IMPROVING THE ENGLISH LEARNING CLASSROOM INTERACTION THROUGH INFORMATION-GAP ACTIVITIES AT GRADE V OF SD N CATURTUNGGAL 7 IN THE ACADEMIC YEAR OF 2009/2010

A Thesis

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

By
Mahardika Dhian Permanasari
05202241008

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2011

APPROVAL

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A THESIS

By
Mahardika Dhian Permanasari
05202241008

Approved on August 9th, 2011

The 1st Advisor,

Bambang Sugeng, Ph. D.
NIP. 19520122 197603 1 001

The 2nd Advisor,

Ari Purnawan, M. Pd., M. A.
NIP. 19710123 200112 1 002

RATIFICATION

IMPROVING THE ENGLISH LEARNING CLASSROOM INTERACTION THROUGH INFORMATION-GAP ACTIVITIES AT GRADE V OF SD N CATURTUNGGAL 7 IN THE ACADEMIC YEAR OF 2009/2010

A THESIS

By

Mahardika Dhian Permanasari

05202241008

Accepted by the Board of Thesis Examiners
Faculty of Languages and Arts, State University of Yogyakarta
in August 2011 and declared to have fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English Language Education

Board of Examiners

Chairperson	:	Samsul Maarif, M.A.	----------
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Second Examiner:		Bambang Sugeng, Ph.D.	----------

Yogyakarta, August 2011
Faculty of Languages and Arts
State University of Yogyakarta
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya,

Nama : Mahardika Dhian Permanasari
NIM : 05202241008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : IMPROVING THE ENGLISH LEARNING CLASSROOM INTERACTION THROUGH INFORMATION-GAP ACTIVITIES AT GRADE V OF SD N CATURTUNGGAL 7 IN THE ACADEMIC YEAR OF 2009/2010

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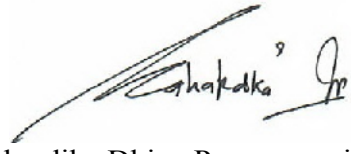

Mahardika Dhian Permanasari

MOTTOS

"Never give in. Never give in. Never, never, and never give in."

- Winston Churchill-

"Nothing great was ever achieved without enthusiasm."

-Emerson-

"If you don't stand for something, you'll fall for anything"

-Anonymous-

DEDICATIONS

I dedicate this thesis to:

- my beloved mother and father whose endless love, prayer, and patience have been enlightening every piece of moment of my life,
- my beloved brother, for his love and support,
- everyone who supports me so far.

ACKNOWLEDGEMENTS

Alhamdulillahirobil'alamin, praise be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed the writer with so many beautiful things in her life. His blessings have empowered the writer to finish this thesis.

The writer would like to express the greatest thanks to the first and second advisors, Bambang Sugeng, Ph. D. and Ari Purnawan, M. Pd., M.A., whose guidance, advices, and critiques from the initial to the final phase of this writing enable her to develop an understanding of the subject. The writer is also grateful to the big family of SD Caturtunggal 7 Yogyakarta, particularly Mrs. Endang and students of Class V, who have voluntarily assisted her and been involved in the research.

In addition, the writer delivers her special thanks to her beloved parents (Harjanto and Siti Muchridjah), her brother (Febya Anggit P), and all of her family members, for their endless prayers, patience, and motivation. Then the writer would like to express the deepest thanks to her best friends, Bita and Yami, for their motivation.

The writer would also like to thank many friends, particularly Retno, Fina, Prita, Elisa, Elita, Tomo, Wawan, Ari, Yoko, and Baso for their encouragements. A lot of thanks also go to all friends whose paper works are guided by Mr. Bambang Sugeng, Ph. D. (Eri, Ziko, Anita, Oktina, Oshin, Shanti, Kiki, Desi, Mba Ega, Happy, Ovi, Riza, and Neni), for their endless supports. Last but not

least, the writer would like to thank those who have contributed a lot to her life but whose names cannot be mentioned one by one.

Yogyakarta, August 7th, 2011

Mahardika Dhian Permanasari

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05202241008

ABSTRACT

This action research study is aimed at finding out the impacts of the use of information-gap activities in improving the quality of classroom interaction of the fifth grade students of SD N Caturtunggal 7 in the academic year of 2009/2010. Three research questions are asked pertaining to the classroom interaction and information-gap activities: (1) How are the information-gap activities implemented, (2) How is the teacher-student interaction after the implementation of information-gap activities, (3) How is the improvement of the interaction among the students.

The data were collected by doing observation during the English teaching and learning processes in the classroom, holding discussions with the English teachers, and conducting interviews with the fifth grade students. The data were in the form of field notes and interview transcripts. The data were analyzed using the qualitative techniques. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. The reliability of the data was obtained through triangulation.

The findings reveal three important results. First, the use of information-gap activities can improve the quality of classroom interaction. Second, there are some positive behaviors shown by the students toward the implementation of information-gap activities related to their interaction with the teacher. They are the students' eagerness to respond to the teacher's talk, the students' courage to initiate communication with the teacher, and the students' enthusiasm to ask questions to the teacher in order to solve their problems in learning. Third, there are some students' positive behaviors toward the implementation of information-gap activities related to their interaction among them. They are the students' happiness to work in pairs, their curiosity in finishing the worksheets in pairs, their interest to play the games in groups, and their willingness to participate in the group discussions.

CHAPTER I

INTRODUCTION

This chapter presents some important substances concerning the background of the study. This is presented in six headings. They are background of the problem, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Problem

The success of the English teaching and learning process is influenced by some factors. A good quality of classroom interaction is one of such factors. Rivers (1987: 4) states that through interaction, students can increase their language store as they listen to or read authentic material from the output of their fellow students in discussion, problem-solving tasks, or dialogues. High quality interaction in any teaching and learning process enables the students to develop their language skill mastery and supports the teaching and learning process to run more effectively and efficiently.

A good quality of classroom interaction can affect the students' behavior in the classroom. It deals with the interaction between the teacher and the students and among the students. The good quality of interaction makes the students actively participate in the teaching and learning process. It also makes the students actively communicate with other students because classroom interaction facilitates students to use all they possess of the language.

Considering the importance of classroom interaction, a poor quality of classroom interaction can cause some unwanted effects to the teaching and

learning process and to the students' development. Based on the observation in Class V of Caturtunggal 7 Elementary School (ES), the researcher found that the students were faced with interactional problems. The first problem was related to the students' participation. The students of Class V did not participate actively in the teaching and learning process. When the teacher asked questions, some of them were silent, made some noises in the classroom, and did something unrelated to the teaching and learning process. Some of them also felt bored in the teaching and learning process. The second problem was related to the students' cooperation. It was uncommon for the students to do communication or discussion with their friends related to their problems in learning and the task given by the teacher. They were uncomfortable to work with the other students. It happened because most of the learning activities were done individually.

To follow up the condition, efforts to improve the quality of interaction need to be conducted. For this purpose, the systematic and well-prepared efforts involving all community members to improve the quality of interaction in the English teaching and learning process are needed. This present study is one such effort to improve the quality of interaction in the English teaching-learning process at Caturtunggal 7 ES.

B. **Identification of the Problems**

The classroom interaction that occurs during the teaching and learning process can have a good or poor quality. The quality of interaction in the English teaching and learning process is primarily determined by the quality of the components of interaction including the teachers, students, materials, teaching

techniques, and learning activities. From the interviews and observations done at the school, the researcher found some problems about those components of interaction. The following presents the identification of problems related to the classroom interaction.

The first problem is related to the teacher. In the English teaching and learning process, the teacher has a significant impact on the whole process of teaching in the classroom. The teacher has a responsibility to develop and maintain interaction in the classroom. When the teacher can maintain the interaction in the classroom, the teaching and learning process can run effectively. However in Class V of Caturtunggal 7 ES, the English teacher only did what had been planned in her lesson plan and sometimes ignored the students' conditions. The teacher's talks that can elicit students' responses and initiations such as accepting and clarifying students' feelings, praising and encouraging students' actions, and asking questions are still low in this class.

The second problem is related to the students. Students as the main part of the learning process play an important role in maintaining the quality of interaction in the classroom. Students who give positive responses to the teacher's talks and the classroom activities indicate a good quality of classroom interaction. However in Class V, the students did not show their interest to take part in the classroom activities. The students were passive in the teaching and learning process. Some of them did not pay attention to the teacher and the lesson. The students also rarely asked questions or answered the teacher's questions.

Sometimes, they also made disruptive behaviors like talking to other students, shouting, tapping the desks, and playing alone or with the other students.

The third problem is related to the learning materials. The learning materials which are good for maintaining the classroom interaction should provide opportunities for the teacher and students to interact. In Class V, the students only had the students' worksheet or *Lembar Kerja Siswa (LKS)* in Indonesian, as their main course book. The materials in this book did not provide activities stimulating interaction. The teacher also rarely used teaching media to help her in teaching and to attract the students' attention to the learning activities.

The fourth problem is related to the teaching technique. Based on the observation, the English teaching and learning process in Class V needed the classroom teaching techniques that met the interactive class. This was because the English teacher often used the same techniques in her teaching. The teacher only presented the materials that were related to the theme and asked the students to do the *LKS*. These techniques did not develop interaction among the students.

The last problem is related to the learning activities. The learning activities that were conducted in the teaching and learning process in Class V were monotonous. It was only focused on individual learning. The same kind of learning activities made the students feel bored with the teaching and learning process. The teacher rarely asked the students to work in pairs or groups in finishing their tasks. So, the students rarely interacted with each other.

C. **Delimitation of the Problem**

Form the problems described above, it is impossible for the researcher to study all the factors influencing the quality of interaction in the classroom. This study is delimited to the problem of interaction and is focused on improving the learning activities with the use of information-gap activities.

The researcher chooses to limit the study to problems related to the learning activities by using the information-gap activities. The limitation is based on two reasons. First, the researcher considers that the problem is strategic in the teaching and learning process. The choice of learning activities is the most readily implemented in the classroom. Second, the information-gap activities are kinds of learning activities that provide opportunities for students to communicate. Information-gap activities also support the use of pair and group works that help the students to be more active and to be involved in the teaching and learning process.

In addition, the researcher also limits the place of the research in Class V of Caturtunggal 7 ES in the academic year of 2009/ 2010 because of two reasons. Firstly, there were many interactional problems in the English teaching and learning process in this class. Secondly, information-gap activities have never been used in this school, especially in Class V.

D. **Formulation of the Problem**

Based on the background, identification, and delimitation of the problem above, the research problem of the study is formulated as follows: How does the use of information-gap activities improve the quality of classroom interaction in

English learning at Grade V of Caturtunggal 7 ES in the academic year of 2009/2010?

E. Objective of the Study

The objective of this study is to describe the use of information-gap activities in the efforts of improving the quality of classroom interaction in the learning of English at Grade V of Caturtunggal 7 ES.

F. Significance of the Study

It is expected that the findings of this study is useful for some parties. First, for the English teacher of class five, the study can be used as input to improve the quality of classroom interaction in the English teaching and learning process. Second, for other teachers at Caturtunggal 7 ES, the study can be function as a beginning step to do efforts in improving classroom interaction using information-gap activities. Third, for the researcher herself, the study becomes a practice and experience in developing her knowledge and skills in problem solving processes. Fourth, for other researchers, the study can give information of what can be done for research studies in relation to the teaching of English in the elementary school.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of theories concerning the research variables, the conceptual framework, and the research questions underlying the study. This is presented in four headings. They are classroom interaction, information-gap activities, the English teaching and learning for elementary school, and the conceptual framework and research questions.

A. Classroom Interaction

This sub chapter describes important matters concerning classroom interaction in three sub-headings. These are interaction, classroom interaction, and the quality of classroom interaction.

1. The Definition of Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2001:165). In the interaction process, there is some transferring of thoughts or ideas from one person that is followed by the response of the other person. The exchange of transferring and responding gives some information to both of the agents of interaction. When a teacher asks a question to a student, for instance, the teacher transfers her idea and the student responds by answering the question. In this situation, the teacher gets information from the student's answer and the student gets information from the teacher's question. This is a form of interaction.

Interaction involves not only expression of one's own ideas, but also comprehension of those of others (Rivers, 1987:4). One listens to others, one

responds (directly or indirectly), and others listen and respond. The participants search for interpretations of meaning through this interaction. The meaning is always understood in a context, physical or experiential, with non verbal indications adding aspects of meaning beyond the verbal indications. It can be said that in interaction, people reciprocally share what is in their mind to interpret meaning based on the context.

Interaction can be seen as a process of mutual accommodation, with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, which causes a reaction in the same way (Maalamah, 1991: 37). An example is the interaction between a mother and her son. Here, the mother as the addresser acts to the son by asking him not to play outside, the son reacts by refusing that he has an appointment with his friend and then, the mother reacts again by prohibiting, and so on. The interaction happens until an agreement is achieved.

Interaction is important for human life. Interaction is what communication is all about (Brown, 2001:165). Through interaction, people can fulfill their needs, negotiate meaning, transfer their ideas to the other, and get someone's idea. In fulfilling their needs, people should interact with other people or sources that match with the needs. A sick person, for example, can know her illness by doing an interaction with the doctor.

In negotiating meaning a person needs to do interaction with the relevant sources or with other people. In expressing their ideas, people need to interact with others as the listeners and respondents in order to get their comments. For

example, a student can solve her problems in study by doing interaction with her friends, her parents, or her teacher such as by asking a question or performing a discussion. Rivers (1987: 4) adds that, through interaction, students can increase their language store as they listen to or read authentic linguistic material from the output of their partners from discussion, problem-solving tasks, or dialogues. In an interaction students can use all they know about language uses and all they have learned or casually absorbed in real-life exchanges.

In short, interaction is the process of exchanging information, thoughts, ideas, or feelings between two or more participants in order to fulfill their needs, resulting in a reciprocal effect on each other. This process involves the mutual exchange of acting and reacting, asking and answering, transferring and responding, or expressing and comprehending.

2. **The Definition of Classroom Interaction**

Classroom interaction is the internal process of learning that consists of a sequence of the external interaction between two participants: the teacher on the one side and the learners on the other (Maalamah, 1991: vii). It means that by interacting, the teacher learns from the students about their problems. The teacher also learns how to build communication with the students in order to construct an effective teaching and learning process. On the other side, the students learn from the teacher the explanation of their problems by doing interaction with the teacher.

Interaction implies more than one person (Maalamah, 1991: 69). There must be someone who transmits a message and someone who receives it. In the classroom, when the teacher is seen as the one who transmits the message, he or

she can be seen as trying to communicate with the whole class, a group of students, or individual students at different points of the lesson. When a student performs as the one who transmits the message, he or she then interacts with the teacher, another single student, or groups of students. The action and reaction between the teacher and the students can be described in the form of exchanging thoughts, ideas, or feelings.

In the classroom, the interaction between the teacher and the students involves a chain of acting and reacting. It means that the teacher acts upon the learners to cause an action and the students respond to it by doing some actions. The teacher studies the students' actions and recognizes them as the reaction to her own original action. Then, the teacher reacts and builds this into her subsequent action on the class (Maalamah, 1991: 39). This is illustrated in Figure I.

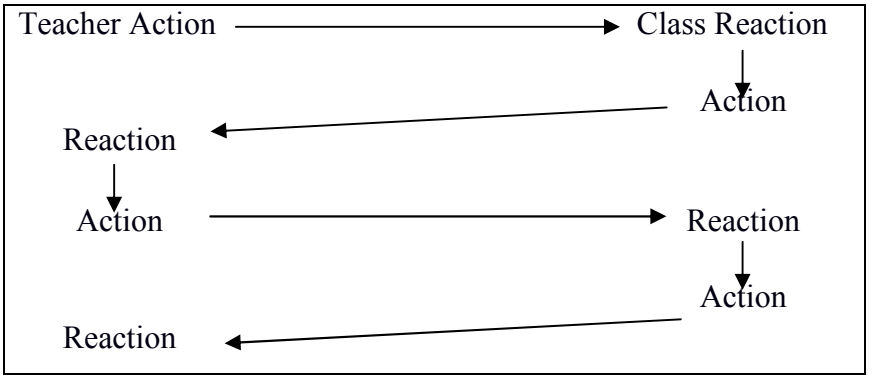

Figure I: The chain of interaction between the teacher and the students.

An example of classroom interaction is a communication between the teacher and the students about the main ideas of an essay. The teacher asks the students about the main ideas of an essay and the students respond to the teacher's

question by telling their ideas. Reacting to the students' answers, the teacher gives another question to clarify the answers. The dialogue can be shown below.

T: What is the main idea in this essay?
S: The United Nations should have more authority.
T: More authority than what?
S: Than it right now.
T: What do you mean?
(Brown, 2001: 273)

Interaction between students in the classroom can occur in the form of pair works. Interaction in pair works can be executed for tasks that are short, linguistically simple, and quite controlled in term of the structure of the task. The tasks can be in the form of simple question-answer exercises, practicing dialogues, quick brainstorming activities, or checking each other's written work (Brown, 2001: 182). The students can personally share and exchange ideas and help each other in completing the task. Pair works allow students to work and interact independently without the necessary guidance of the teacher (Harmer, 2001: 116). It means that in pair works students can interact with their partners more freely so that they can build their own way to complete the task given by the teacher.

Interaction among the students in the classroom can also occur in the form of group works. Group works provide a greater chance for different opinions and more varied contributions than pair works (Harmer, 2001: 117). It means that in group work students can interact with different people who have different characteristics and ideas. They can learn how to communicate or exchange ideas with different people and appreciate others' opinions. This can be a model for the students to participate in the world communication. In group work, students can also interact independently and can make their decisions in the group without

having to depend on their teacher. Interaction in a group work can be in the form of games, role-plays, drama, brainstorming, information-gap activities, jigsaws, or opinion exchange activities (Brown, 2001: 183). In order to maximize interaction in group work, the teacher should apply some strategies based on the classroom situation, materials, and the students' characteristics.

In the teaching and learning process, the teacher and students are not the only the participants in the classroom interaction (Malamah, 1991: 13). They also interact with the materials, teaching aids, or other components that are involved in the English teaching-learning process. The teacher has an interaction with the textbook or internet when he or she is adapting an exercise from the textbook or internet. The students interact with the textbook when they are doing an exercise in the textbook or when they need some information from the text book. According to the discussion above, it can be said that classroom interaction is the sequencing process of exchanging information, ideas, or thoughts among the participants in the classroom that involve the process of acting and reacting.

3. **The Quality of Classroom Interaction**

The quality of interaction is important to be developed in order to support the effectiveness of the teaching and learning process. There are some indicators that show the high quality of interaction in the teaching and learning process. The indicators cover good relationship between the teacher and the students, good relationship among the students, active participation of students in the teaching and learning process, participation of every student in the learning activities, and creative learning activities.

a. **Teacher-Student Relationship**

The first indicator of good quality of classroom interaction is a good relationship between the teacher and the students (Rivers, 1987:2). If there is a good relationship between them, the students can easily consult their problem to the teacher. The teaching and learning process also becomes interactive because the teacher and the students communicate. On the other hand, when there is a poor relationship between the teacher and the students, the students will be afraid to ask the teacher for help. As a result, the teacher does not know about the students' problems.

The real interaction in the classroom requires the teacher to generate a full role of the students' participation in the learning activities, to accept all kinds of opinions, and to be tolerant to errors the students make while they attempt to communicate (Rivers, 1987: 2). Therefore, in building a good relationship with the students, the teacher should provide a comfortable atmosphere in the teaching and learning process. It can be executed by initiating some strategies such as by providing interesting activities, helping the students' problems in learning, giving praises or rewards to the students' work, giving attention to the students' feeling, or asserting some jokes in the teaching.

b. **Student-Student Relationship**

The second indicator of high quality of classroom interaction is a good relationship among the students. If there is a good relationship among them, the students can help each other in solving their learning problem and share their knowledge. In the end, it will help the improving of the quality of classroom

interaction. On the other hand, if the relationship among the students is poor, the interaction in the classroom will be poor too. This will disturb the teaching and learning process. Because of that, it is important to build a good relationship among the students. Teachers can involve the students in pair work or group work activities that stimulate students' cooperation among each other.

c. **Students' Active Participation**

The third indicator of high quality of classroom interaction is that pupils actively participate in the teaching and learning processes (Brophy and Good, 1986: 333). It means that, in the whole of the time of the teaching and learning process, the students follow the teacher's instruction and participate in the activities in the classroom minimally a half of the time. In order to attain this, the teacher needs to consider the activities, materials, and strategies that will be used in the teaching and learning process. The teacher should involve the students to give their comments of the activities, provide many activities that involve the students' participation, and provide an enjoyable atmosphere for learning.

d. **Every Student's Participation**

The fourth indicator of high quality of classroom interaction is that every pupil participates in the teaching and learning activities in some ways (Brophy and Good, 1986: 333). It means that if the teacher asks the students to work in a group, every student will work with his/her group and try to give his/her contribution to the group. On the other hand, if the students do not participate in the group discussion, it indicates that the quality of classroom interaction is still poor. Every pupil in the classroom which has a good quality of interaction will

respond to the teacher's question. They will try to answer it or discuss it with the partner. To achieve this, the teacher should try to develop activities that raise the students' eagerness to join the activities. An example is by providing an attractive discussion theme that is close to the students' daily life and attract them to give their comments about it.

e. **Creative Classroom Activities**

The last indicator of high quality of interaction in the classroom is a creative classroom activity (Brophy and Good, 1986: 333). It means that the teaching and learning process is given over to creative activities rather than to more presentation of information by either the teacher or the students. The teaching and learning process should involve many activities that are enjoyable, vary, and obtain the students' participation to interact with each other or with the teacher. The students do not act as the listeners only, but they also act as the participants, initiators, or as the observers of their friends' performances.

B. **Information-Gap Activities**

Below is a description of the characteristics of information-gap activities. The discussion will cover the definition, characteristics, benefits, and the implementation of information-gap activities in the teaching learning process.

1. **The Definition of Information-Gap Activities**

An information-gap is a situation in which there is a communication between two or more people and where information is known only to some of the people present (Li, 2005:25). In this point, people normally communicate in order to get information where the other person does not have it but they need it.

An information-gap activity is a kind of gap activities that requires the participants to think. It is an activity that requires the learners to share or exchange information or opinions in order to complete a task (Parrot, 2003: 198). It involves a transfer of given information from one person to another or from one place to another. Each of the participants has knowledge or information that is not shared by another. They can solve the problem only if they put together the information.

An information-gap activity requires at least two different versions of materials. Students work together in pairs or groups. They have different information on their pages so that they have to talk to each other in order to complete the information. For example, Learner A has a biography of a famous person with all the events missing, whilst Learner B has the same text with all the dates missing. Together they can complete the text by asking each other some questions. Here in order to get the entire data of the famous person biography, they must communicate and share the information on their sheets.

WORKSHEET A

Events	**Dates**
	August 7th 1978
Marriage	

WORKSHEET B

Events	**Dates**
Birth	
	October 20th 1990

Figure II: An example of information-gap worksheet.

From the explanation above, it can be concluded that information-gap activities involve the students to communicate with each other in order to exchange information and to bridge the gap. This activity is a kind of real communication. Therefore, the students are talking in order to communicate, not only to practice the language.

2. The Characteristics of Information-Gap Activities

There are a number of characteristics of information-gap activities. Some of these are related to gaps, information exchanges, curiosity, and attractive activities.

a. Gap

A gap is an empty space between something or two things (Lee, 2003: 65). The appearance of gap is needed in the process of learning. If everything is certain and known, there is no need to think. Learning demands thinking and gaps create that demand (Hutchinson and Waters, 1987: 139). It means that the demand of thinking is stimulated by the presence of gaps. In this point, the gap is about information of everything between minimally two persons that one person has the information and the other does not. The gap creates the absolute need to communicate as well as the need to cooperate.

b. Information Exchange

An information exchange is the process of giving and receiving information, thoughts, and ideas. The process of information-gap activities involves the exchange of information between two or more people (Lee, 2003: 65). The main purpose of the process is to provide an understanding of the information which is the subject of exchanges through messages. In information-gap activities, the exchange of information begins with the formulation of ideas or the selection of information. Here, the participants decide which meaningful information or message should be the subject of the exchange. The need for

information exchanges in the information-gap activities makes the participants communicate to exchange their information.

c. **Curiosity**

A curiosity is an emotion related to the natural inquisitive behavior such as exploration, investigation, and learning. In information-gap activities, the aspect of curiosity is present. Curiosity is about the information that the participants do not possess (Thornbury, 2005:12). It means that the presence of a gap makes the participants curious about it. Their curiosity makes them try to find the missing information. To accomplish it, the participants ask about the information to the others actively. In the information-gap activity, the curious participants are always eager to ask the right type of questions and seek the right kind of answers from another.

d. **Attractive Activities**

An attractive activity is an activity that can arouse someone's interest and provide pleasure (Thornbury, 2005: 22). Related to this point, an information-gap provides attractive activities for the learners. The information-gap activity is attractive because it attracts the participants to find the information that they do not possess. If the participants are attracted to the activities, they will try to accomplish the gap. In the teaching and learning process, this activity can be in the form of games. The activities that are modified as games let the students enjoy the learning through playing. The information-gap activities improve the students' motivation to play in the games because they are interesting.

3. **The Benefits of Information-Gap Activities**

Using information-gaps in the teaching and learning process brings some benefits for students (Son, 2009:1). Because information-gap requires communication that makes the participants talk with each other, it could extend the speaking practice. The learners talk a lot or produce more speech in these activities.

The appearance of information-gaps in the learning activities is important (Johnson, 2001: 252). It must be rather boring for students to be continuously telling each other something that they already know. Without the presence of information-gaps, important communicative processes may not get practiced. Another advantage of information-gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task.

Information-gap activities are useful for attaining students' motivation to participate in class activities. This is because information-gap activities give each student a reason to participate. The students participate in the activities because they are interested in joining the activities that are mysterious for them. Moreover, the information-gap activities provide an opportunity for students to cooperate because each student is dependent on the other in finishing the tasks (Li, 2005: 25). It means that information-gap activities can support the improvement of the students' relationship because these activities set the students to work together, in pairs or groups, in completing their task. The students also can interact with their friends freely in a more comfortable and casual atmosphere.

It can be concluded that information-gap activities give some benefits for students, the teacher, and the teaching and learning process. Information-gap activities provide opportunities for students to cooperate, communicate, and solve their problems. Information-gap activities help the teacher to build good relationship among the students and to conduct the teaching and learning process more effectively.

4. **The Implementation of Information-Gap Activities**

The implementation of information-gap activities in the teaching and learning process involves four phases. They are preparation, demonstration, activity, and feedback (O'Connell, 2006).

a. **Preparation**

In the preparation phase, the teacher prepares all the items needed for the teaching and learning process. The items can include a set of cards, pictures, stories, etc. An example of this activity is proposed by O'Connell (2006). Before conducting the activity, the teacher can prepare a set of cards. One card is for each student in the class. Half the cards should have questions. The other half should contain corresponding answers.

What's the time?	It's 10 to 12.
Are you going out tonight?	No, I think I'll stay home and take it easy.

Figure VI: An example of a set of question and answer card.

b. **Demonstration**

In the demonstration phase, the teacher prepares the students to follow the activities. He or she gives information about the procedure and the purpose of the activities. Then the teacher leads the students to the main activities by exploring the topic with the class and emphasizing useful words and phrases. The teacher introduces the expressions and the vocabulary words that will be used in the teaching.

For example, the teacher draws six boxes with some questions and answers on the whiteboard. The teacher chooses a question and asks the students to find the matching answer. This is done until all the boxes on the board are matched. After demonstrating on the whiteboard, the teacher gives three to five students in the front row a card and takes a matching card for him/herself. Then, the teacher quickly demonstrates the task by reading his/her card to each student and having them read theirs back to the teacher (O'Connell: 2006). Here, the teacher provides examples for students about the new materials and the students practice the new language under the teacher's guidance.

c. **Activity**

In the activity phase, the teacher brings the students to solve tasks or play games that contain information-gap activites. The teacher divides the students into pairs or groups according to the task. In pair works, the students must do the task together with the partner. An example of the activity is completing an incomplete chart of someone's personal information. This task is done to enhance the partner relationship.

In group work tasks, the teacher divides the students into some groups. The teacher can conduct group discussion or play games with the students according to the classroom needs and condition. The students must work with their groups. An example of the activity for groups is playing a game of describing and drawing a famous artist. This activity is done to strengthen the classroom interaction and to enhanche the students' skills to work with different persons.

For example, the teacher can ask the students to pick a random card. The teacher gives students a time limit to read their cards secretly. When all the students are comfortable with their cards, the teacher asks them to stand up. Then, the teacher tells them to find their match by asking questions based on the card to every student in the classroom. After finding the match, the students and their partners sit down together at a desk (O'Connell: 2006). Here, the students produce the new language by communicating with their friends in order to find the match.

d. **Feedback**

In the feedback phase, the teacher gives praises for the results of the students' work and reviews the activity that has been conducted. The teacher asks about information related to the activities and lets the students give their comments on or suggestion about the activities.

For example, after all of the students finish the activity phase, the teacher goes around collecting the cards. While the teacher is collecting the cards, he/she has the students to read them back to the teacher to reaffirm the match and

congratulate them. Then the teacher leads the students to review the activity together.

C. English Teaching and Learning for the Elementary School

Teaching English to children in the elementary school involves more than merely teaching the language. To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001: 87). The teacher should know the curriculum for teaching children and the children's characteristics in order to gain an effective teaching learning process.

1. The Teaching of English for Elementary School in Indonesia

In Indonesia, the elementary and high schools have a school-based curriculum or *KTSP (Kurikulum Tingkat Satuan Pendidikan*) for the teaching of English which is in accord with the level of the students' knowledge. The curriculum of the elementary school is different from that of the high school because the elementary school's students are required to have an ability to communicate and to improve their enthusiasm in learning a language. It is based on the article 6, sub section 6 of the government laws no.19, 2005. The law states that the curriculum and syllabus for SD/MI/Paket A focuses on the importance of skills and interests in reading and writing, and skills in mathematics and communication.

English for the elementary school in Indonesia is established as a local content subject. It is based on the decree of the Elementary School Local Content Curriculum No. 017/113/Kpts 1994 (Depdikbud, 1994). The objective of the

English instruction for the elementary school is to introduce the students to the basic skills of English so that the students will be more motivated to learn English as a preparation for the higher levels of education. It emphasizes on the students' language skills to communicate in English and to interact in 'here and now' contexts.

2. **The Characteristics of Children**

Children are unique creatures who have some characteristics. The elementary school teachers need to learn about their characteristics in order to support their development and maximize the teaching and learning process. The explanations of the children's characteristics are presented as follows.

a. **Guessers and Predictors**

Children are skilled at guessing and predicting (Brewster, Ellis, and Girard, 2003: 40). They have a big curiosity on something that is mysterious. They need learning activities that encourage their curiosity to guess or predict something. Their willingness to have a go should not be damped too much by a monotonous learning atmosphere. If all their language learning is over-guided, they cannot do an experiment.

The children use patterns and principles they have learned in previous activities to make guesses about the new words or patterns (Paul, 2003: 12). For example, if they see a new picture of flash cards during an activity, they can turn the cards over and read the words or sentences on the other side. If they have learned about phonics, they can use phonic principles to try and read them.

b. **Active Sense Makers**

Children actively try to 'make sense' of something they hear or see. (Cameron, 2001: 19). They try to find and construct a meaning and purpose for what adults say to them and ask them to do. Children try to find intentions and purposes in what they see other people acting. They also bring their knowledge and experience to their attempts to make sense of other people's action and language (Cameron, 2001: 4). When children are put in a situation where they want to share understanding with other people through the foreign language, they will try to find and understand the meaning of words in this language by linking them with their own knowledge of the meaning of words in their first language to express it in the foreign language.

In language learning, children as young learners are excellent observers and have a natural ability to grasp meaning in the first language from a variety of sources such as body language, intonation, facial expression, etc (Brewster, Ellis, and Girard, 2003: 40). Therefore, second language learning for children needs to be contextualized and use as many as visual aids as possible.

c. **Play Lovers**

Children can do a lot of activities where they play around with the new language target such as trying things out, making mistakes, encountering many examples of new patterns, and using new patterns to express their genuine feelings (Paul, 2003: 12). Children love to play and move. They prefer to choose their learning activities that contain many games and moving activities to activities that ask them only to sit and listen to the teacher's explanation or do worksheets

individually.

Children have a lot of physical energy for playing (Brown, 2001:89). They need the learning activities that facilitate them to be physically active, such as playing games or doing Total Physical Response activities. Children can enjoy their learning through those activities.

d. **Talk Lovers**

Children like to talk, even if they do not know much about language, often with only two or three words (Brewster, Ellis, and Girard, 2003: 40). They like to talk about everything by activating their knowledge that they earn from hearing adults. They also like to ask questions all the time (Scott and Ytreberg, 1990: 4). They like to ask to adults about something new that they find.

Children talk while they play, either alone or with their classmates. They practice conversation between one another during the playtime at school or at home. In their talk, they practice and adapt scripts that they have heard from adults either in person or on television (Linse, 2005: 47). Because children love to talk, they need learning activities which encourage them and provide spaces for them to talk with their friends or teachers.

D. **Conceptual Framework and Research Questions**

This sub chapter presents important matters concerning the conceptual framework of the study. It is presented in two headings: conceptual framework and research questions that provide framework and guidance for the researcher in planning and conducting the study.

1. Conceptual Framework

The teaching of English at the state elementary school of Caturtunggal 7 is faced with some problems. One of the problems is the low quality of classroom interaction. The grade V students of the school do not pay attention to the teacher's explanation and do not interact well with their classmates.

Interaction is important in the teaching and learning process. It bridges the teacher and the students to communicate. The students can solve their problems by interacting with their friends or with the teacher. Good quality of classroom interaction will help improve the effectiveness of the teaching and learning process. There are some factors influencing the quality of classroom interaction such as the relationship between the teacher and the students, the relationship among the students, the students' participation, and the creative activities that are conducted during the teaching learning process. Those factors are related to one another and each factor gives its contribution to the quality of classroom interaction. Seeing the importance and factors that determine the quality of classroom interaction, it can be concluded that the quality of classroom interaction needs to be improved.

One of the ways which may be able to improve the quality of classroom interaction is by implementing information-gap activities. Information-gap activities which are conducted in pair or group works can motivate the students to participate in the learning process actively. Some experts emphasize the significance of information-gap activities to stimulate the students to build a good relationship among them and with the teacher. It can be said that information-gap

activities can be an alternative strategy to improve the quality of classroom interaction in the teaching and learning process.

Considering that the quality of classroom interaction is very important, efforts are needed to increase this in the teaching and learning process. This effort can be done through action research concerning the use of information-gap activities in the classroom. As an outcome of the study, it is expected that the quality of classroom interaction in the English teaching and learning process in Caturtunggal 7 ES can be improved. The conceptual framework of the study can be described as follows.

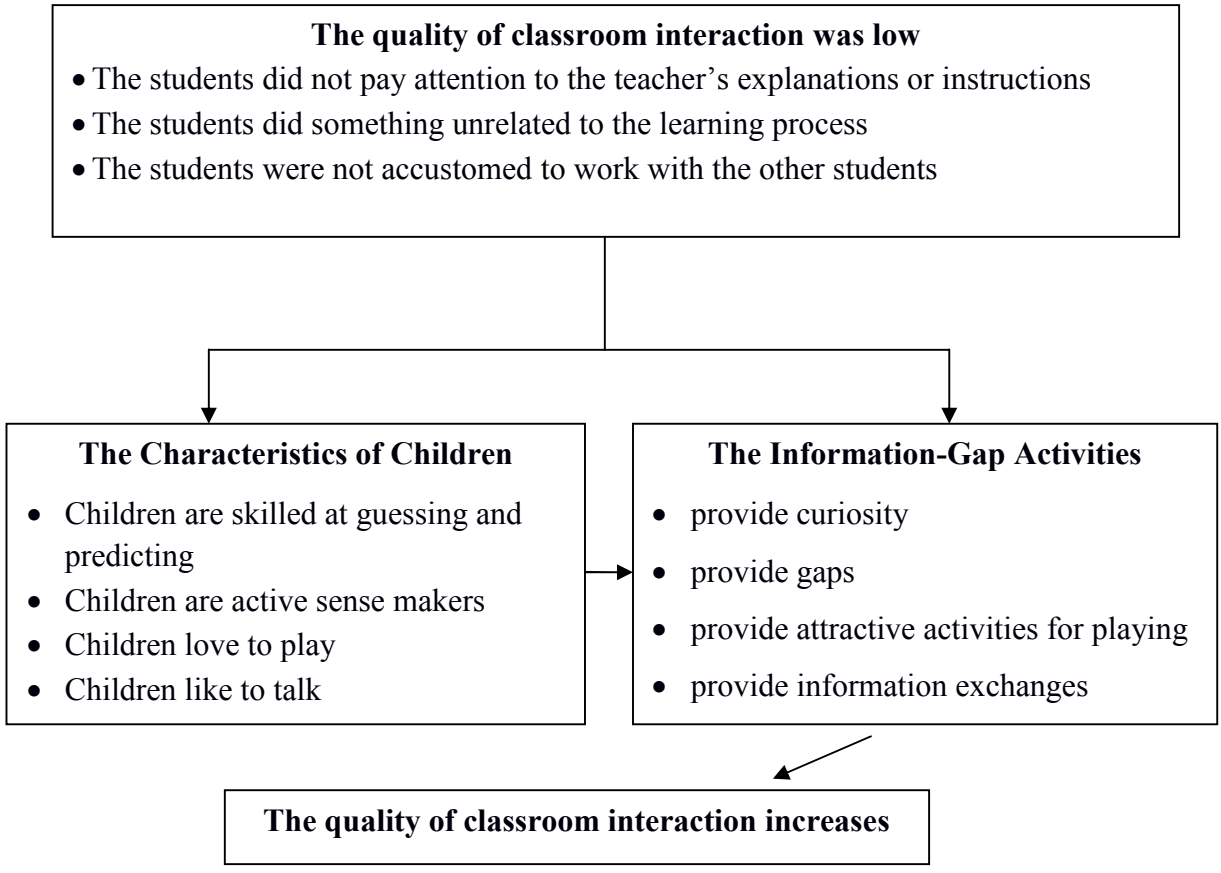

Figure VII: The conceptual framework of the study.

2. **Research Questions**

Based on the background of the study in Chapter I, the researcher conducts the possible actions to solve the problem found. In this study the problem is the low quality of classroom interaction in the fifth grade of Caturtunggal 7 ES academic year of 2009/2010. To solve the problem, the researcher needs to plan the actions, implement the actions, and do the reflection. In doing these steps, the researcher needs to formulate questions to help her in reporting the research results in chapter IV. The questions are:

1. How are the information-gap activities implemented in the fifth grade of Caturtunggal 7 ES?
2. How do information-gap activities improve the quality of interaction between the teacher and the students?
3. How do information-gap activities support the interaction among the students?

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method used in the study. This is presented in six headings. They are research design, setting and time of study, subjects of study, research instruments, data collection, and research procedure.

A. Research Design

This study is categorized as action research which is collaborative in nature. The collaborative research work includes identifying the input about obstacles of the English teaching and learning process related to the classroom interaction, formulating the research problems, planning the solution, carrying out the actions, and evaluating the actions implemented in the study (Burns, 1999: 30).

B. Setting and Time of Study

This study was carried out in Class 5 of Caturtunggal 7 Elementary School (ES). The data collection was done once a week with a duration of 70 minutes in every session. The English teacher who taught in this school was Ms. Endang Paryati, S.Pd, a graduate of the History Education Department of Yogyakarta State University (UNY). A lesson book entitled 'Grow with English' was used by the teacher in the teaching-learning process and the students' workbook or *Lembar Kerja Siswa (LKS)*, entitled *Focus* was used by the students as their worksheet. This study was conducted in the second semester of the 2009/

2010 academic year. The actions were conducted based on the schedule of English subject at Caturtunggal 7 ES.

C. Subjects of Study

The subjects of this study were students of grade V of Caturtunggal 7 ES. The class had 16 students, consisting of 9 female and 7 male students. The students were ten up to twelve years old. Most of them came from the low class economic background. They lived near the school. Most of their parents were workers and several of them were sellers.

D. Research Instruments

The instruments for collecting the data were non-test instruments which included an observation guide and an interview guide. The data were in the form of field notes and interview transcripts of the teaching-learning processes.

1. Observation Guide

The observation guide was used to determine the variables when the action plan was conducted. In this study, two variables were observed. They were the classroom interaction and the use of information-gap activities in the classroom. Every variable involved several aspects to be observed in the English class. The aspects can be seen in Table 1. Besides observing the aspects listed in Table 1, the researcher also observed important variables that unexpectedly happened in the class.

In order to support the success of the study, the researcher measured the validity of the observation guide. Since the observation guide is a non-test instrument, the researcher only measured the construct validity of the instrument.

Here, the research used the expert judgments to know the validity of the observation guide (Sugiyono, 2009: 125). The researcher consulted the aspects in the observation guide to some experts before it was used. The experts said that the observation guide can be used as the instrument after eliminating some questions that were not suitable with the variables.

Table 1. Specification Table of Observation

No.	Variables	Indicators	Number of Items
1.	The classroom interaction	a.The interaction between students and the teacher	
		- The teacher's initiation to interact with the students	1,2,3,6,8,11,
		- The students' intiation to interact with the teacher	4,5,7
		b.The interaction between students	9,10,12
2.	The use of information-gap activities in the teaching-learning process	a. Information-gaps in pairwork or groupwork	13,14,15
		b. The material used	21,22,23,24
		c. The teacher role in the implementation of the activity	16, 17,18
		d. The students' response	19,20
		TOTAL	24

2. **Interview Guide**

The interview guide was used as the guidelines for the researcher in giving questions to the students or the teacher of Class V after doing the planned actions. In this study, the interview guide involved four variables. They were the classroom interaction, the students' behavior, the teaching method, and the use of information-gap in the teaching and learning process. Every variable involved several aspects to be asked during the research. The aspects could be seen in detail in Table 2. Here, the researcher not only interviewed the students and the English

teacher about the variables in the interview guides but also asked about important things related to interaction in Class V.

In order to gain valid data, the researcher measured the validity of the interview guide. The researcher measured the construct validity of the interview guide by using expert judgments. Here, the researcher consulted the items in the interview guide and the questions that were developed to some experts (Sugiyono, 2009: 125). The experts said that the interview guide can be used to collect information about the study after it was reconstructed. There were some items of the interview guide that were not suitable with the study.

Table 2. Specification Table of Interview

No.	Variables	Indicators	Number of Items
1.	The classroom interaction	a.The interaction between students and teacher	3,4,5,6,7,8
		b.The interaction between students	9,28,29,30
		c.Obtacles in initiating interaction	19,20
2.	Students' behavior in the classroom	a.The students' participation	1,2,27
		b. The students' habbit	25,26,26
3.	The teaching method	a.The implementation of group work and pair work	10,11,16,17,18,31
		b.The students' response to group work or pair work	12,13,14,15,32
4.	The use of information-gap activities in the teaching-learning process	a. The implementation of information-gap activities	21,22,24
		b.The material used	23,34,35
		c.The students' response	33,36,37,38,39,40
		TOTAL	40

E. Data Collection

1. Data Collection Technique

The data collected in this study were qualitative in nature. The data were in the form of field notes and interview transcripts of the teaching and learning processes. The data were obtained by doing observation in the English teaching and learning process in the classroom and doing interviews with the English teacher and the students of Class V.

a. Observation

The observation was done to look at the teaching and learning process in Class V. The observation was done by the researcher, the researcher's friend as the observer, and the English teacher as the collaborator. The observation searched for information that was important for the study. The observers observed the interaction between the teacher and the students in the classroom, the interaction among the students, and the quality of classroom interaction before and after the implementation of the information-gap activities. The activities were recorded in the form of field notes.

b. Interview

Interviews were carried out to get some data about the school, the English teacher, the students, and the English teaching and learning process in that school. The interviews involved the students of the fifth grade and the English teacher. The researcher conducted the guided and open ended interviews in order to gain the information. The interviews found out information about the interaction between the students and teacher or among them, the students' behavior in the

classroom, the teacher's ability in initiating and maintaining interaction, and the quality of classroom interaction before and after the implementation of the information-gap activities. The results of the interviews were recorded in interview transcripts.

2. **Data Validity**

There were five criteria of validity that could be applied to show the regularity of the data of this study. The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns, 1999: 161-162).

Democratic validity was related to stake holders' chances to give their opinions, ideas, and comments about the implication of the action research. In this study, the researcher interviewed the English teacher and the students of grade V of Caturtunggal 7 ES. In the interview, the English teacher and the students expressed their views and opinions freely toward the actions done.

For outcome validity, the researcher emphasized the study on the betterment of the learning process to reach the maximal result. In this case, the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses. In this activity, the researcher observed the students' attitudes, class condition, and the

teaching technique used by the English teacher during the teaching and learning processes. The results of the observation were recorded in field note forms.

For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves. For this purpose, the researcher observed the implementation of the actions, made the reflection of the actions done in Class V, and asked questions to the English teacher and the fifth grade students to know the changes occurring to themselves after the researcher had applied the actions during the study.

For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of study by giving critiques and suggestions. For this purpose, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class.

3. **Data Reliability**

In order to ensure the reliability of the data, the researcher used the triangulation technique. Generally, the researcher held triangulation by cross-checking the existence of certain phenomena and the authenticity of individual accounts by gathering data from a number of informants and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balanced study (Bell, 1999: 102). Here, the researcher compared the data from the observation, interview, and documentation in order to gain the trustworthiness of the data.

F. Data Analysis

The data obtained from the interview with the teacher and the students and from the classroom observation was analyzed qualitatively. The qualitative data analysis consisted of three activities. They were data reduction, data display, and conclusion drawing (Miles and Huberman, 1994:10). In this study, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion was made based on the data description. The results of this analysis helped in predicting the impacts of the action.

G. Research Procedure

The research procedure involves three phases including planning for action, action and observation, and reflection. The explanation of each phase is as follows.

1. Planning for Action

In this step, the researcher worked together with the English teacher to plan some actions to be implemented in the English teaching and learning process. The aim of the actions was to improve the quality of classroom interaction in the English teaching and learning process using information-gap activities. The actions planned to be carried out by implementing some activities that were based on the information-gap characteristics. The activities were related to puzzle solving, family tree worksheet filling, mysterious case solving, spotting the difference, guessing game, describing and arranging game, and drawing game

activities. In addition, the researcher also used some media such as flash cards, pictures and real objects to support the actions. The researcher also tried to create an enjoyable atmosphere for learning in order to build a good relationship with the students and to make them feel comfortable in learning using information-gap activities.

2. **Action and Observation**

In this step, the researcher implemented the actions and observed what happened in the classroom. In the action, the researcher implemented the action while the teacher and an observer took notes at the back of the class to observe the classroom condition and the students' reactions during the activities. Based on the observation and interview, all research members discussed the implementation and its changes. The results of the discussion served as evaluation for the implementation of the action planned to improve the actions to follow.

3. **Reflection**

In this step, the researcher made an evaluation of the implementation of the actions. Based on the interview and observation, the teacher and the reseacher discussed the results of the actions. The discussion results served as an evaluation. The evaluation was useful to show the effectiveness of the action conducted in the teaching and learning process. The reflection was done by all research members everytime after each cycle of the actions. It was to find out whether the actions were successful or not. The research cycle was stopped when the problems of the unsuccessful actions were solved.

CHAPTER IV

RESEARCH FINDINGS

It has been mentioned in the previous chapter that this study is classroom action research. The objective of this study is to improve the quality of classroom interaction of the fifth grade students in Caturtunggal 7 Elementary School (ES) through information-gap activities. In this study, the researcher explores the use of information-gap activities by combining them with several interesting media and games supporting the teaching and learning of children.

This chapter describes the findings and the general summary of the results of the study. The findings include the implementation of information-gap activities in the classroom, the improvement of interaction between the teacher and students, and the improvement of interaction among students after the implementation of information-gap activities in class V of Caturtunggal 7 ES. The general summary includes the review of all the findings and the implications.

A. The Implementation of Information-gap Activities in the Classroom

This sub chapter discusses the process of the implementation of information-gap activities in the teaching and learning process that involved two cycles and included planning, action and observation, and reflection for each cycle. Before performing the actions, the researcher conducted a discussion with the English teacher to prepare the suitable materials that were implemented. The researcher asked some questions about the syllabus and the materials used by the English teacher. This can be seen from the exchanges below.

T : "Saya rasa materi yang saya punya kurang mencukupi."
(I think the teaching materials which I had did not support the improvement of classroom interaction.)
R :Kalau begitu saya memiliki beberapa aktivitas yang menarik dan dapat mendukung peningkatan interaksi di kelas.
(I have some interesting activities that can support the improvement of classroom interaction.)
T :Ya sudah mba diaplikasikan saja yang penting sesuai sama silabus.
(You can apply them in the teaching-learning process as long as they are suitable with the syllabus.)

(Interview 9)

After conducting a discussion with the teacher, the researcher planned some activities to be implemented. The activities included solving worksheets in pair work or playing games in group work. The activities and materials were developed based on the syllabus for the fifth grade students of elementary school and the students' conditions. The researcher conducted two cycles in the research since, at the end of Cycle 1, the researcher found some problems. Finally, in Cycle 2 the problems could be solved.

1. **Cycle 1**

As has been presented in Chapter III, the study proceeded through planning, action, and reflection. The following is the report of the process of the implementation of information-gap activities in Cycle 1.

a. **Planning of Cycle 1**

The implementation of information-gap activities in Cycle 1 was decided by the teacher and the researcher. In the teaching and learning process, the teacher acted as the observer and the researcher as the teacher. This formation was arranged to maximize both the researcher and the teacher's performances during the implementation of the actions.

In this cycle, six kinds of information-gap activities were implemented in the English teaching and learning process. These were puzzle solving, filling in the family tree chart, mysterious case solving, guessing game, describing and arranging game, and drawing game. Those information-gap activities were designed to maximize the students' participation, improve the students' motivation to join the learning process, and increase the students' interaction among each other and with the teacher. Brief descriptions of each activity are as follows.

1) Puzzle solving

   Students worked in pairs to finish this activity. The researcher distributed two different worksheets for each pair. The students had to complete the puzzle by asking for the hint on their partners' worksheets and vice versa.

2) Filling in a family tree chart

   This activity was a pair work activity. To finish the worksheet, the students had to complete the missing information of the name or the profession of the family members. They completed the missing information by asking some questions to their partners.

3) The mysterious case solving

   In this activity, the students worked in pairs to help the detective to find information about the lost kids. The students had to ask their partner to find the description of the lost kids. There were two worksheets for each pair, worksheets A and B. Worksheets A contained the incomplete description of

the lost girl, and a picture of the lost boy. Worksheets B contained the incomplete description of the lost boy, and a picture of the lost girl.

4) Guessing game

This was a group work activity. The students stood in a row to play this game. The first student of each group read the clue that was provided by the researcher and discussed it with the group. The second students continued the game by searching for the guessed picture, yelling the name of the picture, and sticking it on the board. The game was continued until all of the group members finished their turn.

5) Describing and arranging game

In this game, the students worked in groups. Two students of each group came up to the researcher to read and remember a text about a family. Then, the students who read the text informed about the text to their group members to be discussed. The researcher only gave a time limit for the discussion. Each group raced to arrange some pictures to form a family tree based on the text. The first student in the first row came up to search for the picture and the name on the table and stuck them in the family tree chart on the board. The game was continued until the family tree was completed.

6) Drawing game

Students worked in groups to play this game. In this activity, the researcher provided clue cards. The first student of each group looked at the clue card and whispered it to the next students in the group. The last student of each

row drew the clue on the blackboard. The game was continued until the picture was completed and matched with the clue cards.

Besides implementing the activities above, the researcher used some interesting media such as flash cards, pictures, and the real objects to help her in attracting the students' attention and participation. The researcher also tried to create an enjoyable atmosphere for learning by giving attention to the students and monitoring the students' activities.

b. **Action and Observation of Cycle 1**

The actions of Cycle 1 were implemented on 5th, 12th, and 19th February 2010. The researcher used three themes in implementing the activities in Cycle I. They were profession, family, and describing people. The implementations of those actions are discussed below.

1) Implementation 1

The theme of this meeting was professions. This theme was implemented on February, 5th 2010. The researcher used two kinds of activities. They were a guessing game and a puzzle solving. The activities were based on the characteristics of information-gaps. These activities were implemented after the teacher had provided the materials about professions at the beginning of the meeting.

a) Guessing Game

The first information-gap activity which was conducted was a guessing game, entitled 'Who am I?'. This was a group work game. Before conducting the

guessing game, the researcher explained the procedure of the activity. The students paid attention seriously to the researcher's explanations.

The researcher divided the class into two groups that consisted of boys and girls. Each group stood in a row. The students in the first row of each group came to the researcher. The researcher gave out one clue card. Then, the students read the clues of the profession and informed about it to their groups. The students worked together in their groups to find out the right profession based on the clues. After discussing it, the student who stood in the second row of each group found the picture of the job that had been discussed in the table. The student who got the picture yelled the profession, "He is a doctor" and stuck the picture on the flannel board. The students and the researcher matched the picture in the clue cards and the board. The activity was continued until the last student of each group had performed. The activity was ended by discussing the result of the game.

In the implementation of the game, the classroom was crowded because many students yelled to their friends who were searching for the pictures. This condition was not good. The researcher tried to control the situation by asking the students to face the back of the class. This can be seen from the exchanges below.

. . . para siswa ribut, masing-masing dari mereka ingin memberi tahu temannya gambar yang sesuai, "kui, gambare, Yas.". Peneliti menyuruh murid untuk membalikkan badan, agar mereka tidak ribut "Everybody, turn your body, balikkan badan, let your friends to search for the picture by theirself!".
(…the students were noisy, each of them wanted to tell the suitable picture to the representative, "That is the picture, Yas.". In order to calm the situation, R asked the students to turn their body, "Everybody, turn your body, let your friends to search for the picture by theirself!".)

(Field notes 3)

The students enjoyed working with their groups. However, two students in group B were passive. Actually, they were interested in participating in the game but they were shy to express their ideas. It was because there were some clever students in the group. This fact can be seen from the students' responses that are presented below.

R : "*Tadi pas main game keliatane kok Ferdy diem? Game nya nggak bagus ya?*"
(Why did you only keep quiet in playing the game? The game was not interesting, was it?)
S1 : "*Bagus kok, Miss.*"
(It was interesting, Miss.)
R : "*Trus kenapa? Malu ya?*"
(Were you shy?)
S1 : "*Iya, Miss. kan udah ada yang pinter-pinter, Miss.*"
(Yes, Miss. There were some clever students in my group, Miss.)
R : "*Kalau Anang, tadi kenapa ga ikutan main bareng?*"
(For Anang, why didn't you play with the other members?)
S2 : "*Ya kan udah ada yang laine, Miss.*"
(Because the other members can handle it, Miss.)

(Interview 10)

The findings above show that the students were interested in information-gap activities. However, there were still some problems for some students to interact with their group members. They were interested in playing the game but they did not participate in the game because they were shy.

b) Puzzle Solving

This activity, entitled 'Who is she/he?' was a pair work activity. A half of the students got worksheets A and the rest got worksheets B. The students who got worksheets A searched for the students who got worksheets B to complete the worksheets. The students were enthusiastic doing this activity. They competed with each other to search for their partners. The researcher gave the students instruction to ask for information from each other in order to find the hints for

completing the puzzle. However, many of the students were still confused. They raised some questions to the researcher about the instructions to fill out the worksheets. The researcher repeated the instructions until all of the students understood. This can be seen from the quotation of field notes below.

Pada awal pengisian lembar kerja, siswa terlihat masih bingung. Beberapa dari mereka dengan malu-malu bertanya kepada reseracher tentang cara melengkapi teka tekinya, *"Miss ini gimana"?, kata seorang siswa bernama Hani. Researcher lalu memperjelas kembali instruksinya hingga siswa paham.*
(In the beginning of the worksheet's filling, the students looked confused. Some of them asked to the researcher about the way to fill the puzzle, "Miss, how about this?", a student named Hani asked a question to the researcher. The researcher explained again the instruction until they understood.)

(Field notes 3)

When completing the puzzle together, the students worked cooperatively. They asked questions to each other based on the examples provided by the teacher. Sometimes they also asked the teacher for the translation of some words in English. This can be seen in the exchanges below.

Siswa terlihat asyik bertanya jawab, "Do you know a profession that consists of eight-letter word?", seorang murid bertanya kepada partnernya. Sesekali, beberapa dari mereka bertanya kepada guru beberapa kata dalam Bahasa Inggris.
(The students enjoyed doing asking and answering activity, "Do you know a profession that consists of eight-letter word?", a student asked a question to her partner. Some of them asked to the teacher about the translation of some words in English.)

(Field notes 3)

The facts above indicate that the students enjoyed the activity because they wanted to follow the teacher's instructions to do the activity. The activity was continued by matching the answers of the puzzle with the pictures. The teacher led the class discussion after all of the students finished completing the puzzle.

2) Implementation 2

The theme of this meeting was family members. This theme was implemented on February, 12th 2010. The researcher used two kinds of activities that were different from the first meeting. They were a describing and arranging game and filling in a family tree worksheets. These activities were implemented after the teacher provided the materials about the family at the beginning of the meeting.

a) Describing and Arranging Game

The first activity was a describing and arranging game. This was a group work game. The researcher divided the class into two groups. Two students of each group came up to the researcher. The researcher gave them a text about a family. Then, the students who read the text informed about the text to their group members. The group worked together to remember the text. The researcher gave a time limit for the discussion. The researcher asked each group to stand in a row. Each group raced to arrange the family tree based on the text. The first student in the first row came up to search for the pictures and names on the table and stuck them on the picture of the family tree on the board. The activity was continued until the family trees were completed. The fastest group that completed the family trees was the winner. The researcher ended the activity by discussing the result of the activity.

The students enjoyed conducting this activity. Every student of each group raced to finish the game. However, the students made some noises when their friends were arranging the family tree. They tried to help them by yelling, and

some of them came up to the blackboard. This can be seen from the exchanges below.

. . . beberapa murid maju ke depan berusaha membantu temannya. Researcher menyuruh mereka kembali ke kelompok .
(…. some students came to the front of the class in order to help their friends in doing the game. Then, researcher asked them to go back to their group.)
(Field notes 4)

b) Filling in a Family Tree Chart

Filling in a family tree chart was a pair work activity. In this activity, the students completed the missing information in the family tree worksheets. The researcher divided the students into pairs. The students took the lottery to get the partner and the worksheet. This lottery was made in order to avoid the possibility of the similar partners as the first meeting. Every pair got two worksheets, A and B. Worksheets A provided information that was missing in worksheets B and vice versa. The students who got worksheets A completed some missing names and jobs of the family members by asking some questions to the students who got worksheets B and vice versa.

In the discussion time, some of the students said that they were not very happy with the pair work. It was because they worked with a different gender or they did not work with their closed friends. Some students complained to the teacher because their partners were not suitable with their choices. This can be seen from the exchanges below.

. . . ada beberapa siswa yang terlihat sungkan untuk mengadakan tanya jawab. Ternyata ada beberapa siswa yang keberatan mendapatkan teman partnernya. Alasannya karena bukan pilihan sendiri, "Ah nggak enak Miss, nggak sama Nia.". Selain itu ada yang berkeberatan bekerja sama dengan lawan jenis, "Ngerjainnya jangan sama Galih, Miss.", kata seorang siswa perempuan.

(… there were some girls that were not comfortable in doing the asking and answering activities. It was because some of them were not satisfied with their partners. A student said that, "I want to be with Nia, Miss.". Besides that, there was a student who did not want to work with a different gender, "I don't want to do the task with Galih, Miss.".)

(Field notes 4)

Facing those facts, the researcher gave motivation and persuaded them to stay working with their partner. After the researcher had persuaded the students, they continued their activities. They asked each other about the family tree until the worksheets were completed. The students asked their partners enthusiastically. Finally, the researcher led the class discussion after all of the groups finished their activities.

In the end of the activities, the researcher asked the students about the activities they had conducted. They felt happy because they loved playing. Students responded excitedly when the researcher said that they would play a game. They also requested the researcher to have the learning activities that were similar to describing and arranging game for the next meeting. This can be seen from the quotation of field notes below.

. . . beberapa siswa berteriak, "besok main lagi ya, Miss.".
(. . . some students yelled, " Can we play it in the next meeting, Miss.")

(Field notes 4)

It can be concluded that the activities that had been implemented attracted the students to interact with their friends and their teacher. The students worked together to solve the game and sometimes asked for the teacher's assistance.

3) Implementation 3

The theme of this meeting was describing people. This implementation was carried out on February, 19th 2010. There were two activities that were

implemented in this meeting. They were a drawing game and the mysterious case solving. These activities were implemented after the teacher had provided the material on how to describe people by giving some examples.

a) Drawing game

The first activity of this meeting was playing a drawing game. The researcher stood at the back of the class and divided the class into two groups. Each group stood in a row and faced the back of the class. The first student of each group came to the researcher to read the clue card; for example, a picture of curly hair. These students gave the information of the picture by whispering it to the next students in the row. The next students in the row continued whispering the information until the last student in the row got the information. The last student drew the description on the black board. The game was continued until the picture of a person was completed. The students joined in the game excitedly. Both groups raced to be the winner of the game. Group B won this game because this group was the faster.

After the groups had finished their work, the teacher matched the pictures on the blackboard with the clue cards. All groups conducted the game succesfully. They could describe the pictures on the clue cards and drew the clues into the right pictures. They did the game curiously. This can be seen in the interview transcripts below.

R : "*Tadi bagaimana mainnya? Seru ndak?*"
(Was the game interesting?)
S1& S2 : "*Seru, Miss, seru banget.*"
(The game was really interesting, Miss.)
S2 : "*Tapi gambar jadine lucu, wong buru-buru si.*"
(However, the picture became funny because we were in a hurry.)

R : "Y*ang penting kompak kan tadi kelompoknya?*"
(No, problem, the most important is that your group was cooperative.)
S1&S2 : "*Iya dong, kita kan menang.*"
(Certainly, we became the champion.)

(Interview 21)

The quotation above show that the students' responses to the activity were good. They worked together to finish the game. They were also happy and curious in conducting this game.

b) The mysterious case solving

The researcher took this activity as the second activity to be conducted. The mysterious case solving was a pair work activity that was based on the principles of information-gaps. The students in the left row got worksheets A and the rest got worksheets B. Here, the students helped the researcher as the detective to find the lost kids who were described in their sheets. However the descriptions of the lost kids were missing. The students completed them by asking some questions to their partners that had the picture of the lost kid. The student who got worksheets A searched for the descriptions of a lost girl and the student who got worksheets B searched for a lost boy's descriptions.

After understanding the instructions, the students asked about the lost kids' descriptions to the partners based on the clues provided on their sheets. For example, the students used the sentence, "Does Ria have a flat nose?", to ask their partner about the characteristics of the lost girl. Then, the partner replied it by matching the question with the picture. When the answer was true, the partner said, "Yes, she does.", etc. They continued asking and answering questions about the lost kids' descriptions until they found all the missing information. Then, they

gave the information to the detective to find the lost kids as they had described. The activity was ended by matching the descriptions with the pictures of the lost kids.

c. **Reflection of Cycle 1**

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection. The reflection was based on the observations during the implementation of the actions and the interviews with the teacher and the students after the implementation. Based on the findings above there were some improvements that were found. The students were enthusiastic, exited, and happy to participate in the activities. Hovewer there were some problems that hindered the process of the implementation of actions. The problems were related to the group formation and the unclear instructions developed by the researcher as the teacher.

The first problem was related to the group formation. In the implementation of the actions, some students were still passive to give their contribution. Actually, they were interested in playing the activities but they were not confident in expressing their ideas. It was because there were some clever students in the group. This fact can be seen from the students' responses that are presented below.

R : "*Tadi pas main game keliatane kok Ferdy diem? Game nya nggak bagus ya?*"
(When all of the students were playing the game, why did you only keep quiet? The game was not interesting, was it?)
S : "*Bagus kok, Miss.*"
(It was interesting, Miss.)
R : "*Trus kenapa? Malu ya?*"
(Were you shy?)
S : "*Iya, Miss. kan udah ada Tria sama Rama.*"

(Yes, Miss, there were Tria and Rama who are clever.)

(Interview 10)

The facts above show that there were still some problems on some students in interacting with others. After doing a discussion with the teacher to find the cause of this problem, the researcher concluded that it was because of the group formation. There were too many students in each group so the shy students had no opportunities to express their ideas.

The second problem was the unclear instruction. According to the research findings and the interviews, there were some unclear instructions in the beginning of the activities that hindered the process of the actions. In the process of the implementation, the unclear instructions produced some obstacles that did not support the efforts in improving the quality of classroom interaction. This quotation of the field notes is an evidence.

. . . *beberapa murid keluar dari barisannya dan maju ke depan berusaha membantu temannya . Keadaan kelas menjadi kacau dan ramai.*
(. . . some students stepped out from their row to help their representative. The class condition became crowded and messy.)

(Field notes 4)

The quotation of the field notes above shows that the researcher was not ready to face this condition. The researcher and the teacher concluded that the cause of this condition was the researcher's preparation was not maximum. As a result, some of the instructions were less understandable and created students' confusions toward the rules of the activities. The researcher should prepare new instructions to overcome the previous conditions. The researcher decided to reconstruct the instructions in the game activity in order to minimize the

appearance of the two problems above. This was conducted in Cycle 2 of the study.

2. **Cycle 2**

As has been mentioned in Chapter III, the study proceeded through two cycles in order to maximize the results of the actions. In reference to the reflection of the first cycle, the teacher and the researcher concluded that there were some aspects in the first cycle which must be improved. They were the group formation and the unclear instructions. The unappropriate group formation made some students do not enjoy working in their groups and the unclear instructions made some students confused in conducting the activities. Those problems contributed to some obstacles for the research. In order to solve those problems the researcher and the teacher conducted Cycle 2. The processes of Cycle 2 are described below.

a. **Planning of Cycle 2**

In this cycle, the planning was designed to solve the problems that appeared in Cycle 1. For the first problem that was related to the group formation, the researcher planned to minimize the number of the students in a group by dividing the class into three groups and placing the clever students into every group evenly. For the second problem, the unclear instruction, the researcher planned to maximize the teaching preparation and gave some new instructions in the implementation processes. The researcher also reconstructed the instructions in the game activity. The researcher tried to use the game that engaged all the group members to participate in the activities.

The researcher planned to apply those strategies in the completing of the worksheet activity and the describing and arranging game. These activites had been done in the second meeting of the first cycle. The researcher decided to use the activities in the second meeting because the problems of the actions mostly appeared there. The activities are described below.

1) Describing and Arranging Game

   As had been conducted in Cycle I, this game was a group work game. Each group arranged a picture of a living room by asking for the hints to their representatives. The representative acted as the person who described the clue provided by the researcher. The activities were ended after the group had finished arranging the picture.

2) Difference spotting

   The students worked in pairs to do this activity. The researcher distributed two worksheets to the students. To finish the worksheets, the students searched for the differences between the two worksheets by asking some questions to their partners without looking at the partners' worksheets.

b. **Action and Observation of Cycle 2**

The action on Cycle 2 was implemented on 5th and 12th of March 2010. In this cycle, the researcher only conducted one activity for each meeting in order to maximize the results of the implementation. The themes were my living room and my classroom. The activities were described below.

1) Implementation 1

In the first cycle, the unclear instructions caused crowded conditions in the classroom. Some students did not give their contribution to their groups. In this cycle the researcher reconstructed the instructions of the game in order to solve those problems. The researcher also placed the clever students to every group evenly.

The theme of this meeting was my living room. At the beginning of the meeting the researcher provided some information about the things in the living room by using some pictures. The researcher brought the students to know the names of the things in the living room. After the students had known all of the names of the things in the classroom, the researcher stuck a big picture of a living room on the board. The researcher asked some questions to the students related to the picture, for example 'Is there any sofa?', 'How many sofas are there?'. The researcher guided the students in answering the questions. The students were enthusiastic to do it. Then, the researcher challenged the students to ask questions related to the picture based on the examples that were provided by the researcher. Some students raised their hand. Each student delivered a question based on the picture. The researcher praised them and encouraged the other students to answer the questions.

The researcher continued the activity by conducting a describing and arranging game. Before playing the game, the researcher gave the instructions and explained the rules of the game clearly. Then, the reseacher divided the class into three groups. Each group stood at the back of the class. Each group got a piece of

paper that contained of a list of things in the living room. One student of each group as the guess man came up to the researcher. The researcher gave them three different pictures of living rooms. The other group members asked for the hints to the student who held the picture to complete their worksheets, "Is there any sofa?", etc. After completing the lists, one of the members of the group came to the front of the class to take a picture that matched with the description on their paper. The last student of each row arranged the pictures into a good picture of a living room. The researcher asked the first student (the guess man) to show the picture. Then, she/he matched it with the picture of the last student. Finally, the researcher led the class discussion to review the material. The students were interested in joining the activity.

The students gave a positive response to the researcher's instructions. They could understand the instructions and played the game in a more disciplined way than how they had done in Cycle 1. The students also gave good responses to the game. The shy students were involved in the game and enjoyed the group work. This can be seen from the quotation below.

R : "*Tadi keliatane Ferdi asik mainnya?*"
(Did you enjoy the game?)
S1 : "*Iya Miss,asik.*"
(Yes, I did.)
R : "*Berarti udah nggak malu lagi ya?*"
(So, you were not shy anymore in cooperating with other, were you?)
S1 : *"Iya.*"
(Yes, I was, Miss.)
R : "*Kalo Anang gimana? Tadi kerja sama to sama grupnya?*"
(For Anang, did you cooperate with your friends in the group?)
S2 : " *Iya, Miss.*"
(Yes, I did, Miss.)
R : "*Lebih seneng permainan yang tadi atau minggu kemarin-kemarin.*"
(Which game did you prefer, the previous or the last game?)

S1&S2 : "*Yang tadi, Miss.*"
(I preferred the last game to the previous game.)

(Interview 27)

Murid-murid terlihat asyik bermain, mereka mengikuti permainan dengan antusias. Setiap anggota kelompok menjalankan perannya dengan baik.
(The students enjoyed playing the games. They participated in the game enthusiastically. Every group member played their role well.)

(Field note 6)

The facts above show that this activity could improve the shy students' eagerness to interact with their friends. It means that the researcher's strategy to lessen the members of the group were effective to improve the interaction in the group work. It can be said that the problem of group formation could be solved in this activity.

The teacher also gave a positive response to the second cycle. This can be seen from the following quotation of the interview transcripts.

R : "*Menurut ibu apakah seluruh siswa berpartisipasi dalam kelompoknya dalam implementasi tadi?*"
(What do you think about the students' participation in the implementation process this morning?)
T : "*Yang saya lihat si semuanya sudah berpartisipasi dengan aktif pas diskusi dan permainan tadi. Siswa pada saling mbantu.*"
(I observed that every student participated in the discussion and in the game actively. They cooperated in doing the activities.)
R : "*Lalu menurut Ibu apakah ada peningkatan setelah proses implementasi?*"
(Is there any improvement that you find in the implementation process?)
T : " *Ya itu tadi, Mbak, pada mau berpartisipasi, pada mau diskusi.*"
(The students wanted to participate in doing the activities. They also wanted to be involved in a discussion.)

(Interview 30)

The teacher's responses to the interview above show that all of the students participated in the group work activities. They actively joined the group dicussions and games. The whole students' participation indicates that the quality of the students' interaction in the group work improved.

2) Implementation 2

In the previous cycle, there was a problem in the implementation of the activity. Some students were not comfortable to work with a different gender. To minimize the conflict, the researcher grouped the students based on their agreement. The researcher also motivated the students to work cohesively with their partner by giving an award for the fastest pair. The students were motivated and excited to do the activity.

The theme of this meeting was classroom. The students learned about things in the classroom and the use of prepositions. In the main activity of this meeting, the researcher asked the students to work in pairs to do the difference-to-spot activity. The researcher distributed two worksheets for each pair. To finish the worksheets, the students matched the similarities and found the differences between their pictures by asking questions to their partner; for example, "Where is the eraser?". The partner replied, "It is under the blackboard". The students were enthusiastic to ask and answer the questions. They tried to finish the worksheets as fast as possible.

The students gave positive resposes to this activity. They were happy to work with their partner in a race. They were more challenged to win the race. This can be seen from the quotation of the interview transcripts below.

R : "*Tadi pada seneng nggak pas ngerjain berdua?*"
(Did you enjoy learning in pair?)
S1 : "*Seneng Miss.*"
(Yes, I did.)
R : "*Kenapa seneng?*"
(Why did you enjoy the activity?)
S2 : "*Soale balapan sama yang lain, Miss.*"
(We must race in doing this activity.) (Interview 31)

It can be seen from the facts above that the students can interact well with their partners. It means that the grouping problem was solved in this activity. Moreover, based on the observation and the interview with the teacher, all of the students participated in the pair work activity. The teacher said that the race made the students work seriously with their partners. The new instructions that were developed by the researcher also increased the students' interest to work with their partner. This was a good signal for the improvement of the quality of classroom interaction.

c. **Reflection of Cycle 2**

In accordance with the observations and interviews, the teacher and the researcher made some reflections about the implementation of the actions in Cycle 2. In this cycle, the activities of spotting differences and describing and arranging game could be implemented successfully. The students enjoyed these activities. They participated in the activity more actively. Besides, the pair discussions and the games were running better than in the first cycle. This was because both the researcher and students had got experience from the previous cycle.

The implementation of the actions in Cycle 2 solved the problems of the unclear instruction and the group formation in Cycle 1. For the first problem, the researcher had prepared the implementation of the actions better. As a result, the instructions during the activities were clear and understandable for students. The students did not ask the researcher about the instruction all the time. They only asked the researcher for clarification and difficult words. The students also gave

good responses to the teacher's instructions. This can be seen from the exchanges below.

R : "*Tadi penjelasan sama instruksi dari Miss gimana? Lebih jelas nggak dari pada yang dulu?*"
(Were the instructions clear enough to be understood?)
S : "*Lebih jelas kok, Miss.*"
(Yes, they were clearer than before, Miss.)
R : "*Berarti tadi lancar ya mengerjakan worksheet nya?nggak bingung lagi?*"
(It means that you can fill the worksheet easily, can't you?)
S : "*Iya, Miss.*"
(Yes, I can, Miss.)

(Interview 28)

The responses above indicate that the instructions provided by the researcher were clear enough. The students could understand the instructions well and follow the activities smoothly. The teacher also gave a positive response to the activities. She said that the activities in this cycle were conducted more effectively than the first cycle. This can be seen from the exchanges below.

R : "*Menurut Ibu bagaimana pelaksanaan action tadi?*"
(According to your observation, how about the implementation of action this morning?)
T : "*Menurut saya ya lebih baik mba. Muridnya jadi lebih tertib. Mungkin karena tadi ada instruksi baru.*"
(In my observation, the condition improved. The students become more discipline in playing the game. It was because of the new instructions.)
R : *"Berarti menurut Ibu instruksi yang saya berikan sudah bisa dipahami murid dengan jelas dan membantu lancarnya proses implementasi tadi?*"
(It can be said that the new instructions could be understood by the students clearly and it supported the implementation process to run effectively.)
T : "*Ya begitulah mba..*"
(Ya, that's right.)

(Interview 30)

The teacher's comments above imply that the strategies that were implemented to solve the problems in the first cycle were successful. The students

were more eager to be involved in the activities because they understood the instructions.

The second problem, the group formation, could be solved in this cycle. The group was arranged based on the students' needs so it decreased the conflict within the groups. The students' responses to the strategy were good. These responses can be seen from the quotation of inteview transcripts below.

R : Kalian lebih suka mana groupnya kayak tadi yang anggotane cuma 5 atau dulu?
(Which group did you like, the five-group members or the group with eight members?)
S1 : Yang sekarang, Miss.
(I liked the group with five members, Miss.)
S2 : Iya yang sekarang. Lebih adil, Miss.
(Yes, I liked the last group formation, Miss. It was more fair, Miss.)
(Interview 28)

It can be seen that the students prefered to choose the second cycle's group formation to the first cycle's group formation. They said that it was more fair for them because the researcher placed the clever students to every group evenly. The shy students were also willing to participate in their groups because the number of members of the group was smaller. They had more opportunities to gave their ideas or to interact with the other group members. This can be seen from the exchanges below.

R : *"Tadi gimana pas permainan, asik nggak? Saling bantu nggak?"*
(Was the game interesting? Did you help each other?)
S : *"Iya Miss."*
(Yes, I did, Miss.)
R : *"Lebih suka anggota grupnya 8 kayak dulu atau 5 kayak tadi?"*
(Which group did you like, the group with eight members or the five members?)
S : *"Kayak tadi, Miss."*
(I preferred the last one, Miss.)
R : *"Kenapa?"*

(Why did you choose it?)

S *: "Ya,bisa lebih kompak aja."*
(It was more cooperative.)

R *:"Berarti udah nggak malu lagi bekerja sama temen dalam kelompok."*
(It means that you are braver to work with the other in a group.)

S *: "Iya, Miss."*
(Yes, Miss.)

(Interview 29)

The quotation of interview transcripts above shows that the shy student prefered to have the group of 5 members to the group of 8 members. He had more opportunities to work in his group so he became braver to talk to his friends. As a result, the students became more cohesive in working in groups.

Based on the discussion above, it can be concluded that the actions in the second cycle are effective to solve the problems in the first cycle. The actions can also increase the quality of classroom interaction especially the interaction among the students. The students become more enthusiastic to work in their groups and all of them participate in the learning activities.

B. The Interaction between the Teacher and the Students

This discussion is arranged based on the findings of actions in the first and second cycles. The findings are the increases of the students' responses to the teacher's talk and the students' intitation to talk to the teacher.

1. Students' Responses

The findings show that information-gap activities improve the students' responses to the teacher's talk. Before the implementation of information-gap activities, the interaction between the teacher and the students was poor. For example, when the teacher asked questions to the students, only a small number of

the students responded to the questions. The other students were silent. This can be seen from the exchanges below.

R : *"Apakah murid merespon saat ibu bertanya?"*
(If you asked questions to the students, did they respond to your questions?)

T : *"Tergantung pertanyaannya mba, kalo tanya tentang pelajaran biasane ya diem. Paling yang pinter yang njawab. Itu pun seringnya kalo ditunjuk."*
(It depended on the questions, Miss. If I asked about the learning materials, they were quiet. The smart students would respond to my questions if only I ordered them to do it.)

(Interview 1)

The facts above show that the students were not curious to answer the teacher's questions. In the implementation process, from the first until the last meeting, the researcher gave personal attention to each of the students in order to create a comfortable feeling for each student. The researcher monitored each pair work, asked about the students' difficulties, and tried to help them. The evidence can be seen from the exchanges below.

. . . Researcher menghampiri siswa dan membantu kesulitan mereka dengan bertanya, "Everything is OK?".
(… Researcher helped the students to solve their difficulties; she asked question, "Everything is OK?".)

(Field note 3)

The responses which were given by the students after the implementation in Cycle I were positive. The students were more eager to answer the teacher's questions because they felt comfortable to do it. This can be seen from the exchanges below.

*. . . Researcher bertanya untuk mengecek pemahaman siswa, "*Do you understand everybody*?". Siswa menjawab dengan kompak, "*Yes*".*
(… Researcher asked a question to check the students' understanding, "Do you understand everybody?". The students answered it together, "Yes.".)

(Field note 3)

The positive responses were also found in the implementation of the actions in Cycle 2. All of the students answered the teacher's question eagerly. They were not silent. An evidence for this finding can be seen in the following quotations of field notes and interview transcripts.

Sebelum memulai permainan, Researcher bertanya untuk mengecek kesiapan siswa, "Are you ready guys?". *Siswa menjawab dengan antusias*, "Yes, Miss.".
(Before starting the game, Researcher asked a question to check the students' readiness, "Are you ready guys?". The students answered the question enthusiastically, "Yes, Miss.".)

(Field note 6)

R : "Menurut Ibu, apakah tadi murid-murid menjawab saat saya bertanya?"
(According to your observation, did the students answer my questions?)
T : Iya, Mba. Mereka kelihatan antusias ngikutin pelajarane.
(Yes, they did. They were enthusiastic in participatting the lesson.)

(Interview 35)

The quotations above show that the students wanted to respond to the teacher's question by answering it. They were braver to communicate with the teacher. It indicated that the condition in this classroom changed.

The students were also braver to express their ideas. They contributed their ideas in deciding the activities to be conducted first. This can be seen from the exchanges below.

. . . Researcher bertanya, "Mau main game dulu atau mengerjakan worksheet?.", untuk memberi kesempatan siswa berpatisipasi. Siswa menjawab "Game, Miss.".
(. . . Researcher asked a question, "Which one do you choose, playing a game or filling in a worksheet for the first activity?", to let the students to participate in the teaching-learning process. The students answered it, "The game, Miss.")

(Field note 5)

The facts above show that the students were more active to express their ideas. The enjoyable activities brought the comfortable atmosphere for the students to build interaction with the teacher.

In the implementation process, the students were interested to play the game and to conduct the discussion held by the researcher. The students' responses to the activities were good. The students enjoyed joining the activities held by the reseacher. This can be seen from the exchanges below.

R *:* "*Gimana tadi permainanya? Seneng nggak?*"
(How about the game, was you happy in doing it?)
S : Seneng, Miss. Nggak kayak pelajaran biasane.
(I was happy, Miss. It was different with the previous learning activities.)
(Interview 6)

The improvements of the students' responses were also indicated by the students' participation in the learning activities. After the implementation of the information-gap activities, the students' participation improved. The students were more enthusiastic to participate in the lesson. They raised their hand as fast as possible to answer the questions. This can be seen from the exchanges below.

Siswa berebut menjawab teka-teki tentang nama anggota keluarga yang diberikan researcher, "Mr. Anton, Miss." (beberapa siswa berteriak).
(The students competed to answer the researcher's questions about the family members, "Mr. Anton, Miss.", some students yelled.)
(Field note 4)

From the quotation of field notes above, the students were enthusiastic to guess the simple riddle about the name of family members. The teacher also supported this fact. She said that when the researcher brought the students to discuss or guess something, the students were more eager to give their opinions. This can be seen in the quotation of interview below.

R : "Menurut ibu, bagaimana partisipasi siswa di kelas tadi?"
(What do you think about the students' participation in the learning activities today?)
T : "Wah lumayan Mba, biasanya si Firda, Mei pada diem. Tadi pada ikutan nebak."

(It improved, Miss, Firda and Mei, who were usually passive, participated in guessing the puzzle.)

R : *"Berarti sudah lebih baik ya, Bu dari sebelumnya."*
(So it was better than before, Miss.)

T : *"Ya, Mba."*
(Yes, it was, Miss.)

(Interview 15)

Form the findings above, it can be concluded that information-gap activities increase the students' responses to the teacher's talk. The students become braver to answer the teacher's questions, to express their opinions, or to participate in class discussions. It can be stated that the quality of interaction between the teacher and the students improves after the implementation of information-gap activities.

2. **Students' Initiation**

The findings show that information-gap activites provide opportunities for students to intiate interaction with the teacher. Before the implementation of information-gap activities, the students were not accustomed to asking questions to the teacher to solve their difficulties. This can be seen from the exchanges below.

R : *"Selama ini, apakah murid sering bertanya?"*
(Did the students often ask questions to you?)

T : *"Wah jarang"*
(Wah, it was rare.)

R : *"Apakah mereka takut bertanya, Bu?"*
(Did they fell anxious to ask question, Miss?)

T : *"Kelihatannya begitu."*
(I think so.)

(Interview 1)

When the students found difficulties in doing their LKS, they only asked about the answers to their friends or did not finish the difficult tasks. If they found

difficulties in understanding the teachers' instructions or the materials, they tended to keep quiet or ask questions to their friends next to them. This can be seen from the exchanges below.

R : *"Linda sering bertanya pada Bu Endang ndak?"*
(Did you often ask questions to Miss Endang?)
S2 : *"Nggak, Miss."*
(No, I did not, Miss.)
R : *"Lho kalau menemui kesulitan pas ngerjain LKS gimana?"*
(If you found difficulties in filling in the LKS, what would you do?)
S2 : *"Tanya sama Trias, Miss."*
(I asked Trias, Miss.)

(Interview 2)

The facts above show that the students were not accustomed to getting the teacher's help in facing their difficulties. After the implementation of information-gap activities the students were braver to ask for the teacher's assistance to solve their problems. They were not silent anymore. An evidence for this finding can be seen in the following quotations of the field notes.

Sesekali, beberapa dari mereka bertanya kepada guru beberapa kata dalam Bahasa Inggris, "Miss Inggrise ini apa?", sambil menunjuk ke lembar kerja. Beberapa juga bertanya untuk meminta koreksi, "Ini bener nggak Miss?".
(Sometimes, some students asked about the translation of some words in English to the teacher, "Miss, what is it in English?, by pointing at her worksheet. Some students also asked for clarification to the teacher, "Is it right, Miss?")

(Field note 2)

The quotation above shows that some students become braver to get the teacher's help. They asked to the teacher to help them in translating the difficult words and check their work. The teacher's comments to the implementation of information-gap activities also show that the students were braver and more enthusiastic to ask questions to the teacher in the end of the implementation in Cycle 2. This can be seen on the quotation of interview transcripts below.

R : "Menurut Ibu, apakah sekarang murid lebih sering bertanya, meminta bantuan guru?"
(Did the students ask questions or ask for the teacher's help more often in implementation process today?)
T : "Iya Mba, tadi pada tanya minta bantuan."
(Yes, they did. They asked for the teacher's help.)
R : "Menurut ibu, apa yang menyebabkan murid menjadi berani bertanya?"
(What made them become courageous to ask for the teacher's help?)
T : "Nek, menurut saya karena kegiatane menarik mba."
(I think it was because the activites were interesting.)
R : "Apakah Ibu tertarik juga untuk menggunakan information-gap activities dalam pengajaran?"
(Are you interested in using information-gap activities in your teaching?)
T : "Ya tertarik mba, keliatane murid saya pada seneng mba. Nek pada seneng kan jadine ngikutin pelajaran mba."
(I am interested in using these activities because these activities make the students become happy so they are motivated to participate in the teaching-learning process.)

(Interview 35)

The teacher's responses to the interview above show that the use of information-gap activities stimulated the students to talk to the teacher. The teacher commented that the students were eager to ask for the teacher's assistance because they were interested in joining the activities. The teacher was also interested in using the information-gap activities in her teaching to improve the students' motivation to be involved in the teaching and learning process.

In the end of the first meeting, the students were not patient to wait for the next meeting of the actions. Some of the students asked the teacher about the activities in the next meeting. They asked about the themes and kinds of activities of the next meeting. This can be seen from the exchanges below.

. . . sesaat researcher akan meninggalkan kelas, beberapa siswa bertanya, "Besok ngapain, Miss?", "Besok belajar apa, Miss", "Main game lagi nggak, Miss".
(. . . before researcher had left the classroom, some students asked, "What will we get for the next meeting, Miss?", "What will be studied in the next meeting, Miss?", "Is there any game, Miss?".)

(Field note 3)

Some students also suggested the researcher to have the learning activities which were similar to the previous activities for the next meetings. The conditions above signify that the students were interested in the activities. Their curiousity stimulated them to be brave to talk to the teacher to express their ideas. The evidence can be seen from the exchanges below.

. . . pada akhir pertemuan researcher mengecek ketertarikan siswa, "Bagaimana tadi senang ndak?". Siswa menjawab, "Iya, Miss. Besok lagi ya Miss.", "*Permainannya lagi ya, Miss*.".
(. . . in the end of the meeting, researcher checked the students' interest, "Are you happy?". The students answered, "Yes, Miss.)

(Field note 6)

The exchanges above show that the students answered the teacher's questions. They also expressed their ideas about the activities of the next meeting. From the discussion above, it can be concluded that information-gap activities provide more opportunities for the teacher and the students to communicate and to interact. There is an exchange among them, the teacher know the students' problems, and the students know the ways to solve their problems.

From the discussion above, it can be seen that the students enjoy to respond to the teacher's talk and to initiate a conversation with the teacher. These facts show that the students enjoy communicating with the teacher. It means that there is a good relationship between them. It is suitable with the indicator of the high quality of classroom interaction proposed by Rivers (1987: 2) in Chapter II. It can be concluded that information-gap activities can increase the quality of classroom interaction.

C. **The Interaction among the Students**

The findings in the first and second cycles show that implementing information-gap activities can improve the quality of interaction among the students. The improvement can be seen from the interaction among the students in pair and group works.

1. **Improvement of Interaction in Pair Work**

The findings show that the interaction among the students in pair work activities increases. Before the implementation of information-gap activities, the interaction among the students in pair work was poor. Not every pair worked cooperatively. Some of the students were quiet and did not do the teacher's instructions to work in pairs. Some of the others did the instructions individually. This can be seen from the exchanges below.

R : "Kalau misale disuruh Bu guru ngerjain LKS berdua sama teman sebangku Rini mau nggak?"
(If the teacher asks you to fill in the LKS in pair, will you do it?)
S : "Ya mau, Miss, tapi kalau duduke sama Indah."
(Yes, I will do it if my partner is Indah.)
R : "Kalau duduk sama Galih?"
(How about Galih, do you want to study with him?)
S : "Nggak mau, wong Galih nggak ngerjain, Miss."
(I don't want to be with Galih, he did not do the LKS, Miss.)

(Interview 3)

In the quotation of the interview transcripts above, a student did not want to work with one of her friends because he was a lazy student. She only wanted to work with her close friend. After the implementation of the information-gap activities, the condition improved. The improvement can be seen from some aspects such as that the students worked happily in pairs and were curious to

finish the worksheets, and the lazy students were willing to work with the others in pairs. The explanations are described below.

a. **Students' Attitudes in Working in Pairs**

Form the observation of the implementation of the information-gap activities, the findings show that the students work happily in pairs. They enjoy doing the learning activities with their partners through information-gap activities. An evidence for this finding can be seen in the following quotations of the field notes and interview.

Murid-murid asyik bertanya jawab, "Do you know a profession that consists of eight-letter word?", seorang murid bertanya kepada partnernya.
(The students enthusiastically asked questions each other, "Do you know a profession that consists of eight-letter word?", a student asked a question to her partner.)

(Field note 3)

R : "Gimana tadi belajar berdua sama Firda, seneng nggak?"
(Did you enjoy learning in pair with Firda?)
S : "Seneng Miss."
(Yes, I did, Miss.)
R : "Tadi saling tanya jawab nggak?"
(Did both of you exchange information?)
S : "Iya Miss, gantian."
(Yes, we did, Miss.)
R : "Ngerjain puzzle suka nggak? Seneng nggak?"
(Did you like the puzzle solving activity?)
S : "Seneng, Miss."
(Yes, I liked it, Miss.)
R : "Kenapa?"
(Why did you like it?)
S : "Soale bisa ngerjaine berdua sama Firda, Miss."
(It was because I did the activity with Firda, Miss.)

(Interview 12)

From the students' responses to the interview above, it can be seen that the students enjoyed doing the information exchange in pairs in the puzzle solving activity in Cycle I. The first student asked some questions, and the second student

answered the questions by providing the clues of the answers and vice versa. They did the activity happily because they could do the task together with their friends in pairs.

The statement from the teacher also supports the findings above. The teacher said that the students felt happy in finishing the task. This can be seen in the exchanges below.

R : "Menurut ibu tadi bagaimana ekspresi murid saat menyelesaikan worksheet berdua? Apakah mereka seneng atau bagaimana?"
(What do you think about the students' expression in finishing the worksheet with their partner? Were they happy?)
T : "Iya Mba, pada seneng. Pada puas bisa ngerjain."
(Yes, Miss, they were happy. They were satisfied because they could do the activity.)
R : "Menurut ibu expresi yang menunjukkan kalau mereka senang bagaimana?"
(Can you mention to me the students' expressions that show their happiness?"
T : "Itu tadi pada teriak hore, yes, asik. Trus pada tos."
(They yelled hore, yes, asik. Then, they clapped their hand.)

(Interview 25)

The quotation of the interview transcripts above shows that the students' responses to the activity were good. The students yelled '*Hore*' and 'Yes' when they finished their work. Some of them also clapped their hands. They felt happy because they could finish the puzzle together.

The improvement can also be found in the implementation of the actions in Cycle 2. The students were happy to work with their partner in a race. They were more challenged to finish the worksheets in a race. This can be seen in the quotation of the interview below.

R : "Tadi pada seneng nggak pas ngerjain berdua?"
(Did you enjoy studying in pair?)
S1 : "Seneng Miss."
(Yes, I enjoyed it, Miss.)
R : "Kenapa seneng?"

(Why did you enjoy it?)
S2 : "Soale balapan sama yang lain, Miss."
(It was because we raced with the other pairs in doing the activity, Miss.)
(Interview 31)

It can be concluded that the students have a positive attitude in working in pairs. They are happy to work in pairs and enjoy learning in this way. This condition indicates that there is a good relationship among them. It means that the information-gap activities enhance the students' relationship in pairs. The good relationship among the students is one of the indicators of the good quality of classroom interaction. It can be said that information-gap activities support the improvement of the quality of interaction among partners.

b. **Students' Curiosity to Finish the Worksheet**

The information-gap activities arouse the students' curiosity to finish the worksheets together with the partners. In the implementation of information-gap activities in Cycle I, for example, in the mysterious case solving, the students were curious to complete the descriptions of the lost person. They were curious to guess the shape of the nose, the color of the hair, or the shape of the face of the lost person. This can be seen in the exchanges below.

Siswa mulai sibuk bertanya kepada partner masing-masing. Mereka berusaha menebak ciri-ciri orang hilang dalam lembar kerja mereka.
(The students were busy asking questions to their partners. They tried to guess the characteristics of the lost kid in their worksheet.)
(Field note 5)

R : "Tadi pada seneng ndak pas nyari orang hilang bareng –bareng?"
(Were you happy to search for the missing person with your partner?)
S1&S2 : "Seneng, Miss."
(We were happy, Miss.)
S1 : "Aku nyari Tio, si Indah nyari Ria."
(I searched for Tio and Indah searched for Ria.)

S2 *:"Iya, Miss. Aku penasaran mukanya kayak apa, tapi nggak boleh liat sama Mei. Jadine cuma tanya aja."*
(Yes, Miss. I was curious about Ria's face but Mei did not allow me to see it. So I must ask her.)

(Interview 21)

In the field note above, it can be seen that the students were curious to know the descriptions of the lost person. They asked some questions to the partners enthusiastically to find the descriptions of the lost person. In Cycle 2, the students were also curious in joining the learning activity. They were challenged to find all the missing information in the worksheets. This fact can be seen from the students' responses that are presented below.

R *: "Tadi seneng ndak ngerjain berdua dengan Mei?"*
(Did you enjoy filling in the worksheet with Mei?)
S *: "Seneng, Miss."*
(Yes, I did, Miss.)
R *: "Senenge kenapa?"*
(Why were you happy in doing this activity?)
S *: "Itu, nyari –nyari perbedaan gambar."*
(I liked to search for the differences between two pictures.)
R *: "Wah jadi bersemangat ya buat tanya jawab?"*
(Wah, did you become motivated to ask questions to your partner?)
S *: "Iya, Miss. Jadi penasaran."*
(Yes, I did, Miss. I became curious to do the activity.)
R *:"Berarti kalian kerja sama ya biar cepet rampung?"*
(Did you cooperate with your partner in order to finish the worksheet?)
S *: "Iya, Miss."*
(Yes, I did, Miss.)
R *: "Tadi balapan nggak sama kelompok yang lain?"*
(Did you race with the other pairs?)
S *: "Iya Miss, tadi kita cepet- cepetan biar menang."*
(Yes, Miss, we raced with the other pairs to be the winner.)

(Interview 33)

From these interview transcripts, it can be seen that the students were stimulated to ask and answer some questions in pairs to gain the information that was related to the difference spotting activity. Here, the students wanted to find all

the differences in their pictures and to be the first winner of the race. They worked together to crack the mystery between the two different pictures as soon as possible.

Based on the discussion above, it can be said that the students' curiosity to finish the worksheet is high. They want to finish the worksheet as soon as possible. Their curiosity stimulates their motivation to participate in the activities. It can be concluded that the students' interaction in pairs improves after the implementation of information-gap activities.

c. **Students' Willingness to Work with their Partners**

The information-gap activities attract the lazy students to work in pairs. They are willing to work with their partners. Before the implementation, they did not obey the teacher's instructions to listen to her explanation or to do the exercise in the *LKS*. In the implementation of the actions in Cycle I, those students were willing to work with their partners. This can be seen from the exchanges below.

R : "Tadi Galih mau ngerjain bareng Rama nggak?"
(Galih, did you work together in finishing the task with Rama?)
S : "Iya, Miss."
(Yes, I did, Miss.)
R : "Dulu mau nggak?"
(Did you do it in the past?)
S : "Nggak, Miss."
(No, I didn't, Miss.)
R : "Berarti Galih tertarik sama pelajarannya ya, kenapa?"
(So you were interested to the activities. Why?)
S : "Iya. Nyari orang ilang tadi sama Rama."
(I should search for the lost boy with Rama.)

(Interview 23)

R : "Rendy, tadi suka nggak sama pelajarannya?"
(Rendy, did you like the learning activities today?)
S : "Suka, Miss."
(Yes, I liked them, Miss.)

R : "Trus, tadi ngerjain nggak?"
(Then, did you finish the worksheet?)
S : "Iya dong, Miss."
(Sure, I did it, Miss.)
R : "Ngerjainnya barengan nggak?"
(Did you do it in pair?)
S : "Iya, sama Ferdi."
(Yes, Miss, I did it with Ferdi.)

(Interview 22)

R : "Menurut ibu bagaimana kegiatan tadi, apakah mereka bekerja sama dengan baik saat mengerjakan?"
(According to your observation, did the students cooperate well in finishing the task?)
T : "Iya, yang biasane ogah-ogahan mau ngerjain sama pasangane, dulu -dulu cuma maen atau ngobrol."
(Yes, they did. The lazy students wanted to cooperate with their partner to finish the task.)

(Interview 25)

The interviews above illustrate that the lazy students wanted to work with the partners. The exercise of 'What does she look like?' attracted them to be involved in the activity because they were asked to search for a lost girl. In order to find the girl, the lazy students asked their partners to describe the girl. They could finish the worksheets together with their partners.

The teacher's responses above also show that the individual students were eager to work with the partners to finish the activity. It can be concluded that the findings above imply that the relationship between the lazy students and the others in doing the learning activities improves. This fact supports the efforts to increase the quality of classroom interaction.

In Cycle 2, all of the students were enthusiastic to work with the partners. The students did not complain to the researcher about their partners. It was

because all of them were willing to do the activity. This can be seen from the following quotation of the interview transcripts.

R : "Menurut Ibu, bagaimana hasil implementasi hari ini? Apakah murid-murid dapat bekerja sama dengan baik?"
(What do you think about the results of the implementation of actions this day, did the students cooperate well?)
T : "Ya, lumayan, Mba. Cah- cah pada kompak. Udah nggak pada rewel."
(It improved, Miss. The students cooperated well. They were serious in doing the activity.)
R : "Menurut Ibu bagaimana dengan murid-murid yang biasanya malas, Bu?"
(What do you think about the lazy students' responses to the activity, Miss?)
T : "Nek si Galih sama Rendy ya sudah lumayan meningkat, tadi pada ngerjain."
(Galih and Randi wanted to do the activity. Their responses to the activity were good.)

(Interview 30)

From the findings above, it can be said that the use of information-gap activities increase the students' relationship in pair work activities. It increases the students' happiness, curiosity, and willingness to work in pairs. These facts show that information-gap activities facilitate the students with creative classroom activities for learning English that attract them to be involved in it. This is suitable with the last indicator proposed by Brophy and Good (1986: 333) in Chapter II. It can be stated that information-gap activities can improve the quality of classroom interaction.

2. **Improvement of Interaction in Group Work**

Before the implementation of information-gap activities, the students rarely worked in a group. It made the interaction among students in the English teaching and learning processes poor. After the implementation of information-gap activities that activated the group work in the teaching and learning process, the interaction among the students increased. The improvement can be seen from

the findings that the students were interested to work in a group, helped each other in finishing the game, and participated in the group work activities. The explanations are presented below.

a. **Students' Interest to Work in a Group**

The findings show that information-gap activities improve the students' interest to work in a group. Since the group work activities are in the form of games, the students are interested to work in a group. They are happy to study through playing games. This can be seen in the exchanges below.

R : *"Tadi permainanya gimana, kalian suka nggak?"*
(Did you like the game?)
S1&S2 : *"Suka."*
(Yes, I liked it.)
S1 : *"Besok lagi ya, Miss?."*
(Can we play it in the next meeting, Miss?.)
R : *"Lebih suka mana belajar kayak biasanya atau seperti tadi?"*
(Which one does you like, the previous learning activities or the last one?)
S2 : *"Yang tadi, Miss."*
(I like the last one, Miss.)
R : *"Berarti seneng ya tadi bermain berkelompok? Kenapa?"*
(It means that all of you enjoy learning in a group. Why?)
S1 : *"Belum pernah, Miss."*
(We have never played the game, Miss.)
S2 : *"Iya belum, Miss."*
(Neither do I, Miss.)
R : *"Berarti kalian tertarik ya main game nya ya?"*
(So, you were interested in playing the game, weren't you?.)
S1 : *"Iya."*
(Yes, I was interested.)

(Interview 13)

From the interview transcripts above it can be seen that the students preferred to choose group work in their learning to the previous learning styles. This was because the activities were interesting for them. They wanted to learn by playing games such the information-gap games. They had never played the games

like the information-gap games. The students' interest generated their motivation to do the teacher's instructions to finish the game.

In Cycle 2, the students were more interested in working in groups. This was because they felt comfortable with the groups. They also became accustomed to working in a group. They were not shy anymore to work with their friends. This can be seen from the exchanges below.

R : *"Kalian seneng ndak bermain dalam kelompok tadi?"*
(Did you enjoy playing the game in a group?)
S1,S2&S3 : *"Seneng, Miss."*
*(*Yes, we did, Miss.)
S2 : *"Semuane pada saling mbantu, Miss."*
(We helped each other, Miss.)
R : *"Sekarang kalian sudah terbiasa nek disuruh belajar dalam kelompok ya?"*
(So, you are accustomed to study together with your friends in a group now, aren't you?.)
S3 : *"Iya, Miss. Lebih enak bareng- bareng sekelompok."*
(Yes, Miss. We enjoyed studying in a group.)
R : *"Jadi nek temen kelompoke cowok nggak apa?"*
(Is it okay if your partner is a boy?)
S1 : *"Ya, Nggak apa, Miss."*
(Ya, it's okay, Miss.)

(Interview 29)

Based on the discussion above, it can be seen that the students' interest to work in groups is high. They like learning in a group rather than learning individually because the group activities are interesting. It can be concluded that information-gap activities attract the students to participate in the learning activities actively and to interact with each other. The active participation of the students in the teaching and learning process is one of the indicators of a good quality of classroom interaction. It can be said that information-gap activities can improve the quality of classroom interaction.

b. **Students' Cooperation in Finishing the Game**

The findings show that information-gap activities help the students to cooperate actively with their friends in finishing the learning activities. They cooperate and help each other in playing the games. The results of the interviews with the teacher and the students show that the students cooperated in playing the games in Cycle I. This can be seen in the exchanges below.

R : *"Menurut ibu, sekarang bagaimana kerja sama antar siswa saat belajar?"*
(What do you think about the cooperation among the students now?)
T : *"Ya sudah lumayan kompak, Mba, pada saling mbantu."*
(Ya, they cooperated well, they helped each other in doing the learning activities.)

(Interview 25)

R : *"Tadi pada saling mbantu ndak pas main game?"*
(Did you help each other in playing the game?)
S1, S2 & S3 : *"Iya, Miss."*
(Yes, Miss.)
S1 : *"Tadi si Linda ndak bisa, trus ku bantuin."*
(I helped Linda because she could not do the game.)

(Interview 28)

From the interview transcripts above, it can be seen that the students united to finish the game. They cooperated actively in their groups. They helped each other in order to finish the game as fast as possible. The students also cooperated well in joining the game in Cycle 2. They did their role properly in the group. The clever students took over the difficult questions and the others finished the simple one. This can be seen from the following quotation of the interview transcripts.

S2 : *"Semuane pada saling mbantu, Miss."*
(We helped each other, Miss.)
S1 : *"Iya, Miss. Tadi aku kebagian maju yang susah."*
(Yes, Miss. I solved the difficult question.)

R : *":Nggak milih sendiri?"*
(Why didn't you choose it by yourself?)
S1 : *"Nggak, soale katane yang lain ndak pada bisa."*
(I did it because the other could not solve the difficult question.)
(Interview 29)

Based on the findings above, it can be concluded that information-gap activities unite the students in group work activities. The students become accustomed to working together in finishing the task. It makes the students interact continuously with their friends.

The discussion above reveals that the students cooperate with their friends to finish the task. It indicates that there is a good relationship among them. The good relationship among the students indicates that there is a good quality of classroom interaction. It can be said that information-gap activities facilitate the students to make a good relationship with their friends, which can create a good quality of classroom interaction.

c. **Students' Participation in the Game**

The students' participation in the group work activities also improved after the implementation of information-gap activities. In Cycle I, most of the students participated in the group work activities. They contributed their ideas to the group in order to finish the game. This can be seen from the following quotation of the interview.

R : *"Menurut Ibu, apakah tadi murid-murid berpartisipasi dalam kelompoknya saat bermain?"*
(Did the students participate in playing the game?)
T : *"Ya lumayan mba, hampir semuanya ikut berpartisipasi*. *Paling beberapa yang masih malu.*"
(Almost all of the students participated in the game. However some of them were not confident.)

R *: Menurut Ibu, apakah yang membuat murid tertarik untuk berpartisipasi dalam permainan tadi?*
(According to your observation, what made the students interested to participate in the game today*?*)
T : Menurut saya karena mereka diajak bermain, permainannya juga baru, mereka jadi penasaran dan tertarik, Mba.
(In my opinion, it was because they were challenged to play a new game. They became curious and interested to play the game, Miss.)

(Interview 25)

The teacher's responses to the interview above show that most of the students participate in the game. The teacher commented that the game was interesting for the students to be involved in it. It made the students interested to participate in the game. In Cycle 2, every student contributed their thoughts and helped each other in order to finish the game. This can be seen in the exchanges below.

Setiap siswa dalam kelompok bererebut bertanya kepada wakil yang memengang gambar seperti:"Is there any sofa?", "How many sofas are there?", dengan antusias. Mereka berusaha menebak dan menjadi yang tercepat.
(Every group member enthusiastically asked questions to their representative who hold the clue, "Is there any sofa?", or "How many sofa are there?". They tried to guess the picture as fast as possible.)

(Field note 6)

The field note above is an evidence in the describing and arranging game activity in the second cycle. Every student in each group was busy in each group. Each student of each group asked questions to the representatives who held the picture in front of the class. They must complete the list of things in the living room in their worksheets. They tried to complete the worksheets as fast as possible. From the finding above, it can be seen that the students participated in their groups in playing the game.

The teacher also commented that the students' participation in the group activities improved after the implementation of information-gap activities. This can be seen from the following quotation of the interview.

R : "Menurut ibu apakah seluruh siswa berpartisipasi dalam kelompoknya dalam implementasi tadi?"
(What do you think about the students' participation in their group in doing the activities this morning?)
T : "Yang saya lihat si semuanya sudah berpartisipasi dengan aktif pas diskusi dan permainan tadi. Siswa pada saling mbantu."
(I saw that all of them actively participated in conducting discussions and games. They helped each other.)

(Interview 30)

The teacher's responses to the interview above show that all of the students participated in the group work activities. They actively joined the group dicussion and games. The whole students' participation indicates that the quality of the students' interaction in the group work increases.

The information-gap activities also stimulate the shy students to participate in their groups. In the implementation process, the unconfident students were willing to give their contribution to the group. They wanted to be involved in their groups. For example, in playing the describing and arranging game in Cycle 2, the students who were shy wanted to participate in the game. They joined the implementation of this game enthusiastically. This can be seen in the field note and interview transcripts below:

Setiap siswa dalam kelompok berdiskusi. Mereka berusaha menebak dan menjadi yang tercepat.
(Every student discussed the clue in their group. They tried to guess the profession and to be the fastest group.) (Field note 3)

R : "Tadi keliatane Ferdi asik mainnya?"
(Did you enjoy the game?)
S1 : "Iya Miss,asik."

(Yes, Miss. The game was interesting.)
R : "Tadi main apa Ferdi?"
(What did you play in the game?)
S1 : "Nebak gambar, Miss, trus disusun gambare."
(I guessed the pictures, Miss. Then I arranged them.)
R : "Berarti udah nggak malu lagi ya?"
(So, you are braver to participate in the game now, aren't you?)
S1 : "Iya."
(Yes, I am.)

(Interview 27)

The interview transcripts above show that one of the shy students participated in his group. He helped his group to guess the name of the thing in the picture of a living room. He stated that he was happy to work with the others in doing the activity. This fact shows that the unconfident students wanted to interact with the other in finishing their work.

Based on the discussion above, it can be concluded that information-gap activities can increase the students' relationship. This is because they are interested to work together in a group, they help each other, and all of them participate in playing the games. The participation of every student in the learning activities is one of the indicators of a good quality of classroom interaction. It means that information-gap activities can improve the quality of classroom interaction.

D. **General Summary**

This sub chapter summarizes the findings of the study. The findings include the process of the implementation of information-gap activities in the classroom, the improvement of interaction between teacher and students, and the improvement of interaction among students.

First, in Cycle I, the activities that are implemented are helpful in building the students' relationship and cooperation in the teaching and learning processes. It is because they have structures of learning which maximize the students' involvement and cooperation in learning. Besides, these activities are modified as games which increase the students' interest to join the learning activities and decrease their boredom during the learning processes. However, in conducting this cycle, the action members find some problems such as the unclear instructions and the group formation. Because of those problems, the action is continued to Cycle 2.

In Cycle 2, to fix the problem that is related to the group formation, the researcher minimizes the number of the students in a group by dividing the class into three groups and evenly placing the clever students into every group. To fix the problem that is related to the unclear instruction, the researcher maximizes the teaching preparation, gives some new instructions in the implementation processes, and reconstructs the instructions in the game activity. Those strategies are applied in completing the worksheet activity of spotting differences and describing and arranging game. The students are happier in participating in this cycle because they have more opportunities to express their ideas in the group and the teacher's instructions are clearer. Thus, they can do the activities easily. Finally the actions that are implemented in this cycle can solve the problems in Cycle 2.

Second, information-gap activities increase the quality of interaction between the teacher and the students. The findings show that information-gap

activities decrease the students' anxiety to respond to the teacher's talk and initiate communication with the teacher. The students become more enthusiastic to participate in the lesson and answer the teacher's questions. In the class discussion, the students are also eager to give their opinions. Besides, after the implementation of information-gap activities, the students are braver and more enthusiastic to ask questions to the teacher in order to solve their problems in learning. They enjoy cooperating with the teacher.

Third, information-gap activities increase the quality of interaction among the students. The characteristics of information-gap activities make the students cooperate with their friends in pairs or groups. As a result, the information-gap activities enhance the relationship among the students that show some positive effects on their behavior in interacting with others. The positive effects include the increasing of the students' willingness, happiness, and curiousity to work in pairs. The students are more eager to work with their friends. They enjoy learning in pairs. Moreover, they are challenged to find all the missing information in the worksheets and to finish the worksheets as soon as possible.

Another positive effect of the implementation of information-gap activities in the students' behavior is the increase of the students' interest, participation, and willingness to work in a group. The students are happy and interested in studying in a group. This is because the group work activities are modified as games. The students also cooperate well in doing the activities. They work together and help each other in finishing the game. They share their job in the group in order to finish the game as fast as possible. Moreover, the students actively join the group

dicussions and games. Every student in each group gives contribution to the group. They express their ideas in solving the games. Furthermore, the shy students are willing to participate in their groups. They participate in their groups by giving their contribution. The findings above show that the information-gap activities can improve the quality of classroom interaction.

Based on the findings above, there are three important things that can be learned from this study. First, the information-gap activities can improve the quality of classroom interaction. The students become more active in joining the class activities and cohesive in working together. The teaching and learning processes become interactive because the communication in the classroom increases. Second, the pair and group work activities are helpful to stimulate the students' cooperation. Through working in groups, the students work together to achieve something. They help each other to solve their problems. It also helps the low motivated students to become active. Third, the new and various kinds of information-gap activities can stimulate the students to participate in the learning activities and decrease their boredom in learning. These make the students become motivated to be involved in the teaching and learning process. The summary of the finding above are presented in the table below.

Table 3. The Improvement of the Cycles

Preliminary Observation		Cycle 1		Cycle 2	
Problems	**Indicators**	**Results**	**Indicators**	**Results**	**Indicators**
The quality of interaction between the students and the teacher in the classroom was low.	- The students were silent when the teacher asked some questions. - The students were not accustomed to asking questions to the teacher or to expressing their ideas.	The quality of interaction in the classroom improved.	- Some of the students answer the teacher's questions eagerly. They raised their hand as fast as possible. - Some of the students expressed their ideas about the activities to the teacher. Some of them asked for the teacher's help.	The information-gap activities could improve the quality of interaction between the students and the teacher in the classroom.	- Many of the students answered the teacher's questions. They were more enthusiastic to communicate with the teacher. - Many of the students communicated with the teacher to express their ideas and to ask for her clarification and some difficult words.
The students did not show their interest to work with others.	- Students were not accustomed to cooperating with others. - Students were not confident to express their ideas to others.	Many of the students wanted to cooperate with the others.	- Most of the students were happy to work with each other. However some of them were still shy. - Many of the students contributed their ideas to their groups in finishing the game.	The information-gap activities in the pair and group work form could stimulate the students' cooperation.	- The shy students were happy to be involved in their groups. All of the students were happy to study in pairs or groups. - All of the students participated in the group work game actively. They helped each other to finish the game.

The students did not show their interest to participate in the teaching and learning process.	- The students felt bored in the teaching and learning process. - The students did something that was not related to the teaching learning process (for example, chatting, playing, or drawing something).	Many of the students showed their interest to participate in the information-gap activities.	- Many of the students did not feel bored. They wanted to learn English through information-gap activities. They were happy to play in groups and finish the worksheet together with their partners. - The students participated in the teaching and learning process. However there were some students who were shy.	The new and various kinds of information-gap activities stimulated the students to participate in the learning activities and decreased their boredom in learning.	- The students did not feel bored. They enjoyed the learning process through information-gap activities. They participated in the pair or group work activities. They did their role in the activities enthusiastically. - All of the students participated in the teaching and learning process seriously. The shy students joined the activities actively.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

As stated in the previous chapter, this study is action research that focuses on improving classroom interaction of the fifth grade of Caturtunggal 7 ES accademic year of 2009/2010. To guide the study, the research questions are formulated. They are related to the process of implementation of information-gap activities, the improvement of the quality of interaction between the teacher and the students and the improvement of the interaction among students. By applying the action research methodology, the study is carried out to reach the research findings. The conclusion, implications, and suggestions of the study are presented below.

A. Conclusion

It can be concluded that the actions conducted such as the puzzle solving, chart filling, difference spotting, guessing game, arranging game, and drawing game are successful to improve classroom interaction. The implementation of information-gap activities in the first and second cycles runs effectively. It can be seen from the results of the classroom observations and the interviews with the teacher and the students. The results are related to the positive behaviors shown by the students in interacting with the teacher and among each other. The following items of conclusion are drawn.

First, the students are braver to respond to the teacher's talk and to initiate communication with the teacher. The students become more enthusiastic to join the lesson and to answer the teacher's questions. In class discussions, the students

are more eager to give their oppinions. Besides, after the implementation of information-gap activities, the students are braver and more enthusiastic to ask questions to the teacher in order to solve their problems in learning.

Second, the students are happier and more eager to work with their friends. The students are interested in conducting the information-gap activities. They are challenged to find all the missing information in the worksheets together with their partners or the other group members. Their happiness, eagerness, and curiosity to work with their friends enhance their relationship and cooperation in participating in the class activities.

Third, the students are more unified in joining the pair or group work activities. They work together and help each other in finishing the activities. They share their job in the group in order to win the game. The clever students take the difficult questions and the others finish the simpler questions. For the shy students, the information-gap activities help them to be involved in the activities.

The students are more enthusiactic, happy, curious, and unified in participating in the class activities, eager to respond to the teacher's talk, and braver to initiate communication with the teacher. These findings indicate that there are more interactions that occur in the teaching-learning processes. Therefore, it can be concluded that the information-gap activities can improve the quality of classroom interaction in Class V of Caturtunggal 7 ES in the academic year of 2009/2010.

B. **Implications**

Based on the findings, four points of implication are proposed. These are presented as follows.

First, the results of the study show that the use of information-gap activities helps the students to be braver to respond to the teacher's talk and to initiate communication with the teacher. It implies that information-gap activities need to be implemented in the classroom since it can improve the quality of interaction between the teacher and the students. The good relationship between the teacher and the students supports the effectiveness of the teaching and learning process.

Second, the results of the study illustrate that the use of information-gap activities arouses the students' happiness, eagerness, and curiousity in working with others. This means that the implementation of information-gap activities carries some positive effects to the English teaching and learning process. Using information-gap activities, the teacher may select classroom tasks that promote and maintain such students' positive behaviors.

Third, the results of the study point out to the fact that the use of information-gap activities enhances the students' good relationship in working with others. An implication to this is that the teacher must be creative in choosing and designing the class activities that help to enhance the students' cooperation. It is also important to maximize the use of pair and group works in the class activities to encourage the students to cooperate with their friends.

Fourth, the results of the study indicate that the use of information-gap activities arouses the students' positive behaviors and their good relationship with the teacher and among each other. This can carry the implication that it is important to use information-gap activities in the teaching and learning process to improve the classroom interaction. By improving the classroom interaction, the relationship between the teacher and the students and among the students will improve and the English teaching-learning process can run more effectively.

C. Suggestions

Based on the conclusion and the implication, some suggestions are offered for the English teachers and other researchers. These are presented as follows.

1. The English Teachers

In reference to the results of this action research, information-gap activities are effective to improve the quality of classroom interaction. Therefore, the English teachers are suggested to apply information-gap activities in the English teaching and learning in order to improve classroom interaction by considering the students' needs, age, and interest. This can be done by selecting the various kinds of information-gap activities from some sources, designing the activities that will be performed based on the syllabus and the students' needs, and excecuting the activities by maximizing the use of group work activities and some teaching-learning aids.

2. **The other Researchers**

It is necessary to follow up this study to acquire more information about the use of information-gaps. There are some factors of this study which may be interesting to be explored. For example, it is possible for other researchers to try to implement other kinds of information-gap activities, such as story-telling activities. It is also possible for other researchers to implement information-gap activities in other schools. For example, other researchers can perform this study in junior high schools at the second grade.

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APPENDICES

A. Field Notes

NB= R: Researcher, T: Teacher, O: Observer

Field Note 1
Hari/ Tanggal : Jumat, 22 Januari 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Pukul 07.30 WIB R dan T masuk ke ruang kelas V. T langsung menuju kebangku kosong yang berada di deretan paling belakang. Suasana kelas sangat ramai, ada beberapa siswa perempuan yang sedang mengobrol, empat siswa laki-laki yang duduk paling belakang sedang bermain kartu bergambar. Siswa yang lain sedang mengerjakan soal di LKS matematika. T membuka kelas dengan mengucapkan salam dan semua siswa menjawab. T memperkenalkan R kepada siswa bahawa R akan membantu T mengajar lagi di kelas V.

T menerangkan tentang 'Time'. Ketika ET sedang menerangkan di depan kelas, beberapa siswa yang duduk di bagian belakang gaduh. Ada dua orang siswa laki-laki yang membuat keributan, rupanya salah seorang siswa membawa ponsel. T menyuruh murid tersebut menyimpan ponselnya dan menyuruh mereka memperhatikan pelajaran.

T memberikan 5 soal kepada siswa. Soal di tulis di papan tulis dan siswa mengerjakan di buku masing-masing. Hanya beberapa siswa yang mengerjakan soal tersebut. Kemudian T menyuruh salah seorang siswa laki-laki bernama Galih untuk maju mengerjakan soal nomor 1. Tetapi siswa tersebut tidak mau maju dengan alasan belum selesai mengerjakan. Kemudian T menyuruh salah seorang siswa perempuan untuk mengerjakan. Setelah itu T menyuruh siswa lain mengoreksinya bersama-sama. Saat siswa mengerjakan soal di papan tulis beberapa siswa tampak tidak memperhatikan.

Setelah selesai mengoreksi pekerjaan siswa di papan tulis, T melanjutkan kembali mengajarkan tentang 'Time'. T menuliskan beberapa kosa kata di papan tulis. T memberikan instruksi agar siswa menyalin materi yang ada di papan tulis. Beberapa siswa laki-laki yang tidak menyalin penjelasan T. Salah seorang dari mereka menggangu siswi perempuan yang sedang menulis. Suasana kelas menjadi gaduh. T menenangkan mereka dan mengancam akan mengeluarkan siswa yang membuat keributan dari kelas. Suasana kelas menjadi tenang.

T kembali meneruskan pelajaran dan meminta siswa membuka Lembar Kerja Siswa (LKS). T menuruh siswa mengerjakan soal tentang 'Time" yang terdapat di LKS. Karena T hanya duduk di depan kelas, beberapa orang siswa tidak mengerjakan perintah T, beberapa siswa di bagian belakang melanjutkan mengerjakan tugas matematika mereka. Saat T berjalan berkeliling, siswa-siswa tersebut bergegas membuka LKS Bahasa Inggris mereka.

Beberapa siswa yang duduk di depan R merasa kebingungan saat megerjakan soal di LKS. Mereka mengosongkan lembar jawaban yang dirasa

sulit. Salah seorang dari mereka bertanya kepada siswa lain, tetapi siswa tersebut tidak merespon. Setelah beberapa saat mengerjakan, siswa mulai gaduh, beberapa di antara mereka meminta untuk istirahat karena melihat siswa dari kelas lain membawa snack dan minuman. T menyuruh siswa untuk menunggu bel berbunyi dan kembali melanjutkan pekerjaan mereka. Beberapa saat kemudian T menghentikan pekerjaan siswa. T mengajak siswa mencocokkan pekerjaan mereka dengan menunjuk siswa yang berada di barisan belakang untuk menjawab. Siswa tersebut Nampak belum siap, dia lalu bertanya pada teman di depannya. T menegur siswa tersebut. Kelas menjadi gaduh, siswa lain berteriak 'Hu' kepada siswa tersebut. Saat T menenangkan siswa bel tanda istirahat berbunyi. Akhirnya T membubarkan dengan salam dan beberapa siswa langsung berdiri menuju kantin. Siswa lainnya ada yang tetap tinggal di kelas dan ada yang duduk di bangku di depan kelas.

Field Note 2
Hari/ Tanggal : Jumat, 29 Januari 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Pada observasi yang kedua, R masuk ke dalam kelas terlebih dahulu karena T datang agak terlambat. Siswa di dalam kelas terlihat sibuk menyelesaikan PR mereka. Setelah menunggu beberapa menit, T masuk kedalam kelas. Untuk mengawali pelajaran, R memberi salam. Semua siswa hadir dalam kelas. R lalu menanyakan mengenai tugas di LKS yang dikerjakan siswa pada pertemuan sebelumnya. Ada beberapa siswa yang terlihat khawatir karena belum menyelesaikan tugasnya. T lalu membahas hasil pekerjaan siswa dengan memberikan kesempatan kepada siswa untuk menjawab. Sebagian besar siswa dapat menjawab dengan benar. Setelah mencocokan PR siswa, T menerangkan materi baru 'Profession'.

T menyuruh siswa membuka LKS, T mengajarkan berbagai nama pekerjaan dalam bahasa Inggris yang tertera si LKS. T menyuruh siswa untuk mengulang perkataan T dengan menanyakan "Kalau supir apa Inggrise?". T menanyakan ke setiap siswa nama pekerjaan dalam bahasa Inggris. Siswa masih bingung, mereka melihat LKS untuk menjawab pertanyaan T. Beberapa diantara mereka hanya terdiam. T membantu dengan menyebutkannya.

T menyuruh siswa ngenerjemahkan kalimat 'Kami adalah pelajar.' dalam bahasa Indonesia ke Bahasa Inggris. Tidak ada siswa yang berani menjawab pertanyaan T. Lalu T menyuruh siswa yang sedang mengobrol untuk menjawab. Siswa tersebut tidak bisa menjawab. T menanyakan siswa, "Siapa yang belum jelas.". Lalu T menerangkan kembali tentang penggunaan pronoun dalam kalimat. T menantang siswa untuk menuliskan kalimat dalam bahasa Inggris di papan tulis. Siswa masih malu-malu untuk maju. T menunjuk beberapa orang siswa untuk mengerjakan. Siswa mengerjakan sesuai dengan contoh yang tersedia di papan tulis.

T memberikan tambahan materi tentang penggunaan kalimat tanya untuk menanyakan pekerjaan *"What does she do"*. T menyuruh siswa menyalin tulisan yang ada di papan tulis. Beberapa orang siswa di bagian belakang tidak mencatat.

Mereka terlihat sibuk dengan mainan yang dibawa seorang siswa. Mereka kaget saat T menyuruh mereka untuk menjawab pertanyaan yang dituliskan di papan tulis. Mereka hanya terdiam. Salah seorang murid menjawab, "Nggak tahu, Bu'. T mengajak siswa lain mengerjakan soal tersebut bersama-sama.

T menyuruh siswa mengerjakan soal di LKS sesuai dengan tema. Saat mengerjakan LKS siswa terlihat mengobrol. Tidak semua siswa mengerjakan dengan serius. Tidak ada seorang siswa pun yang bertanya kepada T untuk membantunya. Siswa mengerjakan dengan melihat informasi yang tercantum di LKS. T mengajak siswa untuk mencocokkan jawaban. T menujuk siswa urut dari bagian depan. Beberapa orang siswa menjawab salah, beberapa diantaranya tidak siap untuk menjawab. T membetulkan jawaban siswa yang salah.

T mengakhiri pertemuan dengan memberikan pekerjaan rumah. Siswa disuruh melanjutkan pekerjaannya di LKS dan menghapal nama-nama pekerjaan dalam bahasa Inggris.

Field Note 3

Hari/ Tanggal : Jumat, 5 Februari 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Pada hari pertama implementasi actions research, R datang menemui T sebelum masuk ke dalam kelas untuk mempersiapkan media dan materi yang akan digunakan serta mendiskusikan RPP yang telah diberikan pada hari sebelumnya. Kemudian R bersama T masuk ke kelas V. T dan seorang O menempati kursi di bagian paling belakang sehingga dapat mengamati secara keseluruhan proses pembelajaran. Dalam proses implementasi, R menggantikan T untuk mengajar. R mengawali proses pembelajaran dengan memberi salam dan mengecek kehadiran siswa. Satu siswa tidak hadir karena sakit. R kemudian mengulang materi yang telah diajarkan T pada pertemuan sebelumnya. R menanyakan " *Who is he/she*?" dan "*What does she do*?" sambil menunjuk gambar berbagai macam profesi. Beberapa siswa terlihat antusias, namun kadang lupa dengan kosakata dalam bahasa Inggris. Mereka menjawab dengan menggunakan bahasa Indonesia. R membantu siswa untuk mengingat kembali. R mengajak siswa untuk mengulang perkataan R *"He is a pilot"*. Siswa mengikuti instruksi R dengan antusias. R mengajarkan siswa untuk mengeja nama-nama pekerjaan dengan bantuan alphabet cards. Siswa kemudian menirukan suara guru dengan lantang.

R mengajak siswa untuk mengisi puzzle tentang tema hari itu yaitu profession. R menyuruh siswa untuk berpasangan. Kebanyakan dari siswa memilih untuk berpasangan dengan teman sebangku. R membagikan dua lembar kerja yang berbeda untuk tiap pasangan. Sebelum siswa memulai kegiatan ini, R memberi contoh dan mengarahkan cara mengisi puzzle tersebut. Pada awal pengisian lembar kerja, murid terlihat masih bingung. Beberapa dari mereka dengan malu-malu bertanya kepada researcher tentang cara melengkapi teka tekinya, "*Miss,* ini gimana"?, kata seorang siswa bernama Hani. Researcher lalu memperjelas kembali instruksinya hingga siswa paham. Pada saat melengkapi puzzle, siswa terlihat asyik bertanya jawab, "*Do you know a profession that consists of eight-letter word*?"seorang murid bertanya kepada partnernya.

Sesekali, beberapa dari mereka bertanya kepada guru beberapa kata dalam Bahasa Inggris (sambil menunjuk ke lembar kerja). Beberapa juga bertanya untuk meminta koreksi, "Ini bener nggak, *Miss*?". R berkeliling untuk memonitor kegiatan siswa. R menghampiri murid dan membantu kesulitan mereka dengan bertanya "*Everything is OK*?" hingga siswa selesai melengkapi puzzle mereka. R mengajak siswa untuk mendiskusikan puzzle yang telah dilengkapi, *"Are you finish everybody?* Ayo kita lihat bersama-sama hasil obrolan kalian?". Beberapa siswa menjawab dengan gugup, "*Yes, Miss*.". Hampir semua siswa dapat mengisi puzzle mereka sesuai dengan arahan yang diberikan oleh pasangan mereka. Siswa terlihat puas mengetahui hasil yang mereka capai. Namun, ada beberapa siswa yang terlihat kecewa karena melakukan beberapa kesalahan. R mencoba membangkitkan motivasi siswa kembali, "*Are you happy guys?"*. Siswa menjawab dengan kompak, "*Yes, Miss."*.

R memberitahu kepada siswa kalau sekarang saatnya bermain guessing game. Siswa sangat senang dan antusias mendengar R mengajak mereka melakukan permainan. Bahkan ada yang berteriak, "Hore!" atau "Asyik!". R mulai menjelaskan tentang guessing game yang akan siswa mainkan. Siswa mendengarkan arahan R dengan serius. R memberikan contoh hingga siswa paham dengan petunjuk R. R bertanya untuk mengecek pemahaman siswa, *"Do you understand everybody?"*. Murid menjawab dengan kompak, *"Yes"*. Setelah siswa paham, R membagi siswa ke dalam dua kelompok. Masing-masing kelompok harus berlomba menebak petunjuk yang diberikan oleh R. Setiap murid dalam kelompok berdiskusi, mereka berusaha menebak dan menjadi yang tercepat. Siswa juga diharuskan menyusun alphabet sesuai dengan tebakan mereka di papan tulis. Permainan berlangsung seru. Beberapa siswa terlihat antusias menunggu giliran mereka dan menyuruh teman kelompoknya mempercepat geraknya, "Ayo cepetan!". Keadaan kelas menjadi ramai, siswa-siswa ribut, masing-masing dari mereka ingin memberi tahu temannya gambar yang sesuai, "Kui, gambare, Yas.". Peneliti menyuruh murid untuk membalikkan badan, agar mereka tidak ribut "*Everybody, turn your body, balikkan badan, let your friends search by theirself!*". Permainan berakhir dengan kelompok B sebagai pemenang. Siswa terlihat senang dan lelah.

Karena waktu hampir habis, R mengajak siswa untuk mendiskusikan hasil kegiatan mereka. R bertanya kembali kepada siswa, "*Are you happy guys*?" untuk mengecek ketertarikan siswa. Siswa menjawab, "Yes!". Bel tanda berakhir pelajaran berbunyi, R mengakhiri pelajaran dengan mengucapkan *goodbye*, sesaat researcher akan meninggalkan kelas, beberapa murid bertanya, "Besok ngapain, Miss?", "Besok belajar apa, Miss", "Main game lagi nggak, Miss".

Field Note 4

Hari/ Tanggal : Jumat, 12 Februari 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Hari ini merupakan hari kedua R melakukan penelitian. R datang menemui T sebelum pelajaran dimulai untuk mendiskusikan RPP yang telah diberikan pada hari sebelumnya. Pada pertemuan kedua ini, P dan O datang ke kelas terlebih dulu

untuk mempersiapkan materi dan media. T datang beberapa menit kemudian. R mengawali proses pembelajaran dengan memberi salam dan mengecek kehadiran siswa. R memperlihatkan gambar sebuah keluarga kepada siswa. R menanyakan kepada siswa tentang gambar tersebut. Siswa menjawab dengan antusias. R menanyakan kepada siswa "*Do you know who is he*?" sambil menunjuk ke gambar. Beberapa orang siswa menjawab dengan menggunakan bahasa Inggris dan bahasa Indonesia. R kemudian menerangkan nama-nama anggota keluarga dan hubungan diantara mereka. R memberikan contoh sebuah deskriptif teks tentang keluarga Anto dan mengajak siswa untuk menyusun gambar anggota keluarga Anto ke dalam sebuah pohon keluarga. Siswa terlihat antusis mengikuti pelajaran. R kemudian mengajukan beberapa pertanyaan untuk mengecek pemahaman siswa. Siswa berebut menjawab teka-teki tentang nama anggota keluarga yang diberikan R, "*Mr. Anton, Miss*" (beberapa murid berteriak).

Aktivitas selanjutnya, R mengajak siswa untuk bermain describing and arranging game. R menyuruh siswa menepikan bangku dan meja untuk bermain. R membagi kelas ke dalam 2 kelompok. Masing-masing kelompok berdiri berbanjar. Dua siswa dari tiap kelompok maju untuk membaca sebuah teks deskriptif tentang family members. Mereka harus mengingat dan menyampaikan kepada anggota kelompok. Anggota kelompok harus menanyakan deskripsi *family members* tersebut untuk menyusunnya kedalam *family tree*. Tiap kelompok berlomba menyusun family tree di depan kelas sesuai dengan teks. Namun beberapa murid keluar dari barisannya dan maju ke depan berusaha membantu temannya . Keadaan kelas menjadi kacau dan ramai. R menyuruh mereka kembali ke kelompok. Siswa terlihat senang dan antusias mengikuti permainan walaupun ada beberapa siswa yang masih terlihat pasif.

Kegiatan dilanjutkan dengan melengkapi worksheet tentang family members. R membagi siswa berpasangan. R kemudian membagikan dua macam worksheet untuk tiap pasangan. Siswa harus melengkapi *worksheet* mereka dengan saling bertukar informasi. Pada awal kegiatan ini, ada beberapa murid yang terlihat sungkan untuk mengadakan tanya jawab. Ternyata ada beberapa murid yang keberatan mendapatkan teman partnernya. Alasannya karena bukan pilihan sendiri, "Ah nggak enak *Miss*, nggak sama Nia.". Selain itu ada yang berkeberatan bekerja sama dengan lawan jenis, "Ngerjainnya jangan sama Galih, *Miss*.", kata seorang murid perempuan.

Setelah diberikan beberapa pengertian akhirnya siswa mengerti dan melanjutkan kegitan mereka. Beberapa pasang siswa terlihat malu-malu bertanya jawab menggunakan Bahasa Inggris saat R memonitor mereka. Setelah siswa menyelesaikan pekerjaan mereka, R mengajak siswa untuk membahas bersama-sama. Ternyata siswa dapat melengkapi *worksheet* sesuai informasi yang diberikan oleh pasangannya. Pada akhir pelajaran R bertanya kepada siswa, *"Are you happy guys?"* untuk mengecek minat siswa terhadap kegiatan yang diterapkan. Siswa menjawab, *"Yes, Miss"*. Bahkan ada beberapa siswa yang berteriak, "besok main lagi ya, Miss.". Kemudian R mengajukan beberapa pertanyaan untuk meriew materi hari ini. R menutup pelajaran dengan mengucapkan salam dan mengucapkan *"good bye"*.

Field Note 5

Hari/ Tanggal : Jumat, 19 Februari 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Pada pertemuan ketiga ini, R dan O langsung masuk kelas karena T datang sedikit terlambat. Seperti biasa, R membuka pelajaran dengan mengucapkan salam dan menyapa siswa. Sebelum mengawali pelajaran R ngengecek kesiapan siswa, "*Are you ready to study with me guys?*". Siswa menjawab dengan antusias, "*Yes, Miss*.". Ada seorang siswa yang menimpali, "Ada game lagi kan, *Miss*?". Rupanya siswa tidak sabar untuk mengikuti kegiatan belajar. R memperlihatkan sebuah gambar berisikan dua wajah manusia dengan karakter yang berbeda. R mengajak siswa menyebutkan bagian- bagian wajah siswa. Beberapa orang siswa berebut menjawab, *"Nose, Miss",* saat R menunjuk gambar hidung. R menjelaskan karakteristik wajah manusia menggunakan kata sifat. R memberi contoh pendeskripsian wajah manusia dengan mendeskripsikan wajah seorang siswa. Siswa yang lain memperhatikan penjelasan R dengan serius. R kemudian mengecek pemahaman siswa dengan menanyakan beberapa pertanyaan. Beberapa orang siswa menjawab dengan yakin.

Aktivitas selanjutnya adalah permainan. Sebelum memulainya R bertanya, "Mau main game dulu atau mengerjakan worksheet?.", untuk memberi kesempatan siswa berpatisipasi. Siswa menjawab "game Miss.". Kemudian R membagi kelas menjadi dua kelompok untuk mengikuti permainan describing and drawing game. Masing-masing kelompok harus menggambarkan wajah seseorang sesuai dengan petunjuk yang diberikan R. Siswa sangat antusias mengikuti permainan ini terutama saat teman mereka menggambar. Menurut mereka gambar yang dibuat lucu. Kelompok yang tercepat menggambar dengan benar adalah kelompok B. Siswa terlihat senang dan takjub melihat hasil gambar mereka yang berantakan.

Kegiatan selanjutnya, R mengajak siswa berpura-pura menjadi detektif. Siswa harus menemukan informasi tentang anak yang hilang. Siswa dapat menemukan petunjuk dengan bertanya kepada teman yang memegang worksheet yang berbeda. Siswa nampak penasaran mengikuti kegiatan ini. Murid-murid mulai sibuk bertanya kepada partner masing-masing. Mereka berusaha menebak ciri-ciri orang hilang dalam lembar kerja mereka. Setelah siswa selesai melengkapi, R mengajak siswa mengungkap misteri anak hilang tersebut dengan mencocokkan ciri-ciri dan gambarnya. Dikarenakan waktu hampir habis, R mengajak siswa untuk mereview materi hari ini. R mengajukan beberapa pertanyaan untuk mengecek pemahaman siswa. Tidak lama kemudian bel tanda usai pelajaran berbunyi, R menutup pelajaran dengan mengucapkan salam dan good bye.

Field Note 6
Hari/ Tanggal : Jumat, 5 Maret 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Hari ini adalah hari keempat R melakukan penelitian. Pada pukul 07.30 R masuk ke dalam ruang kelas untuk mengajar bersama T dan O. Pada pertemuan ini R mengajarkan materi tentang living room. R menggunakan gambar livingroom berukuran A3. R menanyakan kepada siswa tentang gambar tersebut. Ternyata ada beberapa siswa yang dapat menyebutkan dengan benar nama-nama benda yang terdapat di gambar. Lalu R memperkenalkan nama-nama benda yang terdapat di gambar. R mengajak siswa untuk menirukan kalimat-kalimat yang diucapkannya, "*Repeat after me, it is a stand lamp*.". R menanyakan benda-benda yang terdapat di living room beberapa orang siswa. Siswa menjawab dengan berani sambil mengingat-ingat nama benda tersebut. R memperkenalkan penggunaan ujaran meminta dan memberikan informasi, *" Do you have a television in your living room?"* kepada siswa. R mengajak siswa menirukan ujaran yang R ucapkan. R menanyakan kembali ujaran tersebut kepada seorang siswa. R juga memberi kesempatan kepada siswa menanyakan ujaran tersebut kepada R.

Kegiatan selanjutnya, R menyuruh siswa berpasangan membuat percakapan sederhana menggunakan ujaran meminta dan memberi informasi sesuai dengan contoh yang diberikan tentang benda yang terdapat di living room masing-masing pasangan. Keadaan kelas menjadi agak ramai karena siswa bercakap-cakap. Kemudian, R menantang siswa mempraktekkan percakapan mereka di depan kelas. Beberapa pasangan maju untuk mempraktekkan percakapan mereka. R mengapresiasi keberanian mereka dan memotivasi siswa lain agar lebih berani.

Kegiatan belajar dilanjutkan dengan permainan. Siswa terlihat antusias saat R mengeluarkan beberapa gambar dan menyampaikan kalau mereka akan bermain. Beberapa dari mereka bertanya, "Gamenya apa, Miss. Kayak dulu pa, Miss?". Kemudian R menjelaskan peraturan permainan dan memberi contoh cara bermain describing and arranging game tersebut. Siswa memperhatikan dengan serius. Sebelum memulai permainan, Researcher bertanya untuk mengecek kesiapan siswa, "*Are you ready guys?*". Murid menjawab dengan antusias, " *Yes, Miss*.". Siswa dibagi kedalam 3 kelompok, agar semua anggota dapat berkontribusi terhadap kelompokknya. Tiap kelompok mengirimkan satu wakil sebagai penyampai pesan atau informan yang memegang gambar living room. Anggota kelompok lain mendapatkan satu lembar kerja yang harus diisi dengan menanyakan informasi kepada informan, *"Do you have a sofa / Is there any sofa in your living room?"*. Informan menjawab sesuai dengan gambar. Setiap siswa dalam kelompok berebut bertanya kepada wakil yang memengang gambar seperti:"*Is there any sofa?", "How many sofas are there?*, dengan antusias. Mereka berusaha menebak dan menjadi yang tercepat. Setelah informasi lengkap, anggota kelompok harus menyusun gambar living room sesuai dengan informasi. Masing-masing kelompok berlomba menyelesaikan gambar mereka. Keaadan kelas menjadi tegang, tiap kelompok berusaha menjadi yang tercepat. Siswa

terlihat asyik bermain, mereka mengikuti permainan dengan antusias. Setiap anggota kelompok menjalankan perannya dengan baik. Permainan berakhir dengan kelompok C sebagai pemenangnya. Siswa terlihat sangat puas dan senang mengikuti permainan ini.

Kegiatan diakhiri dengan mengulas kembali materi hari ini. Pada akhir pertemuan researcher mengecek ketertarikan siswa, "Bagaimana tadi senang ndak?", murid menjawab, " Iya, Miss. Besok lagi ya Miss.", " permainannya lagi ya, Miss.". R menutup pelajaran dengan mengucapkan salam dan goodbye.

Field Note 7

Hari/ Tanggal : Jumat, 12 Maret 2010
Tempat : Ruang kelas V, SDN Caturtunggal 7

Hari ini adalah hari terakhir R melakukan penelitian. Pada pukul 07.30 R masuk ke dalam ruang kelas untuk mengajar. T dan O menuju ke belakang kelas untuk melakukan pengamatan. Pada pertemuan ini R mengajarkan materi tentang classroom. R menunjukkan gambar berukuran A3. R menanyakan kepada siswa tentang isi gambar tersebut. Beberapa orang siswa mengetahui nama-nama benda yang terdapat di gambar dalam bahasa Inggris. Sedangkan siswa lainnya menyebutkan dengan menggunakan bahasa Indonesia. R mengajak siswa untuk mengucapkan nama-nama benda yang terdapat di gambar. Siswa mengikuti instruksi R dengan antusias. Kemudian siswa menyebutkan nama-nama benda yang terdapat di ruang kelas mereka dengan bantuan R. Setelah itu, R memperkenalkan pengunaan preposition kepada siswa dengan bantuan benda yang terdpat di ruang kelas dan di papan tulis. Lalu R mengajak siswa untuk menirukan kalimat-kalimat yang diucapkannya, "*Repeat after me, the vase is on the table*.". R memberi kesempatan siswa untuk membuat kalimat sendiri sesuai dengan gambar. Beberapa siswa terlihat antusias untuk mencoba.

Kegiatan selanjutnya, R mengajak siswa berlatih menggunakan preposition dengan melengkapi gambar classroom. R membagi siswa kedalam 4 kelompok. Secara serempak, siswa menanyakan petunjuk kepada R, "*Where is the book?"*. Setelah R menjawab, *"It is under the chair.",* masing-masing kelompok menggambarkan petunjuk tersebut. Beberapa siswa dalam kelompok rebut menyuruh temannya menggambar dengan benar. Siswa lain saling membantu menunjukkan lokasi yang harus digambar, "Ini lho chair, gambar dibawahe.". Kegiatan ini berlanjut hingga siswa menggambarkan 5 macam benda sesuai petunjuk menggunakan preposition. R menyuruh tiap perwakilan kelompok untuk ke depan kelas meperlihatkan pekerjaan mereka. Rupanya semua kelompok dapat bekerja dengan baik, walaupun ada beberapa siswa yang ribut beradu pendapat.

Aktivitas selanjutnya, R mengajak siswa untuk mencari perbedaan gambar. R menyuruh siswa untuk berpasangan. Tiap pasangan mendapatkan dua gambar. Siswa melakukan tanya jawab untuk menemukan informasi tentang perbedaan pada gambar mereka menggunakan preposition, "*Where is the eraser?",* dan pasangannya menjawab, *"It is under the blackboard."*. Siswa tidak diizinkan melihat gambar pasangan mereka sebelum mendapatkan 5 perbedaan

letak benda yang terdapat di gambar. Siswa terlihat antusias menemukan perbedaan tersebut. Beberapa pasangan terlihat tidak sabar ingin menyelesaikan tugas mereka. Akhirnya siswa dapat menemukan 5 perbedaan pada gambar mereka. R menayakan kepada siswa perbedaan yang mereka temukan setelah bertukar informasi dengan pasangan. Siswa saling berebut menjawab. Kemudian, R menantang siswa untuk menjelaskan perbedaan yang mereka temukan di didepan kelas. Ada beberapa siswa yang ingin maju, “Saya, Miss, saya” sambil mengangkat tangan. Akhirnya R menunjuk seorang siswa untuk maju. R memuji keberhasilan siswa menemukan perbedaan pada gambar mereka. R menanyakan kembali beberapa pertanyaan kepada siswa tentang preposition dan benda-benda yang terdapat di ruang kelas untuk mereview pelajaran hari ini.

Sebelum pelajran berakhir R menyampaikan bahwa ini adalah hari terakhir, R mengajar siswa. Beberapa siswa mengajukan keberatan. Kemudian R mengucapkan terima kasih dan memohon maaf kepada siswa kelas V. R juga membagikan hadiah atas keberhasilan mereka mengikuti kegiatan belajar bersama R. R menutup pelajaran dengan mengucapkan salam dan good bye.

B. Interview Transcripts

NB= R: Researcher, T: Teacher, S: Student

Interview 1
16 Januari 2010
Ruang Guru SDN Caturtunggal 7

R : "Pagi, Bu, saya ingin menanyakan mengenai pembelajaran Bahasa Inggris di kelas V."
T : "Iya mba."
R : "Saya ingin menayakan mengenai interaksi siswa dalam kelas. Apakah saat pelajaran siswa berpartisipasi aktif dala kelas, Bu?"
T : "Maksudnya pada ngikutin pelajaran gitu? Ya kadang mba, tapi sering pada main-main sendiri gitu."
R : " Lalu apakah mereka kadang membuat keributan Bu?"
T : "Ya, namane anak- anak ya mba. Pada sok rame gitu. Jadi sering tak tegur mba."
R : "Pada saat pelajaran, apakah siswa patuh dengan instruksi yang Ibu berikan, misalnya jika disuruh mengerjakan LKS, ya dikerjakan, atau jika disuruh mencatat , mereka akan mencatat?"
T : "Ya, ada yang manut mba tapi ada juga yang nggak. Biasane anak cowok tuh mba."
R : "Lalu apakah Ibu sering bertanya pada siswa, misalnya untuk mengecek pemahaman mereka, atau mengetahui kesulitan mereka?"
T : "Ya kadang mba."
R : "Apakah murid merespon saat ibu bertanya?"
T : "Tergantung pertanyaannya mba, kalo tanya tentang pelajaran biasane ya diem. Paling yang pinter yang njawab. Itu pun seringnya kalo ditunjuk."
R : "Selama ini, apakah murid sering bertanya?"
T : "Wah jarang mba."
R : "Apakah mereka takut bertanya, Bu?"
T : "Kelihatannya begitu mba."
R : "Jika siswa menemui kesulitan saat mengerjakan LKS, apakah mereka bertanya pada Ibu?"
T : "Jarang, Mba. Biasane paling tanya temen."
R : "Saat pelajaran, apakah Ibu sering menyuruh siswa bekerja kelompok atau dengan teman sebangku?"
T : "Nggak sering Mba. Biasane kan saya suruh ngerjain LKS."

Interview 2
16 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R :"Pagi dek, apa kabar ini?"
S1,S2 & S3 : "Baik, Miss."
S1 : "Ngapain, Miss, kesini? Mau ngajar lagi ya?"
R : "Ndak dek, tapi mau tanya-tanya tentang pelajaran Bahasa Inggris, boleh?"
S3 : "Boleh, Miss."

R : “Gini Dek, pas pelajaran Bahasa Inggris, nek ada yang bingung tanya sama Bu guru nggak? Linda sering bertanya pada Ibu Guru ndak?”
S2 : “Nggak, Miss.”
R : “Lho kalau menemui kesulitan pas ngerjain LKS gimana?”
S2 : “Tanya sama trias, Miss.”
R : “Kenapa kok nggak nanya Bu guru? Malu ya?”
S2 : “Bu Guru seringe pergi, Miss.”
R : “Nek Firda sama Trias gimana?”
S1& S3 : “Nggak, Miss.”
S1 : “Bingung, Miss, mau tanya apa soale.”
R : “Ya kalian minta diajarin. Jadi kalian cuma nanya sama temen ya? Tapi, saling membantu nggak?”
S2 : “Ya nggak semuane, Miss. Paling cuma yang bisa aja. Nek nggak bisa dikosongi jawabane.”
R : “Trus pas pelajaran Bahasa Inggris, Ibu guru sering nyuruh kalian ngerjain tugas bareng temen sebangku ndak?”
S1,S2,&S3 : “ Nggak, Miss.”
R : “Kalau kerja kelompok?”
S3 : “Nggak, Miss.”

Interview 3
16 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Halo Rini, apa kabar? Masih inget Miss nggak?”
S : “Ya, masih, Miss. Ngapain kesini, Miss?”
R : “Mau tanya-tanya tentang pelajaran Bahasa Inggris bentar sama Rini, boleh?”
S : “Iya boleh, Miss. Tapi jangan susah-susah ya.”
R : “Nek pas pelajaran Bahasa Inggris, sok ngerasa bosen ndak?”
S : “Ya, iya, Miss. Bosen.”
R : “Bosennya kenapa? Susah po pelajarane?”
S : “Ya itu, Miss. Seringe nyatet sama ngerjain LKS.”
R : “Emange nggak pernah diajak main game ato nyanyi?”
S : “Pernah main game, Miss. Tapi dulu. Seringe kan pas kelas 4, pas diajar sama Miss.”
R : “Kalau misale disuruh Bu guru ngerjain LKS berdua sama teman sebangku, Rini mau nggak?”
S : “Ya mau, Miss, tapi kalau duduke sama Indah.”
R : “Kalau duduk sama Galih?”
S : “Nggak mau, wong Galih tu nggak ngerjain, Miss.”
R : “Lho, emang iya po? Trus nek pelajaran Galih ngapain?”
S : “Seringe maen, Miss. Mainan hape.”

Interview 4
18 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Hai Galih, Rama. Miss, boleh ngganggu bentar?”
S1 : “Kenapa, Miss? Kan belum pelajaran?”

R : “Miss, mau tanya-tanya tentang pelajaran Bahasa Inggris kalian? Boleh?”
S2 : “Boleh, Miss.”
R : “Ok, Galih suka pelajaran Bahasa Inggris nggak?”
S1 : “Nggak, Miss. Pelajarane ngangeli, Miss.”
R : “Nek Rama, gimana?”
S2 : “Suka si ,Miss, tapi ya angel juga.”
R : “Saat pelajaran Bahasa Inggris kalian pernah ngerasa bosen nggak?”
S1 : “Sering, Miss. Wong sering disuruh ngerjain LKS.”
R : “Kalo bosen pada ngapain?”
S2 : “Ya main, Miss.”
R : “ Emang, kalian sukanya pelajaran Bahasa Inggrise yang gimana?”
S2 : “Ya yang nggak mboseni, Miss.”
R : “Yang nggak mboseni tu yang gimana? Main games ya?”
S2 : “Iya, Miss. Jarang itu maen games.”
R : “Emange pernah maen game sama Bu guru?”
S1 : “Ya pernah, tapi dulu. Jarang banget, Miss.”
R : “Main game apa?”
S2 : “Apa ya, lupa e, Miss.”
R : “Trus, nek lagi pelajaran nggak bisa ngerjain LKS gimana?”
S1 : “Ya nggak usah dikerjain.”
R : “Lho kok nggak dikerjain? Emang nggak dimarahi Bu guru po? Kalo nanti ditanyain gimana?”
S1 : “Ya tinggal lihat punyane Rama.”

Interview 5
18 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Pagi dek, apa kabarnya nih?”
S1 : “Pagi, Miss. Mau ngajar ya, Miss? Asik-asik.”
R : “Nggak kok. Ini, Miss mau tanya tentang pelajaran Bahasa Inggris sama kalian. Nggak ngganggu kan?”
S2 : “Nggak dong, Miss. Emang kenapa, Miss?”
R : “Ini, buat tugasnya Miss Dika di kampus. Mulai dari Nikita dulu ya? Nek pas pelajaran Bahasa Inggris, mudeng nggak sama yang diajarin Bu guru?”
S1 : “Ya kadang mudeng, kadang nggak, Miss. “
R : “Nek, nggak mudeng tanya Bu guru nggak?”
S1 : “Nggak berani, Miss. “
R : “Kok nggak berani, trus tanya sama siapa?”
S1 : “Tanya sama Hani, Miss.”
R : “Nek Hani juga bingung ,gimana?”
S1 : “Ya udah, Miss, dibiarin aja.”
R : “Trus, kalau lagi pelajaran kalian pernah ngerasa bosen, ndak?”
S2 : “Sering, Miss.”
R : “Bosene dimana, dik? “
S2 : “Ya ngerjain LKS doang, Miss. Nek nggak ya nyatet. Jarang maen mba.”
R : “Emang pernah main games?”
S1 : “Pernah, Miss.”

Interview 6
22 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Siang dek. Miss Dika boleh ngganggu bentar nggak?
S : "Emange ada apa, Miss?"
R : "Ini, Miss mau tanya tentang p
elajaran Bahasa Inggris kalian, boleh kan?"
S : "Boleh, Miss."
R : "Nek pelajaran Bahasa Inggris, Saga pernah ngerasa bosen ndak?"
S : "Pernah, Miss. "
R : "Emang kenapa kok bosen?"
S : "Ya, cuma gitu- gitu aja pelajarane. Kadang angel juga e."
R : "Nek sudah bosen, Saga ngapain?"
S : "Ya paling ngobrol sama Alvan nek nggak maen sama Galih."
R : "Lho emange nggak dimarahi Bu guru?"
S : "Ya nek Bu guru lagi keluar, Miss."
R : "Emange menurut Saga yang nggak mboseni ngapain?"
S : "Ngapain ya? Jalan-jalan keluar, Miss. Pokoke nggak ngerjain LKS terus."
R : "Nek Saga disuruh ngerjain tugas sama Bu guru berpasangan mau nggak?"
S : "Ya mau aja, Miss. Wong disuruh Bu guru."
R : "Trus nek dipasangin, maune sama siapa?"
S : "Ya sama yang pinter lah, Miss."
R : "Kenapa? Kok milih yang pinter? "
S : "Ya ben gampang, Miss. Tinggal nyonto."
R : "Lho kan harus kerja sama, nek Cuma nyonto jadine nggak kerja berdua dong."
S : "Ya biar, Miss. Nek angel piye?"

Interview 7
22 Januari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Hallo, , Miss mau tanya bentar boleh nggak? Mau tanya tentang pelajaran Bahasa Inggris kalian?"
S1 : "Tanya apa, Miss?"
R : "Gini, pas pelajaran Bahasa Inggris, kalian pernah ngerasa bosen nggak?"
S1 : "Ya pernah dong, Miss."
R : "Bosennya karena apa?"
S1 : "Karena pelajarane susah, Miss. Jadine bosen, coba gampang."
R :" Nek H, kamu gimana pernah bosen ndak?"
S2 : "Ya iya, Miss. Soale nggarap terus, Miss."
R : "Nek udah bosen LKSe tetep digarap nggak?"
S2 : "Iya dong, Miss. Wedi mbok diperiksa Bu Endang."
R : "Nek ada yang susah gimana? Tanya sama Bu ending nggak?"
S2 : "Nggak berani, Miss."
R : "Kok nggak berani, emange dimarahi nek tanya? Nggak to?"
S2 : "Ya nggak, Miss. Nanti juga nek dicocokin tau jawabane, jadi nggak usah tanya."
R : "Nek Mei, gimana?"

S1 : “Males tanya, Miss.”
R : “Kok males? Nanti nek bingung gimana?”
S1 : “Ya ngawur sik ae ,Miss. He. . he. . he.”
R : “Wah kok gitu? Oh ya kalian pernah disuruh Bu guru ngerjain tugas berdua sama temen sebangku nggak?”
S2 : “Pernah nggak ya? Keliatane belum, Miss.”
R : “Lha nek pas disuruh ngerjain LKS, Ibu guru bilange apa?”
S2 : “Ya suruh kerjain halaman berapa gitu, Miss. Tapi sendiri- sendiri ngerjaine.
R : “Ibu guru sok nungguin kalian ngerjain nggak?”
S1 : “Seringe si ditinggal, Miss.”

Interview 8
22 Januari 2010
Ruang Guru SDN Caturtunggal 7

R : “Bu, beberapa hari yang lalu saya sudah mewawancarai siswa kelas V tentang kegiatan belajar Bahasa Inggris mereka.”
T : “Bagaimana mba hasilnya, pada mau njawab ndak?”
R : “Alhamdulillah, mereka kooperatif dengan saya kok, Bu. Jadi lancar wawancaranya. Menurut hasil wawancara kebanyakan siswa pada takut bertanya atau meminta bantuan dengan Ibu karena mereka bingung, Bu tentang apa yang harus mereka tanyakan. Mereka juga kurang termotivasi untuk mengikuti pelajaran, Bu.”
T :” Oh, begitu mba. Mereka itu ngangep Bahasa Inggris susah si mba, jadi pada ogah-ogahan ngikutin pelajarannya.”
R : “Memang, Bu. Beberapa siswa juga bilang begitu, Bu. Oh ya, saya ingin menayakan tentang kegiatan belajar di kelas, Bu.”
T : “Kenapa mba?”
R : “Begini, Bu. Biasanya pada awal pelajaran apa yang ibu lakukan untuk menarik minat siswa?”
T : “Kalau saya biasanya menanyakan PR atau mgingetin pelajaran kemarin. Trus nerangin yang baru, trus mengerjakan LKS. Begitu mba.”
R : “Lalu menurut mengamatan Ibu, respon siswa bagaimana, Bu?”
T : “Ya, anak yang rajin ya ngerjain, yang malas- malas paling ngerjain nek sudah saya tegur.”
R : “Apakah, Ibu pernah menerapkan kegiatan seperti games, dikelas? Untuk menarik minat siswa belajar?”
T :” Pernah mba, itu lho yang diajarin sama mba-mba yang praktek ngajar disini dulu, sama mba Dika Juga. Tapi kan gamenya cuma itu-itu aja mba, nggak bisa dipake terus.”
R : “Respon siswa bagaimana, Bu terhadap games tersebut?”
T : “Mereka seneng si, tapi ribut banget mba jadinya.”
R : “Kalau media pengajaran bagaimana, Bu?”
T : “Kalau media ya paling yang dulu dikasih mahasiswa praktek. Dikit mba cuma tema-tema tertentu. Itu pun lebih cocok buat siswa kelas bawah.”
R : “ Oh begitu ya, Bu. Jadi, jika saya penelitian disini saya memakai games dan media dimungkinkan dapat menarik siswa untuk berinteraksi ya, Bu?”
T : “Iya mba. Mohon bantuannya ya. Saya kan bisa belajar dari Mba Dika.”

R : “Baik, Bu. Oh ya besok rencananya saya ingin observasi di kelas V, apakah diijinkan, Bu?”
T : “Ya, boleh mba. Habis istirahat saja ya mba.”
R : “Baik, Bu. Terima Kasih sebelumnya.”

Interview 9
30 Januari 2010
Ruang Guru SDN Caturtunggal 7

R : “Bu, saya ingin mendiskusikan tentang hasil observasi dan wawancara dengan siswa kemarin.”
T : “Bagaimana mbak?”
R : “Begini, Bu. Saya menemukan beberapa masalah dalam pelajaran. Sepertinya siswa masih kurang berani untuk berinteraksi dengan Ibu, untuk bertanya, atau meminta bantuan. Mereka masih terlihat passif dalam kegiatan belajar- mengajar . “Sepertinya interaksi dalam kelas masih sangat kurang, Bu.”
T : “Oh begitu ya, ya memang pada jarang tanya sama saya si, trus apa yang mau mba lakukan?”
S : “Rencananya saya akan memfokuskan untuk menerapkan kegitan belajar yang menarik dan mengoptimalkan kerja kelompok dengan menggunakan information-gap activities.”
T : “Oh, yang di proposal itu ya mba, ya monggoh mba. Keliatane menarik mba.”
S : “Baik, Bu. Kalau dengan materi untuk mengajar bagaimana, Bu?”
T :” Saya rasa materi yang saya punya kurang mencukupi.”
R : “Kalau begitu saya memiliki beberapa materi yang menarik dan dapat mendukung peningkatan interaksi di kelas.”
T : “Ya sudah mba diaplikasikan saja yang penting sesuai sama silabus to?”
R : “Iya, Bu. Untuk lebih jelasnya besok saya bawakan RPP nya.”
T : “Itu lebih baik mba. “

Interview 10
5 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Tadi belajar apa waktu pelajaran Bahasa Inggris?”
S1 : :Tadi pelajaran tentang pekerjaan, Miss. Proffesion apa ya?”
R : “Iya, masih ingat ndak tadi ngapain aja pas pelajaran?”
S1 : “Itu, nyebutin Inggrise nama-nama pekerjaan.”
R : “Trus ngapain lagi?”
S1 : “Oh ya, tadi itu tebak-tebakan sama, Miss.”
R : “Kamu tadi ikut nebak kan? Wah pinter ya Trias.”
S2 : “Trias kan emang pinter, Miss.”
R : “Tanti juga pinter kok, Oh ya Mei masih inget tadi kegiatane ngapain aja pas belajar Bahasa Inggris sama Miss?”
S2 : “Tadi aku ngerjain teka-teki, umm apa ya namane trias?”
S1 : “Puzzle ya, Miss. “
R : “Iya, puzzle. Ngerjaine kompak nggak sama pasangane?”

S2 : “Ya kompak dong, Miss. Tapi tadi masih bingung, wong Miss njelasine kecepeten si.”
R : “Oh kecepetan ya, wah maaf ya, besok Miss perbaiki. Tapi kalian bisa ngerjainnya kan?”
S1 : “Ya bisa dong, Miss.”
R : “Trus abis ngerjain puzzle kalian ngapain?”
S2 : “Ngapain ya? Oh main game, Miss.”
R : “Game tentang apa, Trias tau nggak?”
S1 : “Game nya itu tebak-tebakan, tapi aku sama Tanti nggak sekelompok lagi.”
R : “Gimana tadi permainanya? Seneng nggak?”
S1 : “Seneng, Miss. Nggak kayak pelajaran biasane.”
R : “Tadi pas permainan, Tanti gimana?”
S2 : “Deg-deg an banget, Miss. Takut nggak bisa njawab.”
R : “Tapi tadi bisa kan?”
S2 : “Bisa kok, Miss.”
R : “Pelajarane susah nggak? Kalian ngerasa bosen nggak pas pelajaran Bahasa Inggris tadi?”
S1 : “Nggak, Miss. Nggak bosen nek pelajarane kaya gini.”
S2 : “Iya, Miss, besok lagi ya, Miss. Besok ngajar kita lagi kan, Miss?”

Interview 11
5 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R :” Tadi pas pelajaran Bahasa Inggris, Ervan belajar apa?”
S :” Profession ya, Miss. Kemaren kan udah sama Bu Endang, kok belajar itu lagi, Miss?”
R : “Iya, tapi pelajarane beda kan?”
S : “Iya, Miss. Ada game nya, ngerjaine juga nggak sendiri.”
R : “Tadi Rama ngerjain *puzzle* nya bisa nggak sama pasangane?”
S : “Bisa kok, Miss. Kan masih inget pelajaran yang minggu kemaren.”
R : “Tadi saling mbantu nggak?”
S : “Iya, Miss. Nek nggak ya nggak bisa, Miss.”

R : “Pas permainan, masih inget nggak kegiatane apa?”
S : “Oh, itu, nebak-nebak nama profesi yang disebutin sama Miss.”
R : “Tadi pas dapet giliran dibantuin nggak sama temen sekelompoke?”
S : “Tadi kan rembugan dulu, Miss. “
R : “Emangnya tadi Ervan dapet gambar apa?”
S : “Dapet gambar polisi, untung langsung nemu, Miss, jadi aku menang deh lawan Alfan.”
R : “Kamu seneng nggak sama pelajaran Bahasa Inggris tadi?”
S : “Seneng, Miss.”
R : “Senengnya dimana?”
S : “Ya, pelajarane nggak mboseni, trus main gamenya bareng sama temen-temen. Jadi saling mbantu.”
R : “Jadi kamu lebih seneng belajar sendiri apa sama temen di kelompok kayak tadi?”
S : “Ya rame-rame, Miss. Jadi cepet rampung.”

Interview 12
5 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Tadi Ayu belajar apa pas pelajaran bahasa Inggris?"
S : "Tadi ngisi teka-teki sama nebak-nebak, Miss."
R : "Ngisi teka-teki tentang apa ya?"
S : "Tentang pekerjaan, Miss."
R : "Tadi ngisi *puzzl*e nya sendiri atau sama pasangan?"
S : "Ngerjain sama Firda, Miss."
R : "Gimana tadi belajar berdua sama Firda, seneng nggak?"
S : "Seneng Miss."
R : "Tadi saling tanya jawab nggak?"
S : "Iya Miss, gantian."
R : "Ngerjain p*uzzle* suka nggak? seneng nggak?"
S : "Seneng, Miss."
R : "Kenapa?"
S : "Soale bisa ngerjaine berdua sama Firda, Miss."
R : "Emange biasane nek ngerjain LKS sendiri po?"
S : "Iya, Miss. Tapi aku sering tanya sama Firda."
R : "Tadi ada yang susah nggak pas ngerjain puzzle?"
S : "Ada si, tadi waktu nebak bingung doctor apa nurse, tapi pas tak cocokin ke teka-tekine cocoknya nurse."
R : "Jadi bisa nyelesain puzzlenya ya?"
S : "Iya, Miss."
R : "Lalu pas permainan seneng juga nggak?"
S : "Ya, seneng, Miss. Tadi nebak-nebak cepet-cepetan. Tapi kelompokku kalah, Miss. Soale si Ferdi sama Anang lama si Miss."
R :" Lho, tadi dibantuin nggak?"
S : "Ya dibantuin njawab, Miss. Tapi lama nyari gambare si."
R : "Tapi tadi ngerasa bosen nggak pas pelajaran?"
S : "Nggak, Miss. Malah nggak ngerasa dah selesai."

Interview 13
5 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Siang dek,Miss mau tanya-tanya tentang pelajaran Bahasa Inggris yang tadi."
S1 : "Iya, Miss."
R : "Kalian masih inget nggak tadi kalian belajar apa aja?"
S2 : "Belajar tentang profession ya, Miss."
R : "Iya, tadi ngapain apa pas mempelajari profession?"
S2 : "Tadi ngisi puzzle berdua sama Mei, trus main game."
R : "Hani masih inget ndak tadi main game nya ngapain?"
S1 : "Pokoknya nebak-nebak gitu, Miss."
R : "Pas mengisi puzzle, Mei gimana, menemui kesulitan nggak?"
S2 : "Sedikit, Miss. Pas pertamane, bingung, Miss."
R : "Bingung sama cara kerjane ya? Wah maaf ya nek nerangine kecepetan. Tapi setelah diulang Mei sudah paham kan?"

S2 : “Iya, Miss.”
R : “Tadi Mei berpasangan sama Hani ya? Seneng nggak ngerjain berpasangan?”
S2 : “Iya, Miss, aku seneng kok.”
R : “Tadi permainanya gimana? kalian suka nggak?”
S1&S2 : “Suka.”
S1 : “Besok lagi ya, Miss.”
R : “Lebih suka mana belajar kayak biasanya atau seperti tadi?”
S2 : “Yang tadi, Miss.”
R :”Berarti seneng ya tadi bermain tebak-tebakan dalam kelompok? Kenapa?”
S1 :”Belum pernah, Miss.”
S2 :”Iya belum, Miss.”
R : “Berarti kalian tertarik ya sama game nya?”
S : “Iya.”

Interview 14
5 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Permisi, Anang, Ferdi, Miss mau tanya tentang pelajaran tadi boleh ya?”
S : “Iya, boleh, Miss.”
R : “Tadi pas main game keliatane kok Ferdy diem? Game nya nggak bagus ya?”
S1 : “Bagus kok, Miss.”
R : “Trus kenapa? Malu ya?”
S1 : “Iya, Miss. kan udah ada yang pinter- pinter.”
R : “Kalau Anang, tadi kenapa ga ikutan main bareng?”
S2 : “Ya kan udah ada yang laine, Miss.”
R : “Tapi menurut Anang tadi permainane gimana? Anang suka nggak?”
S2 : “Suka kok, Miss.”
R : “Nek suka kok nggak ngikut main?”
S2 : “Males ah, Miss, kan dah banyak yang ngerjain.”
R :” Wah haruse ikut maen dong. Oh ya tadi kalian ngerasa bosen nggak sama pelajarane?”
S1 : “Nggak gitu si, Miss.”
R : “Menurutmu pelajaran tadi gimana?”
S1 : “Ya beda, Miss sama yang kemaren-kemaren.”

Interview 15
12 Februari 2010
Ruang Guru SDN Caturtunggal 7

R : “Permisi, Bu. Saya mau mendiskusikan pelajaran bahasa Inggris tadi pagi.”
T : “Iya, Mba. Mau tanya apa aja ni? Saya sudah siap.”
R : “Bu Endang, bagaimana pendapat Ibu mengenai implementasi information-gap activities di kelas tadi?”
T : “Ya secara keseluruhan cukup bagus mbak. Dengan belajar kelompok siswa jadi lebih terlibat dalam kegiatan tadi. Selain itu juga bisa saling membantu kalau ada kesulitan.”
R : “Menurut ibu, bagaimana partisipasi siswa di kelas tadi?”

T : “Wah lumayan mba, biasanya si Firda, Mei pada diem. Tadi pada ikutan nebak.”
R : “Berarti sudah lebih baik ya, Bu dari sebelumnya.”
T : “Ya, mba.”
R : “Kalau yang berpasangan bagaimana, Bu?”
T : “Ya lumayan juga, tapi ada yang masih bingung sama perintahe mba. Mungkin karena baru si jadi pada bingung.”
R : “Atau saya tadi terlalu cepat ya, Bu menjelaskan peraturannya.”
T : “Ya, mungkin si Mba.”
R : “Menurut Ibu, materi yang saya gunakan untuk imlementasi tadi bagaimana, Bu?”
T : “Kan kemarin sebelum diterapkan sudah dikonsultasikan saya to mba? Kalau menurut saya si sudah pas buat anak-anak. Tapi mungkin mereka masih merasa asing, mba.”
R : “Kalau bagi siswa bagamana ya, Bu? Apakah menurut pengamatan Ibu siswa dapat beradaptasi dengan worksheet yang saya bagikan?”
T : “Nek menurut pengamatan saya si, anak-anak pada penasaran sama gambar-gambar yang di lembar kerjane mba. Kelihatane pada suka gitu mba. Pas lagi ngerjain juga kelihatane pada bisa. Paling kalau ada yang lupa-lupa baru tanya.
R : “Oh begitu ya Bu. Lalu menurut Ibu adakah yang masih kurang dari implementasi, Bu?”
T : “Paling itu, instruksinya mba diperjelas sama diperbanyak, ben nggak pada rebut. Trus itu masih ada yang kurang bergabung sama kelompoke, wong anake emang kurang mba. Maklum ra munggah mba. Butuh perhatian lagi.”
R : “ Oh baiklah, Bu. Terima kasih.”

Interview 16
12 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Permisi Tantri, Miss mau tanya pendapat kamu tentang pelajaran Bahasa Inggris tadi. Masih ingat tidak tadi materinya apa?”
S : “Oh tadi pelajarane tentang family ya, Miss.”
R : “Iya, masih inget nggak belajar apa aja?”
S : “Ya itu father, mother, brother, sister, gitu kan, Miss?”
R : “Wah pinter Tantri, njuk waktu pelajaran tadi diajak ngapain aja coba?”
S : “Permainan, balapan nempel gambar di papan tulis sama tanya-tanya ke Nikita buat ngisi kertas yang dikasih Miss. Ya kan?”
R : “Betul. Tapi tadi kegiatane yang berpasangan dulu kan? Oh ya seneng ndak tanya jawab sama Nikita? Bisa saling membantu ndak?”
S : “Iya, Miss. Untung sama Nikita aku ngerjaine.”
R : “Nek permainane tadi asyik nggak?”
S : “Asyik, Miss. Tadi balapan nempel gambar.”
R : “Tadi rame banget ya.”
S : “Iya, rame banget, Miss.”
R : “Berarti nek besok-besok belajar Bahasa Inggrise kayak gini nggak bosen ya?”
S : “Iya, Miss. Emange besok mau ngapain lagi, Miss?”
R : “Ya mungkin akan permainan lagi.”

S : “Asyik.”

Interview 17
12 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Alfan, Miss mau tanya ni, tentang pelajaran Bahasa Inggris tadi, boleh kan?”
S : “Iya, Miss.”
R : “Tadi Alfan belajar apa ya bareng temen-temen di kelas?”
S : “Apa ya, Miss. Nyusun-nyusun family gitu ya?”
R : “Iya, betul. Tadi kan ada yang berpasangan. Tadi pasangane Alfan siapa?”
S : “Aku sama Saga, Miss.”
R : “Tadi seneng nggak berpasangan sama Saga?”
S : “Ya gitu, Miss.”
R : “Tadi sama Saga ngapain aja?”
S : “Tadi tanya namane yang digambar, sama pekerjaane.”
R : “Trus tadi bisa nggak kalian nyelesain worksheet nya? Nggak susah kan?”
S : “Bingung ah, Miss, awale.”
R : “Tapi tadi udah dibantuin Miss kan?”
S : “Iya, Miss.”
R : “Njuk masih bingung habis itu?”
S : “Udah nggak si.”
R : “Trus tadi masih inget nggak permainane ngapain?”
S : “Itu nyusun family tree kan? Wah kelompokku kalah he, Miss.”
R : “Kurang cepet ya?”
S : “Iya, itu si Anang nggak mau maju. Dadine kan sui, Miss.”
R : “Ya haruse dibantu dong. Biar kelompoke kompak dan jadine menang deh.”
S : “Iya to, Miss.”
R : “Kamu seneng nggak sama pelajaran yang tadi? Ngerasa bosen ndak?”
S : “Nggak kok, Miss.”

Interview 18
12 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Siang, Trias, Linda. Miss mau tanya-tanya lagi ni, kali ini tentang pelajaran bahasa Inggris tadi pagi. Boleh ya?”
S1 : “Iya, Miss.”
R : “Ada yang inget nggak tadi belajar tentang apa?”
S1 : “Tadi, family ya, Miss.”
R : “Iya, njuk tadi kalian ngapain aja pas pelajaran? Linda bisa bantu, Miss ndak?”
S2 : “Tadi itu tanya-tanya sama Trias.”
R : “Tanya tentang apa ya?”
S2 : “Itu lho namane neneke, trus pekerjaane apa ya? Bener ra, tri?”
S1 : “Ho oh, Miss. Tanya jawab gitu.”
R : “Kalian bisa saling mbantu ndak?”
S2 : “Bisa, Miss.”

R : “Tadi, Miss lihat kalian selesaine paling cepet, wah hebat ya? Berarti tadi nggak sulit kan?”
S1 : “Ya nggak gitu, si, kan katane Miss ngikutin yang ada di contoh.”
R : “Wah kalian memang pinter. Oh ya tadi ka nada permainan ya? Kalian sekelompok lagi nggak?”
S2 : “Nggak e, Miss. Tadi kan Miss yang mbagi.”
R : “Ya ndak apa-apa to, wong tetep sama temen sekelas. Tapi tadi permainane asyik ndak?”
S1 : “Asyik si, Miss.”

Interview 19
12 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Masih inget pelajaran Bahasa Inggris tadi pagi nggak?”
S : “Masih, Miss.”
R : “Tadi belajar apa aja ya?”
S : “Tadi belajar itu family, ada father, mother, daughter, son. Dulu juga pernah.”
R : “Tadi kan ada permainane ya, bisa cerita ke Miss ndak tadi ngapain?”
S : “Nyusun family tree di gambar yang di papan tulis, Miss.”
R : “Gimana, seru nggak?”
S : “Rame, Miss. Pada balapan jadine seru.”
R : “Tapi tadi kelompokmu saling mbantu ndak?”
S : “Ya, mbantuin Miss. Kan kata Miss biar menang harus saling membantu.”

Interview 20
12 Februari 2010
Ruang Guru SDN Caturtunggal 7

R : “Siang, Bu. Saya ingin membahas tentang proses implementasi hari ini.”
T : “Iya, mba.”
R : “Menurut Ibu apakah implementasi hari ini ada progress yang bagus?”
T : “Ya, lumayan si mba. Tapi itu lho anake-anake rame banget, kurang terkendali. Takute ngganggu kelas sebelah.”
R : “Oh begitu ya, Bu. Apakah saya harus memperbaiki cara mengajar saya untuk memperbaiki kondisi ini?”
T : “Mungkin ditambahi instruksinya ya, mba.”
R : “Saya setuju, Bu. Kalau untuk kegitan awal menurut Ibu apa yang kurang?”
T : “Oh masalah pilihan pasangane, mba. Mungkin tadi pada males-malesan nek suruh pasangan sama yang nggak disukai. Ya namane anak-anak mba.”
R : “Ya, saya juga merasakannya Bu. Kalau peningkatannya, apakah ada yang ibu temukan?”
T : “Paling itu, anak-anak lebih antusias ngikutin pelajarane, sampe jadi rame banget.”
R : “Kalau tentang partisipasi siswa bagaimana, Bu?”
T : “Nek pas berpasangan tadi, sya lihat ada beberapa siswa yang awale ogah-ogahan, tapi akhire ya ngerjain juga.”
R : “Kalau untuk permainan bagaimana, Bu?”

T : “Nek pas permainan, lumayan itu. Siswa kelihatane aktif ngikutin permainane. Buktine pada rame banget gitu.”
R : “Apakah menurut Ibu, ini adalah indikasi yang baik terhadap action yang saya terapkan.”
T : “Ya baik mba, kan partisipasi siswa meningkat.”

Interview 21
19 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Hai Mei, Indah. Miss mau tanya- tanya ya tentang pelajaran bahasa Inggris tadi. Tadi pada belajar apa ya? Miss boleh tahu nggak?”
S1 : “Oh tadi tu nyari orang ilang apa ya, iya ga, Ndah?”
S2 : “He eh, nyari anak ilang. Kita suruh tanya-tanya sama temen yang punya gamabare.”
R : “Tadi pada seneng ndak pas nyari orang hilang bareng –bareng?”
S1&S2 : “Seneng, Miss.”
S1 : “Aku nyari Tio, si Indah nyari Ria.”
S2 :”Iya, Miss. Aku penasaran mukanya kayak apa, tapi nggak boleh liat sama Mei. Jadine Cuma tanya aja.”
R : “Ya memang ndak boleh lihat dulu, trus Mei penasaran juga ndak?”
S2 : “Ya penasaran juga, Miss.”
R : “Njuk tadi ketebak semua ndak cirri-ciri orang ilange?”
S1 : “Iya dong, Miss. Kan Cuma naya dikit. Udah ada di kertas kan contohe. Jadine gampang.”
R ; “Oh bagus lah nek kalian bisa. Miss kan jadi seneng. Trus habis nyari orang ilang berdua sama Mei, kegiatane apa lagi ya. Indah masih inget ndak?”
S2 : “Masih, Miss. Kan kita dijadiin kelompok ya, Miss.”
R : “Emange tadi maen apa kalian?”
S1 : “Itu suruh nggambar, Miss. Kan yang didepan Alvan, trus aku tanya sama dia. Trus aku nggambar hidung di papan tulis.”
R : “Tadi bagaimana mainnya? Seru ndak?”
S1& S2 : “Seru, Miss, seru banget.”
S2 :”Tapi gambar jadine lucu. Wong buru-buru si.”
R : “Yang penting kompak kan tadi kelompoknya?”
S1&S2 : “Iya dong, kita kan menang.”
R : “Wah selamat ya.”

Interview 22
19 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Tadi pas pelajaran Bahasa Inggris Rendi belajar apa?”
S : “Tadi belajar tentang.”
R :”Rendy, tadi suka nggak sama pelajarannya?”
S : “Suka, Miss.”
R :”Trus, tadi ngerjain nggak?”
S : “Iya dong, Miss.”
R : “Ngerjainnya barengan nggak?”

S :"Iya, sama Ferdi."
R : "Emangnya ngerjain apa ya kalian berdua?"
S : "Oh, itu tanya-tanya mukane orang yang ilang."
R : "Maksudnya ciri-ciri orang ilang gitu? Tadi Rendy nyari deskripsine siapa?
S : "Nyari deskripsine Ria, Miss."
R : "Bisa nggak tadi ngisi deskripsine Ria?"
S : "Bisa, Miss. Kan tinggal tanya yang di kertas itu kan?"
R : "Trus pas dicocokin deskripsine sama nggak sama yang ada di gambar di kertase Ferdi?"
S : "Sama, Miss."
R : "Wah berarti kalian berhasil ya. Oh iya, trus habis itu kalian dibagi kelompok kan sama Miss? Itu ngapain ya?"
S : "Ya main game kan, kayak minggu lalu."
R : "Game nya tentang apa ya?"
S : "Itu balapan nggambar muka orang."
R : "Iya, trus tadi kebagian nggambar apa?"
S : "Ngambar rambut, Miss."
R : "Rambute gimana? Long atau short?"
S : "Apa ya…. Panjang itu long ya, Miss?"
R : "Iya, pinter kamu. Tadi seneng nggak maennya?"
S : "Seneng, Miss."

Interview 23
19 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Hai Galih, Miss mau ngrepotin kamu lagi ni. Mau tanya tentang pelajaran yang tadi."
S : "Mau tanya apa, Miss. Jangan tanya yang susah ya?"
R : "Ndak kok. Tadi pelajaran bahasa Inggrise belajar apa ya?"
S : "Pokoke belajar ada yang nyari orang ilang sama nggambar muka orang gitu."
R : "Iya, tadi belajar tentang deskripsi orang. Tadi Galih bisa ngikutin ndak pelajarane."
S : "Ya, bisa, Miss."
R ; "Njuk tadi ngerasa bosen ndak?"
S : "Nggak si, Miss."
R : "Wah bagus deh, udah nggak bosen, emange yang bikin ndak bosen apanya?"
S : "Ya itu, kan aku belum pernah ngerjaun yang gituan, Miss."
R : "Oh, trus tadi pas nyari orang ilang kan berpasangan tu, Galih pasangan sama siapa?"
S : "Rama, Miss."
R :"Tadi Galih mau ngerjain bareng Rama nggak?"
S : "Iya, Miss."
R : "Dulu mau nggak?"
S : "Nggak, Miss."
R : "Berarti Galih tertarik sama pelajarannya ya? Kenapa?"
S : "Iya. Nyari orang ilang tadi sama Rama."

Interview 24
19 Februari 2010
Ruang Kelas V SDN Caturtunggal 7

R : "Apa pendapatmu tentang pelajaran bahasa Inggris tadi? Seneng atau tidak?"
S : "Seneng dong mbak."
R : "Yang membuat kamu suka itu apa?"
S : "Ya nyenengin, Miss. Nggak kayak biasane."
R : "Emange tadi ngapain aja pas pelajaran Bahasa Inggris."
S : "Tadi kan itu, ngisi kertas yang ada orang ilange, Miss."
R : "Iya, tadi dapet deskripsine siapa? Ria atau Tio?"
S : "Tio, Miss. Kalo gambare lha Ria."
R : "Lalu tadi ngapain ben bisa tau deskripsine Tio? Tanya sama pasangane ngga?"
S : "Iya, Miss. Tanya sama si Hani."
R : "Kamu seneng nggak nek belajare kayak tadi?"
S : "Ya seneng, Miss. Asal pelajarane gampang ae."
R : "Ya semuane gampang kok nek kamu suka. Trus habis itu ngapain lagi ya?"
S : "Habis itu kan dicocokin, trus kita main game sama Miss Dika."
R : "Game nya apa ya?"
S : "Itu, nggambar bagian-bagian wajahe orang."
R : "Tadi kebagian yang nebak atau yang ngasih tebakan?"
S : "Tadi kan aku yang ngasih tebakan, Miss."
R : "Wah tadi berhasil kan mbantu temene? Seneng ndak?"
S : "Seneng, Miss. Tapi deg-deg an wong pada balapan nggambare."
R : "Njuk tadi kelompokmu pada kompak ndak? Saling mebantu nggak?"
S : "Iya, Miss."

Interview 25
19 Februari 2010
Ruang Guru SDN Caturtunggal 7

R : "Saya mau mendiskusikan tentang kegitan belajar mengajar Bahasa Inggris tadi pagi, Bu. Ada beberapa hal yang ingin saya tanyakan dengan Ibu."
T : "Monggoh saja, Mba. Sebisa saya ya?"
R : "Tadi kan murid saya ajak untuk mengisi worksheet berpasangan. Menurut ibu tadi bagaimana ekspresi murid saat menyelesaikan worksheet berdua? Apakah mereka seneng atau bagaimana?"
T : "Iya Mbak, pada seneng. Pada puas bisa ngerjain."
R : "Menurut ibu expresi yang menunjukkan kalau mereka senang bagaimana?"
T : "Itu tadi pada teriak hore, yes, asik. Trus pada tos."
R : "Kalau begitu murid mau menerima dengan baik action yang saya terapkan ya, Bu?"
T ; "Ya begitu mba."
R : "Menurut ibu , sekarang bagaimana kerja sama antar siswa saat belajar?"
T : "Ya sudah lumayan kompak, Mba, pada saling mbantu."

R : “Saya juga mau menanyakan mengenai kegitan belajar kelompok tadi. Apakah Ibu melihat kemajuan dari respon siswa terhadap kegitan tadi?”
T : “Ya, saya melihat mba, menurut pengamatan saya anak-anak merespon dengan baik, buktine pada bersemangat ngikutin permainane.”
R : “Menurut Ibu, apakah tadi murid-murid berpartisipasi dalam kelompoknya saat bermain?”
T : “Ya lumayan mba, hampir semuanya ikut berpartisipasi. Paling beberapa yang masih malu.”
R : “Menurut ibu bagaimana kegiatan tadi, apakah mereka bekerja sama dengan baik saat mengerjakan?”
T : “Iya, mbak, yang biasane ogah-ogahan mau ngerjain sama pasangane, dulu -dulu cuma maen atau ngobrol.”
R : “Menurut Ibu, apakah yang membuat murid tertarik untuk berpartisipasi dalam permainan tadi?”
T : “Menurut saya karena mereka diajak bermain, permainannya juga baru, mereka jadi penasaran dan tertarik, Mba.”
R : “Kalau sering diimplementasikan apakah menurut Ibu aktivitas belajar seperti ini menyenangkan untuk siswa belajar?”
T : “Ya saya lihat si bikin anak-anak seneng ngikutin pelajarane. Saya mbok diajarin mba permainan yang lain, biar besok-besok saya pake buat ngajar.
R : “Baik, Bu.”

Interview 26
22 Februari 2010
Ruang Guru SDN Caturtunggal 7

R : “Siang, Bu. Saya ingin membicarakan tentang hasil implementasi hari pertama, kedua dan yang ketiga kemarin, Bu.”
T : “Iya, mba. Ini sudah selesai ya Cycle yang ke satu?”
R : “Iya, Bu. Saya ingin mengevaluasi keseluruhan hasilnya dengan pertimbangan Ibu juga.”
T : “Oh, Begitu. Trus apa yang bisa saya bantu, Mba?”
R : “Saya ingin menanyakan tentang kemajuan dicapai dan kekurangan yang ada di penerapan action research saya, Bu.”
T : “Oh, iya. Memang ada kemajuan dan kekurangange Mba. Njuk mau dibahas yang mana dulu?”
R : “Tentang kemajuannya dulu, Bu. Saya mengidentifikasi beberapa kemajuan dilihat dari hasil interview dan observasi di kelas. Kalau menurut Ibu sendiri bagaimana?”
T : “Ya seperti yang pernah saya katakana dulu, sudah lumayan hasilnya anak-anak terlihat lebih bersemangat mengikuti instruksi dan mengikuti pelajarannya. Mereka manut disuruh ngerjain bareng temen sebangku atau nggak berkelompok.”
R : “Kalau tentang ketertarikan siswa bagaimana, Bu?”
T : “Ya mereka terlihat tertarik sama metode kegitan-kegitan belajar yang Mba terapkan. Buktine pada ngikutin pelajarane.”
R : “Kalau respon siswa saat diberi pertanyaan bagaimana, Bu? Apakah mereka mau menjawab?”
T : “Ya, menurut pengamatan saya si sudah mulai banyak yang menjawab, Mba.

R : “Kalau kekurangannya bagaimana, Bu? Misalnya dari partisipasi keseluruhan siswa?”
T : “Nek itu, saya masih melihat beberapa siswa yang masih ogah-ogahan kerja sama temennya. Mungkin Karen belum terbiasa dan nggak sreg sama pasangane. Mungkin nek siswa yang begitu perlu dilirihi Mba.”

Interview 27
5 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Siang Ferdi, Miss mau tanya tentang pelajaran Bahasa Inggris tadi. Anang juga sekalian bantuin Miss ya?”
S1 : “Iya, Miss.”
R : “Tadi keliatane Ferdi asik mainnya?”
S1 : “Iya, Miss,asik.”
R :”Berarti udah nggak malu lagi ya nek disuruh kerja kelompok?”
S1 : “Nggak, Miss.”
R : “Kalo Anang gimana? Tadi kerja sama to sama grupnya?”
S2 : “Iya, Miss.”
R :”Lebih seneng permainan yang tadi atau minggu kemarin-kemarin.”
S1&S2 : “Yang tadi, Miss.”
R : “Kenapa lebih suka yang tadi, coba Anang bantuin Miss?”
S2 : “Ya seru aja, Miss.
R : “Serunya dimana emange? Karena belum pernah? Atau karena gambare lucu?”
S2 : “Ya belum pernah juga, njuk suruh cepet-cepet.”
R : “Anang ngerasa tertantang ya buat mbantu temene. Gregetan nggak pas temene lagi maju?”
S2 : “Iya Miss.”
R : “Tadi kebagian nebak bagian wajah yang apa?”
S2 : “Aku tanya hidung.”
R : “Tadi langsung ketebak apa nanya berulang-ulang?”
S2 : “Langsung bener, Miss. Jadine cepet selesai kelompokku gambare”.
R : “Seneng dong kalian bisa menang ,.Rama juga menang ya bareng Anang?”
S1 : “Iya, Miss”

Interview 28
5 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Hai, maaf mengganggu lagi, Miss mau tanya pelajaran kalian tadi?”
S1 : “Iya, Miss.”
R : “Tadi gimana belajare seru nggak?”
S1 : “Seru, Miss.”
R : “Mboseni nggak pelajarane?”
S2 : “Nggak kok, Miss.”
R : “Tadi penjelasan sama instruksi dari Miss gimana? Lebih jelas nggak dari pada yang dulu?”
S2 : “Lebih jelas kok, Miss.”

R : “Berarti tadi lancar ya mengerjakan worksheet nya? nggak bingung lagi?”
S2 : “Iya, Miss.”
R : “Tadi kan ada permainan juga, kalian seneng nggak sama permainane?”
S2 : “Seneng kok, Miss.”
R : “Kalian lebih suka mana groupnya kayak tadi yang anggotane cuma 5 atau dulu?”
S1 : “Yang sekarang, Miss.”
S2 : “Iya yang sekarang. Lebih adil, Miss.”
R : “Tadi pada saling mbantu ndak pas main game?”
S1&S2 : “Iya, Miss.”
S1 : “Tadi si Linda ndak bisa, trus ku bantuin.”

Interview 29
5 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Tadi gimana pas permainan, asik nggak? Saling bantu nggak?”
S : “Iya Miss.”
R : “Lebih suka anggota grupnya 8 kayak dulu atau 5 kayak tadi?”
S : “Kayak tadi, Miss.”
R : “Kenapa?”
S : “Ya,bisa lebih kompak aja.”
R :”Berarti udah nggak malu lagi bekerja sama temen dalam kelompok?”
S : “Iya, Miss.”
R : “Kalian seneng ndak bermain dalam kelompok tadi?”
S1,S2&S3 : “Seneng, Miss.”
S2 : “Semuane pada saling mbantu, Miss.”
S : “Iya, Miss. Tadi aku kebagian maju yang susah.”
R : “:Nggak milih sendiri?”
S : “Nggak, soale katane yang lain ndak pada bisa.”
R : “Sekarang kalian sudah terbiasa nek disuruh belajar dalam kelompok ya?”
S3 : “Iya, Miss. Lebih enak bareng- bareng sekelompok.”
R : “Nggak malu lagi nek temen kelompoke cowok?”
S1 : “Nggak, Miss. “

Interview 30
5 Maret 2010
Ruang Guru SDN Caturtunggal 7

R : “Menurut Ibu, bagaimana hasil implementasi hari ini? Apakah murid-murid dapat bekerja sama dengan baik?”
T : “Ya, lumayan mba. Cah- cah pada kompak. Udah nggak pada rewel.”
R : “Menurut Ibu bagaimana dengan murid-murid yang biasanya malas, Bu?”
T : “Nek si Galih sama Rendy ya sudah lumayan meningkat, tadi pada ngerjain.”
R : “Menurut ibu apakah seluruh siswa berpartisipasi dalam kelompoknya dalam implementasi tadi?”
T : “Yang saya lihat si semuanya sudah berpartisipasi dengan aktif pas diskusi dan permainan tadi. Siswa pada saling mbantu.”

R : “Lalu menurut Ibu apakah ada peningkatan setelah proses implementasi ini?
T : “Ya itu tadi Mbak, pada mau berpartisipasi, pada mau diskusi.”
R : “Lalu, menurut Ibu bagaimana pelaksanaan action tadi dibanding dengan action di cycle pertama?”
T : “Menurut saya ya lebih baik mba. Muridnya jadi lebih tertib. Mungkin karena tadi ada instruksi baru ya?”
R : “Iya Bu. Berarti menurut Ibu instruksi yang saya berikan sudah bisa dipahami murid dengan jelas dan membantu lancarnya proses implementasi tadi?”
T : “Ya begitulah mba. Lebih baik dari yang dulu.”
R : “Menurut Ibu, apakah tadi murid-murid menjawab saat saya bertanya?”
T : “Iya, Mba. Mereka kelihatan antusias ngikutin pelajarane.”

Interview 31
12 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Miss, mau tanya tentang pelajaran Bahasa Inggris yang tadi ya?”
S1 : “Iya, Miss.”
R : “Hani, masih inget ndak tadi pelajarannya tentang apa ya?”
S1 : “Ya masih dong, Miss. Tadi kan belajar tentang ruangan kan, Miss.”
R : “Iya, lalu Hani ngapain aja ya pas pelajaran?”
S1 : “Ya tadi kan dapet soal dari Miss Dika.”
R : “Tadi gimana cara melengkapine?”
S1 : “Tadi kan tanya sama Ayu.”
R : “Tadi Ayu mbantuin Hani kan ngisi worksheetnya Hani?”
S2 : “Iya, Miss.”
R : “Tadi Miss lihat kalian asyik tanya jawab berarti nggak susah ya?”
S2 : “Nggak, Miss. Kan ada gambar sama contone.”
R : “Tadi pada bisa ngikutin pelajarane kan? Ngerasa bosan nggak pas pelajaran?”
S : “Nggak kok, Miss. Asyik kok.”
R : “Tadi pas pelajaran kan kalian dipasangin tu? Tadi pada seneng nggak pas ngerjain berdua?”
S1 : “Seneng Miss.”
R : “Kenapa seneng?”
S2 : “Soale balapan sama yang lain, Miss.”

Interview 32
12 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Tantri, Niken, Miss mau tanya lagi tentang pelajaran kalian hari ini.”
S : “Iya, Miss. Tanya apa emange?”
R : “Tadi kan kalian mencari perbedaan gambar kan, ngerjain sendiri atau barengan?”
S : “Ya barengan dong, Miss. Nek sendiri kan kata Miss nggak bisa selese.”
R : “Iya, trus tadi ketemu semua nggak perbedaane?”

S : “Ketemu, Miss. Tapi bukan yang paling cepet.”
R : “Tapi kalian mengerti kan dengan perintah yang Miss beri?”
S : “Iya, ngerti, Miss.”
R : “Kalian ndak bingung kan pas ngerjainnya?”
S : “Nggak kok, kan udah dikasih contoh.”
R : “Suka nggak belajar kayak tadi?”
S : “Suka, Miss. Seru si.”
S : “Iya, seru, Miss. Balapan nyari yang beda. Tapi nggak boleh liat gambare Niken, Miss.”
R : “Ya kan sudah peraturan. Jadi kalian tahu ya tentang pemakaian in, on tadi?”
S : “Iya, Miss.”

Interview 33
12 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Hi Hani, Miss mau tanya lagi ni, jangan bosen ya?”
S : “Iya, Miss pasti mau tanya pelajaran yang tadi ya?”
R : “Oh ya, tadi kan kalian berpasangan tuh, tadi berpasangan sama siapa?”
S : “Mei, Miss.”
R : “Tadi seneng ndak ngerjain berdua dengan Mei?”
S : “Seneng, Miss.”
R : “Senenge kenapa?”
S : “Itu, nyari –nyari perbedaan gambar.”
R : “Wah jadi bersemangat ya buat tanya jawab?”
S : “Iya, Miss. Jadi penasaran.”
R :”Berarti kalian kerja sama ya biar cepet rampung?”
S : “Iya, Miss.”
R : “Tadi balapan nggak sama kelompok yang lain?”
S : “Iya Miss, tadi kita cepet- cepetan biar menang.”

Interview 34
12 Maret 2010
Ruang Kelas V SDN Caturtunggal 7

R : “Alfan, Miss mau nanya bentar ya, boleh to?”
S : “Iya, Miss tapi sambil makan jajan nggak apa ya?”
R : “Oh ya boleh dong. Tadi pelajaran bahasa Inggris pas nyari perbedaan gambar ngerjain sama siapa?”
S : “Sama Evan, Miss.”
R : “Oh, kalian bisa nyelesain kan, tadi Miss liat kalian cepet selesainya.”
S : “Iya, dong Miss. Wong gampang kok.”
R : “Tadi seneng ndak ngerjain berdua dengan Elvan?”
S : “Seneng- seneng aja, Miss.”
R : “Tadi kalian paham kan materi yang Miss beri?”
S : “Iya, Miss.”
R : “Alfan suka nggak nyari perbedaan gambar tadi?”
S : “Suka, Miss. Seru, kan jarang- jarang tu, Miss.”
R : “Wah jadi bersemangat ya buat tanya jawab?”

S : “Iya, Miss. Jadi penasaran.”
R :”Berarti kalian kerja sama ya biar cepet rampung?”
S : “Iya, Miss.”
R : “Tadi balapan nggak sama kelompok yang lain?"
S : “Iya Miss, tadi kita cepet- cepetan biar menang.”

Interview 35
12 Maret 2010
Ruang Guru SDN Caturtunggal 7

R : “Menurut Ibu, bagaimana hasil implementasi hari ini? Apakah murid-murid dapat bekerja sama dengan pasangannya?”
T : “Ya, saya si melihatnya begitu mba.”
R : “Lalu menurut Ibu apakah ada peningkatan setelah proses implementasi ini?”
T : “Ya nek sekarang pada lebih lancar pas ngerjain worksheetnya, Mba. Pada nggak segen lagi pas ngerjain.”
R : “Menurut Ibu, apakah sekarang murid lebih sering bertanya, meminta bantuan guru?”
T : “Iya mba, tadi pada tanya minta bantuan.”
R : “Menurut ibu, apa yang menyebabkan murid menjadi berani bertanya?”
T : “Nek, menurut saya karena kegiatane menarik mba.”
R : “Apakah Ibu tertarik juga untuk menggunakan information-gap activities dalam pengajaran?”
T : “Ya tertarik mba, keliatane murid saya pada seneng mba. Nek pada seneng kan jadine ngikutin pelajaran mba.”
R : “Menurut Ibu apakah materi yang saya berikan hari ini yang dikombinasikan dengan information-gap activity sesuai dengan siswa?”
T : “Menurut saya ya sudah pas mba, buktine pada mudeng, njuk pada ngerjain dan selesai. Nek pada kesusahan kan mereka pada nggak mau ngerjain to.”
R : “Syukurlah, Bu. Lalu menurut Ibu apakah siswa masih terkendala untuk memahami instruksi yang saya berikan?”
T : “Sepertinya si tidak mba. Tadi saya lihat mereka langsung mengerjakan.”
R : “Berarti instruksi yang saya berikan dapat dipahami siswa ya, Bu. Lalu apakah menurut Ibu implementasi tadi dan minggu kemarin masih menemi hambatan yang berarti?”
T : “Saya rasa si, sudah lancar mba. Anak-anak pada tertib bermainnya, njuk bisa bercakap-cakap saling tanya. Berarti kan lancar mba.”

C. Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN 1
(RPP 1)

Sekolah : **SDN Caturtunggal 7**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **V/2**
Tema : **Profession**
Alokasi Waktu : **2 x 35 menit**
Standar Kompetensi: 6. Memahami instruksi sangat sederhana dengan tindakan dalam kelas.
8. Mengeja dan menyalin kalimat sederhana dalam konteks sekolah.
Kompetensi Dasar : 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.
8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima.
Indikator : 1. Siswa mampu mengeja dan menyusun kosakata tentang profession.
2. Siswa mampu meminta dan memberi informasi tentang *profession*.
3. Siswa mampu melengkapi teka-teki tentang *profession*.

A. **Tujuan Pembelajaran**
Pada akhir pembelajaran:
1. Siswa mampu mengeja dan menyusun kosakata tentang *profession* dengan benar.
2. Siswa mampu meminta dan memberi informasi tentang *profession* dengan benar.
3. Siswa mampu melengkapi teka-teki tentang profession dengan benar.

B. **Materi Pembelajaran**
Profession: doctor, nurse, teacher, student, chef, driver, seller, police, etc.
Asking for information about profession
"Who is Mr. Bima?" - " He is a doctor."

C. **Metode : PPP**

D. **Langkah Kegiatan Pembelajaran**

1. **Kegiatan Awal**
   a. Guru membuka dengan salam dan menanyakan kabar siswa.
   b. Guru mengarahkan siswa pada materi yang dipelajari dan meminta siswa untuk mempersiapkan diri.
   c. Guru memberi tahu siswa tentang topik pelajaran hari ini dan tujuannya.
2. **Kegitan Inti**

   Presentation
   a. Guru mengulas kembali pelajaran sebelumnya tentang *profession.*
   b. Guru menanyakan nama-nama gambar pekerjaan kepada siswa.
   c. Guru mengajak siswa mengeja nama-nama pekerjaan.
   d. Siswa bersama guru menyusun alfabet nama-nama pekerjaan.

   Practice
   a. Siswa dibagi kedalam dua kelompok.
   b. Siswa bermain guessing game.
      - Siswa secara serempak bertanya, ” *Who is Mr. Anto?”* saat guru memperlihatkan nama, untuk mendapatkan petunjuk.
      - Guru memberikan beberapa petunjuk untuk ditebak.
      - Tiap kelompok harus berdiskusi untuk menebak nama pekerjaan yang diberikan guru.
      - Anggota kelompok masing-masing berlomba menyusun dan menuliskan nama pekerjaan tersebut di papan tulis.

   Production
   a. Siswa melengkapi puzzle dengan berpasangan.
   b. Siswa bertanya jawab untuk menemukan jawaban puzzle mereka.
3. **Kegiatan Akhir**
   a. Guru menanyakan kesulitan siswa dalam mempelajari materi.
   b. Guru menyimpulkan materi yang telah dipelajari
   c. Guru menutup pelajaran dengan berdoa, memberi pesan dan salam.

E. **Alat / Bahan / Sumber Bahan:**

Winardi, A. dan Susanti, Y. 2002. *Amazing New World Book 2*. Yogyakarta: Penerbit ANDI.
Flash cards
Alphabet cards
Pictures

F. **Penilaian:**

- Performatif
- Penilaian proses

RENCANA PELAKSANAAN PEMBELAJARAN 2
(RPP 2)

Sekolah : **SDN Caturtunggal 7**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **V/2**
Tema : **Family Members**
Alokasi Waktu : **2 x 35 menit**

Standar Kompetensi :
6. Memahami instruksi sangat sederhana dengan tindakan dalam kelas
7. Memahami tulisan Bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

Kompetensi Dasar :
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi
7.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

Indikator :
1. Siswa dapat membaca deskriptif teks tentang *family members.*
2. Siswa dapat menempelkan gambar *family members* sesuai dengan informasi yang diberikan.
3. Siswa dapat meminta dan memberi informasi kepada siswa lain tentang *family members*.
4. Siswa dapat menyusun *family tree* berdasarkan informasi yang diberikan.

A. **Tujuan Pembelajaran**
1. Siswa mampu meminta dan memberi informasi tentang family members dengan benar.
2. Siswa mampu menyusun family tree dengan benar.

B. **Materi Pembelajaran**
Family Members: father, mother, son, daughter, uncle, aunty, grandfather, grandmother
Language focus: Who is Anto?He is Rino's father.

C. **Metode : RPP**

D. **Langkah Kegiatan Pembelajaran**

1. **Kegiatan Awal**
   a. Guru membuka dengan salam dan menanyakan kabar siswa.
   b. Guru mengarahkan siswa pada materi yang dipelajari dan meminta siswa untuk mempersiapkan diri.
   c. Guru memberi tahu siswa tentang topik pelajaran hari ini dan tujuannya.
2. **Kegiatan Inti**

Presentation

   a. Guru memperlihatkan sebuah gambar family tree di depan kelas.
   b. Guru memberi contoh sebuah deskriptif teks tentang family members.
   c. Guru menjelaskan tentang family members menggunakan gambar.
   d. Guru melatih siswa mengucapkan nama-nama anggota keluarga.
   e. Guru mengajukan beberapa pertanyaan tentang family members untuk mengecek pemahaman siswa.

Practice

   a. Guru membagi siswa ke dalam dua kelompok
   b. Guru mengajak siswa bermain describing and arranging family tree game.
   - Dua orang siswa dari tiap kelompok membaca sebuah deskriptif teks tentang family members dan menyampaikannya pada anggota kelompok.
   - Anggota kelompok yang lain menyusun family tree berdasarkan teks tersebut dengan menempelkan gambar anggota keluarga pada family tree di depan kelas.

Production

   a. Guru menyuruh siswa berpasangan dan membagikan dua macam worksheet berisikan family tree yang belum lengkap.
   b. Siswa melengkapi worksheet dengan pasangan.

3. **Kegiatan Akhir**
   a. Guru menanyakan kesulitan siswa dalam mempelajari materi.
   b. Guru menyimpulkan materi yang telah dipelajari
   c. Guru menutup pelajaran dengan berdoa, memberi pesan dan salam.

E. **Alat / Bahan / Sumber Bahan:**

Winardi, A. dan Susanti, Y. 2002. *Amazing New World Book 2*. Yogyakarta: Penerbit ANDI.

Flash cards

Pictures

RENCANA PELAKSANAAN PEMBELAJARAN 3
(RPP 3)

Sekolah : **SDN Caturtunggal 7**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **V/2**
Tema : **Describing People**
Alokasi Waktu : **2 x 35 menit**
Standar Kompetensi:
6. Memahami instruksi sangat sederhana dengan tindakan dalam kelas.
7. Memahami tulisan Bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.

Kompetensi Dasar :
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.
7.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Indikator :
3. Siswa mampu menggambarkan deskripsi seseorang sesuai petunjuk.
4. Siswa mampu menggunakan ungkapan meminta dan memberi informasi tentang deskripsi wajah seseorang dalam percakapan.

A. **Tujuan Pembelajaran**
Pada akhir pembelajaran:
1. Siswa mampu menggambarkan deskripsi seseorang sesuai petunjuk.
2. Siswa mampu menggunakan ungkapan meminta dan memberi informasi tentang deskripsi wajah seseorang dengan benar.

B. **Materi Pembelajaran**
Oval fave, round face, slanted eyes, curly hair, straight hair, pointed nose, flat nose, thick lips, thin lips.
Asking for description of someone:
- *"How is she?"*
"She has round face."
- *" Does Ria have a flat nose?"*
" Yes, she does."
"No, she doesn't. She has a pointed nose."

C. **Metode : PPP**

D. **Langkah Kegiatan Pembelajaran**

1. **Kegiatan Awal**
   a. Guru membuka dengan salam dan menanyakan kabar siswa.
   b. Guru mengarahkan siswa pada materi yang dipelajari dan meminta siswa untuk mempersiapkan diri.
   c. Guru memberi tahu siswa tentang topik pelajaran dan tujuannya.
2. **Kegiatan Inti**

Presentation

   a. Guru memperlihatkan dua gambar wajah yang berbeda karakteristiknya.
   b. Guru menjelaskan karakteristik dan perbedaan dua wajah tersebut.
   c. Guru menjelaskan karakteristik seorang siswa menggunakan bantuan gambar tersebut.
   d. Guru melatih siswa menggunakan kata sifat untuk mendeskripsikan wajah seseorang seperti: *oval, round, thin, thick, small, etc.*
   e. Guru memberi contoh cara mendeskripsikan wajah seseorang.

Practice

   a. Siswa dibagi kedalam dua kelompok.
   b. Siswa bermain describing and drawing game.

Production

   a. Siswa melengkapi worksheet untuk mencari karakteristik seseorang.
   b. Siswa melakukan tanya jawab untuk bertukar informasi mengenai ciri-ciri wajah yang terdapat di worksheet.

3. **Kegiatan Akhir**
   a. Guru menanyakan kesulitan siswa dalam mempelajari materi.
   b. Guru menyimpulkan materi yang telah dipelajari
   c. Guru menutup pelajaran dengan berdoa, memberi pesan dan salam.

E. **Alat / Bahan / Sumber Bahan:**

Winardi, A. dan Susanti, Y. 2002. *Amazing New World Book 2*. Yogyakarta: Penerbit ANDI.

Flash cards.

Pictures.

F. **Penilaian:**

- Performatif
- Penilaian proses

RENCANA PELAKSANAAN PEMBELAJARAN 4
(RPP 4)

Sekolah : SDN Caturtunggal 7
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/2
Tema : My Livingroom
Alokasi Waktu : 2 x 35 menit
Standar Kompetensi: 6. Memahami instruksi sangat sederhana dengan tindakan dalam kelas
Kompetensi Dasar : 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi
Indikator : 5. Siswa mampu menggunakan ujaran meminta dan informasi tentang living room
6. Siswa mampu merespon ujaran meminta informasi tentang living room.

A. **Tujuan Pembelajaran**
Pada akhir pembelajaran, siswa diharapkan mampu:
1. menggunakan ujaran meminta dan informasi tentang living room dengan tepat,
2. mampu merespon ujaran meminta tentang deskripsi living room dalam percakapan dengan benar.

B. **Materi Pembelajaran**
Asking for information about things in the living room:
- *"Do you have television?"/ "Yes, I do"*
- *"Is there any radio in your living room?/ "No, it is not."*
- *"How many television do you have?/ "I have one television"*

C. **Metode : PPP**

D. **Langkah Kegiatan Pembelajaran**
1. **Kegiatan Awal**
   a. Guru membuka dengan salam dan menanyakan kabar siswa.
   b. Guru mengarahkan siswa pada materi yang dipelajari dan meminta siswa untuk mempersiapkan diri.
   c. Guru memberi tahu siswa tentang topik pelajaran hari ini dan tujuannya.

2. **Kegitan Inti**

Presentation

a. Guru memperlihatkan gambar living room kepada siswa.
b. Siswa berlatih mengucapkan nama-nama benda yang terdapat di gambar.
c. Guru mengajarkan cara meminta dan memberi informasi.
d. Guru memberikan contoh dengan meminta informasi kepada siswa.
e. Siswa diberi kesempatan untuk meminta informasi kepada guru.

Practice

a. Siswa melakukan dialog dengan teman sebangku untuk meminta dan memberi informasi tentang benda yang berada di ruang tamu rumah mereka.
b. Beberapa pasang siswa mempraktekkan dialog di depan kelas.

Production

a. Siswa dibagi menjadi 3 kelompok.
b. Siswa bermain describing and arrangging game.
   - Tiap kelompok harus menyusun ruang tamu sesuai dengan informasi yang diberikan oleh wakil kelompok.
   - Anggota kelompok secara bergiliran menanyakan informasi kepada wakil mereka.

3. **Kegiatan Akhir**

a. Guru menanyakan kesulitan siswa dalam mempelajari materi.
b. Guru menyimpulkan materi yang telah dipelajari.
c. Guru menutup pelajaran dengan berdoa, memberi pesan dan salam.

E. **Alat / Bahan / Sumber Bahan:**

Winardi, A. dan Susanti, Y. 2002. *Amazing New World Book 2*. Yogyakarta: Penerbit ANDI.
Flash cards
Pictures

F. **Penilaian:**

- Performatif
- Penilaian proses

RENCANA PELAKSANAAN PEMBELAJARAN 5
(RPP 5)

Sekolah : **SDN Caturtunggal 7**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **V/2**
Tema : **My Classroom**
Alokasi Waktu : **2 x 35 menit**
Standar Kompetensi:
6. Memahami instruksi sangat sederhana dengan tindakan dalam kelas
7. Memahami tulisan Bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

Kompetensi Dasar :
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.
7.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

Indikator :
1. Siswa mampu menggunakan preposisi dalam kalimat Bahasa Inggris.
2. Siswa mampu menggambarkan deskripsi seseorang sesuai petunjuk.
3. Siswa mampu menggunakan ungkapan meminta dan memberi informasi tentang deskripsi wajah seseorang dalam percakapan.

A. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa diharapkan mampu:
1. menggunakan preposisi dalam kalimat Bahasa Inggris dengan tepat,
2. menggambarkan deskripsi seseorang sesuai petunjuk dengan tepat,
3. menggunakan ungkapan meminta dan memberi informasi tentang deskripsi wajah seseorang dalam percakapan dengan benar.

B. **Materi Pembelajaran**

Prepositions: on, in, under, near, beside, above.
Asking for location: - *"Where is the vase"*
"It is on the table."
-"Is the book in the bag?"
" Yes, it is."
" No, it isn't. It is on the desk."

C. **Metode : PPP**

D. **Langkah Kegiatan Pembelajaran**

1. **Kegiatan Awal**
   a. Guru membuka dengan salam dan menanyakan kabar siswa.
   b. Guru mengarahkan siswa pada materi yang dipelajari dan meminta siswa untuk mempersiapkan diri.
   c. Guru memberi tahu siswa tentang topik pelajaran dan tujuannya.
2. **Kegiatan Inti**

   Presentation
   a. Guru memperlihatkan gambar ruang kelas kepada siswa.
   b. Guru melatih siswa nama-nama benda yang terdapat di kelas.
   c. Siswa menyebutkan nama-nama benda yang terdapat di ruang kelas mereka dengan bantuan guru.
   d. Guru menerangkan penggunaan preposisi kepada siswa dan memberi contoh menggunakan gambar dan benda yang terdapat di kelas.

   Practice
   a. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok mendapatkan lembar kerja berisi gambar ruang kelas yang belum lengkap.
   b. Siswa diharuskan melengkapi gambar tersebut bersama teman sekelompoknya dengan bantuan guru.
   c. Siswa secara bersama-sama bertanya kepada guru, "*Where is the book?"* , untuk melengkapi gambar tersebut.
   d. Siswa menggambarkan benda yang hilang sesuai petunjuk guru di lembar kerja tersebut.

   Production
   a. Siswa ditugaskan untuk menemukan perbedaan yang terdapat di gambar miliknya dan teman sebangkunya.
   b. Siswa menanyakan dan menjawab pertanyaan menggunakan preposisi untuk menemukan perbedaan tersebut.
3. **Kegiatan Akhir**
   a. Guru menanyakan kesulitan siswa dalam mempelajari materi.
   b. Guru menyimpulkan materi yang telah dipelajari
   c. Guru menutup pelajaran dengan berdoa, memberi pesan dan salam.

E. **Alat / Bahan / Sumber Bahan:**

Winardi, A. dan Susanti, Y. 2002. *Amazing New World Book 1*. Yogyakarta: Penerbit ANDI.

Pictures of classroom.

Things in the classroom.

D. Letter of Permit

KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/35-00
31 Juli 2008

Nomor : 915/H.34.12/PP/VI/2010 — 8 Juni 2010
Lampiran : --
Hal : Permohonan Izin Penelitian

Kepada Yth.

Kepala Sekolah
SD N Caturtunggal 7
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

Improving The Quality of Classroom Interaction in Learning English in The Fifth Grade of Elementary School at SD N 7 Caturtunggal Academic Year of 2009/2010 Through Information-GAP Activities

Mahasiswa dimaksud adalah :

Nama	: MAHARDIKA DHIAN PERMANASARI
NIM	: 05202241008
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Lokasi Penelitian	: SD N Caturtunggal 7 Sleman
Waktu Penelitian	: *Bulan Jan s.d. Maret 2010*

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

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

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