

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
SIMULATION AT GRADE X OF SMA N 1 PRAMBANAN
SLEMAN IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



By:

KHANIFAH NUR HASANAH

08202244001

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

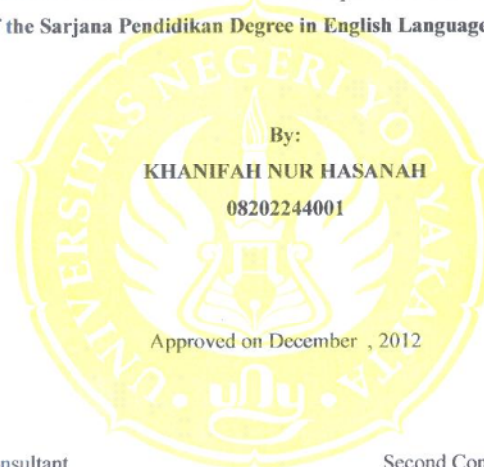
2012

APPROVAL SHEET

IMPROVING STUDENTS' SPEAKING SKILL THROUGH SIMULATION
AT GRADE X OF SMA N 1 PRAMBANAN SLEMAN IN THE ACADEMIC
YEAR OF 2012/2013

A Thesis

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



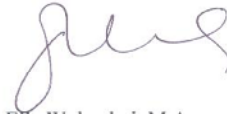
First Consultant



Dra. Jamilah, M.Pd.

NIP. 19630103 198803 2 002

Second Consultant



Ella Wulandari, M.A.

NIP. 19830518 200604 2 001

RATIFICATION SHEET

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH SIMULATION
AT GRADE X OF SMA N 1 PRAMBANAN SLEMAN IN THE ACADEMIC
YEAR OF 2012/2013**

A Thesis

By:

KHANIFAH NUR HASANAH

08202244001

**Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on December, 2012 and Declared to Have
Fulfilled the Requirements for the Attainment of the Degree of *Sarjana*
Pendidikan in English Language Education**

Board of Examiners

**Chairperson : Samsul Maarif, M.A.
Secretary : Ella Wulandari, M.A.
First Examiner : Dra Nury Supriyanti, M.A.
Second Examiner : Dra Jamilah, M.Pd.**

.....
.....
.....
.....

Yogyakarta, December , 2012

Faculty of Language and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Khanifah Nur Hasanah
NIM : 08202244001
Jurusan : Pendidikan Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Improving Students' Speaking Skill through Simulation at
Grade X of SMA N 1 Prambanan Sleman in the Academic
Year of 2012/2013

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, December ,2012

Penulis



Khanifah Nur Hasanah

NIM: 08202244001

DEDICATIONS

My thesis is fully dedicated to:

my mother,

my father,

my brother and my sister,

my grandparents,

my man.

MOTTOS

Reach high, for stars lie hidden in your soul. Dream deep, for every dream precedes the goal.

Ralph Vaull Starr

يَنَّايُهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ



You have to believe, to seek help through patience and prayer. Indeed Allah is with patient.

(QS. Al Baqorah :153)

فِي أَيِّ ءَالَءِ رَبِّكُمْ مَا تُكذِّبَانِ ﴿١٣﴾

So which of the favors from Allah would you deny?

(QS. Ar-Rahman: 13)

ACKNOWLEDGMENTS

Alhamdulillah, all praises be to Allah, the Almighty, Him alone we ask for help. This thesis would have never been done without the mercy and blessing of Allah SWT. Blessing and salutation should be upon Prophet Muhammad (Peace be upon him) and His family.

I would like to express my special gratitude and appreciation to Dra. Jamilah, M.Pd., my first consultant, who has patiently supervising me during the process of this thesis writing. I would like to express my great appreciation to Ella Wulandari, M.A., my second consultant, who has patiently guided me during the process of this thesis writing. I would also thank Anita Triastuti, M.A., my academic consultant who has guided me in studying at the English Department of Yogyakarta State University.

I would also thank the big family of SMA N 1 Prambanan Sleman. My special thanks go to Drs. Mawardi Hadisuyitno (the school principal), Lathifah Nur Dwiyantri, S.Pd (the English teacher) who have permitted and guided me during the research. Many thanks go to the students of Class XD, all teachers and staffs in SMA N 1 Prambanan Sleman for the cooperation during the research.

I am deeply and forever grateful to my beloved parents, Ibu Sukarmi and Bapak Slamet Kusnanto for their love, support, and encouragement throughout my entire life and also for giving me all prayers for my success. I am also very grateful to my brother M Miftahul Azhar and my sister Zalza Khoirina Asnan, my big Family (Simbok, Bude Sumyar, Pakde Slamet, Mbak Rukinah, Om Iskandar, Mbak Harti, Om Dodo, Mbak Mah and Mas Sarmin). Thanks for all prayer, support, understanding, help, and encouragement for me.

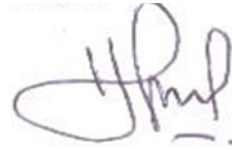
I would also like to express appreciation to my best friends, Aulia, Mami, Dewi, Anna, Kiki who have always given me support and encouragement to finish this thesis writing. I would like to say thanks for my classmates, the big family of PBI UNY 2008 class G (Dewi, Anna, Petet, Nana, Mita, Agil, Lynda, Desti, Mia, Heni, Vansa, Imam, Ayu, and Reta), Elfaithers and all other friends who could not

be mentioned one by one for their togetherness during the process of writing this thesis.

My appreciation will not be complete without mentioning my lovely, Wigih Gondo Wiyoto, who always encourages, helps, supports and cheers me up through the good and bad time.

Finally, I thank those who indirectly contributed in finishing this thesis. Their kindnesses mean so much to me.

Yogyakarta, December , 2012

A handwritten signature in purple ink, appearing to read 'Khanifah Nur Hasanah', with a large loop at the beginning and a horizontal line at the end.

Khanifah Nur Hasanah

TABLE OF CONTENTS

COVER.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
DECLARATIONS.....	iv
DEDICATIONS.....	v
MOTTOS.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDIXES.....	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Significances of the Research.....	7
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	8
A. THEORETICAL REVIEW	8
1. Speaking	8
a. The Nature of Speaking.....	8
b. Speaking Skills and the Aspects of Speaking.....	10
2. Teaching Speaking.....	12
a. The Roles of the Teacher and the Students in	

the EFL of Speaking.....	12
b. Approaches to the Teaching of Speaking	14
c. Principles for Designing Speaking Technique.....	16
d. The Types of Classroom Speaking Activities in EFL Learning.....	18
e. Classroom Speaking Activities.....	19
f. Teaching Speaking for SMA Students	21
g. Feedback in Speaking.....	23
h. Assessing Speaking.....	24
3. Simulation as a Teaching Speaking Activity.....	29
a. Definition of simulation.....	29
b. The Reasons for Implementing Simulation for Teaching Speaking.....	30
c. Advantages of Using Simulation.....	32
d. Simulation Phases.....	33
B. Review of Relevant Research Studies	34
C. Conceptual Framework.....	36
 CHAPTER III RESEARCH METHOD.....	 38
A. Research Design.....	38
B. The Setting of the Research.....	38
C. The Subject of the Research	39
D. Object / Focus of the Research	39
E. Data Collection Techniques and Instruments	39
F. Data Analysis.....	41
G. Research Procedure	41
H. Data Validity and Reliability	42
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	 45
A. Findings of the Research	45
1. Reconnaissance	45

2. Implementations of the Actions	56
a. Report of Cycle 1	56
1) Planning the Action	56
2) Action and Observation	58
3) Reflection	66
b. Report of Cycle II	76
1) Planning the Action	76
2) Action and Observation	78
3) Reflection	83
B. Summary of Cycle I and Cycle II	92
C. Discussion	94
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	97
A. Conclusions	97
B. Implications	98
C. Suggestions	99
REFERENCES.....	100
APPENDIXES	103

LIST OF TABLES

Table 1 : The Standard of Competence and the Basic Competence of Speaking for Grade X of Senior High School at the First Semester.....	22
Table 2 : Fluency Score and Indicators.....	25
Table 3 : Pronunciation Score and Indicators.....	26
Table 4 : Accuracy Score and Indicators.....	27
Table 5 : Vocabulary Score and Indicators.....	28
Table 6 : The Field Problems Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in the Academic Year of 2012/2013.....	50
Table 7 : The Urgent Problems Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in The Academic Year of 2012/2013 Related to Speaking Skill.....	52
Table 8 : The Most Feasible Problems to be Solved Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in the Academic Year of 2012/2013 Related to Speaking Skill.....	52
Table 9 : Actions to Solve the Problems.....	53
Table 10: The Students' Pre-Test Mean Score for Each Indicator.....	55
Table 11: The Number of Each Indicator during Cycle I.....	69
Table 12: The Number of Each Indicator during Cycle I and II.....	83
Table 13: The Results of the Research Based on Cycle I and Cycle II.....	92
Table 14: The Students' Pre-test and Post-Test Mean Score for Each Indicator.....	93

LIST OF FIGURES

Figure 1: The Students Simulate the Activity of Meeting a New Friend.....	68
Figure 2: The Students Simulate the Activity of Making a Phone Call.....	68
Figure 3 : The Number of Each Indicator during Cycle I.....	69
Figure 4: The Number of Each Indicator during Cycle I and II.....	84
Figure 5: The Students Bring a Microphone to Support the Simulation.....	91
Figure 6: A Student Simulates an Activity of News Reading.....	91
Figure 7: The Students' Pre-Test and Post-Test Mean Score for Each Indicator.....	94

LIST OF APPENDIXES

Appendix A (Course Grid)	104
Appendix B (Lesson Plan and Materials).....	115
Appendix C (Instruments)	158
Appendix D (Field Notes).....	178
Appendix E (Interview Transcripts).....	197
Appendix F (Students' Pre-Test and Post Test Score).....	225
Appendix G (Observation Checklist on Students' Speaking)	228
Appendix H (Photographs)	232
Appendix I (Letters)	236

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
SIMULATION AT GRADE X OF SMA N 1 PRAMBANAN SLEMAN IN
THE ACADEMIC YEAR OF 2012/2013**

**By:
KHANIFAH NUR HASANAH
08202244001**

Abstract

This research is aimed at improving class XD students' speaking skill of SMA N 1 Prambanan Sleman through simulation. It is expected that simulation can improve the students' speaking skill. Based on the observation, there are some problems in the teaching and learning of speaking. To solve those problems, the researcher implemented simulation as a speaking activity.

In doing the research, the researcher involved 32 students of Class XD, an English teacher as a collaborator and the researcher herself. This research was conducted in two cycles. The instruments for collecting the data were observation checklist, interview guidelines and the tests. Data of this research were qualitative and supported by quantitative data. Qualitative data were obtained from the results of classroom observation, interview and discussion with the collaborator in the form of field notes and interview transcripts. Quantitative data were obtained from the tests in the form of pre-test and post test scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Meanwhile, the researcher used time triangulation and researcher triangulation for achieving data reliability.

The research finds that: (1) the use of simulation can help the students to improve their speaking skills. The student can speak in natural hesitation and with unambiguous sound, use appropriate intonation and pauses, use simple and complex grammatical structure correctly, use many vocabulary variations and appropriate word choices.; (2) the use of simulation can motivate students and make enjoyable learning activities so that the students become actively involved and interested in the teaching and learning process.; (3) the use of simulation can give students more chances for practicing speaking therefore the students can lose their fears of making mistakes and be more confident.; (4) the use of simulation can improve students' fluency, pronunciation, vocabulary and accuracy. It can be seen from the result of the tests. The mean for fluency in the pre-test is 5.77 and increased to 7.83 in the post-test. The mean of pronunciation aspect also increased from 5.45 in the pre-test to 7.75 in the post-test. The mean of vocabulary aspect increased from 5.50 in the pre-test to 7.57 in the post-test. The accuracy mean score also increased from 5.83 in the pre-test to 7.72 in the post-test.

CHAPTER I

INTRODUCTION

This research was aimed at improving students' speaking skill at grade X of SMA N 1 Prambanan Sleman through simulation. This chapter consists of six sections. The first is the background of the research. The second is identification of the problems. The third is limitation of the problem. The fourth is the formulation of the problem. The fifth is the objective of the research and the last is the significance of the research.

A. Background of the Problem

It is clear that language is a means of communication. Language is also important because without language, people cannot express their feelings, ideas and their emotions. In the globalization age today, English is the most widely learnt and used language in the world. One of the competences of the language is speaking. By speaking, people can express their ideas, communicate and interact with other people. Therefore, in some recent years, the focus of teaching has been promoting oral skills in order to respond to the students' needs for effective communication. Speaking skill is taught to the students to make them capable of communicating in English correctly.

According to the 2006 Curriculum and its supplement, one of the goals of English teaching and learning in senior high school (SMA) is developing oral and written skills to communicate in English. There are four language skills. Those are listening, speaking, reading and writing. The high school students are expected to

prepare and to equip themselves with these four skills to continue their study to higher education or to enter the workforce.

English teaching and learning is aimed to develop students' communicative abilities which emphasize the language skills. As an effort to improve the speaking skill, teaching speaking skill should be focused on making students active to speak in the language. In short, students' talk should dominate the speaking activities in an English class. Furthermore, Richard (2008:19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, many English language learners study English to develop their speaking skills. This is caused by the function of speaking that covers many aspects of human interaction, such as expressing ideas and opinions, expressing a wish or a desire to do something, negotiating, solving a particular problem, establishing and building social relationship and friendships, maintaining business or other professional reasons.

In addition, when students want to express their feelings or ideas, teachers need to pay attention to the students' speaking skill. Moreover, the students have less opportunity to practice speaking in English when they are not in the classroom. Therefore, it is necessary to improve students' speaking skill by giving them sufficient opportunities to practice speaking English in the classroom. Similarly, Harmer (2001:345) argues that in a good class atmosphere, students will participate freely and enthusiastically, particularly if the teachers give appropriate tasks and also topics.

Unfortunately, based on the observation of teaching and learning process in SMA N 1 Prambanan, speaking was considered less successful than the other skills as there were insufficient of speaking practices. In the classroom, English learning and teaching process was focused on reading and writing. The teacher rarely made the students to speak or to communicate effectively. In the classroom, the students seemed more passive and less involved in every conversation or discussion in English. This creates a problem in developing the skill in English. When the teacher asked students to speak with their classmates, they just kept silent, were not confident, felt shy and afraid to speak. As the result, the students' speaking skill did not improve much since the teaching and learning process did not provide sufficient opportunities for practicing English.

In that condition, the teacher must be creative in order to make the students can easily understand or to make the teaching and learning processes enjoyable, so that the students get bored. In particular, the teachers should vary their teaching activities that increase students' speaking skill while being interesting to them. There are many activities in order to build and also to improve students' speaking skill. Harmer (2001:348) suggests some activities which can promote speaking including acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

Among the activities mentioned above, simulation appears to be an activity which provides authentic communication practice. Harmer (2001:69) suggests that activity in CLT involve students in real or realistic communication, where the successful realization of the communicative task they are performing is at least as

important as the accuracy of their language use. Harmer (2001:352) further argues that one of communicative activities in English language teaching (ELT) is simulation. Simulation can be used to encourage general oral fluency or to train students for specific situations.

When students are doing simulation, they need to be given enough information about the background of the activities/simulation. By applying simulation in ELT classroom, the students become actively involved and interested in the teaching and learning activities. Moreover, simulation could motivate, encourage students and make enjoyable class. The students are given more chances for practicing their English skills, particularly their English speaking by carrying out the conversation in meaningful contexts and real situations that commonly occurred in their daily activities.

Through simulations, efficient learning is possible while a naturalistic environment still can be provided. Simulations can provide activities that have similarity to the outside of the classroom and lead students to create real communication by offering given situation to be practiced in the classroom. Meanwhile, Ur (1999:55) delineates that in simulations the individual participants speak and react as themselves. By doing this activity, the students get many opportunities to speak.

Concerning this research, the researcher tried to find the effective solution to improve the speaking skill of students XD at SMA N 1 Prambanan by employing simulation as an activity in teaching speaking. The researcher works together with the English teacher and also the students.

B. Identification of the Problem

Given its function to share and to express ideas, speaking is very important and needs to be learned by students to develop their skills in learning English. In the real classroom situation in SMA N 1 Prambanan, teaching speaking still had many weaknesses. Based on the observations, interviews and discussions with the English teacher and the students, some problems in the field were identified. The problems were described as follows.

The first problem was related to the teacher. The teacher took only a little role in her way of teaching because she just employed limited teaching activities in improving students' speaking skill. She often asked the students to read a dialogue in front of the class. These made the students get bored, as the tasks were less challenging and monotonous. In addition, the activities provided could not accommodate the students to communicate with and learn the language effectively.

The second problem was that speaking is considered less important as there were insufficient of speaking practices. The activities in the classroom were dominated by teacher's explanation about grammar, structure and written communication, while speaking was put aside. The teacher seemed to give more attention to the skills that are tested in the national exam. The students did not have any chance to improve their speaking skill. At last, it causes the students to have no more enthusiasm to improve their speaking skills.

The next problem was related to the students' motivation. Students found difficulties related to the speaking elements, like grammar, vocabulary,

pronunciation, and fluency. They often confused about the use of appropriate grammar, they also less vocabulary mastery and did not know the correct pronunciation. Moreover, they could not speak English fluently. The students unwilling to speak because they were shy and afraid to make mistakes and to take a part in a conversation. They also feared of being laughed at their friends and had less confidence with their own ability.

The last problem was related to the media used in the classroom. In the English teaching and learning process in SMA N 1 Prambanan, the teacher rarely used interesting media or strategy. There was no modification of the materials used, so it made the students got bored in the classroom. As a result, the students became passive in the speaking activities.

C. Limitation of the Problem

In this research, the researcher limited the scope of the research into “improving students’ speaking skill through simulation at grade X of SMA N 1 Prambanan Sleman in the academic year of 2012/2013” because the researcher believed that simulation was an effective activity to improve speaking skill. To specify the research, the researcher had some limitations as follows.

1. This subject of the research is focused on improving the students’ speaking skill by using simulation in the teaching and learning at grade X of SMA N 1 Prambanan.
2. This research is limited on the use of simulation in the speaking class.
3. This research is limited on the difficulties faced by teacher and students in using simulation.

D. Formulation of the Problem

Based on the background of the research, identification of the problem and limitation of the problem, the problem was formulated as “How can the speaking skill of the students at grade X of SMA N 1 Prambanan, Sleman be improved through simulation?”

E. Objective of the Research

This research was aimed to improve students’ speaking skill at grade X of SMA Negeri 1 Prambanan Sleman through simulation.

F. Significances of the Research

Based on the formulation of the problems and the objective mentioned, this research had significances as follows.

1. Theoretically, the research is expected to be the source of information to improve the teaching activities in encouraging students to speak English.
2. Practically, this research is expected to help the teacher to know the use of simulation activity in the process of speaking teaching and learning. For the students, it is hoped that this research can improve their skills in English speaking and that they can enjoy the learning of speaking by doing simulation.
3. The result of this research is also expected to give information for other researchers who conduct further research that focuses on teaching speaking with a different frame.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Speaking

a. The Nature of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Some experts have various definitions about speaking. Chaney (1998:13) in Kayi (2006) states that “speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts”. In the same point, Thornbury (2005: 2) asserts that the first point to underline is that speech production takes place in real time. Words follow words and phrases follow phrases. Similarly, at the level of utterance, speech is produced utterances by utterances.

According to Brown & Yule (1983) in Nunan (1989: 26) say that by speaking the speaker can express meaning through words that she or he pronounced because spoken language consists of short, often fragmentally utterances in a range of pronunciation. Moreover, in speaking there is often a great deal of repetition and negotiation of meaning between one speaker and another. In addition, there are two main purposes for speaking, transactional function and interpersonal function. According to Thornburry (2005:13), the aim of transactional function is to deliver certain information and to facilitate the exchange of goods or services or in the other word when the speaker wants someone to have something done. The example of this is phoning to book a table

at the restaurant. Additionally, the purpose of interpersonal function is to establish and to maintain social relation. The example for interpersonal function is the conversation between friends at the restaurant.

In the same spirit, Thornburry (2005: 14) argues that in speaking, there are certain ways to explain about speech event on how that speech event might be categorized by its participants. An important cause determined the structure of speech event is whether it is interactive or non-interactive. Interactive is something like multy-party speech, as in a shopping exchange or a casual conversation between friends about daily routines. It happens face-to-face between the speaker and the listener. Moreover, the examples of non-interactive are a television journalist's live report, a video call, or a voice-mail message. It means that non-interactive does not need to make face-to-face conversation. At last, there might be different needs to be made between planned and unplanned. Public speeches and business presentations are typically planned, because they might be completely scripted while unplanned happens in the telephone conversation to ask certain information.

The process in speaking happens when people share ideas, feelings and information with others and includes all of body language mannerism that convey messages or information to the listener. In this relation, Richard and Renandya (2002:204) assert that:

Speaking in language is especially difficult for foreign language learners, because effective oral communication requires the ability to use language appropriately in social interactions. Diversity in interaction includes not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation. In addition, nonlinguistic elements such as gestures and body language/postures, facial expression and so on

may accompany speech or convey messages directly without any accompanying speech.

b. Speaking Skills and the Aspects of Speaking

To speak means to interact with others. It does not mean that speaking is an easy activity to do. Brown (2001:270) delineates that there are some factors in speaking that are regarded as being difficult. The first factor is the clustering. This characteristic refers to fluent speech. It is regarded as one of factors that make speaking difficult because a fluent speech is a phrasal, not word by word. The second factor is redundancy. By this feature, the speaker has an opportunity to provide the clearer meaning. The third factor is reduced forms. Students should learn reduced form, contraction elision, etc to avoid unnatural way to speak for instance the word “I will” become “I’ll”. Some students who do not learn colloquial constructions can sometimes make a poor quality of speaking.

Then, the next factor is performance variables. Students can show their performance of hesitations, pauses, backtracking and correction, such as the use of “fillers” like uh, um, well, you know, like, etc when they speak. The teacher should give students “time” to pause and then they continue their performance after that. The next factor is colloquial language. Students not only have to know but also to understand words, idioms and phrase of colloquial language and to pronounce them correctly. The sixth factor is the rate of delivery. In speaking, students are expected to speak fluently. In teaching spoken language, teacher should help learners to accomplish an acceptable speed along.

The other factors are stress, rhythm and intonation. English has its own stress, rhythm and intonation which belong to pronunciation aspect which differs

from the other languages. It is important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.

In this regard, Brown (2004:142-143) divides sixteen skills of speaking. The skills are divided into two kinds of categories, micro skills and macro skills. The micro skills refer to the production of smaller chunks of language such as phonemes, morphemes, words, collocation and phrasal units. The micro skills include:

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical words.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various communication strategies like pauses, fillers, self-correction, backtracking—to enhance the clarity of the message.
- 8) Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
- 9) Produce speech in natural combination—in appropriate phrases, pause groups, breath groups and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

The macro skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication and strategic options. The macro skills include:

- 1) Use the functional expressions appropriately according to situations, participants and goals.
- 2) Use appropriate words choice based on the situation and the participants in face-to-face conversations.

- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
- 4) Use facial features, kinesics, body language and other nonverbal cues along with verbal language.
- 5) Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

In addition, Spratt, Pulverness and William Spare (2005:34) state when people are speaking, they usually use a different aspect of speaking depending on the type of speaking that the speaker is involved in. There are two main aspects of speaking skill, fluency and accuracy. First aspect is fluency. Fluency means being able to communicate ideas without having to stop and to think too much, at a normal speed, without hesitation, repetition or self-correction and with smooth use of connected speech. When speaking fluently, the listener should be able to get message about the speaker says. Meanwhile, the second aspect is accuracy. Accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.

2. Teaching Speaking

a. The Roles of the Teacher and the Students in the EFL of Speaking

In the classroom, teacher and students are playing as actors. They have their own role during teaching and learning process. Harmer (2001:348) argues three important roles of teacher to get students to speak fluently. First role of the teacher is as a prompter. Teacher should become a prompter when students are stuck for ideas or have problems with their communication. Teacher in this role should give appropriate prompts to the student when they are not sure how to start an activity,

what to do next or what to say next. For instance, if students find it is difficult to start talking about holiday destination, the teacher may tell them to consider distance, means of transport, time available, etc. If this can be done supportively, it will stop the sense of frustration that some students feel when they lose their language or ideas.

The next role of the teacher is as a participant. It is important for the teacher to be participant among students. After the teacher has finished giving instructions and the activity has started, while monitoring the class activity the teacher can join one or two groups as an ordinary participant, not as a teacher. However, in such circumstances she or he has to be careful that she or he does not participate too much. It is very useful to motivate, to encourage and to help students from inside the working group. The last, teacher is as feedback provider. When the students have completed an activity it is important for the teacher to assess what they have done. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used.

Concerning the student's role, Nunan (1989:86) states that "in speaking task students are required to put language to a range of uses, to use language which has been imperfectly mastered and to negotiate meaning rather than simply repeating and absorbing the language." It means that in the classroom, students expected to use language as they can to convey meaning rather than just repeating the language from the teacher.

b. Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2001:119) argues that task-based approach and genre-based approach are kind of approaches in the teaching of speaking. Thornbury (2001:119) adds, “an approach that foregrounds the performance of a task and which only afterwards focuses attention on the linguistic components of that task, is known as a task-based approach”.

In addition Thornbury (2001:121) states that “a genre-based approach attempts to redress the lack of explicitness by providing direct instruction in the way language events such as job interviews are typically realized and by relating these features to the social context and the purpose of the event”. In addition, Richard (2005:40) argues that “a genre-based approach sees communicative competence as involving the mastery of different types of texts. This text is used to refer to structured sequences of language in specific contexts in specific ways”.

Furthermore, Feez and Joice (1998) in Richard (2005:40) also argue that:

Text-based instruction is thus based on an approach to teaching language which involves: teaching explicitly about structures and grammatical features of spoken and written text, linking spoken and written texts to the cultural contexts of their use, designing units which focus on developing skill in relation to the whole, texts and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

In addition, there are several phases of the approach that can be implemented in the class. Feez and Joyce (1998 in Richard (2005:43)) assert the description about the implementation of text-based approach. First phase is building the context. In this stage students are:

- 1) introduced to the social context of an authentic model of the text-type being studied,
- 2) explore features of the general cultural contexts in which the text type and social purposes the text-type achieved and,
- 3) explore the immediate context of situation by investigating the register of a model text, which has been selected on the basis of the course objectives and learner needs.

Context-building activities are:

- 1) presenting the context through pictures, audiovisual materials, realia, excursions, field-trips, guest speakers,
- 2) establishing the social purpose through discussions or surveys,
- 3) cross-cultural activities, such as comparing differences in the use of the text in two cultures,
- 4) comparing the model text with other texts of the same or a contrasting type such as comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase is modeling and deconstructing the text. Feez and Joyce (1998) in Richard (2005:44) state that in this stage, students investigate the structural pattern and language features of the model then compare it with other examples of the same text type. The next phase is joint construction of the text. In this stage, students begin to contribute to the construction of whole examples of the text type. The teacher gradually reduces the contribution to text construction as the students move closer to being able to control text type independently. Joint-construction activities include teacher questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and information-gap activities, small-group construction of texts, dictogloss and self-assessment and peer-assessment activities.

The fourth phase is independent construction of the text. In this stage, students work independently with the text. Also in this phase, students'

performances are used for achievement assessment. Independent construction activities include:

- 1) listening tasks, e.g., comprehension activities in response to live or to record material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions.
- 2) listening and speaking tasks, e.g., role-plays, simulated or authentic dialogs.
- 3) speaking tasks, e.g., spoken presentation to class, community organization, or workplace.
- 4) reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions.
- 5) writing tasks which demand that students draft and present whole texts.

The last phase is linking to related texts. In this stage, students investigate what they have learned in the teaching and learning. Activities which link the text type to related texts include:

- 1) Comparing the use of the text type across different fields.
- 2) Researching other text types used in the same field.
- 3) Role-playing what happens if the same text type is used by people with different roles and relationships.
- 4) Comparing spoken and written modes of the same text type.
- 5) Researching how a key language feature used in this text type is used in other text types.

c. Principles for Designing Speaking Technique

The basic principle in the teaching speaking is the ability to create interaction between teacher and students, students and students in the classroom activity. In this relation, Brown (2001:275) divides some principles for designing speaking techniques as follows:

- 1) Use techniques that cover the learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

This principle concerns how to make meaningful activities without throwing away the learner needs. The speaking tasks should be designed to help students to perceive and to use the building block of language.

2) Provide intrinsically motivating techniques.

It means that the teacher should use teaching techniques that meet the students' interest. The teacher has to try at all times to appeal to students' ultimate goals and interest to their needs for knowledge, for status, for achieving competence and autonomy and "for being what the students want". It also implies that the teacher has to help the students to see how the activity will benefit the students.

3) Encourage the use of authentic language in meaningful contexts.

It means that the meaningful interaction is important to encourage the students' willingness to speak in the target language. The teacher has to be more creative to provide various kinds of materials, authentic context and meaningful interaction.

4) Provides appropriate feedback and correction.

In most EFL class, students are totally dependent on the teacher for useful linguistic feedback. Therefore, it is important for the teacher to give appropriate corrective feedback.

5) Integrate natural link between speaking and listening.

Many techniques in speaking include listening and vice versa. The teacher should focus on the speaking goals, listening goals may naturally coincide and the two skills can reinforce each other.

6) Give students opportunities to initiate oral communication.

It means that the activities should give a lot of opportunities for the students to initiate the target language because part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask question, to control conversations and to change the subject.

7) Encourage the development of speaking strategies.

It means that the students need chance to practice while they do not need to think about developing their own personal strategies for achieving oral communicative competence. The example of speaking strategies are asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone attention, using paraphrase, appealing for assistance from the interlocutor, using formulaic expressions and using mime and non verbal expressions to convey meaning.

d. The Types of Classroom Speaking Activities in EFL Learning

The speaking performance has some levels starting from the simplest performance up to highest one. In this context, Brown (2001: 271-274) mentions and explains six categories of speaking classroom performances. The types of classroom speaking activities in EFL learning are explained as follows.

1) Imitative

Imitation focuses on some particular elements of language form rather than the purpose of meaningful interaction. Drills offer students a chance for listening and repeating certain sequences of language that may cause some linguistic problem.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. “It can be conducted through self initiated or pair work activities, where learner are “going over” certain form of language”.

3) Responsive

It means that students produce any responsive speech in the classroom like short replies to the teacher and students. These replies are usually sufficient and do not extend into a dialogue, but still they can be meaningful and authentic.

4) Transactional (dialogue)

It is an extended form of responsive language by conveying exchanging specific information. The example of transactional is by doing conversation. Doing a conversation in a group work is the best way.

5) Interpersonal (dialogue)

The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining and sustaining social relationship than for transmitting fact and information.

6) Extensive (monologue)

Students in intermediate or advance level may have extensive speaking activities by making oral reports, summaries or short speech. These monologues can be planned or unplanned.

e. Classroom Speaking Activities

In the teaching and learning process, teacher should be innovative in presenting materials, practicing various techniques of teaching, selecting the

materials and using interesting instructional media that are suitable for the students in order to help them to speak in the language. Harmer (2001: 348-352) delineates that there are many classroom speaking activities that can be used in teaching speaking. The activities are described as follows.

1) Acting from the Script

In this activity, the teacher asks students to act out scenes from plays, their course-books or dialogues they have written themselves. The students asked to act out in front of the class. Teacher should give students time to prepare their dialogue before they perform it.

2) Communication games

There are many communication games, which aim to get students to talk as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

3) Discussion

Discussion can be performed in the form of highly formal, whole group staged events and informal small-group interactions. One of the reasons that discussions may fail is that students are unwilling to give an opinion in front of the whole class, particularly if they cannot think of anything to say. The examples of the activities are buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus.

4) Prepared Talks

In performing this activity, students make a presentation on a topic of his or her choice. Such talks are not designed for informal spontaneous conversation but more writing-like because they are prepared. Prepared talks represent a defined and useful speaking activity. When student are doing this activity the teacher should give other students, who do not perform prepared talk, task to give attention as they listen. Then they can give feedback to the performers.

5) Questionnaires

Questionnaires are useful activities. By being pre-planned, the questionnaires ensure that both questioner and respondent have something to say to each other. Questionnaires may well encourage the natural use of certain repetitive language pattern and then be situated in the middle of the communication continuum. The results obtained from questionnaires actually can form the basis for written work, discussions, or prepared talks.

6) Simulation and role-play

The students gain great benefits from simulation and role-play. Those kinds of activities can be used to encourage students' speaking skill or to train students for specific situations. Those are real life activities, as they do so in the real world. Teachers may also use them to assess students' speaking performance.

f. Teaching Speaking for SMA Students

According to the content standard, which is developed by BSNP (2006), the English teaching and learning for Senior High School students in Indonesia is aimed at:

- 1) developing the students oral and written communication competence to achieve informal literacy;

- 2) developing the students awareness of the importance of English in improving the nation's competence in the world and;
- 3) developing the students' understanding of the relation between language and culture.

In addition, according to the Regulation of Ministry of National Education (Permendiknas) no 22 year 2006 about the standard of competence and the basic competence, the students in the first semester have to pose several standards of competence and the basic competence as shown in table 1.

Table 1: The Standard of Competence and the Basic Competence of Speaking for Grade X of Senior High School at the First Semester

The Standard of Competence	The Basic Competence
Speaking 3. To express the meaning in transactional and interpersonal conversation in the context of daily life	3.1 To express meaning in transactional (<i>to get things done</i>) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: introducing, greetings, leave-taking, accepting invitation, accepting promise and canceling promise. 3.2 To express meaning in transactional (<i>to get things done</i>) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: expressing feelings of happiness, showing concern, showing sympathy and giving instructions.
4. To express the meaning of the short functional text and a simple monologue text form of recount, narrative and procedure in the context of daily life.	4.1 To express the meaning in the form of short functional text (eg. announcements, advertisements, invitations, etc.) Official and unofficial using a variety oral language in different contexts of daily life. 4.2 To express the meaning of the simple

	monologue text using by using a variety of oral language accurately, fluently and acceptable in many contexts of daily life in text form: recount, narrative and the procedure.
--	---

Based on the standard of competence and the basic competence of speaking in senior high school grade X, the students are expected to be able to communicate in English in their daily life. The teacher should give students several activities that can cover those competencies. The activities have to make the students capable to communicate in English.

g. Feedback in Speaking

After conducting speaking activity, teacher will give feedback to the students.

In this regard, Harmer (2001:62) argues that:

All students make mistakes at various stages of their language learning. It is part of the natural process they are going through and occurs for a number of reasons. In the first place, the students' own language may get in the way. This is most obviously the case with "false friend" those words which sound or look the same but mean something different. The other reason is about what called by "developmental errors", these are the result of conscious or subconscious processing which frequently over generalizes a rule.

Correcting the students' mistakes made during speaking activities is important. Correction will help students to clarify their understanding of the meaning, construction of the language and also about their performances. In addition, Harmer (2001:94) states that "as with any kind of corrections, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them". It means that teacher should prefer pointing the students for correcting rather than correcting

mistakes without telling who made the mistakes. Moreover, it is appropriate if the teacher gives correction or any feedback after the teacher watch and listen the students' performance on speaking.

In addition, Thornburry (2001:123) also suggests about some "rules" for teacher to give feedback to the students. The "rules" are:

- 1) Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom.
- 2) To keep and to minimize the number of display questions.
- 3) Do not cut off or interrupt students' utterance when they are doing speaking activity.
- 4) Tolerate silences.
- 5) Encourage students to sustain their speech beyond one or two sentences and to take longer turns.
- 6) Do not cut off too soon an exchange to pass on to another student.
- 7) Pay attention to the message of students' utterances rather than to the form in which they are cast.
- 8) Do not over-praise. Make extensive use natural feedback (hmmm/interesting/I thought so too) rather than evaluating and judging every student utterance following its delivery (fine/good).
- 9) Give students explicit credit by quoting them (just as X said).

h. Assessing Speaking

Thornburry (2001:127) proposes two main ways to assess students' speaking skill, called holistic scoring and analytic scoring. First, holistic scoring is the way of assessing speaking skill by giving it a single score on the basis of overall impression. It is also evaluate the work as a whole. Being quickly is its best advantages.

The second way is analytic scoring. It is the way of giving a separate score for different aspects of speaking. Analytic scoring takes longer than holistic scoring, but requires tester to take a variety of factors into account and it is probably fairer and more reliable. Analytic scoring may be slower than holistic scoring, but it

provides more feedback. Moreover, analytic rubrics provide more detailed information about students' skill. It is because when using analytic scoring, teachers use different aspects of speaking such as fluency, pronunciation, accuracy and vocabulary that can give more information about students' speaking skill.

Assessment rubric which is used in this research is based on speaking scoring rubric proposed by Purwaningsih (2009) on her thesis "Designing a Rubric to Assess Students' Speaking Performance in SMK." The rubric is shown below.

1) Fluency

Criterion: Speaking fluently in natural hesitations.

Table 2 : Fluency Score and Indicators

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency, although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks rather slowly and hesitantly , sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks slowly and hesitantly , sometimes those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks hesitantly and sometimes pauses quite long ; those problems strongly disrupt the performances.
3	The student speaks very slowly and discontinuously (like speaking per word with simple pattern) even pauses very long in

	communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple pattern); suddenly stops in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/she speaks very slowly and always discontinuous (like speaking per word with simple pattern) and even stops .

2) Pronunciation

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

Table 3: **Pronunciation Score and Indicators**

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

2	The student speaks always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear .
1	The student speaks cannot pronounce well at all in performing the expected competency; many sounds are ambiguous because pronunciation is not clear .

3) Accuracy

Criterion : using simple and complex grammatical structure correctly.

Table 4: Accuracy Score and Indicators

Score	Indicators
10	The student speaks never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentence) and in complex structure like complex sentence.
9	The student speaks almost never makes any grammatical mistakes in performing the expected competency; basic grammatical structures (like phrases, simple and compound sentence) but makes very few mistakes in complex structure like complex sentence, however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare mistakes in basic grammatical structures (like phrases, simple and compound sentence) and makes few mistakes in complex structures (like complex sentences) in performing expected competency so that they rather impede meaning.
7	The student makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentence) and makes some mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student speaks sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentence) and makes quite a lot mistakes in complex structures (like complex sentences).
5	The student often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentence) and makes quite a lot mistakes in complex structures (like complex sentences).
4	The student very often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentence) and makes many mistakes in complex structures (like complex sentences) the mistakes strongly impede communication in performing expected competency.
3	The student usually makes grammatical mistakes in most of basic grammatical structure (like phrases, simple and compound sentence) and there is no effort to use complex structure well , the mistakes strongly

	impede communication in performing expected competency.
2	The student always makes grammatical mistakes in most of basic grammatical structure (like phrases, simple and compound sentence) and there is no effort to use complex structure well, the mistakes strongly impede communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected communication so that the grammatical structures are entirely incorrect .

4) Vocabulary

Criterion : using many vocabulary variations and appropriate word choices.

Table 5 : Vocabulary Score and Indicators

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

3. Simulation as a Teaching Speaking Activity

a. Definition of Simulation

Simulation is one of the speaking activities that can be applied in speaking class. By applying simulation, the classroom will be designed communicatively and functionally based on the students' needs. Simulations are very similar to role-plays but are different. Kayi (2006) argues what makes simulations different from role-plays is that simulations are more complex. Harmer (2001:352) states that:

All role-plays are simulation, but not all simulations are role-plays. A simulation is a highly developed role-play, almost a mini play, that it is not scripted. The key is to structure the roles and action around a problem or series of problems.

According to Holden (1983) in Mei Lin (1993), simulation is a way of “bridging the gap between the classroom and the real world”. Also, Crookall & Oxford (1990) in Kodotchigova (2002) state that simulation is a situation in which the students play a natural role, i.e. a role that they sometimes have in a real life (e.g., buying groceries or booking a hotel). Simulation introduces variety of ways to make the whole language learning process more interesting, challenging and lively. Moreover, Jones (1982 : 5) in Mei Lin (1993) defines simulation as “a reality of function in a simulated and structured environment”. Essentially, a simulation has three characteristics:

- A reality of function which means the participants in a simulation must step inside the role they have accepted and act accordingly.
- A simulated environment where there is no contact with the real world.
- A structured environment where the participants have all the facts and information provided for them.

In this regard, Jones (1982:7) in Mei Lin (1993) declares that the language used in simulation tends to have two dominant characteristics.

First, the language structure is cohesive because verbal interaction between the participants revolves around a central issue. The second dominant characteristic is that the language is functional. Each participant plays a part in the interaction during the simulation and the part demands appropriate language behavior, which includes social skills and social remarks suited to that role. For example, if a participant is given the role of the Chairman of a Board of Directors, the language he/she would use is formal, authoritative, clear and diplomatic.

In this relation, Livingstone (1983) in Yee Sam (1990) states that simulation is a problem-solving activity to which the students bring their own personality, experience and opinions. It involves being oneself in a simulated real-life situation. Often documents, materials and even realia to support the setting are used to make the simulation as true to life as possible. Moreover, simulation brings the outside world into the classroom. This could have affective effects in terms of social interaction.

b. The Reasons for Implementing Simulation for Teaching Speaking

Simulation is one of the activities that make the students actively participate and involved in the teaching and learning process. Moreover, this activity seems more realistic than the other activities. In this relation, Gower, Philips and Walters (1995:107) say that “generally the more realistic simulation, the more likely students will be to participate”. In this regard, Harmer (2001:69) also suggests that:

Activities in CLT should involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Simulation may become popular in CLT. Student may

simulate a television programmers or a scene at an airport-or they might put together the simulated front page of a newspaper.

Furthermore, Harmer (2001:352) argues that simulation can be used to encourage general oral fluency or to train student for specific situations. When students are doing simulations, they need to be given enough information about the background of roles they are going to perform. By applying simulation in ELT classroom, the students are given an opportunity to practice communicating in different social context and in different social roles. The students are given more chances for practicing their English skills, particularly their English speaking by carrying out the conversation in meaningful contexts and functional situations that commonly occur in their daily activities.

Meanwhile, Ur (1999:55) delineates that in simulations, the individual participants speak and react as themselves. She also adds the example of the situation as follows.

You are the managing committee of a special school for blind children. You want to organize a summer camp for the children, but your school budget is insufficient. Decide how you might raise the money.

Also, simulation provides opportunities and gives the students a taste of real life. It provides a meaningful way of learning the language. Yee Sam (1990) delineates that the use of simulation activities is “a break from the usual textbook teaching and the 'chalk and talk' method of the teacher”. The students have opportunities to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce nervousness.

c. **Advantages of Using Simulation**

Simulation offers various advantages which encourage teacher to use it in the teaching and learning of speaking. There are many advantages in using simulations in the language classroom. In this relation, Mei Lin (1993) describes the advantages of using simulation. The lists are described as follows.

1) It motivates learners.

Simulation activities give students an opportunity to be involved in the activity. By involving simulation activity, the students will enjoy the activity where they act as themselves in front of the class. According to Jones (1980:9) in Mei Lin (1993), “A basic reason for simulation is that mistakes are both inevitable and desirable. It is experiential language, not programmed language, or a rehearsed event...“. It means that in simulation teacher may allow student to participate and the teacher does not interfere when the students make mistakes.

2) It gives opportunity for meaningful practice of language learnt.

Simulation and language are correlated each other because most simulations involve interaction, either verbal or non-verbal, in spoken or written form. However, simulations are especially useful for oral courses, where students learn to express their opinions and to listen to one another.

3) It injects a feeling of realism and relevance into the classroom.

By doing simulation, the language teaching and learning process in the classroom will be more interesting because the teacher moves away from just using textbooks to the using of language practice. Well-planned simulations will certainly encourage students to complete the tasks and improve their skills.

Moreover, simulation provides more realism and relevance situation that often happens outside the class.

4) It can be used as an assessment technique.

Simulation can also be used as an assessment technique where teacher gives students different situations, to play in groups of fours or fives and left to interact on their own.

5) It encourages creativity.

Although simulation tasks begin with information given to students, it also takes a certain amount of students' skill to generate their ideas to complete the simulation.

d. **Simulation Phases**

Furthermore, Savage (1996) in SMK N 4 Makassar Teachers <http://englishcornersmknegeri4makassar.blogspot.com/2009/02/researchproposal.html> (2009) retrieved on March 19th, 2012 suggests simulation phases as follows.

1) Overview

In this phase, the teacher will introduce students to the simulation. The teacher has to prepare the situation for simulation and also the assignment. Then the teacher will describe these simulation parts and also make the assignment for students. General rules of the simulation are also introduced at this phase.

2) Training

Before beginning simulation activity, the teacher selects some students to come to front of the class. Then the teacher assigns students' parts and uses them to illustrate how class members will be involved in the simulation activity. While

doing this introductory information, students should review their roles. If the simulation activity is required for several people in a group, then the group members should meet to discuss their given situations.

3) Activity

This phase is when the actual simulation activity takes place. During this time, teacher plays the roles of discussion, coach and referee. At this phase, teacher may find it necessary to stop the action for a moment to help students think about their decisions and to explain the purpose of the activity.

4) Debriefing

This is a critical important part of any simulation activity. During debriefing, teacher leads a discussion to identify various actions that occurred during the activity. Debriefing is important for both teacher and students, where in debriefing students and teacher can openly discuss their behaviors, outcomes and general language difficulties in simulation activity.

B. Review of Relevant Research Studies

This part deals with the previous related studies. Based on the theoretical review, the researcher will use simulation to improve students' speaking skill. Simulation has been proven to improve students' speaking skill in the context of English teaching and learning. Several studies about using simulation in teaching speaking have been conducted by some researchers.

In this relation, Yeonhwan Lyu (2006) finds there is no doubt that simulations will help students to improve their speaking skills. Since simulations focus on communication rather than language itself, they are real communicative activities.

In addition, simulations help learners to learn how to communicate, not learning the “language”, through authentic experiences. In addition, simulations can help learners to acquire the properties of people through cultural experiences so that they know how to behave in that culture. At last, learners can improve their communicative strategies through negotiating meanings constantly in simulations.

Meanwhile, Kayi (2006) concludes that teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essential for teachers to pay great attention to the teaching of speaking rather than leading students to pure memorization. With this aim, simulation can contribute a great deal to students in developing basic interactive skills necessary for daily life. Simulation is also defined as one of activities that make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

In addition, Hyland finds that the principal advantage of the simulation activity for language learning is that it provides students with a realistic environment in which they can develop a range of communicative and interactive skills. Learners need to use the linguistic system creatively and appropriately if they want to obtain proficiency in English. As a result, simulation is useful in contexts where students have few opportunities for contact with native speakers. Realistic, high-output communication practice in the classroom is essential for all students because it represents a pedagogically necessary stage in the learners’

ability to transfer formal classroom learning to the real world.
(<http://eca.state.gov/forum/vols/vol31/no4/p16.htm>)

Based on the results of the previous studies, it is concluded that simulation can improve students' speaking skill. Therefore, this study is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

C. Conceptual Framework

In the teaching and learning English, students often find that speaking is a difficult skill to be mastered. The difficulties might be come from students, the English teacher, teaching technique or speaking activity. Since it is one of the important skills that should be acquired by students, thus students have to be given some opportunities to improve their skills to speak in English. Generally, based on the class observation in Class XD of SMA N 1 Prambanan the teacher only emphases on the learners need to face the final examination. Consequently, the students lacked of speaking practice so that they have difficulties in learning English. Some problems were found during the research. The problems are described as follows.

- a. The students had difficulties in pronunciation and vocabulary mastery.
- b. The students were shy and passive to speak English because their self-confidence and motivation were still low.
- c. The students had low skill in practicing in speaking as they got less chance to practice speaking in the class.
- d. The students were bored and not interested in the teaching learning process.

- e. Most of the students could not respond to spoken English and did not fully participate in the speaking activities.
- f. The teacher asked students to read a dialogue without asking them to practice it.
- g. The learning activities and materials were monotonous.

Seeing the facts, the students should be given an appropriate activity. Therefore, the researcher used simulation as a speaking activity to improve students speaking skill. By implementing simulation activity, it is hoped that there will be some changes in students' speaking skill. There are some benefits in using simulation in teaching and learning speaking. The benefits are:

- a. Simulation can motivate, encourage students and make enjoyable class so that the students become active involved and interested in the teaching and learning activities.
- b. Simulation provides more chances for practicing speaking.
- c. Since it practiced among their classmates, the students can lose their fears of making mistakes.
- d. Simulation can reduce students' boredom. By joining the teaching and learning process, they are more enthusiastic so the class becomes more alive.

Based on the explanation above, it summarized that simulation is a valuable speaking activity in the teaching and learning process in order to develop the students' speaking skill. In this research, to improve the students' speaking skill the researcher makes some efforts through action research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research entitled “Improving Students’ Speaking Skill Through Simulation at Grade X of SMA N 1 Prambanan Sleman in the Academic Year of 2012/2013” was an action research. The aim of this research was to improve students’ speaking skill at Grade X of SMA N 1 Prambanan through simulation. The researcher and the collaborator tried to improve the way of teaching speaking especially by using simulation activity to the students.

There were two cycles in this research. She arranged planning of the action, implementing the action and doing reflection in each cycle. In the planning stage, she prepared the lesson plans, the pre-test, the post-test, observation checklist and interview guidelines. In implementing the actions, she worked together with the English teacher as a collaborator and the students to identify and to investigate the problems that occur in the English teaching and learning process. She then did a reflection and continued to the next cycle when the action of the previous cycle was considered unsuccessful and vice versa.

B. The Setting of the Research

This research was conducted within the first semester of the 2012/2013 academic year from July to September 2012 at SMA N 1 Prambanan Sleman. This school was located in Madubaru, Madurejo, Prambanan, Sleman, Yogyakarta. Physically, SMA N 1 Prambanan Sleman has 20 classes consisting 7 classes of each grade. Each class consists of 32 students. The school was also equipped with

other facilities, such as a language laboratory, a computer laboratory, three science laboratories, two art rooms, a library, teachers' office, a principal office, a mosque, a medical room, a school hall, a sport field and canteens. She conducted the research in class XD of SMA N 1 Prambanan. Thus, she had to implement the actions in the class by following English lesson's schedule for the class.

C. The Members of the Research

The members of the research were the researcher, the English teacher and grade XD students of SMA N 1 Prambanan Sleman, who involved in the research. The class had 32 students, consisting of 14 male and 18 female students.

D. Object / Focus of the Research

The object or focus of the research was improvement of students' speaking skill through simulation.

E. Data Collection Techniques and Instruments

The data of this research were qualitative and quantitative data. The data were collected by observing the teaching and learning process in the classroom, interviewing the students and the English teacher and also testing the students. In line with the aim of this research, the researcher used observation checklist, interview guidelines and students speaking tests as the instruments of the data collection. The brief information about data collection techniques and instruments was explained as follows.

1. Class Observation

Class observation was done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing

class situation. It was recorded in the form of observation checklist and field notes. Observation checklist was aimed to obtain information about implementation of the planning and the procedures of the actions. It was also used to gather data about the students' activity during the teaching and learning process. In addition, field note was used to record facts which cannot be put in the observation forms.

2. Interview

Interview was used to know the effectiveness of the actions. In this research, the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process through simulation. The results of the interview were recorded in the form of interview transcripts.

3. Testing Student's Performance

Testing student's performance was done before and after implementing the actions. Before carrying out the action, the researcher conducted a pre-test to identify the problem as the basic knowledge to do the research. At last, the researcher conducted a post-test to measure the development of the students' speaking skill after implementing the action. Pre-test and post-test were used to know and to measure the students' speaking skill.

F. Data Analysis

The data collected were analyzed qualitatively and quantitatively. All of the data gathered from observation checklists, field notes and interview transcripts were analyzed qualitatively, while the data obtained from the tests (pre-test and

post-test) were analyzed quantitatively. The steps of the data analysis including collecting the data, comparing and cross checking the data from the observation checklist, interview transcript, field notes and students tests.

G. Research Procedure

The researcher used the procedure of action research proposed by Kemmis and Mc Taggart (1988) in Burns (2010: 8). The procedure was as follow.

1. Reconnaissance

In this first step, the researcher carried out the research collaboratively with the English teacher in the school. Moreover, in this step, the researcher collected information concerning the students' speaking skill. The researcher did observation and interview with students and English teacher to identify the existing problems related to the students' speaking skill. After that, she determined the research concern.

2. Actions

In this process, the researcher implemented the actions in some cycles depending on the need of the research. There were three procedures implemented in this action: planning the action, implementing the action and doing reflection. The procedure was as follows.

a. Planning the action

In this phase, the researcher identified problems or issues and made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class XD of SMA N 1 Prambanan Sleman.

b. Implementing and Observing the action

In this step, the researcher got involved in observing the effects of the actions and took note on how the students reacted to the actions and some obstacles in implementing the action.

c. Doing the Reflection

In the last step, the researcher made some evaluations or reviews on what happened in the implementation of the action. Moreover, the reflection was done to find out whether action was successful or not. If the action was successful, the researcher continued to implement it. However, if the action was not successful, the research tried to modify the action or to find the suitable action so that the condition would be better.

H. Data Validity and Reliability

To fulfill the validity of the data, the researcher established democratic, outcome, process, catalytic and dialogic validity according to Burns (1999: 161-162) as follows.

1. Democratic Validity

In this research, the researcher did an interview with the English teacher and grade X students of SMA N 1 Prambanan. In the interviews, the English teacher and the students got chances to give their own opinions, ideas and comments about the implication of the action research.

2. Outcome Validity

Outcome validity was related to the result achieved by the research. It was obtained by providing the genuine data and looking at the result of the actions

which had been done. The researcher and the collaborator analyzed the successful and the unsuccessful actions. The research might say that the action was successful when there was some improvement in the teaching and learning process and vice versa.

3. Process Validity

For process validity, the researcher collected the data by doing observation and writing note for everything that happened in the action. In this process validity, the researcher observed the students' attitudes, class condition and the teaching and learning processes. The result of the observation was recorded in the form of field note.

4. Catalytic Validity

The researcher fulfilled the catalytic validity by observing, making reflection of the implementation of the actions that were done in class XD and doing some discussions with the English teacher as a collaborator and the students.

5. Dialogic Validity

The dialogic validity was the process of peer review. It was fulfilled when the researcher asked the English teacher as the collaborator to participate in the process of the research by doing a discussion, giving critiques and suggestions to the actions done in the class.

To check trustworthiness of the research, the researcher used time triangulation and researcher triangulation. Time triangulation was used because the data of this research were collected at different point of the time. It aimed to identify and to investigate the teaching and learning process. In research

triangulation, the researcher asked the English teacher as a collaborator to collect then to compare the data with the researcher's own data (Burn 2010:97).

The aim of triangulation not only to provide a more balanced picture, but also to explain things that seem to contradict or not support each other (Burn 2010:97). In this research, the researcher compared the data collected from the observation, interviews, the pre-test and the post-test. The data being compared were in the form of field notes, interview transcripts and the pre-test and the post-test's mean scores.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the findings of the research resulted from conducting cycle I and cycle II. The discussion of findings consists of the process of teaching and learning, the activities, the result and also the interpretation of cycle I and cycle II. 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. Findings of the Research

1. Reconnaissance

This research began by doing observation of the field problems. In the reconnaissance step, the researcher found information about problems related to the teaching and learning in the class XD. She also did observation and interview with the students and the English teacher to identify the existing problems. After that, she determined the research concern. Furthermore, pre-test was also conducted to measure students' speaking skill before the actions. The classroom observation was conducted on July 24th, 2012. The observation was aimed to obtain information about the implementation of planning and procedures. It was used to gather data about students' activity during the teaching and learning process.

After conducting the class observation, the researcher made a vignette that explains the process of teaching and learning speaking. The result of the class

observation and some problems that were found during the observation are presented in the vignette below.

Vignette 1: The process of Teaching and Learning Speaking.

The English teacher and the researcher came to class XD. It was the third lesson. When the English teacher and the researcher entered the class, the students were still not ready to study. They were still talking to their friends and making noise in the class. The teacher asked the students to sit neatly then greeted the students. However the students did not pay attention to the teacher. Therefore she repeated the greeting “good morning students” and the students replied “good morning ma’am”. The teacher also asked their condition by saying, “how are you today?” and the students replied, “I am fine, and you?” She said, “I am fine, thank you.” The teacher checked the attendance lists by saying, “who is absent today?” Lately, the students replied “there is no”. The teacher introduced materials being studied.

After that, the teacher began the lesson about greeting and introducing oneself by saying “ok, today we will study about greeting and introducing”. Then she provided expressions of greeting and introducing. After that, she asked students to read a dialogue. When three students came to read the dialogue in front of the class, many students made noise and did not pay attention to their friends. Moreover, some of them slept in the class. Some students did not pronounce words correctly. However, she did not give them any correction. She also gave comprehension question such as “who were involved in the dialogue? Where they meet each other? Does Ririn know Fitria before?” Many students could not answer the question and thus, the teacher had to repeat the questions or even to translate the sentences into Bahasa Indonesia.

The bell for break rang. The teacher and the researcher went out. After break, she provided second dialogue and asked students some comprehension question. The activity after break was the same as before. She asked 3 students came to read a dialogue in front of the class. There were wrong pronunciation pronounced by some students but the teacher did not give them any correction. The classroom activity that day was fully reading some dialogues and answering some questions from the teacher. Before closing the lesson, the teacher asked the students’ difficulties. When the bell had rung the teacher closed the lesson by saying “good bye”.

Based on the vignette above, it indicated that the students tended to keep silent rather than actively involved in the teaching and learning process. In addition, the researcher also did an interview with the English teacher and some students. Interview was conducted to gather information about the problems

related to the teaching and learning speaking process in the classroom. The interview transcript with the English teacher was described below.

-
- R : Researcher**
ET : English Teacher(Mrs. Lathifah)
- R : Bu, apakah murid-murid itu tertarik untuk belajar speaking?
(Ma'am, are that students interested in learning speaking?)
- ET : Ya ada beberapa yang tertarik, ada beberapa yang memang kurang tertarik atau motivasinya rendah untuk praktek speaking.
(Yes, there were interested in, but there were less interested or low motivated in practicing speaking.)
- R : Biasanya anak-anak itu motivasinya rendah kenapa bu?
(Why did the students have low motivation?)
- ET : Karena dia penguasaan apa ya, ekspresi atau penguasaan vocab yang rendah, dan dia dari awal sudah jarang mempraktekkan itu sehingga dia malu² dan takut untuk praktek.
(Because of their low vocabulary mastery and lack of practice from the beginning. So, they were shy and afraid to practice.)
- R : Aktifitas speaking dikelas, yang menurut ibu menyenangkan untuk siswa yang bagaimana bu?
(Which speaking activities in the class, did you think more interesting for the students?)
- ET : Kalau speaking kan materinya ada 2, yang conversation dan monolog. Anak-anak lebih pede ketika praktek yang conversation. Kalau yang monolog anak-anak cenderung mempersiapkan dulu dan condong menghafal apa yang sudah dia rencanakan. Kalau conversation pendek lebih bisa, lebih enjoy.
(There were two materials for speaking, conversation and monologue. The students were more confident when they practiced a conversation. For the monologue, the students tended to prepare it and tended to memorize what they they have planned. They prefer short conversation because they enjoy doing this.)
- R : Untuk pembelajaran speaking apakah ada kendala?
(What were the obstacles for teaching speaking?)
- ET : Kendala ya ada, dari minat anak, malunya untuk praktek.
(There were some obstacles, coming from the students' interest and inconfidence.)
- R : Adakah solusi yang ibu terapkan untuk mereka?
(Was there any solution you apply to solve their problem?)
- ET : Ya untuk solusi ya ini, membangkitkan semangat saja jadi pertama harus dipaksa praktek didepan kelas. Itu yang memang harus dilakukan.
(Yes, motivating students could be a solution. They had to be forced to perform in front of the class.)

(Interview 2)

The above interview with the English teacher indicates that the students still had low motivation to improve their speaking skill. The students often keep silent, afraid or even felt shy for practicing in front of the class. The students' low motivation might be due not only because of their low motivation but also their low vocabulary mastery and lack of speaking practices. The following are the interview transcripts with some students.

	R	: Researcher
	S	: Student (Rivda)
R	:	Ada hambatan ga dalam pembelajaran speaking? <i>(Was there any difficulties for learning speaking?)</i>
S	:	Susah untuk cara membaca yang benar sama vocabulary-nya. <i>(It was difficult for me to pronounce the vocabulary correctly.)</i>
R	:	Terus biasanya kamu bagaimana menghadapi kendala-kendala? <i>(So, what did you do to solve those obstacles?)</i>
S	:	Lebih suka mendengar cara membaca yang benar. <i>(I prefer listening to the correct pronunciation.)</i>
R	:	Sering buka kamus ga? Atau baca novel bahasa Inggris? Atau nonton film? <i>(Did you often open your dictionary? Or read English novel? Or watch movies?)</i>
S	:	Lebih suka yang video. <i>(I prefer to watch a video.)</i>
R	:	Berarti kalau ada videonya suka ya? <i>(Then, if there was a video, did you like it?)</i>
S	:	Iya. <i>(Yes.)</i>

(Interview 5)

	R	: Researcher
	S	: Student (Julaikha)
R	:	Selama belajar bahasa Inggris, itu gimana? Dulu di SMP, sekarang SMA? <i>(What did you feel as long as you studied English at SMP and how about your English study at SMA?)</i>
R	:	Bruwet. <i>(Complicated.)</i>
S	:	Bruwetnya kenapa? Susah atau bagaimana? <i>(Why was that complicated? Was that difficult or how?)</i>
S	:	Susah. <i>(Difficult.)</i>
R	:	Dari keempat skill, mana yang paling susah?

-
- (*From the four skills, which did you think the most difficult ones?*)
- S : Speaking sama listening.
(*Speaking and listening.*)
- R : Speaking kenapa susah? Apa karena cara ngomongnya?
(*Why did you think that speaking was difficult? Is it because of the pronunciation?*)
- S : Cara ngomong dan cara bicaranya cepat.
(*In speaking people speak and pronounce too fast.*)

(Interview 9)

Based on interview above, it suggests that the students still had difficulties in pronouncing words correctly and mastering vocabulary. It also mentions that they prefer watching video to opening a dictionary or reading a novel. Below is the interview transcript with the student to support the statement.

-
- R : Researcher**
S : Student (Auzaie)
- R : Kesulitan dalam belajar bahasa Inggris ada ga dek?
(*Was there any difficulty for studying English?*)
- S : Vocab ama arti.
(*Vocabulary and meanings.*)
- R : Itu kan kendala ya dek, kalau cara menyikapinya bagaimana kamu sebagai siswa?
(*Those were the obstacles, so how did you solve that problems as a student?*)
- S : Saya sih nonton film dan baca buku.
(*I liked to watch a movie or read a book.*)
- R : Buka kamus?
(*How about opening a dictionary?*)
- S : Kadang kadang.
(*Sometimes.*)
- R : Kalau aktivitas kegiatan speaking kamu paling suka aktivitas yang kaya gimana to?
(*What activity did you like best in speaking?*)
- S : Dialog.
(*A dialogue.*)
- R : Lalu aktivitas-aktivitas yang ibu guru kamu lakukan di dalam kelas, menurut kamu udah efektif belum?
(*Did you think that your teacher's activities conducted in the class are effective?*)
- S : Masih kurang soalnya gimana ya masih terlalu canggung menguasai bahasa asing.
(*I think it was less effective because the teacher seems awkward in*
-

R	<i>mastering speaking a foreign language.)</i> :Untuk pembelajaran speaking di kelas ini bagaimana sih menurutmu? <i>(What did you think about speaking teaching and learning process in this class?)</i>
S	: Menurut saya kurang komunikatif ya, soalnya pada ngeluh bahasa Inggris itu sulit atau tidak bisa memahami gitu lho. Kan itu bahasa asing. <i>(I think it was less communicative because some students said that English was difficult or difficult to be understood because it is a foreign language.)</i>

(Interview 7)

The interview above shows that the students still had difficulty in vocabulary mastery and finding a meaning from certain words. In addition, the students said that they rather open the dictionary for getting the word meaning. The English teaching and learning in the class was less effective and less communicative. Consequently, most students felt that English was a difficult subject.

After doing the class observation, interviewing the English teacher and some students, the researcher and the teacher did discussions about the problems occurred in the class. Based on the discussions, they indentified some problems that were found in the field. Those field problems were presented in the table below.

Table 6: The Field Problems Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in the Academic Year of 2012/2013

No	Problems	Codes
1	The students had difficulties in pronunciation and vocabulary mastery.	S
2	The students laughed at their friends who made a mistake and made some students afraid to make mistake if they spoke English.	S
3	The students were shy and passive to speak English because their self-confidence and motivation were still low.	S
4	The students considered English as a difficult and a confusing subject.	S
5	The students had low skill in practicing speaking as they got less	S

	chance to practice speaking in the class.	
6	The students were bored and not interested in the teaching learning process.	S
7	Some students slept or they often made noise when the teaching and learning activity was still going on in the class.	S
8	Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.	S
9	The teacher did not know much about how to operate power point.	T
10	The teacher did not explain the expressions used in language function of greeting and introducing.	T
11	The teacher asked students to read a dialogue without asking them to practice it.	T
12	The teacher does not ask students to identify the expressions used in the dialogue.	T
13	The teacher does not encourage students to use dictionary.	T
14	The teacher did not pay attention to the students who make noise or sleep.	T
15	The teacher rarely gives feedback to the students.	T
16	The teacher did not ask the difficulties that faced by students.	T
17	The teacher rarely corrects the students' wrong pronunciation.	T
18	The learning activities and materials were monotonous.	TT
19	The speaking practice was rarely done in the class.	TT

Note: S: students T: a teacher TT: teaching technique

The 19 problems listed above come from students, teacher and teaching technique. The students tended to keep silent and be afraid of being laughed at their friends. Moreover, they had low ability in pronunciation and vocabulary. In addition, the English teacher did not give the students a good model of pronunciation and the teacher rarely gives feedback to the students. The learning activities and materials were monotonous. The students also rarely did a speaking practice.

Finally, to narrow the research focus, it is necessary to select the most urgent ones. Based on the discussions with the English teacher, the researcher and the English teacher determined that the urgent problems include the following.

Table 7: The Urgent Problems Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in The Academic Year of 2012/2013 Related to Speaking Skill.

No	Problems	Codes
1	The students had difficulties in pronunciation and vocabulary mastery.	S
2	The students laughed at their friends who made a mistake and made some students afraid to make mistake if they spoke English.	S
3	The students were shy and passive to speak in English because their self-confidence and motivation were still low.	S
4	The students considered English as a difficult and confusing subject.	S
5	The students had low skill in practicing speaking as they got less chance to practice speaking in the class.	S
6	The students were bored and not interested in the teaching learning process.	S
7	Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.	S
8	The teacher asked students to read a dialogue without asking them to practice it.	T
9	The learning activities and materials were monotonous.	TT

Note: S: students T: a teacher TT: teaching technique

After identifying the urgent problems, the researcher and the English teacher discussed the most feasible problems of the urgent problems to be solved. From the lists, the researcher and the English teacher chose the most feasible problem to be solved in this research. The feasible problems to be solved were presented below.

Table 8 :The Most Feasible Problems to be Solved Concerning the English Teaching and Learning Process in Class XD of SMA N 1 Prambanan in the Academic Year of 2012/2013 Related to Speaking Skill

No	Problems	Codes
1	The students had difficulties in pronunciation and vocabulary mastery.	S
2	The students were shy and passive to speak English because their self-confidence and motivation were still low.	S
3	The students had low skill in practicing in speaking as they got less chance to practice speaking in the class.	S

4	The students were bored and not interested in the teaching learning process.	S
5	Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.	S
6	The teacher asked students to read a dialogue without asking them to practice it.	T
7	The learning activities and materials were monotonous.	TT

Note: S: students T: a teacher TT: teaching technique

After selecting and identifying the most urgent and the most feasible problems to be solved, the researcher and the English teacher worked together to do a pre-requisite analysis. A pre-requisite analysis was conducted to find the relationship between the problems, their causes and possible action to overcome. The following table shows problems, causes and the actions related to the field problems.

Table 9 : Actions to Solve the Problems

No	Problems	Causes	Actions
1	The students had difficulties in pronunciation and vocabulary mastery.	<ul style="list-style-type: none"> • The teacher did not give a good pronunciation model to the students. • The students had limited vocabulary. • The kinds of vocabulary were not introduced by using interesting media. 	<ul style="list-style-type: none"> • Providing various kinds of speaking exercises. • Introducing kinds of vocabulary then providing pronunciation models and interesting video related to the theme.
2	<ul style="list-style-type: none"> • The students were shy and passive to speak English. 	<ul style="list-style-type: none"> • The students were bored and not interested in the teaching and learning process. • The students were afraid of making mistakes and were laughed at other friends. 	Implementing simulation activity with different theme and different given situation in each language function.

	<ul style="list-style-type: none"> • The students had low skill in practicing speaking. 	<ul style="list-style-type: none"> • The students had low self-confidence. • The students had limited vocabulary to express their ideas. • The students had low motivation for studying English. • The learning activities and materials were monotonous. • They got less chance to practice speaking in the class. • The teacher asked students to read a dialogue without asked them to practice it. • The language function was not introduced at first. 	
--	--	--	--

To support the result of teaching and learning observation and also interviews, the researcher conducted a pre-test. It aimed to measure students' speaking skills before the actions and to obtain students' speaking score. The process of pre-test was presented in the vignette below.

Vignette 2: **The process of pre-test**

Pre-test was conducted on July 24th, 2012. The researcher acted as a teacher and the English teacher as a collaborator. The researcher and the English teacher entered the class. She opened the lesson then greeted the students by saying, "good Morning students" then the students replied, "good morning, miss." After that, she asked about their condition "how are you today?" they replied "I am fine, and you?" then she replied, "I am fine, thank you." After that, she checked attendance lists by saying, "who is absent today?" Some students did not respond to the question then she repeated the question and the students said "there is no." She introduced herself to the students and said that she would conduct a research in that class. Before conducting a research in that class, she said that she would conduct a pre-test for students.

After that, the researcher explained some expressions related to the materials would be used in the pre-test. She also gave the students a dialogue and then

discuss it with the students. She asked three students to read a dialogue. The researcher also delivered the pre-test steps and what would they do in the pre-test. In the pre-test, the students expected to practice certain situation given by the researcher.

The researcher asked students to make a group of three. Thus, she delivered different situations to the groups. After five minutes, she called the student in front of the class with their own groups. Some of them were ready with their performance, but most of them were shy and afraid to come to practice in front of the class. Moreover, some students still laughed at their friend who made mistakes. It caused many of them tended to keep silent to avoid their friend's laugh so that they unconfident to speak. The researcher and the English teacher assessed their performance. After they have finished their performance, she asked about their difficulties. Many of them said that they had difficulties in pronunciation, vocabulary mastery and also grammar. After the bell rang, the researcher and the English teacher ended the class and saying, "good bye".

Based on the vignette above, it showed that the students' speaking skills were still low. Moreover, the researcher needed to improve the students' speaking skills in order to make them speak in English. The results of the pretest below could support the statements.

Table 10: The Students' Pre-Test Mean Score for Each Indicator

ASPECTS	Fluency	Pronunciation	Vocabulary	Accuracy
MEAN SCORE	5.77	5.45	5.50	5.83

From the result of the pre-test above, it showed that the students still had difficulties in pronunciation and vocabulary mastery. By identifying students' difficulties in pronunciation and vocabulary, it indicates that the students' speaking skill and their motivation to speak English were still low. It could be seen from the mean scores of fluency, pronunciation, vocabulary and accuracy from their pre-test score.

Furthermore, the next sub-chapter explains about the activities and the results of the research that was conducted in Cycle I and Cycle II. The process in each cycle was discussed below.

2. Implementations of the Actions

After identifying the problems, the researcher and the English teacher formulated some actions to solve the problems. In this process, the researcher implemented some actions in two cycles. There were three procedures implemented in this action, planning the action, action, observation and doing reflection. The procedure of the action in each cycle was described below.

a) Report of Cycle 1

1) Planning the Action

In this phase, the researcher identified problems and made some plans to choose the actions that were feasible to be implemented in the action. In cycle I, she acted as a teacher and the teacher acted as a collaborator. Before implementing the action, they planned some actions related to the teaching and learning speaking. The language functions taught in cycle I were greeting, introducing and inviting someone. She used lesson plans before the actions were applied. Genre based approach was used as a teaching method. The teaching method covered learning objectives, materials, learning procedures, media and assessment. The teaching and learning plans for each meeting were explained as follows.

a) Meeting 1

- The researcher presented the materials related to language function of greeting and introducing including expressions of greeting, parting, introducing oneself and introducing someone.

- The researcher provided a dialogue of greeting and introducing and video of greeting and introducing.
- The students did exercises related to language function of greeting and introducing such as identifying the expressions and completing the dialogue.
- The collaborator observed the teaching and learning process.

b) Meeting 2

- The researcher reviewed the previous material about language function of greeting and introducing including expressions of greeting, parting, introducing oneself and introducing someone.
- The researcher introduced simulation activity to the students.
- The researcher explained the simulation procedure to the students.
- The researcher applied simulation activity in the theme of meeting a new friend.
- The researcher assessed students' simulation performance.
- The collaborator observed the teaching and learning process.

c) Meeting 3

- The researcher presented the materials related to language function of inviting someone including expressions of inviting someone, accepting the invitations and declining the invitation.
- The researcher provided a dialogue of inviting someone and video of inviting someone.
- The students did exercises related to language function of greeting and introducing such as identifying the expressions and completing the dialogue.

- The researcher applied simulation activity in the theme of making a phone call.
- The researcher assessed students' simulation performance.
- The collaborator observed the teaching and learning process.

To obtain the data and information during the teaching and learning process by using simulation activity, the researcher prepared some instruments such as observation checklist and interview guidelines. Observation checklist was aimed to obtain information about the implementation of planning and procedures. It was also used to gather data about the students' activity during the teaching and learning process. The result of classroom observation was recorded in the form of field notes.

In addition, interviews were also conducted to get the data from the students and the English teacher. It was conducted before, while and after the implementation of the actions. The researcher did interviews with the English teacher and grade XD students. The result of the interview was recorded in the form of interview transcript.

2) Action and Observation

In cycle I, the action was conducted in three meetings. In this cycle, the researcher acted as a teacher and the English teacher as a collaborator. The language functions taught in this cycle were greeting, introducing and inviting someone. The first meeting was conducted by explaining the expressions, providing dialogue of greeting and introducing and some videos of greeting and introducing. The second meeting was the activity of practicing or doing

simulation of meeting a new friend. The researcher also explained about language functions of inviting someone. The third meeting was the activity of reviewing and explaining materials of inviting someone and also practicing simulation of making a phone call by using the expressions of inviting someone. The detail of the action in each meeting was discussed as follows.

a) First Meeting

First meeting was carried out on July 28th, 2012. The researcher acted as a teacher and the English teacher as a collaborator. The language functions taught in this meeting were greeting and introducing. The teaching and learning in the class was started when the researcher greeted the students, checked the students' attendance and asked about their condition. In building knowledge of the field stage (BKOF), she began the lesson by eliciting students' responses by asking some questions related to the language function that they would learn in the meeting such as:

- Do you know your friend's name?
- How do you introduce yourself?
- What will you say when meeting someone for the first time?

To attract the students, the researcher used power point to explain the materials. Then, the researcher explained the expressions and responses for greeting and parting. In the modeling of the text stage (MOT), she provided a video to the students, showing the use of greeting and parting. After that, she explained the expressions and responses used in introducing oneself. She provided students video related to introducing oneself. Finally, she explained how to

introduce others and gave students a video related to the expressions. In this meeting, the researcher also provided sample dialogues of greeting and introduction. While explaining the expressions and the responses, the researcher asked students to pronounce the expressions to make them familiar and understand about the expressions.

After explaining the whole materials, the researcher asked the students by saying, “have you understood?” most of them said, “yes, miss.” To measure their understanding, the researcher gave them some exercises. Some exercises were done in JCOT (joint-construction of the text). First exercise, the students were asked for identifying the expressions of greeting, parting and introducing in a dialogue. After finishing their works, the researcher checked students’ answers and chose some of them to answer the questions. For the next exercise, the students were asked to complete the dialogue.

After finishing the task, the researcher together with the students checked the answers. After that, the researcher chose some students to practice the dialogue. In the independence construction of the text stage (ICOT), she gave students situation cards and asked them to simulate with their friends sitting next to them, behind and in front of them. They were asked to simulate a situation by theme of meeting a new friend.

The overall activity in meeting 1 run as well as planned. The students paid attention to the researcher’s explanations. Sometimes, some of them asked about their difficulties, such as the meaning of “how do you do” and “fancy meeting you” etc. The students tried to speak English well, even though some of them felt

shy and just kept silent without saying any word. In addition, the researcher often asked students about their difficulties related to the materials.

Before closing the meeting, the researcher and the students reflected on the activities that have been implemented. Then, the researcher asked about their difficulties related to the researcher's explanation and the activities. As they did not have any problems, the lesson was reviewed. At last, the researcher delivered the lesson plan for the next meeting. The researcher led the class for praying. Then, the researcher ended the class.

b) Second Meeting

The second meeting was held on July 31st, 2012. In this meeting, the researcher acted as a teacher and the English teacher as a collaborator. The language function taught in this meeting was the same as the previous meeting, greeting and introducing. In this meeting, the researcher reviewed the previous material. When the researcher entered the class, the students were still busy writing notes about their previous lesson (Math).

The teaching and learning was started when the researcher greeted the students, checked the students' attendance and asked about their condition. Before beginning the lesson, the researcher asked the students whether they have studied English last night or not. After that, the researcher continued to review the previous material about greeting and introducing. The researcher asked students to pay attention to the expressions of greeting and introducing in the provided dialogue and video. The researcher asked the students to pronounce some

expressions used in the dialogue and video. The researcher also gave some questions related to the dialogue.

After that, the researcher asked the students to identify the expressions. The students showed high enthusiasm when doing the activity. She asked the students “do you understand about the materials of greeting and introducing?” The students replied “yes.” After that, she asked students to make a group, three persons in each group. Then she distributed situation cards. The card explained the situation that had to be simulated by the students. Before beginning the simulation, the researcher gave them a dialogue example about simulation of meeting a new friend. She also asked some students to be a model in front of the class. While explaining the situation, the teacher walked around the class to check students’ understanding. After that, she asked the students “do you find any difficulties?” and students replied “no”. The researcher walked around the class to check students’ preparation. Some students had difficulties in vocabulary and pronunciation. Sometimes they asked the researcher about their difficulties.

The simulation of meeting a new friend began. The researcher called the students based on the number written on the card. She asked students to simulate the given situation without bringing any notes. However, many of them were shy and afraid of making mistakes. Some of students tended to bring notes when they simulated given situation. The lesson paused when the bell rang.

After break, the students continued the simulation of meeting a new friend. Some of groups that performed after break seemed better prepared rather than groups that performed before break. Actually, some of the students still bringing

notes when they had simulation activity in front of the class. Furthermore, the students interested in doing simulation and they enjoyed the practice. After they have finished their performances, the researcher asked their difficulties and gave them some feedback about their performances.

There was sufficient time to explain the next materials for the students. Thus, the researcher decided to continue the lesson by explaining the language function of inviting someone. The researcher began by eliciting students' responses by saying "do you ever have a party or any other occasions?" Some of the students replied "yes" but some of them did not answer it and said that they did not understand about the question. After being given little explanation by the researcher, finally they understood about the questions.

Then the researcher continued eliciting students' responses by saying "what do you say if you want to invite someone?" Some students had already known about the expressions used. Most of them said, "can you ...?" Then she gave last question by eliciting students' response by saying, "what is the response if someone invites you to come to her party?" Some students responded, "I would love to". After that, she provided and explained expressions of inviting someone, accepting invitation and declining invitation. She also gave the students a dialogue of inviting someone and asked them to pronounce some expressions used in the dialogue. Meanwhile, she asked students to do an exercise by completing some dialogues by using expressions of accepting and declining invitation.

After that, the students were asked to identify the expressions in the dialogue and then to practice the dialogue with their partners in front of the class. At last,

the researcher asked the students about their feeling during the teaching and learning process, their difficulties related to the activity and given materials. As they did not have problems, the lessons were reviewed. However, when the bell rang, the English teacher and the researcher decided to continue the lesson in the next meeting. The researcher closed the meeting by saying “good bye”.

c) Third Meeting

The third meeting was conducted on August 3rd, 2012. In this meeting, the researcher acted as a teacher and the English teacher as a collaborator. The language function taught in this meeting was inviting someone. In the third meeting, the teaching and learning process was designed similarly to the steps in the first and second meeting. In the meeting, the researcher reviewed the previous material about inviting someone. When she entered the class, the students were still busy wrote notes about their previous lesson (Physics). The teaching and learning in the class was started when the researcher greeted the students, checked the students’ attendance and asked their condition. Before beginning the lesson, she asked the students whether they had studied English last night or not. She also checked their understanding about previous materials. After that, she began the lesson and continued to explain and to review the language function of inviting someone. She provided the students slides of power point to make them more understood about the materials before they practiced in front of the class.

In modeling of the text stage (MOT), the researcher asked students to pay attention to the expressions used for inviting someone in the provided dialogue and video. She gave some questions related to the dialogue. She also explained

about the expressions by providing a dialogue and a video of making a phone call. She asked the students to pronounce some expressions used in the dialogue and video. In addition, in joint-construction of the text stage (J-COT), she asked the students to simulate a situation where they had to invite their friends to a graduation party by phone. The students showed high enthusiasm when doing the activity. When she asked the students by saying, “do you understand about the materials of inviting someone?” the students replied “yes.” Then she asked them whether they had acquired the expressions of accepting and declining invitation by asking “what will you say to someone when you accept her or his invitation?” and “what will you say to someone when you decline her or his invitation?”

In the independent construction of the text stage (ICOT), the researcher asked the students to do a simulation with their partners who sit next to them. Afterward, she distributed situation cards. The cards explained the situation that had to be simulated by the students. Before beginning simulation activity, the researcher gave the students a dialogue example about simulation of making a phone call. She also asked some students to be models in front of the class. While explaining the situation, the teacher walked around the class to check students’ understanding. After that, the researcher asked the students whether there were difficulties or not by asking, “do you find any difficulties?” and they replied “no”. Still, some students said that they had difficulties in vocabulary mastery and pronunciation.

The simulation of making a phone call began, the researcher called the students based on the number written on the card. She asked them to simulate the

given situation without bringing any notes. In this meeting, the students appeared not as shy as before. They had more confidence to simulate given situation without bringing any notes. The lesson paused when the bell rang.

After break, the students continued the simulation of making a phone call. After finishing their performances, the researcher asked the students about their feeling during the teaching and learning process, their difficulties related to the activity and given materials. As they did not have any problems, the lesson was reviewed. After that, she gave them some feedback for their performances. Many students said that their confidence improved since they did simulations. However, they realized that their vocabulary mastery and pronunciation were still low. When the bell rang then the English teacher and the researcher decided to end the class by saying “good bye”.

3) Reflection

Cycle I was done as an effort to improve class XD students’ speaking skill. After conducting cycle I, the researcher made some reflections. The data were analyzed from the observation and interviews with the English teacher and some students. There was successful and unsuccessful action in cycle I.

The students’ involvement in speaking activity increased and there had been significant improvement from the first simulation practice to the next simulation practice in cycle I. It could be seen from the transcript of interview below.

	R	: Researcher
	S	: Student (Siti)
R	:Lalu untuk prakteknya bagaimana? (<i>How about the practice?</i>)	
S	:Prakteknya yang awalnya agak grogi, yang kedua udah ga grogi lagi. (<i>In the first practice, I felt nervous but for the second I didn't feel</i>)	

nervous any more.)

- R : Kan udah tiga kali dek, ama pre-test?
(It was the third including the pre-test, wasn't it?)
- S : Ya yang kedua itu ngomongnya kan masih kurang lancar, lalu yang ketiga sudah lancar.
(Yes, for the second,, I spoke less fluent, but then for the third I spoke more fluently.)
- R : Berarti ada perkembangan ya dek ya masalah kepedean kalian?
(It means that there were some improvements about your confidence?)
- S : Iya.
(Yes.)
- R : Oh iya menurut kamu untuk aktifitas ini sudah mengasah dan meningkatkan kemampuan speaking kamu belum?
(Did you think that this activity had improved your speaking skill?)
- S : Ya udah.
(Yes, it had.)

(Interview 4)

R : Researcher
S : Student (Auzaie)

- R : Berdasarkan kegiatan yang sudah dilakukan kemarin ada ga kendala yang kamu hadapi?
(Based on the activity we had done yesterday, was there any obstacle you found?)
- S : Kalau masalah sih ga ya.
(There was no problem.)
- R : Maksudnya masalah pronunciation atau masalah motivasinya atau mungkin masih deg degan mbak tapi satu dua kali maju udah gimana...atau gimana gitu dek?
(Not even pronunciation difficulties, low motivation or anxiety in the first simulation, which the decreased in later simulation?)
- S : Oh, yang saya rasain itu satu dua kali maju udah ga canggung lagi.
(After practicing several times, I grew more confidence.)
- R : Maksudnya udah pede ya untuk ngomong bahasa Inggris?
(You mean that you were already confidence to speak English?)
- S : Iya.
(Yes.)
- R : Berarti pas waktu pre-test atau pertemuan pertama masih agak-agak malu atau bagaimana tapi sekarang udah agak pede?
(So did you mean that you were shy during pre-test and first meeting but are now not anymore?)
- S : Iya, udah pede.
(Yes, I have been more confident.)

(Interview 10)

Indeed, in the first simulation practice, the students brought some notes. They said that they were not confident in speaking English without bringing any notes. However, some of them did try performing without bringing some notes as shown from a figure below.



Figure 1: The students Simulate the Activity of Meeting a New Friend

In the third simulation, the students simulated theme of making a phone call. In the third meeting, they did not bring any notes when they performed a simulation of making a phone call in front of the class. In addition, they also brought their mobile phone to make the simulation more real. The figure below could prove the statement.



Figure 2: The Students Simulate the Activity of Making a Phone Call

In this research, the researcher used some indicators to assess students' speaking skill improvements namely fluency, vocabulary, pronunciation and accuracy. In cycle I, there was slight improvement in two indicators, fluency and accuracy. The speaking skills' improvement of four indicators, namely fluency, vocabulary, pronunciation and accuracy during cycle I could be seen in table below.

Table 11: **The Number of Each Indicator during Cycle I**

NO	NAME	F	%	P	%	V	%	ACC	%
1	Simulation 1	20	62.50	17	53.12	15	46.87	19	59.37
2	Simulation 2	25	78.12	22	68.75	20	62.50	24	75

F: fluency P: pronunciation V: vocabulary Acc : accuracy

Besides, it also supported by chart below.

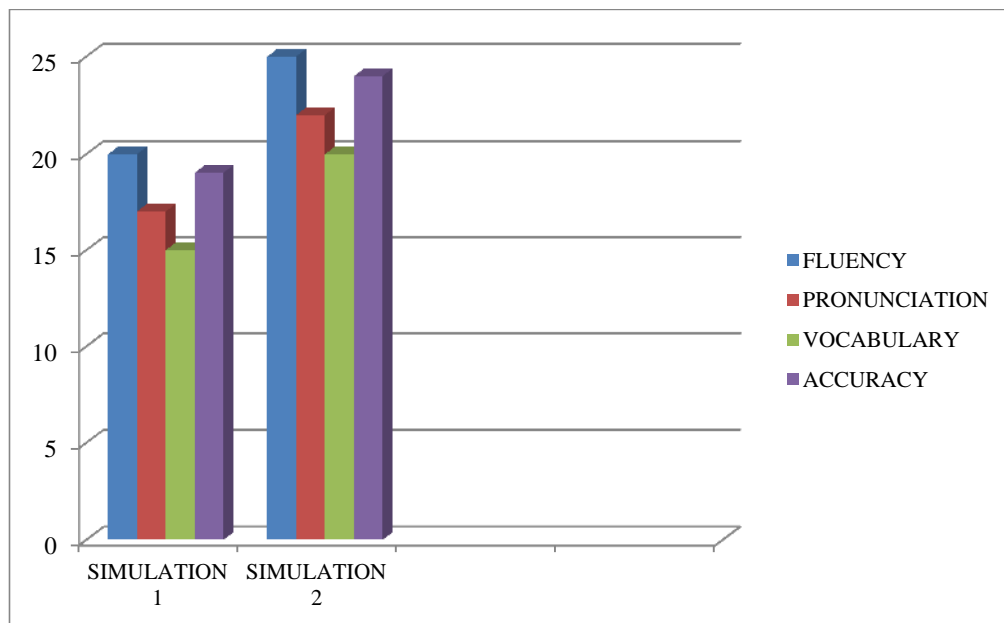


Figure 3: **The Number of Students Who Achieved Each Indicator in Cycle I**

Based on the table and the figure above, it presents that the use of simulation made some improvements in some aspects. Furthermore, the English teacher and

the researcher did not get any difficulties to implement simulation activity for students in class XD.

In cycle I, the students' fluency and accuracy improved during the teaching and learning process. Initially, they had some problems in the first simulation such as pausing speaking in the middle of practice and being hesitant to speak English. In the first simulation task, there were only 20 students or 62.50% of the students who spoke at normal speed, without pausing words or being hesitant. In the second simulation, it then increased into 25 students or 78.12% of the students who performed better than in the first simulation. It could also be seen from the transcript of interview below.

	R	: Researcher
	S	: Student (Risa)
R	:	Dek, selama kegiatan ini kamu ngerasa ga cara ngomong bahasa Inggrisnya lebih lancar dari yang kemaren? <i>(Since this activity, did you feel that your fluency improve from yesterday?)</i>
S	:	Iya mba, aku sih ngerasa ada peningkatan jadi lebih lancar deh ngomongnya. Kan sering praktek gitu jadi ngomongnya ga grogi dan putus-putus ngomongnya. <i>(Yes miss. I felt that there was improvement, as I spoke more fluently. In addition, the practice was often conducted. It helps me feel less my nervous and I could speak fluently.)</i>

(Interview 14)

In the first simulation, there were only 19 students or 59.37 % of the students who spoke with simple and complex grammatical structure correctly. It increased to 24 students or 75% of the students in the second simulation task. In the first simulation practice, the students were often confused about the use of some expressions related to the materials. In the next practice, they could perform well

and their grammatical mistakes were reduced. It also could be seen in the following interview transcript.

	R : Researcher
	S : Student (Risa)
R	:Masih bingung ga dengan penggunaan ekspresi dan respon-respon kemarin kaya greeting atau inviting? <i>(Did you feel confused with the use of expressions of and the responses for greeting and inviting that we learned yesterday?)</i>
S	:Ga sih mbak, kan udah diterangin didepan jadi sekarang ga bingung lagi. <i>(I didn't think so. It was explained before practice so I didn't feel confused anymore.)</i>

(Interview 14)

In addition to the improvement made by the students, both the English teacher and the students benefited from the implementation of simulation activity. It could be seen from the transcript of interviews below.

	R : Researcher
	ET : English teacher (Mrs. Lathifah)
R	: Ibu, bagaimana menurut pendapat ibu tentang pembelajaran dan praktek speaking yang sudah saya lakukan di cycle I? <i>(Ma'am, what did you think about teaching and learning and also the speaking practice that I have done in cycle I?)</i>
ET	: Untuk di cycle I itu kesannya agak terlalu singkat dan itu kaya loncat untuk latihannya jadi tidak ada, langsung independent. Terkesannya buru-buru jadi pada saat anak-anak harus praktek, mereka harus prepare dulu. Untuk pertemuan yang terakhir itu udah lumayan, jadi anak-anak itu sudah maju tanpa teks, walaupun ada persiapannya. <i>(Cycle I seemed too short to have skipped some activities like JCOT stage. There was no exercise. It went directly independent stage activity. It seemed to hurry. When the students had to practice, they had to prepare first. For the last activity, it was not too bad, as the students had practiced without bringing any notes, even though there was preparation.)</i>
R	:Lalu untuk praktek apakah itu sudah dirasa bisa meningkatkan kemampuan speaking mereka? <i>(Did you think that practices can improve students' speaking skill?)</i>
ET	: Dari 2 praktek yang pertama anak kan masih belum spontan tetapi yang praktek terakhir yang invitation anak sudah percaya diri untuk bisa lepas dari teks walaupun dipaksa tetapi ternyata juga bisa. Kekurangannya itu tadi kurang adanya soal-soal latihan makanya ketika disuruh maju anak masih belum pede. Saya yakin kalau ada beberapa latihan sebelum

praktek jadi ada guided istilahnya mungkin akan lebih pede.
(From the first two practices in the first, the students were not yet being spontaneous. However, the last activity they did was better. The weakness of the teaching was the lack of exercises. Therefore when the students were asked to practice they seemed not confidence to talk. I believe if there were some exercises before practice, a guided one, maybe they will be more confident.)

(Interview 4)

Furthermore, some students expressed their feelings related to the teaching and learning process in cycle I. They said that the activities in cycle I were fun and interesting. Some students also said that by doing the activities, they felt more confident and braver to speak and to practice English. The interview transcripts below also supported these statements.

	R : Researcher
	S : Student (Intan)
R	: Oh ya bentar, untuk pembahasan tadi bagaimana menurut kamu. <i>(A moment, what did you think about today's explanation?)</i>
S	: Seru, asik. <i>(It was fun.)</i>
R	: Iya. <i>(Yes.)</i>
S	: Seru aja. <i>(It was just fun.)</i>

(Interview 6)

	R : Researcher
	S : Student (Kiki)
R	: Kan ini udah beberapa kali pertemuan ya dek. Pendapat kamu tentang pertemuan yang sudah-sudah bagaimana sama pertemuan yang tadi? Dari segi pembelajaran dulu deh. <i>(We have met for some meetings isn't it? What did you think about our previous meetings and our today meeting? You could begin with teaching and learning aspect.)</i>
S	: Ya gimana ya, asyiknya sih asyik seru juga, seru buat belajar pokoknya mbak. <i>(It was a lot of fun. The important is, it was fun for studying.)</i>
R	: Trus kalau dari segi prakteknya gimana dek? Praktek speaking? <i>(How about our activities? The simulation activity?)</i>
S	: Ya lebih berani aja ya gitu lah mbak. <i>(I felt braver than before.)</i>

-
- R : Pendapat kamu tentang praktek speaking yang sudah kita jalani ini?
(*What is your opinion about speaking practice that we did?*)
- S :Seru, bisa buat belajar, tambah kreatif mengolah kosakata.
(*It was fun and useful. I became more creative in processing the vocabulary.*)
- R :Aktifitas simulasi kaya tadi dan kemarin-kemarin itu, menurut kamu menyenangkan ga untuk belajar speaking?
(*What did you think about simulation activity that have we did yesterday, did you think it is interesting for practicing speaking?*)
- S : Menyenangkan sekali.
(*Very interesting.*)
- R : Kenapa?
(*Why?*)
- S : Lebih gampang mempelajarinya tentang dialog-dialog.
(*It was easier to practice dialogues.*)

(Interview 10)

However, there were unsuccessful actions that found in cycle I. Based on the result for each indicator in cycle I, it is found that the students' pronunciation and vocabulary mastery were still low. Most students of class XD faced these. In cycle I, there were only 17 student or 53.12 % of the students in the first simulation practice and 22 students or 68.75% of the students in the second simulation practice who spoke with correct pronunciation, in unambiguous sound and with appropriate intonation and pauses.

Another problem the students had is vocabulary. There were only 15 students or 46, 87% of the students in the first practice and 20 students or 62, 50% of the students in the second simulation practice who used many vocabulary variations and appropriate word choices. During the simulation practice, the students often asked for words they did not know to the researcher. Added to these problems are low confidence and silence. Below are some interview transcripts to support the statements.

R :Researcher

S : Student (Kiki)

R : Lalu menurut kamu ada ga kendala yang kamu temui waktu praktek?
(*So, in your opinion, is there any obstacle you found when you practice the situation?*)

S : Ada.
(*Yes, there was an obstacle.*)

R : Apa?
(*What was it?*)

S : Mengolah kosakata.
(*How to process the vocabulary.*)

R : Lalu yang lainnya?
(*Was there any other?*)

S : Udah mbak.
(*That's all miss.*)

(Interview 10)

R :Researcher
S : Student (Auzaiye)

R : Kesulitan dalam belajar Bahasa Inggris apa saja dek?
(*What were the difficulties you found when studying English?*)

S : Vocab dan arti.
(*Vocabulary and meaning.*)

(Interview 7)

R :Researcher
S : Student (Intan)

R : Kendala untuk belajar speaking tu apa sih menurutmu? Ada ga?
(*What was your difficulty when you practice speaking? Is there?*)

S : Ada ada, vocabnya.
(*Yes, vocabulary.*)

R : Terus yang lain?
(*Is there any other?*)

S : Terus kalo teman kita ngomong terus ga tau artinya kan kita kan jadi bingung sendiri.
(*Sometimes I didn't get what my friend was saying.*)

(Interview 6)

The interview transcripts above suggest that the students' pronunciation and vocabulary mastery were still low in cycle I. It might be due to unvaried task. Based on the discussions with the English teacher, it is concluded that the students

needed more guided exercises in complement to practicing simulation in front of the class. A transcript of interview below supports it.

	R : Researcher
	ET : English teacher (Mrs. Lathifah)
R	: Lalu selama pengamatan ibu, apakah ada kendala atau masalah apa gitu bu? <i>(During your observation, are there any obstacles or problems you found?)</i>
ET	: Ya itu tadi karena pembelajarannya loncat kesannya membuat anak untuk langsung independent itu agak kesulitan dan pada saat harus praktek, ada anak bilang mbok ditulis bu, jadi belum bisa menangkap. <i>(Yes, because the learning was suddenly skip into further actions. then it makes the students do the independent task too difficult and when they asked to practice, there is a student said could we write? Then they not yet catch the lesson.)</i>
R	: Lalu solusinya bagaimana bu untuk kegiatan selanjutnya di cycle II? <i>(So, is there any solution for next activity in cycle II?)</i>
ET	: Ya diperbanyak latihan sebelum praktek tidak langsung presentation. <i>(Yes, you should vary the exercises before practicing, not exactly asking them to do the presentation.)</i>
R	: Lalu apakah ada saran untuk cycle II terkait dengan pembelajaran dan praktek? <i>(So, is there any suggestion for cycle II related to the teaching and learning and also the practice?)</i>
ET	: Ya itu saran saya ada dan diperbanyak latihan-latihan sebelum independent. <i>(Yes, that was my suggestion, please vary the exercises before going to the independent task.)</i>

(Interview 4)

Described above, those were some successful and unsuccessful actions faced during cycle I. Based on the description, the researcher and the English teacher as a collaborator decided to conduct cycle II to improve students' speaking skill. For the next cycle, the researcher and the English teacher planned to teach language function of showing happiness and sympathy. In particular, based on the teacher's suggestion, the researcher also planned to provide and to vary the guided exercises

before the students performed the simulation activity. Observation checklists and interview guidelines were also employed as the instruments of data collection.

b. Report of Cycle II

Reflection in the first cycle was important to know the successful and the unsuccessful actions. After conducting a reflection, some actions were revised to improve the students' speaking skill and to solve their difficulties. Therefore, the next cycle was necessary to be conducted. The concept of the research was the same as the first cycle. After discussing with the English teacher, some successful actions in the first cycle were maintained while some unsuccessful actions were revised.

1) Planning the Action

Based on the reflection on cycle I, students' fluency and accuracy were found to have improved after implementing simulation activity. However, there were some weaknesses found during cycle I. The researcher decided to vary guided tasks before simulation. The tasks were aimed to make the students easier in understanding the material and to make them more confident with their own skills. Like the previous cycle, in cycle II the researcher acted as a teacher and the English teacher acted as a collaborator. Before implementing the action, the researcher and the English teacher planned some actions related to the teaching and learning of speaking. The language functions taught in cycle II were showing happiness and showing sympathy. Genre base approach was used as a teaching method. It covered learning objectives, materials, learning procedures, media and assessment. The teaching and learning plans were explained as follows.

a) Meeting 1

- The researcher presented the materials related to language function of showing happiness and showing sympathy.
- The researcher provided a dialogue of showing happiness and showing sympathy.
- The students did exercises related to language function of showing happiness and showing sympathy including identifying the expressions, responding the statements and completing the dialogue.
- The collaborator observed the teaching and learning process.

b) Meeting 2

- The researcher reviewed the previous material about language function of showing happiness and showing sympathy.
- The researcher explained the expressions used in news reading and interviewing someone.
- The students did tasks related to news reading and interviewing someone.
- The researcher explained the simulation procedure to the students.
- The researcher applied a simulation activity of news reading and interviewing someone for students to practice speaking
- The researcher assessed students' simulation activity.
- The collaborator observed the teaching and learning process.

In this cycle, to obtain the data and information during the research, the researcher prepared the instruments that were not different from the first cycle such as observation checklist and interview guidelines. Observation checklist was

aimed to obtain information about the implementation of planning and procedures. It was used to gather data about the students' activity during the teaching learning process which recorded in the form of field notes. In addition, the interview was also conducted to get the data from to the students and the teacher, which recorded in the form of interview transcript.

2) Action and Observation

a) First Meeting

The first meeting for cycle II was held on August 28th, 2012. The researcher acted as a teacher and the English teacher as a collaborator. The language functions taught in this meeting were showing happiness and showing sympathy. When the researcher and the English teacher entered the class, the students were still busy writing note for their previous subject (Mathematics). Then the researcher waited for them while they finished their writing.

The teaching and learning was started when the researcher greeted the students, checked the students' attendance and asked their condition. She asked one of the students to clean up the board. After that, she began the lesson. In BKOF, the researcher began by eliciting students' responses by asking them some questions related to the language function that they would learn such as:

- What do you feel when you are falling in love?
- What do you feel when someone breaks your heart?
- What do you usually say when you are pleased or happy?
- What do you usually say when someone tells about her or his sadness?

To attract them joining the lesson, the researcher provided some pictures such as picture of EURO winner, the marriage couple, Merapi eruption and the loosing football team. After that, the researcher asked them to respond the picture situation. Some students could exactly respond and some of them said, "I am happy to see the marriage couple". Before that, one of the students asked the English meaning of "pasangan." Then, one of the students also said "I am sorry to hear the eruption of Merapi" Then the researcher explained the teaching and learning goals. The researcher explained about language function of showing happiness and showing sympathy. The expressions and the responses were also explained to the students. In addition, the researcher asked students to pronounce the expressions to make them familiar and to make them more understand the materials.

In MOT, the researcher gave the students some dialogues of showing happiness and showing sympathy. After that, she asked them to identify the expressions used and asked them to practice the dialogue in front of the class. While practicing, the researcher walked around the class to check students' attention and understanding.

After explaining the whole materials, the researcher asked about students' understanding by saying, "have you understood?" most of them said, "yes, miss." To measure their understanding, the researcher gave them some exercises. First in JCOT activity, the students were asked for studying a dialogue then identifying the expressions of showing happiness and showing sympathy. The next task, the researcher asked the students in pairs to respond some statements related to the

expressions of showing happiness and showing sympathy. Doing this task was interesting for them because they could practice it with their partner and also they could improve their speaking skill. They seemed enthusiasm when completing the task. She walked around the class, checked students understanding and checked their practices with their partners.

After completing task 3, students were asked to listen to the dialogue read by the researcher and to complete the incomplete dialogue. At last, the researcher together with the students checked the answer for task 3. In ICOT, which was the last task for students, she asked the students to complete the dialogue with appropriate expressions of showing happiness and showing sympathy. After that, the students practiced the dialogue with their partners. After finishing their works, the researcher and students checked the answers. She asked some students to practice the dialogue in front of the class.

At last, the researcher asked the students about their feeling during the teaching and learning process, their difficulties related to the activity and given materials. As they did not have any problems, the lessons were reviewed. After that, she explained the materials for the next meeting. However, when the bell rang, the English teacher and the researcher decided to continue the lesson in the next meeting. The researcher closed the meeting by saying, “good bye”.

b) Second Meeting

The second meeting for cycle II was conducted on August 31st, 2012. In this meeting, the researcher acted as a teacher and the English teacher as a collaborator. The language function taught in this meeting were showing

happiness and showing sympathy. In this meeting, the researcher continued the previous material. When the researcher entered the class, the students were busy writing a note about their previous lesson (Physic). After five minutes waiting for them, the researcher asked one of the students to clean up the board. The teaching and learning in the class was started when the researcher greeted the students, checked the students' attendance and asked about their condition. Before beginning the lesson, the researcher asked students whether they have studied English last night or not. The researcher also checked their understanding related to the previous materials.

The researcher reviewed the previous materials by asking them about expressions of showing happiness and showing sympathy and also the responses. After they understood well about the expressions used, she continued to explain them the language function of showing happiness and showing sympathy in the theme of news reading and interviewing someone. The students were asked to pronounce the expressions together with the researcher. She also gave them dialogues of showing happiness and showing sympathy. After that, she provided expressions used in news reading and interviewing someone. She also asked some students to be a model, a student performs as a newsreader and a student performs as an interviewer. She asked students about their understanding and said, "do you understand about the materials?" The students replied by "yes."

The researcher delivered picture card to the students. Afterward, the researcher asked the students to do task 1 by saying, "individually, please simulate as a news reader to present news shown on the picture card given by the teacher".

Then she asked some students to practice in front of the class. After that, the researcher provided task 2 by delivering them situation card and saying, “in pairs, please act as an interviewer and an interviewee based on the situation card given by the teacher.” Next, she walked around the class, checked their understanding and asked them to practice it with their partners. Meanwhile, she asked about their understanding by saying “is there any difficulty?” Most of them said, “no, miss.”

After that, the researcher asked students to make a group, four persons each group. Then she distributed cards of situation that had to be simulated by the students and asked them to read and to learn the situation. She also asked some students to be a model in front of the class. While explaining the situation, the teacher walked around the class to check students’ understanding. After that, she asked students whether they had difficulties or not by saying “do you find any difficulties?” and students replied, “no, miss”.

The simulation of news reading and interviewing began. The researcher called the students based on the number written on the card. She asked them to simulate the given situation card without bringing any notes. Then she called students’ group based on the situation card. They had more confidence to simulate given situation without bringing any notes. To make the simulation more real, she asked the students who simulated as a newsreader to sit and to act as a newsreader reading news in the studio. Moreover, the researcher gave a microphone to students who simulated as an interviewee. The lesson paused when the bell rang.

After break, the students continued simulation of news reading and interviewing. Some of groups that performed after break seemed prepared better

than groups that performed before break. After finishing their performances, the researcher asked the students about their feeling during the teaching and learning process, their difficulties related to the activity and given materials. As they did not have problems, the lesson was reviewed. After that, she gave them some feedback for their performance. However, the bell rang and the teacher and the researcher closed the meeting by saying, “good bye.”

3) Reflection

In cycle II, some actions were revised to improve the students’ speaking skill and to solve their difficulties. The unsuccessful actions in cycle I were revised to make the action as well as planned. In this cycle, the researcher did not find significant problems. The speaking skills’ improvement of the four indicators, namely fluency, vocabulary, pronunciation and accuracy during cycle II could be seen in table below.

Table 12: **The Number of Each Indicator during Cycle I and II**

NO	NAME	F	%	P	%	V	%	ACC	%
1	Simulation 1	20	62.50	17	53.12	15	46.87	19	59.37
2	Simulation 2	25	78.12	22	68.75	20	62.50	24	75
3	Simulation 3	31	98.87	29	90.62	28	87.50	32	100

F: fluency P: pronunciation V: vocabulary Acc : accuracy

In addition, the speaking skills’ improvement of the four indicators, namely fluency, vocabulary, pronunciation and accuracy during cycle II also could be seen from chart below.

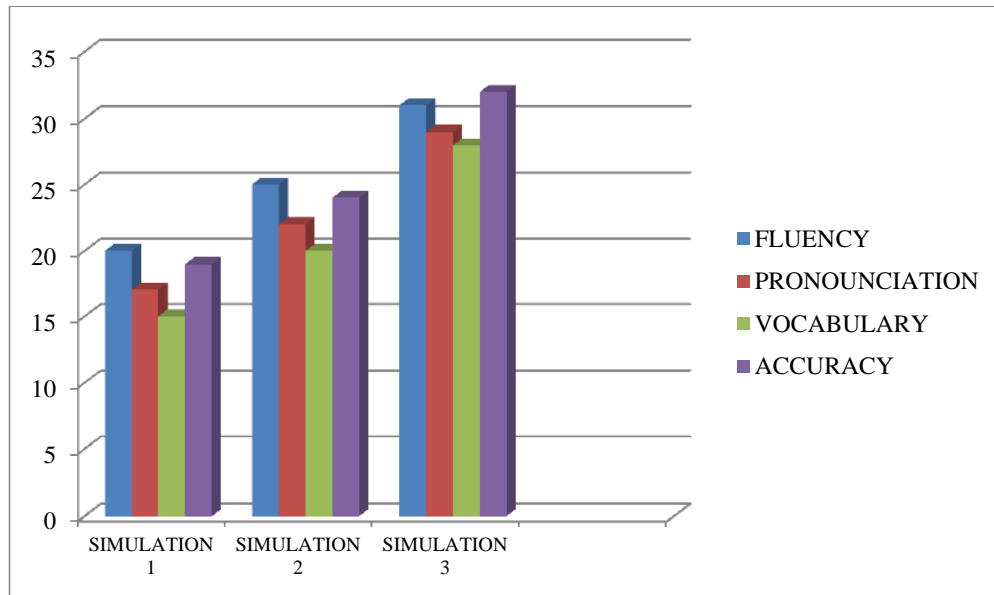


Figure 4: **The Number of Each Indicator during Cycle I and II**

Based on the table and chart above, the students' fluency and accuracy enhance much improved than before. Moreover, the students could improve their low ability in pronunciation and vocabulary mastery by opening dictionary. This reduces their spelling mistakes and makes them require new vocabulary they never known before. Below there were more explanation about students' improvements in cycle II.

The students' fluency in cycle II was improved. The number of students who used language fluently increased than that of previous cycle. In the previous cycle (simulation 2), there were 78.12% students or 25 of the students who spoke at normal speed in natural hesitations. Then in cycle II (simulation 3) there were 98.87% students or 31 of the students improved their fluency. The improvements of the students' fluency also could be seen in the interview transcript below.

R : Researcher
ET : English teacher (Mrs. Lathifah)

-
- R :Menurut ibu apakah anak-anak sudah lancar berbicara bahasa Inggris sesuai dengan tema ada?
(*In your opinion, did the students speak English fluently based on the theme?*)
- ET :Berdasarkan tema dan materi yang diajarkan, secara umum sudah ada peningkatan.
(*Based on the theme and the materials learnt by the students, generally there were some improvements.*)
- R :Apakah mereka sudah lancar bicarannya?
(*Did the students speak English fluently?*)
- ET :Yang fokus ungkapan mereka lancar merespon ini, bagaimana harus merespon ini.
(*They spoke fluently based on the expressions and they exactly knew about the responses.*)

(Interview 26)

The next result was the improvement on students' accuracy. In cycle II, the students used simple and complex grammatical structure more correctly. In the previous cycle (simulation 2), there were 75% students or 24 of the students achieved accuracy improvements in cycle I and there were 100% students or 32 of the students who achieved accuracy improvements in cycle II. It also supported by the data below.

-
- R : Researcher**
ET : English teacher (Mrs. Lathifah)
- R :Untuk penggunaan grammar bagaimana bu?
(*How about the use of grammar?*)
- ET :Penggunaan grammar secara umum itu juga sudah lumayan baik.
(*Generally, the use of grammar was good.*)
- R :Untuk penggunaan ungkapan-ungkapan itu?
(*How about the use of the expressions?*)
- ET :Iya, sudah.
(*Yes, they had*)

(Interview 26)

However, in cycle I, the students' vocabulary and pronunciation were not significantly improved. In cycle II, there were significant improvements for their vocabulary and pronunciation. For their vocabulary, it increased from 62.50%

or 20 of the students in the previous simulation to 87.50% students or 28 of the students could use the appropriate vocabulary and also appropriate expressions or words in their simulation practices. They rarely asked the researcher about the difficult words they found. By giving them a situation before they practice a simulation, it helped them to master related vocabularies based on the situation they got. Then they could memorize the vocabulary easily. The evidence also could be seen in the interview transcripts below.

R : Researcher

ET : English teacher (Mrs. Lathifah)

R : Untuk penggunaan kosakata, apakah mereka menggunakan kosakata yang tepat waktu mereka praktek?

(How about the use of vocabulary, did the students use appropriate vocabulary when they practiced?)

ET : Untuk menggunakan kosakata yang dikaitkan dengan ungkapan yang dia harus gunakan, dia sudah bisa menggunakan tahu bagian mana yang harus diungkapkan mungkin pada saat dia mengundang, pada saat dia menolak atau menerima dia tahu persis.

(They knew how to use appropriate vocabulary related to the expressions. For example, when they wanted to invite someone, to accept or to decline invitation, they knew the expressions.)

(Interview 26)

R : Researcher

S : Student (Wisnu)

R : Kalau masalah vocabulary gitu masih ada kesulitan ga?

(How about vocabulary? Was there any difficulties?)

S : Ga ada.

(There was not any difficulties.)

(Interview 17)

In addition, based on the reflections on cycle I, the students had difficulties in pronouncing certain words. Most of them used appropriate intonation but sometimes, they pronounced the words incorrectly and consequently paused to think about some appropriate words spelling. In cycle II, they could solve their problems by opening a dictionary and learn about the spelling. Moreover, the

researcher gave them a model and gave them a feedback for their pronunciation. In cycle II, there were 90.62 % students or 29 of the students who performed the indicator of pronunciation. It increased from 68.75% students or 22 of the students from their previous simulation. It meant that the students' pronunciation improved than before. The interview transcript below also supports it.

R : Researcher

ET : English teacher (Mrs. Lathifah)

R : Untuk pengucapan apakah mereka sudah ada peningkatan dari sebelumnya hingga sekarang?
(Is there any improvement for their pronunciation from yesterday until today?)

ET : Untuk pengucapan ya ada, tapi ada beberapa anak yang perlu ditingkatkan pronunciationnya.
(There were improvements on their pronunciation, although some students still had to improve their pronunciation.)

(Interview 26)

R : Researcher

S : Student (Wisnu)

R : Kalau masalah pengucapan ada kesulitan ga?
(Is there any difficulty for your pronunciation?)

S : Dikit-dikit ada.
(Just a little.)

R : Tapi udah ga banyak kan?
(Is it not as much as before?)

S : Iya.
(Yes.)

(Interview 17)

In cycle II, the English teacher and the students got more benefits from the implementation of simulation activity. The students felt easier to speak, they had high motivation and they felt more confident to speak with their friends in English.

R : Researcher

ET : English teacher (Mrs. Lathifah)

R : Bagaimana pendapat ibu tentang actions yang sudah saya lakukan?

-
- (*What is your opinion about the actions that I have implemented?*)
- ET :Cycle II saya rasa lebih apa, lebih baik, dimana anak sudah lebih termotivasi dimana disitu latihannya juga lebih bervariasi dan lebih mendalam.
- (*In my opinion, cycle II was better. The students were motivated in doing activity while the researcher provided various in-depth exercises.*)
- R :Lalu menurut ibu, apakah kegiatan ini, aktifitas ini sudah/dapat lah meningkatkan kemampuan speaking anak-anak?
- (*Did you think that students' speaking skill improved by implementing the activity?*)
- ET :Tentu saja ada pengaruhnya untuk anak-anak karena pemberian situasi-situasi itu hal yang baru untuk anak hingga dia termotivasi untuk bisa praktek speaking.
- (*Of course, there were influences/effects for the students as giving situation card was something new for the students. In addition, it could motivate students to practice speaking.*)
- (Interview 24)**
-

- R : Researcher**
- ET : English teacher (Mrs. Lathifah)**
- R :Untuk situasi yang ada dalam simulasi apakah membantu bu?
- (*Did you think that the given situation in the simulation was helpful?*)
- ET :Iya cukup membantu, biar anak lebih tertarik dan tidak bosan ataupun susah.
- (*Yes, it was helpful enough. It could make the students interested in the lesson and it reduced their boredom and difficulties.*)
- R :Bisa ga bu, dikatakan mereka ga blank gitu.
- (*Could we say that the given situation could give them an idea to speak?*)
- ET :Bisa, jadi ada situasi disitu itu jadi anak tidak mati kutu berbicara, berdialog tentang apa dalam kondisi apa jadi ada semacam gambaran untuk dia mau mengatakan apa dalam konteks tersebut.
- (*It could be. By giving them situation cards, the students don't lose their idea when they speak. Moreover, the students could get some ideas in the dialogue. It is concluded that the given situation could be an idea to prepare them to speak in the context.)*)
- (Interview 26)**
-

In addition, there were some benefits argued by some students. Simulations were practiced in pairs or in group. This made the students motivated in speaking because they worked with their classmates. In addition, they also lost their fears. It benefited them because they could cooperative works with their partners. The transcript of interview below by some students supports the statements.

R : Researcher
S1 : Student (Valen)
S2 : Student(Shella)

- R :Ada kesulitan ga dek, kalau dek valen?
(Was there any difficulties, Valen?)
- S1 :Alhamdulillah ga ada kesulitan.
(Alhamdulillah there was no.)
- R : Kalau dek Shella apa kesulitannya?Masih grogi atau udah ga?
(How about you, Shella? Did you still feel nervous?)
- S2 : Menurutku udah ga grogi karena bareng-bareng, kalau sendiri ya masih grogi.
(I thought that I did not feel nervous anymore because it done together. If I did it alone, I thought I feel nervous.)
- R :Oh gitu, lalu apa sih yang kalian rasakan dengan aktifitas kemaren? Masih grogi atau sudah terbiasa gitu? Kalau dek Valen?
(So, what did you feel about yesterday exercise? Did you still nervous or it was easy to do? Valen?)
- S1 :Asik aja sih, soalnya rame-rame.
(It was fun, because we did it together.)
- R : Kalau dek Shella?
(And how about you, Shella?)
- S2 : Sama, ya udah pede gitu kalau sama temen-temen, asyik, enjoy.
(It was the same, I was confidence if I did it with my friends. It was fun and enjoyable (activity).)

(Interview 16)

R : Researcher
S : Student (Miranti)

- R :Lalu apa sih yang kamu rasakan selama ini, maksudnya udah mendingan atau belum gitu, gimana menurutmu?
(So what did you feel now? Did you have any improvement? What did you think?)
- S :Ya itu udah meningkat mbak.
(Yes, I had.)

(Interview 18)

R : Researcher
S1 : Students (Auzaie)
S2 : Student (Malik)

- R : (Untuk praktek) Berarti sudah meningkat ya, lalu kalau dek Auzaie?
(It meant there was improvement for your practice, Auzaie?)
- S1 :Menurut saya kalau untuk praktek-praktek sudah cukup edukatif, selain itu bisa memberi rasa keakraban satu sama lain bersama teman.
(In my opinion, the practices were educative. In addition, it gave a sense of familiarity for each other.)
-

R :Menurut kamu pendapat tentang aktifitas simulasi dari awal sampe akhir bagaimana? Kalau dek Malik?

(What did you think about the activity from the beginning until the ending?Malik?)

S2 :Baik, menurut saya aktifitas simulasinya bagus dapat meningkatkan kualitas dalam belajar bahasa Inggris sama bisa menambah keakraban teman satu sama lain. Itu menurut saya.

(It was fine. In my opinion, simulation was a good activity that could improve students' English learning quality and gave a sense of familiarity each other.)

(Interview 19)

In cycle II, the researcher also delivered some guided exercises to the students to make them more understand about the situation to be simulated with their friends. In the previous cycle, the students did a little exercise. Nevertheless, in cycle II the researcher provided various kinds of exercises. The guided exercises helped students had a good preparation before practicing the given simulation. It could be seen from the quoted interviews below.

R : Researcher

ET : English teacher (Mrs. Lathifah)

R : Bagaimana pendapat ibu tentang actions yang sudah saya lakukan?

(What did you think about the actions that I implemented?)

ET :Cycle II saya rasa lebih apa, lebih baik, dimana anak sudah lebih termotivasi dimana disitu latihannya juga lebih bervariasi dan lebih mendalam.

(In my opinion, cycle II was better. The students were motivated in doing the activity while the researcher provided various in-depth exercises.)

(Interview 24)

Simulation activity in cycle II was so much fun. In this cycle, students were asked not only practicing about showing happiness and showing sympathy but also practicing theme of news reading and interviewing someone. By doing this activity, students could simulate and practice as a newsreader and an interviewer. It simulated as in a real context by bringing a real thing to the class such as a

microphone. It is clearly supported by figure of students who performed as an interviewer and interviewees below.



Figure 5: The Students Bring a Microphone to Support the Simulation

The students also simulated as a real newsreader by providing a situation like a studio for a newsreader and some different real situations given to the students. It is also supported by a figure below.



Figure 6: A Student Simulates an Activity of News Reading

At last, the researcher did not find any difficulties in implementing simulation activity in cycle II. Generally, the researcher could deliver the materials while the students could follow the practices of simulation easily and they enjoyed the teaching and learning process. Based on the results, it indicated that the students' speaking skills were improved than before. Therefore, the researcher and the

English teacher decided not to continue the cycle, as the improvements were considered sufficient.

B. Summary of Cycle I and Cycle II

The table below explained the result of implementation of the action in cycle I and cycle II.

Table 13: **The Results of the Research Based on Cycle I and Cycle II**

No	Field Problems	After Cycle I	After Cycle II
1	The students had difficulties in pronunciation and vocabulary mastery.	<ul style="list-style-type: none"> Some students still had problem in pronouncing some words. Moreover, they did not bring their dictionaries. Some students also had low vocabulary mastery. They always asked to the researcher about certain difficult words. 	Most of the students were able to pronounce words correctly. In addition, they also consulted to their dictionaries if they found difficult words.
2	The students were shy and passive in speaking English.	<ul style="list-style-type: none"> Some students were passive during the speaking practice. They were just kept silent and afraid of being laughed at their friends. Some students were difficult to answer some questions because they were afraid and shy to speak English. 	Most of the students were actively involved in teaching and learning process. Moreover, they did not feel afraid or shy anymore and they asked to the researcher when they found difficulties. Sometimes, some students volunteered themselves to answer some questions.
3	The students had low skill in practicing speaking.	Some students still lacked of motivation in learning English. Moreover when they were asked for practicing some situations.	Most of students shown their enthusiasm and actively doing the practice.
4	The students could not respond the spoken English.	The researcher had to repeat the question given to the students to make them understand about the question or other spoken English. Therefore, the researcher could repeat the	Most of students could respond the spoken English correctly.

	question or any other spoken English.	
--	---------------------------------------	--

After implementing cycle I and cycle II, the researcher conducted post-test to measure students’ speaking skills after implementing the actions. Meanwhile, before implementing the action she conducted a pre-test. The pre-test and the post-test results could be consideration for the students’ speaking skill improvements. In the pre-test and the post-test, some indicators used to assess students’ speaking skills, such as fluency, pronunciation, vocabulary and accuracy. The scores of the pre-test and the post-test could be seen in the following table.

Table14: The Students’ Pre-test and Post-Test Mean Score for Each Indicator

NO	NAME	Fluency	Pronunciation	Vocabulary	Accuracy
1	PRE-TEST	5.77	5.45	5.50	5.83
2	POST-TEST	7.83	7.75	7.57	7.72

Based on the table, the post-test score was higher than the pre-test score. It indicated that there were significant improvements for the students’ speaking skills from their pre-test to post-test. The mean for fluency in the pre-test was 5.77 and increased to 7.83 in the post-test. The mean of pronunciation aspect also increased from 5.45 in the pre-test to 7.75 in the post-test. The mean of vocabulary aspect increased from 5.50 in the pre-test to 7.57 in the post-test. The accuracy mean score also increased from 5.83 in the pre-test to 7.72 in the post-test. Moreover, each sub skill has scale: fluency (1-10), pronunciation (1-10), vocabulary (1-10) and accuracy (1-10). The improvement of the students’ speaking skill for the pre-test and the post-test also could be seen in the following chart.

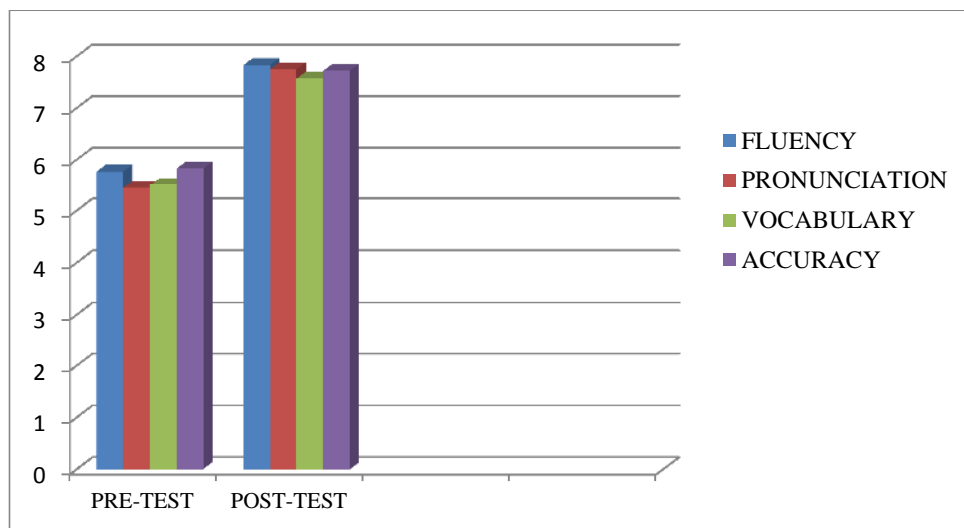


Figure 7 : **The Students' Pre-Test and Post-Test Mean Score for Each Indicator**

By the result of students' improvement mentioned, it can be concluded that simulation was useful activity to improve students' speaking skill. Finally, the researcher and the English teacher agreed that the implementation of the actions as an effort to improve the students' speaking skills were successful. Therefore, they decided to stop the cycle since there were good improvements related to the students' speaking skill.

C. Discussion

In reconnaissance, the researcher and the English teacher identified the problems related to the teaching and learning process that occurred in the field. Based on the observation on the teaching and learning process and interviews with students and the English teacher, the students' speaking skill was still low. In addition, the students had more difficulties in pronouncing words and mastering vocabulary. The students tended to keep silent, afraid of making any mistakes, were shy and passive to speak English. Sometimes, they used incorrect grammar.

Moreover, they lacked practice of speaking with their English teacher. To solve the problems related to the students' speaking skill and their difficulties in learning speaking, the researcher planned and implemented some actions. The action for this research was conducted in two cycles.

The researcher chose simulation activity to be implemented in the class as an effort to improve students' speaking skills. Simulation was used as a speaking activity therefore the students could get more chances for practicing speaking. Simulation also provided real context situations so the class became more alive. Moreover, simulation also encourages student actively involved in the speaking practice.

The implementation of simulation activity in Cycle I and II were successful to improve students' speaking skill. The students felt easier to speak English, to have higher motivation and to have lost their fear of making mistakes so they could practice actively and appropriately. Furthermore, students' speaking skill in terms of fluency, pronunciation, vocabulary, accuracy, was improved and the students got many benefits from the implementation of simulation activity.

Moreover, the students of XD show their positive responses to the implementation of the simulation activity. The students' speaking skill also improved after implementing simulation activity since the students got new activity on how to practice English in an interesting and fun class activity. After given simulation activities, the students showed high enthusiasm and motivation and participated in the activities without any force from the researcher or the English teacher. In cycle I, the students got difficulties for their pronunciation and

their vocabulary mastery. However, in cycle II their speaking skill, based on four aspects, improved.

Meanwhile, since simulation provided a real context situation in their daily life, the students could get more opportunity to practice English in the class without going out of the class. Being observed by the researcher and the English teacher, the students' speaking skill improvements were successfully obtained. Finally, by using simulation activity and implementing its steps, the students speaking skills, motivation and their involvement in speaking practice improved. It was proven from the improvements of four indicators namely fluency, pronunciation, vocabulary and accuracy.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The goal of this research was to improve students' speaking skill through simulation activity. This research was conducted in class XD of SMA N 1 Prambanan which began in July and ended in September 2012. Simulation activity was implemented through two cycles. After implementing the actions, it is concluded that simulation can improve students' speaking skill (measured from the four indicators namely fluency, pronunciation, vocabulary and accuracy).

Based on the research findings, simulation was believed to be able to motivate, encourage students and speaking class more enjoyable so that the students became actively involved and interested in the teaching and learning activities. In this research, simulation was started by explaining about the expressions used in each language function, explaining the planned simulation then delivering a situation card to each simulation group. In simulation, the students were given more chances for practicing speaking. In addition, since it was practiced among their classmates, the students could lose their fears of making mistakes. Joining the teaching and learning process, the students were more enthusiastic and they could reduce their boredom. Moreover, the students and the English teacher did not have any difficulties for implementing simulation activity.

Some aspects were used as indicators namely fluency, pronunciation, vocabulary and accuracy. Based on the result of the tests, the students' speaking

skill had significantly improved from the pre-test to the post-test. It could be seen from the mean scores of students' speaking skills that increased in each indicator. The mean for fluency in the pre-test was 5.77 and increased to 7.83 in the post-test. The mean of pronunciation aspect also increased from 5.45 in the pre-test to 7.75 in the post-test. The mean of vocabulary aspect increased from 5.50 in the pre-test to 7.57 in the post-test. The accuracy mean score also increased from 5.83 in the pre-test to 7.72 in the post-test. Those increasing mean scores indicate that simulation was a useful activity to improve students' speaking skill.

B. Implications

In the conclusion, it was found that the implementation of simulation activity could improve the students' speaking skills. Moreover, the students were interested and actively involved in the teaching and learning process. It means that the teacher could apply simulation as one of speaking activities since simulation provided some benefits. First, by implementing simulation as a speaking activity, the students' speaking skill was improved. It was indicated from students' improvements on some aspects, namely fluency, pronunciation, vocabulary and accuracy. Second, the use of simulation could improve students' involvement and motivation in teaching and learning of speaking. Therefore, the students became active in the teaching and learning activities.

These imply that the uses of simulation could improve the students' speaking skill through its enjoyable, motivating and interesting speaking activity. Therefore, the English teacher is encouraged to apply it in the process of teaching speaking.

C. Suggestions

The researcher offers several suggestions for the students, the English teachers and other researchers after conducting this research. The recommendations are presented below.

1. To the English teachers

With regard to the effectiveness of the implementation of simulation activity in teaching speaking which can improve the students' speaking skill, it is suggested that the English teachers can apply simulation activity. As simulation needs a lot of preparation, the English teachers are suggested to be creative to enrich the materials and to find interesting situation of simulation to attract the students' interest and involvement in the teaching and learning process of speaking.

2. To the students

The implementations of simulation as a speaking activity are useful and important to improve the students' speaking skill. Also, they become more active to practice speaking. This suggests that students implement simulation activity in their learning.

3. To other researchers

The researcher realizes that this research gives an emphasis on the use of simulation activity to improve the students' speaking skills. The findings of the research may be used as references for other researchers who want to conduct similar research.

REFERENCES

- Badan Standar Nasional Pendidikan (BSNP). 2006. *SKKD SMA/MA*. Jakarta: DEPDIBUD.
- Badan Standar Nasional Pendidikan (BSNP). 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: DEPDIBUD.
- Burns, A. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- _____. 1999a. *Collaborative Action Research for English Language Teachers*. Australia: Cambridge University Press.
- Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.Inc.
- _____. 2001a. *Language Assesment, Principles and Classroom Practises*. New York : San Fransisco State University.
- _____. 2007b. *Principles of Language Learning and Teaching, (Fifth Edition)*. New York : Pearson Education.
- Brown, G, George Yule. 1989. *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*. Australia: Cambridge University Press.
- Blundel, J, Jonathan Higgens, Nigel Middlemiss. 1992. *Function In English*. New York: Oxford University Press.
- Doddy, A. Ahmad Sugeng, Effendi. 2008. *Developing English Competencies I: for Senior High School (SMA/MA) Grade X*. Jakarta : Pusat Perbukuan Departemen Pendidikan Nasional.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Longman: Pearson.
- _____. 1998a. *How to Teach English*. Essex: Longman.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press
- Hyland, K. Language-Learning Simulations: A Practical Guide. Bureau of Educational and Cultural Affairs, English Teaching Forum. Vol. 31.

- No.4, <http://eca.state.gov/forum/vols/vol31/no4/p16.htm>. Retrieved on March 19th, 2012
- Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>. Retrieved on March 13rd, 2012.
- Klippel, F. 1991. *Keep Talking (Ninth Edition)*. Cambridge: Cambridge University Press.
- Kodotchigova, M. A. Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation. <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html>. Retrieved on December 05th, 2012.
- Mc Kay, Sandra Lee. 2006. *Researching Second Language Classrooms*. London: Lawrence Erlbaum Associates.
- Mei Lin, T. 1993. Simulation in Language Teaching - Its Advantages and Limitations in an ESP Context. *The English Teacher Vol XXII October 1993*. <http://www.melta.org.my/ET/1993/main8.html>. Retrieved on March 19th, 2012.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge : Cambridge University Press.
- _____. 2004a. *Task Based Language Teaching*. Cambridge: Cambridge University Press.
- Priyana, J, Virga Renitasari, Arnys Rahayu Wijayanti. 2008. *Interlanguage English for Senior High School Students X*. Jakarta : Pusat Perbukuan Departemen Pendidikan Nasional.
- Purwaningsih, E. 2009. Designing a Rubric to Assess Students' Speaking Performance in SMK. *A Thesis*. Yogyakarta : Program Studi Pendidikan Bahasa Inggris, FBS Universitas Negeri Yogyakarta.
- Richard, J. C, Theodore S Rodgers. 2001. *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press.
- _____. 2008a. *Communicative Language Teaching Today*. Singapore: SEAMEO Regional Language Centre
- _____. 2008b *Teaching Listening and Speaking: From Theory to Practice*. New

York: Cambridge University Press

- _____, and Renandya W. A. 2002c. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- SMK N 4 Makassar English Teacher Team. 2009. <http://englishcornersmknegeri4makassar.blogspot.com/2009/02/research-proposal.html>. Retrieved on March 19th, 2012.
- Spratt, M, Alan Pulveness, Melanie Williams. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Thornbury, S. 2005. *How to Teach Speaking*, Essex: Pearson Educational Limited.
- Tompkins, P. K 2008. Role playing/simulation. *The Internet TESL Journal*, Vol. IV, No. 8, August 1998. <http://iteslj.org/Techniques/Tompkins-RolePlaying.html>. Retrieved on May 26th, 2012.
- Ur, P. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge : Cambridge University Press.
- Yee Sam, Wan. 1990. Drama in Teaching English as a Second Language - A Communicative Approach. *The English Teacher Vol XIX July 1990*. <http://www.melta.org.my/ET/1990/main8.html>. Retrieved on November 28, 2012.
- Yeonhwan Lyu . 2006. Simulations and Second / Foreign Language Learning: Improving communication skills through simulations. *A thesis*. The University of Toledo.

APPENDIXES

Appendix A

Course Grid

**Improving Students' Speaking Skill through Simulation at Grade X of SMA N 1 Prambanan Sleman
in the Academic Year of 2012/2013**

COURSE GRID

School : SMA N 1 Prambanan
 Subject : Bahasa Inggris
 Grade/Semester : X/1
 Standard Competence :3. Students are able to express meaning in transactional and interpersonal conversation in daily life.
 Basic Competence :3.1 Students are able to express meaning in transactional (*to get things done*) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: expressions of greeting, introducing and parting and accepting and declining invitation.

Theme	Learning Objective	Indicators	Learning Materials				Teaching Activities	Simulation Activities	Evaluation
			Grammar	Pronunciation	Dialogue	Vocabulary items			
(1)	(2)	(3)	(4)				(5)	(5)	(6)
Greeting and introducing. (Meeting a new friend.)	Students are able to use or to express the expressions of greeting, introducing and parting accurately, fluently, and appropriately.	1. Students are able to identify the expressions of greeting, introducing and parting. 2. Students are able to give responses by using the expressions of greeting,	<p>Greetings</p> <ul style="list-style-type: none"> • Good morning. • Good afternoon. • Good evening. • Nice to see you • Hello. • How are you? • How're you doing? • Hi! <p>Partings</p> <ul style="list-style-type: none"> • Good night 	<p>/g d / /m .n ŋ/ /g d// f.t nu n/ /g d// i v.n ŋ/ /na s //tu si j / / /hel / /ha // r j / /ha // r//j // du .ŋ / /ha /</p>	<p>Asep : Hello let me introduce myself. My name is Ali. I study at SMAN 19 Bandung. Denias : Hi, I'm Denias, I'm from Papua. Nice to meet you. Asep : Nice to meet you too. Let's go to the crowd. Sri : Hi,</p>	<ul style="list-style-type: none"> • Introduce /ŋ n.trə dju s/ • Nice /na s/ • Fine /fa n/ • Pleased /pli zd 	<p>1. BKOF a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function. b. The teacher</p>	<p><u>Meeting a new friend simulation</u></p> <p>Actors : New students-new students. The students work in group of three. They have to do a simulation. Setting: (In the school) First day entering the school.</p>	<p><u>Meeting a new friend simulation</u></p> <p>➤ Instruments:</p> <ul style="list-style-type: none"> • This evening is Tari's birthday party. Heru comes to that party. Tari introduces Gita, her friend, to Heru. • Today is Tio's first day entering Senior High School. In the canteen, Tio introduces himself

	<p>introducing and parting.</p> <p>3. Students are able to complete the incomplete dialogue by using the expressions of greeting, introducing and parting.</p> <p>4. Students are able to simulate “meeting a new friend” by using the expressions of greeting, introducing and parting.</p>	<ul style="list-style-type: none"> • Goodbye. • See you later. • Bye <p style="text-align: center;"><u>Introducing yourself</u></p> <ul style="list-style-type: none"> • First let me introduce myself. • My name is.... • Allow me to introduce myself. • I'm ... • Excuse me, my name's... • How do you do? • My name is.... • Hi! I'm ... • Hello! My name is .. <p style="text-align: center;"><u>Introducing Someone</u></p> <ul style="list-style-type: none"> • I would like to introduce you to.... • Let me introduce you to ... • Excuse me, let me introduce you to • This ... • Allow me to introduce.... • I'd like you to meet ... 	<p>/gɒd //naʊt/ /gɒd// baʊ/ /si:/ jɒ// leɪte/ / baʊ /</p> <p>/f rst //let //me// introdju:s //maʊself / /maʊ //neʊm //iz.../ /ela // mɒ: //tu /introdju:s// maʊself / /em.../ /k- skyüz// mɒ, //maʊ //neʊm ../ /ha // du// j //du?/ /maʊ //neʊm// iz / /haʊ//ai:// em/ /hello!// maʊ //neʊm// iz /</p> <p>/aʊ// wəd//laʊk //tu// introdju:s// j //tu/ / let // mɒ // introdju:s// j // tu /</p> <p>/ɒkʌskjuʌz// mi// let mɒ //introdju:s //j //tu / /ðʌs//ela //</p>	<p>Asep. How are you? Asep : I'm fine. How about you? Sri : I'm fine too. Thank you. Asep : Sri, this is Denias, my new friend. Denias : Hi. Pleased to meet you. Sri : Pleased to meet you too. Denias : By the way, what is your hobby? Sri : I like cooking very much. I can spend my whole day for cooking. Denias : Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them. Asep: Alright my friends, let's talk about cooking later. We should go to the palace to meet the President of Indonesia. Denias and Sri: Let's go. We can talk about cooking</p>			<p>explains language function of greeting and introducing</p> <p>2. MOT</p> <p>a. The teacher shows the students a dialogue and a video of greeting and introducing.</p> <p>b. Identifying the expressions of <i>greeting, introducing and parting.</i></p> <p>c. Giving responses by using the expressions of <i>greeting, introducing and parting.</i></p> <p>d. Completing the incomplete dialogue by using the expressions of <i>greeting, introducing and parting.</i></p> <p>3. JCOT Introducing and learning the way of <i>greeting, introducing and</i></p>	<p>Situation :</p> <ul style="list-style-type: none"> • Introducing yourself to your friend. (Who is sitting next to you) • Introducing someone to your other friends. (Who is sitting behind/in front of you.) <p>Steps :</p> <ol style="list-style-type: none"> 1. The teacher gives a situation card for each person. 2. The three students simulate as new students. 3. In the first simulation, student A introduces her/him self to student B. After that, student A is introducing student B to student C. 	<p>to his new friend, Henia. After that, Henia introduces her friend, Manda, to Tio.</p> <ul style="list-style-type: none"> • Maria is a book seller. She introduces herself to Anton. After that Anton introduces Maria to his friend, Agung. • This evening is Tari's birthday party. Heru comes to that party. Tari introduces Gita, her friend, to Heru. • In the street Brenda meets her friend, Mita. Mita walks with her friend, Nana. Nana introduces herself to Brenda. • In the book shop, Yani meets her friend, Dani. Dani walks with Vivi, his friend. Dani introduces Vivi to Yani. • In the airport, Dian meets her friend, Fania. Fania walks with her friend, Uno. Fania introduces Uno to Dian. • In the elementary school reunion, Aris meets his old friend, Regina. Regina comes there with her friend, Jojo. Regina introduces
--	--	--	--	--	--	--	---	--	--

			<ul style="list-style-type: none"> • Do you know ... • Oh look, here's Peter. Peter–Jeny, Jeny–Peter. 	<p>m□:// tu //introdju:s/ /a□ //wəd //la□k// j□// tu //m□t/ /du// j // n / /oh//l k // h□ə r // iz //Peter/ / pi .t // - //J□nny //J□nny-// pi .t /</p>	<p>later.</p>		<p><i>parting</i> and doing guided “meeting a new friend” simulation.</p> <p>4. ICOT</p> <p>a. Doing simulation of “meeting a new friend” by using the expressions of <i>greeting, introducing and parting</i>.</p> <p>b. Assessing students’ simulation practices.</p>		<p>Jojo to Aris</p> <ul style="list-style-type: none"> • In the restaurant, Dewi meets her old friend, Deni. Deni comes there with his friend, Koko. Deni introduces Koko to Dewi • Today is firework party in the town. Tina comes there and meets her friend, Henia. Tina also meets a new friend from Jakarta, Radith. Then Tina introduces Radith to Henia. • Salsa comes to computer exhibition in JEC. In JEC, she meets Tria. Then Tria and Salsa meet a new friend, Heni, from Papua. Salsa introduces herself to Heni, and she introduces Tria to Heni. • In the street Nila meets her friend, Sisi. Sisi walks with her friend from Palembang, Yogi. Yogi introduces himself to Nila. <p>➤ Situation:</p> <ul style="list-style-type: none"> • Introducing yourself to your friend. • Introducing someone to your other friends.
--	--	--	---	---	---------------	--	--	--	---

									<p>➤ Steps :</p> <ol style="list-style-type: none"> 1. The teacher gives a situation card for each person. 2. The three students simulate as new students. 3. In the first simulation, student A introduces her/himself to student B. After that, student A is introducing student B to student C. <p>➤ Assessment : Speaking performances</p>
Accepting and declining invitation. (Making a phone call.)	Students are able to use or to express the expressions of <i>accepting and declining invitation</i> accurately, fluently and appropriately.	<ol style="list-style-type: none"> 1. Students are able to identify the expressions of <i>accepting and declining invitation</i>. 2. Students are able to give responses by using the expressions of <i>accepting and declining invitation</i>. 3. Students are able to 	<p><u>Inviting</u></p> <ul style="list-style-type: none"> • Can you.... • Would you like to come? • I would like to invite you.. <p><u>Accepting</u></p> <ul style="list-style-type: none"> • That sounds like fun. • I would be glad to... • It sounds interesting. <p><u>Declining</u></p>	<p>/kæn// j / /wu:d// j // la□k //tu //k m // Invet j / / a□ //w□d// la□k// tu// //n□va□t// j //</p> <p>/ðæt//sa□nds//la□ k/ /f n / /a□//w d/bi glæ d//tu / /□t// sa□nds//</p>	<p>Dan : Have you got anything to do night, Deby? Deby: I don't think so. Why? Dani: My friend is going to celebrate his birthday party tonight. He invited me. I don't want to go alone. I don't know with whom I should go there. Would you like to accompany me, Deby? Deby: I'd (would)</p>	<ul style="list-style-type: none"> • Celebrate /□sel.□.bre□t/ • Kind /ka□nd/ • Accompany / k m.p .ni/ 	<p>1. BKOF</p> <ol style="list-style-type: none"> a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function b. The teacher explains language function of inviting 	<p><u>Making a phone call</u></p> <p>Actors : Friend- friend The students work in pairs. Both of them will do simulation activity.</p> <p>Setting: Making a phone call in the house. (Junior High School graduation party invitation)</p> <p>Situation:</p>	<p><u>Making a phone call</u></p> <p>➤ Instruments:</p> <ul style="list-style-type: none"> • Having lunch • Going to the beach • Attending graduation party • Going to salon • Having breakfast • Going to Taman Budaya • Going to the school canteen • Watching football competition • Going for shopping

		<p>complete the incomplete dialogue by using the expressions of <i>accepting and declining invitation</i>.</p> <p>4. Students are able to simulate “making a phone call” by using the expressions of <i>accepting and declining invitation</i>.</p>	<ul style="list-style-type: none"> • Sorry, I am really busy. • I would love to, but I can’t. • I would love to but I don’t think I can. 	<p>ɪn.trəs.tɪŋ / /sɪr.i /aɪ em / / ri . -li/ /bɪz.i/ /aɪ /wɒd/ /Iv tu:/ /bɪt/ /aɪ/ / kæn. t/ aɪ /wɒd/ /Iv tu:/ /bɪt/ /aɪ/ /dʌnt/ /θɪŋk/ /aɪ /kæn/</p>	<p>love to, but what time, Dani? Dani: What about at seven o’clock? I’ll pick you up. Deby: Ok that’s fine. Dani : Thanks, Deby you’re very kind.</p>		<p>someone.</p> <p>2. MOT</p> <p>a. The teacher shows the students a dialogue and a video of inviting someone.</p> <p>b. Identifying the expressions of <i>accepting and declining invitation</i>.</p> <p>c. Giving responses by using the expressions of <i>accepting and declining invitation</i>.</p> <p>3. JCOT</p> <p>a. Completing the incomplete dialogue by using the expressions of <i>accepting and declining invitation</i>.</p> <p>b. Introducing and learning the way of accepting and declining invitation and doing guided “making a</p>	<p>Making a phone call to invite your friends to come to your graduation party.</p> <p>Steps :</p> <ol style="list-style-type: none"> 1. The teacher gives a situation card for each person. 2. Both students are friends. One student simulates as a caller and one student simulates as a call receiver. 3. The phone caller (student A) invites the phone receiver (Student B). 4. Student B can accept or decline the invitation. She/he has to tell their reasons why they accept or decline the invitations. 	<ul style="list-style-type: none"> • Going to library • Watching Sm*Sh concert • Watching dance competition • Watching the movie • Attending birthday party • Doing homework at Harisa’s house • Having lunch together <p>➤ Situation: Making a phone call to invite your friends to come to your agenda/ planning.</p> <p>➤ Steps :</p> <ol style="list-style-type: none"> 1. The teacher gives a situation card for each person. 2. Both students are friends. One student simulates as a caller and one student simulates as a call receiver. 3. The phone caller (student A) invites the phone receiver (Student B). 4. Student B can accept or decline the invitation. She/he has to tell their
--	--	---	---	---	---	--	---	---	---





							<p>phone call” simulation.</p> <p>4. ICOT</p> <p>a. Doing simulation of “making a phone call” by using the expressions of <i>accepting and declining invitation</i></p> <p>b. Assessing students’ simulation practices</p>		<p>reasons why they accept or decline the invitations.</p> <p>➤ Assessment : Speaking performances</p>
--	--	--	--	--	--	--	---	--	--

**Improving Students' Speaking Skill through Simulation at Grade X of SMA N 1 Prambanan Sleman
in the Academic Year of 2012/2013**

COURSE GRID

School : SMA N 1 Prambanan
 Subject : Bahasa Inggris
 Grade/Semester : X/1
 Standard Competence : 3. Students are able to express meaning in transactional and interpersonal conversation in daily life.
 Basic Competence : 3.2 Students are able to express meaning in transactional (*to get things done*) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: showing happiness and showing sympathy.

Theme	Learning Objective	Indicators	Learning Materials				Teaching Activities	Simulation Activities	Evaluation
			Grammar	Pronunciation	Dialogue	Vocabulary items			
(1)	(2)	(3)	(4)				(5)	(5)	(6)
Showing happiness and showing sympathy (News reading and interviewing someone)	Students are able to use or to express the expressions of <i>showing happiness and showing sympathy</i> accurately, and appropriately	1. Students are able to identify the expressions of <i>showing happiness and showing sympathy</i> . 2. Students are able to give responses by using the expressions	<p>Showing happiness</p> <ul style="list-style-type: none"> It's really great. I'm so happy. I'm delighted/ so glad to hear that. I'm (very) pleased/ (really) delighted (about).... 	<p>t iz// r ə.li/ /greɪt/ /aɪ em/ /s // hæp.i/ /aɪ em/ /dɪ laɪ.tɪd/ /s / /glæd/tu / /həpɪ / ðæt/ /aɪ</p>	<ul style="list-style-type: none"> Dialogue 1 (showing happiness) <p>Mahya : What do you accept from your birthday, Rumaisha? Rumaisha : Fantastic, I got a new bag from my father. It is very beautiful. Mahya : Oh, I 'm happy to hear it. Rumaisha : Thank</p>	<ul style="list-style-type: none"> Work /w k/ Lovely / l v.li/ Accepted /əksep.tɪd/ Glad /glæd/ Upset / p set/ Lost /l st/ Terrible 	<p>1. BKOF</p> <p>a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function.</p> <p>b. The teacher explains language</p>	<p>1. News Reading Simulation</p> <p>Actors : News Reader The students work individually. She or he has to do a simulation.</p> <p>Setting: • In the studio.</p>	<p>News reading and interviewing someone simulation</p> <p>➤ Instruments:</p> <ul style="list-style-type: none"> The 1st winner and the loser of Miss School. The 1st winner and the loser of dance competition. Getting a scholarship to Holland

		<p>of <i>showing happiness and showing sympathy</i>.</p> <p>3. Students are able to complete the incomplete dialogue by using the expressions of <i>showing happiness and showing sympathy</i>.</p> <p>4. Students are able to simulate “news reading and interviewing someone” by using the expressions of <i>showing happiness and showing sympathy</i>.</p>	<ul style="list-style-type: none"> • It gives me a great pleasure. • Nice news! Or good News! It makes me happy. • Hooray! • It's lovely. • Great! • Terrific!! <p style="text-align: center;"><u>Showing sympathy.</u></p> <ul style="list-style-type: none"> • I'm sorry to hear that • I'm awfully sorry about... • Oh, how awful! • You must be very upset • How pity you are! /That's a pity • How terrible / awful for you • I know what you feel. • I'd like to express my deepest condolences. 	<p>em// ver.i//pli zd/ d□□la□.t□d/ / ba t/ /□t/ /g□v/ /mi:/ /gre□t/□ple□.ə r / /na□s /nju□z/ /g d / /nju□z//□t/ /me□ks/ mi:/ hæp.i/ /h□□re□/ / □ts// 1 v.li/ /gre□t/ /tə□r□f.□k/ /a□ em//□s□r.i/ /tu://h□ə r / /ðæt/ /a□ em//□.f ə li// s r.i/ / ba t/ / / /ha / / .f li/ /ju //m st/ /bi // ver.i/ /sæd/</p>	<p>you Mahya. Mahya : You are welcome.</p> <ul style="list-style-type: none"> • Dialogue 2 (<u>showing sympathy</u>) Fryska : Hy, Valent what are you doing here? Valent : Hy.Fryska. I lost my money. Did you see it around here Fryska : I was upset to hear that. I didn't see anything around here. How much is it? Valent : Twenty thousand rupiah. Fryska : Well, let me help you to find it. Valent : Thanks, Frys. 	<p>/</p> <ul style="list-style-type: none"> • Hurt /h t/ • Shock / k/ 	<p>function of showing happiness and showing sympathy.</p> <p>2. MOT</p> <p>a. Identifying the expressions of <i>showing happiness and showing sympathy</i>.</p> <p>b. Giving responses by using the expressions of <i>showing happiness and showing sympathy</i>.</p> <p>3. JCOT</p> <p>a. Completing the incomplete dialogue by using the expressions of <i>showing happiness and showing sympathy</i>.</p> <p>b. Introducing and learning the way of “news reading and interviewing someone” and doing guided</p>	<p>Picture situation:</p>     <p>Steps</p> <ol style="list-style-type: none"> 1. The teacher gives a situation picture for each person. 2. In this simulation the student will simulate individually. 	<ul style="list-style-type: none"> • The winner and the loser of quiz”who wants to be a millionaire” • The winner and the loser of Yogyakarta teen futsal competition. • The 1st winner and the loser of National English debate. • The 1st winner and the loser of Math Competition. <p>➤ Situation: Simulating as a news reader, an interviewer and an interviewee.</p> <ul style="list-style-type: none"> ✓ The news reader = you open and close the news reading. ✓ Interviewer = you do an interview with the winner and the loser. ✓ Interviewee: you answer interviewer's questions. <p>➤ Steps</p> <ol style="list-style-type: none"> 1. The teacher gives a situation card for each person. 2. The students work in group of three. One student as a news reader, two of them
--	--	--	---	--	---	--	--	--	---

				<p>/hæ//pɒt.i/ /ju // r /</p> <p>/hæ//ter. .bl // .f l/f r / /j /</p> <p>/æ/ /no/ /w t/ /j / /fi l/</p> <p>/æ/ /wɒd/ /læk/ /tu/ /kɒspres/ /mæ//di ppest //k n d .l n t s/</p>			<p>“news reading and interviewing someone” simulation.</p> <p>4. ICOT</p> <p>a. Doing simulation of “news reading and interviewing someone” by using the expressions of <i>showing happiness and sympathy</i>.</p> <p>b. Assessing students’ simulation practices.</p>	<p>3. First, students A open the news and read the news. After that student A (news reader) asks student B (a reporter) for delivering his/her report.</p> <p>2. <u>Interviewing Someone Simulation</u></p> <p>Actors : Interviewer and interviewee The students work individually. She or he has to do a simulation.</p> <p>Setting:</p> <ul style="list-style-type: none"> • Interviewing your friend who gets an excellent score. • Interviewing your friend who wins a quiz (Who wants to be a millionaire). • Interviewing a person who is one of the survivors in tsunami Aceh. • Interviewing a person who lost her cat. 	<p>as an interviewer and an interviewee.</p> <p>3. First, students A open the news and read the news. After that student B as a reporter reports her/his news by interviewing a people related to the news. At last, student B as news reader closes the news.</p> <p>➤ Assessment : Speaking performances</p>
--	--	--	--	---	--	--	---	--	--

								<p>Situation: Simulating as an interviewer and an interviewee</p> <p>Steps</p> <ol style="list-style-type: none"> 1.The teacher gives a situation card for each person. 2.The students work in pairs. One student as an interviewer and the other one as an interviewee. 3.Student A interviewing student B about her/ his achievement/event. 4.In this simulation, the student will express their happiness if they find happy moment, and will express their sympathy if they find sad moment. 	
--	--	--	--	--	--	--	--	---	--

Appendix B

Lesson Plans and Materials

LESSON PLAN

School	: SMAN 1 PRAMBANAN
Grade/ Semester	: X /1
Subject	: English
Text type	: Language Function
Skill	: Speaking
Time allocation	: 2 X 35 minutes

A. Standard Competence :

3. Students are able to express meaning in transactional and interpersonal conversation in daily life.

B. Basic Competence :

3.1 Students are able to express meaning in transactional (*to get things done*) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: greeting, introducing and parting.

C. Indicators:

1. Students are able to identify the expressions of greeting, introducing and parting.
2. Students are able to give responses by using the expressions of greeting, introducing and parting.
3. Students are able to complete the incomplete dialogue by using the expressions of greeting, introducing and parting.
4. Students are able to simulate “meeting a new friend” by using the expressions of greeting, introducing and parting.

D. Learning Objective:

At the end of the lesson, students are able to use or to express the expressions of greeting, introducing and parting accurately, fluently and appropriately.

E. Learning Materials:

a) Transactional dialogue

Today is the commemoration of National Education Day. Every province in Indonesia sends their representatives to attend outstanding students gathering in Jakarta.

Asep : Hello let me introduce myself. My name is Ali. I study at SMAN 19 Bandung.

Denias : Hi, I'm Denias, I'm from Papua, nice to meet you.

Asep : Nice to meet you too. Let's go to the crowd.

Denias and Asep go to the crowd and they meet a girl.

Sri : Hi, Asep. How are you?

Asep : I'm fine. How about you?

Sri : I'm fine too. Thank you.

Asep : Sri, this is Denias, my new friend.

Denias : Hi. Pleased to meet you.

Sri : Pleased to meet you too.

Denias : By the way, what is your hobby?

Sri : I like cooking very much. I can spend my whole day for cooking.

Denias : Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them.

Asep : Alright my friends, let's talk about cooking later. We should go to the palace to meet the President of Indonesia.

Denias and Sri: Let's go. We can talk about cooking later.

b) Vocabulary items related to the materials.

Introduce

Nice

Crowd

Fine

Pleased

c) Functional expressions.

Expressions of greeting, introducing and parting.

Greetings	Responses
○ Good morning.	○ Good morning.
○ Good afternoon.	○ Good afternoon.
○ Good evening.	○ Good evening.
○ Nice to see you.	○ Nice to see you too.
○ Hello.	○ Hello.

<ul style="list-style-type: none"> ○ How are you? ○ How do you do? ○ How are you doing? ○ Hi! 	<ul style="list-style-type: none"> ○ Fine, thanks. ○ How do you do? ○ Not bad. ○ Hi!
---	--

Partings	Responses
<ul style="list-style-type: none"> ○ Good night. ○ Goodbye. ○ See you later. ○ Bye. 	<ul style="list-style-type: none"> ○ Good night. ○ Goodbye. ○ See you later. ○ Bye.

Introducing Oneself	Introducing Others
<ul style="list-style-type: none"> ○ First let me introduce myself. ○ My name is.... ○ Allow me to introduce myself. ○ I'm ... ○ Excuse me my name's... ○ How do you do? My name is... ○ Hi! I'm ... ○ Hello! My name is ... ○ Good morning. My name's ... 	<ul style="list-style-type: none"> ○ I would like to introduce you to.... ○ Let me introduce you to ... ○ Excuse me, let me introduce you a new friend. His name is ○ This ... ○ Allow me to introduce.... ○ I'd like you to meet ... ○ Do you know ... ○ Oh look, here's Peter. ○ Peter-Jeny, Jeny- Peter

d) Media : video recording, situation cards, pictures and LCD.

F. Learning method: Genre Based Approach (BKOF-MOT-JCOT-ICOT.)

G. Teaching and learning activities.

Meeting 1

Opening Activities

- a. The teacher greets the students.
- b. The teacher asks about students' condition.
- c. The teacher checks the attendance lists.
- d. The teacher begins the lesson.

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. Do you know your friend's name?
 2. How do you introduce yourself?
 3. What will you say when meeting someone for the first time?

- b. The teacher explains language function of greeting and introducing.

Main Activity

➤ **MOT**

- a. The teacher gives video of conversation about greeting, introducing and parting and asks students to watch and to give attention to the video.
- b. The teacher gives the students an example of dialogue about:
- greeting,
 - introducing,
 - parting.
- c. The students have to give attention to the teacher's explanation.
- d. Students together with the teacher are pronouncing the expressions of greeting, introducing and parting.
- e. The teacher asks students to identify the expression of greeting, introducing and parting in the dialogue given by the teacher. (Task 1)
- f. The teacher gives another dialogue and asks students to complete the incomplete dialogue. (Task 2)
- g. The teacher gives the example of the conversation video about greeting, introducing and parting and asks students to watch and to give attention to the video.

➤ **JCOT**

The teacher asks students in pairs to practice a dialogue of greeting, introducing and parting for task 1. (Task 3)

➤ **ICOT**

- a. The teacher explains the procedure of simulation for “meeting a new friend” simulation.
- b. The teacher asks students in pairs or in group to simulate guided practice of simulation based on the situation card given by the teacher. (Task 4)

Closing activities.

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

Meeting 2

➤ **BKOF**

Opening Activities.

- a. The teacher greets the students.
- b. The teacher asks about students' condition and checks the attendance lists.
- c. The teacher begins the lesson and asks about the previous materials.

Main Activity

➤ **MOT**

- a. The teacher repeats the explanation of the previous material, then together with the students discuss about language function of :
 - greeting,
 - introducing and,
 - parting.
- b. The teacher explains the students about simulation procedures of "meeting a new friend".

➤ **ICOT**

- a. The students in group of three are doing simulation of "meeting a new friend" in front of the class.(Task 1)
- b. The teacher assesses students' performance.

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

H. Sources

- Video recording.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Priyana, Joko, Virga Renitasari, Arnys Rahayu wijayanti. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

- Doddy, Ahmad, Ahmad Sugeng, Effendi. 2008. Developing English Competencies 1: for Senior High School (SMA/MA) Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. Assessment

- Technique : Oral Test.
- Form : Performance.
- Rubric (See the appendixes).

Observation Checklist on Students' Speaking Progress

NO	NAME	FLUENCY	PRONUNCIATION	VOCABULARY	ACCURACY
1					
2					

- ✓ :The student performs the indicator.
 - :The student has not perform the indicator.

Yogyakarta, July 2012

Researcher



Khanifah Nur Hasanah

NIM 08202244001

CLASSROOM ACTIVITIES AND TASKS
(GREETING AND INTRODUCING)

MEETING 1

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. Do you know your friend's name?
 2. How do you introduce yourself?
 3. What will you say when meeting someone for the first time?
- b. The teacher explains language function of greeting and introducing.

➤ **MOT**

- a. The teacher gives a video of conversation of greeting, introducing and parting and asks students to watch and to give attention to the video.
- b. The teacher explains the language functions and gives students a dialogue example of greeting and introducing.

Greetings	Responses
<ul style="list-style-type: none"> ○ Good morning. ○ Good afternoon. ○ Good evening. ○ Nice to see you ○ Hello. ○ How are you? ○ How do you do? ○ How're you doing? ○ Hi! 	<ul style="list-style-type: none"> ○ Good morning. ○ Good afternoon. ○ Good evening. ○ Nice to see you. ○ Hello. ○ Fine, thanks. ○ How do you do? ○ Not bad. ○ Hi!

Partings	Responses
<ul style="list-style-type: none"> ○ Good night. ○ Goodbye. ○ See you later. ○ Bye. 	<ul style="list-style-type: none"> ○ Good night. ○ Goodbye. ○ See you later. ○ Bye.

Introducing Oneself	Introducing Others
<ul style="list-style-type: none"> ○ First let me introduce myself. ○ My name is.... ○ Allow me to introduce myself. ○ I'm ... 	<ul style="list-style-type: none"> ○ I would like to introduce you to.... ○ Let me introduce you to ... ○ Excuse me, let me introduce you a new friend. His name is

○ Excuse me my name's...	○ This ...
○ How do you do? My name is...	○ Allow me to introduce....
○ Hi! I'm ...	○ I'd like you to meet ...
○ Hello! My name is ...	○ Do you know ...
○ Good morning. My name's ...	○ Oh look, here's Peter.
	○ Peter–Jeny, Jeny– Peter

- c. The students give attention to the teacher's explanation.
- d. The students together with the teacher are pronouncing the expressions of greeting, introducing and parting.
- e. The teacher asks the students to identify the expression of greeting, introducing and parting in the dialogue. (Task 1)

Task 1

Study the dialogue below and identify the expression of greeting, introducing and parting the response!

Today is the commemoration of National Education Day. Every province in Indonesia sends their representatives to attend outstanding students gathering in Jakarta.

Asep : Hello let me introduce myself. My name is Ali. I study at SMAN 19 Bandung.

Denias : Hi, I'm Denias, I'm from Papua. Nice to meet you.

Asep : Nice to meet you too. Let's go to the crowd.

Denias and Asep go to the crowd and they meet a girl.

Sri : Hi, Asep. How are you?

Asep : I'm fine. How about you?

Sri : I'm fine too. Thank you.

Asep : Sri, this is Denias, my new friend.

Denias : Hi. Pleased to meet you.

Sri : Pleased to meet you too.

Denias : By the way, what is your hobby?

Sri : I like cooking very much. I can spend my whole day for cooking.

Denias : Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them.

Asep : Alright my friends, let's talk about cooking later. We should go to the palace to meet the President of Indonesia.

Denias and Sri: Let's go. We can talk about cooking later.

(Adopted from: *Developing English Competencies I: for Senior High School (SMA/MA) Grade X*. Ahmad Doddy, Ahmad Sugeng, Effendi: 2008)

- f. The teacher asks the students to complete the incomplete dialogue. (Task 2)

<p>Task 2</p> <p>Work in pairs and complete the dialogue.</p> <p><i>Budi introduces himself to Rendi on the way home from the school.</i></p> <p>Budi : 1 Haven't we met before? Rendi : I don't think so. Budi : Anyway, 2..... Budi. Rendi : 3..... Rendi. Budi : Do you somehow stay around here? Rendi : Yeah. I stay in the Uptown Apartment on fifth Avenue. Budi : That's great. I also stay there on eleventh floor. Rendi : Mine's on tenth floor. Sorry, I have to get going.4 Rendi : See you then. Goodbye. Budi : 5.</p> <p style="text-align: right;">(Adopted from: <i>Developing English Competencies 1: for Senior High School (SMA/MA) Grade X</i>. Ahmad Doddy,, Ahmad Sugeng, Effendi: 2008)</p>
--

- g. Teacher gives video of meeting a new friend and asks students to watch and to give attention to the video.

➤ **JCOT**

The teacher asks the students in group of three to practice a dialogue of greeting, introducing and parting. (Task 3)

<p>Task 3</p> <p>Look to the handout for task 1, and then practice a dialogue with your partner.</p>

➤ **ICOT**

- a. The teacher explains the procedures of simulation for “meeting a new friend”.
- b. The teacher asks the students in pairs or in group to simulate guided practice of simulation based on the situation card given by the teacher. (Task 4)

<p>Task 4</p> <p><u>Practice this situation with your partners.</u></p> <p>It is your first day entering the school.</p>

- You introduce yourself to your friend. (who is sitting next to you.)
- After that you introduce her/him to your other friends. (who is sitting behind/in front of you.)

MEETING 2

➤ MOT

- a. The teacher repeats the explanation about the previous material, then together with the students discuss about language function of :
 - greeting,
 - introducing,
 - parting.
- b. The teacher explains the students about simulation procedures of “meeting a new friend.”

➤ ICOT

- a. The students in group of three are doing simulation of “meeting a new friend” in front of the class. (Task 1)

Task 1

In a group of three, have a “meeting a new friend” simulation based on the situation card given from your teacher. Pay attention two as a speaker and his or her friend and one as a new friend.

“MEETING A NEW FRIEND SITUATION CARDS”

This evening is Tari’s birthday party. Heru comes to that party. Tari introduces Gita, her friend, to Heru.

A= Tari (Tari tells about her party)

B= Heru (Heru asks about Gita’s identity etc.)

C=Gita (Gita answers Heru’s Questions)

Today is Tio’s first day entering Senior High School. In the canteen, Tio introduces himself to his new friend, Henia. After that, Henia introduces her friend, Manda, to Tio.

A= Tio (Tio tells about the new school, etc.)

B= Henia (Henia tells about the school/her identity)

C= Manda (Manda tells about her identity and also the canteen)

Maria is a book seller. She introduces herself to Anton. After that Anton introduces Maria to his friend, Agung.

A= Maria (She tells about her book that she sells)

B= Anton (Anton is answering Maria's question about book)

C= Agung (He tells about his identity to Maria)

This evening is Tari's birthday party. Heru comes to that party. Tari introduces Gita, her friend, to Heru.

A= Tari (Tari tells about her party)

B= Heru (Heru asks about Gita's identity etc)

C=Gita (Gita answers Heru's Questions)

In the street Brenda meets her friend, Mita. Mita walks with her friend, Nana. Nana introduces herself to Brenda.

A= Brenda (She tells Mita about her last activities)

B= Mita (Mita tells about her family)

C= Nana (Nana tells about her identity to Brenda)

In the book shop, Yani meets her friend, Dani. Dani walks with Vivi, his friend. Dani introduces Vivi to Yani.

A=Yani (She talks about book)

B=Dani (He talks about book)

C=Vivi (She tells about her identity)

In the airport, Dian meets her friend, Fania. Fania walks with her friend, Uno. Fania introduces Uno to Dian.

A=Dian (She talks about where she is going)

B=Fania (She tells about the airport)

C=Uno (He tells about his identity)

In the elementary school reunion, Aris meets his old friend, Regina. Regina comes there with her friend, Jojo. Regina introduces Jojo to Aris.

A=Aris (Aris tells about the event (reunion))

B=Regina (Regina tells about her elementary school best experience)

C=Jojo (He tells about his identity)

In the restaurant, Dewi meets her old friend, Deni. Deni comes there with his friend, Koko. Deni introduces Koko to Dewi.

A=Dewi (Dewi talks about the menu)

B=Deni (Deni talks about his current life)

C=Koko (He tells about his identity)

Today is firework party in the town. Tina comes there and meets her friend, Henia. Tina also meets a new friend from Jakarta, Radith. Then Tina introduces Radith to Henia.

A=Tina (She talks about the firework party)
 B=Henia (She tells about the firework party)
 C=Radith (He tells about his identity and his city)

Salsa comes to computer exhibition in JEC. In JEC, she meets Tria. Then Tria and Salsa meet a new friend, Heni, from Papua. Salsa introduces herself to Heni, and she introduces Tria to Heni.
 A=Salsa (She talks about the exhibition)
 B= Tria (She tells about Jogja)
 C=Heni(She tells about her identity and her city)

In the street Nila meets her friend, Sisi. Sisi walks with her friend from Palembang, Yogi. Yogi introduces himself to Nila.
 A=Nila (She tells about her school)
 B=Sisi (She talks about her family)
 C=Yogi (He tells about his identity and his city)

b. The teacher assesses students' performance.

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

LESSON PLAN

School	: SMAN 1 PRAMBANAN
Grade/ Semester	: X /1
Subject	: English
Text type	: Language Function
Skill	: Speaking
Time allocation	: 2 X 35 minutes

A. Standard Competence :

3. Students are able to express meaning in transactional and interpersonal conversation in daily life.

B. Basic Competence :

3.1 Students are able to express meaning in transactional (to get things done) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: accepting and declining invitation.

C. Indicators:

1. Students are able to identify the expressions of accepting and declining invitation.
2. Students are able to give responses by using the expressions of accepting and declining invitation.
3. Students are able to complete the incomplete dialogue by using the expressions of accepting and declining invitation.
4. Students are able to simulate “making a phone call” by using the expressions of accepting and declining invitation.

D. Learning Objective:

At the end of the lesson, students are able to use or to express the expressions of accepting and declining invitation accurately, fluently and appropriately.

E. Learning Materials:

- a. Transactional dialogue

Dani	: Have you got anything to do night, Deby?
Deby	: I don't think so. Why?
Dani	: My friend is going to celebrate his birthday party tonight. He invited me. I don't want to go alone. I don't know with whom I should go there. Would you like to accompany me, Deby?
Deby	: I'd (would) love to, but what time, Dani?
Dani	: What about at seven o'clock? I'll pick you up.
Deby	: Ok that's fine.
Dani	: Thanks, Deby you're very kind.

b. Vocabularies related to the materials.

- Celebrate
- Accompany
- Kind

c. Functional expressions.

Expression of accepting and declining invitation.

Giving Invitations (Inviting Someone)

- **Please try to come.**
- **We hope you'll join us.**
- **Are you free this evening?**
- **Let's go to the Jazz Festival!**
- **Can you come over on Saturday night.**
- **Would you like to come to my restaurant?**
- **I would like to invite you to come to my house.**
- **If you are not busy, please try to come to my office.**
- **How would you like to go camping with us next month?**
- **If you don't have any other plans, would you come to the café?**

Accepting an Invitation.

- I like that.
- With pleasure.
- I would love to....
- That sounds great.
- That sounds like fun.
- I would be glad to....
- It sounds interesting.
- Yes, certainly I will come.
- That would be wonderful.
- Thank you for the invitation.
- I would, thank you very much.
- It's very nice of you to invite me.

Declining/ Refusing an Invitation.

- Sorry, I am really busy.
- I would love to, but I can't.
- I would love to but I don't think I can.
- I'm really sorry because I can't come.
- I would love to, but I will not be able to...
- I would like to very much but I am afraid I can't.
- I am afraid I can't, I've already got an appointment.
- Thanks but I am afraid I can't. I have an exam to study for.

Expression used in making a phone call or telephoning someone

The Expressions to Start a Conversation on Phone	The Expressions to End a Conversation on Phone
<ul style="list-style-type: none"> • Hello. This is.... • Hello. ... speaking. • Can I speak to....? • May I speak to.... 	<ul style="list-style-type: none"> • See you then. Bye. • I'll call you later. • All right. See you

d. Media : video recording, situation cards, pictures and LCD.

F. Learning method: Genre Based Approach (BKOF-MOT-JCOT-ICOT)

G. Teaching and learning activities.

Meeting 1

Opening Activities

- a. The teacher greets the students.
- b. The teacher asks about students' condition.
- c. The teacher checks the attendance lists.
- d. The teacher begins the lesson.

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. Do you ever have a party or any other occasions?
 2. What do you say if you want to invite someone?
 3. What is the response if someone invites you to come to her party?
- b. The teacher explains language function of inviting someone.

Main Activity

➤ **MOT**

- a. The teacher gives a video of conversation about inviting someone and asks students to watch and to give attention to the video.
- b. The teacher gives students an example of dialogue about:
 - inviting someone,
 - accepting invitation,
 - declining invitation.
- c. The students have to give attention to the teacher's explanation.
- d. The students together with the teacher are pronouncing the expressions of greeting, introducing and parting.
- e. The teacher asks the students to identify the expression of inviting someone in the dialogue given by the teacher. (Task 1)
- f. The teacher gives other dialogue and asks the students to complete the incomplete dialogue. (Task 2)
- g. The teacher gives the example of the conversation video about phoning someone and asks students to watch and to give attention to the video.

➤ **JCOT**

The teacher asks the students in pairs to practice a dialogue of accepting and declining invitation for task 1. (Task 3)

➤ **ICOT**

- a. The teacher explains the procedures of simulation for “making a phone call” simulation.
- b. The teacher asks the students in pairs or in group to simulate guided practice of simulation based on the situation card given by the teacher. (Task 4)

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

Meeting 2

➤ **BKOF**

Opening Activities

- a. The teacher greets the students.
- b. The teacher asks about students' condition and checks the attendance lists.
- c. The teacher begins the lesson and asks about previous lesson.

Main Activity

➤ **MOT**

- a. The teacher repeats the explanation about the previous material, then together with the students discuss about language function of :
 - inviting someone,
 - accepting invitation,
 - declining invitation.
- b. The teacher explains the students about simulation procedures of “making a phone call”.

➤ **JCOT**

The student in pairs are doing “simulation” as a caller and call receiver based on the situation card given by the teacher by teacher guidance. (Task 1)

➤ **ICOT**

- a. The students in pairs are doing simulation of “making a phone call” in front of the class. (Task 2)
- b. The teacher assesses students' performance.

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

H. Sources

- Video recording
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

- Priyana, Joko, Virga Renitasari, Arnys Rahayu wijayanti. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Doddy, Ahmad, Ahmad Sugeng, Effendi. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. Assessment

- Technique : Oral Test
- Form : Performance
- Rubric (See the appendixes)

Observation Checklist on Students' Speaking Progress					
NO	NAME	FLUENCY	PRONUNCIATION	VOCABULARY	ACCURACY
1					
2					

✓ :The student performs the indicator.
 - :The student has not perform the indicator.

Yogyakarta, August ,2012

Researcher



Khanifah Nur Hasanah

NIM 08202244001

CLASSROOM ACTIVITIES AND TASKS
(INVITING SOMEONE)

MEETING 1

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. Do you ever have a party or any other occasion?
 2. What do you say if you want to invite someone?
 3. What is the response if someone invite you to come to her party?
- b. The teacher explains language function of inviting someone.

➤ **MOT**

- a. The teacher gives a video of conversation of inviting someone and asks the students to watch and to give attention to the video.
- b. The teacher explains the language functions and gives students a dialogue example of greeting and introducing.

Giving Invitations (Inviting someone).

- **Please try to come.**
- **We hope you'll join us.**
- **Are you free this evening?**
- **Let's go to the Jazz Festival!**
- **Can you come over on Saturday night.**
- **Would you like to come to my restaurant?**
- **I would like to invite you to come to my house.**
- **If you are not busy, please try to come to my office.**
- **How would you like to go camping with us next month?**
- **If you don't have any other plans, would you come to the café?**

Accepting an Invitation.

- I like that.
- With pleasure.
- I would love to....
- That sounds great.
- That sounds like fun.
- I would be glad to....
- It sounds interesting.
- Yes, certainly I will come.
- That would be wonderful.

- Thank you for the invitation.
- I would, thank you very much.
- It's very nice of you to invite me.

Declining/ Refusing an Invitation.

- Sorry, I am really busy.
- I would love to, but I can't.
- I would love to but I don't think I can.
- I'm really sorry because I can't come.
- I would love to, but I will not be able to....
- I would like to very much but I am afraid I can't.
- I am afraid I can't, I've already got an appointment.
- Thanks but I am afraid I can't. I have an exam to study for.

- c. The students give attention to the teacher's explanation.
- d. The students together with the teacher are pronouncing the expressions of inviting someone.
- e. The teacher asks the students to identify the expression of greeting, introducing and parting in the dialogue.(Task 1)

Task1

Study the dialogue below and identify the expression of inviting someone and the response.

Dan : Have you got anything to do night, Deby?

Deby: I don't think so. Why?

Dani: My friend is going to celebrate his birthday party tonight. He invited me. I don't want to go alone. I don't know with whom I should go there. Would you like to accompany me, Deby?

Deby: I'd (would) love to, but what time, Dani?

Dani: What about at seven o'clock? I'll pick you up.

Deby: Ok that's fine.

Dani : Thanks, Deby you're very kind

(Adopted from:

<http://emikalubbya.wordpress.com/2011/10/30/expressing-invitation/>

- f. The teacher asks students to complete the incomplete dialogue. (Task 2)

Task 2

Complete the following dialogues by using expressions of accepting/declining an offer/ invitation. Look at the example.

- | | |
|------------|--|
| 1. Arnys | : Would you have a glass of Es Palubutung? |
| Marcell | : (accept) That would be very nice. |
| 2. Adib | : Shall we have lunch at Padang Resto? |
| Anita | : (decline)... |
| 3. Anita | : Let's go to JEC to join a competition! |
| Virga | : (decline)... |
| 4. Andi | : Would you like to have dinner with me tonight? |
| Retno | : (accept)... |
| 5. Ayu | : Can you come to my house on Saturday night? |
| Ruben | : (accept)... |
| 6. Marcell | : Would you like to join me for a coffee? |
| Andi | : (decline)... |

(Adopted from : *Interlanguage: English for Senior High School Students X*:
Jaka Priyana : 2008)

- g. The teacher gives a video of making a phone call and asks students to watch and to give attention to the video.

➤ **JCOT**

The teacher asks students in pairs to practice a dialogue of accepting and declining invitation. (Task 3)

Task 3

Look to the handout for task 1, and then practice a dialogue with your partner.

➤ **ICOT**

- a. The teacher explains the procedures of simulation for “making a phone call”.
- b. The teacher asks the students in pairs to simulate an activity based on the situation card given by the teacher. (Task 4)

Task 4

Find a partner, and then simulate an activity of “making a phone call” telling about your Junior High School graduation party. Pay attention one as a caller and one as a call receiver.

MEETING 2

➤ **MOT**

- a. The teacher repeats the explanation about the previous material, then together with the students discuss language function of :

- inviting someone,
 - accepting invitation,
 - declining invitation.
- b. The teacher explains the students about simulation procedures of “making a phone call.”

➤ **JCOT**

The teacher asks the students in pairs for doing simulation of “making a phone call”. The students perform as a caller and the other as a call receiver by teacher guidance. (Task 1)

Task 1

Make a phone call with your partner talking about your birthday invitation.

➤ **ICOT**

The students in pairs are doing simulation of “making a phone call”. The students perform as a caller and the other as a call receiver in front of the class. (Task 2)

Task 2

Work with your partner and then simulate “making a phone call” based on the situation card given from your teacher. Pay attention one as a caller (A) and one as a call receiver (B).

“MAKING A PHONE CALL SITUATION CARDS”

<p>A You are Nina who is going to call Brenda to invite her to have lunch together after school and you will meet her at Jogja-Solo Street.</p>
<p>B You are Brenda. You decline the invitation and you offer polite reason for rejecting the invitation. <u>Consider!</u> You ask to Nina where you should meet, the place and the time.</p>

<p>A You are Jono, you call Ari to invite him to do homework at Harisa’s house after school. You will wait for Ari in front of teacher office.</p>
<p>B You are Ari. You accept the invitation</p>

Consider!

You ask to Jono where you should meet, the place and the time.

A

You are Zafi, you call Mita to invite her to attend his birthday party on Saturday night, and you say that she has to wear pink dress.

B

You are Mita. You accept the invitation.

Consider!

You ask to Zafi where you should meet, the place and the time.

A

You are Fikri, you call Bobi to invite him to watch the Dark Night movie at XXI tomorrow afternoon. You will wait for Bobi in front of XXI.

B

You are Bobi. You decline it at first, and then you accept the invitation.

Consider!

You ask to Fikri where you should meet, the place and the time.

A

You are Tantra. You call Susi to invite her to watch dance competition in Serbaguna hall on Monday evening. You say that you will meet her in front of Galuh Hotel.

B

You are Susi. You accept the invitation.

Consider!

You ask to Tantra where you should meet, the place and the time.

A

You are Talita. You call Magda to invite her to watch Sm*sh concert in GOR UNY tomorrow evening. You say that you will wait for her in front of Mirota Kampus.

B

You are Magda. You decline it at first, and then you accept the invitation.

Consider!

You ask to Talita where you should meet, the place and the time.

A

You are Galih. You call Wawan to invite him to go to library after school. You want to borrow English book. You will wait for him in front of your class.

B

You are Wawan. You decline the invitation and offer polite reasons for rejecting the invitation.

Consider!

You ask to Galih where you should meet, the place and the time.

<p>A</p> <p>You are Dinda. You call Zia to invite her to go for shopping at Matahari Mall tomorrow morning. You say that you will meet her in the park near her house.</p>
<p>B</p> <p>You are Zia. You accept the invitation.</p> <p><u>Consider!</u></p> <p>You ask to Dinda where you should meet, the place and the time.</p>

<p>A</p> <p>You are Antoni. You call Marco to invite him for watching Football competition tomorrow evening at Maguwoharjo. You will meet Marco in Kalasan street.</p>
<p>B</p> <p>You are Marco. You accept the invitation.</p> <p><u>Consider!</u></p> <p>You ask to Antoni where you should meet, the place and the time.</p>

<p>A</p> <p>You are Bayu. You call Ciko to invite him to go to school canteen in break time. You wait for him in front of your class.</p>
<p>B</p> <p>You are Ciko. You decline the invitation and offer polite reasons for rejecting the invitation.</p> <p><u>Consider!</u></p> <p>You ask to Bayu where you should meet, the place and the time.</p>

<p>A</p> <p>You are Miftah. You call Zalza to invite her to go to Taman Budaya after school. You will meet her in front of Progo Mall.</p>
<p>B</p> <p>You are Zalza. You decline the invitation and you offer polite reasons for rejecting the invitation.</p> <p><u>Consider!</u></p> <p>You ask to Miftah where you should meet, the place and the time.</p>

<p>A</p> <p>You are Dodi. You call Heru to invite him to have breakfast at Soto Hollywood tomorrow morning. You will wait for him at Kaliurang Street.</p>
<p>B</p> <p>You are Heru. You decline the invitation and you offer polite reasons for rejecting the invitation.</p> <p><u>Consider!</u></p> <p>You ask to Dodi where you should meet, the place and the time.</p>

A You are Afika. You call Sandra to invite her to go to salon this evening after course, you will meet her at Geeva salon.
B You are Sandra. You accept the invitation. <u>Consider!</u> You ask to Afika where you should meet, the place and the time.

A You are Rudi. You call Tiko to invite him to attend your graduation party tomorrow morning in your house.
B You are Tiko. You decline it at first, and then you accept the invitation. <u>Consider!</u> You ask to Rudi where you should meet, the place and the time.

A You are Nanda. You call Sisi to invite her to go to the beach in the Sunday morning, and you will wait for Sisi at Nusantara Street.
B You are Magda. You accept the invitation. <u>Consider!</u> You ask to Nanda where you should meet, the place and the time.

A You are Yogi. You call Catur to invite him having lunch at Bakso Jepang after school. You will wait for him in the school park.
B You are Catur. You accept the invitation. <u>Consider!</u> You ask to Yogi where you should meet, the place and the time.

- b. The teacher assesses students' performance

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

LESSON PLAN

School	: SMAN 1 PRAMBANAN
Grade/ Semester	: X /1
Subject	: English
Text type	: Language Function
Skill	: Speaking
Time allocation	: 4 X 45 minutes

A. Standard Competence :

3. Students are able to express meaning in transactional and interpersonal conversation in daily life.

B. Basic Competence :

3.2 Students are able to express meaning in transactional (*to get things done*) and interpersonal conversation in formal and informal way using a variety of spoken language in accurate, fluent and appropriate ways in daily life and involving speech acts: showing happiness and showing sympathy.

C. Indicators:

1. Students are able to identify the expressions of showing happiness and showing sympathy.
2. Students are able to give responses by using the expressions of showing happiness and showing sympathy.
3. Students are able to complete the incomplete dialogue by using the expressions of showing happiness and showing sympathy.
4. Students are able to simulate “news reading and interviewing someone” by using the expressions of showing happiness and showing sympathy.

D. Learning Objective:

At the end of the lesson, Students are able to use or to express the expressions of showing happiness and showing sympathy inaccurately, fluently and appropriately.

E. Learning Materials:

a. Transactional dialogue.**Showing happiness**

Mahya : What do you accept from your birthday, Rumaisha?
 Rumaisha : **Fantastic**, I got a new bag from my father. It is very beautiful.
 Mahya : Oh, **I am happy to hear it.**
 Rumaisha : Thank you Mahya.
 Mahya : You are welcome.

Hilal : Hi, Najmi! Long time no see. How are you?
 Najmi : Oh, hi Hilal..... It's **great**, thanks. How about you?
 Hilal : Well, I'm fine. I was promoted as the best student in my school.
 Najmi : Wow, **that's really great. I'm glad to hear that.**
 Hilal: Thank you. How about you? I've heard you are studying at SMA 3 Yogyakarta now.
 Najmi : Yes, you're right. That's what I want since I was elementary school.

Showing sympathy

Fryska : Hy, Valent what are you doing here?
 Valent : Hy. Fryska. I lost my money. Did you see it around here?
 Fryska : **I was upset to hear that.** I didn't see anything around here. How much is it?
 Valent : Twenty thousand rupiah.
 Fryska : Well, let me help you to find it.
 Valent : Thanks, Frys.

Basri : Hi, Ivan. You don't look very happy. Is everything alright?
 Ali : Well, this week has been so terrible for me.
 Basri : Really? **I'm sorry to hear that.** What actually happened?
 Ali : My grandmother passed away on Tuesday.
 Basri : Was she ill or something before she died?
 Ali : No, no. She was badly hurt because of a car accident.
 Basri : Oh really? What happened?
 Ali : She was driving a car and suddenly a speedy truck bumped into her car in front. So her death was really a shock for me and my family. I can't still believe that she's gone.
 Basri : Of course. It's always hard to lose someone you love. However, I'm pretty sure next week will be better for you.
 Ali : Thanks. I hope so.

Adopted from: Doddy, Ahmad, Ahmad Sugeng, Effendi. 2008.
 Developing English Competencies 1: for Senior High School (SMA/MA)
 Grade X. Jakarta: PusatPerbukuanDepartemenPendidikanNasional.

b. Vocabularies related to the materials.

Glad
Upset
Lost
Terrible
Hurt
Shock

c. Functional expressions.

Expressions of showing happiness.

Expressions	Responses
I'm happy..... That's great! Terrific! Fantastic! Hooray! That sounds nice. I love/like it. I am so glad/happy to hear that. I'm (very) pleased / (really) delighted (about)....	I'd love to.... You are right. I think so. I do, too.

Expressions of showing sympathy

Expressions	Responses
I'm sorry to hear that. I'm awfully sorry about... Oh, how awful! You must be very upset. How pity you are! /That's a pity. How terrible / awful for you. I know what you feel. I'd like to express my deepest condolences.	Thank you. That's very kind of you. That's life. It's God's will I suppose. There's nothing that can be done about it.

Expressions used in news reading and interviewing someone.

News Reading

Expressions	Meaning
<ul style="list-style-type: none"> • "Good Morning, this is (NAME) bringing you the first news from the" • Good morning. Here is today's news. It has been announced 	<ul style="list-style-type: none"> • The opening

<p>that.....</p> <ul style="list-style-type: none"> •has story for us • We will back this evening at 8pm, until then have a great day. 	<ul style="list-style-type: none"> • Allowing the reporter to report the news. • The closing
---	--

The Example of News Reading Script

<p>Good morning. Here is today's news. It has been announced that Queen Elizabeth II was yesterday spotted at Noble's Nissan Dealership. Her Majesty was agreeing a deal for the dealership to buy the entire fleet royal of cars, having decided that she will in future travel only by public transport. Senandung Nacita has story for us. We're back this evening at 8pm, until then have a great day.</p>
--

Interviewing Someone

Expressions	Meaning
<ul style="list-style-type: none"> • Good morning, Mr/Mrs..... I hope I'm not disturbing you with this interview. • If you don't mind, I'd like to record interview on tape... • As you very well know that you.... • How do you feel about ... • I have gotten more than I expected from this interview Mr/mrs.....and I thank you for it. 	<ul style="list-style-type: none"> • To start an interview in a friendly manner. • To ask permission to use a tape recorder. • To give the interviewee information on the topic to be discussed. • To get an opinion or perception. • To end the interview and to show appreciation for the interviewees time and cooperation.

d. Media: Pictures, Situation cards, LCD.

F. Learning method: Genre Based Approach (BKOF-MOT-JCOT-ICOT)

G. Teaching and learning activities.

Meeting 1

Opening Activities.

- The teacher greets the students.
- The teacher asks about students' condition.
- The teacher checks the attendance lists.

d. The teacher begins the lesson.

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. What do you feel when you are falling in love?
 2. What do you feel when someone breaks your heart?
 3. What do you usually say when you are pleased or happy?
 4. What do you usually say when someone tells about her/his sadness?
- b. The teacher explains language function of showing happiness and showing sympathy.

Main Activity

➤ **MOT**

- a. The teacher gives a video of conversation about showing happiness and showing sympathy and asks students to watch and to give attention to the video.
- b. The teacher gives the students an example of dialogue about showing happiness and showing sympathy.
- c. The students have to give attention to the teacher's explanation.
- d. The students together with the teacher are pronouncing the expressions of showing happiness and showing sympathy.
- e. The teacher asks the students to identify the expression of showing happiness and showing sympathy in the dialogue given by the teacher. (Task 1)
- f. The teacher gives other dialogues and asks students to respond the statement. (Task 2)
- g. The teacher gives the example of the conversation video about news reading and interviewing someone and asks students to watch and to give attention to the video.

➤ **JCOT**

The teacher asks students to listen to a dialogue and to complete the incomplete dialogue. (Task 3)

➤ **ICOT**

- a. The teacher asks the students to practice the dialogue for task 3.
- b. The teacher asks the students to complete the dialogue with the appropriate expressions of showing happiness or sympathy.(Task 4)

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

MEETING 2

➤ **BKOF**

Opening Activities

- a. The teacher greets the students.
- b. The teacher asks about students' condition and checks the attendance lists.
- c. The teacher begins the lesson and asks about previous lesson.

Main Activity

➤ **MOT**

- a. The teacher repeats the explanation about the previous material, then together with the students discuss about expressions and a dialogue example of showing happiness and showing sympathy.
- b. The teacher explains the students about simulation procedures of “news reading and interviewing someone”.

➤ **JCOT**

- a. The teacher gives students picture situation and asks the students to simulate as a news reader. (Task 1)
- b. The teacher gives students a situation card and asks the students to simulate as an interviewer and an interviewee. (Task 2)

➤ **ICOT**

- a. The students in group of four are doing simulation of “news reading and interviewing someone” in front of the class. (Task 3)
- b. The teacher assesses students' performance.

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

H. Sources

- Recordings.
- Pictures.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Priyana, Joko, Virga Renitasari, Arnys Rahayuwijayanti. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Doddy, Ahmad, Ahmad Sugeng, Effendi. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- -, 2012 Retrieved on 5th of June 2012 at 6:09:13 AM from:
<http://www.scribd.com/doc/36332952/Appropriate-Expressions-in-Meetings-and-Interviews>.

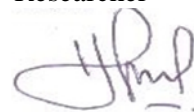
I. Assessment

- Technique : Oral Test.
- Form : Performance.
- Rubric (See the appendixes)

Observation Checklist on Students' Speaking Progress					
NO	NAME	FLUENCY	PRONUNCIATION	VOCABULARY	ACCURACY
1					
2					

✓ :The student performs the indicator.
- :The student has not perform the indicator.

Yogyakarta, August ,2012
Researcher



Khanifah Nur Hasanah

NIM 08202244001

CLASSROOM ACTIVITIES AND TASKS
(SHOWING HAPPINESS AND SHOWING SYMPATHY)

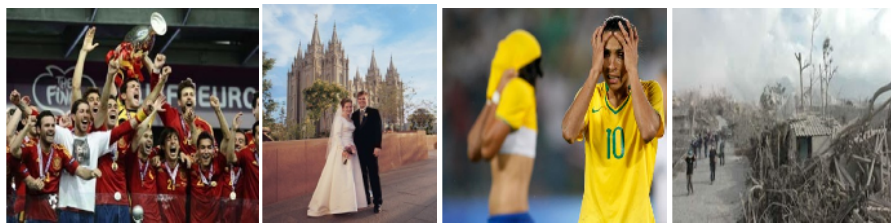
MEETING 1

➤ **BKOF**

- a. The teacher begins the lesson by eliciting students' responses by asking some questions related to the language function that they will learn such as:
 1. What do you feel when you are falling in love?
 2. What do you feel when someone breaks your heart?
 3. What do you usually say when you are pleased or happy?
 4. What do you usually say when someone tells about her/his sadness?
- b. The teacher explains language function of showing happiness and showing sympathy.

➤ **MOT**

- a. The teacher gives some pictures that related to the expressions of showing happiness and showing sympathy and asks students to describe or to tell about the pictures.



- b. The teacher explains the language functions and gives students a dialogue example of showing happiness and showing sympathy.

The expressions of showing happiness.

Expressions	Responses
I'm happy..... That's great! Terrific! Fantastic! Hooray! That sounds nice. I love/like it. I am so glad/happy to hear that. I'm (very) pleased / (really) delighted (about)....	I'd love to.... You are right. I think so. I do, too.

A dialogue of showing happiness.

Mahya	: What do you accept from your birthday, Rumaisha?
Rumaisha	: Fantastic, I got a new bag from my father. It is very beautiful.
Mahya	: Oh, I 'm happy to hear it.
Rumaisha	: Thank you Mahya.
Mahya	: You are welcome.

The expressions of showing sympathy.

Expressions	Responses
I'm sorry to hear that. I'm awfully sorry about... Oh, how awful! You must be very upset. How pity you are! /That's a pity. How terrible / awful for you. I know what you feel. I'd like to express my deepest condolences.	Thank you. That's very kind of you That's life. It's God's will I suppose. There's nothing that can be done about it.

The dialogue of showing sympathy.

Fryska	: Hy, Valent what are you doing here?
Valent	: Hy.Fryska. I lost my money. Did you see it around here
Fryska	: I was upset to hear that. I didn't see anything around here. How much is it?
Valent	: Twenty thousand rupiah.
Fryska	: Well, let me help you to find it.
Valent	: Thanks, Frys.

- c. The students have to give attention to the teacher's explanation.
- d. The students together with the teacher are pronouncing the expressions of showing happiness and showing sympathy.
- e. The teacher asks some students to identify the expression of showing happiness and showing sympathy in the dialogue. (Task 1)

Task1

Study the dialogue below and identify the expression of showing happiness and the response.

Retno gets good news about her job application. She is very happy.

Retno : Dad, where is mom?

Father : She is back there.

Retno : Mommy, Mommy....

Mother : I'm right here. What's up?
 Retno : Mom, you know, I sent a job application to a big international company near the downtown a couple of days ago and just now I got a phone call from the company that I get accepted. I am going to work. It's lovely.
 Mother : Yes, that's wonderful. Come on. Go tell your daddy.
 Retno : Yes, I will. I'm so happy right now.

(Adopted from : *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X* Ahmad Doddy, Ahmad Sugeng, Effendi: 2008)

➤ JCOT

a. The teacher asks the students to respond to the statements. (Task 2)

Task 2
 In pairs, respond to the following statements. Look at the example.

1) I burnt my hand when I was cooking for Christmas party. I'm sorry to hear that.

2) My uncle told us that Grandpa passed away last night.

3) It took us almost twelve hours to get there. Normally it's only six hours.

4) I met our Biology teacher at my aunt's wedding party.

5) My niece broke my glasses last holiday.

(Adopted from : *Interlanguage: English for Senior High School Students*
X.Joko Priyana, Virga Renitasari, Arnys Rahayu wijayanti: 2008)

- b. The teacher asks the students to listen to the dialog and to complete the incomplete dialogue. (Task 3)

Task 3

Listen carefully to the dialogue between Denias and Retno. Complete the missing expressions.

Denias : Hi, Retno.
Retno : 1) _____.
Denias : You were absent for two days. Where were you?
Retno : My family and I went to my uncle's wedding party.
Denias : 2) _____. Where was it?
Retno : It was in Surabaya. It took us five hours to get there by bus.
Denias : How was the party?
Retno : It was great, but there was something bad that happened.
Denias : 3) _____? What was that?
Retno : The bride fainted after the party was over.
Denias : Oh, 4) _____. Was she sick?
Retno : Actually, she was not. She was just too tired. Fortunately, she soon recovered.
Denias : That's good. Anyway, the bell is ringing. Let's go back to the class.
Retno : Okay.

➤ **ICOT**

- The teacher asks the students to complete the dialogue with the appropriate expressions of showing happiness or sympathy. (Task 4)

Task 4

Complete the following dialogue with appropriate expressions of showing happiness or sympathy.

1. Mario : My father is promoted to be a Manager.
Me :
2. Fitri : My money was lost in the class.
Me :
3. Huria : You are invited to come to my birthday party tomorrow.
Me :
4. Gigih : I cut myself when I was cooking.
Me :
5. Satria : My brother has been hospitalized.
Me :
6. Lia : I got the first rank in writing competition.

	Me	:
7.	Risa	: Our team won the match.
	Me	:
8.	Marisa	: I couldn't pass the exam.
	Me	:
9.	Delia	: My cat was hit by a car.
	Me	:
10.	Dina	: My motorcycle is new.
	Me	:

MEETING 2

➤ MOT

- a. The teacher repeats the explanation about the previous material, then together with the students discuss about expressions and the dialogue example of showing happiness and showing sympathy.
- b. The teacher explains about the expressions used in news reading and interviewing.

News Reading

Expressions	Meaning
<ul style="list-style-type: none"> • “Good Morning, this is (NAME) bringing you the first news from the” • Good morning. Here is today's news. It has been announced that..... • ...has story for us • We will back this evening at 8pm, until then have a great day. 	<ul style="list-style-type: none"> • The opening. • Allowing the reporter to report the news. • The closing.

The Example of News Reading Script

Good morning. Here is today's news. It has been announced that Queen Elizabeth II was yesterday spotted at Noble's Nissan Dealership. Her Majesty was agreeing a deal for the dealership to buy the entire fleet royal of cars, having decided that she will in future travel only by public transport. Senandung Nacita has story for us.

We're back this evening at 8pm, until then have a great day.

Interviewing Someone.

Expressions	Meaning
<ul style="list-style-type: none"> • Good morning, Mr/Mrs..... I hope I'm not disturbing you with this interview. • If you don't mind, I'd like to record interview on tape... • As you very well know that you.... • How do you feel about ... • I have gotten more than I expected from this interview Mr/mrs.....and I thank you for it. 	<ul style="list-style-type: none"> • To start an interview in a friendly manner • To ask permission to use a tape recorder. • To give the interviewee information on the topic to be discussed. • To get an opinion or perception. • To end the interview and to show appreciation for the interviewees time and cooperation.

- c. The teacher explains the students about simulation procedures of “news reading and interviewing someone”.

➤ **JCOT**

- a. The teacher gives students picture situation and asks them to simulate as a news reader. (Task 1)

Task 1



Individually, please simulate as a news reader based on the picture situation given by the teacher.



**THE WINNER OF EURO
FOOTBALL COMPETITION**



**KATE AND WILLIAM
WEDDING**

	 <p style="text-align: center;">MERAPI MOUNTAIN ERUPTION</p>	 <p style="text-align: center;">FLOOD IN JAKARTA</p>	
--	--	---	--

- b. The teacher gives the students a situation paper and asks them to simulate as an interviewer and an interviewee. (Task 2)

Task 2

In pairs, simulate as an interviewer and an interviewee based on the situation card given by your teacher.

A

You interview your friend who gets an excellent score in the last test.

- Her/ his feelings.
- How does she/he get an excellent score?
- Suggestions for others
- The next achievement.

B

You are an interviewee. Your score in the last test is excellent. You show your happiness and then you share your experience and also your next plan.

A

You interview your friend who wins a quiz (Who wants to be a millionaire).

- Her/ his feelings.
- How does she/he win a quiz?
- The next plan for the present.

B

You are an interviewee. You won a quiz and got 1 billion Rupiah. You show your happiness and then you share your experience and also your next plan for that money.

A

You interview a person who is one of survivors in tsunami Aceh. You show your sympathy for them.

- Her/ his feelings.
- The current condition (The survivors and the dead victims).
- The next plan for their families.

B

You are an interviewee. You are a victim of earthquake in Aceh. You show your feeling and then you share your experience and also your next plan for your family.

A

You interview a person who lost her cat. Her cat was died yesterday.

- Her feelings.
- The cause of the death cat.
- The next plan for her pet

B

You are an interviewee. Your cat is died yesterday. You show your feelings and then you share your memory about the cat and also your next plan for having a new cat.

➤ ICOT

The students in group of four are doing simulation of “news reading and interviewing someone”. They perform as a news reader and the student perform as an interviewer and two students as interviewees in front of the class.

Task 3

Make a group of four. Simulate the activity of news reading and interviewing. One performs as a news reader, one performs as an interviewer and two perform as interviewees. The role based on the situation card given from your teacher.

**“NEWS READING AND INTERVIEWING SOMEONE
SITUATIONS CARDS”**

Math Competition.

News Reader = You open and also close the news reading.

Interviewer = You do an interview with the winner and the loser.

Interviewee 1 = You are the 1st winner of Math Competition. You express how happy you are and tell what you are feeling.

Interviewee 2 = You are one of losers of Math Competition. You express how sad you are and tell what you are feeling.

English Debate.

News Reader = You open and also close the news reading.

Interviewer = You do an interview with the winner and the loser.

Interviewee 1 = You are the 1st winner of National English debate. You express how happy you are and tell what you are feeling.

Interviewee 2 = You are one of losers of National English debate. You express how sad you are and tell what you are feeling.

Yogyakarta Teen Futsal Competition.

News Reader = You open and also close the news reading.

Interviewer = You do an interview with the winner of Yogyakarta teen futsal competition and the loser.

Interviewee 1 = You are the winner of Yogyakarta teen futsal competition. You express how happy you are and tell what you are feeling.

Interviewee 2 = You are a loser team of Yogyakarta teen futsal competition. You express how sad you are and tell what you are feeling.

Winning free trip to Singapore.

News Reader = You open and also close the news reading.

Interviewer = You do an interview with your friend.

Interviewee 1 = You are winning a quiz then you get free trip to Singapore. You express how happy you are and tell what you are feeling.

Interviewee 2 = You are a loser in that quiz you only get free trip to Bali. You express how sad you are and tell what you are feeling.

Getting Scholarship to Holland

News Reader = You open and also close the news reading.

Interviewer = You do an interview with your friend.

Interviewee 1 = You are getting a scholarship to Holland. You express how happy you are and tell what you are feeling.

Interviewee 2 = You don't get the scholarship. You express how sad you are and tell what you are feeling.

Dance Competition

News Reader = You open and also close the news reading.

Interviewer = You do an interview with the winner and the loser.
 Interviewee 1 = You are the 1st winner of dance competition. You express how happy you are and tell what you are feeling.
 Interviewee 2 = You are one of losers of dance competition. You express how sad you are and tell what you are feeling.

Miss School
 News Reader = You open and also close the news reading.
 Interviewer = You do an interview with the winner and the loser.
 Interviewee 1 = You are the 1st winner of Miss School. You express how happy you are and tell what you are feeling.
 Interviewee 2 = You are one of losers of Miss School. You express how sad you are and tell what you are feeling.

Taekwondo Competition
 News Reader = You open and also close the news reading.
 Interviewer = You do an interview with the winner and the loser.
 Interviewee 1 = You are the 1st winner of taekwondo competition. You express how happy you are and tell what you are feeling.
 Interviewee 2 = You are one of losers of taekwondo competition. You express how sad you are and tell what you are feeling.

b. The teacher assesses students' performance

Closing activities

- a. Reflecting the activities that have been implemented.
- b. Summing up the learning material.
- c. Delivering the lesson plan for the next meeting and closing the class.

Appendix C

Instruments

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

Date : 31st July 2012

Meeting : 2

No	Observation Items	YES	NO
The Teaching and Learning Process			
A	Pre-Teaching		
	1. The teacher greets the students	✓	
	2. The students responds the greeting	✓	
	3. The teacher asks the students' condition	✓	
	4. The students tells their condition to the teacher	✓	
	5. The teacher checks students' attendances	✓	
	6. The teacher explains the goal of teaching and learning	✓	
B	Whilst-Teaching		
	1. The students are ready to learn materials	✓	
	2. The teacher introduces the materials	✓	
	3. The teacher gives example of language function.	✓	
	4. The teacher gives example of dialogue	✓	
	5. The students read the dialogue	✓	
	6. The students identify the expressions used in dialogue	✓	
	7. The teachers monitors during lesson	✓	
	8. The teacher checks students' understanding	✓	
	9. The teacher gives chances to the students for asking questions		
	10. The teacher speaks English	✓	
	11. The students speak English		✓
	12. The teacher uses media in presentation	✓	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	✓	
	2. The teacher previews on the next materials	✓	
	3. The teacher motivates the students to participate more in the next meeting	✓	
	4. The teacher says goodbye		
D	Class Situation		
	1. Students are showing enthusiasm	✓	
	2. Students are participating classroom activities	✓	

OBSERVATION CHECKLIST

Date : 3rd August 2012

Meeting : 3

No	Observation Items	YES	NO
	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The teacher greets the students	✓	
	2. The students responds the greeting	✓	
	3. The teacher asks the students' condition	✓	
	4. The students tells their condition to the teacher	✓	
	5. The teacher checks students' attendances	✓	
	6. The teacher explains the goal of teaching and learning	✓	
B	Whilst-Teaching		
	1. The students are ready to learn materials	✓	
	2. The teacher introduces the materials	✓	
	3. The teacher gives example of language function.	✓	
	4. The teacher gives example of dialogue	✓	
	5. The students read the dialogue	✓	
	6. The students identify the expressions used in dialogue	✓	
	7. The teachers monitors during lesson	✓	
	8. The teacher checks students' understanding	✓	
	9. The teacher gives chances to the students for asking questions	✓	
	10. The teacher speaks English	✓	
	11. The students speak English	✓	✓
	12. The teacher uses media in presentation	✓	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	✓	
	2. The teacher previews on the next materials	✓	
	3. The teacher motivates the students to participate more in the next meeting	✓	
	4. The teacher says goodbye	✓	
D	Class Situation		
	1. Students are showing enthusiasm	✓	
	2. Students are participating classroom activities	✓	

OBSERVATION CHECKLIST

Date : 28th August 2012

Meeting : 4

No	Observation Items	YES	NO
	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The teacher greets the students	✓	
	2. The students responds the greeting	✓	
	3. The teacher asks the students' condition	✓	
	4. The students tells their condition to the teacher	✓	
	5. The teacher checks students' attendances	✓	
	6. The teacher explains the goal of teaching and learning	✓	
B	Whilst-Teaching		
	1. The students are ready to learn materials	✓	
	2. The teacher introduces the materials	✓	
	3. The teacher gives example of language function.	✓	
	4. The teacher gives example of dialogue	✓	
	5. The students read the dialogue	✓	
	6. The students identify the expressions used in dialogue	✓	
	7. The teachers monitors during lesson	✓	
	8. The teacher checks students' understanding	✓	
	9. The teacher gives chances to the students for asking questions	✓	
	10. The teacher speaks English	✓	
	11. The students speak English	✓	
	12. The teacher uses media in presentation	✓	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	✓	
	2. The teacher previews on the next materials	✓	
	3. The teacher motivates the students to participate more in the next meeting	✓	
	4. The teacher says goodbye	✓	
D	Class Situation		
	1. Students are showing enthusiasm	✓	
	2. Students are participating classroom activities	✓	

OBSERVATION CHECKLIST

Date : 31st August 2012

Meeting : 5

No	Observation Items	YES	NO
	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The teacher greets the students	✓	
	2. The students responds the greeting	✓	
	3. The teacher asks the students' condition	✓	
	4. The students tells their condition to the teacher	✓	
	5. The teacher checks students' attendances	✓	
	6. The teacher explains the goal of teaching and learning	✓	
B	Whilst-Teaching		
	1. The students are ready to learn materials	✓	
	2. The teacher introduces the materials	✓	
	3. The teacher gives example of language function.	✓	
	4. The teacher gives example of dialogue	✓	
	5. The students read the dialogue	✓	
	6. The students identify the expressions used in dialogue	✓	
	7. The teachers monitors during lesson	✓	
	8. The teacher checks students' understanding	✓	
	9. The teacher gives chances to the students for asking questions	✓	
	10. The teacher speaks English	✓	
	11. The students speak English	✓	
	12. The teacher uses media in presentation	✓	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	✓	
	2. The teacher previews on the next materials	✓	
	3. The teacher motivates the students to participate more in the next meeting	✓	
	4. The teacher says goodbye	✓	
D	Class Situation		
	1. Students are showing enthusiasm	✓	
	2. Students are participating classroom activities	✓	

INTERVIEW GUIDELINES

A. Before Implementing the Actions

To the English Teacher

1. Seberapa pentingkah pembelajaran “speaking” itu?
2. Apakah murid-murid anda tertarik dengan pembelajaran “speaking”?
Alasan?
3. Aktivitas di “speaking” apakah yang anda rasa lebih menyenangkan daripada aktivitas yang lainnya?
4. Menurut anda, adakah hambatan atau kesulitan yang ditemui ketika anda mengajar bahasa Inggris?
5. Bagaimana solusi yang akan anda putuskan ketika anda mengalami hambatan tersebut?
6. Apakah anda tahu aktifitas speaking ”simulation”?
7. Apakah anda pernah menggunakan aktifitas ini sebelumnya?
8. Apakah harapan anda tentang pembelajaran “speaking” di kelas ini pada khususnya dan di sekolah ini pada umumnya?

To the Students

1. Menurut kamu, apakah tujuan kamu belajar “speaking”?
2. Seberapa pentingkah pembelajaran “speaking” itu?
3. Aktivitas di “speaking” apakah yang kamu rasa lebih menyenangkan daripada aktivitas yang lainnya?
4. Menurut kamu, adakah hambatan atau kesulitan yang kamu temui ketika kamu belajar bahasa Inggris khususnya “speaking”?
5. Apakah harapan kamu tentang pembelajaran “speaking” di kelas ini pada khususnya dan di sekolah ini pada umumnya?

B. After Implementing the ActionsTo the English teacher

1. Bagaimana pendapat anda terkait dengan aktifitas yang sudah saya lakukan pada saat pembelajaran dan praktek?
2. Selama pengamatan anda, apakah ada kendala atau hambatan yang ditemui pada saat pembelajaran dan praktek?
3. Menurut anda, apakah pembelajaran speaking dengan aktifitas ini bisa meningkatkan kemampuan murid-murid dalam pembelajaran “speaking”?
4. Apakah aktifitas ini efektif untuk diterapkan di kelas?
5. Apakah pembelajaran dengan menggunakan aktifitas “simulation” ini akan diteruskan?
6. Bagaimana saran untuk kegiatan selanjutnya?

To the Students

1. Menurut kamu bagaimana pendapat kamu tentang aktifitas “simulation” ini?
2. Apakah kamu tertarik dengan pembelajaran “speaking” dengan aktifitas “simulation”?
3. Menurut kamu, adakah hambatan atau kesulitan yang kamu temui ketika kamu melakukan aktifitas “simulation”?
4. Menurut kamu, apakah pembelajaran speaking dengan aktifitas ini bisa meningkatkan kemampuan “speaking” kamu?
5. Bagaimana saran untuk kegiatan selanjutnya?

PRE-TEST TASKS

In Group of Three, Practice a Dialogue Telling about these Situations:

1. You meet your old friend, Heni, in the street, she walks with her friend, Marissa. After small talk, Heni introduce Marissa to you. After that you invite them to come to your new house near that street. Heni and Marissa are feeling happy and like to join.
2. You meet your old friend, Heni, in the street, she walks with her friend, Marissa. After small talk, Heni introduce Marissa to you. After that you invite them to come to your new house near that street. Heni and Marissa decline the invitation.
3. You and your friend, Anita, are going to cinema for watching a horror film. In the street, you meet your other friend, Gita. You introduce Gita to Anita. You ask Gita to join, fortunately Gita likes a horror film.
4. You and your friend, Anita, are going to cinema for watching a horror film. In the street, you meet your other friend, Gita. You introduce Gita to Anita. You ask Gita to join, but unfortunately Gita doesn't like a horror film.
5. You and your friend, Mita, want to go to "Vredeberg" gate. You invite your friend, Tya to join. You introduce your Mita to Tya. Tya is feeling happy to go to "Vredeberg" gate.
6. You and your friend, Mita, want to go to "Vredeberg" gate. You invite your friend, Tya to join. You introduce your Mita to Tya. Tya doesn't like to go to "Vredeberg" gate.
7. You meet your old friend, Tono, in the street, he walks with her friend, Yudi. After small talk, Tono introduce Yudi to you. After that you invite them to go fishing with you. Tono and Yudi are feeling happy and like to join.
8. You meet your old friend, Tono, in the street, he walks with her friend, Yudi. After small talk, Tono introduce Yudi to you. After that you invite them to go fishing with you. Tono and Yudi don't like to join.

9. In the pastry shop you meet Henia and her friend, Kitaru. Henia introduces Kitaru to you. After that you invite them to come to your birthday party. They are willing and feeling happy to come.
10. In the pastry shop you meet Henia and her friend, Kitaru. Henia introduces Kitaru to you. After that you invite them to come to your birthday party. They decline the invitation to come to the party.
11. You and your friend, Dina, want to go to Ambarukmo Plaza for shopping. In the street you meet Cyntia. You introduce Dina to Cyntia and ask Cyntia to join you and Dina for shopping. Cyntia is happy and accepts the invitation.
12. You and your friend, Dina, want to go to Ambarukmo Plaza for shopping. In the street you meet Cyntia. You introduce Dina to Cyntia and ask Cyntia to join you and Dina for shopping. Cyntia declines the invitation.

POST TEST TASKS

In Group of Three, Practice a Dialogue Telling about these Situations:

A

You are Mario. You meet your friend, Heni. She walks with her friend, Marissa. You invite them to come to your house. You show your happiness to hear that Heni won dance competition. And you show your sympathy to hear that Marissa was the loser.

B

You are Heni, you are walking with your friend, Marissa. You meet Mario. You introduce Marissa to Mario. You accept Mario's invitation. You also express your happiness of winning dance competition. You show your sympathy to Marissa.

C

You are Marissa, you are walking with your friend, Heni. You tell Mario about your identity. You decline Mario's invitation and you give polite reason for him. You also express your sadness of being a loser in dance competition.

A

You are Tria. This is your first day entering the school. You meet your old friend, Henia. She sits with her friend, Greta. You invite them to come to your party tomorrow. You show your happiness to hear that Greta won Karate competition. And you show your sympathy to hear that Henia was the loser.

B

You are Henia, you are sitting with your friend, Greta. You meet Tria. You accept Tria's invitation. You say that Greta won Karate competition. You also express your sadness of being a loser in Karate competition.

C

You are Greta, you are sitting with your friend, Henia. You introduce yourself to

Tria. You tell Tria about your identity. You decline Tria's invitation and you give polite reason for him. You also express your happiness of being a winner in Karate competition. You show your sympathy to Henia.

A
You are Farida, you are a new student in Jogja. You introduce yourself to Anita. After that you invite Anita and her friend to come to workshop in UGM.

B
You are Anita. You introduce yourself to Janna. Janna is the 1st winner of Debate competition. You express your sadness of being the 2nd winner to Janna. After that you introduce Janna to Farida. You also decline Farida's invitation.

C
You are Janna. You are the 1st winner of debate competition. You express your happiness of being a winner. You accept Farida's invitation. You show your sympathy to Anita.

A
You are Friya, you are a new student in SMA N 1 Prambanan. You introduce yourself to Bobi. After that you invite Bobi and his friend to come to his party next week.

B
You are Bobi. You introduce yourself to Sisi. Sisi is the 1st winner of Math competition. You express your sadness of being the 2nd winner to Sisi. After that you introduce Sisi to Friya. You also decline Friya's invitation.

C
You are Sisi. You are the 1st winner of Math competition. You express your happiness of being a winner. You accept Friya's invitation. You show your

sympathy to Bobi.

A

You are Gita. You and your friend Anita want to go to cinema. In the street, you meet your other friend, Febria. You introduce Febria to Anita.

B

You are Anita. You ask Febria to join to go to the cinema. You say that you will treat Febria because you got a scholarship from you school. You express your happiness. You show your sympathy to Febria.

C

You are Febria. You tell about your family and also about your identity. You decline Anita's invitation by providing a polite reason. You also tell that your lovely cat was died yesterday. You show your sadness.

A

You are Deo. You meet your friend, Doni. He walks with his friend, Neno. You invite them to come to your house. You show your happiness to hear that Doni won boxing competition. And you show your sympathy to hear that Neno was the loser.

B

You are Doni, you are walking with your friend, Neno. You meet Deo. You introduce Neno to Deo. You accept Deo's invitation. You also express your happiness of winning boxing competition. You show your sympathy to Neno.

C

You are Neno, you are walking with your friend, Doni. You tell Deo about your identity. You decline Deo's invitation and you give polite reason for him. You also express your sadness of being a loser in boxing competition.

A

You are Nina. You meet your friend, Brenda. She walks with her friend, Cerry. You invite them to come to your new shop. You show your happiness to hear that Brenda is the 1st winner of Miss school. And you show your sympathy to hear that Cerry is the loser.

B
 You are Brenda, you are walking with your friend, Cerri. You meet Nina. You introduce Cerri to Nina. You accept Nina's invitation. You also express your happiness of winning Miss school. You show your sympathy to Cerri

C
 You are Cerri, you are walking with your friend, Brenda. You tell Nina about your experience. You decline Mario's invitation and you give polite reason for her. You also express your sadness of being a loser in Miss school competition.

A
 You are Robbi. This is your first day entering English course. You meet your old friend, Mita. She sits with her friend, Windy. You invite them to come to your party tomorrow. You show your happiness to hear that Windy won a free trip to Bali. And you show your sympathy to hear that Mita was the loser.

B
 You are Mita, you are sitting with your friend, Windy. You meet Robbi. You accept Robbi's invitation. You say that Windy won a free trip to Bali. You also express your sadness of being a loser in that competition.

C
 You are Windy, you are sitting with your friend, Mita. You introduce yourself to Robbi. You tell Robbi about your identity. You decline Robbi's invitation and you give polite reason for him. You also express your happiness of being a winner of free trip to Bali. You show your sympathy to Mita.

A

You are Zeze. You and your friend Mila want to go to Ambarukmo Plaza. In the street, you meet your other friend, Anisa. You introduce Anisa to Mila.

B

You are Mila. You ask Anisa to join to go to the Ambarukmo Plaza. You say that you will treat Anisa because you got a scholarship from you school. You also express your happiness. You show your sympathy to Anisa

C

You are Anisa. You tell about your family and also about your identity. You decline Mila's invitation by providing a polite reason. You also tell that your lovely bird was died yesterday. You show your sadness.

A

You are Brian. You and your friend Tono want to play futsal. In the street, you meet your other friend, Roni. You introduce Roni to Tono. You also say that Tono is the best player in Futsal competition.

B

You are Tono. You ask Roni to join to play futsal with you and Brian. You also express your happiness of being the best player. You show your sympathy to Roni.

C

You are Roni. You tell about your family and also about your identity. You decline Tono's invitation by providing a polite reason. You also tell that your grandfather was died yesterday. You show your sadness.

A

You are Anggun. You and your friend Kiki want to go for shopping. In the street,

you meet your other friend, Quenna. You introduce Quenna to Kiki. You also say that Kiki is the 1st winner of poetry reading competition.

B

You are Kiki. You ask Quenna to join shopping with you and Anggun. You also express your happiness of being the 1st winner of poetry reading competition. You show your sympathy to Quenna.

C

You are Quenna. You tell about your identity. You decline Kiki's invitation by providing a polite reason. You also tell that your grandmother was died yesterday. You show your sadness.

SCORING RUBRICS

Fluency

Criterion: Speaking fluently in natural hesitations

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency, although there are often hesitations which are not quite natural
6	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks rather slowly and hesitantly , sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks slowly and hesitantly , sometimes those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she impended by language that he/she speaks hesitantly and sometimes pauses quite long ; those problems strongly disrupt the performances.
3	The student speaks very slowly and discontinuously (like speaking per word with simple pattern) even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple pattern); suddenly stops in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/she speaks very slowly and always discontinuous ((like speaking per word with simple pattern) and even stops .

Pronunciation

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

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

Accuracy

Criterion: using simple and complex grammatical structure correctly.

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

Vocabulary

Criterion: using many vocabulary variations and appropriate word choices

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

Adopted from:

Purwaningsih, Esti. 2009. Designing a Rubric to Assess Students' Speaking Performance in SMK. *A Thesis*. Yogyakarta : Program Studi Pendidikan Bahasa Inggris, FBS Universitas Negeri Yogyakarta.

Appendix D

Field Notes

FIELD NOTES

R : Researcher
ET : English Teacher
Ss : Students
S : Student

Field note 1

Rabu 18 Juli 2012/09.00-12.00

1	R mengurus surat untuk perizinan penelitian ke Kantor Gubernur DIY, Kompleks Kepatihan, Danurejan, Yogyakarta.
2	R mendapat surat ijin penelitian dari kantor Bappeda Provinsi DIY pukul 09.45.
3	R menuju Bappeda Sleman untuk menyampaikan tembusan surat perizinan penelitian.
4	R mendapatkan surat izin penelitian dari Bappeda lalu menyampaikan tembusan-tembusan kepada instansi-instansi terkait hingga pukul 12.00

Field note 2

Kamis 19 Juli 2012/09.00-09.30

1	R berangkat ke sekolah untuk memasukkan surat izin penelitian.
2	R menemui Kepala Sekolah dan menyampaikan maksudnya untuk mengadakan penelitian di SMA N 1 Prambanan Sleman.
3	Kepala sekolah meminta R untuk menemui beliau pada hari Senin dikarenakan para guru sedang libur menjelang Ramadhan.
4	R mengucapkan terima kasih dan memohon pamit

Field note 3

Senin 23 Juli 2012/07.30-10.20

1	R berangkat ke sekolah untuk menemui kepala sekolah.
2	R menemui Kepala Sekolah dan menyampaikan maksudnya untuk meminta izin mengadakan penelitian di SMA N 1 Prambanan Sleman.
3	Kepala Sekolah mengizinkan dan meminta R untuk menemui ET.
4	R menemui ET dan menyampaikan maksudnya untuk mengadakan penelitian di sekolah tersebut.
5	R dan ET berdiskusi mengenai kelas yang akan dipakai.
6	ET dan R sepakat bahwa kelas yang akan dipakai adalah kelas XD.
7	R dan ET berdiskusi tentang bahan ajar (RPP), materi-materi serta aktifitas kelas yang akan dipakai ketika penelitian.
8	R mengucapkan terima kasih dan memohon pamit.

Field note 4

Selasa 24 Juli 2012/07.30-11.00

1	R berangkat ke sekolah untuk mengadakan observasi pembelajaran kelas
---	--

	XD.
2	R menemui ET di ruang guru.
3	R kemudian melaksanakan class observation di kelas XD.
4	Pukul 08.45 ET dan R memasuki kelas.
	ET memberi salam kepada Ss, dan Ss menjawab salam. ET menyapa Ss "Good morning" dan Ss menjawab "Good Morning", lalu ET mengatakan "how are you today?" dan Ss menjawab "I am fine, and you?" dan ET menjawab "I am fine, thank you".
5	ET mengecek daftar hadir dengan mengatakan "who is absent today?" Ss terlihat tidak begitu mendengar suara ET. Lalu ET mengulang pertanyaan tadi dan Ss menjawab dengan "there is not"
6	ET mengenalkan diri kepada Ss.
7	ET menerangkan tentang materi-materi yang akan diajarkan selama semester ini serta penugasan dan penilaian.
8	ET mengenalkan materi-materi yang akan dipelajari.
9	ET kemudian memulai pelajaran hari itu dan menyampaikan materi speaking tentang "greeting and introducing." "OK, Today we will study about greeting and introducing"
10	R bertindak sebagai collaborator di observasi ini
11	ET menampilkan power point yang berkaitan dengan "greeting and introducing"
12	ET memberikan contoh dialog/percakapan tentang "greeting and introducing"
13	Kemudian ET meminta siswa untuk membaca dialog tersebut. ET dan Ss bersama-sama mendiskusikan isi dari dialog tersebut.
14	ET meminta 3 siswa maju kedepan untuk membaca dialog yang ada di slide power point yang ditampilkan di depan kelas.
15	Beberapa Ss diminta untuk maju kedepan membaca dialog pada slide power point yang ditampilkan di depan kelas.
16	Beberapa Ss terlihat sibuk sendiri/ramai bahkan ada yang tertidur. Tetapi ET tidak terlalu memberi peringatan keras kepada mereka.
17	ET memberikan beberapa pertanyaan yang berkaitan dengan dialog tersebut (comprehension questions). Who were involved in the dialogue? Where they meet each other? Does Ririn know Fitria before?
18	Banyak Ss yang tidak bisa menjawab pertanyaan-pertanyaan tersebut. Terlihat Ss belum merasa percaya diri atau ada beberapa siswa yang tidak memperhatikan pertanyaan tersebut dan hanya diam saja ketika ET mengajukan pertanyaan kepadanya.
19	ET mengulang-ulang pertanyaan supaya Ss bisa mengerti dengan pertanyaan yang diberikan dan bisa menjawabnya.
20	ET terkadang memberikan pertanyaan dengan menggunakan bahasa Indonesia.
21	ET menampilkan dialog ke-2, dan meminta 3 Ss untuk maju kedepan dan membacanya.
22	Setelah itu ET memberikan pertanyaan yang berkaitan dengan dialog

	tersebut dan meminta S untuk menjawabnya.
23	Seperti sebelumnya, Ss terlihat kurang memperhatikan dan tidak bisa menjawab pertanyaan dari guru.
24	ET mempersilahkan R untuk mengenalkan diri dan menyampaikan maksud kehadirannya di kelas ini
25	R maju ke depan kelas dan menyampaikan maksud dan tujuannya kepada siswa XD untuk mengadakan penelitian di kelas ini.
26	R menyampaikan dan meminta Ss untuk mempersiapkan diri untuk pre-test pada pertemuan selanjutnya.
27	Setelah dirasa cukup, R dan ET menutup pelajaran hari ini.
28	R dan ET mendiskusikan jadwal mengajar untuk penelitian dan mendiskusikan tentang hal-hal yang berkaitan dengan penelitian.
29	R mengucapkan terima kasih dan memohon pamit.

Field note 5

Jumat 27 Juli 2012/07.30-11.00

1	R berangkat ke sekolah untuk mengadakan pre-test.
2	R menemui ET di ruang guru.
3	R menyampaikan maksud dan mendiskusikan tentang kegiatan pre-test yang akan diadakan hari ini.
4	R dan ET mendiskusikan tentang scoring rubric
5	R meminta waktu untuk wawancara dengan ET
6	ET mempersilahkan R untuk mewawancarai beliau.
7	R mewawancarai ET tentang pembelajaran bahasa Inggris di kelas XD
8	Setelah bel berbunyi, R dan ET menuju kelas.
9	Karena jam pelajaran setelah istirahat, sebagian Ss terlihat belum memasuki kelas.
10	Setelah Ss dirasa sudah memasuki kelas semua, R memulai pelajaran (pre-test) hari ini.
11	Hari ini, R bertindak sebagai teacher dan ET sebagai collaborator
12	R menyapa Ss "Good morning" dan Ss menjawab "Good Morning miss", "how are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you". Lalu mengecek kehadiran siswa "Who is absent today?" dan Ss menjawab "There is no".
13	R mengingatkan Ss bahwa hari ini akan diadakan pre-test
14	Sebagian Ss siap untuk pre-test, dan sebagian lagi terlihat belum siap.
15	R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog dan video.
16	R menerangkan materi-materi yang tercakup dalam pre-test ini.
17	R menyampaikan tentang langkah-langkah dalam pre-test dan menyampaikan tentang apa saja yang akan dilakukan dalam pre-test ini.
18	R meminta Ss untuk membentuk 3 orang dalam satu kelompok
19	R memberikan "situation" dan membagikannya kepada tiap-tiap kelompok
20	R memberi waktu sebentar untuk mempelajari situasi tersebut dan meminta

	Ss untuk segera mempraktekkannya ke depan kelas.
21	R memanggil Ss berdasarkan daftar hadir secara acak.
22	Sebagian besar Ss merasa belum siap untuk praktek ke depan kelas.
23	Beberapa Ss terlihat antusias untuk mempersiapkan dialog. Dan beberapa Ss mengacungkan jari untuk bersedia maju ke depan.
24	Ss mempraktekkan dialog berdasarkan "situation" yang sudah diberikan kepada siswa.
25	Sebagian besar Ss masih merasa takut salah pada pengucapan bahasa Inggris, dan mereka memutuskan untuk diam atau hanya tersenyum atau tertawa.
26	R dan ET memberi penilaian terhadap penampilan mereka.
27	Setelah semua Ss sudah maju kedepan, R menanyakan tentang kesulitan-kesulitan yang ditemui.
28	Dengan kompak sebagian besar Ss mengatakan malu atau takut salah.
29	R memberikan sedikit refleksi dan menyampaikan maksudnya untuk meningkatkan kemampuan berbicara mereka setelah ini.
30	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss untuk memperbanyak latihan berbicara di rumah.
31	R dan ET keluar kelas.
32	R menunggu di depan kelas karena ingin mengadakan wawancara dengan Ss sedangkan ET menuju kelas lain karena beliau akan mengajar pada jam selanjutnya.
33	Setelah bel pulang sekolah berbunyi, Ss terlihat keluar dari kelas. Dan R meminta beberapa Ss untuk bersedia meluangkan waktu untuk wawancara dengannya tentang pembelajaran bahasa Inggris khususnya speaking.
34	Ss banyak yang menolak dan tidak mau untuk diwawancarai. Tapi setelah dibujuk, ada beberapa Ss yang mau untuk diwawancarai oleh R.
35	Setelah mewawancarai beberapa Ss, R memutuskan untuk menutup penelitian pada hari ini.
36	R menuju ruang guru untuk mendiskusikan tentang rencana pertemuan yang baru karena jadwal pelajaran SMA N 1 Prambanan sudah diubah lagi
37	Setelah berdiskusi, penelitian akan diadakan setiap hari Selasa dan Jumat.
38	R memohon pamit kepada guru.

Field note 6

Sabtu 28 Juli 2012/09.00-11.00

1	R berangkat ke sekolah untuk mengadakan meeting1 untuk cycle1
2	R menemui ET di ruang ET.
3	R menyampaikan maksud dan mendiskusikan tentang kegiatan meeting 1 yang akan diadakan hari ini.
4	Setelah bel berbunyi, R dan guru menuju kelas
5	Pada pertemuan ini R bertindak sebagai teacher, dan ET bertindak sebagai collaborator.
6	R memulai pelajaran greeting and introducing (meeting 1) hari ini.

7	R menyapa Ss “Good morning” dan Ss menjawab “Good Morning miss” ,“how are you today?” dan Ss menjawab “I am fine, and you?” dan R menjawab “I am fine, thank you”.
8	R memulai pelajaran pada meeting ke-1 untuk cycle1 ini dengan tema “meeting a new friend” dengan “language function of greeting and introducing.”
9	R mengecek kehadiran Ss. “Who is absent today?” dan Ss menjawab “there is no miss”
10	R memberikan eliciting kepada Ss terkait dengan materi greeting and introducing. <ul style="list-style-type: none"> • Do you know your friend’s name? • How do you introduce yourself? • What will you say when meet your friend for the first time?
11	R mencoba untuk mengingatkan kembali para siswa tentang materi greeting and introducing yang sudah mereka pelajari sewaktu SMP.
12	R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog dan video tentang materi greeting and introducing.
13	Siswa diminta untuk memperhatikan kepada materi yang sudah ditampilkan pada power point.
14	R telah menyiapkan video terkait dengan expression greeting and introducing dan menayangkannya didepan kelas sebagai media tambahan dalam pengajaran speaking.
15	Contoh dialog juga ditampilkan agar siswa mempunyai contoh dan siswa bisa mengambil contoh dari dialog yang sudah diberikan.
16	Siswa diminta untuk mengidentifikasi ekspresi yang digunakan dalam contoh dialog.
17	Siswa diminta untuk mengerjakan dua latihan yaitu mengidentifikasi ekspresi-ekspresi yang digunakan dalam dialog dan juga melengkapi dialog. Sebagian besar Ss sudah bisa mengerjakannya dengan benar.
18	Selanjutnya, R meminta siswa untuk memperhatikan slide pada power point. R memberikan 1 situasi kepada siswa yang berhubungan dengan simulation “meeting a new friend.” Untuk situasinya adalah “It is your first day entering the school. You introduce yourself to your friend (who is sitting next to you). After that you introduce her/him to your other friends. (who is sitting behind/in front of you)”
19	Siswa diminta untuk men-simulasikan situasi yang telah diberikan R.
20	R berjalan mengelilingi siswa untuk mengecek pemahaman serta kemampuan berbicara yang telah dimiliki siswa.
21	R mendampingi Ss dan memperbaiki pengucapan siswa serta menanyakan tentang kesulitan-kesulitan yang ditemui dalam mempraktekkan simulasi ini.
22	Ss terlihat antusias untuk mempraktekkan simulasi ini, tetapi sebagian Ss terlihat takut dan malu untuk berbicara.
23	R memberikan sedikit refleksi dan mengulang apa-apa saja yang sudah dipelajari pada hari ini.
24	R menyampaikan materi dan kegiatan yang akan dilakukan pada pertemuan

	selanjutnya.
25	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss untuk memperbanyak latihan berbicara di rumah.
26	R dan ET keluar kelas.
27	Semula R ingin mewawancarai ET, tapi karena ET mengajar pada jam selanjutnya, jadi wawancara akan diadakan pada hari selanjutnya.

Field note 7

Selasa, 31 Juli 2012/07.30-11.00

1	R berangkat ke sekolah untuk mengadakan meeting ke-2 untuk cycle1.
2	R menemui ET di ruang guru.
3	R menyampaikan maksud dan mendiskusikan tentang kegiatan pada meeting 2 yang akan diadakan hari ini.
4	R meminta waktu kepada ET untuk mewawancarai beliau terkait dengan pembelajaran pada pertemuan pertama pada hari Jumat.
5	Setelah R mewawancarai ET, R meminta izin sebentar untuk mempersiapkan persiapan untuk mengajar pada jam ke 4 dan 5.
6	R menunggu didepan kelas XD, sambil menunggu kedatangan ET dari kantor guru.
7	Setelah bel berbunyi, guru pada pelajaran sebelumnya sudah keluar dan mempersilahkan R untuk melanjutkan pelajaran selanjutnya. Pada waktu itu ET belum juga datang ke kelas. R masuk kelas.
8	Saat masuk kelas, Ss terlihat sedang mencatat catatan pelajaran Matematika (pelajaran sebelumnya). Sembari menunggu Ss mencatat, R menyapa Ss "Good morning" dan Ss menjawab "Good Morning miss", "how are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you". Sesaat setelah menyapa Ss, ET datang dan masuk kelas.
9	Pada pertemuan ini R bertindak sebagai teacher, dan ET bertindak sebagai collaborator.
10	R memulai pelajaran greeting and introducing (meeting 1) hari ini. Lalu R mengecek kehadiran Ss "Who is absent today?" dan Ss menjawab "Sepka Lidia Dewi K." Ada 1 siswa yang tidak hadir dalam pertemuan hari ini yaitu Sepka Lidia Dewi K dikarenakan sakit.
11	R terlebih dahulu menanyakan tentang "Have you studied last night?" ada beberapa S yang menjawab "Yes", ada beberapa yang menjawab "No, miss." Setelah itu R mengecek Ss tentang pemahaman materi untuk mengingatkan kembali para Ss tentang materi greeting and introducing yang sudah mereka pelajari pada pertemuan sebelumnya. R menanyakan "What is our latest material?" Ss menjawab "Greeting and introducing." Selanjutnya R menanyakan "Have you understood about the expressions and also the responses of greeting and introducing?" serentak Ss menjawab "Yes." Untuk memastikan pemahaman Ss, R berjalan berkeliling kelas untuk menanyakan tentang ekspresi-ekspresi yang digunakan dalam language

	function greeting and introducing. Sebagian besar Ss sudah faham dan hanya sedikit yang masih belum bisa menjawab, dikarenakan masih malu atau takut dalam pengucapan.
12	R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog dan video tentang materi greeting and introducing yang juga sudah mereka pelajari pada pertemuan sebelumnya.
13	Ss diminta untuk memperhatikan kepada materi dan juga contoh video terkait dengan expression greeting and introducing yang sudah ditampilkan pada power point.
14	R memberikan contoh dialog terkait dengan greeting and introducing dan meminta Ss untuk mengidentifikasi ekspresi yang digunakan. Setelah itu R mengajukan beberapa pertanyaan tentang dialog tersebut. Ss antusias untuk menjawab pertanyaan tersebut.
15	Setelah dirasa bahwa Ss memahami tentang materi yang telah disampaikan, R meminta Ss untuk mensimulasikan situasi secara berkelompok. Tiap kelompok terdiri dari 3 orang S.
16	R membagikan kertas yang berisikan situasi kepada Ss dan meminta mereka untuk membaca dan mempelajari tentang peran dan situasi yang akan mereka simulasikan di depan kelas.
17	Terlebih dahulu R memberi contoh dialog lain yang telah dipersiapkan dan meminta Ss untuk memperhatikan pada contoh dialog tersebut.
18	R memberikan pengarahan tentang simulasi yang akan dilakukan oleh Ss. Dan menanyakan apakah ada kesulitan tentang kegiatan ini? "Do you find any difficulties?" dan Ss menjawab "no"
19	Setelah itu R memberi waktu 5 menit kepada Ss untuk membaca dan merencanakan simulasi berdasarkan situasi yang telah mereka dapatkan dan meminta mereka untuk mempraktekkannya di depan kelas.
20	R berjalan mengelilingi Ss untuk mengecek pemahaman serta kemampuan berbicara yang telah dimiliki Ss.
21	Beberapa S mengutarakan tentang beberapa kesulitan yang mereka temui, beberapa ada yang menanyakan tentang beberapa arti kata dalam bahasa Inggris selebihnya sudah memahami dengan kegiatan simulasi dan persiapannya.
22	Sembari berkeliling, R mengingatkan untuk lebih difahami tentang ekspresi yang digunakan.
23	Setelah 5 menit usai, R memanggil Ss berdasarkan nomor urut. Dan R meminta Ss untuk men-simulasikan situasi yang telah diberikan oleh R.
24	R mengamati dan menilai penampilan Ss.
25	Pada waktu penampilan/men-simulasikan situasi, beberapa anak terlihat membawa kertas dan terkesan membacanya. R sudah memperingatkan Ss untuk tidak membawa kertas ke depan kelas, tetapi beberapa Ss tidak mematuhi. Ss terlihat antusias untuk mempraktekkan simulasi ini di depan kelas, tetapi sebagian Ss terlihat masih takut dan malu untuk berbicara. R memberi motivasi kepada Ss agar berani untuk berbicara dan mengatakan akan memperbaiki pengucapan mereka jika ada yang salah dalam pengucapan.

26	Kegiatan praktek simulasi terhenti sebentar untuk istirahat. Beberapa kelompok belum menampilkan penampilan simulasinya dan akan diteruskan setelah istirahat.
27	Pada waktu istirahat, R meminta waktu beberapa Ss yang sudah maju ke depan untuk diwawancarai.
28	Setelah bel istirahat berbunyi, R memulai kembali praktek simulasi. Beberapa kelompok yang belum mendapat giliran maju, akhirnya menampilkan penampilan simulasi mereka. Setelah semua Ss sudah mensimulasikan situasi sesuai dengan kelompok mereka, R memberikan sedikit refleksi terkait dengan kegiatan yang sudah dilaksanakan.
29	Dikarenakan masih ada waktu yang lumayan banyak, maka R memutuskan untuk sedikit mengenalkan materi yang akan dipelajari pada pertemuan selanjutnya yaitu "inviting someone".
30	Terlebih dahulu, R memberikan eliciting tentang materi yang akan disampaikan kepada Ss. "Do you ever have a party or any other occasions? Sebagian S menjawab "Yes" namun ada sebagian S yang tidak menjawab dan mengatakan bahwa tidak mengetahui maksud dari pertanyaan ini. Tetapi setelah diberi beberapa pengertian, akhirnya mereka faham dengan pertanyaan yang dimaksud. Lalu R member eliciting lain, "What do you say if you want to invite someone?" sebagian besar Ss sudah mengetahui ekspresi yang akan digunakan. Sebagian besar mengatakan "can you...." Lalu R memberikan eliciting terakhir "What is the response if someone invites you to come to her party?" dan beberapa Ss menjawab "I would love to/ Yes/Yes I can "
31	R menampilkan slide power point tentang ekspresi-ekspresi yang digunakan dalam "inviting someone." R menjelaskan tentang bagaimana cara mengundang/ mengajak seseorang dan juga respon untuk menerima atau menolak ajakan tersebut.
32	R bersama-sama dengan Ss mengucapkan beberapa ekspresi
33	R memberikan contoh dialog dengan penggunaan ekspresi "inviting someone". Setelah itu R meminta Ss untuk mengerjakan latihan dengan melengkapi dialog yang kosong dengan menggunakan ekspresi mengundang, menyetujui dan menolak undangan dan meminta beberapa S untuk mempraktekkannya di depan kelas.
34	R meminta Ss untuk menyimpulkan kegiatan pada hari ini.
35	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss untuk memperbanyak latihan berbicara di rumah.
36	R dan guru keluar kelas.

Field note 8

Jumat, 3 August 2012/ 07.30-11.00

1	R berangkat ke sekolah untuk mengadakan meeting ke-3 untuk cycle1.
2	R menemui ET di ruang guru. R bermaksud untuk mendiskusikan kegiatan pada meeting 3 yang akan diadakan hari ini. Tetapi ET tidak ada di ruang guru, ternyata beliau sedang mengajar kelas XC pada jam pelajaran ke 1 dan

	2. R menunggu di depan ruang guru.
3	Setelah mendekati bel dimulainya jam ke-3, R berjalan menuju kelas XD untuk lebih mempersiapkan diri untuk mengajar pada meeting ke-3 ini.
4	Setelah bel dimulainya R masuk ke kelas XD. Ketika R masuk kelas, para Ss terlihat masih mencatat catatan yang ada di papan tulis pada pelajaran sebelumnya, Fisika.
5	Sembari menunggu ET datang ke kelas XD, R juga menunggu Ss menyelesaikan catatan Fisika mereka.
6	Sembari menunggu Ss mencatat, R menyapa Ss "Good morning" dan Ss menjawab "Good Morning, miss", "how are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you". Sesaat setelah R menyapa Ss, ET datang dan masuk kelas.
7	R memulai pelajaran pada meeting ke-3 untuk cycle1 ini dengan tema "making a phone call" dengan "language function of inviting someone."
8	R mengecek kehadiran Ss. "Who is absent today?" dan Ss menjawab "Andika Bintang Mahardika." Jadi ada 1 S yang berhalangan hadir yaitu Andika Bintang Mahardika dikarenakan sakit.
9	Pada pertemuan ini R bertindak sebagai teacher, dan ET bertindak sebagai collaborator.
10	R terlebih dahulu menanyakan tentang "Have you studied last night?" ada beberapa S yang menjawab "Yes", ada beberapa yang menjawab "No, miss." Setelah itu R mengecek Ss tentang pemahaman materi untuk mengingatkan kembali para Ss tentang materi inviting someone yang sudah mereka pelajari pada pertemuan sebelumnya. R menanyakan "What is our latest material?" Ss menjawab "inviting someone." Selanjutnya R menanyakan "Have you understood about the expressions and also the responses of inviting someone?" serentak Ss menjawab "Yes." Untuk memastikan pemahaman Ss, R berjalan berkeliling kelas untuk menanyakan tentang ekspresi-ekspresi yang digunakan dalam language function of inviting someone. Sebagian besar Ss sudah faham dan beberapa Ss sudah bisa merespon saat R datang ke meja mereka. Ketika R mengatakan "Would you like to go to my house today?" dan sebagian besar dari mereka bisa meresponnya.
11	Karena materi "inviting someone" sudah disampaikan pada pertemuan selanjutnya, maka untuk hari ini maka R mengulang sedikit tentang ekspresi yang digunakan dalam "inviting someone" dan memberikan beberapa soal latihan kepada Ss.
12	R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog dan video tentang materi "inviting someone" yang juga sudah mereka pelajari pada pertemuan sebelumnya.
13	Ss diminta untuk memperhatikan kepada materi dan juga contoh video terkait dengan expression "inviting someone" yang sudah ditampilkan pada power point. Setelah diberi contoh video terkait dengan "inviting someone", R bersama dengan Ss memahami ekspresi-ekspresi yang digunakan dalam video dan juga kata-kata yang digunakan dalam mengundang seseorang. Lalu R memberikan penjelasan tentang ekspresi-ekspresi, contoh dialog dan

	juga video yang digunakan dalam menelpon seseorang, dan meminta Ss untuk memperhatikannya.
14	R memberikan contoh dialog terkait dengan “inviting someone” dan meminta Ss untuk mengidentifikasi ekspresi yang digunakan. Setelah itu R mengajukan beberapa pertanyaan tentang dialog tersebut. Ss antusias untuk menjawab pertanyaan tersebut.
15	R memberikan soal latihan kepada Ss untuk mempraktekkan simulasi tentang aktivitas menelepon seseorang untuk diundang ke pesta kelulusan SMP.
16	R menunjuk S untuk mempraktekkannya di depan kelas. Siswa pertama terlihat belum terlalu memahami maksud dari soal tersebut. Lalu R menjelaskan maksud dari soal tersebut dan menanyakan tentang pemahaman S lain “Do you understand” lalu Ss menjawab “Yes.”
17	Setelah dirasa bahwa Ss memahami tentang materi yang telah disampaikan, R meminta Ss untuk mensimulasikan situasi secara berpasangan dengan teman sebangkunya.
18	R membagikan kertas yang berisikan situasi kepada Ss dan meminta mereka untuk membaca dan mempelajari tentang peran dan situasi yang akan mereka simulasikan di depan kelas.
19	R menampilkan slide power point tentang tata cara dan ketentuan dalam kegiatan ini. Ss diminta untuk memperhatikan perintah tersebut sebelum mempraktekkan di depan kelas. R mengingatkan Ss untuk tidak membawa kertas pada waktu mereka praktek simulasi di depan kelas.
20	R menanyakan apakah ada kesulitan tentang kegiatan ini? “Do you find any difficulties?” dan Ss menjawab “no”
21	Setelah itu R member waktu 5 menit kepada Ss untuk membaca dan merencanakan simulasi berdasarkan situasi yang telah mereka dapatkan dan meminta mereka untuk mempraktekkannya di depan kelas.
22	R berjalan mengelilingi Ss untuk mengecek pemahaman serta kemampuan berbicara yang telah dimiliki Ss.
23	Beberapa S mengutarakan tentang beberapa kesulitan yang mereka temui, beberapa ada yang menanyakan tentang beberapa arti kata dalam bahasa Inggris selebihnya sudah memahami dengan kegiatan simulasi dan persiapannya.
24	Sembari berkeliling, R mengingatkan untuk lebih difahami tentang ekspresi yang digunakan.
25	Setelah 5 menit usai, R memanggil Ss berdasarkan nomor urut. Dan R meminta Ss untuk men-simulasikan situasi yang telah diberikan oleh R. R mengamati dan menilai penampilan Ss.
26	Kegiatan praktek simulasi terhenti sebentar untuk istirahat. Beberapa kelompok belum menampilkan penampilan simulasinya dan akan diteruskan setelah istirahat.
27	Pada waktu istirahat, R meminta waktu beberapa Ss yang sudah maju ke depan untuk diwawancarai.
28	Setelah bel istirahat berbunyi, R memulai kembali praktek simulasi. Beberapa kelompok yang belum mendapat giliran maju, akhirnya

	menampilkan penampilan simulasi mereka.
29	Pada waktu penampilan/men-simulasikan situasi, Ss terlihat antusias untuk mempraktekkan simulasi ini di depan kelas, tetapi sebagian kecil Ss terlihat masih takut dan malu untuk berbicara. R memberi motivasi kepada Ss agar berani untuk berbicara dan mengatakan akan memperbaiki pengucapan mereka jika ada yang salah dalam pengucapan. Tetapi sebagian besar Ss sudah terlihat percaya diri dengan kemampuan mereka dan sudah terlihat mulai terasah kemampuan berbicara mereka.
30	Setelah semua Ss sudah men-simulasikan situasi sesuai dengan kelompok mereka, R memberikan sedikit refleksi terkait dengan kegiatan yang sudah dilaksanakan. R meminta Ss untuk menyimpulkan kegiatan pada hari ini
31	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss untuk memperbanyak latihan berbicara di rumah.
32	R dan guru keluar kelas.

Field note 9

Sabtu, 4 August 2012/ 07.15-11.00

1	R datang ke sekolah untuk mewawancarai Ss dan ET.
2	R terlebih dahulu menghadap ET di ruang guru.
3	Dikarenakan ET ada jam masuk kelas, R bertanya kapan sekiranya bisa mewawancarai ET, ET mengatakan setelah jam ke 6. Maka R menunggu ET.
4	Ketika bel istirahat berdering, R menuju kelas XD untuk mewawancarai beberapa Ss terkait dengan kegiatan yang sudah dilaksanakan pada cycle 1
5	Beberapa Ss bersedia untuk diwawancarai, sedangkan kebanyakan Ss enggan untuk diwawancarai.
6	Setelah bel masuk bordering, R keluar dan pamit kepada Ss kelas XD dan menunggu ET.
7	Setelah bel berakhirnya jam ke-6, R menuju ruang guru untuk menemui ET
8	Setelah menemui ET, ET dan R berdiskusi tentang pembelajaran yang sudah dilakukan selama cycle 1 ini.
9	R mewawancarai ET terkait dengan kegiatan tersebut. ET memaparkan beberapa point penting tentang apa-apa yang harus dirubah atau ditingkatkan sebagai refleksi untuk pertemuan selanjutnya d cycle 2.
10	ET meminta R untuk lebih memperbanyak latihan mengidentifikasi ekspresi dan meminta R untuk lebih memberikan kesempatan Ss untuk mempersiapkan penampilan mereka agar bisa lebih optimal.
11	R dan ET juga mendiskusikan tentang hal-hal yang akan dilakukan pada cycle 2
12	ET mengatakan untuk kembali lagi meneruskan penelitian setelah libur lebaran.
13	R menyudahi wawancara dan pamit pulang.

Field note 10

28 August 2012/ 09.00-12.00

1	R berangkat ke sekolah untuk mengadakan meeting ke-1 untuk cycle2.
2	R menemui ET di ruang guru.
3	R menyampaikan maksud dan mendiskusikan tentang kegiatan pada cycle 2 khususnya pada meeting 1 yang akan diadakan pada hari ini.
4	R menunggu didepan kelas XD, sambil menunggu kedatangan ET dari kantor guru.
5	Setelah bel berbunyi, guru pada pelajaran sebelumnya sudah keluar dan mempersilahkan R untuk melanjutkan pelajaran selanjutnya. Pada waktu itu ET belum juga datang ke kelas. R masuk kelas.
6	Saat masuk kelas, Ss terlihat sedang mencatat catatan pelajaran Matematika (pelajaran sebelumnya). Sembari menunggu Ss mencatat, R menyapa Ss "Good morning" dan Ss menjawab "Good Morning miss", "how are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you". Sesaat setelah menyapa Ss, ET datang dan masuk kelas.
7	Karena papan tulis penuh dengan catatan pelajaran sebelumnya, maka R meminta Salah satu Ss untuk menghapusnya dengan mengatakan "Please Malik clean the white board and the white board" Lalu S menghapus tulisan di papan tulis.
8	Pada pertemuan ini R bertindak sebagai teacher, dan ET bertindak sebagai collaborator.
9	Pada pertemuan hari ini, R ingin membahas tentang "showing happiness and showing sympathy."
10	R memulai pelajaran terkait ekspresi "showing happiness and showing sympathy" hari ini. Lalu R mengecek kehadiran Ss "Who is absent today?" dan Ss menjawab "There is no, miss"
11	Terlebih dahulu R mengucapkan selamat hari raya Idul Fitri dan memohon maaf lahir batin kepada Ss.
12	Lalu R menanyakan "Have you studied last night?" kebanyakan S menjawab "No, miss." Karena ini adalah hari pertama setelah libur Lebaran, jadi sangat terlihat bahwa antusiasme Ss untuk belajar pada hari ini sangatlah kurang. Maka R berfikir untuk membuat Ss bisa bersemangat untuk mengikuti pelajaran hari ini.
13	Sebelum memulai untuk menjelaskan tentang "showing happiness and sympaty" R terlebih dahulu memberikan Ss beberapa eliciting "What do you feel when you are falling in love? What do you feel when someone breaks your heart? What do you usually say when you are pleased or happy? What do you usually say when someone tells about her/his sadness?" Lalu R menampilkan beberapa gambar tentang kemenangan tim sepak bola, dan kekalahan sebuah tim, R juga menampilkan gambar pernikahan seseorang dan juga gambar erupsi merapi. Dan meminta mereka untuk merespon tentang gambar-gambar tersebut. Beberapa Ss sudah bisa merespon dan mengatakan "I am happy to see the couple" ada juga yang mengatakan "I

	am sad to see Merapi eruption.”
14	R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog tentang materi showing happiness and showing sympathy.
15	Ss diminta untuk memperhatikan kepada slide power point terkait dengan expression showing happiness and showing sympathy.
16	R meminta Ss untuk melafalkan ekspresi-ekspresi tersebut dengan menirukan apa yang R ucapkan setelahnya.
17	Ss menirukan pengucapan setelah mendapat instruksi dari R dengan mengatakan “Follow after me”.
18	R menampilkan contoh dialog terkait dengan materi dan meminta beberapa Ss untuk membacanya lalu mempraktekkannya di depan kelas. Setelah itu, R meminta Ss untuk mengidentifikasi ekspresi yang digunakan disetiap contoh tersebut.
19	Ss diminta untuk mengerjakan task 1 “Study the dialogue below and identify the expression of showing happiness and the response”, R menampilkan satu dialog dan meminta Ss untuk mengidentifikasi ekspresi yang digunakan pada dialog tersebut dan setelah itu meminta beberapa dari mereka untuk mempraktekkannya di depan kelas.
20	Setelah itu R memberikan task 2”In pairs, respond to the following statements. Look at the example”. R membagikan soal kepada Ss dan meminta mereka untuk bekerja bersama teman sebangku mereka dengan merespon pernyataan-pernyataan yang ada tersebut. Ss terlihat mulai antusias dalam mengerjakan soal ini dan bersemangat untuk mempraktekkannya bersama teman sebangku mereka.
21	R berkeliling ke bangku Ss untuk memeriksa pemahaman terkait dengan materi dan memeriksa kegiatan praktek mereka bersama teman sebangkunya.
22	Setelah sebagian besar Ss mempraktekkan task2 dengan merespon pernyataan tersebut, R memberikan task 3. R membagikan kertas soal kepada Ss. Ss diminta untuk “Listen carefully to the dialogue between Denias and Retno. Complete the missing expressions.” Setelah Ss selesai mengerjakan task3 ini, R dan Ss mengeceknya bersama-sama dan mengidentifikasi ekspresi yang digunakan dalam dialog tersebut.
23	Lalu R memberikan task terakhir dan meminta mereka untuk mengerjakan dengan instruksi “Complete the following dialogue with the appropriate expressions of showing happiness or sympathy.” R meminta untuk melengkapi dialog tersebut lalu mempraktekkannya bersama teman sebangkunya.
24	R berkeliling ke bangku Ss untuk memeriksa pemahaman terkait dengan materi dan memeriksa kegiatan praktek mereka bersama teman sebangkunya.
25	Karena masih ada waktu, maka R memberikan sedikit penjelasan tentang kegiatan yang akan dilakukan pada pertemuan selanjutnya.
26	R meminta Ss untuk menyimpulkan kegiatan pada hari ini.
27	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss

	untuk memperbanyak latihan berbicara di rumah.
28	R dan ET keluar kelas.

Field note 11

31 August 2012/ 08.00-11.00

1	R berangkat ke sekolah mengadakan meeting ke-2 untuk cycle2.
2	R menemui ET di ruang guru. Tetapi ET sedang mengajar di kelas XII. Dan R menunggu di depan ruang guru.
3	R menyampaikan maksud dan mendiskusikan tentang kegiatan pada cycle 2 khususnya pada meeting 2 diadakan pada hari ini.
4	Setelah bel berbunyi, guru pada pelajaran sebelumnya sudah keluar dan mempersilahkan R untuk melanjutkan pelajaran selanjutnya. Pada waktu itu ET sudah datang di depan kelas. R dan ET masuk kelas.
5	Saat masuk kelas, Ss terlihat sedang mencatat catatan pelajaran Matematika (pelajaran sebelumnya). Sembari menunggu Ss mencatat, R menyapa Ss "Good morning" dan Ss menjawab "Good Morning miss", "How are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you".
6	Karena papan tulis penuh dengan catatan pelajaran sebelumnya, maka R meminta Salah satu Ss untuk menghapusnya dengan mengatakan "Please Yanuar clean the white board and the white board" Lalu S menghapus tulisan di papan tulis.
7	Pada pertemuan ini R bertindak sebagai teacher, dan ET bertindak sebagai collaborator.
8	Pada pertemuan ini, R ingin melanjutkan pembahasan tentang "showing happiness and showing sympathy" serta mengadakan praktek speaking terkait dengan materi tersebut.
9	R memulai pelajaran ekspresi "showing happiness and showing sympathy" hari ini Lalu R mengecek kehadiran Ss "Who is absent today?" dan Ss menjawab "There is no, miss"
10	R menanyakan tentang materi pada pertemuan yang lalu, "What do you learn in the previous meeting?" Sebagian besar menjawab "Showing happiness and showing sympathy." Lalu R menanyakan "Have you studied last night?" Sebagian S menjawab "No, miss.", sedangkan beberapa S mengatakan "Yes, miss"
11	R menjelaskan bahwa hari ini R akan menjelaskan materi tentang "news reading and interviewing someone" terkait dengan ekspresi "showing happiness and showing sympathy."
12	R sedikit membahas tentang materi pada pertemuan sebelumnya untuk lebih mengingatkan Ss tentang materi terkait.
13	Setelah Ss dirasa sudah memahami materi pada pertemuan sebelumnya, R melanjutkan pembahasan materi tentang "news reading and interviewing someone" terkait dengan praktek speaking yang akan dilaksanakan pada pertemuan hari ini.
14	R menampilkan slide power point yang berisi tentang tatacara menjadi

	seorang news reader dan juga interviewer. Ss diminta untuk memperhatikan ekspresi-ekspresi yang digunakan dalam “news reading and interviewing someone” beserta maknanya. Setelah itu R memberikan contohnya.
15	R meminta Ss untuk melafalkan ekspresi-ekspresi tersebut dengan menirukan apa yang R ucapkan setelahnya.
16	R memberikan contoh menjadi seorang news reader dan interviewer dihadapan Ss. R juga meminta beberapa Ss untuk maju kedepan dan mempraktekkan untuk menjadi seorang news reader dan interviewer.
17	Ss menirukan pengucapan setelah mendapat instruksi dari R dengan mengatakan “Follow after me”.
18	Setelah itu R menanyakan tentang pemahaman Ss terkait dengan materi tersebut dan berkeliling ke bangku Ss.
19	R memberikan task1 “Individually, please simulate as a news reader for open and close news based on the picture situation given by the teacher” lalu meminta Ss untuk mempraktekkan di depan kelas.
	Setelah itu Ss diminta untuk mengerjakan task2, “In pairs, please act as an interviewer and an interviewee based on the situation given by the teacher.” Lalu R berkeliling ke bangku Ss dan mengecek pemahaman dan meminta Ss untuk mempraktekkan di bangku mereka masing-masing.
20	Setelah itu R menanyakan tentang kesulitan-kesulitan yang dihadapi oleh Ss dengan mengatakan “Is there any difficulty?” sebagian besar Ss menjawab “No.miss”
21	R meminta Ss untuk mensimulasikan situasi secara berkelompok. Tiap kelompok terdiri dari 4 orang S. R menjelaskan peran dari keempat S dalam satu kelompok itu. Satu sebagai news reader, satu sebagai interviewer dan dua sebagai interviewer.
22	R membagikan kertas yang berisikan situasi kepada Ss dan meminta mereka untuk membaca dan mempelajari tentang peran dan situasi yang akan mereka simulasikan di depan kelas.
23	R memberikan pengarahannya tentang simulasi yang akan dilakukan oleh Ss. Dan menanyakan apakah ada kesulitan tentang kegiatan ini? “Do you find any difficulties?” dan Ss menjawab “no”
24	Kegiatan praktek simulasi terhenti sebentar untuk istirahat. Pada waktu istirahat, R meminta waktu beberapa Ss untuk diwawancarai terkait dengan pembelajaran yang sudah dilakukan.
25	Setelah bel istirahat berbunyi, R meneruskan pelajaran dan memulai praktek simulasi. R memanggil Ss berdasarkan nomor urut. Dan R meminta Ss untuk men-simulasikan situasi yang telah diberikan oleh R. R mengamati dan menilai penampilan Ss.
26	Pada waktu penampilan/men-simulasikan situasi, Ss terlihat antusias untuk mempraktekkan simulasi berdasarkan situasi yang di dapat di depan kelas. R memberi motivasi kepada Ss agar berani untuk berbicara dan mengatakan akan memperbaiki pengucapan mereka jika ada yang salah dalam pengucapan. Tetapi sebagian besar Ss sudah terlihat percaya diri dengan kemampuan mereka dan sudah terlihat mulai terasah kemampuan berbicara mereka.

27	Setelah semua Ss sudah men-simulasikan situasi sesuai dengan kelompok mereka, R memberikan sedikit refleksi terkait dengan kegiatan yang sudah dilaksanakan. R meminta Ss untuk menyimpulkan kegiatan pada hari ini.
28	R menyampaikan bahwa ini adalah pertemuan terakhir Ss bersama R sebelum post-test. R juga tidak lupa menyampaikan bahwa besok akan diadakan post-test untuk mereka, R meminta Ss untuk mempelajari materi-materi yang sudah disampaikan.
29	Setelah bel berbunyi, R menutup pertemuan pada hari ini dan meminta Ss untuk memperbanyak latihan berbicara di rumah.
30	R dan guru keluar kelas.

Field note 12

3rd August 2012/ 08.30-12.00

1	R berangkat ke sekolah untuk mengadakan post-test.
2	R menemui ET di ruang guru dan menyampaikan maksud dan mendiskusikan tentang kegiatan post-test yang akan diadakan hari ini.
3	Karena masih setengah jam lagi, maka R menunggu ET di depan ruang guru.
4	Setelah bel istirahat berbunyi, R dan ET menuju kelas.
5	Karena jam pelajaran setelah istirahat, sebagian Ss terlihat belum memasuki kelas.
6	ET meminta salah satu S untuk mencari teman-teman sekelasnya yang belum kembali ke kelas.
7	Setelah Ss dirasa sudah memasuki kelas semua, R memulai pelajaran (post-test) pada hari itu.
8	Hari ini, R bertindak sebagai teacher dan ET sebagai collaborator
9	R menyapa Ss "Good morning" dan Ss menjawab "Good Morning miss", "how are you today?" dan Ss menjawab "I am fine, and you?" dan R menjawab "I am fine, thank you". Lalu mengecek kehadiran siswa "Who is absent today?" dan Ss menjawab "There is no".
10	R mengingatkan Ss bahwa hari ini akan diadakan pre-test
11	Sebagian Ss siap untuk pre-test, dan sebagian lagi terlihat belum siap.
12	R menerangkan materi-materi yang tercakup dalam post-test ini. Lalu R menampilkan slide power point yang berisi tentang expressions, responses dan juga contoh dialog yang berkaitan dengan materi-materi yang akan digunakan dalam post-test ini, yaitu materi tentang "greeting and introducing, inviting someone dan juga showing happiness and showing sympathy."
13	Lalu R memberikan penjelasan tentang ekspresi-ekspresi yang digunakan untuk news reading dan juga interviewing someone serta meminta mereka untuk melafalkan bersama-sama dengan arahan dari R. R juga memberikan contoh bagaimana menjadi news reader dan juga interviewer.
14	R memberikan beberapa latihan sebelum dimulainya praktek. Untu task 1 R memberikan beberapa gambar dan meminta beberapa Ss untuk

	membacakan berita terkait dengan gambar tersebut.
15	Sebelum R menyuruh salah satu Ss untuk maju ke depan, R memberikan contoh lagi untuk menjadi pembaca berita “news reader”.
16	Lalu R memberikan latihan selanjutnya. Untuk task 2, Ss diminta untuk mempraktekkan simulasi untuk mewawancarai seseorang. Pada latihan ini, Ss diminta untuk mengerjakannya bersama teman sebangkunya. Sebelumnya, R memberikan contoh lagi serta langkah-langkah untuk menjadi interviewer.
17	R menanyakan Ss tentang kesulitan yang dihadapi, dan kebanyakan dari mereka mengatakan tidak ada kesulitan yang ditemui untuk kegiatan ini.
18	Setelah R berkeliling menanyakan dan juga mengecek pemahaman Ss, R menyampaikan tentang langkah-langkah dalam post-test dan menyampaikan tentang apa saja yang akan dilakukan dalam post-test ini.
19	R meminta Ss untuk membentuk 3 orang dalam satu kelompok
20	R memberikan “situation” dan membagikannya kepada tiap-tiap kelompok
21	R memberi waktu sebentar untuk mempelajari situasi tersebut dan R berjalan mengelilingi Ss untuk mengecek pemahaman serta kesiapan mereka dalam praktek ini. Ss terlihat antusias untuk mempersiapkan dialog.
22	R meminta Ss untuk segera mempraktekkannya ke depan kelas. R memanggil Ss berdasarkan angka yang tertera pada kertas.
23	Sebagian besar Ss sudah siap dan ada beberapa yang mempersilahkan diri mereka untuk maju dahulu untuk praktek di depan kelas.
24	Ss mempraktekkan dialog berdasarkan “situation” yang sudah diberikan kepada siswa.
25	Sebagian besar Ss sudah terlihat percaya diri dengan kemampuan mereka dan hanya mempunyai sedikit kesalahan terkait dengan pronunciation dan mereka juga sudah menguasai beberapa kosakata sulit.
26	R dan ET memberi penilaian terhadap penampilan mereka.
27	Setelah semua Ss sudah maju kedepan, R menanyakan tentang kesulitan-kesulitan yang ditemui.
28	Dengan kompak sebagian besar Ss mengatakan tidak ada.
29	Karena ini pertemuan terakhir, maka R menanyakan tentang kesulitan-kesulitan yang mereka temui selama kegiatan ini, beberapa Ss mengatakan kesulitan awal mereka adalah motivasi dan kesulitan tentang kosakata dan pengucapan. Tetapi, dengan adanya kegiatan ini, Ss merasa bahwa kemampuan mereka dalam kemampuan berbicara meningkat serta meningkatnya motivasi yang mereka miliki.
30	R memberikan bingkisan untuk 3 partisipan terbaik dan meminta ET untuk menyerahkannya kepada Ss tersebut.
31	Setelah bel berbunyi, R menutup pertemuan pada hari itu serta meminta maaf kepada Ss jika pernah ada kesalahan kata atau perbuatan selama diadakannya penelitian ini.
32	R dan ET keluar kelas.

Field note 12

15th August 2012/ 07.15-09.00

R ke sekolah untuk meminta surat keterangan tentang pelaksanaan penelitian dari sekolah dan berpamitan kepada Kepala Sekolah, guru Bahasa Inggris, guru-guru, staf tata usaha dan siswa kelas XD.

Appendix E

Interview Transcripts

INTERVIEW TRANSCRIPTS

P: Place, Rp: Respondent, R: Researcher, ET: English teacher S: Student

Interview 1

P : Teachers' office

Rp : ET (Mrs Lathifah)

R : Assalamualaikum Ibu

ET : Iyaa

R :Eee ibu saya Khanifah Nur Hasanah, saya penelitian disini di sma 1 prambanan, saya ingin menginterview ibu tentang pembelajaran bahasa inggris disini bu. Selama mengajar bahasa inggris bu , bagaimana proses mengajar atau penyampaian materi yang sudah anda terapkan di kelas

ET :Proses penyampaian materi tentu saja berdasarkan apa, eee skil yang dikembangkan disitu jadi kalo emang untuk speaking dan sebagainya yaa kami mengutamakan untuk anak itu bisa aktif berkomunikasi kemudian kalo apa bisa acting atau sebagainya ya si anak bisa memproduksi hasil karya suatu tulisan

R :Maaf bu untuk proses mengajarnya ibu menggunakan metode atau mungkin semacam kaya BKOF atau bagaimana atau PPP?

ET :Kalo untuk language function atau pengungkapan pengungkapan saya biasanya saya menggunakan yang PPP tapi kalo untuk reading sama writing biasanya saya menggunakan yang BKOF.

R :Oh ya, lalu menurut anda bagaimanakah pembelajaran bahasa inggris siswa kelas 10 sma 1 prambanan secara globalnya mungkin untuk tahun ini.

ET :Untuk tahun ini kalo untuk yang sekarang ini untuk pembelajaran yang kelas 1 saya begitu apa belum bisa mengamati karena baru saja pertama kali masuk jadi belum bisa gambaran secara total itu belum.

R : Iya tapi kalo mungkin untuk gambaran singkatnya gitu bu, oh ni anaknya keliatan agak semangat atau bagaimana gitu

ET : Hmmm kalo anaknya yaaa kayanya biasa seperti kaya tahun kemaren, kalo sekarang saya belum tau persis karna baru masuk pertama kali baru penyampaian program jadi belum begitu banyak melibatkan keaktifan siswa, tapi untuk tahun kemaren tu emang keterlibatan siswa untuk aktif itu untuk memerlukan motifasi untuk berani bicara ngomong.

R : Oh yaaa... eeee lalu untuk pembelajaran bahasa inggris apakah ada kendala bu yah ?

ET : Kendala ya pasti jelas ada, jadi si anak itu kendala motifasi sangat minim, ya juga ada yang motifasi yang tinggi di kelas itu 1,2,3 itu emang ada tapi untuk presentase aktif sama yang enggak itu lebih banyak yang ga aktif jadi lebih banyak condong ke pasif misalnya membaca nanti kalo ga di kelilingi dia ga membaca cuma diam, dan pada saat membaca gitu di tidak aktif untuk misalnya ketemu kata yang susah dia tidak berusaha untuk membuka kamus dan sebagainya itu jarang. Jadi pada saat mengerjakan

tugas di kelas pun jika tidak di kelilingi guru ya dia diam pasif , nanti kalo ada guru yang mulai keliling dia baru seolah-olah mengerjakan.

R : Oh ya lalu dengan kendala-kendala seperti itu bagaimana ibu menyikapinya?

ET :Ya dengan adanya itu otomatis saya harus apa eee lebih banyak berkeliling dan kemudian untuk menarik perhatian siswa untuk mengikuti pelajaran saya dan sebagainya itu, ya untuk anak-anak yang perhatiannya kurang ya mesti saya kasih pertanyaan pertanyaan atau mengulang kembali jawaban yang sudah.

R :Lalu bu metode dan media apa saja yang anda pergunakan dalam pembelajaran bahasa inggris ?

ET :Metode tadi sudah, kalo media untuk media itu biasanya karna dikelas sma prambanan ini sudah dilengkapi dengan IT, ya dengan menggunakan fasilitas itu ya mungkin ada gambar kita gunakan gambar dan ada percakapan sebagaimana itu dalam listening audio gunakan kemudian ada media power point ya saya bikin.

R : Hmm kalo untuk pembelajaran speaking bu, eeee media apa saja yang anda gunakan ?

ET :Media eee biasanya ibu menggunakan rekaman-rekaman kalo itu berita ya diambikan berita itu.kemudian ada announcement dari sumber yang ada.

R :Oh Ya bu lalu dengan adanya media-media tersbut apakah sudah efektif untuk pembelajaran dikelas.

ET :Kalo efektif secara maksimal si belum tapi untuk menarik perhatian kita bisa, kalo prosentase untuk bisa aktif sekali itu belum bisa terlaksana, mungkin pembuatan mediana yang kurang maksimal.

R :Tapi setidaknya bisa menarik siswa untuk belajar bu ya?

ET :Iya.

R :Iya bu terimakasih untuk waktunya assalamualaikum

ET :Walaikumsalam.

Interview 2

P : Teachers' office

Rp : ET (Mrs Lathifah)

R : Assalamualaikum bu

ET : Ya, Waalaikum salam

R : Maaf bu mengganggu waktu ibu sebentar, saya ingin menginterview ibu. Bu, menurut ibu mengapa murid-murid belajar speaking? Tujuannya bagaimana?

ET : Untuk pembelajaran speaking karena itu merupakan salah satu skill dalam pembelajaran, maka itu penting perlu dipraktekkan.

R : Seberapa penting pembelajaran speaking tersebut?

ET : Ya penting sekali, orang belajar bahasa Inggris atau bahasa yang lain kan untuk berkomunikasi

R : Bu, selama pengalaman ibu apakah murid-murid itu tertarik untuk belajar speaking?

- ET : Ya ada beberapa yang tertarik, ada beberapa yang memang kurang tertarik atau motivasinya terlalu rendah untuk praktek speaking.
- R : Biasanya anak-anak itu motivasinya rendah kenapa bu?
- ET : Karena dia penguasaan apa ya, ekspresi atau penguasaan vocab yang rendah, dan dia dari awal sudah jarang mempraktekkan itu sehingga dia malu2 dan takut untuk praktek.
- R : Aktifitas speaking dikelas, yang menurut ibu menyenangkan untuk siswa yang bagaimana bu?
- ET : Kalau speaking kan materinya ada 2, yang conversation dan monolog. Anak-anak lebih pede ketika praktek yang conversation. Kalau yang monolog anak-anak cenderung mempersiapkan dulu dan condong menghafal apa yang sudah dia rencanakan. Kalau conversation pendek lebih bisa, lebih enjoy.
- R : Apakah murid-murid anda sering berlatih speaking bersama teman-temannya?
- ET : Dalam kelas atau luar kelas?
- R : Dalam kelas
- ET : Dalam kelas pada saat dia pembelajaran, ya dia ngomong sama temannya ya saat diminta praktek. Kalau sehari-hari ya jarang.
- R : Apakah anda menggunakan metode-metode tertentu dalam mengasah kemampuan speaking?
- ET : Lebih banyak saya memberi yang role play, ya itu yang lebih sering saya gunakan.
- R : Untuk role play atau bermain peran atau yang seperti itu apakah itu memudahkan anak-anak untuk mengasah kemampuan speaking mereka?
- ET : Ya, itu lebih, anak lebih enjoy seperti itu.
- R : Untuk pembelajaran bahasa Inggris apakah ibu menggunakan bahasa Inggris full atau setengah-setengah?
- ET : Untuk pembelajarannya saya menggunakan full bahasa Inggris tidak, karena masih ada beberapa anak yang kesulitan memahami perintah dan penjelasan dengan bahasa Inggris. Kadang jika saya menggunakan bahasa Inggris kadang perlu disertai bahasa Indonesia.
- R : Untuk pembelajaran speaking apakah ada kendala?
- ET : Kendala ya ada, dari minat anak, malunya untuk praktek.
- R : Adakah solusi yang ibu terapkan untuk mereka?
- ET : Ya untuk solusi ya ini, membangkitkan semangat saja jadi pertama harus dipaksa praktek didepan kelas. Itu yang memang harus dilakukan
- R : Lalu bu, kemarin kan saya sudah mengadakan pre-test. Menurut ibu bagaimana pre-test itu?
- ET : Kalau yang pre test kmrn anak masih bingung, belum spontan, kebanyakan anak masih dirancang, maksudnya masih direncanakan. Anak-anak lebih membaca dan menghafal
- R : Berdasarkan pre-test kmrn, apakah kesulitan anak?
- ET : Pre test yg kmrn apa ya. Mgkn karena awal masuk. memang sudah dipelajari di smp, mungkin dulu kurang maksimal, jadi dia belum

memahami atau mengingat kembali ungkapan yang digunakan kemarin kan langsung praktek jadi belum ada pembelajaran, latihan.

R : Ok bu, terima kasih untuk waktunya Assalamualaikum

ET : Waalaikum salam

Interview 3

P : Teachers' office

Rp : ET (Mrs Lathifah)

R : Assalamualiakum ibu

ET : Waalaikum salam

R : Ibu, bagaimana menurut ibu tentang aktifitas yang sudah saya lakukan pada saat pembelajaran dan praktek?

ET : Kalau yang praktek ya memang semuanya sudah terlibat dan berlatih, tetapi anak masih prepare dulu baru dia bisa praktek. Akan lebih baik jika anak itu spontan. Mungkin dalam pembelajarannya itu misalnya ada latihan dan semacam itu. Kita samakan saja situasinya pada saat dia praktek langsung dia ga bawa apa-apa walaupun mungkin situasinya itu hampir sama.

R : Untuk kendala apakah ada bu?

ET : Untuk praktek ya itu, anak ga mau, dan anak masih ga pede jadi harus membawa kertas. Lebih baik jika lebih pede dan tidak takut salah, toh kesalahan grammar juga ga begitu diamati.

R : Tapi sebagian kecil sudah merasa pede. Lalu untuk saran kegiatan selanjutnya bagaimana bu?

ET : Untuk invitation, ya seperti itu tadi saja ada latihan mungkin dikasih situasi yang seperti itu atau mungkin hanya diganti namanya atau tempatnya seperti itu mereka prepare. Tapi pada saat latihan selanjutnya dia dikasih yang itu yang hampir sama secara acak gitu trus nanti kamu kamu coba dipraktikkan, biar lebih spontan.

R : Berarti harus ada latihan dulu ya bu?

ET : Iya, kalau misalkan pembelajaran dikasih ini trus diajari tapi yang latihan yang harus dipraktikkan dia ga berlatih dulu, jadi pedenya masih kurang dan agak takut. Tapi kemungkinan kalau dia sudah berlatih situasi yang mana, lalu dipraktikkan satu atau dua. Tapi pada saat dia praktek yang terakhir dikasih situasi yang hampir sama

R : Tapi kan ga boleh sama kan bu?

ET : Intinya kan yang tadi memperkenalkan orang lain, Ungkapan yang digunakan juga hampir sama. Untuk yang seperti itu mungkin mereka sudah bisa di praktek yang kedua kalinya.

R : Ok makasih ya bu, Assalamualaikum

ET : Iya, Waalaikum salam.

Interview 4

P : Teachers' office

Rp : ET (Mrs Lathifah)

- R : Assalamualaikum ibu
 ET : Waalaikum salam
 R : Ibu, bagaimana menurut pendapat ibu tentang pembelajaran dan praktek speaking yang sudah saya lakukan di cycle 1?
 ET : Untuk di cycle 1 itu kesannya agak terlalu singkat dan itu kaya loncat untuk latihannya jadi tidak ada, langsung independent. Terkesannya buru-buru jadi pada saat anak-anak harus praktek, mereka harus prepare dulu. Untuk pertemuan yang terakhir itu udah lumayan, jadi anak-anak itu sudah maju tanpa teks, walaupun ada persiapannya.
 R : Lalu selama pengamatan ibu, apakah ada kendala atau masalah apa gitu bu?
 ET : Ya itu tadi karena pembelajarannya loncat kesannya membuat anak untuk langsung independent itu agak kesulitan dan pada saat harus praktek, ada anak bilang mbok ditulis bu, jadi belum bisa menangkap
 R : Lalu solusinya bagaimana bu untuk kegiatan selanjutnya di cycle 2?
 ET : Ya diperbanyak latihan sebelum praktek tidak langsung presentation
 R : Lalu apakah ada saran untuk cycle 2 terkait dengan pembelajaran dan praktek?
 ET : Ya itu saran saya ada dan diperbanyak latihan-latihan sebelum independent.
 R : Lalu untuk praktek apakah itu sudah dirasa bisa meningkatkan kemampuan speaking mereka?
 ET : Dari 2 praktek yang pertama anak kan masih belum spontan tetapi yang praktek terakhir yang invitation anak sudah percaya diri untuk bisa lepas dari teks walaupun dipaksa tetapi ternyata juga bisa. Kekurangannya itu tadi kurang adanya soal-soal latihan makanya ketika disuruh maju anak masih belum pede. Saya yakin kalau ada beberapa latihan sebelum praktek jadi ada guided istilahnya mungkin akan lebih pede.
 R : Ok nanti akan saya perbaiki lagi di cycle ke 2. Lalu untuk pembelajarannya bagaimana bu? Apakah masih kurang banyak ekspresi atau bagaimana?
 ET : Banyak di depan, jadi jarang ke belakang atau berkeliling saat menerangkan
 R : Oiya bu, berdasarkan interview salah satu anak, saya masih kurang tegas, apakah perlu digalakin, atau bagaimana bu?
 ET : Tidak selalu harus digalakin untuk pembelajaran, mungkin kurang tegasnya jika ada anak yang kurang perhatian, didiemin gitu. Ya ditunjuk saja tidak perlu dengan digalakin.
 R : Terima Kasih bu untuk saran dan kritiknya untuk pembelajaran di cycle 1 ini. Assalamualaikum
 ET : Waalaikumsalam.

Interview 4

- P** : Class XD
Rp : S (Siti)
 R : Dek minta waktunya bentar ya.

- S : Iya
 R : Namanya dek siapa?
 S : Siti
 R : Dek mau tanya tentang pembelajaran dan praktek kemarin, menurut kamu gimana pembelajaran yang sudah kakak sampaikan kemaren? Mungkin masih kurang pas atau bagaimana gitu?
 S : Menurut aku sih udah jelas, ngejelasinnya juga sudah pas, ga terlalu cepet ga terlalu lambat
 R : Lalu untuk prakteknya bagaimana?
 S : Prakteknya yang awalnya agak grogi, yang kedua udah ga grogi lagi
 R : Kan udah tiga kali dek, ama pre-test?
 S : Ya yang kedua itu ngomongnya kan masih kurang lancar, lalu yang ketiga sudah lancar
 R : Berarti ada perkembangan ya dek ya masalah kepedean kalian?
 S : Iya
 R : Oh iya menurut kamu untuk aktifitas ini sudah mengasah dan meningkatkan kemampuan speaking kamu belum?
 S : Ya udah
 R : Untuk saran aktifitas selanjutnya bagaimana?
 S : Ya ngajarnya kaya gitu aja, ga terlalu lambat
 R : Prakteknya bagaimana? Atau kayak gitu ja dialog?
 S : Kayak gitu aja mbak dialog
 R : Berarti saya kasih situasi trus kalian maju kedepan kaya kemaren?
 S : Itu juga bisa mbak
 R : Ok dek, makasih ya.. Assalamualaikum
 S : Waalaikumsalaam

Interview 5

- P** : **Class XD**
Rp : **S (Rifda)**
 R : Assalamualaikum dek
 S : Waalaikumsalam
 R : Dek ada waktu bentar ga?
 S : Ada
 R : Dek mau tanya-tanya ni, tujuan pembelajaran speaking menurut kamu apa c? Kenapa kamu belajar speaking?
 S : Supaya bisa bicara ama turis-turis di luar negeri
 R : Penting ga sih belajar speaking itu?
 S : Penting
 R : Tertarik ga belajar speaking?
 S : Tertarik
 R : Aktifitas speaking mana sih yang kamu suka? Kaya gimana, mungkin praktek, membaca dialog atau gimana gitu dek?
 S : Lebih suka yang praktek
 R : Kamu sering ga berlatih speaking dengan teman-teman?

- S : Kalau speaking dengan temen-temen belum pernah tapi kalau sama orang tua ya ada.
- R : Kalau dikelas sering make bahasa Inggris ga kalau pembelajaran speaking?
- S : Ga
- R : Kalau bu guru ngajar itu make bahasa Inggris full atau bahasa Inggris dan bahasa Indonesia?
- S : Bahasa Inggris dan bahasa Indonesia
- R : Terus aktivitas speaking dari bu guru kamu yang kamu sukai yang bagaimana?
- S : Lebih ke dialog
- R : Ada hambatan ga dalam pembelajaran speaking?
- S : Susah untuk cara membaca yang benar sama vocabulary-nya
- R : Terus biasanya kamu bagaimana menghadapi kendala-kendala
- S : Lebih suka mendengar cara membaca yang benar.
- R : Sering buka kamus ga? Atau baca novel bahasa Inggris? Atau nonton film?
- S : Lebih suka yang video
- R : Berarti kalau ada videonya suka ya
- S : Iya
- R : Tadi kan sudah praktek ya dek, menurut kamu bagaimana pembelajaran Bahasa Inggris tadi?
- S : Lumayan sukses
- R : Suka ga?
- S : Suka
- R : Ada saran? Kritik? Atau sudah cukup? Ga papa kaya gini aja atau cukup lah mbak untuk mempraktekkan dan meningkatkan kemampuan kami, gitu.
- S : Kaya tadi udah cukup mbak, udah bagus.
- R : OK berarti besok lagi kaya gitu ga papa ya.
- S : Ga papa.
- R : Ada harapan ga dek untuk pembelajaran speaking dikelas ini?
- S : Ya semoga lebih meningkat lagi, bisa dikembangin lagi.
- R : Yaudah makasih ya untuk waktunya, Assalamualaikum.
- S : Waalaikumsalam.

Interview 6

P : Class XD
Rp : S (Intan Diah Pasha Paramita)

- R : Assalamualaikum
- S : Waalaikumsalaam
- R : Namanya sapa dek?
- S : Intan Diah Pasha Paramita
- R : Ok hmm minta waktu bentar yah?
- S : Iya

- R : Dek menurut kamu kenapa sih belajar speaking? Tujuan belajar speaking
- S : Kalo misalnya kita nanti ketemu bule terus kita bisa ngomong sama bule walaupun sedikit-sedikit
- R : Terus ada yang lain ga,
- R : Sudah, lalu menurut kamu penting ga sih belajar speaking tu?
- S : Penting
- R : Pentingnya kenapa
- S : Ya penting aja, ya tu kan juga termasuk dalam nilai rapot, juga bisa nambah kosa kata kita. Jadi kita tu semakin gimana ya, hmm jadi pingin tau... apa sih kosakatanya jadi kita pingin ngomong itu lagi itu lagi
- R : Ok, kamu tertarik ga belajar tentang speaking
- S : Tertarik
- R : Ok, kalo di kelas aktifitas kaya gimana sih yang kamu suka kalo speaking gitu?
- S : Speaking kalo pas dialog. Terus pas lagi percakapan percakapan
- R : Biasanya kalo bu guru ato pa guru itu menggunakan metode bagaimana sih, beliau-beliau mengajar speaking di kelas ,biasanya bagaimana?
- S : Pertama pake video terus mengambil misalnya dicontohin greetingnya dulu trus dikasih tugas situasinya apa.
- R : Oh ya berarti hmm menurut kamu praktek speaking itu enakan yang langsung praktek ga pake stuasi ato yang pake situasi gitu
- S : Ga pake situasi
- R : Ga pake situasi, kenapa ga pake situasi
- S : Langsung ngomong aja,
- R : Iya kan kalo langsung ngomong ga da banyangan kan juga susah dek. Kan nanti situasi itu kan jadi ada bahasan untuk kita ngomong gitu dek menurut kamu bagaimana?
- R : Jadi kan kaya kakak tadi kan ngomongin tentang it is about you first day entering the school jadi ada gini gini jadi kalian tinggal ngomong kaya gitu gitu menurut adek gimana?
- S : Ya itu juga enak si mbak ya cuman kita langsung ya kita ngomong apa aja.
- R : Tapi kan kalo ngomong langsung kan gad a batasannya.
- S : Iya sih
- R : Kalo kamu sama temen-temen kamu bicara bahasa inggris ga sih kalo pelajaran bahasa inggris?
- S : Ya kalo dulu waktu smp pernah pake kaya gitu terus kalo sma sih belum sampe kesitu.
- R : Hmm kenapa?
- S : Bahasa Indonesia aja
- R : Kalo bu guru gitu makenya bahasa inggris full ato bahasa inggris dan bahasa Indonesia
- S : Bahasa Inggris full... tapi ada yang ga bisa ga tau artinya nanti di bahasa indonesiain
- R : Ok Hmmm, Lalluu.. Oiya dink kendala untuk belajar speaking tu apa sih menurutmu? Ada ga?

- S : Ada ada, vocabnya
R : Terus terus yang lain
S : Terus kalo teman kita ngomong kita ga bisa jawab, terus ga tau artinya kan kita kan jadi bingung sendiri
R : Ok, hmmm harapan kamu pembelajaran speaking tu pa de? Harapan?
S : Hmm Tambah di majuin lagi aja.
R : Hmm Menurut kamu di tambah majuin lagi kek gimana sih, harapan, hmm maksudnya aku da saran ni mba kaya gini kaya gini
S : Ya Kaya misalnya kita tu kaya interview sama bule terus kita tu dikasih bikin laporan gitu kan bisa menambah speaking kita.
R : Hmmm Iya. Kan itu ke keluar kelas de yah, kalo di dalam kelas menurut kamu gimana sarannya.
S : Ya kalo di dalam kelas di tambahin kaya greeting apa aja selain yang biasa biasa aja tapi yang lebih mendalam lagi tu apa sih
R : Ok, makasih ya dek untuk waktunya
S : Iya sama-sama
R : Oh ya bentar, tadi untuk pembahasan tadi bagaimana menurut kamu
S : Seru, asik
R : Iya
S : Seru aja
R : Ada saran atau kritik ga buat mbaknya? tadi kan nerangin yah dek itu gimana?
S : Kalo aku sih belum ada kekuranganx sih mba cuman kan belum terlalu mendalam buat gurunya itu kan baru satu kali 2 kali pertemuan jadi kan belum tau kekurangannya apa?
R : Gag untuk sekali itu tadi aja ?Umpamanya mbanya terlau cepat ngomong atau bagaimana?
R : Hmm Mba bahasa inggrisnya kurang susah atau gimna?
S : Lebih lebih kan , tapi kan kaya good morning udah biasa, mau yang lebih lebih lagi apa sih kosakatanya
R : Ada yang lain ga?
S : Ga Ada
R : Untuk pertemuan selanjutnya kan inviting, ada saran ga besok tu kaya gini kaya gini?
S : Prakteknya kalo di bikin kaya langsung gitu mba misalkan kita suruh bawa apa misalkan kita bawa aksesoris biar bisa bawa?
R : Berarti prakteknya langsung umpamanya masak gitu ya, seperti ini kita masak apa gitu ya
S : Oh ya yaaa
R : Oh iya tu bisa menjadi saran sih untuk pembelajaran besok-besoknya soalnya kan ini masih pertama jadi masih greeting and introducing masih awal-awal de ?
R : Ok, menurut kamu pembahasan kakak tadi jelas atau masih kurang jelas atau ngambang?
S : Jelas, jelas sekali

- R : Ada yang perlu ditanyakan gitu gak? Masih ngambang ? misalnya mba yang seperti ini ga terlalu paham gitu bagaimana?
 S : Apa ya, itu bagian ga ada deh mba.
 R : Berarti sudah jelas ya ok.
 S : Makasih dek ya untuk waktunya besok lagi.
 R : Sama-sama .
 R : Assalamualaikum.
 S : Wassalam.

Interview 7

P : Class XD

Rp : S (Auzae)

- R : Hai dek, bisa minta waktunya bentar ga?
 S : Iya bisa
 R : Namanya siapa?
 S : Auzaye
 R : Dek Auzaye selama belajar bahasa Inggris bu guru ngajarnya bagaimana sih?
 S : Ketegasan untuk murid yang tidur itu kurang.
 R : Biasanya kalau dikelas medianya apa ibunya?
 S : LCD, Laptop, manual juga ada.
 R : Seringnya dari mana sih?
 S : Disini katanya ga nyediain buku LKS tapi buku paket, diusahakan mempunyai tapi ga harus beli
 R : Kesulitan dalam belajar bahasa Inggris ada ga dek?
 S : Vocab ama arti
 R : Itu kan kendala ya dek, kalau cara menyikapinya bagaimana kamu sebagai siswa?
 S : Saya sih nonton film dan baca buku
 R : Buka kamus?
 S : Kadang kadang
 R : Dari keempat skills yang kamu rasa paling sulit apa?
 S : Listening
 R : Kalau speaking bagaimana?
 S : Itu lebih gampang dari listening
 R : Oh berarti besok kalau disuruh maju langsung ya
 S : Iya
 R : Lalu aktivitas-aktivitas yang ibu guru kamu lakukan di dalam kelas, menurut kamu udah efektif belum?
 S : Masih kurang soalnya gimana ya masih terlalu canggung menguasai bahasa asing
 R : Hmm, maksudku, kalau ibu guru menerangkan make media apa gitu, menurut kamu udah efektif belum untuk meningkatkan kemampuan kalian?
 S : Sudah, soalnya teknologi itu kan tujuannya untuk memudahkan

- R : Kalau aktivitas kegiatan speaking kamu paling suka aktivitas yang kaya gimana to?
- S : Dialog
- R : Jadi maju ke depan kaya tadi itu ya?
- S : Iya
- R : Untuk pembelajaran speaking di kelas ini bagaimana sih menurutmu?
- S : Menurut saya kurang komunikatif ya, soalnya pada ngeluh bahasa Inggris itu sulit atau tidak bisa memahami gitu lho. Kan itu bahasa asing
- R : Lalu dari segi temen-temen mereka kebanyakan sulit di apa sih dek?
- S : Listening, soalnya orang luar kan kata-katanya ga bisa difahami satu persatu.
- R : Berarti kalau disuruh speaking udh mendingan ya
- S : Iya soalnya di SMP sudah dibekali bahasa Inggris mendalam
- R : Ada pesan ga untuk pembelajaran speaking
- S : Untuk meningkatkan kemampuan speaking dikasih waktu lah, kaya dikasih waktu berapa menit sebelum praktek untuk berdiskusi.
- R : Ok, makasih ya dek, Assalamualaikum
- S : Waalaikum salam

Interview 8

P : Class XD

**Rp : S1 (Intan)
S2 (Kinsa)**

- R : De minta waktunya bentar yah
- R : Hmm Namanya sapa ya
- S1 : Intan
- S2 : Kinsa
- R : De mau tanya menurut kalian tujuan speaking tu bagaimana sih? Apa sih ?
- S2 : Biar bisa ngerti pronounction kita itu apa namanya pengucapannya benar apa ga
- R : Kalo menurut de intan
- S1 : Tutur bahasanya cara mengucapkannya tambah kosa kata
- R : Ok, menurut kalian penting ga belajar speaking
- S2 : Penting banget
- S1 : Penting
- R : Menurut kalian tertarik ga sih dengan metode simulasi seperti ini gitu?
- S1 : Lumayan
- S2 : Lumayan mba tapi jangan dialog terus gitu bosen.
- R : Ooo Gitu, terus maunya kaya gimana?
- S2 : Kalo bisa opo kaya pidato gitu, jadinya kan kalo kita ada English club gitu kita bisa belajar dari sini, terus menceritakan tentang apa gitu yaa kaya kita baca fable trus memerankan drama
- R : Ooo Berarti kaya mau memerankan drama gitu ya
- S1 dan S2: Iyaaaa

- R : Lalu, berarti menurut kalian aktifitas yang kalian sukai drama de ya
 S1 : Iya
 R : Jadi umpunya ada teks umpamanya apa terus kalian jadi apa jadi apa jadi apa gitu ya
 S2 : Iya, lebih menarik kaya gitu kalo dialog kan bosen sudah sering juga
 R : Ok, menurut kalian hambatan dalam pembelajaran seperti ini bagaimana ya dek Kinsa?
 S2 : Kesulitannya pas bikin dialognya karena kadang-kadang ga tau kosakatanya, pokoknya kendalanya Cuma itu sih.
 R :Lalu kalo dek Intan?
 S1 : Kadang-kadang waktunya kan sempit ya mbak, jadi harus cepet-cepet nyari kosakatanya.
 R : Sering bawa kamus ga?
 S1 : Ga
 S2 :Ga
 R : Kenapa ga?
 S2 : Berat
 S1 :Ga suka bawa kamus
 R : Sering ga berlatih speaking dengan teman-teman kelas?
 S2 : Kalau dulu pas SMP kebetulan masuk kelas bilingual, jadinya sering gitu.
 R : Kalau disini?
 S2 : Kalau disini kan ga ada bilingual class, lagian ini juga temen-temennya baru, jadinya masih harus menyesuaikan dulu.
 R : Kalau dek Intan sering ga belajar bahasa Inggris dengan teman-temannya?
 S2 : Cuma kalau pelajaran aja
 R : Pendapat kalian tentang simulasi ini bagaimana?
 S1 :Seneng sih mbak
 R : Pedapat lain selain seneng apa?
 S1 : Kayanya itu aja mbak.
 R : Kalau dek Kinsa?
 S2 : Kalau misalnya dialog kaya gitu harusnya make gerakan gitu lho mbak, misalnya kita salah ngucapinnya mbaknya juga tahu maksudnya apa gitu.
 R : Kalau dek Intan?
 S1 : Story telling
 S2 :Kalau ga pidato ja mbak.
 R : Selama belajara kamu faham ga dengan yang kakak ajarkan?
 S1 :Faham
 S2 : Bagus kug kak.
 R : Ada kesulitan ga sih selamam kakak ngajar?
 S2 : Ga, pas kug mba
 R : d=Ada kendala ga dek?
 S2 : Kalau sampai sekarang lom ada mba.
 R : Ada saran lain?
 S2 : Kalau speaking ada variasi yang lain.

R : Apa harapan kalian di kelas speaking?
 S2 : Kita bisa berbicara bahasa Inggris lebih baik
 S1 : Cara berbicara, ngomongnya lebih baik, teratur cara ngomongnya
 R 1 : Ok Makasih ya untuk waktunya, assalamualaikum
 S 1 dan S2: Sama-sama. Waalaikum salaam

Interview 9

P : Class XD

Rp : S (Julaikha)

R : Assalamualaikum, namanya siapa dek?
 S : Waalaikumsalaam. Julaikha
 R : Kakak pingin tanya-tanya sebentar, boleh ya?
 S : Iya
 R : Selama proses belajar bahasa Inggris, cara ngajar ibunya gimana sih dek? Ibunya cara ngajarnya gimana?
 S : Baik, tapi aku kadang ga dong mbak.
 R : Iya kenapa? Selama belajar bahasa Inggris dulu-dulu pas di SMP/ SMA gitu?
 S : Bruwet
 R : Bruwetnya kenapa? Susah atau bagaimana?
 S : Susah
 R : Susahnya kenapa?
 S : Tulisan dan artinya beda
 R : Dari keempat skill, mana yang paling susah?
 S : Speaking sama listening
 R : Speaking kenapa susah? Apa karena cara ngomongnya?
 S : Cara ngomong dan cara bicaranya cepet
 R : Biasanya kalau di kelas, bu guru aktifitasnya kaya gimana?
 S : Muter-muter, njawab pertanyaan di buku, njawab soal.
 R : Bu guru make metode apa de?
 S : Make power point.
 R : Ok, makasih ya untuk waktunya.
 S : Iya.

Interview 10

P : Class XD

Rp : S (Kiki)

R : Bismillahirrahmanirrahim, Assalam mualaikum
 S : Waalaikum salam
 R : Minta waktunya bentar ya dek, namanya siapa?
 S : Kiki
 R : Dek Kiki, tujuan pembelajaran speaking apa sih menurutmu?
 S : Biar bisa menguasai kosakata, bisa ngomong ama turis-turis
 R : Menurut kamu penting ga belajar speaking?

- S :Sangat penting
R : Kan ini udah beberapa kali pertemuan ya dek. Pendapat kamu tentang pertemuan yang sudah-sudah bagaimana sama pertemuan yang tadi? Dari segi pembelajaran dulu deh.
S :Ya gimana ya, asyiknya sih asyik seru juga, seru buat belajar pokoknya mbak
R : Trus kalau dari segi prakteknya gimana dek? Praktek speaking?
S :Ya lebih berani aja ya gitu lah mbak
R : Pendapat kamu tentang praktek speaking yang sudh kita jalani ini?
S :Seru, bisa buat belajar, tambah kreatif mengolah kosakata
R : Aktifitas simulasi kaya tadi dan kemarin-kemarin itu, menurut kamu menyenangkan ga untuk belajar speaking?
S : Menyenangkan sekali
R : Kenapa?
S : Lebih gampang mempelajarinya tentang dialog-dialog
R : Lalu menurut kamu ada ga kendala yang kamu temui waktu praktek?
S : Ada
R : Apa?
S :Mengolah kosakata
R : Lalu yang lainnya?
S :Udah mbak
R : Sering bawa kamus ga?
S : Sering
R : Sering dibuka ga kamusnya?
S : Kadang-kadang, kalau ga bisa baru dibuka kamusnya
R : Nah, habis ini dibuka kamusnya. Lalu harapan kamu tentang pembelajaran speaking di kelas kamu bagaimana?
S : Supaya lebih ditingkatkan mutu belajarnya
R : Saran dan kritik tentang pembelajaran speaking yang sudah kakak ajarkan disini bagaimana sih? Ada ga?
S :Ada, kalau mengajar speaking itu lebih sabar saja biar anaknya gampang mempelajarinya, senang itu lho.
R : Lalu untuk aktifitasnya apakah ada saran dek? Mungkin bermain peran atau bagaimana gitu?
S : Ngadakan drama, itu kan lebih seru.
R : Yasudah, makasih ya untuk waktunya
S :Iya mbak.

Interview 10

P : Class XD

Rp : S (Auzaie)

- R : Dek Auzaie minta waktunya bentar ya
S : Iya
R : Menurut adek bagaimana pendapat adek tentang pembelajaran kemarin?

- S :Menurut saya pembelajaran kemarin sudah cukup edukatif ya soalnya menggunakan praktek. Maksud edukatif itu prakteknya itu. Kemaren kan udah ga make teks jadi menghafal dulu. Disini sudah banyak yang hafal tanpa teks.
- R : Itu kan tentang praktek ya dek, kalau tentang pembelajaran, kakak kan kemaren menyampaikan materi itu bagaimana menurut adek?
- S : Menurut saya sudah bagus tapi ada sisi negatifnya, apa, mbaknya itu kurang tegas
- R : Kurang tegasnya bagaimana?
- S :Ada yang ramai tidak diperingatkan tapi terus saja gitu lho
- R : Lalu ada yang lain tidak?
- S :Tidak, itu saja
- R : Untuk prakteknya udah pas ya berarti?
- S : Udah
- R : Ada saran ga mungkin tentang pertemuan selanjutnya prskteknnya bagaimana gitu?
- S :Kalau pertemuan selanjutnya sih kalau bisa prekteknnya di depan kelas biar mengasah mental gitu lho
- R : Yak an tadi di depan kelas?
- S : Ya
- R : Menurut kamu aktifitas yang kaya gimana lagi yang bisa mengasah kemampuan bahasa Inggris kamu? Khususnya speaking?
- S :Untuk speaking,kita diberi peer untuk membuat karangan sendiri, dihafalin dan dibacain depan kelas
- R : Tapi nanti kalau buat PR nanti kalian cari di internet. Iya kan?
- S : Nanti kan kalau dari internet ketauan. Ketauannya gini, untuk menghafalinnya kan susah, kalau bicara depan kelas kan canggung. Dan kalau bisa yang gini dikasih hukuman. Tapi hukumannya yang bersifat edukatif.
- R : Berdasarkan kegiatan yang sudah dilakukan kemarin ada ga kendala yang kamu hadapi?
- S : Kalau masalah sih ga ya.
- R : Maksudnya masalah pronunciation atau masalah motivasinya atau mungkin masih deg-degan mbak tapi satu dua kali maju udah gimana...atau giman gitu dek?
- S :Oh, yang saya rasain itu satu dua kali maju udah ga canggung lagi
- R : Maksudny udah pede ya untuk ngomong bahasa Inggris?
- S :Iya
- R : Berarti pas waktu pre-test atau pertemuan pertama masih agak-agak malu atau bagaimana tapi sekarang udah agak pede?
- S :Iya, udah pede
- R : Untuk pertemuan selanjutnya ada saran ga? Saran umum, mbaknya harus gimana, atau aktivitasnya harus gimana
- S : Kalau saran saya sih pembelajaran dilakukan sekondusif mungkin dan siswa itu mengerti apa yang diajarkan, mbaknya juga haruslebih tegas.
- R : Ok dek makasih untuk waktunya. Assalamualaikum

S : Waalaikum salam

Interview 11

P : Class XD

Rp : S (Khadiq)

R : Assalamualaikum dek, namanya siapa?

S : Khadiq mbak

R : Menurut kamu tujuan pembelajaran speaking itu apa sih dek?

S : Biar bisa berbahasa Inggris dengan baik dan benar

R : Menurut kamu penting ga speaking itu?

S : Penting karena sekarang zamannya globalisasi yang menggunakan Bahasa Inggris

R : Jadi harus bisa berbahasa Inggris. Lalu ini kan sudah beberapa kali pertemuan, menurut kamu, kamu tertarik ga dengan aktifitas yang sudah mbak ajarkan di dalam kelas kemarin? Ada saran ga?

S : Tertarik, ya kalau bisa lebih dioptimalkan biar murid-muridnya mudah memahami yang sudah disampaikan oleh kakak.

R : Lebih dioptimalkannya maksudnya bagaimana?

S : Banyak materi mbak, bukan cepat-cepatan, lambat tapi pas, begitu lho mbak.

R : Lalu hambatan yang kamu temui apa dek?

S : Kalau mengingat kadang agak sulit, jadi kata-kata nya itu gampang lepas.

R : Sering buka kamus ga?

S : Sekarang bawa

R : Kemaren ga?

S : Ga

R : Sering dibuka ga kamusnya?

S : Kalau ga tau ya dibuka, kalau ga ada ya ga dibuka

R : Menurut kamu, pembelajaran speaking seperti tadi itu bisa meningkatkan kemampuan speaking kamu ga?

S : Bisa

R : Kenapa?

S : Karena kebanyakan materi speaking itu agak mudah dipahami kalau terus diulang-ulang dari guru oleh guru yang lebih pintar.

R : Lalu ada saran ga dek tentang aktivitas speaking, dipertemuan selanjutnya?

S : Sarannya lebih dimatengi materinya, jadi murid itu bisa mudah memahami, gitu aja.

R : Kalau kamu maunya gimana biar mudah memahami?

S : Kalau aku yang penting pelan tapi pasti. Tepat maksudnya bukan cepat-cepatan, takutnya kehilangan suaranya artinya apa, ga bisa mendengar dengan jelas.

R : Lalu masukan untuk pembelajaran bagaimana? Eh udah ya dek. Ok makasih ya untuk waktunya. Assalamualaikum.

S : Ok, sama-sama. Wassalamualaikum.

Interview 12**P** : Class XD**Rp** : S (Neng)**R** : Assalamualaikum, namanya siapa dek?**S** :Neng**R** : Mbak mau interview, ada waktu ga?**S** : Ada sih.**R** : Selama belajar bahasa Inggris, bu guru neranginya bagaimana dek?**S** :Agak kurang jelas**R** : Kurang jelasnya kenapa?**S** : Karena kurang ngerti bahasanya**R** : Oh gitu, kalau selama belajar bahasa Inggris kesulitannya apa dek?**S** :Kosakatanya**R** : Selain kosakata?**S** : Udah ya,**R** : Kalau diantara 4 skill itu paling susah apa? Writing, reading, listening atau speaking?**S** : Biasanya sih writing.**R** : Berarti kalau speaking gampang ya?**S** : Ya lumayan**R** : Biasanya belajar speaking dimana?**S** :Ya ga, ga belajar**R** : Lha terus sering dengerin music, atau melihat film atau gimana gitu?**S** :Mendengarkan music.**R** : OK, biasanya kalau dikelas gurunya itu ngajarnya makai media apa dek? Umpamanya make gambar, slide power point, atau apa.**S** : Biasanya pake itu**R** : Selain power point apa?**S** :Biasanya itu aja kak**R** : Menurut kamu kalau makai media power point gitu menarik ga?**S** :Ya menarik**R** : Oiya untuk mengatasi kendala ga bisa belajar bahasa Inggris bagaimana sih?**S** :Banyak-banyak hafal kosakatanya gitu**R** : Biasanya ngapain aja biar hafal kosakatanya?**S** :yaaa.....**R** : Yaudah makasih ya untuk waktunya, Assalamualaikum.**S** :Walaikum salam**Interview 13****P** : Class XD**Rp** : S (Sheilla)**R** : Halo dek, ada waktu sebentar ga?**S** : Halo, iya mbak,ada.

- R : Mau tanya-tanya tentang pembelajaran speaking. Menurut kamu, kenapa sih kita belajar speaking? Tujuannya gitu.
- S :Misalnya kita ketemu bule atau mau keluar negeri bisa berbicara bahasa Inggris.
- R : Hm, gitu. Kalau untuk pembelajarannya sendiri kenapa? Mungkin biar nanti prakteknya bagus atau bagaimana gitu?
- S :Ya biar prakteknya bagus.
- R : Terus menurut kamu penting ga sih belajar speaking itu?
- S :Penting sih misalnya kita mau keluar negeri atau kemana kita bisa berbicara bahasa Inggris.
- R : Kamu tertarik ga belajar speaking lebih gitu?
- S :Ga.
- R : Ga? Kenapa?
- S :Ribet, maksudnya itu ga biasa ngomong bahasa Inggris
- R : Terus kesulitan dalam speaking gimana? Mungkin karena susah ngomong atau vocabnya.
- S :Susah ngomongnya.
- R : Terus masalah vocab?
- S :Kalau kosakata itu juga susah pemahamannya
- R : Terus aktivitas speaking dikelas yang lebih kamu sukai yang mana sih yang biasa bu guru ajar gitu? Missal praktek, atau drama atau bermain peran atau gimana gitu dek? Menurut kmu gimana, lebih suka yang gimana?
- S :Suka yang main peran
- R : Berarti praktek langsung dikelas gitu ya? Ok, hm, kamu sering berlatih speaking ga dengan temanmu?
- S :Ga
- R : Ga? Biasanya lok guru-guru gitu ngajarnya bagaimana sih? Umpamanya ibunya ngajarnya kalian langsung disuruh praktek atau bagaimana, atau harus membaca buku ada dialognya gitu. Biasanya kalian gimana?
- S :Biasanya habis baca buku terus praktek gitu.
- R : Biasanya kalau dikelas kalian sering memakai bahasa Inggris ga sih? Kalau pelajaran bahasa Inggris?
- S :Sering
- R : Kalau bu guru mengajar memakai bahasa Inggris atau Indonesia saja atau dicampur?
- S :Bahasa Inggris dan bahasa Indonesia dicampur.
- R : Lalu ada hambatan ga dek ketika belajar speaking?
- S :Ada
- R : Apa aja dek?
- S :Artinya
- R : Kalau ada praktek, langsung disuruh praktek bisa ga?
- S :Kadang-kadang bisa, kadang-kadang ga.
- R : Kalau praktek kalian dikasih situasi gitu kalian bisa ga? Jadi kan ada gambaran gitu.
- S :Insya Allah bisa

- R : Berarti lebih bisa yang langsung praktek atau yang dikasih situasi gitu?
 S :Langsung praktek
 R :Langsung praktek? Ga dikasih situasi dulu?
 S :Kasih sitasi dulu
 R :Berarti dikasih situasi dulu baru praktek Untuk pembelajaran speaking, harapan kamu apa sih?
 S : Ya bisa menguasai vocab bahasa Inggris
 R : Lainnya ada ga?
 S : Ya saya ingin bisa berbicara bahasa Inggris dengan lancar
 R : Biasanya belajar speaking darimana? Liat film atau apa?
 S :Sering liat film ama ndengerin lagu-lagu bahasa inggris.
 R :Praktek dengan bule pernah?
 S :Belum
 R :Kalau praktek dengan teman pernah dunk
 S :Pernah
 R :Ok dek, makaih untuk waktunya
 S :Iya mba.

Interview 14

- P : Class XD**
Rp : S (RISA)
 R :Hai dek bisa minta waktunya bentar ga?
 S :Iya mba
 R :Dek, selama kegiatan ini kamu ngerasa ga cara ngomong bahasa Inggrisnya lebih lancar dari yang kemaren?
 S :Iya mba, aku sih ngerasa ada peningkatan jadi lebih lancar deh ngomongnya. Kan sering praktek gitu jadi ngomongnya ga grogi dan putus-putus ngomongnya.
 R :Masih bingung ga dengan penggunaan ekspresi dan respon-respon kemarin kaya greeting atau inviting?
 S :Ga sih mbak, kan udah diterangin didepan jadi sekarang ga bingung lagi.
 R :Trus ada kendala ga dek belajar bahasa Inggris kaya kemarin itu?
 S :Hmm, ada mbak kayanya cara ngomongnya yang benar itu gimana sama nyari kosakata yang tepat itu gimana masih bingung mbak.
 R :Ada yang lain?
 S :Udah gitu ja mbak
 R :Ok, makasih ya dek
 S :Iya sama-sama
 R :Wassalamualaikum
 S :Walaikumsalaam

Interview 15

- P : Class XD**
Rp : S1 (Julaiha)
S 2(Cici)

R :Assalamualaikum dek Julaikha. Dek Cici
 S1 and S2 :Walaikumsalaam
 R :Dek, minta waktunya bentar ya untuk wawancara.
 S1 and S2 : Ya
 R :Dek mau tanya, faham ga dengan penjelasan mbak nifa kemarin tentang showing happiness dan showing sympathy?
 S1 :Paham
 S2 :Lumayan
 R :Ada kesulitan ga? Kalau dek julaikha
 S1 :Ada, prakteknya
 S2 :Sama, praktek
 R :Menurut pendapat kamu, bagaimana sih tentang praktek simulasi ini?
 S1 :Bisa meningkatkan vocab
 S2 :Berbicara
 R :Terus menurut kalian vocab kalian sudah lumayan meningkat belum?
 S1 :Iya
 S2 :Lumayan
 R :Lalu ada saran ga?
 S1 :Ga ada mba
 S2 :Ga tau mba
 R :Ok dek, makasih ya
 S1 and S2 : Iya.

Interview 16

P : Class XD

Rp : S1 (Sheilla)

S 2(Valen)

R : Assalamualaikum
 S1 and S2 : Walaikumsalaam
 R : Dek Valen, dek Shella minta waktunya bentar ya.
 S1 : Ya
 S2 : Boleh
 R : Paham ga dek dengan pembahasan mbak nifa tentang showing happiness and showing sympathy kemarin?
 S1 and S2 :Alhamdulillah faham
 R :Ada kesulitan ga dek, kalau dek valen?
 S1 :Alhamdulillah ga ada kesulitan.
 R : Kalau dek Shella apa kesulitannya?Masih grogi atau udah ga?
 S2 : Menurutku udah ga grogi karena bareng-bareng, kalau sendiri ya masih grogi.
 R :Oh gitu, lalu apa sih yang kalian rasakan dengan aktifitas kemaren? Masih grogi atau sudah terbiasa gitu? Kalau dek Valen?
 S1 :Asik aja sih, soalnya rame-rame.
 R : Kalau dek Shella?

- S2 : Sama, ya udah pede gitu kalau sama temen-temen, asyik, enjoy,
 R : Lalu ada saran ga?
 S1 :Kalau ngajar harus lebih sabar.
 R : Lah emang ga sabar selama ini?
 S1 : Ya kan kalau dapet anak yang lebih bandel gitu.
 R : Kalau dek Sheilla?
 S2 :.....
 R : Ya kalian sekarang merasa lebih baik ga setelah ada kegiatan ini, praktek speaking kalian? Kalau dek Valen gimana?
 S1 : Alhamdulillah baik.
 R : Kalau dek Sheilla?
 S2 :Alhamdulillah baik
 R :OK makasih ya untuk waktunya, Assalamualaikum

Interview 17

P : Class XD

Rp : S (Wisnu)

- R :Hi dek Wisnu,
 S :Hi mbak
 R :Minta waktunya bentar ya,
 S :Ok
 R :Paham ga penjelasan mbak nifa kemaren tentang showing happiness and showing sympathy?
 S :Alhamdulillah faham mbak.
 R :Lalu ada kesulitan ga dek?
 S :Ada tapi dikit
 R :Apa aja dek kesulitannya?
 S :Kesulitan memahami bahasanya
 R :Oh untuk pembahasan, lalu untuk prakteknya bagaimana? Ada kesulitan ga?
 S :Ya mungkin ngapalnya
 R :Kalau masalah vocab gitu masih ada kesulitan ga?
 S : Ga ada
 R :Kalau masalah pengucapan ada kesulitan ga?
 S :Dikit-dikit ada
 R :Tapi udah ga banyak kan?
 S :Iya
 R :OK, dengan adanya praktek ini, apa yang kamu rasakan, pendapat kamu bagaimana?
 S :Ya lebih senang
 R :Lalu ada saran ga dek?
 S :Sarannya, neranginnya ga bahasa Inggris semuanya
 R :O yaya yaudah makasih ya untuk waktunya. Assalamualaikum
 S :Wassalamualaikum.

Interview 18**P** : Class XD**Rp** : S (Miranti)

- R :Assalamualaikum dek Miranti
 S :Walaikum salam mb Hanifah
 R :Dek mira minta waktunya bentar ya.
 S :Iya
 R :Dek, faham ga dengan penjelasan mb Nifa kemaren tentang showing happiness sama showing sympathy?
 S :Faham sih mbak tapi masih agak bingung-bingung.
 R :Yaudah bingungnya kaya gimana?
 S :Ya mengartikannya lah mbak
 R :Oh masih bingung mengartikannya ya, lalu untuk prakteknya bagaimana menurutmu?
 S :Kalau praktek membacanya sih sudah bisa mbak, tapi kalau buat speakingnya itu lho mbak.
 R :Tapi untuk prakteknya kamu udah lancar kan?
 S :Ya lumayan mbak.
 R :Lalu apa sih yang kamu rasakan selama ini, maksudnya udah mendingan atau belum gitu, gimana menurutmu?
 S :Ya itu udah meningkat mbak
 R :Ok makasih ya untuk waktunya. Assalamualaikum
 S :Walaikumsalam

Interview 19**P** : Class XD**Rp** : S1 (Malik)

S2 (Auzaie)

- R :Assalamualaikum dek Malik, dek Auzaie?
 S1 and S2 :Walaikumsalam
 R :Minta waktunya bentar ya
 S1 and S2 :Iya
 R :Dek, faham ga dengan penjelasan mbak Nifa tentang showing happiness sama showing sympathy?
 S1 :Sudah, sudah menangkapnya
 R : Kalau dek Auzaie?
 S2 :Ya sama, saya bisa
 R :Lalu ada kesulitan ga dek waktu praktek?
 S1 :Kalau praktek ga ada
 R : Kalau dek Auzaie?
 S2 :Cuma waktunya aja yang kurang
 R :Dengan praktek ini apa sih yang kamu rasain?
 S1 : Sudah meningkat, meningkatnya kualitas berbicara
 R :Berarti sudah meningkat ya, lalu kalau dek Auzaie?

- S2 :Menurut saya kalau untuk praktek-praktek sudah cukup edukatif, selain itu bisa memberi rasa keakraban satu sama lain bersama teman.
- R :Ok dek, langsung saja. Menurut kamu pendapat tentang aktifitas simulasi dari awal sampe akhir bagaimana? Kalau dek Malik?
- S1 :Baik, menurut saya aktifitas simulasinya bagus dapat meningkatkan kualitas dalama belajar bahasa Inggris sama bisa menambah keakraban teman satu sama lain. Itu menurut saya.
- R :Kalau dek Auzaie?
- S2 :Kalau menurut saya bagus ya, tapi ya itu, ketepatan guru harus ditingkatkan.
- R :Menurut kamu, oh iya ini, menarik ga sih simulasi ini?
- S1 :Menurut saya menarik.
- R :Kalau dek Auzaie?
- S2 :Ya sangat menarik
- R :Lalu, menurut kalian, kemampuan speaking kalian meningkat ga?
- S1 :Buat saya meningkat
- S2 :Kalau saya sudah pasti meningkat
- R :Berarti sekarang udah ga malu-malu lagi kan. Udah ga nervous gitu, masih ada ga?
- S1 :Masih dikit.
- R : Ok makasih ya untuk waktunya, Assalamualaikum.
- S1 and S2 :Walaikumsalam.

Interview 20

P : Class XD

Rp : S (Wisnu)

- R :Hi dek wisnu minta waktunya bentar ya?
- S :Iya mbak.
- R :Pendapat kamu tentang aktivitas ini bagaimana?
- S :Ya menurut saya berjalan dengan baik kok mbak.
- R :Lalu, yang lain?
- S :Menyenangkan
- R :Oh menyenangkan ya, menurut kamu menarik ga?
- S :Ya menarik
- R :Lalu menurut kamu, kemampuan berbicara kamu meningkat ga dek?
- S :Alhamdulillah meningkat mba.
- R :Untuk kesulitan-kesulitan masih ada ga sih setelah kegiatan ini?
- S :Ada mungkin dikit-dikit aja.
- R :Tapi ga sebanyak dulu awal-awal ya?
- S :Iya
- R :OK, makasih ya untuk waktunya, Assalamualaikum
- S :Walaikum salam

Interview 21

P : Class XD

Rp : S (Miranti)

- R :Assalamualaikum dek Miranti,
 S :Walaikum salam mbak Hanifah.
 R :Minta waktunya bentar ya?
 S :Iya
 R :Dek, pendapat kamu tentang aktivitas simulasi bagaimana?
 S :Baik, menarik,asyik, ya begitu lah mbak.
 R :Ok, berarti menarik ya?
 S :Iya
 R :Lalu menurut kamu, kemampuan berbicara kamu meningkat ga?
 S :Ya meningkat lah mbak, dari SMP ke SMA pasti meningkat lah.
 R :Dengan aktifitas ini bagaimana?
 S :Ya bisa mengetahui seberapa jauh kita belajar
 R :Tapi ngerasa udah bisa kan?Udah ada peningkatan kan?
 S :Kalau ada peningkatan pasti mbak, tapi kalau udah bisa, harusnya saya belum bisa gitu lho mbak.
 R :Ok , makasih ya untuk waktunya. Assalamualaikum.
 S :Walaikum salaam

Interview 22

P : Class XD

Rp : S1 (Julaiha)

S2 (Cici)

- R :Assalamualaikum dek Julaiha dek Cici,minta waktunya bentar ya.
 S 1 and S2 :Walaikumsalaam, iya.
 R :Dek mau tanya, pendapat kalian tentang aktivitas speaking kemarin gimana?
 S 1 :Lumayan kok mba, udah pada ngerti kata-katanya.
 R :Kalau dek Julaiha?
 S 2 :Ya sama, udah bisa ngerti, tapi kurang kondusif soalnya pada rame
 R :Ya kan ramanya rame diskusi
 S 2 : Ya ora wae
 R :Lalu menurut kamu aktifitas ini menarik ga?
 S 2 :Menarik
 R : Kalau dek Cici?
 S 1 :Menarik
 R :Menariknya kenapa? Mungkin karena sering praktek atau kenapa gitu?
 S 1 and S 2 :Sering praktek
 R :Lalu menurut kamu aktivitas ini bisa meningkatkan kemampuan berbicara kalian ga?
 S 1 and S 2 :Bisa

R : Ada saran yang lain?
 S 1 and S 2 :Ga ada
 R :Ok deh, makasih ya, Assalamualaikum
 S 1 and S 2 :Walaikumsalaam

Interview 23

P : Class XD

Rp : S1 (Sheilla)

S2 (Valen)

R :Assalamualaikum dek sheilla, dek Valen.
 S 1 and S 2 :Walaikum salaam
 R :Minta waktunya bentar ya?
 S 1 :Boleh
 S 2 :Yayaya
 R :Dek, pendapat kamu tentang aktivitas simulasi ini bagaimana?
 S 2 : Menurut saya sih bagus, kita bisa praktek, bisa memacu pede, atau apa...yang penting meningkat.
 R :Kalau dek Valen?
 S 1 :Apa ya? Lebih ningkatin, kalau suatu saat dibutuhkan
 R :Lalu menurut kamu menarik ga kegiatan/aktivitas ini??
 S 1 :Menarik
 S 2 :Menarik juga
 R :Dengan aktivitas kaya kemarin ini bisaga meningkatkan kemampuan berbicara kamu?
 S 1 :Tergantung
 R :Kok tergantung?
 S 1 :Ya kan tergantung levelnya
 R :Kalau kamu meningkat ga kemampuan speaking kamu?
 S 1 :Lumayan
 S 2 :Lumayan juga
 R :OK, yaudah makasih yauntuk waktunya, Assalamualaikum
 S 1 and S 2 :Walaikum salam

Interview 24

P : Teachers' office

Rp : ET (Mrs Lathifah)

R :Assalamualaikum bu, maaf bu ingin meminta waktu sebentar untuk interview. Bagaimana pendapat ibu tentang actions yang sudah saya lakukan?
 ET :Yang hari ini atau?
 R :Cycle 1 dan cycle 2. Untuk yang cycle2?
 ET :Cycle 2 saya rasa lebih apa, lebih baik, dimana anak sudak lebih termotivasi dimana disitu latihannya juga lebih bervariasi dan lebih mendalam

- R :Lalu menurut ibu, apakah kegiatan ini, aktifitas ini sudah/dapatlah meningkatkan kemampuan speaking anak-anak?
- ET :Tentu saja ada pengaruhnya untuk anak-anak karena pemberian situasi-situasi itu hal yang baru untuk anak hingga dia termotivasi untuk bisa praktek speaking.
- R :Lalu saran dan kritik untuk action ini bagaimana bu? Untuk aktivitas simulasi ini?
- ET :Ya agar bisa lebih dilaksanakan di kelas-kelas. Kemudian untuk latihannya itu, memang anak secara langsung ga bisa. Yang tadi memang sudah ada latihan yang sudah mendalam, tetapi tidak memberikan kesempatan untuk semua anak hanya beberapa anak bisa praktek dengan sendirinya dengan pantauan dari mbak Nifa ada juga beberapa siswa yang lain yang tidak berkesempatan latihan yang lebih mendalam.
- R :Bu, Lalu kesimpulannya kegiatan ini bisa ga sekiranya bisa dikatakan untuk meningkatkan kemampuan speaking anak gitu? Salah satu kegiatan.
- ET :Iya, menjadi salah satu kegiatan yang bisa dipraktikkan untuk anak agar dia termotivasi untuk bisa.
- R :OK makasih untuk waktunya ya bu. Assalamualaikum.
- ET :Iya, wassalam.

Interview 25

- P : Teachers' office**
- Rp : ET (Mrs Lathifah)**
- R :Assalamualaikum bu
- ET :Walaikumsalaam
- R :Maaf bu, saya ingin meminta waktu sebentar untuk menginterview ibu
- ET :Ya
- R :Bagaimana menurut ibu tentang post-test yang sudah saya lakukan tadi ini bu?
- ET :Untuk Post-testnya baik, lancar anak-anak termotivasi untuk berbicara berdasarkan situasi yang diberikan, terus tidak tergantung sekali dengan apa yang sudah mereka tulis. Memang ada persiapan tetapi beberapa anak sudah tidak bawa teks meskipun satu atau dua ada yang belum pede untuk berbicara didepan kelas.
- R :Tapi untuk kesemuanya bagaimana bu? Apakah ada peningkatan?
- ET :Iya ada, anak juga perlu kenapa, ya memang kalau seperti itu di kelas kan rame, tapi anak kan rame berdiskusi tentang tugas atau situasi yang mbak berikan. Ya itu saja.
- R :Lalu apakah ada perbedaan antara pre-test dan post-test sekarang?
- ET :Ya ada jauh. Kalau di pre-test kemarin kan anak cenderung masih belum pede terus membaca, secara keseluruhan membaca. Tapi kalau ini tadi ada beberapa kelompok yang memang baik tanpa teks yang dia persiapan
- R :Setelah post-test ini, apakah menurut ibu simulasi bisa meningkatkan kemampuan mereka bu?
- ET :Sudah
- R :Apakah ini efektif untuk diterapkan di kelas?

- ET :Efektif, sangat efektif. Dengan situasi yang berbeda-beda seperti itu.
 R :Lalu apakah ada saran lain bu? Pembelajaran speaking dengan menggunakan aktifitas simulasi?
 ET :Sebaiknya diterapkan dikelas, hanya saja itu membutuhkan persiapan yang cukup, jadi ada persiapan dari guru. Memang bagus untuk diterapkan tetapi ya itu, guru harus mempunyai persiapan untuk mengembangkan itu.
 R :Ok bu, terima kasih untuk waktunya, Assalamualaikum.
 ET :Walaikum salaam

Interview 26

- P : Teachers' office**
Rp : ET (Mrs Lathifah)
 R :Assalamualaikum bu
 ET :Walaikumsalaam warahmatullahi wabarakatuh.
 R :Maaf bu, saya ingin meminta waktu sebentar untuk menginterview ibu
 ET :Ya
 R :Menurut ibu apakah anak-anak sudah lancar berbicara bahasa Inggris sesuai dengan tema ada?
 ET :Berdasarkan tema dan materi yang diajarkan, secara umum sudah ada peningkatan
 R :Apakah mereka sudah lancar bicarannya
 ET :Yang fokus ungkapan mereka lancar merespon ini, bagaimana harus merespon ini.
 R :Untuk penggunaan grammar bagaimana bu?
 ET :Penggunaan grammar secara umum itu juga sudah lumayan baik.
 R :Untuk penggunaan ungkapan-ungkapan itu?
 ET :Iya, sudah.
 R :Untuk pengucapan apakah mereka sudah ada peningkatan dari sebelumnya hingga sekarang?
 ET :Untuk pengucapan ya ada, tapi ada beberapa anak yang perlu ditingkatkan pronounciationnya.
 R :Untuk penggunaan kosakata, apakah mereka menggunakan kosakata yang tepat waktu mereka praktek?
 ET :Untuk menggunakan kosakata yang dikaitkan dengan ungkapan yang dia harus gunakan, dia sudah bisa menggunakan tahu bagian mana yang harus diungkapkan mungkin pada saat dia mengundang, pada saat dia menolak atau menerima dia tahu persis.
 R :Untuk situasi yang ada dalam simulasi apakah membantu bu?
 ET :Iya cukup membantu, biar anak lebih tertarik dan tidak bosan ataupun susah.
 R :Bisa ga bu, dikatakan mereka ga blank gitu
 ET :Bisa, jadi ada situasi disitu itu jadi anak tidak mati kutu berbicara, berdialog tentang apa dalam kondisi apa jadi ada semacam gambaran untuk dia mau mengatakan apa dalam konteks tersebut.
 R :Ok bu makasih untuk waktunya. Assalamualaikum
 ET :Wassalamualaikum

Appendix F

Students' Pre-Test and Post Test Score

THE PRE-TEST RESULT

Class :XD

Date :27th July 2012

NO	NAMES	ASPECTS								SCORE	
		F		P		V		ACC		R	T
		R	T	R	T	R	T	R	T		
1	Student 1	6	6	6	6	6	6	6	6	6	6
2	Student 2	6	5	6	5	5	5	6	5	5.75	5
3	Student3	5	6	5	5	5	5	6	4	5.25	5
4	Student4	6	6	5	6	6	5	6	6	5.75	5.75
5	Student5	5	5	5	5	5	5	5	4	5	4.75
6	Student6	6	5	5	6	5	6	6	5	5.5	5.5
7	Student7	5	5	6	6	5	5	6	6	5.5	5.5
8	Student8	5	5	4	5	5	4	6	5	5	4.75
9	Student9	7	6	6	6	6	6	7	6	6.5	6
10	Student10	6	6	6	6	6	6	6	7	6	6.25
11	Student11	7	7	6	6	7	6	6	6	6.5	6.25
12	Student12	6	5	5	5	6	5	6	6	5.75	5.25
13	Student13	5	6	6	5	5	5	6	6	5.5	5.5
14	Student14	5	6	6	5	5	6	6	6	5.5	5.75
15	Student15	7	6	6	6	6	6	6	6	6.25	6
16	Student16	7	6	6	6	6	6	7	7	6.5	6.25
17	Student17	5	5	4	4	5	6	5	6	4.75	5.25
18	Student18	6	6	6	5	6	6	7	6	6.25	5.75
19	Student19	7	7	6	6	6	6	7	7	6.5	6.5
20	Student20	7	6	6	6	6	6	7	7	6.5	6.25
21	Student21	7	6	6	6	6	6	6	6	6.25	6
22	Student22	6	6	5	5	6	5	5	6	5.5	5.5
23	Student23	5	5	4	5	5	4	5	5	4.75	4.75
24	Student24	6	5	6	5	5	5	5	6	5.5	5.25
25	Student25	5	5	5	6	6	6	6	6	5.5	5.75
26	Student26	6	5	6	5	5	6	6	5	5.75	5.25
27	Student27	6	5	6	5	5	5	5	5	5.5	5
28	Student28	5	5	6	5	5	5	5	5	5.25	5
29	Student29	6	6	5	5	5	5	6	5	5.5	5.25
30	Student30	6	6	6	5	6	5	6	6	6	5.5
31	Student31	6	6	5	5	6	5	6	5	5.75	5.25
32	Student32	5	6	6	5	6	6	6	6	5.75	5.75
Mean Score		5.88	5.66	5.53	5.38	5.56	5.44	5.94	5.72	5.73	5.55
Average		5.77		5.45		5.50		5.83		5.64	

THE POST-TEST RESULT

Class :XD

Date :3rd September 2012

NO	NAMES	ASPECTS								SCORE	
		F		P		V		ACC			
		R	T	R	T	R	T	R	T	R	T
1	Student 1	8	8	9	8	8	7	8	7	8,25	7,5
2	Student 2	7	7	7	7	7	7	8	7	7,25	7
3	Student3	8	8	8	8	7	7	8	7	7,75	7,5
4	Student4	8	7	7	8	8	7	8	7	7,75	7,25
5	Student5	7	7	7	7	8	7	7	7	7,25	7
6	Student6	7	8	8	8	8	8	9	8	8	8
7	Student7	8	7	7	8	8	8	9	7	8	7,5
8	Student8	8	8	9	8	8	7	9	8	8,5	7,75
9	Student9	9	8	8	8	8	8	8	8	8,25	8
10	Student10	8	8	9	9	8	8	8	8	8,25	8,25
11	Student11	9	8	9	8	8	7	8	8	8,5	7,75
12	Student12	7	8	8	7	7	7	8	8	7,5	7,5
13	Student13	8	8	8	7	8	7	8	7	8	7,25
14	Student14	8	8	8	7	8	8	9	8	8,25	7,75
15	Student15	8	8	8	7	8	8	8	7	8	7,5
16	Student16	8	8	8	8	8	8	9	8	8,25	8
17	Student17	8	7	8	8	8	7	8	7	8	7,25
18	Student18	9	8	8	8	8	7	8	7	8,25	7,5
19	Student19	9	8	8	8	8	8	9	8	8,5	8
20	Student20	9	9	8	9	8	9	9	8	8,5	8,75
21	Student21	9	8	8	8	8	7	8	7	8,25	7,5
22	Student22	7	7	7	7	7	7	8	7	7,25	7
23	Student23	8	7	7	7	8	7	7	7	7,5	7
24	Student24	7	7	8	7	8	7	8	7	7,75	7
25	Student25	7	7	7	7	8	7	7	7	7,25	7
26	Student26	8	7	8	8	8	7	8	7	8	7,25
27	Student27	7	8	7	8	7	8	8	7	7,25	7,75
28	Student28	8	8	7	7	7	7	8	7	7,5	7,25
29	Student29	7	8	8	8	7	8	7	8	7,25	8
30	Student30	9	8	8	7	7	7	8	7	8	7,25
31	Student31	8	8	8	8	8	7	7	7	7,75	7,5
32	Student32	8	8	8	8	8	7	8	8	8	7,75
Mean Score		7,94	7,72	7,84	7,65	7,75	7,38	8,06	7,38	8,00	7,45
Average		7.83		7.75		7.57		7.72		8,00	

Appendix G

Observation Checklist on Students' Speaking

A. GREETING AND INTRODUCING

Meeting :2

Class :XD

Date :31st July 2012

NO	NAMES	INDICATORS			
		F	P	V	ACC
1	Student 1	✓	✓	-	-
2	Student 2	-	-	-	✓
3	Student3	-	-	✓	✓
4	Student4	✓	✓	-	-
5	Student5	-	-	✓	✓
6	Student6	-	✓	✓	-
7	Student7	-	✓	✓	-
8	Student8	✓	-	-	✓
9	Student9	✓	-	✓	-
10	Student10	✓	✓	-	✓
11	Student11	✓	✓	-	-
12	Student12	✓	-	✓	-
13	Student13	✓	-	-	✓
14	Student14	✓	-	✓	✓
15	Student15	✓	✓	-	✓
16	Student16	✓	✓	-	-
17	Student17	-	✓	-	✓
18	Student18	✓	-	✓	-
19	Student19	-	✓	-	✓
20	Student20	✓	✓	✓	✓
21	Student21	✓	-	✓	✓
22	Student22	✓	✓	-	-
23	Student23	-	✓	✓	-
24	Student24	-	-	-	-
25	Student25	✓	-	✓	✓
26	Student26	✓	✓	-	-
27	Student27	-	-	✓	✓
28	Student28	✓	-	✓	✓
29	Student29	-	✓	-	✓
30	Student30	-	✓	-	✓
31	Student31	✓	-	✓	✓
32	Student32	✓	✓	-	✓
	TOTAL	20	17	15	19

B. INVITING SOMEONE

Meeting :3

Class :XD

Date :3rd August 2012

NO	NAMES	INDICATORS			
		F	P	V	ACC
1	Student 1	✓	✓	-	✓
2	Student 2	✓	-	✓	✓
3	Student3	-	-	-	-
4	Student4	✓	✓	-	✓
5	Student5	✓	-	✓	-
6	Student6	✓	✓	-	✓
7	Student7	-	✓	✓	✓
8	Student8	✓	✓	-	✓
9	Student9	-	-	✓	✓
10	Student10	✓	✓	✓	✓
11	Student11	✓	-	✓	-
12	Student12	✓	-	✓	✓
13	Student13	-	-	✓	✓
14	Student14	✓	✓	✓	-
15	Student15	✓	✓	✓	✓
16	Student16	✓	✓	-	✓
17	Student17	✓	✓	✓	-
18	Student18	✓	-	✓	✓
19	Student19	✓	✓	✓	✓
20	Student20	✓	✓	✓	✓
21	Student21	✓	-	✓	✓
22	Student22	✓	✓	-	✓
23	Student23	✓	✓	-	✓
24	Student24	✓	✓	✓	-
25	Student25	-	✓	✓	-
26	Student26	✓	✓	-	✓
27	Student27	✓	✓	-	✓
28	Student28	-	✓	-	✓
29	Student29	✓	-	✓	✓
30	Student30	✓	✓	-	✓
31	Student31	-	✓	✓	✓
32	Student32	✓	✓	✓	✓
	TOTAL	25	22	20	24

C. SHOWING HAPPINESS AND SHOWING SYMPATHY

Meeting :5

Class :XD

Date :31st August 2012

NO	NAMES	INDICATORS			
		F	P	V	ACC
1	Student 1	✓	✓	✓	✓
2	Student 2	✓	✓	✓	✓
3	Student3	✓	-	✓	✓
4	Student4	✓	✓	✓	✓
5	Student5	✓	✓	✓	✓
6	Student6	✓	✓	✓	✓
7	Student7	✓	✓	✓	✓
8	Student8	✓	✓	✓	✓
9	Student9	✓	✓	✓	✓
10	Student10	✓	✓	✓	✓
11	Student11	✓	✓	✓	✓
12	Student12	✓	✓	-	✓
13	Student13	-	✓	✓	✓
14	Student14	✓	✓	✓	✓
15	Student15	✓	✓	✓	✓
16	Student16	✓	✓	✓	✓
17	Student17	✓	✓	-	✓
18	Student18	✓	✓	✓	✓
19	Student19	✓	✓	✓	✓
20	Student20	✓	✓	✓	✓
21	Student21	✓	✓	✓	✓
22	Student22	✓	✓	✓	✓
23	Student23	✓	✓	-	✓
24	Student24	✓	✓	✓	✓
25	Student25	✓	-	✓	✓
26	Student26	✓	✓	✓	✓
27	Student27	✓	✓	✓	✓
28	Student28	✓	✓	-	✓
29	Student29	✓	✓	✓	✓
30	Student30	✓	✓	✓	✓
31	Student31	✓	✓	✓	✓
32	Student32	✓	-	✓	✓
	TOTAL	30	29	28	32

Appendix H

Photographs

PHOTOGRAPHS



The researcher explains the expressions taught in the day.



The researcher gives students video of greeting and introducing.



The researcher is monitoring students' activity.



The students are discussing about the given situations.



The students are asking to the researcher about their difficulties.



The students are paying attention to the researcher's explanation.



The students are discussing about their preparation.



The students simulate the activity of meeting a new friend.



The students simulate the activity of meeting a new friend.



The students simulate the activity of meeting a new friend.



The students simulate the activity of making a phone call.



The students simulate the activity of making a phone call.



The researcher gives a model on how interviewing someone.



The student simulates the activity of news reading.



The students simulate the activity of interviewing someone.



The students simulate the activity of interviewing someone.



The teacher as a collaborator and the researcher are assessing students' performances.



The teacher as a collaborator gives rewards to the best participants

Appendix I

Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FMF/BS/03.01
10 Jan 2011

Nomor : 927a/UN.34.12/PP/VII/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

17 Juli 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Speaking Skill trough Simulation at Grade X of SMA Negeri 1 Prambanan Sleman in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : KHANIFAH NUR HASANAH
NIM : 08202244001
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juli – Oktober 2012
Lokasi Penelitian : SMA Negeri 1 Prambanan Sleman

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Tembusan:
Kepala SMA Negeri 1 Prambanan Sleman



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/6708/V/7/2012

Membaca Surat : DEAKAN FAK BAHASA DAN SENI UNY Nomor : 927A/UN34.12/PP/VII/2012
Tanggal : 17 Juli 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : HANIFAH NUR HASANAH NIP/NIM : 0820224401
Alamat : KARANGMALANG YOGYAKARTA
Judul : IMPROVING STUDENTS SPEAKING SKILL THROUGH SIMULATION AT GRADE X OF SMA NEGERI 1 PRAMBANAN SLEMAN IN THE ACADEMIC YEAR OF 2012/2013.
Lokasi : - Kota/Kab. SLEMAN
Waktu : 18 Juli 2012 s/d 18 Oktober 2012

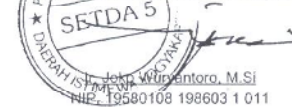
Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 18 Juli 2012

A.n Sekretaris Daerah
Asisten Sekretaris Daerah
Bidang Ekonomi dan Pembangunan
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website : bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 2277 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Ijin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor : 070/6708/V/7/2012 Tanggal : 18 Juli 2012 Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : KHANIFAH NUR HASANAH
No.Mhs/NIM/NIP/NIK : 08202244001
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : RT 03/RW 06 Cepoko Bugisan Prambanan Klaten
No. Telp / HP : 085799998831
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul :
"IMPROVING STUDENTS' SPEAKING SKILL THROUGH SIMULATION AT GARDE X OF SMA N 1 PRAMBANAN SLEMAN IN THE ACADEMIC YEAR OF 2012/2013"
Lokasi : SMA N 1 Prambanan
Waktu : Selama 3 bulan mulai tanggal : 18 Juli 2012 s/d 18 Oktober 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, uiharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 18 Juli 2012

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bid. Sosbud Bappeda Kab. Sleman
5. Camat Prambanan
6. Kepala SMA N 1 Prambanan
7. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
8. Yang Bersangkutan

a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 1 PRAMBANAN

Madubaru, Madurejo, Prambanan, Sleman, 55572, ☎ (0274) 496753
Web : www.sman1pramb-yog.sch.id , e-mail : sma1prb@yahoo.co.id

SURAT KETERANGAN

NOMOR : 070 / 197

Yang bertanda tangan di bawah ini , Kepala SMA Negeri 1 Prambanan Sleman

Nama : Drs. MAWARDI HADISUYITNO
NIP : 19550505 198101 1 012
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Prambanan

menerangkan bahwa :

N a m a : KHANIFAH NUR HASANAH
Status / NIM : Mahasiswa / 08202244001
Fakultas : Bahasa dan Seni
Jurusan : Pendidikan Bahasa Inggris
PT : Universitas Negeri Yogyakarta

Telah melaksanakan kegiatan penelitian di sekolah kami pada tanggal 23 Juli 2012 s.d 15 September 2012 dengan Judul :

"IMPROVING STUDENTS' SPEAKING SKILL THROUGH SIMULATION AT GRADE X OF SMA N 1 PRAMBANAN SLEMAN IN THE ACADEMIC YEAR OF 2012 / 2013.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Prambanan , 15 September 2012



Drs. MAWARDI HADISUYITNO
NIP-19550505 198101 1 012