

**USING COMMUNICATIVE ACTIVITIES TO IMPROVE THE GRADE
VII STUDENTS' SPEAKING ABILITY AT SMP NEGERI 2 WONOSARI
KLATEN IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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



By

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USING COMMUNICATIVE ACTIVITIES TO IMPROVE THE GRADE VII STUDENTS' SPEAKING ABILITY AT SMP NEGERI 2 WONOSARI KLATEN IN THE ACADEMIC YEAR OF 2011/2012

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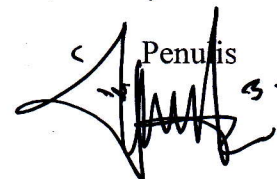
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Penulis


Yuyun Sedya M.

MOTTOS

“The difficulties of life are intended to make us better, not bitter” –

Author Unknown

“Be kind for everyone you meet is fighting a hard battle” – Author

Unknown

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” – Albert

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“One will gain nothing without making any efforts” – (QS, An Najm: 39)

DEDICATIONS

In the name of Allah swt., I dedicate my thesis for my beloved mom,

Sedyaningsih, Amd.,

my beloved dad, Mulyono, S.Pd.,

my amazing brothers, Husein Hartanto, S.iP., and Kurniawan Tri

Susila.,

my dearest one Harry Bhakti for your patience,

and all of my friends.

You are my greatest rewards. Thanks for always standing by my side.

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ABSTRACT

This study is action research. The objective of the study is to improve the speaking ability of the students at grade VII in SMP Negeri 2 Wonosari, Klaten through communicative activities in the academic year of 2011/2012.

This study was an action research study consisting of two cycles. The research was carried out at the second semester from March to May 2012. It involved the researcher, the English teacher, and the students. The participants of this research were 36 students of VII D class of SMP N 2 Wonosari, Klaten in the academic year of 2011/2012. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching learning process during the implementation of the actions and interviewing the collaborator and the students about the implemented actions in the form of filed notes and interview transcripts. Meanwhile, the quantitative data were gained by giving a questionnaire and assessing the students' ability through pre-test and post-test.

The result of Cycle I showed that the implementation of communicative activities, i.e. information gap activity, searching and guessing games and other accompanying actions, i.e. using audio-visual media, and group work; the students' speaking ability and their involvement increased. However, in the first time, the implementation of group work was not successful because there were not many students actively engaged in the activities. In addition, the guessing game which required students in making monologue based on the situation was less successful because there were many students who got some difficulties in vocabulary and pronunciations. Therefore, the researcher improved that action by giving different responsibility to accomplish the activity. Meanwhile, it was shown that the implementation of different communicative activities (i.e. information gap, jigsaw, and search games) and other accompanying actions (i.e. using audio-visual media, asking the students to perform in front of the class, giving feedback and rewards) were successful in improving the students' speaking ability. The findings were supported by the means of students' speaking scores which had improved from 6.6 in the pre-test to 7.6 in the post-test (assessed by the researcher).

CHAPTER I

INTRODUCTION

A. Background of the Problem

The aim of teaching-learning English in Indonesia is helping the students to achieve communicative competence as mentioned in the content standard of English teaching issued by *Badan Standar Nasional Pendidikan (BSNP, 2006)*. By having communicative competence that requires the students to use language knowledge and skills to use that knowledge, the Indonesian students have to be able to communicate using the target language in the certain level of literacy. For *SMP* (junior high school) students, the aim of English teaching is at facilitating them to communicate in the target language in the level of functional literacy. It means that the students have to be able to use English as the function (communication) in the context of daily life, such as: reading a newspaper, manual, notice, or giving instruction to the foreigner. Besides that, they have to realize the importance of English in the world competition of global era which requires people to be able to use English in spoken and written language. Therefore, to achieve communicative competence mentioned above, four main skills which are listening, speaking, reading, and writing skills are covered in the English teaching-learning process.

From those four skills, speaking is one of the skills that must be practiced. Because the aim of English teaching is to build students' communicative competence, they have to maximize their speaking practice during the English lesson. Unfortunately, the students are not given sufficient opportunity to develop and practice their speaking skill. Based on the national curriculum in which it is stated that English teaching has to cover four main skills,

the English teachers have to teach those skills in equal portion. In fact, most English teachers in Indonesia focus more on written skills; writing and reading, than spoken; listening and speaking. The reasons are the school final examination (*Ujian Akhir Sekolah*) and national examination (*Ujian Nasional*) orientations that require students to do it in a written form. Therefore, most English teachers more emphasize teaching writing and reading.

Learning speaking needs a good model as the practice and an interlocutor to make the conversation naturally happened. This statement is also mentioned by Thornburry (2005) that speaking is interactive and requires the ability to co-operate with guidance from teacher in the management of speaking turn. It means that the students cannot practice their speaking effectively unless in the classroom during the English lesson. The teacher are expected to be good facilitator and she/he has to be a good model for them. Unfortunately, based on the observation in SMP N 2 Wonosari, Klaten in January, 2012, the speaking activities in the classroom were less. The teachers gave many theories to the students without instructing them to practice speaking directly. They did not have sufficient opportunity to practice their speaking skill. The teacher spoke all the time as explaining the material, and the students only listened to her, and the method used was teacher-centered method. There was no English speaking interaction among students.

Meanwhile, most of the students were afraid of speaking up and aloud, being laughed by their friends, and they were having lack of confidence or not sure with the words they produced. When they were asked to perform in front of class, they refused to do it. In other words, they hesitated to produce the English words. In addition, during the English lesson, they used their mother tongue or just simply switched to *Bahasa Indonesia*, so they were just wasting time without practicing their speaking skill. Thus, their speaking ability was still

poor. They could speak neither fluently nor accurately. They made many mispronunciations. Because of many mistakes and mispronunciations, the teacher did not have sufficient time to correct all of them.

In addition, the activities during English lesson were to be boring and monotonous. There was less interaction between the teacher and students. Therefore, it made students passive in the classroom. There were only few students involving in the speaking activities. Rarely did the teacher apply group work. She used only individual or sometimes pair work, so only a part of them practice more. Because of not all of the students practice, there was no effective and efficient communication among students.

Considering the problems mentioned above, many interesting activities that encourage the students to speak English could be tried. One of them is by using a communicative activity during the speaking lesson. Communicative activity is a part of communicative approach which uses student-centered method. It can be applied in teaching speaking because it has search games, information gap, discussion, role play, etc. Those are various activities which give opportunity for the students to practice their speaking in English. They are also useful to encourage students to communicate with others orally. Therefore, the interaction among students will be improved and the speaking ability can be improved too.

B. Identification of the Problem

The problems which came into the classroom during the teaching-learning process have different aspects. Based on the observations, there were some problems in the classroom. The problems were identified based on the observation held by the researcher on the several aspects. These aspects are students, teacher, methods, and materials.

The first problem was related to the students. The problems were divided into three; they were related to attitude, competence, and willingness of the students. The attitude problems were dealing with the discipline, such as: The students went out from the classroom when the teacher was out of moment, and they did not bring English books during lesson. They also hesitated with their speech because of afraid making mistake, mispronunciation, and being laughed by their friends, they were dealing with competence problems. Many students did not pay attention to the teacher, when the teacher instructed them to perform in front of class they refused to do it, because they consider English as boring and difficult subject. They made chit-chat when their friends perform speaking on front of the class. They are called problem of students' willingness.

The second problems were related to the teacher. The problems were divided into three, they were related to technique, attitude, and competence. The problems related to teacher technique were the teacher seems using teacher-centered method, she explained all the time without giving students opportunity to practice so it made the students have few times to be active. It would make the class monotonous so the students would get bored and lazy easily. The problems that were related to the attitude were that she only emphasizes on teaching writing and reading, so it will limit students' practice in speaking English during the teaching-learning English process; she also maximizes her practice without giving students opportunities to practice. The last problem dealing with competence was that she only focuses on the course book with more theories less practice; she also often made mistakes in pronouncing some words. Moreover, she did not know well the use of multi-media such as computer to present the good example of spoken language or to take students' attention.

Meanwhile, the last problems were dealing with activities and media. In the teaching- learning process, the teacher assumed that if she used English all the time, it was difficult to be understood by the students. In addition, the teacher rarely applied group work discussion; she often used individual rather than partner so the interaction among students was limited. The teaching style restrained and limited the students' involvement to speak in the classroom. Moreover, she taught English without clear media. There was no other media as additional teaching resources in the classroom. She only used the English book suggested by government and students' worksheet. She never used cards, pictures, and others media that could motivate students to practice English.

All of the problems mentioned above would influence the teaching-learning process, i.e. speaking lesson. Because of the problems, the speaking lesson was not effective; there was less practice for students in speaking. Therefore, the communicative competence would not be achieved.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused on the use of communicative activities which could improve the students' speaking ability, namely information gap, role play, guessing games and search games. The researcher chose the activities to limit the research on the communicative activities for two reasons. First, communicative activities reflect real-world activities which mean that the activities are based on the real communication. By giving communicative activities, the students could be more enthusiastic in the speaking class. Second, the efforts that were done in this research were limited by physical factors such as time and facilities. Related to these reasons, these efforts

done in this research are limited to increase Grade VII students' speaking ability in SMP Negeri 2 Wonosari, Klaten.

D. Formulation of the Problems

This research was done to answer the question in the formulation of the problem "How can communicative activities improve the students' speaking abilities grade VII in SMP Negeri 2 Wonosari, Klaten?"

E. Objective of the Research

This research aims at improving grade VII students' speaking skills in teaching-learning process in SMP Negeri 2 Wonosari, Klaten in the academic year of 2011/2012 through communicative activities.

F. Significance of the research

This research is expected to give significance contributions to English teaching learning process in speaking. The first is for English teachers. It will be a reference for them in order to improve the quality of teaching speaking in the classroom. The second contribution is for the students in order to make their speaking abilities better, and motivate them in learning English. The last is for the researchers with the relevant problems. This research will be usefull as the source for further research on improving English speaking abilities.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

In reviewing the literature related to the use of communicative activities to improve students' speaking skill of Grade VII students of SMP 2 Wonosari, Klaten, this chapter presents the literature review in three major points: speaking, teaching speaking, and communicative activities.

1. Speaking

This sub-chapter describes important matters concerning speaking. It is presented in three sub-headings. These are the nature of speaking, aspects of speaking skill.

a. The Nature of Speaking

Speaking is one of the ways used by people to express their ideas and feelings to the others. Through speaking people meet their communication needs, such as transferring information, exchanging personal information, etc.. They will say as the response to what they hear. It is also in line with Cameron's statement that speaking is the active use language to express the meanings so that other people can make sense of them. It means that speaking is regarded as a tool to transform the idea through a process. Thus, speaking which its function as a communication tool takes important role in daily life.

Connecting to the statement, Linse and Nunan(2005:47) state that communication through speaking is equally important in English learners language development and it

requires the ability to co-operate in the management of speaking turns. It means that speaking is a crucial part in teaching-learning language and it should be learnt by classroom components, they are teachers and students. In order to achieve a successful oral production, it is necessary to control the language knowledge when they are using language features, language function, and others linguistics items. Thus, the teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. This is also supported by Brown (2001) that when learners are learning to speak a target language, they need to be facilitated by the practice of language. Then, they can carry on conversation intelligibly. In addition, he states that the standard of successful acquisition of language is the demonstration of an ability to accomplish to learning's goal through an interactive discourse with other speakers of language. If they want to be able to speak fluently, they need to possess knowledge of language and skills in using this knowledge. In summary speaking ability itself can be stated as the ability to use the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

b. Aspects of the Speaking Skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Accuracy and fluency are terms of characteristic for a successful and productive conversation. Scrivener (2005, 160-162) declares that accuracy is the ability to speak correctly without

making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity. It means that in speaking, it is necessary to have pauses. Moreover, when speaking fluently, speakers should be able to get the message across with the language knowledge and abilities they have got and regardless of any grammatical errors and other mistakes.

Connecting to the statement that speaking fluently also needs to know the knowledge of language features, Harmer (2001) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech

when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

The fifth factor is the colloquial language or daily language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational

negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

c. Types of Spoken Activity

As we know, most of EFL students learn the target language in their own culture and practice is available only in the classroom. Therefore, a key factor in L2 or foreign language development is the opportunity given to learners to speak in the language – promoting interaction (Richard and Renandya 2002:208). According to Nunan in Richard and Renandya (2002:209) in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in the real life as in the classroom, most task of any complexity involve more than one macro skill. He also says that the effective of interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes. In addition, Kayi (2006) classifies the speaking activity into six activities. The first activity is discussion, in which the students may have aims to arrive at conclusion, share ideas about an event, or find solution in their discussion group. For example, students can become involved in agree or disagree discussions. The second activity is role-play. Students pretend they are in various social contexts and have a variety of social roles. In this activity, the teacher gives information to the learners such as who they are and what they think or feel. The third activity is information gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

Then, the next speaking activity is storytelling, in which the student can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. The other activity is picture narrating. This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. The last activity is picture describing. One another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class.

Meanwhile, Gower, Phillips, and Walters (1995) divide three types of spoken activities, namely controlled, guided, and creative or freer activity. In controlled activity, the students can be given a repetition practice or set sentences prompted by picture or word cues in which the aim is to improve the accurate use of words, structures, and pronunciations and to foster confidence. Then, in guided activity, the teachers can give model dialogues which the students can change to talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught. The last, in creative activity, the aim is to give either creative practice opportunity for predicted language items or general fluency

practice where the specific language focus is less relevant. Moreover, the activity can increase the students' motivation since the student talk for themselves and help bridge the gap between the artificial world made in the classroom with its controlled language practice and the real world outside.

2. The Teaching Speaking

This sub-chapter describes important matters concerning teaching speaking. It is presented in five sub-headings. These are principles of teaching speaking, speaking teaching – learning process, performance of speaking, teaching speaking to SMP students, and problems in teaching speaking.

a. Principles of Teaching Speaking

According to Shumin in Richard and Renandya (2002: 208-210) speaking is one of the central elements of communication. In EFL teaching, speaking is an aspect that requires special attention and instruction. In order to provide effective instruction, it is necessary for EFL teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. In addition, interaction, in teaching speaking, is also a key to improve EFL learners' speaking ability. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes. Particularly, they should (1) be based on authentic or naturalistic source materials; (2) enable learners to manipulate and practice specific features of language; (3) allow learners to rehearse, in class, communicative skills they need in real world communication; and (4) activate psycholinguistic processes of learning.

According to Brown (2001: 275-276) there are some principles for designing techniques in teaching speaking. First, it should use techniques that covers learners needs, carry out the accuracy, fluency and meaning. Second, the techniques should provide intrinsically motivations. Third, the techniques should encourage the use of authentic language in meaningful contexts. Then, the fourth techniques should provide appropriate feedback and correction. Fifth, the techniques should take advantage of on the natural link between speaking and listening. Sixth, the techniques should give learners opportunity to initiate oral communication. The last techniques should encourage the development of speaking strategies.

In addition, Harmer (2001:87) states that there are three basic reasons to give students speaking tasks which encourage them to use all and any language at their control. First, the activities give the students a chance to discuss and rehearse the material outside the classroom. This is not the same as practice in which more detailed study take place. It is a way for students to get a feel of what communicating in the foreign language really feels like. Next, the activities give feedback for the learners. The teachers can see how well their class is doing and what language problems they are having. It can be called boomerang. While the students can also see how easy, they find a particular kind of speaking and what they need to do to improve. The last, the good speaking activities can and should be highly motivating. Many speaking task (role-playing, discussion, problem solving etc) are intrinsically enjoyable in themselves.

b. Speaking Teaching – Learning Process

In the speaking teaching – learning process, there are some components which may influence the quality of speaking activities. The components are the students, teachers, materials, methods and media.

(1) Teacher

Teacher plays important role during teaching and learning process. Students cannot learn English without teachers' guidance. Sometimes, teacher should motivate the student to learn English. The students need their teacher's guidance in doing activities. According to Harmer (2001), teacher needs to play a number of different roles during the speaking activities. The following are the teachers' role when we are trying to get the learners to speak fluently:

a) Prompter

In this case, the teacher helps the students by offering words or phrase to encourage the students thinking creatively when they lose their fluency. 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. Commonly, the teachers have to prompt students in monolingual groups to speak English rather than using their mother tongue.

b) Participant

The teachers act as participant when they participate in discussions or role-plays and also when they are in dialogue with the class. However, the teacher's participation should not dominate the activity. It is better for teacher to stand up in the back to watch

and listen when the students are practicing the tasks. By doing this, the teacher can avoid his domination in the activity.

c) Feedback provider

The last role is as the feedback provider. The teacher can give feedback on the students' speaking depends on the teacher's tact and the situation. The teacher can give feedback on the content of the activity and the language used directly after the students have completed an activity or later at the end of the meeting.

(2) Student

The process of teaching – learning is also influenced by the students themselves. The process of teaching – learning can be failed if students do not pay attention to the teachers' explanation. Therefore, the teacher should encourage their attention by creating interactive activity.

Brown (2001:91- 92) states that secondary school students are teens who have age range between twelve and eighteen or so. The Junior High School students are included the secondary school students. In addition, he also says that the “terrible teens” are age of transition, confusion, self-consciousness, growth, and change bodies and minds. Teens are transition from childhood to adulthood. Therefore a very special set of considerations applies to teaching them. Specifically, he explains that around the age of twelve, intellectual ability adds logical thoughts. This influences the abilities to focus on something which improves as a result of intellectual development.

Those characteristics of a teenager give an understanding that one of the most important concerns of the secondary school teacher understands their needs. It can be implemented by designing and interesting teaching and learning process which can

engage their skills and motivation, avoid embarrassment of students, and encourage the students' participant in the teaching and learning process.

(3) Material

Materials take as important roles in the teaching-learning process. Material can be a bridge for the students who want to achieve the purpose of learning. Hutchinson and Waters (1987:106) state that materials provide stimulus to learning. Furthermore, he adds that the choice of instructional material will greatly influence any educational program. Since materials affect the content, quality, and general efficiency of the instructional program, the teacher should be careful in choosing, developing, and changing materials. Furthermore, they state that a teacher or institution may wish to provide teaching materials that will fit the specific subject area of particular learners. In short, the materials will influence the quality of students' motivation in learning.

In addition, (Gower, et. al., 2008: 77 – 82) states that there are two types of materials in language classroom.

a) Published Material

Published material is a kind of material which is produced to be used in class. It can be in the form of textbook or course book. It provides a syllabus which is graded roughly to the level suitable for students. Besides, it is very helpful for the teachers to teach their students based on the syllabus.

b) Authentic Material

Authentic materials are kinds of material which are actually designed for native speakers of English. They can be in the form of newspapers, magazines, poems, songs,

brochures or videos. Because authentic materials are not designed for EFL learners, it is sometime difficult for the students to understand the materials. Therefore, the teachers should select the material carefully by considering the student's needs and interests in the classroom activity.

(4) Method

Brown, (2001:14) defines method as an overall plan for systematic presentation of language based upon a selected approach. Meanwhile, Richards and Rodgers in Brown (2001:14) states that method is an umbrella term for the specification and interrelation of theory and practice.

The method influences the successful of the teaching learning process in the classroom. According to Larsen (2000) methods is categorized into eight categories. The first method is Grammar Translation Method (GTM). This method focuses on grammatical rules, memorization of vocabulary and of various declensions and conjunctions, translation of texts and doing written exercises. It aims to help the students to understand the grammar of the target language so that they can speak and write the language well. The second method is Direct Method (DM). This method does not allow translation between first and second or foreign language. The second or foreign language learning should be more like first language learning. The spontaneous way tends to use in this method. Then, the third method is Audio Lingual Method (ALM). The common activity drills the students in the use of grammatical sentence pattern. In this method, the mother tongue is rarely used. Then, the fourth method is Silent Way Method (SWM). This basic principle of this method that is students should be able to use the language for

self – expression to express their thought, perceptions, and feelings. In other words, teaching means to serve the learning process rather than to dominate it.

The fifth method is suggestopedia. According to Lozanov in Brown (2001: 27) suggestopedia is a method which uses music or rhythm to make the student more relax in accepting the material and giving over of control to the teacher. This method was developed to help the students to eliminate the feeling that they cannot be successful and help them to solve the barriers of learning. Then, the sixth method is Community Language Learning (CLL). In this method, the teacher considers that the students are not regarded as a “class” but as a “group” (Brown, 2011: 25). In this method, the teacher wants their students to learn how to use the target language communicatively. In addition, the teacher wants the students to learn about their own learning and to learn how to learn from others. The next method is Total Physical Response (TPR). It emphasize on students’ developing basic communication skills and vocabulary through their receiving meaningful exposure to the target language. The students listen to the teacher using the target language communicatively from the beginning instruction. In this method, the teacher helps the students to understand the target language by using picture and occasional words in the students’ native language and by being as expressive as possible. The last is Communicative Language Teaching (CLT). The goal of this method is the students able to communicate in target language. In order to do this method, the students need to have knowledge of linguistic forms, meanings, and functions.

(5) Media

Media plays important role in English teaching and learning process. Media are needed to reach the objectives of teaching and learning process. As a teacher, he or she

should use various media or teaching aids in giving material to the students. Harmer (2001:34) says that a language teacher should use a variety of teaching aids to explain language meaning and construction to engage the students in a topic or a basis of a whole activity. According to Gerlach and Elly (1980: 241), a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. In addition, Brown (1977: 2-3), defines media as the tools or the physical things used by a teacher to facilitate the instruction.

There are three media which have great potential in stimulating teaching – learning process namely visual aids, audio aids, and audio – visual aids. The first is visual aids. It can be used as main points for discussion and to give variation in teaching learning process. There are nine visual aids which are able to stimulate in teaching speaking such as blackboard, bulletin board, pictures, charts, flash cards, maps, clocks, and cartoons or comic strips. Then, the second media is audio aids. The use of audio has been a common feature in language teaching for many years. It can be in the form of radio or tape – recording and help the students in learning speaking or listening. The last media is audio – visual aids. This media provide pictures which involve audio inside, such as television or motion picture.

In some books, teaching media are identical with the term ‘technologies in the language classroom’ (Brown, 2001:143), or ‘Educational technology and other learning resources’ (Harmer, 2007:175). Brown (2001: 145 – 146), suggest some media to be brought in the classroom context along with the classroom context along with the application of computer – assisted language learning (CALL). They are:

a) Collaborative projects

- b) Peer – editing of compositions
- c) E – Mail
- d) Web page design
- e) Reinforcement of classroom material
- f) Games and simulation
- g) Computer adaptive testing
- h) Speech processing

c. Performances of Speaking

According to Brown (2001:271) there are six types of classroom speaking performance. The followings are described below.

(1) Imitative

Drills suggest learners an opportunity to listen and to orally repeat certain strings of language that maybe pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a control activity.

(2) Intensive

Intensive speaking 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 work activity, where the learners are going over certain forms of language.

(3) Responsive

A good deal of student speech in the classroom is responsive: short replies to the teacher or student initiated questions or comments. Usually these replies are sufficient and do not continue dialogues.

(4) Interactive

The other form of speaking performance is interactive. This performance is carrying out for the purpose of maintaining social relationship rather than for the transmissions of facts and information. In this performance learners can involve some or all factors such as a casual register, colloquial language, emotionally charged language, slang ellipsis, sarcasm, and a covert agenda so the learners will need to learn how such features such the relationship between the interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

(5) Extensive

Students at intermediate or advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps speeches. In this performance the register is more formal and intentional. This monologue can be planned or impromptu.

d. Teaching Speaking for SMP students

According to the content standard which is developed by BSNP (2006), the English teaching for Senior High School students in Indonesia is aimed at 1) developing the students' oral and written communication competence to achieve functional literacy, 2) developing the students' awareness of the importance of English in improving the nation's competence in the world, and 3) developing the students' understanding of the

relation between language and culture. Besides, according to the Regulation of Ministry of National Education (Permendiknas) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching and learning process which has proposed by BSNP (2006), the Grade VII Junior High School students in the second semester have to pose several speaking competencies as shown in Table 1.

Table 1: Standard of Competency and Basic Competency of Speaking Skill for Junior High School Student Grade VII Second Semester

Standard Competency	Basic Competency
9. Expressing meaning of transactional and interpersonal conversation in daily life.	9.1 Expressing meaning in formal and informal transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and acceptably in the form of asking and giving service, asking and giving facts. 9.2 Expressing meaning in formal and informal transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and acceptably in the form of asking and giving opinion, asking clarification, and responding interpersonally.

<p>10. Expressing meaning of short functional text and simple monolog in form of procedure and descriptive in daily life.</p>	<p>10.1 Expressing transactional (<i>to get things done</i>) and interpersonal conversation (socialization) in variety of oral language accurately, fluently, and acceptably in the context of daily life.</p> <p>10.2 Expressing meaning of simple monolog using spoken language accurately, fluently, and acceptably in the form of procedure and descriptive in daily life.</p>

Based on the standard of competencies and basic competencies in Table 1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. Teachers have to note that the activities should make the students communicate in English. One of ways to make the students communicate in English is through communicative activities in which one kind of the activities is communicative activities, such as an information gap activity, survey, conversation grid, etc. For instance, in Basic Competency 9.1 in which the students are required to be able to express meaning in the daily life conversations in the forms of asking and giving opinion, the teachers can give every 25 student a survey card. The students have to talk to each

other to collect information based on their own opinion. Thus, they will use many kinds of expressions and speaking strategies not only asking and giving opinion, but also other expressions such as likes and dislikes expression, and speaking strategies such as clarifying meaning and negotiation of meaning.

Meanwhile, in Basic Competency 10.2, the teacher can give many pictures of people to the students. Then a student describes one of the pictures and the rest of students try to guess the picture of people described. This activity is called detective game, it is part of information gap activity. However, to make the activity more communicative, the teacher can divide the students into several groups (i.e. 10 groups) in which every group consists of 3 to 4 students. Then the teacher gives every group different pictures with situation cards and they have to make conversation based on the situation or role play cards related to find a lost people. After that, one of the students tells about the description of people and the others try to guess by pointing the picture of a person. By implementing those activities, the students' communicative competence can be improved.

Furthermore, based on the Regulation of Ministry of National Education (Permendiknas) no. 41, year 2007 about the process standard for elementary and secondary education, the teaching and learning process should cover some activities to achieve the basic competency. A teacher should present the activities in interactive, inspiring, enjoyable, and challenging ways so that they can encourage the students to participate actively based on their interests, and physical and psychological developments. Moreover, in teaching, the teacher should consider exploration, elaboration, and confirmation processes. In the exploration process, the teacher is

required to be able to 1) ask the students to seek for some information based on the topic that is being learned, 2) use any approaches to the 26 teaching and learning, media, and other learning resources, 3) employ the student-student, students-teacher, students-environment, and students-other learning resources interactions, 4) engage the students to actively participate in every activity, and 5) ask the students to do some experiments in a laboratory, studio, or field.

Meanwhile, in the elaboration process, the teacher is required to be able to 1) familiarize the students with various reading and writing activities through any meaningful tasks, 2) facilitate the students with some tasks, discussions, and other activities to express their ideas both in spoken and written, 3) give opportunities to the students to think, analyze, solve a problem, and act without any fear, 4) give the students with a cooperative and collaborative teaching and learning process, 5) give the students opportunity to compete fairly in order to improve their achievement, 6) ask the students to make an exploration report which is done individually or in group, and orally or in written mode, 7) ask the students to do an exhibition, tournament, festival, and their products, and 8) ask the students to do some activities that can encourage their confidence.

In the confirmation process, the teacher is required to be able to 1) give positive feedback and reinforcement in the form of spoken and written feedbacks, signs, or rewards to successful students, 2) give a confirmation to the students' exploration and elaboration results through many resources, 3) help the students to do a reflection to get a learning experience, 4) help the students to get a meaningful experience to achieve a certain basic competency, in which the teacher a) acts as an informant and facilitator in

answering the students' questions when they get difficulties, b) helps the students to overcome a problem, c) gives guidance to the students so that they can examine their exploration result by themselves, d) gives more information to the students so that they can explore their knowledge more, and e) gives motivation for the students who do not actively participate in the teaching and learning process.

e. Problems in Teaching Speaking

The teaching of speaking is more demanding on the teacher than the teaching of any other language skills (Rivers, 1981:88). The problem may come from learning the language itself, and also from the technical problems in teaching speaking. For this reason, teacher should be aware of the elements of speaking that make it difficult.

In line with that, Brown (2001: 270 – 271) defines eight elements that make speaking difficult. The first element is clustering. The students often speak word by word not in phrasal. They cannot organize their output both cognitively and physically in spoken language. The second element is redundancy. The students have an opportunity to make meaning clearer through redundancy. They can make a phrase shorter on this feature of spoken language. The third element is reduced form. The students who do not learn colloquial contraction can sometimes develop a stilted in their speaking. It causes the students' speaking are unnatural and clumsy. The fourth element is performances variables. In this element, some of the students often make pause frequently in speaking so that their speaking is not fluent. So, it is better to the teachers teach them how to fill their pause and hesitation, such as using *uh*, *um*, *well*, *I mean*, and *like* etc. The fifth meeting is colloquial language. The students do not know the words, idioms, and phrases of colloquial language so that they cannot get practice in producing spoken English well.

The sixth is rate of delivery. It is another important element in fluency. In this element, the teacher is asked to help the students to achieve an acceptable speed along with other attributes of fluency. The seventh element is stress, rhythm, and intonation in speaking English. The students are sometimes ignoring the stress, rhythm, and intonation when they speak English. Actually, it is important to pay attention in this element. It is because the stress – timed of spoken English and its intonation patterns convey important messages in speaking. The last element is interaction. The greatest difficulty of the students in speaking English is interaction rather than multiplicity of sounds, words, phrases, and discourse forms. Conversations are collaborative as participants engage in a process of a negotiation of meaning. So, it is important to create the interactive nature of communication among the speakers to get the meaning clearly.

Moreover Rivers (1981:187) adds, such features a pitch, intonation, stress and duration, assimilation, juncture, elisions, liaisons of word boundaries, and expensive features like tone of voices and gestures are often all but ignored. Those features are constrains dealing with the language. However, teachers may find more problems in teaching speaking which are related to the functional problems. They are mentioned as follows:

- a) Students' motivation
- b) Students' reluctant to involve themselves
- c) Grouping students
- d) Teaching media
- e) Classroom management
- f) Assessment techniques, etc.

3. Communicative Approach

a. Definition

The communicative approach in language teaching and learning is an approach, which focuses learning on communication; it views language as a system for the expression of meaning. The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop as David (2006) referred to as “communicative competence.” David (2006) pointed out this term in order to contrast a communicative view of language and Chomsky’s theory of competence.

According to Wilkins (1975:18) the communicative approach suggests that what taught is only what is relevant to the learners’ needs. In Nunan (2004: 194), it is said that the objectives of communicative language teaching will reflect the needs of the learners. They will include linguistic purposes as well as functional skills. Furthermore, Yalden (1931:101) mentions that the identification of the learners’ need is the first stage in designing a communicative syllabus. The followings are some basic concepts of the communicative approach proposed by Madya (2000),

- 1) “Language is a vehicle for the expression of functional meaning” (Richards & Rogers, 1986).
- 2) Emphasis is put on the semantic and communicative dimension rather than on merely the grammatical characteristics of language.
- 3) The specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

- 4) The application of Communicative Approach leads one to consider language in terms of its structure (grammar and Vocabulary) and of the communicative function it performs (Littlewood, 2002); it is concerned with language and language use (Howatt, 2000).
- 5) Linguist skills and communicative skills should be brought into closer association with each other.
- 6) The communicative approach recognize:
 - a) the importance of linguistic competence, i.e. knowledge of the language, which can help one produce new sentences as occasion demands,
 - b) the possibility of different functions of the same expression; and
 - c) the existence of specific situational and social factors which determine the function of the expression.

A person's communicative competence then consists of: (1) linguistic competence; (2) ability to distinguish between the forms and the communicative functions; (3) skills and strategies of using language as a means of effectively communicating meanings in concrete situations; and (4) awareness of the social meanings in language forms.

The communicative approach "ensures that the learners are taught only what is relevant to his or her needs and this knowledge is easily activated in actual language behavior" (Wilkins, 1975:18). The identification of learners' needs therefore the first stage in the process of designing a communicative syllabus (Yalden, 1983).

The communicative approach gives thought to the people who deal with the language teaching that it is important to teach learners in terms of language structure and

communicative functions. The application of the communicative approach can be seen in Communicative Language Teaching, since it covers both structural and functional aspects of language.

Since most of the English teachers are familiar with the traditional approaches and the old ones with the audiolingual method, it will be useful to see the comparison between the communicative approach and other approaches. The comparison as stated by Nunan (1998: 26-28) is presented below.

No	Traditional Approaches	Communicative Approaches
1.	Focus on learning: Focus on the language as a structured system of grammatical patterns	Focus is on communication
2.	How language items are selected This is done on linguistic criteria alone	This is done on the basis of what language items the learner needs to know in order to get things done.
3.	How language items are sequenced: This is determined on linguistic grounds	This is determined on other grounds; with the only what the learner needs and sees as important.
4.	Degrees of coverage: The aim is to cover the 'whole picture' of language structure by	The aim is to cover, in any particular phase, only what the learner needs and

	systematic linear progression.	sees as important
5.	View of language A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted and seen as determined by the character of particular communicative contexts.
6.	Type of used: Tends to be formal and bookish	Genuine everyday language is emphasized.
7.	What is regarded as a criterion of success : Aim is to have students produce formally correct sentences.	The aim is to have students communicate effectively and in a manner appropriate to the context they are working.
8.	Which Language skills are emphasized: Reading and writing	Spoken interactions are regarded as at least as important as reading and writing.
9.	Teachers/ students role: Tends to be teacher-centered	Is students-centered
10.	Attitude to errors: Incorrect utterances are seen as deviations from the norms of standard grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'
11.	Similarity/ dissimilarity to natural	

	<p>language learning</p> <p>Reverses the natural language learning process by concentrating on the form of utterances rather than on the content</p>	<p>Resembles the natural language learning process in that the content of the utterance is emphasized rather than the form</p>
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One of the basic concepts of communicative approach is learner centered. The teacher should not dominate the process of the language teaching learning. It is aimed that students can communicate effectively and appropriately based on the context.

The communicative approach gives thought to the person who deals with the language teaching that it is important to teach learners in terms of language structure and communicative functions. The application of the communicative approach can be seen in Communicative Language Teaching, since it covers both structural and functional aspects of language.

b. Communicative Language Teaching

According to Larsen – Freeman (2000:121) some observe that learners can produce sentence accurately inside a lesson, but could not use the appropriately when generally communicating outside the classroom. Learners may know the rules of sentences, but they do not have a capability in applying their knowledge of language. It implies that being able to communicate requires more than mastering linguistic structures. According to Hymes in Larsen-Freeman (2000:121) it is also needs communicative competence knowing when and how to say what to whom. Such observation contributes to a shift in the field in the late 1970s and early 1980s from a linguistic structured centered approach to a communicative

approach. The application of the communicative approach in language teaching is communicative language teaching.

Richards and Rogers (2001: 161) proposes the characteristics of communicative view of language as follows:

- a. Language is a system for the expression of meaning.
- b. The language function is for communication and interaction.
- c. The language form should be based on communicative purposes.
- d. The skills be taught not only consist of grammatical and structural features but also categories of functional and communicative meaning included in discourse.

1. The characteristics of CLT

Brown (2000:266) offers the four interconnected characteristics of CLT as follows:

- i). Classroom goals are focused on all of the components of the communicative competence and not restricted form grammatical or linguistic competence.
- ii). Language techniques are designed to engage learner in the pragmatic authentic functional use of language for meaningful purposes. Organizational languages forms are not the central focus but others aspect of language that enable the learner to accomplish those purposes.
- iii). Fluency and accuracy are seen as competence principle underlying communicative techniques. At time, fluency may have to take on more importance that accuracy in order to keep learners meaningfully engaged in language use.

2. The principle of CLT

Morrow (2000: 59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or techniques can be evaluated, related and applied. He proposes five principles as follow.

1) Know what you are doing

This principle tells the reason why the learners must learn a linguistics feature in what way. It means that at the end of the lesson, the students should get ‘something’ than they do not have at the beginning or they can do “something” that they cannot do at the beginning. For example, to retell the news items, the students need to know the pattern of past tense or to describe a lost person, a students must know the patern of present tense, familiar with some verb actions, and know how to pronounce some adjectives. Then, they must also understand how to use it in certain situation. Morrow (2000:61) emphasizes that the “something” here is communicatively useful.

2) The whole is more than the sum of parts

This principle is related to the ‘analytic’ and ‘syntactic’ approach to language teaching. A syntactic procedure would involve learners in the learning process individually and practicing how to combine them. An analytic procedure would introduce complete interaction of the text and focus for learning purpose on the way these are constructed (Morrow; 2000:61). He states that a discussion may be made to share the same concern with the ‘whole’ rather that ‘part’. A communicative method is likely to make use of both approaches

3) The process are as important as the forms.

This principle is related to the goal in developing the ability of learners to communicate in a foreign language. It will put emphasis on the process of communication. In addition, the practice on form of the target language can take place within communicative framework (Morrow; 2000:1)

4) To learn it do it

What happens in the classroom much involves the learners and must be juggled in terms of the learning effects on him. In a learning a language, cardinalities of learning theory is that, 'you learn by doing'. It means that learning a language in CLT should provide learners many activities to practice using the target language intelligibly.

5) Mistakes are not always a mistake

Learning language in CLT provides many chances for learners to practice using the target language. During the activities, they may be forced into activities for which they have not been prepared, and in an effort to deal with them, they make mistakes. Making mistakes, in relation to grammar or pronunciation, are permitted as long as they get the message across. In short, CLT regard making mistakes as not always a mistake.

c. Communicative activities

1. Definition of communicative activities

Communicative activities are pieces of classroom work that encourage the students to acquire language knowledge and prepare them for real-life language use. This statement is supported by Nunan (2004), he mentioned that communicative activities are

pair or group work activities that involve manipulation of limited numbers of language structures. In these activities, the students are required not only to speak with the partner, but also listen to the speaker and react to it. They provide some practices, such as: finding the differences between two pictures, exchanging personal information, and guessing games. Making a story based on flashcards shown to the students in random order is also one of communicative activities Littlewood (2002). In summary, communicative activities are sets of activities which make students cooperate and communicate with their friends to find the lacking information.

In addition, Richards (2006) mentions some benefits of communicative activities. First, communicative activities are enable students to learn the language by listening their partners. Second, they give students more opportunity to use the language rather than presentation activity in front of the class. Last, they increase the motivation and fluency to speak in the target language. Therefore, communicative activities have some positive effect to the English teaching-learning process.

2. Purpose of communicative activities

According to Littlewood (2002), there are four purposes of communicative activities. They are:

- 1) To provide 'whole task practice'

In learning language, it needs the communication practice which facilitates students to use total skills. For example, in learning speaking, the students must use their listening skills at first, before they are going to speak to respond it. Before they speak, they need to know how to "speak" in English. They need to learn the pronunciation of

English words, the language features, language function, and other micro skills based on each level. Those all skills are integrated in an activity which has an objective being achieved. Littlewood (2002) mentions that learning something involves not only practice in the part skill but also practice in the total skill, so it is called whole-task practice. Therefore, in foreign language learning, the teachers provide learners with various communicative activities organized in order to suit the ability level of the learners.

2) To improve motivation

When the students learn a foreign language, they very often accumulate a lot of knowledge, such as grammatical rules, and lists of vocabulary items, but they find out that they cannot actually use this language to communicate. Scrivener (2005, 147) claims that there seems to be some difficulties in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Communicative activities provide the opportunity to make students experiencing in using language. They provide the authentic language use, such as giving comment from newspaper items, suggestion from magazine discourse, etc. The speaking tasks could be based on describing the photos to each other and guessing the place in the world where the action has happened. By this, the goal of learning language which is communication is achieved as well motivating students to communicate with each other.

3). To allow natural learning

Many aspects of language learning take place through natural process, which operate when students are involved in using the language to communicate.

Communicative activities which consist of several kinds of activities, such as information gaps, role plays, simulations, and discussions will be suitable to facilitate students to learn in natural situation. A classroom can be a “restaurant”, if the teacher puts an information gap activity which requires the students to complete the name of favorite foods in English. A role play can be natural practice if a waitress is for one student, and others are restaurant customers. Therefore, communicative activities either inside or outside the classroom are needed in the learning process.

4). To create “a context” which supports learning

Communicative activities can create an environment that supports an individual in his effort to learn. It is because the act provides opportunities for positive personal relationships to develop among students and between students and the teacher. In communication, students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in this situation. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs and whatever situation.

Richards (2006:23) proposed the characteristics of communicative activities in the classroom as follows:

- 1) They seek to develop students’ communicative competence, including fluency and accuracy, through grammatical development to the ability to communicate. Therefore, grammar is integrated in communicative task.

- 2) They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem solving, information sharing, and role play.
- 3) They provide the opportunities to practice in the classroom.
- 4) They make the classroom activities enjoyable and interesting.

3. Types of communicative activities

Littlewood (2002) divides types of communicative activities in two main categories: functional communicative activities and social interaction activities. Each of the activities can be explained below.

a) Functional communicative activities

The main function of this activity is that learners should use the target language they know in order to get meaning across as affectively as possible. Success is measured fundamentally according to whether they handle the communicative demands of the immediate situation.

The principle underlying functional communication activities is that the students have to overcome an information gap or solve a problem according to the situation structured by the teacher. The nature of the classroom situation limits the range of functional communicative needs that can be created for students. It includes mainly the sharing and processing of information.

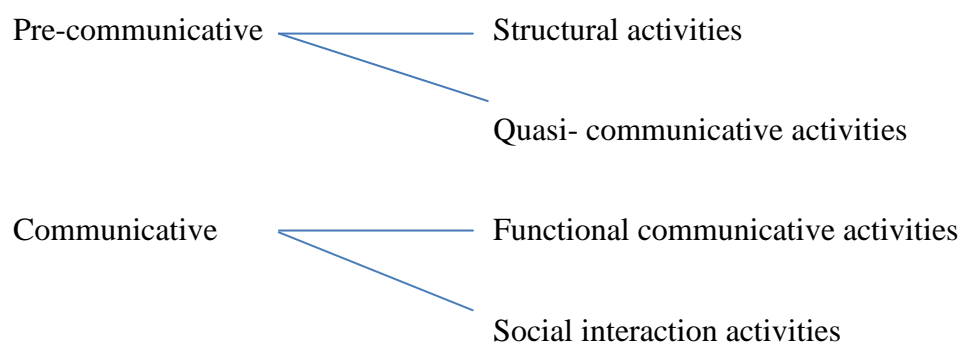
b) Social interaction activities

One of the important aspects of the communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language. This means that the learners must pay more attention to social context in which the interaction takes place as well as the functional meanings that language conveys.

Furthermore, the activities are closer to kind of communicative situation encountered outside the classroom. Here, language is not only a functional instrument, but also a form of social behavior.

In social interaction activities, the language production will be evaluated in terms of its social acceptability as well as its function; effectiveness. Thus, students must learn to relate language to the social meanings and to use it as vehicle for social interaction. It is important for the teachers to improve the learners' sense in performing language based on social context rather than simply responding to prompts.

Littlewood (2002: 86) proposes the methodological framework of Communicative Approach. He states that the learning activities can be broken down into pre-communicative activities and communicative activities. The methodological framework can be presented diagrammatically as follows.



Pre-communicative activities have the aims at increasing the students' accuracy. It prepares the students to do the communicative activities or as the supplies to do the activities. The structural activities emphasize on language structure, such as grammar and vocabulary, spoken and written. The quasi-communicative activities try to connect the structure and their function of meaning. Meanwhile, the communicative activities have the aims to develop the students' fluency.

In summary, supported by sufficient amount of literature, these are the following categorization of communicative activities:

1. Information gap activities

Information gap activities are described by Thornbury (2005, 80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the interactants have to communicate. Littlewood (1994, 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing. The most common information gap activity is finding the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

2. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia

(2001, 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members

3. Role plays

A widely spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Nunan (2004) points out the special reasons for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about themselves. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

4. Simulations

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

5. Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they

provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practise and improve their speaking skills.

B. CONCEPTUAL FRAMEWORK

The teaching-learning English in Indonesia aims at achieving communicative competence in which the students are able to use English to communicate in the target language. They are required not only know the language knowledge, but also skills, strategies, and awareness of social meaning. For junior high school students, the communication in the target language is in the level of functional literacy. They have to be able to communicate using English in the real daily life. Besides, they have to know the importance of English role which requires people to be able to use English both in spoken and written. Therefore, the four main skills of English are covered in the English teaching learning process.

Unfortunately, in fact, the English teacher in SMP N 2 Wonosari, Klaten did not teach those four skills in the same portion. She tended to teach reading and writing. It restrained the students' practice in speaking. She still used teacher-centered method. It could be seen from the activities which were not interactive and reflected the real-life communication. The speaking activities were dominated by the explanation from the English teacher and there were few activities facilitating the students to speak. Meanwhile, when they speak in English, their English are strongly interfered with the rules of *Bahasa Indonesia*, so that they cannot speak fluently and accurately. As the result, most of them were reluctant and shy to speak in English. Meanwhile, most of the

students were afraid of speaking up and aloud, being laughed by their friends, and they were having lack of confidence or not sure with the words they produced. When they were asked to perform in front of class, they refused to do it. In other words, they hesitated to produce the English words. In addition, during the English lesson, they used their mother tongue or just simply switched to Bahasa Indonesia, so they were just wasting time without practicing their speaking skill. Thus, their speaking ability was still poor.

In order to provide the interesting speaking activities which were facilitate the students to encourage speaking, the teacher should choose and design the suitable activities. A communicative activity is one of the suitable activities which encourages and prepares students to communicate in the target language in a real context. Richards (2006), mentions some benefits of communicative activities. First, communicative activities are enable the students to learn the language by listening their partners. Second, they give students more opportunity to use the language rather than presentation activity in front of the class. Last, they increase the motivation and fluency to speak in the target language. Therefore, the researcher suggested the communicative activities which have some positive effect to the English teaching-learning process to improve the students' speaking ability in grade VII at SMP N 2 Wonosari, Klaten.

CHAPTER III

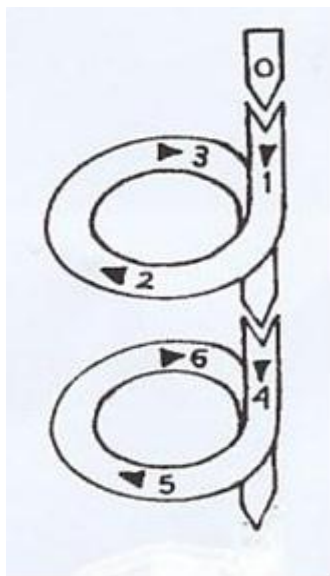
RESEARCH METHOD

In this section discussed the research design, research setting, instruments, data analysis technique, research procedure, and research validity and reliability.

A. Research Design

Based on the research objective, this research belongs to action research. Action research is research that focuses on solving practitioner's local problems and it is generally conducted by the practitioners after they have learnt about the methods of research and research concepts. In other words Ferrance (2000) states that action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. Meanwhile, according to Nunan (1992) and McKernan (1996) in Burns (1999), action research is conducted in natural setting and it usually uses methods that are common to qualitative research. Therefore, in this research, the researcher solved some problems that were found in the field using qualitative and quantitative methods.

Moreover, the researcher and the research members collaborated and worked together in collecting inputs about the obstacles and weaknesses of the English teaching learning process related to the students' speaking ability, identified the research problems, planned and carried out the actions, and evaluated and reflected on the actions implemented in the study (Kemmis & McTaggart, 1996). The process in action research can be shown in this schema:



- 0 = The problems
- 1 = Planning
- 2 = Actions and observation I
- 3 = Reflection I
- 4 = Revised plan I
- 5 = Actions and observation II
- 6 = Reflection II

Figure 2: The Action-Research Cycle.

(Kemmis & McTaggart, 1996: 24)

In this scheme, the researcher and collaborators identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These steps were done in two cycles in order to find the convincing result.

B. Research Setting

The setting of the research was at SMP N 2 Wonosari, Klaten. It is located on Kingkang Juwiring, Wonosari, Klaten. Related to English learning and teaching activities, SMP N 2 Wonosari has 4 teachers. The English subject is taught three times a week for 80 minutes for each meeting. There are 18 classes, a teachers' office, a headmaster office, two laboratories, and other rooms. The class of VII D is located in the corner of the school building. The facilities in this classroom are a whiteboard, 18 tables, 36 student chairs, a teacher table, a teacher chair, a set of LCD, and screen. The class is quite large for 36 students. It is far from other classes.

C. Participant of The Research

The participants of the research were the students at grade VII of SMPN 2 Wonosari, Klaten, in the academic year of 2011/2012. The researcher chose VII D class as the participant of the research randomly because the English teacher said that all of VII classes had heterogeneous ability. This class consists of 36 students.

D. Time of the Research

The research was conducted in the second semester of the academic year 2011/2012. The observations were done January 25th, 2012 and February 08th, 2012. The research was conducted from April to May 2012. The study took place according to the class schedule namely: on Tuesday, Friday, and Saturday.

E. Instruments

In order to gain the qualified data, the researcher used observation sheet, pre-test and post-test of students' speaking performances, interview guidelines and questionnaire sheet.

a. Observation sheet

The observation sheets were used in the reconnaissance, and action and observation steps. In the reconnaissance step, the observation guideline was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation guideline was used to see the implementation of the actions. The guidelines covered three main parts which were the opening, the core, and the closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The core part covered several points such as the activities during the lesson, the techniques that the teacher used, the students' involvement in the teaching and learning process, and the students' speaking ability. Then, in the closing part the guideline

focused on the way the teacher reviewed the material and closed the lesson. Meanwhile, in the action and observation steps, the points of the observation guideline were almost the same as the guideline in the reconnaissance step but there were some additional points in the core part such as the students' responses toward the activities and techniques that were used by the teacher, and the students' understanding of the material.

b. Speaking test

The rubric of the students' speaking performances was used to assess the students' speaking ability. It was used in two times, in pre-test and post-test. In those tests, the rubric focused on four aspects that were fluency, accuracy, vocabulary, and pronunciation. Each aspect was scored 1 to 10 in which every score has different indicator; if the score is getting higher, the indicator will be more complicated and vice versa.

c. Interview guideline

In-depth interview guideline was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guideline was used to find the existing problems in the field. Meanwhile, in the reflection steps, it was used to see the students' and collaborator responses to the implementation of the action. In the reconnaissance step, there were two kinds of interview guideline, 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 and activities the teacher used, the materials, also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities during the English lesson.

There were two kinds of in-depth interview guidelines in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, 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, and the students' involvement during the teaching and learning process.

d. Questionnaire sheet

The questionnaire was given to the participants. It was a closed questionnaire. The questionnaire consists of 25 questions. The questions were related to the students' responses in speaking through Communicative Activities. The questionnaire was given after implementing the action. The core of questions could be seen in Table 1.

Table 1: The Blueprint of Questionnaire toward Students' response in Speaking through Communicative Activities (CA)

No	Aspects	Number of questions (+)	Number of questions (-)
1.	The benefits (students involvement, classroom situation, clearance instruction)	1, 2, 6, 10	11
2.	The natural speaking	5, 13, 14, 15,	19,22,
3.	The self confidence	3, 9, 12, 16	17, 18, 20, 21
4.	The classroom interaction	4, 7, 23, 24, 25	8

The four indicators were taken based on the theory of the affectivity of communicative activities toward speaking skill as Hornby (2001) mentions that. Based on Likert's scale, each item was followed by five options, namely *absolutely agree (SS)*, *agree (S)*, *less agree (KS)*, and

disagree (TS). Each question was scored based on the table of scoring. The score depended on the answer given by the students. There were five kinds of answers. It could be seen in Table 2

Table 2: **The Questionnaire Score**

Answer	Point	
	Positive	Negative
Absolutely Agree (Ss)	4	1
Agree (S)	3	2
Less agree (Ks)	2	3
Disagree (Ts)	1	4

F. Data Collection Procedure

The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in speaking and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data gathered from the interview were written in the form of interview transcripts. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data were obtained through the questionnaire and speaking scores. The questionnaire was given to gather the data about the student's response after the learning process through Communicative Activities. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English

teacher to assess the students' speaking ability. Therefore, there were two data in the students' speaking score.

G. Data Analysis Technique

The data were obtained from the actions conducted in the field. The data were taken from the result of field notes, interview transcripts, questionnaire and students' speaking performance. From this research, the researcher obtained qualitative and quantitative data. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis.

The data of the research which were observation results and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data were analyzed in three steps. The first step was by collecting all the data such as interview transcripts and field notes. Then, the second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. Then, the next step was data display. The data that would be reduced then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts. Then, the last step was making conclusion drawing and verification.

Meanwhile, the descriptive analysis was used to analyze quantitative data which covers questionnaires on students' response in speaking through Communicative Activities and the students' speaking performances. The quantitative data were presented in the form of tables and percentage. The results were divided into four scales: *strongly agree*, *agree*, *less agree*, and *disagree*. The students' performance tests would be scored by using speaking rubric proposed by Purwaningsih (2009) with some modification. It was an assessment rubric test consisting of four aspects. They were fluency, accuracy, vocabulary and pronunciation. Each aspect was scored 1

to 10 in which in every score had different indicator: the score higher, the indicator would be more complicated and vice versa. Then, the result of the performances would be analyzed by using Excel program to find out the mean of the students' speaking performance. Then, the researcher determined whether there was any improvement on the students speaking ability or not based on the mean of the tests.

H. Research Procedure

The research used the procedure of Action Research proposed by Kemmis and McTaggart (1988) in Burns (1999) by some modifications. The procedure is as follow:

a. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher found out information concerning on the students' speaking ability. The researcher would observe and interview with the English teacher to identify the existing problem on the students' speaking ability. After that, she would determine some plans related to the problems on the students' speaking ability.

b. Planning

After doing the observation in the reconnaissance step, then the researcher would makes some plans to choose the actions that are feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade VII SMP N 2 Wonosari, Klaten. The aim of the actions is at increasing the students' speaking ability. The action plan was using communicative activities to improve students' speaking ability.

c. Acting and Observing the action

In this process, the researcher carried out the actions which have been planned in the class. The actions would be implemented in some cycles depends on the need of the research.

d. Evaluation

In this process, the researcher took note on how the students react to the actions and some obstacles of implementing the action.

e. Reflection

In this last process, the researcher made some reviews on what happened in the implementing action process. Moreover, this reflection was done to find out whether the action is successful or not. If the action was successful, the researcher would continue to implement it. However, if the action was not successful, the researcher would try to modify the action or find the suitable action so that the condition will be better.

I. Data Validity and Reliability

To get the validity of the data, Anderson et al. (1994) in Burns (1999) state that there are five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. Those criteria of validity were used by the researcher.

Democratic validity is related to stakeholders' chances to give their opinion, ideas and comments about the implication of the action research. To get democratic validity, the researcher made an interview to ask the students' and the teacher's opinions, ideas and suggestions. Outcome validity is related to the result achieved by the research. The achievement of the result involved not only problem solving but also appearing new questions in the related research. Process validity means that actions done in the research are believable. This criterion is applied

to validate the data by looking at the teaching and learning process during the researcher conduct the research. The dialogic validity means that the researcher tried to get outcome validity by looking at the result of the action done. This research involved the teacher as the collaborator who could monitor the research process. The researcher would see the success and failure of the action. The researcher found weakness by doing reflection with the teacher and the students. While, catalytic validity means the changes of the researcher, the teacher, and the students after implementing the actions.

Meanwhile, to avoid the subjectivity in analyzing the data and to enhance the trustworthiness of the data, the researcher used triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns (1999) states that triangulation is a way of arguing 'that if different methods of investigation produce the same result then the data are likely to be valid'.

Furthermore, in order to ensure the reliability, the researcher used the scores of students' performance tests, questionnaire, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, the students' response in speaking through communicative activities, field notes and interview transcripts.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedure and the second presents the findings, and the interpretation of Cycle One and Cycle Two. In doing this research, several steps were conducted systematically. They were Reconnaissance, Action planning, Action, and Reflection.

A. Reconnaissance

Reconnaissance was done to know the existing problems in the English teaching-learning process. Thus, the researcher did class observations, interviews, and discussions with the English teacher of Class VII D SMP Negeri 2 Wonosari, Klaten. These activities were done on 18th and 20th January, 2012. The observation and interviews were carried out in the second semester of the academic year 2011/2012.

1. Identifying the field problems

Based on the observation, the researcher found that there are some students having problems during the English teaching-learning process, especially on speaking. When the researcher gave a greeting expression, like *How's life?* they could not respond it. Most of them did mispronunciation. When a friend performed their work in front of the class, they did not pay attention. Moreover, they had low ability to communicate with their friends during discussion or pair works. The researcher also found that many of them wrote notes before speaking and brought their notes which were opened if they forgot what they had to say. However, there were some students who still had enthusiasm to speak in English. If the speaking activities were

supported by interesting media and provided facilities, like LCD screen and computer their motivation would be built and their skills would be optimally developed.

In addition, based on the interviews with the teacher and students, there were still problems of speaking found in the class. The teacher said that the students' confidence to speak is low when they perform in front of the class. They also had hesitation to speak in English so the teacher often used *Bahasa Indonesia* to give instruction. On the other hand, the interviewed students mentioned that the activities during English lesson were boring. There were few speaking activities in the English lesson, so many of them had lack of practice to speak in English. They also mentioned that the teacher gave too much explanation without facilitating the learners the activities which provide opportunity to practice. The field problems found in the teaching and learning process are identified as follows.

1. The students had low confidence to speak English.
2. The students had low attention to the teaching learning process.
3. The students had low vocabulary mastery, low ability in pronunciation and grammar.
4. The students did not pay attention to their friends' performance.
5. The students had low ability to communicate with their friends.
6. The students had hesitation to speak in English.
7. The tasks or activities done were monotonous and uninteresting.
8. The tasks or activities were not close to their world.
9. The tasks or activities did not stimulate students to give their own opinion and feelings.
10. The English teaching-learning process was teacher-centred.
11. The teacher did not make the maximum use of learning facilities.
12. The teacher explanation was too soft and fast.

13. The media were not maximally used.
14. The time allocation of speaking lesson was limited.
15. The English teaching-learning process was teacher-centred.
16. The activity during the English teaching-learning process was not interactive and communicative.

To get clear understanding of the problems above, the vignette below would describe them well.

Wednesday, January, 18th 2012

Based on the agreement, today researcher would conduct an observation in Class VII D. The English teacher introduced the researcher to the students and they greeted her friendly. After that, the researcher was asked to sit at the back. The English teacher started the lesson by greeting them and asking their condition in English. By using English mixed *with Bahasa Indonesia* the English teacher explained the activity that they were going to do in that day that was telling a story (narrative text) that they had learnt the day before. The narrative text was new for VII grade students and the title was "The Deer and the Tiger". The content of the story was not new anymore because it was usually found in the children story. Then, the teacher started giving the explanation. Explaining the formula of Past Tense adapted from the course book was done as her style. Most of the students did a chat with their friends. Some of them laid their head on the table as if they were falling asleep. Only students who sat in front were paying attention. For the last explanation, the teacher reminded them not to be shy in telling a story and did loudly. Sometimes, she translated the explanation into Bahasa Indonesia.

The teacher asked the students if there were some students who would like to be volunteer to tell a story they knew based on the picture at least ten sentences. After a while waiting, there was no student who was willing to be volunteer. Finally, the teacher called a student named Ibnu to tell a story. He brought a book to help him to tell the story of "The Deer and The Tiger". He started with greeting to his friends and then opened the book. With many pauses and advices from the teacher, he read the story on his book. Half of his friends gave their attention and half of them did not, especially who sat in the back. Some of them also made chat with others. Then, another student, Buyung was called by the teacher. He was called several times because he did not hear the teacher's voice. Finally, he came in front of the class and told about "The Deer and The Tiger". Loudly, he began the story without many notes read. Again, the teacher took Ibnu's part on speaking. Unlike Ibnu, he started with nice expression and gesture with the help from the teacher. However, he got some difficulties to pronounce some words when the teacher stopped giving guidences of his speaking. Unhappily, many students started

getting bored and preferred to chat with their friends.

Next, there was a student, named Indah, asked to do the story telling in front of the class. She seemed not enthusiastic to go in front of the class. The teacher, then, reminded them to pay attention to their friend's performance and not to chat with their friends that could make a noise. Dina, greeted their friends and started to tell the story well. She also brought the pictures and used her gestures. Though, still some of the students did not pay attention well to them. Many students could communicate well with their friends because they often brought the note to be read and did not speak loudly. The rest of the students still just made a noise and made their performance getting worse. The English lesson was not interactive and uninteresting although the theme was interesting, that was about retelling story (narrative). The class was ended at 9.10 a.m.. The researcher asked two students to be interviewed.(see appendix A, field note 19 January, 2012)

2. Determining the research problems

After finding the field problems, the researcher and the collaborator discussed to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the English teaching-learning activity. The students in Class VII D had low speaking ability. It could be seen from the lack of vocabulary mastery so that they were not familiar with the English words. They often mispronounced when they were asked to speak in English. They also lacked confidence that made them reluctant and shy when they were asked to perform their works in front of the class. Moreover, they did not actively participate in the speaking teaching-learning process so that they could not communicate with their friends.

Meanwhile, the teaching and learning activities employed by the English teacher were not communicative and teacher-centered. The teacher often employed reading and writing activity and she seldom employed speaking activity so that the students had less opportunity to practice their English orally. Besides, the activities were not close their world based on their ages, interest, and background knowledge. Therefore, the students could not give their own opinions

and feelings. Those problems hinder the English teaching and learning process from running effectively and successfully that the researcher needed to solve them. To get clear understanding, the problems were listed as follows:

1. The students had low confidence to speak English.
2. The students had low vocabulary mastery.
3. The students had low ability in pronunciation and grammar.
4. The students had low ability to communicate with their friends.
5. The students had low spontaneity to speak English.
6. The activities were not interesting
7. The tasks and activities were not close to their world.
8. The tasks or activities did not expose them to give their own opinion and feelings.

Those problems were chosen because they were considered having possibility to be overcome. The possibility was measured based on the time, energy, and the school personality.

3. Determining the actions to solve the field problems

Considering those problems, Brown (2001) mentions his seven principles for success speaking; one of them is that learning to speak needs acquiring the target language in context. In other words, they should learn speaking by doing based on the certain situations. Thus, the teacher should encourage learners to use the authentic language which make the speaking activities interesting and that would be meaningful for them because these would take students attention to learn English. If the motivation was low, the practice would be not effective. If there was less practice for the students, the purpose of learning speaking which is for communication would not be achieved. This phenomenon happened in the English teaching-learning process in Class VII D. Therefore, the researcher and the collaborator concluded that the source of the

problems was activities done. So it was decided that the focus of the research was to select the activities done in the classroom. It was expected that by overcoming the problems of the activities, like providing the authentic tasks which give the learners opportunity to practice speaking in context, the other problems would be overcome.

In that time, the researcher proposed some communicative activities to be used in the actions and the teacher agreed it. Besides, the English teacher seldom used communicative activities, because she did not have enough time to design the activities. There were some reasons why the researcher chose communicative activities in teaching speaking. First, communicative activities provide authentic materials which are more exposure to the target language. Second, they encourage learners to acquire language knowledge and prepare them for real life language use. The last, the activities can help turn the classroom into active and enjoyable place where the students can learn what they need and what they want. Thus, one of the best ways to solve the problems above was implementing communicative activities in their speaking teaching-learning problems.

1. The Report of Cycle I

a. Planning

The aim of the first cycle was to select the activities done in the classroom so that the students' speaking skill would improve. This cycle was employing communicative activities as the actions. On January 10th, 2012 together with the teacher, the researcher planned the actions to be implemented in the first cycle. In this cycle, it was also agreed that the researcher would act as the teacher and the English teacher would act as the collaborator.

As the result, some plans were agreed to do. They are:

1. Giving feedback on the students' pronunciation

2. Implementing communicative activities with different topic related to their interest, and age, such as: Information Gaps “Find Friend”, Search games “Find the Pickpocket”, Guessing games “Find in Fun”, etc.

3. Using group work (semi-guided), and conversational partners (free) in pre-communicative activities

Each of them would be described specifically in the following sections:

1. Giving feedback on the students’ pronunciation

Based on the observations and interviews with the students, the English teacher seldom gave feedback on the students’ work, especially on the students’ pronunciation. It made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students’ pronunciation after they performed their work so that they would not make the same mistakes next time.

2. Implementing communicative activities with different topic than before

In Cycle I, communicative activities were implemented with different topics. In this activity, the researcher tried to use interesting themes, such as: Choose Your Avatar, Being Detective and Find the Criminal, Find Fun, etc. The activities contained many activities that encouraged and required learners to speak with and listen to the others. They were role play, and information gap activities. It was expected that they would improve the motivation of the students. The students would be attracted and stimulated to be more serious in learning English. By choosing a topic that close to their world, this could give the experience for the students to speak spontaneously in a real situation. Subconsciously, the students would learn more about the use of expression in English. Before giving the communicative activities, the researcher would give pre-communicative activities. This was done because according to Littlewood (2002), the

pre-communicative activities would prepare students to do the communicative activities effectively.

3. Using group work and conversational partners.

Based on the observations, the English teaching-learning was teacher-centred. Most of speaking lesson was fulfilled by the explanation from the teacher. The students seldom worked in groups so they had lack of opportunities to practice their speaking. Though, in this action, the researcher used group work and conversational partners to make the class more interactive. By asking them to make a group of three or four, they would share about their knowledge, information, opinions, and feelings. Each group should contain one student as a leader that having good proficiency of English. This activity was selected because there was a process which required students to speak up in the same portion to get the information they need. They were required to exchange information among students, so in each group, each student was required to do his own duty. It was expected that the students would be stimulated to show their ideas. Therefore, by using group work and conversational partners, those would help students to be more active to express their own ideas.

b. Actions and Observation of Cycle I

The actions were carried out three times, on 28th March, and 29th March 2012. The theme was Describing People. The data were collected by observing the teaching-learning process and doing semi structured interviews. The data indicated the following impact:

1. Giving feedback on the students' pronunciation

When the students were retelling the story in front of the class, some of them pronounced some words incorrectly. It was occurred until the last meeting of the first cycle. For the first and second meeting, the students made mispronunciation in the words: beard, fat, nose, wear, and

small (Field note 4, February 2012). For the third meeting, the mispronunciations were occurred in the words: curly, straight, beard, moustache, and head (Field note 5, February 25, 2012). Then, for the last meeting, the mispronunciations occurred in the words: old, and young (Field note 6, March 1, 2012). The researcher always corrected the students' pronunciation in every meeting by giving feedback after they retold the story in front of the class. As stated by Harmer (2001) that correcting the students' speaking mistakes is important, the researcher views that by correcting the students' pronunciation, they are expected to not to make the same mistakes next time. Moreover, when the researcher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. Even, some of them asked the researcher about the pronunciation of other words. It could be seen from the following extract.

“.... When the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of some similar words, which were hat, head, and hate. Then, the researcher gave the pronunciation of those three similar words. (Field note 4, August 25, 2010)”

2. Implementing communicative activities with different topic

Communicative activities were implemented in February 2012. Before giving communicative activities, the researcher gave pre-communicative activities about description of people. Those were done to equip the students with some of the skills required for communication. The purpose of this pre-communicative activity was to enable students to make the sentences correctly, pronounce some words accurately and use expressions contextually. In other words, they managed to produce an acceptable language. The first pre-communicative activity was “What does he/she look like?” (See Appendix A, Activity 2). The researcher gave the pronunciation drilling of words, phrases and sentences. Sometimes, she gave the models

through electronic dictionary-Cambridge Dictionary. The pre-communicative activities were given in each meeting before doing the communicative activities.

a. First meeting

In the first meeting, the researcher implemented communicative activity which was Information gap. It was more interesting and close to their world. The activity was Find in Friend of which objective was the students are able to describe the physical appearance of someone. The text was a descriptive text. This activity was something new for the students so that they seemed very curious and happy when the researcher announced and explained the rule.

Before doing this, the researcher gave pre-communicative activities to prepare them to do the later activities well. The audio-visual drills were implemented in this step. It provided some pictures of people with different characteristics. The pictures were shown through the projector so every student could see them. Initially, she gave the model of some sentences to describe a person correctly, like “Tania is beautiful”. Then, the description continued by the students. Each student described a person with different sentence. The first student who was from left to right side in first line was starting to mention a sentence of physical characteristic, like “She has blonde hair”. The second student continued the description. This was done until all pictures completely described. In the early, there were three students did well. The fourth and fifth students made a mistake in pronouncing words. Most of them could do the activity well. Then, the researcher prompted them as stimulus in a drill or a question from the researcher. “T” is for researcher’s stimulus, and “S” is for students’ response. Here for example, students must produce correct form of the present tense:

T: Tania is beautiful. She has ...(continued by the student)

S: She has blonde hair and bright skin.

T: Tania wears nice clothes.

S: She wears pink dress and black shoes.

T: By the way, Does your avatar have brown hair?

S: Yes, he has brown hair.

T: Does he wear red jacket?

S: Yes, he wears red jacket.

Your friend is looking for the lost identity of a person, help him to complete the identity (for communicative activity Task 2)

T: Excuse me, Do you know Will Smith?

S: oh, What does he look like? (asking for the first clue)

T: He has dark skin.

S: Does he have black hair? Is he tall?

T: Yes.


S: Here is. (show the picture of Will Smith)

After giving them practice, the researcher and the collaborator decided that the students were ready to give the communicative activities. The students shared and exchanged information with others to complete their tasks. The pictures which were used in of Find in Fun activity can be seen in Figure 2.

For student A

	<p>Put the right picture here</p>	
<p>Gisellia 30th</p>	<p>Will Smith, 45th</p>	<p>Danny,...</p>

For student B

Put the right picture here		Put the right picture here
Gisellia 30 th	Will Smith, 45 th	Danny, 15 th

For student C


		
Gisellia 30 th	Will Smith, 45 th	Danny, 15 th

Figure 2. The examples of table pictures that were used in information gap activities (*Find in Fun*)

The collaborator helped the researcher give the worksheet containing an incomplete and a complete picture to the students. Each student got them. An incomplete picture should be completed by asking the other who has the description from the complete picture. Thus, they were required to exchange information with their friends. The students thought seriously about the description of the picture. They were also busy in searching the physical appearance of incomplete picture through asking others information. After getting the description, they completed the picture by putting the right picture. Some of the students drew in the form of funny caricatures that made laughing (field note 4, 25 February 2012). By this activity, it stimulated the students to speak in English.

The researcher and collaborator monitored the students and helped them if they got any difficulties. Some of the students were not fluent to speak English and switched into *Bahasa Indonesia*. There were some students made mispronunciation but not all of the words. However, the communication among students happened well in the classroom. Most of the students got the information and could complete the incomplete picture correctly. It means that the students were well-stimulated to practice speaking in English.

“...Ketika R menyuruh S untuk mulai mendiskusikan gambar masing-masing, beberapa S sudah bisa memulai bertukar informasi tentang gambar yang belum lengkap identitasnya kepada partner nya, dan mereka saling mendeskripsikan ciri-ciri atau informasi yang mereka punya kepada pasangannya, begitu juga sebaliknya. Selama S berdiskusi dalam kelompok masing-masing, R mengontrol para S dengan mendatangi setiap kelompok dan mengecek diskusi mereka. Ada beberapa S yang masih salah dalam pengucapan, seperti head, had, wear, hair, etc.. dan R pun membenarkan. Tapi ketika S bertanya mengenai pilihan kata dalam Bahasa Inggris, R memberitahu dalam Bahasa Inggris..”(Appendix A, field note 3, 21 February 2012)

b. Second meeting

This meeting was carried out in March 1, 2012. The communicative activity on this meeting was a searching game and the theme was “Find the Pickpocket”. To prepare them to do this activity, the researcher introduced the activity and gave the model as well as the practice. The practice was in the form of a “cued” in which students interact on the basis of a cue. The students may use it as a guide to describe someone. Here is the example of the cue:

Student A
 (Greet) Hi,
 (ask whether your friend know the people you intend) Do you know a man with fat body?
 (Describe the details from the hair, face, body, and skin) He has a beard. He has dark skin. He is slanting.
 (Say “Yes” if your friend guessed correctly and “No” if your friends guess incorrectly then continue)

According to Littlewood (2002), this kind of activity was Functional Activity. It has a purpose to discover the differences between two things. In this activity, there was a situation that

the students did their roles; those were as a person losing their money, and as a person seeing the pickpocket (Appendix C, activity 4). In the early, the researcher gave the instruction how to do that activity. She distributed the pictures to the students. Each student got a picture of his pickpocket that stole his money, and another was a pickpocket seen by another student. In front of them, After getting the researcher's explanation, the students started to mention the description of the pictures in English words as the preparation. They also asked the translation of English from Indonesian. After ten minutes, they were ready to walk around for searching the pickpocket. In order to finish this activity, each student worked individually to get the description of pickpocket. Thus, they walked around the class to ask a student whether he/she saw the pickpocket meant. They used the interrogative sentence, such *"Does he has slanting eyes? Is he fat?"* Each picture in this activity has significantly differences from others picture so the students could find the target. The table in the worksheet was the guidance for students to describe the physical features of someone. In order to make students actively engaged in the activity, each student got a blank column which was filled by the name of student that found the pickpocket. This is an example of "Find the Pickpocket" activity.



pickpocket you saw pickpocket who took your money pickpocket you saw pickpocket who took your money

When the students were doing this activity, the researcher monitored them by approaching their desks to see whether they understood the instruction or not. After for a while, almost

students had got the information needed. They found the target through the information from the partner. Most of the students had done the task well.

c. Third meeting

This meeting was carried out in March 2, 2012. The communicative activity used was in the form of a guessing game. It was about looking for someone or a lost people (see appendix A, Activity 7). In the early, the researcher showed some pictures on the screen through LCD. After that, the researcher gave explanation related to the activity that would be done. While the collaborator distributed the situation cards, the researcher told them the meaning of situation cards that containing situations. Then, the researcher and the collaborator gave the example through modeling on playing a role as pre-communicative activities.

In the initial step, the researcher reminded them about the rule of grammar in present tense, pronunciation of some adjectives, and some expressions used to describe someone. Then, she gave a “cued dialogue” in which the students can interact based on the cue. The students may have separate situation cards so that, the students can perform the dialogue based on the situational context. Here is one of the examples of series of cues:

Situation-card

Situation-card

A mother has lost her little daughter. She told to the people around about the description of the girl. Then the people tried to guess through showing the picture.

Student A (mother)

(greet) *Excuse me.*

(ask for help) *Can you help me to find my daughter?*

(describe her) *She is slim, etc.*

Student B

(greet) *Hi. What's the matter?*

(say “Yes” and ask the physical features)

Yes. What does she look like?

(guess by showing the picture) *This?*

All of the students concerned on it. Then, a couple of students was asked to do the practice based on the cued in front of the class, and the others student saw them. The couple of students did the performance well, although they were still shy to do that. Finally, the students got the point, and only some of them asked the question, so the researcher and the teacher decided to start the later communicative activities.

To start it, the researcher distributed the pictures of people. Each student got a picture. The researcher reminded them not to show the picture to others. She also gave ten minutes to comprehend the situation cards, make an outline of conversation, and state the managing turn based on the cards. There were still many students asking about the meaning of situation cards to the researcher. Because of the crowd from the students, the teacher could not explain the answer one by one. Therefore, for saving the time, the collaborator helped her to handle the students' question. Finally, all of the students could start the activity after twenty minutes.

The students started to speak in front of the class. Each of them pretended to be a person mentioned in the situation card. The guessing turns were occurring well. The collaborator and researcher monitor their works. The confidence of speaking was improved although the researcher looked at them. The students also freely expressed their ideas and feeling about the description of pictures. Sometimes, they used nice expression to start and finish the conversation, such: *Oh, What a pity yours, So sweet, Thank you very much, No problem, I'll always help you.* It was meant that the speaking ability of the students was improved. The collaborator helped the researcher by recording the video of the process of teaching-learning English.

3. Using group work and conversational partner

The activities/worksheet distributed by the teacher required the students to work in pairs and group. With the help from the researcher, the teacher divided the students into two groups.

She asked one group to form a circle and face outward, the other group to form an outer circle by pairing with a partner from the inside circle. Pairs should face each other, standing a few feet apart. Then the teacher presented the activities, that was “Find in Fun”. There were many questions from the students, because most of them admitted that they were still confused. (Appendix 1, Field Note, 25 February 2012). Thus, the teacher repeated and by helping from the researcher, she acted as a model of the activity. After explaining the games based on the rule, the teacher instructed them to do the activities.

The first activity was “Find in Fun”. Here, each student had to complete the missing pictures on the worksheet by asking other students about the information. This activity was quite easy and simple. Each student had different information about someone called “Friend”. Thus, he/she needed to share the information she got and she looked for. This was called conversational partners. It was held on February 25, 2012. After the researcher gave the instruction, the students started to make conversations with the partners. Because the activity was simple, the managing turns among students happened. Most of the students pronounced well related to the phonemes. Even, the choice of words was quite good, such adjectives and nouns. However, there were still some students that only copy the descriptions and picture to their works.

After having conversation with the partners in their seat, the students were asked to come in front to perform the description. They were not allowed to bring any note except tables of picture. The first student came and did the monologue fluently. They started with greeting expression and continued with the expression of asking information. The others students were silent and listened. Then, they were responding by guessing the person described. The first student gave the information each other with the almost correct words and pronunciation. This

was done confidently by some students. After finishing, the others student gave big applause for them. Not all of the students came in front of class. The researcher called them randomly. This statement is supported by the Field Note 4 (25 Februari 2012).

“...Dinda dan teman sebangkunya, mampu menyampaikan kalimat sendiri dengan benar, meskipun masih terdapat sedikit kesalahan dalam pengucapannya. Akan tetapi, mereka tetap percaya diri dalam berbicara.. ”

c. Summary of Cycle 1

The implementation of the actions in Cycle 1 could be summarized as follows.

1. Giving feedback on the students' pronunciation in every meeting. The students were very enthusiastic to know the correct pronunciation of some words..
2. Communicative activities were implemented in three meetings by instructing the students to work pair and group. They were information gap, searching game, and guessing game.
3. Using guided (group work) and semi guided (conversational partner) before communicative activities.

In details, the implementation of the actions in Cycle 1 could be seen in Table 3

Actions	Descriptions
Giving feedback on the students' pronunciation	The researcher always gave feedback on the students' pronunciation in every meeting. The students were very enthusiastic to know the correct pronunciation of some words.
Using communicative activities -Information gaps - Searching games	Communicative activities were implemented in three meetings by instructing the students to do the works in pairs and groups. -Information gaps, - Searching and Guessing games
Using group work and pair work	Using group work as guided and semi guided activity and conversational partner as semi guided and free activity.

d. Reflection at the end of Cycle I

After implementing the actions, the researcher and the collaborator did a reflection. It was done based on the observation in the teaching-learning process, the students' opinion, and the comments from the researcher and the collaborator. In this step, each student had an equal opportunity to express his or her ideas, opinion, and feelings. Followings are the reflection of actions in Cycle I.

1. Giving feedback on the students' pronunciation

The researcher always gave feedback on the students' pronunciation after they retold the story so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. It was in accordance with Lynch's (2010) statement that by indicating the mistakes, but not immediately providing the correction, teachers do more to facilitate students' progress. On the other hand, the students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

“.... After the students retold the story, the researcher gave some feedback on their pronunciation and discussed the main ideas of the stories and all of them were very enthusiastic to imitate what the researcher said. (Field note 6, September 1, 2010)”

That finding was in line with Harmer's (2001) statement that when the teacher gives sympathetic and useful feedback on the students' speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words. Indah said, ‘.... the activities were enjoyable and I know the correct pronunciation of some words’ (Interview transcript 9, August 28, 2010). In addition, Antonius also said, ‘.... my speaking ability has improved and I knew the pronunciation of the words’ (Interview transcript 14,

September 1, 2010). Andri and Imam also stated that their pronunciation improved as the researcher always gave feedback (Interview transcript 13 & 15, September 1, 2010). Even, one of the students asked about the other pronunciation of some similar words, such as hat, head, and hate. The field note for this reflection can be seen below.

“... When the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of some similar words, which were hat, head, and hate. Then, the researcher gave the pronunciation of those three similar words. (Field note 4, August 25, 2010)”

2. Implementing Communicative Activities with different themes

Implementing communicative activities with different themes means that the teacher chose the topics that close to the students' world with simple and interesting situation, such as information gaps in “Find Friends”. Those activities were generally successfully implemented to improve the students' speaking ability and involvement. Because the topic was different and close to their world, such as Find Friend, Find the pickpocket, and Being Detective, most of them were actively engaged in the activities. The reflection of the implementation of communicative activities for each meeting is presented below.

a. First meeting

In the first meeting, one of the communicative activities -Find Friend was not successful enough in improving students' involvement and speaking ability because there were some students who did not do the activity based on the rule. Some students, who work in group of four, only sat on their chairs waiting for their friends. It could be seen from Field Note 3 that there were some students still sitting on their chairs when the others were doing the information gap, Find Friends activity. They said that there was another student who asked the other groups' information. This is in line with Harmer's (2007) statement that the students are often reluctant

to speak because they are shy to speak in front of their classmates at first, especially when they are asked to give personal information or their own opinion. Meanwhile, most of the students did not understand the researcher's instruction for the activity. It could be inferred from Field Note 3, when the researcher asked the students to discuss their own picture, some students were still confused and asked the researcher to repeat the instruction and the situation in the card and picture.

However, there were some students who did the task well. They completed the details information and matched the right picture. They shared information with the partner using English. They mentioned some physical characteristics of person correctly and found the right picture. Thus, they completed the task by exchanging the information among students.

b. Second meeting

In the second meeting, the communicative activity used was "Find the Pickpocket". This activity spent more time than before because the students had to search the pickpocket. They searched the pickpocket by asking to each friend whether he/she had seen the target. Besides, they also had a duty to be a listener that should respond to the speaker when a student gave the description. In other words, all students had double jobs, as a person losing money and a person that saw a pickpocket (see Appendix B, activity 4).

In the early, most of the students were not fluent in speaking. In addition, they still did mistakes in pronouncing words, such as: *blonde* /blɔ̃ndɔ̃/, *beard* /bɛ̃ɑ̃d/, *moustache* /mastɑ̃j/, etc.. They also did mistakes in grammar rule when producing sentences, such as: *Do you see a man-long-hair*, *He have a beard black-*, *He is fat body*, etc.. They did those mistakes several times, when they met "a new people" (different friend) to find the pickpocket. The mistakes and errors occurred unpredictably at least three times with the same mistakes. It might happen

because of the nerve. However, there were some students who did their duty well. Those were Buyung, Indah, and Novia. They could speak in English well without nervous.

Moreover, their good performance could be as the models for others students. The other students imitated them for copying the expression. Because the students always repeated the same descriptions and expressions, they could manage it well through those good models. The pronunciation and grammar went true. The knowledge-exchange, such as sharing information helped them to finish the activity well with a little help from the researcher. This statement could be seen from the interview among four students on February, 2012:

R : Well guys...What do you think about the implementation of communicative activities, the Finding the Criminal like what we have done? (*Oke dek Saiful, gimana pendapatnya dek dengan penggunaan communicative activities selama pembelajaran speaking?*)

S : That's interesting because we can communicate with other speaker. I really enjoyed Mis (*Menyenangkan mbak, karena kita bisa berkomunikasi dengan yang lain. Sangat menikmati*)

R : *What else?(Ada lagi gag dek?)*

S : That's so fun. We can work in a group to search the pickpocket based on facts. So, I can change my knowledge and practice more with the others. (*Asyik mbak lebih seru soalnya kerja kelompok, habis tu aku juga bisa bertukar pikiran sama yang lain dan berlatih terus*)

R : Which one do you prefer? Working in a group or in a pair? (*Terus kalo aktivitasnya suka yang mana dek, yang berempat atau yang berpasangan dek?*)

S : I prefer working in pairs. It's easier, not really complicated to communicate. (*Lebih suka yang berpasangan mbak karena nggak terlalu rumit jadi mudah mbak komunikasinya.*)

c. Third meeting

In the third meeting, the students did a play based on the situation cards, it is called guessing games. It spent more time than previous activity because each the student got different situation cards. There were many students asking the meaning of situation cards that told them an instruction what they should do. Because of the large number of students, the researcher got a

problem to handle it. However, the collaborator helped her to handle the students' questions by approaching their desks. Therefore, the crowd from the students' question decreased.

Generally, this action in this meeting was successful enough. The students could speak in English fluently. They understood what they should do. Although, the activity spent more time, it made the students speak freely in expressing the ideas. In the early, the researcher gave them the opportunity to practice with their friends. After twenty minutes, she asked them to come in front of the class. The students named Rizky, Annisa, Rika, Febri, Ayundya, Yusuf, and Buyung did the activity well. And then some of them were asked to perform description in front of the class. The researcher only asked some students to perform in front of the class because of limited time. She called the performers randomly. Lastly, she found that the student' speaking ability had already improved since they spoke fluently and accurately.

Besides pronunciation, the students also used some new vocabularies. Not all of them were correct on pronunciation. The collaborator and researcher noted on some mispronunciation made by students, for example: *wallet*, *neighbor*, *physical*, *moustache*, *unknown died body*, etc. Then, the researcher corrected this pronunciation.

3. Using Group Work (semi-guided), and Conversational Partners (free)

In the first activity of group work, "Find in Fun" did not work as naturally as possible. Actually, it was effective to build communication, because the number of students was large to be divided into two groups with equal size. However, the researcher found difficulties to monitor them. As a consequence, not all of the students did their duty in this activity well. Moreover, this activity was something new for them so that they seemed confused. There were many different questions from the students when they tried comprehending the role cards in the Activity 5. Thus the collaborator helped her to handle the questions from the students.

On the next meeting, the communicative activity-Find the Pickpocket was running well. Almost of the students got their partner and shared the information. Each student met their needs of missing information. The managing turn of speaking started to appear. They could express the expressions of giving and asking information with their own words. From the evidence above, it means that conversational partner for guided and free activity was effective, because the researcher could monitor them. Besides that, each student might get the guidance from his partner.

In the third meeting, the students were given practice to make the conversation freely. To help them manage the conversation, the researcher gave them a cued dialogue. In this meeting, the students walked around freely to make conversation based on the situation cards. They started to use some language functions, such as greeting, asking information, and the most important one was that they described the physical characteristics of a person. It could be seen from the Field Note 3 that mentioned that students were able to communicate freely.

4. Summary of reflection of the actions implemented in Cycle 1

The communicative activities during Cycle 1 were implemented through information gap activities and searching games; those were Find Friend and Find the Pickpocket. They required the students to work in groups and in pairs. Besides implementing the communicative activities with different theme to improve the students' speaking ability, the researcher used some accompanying actions such as giving feedback on the students' pronunciation, using group work (guided and semi guided activity) and conversational partner (semi guided and free activity). In summary, the reflection of the implementation of those actions could be seen in Table 4.

d. The report of Cycle II

1. Planning

The reflection at the end of Cycle I provided the basis for planning Cycle II, which was conducted through a dialogic and democratic atmosphere involving all research team. The researcher found some problems in Cycle I. The problems are listed in the Table 4.

Table 4. The problems found in Cycle I

Problems found in Cycle I	Causes	Planning for the actions
Some students were shy to speak in front of their friends.	The activity was new for the students. They seldom spoke in English with their friends.	-Giving rewards -Giving jigsaw games to improve the students' confidence, and give more practice
Some students were only sitting on their chairs, and copying their friends work.	The students had low responsibility as if they did not need to perform their works in front of their friends.	-Asking them to perform their works in front of the class
Some students did mistakes in pronouncing some words and producing sentences.	They seldom used English expression orally. They were nervous.	-Giving feedback on the students' pronunciation -Giving communicative activities: jigsaw games, survey games

In order to solve the problems that still found in the implementation of the actions in Cycle I, the researcher and the collaborator would still use the similar activities to those in Cycle I, such as using videos, implementing communicative activities, and asking the students to work in groups and in pairs. However, the videos used were still not enough to take their attention. It was needed more videos with different types. The researcher added a new video with the demonstration of doing something, for example, modified authentic and inauthentic video of being a cheff. In this cycle, the audio-visual would be used in every step not only in the beginning like in the previous cycle. Besides there were new actions of implementing communicative activities, there were other activities, i.e. information gap activities through jigsaw, and survey games. The researcher also added an activity which was asking the students

to perform their work in front of the class. In addition, the researcher and the collaborator also focused the actions on giving rewards and giving feedback on students' pronunciation. The actions are described as follows:

1) Implementing some different communicative activities

In this cycle, the researcher planned to implement the communicative activities through different activities, such as information gap and survey games, in addition to the jigsaw tasks. It was because the theme of the materials in this cycle was procedure text. By implementing various communicative activities, the students were expected not to be bored so that in the end of the cycle the students' speaking ability could be improved. These activities involved the students to work in groups and in pairs.

2) Asking the students to perform their work in front of the class

This action was the innovation of the action in previous cycle. This action was used to overcome the problem of the passive students who were only sitting on their chairs and copying their friends' work. Based on the observation, in the previous cycle, the researcher let the student walk around freely to make conversation with their friends. They made conversation with their friends freely. This was not really organized because there were some students who had low responsibility. They thought as if they did not need to perform their works in front of their friends. However, in this cycle, the researcher would keep planning to ask the students perform their work in front of the class in each meeting. It was done for the certain purpose that was in order to make the students actively engaged and more confident in speaking English in front of their friends. In this cycle, the researcher asked the students not only retell the text, but also act out the monologue naturally.

3) Giving rewards

The researcher planned to give rewards in the form of extra points for the students who were willing to be volunteer in performing their work in front of the class. This action was planned based on the situation in the previous cycle revealing that the students were still shy and reluctant to perform their works in front of the class voluntarily. Therefore, by giving rewards, they were expected to be more confident and enthusiastic to perform their work in front of the class.

4) Giving feedback on the students' pronunciation

As found in Cycle I, there were some students who made same mispronunciation several times. Though the students' pronunciation was still poor, they were enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve the ability of speaking so that they did not make the same mistakes in the next activities. The feedback was in the form of direct feedback, such as pronunciation drillings. Those feedbacks were given to the whole students, after the students performed the spoken procedure.

The comparison of the actions between Cycle I and Cycle II could be seen on this table.

Table 5. The comparison of the actions between Cycle I and Cycle II

Cycle I	Cycle II
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation
Implementing communicative activities with different topic related to their interest, and age. <ul style="list-style-type: none"> - Information gap "Find Fun" - A searching game, and Guessing game 	Implementing communicative activities with different activities; information gap, jigsaw activity, searching.
Using group work (semi-guided), and conversational partners (free) to make the class more interactive.	Using group work integrated in communicative activities and asking the students to perform in front of the

	class.
	Giving rewards

Table 4. The result of the reflection of Cycle I

Actions	Result in the reflection	Conclusion of the Action	Recomendation for Cycle II
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation was succesfull in improving students' speaking ability and made their speaking accurately	Giving feedback on the students' pronunciation would be sustained in the Cycle II	There should be added more feedback.
Using communicative activities with interesting theme	The implementation of communicative activities was generally successful in improving students' speaking ability and involvement. Most of them had actively engaged in the activities.	The communicative activities would be sustained to be used in Cycle II with accompanying activities, such jigsaw, and survey games.	In order to make the students vocabulary mastery larger, there is a need to give them non-restricted grammar and vocabulary use. The students could be taught language function, because the topic of the material in this time was Procedure.
Using Group work and Conversationl partner	The implementation of group work and conversational partner was succesfull in improving students'	The implementation of group work would be sustained to be used in Cycle II and integrated in using various communicative activities.	The researcher had to give different responsibility for each student in completing the tasks, so that the students

	speaking ability. Most of them worked actively engaged in a group and pair.		actively participated in their groups. In addition, because the materials of the Cycle II was Procedure, the students should be asked to perform their works in front of the class.
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b. Implementation of Cycle II

1. Action and Observation in Cycle II

Cycle II was conducted in three meetings; they were on Wednesday, April 18, Thursday, April 19, and Friday, April 20, 2012. In this cycle, the text learnt was procedure. In the first meeting, the researcher discussed the introduction of the procedure text and some warming-up activities. In the second and third meeting, communicative activities and the post-test were done. In this Cycle, when the researcher implemented the actions, the collaborator took some notes in the back of the class to observe the teaching and learning process. In addition, the data taken in Cycle II were collected through classroom observations and interviews. In Cycle II, the implemented actions were giving feedback on the students' pronunciation, implementing various communicative activities, using group and pair work, asking the students to perform their works in front of the class, giving rewards. The following is the explanation of the actions that the researcher implemented in Cycle II.

a) Giving feedback on the students' pronunciation

Giving feedback on the students' pronunciation was implemented in this cycle. Different from the previous cycle, this action was given orally by the researcher. It was done, because in

the previous cycle there were some students who still did mispronunciation. In this cycle, the researcher gave the feedback directly after the students had finished performing their work by asking them the correct form after they made mispronunciations before giving the researcher's own feedback. Then, the researcher gave the model through an electronic dictionary, and the students repeated after the researcher's pronunciation. She did not point out on a single student's mistake but she always covered all mistakes that the students made. Those actions were supported by Harmer's (2001) statement. It is mentioned that giving feedback by listening and watching in the early after the students performed is more effective. Lynch (2010) states that feedback on students' pronunciation when students are practicing jigsaw speaking is particularly important since it constitutes a precise meaning of sentences.

For the first meeting, the students made some mispronunciation on some words, such as: *shake* /sɛk/, *chop* /ceup/, *kettle* /kettle/, and *salt* /salt/. Then, in the second meeting, the students made the mispronunciation on these words: *utensils* /utensil/, *pour* /por/, *sour* /sor/, and *knife* /kənaif/ (Field Note 7, April 18, 2012).

b) Implementing various communicative activities

The implementation of communicative activities in Cycle II was conducted in three meetings. Different from Cycle I, the communicative activities in this cycle were implemented through various activities, such as information gaps, role plays, and search games. It was because the material in this cycle was procedure. By implementing the various communicative activities, the students were expected not to be bored during the lesson. As a result, the students' speaking ability would improve. In each meeting, the researcher used genre-based approach which has

some stages; BKOF, MOT, JCOT, and ICOT. The description of this action for each meeting is presented as follow.

1) First meeting

The first meeting in Cycle II was implemented on Wednesday, April 18, 2012. The genre taught in this meeting was Procedure text and the topic was Food and Drink. The communicative activity implemented in the first meeting was looking for information from others to complete the information of a procedure. It was jigsaw task. The approach that was used during the teaching-learning activities was genre-based approach. For the first phase of the teaching-learning process, building knowledge of the field (BKOF), the students were given the information related to the text, such as characteristics and the purpose of the text. Then, in modeling the text phase (MOT), the students were given examples of spoken and written procedure text. After giving, the model of the text, they were asked about the differences between those texts. Most of the students knew the differences between those texts. Field Note 7, April 18, 2012).

Meanwhile, the communicative activities were employed in the joint construction of the text phase (JCOT). To do the activities, the students were asked to do in pairs. The researcher began the activities by giving each student a spoken and written procedure. The titles of those procedure were same, but the themes were different. For instance, student A got “The Banana Milkshake” for the spoken procedure and “The Mango Smoothie” for the written one and student B got the opposite, “The Mango Smoothie” for the spoken and “The Banana Milkshake” for the written one. All of the written procedures were incomplete. The students had to communicate with their pairs to find the missing information in the written procedures. They had to complete the written procedure based on the pair’s spoken one. Therefore, the students had to tell their pair

so that the incomplete procedure could be completed. (Field Note, April 2012). After they completed the missing information in written procedure, they had to retell the spoken procedure of their written procedure. In this activity, they were not allowed to copy the information from their friend's writing, like in the previous activity. All of the students were able to make the spoken procedure. This could be inferred from the extract below.

“...Then, after the students finished completing the missing information, the researcher asked them to make the spoken procedure of their written procedure. All of them could make it. Even they could do in 10 minutes. There was no student who copied from their friend's writing.”(Field Note 7, April 18, 2012).

2) Second meeting

The second meeting was implemented on Saturday, April 18, 2012. The genre was still procedure and the topic was Chef. The communicative activities in this meeting were carried out through jigsaw tasks. In the early, the researcher gave eight pictures of a procedure. Those pictures were about how to make a mamamia fried rice and a fried fish noodle. The students got a picture and they had to search friends who have an ingredient in making that food. Then, they had to discuss it with their group members to make the right orders in making correct food. They had to look at the pictures carefully, because they had to find the materials, the ingredients, and the steps. After they finished discussing it, the researcher took all pictures. Finally, they had to arrange the information they got from all groups into a complete written procedure. From this activity, most of the students got actively engaged in the discussion. They also actively asked the information to the other groups' information. This could be inferred from Field Note 8 (April 19, 2012 see Appendix A) that in this activity, all students had been actively engaged in the discussion and each of them got different responsibility to finish the task. There was no student who just sat on their chairs waiting for their friends'.

“... After the students finished making written procedure, the researcher asked them to make the spoken procedure of it individually. First, they had to determine the title, and then retold the spoken procedure with their own words. While, they were retelling the spoken procedure, the researcher came to their chairs monitoring them. Most of them could retell the spoken procedure and did the tasks well. (Field Note 8, April 19, 2012)”

3) Using group and pair work

The implementation of using group work was integrated with the use of communicative activities. It was similar to the implementation in Cycle I. Because the topic was Procedure, the researcher was focusing on working in group. The activity applying the group work was Chef Master (see Activity 3, Appendix B). On the other hand, the researcher also asked the students to work in pair to do the information gap activity.

In the first meeting, the researcher divided the students in equal size; those were Group A and Group B. Each group got a different spoken and written procedure text. The spoken procedure texts were played through audio-visual one by one. The first text, “The Banana Milkshake” was played for Group A while Group B went outside in a moment. It was done in the opposite. On the other hand, the written procedure was not complete and should be completed by exchanging the information with another group. After that, each student exchanged the information to complete the missing written procedure (see Activity 2, Appendix B).

Most of them did the activity well. There was no student who was just copying the others' work. Because the researcher always monitored them and reminded them there would be minus score for cheating. The activity took fifty five minutes to finish it. The students' works were submitted. Then, the researcher and the students did the discussion by re-playing the video and correcting the students work. Based on the observation and evaluation from the teacher, a half of students got eighty percent of correct answer, and the others above fifty up to eighty percent. It

means that they were listening, practicing, and doing the tasks seriously. This statement could be seen from the interview transcript hold on April 2012.

The activity that was implemented group work was done in the next meeting. It was Chef Master. In the early, the researcher gave eight pictures of a procedure. Those pictures were about the steps how to make a mamamia fried rice and a fried fish noodle. The students got a picture and they had to search friends who had ingredients in making that food. Then, they discussed it with their group members to make the right orders in making correct food. They had to look at the pictures carefully, because they had to find the materials, the ingredients, and the steps. After they finished discussing it, the researcher took all pictures. Finally, they had to arrange the information they got from all groups into a complete written procedure. From this activity, most of the students got actively engaged in the discussion. They also actively asked the information to the other groups' information. This could be inferred from Field Note 8 (April 19, 2012 see Appendix A)

4) Asking the students to perform their works in front of the class

In each activity during the English lesson, the students were asked to perform their works in front of the class. After doing the information gap activities in the previous phase, the researcher asked the students to perform their spoken procedure in front of the class. She asked them to perform the “The Mango Smoothie” or “The Banana Milkshake”. She only asked three students to perform their spoken text of procedure because of the limited time. They were Buyung, Rizky, and Novia. From those performance, the researcher found that they had already understood how to retell the spoken procedure and they performed it fluently (Field Note 7, April 18, 2012).

In the second meeting, the researcher asked the students to perform their spoken procedure of making a cup of tea. Here, each students had different title, because the researcher did not write the title so that they could give the title based on their preferences. There were seven students who came in front of the class to perform their spoken procedures. From those students, the researcher concluded that the students could perform the spoken procedure of making a cup of tea in a right order and they performed the procedure fluently. This could be interpreted from Field Note 7 (April 18, 2010) as follow.

“... After all students finished discussing the complete form of the written procedure, the researcher asked them to make a spoken procedure text individually. Then, some of them came in front of the class to perform it. They were Muh. Ibnu, Mulyo, Permadi, Indah, Ayu, and Afrita. From those seven students, it seemed that they had already known about the spoken procedure and they performed it fluently.”

5) Giving rewards

Considering one of the problems in Cycle 1 that the students were still unmotivated and reluctant to perform in front of the class voluntarily, the researcher provided some rewards to make the students more enthusiastic in performing their works voluntarily. The rewards were given in the form of extra points. The researcher always told the students that she would gave some extra points if they were willing to perform in front of the class voluntarily. During this cycle, the students were more enthusiastic in each activity, especially when the researcher offered the performance in front of the class. This finding could be inferred from Field Note 7 (April 18, 2012) that there were three students who had willingness to perform the spoken procedures in front of the class; they were Buyung, Rizky, and Novia.

In the second meeting, there was an improvement on the students' willingness to come in front of the class. There were seven students in the second meeting. They came in front of the class voluntarily. Even, some of the students competed to get the first number as volunteer in

performing their work in front of the class. In the next activity, the number of students who came in front of the class voluntarily was bigger. Almost of the students wanted to take a part in the activity in front of the class. They wanted to tell their own procedure of foods and drinks in front of the class. Some of the students brought the tools as if they were a cheff that used the real cooking utensils, like a knife, spoon, and glass.

c. Reflection of Cycle II

After implementing the actions, the researcher and the collaborator did the reflection about the actions in cycle II. The evidence was also found by interviewing the students to get their opinions during English lesson. Based on the implementation mentioned above, some findings are described as follows:

1) Giving feedback on the students' pronunciation

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability. The students were very enthusiastic when the researcher told them about the right pronunciation of some words and when they imitated what the researcher said about the right pronunciation. It could be inferred from the following extract. "... Then the researcher gave feedback on those three students' performances and gave the right pronunciation. Besides, the researcher checked their pronunciation on the pronunciation of the words: grate, heat, clove and slice. All of the students were very enthusiastic when the researcher asked about the pronunciation of those words and when they imitated the researcher's pronunciation." (Field note 7, April, 2012)

In addition, by giving the correct pronunciation of some words, the students' speaking ability could improve, too. Some of the students stated that their speaking ability had improved

since they knew the right pronunciation of the words. Lidya said, ‘Yes, my speaking ability improved, one of them is I know how to pronounce some words’ (Interview transcript 18, September 22, 2012). Bagus, Mulyo, Tri, and Nur also stated that their speaking ability had improved, especially on their pronunciation (Interview transcripts 21, 22, 23, and 24, April, 2012).

2) Implementation some different communicative activities

The implementation of communicative activities through various and interesting activities was successful to improve speaking ability and involvement. By using various and interesting activities, the students’ opportunities to speak in English were increased. This statement is supported by Lurch (2001) that communicative activities, such information gap or surveys games can make students participate actively.

In the first meeting, all of the students participated actively because they had different tasks. They searched the missing information of a recipe or a written procedure by listening to the pair’s information. Each student gave the explanation of a procedure and also completed the missing information of another procedure. They practiced their English during this activity. If there were students trying to copy their friends’ writing, the researcher reminded them that it was speaking and listening activities. Further, there was no student to copy their friends’ works (Field Note April 24, 2012). The collaborator who helped monitor the students, also told them that they should shared and listened, not to copy their pair’s writing. This helped the communicative activity which was information gap run well in the speaking activity. Besides, from the point of view of some students, they mentioned that they like the activity in the first meeting. Rizka said that the activity was not boring and very helpful in practicing English. Other student named Yusuf also mentioned that his vocabulary was increased through this activity (Interview

transcript, April 24, 2012). Most students told that they hoped the activities would be interesting on the next meeting in every week.

In the second meeting, the communicative activities which were implemented through jigsaw and Being Chef (To Learn it, Do it) were effective to improve students' speaking ability and involvement in the teaching learning process. All of the students walked around to the class to find the information. Besides, the collaborator said that in this meeting, the students' speaking ability and involvement improved. This statement could be proved by watching the students when they did the activity. This could be inferred from the following extract:

“....There was no student who just sit on their chairs like in the previous cycle. They had been actively engaged in the discussion on groups of three. Each student got their own duty to get the information from other groups. Besides, they should perform their procedure individually. “(Field Note 8, April 24, 2012)

3) Using group and pair work

According to the collaborator, the use of group and pair work was effective to improve students speaking ability and involvement. There was no student who was just copying the others' work. It was also efficient, because the activity took fifty five minutes to prepare and finish it. Based on the observation and evaluation from the teacher, a half of the students got eighty percent of correct answer, and the others above fifty up to eighty percent. It means that the implementation of using group and pair work not only improved students' involvement but also improved students' speaking achievement. The first activity applied pair work in the form of information gap activities in a meeting. Then, the group discussion was done in the previous meeting for about thirty minutes.

4) Asking the students to perform their works in front of the class

Based on the observations and interviews with the students and the collaborator, the reflection of this action revealed that asking the students in front of the classroom was

successful. Most of the students were confident and motivated to perform their works in front of the class both individually and in pairs. For instance in the first meeting, there were three students perform their work of retelling their spoken procedures “The Mango Smoothie” and “The Banana Milkshake” Based on the observations, the researcher found that the students had already understood how to convey a spoken procedure and they performed it fluently (Field Note 7, April 17, 2012). Besides, the collaborator stated that the students were able to deliver spoken procedure fluently (Interview Transcript 20, 2012).

In the second meeting, the students were asked to perform their spoken procedure of how to make a mamamia fried rice and fried fish noodle. However, in this meeting, the researcher did not give the title in each text. They had to give the title based on their preferences, and most of them could give the appropriate title of that procedure (Field Note 7, April 18 2012). Besides, the number of the students coming in front of the class to perform their spoken procedure.

5) Giving Rewards

In Cycle I, the researcher and the collaborator found that the students were still reluctant and shy to perform their works in front of the class voluntarily. It occurred although they were called several times to come in front of the class. Thus, in this cycle the researcher provided the rewards to make the students more enthusiastic to perform their work in front of the class voluntarily.

In the first meeting, the number of the students coming in front of the class voluntarily was quite large. There were seven students, namely Rizky, Mulyo, Andi, Arum, Afri, Buyung, Teja, and Faris (Field note 8, April 18, 2012). In the second meeting, because at the end of the activity was performing “Being Chef” in front of the class, the number of the students coming in front of the class voluntarily was increased, there were fifteen students.

d. Summary of reflection of the action implementation in Cycle II

Based on the reflection above, the researcher and the collaborator agreed that the information gap activities and its accompanying actions in Cycle II were successful in improving the students' speaking ability. The summary of the implementation of those actions is as follows.

1) The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistakes in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation of some words. Regarding the findings of Cycle II that all actions were successful in improving the students' speaking ability and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle.

2) The implementation of communicative activities through various activities covering information gap activities, discussion and role play, and search games was successful in improving the students' speaking ability and involvement during speaking teaching and learning process. Most of them had actively engaged in the activities.

3) The implementation of asking the students to perform their work in front of the class was successful in improving the students' speaking ability and confidence in speaking in front of the class. Moreover, some students were able to do conversations spontaneously.

4) The implementation of giving rewards was successful in improving the students' confidence in performing their work in front of the class. After the implementation of this action, the students became more motivated to perform their work in front of the class voluntarily.

Meanwhile, the final draft of the actions in Cycle II could be seen in Table 7.

C. Pre – test and Post – test of the Students’ Speaking Ability

As has been stated before, the implementation of communicative activities and the accompanying actions were successful in improving the students’ speaking ability during two cycles. This conclusion could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator and the questionnaire of the students’ response in speaking through communicative activities. Besides, it was also supported by the result of pre – test and post – test of the students’ speaking ability. The researcher and the teacher conducted the pre – test on Tuesday, February 2, 2012. The text type of the test was Monologue Descriptive about the students’ favorite person in the world. In this speaking test, the students were asked to tell the characters of a person in the world by using their own words. They had to describe in at least 10 sentences long.

Meanwhile, the post – test was conducted on Saturday, June 9, 2012. The topic of the test was Monolog Descriptive about one of member of their family. In this speaking test, the students were asked to tell the member of family by using their own words and they had to describe at least 10 sentences long. To assess the students’ speaking ability in pre – test and post – test, the researcher and English teacher used a rubric which involved four aspects of speaking such as fluency, accuracy, vocabulary, and pronunciation. The students’ speaking scores in the pre – test could be seen in Appendix D. Meanwhile, the summary of the result of the pre – test could be seen in Table 8.

Table 8: The result of the students' speaking ability in the pre – test

Data	Pre – test	
	Assesed by the researcher	Assesed by English teacher
Mean	6.7	6.6
Number of the students (N)	36	36

From Table above, based on the researcher's assessment, it was found that the mean of the students' speaking ability was 6.6 from 36 students. There were only 15 students who got 7 to 7.5 and the rest got 6 to 6.5. The two students who got the highest score were Novia and Buyungi. Their score were 7 and 7.25. Meanwhile, the students who got the lowest score were Dian and Ibnu. Their score were 6. In addition, from the English teacher's assessment, the mean of pre – test was 6.5 from 36 students. There were only 12 students who got 7 to 7.5 and the rest got 6 to 6.5. From the teacher's assessments, the highest score of those two students were 7.25. Meanwhile, the lowest score of those two students were 6. Therefore, it could be inferred that the students' speaking ability was low because the minimum passing (KKM/ *Kriteria Ketuntasan Minimum*) of English subject in this school was 7.5.

In the post-test, both the researcher and the English teacher assessed the students' speaking scores by using the same rubric. The result of the students' speaking scores in the post – test could be seen in Appendix D. The summary of the students' ability in the post-test was given in Table 7.

Table 9: The result of the students' speaking ability in the post – test

Data	Post - test	
	Assesed by the researcher	Assesed by English teacher
Mean	7.9	7.6
Number of the students (N)	36	36

Based on table above, from the researcher's assessment, it was found that the mean of the students' speaking ability was 7.9 from 36 students. In this test, the researcher also took two students which were each of them had highest and lowest score. The two students who got highest score were Aprilliani and Fida. Their score were 9 and 8.75. Meanwhile, the students who got lowest score were Tuti and Faris, each of them got 7.5. From the English teacher's assessment, the mean of pre – test was 7.6 from 36 students. The highest score of those students were 9 and 8.5. Meanwhile, the lowest score of those students were 7.5 and 8. Most of the students got the speaking score between 7.5 and 8.25. Thus, all of them had passed the minimum passing of criteria (KKM). From those result, it could be concluded that the students' speaking ability had improved from 6.7 and 6.6 in the pre – test and 7.9 and 7.6 in the post test.

D. The questionnaire results toward speaking ability through communicative activities

The questionnaire was given to know whether communicative activities give benefits for speaking lesson, improve the students' self-confidence, make students speak naturally, and give positive effects on the interpersonal relationship among students, and teacher. Thus, the questionnaire was developed from four indicators: benefits, self-confidence, natural speaking, and interpersonal relationship. The explanation for each indicator is described in the following.

1. Benefit

This indicator was asking about classroom enjoyment, natural situation, students' achievements, and students' interest. The questions asking whether communicative activities give benefits for speaking lesson are 6 numbers. Table 10 presents the result of students' response from the benefit indicator of SPSS analysis.

Benefit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	11.1	11.1	11.1
agree	32	88.9	88.9	100.0
total	36	100.0	100.0	

Table 10 above shows that there is 88.9 % students agree that communicative activities give some benefits on classroom enjoyment, natural situation, students' achievements, and students' interest. For example, My class were getting interesting, My speaking was getting good in practice.

2. Self- confidence

In this indicator, the questions consist of 6 numbers. They were asking about students' confidence, students' involvement, and students' bravery, e.g. I believed that I could be a leader in a team. From Table 11, it found that there is twenty three from thirty six students who agree. They agree that communicative activities improve their confidence, involvement, and bravery.

self confidence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	30,6	30,6	30,6
agree	23	63,9	63,9	94,4
less agree	2	5,6	5,6	100,0
Total	36	100,0	100,0	

3. Natural speaking

The contents of questionnaire were also including the indicator of natural speaking. The numbers of questions are 7 questions. They are asking about students' pronunciation, students' accuracy, and fluency. For example, I could speak in English fluently by using communicative

activities, there was almost no grammatical mistakes when we used communicative activities. Table 12 shows that there are 31 from 36 students who agree that communicative activities make them speaking naturally.

natural speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	31	86,1	86,1	86,1
less agree	5	13,9	13,9	100,0
Total	36	100,0	100,0	

4. Classroom interaction

From this indicator, the questions were asking about students' relationship between them and the English teacher. It is about the socializing among them, e.g. I did not hesitate to ask the teacher about the difficulties. I realized that in learning language we need each other to practice. This table shows that there are 77.8 % students agree that communicative activities give positive effect on their relationship in the classroom.

classroom interaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	28	77,8	77,8	77,8
agree	8	22,2	22,2	100,0
Total	36	100,0	100,0	

To strengthen the fact that the students have agree response, the researcher interviewed the students to find out the students' response in speaking. The interview was done in break time, in order not to disturb the teaching and learning process. The researcher took ten students to be interviewed. She asked them what they felt during the English lesson and their response to the activities of teaching speaking by using communicative activities. It could be seen from the following extract:

“...R : *Mbak lihat dari hasil kuesioner kalian, semua hampir setuju dengan penerapan communicative activities, kenapa?* (I saw from the result of questionnaire, most of you agreed

with the implementation of communicative activities. Why?)

S2 : *Ya...karena aktivitasnya menarik mbak digabung sama game-game juga. Itu juga mudah dimengerti.*

(Yap...because the activity was interesting and it was combined by games. The activity was also easily understood.)

R : *Kalau dek Wirasti gimana pendapatnya?* (Wirasti, Hat about you?)

S3 : *Menurutku lebih fun aja mbak aktivitasnya, jadi mudah memahami materi* (I think, the activity was more fun so that I understood the material easily.)

S1 : *Iya mbak...kita bisa berlatih ngomong bahasa Inggris terus..*(Yes miss, we can practice speaking English continually)

(Interview transcript 20 June 2012)

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

This is an action research that was done at SMP Negeri 2 Wonosari, Klaten. The two cycles in this action research were completely done. The research began at February 18 and ended at May 18, 2012. In both cycles, the researcher implemented the communicative activities and some accompanying activities, such as using audio-visual media, group-work and conversational partners. In Cycle I, there were successful and less successful actions. Therefore, to overcome the less successful actions, the researcher added, and revised some actions in Cycle II such as implementing various communicative activities with different type, such survey games, and information gaps. The researcher also added some actions such as asking the students to perform their works in front of the class, giving rewards and feedback on the students' pronunciation. By implementing those actions in Cycle II, the students' speaking ability improved. It could be seen from the students' involvement and opinion, and also collaborator's opinions about the actions. They are presented as follows.

1. The design of actions in Cycle I

In the first Cycle, the researcher implemented communicative activities with interesting theme and some accompanying actions, such as using audio-visual media, group work and conversational partners, and asking the students making and acting out a monologue. In Cycle I, there was generally successful to improve the students' speaking ability, but there was an action

that was less efficient and effective. That was making and acting out a monologue. It took more time to do the whole activity. Because of lack of vocabulary mastery from the students, there were many questions from the student that made the crowd. In addition each text for the play was different from the others. They needed preparation to do the play, such as comprehending their roles and situation, making monologue based on the situation, and practicing the roles. There were many questions from the students. As the result, the researcher could not handle the class well. The others action were done successful. They were using audio-visual media that take the students' attention and improve their motivation. Using-group work and conversational partner that make the students enjoyed the activities and feel confident to speak in English was also effective to improve the students' speaking skill. Finally, the researcher and the collaborator revised and added some actions to solve the existing problems in Cycle I, such as implementing communicative activities with different and interesting activities.

2. The design of actions in Cycle II

In the second cycle, the researcher implemented some actions to solve the problems found in Cycle I. The actions in Cycle II were still focused on the implementation of communicative activities. However, in this cycle, she implemented the communicative activities through some various activities, such as information gaps, search games and jigsaw tasks. The use of information gaps was different from the previous cycle. In Cycle I, it was done by three students, but in Cycle II, it was done by two students. Then, it was continued by the search games and jigsaw tasks. Besides that, she continued to give feedback on the students' pronunciation, rewards to the students who performed their works in front of the class voluntarily.

Meanwhile, regarding the findings of Cycle I, there were some revised actions such as the implementation of using group work and conversational partners that were integrated in implementing communicative activities, and the implementation of asking the students to make and act out a dialogue and monologue was omitted because of less effective and efficient. In addition, she also used some new actions such as giving rewards and feedback on the students' pronunciation. By implementing those actions, the students' speaking ability improved. Besides, they were more enthusiastic to perform their work in front of the class and more active in the speaking teaching and learning process.

Overall, it could be concluded that the communicative activities and other accompanying actions could improve the students' speaking ability. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words and they rarely mispronounced the English words.

3. Implications

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking ability improved. They were more familiar with the words they learnt. Besides, the communicative activities did not make the students bored. It implies that the teacher can use the communicative activities in the speaking teaching and learning process since they can give some benefits. First, they improve the students' speaking ability. Second, they increase their involvement in the speaking teaching and learning process. Third, they increase the students' enthusiasm.

Furthermore, the results of the study indicated that the process of implementing information gap activities run well because the class management was good. When the number

of the students working in groups was not big enough, such as group of three and two, all of them participated equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, she had to know the students' characteristics so that the activities can accommodate the students' interests.

4. Suggestions

1. To English teachers

Due to the limited time, the researcher only implemented some communicative activities, such as information gap activities, jigsaw tasks, role plays, and search games. The English teachers need to keep on applying the other various communicative activities so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as pictures and role cards. The English teachers can use other media such as power point so that the students will be more interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process can improve.

2. To other researchers

In this study, the researcher conducted the research in two months. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. Moreover, they can conduct this study in other grades, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMP Negeri 2 Wonosari Klaten so that the research findings can be more general. Moreover, they can use other information gap activities besides jigsaw tasks, role plays, and search games.

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APPENDICES

A. Field Notes

B. Interview Transcripts

C. Course Grid and Lesson Plans

D. Media

E. Pre – test and Post – test Results

F. Questioner Results

G. Photographs

H. Letters

FIELD NOTES

Field Note 1 (19 January 2012)

Place : English room

Time : 08.00-10.00

R : Researcher

GBI : Guru Bahasa Inggris

S : Siswa

Observation and Interview

1. R datang ke sekolah pukul 8.00 WIB untuk menemui GBI yang mengampu kelas X, yaitu bapak Sugiyanto, S.Pd. MACE. menyampaikan maksud kedatangannya kepada GBI.
2. R mewawancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas VII, teknik yang digunakan oleh GBI dalam mengajar bahasa Inggris, media yang digunakan, aktivitas, dan fasilitas yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam ketiga (pkl. 8.10), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas VII D.
4. Tiba di ruang bahasa Inggris, GBI memperkenalkan R kepada para S. GBI memberitahu S bahwa selama beberapa minggu ini R akan melakukan penelitian di sekolah ini.
5. Setelah itu, R duduk di bangku belakang dan mengamati KBM (Kegiatan Belajar Mengajar) di kelas. GBI kemudian menanyai salah seorang S tentang ciri-ciri teks naratif, tapi S tersebut tidak bisa menjawab. Kemudian GBI sedikit memarahi S tersebut sehingga S tersebut kelihatan sangat ketakutan. Setelah itu, GBI menjelaskan narrative text secara singkat, kemudian GBI menyuruh siswa untuk merangkum sebuah teks narrative berjudul "*The Deer and The Tiger*".
6. Suasana kelas saat itu terlihat agak kaku karena siswa cenderung diam. Pada waktu diberi tugas, siswa terlihat kurang jelas dengan instruksi dan penjelasan GBI, tapi sepertinya siswa takut bertanya.
7. GBI memberikan waktu 20 menit untuk merangkum teks narrative tersebut. Kemudian GBI meninggalkan kelas beberapa menit lamanya. R tetap berada di kelas.
8. Selama GBI meninggalkan kelas, keadaan kelas menjadi agak lebih ramai. Ada beberapa S yang membuat keributan. Tiba-tiba, GBI datang dan langsung menegur S yang ramai dan menyindir mereka, "*Do ra iso we kog do rame.*" Kemudian para S terdiam semua.
9. Pukul 9.10 WIB, S belum selesai mengerjakan tugas merangkum, kemudian guru menyuruh S untuk melanjutkannya di rumah masing-masing dan me-*retell*nya di depan kelas pada pertemuan berikutnya (hari Rabu).
10. Setelah itu, GBI langsung meninggalkan kelas tanpa mengucapkan salam dan me-*review* materi yang telah dipelajari.
11. R kemudian menghampiri beberapa S yang masih berada di bangku mereka. R menyampaikan maksudnya untuk mewawancarai mereka tentang pembelajaran bahasa Inggris di sekolah.

12. R menanyai satu S perempuan dan satu S laki-laki. R bertanya tentang pendapat mereka mengenai pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMP ini sangat membosankan, dan juga mata pelajaran yang susah dipahami. S kedua mengatakan bahwa GBI sering memberikan tugas tertulis, dan ketika menyampaikan materi, tidak jelas dengan suara yang kecil sehingga membuat S sering mengantuk. Selain itu, S yang pertama menambahkan bahwa GBI itu santai, jadi ketika S tidak bisa mengerjakan soal Bahasa Inggris di dalam kelas, S pun santai-santai saja.

13. Setelah informasi yang dibutuhkan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi lagi besok Rabu untuk memperoleh data pre-test speaking para S. Setelah itu, R meminta izin untuk pulang.

Field Note 2 (18 Februari 2012)

Place : English room

Time : 09.35-10.45

Pre-test

1. R datang ke sekolah pukul 9.25 WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang-bincang mengenai hasil observasi kemarin.

2. Setelah itu, pada pukul 9.35, GBI dan R masuk ke ruang bahasa Inggris.

3. Ketika memasuki ruang bahasa Inggris, guru langsung menunjuk salah satu S untuk mengungkapkan kalimat deskripsi dari gambar/poto seseorang dengan kalimat mereka sendiri yang telah dirangkum dengan menggunakan *Present tense*. Kemudian GBI duduk di meja guru dan R duduk di bangku belakang dan menyuruh siswa yang duduk di bangku belakang untuk pindah ke bangku depan yang masih kosong.

4. S yang pertama kali disuruh untuk maju terlihat tidak paham sehingga baik pronunciation atau grammar yang telah dibuatnya untuk teks narrative salah.

5. Ketika S yang pertama menyampaikan kalimat deskripsinya, ada beberapa siswa yang asyik menghafal teks mereka sendiri seperti membuat kalimat-kalimat dengan *Present Tense* berupa *Verb Action*. Akan tetapi, GBI tidak menegur S tersebut.

6. Kemudian, guru menunjuk S berikutnya untuk maju ke depan kelas. Kemudian semua S mendapat gilirannya. Dari keseluruhan S yang menyampaikan deskripsinya di depan kelas, hampir semuanya memiliki kemampuan speaking yang masih rendah. Kebanyakan dari mereka masih salah mengucapkan beberapa kata dalam bahasa Inggris, seperti *had*, *head*, dan *hard*, begitu juga dengan pilihan adjective nya, seperti, *fat*, *bright*, *white*, *straight*, *curly*, *wavy*, dan lainnya.

7. Setelah semua siswa mendapat gilirannya, kemudian GBI memberikan *feedback* tentang penampilan mereka. GBI memfokuskan kesalahan mereka yang kebanyakan menggunakan Tenses yang salah ketika membuat kalimat dalam teks deskriptif. GBI memberi tahu siswa kalau

descriptive texts itu menggunakan **Present Tense** kemudian menuliskan kembali formula Present Tense seperti minggu-minggu sebelumnya.

8. Kemudian GBI menutup pelajaran dan meninggalkan kelas dengan mengucapkan *good bye*.

Field Note 3 (21 February 2012)

Place : English room

Time : 08.10-09.20

R : Researcher

GBI : Guru Bahasa Inggris

O (C) : Observer (Collaborator)

Action Cycle 1a

1. R datang ke sekolah dengan teman R pukul 8.00. Kemudian R dan teman R menuju ke ruang guru untuk bertemu GBI. R memberi tahu GBI bahwa R mengajak temannya sebagai observer. Sebelumnya R telah memberitahu GBI bahwa R yang akan mengajar S kelas VIID dan yang menjadi observernya adalah teman R yang juga peneliti di sekolah ini.

2. Setelah itu, GBI, R, dan O masuk ke ruang bahasa Inggris. GBI memberi tahu S VIID bahwa untuk beberapa pertemuan ini R yang akan mengajar bahasa Inggris. Kemudian, GBI mempersilahkan R dan O untuk mengajar.

3. R memperkenalkan diri dan menyampaikan tujuannya mengajar bahasa Inggris di kelas VIID. O kemudian duduk di bangku paling belakang untuk mengamati keadaan kelas.

4. R kemudian memberikan beberapa pertanyaan apersepsi kepada para S. R bertanya, *“Have you ever lost your things, like dropping your wallet?”* kemudian beberapa S menjawab, *“yes”*, setelah itu, R bertanya lagi, *“What was it?”*, S menjawab *“kehilangan jam, uang, sepedaku, Mis”* *“And, have you ever found a mother lost her boy/daughter?”* hanya ada beberapa S yang menjawab pertanyaan R, dia menjawab *“Yes”*, *“What did the mother do?”* tanya kembali R dan mengulangnya dengan Bahasa Indonesia. Kemudian R pun menjawab sendiri *“She described the appearance of the daughter”*. S pun menjawab juga dengan Bahasa Indonesia bahwa sang ibu harus mendeskripsikan ciri-ciri putrinya.

5. Setelah itu, R bertanya lagi, *“Can you mention some characteristics of a descriptive text?”* tolong sebutkan ciri-ciri teks deskriptif!” kemudian S menjawab dengan semangat, *“using present tense dan ada kata sifat nya”*, kemudian R bertanya lagi, *“how about the organization of a descriptive? Bagaimana dengan bagian-bagian teks descriptive? Ada yang tahu? Kemudian S menjawab, “introduction, sama tambahan ciri-cirinya.”* Kebanyakan S yang menjawab pertanyaan-pertanyaan R tadi adalah S yang duduk di deretan depan, sementara itu beberapa siswa yang berada di deretan belakang hanya diam atau malah mengobrol dengan teman sebangku.

6. R memberikan sebuah contoh monolog teks descriptive kepada para S dengan memutar video yang ditunjukkan pada layar LCD. Sejenak S pun diam, mendengarkan dan memperhatikan

gambar-gambar Adobe Flash, sambil tersenyum. Setelah S diberikan model, R bertanya kepada S terkait teks yang ada dalam model tadi, seperti “*Oke, who is the person meant by the speaker* dan sebagian besar S pun menjawab “*Mr. Been*”, R bertanya “*physical appearance? Ciri-ciri fisiknya?*” dan S pun bersautan menjawab “*thin, tall, white skin, curly hair, Mis*”

7. R kemudian menjelaskan dan mendiskusikan contoh monolog teks descriptive yang telah diberikan tadi. R bertanya kepada para S, “*Can you mention some physical appearances of this person?*” S hanya terdiam, kemudian R bertanya lagi dalam bahasa Indonesia, “coba, kalian sebutkan bagaiman ciri-ciri orang yang hilang ini?” beberapa S masih terlihat bingung dan tidak menjawab pertanyaan tersebut. Tapi, beberapa S ada yang menjawab meskipun tidak lengkap. “*Big, Black, and wearing a yellow cap*” Kemudian R menjelaskan tentang perbedaannya dengan memutarakan *recorded-sounds and video* sebagai model teks deskripsi. Setelah itu, R meminta S untuk menebak gambar orang berdasarkan ciri-ciri yang telah disebutkan oleh *speaker* tadi.

8. R kemudian meminta S untuk melafalkan beberapa kata untuk mengecek pronunciation dan vocabulary mereka. Kata-kata tersebut adalah *pointed, slanting, tall, fat, wear, curly, bald, beard, moustache* . Kata-kata yang masih salah diucapkan adalah *bald, beard, wear, and moustache*. R memberitahu *pronunciation* yang benar dari kata-kata tersebut. Selain itu, R juga bertanya tentang arti kata-kata tersebut dan kata-kata lainnya dalam contoh teks descriptive.

9. Kemudian R menyuruh salah satu S untuk menuliskan tentang penjelasan dan contoh direct and indirect speech.

10. Setelah semua siswa paham tentang teks monolog deskriptif, R menyuruh S untuk membentuk sepuluh kelompok yang masing-masing kelompok terdiri dari 3-4 orang.

“*Well, now with your partner, you should complete the identity card with the correct photo. Here is the example. Each student may get a card with three photos. The information of the identities have to be completed by sharing with other students. Don't forget to use Present Tense to make the conversation. Does it make sense? Please, don't use Indonesian, if you have difficulties in expressing English words or choice of words, you can ask me. Remember, don't show your card to your partner. Okay, you can start from now.*”

Ada beberapa S masih kurang jelas dengan instruksi yang diberikan, kemudian R mengulanginya dalam bahasa Indonesia dan semua siswa paham dan mulai berdiskusi.

11. Ketika R menyuruh S untuk mulai mendiskusikan gambar masing-masing, beberapa S sudah bisa memulai bertukar informasi tentang gambar yang belum lengkap identitasnya kepada *partner nya*, dan mereka saling mendeskripsikan ciri-ciri atau informasi yang mereka punya kepada pasangannya, begitu juga sebaliknya.

12. Selama para S berdiskusi dalam kelompok masing-masing, R mengontrol para S dengan mendatangi setiap kelompok dan mengecek diskusi mereka. Ada beberapa S yang masih salah dalam pengucapan, seperti *head, had, wear, hair, etc..* Tapi ketika S bertanya mengenai pilihan kata dalam Bahasa Inggris, R memberitahu dalam Bahasa Inggris.

13. Setelah R meminta para S untuk bertukar informasi dengan S lain, beberapa S sudah selesai sehingga deskripsi beserta photo yang diperoleh bisa menjadi komplet dan utuh. Ketika S melakukan aktivitas ini, hampir semuanya menggunakan bahasa Inggris, tapi ada sebagian kecil

menggunakan Bahasa Indonesia, dan R pun menegur para S untuk menggunakan bahasa Inggris, dan beberapa S menuruti perintah R.

14. Ketika para S bertukar informasi tentang gambar masing-masing, hampir semua S terlibat aktif.

15. Pukul 9.10 semua siswa telah selesai melengkapi identitas beserta photo, kemudian R bersama S berdiskusi. S mencocokkan satu informasi dengan yang lain, hingga diperoleh kebenaran dari photo dan identitas yang cocok dan benar.

16. Setelah itu, R menutup pelajaran dengan mengucapkan salam, “*See you next Saturday*”, dan S menjawab, “*See you.*”

Field Note 4 (25 Februari 2012)

Place : English room

Time : 09.35-10.45

Action Cycle 1b

1. R datang ke sekolah pukul 9.40, kemudian bersama O langsung masuk ke ruang bahasa Inggris 2.

2. Kemudian R menyapa S, “*how’s life, everybody?*”, S hanya diam dan terlihat bingung. Kemudian R bertanya lagi dengan kalimat yang lebih umum, yaitu “*How are you today?*” dan S menjawab, “*fine. Thank you. And you, Mis?*” “*I’m fine too. Thanks. Anyway, do you still remember our material about descriptive text last meeting? Still remember?*” “*Yes, Mis, remember*”, “*Good. Now, let me show you a picture here*” R menunjukkan gambar melalui projector.

3. Setelah menunjukkan sebuah photo seorang lelaki tua, kemudian R meminta S untuk berkomentar tentang lelaki tersebut. Ini dilakukan sebagai *warming-up* kepada S. Dan beberapa S pun menyampaikan kalimatnya mereka sendiri, seperti *He is fat*. R juga menambahkan beberapa kata dalam Bahasa Indonesia yang belum diketahui dalam Bahasa Inggris, seperti botak, berkumis, berjenggot, sipit, dan lainnya.

4. R mengulang kembali pola penguasaan Present Tense, Verb Action dan menambahkan beberapa kosa kata baru dalam Bahasa Inggris.

3. Setelah 15 menit, R menjelaskan kembali dan memberikan contoh teks deskriptif yang lebih kompleks. Setelah itu, R menunjukkan 10 gambar dengan deskripsi yang lebih kompleks, gambar-gambar berbentuk avatar style. Disini R meminta S untuk memilih avatar mereka, kemudian meminta salah seorang S untuk *speaking-up*. “*Any volunteer?*” Ada yang ingin mencoba mendeskripsikan?” ada beberapa S yang berani unjuk gigi, yaitu Ibnu dan Setiawan. Kemudian mereka secara bergantian memilih satu avatar dan mendeskripsikan dengan cukup lancar, meskipun ada beberapa kata yang salah dalam pengucapan *head, had, hat, wear and wears*.

5. Setelah kesepuluh S maju, R kemudian memberikan feedback. R berfokus pada *fluency, pronunciation, grammar*, dan *vocabulary* mereka. Sebagian besar dari S yang maju tadi banyak melakukan kesalahan pronunciation, dan grammar, seperti penggunaan present tense. Kata-kata yang salah diucapkan yaitu “*fat, white, straight, bright, curly, wavy, etc*”. Selain itu, S juga

masih belum lancar dalam memonologkan teks descriptive dan vocabulary mereka juga masih sangat terbatas.

6. R menunjukkan cara pengucapan yang benar, beberapa kata yang sering salah diucapkan. Dengan menggunakan *Cambridge Dictionary software* beserta speaker, siswa bisa menirukan dengan sangat antusias cara pengucapan beberapa kata dengan benar.

5. Ketika R memberikan pengucapan yang benar atas beberapa kata tadi, S sangat antusias menirukan pengucapan yang benar, bahkan ada S yang bertanya tentang pengucapan beberapa kata yang hampir sama, yaitu, *had, hate, head*, begitu juga dengan *hair* dan *wear*. Kemudian, R memberitahu pengucapan kata-kata tersebut.

6. Setelah itu, R melanjutkan ke aktivitas berikutnya. R meminta S untuk membuat kelompok yang terdiri dari 4-5 orang. Setiap S dalam kelompoknya akan memperoleh beberapa gambar, sehingga setiap S harus menceritakan bagian yang didapat kepada dua orang temannya dalam kelompok tersebut agar setiap S mempunyai *descriptions* yang utuh. Dalam kegiatan ini, S tidak boleh menyalin tulisan yang ada pada teks temannya, melainkan mereka harus menulis sendiri kalimat tersebut sesuai dengan pemahaman mereka setelah melihat gambar seseorang. Selain itu, S dilarang menunjukkan teks yang berisi deskripsi gambar mereka terima kepada teman lainnya.

7. Setelah S paham dengan instruksi dari R, kemudian S mulai bekerja dalam kelompok masing-masing. Pada aktivitas ini, semua S sudah terlibat aktif dalam kelompoknya karena setiap S mempunyai tugas yang berbeda-beda.

8. Ada dua orang S yang menulis bagian yang rumpang dengan kalimat yang sama persis dengan punya temannya, kemudian R menyuruh mereka untuk menulisnya menggunakan kalimat mereka sendiri, dan sesuai pemahaman mereka. Kemudian mereka mengganti tulisan mereka.

9. Pukul 10.15, R menyuruh S untuk maju ke depan menyampaikan isi teks dengan kalimat mereka sendiri dalam bentuk Present Tense. S pertama, Ibnu, tidak bisa menyampaikan kalimat descriptive dengan benar, kemudian dibantu S lain terutama dari kelompoknya. S berikutnya, Dinda dan teman sebangkunya, mampu menyampaikan kalimat sendiri dengan benar, meskipun masih terdapat kesalahan dalam pengucapannya. Akan tetapi, mereka lebih percaya diri untuk berbicara. Begitu juga dengan S lain, hanya 12 S yang mampu perform dengan baik dari 20 S yang telah tampil, akan tetapi kegiatan komunikasi ini berjalan dengan baik.

10. Pada pukul 10.45, bel sudah berbunyi kemudian R menutup pelajaran dengan mengucapkan *ay "see you next Saturday, please don't forget there will be another speaking test for Saturday, okay"* dan S menjawab, *"Okay, see you"*.

Field Note 5 (28 Februari 2012)

Place : English Room 2

Time : 08.10-09.20

Action Cycle 1c

1. R datang ke sekolah pukul 08.05 dan langsung menuju ke ruang guru untuk menemui GBI, kemudian GBI mempersilahkan R untuk langsung menuju keruang bahasa Inggris 2.

2. Setelah itu, R masuk ke ruang bahasa Inggris dengan O. R kemudian memberi salam kepada S dengan menanyakan kabar S.
3. Kemudian R menanyakan kepada S apakah sudah siap dengan aktivitas kali ini. S pun menjawab, belum. “Belum hafal semua, Mis, kata-katanya sulit bacanya.” Dan R pun memberikan waktu 15menit untuk menghafal dan bertanya.
4. Setelah itu, R membagikan *situation cards* dengan tema **Find the Pickpocket** dan menampilkan pada layar LCD, tidak lupa R membagikan dua buah gambar kepada setiap S “*Please, don’t show your picture to others*” setelah itu R memberikan instruksi kepada S, agar mereka saling mendeskripsikan dan mencari tau dari deskripsi seorang pencopet. Pada aktivitas ini, S secara individu mulai mampu berkomunikasi. R pun berkeliling mengamati sambil sesekali merekam dan mengambil gambar.
5. Setelah itu, R mengambil nilai mereka secara individu, dan terkadang R membenarkan pengucapan yang salah. Sebagian besar S merasa antusias dan lebih percaya diri dalam berbicara kepada temannya sendiri. Seperti “*Yes, Can I help you? What’s the matter? Oh, I see*”
6. Kemudian, S menyampaikan deskripsi dari gambar dengan bertanya”*Do you see a man with dark and curly hair, with a fat body like you?haha (laughing)*”dst.
7. S pun berulang-ulang menggunakan ekspresi dalam Bahasa Inggris setiap bertemu dengan S yang lain sebelum *pickpocket* yang dimaksud belum ditemukan, sehingga kesalahan pengucapan mulai berkurang.
8. setelah aktivitas tersebut selesai, R meminta S untuk duduk di bangku masing-masing. Dan S pun duduk sambil terengah-engah merasa lelah. “*How was it? Tired?, sudah capek?*” “*Yes, Mis, soalnya yang diajak ngomong ga dong-an, jadi ngulang-ngulang*” seketika S yang lain tertawa.
10. Pukul 09.10 bel sudah berbunyi, sehingga R harus menghentikan aktivitas dan menyuruh S untuk melanjutkannya besok pada pertemuan berikutnya. Kemudian S menutup pelajaran dengan mengingatkan S agar tidak lupa membawa kertas tugas yang telah diberikan dan memberikan kesempatan kepada S untuk menanyakan hal-hal yang belum jelas, tapi tidak ada S yang bertanya, sehingga R hanya mengucapkan salam, “*See you next Wednesday*” kemudian S menjawab, “*See you*”.

Field Note 6 (April 2012)

Place : English Room 2

Time : 10.15-11.45

Action Cycle 2a

1. R datang ke sekolah pukul 10.15, kemudian R langsung masuk ke ruang bahasa Inggris
2. Kemudian R menyapa semua S. Sebagian S masih ribut karena sebelumnya adalah jam istirahat. Para S ternyata sedang mencicipi makanan buatan temannya, karena mata pelajaran sebelumnya adalah PKK, kemudian R menggunakan topik makanan tersebut sebagai eliciting, yaitu R bertanya, *Have you eaten Ratih’s food, it’s Potato Donnut?*” kemudian ada S yang menjawab, “yes” dan ada juga yang menjawab “no”. R kemudian melanjutkan lagi, “*How is it? Is it delicious?*” “*No, agak gosong tapi wangi*”. *By the way, do you know how to make it?*”

karena S menjawab tidak tahu, kemudian R menyuruh Ratih untuk menceritakan cara membuatnya kepada teman-temannya dengan bahasa Inggris. Karena Ratih mengalami kesulitan untuk menceritakannya dengan bahasa Inggris, kemudian R memotongnya dan bertanya kepada semua S tentang “*Do you know what kind of text which tell us how to make something?*” kemudian S berpikir sejenak dan menjawab, “*procedure*”.

3. Setelah itu, R bertanya tentang organization dan purpose/function of a procedural text, dan hampir semua S bisa menjawabnya. R kemudian membagikan contoh teks *written procedure* dan teks *spoken procedure* kepada para S dan kemudian mendiskusikan dan menjelaskan tentang perbedaan keduanya. Hampir semua S bisa menyebutkan perbedaan kedua teks tersebut.

4. Sebelum melanjutkan ke aktivitas berikutnya, R melihat ada satu s yang bermain HP, kemudian R berkata, “I think we need to make a contract. Sepertinya kita butuh membuat kontrak perjanjian.” R menanyakan persetujuan S, “setuju?” “tentang apa?”, “kontrak ini tentang peraturan selama mengikuti pembelajaran bahasa Inggris. Yang pertama, kalian tidak boleh ramai selama saya menerangkan materi dan ketika ada teman kalian yang sedang maju ke depan kelas. Kalian hanya boleh ramai ketika aktivitas saja dan itupun harus berhubungan dengan topik yang dibahas. Setuju? Ada yang keberatan tidak?”, S menjawab, “tidak”, R melanjutkan lagi, “oke, kontrak yang kedua, usahakanlah menggunakan bahasa Inggris dalam aktivitas yang saya berikan, walaupun hanya beberapa kata yang menggunakan bahasa Inggris, salah tidak apa-apa karena lebih baik salah sekarang daripada salahnya besok-besok ketika kalian sudah besar. Bagaimana setuju?, “setuju”, jawab S. Kemudian R melanjutkan lagi, “Tujuan dibuatnya kontrak ini agar suasana kelas menjadi kondusif dan kalian bisa belajar dengan maksimal. Yang terakhir, tolong jangan bermain HP saat KBM.” Kemudian beberapa S menjawab, “Iha kan buat liat kamus”, “oke, kalau buat liat kamus boleh, tapi kalau untuk sms-an yang nggak penting dengan temannya, tidak boleh. Setuju semuanya ya?” semua S menjawab, “setuju”.

5. Setelah dibuat kontrak, R melihat perubahan yang sangat drastis, yaitu suasana kelas menjadi lebih kondusif dan S tidak ada yang ramai. Kemudian, R melanjutkan ke practice. R menjelaskan tentang aturan dalam latihan kali ini. R menjelaskan kepada S bahwa mereka harus bekerja secara berpasangan untuk melengkapi bagian-bagian yang kosong dalam teks prosedur mereka dengan cara mendengarkan dari temannya yang teksnya tidak rumpang. R memberikan dua judul teks prosedur kepada setiap S, yaitu Yummy Fried Rice dan Sparkle Punch. Mereka mempunyai kesempatan yang sama yaitu, keduanya harus melengkapi teks yang rumpang karena kedua S mendapatkan teks rumpang yang berbeda.

6. Setelah itu, S mulai mengerjakan practice yang diberikan, dan R mendatangi satu persatu dari mereka untuk melihat sejauh mana pemahaman mereka terhadap tugas yang diberikan. Semua S benar-benar melakukan instruksi dari R dengan baik. Tidak ada yang hanya sekedar meng-copy paste tulisan temannya.

7. Kemudian setelah semua S selesai melengkapi teks, R menyuruh mereka untuk membuat teks spoken dari teks procedure yang rumpang. Semua S bisa membuat teks spoken dari teks written procedure mereka. Mereka bisa menyelesaikannya dalam waktu 10 menit. Tidak ada S yang hanya meng-copy paste tulisan teks spoken procedure milik teman sebangkunya.

8. Setelah semua S selesai membuat teks monolog, R menyuruh mereka untuk maju menampilkan teks monolog mereka. R memberi tahu S bahwa R akan memberikan point kepada S yang secara sukarela mau maju ke depan kelas menampilkan teks spoken yang telah dibuat. Ada beberapa S yang mau maju ke depan kelas secara sukarela. Tetapi, karena terbatasnya waktu, R hanya memberikan kesempatan untuk 3 S, yaitu Satria, Antonius, dan Sarash. Dari ketiga S tersebut, terlihat bahwa mereka sudah cukup paham tentang cara membuat spoken procedure teks dan mereka sudah cukup lancar. Selain itu, kesalahan pengucapan hanya terjadi pada kata-kata: *pour*, *utensils*, *shallot*, dan *edge*.

9. Kemudian R memberikan feedback terhadap penampilan ke tiga S tersebut dan memberikan pronunciation yang benar dan juga mengecek pronunciation S pada kata-kata: *grate*, *heat*, *clove* dan *slice*. Semua S sangat antusias ketika R menanyakan tentang pronunciation kata-kata tersebut dan ketika menirukan pronunciation yang tepat.

10. Setelah itu, R menutup pelajaran dengan memberikan kesempatan S untuk bertanya, tetapi tidak ada S yang bertanya, kemudian R mengucapkan *see you next Saturday*.

Field Note 8

Place : English Room 2

Time : 08.30-10.00

Action Cycle 2b

1. R datang ke sekolah pukul 08.30 kemudian langsung masuk ke ruang bahasa Inggris 2. Seperti biasanya, R menyapa para S. Kemudian R bertanya tentang materi yang mereka pelajari pada hari Rabu untuk mengingatkan para S tentang materi tersebut. “Do you still remember what we have learnt in the previous meeting?” kemudian S menjawab, “Yeah”. Kemudian R bertanya lagi, “What was it?” “Procedure” “great. What is the purpose of a procedure text?” kemudian salah satu S yang bernama Arum menjawab “to tell how to make something”.

2. Karena semua S telah teringat dengan materi pada pertemuan yang lalu, R kemudian memberikan latihan. R menyuruh para S untuk membuat 11 kelompok yang masing-masing kelompok terdiri dari 3 orang. Masing-masing kelompok akan mendapatkan satu buah gambar tentang prosedur membuat teh. Kelompok tersebut harus mencermati gambar yang mereka dapat dengan teliti kemudian menulisnya di buku mereka. Setelah itu, R akan meminta gambar-gambar mereka dan mereka harus melengkapi semua langkah membuat teh dengan bertanya

kelompok lain yang mendapat gambar yang berbeda hingga terkumpul 5 langkah dan mereka harus mengurutkan langkah-langkah tersebut. Kemudian, setelah mereka selesai mengurutkan langkah-langkahnya, mereka secara individu harus membuat teks spoken-nya. Pada kesempatan ini, R memberikan instruksi tersebut dalam bahasa Inggris, dan semua siswa terlihat paham dengan instruksi dari R karena tipe aktivitas yang diberikan hampir sama dengan pertemuan awal.

3. Pada saat S melakukan latihan yang diberikan, R mengawasi dan melihat mereka. Seperti biasa, R mengunjungi satu persatu meja mereka untuk melihat jalannya diskusi. R selalu

mengingatkan S untuk menggunakan bahasa Inggris ketika mereka berdiskusi ataupun bertanya dengan S lain untuk mendapatkan informasi yang diinginkan.

4. Pada aktivitas ini, semua S sudah terlibat aktif dalam diskusi di masing-masing kelompok dan semua anggota kelompok juga mendapat pembagian tugas yang adil. Tidak ada anggota kelompok yang hanya duduk-duduk di kursi, seperti pada siklus sebelumnya.

5. Setelah semua S selesai mengerjakan tugas, R menyuruh beberapa S untuk maju kedepan menampilkan monolog yang telah dibuat. Siswa-siswa tersebut antara lain: Dadan, Dita, Harits, Nur, Yunita, Teja, dan Akbar. Dari kesemua S tersebut, sudah terlihat bahwa mereka sudah paham mengenai procedural text dan juga mereka memberikan judul yang tepat untuk procedure tersebut. Selain itu, kesalahan pengucapan sudah jarang dijumpai. Kesalahan pengucapan hanya terjadi pada kata: kettle, sugar, stir, dan stove.

6. Setelah itu, R me-review tentang materi yang telah dipelajari dan memberikan kesempatan kepada S untuk bertanya, tetapi tidak ada S yang bertanya.

7. Kemudian R menutup pelajaran dengan mengucapkan good bye.

INTERVIEW TRANSCRIPT

B. INTERVIEW TRANSCRIPT

- **Interview Transcript 1**

Interviewer : The Researcher (R)
Interviewee : The Teacher (T)
Day/Date : Saturday. 10 Februari 2012
Time : 08.00 a.m.
Place : Teacher Room

R : Selamat pagi Bu, Bagaimana pendapat Ibu, mengenai kemampuan Bahasa Inggris siswa-siswa VII D di sekolah ini?

ET : Pagi. Selama mengajar disini siswa-siswa di sini kurang termotivasi belajarnya, sehingga kemampuan mereka pas-pas an. Apalagi banyak siswa dari kalangan kurang mampu, jadi untuk memahami Bahasa Inggris itu, dirasa kurang.

R : Terus kalau dalam kelas mereka seperti apa, bu? Apakah mereka aktif kalau disuruh maju?

ET : Siswa-siswanya aktif sekali, aktif rame, rame banget mbak, jadi nanti jangan kaget. Kalau disuruh maju baru mau, tapi ya itu tidak serius. Malah ada anak yang berulang kali salah tapi ya tidak malu juga.

R : Terus aktivitas apa yang ibu kembangkan ketika speaking?

ET : Speaking jarang ya mbak, karna fokusnya ke UAS aja kadang tidak tersampaikan semua materi. Tapi kadang saya menerapkan speaking, seperti bercerita, tapi ya ditulis dulu, baru bisa dihafal. Kalau tidak gitu susah mbak.

R : Biasanya aktivitasnya disuruh in pair atau in group bu?

ET : Kebanyakan tak suruh in pair mbak, biar gak habis waktu.

R : Ada hambatan tidak bu selama ibu mengajar speaking?

ET : Hambatan paling lebih ke anak – anaknya, susah diatur mbak.

R : Kalau mengenai fasilitas ada hambatan tidak, bu?

ET : Kalau di kelas VII, sudah ada LCD, fasilitas sekaligus komputer di Lab.

R : Kalau mengenai media selama ini apa saja yang sering ibu gunakan?

ET : Saya paling memakai gambar-gambar mbak, tapi kalau multimedia belum pernah.

R : Kalau bapak sekolahnya apakah mendukung kegiatan pembelajaran bahasa Inggris selama ini?

ET : Kalau bapak sekolahnya mendukung, setiap sore ada les termasuk bahasa Inggris.

R : Oya kalau begitu sudah cukup bu, nanti setelah observasi saya interview ibu lagi, terimakasih bu.

ET : Iya sama-sama.

- **Interview Transcript 2**

Interviewer : The Researcher (R)

Interviewee : **The Teacher (ET)**
Day/Date : **Saturday. 16 Februari 2012.**
Time : **08.00**
Place : **Teacher Room**

After observation

R : Siang bu, tadi saya kan sudah melihat kondisi kelas, dan saya mau concern ke speaking mereka saja. Rencana saya, mau menggunakan communicative activities, seperti *survey games, information gap*, dll.dalam aktivitas speaking. Bagaimana menurut ibu?

ET : Ya bagus itu mbak, itu kan termasuk aktivitas yang menarik bagi siswa jadi bisa memotivasi mereka untuk berbicara.

R : Apakah sudah pernah menggunakan communicative activities untuk aktivitas speaking?

ET : Kalau untuk speaking belum pernah, hanya untuk writing aja

R : Ada saran tidak bu, untuk communicative activities yang besok saya mau terapkan?

ET : Ya disesuaikan sama materinya saja mbak, misal cerita dalam bentuk descriptive. Buat aktivitasnya bisa divariasi dengan membentuk kelompok atau berpasangan.

R : Oya..selama mengajar ibu memakai buku pegangan apa?

ET : Kalau sekolah memakai Let's Talk, tapi anak – anak kalau memakai Let's Talk mereka sudah tau jawabannya karena ada kunci jawabannya di halaman belakang. Jadi saya mevariasi dengan materi yang saya ambil dari buku lain dalam bentuk soal.

R : Oh...begitu bu, kalau begitu besok saya tambahkan materi dari buku saya. Terimakasih bu.

ET : Iya, mbak.

• **Interview Transcript 3**

Interviewer : **The Researcher**
Interviewee : **Student of VII D Class (S)**
Day/Date : **Saturday. 16 Maret 2012.**
Time : **08.00**
Place : **English Room**

R : Dek, mbak wawancara bentar ya. Dengan dek sapa?

S : Iya mbak, aku Indri.

R : Selama ini pendapat adik tentang Bahasa Inggris gimana?

S : Ya, biasa aja mbak. Takut e mbak.

R : Kog gitu,kenapa? Trus kalo dengan Bu Dewi gimana?

S : Ya, biasa aja mbak. Bosen banget aku mbak. Suara nya kecil, bikin ngantuk.

R : Terus?

- S : kalau nerangin ga jelas, ngasih PR banyak padahal ada yang belum paham. Pas masuk, tau-tau suruh maju.
- R : O gitu. Kalo jelasin suka pake Bahasa Indonesia apa Bahasa Inggris, dek?
- S : Campur – campur mbak, tapi lebih sering Bahasa Indonesianya.
- R : Aktivitas yang digunakan ibunya apa dek?
- S : Maksudnya aktivitas?
- R : Sering memakai permainan atau berdialog.
- S : Pernah berdialog tapi berpasangan terus praktek di depan. Belum pernah pake permainan.
- R : Seneng gak kalo disuruh maju kedepan mempraktekan dialog gitu?
- S : Enggak
- R : Kok gag suka kenapa?kan bisa ngomong Bahasa Inggris
- S : Malu mbak, ntar kalo salah suka disorakin teman – teman. Bahasa Inggris ku kan kacau.
- R : Ya gak papa dek, biar PD
- S : Malu mbak...
- R : Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya
- S : Hmm..apa ya mbak, ya dibikin menarik aja. Kaya game gitu mbak, trus kalau bisa pake laptop mbak, kaya mata pelajaran Bilogi jadi ga ngantuk.
- R : Terus tentang aktivitasnya kayak apa yang diinginkan? Kegitannya
- S : Ya apa ya...
- R : Diskusi atau permainan
- S : Diskusi sama permainan mbak..
- R : Maksih ya..
- S : Ya..

- **Interview Transcript 4**

- Interviewer** : **The Researcher**
- Interviewee** : **Student of VII D (S)**
- Day/Date** : **Saturday. 16 Maret 2012.**
- Time** : **08.00 a.m.**
- Place** : **English classroom**

- R : Namanya siapa dek?
- S : Buyung
- R : Suka enggak sama bahasa Inggris?
- S : Lumayan mbak
- R : Kok lumayan, lha suka apa enggak?
- S : Ya biasa aja mbak, suka sih lha katanya penting.
- R : Lha terus selama ini ada kesulitan nggak dalam pembelajaran bahasa Inggris?
- S : Kesulitan sich enggak mbak, tapi kadang pembelajarannya kurang menarik.

- R : Kurang menarik gimana dek?
- S : Yaa...suruh ngerjain soal terus jarang ada aktivitas kaya kelompokan gitu, terus gurunya kalo masuk gag pake salam dulu..langsung pelajaran. Lagipula ibunya suaranya kurang kenceng jadi yang dibelakang gag kedengaran mbak...
- R : O gitu..terus kalo pembelajaran speaking aktivitasnya disuruh apa? Mungkin disuruh berkelompok terus akting atau bercerita di depan?
- S : Hmm...apa ya mbak, paling suruh baca dialog di buku paket secara berpasangan.
- R : Terus ibunya pernah pakai media gag pas ngajar? Misal kaya gambar – gambar, video atau permainan mungkin?
- S : Pernah sih, pakai gambar hewan gitu terus kita di suruh mendeskripsika tapi itu juga baru sekali mbak...
- R : Hmm gitu..terus ada saran buat guru? Pengennya kamu seperti apa kalo guru ngajar bahasa Inggris itu?
- S : Gimana ya mbak..?
- R : Gimana? Yang aktif pake media gitu..suka enggak kalo misal disuruh maju gitu?
- S : Iya kegiatan yang aktif mbak, biar gag bosan..
- R : Berarti selama ini kegiatannya membosankan ya dek?
- S : Iya mbak..
- R : O..gitu, oke makasih iya dek..
- S : Iya

- **Interview Transcript 5**

- Interviewer** : **The Researcher**
- Interviewee** : **Teacher (Collaborator)**
- Day/Date** : **Friday, 18 April 2012**
- Time** : **10.30 a.m.**
- Place** : **SMP N 2 Wonosari Klaten**
- Cycle 1a**

- R : Bagaimana menurut Ibu tentang *action* yang tadi saya lakukan?
- C : Menurut saya *action* yang tadi anda sudah bagus. Sebelum memulai pembelajaran anda memberikan salam, mengajak berdoa dan mengecek keadaan siswa. Terus kegiatannya juga sudah cukup efektif tetapi hanya beberapa siswa yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan Anda tetapi yang lain rame. Sebaiknya sebagai guru Anda harus lebih mendekati siswa agar mereka tidak ramai.
- R : Bagaimana pendapat Ibu tentang cara penyampaian materi saya mengenai *descriptivet text*?
- C : Penyampaian materi mengenai *descriptive* sudah bagus sudah ada contohnya jadi siswa sudah paham

- R : Terus bu, tentang penggunaan *communicative activities* sebagai pembelajaran speaking apakah sudah sesuai?
- C : Sudah sesuai siswa jadi lebih aktif karena ada media yang diterapkan dalam pembelajaran.
- R : Apakah menurut ibu siswa lebih aktif berbicara dengan menerapkan *communicative activities*?
- C : Ya itu yang aktif hanya yang didepan saja, yang di deretan belakang kebanyakan rame,tidak memperhatikan.
- R : Untuk *action* selanjutnya apakah ada saran dari ibu?
- C : Mungkin karena rame itu, kan mereka tidak mendapat pembagian tugas yang merata. Mungkin di *action* selanjutnya Anda bisa memberikan pembagian tugas yang merata pada setiap siswa sehingga mereka bisa berperan aktif dalam pembelajaran.
- R : Baik bu, terimakasih
- C : Iya

- **Interview Transcript 6**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Saturday, 19 April 2012
Time : 11.45 a.m.
Place : English classroom

Cycle 1b

S1: Dinda

S2: Novia

S3: Indah

- R : Bagaimana menurut adik-adik tentang aktivitas speaking selama dua kali meeting ini?
- Ss : Seneng mbak...
- S1 : Menurut saya, lumayan bagus daripada gurunya, kalo gurunya belum pernah ada kegiatan kaya gini mbak.
- S2 : Ho'o mbak...tapi mbak kurang adil, masakcuma yang laki-laki aja yang dibimbim terus.
- S3 : Sebaiknya materinya ditulis di papan tulis mbak, biar kita lebih jelas nangkepnya. Misalnya kalo *descriptive* itu kan pake past tense, sebaiknya ditulis di papan tulis karena kita belum jelas soalnya gurunya tidak pernah menerangkan.
- R : Oke, ada saran?
- S1 : jangan Cuma yang dibelakang aja Mis, yang diperhatikan. Di depan juga donk.
- S2 : Iya aku kan udah duduk depan, biar tambah jelas.
- S3 : Ya, lebih sering pake media sama kegiatan menarik kaya gini aja mbak, bagus kok.
- R : Terus ada kesulitan tidak selama saya mengaplikasikan *action* saya?

S1 : ya, kadang bingung karna rame.
R : Sulit tidak mengikuti aktivitas selama ini?

S1, S2, S3: Tidak

R : Paham kan dengan yang saya terangkan?
S1 : Iya, lebih paham daripada sama gurunya.
R : Kira-kira pengetahuan speaking kalian meningkat tidak?
S1 : Iya, lumayan
S2 : Sedikit
S3 : Sedikit
R : Jadi tambah aktif nggak?
Ss : Iya
R : Yasudah, terima kasih ya

- **Interview Transcript 7**

Interviewer : **The Researcher**
Interviewee : **Teacher (Collaborator)**
Day/Date : **Saturday, 19 April 2012**
Time : **10.00 a.m.**
Place : **English classroom**
Cycle 1b

R : Bagaimana pendapat Ibu mengenai action tadi?
C : Action yang ini lebih baik daripada yang kemarin karena action atau latihan-latihan yang Anda berikan sudah membuat siswa aktif semua dan mereka mendapat pembagian tugas yang adil
R : Terus untuk siswa yang rame kira-kira ada peningkatan atau lebih sedikit?
C : Pada waktu pembukaan sih rame, tapi setelah practice, mereka lebih aktif daripada yang kemarin
R : Berarti siswa lebih aktif ya? Keaktifan siswa lebih meningkat ya?
C : Ya, lebih meningkat daripada yang kemarin. Siswa lebih aktif berbicara karena karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.
R : Oya, sesuai rencana besok itu mereka meretell textnya tidak membawa text, mereka harus menghafal, menurut ibu bagaimana?
C : Ya saya rasa bisa kita terapkan soalnya kemarin-kemarin kan mereka majunya pake teks jadi speaking mereka masih terpaku pada teks dan mereka membacanya, mungkin besok siswa sudah dan harus bisa meretell text tanpa membawa text.
R : Mungkin ada tambahan lagi bu?
C : Saya rasa tidak

R : Terima kasih...

C : Ya...

- **Interview Transcript 8**

Interviewer : **The Researcher**

Interviewee : **Students (S)**

Day/Date : **Friday, 18 April 2012**

Time : **09.15 a.m.**

Place : **English classroom**

Cycle 1c

R : Halo dek...dengan dek siapa ini?

S : Aprilliani

R : Bagaimana pendapatnya tentang pertemuan pertama, waktu disuruh menggabungkan cerita jadi satu itu?

S : Hmm..yang itu, pada rame sih mbak jadi agak ribet. Tapi kalo aku seneng – seneng aja soalnya pas pelajaran ada kegiatannya jadi gag bosan.

R : Ada peningkatan gag selama ini?

S : ada mbak...lumayan lah

R : Terus pertemuan kedua gimana, yang *Finding Criminal* itu?

S : Yang itu gag begitu ribet mbak, soalnya kita kan punya tanggung jawab masing – masing untuk mencari informasi dari kelompok lain.

R : Hmm..gitu ya, kalau tentang penjelasan descriptive text dan tensesnya sudah jelas belum?

S : Sudah mbak, kan setiap pertemuan penjelasannya diulang – ulang terus mbak...jadi ngedong..hehe

R : Kan kegiatannya pakai communicative activities, kaya survey game gitu, menurut adik gimana?

S : Seneng mbak, soalnya aktivitas bagus mbak..ada gambarnya juga, jadi pas kita mencari informasi dari kelompok lain keingat gambarnya jadi terbantulah mbak ngomongnya..

R : berarti ada peningkatan ya dek?

S : Iya mbak..

R : Terus kalau pertemuan yang tadi gimana dek?

S : Yang tadi sih lebih enak, lebih bisa mengembangkan cerita soalnya kan yang melengkapi blank dialog terbantu dengan gambarnya jadi lebih mudah aja, apalagi ya, lebih santai juga.

R : Terus dari ketiga pertemuan itu suka yang mana dek?

S : Jujur, kalau saya sih seneng semuanya, tapi kalau untuk yang lebih efisien sih yang dua orang soalnya lebih cepet.

R : Oya, selama ini paham nggak dek, kalo saya menerangkan pake bahasa Inggris?

- S : Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bias nangkeplah, soalnya kan sama Miss-nya trus di tejemahin kalo kita-kita nggak dong. Terjemahan dari Miss lumayan membantu lah Hehe
- R : Lain kali harus paham tanpa saya harus menerjemahkannya lho.
- S : He, ya mudah-mudahan bisa. Pasti. Hehe
- R : Ok. Makasih ya dek.
- S : Iya mbak..

- **Interview Transcript 9**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Friday, 18 April 2012
Time : 09.20 a.m.
Place : English classroom
Cycle 1c

S1: Fida

S2: Anggita

S3: Reinha

R : Hai, dengan dek siapa ini?

S1 : Fida

S2 : Anggita

S3 : Reinha

R : Oke dek, gimana pendapatnya tentang aktifitas selama ini?

S1 : Seneng lah mbak, kayak bermain, tapi masuk. Jadi nggak kerasa belajar tapi masuk. Selain itu, jadi tau pronunciation yang bener juga.

R : Berarti seneng nggak dek, kalo mbak ngasih tau pronunciation yang bener gimana?

S2 : Senenglah mbak, soalnya kita jadi tau benarnya gimana, selama ini nggak pernah dikasih tahu sama gurunya sih.

R : Dek Reinha, gimana pendapatnya tentang aktivitas pertama dulu, masih inget kan?

S3 : Masih. Menyenangkan, bisa keliling, tapi waktu itu pada belum jelas maksudnya itu suruh ngapain, jadi ada yang ngiranya gini, ada yang ngiranya gitu jadi waktunya malah terbuang untuk berdebat sendiri. Jadi waktu itu belum ada pengertian tentang tugasnya itu suruh ngapain, fungsinya apa. Trus pemahaman orang kan beda-beda tentang gambarnya itu. Jadi susah menyatukan ceritanya itu.

R : OK, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?

S1 : Kesulitannya pas nyatuin gambar yang satu dengan yang lain, ngepasin sama identity nya itu lho mbak, kan kadang bingung karna, masih baru juga.

R : Tapi paham nggak?

- S3 : Paham
 R : Trus sudah ada peningkatan belum?
 S2 : Sudah walopun sedikit
 R : Apa aja peningkatannya dek?
 S2 : Ya vocabnya, pronounciationnya juga..ga banyak salah ucap.
 R : oya, trus tentang aktivitas yang kedua yang “Find Friend” sama yang “Find the Criminal” itu gimana?
 Ss : Menyenangkan
 R : Kan kegiatannya pakai communicative activities terus nih, menurut adik gimana?
 S1 : Seneng sih mbak..aktivitasnya lucu-lucu..hehehe
 R : Dengan kegiatan ini kalian terbantu gag buat speaking?
 S2 : Terbantu kok mbak, soalnya kita lebih mudah memahami situasinya jadi kalo mau *retell* lebih mudah.
 R : terus yang terakhir ini tadi gimana? Yang dua orang?
 S2 : Yang dua orang? Seneng, bisa latihan speaking, speakingnya bisa lebih bagus lah.
 S3 : He'em mbak lebih mudah pemahamannya
 R : Ada kesulitan nggak?
 S1 : Belum
 R : O..ya selama ini paham gak dek, kalo saya menerangkan pakai bahasa inggris?
 S1 : lumayan mbak bias nangkap sedikit – sedikit mbak..
 S2 : Paling pas salam itu dong..hehe
 R : Kalo dek Reinha gimana?
 S : Lumayan lah mbak..hehe
 R : Yaudah, makasih ya dek
 Ss : sama-sama.

- **Interview Transcript 10**

- Interviewer** : The Researcher
Interviewee : Students (S)
Day/Date : Friday, 18 April 2012.
Time : 09.25 a.m.
Place : English classroom

Cycle 1c

- R : Halo, dek siapa?
 S : Devi Novitasari, Devi mbak..
 R : Oya..Dek Devi, gimana pendapatnya tentang aktivitas yang pertama dulu? Masih inget kan?
 S : Masih. Menyenangkan, meski agak bingung mbak..rame sich..hehe
 R : Trus sudah paham belum tentang penjelasan recount text?

- S : Sudah mbak
- R : Ada kesulitan gag waktu saya menerapkan *communicative activities* kaya game-game tadi?
- S : Pertama – tama sih agak susah karena kita disuruh untuk gabungin cerita dari kelompok lain tapi untuk kegiatan berikutnya mudah mbak..
- R : Terus untuk pertemuan yang kedua gimana?
- S : Yang kedua aku seneng sih, soalnya waktu disuruh untuk melengkapi gambar-gambar itu kita bawa panelnya jadi lebih mudah.
- R : Trus yang ketiga gimana?
- S : Sama menyenangkan, tapi tadi kan belum selese jadi belum begitu terasa.
- R : Trus diantara yang ketiga kegiatan itu lebih suka yang mana?
- S : Seneng yang kedua mbak, nggak tau kenapa, soalnya kalo yang pertama itu kan belum pada paham tentang tugasnya. Trus kalo yang kegiatan kedua kemarin seru aja. Trus kalo yang dua orang kan baru tadi dan tadi juga belum selese, jadi belum tau rasanya gimana.
- R : Oya sudah ada peningkatan belum dek?
- S : Sudah lumayan.
- R : Apa aja peningkatannya dek?
- S : Apa ya, ya kayak kosa katanya, pengucapannya, em..pengetahuan tentang bahasa Inggrisnya juga.
- R : Trus sudah merasakan manfaatnya belum?
- S : Manfaat pasti ada, jadi berani speaking, jadi berani mikir ini itu gini-gini, listening juga karena denger temen ngomong.
- R : Ada kesulitan nggak dek kalo saya menerangkan pakai bahasa Inggris?
- S : Nggak ada
- R : Makasih ya dek
- S : Oke

- **Interview Transcript 11**

- Interviewer** : **The Researcher**
- Interviewee** : **Teacher (Collaborator)**
- Day/Date** : **Friday, 19 April 2012.**
- Time** : **10.10 a.m.**
- Place** : **English classroom**
- Cycle 1c**

- R : Bagaimana pendapat ibu mengenai action ketiga saya tadi?
- C : Menurut saya aktivitas tadi lebih mengaktifkan siswa dalam pembelajaran mereka karena tugas yang diberikan tadi tu, grupnya kan in pair to?
- R : Iya
- C : Jadi mereka lebih berperan aktif lagi dalam latihan atau practicenya.

- R : Menurut ibu, tadi semua siswa sudah aktif dengan pasangan-pasangan mereka belum?
- C : Em, saya rasa sih sebagian sudah aktif tadi, tapi tadi ada beberapa siswa tadi yang malah bergerombol, jadinya mereka nggak in pair lagi, malah in group of four.
- R : Iya bu..besok di Cycle II kayaknya harus lebih tegas ya.
- C : Oiya itu.
- R : Apakah ada pengaruh positif penggunaan communicative activities terhadap kemampuan berbicara siswa?
- C : Ya..menurut saya communicative activities bisa membantu siswa dalam berbicara
- R : Untuk pertemuan berikutnya ada saran bu?
- C : Lebih tegas aja mbak biar lebih kontrol
- R : Baik bu, thanks ma'am.
- C : You're welcome.

- **Interview Transcript 12**

Interviewer : The Researcher
Interviewee : Students
Day/Date : Saturday, 26 April 2011
Time : 08.50 a.m.
Place : English classroom

Cycle 1C

S1: Agnes

S2: Faris syafiq

R : Halo dek Agnes, ya? Satunya siapa

S1 : Iya mbak.

S2 : Faris.

R : Oh iya, dek Faris

R : Gimana dek pendapatnya tentang keseluruhan aktivitas yang mbak terapin selama ini?

Ss : Asyik-asyik aja, seru mbak.

R : Terus selain itu apalagi?

S1 : Enggak bosan aja mbak, kan ada medianya ada aktivitasnya juga.

R : Kalo dek Faris?

S2 : Menurutku kegiatan yang kedua lebih menyenangkan..pembagian tugasnya lebih merata mbak.

R : Hmm..gitu, terus sudah ada peningkatan bahasa Inggris belum?

S2 : Sudah mbak.

R : Apa aja itu?

S2 : Ya kayak ngarang-ngarang pake bahasa Inggris itu, lebih PD.

R : Terus dalam hal speakingnya gimana?

S2 : Yah lumayan meningkat daripada yang kemarin-kemarin. Salah satunya jadi tau cara pengucapannya yang bener gimana.

S1 : Gambar – gambarnya lebih membantu kita untuk berbicara mbak.

R : Maksudnya?

S1` : Seumpama kita mau ngomong apa gitu terus keingat gambarnya, jadi lebih terbantu gitu mbak. Terus waktu diminta melengkapi dialog gambarnya membantu banget.

R : Oh ya..ya, ada kesulitan nggak selama ini?

S1 : Nggak ada, nggak susah-susah banget kog.

R : oya, terus diantara aktivitas yang tadi dan kemarin, suka yang mana dek?

S1 : Yang dua orang mbak

R : Kenapa?

S1 : Soalnya kayaknya lebih bisa akrab daripada yang lain.

R : Maksudnya?

S1 : Ya kan udah akrab sama teman sebangku trus komunikasinya bisa lebih lancar..hehe

R : Kalo saya menerangkan pake bahasa Inggris kamu paham nggak?

S2 : Ya sedikit-sedikit mbak.

R : Ada lagi nggak?

S2 : Em, udah itu aja

R : Yaudah, makasih ya

Ss : Ya mbak.

• Interview Transcript 13

Interviewer : The Researcher

Interviewee : Student

Day/Date : Saturday, 27 April 2012

Time : 08.55 a.m.

Place : English classroom

Cycle 1d

R : Halo dek siapa ini?

S : Saiful

R : Oke dek Saiful, gimana pendapatnya dek dengan penggunaan communicative activities selama pembelajaran speaking?

S : Menyenangkan mbak, lebih paham sama ceritanya soalnya ada berbagi informasi nya.

R : Ada lagi gag dek?

S : Asyik mbak lebih seru soalnya kerja kelompok

R : Terus kalo aktivitasnya suka yang mana dek, yang berempat atau yang berpasangan dek?

S : Lebih suka yang berpasangan mbak karena nggak terlalu rumit jadi mudah mbak komunikasinya.

- R : Ada kesulitan nggak?
- S : Nggak ada, cuma menghafalkannya aja.
- R : Trus gimana ni, selama ini paham ndak kalo saya menjelaskan pake bahasa Inggris.
- S : Ya lumayan paham.
- R : Itu kan karena mbak kadang nerjemahin ke bahasa Indonesia, kalo full English bisa nangkep nggak?
- S : Hehe, Insha Allah bisa.
- R : Harus bisa ya, masak pake terjemahan terus.
- S : Siap
- R : OK, makasih..
- S : sama-sama.

- **Interview Transcript 14**

Interviewer : **The Researcher**
Interviewee : **The Teacher (Collaborator)**
Day/Date : **Saturday, 27 April 2012.**
Time : **09.15 a.m.**
Place : **Teacher Room**
Cycle 1d

- R : Pagi Bu...
- C : Pagi..
- R : Ibu, bagaimana pendapatnya tentang aktivitas tadi?
- C : Menurut saya aktivitas yang tadi itu lebih baik dari yang kemarin karena tadi soalnya dilatih tanpa teks, walaupun agak belum lancar, tapi *pronunciation* mereka sudah lumayan, selain itu *vocabulary* juga sudah meningkat
- R : Menurut ibu untuk *work in pairs* siswa sudah berperan aktif belum?
- C : Sudah mbak siswa lebih terkontrol karena *concern* sama pekerjaannya.
- R : Oya, trus kalo masalah penggunaan audio visual selama ini gimana?
- C : Ya lumayan efektif, bagus dan lebih jelas dalam penyampaian nya. Em, sepertinya mereka juga lebih fokus dengan penjelasan-penjelasan seperti dalam model atau contohnya.
- R : Iya, saya juga rasa begitu. Trus kan selama Cycle I ini saya pakai dialogue, bagaimana baiknya ya Bu, untuk cycle ke depan karna topik nya procedure?
- C : Ya, lebih baik diganti monologue, tapi semacam demonstrasi tentang membuat sesuatu atau memakai sesuatu.
- R : Hmm...baik bu, untuk Cycle II besok ada saran tidak untuk segi materinya?
- C : Ya disesuaikan aja sama materinya mbak, sesuai SK dan KD

- R : Baik bu..
 C : Mungkin manajemen waktu aja mbak, terus siswa lebih di dekati biar mereka lebih merasa diperhatikan.
 R : Ada saran lagi bu?
 C : Saya rasa tidak
 R : Terimakasih bu..
 C : Sama – sama

- **Interview Transcript 15**

Interviewer : **The Researcher**
Interviewee : **Student**
Day/Date : **Tuesday, 26 April 2012.**
Time : **09.15 a.m.**
Place : **English Room**
Cycle 2a

- R : Dek Bunga, gimana suka nggak ma aktivitasnya tadi?
 S : Suka mbak...seru soalnya kita main tebak – tebak nama hewan.
 R : Terus tadi seneng gak pas saya bilang kalau yang mau maju akan dapat poin?
 S : Seneng banget mbak, apalagi tadi saya maju, puas gitu rasanya dapat nilai (tertawa)
 R : Tadi paham nggak ma instruksi yang diberikan?
 S : Paham mbak..
 R : Bagus kalo gitu. Trus ada kesulitan gak tadi?
 S : Paling cuma bingung pas cari – cari hewannya, tapi enjoy kok mbak seneng...
 R : Ada peningkatan belum dek?
 S : Sudah, selain lebih lancar bicara bahasa inggrisnya..juga lebih tau cara pengucapan yang benar.
 R : Makasih ya dek..
 S : Ya mbak..

- **Interview Transcript 23**

Interviewer : **The Researcher (R)**
Interviewee : **Student (S)**
Day/Date : **Saturday**
Time : **10.50 a.m.**
Place : **English Room**
Cycle 2c

- R : Dengan dek siapa ini?
 S : Amirah.
 R : Gimana dek pendapatnya tentang aktivitas tadi?
 S : Ya cukup jelas.

- R: Menyenangkan nggak?
 S : Lumayan soalnya kita nggak cuma melengkapi dialog yang kosong di komik, tapi juga ada aktivitas dan memberanikan diri maju ke depan.
 R : Trus ada peningkatan belum?
 S : Sudah, meningkat kosa katanya,
 R : Dari segi speakingnya gimana?
 S : Nambahlah, orang maju terus.
 R : Makasih ya
 S : Sama - sama

• **Interview Transcript 24**

Interviewer : The Researcher (R)
Interviewee : Student (S)
Day/Date : Saturday
Time : 10.53 a.m.
Place : English Room
Cycle 2c

- R : Dek siapa ya?
 S : Vicky.
 R : Dek Vicky, gimana menurut adek aktivitas tadi?
 S : Menyenangkan mbak daripada ma gurunya
 R : Menyenangkannya gimana?
 S : karena ada kayak akting – aktingnya itu.
 R : Ada kesulitan nggak tadi?
 S : Nggak sih
 R : Terus sudah ada peningkatan belum?
 S : sudah.
 R : Apa aja dek yang meningkat?
 S : Ya jadi lebih berani, vocabulary meningkat, tambah PD juga ngomong bahasa Inggris.
 R : udah gitu aja. Ada yang lain nggak?
 S : emm apa ya? Pronunciationnya meningkat mbak..
 R : Makasih ya..
 S : Ya..

• **Interview Transcript 25**

Interviewer : The Researcher (R)
Interviewee : Student (S)
Day/Date : Saturday
Time : 10.56 a.m.
Place : English Room

Cycle 2c

R : Hai, dek Fera ya?

S : Iya mbak..

R : Gimana pendapatnya dek Fera mengenai aktivitas tadi?

S : Menyenangkan, tapi suara mbaknya pas menjelaskan aktivitasnya kurang keras, jadi agak susah nangeknya.

R : Selain itu apa?

S : Ya enak, bisa mikir bareng-bareng ma teman-teman yang lain.

R : Oya, trus sudah ada peningkatan belum selama ini?

S : Udah. Meningkatkan cara bacanya, lebih aktif karena sering disuruh bekerja berkelompok juga.

R : Emang dulu kalau sama Bu Nanik belum pernah ya?

S : Nggak pernah kebanyakan ngasih teori.

R : Trus ada kesulitan nggak tadi?

S : Nggak ada

R : Makasih ya dek

S : Ya mbak...

- **Interview Transcript 26**

Interviewer : **The Researcher (R)**

Interviewee : **The Collaborator (C)**

Day/Date : **Saturday**

Time : **11.00 a.m.**

Place : **SMP N 2**

Cycle 2c

R : Halo mbak Anggun, gimana tadi menurutmu aktivitasnya?

C : Menurutku aktivitas tadi lebih baik karena udah ada peningkatan dari segi speaking mereka. Trus materinya juga mengenai kehidupan sehari-hari.

R : Oya, tadi kalau saya lihat semua siswa sudah terlibat aktif dalam KBM. Menurut mbak gimana?

C : Iya, tadi semua siswa aktif bekerjasama dan pas disuruh maju pun mereka langsung mau.

R : Iya betul. Trus kalo dibandingkan dengan yang kemarin-kemarin gimana?

C : Ya lebih bagus lagipula mereka terlihat PD saat mempraktekan dialognya.

R : Kalo masalah peningkatan speaking siswa menurut mbak Anggun gimana?

C : Peningkatan sudah ada, dari segi vocabulary, accuracy, fluency dan pronunciation mereka jauh lebih meningkat dibandingkan dengan yang pertemuan pertama dulu.

R : ada tambahan lagi nggak?

C : Saya rasa nggak.

- R : Berarti sudah cukup ya dua cycle aja. Kan action di cycle 2 ini semuanya sudah lumayan berhasil.
 C : Iya, dua cycle sudah cukup rasanya.
 R : Makasih ya..
 C : ya, sama-sama.

➤ **Interview transcript after giving questionnaire**

• **Interview Transcript 27**

Interviewer : The Researcher (R)
Interviewee : Students (Ss)
Day/Date : Tuesday
Time : 09.15 a.m.
Place : SMP N 2 Wonosari

- S1 : Fida
 S2 : Aprilliani
 S3 : Wirasti
 R : Hai dek...boleh tanya – tanya sebentar?
 S (all) : Iya mbak boleh..tanya apa nih mbak?
 R : Tadi kan mbak habis ngasih kuesioner sama kalian, mbak mau tanya apa alasan kalian setuju atau tidak setuju tentang pertanyaan yang ada di kuesioner.
 S1 : Hmm...gitu okey2..
 R : Mbak lihat dari hasil kuesioner kalian, semua hampir setuju dengan penerapan *communicative activities*.
 R : Hmm..gitu ya..okey dek, makasih ya dek
 S (all) : Ya mbak....

• **Interview Transcript 28**

Interviewer : The Researcher (R)
Interviewee : Students (Ss)
Day/Date : Tuesday
Time : 09.20 a.m.
Place : SMP N 2 Wonosari

- S1 : Karima
 S2 : Fara
 S3 : Amirah
 S4 : Lia

 R : Hai dek...lagi apa nich?
 S2 : Lagi maem mak icih, mau mbak?
 S3 : pedes lho...

- R : Gag dek, makasih... mau tanya – tanya aja..hehe
 S1 : Tanya apa nich mbak..
 R : Kan tadi mbak habis ngasih kuesioner, mau tau alasan kalian aja kenapa ada yang jawab setuju ada yang gak..
 S4 : Oke – oke
 R : Mbak lihat kalian pada setuju karena media yang diterapkan menarik..kenapa?
 S2 : Hmm..itu, menurutku sich karena gambarnya bagus mbak..menarik..jadi kalo kita disuruh retell gampang kan kita bisa bayangin gambarnya..
 R : Terus apa lagi?
 S3 : apa ya...berwarna jadi seneng lihatnya..
 R : kalau dek Karima ma Lia, gimana?
 S4 : sama sich kaya Fara..menarik gambarnya jadi ceritanya mudah dipahami
 S1 : Iya mbak..
 R : Okay, thank you ya dek...
 S (all) : You're welcome mbak...

• **Interview Transcript 29**

- Interviewer** : **The Researcher (R)**
Interviewee : **Students (Ss)**
Day/Date : **Tuesday**
Time : **09.25 a.m.**
Place : **SMP N 2**

- S1 : Golda
 S2 : Ahmad
 S3 : Inova
- R : Dek....mbak ganggu bentar ya...?
 S (all) : Ada apa mbak?
 R : mau tanya – tanya aja tentang kuesionernya tadi...
 S1 : Boleh – boleh mbak
 R : Kenapa kalian setuju dengan aktivitas yang diterapkan selama menggunakan comic strips?
 S2 : Menarik mbak, jadi melatih keberanian kita ngomong bahasa Inggris..kaya pas role play itu?
 R : Okey, apa lagi?
 S1 : Aktivasnya enggak bosenin mbak, kan ganti – ganti terus mbak tiap pertemuan
 R : Terus efektif gag selama ini aktifitas ma comic stripsnya?
 S3 : Efektif kok...lebih mudah memahami materinya mbak..
 R : Ada lagi gag dek?
 S (all) : Sudah mbak itu aja
 R : Oke, makasih ya dek...
 S (all) : Iya mbak...

**PRE-TEST AND POST-TEST
RESULT**

Pre-test

Describe a person that being your favorite person and then perform it in front of the class with your own words.

For example:

I like a person having funny character, humorist, and simple. Like Mr. Been. The man who is 55 years now is identical with his mole on his left cheek. He has straight dark hair and brown eyes. He has wide eyes and thick eyebrow. His nose is pointy, but his ears stick out. Rowan Atkinson is a man with thin and red lips. However, he likes making his lips look full in Mr. Been. Actually his height is 2 meter, but he looks short and ridiculous for his strange dresses in Mr. Been. Although he seems foolish as Mr. Been, he has a high ability and intelligence in making use of his physical world. He is a type of man who likes working and learning.

Source:www.learn-englishtrough.com

Post-test.

Describe one of your family member with your own words and then perform it in front of the class (you can show the picture in front of the class)

For example:

I have a little brother. His name is Chana. He has slanting eyes and short hair. His hair is black and curly. His cheek is so chubby. He is short and fat. He has got lovely red shirt and brown cap. Chana likes to eat orange and banana everyday. He often makes people around laughing for his acts. But, he also often cries in the night. We love Chana in our family.

Source: Buyung's work on April 2012.

Rubric

1. Fluency

Criterion: speaking fluently in natural hesitation.

Indicators:

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

2. Pronunciation

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

Indicators:

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the

	expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are not quite appropriate; some sounds are ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are inappropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).
9	The student always never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structure (like phrases, simple, and compound sentence) but makes very few mistakes in complex structure (like complex sentence), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes few mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases simple, and compound sentence) and

	makes some mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they strongly impede meaning
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentence) and makes so many mistakes in complex structure (like complex sentence) the mistakes strongly impede communication in performing expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence); cannot use complex structure (like complex sentence) well, the mistakes strongly disrupt communication in performing expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentence) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she explain ideas because of the

	insufficient vocabulary.
4	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often ask the teacher to express the ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand , he/she has to ask the teacher o express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

Assessment Rubric

No	Name	Aspect				Score	Mark
		Fluency	Pronunciation	Accuracy	Vocabulary		

Maximum Score : $4 \times 10 = 40$

Student Mark : Score (fluency + pronunciation + accuracy + fluency)

Nama :

Kelas :

QUESTIONNAIRE

Petunjuk pengisian: Berilah tanda (√) pada salah satu jawaban yang sesuai dengan pendapat Adik!

Petunjuk:

TS= Tidak Setuju

S= Setuju

KS= Kurang Setuju

SS= Sangat Setuju

No	Questions	TS	KS	S	SS
1	<i>Communicative activities</i> yang telah diberikan didalam kelas membuat suasana kelas tidak membosankan. Alasan:				
2	Saya lebih banyak berpartisipasi dalam <i>speaking</i> ketika menggunakan <i>communicative activities; Detective Games, and Find Friends (information gaps)</i> . Alasan:				
3	Saya bisa lebih aktif berbicara ketika menggunakan <i>communicative activities</i> . Alasan:				
4	Saya suka dengan permainan yang diterapkan pada <i>communicative activities</i> . Alasan:				
5	Saya tidak malu untuk berbicara dalam Bahasa Inggris ketika menggunakan <i>communicative activities; information gaps, role play</i> . Alasan:				
6	Saya jadi lebih percaya diri ketika berbicara dalam Bahasa Inggris setelah diberikan <i>communicative activities</i> . Alasan:				
7	Saya bisa berbicara dalam Bahasa Inggris dengan lancar ketika menggunakan <i>communicative activities</i> .				

	Alasan:				
8	Saya bisa berkomunikasi dalam Bahasa Inggris dengan akurat (tanpa kesalahan <i>grammar</i>) ketika menggunakan <i>communicative activities</i> . Alasan:				
9	Pengucapan saya dalam berbicara Bahasa Inggris cukup bagus setelah menggunakan <i>communicative activities</i> . Alasan:				
10	Saya tidak terbata-bata lagi ketika berbicara Bahasa Inggris. Alasan:				
11	Saya bisa merespon teman saya dalam berkomunikasi Bahasa Inggris saat menggunakan <i>communicative activities</i> . Alasan:				
12	Saya bisa memahami instruksi guru ketika menggunakan Bahasa Inggris. Alasan:				
13	Saya bisa berinteraksi sesuai dengan situasi/instruksi yang diberikan guru dalam <i>communicative activities</i> ? Alasan:				
14	Saya bisa menggunakan ekspresi-ekspresi dalam Bahasa Inggris dalam <i>communicative activities</i> yang telah diberikan. Alasan:				
15	Saya memiliki keterikatan persaudaraan dengan teman-teman dalam berkomunikasi dengan Bahasa Inggris pada <i>communicative activities</i> . Alasan:				
16	Saya mampu menjadi <i>good listener</i> (pendengar yang baik) dalam <i>communicative activities</i> . Alasan:				
17	Saya mampu menjadi pemimpin dalam kelompok untuk penyelesaian tugas pada <i>communicative activities</i> . Alasan:				
18	Saya lebih menghargai guru dan tidak malu untuk bertanya setelah				

	diberikan <i>communicative activities</i> selama ini. Alasan:				
19	Saya bisa menjadi <i>good informant</i> (petunjuk) di kelas ketika menggunakan <i>communicative activities</i> Alasan:				
20	Tidak banyak kesalahan pada grammar saya setelah menggunakan <i>communicative activities</i> . Alasan:				
21	Kemampuan <i>listening</i> (mendengarkan) saya meningkat ketika teman berbicara dalam Bahasa Inggris setelah diberikan <i>communicative activities</i> . Alasan:				
22	Saya bisa membuat kalimat yang benar dalam Bahasa Inggris setelah diberikan <i>communicative activities</i> . Alasan:				
23	Saya bisa mengucapkan kata-kata pada materi kelas VII dalam Bahasa Inggris dengan benar setelah diberikan <i>communicative activities</i> . Alasan:				
24	Saya punya banyak kesempatan untuk melatih <i>speaking</i> ketika menggunakan <i>communicative activities</i> . Alasan:				
25	Dengan <i>communicative activities</i> , kelas saya jadi lebih hidup sebagai tempat berkomunikasi yang sesungguhnya.				

COURSE GRID AND LESSON PLANS

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SEVENTH GRADE STUDENTS OF SMP
NEGERI 2 WONOSARI KLATEN IN THE ACADEMIC YEAR OF 2011/2012**

Standard of Competency : Expressing the meaning of the short functional texts and the simple monologue texts in the forms of descriptive and procedure in the context of daily life.

Cycle	Basic Competency	Learning Objective	Indicators	Materials (Input)					Teacher's role	Activities
				Text type	Language Features	Example of expressions	Vocab.	Media		
I	Expressing meaning of a simple short monologue text using spoken language accurately, fluently, and acceptably in the context of daily live in the forms of descriptive	The students are able to describe the physical characteristics of a person by using their own words	<p>Students are able to:</p> <ul style="list-style-type: none"> -identify the language features of descriptive text. -use Present tense with the pattern S+P+O/C N+V1+O N+linkV+Adj e.g. She wears pink dress :She has a mole on her left check :She is slim and tall. the Verb agreement :She,He,It + V_{1s/es} :They,We, You+V₁ .use the word order correctly, with the pattern: adj+N: blonde hair, bright skin pronounce the 	Descriptive	<ul style="list-style-type: none"> -Using nouns and pronouns to identify people, animals, or things involved -Using action verbs to refer to the events. -Using present tense to give truth statement -Using adjective to describe nouns. -Using adverbs and adverbial phrases to indicate place and times. 	<p>My little sister is funny. She is two years old.</p> <p>She likes to wear pink dress.</p> <p>She has brown eyes and curly hair.</p> <p>Her nose is pointed.</p> <p>Usually, she wears a yellow hat.</p>	slim, tall, short, fat, pointed slanting blonde, curly, straight.	Elec-tronic dic-tionary, Com-puter, Video, pictures	facilitator, and monitor.	<p>*BKOF</p> <p>Eliciting: <i>Do you have a favorite star? Is she beautiful/handsome?</i></p> <p>*MOT</p> <ul style="list-style-type: none"> - The students watch the video of describing a person. - The students learn the text (lang.features, expression, etc.) - The students label the characteristics of persons <p>*JCOT</p> <ul style="list-style-type: none"> - The students in groups have a discussion. -The students in groups do information gap activity

			words with the stress and intonation correctly.								<p>*ICOT The students do search games *The students do guessing games</p>
II	Expressing meaning of a simple monolog using spoken language accurately, fluently, and acceptably in the form of procedure in daily life.	The students are able to tell how to making foods and drinks by using of their own words	<p>Students are able to:</p> <p>-identify the function and generic structure of procedure.</p> <p>- identify the language features of procedure text.</p> <p>- use present tense in telling a procedure of making something.</p> <p>-use action verbs.</p> <p>-use conjunction, adverbs, and adverbial phrase</p> <p>- pronounce the words with the stress and intonation correctly.</p> <p>-make a procedure text.</p>	Procedure	<p>-Using present tense to indicate the events.</p> <p>- Using action verbs to refer to the events</p> <p>- Using conjunction and time connective to sequences of the events.</p> <p>-Using adverbs and adverbial phrases to indicate place and times.</p>	<p>This is the way of making a yummy fried rice.</p> <p>-You need some kitchen utensils.</p> <p>-In the early, prepare the ingredients.The n, peel the mango. Next, Finally,</p> <p>-In the last, the fresh fried noodle is ready to be served.</p>	Facilitator, monitor,	Video, pictures series,	<p>Verb: peel, add, pour, put, stir, cut, shake</p> <p>Noun: cinnamon, pepper, fragrance, knife, blender, frying pan, etc.</p>	<p>*BKOF Eliciting: <i>What is your favorite food? Can you make it?</i></p> <p>*MOT -The students watch the video of making a food. - The students learn the text (lang.feature,expression,etc) - The students label the name of food and kitchen tools.</p> <p>*JCOT a. The students do information gap activities. b. The students do jigsaw task</p> <p>*ICOT Individually, each student tell their procedure in front of the class.</p>	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP : SMP NEGERI 2 WONOSARI, KLATEN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Jenis teks : Teks deskriptif
Aspek/ Skill : *Speaking*
Alokasi Waktu : 4 x 40 menit (2 meetings)

Standar Kompetensi : 10 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

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

Indikator :

1. Mengidentifikasi fungsi dan ciri-ciri dari *descriptive text*
2. Menggunakan *present tense* dalam menyampaikan *descriptive text*
3. Mendeskripsikan *physical appearance of someone* dengan menggunakan *words order, pronouns* dan *adjectives* dengan benar
4. Mengucapkan kata dan kalimat dengan *intonation* dan *stress* dengan tepat

A. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat mendeskripsikan *physical characteristics of someone*.

B. Materi Pembelajaran:

1. Teks lisan *descriptive*

The Funny Mr. Bean

Descriptions of Physical Features

The man is identical with his mole on his left cheek. He is 55 years old now. He has straight dark hair and brown eyes. He has wide eyes and thick eyebrow. His nose is pointy, but his ears stick out. Rowan Atkinson is a man with thin and red lips. However, he likes making his lips look full in Mr. Bean. Actually his height is 2 meter, but he looks short and ridiculous for his strange dresses. Can you guess? It's Mr. Bean.



Descriptive Text

Function: to describe things and people with actual statement

Characteristics of Descriptive text: uses present tense, uses adjective

Kosa kata terkait tema/ jenis teks:

identical	: identik
mole	: tahi lalat
long	: panjang
dark	: lebat, gelap, hitam
thin	: kurus
slim	: langsing
pointy	: mancung
stick out	: melebar
rudiculous	: aneh
strange	: aneh, asing

Grammar

Simple Present Tense

He has **straight dark** hair.
He is 2 meter, but looks **short and rudiculous**.
His nose is **pointed**

Gambits

Can you guess?
Guess who?

C. Metode Pembelajaran / Tehnik :

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

D. Kegiatan Pembelajaran

1. Pertemuan ke-1

- Kegiatan pendahuluan:

- a. Guru memberikan salam dan mengecek kehadiran siswa
- b. BKOF : Guru memberikan arahan */eliciting* mengenai materi yang akan dipelajari. (Eliciting: *Do you have a favorite artist?Is she beautiful?*)

- Kegiatan Inti

- a. MOT : Guru memberikan contoh *descriptive* teks dalam bentuk video (activity1)
 - :Dengan bantuan guru, siswa mempelajari *descriptive text*
 - :Siswa mempelajari *language features*, dan *text organization*
 - :Siswa mempelajari *vocabulary* dengan cara *labelling the charachteristics of person*.(Activity 2)
 - :Siswa mempelajari *pronounciation* dengan cara *pronounciation drilling*.(Activity 3)

- b. JCOT : Siswa bekerja berkelompok (4 siswa) untuk mengidentifikasi *characteristics of a person* dari gambar.(Activity 4)

: Siswa bekerja berkelompok (3 siswa). Masing-masing siswa memperoleh *incomplete and complete identity (pictures)* yang berbeda. Kemudian, mereka saling bertukar informasi untuk melengkapi *identity* dengan cara mendeskripsikan gambar yang mereka ketahui. (information gap activity, Activity 5)

-Kegiatan Penutup

Guru menanyakan kesulitan siswa dalam *practice* tersebut dan me-review materi yang telah diajarkan.

Guru menutup pelajaran.

b. Pertemuan ke-2

- Kegiatan Pendahuluan : Guru memberi salam dan mengecek kehadiran siswa.

: Guru mengecek pemahaman siswa tentang materi yang dipelajari sebelumnya.

-Kegiatan inti

a. ICOT :Guru menerapkan *communicative activities, search games* dengan topik "*Find the Pickpocket*". Guru membagikan 2 buah gambar untuk tiap siswa. Satu gambar untuk *pickpocket* yang mencuri uang siswa tersebut, dan yang lain untuk *pickpocket* teman lain. Mereka harus mencari gambar *pickpocket* dengan cara saling mencari dan mencocokkan deskripsi dan gambar yang dimaksud. (Activity 6)

ICOT : Setiap siswa memperoleh *situation* dan *picture of a person* yang harus ditemukan. Secara individu, siswa maju kedepan untuk mendeskripsikan gambar berdasarkan situasi. Kemudian, teman-teman lain menebak orang tersebut dengan menunjuk salah satu gambar yang dimaksud.(*guessing games, Activity 7*)

- Kegiatan penutup

1. Guru mengevaluasi penampilan siswa dan memberikan feedback terutama terkait *pronunciation*.

2. Guru menanyakan kesulitan siswa selama pelajaran, kemudian me-review materi yang telah dipelajari.

3. Guru menutup pelajaran.

E. Sumber Belajar

- Buku teks yang relevan, **Lets Talk** *based on Literacy approach by Joko Siswanto, dkk.*
- Script percakapan/rekaman percakapan (Source: <http://www.youtube.com?watch>)
- Gambar-gambar yang relevan (lihat Lampiran i)

F. Penilaian :

No	Indikator pencapaian prestasi	Teknik	Bentuk	Contoh
1	Mengidentifikasi fungsi dan ciri-ciri deskriptif teks	Tes lisan	Jawaban singkat	What are the characteristics of a descriptive text?
2	Mengucapkan kata dan kalimat dengan <i>intonation</i> dan <i>stress</i> dengan tepat	Tes lisan	Jawaban singkat	Can you mention the organization of a descriptive text?
3	Menggunakan "present tense" dalam menyampaikan teks <i>descriptive</i>	Unjuk kerja	Uji petik berbicara	Describe the people using your own words. Don't forget to use <i>present tenses</i> and <i>appropriate adjectives</i> .
4	Mendeskripsikan <i>physical appearance of someone</i> dengan menggunakan <i>words order</i> , dan <i>adjectives</i> dengan benar			

No	Name	Fluency	Pronunciation	Accuracy	Vocabulary	Sc	Nilai

Skor max = 4x 10= 40

Nilai siswa= skor perolehan(F+P+A+V) =
4

Klaten, Maret 2012

Mengetahui

Kepala Sekolah,

Mahasiswa,

Drs. H. SUPRAI, M.Pd

YUYUN SEDYA M.

NIP. 130 685 564

NIM. 07202241058

Activity 1. You will watch the video of describing someone. Orally, your teacher will ask you some questions about the video. Together with your teacher, study the following transcript of text.

Transcript of the recording

The man is identical with his mole on his left cheek. He is 55 years old now. He has straight dark hair and brown eyes. He has wide eyes and thick eyebrow. His nose is pointy, but his ears stick out. Rowan Atkinson is a man with thin and red lips. However, he likes making his lips look full in Mr. Bean. Actually his height is 2 meter, but he looks short and ridiculous for his strange dresses. Can you guess? It's Mr. Bean.

Source: <http://www.youtube.com?watch..>

The questions are:

Who is described in the video?

Does he have a mole on his left cheek?

Is he short?

Is he handsome?

What does Mr. Bean look like?

What does make him look funny?

Study this information.

- **Function of descriptive text** : to describe things, people, and animals.
- **Generic structure:**

-Introduction

-Details about description of an object

Mr. Bean is so funny. The man is identical with his mole on his left cheek. He is 55 years old now. He has straight dark hair and brown eyes. He has wide eyes and thick eyebrow. His nose is pointy, but his ears stick out. Rowan Atkinson is a man with thin and red lips. However, he likes making his lips look full in Mr. Bean. Actually his height is 2 meter, but he looks short and ridiculous for his strange dresses. Can you guess? **It's Mr. Bean.** ----->

-Conclusion of the object

- **Language features:**

To describe a person, we use **Present Tense** with the sentence pattern :

S+P+O-----> S+Vlink +Adj _____ e.g. Rowan Atkinson is funny. He is thin

-----> S+V₁+Noun _____ e.g. He has pointed nose. He has **dark hair**.

↓

(adj + NH) -----> pointed nose, dark hair, wide eyes, etc.

Pronoun : He, She, It. _____ S+Vs/es+Noun. _____ S+Vlink (is) +Noun

e.g. Mr. Bean **looks** funny and ridiculous. He is tall, but he looks short. He has pointed nose. He also has a mole on his left cheek.

My little sister is beautiful. She has chubby face. Her hair is curly. He **likes** to wear pink hat.

: I, You, We, They. _____ S+V1+Noun. _____ S+ Vlink (are) + Noun

e.g. Pretty Asmara and Oky Lukman are fat. They have dark skin. But, they **like** to wear colourful dresses.

Vocabulary and Pronunciation Focus

List of vocabulary

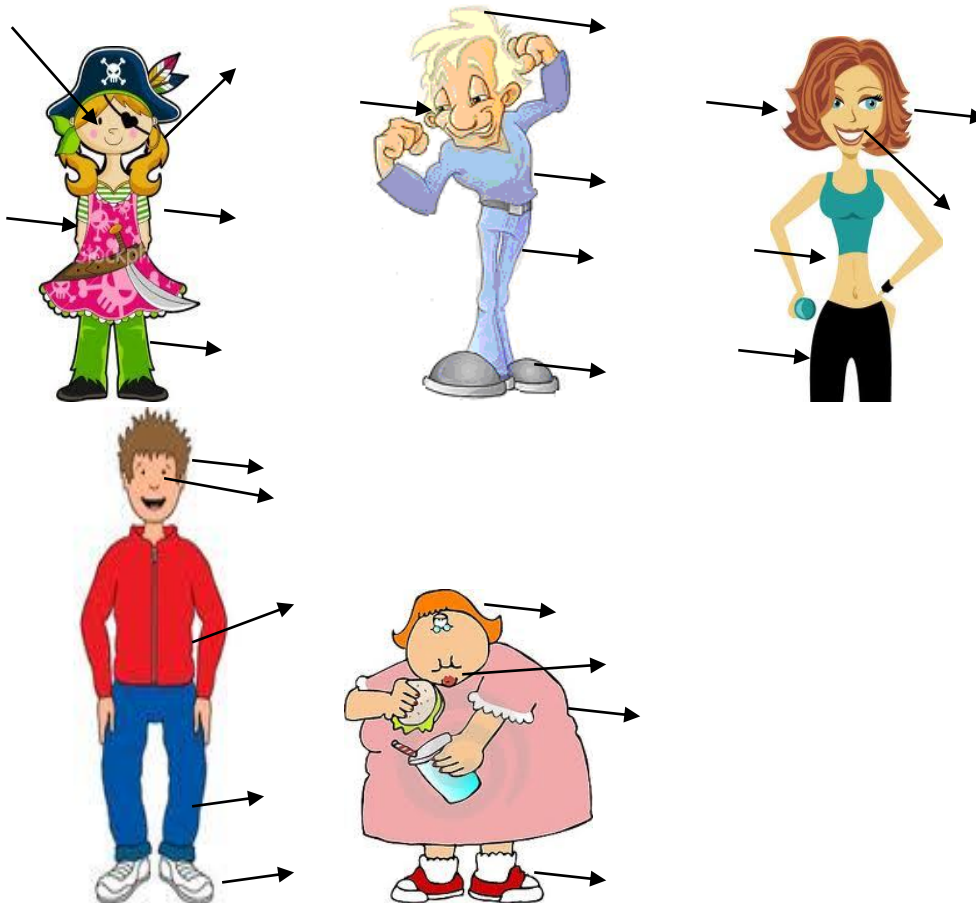
Adjectives:

identical	: identik	mole	: tahi lalat
long	: panjang	dark	: lebat, gelap, hitam
thin	: kurus	slim	: langsing
pointy	: mancung	stick out	: melebar
rudiculous	: aneh	strange	: aneh, asing

Verb

wear	: mengenakan	like: suka
has/ have	: memiliki	guess : tebak

Activity 2. Your teacher will show you some pictures through LCD. Give some labels of characteristics on those pictures orally. Together with the teacher, you describe their hair, body, and clothes.






Activity 3. Say the following words with the correct pronunciation. The teacher will help you with the pronunciation. Then, repeat after her.

1. blonde / / She has blonde hair___/
2. thin___/ old___/ /
3. tall___/
4. short___/
5. fat___/
6. curly hair
7. slanting eyes___/ / He has slanting eyes

Communicative activities (JCOT)

Activity 4. Work in groups of four. Your teacher will give you one of these pictures. Discuss it with your friends in the group and use the information in the table to help you describing the characteristics of a person. Then, each of you have to say at least one sentence describing the picture. Number one is done for you.

	Identity	Height	Build (size and shape)	Hair (colour, type)	Complexion (eyes, nose, lips, etc)
	Eva Longoria Your teacher ask: <i>“What does Eva Longoria look like?”</i>	1.57 m You can say: <i>“Eva is tall”</i>	You can say : <i>“She is slim”</i>	You can say: <i>“She has long and dark hair.”</i>	You can say: <i>“She has pointed nose. She has wide eyes.”</i>
	Jorge Garcia	1.82m			
	Nicole	1.70m			
	Rupert Green	1.55m			

	Will Smith	1.88m			
	Zhao Liang	2.46m			

Activity 5. FINDING FRIENDS

Your teacher will give you some pictures of and identity. In groups of three, you will do the exchanging information to complete the missing identity of the persons. Find the information and picture correctly by describing those pictures.

For example:

Cards for you



Mary, 30th



....



...





John, 25th

Cards for your friend



You can say :Do you know a man with **black t-shirt**? He has **curly** and **dark** hair. He has **pointed nose**. He likes to wear **sunglasses**. What is his name?

Your friend say: He is John. He is twenty five years old.

For student A

	<p>Put the right picture here</p>	
<p>...</p>	<p>Will Smith, 45th</p>	<p>.... .</p>



For student B

<p>picture here</p>		
<p>Gisellia 30th</p>	<p>Will Smith, 45th</p>	<p>Danny, 15th</p>

For student C

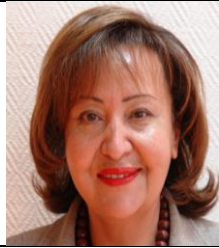
		
<p>Gisellia 30th</p>	<p>...</p>	<p>.... .</p>

For student E-F

		
---	---	--

Bommy, 25 th	..., 5 th	Farah, 45 th
-------------------------	----------------------	-------------------------

For student G-H

		
Bommy, 25 th	Tania, 5 th	Farah, 45 th

You can choose the right pictures from these



Activity 6. You will do a searching games. Read the situation and play the game.

FIND THE PICKPOCKET

Situation: A pickpocket steals your wallet and runs away to his base camp. You try to catch him by following him to his base camp where many people around, but you do not see him. At the same time, you meet your friends who also lose their things. You and your friends should exchange the information whether they see the pickpocket or not. Your teacher will give each of you two pictures. One picture indicates your target and another is your friend's target. Find the pickpocket by describing it.



your pickpocket



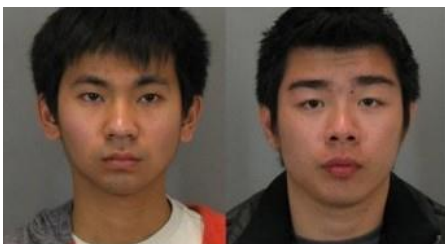
pickpocket you saw



your pickpocket



pickpocket you saw



your pickpocket

pickpocket you saw

Activity 7. Your teacher will give you a picture and a situation card. Don't show the picture to your friends. Do the play as if you are the person looking for the lost people

by describing that picture. Tell it in front of the class. Your friends are shown some pictures through LCD. Then, let them guess the person described until they get the right one.

For example:

You can use the expression to start:

Excuse me! Do you see a little girl? She is fat. ... (Describe the details)

Can you help me? I am looking for my friend. He is ... (Describe the details)

SITUATION CARDS

<p>A mother has lost her little daughter. She told to the people around about the description of the girl. Then the people tried to guess through showing the picture.</p>	<p>A Woman came to the police station and reported that she has lost her wallet. She's sure that a pickpocket has stolen her wallet. She mentioned the description of the pickpocket to the police man. The policeman tried to find the picture of the pickpocket.</p>
<p>You are looking for your new friend. Although, you have not already known his/her name, you know the physical appearances. Tell to your partner to help you find your friend.</p>	<p>You had a promise to meet your friend, Andy, in his boarding house. Unfortunately, you have not known the house exactly. You asked to the neighbour, but there are so many boys with name Andy. Then, you told the physical appearances about Andy to the neighbour.</p>
<p>Your little brother was getting lost. You could not find him. You asked your friend to help you find your brother. You told them about the description of your brother.</p>	<p>A doctor identified the unknown-died people. She announced to the people the description of the unknown-died people to find the family.</p>
<p>A policeman announced that there is a mysterious man who had murdered his friend. Before he died, he told the description of mysterious man to the police man. Help the police to find the mysterious friend.</p>	<p>A robbery has taken your money. You went to the police office to ask help by telling the description of the robbery.</p>

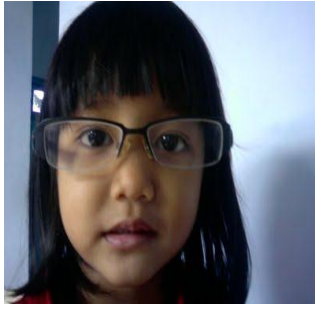
Adiel

Serra

Bommy



Vicky



Chibi



Tania



Faria



Mario



Andy

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP : SMP NEGERI 2 WONOSARI, KLATEN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Jenis teks : Teks *Procedure*
Aspek/ Skill : *Speaking*
Alokasi Waktu : 4 x 40 menit (2 meetings)

Standar Kompetensi : 10 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

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

Indikator :

1. Mengidentifikasi fungsi dan *the generic structure of a procedure*.
2. Mengidentifikasi the language features of procedure: menggunakan *present tense, verb actions, conjunctions, adverbs, and adverbial phrase* dalam menyampaikan *procedure*.
3. Mengucapkan kata dan kalimat dengan *intonation* dan *stress* dengan tepat.
4. Membuat *procedure text*.

A. Tujuan Pembelajaran : Pada akhir pembelajaran siswa dapat menyampaikan *procedure* tentang bagaimana cara membuat suatu makanan dan minuman dengan kalimat mereka sendiri.

B. Materi Pembelajaran :

1. *Spoken Procedure text* (video)

Welcome to Lauren's Treat. I'm Lauren. Today, I'm gonna teach you how to make a banana milkshake. What you need is a blender, ripe banana, fresh milk, sugar, and if you want, you can add the vanilla fragrance, and cinnamon, if you want you can add both.

Let's start with banana. Peel the banana, and put it in the blender. Next, put as much as milk you want to drink. I'm gonna put it about one cup and pour it into the blender. After that, put about one tablespoon of sugar. Next, we're gonna add a little vanilla fragrance and cinnamon. Pour a cup vanilla extract into the blender. And, because I love cinnamon, I put a little bit into the blender. I'm gonna cover up and blend. Wait! Don't forget to get your parent's permission to use the blender. Press blend.

Finally, it is ready to be served and enough for at least two people. Pour into the glass and...Hmmm yum!

Source : www.laurenstreat.com/videosite/

Function of procedure text : *tell the reader how to do or make something, e.g. recipes, manual, instructions, etc.*

Generic Structure

1. *Goal/Aim (Tujuan)*
2. *Materials (Bahan-bahan)*
3. *Steps/Methods (Langkah-langkah)*

List of vocabularies :

(N) *cinnamon*: cengkeh *fragrance*: aroma/ruam *onion* : bawang merah
pea: kacang plong, *celery*: seledri *non-sticky frying pan*: penggorengan anti lengket
(V)
Peel: kupas *cover*: tutup *add*: tambahkan *press*: tekan
Served: sajikan *cut*: potong *pour*: tuang *chopped*: cincang
(Adv)
Firstly,...: mula-mula *Secondly*,... *Thirdly*,....
Finally: akhirnya

Grammar : Present Tense,
: Action Verb,
: Conjunction (adverb and adverbial phrase)

Pronunciation :

Gambits : *What's your favorite food? Do you know how to make it?*

C. Metode Pembelajaran / Teknik :

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

D. Kegiatan Pembelajaran

1. Pertemuan ke-1

- Kegiatan pendahuluan: Guru memberikan salam dan mengecek kehadiran siswa

: BKOF : Guru memberikan arahan / *eliciting* mengenai materi yang akan dipelajari. (*Eliciting: What is your favorite food? Is that healthy? Can you make it?*

- Kegiatan Inti

a. MOT :Guru memberikan contoh *procedure* teks dalam bentuk video (activity1)

:Dengan bantuan guru, siswa mempelajari *descriptive text, generic structure, dan language features* (Activity 2)

:Siswa mempelajari *vocabulary* dengan cara *labelling the name of ingredients, utensils*, terkait teks.(Activity 3)

:Siswa mempelajari *conjunction* dengan cara mengisi *blank space* dari *procedure*.(Activity 3)

:Siswa mempelajari *pronunciation* dengan cara *pronunciation drilling*.(Activity 3)

b. JCOT : Guru membagi 2 kelompok dalam 1 kelas. Setiap siswa mendapat *spoken and incomplete written procedure* dengan judul yang berbeda. Untuk *spoken procedure* diberikan *recipe* sekaligus video (karena berbeda judul, maka video diberikan dalam waktu yang tidak bersamaan.) Kemudian, mereka bertukar informasi dengan teman sebangkunya untuk melengkapi masing-masing *written procedure*.(Information gap Activity3)

: Guru membagi gambar kepada setiap siswa tentang *procedure* (2 macam *procedures*). Masing-masing siswa mendapat 1 gambar (suatu bagian dari *procedure* atau langkah-langkah dalam membuat suatu makanan). Kemudian, mereka harus mencari kelompoknya untuk menentukan prosedur pembuatan makanan tersebut. Berikutnya, mereka menyusun *procedure* dengan kalimat mereka sendiri dengan urutan yang benar. (Activity 4)

2. Pertemuan ke-2

- Kegiatan Pendahuluan :Guru memberi salam dan mengecek kehadiran siswa.
:Guru mengecek pemahaman siswa tentang materi yang dipelajari sebelumnya.

-Kegiatan Inti

a.ICOT : Setelah semua kelompok menyusun *procedure of making a food*. Secara individu, setiap siswa menyampaikan *spoken procedure* dari makanan tersebut di depan kelas.(Activity 5)

- Kegiatan Penutup

- Guru mengevaluasi penampilan siswa melalui *feedback* terutama terkait *pronunciation*.
- Guru menanyakan kesulitan siswa selama pelajaran, kemudian *me-review* materi yang telah dipelajari.
- Guru menutup pelajaran.

E. Sumber Belajar

- Buku teks yang relevan, Lets Talk based on literacy approach by Joko Siswanto, dkk.
- Script percakapan/rekaman sumber : www.laurenstreat.com/videosite/
- Gambar –gambar yang relevan (Lihat Lampiran i)

F. Penilaian :

No	Indikator pencapaian prestasi	Teknik	Bentuk	Contoh
1	Mengidentifikasi fungsi dan ciri-ciri dari <i>procedure text</i>	Tes lisan	Jawaban singkat	What are the characteristics of a procedure text?

				What is the function?
2	Mengidentifikasi <i>the generic structure of procedure text</i>	Tes lisan	Jawaban singkat	Can you mention the organization of a procedure text?
3	Mengucapkan kata dan kalimat dengan <i>intonation</i> dan <i>stress</i> dengan tepat	Unjuk kerja	Uji petik berbicara	Tell the procedure of making a food or drink correctly. Don't forget to use <i>present tenses, conjunction.</i>
4	Menggunakan <i>present tense</i> dalam menyampaikan <i>procedure</i>			
5	Menggunakan <i>conjunction, adverbs, and adverbial phrase</i> dalam menyampaikan <i>procedure.</i>			

No	Name	Fluency	Pronunciation	Accuracy	Vocabulary	Sc	Nilai

Skor max = 4 x 10 = 40

Nilai siswa = $\frac{\text{skor perolehan}(F+P+A+V)}{4}$

Klaten, Maret 2012

Mengetahui

Kepala Sekolah,

Mahasiswa,

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Activity 1. Your teacher will play a video about how to make a drink. Together with your teacher, study the text.

Goal	<p><i>Welcome to Lauren's Treat. I'm Lauren. Today, I'm gonna teach you how to make a banana milkshake.</i></p> <p><i>What you need is a blender, ripe banana, fresh milk, sugar, and if you want, you can add the vanilla fragrance, and cinnamon, if you want you can add both.</i></p> <p><i>Let's start with banana. Peel the banana, and put it in the blender. Next, put as much as milk you want to drink. I'm gonna put it about one cup and pour it into the blender. After that, put about one tablespoon of sugar. Next, we're gonna add a little vanilla fragrance and cinnamon. Pour a cup vanilla extract into the blender. And, because I love cinnamon, I put a little bit into the blender. I'm gonna cover up and blend. Wait! Don't forget to get your parent's permission to use the blender. Press blend.</i></p> <p><i>Finally, it is ready to be served and enough for at least two people. Pour into the glass and...Hmmm yum!</i></p> <p>Source : www.laurenstreat.com/videosite/</p>
Materials/ Utensils	
Steps	
Closing	

Activity 2. Study this information.

The functions of procedure text : tell the reader how to do or make something, e.g. Recipes, Manual, Instructions, etc.

- Generic structure**
1. Goal/Aim (Tujuan)
 2. Materials (Bahan-bahan)
 3. Steps/Methods (Langkah-langkah)

Language features:

To convey the procedure of making something, we use the sentence pattern:

- (Present Tense) S + P + O-----→ Noun + V1+ O_____ This is the recipe for making fresh milk-shake
 (Action Verb) -----→ We need a blender, ripe banana, and fresh milk.
 (Using conjunction) _____ *Let's start with / First, / Firstly,*
 _____ *Then, / Next, / Second, / Secondly,*
 _____ *Finally, / At last, / Lastly,*

Vocabulary and Pronunciation Focus

List of vocabularies :

- | | | | |
|------------------------|----------------------|--|-------------------|
| (N) cinnamon: cengkeh | fragrance: aroma/rum | onion : bawang merah | sprout : kecambah |
| pea: kacang plong, | celery: seledri | non-sticky frying pan: penggorengan anti lengket | |
| (V) | | | |
| Peel: kupas | cover: tutup | add: tambahkan | press: tekan |
| Served: sajikan | cut: potong | pour: tuang | choped: cincang |
| (Adv) | | | |
| Firstly,...: mula-mula | Secondly,... | Thirdly,.... | |
| Finally: akhirnya | | | |

Pronunciation:

- | | | | | |
|-----------------|---------------------|-------------------|--------------------|---|
| <i>pour</i> : / | / - <i>stir</i> : / | / <i>chop</i> : / | / <i>rinse</i> : / | / |
| <i>peel</i> : / | / <i>serve</i> : / | / <i>mix</i> : / | / <i>blend</i> : / | / |

Activity 3. Your teacher will show you some pictures through LCD. Together with your teacher, give the name of those pictures orally. Then, fill in the blanks to make complete sentence. After that, say it in English.



1. carrot,..
2. First,..



3. A plate of...
4. Prepare,...



5. stove,...
6., heat the cooking oil.



..., add some pepper.



... .



... .



...., the yummy fried rice are ready to be served.

Pronunciation :

pour : / / *-stir* : / / *chop* : / / *rinse* : / /

Activity 3. Work in pairs. Each of you will get spoken and written procedure texts with different title. Each of you have to retell the spoken procedure to the partner to complete the written one. After that, make the spoken procedure from your completed written one. Retell it in front of the class.

Note: The students are divided into two groups of equal number. Each group get different texts of spoken and written procedure. Each spoken procedure is not given in the same time. Then each student can start work in pairs.

The written procedure for **Group A**

The Banana Milkshake	
Ingredients: a ripe two tablespoon of ... a cup ... a pinch of ... garnish: ... , and mint leaves	Steps: -Peel the banana. Cut it into some pieces. - -Add some sugar. -Stir well. -.... . -.... . -Cover the blender properly -Press <i>blend</i> about thirty seconds -... . -Serve it for two people.
Kitchen utensils: a blender a knife ...	

Spoken procedure (recorded) for **Group B**

<i>The Banana Milkshake</i>
<p><i>Today, I'm gonna teach you how to make a banana milkshake. What you need is a blender, ripe banana, fresh milk, sugar, and if you want, you can add the vanilla fragrance, and cinnamon, if you want you can add both.</i></p> <p><i>Let's start with banana. Peel the banana, and put it in the blender. Next, put as much as milk you want to drink. I'm gonna put it about one cup and pour it into the blender. After that, put about one tablespoon of sugar. Next, we're gonna add a little vanilla fragrance and cinnamon. Pour a cup vanilla extract into the blender. And, because I love cinnamon, I put a little bit into the blender. I'm gonna cover up and blend. Wait! Don't forget to get your parent's permission to use the blender. Press blend.</i></p> <p><i>Finally, it is ready to be served and enough for at least two people. Pour into the glass and...Hmmm yum!</i></p> <p>Source : www.laurenstreat.com/videosite/</p>

<p>Ingredients: a ripe banana a glass of fresh milk two tablespoons of sugar vanilla extract cinnamon garnish: cherries, and mint leaves</p> <p>Kitchen utensils: a blender a knife two glasses</p>	<p>Steps: -Peel the banana. Cut it into some pieces. - Pour the banana and milk about one cup into the blender. -Add some sugar. -Stir well. -Pour a cup of vanilla extract -Add a pinch of cinnamon -Cover the blender properly -Press <i>blend</i> about thirty seconds -Pour into the large glass and give the garnish in the top of milkshake. -Serve it for two people.</p>
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The written procedure for **Group B**

<p>Ingredients: 4 cups of ... ½ cup of crushed ice 2 spoons of ... a scoop of banana ice cream garnish : and mints leaves</p> <p>Kitchen utensil: a blender a knife a</p>	<p>Steps: -Put the mango into the blender -... . -Stir the yoghurt and pour to the blender. - - Cover up the blender - - - Add a scoop banana ice cream. - Give the garnish and serve it.</p>
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Spoken procedure (recorded) for **Group B**

This is the recipe for Mango Smoothie. We need some ingredients; four cups of diced mango, a half cup of yoghurt, two spoons of sugar, and a scoop of ice cream.

The steps are so easy. Now, put the mango into the blender. Pour the crushed ice. Then, stir the yoghurt and pour into the blender. Add the sugar. Next, cover up the blender and press the button medium. Hmm... let it be well-blended. Looks good.

Finally, pour into the large glass. Add a scoop of banana ice cream. Ups.. Don't forget the garnish, a piece of mango on the side of glass and the mints leaves. Here we are...It's good to be enjoyed in the hot day.

Source: <http://www.trymasak.com//>

Ingredients:

4 cups of diced mango
½ cup of yoghurt
3 cups of crushed ice
2 spoons of sugar
garnish : a piece of mango and mints leaves

Kitchen utensil:

a blender
a knife
a large glass

Steps:

- Put the mango into the blender
- Pour the crushed ice
- Stir the yoghurt and pour to the blender.
- Add the sugar
- Cover up the blender
- Press the button *medium and* blend until well-blended.
- Pour in the large glass
- Give the garnish and serve it.

Activity 4. Suppose that you are a cheff master of a special food. Your teacher will give you a picture reffering a part of your special food. Then, you should work in group (having same special food) to make the right order in making that special food.

Pictures:

MAMAMIA FRIED RICE

THE HEALTHY SOUP



Activity 5. After you get the complete procedure of making that food, retell it in front of the class.

PHOTOGRAPHS



Picture 1. The researcher was helped by other researcher to handle the students' questions



Picture 2. The students worked in group of three to do the information gap activity



Picture 3. The students perform their monologue in front of the class