

**IMPROVING THE STUDENTS' SPEAKING PRACTICES AT
THE ELEVENTH GRADE STUDENTS OF SMA N 1
GOMBONG THROUGH PAIR-TAPING IN THE ACADEMIC
YEAR OF 2012/2013**

A Thesis

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



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menyatakan bahwa karya ilmiah yang berjudul *Improving the Students' Speaking Practices at the Eleventh Grade of SMA N 1 Gombong through Pair-Taping in the Academic Year of 2012/ 2013* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya

Yogyakarta, 2 April 2013

Penulis,



Yayuk Aris Setiyorini

MOTTO

If you can *Dream* it,
You can *Achieve* it.
— *WALT DISNEY*

DEDICATIONS

This thesis is dedicated to my parents
for their love, endless support
and encouragement.

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First and foremost, thank to Allah for the wisdom and perseverance that has been bestowed upon me during this research project, and indeed, throughout my life. This thesis would not have been possible without the blessings of Allah SWT. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

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I sincerely thank my friend, Ayu Dewi W, for the sleepless night friend before the deadline. I also thank Afifah Ratna, Retnaningtyas, Kiki Amalia and Desi Tri W. for all the fun we have had in the last memorable years. For my classmates Listiana Ikawati, Ndaru Retnaningsih, Dewi Masitoh, Febi Puspitasari, Eko Yuniarti, Chandra Gusta, Anisa Puspita and Yanuar Rizqi Fauziah for sharing experiences and knowledge. Others friends, such as friends in English Education Department and friends in boarding houses, are greatly cherished.

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As a final point, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, comments and suggestions for the improvement of this thesis. However, I expect this thesis would give precious contribution to the improvement of the English teaching and learning.

Yogyakarta,

2013

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ABSTRACT

The study is aimed at improving the speaking skills of the XI IPS 1 students of SMA N 1 Gombong in the academic year of 2012/2013 through pair-taping. The pair-taping was implemented in this study as the practice and production steps in speaking lessons.

This study was action research which consisted of two cycles with three meetings for each one. The steps of this study were identifying the problem, planning the actions, implementing and observing the actions, and reflecting the actions done. The data of this study were collected by using observation guidelines, interview guides and scoring rubric. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post-test. The data were analyzed in five stages, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The reliability of the data was obtained by comparing three sources of data and involving the other observers in observing the actions.

The results of this study show that there are some improvements in students' speaking skills including fluency, grammar accuracy, pronunciation accuracy, vocabulary, and language function usage. The improvement can be seen from the students' performances in their recordings as their results of pair-taping practices and the improvement in their post-test performances compared with their pre-test. The average scores of each assessment aspect in the recordings and post-test performances showed improvement. Thus, the students' speaking skills were improved through the implementation of pair-taping practice.

CHAPTER I INTRODUCTION

The objective of this study was to improve students' speaking skills through pair-taping. In this part, some subchapters are presented. The subchapters are the background of the study, the identification of the problems, the limitation of the problem, the formulation of the problem, the objectives of the study, and the significances of the study.

A. Background of the Study

Speaking is one of the basic skills of language. People can communicate and express their idea through speaking. As the basic skill, speaking has important functions in communication. Brown and Yule (1983) classify the functions into two. First, speaking functions as interactional speaking that serves to establish and maintain social relations. Second, speaking as transactional functions focuses on the exchange of information. Both interactional and transactional functions have the same aims at using speaking as a means to communicate and interact with other people in their daily life.

Considering the importance of speaking, the students at schools have to master speaking skill in their English learning. However, there are some obstacles of the teaching speaking at schools. The common obstacle often found in the teaching speaking is students' prejudice about speaking. Many students consider that speaking is very difficult skill to be mastered. Generally, they are not confident to speak because they have some problems dealing with vocabulary limitation, grammar, fluency and pronunciation. The other obstacle often found in the speaking learning is lack of chance for the students to speak. Most English

teachers consider that speaking is not too important because it is not tested in final exam. They generally still focus on teaching grammar in their teaching, because they consider that the most important aspect to master English is grammar mastery.

The same problem also occurred in SMA N 1 Gombong. Based on the observation of the process of teaching and learning in Class XI IPS 1 and interviews with the teacher and students, it was found that speaking was the most difficult skill for students to master. The students felt that they had low speaking skill and low confidence to speak.

Based on the interviews with the teacher, it was found that the teaching speaking still faced problems related to the time allocation. She said that teaching speaking would spend much time, so that she decided to focus on teaching grammar. By focusing on teaching grammar, she expected that the students would master the four skills easily. Consequently, she rarely gave the students speaking session practices.

Furthermore, according to the students, speaking is difficult because they had limitations in terms of vocabulary, grammar, fluency, and pronunciation. They were not confident with their ability. In addition, they also said that they felt bored of the way their teacher taught. They said that the teacher only taught them grammar and rarely gave them speaking practices. There was only small portion of the students' opportunities to speak, so that was why the students had low speaking skill and low confidence to speak.

Based on the observation, it was found that the process of teaching speaking conducted in class XI IPS 1 lacked variety of activities and techniques. The technique and activity used in the teaching process were monotonous. The English teacher focused on teaching grammar. She presented the formulas and explained how to make sentences by using the formulas and ended up the activity by asking the students to make some sentences based on the formulas which had been taught. Since the teacher always taught them grammar, the materials provided were only in the form of formulas and kinds of sentences which made the students felt bored of her teaching. In addition, she used three languages in the class. They were Indonesia, Javanese and English. However the most dominant language used was Indonesia. The speaking sessions in the class were in the form of checking the students' understanding, greeting the students in opening and closing the class. Therefore, the students lack speaking practices. It made the students afraid and unconfident to speak and also have low speaking skills.

Due to the speaking problems mentioned above, I offer one solution to overcome these problems. The solution is to conduct an action research using pair-taping to improve the students' speaking practice. The reason why I offers pair-taping to overcome these speaking problem is because based on the evidences, pair-taping can improve the students' speaking practice. It provides the students more opportunities to speak and also can improve the students' speaking skill including accuracy of grammar and pronunciation, fluency and vocabulary. As the students practice speaking through pair-taping, they will improve their confidence since they speak in pairs. From the internet TESL journal Vol. IV, No.

2 which entitled “*Boosting Speaking Fluency through Pair-Taping*” published in March 1996 by David E. Kludge proves that pair-taping can be used to improve the students’ speaking practice effectively.

Based on the reason, I decide to use pair-taping technique to improve the students’ speaking practices on her action research. The action research was collaboration between the English teacher and I. The subjects of the research were the students of class XI IPS 1 in SMA N 1 Gombong.

B. Identification of the Problem

Based on the observation and interviews conducted in class XI IPS 1 of SMA N 1 Gombong, it was found that there were some problems that occurred during the process of teaching and learning. The problems were classified into four related to the students’ speaking skill, the opportunity to practice speaking, material lack and media. Following are the descriptions of the four classifications of the problems occurring in the process of teaching speaking.

The first classification was related to the students’ speaking skill. As mentioned on the background problems above, the students had low speaking skill and low confidence to speak. Due to the students’ confidence lack and the limitation of the students’ speaking skill, they rarely spoke in English. The students felt that they did not have enough vocabulary and bad pronunciation, so that they could not speak fluently and preferred to keep silent.

Second classification related to the opportunity to practice speaking. There was only small portion for the students to practice speaking since their teacher focused on teaching grammar in her teaching. As stated on the background

knowledge, the teacher thought that by teaching grammar, she expected her students would master four skills easily. That was why she rarely gave the students speaking practices. She only gave the students activities related to grammar such as making sentences and explaining formulas of certain sentence patterns.

Third classification related to the materials. There were two problems identified related to this classification. First, sometimes the materials did not match with the students' need. Second, the materials were not interesting so that the students got easily bored. As mentioned before that the English teacher focused on teaching grammar in her teaching, so the materials used in the class were only formulas and sentences. The teacher did not have topic in her teaching. Based on the interview with the teacher, she said that the most important in her teaching was to make the students understand grammar so that they can do UAN and TOEFL test. She assumed that if the students could recognize the grammar used in the questions, they could answer the questions correctly. However, she added that sometimes she also played some songs to students' listening activity to make them fresh and motivated to study in the class. Based on the interview with some students, the students said that they were bored with the materials in the form of grammar given by teacher.

Last, the fourth classification related to media. The learning media provided at the school were not maximally used. In fact, the school provided sufficient media for teaching English. There were laptop, speaker, tape, language laboratory, etc. but unfortunately they were not used maximally by the teacher.

The teacher only used the tape to play songs when she wanted listening activity. In fact, media have much important role to help the students in speaking learning. For example, to play the recordings the teacher must provide laptop, speaker, etc. The recordings give input in the form of dialogs for the students to practice speaking. The students will learn how the native speakers speak from the dialogs. Therefore, it is necessary to improve the use of media in teaching speaking.

C. Limitation of the Problem

In this research, I limit the study as follows. The subjects of the study are the students of Grade XI in SMA N 1 Gombong. The object of the study is limited to the English teaching and learning. The analysis focuses on discussion on using pair-taping to improve students' speaking practice.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem in this study is formulated as follows:

How does pair-taping technique improve the students' speaking skill of XI IPS 1 SMA N 1 Gombong?

E. Objectives of the Study

The objective of the study is to improve the students' speaking practices of Grade XI in SMA N 1 Gombong.

F. Significance

The finding of this research is expected to provide some advantages for English teaching and learning process. The significances of this research are as follows.

- 1) For the students of Grade XI in SMA N 1 Gombong, the finding of this research can be used to develop their speaking practices through pair-taping technique.
- 2) For the teachers of Grade XI in SMA N 1 Gombong, it is expected that the teachers can extend their knowledge about technique of teaching speaking to their students in order that the students have various techniques in improving the practice.
- 3) For the other researchers, this research can be a motivation to find other strategies or techniques for teaching English language practices so that it can enrich other researchers' knowledge and competency in the mastery of English as a foreign language.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This section is divided into two. They are literature review and conceptual framework. The literature review is intended to describe the concept of teaching speaking as a foreign language and the use of pair-taping in speaking lessons to improve students' speaking skills in senior high school. This chapter also presents relevant research studies for this research. At the end of this section, it presents the conceptual framework of this study.

A. LITERATURE REVIEW

1) Speaking

a. The Nature of Speaking

In language teaching, there are four language skills (speaking, listening, reading and writing). These four skills are divided into receptive and productive skills. Listening and reading belong to receptive skills while speaking and writing belong to productive skills. In receptive skills, learners do not need to produce language, they merely receive and understand it, and thus the skills are also called passive skills. On the other hand, speaking and writing are called active skills because learners use their productive sense to produce utterance and writing. However, this part does not elaborate all the skills, only speaking that is focused on.

There are many definitions of speaking that have been given by many experts. Florez (in Bailey 2005: 14) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing

information. It is often spontaneous, open-ended, and evolving. Speaking as an instance of use, therefore, it is a part of reciprocal exchange in which both reception and production play a part. In this sense the skills of speaking involve both receptive and productive participation. In the speaking process, the skills have important role not only speaking, it also involves listening skills. When people speak, they are not only speaking but also listening to the listeners' talk. In this case, the speakers are also the listeners. Therefore, they can respond to what they listen in the form of speaking.

Furthermore, Fulcher (2003) states that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable. Through speaking, speakers can influence their listeners' mind. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.

From all statements above, it can be concluded that speaking is one activity to share knowledge, information and idea. In other word, speaking is a means of communication in the form of verbal communication that functions to exchange information and maintain social relation. In this case, speaking involves receptive and productive participation.

b. Speaking Practices

In the speaking practices, the word "practice" has relevancy with the word "speaking skills". Irvine (1997) states that in the educational context, "skills" are referred to as achievements and/or behaviors to be acquired through practice or

training to facilitate the student learning and classroom management. This definition refers the word “practice” as certain activities to achieve skills. In this case, to achieve speaking skills the students need to do some speaking practices inside and/or outside classroom.

In relation to PPP method, other definition proposed by David Evans (1999) mentions that practice is the frequency device to create familiarity and confidence with the new language, and a measuring stick for accuracy. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation and controlled role plays. In the practice stage, students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. Other practice activities are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language.

Carol Read (2006) has summarized Practice stage of the PPP teaching method as follows.

The purpose

- To provide maximum practice within controlled but realistic and contextualized framework
- To build confidence in using new language

The important features

- Framework provides guidance for utterances, reduces scope for errors
- Clear and realistic prompts

- Students talking maximized
- Drills (choral or individual)
- 2, 3, 4 line dialogues
- Information and opinion gap etc

Teacher's roles

- Conductor
- Corrector

Type of interactions

- T – S
- S –S (open pairs)
- S – S (closed pairs)

Degree of control

- Very controlled, Ss have limited choice correction
- T or other Ss or self -correction
- Length and place of lesson
- Depend on Ss' needs and difficulty
- Following presentation or at the beginning for revision.

c. Types of Spoken Language

Brown (2001: 251) classifies the spoken language into two general types as the following chart presents.

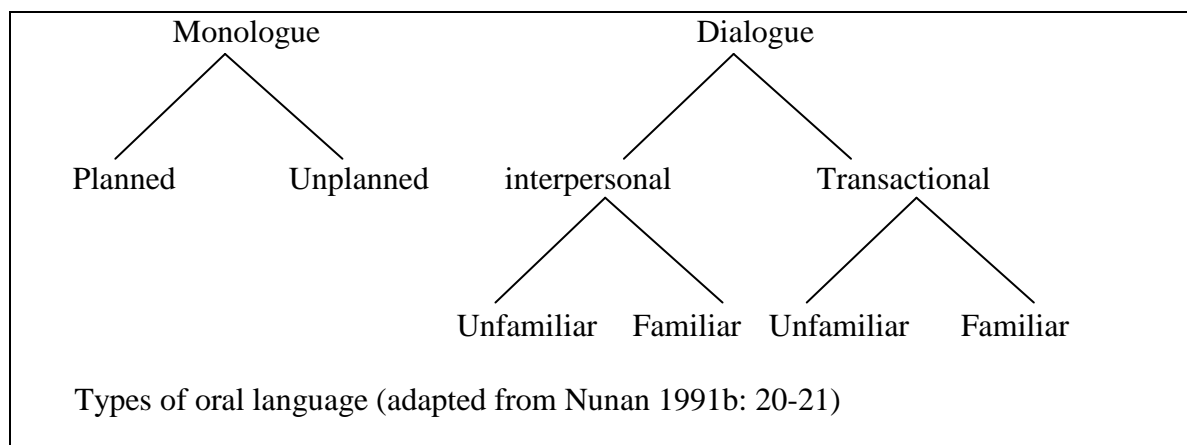


Figure 1. **Types of Spoken Language**

In monologue type, a speaker uses spoken language for any length of time as in speeches, lectures, news broadcasts, and so on. The participant has to process long stretches of speech without interruption. The stream of speech will go on without noticing whether the participant comprehends it or not. The monologue type is divided into two; planned and unplanned. Planned monologue, such as speeches, usually manifests little redundancy while unplanned monologues, such as lectures, exhibit more redundancy.

Dialogues involve two or more speakers and can be subdivided into exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In this case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In the conversations between or among participants who are unfamiliar with each other, references and meaning have to be made more

explicit. Below is an example of interpersonal and transactional dialogue according to Brown (2001: 274).

Interpersonal dialogue

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh, that ... How come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

Transactional dialogue

T : What is the main idea in this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force certain countries to destroy its nuclear weapons.

T : You don't think the UN has the power now?

S : Obviously not. Several countries are currently manufacturing nuclear bombs.

d. Components of Speaking

There are three components of speaking. Each is explained in the following.

1) Accuracy

Parrot (2002) describes accuracy as the ability of learners in using appropriate grammar, vocabularies and phonology in their speaking. In general, accuracy is related to the way of students in mastering word order and omission, pronouns and relative clauses, tenses, prepositions; producing correct sentences

in pronunciation, and other grammar rules that commonly occur when they are speaking among them, so their speaking can be understood by the others.

2) Fluency

One of the goals of teaching speaking is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Richards, Platt, and Weber (1985) state that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.

3) Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Comprehensibility in speaking means that the people can understand what we say and we can understand what they say.

Harmer (2005) says that if there are two people want to make communication to each other, they have to talk because they have different information. If there is a 'gap' between them, it is not a good communication if the people are still confused with what we say.

Clark and Clark (1977) state that comprehensibility has two common senses. In its narrow sense, it denotes the building of meaning from sounds. Comprehension in broader sense denotes the interpretation the meaning and utilizes the speech act conveyed.

Comprehensibility depends on how the speaker clearly says. The speaker has to master the topic he says and his sound has to be clearly heard by listener so that the listener can easily understand what he says. Besides it, sometimes, redundancy also can help the listener understands what the speaker says.

e. Teaching Speaking

Research on teaching conversational skills (McCarthy & O'Keefe, 2004; Tarone, 2005) historically describes two major approaches for teaching a conversation. The first is an indirect approach in which learners are more or less set loose to engage in interaction. The indirect approach implies that one does not actually teach the conversation, but rather that students acquire conversational competence, peripherally, by engaging in meaningful tasks. According to Richards (1990: 79), indirect approach is like task-based instruction because in tasks, the focus is on using language to complete a task, rather than on practicing language. The second is a direct approach that "involves planning a conversation program around the specific micro skills, strategies, and processes that are involved in fluent conversation"(Richards, 1990: 76-77). The direct approach explicitly calls students' attention to conversational rules, conventions, and strategies. Therefore students not only can speak fluently and appropriately, they can also apply the conversational rules and strategies while speaking.

While both approaches can be found in language-teaching institutions around the world, recent developments in such models as task-based language instruction have taken the learner well beyond simply using language. Nunan (2004), Ellis (2003), and Willis (1996), in their descriptions of task-based

instruction, for example, included focus on form, including analysis and practice, as an integral part of every task. Likewise, Skehan (1998: 131) recommends that communicative tasks "maximize the chances of a focus on form through attentional manipulation." It is clear, upon scanning current English language textbooks, that the prevailing approach to teach conversation includes the learner's inductive involvement in meaningful tasks as well as consciousness-raising elements of focus on form.

Richards (1990: 79-80) offers the following list of features of conversation that can receive specific focus in the classroom instruction:

- 1) how to use a conversation for both transactional and interactional purposes
- 2) how to produce both short and long turns in conversations
- 3) strategies for managing turn-taking in conversations, including taking a turn, holding a turn, and relinquishing a turn
- 4) strategies for opening and closing conversations
- 5) how to initiate and respond to talk on a broad range of topics, and how to develop and maintain talk on these topics
- 6) how to use both a casual style of speaking and a neutral or more formal style
- 7) how to use conversations in different social settings and for different kinds, of social encounters, such as on the telephone and in informal and formal social gatherings
- 8) strategies for repairing trouble spots in conversations, including communication breakdown and comprehension problems

- 9) how to maintain fluency in conversations through avoiding excessive pausing, breakdowns, and errors of grammar or pronunciation
- 10) how to produce talk in a conversational mode, using a conversational register and syntax
- 11) how to use conversational fillers and small talk
- 12) how to use conversational routines

Richards adds that approaches to the teaching of speaking thus reflect the following principles:

- 1) Speaking and oral interaction are seen as the basis for learning.
- 2) Non-native usage as well as native usage both serves as models.
- 3) English for cross-cultural communication is a primary goal.
- 4) Models in classroom materials are often informed by corpus analysis.
- 5) Functional or other types of communicative syllabus predominate.
- 6) Both accuracy and fluency are a primary goal with a greater tolerance of errors.
- 7) Oral proficiency is viewed as dependent upon mastery of lexical phrases and conversational routines.
- 8) Cultural awareness is addressed.
- 9) Pair and group activities predominate in the classroom.

f. The Principles of Teaching Speaking Skills

In the communicative model of language teaching, the teachers help the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate

to specific context. According to Brown (2000) there are seven principles to teach speaking skills. Followings are the principles of teaching speaking proposed by Brown.

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

The technique not only has to cover accuracy aspect but also focuses on interaction, meaning, and fluency. Doing a jigsaw group, playing a game, or discussing solutions to the environmental crisis are some activities that can be conducted. In addition, it is very important to make sure that the activities or tasks must be meaningful for the students.

- 2) Provide intrinsically motivating techniques.

Intrinsic motivation is important to make the students success in their learning. It is necessary for teachers to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be so that they will do the best for their learning.

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

Authentic materials should be given in a speaking class in which authentic language is exposed to learners. If grammar exercises are integrated in the activity, teachers should be sure that it is still in the need of the use of authentic language.

- 4) Provide appropriate feedback and correction.

Corrective feedback is expected from teacher in the classroom. Learners would undoubtedly rely on the teacher for this.

- 5) Capitalize on the natural link between speaking and listening.

Even though speaking goals are the efforts in a spoken English class, listening goals may naturally coincide and the two skills can reinforce each other.

- 6) Give students opportunities to initiate oral communication.

Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject.

- 7) Encourage the development of speaking strategies.

Dealing with the speaking strategies, Brown (2007) mentions some common speaking strategies as follows:

- 1) asking for clarification (what?)
- 2) asking someone to repeat something
- 3) using fillers
- 4) using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- 5) getting someone's attention
- 6) using paraphrases for structures one cannot produce
- 7) appealing for assistance from the interlocutor, the one who takes part in dialogue or conversation
- 8) using formulaic expressions
- 9) using mime and nonverbal expressions

From TEFLIN journal it is mentioned that the achievement of the aim to develop English communicative skills will be supported by the application of the principles of communicative methodology as proposed by Morrow (1981) presented briefly below.

Know what you are doing

This principle requires that learners realize that after instruction they can do something they cannot do before it with the target language and the 'something' is communicatively useful in their daily life.

The whole is more than the sum of the parts

Applying this principle, learning a language involves learning to use it above the sentence level, i.e. at the discourse level. Learners are made aware of the relationship between sentences and between paragraphs. Sentence connectors and other cohesive devices should be given due attention. It follows that language elements are learned in context, both analytic and synthetic abilities are developed hand in hand, and integration of language skills is recommended.

The processes are as important as the forms

The processes of using a language cannot take place without the forms, but the forms will not be meaningful unless they are used communicatively. Learning a language should be geared to the development of communication skills through the activities designed to resemble a communication process in which there are three sub-processes: information gap, choice, and feedback. Information gap is the most fundamental feature of any communicative approach. Through information gap activities, learners will learn how to communicate in the target language

desirably with considerable freedom to choose what to say and how to say it. During the processes of communicating with their fellow learners, they will get feedback, which requires them to learn to make themselves understood by others.

To learn it, do it

Learning a language will be effective only through a lot of practice in using it for communication. The application of Principle 3 will support the application of this principle, which will be further supported by creating extracurricular activities in which learners can practice using the larger language.

Mistakes are not always a mistake

Applying this principle, learners' mistakes should be treated wisely so that their accuracy will be continually improved without hampering the improvement of fluency.

g. Teaching Speaking Based on School Based Curriculum

School-Based Curriculum (SBC) is an operational curriculum that is designed and implemented at each educational institution (school). Based on the Minister of National Education Regulation (Permendiknas) Number 24 Year 2006, there are a number of components covered in School-Based Curriculum, such as: (1) the objectives of education institution; (2) the structure and the content of School-Based Curriculum; and (3) the academic calendar.

The important features of School-Based Competence are competence standards and basic competences. Competence standards in English curriculum demand the students to master skills of speaking, listening, reading, and writing. The competence standard has several basic competences. The basic competences

are distributed into three years or three grades in Senior High Schools or SMA (*Sekolah Menengah Atas*). These are the minimum competences which students should reach in each grade. To reach the basic competences in each grade, teachers formulate some teaching and learning objectives in particular meetings (Depdiknas RI, 2006).

The focus of English language teaching in senior high schools based on English school-based curriculum is as follows. First, discourse ability is students' competence to understand and produce oral and written texts in relation to four language competences (listening, speaking, reading, and writing). Second, it is about students' competence to comprehend and produce various short functional and monolog texts, and essay texts such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Third, other competences are linguistic competence (grammar, vocabulary, spelling, and written rules), social cultural competence (language expression based on the community context), strategic competence (problem solving in communication occurred), and discourse maker competence (Depdiknas RI, 2006).

Competence standard of teaching of speaking in senior high schools is to orally express the meanings of interpersonal and transactional discourses in formal and non-formal communicative context by using recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life contexts.

h. The Syllabus of Senior High School

The syllabus, in School-Based Curriculum, perceived as the plan of learning process with lesson plan - RPP (PP No. 19, 2005), chapter IV, article 20, PERMEN No. 41, 2007) which consists of standard of competence, basic standard, material, learning activities, learning indicators, assessment, and time allocation. The syllabus is developed by a teacher or group teacher supervised by department of education based on standard of content, standard competence of graduate and guiding of arrangement of School-Based Curriculum (PERMEN No. 41, 2007).

Furthermore, principles of developing the 2006 syllabus are scientific, relevant, systematic, consistent, adequate, actual, flexible, and comprehensive (DEPDIKNAS, 2006). Moreover, the steps of development are as follows: (1) investigating and deciding standard of competence, (2) investigating and deciding basic competence, (3) identifying main topic/material, (4) developing learning activity, (5) formulating indicators, (6) deciding kinds of assessment, (7) deciding time allocation, and (8) deciding resources. (PERMEN No. 41, 2007)

The process of making syllabus thus must consider the standard of competence and basic competence that must be achieved by the students of senior high school. It has been stated that Competence standards of teaching of speaking in Senior High Schools is to orally express the meanings of interpersonal and transactional discourse in formal and non-formal communicative context by using many kinds of texts in daily life contexts. Therefore, in the process of creating syllabus the teachers should take into consideration that the materials, techniques

and activities that they choose are appropriate and able to achieve the competence of standard.

i. Types of Classroom Speaking Performance

Brown (2000) states that with the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. The categories are follows.

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech where learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive. It is a short reply to teacher or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional dialogue

Transactional dialogue carries out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Conversation may have more of a negotiate nature to them than does responsive speech.

5) Interpersonal dialogue

Interpersonal dialogue is one form of conversations aimed at maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotional charge language, slang, ellipsis, sarcasm, and a covert “agenda”. Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps shorts speeches. Here, the register is more formal and deliberate. The monologues can be planned or prepared.

j. Speaking Activities

1) Accuracy and Fluency Activities

When discussing speaking activities it is necessary to mention two important terms: accuracy and fluency. The purpose of accuracy work is to make sure that the learners get something right. These activities are teacher controlled

and usually the whole class is engaged. The emphasis is rather than on the form than on its content. The opposite kind of activities is based on the principle where learners use the language they have learnt; use it freely even if they make mistakes. This kind of work is called fluency activities. They are learners controlled and done in pairs or groups. Byrne (1987: 7-8) states that learners can use the language freely to express their own ideas. Byrne (1987: 11) also divides speaking activities into four groups:

- a) accuracy activities controlled by the teacher and done with the whole class
- b) accuracy activities directed by the learners and done in pairs (occasionally in groups)
- c) fluency activities controlled by the teacher and done with the whole class
- d) fluency activities directed by the learners and done in groups (or occasionally in pairs).

Byrne's argument for using accuracy work in pairs is the statement that teachers will never be able to give enough oral practice through whole class works. He summarizes its advantages:

- a) chance to work independently which is good for motivation and it is a good preparation for group work
- b) learners can face and talk directly to one another, so it is much closer to the way we use language outside classroom
- c) it provides variety during the lesson

Specific example of accuracy work in groups is drills. Byrne assumes that they help with pronunciation which may give learners confidence and it is important, in Byrne's opinion, at least from the learners' point of view.

Fluency activities in groups differ from the activities in pairs in its size and types of the activities. Byrne maintains that fluency work needs the environment of a mixed-ability group where fast and slow learners work together which is better for fluency work. Learners help one another, it involves co-operation and collaboration. The examples of fluency activities are dialogues and discussions. This is very appropriate with pair-taping technique. Learners can have dialog practices through pair-taping.

2) Pre-communicative and communicative activities

It is necessary to point out that there is a vast number of other factors contributing towards an overall communicative approach to foreign language teaching, for example methodological framework. Littlewood presents in his book methodological distinction which is summarized as follows:

- a) Pre-communicative activities
- b) Communicative activities

The first category includes the majority of activities usually found in the textbooks, such as drills or question and answer practice. Their aim is to provide learners with fluent command of the linguistic system without actually using the system for communicative purposes. The stress is here on accuracy rather than fluency or communicating meanings effectively. Littlewood describes their characteristics this way:

Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners are thus being trained in the part-skills of communication rather than practicing the total skill to be acquired ... whenever pre-communicative activities occur, their essential function is a subordinate one: they serve to prepare the learners for later communication. ...these activities will lead into communicative work, during which learners can use the new language they have acquired and the teacher can monitor their progress. In effect, this is the familiar progression from controlled practice to creative language use.

(Littlewood, 1981: 85-87)

In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills. So, they can use them for the communication of meanings.

3) Controlled, Guided, and Free Activities

Speaking, from the point of view of Scott and Ytreberg (1990: 35), is probably the most demanding skill for the teacher to teach. They stress the importance of balance between controlled and guided activities and at the same time letting learners enjoy natural talk. Therefore, the activities can be classified as controlled, guided and free. When learners are working with controlled or guided activities, we want them to produce correct language and if they make mistakes, we should correct them at once. In this type of activities the learners are only imitating or giving an alternative, so correcting is straightforward. However, in free activities learners say what they want to say.

Scott and Ytreberg (1990: 37) state that controlled practice goes hand in hand with the presentation since it is important that pupils try one new language as soon as they have heard it. There is very little chance that learners make mistakes. Telling the time is one of examples of controlled activities.

Guided practice follows on directly from controlled practice. It is often done in pairs or in small groups. It gives learners some sort of choice, but the choice is limited, for example: chain work. Teachers have cards with words put face down. Learners have to do with the cards, asking and answering related the words in pairs. In free activities, learners are allowed to say what they want. Dialogues and role play work represent common way to bridge the gap between guided practices and free practices.

k. Teaching Speaking Techniques

When discussing teaching speaking techniques, it cannot be separated with speaking activities conducted in a classroom, because both techniques and activities are completing each other. The techniques used in the classroom must have effected to the kinds of activities that will be conducted in the classroom and vice versa. The explanation about the speaking activities has been already provided, so in this part it will just add the necessary addition.

Teaching speaking cannot be separated with the two terms of teaching accuracy and fluency. Before using techniques to teach, the teachers have to consider some important points. For example, when teach accuracy there are some points that the teachers need to pay attention as Richards (2008: 14) states that accuracy practices focus on creating correct examples of language use and they have some characteristics as follow.

- reflect classroom use of language,
- focus on the formation of correct examples of language,
- practice language out of context,

- practice small samples of language,
- do not require meaningful communication, and
- choice of language is controlled.

While, for fluency Richards (2008: 14) states that the characteristics of fluency activities are follows.

- reflect natural use of language,
- focus on achieving communication,
- require meaningful use of language,
- require the use of communication strategies,
- produce language that may not be predictable, and
- seek to link language use to context.

1. The Roles of the Teacher and Students in the Speaking Class

In teaching and learning speaking, teachers need to play a number of different roles during the speaking activities. Harmer (2000: 275) argues that there are three roles of teachers in relevance if we are trying to get students speak fluently:

1) Prompter

Teacher may be able to help the students and activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

2) Participant

Teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly. Introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

3) Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

On the other side, Bailey (2009) mentions that there are two roles of student in the classroom.

- 1) Students should be active participants in their education. By active, this means that students should contribute to classroom discussions by not only answering direct questions posed by the teacher, but answers questions posed by their peers. This again, is not all that the student should do. Students should feel free to ask questions, or express their own ideas about a subject, not only to their teacher, but also their peers. This allows students to construct their own knowledge about their learning, and apply it to their education.
- 2) A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, students should be able to

find some prior experience or knowledge to apply this new learning to. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. Now, this does not always happen, but a student who wants to be actively involved in their education, should think.

2) Pair-Taping

a. The nature of Pair-Taping

Schneider in English Journal TESL (2001) defines pair-taping as a fluency practice in which learners record themselves speaking freely in pairs. He found that an effective method for getting learners to access their own resources is to let them tape record themselves while speaking in pairs. He added that “pair-taping” allows L2 learners to concentrate on making the output from this accumulated knowledge of English comprehensible (Swain, 1985), something they may do better talking with each other than with native speakers (Doughty and Pica, 1986). Learners speaking together will also teach one another (Pica, 1994), and almost never misinform (Long and Porter, 1985).

While Kluge and Taylor (1998) define pair-taping as a method designed to engage students in extensive, natural and meaningful conversation outside and inside the classroom. They see not only the value of outside of classroom taping as a method of developing fluency but also as a means of putting learning in the hands of students.

In addition, Schneider (1993) claims that while his students were able to attain greater fluency through pair-taping, the method cannot be credited entirely to an autonomous learning, suggesting that pair-taping students simply had had

more opportunities to practice speaking English than the students not involved in pair-taping.

b. Equipment

According to Kluge (2000), the most primary equipment of pair-taping is tape. Students record on tape recorders which are small (slightly larger than a standard hardcover book), light, portable, relatively inexpensive, easy to operate, and which record clearly. Several dozen recorders are available. Furthermore, the equipment to do pair-taping can be modified by using recorder player or any kinds of recorders that provided in some electronic media such as mobile phone, mp3, and mp4. as long as they can record the conversations. It is even more possible to give opportunity for students to do pair-taping by themselves.

c. Pair-Taping Instruction

There are some steps or instructions that should be followed by teachers when they use this technique to teach their students. Schneider (1997) proposed that the instruction of pair-taping as follows.

- 1) Talk about any topic the students wish and change partners any time. False beginners at the college level can be surprisingly capable of carrying on conversations when the content is left up to them. This type of interaction seems to energize them. As fixed pairs can run out things to talk about, the teacher should encourage speaking with as many different partners are desired. Students can even, if necessary, tape alone, with the teacher as silent partner. Taping in threesomes probably should be avoided, in that these afford each learner less time to speak, if not more time for some to day dream

- 2) Have a natural, flowing conversation: do not pause or stop while taping, do not leave long periods of silence, and do not speak in the students' own language except to ask the English equivalents such as with "How do you say ...?" or "what is ...?" Pairs are further recommended to share their stores of vocabulary and structures, and so learn from each other. Learners following such guidelines will make the most of the opportunity pair-taping affords them to increase their ability to communicate in English.
- 3) Tape once a day. A substantial part of the success with pair-taping is seemingly due to students recording many times a week. Speaking English becomes a routine part of their daily schedule then and makes the act of speaking English feel more ordinary. Commonsense might accordingly suggest that the more frequent and longer tapings and length of sessions, with the function pair-taping has in class and with what students find workable and reasonable.
- 4) Write the date of taping in the class log. The teacher should establish a log that will show the days and frequency of taping and whether any students ever get behind. In person or by note the teacher can advise those who have missed a few days to record an extra day week in order to catch up. Students who keep written record of when they record are also apt to feel increased responsibility for the taping.
- 5) Get enough tapes for two weeks of recording. The students use half of their tapes for recording during a week and the teacher will keep the other half a week for checking.

- 6) Hand in the tapes of your pair(s) together at the end of each week.

Checking tapes from all the collected tapes, the teacher takes one cassette from each pair for the same sessions and fast forwards, listening momentarily to different parts of the students' conversations. The teacher might also inform the students that entire tapes will be reviewed from time to time. Monitoring reinforces the idea that recording conversations is serious endeavor, not simply a diversion from a regular class period. Moreover, the taping would not make sense to the students if their tapes were never listened to. Learners can feel more natural speaking English with a teacher present (Matthew Taylor, 1991: M.A. thesis), even if, as in pair-taping, that presence is only implied.

d. Benefits of Pair-Taping

Kluge (2000) proposes that there are seven advantages of using pair-taping in teaching speaking. These advantages are:

- 1) Students develop real fluency and ease in using English
- 2) Students nearly always stay in English while taping, as they are conscious of a listener.
- 3) Students get hours of extra practice and a concrete record of their progress
- 4) Students gain a sense of responsibility for their progress beyond the classroom
- 5) Teachers gain a better sense of who the students are and what their language problems may be
- 6) Most students enjoy the taping and recognize its value.

- 7) The spirit of the school is transformed as hallways, lobbies and lounge areas fill up with students chatting in English.

Furthermore, it can be realized that partner-taping also gives benefits in terms of their language skill including the fluency and accuracy. However, from the definition above pair-taping leans to improve fluency more. Brumfit (1984) states that there are ten characteristics of fluency activities which pair-taping also fulfill. The activities should be:

- a. build students' confidence
- b. be a chance for students to recycle language and vocabulary
- c. allow students to talk about what they wish to talk about
- d. need to listen to each other
- e. be good for diagnosis: students can experiment with language
- f. give students space so they can personalize
- g. have a positive effect on classroom dynamics
- h. if they have an authentic task which works in real time, then the language will have a direct effect on the outcome of the task
- i. in life, communication is paramount and requires a genuine use of language
- j. fluency is a process not a product

e. Using Pair-Taping to Teach Speaking

It has been mentioned that pair-taping can be an alternative effective technique to teach speaking. It can be conducted everywhere and every time not limited by the time and place. It provides the students with the opportunity to

develop their fluency in speaking wherever and whenever the students want since pair-taping uses electronic media that are very portable.

Pair-taping can be used inside and outside classroom, it depends on the teachers' decision. For inside classroom, the teachers can make the pair-taping as tasks in pairs or small groups. For outside classroom, the teachers can ask the students such homework or projects using pair-taping.

For inside activity, the teachers have to be able to manage the class dealing with the using of pair-taping. The important thing that needs to be concerned here is about splitting the class. The teachers have to decide about the students' partner taping; it should be pairs or small groups; it should change partner or not, etc. When it is inside classroom the teachers have to pay attention to the students, do not let them to make noise that will disturb other classes. The topic, material and media have to be decided in a right way so that they do not lack time.

It is easier for outside activities, the teachers only give the students task or a kind of project using pair-taping to make conversation recording with their partner. The teacher can choose the topic for the students or let them to choose their own topics. The teacher can determine how long the conversation recording takes. At the end of homework, the teacher can ask their students to submit their result of taping. Subsequently, the teacher can evaluate and assess the students' project.

B. CONCEPTUAL FRAMEWORK

Based on the observation that the researcher conducted in SMA N 1 Gombong, it was found that the students had problems with the speaking skills. The problems related to the students' speaking skills were the opportunity to practice speaking, material lack and media. Therefore, a strategic action is needed to solve these problems.

This study introduces pair-taping as technique to improve the students' speaking skill. Schneider in English Journal TESL (2001) defines pair-taping as a fluency practice in which learners record themselves speaking freely in pairs. He (1993) claims that while his students were able to attain greater fluency through pair-taping, the method cannot be credited entirely to an autonomous learning, suggesting that pair-taping students simply had had more opportunities to practice speaking English than those students not involved in pair-taping.

As mentioned on the previous theory of the benefits of pair-taping, this technique can improve the students' confidence and reduce the students' anxiety because this technique allows the students work in pairs. As the students are practicing speaking in pairs, they will not feel afraid of making mistakes and feel confident to speak. This technique also can improve the speaking skills including fluency, accuracy and pronunciation and also vocabulary. During the pair-taping process, the conversation is in English, so that the students will be familiar to use English and certainly, this technique provides the students more opportunities to practice speaking. Using pair-taping to teach is a new technique in teaching and learning process. The students will learn to use maximally their facilities and

media they have in this session. They will use mobile phone as recording tools and the teacher will learn to use laptop and speaker to play the audio recordings as the input materials. Besides, pair-taping as the main action in this study, the researcher also will implement some complementary actions to solve other problems and help the students to improve their speaking skills. For example, giving handouts can solve problems related to the material lack. By giving handouts, it is expected that the students will get appropriate materials which can support their speaking learning. Finally, it is expected that this technique can be a solution to overcome the problems related to speaking learning and can also improve the students' speaking skill in SMA N 1 Gombang.

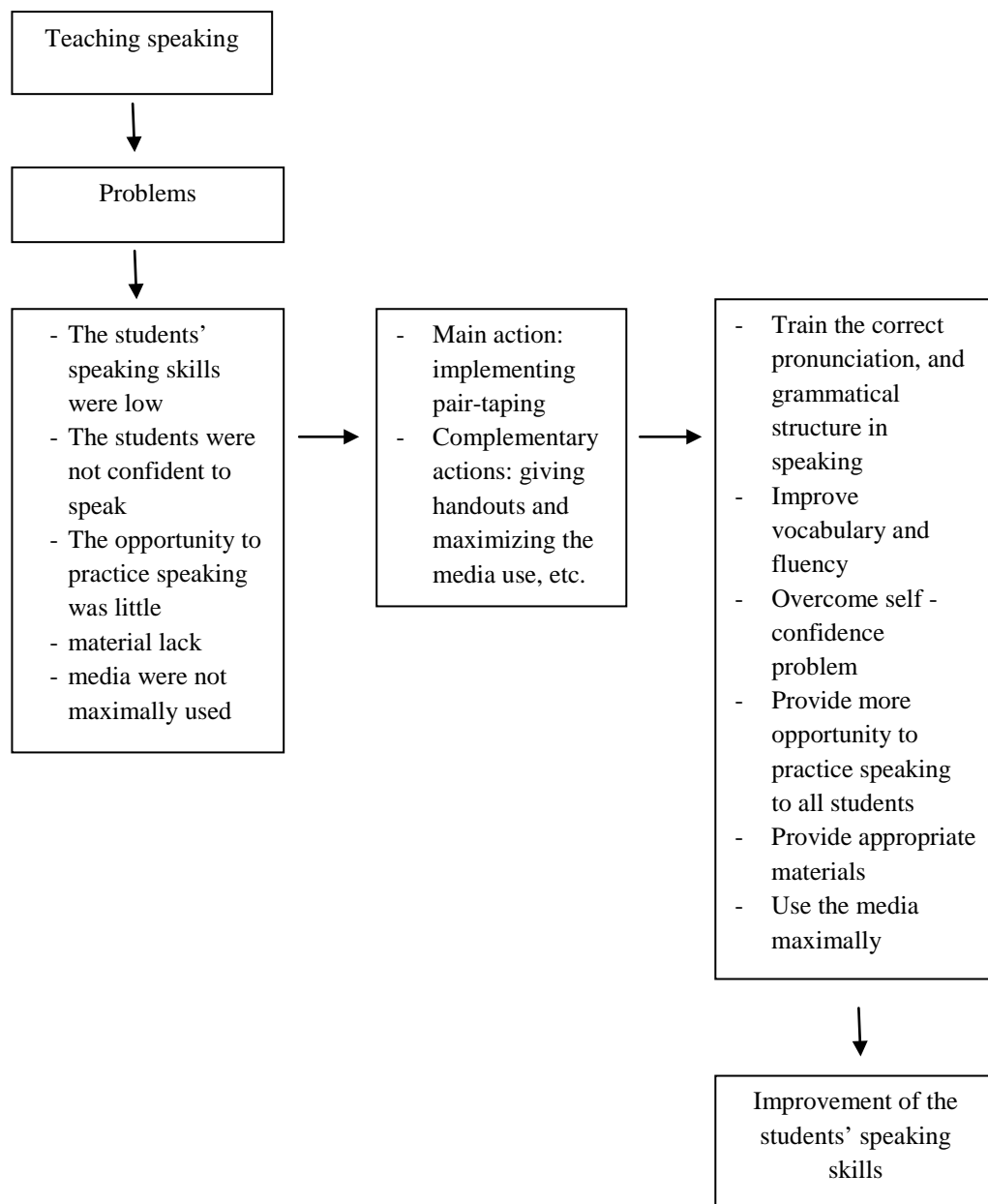


Figure 2. Conceptual framework of the study

CHAPTER III RESEARCH METHOD

This section emphasizes on the research method comprising the design of the research, subject of the research, setting of the research, instruments of the research, data collection technique, data analysis and the procedure of the research. The followings are the descriptions of each.

A. Research Design

This research is an action research conducted in the conversation class setting. Kemmis and Mc. Taggart in Pardjono (2007: 9) define it as the study aimed at improving the quality of education practice by collecting reports of the activities that is done by participants and understanding their implementation with the condition which gives the influence to the implementation. Burns (1999: 30) mentions that action research is the way to make improvements in learning process by giving certain treatment involving researchers, teachers, students and other people related to the study.

Wallace (1998) states it as the systematic reports and data analysis of the implementation of the treatments given to improve certain condition in the teaching practice. Thus the action research improves practice in the learning process rather than to produce knowledge. This research aims at getting knowledge or information about changes and improvement because the effect of the certain treatment that makes the object changing or improving. Therefore, this kind of research is very precise in making the teaching learning process to be better than before (Elliot, 1992: 49).

B. Research Subjects

The subjects of the research were the students of class XI IPS 1 in SMA N 1 Gombong. The class of XI IPS 1 consisted of 32 students, 6 were males and 26 were females. Besides, there were also the English teacher as the collaborator and I as the teacher.

C. Research Setting

The study was conducted at grade XI IPS 1 of SMA N 1 Gombong in the first semester, in the academic year of 2012/2013. The school is located at Jl. Sempor lama, Gombong, Kebumen, Central Java. It is very large. The buildings of the school are divided into two, west and east buildings. The west buildings concern at teaching and learning process. In this side, there are many classrooms, a library, a principal room, a teacher room, a language laboratory, guidance and counseling room, canteens, basketball and volley ball fields, a mosque and parking places. While, the east buildings consist of an art room, student offices, a computer laboratory, an aula, and staff office.

The XI IPS 1 is a clean and large class. There are 17 tables and 33 chairs. The learning facilities that can be found are a white board, board markers, speakers and some posters.

The research study was held on 22 October 2012 to 19 November 2012. Before doing the action, I conducted some observations of the teaching and learning process, and conducted pre-test to measure students' speaking ability. The pre-test was conducted to measure the students' speaking skill before the actions were implemented and it was conducted on 18 October 2012. After the

pre-test was conducted, the actions were implemented in a month since the students got final exam on December. Next, the last meeting of the action was used to conduct post-test. Post-test was conducted to measure the students' speaking skill after the actions were implemented. Post-test was in the form of speaking performance, the students were asked one by one to perform speaking to describe things.

D. Instruments

The main instrument of the research was I herself, because she undertook the observation, planning, implementation, reflection and made the report. The other instruments were rubric of the students' speaking performances, observation guidelines, in-depth interviews guidelines, a digital camera and a mobile phone.

The rubric of the students' speaking performances was used to assess the students' speaking ability. It was used twice, in pre-test and post-test. In these tests, the rubric focused on four aspects that were fluency, accuracy, vocabulary and pronunciation. Each aspect was scored 1 to 25 in which every score had different indicators. The rubric and scoring assessment would be as follows.

Table 1: **The Assessment Rubric**

| No | Range | Aspects | | | |
|----|-----------|---|---|--|---|
| | | Fluency | Grammar | Pronunciation | Vocabulary |
| 1. | Excellent | Utterance, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | Errors in pronunciation are quite rare. | Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary. |
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to group for a word. |

(continued)

(continued)

| No | Range | Aspects | | | |
|----|-------|--|---|---|--|
| | | Fluency | Grammar | Pronunciation | Vocabulary |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions |
| 4 | Poor | Utterances halting, fragmentary, and incoherent. | Errors in grammar are frequent but speaker can be understood. | Errors in pronunciation are frequent but speaker can be understood. | Speaking vocabulary inadequate to express anything but the most elementary needs. |

Adopted from Weir in Luoma (2004) and Brown (2001)

Table 2: **The Scoring Assessment**

| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
| | | Fluency (0-25) | Accuracy in grammar (0-25) | Accuracy in pronunciation (0-25) | Vocabulary (0-25) |
| 1. | Excellent | 20-25 | 20-25 | 20-25 | 20-25 |
| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Adopted from Weir in Luoma (2004) and Brown (2001)

Meanwhile, the observation guidelines were used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation

guidelines were used to find out the problems in teaching and learning process. Whether, in the action and observation steps, the observation guidelines were used to see the implementation of the actions. There were three main parts in the observation guidelines; they were the opening, the middle and the closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The middle part covered several points such as the activities during the lesson, the techniques that the teacher used, the students' participation in the teaching and learning process, and the students' speaking ability. Then, in the closing part the guidelines focused on the way the teacher reviewed the material and closed the lesson. Meanwhile, in the action and observation steps, the observation guideline covered several points such as, the implementation of pair-taping technique, the students' involvement in speaking teaching learning process, the activities during the lesson, the use of classroom English in the English teaching and learning process, the students' responses toward the activities and techniques that were used by the teacher, the students' understanding of the material and the use of maximal media in English teaching learning process.

Then, in-depth interview guidelines were used in the reconnaissance and reflection steps. In the reconnaissance step, in-depth interview guideline was used to find the problems in the field, whether in the reflection, it was used to see the students' and collaborator's responses to the implementation of the action. There were two kinds of interview guidelines, one for interviewing the English teacher and one for interviewing the students. In the interview guideline which was for the teacher, the focuses of the points were the teacher's perception of the students'

English competence, the students' involvement during the lesson, the techniques that were used by the teacher, the activities, the materials, also the facilities and media in the English teaching and learning process. The interview guidelines for interviewing the students focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities and techniques which were used by the teacher during the English lesson.

There were two kinds of in-depth interview guidelines in the reflection step which were for the students as the subjects of the research and the teacher as the collaborator. For interviewing the students, the guideline focused on the student's opinions about the actions of the improvement of their speaking ability and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, the improvement of the speaking learning process and the students' involvement during the teaching and learning process.

A digital camera was used to take pictures during the research. The pictures were taken in every action to show the condition of the classroom. Mobile phone was used to record the interviews with the collaborator and the students.

E. Data Collection Technique

The data were collected in every step. They were qualitative in nature. In the beginning of the cycle, when I had not implemented the action, I collected the data in the form of the students' speaking scores. The students' speaking scores were used to give clear description on the students' speaking performances. Here,

I worked collaboratively with the English teacher to assess the students' speaking performances.

In the reconnaissance step, after conducting the observation and interview with the student and English teacher, I collected field notes and interview transcripts. In the action and observation steps, the data of the field notes were also collected. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give clear description about the teacher's techniques, the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions.

In the last step, post-test, the data gained were the students' speaking scores which were different from pre-test. After all data are collected, I analyzed them to find the successful and unsuccessful results of the actions and to make the conclusion of the research.

F. Data Analysis Technique

To obtain the trustworthiness, triangulation that is commonly used in checking for validity was applied. In this study, the data were analyzed in five stages as stated by Burns (1999: 156-160). The stages are assembling, coding, comparing the data, building interpretations, and reporting the outcomes.

At the stage of assembling the data, the data were assembled to be reread in order to state the important points, then showed up the board pattern to compare to see what fits together. In coding the data, the patterns of the data were specified. At the step of comparing the data, the data were compared to see the

repetition of the data pattern and the connection of the different data sources. At the stage of building interpretations, the explanations of why particular pattern of interaction and attitude had come up in this project were developed. Finally, the report of the study was presented.

G. Research Validity and Reliability

To maintain the validity of the data, the five criteria proposed by Burns (1999: 161) are employed. These five criteria are:

1. Democratic Validity

Democratic validity is related to the point that the research is truly collaborative. To fulfill the democratic validity, every participant was given enough opportunity to give their opinions, thoughts, feelings, concerns, and expectations during the research. The process was through some discussions involving the headmaster, the English teacher, the collaborator, and I. During the research, some discussions were held to discuss the progress of the research. In the end of every meeting, the English teacher, the collaborator, and I had a discussion to reflect the actions of that day. Meanwhile, in the end of every cycle, the discussions were held to evaluate the actions that had been conducted and to formulate the actions in the next cycle.

2. Outcome Validity

Outcome validity is notions of actions leading to outcomes achieved within the research context. To fulfill the outcome validity, some indicators that show the improvements of the students were formulated together. The indicators were as follows:

- a. The students were confident to speak in front of their friends

The students were not shy to speak in front of their pairs or in front of the class indicated that the students were confident to speak in front of their friends.

- b. The students reduced the anxiety by real-time doing interaction

As frequent as the students' interaction during pair taping, the students reduced their anxiety. They were not afraid of making mistakes when they were speaking. They also actively started to ask and answer the teacher's questions individually or in a group.

- c. The teacher used various and appropriate techniques to teach speaking

During the study, I used various and appropriate techniques to teach speaking. It was expected that the teacher would imitate I's techniques to teach speaking later.

- d. There were various materials and activities in teaching and learning process

The materials were various since they consisted of language functions, model dialogs, vocabulary and pronunciation, and pictures. The activities which were done in the classroom were not only pair-taping activities, there were also listening activities, repeating correct pronunciation activities, giving feedback, speaking performances, etc.

- e. There were the improvements in the students' speaking ability covering some aspects, such as fluency, accuracy in grammar and pronunciation and vocabulary.

During the actions and post-test performance, the students showed the betterment of their speaking skill including fluency, accuracy in grammar and

pronunciation and vocabulary. The speaking skill aspects including fluency, accuracy in grammar and pronunciation and vocabulary had been measured by the rubric of speaking assessment. As the result, the better score which the students got in the end of the actions showed that the students' speaking skills improved.

f. The students bring the dictionary

During the study, the students brought their dictionary.

g. There are some improvements in terms of materials given

As mentioned before, there were various materials which were used during the research. It indicated that there were some improvements of the materials given.

h. There are a lot of chances for the students to speak

The students had a lot chances to speak since they worked in pairs, so that each students had the same opportunity to speak.

3. Process Validity

Process validity is related to the criterion to make the action research believable. The process is reflecting on the data collection and modifying the strategies to answer the question occurred during the process. In other words, the data were identified whether the students were able to continue with the learning process or not. Then, the strategies were modified when it did not work as planned.

4. Catalytic Validity

It allows the participants to deepen their understanding of the research by monitoring other participants. I fulfilled the catalytic validity by interviewing the

collaborator and the students and asking the students to give their feedback about the action that was implemented. The interview was conducted after the class was over.

5. Dialogic Validity

It is related to the notion that the research is conducted through reflective dialogue with critical friends or other practitioner researcher. I fulfilled the dialogic validity by having discussion with the English teacher and collaborator.

Moreover, to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, I used triangulation. Burns in Burns (1999: 163) states that triangulation is a way of arguing that “if different methods of investigation produce the same result, then the data is likely to be valid.” Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research had time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, I asked another researcher team member to help I in the reflection steps so that it could avoid the biased interpretation. Also, this research had theoretical triangulation since the data were analyzed from more than one perspective.

Furthermore, in order to ensure the reliability, I used the scores of students’ performance tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning process, I interviewed the collaborator, observed the teaching and learning processes, and interviewed the

students who followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes and interview transcripts.

H. Research Procedures

According to Kemmis and McTaggart in Burns (1999), action research occurs through a dynamic and complementary process, which consists of four essential 'moments' of planning, action, observation, and reflection. Kemmis and McTaggart's concept of action research is set out in figure 2. To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (Burns, 1999: 33) is presented as follows:

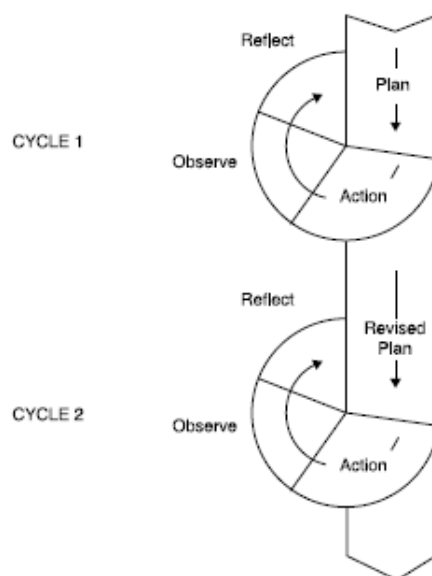


Figure 2: Action Research Model by Kemmis and Mc Taggart (1998)

From the figure above, it can be seen that the action research procedures form a cycle which cover four main steps. The procedures are planning, action, observation, and reflection. In this study, the procedures of the action research

proposed by Kemmis and McTaggart were modified by me. I added reconnaissance step as the first step before the planning step. Further explanations of each step are described below.

1. Reconnaissance

In this step, I carried out the research collaboratively with the English teacher and also another research member. The reconnaissance step was conducted twice. First, it was conducted on March 6th and September 27th 2012. I observed the English teaching and learning process and interviewed the English teacher and the students to identify the problem on the English speaking learning process. Then, I selecting some feasible problems could be solved in the research. After that, I determined some plans related to the problems on the English speaking learning process.

2. Planning

After doing the observation in the reconnaissance step, then I made some plans to select the actions that were feasible to be implemented in the field. In planning the actions, I work together with the English teacher of grade XI IPS 1 SMA N 1 Gombong. The aim of the action was to improve the speaking practices through a technique called pair-taping. There were some plans would be as following:

- a. optimizing the use of the classroom English during the teaching and learning process
- b. applying pair-taping technique
- c. giving the chance for students to correct their own performances

- d. giving feedback on students' pronunciation
 - e. asking students to bring dictionary
 - f. giving interesting materials
 - g. using attractive media.
3. Acting and Observing the Action

The actions would be implanted twice in a week as the English schedule meetings are. The meetings were held on every Mon at 10.00 – 11.45 and Wednesday at 12.15 – 13.45. The topics used were adapted from *SCAFFOLDING, ENGLISH COMPETENCIES* book and from the internet. Besides implementing the actions plans, I also observed and recorded the students' reactions during the activities and did interviews with some students of grade XI IPS 1 after the actions was done. The English teacher and the collaborator helped to observe and note the process of the teaching and learning process. Based on the observation, field notes and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next actions.

4. Reflection

Based on the observation, I and collaborator made a reflection of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The collaborator discussed the results of the actions and defined the effective and ineffective implementation during the actions. The collaborator gave contribution to the reflection on the action that was taken. It was aimed at finding out whether the actions were

successful or not. The successful actions were used and reapplied in the next cycle, but these which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

THE RESEARCH PROCESSES, FINDINGS, AND INTERPRETATIONS

This chapter presents the process of the research, its findings, and interpretations. It is organized into three sections. The first section focuses on the reconnaissance steps. The second one reports the implementation of the actions and discussions. The third section presents the scores of the students speaking skills during the teaching and learning process.

A. Sharpening of the Problems

This step had obtained a number of problems in the field. Two activities were conducted to find the field problems. First, there were some observations concerning the English teaching and learning process of class XI IPS 1 at SMA N 1 Gombong. Second, there were some interviews conducted with the English teacher and students.

1. Identification of the Field Problems

The observation was conducted three times on March 6th, August 30th and on September 27th 2012. After the observation, the students' interviews were conducted. Three students were chosen randomly. In addition, there were some discussions with the English teacher concerning the teaching and learning process.

In addition, pre-test (performance test) had been conducted to measure the students' speaking ability before the actions were implemented. The data of the students' scores were also taken from the English teacher to validate the result of the pre-test.

After taking the data from the field, I identified a number of problems related to the English teaching and learning process. Based on the result of the observations, interviews and discussions, there were several problems found during the teaching and learning process in class XI IPS 1. The problems can be seen in the table 3.

Table 3: Field Problems in the English Teaching and Learning Process of XI IPS 1 at SMA N 1 Gombang

| No | Field Problems | Code |
|-----|---|------|
| 1. | The students were not confident to speak English. | S |
| 2. | The students were afraid of making mistakes when they spoke. | S |
| 3. | The students lacked fluency. | S |
| 4. | The students lacked vocabulary. | S |
| 5. | The students' pronunciation was still weak. | S |
| 6. | The teacher focused on teaching grammar. | T |
| 7. | The activities that the teacher gave were less varied. | T |
| 8. | Javanese and Indonesian were dominant language in the class. | S |
| 9. | Sometimes the materials did not match with the students' need. | M |
| 10. | The learning activities were monotonous. | T |
| 11. | The materials were not interesting so that the students got easily bored. | M |
| 12. | The learning media were not maximally used. | Md |
| 13. | The teacher gave less opportunity to the students to speak up. | T |
| 14. | The teachers' technique was lecturing, and it was monotonous. | T |
| 15. | The students rarely brought dictionary. | S |

S: Students T: Teacher M: Materials Md: Media

2. Identification of the Field Problems to Solve

As stated in the beginning of Chapter I, the research only focused on improving the students' speaking practices through pair-taping. Therefore, I decided to overcome the field problems based on the urgency level and feasibility to solve. The field problems to solve are presented in table 4.

Table 4: **The Field Problems to solve**

| No | Field Problems | Code |
|-----|---|------|
| 1. | The students were not confident to speak English. | S |
| 2. | The students were afraid of making mistakes when they spoke. | S |
| 3. | The students lacked fluency. | S |
| 4. | The students lacked vocabulary. | S |
| 5. | The students' pronunciation was still weak. | S |
| 6. | The activities that the teacher gave were less varied. | T |
| 7. | Sometimes the materials did not match with the students' need. | M |
| 8. | The materials were not interesting so that the students got easily bored. | M |
| 9. | The teacher gave less opportunity to the students to speak up. | T |
| 10. | The students rarely brought dictionary. | S |
| 11 | The learning media were not maximally used. | Md |

S: Students T: Teacher M: Materials Md: Media

After determining the field problems to solve, I determined the field problems and main causes in the next step. This step was important to recognize the obstacles and weaknesses in relation to the field problems found.

Table 5: Field Problems and Causes

| No | Field Problems | Main Causes |
|-----|---|--|
| 1. | The students were not confident to speak English. | The teacher did not encourage the students to speak up since the practice of speaking was rarely given. The language classroom used was dominantly in Indonesia and Javanese. The students practiced their English speaking when the teacher used the English to greet the students, to check students' understanding sometimes, and to close the class. |
| 2. | The students were afraid of making mistakes when they spoke. | |
| 3. | The students lacked fluency. | |
| 4. | The students' pronunciation was still weak. | |
| 5. | The teacher gave less opportunity to the students to speak up. | |
| 6. | The students lacked vocabulary. | In her teaching, the teacher focused on grammar so that enriching vocabulary for students was rarely given. |
| 7. | The activities that the teacher gave were less varied. | Since the teaching focus was on grammar, the students' activities were emphasized on making sentences task. |
| 8. | Sometimes the materials did not match with the students' need. | The teacher focused on grammar, so that the materials were always in the form of grammar, making sentences without certain topics. |
| 9. | The materials were not interesting so that the students got easily bored. | |
| 10. | The students rarely brought dictionary. | The students were lazy to bring dictionary. |
| 11. | The learning media were not maximally used. | The teacher only used learning media provided in the classroom, such as whiteboard and board markers. |

B. The Implementation of Cycle 1

1. Planning

Considering the problems identified above, I planned some efforts to solve the problems. The efforts focused on improving the students' speaking practices through pair-taping. Based on the result discussion with the collaborators on September 27th 2012, the action plans of Cycle 1 are presented below.

a. Applying pair-taping technique

This research focused on improving students' speaking practices through pair-taping so that pair-taping technique would be applied during Cycle 1. This technique would solve the students' speaking problems including fluency lack, accuracy lack, students' self-confidence lack, students' anxiety, less varied of teaching activities and students' opportunity lack to speak. The students would often be encouraged to work in pairs to finish the tasks given, although there were some tasks that could be individually done. In pairs, the students would together create and perform a dialog through pair-taping. The pair-taping technique would be applied in each meeting. Since I used PPP (*Presentation, Practice, and Production*) model in my teaching, so pair-taping would be used in practice and production stages. In the practice stage, students would use pair-taping to create and perform the dialog in pairs, and finally in in the production stage, the students can perform their speaking spontaneously and naturally based on the task given. Through this practice, the students would learn to speak fluently in pairs. When they were speaking in pairs, the students would freely speak up and they also would be not afraid of making mistakes and confident to speak.

b. Optimizing the use of the classroom English during the teaching and learning process

As the actions were implemented, I would act as the teacher. Since several students' speaking problems were caused by the students' lack of opportunity to speak, I and the collaborator planned to optimize the use of the classroom English during the teaching and learning process. By optimizing the use of classroom English, the students would be familiar with English words, so that they could increase their opportunities to speak up. In addition, it also could make the students confident to speak up and reduce their anxiety of making mistakes when they spoke and finally make them speak up fluently. In this step, I planned to use English for several functions in the class. I would use English to greet the students in the beginning of the lessons, to explain the materials, to give instructions of the tasks or activities, to give feedback, and also to make conclusions and close the lessons. Based on some interviews with the students before the actions, the students said that they did not understand the teacher's explanation using difficult words. Therefore, as the actions of cycle 1 were implemented I would use Indonesian translation in some difficult aspects such as in giving the instructions and explaining the materials so that they could understand the lessons.

c. Giving the chance for students to correct their own performances and the others'

By giving the chance for the students to correct their own performances and others' would make the students confident to speak and not afraid of making mistakes. I planned to make all the students aware of their performances both

written and oral tasks. During the teaching and learning process, I would give the students signals when she found mistakes or errors in students' performances and give some examples with the correct one so that the students would realize their mistakes. Furthermore, through pair-taping technique the students would work in pairs. When they worked in pairs, the students could help to correct each other's mistakes. I would encourage the students to give feedback for their partner's performances and also others' performance. Before the students practiced to check their partner's performances and others, I would give guidelines for the students including grammar, vocabulary, and pronunciation. For grammar, the students would be asked to give more attention at the sentences structure (Subject + Verb + Object/Adverb/Complement), while, for vocabulary aspects, the students would help each other at finding the meanings of difficult words and determining whether the vocabulary used was correct or not based on their knowledge. For pronunciation, the students would be asked to correct each other pronunciation by comparing the pronunciation of some expressions that had been practiced before. In this process, I would monitor the students and facilitate the students when found difficulties. The students were open to ask questions when they were not sure of their predictions of their answers to correct their partner's performances. I would help all students to make sure their predictions.

d. Giving feedback on students' pronunciation

The aim of giving feedback the students' pronunciation was certainly to make the students have better pronunciation. Furthermore, this plan also would help the students not to be afraid of making mistakes of pronunciation when they

spoke and make them confident to speak with correct pronunciation. I planned to give feedback on students' pronunciation in each meeting of Cycle 1. The feedback would cover accuracy and fluency as suggested by Harmer (2001: 104-109). When I found mistakes or errors, the first thing that the teacher had to do was showing the incorrectness by some ways that let the students know their mistakes then got it right by the students. In other word, I planned to give feedback on students' pronunciation in the form of oral and not immediate feedback. It meant, the feedback would be given to the students after they finished their performances. When the students were performed speaking, I would list some mistakes/errors pronunciation that the students made in a note then correct them through discussion session after they finished their speaking performances. By doing this, the students would not feel disturbed when they were speaking, so that they were not afraid or not confident to speak up.

e. Asking the students to bring a dictionary

The aim of asking the students to bring the dictionary was certainly to make the students bring their dictionary. It also aimed at improving the students' vocabulary. In learning speaking, vocabulary has very important role. If the students have much vocabulary mastery, they can produce sentences easily. Thus, the students need to bring the dictionary to help them increase their vocabulary. I planned to ask the students to bring the dictionary during the English teaching and learning process. I expected that the dictionary could help the students to enrich students' vocabulary so that when they were speaking they had no difficulties dealing with vocabulary matters. In each meeting, the teacher would check the

students who brought the dictionary and make sure that all desks had at least one dictionary.

f. Giving interesting materials

Giving interesting materials aimed at making the students motivated to learn and encouraged to speak. Besides, this plan would also help to solve the speaking problem related to the materials which sometimes did not match with the students' need. As stated before that the teacher focused on teaching grammar and the materials were always related to grammar that made the students bored, I planned to give interesting materials. I would give the students materials in the form of audio, dialogues, and pictures. By listening to the audio, the students could learn how to speak/pronounce correctly. The students would be interested in because the speakers in the audio are native and they could imitate the pronunciation directly. Next, the model dialogues were used as input model so that they could inspire the students to make their own dialogues. Then the pictures would help the students to imagine what they would do with the pictures. The whole materials and some tasks would be arranged into handouts. I would give each student the handouts at the beginning of the class.

g. Using attractive media

As planned, in this research I used pair-taping technique. Therefore I would maximize the students' gadgets such as mobile-phone, mp4, mp5, etc. that could be used to record their voice. Besides, I would also use Laptop and speakers to play the audio that she had prepared before to teach speaking. By using the attractive media the students would be encouraged to learn. It also could solve the

problems related to the media which were not maximally used in the process of teaching and learning.

2. Actions and Observations in Cycle 1

The actions of Cycle 1 were conducted three times on October 22th, 25th, and 29th. 2012. Before the actions, I took pre-test on October 18th 2012 to measure the students' speaking ability before the actions were implemented to improve their speaking practices. The pre-test was in the form of speaking performances that demanded the students to describe things randomly. I and the teacher took the scores of each student's performances.

The actions of Cycle 1 focused on technique of pair-taping which required the students work in pairs. In this stage, I was helped by two collaborators. The first collaborator was the English teacher in this school. Her duty was to observe the situation and condition the class and take some notes during the teaching and learning process. While the other collaborator was I's friend, her duty was to take some photos showing the students' activity during the teaching and learning process. The data of Cycle 1 were collected through some observations, interviews and photos. The complete description of Cycle 1 is provided below.

a. Applying pair-taping technique

As planned, the pair-taping technique was implemented in each meeting of Cycle 1. The technique was used in Practice and Production stages in which the students created the dialogs and performed them in pairs. The students performed and taped the dialogs repeatedly until they felt satisfied with their work. The students then chose one of their works to be submitted to I. In this session, I

managed the pairs in order not to make noise. Besides, in this session I also had roles as source and guide. Some students asked how to pronounce some words that they chose in their dialogs correctly and some asked some vocabulary that they did not know the meanings. In this session, the class was so noisy. The students were very enthusiastic in pair-taping project. In pairs they recorded their dialogs. It can be seen in the following extract.

Selama proses membuat dan merekam dialog, kondisi kelas sangat ramai, siswa asyik berbicara dan merekamnya dengan teman sebangku. Beberapa siswa datang pada peneliti untuk menanyakan bahasa Inggris untuk beberapa kata dan bagaimana cara pengucapan yang benar dari vocab tersebut. (As the process of making and taping the dialog were being conducted, the condition of the class was very noisy, the students were enjoying talking and taping with pairs. Some students came to I to ask some words in English and how to pronounce them correctly). (Fieldnote 6, Cycle 1 meeting 1: See Appendix A)

The collaborator and some students were also aware that the class was so noisy. There was a student who even suggested conducting pair-taping outside classroom. I then proposed to the teacher to conduct pair-taping outside classroom. The teacher agreed and advised to I to keep controlling the students when the speaking practices were conducted outside classroom. It can be seen from the interview transcript with the students below.

- Peneliti (R) : *Terus, gimana sama pair-tapingnya itu tadi, menyenangkan nggak?* (Then, how was the pair-taping? was it interesting?)
- Dimas : *Iya miss, jadi semangat buat belajar speaking. Tapi sayang miss, kelas jadi ramai, jadi gak bisa fokus.* (Yes Miss, we were motivated to learn speaking. Unfortunately, the class became so noisy, we felt disturbed.)
- Peneliti (R) : *Iya dim, bener. Kalian terlalu bersemangat jadi ramai deh kelasnya. Gimana, kamu punya usul untuk pertemuan selanjutnya?* (That's right Dim. You all were over talkative, the class became so noisy. Do you have any suggestions for the next meeting?)

- Dimas : *kalau pas pair-taping, di luar kelas aja miss, jadi kan lainnya pada gak keganggu. (When pair-taping process, we do outside classroom, so the others do not feel disturbed.)*
(Interview transcript 9: See Appendix B)
- Peneliti (R) : *Gimana bu tadi dengan pelajarannya bu? (How was the lesson today Mam?)*
- Guru (T) : *Bagus mba, anak-anak pada aktif bicara pake bahasa Inggris. Semangat banget. Tapi sayang ya mba, kelasnya jadi gaduh. (Great, the students were active to speak English, unfortunately, the class became noisy.)*
- Peneliti (R) : *Iya bu. (Yes, Mam)*
- Guru (T) : *Makanya, nanti mba Yayuk cari cara biar anak-anak gak ramai kayak tadi ya mba. (So, later mba Yayuk has to look for a way to make the students silent)*
- Peneliti (R) : *Boleh gak bu, kalau anak-anak saya kasih tugasnya di luar kelas. Jadi, pas latihan pake pair-taping mereka di luar kelas. (Can it be possible if I give the students exercise outside classroom Mam? So, during the practices, the students are outside)*
- Guru (T) : *Iya mba, boleh boleh. Tapi jangan sampai mengganggu kelas lainnya ya mba. (Yes, it can be possible. But make sure not to disturb the other classes)*

(Interview transcript 11: See Appendix B)

In conclusion, the students enjoyed the pair-taping technique. The pair-taping could encourage the students' learning speaking. Some students said that this technique improved their speaking skills including fluency, accuracy and vocabulary because they had large opportunity to speak up in pairs. It also made the students confident to speak and did not feel afraid of making mistakes as they were speaking. It can be inferred from some interviews with the students below.

- Peneliti (R) : *Gimana dek dengan pelajaran hari ini? (How was the lesson, Dek?)*
- Dwi : *Nyenengin miss. Bisa belajar bareng sama teman sebangku, jadi kalau ada kesulitan langsung bisa ditanyain sama temennya. (Great. I could learn together with my partner so when there was difficulty I could directly ask my friends)*
- Peneliti (R) : *Terus, kalau pair-tapingnya sih? Ada kesulitan gak? (So, was there any difficulty with pair-taping?)*

- Dwi : *Nggak kok miss, asyik-asyik aja. Kita bisa ndengerin ulang dialog yang direkam pertama bareng-bareng, terus bisa memperbaikinya kemudian direkam lagi.* (Nothing. It's fine. We could listen back our project first, and then it could be repaired then taped again)
- Peneliti (R) : *Jadi, sekarang udah berani ngomong pake bahasa Inggris nih ceritanya?* (So, are you confident to speak up in English now?)
- Dwi : *Iya miss, tapi kan sama temen sebangku jadi gak malu kalau misal bikin salah. Hehe* (Yes Miss, with my partner I can speak freely, not afraid to make mistakes)

(Interview transcript 8: See Appendix B)

b. Optimizing the use of the classroom English during the teaching and learning process

As stated in planning step, during the actions I would act as the teacher. When I taught the students, I used classroom English during the teaching and learning process optimally to make the students more familiar with English words. As planned, I used English for several functions in the class such as to greet the students in the beginning of the lesson, to explain the materials, to give instruction of the tasks or activities, to give feedback, and also to make conclusion and to close the lesson. For example to greet the students, I usually used expressions "Good morning students, how are you?" and as the result, the students could reply I's greeting by saying "I'm fine miss, thank you. And, how about you Miss?"

Since sometimes the students did not understand what I explained in English, I used Indonesian translation to explain to the students so that they could understand what I explained. It can be seen in the extract below.

Kemudian, peneliti bertanya "is there anyone can mention other expressions of asking and giving opinions?" sebagian siswa hanya berbisik-bisik dengan teman sebangkunya, kemudian peneliti bertanya lagi "ada yang bisa menyebutkan ungkapan lainnya untuk bertanya dan memberi pendapat?" karena tidak ada yang menjawab, peneliti menunjuk kepada salah satu siswa yang duduk di belakang. Siswa

tersebut kemudian menjawab, “*kalau my opinion is titik titik, bisa ga miss*”. “Great, next. *Ada yang bisa menyebutkan lagi?*” karena tidak ada yang menjawab kemudian peneliti berkata “let’s listen to a dialog between two people from the recording and then try to identify the expressions used” “*mari kita mendengarkan sebuah dialog conversation antara dua orang dari rekaman dan kemudian coba untuk mengidentifikasi ungkapan yang dipakai*”. “Ya Miss.” (Then, I asked “is there anyone can mention other expressions of asking and giving opinions?” Most students just whispered each other, then I asked again “*ada yang bisa menyebutkan ungkapan lainnnya untuk bertanya dan memberi pendapat?*” Because no one answered, she pointed out one of the students in the corner. That student then answered, “My opinion is *titik-titik, bisa ga Miss?*” “Great, next. *Ada yang bisa menyebutkan lagi?*” Because no one answered I then said “let’s listen to a dialog between two people from the recording and then try to identify the expressions used” “*mari kita mendengarkan sebuah dialog conversation antara dua orang dari rekaman dan kemudian coba untuk mengidentifikasi ungkapan yang dipakai*”. “Ya Miss”) (Fieldnote 6, Cycle 1 meeting1: See Appendix A)

In addition, the classroom English helped the students to speak English.

Because I used English to ask the students, some students tried to answer in English too and some were still in Indonesian. It can be seen in the following extract.

Setelah itu, Peneliti bertanya kepada siswa “Do you ever feel satisfied or dissatisfied of something, students?” ada beberapa siswa yang tidak tahu arti dari satisfied dan dissatisfied, kemudian peneliti menunjuk siswa yang bisa menjawab pertanyaan tersebut untuk menjawabnya. Setelah itu, siswa kembali fokus menjawab pertanyaan peneliti. Ada seorang siswa yang pandai di kelas itu, mengacungkan jarinya dan menjawab, “Yes, I do. I feel satisfied I get good mark” Peneliti menjawab “Good, then other, please” kemudian satu siswa mengacungkan jarinya, dan menjawab “Yes I do, I feel satisfied when I play and win the game with my friend miss”. Kemudian peneliti melanjutkan, “Great, then, how about dissatisfied?” beberapa siswa mengacungkan jari, ada yang berbicara dengan bahasa Inggris dan Bahasa Indonesia. Kemudian peneliti melanjutkan pertanyaan, “what will you say when you feel satisfied or dissatisfied?” beberapa siswa saling berbisik dengan teman sebangku, dan beberapa lagi mencoba menjawab dengan bahasa Indonesia “Kalau puas, saya senang. Kalau tidak puas, saya tidak senang miss”. Setelah itu, Peneliti bertanya kepada siswa. (After that, I asked the student “Do you ever feel satisfied or dissatisfied of something, students?” There were some students who did not know the meaning of satisfied and dissatisfied, and then she asked the other students to answer after that, the students focused on answering I’s questions. There was a smart student, raised her hands and answered, “Yes, I do. I feel satisfied I get good

mark” she responded “Good, then other, please” then, another one raised hands and answered “Yes I do, I feel satisfied when I play and win the game with my friend miss”. Then, she continued, “Great, then, how about dissatisfied?” Some students raised their hands, some spoke up in English, some still in Indonesian. Then, she continued her question, “what will you say when you feel satisfied or dissatisfied?” Some students whispered each other and some tried again answering in Indonesian “*Kalau puas, saya senang. Kalau tidak puas, saya tidak senang miss*”) (Fieldnote 6, Cycle 1 meeting 2: See Appendix A)

c. Giving the chance for students to correct their own performances and others’

As I planned, I made all the students aware of their performances both written and oral tasks. I also gave the opportunity to the students to correct their partners’ performances when they were conducting pair-taping. I gave the guidelines for the corrections. The correction guidelines consisted of correcting grammar, vocabulary and pronunciation. She also let the students ask to her when they found difficulties in making dialogs or just to make sure of the students’ predictions. It can be seen from the extract below.

Sebelum mengerjakan latihan praktek dengan pair-taping, peneliti berpesan kepada siswa untuk saling mengkoreksi temannya, perihal struktur kalimat, grammar, pemilihan vocab dan juga pronunciation. Peneliti juga memberi guideline untuk siswa sebagai panduan untuk koreksi. Untuk grammar, siswa diminta untuk memperhatikan betul struktur kalimatnya, apakah sudah tepat penggunaan S+V+O/A/C. Kesalahan yang sering dibuat siswa, adalah siswa kurang menyadari tentang kata kerja, seringkali dalam kalimat yang dibuat siswa salah karena kata kerjanya contohnya, I happy with my vacation; it interesting beach, etc. Untuk vocabulary, siswa diminta untuk memperhatikan dengan benar dalam hal pemilihan kata, apakah sudah tepat dan sesuai digunakan dan juga memperhatikan susunan kata. Kebanyakan siswa masih menggunakan kata yang kurang tepat untuk merepresentasikan idenya. Misalnya, Arif yang menggunakan kata remember yang sebenarnya untuk merepresentasikan kata know, kalimat yang dibuat Arif seperti ini: I remember you are smart student, you can get good mark. Peneliti meminta siswa untuk sering membuka kamus, untuk memastikan kata yang dipilih benar atau tidak. Sedangkan untuk pronunciation, siswa diminta untuk saling mengingatkan apakah pronunciation yang diucapkan sesuai dengan yang peneliti ajarkan. Pada latihan sebelumnya, peneliti telah mengajarkan serta mendrilling pronunciation siswa tentang ekspresi-ekspresi yang digunakan. Oleh karena itu, peneliti berharap siswa dapat saling mengingatkan ketika teman pasangannya membuat kesalahan dalam hal pronunciation. Peneliti memantau siswa selama proses pair-taping dan membolehkan siswa untuk bertanya ketika mereka menemui kesulitan. Sebagian besar siswa datang pada peneliti dan menanyakan

apakah kalimat yang dia buat benar atau tidak, atau tidak menemukan kata yang dia inginkan dalam kamus dan juga datang untuk memastikan pronunciationnya benar atau tidak. (Before practicing pair-taping, R asked the students to correct each other of grammar, vocabulary and also pronunciation aspects. R also gave guidelines for the students as correction guides. For grammar, the students were asked to pay attention carefully of sentence structures, whether it was correctly applied the formula or not S+V+O/A/C). The mistakes that the students often made were about verb uses, the students were not too aware when they made sentences they did not insert the verbs for example, I happy with my vacation; it interesting beach, etc. For vocabulary, the students were asked to pay attention carefully on vocabulary diction, whether it was used correctly or not and also pay attention at arranging words. Most students still used incorrect words to represent their idea. For example, Arif used the word “remember” when actually he wanted to represented the word “know”, the sentence that Arif made was following: I remember you are smart student, you can get good mark. R would often ask the students to look up the dictionary to make sure the words chosen were correct or not. For pronunciation, the students were asked to remind each other for their pronunciation whether it was similar with the pronunciation that I has taught or not. Before, R have taught and drilled the students’ pronunciation of expressions used. Therefore, R hoped that the students could remind each other when their partner made mistakes in pronouncing the words. R monitored the students when pair-taping process and let the students to ask when they found difficulties. Most students came to R and asked whether the sentence he made was correct or not, or he did not find the word he wanted in the dictionary and also came to make sure their pronunciation was correct or not). (Fieldnote 2, Cycle 1 Meeting 2: See Appendix A)

By giving the chances for students to correct their own performances and others’, the students could develop their ability in peer and pair assessment. It can be indicated from the following extract of field note and one of the students’ interview transcripts.

Peneliti memberikan kesempatan kepada siswa lainnya adakah dari mereka yang menemukan kesalahan temannya dalam pengucapan kata-kata pada dialog tersebut. Beberapa siswa menyebutkan beberapa kata, dan kemudian memberikan contoh pengucapan yang benar. Setelah itu peneliti, juga menambahkan beberapa kata yang tadi salah pengucapan dan memberikan contoh pengucapan yang benar. (I gave opportunity to other students who could find their friends’ mistakes in pronouncing the words in the dialog. Some students mentioned some words and then gave the right pronunciation examples. After that, I also added some words which were mispronounced and gave the correct ones). (Fieldnote 2, Cycle 1 Meeting1: See Appendix A)

Sebelum mengerjakan latihan, peneliti berpesan kepada siswa untuk saling mengoreksi temannya, perihal struktur kalimat, grammar, pemilihan vocab dan juga pronunciation. (Before doing the tasks, the

students were suggested correcting each other's' performances including sentences structure, grammar, vocabulary, and also pronunciation) (Fieldnote 2, Cycle 1 Meeting1: See Appendix B)

Peneliti (R) : *tadi sama partnernya saling koreksi gak?* (Have you corrected each other?)

Sinta : *Iya donk miss, tadi temen saya mbantuin nyari vocab yang saya gak tau bahasa Inggrisnya apa. Terus saya juga mbenerin pronunciation temen saya pas lagi ngucapin kata "think"* (Yes Miss, my friend helped me to find vocabulary that I did not know. Next, I also corrected my friend's pronunciation when she said the word "think")

(Interview transcript 10: See Appendix B)

As the teaching and learning process was conducted, I gave the students signals when she found mistakes or errors in students' performances. I then gave some examples with the correct one so that the students could realize their mistakes and correct their mistakes by their own.

d. Giving feedback on students' pronunciation

I's feedback on students' pronunciation was always given in each meeting of Cycle 1. I usually gave the feedback after the students finished their speaking performances. I's feedback helped the students to improve their pronunciation. When the students were performing speaking or reading aloud the dialogs, I listed some mistakes or errors of the students' pronunciation. Next, she listed the mistakes on the whiteboard and asked the students to repeat how they pronounced the words. If they were still mispronouncing she gave the students signals in the form of mimic of strange facial expressions. When the students still did not recognize their mistakes, she asked the students to open the dictionary and check the correct pronunciation of the words or she asked the students to listen to Cambridge dictionary which provided voice of the pronunciation of the words.

The feedback was not only related to pronunciation, but also other aspects. In all meetings I always gave the feedback that the students needed, so that the students felt comfortable to ask directly to I. When the students found difficulties to make dialogs with their partner, they came to I and asked their problems. It can be seen from the extract below.

Beberapa siswa datang pada peneliti untuk menanyakan bahasa inggris untuk beberapa kata dan bagaimana cara pengucapan yang benar dari vocab tersebut. Ada juga beberapa siswa yang datang hanya bertanya untuk memastikan apakah kalimat yang dibuatnya sudah benar atau belum, dengan senang hati peneliti membimbing siswa-siswanya. (Some students came to I to ask some words in English and how to pronounce the words correctly. There were also some students came just to make sure that the sentences made have been correct or not, with pleasure, I guided her students) (Fieldnote 6, Cycle 1 Meeting 1: See Appendix B)

- Peneliti (R) : *lha terus kalau pair-tapingnya sih? (How was the pair-taping?)*
- Rahayu : *Kalau aku masih belum pede sama dialogku miss, jadi kayak tadi masih sering tanya-tanya sama miss kalau misal kata-kata atau kalimat yang aku gunain bener apa nggak. (I was not confident yet with my dialog Miss, so like before I still often asked to you to make sure the words or sentences I used were correct or not)*
- Khanifa : *Iya miss, aku juga. Soalnya sebelumnya gak pernah speaking kayak gini sih miss. (Me too, I never spoke English like this before.)*
- (Interview Transcript 12: See Appendix B)

I and the students were closed, so that the students did not feel shy to speak up. Therefore, most students in the class were active to ask and answer. They did not feel afraid to ask directly to I.

I's feedback on pronunciation helped the students to minimize their mistakes or errors in pronouncing words. I's feedback on pronunciation was also in the form of drilling. I made the students repeat her pronunciation of some

words or phrases. As the result, the mistakes or errors in students' pronunciation could be minimized. It can be seen from the extract below.

Peneliti memberikan penjelasan kepada siswa tentang ekspresi-ekspresi tersebut. Setelah itu siswa diminta untuk mengulang pengucapan peneliti dalam mengucapkan ekspresi-ekspresi tersebut satu per satu kemudian mengecek pronunciation siswa secara acak. Ketika ada siswa yang salah pengucapannya, peneliti kemudian men-drilling sampai benar-benar betul. (I gave explanations to the students about the expressions. After that, the students were asked to repeat her pronunciation of the expressions one by one then she checked the students' pronunciation randomly. When there were students who incorrectly pronounced the words she then drilled the students until got it correct) (Fieldnote 6, Cycle 1 meeting 1: See Appendix A)

e. Asking the students to bring a dictionary

I always checked the students' dictionary before the class started. The dictionary helped the students to increase their vocabulary to support their speaking skills. In all meetings of Cycle I I always played recordings which presented dialogs of native speakers. After the students listened to the recording and also read the dialogue model, the teacher presented the difficult vocabulary found. The teacher and the students had short discussion about the vocabulary meanings and synonyms using the dictionary. Furthermore, when the students found difficulties on vocabulary, I could directly ask the students to open the dictionary that they brought so that they did not depend much on I during the teaching and learning process. The statements can be inferred from the extract below.

Sebelum benar-benar memulai pelajaran, peneliti mengecek meja setiap siswa, setidaknya 1 meja harus ada 1 kamus. Siswa diperkenankan untuk meminjam pada perpustakaan, teman atau membawa dari rumah dan sebelum pelajaran dimulai harus ada minimal satu kamus pada masing-masing meja. (Before the lesson started, I checked each student with the dictionary; at least one desk had one dictionary. The students were let to borrow from library, friends or bring from home and before the lesson started, it must be one dictionary in each desk). (Fieldnote 6, Cycle 1 meeting 3: See Appendix A)

Ketika mempelajari ekspresi giving advices and warnings dari dialog rekaman, beberapa siswa bertanya pada peneliti tentang beberapa kata sulit yang terdapat pada dialog. Rachel, "Miss, what is the meaning of plunged?" Peneliti, "please open your dictionary and search for the word plunged" Rachel "Ga ada Miss, adanya kata plunge". Peneliti, "What does plunge mean?" Rachel "terjun, jatuh Miss" Peneliti, "Good. Plunge and plunged have the similar meaning that is terjun". Supardi, "Miss, kalo kata available sih Miss. Artinya apa?" Peneliti, "Have you looked up your dictionary?" Supardi, "Not yet Miss" Peneliti "Just look up your dictionary please" Supardi "Iya Miss, ini ketemu. Artinya terjangkau." Peneliti "Good. Go ahead." (When learning the expressions of Giving Advices and Warnings from the dialog of the audio recording, some students asked to I some difficult words in the dialog). Rachel, "Miss, what is the meaning of plunged?" Researcher, "please open your dictionary and search for the word plunged" Rachel "Ga ada Miss, adanya kata plunge". Researcher, "What does plunge mean?" Rachel "terjun, jatuh Miss" Researcher, "Good. Plunge and plunged have the similar meaning that is terjun". Supardi, "Miss, kalo kata available sih Miss. Artinya apa?" Researcher, "Have you looked up your dictionary?" Supardi, "Not yet Miss" Researcher, "Just look up your dictionary, please" Supardi "Iya Miss, ini ketemu. Artinya terjangkau." Researcher, "Good. Go ahead." (Fieldnote 6, Cycle 1 meeting 3: See Appendix A)

f. Giving interesting materials

Before the actions were implemented, usually the students got materials that focused on grammar. It contained some formulations and the examples in the form of sentences. This time, the students got the materials that focused on speaking skill. The materials were in the form of dialog both written and audio record, expressions (language functions), vocabulary and pronunciation, varied tasks and also interesting pictures. The students showed their enthusiastic when they got these materials. It can be indicated from the transcript interview below with the student.

| | |
|--------------|---|
| Peneliti (R) | : <i>Terus kalau soal materinya dek, ada tanggapan nggak buat yang saya kasih hari ini? (Then, how were the materials? Is there any comment for the materials I gave today?)</i> |
| Sinta | : <i>Bagus kok Miss, ada gambar-gambarnya, terus kita juga jadi punya pengalaman listening dialog buat dipelajari. (Good, Miss. There were some pictures and we also had experience of listening dialog practice to learn).</i> |

(Interview Transcript 11: See Appendix B)

In addition, these materials were arranged into handouts by I. As stated before in the planning step, I gave all students handouts in each meeting of cycle 1. The handouts were given at the beginning of the lesson. The handouts contained the materials and tasks that the students needed. It can be seen in the following extract.

Peneliti membagikan handout yang berisi materi pelajaran yang diajarkan. Hari ini, siswa belajar tentang materi Giving Advices and Warnings. Handouts hari ini terdiri dari tiga lembar dengan topic drugs abuse. Handouts tersebut berisi gambar, model dialog, ekspresi Giving Advices and Warnings disertai pembahasan vocabulary dan pronunciation, serta beberapa latihan yang siswa akan kerjakan bertemakan drugs abuse. (I gave handouts which contained of the materials taught. Today, the students learnt about materials of Giving Advices and Warnings. The today's handouts consisted of three sheets with topic of drugs abuse. The handouts contained of pictures, dialog model, Giving advices and Warnings expressions with short vocabulary and pronunciation explanation, and also some exercises that the students would do themed drugs abuse). (Fieldnote 6, Cycle 1 meeting 3: See Appendix A)

By giving them handouts, the students did not need rewrite the materials so that they just paid attention to I's explanation and could add or write additional information if it was necessary. In other word, the students could save time because they were not necessary to write down I's explanation like they usually did. It can be inferred from the extract of interview transcript that I did with some students.

Peneliti (R) : *Menurut kamu, handouts yang saya kasih itu berguna nggak tadi buat pelajaran di kelas. (According to you, were the handouts I gave to you useful in the teaching process?)*

Sinta : *Ya berguna banget Miss. Kan handouts isinya materi pelajaran Miss. Kalau nggak punya, kan nggak bisa ngikutin pelajaran. Apalagi handoutnya gratis. Hehe (Yes, they were very useful. The handouts contained the materials Miss. If I did not have, I could not participate in the teaching and learning process. Even, the handouts were free. Hehe)*

Peneliti (R) : *Terus manfaat lainnya dari handouts tadi, menurut kamu apa? (Then, in your opinion, what else's the benefit of the handouts?)*

Sinta : *Jadi nggak usah nulis-nulis lagi Miss. Kan materinya udah ada, paling kalo perlu nulis kalo ada materi yang nggak ada di handout, baru aku tulis Miss. Terus, buat belajar juga jadi enak Miss. (I did not need to write again Miss. The materials were already in the handouts, I just needed to write the materials that were not provided in the handouts. In addition, it made me easy to learn it, Miss).*

(Interview Transcript 11: See Appendix B)

g. Using attractive media

As planned, in Cycle 1 the students used their gadgets as tools to record their voice as they conducted pair-taping practices. Most students brought their sophisticated mobile phones. Next, I brought her laptop and borrowed speakers from the school. This action was implemented to maximize the use of media in teaching and learning process. Based on the observation, it can be seen that the students enjoyed listening to the models of the conversations from the audio records brought by I. It can be seen from the interview transcript below.

Peneliti (R) : *Apakah kamu merasa termotivasi kalau belajar menggunakan gambar sama rekaman dialog? (Do you feel encouraged when you learn using pictures and audio recording of dialogs?)*

Sinta : *Iya Miss. Kalau ngeliat gambar, kan jadi gampang mbayangin tentang yang mau dibahas itu apa, terus kalau misal listening rekaman dialog itu bisa bikin kita termotivasi biar bisa ngomong kayak di rekaman itu Miss. (Yes Miss. When look at the pictures, I feel easy to imagine what we are going to discuss and also, when listening the dialog from the audio recordings, we are motivated to be able to speak like people in the audio recording Miss).*

(Interview Transcript 11: See Appendix B)

3. Reflection

After conducting the actions of Cycle 1, the collaborators and I conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, we analyzed

the data from the observations and the interview guides to evaluate the action conducted. Everyone in the discussions was free to express their opinions, feelings and suggestions related to the actions that implemented in Cycle 1. The results of the reflection of Cycle 1 were divided into success and failure results. Followings are the descriptions of the success results.

- a. There was the improvement on the students' self-confidence. The students' self-confidence increased after the actions were implemented in Cycle 1. The lack of the students' self-confidence occurred because the students rarely got chance to speak English during the class. Due to the less chance given to speak, the students felt that their fluency was still bad, their pronunciation was still weak, and also their vocabulary mastery was still poor. Therefore, they were not confident to speak and afraid of making mistakes when they spoke up. Some actions which were implemented have helped the students solve their problems related to their confidence. First, by optimizing the use of the classroom English in the teaching and learning process, the students became familiar with English words. By giving chance to the students to answer the teacher's greetings and questions and also respond what the teacher said in English, they were used to speak English. Second, by applying pair-taping technique in each meeting, the students got big chance to speak up. They practiced speaking, made dialog, and performed dialog in pairs. In addition, through this technique they could correct their own performances and their partner performances when they were making and taping the dialogs process. The students' anxiety decreased because they worked in pairs. They

felt more confident because their opponents to speak were their partners and in the process of pair-taping, they have corrected the performances so that they were confident to show their speaking performances in front of the class. The improvement of the students' confidence can be seen from the improvement of their speaking performances in the observations and their better score results in the post-test performance scores compared with the pre-test's scores. From the students' interviews, most students stated that their self-confidence improved. It can be inferred below.

| | |
|---|---|
| Peneliti (R) | : <i>Gimana sekarang, udah pada berani ngomong gak? Ngomongnya lancar gak?</i> (Now, are you confident to speak up? Have you been fluent to speak?) |
| Supardi | : <i>Iya miss, sekarang aku udah Pede ngomong di depan kelas. Kan udah terbiasa ngomong miss.</i> (Yes, Miss. Now I am confident to speak up in front of the class. I was used to speak English Miss) |
| Rachel | : <i>Iya miss, sama. Aku juga iya. Asyik e Miss udah gak takut salah ngomong. Hehe</i> (Me too, Miss. I am not afraid to make mistakes. Hehe) |
| (Interview transcript 13: See Appendix B) | |

- b. There was the improvement on the students' speaking skill, although it was not too significant. The students' speaking skill improvement covered their fluency, pronunciation, and vocabulary. The improvement was achieved through some actions like implementing pair-taping practice, giving the students feedback on the students' pronunciation, giving the students chance to correct their performance and asking them to bring the dictionary. The implementation of pair-taping improved the students' fluency, pronunciation and vocabulary. In each meeting in Cycle 1, the students were asked to make and tape a dialog in pairs. When the students were having pair-taping practices, the students practiced performing the dialogs repeatedly so that

their fluency was improved. For the pronunciation aspect, I gave the students pronunciation practices of the expressions taught before the practiced with the dialogs and also gave the students feedback on the students' pronunciation after they performed by drilling them correct pronunciation. In addition, the students also corrected each other's performances especially pronunciation and drilled it during the taping, so that their pronunciation improved. For the vocabulary improvements, I asked the students to bring dictionary. When the students found difficult words during the learning process I asked the students to look up their dictionary. In addition, if the dictionary could not help them, the students asked directly to I. She also asked the students to use the words that they had known in their dialog, so that their vocabulary mastery improved. The improvement of the students' speaking skill can be seen from the improvement of their performance and scores that had been compared with the pre-test's scores. Based on the interview with the students, most of the students stated that their speaking skill had improved. It can be inferred below.

| | |
|---------------------|---|
| <i>Peneliti (R)</i> | : <i>Kalau soal speakingnya, udah mulai pada lancar belum? (How about speaking, have you fluently spoken yet)</i> |
| <i>Khanifa</i> | : <i>Alhamdulillah kalau aku miss, tapi belum lancar-lancar banget miss. Kalau disuruh maju kayak tadi masih deg-degan miss, kan grogi kalau diliatin temen sekelas miss. Tapi kalau Cuma berdua kan enggak. Hehe (Alhamdulillah, Miss. But I'm not fluent yet. If you ask me to come forward like this morning, I still feel nervous. All my friends look at me. Except, in pairs I'm not nervous)</i> |
| <i>Peneliti (R)</i> | : <i>Terus gimana kalo kamu azhar, menurut kamu ada peningkatan gak untuk kemampuan speaking kamu? (How about you Azhar, do you think there is an improvement on your speaking ability?)</i> |
| <i>Azhar</i> | : <i>Iya, Miss. Kalo menurutku, sekarang ngomongku udah lebih lancar dari sebelumnya. Terus kalo ngomong juga gak asal ngomong, kan udah diajarin pronunciation Miss. (Yes, Miss there is. I think that I speak more fluently than before. Then, I also become carefully to</i> |

speaking because you have taught me pronunciation, Miss.)

(Interview transcript 12: See Appendix B)

- c. There was the improvement on the teaching activities. The teaching activities were improved by making the activities varied and using some interesting media to attract the students' attention so that they participated the class and understood the materials easily. As the actions were implemented, there were some activities applied for example, listening audio recording, pair-work activities, speaking performance, guessing pictures, etc. These helped the students to improve their understanding of the materials and their speaking ability.
- d. There was the improvement on the materials taught. As the actions were implemented, the materials used were more varied and attractive. Even, I gave the students handouts of the materials in each meeting. The materials contained pictures, some language functions, model of dialogues, recording, vocabulary and pronunciation, etc. The handouts of the materials helped the students to understand the materials easily, while the materials helped the students to improve their speaking skill.

In spite of the success of Cycle 1, there were also several failures and problems captured. The failures and problems would be described as follows:

- a. The students' speaking ability had still insufficiently improved. Despite some improvements in their fluency, vocabulary, and pronunciation, their English skill still needed to be improved especially the students' accuracy in

grammar. The situation was caused because the pair-taping practices spent much time, so that there was not sufficient time to discuss the grammar used.

- b. Although the students' confidence improved, they were still nervous to perform speaking spontaneously in front of the class. When I asked the students to perform speaking spontaneously with the topics provided, some students said that they were nervous. They were afraid that others would laugh if they made mistakes in their speaking performances.
- c. I had problem with the time management. It needed much time to conduct pair-taping practices, especially for creating dialog. Some students said that they lacked time to create dialogs, so they could not tape their dialogs as many as other students did.
- d. When the pair-taping activity was conducted, the students were so noisy. Their voice disturbed other students who taped their dialog, so that the records were not clear enough to listen. When discussed this problem with the English teacher, the English teacher suggested conducting pair-taping outside classroom.
- e. Some students did not bring their dictionary, so that they kept asking I for some words they did not know. They also often came to her to make sure whether the structure of the sentences they made had been already correct or not. This situation made I difficult to monitor other students because she was busy to answer their questions.

C. The Implementation of Cycle 2

1. Planning

After reflecting the success, failures, and problems in the first cycle, I revised some actions to improve the success rate and solve the problems. Some actions, which were successful in the first cycle, would be maintained while some failed actions would be revised. Having agreed with the collaborator, I would describe the revised planning of the second cycle as follows:

a. Applying pair-taping technique

As stated previously, the technique of pair-taping succeeded to make the students confident to speak up and also improved the students' speaking skill in Cycle 1 so that I also would apply this technique in each meetings of Cycle 2. Through pair-taping, the students would practice having dialog in pairs, they would be confident to speak up and not afraid of making mistakes when they were speaking.

The technique would be used in Practice stage in which students did some speaking practices using the recorder to record their voice. Through the record, the students could judge whether their performances improved or not. By using pair-taping technique, the students would have chance to speak a lot so that the aim at making the students spoke English fluently and accurately could be achieved. To avoid the students from getting bored, I made the practice of pair-taping more natural by giving interview task. So, in Cycle 1, the students used pair-taping to make dialog based on topics/situations while in Cycle 2, the students would use pair-taping to interview other students. This activity would be

meaningful for the students. Before the students did their interview task the students learnt formulation of the sentence patterns used to ask their partners. Therefore, their accuracy grammar of their sentences or utterances would be better than in Cycle 1. This plan also would solve the students' problem related to their accuracy grammar which was still lack in Cycle 1.

b. Optimizing the use of the classroom English during the teaching and learning process

Similar with the first plan in Cycle 1, I would still optimize the use of the classroom English during the teaching and learning process in each meetings of Cycle 2. In this cycle, I also would act as I. By optimizing the use of the classroom English during the teaching and learning process in Cycle 1, the students started to be confident to speak in English. Some students even were confident to ask to me by using English. Therefore, I kept optimizing the use of the English classroom during the teaching and learning process. I would optimize the use of the English classroom in each meeting of Cycle 2. I expected that the students would fluently spoke in English through this way.

In Cycle 1, I used the English classroom for greeting the students in the beginning of the lesson, explaining the materials, giving instruction of the tasks or activities, giving feedback, and also making conclusion and closing the lesson. However, the students still did not understand completely when they found I spoke in English by using some difficult words for giving instructions and giving feedback. They usually asked me to translate them into Indonesian so that they could understand. In Cycle 2, I also planned to use English for greeting the

students, explaining the materials, giving instructions and feedback, and also closing the lesson. However, I would not translate the difficult words into Indonesian to make the students more aware to learn harder.

c. Giving the chance for students to correct their own performance and others'

I would also maintain this plan, giving the chance for students to correct their own performance and others, because the plan succeeded to make the students aware of their performances. Therefore, the students were not afraid to make mistakes since they worked in pairs so that they could improve their speaking ability. Besides, this plan was also expected to solve the students' problem related to their accuracy lack in Cycle 1. The accuracy that would be improved in Cycle 2 included pronunciation, vocabulary and grammar. The plan was not different from the plan in Cycle 1. In Cycle 2, I would give the students signals when she found mistakes or errors in the students' performance and give some examples with the correct one so that the students would realize their mistakes.

I also would give the same guidelines like in Cycle 1. The students' corrections would cover grammar, vocabulary and pronunciation. For grammar, the students would pay attention more at sentences structure, whether the words were arranged correctly or not. For vocabulary, the students were asked to check the vocabulary used by their partners were correct or not. For pronunciation, the students would check their partner's pronunciation by comparing their pronunciation with the pronunciation practices that had been given.

d. Giving feedback on students' pronunciation

The students' pronunciation was an important aspect in speaking skill. Because this research focused on improving the students' speaking practices, the plan of giving feedback on students' pronunciation would be maintained. Giving feedback on students' pronunciation aimed at making the students have better pronunciation so that they were confident to speak up. In other word, it helped the students to improve their speaking skill to be more accurate. The ways of giving feedback were also similar with the one in Cycle 1. The pronunciation feedback would be also given after the students conducted their speaking performances, so that they would not feel ashamed when I corrected their pronunciation.

e. Asking the students to bring a dictionary

In Cycle 2, I also planned to ask the students to bring the dictionary. This plan was implemented again in order to make the students aware of the importance of the dictionary in the English learning. The dictionary has an important role in speaking learning. Before the speaking practices, the students would have vocabulary discussion session. In this session, I would present and explain the difficult vocabulary found in the dialogue models and recordings. Furthermore, the dictionary would help the students to find meanings of the difficult words they might find during speaking practices. Considering the importance of bringing the dictionary, I expected that in the future the students would bring the dictionary because of their own awareness.

f. Giving interesting materials

In Cycle 1, the students were interested in materials that I gave so that I planned to give the students interesting materials like in Cycle 1. The audio records could help me to provide good model dialogs and pronunciation to the students. The good model dialogs were as input models for the students to create their own dialog in the speaking practice sessions. The pictures could encourage the students in their learning process. The language functions (vocabulary and pronunciation) could encourage the students to learn speak more enthusiastic because they were provided with many choices of expressions. In additional, I also gave the students task of building good sentence with correct grammar so that their accuracy grammar would be improved. By giving the interesting materials, the students were encouraged to speak and learn the materials so that they could improve their speaking skill and also understand the materials given easily.

g. Using attractive media

Pair-taping technique cannot be separated from the voice recorders. This technique needed voice recorder to tape the students' voice. Therefore, in Cycle 2, the students must bring their gadgets again to help them during pair-taping. I also would use the laptop and speaker to play the recordings containing of dialog model. This plan aimed at making the students encouraged to learn and also pushed them to maximize their own media for their own learning process.

h. Studying outside the classroom

Due to the students' noise in Cycle 1, I planned to bring the students outside the classroom when they were conducting speaking practices with the

pair-taping. The students could practice in the library, in front of the class, in the hall, around aula, etc. as long as they did not disturb other classes. By studying outside classroom, I expected that the students would not make noise and disturb other students, although I had to be extra-carefully pay attention at monitoring all students who were practicing speaking outside the classroom.

2. Actions and Observations in Cycle 2

Similar with Cycle 1, Cycle 2 consisted of three meetings. The actions were conducted on November 5th, 8th, and 12th 2012. In this cycle, the students learnt three language functions. They were asking and giving opinions, expressing satisfaction and dissatisfaction, and giving advices and warnings. As planned, I implemented the plans that already mentioned above during her teaching. For detail, the teaching and learning process is described below.

a. Applying pair-taping technique

In the meetings of Cycle 2 I gave the students interview tasks using pair-taping. They pretended to be a reporter that interviewed their friends. It had been done in three meetings of Cycle 2. In the first meeting of Cycle 2, the students were asked to interview their partner about topic shopping, next in the second meeting they dealt with topic the holiday experience and in the third meeting, they interviewed their partner with the topic of daily problems they had. In this case, the students did not need to create dialog then taped repeatedly until they felt satisfied with their performance, but at once the students could directly finish their task. This task more seemed to save the time than previous task. After interview sessions, the students had speaking performances that demanded them to speak

spontaneously in front of the class. Like in Meeting 2 of Cycle 2, the students had task to interview their friends about the last experience of vacation, then after that the students were asked to report their interview to their friends. It can be indicated from the extract below.

Setelah selesai, peneliti kemudian mengajak siswa keluar kelas untuk praktek menginterview teman yang berbeda dengan pertanyaan-pertanyaan tentang pengalaman liburan. Interview tersebut direkam dengan menggunakan perekam suara, bisa berwujud HP, mp3, mp4, dll. Setelah selesai, peneliti mengajak siswa kembali ke dalam kelas dan meminta siswa untuk melaporkan hasil interviewnya secara lisan di depan kelas. (After finished, I then asked the students to go outside the classroom to practice interviewing their friends about different questions of their vacation experience. The interview was recorded by using voice recorder, such as HP, mp3, mp4, etc. After the interview practices finished, the students were asked to go back to the class and report their interview results orally in front of the class). (Fieldnote 7, Meeting 2 Cycle 2: see Appendix A)

In this session, the pair-taping was conducted outside the classroom to avoid the students from making noise. In fact, it also made the students more freely speak up. Some students said that they were more confident to speak up outside classroom, because they just faced their partner. The interview task itself helped the students to spoke more naturally and just applied the expressions that learned before.

Almost all the students felt that their speaking skills were improved by using pair-taping technique. Their speaking was more fluent from before. Now they also were aware to pay attention to their pronunciation when they were speaking. It can be inferred from the interview transcript below.

Peneliti (R) : *Gimana sekarang, udah pada berani ngomong gak? Ngomongnya lancar gak?* (Now, are you confident to speak up? Have you been fluent to speak?)
 Supardi : *Iya miss, sekarang aku udah Pede ngomong di depan kelas. Kan udah terbiasa ngomong miss.* (Yes, Miss.

- Now I am confident to speak up in front of the class. I had been used to speak Miss)
- Rachel : *Iya miss, sama. Aku juga iya. Asyik e miss udah gak takut salah ngomong. Hehe* (Similar with me Miss. I am not longer afraid to make mistakes when I am speaking. Hehe)
- Peneliti (R) : *Kalau kamu gimana Puji?* (How about you, Puji?)
- Puji : *Iya Miss, tapi masih sedikit deg-degan kalau disuruh maju sendiri.* (Yes, Miss. But, I still feel a little bit nervous if you ask me to perform in front of the class)
- Peneliti (R) : *Gak papa, yang penting tetep latihan nanti lama-lama juga bisa. Sekarang, menurut kalian kemampuan speaking kalian udah meningkat belum?* (Don't worry, the important thing is that you have to keep practicing. Now, do you think your speaking skill improved?)
- Rachel : *Iya donk miss, ngomongnya udah agak lancar, beda sama sebelum diajar sama Miss.* (Of course Miss. I think my speaking is rather fluent now, it was different before you taught me.)
- Puji : *Iya Miss, terus sekarang kalau ngomong pake bahasa Inggris juga udah gak asal ngucapin, udah tau sedikit pronunciationnya. Hehe* (Yes Miss. Now, I begin to pay attention to my speaking, I know little bit about pronunciation.)

(Interview transcript 13: See Appendix B)

The students' accuracy grammar also improved through the interview task. The students were practicing to use correct sentences in the interview task. When they were interviewing, they must use correct sentences. Therefore, they prepared correct sentences to ask their partners. When they were preparing their sentences, they automatically practiced their grammar knowledge. Since they often practiced their grammar knowledge in making questions to interview their partners, their accuracy grammar improved.

b. Optimizing the use of the classroom English during the teaching and learning process

The optimizing of the use of classroom English had significantly improved students' speaking skills. The students were already confident to speak up. Because I often spoke in English, the students were used to speak in English too. They understood the expressions that were usually used by me during Cycle 1

without translation such as short instructions and greetings. Even, in the teaching and learning process they tried to answer my questions by using English although sometimes they felt difficulties. It can be inferred from the following extract of meeting 3 Cycle 2.

Dalam sesi diskusi, peneliti bertanya “what do you see in the picture?” Siswa menjawab “Drugs and Alcohol Miss” kemudian berlanjut dengan pertanyaan dari Peneliti, “Are they dangerous for our body?” Siswa menjawab “Yes, Of course Miss”. Kemudian, Peneliti bertanya lagi, “Why are they dangerous?” siswa hanya saling pandang, kemudian Peneliti bertanya lagi “who knows the reason?” satu siswa mengangkat tangannya dan mencoba menjawab “I think, they, emm, merusak our health Miss” “what can we say “merusak” in English class?” look up your dictionary. Satu siswa berteriak “damage, Miss”. “Ok, Good. So, what’s your answer Rachel” Rachel menjawab “They damage our health, Miss”. (In a discussion session, I asked), “what do you see in the picture?” Students answered, “Drugs and Alcohol Miss” Then continued with I’s question, “Are they dangerous for our body?” The students replied, “Yes. Of course Miss”. Then, I asked again, “Why are they dangerous?” The students just look at their each other’s face, then she asked again, “who knows the reason?” One student raised her hands and tried to answer, “I think, they, emm, merusak our health Miss” “what can we say “merusak” in English class?” look up your dictionary. One student suddenly said loudly, “damage, Miss”. “Ok, Good. So, what’s your answer Rachel” Rachel answered “They damage our health, Miss”. (Fieldnote 7, Meeting 3 Cycle 2: See Appendix A)

In the first and second meetings of Cycle 2, the students also used English in their conversation with the teacher. When they asked and answered the teacher’s questions, they tried to use English maximally. Therefore, they were not only able to greet the teacher, ask the condition, respond to the teacher’s instruction in English but also ask the questions in English. It can be seen from the field notes of meeting 1 and 2 Cycle 2.

c. Giving the chance for students to correct their own performance and others’

Giving the chance for students to correct their own performance and others’ were implemented in all meetings of Cycle 2. The students were confident

to correct their friends' performance. During the pair-taping, the students helped each other to correct mistakes or errors although they were not sure with their correction because they just made some predictions to correct the mistakes or errors. The correction included the grammar and pronunciation. Thus, the students' grammar could improve. The students like correcting their partner's mistakes and errors in making sentences or pronouncing words. They also like to imitate I's pronunciation feedback when they asked I how to pronounce certain words that they were not sure how to pronounce the words. For example, in meeting 2 they kept asking I how to pronounce the words snorkeling, should and awesome correctly. When, the students were not sure with their correction they asked directly to I to make sure their prediction. In the second meeting on 5th November, one student named Yuni came to I and asked to make sure the sentence that her partner made was correct or not. It can be seen from the extract below.

Pada latihan ini, siswa juga diminta untuk saling mengoreksi kesalahan teman-temannya. Ketika siswa menemui kesulitan, siswa langsung bertanya kepada peneliti untuk memastikan koreksi yang akan diberikan pada temannya, benar atau tidak. Mereka belum terlalu yakin atas koreksi mereka. Yuni, "Miss, what do you think of this sentence? Is it right sentence? Are you sick? Your face is pale." "Right, Yuni. Good job" kata peneliti. (In this exercise, the students were also asked to correct each other mistakes. When the students found the difficulties, they come and asked directly to I. They were not too sure of their correction. Yuni, "Miss, what do you think of this sentence? Is it right sentence? Are you sick? Your face is pale." "Right, Yuni. Good job" said I) (Fieldnote 7, Meeting 2 Cycle 2: See Appendix A)

d. Giving feedback on students' pronunciation

In Cycle 1, giving feedback on students' pronunciation successfully improved the students' speaking skill especially in the pronunciation aspect. It helped them to be confident to speak up because they knew how to pronounce the

words they uttered correctly after they got the feedbacks. I's feedback on pronunciation helped them to minimize their mistakes or errors in pronouncing words. As I did on Cycle 1, she also gave the students feedback on pronunciation in the form of pronunciation drilling. She asked the students to repeat the correct pronunciation after her. The feedback on students' pronunciation was given after the students finished their speaking performances. Therefore, the students did not feel ashamed in front of their friends and they felt motivated to correct their pronunciation mistakes.

e. Asking the students to bring a dictionary

In each meeting of Cycle 2, I also asked the students to bring their dictionary. The dictionary helped the students when they found difficult words. Before the class started, I checked each student's desk. One desk was provided at least one dictionary. If the students did not bring the dictionary, she asked the students to borrow from the library or other classes. As meetings in Cycle 1, the next three meetings of Cycle 2 also had session for the students to build the vocabulary knowledge before the students practiced speaking using pair-taping. The vocabulary session was used to increase the students' vocabulary. In the three meetings, after the students listened to the recording, I asked the students to pay attention to the words they felt difficult and did not know the meanings. They wrote down the words and had discussion with the teacher. They looked for the meanings and synonyms. They also learnt how to pronounce the words correctly through drillings the teacher did. In meeting 1, the students had vocabulary related to shopping, in meeting 2 they increased their vocabulary related to vacation and

last in meeting 3, they improved vocabulary with topic Drugs and Health. During the vocabulary session, they worked with their dictionary in partners. The dictionary also helped the students in the pair-taping sessions. When the students found difficulties in making sentences in term of using correct words, the students automatically consulted their difficulties with the dictionary. It can be seen from the field notes of meetings in Cycle 2 in the Appendix 1.

f. Giving interesting materials

In Cycle 2, I kept giving the students interesting materials in the form of handouts. This action encouraged the students to learn and speak English. The handouts consisted of the materials taught and the tasks given for the students. The materials provided the students with the language functions and also tasks which help them to build correct sentences. The language functions contained the expressions of giving and asking opinions, giving advices and warnings, and expressing satisfaction and dissatisfaction including the vocabulary and pronunciation discussion of each expression. By learning the language functions, the students were able to use them correctly. Besides, the task helped the students to improve their grammar since the task focusing on making correct grammatical sentences.

g. Using attractive media

The students still used their gadgets during conducting their pair-taping. Most of students used their mobile-phone in speaking session to record their voice. Laptop and speakers were used during listening sessions in which the students learnt dialog. It can be seen from the following picture.



Figure 3. The students are using mobile-phone in pair-taping process

The students' response of this action was great. The students said that they were happy in using their mobile-phone. They added that they could conduct pair-taping at home so that their speaking skill would improve quickly. The students' response related to the use of laptop and speaker in the listening session was also good. They said that they could listen to the native speaker's conversation clearly, so that they were motivated to speak like the native did.

In addition, there were also pictures and audio recordings as the supporting media to teach the students. The pictures that were provided in the handouts helped the students to build their knowledge of the topic taught. Next, the audio recordings made the students encouraged to speak up like people in the dialog so that they could have better pronunciation. In the first meeting of cycle 2, the students listened to a dialog with shopping topic. Then, they were also provided with some pictures related to shopping when they were conducting the pair-taping project. Next, in the second meeting the students listened to a dialog themed vacation experience and they saw some pictures of tourist resorts. The pictures helped the students to recall their experience during their last vacation. By listening to the recordings and seeing the pictures, the students felt happy in learning. They said that they became more motivated to study. They added that it

was very pleasure to study through recordings and pictures than formulas of grammar. It can be seen from the extract of the interview transcript with one of the students below.

| | |
|---|--|
| Peneliti (R) | : <i>Apakah kamu merasa termotivasi kalau belajar menggunakan gambar sama rekaman dialog? (Do you feel encouraged when you learn using pictures and audio recording of dialogs?)</i> |
| Sinta | : <i>Iya Miss. Kalau ngeliat gambar, kan jadi gampang mbayangin tentang yang mau dibahas itu apa, terus kalau misal listening rekaman dialog itu bisa bikin kita termotivasi biar bisa ngomong kayak di rekaman itu Miss. (Yes Miss. When look at the pictures, I feel easy to imagine what we are going to discuss and also, when listening the dialog from the audio recordings, we were motivated to be able to speak like people in the audio recording Miss).</i> |
| (Interview Transcript 11: See Appendix B) | |

h. Studying outside the classroom

Asking students to study outside the classroom was an effective way for me to control the students from making noise and disturbing other pairs in recording their interview. When they were conducting pair-taping, they were so noisy in the class. Even I could not control the students. However, I only let the students go outside when they were practicing to interview their partner in the process of pair-taping practice. After they finished, I asked them back to the class and continued the lesson.

In the meeting 1, I let the students outside when they made dialog with the topic provided related to shopping. The students were outside for fifteen minutes and back to class by bringing their result. Next, in the meeting 2, I let the students outside when they were interviewing their partner about their last experience vacation. In this time, I only gave the students seven minutes to record. The time

was shorter than before because the students only conducted short interviews. Therefore, the students would not have opportunity to make noise outside, they just had time to work. In the last meeting, the students worked outside to make and record a dialog with the topics provided in pictures. In this last task, I gave the students fifteen minutes to finish the task. The students' response to this action was good. They said that they could more concentrate and focus on their work. When they were outside, they only had interaction with the partners so that they were not disturbed by other voices like in the class before. In addition, the quality of the recordings is better than previous, because the voices are clearer to listen to.

3. Reflection

The collaborators and I did the final reflection after all actions had been implemented in Cycle 2. Several problems which occurred in Cycle 2 were discussed with the collaborators to fulfill the democratic validity and dialogic validity. The results of the reflection were gained from the observations and the interviews done after each meeting finished. The results were divided into success and failures. Followings are the description of the success results.

- a. There was the improvement on the students' speaking skill. The students' speaking skill improvement covered their fluency, pronunciation, grammar, and vocabulary. The improvement was achieved through some actions like implementing pair-taping practice, giving the students feedback on the students' pronunciation, giving the students chance to correct their performance and asking them to bring the dictionary. The improvement of the students' speaking skill can be seen from the improvement of their last

performance in Cycle 1 and marks that had been compared with the post-test's marks.

- b. There was the improvement on the students' confidence. After Cycle 2 was implemented, the students were confident to speak spontaneously in front of the class. Pair-taping with interview task which let the students to speak spontaneously made the students confident to show their speaking in front of the class. The improvement of the students' speaking skill can be seen from their last speaking performance and marks they got in post-test.
- c. There was the improvement on the students' attitude toward English learning. The students became responsible of their own learning. When they were conducting pair-taping practices, they were aware to avoid making noise and also they said that they also practiced using pair-taping at home with free topics to improve their speaking skill.
- d. There was the improvement on the students' autonomy. In Cycle 2, they did not depend on the teacher too much like in Cycle 1. When they found difficulties dealing with the vocabulary, they tried to look for the answer by themselves or discuss with their partner.

In spite of the success of Cycle 2, there were also several failures and problems captured. The failures and problems would be described as follows:

- a. I had problem with controlling and monitoring the students during pair-taping. In Cycle 2, the pair-taping process was conducted outside classroom. I was difficult to monitor all the students' activity. Thus, she felt difficult to guide all the students.

- b. Some students still had difficulties with grammar, although there was the improvement on the students' grammar. This condition was still necessary to be improved because there were some students who still made grammatical mistakes for using verb. For example, I found the student named Puji made a sentence: When I was in the beach, I really enjoying the sunset. There were some students that still made the same mistake.

Regarding the findings of Cycle 2 that all sections were successful in improving the students' speaking practices and the objective of the research was achieved, the collaborators and I agreed to end this research in this cycle. In summary, the improvements of the actions of teaching and learning process in Cycle 1 and Cycle 2 can be seen in the following table.

Table 6: The Improvements of the Actions

| No. | Actions in Cycle 1 & 2 | Cycle 1 | Cycle 2 |
|-----|---|--|---|
| 1. | Optimizing the use of the classroom English during the teaching and learning process. | The students could respond to the teacher greetings but they still needed much Indonesian translation when I gave the instructions/ explanations using some difficult words. | Not only could respond to I's greeting, the students also could understand I' instructions/ explanations, even they were actively asking and answering using English. |

(Continued)

(Continued)

| No. | Actions | Cycle 1 | Cycle 2 |
|-----|---|--|---|
| 2. | Applying pair-taping technique | The students could improve their speaking skills (fluency, pronunciation and vocabulary), but not the grammar through taping dialog performance repeatedly. | The students could improve their speaking skills (fluency, pronunciation, vocabulary and grammar) through taping interview performance, even they spoke more natural. |
| 3. | Giving the chance for students to correct their own performance and others' | The students were confident to correct their own and partner's performance including pronunciation, words arrangements, etc. However, they were still afraid to correct others' performance in front of the class. | The students were confident to correct their own, pair, and also others' performances in front of the class. |
| 4. | Giving feedback on the students' pronunciation | The students were aware to speak using correct pronunciation, after I gave the feedback on the students' pronunciation after their performance. | The students were using correct pronunciation during their speaking performance after the teacher gave the students pronunciation feedback. |

(Continued)

(Continued)

| No. | Actions | Cycle 1 | Cycle 2 |
|-----|-------------------------------------|---|--|
| 5. | Asking students to bring dictionary | Most students brought dictionary, but they still depended on I when they found difficult words. | Almost of the students brought the dictionary and they did not depend on I, when they found difficulties, they looked up the dictionary by themselves. |
| 6. | Giving interesting materials | The students were interested in the materials given. | The students were seriously learning using the materials given. |
| 7. | Using attractive media | Using attractive media like the students' gadgets successfully motivated the students to learn English. Now, they can learn speaking without teacher's control. | The students felt motivated to learn speaking themselves since they could tape their speaking by using their own gadgets. |
| 8. | Studying outside classroom | - | Practicing pair-taping outside classroom gave the students more opportunity to speak up freely. They enjoyed conducting pair-taping outside classroom. |

D. The Scores of the Students' Speaking Skill during the Teaching and Learning Process

As stated before, the implementation of pair-taping technique and its supplementary actions were successful on improving the students' speaking skills during two cycles. The findings could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators in Cycle 2. The English researcher and I assessed the students' speaking skills twice. Firstly, the teacher and I assessed the students' speaking performance in pre-test. The pre-test was used to measure the students' speaking skill before the actions were implemented. Secondly, the students' speaking performances were assessed in the post-test after the actions were implemented.

In this part, I provided the results of the students' speaking performances before and after the actions to support the findings. I also has the students' recording of their speaking performances as the evidences of the improvement of the students' speaking skill. The students' recordings are the recordings of the students speaking performances when they were conducting pair-taping practices. Before the actions, I and the collaborators assessed the students' speaking performances on October 18th 2012 in a pre-test session. The students created a monolog of describing things orally. Meanwhile, the students' speaking performances after the implementation of action were conducted on November 19th 2012 in post-test performances. The students created and performed a monolog about telling vacation experiences. The comparison between two performances supported the findings of the research. I used the same speaking

rubric to assess the students' speaking performances. The following tables show the mean scores of the students. The scores obtained were from the accumulation of the total scores from the English researcher and I. Then, the scores were divided by two to get the mean. Furthermore, the tables present each aspect of speaking skills so that the comparison between two performances can be seen.

According to the comparison between each student's mean in both performances, there was an improvement on the students' speaking skills. Many of the students got higher scores in the second performance. In addition, the comparison between each aspect of the speaking skills in both performances reveals a positive change though some aspects needed to be improved. Generally, the students made a good improvement in pronunciation, fluency, and vocabulary. Tables 7 and 8 below describe the improvement of the students' speaking skills.

Table 7: The Students' Speaking Skills Scores in Pre-Test Performance

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|------------------|
| | P | F | G | V | | P | F | G | V | | |
| Ahmad S. | 14 | 12 | 12 | 12 | 50 | 13 | 12 | 12 | 12 | 49 | 49.5 |
| Amaliyah M. | 15 | 17 | 14 | 16 | 62 | 15 | 16 | 14 | 15 | 60 | 61 |
| Annisa Z. | 13 | 12 | 12 | 13 | 50 | 13 | 12 | 11 | 13 | 49 | 49.5 |
| Arif I. | 14 | 15 | 17 | 17 | 63 | 14 | 15 | 16 | 16 | 61 | 62 |
| Azhar F. | 14 | 12 | 12 | 13 | 51 | 13 | 12 | 12 | 13 | 50 | 50.5 |
| Dian D. | 14 | 12 | 13 | 13 | 52 | 13 | 12 | 13 | 13 | 51 | 51.5 |
| Dimas Satriya | 14 | 14 | 17 | 16 | 61 | 14 | 14 | 16 | 15 | 59 | 60 |
| Dwi N. | 14 | 14 | 13 | 14 | 55 | 14 | 14 | 14 | 14 | 56 | 55.5 |
| Dyah A. | 15 | 16 | 15 | 17 | 63 | 15 | 16 | 16 | 16 | 62 | 62.5 |
| Eka N. | 14 | 14 | 13 | 15 | 56 | 14 | 14 | 14 | 14 | 56 | 56 |
| Eni I. | 15 | 13 | 12 | 16 | 56 | 15 | 12 | 13 | 15 | 55 | 55.5 |
| Khomsatun K. | 16 | 15 | 13 | 16 | 59 | 15 | 15 | 13 | 15 | 58 | 58.5 |

(continued)

(Continued)

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|------------------|
| | P | F | G | V | | P | F | G | V | | |
| Lusiana N. | 15 | 13 | 14 | 15 | 57 | 14 | 13 | 14 | 15 | 56 | 56.5 |
| Muna D. | 13 | 12 | 14 | 13 | 52 | 13 | 13 | 13 | 13 | 52 | 52 |
| Novi N. | 14 | 12 | 12 | 13 | 51 | 13 | 12 | 12 | 13 | 50 | 50.5 |
| Puji R. | 10 | 10 | 10 | 11 | 41 | 10 | 10 | 10 | 10 | 40 | 40.5 |
| Rahayu N. | 12 | 11 | 12 | 11 | 46 | 12 | 10 | 12 | 11 | 45 | 45.5 |
| Rachel C. | 16 | 13 | 15 | 16 | 60 | 15 | 12 | 15 | 15 | 57 | 58.5 |
| Rizal A. | 11 | 10 | 11 | 12 | 44 | 11 | 10 | 11 | 11 | 43 | 43.5 |
| Sinta M. | 15 | 15 | 12 | 15 | 57 | 15 | 15 | 14 | 15 | 59 | 58 |
| Siti M. | 13 | 13 | 13 | 13 | 52 | 13 | 13 | 13 | 13 | 52 | 52 |
| Solekhah | 11 | 10 | 10 | 11 | 42 | 11 | 10 | 11 | 10 | 42 | 42 |
| Supardi | 13 | 13 | 12 | 14 | 52 | 13 | 12 | 12 | 13 | 50 | 51 |
| Susi R. | 13 | 10 | 12 | 11 | 46 | 12 | 11 | 12 | 12 | 47 | 46.5 |
| Tiyar Okti I. | 12 | 11 | 12 | 12 | 47 | 12 | 12 | 12 | 12 | 48 | 47.5 |
| Tria A. | 15 | 13 | 13 | 15 | 56 | 15 | 12 | 12 | 15 | 54 | 55 |
| Tyas U. | 14 | 11 | 12 | 13 | 50 | 13 | 11 | 13 | 13 | 50 | 50 |
| Ulfah S. | 12 | 10 | 11 | 12 | 45 | 12 | 10 | 12 | 12 | 46 | 45.5 |
| Uswatun K. | 12 | 10 | 11 | 11 | 44 | 11 | 10 | 11 | 11 | 43 | 43.5 |
| Wahyu M. | 15 | 14 | 13 | 14 | 56 | 14 | 14 | 14 | 14 | 56 | 56 |
| Yufi N. | 13 | 12 | 11 | 13 | 49 | 13 | 13 | 11 | 13 | 50 | 49.5 |
| Total | | | | | | | | | | | 1.663 |
| Mean | | | | | | | | | | | 51.96 |

Table 8: The Students' Speaking Skills Scores in Post-Test Performance

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|------------------|
| | P | F | G | V | | P | F | G | V | | |
| Ahmad S. | 18 | 17 | 16 | 15 | 66 | 17 | 17 | 16 | 16 | 64 | 65 |
| Amaliyah M. | 18 | 20 | 16 | 17 | 71 | 18 | 19 | 16 | 18 | 71 | 71 |
| Annisa Z. | 17 | 15 | 15 | 16 | 63 | 16 | 16 | 14 | 16 | 61 | 62 |
| Arif I. | 17 | 19 | 18 | 19 | 73 | 17 | 19 | 17 | 19 | 72 | 72.5 |
| Azhar F. | 16 | 18 | 15 | 17 | 66 | 15 | 18 | 15 | 17 | 65 | 65.5 |
| Dimas Satriya | 18 | 17 | 19 | 18 | 72 | 17 | 17 | 17 | 18 | 69 | 71.5 |

(Continued)

(Continued)

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|---------------------|
| | P | F | G | V | | P | F | G | V | | |
| Dwi N. | 18 | 17 | 16 | 18 | 69 | 17 | 17 | 16 | 17 | 67 | 68 |
| Dyah A. | 20 | 20 | 20 | 20 | 80 | 20 | 20 | 20 | 20 | 80 | 80 |
| Eka N. | 17 | 18 | 16 | 17 | 67 | 17 | 18 | 17 | 17 | 68 | 67.5 |
| Eni I. | 18 | 17 | 16 | 18 | 69 | 18 | 17 | 17 | 17 | 69 | 69 |
| Khanifa S. | 15 | 15 | 15 | 16 | 61 | 15 | 16 | 14 | 15 | 60 | 60.5 |
| Khomsatun K. | 18 | 19 | 17 | 18 | 72 | 17 | 18 | 17 | 18 | 70 | 71 |
| Lusiana N. | 19 | 17 | 17 | 18 | 71 | 19 | 18 | 17 | 18 | 72 | 71.5 |
| Muna D. | 16 | 16 | 17 | 17 | 66 | 16 | 17 | 15 | 16 | 64 | 65 |
| Novi N. | 17 | 15 | 15 | 16 | 63 | 16 | 16 | 15 | 16 | 63 | 63 |
| Puji R. | 15 | 17 | 14 | 15 | 61 | 15 | 17 | 15 | 15 | 62 | 61.5 |
| Rahayu N. | 16 | 17 | 14 | 16 | 63 | 16 | 17 | 15 | 16 | 64 | 63.5 |
| Rachel C. | 20 | 17 | 18 | 19 | 74 | 20 | 18 | 17 | 18 | 73 | 73.5 |
| Rizal A. | 14 | 15 | 14 | 15 | 58 | 15 | 15 | 15 | 15 | 60 | 59 |
| Sinta M. | 18 | 19 | 16 | 18 | 71 | 18 | 19 | 17 | 18 | 72 | 71.5 |
| Siti M. | 18 | 17 | 16 | 16 | 67 | 18 | 17 | 16 | 18 | 69 | 68 |
| Solekhah | 14 | 14 | 13 | 15 | 56 | 14 | 15 | 13 | 15 | 57 | 56.5 |
| Supardi | 17 | 17 | 16 | 17 | 67 | 17 | 18 | 16 | 18 | 69 | 67.5 |
| Susi R. | 16 | 15 | 15 | 15 | 61 | 16 | 17 | 16 | 16 | 65 | 63 |
| Tiyar Okti I. | 16 | 16 | 16 | 16 | 64 | 16 | 17 | 15 | 16 | 64 | 64 |
| Tria A. | 19 | 18 | 17 | 18 | 72 | 18 | 19 | 17 | 18 | 72 | 72 |
| Tyas U. | 17 | 15 | 17 | 16 | 65 | 17 | 17 | 16 | 16 | 66 | 65.5 |
| Ulfah S. | 15 | 16 | 15 | 16 | 62 | 15 | 16 | 15 | 15 | 61 | 61.5 |
| Uswatun K. | 16 | 15 | 16 | 15 | 62 | 17 | 16 | 15 | 16 | 64 | 63 |
| Wahyu M. | 18 | 18 | 18 | 19 | 73 | 18 | 19 | 18 | 18 | 73 | 73 |
| Yufi N. | 17 | 16 | 15 | 17 | 65 | 17 | 16 | 16 | 16 | 65 | 65 |
| Total | | | | | | | | | | | 2.140 |
| Mean | | | | | | | | | | | 66,87 |

P: Pronunciation

V: Vocabulary

G: Grammar

F: Fluency

R: Researcher

T: Researcher

TSR: Total Researcher's Scores

TTS: Total Researcher's Scores

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

The objective of this study was to improve students' speaking skills through pair-taping. This chapter presents three main sections. They are conclusions, implications, and suggestions. The discussion of each part is presented below.

A. CONCLUSION

The study has been implemented at SMA N 1 Gombong. It began on October 22 and ended on November 12, 2012. The aim of this study was to improve the students' speaking practices through a technique called pair-taping. This study was carried out two in cycles in which the actions to improve the students' speaking skills were implemented in the series of activities in pair-taping practices. The conclusions drawn from the results of the study are as follows:

1. By implementing pair-taping technique, the students speaking practices improved. In addition, the students had more opportunities to practice speaking in pairs. Besides, the students' speaking practices more varied after the study of using pair-taping implemented. There were listening recording, repeating pronunciation, performing dialogs, taping, interviewing, etc.
2. By implementing pair-taping practices series of activities i.e. creating dialog, rehearsing the lines, recording the dialogs, and showing the recordings, the students' speaking skills improved. The average scores results in the pre-test and post-test performances of 32 students in class XI IPS 1 show that there

were 28 students improved in fluency, 20 students improved in grammar accuracy, 25 students improved in pronunciation accuracy, and 27 students improved in vocabulary, and language function respectively. Besides, the students' self-confidence also improved. It can be seen through the process of teaching and learning process that the students showed that they were confident to speak.

3. By assigning the pair-taping practices in pairs, the students' ability in working with the pairs was promoted. In addition, they developed peer and pair assessment while correcting their own and partner's speaking performances during pair-taping. They also possessed autonomy in carrying out the practice by developing their own concept and executing it in the process of taping the dialogs. It was a good progress towards their learning autonomy.

B. IMPLICATION

Based on the findings of the research, it can be implied that pair-taping can improve students' speaking skills. Then in this part, some implications can be drawn to be implemented in the field. The implications of the actions are as follows.

1. The feedback given for the students' pronunciation improved the students' pronunciation accuracy. Having indirectly feedback from the teacher, the students were encouraged to pronounce the words correctly and they did not feel ashamed. It implies that the teacher needs to give feedback to the students after they finish the lesson not during their performance.

2. The optimization of the use of English classroom during the teaching and learning process improved the students' speaking skill. It is because the students are familiarized by English spoken use. It implies that the teacher and the students need to optimize their use of English classroom during the teaching and learning process, do not speak Indonesian and Javanese dominantly in the class.
3. The series of activities in pair-taping practice improved the students' speaking skill including fluency, grammar and pronunciation accuracy, vocabulary and language functions. During the pair-taping process, the students used English all the time and made conversations with certain language functions and had chances of peer and pair correction of their performances including pronunciation and vocabulary used. It implies that the English teacher needs to try to implement this technique to teach speaking.
4. The use of handouts compiled from many sources and audio recordings as input improved students' knowledge and understanding on the use of presented vocabulary and language functions. It is because many sources in the handouts provided plenty vocabulary and various language functions in the same topic. The audio recordings were useful for the students as they listened to how the language was used by native speakers in the real situation. This implies that English teachers need to provide various language inputs including audio media such as recordings in presenting the material in speaking lesson.

5. The use of dictionary improved the students' vocabulary. It is because dictionary provides the students with large vocabulary so that they can enlarge their vocabulary master to support their speaking ability. This implies that English teacher needs to ask the students to bring dictionary during the class.
6. The use of mobile phones improved the students' enthusiasm in accomplishing the practice. In relation to the speaking lesson, the existence of the mobile phones could foster the students' self-confidence in practicing speaking. It is because the technology could motivate the students in the teaching and learning processes. This implies that the use of mobile phone is beneficial in speaking practice.
7. The process of recording the conversation required quiet condition. It influenced the sound quality of the recordings later. Thus, quiet places need to be prepared to record the recordings. The students can conduct pair-taping outside classroom or at home as homework.

C. SUGGESTION

Based on the conclusion and implication of the study, some suggestions will be directed to the English teacher, students, and also other researchers. The description is as following:

1. For English teachers

It is necessary for the English teachers to improve the quality of their English teaching in order that it matches with the goal of communicative language teaching by having various kinds of activities which enable the students to

produce the language both written and orally. Using different kinds of tasks and teaching media will be useful and interesting for the students since it improves their attention span to the subject matter.

2. For students

In relation to the development of the students' speaking skill, it will be better if the students keep continuing their pair-taping practices outside the school. They can conduct this pair-taping with their partner at home. The topics are free. This activity will become a practice for the students to improve their speaking ability. Besides, it will also be better if the students also improve their grammar so that not only fluency that they can achieve, but also they can achieve the accuracy of their speaking.

3. For other researchers

There were unexpected problems occurring during this study including class management and limited time of study. Other researchers are suggested to anticipate the class management problems by preparing alternative plans, for example use pair-taping practices for homework. The available time to conduct this study was too short. Therefore, other researchers are suggested to allocate a lot of time to conduct the similar study.

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APPENDICES

**APPENDIX A:
FIELD NOTES**

FIELD NOTES

1. Perijinan

Peneliti datang ke sekolah pada tanggal 26 Januari sekitar pukul 09.00. Pertama, peneliti menghadap kepala sekolah dan menyampaikan maksud dan tujuan datang ke sekolah untuk melakukan observasi dan minta ijin melakukan penelitian secara lisan kepada kepala sekolah. Kepala sekolah menyambut dengan baik maksud dan tujuan peneliti, kemudian meminta peneliti untuk menghadap bapak waka kurikulum. Setelah menghadap waka kurikulum, peneliti dipertemukan dengan guru bahasa Inggris kelas XI. Bapak waka kurikulum meminta peneliti untuk membawa surat ijin resmi penelitian sebelum penelitian.

2. Observasi

Observasi dilakukan 2 kali. Pada saat observasi pertama tanggal 6 Maret 2012, peneliti bertemu dengan guru bahasa Inggris kemudian diajak ke kelas XI IPS 1 dan mengamati proses belajar-mengajar bahasa Inggris di kelas tersebut. Setelah kegiatan belajar mengajar selesai, peneliti meminta beberapa siswa untuk diinterview. Setelah menginterview beberapa siswa, peneliti juga menginterview peneliti guru bahasa Inggris yang bersangkutan. Masalah yang ditemukan antara lain, siswa jarang mendapatkan kesempatan berbicara dalam bahasa Inggris, proses belajar-mengajar lebih ditekankan pada grammar, dan metode yang digunakan oleh guru dalam mengajar adalah ceramah. Siswa biasanya diberi penjelasan tentang grammar dan kemudian meminta siswa mengerjakan tugas biasanya dalam bentuk membuat kalimat bahasa Inggris.

Pertimbangan bahwa siswa kelas XI sudah naik ke kelas XII dan sebentar lagi menghadapi ujian nasional, peneliti hanya diijinkan untuk melakukan observasi berikutnya di kelas XI. Observasi kedua dilakukan pada tanggal 30 Agustus 2012, walaupun dengan kelas dan siswa yang berbeda, peneliti mendapati masalah yang sama yakni masalah fluency dalam speaking. Karena masih diajar oleh guru yang sama, dengan teknik dan materi yang tidak berbeda jauh dengan tahun ajaran sebelumnya, masalah yang ditemukan dalam proses belajar bahasa Inggris di kelas itupun tidak berebeda jauh. Pada observasi kedua, peneliti juga melakukan hal yang sama pada saat observasi pertama yakni observasi proses belajar mengajar di kelas dan melakukan interview dengan beberapa siswa dan guru bahasa kelas inggris yang mengampu kelas XI IPS 1. Berdasarkan observasi dan interview dengan beberapa siswa dan guru ditemukan bahwa siswa di kelas XI jarang mendapat kesempatan untuk berbicara dalam bahasa Inggris, karena guru focus mengajar pada grammar saja tanpa mempertimbangkan skill lainnya dalam bahasa Inggris sehingga kelancaran siswa dalam berbicara bahasa Inggris masih rendah.

3. Perijinan

Peneliti datang ke sekolah dan menyerahkan surat ijin penelitian resmi pada tanggal 24 September 2012 sekitar pukul 09.00.

4. Observasi

Pada tanggal 27 September 2012, peneliti datang kembali ke sekolah dan melakukan observasi proses belajar-mengajar lagi sekitar pukul 10.15 – 11.45. Sebelum pelajaran, guru memperkenalkan peneliti kepada siswa yang ada di kelas. Pada hari itu pelajaran yang sedang dibahas adalah present and past perfect continuous tense. Guru masuk ke kelas, memberi salam dan bertanya yang tidak masuk pada hari itu dan kemudian melanjutkan pelajaran dengan memberi rumus present perfect continuous tense, kemudian memberi contoh kalimatnya kepada siswa kemudian siswa ditanya sudah paham atau belum, sebagian siswa diam dan sebagian lagi menjawab iya dan tidak. Guru kemudian mengulang penjelasannya dan kemudian memberi contoh soal satu dan dikerjakan bersama-sama. Siswa di belakang banyak yang tidak memperhatikan pelajaran, ada yang ngobrol dengan teman sebangku, ada yang main hp, dll. Setelah itu, guru melanjutkan pembahasan dengan rumus past perfect continuous tense, cara menjelaskannya hampir sama dengan present perfect continuous tense. Setelah selesai menjelaskan kegunaan masing-masing tenses itu, siswa disuruh mengerjakan soal-soal yang isinya membuat kalimat present-past continuous tenses dalam bentuk positif, negative dan interogatif kemudian dikumpulkan. Pelajaran selesai ketika siswa mengumpulkan tugasnya. Setelah pelajaran selesai, peneliti memberi angket kuesioner kepada siswa untuk diisi. Kuesioner itu berisi kesan siswa terhadap pelajaran bahasa Inggris.

5. Pre-test

Pada tanggal 18 Oktober 2012 peneliti datang ke sekolah sekitar pukul 10.00 kemudian masuk ke kelas XI IPS 1 bersama dengan Guru bahasa Inggris. Pre-test dilakukan kepada 32 siswa di kelas itu. Bentuk pre-test yang dilakukan adalah speaking performance. Satu per satu siswa diminta maju, memilih satu dari beberapa topic yang tertulis di kertas. Topic-topic itu berisi nama benda-benda yang ada dalam kehidupan sehari-hari. Kemudian siswa diminta untuk mendeskripsikan benda yang tertulis di kertas tersebut. Peneliti dan guru bersama-sama memberikan skor nilai untuk siswa. Skor nilai diperoleh dari kedua nilai digabung kemudian dibagi dua. Skor diberikan dengan mempertimbangkan empat aspek yakni *fluency*, *accuracy*, *grammar and vocabulary*. Setelah itu, peneliti mengingatkan siswa untuk membawa perekam suara, bisa HP, mp3, mp4, dll.

6. Action Cycle I

a. Meeting 1

Hari/Tanggal : Senin, 22 Oktober 2012

Pukul : 12.15 – selesai

Deskripsi :

- 1) Peneliti masuk ke kelas dengan dua orang kolaborator setelah tanda bel masuk kelas berbunyi pukul 12.15. Satu kolaborator adalah Guru Bahasa Inggris di sekolah tersebut yang tugasnya mengamati proses berjalannya pelajaran dan mencatat fieldnote, sedangkan yang satunya sebagai pangamat kelas dan seksi dokumentasi.

- 2) Peneliti membuka pelajaran dengan mengucapkan Salam “Assalamu’alaikum Wr.Wb”, kemudian dijawab “Wassalamua’laikum Wr.Wb.” oleh siswa. Kemudian peneliti menyapa siswa, “Good Morning, How are you today?” Siswa menjawab: “Good Morning, I’m fine Miss” setelah itu, peneliti bertanya siapa siswa yang tidak masuk hari itu, dan dijawab nihil, semua siswa masuk. Sebelum pelajaran dimulai, Peneliti memberi tahu siswa kalau hari ini materi pelajaran adalah tentang Giving and Asking opinions disertai penjelasan pentingnya materi ini untuk kehidupan sehari-hari.
- 3) Peneliti menunjukkan sebuah gambar besar. Pada gambar nampak tiga orang sedang berjalan, dua pria dan satu wanita. Dalam gambar tersebut seorang pria bertanya “what do you think of the lady?” dan satunya lagi menjawab “I think she’s great.” Peneliti kemudian bertanya kepada siswa, “what do you see in the picture?” siswa menjawab secara bersama-sama “ada tiga orang miss, dua laki-laki dan satu perempuan”. Peneliti berkata, “Good, then what are they talking about?” Beberapa siswa menjawab, “bertanya tentang lady terus jawabannya she’s great miss”. Ada seorang siswa kemudian bertanya “ini ya miss, yang namanya asking and giving opinions”. Peneliti merespon pertanyaan siswa tersebut, “Yes, great” Ini salah satu ekspresi yang digunakan untuk asking and giving opinions”. Kemudian peneliti menulis ekspresi tersebut di papan tulis kemudian bertanya “which one does belong to expressions of asking opinion?” siswa secara serentak menjawab “what do you think of the lady, miss.” Peneliti memuji jawaban siswa “Good, berarti yang satunya adalah expression of giving opinion yaa” sambil menulis jawabannya di papan tulis. Kemudian, peneliti bertanya “is there anyone can mention other expressions of asking and giving opinions?” sebagian siswa hanya berbisik-bisik dengan teman sebangkunya, kemudian peneliti bertanya lagi “ada yang bisa menyebutkan ungkapan lainnya untuk bertanya dan memberi pendapat?” karena tidak ada yang menjawab, peneliti menunjuk kepada salah satu siswa yang duduk di belakang. Siswa tersebut kemudian menjawab, “kalau my opinion is titik titik, bisa ga miss”. “Great, next. Ada yang bisa menyebutkan lagi?” karena tidak ada yang menjawab kemudian peneliti berkata “let’s listen to a dialog between two people from the recording and then try to identify the expressions used” “mari kita mendengarkan sebuah dialog conversation antara dua orang dari rekaman dan kemudian coba untuk mengidentifikasi ungkapan yang dipakai”. “Ya Miss.” peneliti dan siswa kemudian mendengar dialog antara Chiko dan Chica menggunakan speaker dan laptop. Kegiatan listening tersebut kemudian diulang dua kali. Kemudian peneliti bertanya, “bagaimana, what are the expressions used in the dialog?” seorang siswa menjawab “kayak seperti contoh miss, what do you think sama I think.” “Great” peneliti memuji jawaban siswa.
- 4) Peneliti membagikan handout kepada siswa dan meminta siswa melihat Task 1 dan membacanya. Setelah membacanya, peneliti bertanya kepada siswa “do you understand what you will do class?” karena tidak ada yang menjawab, peneliti menunjuk salah satu siswa untuk membaca instruksi tugas tersebut. Setelah dibaca, peneliti bertanya lagi, dan beberapa siswa menjawab “disuruh milih mana yang asking dan mana yang giving miss.” Peneliti memuji jawaban siswa “good”

kemudian bertanya “ada kata-kata yang gak tau artinya gak?” siswa menjawab “iya miss” kemudian menyuruh siswa mengeluarkan kamus dan mencari tau di kamus kata-kata yang sulit artinya itu. Setelah itu, secara bersama-sama peneliti dan siswa mengidentifikasi ekspresi-ekspresi mana saja yang tergolong asking dan giving opinions.

- 5) Peneliti mengajarkan kepada siswa bagaimana cara mengucapkan masing-masing ekspresi tersebut. Beberapa siswa kesulitan mengikuti ucapan peneliti. Misalnya, untuk kata think, kebanyakan siswa mengucapkannya seperti kata thing. Untuk mengecek, peneliti menunjuk beberapa siswa dan meminta siswa untuk mengucapkan kata-kata tertentu yang sulit untuk siswa. Kemudian, siswa diminta untuk mengeluarkan HPnya masing-masing dan merekam suaranya dalam mengucapkan ekspresi-ekspresi tersebut sebanyak satu kali. Setelah itu, peneliti meminta siswa untuk mendengarnya dengan teman sebangku dan saling memberi masukan kepada temannya.
- 6) Peneliti meminta siswa untuk melihat ke handout lagi dan mengerjakan task 3 melengkapi dialog. Setelah selesai, task 3 dibahas bersama-sama dengan peneliti. Pertama-tama, peneliti memberikan kesempatan pada siswa untuk menjawab soal dalam task 3 secara sukarela, tapi karena tidak ada yang mau, peneliti kemudian menunjuk siswa satu per satu untuk menjawab soal-soal tersebut kemudian dibahas dengan peneliti bersama-sama.
- 7) Pada task 4, siswa disediakan dengan beberapa topic gambar, dan siswa diminta untuk membuat dan perform dialog tersebut dan direkam sebanyak mungkin dengan teman sebangkunya. Kemudian memilih salah satu yang terbaik dan dikumpulkan kepada peneliti. Selama proses membuat dan merekam dialog, kondisi kelas sangat ramai, siswa asyik berbicara dan merekamnya dengan teman sebangku. Beberapa siswa datang pada peneliti untuk menanyakan bahasa Inggris untuk beberapa kata dan bagaimana cara pengucapan yang benar dari vocab tersebut. Beberapa siswa yang datang hanya bertanya untuk memastikan apakah kalimat yang dibuatnya sudah benar atau belum, dengan senang hati peneliti membimbing siswa-siswanya. Peneliti meminta rekaman itu dikumpulkan pada ketua kelas dan se usai pulang sekolah ketua kelas mengumpulkan padanya.
- 8) Sebelum pelajaran berakhir, peneliti menunjuk beberapa siswa dan bertanya tentang kesan siswa pada pertemuan ini, dan siswa diminta untuk berbicara dalam bahasa Inggris. Beberapa siswa sudah mulai berani berbicara dalam bahasa Inggris walaupun hanya beberapa kalimat, beberapa lagi masih perlu ekstra perhatian. Peneliti menutup pelajaran pada hari itu, dengan menyimpulkan isi pelajaran hari ini, kemudian menanyakan kesulitan yang mungkin ditemui oleh siswa hari ini dan kemudian meminta siswa untuk belajar di rumah dan mempersiapkan untuk pertemuan berikutnya.

b. Meeting 2

Hari/Tanggal : Kamis, 25 Oktober 2012

Pukul : 10.15 – selesai

Deskripsi :

- 1) Peneliti masuk ke kelas dengan dua orang kolaborator setelah tanda bel masuk kelas berbunyi pukul 10.15. Tugas masing-masing kolaborator sama dengan pertemuan sebelumnya. Siswa sudah duduk siap di bangkunya masing-masing.
- 2) Peneliti mengucapkan salam dan menyapa siswa seperti pertemuan sebelumnya. “Assalamu’alaikum Wr.Wb”, siswa “Walaikumsalam Wr.Wb” “Good morning students, how are you?” siswa, “Good Morning Miss, I’m fine and How about you?” Peneliti, “I’m fine too thanks”.
- 3) Sebelum pelajaran dimulai, Peneliti memberi tahu siswa kalau hari ini materi pelajaran adalah tentang Satisfaction and Dissatisfaction Expressions disertai penjelasan kegunaan materi ini untuk kehidupan sehari-hari. Setelah itu, Peneliti bertanya kepada siswa “Do you ever feel satisfied or dissatisfied of something, students?” ada beberapa siswa yang tidak tahu arti dari satisfied dan dissatisfied, kemudian peneliti menunjuk siswa yang bisa menjawab pertanyaan tersebut untuk menjawabnya. Setelah itu, siswa kembali fokus menjawab pertanyaan peneliti. Ada seorang siswa yang pandai di kelas itu, mengacungkan jarinya dan menjawab, “Yes, I do. I feel satisfied I get good mark” Peneliti menjawab “Good, then other, please” kemudian satu siswa mengacungkan jarinya, dan menjawab “Yes I do, I feel satisfied when I play and win the game with my friend miss”. Kemudian peneliti melanjutkan, “Great, then, how about dissatisfied?” beberapa siswa mengacungkan jari, ada yang berbicara dengan bahasa Inggris dan Bahasa Indonesia. Kemudian peneliti melanjutkan pertanyaan, “what will you say when you feel satisfied or dissatisfied?” beberapa siswa saling berbisik dengan teman sebangku, dan beberapa lagi mencoba menjawab dengan bahasa Indonesia “Kalau puas, saya senang. Kalau tidak puas, saya tidak senang miss”. Kemudian peneliti memancing jawaban siswa “then, say it English please.” Siswa tidak ada yang berani, hanya diam dan berbisik-bisik dengan temannya. Kemudian peneliti memberitahu siswa dengan beberapa ekspresi yang bisa digunakan untuk menyatakan puas dan tidak puas sambil menuliskannya di papan tulis.
- 4) Peneliti mengajak siswa untuk mendengarkan percakapan, peneliti memutar rekaman tersebut sebanyak dua kali. Setelah itu siswa ditanya, “bagaimana tadi, ada expressions of satisfaction and dissatisfactionnya gak?” “iya miss, I didn’t really enjoy, dissatisfied berarti ya miss”. “Good, then what else’s?” karena siswa hanya diam saja, akhirnya peneliti memutar rekamannya lagi kemudian bertanya kepada siswa “Ada yang tau?” Beberapa siswa mengatakan “displeased, displeased miss”. “Good, the complete one please”. Setelah menunggu beberapa saat, tak da siswa yang menjawab, akhirnya peneliti menuliskan kalimat lengkapnya di papan tulis.
- 5) Kemudian peneliti membagikan handout kepada siswa dan menyuruh siswa melihat Tabel ekspresi yang menyatakan satisfaction and dissatisfaction. Peneliti memberikan penjelasan kepada siswa tentang ekspresi-ekspresi tersebut. Setelah

itu siswa diminta untuk mengulang pengucapan peneliti dalam mengucapkan ekspresi-ekspresi tersebut satu per satu kemudian mengecek pronunciation siswa secara acak.

- 6) Setelah itu, peneliti meminta siswa untuk mengerjakan latihan 1 secara berpasangan. Siswa kemudian membahas jawaban itu secara bersama-sama dengan peneliti, peneliti memberikan kesempatan kepada siswa untuk menjawabnya dulu kemudian membahasnya bersama-sama.
- 7) Setelah itu, peneliti meminta siswa melakukan latihan performance dialog secara berpasangan di tempat duduknya masing-masing. Setelah itu peneliti, menunjuk beberapa pasangan untuk perform di depan kelas. Setelah selesai peneliti memberikan beberapa feedback tentang pronunciation siswa. Peneliti memberikan kesempatan kepada siswa lainnya adakah dari mereka yang menemukan kesalahan temannya dalam pengucapan kata-kata pada dialog tersebut. Beberapa siswa menyebutkan beberapa kata, dan kemudian memberikan contoh pengucapan yang benar. Setelah itu peneliti, juga menambahkan beberapa kata yang tadi salah pengucapan dan memberikan contoh pengucapan yang benar.
- 8) Setelah itu, siswa mengerjakan latihan melengkapi dialog, jawaban kemudian dibahas secara bersama-sama. Kemudian, siswa diminta mengerjakan task 3. Pada task 3, siswa disediakan dengan beberapa situasi dan siswa diminta untuk membuat dan perform dialog tersebut dan direkam sebanyak mungkin dengan teman sebangkunya. Kemudian memilih salah satu yang terbaik dan dikumpulkan kepada peneliti. Karena, pada pertemuan sebelumnya, kelas sangat ramai maka peneliti meminta setengah siswa untuk mengerjakan latihan 3 di luar kelas (perpustakaan, depan kelas, aula, dkk) pokoknya tidak mengganggu kelas lainnya.
- 9) Sebelum mengerjakan latihan praktek dengan pair-taping, peneliti berpesan kepada siswa untuk saling mengkoreksi temannya, perihal struktur kalimat, grammar, pemilihan vocab dan juga pronunciation. Peneliti juga memberi guideline untuk siswa sebagai panduan untuk koreksi. Untuk grammar, siswa diminta untuk memperhatikan betul struktur kalimatnya, apakah sudah tepat penggunaan S+V+O/A/C. Kesalahan yang sering dibuat siswa, adalah siswa kurang menyadari tentang kata kerja, seringkali dalam kalimat yang dibuat siswa salah karena kata kerjanya contohnya, I happy with my vacation; it interesting beach, etc. Untuk vocabulary, siswa diminta untuk memperhatikan dengan benar dalam hal pemilihan kata, apakah sudah tepat dan sesuai digunakan dan juga memperhatikan susunan kata. Kebanyakan siswa masih menggunakan kata yang kurang tepat untuk merepresentasikan idenya. Misalnya, Arif yang menggunakan kata remember yang sebenarnya untuk merepresentasikan kata know, kalimat yang dibuat Arif seperti ini: I remember you are smart student, you can get good mark. Peneliti akan meminta siswa untuk sering membuka kamus, untuk memastikan kata yang dipilih benar atau tidak. Sedangkan untuk pronunciation, siswa diminta untuk saling mengingatkan apakah pronunciation yang diucapkan sesuai dengan yang peneliti ajarkan. Karena, pada latihan sebelumnya, peneliti telah mengajarkan serta mendrilling pronunciation siswa tentang ekspresi-ekspresi yang digunakan. Oleh karena itu, peneliti berharap siswa dapat saling mengingatkan ketika teman

pasangannya membuat kesalahan dalam hal pronunciation. Peneliti memantau siswa selama proses pair-taping dan membolehkan siswa untuk bertanya ketika mereka menemui kesulitan. Sebagian besar siswa datang pada peneliti dan menanyakan apakah kalimat yang dia buat benar atau tidak, atau tidak menemukan kata yang dia inginkan dalam kamus dan juga datang untuk memastikan pronunciationnya benar atau tidak.

- 10) Setelah selesai, peneliti mengumpulkan siswa di kelas kemudian beberapa siswa yang pada pertemuan dalam bahasa Inggris sebelumnya belum mendapat kesempatan berbicara untuk berbicara mengenai kesan pembelajaran hari ini, kesulitan-kesulitan yang tadi ditemui. Kemudian, peneliti menutup pelajaran pada hari itu, dengan menyimpulkan isi pelajaran hari ini dan kemudian meminta siswa untuk belajar di rumah dan mempersiapkan untuk pertemuan berikutnya.

c. Meeting 3

Hari/Tanggal : Senin, 29 Oktober 2012

Pukul : 12.15 – selesai

Deskripsi :

- 1) Peneliti masuk ke kelas dengan dua orang kolaborator. Beberapa siswa belum masuk ke kelas karena masih ada keperluan di ruang BK. Peneliti menyapa siswa dan menanyakan kabar siswa dalam bahasa Inggris sama seperti pertemuan-pertemuan sebelumnya.
- 2) Sebelum pelajaran dimulai, Peneliti mereview pelajaran pada pertemuan sebelumnya. Peneliti “Class, what we have learnt in the last meeting?” Siswa “about expressing satisfied and dissatisfied”. Peneliti, “Good. Can you mention some expressions of them?” Salah seorang siswa mengangkat tangan dan menjawab, “I’m satisfied with, I’m dissatisfied with, and so on”. Setelah itu peneliti memberi tahu siswa kalau hari ini materi pelajaran adalah tentang Giving Advices and Warnings disertai penjelasan kegunaan materi ini untuk kehidupan sehari-hari.
- 3) Sebelum benar-benar memulai pelajaran, peneliti mengecek meja setiap siswa, setidaknya 1 meja harus ada 1 kamus. Siswa diperkenankan untuk meminjam pada perpustakaan, teman atau membawa dari rumah dan sebelum pelajaran dimulai harus ada minimal satu kamus pada masing-masing meja.
- 4) Peneliti membagikan handout yang berisi materi pelajaran yang diajarkan. Hari ini, siswa belajar tentang materi Giving Advices and Warnings. Handouts hari ini terdiri dari tiga lembar dengan topic drugs abuse. Handouts tersebut berisi gambar, model dialog, ekspresi Giving Advices and Warnings disertai pembahasan vocabulary dan pronunciation, serta beberapa latihan yang siswa akan kerjakan bertema drugs abuse.
- 5) Untuk building knowledge, siswa ditunjukkan dengan gambar obat-obatan terlarang. Peneliti menanyakan pendapat siswa setelah melihat gambar tersebut. Sebagian siswa menjawab kalau benda-benda tersebut merupakan benda-benda yang berbahaya untuk tubuh, bukan untuk konsumsi, harus dihindari dll. Setelah itu, peneliti pun menjelaskan bahwa jawaban-jawaban siswa benar semua,

kemudian bertanya pada siswa apa yang akan mereka lakukan kalau melihat teman-temannya mengkonsumsi barang-barang seperti itu. Beberapa siswa menjawab menasehatinya dan melarang temannya untuk berbuat seperti itu lagi. Kemudian peneliti menjelaskan kalau menasehati teman dan melarang temannya kembali mengkonsumsi barang tersebut kalau dalam bahasa Inggris disebut *giving advices and warnings*.

- 6) Kemudian siswa diberi contoh beberapa ekspresi dari *giving advices and warnings* dalam bahasa Inggris. Setelah itu siswa mendengarkan audio conversation bersama-sama. Karena audio-conversationnya itu panjang, peneliti membaginya menjadi tiga potongan, setelah satu bagian didengarkan dua kali, kemudian bagian itu dibahas secara bersama-sama sampai selesai dengan bagian terakhir.
- 7) Ketika mempelajari ekspresi *giving advices and warnings* dari dialog rekaman, beberapa siswa bertanya pada peneliti tentang beberapa kata sulit yang terdapat pada dialog. Rachel, "Miss, what is the meaning of *plunged*?" Peneliti, "please open your dictionary and search for the word *plunged*" Rachel "Ga ada Miss, adanya kata *plunge*". Peneliti, "What does *plunge* mean?" Rachel "terjun, jatuh Miss" Peneliti, "Good. *Plunge* and *plunged* have the similar meaning that is terjun". Supardi, "Miss, kalo kata *available* sih Miss. Artinya apa?" Peneliti, "Have you looked up your dictionary?" Supardi, "Not yet Miss" Peneliti "Just look up your dictionary please" Supardi "Iya Miss, ini ketemu. Artinya terjangkau." Peneliti "Good. Go ahead."
- 8) Kemudian peneliti membagikan handout kepada siswa dan menyuruh siswa melihat Tabel ekspresi yang menyatakan *advising and warnings*. Peneliti memberikan penjelasan kepada siswa tentang ekspresi-ekspresi tersebut. Setelah itu siswa diminta untuk mengulang pengucapan peneliti dalam mengucapkan ekspresi-ekspresi tersebut satu per satu kemudian mengecek pronunciation siswa secara acak. Ketika ada siswa yang salah pengucapannya, peneliti kemudian *drilling* sampai benar-benar betul.
- 9) Setelah itu, peneliti meminta siswa untuk mengerjakan latihan 2. Pada latihan 2, siswa diminta untuk melengkapi kalimat dengan *matching* ekspresi *advising and warnings* yang tepat. Siswa kemudian membahas jawaban itu secara bersama-sama dengan peneliti, peneliti memberikan kesempatan kepada siswa untuk menjawabnya dulu kemudian membahasnya bersama-sama.
- 10) Kemudian, siswa diminta mengerjakan task 3 dan 4. Pada task 3, siswa disediakan dengan beberapa situasi dan siswa diminta untuk membuat dan perform dialog tersebut dan direkam sebanyak mungkin dengan teman sebangkunya. Kemudian memilih salah satu yang terbaik dan dikumpulkan kepada peneliti. Pada task 4, masing-masing siswa diminta untuk menginterview temannya, satu orang saja dengan pertanyaan-pertanyaan yang telah disediakan pada task 4 tapi harus berbeda pasangan dengan task 3. Jadi, pada task 4, semua siswa dapat merasakan diinterview dan menginterview temannya. Sama seperti pertemuan kedua, peneliti meminta siswa untuk mengerjakan latihan 3 dan 4 di luar kelas dan tidak mengganggu kelas lainnya. Seperti sebelumnya juga, siswa tetap diminta untuk

kerjasama saling mengkoreksi struktur kalimat, grammar, pemilihan vocabulary dan juga pronunciation.

- 11) Setelah selesai, Siswa kemudian kembali ke dalam kelas, setelah itu siswa ditunjuk secara acak untuk melaporkan hasil interviewnya dalam bahasa Inggris kepada teman-temannya di depan kelas. Dengan begitu, siswa dapat mengasah kemampuan berbicaranya di depan kelas.
- 12) Sebelum peneliti menutup pelajaran, dia menanyakan kesulitan-kesulitan yang siswa temui selama proses pembelajaran tadi dan menyimpulkan pelajaran hari ini. Peneliti, “what have been we learnt today, class?” Siswa “Giving advices and Warnings expressions, Miss”. “Did you find any difficulties during the lesson?” beberapa siswa diam, dan yang lainnya saling berdiskusi dengan teman sebangku untuk menjawab pertanyaan ini. “Halo class, do you listen to me?” siswa “Yes, Miss.” Siswa menambahkan “Nggak ada Miss”. Karena bel sudah berbunyi, kemudian peneliti meminta siswa untuk belajar di rumah dan mempersiapkan untuk pertemuan berikutnya.

7. Action Cycle II

a. Meeting 1

Hari/Tanggal : Senin, 5 November 2012

Pukul : 12.15 – selesai

Deskripsi :

- 1) Peneliti masuk bersama kolaborator ke kelas sekitar pukul 12.15. Beberapa siswa masih ada di luar, kemudian peneliti menunggu siswa masuk dan memulai pelajaran pada hari itu dengan mengucapkan salam dan menyapa siswa dalam Bahasa Inggris.
- 2) Setelah itu, peneliti mengatakan bahwa materi hari ini adalah asking dan giving opinion. Peneliti kemudian mereview materi Asking dan Opinion yang sebelumnya telah diajarkan, dengan meminta siswa menyebutkan beberapa ekspresi yang menyatakan asking dan giving opinions, dan menanyakan beberapa kata sulit (meliputi arti dan pengucapannya dengan benar). Setelah itu peneliti meminta siswa mendengarkan salah satu rekaman siswa yang dulu dikumpulkan pada peneliti. Siswa mendengarkan dengan seksama. Kemudian peneliti bertanya, “is there any comment on this project?” Beberapa siswa diam, namun ada beberapa siswa yang mencoba untuk menanggapi pertanyaan dari peneliti. “Bagus miss, tapi kurang panjang dialognya”. “great, Ok next?” ada satu siswa yang mengacungkan jari “itu cara pengucapannya ada yang salah ya miss, think=thing ya miss?” “great” peneliti memuji jawaban siswa. Karena tidak ada yang menanggapi lagi, akhirnya peneliti, memberi kesimpulan bahwa tadi yang dikatakan oleh dua orang siswa tadi itu benar. Pada saat merekam, siswa juga harus memperhatikan panjangnya dialog, cara pengucapan, dan juga pemilihan kata dan susunan kalimat. Oleh karena itu, pertemuan kali ini, siswa akan membuat dan merekam dialog lebih baik dari sebelumnya dengan memperhatikan panjangnya dialog, pengucapan, pilihan kata dan juga susunan kalimat.

- 3) Setelah itu, peneliti mengajak siswa mendengarkan satu dialog pendek kemudian bersama-sama mengidentifikasi ekspresi (asking dan giving opinions) yang digunakan. Setelah itu, siswa diminta membuka handout yang berisi ekspresi-ekspresi lengkap dari asking and giving opinions yang pernah diberi pada pertemuan sebelumnya. Peneliti menjelaskan cara pengucapannya lagi dan meminta siswa untuk mengikuti pengucapan peneliti, setelah itu peneliti menjelaskan beberapa poin dari dialog yang tadi didengar bersama-sama.
- 4) Setelah selesai, peneliti meminta siswa mengerjakan latihan dua, kemudian dibahas bersama-sama. Peneliti membaca dialog yang tadi didengarkan kepada siswa, dan meminta sepasang siswa untuk membaca ulang dialog tersebut dan kemudian, peneliti memberikan feedback.
- 5) Peneliti kemudian meminta siswa untuk mengerjakan latihan 3. Peneliti menunjuk satu siswa untuk membaca instruksi latihan 3 dengan keras, siswa ditanya apakah sudah paham dengan perintahnya. Kemudian setelah siswa paham, siswa diminta untuk mengerjakan. Siswa bekerja secara berkelompok, satu kelompok terdiri dari tiga orang. Dalam kelompok tersebut, masing-masing siswa belajar untuk menanyakan pendapat dan mengeluarkan pendapat secara spontan. Peneliti bertindak sebagai guide dan berjalan dari kelompok satu ke kelompok lainnya untuk memeriksa apakah siswa menemui kesulitan atau tidak dalam mengerjakan tugasnya. Pada latihan ini, siswa juga diminta untuk saling mengoreksi kesalahan teman-temannya. Ketika siswa menemui kesulitan, siswa langsung bertanya kepada peneliti untuk memastikan koreksi yang akan diberikan pada temannya, benar atau tidak. Mereka belum terlalu yakin atas koreksi mereka. Yuni, "Miss, what do you think of this sentence? Is it right? Are you sick? Your face is pale." "Right, Yuni. Good job" kata peneliti.
- 6) Setelah selesai, peneliti dan siswa melanjutkan pada latihan berikutnya yakni membuat dialog dan merekamnya. Siswa disediakan enam gambar yang berbeda dengan topic shopping. Siswa kemudian diminta untuk memilih satu dari enam topic tersebut kemudian secara berpasangan membuat dan merekam dialog sesuai gambar pilihannya. Proses membuat dan merekam dialog juga dilakukan di luar kelas dan tidak mengganggu kelas lainnya.
- 7) Setelah selesai, tugas dikumpulkan kepada peneliti dan kemudian peneliti secara acak menunjuk siswa dengan teman sebangkunya maju dan memilih gambar yang tadi tidak dipilih kemudian meminta siswa membuat dialog pendek secara spontan.
- 8) Sebelum peneliti menutup pelajaran, dia menanyakan kesulitan-kesulitan yang siswa temui selama proses pembelajaran tadi dan menyimpulkan pelajaran hari ini. Kemudian peneliti meminta siswa untuk belajar di rumah dan mempersiapkan untuk pertemuan berikutnya.

b. Meeting 2

Hari/Tanggal : Kamis, 8 November 2012

Pukul : 10.15 – selesai

Deskripsi :

- 1) Peneliti datang ke kelas bersama kolaborator setelah bel tanda istirahat berbunyi. Siswa di kelas sudah siap dengan buku dan kamus di meja. Peneliti membuka pelajaran dengan mengucapkan salam dan menyapa siswa dalam bahasa Inggris.
- 2) Setelah itu, peneliti menerangkan pada siswa bahwa pada hari ini kita akan belajar tentang satisfaction dan dissatisfaction. Sama seperti pertemuan sebelumnya, bahwa nanti kita juga akan membuat dan merekam dialog dengan mempertimbangkan beberapa aspek panjang dialog, pengucapan, pilihan kata dan struktur kalimat lebih baik dari projek sebelumnya.
- 3) Untuk memulai pelajaran, peneliti dan siswa bermain guessing games dengan tema tourist destination, siswa harus menjawab secara langsung empat pertanyaan yang diajukan peneliti mengenai gambar. Setelah itu, bersama-sama peneliti dan siswa membahas latihan 2 tentang identifikasi ekspresi dari satisfaction and dissatisfaction. Setelah itu mereview sedikit bagaimana pengucapan masing-masing ekspresi tersebut.
- 4) Setelah itu peneliti dan siswa mendengarkan dialog pendek, siswa diminta melingkari pilihan jawaban latihan 3 dan dibahas bersama-sama.
- 5) Setelah selesai, peneliti memberikan handout berisi transcript dari dialog yang tadi didengarkan. Kemudian meminta beberapa pasang siswa untuk membaca keras dialog tersebut. Setelah selesai, peneliti kemudian mereview cara pengucapan siswa dengan bertanya pada siswa, “how do you pronounce these words?” peneliti menuliskan beberapa kata yang pengucapannya salah. “museum, snorkeling, awesome, should, dll” peneliti memberikan kesempatan pada siswa untuk mengkoreksi pengucapan temannya tadi, beberapa siswa bisa mengkoreksi, tapi beberapa kata akhirnya peneliti yang membetulkan. Kemudian, peneliti meminta satu pasang lagi untuk membaca salah satu dialog dengan keras.
- 6) Setelah itu, siswa diminta mengerjakan latihan 5 untuk menceritakan pengalaman pribadi tentang liburannya dan menginterview temannya. Masing-masing siswa diminta menginterview satu temannya dengan lima pertanyaan tentang pengalaman liburan yang telah tersedia pada latihan 5. Siswa dengan semangat menginterview temannya. Pada kesempatan ini, peneliti tak lupa mengingatkan siswa untuk saling mengkoreksi kesalahan temannya.
- 7) Setelah selesai, peneliti kemudian mengajak siswa keluar kelas untuk praktek menginterview teman yang berbeda dengan pertanyaan-pertanyaan tentang pengalaman liburan. Interview tersebut direkam dengan menggunakan perekam suara, bisa berwujud HP, mp3, mp4, dll.
- 8) Setelah selesai, peneliti mengajak siswa kembali ke dalam kelas dan meminta siswa untuk melaporkan hasil interviewnya secara lisan di depan kelas.
- 9) Kemudian, peneliti menanyakan pada siswa, apa saja kesulitan yang dihadapi siswa selama pelajaran berlangsung. Peneliti menutup pelajaran pada hari itu, dengan

menyimpulkan isi pelajaran hari ini dan kemudian meminta siswa untuk belajar di rumah dan mempersiapkan untuk pertemuan berikutnya.

c. Meeting 3

Hari/Tanggal : Senin, 12 November 2012

Pukul : 12.15 – selesai

Deskripsi :

- 1) Peneliti masuk ke kelas setelah tanda bel istirahat kedua berbunyi bersama kolaborator. Sama seperti dua pertemuan sebelumnya pada Cycle 2 ini, peneliti bertujuan mengulang pelajaran pada pertemuan ketiga Cycle 1 yakni materi tentang giving advices and warnings. Seperti biasanya, peneliti membuka pelajaran dengan mengucapkan salam dan menyapa siswa.
- 2) Peneliti memberitahukan pada siswa tentang materi yang akan dipelajari hari ini adalah giving advices and warnings, materi yang telah diajarkan pada pertemuan sebelumnya. Sebelum memulai pelajaran peneliti mereview materi giving advices and warnings meliputi, ekspresinya, pengucapan kata, dan susunan kalimatnya.
- 3) Setelah itu, peneliti membagi siswa ke dalam beberapa kelompok, satu kelompok terdiri dari 4/5 orang, kemudian peneliti dan siswa membahas latihan satu yaitu tentang menamai gambar yang terdiri dari gambar drugs, alcohol, narkoba, dll. Dalam sesi diskusi, peneliti bertanya, “what do you see in the picture?” Siswa menjawab “Drugs and Alcohol Miss” kemudian berlanjut dengan pertanyaan dari Peneliti, “Are they dangerous for our body?” Siswa menjawab “Yes, Of course Miss”. Kemudian, Peneliti bertanya lagi, “Why are they dangerous?” siswa hanya saling pandang, kemudian Peneliti bertanya lagi “who knows the reason?” satu siswa mengangkat tangannya dan mencoba menjawab “I think, they, emm, merusak our health Miss” “what can we say “merusak” in English class?” look up your dictionary. Satu siswa berteriak “damage, Miss”. “Ok, Good. So, what’s your answer Rachel” Rachel menjawab “They damage our health, Miss”. Setelah itu siswa diberi beberapa vocabulary yang tertera pada latihan dua dan diminta membuka kamus untuk mencari sinonim atau artinya agar mempermudah siswa mengerjakan latihan berikutnya.
- 4) Kemudian, siswa diperdengarkan dialog untuk menjawab soal pilihan ganda pada latihan tiga, peneliti mengulang memutar rekaman dialog hingga 2 kali agar siswa dapat menjawab semua soal yang tersedia. Setelah selesai, peneliti dan siswa bersama-sama membahas jawaban dari soal-soal pada latihan tiga.
- 5) Kemudian, secara bersama-sama peneliti dan siswa mendengarkan dialog lagi dan mengidentifikasi ekspresi dari giving advices and warnings yang digunakan (latihan empat). Setelah selesai, peneliti menjelaskan ekspresi yang digunakan pada dialog tersebut kepada siswa, dan menjelaskan struktur kalimat yang digunakan pada ekspresi giving advices and warnings. Setelah itu, siswa diberi latihan pronunciation terkait dengan ekspresi-ekspresi giving advices and warnings (drilling).
- 6) Kemudian, siswa diminta mengerjakan latihan enam. Pada latihan enam siswa diminta untuk melengkapi table dan berkeliling kelas mewancarai beberapa siswa

tentang masalah yang dimiliki siswa dan kemudian memberi nasehat berkaitan dengan masalah tersebut, siswa diminta untuk merekam percakapannya. Pada latihan tersebut, tertera contoh yang dapat memudahkan siswa untuk memahami instruksi dari tugas tersebut. Karena beberapa siswa kesulitan, untuk menyebutkan masalah yang dia punya, peneliti membantu siswa dengan menyediakan flash cards berisi gambar, orang sakit, mengantuk di kelas, malas belajar dll, yang dapat dijadikan inspirasi bagi siswa untuk menentukan masalah yang dia punya. Setelah selesai, siswa mengumpulkan hasil tugasnya pada peneliti.

- 7) Pada akhir pelajaran, peneliti meminta siswa secara berpasangan maju ke depan kelas untuk membuat dan perform dialog secara spontan berdasarkan gambar yang dipilih siswa (latihan 7). Tugas ini dilakukan untuk menilai kemampuan berbicara siswa secara spontan dan natural.
- 8) Sebelum peneliti menutup pelajaran, peneliti menanyakan kesulitan-kesulitan yang siswa temui selama proses pembelajaran tadi dan menyimpulkan pelajaran hari ini. Pelajaran ditutup dengan berdoa dan ucapan salam.

8. Post-test

Pada tanggal 19 November 2012 peneliti datang ke sekolah sekitar pukul 12.15 kemudian masuk ke kelas XI IPS 1 bersama dengan Guru bahasa Inggris. Post-test dilakukan kepada 32 siswa di kelas itu. Bentuk pre-test yang dilakukan adalah speaking performance. Satu per satu siswa diminta memberikan kesannya terhadap pelajaran bahasa Inggris selama 1 bulan kemarin dalam bahasa Inggris. Siswa diberi waktu 2 menit untuk menceritakan pengalaman dan kesan-kesannya. Peneliti dan guru bersama-sama memberikan skor nilai untuk siswa. Skor nilai diperoleh dari kedua nilai digabung kemudian dibagi dua. Skor diberikan dengan mempertimbangkan empat aspek yakni *fluency, accuracy, grammar and vocabulary*.

APPENDIX B:
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

1. Interview dengan Guru Bahasa Inggris

- Hari/Tanggal : Selasa, 6 Maret 2012
- Pukul : 11.45 s/d selesai
- Peneliti : Selamat siang bu, boleh minta waktunya sebentar. Saya mau Tanya tentang proses belajar bahasa Inggris kalau di kelas.
- Guru : O iya boleh mba Yayuk. Mau Tanya apa dulu?
- Peneliti : Bu, kalau menurut ibu anak-anak itu susahnyanya kalau diajarin apa?
- Guru : Grammar mba, anak-anak itu susah banget kalau diajarin grammar. Katanya sulit, banyak rumusnya. Susah menghapalnya.
- Peneliti : O, begitu ya bu. Terus kalau skill lainnya seperti listening, speaking, reading sama writing, gimana itu bu?
- Guru : Ya karena anak-anak itu merasa kesulitan sama yang namanya grammar, jadi kalau saya ngajar ya lebih tentang grammar mba. Kalau untuk listening paling-paling saya putarkan rekaman soal kalau lagi ulangan, terus kalau writing saya biasanya sok kasih tugas siswa tak suruh nulis satu lembar setengah tentang topic tertentu terus dikoreksi grammarnya bersama-sama.
- Peneliti : Bagaimana untuk speaking dan readingnya bu?
- Guru : Kalau untuk reading, sebenarnya ga ada tugas khusus untuk reading. Misal kalau dikelas, saya tunjuk beberapa anak untuk membaca soal yang saya berikan itu juga udah termasuk reading kan ya mba yayuk?
- Peneliti : Iya bu. Terus kalau speaking bu? Apa aja kegiatannya?
- Guru : kalau speaking, kebetulan semester ini belum mba yayuk, soalnya saya lagi focus buat ngajar grammar. Kalau anak-anak paham grammar kan, bahasa Inggrisnya insyaAllah bagus. Kalau di test TOEFL kan yang penting grammarnya kan.
- Peneliti : O iya ya bu, terus bu. Selama semester ini buku apa yang dipakai ibu untuk mengajar?
- Guru : Saya pakai 2 mba, yang satu buku paket dari Erlangga sama satu LKS. Tapi berhubung waktu pelajaran habis buat grammar, saya jadi jarang pakai buku itu. Latihan-latihan di buku dan LKS saya minta anak-anak kerjain, ya itung-itung buat . Jadi kan anak-anak terus belajar di rumah.
- Peneliti : Bu, boleh saya pinjam buku sama LKSnya mau tak fotokopi bu.
- Guru : Nda usah difotokopi mba Yayuk, ini saya pinjami aja. Saya punya dua kok mba.
- Peneliti : Haduh bu, ndak ngrepotin.
- Guru : Ah, nda pa pa mba. Sama murid sendiri kok ya.
- Peneliti : Iya bu, makasih banyak ya bu.
- Guru : Iya, sama-sama mba.
- Peneliti : O iya bu, boleh saya pinjam silabus sama RPPnya?
- Guru : Aduh, yang hard filenya itu mau dipakai mba. Kalau tak kasih yang soft copynya aja gimana mba? Tapi besok hari ini saya nda bawa laptop je.

- Peneliti : Iya, gapapa bu. Makasih ya bu. Kalau begitu saya permisi dulu bu, sekali lagi makasih ya bu buat waktunya.
- Guru : O iya. Sama-sama mba Yayuk. Besok jangan lupa bawa flashdisk.
- Peneliti : Iya bu, Assalamu'alaikum.

2. Interview dengan Siswa

- Hari/Tanggal : Selasa, 6 Maret 2012
- Pukul : 13.55 s/d selesai
- Peneliti : Dek, boleh minta waktunya sebentar. Namanya siapa?
- Wahyu : Wahyu mba.
- Peneliti : Wahyu, suka nggak sama pelajaran bahasa Inggris.
- Wahyu : Emm, suka sih mba tapi, pelajaran bahasa Inggris itu susah e mba.
- Peneliti : Susahnya kenapa?
- Wahyu : Banyak rumus yang mesti dihafalin.
- Peneliti : Haha, kok kayak matematika dek, banyak rumusnya. Rumus apa aja sih dek?
- Wahyu : itu lho mba, tenses-tenses. Kan banyak baged, susah.
- Peneliti : O gitu ya. Terus kalau speaking, menurut kamu susah apa nggak?
- Wahyu : Waduh, jarang speaking e mba, malah kayaknya pas kelas 2 ini gak pernah tuh. Pas kelas satu pernah mba. Tapi, tetep aja sama susahnya mba, kan.. emm, kalau lagi ngomong trus nggak tau bahasa Inggrisnya jadi gak bisa nerusin ngomongnya mba.

3. Interview dengan Siswa

- Hari/Tanggal : Selasa, 6 Maret 2012
- Pukul : 13.55 s/d selesai
- Peneliti : Dek Tri, kamu suka pelajaran bahasa Inggris nggak?
- Tri : Agak suka mba. Hehe
- Peneliti : Kok agak suka, emangnya Bahasa Inggris tu susah po?
- Tri : Iya mba susah. Rumusnya banyak.
- Peneliti : O, berarti sama donk kayak Wahyu tadi, susah ngafalin rumus.
- Tri : Iya mba.
- Peneliti : Terus kalau speakingnya sih? Kamu lancer gak kalau ngomong pake bahasa Inggris?
- Tri : Waduh mba, yang tulisnya aja susah apalagi kalau buat ngomong. Saya gak bisa mba.
- Peneliti : Kok gak bisa?
- Tri : Iya mba, kan itu lho mba kata-kata bahasa Inggrisnya. Saya kan Cuma tau dikit-dikit. Jadi gak bisa kalau ngomong.

4. Interview dengan Guru Bahasa Inggris

- Hari/Tanggal : Kamis, 30 Agustus 2012
- Pukul : 11.50 s/d selesai
- Peneliti : Selamat siang bu, boleh minta waktunya sebentar?

- Guru : Iya silakan, mba Yayuk.
- Peneliti : Bu, kalau ibu mau ngajar. Persiapan apa yang biasanya ibu lakukan?
- Guru : Ya biasa mba, materinya. Kalau missal saya mau kasih latihan buat anak-anak, saya fotokopi dulu lembar latihannya sebanyak anak-anak yang ada di kelas.
- Peneliti : O begitu ya bu. Terus, buku yang masih dipakai apa masih buku yang dari Erlangga sama LKS bu?
- Guru : Iya mba, buat PR anak-anak, biar mereka belajar di rumah.
- Peneliti : Terus bagaimana dengan semester ini bu, menurut ibu ada kesulitan nggak buat ngajar anak-anak?
- Guru : Ya biasa mba, kayak yang kemarin, anak-anak tuh susah banget kalau diajarin grammar. Pada nda hafal-hafal rumusnya.
- Peneliti : O jadi masih kayak yang kemarin ya bu, ngajarnya lebih ditekankan pada grammar?
- Guru : Iya mba, grammar kan penting mba. Biar anak-anak bisa bisa bahasa Inggris, harus menguasai grammarnya dulu.
- Peneliti : Terus, bagaimana dengan speakingnya bu?
- Guru : Wah, untuk semester ini saya belum memasukkan kegiatan speaking e mba. Sekarang materinya baru masuk tenses.
- Peneliti : Kalau begitu, siswa belum diberi kesempatan buat ngomong dalam bahasa Inggris donk bu?
- Guru : Ya iya mba, pas dulu kelas satu si udah. Kebetulan, kan saya yang ngajar mereka pas kelas satu. Saya suruh mereka maju satu per satu buat menceritakan pengalaman liburan.
- Peneliti : Terus gimana bu hasilnya?
- Guru : Wah, jelek jelek e mba. Paling satu dua yang lulus.
- Peneliti : Kok bisa begitu bu?
- Guru : Iya mba, misal baru maju ke depan, baru ngomong sepatah dua patah kata udah minta mundur lagi, minta waktu buat belajar katanya. Penguasaan vocabnya kurang mba. Kalau bikin kalimat juga salah melulu grammarnya. Makanya, saya ngajarnya focus sama grammar.
- Peneliti : Terus kenapa gak dilanjutin itu speakingnya bu?
- Guru : Waktunya kurang e mba. Mending saya pakai buat ngajar grammar ketimbang untuk speaking. Kalau speaking mereka bisa belajar sendiri, otodidak gitu mba. Yang penting kan TOEFLnya besok sukses.
- Peneliti : O begitu ya bu. Ya sudah bu, saya permisi dulu. Makasih banyak waktunya bu.
- Guru : Iya, sama-sama mba.

5. Interview dengan Siswa

- Hari/Tanggal : Kamis, 30 Agustus 2012
- Pukul : 13.50 s/d selesai
- Peneliti : minta waktunya sebentar ya dek rizal?
- Rizal : Iya mba.

- Peneliti : Dek Rizal, suka gak sama pelajaran bahasa Inggris?
 Rizal : Emm, suka sih mba. Tapi kalau grammarnya nggak.
 Peneliti : banyak rumus yang mesti dihafalin ya?
 Rizal : Iya mba.
 Peneliti : Lha terus kalau speaking si? Menurut kamu, kamu udah pinter ngomong pake bahasa Inggris belum?
 Rizal : Wah, boro-boro mba. Ngomong satu kalimat bener aja udah syukur kok. Hehe
 Peneliti : Berarti kamu gak lancar donk kalau ngomong pake bahasa Inggris?
 Rizal : iya mba, susah. Abis dari dulu juga gak pernah diajarin sama bu Diah kok mba.
 Peneliti : Kamu pengen gak bisa ngomong pake bahasa Inggris?
 Rizal : Ya pengen lah mba, kan keren mba bisa cas cis cus ngomong pake bahasa Inggris.
 Peneliti : Haha, ada-ada aja kamu. Yasudah, makasih ya waktunya.
 Rizal : Iya mba.

6. Interview dengan Siswa

- Hari/Tanggal : Kamis, 30 Agustus 2012
 Pukul : 13.50 s/d selesai
 Peneliti : Dek Tiyar suka gak sama pelajaran bahasa Inggris?
 Tiyar : suka mba.
 Peneliti : Kenapa suka?
 Tiyar : Ya soalnya bahasa Inggris itu penting buat besok kalau mau ngelanjutin kuliah atau kerja. Ya mau gak mau harus suka.
 Peneliti : O gitu, lha terus gimana kalau speaking? Udah pernah diajarin speaking belum sama bu guru?
 Tiyar : kelas dua ini belum e mba. Ibunya ngajar grammar terus. Pusing mba.
 Peneliti : lha dulu pas kelas satu, gimana? Udah pernah diajar speaking belum?
 Tiyar : udah mba sekali, disuruh maju cerita tentang pengalaman liburan.
 Peneliti : terus gimana speaking kamu? Lancar gak ngomongnya?
 Tiyar : hehe, gak bisa mba. Gak bisa ngomongnya.
 Peneliti : lha kok gak bisa ngomongnya?
 Tiyar : lha kan saya gak tau semua kata bahasa inggrisnya apa mba. Saya juga takut mbok saya salah ngomongnya.
 Peneliti : O gitu. Ya udah. Makasih waktunya ya, kamu boleh pulang.
 Tiyar : Sama-sama mba.

7. Interview dengan Siswa

- Hari/Tanggal : Kamis, 30 Agustus 2012
 Pukul : 13.50 s/d selesai
 Peneliti : maaf ya dek puji, minta waktunya sebentar. Jadi telat pulang yaa.
 Puji : Iya gak papa mba. Itu saya ditungguin sama temen saya kok.
 Peneliti : Langsung aja ya dek, menurut kamu bahasa Inggris tuh susah gak?

- Puji : Iya, susah banget mba.
 Peneliti : Kenapa susahnya?
 Puji : Ya susah aja pokoknya mba, semuanya susah.
 Peneliti : Iha kalau speaking sih?
 Puji : Wah itu paling susah mba, saya gak berani ngomong kalau udah maju di depan mba.
 Peneliti : Iha dulu, bukannya udah pernah pengalaman speaking? Kata Tiyyar tadi pas kelas satu disuruh maju satu per satu cerita tentang pengalaman liburan.
 Puji : Iya mba, tapi saya susah ngomongnya, takut salah juga. Jadi pas disuruh cerita itu, ceritanya ya putus-putus mba, terbatas sama penguasaan vocab Inggris sih mba.
 Peneliti : O gitu, ya udah gitu aja kok. Makasih waktunya ya?
 Puji : Iya, sama-sama mba.

8. Interview dengan Siswa

- Hari/Tanggal : Senin, 22 Oktober 2012
 Pukul : 13.50 s/d selesai
 Peneliti : Gimana dek dengan pelajaran hari ini?
 Dwi : Nyenengin miss. Bisa belajar bareng sama teman sebangku, jadi kalau ada kesulitan langsung bisa ditanyain sama temennya.
 Peneliti : Terus, kalau pair-tapingnya sih? Ada kesulitan gak?
 Dwi : Nggak kok miss, asyik-asyik aja. Kita bisa ndengerin ulang dialog yang direkam pertama bareng-bareng, terus bisa memperbaikinya kemudian direkam lagi.
 Peneliti : Jadi, sekarang udah berani ngomong pake bahasa Inggris nih ceritanya?
 Dwi : Iya miss, tapi kan sama temen sebangku jadi gak malu kalau misal bikin salah. Hehe

9. Interview dengan Siswa

- Hari/Tanggal : Senin, 22 Oktober 2012
 Pukul : 13.50 s/d selesai
 Peneliti : Gimana dim, pelajaran hari ini? Menyenangkan gak?
 Dimas : Iya miss. Gak pusing mikirin grammar terus. Hehe
 Peneliti : Terus, gimana sama pair-tapingnya itu tadi?
 Dimas : Iya miss, jadi semangat buat belajar speaking. Tapi sayang miss, kelas jadi ramai, jadi gak bisa fokus.
 Peneliti : Iya dim, bener. Kalian terlalu bersemangat jadi ramai deh kelasnya. Gimana, kamu punya usul untuk pertemuan selanjutnya?
 Dimas : Kalau pas pair-taping, di luar kelas aja miss, jadi kan lainnya pada gak ganggu.
 Peneliti : Iya, nanti saya diskusikan dulu sama bu Diah. Makasih ya dim, usulnya.

10. Interview dengan Siswa

- Hari/Tanggal : Senin, 22 Oktober 2012
- Pukul : 13.50 s/d selesai
- Peneliti : Gimana Sin, pelajaran hari ini?
- Sinta : menyenangkan miss. Seru ngrekam suara kita pakai Hp, jadi bisa belajar dari kesalahan.
- Peneliti : tadi sama partnernya saling koreksi gak?
- Sinta : Iya donk miss, tadi temen saya mbantuin nyari vocab yang saya gak tau bahasa Inggrisnya apa. Terus saya juga mbenerin pronounciation temen saya pas lagi ngucapin kata “think”
- Peneliti : Bagus, lanjutin ya buat pertemuan berikutnya.
- Sinta : Iya Miss.
- Peneliti : Menurut kamu, handouts yang saya kasih itu berguna nggak tadi buat pelajaran di kelas.
- Sinta : Ya berguna banget Miss. Kan handouts isinya materi pelajaran Miss. Kalau nggak punya, kan nggak bisa ngikutin pelajaran. Apalagi handoutnya gratis. Hehe
- Peneliti : Terus manfaat lainnya dari handouts tadi, menurut kamu apa?
- Sinta : Jadi nggak usah nulis-nulis lagi Miss. Kan materinya udah ada, paling kalo perlu nulis kalo ada materi yang nggak ada di handout, baru aku tulis Miss. Terus, buat belajar juga jadi enak Miss.
- Peneliti : Terus kalau soal materinya dek, ada tanggapan nggak buat yang saya kasih hari ini?
- Sinta : Bagus kok Miss, ada gambar-gambarnya, terus kita juga jadi punya pengalaman listening dialog buat dipelajari.
- Peneliti : Apakah kamu merasa termotivasi kalau belajar menggunakan gambar sama rekaman dialog?
- Sinta : Iya Miss. Kalau ngeliat gambar, kan jadi gampang mbayangin tentang yang mau dibahas itu apa, terus kalau misal listening rekaman dialog itu bisa bikin kita termotivasi biar bisa ngomong kayak di rekaman itu Miss.
- Peneliti : O gitu ya, ya udah makasih waktunya ya Dek Sinta.

11. Interview dengan Guru

- Hari/Tanggal : Senin, 22 Oktober 2012
- Pukul : 14.00 s/d selesai
- Peneliti : Gimana bu tadi dengan pelajarannya bu?
- Guru : Bagus mba, anak-anak pada aktif bicara pake bahasa Inggris. Semangat banget. Tapi sayang ya mba, kelasnya jadi gaduh.
- Peneliti : Iya bu.
- Guru : Makanya, nanti mba Yayuk cari cara biar anak-anak gak ramai kayak tadi ya mba.

- Peneliti : Boleh gak bu, kalau anak-anak saya kasih tugasnya di luar kelas. Jadi, pas latihan pake pair-taping mereka di luar kelas.
- Guru : Iya mba, boleh boleh. Tapi jangan sampai mengganggu kelas lainnya ya mba.
- Peneliti : Iya bu.

12. Interview dengan Siswa

- Hari/Tanggal : Senin, 29 Oktober 2012
- Pukul : 13.50 s/d selesai
- Peneliti : Bagaimana dengan pelajaran hari ini menurut kalian, ada kesulitan nggak?
- Azhar : Nggak kok miss, lancar-lancar aja tuh.
- Peneliti : Iha terus kalau pair-tapingnya sih?
- Rahayu : Kalau aku masih belum Pede sama dialogku miss, jadi kayak tadi masih sering tanya-tanya sama miss kalau misal kata-kata atau kalimat yang aku gunain bener apa nggak.
- Khanifa : Iya miss, aku juga. Soalnya sebelumnya gak pernah speaking kayak gini sih miss.
- Peneliti : Iya, gak papa. Lha terus kalau diskusi sama temen sih diskusiin apa? Bukannya temennya mbantuin kamu buat ngoreksi performance kamu?
- Azhar : Iya miss, kalau si Dimas tadi mbenerin pronunciationku sama ngajarin aku beberapa kata sulit yang aku nggak tau artinya apa.
- Rahayu : Iya, iya miss. Sama kayak aku, tadi aku sama Rachel juga gitu. Pas bikin dialog, kita bareng-bareng saling bantu buat dialog yang bagus trus sambil saling ngajarin.
- Peneliti : Nah gitu, besok diterusin pertemuan berikutnya ya.
- Rahayu : Iya miss.
- Azhar : Iya miss.
- Khanifa : Iya miss.
- Peneliti : Kalau soal speakingnya, udah mulai pada lancar belum?
- Khanifa : Alhamdulillah kalau aku miss, tapi belum lancar-lancar banget miss. Kalau disuruh maju kayak tadi masih deg-degan miss, kan grogi kalau diliatin temen sekelas miss. Tapi kalau Cuma berdua kan enggak. Hehe
- Peneliti : Terus gimana kalo kamu azhar, menurut kamu ada peningkatan gak untuk kemampuan speaking kamu?
- Azhar : Iya, Miss. Kalo menurutku, sekarang ngomongku udah lebih lancar dari sebelumnya. Terus kalo ngomong juga gak asal ngomong, kan udah diajarin pronunciation Miss.
- Peneliti : Kalo Rahayu, gimana. Menurut kamu kemampuan speaking kamu udah meningkat belum?
- Rahayu : Iya. Sedikit Miss. Tapi, aku masih belum Pede kalo disuruh maju ke depan. hehe.
- Peneliti : O gitu ya, tapi tetep harus rajin belajar ya, yang semangat biar ngomongnya nanti lancar.

Semua : Iya miss.

13. Interview dengan Siswa

Hari/Tanggal : Senin, 12 November 2012

Pukul : 13.50 s/d selesai

Peneliti : Gimana sekarang, udah pada berani ngomong gak? Ngomongnya lancar gak?

Supardi : Iya miss, sekarang aku udah Pede ngomong di depan kelas. Kan udah terbiasa ngomong miss.

Rachel : Iya miss, sama. Aku juga iya. Asyik e miss udah gak takut salah ngomong. Hehe

Peneliti : Kalau kamu gimana Puji?

Puji : Iya Miss, tapi masih sedikit deg-degan kalau disuruh maju sendiri.

Peneliti : Gak papa, yang penting tetep latihan nanti lama-lama juga bisa. Sekarang, menurut kalian kemampuan speaking kalian udah meningkat belum?

Rachel : Iya donk miss, ngomongnya udah agak lancar, beda sama sebelum diajar sama Miss.

Puji : Iya Miss, terus sekarang kalau ngomong pake bahasa Inggris juga udah gak asal ngucapin, udah tau sedikit pronunciationnya. Hehe

Supardi : Iya Miss.

14. Interview dengan Guru

Hari/Tanggal : Senin, 19 November 2012

Pukul : 13.50 s/d selesai

Peneliti : Menurut ibu, bagaimana kemampuan speaking siswa sekarang? Ada peningkatan apa nggak setelah menggunakan teknik pair-taping?

Guru : Iya mba, udah pada Pede maju ke depan. Terus ngomongnya juga pada lancar-lancar. Seneng saya lihatny mba.

Peneliti : Kalau dari tingkat keaktifan siswa, menurut ibu ada peningkatannya gak bu?

Guru : Ya ada nu mba, lha itu sekarang anak-anak udah pada mulai pede, ngacung, terus tanya ini itu, kadang-kadang juga njawab soal, gak kayak pas awal pertemuan to, harus ditunjuk dulu, baru anaknya mau.

Peneliti : Alhamdulillah kalau gitu ya bu, terus menurut ibu ada kemungkinan gak ya kalau teknik pair-taping ini diterusin sama ibu buat ngajar speaking.

Guru : Iya, bisa itu mba. Daripada tak suruh maju satu per satu, mending saya kasih tugas berpasangan kayak gitu saya minta kerjakan di rumah, kan bisa to mba?

Peneliti : Iya bu. Kalau begitu terimakasih ya bu atas waktunya.

APPENDIX C: COURSE GRID

IMPROVING STUDENTS' SPEAKING PRACTICES OF XI GRADE IN SMA N 1 GOMBONG THROUGH PAIR-TAPING IN THE ACADEMIC YEAR OF 2012/2013

Course Grid

School : SMA N 1 Gombong
Subject : English

Class : XI IPS 1
Skill : Speaking / 1st semester

| Standard of Competence | Basic Competence | Topic | Indicators | Objective | Materials | Media | Teaching Method | Activities | | Classroom Management | Sources |
|--|--|-----------------------|--|---|--|--|-----------------|--|--|---|---|
| | | | | | | | | Teacher | Students | | |
| 3. Expressing formal and sustained transactional and interpersonal dialogues in the daily context. | 3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogues fluently accurately, & acceptably using spoken language in daily life dealing with the speech acts such as: | Students' environment | Identify the expressions of giving and asking opinions | Students are able to <i>give and ask opinions</i> . | a. Language functions - Giving opinions • I think (that) ... • I believe (that) ... • In my opinion ... • It seems to me (that) ... • As far | Pictures Audio (dialog) Work-sheet | PPP | <ul style="list-style-type: none"> Shows a picture and ask students questions Plays a recording Asks the students to identify the expressions of giving and | <ul style="list-style-type: none"> Answer teacher's questions about the picture Listen to the recording identify the expressions of giving and asking opinions from the | <ul style="list-style-type: none"> Whole-class Whole-class Whole-class | <ul style="list-style-type: none"> (http://www.scribd.com/doc/86447887/Asking-and-Giving-Opinion) Cambridge dictionary Doddy, Achmad dkk. 2008. <i>Developing English Competencies 2: for Senior High</i> |

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| | giving opinion and asking opinion | | <ul style="list-style-type: none"> Pronounce the expressions of giving and asking opinions correctly | | <p>as I'm concerned ...</p> <ul style="list-style-type: none"> If you ask me ... I think that ... <p>- Asking opinions</p> <ul style="list-style-type: none"> What do you think of ...? What do you think about ...? Do you think ...? How about ...? <p>b. Vocabulary and pronunciation</p> <ul style="list-style-type: none"> Opinion = /ə'ɪnɪən/ Think = /θɪŋk/ Concern = /kən'sɜːn/ | handout | | <p>asking opinions</p> <ul style="list-style-type: none"> Gives the students task 1 and asks them to identify the expressions and classify them into giving and asking opinion expressions Models how to pronounce the expressions | <p>dialog</p> <ul style="list-style-type: none"> identify the expressions of giving and asking opinions from a list of expressions (task 1) read and pronounce the expressions correctly (repeat the teacher's pronunciation) | <ul style="list-style-type: none"> Whole-class Whole class | <p>School (SMA/MA) grade XI. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <ul style="list-style-type: none"> Priyana, Joko. 2008. <i>INTERLAN GUAGE: English for Senior High School Students XI Science and Social Study Programme</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |
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| | | | <ul style="list-style-type: none"> • Use expressions of giving and asking opinions in dialogs correctly • Create and practice a dialog containing giving and asking opinions in pairs | | <ul style="list-style-type: none"> • Believe = /bɪ 'li: v / • etc. <p>c. Dialogs (Spoken text) Example: Dialog <i>Chiko and Chica are friends. They are talking about their favorite music.</i> Chiko : chica, what do you think of pop music recently? I mean, do you like them? Chica : Well, I'd say I don't really like them. I'd prefer jazz. Chiko : why? I think pop music is very entertaining. Chica : in my opinion, jazz music is</p> | <p>Work-sheet</p> <p>Work-sheet</p> <p>Mobile phone</p> | <ul style="list-style-type: none"> • Gives the students work-sheet of completing dialog exercises • Asks the students to create a dialog in pairs (task 4) • Asks the students to practice and tape the dialogs which had been made in pairs | <ul style="list-style-type: none"> • complete dialog with correct expressions • create a dialog with certain topic based on pictures in task 4 • practice the dialog and tape the dialog then submit the best recording to the teacher | <ul style="list-style-type: none"> • Individual • in pairs/ small groups of three • in pairs/ small groups of three | |
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| | | | <ul style="list-style-type: none"> • Pronounce the expressions of satisfaction and dissatisfaction correctly • Classify satisfactory and unsatisfactory dialogue by identifying the expressions used • Use correct expressions of satisfaction and dissatisfaction in dialogs | <ul style="list-style-type: none"> • displeased with • discontented with • dissatisfied with • disappointed with.... Informal • Horrible! • Very sad! • Annoying! • Disappointing! • Frustrating <p>b. Vocabulary and pronunciation</p> <p>Pleased: /plɪ : zɪd/</p> <p>Satisfied: /sætɪsfaɪd/</p> <p>Content: /kɒntɛnt/</p> <p>Delighted: /dɪlaɪtɪd/</p> | <p>handout</p> <p>Work-sheet</p> <p>Work sheet</p> | <ul style="list-style-type: none"> • Models how to pronounce the expressions correctly • Gives the students work-sheet task 1 • Gives the students task of completing dialogues (task 2) | <ul style="list-style-type: none"> • read and pronounce the expressions correctly • study the dialogue and classify the dialogues into satisfactory or unsatisfactory events (task 1) • complete the dialogues with correct expressions | <ul style="list-style-type: none"> • Whole-class • In pairs • Individual | |
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| | | | <ul style="list-style-type: none"> • Create a dialog containing expressions of satisfaction and dissatisfaction in pairs. • Perform the dialogs in front of the class. | | <p>Disappointed : /ɪnˈtɪd/</p> <p>Terrific: /tɪˈfɪk/</p> <p>Fantastic: /fænˈtæstɪk/</p> <p>Smashing: /ˈsmæʃɪŋ/</p> <p>Annoying: /əˈnɔɪɪŋ/</p> <p>Frustrating: /frʌˈstrɛɪtɪŋ/</p> <p>Horrible: /hɒrɪˈbl/</p> <p>c. Dialogs (Spoken text) Example: Dialog</p> <p>d. Pictures</p> | recorder player (tape/mobile phone) | | <ul style="list-style-type: none"> • Asks the students to create a dialog • Asks the students to practice and tape the dialogs • Ask the students to perform their dialog | <ul style="list-style-type: none"> • create a dialog based on situation • Practice and tape the dialogs and then choose the best recording and submit to the teacher • perform their dialog in front of the class | <ul style="list-style-type: none"> • in pairs/ small groups of three • in pairs/ small groups of three • in pairs | |
| 3. Expressing formal and sustained transactional and interpersonal dialogues in | 3.2 Expressing the sense of formal and sustained transactional and interpersonal | Vacation | | Students are able to <i>give advices and warnings.</i> | a. Language functions - Giving advices To do something: • I think you should ... | picture | PPP | <ul style="list-style-type: none"> • Shows a picture and ask the students questions about the picture. | <ul style="list-style-type: none"> • Answer teacher's questions | <ul style="list-style-type: none"> • Whole-class | <ul style="list-style-type: none"> • Cambridge dictionary • Priyana, Joko. 2008. <i>INTERLAN GUAGE: English for</i> |

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| the daily context. | dialogues accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: <i>giving advices and warnings</i> | | <ul style="list-style-type: none"> Identify the expressions of giving advices and warnings | | <ul style="list-style-type: none"> If I were you, I'd ... You'd better ... Take my advice and ... Not to do something I don't think you should ... I wouldn't ..., if I were you. You'd better not ... I wouldn't advice ... - warnings Look out! Be careful of Make sure you Watch out for <p>b. Vocabulary and pronunciati on</p> <p>Addictive: / ə</p> <p>Drug: /dr ʌ</p> <p>Abuse:</p> | Audio (dialog) | | <ul style="list-style-type: none"> Plays a recoding Asks the students to identify the expressions of giving advices and warnings Gives the students task 1 Models how to pronounce the expressions | <ul style="list-style-type: none"> listen to a recording as a model dialog identify the expressions of giving advices and warnings from the dialog identify the expressions of giving advices and warnings from a dialogue (task 1) read and pronounce the expressions correctly | <ul style="list-style-type: none"> Whole-class Whole-class Whole class | <i>Senior High School Students XI Science and Social Study Programme</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |
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| | | | <p>warnings</p> <ul style="list-style-type: none"> • Use correct expressions of giving advices and warnings • Create a dialog containing expressions of giving advices and warnings in pairs • Make an interview containing expressions of giving advices and warnings. | <p>/ ə' d Advice: / əd' Rehabilitatio: / ,ri: .hə, b rɪ.ɪ ' ter .ʃ ə n/ Should: / ʃʊ d/ Etc</p> <p>c. Dialogs (Spoken text) Dialog</p> <p>d. Pictures</p> | <p>Work sheet</p> <p>recorder (tape/ mobile phone)</p> <p>recorder (tape/ mobile phone)</p> | | <ul style="list-style-type: none"> • Gives the students worksheet of completing giving advice and warning sentence exercises • Asks the students to create a dialog in pairs through pair-taping • Guides the students to interview their partner about | <ul style="list-style-type: none"> • complete sentences with correct expressions • create a dialog based on situations then continued with pair-taping and submit the best record • interview the partner with topic of drug abuse and tape the interview using | <ul style="list-style-type: none"> • Individual • in pairs/ small groups of three • in pairs | |
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| | | | | | | | | drug abuses through pair- taping | mobile phone and submit the best record | | |
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IMPROVING STUDENTS' SPEAKING PRACTICES OF XI GRADE IN SMA N 1 GOMBONG THROUGH PAIR-TAPING IN THE ACADEMIC YEAR OF 2012/2013

Course Grid

School : SMA N 1 Gombong
Subject: English

Class : XI IPS 1
Skill : Speaking / 1st semester

| Standard of Competence | Basic Competence | Topic | Indicators | Objective | Materials | Media | Teaching Method | Activities | | Classroom Management | Sources |
|--|--|----------|--|--|---|---|-----------------|--|---|---|---|
| | | | | | | | | Teacher | Students | | |
| 3. Expressing formal and sustained transactional and interpersonal dialogues in the daily context. | 3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogues accurately, fluently & acceptably using spoken language in daily life dealing with the speech | Shopping | - Identify the expressions of giving and asking opinions | Students are able to <i>give and ask opinions.</i> | e. Language functions - Giving opinions • I think (that) ... • I believe (that) ... • In my opinion ... • It seems to me (that) | One sample student's recording audio Audio (dialog) | PPP | <ul style="list-style-type: none"> Plays the recording Presents the dialog (playing an audio dialog) Asks the students to identify the expressions of giving and asking | <ul style="list-style-type: none"> Review last material listen to a short dialog as a model identify the expressions of giving and asking opinions from the dialog | <ul style="list-style-type: none"> Whole-class Whole-class Whole-class | <ul style="list-style-type: none"> (http://www.cribd.com/doc/86447887/Asking-and-Giving-Opinion) Cambridge dictionary Priyana, Joko. 2008. <i>INTERLANG UAGE: English for Senior High School</i> |

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| | acts such as: <i>giving opinion and asking opinion</i> | | <ul style="list-style-type: none"> - Construct a dialog containing expressions of giving and asking opinion - Perform dialogs containing expressions of giving and asking opinions in pairs fluently and accurately - Construct and | | <p>...</p> <ul style="list-style-type: none"> • As far as I'm concerned ... • If you ask me ... • I think that ... <p>- Asking opinions</p> <ul style="list-style-type: none"> • What do you think of ...? • What do you think about ...? • Do you think ...? • How about ...? <p>f. Vocabulary and pronunciation</p> <ul style="list-style-type: none"> - Think : /θɪŋk/ - Reckon : /'rek.ən/ | <p>handout</p> <p>worksheet</p> <p>handout</p> <p>Worksheet</p> | | <p>opinions</p> <ul style="list-style-type: none"> • Gives the students handout • Plays the recording and gives the students worksheet • Guides and corrects the students' mistake (pronunciation) • Manages | <ul style="list-style-type: none"> • discuss further the expressions of asking and giving opinion (vocabulary and pronunciation) • listen the recording again and arrange jumbled sentences into a good dialog. • practice and perform the dialog in pairs • create | <ul style="list-style-type: none"> • Whole-class • Whole class • In pairs • Groups of | <p><i>Students XI Science and Social Study Programme.</i> Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> |
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| | | | <p>pronounce the expressions of giving and asking opinions</p> <p>- Create a dialog containing expressions of giving and asking opinions in pairs</p> <p>- Tell the experience of using pair-taping</p> | <p>- Convince : /kən'vɪns/</p> <p>- Comment : /'kɒmən't/</p> <p>- Reaction : /ri'æʃən/</p> <p>- etc.</p> <p>g. Dialogs (Spoken text) Mother: What do you think of this refrigerator? Sarah: I think the other one's better. Mother: Really? But this one's cheaper. And look at the design. It's great, isn't it? Sarah: Yes, but it doesn't have an Energy Star sticker.</p> | <p>recorder (tape/mobile phone)</p> | <p>and guides students in groupings</p> <ul style="list-style-type: none"> • Guides the students holding interview and assess the students' performance • Ask the students to tell their experience of using pair-taping | <p>asking and giving opinion expressions orally in groups of three</p> <ul style="list-style-type: none"> • By turn, each student holds real interviews about their last vacation min with two students and tapes the interviews • Tell their experience of using pair-taping, will it be different from cycle 1 or not. | <p>three</p> <ul style="list-style-type: none"> • in pairs/ small groups of three • individual | |
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| | | | | | Mother: What does a sticker affect? (see lesson plan) h. Pictures | | | | | | |
| 3. Expressing formal and sustained transactional and interpersonal dialogues in the daily context. | 3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogues accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: <i>expressing satisfaction and dissatisfaction</i> . | Vacation | <ul style="list-style-type: none"> Identify the expressions of satisfaction and dissatisfaction Recognize the content of a dialog containing expressions of satisfacti | Students are able to <i>express satisfaction and dissatisfaction</i> | <p>e. Language functions</p> <p>- Satisfaction</p> <p>Formal:</p> <ul style="list-style-type: none"> very pleased with content with satisfied with very delighted with.... <p>Informal:</p> <ul style="list-style-type: none"> Super! Great! Terrific! Fantastic! Smashing! <p>- Dissatisfaction</p> <p>Formal</p> | <p>Pictures</p> <p>Handout</p> <p>Audio (dialog)</p> <p>Worksheet</p> | PPP | <ul style="list-style-type: none"> presents the pictures explains the students about the expressions of satisfaction and dissatisfaction Presents the dialog (playing an audio dialog) Give worksheets | <ul style="list-style-type: none"> Guess the tourist resort names Identify expressions of satisfaction and dissatisfaction listen to a short recording as a model dialog answer the questions task | <ul style="list-style-type: none"> Whole-class Whole-class Whole-class Individual | Cambridge dictionary Priyana, Joko. 2008. <i>INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |

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| | | | <p>on and dissatisfaction</p> <ul style="list-style-type: none"> Practice and perform the dialog with correct pronunciation Construct expressions of satisfaction and dissatisfaction Create and tape dialogs containing expressions of satisfaction and | <ul style="list-style-type: none"> displeased with discontented with dissatisfied with disappointed with.... <p>Informal</p> <ul style="list-style-type: none"> Horrible! Very sad! Annoying! Disappointing! Frustrating <p>f. Vocabulary and pronunciation</p> <p>Pleased: /pli : zd/</p> <p>Satisfied: /sætɪsfaɪd/</p> <p>Content: /kɒntɛnt/</p> <p>Delighted: /dɪlaɪtɪd/</p> | <p>Handout</p> <p>handout</p> <p>Worksheet</p> | | <ul style="list-style-type: none"> Models for pronunciation Checks the students' pronunciation Gives the students worksheet Guides and manages students to hold interviews | <ul style="list-style-type: none"> study vocabulary and pronunciation practice and perform the dialog in pairs tell to friends about the last vacation experience interview the partner about the experience of his/her last vacation by turn | <ul style="list-style-type: none"> Whole-class In pairs Individual in pairs/ small groups of three | |
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| | | | dissatisfaction. | | <p>Disappointed: /ɪnˈtɪd/</p> <p>Terrific: /tɪˈfɪk/</p> <p>Fantastic: /fænˈtæstɪk/</p> <p>Smashing: /sˈmæʃɪŋ/</p> <p>Annoying: /əˈnɔɪɪŋ/</p> <p>Frustrating: /frʌˈstrʌɪɪŋ/</p> <p>Horrible: /ˈhɒr.ə.bəl/</p> <p>g. Dialogs (Spoken text) Example: Dialog (See lesson plan)</p> <p>h. Pictures</p> | Worksheet recorder player (tape/mobile phone) | | <ul style="list-style-type: none"> Asks the students to report their interview results report the interview results in front of the class individually | | | |
| 3. Expressing formal and sustained transactional and | 3.2 Expressing the sense of formal and sustained transactional | Drug abuse | - Identify pictures to build knowledge about the topic | Students are able to <i>give advices and warnings.</i> | e. Language functions - Giving advices To do something: | Pictures Audio (dialog) | PPP | <ul style="list-style-type: none"> presents pictures Presents the dialog | <ul style="list-style-type: none"> Observe and name the pictures listen to a short | <ul style="list-style-type: none"> Whole-class Whole-class | Cambridge dictionary Priyana, Joko. 2008. <i>INTERLAN GUAGE:</i> |

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| interpersonal dialogues in the daily context. | and interpersonal dialogues accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: <i>giving advices and warnings</i> | | going to learn - Find the synonym of certain vocabulary - Recognize the content of dialog - Identify the expressions of giving advices and warnings - Pronounce the expressions of giving advices and warnings correctly | <ul style="list-style-type: none"> • I think you should ... • If I were you, I'd ... • You'd better ... • Take my advice and ... Not to do something • I don't think you should ... • I wouldn't ..., if I were you. • You'd better not ... • I wouldn't advice ... - warnings • Look out! • Be careful of • Make sure you • Watch out for f. Vocabulary and pronunciation Addictive: / ə' / Drug: /dr ʌg/ | Worksheet Worksheet Audio handout | | (playing a recording) <ul style="list-style-type: none"> • Gives the students worksheets • Asks the students to answer questions • Plays the recording • Models how to pronounce the expressions | dialog as a model <ul style="list-style-type: none"> • find synonyms of some words • answer the questions task • listen and identify the expressions of giving advices and warnings from the dialog • repeat teacher's pronunciation | <ul style="list-style-type: none"> • Whole-class • Whole-class • Whole class • Whole-class | <i>English for Senior High School Students XI Science and Social Study Programme.</i> Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |
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| | | | <p>- Construct expressions of giving advices and warnings with partner</p> <p>- Create dialogs containing expressions of giving advices and warnings.</p> | <p>Abuse: / ə' bju Advice : / əd' vɑ Rehabilitatio: / ,ri: .hə, br l.ɪ 'ter .ʃ ə n/ Should: / ʃu Etc g. Dialog (Spoken text) Sarah: Do you think we need to know about drugs? Dorman : Yes, I think everyone should know about it especially teenagers. (see lesson plan) h. Pictures</p> | <p>Worksheet</p> <p>recorder (tape/ mobile phone)</p> | <ul style="list-style-type: none"> • Gives the students work-sheet and monitors the students works • Guides the students to create a dialog in pairs through pair-taping | <ul style="list-style-type: none"> • complete the table list of interview and interview friends about the problems that they have and give them advices. • create a dialog based on the picture chosen through pair-taping, and then choose the best record to be submitted. | <ul style="list-style-type: none"> • Individual • in pairs | |
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APPENDIX D:
LESSON PLANS & HANDOUTS

LESSON PLAN

School : SMA N 1 Gombong
 Level : Grade XI
 Semester : 1 (one)

Standard of competency

3. Expressing formal and sustained transactional and interpersonal dialogs in the daily context.

Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *giving opinions and asking opinions*

Indicators:

- a. Identify the expressions of giving and asking opinions
- b. Pronounce the expressions of giving and asking opinions correctly
- c. Use expressions of giving and asking opinions in dialogs correctly
- d. Create and practice dialogs containing expressions of asking and giving opinions in pairs

Kind of text : transactional
 Topic : students' environment
 Language function : asking and giving opinions
 Skill : speaking

1. Learning Objectives

By the end of the class, students are able to *give and ask opinions*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

Activities

1. Opening Activities:

- a. Greeting and praying
- b. Giving notice to students about the topic which is going to learn and the aims how important to learn expressions of giving and asking opinions in our daily life.

2. Main activities:

a. Presentation

1) Lead-in:

The students answer the teacher's questions about a picture. The questions are follows:

- a) What do you see from the picture?

| |
|--|
| <p>b) Do you know about the expressions of giving and asking opinions? Mention some of them.</p> <p>2) The students listen to a short conversation and then identify the expressions used in the conversation.</p> <p>3) The students identify the expressions and classify them into giving and asking opinions expressions from a table of expression list (task 1)</p> <p>4) The students read the expressions and then repeat the teacher pronunciation.</p> <p>b. Practice</p> <p>5) The students pronounce the expressions and their pronunciations will be checked by the teacher randomly (task 2)</p> <p>6) The students do the task of completing dialog with correct expressions (task 3)</p> <p>7) In pairs, the students create dialogs with some topics provided in the form of pictures, and then practice the dialogs that they have made with pair-taping. (task 4)</p> <p>8) The students choose one of their best recordings and submit the recording to the teacher.</p> <p>c. Production</p> <p>9) The students report their experience about using pair-taping individually in front of the class.</p> |
| <p>3. Closing Activities</p> <p>a. The teacher asks the students' difficulties during the teaching learning process and gives them alternative solutions.</p> <p>b. The teacher guides the students to conclude the topics that have been learnt and explained.</p> <p>c. The teacher gives follow-up assignment.</p> |

4. Sources

- <http://www.scribd.com/doc/86447887/Asking-and-Giving-Opinion>
- Cambridge dictionary
- Doddy, Achmad dkk. 2008. *Developing English Competencies 2: for Senior High School (SMA/MA) grade XI*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

5. Assessment

| No | Range | Aspects | | | Vocabulary |
|----|-----------|-------------------|----------------------|-------------------------|--------------------------------|
| | | Fluency | Grammar | Pronunciation | |
| 1. | Excellent | Utterance, whilst | Able to use language | Errors in pronunciation | Can understand and participate |

| | | | | | |
|----|------|---|---|--|---|
| | | occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | are quite rare. | in any conversation within the range of his/her experience with a high degree of precision of vocabulary. |
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word. |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions. |

| | | | | | |
|---|------|--|---|---|---|
| | | and restricted in length. | grammar. | | |
| 4 | Poor | Utterances halting, fragmentary, and incoherent. | Errors in grammar are frequent but speaker can be understood. | Errors in pronunciation are frequent but speaker can be understood. | Speaking vocabulary inadequate to express anything but the most elementary needs. |

Adopted from Weir in Luoma (2004) and Brown (2001)

Table 2 Scoring Assessment

| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
| | | Fluency (0-25) | Accuracy in grammar (0-25) | Accuracy in pronunciation (0-25) | Vocabulary (0-25) |
| 1. | Excellent | 20-25 | 20-25 | 20-25 | 20-25 |
| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment

Picture



WARMING UP

Task 1

Language Function

Identify the following expressions and classify them into asking and giving opinions expressions.

| | |
|-------------------------------------|--------------------------------------|
| - Have you got any comment on ...? | - I consider that ... |
| - What do you think about ...? | - From where I stand, ... |
| - How do you see ...? | - As I see it, ... |
| - What is your reaction to ... | - What's your opinion of ...? |
| - What about ...? | - My own view of the problem is |
| - What are your feelings about ...? | - How do you feel about ...? |
| - In my view/opinion ... | - I reckon ... |
| - Do you have any opinion on ...? | - I'm convince that ... |
| - I'd say ... | - I think ... |

LET'S REPEAT

Task 2

Repeat teacher's pronunciations.

a. Expressions

| | Asking opinions | Giving Opinions |
|--------|---|--|
| Formal | <ul style="list-style-type: none"> - Have you got any comment on ...? - What is your reaction to ...? | <ul style="list-style-type: none"> - I consider that ... - My own view of the problem is - I'm convince that |

| | | |
|-------------|--|---|
| | - Do you have any opinion on ...? | ... |
| Less formal | - What do you think about ...? - What's your opinion of ...? - What are your feelings about ...? | - From where I stand, ... - I reckon ... - I'd say ... |
| Informal | - How do you see ...? - What about ...? - How do you feel about ...? | - As I see it, ... - In my view/opinion ... - I think ... |

b. Vocabulary and Pronunciation

- Opinion : / ə' pɪ n.jən/
- View : / vju /:
- Think : /θ ɪŋk/
- Reckon : / 'rek. ə n/
- Convince : /k əns/ vɪ n
- Comment : / 'kɒ m.ent/
- Reaction : /ri 'æk.ʃ ə n/
- Etc

LET'S LISTEN

Dialog

Chiko and Chica are friends. They are talking about their favorite music.

Chiko : chica, what do you think of pop music recently? I mean, do you like them?

Chica : Well, I'd say I don't really like them. I'd prefer jazz.

Chiko : why? I think pop music is very entertaining.

Chica : in my opinion, jazz music is relaxing.

(<http://www.scribd.com/doc/86447887/Asking-and-Giving-Opinion>)

LET'S DO

Task 3

Complete the following dialog with appropriate expressions and act them out.

Mr. Subroto's family are discussing destination of where they will spend the vacation.

Mr. Subroto : Next month is long vacation, isn't it? Where do you think we should spend our holiday, Doni?

Doni : ¹⁾ Bali is a nice place to visit. There is a lot of beautiful scenery over there.

Siska : I do agree with Doni. But we had been there last year.

Mr.Subroto : So, ²⁾, Siska?

Siska : I think Jogjakarta is good to visit. There is a lot of historical place there.
 We can travel and also study.
 Mom : Yeah, ³⁾ Jogja is nice place. We've never been there, right?
 Mr.Subroto : Mm, ⁴⁾ Doni? Your mom and your sister are eager for visiting
 Jogjakarta.
 Doni : That's OK Dad. I come with you.
 Mr.Subroto : Good. Next month we are going to travel to Jogjakarta.

Task 4

Choose one of these pictures, in pairs make a dialog with the pictures have been chosen then tape it.



LESSON PLAN

School : SMA N 1 Gombong
 Level : Grade XI
 Semester : 1 (one)

Standard of competency

3. Expressing formal and sustained transactional and interpersonal dialogs in the daily context.

Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *expressing satisfaction and dissatisfaction*.

Indicators:

- a. Identify the expressions of satisfaction and dissatisfaction
- b. Pronounce the expressions of satisfaction and dissatisfaction correctly
- c. Classify satisfactory and unsatisfactory dialogs by identifying the expressions used
- d. Use expressions of satisfaction and satisfaction in dialogs correctly
- e. Create dialogs containing expressions of satisfaction and dissatisfaction in pairs
- f. Perform the dialogs in front of the class

Kind of text : transactional
 Topic : vacation
 Language function : expressing satisfaction and dissatisfaction
 Skill : Speaking

1. Learning Objectives

By the end of the class, students are able to *express satisfaction and dissatisfaction*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

| Activities |
|--|
| 1. Opening Activities: <ol style="list-style-type: none"> a. Greeting and praying b. Giving notice to students about the topic that is going to learn and the aims how important to learn expressions of satisfaction and dissatisfaction in our daily life. |
| 2. Main activities: <ol style="list-style-type: none"> c. Presentation <ol style="list-style-type: none"> 1) Lead-in: The students answer the teacher's questions orally about satisfaction and |

| |
|---|
| <p>dissatisfaction, such as:</p> <p>a) Do you ever feel satisfied and dissatisfied of something? Mention.</p> <p>b) How will you say when you are satisfied /dissatisfied?</p> <p>2) The students listen to a short dialog and then identify the expressions of satisfaction and dissatisfaction used in the dialog.</p> <p>3) The students study the expressions of satisfaction and dissatisfaction both the expressions and the pronunciation.</p> <p>a. Practice</p> <p>4) The students pronounce the expressions and their pronunciations will be checked by the teacher</p> <p>5) The students do the task of identifying and classifying some short dialogs into satisfactory and dissatisfactory events (task 1)</p> <p>6) The students do the task of completing a dialog with correct expressions (task 2)</p> <p>7) In pairs, the students create dialogs based on situations, and then practice the dialogs that they have made with pair-taping. (task 3)</p> <p>8) The students choose their best record and submit the record to the teacher.</p> <p>b. Production</p> <p>9) The students perform their dialogs in front of the class.</p> |
| <p>3. Closing Activities</p> <p>a. The teacher asks the students' difficulties during the teaching learning process and gives them alternative solutions.</p> <p>b. The teacher guides the students to conclude the topics that have been learnt and explained.</p> <p>c. The teacher gives follow-up assignment.</p> |

4. Sources

- a. Cambridge dictionary
- b. Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

5. Assessment

| No | Range | Aspects | | | Vocabulary |
|----|-----------|---|--|---|--|
| | | Fluency | Grammar | Pronunciation | |
| 1. | Excellent | Utterance, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, | Able to use language accurately on all levels normally pertinent to professional | Errors in pronunciation are quite rare. | Can understand and participate in any conversation within the range of his/her experience with |

| | | | | | |
|----|------|---|---|--|---|
| | | very occasionally, by groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | needs. Errors in grammar are quite rare. | | a high degree of precision of vocabulary. |
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to group for a word. |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions. |
| 4 | Poor | Utterances halting, fragmentary, and incoherent. | Errors in grammar are frequent but speaker can be | Errors in pronunciation are frequent but speaker can be | Speaking vocabulary inadequate to express anything but the |

| | | | | | |
|--|--|--|-------------|-------------|------------------------|
| | | | understood. | understood. | most elementary needs. |
|--|--|--|-------------|-------------|------------------------|

Adopted from Weir in Luoma (2004) and Brown (2001)

Table 2 Scoring Assessment

| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
| | | Fluency (0-25) | Accuracy in grammar (0-25) | Accuracy in pronunciation (0-25) | Vocabulary (0-25) |
| 1. | Excellent | 20-25 | 20-25 | 20-25 | 20-25 |
| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment

LET'S LISTEN

Study and identify the expressions of satisfaction and dissatisfaction in the following dialog.

Dialog

Andi and Retno are talking about Retno's vacation.

Andi : Retno, I thought you were on vacation.

Retno : Well, I got back early.

Andi : Why?

Retno : Well, I didn't really enjoy being there.

Andi : What happened?

Retno : Well, the beach was very dirty, and when I got there it was raining heavily.
What made it worse was the hotel where I stayed had a bad service.

Andi : You seem to be unhappy with your vacation.

Retno : Yes, I'm quite displeased about it.

LET'S STUDY

In pairs, study the following expressions and repeat teacher's pronunciation.

| Formal Situations | |
|---|--|
| Satisfaction | Dissatisfaction |
| <ul style="list-style-type: none"> • very pleased with • content with • satisfied with • very delighted with.... | <ul style="list-style-type: none"> • displeased with • discontented with • dissatisfied with • disappointed with.... |
| Informal Situation | |
| Satisfaction | Dissatisfaction |
| <ul style="list-style-type: none"> • Super! • Great! • Terrific! • Fantastic! • Smashing! | <ul style="list-style-type: none"> • Horrible! • Very sad! • Annoying! • Disappointing! • Frustrating |

Vocabulary and Pronunciation

Pleased : /pli : zd/

Satisfied : / 'sæt.ɪ s.fai d/

| | | |
|--------------|------------|----------------------|
| Content | :/k | ən' tent/ |
| Delighted | :/d | ɪ' laɪ .tɪ d/ |
| Disappointed | :/ | ˌdɪ s.ə' pɔɪ n.tɪ d/ |
| Terrific | :/t | ə' rɪ f.ɪ k/ |
| Fantastic | :/fæn | 'tæs.tɪ k/ |
| Smashing | :/ | 'smæʃ .ɪ ŋ/ |
| Annoying | :/ | ə' nɔɪ .ɪ ŋ/ |
| Frustrating | :/fr | ʌs' treɪ .tɪ ŋ/ |
| Horrible | :/hɔr.ə.bl | |

LET'S DO

Task 1

In pairs, study the following dialogs and complete the table that follows. Then, perform the dialogs.

- Denias : Ian, where have you been? I've been looking for you for the past six days.

Ian : I just got back from Maluku.

Denias : Really? So you had your vacation there?

Ian : Well, actually I was visiting my grandparents. But, I also visited some beaches and a museum there.

Denias : Did you have fun?

Ian : Absolutely. The beaches are great and the sea is full of beautiful coral reefs.

Denias : Don't tell me you went snorkeling!

Ian : Yes, I did. It was awesome. I'm really content with my trip.

Denias : Oh, I wished I had been there too.

Ian : You should go there sometime.

Denias : Yes, I know.
- Retno : How's your vacation in Bali?

Ayu : It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.

Retno : Really? What else did you do there?

Ayu : Oh, I went parasailing! It was the most breath-taking thing that I've ever done.

Retno : Wow, it must be a very fun trip for you.

Ayu : Yes, I'm very satisfied with my vacation there. You must go there.

Retno : Yes, I think I'll do that.

| | Satisfactory vacation | Unsatisfactory vacation |
|--------------------------------|-----------------------|-------------------------|
| Person's name | | |
| Place (s) visited | | |
| Experience during the vacation | | |

Task 2

Complete the dialog with the suitable expressions. Compare your answer with your partner's.

1. Aunt Delia, how's your honeymoon?

Fantastic! Venice is a beautiful city. I'm very



2. It was _____ I don't want to go there again.

How was your vacation?



3. My vacation was horrible. I'm _____

Oh, I'm sorry to hear that.



4. Lembah Baliem is very fascinating! I'm very _____ with my visit

Really?



Task 3

In pairs, choose one of these situations and make dialogs, then tape it. Choose one of the best records to be submitted.

1. You visited Monas and you were in a queue to get up the museum. However, the museum was closed just when it was your turn. You were very disappointed.
2. You went on a tour, but the places you visited were the same with the one last year. You felt very bored and disappointed.
3. The lake that you visited was splendid. You feel like staying there.
4. The zoo that you visited has a limited number of animals and it's very dirty. You decided not to go there again.
5. The botanical garden in Bogor was great. You have a great time being there.

LESSON PLAN

School : SMA N 1 Gombong
 Level : Grade XI
 Semester : 1 (one)

Standard of competency

3. Expressing formal and sustained transactional and interpersonal dialogs in the daily context.

Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *giving advices and warnings*.

Indicators:

- a. Identify the expressions of giving advices and warnings
- b. Pronounce the expressions of giving advices and warnings
- c. Use correct expressions of giving advices and warnings in dialogs
- d. Create a short dialog containing expressions of giving advices and warnings in pairs
- e. Make an interview containing expressions of giving advices and warnings.

Kind of text : transactional
 Topic : drug abuse
 Language function : giving advices and warnings
 Skill : Speaking

1. Learning Objectives

By the end of the class, students are able to *give advices and warnings*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

Activities

1. Opening Activities:

- a. Greeting and praying
- b. Giving notice to students about the topic that is going to learn and the aims how important to learn expressions of giving warnings and advices in our daily life.

2. Main activities:

- a. Presentation
 - 1) Lead-in:
The students answer the questions about the pictures (task 1)
 - 2) The students listen to a short dialog and then identify the expressions of

- giving advices and warnings used in the dialog.
- 3) The students study the expressions of giving advices and warnings both the expressions and the pronunciation.
- b. Practice
 - 4) The students pronounce the expressions and their pronunciations will be checked by the teacher
 - 5) The students do the task of matching incomplete sentence with the correct expressions (2)
 - 6) In pairs, the students create dialogs based on situations, and then practice and tape the dialogs. (task 3)
 - c. Production
 - 7) In pairs the students make and tape a short interview about drug abuse. (task 4)
 - 8) The students choose the best records in each task and submit them to the teacher.
3. Closing Activities
 - a. The teacher asks the students' difficulties during the teaching learning process and gives them alternative solutions.
 - b. The teacher guides the students to conclude the topics that have been learnt and explained.
 - c. The teacher gives follow-up assignment.
4. Sources
 - a. Cambridge dictionary
 - b. Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

5. Assessment

| No | Range | Aspects | | | Vocabulary |
|----|-----------|---|---|---|--|
| | | Fluency | Grammar | Pronunciation | |
| 1. | Excellent | Utterance, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | Errors in pronunciation are quite rare. | Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary. |

| | | | | | |
|----|------|---|---|--|---|
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to group for a word. |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions. |
| 4 | Poor | Utterances halting, fragmentary, and incoherent. | Errors in grammar are frequent but speaker can be understood. | Errors in pronunciation are frequent but speaker can be understood. | Speaking vocabulary inadequate to express anything but the most elementary needs. |

Adopted from Weir in Luoma (2004) and Brown (2001)

Table 2 Scoring Assessment

| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
| | | Fluency (0-25) | Accuracy in grammar (0-25) | Accuracy in pronunciation (0-25) | Vocabulary (0-25) |
| 1. | Excellent | 20-25 | 20-25 | 20-25 | 20-25 |
| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |

| | | | | | |
|----|------|-----|-----|-----|-----|
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |
|----|------|-----|-----|-----|-----|

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment**Pictures****Task 1**

Look at the picture, what do you think about the picture?

**LET'S LISTEN**

Study and identify the expressions of giving advices and warnings in the following dialog.

Dialog

Danias : Look at these articles, more drug users were caught.

Aspani : Yeah, I think the number of drug users is increasing.

Danias : Yeah, it's so sad. We have to be careful not to get plunged into using drugs.

How do you think we can stop or at least decrease the number of drug users.

Aspani : Well, I think besides educating everyone with the information of what drugs are and what they can do to our body, we should also control the drug traffic more strictly.

Danias : What do you mean?

Aspani : Well, I think if we stop the drug traffic the drugs available in our society will decrease or even be gone.

Danias : Yes, you're right. But, what do you think we should do to stop the drug traffic?

Aspani : I think the police should increase its luggage checking in airports, harbors, city borders, etc.

Danias : Wouldn't that take time? We will need more policemen then.

Aspani : Yes, of course. We will also need high technology equipments too. That way, the security checking will be much faster and thorough.

Danias : I agree with you, I think the government should give a thought about that.

LET'S STUDY

In pairs, study the following expressions and repeat teacher's pronunciation.

| Advising | | Warnings |
|--|---|--|
| To do something | Not to do something | |
| <ul style="list-style-type: none"> • I think you should ... • If I were you, I'd ... • You'd better ... • Take my advice and | <ul style="list-style-type: none"> • I don't think you should ... • I wouldn't ..., if I were you. • You'd better not ... • I wouldn't advice ... | <ul style="list-style-type: none"> • Look out! • Be careful of • Make sure you • Watch out for |

Vocabulary and Pronunciation

Addictive : / ə' dɪ k.tɪ v/

Drug : /dr ʌg/

Abuse : / ə' bjʊ: z/

Advice : / əd' vɪ s/

Rehabilitation : /,rɪ: .hə, br l.ɪ ' teɪ .ʃ ə n/

Should : / ʃʊd/

Etc

LET'S DO**Task 2**

Match the sentences with the suitable expressions to complete them.

1. ... to the talk show tomorrow. You won't regret it, I guarantee.
2. ... that person. I think he's a drug dealer.
3. ... touch any of those dangerous drugs.
4. ... tell your friend the truth about drugs.
5. ... any of addictive drugs because they are really bad for you.

- a. You'd better not ...
- b. Watch out for ...
- c. Take my advice and come ...
- d. I think you should ...
- e. Make sure you don't try...

Task 3

In pairs, choose one of these situations and make dialog, then tape it. Choose one of the best records to be submitted.

- a. Your friend thinks that using drugs will make him cool and want to try some. You tell him not to do that because it's dangerous.
- b. You want to warn your brother not to get persuaded by other people in trying drugs.

- c. You want to tell your friends to learn the truth about drugs, so that they can arm themselves with the information that they have to stay away from it.

Task 4

Take turn to interview your classmate sitting next to you. Ask them the following questions. Record the interview by using mobile phone then submit it.

1. What is the definition of drugs to you?
2. What are their effects?
3. How do you think we can reduce drug abuse?
4. What would you do if you know that one of your friends is a drug user?

RESULT OF THE INTERVIEW

- 1.
- 2.
- 3.
- 4

LESSON PLAN

School : SMA N 1 Gombong
 Level : Grade XI
 Semester : 1 (one)

Standard of competency

3. Expressing formal and sustained transactional and interpersonal dialogs in the daily context.

Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *giving opinions and asking opinions*

Indicators:

- a. Identify the expressions of giving and asking opinions
- b. Construct a dialog containing expressions of giving and asking opinions
- c. Perform dialogs containing expressions of giving and asking opinions in pairs fluently and accurately
- d. Construct and pronounce the expressions of giving and asking opinions
- e. Create a dialog containing expressions of giving and asking opinions in pairs
- f. Report the interview result

Kind of text : transactional
 Topic : Shopping
 Language function : asking and giving opinion
 Skill : Speaking

1. Learning Objectives

By the end of the class, students are able to *give and ask opinions*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

Activities

1. Opening Activities:

- a. Greeting and praying
- b. Giving notice to students about the topic that is going to learn and the aims how important to learn expressions of giving and asking opinions in our daily life.

2. Main activities:

- a. Presentation
 - 1) Lead-in:

The students review the last material about asking and giving opinion

| |
|---|
| <p>expressions by listening to one pair' product of first project pair-taping.</p> <p>2) The students listen to a short dialog and then identify the expressions used in the dialog. (Task 1)</p> <p>3) The students discuss further about the expressions of asking and giving opinions with the teacher. (pronunciation and vocabulary)</p> <p>b. Practice</p> <p>4) The students listen again the recording and then arrange the jumbled sentence into a good dialog. (Task 2)</p> <p>5) The students practice and perform the dialog in pairs. (Task 3)</p> <p>6) The students make groups of three. They have a practice orally to make asking and giving opinion expressions based on certain topics. (Task 4)</p> <p>7) In pairs, the students create dialog with some topics provided in the form of pictures, then practice the dialog that they have made with pair-taping outside classroom. The dialog has duration min three minutes length. (Task 5)</p> <p>8) The students choose one of their best records in each task and submit them to the teacher.</p> <p>c. Production</p> <p>9) The students report their experience of using pair-taping whether it will be different from Cycle 1 or not in front of the class individually.</p> |
| <p>3. Closing Activities</p> <p>a. The teacher asks the students' difficulties during the teaching learning process and gives them alternative solutions.</p> <p>b. The teacher guides the students to conclude the topics that have been learnt and explained.</p> |

4. Sources

- <http://www.scribd.com/doc/86447887/Asking-and-Giving-Opinion>
- Cambridge dictionary
- Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

5. Assessment

| No | Range | Aspects | | | Vocabulary |
|----|-----------|---|---|---|--|
| | | Fluency | Grammar | Pronunciation | |
| 1. | Excellent | Utterance, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by | Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar | Errors in pronunciation are quite rare. | Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of |

| | | | | | |
|----|------|---|---|--|---|
| | | groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | are quite rare. | | vocabulary. |
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to group for a word. |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions. |
| 4 | Poor | Utterances halting, fragmentary, and incoherent. | Errors in grammar are frequent but speaker can be understood. | Errors in pronunciation are frequent but speaker can be understood. | Speaking vocabulary inadequate to express anything but the most elementary needs. |

Adopted from Weir in Luoma (2004) and Brown (2001)

Table 2 Scoring Assessment

| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
| | | Fluency (0-25) | Accuracy in grammar (0-25) | Accuracy in pronunciation (0-25) | Vocabulary (0-25) |
| 1. | Excellent | 20-25 | 20-25 | 20-25 | 20-25 |
| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment

Task 1

Listen to the conversation between Sarah and her mother. Which expression do you hear?

- What do you think of
- Thank you
- I think
- Are you sure?
- Really?

Listening script

- Mother : What do you think of this refrigerator?
 Sarah : I think the other one's better.
 Mother : Really? But this one's cheaper. And look at the design. It's great, isn't it?
 Sarah : Yes, but it doesn't have an Energy Star sticker.
 Mother : What does a sticker affect?
 Sarah : Well, the sticker tells you that the product has been checked and approved by an international body of it's efficiency.
 Mother : Are you sure?
 Sarah : I'm definitely sure. All electronic appliances which have this sticker on it mean they don't waste electricity. We automatically will also save money from saving electricity.
 Mother : Where did you learn that from?
 Sarah : From an article that I read.
 Mother : OK, we'll take the one with the Energy Star sticker on it.

(<https://docs.google.com/document/pub?id=1EMck85crPhx6Snv8LDR4K44y07W2owHB1F5VjTTtPNk>)

Discussion

Language Function

| | Asking opinions | Giving Opinions |
|-------------|--|--|
| Formal | <ul style="list-style-type: none"> - Have you got any comment on ...? - What is your reaction to ...? - Do you have any opinion on ...? | <ul style="list-style-type: none"> - I consider that ... - My own view of the problem is - I'm convince that ... |
| Less formal | <ul style="list-style-type: none"> - What do you think about ...? - What's your opinion of ...? - What are your feelings about ...? | <ul style="list-style-type: none"> - From where I stand, ... - I reckon ... - I'd say ... |
| Informal | <ul style="list-style-type: none"> - How do you see ...? | <ul style="list-style-type: none"> - As I see it, ... |

| | | |
|--|---|---|
| | - What about ...? - How do you feel about ...? | - In my view/opinion ... - I think ... |
|--|---|---|

Vocabulary and Pronunciation

- Opinion : /ə'pɪn.jən/
- View : /vju:/
- Think : /θɪŋk/
- Reckon : /'rek.ə.n/
- Convince : /kən'vɪns/
- Comment : /'kɒm.ent/
- Reaction : /ri'æk.ʃən/
- Etc

Task 2

Listen again and arrange the following into the correct dialog.

- [] Really? But this one's cheaper. And look at the design. It's great, isn't it?
- [] Well, the sticker tells you that the product has been checked and approved by an international body of it's efficiency.
- [] From an article that I read.
- [] Where did you learn that from?
- [] What does a sticker affect?
- [] I think the other one's better.
- [] Are you sure?
- [] Yes, but it doesn't have an Energy Star sticker.
- [] I'm definitely sure. All electronic appliances which have this sticker on it mean they don't waste electricity. We automatically will also save money from saving electricity.
- [1] What do you think of this refrigerator?
- [] OK, we'll take the one with the Energy Star sticker on it.

Task 3

Practice the dialog in pairs then act out in front of your friends.

Task 4

In a group of three, ask and give your opinions based on the certain topics written on papers. By turns, one student takes one paper and spontaneously asks your friends' opinions based on the paper chosen. The remains students have to give their opinions to that case.

The format of this task will be as follows.

1. Paper 1 (ask your friends' opinion about the credit card use for senior high school students)
 - Student 1: the question
 - Student 2: opinion

Student 3: opinion

2. Paper 2 (ask your friends' opinion about their preference for shopping place, traditional market/modern market and the reasons why they choose it)

Student 1: the question

Student 2: opinion

Student 3: opinion

3. Paper 3 (ask your friends' opinion about the factors which caused the senior high school students buy sophisticated mobile phone or other sophisticated electronic tools?)

Student 1: the question

Student 2: opinion

Student 3: opinion

Task 5

Choose one of these pictures, in pairs make a dialog with length min three minutes with the pictures have been chosen then tape it outside classroom.



LESSON PLAN

School : SMA N 1 Gombong
 Level : Grade XI
 Semester : 1 (one)

Standard of competency

3. Expressing formal and sustained transactional and interpersonal dialogs in the daily context.

Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *expressing satisfaction and dissatisfaction*.

Indicators:

- a. Identify the expressions of satisfaction and dissatisfaction
- b. Recognize the content of dialog containing expressions of satisfaction and dissatisfaction
- c. Practice and perform the dialogs with correct pronunciation
- d. Construct expressions of satisfaction and dissatisfaction
- e. Create and tape dialogs containing expressions of satisfaction and dissatisfaction.

Kind of text : transactional
 Topic : vacation
 Language function : expressing satisfaction and dissatisfaction
 Skill : Speaking

1. Learning Objectives

By the end of the class, students are able to *express satisfaction and dissatisfaction*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

| Activities |
|--|
| 1. Opening Activities: <ol style="list-style-type: none"> a. Greeting and praying b. Giving notice to students about the topic that is going to learn and the aims how important to learn expressions of satisfaction and dissatisfaction in our daily life. |
| 2. Main activities: <ol style="list-style-type: none"> a. Presentation <ol style="list-style-type: none"> 1) Lead-in: The students play guessing games with some pictures of tourist |

| |
|--|
| <p>destination. The students answer orally of four leading questions. (task 1)</p> <p>2) The students identify the expressions of satisfaction and dissatisfaction from the list (task 2)</p> <p>3) The students listen to two recordings about spending vacation and identify the place where people have spent the vacation and the people's feeling about their vacation. (task 3)</p> <p>4) The students listen the recording again and discuss the answer together.</p> <p>b. Practice</p> <p>5) The students study vocabulary and pronunciation of words in the dialog, then practice and perform dialog in pairs. (task 4)</p> <p>6) The students tell about their last vacation in written text (task 5)</p> <p>7) In pairs, the students hold practicing an interview based questions in task 5.</p> <p>c. Production</p> <p>8) By turn, each student holds real interviews outside classroom about their last vacation min with two students and tapes the interviews and then report to the class. (task 6)</p> <p>9) The students choose one of their best records and submit the result to the teacher.</p> |
| <p>3. Closing Activities</p> <p>a. The teacher asks the students' difficulties during the teaching learning process and gives them alternative solutions.</p> <p>b. The teacher guides the students to conclude the topics that have been learnt and explained.</p> |

4. Sources

- a. Cambridge dictionary
- b. (<https://docs.google.com/document/pub?id=1EMck85crPhx6Snv8LDR4K44y07W2owHB1F5VjTTtPNk>)
- c. (<https://docs.google.com/document/pub?id=1EMck85crPhx6Snv8LDR4K44y07W2owHB1F5VjTTtPNk>)
- d. Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

5. Assessment

| No | Range | Aspects | | | Vocabulary |
|----|-----------|---|---|---|--|
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| 1. | Excellent | Utterance, whilst occasionally hesitant, are characterized by an evenness and | Able to use language accurately on all levels normally pertinent to | Errors in pronunciation are quite rare. | Can understand and participate in any conversation within the range of his/her |

| | | | | | |
|----|------|---|---|--|---|
| | | flow, hindered, very occasionally, by groping, rephrasing, and circumlocutions, Inter-sentential connectors are used effectively as fillers | professional needs. Errors in grammar are quite rare. | | experience with a high degree of precision of vocabulary. |
| 2. | Good | Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length. | Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation. | Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to group for a word. |
| 3. | Fair | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | Accent is intelligible though often quite faulty | Has speaking vocabulary sufficient to express him/herself simply with some circumlocutions. |
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Adopted from Weir in Luoma (2004) and Brown (2001)

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| No | Range | Aspects | | | |
|----|-----------|----------------|----------------------------|----------------------------------|-------------------|
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| 2. | Good | 13-19 | 13-19 | 13-19 | 13-19 |
| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment

Pictures



Task 1

Leading Question

Answer the questions orally.

1. Where do you usually spend vacation?
2. How did you feel about your last vacation? Satisfied or dissatisfied?
3. How do you express your satisfaction?
4. How do you express your dissatisfaction?

Task 2

Which expressions are describing satisfaction or dissatisfaction? Give mark (s) for satisfaction and mark (d) for dissatisfaction.

| Formal situation | Informal situation |
|-----------------------------|--------------------|
| I'm satisfied with | Great! |
| I'm discontented with | Frustrating! |

| | |
|-----------------------------|----------------|
| I'm displeased with | Disappointing! |
| I'm content with | Super! |
| I'm dissatisfied with | Horrible! |
| I'm very pleased with | Terrific! |
| I'm very delighted with.... | Annoying! |
| I'm disappointed with.... | Very sad! |
| | Smashing! |
| | Fantastic! |

Task 3

Where did the people spend vacation? Listen to the conversation and circle the correct answer.

1. a. in Jakarta b. in Bali c. in Jogjakarta d. in Maluku

2. a. in Jakarta b. in Bali c. in Jogjakarta d. in Maluku

Listen again. How did the people feel about the vacation?

1. a. satisfied b. dissatisfied.

2. a. satisfied b. dissatisfied

Listening Script

Recording 1

Sarah : I thought you were on vacation.

Mulan : Well, I've been from Jogjakarta. But, I got back early.

Sarah : Why?

Mulan : Well, I didn't really enjoy being there.

Sarah : What happened?

Mulan : Well, the beach was very dirty, and when I got there it was raining heavily.

What made it worse was the hotel where I stayed had a bad service.

Sarah : You seem to be unhappy with your vacation.

Mulan : Yes, I'm quite displeased about it.

Recording 2

Daniel : Where have you been? I've been looking for you for the past six days.

Rihana : I just got back from Maluku.

Daniel : Really? So you had your vacation there?

Rihana : Well, actually I was visiting my grandparents. But, I also visited some beaches and a museum there.

Daniel : Did you have fun?

Rihana : Absolutely. The beaches are great and the sea is full of beautiful coral reefs.

Denias : Don't tell me you went snorkeling!

Rihana : Yes, I did. It was awesome. I'm really content with my trip.

Daniel : Oh, I wished I had been there too.

Rihana : You should go there sometime.

Denias : Yes, I know.

Task 4

Practice the dialog in pairs then act out in front of your friends. Pay attention to the pronunciation.

Vocabulary and Pronunciation

| | |
|------------|--------------------|
| Happen | : /'hæp. ə n/ |
| Vacation | : / ve ɪke ə.ʃn/ |
| Worse | : / w ɜ:/ |
| Service | : / 's ɜv ɪs |
| Quite | : /kwa ɪt/ |
| Museum | : /mju:'zi:.əm/ |
| Snorkeling | : /'sn ɔk ə l. ɪŋ/ |
| Awesome | : /'ɔ :.səm/ |
| Coral | : /'k ɔr.əl/ |

Task 5

Tell about your last vacation, then in pairs practice holding an interview based on these questions.

1. When did you spend the vacation?
2. Where did you spend the vacation?
3. How long did you spend the vacation?
4. How did you feel about the vacation?
5. What made you satisfied/dissatisfied with the vacation?

Task 6**Outside Classroom Activity**

Interview your friends minimal two, ask them about their experience of their last vacation and tape it then report your interview result in front of the class orally.

LESSON PLAN

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Basic competency

3.1 Expressing the sense of formal and sustained transactional and interpersonal dialogs accurately, fluently & acceptably using spoken language in daily life dealing with the speech acts such as: *giving advices and warnings*.

Indicators:

- a. Identify pictures to build knowledge about the topic going to learn
- b. Find the synonym of certain vocabulary
- c. Recognize the content of dialogs
- d. Identify the expressions of giving advices and warnings
- e. Pronounce the expressions of giving advices and warnings correctly
- f. Construct expressions of giving advices and warnings
- g. Create dialogs containing expressions of giving advices and warnings

Kind of text : transactional
 Topic : drug abuse
 Language function : giving advices and warnings
 Skill : Speaking

1. Learning Objectives

By the end of the class, students are able to *give advices and warnings*.

2. Learning Method

PPP (Presentation, Practice, Production)

3. Task/Activity

Activities

1. Opening Activities:

- a. Greeting and praying
- b. Giving notice to students about the topic that is going to learn and the aims how important to learn expressions of giving warnings and advices in our daily life.

2. Main activities:

- a. Presentation
 - 1) Lead-in:

The students are divided into group of four/five. Students are asked to

- observe some pictures and name them. (Task 1)
- 2) The students learn vocabulary items used in the recording e.g. find the synonym or closest meaning (Task 2)
 - 3) The students answer questions based on the recording (Task 3)
 - 4) The students listen the recording and identify the expressions of giving advices and warnings used and then study the expressions. (Task 4)
- b. Practice
- 5) The students have pronunciation practice with choral drill to release anxiety. Teacher gives an example how to pronounce followed by all students. (Task 5)
 - 6) The students are asked to go around the classroom by asking their friend's problem and giving advice to them. The students have to complete table survey. If the students may find some difficulties, the teacher can help them by giving flash card containing some problem usually faced in daily life. (Task 6)
- c. Production
- 7) By using the flash card, the students create a complete dialog directly outside classroom through pair-taping technique in pairs. (Task 7)
 - 8) The students choose one of their best records in each task and submit them to the teacher.
3. Closing Activities
- a. The students together make a conclusion of the lesson
 - b. The students make a reflection of learning process.
4. Sources
- a. Cambridge dictionary
 - b. (<https://docs.google.com/document/pub?id=1EMck85crPhx6Snv8LDR4K44y07W2owHB1F5VjTTtPNk>)
 - c. Priyana, Joko. 2008. *INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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| | | | | | |
|----|------|---|---|--|---|
| | | circumlocutions, Inter-sentential connectors are used effectively as fillers | | | |
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| 3. | Fair | 7-12 | 7-12 | 7-12 | 7-12 |
| 4. | Poor | 0-6 | 0-6 | 0-6 | 0-6 |

Table 3 Assessment Sheet

| No | Students' Name | Score | | | | Comments |
|----|----------------|---------|---------------------|---------------------------|------------|----------|
| | | Fluency | Accuracy in Grammar | Accuracy in Pronunciation | Vocabulary | |
| 1. | | | | | | |
| | | | | | | |
| | | | | | | |

Attachment**Task 1**

In group of four/five, observe the following pictures and name them.

**Task 2**

Find the synonym or closest meaning of the following words.

- a. Drug
- b. Teenager
- c. Effect
- d. Harmful
- e. Attracted
- f. Persuaded

Task 3

Listen to the conversation and choose the correct answer.

- a. How many persons are talking in the conversation?
 - a. one
 - b. two
 - c. three
 - d. four
- b. What is probably their relationship?
 - a. parent and child
 - b. student and teacher
 - c. good friend
 - d. patient and doctor
- c. What are they talking about?
 - a. Drugstore
 - b. Drunk
 - c. Drug abuse
 - d. Drug dealer

Listen to the conversation and choose the best answer to fill the gap

1. Everyone should know about drugs especially ...
 - a. children
 - b. teenagers
 - c. adult
 - d. parents
2. Drugs have and it can be
 - a. good effect - harmful
 - b. side effect – careful
 - c. good effect – useful
 - d. side effect - harmful
3. Children should learn the knowledge from
 - a. teachers only
 - b. parents only
 - c. their friend
 - d. parents and teacher
4. We can get addicted only after
 - a. the first try
 - b. see it
 - c. listening
 - d. someone's try

Task 4

Listen the recording and identify the expression used.

Listening Script

- Sarah : Do you think we need to know about drugs?
 Dorman : Yes, I think everyone should know about it especially teenagers.
 Sarah : Why is that?
 Dorman : Well, drugs have side effects and that it can be harmful, so everybody should know the truth about it.
 Sarah : Where do you think children should learn all of that knowledge from?
 Dorman : In my opinion, their family and teachers are the one who should inform them.
 Sarah : Yeah, I guess you're right. They are the closest people around them. Oh, is it really true that we can get addicted only after the first try?
 Dorman : That is certainly true, so if I were you I wouldn't even touch it.
 Sarah : Don't worry I wouldn't even get near it.
 Dorman : Good. Make sure you don't get persuaded or attracted by it.
 Sarah : Don't worry, I won't.

Task 5

From the conversation, you hear the following expression:

1. If I were you, I wouldn't even touch it.
2. Make sure you don't get persuaded or attracted by it.

The first statement is the expression how to give advice and the second statement is used to give warning. The following are some expression how to give advice and how to give warning.

- * I think you should ...
- * I don't think you should ...
- * Make sure you ...!
- * I wouldn't ..., if I were you.
- * Be careful of ...!
- * Take my advice and ...
- * You'd better not ...
- * I wouldn't advice ...
- * You'd better ...
- * Look out!
- * Watch out for ...!
- * If I were you, I'd ...

Repeat teacher's pronunciation of the expressions above.

Task 6

Go around the classroom, ask your friend's problem, and give him/her advice or warning. Look at the example below.

Student 1: Tell me your problem, please!

Student 2: I'm sleepy when studying English.

Student 1: I think you should drink coffee before studying.

| Name | Problem | Your advices/warnings |
|------|---------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |

Task 7**Outside Classroom**

In pairs, choose one of these pictures and make dialog, then tape it. Choose one of the best records to be submitted.



**APPENDIX E:
TEST RESULT**

TEST RESULT

The Students' Speaking Skills Scores in Pre-Test Performance

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|------------------|
| | P | F | G | V | | P | F | G | V | | |
| Ahmad S. | 14 | 12 | 12 | 12 | 50 | 13 | 12 | 12 | 12 | 49 | 49.5 |
| Amaliyah M. | 15 | 17 | 14 | 16 | 62 | 15 | 16 | 14 | 15 | 60 | 61 |
| Annisa Z. | 13 | 12 | 12 | 13 | 50 | 13 | 12 | 11 | 13 | 49 | 49.5 |
| Arif I. | 14 | 15 | 17 | 17 | 63 | 14 | 15 | 16 | 16 | 61 | 62 |
| Azhar F. | 14 | 12 | 12 | 13 | 51 | 13 | 12 | 12 | 13 | 50 | 50.5 |
| Dian D. | 14 | 12 | 13 | 13 | 52 | 13 | 12 | 13 | 13 | 51 | 51.5 |
| Dimas Satriya | 14 | 14 | 17 | 16 | 61 | 14 | 14 | 16 | 15 | 59 | 60 |
| Dwi N. | 14 | 14 | 13 | 14 | 55 | 14 | 14 | 14 | 14 | 56 | 55.5 |
| Dyah A. | 15 | 16 | 15 | 17 | 63 | 15 | 16 | 16 | 16 | 62 | 62.5 |
| Eka N. | 14 | 14 | 13 | 15 | 56 | 14 | 14 | 14 | 14 | 56 | 56 |
| Eni I. | 15 | 13 | 12 | 16 | 56 | 15 | 12 | 13 | 15 | 55 | 55.5 |
| Khanifa S. | 12 | 11 | 12 | 13 | 48 | 12 | 11 | 12 | 12 | 47 | 47.5 |
| Khomsatun K. | 16 | 15 | 13 | 16 | 59 | 15 | 15 | 13 | 15 | 58 | 58.5 |
| Lusiana N. | 15 | 13 | 14 | 15 | 57 | 14 | 13 | 14 | 15 | 56 | 56.5 |
| Muna D. | 13 | 12 | 14 | 13 | 52 | 13 | 13 | 13 | 13 | 52 | 52 |
| Novi N. | 14 | 12 | 12 | 13 | 51 | 13 | 12 | 12 | 13 | 50 | 50.5 |
| Puji R. | 10 | 10 | 10 | 11 | 41 | 10 | 10 | 10 | 10 | 40 | 40.5 |
| Rahayu N. | 12 | 11 | 12 | 11 | 46 | 12 | 10 | 12 | 11 | 45 | 45.5 |
| Rachel C. | 16 | 13 | 15 | 16 | 60 | 15 | 12 | 15 | 15 | 57 | 58.5 |
| Rizal A. | 11 | 10 | 11 | 12 | 44 | 11 | 10 | 11 | 11 | 43 | 43.5 |
| Sinta M. | 15 | 15 | 12 | 15 | 57 | 15 | 15 | 14 | 15 | 59 | 58 |
| Siti M. | 13 | 13 | 13 | 13 | 52 | 13 | 13 | 13 | 13 | 52 | 52 |
| Solekhah | 11 | 10 | 10 | 11 | 42 | 11 | 10 | 11 | 10 | 42 | 42 |
| Supardi | 13 | 13 | 12 | 14 | 52 | 13 | 12 | 12 | 13 | 50 | 51 |
| Susi R. | 13 | 10 | 12 | 11 | 46 | 12 | 11 | 12 | 12 | 47 | 46.5 |
| Tiyar Okti I. | 12 | 11 | 12 | 12 | 47 | 12 | 12 | 12 | 12 | 48 | 47.5 |
| Tria A. | 15 | 13 | 13 | 15 | 56 | 15 | 12 | 12 | 15 | 54 | 55 |
| Tyas U. | 14 | 11 | 12 | 13 | 50 | 13 | 11 | 13 | 13 | 50 | 50 |
| Ulfah S. | 12 | 10 | 11 | 12 | 45 | 12 | 10 | 12 | 12 | 46 | 45.5 |
| Uswatun K. | 12 | 10 | 11 | 11 | 44 | 11 | 10 | 11 | 11 | 43 | 43.5 |
| Wahyu M. | 15 | 14 | 13 | 14 | 56 | 14 | 14 | 14 | 14 | 56 | 56 |

| | | | | | | | | | | | |
|---------|----|----|----|----|----|----|----|----|----|----|-------|
| Yufi N. | 13 | 12 | 11 | 13 | 49 | 13 | 13 | 11 | 13 | 50 | 49.5 |
| Total | | | | | | | | | | | 1.663 |
| Mean | | | | | | | | | | | 51.96 |

The Students' Speaking Skills Scores in Post-Test Performance

| The student's name | R | | | | TRS | T | | | | TTS | Mean (TRS+TTS:2) |
|--------------------|----|----|----|----|-----|----|----|----|----|-----|------------------|
| | P | F | G | V | | P | F | G | V | | |
| Ahmad S. | 18 | 17 | 16 | 15 | 66 | 17 | 17 | 16 | 16 | 64 | 65 |
| Amaliyah M. | 18 | 20 | 16 | 17 | 71 | 18 | 19 | 16 | 18 | 71 | 71 |
| Annisa Z. | 17 | 15 | 15 | 16 | 63 | 16 | 16 | 14 | 16 | 61 | 62 |
| Arif I. | 17 | 19 | 18 | 19 | 73 | 17 | 19 | 17 | 19 | 72 | 72.5 |
| Azhar F. | 16 | 18 | 15 | 17 | 66 | 15 | 18 | 15 | 17 | 65 | 65.5 |
| Dian D. | 17 | 19 | 17 | 17 | 70 | 16 | 18 | 17 | 17 | 68 | 69 |
| Dimas Satriya | 18 | 17 | 19 | 18 | 72 | 17 | 17 | 17 | 18 | 69 | 71.5 |
| Dwi N. | 18 | 17 | 16 | 18 | 69 | 17 | 17 | 16 | 17 | 67 | 68 |
| Dyah A. | 20 | 20 | 20 | 20 | 80 | 20 | 20 | 20 | 20 | 80 | 80 |
| Eka N. | 17 | 18 | 16 | 17 | 67 | 17 | 18 | 17 | 17 | 68 | 67.5 |
| Eni I. | 18 | 17 | 16 | 18 | 69 | 18 | 17 | 17 | 17 | 69 | 69 |
| Khanifa S. | 15 | 15 | 15 | 16 | 61 | 15 | 16 | 14 | 15 | 60 | 60.5 |
| Khomsatun K. | 18 | 19 | 17 | 18 | 72 | 17 | 18 | 17 | 18 | 70 | 71 |
| Lusiana N. | 19 | 17 | 17 | 18 | 71 | 19 | 18 | 17 | 18 | 72 | 71.5 |
| Muna D. | 16 | 16 | 17 | 17 | 66 | 16 | 17 | 15 | 16 | 64 | 65 |
| Novi N. | 17 | 15 | 15 | 16 | 63 | 16 | 16 | 15 | 16 | 63 | 63 |
| Puji R. | 15 | 17 | 14 | 15 | 61 | 15 | 17 | 15 | 15 | 62 | 61.5 |
| Rahayu N. | 16 | 17 | 14 | 16 | 63 | 16 | 17 | 15 | 16 | 64 | 63.5 |
| Rachel C. | 20 | 17 | 18 | 19 | 74 | 20 | 18 | 17 | 18 | 73 | 73.5 |
| Rizal A. | 14 | 15 | 14 | 15 | 58 | 15 | 15 | 15 | 15 | 60 | 59 |
| Sinta M. | 18 | 19 | 16 | 18 | 71 | 18 | 19 | 17 | 18 | 72 | 71.5 |
| Siti M. | 18 | 17 | 16 | 16 | 67 | 18 | 17 | 16 | 18 | 69 | 68 |
| Solekhah | 14 | 14 | 13 | 15 | 56 | 14 | 15 | 13 | 15 | 57 | 56.5 |
| Supardi | 17 | 17 | 16 | 17 | 67 | 17 | 18 | 16 | 18 | 69 | 67.5 |
| Susi R. | 16 | 15 | 15 | 15 | 61 | 16 | 17 | 16 | 16 | 65 | 63 |
| Tiyar Okti I. | 16 | 16 | 16 | 16 | 64 | 16 | 17 | 15 | 16 | 64 | 64 |
| Tria A. | 19 | 18 | 17 | 18 | 72 | 18 | 19 | 17 | 18 | 72 | 72 |
| Tyas U. | 17 | 15 | 17 | 16 | 65 | 17 | 17 | 16 | 16 | 66 | 65.5 |

| | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|-------|
| Ulfah S. | 15 | 16 | 15 | 16 | 62 | 15 | 16 | 15 | 15 | 61 | 61.5 |
| Uswatun K. | 16 | 15 | 16 | 15 | 62 | 17 | 16 | 15 | 16 | 64 | 63 |
| Wahyu M. | 18 | 18 | 18 | 19 | 73 | 18 | 19 | 18 | 18 | 73 | 73 |
| Yufi N. | 17 | 16 | 15 | 17 | 65 | 17 | 16 | 16 | 16 | 65 | 65 |
| Total | | | | | | | | | | | 2.140 |
| Mean | | | | | | | | | | | 66,87 |

P: Pronunciation

V: Vocabulary

G: Grammar

F: Fluency

R: Researcher

T: Researcher

TSR: Total Researcher's Scores

TTS: Total Researcher's Scores

**APPENDIX F:
PHOTOGRAPHS**



The students were conducting speaking performances in the pre-test.



The students were having dialog practices in pairs.



The researcher was checking the students' pronunciation.



The students were doing the tasks.



The students were doing the tasks.



The researcher was giving feedback on the students' pronunciation.



The students were having dialog practices in groups.



The researcher was checking the students' pronunciation.



The researcher was listing difficult words.



The researcher was using laptop to play recordings.



The researcher was explaining the materials.



The researcher was drilling the students' correct pronunciation.



The researcher was asking the students to read the handouts



The students were having pair-taping practices.



The researcher was asking the students answer.

APPENDIX G: 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/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1073e/UN.34.12/PP/IX2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

5 September 2012

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

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

Improving Students' Speaking Practices of XI Grade in SMA Negeri 1 Gombong through Pair – Taping in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : YAYUK ARIS SETIYORINI
NIM : 08202241011
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2012
Lokasi Penelitian : SMA Negeri 1 Gombong

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

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


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

Tembusan:
Kepala SMA Negeri 1 Gombong



PEMERINTAH PROVINSI JAWA TENGAH
BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT

Jl. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122
SEMARANG - 50136

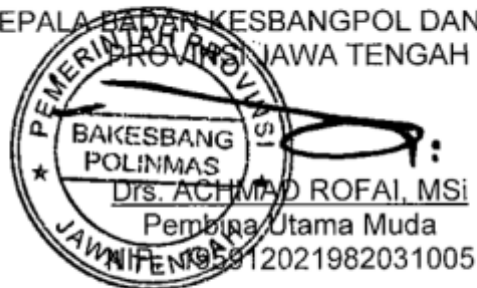
SURAT REKOMENDASI SURVEY / RISET
Nomor : 070 / 2079 / 2012

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY. Nomor 070 / 7691 / V / 09 / 2012. Tanggal 13 September 2012.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Kebumen.
- IV. Yang dilaksanakan oleh :
1. Nama : YAYUK ARIS SETIYORINI.
 2. Kebangsaan : Indonesia.
 3. Alamat : Karangmalang Yogyakarta.
 4. Pekerjaan : Mahasiswa.
 5. Penanggung Jawab : Samsul Maarif, MA.
 6. Judul Penelitian : Improving Students Speaking Practise Of XI Grade In SMA Negeri 1 Gombong Through Pair – Taping In The Academic Year Of 2012 / 2013.
 7. Lokasi : Kabupaten Kebumen.
- V. KETENTUAN SEBAGAI BERIKUT :
1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
 2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / Mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
 4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.
- VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :
September s.d Desember 2012
- VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 17 September 2012

an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH





PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

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

Yogyakarta, 13 September 2012

Nomor : 070/7691/V/09/2012

Kepada Yth.
Gubernur Prov. Jawa Tengah
Cq. Bakesbanglinmas
di -
Tempat

Perihal : Ijin Penelitian

Menunjuk Surat :

Dari : Dekan Fak. Bahasa & Seni UNY
Nomor : 1072E/UN34.12/PP/IX/2012
Tanggal : 10 September 2012
Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : YAYUK ARIS SETIYORINI
NIM / NIP : 0820241011
Alamat : KARANGMALANG YK
Judul : IMPROVING STUDENTS SPEAKING PRACTICES OF XI GRADE IN SMA NEGERI 1 GOMBONG THROUGH PAIR - TAPING IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : KAB KEBUMEN Kota/Kab. KEBUMEN Prov. JAWA TENGAH
Waktu : Mulai Tanggal 13 September 2012 s/d 13 Desember 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fak. Bahasa & Seni UNY
3. Yang bersangkutan



PEMERINTAH KABUPATEN KEBUMEN
KANTOR KESATUAN BANGSA DAN POLITIK
JALAN ARUMBINANG NOMOR 15 TELEPON (0287) 384088
KEBUMEN 54311

REKOMENDASI

NOMOR : 072 / 970 / 2012

TENTANG
IJIN PENELITIAN

Berdasarkan surat dari Badan Kesbangpol dan Linmas Provinsi Jawa Tengah Nomor : 070/2079/2012 tanggal 17 September 2012, memberikan REKOMENDASI atas kegiatan penelitian / survey di Kabupaten Kebumen yang akan dilaksanakan oleh :

Nama : YAYUK ARIS SETIYORINI
Pekerjaan : Mahasiswi UNY
NIM : 08202241011
Alamat : Pendekel Rt.01 / Rw.04 Mergosono Kec. Buayan Kab. Kebumen
Penanggung Jawab : Samsul Maarif, M.A.
Jumlah Peserta : 1 orang
Lokasi : SMA N 1 Gombong
Waktu : 20 September 2012 s/d 20 Desember 2012
Judul / Tema Penelitian : Improving Student's Speaking Practices of XI Grade in SMA N 1 Gombong Through Pair-Taping in The Academic Year of 2012 / 2013

Dengan ketentuan sebagai berikut :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas pemerintahan. Untuk penelitian yang dapat dukungan dana dari sponsor baik dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
3. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
4. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian harap menjadikan perhatian dan maklum.

Kebumen, 19 September 2012

a.n. BUPATI KEBUMEN
KEPALA KANTOR KESATUAN BANGSA DAN
POLITIK KABUPATEN KEBUMEN
Kepala Seksi Ketahanan Bangsa





PEMERINTAH KABUPATEN KEBUMEN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jl. Veteran No. 2 Telp. (0287) 381570 Kebumen - 54311

Kebumen, 19 September 2012

Nomor : 071 - 1 / 399 / 2012
Lampiran : -
Hal : Ijin Pelaksanaan
Penelitian

Kepada Yth:
Kepala SMA Negeri 1 Gombong

di

TEMPAT

Berdasarkan surat Bupati Kebumen Nomor 072/ 970 /2012 tanggal 19 September 2012 tentang Rekomendasi Ijin Penelitian, maka dengan ini diberitahukan bahwa pada Instansi/wilayah Saudara akan dilaksanakan penelitian oleh :

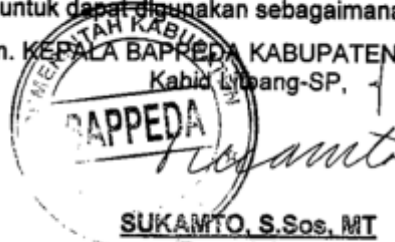
1. Nama / NIP : YAYUK ARIS SETIYORINI / 08202241011
2. Pekerjaan : Mahasiswi UNY Yogyakarta
3. Alamat : Pendekel, RT. 01 RW.04 Mergosono, Buayan
4. Penanggung Jawab : Samsul Ma'arif, M.A.
5. Judul Penelitian : Improving Student's Speaking Practices of XI Grade in SMA Negeri 1 Gombong Through Pair-Taping in The Academic Year of 2012/2013
6. Jumlah Peserta : 1 Orang
7. Waktu : 20 September s/d. 20 Desember 2012

Dengan ketentuan-ketentuan sebagai berikut :

- a. Pelaksanaan survey/penelitian tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Setelah survey/penelitian selesai diharuskan melaporkan hasil-hasilnya kepada BAPPEDA Kabupaten Kebumen.

Demikian surat ijin ini dibuat untuk dapat digunakan sebagaimana mestinya.

A.n. KEPALA BAPPEDA KABUPATEN KEBUMEN
Kabid. Litbang-SP,



SUKAMTO, S.Sos, MT
Pembina

NIP.19691224 199001 1 001

Tembusan : disampaikan kepada Yth.

1. Kepala Dinas Dikpora Kab. Kebumen;
2. Yang Bersangkutan.
3. Arsip.