

**USING COMMUNICATIVE ACTIVITIES TO IMPROVE THE  
SPEAKING SKILLS OF THE VII G STUDENTS AT SMP N 1  
IMOGIRI IN THE ACADEMIC YEAR OF 2011/2012**

**A Thesis**

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



**By**

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**2012**

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#### A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on December, 11<sup>th</sup> 2012 and declared to have fulfilled the requirements for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

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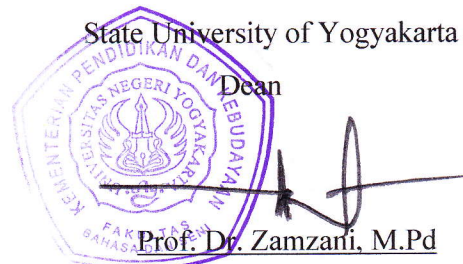


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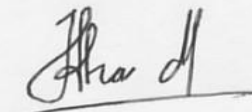
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Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 26<sup>th</sup> November 2012

Penulis



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# DEDICATION

I proudly dedicate this thesis to,,,

My mom and dad (Sumiasih and Sabari)

Thank you for being great parents for me.

Sorry for writing so long ...

My beloved sisters (Mba' Anna dan Mba' Mhira)

Thanks for your supports and love ...

My nephew (Valero Seistolla Stanlieltoro)

I love you Eyo...You bring happiness in my life

# MOTTOS

If you can dream it, then you can realize it. (Afgan)

- Free your mind and let the dream lead your way. (Afgan)
- Life is a climb but the view is great. (Miley Stewart)

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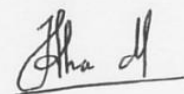
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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 26<sup>th</sup> November 2012



The Writer

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**ABSTRACT**

The objective of this research is to improve speaking skills of VII G students of SMP N 1 Imogiri in the academic year of 2011/2012.

This is action research. This research consisted of two cycles with three meetings in each cycle. The subjects of this research were the students of VII G, the English teacher as the teacher, and the researcher herself. The techniques of collecting data were by filling observation checklist forms, observing the teaching and learning process, interviewing the English teacher and students, taking photographs, and scoring students' speaking. Hence, the data were in the forms of observation checklist forms, field notes, interview transcripts, photos, and students' speaking scores. In analyzing those data, the researcher used two methods namely qualitative and quantitative methods. In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing/verification. In analyzing the quantitative data in the form of students' speaking test were analyzed by comparing the mean scores.

The results of this research show that the use of communicative activities in combination with using the classroom English, using media, giving feedback on the students' pronunciation, and giving rewards is able to improve the students' speaking skills. Based on qualitative data sources, the students are able to speak at the normal speed, use language without grammatical errors, speak in the correct pronunciation, use appropriate words, respond to the instructions and questions, and join the teaching and learning activities enthusiastically. Based on quantitative data sources, the students' speaking scores in the two cycles increased. From the data sources elaborated above, it can be concluded that the students' speaking skills improve.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English as a foreign language in Indonesia is taught as one of the compulsory subjects in junior high schools. Teaching English in Indonesia based on the school-based curriculum is aimed at helping the students to achieve communicative competences. It means that the students are able to communicate fluently both in written and orally. English consists of four skills. They are listening, reading, speaking and writing. The teaching of those skills should be integrated to help the students master those four skills.

Goodwyn and Branson (2005: 1) state that speaking can be considered as the most important skill. For several reasons, the speaking skill is needed to have good communication and interaction with other people all over the world. It is because nowadays the world population mostly uses English as a means of communication. It is very important for certain jobs such as hosts, master of ceremonies, news readers, and singers. To get those jobs, they have to be fluent in speaking English in order to express their opinions. It is also required to give instructions to other people. Having a good speaking skill is considered as one of conditions to do that.

Teaching speaking in Indonesia tends to be neglected by some teachers of English. The teachers focus more on teaching written skills such as reading and writing. They also regard teaching written skills easier than teaching oral skills.

Meanwhile, the students can practice and learn writing, reading, and even listening at home. The practice of speaking for students is done only at school. The students do not have sufficient opportunities to practice speaking in the classroom.

The speaking skill becomes the problem found in the field. There are many factors that make speaking difficult for the students. The students tend to be afraid to share their opinions with others. They choose to share their opinions in writing. They are also unfamiliar to English components such as clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction (Brown, 2001: 270). Those features are strange to foreign language learners like Indonesian students. The students become not enthusiastic in practicing speaking. Some of them are even afraid to be active in speaking. This phenomenon makes many students have difficulties to speak in speaking lesson.

The phenomenon also happened at SMP N 1 Imogiri. From the preliminary observation, the students of SMP N 1 Imogiri considered speaking a difficult activity for them. They seemed unexcited and bored in the speaking class because of their inability in mastering speaking skills. This inability made them not motivated to speak English in the class. It caused them to have difficulties in speaking. They looked inhibited and apathetic in speaking English. Thus, they tended to keep silent in the class.

In addition, the students of SMP N 1 Imogiri seemed to be confused with what they want to say such as responding to the teacher's explanation and

questions, giving comments and ideas during the teaching and learning process, and presenting their work in front of the class.

At SMP N 1 Imogiri, the students were rarely taught speaking by the English teacher. Hence, the students were not accustomed to speaking English in the classroom. They did not get sufficient opportunities to speak. Furthermore, the speaking activities that had been implemented by the teacher were monotonous. They also could not encourage the students to speak English well.

Having limited opportunities in speaking English made the students have low speaking skills. They did not know how to keep communication and interaction in the speaking teaching and learning process.

Since the problem is categorized as an urgent one, the researcher along with the English teacher agreed to do some efforts to solve the problems. Finally, the decision made is intended to improve VII G students' speaking skills in SMP N 1 Imogiri.

To overcome the problems, the teacher needs to apply some activities to improve the students' speaking skills in the teaching and learning process of speaking. The activities are used to attract the students' attention to speak in front of all students. Thus, one of them is using communicative activities. By conducting communicative activities, the students are expected to be able to speak with the peers. Therefore, conducting this study is regarded to be necessary. It offers a solution for improving the students' speaking skills.

## **B. Identification of the Problem**

Speaking is the ability that requires communicative competence, pronunciation, intonation, grammar, and vocabulary improvement. The mastery of speaking skills in English is a priority for many second language or foreign language learners. It is regarded as a difficult skill to master by the students. Brown in Celce-Murcia (2001: 103) mentions a number of features that makes speaking difficult. The spoken English contains reduced forms so that the students who do not get sufficient practice with reduced speech will speak in full forms of English. The stress and intonation of English also become the students' speaking obstacles. They belong to pronunciation. English has own different stress and intonation from the other languages. It is important to know the stress and intonation of English because different stress and intonation convey different meanings. The interaction with at least one speaker which must be accomplished by students is the most difficult aspect. The ability to speak is required to keep their communication with other speakers. Those are a number of reasons why speaking is difficult.

Based on the background of the study above, there are many problems related to the students' speaking skills at SMP N 1 Imogiri. From the observation and interview in the class, it could be identified that the problems were related to the students, the teacher, the activities, the material, and the media.

The main problem came from the students. Based on the result of the observation and interview, there were many students of SMP N 1 Imogiri who had low speaking skills in the learning process of speaking. Many of them tended to

assume that English was a difficult subject to learn, especially speaking. They also had difficulties in using the appropriate vocabulary and correct pronunciation, speaking at the normal speed and in expressing their ideas. Furthermore, they also had less self-confidence in the learning process of speaking. Less self-confidence also brought a bad effect to the students. It also influenced them to be afraid of speaking in front of their friends individually. They tended to keep silent because they were afraid of making mistakes.

The second problem came from the teacher. A teacher actually is a person who is responsible for the success of the teaching and learning process. Based on the observation, the researcher found that the teacher rarely taught speaking and applied group work in the classroom. She also quite often used Indonesian to deliver the materials. It caused the students to be strange with English. She sometimes made mistakes in pronouncing English words. While controlling the learning process of speaking, she did not pay attention to the students who had mispronunciation of the words. Moreover, she sometimes admonished the students especially male students who were noisy at the class.

The third problem came from activities that were implemented in the English teaching and learning process. The activities during English lesson seemed to be boring and less interactive. Therefore, it made the students less active during the teaching and learning process. There were only some students who were actively engaged in the English lesson especially in the learning process of speaking. Besides, the teacher did not implement activities to encourage the students' speaking in a group. She mostly implemented individual and pair work

activities in the teaching and learning process. Pair work is appropriate for the short speaking activity such as dialogue and conversation. However, this is inappropriate for the longer speaking activities. The teacher did not use small group work in the classroom yet. Meanwhile, small group work can promote students' speaking in the class. To support small group work, it needs communicative activities to implement in the teaching and learning process of speaking to improve speaking skills.

In addition, materials being used also have a big contribution dealing with the efforts to improve students' speaking skills. The materials taught by the teacher influenced the learning process of speaking. In fact, most of materials being taught were boring and inappropriate. In the teaching and learning process, the teacher often used textbooks and *LKS* in which the materials of both sometimes were inappropriate for certain skills. The materials given should be interesting and appropriate for the students' level in order to attract the students to speak in the teaching and learning process. Therefore, the students were not attracted to get involved with the materials. The impact was that they will not have a good speaking mastery.

The next problem came from the media. Media are channels of communication, they can enhance students' interest, enthusiasm, and motivation in the teaching and learning process. Moreover, media can make the students learn easily in the learning process. Unfortunately, the English teacher of SMP N 1 Imogiri did not realize the importance of media as the teaching and learning aids which could help students to learn in better and easier ways. She simply rarely

used media in the teaching and learning process because it made her get difficulties to prepare it. She only used the things that she brought such as books, pictures from books, and some things in the classroom.

By considering the identification of the problems in teaching and learning process, the researcher tries to find the efforts to improve VII G students' speaking skills in SMP N 1 Imogiri.

### **C. Limitation of the Problem**

The researcher along with the English teacher decided to conduct a study focusing on the use of communicative activities in improving speaking skills of VII G students of SMP N 1 Imogiri in the academic year of 2011/2012. This limitation is based on the findings that the speaking skills of the VII G students of SMP N 1 Imogiri were relatively low. The researcher and the English teacher decided to overcome this problem through the application of communicative activities. Communicative activities are expected to be able to overcome the speaking problems related to vocabulary, pronunciation, grammar, and fluency. Moreover, communicative activities are also expected to be able to improve the students' speaking skills.

### **D. Formulation of the Problem**

Based on the background of the problem above, the researcher formulates the following research question.

“How can communicative activities be used to improve the speaking skills of VII G students in the English teaching and learning process at SMP N 1 Imogiri in the academic year 2011/2012?”

### **E. Objective of the Research**

The objective of this research is to improve the speaking skills of VII G students in the English teaching and learning process at SMP N 1 Imogiri through communicative activities.

### **F. Significance of the Research**

This study is expected to be beneficial in some aspects. There are three expected significances of the study.

1. For the headmaster

The result of the research is expected to be useful for showing that there are some efforts that can be applied in improving the quality of the English teaching and learning process at school.

2. For the English teacher of SMP N 1 Imogiri

For the English teacher of SMP N 1 Imogiri, this study is expected to be an opportunity to improve the quality of the teachers in teaching English. It can give her an inspiration about effective activities to teach English especially in teaching speaking in order that it becomes an easy and interesting course.

3. For other researchers

For other researchers, this study is expected to be the useful study which can be a reference to conduct the research.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

In this section, it is discussed some relevant theories namely speaking skills and small-group work. The discussion of each part is presented below.

##### **1. Speaking Skills**

###### **a. Definition of Speaking**

In the English learning process, speaking is one of the language skills which the learners should master it well. There are some definitions of speaking that have been proposed by some experts in language learning.

Chaney in Susanti (2007: 6) states “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety context”. Speaking is a crucial part in language learning. It needs the speaker to produce the target language in the spoken form. Conveying the message is done by using verbal and non-verbal language in accordance with the situation and context where the speaking takes place. Spratt et al. (2005: 34) add that speaking involves using speech to show and share meanings to other people or listeners. The speaker who uses the language to express her ideas, feeling, and thought needs the ability to speak in order that the communication runs effectively.

Speaking is also using language actively to express the meanings between speakers and listeners to get the information that is needed. Cameron (2001: 40)

affirms that speaking is the active use of language to share meanings in order that listeners can understand the meanings. To speak a foreign language in order to share the understanding with other people requires the details of language. A speaker needs to use appropriate grammar, words, pronunciation accurately. Using language precisely is crucial in speaking. It is to convey the messages and meanings of the speaker to listeners.

Conveying and expressing messages are using language, while language itself may consist of pronunciation, grammar and vocabulary that focus on the need for practice in language accuracy. It is important to the speakers speak in a right way. Lavery (2001: 36) states that speaking a language involves making the right sounds, choosing the right words, and getting correct sentence constructions. Speaking in the right way means that everything said is correct which is based on the sounds, words, and the sentences. People who speak need the good ability to interact with others. The ability to speak is a main means of human communication.

From the definitions of some experts, it can be concluded that speaking is the active language use process of conveying information through verbal and non-verbal in its context to communicate with others. It also involves making the right sounds, choosing the right words and getting correct sentence constructions in speaking.

#### **b. Microskills of Speaking**

Brown (2001: 272) proposes a list of microskills for oral communication. They are explained in the following details.

1. Producing chunks of language of different lengths
2. Orally producing differences among the English phonemes and allophonic variants.
3. Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours
4. Producing reduced forms of words and phrases
5. Producing fluent speech at different rates of delivery.
6. Monitoring own oral production of the students and use various strategic devices—pauses, fillers, self-corrections, backtracking - to enhance the clarity of the message.
7. Using grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
8. Expressing a particular meaning in different grammatical forms.
9. Using cohesive devices in the spoken discourse.

These are microskills of speaking that have some components such as using grammar, producing reduced words or sentences, and using stress.

### **c. Aspects of the Speaking Skill**

In speaking, there are two aspects of speaking. They are fluency and accuracy. Celce-Murcia (2001: 104) states that fluency is the ability to connect units of speech with the facility and without pressure or inappropriate hesitations. It implies that fluency means speaking quickly without undue hesitations and pressure. Fluency is the ability to speak quickly and automatically (Harris and Hodges, 1995: 14). A speaker is able to speak by using the structure and pattern of sentences in speaking normally.

Spratt et al. (2005: 34) add that fluency is speaking at a normal speed without hesitation, self-correction and with the use of connected speech. Speaking at normal speed means that the students are able to speak neither so fast nor so slow. Speaking at high speed is not always accurate.

Meanwhile, accuracy in speaking is that the speakers are able to use the correct forms of grammar, vocabulary, and pronunciation (Spratt et al, 2005: 34). Using correct grammar, vocabulary and pronunciation is necessary to acquire the accuracy in speaking. Accuracy involves those three aspects, it cannot be separated from one another. Fluency and accuracy are interrelated from each other. In accuracy, it is always fluent but in fluency it is not always accurate.

In addition to fluency and accuracy, oral communication is based on some competences. Lazaraton (2001: 104) says that it is based on four dimensions or competences: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. To acquire a good oral level of the foreign language, the speakers should develop these abilities. The speakers also consider those competences when they speak involving the grammar, situations, conveying meaning, and keeping communication.

#### **d. Teaching Speaking**

Speaking is a crucial part of foreign language learning and teaching. Teaching speaking means that the teachers need to facilitate the students speak in the classroom.

According to Kayi (2006: 2), there are some considerations of teaching speaking to the learners. As the teachers, they make sure that the learners produce the English speech sounds and sounds patterns. Using words and sentence stress, intonation patterns and the rhythm of the second language is the next consideration. As the learners, they also should select appropriate words and sentences according to the proper social setting, audience, situation and subject

matter. They are able to organize their thoughts in a meaningful and logical sequence. Using language as a means of expressing values and judgments must be considered by the students. Lastly, using the language quickly and confidently with few unnatural pauses which is called fluency is essential in speaking to have communication among students.

In teaching speaking, the teachers need to pay attention to the details. They make sure that the learners produce correct speech sentences that are appropriate for its context and situation and express the ideas, opinions, and thoughts fluently.

Nunan (2003: 54-56) states there are some principles for teaching speaking. The first one is being aware of the differences between second language and foreign language learning contexts. The second one is giving students practice with fluency and accuracy. Giving balance fluency and accuracy practice is required to support each other. The third one is providing opportunities for students to talk by using group work and imitating teacher talk. Using group work in speaking can provide sufficient opportunities to share thoughts and feelings to other group members. The fourth one is planning speaking tasks that involve negotiating for meaning. Speaking tasks such problem solving and decision making, brainstorming, and opinion exchange are the examples of the tasks. The last one is designing classroom activities that involve guidance and practice both transactional and interactional speaking.

To teach speaking, there must be a technique required by the teachers to cover the students' ability and to handle the speaking teaching and learning

process. Brown (2001: 275-276) states that there are some principles for designing speaking techniques.

The first is using a technique that cover the spectrum of learner needs from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. The second is providing intrinsically motivating techniques. Encouraging the use of authentic language in meaningful contexts is the third. The fourth is providing appropriate feedback and correction. The fifth is capitalizing on the natural link between speaking and listening. Giving students opportunities to initiate oral communication is the sixth. The last is encouraging the development of speaking strategies.

In teaching speaking, the teachers make sure the learners to have speaking opportunities from the teachers in the authentic contexts. Moreover, they should integrate listening and speaking in the task and give feedback to the students' performance. Speaking strategies are also important in speaking to make learners speak fluently and naturally.

Celce-Murcia (2001: 110-111) suggests that the teachers need some actions to teach speaking in the class. The English teachers need to be skilled at arranging activities in the class which are authentic, motivating, and varied. They need to provide authentic activities in the speaking class which are motivating and varied to the students. Using technology in teaching speaking is allowed such as showing transactional videos, playing audiotapes, and other enjoyable activities such as games, interactive activities and communicative activities for the students which can improve their enthusiasm.

Related to teaching speaking, Harmer (2007: 345-347) describes that some problems may occur in teaching speaking. They are reluctance of students to speak and teacher's role in the speaking class. The reluctance of students to speak becomes an obstacle in the speaking learning process. He mentions some ways to minimize the students' reluctance in speaking.

The first way to minimize the students' reluctance is preparation. It is good for the teachers to give the students quite time or planning time to think about what they are going to speak. By giving quite time or planning time, the students will speak much better as they have the chance to think about it. The second way is value repetition. Repetition in speaking helps the students to remember the phrases and words that are learned before in the students' memory. It also allows the students to improve what they spoke before. That means that they can think about how the words are sounded. Giving the students analysis time is required. The students can analyze what they did before and then the teachers also can give feedback after students' performance. After analyzing their performance, they can repeat what they are going to say.

The third is big groups and small groups. The reluctance of the students to speak in speaking activities is caused by having to talk in front of a big group. In the big group, sometimes they are nervous to share their ideas and thoughts with other students. In some cases, applying big group is actually inappropriate. Thus, they need to get the chance to speak and interact with other students in a smaller group.

The fourth is mandatory participation. Mandatory participation is encouraging the students to be engaged in a task by the teacher.

In conclusion, speaking is a priority in the foreign language learning. Teaching is a process of making people to understand what they learn. Meanwhile, teaching speaking is a process of training someone to be able to speak. To teach speaking, it needs appropriate techniques so that the teaching and learning process runs well.

#### **e. Roles of Teachers in Speaking Activities**

Related to the teacher's role, a teacher plays a number of different roles during speaking activities. Harmer (2007: 347-348) states that there are three roles of the teacher in speaking activities.

1) The teacher is a prompter.

It means that the teacher is able to help students when they find difficulties in what to say next. However, when the teachers give them suggestions she/he cannot disrupt the speaking activity in the class.

2) The teacher plays a role as a participant.

The teacher sometimes can be a participant in the speaking activities. However, the teacher does not participate too much in the activities. In participation of the speaking activity, the teacher can stand in the back to watch what the students are doing.

3) A feedback provider.

As a teacher, she or he needs to give feedback at the end of the activities at the class. Giving feedback makes the students get the worth suggestions from the teacher so that they can improve their ability for the next meeting.

Those are the roles of the teacher in speaking activities. It is a crucial part for the teacher to take roles in organizing the speaking activities in order that they implement well.

#### f. Teaching Speaking at Junior High Schools

English is one of compulsory subjects in junior high schools which need to be learned by the students. The purpose of English in junior high schools based on school-based curriculum is to develop the students' communicative competence in oral or written language which can reach the functional level. In learning English, the students of junior high schools are demanded to communicate both in oral or written language. Furthermore, *Departemen Pendidikan Nasional* (2006) has decided the standard of competence for English in junior high schools in Indonesia.

The standard of competence for speaking skills in junior high schools is to express the meaning in the transactional and interpersonal conversation in the daily life context. The standard of competence for speaking is described below.

**Table 1: Standard of Competence and Basic Competency of Speaking**

Standard of Competence	Basic Competency
1. <i>Berbicara</i> <i>Mengungkapkan makna dalam percakapan transaksional dan</i>	1.1 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal</i>

(continued)

(continued)

Standard of Competence	Basic Competency
<p><i>interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</i></p> <p>2. <i>Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat</i></p>	<p><i>(bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</i></p> <p>1.2 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</i></p> <p>2.1 <i>Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</i></p> <p>2.2 <i>Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</i></p>

In conclusion, in learning English, the students of junior high schools are expected to communicate in oral or written language that include they are able to express and comprehend the meaning short functional texts, simple essays such as recount, descriptive, procedure, and narrative, transactional and interpersonal conversation in the daily life context.

### **g. Feedback in Speaking**

The students who learn English sometimes make mistakes in the learning process. Their mistakes are not always the same. Sometimes they seem to be usual in the learning English. Harmer (2007: 137) suggests that the teachers can divide mistakes into three broad categories in learning English. The first one is slips. Slips mean mistakes in which the students can correct their mistakes themselves even though the mistakes have been noticed to them. Errors are the second category. This is the mistakes of students which they cannot correct themselves and it needs explanation to the mistakes. The last category is attempts. It is when a student tries to say something but she or he does not know yet the correct way of saying it.

Correcting students' speaking mistakes is necessary to improve their ability. Using correction in the teaching and learning process is to give students useful information at the right time in the right way to encourage further learning (Edge, 1999: 115). It implies that giving correction to the students' performance can encourage the better performance of students for the next learning. However, it is not necessary the teachers to respond too much the mistakes made by students. The teachers should not interrupt the speaking activities directly. Riddel (2003: 125) also adds that interrupting students in the speaking activity with the correction is a disaster because it will stop the flow of speaking and the students will not be able to improve their fluency. Giving feedback when the students are doing the speaking activity totally brings negative effects to them.

There are some ways that can be used by teacher in giving feedback. Thronbury (2005: 91) states that in the class an appropriate decision about the students' mistakes is needed to provide learners with feedback on the students' speaking mistakes focusing on the content, not on the language form. When the students make mistakes, a decision about it is required to supply the students with feedback. The feedback focuses on the content of the students' speaking.

Individual feedback or learner group feedback sometimes can be given (Spratt et.al, 2005: 157). It is called peer feedback and it can be oral and written. Thronbury (2005: 92) asserts that there are two ways of correcting the students' mistakes. The first is learners as a repair. The students can correct the mistakes themselves by helping the teacher. For instance, when a student wants to say the word "appointment", he forgets to say the word. Thus, the teacher facilitates the student to say the word. However, it sometimes cannot be applied in some certain speaking activities. The second way is postponing the feedback until the speaking activity ends. The teacher makes a feedback note for each student performance when the students are speaking and then explains it after the activities end.

## **2. Communicative Activities**

### **a. Definition of Communicative Activities**

Richards (2006: 16) states that communicative activities are the activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. It implies that the speakers need to practice language with the real communication and information to interact and exchange messages with other

people or listeners without using predictable language. Moreover, Harmer (2007: 69) affirms that communicative activities involve the students in a real or realistic communication to perform speaking in communication.

Nunan (1989: 10) adds that a communicative activity is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. To speak and communicate in the classroom, the learners need to use a language in comprehending, producing, and interacting with others. They also have to pay attention to the meanings conveyed than the language form.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the community. (Moss and Ross-Feldman, 2003: 2). They also have real purposes; to find information, break down barriers, talk about self, and learn about the culture. Using communicative activities are needed to implement in the teaching and learning process to facilitate the students speaking in the class. It can give some contributions towards language learning. In communicative activities, the students are expected to increase their skills in starting from an intended meaning, selecting suitable language forms and producing them fluently.

Richards (2006: 20) adds that teaching and classroom materials today need to use a wide variety of small group activities. It means that teaching English today needs the various small group activities such as interactive and communicative activities in small groups so that the given materials can be

delivered by the teacher easily. Moreover, using communicative activities in small groups in the speaking learning process is needed to facilitate the students who are afraid of speaking individually.

In conclusion, communication activities are the activities to practice a language in a real communication and information to exchange the information and messages to other people. It involves comprehending, manipulating, producing, or interacting in the target language and focuses on the language meaning than the language form. Meanwhile, teaching today focuses on using various small group activities like communicative activities which can be implemented in the classroom in order that the classroom materials are easily to be received by the students.

#### **b. The Characteristics of Communicative Activities**

Thronbury (2005: 78-79) states there are some characteristics of communicative activities. The characteristics are described below.

- 1) The motivation of the activity is to achieve some outcome, using language

It implies that these activities can encourage the students' motivation to accomplish the outcome of the teaching and learning process by using an actively language.

- 2) The activity takes in a real time

The activities implemented should be done in the right time. For example, it is done in the activity of speaking.

- 3) Achieving the outcome requires the participants to interact, i.e to listen as well as speak

To communicate and interact one another, the speakers need the listeners to convey the information and messages in order to achieve the communication of the goal.

4) There is no restriction on the language used.

The speakers need to use language actively in speaking without restriction. It means that the use of language is not limited.

Meanwhile, according to Harmer (2007: 70), there are six characteristics of communicative activities. They are explained in the following details.

1) The learners have a desire to communicate.

2) The learners have a communicative purpose.

3) The learners' attentions are centered on the content of what is being said and not on the language form which is used.

4) The learners deal with the variety of language.

5) There is no teachers' intervention in the activity, the teachers as the facilitator only.

6) There is no material control.

From the explanation above, the students need to involve in communication. They do not want to be passive, but they need to be active in communication process. They should have a communicative purpose because the purpose is an important part of the communication. Meanwhile, in practicing communicative activities, the teachers should pay attention to the principles of the communicative approach. The role of teachers is to be the the facilitator, monitor, and prompter. They do not involve too much in the activities.

### **c. Types of Communicative Activities**

Littlewood in Richards and Rodgers (2001: 171) divide types of communicative activities in two main categories: functional communicative activities and social interaction activities. These will be explained below.

#### 1) Functional communicative activities

The main function of this activity is that the learners should use the target language in order to get meaning across. The principle of underlying functional communicative activities is that the learners have to exchange the information or solve a problem according to the situation structured by the teacher.

#### 2) Social interaction activities

One of the important aspects of communication skill is the ability to take account of the social meaning as well as the functional meaning of different language. It means that the learners must pay attention to the social context in which the interaction takes place as well as the functional meanings that language conveys. In social interaction activities, the language production will be evaluated in terms of its social acceptability as well as its function that is effectiveness. Thus, the learners must learn to relate language to social meanings and to use it as vehicle for social interaction.

### **b. The Advantages of Communicative Activities**

Communicative activities are seriously given much attention and developed in several levels of study. Littlewood (1981: 17), there are four advantages of communicative activities.

1) To provide 'whole task practice'

Learning sometimes involves not only practice in the part skill but also practice in total skill. Thus, it is called whole task practice. It means that in foreign language learning, the teachers provide learners with various kinds of communicative activities. It is organized in order to suit the ability level of the learners.

2) To improve motivation

The learners' final objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

3) To allow natural learning

Many aspects of language learning take place through natural process which operates when the students are involved in using the language to communicate. Thus, communicative activities are either inside or outside the classroom needed in the learning process.

4) To create a context which support learning

Communicative activities can create an environment that supports an individual in the efforts to learn. It is because the act provides opportunities for positive personal relationship to develop among students between students and the teacher.

Moss and Ross-Feldman (2003: 2) affirm that communicative activities provide opportunities for learners to use the language with one another and with

people in the community. It means that those activities give big opportunities to speak with others.

Meanwhile, communicative activities can be implemented in groups. There are some advantages of grouping students. Harmer (2001: 117) states that there are some advantages of group work. Group work dramatically increases the amount of talking for the individual student. By working in the group, the students' talking will increase because each student is demanded to speak actively in the group. Group work provides big opportunities to students who express their opinions. It also encourages broader skills of cooperation and negotiation than pair work. Moreover, they can negotiate the meaning effectively. Group work also promotes learner autonomy. It allows the students to make their decisions in the group. Group work lets the students choose their level of participation so that they are well-prepared in groups than in a whole class situation.

Moreover, Richards (2006: 20) states that there are four advantages of small group work. Through small groups, the students can learn from hearing the language used by other members of the group. The students also can produce a greater amount of language than they use teacher-fronted activities. They have the chance to develop fluency in small groups. The last is that their motivational level is likely to increase.

In conclusion, communicative activities can increase the students' speaking skills since they provide a whole task practice, allow natural learning, give big opportunities to speak and create a context which support learning. They also can be implemented in various ways like implementing in groups.

### **c. The Activities of Communicative Activities**

Activities that are implemented in the classroom to teach speaking should be interactive and communicative. These communicative activities should be in a form of small groups. Brown (2001: 183-186) states that there are many communicative activities that could be implemented in the classroom in groups. Those are noted in the following details.

#### 1) Games

Mora and Lopera in Leon and Cely (2010: 16) state that games and fun activities are everybody's favorite things and activities to do in a class, both for teachers and students. It means that the steps of games are easily to be implemented in the class to improve students' speaking skills because both the teacher and students like doing games.

#### 2) Role-Play and Simulations

Role-plays are speaking activities in which students are given roles and the students make a scene based on given information or clues by the teacher. For example, the teacher asks the students to act out a tourist who lost her/his wallet.

Simulations are more elaborate and real than role-play. In simulations, students can bring items for the properties to create a realistic environment. For instance, if a student is acting as a football player, she brings a football kit.

#### 3) Drama

This activity is a more formalized form of either role-play or simulation with a story line, a plan, and script. The students also write the script and practice the scene of the drama as a group.

#### 4) Projects

This activity gives the students' opportunity to have given projects by the teacher in different themes, for example, environmental awareness theme in the class, groups of students do this project in different things. It means that a group creates an environmental bulletin board, the rest of the group develops fact sheets.

#### 5) Interviews

Conducting interviews with people gives students a chance to practice their speaking ability. This activity is usually applied for pair work, but it is also appropriate for group work. The members of group can interview the other members by turns. Students can conduct interviews based on selected topics. Before interviewing, the teacher should explain instructions to students so that they know the type of questions to ask.

#### 6) Brainstorming

Brainstorming is a technique which helps someone to start some sort of the thinking process. It can help students to start choosing, narrowing, and gathering ideas. Students can produce ideas in a limited time by giving a topic. The students try to share their ideas with their friends quickly and freely.

#### 7) Information gap

An information gap activity is a kind of gap activities that requires the participants to think. In this activity, the learners as the participants share information or opinions in order to complete a task. They will have information that other learners do not have and exchange it to others. Information gap activities have many purposes such as solving a problem or collecting information

needed. These activities are effective because students have the opportunity to talk extensively in the target language.

#### 8) Jigsaw

In this activity, jigsaw consists of 4-6 students in small group. Each student of the group has information that the other students need. Each group need to share the information to other group continuously.

#### 9) Problem solving and decision making

Problem-solving group techniques focus on the group's solution of a specified problem. Thus, the students have to find solutions of the problem in which it can be discussed with other students.

#### 10) Opinion exchange

An opinion is usually beliefs or feelings from giving comments to something in which it is shared with others. In this activity, the teacher can give the topic related to education for a debate, discussion, and argument in the class.

Meanwhile, Thronbury (2005: 79) adds that there are several kinds of communicative activities to implement in the teaching and learning process of speaking. They are questionnaires, simulations, role play, games, conversation, surveys, discussion, information gap, and jigsaw activity. Those are kinds of communicative activities.

### **B. Relevant Studies**

There are several relevant theories which had been conducted to find out the effect of communicative activities on the students' speaking. The results of the studies are presented below.

The first research was organized by Hoeriyah (2007). Communicative activities were effective to improve the students' speaking skills. It could be seen from the result of the research. It could improve the students' understanding. Moreover, the students learned the materials easily. It also provided the chance for the students to speak up. In addition, the students' speaking score and speaking aspects such as pronunciation and fluency also increased through groups.

The second research was conducted by Hildayanti (2007). She focused more on increasing the students' involvement. The results of the research were that the students could participate actively in the teaching and learning process and the students' involvement increased.

Based on the the research conducted, it can be concluded that communicative activities can improve the students' speaking skills, speaking aspects, interaction, involvement, and participation since it gave the students chances to speak up in the speaking teaching and learning process.

### **C. Conceptual Framework**

Speaking is one of the important skills that should be acquired by the students. To have good speaking skills, the students have to master speaking aspects that are simply difficult to them. The English teacher has a contribution to choose a technique in teaching speaking to enhance the students' speaking skills. Using activities in teaching speaking can be considered as the technique. Communicative activities are activities in which the students speak actively to convey information and messages with others. The steps of the activities are easily to be adopted in the teaching and learning process of speaking.

Based on the preliminary observation which was conducted on February 20<sup>th</sup> and 23<sup>rd</sup>, 2012 at SMP N 1 Imogiri, the researcher found that the speaking skills of the VII G students of SMP N 1 Imogiri were relatively low. That problem dealt with fluency, vocabulary, pronunciation, and grammar. There were also problems related to the usage of media, the materials, the activities, the technique used. The English teacher of VII G simply rarely used media because she had difficulties to prepare it. Meanwhile, the materials were mostly taken from *LKS* and textbook which sometimes were inappropriate for a certain skill. Moreover, there were limited speaking activities because she often used pairwork and individual activities which sometimes are inappropriate for the materials and the students.

Based on the consideration above, the researcher tried to solve those problems by implementing communicative activities. There are several reasons of using communicative activities. Firstly, communicative activities give opportunities to students who express their opinions. Secondly, it also gives the students to practice in all parts of the skills. Thirdly, the students can gain their motivation, confidence, and participation.

Therefore, in reference to the elaboration above, the researcher has a strong motivation in conducting the research to improve the speaking skills of the VII G students. It was expected that there would be some changes in the teaching learning of speaking at the VII G students of SMP N 1 Imogiri after the activities were applied.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

This research is action research which focuses on improving the speaking skills. It tries to find the problems during the teaching and learning process of speaking, and then tries to find the solutions of the problems.

Action research is a process of examining the participants' educational practice systematically and carefully using the techniques of the research (Ferrance, 2000: 1). To conduct the research, the participants need to have the techniques to identify the problems, consider the ways of working, and work collaboratively with members of the research to achieve the goal.

Furthermore, Bogdan and Biklen in Burns (1999: 30) state action research is the systematic collection of information that is intended to bring social change. Gathering the data to find the solution of the problem is the process of action research. After collecting the data, the researcher solves the problems occurring to bring change. Kemmis and McTaggart in Burns (1999: 32) propose that there are four essential steps of action research. They are planning, implementation, observation, and reflection. Therefore, this study tries to improve the students' speaking skill in the English teaching learning process by using communicative activities involving those essential steps.

## **B. The Setting of the Research**

This study was implemented in the second semester of the academic year of 2011/2012. The preliminary observation was done on February 20<sup>th</sup> and 23<sup>rd</sup>, 2012, while the action was conducted in six meetings on April 10<sup>th</sup> to May 8<sup>th</sup>, 2012. The action was carried out based on the school schedule which were on every Tuesday at 07.00-08.20 and Thursday at 11.15-13.00

The research took place in SMP N 1 Imogiri which is located at Imogiri, Pos Imogiri, Bantul 55782. It is a state and *SSN (Sekolah Standar Nasional)* school. It is very easy to be reached by public transportation.

SMP N 1 Imogiri has 44 teachers, 658 students divided into seven classes each grade, and 16 staff. An English subject is taught three times a week. SMP N 1 Imogiri has 21 classrooms, one teacher room, one headmaster room, one waiting room, and one administration room. To support the teaching and learning process, it has a library, a *koperasi*, a hall, an audio visual (AVA) room, four laboratories (computer, language, physics, and biology), a counseling room, an *UKS* room, an *OSIS* room, a scout room, a badminton court, a basketball court, a mosque, a canteen, a security post, toilets, and parking areas.

## **C. The Subjects of the Research**

The main subjects of the research were the VII G students of SMP N 1 Imogiri in the academic year of 2011/2012. The reason of choosing VII G students was that the VII G students' speaking skills were relatively low. Meanwhile, the other subjects were the English teacher of SMP N 1 Imogiri as the teacher, and the researcher herself.

#### **D. The Instruments of the Research**

The instruments of the research were field notes, the observation checklist, the interview guideline, and scoring the students' speaking performance. Field notes were to note the data supporter in this research. These notes were used to record the teaching and learning process related to the weaknesses and obstacles that were found in the research.

The observation checklist was used to check the application communicative activities in the teaching and learning process by putting a tick in the statements.

Meanwhile, the interview guideline was used to guide the researcher in having the interviews with the students and the English teacher.

Scoring the students' speaking performance was used to get information about students' speaking ability after the communicative activities given on students' speaking whether or not there would be improvement of students' speaking skills.

#### **E. Data Collection Techniques**

The data collected are qualitative. The data of this research were acquired through observations, interviews, and photograph.

##### **1. Observation**

The observation was conducted to know what happens in the classroom when the action was done. It also enriched the information related to students' speaking skills in the teaching and learning process. The result of the observation was reported in the field notes.

## 2. Interview

The interview was held to get the data about the students' responses and opinions for the implemented actions and the use of communicative activities to improve students' speaking skills. The interview was planned but unstructured. It meant that some questions were provided but the teacher and the students answered the questions based on the opinions and suggestions about the teaching and learning process.

## 3. Photograph

The use of photograph was to take pictures during teaching and learning process. The photograph was one of references to support the field notes.

## **F. Data Analysis**

The qualitative data are obtained from the actions that are conducted in the field. The data are analyzed by data reduction, data display, and conclusion drawing (Miles and Huberman, 1994: 10). The data reduction is done by selecting the data which are appropriate with the formulation of the problem. In the data display, the data are ordered and described in the form of dialogue and narration. A conclusion is made based on the data description.

To examine the quantitative data, the researcher analyzed the data from the students' speaking performance. The students' speaking performances were scored by speaking rubric proposed by Purwaningsih (2009) with some modification. The score of each student was computed to find out the mean by using Excel. It was to analyze the improvement of each student. Moreover, it could be seen whether there was any improvement or not.

### **G. Data Validity and Reliability**

The researcher used five kinds of validity to make the data valid. According to Anderson in Burns (1999: 161-162), the validity of the data is established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity. To fulfill the democratic validity, the English teacher and the students are given a chance to express their opinions, ideas, critiques, suggestions, and responses to the problems faced and to the actions. To fulfill the outcome validity, the results of the research did not only solve one problem in the teaching and learning process. The researcher and the collaborator analyzed the success and the failure of the actions. To fulfill the process validity, the researcher observed the classroom activities, planned the actions, implemented the actions with the English teacher, and interviewed the students and the English teacher. To fulfill the catalytic validity, the research asked the teacher and the students' responses, comments, evaluation about the change of the actions that occurred to the data. To fulfill the dialogic validity, the researcher had dialogues with the English teacher and peer observers in order to improve the next action. It was done in the reflection.

Meanwhile, to get the reliability of the research, it was obtained by giving the genuine data, such as field notes and interview transcripts. To gain the trustworthiness, the researcher used the triangulation. Using triangulation to data collection means that a combination of angles on the data will help give the researchers more objectivity (Burns, 2010: 95-97). It shows that the reflections and conclusions of the researcher are supported by the data and not just by her

own biases. There are four different ways of triangulating. They are stated in the following details.

1. Time triangulation; collecting data over a period of time in order to identify the factors that are involved in the change process.
2. Space triangulation; collecting data with different subgroups of people.
3. Researcher triangulation; collecting data by more than one researcher in order to avoid biased interpretations
4. Theory triangulation; analyzing data from more than one theoretical perspective.

#### **H. The Procedure of the Research**

This research has four steps. They are reconnaissance, planning, action, and reflection.

##### **1. Reconnaissance**

To find out the information of the teaching and learning process at SMP N 1 Imogiri, the researcher did the reconnaissance step on February 20<sup>th</sup> and 23<sup>rd</sup> 2012. Before observing the class, the researcher interviewed the English teacher. Furthermore, the researcher gathered the data by conducting classroom observation of the speaking teaching and learning process. She identified the existing problems in the VII G students' speaking skills. She also interviewed the students of VII G to find out the difficulties during the teaching and learning process.

Those steps were done by the researcher in order to fulfill the democratic validity in which every participant of the research was given an opportunity to

give their opinions and comments during the research. Afterwards, based on the result of the interview and observation, the researcher and the English teacher analyzed the problems that likely exist and classified them based on its urgency scale of priorities to be solved and made planning of the research.

## 2. Planning

In this step, the researcher and the English teacher made the plan for the actions to be implemented to solve the low students' speaking skills. The researcher tried to improve the speaking skills of VII G students in SMP N 1 Imogiri in the academic year 2011/2012 through communicative activities.

In this research, she conducted two cycles in which each cycle was conducted in three meetings. During the actions, the researcher tried to overcome the problems emerging in the teaching and learning process of speaking in the class of VII G. However, before conducting the research, the researcher made the lesson plans and instruments for the observation during the research.

## 3. Action

After the plan was agreed by the English teacher and the researcher, the researcher implemented the plans of the action in the teaching and learning process. In this stage, the researcher implemented the plans of action. Based on the discussion, the implementation of the actions was taken by the English teacher. In Cycle 1, the English teacher and the researcher decided to teach expressions to the students. In Cycle 2, they determined to teach procedural texts to the students.

. During the teaching and learning process, the researcher observed noted anything found in the field and helped the English teacher. In addition, the researcher interviewed the students and the English teacher to find out their opinions of the implementation of communicative activities. While observing the actions, the data collection techniques used were filling the observation checklist form, writing field notes, and taking photographs.

To assess the process validity, the researcher examined the data and identified it. In addition, to fulfill the catalytic validity, the researcher gave an opportunity to the English teacher and students to give their response to the change occurred after the implementation of the actions.

#### 4. Reflection

The researcher and the English teacher discussed and evaluated the result of the implemented action in improving students' speaking skills through communicative activities. The researcher interviewed the students of VII G in SMP N 1 Imogiri. It was done to find out whether the actions are successful or not. If the actions carried out are successful, the researcher and the English teacher continued to implement the actions. However, if the actions were not successful, the researcher tried to find the more suitable actions or revised the actions to improve students' speaking skills. This was to assess the outcome validity. To fulfill the dialogic validity, the researcher and the English teacher along with the peer observers had discussions of the actions to revise or continue to the next cycle.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how communicative activities were conducted through cycles to improve students' speaking skills. It elaborates the findings of the research. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data.

#### A. Research Findings

##### 1. Identification of the Field Problems

To identify problems emerging in the field, the researcher did a preliminary classroom observation and interviews. She interviewed the English teacher and the students of VII G and observed the English teaching and learning process. She then presented a vignette of the preliminary class observation which explained the process of the English teaching and learning process in the following vignette.

Date	: February 20 <sup>th</sup> , 2012
Time	: 07.05 – 08.20 a.m.
Location	: VII G Class

On Tuesday morning, the teacher and the researcher came to the class of VII G. The lesson started at 7.05 a.m. However, some students were not ready yet. Some students still run, had small talk with friends, and came late. The classroom of VII G was located in the second floor. The classroom was clean and got sunbeams from the windows. The tables and chairs were arranged neatly. However, sometimes, the students were disturbed from the noise of traditional market and vehicle sounds.

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After all students were ready for English lesson, the teacher greeted the students. She asked the captain of the class to lead a pray. She checked the attendance list. Afterwards, she discussed the homework about using past tense from *LKS*. She asked the students to write it on the blackboard. There were some students who did not want to do it. She asked the students to open a textbook. She then asked them to study a dialog with the topic asking for and giving services from the textbook. She asked the students to read the dialog. After that, she explained it and discussed it with the students. Then, the students did the tasks from the dialog in pairs. After finishing it, the teacher asked them to tell their answers orally. Some students were afraid of speaking to tell their answers. Moreover, there were two students who asked their friends to do it.

After discussing the materials, the teacher gave the students exercises to write a short dialog in pairs. However, there are some students were busy with their activity such as talking to their friends and drawing a picture. The situation of the class was noisy. She simply rarely admonished them. The teacher only used media from the textbook and the things at the classroom. Some students had difficulties in pronunciation, vocabulary, and grammar and they were shy to speak individually. Then, the bell had rung and the teacher asked the students to collect their work. The lesson was ended.

(Field note 2, Appendix D)

From the vignette, it can be implied that the process of the English teaching and learning did not run very well. Firstly, the students did not get involved and found it difficult to speak in the class. Secondly, the teacher used monotonous activities. Thirdly, she simply used materials from the textbook. Fourthly, she used books, pictures from the book as the media. Eventually based on the vignette above, the researcher and the English teacher discussed some problems that occurred in the field dealing with the English teaching and learning process, especially speaking. Those problems are presented in the following table.

**Table 2: Problems in the English Teaching and Learning Process in the Class of VII G, SMPN 1 Imogiri in the Academic Year of 2011/2012**

No.	Problems	Codes
1.	The students were not ready when the teacher came to the class	S
2.	The students were noisy and they talked to their friends in the classroom	S
3.	The students often did not respond to the teacher's questions	S
4.	Most of the students were afraid of speaking individually in front of their friends	S
5.	The teacher often used Indonesian in the teaching and learning process	T
6.	Most of the students had difficulties in vocabulary mastery	S
7.	Most of the students did not bring the dictionary in the English teaching and learning process	S
8.	Most of the students had difficulties in pronunciation	S
9	Most of the students were shy and inhibited to speak	S
10	Most of the students seemed to pay less attention to the teacher's explanation	S
11	The speaking activities applied were monotonous	Act
12	The materials given were mostly taken from <i>LKS</i>	M
13	The students had low self-confidence in speaking	S
14	The students seemed to have low motivation to speak	S
15	Most of the students considered English as a difficult subject	S
16	Only a few students were active during the teaching and learning process	S
17	Most of the students did not make a note of the teacher's explanation	S
18	The teacher simply let the students who were noisy	T

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No.	Problems	Codes
19.	The students sometimes were confused with grammar	S
20	The teaching and learning process lacked the use of learning media.	Med
21	Most of the students were not interested in learning English especially speaking.	S
22.	The students had low speaking skills	S
23.	The teacher did not give feedback to the students	T
24.	The teacher often used pair work activities that sometimes was inappropriate with the materials.	Act

S: Students T : Teacher M : Material Med : Media Tec: Technique Act: Activities

From the list of the problems in the English teaching and learning process in Table 1, the problems were categorized into three levels of difficulties, i.e. seriousness, urgency, and feasibility. Based on the seriousness level, the problems are listed below.

**Table 3: Problems of the Seriousness Level**

No	Problems	Codes
1.	The students were not ready yet when the teacher came to the class	S
2.	The students were noisy and they talked to their friends in the classroom	S
3.	The students often did not respond to the teacher's questions	S
4.	Most of the students were afraid of speaking individually in front of their friends	S
5.	The teacher often used Indonesian in the teaching and learning process	T
6.	Most of the students had difficulties in vocabulary mastery	S
7.	Most of the students had difficulties in pronunciation	S
8.	Most of the students were shy and inhibited to speak	S

(continued)

(continued)

No	Problems	Codes
9.	The speaking activities applied were monotonous	Act
10.	The materials given were mostly taken from <i>LKS</i>	M
11.	The students had low self-confidence in speaking	S
12.	The students seemed to have low motivation to speak	S
13.	Only a few students were active during the teaching and learning process	S
14.	The teaching and learning process lacked the use of learning media.	Med
15.	Most of the students were not interested in learning English, especially speaking.	S
16.	The students had low speaking skills	S
17.	The teacher did not give feedback to the students	T
18.	The teacher often used pair work activities that sometimes was inappropriate with the materials.	Act

S: Students T: Teacher M: Material Med: Media Tec: Technique Act: Activities

After categorizing the problems based on the seriousness level, then the researcher and the English teacher categorized them to the level of urgency in the English teaching and learning process. The table is shown below.

**Table 4: Problems in the Urgency Level**

No	Problems	Codes
1.	The students often did not respond to the teacher's questions	S
2.	Most of the students were afraid of speaking individually in front of their friends	S
3.	Most of the students had difficulties in vocabulary mastery	S
4.	Most of the students had difficulties in pronunciation	S
5.	The speaking activities applied were monotonous	Act
6.	The materials given were mostly taken from <i>LKS</i>	M
7.	The teaching and learning process lacked the use of learning media.	Med
8.	The teacher did not give feedback to the students	T

(continued)

(continued)

No	Problems	Codes
9.	The students had low speaking skills	S
10.	The teacher often used pair work activities that sometimes was inappropriate with the materials.	Act

S: students T: teacher M: material Med: Media Tec: Technique Act: Activities

From the list of the problems above, the researcher and the English teacher then discussed the field problems related to the students' speaking skills which were feasible to overcome. They are presented in the following details.

1. The speaking activities were monotonous
2. The students had low speaking skills. They had difficulties in vocabulary, pronunciation, fluency, and grammar.
3. The teaching and learning process lacked the use of learning media.

Since those problems were categorized as speaking skill problems, the students needed activities to improve their speaking ability. They needed the appropriate speaking activities to solve the speaking problems. Eventually, the researcher and the English teacher decided communicative activities to be the tool to solve those problems because most of the students were afraid of speaking in front of their friends. Each cycle was administered in the three meetings.

## **2. Implementation of the Actions**

### **a. Report of Cycle 1**

The teaching and learning process in Cycle 1 was conducted in the three meetings. In this cycle, the researcher and the English teacher administered three steps as discussed in the following sections.

## **1) Planning**

At this stage, the researcher and the English teacher made some plans of the research. They planned some actions to be implemented. They are elaborated as follows.

### **a) The Use of Classroom English**

During the actions, the researcher and the English teacher planned to use classroom English. It was used to enhance the students' vocabulary mastery and to get familiar the English words. It was applied in some ways such as giving daily instructions, greeting the students, eliciting and explaining the materials, and closing the lesson. It was emphasized on giving daily instructions. Based on the observation that the researcher did, she found that most of the students had a limited opportunity to familiarize the English words because the English teacher simply used Indonesian during the English teaching and learning process. Thus, the researcher decided to use Indonesian translations in some difficult aspects such as eliciting and explaining the materials.

### **b) Implementing Communicative Activities**

Communicative activities were used to increase the students' speaking skill. The researcher and the English teacher then planned to use those activities. They agreed to use an *Interview* and a *Role Play*. The interview was applied in Joint Construction of the Text and the role play was used in Independent Construction of the Text. The role play was implemented to get the students' speaking score. The interview was to facilitate the students to speak in a group with various topics.

### c) Giving Feedback the Students' Pronunciation

Based on the observation, the English teacher did not pay attention to the students' pronunciation. The researcher and the English teacher then planned to give feedback to the students' pronunciation. It was used to minimize the students' pronunciation mistakes.

### d) Using Media

Media are the tools that can make the students learn English easily. Since the media were rarely used by the English teacher of VII G in the English teaching and learning process, the researcher and the English teacher agreed to use media during Cycle 1 in order to get more attention of the students. The media were pictures. The pictures were a *Borobudur Temple*, *Soto*, and *an Indonesian Singer*.

## 2) Action and Observation

The teaching and learning process in Cycle 1 was carried out in the three meetings on April 10<sup>th</sup>, 12<sup>th</sup> and 17<sup>th</sup>, 2012. The actions were focused on implementing small-group work activities in which the students were required to speak and work in small groups. The schedule of Cycle 1 can be seen in the following table.

**Table 5: The schedule of Cycle 1**

Meeting	Date	Time	Material
1	April 10 <sup>th</sup> , 2012	2x40 minutes	The expression of asking for and giving opinions – Tourism Objects
2	April 12 <sup>th</sup> , 2012	2x40 minutes	The expression of likes and dislikes – My Favorite Food and Drinks
3	April 17 <sup>th</sup> , 2012	2x40 minutes	The expression of asking for and giving clarification – Biography

The data in Cycle 1 were collected through classroom observation and interviews.

**a) The Use of Classroom English**

The classroom English was used in every meeting in Cycle 1 to make the students more familiar with the English words and enhance the students' vocabulary mastery. It was used in some ways such as opening the lesson, greeting the students, eliciting and explaining the materials, giving daily instructions, and also closing the lesson. The English teacher used Indonesian translations in difficult aspects such as eliciting and explaining the materials. In Cycle 1, it was more emphasized on giving daily instructions in the class and the response of the students to the instructions such as instructions to clean the whiteboard, and to show something.

The English teacher used English frequently to make the students familiar with the English words and sentences. In the first meeting, the English teacher said "Good morning", "How are you today" at the beginning of the lesson. She also said "Who is absent today?" when she checked the students' presence. She also asked the captain of the class to lead the prayer in English. He could respond the English teacher by saying "Before we start our lesson, let's pray together" at the beginning of the prayer. At the end of the prayer, he said "enough". She also said "Have you ever visited the some tourism objects?", "Have you ever visited Borobudur Temple?", and "What do you think of Borobudur Temple?" in eliciting the materials. To give instructions, she said "Keep silent please, Raise your hand and May I wash my hands?"

The English teacher used English when she greeted the students “Good morning” and also asked the condition “How are you?” in the second meeting. She elicited and explained the materials by saying “What food do you like?”, “This dialog tells about ...”. In giving instructions, she also used English such as “Pay attention to me”, “Take one and give the other to your friends”, “One person gets one” , and “Please, show me the card”

In the third meeting, the English teacher still used English in greeting the students and elicited the materials by saying “Who is he?” “Do you know who he is? To check the understanding of the students, she said “Do you understand this?” and “What is asking for and giving clarification? She also spoke English in giving instructions such as “Repeat after me”, “Anis, please write your name on the whiteboard”, and “Please, listen to me”. The students sometimes needed time to understand and respond to the instructions of the English teacher.

During the actions in Cycle 1, the use of classroom English was effective to enhance the students’ vocabulary mastery. The students got more familiar with the English words and it facilitated them to speak. The English teacher sometimes used Indonesian translations when she was teaching because they sometimes did not grasp the main points of her. This finding can be seen in the following quotation of the field notes.

*ET bertanya “Have you ever visited Borobudur Temple?” Sebagian besar Ss tidak menjawab. Kemudian ET mengartikannya. Beberapa Ss menjawab dengan beragam. ET memberikan pertanyaan yang berkaitan dengan memberikan pendapat. Ss ada yang menjawabnya dan ada yang diam karena terlihat tidak tahu mau menjawab apa. Kemudian ET mengulangi pertanyaannya. ....*

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(ET asked “Have you ever visited Borobudur Temple?” Most of the Ss did not answer it. Then ET translated it. Some students answered with varied answers. ET gave questions related to give opinions. There were Ss who answered and kept silent because they did not know to answer it. Then ET repeated her question. .... )

(field notes 9: April 10<sup>th</sup>, 2012)

From the quotation of the field notes above, it can be inferred that the use of classroom English which needed translations was applied in some difficult aspects such as eliciting and explaining the materials. In addition, the use of classroom English was expected to make the students understand the English instructions and be able to use English actively in speaking.

Concerning the use of English in giving daily instructions, it was well implemented because there were most of the students who understood the English instructions. However, there were a few students who fully understood what the teacher said. This finding could be seen from the following quotations of the field notes.

*ET berkata bahwa setiap Ss dapat satu kartu dalam Bahasa Inggris. ET menyuruh Ss untuk menunjukkan kartu yang mereka dapat dengan menggunakan instruksi bahasa Inggris. Ss menunjukkan kartunya. ET menjelaskan satu persatu peranan tersebut. Ss mengerti dengan peranan tersebut.*

(ET said that every Ss gets one card in English. ET asked Ss to show the card that they got by using the English instruction. Ss showed their cards. ET explained the roles one by one. Ss understood about the role.)

(field notes 11: April 17<sup>th</sup>, 2012)

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*ET menyuruh siswa untuk membentuk kelompok yang terdiri dari 4 orang dalam instruksi bahasa Inggris. Ss menanyakan maksudnya. ET harus mengulanginya. Ss kemudian membuat kelompok yang terdiri dari 4 orang.*

(ET asked Ss to make groups of four in the English instruction. Ss asked the meaning. ET had to repeat it. Ss then made groups of four)

(field notes 9: April 10<sup>th</sup>, 2012)

Using classroom English during the teaching and learning process could make the students understand what they should do, respond to the teacher's instructions and understand the materials that would be learned. It also could enhance the students' vocabulary mastery since they got more familiar with the English words.

#### **b) Implementing Communicative Activities**

The implementation of communicative activities in Cycle 1 was conducted in the three meetings. The students made groups of four in Cycle 1. However, there was one group consisting of three students because of the odd number of the students. By choosing four students, the researcher expected them to be able to speak and work collaboratively in a quite bigger group. Moreover, the researcher wanted to see what they could work in small groups consisting of four groups.

##### **1) Interview**

The researcher looked for an appropriate activity related to the topic of the materials and which could improve the students' speaking skills. Before conducting the activity, she discussed the activity and the rules with the English teacher. They decided to have the English teacher in the action and the researcher as the observer.

The aim of applying this activity was to give the students a chance to practice their speaking ability in asking and answering the questions by involving them in small groups. This activity was implemented in the part of Joint Construction of Text. It was also implemented three times on April 10<sup>th</sup>, 12<sup>th</sup> and 17<sup>th</sup>, 2012. It took 10-15 minutes.

The first meeting was held on April 10<sup>th</sup>, 2012. The materials in the first meeting was asking for and giving opinions. The teacher started the teaching and learning process by greeting the students, asking the captain of the class to lead a prayer and checking their attendance. After that, she showed the picture of Borobudur Temple and gave some questions related to the materials that had been discussed by saying “Have you ever visited some tourism objects?” and “What do you think about this place?”

Afterwards, she distributed an example of a dialog containing the expression of asking for and giving opinions to the students which was used to help them in understanding the lesson. After that, the teacher practised the dialog with the researcher in order that the students did not get confused to practice it. The students then acted the dialog out with their friends. It was used as a model of the text. Furthermore, she asked the students to study it before and then discussed the dialog including the topic, the story, and the expressions used with them. She also distributed a sheet of paper containing the other expressions of asking for and giving opinions. Before discussing those expressions with them, they listened to the explanation of the teacher about those expressions and practiced the expressions with guidance the teacher. Then, the students got vocabulary and pronunciation list from the English teacher to recognize the meaning of the words. A short explanation on the noun phrase formation was also explained by her. The students paid attention to the teacher’s explanation.

After explaining the noun phrase formation, the English teacher asked the students to complete the dialogue with the expression of asking for and giving

opinions. After that, she continued the teaching and learning process by giving the students time to ask questions. Afterwards, she asked them to make groups of four. However, the odd number of the students was 31 students. Thus, one group consisted of three students. Furthermore, an interview activity which was one of small-group work activities was implemented. The interview forms also were distributed to the students. The English teacher explained the rules of the activity before it was implemented. They listened to her carefully. Occasionally, some students interrupted her to make sure that they understood better the rules.

They interviewed their friends about tourism objects that had been chosen immediately. It was answered by the students with varied answers and written on the interview forms. The English teacher gave them assistance and monitored the activity. Afterwards, she asked the result of the activity. She asked one of the group members to report the result of the discussion randomly.

The second meeting was held on April 12<sup>th</sup>, 2012. The materials of the interview activity in this meeting were likes and dislikes. The English teacher greeted the students and opened the lesson by having a prayer. She asked the captain of the class to lead a prayer. Then, she checked the students' attendance. She showed the picture of Soto and elicited the materials that were taught. She then distributed an example of a dialog containing the expression of likes and dislikes. The researcher and a peer review practised the dialog out. After they practised it out, the English teacher asked the students to act the dialog out. Then, the students studied the text. The dialog including the topic, the story, and the expressions used was discussed by them. She gave the other expressions of likes

and dislikes and discussed those expressions with them. The students practiced the expressions with the teacher. The pronunciation and vocabulary list were given by the English teacher. She then practiced pronouncing the words. She also gave an explanation of simple present tense and interrogative sentences of likes and dislikes. The students listened to the teacher's explanation carefully.

After that, the students completed two dialogues with the expression of likes and dislikes in order that they understood it better about those expressions. After explaining the expressions of likes and dislikes, the English teacher implemented an interview activity. She divided the students into 8 small groups consisting of 4 students for each group. Before conducting the activity, she explained the rules of the activity. The students understood the rules. Then, they did the interview. They were enthusiastic to get the information about the food that the members like and dislike. They wrote the results of the interview on the interview sheet. Meanwhile, the English teacher guided and monitored the students in performing the interview activity. To discuss the result of the interview activity, she called on one group to present the result of the interview activity.

The third meeting was held on April 17<sup>th</sup>, 2012. The materials of the interview activity in this meeting were asking for clarification. The English teacher opened the lesson by having a prayer. She asked the captain of the class to lead a prayer. Then, she checked the students' attendance. She elicited the materials by showing a picture of an Indonesian singer and giving some questions about it such as "What do you do to know his name?", "What do you say when

you don't hear his answer?" and "How do you clarify his saying?" She asked to them whether they had understood about the expression or not.

Afterwards, the English teacher distributed an example of a dialog containing the expression of asking for clarification to the students. The researcher and a peer review gave a model how to practise the dialog. After practising, the English teacher asked them to act the dialog out. Then, the students studied the text. The dialog including the topic, the story, and the expressions used was discussed by them. Furthermore, female students were asked to be *Sandrina* and the male students to be *Andi* to act it out. She distributed the other expressions of asking for clarification and discussed those expressions with them. She also asked whether they had questions or not about those expressions. One student was asked to write her name on the whiteboard. Then, she said "Is it true?" The students said "Yes". She did it in order that the students understand about the expression. She then explained the materials once and there was one student who asked the meaning of the word in the expression. The students then get vocabulary list and the pronunciation related to the dialog to recognize the meaning of each word. Then, the teacher gave an explanation of question tags of asking for clarification. They listened to the explanation of the teacher. After explaining the question tags, they labeled the task from the teacher.

Furthermore, the students completed the dialog with the expression of asking for clarification. The English teacher then implemented an interview activity. This activity was implemented in Joint Construction of the Text session. She gave the students an interview form. Before implementing the activity, she

explained the rules of the activity. They understood better because it had been implemented twice. They interviewed their friends immediately. She gave guidance when they got difficulties. She also monitored the activity so that it ran well. After they had done the activity, she asked some questions for one group to make sure that they used the expression correctly.

Most of the students spoke actively and they could work collaboratively with the other members of the group in the interview activity. It can be seen from the following field notes.

*Wawancara yang dilakukan menyangkut menanyakan makanan dan minuman yang disukai dan tidak suka oleh anggota kelompok. Ss sangat gembira dan antusias dalam bekerja kelompok untuk mewawancarai anggota kelompoknya. Ss dalam setiap bahkan berbicara secara aktif untuk mendapatkan informasi tentang makanan dan minuman kesukaan teman kelompoknya*

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 (The interview done was related to the favorite food and the food which was not favored and drinks among the members of the group. Ss were happy and enthusiastic to work collaboratively in interviewing their members of the group. Ss of each group spoke actively to get the information about the favorite food and drinks among the members of the group.)

(field notes 10: April 10<sup>th</sup>, 2012)

The students were enthusiastic and enjoyable to interview their friends in their group and their speaking was little bit better. It can be inferred from the field notes.

*Wawancara yang dilakukan menyangkut menanyakan dan memberikan pendapat tentang tempat-tempat wisata tersebut. Sebagian besar Ss antusias dalam bekerja kelompok untuk mewawancarai anggota kelompoknya. Ada beberapa Ss yang bertanya pada ET tentang vocabulary. Walaupun terdengar sedikit ramai, Ss terlihat sibuk dan asyik dengan aktivitas tersebut dengan kelompoknya. Mereka juga berbicara sedikit lebih baik daripada pertemuan sebelumnya.*

-----

(The interview done was related to asking for and giving opinions about the tourism objects. Most of the Ss were enthusiastic and enjoyable to work in a group to interview the members of the group. There were some Ss who asked about vocabulary. Although it was noisy, Ss looked busy and pleasure with the activity and with the members of the group. They also spoke little bit better than previous meetings)

(field notes 9: April 10<sup>th</sup>, 2012)

From the quotations above, it can be inferred that the interview activity was able to make the students speak actively. Their speaking was also little bit better. They were able to work collaboratively with their group mates.

## **2) Role Play**

The researcher planned to implement a role play in the action. Before conducting the action, she discussed the activity with the English teacher. They decided to use the role play cards and the researcher prepared it all. The role play was implemented in the three meetings. This activity was to make the students learn about practicing speaking in the target language, comprehending the lesson, building self-confidence, working collaboratively, and doing performance in front of the class. The role play took 20 minutes

The first meeting was held on April 10<sup>th</sup> 2012. A role play was implemented in the section of Independent Construction of the Text. It was conducted to score the students' performance. The materials of the first meeting were asking for and giving opinions and the topic was about the tourism objects.

Before conducting the role play, the English teacher gave four role play cards for each group. First of all, she asked the students to understand the cards. After that, to make sure they understood better the cards, she told the rules and situations on the cards. Furthermore, she asked the researcher and peer observers

to perform the role play. She also gave the students time to prepare and think what they wanted to perform. Afterwards, each group needed to perform in front of the class voluntarily. There were few groups that looked enthusiastic by moving forwards occasionally. She had to ask the rest of the groups to perform in front of the class. Although there were few groups that performed in front of the class voluntarily, the students performed enthusiastically. It can be seen in the following field notes.

*ET menyuruh setiap kelompok untuk maju melakukan role play. ET menyuruh mereka secara sukarela untuk maju. Beberapa Ss dengan kelompoknya ada yang maju secara sukarela. Tetapi ada yang harus diminta oleh ET. Ss melakukan role play dengan antusias tetapi ada beberapa yang kurang keras suaranya.*

-----  
 (ET asked each group to perform the role play. ET asked them to perform voluntarily. There were some Ss with their groups which performed voluntarily. However, ET had to ask some groups to do the role play. Ss did the role play enthusiastically but there were few students who spoke in low voice)

(field notes 9: April 10<sup>th</sup> 2012)

The second meeting was held on April 12<sup>th</sup> 2012. The role play was still implemented in the section of Independent Construction of the Text stage. The material of the second meeting was expressions of likes and dislikes and the topic was about food and drinks.

Each student of the group got a different card. Before doing the role play, the English teacher asked them to understand it and then she told the rules and the situation of each role play card. Then, she gave enough time to make sure they were well-prepared in performing role play. She called on the groups which would perform because in the first meeting there were few groups performing

voluntarily. Some groups performed well and enjoyed the activity. Moreover, there was a student who performed twice to help their friends.

The third meeting was held on April 17<sup>th</sup> 2012. The role play was still implemented in the section of Independent Construction of the Text. The material of the third meeting was asking for clarification and the topic was about someone's biography which is asking the name, hobby and address.

Role play cards were distributed by the English teacher to the students. Each group got four cards and each student got one card. Then, she let them know the cards by themselves. After that, the situation of the cards and the rules were explained by her to do this activity. They listened to the teacher's explanation carefully. Afterwards, she gave them enough time to prepare themselves. After giving time, she called on the group which was ready to perform. It was done continuously.

Most of the students practiced speaking in the target language and did a performance with the members according to the situation of the card in role play.

*Walaupun ada beberapa Ss yang suaranya kurang keras ketika tampil, tetapi Ss kooperatif dan terlibat aktif dalam kelompok mereka. Ss berusaha untuk berbicara dengan bahasa Inggris dan berinteraksi dengan anggota kelompok yang lain. Setiap kelompok juga tampil dengan cukup baik.*

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(Although there were a few students who spoke in low voice when they performed, Ss cooperated and got involved actively in their group. Ss tried to speak English and interact with the other members. Each group also performed well.)

(field notes 11: April 17<sup>th</sup> 2012)

However, based on the observation, there were a few students still felt shy and afraid to speak, it was seen by their low voices in performing role play in front of the class.

*Ss melakukan role play dengan gembira. Karena jumlah Ss ganjil ada salah satu Ss yang membantu kelompok lain untuk memerankan salah satu peranan yang ada di kartu. Tetapi, ada beberapa Ss yang terlihat masih malu dan takut berbicara sehingga berbicara kurang keras.*

(Ss did role play happily. There was a Ss who helped the other groups to have a role of the card because of the odd number of the students. However, there were a few Ss who were shy and afraid of speaking so that they spoke in low voice)

(field notes 11: April 17<sup>h</sup> 2012)

From the quotation of the field notes above, some students spoke in low voices. It means that in the next cycle, they had to speak louder. However, they also understood their roles in performing the role play.

### c) **Giving Feedback for the Students' Pronunciation**

The researcher planned to give feedback to the students' pronunciation during the actions in order that the students knew how to pronounce the English words correctly and did not make the same mispronunciation. It was given after the students performed their work so that they did not feel disrupted in speaking. Before the plan was implemented, the researcher discussed it with the English teacher. She then gave feedback for them.

In the first meeting on Tuesday 10<sup>th</sup> April 2012, some students made some mistakes in some English words. They mispronounced the words "guess" /gues/, "about" /abot/, "wonderful" /wonderful/ and "what" /wat/ (field notes 9: 10<sup>th</sup> April 2012). She gave feedback orally to the mispronunciation at the end of the class.

The second meeting was held on Thursday 12<sup>th</sup> April 2012. The students mispronounced the words “same” /sem/, “bowl”/bowel/,, and “go” /go/.(field notes 10: 12<sup>th</sup> April 2012). She gave feedback fo the students’ pronunciation after the students performed in front of the class.

The third meeting was held on Tuesday 17<sup>th</sup> April 2012. The students made some mistakes in some English words when they spoke. They mispronounced the words “address” /adres/, “say” /sai/, and “live” /laiv/. (field notes 11: 17<sup>th</sup> April 2012). She gave feedback orally at the end of the class.

Correcting pronunciation is important to improve the students’ pronunciation and reduce the students’ pronunciation mistakes. Moreover, the English teacher gave a model of the English word pronunciation to them. They looked interested when the English teacher corrected their pronunciation. It can be proven from the following quotation.

*ET mengulas beberapa kata yang dianggap sulit dari dalam dialog dan memberikan contoh cara pengucapan kata-kata tersebut. Ss menirukannya. Ada beberapa Ss yang bertanya cara pengucapan beberapa kata*

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 (ET reviewed some difficult words from the dialog and then gave a model of how to pronounce those words. Ss imitated her. There were some Ss who asked how to pronounce some certain words)

(field notes 9: April 10<sup>th</sup> 2012)

From the quotation above, giving feedback was useful to make the students know how to pronounce the English words. Moreover, they were interested in asking the pronunciation of the English words.

**d) Using Media**

Using media was to attract the students' attention in learning English. During this cycle, the researcher used pictures and role play cards. The pictures were used in every meeting in the part of eliciting the materials. The reason of choosing pictures because it was relevant to the topic that was learned. In the first meeting on Tuesday April 10<sup>th</sup> 2012, the English teacher used the picture of *Borobudur Temple*. (field notes 9: April 10<sup>th</sup> 2012). In the second meeting on Thursday April 12<sup>th</sup> 2012, the English teacher chose to use a picture of *Soto*. (field notes 10: April 12<sup>th</sup> 2012). In the third meeting on Tuesday April 17<sup>th</sup> 2012, the English teacher used a picture of *an Indonesian singer*. (field notes 9: April 17<sup>th</sup> 2012).

The use of pictures was effective to get involved the students in the teaching and learning process. Moreover, it could attract the students' attention. This can be inferred in the following field note.

*ET kemudian menunjukkan sebuah gambar candi Borobudur dan memberikan pertanyaan yang berkaitan tentang objek wisata. Ss tampak antusias dan berceloteh menanggapi gambar tersebut.*

(ET then showed a picture of Borobudur temple and gave questions related to the tourism object. Ss looked enthusiastic and had a talk about the picture.)

(field notes 9: April 10<sup>th</sup> 2012)

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*ET kemudian menampilkan sebuah gambar makanan yaitu soto. Ss suka dengan adanya gambar tersebut. Kemudian ET bertanya kepada Ss tentang gambar tersebut. Ss menjawab Soto.*

(ET then showed a *Soto* picture. Ss liked the picture. Then ET asked Ss about the picture. Ss answered it.)

(field notes 10: April 12<sup>th</sup> 2012).

The use of role play cards was in implementing a role play. It was used to get easier the students understand their role. She used role play cards in the three meetings on April 10<sup>th</sup>, 12<sup>th</sup>, and 17<sup>th</sup> 2012. Using role play cards was effective to make them know their role in the role play although the English teacher explained the role of each card. This finding can be seen in the following field notes.

*Masih tetap dengan kelompok yang sama, ET mendistribusikan role play card. Setiap siswa mendapat satu card yang berisi peranan yang berbeda. ET menyuruh Ss untuk memahami card tersebut. Ss memahami peranan yang ada di kartu tersebut. Setelah itu ET menjelaskan satu persatu peranan tersebut untuk lebih membuat Ss paham. Ss mengerti dengan peranan tersebut. ET kemudian memberi waktu untuk mempersiapkan kelompok mereka.*

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(ET distributed role play cards in the same group. Each student got one card which had a different role. ET asked the students to understand the card. Ss understood the role in the cards. After that, ET explained the

whole cards one by one to make the Ss understand better. Ss understood the role. ET then gave them time to prepare their groups.)

(field notes 9: April 10<sup>th</sup> 2012)

Using media in the teaching and learning process is important to get the students' attention and to make them understand the materials easily. The students were more enjoyable in teaching and learning process.

### **3) Reflection**

After conducting the actions in Cycle 1 the researcher and the English teacher conducted a discussion. In this step, they analyzed the data from the observations and interviews to evaluate the actions. From the implementation above, the researcher elaborates the improvements and weaknesses of Cycle 1.

**a) The Use of Classroom English**

Practising classroom English was expected to help the students to recognize and to get familiar with English words. They could understand and respond to the daily English instructions. It was also hoped to enhance the students' vocabulary mastery. Most of the English words uttered by the English teacher in difficult aspects had to be translated into Indonesian because most of the students could not understand better. However, they became familiar with classroom English during the teaching and learning process. Though they still had difficulties to understand the English words in eliciting and explaining the materials, some students tried to respond to what the teacher said in English. Thus, to make sure the students understand the materials, the English teacher translated into Indonesian.

This action was effective to make the students understand classroom English in the part of greeting and ending the lesson and the daily instructions. It was not fully considered as a successful action because there were some students who did not fully understand the main points of the teacher in eliciting and explaining materials. It also needed a lot of Indonesian translations. There were some students who did not respond to the teacher's questions. It could be seen in the following interview transcripts.

- R : *Kenapa sulit?*  
(Why was it difficult?)
- Ss : *Kadang ada kata-kata baru (S23), Sama Miss. Ada juga beberapa kata yang tidak dimengerti (S17), Sama (S9)*  
(Sometimes there were new words (S1), I had a similar idea, Miss. There were also some unknown words (S2), I had a same opinion (S4))

- R : *Kalian juga cukup kesulitan ketika Bu Ambar memberikan pertanyaan dalam bahasa Inggris, ya kan?*  
(You had difficulties when Miss Ambar gave English questions, did you?)
- Ss : *Lumayan Miss (S23), Ada beberapa kata yang ga mudeng (S17), Iya kadang cukup sulit (S9)*  
(It was not bad Miss (S23), There were some words that I did not know (S17), Yes it was sometimes quite difficult (S9))

(Interview 10, April 17<sup>h</sup> 2012)

- R : *Kalau boleh tau kenapa sulit?*  
(What made it difficult?)
- Ss : *Itu Miss tidak tahu artinya dan Bu Ambar kadang agak cepat bicarannya (S5), Hmm sama dan ada beberapa kata yang tidak tahu artinya dan ucapannya (S22), Sama Miss (S30)*  
(I did not know the meaning Miss and Mrs Ambar sometimes spoke rather fast (S5), Hmm I had a same opinion and there were some words that did not know its meaning and pronunciation (S22), I had a same idea Miss (S30))
- R : *Untuk instruksi yang digunakan Bu Ambar gimana? Kayak Bu Ambar nyuruh nunjukin kartu dan minta ijin ke belakang. Paham ga?*  
What about the instructions used by Miss Ambar? It was that Miss Ambar asked you to show the cards and allowed to wash hands. Do you understand?)
- Ss : *Paham sih Miss (S5), Kalau itu sih paham soalnya cukup familiar (S22)*  
(I understand Miss (S5), I understand because it is familiar enough (S22))

(Interview 8, April 17<sup>th</sup> 2012)

Therefore, this action was continued in the next cycle with the improvement. The repetition was used in the next cycle by the English teacher in the most difficult words and sentences. The areas that were most emphasized were eliciting and explaining the materials and responding to the teacher questions.

## **b) Implementing Communicative Activities**

Implementing communicative activities was done in the three times. There were two same activities for each meeting. Each small group consisted of four

students. The researcher chose four students for each group because they were expected to speak and work in quite large small groups.

### 1) Interview

Implementing the interview was to give the students a chance to practice their speaking ability in asking and answering the questions in groups. They were able to speak actively with the other members and to work collaboratively with others. This action was regarded effective and successful although the students were noisy when they interviewed each other. The English teacher also stated that the interview was effective to make the students speak in the target language and facilitated the students to perform in front of the class. It could be seen from the following interview transcript.

R : *Bagaimanakah menurut pendapat ibu aktivitas tersebut? Apakah bisa dikatakan efektif untuk meningkatkan kemampuan siswa berbicara?*  
(What did you think of the activity? Was it effective to improve the students' speaking skills?)

ET : *Dikatakan efektif juga bisa karena aktivitas tersebut menuntut siswa harus berbicara dengan temannya didalam kelompok kecil. Walaupun siswa sebenarnya awalnya enggan berbicara tetapi karena adanya aktivitas tersebut siswa jadi mau untuk berbicara. Mereka juga jadi lebih lancar berbicara dalam bahasa Inggris dan saya kira pemilihan kalimat ataupun kata-katanya juga cukup bagus. Ditambah lagi aktivitas tersebut bisa mendukung para siswa untuk berbicara di aktivitas selanjutnya.*

(I think it could be said as effective one because the students could encourage themselves to speak with their members of the small group through the activity. Despite the students initially did not want to speak, they finally wanted to speak in the activity. They also could speak English fluently and I think that the choice of sentences or words was quite good. Moreover, the activity was able to support them to speak in the next activity)

(Interview 12, April 17<sup>th</sup> 2012)

It also could improve the speaking aspects since it provided a real situation for the students to speak. The students could pay attention to the group mates how to pronounce the English words, to speak at the normal speed, to construct the sentences, to choose the appropriate words. This action was not continued to the next cycle because it was effective and irrelevant to the next materials. Thus, this activity was replaced with another activity in the next cycle. This could be seen from the following quoted interview.

R : *Menurut ibu apakah aktivitas ini bisa dilanjutkan di pertemuan selanjutnya? Karena materi yang dibahas procedural text di pertemuan selanjutnya.*

(In your opinion, could this activity be continued in the next meetings? It was because the discussed materials were procedural texts in the next meeting)

ET : *Sebenarnya kalau mau dipakai lagi bisa dan bagus sekali. Tetapi kalau materinya procedural text saya kira agak sulit untuk mencocokkan dengan materinya. Jadi sebaiknya cari aktivitas yang lain dulu*

(Actually it could be used again and it was very good. However, if the materials were procedural texts, I think it would be difficult to match the materials. So it was better to look for another activity)

(Interview 12, April 17<sup>th</sup> 2012)

Therefore, this activity was not implemented in the next cycle because of irrelevant to the next materials. It also made the students' speaking aspects enhance.

## 2) Role Play

Role play was an activity that made the students learn about practising speaking in the target language, comprehending the lesson, building self-confidence, working collaboratively, and doing performance in front of the class. This action was implemented three times. During the implementation of the

activity, the students were able to present their performance, work collaboratively with the members of the group and speak in the target language. It was regarded as quite effective to achieve the goal. It can be seen from the following quotation of the interview transcript.

- R : *Menurut ibu bagaimana penerapan aktivitas role play?*  
(What do you think about the implementation of the role play?).
- ET : *Aktivitas ini penerapannya sudah bagus. Kekurangannya adalah waktunya. Jadi anak-anak nanti diberi sedikit waktu lagi untuk persiapan. Saya lihat anak-anak juga mau ketika disuruh praktek walaupun ada beberapa kelompok yang agak susah.*  
(The implementation of this activity is good. The weakness is the time. Thus, the students need to give enough time to prepare themselves. I observed that the students wanted to practice although there were a few groups which did not want to perform)
- R : *Apakah aktivitas ini efektif Bu?*  
(Was this activity effective?)
- ET : *Iya Mbak, saya kira aktivitas ini bisa dikatakan efektif karena anak-anak berani berbicara bahasa Inggris dan mereka juga cukup percaya diri ketika praktek. Selain itu saya juga melihat pengucapan kata, pemilihan kata dan kalimat serta kelancaran mereka dalam berbicara lumayan bagus. Yang paling utama adalah meningkatkan kemampuan berbicara mereka lagi karena sebetulnya mereka bisa.*  
(Yes Miss, I think this activity can be said as effective because the students were brave to speak English and they had self confidence in practicing. Besides I observed that their pronunciation, the choice of words, sentences, and fluency in speaking was good enough. The main point is improving their speaking because actually they could do it)

(Interview 12, April 17<sup>th</sup> 2012)

Therefore, this action was still implemented in the next cycle. It is because it still needed to evaluate the students' speaking performance for the next cycle.

### c) **Giving Feedback to the Students' Pronunciation**

The use of feedback was to help the students to get more familiar with the pronunciation of English words and to minimize the pronunciation mistakes. In this action, the students were very excited when the English teacher gave

feedback. They looked for other English words to ask the English teacher how to pronounce it. However, some students still did some mistakes in pronunciation. This action was considered quite effective to make them more familiar with the pronunciation of English words.

- R : *Oke deh, Terus bagaimana menurut kalian pemberian model pengucapan kata-kata dalam bahasa Inggris?*  
(Ok, what did you think of giving a model of English word pronunciation?)
- Ss : *Baguss Mbak (S16), Jadi paham cara ngomongnya (S1), Sama Miss jadi paham (S15), Saya jadi tahu pengucapan yang benar (S21)*  
(It was good Miss (S16), It made me understand how to pronounce it (S1), I had a same idea Miss, I understood it better (S15), I knew the correct pronunciation (S21))
- R : *Bagaimana tanggapan kalian ketika Bu Ambar memberikan pbenaran pengucapan setelah praktek maju itu?*  
(What did you think of giving feedback from Mrs Ambar to the pronunciation after practicing?)
- Ss : *Bagus dan membantu Miss (S16), Jadi tahu kesalahannya (S1) Mmmm apa ya, sama aja deh (S15), Membantu untuk tidak salah pengucapan lagi (S21)*  
(I thought it was good and helpful Miss (S16), I knew the mistakes (S1), Mmm, I had a same opinion (S15), It was helpful to minimize mispronunciations (S21))

(Interview 9, April 17<sup>th</sup> 2012)

Therefore, it was continued in the next cycle with a little improvement. In the next cycle, before the English teacher gave feedback, the students had to evaluate themselves.

#### **d) Using Media**

Since the media were not used optimally, the researcher used simple media. The action was expected to help the students to get understanding better and more attention in the teaching and learning process.

The media used were pictures and role play cards. The students were excited when the English teacher used the media to deliver the materials. It made the students enjoy and get enthusiastic in the teaching and learning process. It can be proven from these following data.

- R : *Terus kalo belajarnya pakai gambar-gambar kayak tadi suka nggak?*  
 (“Did you like having an English lesson using pictures like what we have done?”)
- Ss : *Suka banget, Mbak.*  
 (We liked it very much, Miss.)
- R : *Kenapa?*  
 (Why?)
- Ss : *“Suka aja Mbak.” (S14) “Menarik.” (S28), “Podo menarik” (S26) “Nggak bikin bosen.” (S25)*  
 (“I just liked it Miss. (S14) “It was interesting.”(S28) I had a same idea, it was interesting (S26), “It was not boring.”(S25))  
 (Interview 7 April 17<sup>h</sup> 2012)

- R : *Sipp deh. Terus kalo pelajarannya pakai gambar suka nggak?*  
 (Okay. Then, did you like having an English lesson using pictures?)
- Ss : *“Ya, kalo itu suka. Dulu jarang pakai kayak gitu.”*  
 (Yes, we liked it. We seldom used pictures.)
- R : *Kenapa suka?*  
 (Why did you like it?)
- Ss : *“Bikin jelas.” (S13)*  
 (“It made the materials clear.”)
- R : *Maksudnya?*  
 (What did you mean?)
- Ss : *Mm... Jadi dong sama materinya. (S13)*  
 (Mm... I understood the materials.)
- R : *Oke. Kalo yang lain?*  
 (Okay. What about the others?)
- Ss : *“Bikin senang aja.” (S2) “Jadi tertarik sama materinya.” (S3) “Menarik.” (S4)*  
 (“It made me happy” (S2) “It was interested me to the materials” (S3), “It was interesting.”(S4))

(Interview 11, April 17<sup>h</sup> 2012)

However, the role play cards were not interesting enough and there were many words that sometimes made few students simply difficult to understand it.

- R : *Oh gitu ya, jadi suka ya dengan gambarnya?*  
(Oh like that, did you like the pictures?)
- Ss : *Yaaa Miss. Tapi itu Miss kartunya banyak tulisan (S15), Iya kurang menarik kebanyakan tulisan (S21). Tapi juga cukup bagus (S16)*  
(Yes Miss. However, the cards were many words Miss (S15), It was not interesting enough because of many words (S21), But it was quite good (S16)
- R : *Tapi, adik bisa memahaminya kan?*  
(But, could you understand it?)
- Ss : *Iya Miss*  
(Yes Miss)

(Interview 9, April 17<sup>h</sup> 2012)

The use of pictures in next cycle was not appropriate enough with the materials that were taught. In the next cycle, the researcher considered to use other media because it was to match the topic and the materials. The role play cards would be improved with a few English words.

## **b. Report of Cycle 2**

The teaching and learning process in Cycle 2 was conducted in the three meetings. In this cycle, the researcher and the English teacher tried to implement various small-group work activities to improve the students' speaking skills.

### **1) Planning**

At this stage, the researcher and the English teacher planned to improve the students' speaking skills. They planned some actions to be implemented. They are elaborated in the following details.

#### **a) The Use of Classroom English**

During the Cycle 2, the researcher and the English teacher still agreed to use classroom English. In the previous cycle, there were two aspects which were not successful yet i.e eliciting and explaining the materials. Thus, they tried to

focus on those aspects. In those aspects, the English teacher used repetition if there were some students who did not understand yet the English words. Then, they teacher emphasized on the students' ability to respond to the teacher's questions because in the previous cycle there were some students who did not respond to the teacher's questions orally.

**b) Implementing Various Communicative Activities**

Various communicative activities were used to increase the students' speaking skills in the Cycle 2. The researcher and the English teacher planned to use various activities because based on the observation there were some students who got bored with the same activities. They agreed to use *a Group Discussion, an Information Gap, an Instruction Quiz Game* and *a Role Play*. The Group Discussion, the Information Gap and the Instruction Quiz Game were applied in Joint Construction of the Text and the Role Play was used in Independent Construction of the Text to get the students' speaking score performance. Then, the students made groups of three during Cycle 2.

**c) Giving Feedback to the Students' Pronunciation**

In the Cycle 2, the researcher and the English teacher still used giving feedback to the students' pronunciation. As the previous cycle, it was expected to minimize the same mistakes in the pronunciation of English words. In the previous cycle, there were some students who did mistakes. Therefore, during Cycle 2 the English teacher gave feedback at the end of the performance by asking the students whether they did mistakes or not.

#### d) Using Media

The use of media in the Cycle 1 was effective to get the students' attention during the teaching and learning process. Moreover, it could make the students understand better the materials. Using real objects during Cycle 2 was chosen by the researcher and the English teacher because those were appropriate with the materials that were taught.

#### e) Giving Rewards

Regarding the Cycle 1, there were some students who were still shy and afraid to perform. Giving rewards was used to keep maintaining the students' motivation in speaking. Therefore, they agreed to give rewards to the group which performed well. The rewards were given in the form of score and free gifts.

### 2) Action and Observation

The teaching and learning process in Cycle 2 was carried out three meetings i.e. on May 1<sup>st</sup>, 3<sup>rd</sup> and 8<sup>th</sup>, 2012. The schedule of Cycle 2 can be seen in the following table.

**Table 6: The schedule of Cycle 2**

Meeting	Date	Time	Material
4	May 1 <sup>st</sup> , 2012	2x40 minutes	Procedural text – Making drinks: Making a cup of coffee and Banana Milkshake
5	May 3 <sup>rd</sup> , 2012	2x40 minutes	Procedural text – Making food: How to make instant noodles and Making an Omelet
6	May 8 <sup>th</sup> , 2012	2x40minutes	Procedural text – Making something from a sheet of paper: Making an envelope and Making a paper plan

The teaching and learning process in Cycle 2 which was conducted in the three meetings is elaborated in the following details

**a) The Use of Classroom English**

In the Cycle 2, the classroom English was still used in every meeting. It was similar to the previous cycle. As the researcher found in the Cycle 1, the implementation of the classroom English was not successfully yet because there were a few students who did not know the main points of the teacher. Generally, there were some aspects which were successful in Cycle 1 such as opening the lesson, greeting the students, and ending the lesson. The students also had understood the daily instructions. In Cycle 1, they simply responded the teacher's questions. Thus, the researcher tried to emphasize on the students' speaking ability on responding to the English teacher's questions in eliciting and explaining the materials. Furthermore, the English teacher also used repetition in some difficult sentences to make the students understand the English words.

The English teacher used English frequently to make the students familiar with the English words and sentences. In the fourth meeting at the beginning of the lesson, the English teacher said "Good morning" and "How are you today". She also asked the captain of the class to lead a prayer in English by saying "Please Aldo, lead a prayer. The captain of the class responded her by saying "My friends, pray together" at the beginning of the prayer. At the end of the prayer, he said "enough". The English teacher also said "Who is absent today?" in checking the students' attendance.

Furthermore, she also said “What is your favorite drink?”, “Have you ever tried to make it at home?” “What about coffee? It is simple to make coffee right?” in eliciting the materials. To explain the materials she said “Do you understand the procedural text?” and Well, I’ll show you the materials of making coffee”

In the fifth meeting, the English teacher spoke English such as “Good Morning”, “How are you today “, and “Who is absent today?” at the beginning of the lesson. Then, she said “Do you feel hot? Do you feel hungry?” and “I’ll demonstrate how to make instant noodles” to elicit the materials. To explain the materials, she spoke “These are the materials to make instant noodles, “What are the steps of making instant noodles?”, “Have you understood the sentence connectors”and “What is it?”

In the sixth meeting, she said “Good Morning”, “How are you today “, “Aldo, lead a prayer, please” and “Who is absent today?” at the beginning of the lesson. She spoke English to elicit the materials “Have you ever made something from a sheet of paper? and “Do you know how to make an envelope”. She also spoke English in explaining the materials such as What are the materials used to make an envelope?”, “What is it?”, “Let’s repeat what the materials and the steps to make an envelope,” Alright the materials are ...”, and “What about the steps?”

Concerning the use of classroom English in eliciting and explaining the materials, a few students still had difficulties in understanding the teacher’s questions and sentences, but they understood it if the teacher repeated it.

*ET kemudian bertanya, “Have you ever made something from a sheet of paper? Ss sedikit bingung. Kemudian ET mengulangi pertanyaan sambil memegang selembar kertas. Ss mengerti dan menjawab bahwa mereka pernah membuatnya.*

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 (ET then asked, “Have you ever made something from a sheet of paper? Ss got a little confused. Then ET repeated her question and also held a sheet of paper. Ss understood and answered that they have made it)  
 (field notes 14: May 8<sup>th</sup>, 2012)

Furthermore, the other students also could respond to the English teacher questions in English during this action. It could be proven from the following quoted interview.

- R* : *Kenapa sulit?Kenapa tidak?*  
 (Why was it difficult? Why was it easy?)
- Ss* : *Soalnya saya kan pintar Miss jadi itu gampang. (S9), Bu Ambar kan suka pakai pertanyaan waktu menerangkan jadi saya paham (S17), Ada sedikit kata yang tidak tahu (S23), Tidak sulit karena saya tahu maksudnya Bu Ambar (S8), Sama ajalah Miss (S10).*  
 (It was because I was clever Miss so it was easy (S9). Mrs Ambar liked using questions in explaining so I understood (S17), There were few unknown words (S23), It was easy because I know what Mrs Ambar meant (S8), I had a similar opinion Miss (S10))
- R* : *Kalian bilang kalau Bu Ambar suka kasih pertanyaan. Berarti kalian bisa merespon pertanyaan Bu Ambar dan paham maksud dari pertanyaan tersebut.*  
 (You said that Mrs Ambar gave you questions. It meant that you could respond to Mrs. Ambar’s questions and understand the meaning of the questions)
- Ss* : *Yaa begitulah Miss. Jika ada kata yang baru dikasih tahu (S8)*  
 (Yes like that Miss. It was better to let me know the new words (S8))

(Interview 17, May 8<sup>th</sup> 2012)

From the quotations above, generally during the Cycle 2, the use of classroom English was effective to improve the students’ speaking ability on responding to the teacher’s questions in eliciting and explaining the materials and also to make them familiar with the English words.

## **b) Implementing Various Communicative Activities**

During the previous cycle, the researcher only implemented two kinds of the small-group work activities. They were the interview and the role play. The

role play was still needed a little improvement. However, based on the discussion, some students felt bored with the same activities from the first to third meeting in the Cycle 1. Thus, the researcher and the English teacher chose to implement various small-group work activities during Cycle 2. Implementing small-group work activities was done in the three times. There were two kinds of activities in every meeting. Then, the students made groups of three during Cycle 2.

### **1) Group Discussion**

The researcher planned to use a group discussion in the Cycle 2. The consideration of using this activity was that the students could identify the difference of two texts with the members of the group. Then, she discussed it with the English teacher. The English teacher understood the activity and then she agreed to use this activity.

The objective of the activity was to make the students be able to share and discuss the ideas, opinions and thoughts with the members of the group in order to finish the work. The group discussion was implemented once on Tuesday, May 1<sup>st</sup> 2012. The topic of the activity was how to make drinks.

The group Discussion was held on Tuesday May 1<sup>st</sup> 2012. It was implemented in Joint Construction of the Text session. The English teacher opened the lesson by greeting the students, asking students' condition, having a pray, and checking students' attendance. She then demonstrated how to make a cup of coffee and gave the students questions related to the topic. The English teacher firstly distributed two kinds of procedural texts. Then, she discussed the spoken and written procedural texts in order that the students understood it better. She also

practiced the text in front of the class. She asked some questions based on the text. Furthermore, she explained the generic structure, grammatical pattern, imperative sentences, and sentence connectors. She also gave vocabulary and pronunciation list and practiced pronouncing it. She then distributed the students a task in which the students labeled the kitchen utensils.

After labeling the kitchen utensils, two kinds of procedural texts were distributed by the English teacher. Then, they had to identify which text is the spoken and the written text. After that, she asked the students to make a group of three. She implemented a group discussion. Then the worksheet was given by her to them. It was included written and spoken procedural texts. The students had to discuss with the members of the group to do the worksheet. There were ten small groups in this activity. After finishing that, three groups had to report the result of their work voluntarily. However, there were only two groups that reported the results voluntarily. She asked one more group to do it. During the activity, most of the students could do the activity as the researcher expected.

Conducting the group discussion make the students to get involved actively and to speak in groups in the teaching and learning process to finish the work of the group. It can be proven from the following quotations of the field note and the quoted interview.

- R : *Kenapa suka?*  
(Why did you like it?)
- Ss : *Bisa diskusi bareng teman sekelompok (S11), Iya sama bisa sharing dengan teman (S31), Asyik ngobrol-ngobrol Miss (S22), Ya asik aja Miss (S29), Ya asyik lah (S5)*  
(I could discuss with the members of the group (S11), Yes I could share with friends (S31), It was fun to have talk with friends (S22), Yes it was fun Miss (S29), Yes, it was fun (S5)

- R : *Tadi diskusinya pake bahasa apa hayo?*  
(Did you use English in discussion?)
- Ss : *Kalau ak jelas pakai Inggris Miss (S11), Kombinasi Miss (S31), Hmmm kadang Inggris kadang Jawa (S29), Mmm walaupun kadang ga bisa tapi berusaha pakai Inggris (S22), Campuran (S5).*  
(I definitely used English Miss (S11), I used a combination Miss (S31), Hmmm sometimes I used English and Javanese (S29), Mmm although sometimes I could not speak I kept trying to use English (S22), I used mixing language (S5)
- (Interview 15, May 8<sup>th</sup> 2012)

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*ET menerapkan Group Discussion. Ss diminta untuk saling berdiskusi tentang kedua teks tersebut. Ss antusias dalam bekerja kelompok. Namun, beberapa diantaranya gaduh saat berdiskusi kelompok. Walaupun gaduh, mereka terlibat dalam diskusi dan berani berbicara dengan anggota kelompoknya.*

(ET applied the Group Discussion. Ss were asked to discuss both texts. Ss were enthusiastic in working group. However, some of them were noisy when they discussed. Though it was noisy, they got involved in discussion and spoke with peers.

(field notes 12: May 1<sup>st</sup>, 2012)

From the quotations above, it can be concluded that the students could achieve the goal of the activity since they did the activity. They could speak in the target language with the members of the group.

## 2) **Information Gap**

The researcher planned to use an information gap in the Cycle 2. After that, she discussed the activity with the English teacher. Finally, both the English teacher and the researcher agreed to choose the activity.

The aim of the information gap activity was to give the students an opportunity to speak and listen in the target language, getting and exchanging the information from other groups and interact with others directly.

The information gap was implemented once on Thursday May 3<sup>rd</sup> 2012. The topic of the activity was how to make food. The English teacher opened the

lesson by greeting the students, asking students' condition, having a pray, and checking students' attendance. She then demonstrated how to make instant noodles and gave the students questions related to the topic. The English teacher gave two kinds of procedural texts firstly. She reviewed the difference of those texts and the generic structure with the students. After the English teacher explained the procedural texts, she gave the students vocabulary and pronunciation list. Then she practiced pronouncing the words. A task was given by her. She asked the students to label the ingredients. They did the teacher's instruction. She discussed the result with them.

After that, the English teacher gave the students two kinds of procedural texts to identify. After identifying those texts, she asked them to make a group of three. She told the students about the activity that was going to run. After they had found their groups, she then distributed two different worksheets to two groups about written and spoken texts. The researcher and the English teacher gave an example of the information gap activity in order that the students understood it.

Afterwards, she explained the rules and what they should do. A group got card A and another group got card B. Those cards had missing information of the procedural text in which the information of the card A was in the card B. Thus, each group had to exchange the information with another group to complete the missing information.

This activity took 20 minutes. It was because the English teacher needed to explain more about the activity and help the students to arrange their seats and groups. Each group interacted with other groups although sometimes the students

were so noisy. They also could find the information needed in this activity even though initially they found difficulties how to exchange and get the information. It could be seen from the following interview transcripts.

- R : *Gimana aktivitas information gap?*  
(What about the information gap activity?)
- Ss : *Lumayan seru Miss (S14), Iya sama (S28), Amazing (S26)*  
(It was fun enough Miss (S14), Yes I had a same idea(S28), It was amazing (S26)
- R : *Kenapa?*  
(Why?)
- Ss : *Bisa berhubungan dengan kelompok lain (S14), Bisa seru-seruan Miss (S28), Hmm pokoknya senang aja bisa ngerjain tugas yang disuruh nyari informasi dari kelompok lain (S26)*  
(I could interact with other groups (S14), It could be fun Miss (S28), Hmm I could do the work to get the information from other groups (S26))
- R : *Tadi aktivitasnya kan disuruh mendapatkan dan bertukar informasi yang belum lengkap kan. Ada kesulitan ga?*  
(The activity was to get and exchange the information which was incomplete. Did you have any difficulties?)
- Ss : *Ada Miss sedikit (S14), Iya ada (S28), Ga ada (S26)*  
(I did a little Miss (S14), Yes I did (S28), No (S26)
- R : *Kesulitannya apa?*  
(What were the difficulties?)
- Ss : *Awalnya bingung mulainya gimana (S14), Mau ngomong apa (S28), Kalau saya ga ada yang sulit, pokoknya everything alright (S26)*  
(I initially got confused how to start (S14), I got confused to speak (S28), I did not have difficulties, it meant *everything alright*.  
(Interview 14, May 8<sup>th</sup> 2012)

According to the English teacher, this activity was effective to encourage and make the students speak and listen in the target language among members.

- R : *Selain itu, menurut pendapat saya, mereka juga sudah mampu untuk saling bertukar informasi yang kurang lengkap walaupun tadi banyak yang sempat bingung mau ngapain.*  
(Besides, in my opinion, they were also able to exchange the missing information one another although some students were initially confused to do)
- ET : *Mungkin mereka bingung karena mereka belum pernah saya ajarkan teks written dan spoken soalnya kalau teks spoken itu*

*jarang digunakan ketika ada tes. Tapi pada prinsipnya mereka sudah dong. Sudah tau apa yang dilakukan. Banyak dari mereka juga sudah menggunakan bahasa Inggris untuk berbicara juga. Dan grup yang lain juga mampu meresponnya.*

(Perhaps they were confused because I did not teach yet written and spoken texts because spoken texts were rarely used in a test. However, they understood in principle. They knew to do. Most of them also used English to speak. Other groups also responded it)

R : *Mereka juga sudah mampu menyimak dan berbicara dengan kemampuan mereka ya*

(They also were able to listen and speak with their ability)

(Interview 19, May 8<sup>th</sup> 2012)

From the quotations above, the students were able to get and exchange the information needed through the information gap with other groups. They also were able to speak and listen in the target language and to interact with other groups.

### **3) Instruction Quiz Game**

The researcher planned to use a game in the Cycle 2. Then, she discussed an appropriate game called an Instruction Quiz Game with the English teacher. Based on the discussion, this game finally was used in the cycle. The aim of the Instruction Quiz Game was to encourage the students to speak in the target language, compete with other students and arrange the steps in the procedural text by working collaboratively with the members of the group. The Instruction Quiz Game was implemented once on Tuesday May 8<sup>th</sup> 2012. The topic of the game was how to make something from a sheet of paper.

The English teacher opened the lesson by greeting the students, asking students' condition, having a pray, and checking students' attendance. She then demonstrated how to make an envelope and gave the students questions related to the topic. Firstly, the English teacher gave an example of the procedural text entitled "How to Make an Envelope". She explained the text and gave questions

about the text. Then, she gave the spoken text of the procedural text. They discussed it. Furthermore, the vocabulary and pronunciation list was given by her. She practiced pronouncing it. A task was distributed by her. The students did the task in which they completed the procedural text with sentence connectors and imperative sentences.

After the students did the task, the English teacher asked them to make a group of three. She implemented an instruction quiz game. She distributed the jumbled pictures and the sentences to each group. The students also got two sheets of the paper including “Verbs” and “Sentence Connectors”. Then, each group had to arrange the jumbled pictures and complete the missing sentences with the “Verbs” and “Sentence Connectors” from two sheets of paper provided by the researcher. Afterwards, the English teacher explained the rules of the game and gave an example of the activity. She also gave the students five minutes to finish their work. The group had to compete to finish their work quickly. After the time was up, the English teacher asked the group which had finished it for the first time to raise their hands. Then, the members of the group had to tell their work to other groups. The group which finished the work for the first time was the winner. There was a group that became the winner that was Aldo’s group. After the winner had presented the work, the teacher asked all groups to present their work. Finally, they discussed the correct result with the students.

During the implementation of the Instruction Quiz Game, most of the students were confident and enjoyable in the game. There were some groups which

competed to be the winner in the game. It could be proven from the following field note.

*Setelah waktunya habis, ada beberapa kelompok yang terlihat berlomba dan antusias mengangkat tangan mereka. Dan salah satu kelompok (Aldo's group) mengangkat tangan yang pertama. Itu menandakan kelompok tersebut sudah selesai pertama kali. Kelompok tersebut kemudian menceritakan susunan dan tahapan cara membuat a paper plane.*

(After the time was up, there were some groups which competed and raised their hands enthusiastically. One of the groups (Aldo's group) raised the hands for the first time. It meant that that group had finished for the first time. The group then told the arrangement and steps of making a paper plane.)

(field notes 14 : May 8<sup>th</sup> 2012)

According to the English teacher, the Instruction Quiz Game was effective to encourage the students speak in the target language and to compete with the other groups. They also had a chance to train and improve their speaking through this game. It also gave a variation activity in the speaking teaching and learning process. It can be seen from the following interview transcripts.

- R : *Okey kalau game nya bagaimana dik?*  
(Okay what about the game?)
- Ss : *Seru abis (S1), Iya seru dan asyik (S15), Seru bisa belajar kekompakan dengan teman satu kelompok (S21), Cukup seru (S16)*  
(It was very fun (S1), Yes it was fun and pleasant (S15), It was fun and I could learn the solidarity with the friends in the group (S21), It was fun enough (S16)).
- R : *Seneng ga?*  
(Are you happy?)
- Ss : *Seneng banget Miss*  
(I am very happy Miss)

(Interview 16, May 8<sup>th</sup> 2012)

- R : *Ibu guru suka memakai game kayak gini tidak?*  
(Did the English teacher use the game like this?)
- Ss : *Ora tau Mbak kadang-kadang cuma ngerjain soal-soal dari LKS ataupun buku (S13), Mmmm kayaknya ga pernah tuh cuma*

*pelajaran biasa (S24), Iya sepertinya belum pernah (S27), Yoi lum pernah (S2)*

(Not yet Miss sometimes I just did the questions from LKS or book (S13), Mmmm she seemed to never use it (S24), Yes she seemed to use it (S27), Not yet (S2))

(Interview 18, May 8<sup>th</sup> 2012)

#### 4) **Role Play**

Based on the discussion with the English teacher, the researcher planned to implement role play again in the Cycle 2. The aim of this activity was to encourage the students to practise speaking in the target language and work collaboratively with the members in performing the work. The role play was implemented in the three meetings on May 1<sup>st</sup>, 3<sup>rd</sup>, and 8<sup>th</sup> 2012 in the last session of the lesson. It took about 25 minutes.

The materials of the Cycle 2 were procedural texts. The topic of the fourth meeting was making drinks. Then, the topic of the fifth meeting was making food and the sixth meeting was making something from a sheet of paper. The English teacher asked the students of each group to do role play in a small group.

The fourth meeting was held on Tuesday May 1<sup>st</sup> 2012. The English teacher gave each group a role play card. Then, she gave explanations and rules of role play to them. In this case, they had to perform the role play in a group of three. Each group did the role play as if they were a cooking team. They told about how to make a *Banana Milkshake* that was discussed in the previous session. She gave them longer time than the previous meeting to prepare themselves in performing the role play. After the time to prepare was up, she called on a group to perform for the first time in order that it avoided the unwillingness to perform. Then, after performing the role play, the group that was chosen by the English teacher pointed

the other groups. It was done continuously until all the groups were performing the role play. They used the real objects that the researcher brought. During performance, the English teacher and the researcher scored the students' performance. Then, the English teacher gave feedback on the students' pronunciation.

The fifth meeting was conducted on Thursday May 3<sup>rd</sup> 2012. The English teacher distributed a role play card to each group. Afterwards, she gave the students explanations about it. The students needed to perform the role play in a group in front of the class as if they were a cooking team. In the fifth meeting, they performed *Making an Omelet*. This material was discussed in the previous activity. Before performing the role play, she gave them time to prepare everything that they needed. After that, she asked one group to perform the role play in front of the class immediately. After the first group finished performing, she asked that group to choose the other groups to perform. It was done continuously until all the groups finished performing. The English teacher and the researcher scored the students' performance. Then, the English teacher gave feedback on the students' pronunciation at the end of the performance.

The sixth meeting was held on Thursday May 8<sup>th</sup> 2012. Initially, the English teacher distributed a role play card to each group. Then, she explained the rules about role play and what the students should do. The students had to perform role play in a small group in front of the class. They practised *How to Make a Paper Plane* bringing a sheet of paper. She gave them time to prepare themselves before performing in front of the class. Afterwards, she called on one group to

perform the role play in front of the class immediately. After the first group performed, she asked that group to choose the other groups to perform. When the students performed, the English teacher and the researcher scored the students' performance. Next, the English teacher gave feedback on the students' pronunciation.

During the actions, most of the students were able to speak in the target language, perform in front of the class and work collaboratively with the members. By conducting the role play, the passive students got involved actively in the activity. It can be proven from the following field notes.

*Kemudian setelah grup pertama selesai tampil, ET menyuruh grup tersebut untuk menunjuk grup yang lain. Itu dilakukan terus menerus sampai semua grup tampil semua. Banyak grup tampil bagus dan Ss terlihat lebih siap daripada sebelumnya. Mereka juga mampu berbicara dengan bahasa Inggris ketika tampil.*

(Then after the first group finished performing, ET asked that group to call on the other groups. It was done continuously until all the groups performed. Most of the groups performed well and Ss looked more ready than previous. They were also able to speak in English when they performed).

(field notes 12: May 1<sup>st</sup> 2012)

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*Ketika melakukan role play, Ss yang terlihat pendiam juga sudah mampu berbicara dengan bahasa Inggris cukup baik dan menunjukkan kemampuannya. Mereka terlihat tidak malu ataupun takut lagi.*

(When they did the role play, Ss who were passive were able to speak in English well and showed their ability. They seemed to be not shy or afraid)

(field notes 14: May 8<sup>th</sup> 2102)

Most of the students got more enthusiastic in this activity because they could learn and play in role play. It could be seen from the following field note.

*Setelah Ss siap, ET menunjuk salah satu kelompok untuk maju "Please Anis's group performs first". Kemudian kelompok yang sudah maju*

*menunjuk kelompok yang lain dan begitu seterusnya. Ss terlihat gembira dan bersemangat dalam melakukan role play. Bahkan ada salah satu kelompok yang menawarkan diri walaupun belum ditunjuk.*

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 (After Ss were ready, ET called on one of the groups to perform “Please Anis’s group performs first”. Then the group which had performed called on the other groups continuously. Ss looked happy and enthusiastic in practicing the role play. Even there was a group which wanted to perform although the group was not called on yet)

(field notes 14: May 8<sup>th</sup> 2012)

Practising the role play also could improve the students’ confidence when they performed the role play in front of the class. Most of the students also practiced speaking in louder voice. This finding could be seen in the following field notes.

*Beberapa Ss cewek yang awalnya suara mereka pelan perlahan-lama sudah berbicara lumayan keras. Sepertinya mereka sudah tidak gugup atau tidak percaya diri lagi.*

(Few female Ss who initially spoke in low voice spoke louder. It seemed that they were not nervous or confident anymore)

(field notes 14: May 8<sup>th</sup> 2012)

From the quotations above, the students reached the aim of the activity. Meanwhile, they also were able to improve their speaking skills through the role play.

### **c) Giving Feedback for the Students’ Pronunciation**

As the previous before, the researcher still planned to give feedback to the students’ pronunciation with a little improvement because some students still made mispronunciation. It was given after the students finished performing so that they did not feel disrupted. However, before the English teacher gave feedback, she asked them to evaluate themselves whether they did mistakes or not.

In the first meeting on Tuesday May 1<sup>st</sup> 2012, the students made some mistakes in some words. They mispronounced the words “spoon” /spon/, “pour” /pur/, “smooth” /smot/, and “sugar” /sugar/. (field notes 12: May 1<sup>st</sup> 2012).

The second meeting was held on Thursday May 3<sup>rd</sup> 2012. They mispronounced the words “provide” /provid/, “mixture”/miktur/, and “making” /making/. (field notes 13: May 3<sup>rd</sup> 2012).

The third meeting was held on Tuesday May 8<sup>th</sup> 2012. They made some mistakes in some words. They mispronounced the words “scissors” /skisors/, “paper” /piper/, and “line” /lin/. (field notes 14: May 8<sup>th</sup> 2012). Before the English teacher gave feedback orally at the end of the class, she asked the students whether they had mispronunciation or not.

The students were very happy when the English teacher gave feedback to them. They also got enthusiastic in giving a model of the pronunciation. It could be seen from the following field note.

*ET juga membahas kata-kata yang sulit dan memberikan beberapa contoh pengucapan kata kepada Ss. Ss disuruh ET untuk menirukan pengucapannya. Ss ada yang bertanya tentang pengucapan beberapa kata.*

(ET also discussed the difficult words and gave a model of the pronunciation of some words to the Ss. Ss were asked by ET to imitate the pronunciation. Ss asked the pronunciation of some words)

(field notes 14: May 8<sup>th</sup> 2012)

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*Setelah sudah selesai maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “provide, mixture, and making” Ss mengerti dan ada yang bertanya pengucapan kata lain.*

(After performing, ET explained about the wrong pronunciation of Ss such as “provide, mixture, and making” Ss understood and there were students who asked the pronunciation of other words)

(field notes 13: May 3<sup>rd</sup> 2012)

From the quotations above, it could be inferred that giving feedback made the students pronounced English words better and they were enjoyable in giving feedback. Correcting the students' pronunciation was crucial to enhance their pronunciation better.

**d) Using Media**

In the previous cycle, the researcher used pictures and role play cards as the media. She still used the media along Cycle 2. The use of media was relevant to the materials that were taught. The researcher and the English teacher agreed to use real objects along Cycle 2 in delivering the materials. Those real objects were used in the three meetings. The researcher prepared all real objects needed such as hot water, instant noodle, and coffee.

In the fourth meeting on Tuesday, May 1<sup>st</sup> 2012, the researcher prepared a thermos bottle, a cup, a spoon, coffee, and sugar, a glass, sugar, milk, bottle, a banana. (Field notes 12: May 1<sup>st</sup> 2012). The media used in the fifth meeting on Thursday May 3<sup>rd</sup> 2012 were a bowl, a spoon, a thermos bottle, and a pack of instant noodles, salt, pepper, eggs, an egg shuffle, milk .(Field notes 13: May 3<sup>rd</sup> 2012). In the sixth meeting on Tuesday May 8<sup>th</sup> 2012, the media that were used were a sheet of paper, scissors, a tube of glue, a ruler, and a pencil, paper. (Field notes 14: May 8<sup>th</sup> 2012).

When the English teacher used the real objects to deliver the materials, most of the students were enthusiastic to involve and engage in the teaching and learning process. It can be seen in the following field note.

*ET mendemonstrasikan bagaimana cara membuat kopi dengan peralatan yang nyata yang dibawa seperti cangkir, sendok, termos, kopi dan gula. Ss*

*tampak sangat antusias. Ada beberapa Ss laki-laki yang menyeletuk tentang barang-barang tersebut. ET mulai mendemonstrasikannya. Ss memperhatikan penjelasan ET sambil ikut serta dalam tahap tersebut.*

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 (ET demonstrated how to make a cup of coffee with the real objects which were brought such as a cup, a spoon, a thermos bottle, coffee, and sugar. Ss looked very enthusiastic. There were several male Ss who had a talk about the real objects. ET started to demonstrate it. Ss paid attention to the ET's explanation and they also involved the steps)

(field notes 12: May 1<sup>st</sup> 2012)

Using media could be a channel between the students and the English teacher in the teaching and learning process. It was effective to get the students' attention during teaching and learning process.

**e) Giving Rewards**

Regarding the findings of Cycle 1, some students were still afraid and inhibited to perform the work in front of the class. The researcher tried to keep maintaining the students' enthusiasm and motivation to speak in the target language. The rewards were given points/score and free gifts.

The English teacher gave free gifts for two groups which had the best performance in speaking in each meeting. Then, she also gave points for two students who had higher score. During this cycle, this action could motivate the students more enthusiastic and confident to perform in front of the class. Giving rewards was effective to motivate the students more actively in speaking. This could be inferred from field note and the quoted interview.

*Setelah itu, ET menyuruh Ss melakukan role play. Ss mendemonstrasikan cara membuat Banana Milkshake tersebut. Beberapa Ss menjawab tidak bisa. ET memberi Ss waktu. ET juga mengatakan bahwa yang tampil paling bagus akan mendapatkan hadiah. Beberapa Ss yang awalnya kurang bersemangat langsung menjadi senang dan lebih bersemangat.*

(After that, ET asked the Ss to do role play. Ss had to demonstrate how to make *Banana Milkshake*. Some of Ss answered that they could not. ET gave Ss time. ET also said that the group which had the best performance would be given rewards. A few Ss who were not enthusiastic enough initially become happy and more enthusiastic.)

(field notes 12: May 1<sup>st</sup> 2012)

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- R : *Adik-adik senang ya kalau di beri hadiah*  
(You were happy to give rewards)
- Ss : *Ya senang lah Miss*  
(We were happy Miss)
- R : *Kenapa?*  
(Why?)
- Ss : *“Dapat hadiah” (S1), “Menjadi tambah semangat untuk berbicara” (S15), “Hmmm selain dapat hadiah bisa mendorong saya lebih berani berbicara di depan kelas” (S21) dan “Suka hadiahnya dan pemberian hadiah cukup memberikan semangat buat saya” (S16)*  
(“I got the reward” (S1), “It made me enthusiastic to speak.” (S15), “Hmmm besides getting the reward, I could encourage myself to be brave to speak in front of the class” (S21) and “I liked the reward and it was quite effective to support myself” (S16)  
(Interview 16, May 8<sup>th</sup> 2012)

From the quotations above, it could be inferred that giving rewards to the students could keep maintaining their motivation to speak in the teaching and learning process.

### 3) Reflection

After conducting the actions in Cycle 2, the researcher and the English teacher conducted a discussion. In this step, they analyzed the data from the observations and interviews to evaluate the actions. From the implementation above, there were successful results although there were few problems related to the implementation of the actions. The results would be presented in the following reflections.

**a) The Use of Classroom English**

The use of classroom English in Cycle 2 was expected to help the students to understand better the English words by using repetition in some difficult sentences and to develop the students' speaking ability on responding the English teacher's questions in eliciting and explaining the materials. In the previous cycle, the English teacher needed to translate a lot of English words. In the Cycle 2, she did not translate it but she repeated it to make them understand it. In addition, the students could understand to respond to the teacher's questions related to the materials. This could be inferred from the following extract.

R : *Jadi, ketika Bu Ambar memberikan pertanyaan ataupun menjelaskan pelajaran dalam bahasa Inggris adik-adik bisa menjawabnya?*

(So, when Mrs Ambar gave questions or explained the lesson in English, could you answer it?)

Ss : *Iya bisa soalnya waktu saya kurang tahu ibunya mengulangi lagi (S17), Bisa Miss (S8), Hu um bisa soalnya kadang kalau kata atau kalimatnya sulit ibunya ngulangnya (S10), Iya Bisaa sama kayak yang lain (S9), Sama (S23)*

(Yes I could because Mrs Ambar repeated when I did not know yet (S17), I could Miss (S8), Hu um I could because sometimes Mrs Ambar repeated to make me understand in the difficult words or sentences (S10), Yess I could I had a same idea as the others (S9), I had a same opinion (S23)

R : *Jadi kalau Bu Ambar mengulang menjadi bisa?*

(So, when Mrs Ambar repeated, could you be?)

Ss : *Yaaa Miss*

(Yess Miss)

(Interview 17, May 8<sup>th</sup> 2012)

From the extract above, this action was considered as effective in helping the students to get familiar with English words, to make them respond to the teacher's questions, and to enhance the students' vocabulary mastery.

## b) Implementing Communicative Activities

Implementing small-group work activities was done in the three meetings. During the Cycle 2, there were various small-group work activities to implement in order that the students did not get bored. The small group was consisted of three students. The researcher chose three students because they were expected to work and speak in smaller groups.

### 1) Group Discussion

By conducting a group discussion, the students were expected to be able to share and discuss the ideas, opinions and thoughts with the members of the group in order to finish the work. This action was implemented once. Although it was applied once, the students were able to share and discuss the ideas, opinions and thoughts to complete and finish the group's work. It could be inferred from the following extract.

- R : Bagaimana penerapan Group Discussion tadi Bu?*  
(What about the implementation of Group Discussion?)
- ET : Sebenarnya sudah bagus karena siswa sudah mau ikut serta dan terlibat secara aktif di pelajaran tadi. Kalau saya lihat mereka juga mau berbicara dengan bahasa Inggris walaupun sedikit belepotan. Sebenarnya mereka itu bisa, cuma kadang mereka takut kalau salah.*  
(Actually it was good because the students got involved and engaged actively in the lesson. I observed that they wanted to speak in limited English. Actually they could do it, although sometimes they were just afraid of being mistakes)
- R : Mungkin kekurangannya tadi ada beberapa yang baca ya waktu menyampaikan hasil diskusinya?*  
(Perhaps, the weakness was that there were some students who read in explaining the discussion results)
- ET : Tapi menurut saya itu wajar dan itu sudah bagus untuk anak kelas 1 smp. Yang terpenting mereka mau untuk berbicara dan terlibat dalam pelajaran.*  
(However, it was fair and it was good enough for the seventh grade students. The most important thing was that they wanted to speak and engage in the lesson)

R : *Iya Bu, apakah penerapan Group Discussion ini bisa dikatakan berhasil?*

(Yes Mam, was the implementation of Group Discussion successful?)

ET : *Bisa dikatakan berhasil karena saya lihat anak-anak sudah mau untuk saling berdiskusi untuk mengerjakan tugas dari saya.*

(It could be said successful because I observed that the children discussed one another to do the work from me.)

(Interview 19, May 8<sup>th</sup> 2012)

It could be inferred that the students were able to speak, interact, and get involved in the activity. Moreover, this activity could improve the speaking aspects since the students observed and learned what their friends said in groups.

## 2) Information Gap

Implementing an information gap activity was to give the students an opportunity to speak and listen in the target language, getting and exchanging information from other groups and interact with others directly. This activity was implemented once. In this activity, the students were able to listen and speak in the target language. They also could get and exchange the information from other groups and interact with members of the group and peers despite they initially got difficulties in getting and exchanging the information. It could be inferred from the following extract.

R : *Bagaimana Bu dengan aktivitas Information Gap?*

(What about the Information Gap activity Mam?)

ET : *Sebenarnya sudah bagus. Hanya tadi terlihat berisik dan beberapa cowok agak ngeyel untuk dipasangkan dengan grup lain.*

(It was good actually. However, it was noisy and there were a few of male students which were undisciplined to work with other groups)

R : *Iya Bu, kalau saya amati grup cowok yang itu-itu saja yang "ngeyel". Apakah setiap kelompok mampu melaksanakan tugasnya dengan baik?*

(Yes Mam, I also observed the male students which were only those undisciplined. Did each group do the job well?)

ET : *Sudah baik kok, kalau saya lihat mereka sudah mampu bekerjasama dengan kelompok masing-masing dan mampu untuk berinteraksi dengan kelompok yang lain juga.*

(They did it well, I observed they were able to work with their groups and able to interact with other groups)

R : *Oh begitu ya Bu, jadi menurut ibu aktivitas ini bisa meningkatkan kemampuan berbicara siswa?*

(Oh it was like that Mam, what did this activity improve the speaking skills?)

ET : *Ya Mbak bisa. Sejak anak-anak mendapatkan aktivitas ini dan beberapa aktivitas yang lain. Saya kira kemampuan speaking mereka bisa dibilang meningkat. Tapi mungkin masalahnya dalam penerapan ini waktunya tidak mendukung.*

(Yes, it could be Miss. Since the students got this activity and the other activities, I thought their speaking skills were improved. But the time was the problem in the implementation)

(Interview 19, May 8<sup>th</sup> 2012)

From the extract above, it could be inferred that the students' speaking skills were improved through the activities. The students also achieve the goal of the activity. It was regarded as effective to enhance the students' speaking.

### 3) Instruction Quiz Game

Applying an Instruction Quiz Game was expected to encourage the students to speak in the target language, compete with the members of other groups and arrange the steps of the procedural text by working collaboratively with the members of their group. During the implementation of the activity, the students in each small group could speak English with the other members in order to arrange the jumbled procedural text. In addition, they were able to speak to tell their results of their work immediately and confidently. It could be seen from the following extract.

R : *Menurut ibu, apakah dengan aktivitas ini siswa lebih tertarik untuk berbicara?*

(In your opinion, did this activity make the students interested in speaking?)

ET : *Iya Mbak. Karena gamenya juga mudah materinya juga tidak sulit. Apalagi anak-anak juga disuruh mencocokkan sentence connectors dan verbsnya juga dengan jumbled text. Jadi mereka tahu kata-kata yang bisa mereka pergunakan ketika akan maju. Ditambah lagi aktivitas ini juga dapat meningkatkan keberanian dan kepercayaan diri mereka ketika mereka berlomba untuk menyampaikan hasil pekerjaan mereka.*  
 (Yes Miss. It was because of the easy game and materials. Moreover, the students were asked to match sentence connectors and verbs with the jumbled text. Thus, they knew the appropriate words to use in practicing speaking. Furthermore, this activity could enhance their braveness and confidence when they competed to tell their work results)

(Interview 19, May 8<sup>th</sup> 2012)

From the extract above, it was regarded as effective to achieve the goal since the students could achieve it. Furthermore, the students also could improve their speaking, confidence, braveness in this activity. They also could consider the appropriate words that were used in speaking through this activity.

#### 4) Role Play

A role play was an activity to encourage the students to practice speaking in the target language, work collaboratively with the members, and to perform the work in front of the class in the real situation. This action was implemented in three meetings. During the implementation of the activity, the students were able to work collaboratively in presenting the performance with the members of the group. They also could practice their speaking based on the situation that was given. It could be seen from the following quoted interview.

R : *Bagaimana dengan role play?*  
 (What about the role play?)

Ss : *Menyenangkan (S1), Seru (S15), Iya sama (S21) Iya menyenangkan (S16)*  
 (It was fun (S1), It was fun (S15), I had a same opinion (S21), Yes, it was fun (S16)

R : *Kenapa?*

(Why?)

Ss : *Ya karena praktik jadi itu seru sehingga bisa membantu meningkatkan keberanian saya untuk berbicara Miss (S1), Iya karena praktik yang tentang masak-masak (S15), Sama Miss karena bisa praktek dan bekerja sama dengan teman sekelompok (S21), Ya iya karena bisa praktik sesuai dengan situasinya (S16)*  
 (Yes it was because that was fun so that it could help me to improve my speaking Miss (S1), Yes because of the practice about cooking (S15), I had a same idea Miss because I could practice and worked collaboratively with the members of the group (S21), Yes because I could practice with the situation (S16)

(Interview 16, May 8<sup>th</sup> 2012)

From the extract above, it was regarded as effective to achieve the goal of the activity. Moreover, most of the students had a self confidence to speak in front of the class in which they initially were shy and afraid of speaking. Through small-group work activities, the students had the improvement of speaking aspects. It could be seen from the quoted interview.

R : *Baik Bu, kalau menurut ibu apakah penerapan small-group work activities bisa meningkatkan kemampuan berbicara siswa? Bagaimana jika dilihat dari pronunciation, vocabulary, fluency, dan grammar mereka?*

(Yes Mam, in your opinion could the implementation of small-group work activities improve the students' speaking skills? What about their pronunciation, vocabulary, fluency, and grammar?)

ET : *Kalau menurut saya, bisa meningkat. Penerapannya sudah bagus karena awalnya mereka memang jarang mendapatkan aktivitas seperti ini. Kalau dari pronunciation, anak-anak sudah cukup bagus. Bisa dilihat dari beberapa penampilan mereka. Untuk vocabulary mereka juga cukup bagus. Mereka terlatih dengan classroom English. Terus mereka juga cukup lancar berbicaranya daripada sebelum penerapan aktivitas ini karena mereka praktek speaking terus jadi sudah terbiasa. Kalau masalah grammar, meningkat juga. Saya juga melihat ada materi di beberapa aktivitas yang bisa meningkatkan grammar mereka. Jadi saya rasa bagus kok Mbak.*

(In my opinion, it could improve the students' speaking skills. The implementation was good because the students rarely had these activities. The students were good enough in pronunciation. It could be seen from their performance. Their vocabulary also was good. They were accustomed with the classroom English. They spoke

fluently than the previous of the implementation because they practiced speaking regularly. The grammar had an improvement. Thus, it was applied in speaking. I saw there were the materials in some activities to improve their grammar. So, I thought it was great.  
(Interview 19, May 8<sup>th</sup> 2012)

In conclusion, the students' speaking skills can be improved by using small-group work activities. This statement was also supported by the following interview transcript.

- R : *"Jadi bisa disimpulkan bahwa small-group work activities ini bisa digunakan untuk meningkatkan kemampuan menulis siswa nggih Bu?"*  
(*"So, it can be concluded that small-group work activities can be used to improve students' speaking skills, right?"*)
- ET : *"Iya Mbak."*  
(*"Yes Miss."*)

(Interview 19, May 8<sup>th</sup> 2012)

### c) Giving Feedback for the Students' Pronunciation

The use of feedback was to help the students more familiar with the pronunciation of the English words and to minimize the same mistakes in pronunciation. The English teacher asked the students to evaluate whether they did mistakes or not. After that, she gave feedback immediately. This action was considered effective to make the students more familiar with the pronunciation of English words. It could be seen from the following quoted interview.

- R : *Bagaimana tanggapan kalian ketika Bu Ambar memberikan membenaran pengucapan setelah praktek maju itu? Tetapi sebelumnya Bu Ambar bertanya apakah kalian melakukan kesalahan pengucapan atau tidak.*  
(*What is your opinion when Mrs Ambar corrected the pronunciation after practicing in front of the class? However, Mrs Ambar asked all of you whether you did mispronunciation or not*)
- Ss : *Bagus karena saya menjadi tahu mana yang salah (S11), Iya sangat membantu saya (S30), Sangatttt membantu karena jadi tahu kesalahan saya (S31)*

(It was good because I knew which one was wrong (S11), Yes it was helpful for me (S30), It was very helpful because I knew my mistakes (S31).

(Interview 15, May 8<sup>th</sup> 2012)

**d) Using Media**

The use of media was expected to help the students in learning the materials and get more attention in the teaching and learning process. The media used were real objects and role play cards in the Cycle 2. The students were excited and enthusiastic when the English teacher used real objects to deliver the materials. They paid attention to the English teacher when she delivered the materials. The role play cards that needed a little improvement were good to understand the students' role and did not make them get a little confused with their role. The use of media made the students enjoy and get more curious in the speaking teaching and learning process. It can be proven from these following data.

- R : *Bagaimana dengan media yang digunakan ketika pelajaran?*  
(What about the use of media in the teaching and learning process?)
- Ss : *Yang mana Miss, yang bahan-bahan asli?*  
(Which one Miss, was it the real object?)
- R : *Iya menurut pendapat kalian bagaimana?*  
(Yes, what do you think about it?)
- Ss : *Bagus Miss karena jarang-jarang Miss Ambar pakai seperti itu (S11), Iya seru banget pakai kayak gitu jadi ga ngantuk (S29), Hmm bagus dan sip banget jadinya saya ga bosan (S30, Wah udah dijawab semua Miss jadi saya idem saja sama mereka (S22), Iya Bagus kok (S5)*  
(It is good Miss because Mrs Ambar rarely uses the media like that (S11), Yes it is very fun by using those media so I am not sleepy (S29), Hmm it is very good and great so I did not get bored (S30), Wah it was answered Miss so I answered same as them (S22), Yes that was good (S5))

(Interview 15, May 8<sup>th</sup> 2012)

From the quoted interview above, the students considered that using media in the teaching and learning process got the students easier to understand the materials and enjoyable in learning English.

**e) Giving Rewards**

During the Cycle 2, giving rewards was implemented in every meeting. Giving rewards was to enhance the students' motivation to speak in the teaching and learning process. It was categorized as effective because there were most of the students in the groups who initially afraid and shy to speak during the teaching and learning process performed and spoke in the target language. Moreover, the use of rewards could encourage the students' enthusiasm to speak in the target language. It could be seen from the following quoted interview.

- R : *Bagaimana dengan hadiahnya, senang ga?*  
(What about the rewards, are you happy?)
- Ss : *Ya senang dikasih hadiah jadi lebih bersemangat untuk maju (S17), Iya jadi lebih berani lagi (S10), Dapet hadiah (S8), Selain dapet hadiah, kalau saya jadi semangat untuk berbicara walaupun sebenarnya saya sudah bersemangat dan berani. Maklum saya kan anak pandai. Ha ha ha (S9), Ya jadi semangat (S23)*  
(Yes I am happy because it is given rewards so I am more enthusiastic to practice (S17), Yes I am brave to speak (S10), I got the rewards (S8), Besides getting the rewards, I am enthusiastic to speak despite I am enthusiastic and brave actually. It is because I am clever. Ha ha ha (S9), Yes I have a full of spirit (S23))  
(Interview 17, May 8<sup>th</sup> 2012)

From the quoted interview above, the students become more enthusiastic when the rewards were given. It was effective to keep maintaining their motivation to speak.

### **3. General Findings**

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents students' speaking scores. The findings that the researcher obtained in a series of the use of communicative activities were presented in the following details.

#### **a. Cycle 1**

- 1) The use of classroom English was not successful yet. It was successful in the part of the English daily instructions. However, it was not successful yet in eliciting and explaining the materials.
- 2) The interview was not implemented because it was successful and inappropriate for the topic of the materials in the next cycle.
- 3) The role play was implemented in the next cycle. It was needed to evaluate the students' speaking skills and to practice their speaking in front of the class
- 4) Giving feedback for the students' pronunciation needed a little improvement.
- 5) Using pictures in the Cycle 1 was effective. However, it was inappropriate for the materials. The role play cards needed a little improvement.

#### **b. Cycle 2**

- 1) The use of classroom English was successful to familiarize with English words. Moreover, most of the students could respond the English teacher's questions.

- 2) Implementing various communicative activities such as Group Discussion, Information Gap, Instruction Quiz Game and Role Play was successful to improve the students' speaking skills and aspects of speaking such as fluency, grammar, vocabulary, and pronunciation.
- 3) Giving feedback to the students' pronunciation was successful to make the students pronounce the English words correctly and did not make the same mistakes although sometimes some of them asked about the pronunciation of the English words.
- 4) Using media such as real objects and role play cards was successful to attract the students' attention during the teaching and learning process.
- 5) Giving rewards was successful to encourage the students' motivation in speaking in the Cycle 2.

Based on the findings above, there were some improvements and changes related to the speaking skills in the implementation during Cycle 1 and 2. The results of the changes were described below.

**Table 7: The Changes during Implementation of the Actions**

Before actions were conducted	After the actions were conducted	
	Cycle I	Cycle II
The speaking activities were monotonous	Communicative activities were implemented such as Interview and Role Play so that the students got varied activities during teaching and learning process.	Various communicative activities were implemented in the teaching and learning process such as Group Discussion, Information Gap, Instruction Quiz Game, and Role Play so that the students did not get boredom and had opportunities to practice speaking.

The students had low speaking skills.	Some students still had low speaking skills	The students had good speaking skills.
Fluency	Some students did not speak yet at the normal speed in practicing speaking.	All students could speak at the normal speed.
Grammar	Some students had difficulties in grammar such as the simple present tense, interrogative sentences and noun phrase.	All students were able to speak without grammatical errors.
Pronunciation	Some students still made mistakes in their pronunciation	All students were able to pronounce English words correctly. They also got beneficial input in giving feedback.
Vocabulary	Only a few students were able to use appropriate words in practicing speaking.	All students were able to use and choose appropriate words in practicing speaking.
The teaching and learning process lacked media.	Pictures were used as media in the teaching and learning process.	Real objects also were used as media in the teaching and learning process.

In this part, the researcher discussed the result of students speaking' score during the students performed in the implementation of the activities. The discussion is related to the students' mean score in four aspects, i.e. i.e fluency, accuracy (grammar and pronunciation), and vocabulary. The score were taken from the last activity in which the English teacher asked each group to practice English in front of the class. Both the English teacher and the researcher gave their own score. This could also be seen from the following table.

**Table 8: Mean Scores of Four Aspects in Cycle 1**

Aspects	Mean Scores in Cycle 1
<b>Fluency</b>	7.11

Accuracy	
<b>-Grammar</b>	6.91
<b>-Pronunciation</b>	6.60
<b>Vocabulary</b>	6.90

In reference from the table above, the mean scores in Cycle 1 for fluency was 7.08, grammar was 6.91, pronunciation was 6.62, and vocabulary was 6.91. Then, the mean score of four aspects was presented in the following table.

**Table 9: Mean Scores of the Four Aspects in Cycle 2**

Aspects	Mean Scores in Cycle 2
<b>Fluency</b>	7.34
Accuracy	
<b>-Grammar</b>	7.21
<b>-Pronunciation</b>	7.10
<b>Vocabulary</b>	7.22

From the table above, the students' score of fluency was 7.34, grammar was 7.21, pronunciation was 7.04, and vocabulary was 7.18 during the Cycle 1. Then, the comparison the score between Cycle 1 and Cycle 2 were presented in the following table.

**Table 10: Comparison the Score of Cycle 1 and Cycle 2**

Aspects	Mean Scores in Cycle 1	Mean Score in Cycle 2	Gain Score
<b>Fluency</b>	7.11	7.34	0.23
Accuracy			
<b>- Grammar</b>	6.91	7.21	0.30
<b>- Pronunciation</b>	6.60	7.10	0.50
<b>Vocabulary</b>	6.90	7.22	0.32

In reference of the table above, all speaking aspects were increased. The gain score of fluency was 0.26. It increased. Then, the grammar gain score was 0.30 and pronunciation was 0.42. Pronunciation aspect also increased. Lastly, the gain score was vocabulary. It was 0.27. Overall, the aspects were improved.

## **B. Discussion**

The research was focused on improving the students' speaking skills using communicative activities. From the observation and interview at reconnaissance stage, it could be implied that many problems emerged in the teaching and learning process were related to speaking. It could be seen from the teaching and learning process that the students were inhibited and afraid of speaking in front of whole class. They also had difficulties in some speaking aspects. Moreover, the activities in the class could not support their speaking.

To overcome the problems, several actions were conducted. Communicative activities were implemented both in the first and second cycle. Those were combined with some actions such as the use of classroom English, giving feedback on the students' pronunciation, giving rewards, and using media. The aim of those actions is to improve the students' speaking skills and also give them speaking opportunities.

Communicative activities could increase the students' speaking since they gave a whole task practice. It means that they have opportunities to enhance their speaking with practicing a lot of tasks in the learning process. It is stated by Littlewood (1981: 17) that communicative activities provide a whole task practice.

Communicative activities could provide a lot of speaking opportunities to the students since there were various activities that were implemented. Various communicative activities that were implemented to improve speaking skills and its aspects could avoid the boredom of the students in the teaching and learning process of speaking. It means that various activities were more effective to improve the speaking skills and motivate the students in the speaking teaching and learning process. It is line with the statement of Moss and Ross-Feldman (2003: 2) that communicative activities provide opportunities for learners to use the language with one another and with people in the community. It means that those activities give big opportunities to speak with others.

Communicative activities also could be implemented in groups to make the students get easier in speaking. It means that communicative activities are needed to use in the teaching and learning process and they can be implemented in groups. By conducting communicative activities, the students' speaking skills could improve. It is stated by Richards (2006: 20) that teaching and classroom materials today need to use a wide variety of activities in groups.

Regarding the findings of Cycle 2, all actions were successful in improving the students' speaking skills and the objective of the research was achieved. The researcher and the English teacher agreed to end the research in this cycle

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

#### **A. Conclusions**

The research is using communicative activities to improve the speaking skills of VII G students SMP N 1 Imogiri in the academic year of 2011/2012. In reference to the discussion in the previous chapter, it can be concluded that the use of communicative activities is believed to improve the students' speaking skills effectively. To support this result, there were two types of the data presented in this research. The first data are qualitative data and the other data are quantitative data. The researcher obtained the results related to the qualitative data.

Since communicative activities were used in the teaching and learning process of speaking with supporting some actions such as using classroom English, using media, giving feedback for the students' pronunciation, and giving rewards, the students' speaking skills including the four aspects namely fluency, accuracy (grammar and pronunciation), and vocabulary improved. Moreover, they were able to minimize some problems related to speaking.

Meanwhile, in the term of quantitative data, the improvement of the students' speaking skills is supported by the students' speaking scores. The gain

score of fluency is 0.23. The grammar gain score is 0.30. Furthermore, the gain score of pronunciation is 0.50 and vocabulary is 0.32.

### **B. Implications**

The results of the research give some implications to the research members. The implications of the actions were presented in the following details.

1. The implication of the actions was that the implementation of communicative activities could improve students' speaking skills. It implies that the English teacher needs to use communicative activities in order to improve students' speaking skills in the teaching and learning process.
2. In addition, it could improve the students' interaction, confidence and enthusiasm to speak in the teaching and learning process. By implementing communicative activities, the students can speak and interact with the members of the group to do the work. It implies that the English teacher needs to use communicative activities to improve the students' interaction among the members of the small group in the teaching and learning process.

### **C. Suggestions**

After conducting this research, the researcher proposes some suggestions for the English teachers, students, and other researchers. The suggestions are presented below.

1. For the English teachers of SMP N 1 Imogiri

It is essential for the English teachers especially the English teachers of SMP N 1 Imogiri to improve students' speaking skills. The teacher needs to use appropriate activities and techniques which are in line with the students'

problems and needs in teaching and learning of speaking. It is very useful for them to use communicative activities in teaching speaking as the speaking strategy.

## 2. For the students

The students should be more active and more confident to practice speaking because they get a chance to improve their speaking skills through small-group activities. Communicative activities are activities to practice speaking among the students in which they are afraid of speaking in whole class. It is because those activities can assist the students to speak in the small groups with the members.

## 3. For other researchers

The results of this research are expected to encourage other researchers to conduct further study dealing with speaking skills or communicative activities for other skills.

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# APPENDICES

# APPENDIX A

# INSTRUMENTS

**Sebelum Implementasi (Untuk Guru Bahasa Inggris)**

1. Bagaimanakah kemampuan speaking siswa?
2. Apa saja masalah yang dihadapi ketika mengajar speaking?
3. Apa saja solusi untuk memecahkan masalah-masalah dalam pengajaran speaking?
4. Bagaimana cara mengevaluasi hasil speaking siswa?
5. Bagaimanakah feedback yang diberikan kepada siswa?
6. Bagaimana pengajaran speaking?
7. Bagaimana materi yang digunakan untuk mengajar speaking?
8. Bagaimanakah dengan penggunaan media untuk pengajaran speaking?
9. Apakah aktivitas dan teknik yang digunakan dalam pengajaran speaking?
10. Bagaimana opini tentang *Communicative Activities*?

**Sebelum Implementasi (Untuk Siswa)**

1. Bagaimanakah kesan terhadap pelajaran bahasa Inggris?
2. Bagaimanakah pembelajaran bahasa Inggris oleh guru?
3. Apakah ada kesulitan dalam proses pembelajaran bahasa Inggris?
4. Skill apakah yang dirasa paling sulit?

**Setelah Implementasi (Untuk Guru Bahasa Inggris)**

1. Bagaimanakah pendapat ibu tentang penerapan action tadi?
2. Bagaimanakah pendapat ibu tentang penerapan *Communicative Activities* untuk membantu siswa berbicara di kelas?
3. Bagaimana respon siswa terhadap *Communicative Activities*?
4. Apakah siswa berpartisipasi dalam *Communicative Activities*?
5. Apakah kemampuan berbicara siswa meningkat dengan *Communicative Activities*?
6. Bagaimana materi yang tadi digunakan untuk mengajar speaking?
7. Bagaimanakah dengan penggunaan media untuk pengajaran speaking tadi?
8. Apakah masalah yang dihadapi dalam implementasi tadi?

9. Apakah ada saran untuk implementation selanjutnya?

**Setelah Implementasi (Untuk Siswa)**

1. Apakah adik paham tentang penjelasan materi tadi?
2. Kesulitan apa saja yang dihadapi dalam pelajaran tadi?
3. Bagaimana penerapan *Communicative Activities* dalam berbicara tadi?
4. Apakah aktivitas tersebut membantu meningkatkan kemampuan berbicara kalian?

# **APPENDIX B**

## **COURSE GRID**

## COURSE GRID

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2

Standard of Competence	Basic Competency	Indicators	Learning Materials	Teaching and Learning Activities	Assessment	Time Allocation	Sources
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal	<ol style="list-style-type: none"> <li>Identifying the expressions of asking for and giving opinions.</li> <li>Identifying the pronunciation of asking for and giving opinion expressions.</li> <li>Using the expressions of asking for and giving opinions in completing the dialogue</li> <li>Using the expressions of asking for and giving opinions in a questionnaire activity</li> <li>Applying the expressions of asking for and giving opinions in a scripted role play.</li> </ol>	<p>Asking for and giving opinions          A dialogue e.g. What do you think about it?</p> <p>Vocabulary list:          .Temple, ordinary, guess, mistake.</p> <p>Grammar:          - Noun Phrase          Adj+N          N+N          Adv+Adj+N          Art+N</p>	<p><b>Opening:</b>          Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b>          Lead-in (pictures and questions)          Addressing the topic</p> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher gives an example of a dialog containing the expression of asking for and giving opinions.</li> <li>- The students get the dialog</li> <li>- The teacher practises the dialog with the researcher</li> <li>- The teacher asks the students to act the dialog out.</li> <li>- The teacher asks students to study the dialog.</li> <li>- The students study the text.</li> <li>- The teacher and students discuss the dialog.</li> <li>- The teacher explains the expression of asking for and giving opinions from the dialog.</li> </ul>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li>• <i>Scaffolding: English for Junior High School Students Grade VII.</i></li> <li>• <i>English in Focus for Grade VII Junior High School.</i></li> <li>• <i>English on Sky for Grade VII Junior High School</i></li> <li>• <i>Contextual Teaching and Learning</i></li> </ul>

				<ul style="list-style-type: none"> <li>- The students listen to the teacher's explanation.</li> <li>- The students get the other expressions of asking for and giving opinions.</li> <li>- The students express the expressions with the guidance from the teacher.</li> <li>- The teacher and students discuss those expressions.</li> <li>- The students get vocabulary list and the pronunciation related to the dialog.</li> <li>- The teacher gave a short explanation of noun phrase formation.</li> <li>- The students complete the dialog with the expressions of asking for and giving opinions.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to make groups of four.</li> <li>- The researcher gives each group the questionnaire sheet.</li> <li>- The teacher asks students to ask their partner the questions about their opinions of tourism objects and fill the questionnaire sheet given.</li> <li>- The researcher asks students to write the information gathered in the worksheet</li> </ul>			
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				<p>provided.</p> <ul style="list-style-type: none"> <li>- The teacher discusses the results of the students' questionnaire.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies a scripted role play and she gives the dialogue.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback.</li> </ul> <p><b>Closing:</b></p> <p>Asking students' difficulties, concluding the materials, and reviewing the next materials</p>			
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat,	<ol style="list-style-type: none"> <li>1. Identifying the expressions of like and dislike.</li> <li>2. Using the expressions of like and dislike in completing the dialogue.</li> <li>3. Using the expressions of like and dislike in survey activity.</li> <li>4. Applying the expressions of like and dislike in a short role play.</li> </ol>	<p>Likes and dislikes</p> <p>A dialogue e.g. What food do you like?"</p> <p>Vocabulary list: Bread, salad, steak, etc.</p> <p>Grammar: - Simple Present Tense and Interrogative Sentence S+V+es/s+O Does+she/he/it+like+O? Do+you/we/they+like+O?</p>	<p><b>Opening:</b> Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b> Lead-in (a picture and questions) Addressing the topic</p> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher gives an example of a dialog containing the expression of like and dislike.</li> <li>- The students get the dialog</li> <li>- The teacher practices the dialog with the researcher</li> <li>- The teacher asks the students to act the dialog out.</li> <li>- The teacher asks</li> </ul>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li>• <i>Scaffolding: English for Junior High School Students Grade VII.</i></li> <li>• <i>English in Focus for Grade VII Junior High School.</i></li> <li>• <i>English on Sky for Grade VII Junior High School</i></li> </ul>

	<p>menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>			<p>students to study the dialog.</p> <ul style="list-style-type: none"> <li>- The students study the text.</li> <li>- The teacher and students discuss the dialog.</li> <li>- The teacher explains the expression of likes and dislikes from the dialog.</li> <li>- The students listen to the teacher's explanation.</li> <li>- The students get the other expressions of likes and dislikes</li> <li>- The students express the expressions with the guidance from the teacher</li> <li>- The teacher and students discuss those expressions.</li> <li>- The students get vocabulary list and the pronunciation related to the dialog.</li> <li>- The teacher gave an explanation of simple present tense and interrogative sentences of likes and dislikes.</li> <li>- The students complete the dialogue with the expression of likes and dislikes.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to make groups of four.</li> <li>- The researcher gives each group</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Contextual Teaching and Learning</i></li> </ul>
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				<p>the survey sheet.</p> <ul style="list-style-type: none"> <li>- The teacher asks students to interview their partner about their favorite food and food which are not favored and fill the worksheet given.</li> <li>- The teacher asks students to write the information gathered in the worksheet provided.</li> <li>- The teacher discusses the results of the students' survey.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies a short role play and she gives directions to perform role play.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback</li> </ul> <p><b>Closing:</b> Asking students' difficulties, concluding the materials, and reviewing the next materials</p>			
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana	9.3 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sangat	1. Identifying the expression of asking for and giving clarification. 2. Using the expression of asking for and giving	Asking for clarification A dialogue e.g. "What did you say?"  Vocabulary list:	<p><b>Opening:</b> Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b> Lead-in (pictures and questions) Addressing the topic</p>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li>• <i>Scaffolding: English for Junior High School Students Grade</i></li> </ul>

<p>untuk berinteraksi dengan lingkungan terdekat</p>	<p> sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>	<p>clarification in conversation 3. Using the expression of asking for and giving clarification in completing the dialogue 4. Applying the expression of asking for and giving clarification in a role play.</p>	<p>Repeat, live, think, etc.  Grammar: - Wh Questions I live in Yogyakarta --- Where do you live?</p>	<p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher gives an example of a dialog containing the expression of asking for clarification.</li> <li>- The students get the dialog</li> <li>- The teacher practices the dialog with the researcher</li> <li>- The teacher asks the students to act the dialog out.</li> <li>- The teacher asks students to study the dialog.</li> <li>- The students study the dialog.</li> <li>- The teacher and students discuss the dialog.</li> <li>- The teacher explains the expression of asking for clarification from the dialog.</li> <li>- The students listen to the teacher's explanation.</li> <li>- The students get the other expressions of asking for clarification.</li> <li>- The students express the expressions with the guidance from the teacher.</li> <li>- The teacher and students discuss those expressions.</li> <li>- The students get vocabulary list and the pronunciation related to the dialog</li> <li>- The teacher gave an explanation of wh questions.</li> </ul>			<p>VII.</p> <ul style="list-style-type: none"> <li>• <i>English in Focus for Grade VII Junior High School.</i></li> <li>• <i>English on Sky for Grade VII Junior High School</i></li> <li>• <i>Contextual Teaching and Learning</i></li> </ul>
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				<ul style="list-style-type: none"> <li>- The students label the task from the teacher.</li> <li>- The students complete the dialog with the expression of asking for clarification.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to make groups of four.</li> <li>- The teacher asks the group to have conversation.</li> <li>- The teacher discusses the results of the students' conversation.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies role play and she gives role cards.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback.</li> </ul> <p><b>Closing:</b> Asking students' difficulties, concluding the materials, and reviewing the next materials</p>			
10. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk	10.2 Mengungkap kan makna dalam monolog pendek sangat sederhana dengan mengguna	1. Identifying the generic structure of a procedural text 2. Identifying the	A procedural text: "Making a cup of coffee, Oreo and Banana Milkshake"  Vocabulary	<p><b>Opening:</b> Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b> Lead-in (real objects and question), Addressing the topic</p> <p><b>MOT:</b></p>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li>• <i>Scaffolding: English for Junior High School Students Grade VII.</i></li> <li>• <i>English</i></li> </ul>

<p><i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>kan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>	<p>grammatical pattern used in a procedural text</p> <p>5. Identifying written and spoken procedural texts</p> <p>6. Applying imperative sentences and sentence connectors to present a procedural text</p> <p>7. Expressing the steps of making drink in a procedural text orally</p>	<p>list: Pour, Spoonful, Mix, Step</p> <p>Generic structure: Goal, Material, Steps</p> <p>Grammar:</p> <p>1. Using sentence connectors e.g. First, Then, Next, After that</p> <p>2. Using imperative sentences e.g. put, pour.</p>	<ul style="list-style-type: none"> <li>- The teacher gives an example of a procedural text how to make coffee.</li> <li>- The teacher and students discuss the differences of written and spoken texts.</li> <li>- The teacher explains the generic structure, grammatical pattern, imperative sentences, and sentence connectors.</li> <li>- The students get vocabulary list and the pronunciation related to the text.</li> <li>- The students listen to the teacher's explanation.</li> <li>- The students label the kitchen utensils.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The students identify two different procedural texts</li> <li>- The teacher asks students to make a group of three.</li> <li>- The teacher gives the students worksheet about spoken and written texts</li> <li>- The teacher implements a group discussion</li> <li>- The teacher asks students to discuss the different texts and do the task which is distributed by the teacher.</li> <li>- The teacher discusses the results of the</li> </ul>		<p><i>in Focus for Grade VII Junior High School.</i></p> <ul style="list-style-type: none"> <li>• <i>English on Sky for Grade VII Junior High School</i></li> <li>• <i>Contextual Teaching and Learning</i></li> </ul>
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				<p>students' work.</p> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies role play and she gives role cards.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback..</li> </ul> <p><b>Closing:</b> Asking students' difficulties, concluding the materials, and reviewing the next materials</p>			
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>	<p>1. Identifying the generic structure of a procedural text</p> <p>2. Identifying the grammatical pattern used in a procedural text</p> <p>3. Identifying written and spoken procedural texts</p> <p>4. Applying imperative sentences</p>	<p>A procedural text: "How to make instant noodles and cheese omelette, making an omelette"</p> <p>Vocabulary list: Oil, noodle, bowl, ready etc</p> <p>Generic structure: Goal, Material, Steps</p> <p>Grammar: 1. Using sentence</p>	<p><b>Opening:</b> Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b> Lead-in (real objects and question) Addressing the topic</p> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher gives an example of a procedural text how to make instant noodles.</li> <li>- The students get the written and spoken texts</li> <li>- The teacher and students discuss the text.</li> <li>- The teacher and students discuss the differences of written and spoken texts.</li> <li>- The students get vocabulary list</li> </ul>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li>• <i>Scaffolding: English for Junior High School Students Grade VII.</i></li> <li>• <i>English in Focus for Grade VII Junior High School.</i></li> <li>• <i>English on Sky for Grade VII Junior High School</i></li> <li>• <i>Contextual</i></li> </ul>

		<p>and sentence connectors to present a procedural text</p> <p>5. Expressing the steps of making food in a procedural text orally</p>	<p>connectors e.g. First, Then, Next, After that</p> <p>2. Using imperative sentences e.g. put, pour.</p>	<p>and the pronunciation related to the text.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to label the ingredients.</li> <li>- The students do the teacher's instruction.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to identify two different procedural texts</li> <li>- The teacher asks students to make a group of three.</li> <li>- The teacher gives the students worksheet about spoken and written texts which have missing words.</li> <li>- The teacher implements information gap</li> <li>- The teacher asks students to gather information based on the text.</li> <li>- The teacher discusses the results of the students' work.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies role play and she gives role cards.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback.</li> </ul> <p><b>Closing:</b> Asking students' difficulties,</p>			<p><i>Teaching and Learning</i></p>
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				concluding the materials, and reviewing the next materials			
10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<ol style="list-style-type: none"> <li>Identifying the generic structure of a procedural text</li> <li>Identifying the grammatical pattern used in a procedural text</li> <li>Identifying written and spoken procedural texts</li> <li>Applying imperative sentences and sentence connectors to present a procedural text</li> <li>Expressing the steps of making something from a sheet of paper in a procedural text orally</li> </ol>	<p>A procedural text: "Making an envelope, how to make a paper aeroplane, how to make a paper plan,"</p> <p>Vocabulary list: Fold, press, draw etc</p> <p>Generic structure: Goal, Material, Steps</p> <p>Grammar: 1. Using sentence connectors e.g. First, Then, Next, After that 2. Using imperative sentences e.g. put, pour.</p>	<p><b>Opening:</b> Greeting, praying, and checking students' attendance</p> <p><b>BKOF:</b> Lead-in Addressing the topic</p> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>The teacher gives an example of a procedural text how to make an envelope.</li> <li>The students get the text</li> <li>The students listen to the teacher's explanation.</li> <li>The teacher and students discuss the text.</li> <li>The students get the spoken procedural text.</li> <li>The teacher and students discuss the differences of written and spoken texts.</li> <li>The students get vocabulary list and the pronunciation related to the text.</li> <li>The students complete the sentences with the sentence connectors and imperative sentences.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>The teacher asks students to make a group of three.</li> <li>The teacher implements</li> </ul>	Oral Test	2x40 minutes	<ul style="list-style-type: none"> <li><i>Scaffolding: English for Junior High School Students Grade VII.</i></li> <li><i>English in Focus for Grade VII Junior High School.</i></li> <li><i>English on Sky for Grade VII Junior High School</i></li> <li><i>Contextual Teaching and Learning</i></li> </ul>

				<p>Instruction Quiz Game</p> <ul style="list-style-type: none"> <li>- The teacher asks students to compete in arranging the pictures.</li> <li>- The teacher asks students to write the incomplete sentences from the pictures with the provided answers.</li> <li>- The teacher discusses the results of the students' work.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher applies role play and she gives role cards.</li> <li>- The students get time to prepare themselves.</li> <li>- The teacher and researcher score the students' performance.</li> <li>- The teacher gives feedback.</li> </ul> <p><b>Closing:</b> Asking students' difficulties, concluding the materials, and reviewing the next materials</p>			
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# **APPENDIX C**

## **LESSON PLANS**

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

B. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

C. Basic Competency : 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

D. Indicators :

1. Identifying the expression of asking for and giving opinions.
2. Applying the expression of asking for and giving opinions.

E. Learning Objective

At the end of the lesson, students are able to express the expression of asking for and giving opinions in the daily life context.

F. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

Linking to related text

G. Materials:

Enclosed (Appendix)

## H. Teknik

### Small Group Work (Interview, Role-Play)

#### I. Teaching and Learning Activities:

##### 1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

##### 2. Main Activities

###### a. BKOF

- 1) The teacher presents a picture of Borobudur Temple.
- 2) The teacher asks some questions to the students related to topic.
- 3) The students answer the researcher's questions.

###### b. MOT

- 1) The teacher gives an example of a dialog containing the expression of asking for and giving opinions.
- 2) The students get the dialog
- 3) The teacher practises the dialog with the researcher
- 4) The teacher asks the students to act the dialog out.
- 5) The teacher asks students to study the dialog.
- 6) The students study the dialog.
- 7) The teacher and students discuss the dialog.
- 8) The teacher explains the expression of asking for and giving opinions from the dialog.
- 9) The students listen to the teacher's explanation.

- 10) The students get the other expressions of asking for and giving opinions.
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog.
- 14) The teacher gave a short explanation of noun phrase formation.

c. JCOT

- 1) The students complete the dialog with the expression of asking for and giving opinions.
- 2) The teacher asks students to make a group of four.
- 3) The researcher gives each group the interview sheet.
- 4) The teacher asks students to interview their partner about their opinions of tourism objects and fill the interview sheet given.
- 5) The researcher asks students to write the information gathered in the worksheet provided.
- 6) The teacher discusses the results of the students' interview.

d. ICOT

- 1) The teacher applies role play and she gives role cards.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

3. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher concludes the materials that have been learnt and explained.
- c. The teacher reviews the next materials.

J. Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

#### K. Penilaian

##### Aspek Penilaian

No	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal 4x10=40

Mengetahui:

Guru Mata Pelajaran

Sri Mulad Ambar Wijayanti, S.Pd

Bantul, 10<sup>th</sup> April 2012

Peneliti

Ida Daniati

07202244077

**MATERI PEMBELAJARAN**

**Task 1** | Look at the picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialog in pairs. Then, answer the questions' from the teacher.

**A :** Excuse me. What do you think about Borobudur temple?

**B :** I think it's an ordinary temple.

**A :** I don't think so. It's a great temple. Look at this picture.

**A :** You're right. I guess I made a mistake.

*Taken from : Contextual Teaching and Learning*

**Task 3** | Study the other expressions of asking for and giving opinions.

#### Asking for an opinion

- *What do you think of* Kuta Beach ?
- *What is your opinion about* people who throw rubbish in public places?
- *What do you think about that?*
- *What are your views ...?*
- *Do you think ....?*
- What are your feelings about ... ?
  
- Excuse me, Madam. What do you feel about ...?
- I'd be grateful to have your view/opinion on ....

#### Giving an opinion

- I think....
- In my opinion ....
- My own view of the matter of the problem is ....

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Temple	N	/'tem.pɫ/	Candi
Ordinary	Adj	/'ɔː.dɪ.nə.ri/	Biasa
Guess	V	/ges/	Mengira/Menerka
Mistake	N	/mɪ'steɪk/	Kesalahan
Great	Adj	/greɪt/	Luar biasa/bagus
Historical	Adj	/hɪ'stɔr.i.kəl/	Bersejarah

**Task 5** | Study this noun phrase formation. Then, listen to your teacher explanation about this.

**Noun Phrase**

**Adjective + Noun**  
 Ordinary Beach ----- ordinary beach

**Noun + Noun**  
 Halte Bus ----- halte bus

**Article + Noun**  
 a/the/an/  
 some etc                      banana ----- a banana

**Adverb + Adjective + Noun**  
 Extremely beautiful jacket ----- extremely beautiful jacket

*Adjective (Kata Sifat)*  
*Noun (Kata Benda)*  
*Adverb (Kata Keterangan)*





**Task 6** | Complete the dialog with the expression of asking for and giving for opinions.

A : \_\_\_\_\_ mount Merapi?  
 B : \_\_\_\_\_ it's a very beautiful mount in Yogyakarta.

A : \_\_\_\_\_ *Yogyakarta Palace*?  
 B : Well, \_\_\_\_\_ it's a historical place

**Task 7** | Ask your group member's opinion about the following tourism objects. Give your opinion two tourism objects.

Name	Tourism objects	Opinion about the tourism objects
	 <p data-bbox="660 1406 877 1440"><b>Kuwaru Beach</b></p>  <p data-bbox="651 1666 975 1700"><b>Prambanan Temple</b></p>	
		

	<p><b>Kuwaru Beach</b></p>  <p><b>Prambanan Temple</b></p>	
	 <p><b>Kuwaru Beach</b></p>  <p><b>Prambanan Temple</b></p>	
	 <p><b>Kuwaru Beach</b></p>  <p><b>Prambanan Temple</b></p>	

**Task 8** | In a group of four, you will get a role card. One of your friends wants to visit a tourism object. She or he gets confused to decide where she or he wants to visit. Give your opinions based on the card that you got. Use the expression of asking for and giving an opinion.

Situation : In the school break

You are a student A.  
Ask opinions of Student B and C  
about Parangtritis Beach and  
Depok Beach.  
Finally, you decide to visit  
Depok Beach

**A**

You are student B.  
Give your opinion about  
Parangtritis and Depok Beach.

**B**

You are student C.  
Give a different opinion  
from student B about  
Parangtritis and Depok  
Beach

**C**

You are student D.  
Give a different opinion  
about Parangtritis and  
Depok Beach.  
You prefer going to Depok  
Beach.

**D**

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency : 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

C. Indicators :

1. Identifying the expression of like and dislike.
2. Applying the expression of like and dislike.

D. Learning Objective

At the end of the lesson, students are able to express the expression of likes and dislikes in the daily life context.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

Linking to related text

## F. Materials:

Enclosed (Appendix)

## G. Teknik

Small Group Work (Interview, Role-Play)

### H. Teaching and Learning Activities:

#### 1. Opening Activities

- b. The teacher greets the students
- c. The students answer the teacher's greeting
- d. The teacher asks students' condition
- e. The students answer the teacher's question
- f. The teacher leads a pray
- g. The students have a pray
- h. The teacher checks students' attendance

#### 2. Main Activities

##### a. BKOF

- 1) The teacher shows a picture of *Soto*.
- 2) The teacher asks some questions related to the topic "Do you like *Soto*?"
- 3) The students answer the researcher's questions.

##### b. MOT

- 1) The teacher gives an example of a dialog containing the expression of like and dislike.
- 2) The students get the dialog
- 3) The teacher practices the dialog with the researcher
- 4) The teacher asks the students to act the dialog out.
- 5) The teacher asks students to study the dialog.
- 6) The students study the text.
- 7) The teacher and students discuss the dialog.
- 8) The teacher explains the expression of likes and dislikes from the dialog.

- 9) The students listen to the teacher's explanation.
- 10) The students get the other expressions of likes and dislikes
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog.
- 14) The teacher gave an explanation of simple present tense and interrogative sentences of likes and dislikes.

c. JCOT

- 1) The students complete the dialog with the expression of likes and dislikes.
- 2) The teacher asks students to make a group of four.
- 3) The researcher gives each group a worksheet of the interview sheet.
- 4) The teacher asks students to interview their partner about their favorite food and food which are not favored and fill the worksheet given.
- 5) The teacher asks students to write the information gathered in the worksheet provided.
- 6) The teacher discusses the results of the students' interview.

d. ICOT

- 1) The teacher applies role play and she gives role cards.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

4. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher concludes the materials that have been learnt and explained.

c. The teacher reviews the next materials.

a) Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

b) Penilaian

Aspek Penilaian

No	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 12<sup>th</sup> April 2012

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Look at the picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialog in pairs. Then, answer the questions from the teacher.

**Deva** : Hi, Tom. What food do you like?  
**Tommy** : I like bread, steak, and salad. And you?  
**Deva** : I like soto, rendang, and gado-gado.  
**Tommy** : Do you like fruits?  
**Deva** : Yes, I like durians, oranges, and bananas.  
**Tommy** : I don't like durians, but I like apple  
**Deva** : What drink do you like, Tom?  
**Tommy** : I like chocolate and coffee  
**Deva** : I like chocolate too. But I dislike coffee.

*Adapted from : English in Focus*

**Task 3** | Study the other expressions of like and dislike.

Expressing Like	Expressing Dislike
• I like pizza	I don't like durians

	<ul style="list-style-type: none"> <li>• I enjoy lemon tea</li> <li>• I love drinking ice tea</li> <li>• I'm very keen on eating hamburgers.</li> <li>• I'm fond of making a black forest cake</li> <li>• I'm crazy about cooking spaghetti</li> </ul>	<p>I dislike sandwiches</p> <p>I hate nuts</p> <p>I'm not keen on eating fried prawn</p>
--	--	--

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
bread	N	/bred/	Roti
steak	N	/steɪk/	Bistik
salad	N	/'sæl.əd/	Salad (Sayur-sayuran yang
coffee	N	/'kɒf.i/	dimakan sebagai
drink	N	/drɪŋk/	lalap)
dislike	V	/dɪ'slaɪk/	Kopi
banana	N	/bə'nɑː.nə/	Minuman
			Tidak suka
			Pisang

**Task 5** | Study this question tag formation of expressing like and dislike. Then, listen to your teacher explanation about this.

Simple Present Tense

<b>Subject + Verb+ es/s+ Objec</b>
------------------------------------

**Like**

SUBJECT	VERB	NOUN
She	likes	donuts.
He	likes	fried noodles.
It	likes	fishes
I	like	cookies.
You	like	orange juice.
We	like	ice cream.
They	like	coffee.

**Dislike/don't like**

SUBJECT	VERB	NOUN
She	dislikes/doesn't like	pizza.
He	dislikes/doesn't like	sate.
It	dislikes/doesn't like	hot dog
I	dislike/don't like	biscuits.
You	dislike/don't like	soursoup juice.
We	dislike/don't like	coke.
They	dislike/don't like	tea.

**Interrogative Sentence**

DO/DOES	SUBJECT	VERB	NOUN
Does	she	like	pizza?
Does	he	like	sate?
Does	it	like	bones?
Do	you	like	biscuits?
Do	we	like	coke?
Do	they	like	mangoes?

**Task 6** | Complete the dialog with the expression of like and dislike.

A : \_\_\_\_\_ hamburger?  
 B : I hate hamburger but \_\_\_\_\_ on eating cake.

A : \_\_\_\_\_ ice tea?  
 B : Yes, \_\_\_\_\_

**Task 7** | Interview your group mates. Ask the food and drinks they like or dislike. Then, write them down. Pay attention to your spelling.

Name	My friends like		My friends dislike	
	Food	Drinks	Food	Drinks







**FOOD**

**DRINKS**







**Task 8** | In a group of four, you will get a role card. You are in your friend's birthday party. You and your friends get confused to eat the dishes. Do a role play based on the card that you got. Use the expression of like and dislike.

Situation : At the birthday party.

You are student A.  
You attend a birthday party  
with your friends (Student B, C, and D).  
You get confused to eat the dishes.  
Ask Student B, and C about  
their favorite food

**A**

You are student B.  
You attend a birthday party  
with your friends.  
Student A asks you about  
your favorite food.  
Tell the food that you like.

**B**

You attend a birthday party  
with your friends.  
Student A asks you about  
your favorite food.  
Tell the food that you like.  
You also ask Student D about  
his/her favorite food.

**C**

Student C asks you about  
your favorite food.  
Tell the food that you like.

**D**

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
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 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

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C. Indicators :

1. Identifying the expression of asking for clarification.
2. Applying the expression of asking for clarification.

D. Learning Objective

At the end of the lesson, students are able to express the expression of asking for clarification in the daily life context.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

Linking to related text

## F. Materials:

Enclosed (Appendix)

## G. Teknik

Small Group Work (Interview, Role-Play)

### H. Teaching and Learning Activities:

#### 1. Opening Activities

- b. The teacher greets the students
- c. The students answer the teacher's greeting
- d. The teacher asks students' condition
- e. The students answer the teacher's question
- f. The teacher leads a pray
- g. The students have a pray
- h. The teacher checks students' attendance

#### 2. Main Activities

##### a. BKOF

- 1) The teacher shows a picture of an Indonesian Singer.
- 2) The teacher asks some questions related to the topic "Who is he?"
- 3) The students answer the researcher's questions.

##### b. MOT

- 1) The teacher gives an example of a dialog containing the expression of asking for clarification.
- 2) The students get the dialog
- 3) The teacher practices the dialog with the researcher
- 4) The teacher asks the students to act the dialog out.
- 5) The teacher asks students to study the dialog.
- 6) The students study the dialog.
- 7) The teacher and students discuss the dialog.
- 8) The teacher explains the expression of asking for clarification from the dialog.

- 9) The students listen to the teacher's explanation.
- 10) The students get the other expressions of asking for clarification.
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog
- 14) The teacher gave an explanation of Wh questions.
- 15) The students label the task from the teacher.

c. JCOT

- 1) The students complete the dialog with the expression of asking for clarification.
- 2) The teacher asks students to make a group of four.
- 3) The teacher gives each group a worksheet of the interview sheet.
- 4) The teacher asks students to interview their partner about their biography and fill the worksheet given.
- 5) The researcher asks students to write the information gathered in the worksheet provided.
- 6) The teacher discusses the results of the students' interview.

d. ICOT

- 1) The teacher applies role play and she gives role cards.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

3. Closing Activities

1. The teacher asks students' difficulties during the teaching and learning process.
2. The teacher concludes the materials that have been learnt and explained.
3. The teacher reviews the next materials.

I. Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

### J. Penilaian

#### Aspek Penilaian

No	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal 4x10=40

Mengetahui:

Bantul, 17<sup>th</sup> April 2012

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Look at the following picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialog in pairs. Then, answer the questions from the teacher.

Andi : Excuse me, I don't think we have met. I'm Andi.  
What's your name, please?

Sandrina : Sandrina.

Andi : *What did you say?* Could you repeat it, please?

Sandrina : **Yes, of course.** SANDRINA

Andi : Where do you live?

Sandrina : I live in Bantul.

Andi : What is your hobby?

Sandrina : My hobby is swimming

Andi : *Is it true that your hobby is swimming?*

Sandrina : **Yes, it is true**

*Adapted from: Contextual Teaching and Learning*

**Task 3** | Study the other expressions of asking for clarification.

**Asking for someone's Clarification**

Is it true/right that ... ?

Is that right?

Is ... correct?

Sorry?

Really?

Are you sure?

Excuse me, Sir/Ma'am. Is that right that ...

What did you say?

**Responses to someone Asking for clarification**

Yes, I'm sure

Yes, that's right

Yes, that's correct

Exactly

I didn't do it

*I'm not a basketball player*

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
repeat	V	/rɪ'pi:t/	mengulang
live	V	/lɪv/	tinggal
think	V	/θɪŋk/	berpikir
name	N	/neɪm/	nama

**Task 5** | Study this wh question formation. Then, listen to your teacher explanation about this.

**W/H Questions**

The image shows a cartoon penguin character in the center. Surrounding it are five speech bubbles, each containing a WH question word and its use:

- WHAT**: You use **WHAT** to ask about things.
- WHERE**: You use **WHERE** to ask about place.
- WHO**: You use **WHO** to ask about a person or people.
- WHY**: You use **WHY** to ask about a reason.
- HOW**: You use **HOW** to ask about manner.

e.g.

- I live in Yogyakarta  
Wh question: Where do you live?
- My hobby is swimming  
Wh question: What is your hobby?

**Task 6** | Label the following activities.



**Task 7** | Complete the dialog with the expression of asking for clarification.

Andah : Hi, Afgan. How are you?  
 Afgan : Hi, I'm fine.  
 Andah : What is your hobby?  
 Afgan : My hobby is singing.  
 Andah : \_\_\_\_\_ that your hobby is singing?  
 Afgan : \_\_\_\_\_

Carnival : Excuse me, I don't think we have met. I'm  
 Carnival. What's your name?  
 Manja : \_\_\_\_\_  
 Carnival : Sorry, \_\_\_\_\_? Could you repeat it?  
 Manja : Yes, of course. MANJA

**Task 8** | Interview your group mates. Ask their biography. Then, write them down. Pay attention to your spelling. Use the expression of asking for someone's clarification.

No.	Name	Address	Hobby






**WHAT'S YOUR HOBBY?**

**Task 9** | In a group of four, you will get a role card. You have a conversation based on the card. Use the expression of asking for someone's clarification and responses to someone asking for clarification.

Situation : At the class

You are a new student of SMP N 1 Imogiri. Your new friends ask your name, address, and hobby, but they don't hear you.

Give your clarification

**A**

**B** You ask your new friend about her/his name. You don't hear what she/he said. Ask for clarification.

You ask his/her address  
but you don't hear  
what she/he said.

Ask for clarification. **C**

**D**  
You ask her/his hobby,  
but you don't hear  
what she/he said.

Ask for clarification

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency :10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

1. Identifying the generic structure of a procedural text
2. Identifying the grammatical pattern used in a procedural text
3. Identifying written and spoken procedural texts
4. Applying imperative sentences and sentence connectors to present a procedural text.
5. Expressing the steps of making drink in a procedural text orally in a role play.

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

### ICOT (Independent Construction of Text)

#### F. Materials:

Enclosed (Appendix)

#### G. Teknik

Communicative Activities (Group Discussion, Role-Play)

#### H. Teaching and Learning Activities:

##### 1. Opening Activities

- b. The teacher greets the students
- c. The students answer the teacher's greeting
- d. The teacher asks students' condition
- e. The students answer the teacher's question
- f. The teacher leads a pray
- g. The students have a pray
- h. The teacher checks students' attendance

##### 2. Main Activities

###### a. BKOF

- 1) The teacher demonstrates how to make drink (coffee).
- 2) The teacher asks some questions related to the topic "What is your favorite drink?"
- 3) The students answer the teacher's questions.

###### b.MOT

- 1) The teacher gives an example of a procedural text how to make coffee.
- 2) The teacher and students discuss the differences of written and spoken texts.
- 3) The teacher explains the generic structure, grammatical pattern, imperative sentences, and sentence connectors.
- 4) The students get vocabulary list and the pronunciation related to the text.
- 5) The students listen to the teacher's explanation.




Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 1<sup>st</sup> May 2012

Guru Mata Pelajaran

Peneliti

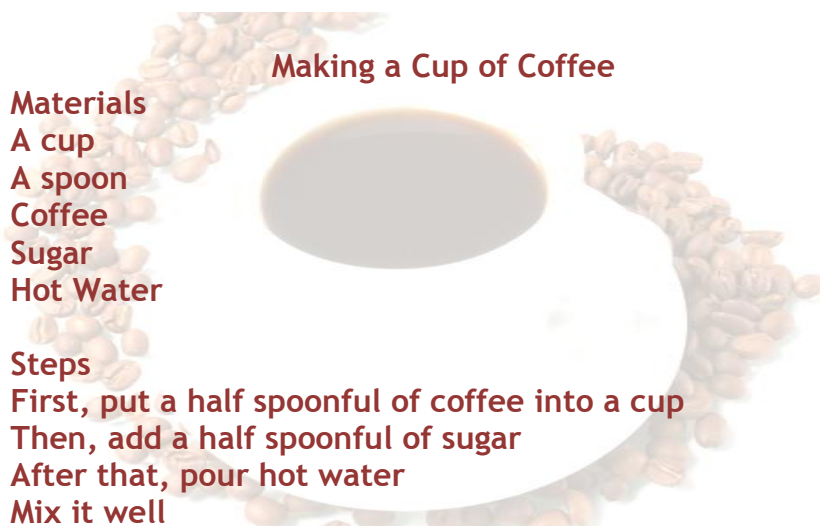
Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study these following procedural texts. Then, answer the questions from the teacher orally.



**Making a Cup of Coffee**

**Materials**  
 A cup  
 A spoon  
 Coffee  
 Sugar  
 Hot Water

**Steps**  
 First, put a half spoonful of coffee into a cup  
 Then, add a half spoonful of sugar  
 After that, pour hot water  
 Mix it well

*Adapted: Contextual teaching and learning*

**The explanations of Procedural Text:**

A procedure is a text that tells how to do something through a series of actions.

Social function: to describe how something is accomplished through a sequence of actions or steps.

Procedures usually include:

Goal/purpose : to give information what we need e.g. the goal is to make a cup of coffee

Material : things that you need to make an object e.g. The materials are needed to make a cup of coffee

Method/ steps : the information about making an object e.g. The steps of making a cup of coffee.

**Grammatical Features:**

1. Using sentence connectors

Sentence connectors and they are used to show procedures e.g. First, Then, Next, After that

2. Using imperative sentences

Imperatives or imperative sentences are used to give command. e.g. put, pour.

Let me tell you how to make coffee. To make a cup of coffee, you need a cup, a spoon, coffee, sugar, hot water. This is the way how to make a cup of coffee. First, put a half spoonful of coffee into a cup. Then, add a half spoonful of sugar. After that, pour hot water. Mix it well. Well my friends, those are the steps of making a cup of coffee.

*Adapted from : English in Focus*

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Pour	V	/pɔːr/	Tuangkan
Spoonful	N	/'spu:n.fʊl/	Sesendok penuh
Mix	V	/mɪks/	Aduk
Step	N	/step/	Langkah
Cup	N	/kʌp/	Secangkir

**Task 3** | Label these following kitchen utensils.



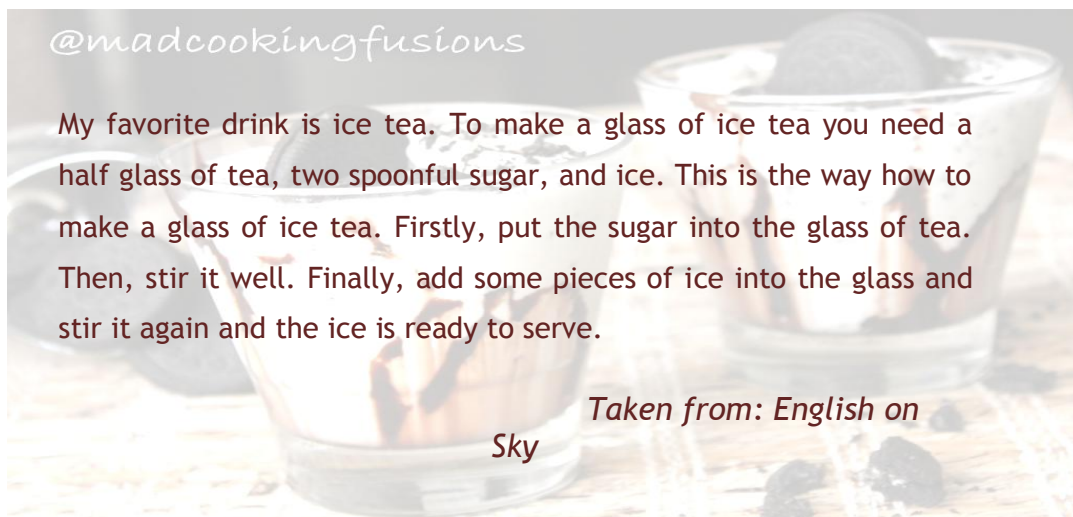
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 4** | Study these following spoken and written procedural texts. Then, decide which the text is the spoken text and the written text.



@madcookingfusions

My favorite drink is ice tea. To make a glass of ice tea you need a half glass of tea, two spoonful sugar, and ice. This is the way how to make a glass of ice tea. Firstly, put the sugar into the glass of tea. Then, stir it well. Finally, add some pieces of ice into the glass and stir it again and the ice is ready to serve.

*Taken from: English on Sky*



**OREO MILKSHAKE**

**Ingredients**

- vanilla ice cream
- milk
- 50 oreo cookies.

**Procedures**

Firstly, put a few scoops of ice cream into the blender. Then, blend with enough milk to make the mixture thick, but fairly liquid.

Finally, add the remaining ingredients and blend

*Taken from : Scaffolding*

**Task 5** | Discuss these following spoken and written texts in a group of three. Do the task given by the teacher.



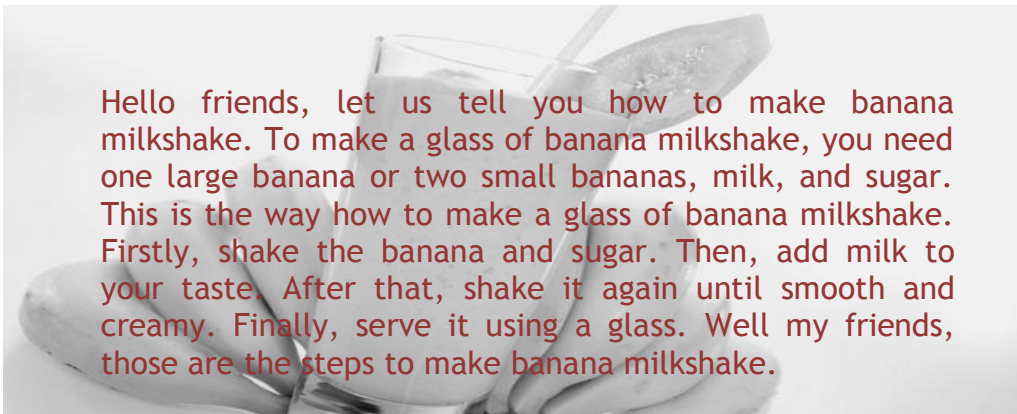
**Banana Milkshake**

**Ingredients**  
One large Banana/two small bananas (blend it before)  
Milk  
Sugar

**Utensils**  
A glass

**Procedure:**  
Firstly, shake the banana and sugar  
Then, add milk to your taste  
After that, shake again until smooth and creamy  
Finally, serve it using a glass

*Adapted from : Scaffolding*



Hello friends, let us tell you how to make banana milkshake. To make a glass of banana milkshake, you need one large banana or two small bananas, milk, and sugar. This is the way how to make a glass of banana milkshake. Firstly, shake the banana and sugar. Then, add milk to your taste. After that, shake it again until smooth and creamy. Finally, serve it using a glass. Well my friends, those are the steps to make banana milkshake.

**(name of meal)**

---

The goal of the text \_\_\_\_\_  
\_\_\_\_\_

Ingredients \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Utensils \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sentence  
Connectors \_\_\_\_\_

**Task 6** | In a group of three, your group will get a role card. You have to demonstrate how to make Banana Milkshake.



## LESSON PLAN

School : SMP N 1 Imogiri  
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B. Basic Competency : 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

1. Identifying the generic structure of a procedural text
2. Identifying the grammatical pattern used in a procedural text
3. Identifying written and spoken procedural texts
4. Applying imperative sentences and sentence connectors to present a procedural text.
5. Expressing the steps of making food in a procedural text orally in a role play

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

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ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Small Group Work Activities (Information Gap, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities
  - a. The teacher greets the students
  - b. The students answer the teacher's greeting
  - c. The teacher asks students' condition
  - d. The students answer the teacher's questions
  - e. The teacher leads a pray
  - f. The students have a pray
  - g. The teacher checks students' attendance
5. Main Activities
  - a. BKOF
    - 1) The teacher demonstrates how to make a bowl of instant noodles.
    - 2) The teacher asks some questions related to the topic "Do you feel hungry?"
    - 3) The students answer the researcher's questions.
  - b. MOT
    - 1) The teacher gives an example of a procedural text how to make instant noodles.
    - 2) The students get the written and spoken texts
    - 3) The teacher and students discuss the differences of written and spoken texts.
    - 4) The students get vocabulary list and the pronunciation related to the text.

- 5) The teacher asks the students to label the ingredients.
- 6) The students do the teacher's instruction.

c. JCOT

- 1) The teacher asks the students to identify two different procedural texts
- 2) The teacher asks students to make groups of three.
- 3) The teacher gives the students worksheet about spoken and written texts which have missing words.
- 4) The teacher implements information gap
- 5) The teacher asks students to gather information based on the text.
- 6) The teacher discusses the results of the students' work.

d. ICOT

- 1) The teacher applies role play and she gives the spoken text and role cards.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

6. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher concludes the materials that have been learnt and explained.
- c. The teacher reviews the next materials.

5) Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

6) Penilaian

Aspek Penilaian

No.	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 3<sup>rd</sup> May 2012

Guru Mata Pelajaran

Peneliti

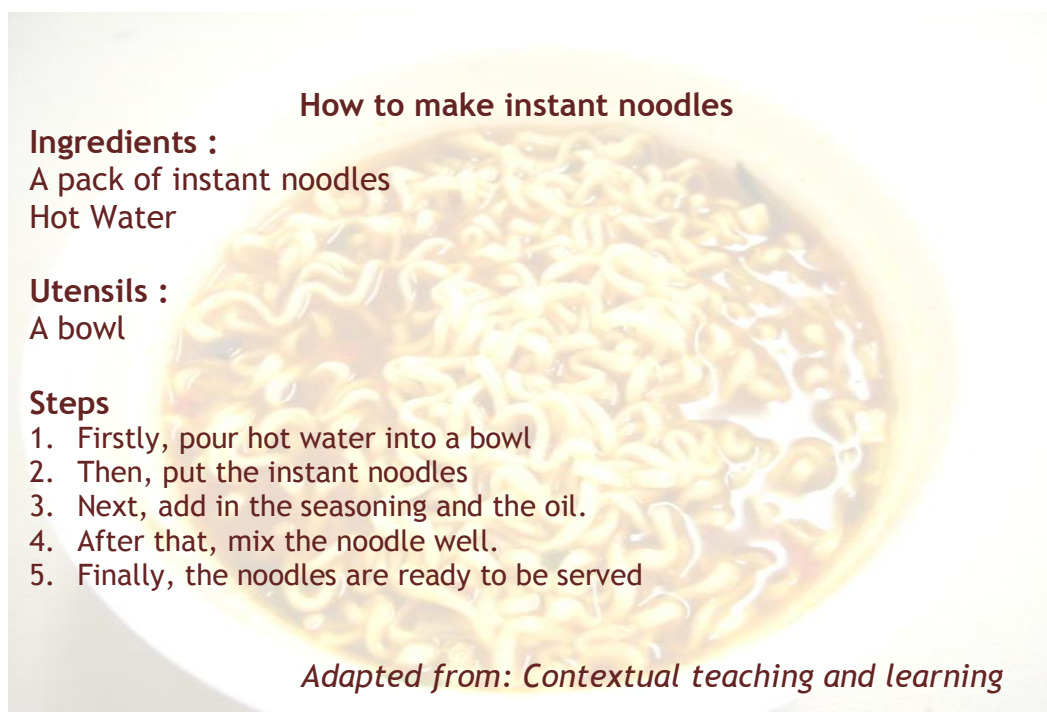
Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study these following procedural texts. Then, answer the questions from the teacher orally.



**How to make instant noodles**

**Ingredients :**  
A pack of instant noodles  
Hot Water

**Utensils :**  
A bowl

**Steps**

1. Firstly, pour hot water into a bowl
2. Then, put the instant noodles
3. Next, add in the seasoning and the oil.
4. After that, mix the noodle well.
5. Finally, the noodles are ready to be served

*Adapted from: Contextual teaching and learning*

Well friends, let us tell you how to make instant noodles. To make instant noodles, you need to provide ingredients and utensils. For ingredients, you need to prepare a pack of instant noodles and hot water. Then, for utensils, you need to provide a bowl. Okay first of all, pour hot water into a bowl. Then, put the instant noodles. Next, add in the seasoning and the oil. After that, mix the noodle well. Finally, the noodles are ready to be served. Well friends, those are the steps to make instant noodles.

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Bowl	N	/bəʊl/	Mangkok
Seasoning	N	/'si:z ə n.ɪŋ/	Bumbu
Oil	N	/ɔɪl/	Minyak
Ready	Adj	/'red.i/	Siap
Noodle	N	/'nu:dl̩/	Mie
Crack	V	/kræk/	Pecahkan
Whisk	V	/wɪsk/	Kocoklah
Grate	V	/greɪt/	Parut
Heat	V	/hi:t/	Panaskan

**Task 3** | Label these following ingredients.



\_\_\_\_\_



\_\_\_\_\_

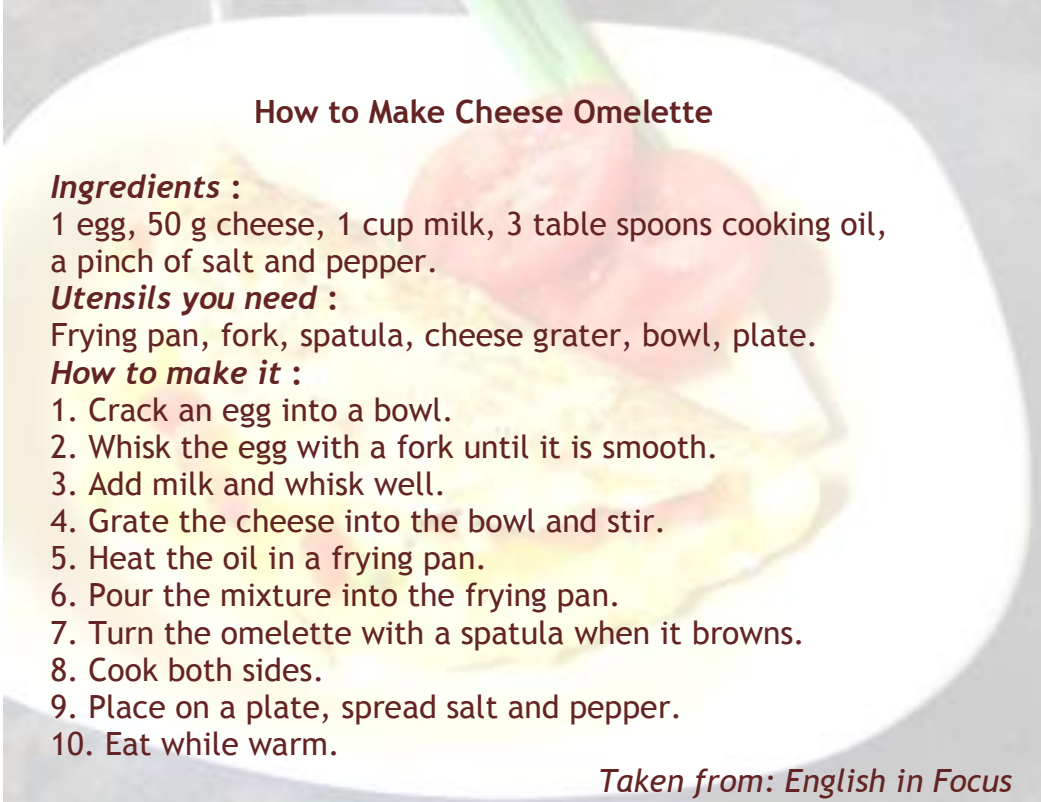


\_\_\_\_\_



\_\_\_\_\_

**Task 4** | Study these following spoken and written procedural texts. Then, decide the text which one is the spoken text and the written text.



**How to Make Cheese Omelette**

**Ingredients :**  
1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil, a pinch of salt and pepper.

**Utensils you need :**  
Frying pan, fork, spatula, cheese grater, bowl, plate.

**How to make it :**

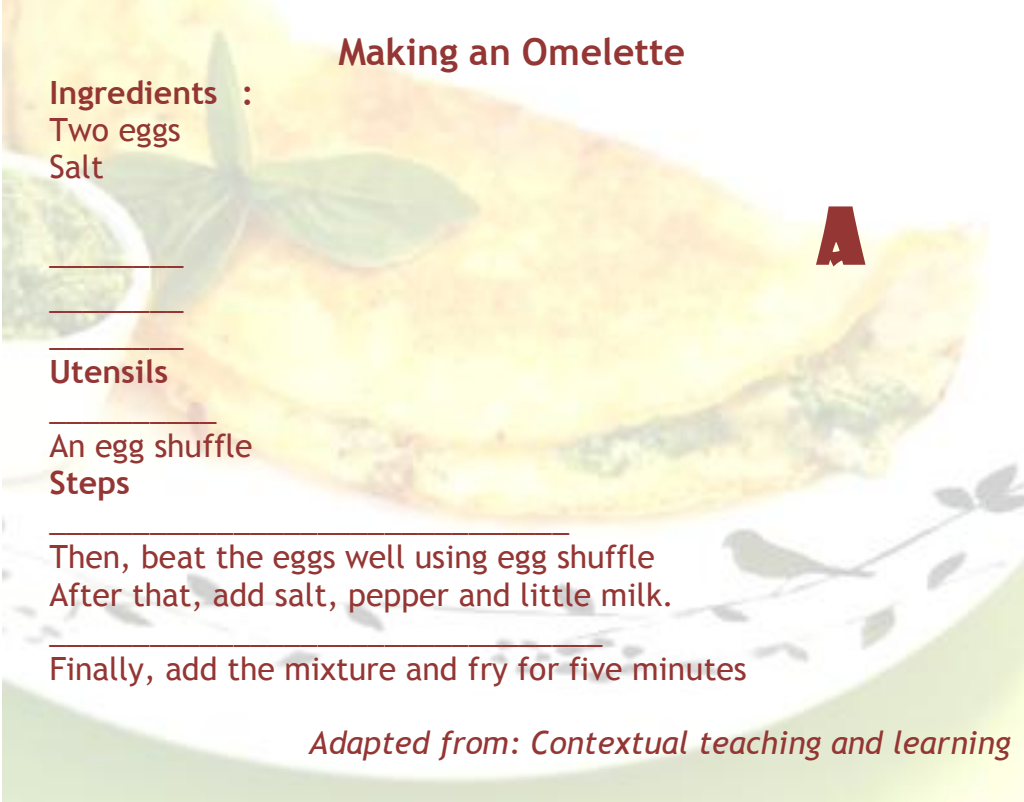
1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.

*Taken from: English in Focus*

Hello my friends. My favorite food is a cheese omellete. Now, I'll tell you how to make this omellete. You have to prepare ingredients such as 1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil, a pinch of salt and pepper. Then, prepare frying pan, fork, spatula, cheese grater, bowl, and plate for utensils. Next, crack an egg into a bowl. After that, whisk the egg with a fork until it is smooth. Then, add milk and whisk well. Afterwards, grate the cheese into the bowl and stir. Next, heat the oil in a frying pan. Then, pour the mixture into the frying pan. After that, turn the omelette with a spatula when it browns. Then, cook both sides. Afterwards, place on a plate, spread

salt and pepper. Finally, eat while warm. Okay my friends, those are the steps to make a cheese Omelette.

**Task 5** | Complete the missing information of each card in group of three. You have to exchange the information with another group to complete the missing information.



**Making an Omelette**

**Ingredients :**  
Two eggs  
Salt  
\_\_\_\_\_

**Utensils**  
\_\_\_\_\_

An egg shuffle

**Steps**  
\_\_\_\_\_

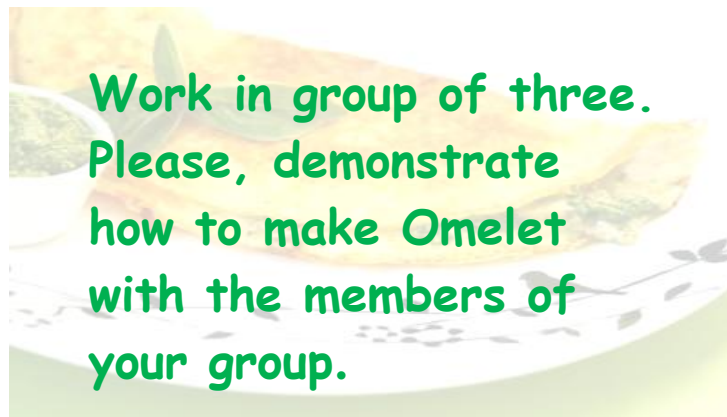
Then, beat the eggs well using egg shuffle  
After that, add salt, pepper and little milk.  
\_\_\_\_\_

Finally, add the mixture and fry for five minutes

*Adapted from: Contextual teaching and learning*

Well friends, let us tell you how to make an omelette. To make an omelet, you need to provide ingredients and utensils. For ingredients, you need to prepare \_\_\_\_\_, \_\_\_\_\_, pepper, milk, and butter. Then, for utensils, you need to provide a bowl and \_\_\_\_\_. Okay first of all, crack the eggs into the bowl \_\_\_\_\_. \_\_\_\_\_ . After that, add salt, pepper and little milk. Next, heat the butter in a frying pan. Be careful with pan. \_\_\_\_\_. Okay friends, those are the steps to make an omelet. **B**

**Task 6** | In a group of three, your group will get a role card. Your group has to demonstrate how to make an Omelet.



## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency :10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

2. Identifying the generic structure of a procedural text
3. Identifying the grammatical pattern used in a procedural text
4. Identifying written and spoken procedural texts
5. Applying imperative sentences and sentence connectors to present a procedural text.
6. Expressing the steps of making something from the paper in a procedural text orally in a role play

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

#### F. Materials:

Enclosed (Appendix)

#### G. Teknik

Small Group Work Activities (Instruction Quiz Game, Role-Play)

#### H. Teaching and Learning Activities:

##### 1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

##### 2. Main Activities

###### a. BKOF

- 1) The teacher demonstrates how to make an envelope.
- 2) The teacher asks some questions related to the topic "What are the materials and steps to make an envelope?"
- 3) The students answer the researcher's questions.

###### b. MOT

- 1) The teacher gives an example of a procedural text how to make an envelope.
- 2) The students get the text
- 3) The students listen to the teacher's explanation.
- 4) The teacher and students discuss the text.
- 5) The students get the spoken procedural text.
- 6) The teacher and students discuss the differences of written and spoken texts.
- 7) The students get vocabulary list and the pronunciation related to the text.



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Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 8<sup>th</sup> May 2012

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study this following procedural text. Then, answer the questions from the teacher orally.

### Making an envelope

**Materials:**

a sheet of paper  
a tube of glue  
a cutter/scissors  
a ruler

**Steps:**

- First, take a sheet of paper.
- Then, draw a pattern by using your ruler.
- Next, cut the paper following the pattern.
- Then, fold it.
- After that, put some glue on it.
- Finally, press it to get a good form.

*Adapted from : Contextual Teaching and Learning*

[WWW.GRAPHIC.BLOGSPOT.COM](http://WWW.GRAPHIC.BLOGSPOT.COM)

Hello friends, let's make an envelope. You need a sheet of paper, a sheet of paper, a tube of glue, a cutter/scissors, a ruler. Let's start. Firstly, take a sheet of paper. Then, draw a pattern by using your ruler. Next, cut the paper following the pattern. Then, fold it. After that, put some glue on it. Finally, press it to get a good form. Well friends that was the steps how to make an envelope.

[WWW.GRAPHIC.BLOGSPOT.COM](http://WWW.GRAPHIC.BLOGSPOT.COM)

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Tube	N	/tju:b/	Pipa/botol panjang
Envelope	N	/'en.və.ləp/	Amplop
Sheet	N	/'ʃi:t/	Lembar
Draw	V	/'drɔ:/	Menggambar
Pattern	N	/'pæt. ə n/	Pola
Fold	V	/'fəʊld/	Lipat
Press	V	/'pres/	Menekan

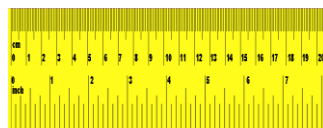
**Task 3** | Label these following things.




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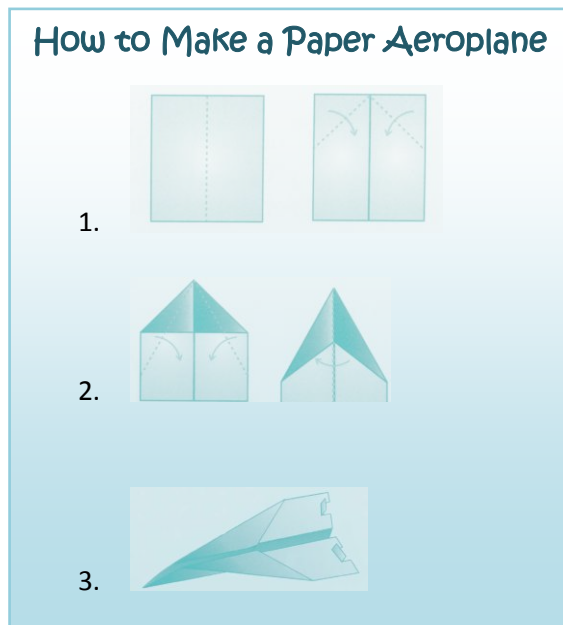

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**Task 4** | Complete the sentences below with the sentence connectors and imperative sentences.

1. ...., carefully .....the diagram and make paper aeoplane from one A4 sheet.
2. ...., .....the flat sheet of paper into the air and watch its path.
3. ...., throw the paper aeroplane into the air and watch its path.



firstly follow then  
throw finally

**Task 5** | In a group of three, you will get these jumbled pictures. You have to discuss with your group to arrange the pictures and fill in the blank of the sentences with the provided answers. After you finished it, you present your work with your members of the group.



**A.** a paper plan ... ready to fly



**B.** .... a sheet of paper  
 .... the top left and right of paper until to meet the center line



**C.** ... in half along the dotted line  
 ....it gently



**D.** .... the paper in a half until forming wings

### Use these verbs

**Fold again**  
**Fold**  
**Fold**  
**Prepare**  
**Is**

### Use these sentence connectors

**Firstly**  
**Next**  
**Finally**  
**After that**  
**Then**

**Task 6** | In a group of three, you will get a role card. Your group has to demonstrate how to make a paper plane.

**Work in group of three. Please, demonstrate how to make a paper plane with the members of your group.**

**APPENDIX D**  
**REVISION**  
**OF LESSON PLANS**

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency : 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

C. Indicators :

1. Identifying the expressions of asking for and giving opinions.
2. Identifying the pronunciation of asking for and giving opinion expressions.
3. Using the expressions of asking for and giving opinions in completing the dialogue
4. Using the expressions of asking for and giving opinions in a questionnaire activity
5. Applying the expressions of asking for and giving opinions in a scripted role play.

D. Learning Objective

At the end of the lesson, students are able to express the expression of asking for and giving opinions in the daily life context.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Communicative Activities (Questionnaire, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher presents a picture of Borobudur Temple.
- 2) The teacher asks some questions to the students related to topic.
- 3) The students answer the researcher's questions.

b.MOT

- 1) The teacher gives an example of a dialog containing the expression of asking for and giving opinions.
- 2) The students get the dialogue
- 3) The teacher practises the dialogue with the researcher
- 4) The teacher asks the students to act the dialogue out.
- 5) The teacher asks students to study the dialogue.

- 6) The students study the dialogue.
- 7) The teacher and students discuss the dialogue.
- 8) The teacher explains the expressions of asking for and giving opinions from the dialogue.
- 9) The students listen to the teacher's explanation.
- 10) The students get the other expressions of asking for and giving opinions.
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog.
- 14) The teacher gave a short explanation of noun phrase formation.
- 15) The students complete the dialog with the expressions of asking for and giving opinions.

c. JCOT

- 1) The teacher asks students to make groups of four.
- 2) The researcher gives each group the questionnaire sheet.
- 3) The teacher asks students to ask their partner the questions about their opinions of tourism objects and fill the questionnaire sheet given.
- 4) The researcher asks students to write the information gathered in the worksheet provided.
- 5) The teacher discusses the results of the students' questionnaire.

d. ICOT

- 1) The teacher applies a scripted role play and she gives a dialogue.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

3. Closing Activities

1. The teacher asks students' difficulties during the teaching and learning process.
2. The teacher concludes the materials that have been learnt and explained.
3. The teacher reviews the next materials.

I. Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

J. Penilaian

Aspek Penilaian

No.	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Guru Mata Pelajaran

Sri Mulad Ambar Wijayanti, S.Pd

Bantul, 10<sup>th</sup> April 2012

Peneliti

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Look at the picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialogue in pairs. Then, answer the questions from the teacher.

**A :** Excuse me. What do you think about Borobudur temple?

**B :** I think it's an ordinary temple.

**A :** I don't think so. It's a great temple. Look at this picture.

**A :** You're right. I guess I made a mistake.

*Taken from : Contextual Teaching and Learning*

**Task 3** | Study the other expressions of asking for and giving opinions.

### Asking for an opinion

- *What do you think of Kuta Beach ?*
- *What is your opinion about people who throw rubbish in public places?*
- *What do you think about that?*
- *What are your views ...?*
- *Do you think ....?*
- *What are your feelings about ... ?*
  
- *Excuse me, Madam. What do you feel about ...?*
- *I'd be grateful to have your view/opinion on ....*

### Giving an opinion

- *I think....*
- *In my opinion ....*
- *My own view of the matter of the problem is ....*

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Temple	N	/'tem.pəl/	Candi
Ordinary	Adj	/'ɔː.dɪ.nə.ri/	Biasa
Guess	V	/ges/	Mengira/Menerka
Mistake	N	/mɪ'steɪk/	Kesalahan
Great	Adj	/greɪt/	Luar biasa/bagus
Historical	Adj	/hɪ'stɒr.i.kəl/	Bersejarah

**Task 5** | Study this noun phrase formation. Then, listen to your teacher explanation about this.

<b>Noun Phrase</b>			
<b>Adjective + Noun</b>			
Ordinary	Beach	-----	ordinary beach
<b>Noun + Noun</b>			
Halte	Bus	-----	halte bus
<b>Article + Noun</b>			
a/the/an/ some etc	banana	-----	a banana
<b>Adverb + Adjective + Noun</b>			
Extremely	beautiful	jacket-----	extremely beautiful jacket
<i>Adjective (Kata Sifat)</i> <i>Noun (Kata Benda)</i> <i>Adverb (Kata Keterangan)</i>			

**Task 6** | Complete the dialogue with the expressions of asking for and giving for opinions.

A : \_\_\_\_\_ mount Merapi?  
 B : \_\_\_\_\_ it's a very beautiful mount in Yogyakarta.

A : \_\_\_\_\_ Yogyakarta Palace?  
 B : Well, \_\_\_\_\_ it's a historical place

**Task 7** | Ask your group member's opinion with these questions.

## TOURISM OBJECT QUESTIONNAIRE

- What the tourism objects do you want to visit? .....
- Why do you want to visit there? .....
- What do you think about Kuwaru Beach? .....
- What do you think about Prambanan Temple? .....
- Do you want to visit these places

	Yes	No
Parangtritis Beach	<input type="checkbox"/>	<input type="checkbox"/>
Goa Cemara Beach	<input type="checkbox"/>	<input type="checkbox"/>
Kalasan Temple	<input type="checkbox"/>	<input type="checkbox"/>
Ratu Boko Temple	<input type="checkbox"/>	<input type="checkbox"/>

If you answer 'yes' please tell your reason why you want to visit there

.....  
 .....  
 .....

**Task 8** | In groups of four, you will get a dialogue including the expressions of asking for and giving opinions. Use the dialogue to perform the role play with your members of the group.

**Situation** : *In the school break at Canteen of SMP N 1 Imogiri*  
*Tina* : She is a VII G student of SMP N 1 Imogiri  
*Andah* : She is a VII G student of SMP N 1 Imogiri and a good friend of Tina  
*Afgan* : He is a VII F student of SMP N 1 Imogiri and a boyfriend of Andah  
*Reza* : He is a VII F student of SMP N 1 Imogiri and Andah and Afgan's best friend.

*Tina and Andah have a small talk in the canteen. They talk about their vacation.*

*Tina* : Umm Andah. Where were you last week?  
*Andah* : Well, I visited Puncak.  
*Tina* : That sounds great! What do you think of it?  
*Andah* : It was very beautiful, you know.  
*Tina* : Was it?  
*Andah* : Yeah. The scenery was very amazing. I enjoyed it very much. What about your vacation, Tina?  
*Tina* : I visited Sundak Beach.  
*Andah* : That's great. Do you think it is a wonderful beach?  
*Tina* : Yes, I do. It's so beautiful. I want to go there again.

*Afgan and Reza join in the conversation. Then, they talk about the places that they visited.*

*Afgan and Reza* : Hi, girls.  
*Tina and Andah* : Hi, boys  
*Afgan* : What are you talking about? It looks interesting  
*Andah* : We talk about our vacation. Anyway, what about your vacation?  
*Afgan* : I visited Bali. You know, it's so awesome. I like it.  
*Tina and Andah* : Oh, that's really amazing  
*Tina* : What about you Reza?  
*Reza* : I visited Mount Bromo.  
*Tina* : Tell us. What did you see at Mount Bromo?  
*Reza* : The beautiful sunrise. The sky was yellow, orange, and red. It was really beautiful.  
*Tina* : Wow! I want to go there too.  
*Reza* : You must go there.  
*Tina and Andah* : Okay, now let's order the food.  
*Afgan and Reza* : Alright.

*Adapted from : Scaffolding*

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency : 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

C. Indicators :

1. Identifying the expressions of like and dislike.
2. Using the expressions of like and dislike in completing the dialogue.
3. Using the expressions of like and dislike in survey activity.
4. Applying the expressions of like and dislike in a short role play.

D. Learning Objective

At the end of the lesson, students are able to express the expression of likes and dislikes in the daily life context.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

#### F. Materials:

Enclosed (Appendix)

#### G. Teknik

Communicative Activities (Survey, Role-Play)

#### H. Teaching and Learning Activities:

##### 1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

##### 2. Main Activities

###### a. BKOF

- 1) The teacher shows a picture of *Soto*.
- 2) The teacher asks some questions related to the topic "Do you like *Soto*?"
- 3) The students answer the researcher's questions.

###### b. MOT

- 1) The teacher gives an example of a dialogue containing the expression of like and dislike.
- 2) The students get the dialog
- 3) The teacher practices the dialogue with the researcher
- 4) The teacher asks the students to act the dialogue out.
- 5) The teacher asks students to study the dialogue.
- 6) The students study the text.
- 7) The teacher and students discuss the dialogue.
- 8) The teacher explains the expression of likes and dislikes from the dialog.

- 9) The students listen to the teacher's explanation.
- 10) The students get the other expressions of likes and dislikes
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog.
- 14) The teacher gave an explanation of simple present tense and interrogative sentences of likes and dislikes.
- 15) The students complete the dialogue with the expression of likes and dislikes.

c. JCOT

- 1) The teacher asks students to make groups of four.
- 2) The researcher gives each group the survey sheet.
- 3) The teacher asks students to interview their partner about their favorite food and food which are not favored and fill the worksheet given.
- 4) The teacher asks students to write the information gathered in the worksheet provided.
- 5) The teacher discusses the results of the students' survey.

d. ICOT

- 1) The teacher applies a short role play and she gives directions to perform role play.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

3. Closing Activities

1. The teacher asks students' difficulties during the teaching and learning process.
2. The teacher concludes the materials that have been learnt and explained.

3. The teacher reviews the next materials.

K. Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

L. Penilaian

Aspek Penilaian

No	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciation	Grammar			

Skor maksimal 4x10=40

Mengetahui:

Guru Mata Pelajaran

Sri Mulad Ambar Wijayanti, S.Pd

Bantul, 12<sup>th</sup> April 2012

Peneliti

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Look at the picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialogue in pairs. Then, answer the questions from the teacher.

Baim : Where are you going, Febi?

Febi : Oh, I'm going to the canteen.

Baim : Can I join?

Febi : Sure. Let's go.

Baim : Anyway, what's your favourite food?

Febi : I love fried noodle so much, but I can't stand with fried prawn, I'm allergy. What about you Baim?

Baim : I see. Well, I enjoy vegetables soup but I hate nuts.

Febi : Umm, do you like ice tea?

Baim : No, I don't like it. I like orange juice

Febi : Okay, let's order the food

*Taken from : English in Focus*

**Task 3** | Study the other expressions of like and dislike.

Expressing Like	Expressing Dislike
<ul style="list-style-type: none"> <li>• I like pizza</li> <li>• I enjoy lemon tea</li> <li>• I love drinking ice tea</li> <li>• I'm very keen on eating hamburgers.</li> <li>• I'm fond of making a black forest cake</li> <li>• I'm crazy about cooking spaghetti</li> </ul>	<ul style="list-style-type: none"> <li>I don't like durians</li> <li>I dislike sandwiches</li> <li>I hate nuts</li> <li>I'm not keen on eating fried prawn</li> </ul>

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
bread	N	/bred/	Roti
steak	N	/steɪk/	Bistik
salad	N	/'sæl.əd/	Salad (Sayur-sayuran yang dimakan sebagai lalap)
coffee	N	/'kɒf.i/	Kopi
drink	N	/drɪŋk/	Minuman
dislike	V	/dɪ'slaɪk/	Tidak suka
banana	N	/bə'nɑː.nə/	Pisang

**Task 5** | Study this interrogative sentences formation of expressing like and dislike. Then, listen to your teacher explanation about this.

Simple Present Tense

**Subject + Verb+ es/s+ Object**

**Like**

SUBJECT	VERB	NOUN
She	likes	donuts.
He	likes	fried noodles.
It	likes	fishes
I	like	cookies.
You	like	orange juice.
We	like	ice cream.
They	like	coffee.

**Dislike/don't like**

SUBJECT	VERB	NOUN
She	dislikes/doesn't like	pizza.
He	dislikes/doesn't like	sate.
It	dislikes/doesn't like	hot dog
I	dislike/don't like	biscuits.
You	dislike/don't like	soursoup juice.
We	dislike/don't like	coke.
They	dislike/don't like	tea.

**Interrogative Sentence**

DO/DOES	SUBJECT	VERB	NOUN
Does	she	like	pizza?
Does	he	like	sate?
Does	it	like	bones?
Do	you	like	biscuits?
Do	we	like	coke?
Do	they	like	mangoes?

**Task 6** | Complete the dialogue with the expression of like and dislike.

A : \_\_\_\_\_ hamburger?  
 B : I hate hamburger but \_\_\_\_\_ on eating cake.

A : \_\_\_\_\_ ice tea?  
 B : Yes, \_\_\_\_\_

**Task 7** | Survey your group mates about food and drinks that they like and dislike. Ask the food and drinks they like or dislike. Then, write them down. Pay attention to your spelling.

Name	My friends like		My friends dislike	
	Food	Drinks	Food	Drinks







## FOOD



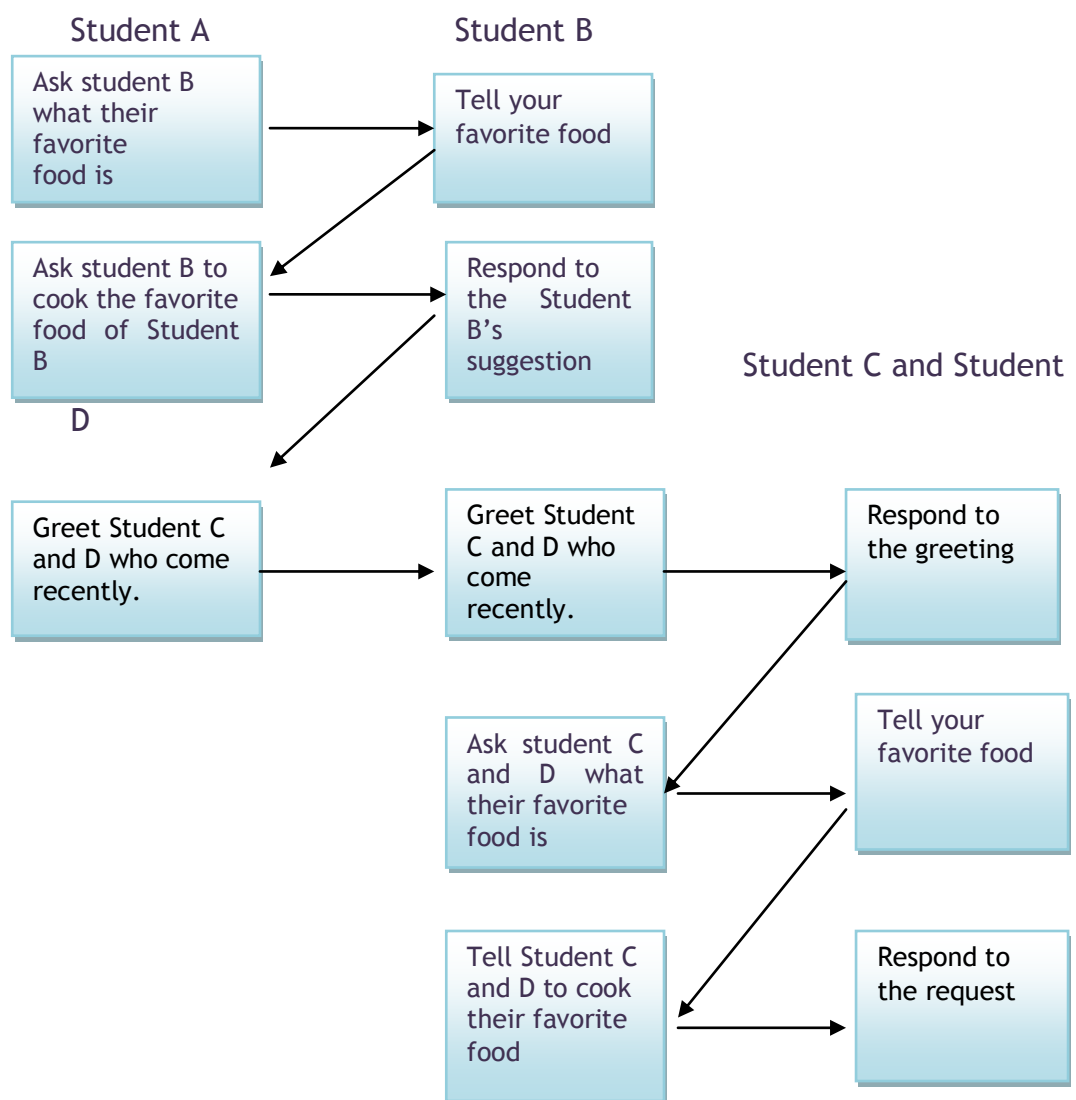




## DRINKS

**Task 8** | In groups of four, you will get the directions. Perform the role play based on the directions. Use the expression of like and dislike.

**Situation** : The conversation takes place in the house of Student B. Student A and B want to cook the food and make drinks for the birthday party of Student C and D. Student B and Student C come to the house. Student A and B ask them about the favorite food and drinks.



## LESSON PLAN

School	: SMP N 1 Imogiri
Subject	: English
Skill	: Speaking
Grade/Semester	: VII/2
Meeting	: 1
Time Allocation	: 2 x 40 minutes

A. Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency : 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

C. Indicators :

1. Identifying the expression of asking for and giving clarification.
2. Using the expression of asking for and giving clarification in conversation
3. Using the expression of asking for and giving clarification in completing the dialogue
4. Applying the expression of asking for and giving clarification in a role play.

D. Learning Objective

At the end of the lesson, students are able to express the expression of asking for clarification in the daily life context.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Communicative Activities (Conversation, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher shows a picture of an Indonesian Singer.
- 2) The teacher asks some questions related to the topic "Who is he?"
- 3) The students answer the researcher's questions.

b.MOT

- 1) The teacher gives an example of a dialog containing the expression of asking for clarification.
- 2) The students get the dialogue
- 3) The teacher practices the dialogue with the researcher
- 4) The teacher asks the students to act the dialogue out.
- 5) The teacher asks students to study the dialogue.
- 6) The students study the dialogue.

- 7) The teacher and students discuss the dialogue.
- 8) The teacher explains the expression of asking for clarification from the dialogue.
- 9) The students listen to the teacher's explanation.
- 10) The students get the other expressions of asking for clarification.
- 11) The students express the expressions with the guidance from the teacher.
- 12) The teacher and students discuss those expressions.
- 13) The students get vocabulary list and the pronunciation related to the dialog
- 14) The teacher gave an explanation of Wh questions.
- 15) The students label the task from the teacher.
- 16) The students complete the dialogue with the expression of asking for clarification.

c. JCOT

- 1) The teacher asks students to make groups of four.
- 2) The teacher asks the group to have conversation.
- 3) The teacher discusses the results of the students' conversation.

d. ICOT

- 1) The teacher applies role play and she gives role cards.
- 2) The students get time to prepare themselves.
- 3) The teacher and researcher score the students' performance.
- 4) The teacher gives feedback.

3. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher concludes the materials that have been learnt and explained.
- c. The teacher reviews the next materials.

I. Sumber belajar/bahan

Materi yang bersumber dari English on Sky 1, Contextual Teaching and Learning, English in Focus, and Scaffolding

### J. Penilaian

#### Aspek Penilaian

No.	Nama	Fluency	Accuracy		Vocabulary	Skor	Nilai
			Pronunciatio n	Gramma r			

Skor maksimal 4x10=40

Mengetahui:

Guru Mata Pelajaran

Sri Mulad Ambar Wijayanti, S.Pd

Bantul, 17<sup>th</sup> April 2012

Peneliti

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Look at the following picture. Listen to your teacher's explanation and answer your teacher questions orally.



**Task 2** | Practice this dialogue in pairs. Then, answer the questions from the teacher.

Andi : Excuse me, I don't think we have met. I'm Andi.  
What's your name, please?

Sandrina : Sandrina.

Andi : *What did you say?* Could you repeat it, please?

Sandrina : **Yes, of course.** SANDRINA

Andi : Where do you live?

Sandrina : I live in Bantul.

Andi : What is your hobby?

Sandrina : My hobby is swimming

Andi : *Is it true that your hobby is swimming?*

Sandrina : **Yes, it is true**

*Adapted from: Contextual Teaching and Learning*

**Task 3** | Study the other expressions of asking for clarification.

**Asking for someone's Clarification**

Is it true/right that ... ?

Is that right?

Is ... correct?

Sorry?

Really?

Are you sure?

Excuse me, Sir/Ma'am. Is that right that ...

What did you say?

**Responses to someone Asking for clarification**

Yes, I'm sure

Yes, that's right

Yes, that's correct

Exactly

I didn't do it

**Task 4** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
repeat	V	/rɪ'pi:t/	mengulang
live	V	/lɪv/	tinggal
think	V	/θɪŋk/	berpikir
name	N	/neɪm/	nama

**Task 5** | Study this wh question formation. Then, listen to your teacher explanation about this.

**W/H Questions**

The image shows a cartoon penguin character in the center, surrounded by five speech bubbles. Each bubble contains a WH question word and its use:

- WHAT**: You use **WHAT** to ask about things.
- WHERE**: You use **WHERE** to ask about place.
- WHO**: You use **WHO** to ask about a person or people.
- WHY**: You use **WHY** to ask about a reason.
- HOW**: You use **HOW** to ask about manner.

e.g.

- I live in Yogyakarta  
Wh question: Where do you live?
- My hobby is swimming  
Wh question: What is your hobby?

**Task 6** | Label the following activities.







**Task 7** | Complete the dialogue with the expression of asking for clarification.

Andah : Hi, Afgan. How are you?  
 Afgan : Hi, I'm fine.  
 Andah : What is your hobby?  
 Afgan : My hobby is singing.  
 Andah : \_\_\_\_\_ that your hobby is singing?  
 Afgan : \_\_\_\_\_

Carnival : Excuse me, I don't think we have met. I'm  
 Carnival. What's your name?  
 Manja : \_\_\_\_\_  
 Carnival : Sorry, \_\_\_\_\_? Could you repeat it?  
 Manja : Yes, of course. MANJA

**Task 8** | Do a conversation. Ask their biography. Then, write them down. Pay attention to your spelling. Use the expression of asking for someone's clarification.

What's your name?	Could you spell it?	What's your hobby?	Could you repeat it?	What's your address?	How many family members do you have?	Do you mind if I come to your house?

**Task 9** | In a group of four, you will get role cards. You have a conversation based on the card. Use the expression of asking for someone's clarification and responses to someone asking for clarification.

Situation : At the class

You are a new student of SMP N 1 Imogiri. Your new friends ask your name, address, and hobby, but they don't hear you.

Give your clarification A

**B** You ask your new friend about her/his name.  
You don't hear what she/he said.  
Ask for clarification.

You ask his/her address  
but you don't hear  
what she/he said.  
Ask for clarification. **C**

**D**  
You ask her/his hobby,  
but you don't hear  
what she/he said.  
Ask for clarification

## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency :10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

1. Identifying the generic structure of a procedural text
2. Identifying the grammatical pattern used in a procedural text
3. Identifying written and spoken procedural texts
4. Applying imperative sentences and sentence connectors to present a procedural text.
5. Identifying and discussing written and spoken procedural texts in a group discussion.
6. Expressing the steps of making drink in a procedural text orally in the role play.

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Communicative Activities (Group Discussion, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher demonstrates how to make drink (coffee).
- 2) The teacher asks some questions related to the topic "What is your favorite drink?"
- 3) The students answer the researcher's questions.

b. MOT

- 1) The teacher gives an example of a procedural text how to make coffee.
- 2) The teacher and students discuss the differences of written and spoken texts.
- 3) The teacher explains the generic structure, grammatical pattern, imperative sentences, and sentence connectors.
- 4) The students get vocabulary list and the pronunciation related to the text.




Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 1<sup>st</sup> May 2012

Guru Mata Pelajaran

Peneliti

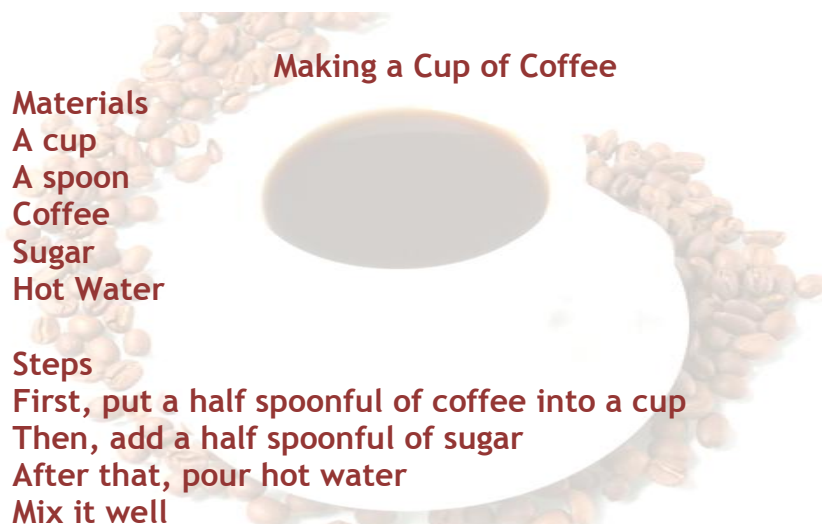
Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study these following procedural texts. Then, answer the questions from the teacher orally.



**Making a Cup of Coffee**

**Materials**  
 A cup  
 A spoon  
 Coffee  
 Sugar  
 Hot Water

**Steps**  
 First, put a half spoonful of coffee into a cup  
 Then, add a half spoonful of sugar  
 After that, pour hot water  
 Mix it well

*Adapted: Contextual teaching and learning*

### The explanations of Procedural Text:

A procedure is a text that tells how to do something through a series of actions.

Social function: to describe how something is accomplished through a sequence of actions or steps.

Procedures usually include:

Goal/purpose : to give information what we need e.g. the goal is to make a cup of coffee

Material : things that you need to make an object e.g. The materials are needed to make a cup of coffee

Method/ steps : the information about making an object e.g. The steps of making a cup of coffee.

### Grammatical Features:

1. Using sentence connectors

Sentence connectors and they are used to show procedures e.g. First, Then, Next, After that

2. Using imperative sentences

Imperatives or imperative sentences are used to give command. e.g. put, pour.

Let me tell you how to make coffee. To make a cup of coffee, you need a cup, a spoon, coffee, sugar, hot water. This is the way how to make a cup of coffee. First, put a half spoonful of coffee into a cup. Then, add a half spoonful of sugar. After that, pour hot water. Mix it well. Well my friends, those are the steps of making a cup of coffee.

*Adapted from : English in Focus*

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Pour	V	/pɔ:r/	Tuangkan
Spoonful	N	/'spu:n.fʊl/	Sesendok penuh
Mix	V	/mɪks/	Aduk
Step	N	/step/	Langkah
Cup	N	/kʌp/	Secangkir

**Task 3** | Label these following kitchen utensils.



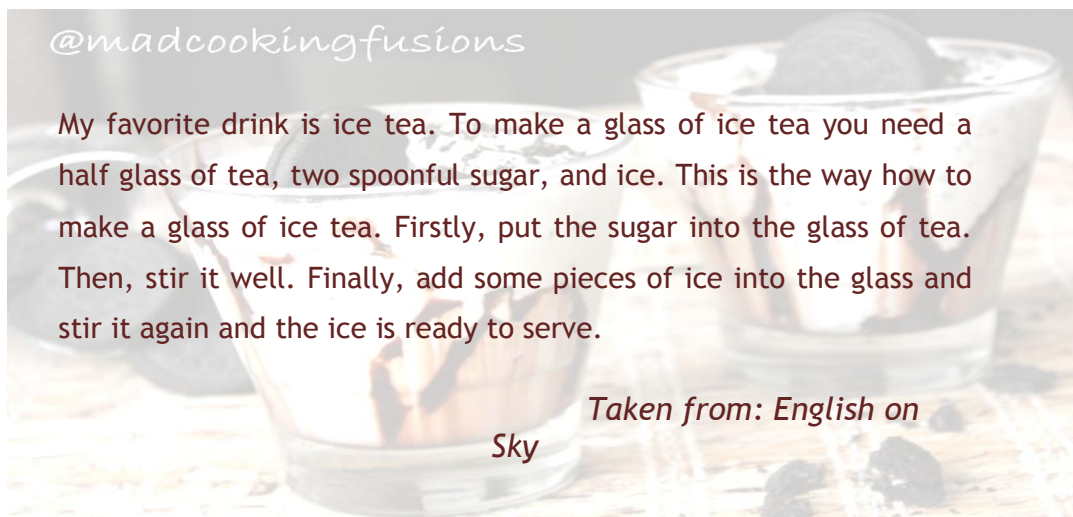
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 4** | Study these following spoken and written procedural texts. Then, decide which the text is the spoken text and the written text.



*@madcookingfusions*

My favorite drink is ice tea. To make a glass of ice tea you need a half glass of tea, two spoonful sugar, and ice. This is the way how to make a glass of ice tea. Firstly, put the sugar into the glass of tea. Then, stir it well. Finally, add some pieces of ice into the glass and stir it again and the ice is ready to serve.

*Taken from: English on Sky*



**OREO MILKSHAKE**

**Ingredients**

- vanilla ice cream
- milk
- 50 oreo cookies.

**Procedures**

Firstly, put a few scoops of ice cream into the blender. Then, blend with enough milk to make the mixture thick, but fairly liquid.

Finally, add the remaining ingredients and blend

*Taken from : Scaffolding*

**Task 5** | Discuss these following spoken and written texts in a group of three. Do the task given by the teacher.



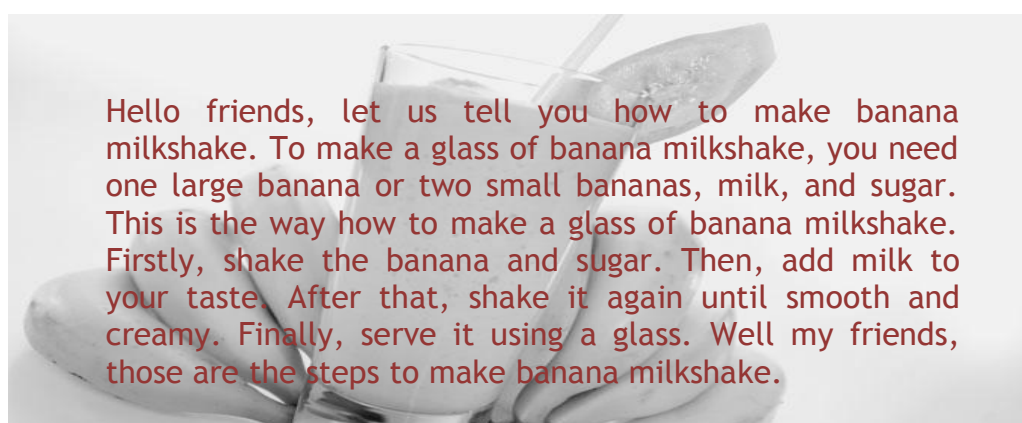
**Banana Milkshake**

**Ingredients**  
One large Banana/two small bananas (blend it before)  
Milk  
Sugar

**Utensils**  
A glass

**Procedure:**  
Firstly, shake the banana and sugar  
Then, add milk to your taste  
After that, shake again until smooth and creamy  
Finally, serve it using a glass

*Adapted from : Scaffolding*



Hello friends, let us tell you how to make banana milkshake. To make a glass of banana milkshake, you need one large banana or two small bananas, milk, and sugar. This is the way how to make a glass of banana milkshake. Firstly, shake the banana and sugar. Then, add milk to your taste. After that, shake it again until smooth and creamy. Finally, serve it using a glass. Well my friends, those are the steps to make banana milkshake.

**(name of meal)**

---

The goal of the text \_\_\_\_\_  
\_\_\_\_\_

Ingredients \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Utensils \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sentence  
Connectors \_\_\_\_\_

**Task 6** | In groups of three, your group will get a role card. Your group has to demonstrate how to make Banana Milkshake.



## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency :10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

1. Identifying the generic structure of a procedural text
2. Identifying the grammatical pattern used in a procedural text
3. Identifying written and spoken procedural texts
4. Applying imperative sentences and sentence connectors to present a procedural text.
5. Exchanging the information of written and spoken procedural texts in an information gap
6. Expressing the steps of making food in a procedural text orally in the role play

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Communicative Activities (Information Gap, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's questions
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher demonstrates how to make a bowl of instant noodles.
- 2) The teacher asks some questions related to the topic "Do you feel hungry?"
- 3) The students answer the researcher's questions.

b. MOT

- 1) The teacher gives an example of a procedural text how to make instant noodles.
- 2) The students get the written and spoken texts
- 3) The teacher and students discuss the differences of written and spoken texts.
- 4) The students get vocabulary list and the pronunciation related to the text.
- 5) The teacher asks the students to label the ingredients.




Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 3<sup>rd</sup> May 2012

Guru Mata Pelajaran

Peneliti

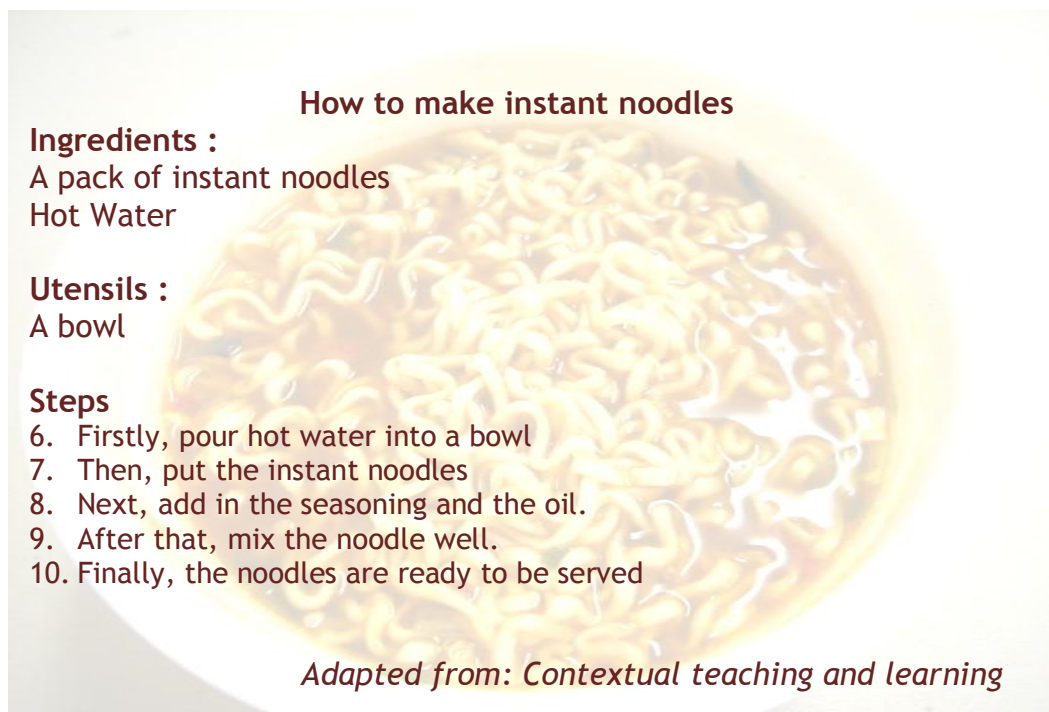
Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study these following procedural texts. Then, answer the questions from the teacher orally.



**How to make instant noodles**

**Ingredients :**  
A pack of instant noodles  
Hot Water

**Utensils :**  
A bowl

**Steps**

6. Firstly, pour hot water into a bowl
7. Then, put the instant noodles
8. Next, add in the seasoning and the oil.
9. After that, mix the noodle well.
10. Finally, the noodles are ready to be served

*Adapted from: Contextual teaching and learning*

Well friends, let us tell you how to make instant noodles. To make instant noodles, you need to provide ingredients and utensils. For ingredients, you need to prepare a pack of instant noodles and hot water. Then, for utensils, you need to provide a bowl. Okay first of all, pour hot water into a bowl. Then, put the instant noodles. Next, add in the seasoning and the oil. After that, mix the noodle well. Finally, the noodles are ready to be served. Well friends, those are the steps to make instant noodles.

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Bowl	N	/bəʊl/	Mangkok
Seasoning	N	/'si:z ə n.ɪŋ/	Bumbu
Oil	N	/ɔɪl/	Minyak
Ready	Adj	/'red.i/	Siap
Noodle	N	/'nu:dl̩/	Mie
Crack	V	/kræk/	Pecahkan
Whisk	V	/wɪsk/	Kocoklah
Grate	V	/greɪt/	Parut
Heat	V	/hi:t/	Panaskan

**Task 3** | Label these following ingredients.



\_\_\_\_\_



\_\_\_\_\_

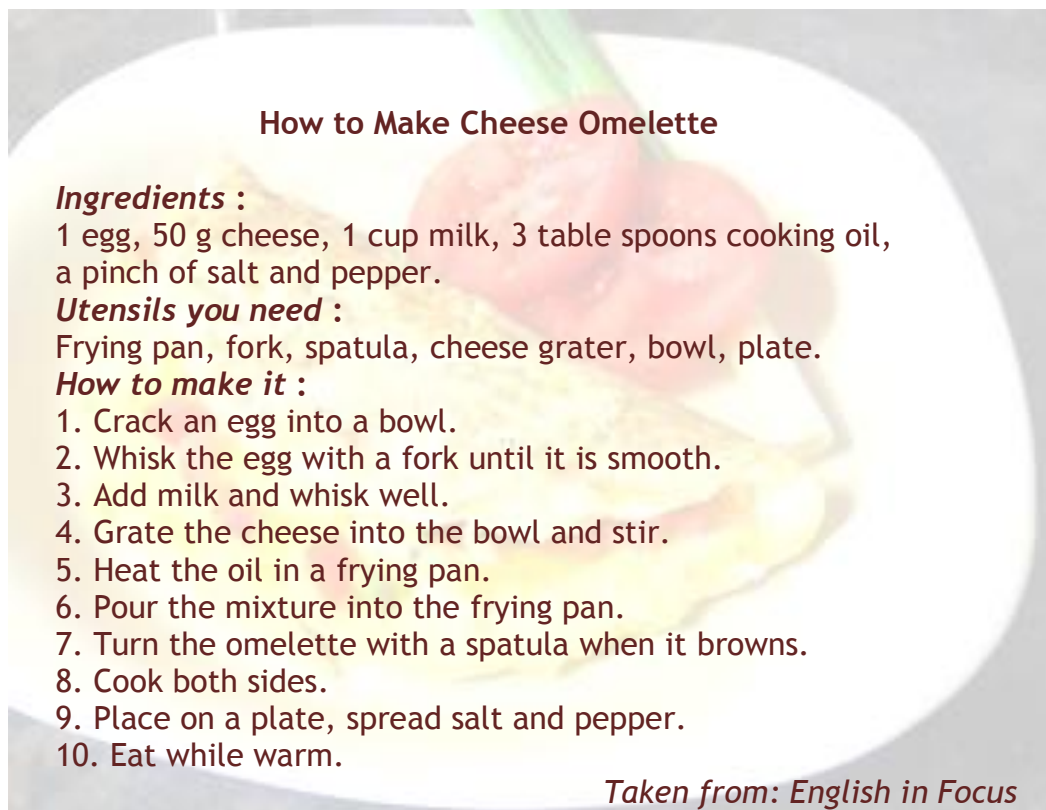


\_\_\_\_\_



\_\_\_\_\_

**Task 4** | Study these following spoken and written procedural texts. Then, decide the text which one is the spoken text and the written text.



**How to Make Cheese Omelette**

**Ingredients :**  
1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil, a pinch of salt and pepper.

**Utensils you need :**  
Frying pan, fork, spatula, cheese grater, bowl, plate.

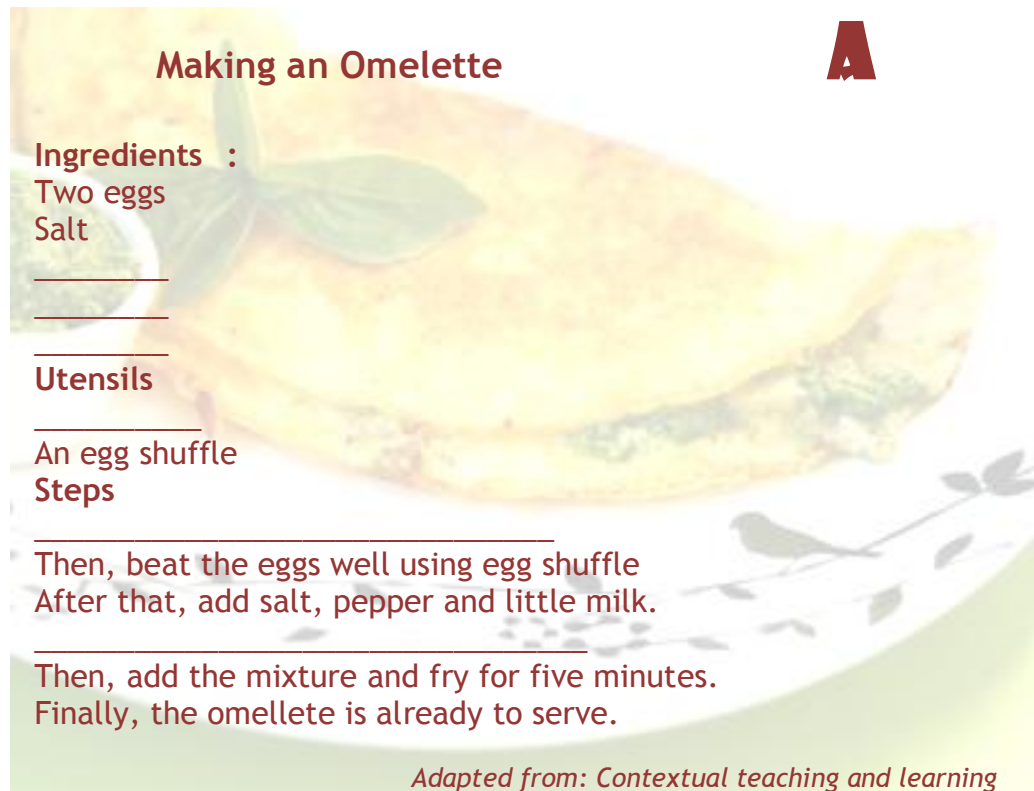
**How to make it :**

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.

*Taken from: English in Focus*

Hello my friends. My favorite food is a cheese omellete. Now, I'll tell you how to make this omellete. You have to prepare ingredients such as 1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil, a pinch of salt and pepper. Then, prepare frying pan, fork, spatula, cheese grater, bowl, and plate for utensils. Next, crack an egg into a bowl. After that, whisk the egg with a fork until it is smooth. Then, add milk and whisk well. Afterwards, grate the cheese into the bowl and stir. Next, heat the oil in a frying pan. Then, pour the mixture into the frying pan. After that, turn the omelette with a spatula when it browns. Then, cook both sides. Afterwards, place on a plate, spread salt and pepper. Finally, eat while warm. Okay my friends, those are the steps to make a cheese Omellete.

**Task 5** | Complete the missing information of each card in groups of three. You have to exchange the information with another group to complete the missing information.



**Making an Omelette**

**A**

**Ingredients :**  
Two eggs  
Salt  
\_\_\_\_\_

**Utensils**  
\_\_\_\_\_

An egg shuffle

**Steps**  
\_\_\_\_\_

Then, beat the eggs well using egg shuffle  
After that, add salt, pepper and little milk.  
\_\_\_\_\_

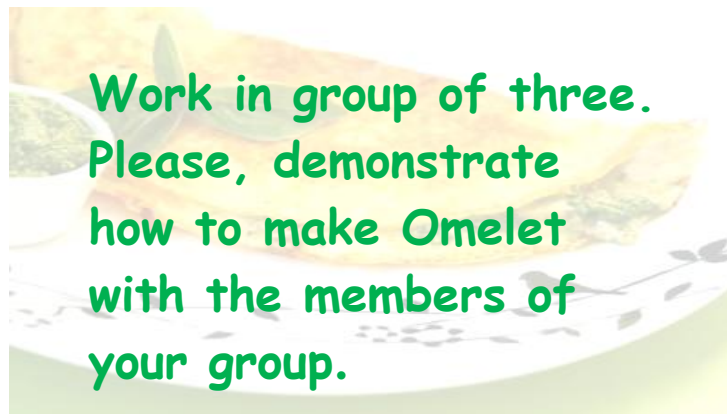
Then, add the mixture and fry for five minutes.  
Finally, the omellete is already to serve.

*Adapted from: Contextual teaching and learning*

Well friends, let us tell you how to make an omelette. To make an omelet, you need to provide ingredients and utensils. For ingredients, you need to prepare \_\_\_\_\_, \_\_\_\_\_, pepper, milk, and butter. Then, for utensils, you need to provide a bowl and \_\_\_\_\_. Okay first of all, crack the eggs into the bowl \_\_\_\_\_. \_\_\_\_\_ . After that, add salt, pepper and little milk. Next, heat the butter in a frying pan. Be careful with pan. \_\_\_\_\_. Finally, the omellete is already to serve Okay friends, those are the steps to make an omelet. You need to pay attention to the steps, ingredients, and utensils to make

it. **B**

**Task 6** | In groups of three, your group will get a role card. Your group has to demonstrate how to make an Omelet.



## LESSON PLAN

School : SMP N 1 Imogiri  
 Subject : English  
 Skill : Speaking  
 Grade/Semester : VII/2  
 Meeting : 1  
 Time Allocation : 2 x 40 minutes

A. Standard of Competence : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic Competency : 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. Indicators :

1. Identifying the generic structure of a procedural text
2. Identifying the grammatical pattern used in a procedural text
3. Identifying written and spoken procedural texts
4. Applying imperative sentences and sentence connectors to present a procedural text.
5. Identifying and arranging the steps of procedural texts in an instruction quiz game
6. Expressing the steps of making something from the paper in a procedural text orally in the role play.

D. Learning Objective

At the end of the lesson, students are able to express the procedure text orally.

E. Method/technique: Genre-Based Technique

BKOF (Building Knowledge of Field)

MOT (Modeling and Deconstruction of Text)

JCOT (Joint Construction of Text)

ICOT (Independent Construction of Text)

F. Materials:

Enclosed (Appendix)

G. Teknik

Communicative Activities (Instruction Quiz Game, Role-Play)

H. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students
- b. The students answer the teacher's greeting
- c. The teacher asks students' condition
- d. The students answer the teacher's question
- e. The teacher leads a pray
- f. The students have a pray
- g. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher demonstrates how to make an envelope.
- 2) The teacher asks some questions related to the topic "What are the materials and steps to make an envelope?"
- 3) The students answer the researcher's questions.

b. MOT

- 1) The teacher gives an example of a procedural text how to make an envelope.
- 2) The students get the text
- 3) The students listen to the teacher's explanation.
- 4) The teacher and students discuss the text.
- 5) The students get the spoken procedural text.
- 6) The teacher and students discuss the differences of written and spoken texts.




Skor maksimal  $4 \times 10 = 40$

Mengetahui:

Bantul, 8<sup>th</sup> May 2012

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar Wijayanti, S.Pd

Ida Daniati

07202244077

## MATERI PEMBELAJARAN

**Task 1** | Study this following procedural text. Then, answer the questions from the teacher orally.

### Making an envelope

**Materials:**

a sheet of paper  
a tube of glue  
a cutter/scissors  
a ruler

**Steps:**

- First, take a sheet of paper.
- Then, draw a pattern by using your ruler.
- Next, cut the paper following the pattern.
- Then, fold it.
- After that, put some glue on it.
- Finally, press it to get a good form.

*Adapted from : Contextual Teaching and Learning*

[WWW.GRAPHIC.BLOGSPOT.COM](http://WWW.GRAPHIC.BLOGSPOT.COM)

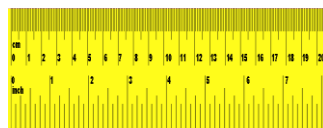
Hello friends, let's make an envelope. You need a sheet of paper, a sheet of paper, a tube of glue, a cutter/scissors, a ruler. Let's start. Firstly, take a sheet of paper. Then, draw a pattern by using your ruler. Next, cut the paper following the pattern. Then, fold it. After that, put some glue on it. Finally, press it to get a good form. Well friends that was the steps how to make an envelope.

[WWW.GRAPHIC.BLOGSPOT.COM](http://WWW.GRAPHIC.BLOGSPOT.COM)

**Task 2** | Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
Tube	N	/tju:b/	Pipa/botol panjang
Envelope	N	/'en.və.ləʊp/	Amplop
Sheet	N	/'ʃi:t/	Lembar
Draw	V	/'drɔ:/	Menggambar
Pattern	N	/'pæt. ə n/	Pola
Fold	V	/'fəʊld/	Lipat
Press	V	/'pres/	Menekan

**Task 3** | Label these following things.



**Task 4** | Complete the sentences below with the sentence connectors and imperative sentences.

### Let's Make a Monster with Bright Eyes

You will need :

- 2 bulbs in bulb holders
- 3 wires
- a battery
- coloured card
- coloured paper
- scissors
- sticky tape
- glue



1. .... attach a wire to each of the screws on one bulb holder.



2. Then, ... the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.



3. Next, connect the loose wires to the ends of the battery .



4. ...., ..... the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.



5. ...., turn the monster face around. Finish it by gluing on a paper mouth and nose. Watch the eyes glow!

*Taken from : English in Focus*

Finally      Firstly  
 Cut          Connect  
 Afterwards

**Task 5** | In a group of three, you will get these jumbled pictures. You have to discuss with your group to arrange the pictures and fill in the blank of the sentences with the provided answers. After you finished it, you present your work with your members of the group.



**B.** a paper plan ... ready to fly



**B.** .... a sheet of paper  
.... the top left and right of paper until to meet the center line



**C.** ... in half along the dotted line  
....it gently



**D.** .... the paper in a half until forming wings

### Use these verbs

**Fold again**  
**Fold**  
**Fold**  
**Prepare**  
**Is**

### Use these sentence connectors

**Firstly**  
**Next**  
**Finally**  
**After that**  
**Then**

**Task 6** | In a group of three, you will get a role card. Your group has to demonstrate how to make a paper plane.

### How to Make a Paper Aeroplane

The material:

A4 sheet of Paper

1. Firstly, carefully follow the diagram and make paper aeroplane from one A4 sheet.
2. Then, throw the flat sheet of paper into the air and watch its path.
3. Finally, throw the paper aeroplane into the air and watch its path.

**Work in group of three.  
Please, demonstrate how to  
make a paper aeroplane with  
the members of your group.**

**APPENDIX E**  
**FIELD NOTES**



	rendah. Para siswa mengalami kesulitan dalam mengungkapkan pendapat, berbicara yang baik dan berinteraksi dengan yang lain. Itu dikarenakan banyak factor yang mempengaruhinya, seperti motivasi yang cukup rendah, takut salah, bingung mau bicara apa, takut bicara di depan kelas, tidak pede, vocabulary, pronunciation, dan grammar yang cukup lemah, dan factor yang lain.
13.	Kemudian R meminta ijin untuk melakukan observasi kelas dan wawancara terhadap para siswa.
14.	R dan ET sepakat untuk melakukan observasi kelas dan wawancara pada hari Kamis, tanggal 20 dan 23 Februari 2012.
15.	R berpamitan kepada ET dan guru-guru yang ada di ruang guru.

### Field Note 2

Date : February 20<sup>th</sup>, 2012

R : Researcher

Time : 06.50 – 08.40 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

English room

1.	R menemui ET di ruang guru.
2.	Setelah bel pelajaran pertama berbunyi, R dan ET menuju ruang kelas bahasa Inggris (ruang kelas VII G).
3.	<p>On Tuesday morning, the teacher and the researcher came to the class of VII G. The lesson started at 7.05 a.m. However, some students were not ready yet. Some students still run, had small talk with friends, and came late. The classroom of VII G was located in the second floor. The classroom was clean and got sunbeams from the windows. The tables and chairs were arranged neatly. However, sometimes, the students were disturbed from the noise of traditional market and vehicle sounds.</p> <p>After all students were ready for English lesson, the teacher greeted the students. She asked the captain of the class to lead a pray. She checked the attendance list. Afterwards, she discussed the homework about using past tense from LKS. She asked the students to write it on the blackboard. There were some students who did not want to do it. She asked the students to open a textbook. She then asked them to study a dialog with the topic asking for and giving services from the textbook. She asked the students to read the</p>

	<p>dialog. After that, she explained it and discussed it with the students. Then, the students did the tasks from the dialog in pairs. After finishing it, the teacher asked them to tell their answers orally. Some students were afraid of speaking to tell their answers. Moreover, there were two students who asked their friends to do it.</p> <p>After discussing the materials, the teacher gave the students exercises to write a short dialog in pairs. However, there are some students were busy with their activity such as talking to their friends and drawing a picture. The situation of the class was noisy. She simply rarely admonished them. The teacher only used media from the textbook and the things at the classroom. Some students had difficulties in pronunciation, vocabulary, and grammar and they were shy to speak individually. Then, the bell had rung and the teacher asked the students to collect their work. The lesson was ended.</p>
4.	Setelah pelajaran usai, R mewawancarai siswa-siswa VII G.
5.	Para siswa mengatakan bahwa mereka mengalami kesulitan dalam penguasaan kosa kata (vocabulary), tata bahasa (grammar), penyusunan ide dalam kalimat dan paragraph, dan pengucapan kata (pronunciation). Sehingga mereka banyak mengalami kesulitan dalam keterampilan berbicara (speaking), mendengarkan (listening) dan menulis (writing). Pada keterampilan menulis, para siswa banyak tertolong dengan porsi pembelajaran writing yang lebih sering dan juga banyaknya latihan serta kegiatan-kegiatan yang berhubungan dengan menulis. Sedangkan untuk keterampilan mendengarkan, guru Bahasa Inggris juga mempunyai program khusus pengajaran listening yang diadakan setiap Kamis di laboratorium bahasa. Namun, pada keterampilan berbicara, porsi pengajaran speaking kurang. Dan juga kurang adanya aktivitas yang menarik, materi yang cocok dan mudah untuk diterima, maupun media yang dapat menarik perhatian siswa untuk berbicara.
6.	R dan ET kemudian berdiskusi dan memutuskan untuk mencoba mengatasi permasalahan berbicara siswa.
7.	R kemudian berpamitan kepada ET dan guru-guru lainnya.

### Field Note 3

Date : February 23<sup>th</sup>, 2012

R : Researcher

Time : 10.45-11.15 a.m.

ET : English Teacher

Place : Teacher room

1.	R menemui ET di ruang guru.
2.	R dan ET mendiskusikan solusi yang akan diambil untuk mengatasi permasalahan berbicara siswa.
3.	R dan ET juga mendiskusikan proposal penelitian berkaitan dengan masalah yang ditemukan dan solusi yang akan diterapkan.
4.	R berpamitan kepada ET dan beberapa guru yang ada di ruang guru.

**Field Note 4**Date : March 19<sup>th</sup>, 2012

Time : 09.00 a.m. - 03.15 p.m.

R : Researcher

1.	R mengurus surat ijin penelitian di Fakultas Bahasa dan Seni.
2.	R mengurus lembar pengesahan proposal penelitian.

**Field Note 5**Date : March 20<sup>th</sup>, 2012

Time : 08.00 a.m.-03.30 p.m.

R : Researcher

1.	R mengurus surat ijin penelitian ke Kantor Gubernur DIY, Kompleks Kepatihan, Danurejan, Yogyakarta.
2.	R menyampaikan tembusan surat ijin penelitian tersebut ke Gubernur DIY, Ka. Dinas Pendidikan Pemuda dan Olahraga Prop. DIY, Kantor Bapedda Bantul, dan Dekan FBS UNY.
3.	Setelah menyampaikan surat ijin penelitian ke Kantor Bapedda Bantul, R mendapatkan surat ijin baru yang harus disampaikan kepada Bupati Bantul, Ka. Kantor Kesbangpolinmas Kab. Bantul, Ka. Dinas Dikdas Kab. Bantul, dan Kepala Sekolah SMP N 1 Imogiri.

**Field Note 6**Date : March 29<sup>th</sup>, 2012

R : Researcher

Time : 08.20 – 10.15 a.m.

HM : Headmaster

Place : Headmaster room,

ET : English Teacher

Teacher room

Ss : Students

1.	R menemui HM di ruang kepala sekolah dan kemudian menyampaikan maksudnya untuk mengadakan penelitian di SMP Negeri 1 Imogiri berdasarkan hasil observasi dan diskusi bersama ET. R menyerahkan surat ijin tembusan dari Bapedda dan sebuah proposal penelitian.
2.	HM memberikan ijin kepada R dan mempersilahkan R untuk melakukan penelitian sesuai dengan proposal penelitian.
3.	R mengucapkan terimakasih dan berpamitan kepada HM untuk selanjutnya menemui ET di ruang guru.
4.	R menemui ET untuk memohon ijin penelitian dan awalnya diputuskan bahwa R akan melakukan penelitian sebagai guru dengan subyek Ss kelas VII G. Selanjutnya R meminta daftar nama Ss kelas VII G.
5.	R menjelaskan konsep-konsep penelitian kepada ET
6.	Karena R lupa membawa Rencana Pelaksanaan Pembelajaran (RPP) maka R berencana kembali ke sekolah untuk mengkonsultasikan RPP tersebut.
7.	R kemudian berterima kasih dan berpamitan kepada ET dan guru-guru lainnya.

#### Field Note 7

Date : April 3<sup>rd</sup>, 2012

R : Researcher

Time : 10.00-11.15 a.m.

ET : English Teacher

Place : Teacher room

1.	R menemui ET di ruang guru.
2.	R memberikan Rencana Pelaksanaan Pembelajaran (RPP) dan mengkonsultasikan dengan ET.
3.	Setelah berdiskusi cukup lama dan ET meminta pendapat dengan guru bahasa Inggris yang lain, akhirnya diputuskan ada perubahan beberapa materi ajar.
4.	Selain perubahan beberapa materi ajar yang disesuaikan dengan materi dari sekolah, ada perubahan juga tentang pengajarnya. Awalnya R yang bertindak sebagai guru. Pada akhirnya diputuskan bahwa ET yang bertindak sebagai guru setelah berkonsultasi dengan guru-guru bahasa Inggris yang lain.
5.	R menyetujuinya setelah menerima alasan dari ET dan juga karena sudah dikonsultasikan dengan guru-guru bahasa Inggris yang lain.

6.	Setelah berdiskusi, akhirnya diputuskan bahwa pertemuan pertama akan dilaksanakan pada hari Selasa, tanggal 10 April 2012.
7.	R berterimakasih dan berpamitan kepada ET dan guru-guru lainnya.

**Field Note 8**Date : April 9<sup>th</sup>, 2012

R : Researcher

Time : 10.00-10.30 a.m.

ET : English Teacher

Place : Teacher room,

1.	R menemui ET di ruang guru.
2.	R memberikan Rencana Pelaksanaan Pembelajaran (RPP) yang sudah direvisi oleh R
3.	R kemudian menjelaskan RPP tersebut kepada ET
4.	ET kemudian menyetujui RPP tersebut
5.	R berpamitan pulang

**Field Note 9**Date : April 10<sup>th</sup>, 2012

R : Researcher

Time : 07.00-08.20 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VII G Classroom

1.	R menemui ET di ruang guru untuk menyerahkan media dan kopian materi kepada ET.
2.	Setelah bel pelajaran pertama berbunyi, R dan ET mendatangi kelas VII G untuk melakukan penelitian
3.	ET memberi salam, memimpin doa, dan kemudian mengecek absensi Ss. Sedangkan R bertindak sebagai observer yang mengamati jalannya proses belajar mengajar.
4.	ET membuka pelajaran dengan salam dan menanyakan kondisi siswa, kemudian meminta salah satu siswa untuk memimpin doa dengan menggunakan Bahasa Inggris. Guru kemudian mengecek kehadiran siswa dengan bertanya "Who is absent today?".
5.	Ss merespon salam dan menyampaikan kondisi mereka. Salah satu Ss memimpin berdoa. Ss menjawab "No absent".
6.	ET kemudian menunjukkan sebuah gambar candi Borobudur dan memberikan pertanyaan yang berkaitan tentang objek wisata. Ss tampak antusias dan berceloteh

	menanggapi gambar tersebut. ET bertanya “Have you ever visited Borobudur Temple?” Sebagian besar Ss tidak menjawab. Kemudian ET mengartikannya. Beberapa Ss menjawab dengan beragam. ET memberikan pertanyaan yang berkaitan dengan memberikan pendapat. Ss ada yang menjawabnya dan ada yang diam karena terlihat tidak tahu mau menjawab apa. Kemudian ET mengulangi pertanyaannya. ET menyatakan bahwa hari ini akan belajar tentang menanyakan dan memberikan dan ET kemudian membagikan kertas yang berisi dialog kepada Ss.
8.	ET menyuruh siswa untuk menirukan (dialog) apa yang ET ucapkan. Kemudian ET menyuruh siswa untuk mempraktekan dialog tersebut dengan temannya. Ss melaksanakan perintah ET.
9.	ET kemudian menjelaskan ekspresi untuk mengungkapkan pendapat dan memberikan pendapat. ET kemudian menjelaskan isi dialog tersebut. Setelah penjelasan yang dirasa cukup, ET kemudian bertanya kepada Ss “Which one is the expression of asking for opinions in the dialog? What about the expression of giving opinions in the dialog?” Ss menjawab “Yang ini Miss, what do you think about Borobudur Temple” dan “I think it’s ordinary temple”. Kemudian ada salah satu Ss yang bertanya apa itu “ordinary”. ET kemudian memberikan kertas yang berisi ekspresi-ekspresi menanyakan dan memberikan pendapat yang lain kepada Ss. ET menjelaskan bahwa itu adalah contoh-contoh ekspresi yang lain untuk menanyakan dan memberikan pendapat.
10.	ET mengulas beberapa kata yang dianggap sulit dari dalam dialog dan memberikan contoh cara pengucapan kata-kata tersebut. Ss menirukannya. Ada beberapa Ss yang bertanya cara pengucapan beberapa kata
11.	ET kemudian memberikan waktu untuk Ss bertanya. ET menjelaskan sedikit tentang noun phrase dan pembentukannya. Ss memperhatikan penjelasan R, namun ada beberapa Ss yang gaduh. Salah satu Ss ada yang bertanya “extremely apa Miss”.
12.	ET memberikan 2 kertas kepada Ss untuk mereka namai dan ditempelkan dipunggung dan dada agar R dapat tahu nama mereka. Ss melaksanakan apa yang diperintah ET.
13.	ET menyuruh siswa untuk membentuk kelompok yang terdiri dari 4 orang dalam instruksi bahasa Inggris. Ss menanyakan maksudnya. ET mengulanginya. Ss

	<p>kemudian membuat kelompok yang terdiri dari 4 orang. ET kemudian membagikan worksheet kepada Ss.” ET menerapkan aktivitas interview dan kemudian menjelaskan instruksi dan tata caranya kepada siswa. Worksheet tersebut berisi beberapa nama tempat wisata. Pada aktivitas ini Ss dalam satu kelompok diminta untuk saling mewawancarai anggota kelompoknya. Wawancara yang dilakukan menyangkut menanyakan dan memberikan pendapat tentang tempat-tempat wisata tersebut. Sebagian besar Ss antusias dalam bekerja kelompok untuk mewawancarai anggota kelompoknya. Ada beberapa Ss yang bertanya pada ET tentang vocabulary. Walaupun terdengar sedikit ramai, Ss terlihat sibuk dan asyik dengan aktivitas tersebut dengan kelompoknya. ET memandu mereka untuk dapat menemukan jawaban pertanyaan mereka sendiri dengan memberikan kalimat dalam bahasa Inggris yang berisi kata yang ditanyakan Ss, sehingga akan melatih kemandirian Ss.</p>
14.	<p>ET mendiskusikan sebentar hasil interview Ss dengan menyuruh tiga Ss dari perwakilan kelompoknya untuk melaporkan hasilnya.</p>
15.	<p>Setelah aktivitas interview, ET menerapkan aktivitas role play. Masih tetap dengan kelompok yang sama, ET mendistribusikan role play card. Setiap siswa mendapat satu card yang berisi peranan yang berbeda. ET menyuruh Ss untuk memahami card tersebut. Setelah itu ET menjelaskan satu persatu peranan tersebut untuk lebih membuat Ss paham. Ss mengerti dengan peranan tersebut. ET kemudian memberi waktu untuk mempersiapkan kelompok mereka.</p>
16.	<p>ET menyuruh setiap kelompok untuk maju melakukan role play. ET menyuruh mereka secara sukarela untuk maju. Beberapa Ss dengan kelompoknya ada yang maju secara sukarela. Tetapi ada yang harus diminta oleh ET. Walaupun ada beberapa Ss yang suaranya kurang keras ketika tampil, tetapi Ss kooperatif dan terlibat aktif dalam kelompok mereka. Ss berusaha untuk berbicara dengan bahasa Inggris dan berinteraksi dengan anggota kelompok yang lain. Setiap kelompok juga tampil dengan cukup baik. Ss melakukan role play dengan gembira. Karena jumlah Ss ganjil ada salah satu Ss yang membantu kelompok lain untuk memerankan salah satu peranan yang ada di kartu. Tetapi, ada beberapa Ss yang terlihat masih malu dan takut berbicara sehingga berbicara kurang keras.</p>

17.	Setelah semua kelompok sudah maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “about, what, guess, ordinary, and wonderful”.
18.	ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, ET mengulas kembali materi dengan singkat dan menyimpulkan sekaligus mengecek pemahaman Ss. Karena Ss telah mengerti asking for and giving opinions, ET kemudian menutup pelajaran.
19.	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani. R menyatakan bahwa penerapan small-group work activities sudah bagus. R menyarankan ET waktu Ss maju ke depan ditunjuk oleh ET atau salah satu kelompok ditunjuk kemudian kelompok yang sudah maju menunjuk kelompok lain. R berterimakasih lalu berpamitan.

#### Field Note 10

Date : April 12<sup>th</sup>, 2012

R : Researcher

Time : 11.15-12.45 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VII G classroom

1.	R menemui ET di ruang guru untuk menyerahkan materi dan media. Setelah bel pergantian pelajaran berbunyi, R dan ET segera menuju ruang kelas VII G di lantai dua.
2.	ET memberi salam, dan kemudian mengecek absensi Ss.
3.	Sebelum memulai pelajaran, ET menyuruh salah satu Ss untuk membersihkan papan tulis. Salah satu Ss kemudian melaksanakan perintah ET. ET kemudian menampilkan sebuah gambar makanan yaitu soto. Ss suka dengan adanya gambar tersebut. Kemudian ET bertanya kepada Ss tentang gambar tersebut. Ss menjawab Soto. Kemudian ET bertanya kepada Ss tentang gambar tersebut. Ss menjawab Soto. ET kembali bertanya, “Are you hungry?” Ss menjawab pertanyaan ET. ET melanjutkan, “Do you like Soto?” Ss menjawab ya. ET bertanya lagi, “What kind of food do you like?” Ss diam dan terlihat bingung dengan apa yang ditanyakan ET. Ada salah satu Ss yang bertanya tentang maksud kalimat tersebut. Kemudian ET menjelaskan maksudnya dengan bahasa Indonesia. Ss baru mengerti dan menjawab pertanyaan

	tersebut.”
4.	ET berucap dalam bahasa Inggris bahwa setiap Ss mengambil satu dan menyuruh memberikan sisa kartu kepada Ss yang lain. Ss mengambil satu handout untuk satu Ss. Karena Ss banyak yang gaduh, maka ET menyuruh Ss untuk memperhatikannya dengan menggunakan instruksi bahasa Inggris. Ss kemudian mulai diam. ET memberikan model pengucapan dialog tersebut dan menyuruh siswa untuk menirukan ET. Kemudian ET menyuruh siswa untuk mempraktekan dialog tersebut dengan temannya. Ss melaksanakan perintah ET.
5.	ET menjelaskan ekspresi likes dan dislikes dalam dialog, “What is the expression of likes?” Ss menjawab pertanyaan guru dari ekspresi dalam dialog”. ET merespon balik Ss kalau yang “What food do you like?” adalah ekspresi untuk menanyakan kesukaan. ET terus bertanya kepada Ss “What about the expression of dislikes?” Ss menjawabnya. ET menjelaskan maksud dari setiap ekspresi likes dan dislikes dalam dialog tersebut kepada Ss. Ss dengan seksama mendengarkan dan ikut serta dalam penjelasan ET. Dalam menjelaskan ekspresi tersebut, ET mengulas beberapa kata yang dianggap sulit.
6.	ET kemudian memberikan handout kepada Ss tentang ekspresi likes dan dislikes yang lain. ET kemudian menjelaskan satu persatu ekspresi yang ada dalam handout tersebut. Ss sangat antusias mendengarkan penjelasan ET. Bahkan ada salah satu Ss bertanya tentang ekspresi tersebut yang belum dijelaskan “Miss, artine I’m fond of making ki opo?” dan “Nek sing I’m very keen on eating hamburgers?” ET mengecek pemahaman Ss tentang ekspresi tersebut. ET kemudian menjelaskan sedikit tentang pembentukan kalimat yang digunakan untuk menyatakan ekspresi likes dan dislikes. Ss memperhatikan penjelasan ET dan sangat bersemangat merespon apa yang dijelaskan oleh ET.
7.	ET menyuruh siswa untuk membentuk kelompok yang terdiri dari 4 orang dalam instruksi bahasa Inggris. Ss menanyakan maksudnya. ET harus mengulanginya. Ss kemudian membuat kelompok yang terdiri dari 4 orang. ET kemudian membagikan worksheet kepada Ss. ET menerapkan aktivitas interview dan kemudian menjelaskan instruksi dan tata caranya secara kilat kepada siswa. Worksheet tersebut berisi kolom

	<p>yang menanyakan makanan dan minuman kesukaan dan makanan dan minuman yang tidak disukai. Pada aktivitas ini Ss dalam satu kelompok diminta untuk saling mewawancarai anggota kelompoknya. Wawancara yang dilakukan menyangkut menanyakan makanan dan minuman yang disukai dan tidak suka oleh anggota kelompok. Ss sangat gembira dan antusias dalam bekerja kelompok untuk mewawancarai anggota kelompoknya. Ss dalam setiap bahkan terlihat berbicara aktif untuk mendapatkan informasi tentang makanan dan minuman kesukaan teman kelompoknya. Ada beberapa siswa yang bertanya pada ET tentang vocabulary dan pronunciation.</p>
8.	<p>ET mendiskusikan sebentar hasil interview Ss dengan menyuruh empat Ss dari perwakilan kelompoknya untuk melaporkan hasilnya.</p>
9.	<p>Setelah aktivitas interview, ET menerapkan aktivitas role play. Masih tetap dengan kelompok yang sama, ET mendistribusikan role play card. Setiap siswa mendapat satu card yang berisi peranan yang berbeda. ET berkata “One person gets one”. ET menyuruh Ss untuk menunjukkan kartu yang mereka dapat “Please, show me the card”. Ss menunjukkan kartunya. ET menjelaskan satu persatu peranan tersebut. Ss mengerti dengan peranan tersebut. ET kemudian memberi waktu agar setiap kelompok mempersiapkan diri untuk maju.</p>
10.	<p>Setelah waktu dirasa cukup, ET menyuruh setiap kelompok untuk maju melakukan role play. Untuk kali ini, ET yang memilih kelompok yang akan maju agar adil. Ss sangat menikmati role play dengan antusias ada yang saking senangnya maju dua kali karena membantu temannya.</p>
11.	<p>Setelah semua kelompok sudah maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “bowl, same, dan go”.</p>
12.	<p>ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, ET mengulas kembali materi dengan singkat dan menyimpulkan sekaligus mengecek pemahaman Ss. Karena Ss telah mengerti ekspresi likes dan dislikes, ET kemudian menutup pelajaran</p>
13.	<p>R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani. R menyatakan bahwa penerapan small-group work activities sudah</p>

bagus. R menyatakan bahwa ET lupa memberikan membuka pelajaran dengan berdoa dan mereview materi yang akan datang. R berterimakasih lalu berpamitan.
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**Field Note 11**

Date : April 17<sup>th</sup>, 2012

R : Researcher

Time : 07.00-08.20 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VII G classroom

1.	R menemui ET di ruang guru untuk menyerahkan materi dan media. Pelajaran dilaksanakan di ruang kelas VII G di lantai dua.
2.	ET menyuruh salah satu Ss untuk memimpin doa, dan kemudian mengecek absensi Ss.
3.	ET kemudian menampilkan sebuah gambar seorang artis. Ss tampak antusias. Ss ada yang berceletuk tentang gambar tersebut. ET bertanya, "Do you know who he is?" Ss menjawab, "Yes!" ET melanjutkan, "This is an Indonesian singer picture. To know his biography well, what will you do?" Ss masih bingung. Kemudian ET mengulangi dan menjelaskan lagi apa maksudnya. SS baru mengerti. ET bertanya lagi, "Yes, we can ask about his name, address or hobby, okay" ET bertanya lagi "When you ask him, you don't hear about what he is saying. What will you do?" Ss masih bingung. ET menjelaskannya lagi dan sedikit mengartikan beberapa kata yang sulit. Ss baru mengerti. ET bertanya lagi "How do you express it? ". ET menjelaskan sedikit tentang meminta dan memberikan klarifikasi.
4.	Kemudian ET membagikan handout kepada Ss. Di handout tersebut ada sebuah contoh dialog yang berisi ekspresi asking for and giving clarification. ET meminta Ss untuk memperhatikan dialog tersebut, "Look at the dialog". ET kemudian menyuruh Ss untuk mempraktekan dialog tersebut dengan temannya, "Please, act it out with your friends". ET menjelaskan isi dialog tersebut dan membahas kata-kata yang sulit dengan cara pengucapannya. ET juga membahas dan mendiskusikan ekspresi asking for dan giving clarification di dalam dialog tersebut. Setelah itu, ET menanyakan apakah Ss paham dengan dialog tersebut "Do you understand the dialog?" Ss mengerti dialog tersebut. ET menyuruh act it out lagi Ss laki-laki dan perempuan.

5.	ET memberikan selembaar kertas yang berisi ekspresi-ekspresi yang lain. Ss gaduh kemudian ET berkata "Please, listen to me" ET bertanya "What is asking for and giving clarification?" Ss menjawab dengan benar. Kemudian ET menjelaskan dan membaca ekspresi-ekspresi tersebut. Ss menirukannya. Ada Ss yang bertanya "Miss, artine true karo correct opo?" ET bertanya tentang pemahaman Ss. Ada beberapa Ss yang menjawab "No". ET menjelaskan lagi. ET menyuruh salah satu Ss untuk maju menuliskan namanya di papan tulis, "Anis, please write your name on the whiteboard". ET bertanya kepada Ss "Is it true?" Ss menjawab "yes".
6.	ET menyuruh siswa untuk membentuk kelompok yang terdiri dari 4 orang. ET kemudian membagikan worksheet kepada Ss. ET menerapkan aktivitas interview dan kemudian menjelaskan instruksi secara kilat kepada siswa. Worksheet tersebut berisi kolom yang menanyakan nama, alamat, dan hobby. Pada aktivitas ini Ss dalam satu kelompok diminta untuk saling mewawancarai anggota kelompoknya. Wawancara yang dilakukan menyangkut menanyakan nama, alamat, dan hobby oleh anggota kelompok. Dalam aktivitas ini, Ss menggunakan ekspresi meminta dan memberikan klarifikasi. Ss gembira dan senang dalam bekerja kelompok untuk mewawancarai anggota kelompoknya. Tetapi ada beberapa Ss yang terlihat malas, dan hanya melihat teman kelompoknya yang berbicara dan duduk dikursinya. Bahkan ada beberapa yang sibuk bicara dengan temannya
7.	ET mendiskusikan sebentar hasil interview Ss dengan menyuruh tiga Ss dari perwakilan kelompoknya untuk melaporkan hasilnya.
8.	Setelah aktivitas interview, ET menerapkan aktivitas role play. Masih tetap dengan kelompok yang sama, ET mendistribusikan role play card. Setiap siswa mendapat satu card yang berisi peranan yang berbeda. ET berkata bahwa setiap Ss dapat satu kartu dalam Bahasa Inggris. ET menyuruh Ss untuk menunjukkan kartu yang mereka dapat dengan menggunakan instruksi bahasa Inggris. Ss menunjukkan kartunya. ET menjelaskan satu persatu peranan tersebut. Ss mengerti dengan peranan tersebut.
9.	Setelah beberapa saat, ET menyuruh setiap kelompok untuk maju melakukan role play. Untuk kali ini, ET memilih salah satu kelompok yang akan maju dan kemudian menyuruh kelompok tersebut, menyuruh kelompok lain untu maju. Ss melakukan role

	<p>play dengan gembira. Karena jumlah Ss ganjil ada salah satu Ss yang membantu kelompok lain untuk memerankan salah satu peranan yang ada di kartu. Tetapi ada beberapa Ss berbicara kurang keras sehingga tidak terdengar sampai belakang. Walaupun ada beberapa Ss yang suaranya kurang keras ketika tampil, tetapi Ss kooperatif dan terlibat aktif dalam kelompok mereka. Ss berusaha untuk sebisa mungkin berbicara dan berinteraksi dengan anggota kelompok yang lain.</p>
10.	<p>Setelah semua kelompok sudah maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “say, live, dan address”.</p>
11.	<p>ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena Ss telah mengerti ekspresi meminta dan memberi klarifikasi, ET kemudian mereview materi selanjutnya dan segera menutup pelajaran</p>
12.	<p>Kemudian, R mewawancarai ET terkait dengan proses belajar mengajar yang telah dilaksanakan. Menurut ET, Ss sudah terlihat mulai nyaman dan menikmati kegiatan belajar. Ss juga mampu bekerja sama dengan anggota kelompoknya dan ikut terlibat dalam kelompok mereka. Selain itu, Ss juga terlihat lebih lepas untuk mengeluarkan ide dalam berbicara. Menurut ET, kemampuan Ss berbicara sedikit meningkat daripada sebelum penerapan action. Namun, ET menyatakan bahwa untuk cycle selanjutnya agar aktivitas yang diterapkan lebih variatif jangan sama terus. Sementara itu, menurut pengamatan R selama penerapan action, Ss tertarik dan termotivasi untuk berbicara. Ada beberapa Ss yang awalnya tidak mau berbicara lama-kelamaan sudah mau untuk berbicara. Sedangkan untuk pengajaran ET, R menyimpulkan bahwa ET sudah mengajar dengan baik. Tetapi ada bagian yang lupa disampaikan seperti memberikan pengucapan kata-kata yang benar dan menyimpulkan pelajaran. R juga memberi usul untuk cycle selanjutnya diberi reward karena untuk lebih merangsang Ss agar mau untuk berbicara. ET menyetujui usulan R karena itu bagus untuk lebih memotivasi Ss. ET kemudian menyerahkan RPP yang telah ditandatangani. R berterimakasih lalu berpamitan.</p>

### Field Note 12

Date : May 1<sup>st</sup>, 2012

R : Researcher

Time : 07.00-08.40 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

## VII G classroom

1.	R menemui ET di ruang guru untuk menyerahkan materi dan media. R dan ET menuju ruang kelas VII G.
2.	ET memberi salam, menanyakan kondisi SS, menyuruh salah satu Ss untuk memimpin doa, dan kemudian mengecek absensi Ss. Ada satu Ss yang tidak masuk sekolah.
3.	ET bertanya kepada Ss “What is your favorite drink?”. Ss menjawab bermacam-macam “Es teh Miss”, “Es Campur”, dan “Fanta Miss”. ET menanyakan lagi “Have you ever tried to make it at home?” Ss menjawab “Belum pernah Miss” ET bertanya lagi “What about coffee? It is simple to make coffee right?” Ss menjawab “Angel Miss” dan “Yes”. ET kemudian mengatakan bahwa hari itu akan belajar tentang teks prosedur dan salah satunya membuat secangkir kopi.
3.	Sebelum ET mendemonstrasikan, ET memperkenalkan peralatan yang dibawa “Okay students, I believe you ever made a cup of coffee at home”, “Well, I’ll show you the materials of making coffee”, “What is it?”, and “Yes you need sugar and coffee of course” . ET mendemonstrasikan bagaimana cara membuat kopi dengan peralatan yang nyata yang dibawa seperti cangkir, sendok, termos, kopi dan gula. Ss tampak sangat antusias. Ada beberapa Ss laki-laki yang menyeletuk tentang barang-barang tersebut. ET mulai mendemonstrasikannya. Ss memperhatikan penjelasan ET sambil ikut serta dalam tahap tersebut.  ET mulai mendemonstrasikannya. Ss memperhatikan penjelasan ET sambil ikut serta dalam tahap tersebut. Setelah itu ET mengecek pemahaman Ss “What are the materials and the steps of making a cup of coffee?”
4.	ET kemudian mendistribusikan handout yang berisi penjelasan teks prosedur dan teks cara membuat kopi tadi. ET kemudian menjelaskan characteristics, grammatical features, social function dalam teks prosedur secara sekilas. Ada beberapa Ss yang bertanya tentang vocabulary. ET menyuruh mereka memahami terlebih dahulu.
5.	Setelah itu, ET mengecek pemahaman Ss. “Do you understand the procedural text?” Ada Ss yang menjawab “Not yet Miss”. ET menjelaskan lagi.
6.	ET meminta Ss untuk berkelompok dengan masing-masing 3 anggota dan membagikan worksheet yang berisi sebuah written dan spoken text berjudul “Banana Milkshake”. ET

	<p>menerapkan Group Discussion. Ss diminta untuk saling bertukar pendapat tentang kedua teks tersebut. Ss antusias dalam bekerja kelompok. Namun, beberapa diantaranya gaduh saat berdiskusi kelompok. Walaupun gaduh, mereka terlibat dalam diskusi dan berani berbicara dengan anggota kelompoknya.</p> <p>Ada pula yang bertanya pada ET tentang vocabulary. ET memandu Ss untuk melakukan aktivitas tersebut. Setelah Ss selesai mengerjakan, ET bertanya pada Ss “What is the difference between two texts?” Ss menjawab “Yang satu teksnya memanjang yang satu mendetail”, “Yo bedane kayak gitu Miss” dan “Teks pertama luwih rinci terus yang kedua kayak omongan Miss”. ET menjelaskan perbedaan tersebut dan mendiskusikan tujuan, materi, dan langkah-langkah membuatnya.</p>
7.	<p>Setelah itu, ET menyuruh Ss melakukan role play. Ss mendemonstrasikan cara membuat Banana Milkshake tersebut. Beberapa Ss menjawab tidak bisa. ET memberi Ss waktu. ET juga mengatakan bahwa yang tampil paling bagus akan mendapatkan hadiah. Beberapa Ss yang awalnya kurang bersemangat langsung menjadi senang dan lebih bersemangat.</p> <p>Setelah waktu yang diberikan dirasa cukup. ET kemudian menyuruh salah satu grup untuk maju “Please Luthfi’s group performs first time”. Kemudian setelah grup pertama selesai tampil, ET menyuruh grup tersebut untuk menunjuk grup yang lain. Itu dilakukan terus menerus sampai semua grup tampil semua. Banyak grup tampil bagus dan Ss terlihat lebih siap daripada sebelumnya. Mereka juga mampu berbicara dengan bahasa Inggris ketika tampil. Banyak Ss yang sudah berbicara dengan keras walaupun ada beberapa Ss cewek yang suaranya masih pelan.</p>
8.	<p>Setelah sudah selesai maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “spoon, pour, smooth, and mug”.</p>
9.	<p>ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, ET menyimpulkan materi tersebut. Karena Ss telah mengerti procedural text, ET kemudian menutup pelajaran</p>
10.	<p>R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani. R menyatakan bahwa penerapan small-group work activities sudah bagus. R berterimakasih lalu berpamitan</p>

**Field Note 13**Date : May 3<sup>rd</sup>, 2012

R : Researcher

Time : 11.15-12.45 a.m.

ET : English Teacher

Place : Teacher room, VII G classroom

Ss : Students

1.	R menemui ET di ruang guru untuk menyerahkan materi dan media. R dan ET menuju ruang kelas VII G.
2.	ET memberi salam kepada Ss, menanyakan kondisi Ss, dan kemudian mengecek absensi Ss. ET kemudian bertanya kepada Ss “Do you feel hot? Do you feel hungry?” Ss menjawab “Yes Miss, I’m hot and hungry”. ET menyatakan bahwa hari ini akan mendemonstrasikan cara membuat mie instan “I’ll demonstrate how to make instant noodles”.
3.	ET kemudian mengeluarkan alat-alat peraga satu persatu. ET menyuruh salah satu Ss untuk membantunya mengangkat meja, “Who anybody can help me?” Salah satu Ss laki-laki maju untuk membantu ET. Sebelum mempraktekan cara membuat mie instan, ET bertanya kepada Ss barang-barang yang dibawanya, “These are the materials to make instant noodles”, “What is it?” Ss menjawab “It is a mangkok”. ET membenarkan jawaban Ss, “it is a bowl”. “What is it?” Tanya ET lagi. Ss menjawab “Spoon” ET bertanya lagi “What is it?” Ss menjawab “Water hot Miss” tetapi ada Ss yang membenarkannya “Eh bukan water hot tapi hot water” ET kemudian bertanya “What is it?” Ss menjawab “It is bakmi” ET bertanya kepada Ss “Bakmi” bahasa Inggrisnya apa. Ss menjawab “Noodle”
4.	ET kemudian mulai mendemonstrasikan cara membuat mie instan dengan tahap-tahapannya. Ss memperhatikan ET dengan antusias dan senang. Salah satu Ss menyeletuk “Miss mengko tak maem e yo, ak ngeleh e”.
5.	Setelah ET selesai mendemonstrasikan cara membuat mie instan, ET kemudian menanyakan kembali bagaimana cara membuat mie instan tadi, “What steps make instant noodles?” Ss menjawab tahap-tahapannya sembari dibantu oleh ET. ET kemudian menanyakan pemahaman Ss tentang sentence connectors dan imperative sentence “Have you understood about the sentence connectors”. ET juga menanyakan tujuan dari teks prosedur.

6.	Kemudian ET menyuruh Ss untuk membuat kelompok yang terdiri dari tiga Ss .ET membagikan handout kepada Ss. Di handout tersebut ada sebuah contoh teks procedure berjudul “Making an Omelet”. ET kemudian membahas sebentar perbedaan teks written dan spoken. ET meminta Ss untuk mempelajari kedua teks tersebut. ET menerapkan aktivitas Information Gap dan sebelumnya ET memberikan instruksi terlebih dahulu. Ss mengerti instruksi dari ET. Ss terlihat bersemangat dalam melakukan aktivitas tersebut sesekali ada yang bertanya tentang vocabulary dan pronunciation. ET kemudian mendiskusikan jawaban Ss dan menyuruh tiga Ss dari perwakilan kelompok untuk menceritakannya.
7.	Setelah selesai, ET menerapkan role play. Ss diberi waktu lumayan lama karena Ss terlihat ada beberapa Ss yang kurang bersemangat karena lapar dan capek sehingga konsentrasi mereka menurun. Setelah Ss siap, ET menunjuk salah satu kelompok untuk maju. Kemudian kelompok yang sudah maju menunjuk kelompok yang lain dan begitu seterusnya. Walaupun terlihat lelah, Ss masih mau melakukan role play. Ada beberapa yang terlihat malas tetapi sebagian besar Ss masih bersemangat melakukan role play. Mereka tampil seolah-olah seperti seorang koki handal. Banyak Ss yang sudah berbicara dengan keras walaupun ada beberapa Ss cewek yang suaranya masih pelan.
8.	Setelah sudah selesai maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti “provide, mixture, and making” Ss mengerti dan ada yang bertanya “Nek Heat gmn Miss” kalau “Butter bener /bater/ kan”
9.	ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, ET menyimpulkan materi tersebut. Karena Ss telah mengerti procedural text, ET kemudian menutup pelajaran
10.	R menemui ET di ruang guru. ET menyerahkan RPP. ET lupa memimpin doa dan menyuruh Ss mempelajari materi terlebih dahulu. R berterimakasih lalu berpamitan. R menyatakan bahwa ET lupa untuk memimpin doa.

#### Field Note 14

Date : May 8<sup>th</sup> , 2012

R : Researcher

Time : 07.00-08.20 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VII G classroom

1.	R menemui ET di ruang guru untuk menyerahkan materi dan media. R dan ET menuju ruang Bahasa Inggris.
2.	ET memberi salam, menanyakan kondisi Ss, meminta salah satu Ss untuk memimpin doa, dan kemudian mengecek absensi Ss (ada satu Ss yang tidak berangkat). ET kemudian bertanya, “Have you ever made something from a sheet of paper? Ss sedikit bingung. Kemudian ET mengulangi pertanyaan sambil memegang selembar kertas. Ss mengerti dan menjawab bahwa mereka pernah membuatnya. “What is it?” Tanya ET lagi. Ss menjawab “Anu Miss, kapal-kapalan”, “Wadah uyah Miss”, “Nggambar” ET kemudian menjelaskan bahwa hari ini akan membuat amplop. ET bertanya “Do you know how to make an envelope”. Ss menjawab “Yesss”.
3.	ET bertanya kepada Ss “What the materials are used to make an envelope?” ET kemudian mengeluarkan peralatan cara membuat amplop. Sebelumnya memulai, ET memperkenalkan peralatan yang dipergunakan seperti kertas, gunting, penggaris, pensil, dan lem by saying “What is it?”. ET mulai mendemonstrasikan cara membuat amplop dengan tahap-tahapannya dengan melibatkan Ss. Ss memperhatikan ET dengan tenang dan fokus. Setelah selesai mendemonstrasikan, kemudian ET menanyakan kembali bahan dan langkah-langkah cara membuat amplop “Let’s repeat what the materials and steps to make an envelope”, “Alright the materials are ...”, and “What about the steps ...” “Kemudian ET menyuruh Ss untuk mengeluarkan handout tentang procedural text. ET menanyakan tujuan dari prosedur tadi, kata penghubung yang digunakan dan kalimat dan kata imperative. Ss menjawab apa yang ditanyakan ET. ET juga membahas kata-kata yang sulit dan memberikan beberapa contoh pengucapan kata kepada Ss. Ss disuruh ET untuk menirukan pengucapannya. Ss ada yang bertanya tentang pengucapan beberapa kata.
4.	Setelah ET selesai menjelaskan, ET kemudian menanyakan apakah Ss siap untuk aktivitas selanjutnya. ET meminta Ss untuk berkelompok dengan masing-masing 3 anggota. Tetapi dalam pembentukan kelompok ada sedikit kendala, karena ada salah satu kelompok yang ngotot untuk berkelompok 4 orang padahal jumlah Ss ada 30. Itu dikarenakan Ss perempuan tidak mau satu kelompok dengan Ss laki-laki. Akhirnya ET membagi kelompok yang terdiri dari 4 Ss menjadi 2 dan kemudian 2 Ss laki-laki itu

	<p>disuruh masuk ke kedua kelompok tersebut. Setelah masalah pengelompokan sudah selesai, ET memberikan gambar kepada setiap kelompok. ET menerapkan Instruction Quizz Game. ET sebelumnya menjelaskan aturan-aturannya. Ss mengerti dan kemudian melakukannya dengan kelompoknya. Ss diberi waktu 7 menit untuk menyelesaikannya. Setelah waktunya habis, ada beberapa kelompok yang terlihat berlomba dan antusias mengangkat tangan mereka tetapi salah satu kelompok (Aldo's group) mengangkat tangan yang pertama menandakan kelompok tersebut sudah selesai pertama kali. Kelompok tersebut kemudian menceritakan susunan dan tahapan cara membuat a paper plane. Selanjutnya, ET membahas teks tersebut bersama-sama dan kemudian memberikan teks yang spoken kepada Ss. ET kemudian menanyakan lagi perbedaan teks written dan spoken secara singkat.</p>
5.	<p>Setelah itu, ET menerapkan role play. Ss diberi waktu untuk mempelajari teks tersebut. Setelah Ss siap, ET menunjuk salah satu kelompok untuk maju "Please Anis's group performs first". Kemudian kelompok yang sudah maju menunjuk kelompok yang lain dan begitu seterusnya. Ss terlihat gembira dan bersemangat dalam melakukan role play bahkan ada salah satu kelompok yang menawarkan diri walaupun belum ditunjuk. Beberapa Ss cewek yang awalnya suara pelan perlahan-lama sudah menunjukkan peningkatan. Sepertinya mereka sudah tidak gugup atau tidak percaya diri lagi. Ketika melakukan role play, Ss yang terlihat pendiam juga sudah mampu berbicara dengan bahasa Inggris secara baik dan menunjukkan kemampuannya. Mereka terlihat tidak malu ataupun takut lagi. Ss juga sudah mampu untuk membagi-bagi peranan mereka dalam kelompok. Mereka sudah bisa bekerja sama dengan anggota kelompok mereka.</p>
6.	<p>Setelah sudah selesai maju, ET memberikan ulasan mengenai pronunciation Ss yang salah seperti "scissors, paper, and line". Ss mengerti dan ada yang mengulangi lagi "Kalo paper tadi apa Miss" Ada yang bertanya lagi "Ready ki ngucapinnya /redi/ kan Miss"</p>
7.	<p>ET menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, ET menyimpulkan materi tersebut. ET kemudian menutup pelajaran</p>
8.	<p>R mewawancarai ET di ruang guru. Setelah mengecek hasil speaking Ss dan</p>



# **APPENDIX F**

## **INTERVIEW TRANSCRIPTS**

### Interview 1

Date : February 16<sup>th</sup>, 2012

R : Researcher

Time : 08.10-10.10 a.m.

ET : English Teacher

Place : Teacher room

R	“Selamat Pagi Bu, ibu saya mau ijin wawancara”
ET	“Ya Mbak, silahkan”
R	Menurut Ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Ada kendala tidak Bu?”
ET	“Kalau pembelajarannya baik tetapi secara keseluruhan para siswa masih banyak yang mengalami kesulitan, Mbak. Namanya juga bahasa asing dipelajari. Ada beberapa siswa yang bagus juga kemampuan bahasa Inggrisnya tapi ada yang tidak. Kan siswa di SMP sini berasal dari SD yang berbeda-beda jadi kemampuan siswa juga berbeda tergantung sekolah asalnya dulu”
R	“Menurut ibu adakah kelemahan atau kesulitan yang siswa hadapi dalam bahasa Inggris?”
ET	“Hmm kalau kelemahan dan kesulitan siswa ada bermacam-macam, Mbak. Mereka sih kebanyakan kesulitan dalam vocabulary, pengucapan kata, dan grammarnya.”
R	“Begitu ya Bu, jadi aspek-aspek tersebut yang membuat siswa kesulitan dalam bahasa Inggris?”
ET	“Iya mbak, tapi kadang ada factor dari luar juga sih mbak. Apalagi kalau disuruh ngomong pasti banyak yang kacau Mbak. Tapi saya menghargai usaha mereka walaupun kadang mereka suka belepotan kalau disuruh bicara”
R	“Jadi kalau dilihat dari skills, speaking mereka masih lemah ya Bu?”
ET	“Ya kurang lebih begitu Mbak. Sebenarnya selain speaking anak-anak juga lemah dalam <i>writing</i> tapi kan frekuensi mengajar <i>writing</i> itu lebih sering. Jadi bisa diatasi. Kalau yang paling bagus <i>readingnya</i> , Mbak. Kalau <i>listening</i>

	mereka juga mengalami kesulitan tapi karena ada program khusus pengajaran listening jadi masih bisa diatasi. Jadi kalau disuruh ngomong anak-anak banyak yang takut, takut salah, takut diketawain, ga pede, bingung mau ngomong apa, dan lain-lain. Itu mungkin karena vocabulary, grammar, dan pronunciation mereka cukup lemah”
R	“Jadi ibu jarang mengajar speaking ya?”
ET	“Iya mbak soalnya pengajaran bahasa Inggrisnya saya fokuskan ke materi-materi yang akan keluar di UAN nah dalam hal ini penekanannya ke reading. Tapi bukan berarti saya tidak pernah mengajar speaking hanya saja porsi-porsinya paling sedikit daripada yang lain”
R	“Padahal ujian speaking kan ada Bu?”
ET	“Iya mbak memang ada, tapi kalau nilai ujian praktik dari sekolah bukan dari negara”
R	“Mm, ya ya. Ibu, kalo untuk observasi kelasnya kira-kira kapan ya enaknya? Saya juga mau wawancara ke siswanya gitu, Bu.”
ET	“Ya silahkan, kapan saja boleh. Mau Selasa atau Kamis.”
R	“O gitu, Bu. Ya, kalau begitu Selasa besok saja Bu, jam ke berapa ya Bu?”
ET	“Jam pertama Mbak.”
R	“Baik Bu, kalau begitu Selasa besok ya. Terima kasih banyak Bu”
ET	“O, iya. Sama-sama, Mbak.”
	After observation
R	“Apa saja biasanya masalah yang dihadapi siswa dalam speaking?”
ET	“Masalahnya biasanya terkait seputar pengucapan kata, mereka takut salah, kadang bingung format kalimat, kesulitan mengartikan kata-kata baru, kadang ada beberapa siswa yang diam waktu speaking apalagi anak cewek. Sebenarnya anak-anak itu bisa, cuma ya itu tadi bingung dan takut salah”
R	“Apa saja kendala-kendala yang dihadapi dalam pengajaran speaking?”

ET	“Kendalanya... mulai dari males belajar, rame kalo diterangkan, mungkin juga karena materinya kurang menarik, kadang-kadang kesulitan juga, motivasi belajar juga tapi biasanya itu karena dipengaruhi factor luar.”
R	“Oh begitu ya ibu, terus kalau mengajar speaking biasanya ibu menggunakan media apa?”
ET	“Jarang pake mbak soalnya ga sempet mau mempersiapkannya. Jadi cuma memanfaatkan apa yang ada di kelas ”
R	“O, begitu ya, Ibu. Kalau untuk materi, biasanya ambil darimana?”
ET	“Materi dari beberapa buku cetak, terus juga pake LKS, sama dari saya sendiri.”
R	“Teknik dan aktivitas apa yang ibu gunakan waktu pengajaran speaking apa?”
ET	“Kalau saya awalnya cuma ngasih contoh kalimat dulu. Setelah itu diajarkan kalimat perintah dan anak-anak disuruh untuk ngomong itu. Kalau aktivitasnya disuruh nglakuin secara langsung apa yang saya perintahkan, mempelajari cara baca kata-katanya, habis itu mempraktikan kata-katanya tersebut. Kadang pake aktivitas berantai juga sih Mbak”
R	“O ya Bu, terus saya rencananya pakai <i>Small-Group Work Activities</i> , menurut ibu bagaimana?”
ET	“Ya bagus mbak, biar anak-anak yang takut ngomong didepan kelas dan teman-teman sekelas jadi berani ngomong”
R	“Oh begitu ya Bu. O ya Bu kira-kira saya bisa mulai penelitiannya kapan?”
ET	“Saya manut njenengan mau kapan. O ya RPP nya mana mbak, sama saya minta proposalnya. Mau saya baca-baca dulu. Kalau memungkinkan saya yang ngajar Mbak tapi saya diskusikan dengan guru bahasa Inggris yang lain”
R	“Ya Bu. Kalau begitu saya pamit Bu. RPPnya saya berikan besok ya Bu”

## Interview 2

Date : February 21<sup>st</sup>, 2012

R : Researcher

Time : 09.40-10.10 a.m.

Ss : Students

Place : VII G classroom

R	“Hallo, namanya siapa, Dik?”
Ss	“Anis Putri Rahmawati (S4), Irmanita Purnama Sari (S12), Raka Lintang Pradana (S18), Rizaldi Zakaria Ansori (S20), Zumrotun Nasihin (S31), dan Gaip Setyaningrum (S11).”
R	“Bagaimana tanggapan adik-adik tentang pelajaran bahasa Inggris? Suka, apa kurang suka, atau ada kesulitan?”
Ss	“Hmmmmm suka Mbak.” (S4) “Sebenarnya ga terlalu suka sih.” (S31) “Mmm suka Miss walapun kadang-kadang sulit (S11) “Suka-suka tidak, soalnya sulit.” (S20) “Iya lah Mbak pasti ada kesulitan”. (S12, S18)
R	“Kesulitannya apa, Dik?”
Ss	“Mm... itu lho mbak, pokoknya kata-katanya bikin pusing” (S4) “Iya betul apalagi antara kata-katanya sama cara bacanya berbeda.” (S18) “Setujuuuu sekali” (S20) “Itu sama grammarnya juga kadang mbingungi” (S11) “Samaa Miss” (S31)
R	“O gitu ya dik. Oke kalo pelajaran tadi, ada kesulitan nggak?”
Ss	“Ya itu tadi mbak, kata-katanya susah.” (S4)
R	“ <i>Vocabulary</i> maksudnya?”
Ss	“Iya mbak itu” (S4) “Pengucapan katanya Mbak.” (S11) “Sama, Mbak.” (S31) “Tadi deg-degan waktu disuruh ngomong sama ibunya” (S12) “Kalau aku agak bosan.” (S20) “Sama sih agak bosan kayaknya kurang apa gitu Mbak. Jadi bikin ngantuk dan ga konsen” (S18)
R	“Jadi menurut kalian, keterampilan bahasa yang paling susah tu <i>speaking</i> ya?”
Ss	“Iya mbak” (bersamaan)
R	“Oh begitu ya,,adik-adik suka tidak kalau belajar <i>speaking</i> ”
Ss	“Kalo aku sih mbak apapun pelajarannya pasti suka walaupun kadang ada yang sulit” (S4) “Suka Miss hanya saja jarang praktik” (S31)

	<p>“Yah lumayan suka sih” (S11) “Sukaaa kok Miss” (S18, S20)</p> <p>“Hmmm gimana ya Mbak, suka sih tapi kadang takut, takut kalau salah sama takut kalau ditertawain” (S12)</p>
R	“Kalau besok-besok diajar <i>speaking</i> mau ga?”
Ss	“Mauuu sih Mbak” ( <i>bersamaan</i> )
R	“O gitu. Oke deh. Makasih ya adik-adik. Sampe ketemu lagi ya.”
Ss	“Iyaa, Mbak.”

### Interview 3

Date : February 21<sup>st</sup>, 2012

R : Researcher

Time : 09.40-10.10 a.m.

Ss : Students

Place : VII G classroom

R	“ <i>Miss Ida</i> mau nanya-nanya dikit ya, Dik. Yang ini dengan adik siapa aja?”
Ss	“Muhammad Ibnu Majah (S14), Sulistya Nugraha (S28), Shidiq Wahyu Santosa (S25), Sholeh Bachrul Fanani (S26), Tri Sutari (S29), Vani Lestari (S30).”
R	“Gimana dik tanggapannya sama pelajaran bahasa Inggris?”
Ss	<p>“Alhamdulillah sukaaa Mbak” (S29) “Mm... ya lumayan suka, Mbak.” (tersenyum) (S30) “Suka sih, tapi kadang-kadang kesulitan juga.” (S28)</p> <p>“Lumayan, Mbak.” (S25) “Sukaaa banget walaupun kadang ada yang sulit”(S26) “Aku nggak gitu bisa, Mbak.” (S14)</p>
R	“Kesulitannya apa?”
Ss	“Kalau saya itu Mbak pengucapan katanya, suka belepotan” (S26)
R	“Oh <i>pronunciation</i> itu namanya”
Ss	<p>“Ya apalah namanya pokoknya yang itu” (S26) “Hmmm <i>vocabnya</i> suka lupa-lupa.” (S25) “Iya sama, kadang-kadang kesulitan <i>grammar</i> juga Miss” (S28)</p> <p>“Kata-katanya sama <i>pronunciationnya</i> beda” (S29)</p> <p>“Sama Miss” (S30) “Apa ya <i>pokokmen</i> semua sulit Mbak” (S14)</p>

R	“O begitu, Kalau pelajaran tadi gimana? Sudah jelas atau ada kesulitan?”
Ss	“Sudah jelas. Kesulitannya apa ya ga ada Miss.” (S26) “Iya, lumayan, Mbak tapi tadi sedikit grogi waktu disuruh ngomong.” (S25) “Iya, sudah.” (S29) “Alhamdulillah <i>mudeng</i> , tapi tadi suara bu Ambar kadang ga kedengeran” (S28) “Soale <i>kowe budeg kok yo</i> ” (S26) (tertawa semuanya) “Cukup jelas, Mbak.” (S30) “Ga terlalu jelas dan sedikit ngantuk” (S14)
R	“Apanya yang kurang jelas?”
Ss	“Ya penjelasannya soalnya materinya baru Miss,,he he. Jadi sedikit bingung plus aku ngantuk poll Miss” (S14)
R	“Oh begitu mungkin ibu Ambar harus ngasih contohnya yang cukup banyak ya?”
Ss	“Ya begitulah Miss, gimana caranya biar <i>dong</i> ” (S14)
R	“Jadi menurut kalian, keterampilan bahasa yang paling susah tu <i>speaking</i> ya?”
Ss	“Iya sih mbak (bersamaan) “ <i>Writing</i> juga susah,tapi lebih susah <i>speaking</i> ding Mbak” (S25)
R	“Gitu ya,,adik-adik suka tidak kalau belajar <i>speaking</i> ”
Ss	“Jelas suka Mbak,, <i>gur</i> disuruh ngomong <i>mosok raiso</i> ” (S4) “Gayamu Rul, padahal tadi aja ngomongnya ga jelas” (S14) “Yo ga pa pa <i>to sing penting wani daripada kowe</i> ” (S26)
R	“Udah-udah malah pada ngapain kalian itu”
Ss	“Lumayan Mbak” (S28) “Suka” (S29) “Ya lumayan” (S25) “Ya suka Miss tapi jarang praktik paling sering itu reading, writing, sama listening” (S30) “Susah Mbak” (S14)
R	“Kalau besok-besok diajar <i>speaking</i> mau ga?”
Ss	“Mauuu Mbak” (S25, S26, S28, S29, S30) Emoooh Mbak (S14)
R	“Kok ga mau, nanti kalau ga mau kamu ga bakal bisa loh”
Ss	“Ho oh cemen” (S26) “Yoweslah Miss, mau” (S14)

R	“Yaudah terima kasih ya adik-adik buat waktunya”
Ss	“Iya Mbak, sama-sama” (bersamaan)

#### Interview 4

Date : February 21<sup>st</sup>, 2012

R : Researcher

Time : 09.40-10.10 a.m.

Ss : Students

Place : VII G classroom

R	“Hallo, boleh tau namanya siapa saja?”
Ss	“Aji Setyawan (S2), Albani Ditya Alfiandi (S3), Luthfi Isyak (S13), Septyan Herta Nugroho (S24), Suhenda Arifin (S27), Farida Hardheyanti (S7), Fenika Indri Astuti (S8).”
R	“Gimana dik tanggapannya sama pelajaran bahasa Inggris?”
Ss	“Sukaaa” (S13) “Iya sama suka Mbak (S2) “Sama” (S27) (S3) “Lumayan suka, Mbak walaupun kadang-kadang sulit.” (S8) “Suka sih, tapi kadang-kadang kesulitan juga.” (S7) “Engga begitu bisa, Mbak.” (S24)
R	“Kesulitannya apa?”
Ss	“Apa ya Mbak,,kayaknya ga ada yang sulit mungkin cuma kata-kata nya saja yang baru dan artinya juga suka lupa“ (S13) “ <i>Grammar Miss</i> ” (S2) “Hmmm <i>vocabnya</i> kadang suka lupa-lupa.” (S27) “Sama, kadang-kadang kesulitan <i>vocab</i> sama <i>grammar</i> juga Mbak” (S3) “Pengucapan kata-katanya” (S8) “Sama Miss” (S7) “Semuanya sulit” (S24)
R	“Jadi begitu, Kalau pelajaran tadi gimana? Ada kesulitan ga? Tadi disuruh ngomong juga kan?”
Ss	“Ya itu tadi mbak kesulitannya seputar itu tadi. Tapi kalau disuruh ngomong pasti aku mau Mbak” (S13) “Iya, lumayan, Mbak tapi tadi sedikit grogi waktu disuruh ngomong.” (S2) “Cukup pede tapi <i>yo ra iso.</i> ” (S27) “Bosan, pasti kegiatannya itu-itu terus, berpasangan, ngerjain soal” (S3) “Lumayan bisa sih,tapi kadang ga pede” (S8) “Ga pede Miss apalagi kalau ditertawain.” (S7) “Kesulitannya ga bisa, takut salah” (S24)

R	“Jadi menurut kalian, keterampilan bahasa yang paling susah tu <i>speaking</i> ya?”
Ss	“Iya mbak (bersamaan) “ <i>Writing</i> juga Mbak” (S24)
R	“Gitu ya,,adik-adik suka tidak kalau belajar <i>speaking</i> ?”
Ss	“Suka dong Mbak” (S13) “Suka” (S2) “Ya lumayan” (S27) “Ya suka Miss” (S3) “Iya suka” (S8) (S7) “Susah Mbak” (S24)
R	“Kalau besok-besok diajar <i>speaking</i> mau ga?”
Ss	“Mauuu dong Mbak” “ <i>Tenane</i> Mbak, waduh <i>mumet</i> aku” (S24) “Tapinya besok pelajarannya harus menarik ya terus aku kan takut kalau ngomong di depan teman-teman sekelas takut ditertawain” (S7) “Iya Mbak sama, pake media atau apalah” (S8)
R	“Ya terima kasih maasukannya. Kalau begitu terima kasih ya adik-adik buat waktunya”
Ss	“Iya Mbak, sama-sama”

### Interview 5

Date : February 21<sup>st</sup>, 2012

R : Researcher

Time : 09.40-10.10 a.m.

Ss : Students

Place : VII G classroom

R	“Maaf namanya siapa aja nih, Dik?”
Ss	“Anita Nurani (S5), Dayu Harry Widyastuti (S6), Fernanda Filonia Ikhwan (S9), Nur’ Aini (S17), Septi Utami (S22), Septian Arti Rahmadhani (S23).”
R	“Gimana tanggapannya sama pelajaran bahasa Inggris? Suka nggak sama bahasa Inggris?”
Ss	“Suka sih, Mbak tapi...”
R	“Tapi? Ada kesulitan ya?”
Ss	“Mbak nya tau aja.” (tertawa bersama)
R	“Kesulitannya yang apa?”
Ss	“Kesulitannya banyak Mbak” (S5) “Kalo aku sih <i>speaking</i> sama <i>writing</i> ,

	Mbak.” (S6) “Mm, kadang-kadang nggak dong penjelasannya, Mbak kalau materinya baru mungkin karena saya DDR.Ha ha ” (S9) “Hmm pengucapan ama kosa kata.” (S17) “Iya sama sih, <i>speaking</i> sama <i>writing</i> tu yang bikin pusing.” (S22) “Ya. Kalo <i>speaking</i> grogi mau ngomong apa, terus kalo <i>writing</i> bingung mau nulis apa. Paling mending <i>reading</i> Mbak” (S23)
R	“O jadi <i>Speaking</i> sama <i>writing</i> ya? Sulitnya gimana?”
Ss	“Kalau <i>writing</i> merangkai kata-katanya itu terus kalau <i>speaking</i> bingung ngomongnya, Mbak.” (S23) “Iya, Mbak. Bikin pusing semua.” (S22) “Sama, Mbak. Tapi kalo <i>writing</i> masih mending. Kalau <i>speaking</i> haduh bingung <i>tenan e</i> ” (S17) “Sama, Mbak. Bikin pusiinnggg.” (S9) (S6) (S5)
R	“Pusingnya kenapa?”
Ss	“Ya itu tadi Mbak, kosa kata, penyusunan kalimat, pengucapan dan banyak deh Mbak” (S9)
R	“Tapi kalau mau belajar pasti bisa, ya ga? Kalau <i>speaking</i> itu harus sering-sering latihan”
Ss	“Latihan apa Mbak,,wong jarang banget praktik” (S6) “Iya bener” (S17)
R	“Berarti menurut adik-adik yang paling sulit <i>speaking</i> ya?”
Ss	“Iya Mbak”
R	“Kalau besok-besok diajarin <i>speaking</i> mau ga?”
Ss	“Mau mbakkk” “Tapi harus yang menarik dan kalau bisa jangan yang disuruh ngomong di depan teman sekelas malu Mbak” (S23) “Iya dibuat kegiatan apa gitu Mbak” (S22)
R	“O gitu ya. Oke deh. Makasih ya.”
Ss	“Sama-sama, Mbaknya.”

### Interview 6

Date : April, 17<sup>th</sup> 2012

R : Researcher

Time : 09.42-09.46 a.m.

Ss : Students

Place : VII G classroom

R	“Namanya siapa aja, Dik?”
Ss	“Anis (S4), Irma (S12), Aldi (S20), Raka(S18)
R	“Okey, gimana penjelasan tentang materi-materi ekspresi dari bu Ambar? Sudah jelas belum?”
Ss	“ <i>Insyallah</i> sudah.”(S18) “Sudah.”(S12) “Kurang jelas”(S20)“Sama(S4)
R	“Tadi kan sudah dijelaskan sama Bu Ambar, mana yang kurang jelas?”
Ss	“Mm... agak kecepeten aja njelasinnya, Miss.” (S4) “Iya sama” (S20)
R	“Trus ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	“Mmm.. ga ada sih cuma itu tadi rada-rada cepet aja” (S4) “Kadang belum siap aja Miss” (S12) “Hmmm apa ya Miss, kalo saya kadang ga hafal kata-katanya aja” (S18) “Agak kecepetan” (S20)
R	Bagaimana dengan <i>Small Group Work Activities</i> seperti <i>interview</i> dalam berbicara tadi?
Ss	“Bagus banget Mbak soalnya bisa wawacara gitu deh” (S4) “Iya sama Mbak, seneng pokoknya” (S12) “Hmmm bagus dan menyenangkan soalnya bisa wawancara sih” (S18) “Bagus dan membantu untuk saling wawancara dan tahu makanan dan minuman favorit mereka” (S20)
R	“O gitu, jadi suka ya dengan aktivitas tersebut?”
Ss	“Iyaa”
R	“Kalau gitu bagaimana dengan aktivitas yang lain?”
Ss	“Yang mana Miss?” “Yang disuruh maju praktik ya?” (S4)
R	“Iya yang itu, itu namanya <i>role play</i> ? Apakah kalian suka?”
Ss	“Suka banget, Mbak.”(S4) Seneng” (S12) “Iya suka”(S18) “Suka” (S20)
R	“Apa yang membuat kamu senang dan suka?”
Ss	“Seneng karena bisa praktek” (S12)“Karena disuruh praktek di depan kelas jadi bisa latihan bicara gitu Miss” (S4) “Bisa meningkatkan kemampuan berbicara saya karena ketika praktek maju saya jadi berani” (S20)“Seneng

	karena bisa tampil bareng teman kelompok Miss” (S18)
R	“Jadi suka ya”
Ss	“Iyaaa”
R	“O ya ketika bu Ambar mengajar pake bahasa Inggris kesulitan tidak?”
Ss	“Engga sih Miss” (S4)“Lumayan” (S12)“Ga terlalu” (S18)“Sama, ga sulit-sulit banget” (S20)
R	“Apanya yang sulit?”
Ss	“Mungkin cuma kosa katanya yang baru Miss” (S18)“Ya itu tadi agak kecepetan” (S20)
R	“Tapi bermanfaat kan walaupun ada kesulitan sedikit?”
Ss	“Iya Miss” (S12)“Jelas” (S4)
R	“Manfaatnya apa?”
Ss	“Tambah kosa kata” (S4)“Iya sama” (S12)“Jadi terbiasa dengan bahasa Inggris” (S18)“Menambah kosa kata dan ga asing lagi ama Bahasa Inggris” (S20)
R	“Terus, pemberian contoh atau pembenaran cara pengucapan kata-kata bahasa Inggris yang diberikan bu Ambar, menurut adik-adik gimana?”
Ss	“Bagus Mbak”
R	“Kenapa?”
Ss	“Yaa jadi tahu pengucapannya Miss” (S4)“Iya sangat membantu kemampuan aku Mbak” (S12)“Membantu sekali untuk tidak salah-salah lagi ngomongnya” (S18)“Iya kurang lebih sama Mbak, pokoknya membantu ak lah” (S20)
R	“Bagaimana dengan media yang digunakan seperti gambar dan kartu?”
Ss	“Ya, seneng banget Miss dan itu membantu sekali, pokoknya suka banget sama Afgan” (S4) (tertawa)“Bagus dan membantu cuma kartunya agak membingungkan soale kata-katanya banyak banget.” (S12)“Iya sama mbak,

	cukup membantu dan masalah kartu juga membantu tapi ya itu tadi sama kayak Irma.” (S18)“Bagus dan membantu Mbak.” (S20)
R	“Terbantunya kenapa?”
Ss	“Soalnya bisa lebih gampang aja dong dengan materinya” (S4)“Sama Mbak” (S12)“Iya mudah menyerap materinya” (S18)“Sama jauh lebih mudah dan kelihatan menarik untuk terus mengikuti” (S20)
R	“Oke. Trimakasih ya.”
Ss	“Yaa... Sama-sama, Mbak.”

### Interview 7

Date : April, 17<sup>th</sup> 2012

R : Researcher

Time : 09.46-09.49 a.m.

Ss : Students

Place : VII G classroom

R	“Namanya siapa aja, Dik?”
Ss	“Ibnu (S14), Sulis (S28), Arul (S26), Shidiq (S25)
R	“Hmmm menurut adik-adik penjelasan dari bu Ambar tadi sudah jelas belum?”
Ss	“Belum” (S14)“Agak kurang” (S28)“Uweesss Mbak” (S26)“Sudah Mbak” (S25)
R	“Kalau gitu mana yang kurang jelas?”
Ss	“Apa ya soalnya saya kurang mudeng aja mbak” (S14)“Ga kedengeran Mbak suaranya Miss Ambar” (S28)“Soale kowe budeg kok yo Lis” (S26) (tertawa)
R	“Okey kalau gitu ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	“Sedikit” (S25) (S14)“Ga ada” (S26)“Iya sedikit” (S28)
R	Bagaimana dengan Small Group Work Activities seperti mewawancarai teman dalam kelompok dalam berbicara tadi?
Ss	“BagusMbak(S14)Bagus”(S28)Jossgandos”(S26)“Sama mbak”(S25)
R	“Kenapa?”

Ss	<p>“Kenapa ya, ya karena bisa aktif berbicara” (S14)</p> <p>“Bisa wawancara ama temen kelompoknya” (S28)</p> <p>“Iso ngomong Mbak” (S26)</p> <p>“Karena bisa membuat ak berani bicara dan asik aja sih” (S25)</p>
R	“Kalau gitu bagaimana dengan aktivitas <i>role play</i> ?”
Ss	“Sing endi to Mbak” (S26)
R	“Yang maju praktik itu loh. Apakah kalian suka?”
Ss	“Iya Suka.”(S14)Hu um suka” (S28)Iyo Mbak seneng(S26) Sama” (S25)
R	“Kenapa?”
Ss	<p>“Ya seneng aja Mbak” (S14)“Iya piye yo Mbak, jadi berani maju” (S28)</p> <p>“Wah yo piye mbak ra iso njelaske ak” (S26)“Jadi berani tampil sama kelompok Mbak” (S25)</p>
R	“Terus, ada kesulitan ga waktu mengajar bu Ambar pake bahasa Inggris?”
Ss	“Rada sulit” (S28)“Sedikit” (S14)“Jelas ora lah Mbak” (S26)“Hmmm engga juga sih” (S25)
R	“Apanya yang sulit?”
Ss	“Opo yo ga tau artine” (S14)“Ga tau bahasa Indonesiannya apa ama kurang denger” (S28)
R	“Okey kalau gitu pemberian contoh pengucapan kata bahasa Inggris bermanfaat tidak?”
Ss	“Iyaaaa bermanfaat”
R	“Kenapa?”
Ss	<p>“Mmm tau cara ngucapinnya” (S14)“Iya jadi tau” (S28)“Sama wae lah” (S26)“Kita jadi tahu pengucapannya dan mempraktikannya” (S25)</p>
R	Terus kalo belajarnya pakai gambar kayak tadi suka ngga?
Ss	“Suka banget, Mbak.”

R	“Kenapa?”
Ss	“Suka aja Mbak.” (S14) “Menarik.” (S28) “Podo menarik” (S26) “Nggak bikin bosan.” (S25)
R	“Oke. Trimakasih ya.”
Ss	“Yaa... Sama-sama, Mbak.”

### Interview 8

Date : April 17<sup>th</sup>, 2012

R : Researcher

Time : 09.49-09.52 a.m.

Ss : Students

Place : VII G classroom

R	“Mau nanya-nanya bentar ya, Dik. Namanya siapa?”
Ss	“Septi (S22), Anita (S5), Ningrum (S11), Vani (S30), Zumrotun (S31).”
R	“Okey menurut adik-adik sekalian penjelasan dari bu Ambar tadi sudah jelas belum?”
Ss	“Ya sudah Mbak” (S22) “Lumayan” (S5) “Sudah jelas Mbak” (S11) “Cukup jelas” (S30) “Iya sudah” (S31)
R	“Tadi siapa yang jawab ga jelas, bagian mana yang kurang jelas?”
Ss	“Hmmm ga tau Mbak, pokoknya ada yang jelas ada yang enggak” (S5) “Apa yaaa, anak-anaknya rame trus bu Ambar kadang kurang jelas suaranya” (S30)
R	“Kalau gitu ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	“Apa ya terlalu cepet aja Miss, jadi bingung mau ngomong apa” (S11) “Kurang waktu” (S31) “Takut aja Mbak” (S5) “Iya ga pede kalo disuruh praktek maju” (S30) “Idem” (S22)
R	“Bagaimana dengan Small-Group Work Activities yang disuruh wawancara dengan teman satu kelompok?”
Ss	“Asyik” (S22) “Lumayan asyik” (S5) “Menyenangkan” (S11), “Iya sama (S30) “Seru” (S31)

R	“Tau tidak nama aktivitas yang adik-adik lakukan dengan teman kelompok kecilnya kemarin?”
Ss	“Aku tau Miss, namanya <i>interview</i> ” (S11)
R	“Suka ga dengan <i>interview</i> ?”
Ss	“Sukaaa” (bersamaan)
R	“Kenapa?”
Ss	“Kenapa ya karena menyenangkan aja Miss” (S22) “Suka soalnya jadi berani untuk berbicara (S5), “Suka karena bisa kerja kelompok dan menyenangkan aja” (S11) “Karena bisa membantu berbicara di dalam kelompok” (S31) “Cukup suka karena bisa mewawancarai teman saya (S30)
R	“O gitu, jadi adik-adik suka ya dengan aktivitas tersebut?”
Ss	“Iyaa”
R	“Kalau gitu bagaimana dengan aktivitas <i>role play</i> ?”
Ss	“Bagus soalnya disuruh praktik-praktik gitu” (S22) “Sama” (S5) “Hmmm menurutku bagus banget soalnya melatih keberanian, kekompakan dan kemampuan bicara” (S11) “Iya melatih kekompakan” (S30) “Kalau kurang lebih sama lah, yang jelas membantu sekali untuk berbicara” (S31)
R	“O gitu. Jadi lebih seneng kerja kelompokan gitu?”
Ss	“Iya dong, Miss.” (bersamaan) “Soalnya jadi ga takut lagi” (S30)
R	“Apakah adik ada kesulitan ketika Bu Ambar menggunakan bahasa Inggris di kelas?”
Ss	“Hmm lumayan Miss” (S22) “Cukup sulit” (S5) “Engga sulit sih Miss” (S11) “Insyaallah tidak sulit (S31) “Cukup membuatku pusing Miss” (S30)
R	“Tadi siapa yang kesulitan? Kalau boleh tau kenapa sulit?”
Ss	“Itu Miss tidak tahu artinya dan Bu Ambar kadang agak cepat bicaranya (S5) “Hmm sama ada beberapa kata yang tidak tahu artinya dan ucapannya (S22) “Sama Miss” (S30)

R	“Untuk instruksi yang digunakan Bu Ambar gimana? Kayak Bu Ambar nyuruh nunjukin kartu dan minta ijin ke belakang. Paham ga?”
Ss	“Paham sih Miss (S5), Kalau itu sih paham soalnya cukup familiar (S22)”
R	Menurut kalian, apakah penggunaan bahasa Inggris di kelas bermanfaat untuk kalian?
Ss	“Iyaaaa Miss”
R	“Apa alasannya?”
Ss	“Menjadi paham dan terbiasa dengan bahasa Inggris” (S22)“Hmm sama Miss” (S5)“Terbiasa dengan ucapan bahasa Inggris dan nambah kosa kata” (S11), “Bisa tahu kata-kata yang jarang dipakai dan mengenal beberapa kata baru juga terbiasa dengan Bahasa Inggris” (S31)“Sama bisa terbiasa” (S30)
R	“Bagaimana dengan media yang digunakan? Bagus atau tidak?”
Ss	“Bagus kok Miss” (S22)“Iya cukup bagus” (S5)“Mmm menarik dan bagus, lain kali pakai lagi” (S11)“Sama... Mbak” (S30)“Ga ngantuk dan bosan” (S31)
R	“Sipp, terus bagaimana pemberian koreksi pengucapan kata dari Bu Ambar?”
	“Membantu banget Mbak” (S22)“Iya membantu” (S5)“Sama bisa membantu agar tidak salah-salah lagi ketika berbicara soalnya aku juga sering bingung Miss” (S11)“Cukup bagus” (S30)“Bagus karena bisa tahu mana pengucapannya yang benar” (S31)
R	“Oke kalo gitu. Makasih ya semua.”
Ss	“Sama-sama, Miss.”

### Interview 9

Date : April 17<sup>th</sup>, 2012

R : Researcher

Time : 09.52-09.55 a.m.

Ss : Students

Place : VII G classroom

R	“Adik-adik mau wawancara sebentar, namanya siapa ya?”
Ss	“Aldo (S1), Nanang (S15), Sayyid (S21), Nanda (S16).

R	“Bagaimana tanggapan adik-adik dengan pelajaran bu Ambar tadi?”
Ss	“Jelas Mbak” (S1)“Iya jelas”(S15)“Bagus” (S21)“Paham” (S16)
R	“Kalau gitu ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	Hm no problem(S1)“Ga ada(S15)Tidak(S16)Tidakada kesulitan” (S21)
R	“Bagaimana dengan Small-Group Work Activities yang disuruh wawancara dengan teman satu kelompok?”
Ss	“Wuihhhh <i>wonderfullllll</i> Miss, ha ha” (S1)“Biasa ga pake istimewa” (S15)Mmmm menyenangkan banget(S21)Cukup menyenangkan” (S16)
R	“Kenapa?”
Ss	“Bisa wawancara, ngobrol-ngobrol pokokmen sing asik-asik lah” (S1) “Ya itu tadi ga istimewa” (S15)“Yang jelas bisa bekerja sama dengan kelompok dan meningkatkan kemampuan bicara” (S21)“Sama (S16)
R	“Oke kalau begitu, terus tanggapan adik-adik tentang <i>role play</i> ?”
Ss	“Sing endi kuwi?” (S1)
R	“Yang praktik maju”
Ss	“Ohhh yang itu ta, ngomong dari tadi. Menyenangkan”. (S1)“Sama” (S15)“Sama Miss’ (S21)“Idem” (S16)
R	“Kenapa?”
Ss	“Ya kan bisa praktik kalau praktik otomatis kan ngomong Miss, jadi seneng aja” (S1)
R	“Suka ngomong ya Aldo”
Ss	“Jelasss” (S1)
R	“Yang lain”
Ss	“Hmmm bisa praktik ngomong” (S15)“Bisa praktik jadi lebih kendhel, dan PD” (S21)“Iya samalah intinya” (S16)
R	“Tanggapan tentang penggunaan bahasa Inggris di kelas?”
Ss	“Bagussss” (S1)“Sama” (S15)“Iya Bagus” (S21)“Podo” (S16)

R	“Kenapa?”
Ss	“Ya... bisa tambah-tambah kosa kata dan dadi biasa ndengerin bahasa Inggris gitu loh” (S1)“Mmm... jadi terbiasa” (S15)“Jadi tahu kata-kata baru yang jarang dipakai dan lebih terbiasa” (S21)“Anu Mbak,, jadi iso bahasa Inggris” (S16)
R	“Oke deh, Terus bagaimana menurut kalian pemberian model pengucapan kata-kata dalam bahasa Inggris?”
Ss	“Baguss Mbak” (S16) “Jadi paham cara ngomongnya” (S1) “Sama Mbak jadi paham” (S15)“Saya jadi tahu pengucapan yang benar” (S21)
R	Bagaimana tanggapan kalian ketika Bu Ambar memberikan membenaran pengucapan setelah praktek maju itu ?
Ss	Bagus dan membantu Miss (S16), Jadi tahu kesalahannya (S1) Mmmm apa ya, sama aja deh (S15), Membantu untuk tidak salah pengucapan lagi (S21)
R	“Bagaimana tanggapan adik-adik dengan gambar dan kartu-kartu yang digunakan?”
Ss	“Bagus Mbak kalau gambarnya” (S1)“Kartunya kakean tulisan jadine agak bingung” (S15)
R	“Oh gitu ya, jadi suka ya dengan gambarnya?”
Ss	“Yaaa Miss“Tapi itu Miss kartunya banyak tulisan (S15), Iya kurang menarik kebanyakan tulisan (S21), Tapi juga cukup bagus (S16)”
R	Tapi, adik bisa memahaminya kan?
Ss	“Iya Miss”
R	Kemampuan speaking adik-adik meningkat atau tidak?
Ss	“Jelasss meningkat” (S1)“Meningkat” (S15)“Lumayan meningkat” (S21)“Sama meningkat” (S16)
R	“Oke kalau gitu makasih”
Ss	“Sama-sama”

### Interview 10

Date : April, 17<sup>th</sup> 2012 ET : English Teacher  
 Time : 09.55-09.58 a.m. R : Researcher  
 Place : VII G classroom

R	“Okey namanya siapa saja?”
Ss	“Fernanda (S9), Frida (S10), Dhani (S23), Fenika (S8), Nur’ Aini (S17).”
R	“Okey menurut adik-adik sekalian penjelasan dari bu Ambar tadi sudah jelas belum?”
Ss	“Paham Kak” (S10)“Setitik” (S23)“Sudah jelas Mbak” (S17)“Cukup jelas” (S9)“Lumayan” (S8)
R	“Kalau gitu ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	“Ga ada” (S17)“Setitik yang masalah ekspresi” (S23)“Pake papan nama itu loh Miss” (S9)“Mmm...tidak ada” (S10)“Kurang waktu Kak” (S8)
R	“Bagaimana dengan Small-Group Work Activities yang disuruh wawancara dengan teman satu kelompok?”
Ss	“Suka” (S17)“Setitik” (S23)“Bagus Kak bisa ngobrol ama temen kelompok” (S10)“Bagus” (S9)“Iya menarik soalnya tanya-tanya ama temen gitu” (S8)
R	“Oh gitu ya, terus bagaimana yang <i>role play</i> , yang disuruh praktik maju?”
Ss	“Itu juga bgus” (S17)“Hmm bagus” (S23)“Jadi berani bicara” (S10)“Bisanya ngomong sendiri, sekarang ada temennya jadi ga terlalu takut kalo salah” (S9)“Membantu kemampuan bicara” (S8)
R	“Terus tentang gambar dan kartunya gimana?”
Ss	“Menarik” (S23)“Sering-sering aja pake Kak” (S10)“Seru” (S17)“Jadi lebih seneng buat belajar Inggris” (S8)“Hmmm, asyik aja” (S9)
R	“Oke-oke, terus apakah adik mempunyai kesulitan ketika Bu Ambar menggunakan bahasa Inggris di kelas?”
Ss	“Hmm setitik” (S23)“Lumayan kesulitan Miss” (S9)“Kadang-kadang sulit” (S17)“Ga terlalu” (S8)“Engga Miss” (S10)

R	“Kenapa sulit?”
Ss	“Kadang ada kata-kata baru (S23), Sama Miss. Ada juga beberapa kata yang tidak dimengerti (S17), Sama (S9)”
R	“Kalian juga cukup kesulitan ketika Bu Ambar memberikan pertanyaan dalam bahasa Inggris, ya kan?”
Ss	“Lumayan Miss (S23), Ada beberapa kata yang ga mudeng (S17), Iya kadang cukup sulit (S9)”
R	“Apa manfaat penggunaan bahasa Inggris di kelas bermanfaat untuk kalian?”
Ss	“Jadi tahu beberapa kata yang tidak pernah saya dengar (S17), Samaaaaa kosakatanya bertambah (S23), Juga tahu cara pengucapan beberapa kata (S10), Hmmm menjadi terbiasa dengan kata-kata bahasa Inggris dan bahasa Inggrisnya juga Miss (S8, Jadi nambah vocab juga (S9)”
R	“Yang masalah pemberian contoh pronunciation itu gimana?”
Ss	Ya bagus juga” (S10)Bagus(S9)“Sama(S17)“Sama” (S8)“Setitik” (S23)
R	“Siiip makasih ya semuanya.”
Ss	“Iya, sama-sama”

### Interview 11

Date : April, 17<sup>th</sup> 2012

ET : English Teacher

Time : 09.58 -10.02 a.m.

R : Researcher

Place : VII G classroom

R	“Adik-adik namanya siapa?”
Ss	“Luthfi (S13), Aji (S2), Herta (S24), Henda (S27).”
R	“Kalian paham belum dengan penjelasan Bu Ambar?”
Ss	“Pahammm”
R	“Hmm kalo gitu ada kesulitan nggak yang waktu berbicara tadi?”
Ss	“Tidak ada” (S13) (S24) (S27)“Sedikit” (S2)
R	“Apa?”

Ss	“Kalo uda di depan sok lali karo bingung meh ngomong apa” (S2)
R	“Bagaimana dengan Small-Group Work Activities interview dengan teman satu kelompok?”
Ss	“Apikkk tenan” (S24)“Menyenangkan” (S24)“Bagus be ud” (S13) “Sama” (S2)
R	“Kalau gitu bagaimana dengan aktivitas <i>role play</i> ? Kemampuan bicaranya meningkat?”
Ss	“Kuwi juga bagus, kemampuan berbicaraku jadi meningkat pesat” (S13)“Sama meningkat karena bisa praktik dengan kelompok” (S24) “Bagus dan kemampuan menjadi meningkat ga tau kenapa” (S27) “Yo apik lah soal e kan disuruh ngomong, piye to Mbak e ki” (S2)
R	“Baiklah, kalo gitu seneng kelompokan po individu?”
Ss	“Kelompokan”
R	“Halah kompak”
R	“Tanggapan kalian tentang Bu Ambar yang pake bahasa Inggris?”
Ss	“Susah soale ra mudeng” (S2)“Hah yo apik sih tapi ak juga sok ra jelas” (S27)“Sipp amazing, jadi tambah pinter Mbak” (S13)“Sedikit bagus sedikit engga” (S24)
R	“Sipp deh. Terus kalo pelajarannya pakai gambar suka nggak?”
Ss	“Ya, kalo itu suka. Dulu jarang pakai kayak gitu.”
R	“Kenapa suka?”
Ss	“Bikin jelas.” (S13)
R	“Maksudnya?”
Ss	“Mm... Jadi dong sama materinya.” (S13)
R	“Oke. Kalo yang lain?”
Ss	“Bikin senang aja.” (S24) “Jadi tertarik sama materinya.” (S27) “Menarik.” (S2)

R	“Oke kalo gitu. Makasih ya semua.”
Ss	“Sama-sama, <i>Miss.</i> ”

### Interview 12

Date : April, 17<sup>th</sup> 2012 ET : English Teacher

Time : 10.10-10.25 a.m. R : Researcher

Place : Teacher room

R	“Jadi bagaimana pendapat ibu tentang penerapan <i>actionnya</i> ?”
ET	“Kalau menurut saya bagus sih Mbak cuma mungkin anak-anak itu karena apa ya kelasnya kayak gitu mungkin pengaruh waktunya kalau siang jadi kayak gitu, rame. O ya mungkin kalau untuk aktivitasnya nek misalkan bisa aktivitasnya berbeda. Soalnya yang kemarin itu kan sama terus. Anak-anak udah kayak bisa nebak nanti gini.”
R	Menurut ibu penerapan Small-Group Work sudah bagus belum dengan setiap grup empat anak?
ET	“Sudah kok Mbak. Anak-anak sudah mau berkelompok dengan temannya walaupun kadang-kadang harus disuruh dua kali. Untuk pertemuan selanjutnya kalau menurut saya lebih baik dengan sedikit anggota saja Mbak sekitar tiga anak. Takutnya kalau terlalu banyak anak dalam satu kelompok mereka malah akan berisik”
R	“Menurut pendapat ibu, bagaimanakah penerapan aktivitas interview?”
ET	“Ya kalau menurut saya sudah bagus penerapannya. Anak-anak sudah paham dan melakukan apa yang harus dilakukan.”
R	“Bagaimanakah menurut pendapat ibu aktivitas tersebut? Apakah bisa dikatakan efektif untuk meningkatkan kemampuan siswa berbicara?”
ET	“Dikatakan efektif juga bisa karena aktivitas tersebut menuntut siswa harus berbicara dengan temannya didalam kelompok kecil. Walaupun siswa sebenarnya awalnya enggan berbicara tetapi karena adanya aktivitas tersebut siswa jadi mau untuk berbicara. Mereka juga jadi lebih lancar berbicara dalam bahasa Inggris dan saya kira pemilihan kalimat ataupun kata-katanya juga cukup bagus. Ditambah lagi aktivitas tersebut bisa

	mendukung para siswa untuk berbicara di aktivitas selanjutnya.”
R	“Ya Bu, jadi aktivitas ini efektif ya Bu?”
ET	“Iya tentu saja Mbak”
R	“Mungkin sedikit kelemahannya siswa terlihat berisik ya Bu?”
ET	“Ya begitulah tapi malah bagus karena itu menandakan siswa berbicara”
R	“Menurut ibu apakah aktivitas ini bisa dilanjutkan di pertemuan selanjutnya? Karena materi yang dibahas procedural text di pertemuan selanjutnya.”
ET	“Sebenarnya kalau mau dipakai lagi bisa dan bagus sekali. Tetapi kalau materinya procedural text saya kira agak sulit untuk mencocokkan dengan materinya. Jadi sebaiknya cari aktivitas yang lain dulu”
R	“Menurut ibu bagaimana penerapan aktivitas role play?”
ET	“Aktivitas ini penerapannya sudah bagus. Kekurangannya adalah waktunya. Jadi anak-anak nanti diberi sedikit waktu lagi untuk persiapan. Saya lihat anak-anak juga mau ketika disuruh praktek walaupun ada beberapa kelompok yang agak susah.”
R	“Apakah aktivitas ini efektif Bu?”
ET	“Iya Mbak, saya kira aktivitas ini bisa dikatakan efektif karena anak-anak berani berbicara bahasa Inggris dan mereka juga cukup percaya diri ketika praktek. Selain itu saya juga melihat pengucapan kata, pemilihan kata dan kalimat serta kelancaran mereka dalam berbicara lumayan bagus. Yang paling utama adalah meningkatkan kemampuan berbicara mereka lagi karena sebetulnya mereka bisa.”
R	“O ya Bu kalau saya berencana masih menggunakan aktivitas ini untuk mengetes kemampuan siswa. Menurut pendapat ibu bagaimana?”
ET	“Ya tidak apa-apa mbak tapi harus ditambahi sedikit perubahan agar siswa tidak bosan”
R	“Terus bagaimana respon dan partisipasi siswa?”
ET	“Bagus kalau saya lihat. Walaupun mungkin ada yang ndleor apalagi kalau

	siang. Tapi yang jelas mereka mereka mau bunyi semua, mau ngomong”
R	“Bagaimanakah materi yang digunakan?”
ET	“Sejauh yang saya lihat sudah cukup bagus, mungkin untuk pertemuan selanjutnya dipikirkan materi yang jauh lebih mudah dipahami sama anak-anak. Maksudnya jangan yang terlalu panjang-panjang takut mereka pusing terlebih dulu”
R	“Bagaimana dengan media yang digunakan tadi?”
ET	“Sudah bagus Mbak. Kalau medianya misalkan ada yang lebih bagus dari kemarin yang pakai kartu dan gambar. Kalau saya ngajar di SD saya pake realia”
R	“Kalau begitu coba diterapkan saja Bu, apalagi materi pertemuan selanjutnya procedural text?”
ET	“Ya boleh juga sih Mbak”
R	“Pemberian feedback pada <i>pronunciation</i> dari siswa bagaimana Bu?”
ET	“Ya bagus Mbak, kelihatannya anak-anak juga suka. Mereka banyak tanya tentang pengucapan kata yang lain juga. Jadi mereka jadi lebih termotivasi agar mengucapkannya dengan benar”
R	“Terus, penggunaan bahasa Inggris dalam pelajaran bagaimana Bu?”
ET	“Bisa dikatakan berhasil, anak-anak juga sudah tau apa yang saya maksud ketika saya menyuruh mereka menghapus tulisan di papan tulis atau apa. Mungkin harus diulang-ulang lagi untuk selanjutnya. Anak-anak juga kadang-kadang masih bingung untuk merespon pertanyaan dari saya”
R	“Oh begitu ya Bu. Hmm adakah masalah yang dihadapi ketika implementasi?”
ET	“Kesiapan siswa sangat penting. Kadang ada anak-anak yang iyik jadi suka mengganggu konsentrasi anak yang lain”
R	“Terus, adakah saran untuk implementasi selanjutnya”

ET	“Ya itu tadi aktivitasnya jangan yang sama, ada variasi sedikit lah biar anak-anak tidak bosan dengan aktivitas yang itu-itu saja. Materi jangan terlalu susah apalagi besok membahas teks prosedur, takutnya mood anak-anak jadi jelek. Sementara ini dulu Mbak”
R	“Baik Bu,, sepertinya sudah. O ya Bu masalah nilai siswa bisa saya ambil kapan?”
ET	“Besok saja mbak kalau sudah selesai, ini juga belum saya salin”
R	“Ya Bu, terima kasih”
ET	“Sama-sama Mbak”

### Interview 13

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 09.45-09.48 a.m.

Ss : Students

Place : VII G classroom

R	“Okey namanya siapa?”
Ss	“Anis (S4), Irma (S12), Aldi (S20), Raka(S18), Andi (S3)
R	“Penjelasan bu Ambar tentang <i>procedural text</i> udah jelas belum?”
Ss	“Hmm.. belum terlalu jelas soalnya pernah ga berangkat sekali, tapi juga udah nangkap juga maksudnya.” (S4)“Sudah jelas” (S12)“Jelas kok Kak” (S20)“Iya jelas” (S18)“ <i>Alhamdulillah</i> jelas” (S3)
R	“Terus ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	Sejauh ini ga ada, Bu Ambar ngomongnya juga udah ga terlalu cepet” (S4) <i>Inshaallah</i> ga ada” (S12)Engga (S20)Tidak Kak” (S18)“Sama” (S3)
R	Bagaimana tanggapan tentang dengan <i>Small Group Work Activities</i> seperti <i>group discussion</i> , yang diskusi sama sama kelompoknya?
Ss	“Hmmm...itu yang mana ya Miss?” (S4)
R	“Yang pertemuan pertama”
Ss	“Saya kan ga berangkat Miss, jadi ga bisa kasih komentar” (S4)

R	“Okey,, yang lain”
Ss	“Bisa tukar pendapat sama temen kelompok” (S12)“Yaaa bagus Kak soalnya bisa ngajak temen dalam satu kelompok untuk ngerjain tugasnya” (S18)“Baguslah kan biasanya kalau diskusi cuma berdua jadi lebih seneng” (S20)“Bisa diskusi rame-rame dan ga takut lagi” (S3)
R	“Okey deh, terus kalo yang <i>information gap</i> waktu kalian disuruh tuker informasi ama kelompok yang lain itu gimana?”
Ss	“Agak-agak susah awalnya Miss” (S4)“Iya awalnya sedikit bingung, hmm tapi selanjutnya dong” (S12)“Ya asyik aja sih Kak bisa saling apa ya...saling kerjasama ama kelompok yang lain” (S18)“Lebih variatif aja Kak soalnya kemarin cuma itu-itu aja” (S20)“Bagus walaupun sedikit kurang paham” (S3)
R	“Yang <i>instructions quiz game</i> gimana?”
Ss	“Bagus Kak, saya seneng banget ama <i>gamenya</i> , asyik banget lah” (S4)“Hmm... seru sih” (S12)“ <i>Fun and Fresh</i> Kak” ha ha ha (S18) “Bagus Kak, harusnya kemarin sering-sering pake <i>game</i> ” (S20)“Yaaa cukup bagus dan menghibur” (S3)
R	“Yang <i>role play</i> gimana?”
Ss	“Membantu banget soalnya kan maju to Miss per kelompok jadi bisa lancar bicarannya.” (S4)“Bisa meningkatkan kemampuan berbicara saya Kak” (S20)“Kemampuan saya menjadi meningkat karena disuruh praktik” (S18)“Bagus...ya bagus” (S12)“Bagus dan sangat membantu untuk meningkatkan kemampuan berbicara dan keberanian” (S3)
R	“Yang paling suka yang mana?”
Ss	“Yang <i>game</i> ” (S4) “ <i>Discussion</i> ” (S20)“ <i>Information.....Gap</i> ” (S18)“Yang maju itu... <i>Role Play</i> ” (S3) (S12)
R	“Adik menemui kesulitan tidak ketika Bu Ambar menggunakan bahasa Inggris saat mengajar?”
Ss	“Udah engga Miss (S4), Alhamdulillah engga (S12), Tidak terlalu sulit Miss (S20), Cuma kata-katanya saja Kak (S18), Ga masalah (S3)

R	“Kenapa udah ga sulit?”
Ss	“Soalnya Bu Ambar ngomongnya uda ga terlalu cepet lagi (S4), Hmm sudah kulino denger kali Miss (S12), Iya udah pelan dan jelas ngomongnya jadi lebih mudeng (S20), Ya sudah dong (S3).”
R	“Terus, pemberian contoh atau pembenaran cara pengucapan kata-kata bahasa Inggris yang diberikan bu Ambar, menurut adik-adik gimana?”
Ss	“Bagus Miss” (S4)“Sama bagus” (S12)“Iya bagus Kak” (S20)“Hmm bagus kok Kak” (S18)“Sama Miss, uda bagus kok” (S3)
R	“Bagaimana dengan media yang digunakan kemarin kayak Bu Ambar yang bawa gula, mie, hot water beneran ?”
Ss	“Seneng banget Miss, tapi sayangnya yang pertemuan pertama saya ga berangkat” (S4)“Bagus banget soalnya Miss Ambar jarang pake begituan” (S20)“Beda lah dari yang sebelumnya” (S18)“Bagus sih Miss, jadinya kayak praktik beneran” (S12)“Ga membosankan aja” (S3)
R	“Makasih ya dik.”
Ss	“Sama-sama Miss.”

#### Interview 14

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 09.48-09.51 a.m.

Ss : Students

Place : VII G classroom

R	“Dik, <i>Miss</i> mau nanya-nanya ya. Namanya siapa aja, Dik?”
Ss	“Ibnu (S14), Sulis (S28), Arul (S26)”
R	“Gimana penjelasan <i>procedural text</i> nya? Sudah jelas belum?”
Ss	“ <i>Insyallah</i> jelas, <i>Miss</i> .”
R	“Terus ada kesulitan nggak yang dihadapi waktu berbicara tadi?”
Ss	“ <i>Insyallah</i> ga ada” (S14)“Engga” (S28)“Tidak Kak” (S26)
R	Bagaimana tanggapan tentang <i>group discussion</i> , yang diskusi sama sama

	kelompoknya?
Ss	“Bagus Miss, bisa kerja kelompok” (S14)“Bagus” (S28)“Cukup senang karena bisa memotivasi ketika berbicara” (S26)
R	“Gimana aktivitas information gap?
Ss	Lumayan seru Miss (S14), Iya sama (S28), Amazing (S26)
R	Kenapa?
Ss	“ Bisa berhubungan dengan kelompok lain (S14), Bisa seru-seruan Miss (S28), Hmm pokoknya seneng aja bisa ngerjain tugas yang disuruh nyari informasi dari kelompok lain (S26)”
R	Tadi aktivitasnya kan disuruh mendapatkan dan bertukar informasi yang belum lengkap kan. Ada kesulitan ga?
Ss	Ada Miss sedikit (S14), Iya ada (S28), Ga ada (S26)
R	Kesulitannya apa?
Ss	Awalnya bingung mulainya gimana (S14), Mau ngomong apa (S28), Kalau saya ga ada yang sulit, pokoknya everything alright (S26)
R	“Terus <i>instructions quiz game</i> gimana?”
Ss	“Seru banget” (S14)“Hmm... seru sih” (S28)“Asyik (S26)
R	“Yang <i>role play</i> gimana?””
Ss	“Bagus juga soalnya praktek’ (S14)“Baguslah” (S28)“Iya bagus bisa membantu kalau mau bicara Miss (S26)
R	“Berarti aktivitas-aktivitasnya membantu bicara ya?”
Ss	“Iya dong, membantu, <i>Miss.</i> ”
R	“Ada kesulitan tidak ketika Bu Ambar menggunakan bahasa Inggris saat mengajar?”
Ss	“Awal-awal kesulitan tapi sekarang sudah lumayan” (S14)“Engga” (S28)“Udah engga” (S26)
R	“Bagaimana dengan media yang digunakan kemarin kayak Bu Ambar yang

	bawa gula, mie beneran ?”
Ss	“Ya bagus sih” (S14)“Beda” (S28)“Bagus dan membantu” (S26)
R	“Okedeh kalo gitu. Trimakasih ya.”
Ss	“Iya. Sama-sama, <i>Miss.</i> ”

### Interview 15

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 09.51-09.54 a.m.

Ss : Students

Place : VII G classroom

R	“Namanya siapa aja nih?”
Ss	“Septi (S22), Anita (S5), Ningrum (S11), Vani (S30), Zumrotun (S31), Tari (S29).”
R	“Gimana penjelasan <i>procedural text</i> nya? Jelas nggak, Dik?”
Ss	“Jelass, <i>Miss.</i> ”
R	“Jadi udah jelas kan ya semua?”
Ss	“Udah jelas, <i>Miss.</i> ”
R	“Oke deh. Kalo bicaranya gimana? Ada kesulitan nggak, Dik?”
Ss	“Engga kok <i>Miss</i> ”
R	Bagaimana tanggapan tentang <i>group discussion</i> , yang diskusi sama sama kelompoknya?
Ss	“Suka”
R	“Kenapa suka?”
Ss	“Bisa diskusi bareng teman sekelompok (S11), Iya sama bisa sharing dengan teman (S31), Asyik ngobrol-ngobrol <i>Miss</i> (S22), Ya asik aja <i>Miss</i> (S29), Ya asyik lah (S5), Seru (S30)”
R	“Tadi diskusinya pake bahasa apa hayo?”
Ss	“Kalau ak jelas pakai Inggris <i>Miss</i> (S11), Kombinasi <i>Miss</i> (S31), Hmmm kadang Inggris kadang Jawa (S29), Mmm walaupun kadang ga bisa tapi

	berusaha pakai Inggris (S22), Campuran (S5).
R	“Bagaimana dengan <i>instructions quiz game</i> ?”
Ss	“Seru banget tapi sayang kelompokku ga menang” (S11)“Seru dan asyik” (S31)“Bagus” (S29)“Fun” (S30)“Sama” (S5)“Iya seru”(S22)
R	“Bagaimana dengan <i>role play</i> ?”
Ss	“Bagus” (S31), (S29) (S22)“Iya seru dan sangat membantu” (S11) “Bagus untuk berbicara” (S30)“Iya bagus” (S22)
R	“Bagaimana tanggapan kalian ketika Bu Ambar memberikan pembenaran pengucapan setelah praktek maju itu? Tetapi sebelumnya Bu Ambar bertanya apakah kalian melakukan kesalahan pengucapan atau tidak?”
Ss	“Bagus karena saya menjadi tahu mana yang salah (S11), Iya sangat membantu saya (S30), Sangatttt membantu karena jadi tahu kesalahan saya (S31)”
R	“Bagaimana dengan media yang digunakan ketika pelajaran?”
Ss	“Yang mana Miss, yang bahan-bahan asli?”
R	“Iya menurut pendapat kalian bagaimana?”
Ss	“Bagus Miss karena jarang-jarang Miss Ambar pakai seperti itu (S11), Iya seru banget pakai kayak gitu jadi ga ngantuk (S29), Hmmm bagus dan sip banget jadinya saya ga bosan (S230, Wah udah dijawab semua Miss jadi saya idem saja sama mereka (S22), Iya Bagus kok (S5)”
R	“Oke deh kalo begitu. Trimakasih ya semua.”
Ss	“Oke. Sama-sama, Miss.”

### Interview 16

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 09.54-09.57 a.m.

Ss : Students

Place : VII G classroom

R	“Dik, <i>Miss</i> mau nanya-nanya ya. Namanya siapa aja nih?”
Ss	“Aldo (S1), Nanang (S15), Sayyid (S21), Nanda (S16)”

R	“Gimana untuk penjelasan <i>procedural text</i> nya? Jelas ga?”
Ss	“Udah jelas, <i>Miss</i> .”
R	“Oke. Nah kalo bicaranya gimana? Masih ada kesulitan nggak, Dik?”
Ss	“Enggak sih, <i>Miss</i> .”
R	Bagaimana tanggapan tentang <i>group discussion</i> , yang diskusi sama sama kelompoknya?
R	“Okey kalau game nya bagaimana dik?”
Ss	“Seru abis (S1), Iya seru dan asyik (S15), Seru bisa belajar kekompakan dengan teman satu kelompok (S21), Cukup seru (S16)”
R	“Seneng ga?”
Ss	“Seneng banget <i>Miss</i> ”
R	“Bagaimana dengan role play?”
Ss	“Menyenangkan (S1), Seru (S15), Iya sama (S21) Iya menyenangkan (S16)”
R	“Kenapa?”
Ss	“Ya karena praktik jadi itu seru sehingga bisa membantu meningkatkan keberanian saya untuk berbicara <i>Miss</i> (S1), Iya karena praktik yang tentang masak-masak (S15), Sama <i>Miss</i> karena bisa praktek dan bekerja sama dengan teman sekelompok (S21), Ya iya karena bisa praktik sesuai dengan situasinya (S16)”
R	“Adik menemui kesulitan tidak ketika Bu Ambar menggunakan bahasa Inggris saat mengajar?”
Ss	“Orak” (S1)“Sama orak” (S15)“Engga” (S21)“Sama” (S16)
R	“Bagaimana dengan media yang digunakan kemarin kayak Bu Ambar yang bawa gula, mie, hot water beneran ?”
Ss	“Ya bagus” (S1)“Bagus” (S15) (S21)“Bagus banget” (S16)
R	“Bagaimana tentang pembetulan pengucapan setelah maju itu? Membantu ga?”
Ss	“Helpful(S1)“Iya membantu(S15)“Membantu dong(S21)“Iyasama (S16)

R	“Seneng ga dengan hadiahnya? Kenapa?”
Ss	“Dapat hadiah” (S1), “Menjadi tambah semangat untuk berbicara” (S15), “Hmmm selain dapat hadiah bisa mendorong saya lebih berani berbicara di depan kelas” (S21) dan “Suka hadiahnya dan pemberian hadiah cukup memberikan semangat buat saya” (S16)”
R	“Oke deh. Makasih ya, Dik.”
Ss	“Ya. Sama-sama, <i>Miss.</i> ”

### Interview 17

Date : May 8<sup>th</sup>, 2012

ET : English Teacher

Time : 09.57-10.02 a.m.

R : Researcher

Place : VII G classroom

R	“Dik, <i>Miss</i> mau nanya-nanya ya. Namanya siapa aja nih?”
Ss	“Fernanda (S9), Frida (S10), Dhani (S23), Fenika (S8), Nur Aini (S17)”
R	“Gimana untuk penjelasan <i>procedural text</i> nya? Jelas ga?”
Ss	“Udah <i>Miss.</i> ”
R	“Oke. Nah kalo bicaranya gimana? Masih ada kesulitan nggak, Dik?”
Ss	“Enggak, <i>Miss.</i> ”
R	Bagaimana tanggapan tentang <i>group discussion</i> , yang diskusi sama sama kelompoknya?
Ss	“Bagus sih <i>Miss</i> tapi agak-agak berisik (S9), Bagus (S10), Iya baguslah (S23), Sama <i>Miss</i> (S8), Bagus (S17)”
R	“Bagaimana dengan gamenya?”
Ss	“Sangat asyik dan seru (S9), Asyik <i>Miss</i> tapi kelompok kita ga menang (S10), Seru (S23), Asyik (S8), Amazing (S17)”
R	“Bagaimana dengan role play?”
Ss	“Seru (S9), Seru abies (S10), Iya sama (S23) Menyenangkan (S8), Suka (S17)”

R	“Adik menemui kesulitan tidak ketika Bu Ambar menggunakan bahasa Inggris saat mengajar?”
Ss	“Engga”
R	“Jadi, ketika Bu Ambar memberikan pertanyaan ataupun menjelaskan pelajaran dalam bahasa Inggris adik-adik bisa menjawabnya?”
Ss	“Iya bisa soalnya waktu saya kurang tahu ibunya mengulangi lagi (S17), Bisa Miss (S8), Hu um bisa soalnya kadang kalau kata atau kalimatnya sulit ibunya ngulangnya (S10), Iya Bisaa sama kayak yang lain (S9), Sama (S23)”
R	“Jadi kalau Bu Ambar mengulang menjadi bisa?”
Ss	“Yaaa Miss”
R	“Bagaimana tentang pembetulan pengucapan setelah maju itu? Membantu ga?”
R	Bagaimana dengan hadiahnya, seneng ga?
Ss	Ya seneng dikasih hadiah jadi lebih bersemangat untuk maju (S17), Iya jadi lebih berani lagi (S10), Dapet hadiah (S8), Selain dapet hadiah, kalau saya jadi semangat untuk berbicara walaupun sebenarnya saya sudah bersemangat dan berani. Maklum saya kan anak pandai. Ha ha ha (S9), Ya jadi semangat (S23)
R	“Oke deh. Makasih ya, Dik.”
Ss	“Ya. Sama-sama, <i>Miss.</i> ”

### Interview 18

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 10.02-10.05 a.m.

Ss : Students

Place : VII G classroom

R	“ <i>Miss</i> mau nanya-nanya ya, Dik. Namanya siapa aja?”
Ss	“Luthfi (S13), Aji (S2), Herta (S24), Henda (S27)
R	“Gimana untuk penjelasan <i>procedural text</i> nya? Jelas ga?”

R	Bagaimana tanggapan tentang <i>group discussion</i> , yang diskusi sama sama kelompoknya?
Ss	“Apik-apik (S13), Uapikk lan bagus (S2), Iya baguslah (S24), Sama Miss (S27)”
R	“Bagaimana dengan gamenya?”
Ss	“Bagus banget Miss soalnya bisa berlomba ngomong (S13), Iya Bagus (S2), Aku juga suka banget walaupun ga menang (S24), Sama (S27)”
R	“Ibu guru suka memakai game kayak gini tidak?”
Ss	“Ora tau Mbak kadang-kadang cuma ngerjain soal-soal dari LKS ataupun buku (S13), Mmmm kayaknya ga pernah tuh cuma pelajaran biasa (S24), Iya sepertinya belum pernah (S27), Yoi lum pernah (S2)”
R	“Bagaimana dengan role play?”
Ss	“Seru (S2), Seru abies (S13), Iya sama (S24) Menyenangkan (S27)”
R	“Adik menemui kesulitan tidak ketika Bu Ambar menggunakan bahasa Inggris saat mengajar?”
Ss	“Engga Miss”
R	“Bagaimana tentang pembetulan pengucapan setelah maju itu? Membantu ga?”
Ss	“Amat sangat membantu Miss”
R	Bagaimana dengan hadiahnya, seneng ga?
	“Ga seneng soalnya ga dapet hadiahnya (S24), Iya Mbak e pelit (S2), Lumayan seneng soalnya dapet poin (S13), Seneng (S27)”
R	“Bagaimana dengan medianya?”
Ss	“Bagus”
R	“Oke deh. Makasih ya, Dik.”
Ss	“Ya. Sama-sama, <i>Miss.</i> ”

### Interview 19

Date : May 8<sup>th</sup>, 2012

R : Researcher

Time : 10.10-10.30 a.m.

ET : English Teacher

Place : Teacher Room

R	“Ibu bagaimana penerapan action di <i>cycle</i> ke 2?”
ET	“Sejauh pengamatan saya bagus hanya saja sedikit masalahnya mungkin waktu, siang-siang agak kacau anak-anak juga ga isitirahat. Selain itu ada beberapa anak yang ga mau sama ini sama itu jadi sedikit kesulitan untuk mengelompokkan mereka. Tapi pada akhirnya mereka mau untuk dikelompokkan”
R	“Terus untuk penerapan Small-Group Work Activities nya gimana Bu? Yang Group Discussion, Information Gap, Instruction Quiz Game sama Role Play?”
ET	“Bisa dikatakan berhasil kok Mbak baik yang discussion, information gap, instruction quiz game maupun role play. Mungkin anak-anak sedikit kesulitan saat melakukan information gap tetapi akhirnya bisa. Kemarin-kemarin saya juga sempet tanya sama anak-anak tentang aktivitasnya. Kebanyakan mereka senang dengan aktivitas yang di pake dalam speaking”
R	“Bagaimana penerapan Group Discussion tadi Bu?”
ET	“Sebenarnya sudah bagus karena siswa sudah mau ikut serta dan terlibat secara aktif di pelajaran tadi. Kalau saya lihat mereka juga mau berbicara dengan bahasa Inggris walaupun sedikit belepotan. Sebenarnya mereka itu bisa, cuma kadang mereka takut kalau salah. ”
R	“Mungkin kekurangannya tadi ada beberapa yang baca ya waktu menyampaikan hasil diskusinya?”
ET	“Tapi menurut saya itu wajar dan itu sudah bagus untuk anak kelas 1 smp. Yang terpenting mereka mau untuk berbicara dan terlibat dalam pelajaran.”
R	“Iya Bu, apakah penerapan Group Discussion ini bisa dikatakan berhasil?”
ET	“Bisa dikatakan berhasil karena saya lihat anak-anak sudah mau untuk saling berdiskusi untuk mengerjakan tugas dari saya.”
R	“Bagaimana Bu dengan aktivitas Information Gap?”
ET	“Sebenarnya sudah bagus. Hanya tadi terlihat berisik dan beberapa cowok agak ngeyel untuk dipasangkan dengan grup lain.”

R	“Iya Bu, kalau saya amati grup cowok yang itu-itu saja yang “ngeyel”. Apakah setiap kelompok mampu melaksanakan tugasnya dengan baik?”
ET	“Sudah baik kok, kalau saya lihat mereka sudah mampu bekerjasama dengan kelompok masing-masing dan mampu untuk berinteraksi dengan kelompok yang lain juga..”
R	“Oh begitu ya Bu, jadi menurut ibu aktivitas ini bisa meningkatkan kemampuan berbicara siswa?”
ET	“Ya Mbak bisa. Sejak anak-anak mendapatkan aktivitas ini dan beberapa aktivitas yang lain. Saya kira kemampuan speaking mereka bisa dibilang meningkat. Tapi mungkin masalahnya dalam penerapan ini waktunya tidak mendukung. “
R	“Oh begitu ya Bu, jadi menurut ibu aktivitas ini bisa dkategorikan berhasil untuk meningkatkan kemampuan berbicara siswa?”
ET	“Ya Mbak bisa tapi mungkin masalahnya dalam penerapan ini waktunya tidak mendukung.”
R	“Maksudnya? Apakah pelajarannya karena jam terakhir?”
ET	“Iya Mbak jadi konsentrasi beberapa anak-anak ada yang sudah buyar. Tetapi mereka mau melakukan aktivitas ini walaupun dengan kondisi seperti itu.”
R	“Selain itu, menurut pendapat saya, mereka juga sudah mampu untuk saling bertukar informasi yang kurang lengkap walaupun tadi banyak yang sempat bingung mau ngapain.”
ET	“Mungkin mereka bingung karena mereka belum pernah saya ajarkan teks written dan spoken soalnya kalau teks spoken itu jarang digunakan ketika ada tes. Tapi pada prinsipnya mereka sudah dong. Sudah tau apa yang dilakukan. Banyak dari mereka juga sudah menggunakan bahasa Inggris untuk berbicara juga. Dan grup yang lain juga mampu meresponnya.”
R	“Berarti siswa dari setiap grup selain sudah bisa berinteraksi dan bekerja sama mereka juga sudah mampu menyimak dan berbicara dengan kemampuan mereka ya”

ET	“Iya mbak menurut pengamatan saya seperti itu. Kalau menurut saya sebenarnya anak-anak itu bisa. Tapi kadang factor dari luar mempengaruhi mereka dalam pelajaran seperti putus cinta, keluarga dan lain-lain”
R	“Oh begitu ya yang penting factor tersebut tidak selalu mengganggu siswa.”
ET	“Iya Mbak saya juga sudah mewanti-wanti”
R	“Bagaimana dengan penerapan Instruction Quiz Game Bu?”
ET	“Penerapannya sudah baik. Banyak siswa yang tahu apa yang seharusnya dilakukan. Menurut saya game ini sangat mudah dan cukup sederhana ya untuk digunakan mengajar anak SMP. Mereka juga gembira ketika melakukan game tersebut. Yang terpenting anak-anak tau tentang materi pelajarannya dan mampu berbicara juga sih Mbak. “
R	“Menurut ibu, apakah dengan aktivitas ini siswa lebih tertarik untuk berbicara?”
ET	“Iya Mbak. Karena gamenya juga mudah materinya juga tidak sulit. Apalagi anak-anak juga disuruh mencocokkan sentence connectors dan verbsnya juga dengan jumbled text. Jadi mereka tahu kata-kata yang bisa mereka pergunakan ketika akan maju. Ditambah lagi aktivitas ini juga dapat meningkatkan keberanian dan kepercayaan diri mereka ketika mereka berlomba untuk menyampaikan hasil pekerjaan mereka.”
R	“Memang mudah kok Bu game ini,,siswa juga suka kelihatannya”
ET	“Iya Mbak”
R	“Jadi dengan kata lain, game ini berhasil untuk mendorong siswa berbicara?”
ET	“Iya Mbak.”
R	“Yang <i>role play</i> bagaimana Bu?”
ET	“Kalau itu sih sudah bagus sekali ya Mbak. Dengan aktivitas tersebut anak-anak jauh lebih pede untuk ngomong bahasa Inggris sama anggota kelompoknya. Yang tadinya ga mau jadi mau”
R	“Terus kemampuan berbicara mereka bagaimana Bu? Sudah bisa dibilang meningkat dari sebelumnya?”

ET	<p>“Ya mungkin kalau dibandingkan dari <i>cycle 1</i> anak-anak lebih bagus. Mungkin karena sudah terbiasa juga dengan aktivitasnya juga dan pemahaman mereka juga sudah cukup bagus. Aktivitas-aktivitasnya yang dalam grup juga menunjang anak-anak untuk berbicara juga sih Mbak. Yang jelas anak-anak itu mau keluar suaranya semua. Anak-anak kelas itu memang rame tapi kalau di suruh biasanya mau Mbak. Saya lihat anak-anak juga banyak yang bisa ngomong walaupun ada yang salah-salah dikit. Tapi itu wajar sih Mbak namanya juga masih kelas VII.”</p>
R	<p>“Baik Bu, kalau menurut ibu apakah penerapan <i>small-group work activities</i> bisa meningkatkan kemampuan berbicara siswa? Bagaimana jika dilihat dari pronunciation, vocabulary, fluency, dan grammar mereka?”</p>
ET	<p>“Kalau menurut saya, bisa meningkat. Penerapannya sudah bagus karena awalnya mereka memang jarang mendapatkan aktivitas seperti ini. Kalau dari pronunciation, anak-anak sudah cukup bagus. Bisa dilihat dari beberapa penampilan mereka. Mereka sudah benar dalam mengucapkan beberapa kata. Kalau vocabulary mereka juga cukup bagus. Mereka terlatih dengan <i>classroom English</i>. Terus mereka juga cukup lancar berbicaranya daripada sebelum penerapan aktivitas ini karena mereka praktek <i>speaking</i> terus jadi sudah terbiasa. Kalau masalah grammar, cukup meningkat juga. Saya juga melihat ada materi di beberapa aktivitas yang bisa meningkatkan grammar mereka. Jadi saya rasa bagus kok Mbak.”</p>
R	<p>“Jadi bisa disimpulkan bahwa <i>small-group work activities</i> ini bisa digunakan untuk meningkatkan kemampuan menulis siswa nggih Bu?”</p>
ET	<p>“Iya Mbak.”</p>
R	<p>“Respon dan keterlibatan siswa dalam aktivitas <i>Small-Group Work</i> gimana Bu?”</p>
ET	<p>“Walaupun agak sedikit ungkuk ungkek atau mengeluh, mereka merespon secara baik. Mereka mau apa yang saya suruh dan bekerjasama dengan temen satu kelompok mereka”</p>
R	<p>“Iya sih Bu menurut saya, walaupun mereka banyak yang rame tapi cukup</p>

	kooperatif. Terus materinya bagaimana Bu?”
ET	“Sudah cocok kok Mbak dengan kemampuan anak kelas VII. Mereka juga sudah mampu untuk memahaminya juga”
R	“Bagaimana dengan pemberian <i>feedback</i> pada <i>pronunciation</i> siswa?”
ET	“Hmmm...bagus Mbak, kelihatannya anak-anak juga sudah tidak mengulangi kesalahan pengucapan dengan kata-kata yang sama”
R	“Okey Bu, terus yang <i>classroom English</i> gimana Bu?”
ET	“Lebih bagus Mbak...kalau sebelumnya kan harus mengartikan secara penuh tapi untuk kalau ini cukup di ulang-ulang saja. Selain itu mereka juga sudah mampu merespon pertanyaan dari saya berbeda sekali waktu pada awal-awal yang kurang merespon”
R	“Media yang digunakan? <i>Realia</i> bagaimana Bu?”
ET	“Yang jelas lebih menarik. Anak-anak jadi lebih tertarik untuk mengikuti pelajaran. Ternyata respon anak-anak terhadap <i>realia</i> yang dipersiapkan melebihi apa yang saya harapkan.”
R	“Memang kenapa Bu?”
ET	“Saya kan ngajar di SD juga Mbak. Jadi kalau <i>realia</i> diterapkan di SD itu sangat efektif. Nah awalnya saya takut respon anak-anak disini tidak sebagus anak-anak di SD. Ternyata responnya ga jauh beda”
R	“O ya Bu hampir lupa. Kalau yang pemberian <i>rewards</i> itu anak-anak jadi lebih termotivasi ga Bu?”
ET	“Iya Mbak, awalnya kelompok-kelompok yang enggan praktik maju, sekarang sudah berani”
R	“Oh gitu ya Bu,, baik Bu sudah kok Bu wawancaranya, ibu juga spertinya sedang terburu-buru”
ET	“Iya Mbak mau pindah ke SD Mbak. Nilai <i>speaking</i> nya besok kapan ya Mbak. Pokoknya nanti saya di sms saja, tapi jangan minggu ini ya Mbak”
R	“Iya Bu, Terima kasih
ET	“Sama-sama Mbak”

**APPENDIX G**  
**OBSERVATION CHECKLIST**  
**FORMS**

Cycle : 1  
 Meeting : 1  
 Date : April 10<sup>th</sup>, 2012

No.	Items	Yes	No
A. Pre Teaching			
1.	The teacher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The teacher asks the students' condition	√	
4.	The students tell their condition to the teacher	√	
5.	The teacher leads a pray	√	
6.	The students pray	√	
7.	The teacher checks students' attendance	√	
8.	The students tell who is absent	√	
9.	The teacher gave apperception of the materials (BKOF)		√
B. Whilst-teaching			
10.	The students are ready to learn the materials.	√	
11.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
12.	The teacher uses media in helping to deliver the materials.	√	
13.	The students respond to the teacher's explanation	√	
14.	The teacher asks students to study the materials	√	
15.	The students study it with their peers	√	
16.	The teacher gives chances to students for asking questions	√	
17.	The teacher guides the students to develop the materials (expressions, language function) in a speech (JCOT)	√	
18.	The teacher asks the students to work in small-group consisting of 3-4 students	√	
19.	The teacher gives enough time to arrange their seat/to move in groups	√	
20.	The teacher asks the students to do communicative activities including <i>questionnaire</i> and <i>role play</i>	√	
21.	The researcher explains the rules and instructions of the activities	√	
22.	The students understand the rules and instructions	√	
23.	The students do the activities (ICOT)	√	
24.	The teacher facilitate the students	√	
25.	The students cooperate well in those activities		√
26.	The students speak English fluently and accurately during those activities		√
27.	The teacher scores the students' speech	√	

	C. Post-teaching		
28.	The teacher asks students' difficulties during the teaching and learning process	√	
29.	The teacher concludes the materials	√	
30.	The teacher reviews the next materials	√	
31.	The teacher closes the lesson	√	

Cycle : 1

Meeting : 2

Date : April 12<sup>th</sup>, 2012

No.	Items	Yes	No
	A. Pre Teaching		
1.	The teacher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The teacher asks the students' condition	√	
4.	The students tell their condition to the teacher	√	
5.	The teacher leads a pray		√
6.	The students pray		√
7.	The teacher checks students' attendance	√	
8.	The students tell who is absent	√	
9.	The teacher gave apperception of the materials (BKOF)	√	
	B. Whilst-teaching		
10.	The students are ready to learn the materials.	√	
11.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
12.	The teacher uses media in helping to deliver the materials.	√	
13.	The students respond to the teacher's explanation	√	
14.	The teacher asks students to study the materials		√
15.	The students study it with their peers		√
16.	The teacher gives chances to students for asking questions	√	
17.	The teacher guides the students to develop the materials (expressions, language function) in a speech (JCOT)	√	
18.	The teacher asks the students to work in small-group consisting of 3-4 students	√	
19.	The teacher gives enough time to arrange their seat/to move in groups	√	
20.	The teacher asks the students to do communicative activities including <i>surveys</i> and <i>role play</i>	√	
21.	The researcher explains the rules and instructions of the	√	

	activities		
22.	The students understand the rules and instructions	√	
23.	The students do the activities (ICOT)	√	
24.	The teacher facilitate the students	√	
25.	The students cooperate well in those activities	√	
26.	The students speak English fluently and accurately during those activities		√
27.	The teacher scores the students' speech	√	
	C. Post-teaching		
28.	The teacher asks students' difficulties during the teaching and learning process	√	
29.	The teacher concludes the materials	√	
30.	The teacher reviews the next materials		√
31.	The teacher closes the lesson	√	

Cycle : 1

Meeting : 3

Date : April 17<sup>th</sup>, 2012

No.	Items	Yes	No
	A. Pre Teaching		
1.	The teacher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The teacher asks the students' condition	√	
4.	The students tell their condition to the teacher	√	
5.	The teacher leads a pray	√	
6.	The students pray	√	
7.	The teacher checks students' attendance	√	
8.	The students tell who is absent	√	
9.	The teacher gave apperception of the materials (BKOF)	√	
	B. Whilst-teaching		
10.	The students are ready to learn the materials.	√	
11.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
12.	The teacher uses media in helping to deliver the materials.	√	
13.	The students respond towards the teacher's explanation	√	
14.	The teacher asks students to study the materials		√
15.	The students study it with their peers		√
16.	The teacher gives chances to students for asking questions	√	
17.	The teacher guides the students to develop the materials (expressions, language function) in a speech (JCOT)	√	
18.	The teacher asks the students to work in small-group	√	

	consisting of 3-4 students		
19.	The teacher gives enough time to arrange their seat/to move in groups	√	
20.	The teacher asks the students to do communicative activities including <i>conversation</i> and <i>role play</i>	√	
21.	The researcher explains the rules and instructions of the activities	√	
22.	The students understand the rules and instructions	√	
23.	The students do the activities (ICOT)	√	
24.	The teacher facilitate the students	√	
25.	The students cooperate well in those activities	√	
26.	The students speak English fluently and accurately during those activities		√
27.	The teacher scores the students' speech	√	
	C. Post-teaching		
28.	The teacher asks students' difficulties during the teaching and learning process	√	
29.	The teacher concludes the materials		√
30.	The teacher reviews the next materials	√	
31.	The teacher closes the lesson	√	

Cycle : 2

Meeting : 4

Date : May 1<sup>st</sup>, 2012

No.	Items	Yes	No
	<b>A. Pre Teaching</b>		
1.	The teacher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The teacher asks the students' condition	√	
4.	The students tell their condition to the teacher	√	
5.	The teacher leads a pray	√	
6.	The students pray	√	
7.	The teacher checks students' attendance	√	
8.	The students tell who is absent	√	
9.	The teacher gave apperception of the materials (BKOF)	√	
	<b>B. Whilst-teaching</b>		
10.	The students are ready to learn the materials.	√	
11.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
12.	The teacher uses media in helping to deliver the materials.	√	
13.	The students respond to the teacher's explanation	√	
14.	The teacher asks students to study the materials	√	
15.	The students study it with their peers	√	
16.	The teacher gives chances to students for asking questions	√	
17.	The teacher guides the students to develop the materials in a speech (JCOT)	√	
18.	The teacher asks the students to work in small-group consisting of 3-4 students	√	
19.	The teacher gives enough time to arrange their seat/to move in groups	√	
20.	The teacher asks the students to do communicative activities including <i>group discussion</i> , and <i>role play</i>	√	
21.	The researcher explains the rules and instructions of the activities	√	
22.	The students understand the rules and instructions	√	
23.	The students do the activities (ICOT)	√	
24.	The teacher facilitate the students	√	
25.	The students cooperate well in those activities	√	
26.	The students speak English fluently and accurately during those activities	√	
27.	The teacher scores the students' speech	√	
	<b>C. Post-teaching</b>		
28.	The teacher asks students' difficulties during the	√	

	teaching and learning process		
29.	The teacher concludes the materials	√	
30.	The teacher reviews the next materials	√	
31.	The teacher closes the lesson	√	

Cycle : 2

Meeting : 5

Date : May 3<sup>rd</sup>, 2012

No.	Items	Yes	No
	A. Pre Teaching		
1.	The teacher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The teacher asks the students' condition	√	
4.	The students tell their condition to the teacher	√	
5.	The teacher leads a pray		√
6.	The students pray		√
7.	The teacher checks students' attendance	√	
8.	The students tell who is absent	√	
9.	The teacher gave apperception of the materials (BKOF)	√	
	B. Whilst-teaching		
10.	The students are ready to learn the materials.	√	
11.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
12.	The teacher uses media in helping to deliver the materials.	√	
13.	The students respond to the teacher's explanation	√	
14.	The teacher asks students to study the materials		√
15.	The students study it with their peers		√
16.	The teacher gives chances to students for asking questions	√	
17.	The teacher guides the students to develop the materials in a speech (JCOT)	√	
18.	The teacher asks the students to work in small-group consisting of 3-4 students	√	
19.	The teacher gives enough time to arrange their seat/to move in groups	√	
20.	The teacher asks the students to do communicative activities including <i>group discussion, information gap, instruction quiz game, and role play</i>	√	
21.	The researcher explains the rules and instructions of the activities	√	
22.	The students understand the rules and instructions	√	
23.	The students do the activities (ICOT)	√	
24.	The teacher facilitate the students	√	
25.	The students cooperate well in those activities	√	

26.	The students speak English fluently and accurately during those activities	√	
27.	The teacher scores the students' speech	√	
	C. Post-teaching		
28.	The teacher asks students' difficulties during the teaching and learning process	√	
29.	The teacher concludes the materials	√	
30.	The teacher reviews the next materials	√	
31.	The teacher closes the lesson	√	

Cycle : 3

Meeting : 6

Date : May 8<sup>th</sup>, 2012

No.	Items	Yes	No
	D. Pre Teaching		
32.	The teacher opens the class by greeting	√	
33.	The students respond to the greeting	√	
34.	The teacher asks the students' condition	√	
35.	The students tell their condition to the teacher	√	
36.	The teacher leads a pray	√	
37.	The students pray	√	
38.	The teacher checks students' attendance	√	
39.	The students tell who is absent	√	
40.	The teacher gave apperception of the materials (BKOF)	√	
	E. Whilst-teaching		
41.	The students are ready to learn the materials.	√	
42.	The teacher explains the materials (expressions, vocabulary, text, language function) (MOT)	√	
43.	The teacher uses media in helping to deliver the materials.	√	
44.	The students respond towards the teacher's explanation	√	
45.	The teacher asks students to study the materials	√	
46.	The students study it with their peers	√	
47.	The teacher gives chances to students for asking questions	√	
48.	The teacher guides the students to develop the materials in a speech (JCOT)	√	
49.	The teacher asks the students to work in small-group consisting of 3-4 students	√	
50.	The teacher gives enough time to arrange their seat/to move in groups	√	
51.	The teacher asks the students to do communicative activities including <i>group discussion, information gap, instruction quiz game, and role play</i>	√	

52.	The researcher explains the rules and instructions of the activities	√	
53.	The students understand the rules and instructions	√	
54.	The students do the activities (ICOT)	√	
55.	The teacher facilitate the students	√	
56.	The students cooperate well in those activities	√	
57.	The students speak English fluently and accurately during those activities	√	
58.	The teacher scores the students' speech	√	
	F. Post-teaching		
59.	The teacher asks students' difficulties during the teaching and learning process	√	
60.	The teacher concludes the materials	√	
61.	The teacher reviews the next materials	√	
62.	The teacher closes the lesson	√	

# **APPENDIX H**

## **SPEAKING RUBRIC**

### Grammar

Criterion : Using simple and complex grammatical structures correctly

Score	Indicators
10	The student <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).
9	The student <b>almost makes grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) but makes <b>very few mistakes</b> in complex structure (like complex sentences), however those mistakes do not impede meaning.
8	The student <b>makes grammatical mistakes very rare</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>few mistakes</b> in <b>complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.
7	The student <b>rarely makes grammatical mistakes very rare</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>some mistakes</b> in <b>complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.
6	The student <b>sometimes makes grammatical mistakes very rare</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>quite a lot mistakes</b> in <b>complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.
5	The student <b>often makes grammatical mistakes</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>quite a lot mistakes</b> in <b>complex structure</b> (like complex sentences) in performing expected competency so that they strongly impede meaning.
4	The student <b>makes grammatical mistakes very often</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and <b>makes so many mistakes</b> in <b>complex structure</b> (like complex sentences), the mistakes strongly impede communication in performing expected competency.
3	The student <b>almost always makes grammatical mistakes</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) and <b>can't use complex structure</b> (like complex sentences) well, the mistakes disrupt communication in performing expected competency.
2	The student <b>always makes grammatical mistakes</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) <b>and there is no effort to use complex structure</b> (like complex sentences) well, the mistakes strongly disrupt

	communication in performing expected competency.
1	The student <b>has no mastery of grammar</b> to perform the expected competency so that the grammatical structures are entirely incorrect.

### Fluency

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

### Pronunciation

Score	Indicators
10	The student <b>never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate: all sounds are unambiguous and can be understood.

9	The student <b>almost never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate: a few sounds are ambiguous but can be understood.
8	The student <b>rarely makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not quite appropriate: some sounds are rather ambiguous but can be understood.
7	The student <b>sometimes makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not quite appropriate: some sounds are ambiguous but can be understood.
6	The student <b>often makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not appropriate: some sounds are ambiguous and rather difficult to be understood.
5	The student <b>makes pronunciation mistakes very often</b> in performing the expected competency; intonation and stress are inappropriate: many sounds are ambiguous and difficult to be understood.
4	The student <b>almost always makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are very inappropriate: many sounds are ambiguous and difficult to be understood.
3	The student <b>always makes pronunciation mistakes</b> in performing the expected competency; many sounds are ambiguous because pronunciation isn't clear, speak without considering intonation and stress.
2	The student <b>always makes pronunciation mistakes</b> in performing the expected competency, such as many sounds are ambiguous because pronunciation isn't clear.
1	The student <b>can't pronounce well at all</b> in performing the expected competency.

### Vocabulary

Score	Indicators
10	The student uses <b>so many</b> vocabulary variations and <b>makes no mistakes</b> in word choices in performing the expected competency.
9	The student <b>uses many vocabulary variations and only makes very few mistakes in word choices</b> in performing the expected competency.
8	The student uses <b>quite many</b> vocabulary variations and <b>makes few mistakes</b> in word choices but those are sufficient and don't impede meaning in performing the expected competency.
7	The student uses <b>few</b> vocabulary variations and <b>uses word choices</b> which are not quite appropriate but sufficient to perform the

	expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses <b>very few</b> vocabulary variations and <b>uses word choices</b> which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student <b>has limited vocabulary and inappropriate word choices</b> in performing the expected competency; he/she often explains ideas because of the insufficient vocabulary.
4	The student <b>uses limited vocabulary and very inappropriate word choices</b> in performing the expected competency; he/she <b>often</b> explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student <b>uses limited vocabulary</b> to perform the expected competency so that communication is <b>rather difficult to understand</b> ; he/she asks the teacher to express the ideas.
2	The student <b>uses very limited vocabulary</b> to perform the expected competency so that communication is <b>difficult to understand</b> ; he/she <b>has to</b> ask the teacher to express the ideas.
1	The student <b>has no vocabulary mastery</b> to perform the expected competency so that communication is unclear and very difficult to understand; he/she always asks the teacher to be able to express the ideas.

**APPENDIX I**  
**STUDENTS' SPEAKING**  
**SCORES**

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 1 (CYCLE 1)

No	Ss	Aspects												Total	Score
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET	A		
1	S1	8	7	7.5	7	8	7.5	7	7	7	7	7	7	29	7.25
2	S2	6	6	6	6	6	6	6	6	6	6	6	6	24	6
3	S3	7	6	6.5	7	6	6.5	7	6	6.5	7	7	7	26.5	6.63
4	S4	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
5	S5	6	6	6	6	6	6	6	6	6	7	6	6.5	24.5	6.13
6	S6	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
7	S7	6	6	6	6	6	6	6	6	6	7	6	6.5	24.5	6.13
8	S8	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
9	S9	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
10	S10	8	7	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
11	S11	8	8	8	7	8	7.5	7	7	7	8	8	8	30.5	7.63
12	S12	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
13	S13	8	7	7.5	7	8	7.5	7	7	7	7	7	7	29	7.25
14	S14	7	7	7	6	7	6.5	7	6	6.5	7	7	7	27	6.75
15	S15	6	7	6.5	6	7	6.5	6	6	6	7	6	6.5	25.5	6.40
16	S16	6	6	6	5	6	5.5	6	5	5.5	6	6	6	23	5.75
17	S17	8	7	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
18	S18	8	7	7.5	8	7	7.5	7	7	7	8	8	8	30	7.50
19	S19	7	6	6.5	6	7	6.5	7	6	6.5	7	6	6.5	26	6.50
20	S20	7	8	7.5	7	8	7.5	7	7	7	8	7	7.5	29.5	7.40
21	S21	7	7	7	7	6	6.5	7	7	7	7	7	7	27.5	6.90
22	S22	6	7	6.5	6	7	6.5	7	6	6.5	7	6	6.5	26	6.50
23	S23	6	6	6	6	5	5.5	5	6	5.5	6	6	6	23	5.75
24	S24	7	7	7	7	7	7	7	7	7	7	7	7	28	7
25	S25	7	7	7	7	7	7	7	7	7	7	7	7	28	7
26	S26	7	7	7	6	7	6.5	7	6	6.5	7	7	7	27	6.75
27	S27	7	6	6.5	7	6	6.5	6	6	6	7	6	6.5	25.5	6.40
28	S28	7	6	6.5	6	7	6.5	6	6	6	7	6	6.5	25.5	6.40
29	S29	8	7	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
30	S30	6	7	6.5	7	6	6.5	6	7	6.5	7	6	6.5	26	6.50
31	S31	8	7	7.5	7	8	7.5	7	7	7	7	7	7	29	7.25
Total				215			212			204			213.5	844	211.25
Mean				6.94			6.94			6.6			6.88	6.80	6.81

Ss: Students    R: Researcher    ET: English Teacher    A: Average

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 2 (CYCLE 1)

No	Ss	Aspects											Total	Score	
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET			A
1	S1	8	8	8	7	7	7	7	7	7	8	7	7.5	29.5	7.40
2	S2	6	7	6.5	6	7	6.5	6	6	6	7	6	6.5	25.5	6.40
3	S3	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
4	S4	8	8	8	7	7	7	7	7	7	7	8	7.5	29.5	7.40
5	S5	7	6	6.5	6	7	6.5	6	6	6	7	6	6.5	25.5	6.40
6	S6	8	7	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
7	S7	7	6	6.5	6	7	6.5	6	6	6	6	6	6	25	6.25
8	S8	7	8	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
9	S9	7	7	7	7	7	7	7	7	7	7	6	6.5	27.5	6.90
10	S10	7	8	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
11	S11	8	8	8	8	7	7.5	7	7	7	8	8	8	30.5	7.63
12	S12	7	8	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
13	S13	8	8	8	7	7	7	7	7	7	7	7	7	29	7.25
14	S14	7	7	7	7	7	7	7	7	7	7	7	7	28	7
15	S15	7	7	7	6	6	6	6	6	6	6	6	6	25	6.25
16	S16	6	6	6	6	6	6	6	6	6	6	6	6	24	6
17	S17	8	7	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
18	S18	8	8	8	7	7	7	7	7	7	7	7	7	29	7.25
19	S19	7	7	7	7	7	7	7	6	6.5	7	6	6.5	27	6.75
20	S20	8	7	7.5	8	7	7.5	7	7	6.5	7	8	7.5	29	7.25
21	S21	7	7	7	7	7	7	7	7	7	7	7	7	28	7
22	S22	7	7	7	7	7	7	6	6	6	7	6	6.5	26.5	6.63
23	S23	6	6	6	6	6	6	6	6	6	6	6	6	24	6
24	S24	8	7	7.5	7	7	7	7	7	7	8	7	7.5	29	7.25
25	S25	7	7	7	7	7	7	7	7	7	7	7	7	28	7
26	S26	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
27	S27	6	7	6.5	7	6	6.5	6	6	6	6	7	6.5	25.5	6.40
28	S28	7	6	6.5	7	6	6.5	6	6	6	6	7	6.5	25.5	6.40
29	S29	8	7	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
30	S30	7	7	7	7	7	7	6	6	6	7	7	7	27	6.75
31	S31	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
Total				222			214			205			214	854.5	213.93
Mean				7.2			6.90			6.61			6.9	6.89	6.90

Ss: Students

R: Researcher ET: English Teacher

A: Averag

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 3 (CYCLE 1)

No	Ss	Aspects												Total	Score
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET	A		
1	S1	8	7	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
2	S2	6	7	6.5	6	7	6.5	6	6	6	6	6	6	25	6.25
3	S3	7	7	7	6	7	6.5	7	6	6.5	7	6	6.5	26.5	6.63
4	S4	8	7	7.5	8	7	7.5	7	7	7	7	8	7.5	29.5	7.40
5	S5	7	6	6.5	7	6	6.5	6	6	6	7	6	6.5	25.5	6.40
6	S6	8	7	7.5	8	7	7.5	7	7	7	7	8	7.5	29.5	7.40
7	S7	6	7	6.5	6	7	6.5	6	7	6.5	7	6	6.5	26	6.50
8	S8	7	8	7.5	7	7	7	7	7	7	7	7	7	28.5	7.13
9	S9	7	7	7	6	7	6.5	7	6	6.5	7	7	7	27	6.75
10	S10	8	7	7.5	8	7	7.5	7	7	7	8	7	7.5	29.5	7.40
11	S11	8	8	8	8	8	8	7	7	7	8	8	8	31	7.75
12	S12	7	8	7.5	7	8	7.5	7	6	6.5	7	8	7.5	29	7.25
13	S13	7	8	7.5	7	8	7.5	7	7	7	8	7	7.5	29.5	7.40
14	S14	7	8	7.5	7	7	7	7	6	6.5	8	7	7.5	28.5	7.13
15	S15	7	7	7	7	6	6.5	7	6	6.5	6	6	6	26	6.50
16	S16	6	6	6	6	6	6	6	5	5.5	6	6	6	23.5	5.90
17	S17	8	8	8	7	8	7.5	7	7	7	7	7	7	29.5	7.40
18	S18	7	8	7.5	8	7	7.5	7	7	7	8	8	8	30	7.50
19	S19	7	7	7	7	7	7	7	6	6.5	6	6	6	26.5	6.63
20	S20	8	8	8	7	8	7.5	7	7	7	7	8	7.5	30	7.50
21	S21	7	8	7.5	7	8	7.5	7	6	6.5	7	7	7	28.5	7.13
22	S22	7	7	7	7	7	7	6	6	6	7	6	6.5	26.5	6.63
23	S23	6	6	6	6	5	5.5	6	6	6	6	6	6	23.5	5.90
24	S24	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
25	S25	8	7	7.5	7	8	7.5	7	7	7	7	7	7	29	7.25
26	S26	7	7	7	7	6	6.5	7	7	7	7	7	7	27.5	6.90
27	S27	7	6	6.5	6	7	6.5	7	6	6.5	7	6	6.5	26	6.50
28	S28	6	7	6.5	6	7	6.5	7	6	6	7	6	6.5	25.5	6.40
29	S29	7	8	7.5	8	7	7.5	8	7	7.5	8	7	7.5	30	7.50
30	S30	7	7	7	7	6	6.5	6	7	6.5	6	7	6.5	26.5	6.63
31	S31	8	7	7.5	8	7	7.5	7	7	7	7	8	7.5	29.5	7.40
Total				223			218			206			215	861	215.56
Mean				7.18			7.02			6.66			6.9	6.94	6.95

Ss: Students

R: Researcher ET: English Teacher

A: Average

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 1 (CYCLE 2)

No	Ss	Aspects												Total	Score
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET	A		
1	S1	8	7	7.5	7	8	7.5	7	7	7	8	7	7.5	29.5	7.40
2	S2	6	6	6	7	6	6.5	6	6	6	6	7	6.5	25	6.25
3	S3	7	6	6.5	7	6	6.5	7	7	7	7	7	7	27	6.75
4	S4														
5	S5	7	7	7	7	6	6.5	7	6	6.5	6	7	6.5	26.5	6.63
6	S6	8	8	8	8	7	7	7	7	7	8	7	7.5	29.5	7.40
7	S7	7	6	6.5	6	7	6.5	7	6	6.5	7	6	6.5	26	6.50
8	S8	7	8	7.5	7	8	7.5	7	7	7	8	7	7.5	29.5	7.40
9	S9	7	7	7	7	7	7	7	7	7	7	7	7	28	7
10	S10	7	8	7.5	7	8	7.5	7	7	7	8	7	7.5	29.5	7.40
11	S11	8	8	8	8	8	8	8	7	7.5	8	7	7.5	31	7.75
12	S12	8	7	7.5	8	7	7.5	7	8	7.5	8	7	7.5	30	7.50
13	S13	7	8	7.5	7	8	7.5	7	8	7.5	7	7	7	29.5	7.40
14	S14	8	7	7.5	8	7	7.5	7	6	6.5	7	7	7	28.5	7.13
15	S15	7	6	6.5	7	6	6.5	7	6	6.5	7	6	6.5	26	6.50
16	S16	6	6	6	6	6	6	6	6	6	6	6	6	24	6
17	S17	8	7	7.5	8	7	7.5	8	7	7.5	8	7	7.5	30	7.50
18	S18	7	8	7.5	8	7	7.5	8	8	8	8	8	8	31	7.75
19	S19	8	8	8	7	7	7	6	7	6.5	8	7	7.5	29	7.25
20	S20	8	8	8	7	7	7	8	7	7.5	7	8	7.5	30	7.50
21	S21	8	7	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
22	S22	7	7	7	6	7	6.5	7	6	6.5	7	6	6.5	26.5	6.63
23	S23	6	6	6	6	6	6	6	6	6	6	6	6	24	6
24	S24	8	7	7.5	8	7	7.5	7	7	7	7	8	7.5	29.5	7.40
25	S25	8	7	7.5	8	7	7.5	7	7	7	7	8	7.5	29.5	7.40
26	S26	8	7	7.5	7	7	7	7	7	7	7	6	6.5	28	7
27	S27	6	7	6.5	6	7	6.5	7	6	6.5	7	6	6.5	26	6.50
28	S28	7	6	6.5	7	6	6.5	6	7	6.5	6	7	6.5	26	6.50
29	S29	8	8	8	8	7	7.5	8	8	8	7	8	7.5	30	7.50
30	S30	7	7	7	7	6	6.5	6	7	6.5	7	7	7	27	6.75
31	S31	8	7	7.5	8	7	7.5	8	7	7.5	7	8	7.5	30	7.50
Total				216			213			208			212	845	211.44
Mean				7.20			7.03			6.9			7.1	7.04	7.05

Ss: Students    R: Researcher    ET: English Teacher    A: Average

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 2 (CYCLE 2)

No	Ss	Aspects												Total	Score
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET	A		
1	S1	8	8	8	8	7	7.5	7	7	7	8	7	7.5	30.5	7.63
2	S2	6	7	6.5	7	6	6.5	6	6	6	7	7	7	26	6.50
3	S3	7	7	7	7	7	7	7	7	7	7	7	7	28	7
4	S4	8	7	7.5	8	7	7.5	8	7	7.5	8	8	8	30.5	7.63
5	S5	7	7	7	7	7	7	6	7	6.5	8	7	7.5	28	7
6	S6	8	8	8	8	7	7.5	7	7	7	8	7	7.5	30	7.50
7	S7	7	7	7	7	6	6.5	7	6	6.5	6	7	6.5	26.5	6.63
8	S8	8	7	7.5	7	8	7.5	8	7	7.5	7	8	7.5	30	7.50
9	S9	7	7	7	7	7	7	7	7	7	8	7	7.5	28.5	7.13
10	S10	8	7	7.5	8	8	8	8	7	7.5	7	8	7.5	30.5	7.63
11	S11	8	8	8	8	8	8	8	9	8.5	7	8	7.5	32	8
12	S12	8	8	8	8	7	7.5	8	7	7.5	8	7	7.5	30.5	7.63
13	S13	8	8	8	7	8	7.5	7	8	7.5	8	8	8	31	7.75
14	S14	7	7	7	7	8	7.5	7	7	7	7	8	7.5	29	7.25
15	S15	7	7	7	7	6	6.5	6	7	6.5	7	6	6.5	26.5	6.63
16	S16	6	7	6.5	6	6	6	6	6	6	6	6	6	24.5	6.13
17	S17	8	7	7.5	8	7	7.5	8	8	8	8	7	7.5	30.5	7.63
18	S18	8	8	8	8	8	8	8	8	8	7	8	7.5	31.5	7.90
19	S19	7	7	7	7	8	7.5	7	7	7	7	6	6.5	28	7
20	S20	8	8	8	8	8	8	7	7	7	8	7	7.5	30.5	7.63
21	S21	8	8	8	7	7	7	7	7	7	8	7	7.5	29.5	7.40
22	S22	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
23	S23	6	6	6	6	6	6	6	6	6	7	6	6.5	24.5	6.13
24	S24	8	7	7.5	7	8	7.5	8	7	7.5	8	7	7.5	30	7.50
25	S25	8	7	7.5	8	7	7.5	8	7	7.5	7	8	7.5	30	7.50
26	S26	7	7	7	7	8	7.5	7	7	7	7	7	7	28.5	7.13
27	S27	7	7	7	6	7	6.5	7	6	6.5	7	7	7	28	7
28	S28	7	7	7	6	7	6.5	7	6	6.5	6	7	6.5	26.5	6.63
29	S29	8	7	7.5	8	7	7.5	8	8	8	8	7	7.5	30.5	7.63
30	S30	7	7	7	7	7	7	7	6	6.5	7	7	7	27.5	6.90
31	S31	8	7	7.5	8	8	8	7	7	7	7	8	7.5	30	7.50
Total				227			224			219			224	895	224.02
Mean				7.32			7.20			7.1			7.20	7.21	7.22

Ss: Students R: Researcher ET: English Teacher A: Average

## SPEAKING SCORES OF VII G STUDENTS IN MEETING 3 (CYCLE 2)

No	Ss	Aspects												Total	Score
		Fluency			Accuracy						Vocabulary				
					Grammar			Pronunciation							
		R	ET	A	R	ET	A	R	ET	A	R	ET	A		
1	S1	8	8	8	8	8	8	7	7	7	8	8	8	31	7.75
2	S2	7	7	7	7	7	7	6	7	6.5	7	7	7	27.5	6.90
3	S3	7	7	7	7	7	7	7	7	7	7	8	7.5	28.5	7.13
4	S4	8	8	8	8	7	7.5	8	8	8	8	8	8	31.5	7.90
5	S5	7	7	7	7	7	7	7	7	7	7	7	7	28	7
6	S6	8	8	8	8	8	8	7	7	7	7	7	7	31	7.75
7	S7	6	7	6.5	7	7	7	7	6	6.5	7	7	7	27	6.75
8	S8	8	7	7.5	8	8	8	8	7	7.5	8	7	7.5	30.5	7.63
9	S9	8	7	7.5	7	7	7	7	7	7	7	8	7.5	30	7.50
10	S10	8	8	8	8	8	8	7	8	7.5	8	7	7.5	31	7.75
11	S11	8	9	8.5	8	8	8	8	8	8	8	8	8	32.5	8.13
12	S12	8	8	8	7	8	7.5	8	7	7.5	8	8	8	31	7.75
13	S13	8	8	8	8	7	7.5	8	7	7.5	8	8	8	31	7.75
14	S14	7	8	7.5	7	8	7.5	7	7	7	7	8	7.5	29.5	7.40
15	S15	7	7	7	7	6	6.5	7	6	6.5	7	7	7	27	6.75
16	S16	7	6	6.5	7	6	6.5	6	6	6	6	7	6.5	25.5	6.40
17	S17	8	8	8	7	7	7	7	8	7.5	8	7	7.5	29	7.25
18	S18	8	8	8	8	8	8	8	7	7.5	8	8	8	31.5	7.90
19	S19	7	7	7	7	8	7.5	7	7	7	7	7	7	28.5	7.13
20	S20	8	8	8	8	7	7.5	8	8	8	8	8	8	31.5	7.90
21	S21	8	8	8	7	8	7.5	7	7	7	8	7	7.5	30	7.50
22	S22	7	7	7	7	7	7	7	7	7	7	7	7	28	7
23	S23	7	6	6.5	7	6	6.5	6	6	6	6	7	6.5	25.5	6.40
24	S24	8	8	8	8	8	8	7	8	7.5	7	7	7	30.5	7.63
25	S25														
26	S26	7	8	7.5	8	7	7.5	7	7	7	7	7	7	29	7.25
27	S27	7	7	7	8	7	7.5	7	7	7	7	7	7	28.5	7.13
28	S28	7	7	7	7	7	7	7	7	7	7	7	7	28	7
29	S29	8	8	8	7	8	7.5	8	8	8	7	8	7.5	31	7.75
30	S30	7	7	7	7	7	7	7	7	7	7	7	7	28	7
31	S31	8	8	8	8	7	7.5	8	7	7.5	8	7	7.5	30.5	7.63
Total				225			221			215			221	882	220.71
Mean				7.5			7.41			7.2			7.35	7.35	7.36

Ss: Students    R: Researcher    ET: English Teacher    A: Average

# **APPENDIX J**

# **PHOTOGRAPHS**



1.

The teacher monitored the students



2.

The researcher helped the students



3.

The students prepared themselves

4.



The teacher was teaching

5.



The students did the interview

6.



The students did a role play in Cycle 1



7.

The students did a group discussion



8.

The students did information gap



9.

The students did Instruction Quiz Game



10.

The students did a Role Play in Cycle 2



11.

The students did a Role Play in Cycle 2