

**IMPROVING THEEIGHTHGRADE  
STUDENTS'MOTIVATION TO LEARN ENGLISH THROUGH  
ENGLISH CORNER ACTIVITIES AT SMP PGRI  
BULUSPESANTREN KEBUMEN**

**A Thesis**

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



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A THESIS



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**IMPROVING THE EIGHTH GRADE STUDENTS' MOTIVATION**  
**TO LEARN ENGLISH THROUGH ENGLISH CORNER ACTIVITIES**  
**AT SMP PGRI BULUSPESANTREN KEBUMEN**

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## MOTTOS

"Jangan lihat masa lampau dengan penyesalan; jangan pula lihat masa depan dengan ketakutan; tapi lihatlah sekitar anda dengan penuh kesadaran."

- James Thurber-

"Happiness is a cup of coffee and a really good book"

## **DEDICATIONS**

I dedicate this thesis to:

My beloved parents  
(Munahar & Sulastri)  
You are the strongest motivators for me.

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I hope that this writing gives contributions to the field of study especially for the English teaching and learning. However, I realize that this writing is still far for being perfect. Therefore, all criticisms and suggestions will be appreciated.

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Krisna Pangesti

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## **ABSTRACT**

### **IMPROVING THE EIGHTH GRADE STUDENTS' MOTIVATION TO LEARN ENGLISH THROUGH ENGLISH CORNER ACTIVITIES AT SMP PGRI BULUSPESANTREN KEBUMEN**

**By  
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This action research was aimed at improving students' motivation of Grade VIIC of SMP PGRI Buluspesantren Kebumen to learn English through English Corner Activities. It attempted to answer the question of how motivation can be improved through English corner activities of Grade VIIC students of SMP PGRI Buluspesantren.

The main subjects of this study were Class C of Grade VIII students in SMP PGRI Buluspesantren Kebumen in the academic year of 2011/2012. This study, which lasted for 5 meetings, was carried out in two cycles by employing various instruments for gathering data such as questionnaires, field notes, interviews, and photographs. In analyzing the data, the following steps were applied systematically: 1) reconnaissance, 2) planning, 3) implementation, and 4) evaluation and reflection.

Based on the research findings, the use of English Corner Activities in this study successfully improved the students' motivation. The implementation of various English Corner Activities (watching movie, discussing song, playing game, and presenting a news broadcast), the use of some media such as pictures and telephone toys, the interesting explanation and tasks, the giving of rewards and compliments could raise the students' seven indicators of motivation such as their intrinsic motivation, extrinsic motivation, personal goal, expectancy, attitudes, motivational strength, and decrease the students' anxiety. It could be seen from the students' interest, curiosity, discipline, self-confidence, awareness, and involvement. The students who were classified as students who had low motivation successfully improved their motivation after the implementation of English Corner Activities. The improvement could be seen from the observation during the process of the action, interview, and the result of questionnaire. In conclusion, English Corner Activities should be carried out systematically in order to improve students' motivation to learn English.

## **CHAPTER I**

### **INTRODUCTION**

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

English mastery problems are often happened on learners. The problems are affected by some factors that influence the process of the English mastery, especially in education departments. The factors are related to the school environment, curriculum, teachers' methods and techniques, school's facilities and media, students' characteristics and abilities, etc. The above-mentioned factors support each other, especially the teachers' teaching technique and the students' characteristics. Both factors are considered as important matters seeing that each level of education students has its own characteristics. The clear understanding on the students' characteristics will lead to how the teachers find appropriate teaching technique and finally improve the English mastery.

Junior high school students have some special characteristics that need more attention from the teachers. The students are in both transition level and transition age. The condition will obviously influence the way they learn English. They need something different and interesting to stimulate their spirit to learn. English mastery is somehow considered as difficult process in this level. The teachers must have abundance teaching techniques to support the students' English mastery.

SMP PGRI Buluspesantren as one of the junior high schools located in a village area also faces various problems in English mastery. It is a private school,

which is considered as a school for the students who have low mark. In addition, there is a fact that the students who belong to the private school are those who are not accepted in state schools because their final marks fall under the standardized mark determined by the state schools. Obviously, the fact influences the process of English learning and English mastery in the school since the students have low ability to learn and special characteristic.

Based on the observation carried out in SMP PGRI Buluspesantren on September 5<sup>th</sup> and 8<sup>th</sup>, 2011, the students of Class VIIC faced various problems during the process of English learning. The observation took some steps. First, the English teacher was interviewed about the English teaching and learning process in the class and the problems faced. Next, the process of teaching and learning English in the class was observed by the researcher to point out the problems. Then, the students were given some questions related to their opinion about English and their feeling during the English learning process in their class. From the observation steps mentioned, the researcher concluded that low motivation is the most visible problem among the students. There are some factors affecting the students' low motivation such as the lack of the school's facilities and media, and the materials delivery which were not interesting and attractive to the students. It must be considered that the students' interest and their willingness to study are the important starting items to begin an effective learning. Those items are to build the students' motivation. When the motivation to learn has been formed, the process of learning will be easier, and finally, the English mastery problems will be solved.



All of the problems above need to be considered as causes for the difficulties to gain the goal of English teaching and learning process. This needs some efforts, contribution and cooperation from all sides. The use of English Corner Activities was offered to build and support the students' motivation in the process. It is expected that it can improve students' motivation and, in turn, can create a better learning environment to support English mastery.

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

As mentioned in the background of the problem, some problems were found during the English teaching and learning process in Class C Grade VIII SMP PGRI Buluspesantren, Kebumen. The problems were listed by observing the process of the English teaching and learning, giving questionnaires to the students in the class, and interviewing the students and English teachers. The researcher concluded the problems based on the observation, the questionnaires, and the interviews dealing with the environment, the facilities, the materials, the methods and techniques in the teaching and learning process, the teacher, and the students of the class.

The first problem was dealing with the environment. From the observation of the researcher in the class, the class condition was not comfortable to the process of teaching and learning. The researcher also found that the atmosphere of the class was not conducive to study. The room was lack of light because the windows are small. There were some old desks in the class and some others were put in the back of the class. The floor that was made of black porcelain was also

so dirty. Generally, the class was set improperly. These conditions of the classroom environment made the English teaching and learning process for the students neither conducive nor comfortable.

The second problem was the limited facilities in the school. Through the interview with the English teacher, the researcher found that there were no special facilities to support the English teaching learning process such as an English laboratory, LCD projector was not used to support the English teaching and learning process. This problem was considered as the cause of the traditional and ineffective process of learning.

The third problem was related to the materials that were used during the process of learning. Based on the researcher's interview with the English teacher in the observation, the researcher found that the materials used in the school are limited. Since the school is a private school, the teacher tended to use what the school provided. The teacher used only the students' workbook for the lesson and simple dictionary from each student. These limited materials could not support the learning process maximally.

The fourth problem was derived from the interview and observation on the techniques and methods which were used by the teacher during the class. As asked in the interview, the English teacher said that she used a conventional way to teach the students. It means that she runs the class activities monotonously in everyday meeting. Without beginning the class with a prayer, the teacher reviewed previous lesson and continued to the next materials. The teacher never created fun activities to explain the materials. She also never gave the students a

reward such as a compliment when there was a student answering a question correctly. The teaching technique used by the teacher was also considered as an unattractive technique in learning English. These conditions could make the students feel bored during the teaching learning process.

The fifth problem was dealing with the teacher of Class VIIC. From the result of the observation, the researcher found that the English teacher was lack of compliment to her students when they could answer a question or gave their opinion. Then, the teacher tended to stand in front of the class rather than to walk around the class to see the students' work. It caused some students who sat on the back line noisy and difficult to understand the explanation. In addition, as mentioned above, the teacher used conventional way in teaching which made the learning process unattractive for the students. The teacher found it difficult to bring the students to a better English learning quality.

The last problem was the students. During the class observation, the researcher found that there were at least two main points that should be considered: students' attitude and students' interest toward the lesson during the class. Since the school is a private school, the students are considered to be bad and naughty teenagers. They have bad attitudes both outside and inside the class. Most of students, especially male students, always make noise. For instance, when they see someone new coming to the school, they will immediately look at the one and say something loudly and sometimes impolitely. It also happened inside the class. During the class, the students loved to make noises and bothered each other. These attitudes influence the students' concentration to receive materials from the

teacher. Related to students' interest in receiving the materials from the teacher, the researcher found that they were lack of interest. This could be seen from the students' attitudes during the lesson. Most students did not pay attention to the teacher's explanation. When the teacher asked some questions to them, they were silent and sometimes answered the questions incorrectly but loudly. These points lead to a conclusion that students were lack of motivation in learning and mastering English during the English learning process.

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

Based on the identification of the problem and the limitation of the researcher's knowledge and time, the problem in the research is focused on the students' motivation in learning English in SMP PGRI Buluspesantren, Kebumen Class C of Grade VIII through English Corner Activities. It is because the students' attitudes in the class do not show any high enthusiasm and interest. As teenage students, they have naughtiness, which will lead them to negative attitudes in the class activities. For examples, the students are sleeping during the class, chatting with peers when the teacher explaining the materials, too lazy to come into the class when the class begin, the students are also seldom answering the teacher's question and when they answer, they will answer it loudly and incorrectly. These attitudes showed that the students need more attention from the teacher in order to increase their interest during the class. Interesting activities derived from English Corner Activities will help the teacher to create the students'

interest and decrease their negative attitudes. The higher the students' interest means the higher their motivation to involve in the class activity.

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

Based on the background of the study, the identification, and the limitation of the problem, the problem in this research is formulated as follows:

How could English Corner Activities be implemented to improve students' motivation to learn English?

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

In relation to the formulation of the problem, this research is aimed at describing how English Corner Activities are implemented to improve the students' motivation of Class C of Grade VIII in SMP PGRI Buluspesantren.

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

The results of this research are expected to be inputs for some parties.

1. The result of this research can give the students of Class VIIC at SMP PGRI Buluspesantren new experience of learning through fun and interesting English corner activities which will improve their motivation in learning English.
2. The result of this research can be used by the English teacher of Grade VIII at SMP PGRI Buluspesantren, Kebumen as some means of improving

students' motivation in learning English through some motivating activities.

3. The result of this research can be used by other teachers or other schools as a model in improving students' motivation in learning English.
4. The result of this research can give other researchers inspirations to plan research on the English teaching learning process.
5. The research can enlarge the knowledge of the researcher herself concerning the English teaching learning process.

## **CHAPTER II**

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

#### **A. Literature Review**

##### **1. English for Adolescent Learners**

English mastery problems do not only occur to learners of a certain age, it also happens to all ages. Harmer (2001: 37) states that there are 3 types of learners: young children, adolescents, and adult learners. Each of the types has its own characteristics. The characteristics influence them to face their problems in the English learning process. “Especially for the adolescents or teenage learners, the transitional stage between childhood and adulthood, it is a period of biological, social, emotional and cognitive development which, if not negotiated satisfactorily, can lead to emotional and behavioral problems in adult life” (Nicolson and Ayers, 2004). The up and down emotion characteristics obviously influence teenage learners in English mastery since teenagers often do what they want to do and ignore the risk.

In addition, Harmer (2001) says that the learners also face other problems such as their low motivation, the boredom they feel and discipline problems. The attention to the characteristics should be connected to how the teacher creates a comfortable class environment with its attractive learning activities to improve the learners’ motivation. This will decrease their boredom. As stated by Lerner and Steinberg (2004: 133), middle school students are reported as the highest rates of boredom when doing schoolwork. In this case, the teacher is clearly a major factor in the continuance of a student’s motivation. As the findings of Lamb’s research

(2007) about the motivation of Indonesian adolescents toward learning English over the first 20 months of junior high school, it brings the conclusion that teachers are responsible for the problems reported by learners, namely monotonous classroom procedures, difficult lessons, and the fear of punishments. These problems made their motivation to participate in class declined and their desire to learn the language wavered. Since the learning and acquisition of English should be attained through an appropriate process, those kinds of problems must be controlled and overcome with appropriate strategies.

Related to the relationship between age and the process of achieving the inputs, according to Kirby and McDonald (2009), teenagers also respond well when they can exert some independence in the learning process. The exertion will make them feel that they are engaged in the learning process. Harmer (2001: 39) states, "If teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them". The students' engagement as an important point to build their motivation can be formed through some interesting and attractive classroom activities. The overall characteristics of adolescent learners should be identified and connected appropriately to English learning motivation since the learners have various characteristics which influence the process of learning and their achievement.

## **2. English Teaching and Learning in Junior High School**

Junior High Schools are the schools that belong to secondary schools. The characteristic of a secondary school class is large (anything upwards of twenty-



five students), and because of its size, it usually reflects a wide range of ability (Broughton et al., 2003). Moreover, it consists of teenagers or adolescent who have some special characteristics. According to Brown (2001: 91), teenagers whose ages range between twelve and eighteen or so are an age of transition, confusion, self-consciousness, growing, and arranging bodies and minds. The characteristics and transition into middle school causes some changes in students' motivation. Schunk et al. (2010) indicate negative changes in students' motivation related to the middle school transition, such as:

- a. The students' peer relation can be disrupted by middle schools' size which is larger than elementary. The condition make students feel that they difficult to connect with other students.
- b. The students are not used to multiple teachers in the middle schools. It makes them feel that they lack of personal attention from each teacher who gives them less motivation in learning process.
- c. Students feel that middle school classrooms do not give them more individual instructions. The teachers tend to give the students whole-class instruction. The situation makes some students face academic problems.

These facts raise deep careful thinking on how to improve the students' ability in the process of learning with their special characteristics and the new school's environment. More specifically, middle school students need classroom environment that both academically challenging and supporting the students' academic development.

Despite of the problems faced by the students during the transition, the process of teaching and learning in junior high school also considers many things to support the process, such as the school's facilities, teachers' methods, and curriculum. More specifically, the curriculum plays important roles to the process of teaching and learning. Brown (2001: 77) states,

“The school curriculum is dictated by institutions and can be far removed from even the teacher's choice, forced onto pupils, whether they like it or not. Test and exams, many of which are standardized and given high credence in the world are imposed on students with no consultation with the students themselves.”

The consequence of such extrinsic motivators is the schools through the teachers made the students fulfill their academic mark as good as possible without considering the internal development of the students' knowledge and experience.

The content of the curriculum needs to be made more interesting so that the continuing of the academic progress will be attained. Council (1989) in Learner and Steinberg (2004) says that the content of the curriculum taught in schools does not broaden to adapt adolescents' movement to puberty and deal with the identity explorations of adolescence. However, the fact results in unexpected effects for the process of building the students' motivation to start the academic activities at a good point.

Related to the curriculum in Indonesia, Yanto (2011) states that the Ministry of National Education introduced a new curriculum which contained a new approach for teaching English: the genre-based approach. It is suggested that the teaching of English as a foreign language in Indonesia should be school-based (*KTSP*). The curriculum emphasizes text as the base in the teaching and learning

process. The *KTSP* recommends the introduction of at least five different types of text: recount, narrative, procedure, descriptive and report genres to develop junior high school students' English language skills. By using the above-mentioned types of text, students are expected to gain certain target competences. For example, the target competence of listening for junior secondary school students is to understand and comprehend the meaning of narrative, recount, procedural, descriptive and report genre in the form of spoken texts, interpersonal and transactional interactions, and formal and informal situations, all of which are in the context of everyday communication (Depdiknas, 2006b).

The syllabus of the curriculum emphasizes the learning process as highlighted and mentioned in government rule No. 19, 2005, chapter IV, article 19, verse 1 "Learning process is performed interactive, inspirable, fun, challenging, motivating learners to involve actively, and given adequate space for innovation, creativity, autonomy based on learner's potential, interest, physical and psychological development" (Yanto: 2011). Therefore, an appropriate and interesting mixing between the curriculum and the creativity must be highlighted to create the effective environment of the teaching and learning process in the class, especially dealing with the texts. Obviously, this is a challenge for a teacher to create a very special set of plan to teach the students so that the English teaching and learning process runs maximally. Teacher's responsibility is to dig the students' characteristics and make the characteristics come up by providing appropriate materials which stimulate motivation among students.

### **3. Motivation**

Every teacher knows that students' motivation is a complicated concept. It is helpful to begin with understanding various theories of motivation and how they apply to a classroom setting (Kirby and McDonald, 2009: 5). Therefore, different definitions of motivation and everything dealing with motivation need to be understood deeper to gain the points of the content.

#### **a. Definitions of Motivation**

Harmer (2001: 32) states, "Motivation is a kind of internal drive which pushes someone to do things in order to achieve something". The internal drive to form motivation in each person may come from the person himself or the environment around him, such as for students, they are motivated to learning English to get good mark or because they like to learn English.

Schunk et al. (2010: 4) state, "Motivation is the process whereby goal-directed activity is instigated and sustained. The activity to create motivation requires both physical and mental activities which consists of well preparation of planning, actions, and assesses to maintain the motivation existence". This will lead to the goal attainment. In addition, learning activities contain motivation must be interesting, fun and relevant to the students' lives and future goals.

Furthermore, Schunk (2009: 4) also states, "Motivation is a process rather than product. As a process, motivation is not observe directly but it is inferred from actions". To create such appropriate actions in supporting the process, the teacher must be aware to the students' characteristics. Considering the

characteristics and applying appropriate actions is not one step effort. It will be last during the teaching and learning process.

Despite of knowing the forming of motivation, the process will show the improvement and the maintenance of the students' motivation. In addition, related to the students' motivation sustainability, Harmer (2001: 53) states, "There are three areas where behaviors can directly influence our students' continuing participation; goals and goal setting, learning environment and interesting classes." The last area plays important roles to increase the students' motivation and to maintain the motivation existence. It creates fun atmosphere which will attract the students to involve in class activities.

Generally, motivation is the important factor which students must have as the starting point to begin the process of learning and to maintain the students' willingness to learn during the process of learning. When motivation is possessed by the students, whether it is internal or external motivation, all processes to gain the goal of learning will be attained effectively.

#### **b. Types of Motivation**

Gardner and Lambert (1972) in Liu (2007) state, "motivation to learn a second language is grounded in positive attitudes toward the second language community and in a desire to communicate with valued members of that community and become similar to them". This latter desire is called integrative orientation, which support language learning, while an instrumental orientation is associated with a desire to learn second language for special purpose such as getting a better job or a higher salary. The role of orientation is to arouse

motivation. Gardner and Lambert (1972) in Wu (2009) also state that an instrumental orientation learner can be as intensively motivated as an integrative. Further, Harmer (2001) differentiates the two kinds of motivations into intrinsic motivation and extrinsic motivation that influenced by the previous research.

### 1) Intrinsic Motivation

Intrinsic motivation comes from the individual. That person may be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. It means that a person is doing something because he wants to do it or because he likes to do it; the person does not need something as a reward from someone else. For him, success is the reward (Jordan, Carlile and Stack: 2009). For example if the learners do the activities in the classroom because they like to do it, they will have more opportunity to get will a better chance of success than if they become dependent on external rewards for their motivation. Moreover, if the intrinsic motivation is developed, the improvement of learning quality will be maintained. The mainstream of the importance of English mastery in the future belongs to intrinsic motivation that will lead to the long-term goal of learning as Moslow (1976) claimed in Brown (2002), “Intrinsic motivation is clearly superior to extrinsic”.

### 2) Extrinsic Motivation

Harmer (2001) states that extrinsic motivation is caused by factors from outside, such as the need to pass the examination, the hope of financial reward, or the possibility future travel. In this case, students often need to receive rewards, such as good grades, high scores, and praise. That will be a habit which motivates

them extrinsically. Bruner (1962) in Brown (2002) claims that the students must be far removed from rewards and punishment so that they will not depend on the rewards in learning.

Corbin (2008) in Kirby and McDonald (2009) describes motivation as an emotional reaction in which learner sees a benefit and reward in a task. He notes that there are some other factors that influence motivation except the extrinsic and intrinsic factors such as relevance control and choice, challenge, social interaction, anticipated sense of success, need, and novelty. Each learner has his own motivators to motivate him. This will build the learners' motivation as long as they can maintain the motivators to gain their goals.

Since motivation is an important factor, the main point is to understanding what motivates the students, vary the teaching strategies, and differentiate instruction. As Pintrich (2003) makes clear in Lamb (2007), "over the course of the school years, student' motivation on the average declines or becomes less adaptive, with a large drop as students enter the junior high school or middle school years". There is also increasing consensus that

".....the way that larger classes and fewer individual task-based lessons in junior high school conflict with young adolescents' felt need for more control over their lives, with negative consequences for their post elementary academic motivation." (Lamb: 2007)

Understanding these situations with some improvisation of the teaching strategies will clearly be an appropriate way to increase the adolescents' motivation. Kirby and McDonald (2009: 36) state that the key to working successfully with unmotivated students is shifting-moving from the teacher's frame of preference to that of the students. More specifically, the teacher should

provide an environment where different types of learning are not only acceptable, but also encouraged by create structured activities that allow learning by listening, seeing, and doing.

The deeper understanding from the overall concepts of motivation will lead to the right starting point on how are the planning will be created, how are the process of the English teaching and learning will be run, and how are the result of the students' achievement.

### **c. Factors Affecting Learning Motivation**

The students' willingness to learning is an important point. Later on, this will establish their motivation in the learning process. Each student has his own motive to keep learning. Crookes and Schmidt (1991) in Elsa (2006) identify four major motivational factors to describe classroom motivation:

#### **1) interest**

This factor will influence the students' intrinsic motivation. When the students' interest arouse, their desire and curiosity to learn will increase. They will be motivated in the classroom activities and the learning process will run effectively.

#### **2) relevance**

This factor relates to the presentation of classroom instruction and the learning situation which should be made as conducive as possible to support the English mastery.



3) expectancy

This factor relates to the students' belief in success through personal control of the tasks and the level of difficulties during learning.

4) satisfaction

This factor relates to the students' enjoyment and pride in the form of good marks and praise during the classroom activities, which will motivates them to get their goal.

There are also indicators of motivation according to Schmidt (1996):

- 1) intrinsic goal orientation toward English,
- 2) extrinsic goal orientation toward English,
- 3) personal goals of achievement,
- 4) expectation of success,
- 5) attitudes toward American and British culture,
- 6) anxiety, and
- 7) motivational strength.

Those components influence the students' motivation toward English. The strength of the students' motivation can be seen from the components. The students will have high motivation when the components show high positive result. Otherwise, the students will have low motivation when the components show negative result.

Beside the factors above, there are some other factors that also affect students' motivation according to Corbin (2008) in Kirby and McDonald (2009):

1) Control and choice

The students, especially teenage students need some independence in the learning process which means it also needs some controls from the teacher by offering choices in terms of assignments, projects, and other assessments so they can respond well.

2) Challenge

Through some challenging classroom activities, the students will be more motivated in learning the materials. In this case, the teacher's role is to provide the challenging material that will give the students opportunities to work together.

3) Social interaction

This factor relates to the chance to work with others. The students learn the material through partnering, small-group, or large-group and learn from one another. It can also help them to face the new materials.

The factors above can be created by both the teacher and the students. The teacher has some roles as controller, manager, organizer, etc that enable him/her to create interesting and challenging classroom activities, to make comfortable classroom atmosphere, and to control all the classroom activities. The students as the object of the teacher's roles can also involve in each activity to support the existence of motivation.

#### **d. Ways to Increase Motivation**

Since the students of junior high school have some special characteristics as mentioned above, especially their less motivation to learn, the teacher of the classroom should apply some efforts to increase their motivation. Brewster and Fager (2001) state, there are some suggestions for teacher to increase the students' motivation based on classroom level:

- 1) Using rewards. The use of rewards motivates the students extrinsically. It makes accomplishment of the task run effectively. The giving of the rewards should be appropriate to the students' effort. It means that when students' work success minimally, then the prize accepted becomes meaningless. The reward should be given to the students who are clearly deserved.
- 2) The classroom should be clear and consistent to support the students' performance and behavior. In the process of learning, the teacher should help the students to understand the assignments by giving them some examples.
- 3) The feeling of welcome and supported is important to the students.
- 4) Positive responses from the teacher for the students' questions and verbal praise for their well done work will make them motivated.
- 5) Raise the students' learning mastery. The teacher should give the students more opportunity to deal with the task that they did not complete well before, with guidelines on how to achieve the expected result.
- 6) The students' work should be evaluated soon and the teacher must give them clear and constructive feedback on their project.

- 7) The evaluation is done based on the students' task, not in comparison to other students.

Obviously, it is an important goal for teacher to raise motivation with the suggestions above. Unfortunately, there are many students who have low intrinsic motivation. Therefore, the teacher should also make some efforts to improve the students' intrinsic motivation. Schunk et al. (2010) state that to improve the quality of intrinsic motivation, attention must be given to the four sources:

- 1) Challenge

To improve the students' intrinsic motivation, challenging classroom activities are suggested. The teacher should avoid the students' boredom from the easy tasks and their reluctance to the difficult tasks.

- 2) Curiosity

To create the students' curiosity, the teacher can apply new activities with new information or ideas that will make them surprise in the activities.

- 3) Control

To improve intrinsic motivation quality, the teacher can provide activities with a sense of control for the students. It means that the students are allowed to choose an activity and establish rules and procedures on the activity.

- 4) Fantasy

Intrinsic motivation can be also improved through activities that involve learners in fantasy and through games that present them with situation that are not actually present.

The overall sources have relationship with factors affecting students' motivation since they are created by the teacher. The teacher stimulates not only the external motivation of the students by giving them some rewards for their goal attainment but also encourages their internal motivation by making the classroom environment and activities as attractive as possible to raise and to maintain their motivation.

#### **e. Motivation and Learning**

The three most important criteria for predicting a student's success are perseverance, initiative, and motivation (Krieger, 1999). The last criterion influences the students' learning in the school. Schunk et al. (2010) state, the role of motivation during learning is important. When motivation is formed, the students will engage in learning activities such as the students pay attention to the instruction, arrange and practice the learning material, take some notes, and ask the teacher's help to understand the difficulties. These activities will improve learning. Students who are intrinsically motivated to learn will continue their learning.

What we learn, when we learn, and how we learn are influenced by motivation. What the students learn is dealing with the subjects and the material they have acquired and the knowledge and skills they have got. Motivation for learning increases when students find relevancy in the material or feels there is a need to know the particular content (Kirby and McDonald: 2009). Therefore, how the teacher stimulates the students to involve and engage in classroom learning is important. Specifically, it relates to teaching styles and methods to deliver

appropriate materials in attractive and interesting ways. When the students learn is connected to the amount of time used by them to learn. If the students are motivated, they will have more learning quantity. How the students learn is related to the students' learning style which is influenced by the teacher's teaching styles and methods to the students. So, the students will find it easier to understand the materials and to achieve the objectives.

Therefore, motivation has important role to increase the quantity and the quality of the students' learning based on the three points mentioned through the relevant teaching techniques. The students' motivation is the key to reach good achievement through successful process of learning. Therefore, it cannot be denied that motivation and learning are two important things that reciprocally connected.

#### **4. English Corner**

##### **a. Definitions of English Corner**

An English corner is a term used to describe anything that dealing with English. There are different definitions about the English Corner based on the contents of English corner.

According to Argondizzo (1992: 10), English Corner is a place used to display books, magazines, flashcards, drawings, cartoons, brochures that used in class. The all stuffs can be used to support the students' activity in their learning process since teenage students are curious to interesting things and it will raise their eager to learn. Gao (2008) state, 'English corner' concerns a social

community where the participants could find supportive peers and self-assertion opportunities to learn English.

The notion of English Corner in this research is any English class activities done in the class. The aim is to create fun and interesting learning atmosphere and avoiding the students' boredom during the class. It will be effective to improve their motivation to involve in every activity.

### **b. Kinds of English Corner**

According to Guzman (2009), there are three kinds of English corner:

#### **1) The book corner**

The existence of books in the classroom will attract the students to read. The book selection must be considered to make it appropriate to the students. It should be enjoyable to read. The students are allowed to borrow books so that they can read them in their house. From their reading, the students can get new vocabulary and other knowledge.

#### **2) The new technologies corner**

Nowadays, teaching through new technologies will make the students interest to learn. The example is through internet. It will make both teacher and students can do various activities related to the material that will be delivered.

#### **3) Activity corner**

An activity corner is a play where the students can do different activities in the classroom related to the materials. The example of the activities is playing games. Through games, the students can improve their achievement.

In educational context, the three kinds of English corner play important role in a school teaching and learning process. Learning English needs creativity. The creativity may derive from the three aspects which one of them can be applied or the three of them can be combined during the material delivery so that the learning process will far remove from monotonous and boredom class activity.

### **c. English Corner Activities**

Anything about English Corner must be managed wisely. It begins with the arrangement of the setting, the materials and media, the activities, and the management of all. Each of them is very important, especially the activity that will be held in the English Corner.

According to Snow (2011), activities in English corner are listed as follows:

- 1) The students are to learn and discuss songs. From this activity, the students are to choose their favorite English song and find the lyric. First, the students are asked to tell the story of the song to the other students and then they discuss the song together with the teacher. There are some reasons using songs to teach. Songs bring enjoyment and relaxation, sustain the students' interest in learning, and motivate language learning. (Elsa: 2006)
- 2) The students learn how to cook food. In this activity, the students act as if they cook certain food in group. They demonstrate how to cook the food in front of the other students. This activity will appropriate to explain procedure texts.



- 3) Playing attractive games. This activity is usually the most favorite activity for the students. The teacher provides some fun and relevant activities to deliver the materials, such as matching and Telephone game. These activities will arouse the students' curiosity and they will have great enthusiasm to learn.
- 4) Discussing students' hobbies. Survey game can be applied to this activity as the warming up activity. The students are to ask the other students about their hobbies and write the result on their book. Then, they present the result in front of the other students.
- 5) Having students act as tour guides to show the teacher around school. This would make them prepare to introduce whatever they are showing in English.
- 6) Watching and discussing movies. The teacher provides educative and relevant movie to be watched. Then, they discuss the movie about its story, its theme, its difficult words or sentences, its messages, etc.
- 7) The students are to present a news broadcast. The students are to act as news broadcaster. They deliver some news in front of the class and then discuss the news together with the teacher.
- 8) Playing role play. In this activity, the students practice their active speaking skills by doing conversation in the role play.

The activities above are intended to create more interesting classroom activities which are commonly monotonous and boring. The students will be attracted more to the fun and challenging activities. This condition is a part of increasing the students' involvement and stimulating their motivation.

#### **d. English Corner Activities and Students' Motivation**

The activities in English corner should be interesting and attract the students' attention and curiosity since they like something different and fun. The most motivating thing about English corner activities is that the students are allowed to work at their own pace (alone, in pairs or in small groups) and without the pressure of the teacher. Students are learning and playing at the same time, which makes the learning process far more enjoyable. This fact can arouse the students' motivation to learn as stated by Brown (2002), "When students are engage and involve in the activity because they like it and not because they lead to an extrinsic reward, it means they intrinsically motivated".

Related to the students' motivation, the English Corner activities take a big part to improve and maintain the students' motivation during the learning and acquiring skills to gain the goal (Jing, 1998). The findings of Wu (2009) at Renmin University of China show that 75% of the English Corner subjects are satisfied with this English Corner. The findings show that English Corner has some advantages in the learners' life since the activities in it are in a fun package.

Obviously, the fun and challenging activities in English Corner will help the teacher improve the students' motivation during the learning process.

## **B. Relevant Research Studies**

There are some researchers who have studied the use of English Corner which influences the students' motivation to learn English. One of them is a research done by Wu (2009). The researcher investigated the distinctive features of English Corner of the English Corner at Renmin University of China. Here, the activity of English Corner is the conversation between two participants about some topics to improve their English proficiency. They are free to choose their partner to have a discussion. The result showed that 75% of the subjects are satisfied with this English Corner. The researcher also concluded that English corners have attracted increasingly participants' involvement.

In addition, Jing (1998) puts writing into the English corner activities because the students enjoy talking and talking can motivate them to read and write. The writing activity was done in some procedures: preparing topics for open English Corner Activities, reading and writing independently, peer editing, revising further and publishing. The innovation has proved successful, not only in helping students write but also, unexpectedly, helping them listen better, speak better, and read better. The activity gives the students a new challenge to write in a different way. It can also give them more enjoyment.

Schunk et al (2010) state that activity is required by the students to improve their motivation. The activities from English Corner above are considered to be fun, enjoyable, and challenging activities. These can be factors to improve the students' motivation. Moreover, the impact of the activities from

English Corner on English learning is the students can have more motivation to learn due to their interest and curiosity on the fun activities.

### **C. Conceptual Framework**

Based on several observations at SMP PGRI Buluspesantren, Kebumen, the problems that emerged were: first, the students did not comfortable with the environment, especially the class condition. Then, the school has limited facilities and materials so that the process of teaching and learning in the class lack of support to do more intensively and effectively. Finally, the method and teaching techniques used by the teacher are also considered not interesting and tend to make the students are less motivated to learn. Furthermore, the students with their characteristics are considered as the low ability and naughty teenage students. These will cause more motivation problems.

Broughton et al. (2003) state that one of three types of situation in secondary level is very little strong motivation. In addition, according to Schunk et al. (2010), "Motivation requires activity". Based on the situation and the relationship with the theory, the researcher then tried to improve students' motivation by implementing some English Corner Activities since it is true for the teacher to form and create the core of the students' emotional attitude. The English corner activities will be interesting and fun activities to deliver the material and task in order to improve the students' motivation.

English Corner Activities have some advantages to build the students' motivation through fun ways. One of them is the students are tend to feel that the

lesson is more comfortable, fun, and interesting. As stated by Lerner & Steinberg (2004: 133), middle school students report the highest rates of boredom when doing schoolwork, especially passive work (e.g., listening to lectures). Also, adolescents often state that lessons or lectures are not stimulating enough so their interest is not captured is one reason for their motivational difficulties (Larson & Richards, 1989) in Lerner & Steinberg (2004). The boredom may be caused by the monotonous classroom activities. Then, the students especially adolescents need some activities which attract them and make them curious to do the activities, so that the boredom will decrease and the academic achievement will increase.

English Corner Activities will attract the students' attention to the materials which are delivered in informal and interesting ways, so it will involve and engage the students in the activities for their acquisition of knowledge and skills. All the advantages of the fun learning activities will lead to the insertion of motivation into the students' willingness to learn English.

### CHAPTER III

### RESEARCH METHOD

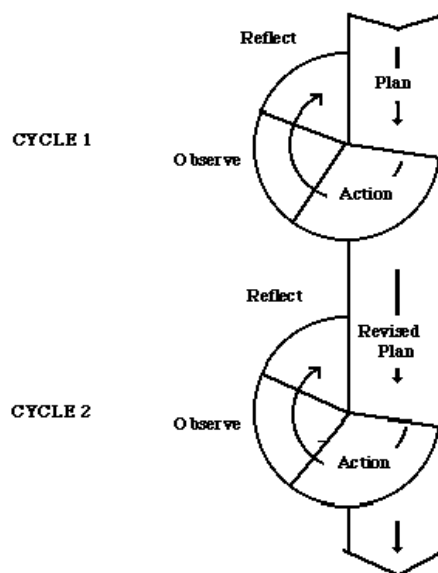
#### A. Type of Research

This research is classroom action research. Its purpose was finding and implementing actual actions to improve students' motivation in learning English through English Corner Activities in SMP PGRI Buluspesantren, Kebumen.

The research team members (the researcher, the English teacher, the headmaster, the students, and the collaborator) worked collaboratively to find the problems concerning motivation in the English teaching learning process and then identified the problems, planned, and carried out the actions, and made an evaluation, reflection, and discussion of the actions implemented.

The action research was conducted through the process below:

**Figure 1. The Cycle of Action Research**



(Kemmis and McTaggart (1988:10))

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

This research was carried out in Class C Grade VIII of SMP PGRI Buluspesantren, Kebumen because the students of the class have low motivation to learn English. This school is a private school located in Kejayan Street. It has 21 classes and each class has 29-34 students.

The English teaching learning process in Class VIIC is carried out 6 x 45 minutes in a week, longer than other schools which provide 5 x 45 minutes in a week since the learning ability of the students is low. In addition, the learning process in the class runs slower and less effective. The condition was affected by the fact that the school is lack of English learning facilities, media, and methods. The English teacher used conventional method only to deliver the materials. It means that she used one course book to explain the material without any additional media. For the listening activity, the teacher did not use tape recorder to deliver the materials, she did it orally. In addition, the students of the school are villagers who do not exactly consider the important of English. Generally, it is because their purpose after graduate from school is working or being a farmer, which does not need English in their daily life. The fact made the students have bad attitudes inside and outside the class. They tended to ignore the lesson and joked during the class. Such conditions made the students' achievement low.

## **C. Participants of the Research**

The participants of the research were 29 students of Class VIIC of SMP PGRI Buluspesantren, Kebumen. The students were male and female with the

range of age from 12-15 years. Moreover, the English teacher and the collaborator were interviewed to give more insight to the research.

#### **D. Data Collection Techniques**

In this research, the data were collected through observations, interviews, questionnaires, and recordings. The result of the researcher's observations was made in the form of field notes. Interview transcript was the result of the researcher's interview. Photographs and recording were the data of the researcher's recording (audio and visual recording). The questionnaires were delivered before and after the actions to find out if there any improvement in the end of the actions. The questionnaire was in the form of statements indicates the students' motivation strength which was assessed based on the concept of motivation using Likert scale. There were seven items in the questionnaire: intrinsic motivation, extrinsic motivation, personal goals, expectancy, attitudes, anxiety, and motivational strength. There were four responds in the statements: strongly agree, agree, disagree, and strongly agree. In detail, the questionnaires consist of 7 indicators of motivation and 25 statements. The indicators were intrinsic motivation that consists of 4 statements, extrinsic motivation that consists of 4 statements, personal goals that consist of 3 statements, expectancy that consist of 5 statements, attitudes that consists of 2 statements, anxiety that consists of 4 statements, and motivational strength that consists of 3 statements. The students were required to respond the statements based on their feeling. The questionnaire was aimed at gathering information on the students' motivation



toward English. The result of the pre and post questionnaire will be compared to get conclusions.

### **E. Instruments of the Research**

The main instrument in this research is the researcher. The researcher worked together with the other research team members to collect the data of the problems through field notes, interview guidelines, questionnaires, and photographs.

### **F. Steps of the Research**

There are some steps that must be followed in the research. Those steps are:

#### **1. Reconnaissance**

The researcher did reconnaissance step on September 5<sup>th</sup> and 8<sup>th</sup>, 2011 to get information about the real situation of the teaching and learning process. The researcher did classroom observation, questionnaires distribution, interview with the students, and discussion with the English teacher. The result of this step was the finding of some problems. The problems are then identified and discussed to choose the problems that urgent to overcome.

#### **2. Planning**

After having the urgent problems, the researcher made some list of plans of actions that would be implemented are made and formulated by the research members.

### 3. Implementation and observation

After the formulating plan was agreed by all the research members, the actions are implemented in the class and observed by the researcher.

### 4. Evaluation and Reflection

The reflection was done every time after the implementation of the actions. The researcher interviewed other research members and the students about the actions. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were evaluated and modified into the ones that were more suitable.

## **G. Data Analysis of the Research**

After conducting the research, the researcher analyzed the data from the field notes of the observations, interview transcript, the recordings, and the result of the questionnaires. The data analysis of this research was presented by following steps proposed by Burns (1999).

1. Assembling the data. The first step was assembling the data that the researcher has collected over the period of the research such as field notes, interview transcripts, observation checklists, and questionnaires.
2. Coding the data. The researcher attempted to reduce the large amount of data that may be collected to more manageable categories of concepts or types.
3. Comparing the data. This step was to see whether themes or patterns are developed across different data gathering techniques. The researcher identified relationships and connections between different sources of data.

4. Building interpretations. This step demanded a creative thinking from the research members (the researcher, the English teacher, and the collaborator) to interpret behaviors or attitudes.
5. Reporting the outcomes. The researcher presented the process of the research, the findings, and the outcomes supported by supporting data.

### **H. The Data Validity**

The validity of the data was established by fulfilling some criteria proposed by Anderson in Burns (1999):

1. Democratic Validity

The validity is related to the existence of collaboration among research members (researcher, teacher, collaborator, students) in giving their perspectives in the research. The researcher fulfilled this validity by asking each research members mention above about their opinions on the actions of the research.

2. Outcome Validity

This validity is related to the belief or idea of actions that will lead to the successful outcome. This validity was fulfilled by providing the genuine data.

3. Process Validity

This validity is related to the research's dependability and competency about the process of conducting the research. Then, the researcher observing classroom activities, making field notes during the lessons, interviewing

students and the English teacher, and having discussions with the headmaster, the collaborator, and the English teacher.

#### 4. Catalytic Validity

This validity relates to the changes made by the students during the actions. The researcher fulfilled this validity by interviewing the students about their perceptions of the action and by concluding the result of the questionnaires.

#### 5. Dialogic Validity

This validity relates to the peer review. The researcher fulfilled this validity through reflective dialogues with the collaborator and the English teacher.

The researcher also used triangulation to get the trustworthiness of the data. It is aimed at gathering multiple perspectives on the situation being studied. The researcher triangulated the data derive from the students, the collaborator, and the researcher herself by analyzing the data using field notes of the teaching learning process, the interview transcript, and observation checklist. Moreover, the researcher also gave genuine data such as field notes, interview transcripts, the result of the pre and post questionnaire, and photographs to fulfill the additional reliability requirements.

## **CHAPTER IV**

### **THE RESEARCH PROCESS AND GENERAL FINDINGS**

This chapter presents matters concerning research process and general findings. These are presented in four headings: the sharpening of the problems, the implementation of the action and discussion, the result of questionnaire on the students' motivation, and the discussion.

#### **A. The Sharpening of the Problems**

The description of steps in action research is presented below to give clear understanding on the research process.

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

The research process began with the formulation of problems identified in the field. To identify the field problems, the researcher conducted some observations, interviewed the English teacher, and delivered questionnaires to the students. The observations were conducted twice. They were done on September 5<sup>th</sup> and 8<sup>th</sup>, 2011. The problems occurred during the teaching and learning process. They could be seen in Table 1.

##### **2. Identification of the Problems**

**Table 1: The Problems Found During the Teaching and Learning Process**

<b>No.</b>	<b>Aspects</b>	<b>Descriptions</b>
1.	The environment	<ul style="list-style-type: none"><li>- The school location is between main road and fields. It causes hot and noisy atmosphere, especially in classes.</li><li>- The class condition was not comfortable and conducive to the process of teaching and learning. It was because the classroom lack light due to the</li></ul>

		small windows and the dirty floor.
2.	The facility	-The facilities used in the class were only blackboard and chalks.
3.	The material	-The material given for the students mostly based on the course book. -The teacher never used additional materials to make the students more interested.
4.	The technique	-The technique used in the teaching and learning process was not interesting and tended to be teacher- centered. -The teacher used chalk and mostly talked to explain the materials. The process of the teaching and learning seemed to be monotonous, boring and made the students passive.
5.	The teacher	-The teacher just stood up in front of the class during the teaching process. -The teacher paid less attention to the students' motivation by did not give the materials using interesting activities and different techniques.
6.	The students	-The students often made noise and spoke loudly inside the classroom. -Most male students would not come to the class before the teacher made them to come and their uniform were not wore as it should be. -The students had less motivation to learn. It could be seen from their attitude during the teaching and learning process.

Based on the observation, the students of Grade VIII SMP PGRI Buluspesantren had less motivation in learning English due to some aspects. The researcher saw that the students did not enjoy the lesson. During the teaching and learning process, some students looked having small talks, dreaming, sleepy, and did not show enthusiasm toward the materials. When the teacher asked the students, one of them answered the question randomly and loudly. It was often happened to the male students; the others preferred to silent and listen. The teaching method was conventional and monotonous. There were no variations in

each meeting such as making fun and interesting activities. The fact made the students unexcited, passive, and unmotivated. Therefore, the teacher needed to plan teaching techniques which is more fun, discipline, maximize facilities, material variation, and out of daily monotonous teaching learning activities. The effort was aimed at make the students more excited and more motivated in learning process.

### **3. Research Problems**

After classifying the existing problems, the researcher and the English teacher discussed the most crucial problem that is the low motivation of the students in the process of teaching and learning. It was related to some aspects which were not maximized, especially the uninteresting teaching techniques.

Most students in the class were naughty incooperate students. They acted as they want and did not much pay attention to the materials. On the other hand, the teacher explained the materials in conventional way that is teacher-centered. The teacher stood in front of the class, explained the materials taken from only one source (students' work book), asked the students some questions, asked the students to do tasks, and gave them homework. There were no activities which made them become more active in the class. This technique was used in each meeting without any variation. If the teaching technique was already uninteresting, the students would tend to give less attention to the materials and find difficulties to understand the explanation.

#### **4. Determining Actions to Solve the Problems**

After finding the most crucial problem which was the low motivation of the students in the teaching and learning process, the researcher and the English teacher then discussed some efforts to overcome the existing problem. The efforts that need to be done was to change the monotonous teaching technique into fun and interesting teaching technique which made the students more active in the class and raised the students' enthusiasm. These efforts were expected to improve the students' motivation in learning.

To do the efforts, the researcher suggested applying some English Corner Activities. Before the teacher agreed, she asked some explanations about the English Corner Activities. Then the researcher explained the activities in English Corner.

English Corner is a special class where all the English stuff is put in. As mentioned in Chapter II, there are three kinds of English Corner: book corner, new technologies corner, and activities corner. The researcher and the English teacher agreed to choose some activities in English Corner, considering that the students would more motivated if some interesting activities were used. In addition, implementing English Corner Activities was also used new technology as well, such as LCD projector.

English Corner Activities consist of some activities. They are: learn and discuss songs, learn how to cook food, play attractive games, discuss students' hobbies, act as tour guides, watch and discuss movies, present a news broadcast, and play a role play. From the choices, the researcher and the English teacher



selected some of them which were appropriate or suitable for the materials of Grade VIIC.

From the observations, the interviews, and the questionnaire, the researcher concluded some factors which cause the students had low motivation in the teaching and learning process:

1. The students lack self-confidence and discipline.
2. The students were not interested in and curious to the English teaching and learning process.
3. The students felt that English was difficult to learn.

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situation by:

1. Implementing English Corner Activities to improve the students' self-confidence and discipline.
2. Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.
3. Implementing English Corner Activities to improve the students' understanding of materials.

## 5. Action Plans

**Table 2: Action Plans Based on the Problems**

No.	Problems	Actions
1.	Material	-The materials were not only taken from LKS but it was appropriated to the syllabus. - Some media also used to make the materials more interesting and easy to understand.
2.	Facility	The use of technology would be maximized (LCD projector, laptop, and speaker).
3.	Technique	-Creating different activities in each meeting. -Giving rewards to the students. -Making the students becomes more active in the class (not be shy, feel confident, become diligent, understand the materials, and like English).
4.	Activity	-Implementing English Corner Activities (watching a movie, listening to a song, playing a game, and presenting news broadcast). -Implementing several of interesting tasks (individual, pair, and small group).

Based on the action plans above, the researcher summarized the whole actions by writing a course grid. The course grid consists of standard competence, basic competence, indicators, English Corner Activities, learning materials, teaching and learning activities, media, and resources. Cycle I and Cycle II were conducted in five meetings. The researcher used English Corner Activities in every meeting to improve the students' motivation in learning English. Watching a movie was used in the first meeting to get the students' attention in the first impression. The researcher selected the movie from the discussion with the

collaborator to explain recount and narrative text. Then, the researcher used a game in the next meeting with interesting media such as telephone toys for each student and the telephone number. The game was called The Telephone Game. It was suitable to the 2<sup>nd</sup> semester material (starting, extending, and closing telephone conversation). The last meeting in the first cycle used songs to see the students' attitudes towards western songs. Justin Bieber's song was also chosen from the discussion with the collaborators. It was matched for the students' age. In the 2<sup>nd</sup> cycle, the researcher used news broadcast activity as the first meeting to continue the material delivered through song in the previous meeting. Here, the activity was set similar to news broadcast to increase the students' courage in performing news. The researcher used a movie once again in the 2<sup>nd</sup> meeting to improve the previous movie watching. This meeting used a longer duration movie to make the students more satisfy. The whole action plans were based on the discussion with the collaborators.

The next step was writing lesson plans for every meeting. There are five lesson plans in this research. The lesson plans were made based on the course grid made before. The researcher used PPP method in each lesson plan and entered the class five times in two weeks. The course grid and the lesson plans could be seen in the appendices.

## **B. The Implementation of the Actions and Discussions**

### **1. The Implementation of Cycle I**

#### **a. Plans of Cycle I**

In this planning session, the researcher determined the suitable activities based on the English Corner Activities which would be applied in Cycle I. Then, she designed the lesson plans, the materials, and the activities suited the materials. The English teacher allowed the researcher to choose any material in the second semester because all the materials in the second semester were already delivered. Next, she chose watching movie activity to explain recount text, telephone game to deliver conversation on the phone, and Justin Bieber's song to explain opinion. The whole plans were then discussed with the collaborators.

Based on the result of the discussion with the research team members in a democratic and dialogic atmosphere on September 5<sup>th</sup> and 8<sup>th</sup>, 2011, the action plans of the first cycle that would be performed were:

1. Implementing English Corner Activities to improve the students' self-confidence and discipline.
2. Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.
3. Implementing English Corner Activities to improve the students' understanding of materials.

The actions enabled the students to improve their motivations in learning English. English Corner Activities were chosen because they were interesting, fun, challenging, and motivating activities to raise the students' motivation. Regarding the problems identified above, the researcher and the collaborators planned some actions as efforts to solve the problems. The efforts focused on implementing English Corner Activities in the teaching and learning process. These were described as follows:

**1) Implementing English Corner Activities to improve the students' self-confidence and discipline.**

In the action, the researcher acted as the teacher in the class. As the previous observation, the students tended to act passively during the lesson. During the lesson, most of the students kept silent when the teacher asked them some questions about material. Some of them might have the answer but they spoke in a very low voice so the teacher did not hear it. When there was a student who answered the question, he said it loudly and incorrectly. It often done by the naughty male students.

The researcher planned some tasks from the activities of English Corner which could improve the students' self-confidence and decrease the students' anxiety and shyness during the lesson. The tasks will be varied and will be done in different way, whether individually, pair, or small group. The students were expected to be brave to ask, to answer question, and to perform in front of the class confidently.

Moreover, from discipline aspect, most of the students acted impolitely in the class, for instance, spoke loudly to the teacher and made some noises. In addition, the teacher had to make them came into the class when the bell rang. Most of the male students also wore their uniform untidily.

Then, the researcher planned to make the students more discipline by made some rules such as the students must wear the uniform tidily and come to the class when the bell rang immediately. Besides, the students would also become more discipline in doing the task and had a willingness to perform in front of the class to do the task. The students were expected to be more motivated in doing the tasks.

## **2) Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

English Corner Activities were used to make the students more interested in the lesson and to improve their curiosity toward the delivered materials. The activities of English Corner introduced the new and fun teaching techniques such as movie watching, song discussion, game, and news broadcast. Besides, those activities will motivate the students to do the interesting and varied tasks. Creating the students' interest, enthusiasm, and curiosity in the teaching and learning process was aimed at improving their internal motivation. Also, the activities helped the researcher to observe the students' attitude toward English, such as their response to English song and movie.

Moreover, based on the observation in the teaching and learning process, the English teacher did not much pay attention to give the students compliment when they were able to answer the teacher's question or responded the question. The researcher planned to give the students compliments in the same situation. She also planned to give the students some presents. The rewards were aimed at improving the students' external motivation so that they became more excited and motivated.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

As mentioned, the students of SMP PGRI Buluspesantren, especially Class VIIIC, were the students belong to the low intelligence. Here, the teacher's technique in explaining the materials was an important to make the students easier to understand what they learn. The researcher and the collaborators planned to make interesting and understandable tasks from the English Corner Activities. The objective of the plan was to fulfill the students' expectancy and goal in learning, such as getting good mark and doing tasks better than others. The researcher will also explain the materials in a fun way to attract the students' attention in the explanation. It was expected that the students will understand more the materials and motivate to study more diligent.

### **b. Action and Observation in Cycle I**

The pre-questionnaire was carried out on Saturday, March 10<sup>th</sup>, 2012. The implementation of the actions in Cycle I was done in three meetings. The English teacher gave the researcher three times a week: Monday, Thursday, and Saturday. The meetings were conducted on the following schedule:

**Table 3. Meeting Schedule**

<b>Meeting</b>	<b>Day</b>	<b>Time</b>
1	Monday, March 12 <sup>th</sup> , 2012	5-6
2	Thursday, March 15 <sup>th</sup> , 2012	4-5
3	Saturday, March 17 <sup>th</sup> , 2012	6-7

The researcher discussed the plans that would be implemented in the first meeting and asked for permission from the English teacher and the headmaster to use some school facilities to support the actions, such as LCD projector. The English teacher would be a collaborator who observed the whole actions. The researcher added one more collaborator, Mr. Barno. He would give some judgments and opinions about the actions in detail and at critical. The two collaborators were expected to gain the valid data.

Related to the efforts which were implemented in this cycle, the discussion was presented as follow:



### **1) Implementing English Corner Activities to improve the students' self-confidence and discipline.**

The tasks provided in the form of individual, pair, and small group was aimed at making the students more ready for any more activity and improving their self-confidence step by step. In addition, the purposes of pair and small group activities were to find out whether the students could work together cooperatively or not and to make them more discipline in the class; not to make noises and small talks. The discipline process was done in every meeting when the bell rang. All the students had to be in the class on time, no more force to make them come to the class. In the class, politeness must be increased, especially for the male students; they must wear their uniform neatly. The researcher will give sanction to the students who broke the rules by ask them to sing a song in front of the class.

In the first meeting, the students made clumsy impression and the condition made them obey the researcher's orders. They came to the class before the researcher came although the class situation was still quite crowded. Their original attitudes began to be seen in the next meeting when they felt that they were already familiar with the researcher and the collaborator. One of the naughty students did not come into the class when the bell rang; he was playing outside the class with his peers. Then, the researcher began to be stricter and asked him to come inside without pulling him as the English teacher always did. The student finally came inside. During the lesson, most of the students paid attention to the researcher's explanations. Moreover, one of the students warned another student

who made noises during the explanation. Most of them looked serious in paying attention to the materials although sometimes they still made some noises inside the class.

The most difficult action to be done by the researcher was to make the students ask question when they did not fully understand the explanation. Even though ‘Any question?’ was already expressed many times, the students did not respond to it. They began to ask some questions privately with the researcher when they did some tasks. There was none of the students raise their hand and spoke loudly in English. They always asked question in Indonesia privately. Then, the researcher used ‘Any question?’ once again to get their response. She continued with a question, ‘No?’ Then some of them answered, ‘No, *bu...*’. The students liked asking questions privately when the researcher went around the class to see their work rather than asking the questions loudly. The fact showed that the students had high shyness to ask in front of their friends.

The students’ shyness was seen when they played Telephone Game. Although they seemed very enthusiastic about the game, they felt shy when they had to do a conversation on the phone. They refused to do the conversation in front of the class and chose to do it in their desk. The researcher considered the time management and allowed them to do so. In spite of the fact, the students began to be braver doing a conversation. In the end of the meeting, the researcher gave the summary about what they had learned on that day. Here is the interview transcript about the students’ activity.

R: *Hai Eti, tadi permainanya seru ga?*  
 ('Hi Eti, was the game fun?')  
 S: *Iya seru.* ('Yes, it was')  
 R: *Seneng ga?* ('Were you happy?')  
 S: *Seneng....* ('Yes..')  
 R: *Tapi tadi suaranya kenapa pelan sekali?*  
 ('But why did your voice sound very low?')  
 S: *Malu bu...* ('I felt shy, Miss')  
 R: *Kenapa malu?*  
 ('Why?')  
 S: [*Tersenyum* (smile)]  
 (Interview transcript 8, Thursday, March 15<sup>th</sup>, 2012)

Then, the researcher also interviewed one of the clever students in the class.

R: *Witri seneng ga tadi belajarnya?*  
 ('Hi Witri, did you enjoy the lesson?')  
 S: *Seneng...*  
 ('Yes, I did')  
 R: *Tegang ga tadi pas disebutkan nomor teleponnya?*  
 ('Did you feel nervous when your friend mentioned the phone numbers?')  
 S: *Iya agak deg-degan, tapi seneng.*  
 ('Yes, I felt nervous but it was great')  
 R: *Apa kamu berharap nomor telepon yang disebutkan itu nomormu?*  
 ('Did you hope that the numbers were yours?')  
 S: *Tidak bu..* ('No, I did not, Miss')  
 R: *Kenapa?* ('Why?')  
 S: *Ga, ah, malu..* ('I felt shy')  
 (Interview transcript 6, Thursday, March 15<sup>th</sup>, 2012)

## **2) Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

To improve the students' interest toward the lesson, different activities were used in each meeting. The researcher used English Corner Activities. In Cycle I, there would be movie watching, telephone game, and song discussion. The students were already curious when the researcher and the collaborator (Mr.

Barno) brought an LCD projector, laptop, and speaker to the class. The same thing happened when they saw some media brought by the researcher to explain the materials.

The first meeting was watching movie as the media to explain recount text. In the warming up, the researcher asked the students' activities on Sunday. A male student answered the questions in Indonesia loudly. Then the researcher wrote the answers in the whiteboard (The students were moved to the Grade IX class where a whiteboard was provided. It was because there was school final examination) and asked the English phrase of the answers. Immediately, the students opened their dictionary to find the meaning of the phrases. The researcher then asked them the answers once again but none of them answered. Finally, the researcher wrote the phrases in both languages, such as *Pergi ke sawah* = Go to farm or *Tidur* = Sleep. She also made the teaching and learning process more relax and fun so the students retold their Sunday activities on Sunday in a fun way.

Furthermore, the researcher explained the material related to recount text. She also explained the task that should be done by the students after they watched a movie. All of the students looked very serious in doing the tasks. They enjoyed the movie so much. The evidence can be seen in the following field note.

The researcher asked the students about the movie, *Bagaimana filmnya? Bagus gak?* ('How was the movie? Was it great?'). All students answered, *Bagus....* ('Great....!!')

(Field note 2, Monday, March 12<sup>th</sup>, 2012)

After the lesson, the researcher also asked some students about their feeling about the teaching and learning process as can be seen in the following interview transcripts.

R: *Seneng ga tadi nonton film?* ('Did you enjoy the movie?')

S: *Seneng pak.* ('Yes, I did Sir')

R: *Kenapa ko seneng?* ('Why?')

S: *Karena ga bikin bosan, jadi semangat pak.*  
('Because it was not boring, raise my spirit')

(Interview transcript 3, Monday, March 12<sup>th</sup>, 2012)

R: *Witri, suka ga sama film nya tadi?*

('Witri, did you like the movie?')

S: *Suka bu.*

('Yes, I did')

R: *Paham juga ga sama yang dijelaskan tadi?*

('Did you understand the explanation?')

S: *Paham bu.*

('Yes, I did')

R: *Tadi apa yang diajarkan?*

('What have your teacher delivered?')

S: *Cara buat cerita bu.*

('How to write a story, Miss')

(Interview transcript 2, Monday, March 12<sup>th</sup>, 2012)

In the 2<sup>nd</sup> meeting, Thursday, March 15<sup>th</sup>, 2012, the researcher used a different English Corner Activity: a game (Telephone Game). The media used in this activity was telephone toys and telephone number for each student. The students looked very curious when the researcher came into the class bringing a plastic bag. First, the researcher did warming up by asking the students about the expressions they used in a phone conversation. Some students answered the question in Indonesia spontaneously. Then, the researcher wrote the answers in English and gave other examples of expression used to open, extend, and end conversation on the phone. She used two students' names in giving the examples

(one male and one female). The technique made the students more enthusiastic in paying attention to the materials due to the object of example. The students felt happy during the explanation although some of them made noises by teasing the example objects.

The researcher chose one female student who looks active in the class and one male student. *Oke, misalnya Trianto menelpon Yuli dan mengajaknya nonton film, gimana mulainya?* ('Ok, for example Trianto calls Yuli to ask her to go to the cinema, how do you start the conversation?'). The students were already noisy and laughed hearing the example given, one of them answered, *Halo sayang...* ('Hello, honey..').

(Field note 3, Thursday, March 15<sup>th</sup>, 2012)

When the game began, the researcher explained how to play the game and gave the telephone toys and the numbers to each student, helped by the collaborator. Then, the researcher and the collaborator gave an example of conversation on the phone by acting as if they were in a real situation. The students smiled more often when they saw the example. After that, the students did the game. The following interview transcript showed the students' feeling about the game.

R: *Halo Faridatun. Tadi suka ga mainannya?*

('Hello Faridatun, did you like the game?')

S: *He, suka bu.* ('Yes, I did')

R: *Kenapa kok suka?* ('Why did you like it?')

S: *Karena seneng..* ('Because it was fun')

R: *Jadi lebih semangat belajar?*

('Did the game make you more enthusiasm in studying?')

S: *Iya jadi tambah semangat dan ga bosen.*

('Yes, my spirit rose and I didn't feel bored')

(Interview transcript 7, Thursday, March 15<sup>th</sup>, 2012)

In the 3<sup>rd</sup> meeting, the activity was discussing a song. The researcher asked the students about their favorite singer as the warming up. Some students answered it enthusiastically.

When the researcher asked, “*Siapa artis favorit kalian?*” (‘Who is your favorite actress?’), the students answered the question differently, “*Jupe bu.....*” (‘Jupe, miss....’), ‘Cerrybell....’, ‘Justin Bieber...’, ‘Ayu Ting Ting..’. They answered enthusiastically. Then, the researcher asked them the reason they like the singer. A student said that the singer was beautiful and sexy. Then, the researcher showed a picture of Justin Bieber and asked their opinion about it, “*Ganteng ga?*” (‘Is he handsome?’). Some female students smiled and looked at each other, while some male students spoke loudly, “*Ganteng...hensom bu...*”. The researcher said, ‘That is right, I think he is handsome’ and began to explain the materials: some expressions to give opinion.

(Field note 4, Saturday, March 17<sup>th</sup>, 2012)

When the students were asked to do some tasks, some of them were curious whether there would be movie watching again. They asked it to the researcher. Then, she said that there would be a song to be listened to. The students were curious about the news. Then, they finished the tasks seriously in order to be able to listen to the song immediately.

After discussing the tasks, asking the students’ difficulties, and reviewing the materials, the researcher played a song. First, the researcher explained what the students should do with the song. She asked the students to give their opinion about the song and the singer. When the song was played, most of the students had already recognized the singer. After that, they were asked about the singer. Some of them said that they did not like the song. It could be seen from the following field note.

When the researcher asked, “*Suka ga sama lagunya?*” (‘Did you like the song?’), one of the students said, “*Gak suka bu, sukanya lagu Malaysia atau gak lagunya D’ Bagindas*”. (‘I did not like it. Miss, I like Malaysian songs or D’ Bagindas songs’). While some of female students said that they liked the singer because he was handsome but they did not like the song.

(Field note 4, Saturday, March 17<sup>th</sup>, 2012)

However, by performing English Corner Activities, the students became more interested in paying attention to the lesson and more enthusiastic in doing the tasks. They were motivated by activities which made them active and felt happy in the class.

The other important point to improve the students’ motivation is to give them reward. To motivate the students, rewards were given in the form of compliment and a pen. Showing good respect to the students by giving compliments to the students when they tried to be active in the English teaching and learning process was done to appreciate the students. It was expected that the students would be more motivated in learning because they would feel that they got rewards in doing the tasks successfully. This plan was implemented by saying ‘Good’, ‘Excellent’, ‘Well done’ or ‘Great’ when the students tried to answer the questions or did anything they were asked to do.

Besides, the researcher also gave a present to the students who did the task well, for example the result of the recount text based on the movie. The giving of present was done without any announcement in the beginning. The students looked happy when the present was given surprisingly. It was expected to make the other students more motivated to do the tasks better.



In the 3<sup>rd</sup> meeting, the researcher gave a pen to two students who made the best recount text based on the movie, "*Saya punya hadiah untuk 2 siswa yang kemarin membuat ceritanya bagus*" ('I have a gift for 2 students who made a good story about the previous movie'). Then, all the students smiled and looked at each other, "*Untuk Witri dan Fathan, silahkan ini hadiahnya... . Lalu keduanya maju dan mengambil hadiahnya, 'Selamat ya'.*" "*Makasih bu...*". The other students seemed happy and gave applause.

(Field note 4, Saturday, March 17<sup>th</sup>, 2012)

The giving of presents was not done in every meeting. The researcher said that all the students would get present if they did the tasks well and acted cooperatively during the lesson. It was expected that the students' external motivation improved. The students would feel appreciated when their work or good attitudes in the class got attention from the teacher, although the teacher only gave compliment. They became more motivated to do the good things better to get the reward again.

In summary, from the goal of improving students' motivation through English Corner Activities, there were some corrections needed in some points, such as the students' shyness and the low understanding in materials. Almost all students, including the naughtiest student in the class, tended to shy to give their opinion and to ask the researcher about some difficulties in the task. Moreover, when they played a game, which was doing conversation on the phone, some students spoke very softly. The researcher should give them motivation to speak louder. Also, when the researcher asked the students some English words, they did not answer and busy with their dictionary. Being active and brave in the class was not a routine yet to the students of SMP PGRI Buluspesantren.

Most of students said that they had difficulties in making recount text due to the lack of vocabulary. The researcher helped them by giving chances to ask about some vocabulary which used to make the text. It was also expected to make them more active and braver to ask.

The cycle could improve the condition of the English teaching and learning process in SMP PGRI Buluspesantren. The English teaching and learning process had become more interesting, discipline and motivating.

Although the implementation of English Corner Activities needed some forethought in term of class and time management, the good result will be gained if the plans are fulfilled. Here, the students' interest, enthusiasm, and curiosity were some good results of their improvement on motivation. It was a starting point to make the students like learning English. The evidence can be seen in the following interviews:

- R: *Diana, gimana tadi seneng ga main telepon-teleponnya?*  
 ('Diana, did you feel happy playing the telephone game?')
- S: *Seneng bu..* ('Yes, I felt happy, Miss')
- R: *Sama yang kemaren seneng yang mana?*  
 ('Which activity you like most? Today's activity or the last meeting's activity?')
- S: *Seneng yang sekarang bu.* ('I prefer today's activity, Miss')
- R: *Kenapa?* ('Why?')
- S: *Karena kemarin pas nonton film saya kurang maksud dengan ceritanya.*  
 ('Because I did not understand the story of the movie')
- R: *Jadi rajin gak belajarnya kalo diajar kayak tadi?* ('Do you become more diligent in studying with those kinds of activities?')
- S: *Iya bu..* ('Yes, I do')
- R: *Oh gitu ya. Tapi bisa ga mengerjakan tugasnya?*  
 ('Oh I see. Could you do the tasks?')
- S: *Iya bisa, mudah dipahami ko bu.*  
 ('Yes Miss, it was easy to understand')

(Interview transcript 10, Thursday, March 15<sup>th</sup>, 2012)

From the interview about English Corner Activities, most of students said that they felt happier and more enthusiastic during the lesson. They also said that they were never taught through some fun activities. From the observation during the teaching and learning process, both collaborators concluded that the students became more interested in the activities. The fact showed the improvement of the students' motivation in learning English. The following interview between the researcher and the collaborators can be seen as the evident.

T = Collaborator 1 (English teacher)

R: *Menurut pendapat ibu, bagaimanakah respon dari siswa tadi?*

(‘In your point of view, how was the students’ response?’)

T: *Respon siswa cukup antusias karena metode dan cara penyampaian banyak variasi.*

(‘The students’ response was quite enthusiasm because the method and the way the teacher delivered the material were full of variation’)

R: *Apakah menurut ibu antusias dan keingintahuan siswa meningkat?*

(‘Do you think the students’ enthusiasm and curiosity increase?’)

T: *Ya, cukup meningkat.* (‘Yes, it is quite increase’)

R: *Apakah menurut ibu, siswa lebih menikmati pelajaran?* (‘Did you think the students enjoy the lesson more?’)

T: *Ya.* (‘Yes, they are’)

(Interview transcript 16, Saturday, March 17<sup>th</sup>, 2012)

C = Collaborator 2 (Mr. Barno)

R: *Menurutmu bagaimana respon siswa sejauh ini?* (‘What do you think about the students’ response so far?’)

C: *Hampir semua siswa antusias dengan aktivitas yang diberikan. Sejauh yang saya lihat, mereka mengikuti aktivitas-aktivitas sesuai instruksi yang diberikan.* (‘Most of students were enthusiastic about the activities. So far, they participated in the activities based on the instruction’)

R: *Apa menurutmu mereka menyukai kegiatan-kegiatannya?* (‘Do you think they liked all the activities?’)

- C: *Saya bisa mengatakan bahwa mereka menyukai aktivitas yang diberikan. Akan tetapi pada pertemuan pertama siswa agaknya kecewa karena film yang diputar adalah film pendek.* ('I can tell you that they liked the activities although in the first meeting they little disappointed because the movie was a short movie')
- R: *Apa yang membuatmu mengatakan itu?* ('What makes you say that?')
- C: *Berdasarkan keaktifan siswa dikelas dan sikap mereka ketika aktifitas diaplikasikan. Selain itu antusiasme siswa juga tinggi meskipun ketika siswa disuruh maju ke depan atau mempresentasikan hasil dari kegiatan yang dilakukan kebanyakan belum sepenuhnya percaya diri.* ('It was based on the students' activities in the class and their attitudes during the application of the English Corner activities. Moreover, the students' enthusiasm was high enough although they were not completely confident when they were asked to perform in front of the class or to present the result of the activities')
- R: *Menurut pendapatmu, apa kekurangan yang ada di Cycle I?* ('In your point of view, what were the deficiencies in the Cycle I?')
- C: *Sebagian besar kekurangan yang saya lihat adalah class management terutama di pertemuan pertama Cycle I. Selain itu, pemberian instruksi juga kurang jelas karena suara yang diucapkan kurang keras.* ('The most visible deficiency was the class management, especially in Cycle I. Besides, the instruction given was not clear enough due to low voice').
- R: *Apa yang harus dilakukan peneliti di Cycle II?* ('What should the researcher do in the Cycle II?')
- C: *Berhubung masalah yang masih muncul adalah tingkat kepercayaan diri, mungkin sebaiknya, peneliti merencanakan kegiatan yang dapat menstimulasi kepercayaan diri mereka. Kegiatan tersebut tidak harus presentasi di depan kelas, tapi juga bisa melalui aktifitas-aktifitas yang dilakukan secara kelompok dimana siswa bisa bertukar pendapat.* ('Because the existing problem was the level of confidence, maybe it will be better if the researcher designs activity which can stimulate the students' self-confidence. The activity does not have to in the form of presentation in front of the class but it can be in the form of group activity where the students are able to share opinion').
- (Interview transcript 17, Saturday, March 17<sup>th</sup>, 2012)

The English teacher said that the students of Class VIIC improved in terms of interest, enjoyment, enthusiasm, and curiosity. The clear evidence was seen when the students watched a movie. They looked excited about the teaching technique. This teaching technique needed to be implemented in order to break the monotonous of the teaching and learning process. It was because junior high

school students needed something that attracted them, especially the fun and not boring activities.

The similar conclusion was also said by the second collaborator, Mr. Barno. He said that the students attended the class enthusiastically due to the fun activities derived from English Corner Activities. In addition, he suggested some activities which could improve the students' self-confidence in the next cycle.

Some students' attitudes toward the English Corner Activities showed that the students' motivation factors improved after the implementation of the activities. The factors were the students' interest, curiosity, and enthusiasm.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

The tasks that consist of individual, pair and small group tasks were aimed at improving the students' self-confidence and social interaction. It was also intend to make them understanding the material clearly in various ways. The researcher tried to create fun situation with jokes in order to get the enjoyment of class atmosphere. Moreover, the tasks from the English Corner were made more interesting such as the use of pictures. The researcher also used interesting topic as warming up to make the students recognize what they would learn.

When the researcher explained recount text, she firstly asked the students about their Sunday activities. She used one student as an example to retell his activities on Sunday. Then, she wrote the activities in the whiteboard and asked the students to translate some phrases from the activities into English.

(Field note 2, Monday, March 12<sup>th</sup>, 2012)

In explaining conversation on the phone, the researcher borrowed one of students' cell phone and asked them about the parts of the phone including

the function. After that, she gave some vocabulary related to phone and asked the students about expressions used in a phone conversation.

(Field note 3, Thursday, March 15<sup>th</sup>, 2012)

The researcher asked the students about their favorite singer before she explained the expression used to give opinion. She also brought a picture of singer to make the students gave their opinion about the singer.

(Field note 4, Saturday, March 17<sup>th</sup>, 2012)

Considering that the students had low ability in understanding the material, the researcher explained the materials slowly and always asked the students about their difficulties. The instruction would also give clearly before the students did task. Unfortunately, the students tended to shy when they were asked to ask some questions related to the materials. They liked to ask some questions privately to the researcher when she went around seeing the students' work. The question was related to the result of their work, whether it was right or wrong. Then, the researcher discussed the tasks together with the students. Most of them did the tasks correctly. In this case, the students' characteristic which prefer to get personal attention was seen.

Before the students watched the movie, they were asked to do some tasks that was matching picture series with the story in small groups. All the students did the task actively.

R: *Khotati, tadi bagus ga filmnya?*

(‘Khotati, how was the movie? Was it good?’)

S: *Bagus...* (‘It was great’)

R: *Suka?* (‘Did you like it?’)

S: *Suka....karena menyenangkan dan bagus.*

(‘Yes, I did. It was fun and great’)

R: *Tahu cerita filmnya?*

(‘Did you understand the story of the movie?’)

S: *Tau bu..* (‘Yes, I did, Miss’)

R: *Kalau belajarnya seperti tadi terus suka gak?*

(‘If the lesson runs that way, will you like it?’)

S: *Suka banget bu, soalnya belum pernah kayak tadi.*

(‘Sure. It never happened before’)

R: *Terus tugas-tugasnya susah gak?*

(‘Were the tasks difficult?’)

S: *Lumayan mudah bu, soalnya dikerjakan bareng-bareng.*

(‘They were quite easy because we did the tasks in group’)

R: *Tapi paham kan sama yang diajarkan?*

(‘Did you understand the lesson?’)

S: *Iya bu paham.* (‘Yes, I did’)

(Interview transcript 1, Monday, March 12<sup>th</sup>, 2012)

In the 2<sup>nd</sup> meeting’s practice, the students in pairs were asked to identify some expressions in a phone conversation. Then, they completed some blank dialogues individually related to phone conversation. The researcher also paid attention to the level of tasks difficulty, such as how the students did the tasks: individually, in pairs, or in small groups; filled in the blank or made some expressions dealing with the material, etc.

Most of the students said that the tasks were easy enough to be understood through variation of the tasks. This comment was also said by other students who felt that the tasks were easy to be done and understood.

R: *Halo Yuli, gimana tadi pelajarannya, suka gak?*

(‘Hello Yuli, how was the lesson? Did you like it?’)

S: *Suka bu.* (‘Yes, I did’)

R: *Kenapa suka?* (‘Why?’)

S: *Soalnya menyenangkan.*

(‘It was fun, Miss’)

R: *Lebih mudah gak belajarnya?*

(‘Did the lesson make you easier in studying?’)

S: *Iya, jadi mudah memahami.*

(‘Yes, it made me understand the lesson easier’)

R: *Jadi lebih seneng gak sama Bahasa Inggris?*

(‘Did it make you like English more?’)

S: *Iya, saya jadi suka soalnya mudah dan tidak sulit.*

(‘Yes, I like it more because it was easy’)

(Interview transcript 11, Saturday, March 17<sup>th</sup>, 2012)

However, there were some students who found difficulties in making recount text based on the movie they have watched. The next was the conversation between Mr. Barno and one of the students.

C: *Hai Tri, senang ga diajar seperti tadi?*

(‘Hi Tri, did you enjoy the lesson?’)

S: *Seneng pak.* (‘Yes, I did Sir’)

C: *Kenapa ko senang?* (‘Why?’)

S: *Karena ga bikin bosan, jadi semangat pak.*

(‘Because it was not boring, raise my spirit’)

C: *Oh, jelas ga penjelasannya tadi?*

(‘Oh I see. Did the explanation clear enough?’)

S: *Jelas kok pak.* (‘Yes, it was clear’)

C: *Bisa ga ngerjain tugas-tugasnya?* (‘Could you do the tasks?’)

S: *Bisa walau agak susah pas disuruh buat cerita.*

(‘Yes, I could but it was quite difficult when the teacher told us to make a story’)

(Interview transcript 3, Monday, March 12<sup>th</sup>, 2012)

### **c. Reflection of Cycle I**

After implementing the whole actions, the researcher and the collaborator discussed some points which were needed to be evaluated and fixed. The discussion was done based on the observations in the teaching and learning process, the students’ and the collaborators’ opinions. The purpose was to discuss and to find solutions of the problems in Cycle I. Later on, this could be a consideration for the next cycle.

#### **1) Implementing English Corner Activities to improve the students’ self-confidence and discipline.**

In Cycle I, some male students still wore untidy uniform and being outside the class when the lesson would start. On the other hand, they began to act



cooperatively by paying attention to the explanation of the material and to the instruction of the tasks. In addition, a student warned another student not to make noises during the lesson in the class. The students' discipline should be more improved.

In term of self-confidence, most of students were still shy to act actively in the class, especially when they were asked by the researcher. They were reluctant to ask question and to perform in front of the class this fact showed that the students' anxiety still high. The researcher needed to fix the actions in order to make the students braver and more active.

## **2) Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

Based on the three meetings in Cycle I, the students looked enthusiastic during the activities of English Corner. It could be seen when the researcher and the second collaborator entered the class, the students looked excited. When the lesson began, they were curious due to the researcher and the collaborator was preparing LCD projector, laptop, and speaker.

The enthusiasm of the students was also seen in the next meeting except when they listened to a song. It was because most of them were not familiar yet with west songs and prefered to Malaysian songs, *Dangdut*, or newest Indonesian song such as *Cherrybell* dan *D' Bagindas* songs. It showed that their attitudes toward English song were still bad. The researcher chose to use other English Corner Activities in the next cycle.

The giving of rewards in the form of compliments and presents was seen able to improve the students' motivation. They looked happier when they did something right and got good comments from the researcher. The similar evidence was also seen when two students got a pen each for their good result in doing work. In the next cycle, the researcher would keep give rewards to each student.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

In explaining the materials, the researcher made it as interesting as possible by giving fun examples. She would also repeat the explanation to make the students understood the materials easier. Then, the students were given some tasks to find out their understanding toward the materials. Some students still asked some questions personally to the researcher when they were given the tasks. In the next cycle, the researcher would repeat instruction clearer.

### **d. Findings of Cycle I**

Based on what the researcher had planned, acted, observed and reflected in Cycle I, the researcher came to the following findings. Work in pair and small group was seen successful to improve the students' spirit in doing tasks. They also began to act more discipline to do the instruction from the researcher. They listened to her explanation and acted cooperatively in the class. However, their shyness still high, especially when they had to perform in front of the class.

In addition, English Corner Activities successfully improved the students' interest and enthusiasm in participating in the lesson. The students seemed very

happy with the interesting and not monotonous teaching techniques in every meeting. All students said that they were happy when there were movie watching and telephone game although they did not feel the same when they listened to west songs. They liked Indonesian, *dangdut*, or Malaysian songs.

Furthermore, the interesting tasks seemed success to improve the students' self confidence in doing the tasks. The explanation from the researcher made the students understanding what she had explained. Whereas the instructions were not maximal enough yet to some students so they often asked about what they should do.

Moreover, the giving of rewards also succeeded in motivating the students to participate in teaching and learning process. Although they were junior high school students, rewards still made them feel appreciated. It made them act more spirit to do better things in order to get the rewards.

## **2. The Implementation of Cycle II**

### **a. Plans of Cycle II**

Based on the evaluation and recommendation for Cycle I, the researcher and collaborators planned some efforts as actions to solve the problems that were still found in improving students' motivation in English teaching and learning. Based on the result of discussion, the researcher and the collaborator still used the same activities as in the first cycle, such as implementing various English Corner Activities and giving rewards to the students. The action that would be applied in Cycle II was improving the effectiveness of pair group to increase the students'

self-confidence and maximizing the material explanation and tasks instruction. The researcher still focused on the implementation of English Corner Activities to improve the students' motivation. The efforts were described as follows:

**1) Implementing English Corner Activities to improve the students' self-confidence and discipline.**

Considering that in Cycle I the students still had high shyness when they were asked to perform in front of the class, the use of pair and small group activities would be maximized in Cycle II to decrease their shyness and anxiety. The researcher used pair work activities of English Corner that was news broadcast. It was expected to improve the students' self-confidence to perform in front of the class.

**2) Implementing English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

In this cycle, the researcher used English Corner Activities in the form of present news broadcast and watching movie. The reused of movie watching was due to the interviewed in Cycle I, all students said that they liked to watch movie most of all. The different thing was about the material and the tasks given through movie watching. By applying different activities, the students were expected not to be bored and keep enthusiastic in the process of teaching and learning.

Here, the rewards would still be given to the students in the form of compliments and presents. The presents would be given to each student in the end of meeting in condition that they agreed to act cooperatively during the lesson.

This effort was hoped succeed in maintaining the students' spirit and motivation during the teaching and learning process.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

In this 2<sup>nd</sup> cycle, the researcher maximized the explanation more by using slide show in order to increase the effectiveness of teaching and the students' interest. The instruction would also be made clearer by repeating it to make the students more understood.

The comparison of the actions between Cycle I and Cycle II could be seen in Table 4.

**Table 4: The Comparison of the Actions in Cycle I and Cycle II**

<b>Cycle 1</b>	<b>Cycle 2</b>
Improving the students' discipline and self-confidence through individual, pair and small group activities.	Improving the students' self-confidence through pair and small group activities effectively.
Improving the students' interest and curiosity through English Corner Activities and giving rewards to motivate the students.	Implementing various ECA to keep the students' interest and curiosity and giving rewards to each student in order to improve their motivation.
Improving the students' understanding of materials through understandable and interesting tasks.	Maximizing the instructions and the explanations using more interesting media and facilities.

## **b. Action and Observation of Cycle II**

Cycle II was conducted in two meetings; they were on Monday, March 19<sup>th</sup> 2012 and Thursday, March 22<sup>nd</sup>, 2012. The English Corner Activities that would be implemented in this cycle were presenting a news broadcast in the first meeting to explain about giving opinion and watching movie to explain about narrative text in the next meeting. The two meetings would be discussed first with the collaborators and would be appropriated to the syllabus. The data of this cycle were gained through interview and observation which were done by the researcher and the collaborators during the process of the action. Below were the actions that the researcher implemented in Cycle II:

### **1) Implementing English Corner Activities to improve the students' self-confidence.**

In the first meeting of this cycle, the researcher applied English Corner Activity: presents news broadcast to improve the students' self-confidence. The same material (giving opinion) as the previous meeting would be delivered. In pairs, the students got a news to be read in front of the class whereas the other students who did not get the chance yet, gave their opinion about the news. The researcher prepared one table and two chairs in front of the class as the setting.

In practice part, the students were asked by the researcher orally about their opinion about the newest news in Indonesia by showing some figures, such as Bondan Winarno. Then, the students did the tasks related to opinion individually. In production part, they felt reluctant to perform in front of the class.

However, they already began to perform although still quite shy. The next interview transcript described the situation.

R: *Serlin tadi suka ga pas disuruh baca berita?*

(‘Serlin, did you like read the news?’)

S: *Malu bu..*

(‘I felt shy, Miss’)

R: *Kenapa ko malu? Takut ya kalo disuruh tampil di depan?*

(‘Why? Did you feel afraid perform in the front of the class?’)

S: *Iya bu.*

(‘Yes, I did, Miss’)

(Interview transcript 20, Monday, March 19<sup>th</sup>, 2012)

R: *Witri kenapa tadi susah sekali disuruh baca beritanya?*

(‘Witri, it was so hard to make you read the news, why?’)

S: *Malu bu..* (‘I felt shy, Miss’)

R: *Oh begitu, tapi senang ga sama kegiatannya?*

(‘Oh I see, did you like the activity?’)

S: *Seneng banget bu, walaupun tadi deg-degan.*

(‘Yes, I felt happy although I felt nervous’)

(Interview transcript 22, Monday, March 19<sup>th</sup>, 2012)

When one pair of students was in front of the class, they did not brave yet to stare at their friends. Moreover, they asked the researcher to give another example in front of the class. After that, a male pair raised their hand and said that they wanted to perform. Then, the other pairs were not need to be persuaded to perform the news reading. This situation showed the students’ effort to be braver not shy in reading the news in front of their peers.

Although the students still felt shy and awkward in performing something in front of other people, they were not reluctant to perform. Some of them even raised their hand to get the first performance. Motivate the students to perform in front of the class had good use to improve the students’ self-confidence.

The researcher tried to give motivation to the students before they perform in front of the class, *Ayo, kalian pasti bisa kalau cuma membaca berita di depan. Tidak akan ada yang menertawakan, ya kan teman-teman yang lain? Besok mau dapat hadiah lho, harus mau* ('Come on, it is easy for you to read news. No one will laugh you, right friends? Don't you want present tomorrow?'). Then, the students began to be braver to perform in front of the class. The researcher had less time to make them perform than the time needed in the first cycle.

(Field note 5, Monday, March 19<sup>th</sup> 2012)

When the time to give opinion, the students began to speak louder in giving their opinion about the news in Indonesian language. The researcher tried to translate their opinion into English and emphasized the expressions of giving opinion. Then, the students said, *Oiya ding* ('Oh I see') and they repeated the expression. In this Cycle II, they could overcome their anxiety to perform in front of the class. This part proved that the students' self-confidence was higher than that in the Cycle I.

## **2) Implementing various English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

To avoid the students' boredom, there would be quite different English Corner Activities that would be implemented, except the movie watching activity that would be applied once again due to the students' request. In the first meeting, the researcher used news broadcast presenting to explain the expression use to give opinion. Then, in the second meeting, the researcher used a movie which had longer duration than the previous one.

In the first activity, the students were made more challenging through news reading in a setting. This activity succeeds to increase the students' curiosity and attention.



- R: *Halo Reni, tadi gimana suka ga suruh baca berita?*  
 ('Hello Reni, did you like the news broadcast lesson?')
- S: *Deg-degan bu, untung ga maju baca berita.*  
 ('I was nervous Miss, fortunately I did not read the news in front of the class')
- R: *Tapi mau ga kalo disuruh maju baca berita?*  
 ('Will you read the news if your teacher ask to?')
- S: *Iya mau bu.* ('Yes I will')
- (Interview transcript 19, Monday, March 19<sup>th</sup>, 2012)

All students said that they liked watching movie most when the researcher asked them about the most interesting activity. It was because of their comfort feeling being passive during the movie watching. In the second meeting, the researcher tried to make them not only sit and watch but also took a note the story in order to find out how far they understood the story. This technique quite was worked out to make them paid attention to the story and took a note at the same time. It became a challenge for them. When they were watching the movie, most of them were taking some notes related to the story to answer some questions provided before. Then they were asked about the movie story. Most of them answered the question spontaneously and correctly. Obviously, the fun activities improved their motivation to do the tasks happily. This could be seen in the following interview.

- R: *Rena suka ga sama filmnya?*  
 ('Rena, did you like the movie?')
- S: *Suka banget*  
 ('I loved it')
- R: *Kenapa suka?*  
 ('Why did you like it?')
- S: *Kartunnya lucu dan bagus bu.*  
 ('The cartoon was so funny and good')
- R: *Tadi bisa menjawab pertanyaan-pertanyaannya ga?*  
 ('Can you answer the questions?')
- S: *Bisa ko bu*

(‘Yes, I can’)

R: *Tau ya cerita filmnya tadi?*

(‘Did you know the movie’s story?’)

S: *Tau bu..* (‘Yes, I know’)

R: *Seneng ga kalo belajar Bahasa Inggrisnya kayak tadi?*

(‘Did you feel happy studying English that way?’)

S: *Seneng..*(‘Yes..’)

(Interview transcript 23, Thursday, March 22<sup>nd</sup>, 2012)

R: *Tri gimana tadi suka ga sama filmnya?*

(‘Tri, did you like the movie?’)

S: *Suka bu..*

(‘Yes, I do love it’)

R: *Soalnya susah apa mudah tadi?*

(‘Were the tasks difficult?’)

S: *Susah agak gampang bu*

(‘They were quite easy, Miss’)

R: *Tadi tau ya ceritanya gimana?*

(‘Did you get the point of the movie’s story?’)

S: *Tau bu, soal naga-naga yang kabur kan bu?*

(‘Yes, I did, it was about dragons which were run away, right?’)

R: *Iya benar, seneng ya kalo nonton film?*

(‘Yes, you are right. Did you feel happy?’)

S: *Iya bu paling seneng kalo nonton film.*

(‘Yes, I did. It was the most fun activity’)

(Interview transcript 24, Thursday, March 22<sup>nd</sup>, 2012)

R: *Witri gimana tadi filmnya bagus ga?*

(‘Witri, was the movie good?’)

S: *Bagus bu, lucu banget*

(‘Yes, it was, Miss. It was so funny’)

R: *Paham sama yang diajarkan?*

(‘Did you understand what have been taught?’)

S: *Iya bu paham.*

(‘Yes, I did’)

R: *Bisa jawab pertanyaan-pertanyaannya ga?*

(‘Can you answer the questions?’)

S: *Iya bisa.*

(‘Yes, I can’)

(Interview transcript 26, Thursday, March 22<sup>nd</sup>, 2012)

The awarding in this 2<sup>nd</sup> cycle was still in the form of complement and present. The reward would be based on their attitude during the lesson, whether

they were discipline and cooperative or not. The researcher promised to give them a present each on the condition that they had good attitudes in the class. In every meeting, the researcher gave compliment to each student who actively participated in answering questions or giving opinion. This can be seen from the following field note.

In the first meeting of Cycle II, the researcher explained about expressions used to give opinion by showing the picture of Justin bieber. Then, she asked the students' opinion about the figure, *Menurut kalian apa Justin Bieber ganteng?* ('In your opinion, is Justin Bieber handsome?'). Then, one of them answered, "Hansom.." and the researcher gave correction, 'Handsome..' *Lalu gimana kalau mau memberi pendapat?* ('Handsome... then what should we say to give an opinion?'). The student said, 'I think...*bu*' ('I think, miss'). The researcher then said, 'Great'. The student looked proud of himself. He smiled to the other friends and gave applause for himself.

(Field note 5, Monday, March 19<sup>th</sup>, 2012)

In the last meeting, the students looked more enthusiastic due to the presents that would be given. They smiled and thanked to the researcher when each of them got a key hanger. The rewarding always succeeded in making the students enthusiastic to do something.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

In Cycle I, the students tended to ask some questions privately to the researcher about what should they do to the tasks given. In Cycle II, the researcher gave explanation to the students more interestingly and maximally. The use of slide show was also aim at attracting the students' attention toward the material.

They looked more diligent in taking some notes from the slide show than in the previous cycle when the researcher used the blackboard to write the materials. It was a good beginning to make them stay focused on the explanation and the material. The researcher also gave the same interesting examples as she used to give in the previous cycle, such as bringing some pictures of famous figures and asking their opinion about the pictures.

Before the students did the task given, the researcher summarized the explanation of the material once again and repeated the instruction of the tasks. It was quite effective. The students seemed more understood the explanation and the instruction. They did not ask her again. However, they still asked the researcher about the result of their work, whether it was right or wrong. The result showed that their work was mostly done correctly. The situation indicated that the students liked to be noticed, not only in the form of clear explanation and instruction, but also seat to seat attention. It made them more motivated to do the tasks correctly.

### **c. Reflection of Cycle II**

In the reflection, the research members gave their opinions and comments toward the implementation of the actions. From the implementation of the actions above, some reflections were described as follows:

### **1) Implementing English Corner Activities to improve the students' self-confidence.**

In this 2<sup>nd</sup> cycle, the students were used to perform in front of the class although some of them looked shy. Present news broadcast activity was good point of the student in training their self-confidence and facing other people in front of them.

The pair activities were seen able to make the students braver in performing an activity. Later on, the pair activity helped them to do individual activity more bravely, such as giving their opinion about some news. the researcher began to improve their self-confidence since the first cycle by giving them group work firstly, followed by pair work, and finally individual work.

The second collaborator noted that the students were still enthusiastic about the activities during the class. The same problem happened: the students' self-confidence still quite low. The different thing was the students were braver to perform in front of the class.

### **2) Implementing various English Corner Activities to improve the students' interest, enthusiasm, and curiosity.**

All the students' positive attitudes which showed that they were very interested in the class activities were seen since the first meeting. The attitudes were kept seen in the next meetings due to the activities implemented were not monotonous. English Corner Activities were implemented variously in every meeting. The objective was to maintain the students' interest toward English.

In this Cycle II, the students liked all the English Corner Activities. It could be seen from some abovementioned interviews and field note. The reused of movie watching with longer duration and different material succeeded in making the students felt happier. All the English Corner Activities were aimed at improving the motivation aspects of the students.

The rewarding made the students enthusiastic because they got a present. It made the students acted more cooperative and discipline in every meeting. It also had succeeded in making them braver and more confidence to perform in front of the class. The evidence was the form of the improvement of their motivation in the class.

### **3) Implementing English Corner Activities to improve the students' understanding of materials.**

In this 2<sup>nd</sup> cycle, the students did not ask about the explanations and the instructions as often as they did in the previous cycle. The researcher firstly repeated the explanations and the instructions so that the students only asked whether their works right or wrong.

The materials that were delivered through slide show made the students interesting and paid attention to the explanations. They took notes from the slide show diligently. Obviously, the way the researcher explained the materials influenced the students' attentions in paying attention to the materials. The situation would be maximized through the clearer instruction in both English and Indonesia so that the students understood the material well. The second

collaborator said that there was an improvement in class management. He also said that the researcher had control the class so that the teaching and learning process run well and the material delivery run better.

#### **d. Findings of Cycle II**

Based on what the researcher had planned, acted, observed and reflected in Cycle II, the researcher came to the following findings. The pair and individual activities succeeded to improve the students' self-confidence effectively. They were well adapted to the various activities which began with group work, and then pair work, and finally the individual work. It made them succeeded in overcome the shyness which already became a habit in the class. Overall, the students' self-confidence in Cycle II improved while their anxiety decreased.

Furthermore, the implementation of various English Corner Activities has proved to be an improvement of the students' interest and enthusiasm in English class. The activities, such as presenting news broadcast and watching movie had succeeded in maintaining their excitement during the process of learning. Meanwhile, giving reward to the students always work. The students felt happy if what they did was appreciated by the researcher in the form of compliment. It increased their extrinsic motivation. Moreover, the giving of present to each student had positive impact on the process of teaching and learning.

In addition, the explanation that done through slide show and drilling instructions improved the students' understanding. The evidence was seen when

they took some notes and did not ask questions often when they did practice and production.

Regarding the findings of Cycle II that all actions were successful in improving the students' motivation and the objectives of the research were achieved, the researcher and the collaborators agreed to end this research in this cycle. In summary, the differences of students' motivation in teaching and learning process during Cycle I and Cycle II could be seen in Table 5.



### **C. The Result of Questionnaire**

The implementation of English Corner Activities and its accompanying actions were successful in improving students' motivation in two cycles. That finding could be inferred from the observations of the teaching and learning process and the interviews with the students and the collaborators. It was also supported by the result of pre-questionnaire and post-questionnaire of the students' motivation. The researcher and the collaborators conducted the pre-questionnaire on Saturday, March 10<sup>th</sup>, 2012. The students were asked to give check in some statements based on their feeling.

Meanwhile, the post-questionnaire was conducted on Saturday, March 24<sup>th</sup>, 2012. Both questionnaires consist of 7 aspects of motivation in the form of 25 statements. The aspects were intrinsic motivation, extrinsic motivation, personal goals, expectancy, attitudes, anxiety, and motivational strength. Each aspect consists of some statements as mentioned in Chapter III. The researcher used the four scales of Likert scales (strongly agree, agree, disagree, strongly disagree) to score the result of the questionnaires. The result of the pre and post questionnaires could be seen in Appendix 9. Meanwhile, the summary of the result of the pre and post questionnaire could be seen in Table 6 and Table 7.

**Table 5: The Improvements of Students' Motivation in Teaching and Learning Process during Cycle I and Cycle II**

<b>Before cycles</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Most of male students had to be pushed by the teacher to make them come inside the class after the bell rang. They wore untidy uniform.	Some male students were outside the class when the bell rang. The researcher gave them sanction: they have to sing if they came late.	All the students were inside the class when the bell rang.
The students tended to act passively and shyly in the class.	Some students were still shy when they were asked to perform in front of the class or just to ask some questions to the researcher.	The students began to ask and answer question. They used to perform in front of the class.
The students were not interested and enthusiastic during the lesson due to the teaching techniques were still simple and monotonous in every meeting. There were no activities which made the students more interested and enthusiastic.	The students showed more curiosity and enthusiasm after the teacher implemented English Corner Activities.	The students' enthusiasm, curiosity, and interest were still maintained because the teacher implemented various English Corner Activities to keep the students' enthusiasm and to avoid the boredom.
The students paid less attention to the teacher's explanation	Some students began to pay attention to the teacher's explanation because the explanation was presented interestingly.	All of the students paid attention to the teacher's explanation.

**Table 6: The Result of the Students' Motivation in the Pre-Questionnaire**

Data	Intrinsic	Extrinsic	Personal Goal	Expectancy	Attitudes	Anxiety	Motivational Strength
Mean	9.2	8.6	7.0	8.6	4.4	11.5	6.6
Number of the Students (N)	29	29	29	29	29	29	29

**Table 7: The Result of the Students' Motivation in the Post-Questionnaire**

Data	Intrinsic	Extrinsic	Personal Goal	Expectancy	Attitudes	Anxiety	Motivational Strength
Mean	11.6	12.3	9.0	14.2	4.7	9.0	9.3
Number of the Students (N)	29	29	29	29	29	29	29

From Table 6 and 7, each indicator of motivation shows increase between pre and post questionnaire in mean score. It means that there is an improvement in the students' motivation as explained in the discussion. This positive result supports the result of observation during the actions that the students have more motivation after the implementation of English Corner Activities in the teaching and learning process.

## **D. DISCUSSION**

In terms of intrinsic motivation, the students show a great improvement. It can be seen from their enjoyment, curiosity, interest, and enthusiasm during the implementation of English Corner Activities. The increase of their intrinsic motivation was the most visible prove during the observation. It is supported by the increase of the mean score of the students in term of intrinsic motivation at the rate of 2.4. Based on the result of the post questionnaire, there is none of the students who have low intrinsic motivation. Moreover, after the implementation was done, some students asked the researcher to give them English course twice a week. It is obviously shows their motivation in learning English.

The students' extrinsic motivation relates to their purpose and expectation of learning. Here, most of them thought learning English for passing examination mostly. The English Corner Activities improved their extrinsic motivation by gave them some fun activities in order to broaden their expectation and hope. During the implementation, the students pay attention more to the explanation and instruction, took some notes, and asked the teacher about their difficulties. They began to think that English is important and they performed well and better in the class. The mean score of their extrinsic motivation also improve from 8.6 to 12.3 as shown in the tables above.

In addition, the mean score of the students' personal goals of achievement increase 2 points. The students showed positive responses toward every task and practice during the implementation of English Corner Activities. Moreover, some

students seemed wanted to be better than other when they did tasks. This attitude clearly shows they are motivated.

The students' expectancy also shows a good improvement. During the implementation of English Corner Activities, the students' effort to do some tasks and activities was good. They always tried to do well in individual, pair, and group work activities. It is evidence that their hope and expectation to do well during the class is high. It is also supported by the increase of the expectancy mean score at the rate of 5.6. This high expectation shows the students' high motivation as well.

However, the students' attitudes toward English show a quite good result in term of watching movie. The students enjoyed the movie watching activity very much. They paid attention more to the lesson due to the activity. In this case, their attitude toward English was improved. On the other hand, they did not like English song as one of the activities of English Corner. Generally, the students showed a good response although the result of the questionnaires stay the same.

The students' anxiety was high at the beginning. They lack self-confidence, felt uncomfortable perform in front of the class, afraid of being laughed, and doubt about their ability. Some activities of English Corner were able to decrease their anxiety by implementing some challenging activities so that in the last cycle, the students accustomed to act more brave and confidence. It is also showed by the result of the questionnaire that their mean score of anxiety was decreased.

Finally, the students' motivational strength is also improved both based on the observation and the result of the questionnaire. It can be seen from their attendance in the class and their effort to do all the tasks and activities during the implementation of the English Corner Activities. They also acted actively and involved in every meeting. It proves they have strong motivation.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS**

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The explanation of each point is presented below.

#### **A. Conclusions**

The objective of this study is to describe how English Corner Activities are implemented to improve the motivation of Grade VIIC students of SMP PGRI Buluspesantren.

Based on the objectives of the study and the result of research findings, the implementation of the English Corner Activities and some accompanying actions such as the implementation of individual, pair and small group activities, understandable and interesting tasks, and the giving of rewards could improve the students' motivation in learning. It could be seen from the students' involvement, students' opinions, the teacher's opinion, and the collaborator's opinion. Moreover, the conclusions were also derived from some improvements of the students' motivation in teaching and learning process during Cycle I and Cycle II as shown in Table 5. First, the students showed a good improvement in term of discipline. Their motivation to attend the English class improved as well. Then, the students' self-confidence also increased. They got used to perform in front of the class and acted actively during the lesson. In addition, the English Corner Activities such as watching movie, playing games, presenting news broadcast

made the students much more enthusiastic, interested, involved, enjoyable, and, curious during the English class. The only part of the activities which was considered not having much success was the activity of listening to a song. The conclusion was derived from the students' opinions, reasons, and responses toward the activity. They did not have interest in English songs although they enjoyed the activity.

After implementing the activities of English Corner and other accompanying actions, the researcher summarized that those actions could improve the students' motivation in the process of English teaching and learning. Through those activities, the components of motivation of the students such as intrinsic goal orientation, extrinsic goal orientation, personal goal of achievement, expectation of success, attitudes toward English, anxiety, and motivation strength increase. It could be seen from the observation, interview, and the result of the questionnaire.



## **B. Suggestions**

Based on the conclusion of the study, some suggestions will be directed toward the English teachers and other researchers.

### **1. To the English Teacher**

The English teacher needs to try to keep on applying various fun activities to make the students interested in the activities. It can be a starting point to improve the students' motivation in the process of English learning. The old habit such as the teacher-centered habit must be replaced by creating the students' activity during the lesson. It will decrease the students' bad habits, who like to listen to the teacher and act passively behind their seat.

Then, the English teacher should be more creative in presenting the material by creating various media, activities, and maximizing the facilities such as LCD projector to attract the students' attention. The teacher's involvement in each activity will increase the relationship quality between the teacher and the students. Also, the teacher need to pay attention toward the students by giving them some compliments and rewards if they done the task well. The above efforts will improve the students' motivation in learning English.

### **2. Other Researchers**

Other researchers may follow up this study in different contexts in order to find more actions to improve students' motivation. This study may be used as one of the reading sources before the researchers do action research related to the development of the students' motivation.

### **C. Implications**

The results of the actions imply that the students need various fun activities and teaching techniques which are not teacher centered and monotonous class. It will increase the students' interest, curiosity, and motivation in attending the class. Besides, the tasks vary from individual, pair, to small group. It is aimed at increasing the students' self confidence, bravery, discipline, involvement, and activity. Also, the material delivery should be clear and understandable. It can be done by fun explanation and interesting practices. One more important thing is giving the students rewards that will make them feel appreciated. This will motivate the students in learning process.

Furthermore, there are two important points that should be considered in implementing the activities of English Corner. First, the teacher should be able to control all the students, whether in individual, pair, or small group activity. The instruction must clear so that the students can do the activity correctly. The last point is time management. The teacher should be able to manage time wisely from the beginning so that the activity can run maximally.

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## FIELD NOTES

Field Notes	Activities												
<p><b>Field note 1</b>  <b>Sabtu, 10 Maret</b>  <b>2012</b></p>	<p>- Peneliti dan kolaborator menemui kepala sekolah SMP PGRI Buluspesantren, Bapak Sudiro untuk meminta izin memulai penelitian pada hari Senin, 12 Maret 2012.</p> <p>- Kemudian peneliti dan kolaborator menemui guru bahasa Inggris kelas VIII, Kumalayekti, S.Pd. untuk mendiskusikan beberapa hal berkaitan dengan rencana pembelajaran yang akan dilaksanakan, peralatan yang diperlukan, dan jadwal yang akan diberikan kepada peneliti untuk melaksanakan <i>actions</i>. Beliau memberi peneliti waktu 2 minggu untuk melaksanakan penelitian, yaitu sebanyak 5 kali pertemuan. Kelas VIII akan diliburkan setelah waktu yang sudah diberikan (mulai tanggal 26 Maret) karena sekolah akan mengadakan ujian untuk kelas IX.</p> <p>-Berikut adalah jadwal kelas bahasa Inggris kelas VIII C:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Hari</th><th>Jam</th></tr> </thead> <tbody> <tr> <td>Senin, 12 Maret 2012</td><td>5-6</td></tr> <tr> <td>Kamis, 15 Maret 2012</td><td>4-5</td></tr> <tr> <td>Sabtu, 17 Maret 2012</td><td>6-7</td></tr> <tr> <td>Senin, 19 Maret 2012</td><td>5-6</td></tr> <tr> <td>Kamis, 22 Maret 2012</td><td>4-5</td></tr> </tbody> </table> <p>- Peneliti dan kolaborator meminta izin ikut masuk ke dalam kelas untuk mengamati sekilas keadaan kelas dan proses belajar untuk kemudian mendistribusikan <i>pre questionnaire</i>. Guru kelas juga memperkenalkan kami untuk kemudian menjelaskan bahwa peneliti akan menggantikan guru kelas mengajar Bahasa Inggris selama 2 minggu ke depan.</p>	Hari	Jam	Senin, 12 Maret 2012	5-6	Kamis, 15 Maret 2012	4-5	Sabtu, 17 Maret 2012	6-7	Senin, 19 Maret 2012	5-6	Kamis, 22 Maret 2012	4-5
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Kamis, 22 Maret 2012	4-5												

<p><b>Field Note 2</b> <b>Senin, 12 Maret</b> <b>2012</b></p>	<ul style="list-style-type: none"> <li>- Kelas dimulai lebih awal dari jadwal karena upacara bendera tidak dilaksanakan, yaitu yang seharusnya jam ke 5-6 (Pkl. 10.20) menjadi jam 09.10- 10.30 (2x 40 menit).</li> <li>- Pertemuan pertama dilaksanakan melalui aktivitas menonton film (sebagai salah satu <i>English Corner Activities</i>) untuk menjelaskan materi <i>recount</i>.</li> <li>- Pada aktivitas <i>practice</i>, siswa terlihat senang mengerjakan <i>task</i> karena mereka mengerjakan secara berkelompok, hanya ada sedikit kendala teknis yaitu mati listrik sehingga proses <i>production</i> dengan cara <i>watching movie</i> sedikit terhambat. Meskipun siswa membutuhkan waktu lama untuk membuat cerita sederhana mengenai film yang baru saja diputar, tapi mereka terlihat berusaha mengerjakannya dengan serius. Hal itu bisa dilihat dari pertanyaan mereka tentang beberapa kata yang mereka tidak tahu arti dalam Bahasa Inggrisnya.</li> <li>- Dalam proses belajar mengajar, kolaborator mendokumentasikan dan mengobservasi prosesnya dan setelah selesai, setiap siswa disuruh memberi saran, kesan, dan kritik tentang proses pembelajaran yang telah dilaksanakan serta beberapa siswa diwawancarai oleh peneliti dan kolaborator.</li> <li>- Tentang materi yang disampaikan dengan cara <i>matching picture series (practice activity)</i> dan <i>watching movie</i>, guru bahasa Inggris dan kolaborator sepakat bahwa hasil observasi selama proses pembelajaran menunjukkan siswa lebih antusias dan senang dengan metode pengajaran yang baru, walaupun ada beberapa siswa yang agak kecewa karena film yang diputar berdurasi pendek (10 menit) dan kebanyakan dari mereka cenderung pasif ketika guru bertanya.</li> </ul>
<p><b>Field Note 3</b> <b>Kamis, 15 Maret</b> <b>2012</b></p>	<ul style="list-style-type: none"> <li>- Pelajaran bahasa Inggris dilaksanakan mulai pukul 09.15. Karena guru Bahasa Inggris tidak hadir (sakit), maka proses penelitian di kelas tetap dilaksanakan tanpa guru kelas dan dengan hanya kolaborator yang mengobservasi.</li> <li>- Pertemuan ke dua menjelaskan materi <i>Conversation on</i></li> </ul>

	<p><i>The Phone</i> menggunakan <i>Telephone Game</i>. Pada saat <i>practice</i>, siswa terlihat serius dalam mengerjakan soal-soal dan berinteraksi dengan teman sebangku mereka. Setelah peneliti menerangkan cara permainan, siswa terlihat senang dengan permainan yang baru, walaupun dalam pelaksanaan permainan, siswa masih cenderung pasif dan malu dalam melakukan percakapan.</p> <ul style="list-style-type: none"> <li>- Dalam pertemuan ke dua ini tidak ada kendala yang berarti kecuali satu siswa yang sakit dan meminta ijin untuk ke UKS.</li> <li>- Di akhir pembelajaran, peneliti memberikan hadiah kepada dua orang siswa yang membuat teks <i>recount</i> terbaik di pertemuan sebelumnya. Siswa terlihat senang meski malu menerima hadiahnya. Setelah pelajaran usai, seperti biasa peneliti dan kolaborator mewawancarai beberapa siswa tentang perasaan mereka terhadap aktivitas pelajaran yang baru saja dilaksanakan. Kemudian keduanya juga mewawancarai guru kelas untuk menanyakan pendapatnya mengenai proses pembelajaran hari ini.</li> </ul>
<p><b>Field Note 4</b>  <b>Sabtu, 17 Maret</b>  <b>2012</b></p>	<ul style="list-style-type: none"> <li>- Kegiatan belajar mengajar dimulai pada pukul 11.00 WIB. Sebelumnya guru Bahasa Inggris dan peneliti telah mendiskusikan materi yang akan diajarkan kepada siswa. Materi ajar di pertemuan kali ini adalah tentang ungkapan menanyakan, memberi, dan menolak pendapat dengan media lagu.</li> <li>- Pada saat <i>warming up</i>, siswa masih cenderung pasif dan malu ketika mereka ditanya pendapat mereka tentang artis favorit mereka. Di pertemuan ke tiga ini, peneliti hanya menemukan beberapa siswa yang aktif dalam menjawab, dan sebagian besar adalah siswa laki-laki dengan jawaban yang kadang cenderung bercanda (meskipun ada satu atau dua siswa yang menjawab dengan serius dan benar).</li> <li>- Pada saat mengerjakan <i>tasks</i>, semua siswa serius mengerjakan, meski banyak yang kurang paham, mereka mulai mau bertanya tentang kesulitan dalam mengerjakan tugas.</li> <li>- Saat sebuah lagu diputarkan untuk kegiatan <i>production</i>, siswa terlihat serius mendengarkan dan sudah mengenali</li> </ul>

	<p>lagu serta penyanyinya. Kebanyakan dari siswa tidak menyukai lagu-lagu Barat dan satu atau dua siswa (siswa lelaki) mengatakan lebih suka lagu-lagu Malaysia dan Melayu.</p>
<p><b>Field Note 5</b>  <b>Senin, 19 Maret</b>  <b>2012</b></p>	<ul style="list-style-type: none"> <li>- Kegiatan belajar mengajar dimulai pukul 09.15 dengan melanjutkan materi di pertemuan sebelumnya (<i>Asking, Giving, and Refusing Opinion</i>). Pertemuan ke 4 ini peneliti melakukan kegiatan <i>Present a News Broadcast</i> untuk menanyakan pendapat siswa tentang berita yang mereka bawaikan.</li> <li>- Pada kegiatan <i>practice</i>, siswa terlihat serius mengerjakan tugas <i>individually</i> dan mereka sudah lebih berani untuk menanyakan kesulitan dalam mengerjakan soal.</li> <li>- Sebelum siswa membawakan berita, peneliti terlebih dahulu memberikan contoh di depan kelas karena situasinya sudah dikondisikan seperti acara pembacaan berita. Setelah itu, beberapa siswa secara berpasangan membawakan berita di depan kelas. Siswa cenderung malu untuk tampil di depan kelas dan membawakan berita. Bahkan siswa paling nakal pun ketika tampil di kelas suaranya tidak terlalu keras dan tidak berani menatap teman-teman yang lain. Untuk membuat mereka berbicara lebih keras butuh waktu agak lama karena mereka lebih sering tersenyum malu dan menunduk.</li> <li>- Setelah agak terbiasa dengan siswa lain yang sudah tampil, siswa yang tampil berikutnya lebih bisa membawakan berita dengan suara keras.</li> <li>- Meski kebanyakan siswa malu ketika tampil di depan, tetapi mereka terlihat senang dan lebih antusias mengikuti aktivitasnya serta dapat menjawab pertanyaan dari peneliti mengenai pendapat mereka tentang berita yang baru saja dibacakan.</li> <li>- Beberapa siswa kembali diwawancarai setelah pelajaran usai. Semua siswa menjawab malu ketika disuruh tampil di depan kelas membawakan berita.</li> </ul>



<p><b>Field Note 6</b>  <b>Kamis, 22 Maret</b>  <b>2012</b></p>	<ul style="list-style-type: none"> <li>- Pertemuan kali ini adalah hasil evaluasi pertemuan pertama yang memutar film berdurasi 10 menit. Siswa terlihat kurang puas dengan durasi yang pendek, jadi peneliti bersama <i>research member</i> memilihkan <i>movie</i> yang lebih lama (30 menit) dengan mempertimbangkan jam belajar yang hanya 2x 40 menit.</li> <li>- Peneliti menggunakan <i>movie</i> kali ini untuk menerangkan tentang narrative. Penjelasan dilakukan melalui slide show dan siswa terlihat lebih nyaman dan menikmati penjelasan. Kemudian secara kelompok, siswa mengidentifikasi bagian-bagian teks narrative setelah sebelumnya masing-masing wakil dari tiap kelompok mencari teks mereka berdasarkan gambar yang mereka dapat.</li> <li>- Saat menyaksikan film, siswa terlihat lebih menikmati dan memahami isi cerita sehingga dalam evaluasi siswa dapat menjawab pertanyaan-pertanyaan yang sudah dibagikan sebelumnya.</li> </ul>
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## INTERVIEW TRANSCRIPTS

### Interview Transcript (With The Students and Collaborators)

**R: Researcher**

**S: Student**

**Meeting 1 (Watching movie)** : Monday, March 12<sup>th</sup>, 2012

#### Interview 1

(Khotati Khasanah)

R: Hai, boleh tanya-tanya sebentar ya?

*(Hi, may I ask you some questions?)*

S: Iya boleh bu

*(Yes, sure)*

R: Namanya siapa?

*(What is your name?)*

S: Khotati bu

R: Khotati, tadi bagus ga filmnya?

*(Khotati, how was the movie? Was it good?)*

S: Bagus...

*(It was great)*

R: Suka?

*(Did you like it?)*

S: Suka....karena menyenangkan dan bagus.

*(Yes, I did. It was fun and great)*

R: Tahu cerita filmnya?

*(Did you understand the story of the movie?)*

S: Tau bu

*(Yes, I did, Miss)*

R: Kalau belajarnya seperti tadi terus suka gak?

*(If the lesson runs that way, will you like it?)*

S: Suka banget bu, soalnya belum pernah kayak tadi.

*(Sure. It never happened before)*

R: Terus tugas-tugasnya susah ga?

*(Were the tasks difficult?)*

S: Lumayan mudah bu, soalnya dikerjakan bareng-bareng.

*(They were quite easy because we did the tasks in group)*

R: Tapi paham kan sama yang diajarkan?

*(Did you understand the lesson?)*

S: Iya bu paham.

*(Yes, I did)*

### Interview 2

(Witri Khusnaeni)

R: Halo, boleh tanya-tanya ya?

*(Hello, may I ask you some questions?)*

S: Ya bu.

*(Yes Miss)*

R: Namanya siapa?

*(What is your name?)*

S: Witri.

R: Witri, suka ga sama film nya tadi?

*(Witri, did you like the movie?)*

S: Suka bu.

*(Yes, I did)*

R: Paham juga ga sama yang dijelaskan tadi?

*(Did you understand the explanation?)*

S: Paham bu.

*(Yes, I did)*

R: Tadi apa yang diajarkan?

*(What have your teacher delivered?)*

S: Cara buat cerita bu.

*(How to write a story, Miss)*

R: Bisa ga tadi pas di suruh buat cerita?

*(Can you do that?)*

S: Bisa bu, walaupun agak susah.

*(Yes I can, although it was quite difficult)*

R: Tapi seneng ga sama pelajarannya?

*(Did you like the lesson?)*

S: Seneng banget bu.

*(Yes, I did)*

R: Jadi semangat ya?

*(Did the activities raise your spirit?)*

S: Iya...

*(Yes, I did)*

### Interview 3

(Tri Cahyono)

R: Hai Tri, boleh tanya-tanya sebentar ya?

*(Hi Tri, may I ask you some questions?)*

S: Iya pak, boleh.

*(Sure, Sir)*

R: Seneng ga diajar seperti tadi?

*(Did you enjoy the lesson?)*

S: Seneng pak.

*(Yes, I did Sir)*

R: Kenapa ko seneng?

*(Why?)*

S: Karena ga bikin bosan, jadi semangat pak.

*(Because it was not boring, raise my spirit)*

R: Oh, jelas ga penjelasannya tadi?

*(Oh I see. Did the explanation clear enough?)*

S: Jelas kok pak.

*(Yes, it was clear)*

R: Bisa ga ngerjain tugas-tugasnya?

*(Could you do the tasks?)*

S: Bisa walau agak susah pas disuruh buat cerita.

*(Yes, I could but it was quite difficult when the teacher told us to make a story)*

#### **Interview 4**

(Esti Wulandari)

R: Halo, ngobrol bentar ya soal yang tadi.

*(Hello, Can we have small talk about the lesson?)*

S: Ya pak.

*(Sure, Sir)*

R: Esti, tadi gimana pelajarannya?

*(Esti, how was the lesson?)*

S: Menyenangkan pak.

*(It was fun, Sir)*

R: Suka sama filmnya?

*(Did you like the movie?)*

S: Suka....

*(Yes, I did)*

R: Paham sama ceritanya?

*(Did you understand the story?)*

S: Lumayan paham pak.

*(Not bad, Sir)*

R: Kalo tugas-tugasnya menarik ga?

*(What about the tasks? Were they interesting?)*

S: Iya..tapi agak susah pas disuruh bikin cerita dari filmnya.

*(Yes, they were but it was rather difficult when we are told to make a story based on the movie)*

#### **Interview 5**

(Andika)

R: Halo Andika. Kamu tadi seneng ga sama pelajarannya?

*(Hello Andika. Did you enjoy the lesson?)*

S: Halo. Seneng pak. *(Hello, Yes, I did)*

R: Kenapa ko seneng? *(Why?)*

S: Soalnya nonton film, jadi seneng..

*(Because we watched movie so I felt happy)*

R: Oh begitu, jadi lebih semangat ga pas mengerjakan tugasnya?

*(Oh I see. Did you feel enthusiasm when you do the tasks?)*

S: Iya jadi ga bosen pak. *(Yes, Sir. It was not boring)*

**Meeting 2 (Telephone Game)** : Thursday, March 15<sup>th</sup>, 2012

### **Interview 6**

(Witri Khusnaeni)

R: Hai Witri, seneng ga tadi belajarnya?

*(Hi Witri, did you enjoy the lesson?)*

S: Seneng...

*(Yes, I did)*

R: Tegang ga tadi pas disebutkan nomor teleponnya?

*(Did you feel nervous when your friend mentioned the phone numbers?)*

S: Iya agak deg-degan, tapi seneng.

*(Yes, I felt nervous but it was great)*

R: Apa kamu berharap nomor telepon yang disebutkan itu nomormu?

*(Did you hope that the numbers were yours?)*

S: Tidak bu.. *(No, I did not, Miss)*

R: Kenapa? *(Why?)*

S: Ga, ah, malu.. *(I felt shy)*

### **Interview 7**

(Faridatun Khasanah)

R: Halo Faridatun. Tadi suka ga permainannya?

*(Hello Faridatun, did you like the game?)*

S: Suka bu. *(Yes, I did)*

R: Kenapa kok suka? *(Why did you like it?)*

S: Karena seneng.. *(Because it was fun)*

R: Jadi lebih semangat belajar?

*(Did the game make you more enthusiasm in studying?)*

S: Iya jadi tambah semangat dan ga bosen.

*(Yes, my spirit rose and I didn't feel bored)*

### **Interview 8**

(Eti Yunairsih)

R: Hai Eti, tadi permainannya seru ga?

*(Hi Eti, was the game fun?)*

S: Iya seru. *(Yes, it was)*

R: Seneng ga? *(Were you happy?)*

S: Seneng.... *(Yes..)*

R: Tapi tadi suaranya kenapa pelan sekali?

*(But why did your voice sound very low?)*

S: Malu bu... *(I felt shy, Miss)*

R: Kenapa malu?

*(Why?)*

S: [Tersenyum *(smile)*]

### Interview 9

(Tri Cahyono)

R: Halo Tri, tadi menyenangkan ga permainannya?

*(Hello Tri, was the game fun?)*

S: Menyenangkan sekali bu.

*(It was very fun, Miss)*

R: Susah atau gampang tadi?

*(Was it difficult or easy?)*

S: Susah agak gampang bu.

*(It was quite easy, Miss)*

R: Tapi paham ga maksudnya?

*(Did you understand the instruction?)*

S: Iya paham kok bu..

*(Yes, I did)*

### Interview 10

(Diana)

R: Diana, gimana tadi seneng ga main telepon-teleponnya?

*(Diana, did you feel happy playing the telephone game?)*

S: Seneng bu..

*(Yes, I felt happy, Miss)*

R: Sama yang kemaren seneng yang mana?

*(Which activity you like most? Today's activity or the last meeting's activity?)*

S: Seneng yang sekarang bu.

*(I prefer today's activity, Miss)*

R: Kenapa?

*(Why?)*

S: Karena kemarin pas nonton film saya kurang maksud dengan ceritanya.

*(Because I did not understand the story of the movie)*

R: Jadi rajin gak belajarnya kalo diajar kayak tadi? *(Do you become more diligent in studying with those kinds of activities?)*

S: Iya bu.. *(Yes, I do)*

R: Oh gitu ya. Tapi bisa ga mengerjakan tugasnya?

*(Oh I see. Could you do the tasks?)*

S: Iya bisa, mudah dipahami ko bu.

*(Yes Miss, it was easy to understand)*

**Meeting 3 (Song)** : Saturday, March 17<sup>th</sup>, 2012

**Interview 11**

(Yuliasih)

R: Halo Yuli, gimana tadi pelajarannya, suka ga?

*(Hello Yuli, how was the lesson? Did you like it?)*

S: (Tersenyum), suka bu. *(Yes, I did)*

R: Kenapa suka? *(Why?)*

S: Soalnya menyenangkan.

*(It was fun, Miss)*

R: Lebih mudah ga belajarnya?

*(Did the lesson make you easier in studying?)*

S: Iya, jadi mudah memahami.

*(Yes, it made me understand the lesson easier)*

R: Jadi lebih seneng ga sama Bahasa Inggris?

*(Did it make you like English more?)*

S: Iya, saya jadi suka soalnya mudah dan tidak sulit.

*(Yes, I like it more because it was easy)*

**Interview 12**

(Windy Triyana)

R: Hai Windi, bingung ga tadi sama lagunya?

*(Hi Windi, did the song make you confuse?)*

S: He, iya bu soalnya ga mudeng sama lagunya.

*(Yes, it did. I did not understand the lyric)*

R: Oh begitu ya, tapi tau ga tadi disuruh ngapain?

*(Oh I see. Did you know your task?)*

S: Tau, tadi disuruh kasih pendapat soal Justin Bieber.

*(Yes, I did. You told us to give opinions about Justin Bieber)*

R: Ya bener, susah ga?

*(Correct, was it difficult?)*

S: Lumayan susah bu soalnya ga tau artinya.

*(It was quite difficult because I did not know the meaning)*

**Interview 13**

(Trianto):

R: Halo Trianto, gimana tadi suka ga sama lagunya?

*(Hello Trianto, did you like the song?)*

S: Ga suka bu...

*(No. I did not like it, Miss)*

R: Kenapa ko ga suka? *(Why did not you like it?)*

S: Ga mudeng, sukanya lagu Malaysia sama lagunya D Bagindas.

*(I did not understand the song. I like Malaysian songs and D Bagindas songs)*

R: Oh, tapi bisa ngerjain tugas-tugasnya?

*(Oh I see, but you could do the tasks, right?)*

S: Ga bisa bu, susah. *(I could not, Miss. It was difficult)*

#### **Interview 14**

(Witri Khusnaeni)

R: Witri, tadi suka ga lagunya?

*(Witri, did you like the song?)*

S: Ga begitu suka bu.

*(Not really, Miss)*

R: O, berarti ga suka ya kalo pelajarannya pake lagu?

*(Oh I see. So you did not like the lesson through songs?)*

S: Suka kok bu, cuma ga mudeng sama lagunya.

*(I like it, Miss. I just did not understand the lyric)*

R: Oh begitu ya.

*(Oh I see)*

#### **Interview 15**

(Didik Sudiyono)

R: Hai Didik, gimana tadi suka ga sama pelajarannya?

*(Hi Didik, did you like the lesson?)*

S: Mmm, agak suka bu, tapi lebih suka nonton film.

*(Yeah, but I prefer watched movie than listened to the song)*

R: Kenapa? *(Why?)*

S: Filmnya bagus bu.

*(The movie was great)*

R: Tadi sulit ya?

*(Was the activity difficult?)*

S: Iya sedikit sulit, ga mudeng sama lagunya.

*(Yes, it was quite difficult. I did not understand the song)*

#### **Interview 16:**

**With the first collaborator (English teacher)**

**R: Researcher            T: Teacher**

R: Menurut ibu apakah penerapan metode belajar dengan aktivitas aktivitas seperti kemarin membuat siswa menjadi lebih tertarik? Kenapa? *(Do you think the learning method application through the previous activities made the students more interested? Why?)*

T: Menurut saya, metode yang diterapkan membuat siswa lebih tertarik kerana metodenya tidak hanya ceramah jadi tidak monoton. *(I think the method used made the students became more interested because it was not just speech so that it was nor monotonous).*



R: Apakah situasi belajar, instruksi, dan materi dari pengajar sudah sesuai dan mendukung pemahaman siswa terhadap materi? (*Are the learning situation, the instruction, and the material from the researcher appropriate and support the students' understanding toward the material?*)

T: Ya. (*Yes, they are*)

R: Menurut ibu, apakah siswa bisa mengerjakan tugas-tugas dan mengatasi kesulitan dalam belajar? (*In your opinion, could the students do the tasks and solve the difficulties in learning?*)

T: Ya, cukup membantu siswa dalam mengerjakannya. (*Yes, it helps the students to do the tasks*)

R: Apakah menurut ibu, siswa lebih menikmati pelajaran? (*Did you think the students enjoy the lesson more?*)

T: Ya. (*Yes, they are*)

#### **Interview 17:**

##### **With the second collaborator (Mr. Barno)**

**R = Researcher      C = Collaborator 2 (Mr. Barno)**

R: Menurutmu gimana respon siswa sejauh ini? (*What do you think about the students' response so far?*)

C: Hampir semua siswa antusias dengan aktivitas yang diberikan. Sejauh yang saya lihat, mereka mengikuti aktivitas-aktivitas sesuai instruksi yang diberikan. (*Most of students were enthusiastic about the activities. So far, they participated in the activities based on the instruction*)

R: Apa menurutmu mereka menyukai kegiatan-kegiatannya? (*Do you think they liked all the activities?*)

C: Saya bisa mengatakan bahwa mereka menyukai aktivitas yang diberikan. Akan tetapi pada pertemuan pertama siswa agaknya kecewa karena film yang diputar adalah film pendek. (*I can tell you that they liked the activities although in the first meeting they were little disappointed due to the movie was a short movie*)

R: Apa yang membuatmu mengatakan itu? (*What makes you say that?*)

C: Berdasarkan keaktifan siswa dikelas dan sikap mereka ketika aktifitas diaplikasikan. Selain itu antusiasme siswa juga tinggi meskipun ketika siswa

disuruh maju ke depan atau mempresentasikan hasil dari kegiatan yang dilakukan kebanyakan belum sepenuhnya percaya diri. *(It was based on the students' activities in the class and their attitudes during the application of the English Corner activities. Moreover, the students' enthusiasm was high enough although they were not completely confident when they were asked to perform in front of the class or to present the result of the activities)*

R: Menurut pendapatmu, apa kekurangan yang ada di Cycle I? *(In your point of view, what were the deficiencies in the Cycle I?)*

C: Sebagian besar kekurangan yang saya lihat adalah class management terutama di pertemuan pertama Cycle I. Selain itu, pemberian instruksi juga kurang jelas karena suara yang diucapkan kurang keras. *(The most visible deficiency was the class management, especially in Cycle 1. Besides, the instruction given was not clear enough due to low voice).*

R: Apa yang harus dilakukan peneliti di Cycle 2? *(What should the researcher do in the Cycle 2?)*

C: Berhubung masalah yang masih muncul adalah tingkat kepercayaan diri, mungkin sebaiknya, peneliti mendesign kegiatan yang dapat menstimulasi kepercayaan diri mereka. Kegiatan tersebut tidak harus presentasi di depan kelas, tapi juga bisa melalui aktifitas-aktifitas yang dilakukan secara kelompok dimana siswa bisa bertukar pendapat. *(Because the existing problem was the level of confidence, maybe it will be better if the researcher designs activity which can stimulate the students' self-confidence. The activity does not have to in the form of presentation in front of the class but it can be in the form of group activity where the students are able to share opinion).*

#### **Meeting 4 (News Broadcast) : Monday, March 19<sup>th</sup> 2012**

##### **Interview 18**

(Esti Wulandari)

R: Hai Esti, suka ga tadi belajarnya?

*(Hi Esti, did you like the lesson?)*

S: Suka, tapi malu.

*(Yes, I did. But I felt shy)*

R: Ko malu kenapa?

*(Why?)*

S: Disuruh ke depan baca berita.

*(Because we were asked to read news in front of the class)*

R: Wah, ko malu, ya jangan malu. Terus lebih suka kegiatan yang mana Esti?

*(Do not be shy. Then which one do you like most?)*

S: Pas percakapan, itu menyenangkan bu.

*(Conversation, it was fun, Miss)*

R: Oh begitu. Tugas-tugasnya susah ga?

*(Oh I see. Were the tasks difficult?)*

S: Mmm, kadang mudah tapi kadang juga susah..

*(Sometimes they were difficult but sometimes they were easy)*

R: Esti jadi rajin belajar Bahasa Inggris ga?  
*(Did it make you more diligent in learning English?)*

S: Ga juga bu...  
*(Not really, Miss)*

### Interview 19

(Reni Sundari)

R: Halo Reni, tadi gimana suka ga suruh baca berita?  
*(Hello Reni, did you like the news broadcast lesson?)*

S: Deg-degan bu, untung ga maju baca berita.  
*(I was nervous Miss, fortunately I did not read the news in front of the class)*

R: Tapi mau ga kalo disuruh maju baca berita?  
*(Will you read the news if your teacher ask to?)*

S: Iya mau bu, he *(Yes I will)*

### Interview 20

(Serlin Kartika Sari)

R: Serlin tadi suka ga pas disuruh baca berita?  
*(Serlin, did you like read the news?)*

S: Malu bu..  
*(I felt shy, Miss)*

R: Kenapa ko malu?  
*(Why?)*

S: [Tersenyum]  
*[Smile]*

R: Takut ya kalo disuruh tampil di depan?  
*(Did you feel afraid perform in the front of the class?)*

S: Iya bu.  
*(Yes, I did, Miss)*

R: Tapi seneng ga sama aktivitasnya tadi?  
*(But you liked the activity, didn't you?)*

S: Iya seneng bu disuruh mengamati berita.  
*(Yes, I felt happy when the teacher told us to observe the news)*

R: Bikin bosan ga?  
*(Did you feel bored?)*

S: Enggak bu, jadi ga ngantuk.  
*(No, I did not. It did not make me sleepy)*

### Interview 21

(Marhudi)

R: Marhudi tadi kenapa suaranya kecil sekali?  
*(Marhudi, what happened to your voice? It was so low)*

S: Malu bu ditonton yang lain.  
*(I felt shy watched by other friends)*

R: Takut diketawain sama teman-teman ya?  
*(Did you afraid laughed by your friends?)*

S: Iya...  
(*Yes, I did*)

### **Interview 22**

(Witri Khusnaeni)

R: Witri kenapa tadi susah sekali disuruh baca beritanya?  
(*Witri, it was so hard to make you read the news, why?*)

S: Malu banget bu..(*I felt so shy, Miss*)

R: Oh begitu, tapi seneng ga sama kegiatannya?  
(*Oh I see, did you like the activity?*)

S: Seneng banget bu, walaupun tadi deg-degan.  
(*Yes, I felt happy although I felt nervous*)

### **Meeting 5 (Watching movie) : Thursday, March 22<sup>nd</sup>, 2012**

### **Interview 23**

(Rena Indri Wati)

R: Rena suka ga sama filmnya?  
(*Rena, did you like the movie?*)

S: Suka banget.....  
(*I loved it*)

R: Kenapa suka?  
(*Why did you like it?*)

S: Kartunnya lucu dan bagus bu.  
(*The cartoon was so funny and good*)

R: Tadi bisa menjawab pertanyaan-pertanyaannya ga?  
(*Can you answer the questions?*)

S: Bisa ko bu  
(*Yes, I can*)

R: Tau ya cerita filmnya tadi?  
(*Did you know the movie's story?*)

S: Tau bu.. (*Yes, I know*)

R: Seneng ga kalo belajar Bahasa Inggrisnya kayak tadi?  
(*Did you feel happy studying English that way?*)

S: Seneng.. (*Yes..*)

### **Interview 24**

(Tri Cahyono)

R: Tri gimana tadi suka ga sama filmnya?  
(*Tri, did you like the movie?*)

S: Suka suka suka..  
(*Yes, I do love it*)

R: Soalnya susah apa mudah tadi?  
(*Were the tasks difficult?*)

- S: Susah agak gampang bu.  
*(They were quite easy, Miss)*  
 R: Tadi tau ya ceritanya gimana?  
*(Did you get the point of the movie's story?)*  
 S: Tau bu, soal naga-naga kan bu?  
*(Yes, I did, it was about dragons, right?)*  
 R: Iya benar, seneng ya kalo nonton film?  
*(Yes, you are right. Did you feel happy?)*  
 S: Iya bu paling seneng kalo nonton film..  
*(Yes, I did. It was the most fun activity)*

### Interview 25

(Tri Yulianah)

- R: Tri suka ga kalo nonton film?  
*(Tri, did you like watching movie?)*  
 S: Suka banget bu, paling suka...bagus si..  
*(I love it, it was the most favorite lesson, and it was great)*  
 R: Selain film, apa lagi yang disukai?  
*(Beside watched movie, what was another activity you like?)*  
 S: Permainan bu.  
*(A game, Miss)*  
 R: Kenapa suka?  
*(Why did you like game?)*  
 S: Seru si.... *(It was fun)*  
 R: Oh begitu ya. Tadi paham ga sama yang diajarkan?  
*(Oh I see. Did you understand the lesson?)*  
 S: Iya paham. *(Yes, I did)*

### Interview 26

(Witri Khusnaeni)

- R: Witri gimana tadi filmnya bagus ga?  
*(Witri, was the movie good?)*  
 S: Bagus bu, lucu banget  
*(Yes, it was, Miss. It was so funny)*  
 R: Paham sama yang diajarkan?  
*(Did you understand what have been taught?)*  
 S: Iya bu paham.  
*(Yes, I did)*  
 R: Bisa jawab pertanyaan-pertanyaannya ga?  
*(Could you answer the questions?)*  
 S: Iya bisa.  
*(Yes, I could)*

### Interview 27

(Arif Kurniawan)

- R: Gimana Arif tadi seneng ga nonton filmnya?

*(Did you enjoy the movie, Arif?)*

S: Seneng...

*(Yes, I did..)*

R: Seru ga ceritanya?

*(Was it fun?)*

S: Seru bu. *(Yes, it was)*

R: Mengikuti ceritanya kan?

*(Did you pay attention to the story?)*

S: Iya..

*(Yes, I did)*

R: Paham sama ceritanya?

*(Did you get the point of the story?)*

S: Paham..

*(Yes, I did)*

### **Interview 28:**

#### **With the first collaborator (English teacher)**

**R: Researcher**

**T: Teacher**

R: Menurut pendapat ibu, bagaimanakah respon dari siswa? *(In your point of view, how was the students' response?)*

T: Respon siswa cukup antusias karena metode dan cara penyampaian banyak variasi. *(The students' response was quite enthusiasm because the method and the way the teacher delivered the material were full of variation)*

R: Apakah menurut ibu antusias dan keingintahuan siswa meningkat? *(Do you think the students' enthusiasm and curiosity increase?)*

T: Ya, cukup meningkat. *(Yes, it is quite increase)*

R: Apakah kegiatan-kegiatan yang sudah dilaksanakan, baik secara individu, berpasangan dan kelompok membuat siswa lebih tertantang? *(Did the individual work, pair work, and group work activities make the students more challenged?).*

T: Ya, tentu saja. Siswa jadi berusaha untuk menyelesaikannya dengan usaha sendiri atau kelompok. *(Yes, of course. The students were try to finish the activities either individual or group work).*

R: Menurut ibu, apakah aktivitas-aktivitas yang sudah dilaksanakan memberi banyak keuntungan dan manfaat dalam mengajar? *(In your opinion, did the activities give a lot of benefit and use in teaching?)*

T: Ya, manfaatnya adalah interaksi guru dan siswa jadi lebih komunikatif dan siswa lebih aktif. *(Yes, the interaction between teacher and student became more communicative, the students also became more active).*

R: Secara keseluruhan, menurut ibu apakah aktivitas-aktivitas yang sudah diterapkan membuat siswa lebih termotivasi dalam proses KBM? *(In general, do you think the activities make the students become more motivated in the teaching and learning process?)*

T: Ya, siswa menjadi lebih termotivasi karena banyak hal baru yang mereka dapatkan. *(Yes, the students became more motivated because there were a lot of new things they got).*

R: Menurut pendapat ibu, apakah kekurangan dari aktivitas yang sudah dilaksanakan? *(In your opinion, what was the deficiency from the activities?)*

T: Sejauh ini cukup baik hanya anda kurang keras suaranya dan kurang fokus tidak ke seluruh siswa. *(So far so good but you have a low voice and less focus to the entire students)*

### Interview 29:

**With the second collaborator (Mr. Barno)**

**R: Researcher      C: Collaborator 2**

R: Apa pendapatmu tentang cycle 2 ini? (*What is your opinion about the cycle 2?*)

C: Sejauh ini terlihat lebih baik dari cycle sebelumnya. (*So far, it was better than the previous cycle*).

R: Apa hal yang membuatmu mengatakan demikian? (*What made you said that?*)

C: Dari observasi yang saya lakukan, siswa terlihat lebih antusias dengan aktivitas-aktivitas English Corner. Selain itu, keberanian siswa di cycle 2 ini lebih meningkat dengan kemauan mereka untuk tampil di depan kelas. (*From my observation, the students seemed more enthusiastic about English Corner activities. Moreover, their bravery more increased since they wanted to perform in front of the class*).

R: Jadi, apa kesimpulanmu tentang action yang sudah dilaksanakan? Apakah motivasi mereka untuk belajar meningkat? (*So, what is your conclusion of the action? Were their motivation to learn increase?*)

C: Secara keseluruhan, dari segi antusias dan ketertarikan siswa terhadap aktivitas-aktivitas English Corner sudah meningkat, bahkan dari cycle pertama. Hal yang memang agak susah ditingkatkan di sini adalah membuat siswa untuk lebih berani tampil di depan kelas. Meski begitu, kemajuan dalam hal keberanian sudah terlihat daripada sebelum action dilakukan. Ya, secara keseluruhan, siswa terlihat lebih termotivasi untuk mengikuti pelajaran Bahasa Inggris. (*Overall, the increase was seen from the aspect of students' enthusiasm and interest toward the English Corner activities. The quite difficult aspect to be increased was making the students perform in front of the class braver. Even so, the improvement in term of bravery was seen after the action. Yes, in general, the students seemed to be motivated in attending the English class*).



**INTERVIEW**  
**(WITH STUDENTS)**

**Nama:**

**Kelas:**

1. Apakah aktivitas-aktivitas yang telah diberikan membuatmu merasa senang?
2. Apa kamu jadi lebih menyukai Bahasa Inggris?
3. Apakah itu membuatmu lebih mudah belajar Bahasa Inggris?
4. Apakah kamu jadi rajin belajar Bahasa Inggris?
5. Dari aktivitas-aktivitas yang kemarin, mana yang paling kamu suka? Kenapa?
6. Dari aktivitas-aktivitas yang telah diberikan, adakah aktivitas yang kalian kurang suka? Kenapa?
7. Bentuk aktivitas seperti apa yang kalian inginkan dalam pelajaran Bahasa Inggris?
8. Apakah tugas-tugas yang diberikan mudah atau susah?
9. Apakah tugas-tugas yang diberikan membantumu memahami materi yang diberikan?
10. Apa aktivitas- aktivitas kemarin membuatmu lebih tertarik pada pelajarannya? Kenapa?
11. Apa aktivitas-aktivitas kemarin membuatmu lebih menikmati pelajarannya? Kenapa?
12. Apa aktivitas-aktivitas kemarin membuatmu menjadi lebih tertantang? Kenapa?
13. Apakah kamu suka kalau diberi hadiah atau pujian jika tugas yang kamu kerjakan bagus?
14. Apakah kalian suka dengan aktivitas-aktivitas kemarin?

**BLUEPRINT OF THE INTERVIEW**  
**(THE STUDENTS)**

<b>No.</b>	<b>Factors</b>	<b>Item</b>	<b>Number of item</b>	<b>Total</b>
1.	Intrinsic motivation	-Feeling happy -Like the English lesson -Interest -Enjoyment -Challenge	1,2,10,11,12	5
2.	Extrinsic motivation	-Students' feeling of awards	13	1
3.	Expectancy	-Easy to learn English -More diligent in learning English	3,4	2
4.	Relevance	-Task difficulties -Materials	8,9	2
5.	English corner activities	-Most favorite activity -Most dislike activity -Kinds of activities that the students' want -Students' feeling about the activities	5,6,7,14	4
			Total	14

**INTERVIEW**  
**(ENGLISH TEACHER)**

1. Menurut ibu apakah penerapan metode belajar dengan aktifitas aktifitas seperti kemarin membuat siswa menjadi lebih tertarik? Kenapa?

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2. Apakah situasi belajar, instruksi, dan materi dari pengajar sudah sesuai dan mendukung pemahaman siswa terhadap materi?

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3. Menurut ibu, apakah siswa bisa mengerjakan tugas-tugas dan mengatasi kesulitan dalam belajar?

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4. Apakah siswa terlihat menikmati pelajaran?

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5. Menurut pendapat ibu, bagaimanakah respon dari siswa?

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6. Apakah kegiatan berpasangan dan kelompok membuat siswa lebih bisa berinteraksi?

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7. Menurut ibu, dari aktifitas-aktifitas yang kemarin, aktifitas manakah yang paling menarik bagi siswa? Kenapa?

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8. Apakah menurut ibu antusias siswa meningkat?

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9. Secara keseluruhan, menurut ibu apakah aktifitas-aktifitas yang sudah diterapkan membuat siswa lebih termotivasi dalam proses KBM?

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10. Menurut pendapat ibu, apakah kekurangan dari aktifitas yang sudah dilaksanakan?

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THANK YOU

## BLUEPRINT OF THE INTERVIEW

### (FOR TEACHER)

No.	Factors	Item	Number of item	Total
1.	Interest	Like the activities	1	1
2.	Relevance	Learning situation, materials, and instruction are appropriate	2	1
3.	Attitudes	-Do the task well -Students' responses to the activities	3,5	2
4.	Satisfaction	Enjoyment	4	1
5.	Intrinsic motivation	-Curiosity -Challenge	6,7	2
6.	English Corner activities	- Benefits - Deficiencies	8, 10	2
7.	Motivation strength	The improvement of the students' motivation	9	1
			Total	10

**INTERVIEW**  
**(WITH THE SECOND COLLABORATOR: Mr. Barno)**

1. Menurutmu gimana respon siswa sejauh ini? (*What do you think about the students' response so far?*)

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2. Apa menurutmu mereka menyukai kegiatan-kegiatannya? (*Do you think they liked all the activities?*)

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3. Apa yang membuatmu mengatakan itu? (*What makes you say that?*)

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4. Menurut pendapatmu, apa kekurangan yang ada di Cycle I? (*In your point of view, what were the deficiencies in the Cycle I?*)

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5. Apa yang harus dilakukan peneliti di Cycle 2? (*What should the researcher do in the Cycle 2?*)

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6. Apa pendapatmu tentang cycle 2 ini? (*What is your opinion about the cycle 2?*)

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7. Apa hal yang membuatmu mengatakan demikian? (*What made you said that?*)

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8. Jadi, apa kesimpulanmu tentang action yang sudah dilaksanakan? Apakah motivasi mereka meningkat? (*So, what is your conclusion of the action? Were their motivation increase?*)

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## BLUEPRINT OF THE INTERVIEW

(Mr. Barno)

No.	Factors	Item	Number of Item	Total
1.	Students	Students' responses, their feeling about the ECA, evidence,	1, 2, 3	3
2.	English Corner Activities	First cycle deficiency, Suggestion for the next cycle Opinion of second cycle	4,5,6,7	4
3.	Motivation	The improvement of motivation	8	1
			Total	8

## QUESTIONNAIRES

Questionnaire ini di distribusikan berdasarkan observasi proses belajar mengajar di kelas dengan memperhatikan beberapa aspek sesuai dengan teori yang terkait untuk mengetahui dan menyimpulkan sikap dan perasaan siswa terhadap mata pelajaran bahasa Inggris.

Bacalah pernyataan-pernyataan di bawah ini dan pilihlah salah satu respon (SS/S/TS/STS) dari pernyataan-pernyataan tersebut yang sesuai dengan perasaan anda dengan memberi tanda  $\surd$  di kolom yang tersedia.

**Nama :**

**Kelas :**

No.	Pernyataan	Sangat Setuju (SS)	Setuju (S)	Tidak Setuju (TS)	Sangat Tidak setuju (STS)
1.	Saya sangat menikmati belajar bahasa Inggris.				
2.	Belajar bahasa Inggris adalah hobi saya.				
3.	Belajar bahasa Inggris adalah tantangan yang saya nikmati.				
4.	Saya tidak menikmati belajar bahasa Inggris tapi saya tahu bahwa belajar bahasa Inggris penting bagi saya.				
5.	Bahasa Inggris penting bagi saya karena akan menambah wawasan.				



6.	Saya ingin mengerjakan dengan baik pelajaran bahasa Inggris di kelas untuk menunjukkan kemampuan saya kepada orangtua dan teman.				
7.	Alasan utama saya perlu belajar bahasa Inggris adalah agar lulus ujian.				
8.	Saya belajar bahasa Inggris untuk menjadi lebih berpendidikan.				
9.	Penting bagi saya untuk melakukan hal yang lebih baik dari murid lain dalam kelas bahasa Inggris.				
10.	Hubungan saya dengan guru di kelas bahasa Inggris itu penting.				
11.	Salah satu hal penting di kelas adalah bersama sama dengan siswa lain.				
12.	Kelas bahasa Inggris akan sangat membantu saya meningkatkan kemampuan bahasa Inggris.				
13.	Jika saya mengerjakan bahasa Inggris dengan baik, itu karena saya berusaha keras.				

14.	Saya berharap mengerjakan bahasa Inggris dengan baik karena saya pintar bahasa Inggris.				
15.	Guru membuat saya belajar lebih rajin dalam kelas bahasa Inggris.				
16.	Jika saya mengerjakan dengan baik dalam kelas bahasa Inggris, itu karena pelajaran bahasa Inggris mudah.				
17.	Saya suka menonton film-film barat.				
18.	Saya suka mendengarkan lagu-lagu barat.				
19.	Saya tidak merasa nyaman jika berbicara dalam bahasa Inggris di kelas.				
20.	Saya takut siswa lain akan menertawakan saya jika saya berbicara bahasa Inggris.				
21.	Saya pikir saya belajar bahasa Inggris dengan baik tapi hasilnya tidak baik saat tes dan ujian.				
22.	Saya sulit berkonsentrasi dalam kelas bahasa Inggris.				
23.	Kehadiran saya dalam kelas bahasa Inggris bagus.				
24.	Saya sering berfikir				

	bagaimana saya bisa belajar bahasa Inggris dengan lebih baik.				
25.	Sejujurnya saya sudah berusaha sebaik-baiknya dalam belajar bahasa Inggris.				

**THANK YOU**

### BLUEPRINT OF THE QUESTIONNAIRE

No.	Factors	Items	Number of item	Total
1.	Intrinsic motivation	1. Enjoyment 2. Hobby 3. Challenge 4. Enjoyment and importance	1,2,3,4	4
2.	Extrinsic motivation	1. To broaden view. 2. To show ability to family and friends. 3. To pass examinations. 4. To become more educated.	5,6,7,8	4
3.	Personal goals	1. To do better than the other students in the class. 2. The relationship with the teacher. 3. To get along with the other students.	9,10,11	3
4.	Expectancy	1. To improve English. 2. To do well and try hard. 3. To do well. 4. Learn a lot. 5. It is an easy class.	12,13,14,15, 16	5
5.	Attitudes	1. Watching western movies 2. Listening to western songs	17,18	2
6.	Anxiety	1. Uncomfortable to speak in English class. 2. Afraid to speak English.	19,20, 21, 22	4

		3. Bad performance on tests and examinations. 4. Difficulty on concentration.		
7.	Motivational strength	1. Attendance. 2. Think to learn English better. 3. Effort into trying to learn English.	23, 24, 25	3

This questionnaire is taken from

Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In Rebecca Oxford (Ed.), *Language Learning Motivation: Pathways to the New Century*. (Technical Report #11) (pp. 9–70). Honolulu: University of Hawai‘i, Second Language Teaching & Curriculum Center.

## THE RESEARCH GOALS

This study attempts to achieve the following goals:

1. To identify the components of foreign language learning motivation for a population of adult EFL learners in Egypt;
2. To identify the components of learner preferences for specific classroom practices and activities for the same population of EFL learners;
3. To identify the components of learning strategies that are reportedly used by the same population;
4. To identify relationships between the components of motivation and preferred classroom learning activities; and
5. To identify relationships between the components of motivation and learning strategies.

## COURSE GRID

### The Course Grid of Improving Grade VIIC Students' Motivation through English Corner Activities in SMP PGRI Buluspesantren, Kebumen

#### Second Semester

Standard Competence	Basic Competence	Indicators	English Corner Activities	Learning Materials	Teaching Learning Activities	Media	Sources
9. Expressing the meaning of transactional conversation and simple short interpersonal spoken to interact with surrounding environment.	9.1.Expressing the meaning in simple short transactional (to get things done) and interpersonal (socialized) conversation using spoken languages accurately, fluently, and legibly to interact with surrounding environment which involve speech act: asking, giving, and refusing services, asking, giving, and refusing goods, asking, giving, and denying information, asking, giving, and refusing opinions, and offering/ accepting/ refusing something.	1. Express how to ask opinion correctly. 2. Express how to give opinion correctly. 3. Express how to refuse opinion correctly.	a. Present a news broadcast. (4 <sup>th</sup> Meeting)  b. Discussing songs (3 <sup>rd</sup> Meeting)	Expressions use for asking, giving, and refusing opinions. <b>Examples of Expressions:</b> 1.Asking for opinion: -What do you think about that? - What's your opinion of...? - What do you feel about the...? 2.Giving opinion: -In my opinion, ... - I think... - I feel... - From my point of view, ... 3.Refusing opinion -But, in my opinion, ... - I don't think so.	<b>Presentation:</b> The teacher explains the expressions use for asking, giving, and refusing opinions. <b>Practice:</b> The students are to give their opinion about some pictures. <b>Production:</b> -The students are to present a news broadcast in pairs in front of the class. -The students are to give their opinion about the news. -The students are to listening to a song and give their opinion about the song.	-News texts -Lyric texts -Some pictures of actress and actor.	Priyana, J, Irjayanti, A.R., and Renitasari, V. (2008). <i>Scaffolding: English for Junior High School Students Grade VIII.</i> Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

9. Expressing the meaning of transactional conversation and simple short interpersonal spoken to interact with surrounding environment.	9.2. Expressing the meaning in simple short transactional (to get things done) and interpersonal (socialized) conversation using various spoken languages accurately, fluently, and legibly to interact with surrounding environment which involve speech act: asking, giving agreement, responding statement, giving attention to the speaker, starting, extending, and closing telephone conversation.	1. Express how to start formal and informal telephone conversation correctly. 2. Express how to extend formal and informal telephone conversation correctly. 3. Express how to end formal and informal telephone conversation correctly.	Playing Telephone Game. (2 <sup>nd</sup> Meeting)	Conversation on the phone in the form of audio and written text. 1. Expressions to start a phone conversation: - Hello. This is.... (informal) - May I speak to.... (formal) 2. Expressions to extend a phone conversation: - Hold on, please. (informal) - Furthermore ,.... (formal) 3. Expressions to end a phone conversation: - See you then. Bye (informal) - All right. See you again, Sir/Ma'am. Thank you very much. (Formal)	<b>Presentation:</b> -The teacher shows some pictures related to telephone. -The teacher explains briefly about telephone and vocabulary related to telephone. -The teacher plays audio related to the telephone conversation. -The teacher explains the conversation and the expressions used in the phone conversation. <b>Practice:</b> The students are to make simple phone conversation based on the situation given <b>Production:</b> -The students are to play telephone game to make a conversation on the phone.	- Telephone toys - Telephone numbers in different color.	Lewis, G and Bedson, G. (1999). <i>Games for Children</i> . Oxford: Oxford University Press.  Wardiman, A, Jahur, M. B., and Djusma, M. S. (2008). <i>English in Focus for Grade VIII</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.  <a href="http://www.eslgold.com/speaking/telephone_talk.html">www.eslgold.com/speaking/telephone_talk.html</a>  <a href="http://www.dianewallis.podomatic.com">www.dianewallis.podomatic.com</a>
12. To express the meaning of functional written text and simple short essay in the form of recount and narrative to interact with surrounding environment.	12.1. To express the meaning and the steps of simple short essay using various written languages accurately, fluently, and acceptable to interact with surrounding	1. Arrange rhetoric steps of recount text correctly. 2. Develop rhetoric steps of recount text correctly.	Watching movie I (1 <sup>st</sup> Meeting)	<b>a. Recount text</b> -Language features of recount text: <ul style="list-style-type: none"> <li>• descriptive language</li> <li>• past tense</li> <li>• time words to connect events</li> <li>• words which tell us where, when, with</li> </ul>	<b>Presentation:</b> -The teacher asks the students about their activities in the previous day. -The teacher gives the example of recount text. -The teacher explains the recount text <b>Practice:</b>	-Picture series	Wardiman, A, Jahur, M. B., and Djusma, M. S. (2008). <i>English in Focus for Grade VIII</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan

	environment in the form of recount and narrative.			<p>whom, how</p> <p>-Structure of recount text</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Series of events sequenced in time</li> <li>• Reorientation</li> </ul>	<p>The students are to play matching game to match picture series with its text.</p> <p><b>Production:</b></p> <p>The students are to watch a short movie to make a recount text based on it.</p>		<p>Nasional.</p> <p>Widiati, U, dkk. (2008). <i>Contextual Teaching and Learning BAHASA INGGRIS SMP</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p><a href="http://www.cal.org/caela/esl_resources/Health/healthindex.html">http://www.cal.org/caela/esl_resources/Health/healthindex.html</a></p>
		<p>1. Identify the generic structure and the language features of narrative text.</p> <p>2. Identify past tense.</p> <p>3. Identify the information of narrative text.</p>	<p>Watching movie II (5<sup>th</sup> Meeting)</p>	<p><b>b. Narrative text</b></p>	<p><b>Presentation:</b></p> <p>-The teacher shows a picture of Snow White</p> <p>-The teacher gives examples of narrative text.</p> <p>- The teacher explains narrative text</p> <p><b>Practice:</b></p> <p>-In group, the students are to match text with its picture.</p> <p>- In group, the students are to identify text based on the generic structure, the language feature, and the simple past tense of narrative text.</p> <p><b>Production:</b></p>	- Pictures	<p>Widiati, U, dkk. (2008). <i>Contextual Teaching and Learning BAHASA INGGRIS SMP</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p><a href="http://sacsnet.sacs.nsw.edu.au/library/Texttypes/ttnarrative.htm">http://sacsnet.sacs.nsw.edu.au/library/Texttypes/ttnarrative.htm</a></p> <p><a href="http://bahanajar.">http://bahanajar.</a></p>



					The students are to answer the questions based on the movie.		<a href="https://wordpress.com/textspeak/jenis-jenis-text-ing/">wordpress.com/textspeak/jenis-jenis-text-ing/</a>
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## **RENCANA PELAKSANAAN PEMBELAJARAN (1)**

Sekolah	: SMP PGRI Buluspesantren
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Standar Kompetensi	: 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.
Indikator	: 1. Mengurutkan langkah retorika (generic structure) teks recount dengan benar.  2. Mengembangkan langkah retorika (generic structure) teks recount dengan benar.  3. Menggunakan simple past tense dengan benar.
Jenis Teks	: Recount
Aspek/ Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit

## 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat menulis teks pendek sederhana dalam bentuk recount dengan langkah retorika yang benar.

## 2. MATERI PEMBELAJARAN

### a. Teks essai recount

#### **A Tour to the Botanic Gardens by Nida**

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

**Source:** *Contextual Teaching and Learning*  
*BAHASA INGGRIS, 2008*

### b. Ciri kebahasaan recount

- A recount text is a text that telling the reader about one story, action or activity.
- Purpose: to retell something that happened in the past.
- Ciri-ciri:
  1. Using Past Tense  
S + V2 + O + Adverb  
Example: He saw a monkey in the zoo yesterday.
  2. Using action verb (walked, saw, run, etc)
  3. Using adjectives (happy, excited, tired, beautiful)
- The connectives in a recount are often: Next, then, after that.

c. Langkah retorika (structure) teks recount.

<b>Orientation</b>	: The setting and introduce participants (tells <u>who</u> was involved, <u>what</u> happened, <u>where</u> the events took place, and <u>when</u> it happened).
<b>Events</b>	: Tell what happened (in time order).
<b>Reorientation</b>	: Optional-closure of events/ending.

Example of Recount text:

Orientation	{	<u>Last night</u> , I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.
Event 1	{	<u>After</u> I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.
Event 2	{	To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. <u>Then</u> on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
Reorientation	{	I was able to control my emotions and to have a place where I could express my creativity in positive ways.

**Source:** *English in Focus*, 2008

### 3. METODE PEMBELAJARAN

- Presentation
- Practice
- Production

#### 4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

##### a. Kegiatan Pendahuluan

- 1) Menyapa siswa
- 2) Berdoa
- 3) Memeriksa kehadiran siswa
- 4) Mengarahkan siswa kepada materi yang akan diberikan (menanyakan kegiatan siswa di hari Minggu)

##### b. Kegiatan Inti

###### 1) Presentation

- a) Guru memberikan contoh teks recount dan menanyakan apakah siswa mengetahui informasi berhubungan dengan topik tersebut.
- b) Guru menjelaskan tentang teks recount.

###### 2) Practice

Siswa dibagi dalam beberapa kelompok untuk bermain Matching Game. Sebelumnya, guru menyediakan beberapa gambar berseri dengan isi cerita (dengan kalimat yang terpisah), kemudian guru memberikan gambar-gambar tersebut beserta potongan-potongan cerita untuk disusun menjadi cerita yang benar sesuai dengan penjelasan tentang teks recount. (lampiran 1)

###### 3) Production

Siswa membuat teks recount berdasarkan film berdurasi pendek yang dilihat sesuai dengan penjelasan tentang teks recount. (lampiran 2)

##### c. Kegiatan Penutup

- 1) Menanyakan kesulitan siswa selama KBM.
- 2) Menyimpulkan materi pembelajaran.
- 3) Menutup pelajaran dengan berdoa

## 5. SUMBER BELAJAR

Wardiman, A, Jahur, M. B., and Djusma, M. S. (2008). *English in Focus for Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Widiati, U, dkk. (2008). *Contextual Teaching and Learning BAHASA INGGRIS SMP*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

[http://www.cal.org/caela/esl\\_resources/Health/healthindex.html](http://www.cal.org/caela/esl_resources/Health/healthindex.html)

## 6. PENILAIAN

- a. Teknik : Tes tertulis
- b. Bentuk instrument : Movie and picture series
- c. Contoh instrumen : Terlampir

Rubrik penilaian writing:

No.	Components	Range	Description
1.	CONTENT	30-27 26-22 21-17 16-13	EXCELLENT TO VERY GOOD: related ideas GOOD: occasionally unrelated ideas FAIR TO POOR: very often unrelated ideas VERY POOR: irrelevant ideas
2.	ORGANIZATION	20 – 18 17 – 14 13 – 10 9 – 7	EXCELLENT TO VERY GOOD: effective and well organized GOOD: occasionally ineffective, weak transition and incomplete organization FAIR TO POOR: lack organization VERY POOR: little or no organization
3.	VOCABULARY	20 – 18	EXCELLENT TO VERY GOOD: effective word choice

		17 – 14	GOOD: mostly effective word choice
		13 – 10	FAIR TO POOR: frequently error in word choice
		9 – 7	VERY POOR: mostly ineffective word choice
4.	LANGUAGE USE	25 – 22	EXCELLENT TO VERY GOOD: grammatically correct
		21 – 18	GOOD: mostly grammatically correct
		17 – 11	FAIR TO POOR: frequently error in grammar
		10 – 5	VERY POOR: very often error in grammar.
5.	MECHANICS	5	EXCELLENT TO VERY GOOD: few errors in spelling, punctuation, capitalization, paragraphing
		4	GOOD: occasionally errors in spelling, punctuation, capitalization, paragraphing
		3	FAIR TO POOR: frequent errors in spelling, punctuation, capitalization, paragraphing
		2	VERY POOR: dominated by errors in spelling, punctuation, capitalization, paragraphing
	Total Score		

## 7. CATATAN

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Buluspesantren, 12 Maret 2012

Mengetahui

Guru Mata Pelajaran,

Peneliti,

Kumalayekti, S.Pd.

NIP

Krisna Pangesti

NIM 07202241054



## LAMPIRAN 1

### TASK FOR PRACTICE

In groups, the students are to match the picture series with the sentences correctly.

Picture series:

#### 1) My nightmare



Part 1: Last night I slept earlier because the next morning I had to wake up earlier to go to my new school.

Part 2: I shocked because I woke up so late.

Part 3: I walked down to the downstairs while I got dress. There was a cat following me.

Part 4: When I wanted to take my notebook, my dog was eating it.

Part 5: After I took my book and bag, I run as fast as possible like I chased by a lion and a tiger

Part 6: Then, suddenly I flied. It was amazing that I could fly above the tiger and the lion.

Part 7: All of the messes I faced were happened in my dream. Oh...what a relieve!

## 2) Emergency!



Part 1: A man felt pain symptoms in June, but he ignored them. He did not have insurance so that he did not think he could afford medical care.

Part 2: A female suggested that he should see a doctor.

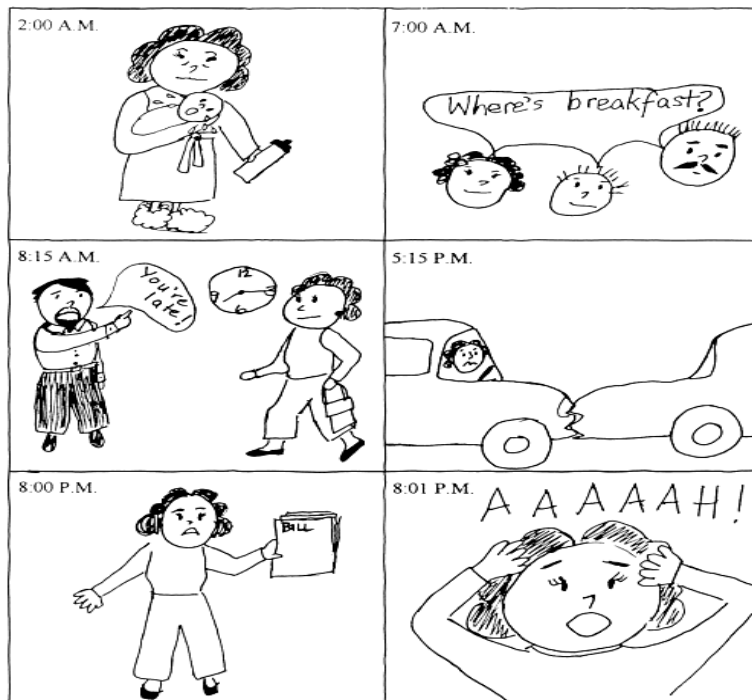
Part 3: He repeatedly refused to do that because he concerned about the cost.

Part 4: Six month later, he felt his pain was getting worse.

Part 5: Then, he was taken to the emergency room by ambulance because his condition got worsened.

Part 6: A month later, he was still in bed, faced with a large hospital bill which he did not know how he would pay.

## 3) Stressed Out!



Part 1: A woman woke up in the middle of the night to feed her baby.

Part 2: Her family (her husband and 2 older children) was waiting for her to cook them breakfast at 7AM.

Part 3: She arrived late to work, and her supervisor was angry with her.

Part 4: On her way home from work, she got car accident.

Part 5: At night, she looked at her bills and worried about money.

Part 6: After that, she felt completely stressed out from all the stressors of her day.

## LAMPIRAN 2

### TASK FOR PRODUCTION

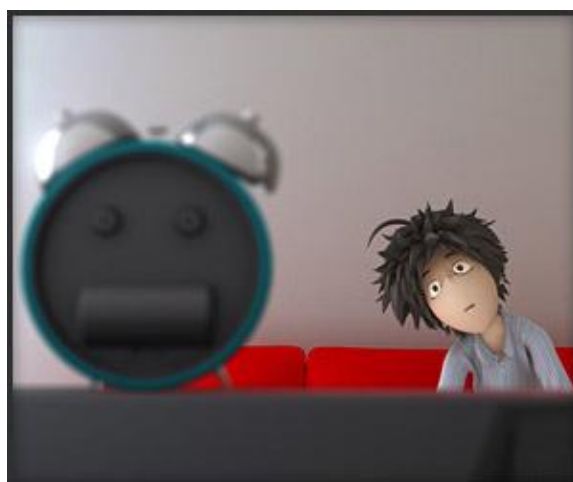
The students are to write a recount text based on the movie.

Short movie duration:

**Title: Alarm** (8 minutes 50 seconds)

Taken from: <http://www.youtube.com/watch?v=vN83DfmH9Tw>

“Alarm” was created by MESAI, an animation team from South Korea. The short film tells the story of a young man and his hard fought struggles (against an evil alarm clock) to stay in bed on a bright and sunny morning.



<http://www.jazjaz.net/2009/07/alarm-a-short-animated-film-from-southkorea.html>

**LEMBAR JAWAB PRODUCTION**

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(Title)

Who, where, when

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Series of events (events in the order they happened)

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What happened in the end

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## RENCANA PELAKSANAAN PEMBELAJARAN (2)

Sekolah	: SMP PGRI Buluspesantren
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 9. 2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon.
Indikator	<p>: 1. Mengungkapkan dengan benar bagaimana mengawali percakapan dalam telepon secara informal dan formal.</p> <p>2. Mengungkapkan dengan benar bagaimana memperpanjang percakapan dalam telepon secara informal dan formal.</p> <p>3. Mengungkapkan dengan benar bagaimana menutup percakapan dalam telepon secara informal dan formal.</p> <p>4. Siswa mampu mengucapkan vocabulary yang berkaitan dengan telepon dengan berterima.</p>
Jenis Teks	: Transaksional dan interpersonal
Aspek/ Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

### 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat melakukan percakapan dalam telepon dengan benar.

### 2. MATERI PEMBELAJARAN

#### **The expressions to start a conversation on phone.**

- Hello. This is....
  - Hello. ... speaking.
  - Can I speak to....
  - May I speak to ....
  - Could I speak to ....
- } Informal
- Formal

#### **The expressions to extend a conversation on phone.**

- Hold on, please.
  - By the way.
  - Furthermore...
  - Moreover ...
- } Informal
- } Formal

#### **The expressions to end a conversation.**

- See you then. Bye.
  - I'll call you later.
  - All right. See you again, Sir/Ma'am.
  - Thank you very much.
- } Informal
- } Formal

**Source:** *English in Focus*, 2008

### 3. METODE PEMBELAJARAN

- Presentation
- Practice
- Production

#### 4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

##### a. Kegiatan Pendahuluan

- 1) Menyapa siswa.
- 2) Berdoa.
- 3) Memeriksa kehadiran siswa.
- 4) Mengarahkan siswa kepada materi yang akan diberikan dengan meminjam salah satu ponsel siswa untuk warming up.

##### b. Kegiatan Inti

###### 1) Presentation

- a) Guru menunjukkan beberapa hal terkait dengan telepon (Lampiran 1).
- b) Guru memutarakan rekaman terkait dengan percakapan dalam telepon (Lampiran 2).
- c) Guru menjelaskan tentang percakapan tersebut.
- d) Guru menjelaskan tentang berbagai ungkapan (bagaimana mengawali, memperpanjang, dan menutup) dalam melakukan percakapan dalam telepon.

###### 2) Practice

Siswa mengerjakan task terkait dengan percakapan dalam telepon dalam beberapa situasi. (Lampiran 3).

###### 3) Production

- a) Siswa melakukan permainan (Telephone Game). Sebelumnya guru menyiapkan beberapa telepon mainan, nomer-nomer telepon dalam kertas yang berbeda warna (merah dan hijau), dan beberapa situasi untuk membuat percakapan dalam telepon. Kemudian masing-masing siswa mendapat satu telepon mainan dan 2 nomer telepon yang berbeda dalam kertas yang berbeda warna pula (merah= nomer telepon yang akan dihubungi, hijau= nomer telepon siswa). (Lampiran 4).
- b) Siswa memahami penjelasan peraturan dalam bermain peran dan memahami contoh bagaimana cara bermain.



- c) Siswa memainkan permainan berdasarkan situasi yang diberikan.  
(Lampiran 5).

c. Kegiatan Penutup

- 1) Menanyakan kesulitan siswa selama KBM.
- 2) Menyimpulkan materi pembelajaran.
- 3) Menutup pelajaran dengan berdoa.

## 5. SUMBER BELAJAR

- Lewis, G and Bedson, G. (1999). *Games for Children*. Oxford: Oxford University Press.
- Priyana, J., dkk. (2008). *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wardiman, A, Jahur, M. B., and Djusma, M. S. (2008). *English in Focus for Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Widiati, U, dkk. (2008). *Contextual Teaching and Learning BAHASA INGGRIS SMP*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- [www.eslgold.com/speaking/telephone\\_talk.html](http://www.eslgold.com/speaking/telephone_talk.html)

## 6. PENILAIAN

- a. Teknik : Tes Lisan
- b. Bentuk Instrumen : Bermain Peran
- c. Contoh Instrumen : Terlampir

Table Penilaian

No.	Uraian	Skor
1.	Intonation	0-100
2.	Pronunciation	0-100
3.	Grammar	0-100
4.	Fluency	0-100
5.	Diction	0-100

Penghitungan nilai akhir dalam skala 0-100

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

## 7. CATATAN

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Kebumen, 15 Maret 2012

Mengetahui

Guru Mata Pelajaran

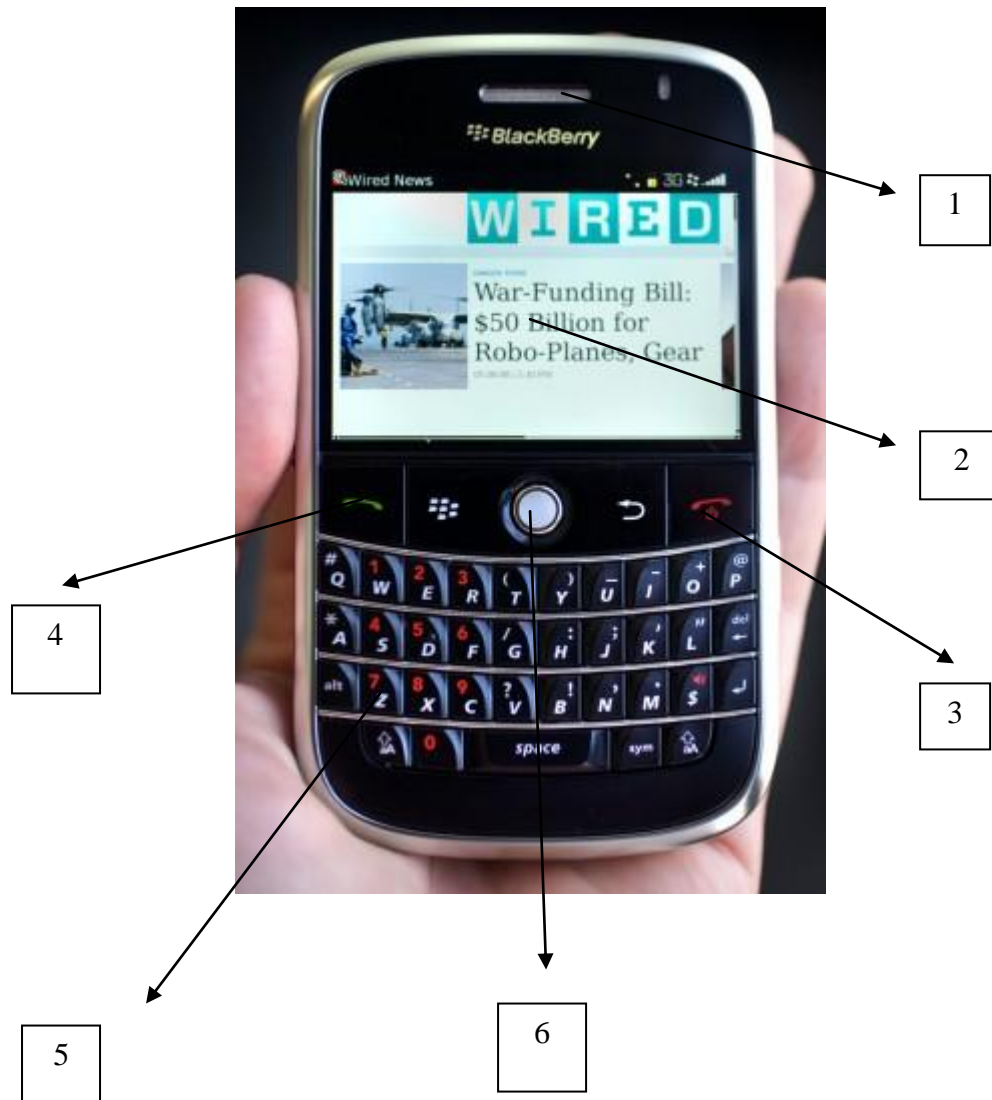
Kumalayekti, S.Pd

NIP

Peneliti

Krisna Pangesti

NIM 07202241054

**LAMPIRAN 1**

1. Speaker
2. Screen
3. Good bye key
4. Answering key
5. Keypad
6. Navigation key

**LAMPIRAN 2**

Percakapan lewat telepon dalam bentuk audio:

R: Receiver and C: Caller

**Conversation 1**

Rrrrring.

R: Hello.

C: Hello. Is Steve there?

R: I'm sorry. He's not here right now.

C: What time will he be back?

R: Around five thirty.

C: This afternoon?

R: Yes. May I ask who is calling?

C: This is his friend, Greg.

R: Okay. I'll tell him you called.

C: Thanks.

**Conversation 2**

Rrrrrring.

R: Tyler residence.

C: Is this Naomi?

R: No, this is her sister, Nancy.

C: You sure sound like Naomi.

R: Oh. Can I take a message?

C: Sure. Please tell her that Andy called.

R: Okay. I'll give her the message.

C: Thanks.

R: Bye.

**Source:** *[www.eslgold.com/speaking/telephone\\_talk.html](http://www.eslgold.com/speaking/telephone_talk.html)*

### LAMPIRAN 3

#### TASK I

**Identify these dialogues based on the material you have learned (opening, extending, and closing phone conversation).**

##### Conversation 1

Angelina: Hello? Can I speak to Elizabeth?

Elizabeth: Speaking. Who is calling, please?

Angelina: It's Angelina.

Elizabeth: Hi Angelina. How do you know my phone number?

Angelina: Your friend gave me your number yesterday.

Elizabeth: Oh I see.

Angelina: By the way, may I borrow your guitar lesson video?

Elizabeth: Of course. When will you take it?

Angelina: I'll come to your house at 4 p.m.

Elizabeth: Okay. Is there anything else?

Angelina: No, thanks. Bye.

Elizabeth: Bye.

##### Conversation 2

Eric : Hello.

Andre : Hello. May I speak to Eric?

Eric : This is Eric. Who's speaking?

Andre : This is Andre. I just want to tell you that I can't go the bookstore with you today.

Eric : Hold on. Tell me what's wrong?

Andre : Well, my brother is being treated in the hospital for dengue fever. So I have to stay in the hospital today.

Eric : Oh I'm sorry to hear that. I hope your brother will get well soon.

Andre : Thanks, Eric. I hope so. Bye.

### Conversation 3

Mia : Hello.

Yeyen : Hello, Mia. This is Diane. May I speak to Andre, Please?

Mia : I'm sorry but he's gone out. Would you like to leave a message?

Yeyen : Yes. Please tell Viktor that I won't be able to come for taekwondo practice this afternoon. I've sprained my ankle. Please tell him to inform Mr Suroso that I can't have the practice for at least a week.

Mia : Oh, I'm sorry to hear that. I hope your ankle gets better soon.

Yeyen : Thank you, Mia.

Mia : Hold on, please. Have you seen a doctor?

Yeyen : I haven't. I don't think it's that bad.

Mia : I think you'd better go to the doctor to check your ankle.

Yeyen : Thanks for the advice, Mia. See you then. Bye.

Mia : You're welcome. Bye.

### Conversation 4

Secretary : Good morning, Parker Industries. May I help you?

Mr. Kale : Hello. Could I speak to Ms. Graham, please?

Secretary : I'm sorry. She's not in. Would you like to leave a message?

Mr. Kale : Yes, please. This is Mr. Kale.

Secretary : Is that G-A-L-E?

Mr. Kale : No, it's K-A-L-E.

Secretary : All right.

Mr. Kale : Moreover, could you please tell her the meeting is on Friday at 2:30.

Secretary : Friday at 2:30.

Mr. Kale : And would you ask her to phone me this afternoon? My number is 356-4031.

Secretary : 356-4031. Yes Mr. Kale. I'll give Ms Graham the messages.

Mr. Kale : Thank you very much. Goodbye.

Secretary : Goodbye.

## TASK II

**Fill in the blank with the words in the bracket.**

Tika : Hi, Nasha (1).....

Nasha : Oh hi, Tika. How are you?

Tika : (2).....Thank you. Tika, would you come to my sister's party tomorrow?

Nasha : (3).....I will. What time is the party?

Tika : 7 p.m.

Nasha : That's great. Any special dress code?

Tika : No. See you.

Nasha : See you. (4).....

-Sure  
-Good  
-Thanks for calling  
-Tika's speaking.

**Fill in the blank with the words in the bracket.**

Cici : Hello, Mira. (1).....

Mira : Hi, Ci. How are you?

Cici : Fine. Thanks. (2).....

Mira : Very well. Thank you. Ci, I'll have my birthday party next weekend. (3).....?

Cici : (4)..... My family and I plan to visit my uncle in Surabaya.

Mira : What a pity! But, it's OK.

Cici : Sorry Mira.

-Could you come?  
-It's Cici  
-How about you?  
-Oh, so sorry

Fill in the blank with the words in the bracket.



Hi there.

-Thanks

-That'll be fine

-Hi.



(1) .....Tini. How are you?



Good. (2)..... Could I borrow your laptop, please? Two days, I suppose.



(3).....Tin.

Fill in the blank with the words in the bracket.



Good afternoon. Dr. Rizal's office. (1).....?



Yes, (2) .....



Fine. Is Tuesday morning at five all right?



Yes. (3).....

-I'd like to make an appointment with Dr. Rizal, please.

-Thank you

-Can I help you?



**Fill in the blank with the words in the bracket.**



Hello. (1)....., please?



He's not home right now. (2).....?



Ok. Please tell him Andri called him. Thanks.



(3)..... Thanks.

-Would you like to  
leave a message?  
-Sure  
-Can I talk to Hendra?

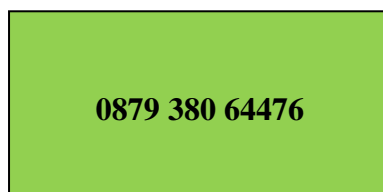
## LAMPIRAN 4

### MEDIA

#### 1. Telephone Toys



#### 2. Telephone numbers.



Green color is for the students' phone number.

Each student gets the two colors.



Red color is for the dial phone number.

Each student gets the two colors.

## **LAMPIRAN 5**

### **TASK FOR PRODUCTION**

Students are to make a phone conversation based on these situations (formal or informal) using the media above.

1. Borrowing book.
2. Inviting to your birthday party.
3. Inviting to watch movie in cinema.
4. Making an appointment.
5. Leaving a message.

## ANSWER KEY FOR PRACTICE TASK

### TASK 1

#### Conversation 1

Angelina: Hello? Can I speak to Elizabeth? (Opening: informal)

Elizabeth: Speaking. Who is calling, please?

Angelina: It's Angelina.

Elizabeth: Hi Angelina. How do you know my phone number?

Angelina: Your friend gave me your number yesterday.

Elizabeth: Oh I see.

Angelina: By the way, may I borrow your guitar lesson video? (Extending: informal)

Elizabeth: Of course. When will you take it?

Angelina: I'll come to your house at 4 p.m.

Elizabeth: Okay. Is there anything else?

Angelina: No, thanks. Bye. (Ending: informal)

Elizabeth: Bye.

#### Conversation 2

Eric : Hello.

Andre : Hello. May I speak to Eric? (Opening: informal)

Eric : This is Eric. Who's speaking?

Andre : This is Andre. I just want to tell you that I can't go the bookstore with you today.

Eric : Hold on. Tell me what's wrong? (Extending: informal)

Andre : Well, my brother is being treated in the hospital for dengue fever. So I have to stay in the hospital today.

Eric : Oh I'm sorry to hear that. I hope your brother will get well soon.

Andre : Thanks, Eric. I hope so. Bye. (Ending: informal)

### Conversation 3

Mia : Hello

Yeyen : Hello, Mia. This is Diane. May I speak to Andre, Please?

Mia : I'm sorry but he's gone out. Would you like to leave a message?

Yeyen : Yes. Please tell Viktor that I won't be able to come for taekwondo practice this afternoon. I've sprained my ankle. Please tell him to inform Mr Suroso that I can't have the practice for at least a week.

Mia : Oh, I'm sorry to hear that. I hope your ankle gets better soon.

Yeyen : Thank you, Mia.

Mia : Hold on, please. Have you seen a doctor?

Yeyen : I haven't. I don't think it's that bad.

Mia : I think you'd better go to the doctor to check your ankle.

Yeyen : Thanks for the advice, Mia. See you then. Bye.

Mia : You're welcome. Bye.

### Conversation 4

Secretary : Good morning, Parker Industries. May I help you?

Mr. Kale : Hello. Could I speak to Ms. Graham, please?

Secretary : I'm sorry. She's not in. Would you like to leave a message?

Mr. Kale : Yes, please. This is Mr. Kale.

Secretary : Is that G-A-L-E?

Mr. Kale : No, it's K-A-L-E.

Secretary : All right.

Mr. Kale : Moreover, could you please tell her the meeting is on Friday at 2:30.

Secretary : Friday at 2:30.

Mr. Kale : And would you ask her to phone me this afternoon? My number is 356-4031.

Secretary : 356-4031. Yes Mr. Kale. I'll give Ms Graham the messages.

Mr. Kale : Thank you very much. Goodbye.

Secretary : Goodbye.

**TASK II**

1. Tika : Hi, Nasha. Tika's speaking.

Nasha : Oh hi, Tika. How are you?

Tika : Good. Thank you. Tika, would you come to my sister's party tomorrow?

Nasha : Sure, I will. What time is the party?

Tika : 7 p.m.

Nasha : That's great. Any special dress code?

Tika : No. See you.

Nasha : See you. Thanks for calling.

2. Wahyu : Hello, Lutfi. It's Wahyu. How are you?

Lutfi : Hi, Wahyu. Fine. Thanks.

Wahyu : Lut, would you like to drop in after class?

Lutfi : I'd like to, but I have to be home before 3. Next time.

Wahyu : Ok. Bye.

Lutfi : Bye

3. Cici : Hello, Mira. It's Cici.

Mira : Hi, Ci. How are you?

Cici : Fine. Thanks. How about you?


Mira : Very well. Thank you. Ci, I'll have my birthday party next weekend. Could you come?


Cici : Oh, so sorry. My family and I plan to visit my uncle in Surabaya.


Mira : What a pity! But, it's OK.


Cici : Sorry Mira.


4.  Hi there.


 Hi. Tini. How are you?


 Good. Thanks. Could I borrow your laptop, please? Two days, I suppose.

 That'll be fine, Tin.

5.  Good afternoon. Dr. Rizal's office. Can I help you?

 Yes, I'd like to make an appointment with Dr. Rizal, please.

 Fine. Is Tuesday morning at five all right?

 Yes. Thank you.



6. Hello. Can I talk to Hendra, please?



He's not home right now. Would you like to leave a message?



Ok. Please tell him Andri called him. Thanks.



Sure. Thanks.



### RENCANA PELAKSANAAN PEMBELAJARAN (3)

Sekolah	: SMP PGRI Buluspesantren
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Indikator	: 1. Mengungkapkan dengan benar bagaimana menanyakan pendapat.  2. Mengungkapkan dengan benar bagaimana memberi pendapat.  3. Mengungkapkan dengan benar bagaimana menolak pendapat.
Jenis Teks	: Transaksional dan interpersonal
Aspek/ Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

### 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat menyatakan pendapat kepada orang lain secara lancar dan berterima.

### 2. MATERI PEMBELAJARAN

Some expressions use for asking, giving, and refusing opinions.

Expressions	Functions
What's your opinion of...? What do you think about that? What do you feel about the...?	Asking for opinion
I think... In my opinion, ... I feel... From my point of view, ...	Giving opinions
I don't think so. But, in my opinion, ... I can't feel that...	Refusing opinions

**Source:** *Scaffolding*, 2008

### 3. METODE PEMBELAJARAN

- Presentation
- Practice
- Production

### 4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### a. Kegiatan Pendahuluan

- 1) Menyapa siswa
- 2) Berdoa
- 3) Memeriksa kehadiran siswa
- 4) Mengarahkan siswa kepada materi yang akan diberikan (menanyakan pendapat siswa tentang artis favorit mereka dengan membawa gambar artis favorit guru) (Lampiran 1)

b. Kegiatan Inti

1) Presentation

Guru menjelaskan beberapa ungkapan yang digunakan untuk menanyakan, memberi, dan menolak pendapat.

2) Practice

Siswa mengerjakan beberapa task terkait dengan materi (Lampiran 2).

3) Production

Siswa mendengarkan lagu dan menyatakan pendapat mereka mengenai lagu tersebut. (Lampiran 3)

c. Kegiatan Penutup

1) Menanyakan kesulitan siswa selama KBM.

2) Menyimpulkan materi pembelajaran.

3) Menutup pelajaran dengan berdoa.

5. SUMBER BELAJAR

Priyana, J, Irjayanti, A.R., and Renitasari, V. (2008). *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

6. PENILAIAN

- a. Teknik : Tes Lisan
- b. Bentuk Instrumen : Song
- c. Contoh Instrumen : Terlampir

Table Penilaian Speaking

No.	Uraian	Skor
1.	Isi	0-100
2.	Pronunciation	0-100
3.	Kejelasan	0-100

Penghitungan nilai akhir dalam skala 0-100

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

## 7. CATATAN

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Buluspesantren, 17 Maret 2012

Mengetahui

Guru Mata Pelajaran

Kumalayekti, S.Pd

NIP

Peneliti,

Krisna Pangesti

NIM 07202241054

## LAMPIRAN I



## LAMPIRAN 2

### TASK I (Individually)

Identify these expressions of asking, giving, and refusing opinion by putting tick (✓) in the correct column.

Expressions	Asking for opinion	Giving opinions	Refusing opinions
1. I think playing hide-and-seek is as interesting as playing dakon.			
2. In my opinion physics is more important than maths.			
3. Do you think these shoes are all right?			
4. What's your opinion about using the internet?			
5. I don't think so.			
6. I think the picture is beautiful.			
7. Do you think playing football when it's raining is a good idea?			
8. Hmm... I think you should wear another costume to the costume party.			
9. What do you think about our new friend, Anita?			
10. But, in my opinion, he's not beautiful.			

## TASK II (In pairs)

**Make an opinion using these expressions:**

1. In my opinion,.....
2. I think...

Ex:

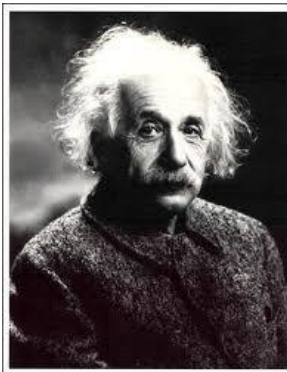
I think Justin Bieber is handsome, rich, well-known, and talented.

In my opinion Justin Bieber is seventeen years old and charismatic.



**Jacky Chan**

- Karate
- Handsome
- Ugly
- Good actor



**Albert Einstein**

- Genius
- Old
- Handsome



**Li Min Hoo**

- Handsome
- Tall
- Talented
- Rich
- Kind hearted



**Syah Rukh Khan**

- Success actor
- Old
- Handsome
- Good voice



**Sule**

- Funny
- Famous
- Rich
- Handsome
- Good father

### TASK III (In pairs)

Make the following opinions into a negative form. Change the bold words with the suitable antonym in the bracket.

Example: *I **think** Ayu Ting Ting is **beautiful***

*Answer: I **don't think** Ayu Ting Ting is **Ugly***

1. I think the song is **good**.
2. I think Afgan is a **tall** singer.
3. I think my school is a **big** school.
4. I think Cinta Laura is a **skinny** girl.
5. I think Nikita Willy is the **best** actress.
6. I think English is an **easy** subject to learn.
7. I think THE BAGINDAS' songs are **extraordinary** songs.
8. I think Manchester United will **win** the match against Liverpool.
9. I think we can be smart if we **always** study hard.
10. I think we will be success if we are **diligent**.

ordinary, short, lazy, loose,  
bad, never, fat, difficult,  
worst, small



### LAMPIRAN 3

#### TASK IV (In groups)

**Give your opinion about this song and the singer.**

You know you love me, I know you care  
Just shout whenever, and I'll be there  
You are my love, you are my heart  
And we will never, ever, ever be apart

Are we an item? Girl, quit playing  
"We're just friends," what are you saying?  
Said "there's another," and looked right in my eyes  
My first love broke my heart for the first time

And I was like baby, baby, baby, oh  
Like baby, baby, baby, no  
Like baby, baby, baby, oh  
I thought you'd always be mine, mine

Baby, baby, baby, oh  
Like baby, baby, baby, no  
Like baby, baby, baby, oh  
I thought you'd always be mine, mine

For you, I would have done whatever  
And I just can't believe we're here together  
And I wanna play it cool, but I'm losing you  
I'll buy you anything, I'll buy you any ring

And I'm in pieces, baby fix me  
And just shake me 'til you wake me from this bad dream  
I'm going down, down, down, down  
And I just can't believe my first love won't be around

And I'm like baby, baby, baby, oh  
Like baby, baby, baby, no

Like baby, baby, baby, oh  
I thought you'd always be mine, mine

Baby, baby, baby, oh  
Like baby, baby, baby, no  
Like baby, baby, baby, oh  
I thought you'd always be mine, mine

When I was 13, I had my first love  
There was nobody that compared to my baby  
And nobody came between us who could ever come above  
She had me going crazy, oh I was starstruck  
She woke me up daily, don't need no  
She made my heart pound  
I skip a beat when I see her in the street  
And at school on the playground  
But I really wanna see her on a weekend  
She know she got me dazing 'cause she was so amazing  
And now my heart is breaking but I just keep on saying

Baby, baby, baby, oh  
Like baby, baby, baby, no  
Like baby, baby, baby, oh  
I thought you'd always be mine, mine

I'm all gone  
(Yeah, yeah, yeah)  
(Yeah, yeah, yeah)  
Now I'm all gone  
(Yeah, yeah, yeah)  
(Yeah, yeah, yeah)  
Now I'm all gone  
(Yeah, yeah, yeah)  
(Yeah, yeah, yeah)  
Now I'm all gone, gone, gone, gone  
I'm gone.



### **RENCANA PELAKSANAAN PEMBELAJARAN (4)**

Sekolah	: SMP PGRI Buluspesantren
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Indikator	: 1. Mengungkapkan dengan benar bagaimana menanyakan pendapat.  2. Mengungkapkan dengan benar bagaimana memberi pendapat.  3. Mengungkapkan dengan benar bagaimana menolak pendapat.
Jenis Teks	: Transaksional dan interpersonal
Aspek/ Skill	: Membaca dan Berbicara
Alokasi Waktu	: 2 x 40 menit

### 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat menyatakan pendapat kepada orang lain secara lancar dan berterima.

### 2. MATERI PEMBELAJARAN

Some expressions use for asking, giving, and refusing opinions.

Expressions	Functions
What's your opinion of...? What do you think about that? What do you feel about the...?	Asking for opinion
I think... In my opinion, ... I feel... From my point of view, ...	Giving opinions
I don't think so. But, in my opinion, ... I can't feel that...	Refusing opinions

**Source:** *Scaffolding*, 2008

### 3. METODE PEMBELAJARAN

- Presentation
- Practice
- Production

### 4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### a. Kegiatan Pendahuluan

- 1) Menyapa siswa
- 2) Berdoa
- 3) Memeriksa kehadiran siswa
- 4) Menanyakan tugas di pertemuan sebelumnya.

b. Kegiatan Inti

1) Presentation

Guru menjelaskan kembali beberapa ungkapan yang digunakan untuk menanyakan, memberi, dan menolak pendapat.

2) Practice

Siswa mengerjakan Task 3 (Lampiran 1).

3) Production

a) Siswa secara berpasangan membawakan acara news broadcast.

Materi berita sebelumnya telah disediakan oleh guru (Lampiran 2)

b) Siswa secara bergantian membawakan acara berita sesuai dengan materi yang diberikan dan siswa yang lain memberikan pendapat mereka setelah berita selesai dibacakan.

c. Kegiatan Penutup

1) Menanyakan kesulitan siswa selama KBM.

2) Menyimpulkan materi pembelajaran.

3) Menutup pelajaran dengan berdoa.

5. SUMBER BELAJAR

Priyana, J, Irjayanti, A.R., and Renitasari, V. (2008). *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

6. PENILAIAN

a. Teknik : Tes Lisan

b. Bentuk Instrumen : Present a news broadcast

c. Contoh Instrumen : Terlampir

Table Penilaian Reading Aloud

No.	Uraian	Skor
1.	Pronunciation	0-100
2.	Kelancaran	0-100

Table Penilaian Speaking

No.	Uraian	Skor
1.	Isi	0-100
2.	Pronunciation	0-100
3.	Kejelasan	0-100

Penghitungan nilai akhir dalam skala 0-100

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

## 7. CATATAN

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Buluspesantren, 19 Maret 2012

Mengetahui

Guru Mata Pelajaran

Kumalayekti, S.Pd

NIP

Peneliti,

Krisna Pangesti

NIM 07202241054

## LAMPIRAN 1

### TASK III

Make the following opinions into a negative form. Change the bold words with the suitable antonym in the bracket.

Example: *I **think** Ayu Ting Ting is **beautiful***

*Answer: I **don't think** Ayu Ting Ting is **Ugly***

1. I think the song is **good**.
2. I think Afgan is a **tall** singer.
3. I think my school is a **big** school.
4. I think Cinta Laura is a **skinny** girl.
5. I think Nikita Willy is the **best** actress.
6. I think English is an **easy** subject to learn.
7. I think THE BAGINDAS' songs are **extraordinary** songs.
8. I think Manchester United will **win** the match against Liverpool.
9. I think we can be smart if we **always** study hard.
10. I think we will be success if we are **diligent**.

ordinary, short, lazy, loose,  
bad, never, fat, difficult,  
worst, small

**LAMPIRAN 2**

News broadcast Transcript

**Nikita Willy dropped out of school last year**

The Jakarta Post | Fri, 01/13/2012 11:18 AM

JAKARTA: It seems actress and singer Nikita Willy has chosen her career in showbiz over education.

The 17-year-old said Wednesday that she dropped out of school last year to focus on her career.

“It’s true that since the beginning of the semester last year, I withdrew myself from school and enrolled in homeschooling,” Nikita said as quoted by inilah.com.

Her statement rebuffed rumors that the starlet had been expelled from school due to bad grades.

The “Favorite Actress” at the Panasonic Awards in 2010 and 2011 said she made the decision because she didn’t want her hectic schedule to take a toll on her grades.

She preferred to drop out of school because she didn’t want to put her goal to become a doctor in jeopardy should she get bad grades, she added.

<http://www.thejakartapost.com/news/2012/01/13/nikita-willy-dropped-out-school-last-year.html>



## Ello discovering benefits of exercise



The Jakarta Post | Tue, 01/31/2012 11:46 AM

JAKARTA: Singer Ello has been discovering that exercise benefits his mood and stamina.

“[You should] exercise routinely to really feel the benefits. [I don’t] get sick easily, great mood, a full spirit in going through the day, [I feel] fresh, and the brain works well too,” he said Monday as quoted by tribunnews.com.

Ello has been routinely engaging in sports up to three or four times a week,

“I don’t get tired easily on stage. I usually drink dozens of drinks in a one-hour performance, but not that amount any longer. I drink less, because I am fit,” he said.

<http://www.thejakartapost.com/news/2012/01/31/ello-discovering-benefits-exercise.html>

## Nidji branching out to Australia

The Jakarta Post | Sat, 02/04/2012 2:38 PM



JP/Arief SuhardimanJAKARTA: Local pop band Nidji is planning to release their new album, Victory, in Australia as part of their latest attempt to conquer the international music scene.

“Actually, we have been going international since the first year. But this will be the first time we are doing it in a non-Asian country,” the band’s front man Giring told kompas.com recently.

The band did not give the exact date for the Australian release. But, Giring said they would target Japan and Europe as well.

He said the songs on the new album would include traditional Indonesian music to distinguish the band from others.

“We will show them that we are from Indonesia,” the vocalist said.

<http://www.thejakartapost.com/news/2012/02/04/nidji-branching-out-australia.html>

## Bondan Winarno going international

The Jakarta Post | Fri, 02/03/2012 10:24 AM



JP/Ricky YudhistiraJAKARTA: Culinary expert Bondan Winarno has spread his wings in Asia after hosting the cooking program Taste of Indonesia.

The 61-year-old said he was thrilled to have been chosen as the host of the show that aired on Singapore's Asian Food Channel (AFC), with viewers in eight countries.

The man, known for his local food show, said Taste of Indonesia was initially created at the Trade Ministry's request to promote Indonesian cuisine, but failed to air due to lack of funds.

"We secured the funds, but we had to run the show on Dec. 16, 2011, when the announcement was made in August. We rejected it at first but we decided to go for it after getting support from AFC," Bondan told kapanlagi.com recently.

<http://www.thejakartapost.com/news/2012/02/03/bondan-winarno-going-international.html>

## Nugie calls officials to bike to work

The Jakarta Post | Fri, 02/24/2012 9:51 AM



*Tribunnews.com*JAKARTA: Singer and green activist Agustinus Gusti Nugroho, known as Nugie, is targeting ministers in his environmental campaign.

The 40-year-old has been asking top government officials to ride bikes rather than drive cars in order to cut emissions and protect the environment.

Nugie said he has been setting an example of a green lifestyle for several top figures in various government ministries.

“I frequently go to government events on my bike. I show the ministries my riding ... at least I have coaxed three ministries so far,” Nugie told *kompas.com* on Thursday.

The vocalist said he replaced his car with a bike four years ago, which he said was more economical and saved energy.

<http://www.thejakartapost.com/news/2012/02/24/nugie-calls-officials-bike-work.html>

### RENCANA PELAKSANAAN PEMBELAJARAN (5)

Sekolah	: SMP PGRI Buluspesantren
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Standar Kompetensi	: 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount.
Indikator	: 1. Siswa mampu mengidentifikasi generic structure dan language features dari teks narrative.  2. Siswa mampu mengidentifikasi simple past tense.  3. Siswa mampu mengidentifikasi isi teks narrative.
Jenis Teks	: Narrative text
Aspek/ Skill	: Mendengarkan
Alokasi Waktu	: 2 x 40 menit

## 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan mampu menjawab pertanyaan berdasarkan informasi yang didapat dari teks narrative dengan benar.

## 2. MATERI PEMBELAJARAN

Purpose: To amuse/entertain the readers and to tell a story

Generic Structure:

1. Orientation (who, when, where)
2. Complication (event that causes a complication; there may be more than one in a story. Descriptive words are used to give information about characters and events)
3. Resolution (reaction by characters to the complication)
4. Reorientation (solution to the problem)

Dominant Language Features:

1. Using Past Tense

Subject + Verb (-ed) + Object

Look at the following examples.

- Babuescaped to the forest.
- The mastertalked to Babu.

2. Using action verb
3. Chronologically arranged

### Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

### 3. METODE PEMBELAJARAN

- Presentation
- Practice
- Production

### 4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### a. Kegiatan Pendahuluan

- 1) Menyapa siswa
- 2) Berdoa
- 3) Memeriksa kehadiran siswa
- 4) Mengarahkan siswa kepada materi yang akan diberikan dengan menunjukkan gambar salah satu karakter dalam sebuah cerita narrative) (Lampiran 1)

#### b. Kegiatan Inti

##### 1) Presentation

Guru menjelaskan teks narrative.

##### 2) Practice

Siswa secara berkelompok diminta berlomba mencocokkan gambar dengan cerita yang sudah tersedia kemudian mengidentifikasinya berdasarkan generic structure. (Lampiran 2)

##### 3) Production

Siswa menjawab pertanyaan berdasarkan film yang sudah ditonton dengan format yang sudah dijelaskan. (Lampiran 3).

#### c. Kegiatan Penutup

- 1) Menanyakan kesulitan siswa selama KBM.
- 2) Menyimpulkan materi pembelajaran.
- 3) Menutup pelajaran dengan berdoa.

## 5. SUMBER BELAJAR

Widiati, U, dkk. (2008). *Contextual Teaching and Learning BAHASA INGGRIS SMP*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

<http://sacsnet.sacs.nsw.edu.au/library/Texttypes/ttnarrative.htm>

<http://bahanajar.wordpress.com/textspeech/jenis-jenis-text-ing/>

## 6. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk Instrumen : Movie
- c. Contoh Instrumen : Terlampir

Table Penilaian:

No.	Uraian	Skor
1.	Jawaban benar	5
2.	Jawaban salah	0

Penghitungan nilai akhir dalam skala 0-100

$$\text{Nilai akhir} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maks}}$$



## 7. CATATAN

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Buluspesantren, 22 Maret 2012

Mengetahui

Guru Mata Pelajaran

Peneliti

Kumalayekti, S.Pd

Krisna Pangesti

NIP

NIM 07202241054

**LAMPIRAN 1**

## LAMPIRAN 2



### CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.



### **The Goose with the Golden Eggs**

One day a countryman going to the nest of his goose found there an egg all yellow and glittering. When he picked it up it was very heavy and he was going to throw it away, because he thought a trick had been played on him.

But he decided to take it home and soon discovered that it was an egg of pure gold.

Every morning the same thing occurred, and he grew rich by selling his eggs. As he grew rich he grew greedy; and thinking to get all the gold the goose could give, he killed it and opened it only to find nothing.



#### MALIN KUNDANG

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boatsman and swimmer. He went to the sea to catch fish, which he and his mother ate or sold in the town.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very grateful to Malin Kundang, and very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed.

Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognised him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife, didn't recognise his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. At last Malin Kundang shouted "Enough, old woman! I have never had a dirty and ugly peasant woman like you as a mother!" and he ordered his crews to set sail.

His mother was angry. She shouted that she would turn him into stone unless he apologised. Malin Kundang laughed and started to sail away into the calm sea.

Suddenly a thunderstorm descended. Malin Kundang's ship was tossed to and fro on the huge waves, and sank. Malin Kundang was thrown from the ship onto a small island and turned into stone.



### **Mouse Deer and Crocodile**

One day, Mouse Deer went down to the river. He wanted to take a drink. But he knew Crocodile might be waiting underwater to eat him. Mouse Deer had an idea. He said out loud, "I wonder if the water's warm. I'll put in my leg and find out." But Mouse Deer didn't put in his leg. Instead, he picked up a stick with his mouth and put in one end. *Chomp!* Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Stupid Crocodile! Don't you know a stick from a leg?" And he ran off to drink somewhere else!

Another day, Mouse Deer went back to the river. All he saw there was a floating log. But he knew Crocodile looked like a log when he floated. Mouse Deer had an idea. He said out loud, "If that log is really Crocodile, it won't talk. But if it's really just a log, it will tell me." He listened. A rough voice said, "I'm really just a log." Mouse Deer laughed. "Stupid Crocodile! Do you think a log can talk?" And off he ran again!

Another day, Mouse Deer wanted to cross the river. He wanted to eat tasty fruits and roots and shoots on the other side. But he didn't want Crocodile to eat him first! Mouse Deer had an idea. He called out, "Crocodile!" Crocodile rose from the water. "Hello, Mouse Deer. Have you come to be my breakfast?" "Not today, Crocodile. I have orders from the King. He wants me to count all the crocodiles." "The King!" said Crocodile. "Tell us what to do." "You must line up from this side of the river to the other side." Crocodile got all his friends and family. They lined up across the river. Mouse Deer jumped onto Crocodile's back. "One." He jumped onto the next crocodile. "Two." And the next. "Three."

Mouse Deer kept jumping till he jumped off on the other side of the river.

"How many are there?" called Crocodile.

"Just enough!" said Mouse Deer. "And all stupid!"

Then he went off singing his song.

*I'm quick and smart as I can be.*

*Try and try, but you can't catch me!*



### SANGKURIANG

The King, who loved his son above everything was so furious that his son had hurt himself that he rejected his wife. Fifteen years later, being of age, Sangkuriang asked his father permission to take a trip to West Java. After arriving in the plain of Bandung, he met a beautiful lady, fell in love and ask her to marry him and she accepted. But one day when she caressed her lover's head she saw the wound. The loving woman, turned out to be the disowned queen, discovered that she was in love with her son and marriage was impossible.

The marriage had to be prevented. Not willing to admit that she was his mother she thought of a way out. The day before the wedding was due to take place, she said to her husband to be, tomorrow is our wedding day, and if you are true to your love to me and love me as much you say do then I want to celebrate the wedding on board a ship, a proa. Tomorrow morning at day break, I want to sail with you on a great lake in a nice boat and there must be a banquet feast. Sangkuriang was embarrassed but he was not willing to refuse. He begged the help of the lake's helpful spirits. By causing a landslide, the lake spirit dammed the river Citarum that flowed through the plain of Bandung. The force of the water felled big tree and a boat was constructed while other lake spirits prepared the wedding banquet.

Early in the morning the Queen saw that the impossible had been realised so she prayed to Brama, the mighty God, to help her to prevent the disgrace of a marriage between a mother and her son. Brama destroyed the dam in turbulence and Sangkuriang was drowned. The queen in her agony threw herself on the capsized boat, breaking through the hull of the ship and was also drowned.

Now, the vast plain of Bandung is flanked on its north side by the volcano Tangkuban Perahu, the capsized boat. The Queen's jump on the hull of the ship is the Kawah Ratu, the crater of the Queen. The hot fumaroles and tremors in the crater represent the tears of the sad mother still sobbing. East of Mt Tangkuban Perahu rises the Bukit Tunggul, trunk mountain, the trunk of the tree from which the boat was made and to the west we find Mt Burangrang, the "crown of leaves". At many places along the shore of the lake Neolithic obsidian tools of primitive inhabitants are found and described by von Koeningswald (1935). These Neolithic people noticed that the hold was cut deeper and deeper by erosion caused by the lowering water. Finally only a marshy plain remained.

Centuries later the inhabitants of Bandung plain still know about the legend of the existence of a former lake. Not knowing anything about geology, but living in the taboos of spirit ghosts and Gods, geological facts were put together in a tale that was understandable.





### SLEEPING BEAUTY

Long ago, there was a great celebration in the palace of King Florestan XIV for the christening of his only child, Princess Aurora. The Master of Ceremonies, Cattabalutte, invites the entire kingdom for this most precious moment. The fairies arrive, along with their attendants, to bless Aurora with the gifts of life to guide her in the years to come. Among them is the Lilac Fairy who brings the gift of wisdom.

Carabosse bursts in with her lost children of the land. Furious because they had forgotten to invite her, she curses Aurora one day she will prick her finger and die. All the Lilac Fairy can do is turn death into a deep sleep from which one day a prince will awaken her.

Time has moved on and Aurora is celebrating her twentieth birthday. An old woman is discovered with a spindle - strictly forbidden as the King and Queen remember the curse placed on Aurora. King Florestan is furious but the old woman is pardoned when four princes arrive, seeking Aurora's hand. Aurora accepts a rose from each prince then seizes a spindle proffered by the old woman. As she pricks her finger, the old woman is revealed as Carabosse. The Lilac Fairy intervenes and Aurora and the entire kingdom fall into a deep sleep.

Decades later, in the great forests of the time, the handsome Prince Désiré and his hunting party are resting from the chase. While they play and dance, Désiré remains aloof from the girls' attentions. As the hunt moves off, the Lilac Fairy appears to the melancholy Prince. She tells him the story of the Sleeping Beauty, conjuring up a vision of her to his wondering gaze.

The vision of Aurora, the Sleeping Beauty, then dances with the fairies, but the Prince is prevented from reaching her. Enraptured, Désiré implores the Lilac Fairy to take him to Aurora. She leads him through the forest to the enchanted palace. He gazes at the Sleeping Beauty then kisses her. As Aurora takes Prince Désiré in her arms, the palace and the kingdom awake to life. The spell is broken.

The King and Queen hold a great celebration for the newly betrothed Désiré and Aurora. Fairy-tale characters provide the entertainment for the guests. The couple dance to show their love and appreciation. At their wedding, the Lilac Fairy appears to bless the marriage. And they all live happily ever after.





### TIMUN EMAS

Long time ago, there was a farmer couple. Unfortunately, they hadn't had any children yet.

They prayed to God for a child. One day a giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed.

Then the couple planted the cucumber seeds. Each day they took care of the growing plant so carefully. Month later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut off the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas.

Many years after, Timun Mas had grown into a beautiful girl. Her parents were very happy. But their happiness turned to fear when her 17th birthday came. The giant was going to take Timun Mas away.

The father was giving a small bag to Timun Mas, equipped with magic stuff, salt, chili, cucumber seed, shrimp paste as weapon. Her father told her that it could help her from the giant. He ordered Timun Mas to run away.

The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her small bag. She spread out the salt behind her. Suddenly a wide sea appeared between them.

Timun Mas was still running, the giant almost caught her. Then she took some chili and threw them to the giant. The chili suddenly grew into some trees and trapped the giant. Timun Mas could escape again.

Unfortunately the giant almost caught Timun Mas. So she took the third magic stuff, the cucumber seeds. She threw the seeds and suddenly they became a wide cucumber field. The giant ate those fresh cucumbers. He ate so much that he felt sleepy and fell asleep soon.

Timun Mas kept on running as fast as she could. But the giant had woken up. Timun Mas was so scared. Then she threw her last weapon, shrimp paste. It became a big swamp. The giant fell into it but his hands almost reached Timun Mas. But at last he was drowned.

Timun Mas was safe now. Then she returned to her parents' house. Her parents were very happy.

**TASK 1**

Match the pictures with its appropriate story and then identify the story based on its generic structure.

### LAMPIRAN 3

#### **Dragons: Gift of the Night Fury**

22 minutes - Animation | Short | Adventure - 15 November 2011 (USA)

As the village of Berk prepares for its winter holiday, the resident dragons all inexplicably fly away.

***Director:***

Tom Owens

***Writer:***

Adam F. Goldberg

***Stars:***

Jay Baruchel, Gerard Butler and Craig Ferguson

***Production Co:***

DreamWorks Animation



#### **Storyline**

The Viking town of Berk, now enjoying its new alliance with the dragons, is preparing for its annual winter holiday of Snoggletog. However, that spirit is threatened when all the dragons, except Toothless who needs Hiccup to help him, suddenly fly away for some reason. While Astrid ineffectually tries to salvage the occasion, Hiccup decides to build Toothless a new prosthetic to allow him to fly independently, only to have the dragon take off as well. However, as the holiday approaches, Hiccup finds himself swept up to learn the dragons' secret the hard way and to find a solution to bring them home early.

Written by [Kenneth Chisholm \(kchishol@rogers.com\)](mailto:kchishol@rogers.com)

Source: <http://www.imdb.com/title/tt2065968/>

**TASK 2**

Answer the questions based on the movie you have watched.

1. Who's the main character in the movie?
2. Mention some names of the dragons.
3. Why did all the dragons leave the village?
4. What's the name of the Viking's village?
5. What will the Viking prepare?
6. What happened to Meatlug's eggs?
7. Why did Toothless leave?
8. Why won't Toothless have new tail?
9. Did Toothless come back?
10. How's the end of the story?

**KEY ANSWER**

1. Hiccup.
2. Toothless, Meatlug, Storm Fly, and Hookfang.
3. Laid eggs.
4. Berk.
5. They will prepare the Annual Winter Holiday of Snoggletog.
6. They exploded.
7. He wanted to look for Hiccup's helmet.
8. Because he wants to fly with Hiccup.
9. Yes, he did.
10. All the Viking celebrated their annual winter holiday with their dragons.

## PHOTOGRAPHS



Picture 1



Picture 2

Picture 1 and 2: The students are matching picture series as practice in the first meeting in Cycle I.



Picture 3



Picture 4

Picture 3 and 4:  
The students are watching a movie seriously and enthusiastically.





Picture 5:

The students pay attention to the researcher's explanation seriously.



Picture 6:

The students begin to ask some questions to the researcher actively.



Picture 7:

The students enjoy the lesson through the game with some media.



Picture 8:

The students work in pairs collaboratively and seriously.





Picture 9



Picture 10

Picture 9 and 10:  
The students interested and enjoyed the news broadcast activity  
in front of the class.



Picture 11



Picture 12

Picture 11 and 12: The students always enjoy and have fun with group work.



Picture 13



Picture 14

Picture 13 1nd 14: The students enjoy the movie in Cycle II.

### DATA PENELITIAN PRE QUESTIONNAIRE

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Jumlah
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### DATA PENELITIAN POST

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5	3	2	3	4	4	3	3	3	4	4	4	3	4	3	3	2	2	3	4	2	2	2	2	4	2	75
6	3	2	3	3	4	4	4	3	3	4	3	3	4	2	3	2	1	3	4	4	1	1	2	2	1	69
7	3	2	3	3	2	3	3	2	2	3	3	2	3	2	3	2	1	2	3	2	2	3	3	3	3	63
8	3	2	2	4	3	3	3	2	3	2	2	3	4	3	3	2	1	1	2	3	3	3	2	2	2	63
9	3	2	2	3	3	3	2	3	2	2	3	3	3	2	3	2	2	2	2	2	3	2	3	3	2	62
10	4	3	4	2	4	4	3	3	4	4	3	4	4	2	4	4	2	3	3	4	3	3	2	4	1	81
11	3	2	2	3	3	3	2	3	2	2	3	4	3	3	4	3	2	4	2	4	3	2	1	4	1	68
12	4	3	3	4	4	4	3	4	3	3	4	4	3	2	3	4	3	3	3	2	3	3	2	3	2	79
13	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	1	2	2	2	3	2	2	3	2	66
14	3	2	2	2	4	3	4	3	4	3	2	3	3	3	3	4	2	2	2	2	4	1	2	4	2	69
15	3	2	3	3	3	3	3	2	2	3	3	2	3	2	3	2	2	2	3	2	3	2	2	3	3	64
16	3	2	2	3	4	3	4	3	2	4	1	4	3	2	4	2	2	2	3	4	1	1	3	4	3	69
17	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	2	3	3	2	2	2	3	2	72
18	2	2	2	4	4	2	3	3	2	3	3	3	3	2	3	2	3	2	3	3	3	2	3	2	2	66
19	3	3	3	3	4	4	3	3	2	2	3	4	3	3	4	3	2	1	3	3	4	3	1	4	2	73
20	3	2	2	2	3	3	3	3	1	2	3	3	4	3	3	2	2	2	2	2	2	3	2	3	2	62
21	3	2	2	3	4	3	3	4	3	3	4	3	3	4	3	3	1	2	2	3	2	3	2	4	2	71
22	3	3	4	2	4	2	2	2	2	4	3	4	4	2	4	4	2	2	2	4	4	1	2	4	1	71
23	3	3	3	4	3	3	3	4	4	3	4	3	4	2	4	2	2	2	2	2	3	2	3	3	1	72
24	3	3	3	2	3	3	3	4	3	4	3	4	4	3	4	4	1	1	2	3	3	3	2	4	1	73
25	3	2	3	3	3	3	4	4	3	4	2	4	4	3	3	2	2	3	3	3	4	3	2	3	2	75

26	3	2	2	3	3	2	3	3	2	4	4	4	3	2	4	2	1	1	3	2	3	2	3	3	2	66
27	4	2	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	2	1	2	3	2	2	3	2	71
28	4	3	3	3	4	4	4	4	4	3	3	3	4	3	4	3	2	2	3	3	2	3	2	4	2	79
29	3	2	3	3	3	3	4	3	3	4	3	3	4	2	3	2	4	3	4	4	4	1	4	3	2	77

## PERHITUNGAN KATEGORISASI QUESTIONNAIRES

**Pre**

**Post**

Skor Max	4	x	25	=	100	
Skor Min	1	x	25	=	25	
Mi	125	/	2	=	62.5	
Sdi	75	/	6	=	12.5	
Tinggi	: $X \geq M + SD$					
Sedang	: $M - SD \leq X < M + SD$					
Rendah	: $X < M - SD$					
Kategori			Skor			
Tinggi	:	X	$\geq$	75		
Sedang	:	50	$\leq$	X	<	75
Rendah	:	X	<	50		

**Intrinsic**

**Extrinsic**

**Anxiety**

Skor						
Max	4	x	4	=	16	
Skor						
Min	1	x	4	=	4	
Mi	20	/	2	=	10	
Sdi	12	/	6	=	2	
Tinggi	: $X \geq M + SD$					
Sedang	: $M - SD \leq X < M + SD$					
Rendah	: $X < M - SD$					
Kategori			Skor			
Tinggi	:	X	$\geq$	12		
Sedang	:	8	$\leq$	X	<	12
Rendah	:	X	<	8		



**Personal goals****Motivational strength**

Skor					
Max	4	x	3	=	12
Skor					
Min	1	x	3	=	3
Mi	15	/	2	=	7.5
Sdi	9	/	6	=	1.5
Tinggi	: $X \geq M + SD$				
Sedang	: $M - SD \leq X < M + SD$				
Rendah	: $X < M - SD$				
Kategori			Skor		
Tinggi	:	X	$\geq$	9	
Sedang	:	6	$\leq$	X	< 9
Rendah	:	X	<	6	

**Expectancy**

Skor					
Max	4	x	5	=	20
Skor					
Min	1	x	5	=	5
Mi	25	/	2	=	12.5
Sdi	15	/	6	=	2.5
Tinggi	: $X \geq M + SD$				
Sedang	: $M - SD \leq X < M + SD$				
Rendah	: $X < M - SD$				
Kategori			Skor		
Tinggi	:	X	$\geq$	15	
Sedang	:	10	$\leq$	X	< 15
Rendah	:	X	<	10	

**Attitudes**

Skor Max	4	x	2	=	8	
Skor Min	1	x	2	=	2	
Mi	10	/	2	=	5	
Sdi	6	/	6	=	1	
Tinggi	: $X \geq M + SD$					
Sedang	: $M - SD \leq X < M + SD$					
Rendah	: $X < M - SD$					
Kategori	Skor					
Tinggi	:	X	$\geq$	6		
Sedang	:	4	$\leq$	X	<	6
Rendah	:	X	<	4		

### Data Penelitian dan Kategorisasi

No	Pre	Kategori	Post	
	Jumlah		Jumlah	Kategori
1	43	Rendah	66	Sedang
2	67	Sedang	72	Sedang
3	49	Rendah	71	Sedang
4	57	Sedang	75	Tinggi
5	55	Sedang	76	Tinggi
6	56	Sedang	76	Tinggi
7	57	Sedang	60	Sedang
8	52	Sedang	65	Sedang
9	43	Rendah	64	Sedang
10	54	Sedang	85	Tinggi
11	49	Rendah	76	Tinggi
12	57	Sedang	78	Tinggi
13	47	Rendah	71	Sedang
14	45	Rendah	77	Tinggi
15	48	Rendah	64	Sedang
16	47	Rendah	69	Sedang
17	51	Sedang	73	Sedang
18	42	Rendah	65	Sedang
19	60	Sedang	74	Sedang
20	39	Rendah	64	Sedang
21	62	Sedang	74	Sedang
22	66	Sedang	80	Tinggi
23	58	Sedang	76	Tinggi
24	49	Rendah	77	Tinggi
25	51	Sedang	75	Tinggi
26	55	Sedang	66	Sedang
27	49	Rendah	77	Tinggi
28	65	Sedang	79	Tinggi
29	47	Rendah	75	Tinggi

**Data Penelitian Pre Questionnaire dan Kategorisasi**

No	Intrinsic		Extrinsic		Personal goals		Expectancy		Attitudes		Anxiety		Motivational strength	
	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori
1	7	Rendah	11	Sedang	4	Rendah	6	Rendah	3	Rendah	7	Rendah	5	Rendah
2	7	Rendah	10	Sedang	11	Tinggi	11	Sedang	4	Sedang	14	Tinggi	10	Tinggi
3	12	Tinggi	7	Rendah	9	Tinggi	6	Rendah	3	Rendah	7	Rendah	5	Rendah
4	7	Rendah	14	Tinggi	8	Sedang	9	Rendah	4	Sedang	8	Sedang	7	Sedang
5	11	Sedang	9	Sedang	5	Rendah	11	Sedang	3	Rendah	11	Sedang	5	Rendah
6	5	Rendah	7	Rendah	11	Tinggi	11	Sedang	5	Sedang	7	Rendah	10	Tinggi
7	6	Rendah	13	Tinggi	8	Sedang	12	Sedang	6	Tinggi	7	Rendah	5	Rendah
8	6	Rendah	7	Rendah	8	Sedang	7	Rendah	4	Sedang	10	Sedang	10	Tinggi
9	7	Rendah	7	Rendah	5	Rendah	7	Rendah	3	Rendah	9	Sedang	5	Rendah
10	11	Sedang	6	Rendah	8	Sedang	10	Sedang	5	Sedang	7	Rendah	7	Sedang
11	10	Sedang	9	Sedang	9	Tinggi	6	Rendah	2	Rendah	6	Rendah	7	Sedang
12	8	Sedang	8	Sedang	9	Tinggi	12	Sedang	3	Rendah	6	Rendah	11	Tinggi
13	11	Sedang	6	Rendah	6	Sedang	9	Rendah	2	Rendah	8	Sedang	5	Rendah
14	11	Sedang	7	Rendah	4	Rendah	7	Rendah	3	Rendah	9	Sedang	4	Rendah
15	7	Rendah	6	Rendah	7	Sedang	6	Rendah	5	Sedang	13	Tinggi	4	Rendah
16	7	Rendah	8	Sedang	7	Sedang	7	Rendah	3	Rendah	8	Sedang	7	Sedang
17	11	Sedang	6	Rendah	9	Tinggi	4	Rendah	5	Sedang	11	Sedang	5	Rendah
18	6	Rendah	6	Rendah	5	Rendah	9	Rendah	2	Rendah	9	Sedang	5	Rendah
19	12	Tinggi	12	Tinggi	5	Rendah	9	Rendah	4	Sedang	11	Sedang	7	Sedang
20	6	Rendah	8	Sedang	5	Rendah	7	Rendah	3	Rendah	6	Rendah	4	Rendah
21	12	Tinggi	12	Tinggi	8	Sedang	11	Sedang	4	Sedang	7	Rendah	8	Sedang
22	14	Tinggi	14	Tinggi	5	Rendah	11	Sedang	6	Tinggi	8	Sedang	8	Sedang
23	10	Sedang	8	Sedang	7	Sedang	10	Sedang	6	Tinggi	7	Rendah	10	Tinggi
24	7	Rendah	7	Rendah	10	Tinggi	10	Sedang	5	Sedang	6	Rendah	4	Rendah
25	9	Sedang	8	Sedang	8	Sedang	6	Rendah	3	Rendah	8	Sedang	9	Tinggi

**Data Penelitian Pre Questionnaire dan Kategorisasi**

No	Intrinsic		Extrinsic		Personal goals		Expectancy		Attitudes		Anxiety		Motivational strength	
	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori
26	12	Tinggi	7	Rendah	5	Rendah	13	Sedang	2	Rendah	11	Sedang	5	Rendah
27	13	Tinggi	6	Rendah	5	Rendah	7	Rendah	6	Tinggi	5	Rendah	7	Sedang
28	10	Sedang	12	Tinggi	9	Tinggi	10	Sedang	5	Sedang	12	Tinggi	7	Sedang
29	12	Tinggi	8	Sedang	5	Rendah	7	Rendah	3	Rendah	7	Rendah	5	Rendah

**Data Penelitian Post Questionnaire dan Kategorisasi**

No	Intrinsic		Extrinsic		Personal goals		Expectancy		Attitudes		Anxiety		Motivational strength	
	Σ	Kategori	Σ	Kategori	Σ	Kategori	Σ	Kategori	Σ	Kategori	Σ	Kategori	Σ	Kategori
1	10	Sedang	11	Sedang	6	Sedang	14	Sedang	3	Rendah	11	Sedang	11	Tinggi
2	12	Tinggi	12	Tinggi	8	Sedang	14	Sedang	6	Tinggi	11	Sedang	9	Tinggi
3	13	Tinggi	11	Sedang	7	Sedang	15	Tinggi	6	Tinggi	10	Sedang	9	Tinggi
4	12	Tinggi	13	Tinggi	10	Tinggi	15	Tinggi	5	Sedang	11	Sedang	9	Tinggi
5	13	Tinggi	13	Tinggi	9	Tinggi	16	Tinggi	5	Sedang	10	Sedang	10	Tinggi
6	13	Tinggi	12	Tinggi	10	Tinggi	14	Sedang	6	Tinggi	12	Tinggi	9	Tinggi
7	9	Sedang	11	Sedang	8	Sedang	12	Sedang	4	Sedang	8	Sedang	8	Sedang
8	9	Sedang	12	Tinggi	8	Sedang	13	Sedang	3	Rendah	11	Sedang	9	Tinggi
9	10	Sedang	12	Tinggi	7	Sedang	12	Sedang	4	Sedang	11	Sedang	8	Sedang
10	15	Tinggi	14	Tinggi	11	Tinggi	14	Sedang	8	Tinggi	11	Sedang	12	Tinggi
11	13	Tinggi	12	Tinggi	10	Tinggi	13	Sedang	5	Sedang	14	Tinggi	9	Tinggi
12	14	Tinggi	14	Tinggi	8	Sedang	16	Tinggi	6	Tinggi	10	Sedang	10	Tinggi
13	11	Sedang	12	Tinggi	8	Sedang	15	Tinggi	5	Sedang	12	Tinggi	8	Sedang
14	11	Sedang	12	Tinggi	10	Tinggi	13	Sedang	8	Tinggi	13	Tinggi	10	Tinggi
15	10	Sedang	12	Tinggi	8	Sedang	12	Sedang	4	Sedang	10	Sedang	8	Sedang
16	12	Tinggi	8	Sedang	12	Tinggi	14	Sedang	4	Sedang	10	Sedang	9	Tinggi
17	11	Sedang	13	Tinggi	9	Tinggi	15	Tinggi	5	Sedang	11	Sedang	9	Tinggi
18	11	Sedang	11	Sedang	8	Sedang	14	Sedang	4	Sedang	10	Sedang	7	Sedang
19	12	Tinggi	14	Tinggi	10	Tinggi	14	Sedang	4	Sedang	11	Sedang	9	Tinggi
20	10	Sedang	12	Tinggi	8	Sedang	12	Sedang	4	Sedang	11	Sedang	7	Sedang
21	11	Sedang	12	Tinggi	10	Tinggi	16	Tinggi	5	Sedang	11	Sedang	9	Tinggi
22	14	Tinggi	13	Tinggi	10	Tinggi	13	Sedang	7	Tinggi	14	Tinggi	9	Tinggi
23	11	Sedang	14	Tinggi	8	Sedang	16	Tinggi	4	Sedang	12	Tinggi	11	Tinggi
24	11	Sedang	13	Tinggi	10	Tinggi	16	Tinggi	5	Sedang	12	Tinggi	10	Tinggi
25	13	Tinggi	13	Tinggi	10	Tinggi	16	Tinggi	4	Sedang	10	Sedang	9	Tinggi

**Data Penelitian Post Questionnaire dan Kategorisasi**

No	<b>Intrinsic</b>		<b>Extrinsic</b>		<b>Personal goals</b>		<b>Expectancy</b>		<b>Attitudes</b>		<b>Anxiety</b>		<b>Motivational strength</b>	
	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori	$\Sigma$	Kategori
26	10	Sedang	12	Tinggi	8	Sedang	14	Sedang	3	Rendah	10	Sedang	9	Tinggi
27	11	Sedang	12	Tinggi	8	Sedang	15	Tinggi	7	Tinggi	13	Tinggi	11	Tinggi
28	12	Tinggi	13	Tinggi	11	Tinggi	16	Tinggi	5	Sedang	10	Sedang	12	Tinggi
29	12	Tinggi	14	Tinggi	11	Tinggi	14	Sedang	6	Tinggi	9	Sedang	9	Tinggi

## Frequency Table

### Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	16	55.2	55.2	55.2
	Rendah	13	44.8	44.8	100.0
	Total	29	100.0	100.0	

### Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	14	48.3	48.3	48.3
	Sedang	15	51.7	51.7	100.0
	Total	29	100.0	100.0	

## Comparison between Frequency Pre and Post

### 1. Intrinsic Motivation

#### pre Intrinsic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	7	24,1	24,1	24,1
	sedang	10	34,5	34,5	58,6
	rendah	12	41,4	41,4	100,0
	Total	29	100,0	100,0	

#### post Intrinsic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	14	48,3	48,3	48,3
	sedang	15	51,7	51,7	100,0
	Total	29	100,0	100,0	

### 2. Extrinsic Motivation

#### pre Extrinsic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	6	20,7	20,7	20,7
	sedang	10	34,5	34,5	55,2
	rendah	13	44,8	44,8	100,0
	Total	29	100,0	100,0	



**post Extrinsic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	24	82,8	82,8	82,8
	sedang	5	17,2	17,2	100,0
	Total	29	100,0	100,0	

**3. Personal goal****pre Personal goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	8	27,6	27,6	27,6
	sedang	10	34,5	34,5	62,1
	rendah	11	37,9	37,9	100,0
	Total	29	100,0	100,0	

**post Personal goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	15	51,7	51,7	51,7
	sedang	14	48,3	48,3	100,0
	Total	29	100,0	100,0	

**4. Expectancy****pre Expectancy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sedang	12	41,4	41,4	41,4
	rendah	17	58,6	58,6	100,0
	Total	29	100,0	100,0	

**post Expectancy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	12	41,4	41,4	41,4
	sedang	17	58,6	58,6	100,0
	Total	29	100,0	100,0	

## 5. Attitudes towards English

**pre Attitudes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	5	17,2	17,2	17,2
	sedang	18	62,1	62,1	79,3
	rendah	6	20,7	20,7	100,0
	Total	29	100,0	100,0	

**post Attitudes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	9	31,0	31,0	31,0
	sedang	15	51,7	51,7	82,8
	rendah	5	17,2	17,2	100,0
	Total	29	100,0	100,0	

## 6. Anxiety

**pre Anxiety**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	18	62,1	62,1	62,1
	sedang	9	31,0	31,0	93,1
	rendah	2	6,9	6,9	100,0
	Total	29	100,0	100,0	

**post Anxiety**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	1	3,4	3,4	3,4
	sedang	24	82,8	82,8	86,2
	rendah	4	13,8	13,8	100,0
	Total	29	100,0	100,0	

## 7. Motivational Strength

**pre Motivational strength**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	6	20,7	20,7	20,7
	sedang	9	31,0	31,0	51,7
	rendah	14	48,3	48,3	100,0
	Total	29	100,0	100,0	

**post Motivational strength**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tinggi	23	79,3	79,3	79,3
	sedang	6	20,7	20,7	100,0
	Total	29	100,0	100,0	

## OUTPUT SPSS

### Statistics

		Pre	Post
N	Valid	29	29
	Missing	0	0
Mean		52.4138	72.4138
Median		51.0000	74.0000
Mode		49.00	76.00
Std. Deviation		7.33639	5.99117
Minimum		39.00	60.00
Maximum		67.00	85.00

### Statistics

		pre Intrinsic	pre Extrinsic	pre Personal goals	pre Expectancy	pre Attitudes	pre Anxiety	pre Motivational strength
N	Valid	29	29	29	29	29	29	29
	Missing	0	0	0	0	0	0	0
Mean		9,2069	8,5862	7,0690	8,6552	4,3793	11,5517	6,5862
Median		10,0000	8,0000	7,0000	9,0000	4,0000	12,0000	7,0000
Mode		7,00	7,00	5,00	7,00	4,00	13,00	5,00
Std. Deviation		2,59642	2,54274	2,08620	2,33415	1,08278	2,29263	2,14671
Variance		6,741	6,466	4,352	5,448	1,172	5,256	4,608
Minimum		5,00	6,00	4,00	4,00	3,00	6,00	4,00
Maximum		14,00	14,00	11,00	13,00	7,00	15,00	11,00
Sum		267,00	249,00	205,00	251,00	127,00	335,00	191,00

### Statistics

		post Intrinsic	post Extrinsic	post Personal goals	post Expectancy	post Attitudes	post Anxiety	post Motivational strength
N	Valid	29	29	29	29	29	29	29
	Missing	0	0	0	0	0	0	0
Mean		11,5862	12,3103	9,0000	14,2414	4,6897	9,0000	9,2759
Median		11,0000	12,0000	9,0000	14,0000	4,0000	9,0000	9,0000
Mode		11,00	12,00	8,00	14,00	4,00	9,00	9,00
Std. Deviation		1,50041	1,25651	1,43925	1,35370	1,22776	1,36277	1,25062
Variance		2,251	1,579	2,071	1,833	1,507	1,857	1,564
Minimum		9,00	8,00	6,00	12,00	3,00	6,00	7,00
Maximum		15,00	14,00	12,00	16,00	7,00	12,00	12,00
Sum		336,00	357,00	261,00	413,00	136,00	261,00	269,00

### OBSERVATION CHECKLIST

<b>CYCLE I</b>	<b>TEACHER'S ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>STUDENTS' ACTIVITIES</b>	<b>YES</b>	<b>NO</b>
<b>MEETING 1</b>	1. The teacher opens the class by greeting and checking students' attendance list.			1. The students come to the classroom on time.		
	2. The teacher leads the students to the related topic (recount text) by asks them about their activities in Sunday.			2. The students pay attention to the researcher explanation.		
	3. The teacher gives the students an example of recount text and asks them about the information related to the text.			3. The students are active in the class.		
	4. The teacher explains the generic structure and language feature of recount text to the students.			4. The students ask questions about the teacher's explanation.		
	5. The teacher gives time to the students to deliver their questions about recount text.			5. The students understand the explanation about recount text		
	6. The teacher divides the class into some small groups to do a task.			6. The students do the practice collaboratively.		
	7. The teacher guides and checks the students' work one by one during the practice.			7. The students do the practice quickly.		
	8. The teacher discusses the task together with the students.			8. The students ask some questions related to the teacher's instruction.		
	9. The teacher gives instruction on what to do next (watching movie activity).			9. The students watch the movie enthusiastically.		
	10. The teacher provides some hints to make the students easier in writing a recount text based on the movie.			10. The students write the recount text quickly.		
	11. The teacher reviews the material and closes the meeting.			11. The students take some notes during the explanation.		
				12. The students always check their dictionary.		

<b>CYCLE 1</b>	<b>TEACHER'S ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>STUDENTS' ACTIVITIES</b>	<b>YES</b>	<b>NO</b>
<b>MEETING 2</b>	1. The teacher opens the class by greeting and checking students' attendance list.			1. The students come to the classroom on time.		
	2. The teacher leads the students to the related topic (conversation on the phone).			2. The students pay attention to the teacher's explanations.		
	3. The teacher explains some information related to a phone.			3. The students ask some questions about the explanation.		
	4. The teacher plays a recording about conversation on the phone.			4. The students are active during the class.		
	5. The teacher asks the students about the information in the conversation.			5. The students make some noises during the class.		
	6. The teacher explains the conversation to the students.			6. The students do the tasks easily and quickly.		
	7. The teacher explains the expressions to start, extend, and end a conversation on the phone.			7. The students ask a question about the teacher's explanation.		
	8. The teacher asks the students to do some practices related to the topic.			8. The students perform a conversation confidently.		
	9. The teacher guides and checks the students' work one by one during the practice.			9. The students do the conversation enthusiastically.		
	10. The teacher gives the students instruction about the next task (playing a telephone game).			10. The students take some notes during the explanation.		
	11. The teacher gives an example of the game.			11. The students always check their dictionary.		
	12. The teacher helps some students who have difficulties.					
	13. The teacher reviews the material and closes the class.					

<b>CYCLE 1</b>	<b>TEACHER'S ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>STUDENTS' ACTIVITIES</b>	<b>YES</b>	<b>NO</b>
<b>MEETING 3</b>	1. The teacher opens the class by greeting and checking students' attendance list.			1. The students come to the classroom on time.		
	2. The teacher leads the students to the related topic (opinion).			2. The students pay attention to the teacher's explanations.		
	3. The teacher explains about some expressions that use to ask, give, and refuse an opinion.			3. The students ask some questions about the explanation.		
	4. The teacher gives some examples to the students.			4. The students are active during the class.		
	5. The teacher gives the students an opportunity to ask some question related to the explanation.			5. The students make some noises during the class.		
	6. The teacher asks the students to do some tasks related to the topic. (individually and in pairs)			6. The students do the tasks easily and quickly.		
	7. The teacher guides and checks the students' work.			7. The students ask some questions about the teacher's instructions.		
	8. The teacher discusses the tasks together with the students.			8. The students listen to the song carefully.		
	9. The teacher gives instruction about what to do next.			9. The students give their opinion about the song nicely.		
	10. The teacher plays a song.			10. The students like the song.		
	11. The teacher asks the students to give their opinion about the song in small groups.			11. The students ask the teacher about their difficulties.		
	12. The teacher guides the discussion.			12. The students take some notes during the explanation.		
	13. The teacher reviews the material and closes the class.			13. The students always check their dictionary.		

<b>CYCLE 2</b>	<b>TEACHER'S ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>STUDENTS' ACTIVITIES</b>	<b>YES</b>	<b>NO</b>
<b>MEETING 1</b>	1. The teacher opens the class by greeting and checking students' attendance list.			1. The students come to the classroom on time.		
	2. The teacher reviews the last meeting (opinion)			2. The students respond to the teacher's questions.		
	3. The teacher gives the students an opportunity to ask question.			3. The students pay attention to the teacher's explanation.		
	4. The teacher gives the students a task that has to be done individually.			4. The students make some noises during the class.		
	5. The teacher guides and checks the students' work.			5. The students do the task easily.		
	6. The teacher discusses the task together with the students.			6. The students ask some questions to the teacher.		
	7. The teacher gives instruction on the next task.			7. The students read the news loudly.		
	8. The teacher pays attention to the students' pronunciation and fluency during the news reading in front of the class.			8. The students speak loudly.		
	9. The teacher corrects their mistakes.			9. The students perform confidently.		
	10. The teacher guides the discussion.			10. The students perform enthusiastically.		
	11. The teacher supports the students to perform confidently and speak loudly.			11. The students take some notes during the explanation.		
	12. The teacher reviews the lesson and closes the class.			12. The students always check their dictionary.		



<b>CYCLE 2</b>	<b>TEACHER'S ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>STUDENTS' ACTIVITIES</b>	<b>YES</b>	<b>NO</b>
<b>MEETING 2</b>	1. The teacher opens the class by greeting and checking students' attendance list.			1. The students come to the classroom on time.		
	2. The teacher leads the students to the related topic.			2. The students pay attention to the teacher's explanation carefully.		
	3. The teacher explains a narrative text through slideshow.			3. The students make some noises during the class.		
	4. The teacher gives some examples of narrative text.			4. The students take some notes during the explanation.		
	5. The teacher gives the students an opportunity to ask question.			5. The students ask some questions to the teacher.		
	6. The teacher gives instruction and asks the students to do a task in small groups.			6. The students do the task easily and collaboratively.		
	7. The teacher guides and checks the students' work.			7. The students do the task correctly.		
	8. The teacher discusses the students' work.			8. The students watch the movie enthusiastically and seriously.		
	9. The teacher gives the students instruction on the next activity.			9. The students take some notes during the movie watching.		
	10. The teacher acts as monitor during the movie watching.			10. The students answer the questions correctly.		
	11. The teacher reviews the movie and discusses the answers together with the students.			11. The students always check their dictionary.		
	12. The teacher reviews the material and closes the class.					



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

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FRM/FBS/33-01  
10 Jan 2011

Nomor : 603f/UN.34.12/PP/IV/2012  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

18 April 2012

Kepada Yth.  
Kepala SMP PGRI Buluspesantren Kebumen  
di Kebumen – Jawa Tengah

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 Grade II Students' Motivation through English Corner Activities in SMP PGRI Buluspesantren Kebumen*

Mahasiswa dimaksud adalah :

Nama : KRISNA PANGESTI  
NIM : 07202241054  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : April - Mei 2012  
Lokasi Penelitian : SMP PGRI Buluspesantren Kebumen

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Widyastuti Purbani, M.A.  
NIP 19610524 199001 2 001





**YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PENDIDIKAN DASAR DAN MENENGAH (YPLP DIKDASMEN) PGRI  
SMP PGRI 1 BULUSPESANTREN**

**TERAKREDITASI : ( B )**

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**KETERANGAN PENELITIAN**

**Nomor : 740/SMP PGRI/VI/2012**

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) PGRI 1 Buluspesantren menerangkan dengan sesungguhnya bahwa :

Nama	: KRISNA PANGESTI
NIM	: 07202241054
Instansi	: Universitas Negeri Yogyakarta (UNY)
Alamat Mahasiswa	: Ds. Ayamputih, Kec. Buluspesantren, Kebumen

benar-benar telah melaksanakan penelitian di SMP PGRI 1 Buluspesantren dengan judul penelitian :

**IMPROVING GRADE VIII STUDENTS' MOTIVATION THROUGH ENGLISH  
CORNER ACTIVITIES IN SMP PGRI BULUSPESANTREN, KEBUMEN**

Penelitian tersebut dilaksanakan pada tanggal 12 – 24 Maret 2012

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Buluspesantren  
Tanggal : 14 Juni 2012

Kepala Sekolah

