The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e. learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation.

Under the influence of communicative language teaching, currently there are two approaches to develop learners' communicative competence. They are process-based CLT approaches which focus on creating classroom processes to facilitate language learning and product-based CLT approaches which focus on the outcome of teaching and learning processes. The process-based CLT methodologies are content-based instruction and task-based instruction while the product-based CLT approaches include text-based instruction (commonly known as genre-based approach) and competency-based instruction which provides the basic skills related to situations that the learners will encounter in everyday life and their future occupational setting.

4. Teaching Speaking for Vocational School Students

In vocational schools i.e. SMK, English is an adaptive subject which is designed to prepare the students with English spoken and written communication skills in a certain program. It means that the students need English with a specific purpose that is to use it in particular occupational setting. Therefore, it would be more efficient to teach them the specific kinds of language and communicative skills for specific roles rather than to concentrate on general English.

Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) 22*, in SMK, English is an adaptive subject which has two main goals of English learning in SMK. The first is that the students master the basic knowledge and skills of English to sustain the program competence achievement. The second goal is for the students to apply the English knowledge and skills to maintain both spoken and written communication in intermediate level.

There are three levels of English that have to be taught in vocational school i.e. novice level, elementary level, and intermediate level. These levels are supposed to be taught as follows: the Novice level for tenth grade students, the Elementary level for eleventh grade students, and the Intermediate level for twelfth grade students. As stated in *Permendiknas 2006 No.23*, there are a number of standard graduates competencies of English for SMK students. To accomplish the standard graduates competencies, standard of competence and basic competencies are proposed. The following tables show the standard

graduates competencies, standard of competence, and basic competencies of English for the eleventh grade students of SMK.

Table 1: The Eleventh Grade of SMK Students' Standard Graduates Competencies

Skills	Graduates Competencies
Listening	Understanding meaning both interpersonal and transactional oral expressions, either formal or informal, in listening requests and commands related to jobs.
Speaking	Expressing meaning orally both interpersonal and transactional expressions, either formal or informal, in delivering requests and commands related to jobs.
Reading	Understanding meaning both interpersonal and transactional written expressions, either formal or informal, in reading requests and commands related to jobs.
Writing	Expressing meaning both interpersonal and transactional expressions, either formal or informal, in delivering requests and commands related to jobs in written form.

Table 2: The Standard of Competence and Basic Competencies of the Eleventh Grade Students of SMK

Standard of Competence	Basic Competencies
Communicating in English in Elementary Level	1.1. Understanding daily conversations in professional and personal setting with non-native speakers.
	1.2. Writing simple messages both in direct and indirect interactions.
	1.3. Describing jobs and educational background both oral and written.
	1.4. Telling jobs in the past and the future jobs.
	1.5. Expressing feelings.
	1.6. Understanding simple instructions.

	1.7. Making short messages, directions and lists using appropriate words and correct spelling.
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The students of SMK need skills to prepare themselves for a specific occupation. Accordingly the vocational English course should support this by offering the students communication skills closely related to their fields.

5. The Roles of the Teacher

The important role of the teacher within the classroom is to create effective class condition for learning. The teacher needs to consider his role during the teaching and learning process in the classroom so the effectiveness as teachers can be enhanced. According to Harmer (2001), in learner-centred lessons, a teacher's role is best performed as a facilitator. This includes the roles as a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor and an observer.

While the roles of the teachers above are all important in teaching English in the classroom, in speaking activities there are three roles that are relevant to be adopted in order to enhance students to speak fluently. The roles are explained below:

a. Prompter

When a teacher is performing as a prompter, the teacher would help students when they get lost. The teacher may help them by offering discrete suggestions such as words or phrases. Teachers may become resources for the

students to ask questions. However, no teacher knows everything about the language. If teachers face such a difficult question which they cannot answer, they may offer guidance as to where students can go to look for that information.

b. Participant

Teachers can join in a discussion with the students. As a participant the teacher can prompt secretly, introduce new information, ensure continuing students involvement and maintain creative atmosphere. However the teacher should be very careful not to participate too much or dominate the discussion.

c. Feedback provider

In giving feedback, teachers should be very careful because over-correction may restrain them and take the communicativeness out of the activity. Conversely, positive and encouraging correction may get students out of difficult misunderstanding and hesitation. Everything depends upon teacher's tact and the appropriateness of the feedback given.

6. Feedback in Speaking

In the English classroom, the students might make mistakes on their performances. Thus the teacher must know how and when the mistakes should be corrected. The way to correct students depends on the mistakes and the activities the students are participating in. Giving feedback on students' performances is important since the feedback that learners receive can make the language learning successful.

Edge (1989) divides mistakes into three groups: slips, errors, and attempts. Slips mean the mistakes that the students can correct once we point out the mistakes. Errors mean that the students cannot correct the mistakes by themselves until we explain them. The last category is attempts which means when a student tries to say something but does not yet know the correct way of saying it.

When students make mistakes, the teacher must know what to do with it. Students might expect their mistakes to be corrected but there are some conditions that direct treatment is not needed at all. However, there are several error treatment options that can be a guidance to treat the students' mistakes in the classroom. One helpful categorization of error treatment options was recommended by Bailey (1985) in Harmer (2001).

Basic options:

1. To treat or to ignore
2. To treat immediately or to delay
3. To transfer treatment or not
4. To transfer to another individual, a subgroup, or the whole class
5. To return, or not, to the original error maker after treatment
6. To permit other learners to initiate treatment
7. To test for the efficacy of the treatment

Possible features

1. Fact of error indicated
2. Location indicated
3. Opportunity for new attempt given
4. Model provided
5. Error type indicated
6. Remedy indicated
7. Improvement indicated
8. Praise indicated

Correcting students' mistakes in oral production is usually done in two stages, which are first, the teachers let the students know that a mistake has been

made and second, the help the students to do something about it. Harmer (2001) suggests several ways to give feedback on students' performances emphasizing on accuracy and fluency.

During accuracy work, the possible ways to give hints on the mistakes are:

1. Repeating: the teacher asks the student to repeat incorrect part indicating that something is not clear.
2. Echoing: the teacher points the error by repeating the student's performance emphasizing the part of the incorrect expression.
3. Statement and question: the teacher simply says that something is incorrect.
4. Expression: the teacher can simply gives facial expression indicating that something is wrong if he/she knows the class well.
5. Hinting: a simple hint can be used to point error when the students already know the rules.
6. Reformulation: the teacher repeats what the student has said after reformulating the correct sentences.

If after showing the mistakes to the students and they are unable to correct by themselves, the teacher might consider focusing on the correct version. The teacher can say the correct expression emphasizing the incorrect part of the expression. Another way is the teacher can ask students to correct each other. Student-to-student correction can be effective when they work in groups.

In fluency activity, there are some ways the teacher can respond to students' performance. First, the teacher may intervene if communication breaks down completely. The teacher might offer some correction in the moment the

student cannot think of what to say. Second, if the teacher may possibly forget the students' performance it is helpful to record them. The third is the teacher can give feedback to the whole class by pointing those mistakes made by more than one person.

7. Character Education in Teaching Speaking

Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasizing on universal values that people share. Good character is not formed automatically. It is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education.

Character values can be taught during the speaking class. Students communicate with others are not merely for the sake of speaking, but also for building a convenient conversation which is ethically appropriate. They should learn pragmatic competence (functional and sociolinguistic) and strategic competence. Students know the difference of Indonesian culture and western culture; how to start the conversation with foreigners and how to interrupt it; how to be a good listener; how to respect someone's opinion and deliver it and so forth. During the cooperative learning, character values can be conducted when students learn how to work with different people; how to delegate duty to friends; how to respect one another and so forth.

8. Assessing Speaking

Assessing speaking is a challenging task as there are many factors that influence our impression of how well someone can speak a language and because we expect test scores to be accurate. In most language course testing takes place at the beginning and at the end of the course as well as during the course. Setting and marking a written test of grammar is relatively easy and time-efficient but a speaking test is not (Thornbury, 2005). Thornbury (2005) also sets some types of spoken test commonly used. They are interviews, live monologues, recorder monologues, role plays, collaborative tasks and discussions.

Additionally, Thornbury (2005) claims that in the CELS (Cambridge Certificate in English Language Speaking Skills) Test of Speaking, there are four categories to be tested: grammar and vocabulary, discourse management, pronunciation, and interactive communication. Grammar and vocabulary requires candidates to use accurate and appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. Examiners are looking for evidence of the candidate's ability to express ideas in coherent, connected speech in discourse management category. This task requires candidates to produce utterances in order to convey information and to express opinions. Pronunciation deals with the ability of the test-takers to produce comprehensible utterances in the form of individual sounds, the appropriate linking words, stress and intonation to convey the intended meaning. The last category is interactive communication. This category refers to the test-takers'

ability to interact with the interlocutor and other candidate by initiating and responding appropriately at the required speed and rhythm to fulfil the task requirements.

Thornbury (2005) also proposes two main ways to assess speaking performance. They are holistic scoring and analytic scoring. Holistic scoring is giving a single score for the whole speaking performance. This kind of assessing is time-efficient and enough for informal testing of progress. On the other hand, analytic scoring takes longer. However, it requires testers to take a variety of factors into account and it is fairer and more reliable. Four of five categories seem to be maximum testers can handle at one time.

Speaking scores usually take the form of numbers but they also may also be verbal categories. If numbers are using to test speaking skills a rating scale will describe what the score means. However scales are difficult to write because of the lack of real evidence about language learning and because of the need to summarise descriptors into short statements to make them easy to use. He states that there are two interactive processes needed to assess speaking performance. The first is the test administration process where the participants interact with the examiner or with other participants to show their speaking skills. The second process is rating or evaluation in which the examiner applies the rating to the test performance that produces scores (Louma, 2004).

Considering those approaches of speaking test above, the combination of analytic scoring and rating scale will be suitable to assess speaking skills in this

research. The criteria of assessment may involve grammar, vocabulary, fluency, pronunciation, and interactive communication. The rating scale can be used to assess each criterion so that the score can represent students' strengths and weaknesses in each criterion.

E. Cooperative Language Learning

1. The Definition of Cooperative Language Learning

Cooperative Language Learning (CLL) is one of the most distinguished of all instructional practices. It has become a popular approach to the organization of classroom instruction as CLL provides students the opportunities to use the language in meaningful situation. Cooperative learning is based on the works of Jean Piaget's and Lev Vygotsky's developmental theories which highlights the importance of discussion and joint problem solving among peers.

Some experts have defined the term cooperative in many different fields. Each of them gives emphasis to a particular aspect but all definitions, more or less are similar. Slavin (1995) proposes that cooperative learning refers to a teaching methods in which students work in small groups to learn academic content. The concept is that the members are discussing, arguing, and helping each other to accomplish a certain goal; higher-level students will help lower-level ones to improve their understanding of the subject. According to Slavin (1995), the idea of cooperative learning is that by giving a reward to a group rather than individual, the students will be motivated to help one another to master the materials. Each member of a team is responsible not only for learning

the materials but also for helping teammates to understand the materials and complete the task given.

In conclusion, cooperative language learning can be described as an approach to language teaching that aims to promote cooperation, to develop communicative competence through the use of interactive group activities and to increase opportunities for learners to use the target language in the classroom.

2. Key Elements of Effective Cooperative Language Learning

Cooperative language learning represents the systematic and carefully planned use of group based procedures. There are some characteristics for the success of group-based learning in CL proposed Johnson and Johnson (1994).

- a. Positive interdependence of cooperative learning. Each group member depends on each other to accomplish a shared goal. For cooperative groups to be effective, group members should support each other within the group.
- b. Individual accountability. In cooperative learning, each group member participates to reach the success of the group. Accountability focuses on the activity of the team members on helping one another learn and making sure that everyone in the team is ready for a quiz or any other assessment that students take individually. The quizzes results then are given back to the group and individuals.
- c. Face-to-face Interaction. This can be defined as in small groups, individuals are encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. Therefore, in face-to-

face interaction, the students' opportunities to promote success can be maximized.

- d. Social skills. In order to coordinate efforts to achieve mutual goals, students must: 1) get to know and trust each other, 2) communicate accurately and unambiguously, 3) accept and support each other, and 4) resolve conflict constructively.
- e. Group processing. Group processing exists when group members are discussing how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviours to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.

3. Advantages of Cooperative Language Learning

According to Slavin (1995), the advantages of cooperative learning can be defined into two categories: motivational and cognitive.

a. Motivational

In cooperative learning, students are required to work together because individuals' goals can be attained if the group is successful. In other words, the students need to encourage each other to do whatever it needs to help the group to succeed. The rewards (such as praise and encouragement) given to the groups that do well will create an

interpersonal motivation from the students to their efforts during the cooperative work.

b. Cognitive

Cognitive theories emphasize the effects of working together in itself (whether or not the groups are trying to achieve a group goal). The cognitive theories fall into two major categories: developmental theories and cognitive elaboration theories. Developmental theories highlight the interaction among children on appropriate tasks can increase their mastery of critical concept. Students will learn from each other during the cooperative learning as when they are discussing a problem, cognitive conflict will arise, inadequate reasoning will be exposed, and higher-quality understandings will emerge. (Damon, 1984; Murray, 1982 in Slavin 1995).

Cognitive elaboration theories emphasize on the recalling information from memories. If students are about to retain some sort of information in the memory and related to information already in memory, they must be engaged in cognitive restructuring or elaboration activities to get the materials. Explaining the materials to someone else is considered as the most effective means of elaboration. (Slavin 1995)

4. Student Teams-Achievement Divisions (STAD)

STAD is one of the simplest and one of the most extensively researched cooperative learning. STAD is also widely applied to teach a wide range of grades and subjects. STAD generally consists of five key components:

1. Class presentations

The materials are initially presented in class presentations. This includes lecture-discussion, direct instruction to tasks, and audiovisual presentations. The students have to pay careful attention for they have to understand completely the lesson presented. By doing so, they are expected to do well on the quizzes.

2. Teams

In STAD, teams are composed of four or five students mixed in academic performance, sex, and race or ethnicity, in which each member has a responsibility to make sure that their teammates are learning as well as preparing for the quizzes. In teams, the activities include discussing problems together, comparing answers, and correcting mistakes made by teammates. This is the most important feature in STAD as it allows students to do well for the team and allows the team to help its members.

3. Quizzes

After a period of team practice, students take individual quizzes in which they are not allowed to help each other. This way, students are responsible for knowing the materials.

4. Individual improvement scores

The success is based on improvements points. Students' quiz scores are compared to their own past average, and points are given to each team based on the degree to which students work harder and perform better than their earlier performance.

5. Team recognition

Team recognition is given to the team which achieves the determined criterion. The teams are not competing with each other, but they have to do well on the quizzes in order to get their best scores. The team recognition can be in the form of certificates or other rewards

5. Procedures of Implementing STAD

There are several procedures in implementing STAD in the classroom as suggested by Slavin (1995). They are:

a. Preparation

In the initial stage of performing STAD in the classroom some steps are to be completed. First, is designing the materials. The materials used must be appropriate with the students we intend to teach. The materials can be designed and adapted from the textbook, teacher-made materials or other sources. Next is assigning students to teams. In assigning students to teams the teacher must consider: gender, race/ethnicity, and academic performance. Last is determining initial base scores. The base scores are the students' average scores of the last assessment.

b. STAD activities

- Teach: present the lesson. The class presentation should cover the opening, development, and guided-practice components of total lesson.
- Team study: students study in their teams. Students learn the materials and complete the tasks which support the material mastery. In this session, the teacher should explain to students what it means to work in groups.
- Test: individual quiz. The quiz/test is taken individually. This determines the scores of individuals and the teams.

c. After a marking period, reassign students to new teams. This gives students with low performance a chance to learn more with other classmates. Team recognition is given in the form of certificates or rewards based on individual improvement scores and team scores.

F. Review of the Related Studies

The study related to this topic is the previous case study conducted by Mohd Hilmi Hamzah and Lu Yee Ting in Malaysia. The case study findings showed students' positive attitude towards group work activities in the classroom. Learning activities in group work was effective to involve students to work cooperatively in group activities. The students' involvements in the oral activities in the classroom positively improved their individual speaking performance.

Furthermore, a classroom action research conducted by Rumiarsih entitled Using Student Teams-Achievement Divisions (STAD) Strategy to Improve the Students' Speaking Skill at Vocational School showed that STAD successfully improved students' speaking achievements and students' participation during the teaching and learning of speaking. Therefore, STAD is indeed helpful in teaching speaking skills in the classroom.

G. Conceptual Framework

As stated above, the problem of the students of XI AK 1 Accounting Program at SMKN 1 Depok is related to speaking skills. Considering the problems investigated before, cooperative learning strategy STAD was applied in the classroom in order to solve those problems. The used of STAD is based on the assumption that STAD can help students to learn comfortably in groups/teams. Working in groups promotes cooperation and developes communicative competence through the use of interactive group activities and increases opportunities for learners to use the target language. Furthermore, the solution is expected to encourage them to speak more during the learning process.

Cooperative learning makes a situation in which group members can achieve their own personal goals if the group is successful. Therefore, if they want the group to be successful, they have to help their teammates to put the

maximum efforts in doing the tasks. When students work together toward the same goals, their learning efforts help their teammates succeed by encouraging one another's learning, reinforcing one another's academic efforts. Undoubtedly, cooperative learning makes students being supported by each other in the academic goals which have important effects on student achievement.

The students interact with other students in order to increase student achievement for reasons which have to do with mental processing of information rather than with motivations. Students learn from one another because of their discussion of the materials.

Working in a group, practicing speaking skills and performing a task together with teammates may increase students' self-confidence. Moreover, the anxiety of making mistakes in grammar production and pronouncing words can be reduced since cooperative learning encourages students to help each other by correcting mistakes and giving feedback on the teammate's ideas and contributions.

Supporting the character education in teaching, cooperative learning can effectively develop core virtues, such as personal responsibility, and respect, by promoting a classroom environment where social skills are practiced and nurtured. By working in groups, students learn how to respect teammates and their ideas, and help each other to complete the tasks. The conceptual framework for this study is in the figure below.

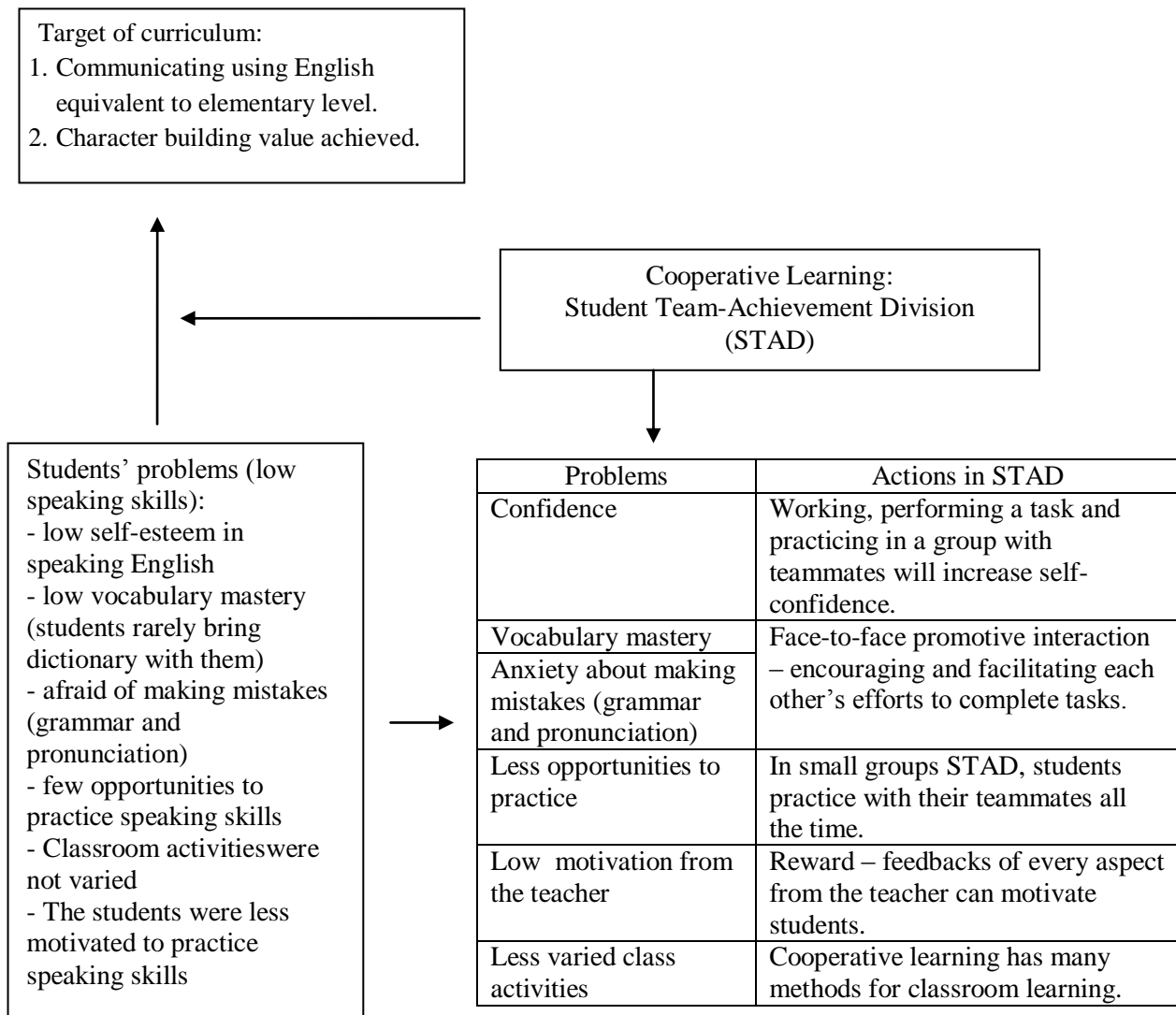


Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the method that was used in the research. The discussion includes research setting, research participants, research design and procedure, data collection, and validity and reliability of the data.

A. Research Setting

This research was conducted in SMKN 1 Depok, located at Ring Road Utara, Maguwoharjo, Depok, Sleman, Yogyakarta. It was a Pilot International Standard School but now because of the government policy, it is a regular vocational secondary school.

There were 27 classes in total consisting of 9 classes of tenth grade, 9 classes of eleventh grade, and 9 classes of twelfth grade. There were 4 programs available in SMKN 1 Depok i.e. accounting program, office administration program, marketing program, and boutique program.

There were some facilities in this school supporting students' activities. The facilities were classrooms, a library, a computer laboratory, a counseling room, an accounting laboratory, an office laboratory, teachers and staffs offices, an infirmary, a mosque, a student council room, two canteens, parking areas for teachers and students, a basketball field and also a hall for holding big events.

The eleventh grade students of the Accounting Program class XII AK 1 used the classroom located in west wing building at the second floor. The facilities available in the classroom were an LCD projector, a whiteboard, a

blackboard, 18 student tables, 32 student chairs, a teacher table, a calendar, a clock, a cupboard used to store Qurans and student cell phones during the class. The ventilation system was quite good with 2 doors and 6 windows on left side of the class. The class was comfortable with a fan and a dispenser.

B. Research Participants

The participants of this research were 32 students of class XI AK 1 Accounting Program, the English teacher of class XI AK 1, and me.

The students were from the families belong to middle social economy status. They were chosen as the subjects of the research based on the recommendation of the teacher in charge of teaching them the English lesson. Another consideration was that they would use English to facilitate themselves in the future career. Moreover, based on the observation, the students had difficulties related to their speaking skills.

I took charge as the researcher by doing the observation, planning the lessons, teaching the students, and analyzing the teaching and learning process during the research. The teacher of class XI AK 1 was my collaborator. The teacher helped me in doing the class observation, scoring students' speaking performances, and evaluating the actions I implemented in the classroom.

C. Research Design and Procedure

This research was action research in nature. The English teacher of SMKN 1 Depok and I conducted some investigations regarding the process of teaching

and learning in the English classroom. From the investigation, it was found that the students needed and wanted to improve their speaking skills. The English teacher wanted to do something to improve the students' speaking skill. Therefore we worked collaboratively in improving students' speaking skill using one of the cooperative learning forms STAD.

In conducting this research, the action research steps which were based on the action research concept proposed by Kemmis and McTaggart (1988) in Burns (1999) in Madya (2006:67) were used. In conducting this action research four phases in a cycle of research might become a continuing until the researcher has achieved his goals. Those steps were plan, action, observation, reflection. In the following figure the cycle 2 were conducted because there was no significant improvement of the students' speaking skills performance and there were some problems needed to be solved in cycle 1. As the results of the actions in cycle 2 showed some positive improvements, another cycle—the cycle 3—was conducted in order to confirm the consistency of the effective actions contributing to the positive results.

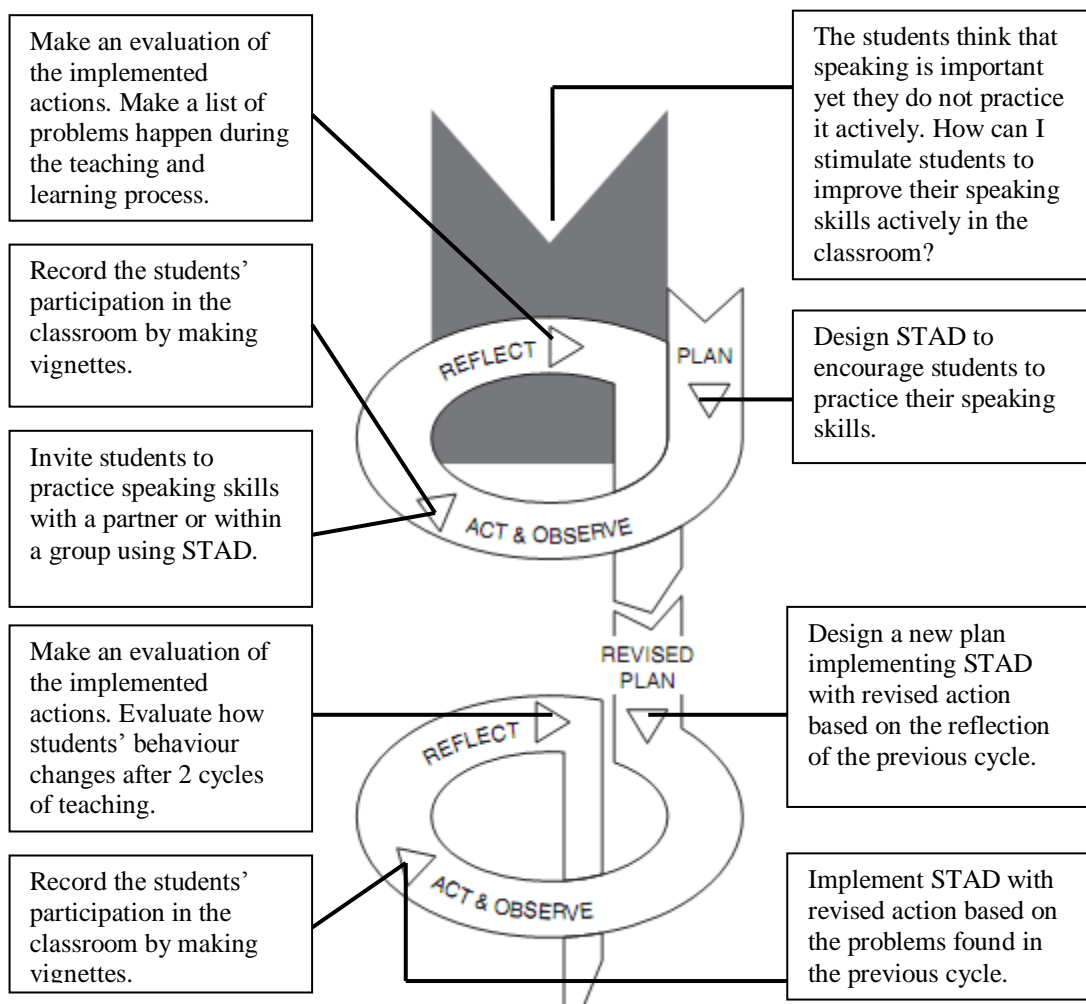


Figure 2. Action research concept proposed by Kemmis and McTaggart (1988) in Burns (1999)

1. Reconnaissance

Before conducting this study, I observed the English teaching and learning to find out the real problems existing in the classroom. I also interviewed the English teacher identify the real condition of the students' speaking skill. The

observations and the interviews revealed some problems in the field related to the students' speaking skills.

2. Plan

Based on the problem selected in the reconnaissance step, I made a plan of actions to solve the problems in the field related to the students' speaking skills. The English teacher and I decided to implement STAD to solve the problems related to the students' speaking skills. I made a course grid and lesson plans to be implemented in the actions. After each cycle, the planning step was done based on the reflection of the previous cycle. The course grid and lesson plans were revised and improved to fit the needs of the students in the previous cycle.

3. Action

STAD was implemented during the English teaching and learning process in all the three cycles. Each cycle was carried out in three meetings: two meetings for teaching and learning activities, and the third one for a quiz. The implemented actions followed the plans that had been formulated before. During the teaching and learning process in the classroom, I performed as the teacher and the English teacher acted as the collaborator who observed the teaching and learning process.

4. Observation

The observation was conducted while I was teaching the students and after the class. The documentation and classroom observation were carried out by the collaborator and me. We gathered all information and everything happened in the class especially the process and the effects of the action through the observation.

The data was obtained in each cycle using observation checklists and in the form of vignettes.

5. Reflection

After all actions were applied in a cycle, the collaborator and I reflected the implementation of my action plans. I interviewed some students and the collaborator to review the actions I implemented during the teaching and learning process and the results after the actions. The interviews and the class observation showed that there was no significant improvement in cycle 1. Therefore, I decided to conduct cycle 2.

The action plans were revised and improved based on the results and obstacles found in the cycle 1. After the cycle 2, it was showed that there was significant improvement on the students speaking skills. Therefore, the actions were successful. However, I needed to check the consistency of the results in the classroom, whether or not the same changes and improvements on students speaking skills were consistent. For that reason, I decided to conduct one more cycle. The results of cycle 3 showed that the actions were successfully enhancing students speaking skills. With some consideration, I decided to end the research.

D. Data Collection

1. Types of Data

Qualitative data and quantitative data were collected using some instruments: rubric of the students' speaking performance, observation checklist, interview guideline, and questionnaires. In addition, a camera and an

audio recorder were used to record the teaching and learning process in the classroom and the interviews. The data were collected in the form of: field notes, interview transcripts, and students' speaking scores.

2. Techniques of Data Collection

The data were collected in every action during the research. The collaborator and I used several techniques in collecting the data.

1. Interview

During the research, I interviewed the English teacher, the collaborator and the students. The interviews were held in the reconnaissance step to find out the initial problems regarding students English speaking skills and the teaching and learning process. During the actions, I interviewed the students, to know their opinion about the actions I implemented. In addition, I interviewed the teacher and the collaborator in the reflection step concerning their opinion and suggestions about my teaching.

2. Observation

The collaborator and I observed the teaching and learning process in the classroom and the students' participation during the teaching and learning process. I used observation checklist to monitor the observation.

3. Quizzes and tests

There were one test and three quizzes during the research. The pre-test was carried out to determine the base scores of students' speaking skills. The quizzes were conducted at the end of every cycle to find out whether or not

there were improvements on the students' speaking skills after the implementation of actions in each cycle.

4. Documentation

I recorded the interviews using the audio-recorder as the instrument to make me easier in making the interview transcripts. Some photographs were also taken during the teaching and learning process.

E. Data Analysis Techniques

The data in this research were qualitative and quantitative in nature. The quantitative data was the students' speaking performances taken by using the speaking rubric. The scores were compared using Microsoft Excel program. The comparison of students' scores of each cycle is attached.

To analyze the qualitative data, I used the actions proposed by Miles, Huberman, and Saldaña (2014), data condensation, data display, and conclusion drawing/verification. After collecting the data, I make the data stronger by selecting, focusing, simplifying, and transforming the data so that final conclusion can be drawn and verified. After that I displayed the data so that the data can be seen in an organized form. Then the data was verified as the final conclusion. The collaborator and I reached the conclusion based on the scores of the students' speaking performance, vignettes, and interview transcripts.

F. Research Validity and Reliability

The validity of the data is the criterion that has to be fulfilled in order that the research is acceptable. In this research, I applied five validity criteria which were appropriate to be implemented in action research proposed by Anderson *et al.* (1994) in Burns (1999).

1. Democratic validity is related to the degree to which the research was collaborative and involved several opinions from some individuals. During the research, the English teacher, students and I were all invited to give comments, opinions, ideas and suggestions related to the implementation of actions in the classroom. We conducted discussions in planning, implementing, and reflecting the actions.
2. Outcome validity refers to the notion of actions leading the outcomes of the research. To fulfil the outcome validity, I prepared some indicators to show the improvements of the students' speaking skill: pronunciation, fluency, grammar, vocabulary, and interactive communication.
3. Process validity is related to the terms dependability and competency. To gain the process validity, the collaborator and I observed the teaching and learning process and derived questions about the process of conducting the research. The observation was documented by taking pictures and recording both video and audio.
4. Catalytic validity is related to the extent to which the research allowed the participants to deepen their understanding of the social realities of the context and their capability to make change within it. The collaborator and

I got deeper understanding about the realities of the English teaching and learning process in the classroom. This research allowed me to be a teacher who was a part of the teaching and learning process and the collaborator who monitored the research process.

5. Dialogic validity is related to the extent in which the research is conducted to reflective dialogue with friends or other participants. I fulfilled the dialogic validity by asking the teacher to be the collaborator. After a cycle was done, the collaborator and I worked collaboratively in reviewing the implemented actions. Regarding the research findings, I discussed them with some students of English Education Department of UNY to get opinions from different perspectives.

To obtain the trustworthiness of this research, I applied several triangulation techniques.

1. Time triangulation

The data was collected over a period of time to identify the factors involved in change processes. This research was conducted in three cycles consisting of nine meetings in which the changes in students' behavior were being monitored.

2. Investigator triangulation

There was more than one observer in this research. I asked the teacher to be my collaborator to help me in the reflection steps in order to avoid unfair interpretations.

3. Theoretical triangulation

Theoretical triangulation was completed through analyzing data from different perspectives. The research related some theories in STAD teaching to the teaching activity in the class.

To guarantee the reliability of the data, some authentic data were obtained. The data were in the form of interview transcripts, vignettes, photographs and the students' speaking scores.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter presents the process, findings and interpretation of the research. There are three sections presented below. The first part is the reconnaissance. The second part discusses the report of cycle one, cycle two and cycles three. The last discussion is the general findings of the research.

A. Reconnaissance

Several actions were conducted to find out the field problems. First, I did a classroom observation to observe the teaching and learning process in class XI AK 1 SMK N I Depok. Second, I interviewed the English teacher to collect the information about the activities in the classroom, especially the speaking activities, the obstacles that the teacher faced with and the suggestions for the research. After conducting the observation, interviews, and discussion, I distributed questionnaires to strengthen the findings of general problems.

1. Identification of the Field Problem

The identification of field problem based on the classroom observation, interviews with the English teacher, and the distribution of questionnaires were done on September 12th - 15th 2013. Here is the vignette of the observation in the classroom during the teaching and learning process.

.....
 The teacher began the lesson by asking the previous topic they had learned. “Do you still remember about the last material?” The students did not answer. “Masih inget ga kemarin kita belajar apa sebelum ulangan?” Some students said “Oh, menerima tamu.”

“Oke, kemarin kan kita belajar menerima tamu. Nah bertemu dengan pelanggan itu kan tidak harus face-to-face, bisa lewat telepon. Sekarang kita akan belajar tentang ‘making and receiving calls from the telephone’.”

The teacher prepared the audio material. “Make a group of four. I will play a recording and I want you to make notes from the recording. I will play the recording twice.” No one answered. The teacher asked “Do you understand my instruction?” The students did not answer. Then the teacher explained the instruction using Indonesian. During the listening section, only few students took notes. Some students only listened to the recording and some of them chatted by whispering about other things. After the second time the recording played, the teacher asked the student about the recording but no one answered him. Then the teacher dictated the dialogue in the recording to the students. The teacher wrote some expressions of ‘making and receiving phone calls’ on the whiteboard and the students wrote them on their notes. The break time bell rang. The students chose to take a break rather than to continue the study first.

After the bell rang again, the teacher distributed a paper for each group contained some jumbled phone call dialogues. “Di kertas itu ada beberapa jumbled dialog. Kalian kerjakan dalam group masing-masing.” The students began to read the task. In some groups, the members worked together to complete the task but in some other groups only one or two students did the task. During the group work, the students use Indonesia and even Javanese to talk to each other. The teacher walked around the classroom to observe the students work but the students did not ask anything but the word meaning. Some students did not know certain words so that they asked each other. As they realized no one knows the word meaning, they started to ask the teacher. The teacher said “Coba cari di kamus.” No one brought a dictionary. Almost everyone said “Ga bawa kamus.” “Kan dulu sudah dibilang, kalau pas ada pelajaran bahasa Inggris harus bawa kamus.” Some students replied “Lha kalo pas bawa kamus ga pernah dipake e.” “Berat.” “Lupa.” “Ketinggalan.”

After about 15 minutes, the teacher invited the students to check their answers. The teacher said the numbers and the students said the answers. Only the students with the paper in hand read the answers. At 10.50 sharp the bell rang and the teacher ended the lesson by praying and saying goodbye.

(Vignette 1 – Appendix A)

In identifying the field problem, the English teacher, my collaborator and I did a discussion. The findings of the observation are presented below.

Table 3: Field Problems in the English Teaching and Learning Process of XI AK 1 Class at SMK N 1 Depok

No	Field Problems	Code
1.	Most students were not confident to speak in English.	S
2.	Most students were acquainted with limited vocabulary.	S
3.	Most students had difficulties in pronouncing words correctly.	S
4.	The students were afraid of making mistakes when they spoke in English.	S
5.	The students showed little responsibility when they worked in groups.	S
6.	The students did not get many chances to practice speaking in English.	S
7.	The activities were monotonous and less engaging.	A
8.	Many students did not bring dictionary.	S
9.	The method used was less engaging students to speak in English.	A
10.	The materials taught were less relevant to the students' major.	M
11.	The students used Indonesian and Javanese at class.	S
12.	The book used was focused on grammar only.	Md
13.	The students were not easily concentrated in the lesson.	S
14.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	S

S: Students A: Activities M: Materials Md: Media

2. Identification of the Field Problems to Solve

This research focused on improving students' speaking skills by the use of STAD. Therefore, the teacher and I were in full agreement about the possible problems to be solved at the moment. Based on the identified field problems, the selected problems to solve are presented in the table 4.

Table 4: Field Problems to Solve

No	Field Problems	Code
1.	Most students were not confident to speak in English.	S
2.	Most students are acquainted with limited vocabulary.	S
3.	Most students had difficulties in pronouncing words correctly.	S
4.	The students were afraid of making mistakes when they spoke in English.	S

5.	The students showed little responsibility when they worked in groups.	S
6.	The activities were monotonous and less engaging.	T
7.	Many students did not bring dictionary.	S
8.	The materials taught were less relevant to the students' major.	M
9.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	S

S: Students A: Activities M: Materials Md: Media

After determining the field problems to solve, I analyzed the things that likely caused the problems to emerge. This was helpful in order to identify the obstacles and weaknesses regarding the teaching and learning process.

Table 5: Field Problems and Causes

No	Field Problems	Causes
1.	Most students were not confident to speak in English.	The students did not get opportunities to speak and check their speaking skills since they were rarely given activities to encourage them.
2.	Most students had difficulties in pronouncing words correctly.	
3.	The students were afraid of making mistakes when they spoke in English.	
4.	Most students are acquainted with limited vocabulary.	There were n dictionary available during the English lesson.
5.	The materials taught were less relevant to the students' major.	The materials taught were general which were also taught for other study program without adding specific material relevant to the students' study program.
6.	Many students did not bring dictionary.	The student did not realize the need of dictionary.
7.	The students showed little responsibility when they worked in groups.	The students did not realize the importance of working together.
8.	The activities were monotonous and less engaging.	The teacher focused mostly on grammar and reading comprehension which hardly required students to be active.

9.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	The teacher did not invite the students to the class discussion.
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B. Report of Cycle 1

1. Planning

Considering the problems occurred, the teacher and I decided to solve the problems by planning some actions. The actions were designed to achieve the expected aims. The action plans of the Cycle 1 are presented below.

a. Implementing STAD (Student Team-Achievement Division)

I planned to implement STAD from the first meeting in cycle 1. The first step in STAD was presenting the materials in the classroom. In this session, the students would be expected to pay attention when the materials are presented. Then the students would learn in groups of four or five to learn the materials. During the group learning, it was expected that the students could get opportunities to speak in English since there would be many activities that required them to talk to each other. There would be a quiz in the end of the Cycle 1 to check the students' speaking improvement and to decide the next group members.

b. Using the classroom English during the lesson

During the lesson, I planned to act as the English teacher in the class. The collaborator and I planned to use classroom English during the teaching and learning process. By using the classroom English, the students were expected to hear many English expressions so that the

students will be familiar with them. While I speak in English, I expected students would use English in response to my speaking which could give students a chance to practice their speaking. I planned to use English for some functions such as greeting the students in the beginning of the lesson, explaining materials, giving the instructions of the tasks and the activities, giving feedback, and reviewing the materials, and ending the lesson.

c. Giving a handout of materials related to the program of study

I planned to give the students a handout during the English class. The handout contained the materials and the tasks. In the handout, there were some empty spaces for them to write down some important notes. This was expected to be effective since they would not have to write the materials they learn and the tasks they would complete. There would be much time for learning the materials and doing the tasks instead of taking notes.

In Cycle 1, the students would study the expressions used in describing processes. I planned to adapt the materials to fulfil the basic competency. Since the students are accounting program students, I planned to give the materials that matches their needs at accounting program. I had discussed the suitable materials with the teacher to meet the students' need.

d. Asking the students to bring dictionary

Since the students were not encouraged to bring a dictionary to the classroom, I planned to suggest them to bring it. For the students who do not have a dictionary, I would ask them to borrow it from the library. By having their own dictionary, it was expected to be easy for them to look for difficult word meaning. They do not have to ask their friends. If they find a difficult word and could not find it in the dictionary, they could ask their group mate or me for help.

2. Actions and Observation

The actions in Cycle 1 were implemented in 3 meetings, 8, 10 and 11 April 2014. The quiz was on April 11. While I was teaching, the collaborator observed the process of teaching and learning.

a. Implementing STAD (Student Team-Achievement Division)

In cycle 1, STAD was implemented from the first meeting. I already explained STAD to the students in the first meeting when I did the pre-test. I had told them the procedure, and the benefit of using STAD. Although it seemed that they did not understand STAD yet, they were not surprised when I directly implemented it in the first meeting.

In cycle 1, I determined the individual base scores using the pre-test scores. The scores were the average scores taken by the English teacher and me when we conducted the pre-test. I also determined the group base score by summing up the individual base score of the group made in the

classroom. The initial base score and grouping can be seen in Appendix. The topic to be learned in this cycle was describing process. The lesson plan, materials, and tasks used in cycle 1 are attached.

In the first meeting, I divided the students into 8 groups. I discussed the grouping with the English teacher and we decided to let the students make groups randomly. The English teacher recommended that for the first cycle, I better ask the students to make groups by themselves because that was the way they usually did. The random grouping did not really matter because their base scores were almost at the same level and the students' seat was randomly made every day. Besides, I checked the groups and made sure that the students with high performance level did not stay in the same group. The decision was made from the discussion as in the interview below.

R: Kalau saya tunjuk kelompoknya bagaimana Bu? Kira-kira anak-anak bisa tidak ya langsung berkelompok? (Bu, what if I assign the students to groups? Can they adapt to their group?)

T: Kalau untuk awal-awal biarkan mereka bikin kelompok sendiri dulu mbak, kan nilai mereka yang pre-test kemarin ga jauh beda. (I think for the first grouping, let them make their own group. Their scores in the pre-test were almost the same)

R: Memang biasanya kalau kerja kelompok bagaimana Bu? Bebas juga? (Do they usually make groups by themselves?)

T: Iya mbak, biasanya mereka bikin kelompok sendiri. Menurut tempat duduk, soalnya kan tiap hari duduknya ganti-ganti. (Yes, they usually do it by themselves. It is arranged by their seats because they change seats every day.)

(Interview transcript 1 – Appendix B)

Before presenting the lesson, I led them to the topic by throwing some questions. Then I proceeded by making the students work in groups to listen to the recording and answer the questions. The recording contained the explanation of using a fax machine to send a message. I also invited them to practice reading the dialogue in the recording together. As I tried to talk to them about the topic and the recording, they were reluctant to answer me. There were only few students who responded by saying simple answers.

In groups, I gave them some tasks aimed to stimulate them to communicate with each other. The tasks were finding the word meanings, comprehending a dialogue, answering questions, and practicing the dialogue. I made myself available to help when they had difficulties. I found that most students did the task separately. For example in answering questions based on a dialogue, they divided the tasks and each student did her part before they collected the answers. Even though I reminded them to do the task with team mates, they still preferred doing it individually. There were also times when some students did other things such as doing homework of other subject. Of course when I was around they seemed to focus on the task but when I was away, I noticed many students were doing homework of other subject.

In the next meeting, I presented the materials regarding describing processes; the expression and common words and phrase used. I also invited them to read aloud some expressions and say certain words that are

usually mispronounced. However, during the reading aloud, the students seemed not so enthusiastic. They were still not used to read aloud together in the class.

There is an interesting thing during this lesson. As I was teaching them pronunciation, I found that they were interested in it. The pronunciation practice took a quite long time as many students asked me some words and the way they are pronounced. Most questions were about words that they thought they knew how to pronounce but actually they were mistaken. They were surprised to know that. It was good because they started to realize the importance of pronunciation.

There was a task I gave to discuss in groups. They learned the materials and discussed the questions with group mates. The task I gave was rearranging jumbled instructions.

Put the following sentences into the correct order. Discuss in your group.

How to Use a Photocopier

- a. Select the appropriate size paper on the control panel.
- b. Turn off the photocopier.
- c. Look at your document feeder note to place the document up or down.
- d. First, make sure that the photocopier is on.
- e. Then, lift the cover of the photocopier and place your document on the platen (the glass surface underneath). Close the cover.
- f. After that, select the number of copies to be made.
- g. Press the “copy” button and wait until the copying is complete.

(Task 1.7 Appendix E)

The right order

How to Use a Photocopier

- d First, make sure that the photocopier is on.
- c Look at your document feeder note to place the document up or down.
- e Then, lift the cover of the photocopier and place your document on the platen (the glass surface underneath). Close the cover.
- f After that, select the number of copies to be made.

a Select the appropriate size paper on the control panel. g Press the “copy” button and wait until the copying is complete. b Turn off the photocopier.
d First, make sure that the photocopier is on. c Look at your document feeder note to place the document up or down. e Then, lift the cover of the photocopier and place your document on the platen (the glass surface underneath). Close the cover. a Select the appropriate size paper on the control panel. f After that, select the number of copies to be made. g Press the “copy” button and wait until the copying is complete. b Turn off the photocopier.

During the discussion, the students spent some more time than I expected although the task was quite easy. I asked several times if they finished discussing. I found out that the students were having difficulties in deciding their answer. At first, the students did the task in the group easily but after awhile I noticed that some students were arguing about the answer. There were five groups that had the same answer and three groups that had another same answer. This made the students discussed the problem again. I asked the reason of their answer and explained that both answers were correct.

After they got the right arrangement of the task, I asked one of them representing the group to read the answer in front of the class. “Who wants to read the answer? Raise your hand.” No one wanted to come. I appoint one group to send the representative to read the answer in front of the class. “Please come forward so others can hear your answer well.” She read the answer. “Ayo, maju ke depan, biar yang lain bisa dengar.” I asked the other groups if it was correct or not. 5 groups agreed to the answer. The other 3 groups seemed to have different answer. “Sepertinya ada yang kurang setuju. Ada jawaban lain, mungkin?” One student raised her hand. “Good. Come forward and read your answer” She answered the question in front of the class. The other 3 groups agreed with the last answer. After I knew their reason, I explained them that they all were right. “Good job. It’s okay to have different answer.”
(Vignette 3 – Appendix A)

Their expression showed that they were quite surprised to hear that both answers were right. I told them that they should be confident even when they had different ideas. The two steps in the middle actually can be exchanged. The interview showed their opinion:

R: Hai, tadi kelompok kamu jawab yang gimana?(Hi, what was your answer?)
S1: Yang paper size dulu, Miss. Soalnya yang number itu ada after that nya.(The one that 'paper size' option comes first, Miss. Because the one with 'number' has 'after that'.)
R: Oh, gitu? Karena ada after that nya ya? Kalo kamu?(Really? That's because of 'after that', right? What about you?)
S2: Kalo kelompok saya tadi yang paper size setelah number. (My group chose the one that 'number' option comes first.)
R: Kenapa?(Why?)
S2: Soalnya ada yang punya printer di rumah terus katanya yang number dulu. (Because my friend has a printer and she said that 'number' option comes first.)
 (Interview 6 – Appendix B)

The reason varied but they could explain their answer. This was good because the students understood that if they have different opinion they can say it freely. This experience also helped them to increase their confidence in sharing their ideas.

R: Terus tadi kan dua-dua nya benar jawabannya? Menurut kalian gimana?(There are two correct answers. What do you think about that?)
S1: Bagus sih, Miss. Kan tadi kata Miss nya, printer kan beda-beda, Jadi cara makenya juga agak beda gitu.(That's good, Miss. You said that printers vary and so the way we use it.)
S2: Kalo saya sih agak aneh aja, masak jawabannya ada dua, biasanya kan satu, hehe. Tapi setelah dikasih tahu Miss nya jadi ngerti.(I think it's a little strange as there are two answers because usually there were only one answer. But after you explain it, I understand, Miss.)
R: Ngerti gimana?(What do you mean?)
S2: Kan kita jelasin tadi kenapa jawabannya itu, jadi kita tambah PD aja kalo jawabannya beda, soalnya jawabannya beda tapi benar hehe.(After we explain our answer, we are more confident because although we have different answer, it is correct.)
 (Interview 6 – Appendix B)

While the students were learning and practicing the dialogues and expression in groups, I checked their work by circulating through the class. Only two groups were seriously learning the materials and reading the dialogues. The two groups were actively practicing the expressions. Meanwhile, the other groups were not focused on the lesson. Some students were doing tasks of other lesson. I reminded them to focus on the lesson.

I frequently encouraged the students to work within the groups. However, they still enjoyed working alone and asked me directly if they found difficulties. Almost all students who asked me questions had not asked their group mates first. When I asked their teammates, some of them actually knew the answer. I reminded them to discuss their problem with their group mates first. Apparently, they asked me immediately because they thought that their group mates might not know or the answer might not be correct. This can be seen in the vignette and interview transcript below.

They asked me to help them finding the word meaning. “Miss, determine artinya apa?” “Bawa kamus ga?” “Enggak Miss.” I asked other members, “Yang lain ada yang tau ga?” One of them answered “Menentukan Miss.” “Lha itu tau artinya, kenapa temennya ga dikasih tau? Kan ini kerja kelompok, lain kali harus kerjasama ya.” “Yes, Miss.”
(Vignette 2 – Appendix A)

R: Kenapa kamu ga tanya temen satu grup kamu tadi? (Why didn't you ask your group mate?)
S: Ga tau Mbak kalau dia tau. Dia juga ga ngasih tau jawabannya. (I did not know that she knows the answer. She also did not give me her answer.)
R: Kan tadi kerja kelompok, berarti ga diskusi ya? (You were supposed to learn in groups. So you did not discuss the task, right?)

S: Diskusi sih Mbak, soalnya banyak yang ga tau artinya juga. (We did, Miss because there were many words we did not know the meaning.)
 (Interview 7 – Appendix B)

In the discussion task and practicing dialogues, the students preferred to do it in groups since they could get help from their friend. The student's opinion about the group work can be seen in the following interview transcript.

R: Terus kamu pas di kelompok ngapain aja? (What did you do in group?)
S: Kita sih ngerjain task sama latihan. (We completed the tasks and practiced.)
R: Enak ga kalau belajar di kelompok? (Is it comfortable to learn in groups?)
S: Enak Miss, bisa diskusi. Terus pas baca ada yang benerin. (Yes, Miss. We can have a discussion and we can correct each other in reading aloud.)
R: Oh, gitu. Lebih suka yang mana, yang benerin gurunya apa temennya. (Really? Which one do you prefer the teacher or your friend to correct your mistakes in reading practice?)
S: Dua-dua nya Miss. Kalau gurunya lebih bener. Tapi kalau temennya juga bagus sih kalau temennya ngerti. Lebih santai kalau sama temen. (Both, Miss. The teacher will be more accurate. It's good if my friend knows better. It is more comfortable with friends.)
 (Interview 8 – Appendix B)

For the students to experience the materials they were learning, I invited them to a role play a game. I explained the way the game works by giving an example. Before playing the game, I gave them some time to prepare themselves with the expression they learned before. They prepared the game with their group mates. During the role play, I walked around the students to check their performance. After the game, I gave a reward for the winning pair. The students' opinion about the games can be seen below.

R: Game nya menang kan tadi? (You win the game, right?)

S1: Iya Miss. Kita yang paling cepat. (Yes, Miss. We were the fastest.)

R: Pas main pake bahasa Inggris kan? (You were using English during the game, right?)

S2: Iya dong Miss. (Of course, Miss.)

R: Tadi dapet hadiah kan? Gimana hadiahnya? Menarik ga? (You got a prize, right? What do you think?)

S2: Iya Miss, sering-sering aja main game kayak tadi. (Yes, Miss. It's good to play games often.)

R: Kenapa memang? Seneng dapet hadiah? (Why? Are you happy to get the prize?)

S2: Iya, kan kita jadi semangat main nya. (Yes, Miss. We became more enthusiastic in playing games.)

(Interview 5 – Appendix B)

While doing the group study, my role was that of a facilitator. I provided a classroom atmosphere to be encouraging to English learning. In the group study, students were given opportunities to practice English speaking as in discussing a problem, answering questions, practicing saying expressions of describing process, and finding word meanings and pronunciation. However, I noticed most students still used Indonesian and Javanese as they were doing the tasks, especially those who were quite far from me. It was because they thought I would not notice it, because when I was around, they were speaking silently or became silent. They were not encouraged to use English during the group study.

After the students finished learning the topic, I gave them a quiz which took place in the next meeting. The quiz was showing how to do or make something. They performed a presentation about doing something. The English teacher and I scored them at once. Even though the performance was a group work, the students knew that the score would be individually. Right after the quiz scoring was done; I put the scores on the

table and decided the next groups and the members. As for determining the super group, I made their improvement scores. After the individual improvement scores were determined, I combined their improvement scores to be the group improvement scores. The group which surpassed the determined score are awarded as the super group. Unfortunately, in cycle 1, there was no super group because all groups did not surpass the determined score.

The quiz scores were available in the next meeting for the students to check their score improvement. The scores were not publicly displayed. Only those who wanted to know their score came to see it. In the next meeting, I revealed the group with the highest quiz scores and invited the member to come to the front of the class. There was no official reward for the top group. I gave a brief compliment for the group with high scores and gave encouraging words for other groups.

b. Using the classroom English during the lesson

In the classroom, I acted as a teacher and the collaborator observed the teaching and learning process. As I planned, I tried to use English during the teaching and learning process. In Cycle 1, I used English for greeting the students, leading the students to the topic, explaining the materials, explaining the instruction of the tasks and activities, giving feedback, and reviewing the materials. In the first meeting I used common

expression for greeting the students and in the second meeting I used different expression. The students answered my greeting well.

I asked them "How are you?" They replied "I'm fine, thank you. And you?" "I'm good too, thanks."
(Vignette 2 – Appendix A)

I asked them "How do you do?" They answered "I'm fine, Miss, thank you. And you?" "I'm great, thanks."
(Vignette 3 – Appendix A)

To lead the students to the topic I asked some questions in English. Since the students did not respond to my questions, I translated my questions to Indonesian. Some students responded using Indonesian.

Then I started the lesson by leading the students to the topic of that day by giving questions to them. "Have you ever used facsimile machine?" "Sudah pernah ngirim fax?" Some students answered "Belum, Miss." A student answered "Pernah lihat mesinnya aja. Miss." "Okay, you will find out how later." (Vignette 2 – Appendix A)

During the lesson I used many short questions and expressions such as "Have you finished?", "Good job." "Great." "Do you understand?" "Yes, that's right." "Excellent." "Any question?" "Have you got the answers?" "In English, please." "May I have your attention?" "Raise your hand." "Really?" "Ask your friend." "Silent, please." At first, the students did not respond to my expressions but as I frequently used them, they started to understand and respond to my expressions. For example when I asked a student to read in front of the class, she seemed to not understand the expression 'come forward'. However, the next time I used the same expression, the students understood well.

"Who wants to read the answer? Raise your hand. " No one wanted to come. I appoint one group to send the representative to read the answer in

front of the class. "Please come forward so others can hear your answer well." She read the answer. "Ayo, maju ke depan, biar yang lain bisa dengar."

(Vignette 3 – Appendix A)

...One student raised her hand. "Good. Come forward and read your answer" She answered the question in front of the class. ...

...I asked the winner to perform the dialogue they had done during the game in front of the class. "For the winning couple, please come forward and show us what you did." They came forward and perform their work.

(Vignette 3 – Appendix A)

I used both English and Indonesian in explaining the materials, giving instructions, and responding to their questions. However the students did not respond when I used English so I used Indonesian a lot. In vignette below, it is showed that I used Indonesian more than English.

I asked them to look at the text and asked them what the text was about. "What is the text about?" They answered "Caranya ngirim fax." They laughed. "Menurut kalian text itu untuk apa?" They did not respond to my question. "You will find out later. Now, let's hear a recording first. Kita dengarkan rekaman dulu lalu, kan teksnya belum lengkap, nanti kalian isi ya. Coba dikerjakan bareng satu tim." Then I played a recording and asked them to complete the text. After I played the recording once, I asked "Have you got the answers?" "No."

I asked if there was any difficult word. "Is there any word that you don't know the meaning?" They were silent. "Ada kata-kata yang susah?" "Banyak, Miss." They answered. "Do you bring a dictionary with you?" "No." When I asked them why, there were many excuses. "Lain kali bawa ya? Kan bisa pinjam di perpustakaan atau pinjem teman di kelas lain. Okay?" "Inshaallah, Miss." they answered. "There is a list of difficult words on your paper. Di belakang ada daftar kata-kata yang penting. Bersama teman satu tim, coba diartikan kata-kata yang susah biar gampang baca teksnya." (Vignette 2 – Appendix A)

I distributed a material to the students. "On the paper you will find the explanation of how to tell others on making or doing something. Jadi di kertas itu ada cara-cara untuk bertanya gimana caranya membuat sesuatu, dan gimana jawabnya." I explained the materials to them.

I checked their understanding toward the materials "Do you understand?" Some students answered yes. "Kalau ada yang kurang paham materi dan cara bacanya tanya teman satu tim ya? Yang sudah tahu bantu temennya ya. Okay?" "Okay, Miss."

(Vignette 3 – Appendix A)

In the interview, some students said that during the lesson they did not really understand if I talked using English all the time. Hence, they understood when I gave them an example. It showed in the interview transcript and the vignette below.

R: Selama pelajaran kan saya sering pakai bahasa Inggris. Itu gimana menurut kalian? (During the lesson I often use English. What do you think about that?)
S: Bagus sih sebenarnya Miss, tapi seringnya ga ngerti. Apalagi pas mau game tadi. Tapi kalau ada contohnya kaya tadi sih gapapa Miss. (It's good actually, Miss but most of the times, we do not understand. It's okay if there is an example like today.)
 (Interview 5 – Appendix B)

After that, I asked them to play a game. It's called "Ask your friend" game. I explained the instruction to them using English. The students did understand my explanation so I translated into Indonesian. I reminded them that they have to use only English as they play the game. I gave the example of how to play the game. (Vignette 2 – Appendix A)

Apparently, the students still considered me as a stranger. Therefore they still felt anxious and shy to speak to me. The student's opinion about the classroom English I implemented in the classroom can be seen in the interview transcript below.

R: Pas kelas saya ngomongnya pakai bahasa Indonesia apa bahasa Inggris? (Which one do you use in my class, English or Indonesian?)
S: Kadang pakai bahasa Inggris Miss. (Sometimes I use English, Miss.)
R: Menurut kamu kenapa kalau pas saya ngomong pakai bahasa Inggris temen-temen kebanyakan pada diem? (Why is it that when I use English, most of your friends kept silent?)
S: Kayaknya sih karena belum kenal Miss, kan baru 2 kali pertemuan. (I think it's because we still don't know each other, Miss. It's only two meetings.)
R: Begitu ya, makasih ya. (Really? Okay, thank you.)
 (Interview 8 – Appendix B)

c. Giving a handout of materials related to the program of study

During the lesson, I used textbook which the students had and the handouts containing the materials and exercises. Since the textbook contained many materials which focused on grammar, I added some speaking exercises in the handouts to support the students' need. In the handouts I provided a list of words commonly used in the topic presented and the phonetic transcription to practice the pronunciation. I also provided some space if the students need to write notes. For a better result, before using it in the classroom, I consulted the materials with the English teacher.

The materials in the handouts were designed in the office and school setting so that the students would be familiar with the situation of their future career. For example in meeting 1 I presented the listening section which contain the steps in sending a message using facsimile machine. Before that, I asked the students if they knew how to use facsimile machine. They answered that they only know the machine but did not know how to use it. However there is a chance that they will use it in the office when they work so they need to know how to use it.

The students' opinion about the handouts could be seen in the interview transcript below. The students stated that the handouts helped them because they contained materials which were not present in the textbook. The handouts also contained examples of speaking performances which helped the students in learning new items of vocabulary.

R: Terus tadi kan dikasih handouts, membantu ga? (Did the handouts help?)

S: Membantu, kan yang dulu ada yang belum lengkap. (Yes, The material was not complete.)

(Interview 2 – Appendix B)

R: Menurut kalian kalau di kasih handout seperti tadi gimana? (What do you think about the handouts?)

S: Enak sih Miss, apalagi ada cara bacanya juga. Jadi bisa dipake belajar sendiri. (It's good, Miss. There is also the way to pronounce the words. It can be used to learn by myself.)

R: Kalau materinya bagaimana? (What do you think about the materials?)

S: Bagus Miss. Banyak contoh-contohnya. (It's good, Miss. There are a lot of examples.)

(Interview 3 – Appendix B)

d. Asking students to bring dictionary

The students' motivation in bringing dictionaries was still low. In the first meeting only 2 students had dictionaries. Some students stated that they rarely used them so they thought it was not necessary to always had dictionaries. This made the class in a state of total chaos since they had to borrow a dictionary or ask their friends about the word meaning. In the second meeting only 5 students had dictionaries with them. The students preferred sharing the dictionaries with their friends and asking me directly when they found difficult words.

R: Tadi bawa kamus ga? (Did you bring dictionary?)

S: Engga Miss, soalnya biasanya jarang dipake. Berat bawanya. Kan bisa pinjem temen. (No, Miss. We rarely use dictionary. It's heavy. We can always borrow it from friends.)

(Interview 3 – Appendix B)

I repeatedly asked them to have dictionaries during the English lesson. I also reminded them the necessity of having dictionaries. I suggested them if they found it difficult to bring it from home, they could

borrow it from library or from friends in other classrooms. The action could be seen in the vignette.

“Ada kata-kata yang susah?” “Banyak, Miss.” They answered. “Do you bring a dictionary with you?” “No.” When I asked them why, there were many excuses. “Lain kali bawa ya? Kan bisa pinjam di perpustakaan atau pinjem teman di kelas lain. Okay?” “Inshaallah, Miss.” they answered.
(Vignette 2 – Appendix A)

3. Reflection

After the implementation of all actions in cycle 1, my collaborators and I had discussions. The evaluation of cycle 1 based on the observation and the interviews conducted during the teaching and learning process. The reflections were presented below.

a. Implementing STAD (Student Team-Achievement Division)

STAD procedures were executed completely in cycle 1. It seemed that the students enjoyed working in groups. The game was also helpful as an enthusiasm booster between activities. Moreover, by playing the game, the students also learned the materials. However, during the implementation of STAD, I found some problems regarding class management. During the group work, I could not manage the class well. Although I circulated around the class, I still could not manage to control their activities in the groups. In addition, during the game, I could not control all the students' doing since they were walking around a lot and the class was too noisy. To maximally conduct more effective teaching and learning process, therefore, I had to plan a better class management.

In the first meeting, I spent too much time for pronunciation practice. I could not stop the students from asking as they were really into that. However, to maximally conduct more effective teaching and learning process, therefore, I had to plan the time allocation and the activities more carefully.

Regarding the quiz execution, it seemed that the students were not too eager to see the result of their learning. This was shown as there were only several students who checked their score. In addition, I needed to give an appropriate reward for the super group. It seemed that although the compliment was enough for motivating the students, it would be better if the physical reward were present.

b. Using the classroom English during the lesson

In cycle 1, I used English in the classroom as planned. It was implemented in every meeting. I used English in greeting the students, explaining materials, giving instructions of exercises and tasks, reviewing materials, and giving feedbacks on students' performance. The use of classroom English did improve students' familiarity with English expression as I used various simple expressions during the class. Though at first they did not understand, as I translated once, the next time I used the same expression, they understood. I found that using examples and repeating certain expressions could help students to understand and stimulate them to respond with the appropriate expression and action as well.

c. Giving a handout of materials related to the program of study

Giving daily handouts had helped the students in comprehending the materials easier. The handouts covered the materials and speaking exercises that were not present on the textbook. Therefore, the students did not need to write the materials and focused their attention on my explanation instead. The handouts I gave them had small font size. It seemed that the students were rather bothered with that. I had to better design the handouts especially the printing issue.

d. Asking the students to bring dictionary

In this cycle, the students seemed not too motivated in having dictionaries as if they did not need it. Sharing dictionaries were still their preferred option although I reminded them to have it on their own. They had not realized yet the necessities of using dictionaries. When they found difficult words, they preferred asking me directly to checking for meaning and phonetic transcription.

C. Report of Cycle 2

1. Planning

a. Implementing STAD (Student Team-Achievement Division)

In cycle 2, I planned to assign the students to groups based on the quiz score. It was also expected that the students could get opportunities to work with other friends other than their previous group. Concerning the poor class management, during the group works, I had to control the

students better. For the next quiz, I planned to give the super group a physical reward so that the student could be more motivated.

b. Using the classroom English during the lesson

I planned to simplify my English instruction as easy as possible so that the students could follow my explanation. Using examples and repeating certain expressions would also be used during the class. I also would gradually reduce the use of Indonesian when talking to students. I would continue using English for interpersonal purposes.

c. Giving a handout of materials related to the program of study

I planned to provide handouts for students in cycle 2 as well. Since the printed handouts I gave them were small, I planned to give them the bigger size handouts so that the students would not have difficulties in reading.

d. Asking the students to bring dictionary

Few students seemed to be motivated to have dictionaries with them. In the next cycle I planned to continue asking the students to bring dictionaries at least one in a group since in the cycle 1, there were still some group that did not have dictionaries at all. They had to be aware of the necessity of using dictionary.

2. Actions and Observation

The actions of cycle 2 were implemented in three meetings: 17, 18, and 19 April 2014. The quiz was conducted on April 19.

a. Implementing STAD (Student Team-Achievement Division)

Implementing STAD was done in cycle 2. In the first meeting, I assigned the students based on the previous individual quiz scores. Since I had already had the list of groups and the members, it was easy to set up the groups. They already know their group members well. It was because the students were changing seats every day. It was really helping since the students did not need to try too hard to become closer with the group members.

In the listening section, the students were to listen to the recording which contained the expression of giving advice. Even though in the cycle 1 they also had the listening session, they were still not confidence enough to do it in one go. The recording was a bit long actually since it told a story, not only short expressions. Since the story was quite long, I gave them a list of vocabulary first. After they find the meaning of the difficult words, I gave them an incomplete script of the dialogue in the recording. After that, I asked them to do the previous task again. The students agreed that the listening task helped them in learning the English through the native sounds. However, the students felt that this listening session was harder than the previous one. This can be seen in the interview transcript.

<p><i>R: Listeningnya keren kan? (The listening section was cool, right?)</i> <i>S: Engga Miss, rumit banget. (No, Miss, it's very complicated.)</i> <i>R: Tapi bisa ngerjain kan tadi? (But you can complete the task, right?)</i> <i>S: Bisa sih setelah dua kali. (Yes, after listening to it twice.)</i> <i>R: Ekspresi apa yang susah? (Which expression is hard?)</i> <i>S: Itu loh Miss yang 'hot water'. Aku kira berendem air panas. (The 'hot water'. I guessed it was 'sinking in hot water')</i> <i>R: Terus gimana pelajarannya kalau ada listening gitu? seneng ga?</i></p>

(What do you think of listening section during the lesson? Do you like it?)

S: Engga Miss, susah sih. Tapi bagus sih, soalnya kan kita dengerin orang bule asli yang ngomong jadi bisa tau ngomong yang bener gimana. Tapi susah banget Miss, panjang banget. Lebih gampang yang kemarin. (No, I don't like it because it's difficult. But It's good because we can listen to the English native speaker. It's more real. This was too difficult. The previous one was easier.)

(Interview 9 – Appendix B)

Following the listening session, I asked them to find the meaning of words I listed in the handouts. In the vocabulary list, I provide the phonetic transcription of each word so that they know how to pronounce the words correctly. After that, I asked them to practice the pronunciation of the difficult words. I asked them to repeat after me and we also checked the pronunciation on the recording. Some students added the difficult words in the list and asked me how to pronounce them. Then, I invited the students to read aloud the dialogue together. Most of them actively practice the dialogue. As I walked around, I helped them to read the dialogue as they forgot the right pronunciation and intonation.

In the class presentation, I discussed the expressions of asking, giving, and declining advice and suggestion and obligation. There was also a grammar corner about degrees of comparison. I presented the materials while inviting them to practice reading the expression with me. During the class presentation, the students were actively involved. Almost all students were paying attention to my presentation.

After the class presentation, I asked them to do the tasks in groups. The task was studying a written dialogue containing expression of stating

obligation. I asked them to practice the dialogue with the help of group mates. The next task was completing sentences. It was grammar session. I asked them to discuss the questions in groups. During the discussion, I noticed some students were arguing using English. They had different opinion about the answers. However, they finally got the same answers. When I invited them to present their answers, they still confused with the use of must and have to, so I explained it again. The activities can be seen in the vignette below. The students' views follow.

“Okay, now, at the back of the paper, there is another dialogue. Take a look at it. In your group, study the dialogue and answer the questions. Can you do that?” “Yes, of course, Miss” They looked confident. I asked them to add difficult words on the previous list I made for them.

After a while, we discuss what the dialogue was. I asked them the expression used in the dialogue. I explain that the expression used were for stating obligation. I asked them to practice the dialogue in their group after we read it together. I walked around the class to check their practice. I often found mistakes in their pronunciation as they practice the dialogue so I corrected them right away. When I asked them who wanted to answer the question, some students volunteer themselves.

After that I asked them to do the next task in groups. The next 2 task was to complete sentences with the right words. They had a discussion relating to the task. I walk around to check them. I helped them when asked for help. There were some students arguing about the answers. They used English in the argument. After they finished doing the task, I asked who wants to read the questions and the answers. I appoint a student to answer the question. After two questions, some students actively wanted to read and answer the questions. When we discussed about modals used in stating advice, suggestions and obligation, the students were confused so I explained more specifically using some examples and conditions.
(Vignette 5 – Appendix A)

C: Menurut kalian pelajaran tadi gimana? (What do you think about today's lesson?)

S1: Sulit. (It's difficult.)

C: Emang tadi bahas apa? (What did you learn?)

S2: Bahas have to, must. Susah bedainnya. ('have to' and 'must'. It's hard to differentiate them.)
(Interview 12 – Appendix B)

R: Tadi gimana pelajarannya? Ngerti ga? Udah pernah juga kan? (How is today's lesson? Did you understand? You have learned it, right?)
S: Engga mbak? Ga bisa bedain must sama should. Aku taunya should doang. (No, Miss. I can't differentiate 'must' and 'should'. I only know 'should'.)
(Interview 13 – Appendix B)

During the group study, I managed to monitor the class well. The students were actively working in groups. Some students did not even notice me standing close. They helped each other in reading practice activities. Instead of asking me directly, they checked their group mates first. However, when the students were facing difficulties, I helped them. Doing the tasks and learning in groups helped them to be more comfortable in asking and giving feedback on each other performances. The interview transcript below shows the students' response to group study.

R: Tadi kan ada kerja di group. Kalo kalian lebih enak kayak gitu atau ngerjain sendiri-sendiri? (Do you prefer working in groups or working by yourself?)
S1: Kalau saya lebih enak grup karena kan bisa dibantu kalau ada hal yang belum tepat sama temennya. (I prefer working in group because my friend can help me.)
S2: Kalau saya lebih suka sendiri sih soalnya kadang kalau discussion tuh gimana ya. Agak ribet gitu loh. Soalnya kadang kalau grup, satu grup bingung semua. (I prefer working by myself because when we have a discussion, it's complicated. Sometimes all members in the group are confused.)
(Interview 10 – Appendix B)

C: Tadi kan ngerjainnya kelompokan ya, terus latihan pronunciation juga. Menurut kalian cara kayak gitu enak ga? (You were working in group, right? You also learn the pronunciation. Do you like it?)
S1: Enak, jadi kalau pusing ga sendirian mikirnya. (Yes, so I don't have

to think by myself.)

S2: Ya bisa tukar pendapat. Kan kalo misal saya jawab must temen saya jawab have to bisa tanya kok bisa jawab have to gitu. Nanti bisa diskusiin yang benar. (I can share opinion. We can discuss the right answer and the reason why.)

(Interview 12 – Appendix B)

R: Tadi kan kerja di grup ya. Menurut kalian efektif ga? (Do you think it is effective working in groups?)

S: Efektif, karena kita bisa saling bantu. Kalo kita ga bisa kan ada temennya yang bisa benerin. (Yes, because we can help each other. If I do wrong, my friend can correct me.)

(Interview 15 – Appendix B)

In the last session of cycle 2, I invited them to play a guessing game.

I gave the instruction of the game to them. I also gave an example of how to play the game. The instruction was as the box below.

Instruction:

1. Make a group of eight.
2. One students of each group will come forward and give the explanation of the words she got while the rest of the group members stand in the back of the class guessing the word.
3. In your group, decide the turn of playing the games.
4. The words will have a topic. Each game will have different topic.
5. The student explaining in front of the class will have to choose one paper containing one word and use full sentences to describe the word. Use sentences that state what people should do and shouldn't do.
6. The quickest group who guess the right words should win the game. However, the judge will be your friends so try you best to finish the game.
7. This will be a tournament, so the winning groups will play again for the final.

The topic was public places and profession. I provided folded paper containing words related to the topic and place it in the front table. When the students were playing the game, other students act as judges. They watched the game and decided the winner. This way the winner was chosen. I gave the winner group a reward in the form of snacks.

To break the ice and let them practice what they had learned I invited them to play a game. I explained the instruction and gave an example as well so that they understood what they would do during the game. I also asked the students who did not play the game to be the judge. During the game they should only tell their groups using sentences, but when it came to a word that they did not understand, they used actions instead. It was really chaotic. Based on the students' judgement, the winner was decided. I gave them snacks for their hard work.

(Vignette 5 – Appendix A)

The game helped them to gain confidence to speak English. They also gain skills of speaking fluency. In this activity, they must create sentences instantly after they know the word they had to describe. The students' response of the game was positive. It can be seen from the interview transcript below.

C: Tadi kelasnya ngapain aja? (What did you do today?)

S: Tadi koreksi, abis itu game. (Correcting works and playing game.)

C: Did you have fun? Seneng ga tadi gamenya?

S: Yes, of course. Seneng tapi capek. (I'm happy but tired.)

C: Suka ga kalau ada game-game gitu di kelas? (Do you like it if there is a game in the class?)

S: Suka. (Yes.)

C: Tadi menang ya? Seneng ga kalau dapat reward? (You won, right? Do you like the reward?)

S: Seneng. (Yes.)

C: Menurut kalian kalau nanti ada game dan prize lebih semangat ga? (What do you think about the game and the prize?)

S: Ya lebih semangat, ngilangin bosen. (Yes, I am excited.)

(Interview 11 – Appendix B)

R: Game nya tadi gimana? Membantu berbicara ga? (What do you think of the game? Did it help you to speak?)

S: Biasa aja sih mbak. Lumayan sih kan kita jadi mengarang kata-kata sendiri. (Not really, Miss. But it's not bad because we can make up words by ourselves.)

(Interview 14 – Appendix B)

R: Tadi game nya menarik ga? (Were the game interesting?)

S: Seru sih, kalo misal benar benar tadi bisa nyebutin apa yang seharusnya, ga pake isyarat, akan bisa membantu teman-teman yang lain untuk tau yang dia omongin. (Yes, if we can really speak, not using

signs. It will also help others to understand the words.)

R: Terus tadi game nya membantu belajar berbicara ga? (Did the game help you to speak?)

S: Membantu sih mbak, kalo buat speaking karna lebih banyak ke ngomongnya walaupun dicampur sama pake isyarat. (Yes. Although some used signs, still we speak much.)

R: Di game tadi membuat percaya diri ga? (Did the game make you more confident?)

S: Kalo tadi sih sama temen ga malu sih mbak, biasa aja kalo sama temen-temen. (I was not shy. I was comfortable with my friends.)

(Interview 13 – Appendix B)

After the materials were learned by the students, I conducted a quiz in the next meeting. The quiz was a role play. The instruction of the quiz was presented in the last meeting of cycle 2 so that the students could prepare themselves. As I did in cycle 1, I explained the quiz scores' roles for the learning process. How the students' speaking performance would be scored and what would be done with the scores.

In the next meeting, the quiz scores and improvement scores were ready. Before I started the next lesson, I distributed a paper for each student. The paper contained the base score and improvement score. For the super group, I invited the super group to come forward. I gave the group a reward. The reward for the super group was notebooks with a sticker attached which I gave them on the next meeting. The students gave positive comment on this action. This can be drawn from the interview transcript below.

C: Bagaimana menurut kalian dengan kuis yang diberikan Miss Dwi kemarin? (What do you think of the quiz Miss Dwi gave?)

S2: Bagus mbak. Kita jadi bisa ingat terus karena langsung di tes. (It's good, Miss. We can remember because we immediately take a quiz.)

S3: Iya mbak, apalagi kita bisa tau nilainya langsung. (Yes, Miss. Moreover, we can know the score immediately.)

C: Ada yang jadi anggota super group ga kemarin? (Is there anyone from the super group?)
S2: Saya mbak. (Me, Miss.)
C: Bagaimana rasanya jadi super group? (How does it feel to be super group?)
S2: Sneng mbak, kemarin juga dapet notebook. (Great, Miss. We also got a notebook.)
 (Interview 17 – Appendix B)

b. Using the classroom English during the lesson

Using classroom English was implemented successfully. As I did in cycle 1, I used English in every part of my teaching. I gave them other examples of expression as in greeting, saying “How are you?”, praising and so on. Also, I make the students acquainted with interpersonal purposes as in saying thank you, making request politely and so forth. As I talked using English a lot, the students responded to me using English as well. The students started to be more active answering my questions. They were no longer holding back like they did in cycle 1. The example of expression I showed to them was as in the vignette below.

I continued teaching on the next Thursday. I greet them with salam and they answered with salam as well. I asked how they were. “How’s life?” They didn’t reply. “I asked how are you. I said how’s life. Artinya sama.” They replied “Oh, I’m fine, Miss thank you. And your life?” “I’m great, thanks. Tapi nanya nya jangan gitu. What about yours. That’s better.”
 (Vignette 4 – Appendix A)

I used English almost all the time. When I explain something and the students could not understand, I repeated my explanation and said it slowly instead of translated it using Indonesian. Some students asked me to speak louder when I taught. The students’ comment of my action of

using English was positive. This can be seen as in the interview transcript below.

R: Kalo speaking itu susahnya dimana? (What is the difficulty in speaking?)
S: Susahnya di perbendaharaan kata nya. Kalo nulis kan masih bisa dibenerin, tapi kalo speaking kan spontan jadi ga bisa dibenerin. (Vocabulary. In writing we can still correct it but in speaking we cannot because it is spontaneous.)
R: Kalo kalian sendiri tadi merasa pelajarannya meningkatkan speaking nya ga? Kalo setiap hari dengerin bahasa inggris. (Do you think listening to English everyday can improve your speaking?)
S: Bertambah mbak. Jadi kan tambah tau istilah-istilah yang baru. Ya jadi terbiasa mbak. Membantu banget. (Yes. We know new expressions. We become more familiar with English words, so it really helps.)
 (Interview 13 – Appendix B)

There were also students who were still not motivated to use English in the class as in the interview transcript below.

R: Di kelompok kalo bicara pake bahasa inggris ga? (Did you use English in group?)
S: Ya kalo disuruh ya pake. Kalo engga ya engga. (Yes, if I was told to.)
R: Kalo saya selalu pake bahasa inggris ngerti artinya kan (If I used English, do you understand?)
S: Dikit, kalo maksudnya sih agak ngerti tapi kalo suruh ngartiin ga bisa. (A little. I understand but I cannot translate it.)
 (Interview 16 – Appendix B)

c. Giving a handout of materials related to the program of study

In cycle 2, I provided bigger handouts. It helped them learning the materials maximally since what they needed to do and learn were in the handouts. This action was implemented successfully. The students' opinions regarding this action were shown in the interview transcripts below.

R: Tadi kan dikasih handouts. Biasanya kalian dikasih handouts apa pake buku aja? (You were given handouts. Do you usually use handouts or only textbook?)

S: Kadang dua-duanya sih. (Sometimes both.)

R: Kalo pake handouts gimana tadi? Membantu ga? (What do you think of using handouts? Does it help?)

S: Membantu sih, soalnya lebih simple. (Yes. It is simpler.)

(Interview 10 – Appendix B)

R: Tadi gimana materinya menurut kamu? (How was today's material?)

S: Lumayan sih, lumayan ngerti. (I understand.)

R: Kalo handouts nya gimana? (What about the handouts?)

S: Itu membantu kita lebih ngerti ya. Daripada cuma dijelasin tu bosen. Kita kan juga males nyatet, jadi dikasih itu kita tinggal pelajarin ulang, trus kasih catetan-catetan. (It helps us understand more. Instead of writing the materials, we can just add notes in the handouts.)

(Interview 15 – Appendix B)

R: Kalau tentang materi di handout nya bagaimana menurut kamu? (What do you think of the materials in the handouts?)

S: Bagus Miss, semua nya belum ada di buku yang kita punya. Materinya juga penting menurut aku. (Good, Miss. All materials were not in the textbook. I think the materials were important too.)

(Interview 9 – Appendix B)

d. Asking the students to bring dictionary

Asking the students to bring dictionary were implemented during the cycle 2 as well. Some students brought dictionaries. At least in every group there is a dictionary. During the group study, the students were helped when they have dictionaries. They did not wander around to borrow it from other groups. The students proposed to use their phones to use dictionary. I considered it carefully and decided to let them do it but with the promise that they only use the dictionary and not for other purposes. They agreed. The vignette and interview transcript below show the action and the students' response.

Then I asked them to find the meaning of the difficult words I listed first. “Do you all bring the dictionary with you?” Some of them answered “Yes.” Some of them did not bring the dictionary. A student asked if they could use their phones because they had dictionary in it. I allow them to use it but only for dictionary. They agreed.
(Vignette 4 – Appendix A)

R: Tadi bawa kamus ga? (Did you bring dictionary?)
S: Pake kamus hape sama kamus buku. (I used dictionary in my
handphone and printed dictionary.)
 (Interview 15 – Appendix B)

3. Reflection

a. Implementing STAD (Student Team-Achievement Division)

STAD was successfully implemented in cycle 2. The grouping was based on the scores of the previous quiz which I had not done in cycle 1. During the class presentation, the students were fully paying attention. They were involved in the class discussion. In the group study, the students seemed to realize the value of learning in groups. They helped each other in learning the materials, doing the tasks and practicing dialogues. They were actively giving feedback on each other performance of reading practice. In groups the students were more confident in presenting their idea and arguing their opinion.

In general, the use of STAD improved the students’ confidence in speaking and their participation in both class discussion and group study. The students’ awareness of checking their speaking skills improvement was improved. The students were also more motivated because of the reward. However, for the effects of STAD implementation showing

stability, I needed to conduct one more cycle. This way, I would be sure that STAD gave positive effects on students' speaking performance.

b. Using the classroom English during the lesson

The use of classroom English gave the students opportunities to be more familiar with English expressions. The students also got acquainted with more vocabulary I provided when I spoke in English. During the teaching and learning process, the students interactively answered and responded to my talk. The anxious of making mistakes when talking to me was barely noticed.

c. Giving a handout of materials related to the program of study

The materials I provided in the handouts helped the students to learn effectively. They focused on learning and doing the tasks instead of taking notes since all materials and tasks were in the handouts.

d. Asking the students to bring dictionary

Many students had dictionaries with them. The students seemed more motivated to use dictionaries since they needed to check the word meaning frequently. This made the learning process more efficient since the students focused more on performing the task than wandering around borrowing dictionaries. However some dictionaries and the pocket dictionaries on the phones did not provide phonetic transcription. The students needed ones with the phonetic transcription for they had to know the right pronunciation of words. Even if they could asked me directly, it would be better for them to find out by themselves.

D. Report of Cycle 3

1. Planning

a. Implementing STAD (Student Team-Achievement Division)

STAD would be implemented again in cycle 3. The same procedure would be employed.

b. Using the classroom English during the lesson

I planned to use the classroom English during the lesson. I would use full English to interact with the students. It was expected that the students would use English as well during the learning process.

c. Giving a handout of materials related to the program of study

Since providing handouts helped the students in learning materials, I would continue to give them the handouts.

d. Asking the students to bring dictionary

I planned to ask the students to bring dictionaries with phonetic transcription since they needed it to check the right pronunciation. It was expected that finding the right pronunciation by their own, they could always remember it.

2. Actions and Observation

The actions in Cycle 3 were implemented on April 22, 24 and 25, 2014 and the quiz was on April 25.

a. Implementing STAD (Student Team-Achievement Division)

In cycle 3, STAD was implemented effectively. The groups were made based on the previous quiz scores. I reassigned students to their group and asked them to sit with their group mates. The students had been accustomed with the grouping. They adapted well in their new group.

Right after the grouping, I led the students to the topic of that day. The topic to be learned in cycle 3 was persuading and convincing. I started by asking the students about their opinion about a situation; what they would do if their friend is in a dilemma. The students actively responded to my questions even though I still heard few Indonesian expressions. I found that even some students did not respond to my question, they did not ignore me as I could see they were looking at me.

The next activity was watching a video. The students watched the video and completed the written dialogue of the video. Then they answered the questions based on the dialogue. They understood the circumstance in which someone needs to convince someone. To differentiate persuading and convincing, they were provided with two different dialogues. I asked them to have a discussion. During the discussion, as I was moving around the class I noticed the students were actively sharing their opinion about the dialogue. Based on their answers, it was obvious that they could distinguish the expressions of persuading and convincing.

I proceeded by explaining the materials; forms of persuading and convincing. I gave the students some different expressions to persuade and convince someone. In the class discussion, I invited them to practice reading the expression and they were actively repeating after me. The example of class presentation was in the vignette below.

“On the back of the paper, there are two dialogues. I want you to discuss and guess which one is persuading and which one is convincing. After that, try to practice reading them with your group mates.” After they finished discussing, I invited one member of each group to tell their group decision and tell the reason briefly. Other groups agreed with their friends. I gave them another handout containing the explanation of the expressions used to persuade and convince someone. We discussed the expressions used to persuade and convince someone. During my presentation, I also invited them to practice reading the expressions with me. All of them were enthusiastically reading the expression out loud. I also help them to understand the right intonation when they were to persuade or convince someone.
(Vignette 6 – Appendix A)

In group study, I asked them to do some tasks. The students did the tasks, discussed a question, and practiced the dialogue in groups. Unlike in the first cycle, the students this time were focused learning in groups. They helped each other in learning materials and gave feedback on reading practice. During the group discussion, they spoke up their view towards the problem comfortably. They also read the dialogues in turns while other group mates gave comments. The students’ thought about the group study can be seen from the interview transcript below.

R: Tadi pas kerja kelompok ikut diskusi ga? (Did you join the discussion in the group?)
S: Ikut Miss. Tadi sempet bingung juga soalnya. Kita ada yang bilang persuading ada yang bilang convincing. Tapi pas abis dijelasin ngerti sih. (Yes, Miss. I was confused between ‘persuading’ and ‘convincing’ but I understand after it was explained again.)

R: Tadi latihan membaca ga di kelompok? (Did you practice reading in the group?)

S: Iya. (Yes.)

R: Kalau bacaannya di koreksi sama temennya gimana? (How is it when your reading is corrected by your friend?)

S: Lebih nyaman sih Miss, tapi kalau temennya sama-sama ga ngerti ya bingung juga. (It is more comfortable, Miss, but if my friend does not understand it will be a problem.)

(Interview 18 – Appendix B)

C: Gimana pelajaran sama Miss Dwi kemarin? (How is the class with Miss Dwi yesterday?)

S: Bagus mbak. Cepet ngertinya. (Great, Miss. It was easy to understand.)

C: Apanya yang bikin cepet ngerti? (What makes easy to understand?)

S: Banyak contohnya, terus Miss Dwi sering nyuruh latihan baca jadi terbiasa baca. (There were a lot of examples. Miss Dwi asked us to practice reading so we became accustomed to read.)

C: Kalo belajar di kelompok gimana? Membantu ga? (What about working in groups? Does it help?)

S: Membantu mbak, kalo ada yang ga ngerti kan bisa nanya yang udah ngerti. (Yes, Miss. If I don understand I can ask someone who understands.)

C: Kalo kamu ada peran ga pas kerja kelompok? (Do you have a role in your group?)

S: Iya mbak, kalau saya bisa dikit-dikit pronunciationnya, kalau ada temen yang salah biasanya saya yang duluan tahu. (Yes. I know a little in pronouncing words. If my friends make mistakes in pronouncing words, I usually know.)

(Interview 20 – Appendix B)

In the end of group study, I asked them to do a role play. The students choose a situation in which they had to convince each other. They made the dialogues in groups. Then I asked them to act it out in front of the class. The students enjoyed the role play. Unlike in the previous activities, in this game, the students could play the game as in the instruction told. I also got to manage the class well during the game. This can be seen from the vignette below.

After that, I asked the students to do a role play. I asked them to work in their group making a dialogue. They were given a situation where they have to convince their friends. They had to discuss the way to convince their friends in a certain situation. I let them discussed in their group. I checked all groups. They were actively giving their ideas in the group discussions. After they finished the task, I asked them to practice the dialogue. I remind them that they all have to practice the dialogue because they have to perform it. I asked randomly two students of each group to present their work in front of the class. All group performed. While they performed, they were confidently acted out their group work. The audience were also paid attention to the performers. At the end of each performance the students clapped.
(Vignette 7 – Appendix A)

The students seemed to be more enthusiastic in doing the role play. Unlike the previous meetings, they were not shy anymore. The students thought about the role play could be seen from the interview transcript below.

R: Gimana menurut kalian kegiatan role play di kelas? Kamu maju kan tadi? (What do you think about the role play activity in the class? You performed, right?)
S2: Iya Miss. Bagus Miss, bisa kaya acting. Kan udah dibikin dialog nya di kelompok, terus udah latihan sama temen, jadi pas maju udah bisa. (Yes, it's great, Miss. We can act up. We made the dialogue in the group and practide it with group mates so we could performed well.)
R: Kalau kamu? (What about you?)
S1: Saya pengen maju juga tadi, tapi ga ditunjuk sama Miss. (I wanted to perform too, but you did not choose me.)
R: Iya, maaf. Kalau maju udah bisa berarti ya? (I'm sorry. If I ask you to perform you sure can do it, right?)
S1: Iya Miss. (Yes, Miss.)
 (Interview 19 – Appendix B)

In the last session of cycle 3, I conducted a quiz relating to the last materials. I gave the students information about the quiz. It was persuading the teacher. The students took the quiz individually. As the scores were ready, I distributed a paper containing the base score and

improvement score. In the next meeting the reward was given to the super group.

The students' response to STAD implementation can be seen from the interview vignette below.

R: Menurut kalian, selama belajar sama saya ada peningkatan ga di speaking? (In your opinion, while learning with me, does your speaking improve?)

SI: Iya Miss, kan lebih banyak ngomong pakai bahasa Inggris pas di kelas. (Yes, Miss. Because we speak using English a lot in the classroom.)

R: Oiya, bagaimana cara belajar di kelas dengan belajar di kelompok dan kuis setiap akhir topic menurut kalian? (Really? What do you think about learning in the classroom, learning in groups, and a quiz in every topic?)

SI: Bagus sih Miss, Kita jadi tau kita nilai speaking nya naik enggak. Terus pas belajar di kelompok juga enak. (Great, Miss. So we know our speaking improve or not. Learning in groups is also comfortable.)
(Interview 19 – Appendix B)

b. Using the classroom English during the lesson

The use of classroom English significantly improved the students' confidence in speaking English. They could use English in response to my questions during the lesson. This was because they listened to me speaking in English almost all the time. They understood my explanation and the instruction easily. This could be seen from the response when I explained something, they did not look confused. And if they did not understand when I said something, they asked me right away. The classroom English helped the students' to improve their speaking skills. This can be seen from the interview transcript below.

R: Menurut kalian, selama belajar sama saya ada peningkatan ga di speaking? (In your opinion, while learning with me, does your speaking

improve?)

S1: Iya Miss, kan lebih banyak ngomong pakai bahasa Inggris pas di kelas. (Yes, Miss. Because we speak using English a lot in the classroom.)

(Interview 19 – Appendix B)

c. Giving a handout of materials related to the program of study

Providing handouts were successful in helping students learning the materials effectively. The handouts contained the materials, examples, and tasks. The students did not need to write again. Especially in speaking class, the students could focus on speaking practice instead of writing. The materials in the handouts were related to their field. This made the students became more familiar with the language around their field. The students' opinion regarding the action could be seen from the interview transcript below.

R: Menurut kalian kalau pakai materi dari handout bagaimana?

Membantu tidak? (Do you think using handouts helps?)

S1: Membantu Miss, banyak latihan-latihan nya. Sama contoh-contohnya juga. (Yes, Miss. There are a lot of practices too. Examples as well.)

S2: Ga usah nulis Miss, kan udah ada di handouts semua. (We don't need to write because all materials are in the handouts, Miss.)

(Interview 19 – Appendix B)

d. Asking the students to bring dictionary

Many students brought dictionaries with them. In cycle 2, some of them used pocket dictionaries installed on their phones. However, some students faced difficulties in using pocket dictionaries since there was no phonetic transcription there. I noticed some students preferred using printed dictionaries to using pocket dictionaries.

3. Reflection

a. Implementing STAD (Student Team-Achievement Division)

Implementing STAD helped the students to improve their speaking skills. The students' confidence in speaking was improved by working in groups. The students performed the tasks and practice reading with their group mates. They helped each other by giving feedback on each other's performance. While interacting in groups, the students became less anxious in making mistakes in speaking because working with friends made them more comfortable. In addition, in STAD, there were activities that provided opportunities for the students to practice speaking skills. The rewards also motivated the students to do better in the lesson.

b. Using the classroom English during the lesson

By using classroom English, the students were motivated to use English in the classroom. While interacting with me and their friends, the students used English. Even though sometimes they used English in a less appropriate way, they tried their best. This condition showed that using classroom English was successful in encouraging students to speak using English.

c. Giving a handout of materials related to the program of study

Giving a handout of materials related to the program of study was successfully implemented in cycle 3. The handouts containing materials and task helped the students learning materials easily and it made them get

more opportunities to do the tasks instead of writing the materials. The materials in the handouts were related to their field so the students became more familiar with the language around their field.

d. Asking the students to bring dictionary

In cycle 3, the students were aware of the benefit of having dictionaries. They could find out the meanings and the correct pronunciation of words by using dictionaries, especially the printed ones. Besides, the activities in the classroom were efficient since the students did not bother asking others in finding the word meanings.

Based on the reflection of cycle 3, the actions planned in the initial stage of research were successfully implemented. The goal of implementing STAD was achieved; improving students' speaking skills. The collaborators and I decided to end the research.

E. General Findings

After three cycles were carried out, there were some findings that could be drawn.

1. STAD, if carried out carefully, could be used to improve students' speaking skills.
2. Group study, where the students learn together could build self-confidence, responsibilities and respect.
3. The students realized that pronunciation is important in speaking.

4. Inviting students to read aloud could help students especially in learning pronunciation and intonation.
5. The students became aware of the use of dictionary as to not only find the meaning of words but also checking the pronunciation of words.
6. Giving students a discussion task in groups could encourage them to sharpen their critical ability.
7. Calling students by their nicknames could create closer bond between the teacher and students.
8. Giving contribution to the group performance could develop students' self-worth.

To support the general findings, I conducted pre-test and post-test. Both tests were taken from the performances of the students before and after implementing STAD in the classroom. The scores were taken by the English teacher and me. The scores were obtained by getting the mean of the scores from the English teacher and me; accumulating the scores and dividing them with two. The table below showed the improvement scores of the students' speaking skills.

Table 6: Students' Speaking Scores

Student	Pre-test	Post-test
1	64.50	80.50
2	63.50	80.00
3	69.00	80.00
4	65.50	80.50
5	64.50	80.50
6	65.00	80.50
7	65.00	79.50
8	62.50	80.50
9	64.00	80.00
10	64.00	80.00
11	70.00	80.50
12	66.50	79.50
13	66.50	79.00
14	67.50	80.50
15	66.00	80.00
16	65.50	79.00
17	66.50	79.50
18	66.50	80.50
19	65.00	80.00
20	64.00	79.00
21	63.50	80.00
22	65.50	80.00
23	69.00	81.00
24	66.50	79.00
25	66.00	80.00
26	71.00	81.00
27	64.50	79.50
28	65.00	79.00
29	66.00	80.50
30	71.00	81.50
31	66.50	79.50
32	65.50	80.00
Average	65.98	80.02

The comparison of pre-test and post-test above showed that there was improvement on the students' speaking skill. All students got higher score from the pre-test.

The following table contains the summary of the changes after implementing the actions in the classroom.

Table 7: The Change Results of the Actions

Before Actions	Cycle 1	Cycle 2	Cycle 3
Most students were not confident to speak in English as they were afraid of making mistakes when they spoke in English.	<ul style="list-style-type: none"> - The students were still reluctant to talk to me every time I asked questions. - The students seemed to have difficulties in understanding my explanation so they were reluctant to respond. - There were some students who responded by saying simple answers. - I frequently used Indonesian. 	<ul style="list-style-type: none"> - I used English all the time. When students did not understand my explanation, I repeated and simplified my explanation. - Some students responded to my questions using English and Indonesian. 	<ul style="list-style-type: none"> - The students interacted with me and their friends using English. - The students mind the intonation and accuracy by speaking slowly.
The students showed little responsibility when they worked in groups.	<ul style="list-style-type: none"> - The students preferred working individually. 	<ul style="list-style-type: none"> - The students shared ideas and opinion in groups. 	<ul style="list-style-type: none"> - The students shared ideas and opinion in groups. - During the group learning, they help each other in learning materials, doing the tasks, and practicing speaking skills.
The activities were monotonous and less engaging.	<ul style="list-style-type: none"> - Several tasks were done in some various activities to engage students to speak using English, such as group discussion, reading aloud, and games. - However, the students did not maximally use the opportunities well. 	<ul style="list-style-type: none"> - The activities were carried out effectively as the students participated in each activity. 	<ul style="list-style-type: none"> - The activities were carried out effectively as the students participated in each activity.

Many students did not bring dictionary in the classroom.	- The students preferred sharing dictionaries with their friends.	- Some students used printed dictionary and some others used pocket dictionary installed on their phones.	- Some students realized the used of phonetic transcription in the dictionary, so that they preferred using printed dictionary.
The materials taught were less relevant to the students' major.	- The materials were presented in the form of handouts which were adapted from various sources and relevant to the students' major.	- The materials in the handouts helped students to study effectively and also practice their speaking skills by providing many tasks and examples.	- The materials in the handouts helped students to study effectively and also practice their speaking skills by providing many tasks and examples.
The students were less motivated to actively respond to the teacher's explanation and class discussion.	- There were many students who did not care about the class presentation and class discussion.	- The students' participation in the class discussion were developed as they actively respond to my questions and volunteered to complete the tasks or to read their answers.	- The students' participation in the class discussion were developed as they actively respond to my questions and volunteered to complete the tasks or to read their answers.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The research findings discussed in previous chapter showed that STAD implementation in the classroom gave positive effects on students' speaking skills. The components of STAD conducted in the teaching and learning process helped students to study the materials, practice their speaking and improve their speaking skills. The components of STAD (presenting the lesson, studying in groups, giving quizzes, and giving team recognition) which were each conducted in the teaching and learning process helped students to study the materials, practice their speaking and improve their speaking skills. Several actions were also implemented to support the students' learning; using classroom English, providing handouts and materials relating the program study, and asking students to have dictionaries. The supporting actions also helped the students in learning speaking skills.

After conducting the research, there were some changes of some aspects. The changes involved the way of thinking and behavior of the involved participants of this research.

1. The changes in the researcher's behavior

After conducting the research, I gained more knowledge about teaching English, especially teaching speaking for students with special purposes. I became more patient in teaching and getting students to be comfortable talking to me. When getting the students realize the

importance of something, it is better to show them why it is important than only tell them that it is important. Although it is not an easy job to make them realize the importance of learning English, showing facts and more interesting information helps a lot. Furthermore, I learned how to change my teaching strategies right away when I faced difficulties. Regarding the process of doing the action research, I realized that while I'm getting information I need to do my research, I cannot simply neglect other aspects, such as students' need, the teacher's comment, and the teacher's suggestions.

2. The changes in the students' behavior

The students seemed more active in doing group tasks. The students were more confidence when they work with friends such as in giving ideas, arguing their opinion, giving comments on others' performances, and encouraging each other. During the speaking activities, they were more aware of the importance knowing the right pronunciation of words and the right intonation of saying something.

3. The changes in the English teacher's behavior

The English teacher seemed to be more aware of the important aspects to be implemented when assigning students to work in groups. The teacher also realized how helpful it is to design various interesting activities for the students to learn comfortably. In addition, the teacher realized that in teaching speaking, despite the materials taught in the

lesson, classroom English was effective to stimulate students to accustom themselves to speak using English.

4. The changes in the collaborators' behavior

The collaborator got more knowledge of how to conduct an action research in the field. The collaborator realized the difference between teaching as a practice and teaching in real situation.

5. The changes in teaching and learning process.

Previously, the teaching and learning process focused on grammar and comprehending lesson. Since the implementation of this research, the teaching and learning process was more interesting and challenging. It allowed students to involve in activities which encouraged them to speak more. The group study was conducted effectively.

B. Implications

Some actions were done to improve students' speaking skills. Findings of the research showed that the students' speaking had improved. The results of the actions have some implications. The implications were described below.

1. Implementing STAD during the teaching and learning process had improved the students' speaking skills of students in SMKN 1 Depok. The teaching and learning process engaged students to speak. In group study, the teacher encouraged students to speak up by giving tasks which require them to work with their friend. That way, the students

interacted with each other. By working in groups, the students built self-confidence, responsibility and respect on others. It is implied that STAD was a useful method to be implemented in English language classroom.

2. Using classroom English made students to be more familiar with English expression as the teacher provided them many English expressions shown in the classroom during the teaching and learning process. The students were encouraged by the teacher giving examples of English expression all the time. Then the students were stimulated to respond by speaking using English as well. This means that the students were encouraged to speak because the teacher gave examples and inspiration during the teaching and learning process.
3. Providing handouts to teach speaking helped students to learn effectively. The students got more time to do activities instead of writing the materials. The materials in the handouts were related to accounting which helped students to learn expressions commonly used in their field. It implies that the students learn enthusiastically if the materials and activities fit their learning needs and preference.
4. Reminding students to have dictionaries with them was not an easy task. Instead of asking them to bring dictionaries, making them realize the necessity of having dictionaries was a better strategy to encourage students. It implies that making students realize the importance of something is better than only tell them that something is important.

C. Suggestions

Based on the conclusions and implications, some suggestions were made addressed to English teachers and to other researchers. The suggestions are presented below.

1. To English teachers

It is important to teach speaking in such a comfortable atmosphere. In the English lesson, classroom English should be implemented to encourage students to understand English expressions. The procedures of implementing cooperative learning strategy STAD could be practical guidance for English teacher to design effective activities in the classroom. The use of media such as audio recording is needed to give authentic language input for the students. The materials used to teach accounting students should content topic related to accounting.

2. To other researchers

To researchers who want to do research with the same issue, the results of this study can be used as a reference. It is suggested to conduct further research on other skills or other education field since this study focused on speaking skills improvement for SMK students.

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APPENDICES

APPENDIX A

VIGNETTES

Vignette 1: Observation vignette

Day/ date : Thursday, 12 September, 2013

Time : 9.15 a.m. – 10.50 a.m.

Place : XI AK1 classroom SMKN 1 Depok

It was the 4th lesson on that day. The students were still talking about the math test they had done in the previous lesson. The teacher went to the class and prepared the teaching media (laptop). The teacher greeted the students and led the prayer. Then the teacher checked students' attendance by calling them one by one. There should be 32 female students but one student was absent because she had to practice for a competition.

The teacher began the lesson by asking the previous topic they had learned. "Do you still remember about the last material?" The students did not answer. "Masih inget ga kemarin kita belajar apa sebelum ulangan?" Some students said "Oh, menerima tamu."

"Yak, kemarin kan kita belajar menerima tamu. Nah bertemu dengan pelanggan itu kan tidak harus face-to-face, bisa lewat telepon. Sekarang kita akan belajar tentang 'making and receiving calls from the telephone'."

The teacher prepared the audio material. "Make a group of four. I will play a recording and I want you to make notes from the recording. I will play the recording twice." No one answered. The teacher asked "Do you understand my instruction?" The students did not answer. Then the teacher explained the instruction in Bahasa Indonesia. During the listening section, only few students took notes. Some students only listened to the recording and some of them chatted by whispering about other things. After the second time the recording played, the teacher asked the student about the recording but no one answered. Then the teacher dictated the dialogue in the recording to the students. The teacher wrote some expressions of 'making and receiving phone calls' on the whiteboard and the students wrote them on their notes. The break time bell rang. The students chose to take a break rather than to continue the study first.

After the bell rang again, the teacher distributed a paper for each group contained some jumbled phone call dialogues. "Di kertas itu ada beberapa jumbled dialog. Kalian kerjakan dalam group masing-masing." The students began to read the task. In some groups, the members worked together to complete the task but in some other groups only one or two students did the task. During the group work, the students use Indonesia and even Javanese to talk to each other. The teacher walked around the classroom to observe the students work but the students did not ask anything but the word meaning. Some students did not know certain words so that they asked each other. As they realized no one knows the word meaning, they started to ask the teacher. The teacher said "Coba cari di

kamus.” No one brought a dictionary. Almost everyone said “Ga bawa kamus.” “Kan dulu sudah dibilang, kalau pas ada pelajaran bahasa Inggris harus bawa kamus.” Some students replied “Lha kalo pas bawa kamus ga pernah dipake e.” “Berat.” “Lupa.” “Ketinggalan.”

After about 15 minutes, the teacher invited the students to check their answers. The teacher said the numbers and the students said the answers. Only the students with the paper in hand read the answers. At 10.50 sharp the bell rang and the teacher ended the lesson by praying and saying goodbye.

Vignette 2

Day/ date : Tuesday, 08 April, 2014

Time : 7.15 a.m. – 8.35 a.m.

Place : XI AK1 classroom SMKN 1 Depok

The class started at 07. 15. The students had to read Qur'an together in the morning at 07.00 and I was there to accompany them. After reading Qur'an, the students and I started the lesson. I greet them with salam and they answered with salam as well. “Good morning students.” “Good morning, Miss” I asked them “How are you?” They replied “I’m fine, thank you. And you?” “I’m good too, thanks.” “Who is absent?” They did not answer. “Siapa yang ga masuk?” “Nisa” “Clara” “Hayyu” some students answered. I called the students by their nicknames to fill the attendance list. There were 3 students absent. Before we started the lesson, I asked one student to lead the prayer. Then I started the lesson by leading the students to the topic of that day by giving questions to them. “Have you ever used facsimile machine?” “Sudah pernah ngirim fax?” Some students answered “Belum, Miss.” A student answered “Pernah lihat mesinnya aja. Miss.” “Okay, you will find out how later.”

I asked the students to make groups of 4. There were 8 groups. I asked them to submit the group names and the members. After that, I handed out worksheets to students. I asked them to look at the text and asked them what the text was about. “What is the text about?” They answered “Caranya ngirim fax.” They laughed. “Menurut kalian text itu untuk apa?” They did not respond to my question. “You will find out later. Now, let’s hear a recording first. Kita dengarkan rekaman dulu lalu, kan teksnya belum lengkap, nanti kalian isi ya. Coba dikerjakan bareng satu tim.” Then I played a recording and asked them to complete the text. After I played the recording once, I asked “Have you got the answers?” “No.” Some students have completed the text. Some students complained because the recording was too fast and they were not ready yet. Then I agreed to play it again. The students got all the answers. I asked students to

answer the text completion one by one. The students didn't want to voluntarily answer the questions, so I appoint every one of them to answer. The questions that followed were answered as well. I asked whether they find any difficult word and help them finding the meaning.

I asked them to read the dialogue on the worksheet and answer the questions. I asked if there was any difficult word. "Is there any word that you don't know the meaning?" They were silent. "Ada kata-kata yang susah?" "Banyak, Miss." They answered. "Do you bring a dictionary with you?" "No." When I asked them why, there were many excuses. "Lain kali bawa ya? Kan bisa pinjam di perpustakaan atau pinjem teman di kelas lain. Okay?" "Inshaallah, Miss." they answered. "There is a list of difficult words on your paper. Di belakang ada daftar kata-kata yang penting. Masing-masing grup, coba diartikan kata-kata yang susah biar gampang baca teksnya." They asked their friends who had dictionary. It was chaotic as they walked around to borrow dictionary from other group. All of them used Javanese instead of English. Using English, I reminded them that in English class they should use English. "You should use English in the classroom." Then they were quite and whispering to each other. Some students asked me when they couldn't find the meaning. They asked me to help them finding the word meaning. "Miss, determine artinya apa?" "Bawa kamus ga?" "Enggak Miss." I asked other members, "Yang lain ada yang tau ga?" One of them answered "Menentukan Miss." "Lha itu tau artinya, kenapa temennya ga dikasih tau? Kan ini kerja kelompok, lain kali harus kerjasama ya." "Yes, Miss."

Then, I invited them to practice the pronunciation with me. I asked them to repeat what I said. Also, I asked the meanings of the words that they had found. I wrote the phonetic transcription of difficult words on the whiteboard as I taught them the way to pronounce them. Some students wrote the phonetic transcription on their paper. As I taught them the correct pronunciation, they asked many words in the text that they didn't know how to pronounce. The pronunciation practice took a long time.

For the next task, I asked the students voluntarily to answer the questions. No one wanted to answer. I had to appoint one of them to answer. After all questions were answered, I invited them to read aloud the dialogues. I asked them to repeat after me. After that, I asked them to practice the dialogue with their friends in groups. When I walked around checking the students, I noticed that not all students practiced the dialogue. Only two groups were actively practicing the dialogue. Some of them even did a task of another lesson. I told them to focus on the current lesson.

The bell rang while the students were reading the dialogue. I asked them to continue at home. "Please continue at home or at your free time. Jangan latihan di pelajaran lain ya." I asked them to tell the materials to their friends who were

absent that day. “Yang ga masuk hari ini dikasih tahu pelajaran hari ini ya.” “Yes, Miss.” “Thank you. See you on Thursday” “See you, Miss. Thank you.”

Vignette 3

Day/ date : Thursday, 10 April, 2014

Time : 7.15 a.m. – 8.35 a.m.

Place : XI AK1 classroom SMKN 1 Depok

I greet them with salam and they answered with salam as well. I asked them “How do you do?” They answered “I’m fine, Miss thank you. And you?” “I’m great, thanks.” I called the students by their nicknames to fill the attendance list. I started to know my students names and faces. All students were present. I asked them about the homework and told them to sit in groups like the last meeting. “Have you finished your homework?” They panicked “Homework?” I smiled and said “Your dialogue practice. Latihan bacanya.” “Oh, kirain homework beneran, Miss” “So, have you practiced?” “Belum.”

I distributed a material to the students. “On the paper you will find the explanation of how to tell others on making or doing something. Jadi di kertas itu ada cara-cara untuk bertanya gimana caranya membuat sesuatu, dan gimana jawabnya.” I explained the materials to them. The students were not so enthusiastic. I also invited them to read aloud the examples. I wrote the phonetic transcription of important words on the whiteboard. The students also wrote them on their paper. I checked their understanding toward the materials “Do you understand?” Some students answered yes. “Kalau ada yang kurang paham materi dan cara bacanya tanya teman satu tim ya? Yang sudah tahu bantu temennya ya. Okay?” “Okay, Miss.” Then I asked them to do the task on the paper I gave them. They were working in groups. After they got the right arrangement of the task, I asked one of them representing the group to read the answer in front of the class. “Who wants to read the answer? Raise your hand. ” No one wanted to come. I appoint one group to send the representative to read the answer in front of the class. “Please come forward so others can hear your answer well.” She read the answer. “Ayo, maju ke depan, biar yang lain bisa dengar.” I asked the other groups if it was correct or not. 5 groups agreed to the answer. The other 3 groups seemed to have different answer. “Sepertinya ada yang kurang setuju. Ada jawaban lain, mungkin?” One student raised her hand. “Good. Come forward and read your answer” She answered the question in front of the class. The other 3 groups agreed with the last answer. After I knew their reason, I explained them that they all were right. “Good job. It’s okay to have different answer.” A student

asked for my permission to go to the toilet. “Miss, misi mau ke toilet ya?” “Okay, but please use English.” “Can I go to bathroom?” “Yes, please”

After that, I asked them to play a game. It’s called “Ask your friend” game. I explained the instruction to them using English. The students did understand my explanation so I translated into Indonesian. I reminded them that they have to use only English as they play the game. I gave the example of how to play the game. I gave them 3 minutes for the preparation. “Sebelum mulai, coba direview dulu sama temen grup, ekspresi apa saja yang bisa dipakai dan bagaimana cara bacanya.” After they got their role, they prepared their role and played the game. I checked how the students played the game. Some students used English. However, when I was not around them, they used Indonesian and Javanese instead. The first couple that finished the task came to me. I asked the others to finish their job. I asked the winner to perform the dialogue they had done during the game in front of the class. “For the winning couple, please come forward and show us what you did.” They came forward and perform their work. I give the winner a reward.

In the last session, I sum up the things they had learned so far. Then, I reminded them “Do you remember on the first day we met that after each topic that you learn, you will have a quiz? Masih ingat ga kalau setiap akhir topic bahasan kita akan ada kuis?” “No...” They answered loudly. “I don’t think you forget that. It’s okay. Gapapa, kalian bisa lihat nilai masing-masing nanti. Jadi tau, nilainya naik apa enggak.” I explained the quiz to them. Since the time is limited, I permitted them to use their phones and use the internet to prepare the topic that they would use for the quiz. But I asked them to make their own sentences. I checked each group whether they worked on the task or not. I also helped them with difficult expressions that they did not understand. They all decided what they would perform. The bell rang and I ended the lesson by saying salam and goodbye.

Vignette 4

Day/ date : Thursday, 17 April, 2014

Time : 7.15 a.m. – 8.35 a.m.

Place : XI AK1 classroom SMKN 1 Depok

I continued teaching on the next Thursday. I greet them with salam and they answered with salam as well. I asked how they were. “How’s life?” They didn’t reply. “I asked how are you. I said how’s life. Artinya sama.” They replied “Oh, I’m fine, Miss thank you. And your life?” “I’m great, thanks. Tapi nanya nya jangan gitu. What about yours. That’s better.” I called the students by their nicknames to fill the attendance list. The students were all there. Before I continued the lesson, I told them that I already had the quiz scores. “I have your

score from the last quiz. If you want to know your score and improvement, you can come and see me. Bisa sekarang, atau habis pelajaran ya.” “Okay, Miss” They answered. “Nah untuk kuis kemarin ada satu kelompok yang kenaikan nilainya bagus. Group B, please come forward.” Then I gave compliments for group B as the best group. Other students gave appreciation by clapping. For other groups, I also told them that the scores were not based on the quiz performance but the improvement from the previous scores so they could do well on the next quiz.

I assigned the students into groups of four based on their last quiz scores. However I did not tell them this. Someone asked “Lha kok dikelompokin Miss?” “So that you can experience working with friends other than your previous group mates.” I continued the lesson. I asked them some questions to lead them to the topic. The students answered with many answers. “If your teacher is unwell, what will you say to her?” “Let’s go to hospital, Miss.” One answered. “You must go to hospital.” Other answered. I led the students to the lesson that day. “So, today we will learn how to give advice to someone.”

I gave out handouts to the students. After all students got them, “Look at the questions carefully. I will play the recording once. Try to find the answer.” Many students complained because I only would play the recording once. They weren’t confident enough. Then I said I would consider playing it again. Several students got all answer. They all complained because the recording was too long. Then I asked them to find the meaning of the difficult words I listed first. “Do you all bring the dictionary with you?” Some of them answered “Yes.” Some of them did not bring the dictionary. A student asked if they could use their phones because they had dictionary in it. I allow them to use it but only for dictionary. They agreed. Some of them asked me because they thought the words were too difficult. I helped them. “Miss, you’re really in hot water tu artinya apa?” Someone asked. “Could you please ask using English?” She repeated “What does it mean?” I asked the class who got the meaning of that expression. No one answered. I explained “This means that you are in a really difficult situation.” I noticed one student look unwell and I asked her what’s wrong. She had her period. I asked her seatmate to accompany her to the UKS. After they got the meanings of the words, I gave another paper containing a dialogue. I asked them to briefly read the dialogue.

I explained “The dialogue contains someone who needs advice from his friend. There is a written text of the recording in you handout, please try to complete it while I play the recording. Can you do it?” “Yes.” “After that, back to the previous task and fix your answer if you think it’s not right.” “Okay” They answered. I played the recording again. After that, I asked them to answer the questions one by one while checking with the recording. Several students actively involved in the discussion. The previous questions were also answered. We

discussed what the recording was about. I asked them to discuss the recording with me. Some students actively answered my questions. We discussed the content of the dialogue in the recording. The students added the difficult words in the list and asked me how to pronounce them. After that, I asked them to practice the pronunciation of the difficult words. I asked them to repeat after me and we also checked the pronunciation on the recording. I asked them to practice reading the dialogue in the groups. Most of them actively practice the dialogue. As I walked around, I helped them to read the dialogue as they forgot the right pronunciation and intonation. I also praise the students who performed a good reading. The bell rang and I had to end the lesson by saying salam and goodbye.

Vignette 5

Day/ date : Friday, 18 April, 2014
 Time : 13.00 p.m. – 14.20 p.m.
 Place : XI AK1 classroom SMKN 1 Depok

I greet the students with salam and they answered with salam as well. I asked them “How you doing?” I called the students by their nicknames to fill the attendance list. There was 1 absent student. I continued the lesson. I asked to sit in their previous group. I gave them handouts containing materials being discussed; expressions of asking for suggestions and advice, expressions of giving advice and suggestion, expressions of declining to give advice, expression of obligation, and degrees of comparison. I explained and practiced the expressions with the students. I asked them to read aloud some expressions after me.

“Okay, now, at the back of the paper, there is another dialogue. Take a look at it. In your group, study the dialogue and answer the questions. Can you do that?” “Yes, of course, Miss” They looked confident. I asked them to add difficult words on the previous list I made for them.

After a while, we discuss what the dialogue was. I asked them the expression used in the dialogue. I explain that the expression used were for stating obligation. I asked them to practice the dialogue in their group after we read it together. I walked around the class to check their practice. I often found mistakes in their pronunciation as they practice the dialogue so I corrected them right away. “Who wants to answer number one?” When I asked them who wanted to answer the question, some students volunteer themselves.

After that I asked them to do the next task in groups. The next 2 task was to complete sentences with the right words. They had a discussion relating to the task. I walk around to check them. I helped them when asked for help. There were some students arguing about the answers. They used English in the argument.

After they finished doing the task, I asked who wants to read the questions and the answers. I appoint a student to answer the question. After two questions, some students actively wanted to read and answer the questions. “So far, do you understand the lesson?” They were murmuring. “Which part is difficult?” A student answered. “The grammar, Miss. What is the different must, have to, and should?” When we discussed about modals used in stating advice, suggestions and obligation, the students were confused so I explained more specifically using some examples and conditions.

To break the ice and let them practice what they had learned I invited them to play a game. I explained the instruction and gave an example as well so that they understood what they would do during the game. I also asked the students who did not play the game to be the judge. During the game they should only tell their groups using sentences, but when it came to a word that they did not understand, they used actions instead. It was really chaotic. Based on the students’ judgement, the winner was decided. I gave them snacks for their hard work.

I summarize the materials I gave them and made sure that the students understand. I informed them that there would be a quiz on the next meeting. And I also asked them to tell and help their friends who were absent to prepare as well. Some students complained as they were not confident to take the quiz. I explained the instruction for the quiz. I told them that the score will be individually given and the individual improvement score will be summed up for the group improvement score. I then the situation they would be in so that they can prepare themselves. The bell rang and I ended the lesson of that day by saying salam and goodbye.

Vignette 6

Day/ date : Tuesday, 22 April, 2014

Time : 7.15 a.m. – 8.35 a.m.

Place : XI AK1 classroom SMKN 1 Depok

The class began after the students finished reading the Qur’an. I greet them with salam and they answered with salam as well. I asked how they were. “How is life going?” All students were present. Before I continued the lesson, I told them that I already had the quiz scores. I distributed the scores for each student. The score contains the base score and improvement score. I invited the best group to come forward. I gave the group a reward on the next meeting. Other students gave appreciation by clapping. I encouraged other groups to do well on the next quiz. Then I assigned the students into groups of four based on their last

quiz scores. I asked them to sit with their group as I distributed handouts for the students. I asked them some questions based on the picture on the handouts. I led them to the topic. "Have you ever in a dilemma?" "Galau, Miss?" They laughed. "Yes, galau maybe?" "Yes, of course." They answered. "Then what did you do?" Many answered. "Curhat" "Praying" "Asking parents".

"On the paper you have a list of vocabulary. I prepare it so you can use it later. You can add your own words there. Find the meaning and let's practice reading them together. Do you have dictionaries with you?" I asked them. Some students brought dictionaries and some of them use their phone. At times, a student borrowed a dictionary from their friend even if she had it. After awhile, I asked them to do the next task. "I will play a video; you can watch and complete the missing words in the dialogue." After I played the video, some students got the answers. They asked their group mates to find the answer. Then we discussed the dialogue and reading it aloud.

I asked them to do the next task. As they did the task, I walked around and checked their work. I often reminded them to use English only during their discussion. After they finished, we discussed the answer together. I invited them to answer the questions. They were actively answering the questions and discussing the dialogue. As they answered the questions, I praised them. I explained them that the dialogue was about a friend who convinced her friend to study hard for the exam. After that I had them reading the dialogue following the example from me.

"On the back of the paper, there are two dialogues. I want you to discuss and guess which one is persuading and which one is convincing. After that, try to practice reading them with your group mates." After they finished discussing, I invited one member of each group to tell their group decision and tell the reason briefly. Other groups agreed with their friends. I gave them another handout containing the explanation of the expressions used to persuade and convince someone. We discussed the expressions used to persuade and convince someone. During my presentation, I also invited them to practice reading the expressions with me. All of them were enthusiastically reading the expression out loud. I also help them to understand the right intonation when they were to persuade or convince someone. The bell rang and I ended the lesson by saying salam and goodbye.

Vignette 7

Day/ date : Thursday, 24 April, 2014
 Time : 7.15 a.m. – 8.35 a.m.
 Place : XI AK1 classroom SMKN 1 Depok

The class started at 7.15 a.m. sharp after the students reading the Qur'an. I greet them with salam and they answered with salam as well. I asked how they were. "How do you do?" I called the students by their nicknames to fill the attendance list. All students were present on that day. I continued the lesson by giving a brief summary of the last material. After that I gave them worksheets. I asked them to discussed the dialogue and answer the questions. After that I asked them to practice in the groups. As usual, I walked around to check them. All students almost used English in the discussion. After they finished the task I invited them to check the answers and discuss the dialogue together. The students actively join the discussion. We also practiced the dialogue with the correct intonation.

After that, I asked the students to do a role play. I asked them to work in their group making a dialogue. They were given a situation where they have to convince their friends. They had to discuss the way to convince their friends in a certain situation. I let them discussed in their group. I checked all groups. They were actively giving their ideas in the group discussions. After they finished the task, I asked them to practice the dialogue. I remind them that they all have to practice the dialogue because they have to perform it. I asked randomly two students of each group to present their work in front of the class. All group performed. While they performed, they were confidently acted out their group work. The audience were also paid attention to the performers. At the end of each performance the students clapped.

After they finished performing the role play, I briefly review the materials about convincing and persuading. I informed them that there will be a post-test. I explained the instructions for the test. I told them the situations that they might be in and their role in the situation so that they can prepare what they would do and say. I ended the lesson by saying salam and goodbye.

APPENDIX B

INTERVIEW TRANSCRIPTS

Interview 1

R: Menurut Ibu, anak-anak gimana dalam menguasai pelajaran?

T: Ya mereka bisa ketika abis dijelaskan. Soalnya kan materinya ada di buku, jadi saya tinggal nambah-nambah dikit materinya.

R: Kalau speaking skill nya bagaimana ya, Bu? Apakah mereka aktif berbicara dikelas?

T: Ya mereka tidak terlalu antusias kalau disuruh speaking mbak. Lagian kebanyakan materinya kan grammar.

R: Apakah Ibu sering memakai rekaman dalam bahasa Inggris untuk mereka bisa mendengarkan materi?

T: Kalau dulu sering, tapi di kelas ini belum pernah mbak. Soalnya mereka susak kalau disuruh konsentrasi. Apalagi mendengarkan.

R: Apakah Ibu sering memakai games saat pelajaran?

T: Tidak pernah mbak, kan mereka sudah besar.

R: Bagaimana cara Ibu melatih speaking anak-anak?

T: Biasanya saya suruh mereka latihan baca dialog.

R: Memang kalau mengajar speaking pake metode bagaimana Bu?

T: PPP mbak. Gampang kalau pakai PPP. Anak-anak bisa agak terkontrol.

R: Apa kesulitan Ibu ketika mengajar kelas ini?

T: Anak-anak di kelas ini susah konsentrasi, terus susah kalau diajak diskusi. Mereka kurang aktif kalau diajak ngomong.

R: Bu, kalau untuk pengelompokannya bagaimana ya? Seharusnya 4-5 orang.

T: Ya gapapa mbak, 4 orang saja sudah pas.

R: Kalau saya tunjuk kelompoknya bagaimana Bu? Kira-kira anak-anak bisa tidak ya langsung berkelompok?

T: Kalau untuk awal-awal biarkan mereka bikin kelompok sendiri dulu mbak, kan nilai yang pre-test kemarin ga terlalu beda mereka.

R: Memang biasanya kalau kerja kelompok bagaimana Bu? Bebas juga?

T: Iya mbak, biasanya mereka bikin kelompok sendiri. Menurut tempat duduk, soalnya kan tiap hari duduknya ganti-ganti.

1. Interview 2

R: Hallo, tadi gimana menurut kalian? Materinya gampang ga?

S: Udah pernah diajarin. Tapi tu mbaknya kecepetan ngejelasinnya.

R: Terus tadi kan dikasih handouts, membantu ga?

S: Membantu, kan yang dulu ada yang belum lengkap.

R: Terus kegiatannya tadi gimana? Membantu speaking nya ga?

S: Ya bisa mbak, bisa latihan baca juga. Terus ada kata-kata yang susah juga kaya tadi kan ada yang belum tahu.

R: Terus tadi kan saya mengajari pronunciation (cara bacanya) kan langsung ya. Gimana menurut kalian?

S: Iya membantu. Soalnya kan salah juga kita belum tahu cara bacanya yang bener gimana.

R: Ada saran ga buat pelajaran mendatang.?

S: Jadi kan kita belajar berbicara. Mungkin pas kita baca ada yang salah salah gitu dibenerin gitu.

2. Interview 3

R: Tadi gimana pelajarannya? Bisa?

S: Bisa Miss, kan cuma cari arti kata sama jawab pertanyaan.

R: Tadi kan ada listening? Gampang ga?

S: Agak sih, tapi agak aneh dengerinnya.

R: Kenapa?

S: Ya beda sama kalau guru yang ngomong, lebih Inggris.

R: Tadi kerja kelompok kan? Tadi ikut diskusi ga?

S: Iya Miss. Ikut dong.

R: Pake bahasa Inggris ga?

S: Engga Miss, hehe. Lha ga ngerti e kalau pake bahasa Inggris.

R: Menurut kalian kalau di kasih handout seperti tadi gimana?

S: Enak sih Miss, apalagi ada cara bacanya juga. Jadi bisa dipake belajar sendiri.

R: Kalau materinya bagaimana?

S: Bagus Miss. Banyak contoh-contohnya.

R: Tadi bawa kamus ga?

S: Engga Miss, soalnya biasanya jarang dipake. Berat bawanya. Kan bisa pinjem temen.

3. Interview 4

R: Udah ngerti cara bacanya kata-kata tadi? Kamu banyak nanya kan tadi?

S: Iya Miss. Ada yang udah ngerti sih tapi banyak yang baru tahu tadi. Lha kata Miss nya biasanya pada salah baca gitu.

R: Terus gimana menurut kamu?

S: Eh, ya banyak juga aku salahnya.

R: Kalau saya ngajarin cara bacanya kaya tadi gimana? Kamu terbantu?

S: Iya dong Miss, apalagi pas tadi ada develop sama focus. Ternyata gitu.

4. Interview 5

R: Tadi kalian jawab yang mana pas menyusun paragraf?

S1: Yang size paper dulu Miss. Soalnya aku tahu nya itu duluan.

S2: Mesin fotokopi di depan yang size dulu Miss.

R: Game nya menang kan tadi?

S1: Iya Miss. Kita yang paling cepat.

R: Pas main pake bahasa Inggris kan?

S2: Iya dong Miss.

R: Tadi dapet hadiah kan? Gimana hadiahnya? Menarik ga?

S2: Iya Miss, sering-sering aja main game kayak tadi.

R: Kenapa memang? Seneng dapet hadiah?

S: Iya, kan kita jadi semangat main nya.

R: Selama pelajaran kan saya sering pakai bahasa Inggris. Itu gimana menurut kalian?

S: Bagus sih sebenarnya Miss, tapi seringnya ga ngerti. Apalagi pas mau game tadi. Tapi kalau ada contohnya kaya tadi sih gapapa Miss.

5. Interview 6

R: Hai, tadi kelompok kamu jawab yang gimana?

S1: Yang paper size dulu, Miss. Soalnya yang number itu ada after that nya.

R: Oh, gitu? Karena ada after that nya ya? Kalo kamu?

S2: Kalo kelompok saya tadi yang paper size setelah number.

R: Kenapa?

S2: Soalnya ada yang punya printer di rumah terus katanya yang number dulu.

R: Terus tadi kan dua-dua nya bener jawabannya? Menurut kalian gimana?

S1: Bagus sih, Miss. Kan tadi kata Miss nya, printer kan beda-beda, Jadi cara makenya juga agak beda gitu.

S2: Kalo saya sih agak aneh aja, masak jawabannya ada dua, biasanya kan satu, hehe. Tapi setelah dikasih tahu Miss nya jadi ngerti.

R: Ngerti gimana?

S2: Kan kita jelasin tadi kenapa jawabannya itu, jadi kita tambah PD aja kalo jawabannya beda, soalnya jawabannya beda tapi bener hehe.

6. Interview 7

R: Kenapa kamu ga tanya temen satu grup kamu tadi?

S: Ga tau Mbak kalau dia tau. Dia juga ga ngasih tau jawabannya.

R: Kan tadi kerja kelompok, berarti ga diskusi ya?

S: Diskusi sih Mbak, soalnya banyak yang ga tau artinya juga.

7. Interview 8

R: Saya mau tanya-tanya nih tentang pelajaran sebelumnya.

S: Iya Miss.

R: Menurut kalian gimana pelajarannya?

S: Lumayan enak sih Miss. Banyak latihan bacanya.

R: Terus kamu pas di kelompok ngapain aja?

S: Kita sih ngerjain task sama latihan.

R: Enak ga kalau belajar di kelompok?

S: Enak Miss, bisa diskusi. Terus pas baca ada yang benerin.

- R: Oh, gitu. Lebih suka yang mana, yang benerin gurunya apa temennya?
- S: Dua-dua nya Miss. Kalau gurunya lebih bener. Tapi kalau temennya juga bagus sih kalau temennya ngerti. Lebih santai kalau sama temen.
- R: Pas kelas saya ngomongnya pakai bahasa Indonesia apa bahasa Inggris?
- S: Kadang pakai bahasa Inggris Miss.
- R: Menurut kamu kenapa kalau pas saya ngomong pakai bahasa Inggris temen-temen kebanyakan pada diem?
- S: Kayaknya sih karena belum kenal Miss, kan baru 2 kali pertemuan.
- R: Tadi kan ada grup yang nilainya paling tinggi. Kamu pengen ga kalau grup kamu yang jadi the super group selanjutnya?
- S: Pengen Miss.
- R: Besok belajar yang rajin ya. Biar grup kamu jadi super group.
- S: Iya Miss.
- R: Makasih ya.

8. Interview 9

- R: Listeningnya keren kan?
- S: Engga Miss, rumit banget.
- R: Tapi bisa ngerjain kan tadi?
- S: Bisa sih setelah dua kali.
- R: Ekspresi apa yang susah?
- S: Itu loh Miss yang 'hot water'. Aku kira berendem air panas.
- R: Terus gimana pelajarannya kalau ada listening gitu? seneng ga?
- S: Engga Miss, susah sih. Tapi bagus sih, soalnya kan kita dengerin orang bule asli yang ngomong jadi bisa tau ngomong yang bener gimana. Tapi susah banget Miss, panjang banget. Lebih gampang yang kemarin.
- R: Kalau tentang materi di handout nya bagaimana menurut kamu?
- S: Bagus Miss, semua nya belum ada di buku yang kita punya. Materinya juga penting menurut aku.

9. Interview 10

R: Menurut kalian gimana tadi pelajarannya?

S1: Menurut saya pelajarannya cukup menyenangkan, cukup mudah dimengerti.

S2: Kalo saya, sudah cukup baik. Kita biasanya cuma belajar Inggris tapi cuma grammar doang ga pake pronunciationnya jadi walaupun tahu grammar nya tapi ga tau pronunciationnya.

R: jadi tadi pas diajarin pronunciationnya enak?

S: Iya, enak.

R: Tadi kan dikasih handouts. Biasanya kalian dikasih handouts apa pake buku aja?

S: Kadang dua-duanya sih.

R: Kalo pake handouts gimana tadi? Membantu ga?

S: Membantu sih, soalnya lebih simple.

R: Tadi kan ada kerja di group. Kalo kalian lebih enak kayak gitu atau ngerjain sendiri-sendiri?

S1: Kalau saya lebih enak grup karena kan bisa dibantu kalau ada hal yang belum tepat sama temennya.

S2: Kalau saya lebih suka sendiri sih soalnya kadang kalau discussion tuh gimana ya. Agak ribet gitu loh. Soalnya kadang kalau grup, satu grup bingung semua.

R: Kalau dari cara ngajarnya sendiri menurut kalian gimana? Kerurangan dan kelemahannya mungkin?

S: Kekurangannya mungkin kita belum terlalu deket jadi chemistrynya kurang. Karena agak asing jadi belum bisa membaur.

10. Interview 11

C: Tadi kelasnya ngapain aja?

S: Tadi koreksi, abis itu game.

C: Did you have fun? Seneng ga tadi gamenya?

S: Yes, of course. Seneng tapi capek.

C: Suka ga kalau ada game-game gitu di kelas?

S: Suka.

C: Tadi menang ya? Seneng ga kalau dapat prize?

S: Seneng.

C: Menurut kalian kalau nanti ada game dan prize lebih semangat ga?

S: Ya lebih semangat, ngilangin bosan.

C: Ada saran ga untuk next meeting?

S: Ya lebih sabar sama anak-anak A1.

Menyampaikan materinya pelan-pelan gapapa yang penting jelas.

S2: Mbak Dwi nya yang tegas. Jangan terlalu nrimo.

11. Interview 12

C: Menurut kalian pelajaran tadi gimana?

S1: Sulit.

C: Emang tadi bahas apa?

S2: Bahas have to, must. Susah bedainnya.

C: Tadi kan ngerjainnya kelompokan ya, terus latihan pronunciation juga.

Menurut kalian cara kayak gitu enak ga?

S1: Enak, jadi kalau pusing ga sendirian mikirnya.

S2: Ya bisa tukar pendapat. Kan kalo misal saya jawab must temen saya jawab have to bisa tanya kok bisa jawab have to gitu. Nanti bisa diskusiin yang bener.

C: Kalo menurut kalian Miss Dwi gimana ngajarnya?

S1: Kurang keras suaranya.

S2: Kalau menurut saya sih udah jelas kalau ngajar.

C: Ada saran buat next meeting?

S1: Ya dikerasin suaranya.

12. Interview 13

R: Tadi game nya menarik ga?

S: Seru sih, kalo misal bener bener tadi bisa nyebutin apa yang seharusnya, ga pake isyarat, akan bisa membantu temen-temen yang lain untuk tau yang dia omongin.

R: Terus tadi game nya membantu belajar berbicara ga?

S: Membantu sih mbak, kalo buat speaking karna lebih banyak ke ngomongnya walaupun dicampur sama pake isyarat.

R: Di game tadi membuat percaya diri ga?

S: Kalo tadi sih sama temen ga malu sih mbak, biasa aja kalo sama temen-temen.

R: Kalo speaking itu susahnya dimana?

S: Susahnya di perbendaharaan kata nya. Kalo nulis kan masih bisa dibenerin, tapi kalo speaking kan spontan jadi ga bisa dibenerin.

R: Kalo kalian sendiri tadi merasa pelajarannya meningkatkan speaking nya ga? Kalo setiap hari dengerin bahasa Inggris.

S: Bertambah mbak. Jadi kan tambah tau istilah-istilah yang baru. Ya jadi terbiasa mbak. Membantu banget.

13. Interview 14

R: Tadi gimana pelajarannya? Ngerti ga? Udah pernah juga kan?

S: Engga mbak? Ga bisa bedain must sama should. Aku taunya should doang.

R: Biasanya kalian sering ngomong ga di kelas? Ngomong pake bahasa Inggris maksudnya.

S: Enggak.

R: Kalian pengen ga bisa ngomong pake bahasa Inggris di kelas aja gitu?

S: Pengen mbak, tapi ga tau harus ngomong apa, ga tau vocab nya juga.

R: Game nya tadi gimana? Membantu berbicara ga?

S: Biasa aja sih mbak. Lumayan sih kan kita jadi mengarang kata-kata sendiri.

14. Interview 15

R: Tadi gimana materinya menurut kamu?

S: Lumayan sih, lumayan ngerti.

R: Kalo handouts nya gimana?

S: Itu membantu kita lebih ngerti ya. Daripada cuma dijelasin tu bosen. Kita kan juga males nyatet, jadi dikasih itu kita tinggal pelajarin ulang, trus kasih catetan-catetan.

R: Tadi kan dikasih soal grammar. Cukup ga? Apa kurang?

S: Cukup.

R: Tadi kan kerja di grup ya. Menurut kalian efektif ga?

S: Efektif, karena kita bisa saling bantu. Kalo kita ga bisa kan ada temennya yang bisa benerin.

R: Tadi bawa kamus ga?

S: Pake kamus hape sama kamus buku.

R: Tadi kan ada latihan membaca di grup, membantu ga itu?

S: Iya, jadi mungkin lebih tau, seperti past tense kan kalo kurang bener bacanya bisa dibenerin di grup.

R: Terus kalo dikoreksi sama temen sendiri merasa kurang nyaman ga?

S: Enggak sih. Malah enak ya, kita kan terbuka.

Tadi kan kita ngerjainnya di bagi-bagi sendiri-sendiri terus nanti baru dikoreksi barengan.

15. Interview 16

R: Selama pelajaran sama saya kan kita sering belajar kelompok, menurut kalian gimana?

S1: Bisa ngobrol.

S2: Ngobrol dalam artian berdiskusi. Kalo ga bisa tuh bisa tanya. Terus boleh buka hape, biasanya kan ga boleh.

R: Kalian buka hapenya buat apa?

Ss: Kamus.

R: Menurut kalian peran kalian dalam kerja kelompok banyak ga? Apa aja?

S1: Ye tergantung sih mbak.

S2: Ya kadang, kalo temennya ga terlalu ya saya banyak.

R: Di kelompok kalo bicara pake bahasa Inggris ga?

S: Ya kalo disuruh ya pake. Kalo engga ya engga.

R: Kalo saya selalu pake bahasa Inggris ngerti artinya kan?

S: Dikit, kalo maksudnya sih agak ngerti tapi kalo suruh ngartiin ga bisa.

16. Interview 17

C: Hai, boleh tanya-tanya sebentar ya.

Ss: Iya mbak.

C: Saya mau tanya tentang pelajaran sama Miss Dwi. Menurut kalian bagaimana?

S1: Asyik mbak, banyak kegiatannya. Karena fokusnya speaking, kita jadi banyak latihan ngomong.

C: Bagaimana menurut kalian dengan kuis yang diberikan Miss Dwi kemarin?

S2: Bagus mbak. Kita jadi bisa ingat terus karena langsung di tes.

S3: Iya mbak, apalagi kita bisa tau nilainya langsung.

C: Ada yang jadi anggota super group ga kemarin?

S2: Saya mbak.

C: Bagaimana rasanya jadi super group?

S2: Sneng mbak, kemarin juga dapet notebook.

17. Interview 18

R: Tadi gimana? Pelajarannya ngerti?

S: Lumayan Miss.

R: Bawa kamus ga tadi?

S: Bawa Miss, lha repot kalau ga bawa. Biasanya sih cuma nanya temen.

R: Tadi pas kerja kelompok ikut diskusi ga?

S: Ikut Miss. Tadi sempet bingung juga soalnya. Kita ada yang bilang persuading ada yang bilang convincing. Tapi pas abis dijelaskan ngerti sih.

R: Tadi latihan membaca ga di kelompok?

S: Iya.

R: Kalau bacaannya di koreksi sama temennya gimana?

S: Lebih nyaman sih Miss, tapi kalau temennya sama-sama ga ngerti ya bingung juga.

18. Interview 19

R: Tadi gimana pelajarannya? Paham tidak kalian?

Ss: Paham Miss.

R: Menurut kalian kalau pakai materi dari handout bagaimana? Membantu tidak?

S1: Membantu Miss, banyak latihan-latihan nya. Sama contoh-contohnya juga.

S2: Ga usah nulis Miss, kan udah ada di handouts semua.

R: Gimana menurut kalian kegiatan role play di kelas? Kamu maju kan tadi?

S2: Iya Miss. Bagus Miss, bisa kaya acting. Kan udah dibikin dialog nya di kelompok, terus udah latihan sama temen, jadi pas maju udah bisa.

R: Kalau kamu?

S1: Saya pengen maju juga tadi, tapi ga ditunjuk sama Miss.

R: Iya, maaf. Kalau maju udah bisa berarti ya?

S1: Iya Miss.

R: Menurut kalian, selama belajar sama saya ada peningkatan ga di speaking?

S1: Iya Miss, kan lebih banyak ngomong pakai bahasa Inggris pas di kelas.

R: Oiya, bagaimana cara belajar di kelas dengan belajar di kelompok dan kuis setiap akhir topic menurut kalian?

S1: Bagus sih Miss, Kita jadi tau kita nilai speaking nya naik enggak. Terus pas belajar di kelompok juga enak.

19. Interview 20

C: Gimana pelajaran sama Miss Dwi kemarin?

S: Bagus mbak. Cepet ngertinya.

C: Apanya yang bikin cepet ngerti?

S: Banyak contohnya, terus Miss Dwi sering nyuruh latihan baca jadi terbiasa baca.

C: Kalo belajar di kelompok gimana? Membantu ga?

S: Membantu mbak, kalo ada yang ga ngerti kan bisa nanya yang udah ngerti.

C: Kalo kamu ada peran ga pas kerja kelompok?

S: Iya mbak, kalau saya bisa dikit-dikit pronunciationnya, kalau ada temen yang salah biasanya saya yang duluan tahu.

20. Interview 20

R: Tadi kan ada listening. Gimana menurut kalian?

S: Membantu sih mbak tapi tadi kurang jelas. Itu kata-katanya kurang jelas.

R: Terus apa efeknya itu untuk kalian?

S: Lebih tahu kosakata. Itu ada kata-kata asing yang kita baru tahu cara ngomongnya.

R: Gimana rasanya ketika saya yang ngomong sama recording nya?

S: Beda mbak.

R: Bedanya apa?

S: Lebih asli mbak, tapi ya lebih rumit.

R: Tadi kan di handouts ada kata-kata dan cara bacanya. Itu membantu ga?

S: Membantu mbak, kan kita tinggal ngikuti cara baca di tulisannya. Tapi kan kalo kita salah bacanya masih ada mbaknya yang benerin.

R: Kalo vocabulary nya meningkat ga? Tadi nemu kata-kata sukar ga?

S: Iya.

R: Tapi kalian nemu artinya semua kan?

S: Iya sih.

R: Tadi kan saya banyak mengoreksi cara bacanya. Menurut kalian itu membantu apa malah membingungkan?

S: Lebih membantu sih.

R: Kalian termotivasi ga dengan dengan tahu cara bacanya tadi?

S: Termotivasi sih. Soalnya kan saya udah lama ga belajar bahasa Inggris yang les gitu, dulu pernah ikut debat tapi udah lupa. Sekarang jadi inget lagi pembacaan yang bener gitu.

R: Di kelompok kan saling mengoreksi, kalian lebih percaya diri berbicara di kelompok kalian apa sama saya sama aja?

S: Lebih PD di kelompok, kan di kelompok cuma sama temen sendiri. Kalo sama mbaknya malu, karna kan saya ga bisa.

R: Overall, tadi aktivitas di kelas gimana menurut kalian?

S: Tadi itu ga kayak biasanya, biasanya kan pada lemes, kalo tadi engga. Kalo tadi kan muter liat kita praktek apa enggak trus benerin kalo ada yang salah baca.

R: terus kalo disuruh praktek membaca tadi pada praktik apa cuma kalo ada saya lewat?

S: Tadi sih pada praktik, kalo saya sih karena kan jarang-jarang ada kesempatan latihan bahasa Inggris.

APPENDIX C

COURSE GRID

Course Grid

Eleventh grade of SMK N 1 Depok academic year 2013/2014

Standard of Competence

2. Communicating in English in elementary level.

Basic Competence

2.6. Comprehending simple instruction.

Cycle	Topic	Language Function	Language Focus	Input Text	Activities	Indicators	Media	Learning Sources
1	Let's make a web.	<ul style="list-style-type: none"> Asking how things work <ul style="list-style-type: none"> -How to make a website? -What should I do before.....? Describing how things work <ul style="list-style-type: none"> -Firstly, make sure you have the ingredients. -Then put them all in the table. 	<ul style="list-style-type: none"> Key vocabulary <ul style="list-style-type: none"> -until, finish, wait, press, before, after, between, while Key grammar <ul style="list-style-type: none"> -Imperative words: heat, open, place, turn on, turn off -Linking words: firstly, secondly, and then, finally 	Recording, instruction text	<ul style="list-style-type: none"> Pre-teaching <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> – greet the students using English. – check students attendance. – lead students attention to today's topic and explains the goal of today's lesson. Whilst-teaching <ul style="list-style-type: none"> The teacher will have the students to: <ul style="list-style-type: none"> – Listen to the steps of making "How to Use a Fax 	<ol style="list-style-type: none"> Responding to the recording "How to Use a Fax Machine" Completing the missing dialogue according to the recording Answering the questions related to the recording Comprehending a written dialogue of a meeting Answering the questions related to the text 	<ul style="list-style-type: none"> -A laptop -A speaker -An LCD projector -whiteboard 	<ul style="list-style-type: none"> - English for SMK, BSE. - Cambridge Advanced Learner's Dictionary - Get Along with English for Vocational School Grade XI Elementary Level, Erlangga

					<p>Machine”.</p> <ul style="list-style-type: none"> – Complete the missing words. – Answer the question. – Practice the dialogue containing describing process. – Find the difficult words. – Find the meaning of the difficult words. – Practice to pronounce words correctly. – Comprehend the explanation of describing process. – Arrange jumbled sentences into a correct order of instructions. • Communicative activity <ul style="list-style-type: none"> -The students will present an idea of how to make or use something. • Post—teaching <ul style="list-style-type: none"> The teacher will: 	<ul style="list-style-type: none"> 6. Identifying and getting the meanings of difficult words 7. Pronouncing the words correctly 8. Finding the expressions used in describing processes 9. Practicing the dialogue with a partner 10. Arranging the jumbled sentences related to describing processes 11. Describing a process of making or using something. 12. Creating a simple dialogue of how to do something with the topic provided 13. Performing how to use or how to make something in front 		
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					<ul style="list-style-type: none"> – Summarize today's lesson. – Gives feedback toward the learning process. 	of the class		
2	What should I do?	<ul style="list-style-type: none"> • Asking for suggestions and advice - What do you think I should do? - What should I do? - What do you suggest? • Giving advice and suggestion -I suggest you to..... -I suggest turning on..... -I advice you to..... • Expressing obligation -You must save your money. -You don't have to finish the task by 	<ul style="list-style-type: none"> • Key vocabulary opinion, think, perhaps, probably • Key grammar Structures of giving advice and suggestion. - Modals including: must, should. Degrees of comparison -Positive Degree Suzy is as beautiful as Shanty. -Comparative Degree Apple is <i>sweeter</i> than pear. -Superlative Degree 	Recording, written dialogues	<ul style="list-style-type: none"> • Pre-teaching The teacher will: <ul style="list-style-type: none"> – greet the students using English. – check students attendance. – lead students attention to today's topic and explains the goal of today's lesson. • Whilst-teaching The teacher will have the students to: <ul style="list-style-type: none"> – Listen to the conversation "Vacation" – Answer the question. – Complete the missing words. – Practice the dialogue containing expression of giving 	<ol style="list-style-type: none"> 1. Responding to the recording "Vacation" 2. Answering the questions related to the recording 3. Completing the missing dialogue according to the recording 4. Identifying and getting the meanings of difficult words 5. Understanding the dialogue between a secretary and the director of a company 6. Answering the questions related to the dialogue 7. Practicing the dialogue with a partner 	<ul style="list-style-type: none"> -A laptop -A speaker -An LCD projector -whiteboard -flash cards 	<ul style="list-style-type: none"> - English for SMK, BSE. - Cambridge Advanced Learner's Dictionary - Get Along with English for Vocational School Grade XI Elementary Level, Erlangga

		today. -You must not smoke here.	This is the <i>tallest</i> building.		<p>advice, suggestion and stating obligation</p> <ul style="list-style-type: none"> -Find the difficult words. -Find the meaning of the difficult words. -Practice to pronounce words correctly. -Comprehend the explanation of expressions used to give advice, suggestion, and state obligation. -Comprehend the explanation of degrees of comparison. -Complete the sentences using the appropriate forms of adjectives. -Complete the sentences using modals. • Communicative activity -The students will 	<p>8. Pronouncing the words correctly</p> <p>9. Finding the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation</p> <p>10. Understanding the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation</p> <p>11. Giving personal suggestions and advice to a certain problem</p>		
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					<p>give advice and suggestions with a situation given.</p> <ul style="list-style-type: none"> • Post—teaching The teacher will: <ul style="list-style-type: none"> – Summarize today’s lesson. – Gives feedback toward the learning process. 			
3	Why should I?	<ul style="list-style-type: none"> • Expressions to persuade someone to do something: <ul style="list-style-type: none"> -How I can persuade you to...? -Won’t you... Please? -Why don’t you...? • Expressions to convince someone: <ul style="list-style-type: none"> -If I were you, I would..... -I am sure you 	<ul style="list-style-type: none"> • Key vocabulary: persuade, convince, confuse, dilemma, interview, assure, hire. • Key grammar: Structure of persuade and convince: Persuade+to+infinitive I persuaded them to stay for 	- written dialogues of persuading and convincing - job interview questions	<ul style="list-style-type: none"> • Pre-teaching The teacher will: <ul style="list-style-type: none"> – greet the students using English. – check students attendance. – lead students attention to today’s topic and explains the goal of today’s lesson. • Whilst-teaching The teacher will have the students to: <ul style="list-style-type: none"> – Answer the questions related to the topic of today’s lesson. 	<ol style="list-style-type: none"> 1. Responding to the video 2. Completing the missing dialogue according to the video 3. Comprehending the forms of persuading and convincing 4. Answering the questions related to the dialogue 5. Identifying and getting the meanings of difficult words 6. Pronouncing the words correctly 	<ul style="list-style-type: none"> -A laptop -An LCD projector -whiteboard -flash cards 	<ul style="list-style-type: none"> - English for SMK, BSE. - Cambridge Advanced Learner’s Dictionary - Get Along with English for Vocational School Grade XI Elementary Level, Erlangga <p>www.busyteacher.org</p>

		<p>are on the right track. -I bet you could do it better.</p>	<p>another drink. Convince+O(someone)+that She convinced the police that she was telling the truth.</p>		<ul style="list-style-type: none"> -Find the meaning of the difficult words. -Practice to pronounce words correctly. -Watch the video -Complete the missing dialogue in the video -Comprehend the dialogue containing someone's convincing her friend by answering the questions that follow. -Differentiate between persuading and convincing using two different dialogues. -Practice the dialogues of persuading and convincing. -Comprehend the explanation of persuading and convincing. -Practice a simple 	<p>7. Identifying the expressions used in persuading and convincing</p> <p>8. Understanding the expressions used in persuading and convincing</p> <p>9. Differentiating between persuading and convincing</p> <p>10. Practicing the dialogue with a partner</p> <p>11. Expressing persuading and convincing in a situation given</p> <p>12. Practice a simple job interview</p>		
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					<p>interview with friends.</p> <ul style="list-style-type: none">• Communicative activity<ul style="list-style-type: none">-The students will have an interview with the teacher.• Post—teaching<ul style="list-style-type: none">The teacher will:<ul style="list-style-type: none">– Summarize today’s lesson.– Gives feedback toward the learning process.			
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APPENDIX D

LESSON PLANS

LESSON PLAN 1

A. Identity of the Lesson

Subject : English
 School : SMKN 1 Depok
 Grade/Semester : XI/2

B. Standard of Competence

Communicating in English in elementary level.

C. Basic Competency

2.6. Comprehending simple instruction.

D. Indicators

1. Responding to the recording “How to Use a Fax Machine”
2. Completing the missing dialogue according to the recording
3. Answering the questions related to the recording
4. Comprehending a written dialogue of a meeting
5. Answering the questions related to the text
6. Identifying and getting the meanings of difficult words
7. Pronouncing the words correctly
8. Finding the expressions used in describing processes
9. Practicing the dialogue with a partner
10. Arranging the jumbled sentences related to describing processes
11. Describing a process of making or using something.
12. Creating a simple dialogue of how to do something with the topic provided
13. Performing how to use or how to make something in front of the class

E. Instructional Objectives

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

1. Respond to the recording “How to Use a Fax Machine”
2. Complete the missing dialogue according to the recording
3. Answer the questions related to the recording

4. Comprehend a written dialogue of a meeting
5. Answer the questions related to the text
6. Identify and get the meanings of difficult words
7. Pronounce the words correctly
8. Find the expressions used in describing processes
9. Practice the dialogue with a partner
10. Arrange the jumbled sentences related to describing processes
11. Describe a process of making or using something.
12. Create a simple dialogue of how to do something with the topic provided
13. Perform how to use or how to make something in front of the class

F. Instructional Materials

1. Topic : First of all, Make sure you have...
2. Input text : Recording, instruction text
3. Key vocabulary : until, finish, wait, press
4. Key structures :
 - Imperatives
 - Dial the numbers you want to send your facsimile.
 - Click the “Sign Up” link.
 - Transition signal

- Firstly	- Then
- Secondly	- Next
- Thirdly	- After that
- First of all	- Finally
5. Key pronunciation :
 - design /dɪˈzaɪn/
 - company /ˈkʌm.pə.ni/
 - quite /kwaɪt/
 - necessary /ˈnes.ə.ser.i/
 - business /ˈbɪz.nɪs/

- purpose /'pɜː.pəs/
- command /kə'mɑːnd/
- navigation /,næv.ɪ'geɪ.ʃən/
- redirect /,riː.daɪ'rekt/
- determine /dɪ'tɜː.mɪn/
- button /'bʌt.ən/
- experience /ɪk'spiə.ri.ənt s/
- change /tʃeɪndʒ/

G. Time Allocation : 4 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities

a. Pre-Teaching

1. The teacher greets the students.
2. The teacher asks the captain of the class to lead the prayer.
3. The teacher checks the roll by mention the names.
4. The teacher asks at glance the last materials the students have learned.
5. The teacher explains the goal of today's lesson.
6. The teacher presents the outline of today's materials.

b. Whilst-Teaching

▪ Comprehension Focus

1. Listening to the recording “How to Use a Fax Machine”
2. Answering the questions related to the recording
3. Working in groups to comprehend the text.
4. Completing the missing dialogue
5. Arranging the jumbled sentences

▪ Language Focus

1. Identifying the expressions of describing processes in the text
2. Identifying the transitional signs that indicate the processes

3. Working in groups to find the meaning the difficult words and how to pronounce them correctly
4. Practicing the correct pronunciation of words in the text
- Communication Focus
 1. Practicing the dialogue of describing processes
 2. Presenting the answer of the questions that has been discussed in the groups
 3. Asking and giving information on how to use or how to make something
 4. Telling others about how to do something in front of the class
- c. Post –Teaching
 1. The teacher summarizes the materials given
 2. The teacher gives a homework
 3. The teacher gives feedback toward the learning process
 4. The teacher gives a brief glance of the upcoming topic

J. Setting: individual work, pair work, and group work

K. Teaching Media: a laptop, a speaker, an LCD projector

L. Learning Resources

- English for SMK, BSE.
- Cambridge Advanced Learner's Dictionary
- Get Along with English for Vocational School Grade XI Elementary Level, Erlangga

M. Assessment

Speaking Performance

Name	Assessment Aspects					Score
	Grammar	Vocabulary	Pronunciation	Fluency	Interactive Communication	

Yogyakarta, April 2014

Approved by,
English teacher

Prepared by,

Siti Murtiningrum, S.Pd, M.Hum
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LESSON PLAN 2

A. Identity of the Lesson

Subject : English
School : SMKN 1 Depok
Grade/Semester : XI/2

B. Standard of Competence

Communicating in English in elementary level.

C. Basic Competency

2.6. Comprehending simple instruction.

D. Indicators

1. Responding to the recording “Vacation”
2. Answering the questions related to the recording
3. Completing the missing dialogue according to the recording
4. Identifying and getting the meanings of difficult words
5. Understanding the dialogue between a secretary and the director of a company
6. Answering the questions related to the dialogue
7. Practicing the dialogue with a partner
8. Pronouncing the words correctly
9. Finding the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
10. Understanding the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
11. Giving personal suggestions and advice to certain problems

E. Instructional Objectives

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

1. Respond to the recording “Vacation”
2. Answer the questions related to the recording

3. Complete the missing dialogue according to the recording
4. Identify and getting the meanings of difficult words
5. Understand the dialogue between a secretary and the director of a company
6. Answer the questions related to the dialogue
7. Practice the dialogue with a partner
8. Pronounce the words correctly
9. Find the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
10. Understand the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
11. Give personal suggestions and advice to certain problems

F. Instructional Materials

1. Topic : What should I do?
2. Input text : Recording, written dialogues
3. Key vocabulary : opinion, think, perhaps, probably
4. Key structures :
 - Expressions of asking for suggestions and advice
 - What do you think I should do?
 - What should I do?
 - What do you suggest?
 - What do you advise me to do?
 - If you were me what would you do?
 - Expressions of declining to give advice
 - I don't know what to advise, I'm afraid.
 - I wish I could suggest something, but I can't.
 - I wish I could help.
 - I'm afraid I can't really help you.
 - Expressions of dealing with obligation
 - a. Positive obligation

- You must save your money.
- You have to attend the meeting tomorrow.
- He needs to look at the map.

b. No obligation

- You don't have to finish the task by today.
- You don't need to lock the door.

c. Negative obligation

- You must not smoke here.

▪ Structures of giving suggestions and advice

- a. S + suggest + O + to V1
- b. S + suggest + V-ing
- c. S + advice + O + to V1
- d. S + should + V1
- e. S + had better + V1
- f. Why don't you + V1
- g. What about + Noun / V-ing
- h. How about + Noun / V-ing
- i. If I were you, I would + V1

▪ Degrees of Comparison

1. Positive Degree
 - Suzy is as beautiful as Shanty.
2. Comparative Degree
 - This building is *taller* than any other building.
3. Superlative Degree
 - This is the *tallest* building.

5. Key pronunciation :

- Should /ʃʊd/
- Suggest /sə'dʒest /
- Suggestion /sə'dʒes.tʃən/
- Advice /əd'vaɪs/

- Ought /ɔ:t/
- Might /maɪt/
- Probably /'prɒb.ə.bli/
- Must /mʌst/

G. Time Allocation : 4 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities

a. Pre-Teaching

1. The teacher greets the students.
2. The teacher asks the captain of the class to lead the prayer.
3. The teacher checks the roll by mention the names.
4. The teacher asks at glance the last materials the students have learned.
5. The teacher explains the goal of today's lesson.
6. The teacher presents the outline of today's materials.

b. Whilst-Teaching

▪ Comprehension Focus

1. Listening to the recording "Vacation"
2. Answering the questions related to the recording
3. Completing the missing dialogue
4. Discussing the answers in a group

▪ Language Focus

1. Identifying the expressions used in asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
2. Identifying the structures that can be used to state suggestions and advice, necessity and obligation
3. Working in groups to find the meanings of the difficult words and how to pronounce them correctly

4. Practicing the correct pronunciation of words in the text

▪ Communication Focus

1. Practicing the dialogue that contains expressions of asking for, giving and declining suggestions and advice, necessity, lack of necessity, and obligation
2. Presenting the answer of the questions that has been discussed in the groups
3. In groups, giving personal suggestion and advice about a problem

c. Post –Teaching

1. The teacher summarizes the materials given
2. The teacher gives a homework
3. The teacher gives feedback toward the learning process
4. The teacher gives a brief glance of the upcoming topic

J. Setting: individual work, pair work, and group work

K. Teaching Media: a laptop, a speaker, an LCD projector

L. Learning Resources

- English for SMK, BSE.
- Cambridge Advanced Learner's Dictionary
- Get Along with English for Vocational School Grade XI Elementary Level, Erlangga

M. Assessment

Speaking Performance

Name	Assessment Aspects					Score
	Grammar	Vocabulary	Pronunciation	Fluency	Interactive Communication	

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Yogyakarta, April 2014

Approved by,
English teacher

Prepared by,

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LESSON PLAN 3

A. Identity of the Lesson

Subject : English
 School : SMKN 1 Depok
 Grade/Semester : XI/2

B. Standard of Competence

Communicating in English in elementary level.

C. Basic Competency

2.6. Comprehending simple instruction.

D. Indicators

1. Responding to the video
2. Completing the missing dialogue according to the video
3. Comprehending the forms of persuading and convincing
4. Answering the questions related to the dialogue
5. Identifying and getting the meanings of difficult words
6. Pronouncing the words correctly
7. Identifying the expressions used in persuading and convincing
8. Understanding the expressions used in persuading and convincing
9. Differentiating between persuading and convincing
10. Practicing the dialogue with a partner
11. Expressing persuading and convincing in a situation given
12. Practice a simple job interview

E. Instructional Objectives

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

1. Respond to the video
2. Complete the missing dialogue according to the video
3. Comprehending the forms of persuading and convincing
4. Answering the questions related to the dialogue
5. Identifying and getting the meanings of difficult words
6. Pronouncing the words correctly

7. Identifying the expressions used in persuading and convincing
8. Understanding the expressions used in persuading and convincing
9. Differentiating between persuading and convincing
10. Practicing the dialogue with a partner
11. Expressing persuading and convincing in a situation given
12. Practicing a simple job interview

F. Instructional Materials

1. Topic : Why should I?
2. Input text : written dialogues of persuading and convincing, job interview questions
3. Key vocabulary: persuade, convince, confuse, dilemma, interview, assure, hire.
4. Key structures :
 - Expressions of persuading
 - Can't I persuade you to...?
 - Let's join... You won't regret it.
 - I'm begging you. Will you...
 - Just this once!
 - How I can persuade you to...?
 - Won't you... Please?
 - Expressions of convincing
 - Why don't you try our special drink to warm up your body?
 - If I were you, I would.....
 - I am sure you are on the right track.
 - I bet you could do it better
 - I believe that is the best decision.
5. Key pronunciation :
 - Persuade /pə'sweɪd/
 - Convince /kən'vɪn t s/

- Assure /ə'ʃʊ: r /
- Serious /'sɪə.ri.əs/
- Please /pli:z/
- Beg /beg/
- Regret /rɪ'gret/

G. Time Allocation : 4 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities

a. Pre-Teaching

1. The teacher greets the students.
2. The teacher asks the captain of the class to lead the prayer.
3. The teacher checks the roll by mention the names.
4. The teacher asks at glance the last materials the students have learned.
5. The teacher explains the goal of today's lesson.
6. The teacher presents the outline of today's materials.

b. Whilst-Teaching

▪ Comprehension Focus

1. Watching the video
2. Completing the missing dialogue
3. Reading the dialogue about convincing someone
4. Answering the questions related to the dialogue
5. Differentiating between persuading and convincing

▪ Language Focus

1. Identifying the expressions persuading and convincing
2. Identifying the structures that can be used to persuade and convince someone
3. Working in groups to find the meanings of the difficult words and how to pronounce them correctly
4. Practicing the correct pronunciation of words in the text

- Communication Focus

1. Practicing the dialogue that contains expressions persuading and convincing
2. Presenting the answer of the questions that has been discussed in the groups
3. In groups, presenting the argument in deciding which dialogue which contains persuading expression and which one contains convincing expressions
4. Conducting a simple job interview of a certain job

- c. Post –Teaching

1. The teacher summarizes the materials given
2. The teacher gives a homework
3. The teacher gives feedback toward the learning process
4. The teacher gives a brief glance of the upcoming topic

J. **Setting:** individual work, pair work, and group work

K. **Teaching Media:** a laptop, an LCD projector

L. Learning Resources

- English for SMK, BSE.
- Cambridge Advanced Learner's Dictionary
- Get Along with English for Vocational School Grade XI Elementary Level, Erlangga
- www.busyteacher.org

M. Assessment

Speaking Performance

Name	Assessment Aspects					Score
	Grammar	Vocabulary	Pronunciation	Fluency	Interactive Communication	

Yogyakarta, April 2014

Approved by,
English teacher

Prepared by,

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APPENDIX E

TASKS

Cycle 1

Task 1. Look at the pictures and discuss the questions with your friends.



1. Have you ever used facsimile machine?
2. How do you use it?
3. What are the steps?
4. Have you ever used something which has so many steps? What are they?

Task. 2. Listen to the recording. Complete the missing words and answer the questions.

Hi, I'm Mark Westling with All Brands laser printers, copiers, and faxes. And I'm here today on behalf of expertvillage.com to show you (1)_____ to another user.

- (2)_____ is the other person has dedicated fax phone numbers.
 - With that in hand go ahead and come to a fax, (3)_____ you're about to send to the document feed like this.
 - (4)_____ and enter the number you'll be sending it to.
 - Then go ahead and (5)_____ button. It will go ahead and scan the documents in and send them to the remote location. You will notice that you'll hear some noise. Those tones are called the handshake. That's how a fax machine knows it's communicating with another fax machine.
 - (6)_____ is complete you'll get a display on here.
- And you can also set your machine to print out a transmission report stating that the transmission was received. (7)_____ transmission report at anytime using the keypad.

Questions.

1. What is the text above about?
2. What do we need to do the instructions above?
3. What is the first step in the instruction?
4. How do we know when the message has been delivered?

Task. 3. The following words will help you to understand the dialogue. In groups, find the meanings of these words in your dictionary. Then repeat after your teacher. You can add the difficult words by yourself in the box.

Words	Meanings
first /'fɜːst/
second /'sek.ənd/
then /ðen/
design /dɪ'zaɪn/
company /'kʌm.pə.ni/
quite /kwaɪt/
necessary /'nes.ə.ser.i/
business /'bɪz.nɪs/
purpose /'pɜː.pəs/
command /kə'mɑːnd/
navigation /,næv.ɪ'geɪ.ʃən/
redirect /,riː.daɪ'rekt/
determine /dɪ'tɜː.mɪn/
button /'bʌt.ən/
experience /ɪk'spɪə.ri.ənt s/
change /tʃeɪndʒ/
.....	
.....	
.....	
.....	

Task. 4. Here is a dialogue between staff members. In groups, study the dialogue. Practice the dialogue in your group and let your group mates give comments.

Rama: You know, I'm thinking about designing a website for our company. I think it is quite necessary for us.

Budi: You're right. Although our company is not a big one, it still seems to need a website, at least, for the business purposes. But, we have no one who got good command of webbing.

Rama: That doesn't matter. We can learn it. look, I've found an article in the internet explaining how to create a website with Yahoo! easily. Let me read the instruction. First of all, log in to Yahoo homepage. Click on the 'GeoCities' link in the navigation pane to begin. Then, click the 'Sign Up Now' link. This will redirect you to the GeoCities start page, which will ask you a series of questions that Yahoo! needs to know before you can create your Website. Next, determine what you intend your Website for by pressing one of the buttons next to your choice. Click on each box that indicates how you heard about GeoCities. Enter the 'Verification Key,' which is the letters and numbers that appear in the displayed image. Click 'Submit' once you are done. After that, click the 'Build Website Now' button to create your site using Yahoo's Site builder application. This program helps you create your Website even if you have no experience with coding or programming. Finally, click the 'Submit' button once you've finished making changes with Site builder, and your Website will reflect the changes you've made.

Budi: Wow. I think we can do it.

Task. 5. Answer the questions based on the text above.

Questions

1. What is Rama thinking about?
2. Does Budi agree with him?
3. What does Budi worry about?
4. What did Rama find from the internet?
5. Are they going to design a website for their company?
6. How does one go to Geocities start page?
7. In the form of what does the verification key appear?
8. What does Yahoo's Site builder function?
9. When do you click the 'Submit' button?
10. When do you click the "Build Website Now" button?

Task. 6. Study the following explanation.

Asking for the information on how to do something:

- Could you tell me how to get to post office, please?
- Would you please tell me how to make an appointment with the director here?
- What are the steps in drawing money from the ATM machine?
- What should I do first in making an email address?
- What is the next step?

Expressions used in telling others how to do something:

A. The Imperative

The **imperative** form is made by using the bare infinitive of the verb (the infinitive without 'to').

- "Open the folder....."
- "Write the summary of the product."
- "Ask the manager to....."
- "Make a report of...."
- "Turn on the...."

B. Linking Words

When giving a series of instructions it's more natural in speech and writing to join the different instructions together with linking words.

- ... sign the document **then** put it on my desk
- ... Take the papers **and then** put them on a file holder ...
- ... **And then** just dial the number **and** wait for a while ...
- Other linking words are: firstly, secondly, after that, later, finally.

Task. 7. Put the following sentences into the correct order. Discuss in your group.

How to Use a Photocopier

- a. Select the appropriate size paper on the control panel.
- b. Turn off the photocopier.
- c. Look at your document feeder note to place the document up or down.
- d. First, make sure that the photocopier is on.
- e. Then, lift the cover of the photocopier and place your document on the platen (the glass surface underneath). Close the cover.
- f. After that, select the number of copies to be made.
- g. Press the "copy" button and wait until the copying is complete.

Task. 8. Play a game. Find and ask your friend with the instruction from your teacher.

Instruction:

- Prepare yourself with the expression you have learned.
- Pick a role from the teacher.
- Go around and find friend aside from your group with the information you need to get.
- Write down the answers you get from your friend.
- Do it carefully and quickly.
- Use English only.
- Submit your answer sheet to your teacher.
- The quickest is the winner.
- Role:

a. Ask your friend how to borrow books from the library.	You will be asked how to make a permission letter.
b. Ask your friend how to make a permission letter.	You will be asked how to borrow books from the library.
c. Ask your friend how to buy books in the koperasi.	You will be asked how to get permission to skip a class.
d. Ask your friend how to get permission to skip a class.	You will be asked how to buy books in the koperasi.
e. Ask your friend how to study accounting effectively.	You will be asked how to learn English effectively.
f. Ask your friend how to learn English effectively.	You will be asked how to study accounting effectively.
g. Ask your friend how to join a debate club at school.	You will be asked how to be a member of the library.
h. Ask your friend how to be a member of the library.	You will be asked how to join a debate club at school.

Cycle 2

Task. 1. Look at the pictures and discuss the questions with your friends.



1. Do you ever find your teacher looking unwell in the classroom?
2. What do you say to him/her?

Task. 2. Listen to the conversation as you read the questions below and answer the questions.

1. Where is the man going on vacation?
 - a. Italy
 - b. France
 - c. Germany
2. Where did he meet Claudia?
 - a. at a music store
 - b. at the post office
 - c. on the internet
3. What advice does Markus give Pete about meeting Claudia's parents?
 - a. be on time
 - b. take a small gift
 - c. smile and be friendly
4. What is one thing Markus does NOT say about greeting Claudia?
 - a. shake her hand
 - b. give her a friendly hug
 - c. take her some flower
5. Markus' final suggestion for Pete is that he should:
 - a. brush up on his German.
 - b. buy souvenirs for Claudia's family.
 - c. visit Berlin during his visit.

Task. 3. In groups, find the meanings of these words in your dictionary. You can add the difficult words by yourself in the box.

Words	Meanings
advice /əd'vaɪs/
through /θruː/
mailing list
language /'læŋ.gwɪdʒ/
introduce /,ɪn.trə'djuːs/
depend /dɪ'pend/
arrive /ə'raɪv/
common /'kɒm.ən/
greeting /'griː.tɪŋ/
unless /ən'les/
must /mʌst/
should /ʃʊd/
suggest /sə'dʒest/
you're really in hot water
to take a crash
.....	
.....	
.....	

Task. 4. Listen to the conversation again and complete the text below. Practice the dialogue with your group mates.

Pete: Hey Markus. I have a (1)_____ I'd like to ask you.
Markus: Yes. Go ahead.
Pete: Well, I'm thinking about going to Germany this (2)_____ [*Great!*], and I need some advice. You're the best person I know to answer my questions since you're German.
Markus: Thank you. What do (3)_____?
Pete: Well, don't (4)_____ but I met this really nice woman through an online music mailing list, you know, a discussion group on the Internet [*laughter*]. I need some advice. You see, Claudia, . . .
Markus: Okay. So it's Claudia, oh?
Pete: Yeah, yeah. See, she invited me to (5)_____ two weeks in Germany [*Hum*]. And well, I told her I had studied a little bit about the country and language [*Hum*], and she's kind of expecting that I know more than I (6)_____ do.
Markus: Hum. You're really in hot water now!
Pete: Yeah. I think so.
Markus: Well, what do you want to know?
Pete: Well, she's (7)_____ on introducing me to her parents.
Markus: Hey. Sounds kind of serious.
Pete: It isn't, at least I think it isn't. Anyway, (8)_____ when you greet for the first time in Germany?
Markus: Well, it depends upon your relationship with the person. Now, speaking of your girlfriend, Claudia, . . .
Pete: Hey, I didn't say she was my girlfriend.
Markus: Ah, okay, okay. Now if you're meeting someone (9)_____ for the first time, like Claudia's parents, you (10)_____ you arrive on time.

Pete: Okay, so arrive on time. Uh, what about common greetings?

Markus: Well, Germans often shake hands, and they use the person's family name, unless they're really (11)_____ friends.

Pete: Okay, (12)_____ with Claudia? I'm not sure what I should do in her case.

Markus: Ah. You can call her Claudia [*Okay*], shake hands, and why don't you take her some flowers?

Pete: Oh, how do you say "Nice to meet you" anyway?

Markus: Oh, "Ich freue mich, Sie kennenzulernen."

Pete: "Ich freu me senselen"?

Markus: Uhhh. Not exactly. "Ich freue mich, Sie kennenzulernen" [*Uhhh*].

Markus: Humm. Honestly, I think you need to take a crash (13)_____ in German before you leave. Claudia might think you're speaking Chinese or something if you don't.

Task. 5. Study the explanation below.

Expressions of asking for suggestions and advice

- What do you think I should do?
- What should I do?
- What do you suggest?
- What do you advise me to do?
- If you were me what would you do?

Expression of Giving Advice and Suggestion

When someone has a problem and needs a suggestion or some advice from you, you can use the following expression:

I suggest you to.....

I suggest turning on.....

I advice you to.....

I think you should.....

I think you had better see a doctor.

Why don't you.....?

What about?

Expressions of declining to give advice

- I don't know what to advise, I'm afraid.
- I wish I could suggest something, but I can't.
- I wish I could help.
- I'm afraid I can't really help you.

Expression of Obligation

a. Positive obligation

You must save your money.

You have to attend the meeting tomorrow.

He needs to look at the map.

b. No obligation

You don't have to finish the task by today.

You don't need to lock the door.

c. Negative obligation

You must not smoke here.

Degrees of Comparison

1. Positive Degree: is used to denote the mere existence of quality. It is also used to state the same condition.
 - My best friend is pretty.
 - Suzy is as beautiful as Shanty.
2. Comparative Degree: is used to compare the qualities of two persons or things.
 - This building is *taller* than any other building.
 - Apple is *sweeter* than pear.
3. Superlative Degree: denotes the existence of the highest degree of the quality. It is used when more than two things are compared.
 - This is the *tallest* building.
 - Apple is the *sweetest* fruit.
4. Irregular adjectives:

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least
many	more	most
much	more	most
some	more	most

Task. 6 . In your groups study the dialogue and answer the questions that follow. Practice the dialogue with your group mates.

Fitri is Mr Apryan Siregar's secretary. She comes to Mr Siregar's room to ask for his signature on some reports.

Fitri : Here are some reports to be signed, Sir.

Mr Siregar : Any call or message for me?

Fitri : No, Sir.

Mr Siregar : (While giving the reports which have been signed). Please send an email to Mr. Melson Santoso from the Ancient and Modern Art Gallery. Tell him that our company is interested in his designs. Ask him to attach us his latest designs and send a copy of them to Mrs Nisa Fauzi. Emphasize that we look forward to his immediate reply.

Fitri : All right, Sir. Anything else, Sir?

Mr Siregar : Yes, Fitri. Write a memo to all our employees that there is a new policy. All the employees have to attend Friday Fresh at 7 sharp in our indoor hall. There will be a direct disciplinary action from me to those who do not attend it without a good reason.

Fitri : Then, is it going to be a must, Sir?

Mr Siregar : Absolutely, yes. Most of our employees seldom have their self-exercise. I intend to reduce the health insurance cost. And Friday Fresh is the starting point. All of us have to obey this policy.

Fitri : Including you, Sir?

Mr Siregar : Yes, of course. The leader must be a model.

Fitri : That's kind of you, Sir! When will it start, Sir?

Mr Siregar : Next Friday, at 7 sharp.

Fitri : Fine, Sir. I've got that. Anything else, Sir?

Mr Siregar : That's all for now, I think.
 Fitri : All right, Sir. I'll do my work right now.
 Mr Siregar : Thank you, Fitri.
 Fitri : You're welcome, Sir.

Questions

1. What does Mr Siregar want Fitri to do related to Mr Santoso?
2. What does he want Mr Santoso to do?
3. What does his memo say to the employees?
4. When will the new policy be effective?
5. What is the reason for making the new policy?
6. Can you guess who Mr Siregar is?
7. What does Mr Siregar mean when he says:
 - a. They have to attend the Friday Fresh at 7 sharp.
 - b. All of us have to obey this policy.
 - c. The leader must be a model.

Task. 7. Complete the following sentences with appropriate forms of adjectives.

1. I am _____ (tall) most of my friend. She told me to be a model instead of an accountant.
2. The Alva computers are relatively _____ (expensive) the Delta computers. I think that's why students prefer Delta computers.
3. I think learning English is _____ (easy) learning Russian. Russian has difficult pronunciation.
4. I think this café is _____ (modern) among cafés in this town. It's the only one that has its own online delivery system.
5. Leny is _____ (smart) Liza. They are both accepted in LN university.
6. School days are _____ (enjoyable) college days. In school we have so many friends who are in the same classroom for a long time. It was fun.
7. No other country sells _____ (many) number of cell phones as India after America.
8. We have not played any match _____ (bad) as this.
9. This road is the _____ (long) one in town.
10. Nursing is _____ (noble) many other professions.

Task. 8. Complete the following sentences with must, musn't, have to, don't have to, and doesn't have to.

1. I _____ to go now. My boss told me to come to the office right now.
2. You _____ smoke here. It's a non-smoking area.
3. You _____ come to school because today is a holiday.
4. Do I _____ take part in the meeting tonight?
5. He likes Sunday because he _____ work.
6. Sorry, I'm late. I _____ send a letter this morning.
7. You _____ break the school regulations.
8. I _____ finish my report tomorrow morning.
9. Before going to school, I _____ help my mother do the housework.
- 10.** You _____ pass a test to get your driver's licence.

Task. 9. Playing Guessing game

Instruction:

1. Make a group of eight.
2. One students of each group will come forward and give the explanation of the words she got while the rest of the group members stand in the back of the class guessing the word.
3. In your group, decide the turn of playing the games.
4. The words will have a topic. Each game will have different topic.
5. The student explaining in front of the class will have to choose one paper containing one word and use full sentences to describe the word. Use sentences that state what people should do and shouldn't do.
6. The quickest group who guess the right words should win the game. However, the judge will be your friends so try you best to finish the game.
7. This will be a tournament, so the winning groups will play again for the final.

Words:

1. First round (4 groups) Public places
 - Airport, bookstore, restaurant, market, post office, school, mosque, library
 - Amusement park, cinema, cemetery, mall, train station, church, zoo, pharmacy
 - Bank, college, hotel, museum, zoo, pharmacy, amusement park, restaurant
 - Bus station, drugstore, library, police station, post office, cemetery, mosque, mall.
2. Second round (2 groups) Profession
 - Teacher, doctor, pharmacist, judge, driver, flight attendant, singer, butcher
 - Fire fighter, pilot, nurse, police, chef, farmer, dancer, waiter

Cycle 3

Task. 1. Discuss these questions with your friends.



1. Have you ever found your friend in a dilemma?
2. What do you say to comfort them?
3. Have you ever tried to convince your friend to do something that you think is good for them?
4. How do you do it?

Task. 2. Practice to pronounce the following vocabularies correctly. Then, find their meanings.

Words	Meanings
confuse /kən'fju:z/
prepare /prɪ'peə/
result /rɪ'zʌlt/
matter /'mæt.ər/
think /θɪŋk/
seriously /'sɪə.ri.əs.li/
believe /brɪ'li:v/
persuade /pə'sweɪd/
convince /kən'vɪnt s/
mind /maɪnd/
.....

Task. 3. Watch the video. Complete the missing words and answer the questions.

Tommy: Ehm ehm ehm. (1)_____?

Lisa: I guess so.

Tommy: You (2)_____ video games at work.

Lisa: But I'm just taking a little break.

Tommy: (3) _____ it looks bad.

Lisa: Well then why are there games on this computer.

Tommy: The games came with the computer.

Lisa: Yeah. (4)_____?

Tommy: What would the boss think if he saw you playing games and not working?

Lisa: I don't know.

Boss: Cool. I love that game. What's your high score?

Lisa: 20.128.

Boss: Haha. Mine's over 30.000. Keep practicing. What are you standing around here for? Don't you have some work you should be doing?

Lisa: Hey. Do you want some advice?

Tommy: What?

Lisa: (5)_____ your own business.

Task. 4 . In your groups study the dialogue and answer the questions that follow. Practice the dialogue with your group mates.

Jill : Why do you look so confused?

Jack : Well, I have a national exam next week , but I haven't prepared for it.

Jill : Why don't you just study?

Jack : It useless, I know that even I've study hard, the result is the same.

Jill : What do you mean of the same?

Jack :You know everytime I have exam no matter how hard I study I always get bad mark.

Jill : Come on, don't be like that, you have to keep positif thinking. I'm sure that you can do it if you study seriously.

Jack : But I'm not sure.

Jill : Listen to me, and look at my eyes, I'm telling you that you can through this just believe in yourself.

Questions

1. Why does Jill look confused?
2. What is coming to Jill?
3. Why doesn't she study?
4. What does Jack try to do to Jill?
5. How does he convince Jill to study for the exam?

Task. 5. Study the following dialogues and discuss with your group mates which one is persuading and which one is convincing. Practice the dialogues.

A. John: There will be English speech competition in my school.
 Tom: So what?
 John: My friends appoint me the representative of the class.
 Tom: That is great.
 John: The problem is.....
 Tom: What is the problem?
 John: My English is not quite good.
 Tom: Your English is excellent. The grammar, structure, pronunciation, what else?
 John: I am not so confident.
 Tom: Why not? I bet you will win.
 John: Ok, if you think so. I will prepare myself for the competition
 Tom: That is the best decision and that is my best friend.

B. Azka: Hey, look! I've got a new model for my online shop.
 Ronan: What is it?
 Azka: This is the newest model of bags for boys.
 Ronan: That is great.
 Azka: Do you want to buy one?
 Ronan: Ehm... I don't think so.
 Azka: Why? This is cool. You will look good if you use this.
 Ronan: But I already have a lot of bags.
 Azka: This one is different. Oh, come on! Just this once.
 Ronan: How much is it? I don't have much money right now.
 Azka: It's only Rp. 160.000,00 but I will give you big discount because you are my first customer. You only have to pay Rp. 130.000,00. How?
 Ronan: Okay, I will buy from you. I can pay tomorrow, right? I don't bring the money right now.
 Azka: It's okay. Thank you so much.
 Ronan: You're welcome. I do it because you are my friend. Good luck with your online shop.

Task. 6. Study the explanation below.**Persuading**

Persuading is an expression to persuade someone. It means to make someone decide to do something by giving them reasons why they should do it, asking them many times to do it, or to make someone believe something or feel sure about something.

Here are some expressions to persuade someone to do something:

- Can't I persuade you to...?
- Let's join... You won't regret it.
- I'm begging you. Will you...
- Just this once!
- How I can persuade you to...?
- Won't you... Please?
- Why don't you...?
- Are you really sure you can't/couldn't...?
- I really think it would be a pity if we didn't...
- Are you quite sure you won't consider...?
- I really think you'd do well to...
- Oh, come on!
- You're not going to let me down, are you?
- Not even for me/for my sake?

Here are some word, phrases and expression to convince others:

- Why don't you try our special drink to warm up your body?
- If I were you, I would.....
- I am sure you are on the right track.
- I bet you could do it better.
- I believe that is the best decision.

Some experts say that "persuade" and "convince" are synonyms. The meanings are so closely knit that often one word serves as well as the other.

Task. 7. Study the following dialogue. Answer the questions and practice with your friends.

Selly: Good morning, Sir. May I have your time, please?
 Rudy: Good morning. Yes, come in.
 Selly: Sir, I have been working for 2 years in this company.
 Rudy: So, what's the problem?
 Selly: Somehow, I don't think I fit in here.
 Rudy: What do you mean? You've been doing great.
 Selly: Yes, but my actually I have another dream. I have another thing to do.
 Rudy: May I know what it is?
 Selly: I want to run a café, Sir.
 Rudy: Well, that's a good idea. But won't you stay here for a little while, please?
 Selly: I don't know, Sir. I've just found a place for my café. I want to take care of everything soon.
 Rudy: I understand but don't you think it is too soon? You still have a lot to do here, right?
 Selly: Yes, but someone can do it, Sir. The relation with JN hotel is also good. They've been ordering food from our catering so far.
 Rudy: No, I don't think anyone can do it better than you do.
 Selly: I've already told Stephan to learn my project and finish it, Sir. I believe he'll be doing great.
 Rudy: Stephan is good but I want you. You know our clients are really satisfied with your work. What should I say to them if I send another person? Please, just until this project is done, could you stay?
 Selly: Do you mean the project with JN hotel, Sir?
 Rudy: Yes, you know even though they say they like our food they haven't signed a contract with us. So? You're not going to let me down, aren't you?
 Selly: Of course not, Sir. Okay, I will stay until this project is successful.
 Rudy: Thank you so much, Selly. You're always my favourite employee.
 Selly: You're welcome, Sir.

Questions

1. What do you think of their relation?
2. Where do they work?
3. Why does Selly want to leave the job?
4. How does Rudy react to Selly's decision to leave company?
5. What does Rudy do to make her stay?
6. Find the expression they use to convince or persuade each other.

Task. 8. Work in groups and make a dialogue based on the situation below. Then act it in front of the class.

1. Your friend wants to work after graduating the high school. You disagree with her and try to convince her.
Role A: convince B to continue her study to college instead of working after graduating.
Role B: convince A that she has to work because of financial problem faced by her family.
2. Your friend wants to leave her job as a shop assistant because she felt that her colleagues underestimate her. (both work in the same shop)
Role A: convince B to stay working in the shop.
Role B: convince A that you couldn't endure any longer.
3. Your friend wants to leave her job as a restaurant cashier because the wage is not worth it.
Role A: convince B to stay working in the shop.
Role B: convince A that she needs more money.
4. Your friend wants to be an immigrant worker to get a better payment.
Role A: convince B to make up her mind to work abroad by giving facts and arguments.
Role B: convince A that working abroad has many good points.

APPENDIX F

ANALYTIC SCALE FOR

ASSESSING SPEAKING

Analytic Scale for Assessing Speaking

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviations in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviations in pronunciation, but with no 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 a 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 and unevenness caused primarily by rephrasing and groping 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 number 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 when lacking a particular word.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. 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.
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talks only if required), it lacks coherence or it is monologue only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most everyday contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not

		effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/disagree), asks questions, negotiates meanings verbally and nonverbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective at communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct others' utterance and respond to requests for clarification).

APPENDIX G

STUDENTS'

SCORES

		Cycle 1		Cycle 2			Cycle 3	
Student	Base score	Quiz score	Improvement point	Quiz score	Improvement point	Quiz score	Improvement point	
1	64.50	71.00	6.50	75.00	4.00	80.50	5.50	
2	63.50	70.50	7.00	74.00	3.50	80.00	6.00	
3	69.00	76.00	7.00	77.00	1.00	80.00	3.00	
4	65.50	71.50	6.00	76.50	5.00	80.50	4.00	
5	64.50	71.50	7.00	76.00	4.50	80.50	4.50	
6	65.00	72.00	7.00	76.00	4.00	80.50	4.50	
7	65.00	71.50	6.50	75.50	4.00	79.50	4.00	
8	62.50	71.00	8.50	76.00	5.00	80.50	4.50	
9	64.00	71.00	7.00	75.00	4.00	80.00	5.00	
10	64.00	72.50	8.50	76.00	3.50	80.00	4.00	
11	70.00	77.50	7.50	78.00	0.50	80.50	2.50	
12	66.50	73.50	7.00	76.00	2.50	79.50	3.50	
13	66.50	73.00	6.50	75.50	2.50	79.00	3.50	
14	67.50	74.50	7.00	77.50	3.00	80.50	3.00	
15	66.00	73.50	7.50	75.50	2.00	80.00	4.50	
16	65.50	73.50	8.00	76.50	3.00	79.00	2.50	
17	66.50	74.00	7.50	77.00	3.00	79.50	2.50	
18	66.50	73.50	7.00	76.50	3.00	80.50	4.00	
19	65.00	73.00	8.00	75.50	2.50	80.00	4.50	
20	64.00	71.00	7.00	75.50	4.50	79.00	3.50	
21	63.50	71.50	8.00	76.50	5.00	80.00	3.50	

22	65.50	72.50	7.00	76.50	4.00	80.00	3.50
23	69.00	74.00	5.00	77.50	3.50	81.00	3.50
24	66.50	74.00	7.50	76.50	2.50	79.00	2.50
25	66.00	73.00	7.00	76.00	3.00	80.00	4.00
26	71.00	77.50	6.50	77.00	-0.50	81.00	4.00
27	64.50	72.00	7.50	76.50	4.50	79.50	3.00
28	65.00	72.50	7.50	75.50	3.00	79.00	3.50
29	66.00	73.50	7.50	77.00	3.50	80.50	3.50
30	71.00	78.00	7.00	79.00	1.00	81.50	2.50
31	66.50	73.50	7.00	75.50	2.00	79.50	4.00
32	65.50	73.00	7.50	76.50	3.50	80.00	3.50
Average	65.98	73.14	7.16	76.27	3.13	80.02	3.75

APPENDIX H

OBSERVATION

CHECKLIST

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING

PROCESS

No.	Items	Meetings							
		1	2	3	4	5	6	7	8
1.	Pre-teaching								
	<ul style="list-style-type: none"> - The teacher greets the students - The teacher asks the students' condition - The teacher reviews a little bit the last materials - The teacher asks whether there are any questions about the last materials - The teacher explains the goal of teaching - The teacher gives the Outline of the materials 								
2.	Whilst Teaching								
	<ul style="list-style-type: none"> - The students are ready to learn - The students identify the language functions, texts and vocabulary - The teacher gives the explanation - The teacher gives a chance to the students to ask questions or give opinions - The teacher checks the students' understanding - The teacher divides the students into some groups - The teacher explains the task given - The students discuss the task given with their friends 								

	<ul style="list-style-type: none"> - The students try to speak English at the class - The students become a volunteer at the class 								
3.	Post-Teaching								
	<ul style="list-style-type: none"> - The teacher summarizes the materials given - The teacher gives a homework - The teacher gives reflection towards the teaching and learning process 								
4.	Class situation								
	<ul style="list-style-type: none"> - The students enthusiasm/motivation at the class - The students' involvement at the class - Time allocation used by the teacher - Media - The teacher's instructions - The students' response toward the techniques and activities used by the teacher - The students' understanding about the materials 								

APPENDIX I

PHOTOGRAPHS



The students work in groups to answer questions.



The students join the game.



The students do a role play in front of the class.



The students practice the dialogue for the role play.



The students get prizes for doing a good job in the task.

APPENDIX L

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
 10 Jan 2011

Nomor : 0366a/UN.34.12/DT/III/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

25 Maret 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE USE OF COOPERATIVE LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS CLASS XI AK 1 AT SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : DWI ARIYANI
 NIM : 09202241022
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Maret – Juni 2014
 Lokasi Penelitian : SMK N 1 Depok

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,

Indun/Probo Utami, S.E.
 NIP 19670704 199312 2 001

1. Kepala SMK N 1 Depok



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1129 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/1083/2014
 Hal : Rekomendasi Penelitian

Tanggal : 25 Maret 2014

MENGIZINKAN :

Kepada :
 Nama : DWI ARIYANI
 No.Mhs/NIM/NIP/NIK : 09202241022
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
 Alamat Rumah : Pondok Sampang Gedangsari Gunung Kidul
 No. Telp / HP : 085729313417
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE USE OF COOPERATIVE LANGUAGE LEARNING TO IMPROVE
 SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS CLASS XI
 AK 1 AT SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014**
 Lokasi : SMK Negeri 1 Depok Sleman
 Waktu : Selama 3 bulan mulai tanggal: 25 Maret 2014 s/d 25 Juni 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 25 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

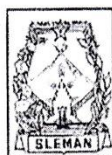
Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI IRIANI SINURAYA, M.Si, MM

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Depok
5. Ka. SMK Negeri 1 Depok Sleman
6. Dekan FBS-UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMK NEGERI 1 DEPOK
Ringroad Utara, Maguwoharjo, Depok, Sleman, Yogyakarta 55292
Telp./Fax : 0274-885663 Email : smkdesta_yk@yahoo.com
Laman : smkn1depoksleman.sch.id



SURAT KETERANGAN

Nomor: 0741588.3

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 1 Depok menerangkan bahwa mahasiswa di bawah ini:

Nama : DWI ARIYANI
Status : Mahasiswa Universitas Negeri Yogyakarta
Program Studi Pendidikan Bahasa Inggris
NIM : 09202241022

Telah melaksanakan penelitian dengan judul "THE USE OF COOPERATIVE LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS CLASS XI AK1 AT SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014"

Demikian surat keterangan ini, untuk dapat dipergunakan sebagaimana mestinya.

10 Desember 2014

Kepala,



Drs. Eka Setiadi, M.Pd.
Pembina, IV/a

NIP 19591208 198403 1 008