

**IMPROVING STUDENTS' SPEAKING PRACTICE USING
PICTURES IN INTERACTIVE ACTIVITIES AT GRADE
EIGHT OF SMP N 2 BANTUL IN THE ACADEMIC YEAR OF
2011/2012**

A Thesis

Presented as the partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Education



**By:
Rulia Nur Arokhah
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL

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A Thesis

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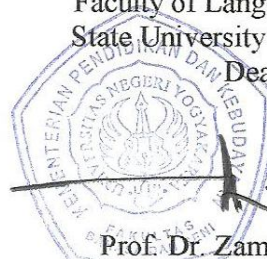
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian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

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

Yogyakarta, 13 Desember 2012

Penulis,



Rulia Nur Arokhah

DEDICATIONS

I dedicate this thesis to my wonderful family, especially...

♥ to my dearest D ad and Mom. Thank you for every love, prayer, tear, smile, struggle and patience for me.

Wish A llah always blesses you, Mom and D ad. A miin...

♥ to my beloved sister, Mba' D hina and younger brother, D e' Ephy. Thanks for your prayers, advices, and support for me, too...

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♥ to my cute cousin, N asya, who gives cheerfulness in each moment and U mi-A bi N asya, who give me support and prayers...

MOTTOS

الرَّحْمَانُ الرَّحِيمُ بِسْمِ اللَّهِ

"In the name of Allah, the Most Gracious, the Most Merciful."

"Compete to all that is good," (Q.S Al-Baqarah:148)

*Once you replace negative thoughts with positive ones, you'll start
having positive results.
(Willie Nelson)*

*Be patient, sincere, and grateful.
(Anonymous)*

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Finally, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. Then, I hope that this could give some contributions to the practice of English teaching and learning.

Yogyakarta, December 13th, 2012

The writer,

Rulia Nur Arokhah

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ABSTRACT

This study is an action research study that is aimed at improving students' speaking practice by using pictures in interactive activities at grade eight of SMP N 2 Bantul in the academic year of 2011/2012.

This study consisted of two cycles. The procedures of the study were reconnaissance, planning, action and observation, and reflection. The members of this study were the researcher, the English teacher and the students of class VIIIA of SMP N 2 Bantul in the academic year of 2011/2012. The data of this study were qualitative data. The data were obtained through observations, interviews with the English teacher and the students, questionnaires, and photographs. The instruments of the research were observation sheets, interview guidelines, questionnaire sheets, a mobile phone, and a digital camera. The data were in form of field notes, interview transcripts, and photographs. The validity of the data was obtained by the democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The findings of the study showed that the use of pictures in interactive activities was proved to be effective to improve the students' speaking practice. The pictures were able to attract the students to focus in the speaking lesson. The pictures could build the students' ideas so they could be motivated to speak English. The implementation of pictures in interactive activities could improve the students' confidence and chances to practice speaking in the class. Speaking practice could improve the students' speaking ability in fluency and accuracy though the grammatical accuracy in speaking did not increase maximally. The indicators of the success of the implementation were that: (1) the students were not afraid and shy to speak English; (2) the students were more enthusiastic in doing speaking activities; and (3) the students were more active to speak English in the class.

CHAPTER I INTRODUCTION

This chapter presents background of the problem, identification of the problem, limitation of the problem, formulation of the research, objective of the research, and significances of the research.

A. Background of the Problem

One way of expressing ideas, feelings, experiences and knowledge is by using language. As social people, human beings always interact with each other. People use language to communicate, either in the written or spoken form. Without using language, people cannot convey their opinions and feelings to get something they want. Therefore language is very important for human beings.

English is an international language widely used in the world. In Indonesia, English becomes as a foreign language. It is considered as an important language to absorb and develop science, technology, art and culture and to improve international relationship. Thus, people should be able to use this language. In all levels of education from elementary schools to universities, English have been implemented in their curriculum. In this way, students are expected to be able to master English well.

Speaking is one of the important skills in the English subject taught to students. In this way, they are expected to learn and apply the skill in the real life. In other words, they must be able to use English to communicate with other people. To master the skill well, it is required for the students to be able to

practice speaking in the class. They should speak English in the speaking class. In reality, however, many students do not practice speaking well in the class. They are only passive in the teaching and learning process of speaking. It is because the students are afraid of making mistakes, afraid and shy to be laughed at by others and do not feel confident, or sometimes they do not have any ideas in their mind if they are asked to practice their speaking. Some others consider themselves having many vocabularies. They are also confused in using the grammatical patterns in practicing speaking. Moreover, the role of teacher in involving the students in practicing speaking is also important. On the contrary, some teachers ignore the speaking practice in the class. They just focus on the reading and writing practices. This is because they have thought that speaking will not be examined in the final test.

As beginners, students of junior high school feel that speaking is a difficult subject of all. They should express their ideas and feelings in English. Precisely, however, teaching speaking for junior high school students becomes a big challenge for the English teacher because the teacher should arouse the students' interest and make interesting activities in order that they can do more speaking practices in the class. In this case, various kinds of instructional media can be used to help students, such as pictures. Picture is one of visual aid that can help students in language learning. It can stimulate the students to express their opinions and feelings. The students are also assisted in enhancing vocabulary. It is very interesting for them as curious and energetic learners. To make it more effective, it is preferable when it is followed by interactive activities such as pair

work, group work, dialogue, role play, games, and so on. By doing interactive activities, using picture will be more fun and interesting for students in learning speaking.

Based on the description above, the researcher is interested in conducting a research about “using pictures in interactive activities to improve speaking practice.” The subject of the research is the second semester students of Grade VIII A at SMP N 2 Bantul in the academic year of 2011/ 2012.

B. Identification of the Problem

In identifying the problems, I did several activities, such as observing the English activities in Grade VIIIA, having discussions and interviews with the English teacher and students about the teaching learning process of speaking in Grade VIIIA.

Based on the observation in teaching and learning process in the class and interview with the English teacher and the students, the researcher found that there were some problems in the speaking practice in the class. Those problems were related to the teacher, the students, technique and media.

The first problem was related to the teacher. In the English teaching and learning, the teacher just focused on the reading and writing skills. She just concerned the course book, and the activity was only answering the questions from the course book, without trying to apply an interesting activity and media. The teacher often gave some quizzes to the students at the end the lesson. However, the quizzes were concerned with the reading and writing skills only. Sometimes, the teacher used ‘repetition’ for warming up. The teacher gave one

simple question to one student then the student should answer or mention what the teacher asked. It was done to all students one by one in different answers. By doing this, each student would give an answer to the teacher orally. It might be good for attracting students' attention to practice speaking. However, it was not followed by other interactive activities. There were no other activities practiced by the students in the English teaching and learning process in the class.

The second problem was related to the students. Based on the result of the observation and discussion with the teacher, the students of Grade VIIIA were more active in reading and writing in English teaching and learning. However, they were not active enough to involve themselves in the listening and speaking practice in the class. They just kept silent in the teaching and learning of speaking in the classroom. Particularly, when the teacher asked the students to come to the front of the class, they just stayed on their chairs. This is because the students were nervous, shy and lacked self confidence to speak up in the teaching and learning process. They were afraid of making mistakes in pronouncing words. That is why they seldom practiced speaking in the class.

The third problem is related to the teaching techniques. Lecturing is the most favorite technique used by teachers in the school. The teacher explained the materials in a long explanation. There was no special technique in teaching learning process in the class to make students active in the speaking practice. As students of junior high school, they are still curious and energetic learners. They need fun and interesting techniques in obtaining the English materials, especially in the speaking practice. Similarly, in Grade VIIIA of SMP N 2 Bantul, the

technique used in teaching speaking was less involving the students in the class. They still find difficulty in practicing speaking in the class.

The third problem is related to the media. We know that media is very important in the teaching and learning process. It is necessary to help students in the speaking practice. By using media, students can obtain materials of English speaking easily. They can be assisted in the speaking practice. However, it is not yet applied in speaking learning process in Grade VIIIA yet. There was no media used by the teacher in speaking class. In this case, most of students found difficulties in getting the materials and practicing speaking. Actually, there is one media existed in Grade VIIIA to help the teacher and students in the teaching and learning process. That is an LCD. Nevertheless, the teacher never uses and implements it before. So, the students are not assisted with the media in the class.

The problems, furthermore, actually should be solved by an effective effort in order to make the speaking class run well. The teacher needs to use an effective way in teaching speaking so it will encourage the students to be active in the speaking practice.

C. Limitation of the Problem

Based on the identification of the problems above, the problems that were found in the teaching and learning process at the second grade in SMP N 2 BANTUL were various and wide. To make it more effective, this action research was limited in the use of pictures that is implemented in the interactive activities to improve students' speaking practice in Grade VIIIA of SMP N 2 Bantul.

D. Formulation of the Research

In this research, the researcher formulates the problem as follows:

How can the implementation of pictures in the interactive activities improve students' speaking practice at grade eight of SMP N 2 Bantul in the academic year of 2011/2012?

E. Objective of the Research

Based on the problem stated above, the objective of this research is to describe the implementation of pictures in the interactive activities to improve students' speaking practice at grade eight of SMP N 2 Bantul.

F. Significances of the Research

In this research, the researcher hopes that this study has benefits for the readers. Thus, the significance of this research may include:

1. For the headmaster, this research is expected to be useful for showing that there is an effort that can be done in improving the English teaching learning process especially speaking, so that he can decide the school policy related to the English teaching learning process.
2. For the English teacher, this research is expected to become a reference to develop suitable media and techniques to improve their quality in teaching speaking to her students.
3. For the students, the result of the research is expected to help them enjoy and increase their speaking practice.
4. For the researcher, this research is expected to become a valuable experience related to her knowledge in educational research.

5. For other researchers, in the same topic, this research is expected to give contribution in developing knowledge, especially action research in the speaking teaching learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Speaking

a. The Nature of Speaking

Speaking is one of the language skills in which the learners should master in the English learning. Many experts have their own ideas in defining the meaning of speaking. According to Spratt, Pulverness and Williams (2005:34) speaking is a productive skill. It involves using speech to express meanings to other people. Speaking needs interaction in which it involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

Brown (2001:267) also cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Brown (2004:269) states that speaking is an ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

On the other hand, Harmer (2001) declares that speaking happens when two people want to say something who they have some communication purposes

and they select from their language store in talking to each other.

From some definitions above, it can be concluded that speaking is an activity in conveying information with certain purpose by using accepted language orally. When someone speaks, he or she interact and uses the language to express his or her ideas, feelings and thought. He or she also shares information to other through communication.

b. Teaching and Learning of Speaking

Speaking is one of the skills of English taught in the school. It is not easy to learn for students. In teaching speaking, the teacher should provide the learners with opportunities for practicing speaking in relevant topic. It requires the students to be able to produce the words. In this case, it needs process to master the speaking skill effectively by drilling speaking practices. According to Pinter (2006) speaking practice starts with practicing and drilling phrases and repeating models. It also means communicating with others in situations where spontaneous contributions are required. Therefore, fluent speakers have to learn not only about the language but also what the appropriate things to say in certain situations.

According to Harmer (2001:271), there are important things to get speaking successfully, such as :

1. Language processing

The learners should be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

2. Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good ideal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3. Information processing

Speakers need to be able to process the information they got. They should be able to get the information from the other speakers. Then they can give response from their conversation in order that good communication will be occurred.

According to Brown (2001: 275), there are principles in the process of teaching and learning speaking, such as:

1. Use techniques that cover the learner's need from *language-based focus* on accuracy to *message-based focus* on interaction, meaning, and fluency.
2. Provide intrinsically motivation for students.
3. Encourage the use of authentic language in meaningful contexts
4. Provide appropriate feedback and correction on students' speaking
5. Use the natural link between speaking and listening when using the language in communication
6. Encourage the development of the students' personal strategies on speaking, etc.

Teaching speaking is not just like a teacher promoting their lesson plan in speaking skill in the class. However, teachers will need to give their students

many opportunities to practice speaking (Rivers, 1981). In this case, students are invited to be able to use the language in the classroom. They should have more opportunities to be able to speak English. Then, the teacher has main role to encourage the students when sometimes, they get lost and can not think of what they want say next in the speaking class.

c. Performance of Speaking

In teaching speaking, a teacher can use different types of classroom speaking performances. Brown (2001) states that there are six similar categories applying to the kinds of oral production in which students are expected to carry out in the classroom.

a. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty.

b. Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

c. Responsive

Responsive is a good deal of student speech in the classroom. It can be short replies to teacher-or-student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language is an extended form of responsive language. It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Here, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

In speaking, the students need a lot of practice (Rivers, 1981). In EFL teaching process, the teacher should not just concern in fluency and accuracy when giving many speaking tasks to the students. Fluency and accuracy need long process to reach improvement. However, the most important thing is that the students learn something in the process.

d. Classroom Speaking Activities

According to Harmer (271-274) there are many classroom speaking activities practiced by students in the class. They are:

1) Acting from a script

Students can practice the speaking activities from plays and/or their course books. They also can act out dialogues they have written themselves. This activities involve them in coming out to the front of the class.

2) Communication games

Students can practice speaking activities by playing games. The games are designed to provoke communication between students so that they can talk to their partner. They can play games using a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and difference between pictures.

3) Discussion

In this activity, the students are allowed to express their real opinions. In discussion, there are several stages from highly formal, whole-group stages events to informal small-group interactions. They are:

a) Buzz groups

These can be used for a whole range of discussion. For example, students are expected to predict the content of reading text, or talk about their reactions after reading the text.

b) Instant comment

Another way of which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

c) Formal debates

In formal debates, students prepare arguments in favor or against various propositions. When the debate starts, who are appointed as 'panel

speaker' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progress with their own thoughts on the subject.

4) Prepared talks

Students can make a presentation on a topic of their own choice. This activity is practiced by talking that is not designed for informal spontaneous conversation. However they have already prepared notes or some 'writing-like' to speak up.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design the activity on any topic that is appropriate. The teacher can act as a resource, helping them in the activity. The results of obtained from questionnaires can form the basis for written work, discussions or prepared talks.

6) Simulation and role play

Students can practice simulation and role play by acting a real-life with others, such as a business meeting, an encounter in an aeroplane cabin, or in interview. They can be used to encourage general oral fluency, or to train students for specific situation.

e. The Roles of the Teacher in Speaking Practice

In any other of classroom activities, teachers need to play a number of different roles during the speaking practice. According to Harmer (2001:275-276), there are three particular roles of teacher during the speaking activities. There are

presented as follows:

1) Prompter

Teachers have to encourage the students to speak creatively when students get lost about what they want to say in speaking activities.

2) Participant

In speaking activities, teacher is as a participant. That is good for the teacher to monitor the student practicing speaking in the class.

3) Feedback provider

Teachers give feedback in students' performance in speaking activities.

f. Characteristics of Junior High School Students in Speaking Practice

Students of junior high school are in the age of 12-18 years old (Brown, 2001:91). Learners in those ages are called teenagers. Teenagers are an age of transition period between their childhood and adulthood. They are in confusion, growth of self consciousness and change of bodies and mind. In this age, they have a big curiosity and they are very energetic. According to Harmer (2001:38-39) teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. He also states that teenagers are disruptive in the class. It is because the students have self-esteem, peer approval, and boredom.

Brown (2001:91) proposes many things that should be concerned in teaching English to teenagers as follows:

1. Intellectual capacity adds abstract operational thought around the age of

twelve.

2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
3. Varieties of sensory input are still important.
4. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their physical and emotional selves within their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self esteem high by avoiding embarrassment of students at all costs, affirming each person's talent and strength, de-emphasizing competition between classmates, and encouraging small group work where risks can be taken more easily by a teen.
5. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from nature of immediate communicative contexts.

Cameron (2001:19-20) adds that there are some principles in thinking about teenagers learning a foreign language which include: 1) teenagers actively try to construct meaning, 2) teachers need space for language growth, 3) language in use carries cues to meaning that may not be noticed, 4) development can be seen as internalizing from social interaction, and 5) teachers' foreign language learning depends on what they experiences.

g. Speaking Practice Based on School-Based Curriculum of Junior High School

The English teaching learning process in junior high school is based on School-Based Curriculum (*KTSP*) (*BSNP*: 2006). According to *BSNP* (2006), school-based curriculum is an operational curriculum that is created developed and implemented as a general guidance by each school. It is developed according to characteristics of the school and the students' needs. School-based curriculum is curriculum which puts emphasis on facilitating learners to gain skills on how they learn, think, and do.

Based on the curriculum (*Depdiknas*, 2006), the objectives of English teaching in junior high school are to make the students to:

1. develop competence of communication in the form of oral or written language to reach functional level of literate.
2. have realizing of the importance of English to develop competitiveness in the global area.
3. develop students' comprehension about the relationship between a nation and culture.

The teaching of speaking in junior high school should be based on the basic competency and standard of competency as stated in the standard of graduation competency. The table below presents standard of competency and basic competency of speaking for grade VIII of junior high school at the second semester.

Table 1. **Standard of Competency and Basic Competency for the Second Semester of Eight Grades**

Standard of Competency	Basic Competency
<p>Speaking</p> <p>9. Expressing meanings of simple transactional and interpersonal conversations orally to interact with the society and the surrounding.</p>	<p>9.1 Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently, and appropriately to interact surrounding asking, giving, and refusing service; asking, giving, and refusing things, accepting and denying the fact; asking, giving and refusing opinion; and asking, giving, and refusing things.</p> <p>9.2 Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently, and appropriately to interact surrounding: asking, giving agreement; giving attention to speaker; opening, continuing, and closing conversation; opening, continuing, and closing conversation on the telephone.</p>
<p>10. Expressing meanings of functional oral text and short simple monologues in the recount and narrative texts to interact with the surrounding.</p>	<p>10.1. Express meaning in the form of short functional oral text by using various spoken language accurately, fluently, and appropriately to interact with surrounding.</p> <p>10.2. Express meaning in short simple monologue by using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the form of recount and narrative.</p>

By looking at the basic competency of speaking, English teachers are able to know the scope of speaking materials practiced by the students. They can decide and prepare the materials, media and teaching techniques to teach speaking for students. In this case, the teachers have to give the students' activities that can

cover those competencies. Finally, based on the standard of competency and basic competency stated by school-based curriculum, it will create the final goal of teaching and learning English that is students can use the language in real communication. It means that the students are taught and practiced English in order that they are able to speak English.

2. Pictures

a. The Nature of Picture

Among the other media, pictures are those commonly used. Sadiman (2003:29) states picture is general verbal communication that can be understood and available everywhere. Pictures give real description of an object are portable and can be used anytime and help an understanding on objects which are difficult to be observed.

Arsyad (2009) interprets picture as photos, paintings, and sketch. In this case, the pictures have main aim to visualize a concept that is conveyed to the students.

b. Types of Picture

There are many kinds of pictures to facilitate learning. Harmer (2001:134) states that pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustrations (typically in a textbook). He adds that pictures can also be used by using projected slides, images from an overhead projector, projected computer images, and picture frame (teachers draw pictures on the

board to help with explanation and language work).

According to Dobson (1987:69), pictures may come from books, magazines, and newspapers or they may be ones drawn by teacher or students. She also adds that pictures may be photographs, lithographs, color prints, paintings, line drawings, or halftones.

Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and 'busy, or composed of a series that tells a story or incident (Brown, 2004:151).

c. Advantages of Picture

Picture is one of visual aids used by school in facilitating the teacher and the students in teaching and learning process. Although it is called as a conventional aid, picture has many advantages to assist the teacher and students in teaching and learning process.

As suggested by Wright (1989) pictures can be used as a reference and stimulus in order to promote for different language teaching emphases, such as structure, vocabulary, functions, situations and skills. Besides, he also states that pictures have some roles in speaking and writing activities. They are:

1. To motivate the students to want to speak or write,
2. To create a context within which his or her response will have meaning,
3. To provide the students with information to use in controlled practice work.

Pictures showing objects, actions, events, and relationships can cue answer to questions, substitutions and sentence competitions.

4. To guide spoken and written descriptions or narrations or dialogue,

5. To promote discussion and provide reference.

Heinich, Molendan and Russel (1989:103) state the advantages of still pictures are that it can translate abstract ideas into a more realistic format; it allows instruction to move down from level of verbal symbols to a more concrete level. It is rapidly available in books, magazines, newspapers, catalogues, and calendars. It is easy to be used because they do not require. It is relatively inexpensive and it can be used in many ways all levels of instruction and in all disciplines.

Smaldino et al. (2005:82) declares that one role of pictures in English teaching and learning process is to provide concrete referent ideas. By using pictures, it can motivate students by attracting their attention, holding their attention and generating emotional response. It will give information without many explanations because the pictures have shown those explanations. He adds that pictures provide a redundant channel that is when accompanying spoken or written-verbal information, they present in a different modality, giving some students a chance to comprehend visually what they might miss verbally.

Finally, pictures are interesting for everyone and most of them like to look at pictures. In addition, their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. A picture is available resource as it provides many important things, such as a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

d. Pictures in Teaching and Learning of Speaking

Picture is one of visual aids used in the teaching and learning process. They give important roles or advantages for the teacher and the students. Pictures facilitate and help them during the lesson..

In the teaching and learning process, especially in speaking, it is needed some important things to choose and use the pictures. Here are some ways to use pictures (Brown, Lewis, Harclerod, 1977):

1) Select only meaningful pictures.

It is important for the teacher to select the pictures before it is used in teaching and learning in classroom. The pictures used should be able to give information that encourages students to give their reactions toward the pictures.

2) Use verbal cues with pictures

Students learn directly from pictures when they infer meanings or actions from the visual cues pictured. It can be questions given by the teacher to the student so that they are able to give their responds regarding the picture.

3) Stimulate creative expression

Pictures not only provide bases for answer to factual questions but they may also stimulate a variety of language functions.

4) Use contrast, comparison, and continuity

Pictures can encourage the students can get skill in contrasting, comparing and continuing based on the situation in the pictures while teaching and learning process run in the class.

5) Use pictures in suitably varied ways.

There are many ways to use pictures in teaching and learning process. In this case, teacher should have big attention to find technique or method in utilizing pictures for the students in the class so that they do not feel bored during the lesson.

Harmer (2001:136) states that there are three qualities to choose and use the pictures in order to be able to engage the students and be linguistically useful. First, pictures have to be appropriate. In this case, pictures should be appropriate not only for the purpose in hand but also for the classes they are being used for. If the pictures used in the class are too childish, students may not like them. Likewise, if the pictures are culturally inappropriate, the students can offend people. Second, pictures should be visible. The most important thing for pictures is that they should be visible. The pictures have to be big enough. In this case, all of the students taking into account where they will be sitting can see the necessary detail. A picture will be able to show an illustration or description. Thus, pictures should be appeared clearly by the students. When the teachers have truly large pictures, it should be able to be seen for the group or the whole of students in the class. Otherwise, if the teachers will reserve for individual learner, they are able use smaller pictures such as flashcard or postcard. By doing this, the teacher will find ease in conveying the materials of the lesson. Whereas, the students can be assisted to achieve the lessons clearly. Third, pictures should be durable. The teacher will not spend hours collecting pictures only to have them destroyed the first time they are used. On the other words, the pictures used the

teacher and the students in teaching and learning process should have enough time to explain the materials that the teacher and the students are talking about.

In the teaching and learning, the teacher should pay attention in implementation of pictures in the class. According to Harmer (2001:134), pictures can be used in multiple ways, such as:

1. Drills

Pictures are used as cue of response in drills. It requires the students to get response when they do activities in teaching and learning in the class.

2. Games

Pictures are extremely useful for a variety of communication activities. They can use it by doing games and in group work.

3. Understanding

Pictures are used in presenting and checking the meaning. It means that it will be easy for the teacher to explain the materials for the students. Besides, the students also will be more understandable to achieve the materials in teaching and learning process when it is followed by using pictures.

4. Ornamentation

Pictures of various kinds are often used to make work more appealing. They have the power to engage the students to be more interesting in lessons.

5. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson. The students may look at the picture and try to guess what it shows.

6. Discussion

Pictures can stimulate the students to create the questions based on the topic showed the pictures. Then it makes the students will discuss together about the questions from the pictures.

3. Interactive Activities in Speaking Practice

Interaction is two-way communication that involves using language and body language to keep our listener in what we are saying and to check that they understand our meaning. (Spratt, Pulverness, Williams, 2005:34)

Brown (2001:165) says that interaction is the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. He adds that interaction is an important word for language teacher. People send messages, receive them, interpret them, negotiate the meaning, and collaborate them to accomplish language. They have found that the best way to learn to interact is through the interaction itself. In the classroom activities, there always occur some interaction between the teacher, the students, and even the materials.

On the other hands, Rivers (1987:4) states that through interaction, students can increase their language store as they listen to or read authentic linguistics materials, or even put their fellow students in discussion, skits, joint problem-solving task, or dialogue journals. This explanation shows that the interactive classroom should be created in English teaching learning process. The real interaction in the classroom requires the teacher to develop and carry the activities. The teacher should be flexible with techniques they can employ for their students in creating the interaction in language teaching and learning in the

class.

In language teaching and learning, teacher can apply interaction in many ways. Brown (2001:176) states that to build interaction in the class, it can be used group work. By applying group work, it involves two or more students assigned a task that involves collaboration and self-initiated language. The students will make collaboration in doing activities or task given by teacher in the class. There are many typical group activities involving students' interaction in language learning such as games, role-play and simulation, drama, projects, interview, brainstorming, information gap, jigsaw, problem-solving and decision making, opinion exchange. (Brown, 2001:183).

On the other hand, Pattinson in Nunan (1989:68) also proposes seven activity types that could involve students in interaction. They can be presented below:

1. Questions and answers

Questions and answers activity is based on students' idea to create an information gap by giving a chance for students. This activity can be used to practice structure and language functions.

2. Dialogues and role-plays

The activity stimulates students to interact in real life situation as if they were doing so in the real world; such as a business meeting, greeting a friend in school, an interview, or taking a character different from students' character. This activity can be used to encourage oral fluency and also to train students in different or in specific situation.

3. Matching activities

The activity is given to recognize matching items or to complete pairs or sets. This activity also stimulates students to match given phrases. The examples of the activity are Bingo, Happy families, and Split dialogues.

4. Communication strategies

Communication strategies is given to encourage students to practice communication strategies, such as paraphrasing, simplifying, using gestures, asking for feedback, and borrowing or inventing words, etc.

5. Pictures and pictures stories

By using pictures stories, many communicative activities can be conducted in the classroom. Pictures are able to stimulate students' attention and participation during the lesson. Some kinds of activities using pictures are finding the differences, memory test, and sequencing pictures to tell story.

6. Puzzles and problems

This activity encourages students to make guesses depend on their own language and personal experience. By using this activity students are also able to use their imagination and test their logical reasoning.

7. Discussions and decisions.

This activity is given for student to gain, collect, and share information to get a decision through discussions. The reason of having discussions is that students are stimulated to give an opinion and it makes them feel more confident to deliver their own opinions by using their own language.

Students from the beginning must listen and speak in reacting to pictures

or objects, in role play, through acting out, or in discussion. Those activities can also improve their speaking practice in the interactive ways. They can be involved in joining tasks or some purposeful activities where they can work together. Those activities can stimulate and help students to do speaking practices enthusiastically in the class. The activities create good classroom climate for students. The students can be relaxed and enjoy doing the activities. The students will obtain their confidents in practicing speaking in the class.

In conclusion, interactive activities are necessary to be applied in the classroom. The activities can give more opportunities to practice speaking in interactive way. They build students' participation to interact each other during the speaking teaching and learning process.

B. Relevant Study

The previous studies by some researchers show that the use of pictures can improve English teaching and learning. The students are more motivated to learn English by using pictures. It means that the use of pictures in learning process has a big influence on the speaking practice.

Lutfitasari (2010) in her research finding says that by using pictures, it makes English as a fun subject and the students to enjoy the activities. She states that the students are motivated toward English. It can increase the students' activeness, courage, and interest in learning English.

Meanwhile, Tripamella (2002) states that the use of pictures makes the class to be more alive. They are looked more active to ask and answer the

questions. She also says that pictures can attract the students' curiosity in learning new vocabulary and dispose the students' boredom.

Besides, Murti (2008) states that the use of interactive activities were effective to improve students' involvement in teaching and learning process. In her research, she also found that the use of pictures that were showed in front of the class could force the students to speak fully English.

C. Conceptual Framework

Speaking is one of language skills playing an important role. To be able to speak well, students need to practice regularly. In teaching and learning, it is needed a process to improve the speaking practice. It means that speaking practice needs some efforts in order to create it well in the class. It requires a period of time and efforts from many parties including the learners, teacher, and the educational institution.

Considering the need of improving the speaking practice of the students, the researcher needs to identify and implement some efforts in the field. The researcher does observation of condition of the teaching and learning process of speaking in junior high school during the second semester in academic year 2011/2012. At the time, the researcher works collaboratively with English teacher to discuss the learning condition and to find the effective solution at the problem. It needs effort to overcome the problem. Therefore, the researcher briefly proposes the using pictures media in interactive activities to improve students' speaking practice. It is believed that the use of picture implemented with

interactive activities will initiate their participation and interest toward the material in speaking class, which hopefully can improve their practice during the learning process.

Based on the belief above, the researcher and the teacher agree to work together to use pictures in interactive activities to improve the students' speaking practice at grade eight of SMP N 2 Bantul in academic year 2011/2012.

CHAPTER III RESEARCH METHOD

This chapter gives information about how this research was conducted. It includes research design, setting of the research, subject of the research, data collection technique, data analysis technique, procedure of research, and procedure of the research.

A. Research Design

This research is an action research (AR). It is aimed to improve the students' speaking practice using pictures in interactive activities at second grade in SMP N 2 Bantul. This research used the Kemmis and Mc. Taggart model with some modification. The researcher tried to find the problems during the teaching and learning process of speaking and then tried to find the solution of the problems. The researcher collaborated with English teacher of SMP N 2 Bantul to find out the obstacles and weaknesses of the speaking practice. The researcher identified the problems, planned the actions, carried out and observed the actions, and then evaluated and reflected on the actions implemented in the research.

B. Setting of the Research

The research was conducted in SMP N 2 Bantul. It has 15 classes consisting of 5 classes of the first grade, 5 classes of the second grade, and 5 classes of third grade. Each class consists of twenty eight to thirty six students.

The research was to be carried out in grade VIIIA. This class has 29 students consisting of 10 boys and 19 girls. Most of them come from the middle

economic background. The class is bright, wide and it has an electric fan making it comfortable. There are 20 desks and 33 chairs made from wood for the students and a desk, a chair for the teacher and some unused chairs at the back class. The English teaching-learning process in the class VIIIA is carried out 6 x 40 minutes in a week. It is held 4 times a week, every Wednesday, Thursday, Friday and Saturday.

The research was conducted in the second semester at academic year of 2011/2012. It was to be carried out twice in a week on April to May 2012.

C. Subject of the Research

The subject of the research was the students of the grade VIIIA consisted of 29 students. In conducting the research, the researcher collaborated with the English teacher of SMP N 2 Bantul, Yogyakarta.

D. Instrument of the Research

The main instruments to collect the data in this research were observation sheets and interview guidelines completed questionnaire sheets, a mobile phone, and a digital camera as supporting instruments.

E. Data Collection Technique

The data of this research were qualitative in nature. They were in the form of description of opinions, obstacles, preferences, suggestions, comments, and expectations from the researcher and the teacher. The researcher conducted class observation and interview with the teacher and the students as the techniques of data collection. The data collected were written in field-notes and interview transcripts.

F. Data Analysis Technique

In conducting the research, the data obtained were analyzed qualitatively. Miles and Huberman in Madya (2009:75) propose three steps in analyzing data qualitatively. They are doing data reduction, displaying data, and drawing conclusion of the data. In those activities, the researcher did selecting, deciding the focus, simplifying, and presenting the data in the form of interview transcripts and field notes. Then, she also held discussion with the research team member including the English teacher to get description of the process and to know the students' improvement of their speaking practice.

To validate the data and the research findings, the researcher used five validity criteria proposed by Burns (1999: 161-162). They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

- a. Democratic Validity means that the research is truly collaborative. The researcher fulfilled the democratic validity by giving chance to the research team members to give their personal opinions, ideas, and comments about the implication of the research. In this research, the researcher interviewed the second grade English teacher and the students of Grade VIIIA.
- b. Outcome Validity is related to the notion leading to outcomes. The researcher fulfilled the outcomes of validity by providing the indicators to achieve the research goal. It was related to indicators in improving the students' speaking practice in the class.

- c. Process Validity is related to the process of conducting the research. The researcher fulfilled the process validity by planning, implementing, observing and reflecting the actions created in conducting the research.
- d. Catalytic Validity means that it allows participants to deepen their understanding about the research by learning more the realities in the English teaching and learning process. This research is aimed to change the condition to be better.
- e. Dialogic Validity is related to the notion that research was conducted through reflective dialogue. In this case, one of the research members gave responses and critiques to the other research member's opinions, ideas, and views related to the process of research so that it builds a dialogue between them.

To get the trustworthiness, the researcher applied triangulation proposed by Burn (1999). She stated that triangulation is one of the most commonly used and best known ways of checking for validity. It was aimed to gather multiple perspectives on the situation of research. In this research, triangulation was done by comparing the data from the observations, interviews, and also by comparing data from all of the research members that were indicated in the form of field notes and interview transcripts.

G. Procedure of the Research

The research was conducted in an action research process. The process in action research could be shown in the schema below:

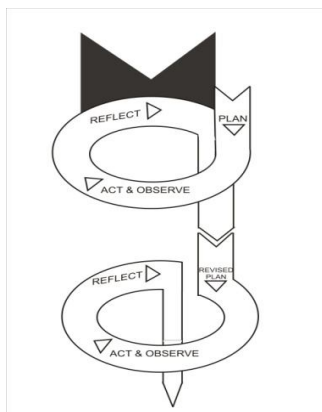


Figure I. **Kemmis and Mc. Taggart action research model**
(Burns, 1999:33)

1. Planning the action
2. Implementing and observing the action
3. Reflecting the result of the action

Based on figure I, the research was conducted in a series of steps, namely planning action, implementing and observing the action, and reflecting the result of the action. Before conducted the main steps, the researcher identify the problems. Based on the Kemmis and Mc.Taggart model, the problems were identified through reflection and evaluation of the data in the preliminary observation, namely *reconnaissance* (Madya, 2009:106).

1. Reconnaissance

The researcher did reconnaissance to find the problems in the research. The problems were identified by doing observations, interviews and making notes of all the problems in the field. The activities were done to know the problems of the teaching and learning process of speaking in the class.

2. Planning the Action

After finding the problem, the researcher made a list of some plans that had been agreed by the teacher. Then, the researcher formulated the plans of action that will be implemented. In this case, the researcher prepared course grid and lesson plans. In lesson plans, it included materials, activities, and media that

were given in the action. The researcher also prepared some instruments to collect the data such as mobile phone, camera digital and everything used in the research.

3. Implementing and Observing the Action

When everything of the plan had already done, the researcher started to do the action. The researcher implemented all of activities of the actions for the students in the class. When the students were doing the activity, the researcher observed everything related to the implementation of the actions. The researcher observed the process of the action, the effect of the action, the condition and obstacles of the action and the other problem appeared in implementation of the action.

4. Reflecting the Result of the Action

After doing the activity, the researcher made reflection of the actions. Reflection is an evaluation effort conducted by all of the research members in the action research. This activity was conducted collaboratively between the researcher and the teacher. The researcher and the collaborator conducted discussion about the result of the actions. The researcher needed to consult the result of the treatment or action with the English teacher to reflect and decide whether it had shown the changes or not yet.

When conducting reflection in Cycle 1 was found some weaknesses in implementing the actions, the researcher and the research member solved them by continuing to the next cycle. The researcher revised the plan and implemented the revised action. The next cycle was shown by the changes of the actions implemented in the first cycle.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research. The research was conducted in 2 cycles. Each cycle covered four main steps of action research, namely planning, action, observation, and reflection. Before the main process, the researcher conducted a reconnaissance to identify the problems.

A. Reconnaissance

1. Identification of the Problems.

Before the researcher did the main steps of action research, she did some steps to find out the field problems. The first step is identifying the problems. In doing this, the researcher conducted some activities. They were observing the class, interviewing the teacher and students and distributing questionnaires.

The first activity was observing the class. It was conducted twice. They were on April 4th, 2012 and April 5th, 2012. This activity was aimed to find out the problems faced in the teaching and learning process in grade VIII A of SMP N 2 Bantul. In the classroom observation, the situation of the teaching and learning process in grade VIIIA can be described in the following vignette.

Vignette 1 (Thursday, April 5th, 2012 at 8.20-9.40 a.m.)

The teacher came to the class of VIIIA at 08.40 WIB. Before the teacher started teaching the students, she asked the students to clean the class because it looked dirty. There were many pieces of rolled and shred paper on the floor under some students' tables. The students were asked to pick them up and throw them away in the garbage. After 15 minutes passed, the teacher then began the lesson. The teacher greeted the students, "*Good morning, Class*". Some students answered "*Good morning, Mom.*" and the others just kept silent. After greeting the students, the teacher asked them, "*OK Class, is there any*

continued

continued

homework?” The students answered, “*No, Mam.*”

Then, the teacher asked the students to open their book. “*OK, now, please open your book on page 32*” said the teacher. The students did it without enthusiasm. The students were asked to open the book and read the text on a page of the book. The teacher wrote some expressions from the book on the whiteboard. Then, she explained them slowly. Some students did not give any attention to the teacher’s explanation. After giving explanation, the teacher asked the students to do the tasks. She asked the students to rearrange the jumbled sentences from the book to be a good dialogue. Then, the students were asked to read the dialogue in pairs. After that, the students were asked to make a dialogue based on the situation on the book in pairs. Some students did what the teacher asked. They wrote the dialogue on their own notebook. However, some others were just quiet and did not do anything. They looked bored with the task given by the teacher. The teacher gave the students ten minutes to finish the task. Then, the teacher asked one pair of students to read their dialogue. In the beginning, the students did not want to read it because they felt shy if they should come in front of the class. They were afraid if they would be laughed by the others because they made mistakes in pronouncing the words. Finally, the students read the dialogue while sitting on their chairs. After finishing reading the dialogue, the teacher asked another pair of the students to read their work in their place. The activity stopped after all of the students had already read the dialogue. In the end of the teaching and learning process, the teacher asked the students to do the next task on the book as homework.

After the bell rang, the teacher ended the lesson. The teacher said, “*Good afternoon, Class and see you later*”. Some students answered, “*Good afternoon, Mom. See you*”. The others just kept silent while putting the book into the drawer. Then, the teacher and the researcher left the class.

**Figure II. The situation of the teaching and learning process in the grade
VIII A**

The second activity was conducting interviews. In this activity, the researcher interviewed the teacher and the students of grade VIII A. By conducting interviews, the researcher tried to combine the perspective of teacher and students based on the problems of English teaching and learning in the class. This activity is described below.

R	: “ ... <i>Jelas nggak tadi pas diterangin?</i> ” (“...Do you understand the teacher’s explanation?”)
S	: “ <i>Ya lumayan. Tapi neranginnya kelamaan Mbak, jadinya malah ngantuk?</i> ” (“Little bit. But it took a long time, Mbak. So, I was sleepy.”)
R	: “ <i>Terus pas disuruh maju baca dialog tadi kok gak mau?</i> ” (“Then, why didn’t you come to front of the class to read the dialogue?”)
S	: “ <i>eengg.. malu e Mbak. Hee..</i> ”. (“I was shy, Mbak. Hee..”)
R	: “ <i>kenapa malu</i> ” (“Why?”)
S	: “ <i>Lha takut kalo salah ngucapinnya, trus nanti malah diketawain temen-temen.</i> ” (“I was afraid of making mistake in pronunciation. My friends would laugh at me.”)

Appendix B/Interview 4

Based on the interview transcript above, the student felt that the teacher’s explanation was too long so that they were bored and sleepy. He was also afraid of making mistakes in pronouncing English words because he would be laughed by their friends.

R	: “ <i>...kegiatannya gimana tadi, senang?</i> ” (“What do you think about the activities? Are you happy?”)
S	: “ <i>Ya begitu lah Mbak. Biasa aja menurutku.</i> ” (“Yeah, it is not special for me.”)
R	: “ <i>Pernah gak Bu Isti pake media dikelas? Gambar kek atau yang lainnya, LCD misalnya gitu. Kan di kelas udah ada to?</i> ” (“Has Mrs. Isti ever used media in the class? It is a picture , LCD or the other media? LCD is prepared in the class, isn’t it?”)
S	: “ <i>Gak pernah e, Mbak. Nek LCD emang ada, tapi ibu’e juga belum pernah pake ki.</i> ” (She never uses it, Mbak. It is true that LCD has been prepared in the class but she never uses it.)

Appendix B/Interview 5

Based on the interview transcript above, the teacher never used media to facilitate the students during the teaching and learning process. So, the students did not have any enthusiasm to learn in the class.

Besides, the researcher also got the data from interviewing the teacher. The situation can be described in the following transcript.

<i>R</i>	<i>: “Bagaimana praktek speaking anak-anak di kelas, kira-kira apa kesulitannya Bu?”</i> (What are the difficulties of students’ practice in the class?)
<i>T</i>	<i>: “Wah mereka itu susah Mbak kalau praktek speaking. Anak-anak itu pada malu dan tidak percaya diri gitu. Apalagi kalau disuruh maju kedepan, weeh jarang pada mau, mereka itu, Mbak. Eee gak tau mereka itu..takut salah atau gimana.</i> (“It is difficult for them to practice speaking. The students are shy and unconfident. Moreover, when they are asked to practice in front of the class, they refuse it. They may be afraid of making mistakes.”)

Appendix B/Interview 3

Based on the interview transcript above there were problems in the speaking practice of students. They were the same problems as described in the previous interview transcript stating that the students felt ashamed and unconfident to speak English.

In line with the observation and the interview, the researcher also gave questionnaires to know the difficulties in learning English faced by the students. The questionnaires were distributed to 29 students of grade VIIIA. It was conducted on April 7th, 2012.

Based on the vignette, interview transcripts and the students’ answers in the questionnaires, there were some field problems related to the students’ practice during the speaking teaching and learning process in grade VIIIA of SMP N 2 Bantul. Those identified problems are presented below.

Tabel 2. The Field Problems during English Teaching and Learning Process in Grade VIII A

No.	Field Problems	Code
1.	There were rarely speaking practices in the class.	S
2.	The students had low motivation and involvement in speaking activities	S
3.	Most of students were shy to speak English	S
4.	Some students dominated the classroom activities	S
5.	The students had few chances in practicing speaking	S
6.	There were more written practices than speaking practice in the teaching and learning process of speaking	LM
7.	The students had mistakes in pronouncing English words	S
8.	Some students looked lazy to study in the speaking teaching learning process	S
9.	The students were bored in the classroom	S
10.	The students were busy with themselves when the teacher explained materials	S
11.	The teacher gave long explanation in the speaking class.	T
12.	There were no enjoyable and interactive activities practiced by the students	LM
13.	There was less interaction between the students and the teacher	T
14.	The students were afraid of speaking English	S
15.	The teacher rarely used learning aids to facilitate the students in the speaking class	M
16.	The students were laughed at by other students when they made mistakes	S
17.	The speaking activities in the class were monotonous	T
18.	The teacher mostly used the text book during the teaching and learning process of speaking in the class	LM
19.	The students did not want to perform to front of the class to practice the dialogue	S

S : Students

LM : Learning Materials

T : Teacher

M : Media

2. The Sharpening of the Problems

After the researcher and the teacher identified the field problems, the next step was sharpening the field problems. In this activity, the researcher selected the field problems by holding discussions with the English teacher. Through discussions, the researcher could determine the research members' opinions to select the problems based on the level of urgency and feasibility. They were the problems which needed to be solved soon related to the team members' capability. There are 6 identified field problems based on level of feasibility which can be seen in the table below.

Table 3. **The Field Problems Based on the Level of Urgency and Feasibility**

No.	Field Problems	Code
1.	The students had low motivation and involvement to practice speaking in the class	S
2.	There were more written practices than speaking practices in the teaching and learning activities of speaking	LM
3.	The teacher rarely used learning aids to facilitate the students in the speaking class.	M
4.	Most of students were shy to speak English	S
5.	The students had few chances in practicing speaking	S
6.	The students were bored in the classroom activities	T

S : Students

LM : Learning Materials

T : Teacher

M : Media

Table 4. **The Indicators of the Field Problems**

No.	Field Problems	Indicators
1.	The students had low motivation and involvement in practicing speaking in the class	<ul style="list-style-type: none"> • The students looked lazy to participate during the lesson.
2.	There were more written practices than speaking practices in the teaching and learning activities of speaking	<ul style="list-style-type: none"> • The teacher just used LKS and one source of book to teach in every speaking class. • The teacher often copied the

continued

continued

		<p>materials from the book and wrote them on the whiteboard.</p> <ul style="list-style-type: none"> • The teacher just concerned reading and writing practices.
3.	The teacher rarely used learning media to facilitate the students in the speaking class.	<ul style="list-style-type: none"> • The students did not give attention to the teacher's explanation. • The teacher never used LCD provided in the class.
4.	Most of students were shy to speak English	<ul style="list-style-type: none"> • The students were afraid of coming in front of the class to read the dialogue. • The students did not answer the teacher's questions.
5.	The students had few chances in practicing of speaking	<ul style="list-style-type: none"> • The students were just asked to make the dialogue and were not asked to practice it. • The teacher did not give many speaking activities to the students in the class. • There were some students dominating the teaching and learning process of speaking in the class.
6.	The students were bored in the classroom activities	<ul style="list-style-type: none"> • The teacher gave long explanation so the students were sleepy. • The teacher did not give many various and interactive activities in the speaking class.

3. Determining the Actions to Overcome the Field Problems.

The researcher discussed the identified field problems with the teacher to share ideas and determine some efforts to overcome the problems in the class. Based on the discussion, the researcher and the English teacher formulated some actions to overcome these problems. They can be seen in the table below.

Table 5. **The Actions of Field Problems**

No.	Field Problems	Actions
1.	The students had low motivation and involvement to practice speaking in the class	Implementing learning media to motivate the students and to get the attention of the students.
2.	There were more written practices than speaking practices in the teaching and learning of speaking activities	Giving more speaking practices in the teaching and learning activities of speaking
3.	Most of students were shy to speak English	Building students' self confidence and minimize their mistakes in speaking.
4.	The students had less chance in practice of speaking	Drilling the students with more speaking activities to the students.
5.	The students were bored in the classroom activities	Providing various and interactive activities in the class.
6.	The teacher rarely used learning media to facilitate the students in speaking class.	Using pictures and maximizing the use of LCD to assist the students in learning speaking.

Based on the table above, the researcher and the teacher decided to formulate the main actions which would be conducted to overcome the whole field problems faced in grade VIIIA, as follows:

1. Using pictures as learning media to build the students' motivation to learn speaking in the class.
2. Conducting various and interactive activities to involve the students to practice speaking.

Based on the formulated actions above, some expectations can be described in the following table.

Table 6. The Main Actions to Solve the Problems and the Expectations

No.	The Actions	The Problems	Expectations
1.	Using pictures as learning media to build the students' motivation to learn speaking in the class.	<ul style="list-style-type: none"> • The teacher rarely used learning media to facilitate the students in speaking class. • The students had low motivation and involvement to practice speaking in the class 	<ul style="list-style-type: none"> • There are learning media to facilitate the students in learning speaking. • The students will be motivated to learn in the class. They will be stimulated to build the idea from the pictures so they can speak and involve themselves in the teaching and learning of speaking.
2.	Conducting various and interactive activities to involve the students to practice speaking.	<ul style="list-style-type: none"> • There were more written practices than speaking practices in the teaching and learning of speaking activities • Most of students were shy to speak English • The students had less chance in practice of speaking • The students were bored in the classroom activities 	<ul style="list-style-type: none"> • There were more speaking practices in the teaching and learning activities. • The students are enthusiastic in the teaching and learning activities of speaking in the class. • The students have more chances in the speaking practice. • The students have self confidence to speak English.

Based on table above there were two actions that were implemented in this research. Firstly, the researcher used pictures as learning media to facilitate the teaching and learning of speaking in the class. The media were various and interesting for the students. Pictures could stimulate the students to build their idea to speak up. In this case, they would be involved themselves in the teaching and learning process of speaking in the class.

Secondly, the various and interactive activities were also conducted in this research. The activities were combined by the use of pictures in the teaching and learning of speaking in the class to build the students' enthusiasm and provide more chances for the students to practice speaking. Therefore, it was expected that their shyness would be diminished and they would practice speaking confidently in the class.

B. Implementation of the Actions

1. Report of Cycle 1

a. Planning

Based on the result of the discussion with the teacher as collaborator, there were some plans of action that were implemented in the first cycle. They can be presented as follows.

1. Using pictures as learning media to build the students' motivation to learn speaking in the class. The pictures included pictures in LCD, flash cards, and cue cards.
2. Conducting various and interactive activities to involve the students to practice speaking. The activities included questions-answers, role plays

and discussions.

Besides, in order to succeed the process of the actions in this cycle, the researcher and the teacher did some additional preparations. The preparations can be described as follows.

First, the researcher and the teacher selected the materials based on the standard of competency and the basic competency for the second semester of grade eight. The materials used in this cycle can be seen in the following table.

Table 7. The Materials Based on Standard of Competency and Basic Competency for the Second Semester of Grade Eight in Cycle 1

Standard of Competency	Basic Competency
<p>Speaking 9. Expressing meanings of short simple transactional and interpersonal conversations to interact with the society and the surrounding.</p>	<p>9.1 Express meanings in transactional dialogues (to get things done) and simple interpersonal (socialization) dialogues by using oral various spoken language accurately, fluently, and appropriately to interact with the surrounding asking, giving, and refusing service; asking, giving, and refusing things, accepting and denying facts; asking, giving and refusing opinions; and asking, giving, and refusing things.</p>

Based on the table above, the researcher and the teacher took two expressions as learning materials in this cycle. They were expressions of giving, asking, and refusing service and expressions of asking and giving opinions. Each material was taught in two meetings. Hence, it needed four meetings to teach the whole materials in this cycle.

Secondly, the researcher and the teacher made teaching media to assist the presentation of materials. The main media used in this cycle was pictures. The researcher got them from different sources. They were from books, internets even

making pictures based on the researcher's creativity. The supporting media used were LCD, laptop, paper and books.

The next activity was selecting the teaching technique. The researcher and the teacher decided to use *PPP* technique in the teaching and learning process. The technique consisted of three stages. They were presentation, practice, and production.

The last activity was making lesson plans. Here, the researcher made lesson plans as the guidance in conducting the teaching and learning process. There were 2 lesson plans in this cycle. The teaching and learning scenarios can be seen in the appendices.

Arranging the plans was expected to be able to guide the implementation of actions in this cycle well and successfully.

b. Actions and Observation

In the first cycle, the actions and observations were carried out in four meetings. They were on April 11th, 13th, 18th, and 19th, 2012. The actions implemented in this cycle were using pictures, such as flash cards, pictures in LCD, and cue cards applied in interactive activities. The interactive activities included role plays, questions-answers and discussions.

The actions were carried out in four meetings which the researcher provided two materials of speaking for grade eight. The first was about expressions of giving, accepting, and refusing service and the second was expressions of giving and accepting opinions.

The first material was carried out in two meetings. They were on April 11th and 13th, 2012. In the first meeting, the teaching and learning process was about presentation and practice stages. Meanwhile, the second meeting was about the production stage. In the first material, the students learnt about expressions of giving, asking, and refusing service. They were provided with many speaking activities to practice these expressions. In the beginning of the teaching and learning activity, the students were provided a picture to be identified. The students were asked to identify a picture about three people who were in the restaurant. The teacher gave some questions to the students related to the picture and they should answer the questions. In the beginning, the students looked attracted with the pictures. However, they still kept silent when the teacher gave questions. Then, the students were asked to listen to a short dialog from the picture. They were serious to look at the picture while listening to the dialog. After that, they were asked to answer the questions related to the dialogue. The students also were asked to practice pronunciation by pronouncing the expressions of giving, asking, and refusing service correctly. Some of the students could imitate the pronunciation correctly. However, the others still made mistakes. Besides, the students were given the chance to make a short dialogue based on the pictures and practice it in front of the class. In the last activity, the students were asked to practice speaking by playing a role play using the pictures. Here, the researcher used flash cards to assist the students to play the activity.

Meanwhile, in the second material conducted on April 18th and 19th, 2012, the students were drilled speaking practice using expressions of giving and

refusing opinions. In the beginning of the teaching and learning process, the researcher showed some pictures about '*wonderful places*' to the students. The teacher gave some questions related to the pictures. The students were asked to answer the questions and then giving opinions based on the pictures. In the next activity, the students were asked to listen to some conversations and to answer the questions related to the conversations. They were still asked to practice pronunciation. They pronounced some expressions of asking, giving, and refusing opinions provided by the teacher. Then, the students were asked to complete the dialogues using asking, giving, and refusing opinions. In the next activity, the students were distributed some pictures and they were asked to give their opinions about the pictures. In this case, the students were given the chance to practice speaking by expressing their ideas freely in discussion activity.

The data during Cycle 1 were collected by using field notes and interview transcripts during the classroom observations and interviews. More information about the data was described in the following:

1) Using pictures as learning media to build the students' motivation to learn speaking in the class.

The pictures in the first cycle were various. They were pictures in LCD, flash cards and cue cards. First, the researcher used flash cards as media in the teaching and learning process of speaking. Flash card is the picture showed in the form of card which the teacher can hold up for the students to see. They were made by the researcher based on her own creativity. They were about 3x6 cm, 6x6 cm and 6x10 cm.

In this cycle, flash cards were used in the first and second meetings. In the first meeting, flash cards were used to motivate the students in the teaching and learning of speaking in the class. The pictures were about many kinds of food and drink which were related to the topic of the material. The researcher tried to show the pictures to the students and they were asked to see and pronounce the words related to the pictures. In the beginning, the students gave their attention to the pictures showed by the teacher and listened to what the teacher said. This statement is indicated from the field note below.

“...Murid-murid tertarik dan langsung memberikan perhatiannya pada gambar yang di bawa oleh guru..”
 (“..The students are interested and give their attention directly to the pictures brought by the teacher.”)

Appendix A/FN. 05

Although the use of flash cards had some positive impacts, using flash cards in speaking activities also gave some negative impacts to the students. Some of the students sitting at the back of the class could not see the pictures clearly. They did not know what pictures showed by the teacher to them were. So, the students did not participate during the lesson well. It is indicated in the following transcript.

R :”Kalau yang pake gambar flash card kemarin, suka?”
 (Were you happy when Bu Isti used flash cards in teaching yesterday?)
S :” Nggak keliatan e kemarin Mbak. Agak gak jelas dari belakang. Jadi tadi gak tau Bu Isti nerangin gambar apa.”
 (I cannot see them clearly. They were unclear from the back. So, I do not understand when Mrs. Isti gave the explanation.)

Appendix B/Interview 4

Secondly, the researcher tried to implement pictures in LCD. The researcher provided some pictures to the students shown by LCD. The use of pictures in LCD was more effective for students. The pictures looked larger and clearer. The students who were sitting at the back of the class could see the pictures clearly.

R	: " <i>Suka gak kalo gambarnya ditampilin pake LCD gitu?</i> " (Do you like the pictures in LCD?)
S	: " <i>Iya, suka, Miss.</i> " (Yes, I like them)
R	: " <i>Kalo dari belakang tadi, kelihatan gak?</i> " (Could you see the pictures when you sat down at the back?)
S	: " <i>Kelihatan kok dan malah lebih jelas gambarnya.</i> " (Yes, I could. The pictures were clearer.)

Appendix B/Interview 4

By showing the pictures through LCD, the students were happy and enthusiastic to participate during the lesson though they still felt shy to speak up. It is indicated in the following interview transcript.

R	: " <i>Gimana pelajarannya tadi? Suka gak pake gambar-gambar yang ditampilin di LCD?</i> " (What do you think about the lesson? Do you like the pictures showed in LCD?)
S	: " <i>Hu'uhm Miss, suka. Lebih jelas.</i> " (yes, I do. They are clearer.)
R	: " <i>Terus, pas disuruh ngasih pendapat tadi, bisa nggak?</i> " "(Then, did you give your opinion when the teacher asked you?)
S	: " <i>hmmm..sebenarnya bisa, tapi tadi malu, Miss. Heee..</i> " (hmmm..Actually I could do it but I was shy.)

Appendix B/Interview 5

Thirdly, the researcher tried to implement cue cards to the students in the first cycle. Here, the researcher prepared some pieces of small picture. The researcher shared the pictures to the students divided into 6 groups. Each group

should get 4 to 5 pictures based on the member of the group. The students were asked to discuss the pictures. In this activity, the students looked interested and they were not bored.

2) Conducting various and interactive activities to involve the students to practice speaking.

Pictures are visual media used by the teacher to assist her students in facilitating the teaching and learning process. By using pictures, the students were able to build their attraction and motivation to participate during the lesson in the class. Using pictures in attracting the students could be more effective when it was supported by implementing interactive activities. In this cycle, the researcher focused on the use of pictures in role plays, the use of pictures in questions-answers, and the use of pictures in discussions. The implementations can be described in the following explanation.

a) Conducting Role Play

Interactive activity used in this cycle was applying a role play. The researcher used pictures in the form of flash cards as media to assist the students in applying the role play. In this action, the objectives of the role play itself were encouraging the students to be active in the teaching and learning process and offering opportunities to practice speaking in the class by working together.

The researcher used flash cards in organizing the role play activity on April 12th, 2012. It was on the second meeting in this cycle. In conducting the action, the researcher provided materials about expressions of giving and accepting service. The students were expected to be able to practice the

expressions by using pictures in the role play confidently. Before implementing role play using flash cards that was conducted in the production stage, the teacher had already given the explanation about the use of expressions in the previous stage. So, in this meeting, the teacher just explained the procedure of the role play and the students did the play.



Figure III. The students used the pictures in role play

In applying pictures in the role play, most of students looked enthusiastic. They were happy to practice the play. The students were also motivated to use the expressions of asking for, giving and refusing service in the speaking practice. Although there were still some students who were nervous but they enjoyed the activity.

<i>R</i>	<i>: "Gimana praktek speaking-nya pas pake role play?" (What did you feel about speaking practice using a role-play?)</i>
<i>S</i>	<i>: "Asyik, Mbak. Kayak bisa ngomong di restoran luar negeri. Hee..Tapi tadi sempet grogi e Mbak, lupa ungapannya." (It was fantastic and like talking in the restaurant in other countries. Hee..But I felt quite nervous because I forgot the use of expressions.)</i>

Appendix B/Interview 5

On the other hand, some students still made mistakes in pronouncing words. They also ignored the use of grammatical sentence. This situation can be

described in the field note below.

“Beberapa dari mereka masih banyak yang salah pengucapan kata-kata dalam bahasa Inggrisnya. Mereka juga tidak memperhatikan tata aturan grammar yang ada dalam pembelajaran Bahasa Inggris.”

(Some of them still made mistakes in pronouncing words in English. They also did not pay attention to the grammar rules in learning English.)

Appendix A/FN. 05

b) Conducting Questions-Answers Activity

In this cycle, the researcher also applied questions-answers. Generally, the researcher implemented the activity in each beginning of the teaching and learning activity of speaking. In the questions-answers activity, the students were asked to identify the pictures. The teacher gave some questions based on the situation in the pictures. Then, the students answered the teacher’s questions orally.

In the first activity, the teacher asked the whole students in the class to answer some questions about the pictures. Some of students answered the questions together enthusiastically. However, when the teacher asked the students to be volunteers to answer the question, they just kept silent. In this case, the students looked still shy to speak individually. The teacher should call one of the student’s names; then the students would speak up to answer the question. This situation can be described in the interview transcript below.

T : “Mereka itu kalau diminta menjawab bareng-bareng, semangat, Mbak. Tapi giliran diminta untuk menjawab sendiri malah diem.”

(When the students were asked to answer the question together, they would answer it enthusiastically. However, when they were asked to be volunteers to answer the question individually, they just kept silent.)

*R :” Tapi kayaknya tadi Hafidz bisa itu, Bu pas Ibu tanya?”
(I think Hafidz could answer the questions.)*

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T : "Ya..karena itu saya tunjuk. Kalo saya tanya, siapa yang mau jawab gitu, mbok nyampe kapan to mereka cuma pada diem, Mbak. Pada malu mereka tu."
 (Yeah... Because I asked him to answer the question. When I asked one of the students to be as a volunteer answering the question, they just kept silent. They might be still shy.)

Appendix B/Interview 8

Basically, the use of pictures in the questions-answers activity could stimulate the students to speak English. By giving some questions, the students were asserted to answer orally based on the situation of the pictures. It can be seen in the interview transcript below.

R : "...Oya, gambar-gambar yang Miss tunjukkan kemarin, gmn menurut Tyas?Trus, bisa jawab gak kemarin Tyas?"
 (What do you think about the pictures I showed in the class yesterday, Tyas? Could you answer the questions?)
S : " Bagus juga kok Miss. Pas dikasih pertanyaan kemarin ya bisa soalnya ada gambarnya juga."
 (It was also good. I could answer the question because there was the picture.)

Appendix B/Interview 9

c) Conducting Group Discussions

In line with role play and questions and answers activities, the researcher also applied group discussions. In this action, the students were divided into some groups. Each group consisted of 4-5 students. One group was shared some pictures to be discussed. In the group discussion activity, the researcher used each student should give opinions based on the picture. Then the other students in the same group responded to her/him by giving different opinions.



Figure IV. **The students used pictures in discussions**

In discussions activity, the researcher conducted instant comment. The activity involved the students to give their comments about pictures that were been discussing in a group. By doing this, the students were more active in the speaking activity. They could share their ideas and opinions about the problems that had been faced. They were not shy to express what they wanted to say. This activity motivated the students to speak English freely in the class. It can be seen in the interview transcript below.

<i>R</i>	<i>: “Gimana, tadi praktek speakingnya pas diskusi?”</i> (What is your opinion about the speaking practice applied discussion?)
<i>S</i>	<i>: “ya sedikit-sedikit bisa. Jadi berani aja ngomong bareng ma temen-temen sekelompok. Asyik, kayak ngobrol tapi pake Bahasa Inggris.Miss.”</i> (Yes. I could speak bravely with my friend in the group. It was exciting like as chatting in English, Miss.)

Appendix B/Interview 9

Implementing pictures in discussions also gave some impacts for the students. Besides the activity inviting the students to share their opinion, the activity could also assist them to overcome the difficulties in speaking English. The students who did not have many vocabularies could be helped by asking to

the other students in their group. This statement is indicated in the interview transcript below.

<i>R</i>	: “ <i>Gimana diskusinya gambar tadi, ada kesulitan gak?</i> ” (what about the discussion activity. Was there any difficulty?)
<i>S</i>	: “ <i>Mmmm..Iya, tadi sempet gak tau bahasa inggrisnya.</i> ” (Mmmm..Yes, there was. I did not know the meaning of some words in English.)
<i>R</i>	: “ <i>Terus gimana?</i> ” (What did you do, then?)
<i>S</i>	: “ <i>Ya, tadi trus tanya ke temen. Akhirnya bisa deh</i> ” (Then I asked my friends. Finally, I found the meaning and I could speak English.)

Appendix B/Interview 10

c. Reflection in cycle 1

After implementing the action in Cycle 1, the researcher and the teacher did reflection. It was done based on the observation in the teaching learning process of speaking, the students' opinions, and the comments from the teacher. From the implementation of the action in Cycle 1, some findings were obtained. First, the students were motivated in learning speaking. The pictures could attract students. The students gave more concentration to participate during the lesson. They had more enthusiasm to speak English. The situation can be seen in the interview transcript with the teacher below.

<i>R</i>	: “ <i>Bagaimana pendapat Ibu, tentang penggunaan gambar dalam pembelajaran di kelas selama ini?</i> ” (What do you think about implementation of pictures during the teaching and learning in the class?)
<i>T</i>	: “ <i>Ya..menurut saya bagus sekali itu Mbak. Anak-anak tambah semangat belajarnya. Mereka lebih fokus ke pelajaran. Anak-anak yang biasanya hanya diam saja, sekarang lebih mau mendengarkan dan ngomong Bahasa Inggris. Yaa..meskipun tidak begitu lancar ngomongnya, setidaknya mereka punya semangat dalam belajar speaking.</i> ” (..I think it was very good, Mbak. The students were more

continued

continued

enthusiastic and focused to learn in the class. The students who just be quiet in the class, they had desire to hear and speak English. Although their speaking was not fluent, at least they had enthusiasm in learning speaking.)

Appendix B/Interview 11

Secondly, the implementation of pictures could increase the students' self confidence in speaking since it was done by applying interactive activities. The students volunteered themselves to do speaking practices. They could answer the teacher's questions related to the pictures confidently. They were also enthusiastic in playing the role play in front of the class. However, it was still found that there were some students who were attracted to the pictures, but they did not speak up when the teacher asked them to be as volunteers to answer the questions. They still looked shy to speak English individually. This situation can be indicated from in the interview transcript with the teacher below.

R : "Kalau untuk penggunaan gambar yang memakai berbagai macam interactive activities yang sudah dipraktikkan anak-anak, gimana menurut Ibu? Perubahan apa yang terjadi?"
(What do you think about implementation of pictures in interactive activities practiced by the students? What changes happening to the students?)

T : "Sebenarnya itu sangat bagus, Mbak. Mereka juga sangat tertarik dengan kegiatan yang sudah Mbak Ruli berikan di kelas. Kalau untuk perubahannya, mereka semakin percaya diri untuk ngomong. Apalagi ketika kegiatannya pas mereka memperagakan maju kedepan (Role Play). Mereka lebih berani juga tampil ke depan untuk mempraktekkannya. Terus untuk menjawab pertanyaan-pertanyaan dari gambar tadi, anak-anak juga lebih semangat menjawabnya. Tapi ada juga tadi yang masih malu menjawab sendiri.
(Actually, it was very exciting, Mbak. The students were also interested in the activities that you gave in the class. They had more self confidence to speak English. They were braver to practice the role play in front of the class. Then, they were able to answer the question confidently. However, there were still some students who were still shy to answer the question individually.)

Appendix B/Interview 11

Thirdly, it was found that the speaking practice the students had done by using the pictures in interactive activities in Cycle 1 had improved their vocabulary and pronunciation. They got more vocabularies from the pictures. However, it was still possible for the students to make mistakes in pronouncing words in the speaking practice. They also ignored the grammatical accuracy. The situations can be described in the interview transcript below.

T : "...Selain mereka merasa senang dan semangat, kemampuan berbicara mereka juga meningkat. Tapi belum semuanya terlihat, terlebih pada pengucapan dan grammarnya, mereka masih banyak yang salah Mbak. Mungkin coba pas di cycle berikutnya bisa ditingkatkan lagi."
 (...they felt happy and enthusiastic. Moreover their speaking abilities were also improved. However, it was not happening in pronunciation and grammatical rule. They still made mistakes, Mbak. It could be improved in the next cycle.)

Appendix B/Interview 11

In reflection, it was also found that the teacher found it difficult to prepare the speaking materials for the students. She also thought that she had to follow the materials that would be tested in the final examination.

T : ".. jujur ya Mbak. Ya, karena terkadang guru-gurunya disini itu UN(Ujian Nasional)-oriented, jadi yang dikasih ya materi-materi yang biasa keluar ujian saja. Kalau speaking kan nggak dipake dalam ujian. Jadi jarang ana-anak saya suruh praktek speaking. Lha saya juga gak bisa buat materi speaking yang menarik seperti itu e Mbak."
 (Honestly, the teachers of this school just focused on the materials that would be tested on the *Ujian Nasional*. So, they just gave the materials would be tested in final examination. Speaking skill did not be tested on the final exam, so I rarely gave the students to practice speaking. Furthermore, it was difficult for me to make interesting materials of speaking.)

Appendix B/Interview 11

Summary of Cycle 1

Based on the whole reflections above, the researcher and the teacher made a summary of the Cycle 1. It is presented below.

1. The pictures could attract students. The students gave more concentration to participate during the lesson. They had more enthusiasm to speak English.
2. The implementation of pictures could increase the students' self confidence in speaking since it was conducted by applying interactive activities. They volunteered themselves to do the speaking practices.
3. The students' speaking ability started to be improved during the implementation of various and interactive activities in the class. The improvements included fluency and vocabulary. The grammatical accuracy and pronunciation were not improved maximally.

In addition to some improvements on students' speaking practice using pictures in interactive activities, it was still found some problems faced by the students in Cycle 1. The problems faced in Cycle 1 are presented below.

1. The time management in Cycle 1 was not effective. The researcher did not begin and end the teaching and learning process of speaking related to the time allocation in the lesson plan.
2. There was any problem in preparing LCD to show the pictures in the teaching and learning of speaking in the class. So, it influenced the time of the teaching and learning process of speaking. It caused the students to have less time to do the next activities. Therefore, the use of LCD to show the pictures should be improved better.

3. Some students did not understand the teacher' instruction because some of them misunderstood when teacher spoke in English completely. So, they did not know what they would do in the speaking activity.
4. In the reflection, it was found that the teacher still had problems in preparing teaching materials of speaking to the students. The materials were not enough to make the speaking activities in the class interesting and fun.

2. Report of Cycle 2

a. Planning

Based on the discussion and reflection in the first cycle, the researcher and the teacher decided to implement Cycle 2. Before designing further planning for the next cycle, the researcher and the teacher made the recommended solutions of weaknesses in Cycle 1 summarized on the following table.

Table 8: **The Weaknesses of Cycle 1 and the Recommended Solutions**

Weaknesses of Cycle 1	Recommended Solutions
The time management in Cycle 1 was not effective.	The researcher gave more attention to the time allocation in the lesson plan. The collaborator would remind the researcher when she had to end the activities.
There was any problem in preparing LCD to show the pictures in the teaching and learning of speaking in the class.	Before the teaching and learning process was conducted, the researcher should have more time in preparing LCD.
Some students did not understand to the teacher's instruction because some of them did not understand when teacher spoke in English completely.	Giving instructions to the students clearly and switching it in Bahasa Indonesia could be a good idea.
It was found that the teacher still had problems of preparing the teaching materials of speaking to the students.	The researcher provided some teaching materials of speaking for the teacher so she hoped the teacher could apply them in the speaking class.

Furthermore, the researcher and the teacher made some plans of actions in Cycle 2. Basically, the whole actions in this cycle were the same as those in the previous cycle. However, in Cycle 2, the actions were revised and modified by the researcher. The actions in Cycle 2 can be presented as follows.

1. Using pictures as learning media to build the students' motivation to learn speaking in the class. The pictures included pictures in LCD, cue cards, and students' own pictures.
2. Conducting various and interactive activities to involve the students to practice speaking. The activities included questions-answers, game, and storytelling.
3. Providing speaking materials to assist the teacher in teaching speaking in the class.

Besides, as described in Cycle 1, there were some additional preparations that were done by the researcher and the teacher to succeed the process of the actions in Cycle 2. First, the researcher and the teacher still selected the materials based on the standard of competency and the basic competency for the second semester of grade eight. The materials used in this cycle can be seen in the following table.

Table 9. The Materials Based on Standard of Competency and Basic Competency for the Second Semester of Grade Eight in Cycle 2

Standard of Competency	Basic Competency
<p>Speaking</p> <p>2. Expressing meanings of functional oral text and short simple monologues in the recount and narrative</p>	<p>2.2. Express meaning in short simple monologue by using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the form of recount and</p>

continued

continued

texts to interact with the surrounding.	narrative.
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Based on the table above, the researcher and the teacher focused on teaching short monologues in the form of Recount as the material in the second cycle. The material was taught in three meetings on May 2nd, 3th, and 9th 2012.

Secondly, the researcher still made teaching media to assist the presentation of materials. The main media used in this cycle was pictures. The researcher got them from different sources. They were from copying book, searching in internet even making pictures based on her creativity. The supporting media used were LCD, laptop, paper and books.

The next activity was selecting the teaching technique. The researcher and the teacher still used *PPP* technique in the teaching and learning process. The technique consisted of three stages. They were presentation, practice, and production.

The last activity was making lesson plans. The researcher also made lesson plan as the guidance in conducting the teaching and learning process. There was only one lesson plan in this cycle. The teaching and learning scenario can be seen in the appendices.

Arranging the plans was expected to be able to guide the implementation of actions in the second cycle well and successfully.

b. Action and Observation in Cycle 2

In the second cycle, the actions and observations were carried out in three meetings. They were on May 2nd, 3th, and 9th 2012. The actions implemented in

this cycle were still using pictures applied in various interactive activities. The pictures included pictures in LCD, picture series, cue cards, and students' own pictures. The researcher also provided some interesting and interactive activities including questions and answers, games, and storytelling. Those actions were carried out in one material of speaking for grade eight that was about *Recount Text*.

In this cycle, the researcher conducted the actions in three meetings. In the first and the second meetings, the researcher conducted presentation and practice stages. Meanwhile, the production stage was conducted in the last meeting.

In the beginning of the teaching and learning process in the first meeting, the teacher provided a picture. The students were asked to listen to the story. Then, the students were asked to answer the questions related to the story. In this cycle, the students were also asked to match the pictures related to the cue words. Then, they were asked to make a sentence orally based on each picture in groups. After that, the students were also to make a sentence in the past form orally related to the pictures. The students were excited and enthusiastic to do the activity.

In the second meeting, the students were drilled to practice pronunciation by repeating words based on the pictures. The researcher also provided a game to the students in the practice stage. The activity was conducted to give their chance to practice speaking in the use of grammatical rules. Because this material was about recount text, the students were asserted to make an event of story orally in the past. So, it was necessary for the students to understand the grammatical rule

about the use of past tense. The game applied in this cycle aimed to give chance to the students to practice the use of past verb. This activity was very effective in guiding them before they were asked to tell a recount story.

Then, in the last meeting, the students were required to make a picture series based on their own creativity related to their experiences. From the pictures, they practiced speaking by telling the story in groups. In the last activity, the students were asked to retell a story based on their own pictures individually.

The data during Cycle 1 were collected by using field notes and interview transcripts during the classroom observations and interviews. The more information about the data was described in the following:

1) Using pictures as learning media to build the students' motivation to learn speaking in the class.

In this cycle, the researcher still used many pictures as media to assist the students in learning speaking. It was the same as described in the first cycle that using pictures in the second cycle aimed to grow the students' motivation. The pictures which had been used in this cycle were pictures in LCD, cue cards, and students' own pictures.

Firstly, the researcher used pictures in LCD. It also had been described in previous cycle that LCD was useful to show the pictures. In this cycle, the researcher used the pictures in the first and second meetings. Generally, the pictures were shown in the beginning of the teaching and learning process. This activity built the students' interest so that they were able to give their attention to involve themselves during the lesson. This situation can be seen in the interview

transcript below.

“...semua siswa memperhatikan gambar yang ditampilkan di dalam LCD ke dinding depan kelas. Mereka mengikuti apa yang dijelaskan oleh guru...”

(“..All of students gave attention to the pictures shown on the screen in front of the class. They involved themselves during the lesson explained by the teacher...”)

Appendix A/FN. 09

The use of LCD could assist the teacher to show the pictures and it was effective for her to present the materials to the students. She could show the materials about generic structure of recount text without the she had to write it down on the whiteboard in which it would need more time.

T : “..seperti pada cycle pertama, penggunaan gambar yang ditampilkan di LCD sangat membantu dalam pembelajaran. Materi-materi yang perlu disampaikan juga dapat ditampilkan pake LCD Mbak, jadi Mbak Ruli kan nggak perlu menghabiskan banyak waktu karena hanya untuk menulis di papan tulis saja.”

(..It was the same description as explained in the previous cycle that the use of pictures in LCD was very helpful in the teaching and learning process. The materials that should be delivered to the students could also be shown by using LCD, Mbak. So, you did not waste the time to write down the material on the white board.)

Appendix B/Interview 15

In this cycle, the researcher also implemented cue cards. The use of cue cards in this cycle was quite different from that in the first cycle. She prepared many pictures. They were distributed to the students individually so each student got one picture. The pictures were about some activities related to the topic of material. Then, the students were able to speak English related to the picture. Implementing cue cards in this cycle gave some impacts for the students. The students were more enthusiastic and curious when they had got the pictures given

by the teacher.

In line with cue cards, the researcher also implemented picture series to help the students to tell stories in the classroom. The researcher prepared a sequence of pictures describing an event. The pictures were taken from books and internet. In the beginning of the teaching and learning process, the pictures were shown by using LCD. This was hoped to ease the researcher showing the pictures to whole students in the whole class. Then, the students were asked to tell the story based on the pictures collaboratively. They looked enthusiastic and interested to do it.

Besides, in the last meeting in this cycle, the researcher implemented students' own pictures. The students were asked to make their own pictures that were made as homework which illustrated a chronological event of an experience in the past. In this activity, the students made the pictures based on their creativity. They drew the pictures in various colors. However, some of them made the pictures simply without coloring them. The activity was done by the students seriously and enthusiastically. They felt that the activity was not boring. The statements can be seen in the interview transcript below.

<i>R</i>	: " <i>Mana gambarnya tadi?</i> " (Where is your picture?)
<i>S</i>	: " <i>Jelek ah, Miss..hee..</i> " (It is bad Miss.)
<i>R</i>	: " <i>Enggak pa pa. Gak Miss ketawain kok..mana? Wah diwarnai juga to??Bagus kok. Seneng gak tadi disuruh buat gambar gini?</i> " (Never mind. I won't laugh at you? Where is it? Waow..it is nice. You color it, right? Are you happy if you are asked to make the picture?)
<i>S</i>	: " <i>Seneng, Miss.</i> " (Yes, I'm happy, Miss.)

continued

continued

<p><i>R</i> : “<i>Senengnya kenapa?</i>” (Why?)</p> <p><i>S</i> : “<i>Ya..kita bisa buat gambar sendiri gitu. Bahasa Inggris tapi buat dan pake gambar-gambar segala. Kan asyik, jadi gak bosan kegiatannya.</i>” (Yes..we could make the picture with our creativity. We learnt English but we also made and used the pictures. It was exiting. We were not bored to do the activity.)</p>

Appendix B/Interview 14

Basically, pictures were interesting media for the students to assist them in practicing speaking. Besides they could build the students’ attention, pictures could stimulate students’ oral production. Sometimes, the students got difficulties to speak English because they had no idea. By using pictures, it was as an appropriate way for the researcher to overcome it. The students could gain information from the pictures.

2) Conducting various and interactive activities to involve the students to practice speaking.

a) Conducting Questions and Answers Activity

It was the same activity as implemented in the first cycle; the interactive activity used in this cycle was conducted by questions-answers. It was the same as conducted in Cycle 1. The question-answer activity was conducted in the beginning of teaching and learning process in each meeting. The researcher used pictures were shown in LCD, and then she gave some questions to the students related to situation in the pictures. The students had been familiar with this activity and most of them gave their answers orally to the researcher related to the situation in the pictures. In this cycle, they were more active and enthusiastic to answer the questions. This statement was indicated from the interview transcript

below.

“...Para murid terlihat semangat ketika peneliti menunjukkan gambar-gambar menggunakan LCD, kemudian mereka juga terlihat lebih aktif dibandingkan pada cycle pertama ketika peneliti memberikan beberapa pertanyaan yang berhubungan dengan situasi yang ada di gambar....”

(“...The students looked interested when the researcher showed the pictures in the LCD. They were also more active than they were in the precious cycle when the researcher gave them some questions about with the situation in the pictures...”)

Appendix A/FN. 09

b) Applying Game

In this cycle, the researcher also applied a game. The game was called ‘*What did you do, yesterday?*’. The topic of material in this cycle was about recount text, so the researcher focused on the use of past tense in applying the game. The students were asserted to practice speaking in pronouncing the verbs in the past correctly.

The application of the game in this cycle was conducted in the second meeting of the practice stage. In this activity, the students were distributed pictures individually. Each student had one different picture and she/he had to speak English based on situation in the picture using past form. First, the student A asked the student B, “*B, what did you do yesterday?*”. Then, the student B stood up and answered the question by saying a sentence using past form related to the picture she got, “*I swam in the beach, yesterday*”. After answering the question the student B pretended to ask the other student, for example student C. Student C had to answer the question related to the picture he got. The activity was conducted by the whole students in turns. When the student pronounced the sentence incorrectly, she/he should keep standing in their place until the game was

over. The students were interested and enjoyed practicing speaking by using the pictures applied in this game. They had more self-confidence to say the past sentence orally. The statement was indicated from interview transcript below.

R	: “...kalo pas main game kemarin, gimana seneng gak?” (Were you happy when you played the game, yesterday?)
S	: “Wah seru, Miss.” (It was interesting, Miss.)
R	: “Masih malu gak ngomongnya kemarin?” (Were you still nervous in speaking?)
S	: “Kalo malu sih, uda gak. Pokoknya asyik kemarin, Miss.” (No, I was not. It was exiting, Miss.)

Appendix B/Interview 12

By applying the pictures in game, it was quite effective for the students to practice speaking. The students practiced speaking in pronouncing the words in the past. Most of students could pronounce the words correctly.

T	:” <i>Saya kira anak-anak banyak perkembangan dalam pronounciation-nya, Mbak. Awalnya, yang tadinya mereka kesulitan untuk mengucapkan kata-kata dengan benar, sekarang mereka sudah ada peningkatan, bahkan setelah tadi anak-anak didrill untuk menirukan kata-kata bentuk lampau, banyak beberapa dari mereka yang sudah bisa mengucapkan kata-kata dengan tepat. Tapi yaa..ada juga beberapa dari mereka yang masih belum bisa menggunakan kata kerja bentuk keduanya, seperti Zena, Anisa, Hestu tu, Mbak..sering lupa mereka.</i> ” (I think the students get more development of their pronounciation, Mbak. Firstly, the students got difficulties in pronouncing words correctly. However, now, they improved after they were given more drills in imitating the words in the past. There were many students pronouncing the words correctly. But, some of them did not use the grammatical rule correctly, such as Zena, Anisa and Hestu. They forgot it.)
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Appendix B/Interview 15

Based on the interview transcript above, it is also explained that there were some students who still made mistakes in using grammatical accuracy when they were practicing speaking in the class.

c) Applying Story Telling

In this cycle, the researcher implemented pictures through story telling. In this activity, the students were asked to tell a chronological story related to the pictures.

In the first meeting, the researcher used a picture that was shown by LCD in front of the class. Almost students gave attention and tried to answer the teacher's questions about what the pictures were talking about. The researcher also tried to implement the jumbled pictures that should be arranged by the students into a sequence of story. In this activity, the students were asked to work in groups and then they were asked to tell the story in front of the class bravely. This activity improved the students' self confidence to speak in front of the class. In the last meeting, the story telling activity was implemented by using students' own picture. The teacher asked to the students to make a serial picture in groups. Because the time of the teaching and learning in the class was up, the activity was done by the students as homework. The pictures were about a chronological story based on their experiences. Besides, the students were also asked to bring a picture that reminded them in an event individually. Then, in the next meeting the students were asked to tell it in front of the class. This activity was very interesting for the students. It stimulated them to speak in front of the class.



Figure V. The students used pictures in storytelling

By doing this activity, they could involve themselves and participate in the speaking practice in the class. Those situations can be described in the interview transcript below.

- | | |
|---|---|
| R | : “ <i>Bagaimana kegitannya tadi, suka gak?</i> ”
(What do you think about the activity? Do you like it?) |
| S | : “ <i>Iya, suka Miss.</i> ”
(Yes, I like it, Miss) |
| R | : “ <i>Sukanya kenapa?</i> ”
(Why?) |
| S | : “ <i>Jadi bisa bercerita pake Bahasa Inggris.</i> ”
(I could tell a story in English.) |
| R | : “ <i>Trus pas maju tadi, masih takut gak?</i> ”
(Then, Were you still nervous when you telling a story in front of the class?) |
| S | : “ <i>yaa..gak lagi sih, Miss. Kan pake gambar juga tadi.</i> ”
(No. I was not. I used the pictures, didn't I?) |
| R | : “ <i>Pernah gak sebelumnya praktek speaking kayak gini?</i> ”
(Did you ever do the activity before?) |
| S | : “ <i>Gak pernah Miss. Wong seringnya cuma ngerjain tugas aja. Kalo begini kan jadi bisa latihan ngomong dan bercerita pake Inggris, Miss.</i> ”
(Never. The activities were just answering questions from the book. If we did the activity as we have done in the class, we could practice to speak and to tell in English, Miss.) |

3) Providing Speaking Materials to Assist the Teacher in Teaching Speaking in the Class.

The teacher's orientation in the teaching and learning process of speaking for the students of the grade VIIIA was still focused on reading and writing. The students often got written practices than speaking practices. In this case, the researcher did discussion with the teacher about the important of speaking skills for the students. Then, the researcher gave the teacher copied materials about speaking skill in soft files. The researcher also gave her the various pictures that were the same pictures as used by her in the research. By doing this, it would be expected that the teaching and learning of speaking in the class could be conducted well; and the students would get and do more practices of speaking happily and enthusiastically.

The teacher thanked the researcher and hoped she could apply the materials in the teaching and learning process of speaking. On the other hand, the teacher told the main problems in the speaking teaching. She should focus on the materials that would be tested in the final exam. Besides, the teacher confessed that she was too busy to prepare the speaking materials using media, especially media pictures in which it was difficult to the teacher to find them. The situations can be described in the interview transcript below.

<i>T</i>	<i>:"Wah, Mbak.makasih banyak materi-materinya. Insyallah, saya aplikasikan di kesempatan besok."</i> (Thank you very much for the materials. Insyallah, I can apply them in the next occasion.)
<i>R</i>	<i>:"Semoga bermanfaat, Bu."</i> (I hope it is useful, Mam)
<i>T</i>	<i>:"Sebenarnya, saya setuju dengan apa yang sudah Mbak Ruli lakukan di kelas. Apalagi menggunakan media seperti itu."</i>

continued

continued

Lha terus terang saja, Mbak, saya itu kesulitan kalo harus cari-cari gambar di internet atau di sumber lain gitu. Ya, maklum, Mbak, masih ada tanggungan lainnya. Jadi gak sempet kalo mau mengerjakan itu. Kalo Mbak Ruli kan masih muda, masih semangat dan belum banyak tanggungan seperti saya. Hmmm..”

(Actually, I agree with you about the activities that you have done in the class. Moreover, you used the media. Frankly, I have difficulties to find the pictures in internet and other resources. As we know that I do not only teach the students here. I have some other jobs to be solved. So, it is possible for me to do not do the activity. It is different from Mbak Ruli, right? You are still young and have more spirit. You also do not have other jobs as I have. Hmmm..)

Appendix B/Interview 15

c. Reflection in Cycle 2



Figure VI. The researcher and the teacher did reflection

After implementing the actions, the researcher and the teacher, did some reflections. It was done based on the observation in the teaching learning process, the students' opinions, and the comments of the teacher. From the implementation of the actions in Cycle 2, I found some findings. Firstly, pictures enabled the students to concentrate in the teaching and learning process in the class. They were more attracted to participate during the lesson through the various and interesting pictures. It was the same ways as described in the previous activities;

the various pictures were useful to create students' motivation and involvement to practice speaking.

Secondly, the students' self-confidence had also more improved. It can be seen through the students' performance in the class. They could answer the teacher's questions confidently. The students also could speak up without more encouragement. The use of pictures applied in questions and answers activity was very effective to increase the students' speaking practice. Here, the students were stimulated to give answers of the questions related to the pictures.

Third, the researcher and the teacher found that the implementation of pictures in interactive activities had also improved the students' chances to practice speaking. The situation can be described as follows:

T : "yaa..semenjak ada kegiatan-kegiatan dengan menggunakan gambar dan kegiatan-kegiatan yang lain (interactive activities), anak-anak semakin punya kesempatan banyak Mbak, dalam praktek speakingnya. Bagus, Mbak itu." (Yeach..since there were activities using the picture and interactive activities that the students had done in the class, they had more chances to practice speaking. It was good for the students, Mbak.)

Appendix B/Interview 15

Besides, the researcher and the teacher also found that speaking practice increased the students' speaking ability in fluency, accuracy, pronunciation, and vocabulary. Nevertheless, grammatical accuracy in speaking could not be increased maximally because it needed a long process for the students to learn the grammatical accuracy in speaking well until they could use it in appropriate target language.

T	<p>: “<i>Iya.. Alhamdulillah Mbak..perubahannya kalo dilihat dari cycle pertama ke cycle kedua, pronounciation mereka lebih bagus, vocab mereka juga lebih banyak. Mereka juga lebih lancar dibandingkan dari cycle sebelumnya.</i></p> <p>(Yes, Alhamdulillah Mbak. There are some students’ chances in the second cycle. Their pronunciations are better and their vocabularies are improved. They are also more fluent to speak up if it is compared in the previous cycle.)</p>
R	<p>: “<i>Kalo untuk grammarnya gimana, Bu?</i>”</p> <p>(How about their grammatical accuracy, Mam?)</p>
T	<p>: “<i>Ya..kalau untuk grammar..mereka juga ada peningkatannya. Apalagi setelah pake game what did you do, yesterday? kemarin itu. Mereka bisa mengucapkan kalimat bentuk lampau. Susah sih Mbak kalau untuk grammar. Butuh waktu yang lama. Ya nggak apa-apa, Mbak yang penting mereka mau dan tidak malu lagi ngomong.</i>”</p> <p>(Yes, their grammatical accuracy was also improved although it was not improved maximally. Especially, after you gave ‘What did you do, yesterday?’ game, they got some practice about grammatical rule in past form. That was true that it was too difficult and needed more time to understand the grammatical accuracy. But it was OK. The most important thing was building their willingness and they were not shy anymore to speak in English.)</p>

Appendix B/Interview 15

Here is the result of implementation of planning in Cycle 2 to overcome the weaknesses of Cycle 1.

Table 10. **The Result of Solution in Cycle 2**

Weaknesses of Cycle 1	Solution	Result
The time management in Cycle 1 was not conducted effectively.	The researcher gave more attention to the time allocation in the lesson plan. The collaborator would remind the researcher that she had to end the activities.	The time management had been conducted well. The teaching and learning activities could be started and ended related to the time allocation in the lesson plan.
There was problem in preparing LCD to show the pictures in	Before the teaching and learning process was conducted, the researcher	The use of LCD could be applied maximally.

continued

continued

speaking teaching and learning in class.	had more time in preparing LCD.	
Some students did not understand to the teacher' instruction when the teacher spoke in English completely.	Giving instruction to the students clearly and switching it in Bahasa Indonesia.	The students understood to the teacher's instruction. They did the speaking practices well.
It was found that the teacher still had problems in preparing the teaching activities of speaking to the students.	The researcher provided some teaching materials of speaking to the teacher so she hoped the teacher could apply them in speaking class.	The teacher had more the teaching materials of speaking for the students. It would be applied in speaking class.

Summary of Cycle 2

- a. It is the same as described in the previous activities; the various pictures were useful to create students' motivation and involvement to practice speaking.
- b. Pictures enabled the students to concentrate during the teaching and learning in the class. They attracted the students to participate during the lesson through the various and interesting pictures.
- c. In this cycle, the students' self-confidence had more improved. It can be seen through the students' performance in the class.
- d. The use of pictures applied in questions and answers activity was very effective to increase the students' speaking practice. The students were stimulated to speak up by giving answers of the questions related to the pictures.
- e. The combination of the use of pictures implemented by interactive activities has improved the students' chances to practice speaking.

- f. Speaking practice also increased the students' speaking ability in fluency, accuracy, pronunciation, and vocabulary. Nevertheless, grammatical accuracy in speaking could not be increased yet maximally.
- g. Providing copied speaking materials and media pictures successfully changed the teacher's idea of how to teach speaking interestingly.
- h. There was no serious problem faced in Cycle 2.

C. Discussions

English teaching and learning in the class will be conducted well when the fourth skills in English are taught to the students in the class. However, it will be a problem when the teaching and learning activities just concern reading and writing skills. So, this research carries about speaking skill in which it will be reached by improving speaking practice to the students. It is stated by Rivers (1981) that teachers will need to give their students many opportunities to practice speaking.

The research provided some actions to solve the problems faced in the teaching and learning process so the speaking practice in the class will be improved. In this research, the indicators of speaking improvements are seen from the performance of the students.

In this case, the researcher and the collaborator made discussion forum. In this activity, they discussed the actions that had been done during in the first and the second cycles. The researcher and the teacher presented what they had done and got from the research.

The teacher delivered some points about the developments of the students. First, she found that using the pictures during the teaching and learning process was useful to build the students' motivation. The students were more attracted to learn the lesson in the class.

Secondly, the teacher found that the use of pictures during the both first cycle and second cycle stimulate the students to arrange words in their mind so they could express their idea orally. The students' self-confidence was also improved. It can be seen through the students' performance in the class. They could answer the teacher's questions confidently. The students could also speak in front of the class without more encouragement.

Thirdly, the teacher also found that the implementation of pictures in interactive activities provided more speaking practices for the students. She explained that the students got many opportunities to practice speaking in the class.

Lastly, the students' speaking ability also increased since the researcher drilled speaking practices to the students. They included fluency, accuracy, vocabulary and pronunciation.

The result of Cycle 1 and Cycle 2 can be summarized as follows:

Table 11. The Result of Cycle 1 and Cycle 2 in the Research Study

No.	Before the Actions were implemented		Cycle 1	Cycle 2
	Problems	Conditions		
1.	The students had low motivation and involvement to	<ul style="list-style-type: none"> The students looked lazy to participate during the 	<ul style="list-style-type: none"> The students started to learn speaking 	<ul style="list-style-type: none"> The students' motivation was improved.

continued

continued

	practice speaking in the class.	lesson.	enthusiastically. They gave more attention to the speaking lesson.	They learnt speaking happily and enthusiastically.
2.	There were more written practices than speaking practices in the teaching and learning activities of speaking.	<ul style="list-style-type: none"> • The teacher often copied the materials from the book and wrote them on the whiteboard. • The teacher just concerned reading and writing practices 	<ul style="list-style-type: none"> • The activities were not only from copied the materials. • The activities were more speaking practices. 	<ul style="list-style-type: none"> • There were more speaking practices than written practice in the teaching and learning activities of speaking.
3.	The teacher rarely used learning media to facilitate the students in the speaking class.	<ul style="list-style-type: none"> • The teacher never used LCD provided in the class and other media to teach speaking in the class. 	<ul style="list-style-type: none"> • The teacher started to apply pictures and to function the LCD in the class to assist the students. 	<ul style="list-style-type: none"> • The students were assisted by using the pictures in the speaking class. • The LCD in the class was applied maximally.
4.	Most of students were shy to speak English	<ul style="list-style-type: none"> • The students were afraid of coming in front of the class to read the dialogue. • The students did not answer the teacher's questions. 	<ul style="list-style-type: none"> • The students answered the teacher's questions. • The students were still nervous to perform in front of the class. 	<ul style="list-style-type: none"> • The students answered the teacher's question and practiced speaking confidently without more encouragement.
5.	The students had less chance in speaking practices.	<ul style="list-style-type: none"> • The students were just asked to make the dialogue and were not asked to practice it. 	<ul style="list-style-type: none"> • The students did the activities in pairs and groups. • The dominated 	<ul style="list-style-type: none"> • The students had more speaking activities in the class. They had more chances

		<ul style="list-style-type: none"> • The teacher did not give many speaking activities to the students in the class. • There were some students dominating the teaching and learning process of speaking in the class. 	students could be controlled.	to practice speaking in the class.
6.	The students were bored in the classroom activities	<ul style="list-style-type: none"> • The teacher gave long explanation so the students were sleepy. • The teacher did not give many various and interactive activities in the speaking class. 	<ul style="list-style-type: none"> • The students gave more attention to the lesson. • They started to practice various speaking activities. 	<ul style="list-style-type: none"> • The students practiced more various activities enthusiastically.

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions, implications, and some suggestions toward the students, English teacher, and other researchers.

A. Conclusions

The action research was conducted to improve the speaking practice through pictures used in interactive activities in the grade VIIIA of SMP N 2 Bantul in academic year of 2011/2012. It began in April 2012 and ended in May 2012. The researcher and the English teacher collaboratively implemented some actions to solve the selected field problems. Based on the research findings and discussions in Chapter IV, the implementation of pictures in interactive activities was successful to improve the students' speaking practice. After implementing the actions in two cycles, the researcher concluded that:

- a. Pictures enabled the students to concentrate in the teaching and learning process in the class. They attracted the students to participate during the lesson.
- b. Pictures were useful to arouse students' motivation and involvement to practice speaking. Through the pictures, the students could be stimulated to build their ideas. Thus, they were helped to speak English easily.
- c. The implementation of pictures through LCD not only attracted the students' attention, but it could help the teacher to present the materials easily.

- d. The students' self-confidence was improved. In this case, it can be seen through the students' performance in the class.
- e. The implementation of pictures in interactive activities has improved the students' chances to practice speaking actively. Here, there were more interesting activities practiced by the students using pictures in the speaking class.
- f. Speaking practice also increased the students' speaking ability in fluency, accuracy, pronunciation, and vocabulary. Nevertheless, their ability in grammatical accuracy could not be increased maximally.

B. Implications

From the conclusions above, the implications of the research can be described into some points presented as follows:

1. The use of pictures in teaching and learning process helped the students to participate during the lesson and to get their focus on the topics that were being learnt in the meeting. It implies that pictures are effective media in the teaching and learning.
2. Implementation of pictures in interactive activities could help the students actively participate in the speaking practices in the class. It implies that the pictures in interactive activities can activate the students in the teaching and learning process of speaking.

C. Suggestions

Based on the conclusions and implications that have been presented above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the Students

It is better for the students to have more time to practice their speaking. They need to build their self confidence in speaking. The students do not need to be afraid of making mistakes in practicing speaking. It is also hoped that the students can practice their speaking not only in the classroom but also outside the class.

2. To the English teacher

The English teacher needs to make variations in teaching speaking so that the students get more chances to practice speaking in enjoyable and interactive ways. It is essential for the teacher to improve the quality of speaking practice for the students. She should be more creative in producing and using interesting media.

3. To other researchers

The researcher hopes the other researchers who will conduct a similar research using pictures in interactive activities with different setting and subject for the improvement of the students' speaking practice can prepare the planning of the research well and more accurately before conducting the research, so the research can be done effectively.

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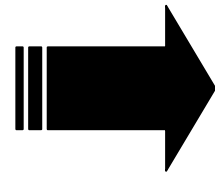
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APPENDIX

A

FIELD NOTES



FIELD NOTES

No : **FN.01**
Hari, tanggal : Kamis, 29 Maret 2012
Jam : 09.00 WIB
Tempat : Ruang TU dan ruang Kepala Sekolah
Agenda : **Permohonan Izin**
Responden :
1. Kepala Sekolah
2. Staf TU
3. Guru Bahasa Inggris
4. Peneliti

Peneliti datang ke SMP N 2 Bantul pada hari Kamis tanggal 29 Maret 2012 pukul 09.00 WIB dengan maksud meminta izin untuk melakukan penelitian. Setelah sesampainya di sekolah, peneliti masuk menuju ke ruang tata usaha untuk meminta izin bertemu dengan Kepala Sekolah SMP N 2 Bantul. Peneliti diminta untuk menunggu sebentar. Setelah diizinkan oleh salah satu staf tata usaha, peneliti masuk ke ruang kepala sekolah dan memberitahukan maksud dan tujuan dari kedatangan peneliti di sekolah tersebut. Kepala sekolah mengizinkan peneliti melakukan penelitiannya di kelas VIII A, namun sebelumnya beliau menanyakan surat dari utusan Bapeda. Berhubung suratnya masih dalam proses, peneliti belum bisa menyerahkan suratnya. Akhirnya, meskipun belum ada surat dari utusan Bapeda, kepala sekolah mengizinkan peneliti melakukan penelitiannya di sekolah tersebut. Setelah mendapat izin dari bapak kepala sekolah, peneliti diminta untuk langsung menemui ibu pengampu Bahasa Inggris kelas VIIIA, Ibu Istiqomah. Berhubung pada saat itu guru Bahasa Inggris sedang ada keperluan di luar sekolah, akhirnya peneliti memutuskan untuk datang kembali ke sekolah di lain hari. Peneliti segera menuju ke ruang kepala sekolah dan berpamitan untuk pulang.

No : **FN.02**
Hari, tanggal : Sabtu, 31 Maret 2012
Jam : 09.00 WIB
Tempat : Ruang Guru
Agenda : **Konfirmasi ke Guru Bahasa Inggris**
Responden : 1. Guru Bahasa Inggris
2. Peneliti

Pada hari Sabtu tanggal 31 Maret 2012, peneliti kembali datang ke sekolah untuk bertemu guru Bahasa Inggris kelas VIIIA. Sesampainya peneliti tiba di sekolah, waktu itu menunjukkan masih jam istirahat. Peneliti segera memasuki ruang guru untuk meminta izin bertemu dengan Bu. Istiqomah dan memberitahukan maksud kedatangan peneliti. Dengan sambutan yang hangat, Mrs. Istiqomah membolehkan peneliti mengambil data di kelas VIIIA. Kemudian peneliti menjelaskan garis besar rencana penelitiannya dan Mrs. Istiqomah pun menyetujui rencana penelitian peneliti. Setelah memberikan penjelasan kepada guru, peneliti juga menanyakan seputar permasalahan yang dihadapi ketika proses pembelajaran Bahasa Inggris di kelas VIIIA berlangsung, terutama pada saat pembelajaran *Speaking*. Setelah beberapa lama berbincang dengan Mrs. Istiqomah, kemudian peneliti meminta jadwal jam pembelajaran Bahasa Inggris di kelas VIIIA. Setelah cukup lama konfirmasi dengan Guru Bahasa Inggris, kemudian peneliti berpamitan dan akan kembali lagi untuk melakukan observasi.

No : **FN.02**
Hari, tanggal : Rabu, 4 April 2012
Jam : 07.00-08.20 WIB
Tempat : Ruang Kelas VIIIA
Agenda : **Observasi 1**
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Peneliti tiba di sekolah untuk melakukan observasi pembelajaran Bahasa Inggris di kelas VIIIA. Sebelum Peneliti bertemu guru Bahasa Inggris, Peneliti datang ke ruang TU untuk meminta izin bertemu dengan guru Bahasa Inggris di ruang guru. Pada saat itu, jam menunjukkan masih jam istirahat dan guru Bahasa Inggris masih mengajar di kelas. Peneliti diminta untuk menunggu bel istirahat. Setelah bel istirahat berbunyi, peneliti segera menuju ke ruang guru untuk konfirmasi bahwa saat itu, peneliti akan melakukan observasi mengenai proses pembelajaran Bahasa Inggris di kelas VIIIA. Namun waktu itu masih menunjukkan jam istirahat jadi peneliti mengobrol dulu dengan guru bahasa Inggris sembari menunggu bel masuk berbunyi. Setelah bel masuk berbunyi, guru Bahasa Inggris dan peneliti langsung menuju ke ruang kelas VIIIA.

Peneliti dan guru Bahasa Inggris masuk kelas. Di dalam kelas masih terlihat beberapa anak yang belum siap untuk melakukan pembelajaran Bahasa Inggris. Masih ada siswa yang sibuk ngobrol sendiri, bercanda dengan temannya, siswa masih ada yang mengerjakan tugas mata pelajaran sebelumnya dan beberapa siswa lainnya membuang potongan-potongan kertas dari lacinya ke lantai. Guru Bahasa Inggris menegur siswa dan memberitahukan semua aktivitas harus berhenti dan siswa diminta untuk mempersiapkan diri untuk pelajaran Bahasa Inggris.

Guru membuka pelajaran dengan salam dan bertanya tentang kabar siswa dalam bahasa Inggris. *Good morning, Class?*, *How are you?* kata guru. Siswa merespon dan berbalik tanya kabar kepada guru Bahasa Inggris dengan menggunakan Bahasa Inggris juga. *Good morning, Mam.*, *I'm fine.* Jawab para siswa.

Guru Bahasa Inggris meminta Peneliti untuk memperkenalkan diri kepada para siswa kelas VIIIA. Peneliti memperkenalkan diri dan memberitahukan bahwa peneliti akan melakukan penelitian di kelas tersebut. Setelah perkenalan, GBI mempersilahkan Peneliti untuk duduk di kursi bagian belakang yang kosong. Peneliti memperhatikan dan mencatat proses pembelajaran Bahasa Inggris di kelas VIIIA.

Guru mengucapkan salam kepada para murid. Para murid pun serentak menjawab salam. Guru menanyakan PR yang diberikan pada pertemuan sebelumnya. “Ada PR, anak-anak?” kata guru. “Yes.” Kata murid-murid. Para murid kemudian mengeluarkan buku LKS Bahasa Inggris. “Halaman berapa kemarin PRnya?”. Para murid menjawab, “Halaman 56, Bu.” Pada waktu itu para murid mengerjakan paragraf rumpang tentang recount text. Para murid diminta menjawab satu-satu hasil pekerjaan mereka. Setelah itu mereka diminta mengartikan paragraph tersebut. Hasil pekerjaan mereka tulis di buku tugas mereka. Hampir semua murid mengerjakan apa yang guru minta. Namun, ada beberapa diantara mereka yang hanya diam dan tidak melakukan apa yang guru minta. Ada seorang siswa yang menaruh kepala di atas mejanya. Setelah selesai mengartikan para murid diminta untuk mengerjakan latihan lain yang ada di buku LKS. “*Now, open page 58*”. Coba sekarang dikerjakan yang bagian B itu”. Para murid diminta untuk menjawab pertanyaan yang berkaitan dengan sebuah text bacaan. Beberapa dari mereka tidak mengerjakan apa yang diminta guru. Beberapa dari mereka bermalas-malasan dan melakukan kegiatan lain yang tidak berkaitan dengan pelajaran. Para siswa yang mengerjakan tugas pun tampak ramai karena berdiskusi dengan teman sebangkunya. Setelah selesai mengerjakan soal, guru dan siswa mencocokkan jawaban dari pertanyaan yang sudah dikerjakan. Guru meminta seorang siswa membacakan jawabannya. Hanya beberapa saja dari para siswa dan merekapun hanya para siswa yang biasa aktif di kelas saja yang bersedia membacakan jawabannya tanpa diminta oleh guru. Setelah jam pertama berlalu, sebelum pelajaran Bahasa Inggris selesai, guru meminta para siswa untuk mengerjakan soal-soal yang ada pada buku LKS sebagai PR mereka. “*For your homework, kerjakan halaman A dan B. Semuanya dikerjakan di buku tugas ya. Jangan sampai ada yang tidak mengerjakan lho*”, kata guru. Para siswa menjawab, “*OK, Mam.*”

Setelah beberapa lama, bel tanda pelajaran usai. Para murid bergegas memasukkan buku mereka ke dalam laci meja. Guru menutup pelajaran dan mengucapkan salam.

No : **FN.03**
Hari, tanggal : Kamis, 5 April 2012
Jam : 09.55-11.15 WIB
Tempat : Ruang Kelas VIIIA
Agenda : **Observasi 2**
Responden :
1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Guru datang ke kelas VIIIA pada jam 8.40 WIB. Sebelum guru mulai mengajar, siswa diminta untuk membersihkan kelas karena kelas terlihat sangat kotor. Terdapat banyak sobekan-sobekan dan gulungan-gulungan kertas di atas lantai dibawah meja siswa. Para siswa diminta untuk mengambil dan membuang ke tempat sampah. Setelah 15 menit berlalu, guru kemudian memulai pelajaran.

Guru menyapa murid "*Good Morning, Class.*". Beberapa siswa menjawab "*Good morning, Mam.*" Dan yang lainnya hanya diam. Setelah menyapa para siswa, guru bertanya kepada mereka, "*OK Class, is there any homework?*". Para siswa menjawab, "*No, Mam,*".

Kemudian guru meminta para siswa membuka buku mereka. "*OK, now, please open your book on page 32*", kata guru. Para siswa melakukan perintah guru dengan tidak bersemangat. Lalu mereka diminta untuk membaca teks di halaman tersebut. Guru menulis ungkapan-ungkapan di papan tulis yang di salin dari buku. Kemudian guru menerangkan penggunaan ungkapan tersebut dengan waktu yang cukup lama. Beberapa siswa tidak memperhatikan penjelasan guru. Setelah member penjelasan, guru menyuruh siswa mengerjakan tugas yang ada di buku. Dia menyuruh para siswa menyusun kalimat-kalimat yang terdapat di buku menjadi sebuah dialog yang benar. Lalu para siswa diminta untuk membacakan dialog tersebut berpasangan. Setelah itu, di tugas berikutnya, para siswa diminta untuk membuat dialog berdasarkan kejadian yang sudah ditulis dalam buku secara berpasangan. Beberapa siswa melakukan perintah dari guru.

Akan tetapi, beberapa yang lain hanya diam dan tidak mengerjakan tugas. Mereka terlihat sangat bosan dengan tugas yang diberikan dari guru mereka. Guru memberikan 10 menit untuk menyelesaikan tugasnya. Lalu guru meminta siswa untuk membacakan teksnya secara berpasangan. Pada awalnya, para siswa tidak mau maju ke depan untuk membacakan teks dialognya. Mereka merasa malu ketika mereka membuat kesalahan dalam mengucapkan kata-kata Bahasa Inggris dan akan ditertawakan oleh siswa yang lain. Akhirnya, para siswa mau membacakan dialognya hanya dengan duduk di kursi mereka masing-masing. Aktivitas ini dapat selesai sesudah semua siswa telah mebacakan dialog mereka secara berpasangan dan bergantian. Sebelum pembelajaran selesai, guru memberi PR kepada para siswa dengan mengerjakan tugas selanjutnya yang terdapat di buku Bahasa Inggris mereka.

Setelah bel berbunyi, guru mengakhiri pelajaran. Guru berkata, “*Good afternoon, Class and see you later.*”. Beberapa siswa menjawab, “*Good afternoon, Mam. See you.*”. Beberapa yang lain hanya terdiam sambil memasukkan buku mereka ke dalam laci meja. Kemudian guru dan peneliti meninggalkan kelas.

No : **FN.04**
Hari, tanggal : Sabtu, 5 April 2012
Jam : 11.30 WIB
Tempat : Ruang kelas VIIIA
Agenda : **Membagikan Kuesionar**
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Hari Sabtu, tanggal 5 April 2012 jam 10.50 WIB, peneliti datang ke sekolah dengan maksud membagikan kuesioner kepada para siswa kelas VIIIA. Pada awal rencana, peneliti hanya ingin meminta 10 menit di akhir pembelajaran.

Akan tetapi, pada waktu itu bersamaan berhubung guru Bahasa Inggris mempunyai kepentingan di luar sekolah, maka jam pembelajaran Bahasa Inggris selama satu jam pada waktu itu diminta peneliti sekalian untuk menggantikan mengajar di kelas tersebut. Karena tidak ada persiapan mengajar sebelumnya dari peneliti, maka peneliti mengajar sesuai kemampuan peneliti saja. Setelah 15 menit sebelum bel berbunyi, peneliti membagikan kuesioner kepada para siswa. Sebelum membagikan kuesioner, peneliti menyampaikan bahwa pertanyaan-pertanyaan yang akan diisi pada kuesioner, tidak akan mempengaruhi nilai bahasa Inggris atau yang lainnya. Setelah selesai, lembar kuesioner diminta untuk dikumpulkan. Kemudian peneliti berterimakasih dan berpamitan.

No : **FN.05**
Hari, tanggal : Rabu, 11 April 2012
Jam : 07.00-08.20 WIB
Tempat : Ruang kelas VIII A
Agenda : **Cycle 1, meeting 1**
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Hari Rabu, tanggal 11 April 2012, jam 07.00 WIB, peneliti melakukan penelitian pada pertemuan pertama. Untuk pertemuan pertama, peneliti datang 10 menit setelah bel masuk kelas berbunyi. Hal ini membuat pembelajaran pada pertemuan pertama kurang begitu lancar. Peneliti masuk kelas. Sebelum dimulai, Guru bahasa Inggris meminta siswa membersihkan ruang kelas yang berserakan potongan-potongan kertas. Para siswa diminta untuk membersihkan laci dan menyapu ruangan kelas. Sambil menunggu siswa selesai, peneliti memasang laptop ke LCD. Setelah beres, para siswa diminta untuk duduk di kursi masing-masing dan mempersiapkan belajar Bahasa Inggris. Untuk pertemuan pertama Guru sebagai pengajar, dan peneliti sebagai observer. Guru mengucapkan salam dan mengecek kehadiran siswa. Sambil mengoperasikan laptop, peneliti

mengobservasi pembelajaran di kelas. Peneliti menunjukkan gambar yang ada di LCD ke siswa. Guru memberikan pertanyaan ke siswa tentang gambar yang ditampilkan. Para siswa terdiam dan melihat ke layar LCD. Mereka melihat dan memperhatikan apa yang ditunjukkan di LCD. Guru menunjukkan gambar dua orang yang sedang melakukan percakapan. Siswa diminta untuk melihat gambar ke depan dan mendengarkan dialog percakapan yang diperagakan oleh guru. Seorang siswa perempuan secara langung bercelotah, “Weh ada Wahyu (teman laki-laki sekelasnya) disana.” Semua murid langsung tertawa mendengarkannya. Kemudian guru meminta siswa mengamati dan menanyakan beberapa pertanyaan seputar topic yang berkaitan dengan gambar. Guru bertanya dengan menggunakan Bahasa Inggris. Beberapa dari mereka menyahut pertanyaan guru. Para siswa yang lain hanya terdiam dan melihat gambar di depan. Kemudian para siswa diminta mendengarkan percakapan yang di bacakan oleh guru. Setelah selesai mendengarkan, para siswa diminta untuk menjawab pertanyaan yang berhubungan dengan dialog yang sudah dibacakan secara lisan. Nampak pada mereka memperhatikan gambar yang ditampilkan di LCD dan mendengarkan pertanyaan dari guru. Beberapa dari mereka menjawab dengan sangat antusias. Namun, ada juga yang terdiam dan hanya memperhatikan gambar yang ada di LCD saja. Setelah beberapa kali guru memberikan pertanyaan, para siswa diminta untuk mengidentifikasi ungkapa apa yang di pakai di dalam dialog yang sudah dibacakan oleh Guru. Setelah selesai mengidentifikasi dan menyebutkan ungkapan-ungkapan yang dipakai, guru menunjukkan ungkapan-ungkapan yang terdapat di dalam dialog dan contoh ungkapan yang lain. Kemudian, guru meminta siswa menirukan ungkapan-ungkapan tersebut dengan benar.

Di *practice stage*, guru menunjukkan gambar lain kepada siswa. Para siswa diminta untuk menirukan kosakata dengan benar sesuai dengan gambar yang ditunjukkan di LCD. Beberapa siswa mengucapkannya dengan benar. Tetapi beberapa yang lain masih salah dalam pengucapannya. Kemudian Guru meminta siswa membuat dialog pendek sesuai dengan situasi gambar yang ditampilkan di LCD dengan menggunakan ungkapan meminta, memberi dan menolak jasa secara berpasangan. Siswa boleh memilih satu diantaranya untuk membuat dialog.

Kemudian siswa diminta mempraktekkan dialognya di depan kelas. Ketika guru meminta siswa sebagai *volunteer* untuk mempraktekkan, para siswa diam dan tidak ada respon. Salah satu siswa mengangkat tangannya dan bertanya, “Boleh baca nggak, Bu?”. Guru menjawab, “No”. Mereka semakin enggan untuk maju kedepan. Akhirnya guru meminta salah satu pasang siswa maju ke depan untuk mempraktekkan dialog. Dan mereka pun mau maju ke depan. Mereka mempraktekkan dialog dengan melihat gambar yang ada pada layar LCD. Namun, beberapa dari mereka maju ke depan dengan masih membawa teks. Setelah beberapa siswa tampil mempraktekkan ke depan, bel tanda selesai pelajaran berbunyi. Guru menutup pelajaran dan mengucapkan salam ke siswa.

No : **FN.06**
Hari, tanggal : Jumat, 13 April 2012
Jam : 07.00-07.40 WIB
Tempat : Ruang kelas VIII A
Agenda : **Cycle 1, meeting 2**
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Seperti biasanya, guru membuka pelajaran dan mengecek presensi siswa. Semua siswa kelas VIII A hadir. Guru memberikan motivasi siswa agar semangat belajar dikelas. Guru mereview materi pembelajaran pertemuan kemarin. Seperti yang sudah disampaikan pertemuan kemarin, hari ini para siswa akan diminta untuk melakukan kegiatan Role Play. Guru menjelaskan procedure melakukan kegiatan ini dan memberikan contoh dengan dibantu kolaborator. Para siswa memperhatikan dengan antusias. Setelah guru memberikan contoh, anak-anak diminta untuk membuat kelompok. Setiap kelompok terdiri dari 3-4 orang. Pada pembagian kelompok ini menghabiskan waktu yang cukup lama. Akhirnya kelompok dapat terbentuk. Setiap kelompok diberi sebuah gambar dan diminta untuk memperagakan Role play berdasarkan situasinya. Kemudian mereka diminta untuk perform di depan kelas secara berkelompok. Guru meminta salah

satu kelompok menjadi *volunteer* untuk maju kedepan. Awalnya, tidak ada kelompok yang mau untuk menjadi volunteer. Akhirnya salah satu kelompok, mau untuk memperagakan Role Play. Meskipun sedikit ada rasa malu dan grogi, mereka senang dan antusias melakukan kegiatan tersebut. Untuk kesempatan kedua, lagi-lagi tidak adayang mau maju kedepan. Akhirnya disepakati untuk melkauan penunjukan secara bergilir yang dilakukan oleh kelompok yang sudah melakukan Role Play. akhirnya semua kelompok dapat mempraktekkan kegiatan Role Play sebelum bel tanda pergantian mata pelajaran berbunyi.

Bel berbunyi, dan guru mengakiri kegiatan belajar mengajar didkelas. Sebelum menutup pelajaran, guru memberikan sedikit review tentang apa saja yang telah para siswa pelajari selama dua pertemuan terakhir itu. Kemudian, guru menutup pelajaran dan mengucapkan salam.

No : **FN.07**
 Hari, tanggal : Rabu, 18 April 2012
 Jam : 07.00-08.20 WIB
 Tempat : Ruang kelas VIII A
 Agenda : **Cycle 1, meeting 3**
 Responden : 1. Guru Bahasa Inggris
 2. Siswa VIII A
 3. Peneliti

Guru mengucapkan salam dan menyapa para siswa, “*Good morning, Class.*”. Para siswa menjawab, “*Good morning, Miss.*”.Guru bertanya tentang kabar siswa, *How are you, today.*”. Guru menjawab, “*I’m OK. And you?*”. Beberapa siswa menjawab, “*I’m fine, too.*”. Beberapa siswa yang lain hanya terdiam dan tidak menghiraukan sapaan guru. Guru kemudian memberikan *warming up* untuk menyemangati mereka. Sebelumnya, Guru meminta siswa untuk sedikit memvariasi dalam menjawab sapaan. Ketika guru menanyakan kabar para siswa, mereka diminta untuk menjawab dengan, “*I’m OK*” atau “*fantastic*”. Guru mencoba mengulangi sapaan kepada para siswa. Mereka

mencoba menjawab dengan penuh semangat. Guru kemudian menambah warming up dengan memberikan sebuah *chant* kepada para siswa. Mereka nampak senang dan berusaha untuk menirukan guru. Setelah beberapa menit melakukan warming up, guru menunjukkan sebuah gambar yang ada pada layar LCD. Gambarnya menunjukkan sebuah tempat yang indah. Hampir semua siswa melihat ke depan. Guru memberikan beberapa pertanyaan yang berhubungan dengan gambar tersebut dan mereka diminta untuk menjawab pertanyaan. Seorang anak berceletoh, “*wah apik tenan, miss. Parangtritis kuwi.whaaa*”. Guru memberikan beberapa pertanyaan dan para siswa menjawab dengan antusias. Ketika guru memberikan pertanyaan ke semua siswa, mereka nampak semangat. Tetapi ketika guru meminta salah satu siswa untuk menjadi *volunteer*, mereka terdiam. Akhirnya guru menunjuk salah satu siswa untuk menjawab pertanyaan guru. Guru masih memberikan kesempatan yang lain untuk menjawab pertanyaan dari gambar lain. Beberapa dari mereka berusaha untuk menjawab dengan percaya diri. Di pertemuan kali ini, guru memberikan pertanyaan yang berhubungan dengan opini mereka tentang situasi pada gambar. Setelah beberapa menit, Guru meminta siswa mendengarkan dialogue yang terkait dengan gambar yang ditampilkan. Lalu Guru meminta siswa menirukan dialogue tentang gambar-gambar yang ditampilkan yang menggunakan ungkapan memberi, meminta dan menolak pendapat dengan benar. Para siswa terlihat semangat dan dapat mengucapkan ungkapan dengan benar. Kemudian Guru menunjukkan ungkapan-ungkapan yang terdapat di dalam dialogue-dialogue tersebut dan memberikan penjelasan tentang penggunaan ekspresi memberi dan meminta pendapat. Setelah memberikan penjelasan, guru memberikan contoh dialog yang terdapat ungkapan member, menerima, dan menolak pendapat. Para siswa diminta untuk mengucapkan ekspresi-ekspresi tersebut dengan menirukan guru dengan benar.

Pada kegiatan selanjutnya, para siswa ditunjukkan beberapa gambar yang berhubungan dengan ‘*beautiful place*’ dan mereka diminta untuk mengucapkan kata-kata sesuai gambar dengan benar. Para siswa diminta untuk mengisi dialogue pendek rumpang sesuai dengan gambar menggunakan ungkapan yang sudah dipelajari berpasangan secara lisan. Kemudian para siswa diminta untuk

mempraktekan dialogue secara lisan dan berpasangan. Pada aktivitas selanjutnya, para siswa diminta untuk mengambil satu gambar yang sudah disiapkan oleh Guru. Dari gambar yang sudah diambil, para siswa diminta untuk saling memberi dan menjawab pertanyaan yang berkaitan dengan gambar masing-masing. Kegiatan ini dilakukan secara berpasangan. Siswa pertama menanyakan pendapat dari gambar yang dibawa kepada siswa kedua. Kemudian siswa kedua menjawab dengan memberikan pendapat tentang gambar tersebut ke siswa pertama. Begitu pula selanjutnya, siswa kedua melakukan hal yang sama dengan siswa pertama. Para siswa segera melakukan apa yang diinstruksikan oleh guru, namun beberapa dari mereka masih kebingungan dengan instruksi guru. Mereka hanya melihat gambar dan tidak melakukan instruksi guru. Seorang siswa tiba-tiba berceletoh “*Miss, tadi gimana? ulangi pake Indonesia aja.*”. Guru kemudian mengulangi instruksinya. Setelah beberapa menit, para siswa diminta untuk praktek maju ke depan melakukan “*bertanya dan menjawab*” di dalam bentuk dialog pendek. (act 6). Sebelum semua siswa melakukan *bertanya dan menjawab* dalam bentuk dialog, bel berbunyi. Pelajaran bahasa Inggris telah usai. Guru dengan segera mereview apa yang sudah dipelajari bersama. Guru memberi salam dan meninggalkan kelas.

No : **FN.08**
 Hari, tanggal : Kamis, 19 April 2012
 Jam : 09.55-11.15 WIB
 Tempat : Ruang kelas VIII A
 Agenda : **Cycle 1, meeting 4**
 Responden : 1. Guru Bahasa Inggris
 2. Siswa VIII A
 3. Peneliti

Bel masuk berbunyi, Guru masuk dan mengucapkan salam. “*Assalamu’alaikum Wr. Wb.*”. *Good morning, Class?*”. Para siswa memberi respon “*Good morning, Mam.*”. Guru bertanya “*How are you today?*”. Para

siswa menjawab “*I’m Ok*”. Guru mengecek kehadiran para siswa. Ada seorang siswa yang tidak hadir pada waktu itu. Kemudian Guru memotivasi para siswa agar mereka lebih fokus dan senang mempelajari Bahasa Inggris. Guru sedikit mereview pelajaran pada pertemuan kemarin.

Pada aktivitas di pertemuan terakhir cycle 1, para siswa diminta untuk membuat kelompok sekitar 4 orang. kelompok dibentuk berdasarkan tempat duduk mereka. Guru membagikan 4 gambar ke setiap kelompok, sehingga setiap anggota kelompok mendapatkan satu gambar. “*There are four pictures for a group. Please one student has one picture.*”. Setelah setiap siswa mendapat 1 gambar, mereka diminta untuk berdisku tentang gamabr yang mereka pegang. Mereka mendiskusikan tentang tempat yang paling bagus dari keempat gambar menurut pendapat kelompok mereka. Setelah mendapat keputusan gamabr mana yang paling bagus menurut kelompok mereka, setiap kelompok diminta untuk menempel gamabr-gamabr tersebut sesuai dengan instruksi yang ada pada lembar kertas siswa yang sudah disiapkan untuk tiap kelompok. Setelah melakukan diskusi berkelompok, setip kelompok diminta untuk menyampaikan pendapat mereka tentang gambar/tempat yang paling bagus dan menarik menurut kelompok mereka ke kelompok lainnya. Ketika satu kelompok memberikan pendapat mereka, kelompok lain boleh menyetujui atau memberikan pendapat lain yang berbeda. Setelah semua kelompok memberikan pendapat mereka, guru memberikan *applause* untuk semua kelompok.

Setelah selesai melakukan aktivitas, guru menyampaikan review tentang ungkapan yang sudah dipelajari. Guru juga menanyakan kepada para siswa tentang hal-hal yang perlu ditanyakan dalam menggunakan ungkapan tesebut. Kebanyakan para siswa mengeluhkan penggunaan tata bahasa/grammar dalam menata kalimat yang akan mereka ucapakan dalam berbicara. Bel berbunyi, Guru mengucapkan salam dan meninggalkan kelas.

No : **FN. 09**
Hari, tanggal : Rabu, 2 Mei 2012
Jam : 07.00 - 08.20 WIB
Tempat : Ruang kelas VIII A
Agenda : **Cycle 2, meeting 1**
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Guru masuk kelas dan mengucapkan salam. *Good morning, Class?*. Para siswa membalas *Good morning, Mam*. Guru melanjutkan menyapa para siswa. *How are you, today?*. Para siswa menjawab *I'm fine*. Kemudian Guru mengecek kehadiran siswa dengan memanggil nama satu per satu. Para siswa semua hadir di kelas. Sebelum masuk ke topic pembelajaran, Guru memotivasi siswa agar lebih fokus ke pembelajaran Bahasa Inggris. Guru memberitahukan kalau hari ini para siswa akan belajar speaking dengan materi Recount.

Guru menunjukkan beberapa gambar yang membentuk sebuah rangkaian urutan sebuah cerita. Gambar-gambar tersebut di tampilkan di dalam LCD. Para siswa memperhatikan gambar di layar LCD. Guru meminta para siswa menjawab beberapa pertanyaan yang terkait dengan gambar-gambar di LCD. Guru mengajukan lebih dari satu pertanyaan untuk setiap gambar. Pertanyaan meliputi *siapa yang ada di gambar?, di mana orang itu berada? apa yang dilakukan orang yang ada di tempat?, kegiatan apa saja yang dilakukan orang tersebut?, bagaimana perasaan orang tersebut setelah melakukan kegiatan*. Para siswa menjawab dengan serentak dan semangat. Beberapa pertanyaan juga diajukan secara individu. Dan mereka juga terlihat sudah tidak merasa malu lagi. Guru menyuruh siswa mendengarkan cerita yang berdasarkan dengan situasi pada gambar yang guru ajukan pertanyaan ke siswa. Para siswa nampak sangat serius mendengarkandan memahami cerita yang dibacakan guru. Guru bertanya kepada siswa tentang jenis teks yang sudah di dengarkan. Para siswa menjawab *recount*. Guru menampilkan teks cerita yang sudah dibacakan. Guru memberitahukan dan menjelaskan generic structure dari cerita *recount*. Guru juga menjelaskan

penggunaan kata kerja yang digunakan di dalam cerita *recount*. Guru menjelaskan kalau penggunaan kata kerja pada cerita *recount* adalah bentuk lampau atau menggunakan *Past Verb*. Guru meminta para siswa mendengarkan cerita *recount* yang lain dan juga menunjukkan contoh teks *recount*-nya kepada para siswa. Para siswa diminta untuk memebentuk beberapa kelompok yang setiap kelompok terdiri dari 5-6 anggota. Kemudian setiap kelompok diberi beberapa potongan gambar. Gambar berbentuk urutan rangkaian cerita. Setiap kelompok diberi selembar kertas siswa yang sudah ada bebrapa instruksi. Setiap kelompok diminta menempel gambar sesuai dengan kata bantu yang terdapat pada lembar kertas. Para siswa sangat senang dan antusias melakukan kegiatan tersebut. Setiap kelompok diminta untuk bertanya dan menjawab pertanyaan sesuai dengan gambar. Kemudian mereka diminta untuk membuat kalimat berdasarkan kata bantu di setiap gambar secara lisan. Lalu para siswa diminta menggabungkan kalimat-kalimat tersebut menjadi sebuah *recount story* dengan menggunakan bentuk lampau secara lisan. Kemudian para siswa diminta maju kedepan membacakan cerita *recount* yang sudah di buat. Beberapa dari mereka masih ada yang salah dalam menggunakan kata kerja bentuk lampau. Bahkan ada yang yang tidak menghiraukannya. Nmun mereka sudah terlihat berani ketika tampil mebcakan cerita di depan kelas.

Bel berbunyi dan waktu menunjukkan jam pelajaran Bahasa Inggris usai. Guru menutup pelajaran. Namun sebelum, ditutup, guru mereview apa yang sudah ddipelajari. Guru mengucapkan salam dan meninggalkan kelas.

No : **FN. 10**
 Hari, tanggal : Kamis, 3 Mei 2012
 Jam : 09.55-11.15 WIB
 Tempat : Ruang kelas VIII A
 Agenda : **Cycle 2, meeting 2**
 Responden : 1. Guru Bahasa Inggris
 2. Siswa VIII A

3. Peneliti

Guru masuk kelas dan mengucapkan salam. *Good morning, Class?*. Para siswa membalas *Good morning, Mam*. Guru melanjutkan menyapa para siswa. *How are you, today?*. Para siswa menjawab *I'm fine*. Kemudian Guru mengecek kehadiran siswa dengan memanggil nama satu per satu. Para siswa semua hadir di kelas. Sebelum masuk ke topic pembelajaran, Guru memotivasi siswa agar lebih fokus ke pembelajaran Bahasa Inggris. Guru memberitahukan kalau hari ini para siswa akan melanjutkan belajar Recount story, terutama untuk penggunaan kata kerja bentuk lampau. Hari ini juga diberitahukan kepada siswa kalau akan ada permainan yang nantinya berfokus pada penggunaan kata kerja bentuk lampau.

Pada aktivitas pertama, para siswa ditunjukkan beberapa gambar yang berkaitan dengan aktivitas/kata kerja. Pertama, para siswa diminta untuk mengidentifikasi gambar yang ditampilkan pada layar LCD. Kemudian, Guru menampilkan gambar-gambar tersebut yang sudah terdapat kata kerja dibawahnya. Para siswa diminta untuk menirukan pengucapan setelah diucapkan guru. *“Now, repeat after me. ‘Walk along the beach’ /wɔ:k/ /ə'liŋ/ /ðə/ /bi:tʃ/”*. Para siswa menirukan dengan semangat. Setelah sampai akhir gambar, Guru mempertunjukkan kembali gambar dari awal. Namun tulisan kata kerjanya berbeda. Guru menampilkan kata kerja bentuk lampau/V2. Para siswa diminta untuk menirukan kembali yang diucapkan Guru. *“Walked along the beach /wɔ:kd/ /ə'liŋ/ /ðə/ /bi:tʃ/”*. Para siswa menirukan pengucapan guru sampai gambar terakhir. Diaktivitas selanjutnya, para siswa diminta untuk melakukan permainan *“What did you do, yesterday?”*. Pada aktivitas ini para siswa dibagikan gambar secara individu. Setiap siswa mendapatkan satu gambar. Setelah semua mendapatkan satu gambar, Guru menjelaskan prosedur permainannya. Pertama, Guru akan memanggil nama salah satu siswa dan menanyakan kegiatan apa yang dilakukan kemarin. Siswa tersebut akan menjawab berdasarkan gambar yang mereka peroleh. Mereka menjawab dengan menggunakan kata kerja bentuk lampau. Guru bertanya *“Naura, What did you do yesterday?”*. Naura berdiri dari kursi dan menjawab *“I swam in the swimming pool, yesterday.”* Setelah siswa

tersebut menjawab, dia akan bertanya dengan pertanyaan sama ke teman lainnya. Ketika siswa yang ditanya dapat menjawab dengan kata kerja bentuk kedua dengan benar, siswa tersebut boleh duduk kembali, akan tetapi ketika jawabannya salah, siswa tersebut diminta untuk terus berdiri sampai permainan usai. Para siswa sangat serius dan merasa senang melakukan permainan ini. Setelah permainan selesai, 5 anak tidak bisa menjawab dengan benar. Mereka diminta untuk duduk kembali. Meskipun masih ada beberapa siswa yang belum tepat mengucapkan kalimat dalam bentuk lampau dengan benar, para siswa senang dan tidak malu untuk menjawab pertanyaan “*What did you do, yesterday?*”. Setelah permainan usai, Guru menyampaikan apa yang sudah dipelajari hari ini. Guru menekankan penggunaan kata kerja bentuk lampau dalam cerita *Recount*.

Bel berbunyi pertanda jam pelajaran Bahasa Inggris telah usai. Guru mengucapkan salam dan meninggalkan kelas.

No : **FN. 11**
 Hari, tanggal : Rabu, 9 Mei 2012
 Jam : 07.00 - 08.20 WIB
 Tempat : Ruang kelas VIII A
 Agenda : **Cycle 2, meeting 3**
 Responden : 1. Guru Bahasa Inggris
 2. Siswa VIII A
 3. Peneliti

Guru masuk dan mengucapkan salam. “Assalamu’alikum Wr. Wb.”. Para siswa serentak menjawab salam “Wa’alaikumusalam wr.wb.” Guru menyapa “Good morning, Class?”. Para siswa membalas “Good morning, Mam.”. Guru bertanya, “How are you, today?”. Para siswa menjawab “*I’m OK.*”. Terlihat para siswa sudah memvariasi jawaban sapaan mereka. Kemudian Guru mengecek kehadiran siswa. Semua siswa hadir di dalam kelas. Lalu Guru memotivasi siswa agar lebih fokus dan senang belajar Bahasa Inggris. Guru menanyakan pekerjaan

rumah kepada para siswa? “*Do you have homework?*”. Para siswa serentak menjawab “*Yes, Mam.*”. Guru membalas bertanya “*Do you bring your own pictures?*”. Dengan serentak juga para siswa menjawab “*Yes.*”.

Guru meminta siswa mempersiapkan gambar yang sudah dibawa. Beberapa dari mereka sangat antusias menyiapkan gambar mereka. Beberapa dari gambar yang mereka bawa, mereka beri warna. Namun ada juga mereka hanya membuat gambar yang sederhana. Guru meminta siswa berkumpul sesuai kelompok mereka.”*Please move to your group.Silahkan kalian pindah ke kelompok yang sudah ditentukan kemarin*”. Para siswa kemudian pindah tempat duduk sesuai kelompok mereka. Sebelum dimulai, guru bertanya kepada para siswa “*Are you ready to show your performance? Apakah kalian sudah siap tampil?*”. Guru meminta satu kelompok maju kedepan untuk menunjukkan penampilan speaking mereka. Satu kelompok maju kedepan kelas dengan membawa gambar buatan mereka. Dan mereka pun dengan semangat menunjukkan penampilan cerita mereka. Setelah satu kelompok selesai, kelompok tersebut menunjuk salah satu kelompok lain. Dan kelompok itu harus bersedia untuk maju kedepan. Para siswa menampilkan cerita mereka dengan serius dan semangat. Setelah semua kelompok berkesempatan untuk maju ke depan, para siswa menyiapkan sebuah gambar atau photo yang sudah mereka bawa secara individu. Pada kegiatan ini, para siswa diminta untuk menceritakan pengalaman mereka sesuai dengan gambar yang sudah mereka bawa dari rumah. *Are you ready to show your performance individually?*”. Sebelum penampilan mereka lakukan, Guru memberitahukan kepada para siswa untuk melaukan *performance* mereka dengan sebaik-baiknya. Karena beberapa penampilan yang terbaik akan mendapatkan *reward*. Para siswa terlihat semakin semangat dan senang mendengarkan pemberitahuan dari Guru. Satu per satu para siswa bercerita sesuai dengan gambar atau photo yang mereka bawa. Mereka terlihat berusaha untuk menampilkan *performance* mereka yang terbaik. Para siswa sudah tidak terlihat grogi dan malu untuk berbicara maju ke depan. Mereka senang melakukan kegiatan tersebut. Setiap penampilan siswa, Guru dan para siswa lainnya memberikan *applause* kepada siswa yang berkesempatan maju ke depan kelas.

Setelah semua melakukan penampilan mereka, Guru memberikan review tentang apa yang sudah dipelajari selama beberapa pertemuan terakhir.

Beberapa menit kemudian bel berbunyi, pertanda jam pelajaran Bahasa Inggris usai. Guru mengucapkan salam dan meninggalkan kelas.

No : **FN.12**
Hari, tanggal : Kamis, 10 Mei 2012
Jam : 10.35-11.15 WIB
Tempat : Ruang kelas VIIIA
Agenda : **Membagikan Kuesioner, Membagikan *Rewards***
Responden : 1. Guru Bahasa Inggris
2. Siswa VIII A
3. Peneliti

Bel jam kedua, 10.35 mata pelajaran Bahasa Inggris di kelas VIIIA berbunyi. Peneliti masuk ke kelas untuk membagikan kuesioner dan memberikan *rewards* kepada para siswa. Sebelum membagikan *rewards*, peneliti meminta siswa untuk mengisi kuesioner terlebih dahulu. Sebelum membagikan kuesioner, peneliti menyampaikan bahwa pertanyaan-pertanyaan yang akan diisi pada kuesioner, tidak akan mempengaruhi nilai bahasa Inggris atau yang lainnya. Setelah selesai sekitar 15 menit berlalu, lembar kuesioner diminta untuk dikumpulkan. Para siswa juga diminta untuk mengisi refleksi tentang pesan dan kesan dari sistem pengajaran peneliti. Refleksi ini hanya untuk kepentingan pribadi peneliti. Setelah selesai, peneliti membagikan *rewards* kepada para siswa. Para siswa nampak senang dan semangat menerima *rewards* dari peneliti. Kemudian peneliti berterimakasih kepada para siswa karena sudah membantu dalam penelitiannya. Bel berbunyi, pertanda jam mata pelajaran Bahasa Inggris usai, peneliti lalu berpamitan kepada para siswa kelas VIIIA.

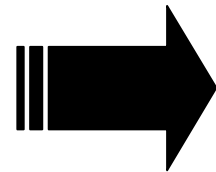
No : **FN.13**
Hari, tanggal : Kamis, 10 Mei 2012
Jam : 11.15
Tempat : Ruang Guru, Ruang Kepala Sekolah
Agenda : **Menyerahkan kenang-kenangan, Menyerahkan Surat Izin Penelitian, dan Berpamitan**
Responden : 1. Guru Bahasa Inggris
2. Kepala Sekolah
3. Peneliti

Setelah keluar dari ruang kelas VIIIA, peneliti menuju ruang guru. Peneliti berbincang sebentar sekaligus berpamitan kepada guru Bahasa Inggris. Sebelum berpamitan, peneliti berterimakasih kepada GBI karena telah membantu peneliti selama penelitian. Peneliti juga memberikan sesuatu sebagai kenang-kenangan kepada GBI. Setelah berterimakasih dan berpamitan kepada GBI, peneliti menuju ke ruang KS. Peneliti menyerahkan surat keterangan dari Bapeda sekaligus berpamitan kepada Bapak KS. Kemudian peneliti keluar ruangan dan meninggalkan sekolah.

APPENDIX

b

**INTERVIEW
TRANSCRIPTS**



INTERVIEW TRANSCRIPTS

Interview 1

Thursday, March 29th, 2012

09.00 WIB

TU's room

R : Researcher

St : Staff of TU

R : *“Assalammu’alaikum..”*

St : *“Wa’alaikumsalam. Monggo Mbak. Napa nggih?”*

R : *“Begini Bu, saya dari mahasiswa UNY bermaksud mengadakan penelitian di sekolah ini. Jadi mungkin kiranya saya bisa minta izin untuk bertemu dengan Kepala Sekolah di sini.”*

St : *“Owh, kalau begitu silahkan langsung ke ruang Kepala Sekolah saja, Mbak”*

R : *“Oh ya, maaf Bu, kepala sekolahnya dengan Bapak atau Ibu siapa namanya..?”*

St : *“Bapak Wiranto.*

R : *“Oh ya, berarti saya langsung ke ruang kepala sekolah saja, Bu?”*

St : *“Ya, silahkan.*

R : *“Oh ya, ruangnya sebelah mana ya Bu?”*

St : *“Dari sini keluar terus lurus saja. Nanti ada papan tulisannya kok.”*

R : *“Oya, baik Bu. Matur suwun.”*

Interview 2

Thursday, March 29th, 2012

09.10 WIB

Headmaster's Room

R : Researcher

H : Headmaster

- R : *"Assalammu'alaikum.."*
- H : *"Mari, silahkan masuk, Mbak. Ada apa, Mbak?"*
- R : *"Begini, Pak. Saya dari mahasiswa UNY bermaksud untuk melakukan penelitian di sekolah ini. Jadi saya minta izin kepada Bapak."*
- H : *"Ada surat pengantarnya? Biasanya ada to?"*
- R : *"Iya, ada, Pak. cuma berhubung suratnya masih dalam proses, maka saya belum bisa membawanya. Ya, mungkin nanti menyusul."*
- H : *"Penelitiannya tentang apa ya, Mbak? Soalnya kemarin juga barusan ada yang melakukakn penelitian juga."*
- R : *"Oh berhubung saya dari jurusan Pendidikan Bahasa Inggris, penenlitian saya tentang Speaking, Pak."*
- H : *"Oh, berarti nanti langsung ke guru Bahasa Inggris saja."*
- R : *"Berarti saya diperbolehkan untuk penelitian di sini, Pak."*
- H : *"Ya, silahkan, Mbak. Tapi kira-kira akan mengambil berapa kelas dan berapa pertemuan ya, Mbak?"*
- R : *"Saya hanya akan mengambil satu kelas saja kok, Pak dan uuntuk pertemuannya sekitar ya..6-8 pertemuan gitu rencananya. Tapi melihat situasinya nanti juga. Gimana, Pak?"*
- H : *"Ya, boleh-boleh saja. Tapi kalau bisa jangan terlalu banyak pertemuannya. Nanti ndak mengganggu target belajarnya."*
- R : *"Ya, nanti coba saya usahakan."*
- H : *"Untuk selanjutnya silahkan hubungi guru Bahasa Inggris. Oya kelasnya mau kelas berapa, Mbak?"*
- R : *"Kelas VIII, Pak."*
- H : *"Ya silahkan hubungi Pak Zadin atau Bu Istiqomah saja. Mungkin silahkan sama Bu Isti saja. Kalau sama-sama perempuan kan ndak terlalu sungkan. Iya kan, Mbak."*
- R : *"Hmmm. Ya baik, Pak. Ngggak apa-apa. Ini nanti saya langsung ke ruang guru, ya Pak?"*
- H : *"Iya..iya silahkan."*
- R : *"Kalau begitu, saya pamit menemui Bu isti. Terimakasih banyak sebelumnya, Pak."*
- H : *"ya, sama-sama."*

Interview 3

Saturday, March 31st, 2012

09.00 WIB

Teacher's Room

R : Researcher

T : Teacher

R : *"Assalammu'alaikum. Badhe pinanggih Bu Isti"*

T : *"Oya, Mbak sini-sini. Silahkan duduk. Di mana ya..di sini saja, monggo..Ada apa Mbak?"*

R : *"Begini Bu, saya dari mahasiswa UNY jurusan Pendidikan Bahasa Inggris bermaksud mengadakan penelitian di sekolah ini. Kemarin saya sudah pinanggih ke Pak Kepala Sekolah. Terus bapak mengizinkan dan merekomendasikan kelas Bahasa Inggris yang diampu oleh ibu."*

T : *"Dengan Mbak siapa?"*

R : *"Saya Rulia Nur Arokhah. Ibu panggil saya Ruli saja."*

T : *"Owh ya Mbak Ruli. Sudah bertemu Pak kepala berarti Mbak Ruli?"*

R : *"Iya, sudah, Bu."*

T : *"Oh ya. Terus gimana, penelitiannya tentang apa, Mbak?"*

R : *"Begini Bu, saya di sini akan melakukan penelitian Action Research. Di sini saya fokusnya cuma pada Speaking."*

T : *"Itu pakai teknik apa, Mbak"*

R : *"Di sini saya akan mencoba memakai media gambar. Gimana menurut Ibu, kira-kira sudah ada yang pernah meneliti seperti itu disini belum, Bu."*

T : *"Oh. Belum kok. Oya, bisa-bisa itu,Mbak. Terus mau kapan penelitiannya dimulai, Mbak? Oya berarti ambilnya kelas apa, Mbak?Saya hanya mengajar di kelas VIII dan IX saja."*

R : *"Saya mengambil kelas VIII kok, Bu."*

T : *"Berarti nanti ambil di kelas VIIIA saja ya, Mbak."*

R : *"ow nggih, Bu."*

T : *"Terus penelitiannya mau dimulai kapan itu, Mbak?"*

R : *"Mungkin saya boleh tau jadwal pembelajaran Bhasa Inggris kelas VIIIA, Bu?"*

T : *"oya, sebentar, saya carikan dulu.....Untuk kelas VIIIA*

jadwanya hari Rabu, Kamis, Jumat dan Sabtu. Mau hari apa Mbak?"

R : "Wah ada empat hari to, Bu? Itu semua dua jam pelajaran, Bu?"

T : "Yang 2 jam hanya hari Rabu dan Kamis, kalau hari Jumat dan Sabtu hanya satu jam saja."

R : "ya kalau begitu saya mau ambil yang 2 jam pelajaran saja, hari Rabu dan Kamis."

T : "Oya bisa. Berarti mulainya mau kapan?"

R : "Mungkin minggu depan kalau bisa saya akan mulai observasi. Gimana, Bu bisa tidak?"

T : "Oya, bisa, Mbak."

R : "Ya, terimakasih Bu. Selanjutnya boleh saya menanyakan beberapa pertanyaan seputar pembelajaran Bahasa Inggris di kelas VIIIA?"

T : "Ya, monngo, Mbak. Nanti kalau saya bisa jawab ya saya jawab, kalau tidak ya, tidak saya jawab."

R : "Ah, Ibu. Pastinya bisa jawab lah Bu.hmmm. Gimana Bu kesulitan Ibu dalam mengajar Bahasa Inggris?"

T : "Terkadang anak-anak gak dong kalau saya ngomong pake Bhasa Inggris."

R : "Dari keempat skill Bahasa Inggris, mengaar skill apa yang paling sulit, Bu?"

T : "Ya sepeaking itu,Mbak. Mereka itu susah banget kalau disuruh ngomong Bahasa Inggris tu."

R : "Kira-kira apa yang menyebabkan mereka susah ngomong, Bu?"

T : "Malu itu lho, Mbak."

R : "Malu gimana itu bu maksudnya?"

T : "Ya kakau disuruh jawab atau maju kedepan gitu nggak mau mereka karena malu. Pernah tu Mbak anak kelas VIIIA juga saya suruh maju kedepan baca text gitu, dia salah ngucapinya. Terus temen-temenya pada ngetawain. JADI kan yang baca jadi malu kan."

R : "Lhah bisanya Ibu memakai acuan Buku apa saja?"

T : "Saya dari dulu memakai buku ini Mbak sama LKS ini."

R : "kalau untuk media, Ibu sering memakai apa?"

- T* : "Nggak pernah, Mbak. Sebenarnya ada sih LCD, sudah terpasang di kelas. Tapi saya sama seklai belum pernah memakainya. Mungkin Mbak Ruli kalau mau pake besok."
- R* : "Owh ada LCD juga to, Bu? Oya besok insyaAllah akan saya coba. Oya sudah Bu, mungkin sementara itu dulu, besok mungkin saya akan observasi di kelas dulu. Besok saya observasinya hari Kamis saja ya, Bu."
- T* : "Oya, kalau hari Kamis besok jam 10 kurang 5 menit."
- R* : "Baik, Bu. Kalau begitu saya permisi pamit dulu. Terima kasih banyak sebelumnya, Bu."
- T* : "Ya, sama-sama, Mbak."

Interview 4

Thursday, April 5th, 2012

11.15 WIB

Class VIIIA

R : Researcher

S : Student 1

- P* : "Dek, bisa kesini sebentar. Namanya siapa"
- S* : "Rima. Ada apa ya Mbak?"
- P* : "Mbak, mau tanya-tanya bentar sama Rima, bisa?"
- S* : "Bisa, Mbak mau Tanya apa,?"
- P* : "Rima seneng gak tadi belajar Bahasa Inggris?"
- S* : "Ya seneng Mbak"
- P* : "Tadi jelas nggak pas diterangin?"
- S* : "Ya lumayan. Tapi neranginnya kelamaan Mbak, jadinya mesti malah ngantuk?"
- P* : "Terus pas disuruh maju baca dialog tadi kok gak mau?"
- S* : "eengg.. malu e Mbak. Hee..".
- P* : "kenapa malu"
- S* : "Lha takut kalo salah ngucapinnya, trus nanti malah diketawain temen-temen."
- P* : "Oya, udah deh Rima. Makasasih ya..."
- S* : "Sama-sama, Miss."

Interview 5

Thursday, April 5th, 2012

11.15 WIB

Class VIIIA

R : Researcher

S : Student 2

R : *"Siapa namanya?"*

S : *"Dinda."*

R : *"Dinda..kegiatannya gimana tadi, seneng?"*

S : *"Ya begitu lah Mbak. Biasa aja menurutku."*

R : *"Pernah gak Bu Isti pake media dikelas?Gambar kek atau yang lainnya, LCD misalnya gitu. Kan di kelas udah ada to?"*

S : *"Gak pernah e, Mbak. Nek LCD emang ada, tapi ibu'e juga belum pernah pake ki."*

R : *"Ouw, gitu.Yaudah makasih ya Dinda..."*

S : *"Ok. Sama-sama."*

Interview 6

Friday, April 13th, 2012

09.40 WIB

Class VIIIA

R : Researcher

S : Student 3

R : *"Tyas, bisa ngobrol nggak?"*

S : *"Bisa, Miss.Mau ngobrol apa?"*

R : *"Miss Cuma mau Tanya-tanya aja kok Gimana belajarnya Bahasa Inggrisnya kemarin?"*

S : *" Beda Miss Bu Isti ngajarnya."*

R : *".Beda gimana maksudnya."*

S : *"Ya nggak seperti biasanya."*

R : *" Tapi seneng nggak kamu?"*

S : *"ya seneng."*

R : *"Suka nggak Tyas belajar Bahasa Inggris pake gambar-*

gambar kemarin?

- S : "Suka"*
- R : "Suka gak kalo gambarnya pake LCD gitu?"*
- S : " Iya, suka, Miss."*
- R : "Kalo dari belakang tadi, kelihatan gak?"*
- S : "Iya kalau yang pake LCD kelihatan kok dan lebih jelas gambarnya."*
- R : "Kalau yang pake gambar picture card kemarin, suka?"*
- S : " Nggak keliatan e tadi Mbak. Agak gak jelas dari belakang. Jadi tadi gak tau Bu Isti nerangin gambar apa."*
- R : "Kalau gambar yang buat Role Play tadi suka juga gak?"*
- S : " Iya suka Miss."tapi lebih suka kalo pake aslinya, Miss.hehehe..."*
- R : "Dasar kamu tuh. Beli sendiri noo..hmmm"*
- Ok, Tyas, thank you.."*
- S : "Your welcome, Miss."*

Interview 7

Friday, April 13th, 2012

09.40 WIB

Class VIIIA

R : Researcher

S : Student 4

- R : "Hafidz, kesini sebentar."*
- S : "Iya, kenapa Mbak?"*
- R : "Mbak cuma mau tanya beberapa hal. Boleh?"*
- S : "Wani piro, Miss. Hee.."*
- R : "Heeh..kamu tuh wani tak takani.. Serious ini.."*
- S : "iya..Mau Tanya apa, Mbak?"*
- R : "Gimana belajarnya Bahasa Inggrisnya tadi, seneng?"*
- S : "ya seneng, Mbaks."*
- R : "Gimana suka gak belajarnya pake gambar yang ditampilin di LCD?"*
- S : " Hu'uhm Mbak, suka. Lebih jelas."*
- R : "Oya kalo pake flash card kayak tadi, gimana?"*

- S : "Pas Role-Play maksudnya?"
 R : "iya pas tadi kita praktek Role-Play?"
 S : "ya bagus Mbak. Bisa membantu menghafal makananya."
 R : "kalo yang yang kemarin, Bu Isti kan pake, gimana kelihatan gaka?"
 S : "ya kelihatan sih Mbak, tapi agak gak jelas."
 R : "Kalau untuk permainan Role Play nya sendiri, gimana tadi?"
 S : "Kalo Role Play nya tadi sih asyik, Mbak. Kayak bisa ngomong di restoran luar negeri. Hee..Tapi tadi sempet grogi e Mbak, lupa ungkapannya."
 R : "Ya..moga-moga aja besok beneran ke luar negeri.hehehehe.."
 S : "Amiiin.."hee..
 R : "OK..Thank you Hafiz."
 S : "Sami-sami, Mbak."

Interview 8

Friday, April 13th, 2012

07.40 WIB

Library of SMP N 2 Bantul

R :Researcher

T :Teacher

- T : "Silahkan duduk dulu Mbak. Sebentar ya.."
 R : "Oya, Bu."
 T : "Maaf ya mbak, lama ya.."
 R : "Engg..weh kok repot-repot segala to Bu."
 T : "Santai aja, Mbak..Cuma teh aja kok. Ayo diminum dulu."
 R : "hmmm,,ya makasih Bu. Oya gimana, pembelajaran hari ini dan kemarin, Bu?"
 T : "Ya kalau hari ini tadi kan Cuma mempraktekkan role play aja to mereka?alhamdulillah tadi anak-anak terlihat menikmati kok Mbak."
 R : "Kalo untuk penggunaan gambarnya gimana menurut Ibu?"
 T : "Ya Bagus, Mbak tadi. anak-anak tambah semangat

mempraktekkan Role-Playnya.”

R : Kalau untuk gambar yang ditampilkan pake LCD pas pembelajaran kemarin gimana, Bu?”

T :Iya, sangat bagus juga, Mbak. Mereka sangat antusias melihat gambarnya.

R Terus kemarin juga saya melihat beberapa dari mereka nampak semangat menjawab pertanyaan yang Ibu berikan.

T : ”Ya..mereka itu kalau diminta menjawab bareng-bareng, semangat, Mbak. Tapi giliran diminta untuk menjawab sendiri malah diem.”

R :” Tapi kayaknya tadi Hafidz bisa itu, Bu pas Ibu tanya?”

T : ”Ya..karena itu saya tunjuk. Kalo saya tanya, siapa yang mau jawab gitu, mbok nyampe kapan to mereka cuma pada diem, Mbak. Pada malu mereka tu.”

R :Ya tidak apa-apa Bu. Setidaknya mereka sudah praktik berbicara Bahasa Inggris, meskipun masih seperti itu.”

T :”Iya, namanya juga anak-anak Mbak. Memang saya maklumin meskipun terkadang saya merasa jengkel sama mereka.

R :Wah sabar Bu. Hmmmm...

Oya Bu, selanjutnya saya perlihatkan course grid dan RPP untuk materi selanjutnya.

T Untuk meinggu depan mau materi apa Mbak?”

R Saya mau pake ekspresi memberi dan menerima opini. Dan medianya tetap menggunakan gambar. Untuk kegiatannya anak-anak akan saya minta untuk melakukan diskusi. Dari gambar mereka akan diminta untuk saling memberikan opini secara berkelompok.

T : Wah kelihatannya menarik itu Mbak. Ya di coba saja.”

Interview 9

Thursday, April 19th, 2012

11.15 WIB

Class VIIIA

R : Researcher

S : Student 5

R : *"Hai, Tyas.."*

S : *"Hai, Miss."*

R : *"Lagi apa Tyas?Boleh ganggu nggak?"*

S : *"Nggak ganggu kok. Kenapa Miss?"*

R : *"Boleh minta tolong jawab pertanyaan Miss Ruli nggak?"*

S : *"Wah pertanyaan apa Miss?"*

R : *"Gimana tadi Tyas belajar Bahasa Inggrisnya di kelas?"*

S : *"Asyik kok Miss."*

R : *"Suka gak gambar-gambarnya tadi?"*

S : *"iya suka Miss."*

R : *"Terus, gimana, tadi pas praktek speakingnya yang diskusi?bisa gak?"*

S : *"ya sedikit-sedikit bisa. Jadi berani aja ngomong bareng ma temen-temen sekelompok. Asyik, kayak ngobrol tapi pake Bahasa Inggris.Miss."*

R : *"Berarti suka dong kegiatan seperti itu."*

S : *"Iya kalau bisa lebih sering aja Miss. Biar kita bisa latihan ngomong Bahasa Inggris."*

R : *"Owh gitu ya..Ok deh Miss usahain besok."*

..Oya, gambar-gambar yang Miss tunjukkan kemarin, gmn menurut Tyas?Trus, bisa jawab pertanyaan gak Tyas?

S : *" Bagus juga kok Miss. Pas dikasih pertanyaan kemarin ya bisa soalnya ada gambarnya juga sih. Jadi bisa kebantu."*

R : *"OK, Tyas. Cukup pertanyaannya."*

S : *"Oh udah to?"*

R : *"Mau nambah po?Hmmm. Thank you ya, Tyas.."*

S : *"Your welcome, Miss."*

Interview 10

Thursday, April 19th, 2012

11.15 WIB

Class VIIIA

R : Researcher

S : Student 6

R : *"What's your name?"*

S : *"My name Anisa."*

R : *"Anisa, gimana tadi belajar Bahasa Inggrisnya?"*

S : *"Ya enak, Miss."*

R : *"Enak gimana?"*

S : *"Ya seneng aja."*

R : *"Suka nggak kegiatannya pake gambar-gambar gitu?"*

S : *"Iya suka, Miss."*

R : *"terus kalau pas diskusi gambarnya tadi, ada kesulitan nggak?"*

S : *"Mmmm..Iya, tadi sempet gak tau bahasa inggrisnya."*

R : *"Terus gimana?"*

S : *"Ya, tadi trus tanya ke temen. Akhirnya bisa deh"*

R : *"Kalau pas Tanya jawab kemarin, gimana? Seneng nggak? Anisa bisa jawab gak kemarin?"*

S : *"Ya seneng Miss. Kemarin anisa nggak dituntut, jadi nggak dapat giliran jawab deh."*

R : *"Oh iya po? Ya besok kalau nggak ditunjuk, angkat tangan dong. Biar dapat giliran ngomong."*

S : *"Baik, Miss."*

R : *"Ya udah deh. Makasih ya Anisa."*

S : *"ya Miss. Sama-sama."*

Interview 11

Thursday, April 19th 2012

1.20 WIB

Library of SMP N 2 Bantul

R : Researcher

T : Teacher

- T : “Gimana Mbak?”*
- R :”Oya gini Bu. Ini kan saya sudah menyelesaikan 1 cycle selama 4 pertemuan. Terus selama ini gimana perkembangan anak-anak pada pembelajaran speaking. Lalu perubahan-perubahan apa saja yang terjadi?Oya sebelumnya saya mau tanya bagaimana pendapat Ibu, tentang penggunaan gambar dalam pembelajaran di kelas selama ini?”*
- T : “ Ya..menurut saya bagus sekali itu Mbak. Anak-anak tambah semangat belajarnya. Mereka lebih fokus ke pelajaran. Anak-anak yang biasanya hanya diam saja, sekarang lebih mau mendengarkan dan ngomong Bahasa Inggris. Yaa..meskipun tidak begitu lancar ngomongnya, setidaknya mereka punya semangat dalam belajar speaking. ”*
- R : ”Kalau untuk penggunaan gambar yang memakai berbagai macam interactive activities sendiri yang sudah dipraktekkan anak-anak, gimana menurut Ibu? Perubahan apa yang terjadi?”*
- T : ”Sebenarnya itu sangat bagus, Mbak. Mereka juga sangat tertarik dengan kegiatan yang sudah Mbak Ruli berikan di kelas. Kalau untuk perubahannya, mereka semakin percaya diri untuk ngomong. Apalagi ketika kegiatannya pas mereka memperagakan maju kedepan (Role Play). Mereka lebih berani juga tampil ke depan untuk mempraktekkannya. Terus untuk menjawab pertanyaan-pertanyaan dari gambar tadi, anak-anak juga lebih semangat menjawabnya. Tapi ada juga tadi yang masih malu menjawab sendiri. Terus selain mereka merasa senang dan semangat, skill berbicara mereka juga meningkat. Tapi belum semuanya terlihat, terlebih pada pengucapan dan grammar-nya, mereka masih banyak yang salah Mbak. Mungkin coba pas di cycle berikutnya bisa ditingkatkan lagi. ”*
- R :”Ya mungkin di cycle selanjutnya saya akan coba beri mereka aktivitas speaking untuk melatih grammar mereka.*
- T :”Ya sebenarnya nggak apa-apa. Karena kalau speaking*

kan yang penting fluent-nya to Mbak Tapi kalau misalnya matreinya pas Recount gitu kan mereka harus menggunakan bentuk lampau. Ya saran saya coba besok Mbak Ruli buat aktivitas speaking lagi supaya bisa melatih grammar mereka. Ya jujur ya Mbak. Ya, karena terkadang guru-gurunya disini itu UN-oriented, jadi yang dikasih ya materi-materi yang biasa keluar ujian saja. Kalau speaking kan nggak dipake dalam ujian. Jadi jarang ana-anak saya suruh praktek speaking. Lha saya juga gak bisa buat materi speaking yang menarik seperti itu e Mbak.”

R :”Ya baik Bu. Besok akan saya coba. Terima kasih sarannya. Oya Bu untuk selanjutnya saya bisa melanjutkan penelitian saya tanggal berapa ya Bu? Besok kan ada Mid Semester ya Bu?”

T :”Mid-nya paling seminggu Mbak. Berarti Mbak Ruli bisa kembali melakukan penelitian bulan Mei awal. Tanggal 2 Mei udah pelajaran seperti biasanya lagi kok.”

R :”Oh berarti besok saya mulai pertemuan pertama cycle kedua tanggal hari Rabu ya Bu?”

T :”Iya Mbak.”

R :”Ya baik Bu. Kalau begitu saya pamit dulu. Nanti kalau saya butuh bantuan Ibu, saya akan hubungi lewat telpon.”

T :”Oya, nggak apa-apa Mbak. Tapi diminum dulu lhoh.”

R :”Sampun. Makasih Bu.”

Interview 12

Wednesday, Mei 9th, 2012

09.40 WIB

Class VIIIA

R : Researcher

S : Student 7

R :”Naura, sini kamu.”

S :”Ya, Miss. Mau interview ya...”

R :”Iya, bisa nggak.”

S :”Ya ya ya. Nanti kalau bisa, Naura jawab. Hee..”

- R : "Gimana tadi speakingnya. Bisa to?"
 S : "Ya Alhamdulillah bisa lumayan bisa Miss."
 R : "kamu tadi yang kelompoknya sama hafidz bukan?"
 S : "iya Miss."
 R : "Suka nggak kegiatan storytelling kayak tadi?"
 S : "Ya suka kok."
 R : "Bagaimana kegitannya tadi, suka gak?"
 S : "Iya, suka Miss."
 R : "Sukanya kenapa?"
 S : "Jadi bisa bercerita pake Bahasa Inggris."
 R : "Trus pas maju tadi, masih takut gak?"
 S : "yaa..gak lagi sih, Miss. Kan pake gambar juga tadi."
 R : "Pernah gak sebelumnya praktek speaking kayak gini?"
 S : "Gak pernah Miss. Wong seringnya cuma ngerjain tugas aja. Kalo begini kan jadi bisa latihan ngomong dan bercerita pake Inggris, Miss."
 R : "Kalo pas permainna kemarin gimana?suka nggak?"
 S : "yang mana Miss. Pertemuan kemarin ya?"
 R : "Iya pas pertemuan sebelum ini."
 S : "Bagus juga Miss. Suka juga kok Naura."
 R : "Ok deh Naura. Makasaih ya.."
 S : "Sama-sama Miss."

Interview 13

Wednesday, May 9th, 2012

09.40 WIB

Class VIIIA

R : Researcher

S : Student 8

- R : "Hestu, ya."
 S : "Iya, Miss. Apa apa Miss."
 R : "Mau nanya sebentar."
 S : "Mau nanya apa, Miss?"
 R : "Gimana tadi praktek speakingnya?Seneng nggak?"
 S : "seneng."

- R : *"Tadi nervous nggak pas maju?"*
 S : *"hmmm.Nggak.Kan bareng-banreng tadi."*
 R : *"Kalau pake gambar kayak gini, gimana?suka nggak?"*
 S : *"Wah, rada susah. Lha ndak bisa gambar e, Miss. Jadinya cuma kayak gini hasilnya."*
 R : *"Nggak suka gambar ya?"*
 S : *"Sebenarnya suka Miss. Tapi kalau disuruh menggambar gitu ndak bisa.Heee."*
 R : *"Terus kalo pas main game pertemuan kemarin, gimana menurut Hestu?"Seneng gak Hestu?"*
 S : *"Wah seru, Miss."*
 R : *"Masih malu gak ngomongnya kemarin?"*
 S : *"Kalo malu sih, uda gak. Pokoknya asyik juga kemarin, Miss."*
 R : *"Yaudah Hestu. Makasih ya.."*
 S : *"Sama-sama"*

Interview 14

Wednesday, May 9th, 2012

09.40 WIB

Class VIIIA

R : Researcher

S : Student 9

- R : *"Wah lagi apa Wahyu?"*
 S : *"Hmmm.."*
 R : *"Mana gambarnya tadi?"*
 S : *"Gak ah, Miss. Jelek.hee.."*
 R : *"Enggak pa pa. Gak Miss ketawain kok..mana? Wah diwarnai juga to??Bagus kok. Seneng gak tadi disuruh buat gambar gini?"*
 S : *"Seneng, Miss."*
 R : *"Senengnya kenapa?"*
 S : *" Ya..kita bisa buat gambar sendiri gitu. Bahasa Inggris tapi buat dan pake gambar-gambar segala. Kan asyik, jadi gak bosan kegiatannya."*

- R : *"Tadi pas maju bercerita tadi, masih takut nggak?"*
 S : *"Nggak kok."*
 R : *"Menurut Wahyu suka nggak, bercerita pake bambar yang dibuat sendiri?"*
 S : *"ya seneng. Kita kan jadi leluasa Miss ceritanya sesuai pengalaman kita sendiri."*
 R : *"Kalau pas maen game kemarin? Suka nggak Wahyu?"*
 S : *"Suka sih Miss. Tapi kemarin masih keliru pas gunain bentuk lampaunya."*
 R : *" ya besok belajar lagi. Baik Wahyu. Thank you ya.."*
 S : *"Your welcome."*

Interview 15

Wednesday, May 9th, 2012

09.50 WIB

Library of SMP N 2 Bantul

R : Researcher

T : Teacher

- R : *" Ibu, hari ini kan sudah pertemuan terakhir saya melakukan peneitian. Dan saya sudah selesai melakukan dua cycle. Selama ini, perubahan apa yang terjadi?"*
 T : *"yaa..semenjak ada kegiatan-kegiatan dengan menggunakan gambar dan kegiatan-kegiatan yang lain (interactive activities), anak-anak semakin punya kesempatan banyak Mbak, dalam praktek speakingnya. Bagus, Mbak itu."*
 R : *"Kalau dilihat dari cycle 1 ke cycle 2, perubahan apa yang terlihat, Bu?"*
 T : *" Iya.. Alhamdulillah Mbak..perubahannya kalo dilihat dari cycle pertama ke cycle kedua, pronunciation mereka lebih bagus, vocab mereka juga lebih banyak. Mereka juga lebih lancar dibandingkan dari cycle sebelumnya."*
 R : *" Kalo untuk grammarnya gimana, Bu?"*
 T : *"Ya..kalau untuk grammar..mereka juga ada"*

peningkatannya. Apalagi setelah pake game what did you do, yesterday? kemarin itu. Mereka bisa mengucapkan kalimat bentuk lampau. Susah sih Mbak kalau untuk grammar. Butuh waktu yang lama. Ya nggak apa-apa, Mbak yang penting mereka mau dan tidak malu lagi ngomong.”

R :”Yaa Alhamdulillah deh Bu kalau ada perubahan. Oya Bu..kemarin kan Ibu sempet ngendika kalau Ibu kesulitan membuat materi speaking.”

T :”Oo iya iya Mbak.”

R :”Yaa ini sedikit materi-materi speaking dari saya dan saya peroleh dari beberapa sumber.”

T :”Wah, Mbak..makasih banyak. Insya Allah, saya aplikasikan di kesempatan besok.”

R :”Semoga bermanfaat, Bu.”

T :”Sebenarnya, saya setuju dengan apa yang sudah Mbak Ruli lakukan di kelas. Apalagi menggunakan media seperti itu. Lha terus terang saja, Mbak, saya itu kesulitane kalo harus cari-cari gambar di internet atau di sumber lain gitu. Ya, maklum, Mbak, masih ada tanggungan lainnya. Jadi gak sempet kalo mau mengerjakan itu. Kalo Mbak Ruli kan masih muda, masih semangat dan belum banyak tanggungan seperti saya. Hmmm..”

R :”Wah Ibu..bisa aja..Hehehe...Ya saya berterimakasih juga atas bantuan Ibu saya dapat melakukan penelitian saya dengan lancar.”

T :”Ya..sama-sama Mbak.”

R :”Oya Bu, tetapi saya masih minta satu pertemuan lagi untuk membagikan kuesioner dan memberikan sedikit kenang-kenangan untuk anak-anak. Ya nanti mungkin saya minta 1 jam pelajaran saja sebelum jam pelajaran Bahasa Inggris selesai.”

T :”Oh boleh-boleh Mbak. Nggak apa-apa.”

R :”Terimakasih banyak sebelumnya Bu.”

T :” sama-sama Mbak.”

Interview 16

Wednesday, May 10th, 2012

11.15 WIB

Teachers' Room

R : Researcher

T : Teacher

T : "Silahkan duduk Mbak. Gimana Mbak Ruli? "

R : "Ya berhubung saya sudah selesai membagikan kuesioner kepada anak-anak, berarti saya sudah selesai melakukan penelitian. Jadi saya ingin berterimakasih ke Ibu untuk semuanya. Maaf apabila saya selama penelitian di sekolah ini, terutama ketika mengambil data di kelas VIIIA kurang berkenan di hati Ibu.

T : "Ya, sama-sama Mbak. Saya yang seharusnya berterimakasih kepada Mbak Ruli karena dari penelitian kemarin, pengetahuan saya juga jadi bertambah.

R : "Oya Bu, ini kenang-kenangan buat Ibu. Semoga Ibu senang."

T : "Walah Mbak...repot repot segala. Ya makasih Mbak Ruli."

R : "ya untuk selanjutnya saya moohon pamit kepada Ibu."

T : "Oya Mbak. Ya Ibu doakan semoga lancar dan sukses ya Mbak dalam menyelesaikan skirpsinya.

R : "Amiin. Terimakasih, Bu. Oya Bu, ini nanti mungkin mampir ke ruang Bapak Kepala Sekolah dulu ununtuk menyerahkan surat pengantarnya."

T : "Oya silahkan Mbak."

R : "ya sudah kalau begitu Bu. Assalamu' alaium."

T : "Wa'alaikumsalam."

Interview 17

Thursday, Mei 10th, 2012

12.00 WIB

Headmaster's Room

R : Researcher

H : Headmaster of SMP N 2 Bantul

R : *"Selamat siang, Pak."*

H : *"Ya..Silahkan masuk Mbak..Mari silahkan duduk. Gimana Mbak?"*

R : *"Begini Pak. Saya sudah selesai melakukan penelitian saya. Tetapi kemarin suratnya kan belum ada. Jadi ini, saya kemari mau menyerahkan surat pengantarnya. Maaf baru bisa saya serahkan hari ini."*

H : *"Oh nggak apa-apa Mbak."*

R : *"Saya ingin berterima kasih juga kepada Bapak karena sudah mengizinkan saya melakukan penelitian di sekolah ini. Maaf saya tidak bisa memberikan apa-apa kepada Bapak."*

H : *"Ya nggak apa-apa. Sama-sama Mbak. Semoga selanjutnya tugas-tugasnya dapat dikerjakan dengan lancar dan cepat lulus."*

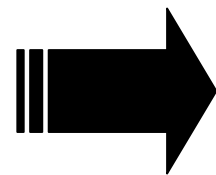
R : *"Amiiin, Pak. Terimakasih. Untuk selanjutnya, saya mohon pamit kepada Bapak."*

H : *"Oya , silahkan."*

APPENDIX

C

**OBSERVATION
SHEETS**



OBSERVATION SHEET

Date :

Class :

Participants:

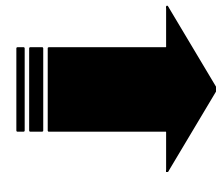
No.	Observation Aspects	Description of the Observation
A	Set of Teaching Learning Activity	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plans	
B	Teaching-Learning Process	
	1. Lead-in	
	2. Explanation	
	3. Teaching Method	
	4. Language	
	5. Time Allocation	

	6. Movements	
	7. Motivating the students	
	8. Asking Technique	
	9. Classroom Management	
	10. Teaching Aids	
	11. Evaluation	
	12. Closing	
C	Students' Behavior	
	1. In the Classroom	
	2. Outside the Classroom	

APPENDIX

D

**INTERVIEW
GUIDeLINES**



INTERVIEW GUIDELINES

A. In the reconnaissance process

1. English Teacher
 - a. Kesulitan apa yang di hadapi Ibu dalam mengajar Bahasa Inggris?
 - b. Skill Bahasa Inggris apa yang paling sulit Ibu ajarkan untuk siswa?
 - c. Bagaimana kemampuan siswa dalam *speaking skill* di SMP N 2 Bantul?
 - d. Buku apa yang Ibu gunakan dalam mengajar Bahasa Inggris?
 - e. Media apa yang Ibu gunakan dalam mengajar Bahasa Inggris?
2. Students of Grade VIIIA
 - a. Apakah kamu senang belajar Bahasa Inggris?
 - b. Apakah kamu suka dengan kegiatan di kelas?
 - c. Media apa yang pernah digunakan di kelas dalam belajar Bahasa Inggris?
 - d. Kesulitan apa yang sering dihadapi dalam belajar Bahasa Inggris?

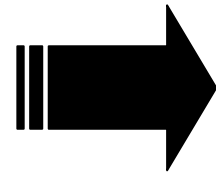
B. During the implementation of the action

1. English Teacher
 - a. Bagaimana pendapat Ibu tentang penggunaan gambar dalam *interactive activities* di kelas?
 - b. Bagaimana praktek siswa dalam melakukan kegiatan speaking di kelas?
 - c. Perubahan apa yang terjadi pada siswa kelas VIII A?
 - d. Apa saran Ibu untuk melakukan cycle berikutnya?
2. Students of Grade VIIIA
 - a. Bagaimana menurut kamu praktek *speaking* di kelas?
 - b. Apakah kamu senang dengan kegiatan *speaking* di kelas? Kenapa?
 - c. Apakah kamu malu mempraktekkan speaking di kelas?
 - d. Apa kendala kamu dalam melakukan praktek *speaking* di kelas?

APPENDIX

E

**Questionnaire
SHEETS**



Before implementing the actions

Nama:

Jawablah pertanyaan-pertanyaan berikut dengan sejujur-jujurnya sesuai dengan data diri kalian masing-masing. Jawaban yang diberikan tidak akan mempengaruhi nilai kalian dalam pelajaran Bahasa Inggris atau yang lain. Thanks.

Selamat Mengerjakan...^^

A. Jawablah pertanyaan-pertanyaan di bawah ini dengan melingkari jawaban!

1. Saya suka pelajaran Bahasa Inggris.
 - a. Ya
 - b. Tidak
2. Saya akan bertanya pada guru Bahasa Inggris bila ada yang tidak dipahami saat pelajaran Bahasa Inggris.
 - a. Ya
 - b. Kadang
 - c. Tidak
3. Saya memperhatikan penjelasan guru pada saat pelajaran Bahasa Inggris.
 - a. Ya
 - b. Kadang
 - c. Tidak
4. Saya senang dengan cara guru mengajar Bahasa Inggris.
 - a. Ya
 - b. Kadang
 - c. Tidak
5. Guru menggunakan media saat pelajaran Bahasa Inggris.
 - a. Ya
 - b. Kadang
 - c. Tidak
6. *Speaking* adalah *skill* yang paling sulit diantara *skill* bahasa Inggris yang lain (*Listening, Reading, Writing*).
 - a. Ya
 - b. Kadang
 - c. Tidak
7. Saya paham ketika guru selalu memakai Bahasa Inggris ketika menjelaskan materi.
 - a. Ya
 - b. Kadang
 - c. Tidak
8. Kamu maju ke depan kelas ketika guru meminta kamu mempraktekkan dialog.
 - a. Ya
 - b. Kadang
 - c. Tidak
9. Saya malu apabila praktek di depan kelas.
 - a. Ya
 - b. Kadang
 - c. Tidak
10. Saya takut/nervous apabila praktek *speaking* di depan kelas.
 - a. Ya
 - b. Kadang
 - c. Tidak

B. Jawabah pertanyaan di bawah ini dengan sejujur-jujurnya.

1. Apa kesulitan kamu belajar *Speaking*?

2. Apa saran/kritik /masukan kamu dalam kegiatan *Speaking* di kelas?

After implementing the actions

Nama:

ANGKET SISWA

Jawablah pertanyaan-pertanyaan berikut dengan sejujur-jujurnya sesuai dengan data diri kalian masing-masing. Jawaban yang diberikan tidak akan mempengaruhi nilai kamu dalam pelajaran Bahasa Inggris atau yang lain.Thanks.

Selamat Mengerjakan...^^

11. Apakah kamu senang praktek *Speaking* dengan menggunakan gambar?Berikan alasannya!

12. Jenis gambar apa yang kamu sukai untuk praktek *Speaking*?Berikan alasannya?

- Gambar ditampilkan di LCD
- Flash Cards* (kartu gambar)
- Cue cards* (gambar yang digunakan untuk berkelompok)
- Students' own pictures* (gambar sendiri)

13. Bagaimana pendapat kamu ketika guru menjelaskan materi menggunakan gambar?

14. Apakah kamu merasa malu/takut/nervous ketika praktek *Speaking* maju di depan kelas?Berikan alasannya!

15. Bagaimana pendapat kamu dengan kegiatan-kegiatan Bertanya dan Menjawab (*Questions-Answers*), *Role-Play*, Permainan (*Game*), Diskusi (*Discussion*) dan Bercerita (*Storytelling*) yang sudah di lakukan di kelas? Suka/tidak? Berikan alasannya!

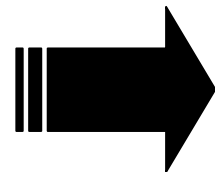
16. Perubahan apa yang terjadi setelah belajar *Speaking* di kelas?

17. Apa Saran/kritik /masukan kamu dalam praktek *Speaking* di kelas?

APPENDIX

F

COURSE GRID



Improving Students' Speaking Practice Using Pictures in Interactive Activities at Grade Eight of SMP N 2 Bantul in the Academic Year 2011/1012

Course Grid of 8th Grade

Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Cycle	Basic Competence	Indicators	Teaching Learning Activities	Pictures in Interactive Activities	Topic	Learning Materials			Evaluation	Media
						Language Functions	Vocabulary	Dialogues		
1	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui,</p>	<p>1. Students are able to identify the expressions of asking, giving, and refusing service in interpersonal conversation carefully.</p> <p>2. Students can pronounce the expressions of asking, giving, and refusing service correctly.</p> <p>3. Students are able to make dialogue using expressions of asking for, giving, and refusing service.</p> <p>4. Students are able</p>	<p>a. Presentation</p> <p>1. Teacher shows a picture of three people having a conversation (activity 2)</p> <p>2. Teacher asks the students to listen and complete a short conversation using the expression of asking, giving, and refusing service.(activity 2)</p> <p>3. Teacher asks the students to answer the questions related to the conversation. (activity 2)</p> <p>4. Teacher asks the students to identify</p>	<p>a) Pictures in Questions and Answers Aim : To stimulate the students to speak up in the class.</p> <p><u>Pictures</u>: pictures through LCD</p> <p><u>Job Description</u>: Teacher gives some questions to the students based on the pictures Students respond by answering the questions orally</p> <p>b) Pictures in Role Play Aim: To practice expression of asking, giving, and refusing service confidently.</p>	Menu	<p>Asking Service :</p> <ul style="list-style-type: none"> • <i>Can you take me....please?</i> • <i>Give me....please?</i> • <i>Can you help me, please?</i> • <i>I'd like you to take....please.</i> <p>Giving Service</p> <ul style="list-style-type: none"> • <i>May I take your order?</i> • <i>What can I do for you?</i> • <i>May I help you?</i> • <i>Can I get you something else?</i> <p>Refusing Service</p> <ul style="list-style-type: none"> • <i>I'm sorry, I can't.</i> 	<p>chicken soup, fried chicken, meatball, hamburger, sandwich, salad, spaghetti.</p> <p>Lemon tea, coffee, milkshake, ice cream, cappuccino, mineral water, soft drinks.</p>	<p>Dialogue 1</p> <p><i>Waiter</i> : “ Can I take your order, Sir?”</p> <p><i>Man</i> : “Yes. Can you take me a bowl of meatball, please.”</p> <p><i>Waiter</i> : “Ok, Sir. Any other, please?”</p> <p><i>Woman</i>: “Give me a bowl of chicken soup, please.”</p> <p><i>Waite</i> : “I'm sorry. We are out of it. Can I get you something else?”</p> <p><i>Woman</i>:”If so, give me a bowl of soup too.”</p> <p><i>Waiter</i> : “OK, Mam.”</p>	<p>Technique : oral test</p> <p>Form : Performance</p> <p>Instrument: Have 4 students in a group. Do a role play using expression of asking, giving, and refusing service. Listen to the teacher's explanation</p>	<p>LCD</p> <p>Pictures</p> <p>Laptop</p>

	<p>mengingkari fakta, dan meminta dan memberi pendapat</p>	<p>to act out the dialogue using expressions of asking for, giving, and refusing service in front of the class.</p> <p>5. Students are able to perform a role play for practicing the expression of asking, giving, refusing service confidently.</p>	<p>the expressions used in the dialogue. (activity 3)</p> <p>5. Teacher shows the expression of asking, giving, and refusing service and asks the students to pronounce it. (activity 4)</p> <p>6. Teacher explains the use of expression of asking, giving and refusing service. (activity 4)</p> <p>b. Practice</p> <p>1. Students are shown some pictures and are asked to identify them. (activity 5)</p> <p>2. Students are asked to pronounce the vocabulary of the picture correctly. (activity 5)</p> <p>3. Students make a short dialogue using expression of asking,</p>	<p><u>Pictures</u> : Flash Cards</p> <p><u>Job Description</u>:</p> <p>1. The class is divided into some groups. Each group consists of 4 students</p> <p>2. The students in each group have to play a role; two students as customers, one other student as waiter, and the other as a cook.</p> <p>Explanation:</p> <p>♥ The customer : asking service to the waiter/waiter.</p> <p>♥ The waiter : asking service to the cook and giving service in ordering menu to the customer.</p> <p>♥ The cook : preparing and giving menu to the waiter.</p> <p>3. The students do role play using expressions of asking, giving, and refusing service.</p>		<ul style="list-style-type: none"> • <i>I'm sorry, I don't think I could..</i> • <i>I'm sorry, we're out of...</i> 		<p>Dialogue 2</p> <p><i>Waiter : Give me a bowl of meatball, please.</i></p> <p><i>Cook : I'm sorry. We're out of meatball.</i></p> <p><i>Waiter : Give me a bowl of chicken soup, please.</i></p> <p><i>Cook : Yes. Here you are.</i></p> <p><i>Waiter : Thank you.</i></p>		
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			<p>giving, and refusing service based on the pictures in pairs. (activity 6)</p> <p>4. Students practice the dialogue in the front of the class in pairs.(activity 7)</p> <p>5. Students are asked to create a dialogue using expression of asking, giving, and refusing service based on the situation in the back on the picture. (activity 8)</p> <p>6. Students practice the dialogue with their partner in front of the class. (activity 8)</p> <p>c. Production</p> <p>Students do a role-play using asking, giving, and refusing service by using pictures provided by the teacher. (activity 9)</p>	<p>4.The pictures are used to help the students to play the roles.</p> <p>Supporting media:</p> <ul style="list-style-type: none"> • list of menu, • a small book note and pen 						
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Improving Students' Speaking Practice Using Pictures in Interactive Activities at Grade Eight of SMP N 2 Bantul in the Academic Year 2011/1012

Course Grid of 8th Grade

Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Cycle	Basic Competence	Indicators	Teaching Learning Activities	Pictures in Interactive Activities	Topic	Learning Materials			Evaluation	Media
						Language Functions	Vocabulary	Dialogues		
1	9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta,	<p>1. Students are able to identify the expressions of asking for, giving and refusing opinion in conversation s carefully</p> <p>2. Students are able to pronounce the expression of asking for, giving and refusing opinion correctly.</p> <p>3. Students are able to fill the missing gaps in the</p>	<p>a. Presentation</p> <p>1. Teacher asks the students to listen to a conversation using expression of asking for, giving, and refusing opinion. (activity 2)</p> <p>2. Teacher asks the students to answer the questions related to the conversation orally. (activity 2)</p> <p>3. Teacher asks the students to identify the expressions used in the dialogues.(activity 3)</p> <p>4. Teacher explains the use of asking</p>	<p>a) Pictures in Questions and Answers</p> <p><u>Aim:</u> To stimulate the students to speak up.</p> <p><u>Pictures :</u> Pictures through LCD</p> <p><u>Job Description:</u> Teacher gives some questions to the students based on the pictures Students respond by answering the questions orally</p> <p>b) Pictures in Discussion</p> <p><u>Aim:</u> To practice expression of asking for, giving, and refusing opinion by sharing</p>	Wonderful Places	<p>Asking Opinion :</p> <ul style="list-style-type: none"> • <i>What do you think of?</i> • <i>What's your opinion?</i> • <i>How do you feel about....?</i> <p>Giving opinion</p> <ul style="list-style-type: none"> • <i>I think...</i> • <i>I must say....</i> • <i>From my point of view...</i> <p>Refusing Opinion</p> <ul style="list-style-type: none"> • <i>I don't think so.</i> • <i>That's a good idea, but...</i> • <i>I don't think that's right.</i> 	<p>Beach Temple Monument Story Battle Waterfall Caldera Lake Desert</p>	<p>Dialogue 1</p> <p><i>Anne is in Ratih's house. Ratih shows a picture to her. They are talking about the picture.</i></p> <p><i>Anne:</i> <i>Waow...,that's nice. Where's that?</i></p> <p><i>Ratih : It's Bunaken sea</i></p> <p><i>Anne : Do you think the place is interesting to visit?</i></p> <p><i>Ratih : I think so. We can dive there. We can see the</i></p>	<p>Technique : oral test</p> <p>Form : Performance</p> <p>Instrument: Share your opinions with your friends from the situation in the picture you got (Teacher distributes one picture to each students).Then your friends will respond your opinion. Do it in turns using asking for, giving,</p>	<p>LCD</p> <p>Pictures</p> <p>Laptop</p>

	<p>dan meminta dan memberi pendapat</p>	<p>short dialogue using expressions of asking for, giving and refusing opinion carefully.</p> <p>4. Students are able to use the expressions of asking for, giving, and refusing opinion in a conversation confidently.</p>	<p>for , giving , refusing expression to students. (activity 4)</p> <p>5. Teacher asks the students to pronounce the expression of asking for, giving, and denying opinion correctly. (activity 4)</p> <p>b. Practice</p> <p>1. Students are shown some pictures and are asked to pronounce the pictures correctly. (activity 5)</p> <p>2. Students fill in the missing gaps in the short dialogues using asking for, giving, and refusing opinion in pairs. (activity 6)</p> <p>3. Students practice the dialogues orally. (activity 6)</p> <p>4. Students share their opinions about</p>	<p>opinions confidently.</p> <p><u>Picture</u> : Cue Cards</p> <p><u>Job Description</u>:</p> <ul style="list-style-type: none"> ♥ Students are divided into some groups. ♥ Teacher distributed cue card to each student in all of the groups. ♥ Each student in group should share his/her opinion with their friends about the picture using expressions. ♥ Then their friends will respond to student's opinion. ♥ The activity is conducted by all the students in a group in turns. 				<p><i>beautiful view in the sea.</i></p> <p><i>Anne : Oh, that's great! It seems very interesting.</i></p> <p><i>Ratih : Is it okay for us to go there next Sunday?</i></p> <p><i>Anne : Okay. I'd love that!</i></p> <p>Dialogue 2</p> <p><i>Bella : Sandi, my cousin is spending her holiday in Jogja. She asks me to take her to a beautiful place. Do you have an idea?</i></p> <p><i>Sandi : What do you think about Parangtritis beach? It has wonderful view there.</i></p>	<p>and refusing opinions with your friends in your group..</p>	
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			<p>the pictures using expression of asking for, giving, and refusing opinion based on the pictures orally. (activity 7)</p> <p>5. Students are shown some pictures and are asked to pronounce the words correctly. (activity 8)</p> <p>6. Students are asked to create a dialogue using asking for, giving, and refusing opinion based on the pictures. (activity 9)</p> <p>7. Students practice the work in front of the class confidently. (activity 10)</p> <p>c. Production</p> <p>1. Students give their opinion about the pictures using expression of asking for, giving, and refusing opinion in group discussion. (activity 11).</p>					<p><i>Bella : I don't think so. My cousin is afraid to water. She doesn't like beach.</i></p> <p><i>Sandi : How about Borobudur temple? You can see stone carving.</i></p> <p><i>Bella : Aha..I think that's a good idea.Thanks, Sandi.</i></p>		
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Improving Students' Speaking Practice Using Pictures in Interactive Activities at Grade Eight of SMP N 2 Bantul in the Academic Year 2011/1012

Course Grid of 8th Grade

Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Cycle	Basic Competence	Indicators	Teaching Learning Activities	Pictures in Interactive Activities	Topic	Learning Materials			Evaluation	Media
						Grammar	Vocabulary	Text		
2	10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>6. Students are able to identify a recount story.</p> <p>7. Students are able to pronounce vocabulary based on the pictures.</p> <p>8. Students are able to arrange the jumbled pictures in a recount story.</p> <p>9. Students are able to tell</p>	<p>a. Presentation</p> <p>1. Teacher asks the students to listen to the story based on situation in the pictures.</p> <p>2. The teacher asks the students to answer some questions based on the story orally.</p> <p>3. Teacher asks the students to study the generic structures of the recount story.</p> <p>4. Teacher</p>	<p>1) Using Pictures in Questions and Answers Aim : To stimulate the students to speak up</p> <p><u>Pictures:</u> pictures through LCD</p> <p><u>Job Description:</u> Teacher gives some questions to the students based on the pictures Students respond by answering the questions orally</p> <p>2) Using Pictures in Game</p>	Unforgettable experience	<p>The purpose of the story : To retell the events/experience in the past.</p> <p>1. Language Structures of Recount Text</p> <ul style="list-style-type: none"> • Orientation • Events • Reorientation <p>2. Grammar roles</p> <p><u>Past Tense</u></p> <p>Pattern : S + V2</p>	Beach Zoo Temple Monument Story Stay Scenery Horseback Mount	<p>1. Example of recount story.</p> <p style="text-align: center;">My Holiday</p> <p><i>Hello, my name is Putri. I want to tell you about My Holiday. Now, listen to me.</i></p> <p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.</p> <p>In the morning my friend and I saw mount Batok. The</p>	<p>Technique : oral test</p> <p>Form : Performance</p> <p>Instrument: <i>Tell story of an unforgettable experience in a recount form. Use pictures you have to remind the story.</i></p>	LCD Pictures Paper Sheet Laptop

		<p>events based on the pictures.</p> <p>10. tudents are able to identify the use of Past Verb.</p> <p>11. tudents are able to use past verb in sentences orally.</p> <p>12. tudents are able to tell a story using series pictures.</p> <p>13. Student s are able to retell a story based on experience in recount form.</p>	<p>explains how to tell a recount story.</p> <p>5. Teacher explains generic structure of recount.</p> <p>6. Teacher explains the use of Past Verbs.</p> <p>b. Practice</p> <p>1. Students are shown some pictures.</p> <p>2. Students are asked to pronounce the words based on the pictures correctly.</p> <p>3. Students are given pieces of series pictures.</p> <p>2. Students rearrange the jumbled pictures and stick them in recount form.</p> <p>3. Students make a sentence based on situation in</p>	<p><u>Aim:</u> To practice the use of past verbs in sentence orally.</p> <p><u>Pictures:</u> cue cards Name of game: 'What did you do, yesterday?'</p> <p><u>Job description:</u></p> <p>1. Students are distributed some pictures. Make sure one student gets one picture.</p> <p>2. First, teacher asks to one student 'Naura, what did you do yesterday?'. 3. The student answer by telling the situation on the picture he/she has.</p> <p>4. Then, the student asks to his/her friend in turns.</p> <p>3) Using Pictures in Storytelling <u>Aim:</u> To give chance for the students to practice speaking in telling events in the past confidently.</p>		<p>Ex : Andi <u>went</u> to the Zoo, last month.</p> <p>He <u>walked</u> in a long side beach, yesterday.</p> <p>3.Signal Time E.g.:Yesterday, two weeks ago, last week, two months ago, last month, last year</p> <p>4.Sequential Marker Then, after that, finally</p> <p>5. Expression of opening the story Listen, everyone.. Listen to me...</p> <p>Expression of Ending the story: That's it. That's all. That's the end of the story.</p>		<p>scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p> <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. <i>Well..that's the end of the story. How about your holiday?</i></p>		
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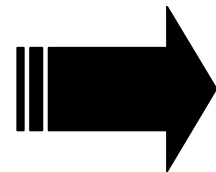
		<p>each picture orally.</p> <p>4. Students tell events based on the picture using Past Verbs.</p> <p>5. Students tell a recount story using past verbs based on the pictures.</p> <p>6. Students are shown some pictures and identify them.</p> <p>7. Students pronounce the verbs based on the pictures.</p> <p>8. Students pronounce the past verbs based on the pictures.</p> <p>9. Students do 'what did you do yesterday?' game using pictures.</p> <p>10. Students make own pictures in recount story based on their creativity in</p>	<p><u>Pictures</u> :students' own pictures</p> <p>a.Students make series pictures in group</p> <p>b. Students bring a picture individually</p> <p><u>Job Description:</u></p> <p>a. Students draw 5-6 simple pictures showing chronological events in group Then each student tells one event in the picture.</p> <p>b.Students retell an unforgettable experience that they have happened in the past. They use their own picture to remind the story</p>						
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			<p>group.</p> <p>11. Students tell the story based on their own pictures in group.</p> <p>c. Production</p> <p>Students retell an unforgettable experience in the past in recount individually.</p>							
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APPENDIX

G

**LESSON PLANS &
STUDENTS' ACTIVITIES**



LESSON PLAN (RPP)

School	: SMP N 2 Bantul
Subject	: English
Grade/Semester	: VIII/2
Theme	: Menu
Language Skill	: Speaking
Time Allocation	: 3 X 40 minutes (2 meetings)

A. Competency Standard : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence :

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

C. Indicators :

1. To identify the expressions of asking for, giving, and refusing service in interpersonal conversation carefully.
2. To pronounce the expressions of asking, giving, and refusing service correctly.
3. To make dialogue using expressions of asking for, giving, and refusing service.
4. To act out the dialogue using expressions of asking for, giving, and refusing service in front of the class.
5. To perform a role play for practicing the expression of asking, giving, refusing service confidently.

D. Learning Objective :

After the lesson students are expected to be able to ask for, give, and refuse service in a conversation accurately, fluently, and appropriately.

E. Learning Materials:

1. Examples of dialogues using expressions of asking for, giving, and refusing service.

Example of text of dialogue

Dialogue 1

Waiter : “ **Can I take your order, Sir?**”
 Man : “**Yes. Can you take me a bowl of meatball, please.**”
 Waiter : “**Ok, Sir. Any other, please?**”
 Woman: “**Give me a bowl of chicken soup, please.**”
 Waite : “**I’m sorry. We are out of it. Can I get you something else?**”
 Woman: “**If so, give me a bowl of soup too.**”
 Waiter : “**OK, Mam.**”

Dialogue 2

Waiter : **Give me a bowl of meatball, please.**
 Cook : **I’m sorry. We’re out of meatball.**
 Waiter : **Give me a bowl of chicken soup, please.**
 Cook : **Yes. Here you are.**
 Waiter : **Thank you.**

2. Example of asking, giving, and refusing service expression.

Expressions	Functions
<ul style="list-style-type: none"> • <i>Can you take me....please?</i> • <i>Give me....please?</i> • <i>Can you help me, please?</i> • <i>I’d like you to take....please.</i> 	Asking Service
<ul style="list-style-type: none"> • <i>May I take your order?</i> • <i>What can I do for you?</i> • <i>May I help you?</i> • <i>Can I get you something else?</i> 	Giving Service
<ul style="list-style-type: none"> • <i>Sorry, we haven’t</i> • <i>I’m sorry, I couldn’t</i> • <i>I’m sorry, we’re out of...</i> • <i>I’m sorry, we haven’t got....</i> 	Refusing Service

<ul style="list-style-type: none"> • <i>Yes, please.</i> • <i>This is for you</i> • <i>Ok. Here you are.</i> 	Accepting service
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3. Vocabulary : chicken soup, fried chicken, meatball, hamburger, sandwich, salad, spaghetti.

F. Technique : PPP (Presentation, Practice, Production)

G. Teaching and Learning Activities:

Meeting 1 (2 x 40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	<p>a. Greeting</p> <ol style="list-style-type: none"> 1. Teacher greets and pray before conducting the lesson 2. Teacher checks students' attendant lists. <p>b. Motivation</p> <p>Teacher motivates students in order to they focus and be happy to learn the materials.</p> <p>c. Conveying the goal of teaching and learning.</p> <p>Teacher states the goal of teaching and learning.</p> <p>d. Lead-in</p> <p>The teacher shows a picture to the students. Then the students are asked to answer the questions. (activity 1)</p>	10 minutes
II.	Main Activity	<p>a. Presentation</p> <ol style="list-style-type: none"> 1. Teacher shows a picture of three people having a conversation (activity 2) 2. Teacher asks the students to listen and complete a short conversation using the expression of asking, giving, and refusing service.(activity 2) 3. Teacher asks the students to answer the questions related to the conversation. (activity 2) 4. Teacher asks the students to identify the 	60 minutes

		<p>expressions used in the dialogue. (activity 3)</p> <p>5. Teacher shows the expression of asking, giving, and refusing service and asks the students to study it. (activity 4)</p> <p>6. Teacher explains the use of expression of asking, giving and refusing service. (activity 4)</p> <p>b. Practice</p> <p>1. Students are shown some pictures and are asked to identify them. (activity 5)</p> <p>2. Students are asked to pronounce the vocabulary of the picture correctly. (activity 5)</p> <p>3. Students make a short dialogue using expression of asking, giving, and refusing service based on the pictures in pairs. (activity 6)</p> <p>4. Students practice the dialogue in the front of the class in pairs.(activity 7)</p> <p>5. Students are asked to create a dialogue using expression of asking, giving, and refusing service based on the situation in the back on the picture. (activity 8)</p> <p>6. Students practice the dialogue with their partner in front of the class. (activity 8)</p>	
III.	Closing	<p>a. Summarizing Teacher reviews and concludes the materials that have been learnt.</p> <p>b. Reflection Teacher reflects the activities</p> <p>c. Praying</p> <p>d. Greeting</p>	10 minutes

Meeting 2 (1 x 40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	<p>a. Greeting</p> <p>1. Teacher greets and pray before conducting the lesson</p>	

		<p>2. Teacher checks students' attendant lists.</p> <p>b. Motivation Teacher motivates students in order to they focus and be happy to learn the materials.</p> <p>c. Conveying the goal of teaching and learning. Teacher states the goal of teaching and learning.</p>	5 minutes
II.	Main Activity	<p>c. Production Students do a role-play using asking, giving, and refusing service by using pictures provided by the teacher. (activity 9)</p>	30 minutes
III.	Closing	<p>a. Summarizing Teacher reviews the materials that have been learnt.</p> <p>b. Reflection Teacher reflects the activities</p> <p>c. Praying</p> <p>d. Greeting</p>	5 minutes

I. Resources

- a. Guided Book :
- Agustien, Helena I. R., 2007. *Let's Talk*. Bandung: Pakar Raya
 - Lewis, Gordon and Gunther Bedson. 1999. *Games for Children*. New York: Oxford University Press.
- b. Pictures through LCD
- c. Flash Cards

J. Evaluation

- a. Technique: Oral Test
- b. Form: Performance
- c. Instrument:

Have 4 students in a group. Do a role play using expression of asking, giving, and refusing service. Listen to the teacher's explanation.

K. Rubric Assessment

No.	Aspects	A Range of Score	Score
1.	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good Good Moderate Poor Very poor	5 4 3 2 1
2.	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, one self correction and the smooth use of)	Very good Good Moderate Poor Very poor	5 4 3 2 1
3.	Vocabulary (Rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation)	Very good Good Moderate Poor Very poor	5 4 3 2 1
4.	Grammar (Good control grammar, what they can be understood by others)	Very good Good Moderate Poor Very poor	5 4 3 2 1
5.	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Very good Good Moderate Poor Very poor	5 4 3 2 1
Total score			25

Adapted from Brown: 2004 (172-173)

Total score : **25x4 = 100**

Bantul, April 11th, 2012

English Teacher

Researcher

Istiqomah E., S. Pd.
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Rulia Nur Arokhah
NIM: 07202244113

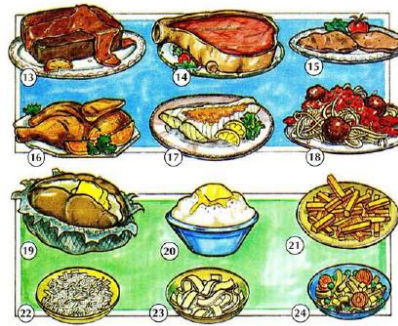
UNIT 1

May I take your order?

Lead In

Activity 1

Look at the picture below. Then, answer the questions orally.



Questions:

1. *Have you ever gone to the restaurant?*
2. *With whom do you go there?*
3. *What menu is available in the restaurant?*
4. *Do you like the menu?*
5. *What menu do you order?*

Let's Speak Up

Activity 2

Look at the picture. Listen to the conversation and complete the conversation. Then, answer the questions orally.

Speech bubbles in the image:

- "Can I take your order, Sir?"
- "I'm sorry..... Can I"?
- "Ok, Sir. Any other, please?"
- "Ok Mam."
- "Yes....."
- "....., please."
- "If so, too."

www.shutterstock.com - 81428491

Waiter : " **Can I take your order, Sir?**"

Man : "Yes."

Waiter : "Ok, Sir. Any other, please?"

Woman: "....., **please.**"

Waiter : "**I'm sorry..... Can I**?"

Woman:"If so, too."

Waiter : "OK, Mam."

Questions:

1. Who are in the picture?
2. Where does the picture take place?
3. What menu does the man order?
4. What menu is the girl's first order?
5. What menu is out in an order?

Activity 3

Listen to the conversation once again. Identify the expressions used in the conversation.

Functions	Expressions
Asking service	
Giving service	
Refusing service	

Activity 4

Study the expressions below. Then pronounce them correctly.

Expressions	Functions
<ul style="list-style-type: none"> • <i>Can you take me....please?</i> • <i>Give me...,please?</i> • <i>Can you help me, please?</i> • <i>I'd like you to take...,please.</i> 	Asking Service
<ul style="list-style-type: none"> • <i>May I take your order?</i> • <i>What can I do for you?</i> • <i>May I help you?</i> • <i>Can I get you something else?</i> 	Giving Service
<ul style="list-style-type: none"> • <i>I'm sorry, I can't.</i> • <i>I'm sorry, I don't think I could..</i> • <i>I'm sorry, we're out of...</i> 	Refusing Service
<ul style="list-style-type: none"> • <i>Sure. Thank you.</i> • <i>Yes, please.</i> • <i>Ok. Here it is.</i> 	Accepting service

Activity 5

Look at the pictures. Identify them. Then, pronounce them correctly.



bread
/bred/



Chicken soup
/'tʃɪk.ɪn//su:p/



Fried rice
/fraɪd//raɪs/



Hamburger
/'hæm.bɜː.gə r/



Meatball
/'mi:t.bɔ:l/



Salad
/'sæl.əd/



Spaghetti
/spə'get.i/



Pizza
/'pi:t.sə/



ice cream
/aɪs/ /kri:m/



lemon tea
/'lem.ən/ /ti:/



Milkshake
/'mɪlk.ʃeɪk/



Tea
/ti:/



Cappucino
/ˌkæp.ʊ'tʃiː.nəʊ/



Coffe
/'kɒf.i/





Soft drinks
/sɔːft//drɪŋkz/



Mineral water
/'mɪn. ə r. ə l/ /'wɔː.tə r/



Activity 6

Create a short dialogue using expression of asking, giving, and refusing service. The example one is already provided for you.



e.g.  out in order
 available

Waiter : Good night, Sir. May I take your order?
 Customer : I'd like you to take fried rice, please.
 Waiter : I'm sorry we are out of fried rice. Can I get you something else?
 Customer: If so, give me spaghetti, please.
 Waiter : OK, Sir.

1.  available
 available



2.  available
 out in order

3.  available
 out in order

4.  available
 available

5.  out in order
 available

6.  available
 out in order

7.  available
 available

Activity 7

Practice your work in activity 6 in front of the class with your friend.

Activity 8

In pairs, create a short dialogue using expression of asking, giving, and refusing service related to the situations. Use vocabulary based on the pictures.

- ♥ **Picture 1** : Your mother is making salad in the kitchen. You give help to her.
- ♥ **Picture 2**: You have dinner in an Italian food. You will offer some menu to waitress.
- ♥ **Picture 3**: You are offering chicken soup in a restaurant. But they are out of it, then, you change your menu.
- ♥ **Picture 4**: Your father is hungry. He asks you to buy something food to your father.



Picture 1



Picture 2



Picture 3



Picture 4

Activity 8

Practice your work in front of the class, in pairs.

Activity 9

Work in group.

Have 4 students in a group. Do a role play. Listen to the teacher's explanation.

Procedure of the play:

1. Divide the class into some groups. Each group consists of 4 students
2. The students in each group have to play a role; two students as customers, one other student as waiter, and the other as a cook.

Job description:

- ♥ The customer : asking for service to the waiter.
 - ♥ The waiter : asking for service to the cook and giving service in ordering menu to the customer.
 - ♥ The cook : preparing and giving menu to the waiter.
3. The students do role play using expressions of asking, giving, and refusing service.
 4. Do it using pictures and other media (list of menu, a small book note) prepared by the teacher to help the play.

The conversation transcript in Activity 2

Waiter : " **Can I take your order, Sir?**"

Man : "Yes. **Can you take a bowl of meatball, please.**"

Waiter : "Ok, Sir. Any other, please?"

Woman: "**Give me a bowl of soup, please.**"

Waiter : "**I'm sorry. We are out of it. Can I get you something else?**"

Woman: "**If so, give me a bowl of soup too.**"

Waite : "OK, Mam."

LESSON PLAN (RPP)

Name of School	: SMP N 2 Bantul
Subject	: English
Class/Semester	: VIII/2
Theme	: Wonderful Places
Skill	: Speaking
Time Allocation	: 4 X 40 minutes (2 meetings)

A. Competency Standard : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence :

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

C. Indicators :

1. To identify the expressions of asking for, giving and refusing opinion in conversations carefully
2. To pronounce the expression of asking for, giving and refusing opinion correctly.
3. To fill the missing gaps in the short dialogue using expressions of asking for, giving and refusing opinion carefully.
4. To use the expressions of asking for, giving, and refusing opinion in a conversation confidently.

D . Learning Objective :

After the lesson students are expected to be able to ask for, give, and refuse opinion in a conversation accurately, fluently, and appropriately.

E. Learning Materials:

1. Examples of dialogues using asking for, giving, and refusing opinion expression.

Dialogue 1

Anne is in Ratih's house. Ratih shows a picture to her. They are talking about the picture.

Anne : Ah, that's nice. Where's that?

Ratih : It's Bunaken sea

*Anne : **Do you think** the place is interesting to visit?*

*Ratih : **I think so.** We can dive there. We can see the beautiful view in the sea.*

Anne : Oh, that's great! It seems very interesting.

Ratih : Is it okay for us to go there next Sunday?

Anne : Okay. I'd love that!

Dialogue 2

*Bella : Sandi, my cousin is spending her holiday in Jogja. She asks me to take her to a beautiful place. **Do you have an idea?***

*Sandi : **What do you think about Parangtritis beach?** It has wonderful view there.*

*Bella : **I don't think so.** My cousin is afraid of water. She doesn't like beach.*

Sandi : How about Borobudur temple? You can see stone carving.

*Bella : Aha.. **I think that's a good idea.***

Thanks, Sandi.

2. Example of asking for, giving, and refusing opinion expression.

Expressions	Functions
<ul style="list-style-type: none"> • <i>What do you think of?</i> • <i>What's your opinion?</i> • <i>What do you feel about....?</i> 	Asking for Opinion
<ul style="list-style-type: none"> • <i>I think...</i> • <i>In my opinion...</i> • <i>From my point of view...</i> • <i>I must say...</i> 	Giving Opinion

<ul style="list-style-type: none"> • <i>I don't think so.</i> • <i>That's a good idea, but...</i> • <i>I don't think that's right.</i> 	Refusing Opinion
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Here are expressions of giving opinion.

It's a beautiful place.
 The beach is excellent.
 It's famous for ...
 They're famous for
 It sounds awful/terrible/nice.
 I've never been there.
 That is interesting place.

3. Vocabulary: Temple, Monument, Story, Stone, Carving, Dive, Sea

F. Technique : PPP (Presentation, Practice, Production)

G. Teaching and Learning Activities:

Meeting 1 (2x40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	a. Greeting 1. Teacher greets and pray before conducting the lesson 2. Teacher checks students' attendant lists. b. Motivation Teacher motivates students in order to they focus and be happy to learn the materials. c. Conveying the goal of teaching and learning. Teacher states the goal of teaching and learning. d. Lead-in Teacher shows pictures of some places and asks the students to answer some questions orally. (activity 1)	10 minutes
II.	Main Activity	a. Presentation 1. Teacher asks the students to listen to a	

		<p>conversation using expression of asking for, giving, and refusing opinion. (activity 2)</p> <p>2. Teacher asks the students to answer the questions related to the conversation orally. (activity 2)</p> <p>3. Teacher asks the students to identify the expressions used in the dialogues. (activity 3)</p> <p>4. Teacher explains the use of asking for , giving , refusing expression to students. (activity 4)</p> <p>5. Teacher asks the students to pronounce the expression of asking for, giving, and denying opinion correctly. (activity 4)</p> <p>b. Practice</p> <p>1. Students are shown some pictures and are asked to pronounce the pictures correctly. (activity 5)</p> <p>2. Students fill in the missing gaps in the short dialogues using asking for, giving, and refusing opinion in pairs. (activity 6)</p> <p>3. Students practice the dialogues orally. (activity 6)</p> <p>4. Students share their opinions about the pictures using expression of asking for, giving, and refusing opinion based on the pictures orally. (activity 7)</p>	60 minutes
III.	Closing	<p>a. Summarizing Teacher reviews the materials that have been learnt.</p> <p>b. Reflection Teacher reflects the activities</p> <p>d. Praying</p> <p>e. Greeting</p>	10 minutes

Meeting 2 (2x40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	a. Greeting 1. Teacher greets and pray before conducting the lesson 2. Teacher checks students' attendant lists. b. Motivation Teacher motivates students in order to they focus and be happy to learn the materials. c. Reviewing the materials.	10 minutes
II.	Main Activity	b. Practice 5. Students are shown some pictures and are asked to pronounce the words correctly. (activity 8) 6. Students are asked to create a dialogue using asking for, giving, and refusing opinion based on the pictures. (activity 9) 7. Students practice the work in front of the class confidently. (activity 10) c. Production 1. Students give their opinion about the pictures using expression of asking for, giving, and refusing opinion in group discussion. (activity 11)	60 minutes
III.	Closing	a. Summarizing Teacher reviews the materials that have been learnt. b. Reflection Teacher reflects the activities c. Praying d. Greeting	10 minutes

I. Resources

a. Learning Book :

- ❖ Agustien, Helena I. R., 2007. *Let's Talk*. Bandung: Pakar Raya
- ❖ Molinsky, Steven J. and Bill Bliss. 1994. *Picture Dictionary*. New York: Prentice Hall Regents.

b. Pictures through LCD

- c. Cue Cards.
- d. Laptop
- e. Students' sheet

J. Evaluation

- a. Technique: Oral Test
- b. Form: performance
- c. Instrument:

Share your opinions with your friends from the situation in the picture you got (Teacher distributes one picture to each student). Then your friends will respond your opinion. Do it in turns using asking for, giving, and refusing opinions with your friends in your group.

K. Rubric Assessment

No.	Aspects	A Range of Score	Score
1.	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good Good Moderate Poor Very poor	5 4 3 2 1
2.	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, one self correction and the smooth use of)	Very good Good Moderate Poor Very poor	5 4 3 2 1
3.	Vocabulary (Rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation)	Very good Good Moderate Poor Very poor	5 4 3 2 1
4.	Grammar (Good control grammar, what they can be understood by others)	Very good Good Moderate Poor Very poor	5 4 3 2 1
5.	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Very good Good Moderate Poor Very poor	5 4 3 2 1
Total score			25

Adapted from Brown: 2004 (172-173)

Total score : 25x4 = 100

Bantul, April 19th, 2012

English Teacher

Researcher

Istiqomah E., S. Pd.
NIP: 19590908 198403 2 002

Rulia Nur Arokhah
NIM: 07202244113

UNIT 2

What do you think?

Lead In

Activity 1

Look at the pictures. Then answer the questions orally.



Picture 1



Picture 2



Picture 3

Questions:

1. What is the picture talking about?
2. Where is it?
3. Do you ever go there?
4. What do you think about the pictures?

Let's Speak Up

Activity 2

Look at the pictures in Activity 1. Listen to the dialogue carefully. Then answer the questions orally.

Questions:

Dialogue 1

1. What is the picture talking about?
2. Does Ratih have the same opinion with Anne about the picture?
3. Do they will a plan to go to Bunaken?

Questions:

Dialogue 2

1. Who is spending holiday in Jogja?
2. Do Bella and her cousin will go to Parangtritis beach?
3. Where will Bella and her cousin go to spend their holiday?

Activity 3

Listen to the dialogues in Activity 2 once again. Then identify the expression used.

Functions	Expressions
Asking for opinion	
Giving opinion	
Denying opinion	

Activity 4

Study and pronounce the expressions correctly.

Example of asking for, giving, and denying opinion expression.

Expressions	Functions
<ul style="list-style-type: none"> • <i>What do you think of?</i> • <i>What is your opinion of?</i> • <i>What do you feel about....?</i> 	Asking for Opinion
<ul style="list-style-type: none"> • <i>I think...</i> • <i>In my opinion...</i> • <i>From my point of view...</i> • <i>I must say...</i> 	Giving Opinion
<ul style="list-style-type: none"> • <i>I don't think so.</i> • <i>That's a good idea, but...</i> • <i>I don't think that's good.</i> 	Refusing Opinion

Here are expressions of giving opinion.

It's a beautiful place.
 The beach is excellent.
 It's famous for ...
 They're famous for
 It sounds awful/terrible/nice.
 I've never been there.
 That is interesting place.

Activity 5

Look at the pictures and pronounce them correctly.



Temple

/ˈtem.pl /



beach

/bi:tʃ/



waterfall

/ˈwɔː.tə.fɔ:l/



Monument
/ˈmɒn.jə.mənt/



mountain
/ˈmaʊn.tɪn/



sea
/si:/



Desert
/ˈdez.ət/



Lake
/leɪk/



Caldera
/kælˈdeə.rə/

Activity 6

Complete the short dialogues using expression of asking for, giving, and refusing opinions. Then practice it with your friend. The number one is already done for you.

1. A : **(Asking for)** *What do you think about Kuta beach?*
B : I think the beach is beautiful. There are many tourists there.
2. A : I think Borobudur Temple is not interesting. We just can look at the stone walls, there.
B : **(Refusing)**
3. A : What do you think about Merapi Mountain?
B : **(Giving)**
4. A : In my opinion, Tawangmangu waterfall is very wonderful.
B : **(Refusing)**
5. A : **(Asking for)**
B : I think the beach is dangerous.

Activity 7

Look at the pictures in activity 5. Share your opinion with your friend about the pictures orally. Practice it in front of the class. The picture 1 is already done for you.



A: What do you think about Borobudur temple?

B: In my opinion, It is a wonderful place. There are many stories of history in the place.

Activity 8

Look at the pictures and pronounce them correctly.



a high mountain
/ə haɪ 'maʊntən/

1.

Picture 1



an antique museum
/ən æn'ti:k mju:'ziəm/

2.

Picture 2



a botanical garden
/ə bə'tænɪkl 'gɑ:dn/

3.

Picture 3



flat beach
/flæt bi:tʃ/

4.

Picture 4



a swift waterfall
/ə swɪft 'wɔ:təfɔ:l/

5.

Picture 5



a big temple
/ə bɪg 'templ/

6.

Picture 6



a shallow lake
/ə 'ʃæləʊ leɪk/

7.

Picture 7



a historical monument
/ə hi'stɔrɪkl 'mɒnjumənt/

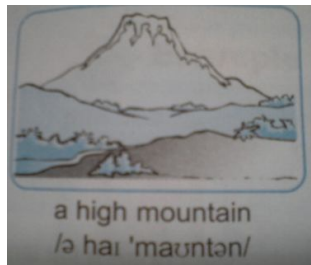
8.

Picture 8

Activity 9

Work in pairs.

Look at the pictures in the activity 7. Create a dialogue using expression of asking for, giving, and refusing opinions based on the situation in the picture. Then practice it in front of the class. The number one is already done for you.



Picture 1

A : Where will you go to spend your holiday next week?

B : Hmm..I will go to Merapi Mountain. What do you think about the place?

A : I think it is interesting. It is a high mountain. You can see the beautiful view, there.

Activity 10

Practice your work in front of the class confidently in pairs.

Activity 11

Let's Do Discussion.

Share your opinions with your friends from the situation in the picture you got (Teacher distributes one picture to each students).Then your friends will respond your opinion. Do it in turns using asking for, giving, and refusing opinions with your friends in your group.

Dialogue Transcripts in Activity 2

Dialogue 1

Anne is in Ratih's house. Ratih shows a picture to her. They are talking about the picture.

Anne : Ah, that's nice. Where's that?

Ratih : It's in Bunaken sea

*Anne : **Do you think** the place is interesting?*

*Ratih : **I think so.** We can dive there. We can see the beautiful view in the sea.*

Anne : Oh, that's great! It seems very interesting.

Ratih : What do you think if we go there next month?

*Anne : Okay. **I'd love that!***

Dialogue 2

*Bella : Sandi, my cousin is spending her holiday in Jogja. She asks me to take her to a nice place. **Do you have an idea?***

*Sandi : **What do you think about Parangtritis beach?** It has wonderful view there.*

*Bella : **I don't think so.** My cousin is afraid to water. She doesn't like beach.*

Sandi : How about Borobudur temple? You can see stone carving.

*Bella : Aha..**I think that's a good idea.***

Thanks, Sandi.

**LESSON PLAN
(RPP)**

School	: SMP N 2 Bantul
Subject	: English
Grade/Semester	: VIII/2
Theme	: Unforgettable experiences
Language Skill	: Speaking
Time Allocation	: 6 X 40 minutes (3 meetings)

A. Competency Standard : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence :

10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Indicators :

1. To identify a recount story.
2. To pronounce vocabulary based on the pictures.
3. To arrange the jumbled pictures in a recount story.
4. To tell events based on the pictures.
5. To identify the use of Past Verb.
6. To use Past verb in sentences orally.
7. To tell a story using series pictures.
8. To retell a story based on experience in recount form.

D. Learning Objective :

After the lesson students are expected to be able to retell an unforgettable experience in the past in a recount form accurately, fluently and appropriately.

E. Learning Materials:

1. Example of recount text

My Holiday

Hello, my name is Putri. I want to tell you about My Holiday. Now, listen to me.

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has big garden with colourful flowers and a small pool.

In the morning my friend and I saw mount Batok. Wooo..the scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. Well..that's the end of the story. How about your holiday?

2. Language Structures of Recount Text

Generic structures	The sentences
Orientation	<i>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has big garden with colourful flowers and a small pool.</i>
Events	<i>In the morning my friend and I saw mount Batok. Wooo..the scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</i>
Reorientation	<i>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</i>

Opening : ***Hello, my name is Putri. I want to tell you about My Holiday. Now, listen to me.***

Closing : ***Well..that's the end of the story. How about your holiday?***

❖ **Signal Time**

E.g. : Yesterday two weeks ago
 last week two months ago
 last month last year

❖ **Sequential Marker**

Then, after that, finally

❖ **If you want to start your story, use these expressions:**

Listen, everyone

Listen to me

❖ **If you want to end your story, use these expressions:**

That's it.

That's all.

That's the end of the story.

❖ **Grammar rules**

Recount story uses *Past Tense*

Present Tense

Pattern : **S + V1**

Ex. : Andi go to Zoo with his parents.

 He walks in a long side beach.

Past Tense

Pattern : **S + V2**

Ex : Andi went to the Zoo, last month.

 He walked in a long side beach, yesterday.

Example of Past Verbs:

went took

stayed saw

rode got

F. Technique : PPP (Presentation, Practice, Production)

G. Teaching and Learning Activities:**Meeting 1**

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	a. Greeting 1. Teacher greets and pray before	

		<p>conducting the lesson</p> <p>2. Teacher checks students' attendant lists.</p> <p>b. Motivation Teacher motivates students in order to they focus and be happy to learn the materials.</p> <p>c. Conveying the goal of teaching and learning. Teacher states the goal of teaching and learning.</p> <p>d. Lead-in Teacher shows some pictures to the students then answer the questions from teacher's questions (activity 1)</p>	<p>10 minutes</p>
II.	Main Activity	<p>a. Presentation</p> <p>1. Teacher asks the students to listen to the story based on situation in the pictures. (activity 2)</p> <p>2. The teacher asks the students to answer some questions based on the story orally. (activity 3)</p> <p>3. Teacher asks the students to study the generic structures of the recount story. (activity 4)</p> <p>4. Teacher explains how to tell a recount story. (activity 4)</p> <p>5. Teacher explains generic structure of recount story.(activity 4)</p> <p>6. Teacher explains the use of Past Verbs. (activity 4)</p> <p>b. Practice</p> <p>1. Students are shown some pictures.</p> <p>2. Students are asked to pronounce the words based on the pictures correctly. (activity 5)</p> <p>3. Students are given pieces of series pictures. (activity 6)</p> <p>2. Students rearrange the jumbled pictures and stick them in recount form. (activity 6)</p> <p>3. Students make a sentence based on situation in each picture orally. (activity 7)</p> <p>4. Students tell events based on the picture using</p>	<p>60 minutes</p>

		Past Verbs. (activity 8) 5. Students tell a recount story using past verbs based on the pictures. (activity 9)	
III.	Closing	a. Summarizing Teacher reviews the materials that have been learnt. b. Reflection Teacher reflects the activities c. Praying d. Greeting	10 minutes

Meeting 2 (2x40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	a. Greeting 1. Teacher greets and pray before conducting the lesson 2. Teacher checks students' attendant lists. b. Motivation Teacher motivates students in order to they focus and be happy to learn the materials. c. Reviewing the materials.	10 minutes
II.	Main Activity	b. Practice 1. Students are shown some pictures and identify them. (activity 10) 2. Students pronounce the verbs based on the pictures. (activity 10) 3. Students pronounce the past verbs based on the pictures. (activity 10) 4. Students do 'what did you do yesterday?' game using pictures. (activity 11)	60 minutes
III.	Closing	a. Summarizing Teacher reviews the materials that have been learnt. b. Reflection Teacher reflects the activities	10 minutes

		c. Praying d. Greeting	
--	--	---------------------------	--

Meeting 3 (2x40 minutes)

No.	Phase of Activity	Explanations	Time Allocation
I.	Opening	<p>a. Greeting</p> <ol style="list-style-type: none"> 1. Teacher greets and pray before conducting the lesson 2. Teacher checks students' attendant lists. <p>b. Motivation</p> <p>Teacher motivates students in order to they focus and be happy to learn the materials.</p> <p>c. Reviewing the materials.</p>	10 minutes
II.	Main Activity	<p>b. Practice</p> <ol style="list-style-type: none"> 1. Students make own pictures in recount story based on their creativity in group. (activity 12) 2. Students tell the story based on their own pictures in group. (activity 12) <p>c. Production</p> <p>Students retell an unforgettable experience in the past in recount story individually. (activity 13)</p>	60 minutes
III.	Closing	<p>a. Summarizing</p> <p>Teacher reviews the materials that have been learnt.</p> <p>b. Reflection</p> <p>Teacher reflects the activities</p> <p>c. Praying</p> <p>d. Greeting</p>	10 minutes

I. Resources

a. Guided Book :

- ❖ Agustien, Helena I. R., 2007. *Let's Talk*. Bandung: Pakar Raya
- ❖ Molinsky, Steven J. and Bill Bliss. 1994. *Picture Dictionary*. New York: Prentice Hall Regents.
- ❖ Lewis, Gordon and Gunther Bedson. 1999. *Games for Children*. New York: Oxford University Press.

- b. Picture through LCD
- d. Cue Cards
- e. Students' own pictures
- f. Students' sheets

J. Evaluation

- a. Technique: Oral Test
- b. Form: Performance
- c. Instrument:

Tell events of an unforgettable experience in a recount form. Use pictures you have to remind the story.

K. Rubric Assessment

No.	Aspects	A Range of Score	Score
1.	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good Good Moderate Poor Very poor	5 4 3 2 1
2.	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, one self correction and the smooth use of)	Very good Good Moderate Poor Very poor	5 4 3 2 1
3.	Vocabulary (Rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation)	Very good Good Moderate Poor Very poor	5 4 3 2 1
4.	Grammar (Good control grammar, what they can be understood by others)	Very good Good Moderate Poor Very poor	5 4 3 2 1
5.	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Very good Good Moderate Poor Very poor	5 4 3 2 1

Total score	25
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Adapted from Brown: 2004 (172-173)

*Total score : **25x4 = 100***

Bantul, May 2nd, 2012

English Teacher

Researcher

Istiqomah E., S. Pd.

NIP: 19590908 198403 2 002

Rulia Nur Arokhah

NIM: 07202244113

UNIT 3

I went to Mount Bromo, last week.

Lead-In

Activity 1

Look at the pictures. Then answer the teacher's questions.



Questions:

Did you ever go to somewhere?

Where did you go there?

With whom did you go there?

When did you go to the place?

What did you do there?

Let's Speak Up

Activity 2

Look at the picture. Then, listen to the story.



Activity 3

Listen to the story once again. Then answer the questions based on the story orally.

Questions:

1. Where did the speaker spend her holiday?
2. When did she go there?
3. What did the speaker and her friend do in the morning?
4. How did they feel when they rode on horseback?
5. Was the scenery beautiful, there?
6. What did they do after taking pictures of beautiful scenery there?
7. Do you think the speaker's holiday was interesting?

Activity 4
Read and study the generic structure of the story
1. The text of Recount story
My Holiday

Hello, my name is Putri. I want to tell you about My Holiday. Now, listen to me.

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We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Well..that's the end of the story. How about your holiday?

2. Language Structures of Recount Text

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Reorientation	<i>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</i>

Opening : **Hello, my name is Putri. I want to tell you about My Holiday. Now, listen to me.**

Closing : **Well..that's the end of the story. How about your holiday?**

❖ **Signal Time**

E.g. : Yesterday two weeks ago
 last week two months ago
 last month last year

❖ **Sequential Marker**

Then, after that, finally

❖ **If you want to start your story, use these expressions:**

Listen, everyone

Listen to me

❖ **If you want to end your story, use these expressions:**

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That's all.

That's the end of the story.

❖ **Grammar rules**

Recount story uses *Past Tense*

Present Tense

Pattern : **S + V1**

Ex. : Andi go to Zoo with his parents.

 He walks in a long side beach.

Past Tense

Pattern : **S + V2**

Ex : Andi went to the Zoo, last month.

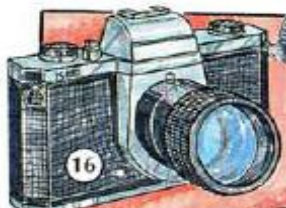
 He walked in a long side beach, yesterday.

Example of Past Verbs:

went took
 stayed saw
 rode got

Activity 5

Look at the pictures. Then pronounce them correctly.



camera
/'kæm.rə/



flashlight
/'flæʃ.laɪt/



suitcase
/'s j u:t.keɪs/



camp stove
/kæmp/ /stəʊv/



map
/mæp/



lantern
/'læn.tən/



picnic basket
/'pɪk.nɪk/ /'bɑ:..skɪt/



backpack
/'bæk.pæk/

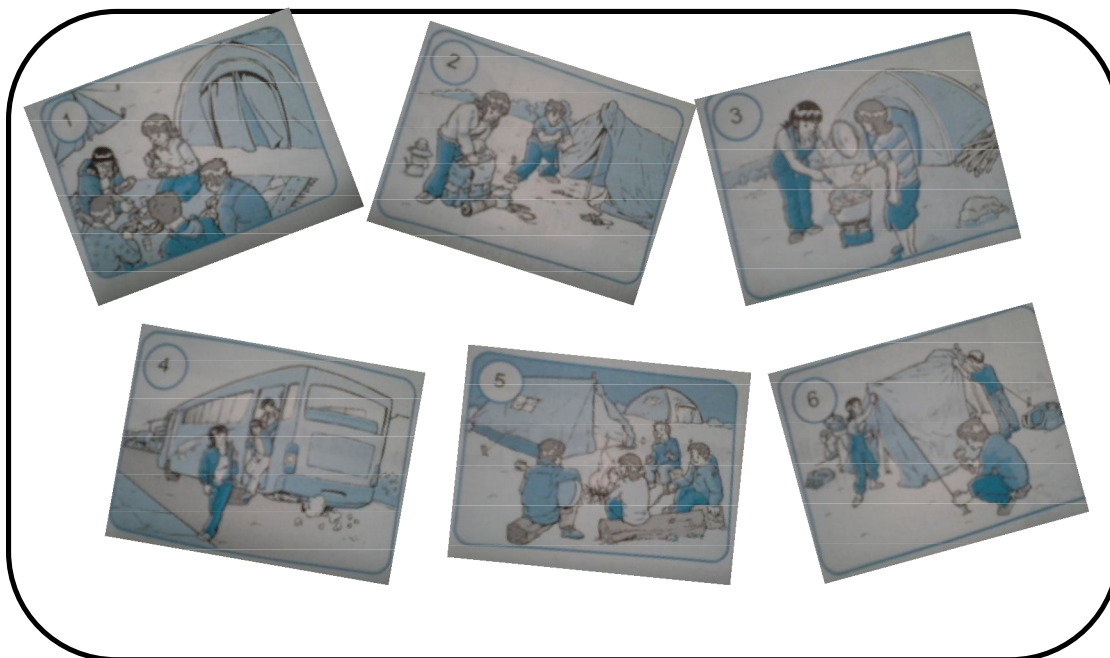


tent
/tent/

Activity 6

Work in group.

Look at the pictures that you have got. Stick the pictures in recount story on the paper sheet.



Paper sheet for students

<p>Work in group. Look at the pictures that you have got. Arrange and stick the pictures that you have got in a recount story.</p>			<p>Group _____</p>
<p>Title : _____</p>			
A.	B.	C.	
D.	E.	F.	

Activity 7

Look at your work in activity 6. Make a sentence based on situation in each picture orally. Use cue words in the column below. You can also use vocabularies in Activity 5.

build a tent	open backpack
get off the bus	have lunch
sing together	cook food

Activity 8

Change the sentences that you have created based on the pictures in Activity 6 using Past Verbs.

Activity 9

Pronounce the sentences of your work in Activity 7 into a recount story. Use sequential markers and opening and closing in telling story that have you learnt. Then tell it in front of your class.

Activity 10

- a. Look at the people in these pictures.
Read the words with proper pronunciation.



walk along the beach
/wɔ:k/



build a sand castle
/bɪld/



swim in the beach
/swɪm/



dive in the sea
/daɪv/



build a tent
/bɪld/



fish in the river
/fɪʃ/



sunbathe on the beach

/'sʌn.beɪð/



row a boat

/rəʊ/



hike through the forest

/haɪk/

- b. Change the words in the pictures from Present tense to Past Tense. Use the word in the picture into a sentence. Then, pronounce them correctly. The first picture is already done for you.**

V past +noun



walk along the beach
/wɔ:k/

Your teacher says:

**I walked along the beach with my family,
last week.**

Activity 11

Do 'What did you do yesterday?' game. Listen to the explanation from your teacher.

Job Description:

1. Students are distributed some pictures. Make sure one student gets one picture.
2. First, teacher asks to one student ' *Naura, what did you do yesterday?*'.
3. The student answers it by **telling the situation on the picture** he/she has.
4. Then, the student asks to his/her friend in turns.

Nb. : - The student can modify the sentences in telling the situation in the picture.

- If the student do not use past verb correctly, she/he will be stand up near his/her table until the game is over.

Activity 12

Work in group.

Make 5-6 simple pictures showing chronological events. Then each student tells one event in the picture. Perform it in front of the class.

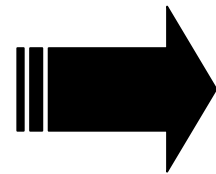
Activity 13

Retell an unforgettable experience that you have happened in the past. Use your own picture you have to remind the story and use the sequential markers that you have learnt. Tell your story to your friends in group.

APPENDIX

H

**ATTENDANCE
LIST**



Attendance List

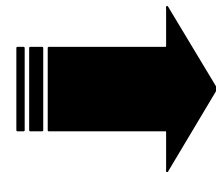
Subject : English
 Class/Semester: VIIIA / 2
 Teacher : Istiqomah E., S. Pd.
 Researcher : Rulia Nur Arokhah

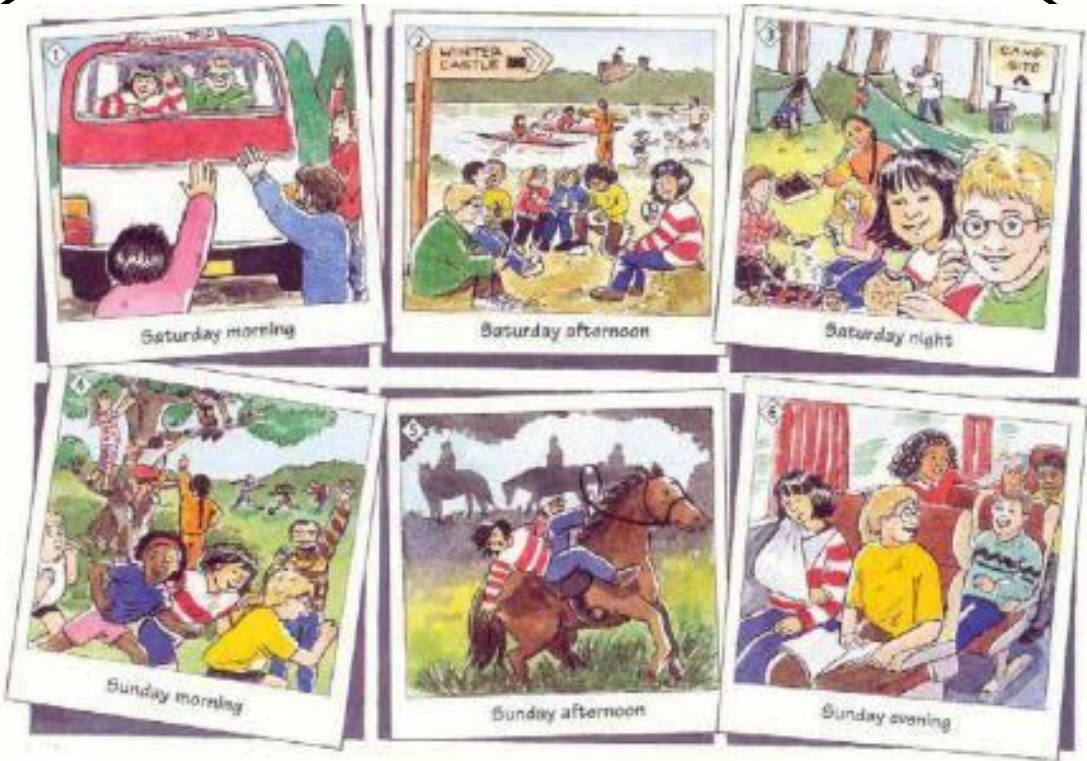
No .	Name	April 2012				Mei 2012		
		11 th	13 th	18 th	19 th	2 nd	3 rd	9 th
1.	Abdul Ghaffar Amiruddin Zaki	✓	✓	✓	✓	✓	✓	✓
2.	Adinda Mega Agustiar	✓	✓	✓	✓	✓	✓	✓
3.	Annisaa' Septiana Nur Mufidah	✓	✓	✓	✓	✓	✓	✓
4.	Aninda Pratiwi	✓	✓	✓	✓	✓	✓	✓
5.	Ardian Wahyu Nur Ridwan	✓	✓	✓	✓	✓	✓	✓
6.	Arshita Setya Ratnasari	S	✓	✓	✓	✓	✓	S
7.	Chairul Yoga Verdyansyah	✓	✓	✓	✓	✓	✓	✓
8.	Dian Novia Istiana	✓	✓	✓	✓	✓	✓	✓
9.	Erriana Sinta Wulanintyas	✓	✓	I	✓	✓	✓	✓
10.	Heni Dwi Lestari	✓	✓	✓	✓	✓	✓	✓
11.	Hestu Pamungkas	✓	✓	✓	✓	✓	✓	✓
12.	Intan Monita Sari	✓	✓	✓	✓	✓	✓	✓
13.	Laila Nur Rohmah	✓	✓	✓	✓	✓	✓	✓
14.	Maria Dwi Candraningsih	✓	✓	✓	✓	✓	✓	✓
15.	Maulidya Rahmawati	✓	✓	✓	✓	✓	✓	✓
16.	Muhammad Imamuddin Hafidz A.	✓	✓	✓	✓	✓	✓	✓
17.	Muhhammad Rian Maulana	✓	✓	✓	✓	✓	✓	✓
18.	Naufal Yusuf Senna	✓	✓	✓	✓	✓	✓	✓
19.	Nauratun Nazifah Sahda	✓	✓	✓	✓	✓	✓	✓
20.	Najib Atif Hamami	✓	✓	✓	✓	✓	✓	✓
21.	Nur Amrina Rosidhah	✓	✓	✓	✓	✓	✓	✓
22.	Purnani Pangestu Siwi	✓	✓	✓	✓	✓	✓	✓
23.	Ramadhana Satriandita Putri	✓	✓	✓	✓	✓	✓	✓
24.	Ridwan Hidayat	✓	✓	✓	✓	✓	✓	✓
25.	Rosari Indah Cahyaningtyas	✓	✓	✓	✓	✓	✓	✓
26.	Salsabilla Rohadatul'aisy Sunaryo	✓	✓	✓	✓	✓	✓	✓
27.	Saraswati	✓	✓	✓	✓	✓	✓	✓
28.	Vebriyana Rima Safitri	✓	✓	S	✓	✓	✓	✓
29.	Yunanto	✓	✓	✓	✓	✓	✓	✓
Jumah Hadir		28	29	27	29	29	29	28

APPENDIX

I

**MEDIA & STUDENTS'
SHEETS**





SERIES PICTURES



FLASH CARDS



CUE CARDS

List of MENU

FOODS

DRINKS



Bread



Chicken soup



Ice cream



lemon tea



Hamburger



Meatball



Milkshake



Tea



Spaghetti



Pizza



Cappucino



Coffe



Fried rice



Salad



Soft drinks



Mineral water



Roast chicken



Dntato stick

Group ____ :

Activity 6

Work in group.
Look at the pictures that you have got. Arrange and stick the pictures that you have got in a recount story.

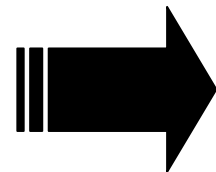
Title : _____

A.	B.	C.
D.	E.	F.

APPENDIX

J

PHOTOGRAPHS



PHOTOGRAPHS

The front part of SMP N 2 Bantul



The students act the role play using flash cards.



The students are shown a picture through LCD.



The students practice the dialogue using picture in front of the class.



The students conduct discussion activity using small pictures in groups.



The students play the 'What did you do, yesterday?' game in the class.



The students tell story using their own pictures in front of the class.



The researcher conducts discussion with the English teacher.



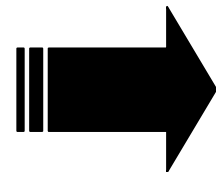
The student is interviewed by the researcher.



APPENDIX

K

PERMIT LETTERS





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01
 10 Jan 2011

Nomor : 522c/UN.34.12/PP/III/2012
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

26 Maret 2012

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Speaking Practice Using Pictures through Interactive Activities at Second Grade of SMPN 2 Bantul in Academic Year 2011/2012

Mahasiswa dimaksud adalah :

Nama : RULIA NUR AROKHAH
 NIM : 07202244113
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : April – Juni 2012
 Lokasi Penelitian : SMPN 2 Bantul

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I.

Dr. Widyastuti Purbani, M.A.
 NIP. 19610524-199001 2 001



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4229/N/5/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 26 Maret 2012

Nomor : 522c/UN.34.12/PP/III/2012
Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RULIA NUR AROKHAH
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING STUDENTS SPEAKING PRACTICE USING PICTURES THROUGH INTERACTIVE ACTIVITIES AT SECOND GRADE OF SMPN 2 BANTUL IN ACADEMIC YEAR 2011/2012
Lokasi : SMPN 2 BANTUL Kota/Kab. BANTUL
Waktu : 02 Mei 2012 s/d 02 Agustus 2011

NIP/NIM : 07202244113

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 02 Mei 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan

(Signature)
Ir. Joko Wuryantoro, M.Si

NIP. 19580108 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda & OR Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang bersangkutan