IMPROVING STUDENTS' INVOLVEMENT IN THE ENGLISH TEACHING-LEARNING PROCESS AT GRADE FIVE OF SDN SAMIRONO IN THE ACADEMIC YEAR OF 2010/2011 THROUGH COMMUNICATIVE ACTIVITIES

A Thesis
Presented as a Partial Fulfillment of the Requirements
to Obtain a *Sarjana Pendidikan* Degree in English Language Education



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Yogyakarta, Agustus 2011

Penulis,



Andina Wijayanti

DEDICATIONS

This thesis is lovingly dedicated to:

- My dearest father and mother

  (Pranyoto and Karmidjem)

  Thank you for your everlasting support, advice, prayer, and love.

- My beloved brothers

  (Yudhi and Anjar)

- And all who support me….

MOTTOS


DO WHAT YOU CAN DO
IF YOU PRAY,
GOD WILL DO WHAT YOU CAN'T DO
In each tear,
there's a lesson,
makes you wiser than before,
makes you stronger than you know.
In each tear,
bring you closer to your dreams.
No mistake, no heartbreak.
Can take away what you're meant to be.
(Mary J. Blige Ft. Jay Sean)
Let's dream and God will hold our dreams.
(Andrea Hirata)

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I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, August 2011

The writer,

Andina Wijayanti

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ABSTRACT

This research is aimed at improving the students' involvement in the English teaching and learning process at grade five of SD Negeri Samirono in the academic year of 2010/2011.

The research was conducted in two cycles. The steps of the research were: reconnaissance, planning, action and observation, and reflection. The data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the English teacher and the students of grade five, and holding discussions with the English teacher and among the research members. The instruments for gathering the data were a recorder, a camera, and interview guidelines. The data were in the forms of field notes, recordings, interview transcripts, and photographs. The researcher applied communicative activities to improve the students' involvement. It consists of some actions; (1) implementing various engaging activities, (2) using various media, (3) using classroom English effectively, (4) maximizing the implementation of pair work and group work, (5) giving appreciation, good respect, and reward.

The result showed that in Cycle 1, there were three actions of communicative activities that needed improvement. They were the use of unclear pictures and the implementations of role-plays and group work. Some unclear pictures made some students who sat in the back row could not see the pictures clearly. Implementing role-plays and group work were unsuccessful because some students made disruptive behaviours. The situation of the class was fairly noisy. There were some improvements in Cycle 2; (1) maximizing varied media could attract the students' attention, and (2) there was no student busy doing their own activities to make disruptive behaviour when role-plays and group work were applied. From the two cycles, the implementations of communicative activities were effective to improve the students' involvement in the English teaching and learning process. The research finding shows that communicative activities could; (1) engage the students to get involved actively to do activities in the English learning process, (2) attract the students' attention during the English lesson, (3) make the students more active and happy joining the learning activities, (4) provide the students more chances to practice their English, so their self-confidence to speak English could be improved, (5) motivate the students to compete with one another.

CHAPTER I
INTRODUCTION

A. Background to the Study

Teaching English in elementary school has been offered as one of the local content subjects in the curriculum 2006, proposed by the "Pusat Kurikulum (Curriculum Center)". Many elementary schools in Yogyakarta put English into their programs. As a local content subject in elementary schools, English can be taught from grade one up to grade six. The aims of teaching English in elementary school are to introduce English to children, and to set up them to be well prepared and more confident in learning English at their higher levels of education.

Teaching English to the students of the elementary school is considered different from that in junior and senior high schools. Considering the difference, the teacher needs to find some information about the children's characteristics and needs. The teacher also need to consider many aspects that can support and influence the teaching and learning process such as the curriculum, syllabus, materials, methods, classroom management, media, evaluation, and student-teacher interaction. To teach English to children, teachers should combine their sensitivity, knowledge, and skills. Unfortunately, many teachers teach English to children in similar ways as they teach adults without thinking about the appropriate methods, techniques, and materials. When the teachers fail in finding and employing appropriate methods, the result of the teaching and learning activity would not be satisfactory.

As the time goes by, the development in the language teaching and learning method bring us to a new approach called communicative language teaching (CLT). The most obvious characteristics of CLT is that almost everything done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays and problem-solving tasks. The teacher should not dominate the process of the language teaching and learning. It is aimed at enabling the students to communicate effectively and appropriately based on the context they are working. In the communicative activities process, the participation of both teacher as an educator and students as learner is needed. In other words, in a teaching and learning activity, teachers and learners need to interact.

SD Negeri Samirono is one of the elementary schools in Yogyakarta that has introduced English to students from grade one to grade six. The teaching learning process in this school was not good yet. The teacher only focuses her teaching on the course book and LKS, without trying to apply some interesting activities and media. Besides, she always asked the students to work individually. Therefore, the low variation in the teaching and learning process and the monotonous activities can not make the students involve themselves actively and communicatively in the class activities. The interaction and communication between the teacher and the students and or among students was low there.

After having some discussion with the English teacher, the researcher planned to do some efforts to improve students' involvement during the English teaching learning process, which are adequately communicative. With the

endorsement from the class teacher, the researcher decided to conduct an action research study involving the use of communicative activities to improve students' involvement.

B. Identification of the Problem

In identifying the problems, the researcher has done several activities, such as observing the English teaching and learning process at grade five on August 20, 2010, and having a discussion with the headmaster on August 20, 2010 and with the English teacher on August 19 and on August 20, 2010.

Based on the observation and the interviews, the English teaching learning process at Grade Five of SD Samirono faces a serious problem. The problem is related to the students' involvement. It happens as the result of the poor teaching learning process. The students in the grade five have short attention span.

A vignette describing situation in English teaching and learning process at grade five is as follows.

At grade five SD Samirono, August 20 2010, at 9:00 – 10:10 a.m

.... At 09.05 a.m. the English teacher came.... The teacher (Mrs. Febri) said "Selamat pagi anak-anak?". The students answered "Selamat pagi bu guru." Mrs. Febri began to start her lesson "OK, kemarin kita belajar apa saja?" Only two students replied "part of the body", the others students just ignored it. Then the teacher asked one of the students "Andre, ayo coba sebutkan parts of the body. Ayo semalam belajar tidak?" Andre just smiled and didn't answer. Then the teacher asked the other student. "Tiara, coba sebutkan ini apa, ini apa?" the teacher pointing. "Hidung, mulut buk!" Tiara answered. The teacher "Lhoh… Boso ingrise opo?". "Wah lali e bu." Tiara said. It spent 20 minutes to check and discuss the students' homework.

….For the next activities, first, she started to open her textbook and LKS. She asked the students to open the LKS page 22. "Ok, cah, bukak halaman rolikor." Then some students replied " Berapa mom?" One of the students said "Rolikor." The teacher said "Ya, dua puluh dua." The students opened the LKS and learned physical appearance. The teacher read the instruction and the information on the page of the LKS and then asked them to repeat it after her. The teacher said "Mouth.". Some of the students repeat their students with the wrong pronouncement "moud". After that, she drew four pictures of different sizes of people on the white board: fat, thin, tall, and short. While the teacher was drawing, the students were busy talking with their friends.

There were two students coming in front of the class and interrupting her by saying "Bu, badhe ke kamar mandi." The teacher just nodded her head. After finished drawing, the students were asked by the teacher to mention the characteristics of the pictures based on the blackboard.

… As the next activity, the teacher asked the students to do the assignments that were listed in LKS. The assignments were about matching the pictures with the statement which was provided. Dana said to his friend "Eh, irung mancung ki boso inggrise opo to?" Dilla answered" Irung ki hidung nose, mbuh nek mancung opo!". The teacher said "Pointed." While some of the students were busy doing the task, the rest of them were talking with their friend. Teacher said to Andre "Andre, kenapa kok rame dengan teman sebangku? Sudah selesai po?" Andre answered "Belum bu." The teacher said "Yowes gek dikerjakan."

. . . Twenty minutes later, two girls also interrupted for asking permission to go to toilet. "Bu, mau ke kamar mandi." The other students still did the assignments. The other students also were busy talking to their friends and walking around the class.

… Next, all of the students have done the assignments on LKS. Then the teacher discussed the assignments with the students.

… Next, the teacher asked them to learn the pictures on page 24. "Cah, bukak halaman dua puluh empat." the teacher said. The teacher then read them "big eyes, short hair, long hair, long neck, curly hair" and the students were asked to repeat her, "Ayo tirukan!" the teacher said. After reading the information, the teacher pointed the pictures on the LKS and asked the students to mention it. Only some students paid attention to the teacher and followed the teacher instruction. Some of them were talking with their friend.

… The bell rang at 9.10 a.m. The students shouted and they're so happy because there was no homework for them.

The low variation in the teaching learning process makes children get bored easily. Students lose their interest and involvement as they feel bored in doing something. The exploration of media to facilitate and to support the English teaching and learning process is still minimized. The teacher often presents uninteresting tasks. Moreover, the monotonous activities make the students can not involve themselves actively in the class activities.

Facing this fact, there is a need to apply some efforts for improving the quality of the English and teaching learning process. Improving the students' involvement in the English teaching and learning process is one of the ways for improving its quality because their involvement could determine the success of the teaching and learning process itself. The researcher needs alternative techniques to conduct the English teaching learning process and also to manage students' attention and involvement.

Improving students' involvement could not be separated from the factors related to the students' involvement itself; they are the teacher factor, the students, the materials, the media, the employed techniques, and classroom management. Considering that there are many related factors, the researcher classified the existing problems as follow:

The first factor is related to the English teacher. The English teacher truly has an important role in the success of teaching and learning. In fact, she only focuses her teaching on the course book and LKS, without trying to apply some interesting activities and media, so that, the English teaching learning process run monotonously. As a result, some students are busy with their own activities. Low

variation in the teaching learning process makes children get bored easily. The students will lose their interest and involvement when they feel bored in doing something.

The second factor is concerned with the students. The students in grade five have short attention span. They are very active, but they are active only when they are chatting with other friend, as a result the class is very noisy. The students lose their interest and involvement when they feel bored in doing something. The students at grade five show low motivation to learn. The classroom activities make them bored because they have low variation and they are not communicative.

The third factor deals with the media, materials, and supporting facilities. In fact, the exploration of media to facilitate and to support the English teaching and learning process is still minimized. The English teacher only uses the blackboard, students' worksheet (LKS), and a textbook as the media to support the teaching learning process, whereas the availability of the media, materials, and interesting activities is one of factors that can influence the students' involvement during the teaching learning process. Generally, the children like to learn in interesting and communicative activities, for example, games, and like to learn by using various media.

The fourth factor is concerned with the teaching learning process, for example, students' attention to the teacher, and the use of classroom English. While the teacher is explaining the lesson, some students are busy with their partners and doing their own activities. They seem pay less attention to the

teacher, even though the teacher has reminded them to be quiet and to do the tasks.

Based on the discussion on Monday August 20, 2010, the headmaster agreed and allowed the researcher to do the research in term of improving the students' involvement through communicative activities at grade V in SD Samirono. It is hoped that the communicative activities could stimulate natural communication between the students.

C. Limitation of the Problem

Based on the discussion among the members involved in the research, the researcher divided the problems into four prominent problems. They are the students, the teaching and learning process, the media, and the teacher. Those four problems are important problems that must be solved in order to increase the students' involvement in the teaching and learning process.

In this study, the researcher focuses on implementing communicative activities at grade five students of SD Negeri Samirono in the academic year of 2010/2011 to improve their involvement because involvement is the core of learning process. It is expected that they can be engaged to get them involved actively in the teaching and learning process.

D. The Formulation of the Problem

Based on the identification and limitation of the problem, the problem is formulated as follows: What are the effective ways of using communicative

activities to improve the students' involvement in the English teaching learning process at grade five of SDN Samirono in the academic year of 2010/2011.

E. The Objective of the Research

Based on the formulation of the problem, this research is aimed at improving students' involvement in the English teaching and learning process at grade five of SDN Samirono in the academic year of 2010/2011 through communicative activities.

F. The Significance of the Research

1. For the English teacher, this research can be one of the inputs and references about some effective ways of using communicative activities to improve the students' involvement in the English teaching learning process in their classes.
2. For the students of class VA of SD Samirono, it will be an effort to improve their involvement in the English teaching learning process in the class.
3. For the English language education department's students of Yogyakarta State University. This research is expected to be used as a reference to do an action research study, especially a study on improving students' involvement in English teaching and learning process.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Teaching and Learning in the Elementary School

a. Teaching English to Children

Teaching English to children is considered different from teaching English to adults. Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have got an activity even when they do not quite understand why or how (Cameroon, 2001:1). Therefore, teachers should employ different approaches, methods, and techniques. Considering the facts, there are some factors to consider by teachers in the teaching and learning process. First, teachers should understand characteristics of children. Second, they should consider the principles of teaching English to young learners.

b. Characteristics of Children

In terms of the way of learning, young children learn differently from adolescents and adults. Harmer (2001:38) describes the characteristics of children as follows:

1) They respond to meaning even if they do not understand individual words.
2) They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4) They have a need for individual attention and approval from the teacher.

5) They are enthusiastic learner and always want to know everything around them,
6) They learn through topics closely related to their own lives and about themselves,
7) They have a limited attention span, unless activities are extremely engaging they can easily get bored.

Meanwhile, Brewster and Ellis (2002:27) state that children are different from older learners because children:

1) have a lot of physical energy and often need to be physically active
2) have a wide range of emotional needs
3) are emotionally excitable
4) are developing conceptually and are at an early stage of their schooling
5) are still developing literacy in their first language
6) learn more slowly and forget things quickly
7) tend to be self-oriented and preoccupied with their own world
8) get bored easily
9) are excellent mimics
10) can concentrate for surprisingly long time if they are interested
11) can be easily distracted but also very enthusiastic

In the light of these characteristics above, it can be concluded that good teachers at this level need to provide rich learning experiences that encourage their students to get information from a variety of sources. They also need to work with their students individually and in groups to develop good relations. Children love to discover things and they may well be involved in interesting activities, such as puzzle-like activities, drawing things, games, or in physical movement or in songs.

c. Principles of Teaching English to Children

Teaching English as a foreign language to children is not only a matter of engaging them in language tasks. Teachers should also pay attention to children's characteristics, as they will certainly affect the teaching learning process in the

classroom. In relation to the characteristics described above, there are some prominent principles in teaching English to children. Cameroon (2001: 19-20) proposes some principles that have emerged as most important in thinking about learning English to children as follows:

1.) Children actively try to construct meaning

Children actively try to find and construct a meaning for what adults say to them and ask them to do. Teachers thus need to examine classroom activities from the child's point of view to evaluate whether they will understand what to do to make sense of new language.

2) Children need space for language growth

The teachers have to give opportunities and spaces for children to build and develop their language.

3) Language in use carries cues to meaning that may not be noticed

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning, since they cannot benefit much from formal grammar.

4) Development can be seen as internalising from social interaction

Language can grow as the child takes over control of language used initially with other children and adults.

5) Children's foreign language learning depends on what they experience

Within ZPD, the broader and richer the language experience that is provided for children, the more they are likely to learn. The activities that happen in

classrooms create a kind of 'environment' for learning and, as such, offer different kinds of opportunities for language learning.

Moreover, Scott and Ytreberg (2004: 5-6), for instance suggest eight key principles of teaching English to children. The first principle suggests children to get involved in activities that appeal to their senses. Therefore, teachers should provide a rich context, including body movement, objects, pictures, the senses, and varied activities.

Second, the teachers have to let children play with the target language. Children like to talk. They are good risk takers and experimenters (Brewster and Ellis, 2002:40). On these characteristics, teachers can motivate their pupils by involving the pupils in singing songs, making up rhymes, playing games, and telling stories.

Third, as learning first language, children take time in learning a second or foreign language. In relation to this, the teachers need to provide supports to improve their ability. According to Brewster and Ellis (2002: 40), teachers need to create a balance in their classrooms between providing support and providing a challenge.

The fourth principle is a variety. The term variety includes variety of activity, variety of pace, variety of organization, and variety of voice.

In addition, Brown (2001: 88-89) suggests the following detailed strategies to make pupils interested in, lively, and fun. They are:

1) a teacher should design activities that capture pupils' immediate interest,
2) a lesson needs a variety of activities to keep interest and attention alive.

3) A teacher needs to be *animated*, lively, and enthusiastic about the subject matter.
4) A *sense of humor* will go a long way to keep children laughing and learning.
5) Children have a lot of curiosity. So, make sure the teacher tap into that curiosity whenever possible.

Fifth, teachers need to establish class routines. In addition, Cameroon (2001:10) states that classroom routines, which happen every day, may provide opportunities for children's language development. The context and the familiarity of the event provide an opportunity for pupils to predict meaning and intention.

Sixth, it is necessary to establish cooperative learning atmosphere. Paul (2003:30) states that the most important value of cooperation is that it can promote social skills, particularly cooperative social skills. Teachers can involve a classroom organization that creates an atmosphere of involvement and togetherness.

Seventh, grammar should not be the focus of learning. Grammar is too difficult for children and is not relevant to their learning. Harmer (2001:72) states that most teachers of young learners avoid grammar teaching because experience has shown that it has little effect. Children subconsciously acquire languages with considerable ease.

The eighth principle is related to assessment. It is an essential part of teaching learning process to know each child's progress. Such assessment can provide bright description of how well children do in a foreign language. Cameroon (2001: 220) argues that assessment should fit comfortably with

children's learning experience, using assessment activities that are familiar to children from their classroom experience.

Teaching children is unique. It needs special technique to conduct the teaching learning process. Children seem to be enthusiastic and lively as learners. They want to please the teacher rather than their peer. However, they also lose their interest and motivation faster and less able to keep involved in activities when they find difficult tasks (Cameroon 2001: 1).

d. Procedures of Teaching English to Children

Children already have their own instincts, skills, and characteristics. They do not come to the language empty handed. Those three points can be used to help children in learning another language (Halliwell, 1992:3). She believes that children:

1) are already good in interpreting meaning without necessarily understanding the individual words.
2) already have great skills in using limited language directly.
3) frequently learn indirectly rather than directly.
4) take great pleasure in finding and creating fun in what they do
5) have a ready imagination.
6) take great delight in talking.

2. Students' Involvement

Students' involvement is the action or process of students' engagement physically and mentally in the learning process. That is why it becomes the core of learning process. It means that the children are active in doing some kinds of the English skill activities in the classroom. Halliwell (1992: 21) proposes two kinds of students' involvement in the English teaching and learning process. They are *mental engagement* and *actual occupation*. In order to improve the mental

activities, the children have to think by doing types of work such as games, puzzles, remembering, competing, imagining, and talking about themselves reflect the mental engagement. Meanwhile, in actual occupation children are physically doing something. The students must be actively involved in the process of interesting learning activities. It means that the focus of instructional planning should be on what happens and what they will do rather than on what the teacher will do.

In order to involve the students in the teaching and learning process, the teacher should be able to maintain the students' attention and motivation. According to Brown (2001: 88), attention span is one of the silent differences between adults and children. The Short attention span causes the children feel that the material is boring, useless, or too difficult. Then, the children are not motivated to learn.

In addition, Brewster and Ellis (2002: 28) state that children need to develop a sense of confidence and self-esteem, to have other children to share and play with, to be involved in learning where they are physically active. Besides that, they have routines that provide a sense of security and a warm and encouraging classroom atmosphere, where they feel they have opportunities to succeed in their learning and receive praise.

There are some factors that can determine the students' involvement:

a. Students and Students' Involvement

Students' involvement is the core of the teaching and learning process. Knine et al (2005: 4) states that the students on their part besides socializing with

their peers receive information and direction from their teachers, engage actively in individual and group work, take tests and quizzes, and interact with their teachers and their peers, receive help and feedback in return.

b. Teachers and Students' Involvement

Teachers have an opportunity to improve the quality of their students through education. As teachers, they have the power to create a community of learners within their own classroom everyday. Knine et al (2005: 4), states that the classroom activities in which teachers are involved in are communicating goals to their students, regulating the learning activities, monitoring the progress of the students, motivating their students to learn, engaging their students to think critically and creatively, and maintaining discipline.

Teachers must help students to develop a positive attitude by convincing them of their potential for success through a supportive comment, reinforcement, and individual help as needed. It is one way to show care of the teacher. Brewster and Ellis (2002: 40) state that to support children in learning, teachers need to create a balance in their classroom between providing support and providing a challenge. If all language work is over guided then it becomes too easy, safe, and repetitive.

According to Nunan (1989: 87), a teacher has three main roles in the communicative classroom. The first is the act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. In many activities, children depend on primarily on how the teacher manages the teaching learning activities. The teacher may act as a

consultant or advisor, meaning that she helps where necessary. The teacher may also move about the classroom in order to monitor the strength and the weakness of the learners. In addition, the teacher may wish to participate in an activity as a communicator with the learners.

Riddle (2003: 17) proposes some conclusions of good teachers as mentioned below:

1) Teachers have many different roles inside and outside the classroom
2) They need to know they subject.
3) They need to use appropriate teaching methodology.
4) They need to find out about their students; know them; respond to them.
5) They need to demonstrate various personal qualities.
6) They need to show interest in their work and their students and they must have limitless energy.
7) They need to plan lessons according to the needs of their class.
8) They need to know how to properly evaluate the success of a lesson, and evaluate their own strengths and weakness.

c. Materials and Students' Involvement

Materials also play a role in determining students' involvement. According to Nunan (1988: 144), inappropriate materials may cause learners' failure in language learning. They tend to cause the students to have low motivation and interest in learning and this can affect his learning achievement.

Matching the materials with the students' needs and interest is also important. The teacher must be flexible and willing to adapt individual needs if all students are going to be successful in the classroom. According to Nunan (1989: 48), there are six components to consider in developing learning tasks: goal, input, activities, teacher role, learner role, and setting.

In summary, in selecting the instructional materials, the teachers should consider many things such as learning objectives, level of difficulty, time available, students' skill, and students' interest.

d. Learning Process and Students' Involvement

The next component that determines students' involvement is the learning process. It is related to approaches and techniques used in the classroom activities. Anthony in Brown (2001: 14) distinguishes three hierarchical elements; they are approach, method, and technique. According to Anthony, an approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is described as an overall plan for systematic presentation of language based upon a selected approach. Techniques are described as the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well.

According to Brown (2001: 40), an approach, or rationale for language learning and teaching, includes a number of basic principles of learning and teaching on which a teacher can rely on designing and evaluating classroom lessons. It is theoretically well-informed global understanding of the process of learning and teaching. Furthermore, concerning to method, he says that we cannot teach effectively without understanding varied theoretical positions. This understanding forms a principal basis upon which we choose particular methods for teaching a foreign language. Therefore, in choosing a teaching method,

a teacher should consider the purpose of that particular teaching method. Because the teaching method used in the class should also raise the students' motivation.

From the explanation above, it can be concluded that approach, methods, or techniques used during the classroom activities give contribution to the students' involvement. Therefore, the teacher should be selective in choosing them.

e. Time Management and Student' Involvement

The time management also determines students' involvement. Brewster and Ellis (2002: 228) state that in teaching the learners of primary school age, it is very useful to train the teacher to plot realistic timings for the completion of certain activities to have effective teaching. Therefore, teachers need to become aware of their use of time during the instructional day.

In addition, Brown (2001: 153) explains the significance of time in the teaching learning process as follows:

> It's not unusual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience it is ore common that we don't complete our lessons within the planned time allotment. The latter is not a cardinal sin, for most likely it means you have given some time to students for genuine interaction and creative use of language. But timing is an element that you should build into a lesson plan: (i) if you planned lesson ends early, have some backup activity ready to insert; (ii) if your lesson isn't completed as planned, be ready to gracefully end a class on time and, on the next day, pick up where you left off.

f. Learning Environment (Place) and Student' Involvement

Learning environment brings effect on students' involvement. Brown (2001: 193) proposes some requirements of an ideal classroom as follows:

1) the classroom is neat, clean, and orderly in appearance

2) chalkboards are erased
3) chairs are appropriately arranged
4) if the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?
5) the classroom is as free from external noises as possible (machinery outside, street noise, hallway voices, etc)
6) acoustic within your classroom are at lest tolerable
7) heating or cooling system (if applicable) are operating

Related to the learning environment, teachers can manipulate two elements of the classroom environment to increase learning and improve behavior. They are physical learning environment and psychological learning environment. According to Knine et al (2005: 11), the physical learning environment consists of all those physical elements such as lighting, sound, space, and furniture that influence comfort of the place in which the students is expected to learn.

g. Facilities and Students' Involvement

Facility also contributes to students' involvement. Facilities include equipment and media used. The wide variety of teaching aids including visual aids is an important thing that teachers should be aware. Blackboards, real objects, pictures, cards, flash cards, maps, clocks, and cartoons are examples of visual aids. Vale and Feunteun (1995: 106) in Krashen (1983: 87) says that teachers can use visual aids to:

1) support understanding when the children are learning;
2) put across the meaning of vocabulary;
3) prompt and supporting reading;
4) provide a topic or visual focus to prompt speaking or writing;
5) provide a visual link between first language and English;
6) provide support and motivation for early reading and writing English;
7) provide ways around communication barriers.

Using more media increases the likelihood that a student will connect a classroom experience to an experience in the wider outside world. However, teachers should create media for the teaching learning process. The school's surrounding could be used as media. Teachers should be selective in selecting the appropriate form of instructional media used during the class.

3. Communicative Language Teaching (CLT)

a. Communicative Approaches

1) Basic Concept of Communicative Approach

An approach defines assumption, beliefs, and theories about the nature of language and language learning, and the applicability of both pedagogical settings. The communicative approach in language learning and teaching is an approach, which focuses learning on communication; it views language as a system for expressing of meanings.

According to Nunan (1989:194), the objectives of communicative language teaching will reflect the needs of the learners. 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 at making students can communicate effectively and appropriately based on the context they are working.

The communicative approach gives point of view 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 teachers of English are familiar with the traditional approaches and audiolingual method, it will be useful to see the comparison between the communicative approach and other approaches. The comparison as stated by Nunan (1988: 26-28) is presented below.

Table.The Comparison between the communicative approach and Traditional Approaches

No.	Traditional Approaches	Communicative Approach
1.	Focus on learning: Focus on the language as a structured system of grammatical pattern.	It focuses 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 systematic linear progression.	The aim is to cover, in any particular phase, only what the learner needs and 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 successes: Aim is to have students produce formally correct sentences.	Aim is to have students communicate effectively and in a manner appropriate to the context they are working.

(continued)

(continued)

No.	Traditional Approaches	Communicative Approach
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 language learning Reverses the natural language learning process by concentrating on the form of utterances rather than on the content	Resembles the natural language learning process in that the content of the utterance is emphasized rather than the form

2) Communicative Language Teaching

One of the reasons in learning a foreign language is to use the language to communicate in the real life. Many experts try to find out the appropriate methods and approach in order to be implemented in the teaching and learning a new foreign language. As the times goes by, the development in the language teaching and learning methods bring us to a new approach called communicative language teaching (CLT) which offer more complete approach, because it is not only focus on a certain skill but also in the mastery of competences (linguistics, discourse, sociolinguistics, actional, and strategic competence).

According to Larsen (2000: 120), the aim of Communicative Language Teaching is to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Moreover,

Hyme in Larsen (2000: 121) states that 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.

In addition, Harmer (2001: 84) states that Communicative Language Teaching is the name for a set of beliefs, which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. Thus, in teaching English it should not only stress on the teaching grammar and vocabulary, but it also should focus on the significance of language functions. It will train the students to use the language forms appropriately in a variety of context and for a variety of purposes.

Littlewood (1981: 6) in Nunan (1989:13) gives his point of views related to CLT. He suggests some skills that are needed to be taken into consideration as follows:

(a) The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexible in order to express his intended message.
(b) The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions, which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of communicative system.
(c) The learner must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situations. He must learn to use feedback to judge his success and if necessary, remedy by using different language.

(d) The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

a) The Concept of CLT

According to Littlewood (1981: 1), one of the characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. It means that the structure and communicative functions are combined to achieve the communicative ability. He also says that the goal of the foreign language teaching in CLT is communicative ability.

b) The Goals of CLT

According to Richards (2006: 2), communicative language teaching sets as its goal the teaching of *communicative competence*. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

c) The Characteristics of CLT

The characteristics of communicative approach as adapted from Richards and Rodgers (1986: 71) are as follows:

(1) Language is a system for the expression of meaning.
(2) The primary function of language is for interaction and communication.
(3) The structure of language reflects its functional and communicative uses.
(4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

From the explanation above, the communication approach is the most suitable approach for teaching English. It can promote the communication and interaction between teacher and students in the teaching and learning process.

Brown (2001: 43) offers six interconnected characteristics as description of CLT:

(1) The first characteristic is that classroom goals are focused on all of the components of communicative competence. The communicative competences include grammatical, discourse, functional, sociolinguistics, and strategic competence.
(2) The second characteristic is that language techniques are designed to meaningful purpose. In CLT language is taught as a means for the learner to use them in real communication and for meaningful purpose in their real life.
(3) The third characteristic is that fluency and accuracy are seen as complementary principles underlying communicative techniques. Therefore, fluency and accuracy are the important things in using language in real communication.
(4) The fourth characteristic is that students in a communicative class ultimately have to use the language productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
(5) The fifth is that students are given opportunities to focus on their own language process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
(6) The last characteristic is that the role of the teacher is as a facilitator and guide, not an all-knowing nest owner of knowledge. Therefore, students are encouraged to construct meaning through genuine linguistic interaction with others.

d) Communicative Methodology Framework

Littlewood (1981: 86) proposes the methodological framework of the communicative approach. Following Littlewood, the learning activities can fall into pre-communicative activities and communicative activities.

The methodological framework can be represented diagrammatically as follows (Littlewood, 1981: 86)

1. Pre-communicative Activities — Structural activities
   Quasi-communicative activities

2. Communicative Activities — Functional communicative activities
   Social interaction activities

Each of the ***Communicative Methodology Framework*** can be explained below.

1.1 Purposes of Pre-Communicative activities

Pre-communicative activities are for developing the students' accuracy. The communicative activities are for developing the students' fluency. The learning activities should reflect the application of the principles of communicative methodology.

1.2 Type of Pre-Communicative activities

a) Structural Activities

The structural activities emphasized the learning of the language structure (grammar and vocabulary- oral and written).

b) The Quasi – Communicative Activities

The quasi-communicative activities try to link the structure and their potential functional meaning.

1.3 Purposes of Communicative Activities

Communicative activities can give some contributions towards language learning. Communicative activities are pieces of classroom work that involves students in producing, comprehending, or interacting in the target language. Communicative activities include any activities that encourage and require a learner to speak with and listen to the others learners.

Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson (Moss & Ross-Feldman, 2003).

On the other hand, according to Littlewood (1981), these are four purposes of communicative activities, namely:

a) To provide 'whole task practice'

Learning something involves not only practice in the part skill but also practice in the total skill, so called whole-task practice. This means, in foreign language learning, that teachers provide learners with various kinds of communicative activities, organized on order to suit the ability level of the learners.

b) To improve motivation

Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this learner's objective with increasing success.

c) 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. If this so, communicative activities either inside or outside the classroom are needed in the learning process.

d) 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 positives personal relationships to develop among students and between students and the teacher.

1.4 Types of Communicative Activities

Littlewood (1981: 20) divides types of communicative activities into 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.

For example, the student may be instructed to respond to suggestions in line with his own likes and dislikes:

Prompt : Shall we go to the cinema?
Response : Oh no, I don't like going too the cinema.
(Or) The cinema? Yes, That's a good idea.

The learner's general knowledge can be used as cues:
Contradict or agree with the speaker.

Prompt : Taufik Hidayat plays football.
Response : No, she doesn't. He plays badminton.

Prompt : Jakarta is the capital of Indonesia.
Respinse : Yes, I know it is.

The principle of 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. Examples of activities that can be categorized into functional communication activities are identifying pictures, discovering identical pairs, discovering missing information, communicating patterns and pictures, and discovering differences.

b) Social Interaction Activities

The activities are closer to kinds 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. Because of the classroom limitation, simulation and role-playing are proper to the activity which creates social situations.

Here, is the example of role-playing controlled through cued dialogues given by Littlewood (1981:14):

Learner A	***Learner B***
You meet B in the street	You meet A in the street
A: Greet B	A:
B:	B: Greet A
A: Ask B where he is going.	A:
B:	B: say you are going for a walk.
A: Suggest somewhere to go together.	A:
B:	B: Reject A's suggestion. Make a different suggestion.
A: Accept B's suggestion.	A:
B:	B: Express pleasure.

1.5 The Characteristics of Communicative Activities

a) A desire to communicate

In communicative activities, there must be a reason to communicate. When someone asks a question, the person must wish to get some information or some other form of result. There must be either an 'information gap' or some other reasons to communicate.

b) A communicative purpose

When the teacher ask the students to describe their bedroom furniture to their partners; the teachers are creating an artificial 'communicative purpose' and

making the activity more artificial by asking them to do it in English. The teachers also create artificial ‘information gap’ by giving different information to pairs of the students so that they can have a reason to exchange information.

c) A focus on language content not language form

In real life, people do not ask about their friend’s family in order to practice ‘have got’ forms. People ask the question because they are interested in the information. That is to say, people are interested in the language content and not in the language forms.

d) A variety of language is used

In normal communication, people do not repeatedly use the same language forms. In fact, they usually try to avoid repetition. In many classroom activities, the teachers often try to create situations in which students will repeatedly use a limited number of language patterns.

e) No teacher intervention

When students are buying a ticket for the theater, their teacher is not usually beside them to help or correct your English. Teacher intervention in classroom communicative activities adds to the artificial.

f) No control or simplification of material

In the classroom, the teachers often use graded or simplified materials as prompts for communicative activities. These will not be available in the real world.

e. The Techniques of Communicative Approach

According to Brown (2001: 133) a communicative approach to language teaching can make some use of drilling techniques, but only in moderation. A few short, snappy drills here and there, especially at the lower levels of proficiency, can be quite useful in helping the students to established structural patterns, rhythm, and certain pronunciation elements.

According to Richards (2006: 18-19), there are some kinds of communicative activities, such as information gap, jigsaw activities, pair and group work, and other activity types in CLT, including the following:

- *Task-completion activities* (e.g. puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task).
- *Information-gathering activities* (e.g. student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information).
- *Information-transfer activities:* these require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- *Dialogue and Role plays*: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

1) Information Gap Activities

According to Richards (2006:18), an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. The following is an example of Information gap activity:

> Students practice a role play in pairs. One student is given the information she/ he needs to play the part of a clerk in the railway station information booth and his information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. they role play the interaction without looking at each other's cue cards.

In addition, according to Brown (2001:185), the two focal characteristics of information-gap techniques are: (a) their primary attention to information and not to language forms; and (b) the necessity of communicative interaction in order to reach the objective. At the beginning level, for example, each member of a small group could be given the objective of finding out from the others information related to their birthday, favorite food, etc., and filling in a little chart with the information.

2) Crossword Puzzles

The teacher can use the crosswords as soon as the children can write three-letter words. The clues can be pictures, sentences with a word missing, opposites, or definitions. Crossword can be used at any level, and are a wonderful way to bring together vocabulary from many different lessons.

3) Games

Games are one of teaching media which enable the teacher to design different types of activities. Games require the students to involve themselves

actively in playing the games so that they improve in the term of motivation, unconscious language acquisition, and learner's performance in using the language (Paul, 2003: 49). Because most games are fun and enjoyable to play, the students would learn the target language without feeling that they are forced to learn it. Guessing game, Survey game, and Simon Says game are common language classroom activities.

Games which are task-based and have a purpose beyond the production of accurate speech are the examples of the most preferable communicative activities. Such activities highlight not only the competence but also the performance of the learner. Games are generally used in the practice part, because such communicative tasks can only be handled after mastering sufficient grammar and lexical points. Through well-planned games, learners can put into practice and internalize vocabulary, grammar, and structures extensively.

4) Drills

Drills are a typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (adapted from Crookers and Chaudron (1991: 52-54) in Brown (2001: 134-135).

According to Cameroon (2001:117-118), drills are a useful way of giving all children some speaking practice when the class is too large for individual speaking, and drills can be lively and fun if the pace is kept up. Repetition drills, in which the children repeat what the teacher says, can help familiarizing a new

form, but substitution drills are the ones that offer more for grammar structuring. In a substitution drill, the learners may transform the teacher's line, for examples:

T : You want to play football.
Ss : Let's play football.
T : You want to go swimming.
Ss : Let's go swimming.

Alternatively, the teacher may use single words or pictures as prompts for pupils to produce a sentence:

T : Cinema
Ss : Let's go to the cinema.
T : Football
Ss : Let's play football.

In addition, Harmer (2001:134) states that drills with lower-level students by using a traditional use for pictures – especially flashcards – is in cue – response drills. The teacher holds one up (the cue) before nominating a student and getting a response. Then the teacher holds up another one, and nominates a different student and so on. Flashcards are particularly useful for "drilling" grammar items, for cueing different sentences, or practicing vocabulary.

Furthermore, Paulston and Bruder (1976) in Brown (2001:132) used three categories: mechanical, meaningful, and communicative in referring to structural pattern drills. Mechanical drills have only one correct response from a student, and have no implied connection with reality. The followings are the examples of repetition, meaningful, and communicative drills:

(a) Repetition drills:

T : The cat is in the hat.
Ss : The cat is in the hat.
T : The wug is on the gling.
Ss : The wug is on the gling.

(b) Meaningful drills:

T : The woman is outside. [*pointing out the window at a woman*] Where is she, Dika?
S1 : The woman is outside.
T : Right, she's outside. Dewi, where is she?
S2 : She's outside.
T : Good, Dewi, she's outside. Now, class, we are inside. Hera, where are we?
S3 : We are inside.

(c) Communicative drills:

T : Good morning, class. Last weekend I went to a restaurant and play in Malioboro Mall. Juan, what did you do last weekend?
S1 : I went to park and I play soccer.
T : Juan, "I play soccer" or "I played soccer"?
S1 : Oh… I played soccer.

5) Reading aloud

According to Thornbury (2005:65) reading aloud is the 'next step' between writing and speaking. It provides a secure framework within which student can focus on lower-level features of talk, such as pronunciation, without always having the pressure of directly thinking for the next utterance. Thus, it may be said as a form of scaffolding.

6) Dialogues and Role Plays

The students should be given sufficient time to rehearse before they are asked to perform the dialogue in the front of the class. There are some ways of casing the memory demands of dialogue practice such as giving items on the board, chunks on cards, memorization scripts, pictures, and word cues, flow-diagram conversations, disappearing dialogue and dialogue building. Meanwhile, Brown (2001:183) argues that role-play minimally involves (a) giving a role to

one or more members of a group and (b) assigning an objective or purpose that participants must accomplish.

Dialogues and role-plays can be wholly scripted or wholly improvised. However, if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given a dialogue in pairs.

7) Question-Answer

It is an activity involving prompting of students responses by means of display questions (i.e. teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response).

8) Group Work

Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Note that what we commonly call pair works is simply group works in groups of two.

According to Brown (2001:178), there are some advantages of group work for English language classroom: (1) group work generates interactive language; (2) group work offers an embracing affective climate; (3) group work promotes learner responsibility and autonomy; (4) group work is a step toward individualizing instruction.

f. Current Trends in Communicative Language Teaching

Communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals. Richards (2006: 22) proposes ten core assumptions of current communicative language teaching.

1) Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2) Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3) Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4) Communication is a holistic process that often calls upon the use of several language skills or modalities.
5) Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6) Language learning is a gradual process that involves creative use of language, and trial and error.
7) Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8) Successful language learning involves the use effective learning and communication strategies.
9) The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10) The classroom is a community where learners learn through collaboration and sharing.

B. Action Research

There are many traditional approaches to educational research that limit their usefulness for teachers who wish to improve their practice. In recent years,

teacher-researchers have adopted ‘action research’ to describe their particular approach to classroom research. Put simply, action research is “learning by doing” – a group of people identify a problem, do something to resolve it, see how successful their efforts are, and if they are not satisfied, then they need to try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. According to Ross in Burns (1999: 7), action research is a powerful form of staff development because it is start to theory rather theory to practice. Teachers are encouraged to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with deals, which cannot be attained. Moreover, Burns (1999: 30) proposes action research as the view to improve the quality of action within a social situation, involving collaboration and co-operation of research, practitioners and laymen.

Below are the characteristics of an action research, as suggested by Burns (1999: 30):

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change in improvement in practice.
3. It is participatory as it provides for collaborative investigations by terms of colleagues, practioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

Collaboration in the action research is very essential. It is potentially more empowering than action research conducted individually as it offers a strong framework for whole-school change. The problem would be solved have to

discuss with all related members. In collaboration, all related members active and contribute their knowledge and skill to the process of planning, implementation, actions, and analysis of the research. The findings will be implemented to improve both the process and products of action research.

C. Conceptual Framework

As explained in the background and identification of the problem, students' involvement is one of the most important things in the students' learning process, including the English teaching learning process. The greater the students' involvement, the greater will be the amount of students learning and personal development. In fact, in the teaching and learning process, teachers may find their students not totally involved in the teaching and learning process. Teachers find difficulties in managing and improving students' involvement in the teaching and learning process. One of the difficulties is related to students' interest to get involved in English teaching learning process.

Improving one part or more of the English teaching and learning components can carry out improvement of students' involvement in the English teaching and learning process. Students' involvement in teaching learning process will influence the quality of the teaching learning process itself. Thus, teachers need to use and develop appropriate technique in delivering the teaching materials.

In order to help students to improve their involvement in English teaching learning process, well-planned communicative activities technique will be used in

English teaching learning process. Using various interesting activities such as TPR games, sticking activities, role plays, and listening activities will maintain the students' attention and motivation and improve their involvement. Communicative activities can create an environment that supports an individual in his effort to learn. It is because the act provides opportunities for positives personal relationships to develop among students and between students and the teacher.

To improve the students' involvement in grade five of SD Samirono, the researcher and the research team, including the headmaster, English teacher, did some collaborative work. There are some steps to do the collaborative works. The first step would identify the problems in the English teaching learning process at grade V of SD Samirono. The second one would plan the feasible action to be carried out. The third one would implement the planned actions. The last step would be evaluating the result of the implemented actions.

D. Hypothesis

Considering the problem and the theories, and guided by the conceptual framework, the hypothesis of this research study is formulated as follows:

The students' involvement in the teaching and learning process will be improved if they are involved in communicative activities.

CHAPTER III
RESEARCH METHOD

This chapter highlighted the type of research, the setting of the place and time of the research, data resource, the subject, and the object of the research, data analysis, data validity, and the step of the research.

A. Research Design

This research on improving students' involvement through communicative activities at grade V of SDN Samirono Yogyakarta, is action research in nature, which focuses on the effort to improve the real condition of the English teaching process. Action research is a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Kemmis and Mc Taggart in Mc Niff, 1991: 24). As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting she might work in.

This research study implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher has invited the school headmaster, an English teacher, and the students to work collaboratively. The research was done collaboratively both in the reconnaissance steps and in the implementation. In this case, the research cooperated with the English teacher of class V.

B. The Research Setting

SDN Samirono is located in Colombo Street No. 002, Samirono, Catur Tunggal, Depok, Yogyakarta. There was only one English teacher and she has to teach twelve classes. She graduated from Sanata Darma University. There were limited media, which can be used to support the English teaching and learning process. The media were only the blackboard and a textbook.

There were 7 boys and 12 girls in class VB. The size of the class was not very big but it is clean and bright enough. There were 11 desks and 22 chairs. The equipment were an information board, a lesson schedule, a daily picket schedule, a broom, a cupboard, and a big chalkboard. This class was chosen as the subject because based on the previous observations, the students in this class experienced some problems in learning English. One of the problems was that which deals with the students' involvement.

C. Participants of the Research

The participants of the research are the researcher, the English teacher, and grade five students of SD Negeri Samirono in the academic year of 2010/2011. In order to the implementation of communicative activities successfully, the researcher should teach her teaching herself. Because of that, the researcher and the English teacher agreed that the researcher implemented the actions while the teacher observed and note the students' reaction toward the implementation.

D. The Research Data Collection and the Data Analyzed Technique

The data were analyzed in qualitative in nature. They have been obtained by doing observation to know the condition in the English teaching learning process, and conducting interviews with the English teacher and the students of grade five after implementing the actions. To do this, the researcher used a recorder, a camera. The researcher analyzed the data from the field notes of the observations, the interview transcripts, and the photographs during the research.

E. Validity and Reliability of the Data

To fulfill the validity of the research, the researcher followed five criteria proposed by Burns (1999: 161-162). They are:

1. *Democratic validity*, which is related to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinion, ideas, suggestion, critique, and comment about the implication of the actions research.
2. *Process validity*, which raises questions about the process of conducting research. The actions of this research should be believable. They must be supported by some data sources that showed the process was valid. The process in this research consisted of three cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.

3. *Outcome validity*, which is related to the notion of actions leading to outcome that are ‘successful’ within the research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research can be said to be successful if there are some improvement in the teaching-learning process.
4. *Catalytic validity*, which is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learners’ understanding of their role and the action taken as a result of these changes, or by monitoring other participants’ perception of problems in the research setting. In this research, the researcher will ask the students about their responses to the changes occurring to themselves.
5. *Dialogic validity*, which is related to the extent that parallels with the processes of collaborative enquiry or reflective dialog with “critical friends” or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

To obtain the trustworthiness of the data, the researcher used triangulations that were proposed by Burn (1999, 163) as follows:

1. Time triangulation, the data are collected at one point in time or over a period of time to get sense of what are involved in the process of the changes.

2. Space triangulation, the data are collected across different subgroups of people, to avoid the imitation of studies being conducted within one group.
3. Investigation triangulation, more than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.
4. Theoretical triangulation, the data are analyzed from more than one perspective.

F. Procedures/Steps of the Action Research

The structural steps done referred to the steps suggested by Kemmis and McTaggart (1988) in Burns (1999: 32) that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation and reflection.

1. Reconnaissance

The researcher did the reconnaissance step to find out information concerning the quality of teaching learning process. The information was obtained by doing observation during the teaching learning process and interviewing the English teacher and the fifth grade students. The data gathered were in the form of list of identified field problems.

The thematic problem in the research is how communicative activities can be used to improve the students' involvement. This problem is closely related to other problems:

1. The teaching techniques of the teacher

2. The students' involvement
3. The media
4. The teaching and learning process

Based on observation and interview in the field, the researcher and the English teacher collaboratively gave their ideas, suggestion, and opinions to formulate the problem.

2. Actions

a. Planning

In this step, the lesson plans, the materials, the media and the research instruments (interview guideline) were prepared. Lesson plans were used as scenarios of the teaching and learning process. The media were prepared well to attract students' interest and attention in the teaching learning activity.

The aim of the action was to improve the students' involvement through communicative activities. The action plans were as follows:

a. Using various activities: question and answer activities, listening activities, TPR games, information gap activities, and role-plays to maintain the students' attention and motivation and improve their involvement.
b. Using media in the teaching and learning process: pictures, flashcards, word cards, picture cards, dialogue wall, and hand puppets.
c. Maximizing the implementation of pair work and group work.
d. Giving appreciation, good respect, and rewards to the students' work.
e. Use classroom English effectively.

b. Action and Observation

After planning some action, the English teacher and the researcher implemented the actions in the teaching and learning. Some action plans have been implemented in the classroom in two cycles. Each cycle was done in four meetings, in a week every Friday from 9.05 a.m. up to 10.15 a.m. Besides implementing some action plans, the researcher and her collaborator observed the teaching and learning process.

c. Evaluation

After implementing some action plans, the researcher conducted some interviews with some students of grade V and the English teacher to get their opinions about the action had been done. Besides, the researcher made some notes through observation during the teaching and learning process. Based on the observation, field notes, and interviews, all the members involved in the research discussed the implementation of the actions by evaluating and analyzing the result of the actions. The result of the discussion is important to serve as an evaluation for the implementation of the action plans to improve the next actions.

d. Reflection

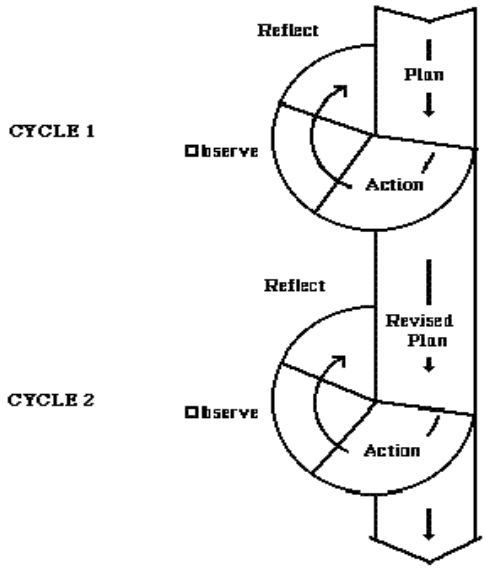
Reflection was the phase after acting and evaluating. This was the time to reflect or review everything that had been done in implementing the action. It has evaluated the process, problems, effects, and measures whether the action has been successful or not. In this reflection process, the entire members involved in the research have participated in the discussion. The indicator of the successful of the research was the improvement of the students' involvement in the teaching

learning process. The unsuccessful actions can be modified into ones that are more suitable, and for those actions, which were successful, can be applied in the next cycles and in the teaching learning processes.

CHAPTER IV
FINDING AND INTERPRETATION

The following are the steps conducted by the researcher. The first step is the reconnaissance. In this step, the researcher observed and identified the problems occured in the English teaching-learning process. The researcher focused on identifying the problem related to the students' involvement in the English teaching-learning process. Having finished identifying the problems, the researcher made the syllabus and conducted the action in two cycles. Each cycle consisted of four steps. They were planning, action, observation, and reflection.

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (Burns 2010: 8-9) is presented as follows:



Picture 1: **Steps in Action Research**

It has clearly seen that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection. These moments are the fundamental steps in a spiralling process through which participants in an action research group undertake to: 1) develop a plan of action in order to bring about improvements of the research context, 2) act to implement the plan, 3) observe the effects of critically informed action in the context in which it occurs, and 4) reflect on, evaluate, and describe these effects as the basis for further cycles of AR to improve the situation even more. The whole steps conducted in this particular study are presented below:

A. Reconnaissance

The research members did some steps (*observed*, *identified* the problems occured in the English teaching-learning process, and *had a discussion* with the research member) to formulate the problems to be solved. They can be formulated as follows:

1. Observation in the Classroom during the Teaching and Learning Process

To get the data about the problem faced in the teaching and learning process in grade five of SDN Samirono, the researcher conducted observation in the classroom during the teaching and learning process. To gain a clearer description of the real condition and situation, here is the vignette of the English teaching and learning process on Friday, August 20, 2010, at 9:05 – 10:10 a.m, before the actions were conducted:

At grade five SD Samirono, August 20 2010, at 9:00 – 10:10 a.m

.... At 09.05 a.m. the English teacher came.... The teacher (Mrs. Febri) said "Selamat pagi anak-anak?". The students answered "Selamat pagi bu guru." Mrs. Febri began to start her lesson "OK, kemarin kita belajar apa saja?" Only two students replied "part of the body", the others students just ignored it. Then the teacher asked one of the students "Andre, ayo coba sebutkan parts of the body. Ayo semalam belajar tidak?" Andre just smiled and didn't answer. Then the teacher asked the other student. "Tiara, coba sebutkan ini apa, ini apa?" the teacher pointing. "Hidung, mulut buk!" Tiara answered. The teacher "Lhoh… Boso ingrise opo?". "Wah lali e bu." Tiara said. It spent 20 minutes to check and discuss the students' homework.

….For the next activities, first, she started to open her textbook and LKS. She asked the students to open the LKS page 22. "Ok, cah, bukak halaman rolikor." Then some students replied " Berapa mom?" One of the students said "Rolikor." The teacher said "Ya, dua puluh dua." The students opened the LKS and learned physical appearance. The teacher read the instruction and the information on the page of the LKS and then asked them to repeat it after her. The teacher said "Mouth.". Some of the students repeat their students with the wrong pronouncement "moud". After that, she drew four pictures of different sizes of people on the white board: fat, thin, tall, and short. While the teacher was drawing, the students were busy talking with their friends.

There were two students coming in front of the class and interrupting her by saying "Bu, badhe ke kamar mandi." The teacher just nodded her head. After finished drawing, the students were asked by the teacher to mention the characteristics of the pictures based on the blackboard.

… As the next activity, the teacher asked the students to do the assignments that were listed in LKS. The assignments were about matching the pictures with the statement which was provided. Dana said to his friend "Eh, irung mancung ki boso inggrise opo to?" Dilla answered" Irung ki hidung nose, mbuh nek mancung opo!". The teacher said "Pointed." While some of the students were busy doing the task, the rest of them were talking with their friend. Teacher said to Andre "Andre, kenapa kok rame dengan teman sebangku? Sudah selesai po?" Andre answered "Belum bu." The teacher said "Yowes gek dikerjakan."

. . . Twenty minutes later, two girls also interrupted for asking permission to go to toilet. "Bu, mau ke kamar mandi." The other students still did the assignments. The other students also were busy talking to their friends and walking around the class.

… Next, all of the students have done the assignments on LKS. Then the teacher discussed the assignments with the students.

… Next, the teacher asked them to learn the pictures on page 24. "Cah, bukak halaman dua puluh empat." the teacher said. The teacher then read them "big eyes, short hair, long hair, long neck, curly hair" and the students were asked to repeat her, "Ayo tirukan!" the teacher said. After reading the information, the teacher pointed the pictures on the LKS and asked the students to mention it. Only some students paid attention to the teacher and followed the teacher instruction. Some of them were talking with their friend.

… The bell rang at 9.10 a.m. The students shouted and they're so happy because there was no homework for them.

Vignette 1. The Situation of the Teaching and Learning Process at the Grade Five

Based on the observation and the interviews, the English teaching learning process in Grade Five of SDN Samirono has faced many problems related to students' involvement. It happened as the result of the poor teaching learning process. The students in the grade five had short attention span. The low variation in the teaching learning process made children get bored easily. Students seemed lost their interest and involvement when they felt bored in doing something. The exploration of media to facilitate and to support the English teaching and learning process was still minimized. The teacher rarely used media. Even she only used media that were available in the class such as a blackboard. The teacher often presented uninteresting tasks. Moreover, the monotonous activities made the students could not involve themselves actively in the class activities.

Facing this fact, there is a need to apply some efforts for improving the students' involvement in the English teaching learning process. Improving the students' involvement is one of the ways for improving the quality of teaching and learning process because their involvement could determine the success of the teaching and learning process itself. The researcher needs alternative techniques to conduct the English teaching learning process and also to manage students' attention and involvement.

2. Identification of the Field Problems

In this action research, the researcher worked collaboratively with the other research members; they were the English teacher, the classroom teacher, the headmaster, and the fifth grade students. Based on the class observation, field notes, and interviews with the English teacher and the students of SD Negeri

Samirono on August 20, 2010, many problems could be identified. There were 21 problems in the teaching and learning process in Grade Five of SD Samirono. Those problems were presented as follows.

Table 1. The Field Problems of the English Teaching and Learning Process in the Grade V, SDN Samirono

No.	Problems	Codes
1.	The students showed low motivation to learn and to speak English.	S
2.	The students showed low curiosity of learning English.	S
3.	The students thought English as a difficult subject.	S
4.	The students had low intelligence to follow the lesson quickly.	S
5.	The students paid less attention to the teacher's explanation.	S
6.	The teaching and learning activity was monotonous.	P
7.	The students had low self-confidence to speak English.	S
8.	The students lost their attention easily.	S
9.	The students found difficulties in pronouncing English words.	S
10.	The students had less chance to practice their English.	S
11.	The media were not maximally used.	Med
12.	The focus of the teaching and learning process was on a supplementary book.	Med
13.	The class was not well managed.	LE
14.	The students got bored easily in joining the English lesson.	S
15.	The teacher did not use the classroom English maximally in the teaching and learning process.	T
16.	The noisy classroom situation was not conducive for conducting the teaching and learning process.	LE
17.	The teacher used the monotonous and not interesting teaching technique.	T
18.	The teacher did not show any appreciation to the students' work.	T
19.	The students liked to interrupt the teacher to go to the toilet during the English class.	S
20.	The students were not actively involved in the teaching learning process.	S
21.	The materials were not interesting.	Mat
22.	The students were busy with their own activities when the teacher was explaining.	S

S : Students
T : Teacher
P : Process
LE : Learning Environment
Med : Media
Mat : Material

3. Weighing of the Identified Field Problems Based on the Level of Urgency

After the field problems were identified, the next step was weighing the field problem. The researcher weighed the problems by holding discussions with the English teacher. They selected the identified field problems based on the level of urgency, namely, urgent and less urgent. The urgent problems were those which should be overcome soon, and the less urgent problems were those which do not need to be overcome soon.

Table 2. The Urgent Problems of the English Teaching and Learning Process in Grade V, SDN Samirono

No.	Problems	Codes
1.	The students seemed pay less attention to the teacher's explanation.	S
2.	The teaching and learning activity was monotonous.	P
3.	The students had low self-confidence to speak English.	S
4.	The students had less chance to practice their English.	S
5.	The media were not maximally used.	Med
6.	The students got bored easily in joining the English lesson.	S
7.	The teacher did not use the classroom English maximally in the teaching and learning process.	T
8.	The teacher did not show any appreciation to the students' work.	T
9.	The students liked to interrupt the teacher to go to the toilet during the English class.	S
10.	The students were not actively involved in the teaching learning process.	S
11.	The students were busy with their own activities when the teacher was explaining.	S

S : Students
T : Teacher
P : Process
LE : Learning Environment
Med : Media
Mat : Material

Table 3. The Less Urgent Problems of the English Teaching and Learning Process in Grade V, SDN Samirono

No.	Problems	Codes
1.	The students showed low motivation to learn and to speak English.	S
2.	The students showed low curiosity of learning English.	S
3.	The students thought English as a difficult subject.	S

(continued)

(continued)

No	Problems	Codes
4.	The students had low intelligence to follow the lesson quickly.	S
5.	The students lost their attention easily.	S
6.	The students found difficulties in pronouncing English words.	S
7.	The focus of the teaching and learning process was on a supplementary book.	Med
8.	The class was not well managed.	LE
9.	The noisy classroom situation was not conducive for conducting the teaching and learning process.	LE
10.	The teacher used the monotonous and not interesting teaching technique.	T
11.	The materials were not interesting.	Mat

S : Students
T : Teacher
P : Process
LE : Learning Environment
Med : Media
Mat : Material

4. Selection of the Identified Field Problems Based on the Feasibility

Having finished selecting the most urgent problems, the researcher and research members held discussion to weight the urgent problem based on the feasibility. The feasibility problems to be solved were determined by considering time and the ability of the researcher to conduct the research. The result of the discussion concerning selection of the identified field problems based on the feasibility can be seen in the following table:

Table 4. Selected Problems Based on the Feasibility to be Solved

No.	Problems	Codes
1.	The teaching and learning activity was monotonous.	P
2.	The students were not involved actively in the teaching learning process	S
3.	The media were not maximally used.	Med
4.	The teacher did not use the classroom English maximally in the teaching and learning process.	T
5.	The students had less chance to practice their English.	S
6.	The teacher did not show any appreciation to the students' work.	T

S : Students
T : Teacher
P : Process
LE : Learning Environment
Med : Media
Mat : Material

5. Prerequisite Analysis

The researcher formulated a prerequisite analysis based on the solvable problems as listed in table 4. This stage was aimed at finding the natural cause-effect and the relationship between these problems. There were some steps to formulate a prerequisite analysis. Firstly, the researcher arranged the problems in such order that each problem naturally had a cause-effect relationship with the other problems. Then, she asked for opinions and arguments from the other team members. The prerequisite analysis can be seen in Table 5 below:

Table 5. Prerequisite Analysis

No.	Problems
1.	The teaching and learning activity was monotonous. ▪ The students got bored easily in following the English lesson. ▪ The students liked to interrupt the teacher to go to the toilet during the teaching and learning was going on.
2.	The students were not actively involved in the teaching learning process ▪ The students were busy with their friends and did their own activities when the teacher was explaining.
3.	The media were not maximally used. ▪ The students lacked of vocabularies. ▪ The students seemed pay less attention to the teacher's explanation.
4.	The teacher did not use the classroom English maximally in the teaching and learning process.
5.	The students had less chance to practice their English. ▪ The students had low self-confidence to speak English.
6.	The teacher did not show any appreciation to the students' work. ▪ The students had low self-confidence to speak English.

The above table was the result of the prerequisite analysis that can be explained as follows:

The students were one of the important components of the teaching and learning process. Ironically, the students at grade five of SDN Samirono had low

involvement in the English teaching and learning process. The implementation of the monotonous teaching and learning activities made the students were bored easily when following the English lesson. Consequently, they liked to interrupt the teacher to go to the toilet during the teaching and learning was going on. Besides, they were busy with their friends and did their own activities when the teacher was explaining. It made them did not involve actively in the teaching and learning process.

Meanwhile, the teacher should make the students involved actively in the teaching and learning process. It could be showed by using the appropriate materials, media, and interesting activities that encourage them to be communicative students. By encouraging them to be communicative students, it could engage them to get involved actively in the teaching and learning process.

The teacher, as a facilitator and a model, had to use classroom English effectively. It would encourage and make the students get familiar with English. It is because of the teacher always uses Indonesian and Javanese language that she uses English rarely during the teaching and learning process. The students would find difficulties to pronounce and speak their English since they were not familiar with English words and sentences. Moreover, the students had less chance to practice their English and had low self-confidence to speak English.

In addition, the teacher should show appreciation and good respect to the students' work. It is a good way to arouse the students' mutual acceptance and trust to the teacher, and to improve the students' self-confidence.

6. Determining the Actions to Overcome the Selected Field Problems

Having arranged the prerequisite analysis, then the researcher and the English teacher formulated some actions to overcome the problems. Having agreed, then they consulted the actions with the other research members. The action proposed by the researcher was called *communicative activities*. The *communicative activities* aimed at improving the students' involvement. As a result, the students would participate actively in the English class activities. They consisted of six plans as follows:

1. Implementing various activities including games to maintain the students' attention and motivation and improve their involvement.
2. Using various media in the teaching and learning process.
3. Using the classroom English effectively.
4. Maximizing pair work and group work.
5. Giving appreciation and good respect to motivate the students to get involved in the teaching and learning process.

The actions conducted can be seen in the following table:

Table 6. The Actions Conducted to Overcome the Selected Field Problems

No.	Problems	Causes and effects	Actions
1.	The teaching and learning activity was monotonous.	▪ The students liked to interrupt the teacher to go to the toilet during the teaching and learning was going on. ▪ The students got bored easily in following the English lesson.	1. Implementing various activities including games to maintain the students' attention and motivation and improve their involvement.

(continued)

(continued)

No.	Problems	Causes and effects	Actions
2.	The media were not maximally used.	▪ The students lacked of vocabularies. ▪ The students seemed pay less attention to the teacher's explanation.	2. Using various media in the teaching and learning process.
3.	The students were not involved actively in the teaching learning process.	▪ The students were busy with their friends and did own activities when the teacher was explaining.	3. Maximizing pair work and group work.
4.	The students had less chance to practice their English	▪ The students had low self-confidence to speak English.	4. Using the classroom English effectively. ▪ Using English for asking for a permission could make the students afraid to go to the toilet when the teaching-learning process was going on.
5.	The teacher did not use the classroom English maximally in the teaching and learning process.		5. Using the classroom English effectively. ▪ Using English for asking for a permission could make the students afraid to go to the toilet when the teaching-learning process was going on.
6.	The teacher did not show any appreciation to the students' work.	▪ The students had low self-confidence and low motivation.	6. Giving appreciation and good respect to motivate the students to get involved in the teaching and learning. ▪ The students were motivated to learn English and it made them happy and try to like English.

B. Report of Cycle 1

1. Planning of Cycle 1

As mentioned before, the main problem was on the students' involvement. The students were not involved actively in the English teaching and learning process. The students got bored easily when joining the English lesson; they liked to interrupt the teacher to go to the bathroom during the class; they were busy with their friends and did their own activities when the teacher was explaining the lesson. The problems might be caused by the following conditions:

a. The teaching and learning activity was monotonous.
b. The media were not maximally used.
c. The students were not involved actively in the teaching learning process.
d. The students had less chance to practice their English
e. The teacher did not use the classroom English maximally in the teaching and learning process.
f. The teacher did not show any appreciation to the students' work.

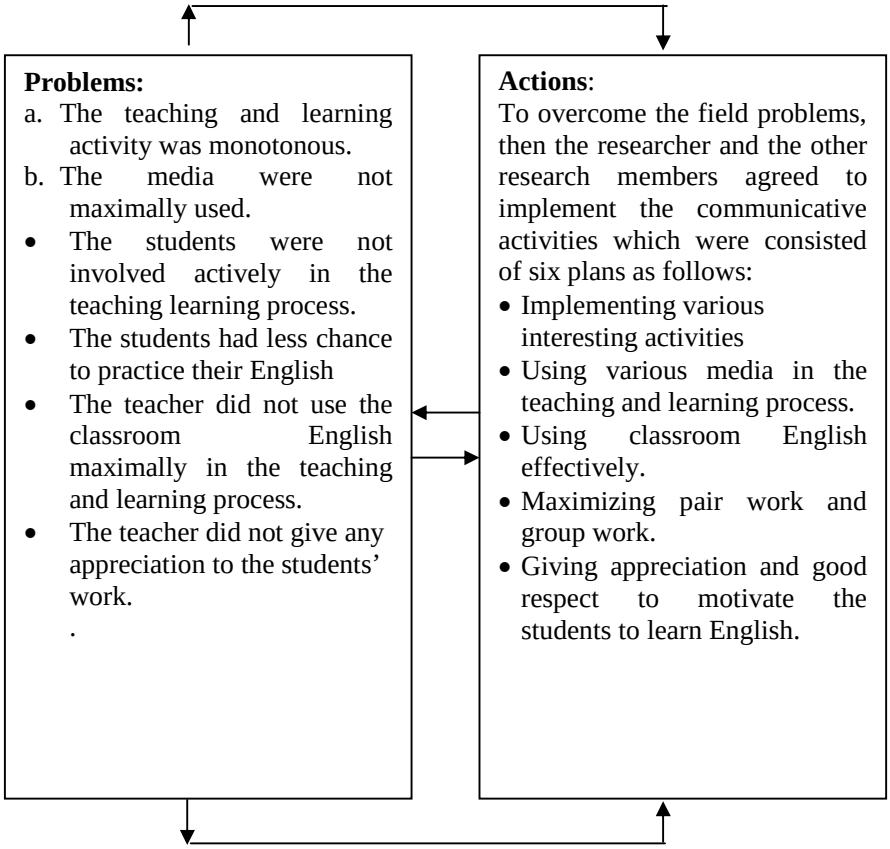
Based on the six problems above, in order to improve the students' involvement, then, the researcher and the other research members agreed to conduct some plans and actions as follows:

1) Implementing various activities to maintain the students' attention and motivation and improve their involvement were very important in attracting and keeping the students' attention and motivation to learn English. Those activities such as question and answer activities (for

warming up activities), information gap, drilling technique, game, and role-plays.

2) The availability of media or supporting learning aids in the English teaching learning process would be very useful in attracting and keeping the students' attention and motivation. Besides, it can be used to help the students to learn English since children liked to learn in active ways. Using media maximally in the teaching and learning process was aimed at improving the students' involvement.
3) To make the students get familiar with the English words and sentences, the classroom English should be used effectively.
4) There were many ways in facilitating the students to practice their English. One of the ways was maximizing the implementation of pair work and group work. From this way, the students were expected to be able to improve their interaction and socialization. This way also gave more opportunities for the students to speak and practice their English in the real communication, and actively involved in the classroom activities.
5) Giving appreciation and good respect to motivate the students was also important. It is one way to motivate the students to learn English.

To give a clearer description, here is a diagram consisted of the problems to be solved and the actions to overcome the problems:



2. Action and Observation in Cycle I

The actions were carried out four times, on November 5, 19, 26 and December 3, 2010. The theme was "food and drink", and the topic of the first cycle was the kinds of food and drink. The Language focuses were expressions of asking for help related to the food and drink, expression of asking a thing related to food and drink, and polite behaviour expression related to the food and drink. The action focused on using classroom English, implementing various activities

and media, maximizing pair work and group work, and giving appreciation and good respect to motivate the students to learn English. The researcher and the English Teacher agreed that the researcher acted as a teacher while the action was implemented and the English Teacher acted as a controller. The English teacher noted the students' reaction during the implementation. In the teaching and learning process, the English Teacher acted as ET and the researcher acted as R. The data during cycle I were collected by using classroom observation, semi structure interview, and photograph.

The result of the actions and observations in cycle 1 could be described as follows:

a. Implementing Various Activities

To maintain the students' attention and motivation and to improve their involvement in the teaching and learning process, the researcher as the teacher used some activities as follows:

1) Question and Answer Activities

At the beginning of the lesson, R (the researcher) used this activity to attract the students' attention and to motivate them to involve in the teaching and learning process. Therefore, this activity was used as one of the ways to attract their attention and involvement in the teaching and learning process.

In warming up, the researcher introduced the topic to the students by using question and answer activities. The students seemed enthusiastic when the researcher asked them some simple questions, although they have not been

familiar with the English words yet, sometimes they asked the researcher to repeat and translate the language into Indonesian. They tried to answer the questions in English; even they had to ask their friend or the researcher about the English words. It was shown in the field note on November 5, 2010.

R	:	Today, tema kita adalah macam-macam makanan dan minuman.
SS	:	Yes, Miss.
R	:	Ayo mention kind of foods and drinks?
SS	:	Opo wi miss? Gak ngerti??
SS	:	*What is that mean?*
R	:	Sebutkan macam-macam makanan dan minuman.
Ss	:	Wah banyak banget lho Miss. Es teh, cokelat, kue, roti, ice cream, …
Ss	:	*iced tea, chocolate, cake, bread, ice cream, …*
R	:	Our topic is ask for help related to food and drink.
Ss	:	Apa Miss maksudnya? (students did not understand the meaning of the teacher's speak).
R	:	Topik kita hari ini adalah menawarkan bantuan yang berhubungan dengan makanan dan minuman.
Ss	:	Oo… Oke Miss.
R	:	Do you know, how to express the expression of ask for help related to the food and drink?
SS	:	No, apa miss, gak ngerti?
SS	:	*What is that mean?*
R	:	Tahukah kalian, bagaimana cara mengungkapkan ekspresi menawarkan bantuan yang berhubungan dengan makanan dan minuman?
Ss	:	hehe… gak tau je Miss. Gimana Miss carane mengungkapkan?
R	:	Oke, now pay attention, please. Perhatikan, Miss mau memperagakan dialog percakapan antara dua tokoh. Dua tokoh itu adalah Micky and Dora. Miss mau menunjukannya pake boneka tangan. Gimana, setuju kan kalian? Do you agree?
Ss	:	Asyik- asyik… Agree Miss.

After questioning and answering, the researcher showed them hand puppets display to practise the conversation about expression of ask for help related to food and drink. The researcher asked them to pay full attention to the dialogue between both Micky and Dora. However, the students seemed very happy to join the teaching and learning process.

2) Information Gap Activities

R and ET agreed to use these activities to stimulate the students to get involved in the process of teaching and learning and to give opportunities to them to speak English. In this activity, the students were encouraged to interact with their friends and to speak up to bridge the information between one another.

Before playing the information gap activity, R explained the rule of this activity. The students paid attention to the teacher's explanations. At the end of the information gap activity, the students were asked to perform and report the information they had gotten from their friends in front of the class. R allowed the students to rewrite all the information they had gotten in the whiteboard. When reporting the information, they were very happy and enthusiastic joining the activity although they made so many mispronunciation mistakes.

The quotation below is taken from the interview with the students.

R	: "Dhana, gimana pelajaran Bahasa Inggris tadi? Mbosenin gak? *: "Dhana, how about the last English lesson? Did it made you bored?*
S1	: "Gak kok miss. Asyik. *: "No, it didn't. It was fun.*
R	: "Asyiknya yang mana?" *: "Which one that made fun?"*
S1	: "Tadi itu lhoh, Miss… Waktu kita disuruh bertanya pada teman yang di samping kiri dan kanan, trus kita disuruh tukaran tempat duduk.. Ntar kaya gitu terus ya Miss… *: "The last activity, Miss… when we were asked by our friends that sat in our left and right side. Then we were asked to change our sat position. I want this activity on the next meeting.*

(interview 22)

The other quotations were taken from the discussion between the researcher (R) and the English teacher (ET).

R:	*Apakah memang agak sulit buk kegiatan information gap tadi buk?* Was it dificult ma'am when I conducting the information gap?
ET:	*Iya mbak, bagi siswa, saya rasa agak sulit mbak, soalnya kan kayak gitu tu mengingat, memorize, ya kan mbak. Tapi menurut saya itu bagus kok.* Yes, it was for the students. Because it was memorizing, wasn't it? But, I think that was good enough for them.
R:	*Trus menurut ibuk, tadi penggunaan flashcardnya gimana?* In your opinion, how about the used of flashcards?
ET:	*Yaa...sudah baik.* It was good.
R:	*Sekiranya tadi sudah membuat siswa lebih enak belajar dan memahami pelajaran belum ya bu?* Has it maked the students enjoy and fun in the lesson ?
G:	*Sudah mbak. Tadi gambar serta tanda di flashcard ya sudah cukup lah.* It has maked them enjoy and fun. And the pictures and signs in the flashcards has been clear.
	(interview 24, November 26, 2010)

3) Games

To maintain the students' involvement, the researcher implemented some activities such as games. It was hoped that the students could be more active in the class activities in order that they would not get bored easily. In cycle 1, the researcher conducted a "Simon Says Game". Before starting the game, the researcher divided the students into 5 groups. Each group consisted of three or four students. Next, she told them the rules of the game. She used English then translated them into Indonesian, so the students could understand what they had to do. After that, she distributed picture cards to each group. Each group received 16 pictures from her. Therefore, the member of each group had to bring four picture

cards. When the researcher was asking to the entire group to show some pictures, each member of the group had to be ready to show the picture that researcher want. If there were groups that show wrong pictures, their score would be reduced. The highest score would be the winner, and the winner would get some prizes from the researcher. The students loved the game. It also could make them laugh. It was indicated from the interview below:

R : "Apa yang kamu suka dari pelajaran hari ini?"
"What did you like from our lesson today, Dandi and Putri?"
S1 : "Pas game tadi loh, Miss."
"When we did the game, Miss."
R : " Oh, Simon Says?"
"Oh, the Simon Says Game, wasn't it?
S2 : "Iya, Miss. Bener."
"Yes, that's right."
R : "Kenapa kok seneng?
"Why did you like it?
S1 : " Pelajarane menyenangkan."
"It was very fun lesson."
S2 : "Miss, tadi lucu banget pas grup D sering salah nunjukin gambar. …(ketawa)…
"Miss, it was a funny thing when the group D often showed a wrong picture. (laugh)…

(*taken from the interview November 19, 2010, at 10.30 a.m. in the break time)*

(interview 15)

4) Role-Plays

Role-play was used as one of the ways to improve the students' speaking skill. Role-plays were kind of physical learning activities that could attract the students' attention and interest and bring pleasure element to the students to get involved in the class activities. Role-plays could be used to encourage general oral

fluency, or to train students for specific situation. In this case, role-plays required the students to interact each other to speak English.

In this class activity, the researcher (R) conducted role-plays that require two students (in pairs) to perform a conversation. For example, Student A acted as a waitress in a restaurant, whereas Student B acted as a buyer. Student B wants to have a drink. Below is an example of conversation in role-plays:

A : **Can I have a glass of milk, please?**
B : **Sure. Here you are.**
A : **Thanks.**

The students seemed very happy when doing role-plays because they have a chance to speak English although in the beginning of this activity they were shy and afraid to speak English. Fortunately, in the long run, they were accustomed to do the role-plays, so they can reduce their shy and afraid. It was indicated from the following interview with the students:

R	: "Adik-adik seneng nggak permainan role-play tadi? *"Did you like the role-plays?*
S1	: "Yang mana yo Miss?" *"Which one did you mean?*
R	: "Itu loh yang kalian dua orang maju, trus praktek bikin percakapan." *"The activity which is done in pairs, and then you made a conversation.*
S2	: "Seneng. *"I liked it.*
S3	: "Bisa latian ngomong Miss." *"It made me speak up, Miss.*
S1	: "Tambah brani Miss." *"It made us be brave, Miss.*
S2	: "Kadang-kadang takut salah ngomong je." *"Sometimes, I feel afraid to speak up.*
R	: "Iya kalian masih perlu banyak belajar loh ya? Soalnya tadi kalian masih keliru-keliru gitu ngucapin kata-katanya. *"Yes, you still need to learn more, because you still made many mistakes to pronounce some vocabularies.*
S1	: "Angel je Miss." *"It was difficult, Miss.*
R	: "Gak papa. Yang penting kalian punya keberanian buwat ngomong di depan kelas."

"Never mind. The importand thing was you have braveness to speak up in front of the class."
(taken from the interview 25, on December 3, 2010, at 10.20 a.m)

b. Using Various Media in the Teaching and Learning Process.

Using media in the teaching and learning processes could draw the students' attention and interest. Being interested with the media, the students would involve actively in the teaching and learning process. To maintain their attention, the researcher used some media.

1) Using Hand Puppets

Hand puppets were dolls that could be manipulated by inserting a hand into the dolls, and moving the arms, hands, and sometimes facial features using just the puppets master's fingers. By using hand puppets, the students could learn social interactions and languages. In Cycle I, the researcher showed to the students about the conversation of some expressions, e.g. expression of asking a thing related to the food and drink. The students were very entertained with the puppet shows and they did not get bored easily. There was a conversation with the ET in the break time:

ET :"Wah boleh juga ternyata pakek boneka ya mbak. Muride podo ketok seneng juga tok praktekin pake boneka."
"It's a good idea when you use the hand puppets, Miss. The students seemed happy when you showed them a puppet show."
R : *"Iya bu. Mereka terlihat sangat antusias.*
"Yes, ma'am. They looked so enthusiastic.
ET :"Kalo pakek boneka, mereka cenderung paham mbak maksude percakapane mau, ya kan?"
"If you used the puppets, they tend to be understood with the expression of the conversation, wasn't it?
R :"Iya bener buk. Semoga saja."
"Yes, it was. I hope so.
(*taken from the interview 19, on November 19, 2010, at 10.30 a.m. in the break time)*

Another quotation was taken from the interview between the researcher (R) and the students (S1, S2, S3) in the break time:

R:	*Fero, Ifah,... gimana dek tadi kalian seneng nggak pake boneka?*
	Fero, Ifah,... How about the last lesson , did you like using the puppets?
S1:	*Seneng.*
	Yes, we did.
S2:	*Emm...lumayan.*
	Emm...Pretty good.
R:	*Kenapa?*
	Why?
S2:	*Tambah jelas.*
	It made us more clear.
S1:	*Menarik.*
	It was exciting.
R:	*Suara miss tadi cukup keras kan?*
	Was my voice clear enough for them?
S2:	*Iya.*
	Yes.

(*interview 14)*

2) Using Pictures

Pictures were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the pictures were presented in the warming up and modelling. The students were shown the pictures of kinds of food and drink to introduce them to the theme that was going to be presented. In this case, the students could centre their attention to the teaching and learning process.

Besides, the pictures helped the students to guess the meaning of new vocabularies by themselves, so the researcher did not need to translate the vocabulary in Indonesian. For example, there was a simple sentence "Can I have a cake, please?". Sometimes the students forgot the meaning of "cake". Therefore,

the researcher as the teacher told them to have a look at the picture. By seeing the pictures, the students did not need long explanations to know the pictures meant.

There was an interview with the students in the break time:

R:	*Hei Rizky. Materi bahasa Inggrisnya tadi suka ga?* Hi,,, Rizky. How about the last lesson, did you like it?
S:	*Suka.* I liked the lesson.
R:	*Trus tadi pakek gambar-gambar yang cukup besar tadi Rizky seneng nggak?* Then, did you like when using big enough pictures?
S:	*Iya, seneng.* Yes, I like.
R:	*Kenapa?* Why?
S:	*Bagus, lebih jelas.* That was good, more clear.
R:	*Selain itu?* Anything else?
S:	*Tambah semangat. Bisa cepet hafal bendanya.* It gave me more enthusiasm. It could memorize quickly.
R:	*Sudah cukup besar dan jelas kan sekarang gambarnya?* Were the pictures big enough for you?
S:	*Iya mbak, daripada yang kemarin.* Yes, miss. It is bigger than yesterday.
R:	*Oke, sip. Makasih ya dek.* Okay, good. Thanks a lot.
S:	*Iya.* Yes

(Interview 13)

3) Using Picture Cards

Picture cards were used as one of the media to attract students' attention and interest. The picture cards were in 5x5 centimeters with a colourful picture in each card. In this case, the picture cards were used to support the implementation of Simon Says Game. There was a discussion between the English teacher (ET) and the researcher (R) in the break time:

R : "Buk, gimana menurut ibu penggunaan picture cards tadi sudah efektif belum?
"Ma'am, what's your opinion about the using of picture cards? Was it effective?
ET : "Ya…saya kira ya sudah lah mbak. Gambar juga sudah jelas dan colourful. Cukup menarik perhatian siswa juga tadi dalam penggunannya di Game Simon Says.
"I think it has been effective. The pictures also have already clear and colourful. It has attracted students' attention when it conducted in Simon Says game."
(Interview 19)

Another quotation was taken from the interview between the researcher (R) and the students (Ss) in the break time:

R : "Hai…adik-adik, minta waktunya bentar yah,,, Miss mau tanya-tanya bentar ajah nih…"
"Hi, students. Can I take your time for a few minutes? I just want to ask you for a little while."
Ss : "Oke, Miss."
"Okey, Miss."
R : "Sip deh. Oh iya, tadi gimana seneng gak pelajarannya kalo pake kartu bergambar?"
"All right. By the way, what about our last lesson, did you happy if I used the picture cards?
Ss : "Wah seneng, Miss."
"Yes, we did.
R : "Nah, dimulai dari Indri dulu ya, alesanmu kenapa kuk seneng pke kartu bergambar?"
"Ok, start from Indri first; what was your reason, why did you like when I used the picture cards?"
S1 : "Menarik ajah, Miss."
"It was interesting."
R : "Trus kamu Lutfi, kenapa kamu seneng?
"And you Lutfi, Why did you like it?
S2 : "Asyik aja Miss. Apalagi pas game Simon."
"It was passionate. Even when in the Simon game."
R : "Oke. Trus kamu Devi, kenapa kamu suka pake kartu bergambar?"
"Okey, then you Devi. Why did you like it?
S3 : "Tambah menarik."
"It was more interesting."
R : "Trus gambarnya cukup jelas kan?"
"And..What about the picture? Was it clear enough?
Ss : "Ya."
"Yes, it was."
R : "Oke, makasih ya adik-adik."
"Okey, thanks students.
Ss *: "Sama-sama."*
"You're welcome."
(*taken from the interview 16, on November 19, 2010, at 10.30 a.m. in the break time)*

4) Using Text Walls

Text wall was used to enable the researcher to help the students develop their pronunciation and gain confidence in speaking. The text wall contained the dialogues used in the form of short functional dialogues. In this case, the researcher used a text wall in big size in order to make the students look clearly.

R:	*Lutfi, trus tadi seneng nggak pas pake Text wall?*
R:	Lutfi, did you like when I was using text wall in the last lesson?
S1:	*Yang mana to miss?*
S1:	Which one was that?
R:	*Tu loh yang dialog pake kertas besar, tak tempelin di papan tulis?*
R:	It was the dialogue used big paper, I sticked it on the blackboard.
S1:	*Oh seneng. Soale bisa buat mbantu nek lupa meh ngomong opo.*
S1:	Ohh,,that was. I was happy. Because it could help me when I forget if I want to say something.
R:	*Oke makasih ...*
R:	Okey, thanks. *(Interview 9)*

5) Using Flashcards

The students' attention and involvement was also supported by the media such as flashcards to help them in understanding and comprehending the lesson and also it engaged them in the teaching and learning process. Flashcards is a set of cards bearing information, as words, numbers, or pictures, used in classroom drills. Flashcards could bear vocabulary, language focus, formulas or any subject matter that could be learned. Flashcards were widely used as a learning drll to aid memorization by way of spaced repetition.

Having finished drilling the students, the researcher distributed some flashcards to them to practice the dialogues. Then, she asked them to walk around

the class to practice the dialogues based on the clue from the flashcard. Besides, the flashcards were also used when the students were conducting role-plays.

R:	*Trus tadi role-plays, kamu menikmati kegiatannya nggak?* When role-plays, did you enjoy it?
S:	*Iya mbak.* Yes, miss.
R:	*Kenapa?* Why?
S:	*Yaa...bisa tau carane minta makanan.* Emmm...I could know the way to say to order a meal.
R:	*Haha iya dek, lebih tepatnya di restoran. Tadi bingung gak carane merespon ekspresinya?* Haha, yes, you are right student, more exact is in restaurant. Were you confused when responding the expression?
S:	*Enggak kok miss.* No, I was not.
R:	*Bagus dong. Lagian kan sudah ada tandanya to di flashcardnya.* Good. Moreover it has been the sign in flashcards.
S:	*Ho'oh miss.* Exactly, miss. *(Interview 13)*

d. Using Classroom English Effectively

….. The teacher (Mrs. Febri) said "Selamat pagi anak-anak?". The students answered "Selamat pagi bu guru." Mrs. Febri began to start her lesson "OK, kemarin kita belajar apa saja?" Only two students replied "part of the body", the others students just ignored it. Then the teacher asked one of the students "Andre, ayo coba sebutkan parts of the body. Ayo semalam belajar tidak?" Andre just smiled and didn't answer. Then the teacher asked the other student. "Tiara, coba sebutkan ini apa, ini apa?" the teacher pointing. "Hidung, mulut buk!" Tiara answered. The teacher "Lhoh… Boso inggrise opo?". "Wah lupa e bu." Tiara said.

Based on the description of the vignette of the English teaching and learning process above before the actions were conducted, it can be seen that the students and the English teacher mostly used Indonesian and Javanese during the English class. These moments always happen from time to time so there was no significant improvement in the teaching and learning processes. It can be seen from the interview as follows:

R	: "Gimana buk kelas Bahasa Inggrisnya? Lancarkah?"
R	*: "How about your English class? Did it run well?"*
ET	: "Yah seperti yang mbak lihat tadi…"
ET	*: "Yeah,,,It was the same like as what you have seen."*
R	: "Ibu, berarti jarang ya pakai Bahasa Inggris misalkan memberi instruksi pada anak, dan pas greeting juga?
R	*: "It means that you rarely used English language for example when you give some* instruction to the students, and when you greet the students?"
ET	: "Iya e mbak, memang jarang. Lha piye yo mbak, bocah-bocah nek tak jak omong bahasa Inggris ki do ra mudeng je. Yo sik pinter yo cepet nyaut tapi nek sing ora pinter njuk gur do plonga-plongo e mbak."
ET	*: "Yes, that's right. Well, the students would be not understood if I used English. Anyway, it would be no problem for the smart students, but for the not smart students they were just dazed and didn't understand what I meant*.
R	: "Jadi kalok siswa pengen pamit ke belakang pun belum pernah dilatih dengan bahasa Inggris ya buk?"
R	*: "So, if the students would permit to go to the toilet, they have never taught* with English yet, ma'am?"
ET	: "Yo belum pernah sih mbak."
ET	*: "Yes, they have never taught with English yet."*

The researcher then suggested that there should be a change and improvement in the English teaching learning process. It was very important for the teacher to familiarize the students with English words and sentences; and how to utter and pronounce them correctly. Therefore, the researcher and the English teacher agreed to use the classroom English effectively.

The researcher as the teacher used classroom English to familiarize the students with English. For example, at the beginning of the lesson, she used "*Good morning students?*", "*How are you today?*", "*Are you ready to study?*". Then she also gave some expression how to respond that expressions by using "*Good morning, Mom.*", *I'm fine thank you*". At the end of the lesson, I used leave taking expression such as "Bye-bye", "See you later", "See you again on Friday", and "Thank you, don't forget to do your homework". Most of the students could

respond to those expressions well and correctly, but some of them did not respond her greeting enthusiastically.

Concerning the use of English for giving instructions, most of the students could not understand the instructions given by the researcher. Some examples of English instructions such as: "*Close the door, please"*, *"Raise your hand"*, *"Please submit your work"*, *"Ok, time is up"*, *"Back to your seat"*, *"We'll have to stop now"*, *"Is it clear?"*. When they did not understand the instructions, they just looked at the researcher's eyes without doing anything. Even they said "Apa Miss nggak ngerti artinya?". To help them understand the instructions, she used some techniques, such as repeating the expression in several times and using gestures. By using these techniques, she could make them understand the instructions easily. It was indicated in the interviews with the students on November 5, 2010, in the break time, as follows.

R	*: "Hallo, adik-adik, namanya siapa?*
	"Hello, students, what's your name?"
S1	*: "Putri".*
	"Putri".
S2	*: "Sigit".*
	"Sigit".
S3	*: "Dana".*
	"Dana".
R	*: "Tadi seneng nggak pelajarannya?"*
	"Did you enjoy the lesson?"
S1	*: "Seneng Miss. Tapi tadi susah nggak tau ngomong apa."*
	"We enjoyed it. But it was difficult, I didn't know what you were talking about."
S2	*: "Iya, angel je Miss. Belum pernah diajarin kayak gitu."*
	"Yes, it was difficult, Miss. We have never learned it before."
S3	*: "Harus dikasih petunjuk dulu miss".*
	"It has to be given a clue first."
S2	*: "Iya Miss, baru mudeng."*
	"That's right Miss. It has just understood.

In order to check the students' work, the researcher used some expression such as "*Yes, it is correct*" when she found the students did the tasks correctly; however, when she found mistakes in the students' work, the researcher said "*Is it correct*?".

e. Maximizing Pair Work and Group Work.

R	: "Adik-adik pernah nggak kerja kelompok gitu? Diskusi apa gitu."
R	: "Have you ever held group work? Like some discussion.
Ss	: "Iya, pernah."
Ss	: "Yes, we have.
S1	: "Dulu tapi Miss."
S1	: "It was at the formerly.
S2	: "Jarang."
S2	: "rarely."

(Taken from the interview with the students on August 20, 2010, at 10.26 a.m. in the break time when the researcher holding observation)

From this interview above, it could be said that the teacher rarely used group work. Whereas, as stated by Brown (2001: 177-179), group work brings a number of advantages for the English language classroom as follows:

- Group work generates interactive language.
- Group work offers an embracing affective climate.
- Group work promotes learners responsibility and autonomy.
- Group work is step toward individualizing instruction.

Then the researcher discussed with the English teacher. Having discussed, they agreed to use pair work and group work as a communicative technique in teaching English. It was hoped that the students would have more opportunities to communicate and interact with their friends. Besides, it was also give them more chances to practice their English. Therefore, the students were able to use English in the real communication.

In the first meeting, the researcher and ET implemented the pair work. The students had to work together with their pair friends to do role-plays. Firstly, the students perform conversations with their pair friends. After that, they came in front of the class to perform the conversation in role-plays activities.

In the second meeting, R and ET implemented the group work. Here, the students had to play a game namely "Simon Says". Before starting the game, the researcher divided the students into groups. Each group consisted of four students. Then, she told them the rules of the game. She used English and then translated them into Indonesian so the students could understand what they had to do. Then R gave them pictures card to each group. Each group received 16 pictures from R. Therefore, the member of group had to bring four pictures card. When the R asked to the entire group to show some pictures, each member of the group had to be ready to show the picture that R wanted. If there were groups that show wrong pictures, their score would be reduced. Therefore, in this case, each member of the group really needed solidarity between them.

Unfortunately, there was a group that got worst scores. Then the researcher interviewed the member of the group in the break time.

R	: "Dik, kenapa tadi kok kelompokmu dapet skor paling rendah?
R	: "Why did your group got the worse score?"
S1	: "Iya je Miss. Gak kompak."
S1	: "Yes, miss. It was not compact.
R	: "Kok bisa gak kompak, kenapa?"
R	: "Why you were not compact with your friends. How come?
S2	: "Ratau sak kelompok karo Ifah & Novi kui je Miss."
S2	: "I've never in a group with them (Ifah & Novi)."
R	: "Jadi itu berpengaruh yo menurut kalian?"
R	: "So, in your opinion, did it give influence?
Ss	: "Ya."
Ss	: "Yes, it was."

(Taken from the interview with the students on *November 19, 2010, at 10.26 a.m. in the break time)*

From the interview, it can be concluded that the result of the group work was not successful. Some problems became the obstacles in the group work implementation, such as students' perception about gender, the students' gangs, and students' intelligence level. There was a need to manage the students and time management so the implementation of group work in the next actions could run well.

f. Giving Appreciation and Good Respect to motivate the students

The researcher gave appreciation and good respect to them. It was hoped that it made them confident and secure in joining the teaching and learning. Some examples of appreciations were in the form of using some motivating expressions, such as "*That's great*"; "*Well done"* ; "*You can do it well*" ; "*Right*" ; "Good", etc. students were very motivated and they repeated after her and smile nicely.

Besides, the researcher and the ET gave points to those who participate actively in the class (such as performing role-plays, doing the games, and answering the questions). Besides, when doing Simon Says game, the researcher also promised to give reward for the winner group in the next meeting. All the students were very enthusiastic when following the game. They tried to do the best for their group, and they wanted to be a winner and get the prize. It was indicated from the interview as follows:

R : “Seneng nggak jadi the winner?
R : “Were you happy to be the winner?”
Ss : “Seneng.”
Ss : “Yes, we were.”
R : “Alesan kalian apa?”
R : “What’s your reason?”
Ss : “Kan dapat hadiah.”
Ss : “We will get the prize.”
R : “Iya. Tunggu hadiah dari Miss ya.”
R : “Yes. Be wait the prize from me.”
(Interview 18, on November 19, 2010, at 10.26 a.m. in the break time)

3. Reflections of Cycle 1

After implementing the actions, the researcher and the English teacher did some reflections. They analyzed the data from observations in the teaching and learning process, and interview transcripts (the students’ and the English teacher’s opinion), and the comments from each of research member to evaluate the action conducted. The following were the results of the reflection:

a. Question and answer activities were very effective to attract the students’ attention and to motivate them to involve in the teaching and learning process. The researcher used this activity to introduce the topic to the students.
b. An information gap activity was effective to motivate the students to get involved in the process of teaching and learning and to give opportunities to them to speak English. In this activity, the students were stimulated to interact with their friends and to speak up to bridge the information between one another. Through this activity they can learn about how to

express polite behavior expression related to food and drink. e.g. (*I'm thirsty. Do you mind if I have the milk and iced tea, now?).*

c. The use of various interesting activities including games was effective to motivate the students to get involved and actively participate in the teaching and learning process. The implementation of "Simon Says" game was successful enough to maintain the students' motivation to get involved in the teaching and learning process. The students tend to be so enthusiastic and loved this game.

d. The implementation of Role-plays was not successful enough to attract the students' attention because some students that have not had an opportunity to perform in front of the class yet were busy doing their own activities to make disruptive behaviours. It made the condition of the class was not conducive. Nevertheless, this activity could stimulate students to interact each other to speak English.

e. Using various media to support the English teaching and learning process (hand puppets, pictures, picture cards, text dialogue) were successful to attract, keep and maintain the students' attention and motivation to learn English. Therefore, the students more involved actively in the teaching learning process. Moreover, the use of pictures could be used to ease the students to learn new vocabularies without detail explanation. The pictures helped the students to guess the meaning of new vocabularies by themselves, so the teacher did not need to translate the vocabulary in Indonesian. In addition, hand puppets were something new for them.

Therefore, the students were very enthusiastic to pay attention to the hand puppet show.

f. Using a drilling technique has proven to be effective to make the students pronounce English words correctly and memorize the vocabularies effectively. Although this activity was quite new for them, they found that this activity was fun. They could imitate how to pronounce the words correctly.

g. The use of classroom English was effective to familiarize the students with English. Although at the first time the students found many difficulties in responding the researcher's instructions and questions, eventually they tended to be active in responding to the teacher's instructions and questions. However, the students found difficulties in pronouncing the expressions.

h. The implementation of pair work and group work were successful to motivate the students to get involved and actively participate in the teaching and learning process. The students seemed enthusiastic because they could work with their friends during the group work activity. They could ask their friends when they got difficulties.

i. Giving appreciation and good respect to the students' work was effective to arouse the students' mutual acceptance and trust to the teacher, and to improve the students' self-confidence and motivation to learn English during the teaching and learning process.

The weaknesses found in cycle 1 were as follows:

a. There were some unclear pictures. Therefore, some students who sat in the back row could not see the pictures clearly. They tended to make some noises when the teacher was explaining the kind of foods and drinks. It happened in the first meeting, the pictures of kind of foods and drinks were not big and clear enough.
b. Role-plays did not run smoothly. Some students who have not had an opportunity to perform it in front of the class yet were busy doing their own activities to make disruptive behaviours. They tended to have a chat each other, and some boys annoyed the girls. It made the condition of the class was not conducive. Some students did not pay full attention to the other students' performance of role-plays.
c. Group work has not run well yet. Some problems became the obstacles in the group work implementation, such as some students made disruptive behaviours, for example: some boys annoyed the girls. In the long run, the situation of the class was fairly noisy. There was a need to improve ways of managing the students and time, so the implementation of group work in the next actions could run well.

C. Report of Cycle 2

1. Planning of Cycle 2

The result of the reflection at the end of the cycle 1 provided the basis for planning Cycle 2. It was decided that Cycle 2 still focused on the same technique as those in Cycle 1 with some improvement. The action plans for Cycle 2 were as follows:

a. Applying Various Activities

The implementation of this plan was aimed at making them involved actively and communicatively in the teaching and learning process.

In the previous cycle, the researcher used various activities, such as question and answer activities, information gaps, drilling techniques, and role-plays. In Cycle 2, she still applied these activities. Comparing to the previous cycle, in this cycle, she added more varied games (*Survey Game, Miming and Guessing Game*, and *Do It Game*). Besides, in the previous cycle, the implementation of role-plays have not run smoothly yet. Therefore, in Cycle 2, the researcher gave a trick to overcome the obstacle by asking all the students to give scores to their friends who were performing the role-plays in front of the class. Through this way, they would not be busy doing their own activities to make disruptive behaviours. Therefore, all the students could pay full attention to the students who were performing the conversation in the role-plays.

b. Using various media to support the materials to be better delivered

The availability of media in the class activity would be very useful to attract the students' attention when the materials was being delivered to them and

to get them involved actively during English teaching learning process. The media that were used in this cycle were big printed pictures, picture cards, real objects, and flashcards. Pictures were made clearer than in the previous cycle, so that the students would be more interested in it.

c. Using Classroom English Effectively

In this cycle, the researcher as the teacher would use classroom English more effectively than in Cycle 1 to make the students more familiar with classroom English. In this cycle, the use of Classroom English would be a more regular.

d. Maximizing the Implementation of Pair Work and Group Work

e. By implementing pair work and group work, the students were expected to be able to improve their interaction and socialization. This way also gave more opportunities for the students to speak and practice their English in the real communication, and actively involved in the classroom activities.

Meeting	Pair Work	Group Work
1st	Crossword puzzle.	Survey Game
2nd	----------	Simon Says Game, Miming and Guessing Game.
3rd	Performing the role-plays in front of the class.	Each member of the group will make four sentences orally in front of the class by using some words clue given by the teacher.
4th	Information gap.	Do It Game

f. Giving Appreciation, Good Respect, and Reward.

This implementation was aimed at improving the students' self-confidence and motivation to learn English during the teaching and learning process.

In the previous cycle, the researcher only gave appreciation and good respect. In this cycle, she also gave rewards to give them motivation to learn actively during the teaching and learning process. The forms of rewards were points. The points would be calculated at the end of the actions research. They would compete with their friend to collect the points as many as possible. The five big top score students would get prizes from the researcher.

2. Action and Observation in Cycle 2

Based on some plans above, the researcher and the English teacher did cycle 2. Cycle 2 was conducted on January 7, 14, 21, and 28, 2011. The themes in cycle 2 were 'Professions', 'Transportation', and 'Things in the Classroom'. The Language focuses were asking for and giving information about one's professions and the workplaces, asking for and giving information about one's transportation to be used, and responding simple instructions by doing action.

The result of the actions and observations in cycle 2 can be described as follows:

a. Implementing Various Activities

1) Question and Answer Activities

In this cycle, she used question and answer activities in most activities during the teaching and learning and learning process. These activities were aimed at motivating the students to get involved in the teaching and learning process. In the warming up, the researcher introduced the theme and language focus to the

students by using question and answer activities. The students seemed enthusiastic when the researcher asked them some simple questions related to the theme and language focus.

During the observation, it was found that question and answer activities were effective to make students involved in the teaching and learning process. It also built good interaction between the teacher and the students. Besides, it motivated students to speak English. Although, the researcher sometimes mixed up English with Indonesian to make the students got better understanding. It can be seen from the field note below:

> …...…..The researcher asked to the students, "Okey students, do you know what is profession?". It seemed that the students didn't know the meaning of her question. Then, she explained the meaning of her question with Indonesian "Ayo, tahukah kalian apakah itu profesi?". The students answer her question simultaneously 'pekerjaan'. She agreed with their answer. "And, mention kind of professions?" the researcher asked. The students answered in Indonesian and English "Doctor, teacher, nurse, petani, polisi, pilot". She said "Okey, you all are smart students, siswa-siswa yang cerdas." Berarti semua tahu ya maksudnya profesi itu apa.". "Then, I want to ask to one of the students, where is Dana?" Dana "Yes, mam.". "What is your father and mother?" Dana said "Apa miss?". She asked "Apa pekerjaan ayah dan ibumu?". "Oh, ayahku polisi, ibuku pegawe bank." Dana answered. Jadi, kamu harusnya jawabnya juga pakai bahasa Inggris "My father is a policeman, and my mother is a teacher. Okey student, please repeat my sentence. So, the students repeated the sentence of expression "My father is a policeman, and my mother is a teacher."
>
> *(Field note 8)*

2) Information Gap Activity

R and ET agreed to use this activity to stimulate the students to get involved actively in the process of teaching and learning. In this cycle, they conducted this activity in the third meeting.

When doing this activity, the students who sat on the right side was given some instructions from the researcher in form of flashcard. Then, they had to deliver the instructions by whispering to their friends who sat on the left side. The students who sat on the left side had to say piercingly the instructions, and then they should respond the instructions by doing verbal actions correctly. *(Field note 11)*

During the observation, it was revealed that the students seemed very happy joining the information gaps because they have a chance to speak. We could see from the interview between the researcher and the students below.

R	*Kholiq, kamu suka nggak dengan kegiatan information gap ini? Sulit nggak?* Kholiq, were you happy joining this activity? Was it difficult?
S:	*Seneng. Seru miss. Lumayan susah.* *Happy. It was diverting.it was pretty fair difficult.*
R:	*Kenapa?* Why?
S:	*Ya soalnya banyak je...njuk lupa miss.* Because it was so many things to be ordered...It made me forget some words.
R:	*Ada berapa point yang kamu lakukan keliru?* How many points have you done the mistakes?
S:	*Satu. Pas tepuk tangan* One. While claping the hands.
R:	*Bahasa inggrisnya tepuk tangan apa hayo?* What is tepuk tangan in English?
S:	*Duhh..hand-hand gitu ya miss?* ,,, hand-hand,,something's like that?
R:	*Clap.....* Clap.....
S:	*Oh..Clap your hand ya miss.* Oh.. Clap your hand, isn't it?
R:	*Ya.* Yes.

(interview 52)

3) Games

In this cycle, the researcher and the English teacher agreed to give more varied games than in Cycle 2. It was hoped that the students could be more active

in the class activities in order that they would not get bored easily. Those games were Simon Says, Survey Game, Miming and Guessing Game, and Do It Game. In the first meeting of this cycle, they conducted Survey Game. This game was aimed at stimulating the students to interact with their friends. Besides, it also gave them chances to practice their English.

> ……In this game, the students had to find 5 friends as they liked to be interviewed related to their parents' name, job, and workplace. The researcher and the English teacher guided and gave them feedbacks in doing this interview. After finishing interviewed, they report their survey by writing on the table available in their worksheet, then one by one, the students reported the result of the survey in front of the class.
>
> *(Field note 8)*

The students looked very happy and enthusiastic doing this game. Here, they had to pretend as surveyors. They had to interview their friends about their parents' job. It was indicated from the interview below:

R:	*Oke Rahma, tadi pas Survey game, adek seneng pa nggak?* Okey Dina, when Survey Game, were you happy?
S:	*Seneng.* Happy.
R:	*Kenapa?* Why?
S:	*Bisa jalan keliling di dalam kelas tanya-tanya ke temen.* I could walk around in the class, and ask to my friends.
R:	*Tentang apa?* About what?
S:	*Tentang pekerjaannya orang tuanya teman-teman saya.* About their parents' job.
R:	*Tadi 5 teman sapa saja namanya yang kamu tanyain?* Could you mention your friends' name?
S:	*Sari, Wati, Sanny, Ita, Indri.* Sari, Wati, Sanny, Ita, Indri.

(interview 31)

When the Survey Game was conducted, the researcher and the English teacher also contributed as a guide. They guided and gave feedback when the students were being surveyors. They founded that some students still used Javanese, Indonesian, and English when interviewing with their friends.

In the second meeting of this cycle, the researcher conducted 'Miming and Guessing Game' and 'Simon Says Game'. The 'Miming and Guessing Game' was effective to motivate students to get involved in the teaching and learning process and to make them speak up. Whereas, 'Simon Says Game' was used to help the students to memorize the vocabularies quickly. It was supported from this interview between the researcher and the English teacher below:

R:	*Kalau game Simon Says tadi gimana menurut ibu?* Anyway, how about the last game 'Simon Says game' ma'am?
ET:	*Menurut saya itu bagus terutama untuk memacu siswa berpikir, menghafal, serta mengingat benda-benda, sama melatih kekompakan dengan anggota kelompok.* In my opinion, it was good especially to motivate them to think, memorize, and recall some vocabularies. And also to train their cooperation with among the member of the group.
R:	*Bagaimana menurut ibuk mengenai pelaksanaan Survey Game kemarin?* *How about your opinion, the implemention of Survey Game?*
ET	*Saya rasa bagus. Tapi kemarin ada beberapa siswa gitu mbak, masih mencampurkan bahasa Jawa, Indonesia, dan Inggris ketika mereka wawancara dengan temannya.* I think it was good, but yesterday, there were some students still used Javanese, Indonesian, and English when interviewing with their friends.
R:	*Emmm...ya. Kalau pas game Miming and Guessing tadi gimana menurut ibu?* Emmm... yeah. How about the 'Miming and Guessing game'?
ET:	*Itu juga menurut saya cukup bagus lah mbak,,,* It was also good enough, miss.
R:	*Kenapa menurut ibuk bagus?* Why you think that it was good?
ET:	*Untuk ketua kelompok sendiri tu bisa melatih kekreativitasan serta imajinasi si dia nya sendiri untuk menyampaikan sebuah pesan yang ada di gambar tadi untuk bisa ditebak anggotanya meski dengan bahasa tubuh dia. Untuk anggotanya, bisa melatih tanggap*

	dan rangsang imajinasi mereka untuk tangkas menebak nama pekerjaan yang dimaksud. For the leader of the group, it could train his/ her creativity and imagination to deliver a sign and message in the picture by miming in order to be guessed correctly by the member of the group. For the member of the group, it could train responding and stimulating of the imagination to correctly guess the name of profession and workplace.
R:	*Iya buk. Oke buk, makasih ya atas kesediaan waktunya untuk wawancara ini ya buk.* Yes, ma'am. Okey ma'am thanks for the ready time to have an interview. *(interview 44)*

R:	*Tadi game simon says suka gak?* Were you happy joining the Simon Says game?
S:	*Seneng...* I was happy.
R:	*Senengnya kenapa?* Why were you happy?
S:	*Asyik wae miss. Suruh cepet-cepetan nunjukin gambar.* It was diverting. Racing to show the pictures.
R:	*Adu kecepatan dan ketangkasan ya?* Racing and adroitness, wasn't it?
S:	*Iya, seneng pokokmen.* Yes. I was happy, actually.
R:	*Tadi grupmu kompak nggak?* Were your group compact?
S:	*Pasti lah miss.* Of course.
R:	*Juara berapa tadi?* What is the rank?
S:	*Dua sih miss. Besok kayak gitu lagi ya miss. Besok grupku kudu nomer satu!!* Two, miss. I hope it will be conducted again next time, miss. Next time, my group should be the number one!! *(interview 39)*

In the fourth meeting of this cycle, the researcher conducted 'Do It game'.

The next activity was 'Do it game'. The researcher started to explain the rule of the game. She asked the students to make group consisted of 4 students. Then, each group had to have a leader. The leader will go forward in front of the class to take a cue card from the researcher. After taking the cue card, the leader will say loudly the instruction to the member of his/her group. The member had to respond the instructions by doing verbal actions. While doing this game, the students seemed enthusiastic, and each group raced against to show best performance. Best performance was gotten by the group that have leader was named Kandi Cahya Putri. *(field note 11)*

R:	*Wah seneng ya jadi group pemenang?* Wow, were you happy being the winner group?
S:	*Seneng dong miss.* Of course, I was happy.
R:	*Kenapa kamu suka sama game ini?* Why did you like this game?
S:	*Gampang dan menyenangkan.* It was easy and fun.
	(interview 53)

4) Role Plays

In this cycle, the researcher and the English teacher agreed to remain using these activities. These activities could stimulate students to interact each other to speak English. In the previous cycle, the implementation of role-plays was not quite successful to attract the students' attention. It was because of some students that have not had an opportunity to perform in front of the class yet were busy doing their own activities to make disruptive behaviours. Consequently, the condition of the class was not conducive.

However, there should be a difference between the role-plays in the previous cycle with this cycle. Therefore, in Cycle 2, the researcher gave a trick to overcome the obstacle by asking the students who have not had an opportunity to perform role-plays in front of the class yet to give scores to their friends who were performing role plays in front of the class. Through this way, they would not be busy doing their own activities to make disruptive behaviours. It was hoped that all the students could pay full attention to the students who were performing conversation in the role-plays.

R:	*Bagaimana menurut ibu tentang segala bentuk kegiatan proses belajar mengajar barusan?* How about the lesson for today?
G:	*Menurut saya cukup bagus, bisa meningkatkan keterlibatan siswa untuk aktif ke dalam proses belajar mengajar.* In my opinion, it was good enough, it could get them involved actively in the teaching and learning process.
R:	*Menurut ibuk, bagaimana role-plays untuk hari ini?* In your opinion, how about the role-plays for today?
G:	*Menurut ibuk, role-plays nya tadi bisa lah memacu siswa untuk menangkap & memahami language focusnya mbak. Dan saya setuju dengan ide mbak kalau saat siswa yang maju role plays trus siswa yang lainnya memberi nilai atas penampilan siswa yang sedang role plays tersebut, jadi nggak ada yang namanya istilah siswa lain malah pada sibuk rame sendiri.* In my opinion, the role-plays could attract the students to comprehend the language focus, miss. And I agree with your idea that while the students were performing conversation in role-plays, the other students who have not had an opportunities to perform role-plays yet in front of the class were given a task to give scores the students who were performing the role-plays. So, there was no distruptive behaviors, and they were not busy with their own activities.
R:	*Oh ya,,, makasih atas pujiannya. Itu semua atas ide dosen pembimbing saya buk.* Oh I see,,, thanks for the recommendation. In this case, its idea was came from my guide-lecturer.
	(interview 48)

b. Using Various Media

1) Using Pictures

Pictures were used to attract the students' attention to get involved actively during English teaching learning process. The use of pictures were in almost all activities in this cycle. The pictures were in the form of A4. It was used for explaining the all the materials in each meeting of this cycle, e.g. the pictures of professions and workplace, transportation, etc. Besides, the pictures helped the students to guess the meaning of new vocabularies in Indonesian by themselves. For example, there were two simple sentences: "He is a carpenter. He makes

chairs". First, they were confused the meaning of "carpenter". Then they asked to the researcher. She told them to have a look at the picture. Then, they could guess, 'carpenter' was 'tukang kayu'. By using pictures, it was not only attract the students' attention to get involved in the teaching and learning process but also it was not needed long explanations to explain the meaning of the pictures.

R:	*Tadi menurut adek, gimana gambar yang miss gunakan buat menerangkan?* How about the pictures that I used to explain to you?
S:	*Bagus.* That was good.
R:	*Sudah colourfulkan?* Has it been colourful?
S:	*Oh sudah.* Oh, yes. It was colourful.
R:	*Seneng gak belajar Profession pake gambar?* Are you happy to learn professions by using big pictures like that?
S:	*Oh seneng dong.* Of course I was happy.
R:	*Kenapa?* Why?
S:	*Lebih jelas, seru juga.* It was clearer and fun.
R:	*Jadi lebih paham pakai gambar to?* So, it could make you more understand with it?
S:	*Iya. Cepet apal.* Yes. I could memorize them qiuckly.

(interview 28)

It was also revealed from the interview between the researcher and the English teacher below.

R	*Bagaimana buk tentang gambar-gambar profession nya tadi?* How was about the big printed pictures of profession?
ET	*Sudah cukup besar dan menjangkau semua siswa sampai belakang. Gambarnya juga sudah penuh warna. Dengan adanya gambar, siswa lebih jelas dan paham betul tentang masing-masing profesi.* It has been big enough dan it could reach to all the students who sat on back rowa. It was colourful. The available of big printed pictures could make the students really understand in each profession.

(interview 38)

2) Using Picture Cards

Picture cards were used as one of the media to attract students' attention and interest to get involved actively during English teaching learning process. The picture cards were in 5x7 centimeters with a colourful picture in each card. In this cycle, the picture cards were used to support the implementation of Simon Says and Miming and Guessing Game. Based on the observation and interview, it could be concluded that the students loved them; they did not get bored easily.

The interview transcript below describes the situation:

R:	*Putri, tadi gimana menurutmu pas Miming and Guessing game?* Putri, what did you think about the Miming and Guessing game?
S:	*asyik miss.* It was a fun game.
R:	*Oh asyik.... asyiknya kenapa Put?* Oh it was fun... why was it fun?
S:	*Ya seru miss tebak-tebakan,,,, lucu tenan.* Yes, it was fun when guessing,,it was very funny thing.
R:	*Kalian semangat nggak?* Were you enthusiastic?
S:	*Iya miss.* Yes.
R:	*Tadi gimana kartu bergambarnya yang buwat Miming and Guessing game?* How about the picture cards for playing Miming and Guessing game? Was it good?
S:	*Bagus.Jelas. Berwarna.* Good. Noticeable. Colourful

(interview 43)

R:	*Menurut ibu, apakah sudah cukup bagus penggunaan media picture cards tadi?* What did you think about the use of picture cards? It was good?
ET:	*Saya rasa sudah, ya sudah cukup jelas dan colourful. Cukup menarik perhatian siswa, sehingga mereka dapat berpartisipasi dengan aktif dalam mengikuti permainan Simon Says dan Guessing Game* . I think it was good. It has been cleared look and colourful. It could attract the students' attention, so they could get involved actively in the Simon Says and Miming and Guessing Game.

(interview 44)

3) Using Flashcards

Media such as flashcards could help the students in understanding and comprehending the lesson. It also could attract and maintain their attention to get involved in the teaching and learning process. Flashcards is a set of cards bearing information, as words, numbers, or pictures, used in classroom drills. Flashcards could bear vocabularies, language focuses, formulas or any subject matter that could be learned.

In this cycle, flashcards were used for showing and practising the expression of some language focuses, supporting the cue cards to play 'Do It game', and performing conversation when the role-plays were conducted. The students were so happy to use this media; they did not get bored easily. They also were motivated to do all the activities which were using flashcards. It was indicated from the interview below:

R:	*Lia, tadi role play nya susah? Yang dialog berdua pake flash card itu.* Was the role-plays difficult? The activity which students in pairs go forward in front of the class using flashcards.
S:	*Mudah kok miss.* It was easy.
R:	*Alesannya?* What was the reason?
S:	*Ya mudah.* Yeah,,,just easy.
R:	*Kalau flashcardnya sendiri gimana?* How about the flashcard itself?
S:	*Bagus kok.* It was good.
R:	*Sudah warna-warni?* Has it been colourful?

S:	*Yes.* Ya.
R:	*Trus, kenapa kamu sendiri suka dengan game Do It?* Then, why did you enjoy with the Do It game?
S:	*Bagus. Seneng. Seru gitu...* Good. I were happy. It was diverting.
R:	*Seru?*
S:	*Ya, lebih menarik aja. Suka yang banyak ketawa.* It was more interesting. I liked funny thing.

(interview 46)

R:	*Penggunaan flashcard untuk maen role-plays tadi gimana buk?* What did you think about the use of flashcards to support the implementation of role-plays?
ET:	*Flashcardnya, saya rasa ya sudah bagus, colourful, dan jelas. Cukup menarik perhatian siswa.* The flashcards, I think it was good, collourful, and noticeable. It could attract the students' attention.

(interview 48)

c. Using Classroom English effectively

In this cycle, the researcher used classroom English more frequently than in Cycle 1 to make the students more familiar with classroom English. In Cycle 2, the use of Classroom English would be more often.

To start the lesson, the researcher greeted the students by using expressions such as "*Good morning, class*", "*How are you today?*". The students could respond correctly and enthusiastically by answering: "Good morning, teacher."; "I'm fine, thank you". After that, she used expression "*Who's absent today?*" to check the students' attendance list. Then, she also used expression "*Do you have homework?*" to ask the students' homework. She used expression "*One more time, please.*" to ask them to repeat again some expressions related to language focus such as "Can I have a pizza, please." To check the students' work,

she used expressions, such as: "*Have you finished?*"; "*Is it correct*?". To give instructions to the students, she used some expressions, such as: "*Please, up your finger!*"; "*Repeat after me, please*"; "*Read it, please!*"; "*It's time to start*"; "*Listen to me*."; "*Let's stop now*"; "*OK. Let's check the answer*"; "*Next one, please*"; "*OK, your time is up*"; "*It's time to finish this*".

To ask the students to make group work or pair work, she also used some expression such as "*Everyone, find a partner*"; "*Get into pairs, please*"; "*Work with the person beside you"; "Make group of 3 or 4* Besides, the researcher asked the students to say expressions for asking permission to go to bathroom or toilet, such as "*May I go to the bathroom?* or *May I wash my hand, please?*". In the first time, the students could not say those expressions. The students found difficulties in pronouncing them. It was because they had less chance to speak and pronounce English words. The researcher repeated the expressions three times, and then she asked the students to listen and repeat after her until the students could pronounce them well and correctly. She also wrote them on the blackboard. Whereas, to end off the lesson, she used "*OK, that's all for today, see you later*". Then the students answered "See, you".

To help them understanding the instructions easily and responding to them correctly, the researcher improved the quality of classroom English by using the instructions contextually, using body languages, and using media.

However, improving the quality of classroom English, the researcher did this by using the instructions contextually, using body languages, and using media. Therefore, she did not need to translate the instructions into Indonesian.

By paying attention to some gestures and giving instructions performed by the researcher, the students could understand the instructions easily and respond to them correctly. For example, while the researcher said, *"Clean the blackboard."* to the students, she gave them an eraser. Then, they cleaned the blackboard by using an eraser given by her.

d. Maximizing pair work and group work

In this cycle, the researcher still used pair work and group work to provide more chances to the students to practice their English. Besides, they would have more opportunities to communicate and interact with their friends.

Meeting	pairs work technique	Group work technique
1st	Crossword puzzle.	Survey game.
2nd	----------	Simon Says game, Miming and Guessing game.
3rd	performing the role-plays in front of the class.	Each member of the group will make four sentences orally in front of the class by using some words clue given by the teacher.
4th	information gap.	Do It game.

In the first meeting of this cycle, the researcher used pair work technique to do the crossword puzzle. The field note below describes the situation:

……The researcher distributed students' worksheet to the students, that was crossword puzzle. She asked the students to do the crossword puzzle in pairs. When doing crossword puzzle, each in pairs could work together well. They could finish it quickly. Having finished doing the crossword puzzle, the researcher and the students checked the answers together in front of the class.

(Field note 8)

In the third meeting, she also conducted pair work technique to perform the role-plays in front of the class.

> *Next activity is role-plays whom the students in pairs to do this. By performing this conversation as follows:*
>
> *A: How does he go to office?*
>
> *B: He goes to office on foot.*
>
> *All the students have to perform role-plays. In this case, the researcher has a trick to overcome a noisy situation when the role-plays were going on. When two students were performing the role-plays in front of the class, the other students who have not had an opportunity yet to perform role-plays were not just kept silent. They were asked by her to give scores to their friends who were performing role-plays in front of the class. Therefore, they did not make disruptive behaviours.*
>
> *(Field note 10)*

In the first and second meetings, she used the group work technique to conduct some games, such as Survey game, Simon Says game, Miming and Guessing game, and Do It game. The example of the situation could be described in the interview script and field note as follows:

> *R:* *Oke, tadi pas Survey game, adek seneng pa nggak?*
> Oke, when you were playing Survey game, were you happy?
> *S:* *Seneng.*
> Happy.
> *R:* *Kenapa?*
> Why?
> *S:* *Bisa jalan keliling di dalam kelas tanya-tanya ke temen.*
> I could walk around the class to ask some questions to my friends.
> *R:* *Tadi 5 teman sapa saja namanya yang kamu tanyain?*
> What are the names of 5 friends you've asked?
> *S:* *Sari, Wati, Sanny, Ita, Indri.*
> Sari, Wati, Sanny, Ita, Indri.
> *R:* Mereka bisa njawab semua to?
> Could they answer all the questions?
> *S:* Iya.
> Yes.
>
> *(interview 31)*

In this game, the researcher divided the students into five groups, each group consisted of 3-4 students. Each leader of the group had to come in front of the class and take flashcards that contained some pictures. After taking it, the leader should mime the habitual behaviour of the profession on the picture. The member of the group had to guess the name of the profession correctly.

(Field note 9)

The field notes above described that the game "Miming and Guessing Game" demanded the students to pretend to be actors. They acted and mimed as if they became the figure in the flashcard. For example: Putri's group received the policeman card. It meant that her member's group should guess the name of the profession as policeman. During the performances, the leader was not allowed to speak; she/ he only used gestures, mimics, and body movements. It was built their confidence and cooperation among the leader and the member of the group.

Based on some field notes above, the students seemed enthusiastic because they could work with their friends during the group work activity. They could ask their friends when they got difficulties. It was indicated from the interview transcript below:

R:	*Dandy lebih suka belajar model berkelompok atau individu alias sendiri?* Dandy, which one did you prefer, study in group work or individual?
S:	*Berkelompok.* I prefer group work to individual.
R:	*Kenapa?* Why?
S:	*Lebih seru, kompak.* It was more lively, compact.
R:	*Apakah lebih terbantu?* Does it help?
S:	*Iya. Kalau kesulitan bisa tanya-tanya teman.* Yes, it was. When I got difficulties, I could ask to my friends.

(interview 41)

e. **Giving Appreciation, Good respect, and Reward.**

In the previous cycle, the researcher gave appreciation and good respect to improve the students' self-confidence and make them secure in joining the teaching and learning. However, in this cycle, she also added "reward" to motivate them involved actively in the teaching and learning process. The appreciations and good respects were in the form of using some motivating expressions, such as "Great", "Excellent", "Good", and "Good job". Meanwhile, the rewards were in the form of giving points. The researcher and the English teacher agreed to give points for students who have participated actively in the class activities (such as performing role-plays, doing games and information gaps, and answering the questions). Besides, they also agreed to add more points to student who made good behaviours during class activities were going on. Then, the points would be calculated in the end of the actions research. The five big top scores students would get some prizes from the researcher. The students were very enthusiastic to participate actively in the class activities. They wanted to get the prizes. Therefore, they competed with their friends to collect the points as many as possible. It was indicated from the interview below:

R:	*Seneng nggak misal adek dikasih hadiah?* Are you happy if you are given a prize?
S:	*Seneng.* Happy.
R:	*Jadi, adek mau berkompetisi dengan teman-teman untuk mengumpulan poin sebanyak mungkin?* So, do you want to compete with your friends to collect the points as many as possible?
S:	*Ya* Yes, I do.

(interview 52)

3. Reflection of Cycle 2

After implementing the actions in Cycle 2, the English teacher and the researcher did some reflections. It was based on the observations during the teaching and learning process, the students' opinion, and interviews with ET. The results of the reflections were as follows:

a. The use of an information gap activity was successful. In this activity, the students were stimulated to interact with their friends and to speak up to bridge the information between one another. Although in fact, there were three students did wrong responses to the instructions.

b. The use of various activities including varied games was effective to motivate the students to get involved actively in the teaching and learning process. The implementation of 'Simon Says Game' was successful enough to help the students to memorize the vocabularies. Whereas, the implementation of 'Survey Game" was successful to stimulate the students to interact with their friends. The implementation of 'Miming and Guessing Game' was effective to build their confidence and cooperation between the leader and the member of the group.

c. The implementation of role-plays has been successful to attract the students' attention and to stimulate students to interact each other to speak English. In the previous cycle, the implementation of role-plays was not successful enough to attract the students' attention because some students that have not had an opportunity to perform the role-plays in front of the class yet were busy doing their own activities to make disruptive

behaviours. In the cycle 2, the researcher made a trick to overcome the obstacle by asking to these students to give scores to their friends who were performing role plays in front of the class. Through this way, they were not busy doing their own activities to make disruptive behaviours. Therefore, all the students could pay full attention to the students who were performing the role-plays in front of the class.

d. The use of various media to support the English teaching and learning process, such as big printed pictures, picture cards, flashcards, were successful to attract, keep, and maintain the students' attention and motivation to learn English. Besides, the use of colourful picture cards could make them interested in. These varied media could make themselves understood to comprehend the lesson. The materials could be delivered clearly and smoothly.

e. The use of drilling technique has proven to be effective to make the students to pronounce English words correctly and to memorize vocabularies effectively. Although in fact, not all the vocabularies and the expressions could be pronounced correctly by the students in the beginning. However, the researcher drilled again and again to the students to make them familiar with the vocabularies and expressions. Finally, in the long run, the students could pronounce and memorize them correctly.

f. Using classroom English was effective to make the students familiar with English. To help them understanding the instructions easily and responding correctly, she improved the quality of classroom English by

using the instructions contextually, using body languages, and using media.

g. Using expression of “May I go to the toilet, please?’ or “May I go to wash my hand?” were effective for reducing the number of students who want to leave the class. Before the action was conducted, the English teacher said that there were many students asking permission to go to the toilet when the teaching and learning process was going on.

h. The implementation of pair work and group work were successful to stimulate the students to practice their English. Besides, they have had more opportunities to communicate and to interact with their friends. They also were able to build their confidence and cooperation among the leader and the member of the group. They seemed enthusiastic because they could work with their friends during the group work activity. They could ask their friends when they got difficulties.

i. Giving appreciation, good respect, and rewards were effective to increase the students’ self-confidence and to motivate them to learn English during the teaching and learning process. The students were very enthusiastic to participate actively in the class activities. They competed with their friend to collect the points as many as possible. They wanted to get the prize.

D. General Findings

Table 7. The Changes (Before and After Implementation)

Before actions were conducted	After action	
	Cycle I	**Cycle II**
The students had low curiosity of learning English.	There were four male students who were still reluctant to join the learning activities.	All the students were enthusiastic and enjoyed the learning activities.
The students were easily getting bored during the lesson because the teaching and learning process was monotonous.	Most of the students were happy doing the varied activities, such as role-plays, information gaps, games, and drillings.	Beside the varied activities, such as role-plays, information gaps, games, and drilling, there were ***more varied games***, such as Survey Game, Miming and Guessing Game, and Do It Game. The implementation of varied games could make the students more active, and happy joining the learning activities. Therefore, all the students were not easily getting bored during the lesson.
The English teacher rarely used the media.	➢ The media that were used were hand puppets, pictures, picture cards, text wall, and flashcards. ➢ The pictures need to be made bigger. • There were four students who sat on the back rows could not see the pictures clearly when the researcher was explaining the material by using it.	➢ The media that were used were big printed pictures, picture cards, flashcards, and real objects. • By maximizing the varied media, all the students could get involved actively during the learning activities, and however, they could pay full attention when the researcher was explaining the material by using them.
The teacher had never used engaging activities that involved them to do the activities during the learning activities.	There were varied activities, such as role-plays, information gap, games, and drilling. During the role-plays, some students made some disruptive behaviour. Because those students who have not had an opportunity to perform the role-plays in front of the class yet were busy doing their own activities.	There were more varied activities, such as role-plays, information gap, drilling, and more varied games. The implementation of role-plays was successful. Asking the students who have not had an opportunity to perform the role-plays in front of the class yet to give scores to their friends who were performing the role-plays in front of the class. Therefore, there was no student busy doing their own activities to make disruptive behaviours. All the students could get involved actively in the learning process.

(continued)

(continued)

Before actions were conducted	After action	
	Cycle I	**Cycle II**
The teacher did not use the classroom English maximally in the teaching and learning process.	Some students still found many difficulties in responding to the researcher's instructions and questions.	In this cycle, the use of classroom English would be a more regular. Almost the students could respond correctly to the researcher's instructions and questions. To help them understanding the instructions easily and responding to them correctly, the researcher improved the quality of classroom English by using the instructions contextually, using body languages, and using media.
The students had less chance to practice their English.	*Using pair work:* in performing role-plays and information gaps in front of the class. *Using group work:* only in doing Simon Says Game. • The students' chances to practice their English still need to be increased by giving more varied games in the next cycle.	*Using pair work:* in performing role-plays and information gaps in front of the class. *Using group work:* in doing Survey game, Simon Says game, Miming and Guessing game, Do It game, and making four sentences orally in front of the class by using some words clue given by the teacher. • Based on the description above, all the students have had more chances to practice their English. Therefore, their self-confidence to speak English could be improved.
There was less teacher's appreciation to the students' work.	Giving the students appreciations and good respects, some students were still not motivated joining the learning activities.	By giving them appreciation, good respect, and reward, all the students were very motivated to participate actively in the learning activities to collect the points as many as possible. Therefore, all the students were engaged to compete with one another.
The students liked to interrupt the teacher to go to the toilet during the teaching and learning was going on.	There were four students who went to the toilet during the learning activities in the classroom.	There was no student who went to the toilet during the learning activities. All students stayed in the classroom.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this study that was improving the students' involvement in the English teaching and learning process through communicative activities was successful. The research findings and discussions in Chapter IV showed that the students' involvement in the English teaching-learning process at grade V of SD Negeri Samirono was improved. The actions were carried out in two cycles. Those actions included the use of: various activities including varied games; various media; classroom English; pair work and group work; and appreciation, good respect, and reward.

Furthermore, the researcher found that communicative activities could: (1) engage the students to get involved actively to do activities in the English learning process, (2) attract the students' attention during the English lesson, (3) make the students more active and happy joining the learning activities, (4) provide the students more chance to practice their English. Therefore, their self-confidence to speak English could be improved, (5) be a motivation for the students to compete with one another.

There have been some changes occurring as a result of the actions. The changes included the way of thinking and behaving of the people involved in the study. Those changes were related to: (1) the English teaching and learning process, (2) the students, (3) the English teacher, and (4) the researcher herself. These changes were presented as follows:

1. The changes in the English teaching-learning process

    Before the implementation of the actions, the teaching and learning process was dominated by the teacher (teacher-centered). The teaching and learning process was monotonous. There were no engaging activities given by the teacher.

    Thus, having the actions, because of engaging activities given by the researcher, the English teaching and learning process became **more active**, enjoyable, interesting, fun, and conducive. It could make the students willing to get actively involved in the teaching and learning process, so teaching and learning process was centered on the students (students-centered).

2. The changes happening to the students

    Prior to the actions, the implementation of the monotonous teaching and learning activities made the students get bored easily when joining the English lesson. They used to be silent and passive while the teacher explained the materials without using media and then followed by having students' worksheet exercises (LKS). Even, they were always busy with their friends and did their own activities. It made them not involve actively in the teaching and learning process. Moreover, the students had also viewer chances and low self-confidence to practice their English.

    Having the actions, by implementing varied engaging activities, the researcher could engage the students to be more communicative, active, and happy joining the learning activities. Besides, the uses of classroom English, pair work, and group work could arouse their self-confidence to speak and

practice their English. Therefore, it could make the students willing to get actively involved in the teaching and learning process.

3. The changes happening to the English teacher

    Before the action, the teacher rarely used teaching media. She also did not use the classroom English during the lesson. Even, she always used the monotonous teaching technique, such as always used LKS (students' worksheet exercise). Moreover, she had never showed appreciation and good respect to the students' work.

    After the action, some efforts had improved her knowledge and experience on how to teach English for children, especially for those who had low involvement, such as: using various media could attract the students' attention to follow the learning activities actively; using classroom English could make the students get familiar with English; implementing engaging activities, such as games and role-plays, could make them involved actively in the teaching and learning process; giving appreciation and good respect to the students' work could improve the students' self-confidence.

4. The changes happening to the researcher herself

    During the research, she knew the various students' characteristics that needed different treatments. As a teacher then, she found an effective way to solve the low students' involvement. It was communicative activities. Communicative activities could create an environment that supports an individual in his effort to learn. It was because the act provided opportunities

for positive personal relationships to develop among students and between the students and the teacher.

B. Implications

The research findings showed that the students' involvement in the English teaching and learning improved. Comparing the students' involvement in the previous condition, the students' involvement at the grade five of SDN Samirono was getting better. It implied that the students' involvement could be improved through the following implementation:

1. Applying various activities;
2. Using various media;
3. Using classroom English effectively;
4. Maximizing the implementation of pair work and group work; and
5. Giving appreciation, good respect, and reward.

By implementing the actions, there were some improvements such as the following:

1. Applying various activities could make the students get involved actively and communicatively in the teaching and learning process;
2. The availability of various media in the class activity was very useful to support the materials to be better delivered and to attract the students' attention when the materials were being delivered to them and when the learning activities were going on;

3. Using classroom English effectively could make the students more familiar with English and provide them to have more chances to practice their English. Therefore, it could improve their self-confidence to speak and practice their English.
4. Implementing pair work and group work could improve their interaction and socialization. Besides, it gave more opportunities for the students to speak and practice their English in the real communication, and actively involved in the classroom activities.
5. Giving appreciation, good respect, and reward could encourage the students to compete with one another.

C. Suggestions

Based on the conclusions and implications of the study, some suggestions will be directed toward the English teacher, the headmaster, and the other researchers as follows:

1. To the English teacher

   The English teacher needs to implement communicative activities because these activities can improve the students' involvement. She should use classroom English by increasing the use of English expression and instructions during the class activities to get the students familiar with English. She should also implement various kinds of activities to encourage them to get involved and actively participate in the teaching and learning process. It is also

important for her to use various media to support the materials to be better delivered and to attract the students' attention to the subject matter.

2. To the headmaster

   Based on the research result, it is important for the headmaster to provide some media and facilities to support the teaching and learning process. Various media and facilities will help the teaching and learning process run effectively.

3. To the other researchers.

   It is expected that the researcher who will conduct similar research can improve and explore any other communicative activities to improve the students' involvement. However, he/she should have well preparation before conducting the research. The researcher hopes that the result of this research can be used as an input to do another research.

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APPENDICES

1. COURSE GRID
2. FIELD NOTES
3. INTERVIEW TRANSCRIPTS
4. LESSON PLANS
5. MEDIA & MATERIALS
6. PHOTOGRAPHS

The Course Grid of the Implementation of Communicative Activities

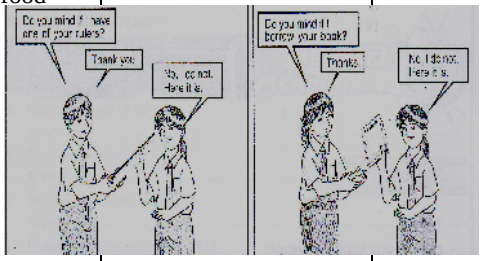
Topic	Basic Competence	Indicators	Language focus	Media	Cycle	Teaching & Learning activities	Time	Description of Communicative Activities
Food and drink ***1st***	2.2 Having oral conversation to ask for/give something or help appropriately and acceptably which include expressions: *asking for and giving help, asking for and giving something.*	• Students are able to ask for help with the correct expression. • Students are able to give a help with the correct expression. • Students are able to use their new vocabulary to practice asking for and giving help based on the pictures/clue they choose. • Students are able to make and perform their own dialogue in front of the class in pairs.	**A : *Could you pass me the tea please?*** ***B : Yes, sure.*** ***A : Thank you.*** ***A : Let me pass you the tea.*** ***B : Thank you very much.*** ***A : You're welcome*** **Vocabularies:** • Food & drink: A bar of chocolate, a glass of milk, pizza, orange juice, mango, noodles, fried chicken, apples, iced tea, soup, sugar, salt.   	Pictures, Flashcards , puppets, text wall.	1	• Using puppets • Conducting roleplay • Using PPP techniques: **Presentation:** • The teacher introduces the topic to the students by using question-answer activities. • The teacher explains the usefulness of expression of ask for help related to food and drink. • The teacher uses puppets to practice the conversations ***A : Let me pass you the tea.*** ***B : Thank you very much.*** ***A: You're welcome*** • The teacher asks the students to listen and repeat after her about the expression of ask for and give help. • The teacher introduces some vocabularies related to food and drink, by asking the students: "What is this?" while showing pictures related to the topic (about the food and drink). "This is milk. What is this?" (teacher ask again).	2 X 35 minutes	**A. The teaching tecniques of Communicative classroom:** **1. questioning-answering** The teacher introduces the topic by using *question-answer activities.* → These activities (singing& questioning-answering) get the students stimulated, relaxed, attentive, and also motivated to involve in the teaching and learning process. **2. Puppet show and text wall.** The teacher directs attention to the topic by using puppet show, and picture presentation (using the pictures and a text wall related to the language focus). 3. **Drills**: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). Ex: The teacher drills students about the vocabulary of kind foods and drinks.

						• The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. • The teacher checks students' comprehension of the using of expression. **Practice:** a. The students are drilled by the teacher about the vocabulary of kind foods and drinks (by showing some pictures). b. The teacher drills the students to express the expression of asking for and giving help (based on the situation in the pictures that is showed by the teacher). c. Students with their pair friend practice the dialogue to express the expression of asking for and giving help (based on the flashcards they've got). **Production:** ▪ The teacher distributes some flashcards, one flashcard for one student. ▪ The students turn around to the other students to express the expression of asking for and giving help (based on flashcards they have got). ▪ Then, the students do role plays in pairs in front of the class by using the puppets.		**4. Role-plays** This activity can stimulate students to interact each other to speak up English. The students make the dialogue which is using the expression of asking for and giving help. Ex: **A :** ***Could you pass me the tea please?*** ***B : Yes, sure.*** ***A: Thank you.*** ***A : Let me pass you the tea.*** ***B : Thank you very much.*** ***A: You're welcome.*** **B. Maintain students attention** Make sure that students really pay attention when: – The teacher shows puppets, pictures, flashcards, and text wall. – The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. – The teacher explains expressions which are used for expressing "asking for and giving help" using text wall. – The teacher explains how to respond to the offering help. **C. Managing pair and group work** In role play, the teacher asks the students to work in pairs.

2nd Food and drink	2.2 Having oral conversation to ask for/give something or help appropriately and acceptably which include expressions: *asking for and giving help, asking for and giving something.*	• Students are able to express the expression of asking a thing related to food and drink correctly. • Students are able to respond to the expression of asking a thing related to food and drink correctly. • Students are able to name the vocabularies related to food and drink. • Students are able to pronounce the vocabularies related to food and drink correctly. • Students are able to pronounce the expression of asking a thing correctly.	**Can I have a pizza, please?** Sure, here you are. Thanks. **Can I have a pizza, please?** Sorry, no more pizza Thanks anyway **Vocabularies**: pizza, coke, fried rice, bananas, noodles, hamburger, bread, biscuits, chocolate, orange juice, tea, ice cream, coffee, milk, cake, egg.	Pictures, picture cards, flashcards, puppets, dialog wall, games.	I	• Conducting roleplay • Conducting pairwork • Conducting a Simon Says Game. • Using PPP techniques: **Presentation:** ▪ The teacher introduces the topic by using question-answer activities. ▪ The teacher uses puppets to practice the conversations about expression of asking for something related to food and drink Ex: **Can I have a pizza, please?** **Sure, here you are.** • The teacher explains the expressions which are used for expressing asking for something related to food and drink, by showing a text wall. Then, they read aloud together. • The teacher explains to the students about how to respond the expression of asking for something related to food and drink by a dialogue wall. Then they read aloud together. • The teacher explains to the students about the usefulness of expression of asking for something related to food and drink.	2x35 minutes	**A. The teaching tecniques of Communicative classroom:** **1. questioning-answering** The teacher introduces the topic by using *question-answer activities.* → These activities (singing& questioning-answering) get the students stimulated, relaxed, attentive, and also motivated to involve in the teaching and learning process**.** **2. Puppet show and text wall.** The teacher directs attention to the topic by using puppet show, and picture presentation (using the pictures and a text wall related to the language focus). **3. Reading Aloud** It provides a secure framework within which student can focus on lower-level features of talk, such as pronunciation, without always having the pressure of directly thinking for the next utterance. Thus, it may be said as a form of scaffolding.

						• The teacher introduces some vocabularies related to food and drink, by asking the students: "What is this?" while showing pictures related to the topic (about the food and drink). "This is milk" teacher said. The teacher shows some pictures related to vocabularies (a size of A4 paper). **Practice:** ▪ The students express and responding the expression of asking for something (based on the situation in the picture that is showed by the teacher). ⟶ Drilling • The students play a "Simon Says" game. • First, the teacher divides the students into 4 groups. • Second, the teacher distributes some picture cards to each group. • Third, the teacher asks the students to show the picture by questioning "Can I have … (mention some kinds of food and drink). • Forth, each group should show the correct pictures. • The teacher will appreciate to groups that show the correct pictures by giving them a mark/ point.		4. **Drills**: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). – The teacher drills the students to express the expression of asking a thing related to food and drink, and the respond to the asking a thing." e.g. – A : Can I have a pizza, please? B : Sure, here you are. A : Thanks. **5. Role-plays** This activity can stimulate students to interact each other to speak up English. Student A: "Can I have a pizza, please? Students B: "Sorry, no more pizza " (if the flashcard is showing the sign "×") Students B: "Sure, here you are.**"** if the flashcard is showing the sign "√"

						Production: • The teacher distributes some flashcards, one flashcard for one student. • The students (in pairs) make role-plays in front of the class. ▪ ▪ Each student gets flashcard from the teacher. ▪ The students turn around to the other students to express the expression of "asking a thing" and the respond (based on their flashcards). ▪ The students do **role play in pairs** in front of the class (in pair). Ex: – Student A: "Can I have a pizza, please? – Students B: "Sorry, no more pizza " (if the flashcard is not showing the food or drink picture.) - Students A: "Sure, here you are.**"** if the flashcard is showing the food or drink picture.		**B. Maintain students attention** Make sure that students really pay attention when: – The teacher shows puppets, pictures, flashcards, and text wall. – The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. a. The teacher explains expressions which are used for expressing "asking a thing" using text wall. b. The teacher explains how to respond to the asking a thing **C. Organizing learning activities** **1. Managing pair and group work** In role play, the teacher asks the students to work in pars. **2. Conducting a "Simon Says" game.** In this game, the students will show the picture that appropriate with the teacher's mention.

3rd Food and drink and Stationery	2.4 Expressing politeness appropriately and acceptably which includes expressions: Do you mind ...?, dan Shall we ...?	• Students are able to express polite behavior expression (Do you mind ...?, dan Shall we ...?) related to food and drink. • Students are able to respond to the politeness expression related to food and drink correctly. • Students are able to pronounce the politeness expression correctly. • Students are able to name the vocabularies related to food and drink. • Students are able to pronounce the vocabularies related to food and drink correctly.	• I'm thirsty. Do you mind if I have the milk now? • I'm hungry. Do you mind if I have the pizza now? • I'm thirsty. Do you mind if I have this orange juice? • I'm hungry. Do you mind if I have the salad now? ✓ **Not at all** ✓ **Please do** ✓ **All right.** **Vocabularies:** • Food & drink: milk, pizza, orange juice, salad, mango, noodles, fried chicken, apples, iced tea, soup.  	Picture cards, text wall. flash cards, puppets, cue cards.	I	• *Question-answer activities.* • One child asks questions about polite expression and other answers using flashcard. • Conducting role-play • pairwork • Using PPP techniques: **Presentation:** ▪ Question-answer activities. ▪ The teacher uses puppets to practice the conversations which are using "polite expression" to the students. Ex: Pupet A: I'm thirsty. Do you mind if I have the milk now? Pupet B: Not at all. ▪ The teacher explains how to say the politeness expression by showing text wall. ▪ The teacher explains the usefulness of "politeness expression" to the students. ▪ The teacher checks students' comprehension of the using of expression. ▪ The teacher introduces and pronounces the vocabularies related to the topic and asks the students to repeat after her. The teacher asks the students: Ex: "What is this? This is banana" by showing pictures (related to the vocabularies of food and drink).		**A. The teaching tecniques of Communicative classroom:** **1. Questioning-answering** The teacher introduces the topic by using *question-answer activities.* → These activities (singing& questioning-answering) get the students stimulated, relaxed, attentive, and also motivated to involve in the teaching and learning process. **2. Puppet show and text wall.** The teacher directs attention to the topic by using puppet show, and picture presentation (using the pictures and a text wall related to the language focus). 3. **Drills**: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). Ex: The teacher drills the students to express "politeness expression" (based on the situation in the flashcards that is showed by the teacher).

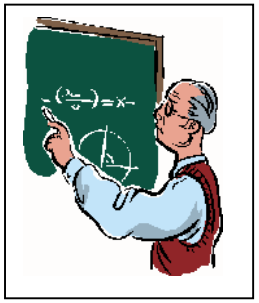
						Practice: ▪ The teacher shows some flashcards. ▪ The students express "politeness expression" (based on the situation in the flashcards that is showed by the teacher). ⟶ Drilling. ▪ The teacher drills the students to respond the politeness expression. **Production:** ▪ The students do an information gap. ▪ The students A (in the right hand-side) will receive a cue card. The cue card consists of list of some foods or drinks. Then, the student says expression of politeness behavior. Students B (in the left hand-side) will memorize the spoken of student A. Then student B will tell it in front of the class. ▪ Then, the students B do what the students A have done, and the students A do what the students B have done.		**4. Information gap** The teacher explains the instruction of rule of the information gap. **B. Maintain students attention** Make sure that students really pay attention when: – The teacher shows flashcards, text wall, and pictures card. – The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. – The teacher explains expressions which are used for expressing "politeness expression" using flashcards. – The teacher explains how to respond the politeness expression using text wall. **C. Organizing learning activities** **1. Managing pair and group work** In information gap, the teacher asks the students to work in pairs.

Food and drink ***4th***	2.5 Expressing politeness appropriately and acceptably which includes expressions: Do you mind ...?, dan Shall we ...?	• Students are able to express polite behavior expression (Do you mind ...?, dan Shall we ...?) related to food and drink, and stationery correctly. • Students are able to respond to the politeness expression related to food and drink, and stationery correctly. • Students are able to pronounce the politeness expression correctly. • Students are able to name the vocabularies related to food and drink, and stationery. • Students are able to pronounce the vocabularies related to food and drink, and stationery correctly.	• Shall we eat pizza? • Shall we peel the mango? • Shall we cook noodles? • Shall we fry the chicken? • Shall we wash apples? • Shall we make iced tea? • Shall we heat the soup? ✓ **Not at all** ✓ **Please do** ✓ **All right.** **Vocabularies:** • Food & drink: milk, pizza, orange juice, salad, mango, noodles, fried chicken, apples, iced tea, soup. Thirsty, hungry, peel, cook, fry, wash, make, heat.	Picture cards, text wall, flashcards, puppets.	I	• *question-answer activities.* • One child asks questions about polite expression and other answers using flashcard. • Conducting role-play. • pairwork **Presentation:** ▪ The teacher uses puppets to show the conversations which are using "polite expression" to the students. Ex: ▪ Pupet A: Shall we eat pizza? Pupet B: Not at all. ▪ The teacher also explains the expressions which are used for expressing "politeness expression" by showing text wall. ▪ The teacher explains how to responds the politeness expression by showing text wall. ▪ The teacher explains the usefulness of "politeness expression" to the students. ▪ The teacher asks the students: Ex: "What is this? This is banana" by showing pictures (related to the vocabularies of food and drink). ▪ The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. **Practice:** ▪ The teacher shows some flashcards..		**A. The teaching tecniques of Communicative classroom:** **1. questioning-answering** The teacher introduces the topic by using *question-answer activities.* ➢ These activities (singing& questioning-answering) get the students stimulated, relaxed, attentive, and also motivated to involve in the teaching and learning process. **2. Puppet show and text wall.** The teacher directs attention to the topic by using puppet show, and picture presentation (using the pictures and a text wall related to the language focus). **3. Drills** ▪ The teacher drills the students to respond the politeness expression. – The students answer "Not at all" if the flashcard is showing the sign "×"). – The students answer "Please do/ all right" if the flashcard is showing the sign "√".

			  			▪ The teacher drills the students to express "politeness expression" (based on the situation in the flashcards that is showed by the teacher). ▪ The teacher drills the students to respond the politeness expression. – The students answer "Not at all" if the flashcard is showing the sign "×"). – The students answer "Please do/ all right" if the flashcard is showing the sign "√". ▪ The teacher asks two students practice the "polite expression" by using "Shall we …" **Production:** ▪ The teacher distributes flashcards, one flashcard for one student. ▪ The students turn around to the other students to express "politeness expression" and the respond (based on their flashcards). ▪ The students do **role play in pairs** in front of the class (in pair). Ex: Student A: "Shall we eat pizza?" Students B: "**Not at all**" (if the flashcard is showing the sign "×"). Students B: "**Please do/ All right"** if the flashcard is showing the sign "√".		**4. Role-play** This activity can stimulate students to interact each other to speak up English. The teacher explains the instruction of the role play. The students do **role play in pairs** (in front of the class). Ex: Student A: "Shall we cook noodles?" – The students B answer "Not at all" if the flashcard is showing the sign "×"). – The students B answer "Please do/ all right" if the flashcard is showing the sign "√". **B. Maintain students attention** Make sure that students really pay attention when: – The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her. – The teacher explains expressions which are used for expressing "politeness expression" using text wall. – The teacher explains how to respond the politeness expression using text wall. **C. Organizing learning activities** **Managing pair and group work** In role play, the teacher asks the students to work in pars.

The Course Grid of the Implementation of Communicative Activities

Topic	Based Competency	Indicators	Language focus	Media	Cycle	Teaching Learning Activities	Time	Description of Communicative Activities
5th He is a teacher (Professions)	**Speaking** 6.3 Having oral conversation to ask for/ give information which includes expressions: asking for and giving information.	1. Students are able to name professions and workplaces based on the pictures. 2. Students are able to ask for information about one's professions and the workplaces. 3. Students are able to give information about one's professions and the workplaces.	• What is your father? • My father is a teacher. • Where does he/she work? • He/ she works in… **Vocabularies:** Teacher, nurse, farmer, driver, doctor, policeman, pilot, carpenter, sailorman. **The workplaces:** school, hospital, rice field, bus station, street, airport, sea/harbor. 	Pictures, Flash Cards, karton paper.	II	• Conducting pairwork • Conducting a survey game. • Sticking activity (crossword puzzle) • Using PPP techniques: **Presentation:** ▪ The teacher introduces the topic by using question-answer activities. ▪ The teacher shows pictures related to the professions, and makes sure that students pay full attention. ▪ The students are drilled by the teacher, by showing some pictures to them, *ex: doctor, nurse, teacher, etc.* ▪ The teacher shows pictures related to workplaces of the professions, and all the students mention the workplaces after the teacher's saying, ex: *teacher, nurse, pilot, etc.* ▪ The teacher gives example of how to ask the information about one's professions and the workplaces. Then, she asks the students to repeat after her, ex: *What is your father?, Where does he work?*	**2x35** minutes	**A. The teaching tecniques of Communicative classroom:** **1. questioning-answering** The teacher introduces the topic by using *question-answer activities.* → These activities (questioning-answering) get the students stimulated, relaxed, attentive, and motivated to involve in the teaching and learning process. 2. **Drill**: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). Example: The teacher drills the students by showing some pictures to express some expressions: - Asking for and giving information about one's professions and the workplaces.

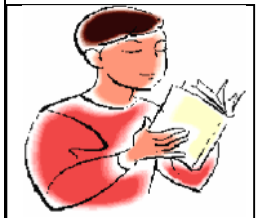
						▪ The teacher gives example of how to give the information about one's professions and the workplaces. Then, she asks the students to repeat after her, ex: *He is a teacher. He works in a school.* **Practice:** The teacher drills the students to express some expressions: - Asking for information about one's professions and the workplaces. - Giving information about one's professions and the places. **Production:** ▪ The students play a survey game (related to the professions and the workplaces). ▪ The teacher explains the rule of the game. ▪ The students finish their survey game by writing their report based on their survey result to their friends. Then, every student must report their result of the survey report in front of the class. ▪ Students doing sticking activity (crossword puzzle) by working in pairs.		**3. Sticking activity** Students conducting sticking activity in the form of crossword puzzle, by working in pairs. **4. Conducting a "Survey" game.** The students have a survey to their friend to ask their parent's profession. **B. Maintain students attention** Make sure that students really pay attention when: - The teacher shows pictures related to the workplaces of the professions. - The teacher shows pictures related to the professions. - The teacher gives example of how to ask for the information about one's professions and the workplaces. - The teacher gives example of how to give the information about one's professions and the workplaces. **C. Organizing learning activities** **a. Managing pair work** In Survey Game, the teacher asks the students to work in pars.

6th He is a teacher	**Listening** 5.2 Responding to simple instruction orally. *(related to asking for and giving information of proffession).*	1. Students are able to identify the names of profession and the workplaces. 2. Students are able to relate between profession and the workplaces that suitable with the teacher's pronunciation. 3. Students are able to match professions with the suitable workplaces (based on cassette).	• My father is a teacher. • He/ she works at… **Vocabularies:** Teacher, nurse, farmer, driver, doctor, policeman, pilot, carpenter, sailorman. The workplaces: school, hospital, rice field, bus station, street, airport, sea.  Policeman 	Pictures, Picture cards, flashcards, speaker, laptop, students' worksheet.	II	• Conducting groupwork • Conducting a Simon Says game. • Conducting "Miming & Guessing Action" Game. • Using PPP techniques: **Presentation:** a. The teacher introduces the topic by using question-answer activities. b. The teacher shows pictures related to the professions to students, and make sure that the students pay full attention. c. The students are drilled by the teacher by showing some pictures of professions to them, *ex: doctor, nurse, teacher, pilot, etc.* d. The teacher shows pictures related to workplaces of the professions, and all the students mention the workplaces after the teacher's saying, ex: *teacher, nurse, pilot, etc.* **Practice:** a. The students play Miming and Guessing Action Game. b. Here, the teacher will divide the students into 5 groups. Each group consists of 3-4 students.		**A. The teaching tecniques of Communicative classroom:** 1. **questioning-answering** The teacher introduces the topic by using *question-answer activities.* These activities (questioning-answering) get the students stimulated, relaxed, attentive, and motivated to involve in the teaching and learning process. 2. **Miming and Guessing Action Game.** ▪ The teacher gives instructions of the rule of the game. The leader of the group will act/mime the profession based on the picture card that was received by the group. ▪ The member of the group will guess the name of the profession and also the workplaces. 3. **Drill**: typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). Ex: The students are drilled by the teacher by showing some pictures of professions to them, *ex: doctor, nurse, teacher, pilot, etc.* 4. The students play **Simon Says game.** 5. **Listening comprehension**, students will listen to a cassette.

						Production: ▪ The students play Simon Says game (related to the professions and the workplaces). To play this game, the teacher divides the students into 5 groups. Therefore, each group consists of 3-4 people. ▪ For focusing on listening comprehension, students will listen to a cassette (The teacher will repeat the cassette 4 times). Therefore, all the students should listen carefully. While listening, the students should fill the missing words in the box in order to be a complete paragraph. Then, the students answer some questions based on the conversation on the cassette. ▪ The students must put some conversation in the worksheet into the right order. Here, all the students must listen carefully to the cassette.		**3. Maintain students attention** Make sure that students really pay attention when: - related to the workplaces of the professions. - the teacher shows pictures related to the professions. - the teacher gives example of how to ask the information about one's professions and the workplaces. - the teacher gives example of how to give the information about one's professions and the workplaces. **C. Organizing learning activities** **1. Managing group work** In Simon Says Game and "Miming & Guessing Action" Game, the teacher asks the students to work in-group. **2. Conducting a "Simon Says" game.** In this game, the students will listen to the teacher's instruction of profession and the workplaces based on the teacher's pronunciation. **3. Conducting a Miming & Guessing Action" Game.** In this game, the leader of the group will act the profession based on the picture card which is received. The member of the group will guess the name of the profession.

How do you go to school? **7th**	**Speaking** 6.3 Having oral conversation to ask for and give information appropriately and acceptably which includes expressions: asking for and giving information *(Transportation).*	1. Students are able to categorize kind of transportations into air transportation, water transportation, and land transportation. 2. Students are able to name transportation tools based on the pictures. 3. Students are able to ask information about one's transportation to be used. 4. Students are able to give information about one's transportation to be used.	**How do you go to school?** **He goes to school on foot.** **Key grammatical structure:** **How+do/does+S+ verb+ adverb?** **S+Verb+Adverb** **Vocabularies**: motorcycle, ship, on foot, bicycle, pedicab, airplane, helicopter, etc. 	Picture wall, flashcards.	II	• Conducting role-plays, pair work, and group work. **Presentation:** • The teacher introduces the topic by using question-answer activities. • The teacher shows pictures related to the transportation tool to students, and makes sure that the students pay full attention. • The teacher explains to the students about how to express the expressions of asking and giving information of one's transportation with the correct expressions. • The students are drilled by the teacher, to express the expressions of asking and giving information of one's transportation, by showing some pictures of transportation tool. **Practice:** • The teacher divides the students into 5 groups. Each group consists of 3-4 students. • Each member of the group makes four sentences orally in front of the class by using some words clue given by the teacher. **Production:** • Every student receives a flashcard from the teacher. • All the students do role-plays based on the situation on the flashcards (every group consists of 2 students).	2x35 minutes	**A. The teaching tecniques of Communicative classroom:** ▪ **questioning-answering** The teacher introduces the topic by using *question-answer activities.* - These activities (questioning-answering) get the students stimulated, relaxed, attentive, and motivated to involve in the teaching and learning process. **B. Maintain students attention** Make sure that students really pay attention when: - The teacher shows pictures related to the transportation tools. - The teacher explains expressions to ask information about transportation tools. - The teacher explains how to give information about transportation tools. **C. Organizing learning activities** **1. Managing pair work** In role-plays, the teacher asks the students to work in-pair. **2. Conducting role-plays.** **3. Conducting Interview Game.**

8th My Classroom	5.1 Responding to simple instruction by performing action appropriately and acceptably within context of .class	• Identifying the names of things in the classroom. • Responding the instructions from the teacher related to thing in the classroom.	• Touch your book. • Open the door. • Open the window. • Stand up, please. • Sit down, please. • Put your bag. • Point the blackboard. • Point to the calendar. • Close your book. • Close the window. • Put your pencil on the table. • Put your ruler on the table. • Take your ruler. • Take your book • Clap your hand. • Clean the blackboard	Pictures, flashcard, real objects in the classroom	II	▪ games: ⟶Simon says ▪ Conducting information gap Using PPP technique ▪ The teacher shows pictures and flashcard about instruction related to the things in the classroom. ▪ The teacher pronounces some instructions, and the students repeat after her. ▪ The teacher acts out some instructions ▪ The teacher utters the instruction, and asks the students to repeat after her. ▪ The teacher explains the preposition (on, in). **Practice:** ▪ The teacher checks students' comprehension of using the instructions. ▪ The teacher drills the students to do some action, e.g. - Close your book. - Close the window. - Put your pencil on the table.	2x35 minutes	**A. The teaching tecniques of Communicative classroom:** **1. questioning-answering** The teacher introduces the topic by using *question-answer activities.* These activities (questioning-answering) get the students stimulated, relaxed, attentive, and motivated to involve in the teaching and learning process. **2. Drill:** Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations (in the practice activity). Example in activity: ▪ The teacher drills the students to do some action, e.g. - Close your book. - Close the window. - Put your pencil on the table.

			Vocabulary: **<u>Things in the classroom:</u>** Book, door, window, bag, blackboard, calendar, pencil, table, ruler, pencil case. **<u>Preposition:</u>** On, in.  **Open the book**  Close the window.			▪ The teacher and the students play "Simon Says" game. ▪ The teacher divides the students into 5 groups. **Production:** ▪ The students conducting information gap activity.		**B. Maintain students attention** Make sure that students really pay attention when: - The teacher shows pictures and flashcard about instruction related to the things in the classroom. - The teacher acts out some instructions. **C. Organizing learning activities** 1. **Managing pair work** In Simon Says Game and Information gap activity, the teacher asks the students to conduct group work. 2. **Conducting a "Simon Says" game.** In this game, the students will listen to the teacher's instruction to do some action, e.g. - Close your book. - Close the window. - Put your pencil on the table. 3. **Conducting an Information Gap activity.**

Field note 1
August 16, 2010
Ruang Guru, SDN Samirono, Yogyakarta
GBI: Guru Bahasa Inggris (Febriana Wahyuningsih, S. Pd)

Pukul 07.45 Peneliti datang ke sekolah untuk bertemu dengan guru Bahasa Inggris. Sebelum menuju ke ruang guru, peneliti lapor dulu dengan satpam yang sedang berjaga di depan sekolah, ia menyampaikan maksud kedatangannya hari ini, yakni ingin berdiskusi dan minta persetujuan kepada guru dam kepala sekolah untuk mengadakan penelitian dan mengambil data di sekolah ini. Satpam pun membolehkan si peneliti tersebut dan mempersilahkan peneliti untuk menemui Guru Bahasa Inggris di ruang guru. Setibanya di ruang guru, peneliti menyapa beberapa guru yang ada di ruang guru yang mana mereka sedang tidak ada jam mengajar. Setelah itu, peneliti menyapa Guru Bahasa Inggris yang bersangkutan, serta mengutarakan maksud dan keperluan peneliti bertemu dengan guru bahasa Inggris. Si peneliti yang sebelumnya telah pernah melakukan praktek EFC di sekolah dan di kelas 5 ini menghendaki bahwa kelas VB ingin dia jadikan sebagai tempat serta objek penelitiannya, karena dikiranya kelas ini perlu diadakan sebuah perbaikan/ kemajuan sehubungan dengan masalah yang ada di kelas ini. Guru Bahasa Inggris (Bu Febri) sangat mendukung rencana si peneliti untuk mengadakan penelitian. Guru menanyakan judul masalah apa yang sepatutnya dijadikan sebagai judul skripsi si peneliti. Kemudian si peneliti menyebutkan judul skripsi, yaitu *Improving Students' Involvement Through Communicative Activities*, dan guru pun menyetujuinya, karena judul sudah sesuai dengan masalah yang ada di kelas VB tersebut. Setelah itu, penelitipun berusaha mewawancarai guru mengenai segala permasalahan secara menyeluruh yang ada di kelas VB, baik dari guru, siswa, maupun segala hambatan yang ada. Guru menjelaskan secara mendetail, dan untuk menggambarkan deskripsi tersebut serta lebih jelasnya si peneliti di minta untuk melakukan observasi ulang di kelas VB tersebut meski dulunya si peneliti pernah mengadakan praktek EFC di kelas tersebut. Si peneliti menyanggupinya. Dan terjadi kesepakatan bahwa si peneliti akan datang lagi hari Jum'at untuk ikut masuk ke kelas VB dalam rangka observasi. Guru menyarankan kepada peneliti untuk meminta izin secara formal kepada Kepala Sekolah untuk minta izin penelitian di kelas VB tersebut. Hari itu juga peneliti mencoba untuk bertemu dengan kepala sekolah, namun ternyata kepala sekolah sedang pergi rapat dinas. Oleh karena itu, peneliti akan datang lagi esok hari untuk bertemu kepala sekolah.

Field note 2
August 17, 2010
Ruang Kepala Sekolah, SDN Samirono, Yogyakarta
Kepsek : Sutrisno, S. Pd
Guru Kelas VB : Bu Hani

Peneliti datang lagi ke SDN Samirono pada pukul 07.45 untuk bertemu dengan kepala sekolah, bapak Sutrisno. Dan akhirnya, peneliti dapat bertemu langsung dengan Bapak Sutrisno pada pukul 08.05. Peneliti segera menyapa dan mengutarakan maksud kedatangan serta tujuannya bertemu dengan beliau, yakni ingin mengadakan penelitian serta mengambil data di kelas VB. Bapak Sutrisno menanggapi dengan sangat baik tujuan si peneliti. Beliau sangat mendukung rencana positif peneliti untuk mengadakan penelitian. Tapi beliau menyarankan untuk berdiskusi dahulu dengan guru bahasa Inggris

yang bersangkutan. Peneliti mengatakan kepada kepala sekolah bahwa sebelumnya dia sudah mengadakan diskusi dengan guru yang bersangkutan. Tapi belum dengan guru kelasnya. Bapak Sutrisno akhirnya menyarankan untuk mengadakan diskusi juga dengan guru kelas agar segala kegiatan penelitian bias terbantu dan berjalan lancer. Peneliti pun akhirnya menyanggupinya. Bapak Kepala Sekolah menanyakan perihal judul skripsi kepada peneliti. Kemudian peneliti menjawabya, *Improving Students' Involvement through Communicative Activities.* Serta peneliti menjelaskan kepada kepala sekolah mengenai bentuk Communicative Activities apa saja yang akan diimplementasikan kelak di saat fase action. Kepala Sekolah meminta kepada peneliti untuk menunjukkan proposal skripsi bab 1, 2, dan 3. Serta atas kebaikan hatinya, beliau tidak mempersulit peneliti untuk mencari surat ijin penelitian dari Bapeda, serta kepatihan. Setelah cukup lama bercakap-cakap dengan kepala sekolah, peneliti meminta ijin untuk bertemu dengan guru kelas VB untuk meminta izin dan kerjasama nya saat penelitian besok.

Setelah bel berbunyi tanda waktu istirahat, pada pukul 08.45 peneliti bertemu dengan guru kelas VB untuk meminta ijin serta kesediaan kerjasamanya saat penelitian besok. Guru kelas VB setuju serta menyanggupinya. Setelah sekiranya cukup berdiskusi dengan guru kelas, peneliti meminta ijin untuk berdiskusi dengan guru Bahasa Inggris. Dan hari itu juga peneliti mengadakan diskusi dengan guru Bahasa Inggris. Guru Bahasa Inggris menanyakan kepada peneliti mengenai rencana kegiatan serta kesiapan dari berbagai atribut dari media dan materi yang akan disajikan saat penelitian kelak. Peneliti berjanji akan menyelesaikan sesegera mungkin karena deadline pada bulan November. Peneliti juga menyampaikan bahwa penelitian akan diadakan seminggu sekali dan selama 8 kali pertemuan, dan guru bahasa Inggris pun menyanggupi dan mengijinkannya. Guru mengingatkan kepada peneliti untuk datang hari Jum'at tanggal 20 Agustus pukul 09.05 untuk observasi kelas.

Field note 3
Friday, August 20, 2010
Ruang Kelas VB, SDN Samirono, Yogyakarta

Pada pukul 08.45 peneliti telah sampai di SDN Samirono untuk mengadakan observasi kelas. Sebelum pukul 09.05, peneliti bertemu dengan guru Bahasa Inggris untuk masuk di kelas ketika guru mengajar. Setelah mengobrol seperlunya, bel tanda masuk ke kelas pu berbunyi, dan peneliti serta Guru Bahasa Inggris pun masuk ke kelas VB. Sesampainya di kelas, terlihat beberapa siswa masih ramai dengan temannya. guru memperkenalkan peneliti di depan kelasVB. Peneliti maju memperkenal diri di depan kelas serta menyampaikan maksud kedatangannya di kelas itu, yakni hari ini ingin mengamati proses kegiatan belajar mengajar di kelas VB tersebut serta akan mengadakan penelitian di kelas tersebut selama 2 bulan, dan meminta kerjasamanya dengan semua murid demi kelancaran jalannya penelitian besok. Semua murid menyambut peneliti dengan senang hati. Setelah selesai memperkenalkan diri, peneliti duduk di kursi paling belakang untuk mengobservasi proses kegiatan belajar mengajar.

Guru menyapa siswa dengan ucapan "Selamat Pagi anak-anak. Semua murid menjawab "Selamat pagi bu guru". Bu Febri memulai pelajaran dengan menanyai siswa dengan mengucapkan "OK, kita kemarin belajar apa saja? Hanya ada dua siswa yang menjawab "part of the body". Seorang siswa bernama Andre ditanyai guru untuk menyebutkan part of the body. Andre hanya tersenyum dan tak menjawab. Kemudian Bu Febri beralih kepada siswa lain, Tiara. Guru menanyakan anggota tubuh yaitu hidung dan

mulut. Akan tetapi sayangnya, Tiara lupa bahasa Inggrisnya hidung dan mulut. Setelah selesai menanyai kepada beberapa siswa, guru membahas PR selama 20 menit.

Kegiatan selanjutnya adalah mengerjakan LKS. Guru meminta kepada semua siswanya untuk membuka halaman 22 dalam bahasa inggris, beberapa siswa tidak paham mengenai instruksi guru. Soal yang tertera pada LKS adalah membubuhkan garis panah pada istilah yang sesuai untuk gambar anggota badan yang bersangkutan tersebut.

Ketika mengerjakan LKS, 2 siswa meminta ijin kepada guru untuk pergi ke belakang (dalam bahasa Indonesia). Guru mengijinkan dengan cara menganggukkan kepalanya saja. Setelah siswa selesai mengerjakan LKS, guru dan semua siswa mencocokkan jawaban mereka. Ketika seorang siswa bernama Dilla ditanyai apa bahasa Inggrisnya hidung mancung ternyata Dilla hanya bisa menjawab nose saja. Kemudian guru melengkapi jawabannya yang kurang tepat, "pointed nose". Selanjutnya adalah mengerjakan soal LKS lagi. Ketika mengerjakan soal di LKS, ada beberapa siswa yang ramai dengan temannya, ada juga siswa yang berjalan-jalan di kelas. Ibu guru hanya menegur sekedarnya saja, dan memberi ultimatum yaitu mencatat siapa saja yang ramai. Sejenak, para siswa takut akan gertakan guru, tetapi pada dasarnya anak tidak bisa diam dalam waktu lama, mereka kembali ramai lagi. Selanjutnya, guru menyuruh siswa untuk membuka LKS halaman 24. Kegiatannya adalah menirukan ucapan guru, misal seperti *big eyes, short hair, long hair, long neck, curly hair*, tetapi ada beberapa siswa yang tidak begitu menghiraukan penjelasan guru. Guru menunjukkan beberapa gambar yang ada di LKS, kemudian menyuruh siswa untuk menyebutkan nama yang sesuai pada gambar.

Bel berbunyi pada pukul 09.10. Siswa teriak kegirangan karena jam pelajaran telah selesai dan tidak ada PR untuk mereka. Kemudian peneliti mengadakan diskusi lagi dengan guru di ruang guru. Guru memberi sedikit pengarahan mengenai materi yang akan diberikan saat penelitian besok, dan memberikan waktu untuk konsultasi RPP serta fix materi dan media sebelum mengajar setiap hari rabu.

Field note 4
Friday, November 5, 2010
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah pada pukul 08.45. Peneliti datang bersama temannya, dikarenakan dalam hal ini peneliti sebagai pengajar dan teman peneliti sebagai pengambil foto saat proses kegiatan belajar mengajar. Sambil menunggu bel tanda masuk, peneliti menemui guru Bahasa Inggris di ruang guru. Bel pun berbunyi tepat pukul 09.05, peneliti, teman peneliti, dan guru Bahasa Inggris pun masuk ke kelas untuk mengajar. Ini adalah hari pertama peneliti mengadakan penelitian mengimplementasikan action di kelas. Tema hari itu adalah Food and Drink. Language focus hari ini adalah asking for and giving help. Guru Bahasa Inggris serta teman peneliti duduk di belakang. Peneliti segera memulai pelajaran dengan menyapa siswa terlebih dahulu. "Good morning students?". Para siswa menjawab "morning". Peneliti mencoba untuk membangkitkan semangat mereka dengan mengulang salam sapa, dan mengajari siswa untuk menjawab salam sapa dengan benar "Good Morning teacher. "How are you today?, "I'm fine, thank you, and you?", "I'm fine too, thank you". Kemudian, peneliti mengadakan tanya jawab (questioning-answering) kepada siswa dengan memberi beberapa pertanyaan ringan terkait dengan tema serta language focus. Setelah itu, peneliti memperkenalkan puppet show dengan memberikan dialog yang mengandung ekspresi asking for and giving help. Ketika itu, teman peneliti, Candra, mulai melaksanakan tugasnya mengambil beberapa

foto. Para siswa sangat antusias melihat puppet show, karena inilah pertama kali bagi mereka belajar dengan meggunakan boneka.

A **:** *Could you pass me the tea please?*
B : Yes, sure.
A: Thank you.

A : Let me pass you the tea.
B : Thank you very much.

Kemudian peneliti menunjukkan text wall dan menempelkan di atas papan tulis serta mengajarkannya dan menyuruh menirukan ekspresi kepada siswa. Peneliti mulai menunjukkan beberapa gambar jenis-jenis makanan dan minuman serta menyebutkan dalam bahasa Inggris, lalu menanyai kembali gambar-gambar tersebut kepada semua siswa. Kemudian menerapkannya ke dalam ekspresi asking for and giving help. Setelah itu, peneliti melakukan drills kepada semua siswa. Setelah selesai mengedrill, peneliti membagikan flashcard yang berupa gambar dan petunjuknya kepada semua siswa. Satu flashcard untuk satu siswa. Peneliti meminta siswa untuk keliling kelas mencari teman untuk diajak bercakap-cakap untuk mengucapkan ekspresi asking for and giving help yang berkaitan dengan flashcard yang sedang di pegang oleh si siswa. Kemudian peneliti menyuruh siswa untuk bermain role-plays di depan kelas. Siswa yang pertama kali maju untuk berperan role plays adalah Putri dan Dilla. Mereka mendapat flashcard sebuah gambar mangga dan sebuah gambar pizza.

Putri : Could you pass me some mangoes please?
Dilla : Yes, sure. Here you are.
Putri : Thank you.

Dilla : Let me pass you the pizza.
Putri : Thank you very much. You're such a good friend.
Dilla : You're welcome.

Beberapa siswa yang belum mendapatkan giliran maju untuk role plays sering ramai dengan temannya. Sampai akhirnya mereka semua mendapat giliran semua untuk maju performa. Setelah selesai, peneliti mereview materi pelajaran hari ini kepada semua siswa dan summarizing materi. Tepat pukul 10.10 bel berbunyi, dan peneliti mengakhiri pelajaran. Setelah bel, peneliti mengadakan wawancara kepada beberapa siswa untuk meminta pendapat dan kesan mengenai pelajaran pada hari ini. Setelah selesai mewawancarai beberapa siswa, peneliti mewawancarai guru bahasa Inggris untuk diskusi hasil KBM, keefektifan, serta rencana action untuk pertemuan berikutnya.

Field note 5
Friday, November 19, 2010
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah pada pukul 08.40. Peneliti datang bersama temannya, dikarenakan dalam hal ini peneliti sebagai pengajar dan teman peneliti sebagai pengambil foto saat proses kegiatan belajar mengajar. Peneliti dan rekanmya menuju ruang guru untuk menyapa semua guru yang ada di ruang guru. Kemudian peneliti becakap-cakap seperlunya dengan Guru Bahasa Inggris sampai bel berbunyi pukul 09.05. Kemudian kami bertiga (peneliti, rekan peneliti, guru Bahasa Inggris) segera bergegas menuju ruang kelas VB. Sampai di kelas, beberapa siswa masih ada yang belum masuk, Dana dan

Andre. Tak lama kemudian mereka pun memunculkan batang hidungnya. Peneliti pun lekas memberi salam sapa kepada semua murid. “Good morning, students?”. Semua siswa semangat sekali menjawab, “Good morning teacher”. Setelah selesai greeting, peneliti melakukan questioning-answering kepada siswa untuk membangun background knowledge siswa. Language focus untuk hari ini adalah asking a thing related to food and drink,

A: Can I have a pizza, please?
B: Sure, here you are.
A: Thanks.

Setelah selesai kegiatan questioning-answering, peneliti memperlihatkan puppet show yang menggunakan dialog yang menggunakan language focus asking a thing related to food and drink. Para siswa sangat gembira saat melihat puppet show. Kemudian peneliti memperlihatkan beberapa gambar makanan dan minuman, dan kali ini ukuran gambar lebih besar besar dari pada pada saat pertemuan yang lalu. Kali ini ukuran gambar sebesar ukuran kertas A4, agar terjangkau oleh penglihatan semua siswa termasuk yang duduk paling belakang. Rekan si peneliti (Chandra) mulai beraksi untuk mengambil foto ketika KBM berlangsung. Peneliti menyuruh semua siswa untuk menirukan semua perbendaraan yang diucapkan oleh peneliti. “Okey students, repeat after me”. Setelah itu, peneliti melakukan drills kepada siswa, dengan cara hanya memperlihatkan gambar tanpa memberi clue kepada siswa. Semua siswa dapat menjawab semua drill, tapi ada satu siswa bernama Dana yang terlihat kurang memperhatikan instruksi peneliti. Kemudian peneliti menanyai siswa tersebut, “Dana, what is this?”. Dana menjawab “Orange juice, miss”. “Okey, good” sahut peneliti. Setelah itu, peneliti menunjukkan gambar sepotong cokelat kepada Dana. “What is this?. Dana pun menjawab “This is Cocholate.” Peneliti bilang “Kurang tepat. Ayo adik-adik, siapa yang tau bahasa Inggrisnya sepotong cokelat?”. Sebagian besar siswa menjawab “a bar of chocolate”. “Excellent” sahut peneliti. Setelah selesai drills, peneliti menempelkan text wall, ini digunakan untuk mengedrill siswa tentang ekspresi meminta sesuatu/ asking a thing. Semua siswa antusias untuk menirukan ekspresi dan respon dari asking a thing. Kemudian, peneliti mulai membagikan flashcard kepada semua siswa. Lalu peneliti menyuruh siswa untuk untuk mempraktekkan dialog sesuai dengan clue yang ada di flashcard dengan teman sebangkunya. Peneliti berjalan berkeliling di dalam kelas untuk memandu siswa serta memberi feedback kepada beberapa siswa. Setelah siswa selesai latihan praktik dialog dengan teman sebangkunya, sekarang adalah giliran mereka untuk maju di depan kelas untuk melakukan role-plays. Setiap performa, masing-masing ada dua siswa yang tampil di depan kelas melakukan role-plays. Terkadang beberapa siswa laki-laki melakukan kegaduhan, dan sesekali peneliti menyuruh mereka untuk diam. Kemudian, ada 4 siswa minta ijin kepada peneliti untuk pergi ke belakang, mereka hanya minta ijin dengan ucapan bahasa Indonesia. Peneliti mengumumkan kepada semua siswa apabila ingin ijin pergi ke belakang harus menggunakan ekspresi bahasa Inggris: “May I go to the toilet, please?”, “May I wash my hand?”Semua siswa terkejut. Peneliti memang sengaja membuat peraturan baru tersebut, dikarenakan untuk meminimalisir siswa yang berniat untuk mengalihkan motivasi mereka untuk belajar di kelas.

Kemudian, peneliti memberikan game kepada siswa untuk menarik minat serta memotivasi siswa untuk belajar. Pertama-tama, guru membagi siswa menjadi 4 kelompok. Setelah itu, peneliti memberikan sekumpulan picture card kepada masing-masing kelompok. Lalu, peneliti mulai mengumumkan peraturan dari game Simon Says, peneliti mengulang 2 kali peraturan game tersebut sampai semua siswa paham. Game dimulai. Setiap peneliti mengucapkan Can I have....semua siswa mulai memasang telinga mereka dan melihat semua gambar yang ada di picutre card tersebut. Begitu peneliti menyebutkan “Can I have a Pizza, please?” semua siswa berlomba-lomba adu kecepatan untuk menunjukkan gambar pizza yang ada di picture card. Sayang sekali unutk kegiatan kali ini, siswa terlalu antusuias dan bersemangat, akhirnya kelas sangat gaduh

suasananya. Kelompok yang benar menunjukkan gambarnya akan mendapatkan point 100, begitu seterusnya untuk gambar yang lainnya juga. Peneliti mengulas kembali language focus yang telah diajarkan hari ini, mengetes serta mengedrill semua siswa untuk masing masing gambar seukuran A4 tadi. Bel kemudian berbunyi tanda jam pelajaran bahasa Inggris telah selesai. Peneliti mengucapkan terima kasih kepada siswa, lalu berdo'a. Setelah selesai, peneliti mengadakan wawancara dengan beberapa siswa untuk ditanyai mengenai pelajaran hari ini (keluhan, hambatan, kesulitan, kesan, hal favorit/ yang paling menyenangkan). Setelah selesai, peneliti mengadakan wawancara juga dengan guru Bahasa Inggris di ruang guru.

Field note 6
Friday, November 26, 2010
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah bersama rekannya pada pukul 08.50. Begitu sampai di sekolah, mereka segera menuju kelas untuk mempersiapkan materi dan media yang akan dipakai nanti. Bel pun berbunyi pada pukul 09.05, tanda masuk kelas setelah jam istirahat. Dan guru bahasa Inggris pun masuk ke kelas VB. Semua siswa telah siap dan duduk sempurna menghadap ke depan. Peneliti memulai pelajaran dengan greeting seperti biasanya yang telah dipraktekkan pada pertemuan-pertemuan sebelumnya. Setelah itu, peneliti melakukan kegiatan question-answer untuk memperkenalkan topik untuk hari ini. Topik hari ini adalah cara mengekspresikan ungkapan kesantunan yang menggunakan *Do you mind if I have…* Lalu peneliti memperlihatkan berbagai gambar food and drink seukuran A4. Rekan peneliti (Chandra) mulai beraksi mengambil foto saat KBM berlangsung. Peneliti melakukan drills kepada siswa dengan cara memperlihatkan gambar tanpa harus memberi clue kepada mereka. Proses drills berjalan dengan lancar. Kemudian, peneliti menempelkan text wall, dan menyuruh siswa untuk menirukan ucapan peneliti. Peneliti memastikan bahwa semua siswa paham dengan ekspresi kesantunan yang telah diajarkannya tersebut. Peneliti melakukan drill dengan cara menunjukkan gambar milk kepada siswa. Para siswa serempak menjawab perintah peneliti. *SS : I'm thirsty. Do you mind if I have the milk now?*

Peneliti membagikan flashcard kepada semua siswa, kemudian memerintahkan semua siswa untuk mempraktekkan dialog ungkapan kesantunan sesuai dengan cue yang tertera di masing-masing flashcard yang di peroleh masing-masing siswa. Siswa keliling kelas untuk berganti-ganti cari teman untuk praktek dialog. Peneliti berjalan keliling kelas untuk memandu serta memberi feedback kepada beberapa siswa. Selesai kegiatan ini, peneliti mengadakan kegiatan Information Gap. Semua siswa yang duduk di kursi sisi kiri diberi cue card. Isi dari cue card dibacakan oleh siswa yang bersangkutan dan diperdengarkan kepada teman sebangkunya yang duduk di kursi sisi kanan. Setelah itu, siswa yang duduk di kursi sisi kanan tersebut wajib mengulang segala ungkapan yang telah dibacakan oleh siswa yang duduk di kursi sisi kiri tadi. Begitupun juga sebaliknya. Kemudian tepat pukul 10.10 bel berbunyi. Peneliti mempersilahkan siswa untuk berdo'a kemudian pulang. Sebelum pulang, ada beberapa siswa diminta peneliti untuk diwawancarai mengenai pelajaran Bahasa Inggris hari ini. Setelah peneliti selesai bertanya-tanya, peneliti menuju ke ruang guru untuk mengadakan wawancara dengan ibu guru Bahasa Inggris. Guru memberi beberapa saran dan opini mengenai pelajaran bahasa Inggris tadi. Setelah selesai wawancara, peneliti dan rekannya memohon pamit dengan guru-guru dan satpam di sekolah itu.

Field note 7
Friday, December 3, 2010
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah bersama rekannya pada pukul 08.50. Begitu sampai di sekolah, mereka segera menuju kelas VB untuk mempersiapkan materi dan media yang akan dipakai nanti. Tepat pukul 09.05 bel berbunyi tanda istirahat telah usai dan saatnya masuk kelas untuk mulai pelajaran lagi. Semua siswa telah masuk kelas. Sekarang tinggal menunggu guru bahasa Inggris untuk datang ke kelas. Tak lama kemudian guru telah datang. Dan giliran peneliti untuk segera memulai pelajaran. Seperti biasa, kegiatan diawali dengan greeting. Lalu kegiatan question-answer berupa tanya jawab ringan antara peneliti dengan semua siswa untuk menghantarkan topik hari ini agar dapat diterima dengan baik. Topik hari ini adalah mengekspresikan kesantunan *Shall we …* Lalu peneliti memperlihatkan berbagai gambar food and drink seukuran A4. Rekan peneliti (Chandra) mulai beraksi mengambil foto saat KBM berlangsung. Peneliti melakukan drills kepada siswa dengan cara memperlihatkan gambar tanpa harus memberi clue kepada mereka. Proses drills berjalan dengan lancar. Kemudian, peneliti menempelkan text wall, dan menyuruh siswa untuk menirukan ucapan peneliti. Peneliti memastikan bahwa semua siswa paham dengan ekspresi kesantunan yang telah diajarkannya tersebut. Peneliti melakukan drill dengan cara menunjukkan gambar mangoes, dll, kepada siswa. Para siswa serempak menjawab perintah peneliti. *SS : Shall we eat the mangoe?*

Peneliti membagikan flashcard kepada semua siswa, kemudian memerintahkan semua siswa untuk mempraktekkan dialog ungkapan kesantunan sesuai dengan cue yang tertera di masing-masing flashcard yang di peroleh masing-masing siswa. Siswa keliling kelas untuk berganti-ganti cari teman untuk praktek dialog. Peneliti berjalan keliling kelas untuk memandu serta memberi feedback kepada beberapa siswa. Kemudian peneliti menyuruh siswa untuk bermain role-plays di depan kelas. Siswa yang pertama kali maju untuk berperan role plays adalah Indri dan Tiara. Flashcard yang mereka peroleh adalah bergambar mangga. Inilah percakapan mereka:

A: Shall we peel the mango?
B : Please do

Setelah itu, giliran siswa-siswa yang lain. Ketika dua siswa maju, ternyata ada beberapa siswa lain ramai sendiri ngobrol dengan temannya. Peneliti berusaha mengingatkan kepada beberapa siswa tersebut untuk tetap memperhatikan temannya yang sedang performa di depan kelas. Ada dua siswa yang ijin untuk pergi kebelakang. Peneliti mengingatkan mereka untuk meminta ijin menggunakan bahasa Inggris. “In English please.” Perintah si peneliti. Kedua siswa malah bingung dan lupa cara mengucapkannya lewat bahasa Inggris. Rizky mencoba “Bu, May I go toilet?” Peneliti belum mengijinkan kedua siswa pergi ke toilet karena ekspresi yang digunakan belum tepat. Nanda bilang kepada peneliti “Miss selak kepuyuh e…” Peneliti tetap belum mengijinkan mereka pergi ke toilet. Akhirnya peneliti mengucapkan ekspresi yang benar “May I go to the toilet, please?” dan menyuruh kedua siswa tersebut untuk menirukan ekspresi tersebut, dan akhirnya mereka pun bisa menirukan ekspresi tersebut dengan benar. Kegiatan role-plays berlangsung cukup lama. Dan akhirnya tepat pukul 10.10 bel tanda pelajaran telah usai pun berbunyi. Peneliti mengajak semua siswa untuk berdo’a sebelum pulang. Setelah berdo’a peneliti membagikan makanan sebagai hadiah dari game Simon Says kemarin. Beberapa siswa diminta peneliti untuk diajak wwancara mengenai pelajaran bahasa Inggris hari tersebut. Setelah selesai wawancara, peneliti segera pergi menuju ruang guru untuk wawancara dengan Guru Bahasa Inggris. Setelah selesai wawancara, peneliti dan rekannya berpamitan dengan guru yang ada di ruang guru.

Field note 8
Friday, January 7, 2011
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah bersama rekannya pada pukul 08.45. Sesampainya di sekolah, peneliti masuk ke ruang guru menyapa guru-guru yang ada di kantor guru. Kemudian dia bertemu dengan guru Bahasa Inggris, serta mengingatkan kepada guru untuk datang mengamati di kelasVB saat action nanti diimplementasikan. Tak lama kemudian tepat pukul 09.05 bel berbunyi tanda waktu istirahat telah usai dan waktunya jam pelajaran bahasa Inggris telah mulai. Peneliti, rekannya, serta guru bahasa Inggris segera bergegas menuju kelas VB. Siswa mulai duduk semua, dan guru serta rekan peneliti duduk di belakang kelas. Peneliti mulai berdiri di depan kelas untuk memulai mengajar. Peneliti memulai pelajaran dengan salam greeting seperti biasanya. Setelah greeting, peneliti mulai mengadakan question and answer activity. Hal ini dilakukan agar menumbuhkan semangat serta mengantar siswa agar lebih siap menerima tema dan language fokus yang akan diberikan nanti. Peneliti memberikan pertanyaan-pertanyaan ringan kepada siswa terkait dengan tema yang akan diajarkan, dan siswa pun mampu menjawabnya dengan santai. Hari ini temanya adalah profesi dan tempat kerjanya. Language focus untuk hari ini adalah meminta dan memberi informasi mengenai nama pekerjaan/ profesi dan tempat kerjanya. Misalnya:

A : What is your father?
B : My father is a teacher.
A : Where does he work?
B : He works in a school.

Kemudian, peneliti bertanya kepada siswa, Okey students, do you know what is profession? Siswa ternyata kurang paham dengan maksud pertanyaan peneliti. Kemudian peneliti pun mengubahnya menjadi bahasa indonesia “Ayo, tahukah kalian apakah itu profesi? Kemudian semua siswa serempak menjawab ‘pekerjaan’. Peneliti mengiyakan jawaban mereka. And, Mention kind of professions? Sahut peneliti. Semua siswa saling bersahutan menjawab pertanyaan peneliti. Ada yang menjawab dengna bahasa indonesia, ada pula yang menjawab dengan Bahasa Inggris, “doctor, teacher, nurse, petani, polisi, pilot”. Peneliti berkata “Okey, you all are smart students. Berarti semua tahu ya maksudnya profesi itu apa.”. “Then, I want to ask to one of the students, where is Dana?” Dana “Yes, mam.”. what is your father and mother? Dana said “Apa miss?”. Peneliti menjawab “Apa pekerjaan ayah dan ibumu?”. “Oh, ayahku polisi, ibuku pegawe bank.” sahut Dana. Jadi, kamu harusnya jawabnya juga pakai bahasa Inggris “My father is a policeman, and my mother is a teacher.” Okey student, please repeat my sentence. Semua siswa mengulang kalimat ucapan “My father is a policeman, and my mother is a teacher.”

Kemudian peneliti menunjukkan gambar-gambar seukuran A4 berupa profesi dan tempat kerjanya. “What is this?, this is nurse. Come on repeat after me.” Ayo tirukan saya. Para siswa pun menirukan kata nurse sebanyak 3X. Peneliti berkata lagi, “Where does she work?, she works in a hospital”. Dan para siswa menirukan kata hospital. Begitu seterusnya sampai pada gambar terakhir. Kemudian peneliti mengedrills satu persatu gambar tersebut kepada semua siswa. Peneliti memberi contoh ekspresi mengenai cara meminta informasi tentang nama profesi, seperti misalnya *What is your mother?, dan Where does she work*?, kemudian peneliti memerintahkan kepada semua siswanya untuk menirukan ucapan ekspresi tersebut. Setelah semua paham, peneliti memperkenalkan cara merespon ekspresi tadi, yaitu dengan cara memberikan informasi tentang profesi dan tempat kerjanya. Misalnya, *My mother is a teacher. She works in a bank.*Peneliti menyuruh semua siswa untuk menirukan ekspresi ini. Peneliti menulis semua ekspresi tersebut di papan tulis. Setelah itu, peneliti menge’drill semua siswa untuk mengucapkan

ekspresi meminta dan memberi informasi tentang profesi dan tempat kerjanya dengan cara menunjukkan gambar-gambar profesi tadi sehingga siswa mampu untuk mengungkapkan ekspresi cara meminta dan memberi informasi tentang nama profesi dan tempat kerjanya. Setelah selesai mengedrills, peneliti mulai mengajak siswa untuk mengadakan sebuah permainan bernama Survey game. Dalam game tersebut, siswa harus mencari 5 teman sesuka mereka untuk diwawancarai mengenai nama orang tua mereka, pekerjaan dan tempat kerja mereka. Banyak siswa mengajukan pertanyaan kepada peneliti untuk menanyakan berbagai macam nama pekerjaan yang belum pernah disebutkan oleh peneliti sebelumnya. Guru Bahasa Inggris serta peneliti memandu siswa dan membri feedback kepada mereka dalam melakukan survey game tersebut. Setelah selesai mewawancarai kelima temannya, siswa melaporkan hasil survey nya dengan cara menuliskan pada kolom yang disediakan pada worksheets, kemudian siswa secara satu per satu maju ke depan kelas unutk melaporkan hasil surveynya tersebut. Kemudian, peneliti membagikan lembar kerja kepada siswa yaitu mengenai crossword puzzle. Peneliti menruruh siswa untuk mengerjakan secara inpairs (berpasangan dengan teman sebangkunya). Pada saat mengerjakan crossword puzzle, setiap pasangan siswa dapat bekerja sama dengan baik. Setelah semua siswa selesai mengerjakan, peneliti dan semua siswa mencocokan jawabannya di depan kelas. Saat menit-menit terakhir sebelum bel, peneliti meriview/ meninjau kembali kepada siswa segala materi, perbendaharaan, serta language focus yang telah diajarkan untuk hari ini.

Bel tanda jam pelajaran telah usai pun berbunyi tepat pada pukul 10.10. Peneliti memimpin siswa untuk berdo'a. Kemudian siswa diijinkan untuk pulang. Peneliti meminta beberapa siswa untuk diajak wawancara mengenai pelajaran tadi. Setelah wawancara dengan siswa, peneliti mewawancarai guru bahasa Inggris di ruang guru.

Field note 9
Friday, January 14, 2011
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah bersama rekannya pada pukul 08.45. Sesampainya di sekolah, peneliti masuk ke ruang guru menyapa guru-guru yang ada di kantor guru. Kemudian dia bertemu dengan guru Bahasa Inggris, serta mengingatkan kepada guru untuk datang mengamati di kelasVB saat action nanti diimplementasikan. Tak lama kemudian tepat pukul 09.05 bel berbunyi tanda waktu istirahat telah usai dan waktunya jam pelajaran bahasa Inggris telah mulai. Peneliti, rekannya, serta guru bahasa Inggris segera bergegas menuju kelas VB. Guru Bahasa Inggris dan rekan peneliti duduk di belakang. Peneliti memimpin semua siswa untuk berdo'a mengawali pelajaran. Peneliti mengucapkan greeting kepada semua siswa, siswa menjawab sapaan peneliti dengan kurang semangat, peneliti mengulang lagi greetingnya, dan menyuruh siswa untuk menjawab greetingnya dengan keras dan penuh semangat. Kemudian, peneliti mulai membangkitkan semangat siswa dengan mengadakan kegiatan question-answer untuk menghantarkan semua siswa menuju topik yang akan diajarkan untuk hari ini. Peneliti memberikan pertanyaan-pertanyaan ringan terkait dengan topik. Topik hari ini masih mengenai profesi dan tempat kerjanya, akan tetapi materi disajikan dengan berbeda, yaitu dalam bentuk listening. Peneliti mereview materi minggu lalu dengan cara mengedrills siswa dengan menunjukkan gambar-gambar profesi dan tempat kerjanya. Kemudian peneliti pun mengedrills siswa mengenai ekspresi meminta dan memberi informasi tentang profesi dan tempat kerjanya.

Kemudian peneliti memberikan sebuah tugas kepada siswa dalam bentuk lembar kerja. Peneliti memerintahkan siswa mengerjakan secara individu. Tugas nya adalah menjodohkan gambar profesi dengan gambar tempat kerjanya. Setelah selesai mengerjakan, peneliti dan seluruh siswa mencocokan jawaban. Setelah selesai mencocokan jawaban, peneliti mengajak seluruh siswa untuk bermain dalam sebuah permainan yang bernama Miming and Guessing Game. Jadi, dalam game ini, peneliti akan membagi seluruh siswa menjadi 5 kelompok, dimana setiap kelompok terdiri dari 3-4 anak. Peneliti memberikan petunjuk permainan kepada seluruh siswa, dan seluruh siswa wajib mendengarkan baik-baik. Setiap ketua kelas nantinya akan maju mewakili kelompoknya untuk mengambil flash card yang berisi gambar profesi. Setelah mengambil flashcard tersebut, ketua kelompok menirukan beberapa gerakan yang lazim biasa dilakukan oleh profesi yang tertera di dalam flashcard tersebut, ketua tidak diijinkan untuk berbicara sepatah kata pun. Anggota kelompok harus bisa menebak nama profesi serta tempat kerja yang telah ditirukan oleh sang ketua kelompok tadi. Apabila salah menebak, kelompok yang bersangkutan akan dikurangi skornya sebanyak 50. Keadaan kelas sangat semarak, siswa begitu antusias dalam mengikuti permainan ini. Setelah selesai permainan ini, peneliti mengumumkan perolehan skor. Kelompok yang mendapatkan skor paling besar berhak mendapatkan hadiah dari peneliti.

Kemudian, permainan selanjutnya adalah Simon Says. Dalam permainan ini, pertama-tama peneliti membagi seluruh siswa menjadi 5 grup, dimana setiap kelompok terdiri dari 3-4 orang. Setelah itu, peneliti membagikan kumpulan picture card kepada masing-masing kelompok. Lalu, peneliti menjelaskan peraturan permainan Simon Says. Jadi, ketika permainan dimulai, peneliti menyebutkan soalnya, misalnya ketika peneliti menyebutkan bahwa “He teaches the students. What is he?”, maka setiap grup harus menunjukan gambar teacher/ guru, dan gambar school/ sekolah (untuk tempat kerjanya). Guru yang berhasil menunjukan gambar yang tepat akan mendapatkan skor 100. Setelah selesai Simon Says game, peneliti akan memberikan test Focus on Listening kepada siswa. Dalam test ini, Peneliti membagikan lembar kerja(semacam task) kepada siswa. Kemudian siswa akan mendengarkan sebuah rekaman kaset yang di dalamnya berisi tentang cerita beberapa profesi. Dalam hal ini siswa harus sangat hati-hati mendengarkan rekaman kaset tersebut. Peneliti akan memutarnya sebanyak 4 kali. Ketika mendengarkan kaset, siswa sambil mengisi bagian yang rumpang, setelah selesai mengerjakan siswa disuruh untuk menjawab beberapa pertanyaan terkait dengan isi rekaman di dalam kaset tersebut. Kemudian, masih ada beberapa test listening lagi, yaitu berupa 4 cerita mengenai profesi. Dalam lembar kerja siswa sudah tertera 4 cerita tersebut, dalam test ini, siswa hanya diminta untuk mengurutkan cerita yang ada, dengan cara membubuhkan nomer pada kotak pokok kiri bawah yang telah disediakan.

Setelah semua kegiatan listening selesai, peneliti mencocokkan jawabannya dengan siswa. Bel berbunyi pada pukul 10.10, semua siswa bergegas pulang. Ada beberapa siswa diminta untuk wawancara dengan peneliti mengenai proses KBM Bahasa Inggris hari ini. Setelah wawancara dengan siswa usai, peneliti segera bergegas menuju ruang guru untuk mewawancarai guru Bahasa Inggris untuk diajak diskusi.

Field note 10
Friday, January 21, 2011
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah bersama rekannya pada pukul 08.42. Peneliti segera menuju ruang guru untuk mengingatkan bahwa hari ini peneliti akan mengajar di kelas

pada pukul 09.05. setelah itu, peneliti bersama rekannya segera bergegas menuju ruang kelas VB untuk mempersiapkan segala media yang nantinya akan dipakai. Tak lama kemudian bel berbunyi tepat pukul 09.05. Siswa kelas VB pun masuk ke kelas, disusul juga dengan kedatangan ibu guru Bahasa Inggris. Peneliti pun segera mebuka pelajaran dengan greeting. Siswa menjawab greeting. Kemudian peneliti mulai memberi siswa kegiatan qestioning-answering dengan memberi pertanyaan-pertanyaan seputar topik yang akan disajikan. Topiknya adalah transportation. Language focus untuk hari ini adalah meminta dan memberi informasi mengenai alat transportasi yang digunakan seseorang. Siswa sangat bersemangat ketika ditanya peneliti mengenai macam-macam alat tansportasi baik darat, laut, maupun udara. Siswi bernama Putri bahkan bisa meneybutkan bahasa Inggrisnya, padahal peneliti belum pernah mengajarkan sebelumnya. Kemudian peneliti mulai menunjukkan beberapa gambar alat-alat tarnsportasi baik dari darat, laut, maupun udara. Peneliti mengedrills satu persatu gambar yang ada kepada semua siswanya. Lalu, peneliti memberi contoh ekspresi mengenai cara meminta dan memberi informasi tentang alat transportasi. Peneliti meminta seluruh siswa untuk menirukannya. Setelah itu, peneliti menuliskan ekspresi tersebut di papan tulis.

Kemudian peneliti membagi siswa menjadi 5 kelompok, tiap kelompok terdiri dari 3-4. tiap kelompok akan maju di depan kelas, dan tiap anggota kelompoknya wajib membuat kalimat secara lisan dengan kata-kata clue yang sudah disediakan. Setelah kegiatan ini selesai, kegiatan berikutnya adalah role-plays yang dimana siswa berpasangan untuk bermain role-plays ini. Dengan melakukan/ menampilkan dialog seperti berikut ini:

A: How does he go to office?

B: He goes to office on foot.

Semua siswa wajib untuk maju role-plays. Kali ini, peneliti mempunyai trik lain untuk mengatasi suasana gaduh saat role-plays berlangsung. Jadi ketika dua siswa yang sedang performa role-plays di depan kelas, siswa yang lain tak hanya diam saja, peneliti memberi kegiatan kepada siswa-siswa tersebut untuk memberi skor atas penampilan temannya yang sedang performa role-plays di depan kelas. Sehingga mereka tidak ramai sendiri ngobrol dengan temannya.

Field note 11
Friday, January 21, 2011
Ruang Kelas VB, SDN Samirono, Yogyakarta
Teman peneliti: Hasni Partiningsih

Peneliti datang ke sekolah bersama rekannya pada pukul 08.50. Peneliti segera bergegas datang menuju ke kelas VB untuk mempersiapkan atribut mengajarnya, dari media, materi, dll. Tak lama kemudian bel berbunyi tanda masuk tepat pukul 09.05. Siswa kelas VB pun masuk ke kelas, disusul juga dengan kedatangan ibu guru Bahasa Inggris. Peneliti bersalaman dengan guru Bahasa Inggris. Guru Bahasa Inggris dan rekan peneliti duduk di belakang. Lalu peneliti segera memulai mengajar. Peneliti mengenalkan topik untuk hari ini dengan cara mengadakan kegiatan questioning-answering dengan siswa. Peneliti memberikan pertanyaan-pertanyaan ringan menyangkut topik kepada siswa. Topik untuk hari ini adalah mengenai benda-benda yang ada di dalam kelas. Language focusnya yaitu merespon instruksi sangat sederhana dengan tindakan verbal yang berkaitan dengan topik. Semua siswa sangat antusias menyebutkan benda-benda yang ada di dalam kelas. Kemudian peneliti mulai memperlihatkan beberapa objek real

yang ada di dalam kelas serta mengajari siswa dalam bentuk bahasa Inggris dari perbendaharaan tersebut. Rekan peneliti (Hasni) segera memulai mengambil foto untuk dokumentasi. Peneliti memerintahkan siswa untuk menirukan pronunciation dari peneliti. Mereka serempak menirukan pronunciation peneliti. Kemudian peneliti mengajari siswa cara memberi instruksi untuk direspon secara verbal, misalnya: *Close the door, Open the book, dll.* Kemudian semua siswa menirukan ucapan peneliti. Setelah itu, peneliti menyuruh semua siswa merespon semua instruksi dengan tindakan verbal. Beberapa siswa ada yang keliru merespon instruksi tersebut. Siswa tersebut adalah Melliano Alan Sigit Saputro, Dandy Krisna Bayu Buntara, Ferro Ichsan Tsalatsah. Kemudian peneliti menyuruh ketiga siswa tersebtu untuk maju di depan kelas. Mereka pun dengan malu-malu akhirnya maju. Peneliti memberi beberapa instruksi untuk direspon langsung secara tindakan verbal. Teman-teman yang lain tertawa dengan suasana ini. Peneliti mengetes ketiga siswa tersebut sampai mereka tidak keliru melakukan gerakan/ tindakan verbal atas instruksi yang dimaksud.

Kegiatan selanjutnya adalah permainan bernama “Do It” game. Peneliti mulai menjelaskan peraturan dari game ini. Peneliti memerintahkan siswa untuk membuat grup yang terdiri dari 4 siswa. Kemudian tiap grup harus mempunyai seorang ketua. Ketua grup akan maju untuk mengambil kartu petunjuk (cue card) dari peneliti. Setelah mengambil cue card, ketua grup akan mengucapkan beberapa instruksi sederhana dari cue card tersebut dengan keras untuk direspon oleh anggotanya dengan melakukan tindakan verbal/ aksi. Saat permainan ini, siswa begitu antusias, dan tiap kelompok berlomba-lomba untuk menunjukkan performa yang terbaik. Penampilan terbaik jatuh pada grup yang mempunyai ketua bernama Kandi Cahya Putri. Setelah selesai permainan ini, kegiatan selanjutnya adalah Information gap. Dalam permainan ini, siswa yang duduk di kursi sisi kanan diberi beberapa instruksi dari peneliti dalam bentuk flashcard. Kemudian siswa tersebut harus menyampaikan beberapa instruksi tersebut dengan cara membisikkan kepada teman sebangkunya yang duduk di kursi sisi kiri. Siswa yang duduk di kursi sisi kiri harus mengucapkan dengan lantang beberapa instruksi yang telah dibisikan tadi, kemudian siswa tersebut harus merespon instruksinya dengan cara melakukan tindakan verbal sesuai dengan apa yang dimaksudkan pada instruksi tersebut. Siswa yang salah melakukan respon instruksi tersebut akan mendapatkan hukuman berupa menyanyi atau menari di depan kelas. 3 siswa bernama Khasnak Khanifah (Ipah), Nanda Rian Sari (Rian), Melliano Alan Sigit Saputro (Sigit) ternyata melakukan kesalahan. Ipah, Rian, dan Sigit menyanyi di depan kelas. Teman-temannya yang lain menertawai mereka. Peneliti menenangkan para siswa agar keadaan kelas tidak gaduh.

Bel tanda jam pelajaran telah usai pun berbunyi tepat pada pukul 10.10. Peneliti memimpin siswa untuk berdo’a. Kemudian siswa diijinkan untuk pulang. Peneliti meminta beberapa siswa untuk diajak wawancara mengenai pelajaran tadi. Setelah wawancara dengan siswa, peneliti mewawancarai guru bahasa Inggris di ruang guru.

Interview 1

Permohonan ijin penelitian kepada Kepala Sekolah pada hari Jum'at tanggal 13 Agustus 2010 jam 09.00 di ruang Kepala Sekolah.

Hari, Tanggal : Jum'at, 13 Agustus 2010
R : researcher / peneliti
KS : Kepala Sekolah
Tempat : Ruang kepala sekolah

R	Assalamu'alaikum Pak.
KS	Wa'alaikum salam. Monggo mbak. Pripun?
R	Maaf pak boleh mengganggu waktunya sebentar?
KS	Injeh... Monggo-monggo.
R	Perkenalkan saya Andin, mahasiswa dari UNY, jurusan pendidikan Bahasa Inggris. Kedatangan saya ke sini sebenarnya mau meminta ijin kepada bapak untuk mengambil data guna menyelesaikan tugas akhir skripsi saya pak.
KS	Emm.. ya. Sebetulnya anda sudah berdiskusi dengan guru bahasa Inggrisnya belum.
R	Alhamdulillah kebetulan sudah pak. Saya kemarin sudah ngobrol-ngobrol dengan Bu Febri.
KS	Trus bu Febri bilang bisa tidak kalok diadakan pengambilan data?
R	Bisa pak...
KS	Kelas berapa to?
R	Kelas 5 pak, tepatnya kelas VB.
KS	Ya sudah kalok sudah sempet rembug-rembug dan Bu Febri Oke-oke saja ya saya ijinkan mbak. Judulnya apa mbk skripsinya?
R	Judulnya Improving Students' Involvement through Communicative Activities.
KS	Besok saya dibawakan proposalnya Bab 1, 2, 3 ya mbak?
R	Oh nggih pak... matur suwun nggih pak sampun diparingi ijin ambil data di sini.
KS	Ya, mbak.
R	Nggih pun pak, trima kasih atas waktunya, maaf telah mengganggu kesibukan bapak, terima kasih pak, saya pamit dulu.
KS	Oh... nggih-nggih.

Interview 2

Hari, Tanggal : Jum'at, 13 Agustus 2010
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd)*

Tempat : Ruang guru

R	Maaf bu, bisa minta waktunya sebentar, mau wawancara...
G	Oh ya mbak. Silahkan saja.
R	Trima kasih sebelumnya bu. Saya mau tanya tentang kondisi siswa kelas 5. Menurut ibu, bagaimana proses belajar mengajar bahasa Inggris di kelas Bu? Dan menurut ibu, bagaimana keterlibatan siswa terhadap proses belajar mengajar

	tersebut? Apakah mereka antusias atau tidak?
G	Jadi gini ya mbak ya... anak-anak kelas 5 itu pada mbandel, rame. Entah sik do rame dewe, ngeyel mangsuli gurune, ijin keluar alesane nang mburi lah,,,. Keterlibatane yo masih kurang mbak. Ya itu tadi, mereka masih cenderung kurang antusias memperhatikan, lha sok do rame dewe. Kadang nek do rame dewe njuk tak ultimatum kok mbak. Sik rame bakal tak catet, ngono mbak. Tapi yo jenenge bocah to mbak, raiso meneng suwe, ngko yo kumat meneh le rame.
R	Oh gitu ya buk. Nah trus selama kegiatan belajar mengajar, teknik pengajarannya bagaimana buk?
G	Ya menerangkan, trus mengerjakan LKS.
R	Oh ibu pakai LKS juga ya. Ibu juga memakai buku paket nggak?
G	Nggak e mbak. Ada sebenarnya, tapi jarang dipakai.
R	Jadi ibu seringnya memakai LKS ya?
G	Iya.
R	Trus apa saja menurut ibu hambatan ketika mengajar?
G	Selain anak-anak pada rame sendiri, berjalan-jalan, anak laki-laki nggangguin anak perempuan, siswa pada teriak-teriak, nggak ngerjain PR.
R	Trus menurut ibu, apakah fasilitas di sekolah ini apakah sudah cukup memadai untuk mendukung kegiatan belajar mengajar?
G	Kalau menurut saya sih belum mbak. Media serta alat peraga masih kurang.
R	Ibu sering nggak memakai media kalau pas ngajar?
G	Saya jarang sih mbak.
R	Oke Buk... Cukup di sini saja wawancara kali ini, terima kasih banyak atas kesediaan waktunya ya buk.
G	Ya, sama-sama mbak...

Interview 3

Hari, Tanggal : Jum'at, 20 Agustus 2010
R : researcher / peneliti
SS : Siswa (Sri Devi Noviana, Kandi Cahya Putri, Ita Listiyaningsih, Dilla Arum Rahmawati).
Tempat : Ruang kelas VB

(Wawancara dengan murid ketika seusai observasi)

R	Maaf dik, boleh tanya ndak?
SS	Ya.
R	Sebelumnya, kenalan dulu ya, namanya siapa? Saya Miss Andin.
SS	Novi, Putri, Ita, Dilla.
R	Pelajarannya modelnya gini-gini mulu po dek?
S1	Iya e mbak.
R	Emm... Trus pernah nggak diajari pakek permainan atau game gitu?
S2	Enggak...
R	Kalo role-plays?
S3	Enggak...
R	Trus cuma ngerjain LKS gini po?

S4	Iya mbak. Bosen e.....
R	Ohh... Trus misal kalok diajak nyanyi dan main-main seneng nggak?
S5	Seneng.
R	Oke adik-adik. Makasih ya...Kapan-kapan kita nyanyi dan main bareng yaak. Ben pinter ok!
SS	Ya mbak.

Interview 4

Hari, Tanggal : Jum'at, 20 Agustus 2010
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru

(Wawancara dengan Guru Bahasa Inggris ketika seusai observasi)

R	Gimana buk kelas Bahasa Inggrisnya? Lancarkah?
G	Yah seperti yang mbak lihat tadi…
R	Ibu, berarti jarang ya pakai Bahasa Inggris misalkan memberi instruksi pada anak, dan pas greeting juga?
G	Iya e mbak, memang jarang. Lha piye yo mbak, bocah-bocah nek tak jak omong bahasa Inggris ki do ra mudeng je. Yo sik pinter yo cepet nyaut tapi nek sing ora pinter njuk gur do plonga-plongo e mbak.
R	Jadi kalok siswa pengen pamit ke belakang pun belum pernah dilatih dengan bahasa Inggris ya buk?
ET	Yo belum pernah sih mbak.

Interview 5

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S : Siswa (Tiara Herawati)
Tempat : Ruang kelas VB

(Wawancara dengan murid ketika seusai penelitian hari pertama)

R	Dek, tanya-tanya bentar boleh ya?
S	Iya...
R	Boleh tau namanya? Namanya siapa?
S	Tiara.
R	Tadi gimana pelajaran bahasa Inggrisnya? Seneng nggak?
S	Seneng.
R	Oke, senengnya kenapa?
S	Pakek boneka.
R	Sebelumnya, udah pernah belum pakek boneka sama bu guru?

S	Belum miss.
R	Seneng pakek boneka tu kenapa?
S	Ya lucu. Jadi mbayangin Dora.
R	Trus pakek boneka jadi lebih paham nggak percakapannya?
S	Iya, lebih jelas.
R	Tadi suara miss jelas dan keras gak?
S	Iya kok miss.
R	Tadi pas pelajaran pas pakek boneka memperhatikan kan?
S	Iya.
R	Trus tadi bonekanya siapa aja namanya?
S	Micky sama Dora.
R	Oh bagus dong kalo masih inget. Oke, makasih ya dek.
S	Ya.

Interview 6

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S : Siswa (Kandi Cahya Putri)
Tempat : Ruang kelas VB

R	Halo dek… bisa ngobrol sebentar kan?
S	Ya mbak.
R	Adek namanya siapa?
S	Kandi Cahya Putri.
R	Tadi gimana pelajarannya, seneng nggak pas miss menerangkan pakek gambar?
S	Iya seneng miss.
R	Alesannya?
S	Lebih menarik. Dari pada pakek LKS kaya biasanya miss. Bosen…..!
R	Tadi jelas nggak picture/ gambarnya nya?
S	Jelas (sambil mengangguk).
R	Sampe belakang tetap jelas?
S	Saya kan di tengah, jelas-jelas aja kok.
R	Oke-oke, makasih loh dek Putri.
S	Sama-sama mbak.

Interview 7

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S1 & S2 : 2 Siswa (Rahmad Dana, Andre Dwi Apriliawan)
Tempat : Ruang kelas VB

R	Dhana, Andre. Miss tadi ngajarnya pake gambar tadi kalian seneng nggak?"
S1	Seneng, Miss.
S2	Bagus kok, Miss.

R	Kenapa kalian seneng?
S1	Ya lucu, bagus.
S2	Bisa mudah inget nama-namanya, Miss.
R	Tadi kalo gak salah kalian tadi duduknya di paling belakang sendiri ya? Gambarnya jelas nggak e?
S1&S2	Kurang. Kurang jelas.
R	Okelah kalo begitu. Laen kali Miss akan buat yang lebih besar.
R	Oh iya, trus tadi memperhatikan tidak kalo kurang jelas tuh?
S1&S2	Perhatikan, tapi aku njuk mlaku mengarep miss.
R	Yo, mengingat pelajaran tadi, gambar apa aja tadi?
S1	Susu, apel, mangga, pizza.
R	Nah si Andre pake bahasa Inggrisnya coba yok…?.
S2	Susu ki milk, trus Pizza ki pizza to miss, njuk mangga ki mango, apel ki apple.
R	Oke yak bagus,,,,,,,,. Oke, makasih ya adek-adek.
S1&S2	Ya.

Interview 8

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S : siswa (Rizky Rahmawati Putri)
Tempat : Ruang kelas VB

R	Dek, tanya bentar yak?
S	Ya, miss.
R	Namanya siapa?
S	Rizky Rahmawati Putri
R	Gimana tadi, pelajarannya? Seneng nggak e?
S	Sueneng miss.
R	Kenapa? Yang mana?
S	Itu loh miss tadi yang pakek kartu pas maju.
R	Oh itu namanya flashcard. Kenapa seneng pakek flashcard?
S	Ya lebih jelas dan menarik.
R	Oh begitu. Flashcardnya sudah cukup jelas kan tadi, dari segala gambar buah-buahan, makanan, dan minuman?
S	Sudah miss.
R	Oh ya, ayo coba sekarang sebutkan gimana kalau saya minta dikasih mangga?
S	Could you pass me some mangoes please?
R	Oke, good. Makasih banget ya dek.
S	Sama-sama.

Interview 9

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti

S1 & S2 : siswa (Aprilia Dewi Salindri, Atikah Luthfi Wardina)
Tempat : Ruang kelas VB

R	Dek, meh tanya boleh kan?
S1&S2	Ya miss. Saya Aprilia Dewi Salindri, saya Atikah Luthfi Wardina.
R	Tadi pas maju ngobrol di depan kelas alias role play, kalian seneng gak?
S1&S2	Seneng miss.
R	Senengnya kenapa?
S1	Nglatih ngomong.
S2	Bisa nglatih Pede juga kan.
R	Betul...
S1	Tapi mau ki sikik-sikik e ki isin je miss
R	Lha wong sama temennya sendiri kok isin.
S1	Hehehe...
S2	Tapi kadang sok takut salah barang e...
R	Oh nggak papa dek... yang penting sudah latihan. Kan ini baru pertama kalinya. Besok lain kali ditingkatkan. Oke?
S1	Waduuhhh... Okelah Miss.
R	Trus tadi seneng nggak pas pake Text wall?
S2	Yang mana to miss?
R	Tu loh yang dialog besar pake kertas, tak tempelin di papan tulis?
S1	Ya lumayan.
S2	Oh seneng. Soale bisa buat mbantu nek lupa meh ngomong opo.
R	Oke makasih adek-adek ku...

Interview 10

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S1, S2, S3 : siswa (Aprilia Dewi Salindri, Dilla Arum Rachmawati, Ferro Ichsan Tsalatsah)
Tempat : Ruang kelas VB

R	Adik-adik seneng nggak permainan role-play tadi?
S1	Yang mana yo Miss?
R	Itu loh yang kalian dua orang maju, trus praktek bikin percakapan.
S2	Seneng.
S3	Bisa latian ngomong Miss.
S1	Tambah brani Miss.
S2	Kadang-kadang takut salah ngomong je.
R	Iya kalian masih perlu banyak belajar loh ya? Soalnya tadi kalian masih keliru-keliru gitu ngucapin kata-katanya.
S1	Angel je Miss.
S2	Karang lali je.
R	Gak papa. Yang penting kalian punya keberanian buwat ngomong di depan kelas.

Interview 11

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
S1, S2, S3 : siswa (Khasnak Khanifah, Melliano Alan Sigit Saputro, Rahmad Dana)
Tempat : Ruang kelas VB

R	*: "Hallo, adik-adik, namanya siapa?*
R	: 'Hello, students, what's your name?
S1	*: "Ipah".*
S1	: "Putri".
S2	*: "Sigit".*
S2	: "Sigit".
S3	*: "Dana".*
S3	: "Dana".
R	*: "Tadi seneng nggak pelajarannya?"*
R	: "Did you enjoy the lesson?"
S1	*: "Seneng Miss. Tapi tadi susah nggak tau ngomong apa."*
S1	: " We enjoyed it. But it was difficult, I didn't know what you were talking about."
S2	*: "Iya, angel je Miss. Belum pernah diajarin kayak gitu."*
S2	: "Yes, it was difficult, Miss. We have never learned it before."
S3	*: "Harus dikasih petunjuk dulu miss".*
S3	: "It has to be given a clue first."
S2	*: "Iya Miss, baru mudeng."*
S2	: "That's right Miss. It has just understood.

Interview 12

Hari, Tanggal : Jum'at, 5 November 2010
R : researcher / peneliti
G : Guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru

R	Boleh saya wawancara sebentar dengan anda?
G	Ya, silahkan mbak.
R	Gini buk... Gimana tadi menurut ibu pelajaran hari ini sehubungan dengan penelitian saya yang pertama kalinya?
G	Ya lumayan seru, apalagi tadi ada role play, merupakan atmosfer baru bagi siswa. Sebelumnya saya nggak pernah pake itu mbak.
R	Ya buk.
G	Untung aja tadi mereka mau maju ngomong.
R	Hehe... Iya buk.
G	Tapi, ada yang kurang mbak.
R	Oh ya... Yang mana itu buk?
G	Tadi yang gambar saya rasa ukurannya kurang besar. Jadi yang belakang sendiri kurang jelas.

R	Oh iya buk. Oke, besok lain kali saya akan buat yang lebih besar buk. Kalo flashcardnya tadi gimana buk?
G	Oh kalo itu sudah bagus, cukup jelas, dan colourful.
R	Trus menurut ibu, students' involvement nya sudah ada peningkatan belum?
G	Ya lumayan meningkat. Besok-besok akan lebih terlihat lagi mbak bedanya.
R	Kira-kira, menurut penglihatan ibu, apakah siswa menyukai pelajaran dan penggunaan beberapa media tadi buk.
G	Iya, seneng.
R	Oke, cukup wawancara saya dengan anda untuk hari ini buk. Terima kasih buk.
G	Ya, sama-sama.

Interview 13

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S : siswa (Faturrahman Rizky N)
Tempat : Ruang kelas VB

R	Hei Rizky. Materi bahasa Inggrisnya tadi suka ga?
S	Suka.
R	Trus tadi pakek gambar-gambar yang cukup besar tadi Rizky seneng nggak?
S	Iya, seneng.
R	Kenapa?
S	Bagus, lebih jelas.
R	Selain itu?
S	Tambah semangat. Bisa cepet hafal bendanya.
R	Sudah cukup besar dan jelas kan sekarang gambarnya?
S	Iya mbak, daripada yang kemarin.
R	Oke, sip. Makasih ya dek.
S	Iya.
R	Oh iya dek, tadi ada kesulitan nggak pas pelajaran?
S	Lumayan.
R	Yang mana tuh yang sulit?
S	Enmmm,,yang mana ya?? Sik miss... itu loh yang minta sesuatu *Can I* ....
R	Oh yang itu... Kenapa e dek sulitnya?
S	Sulit le ngucap.
R	Oh gitu...ya memang harus dibiasakan dek... Tadi saya lihat memang banyak temen-temen kamu juga yang pada keliru-keliru gitu cara ngucapinnya. Misal kata Sure le moco mah sur...
S	Hahaha....
R	Pesen miss, banyak-banyak baca kata-kata perbendaharaan ya dek,,, yang tadi miss ajarkan tu dipelajari lagi di rumah. OK?
S	Ya, miss.

Interview 14

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S1 & S2 : siswa (Ferro Ichsan Tsalatsah, Khasnak Khanifah)
Tempat : Ruang kelas VB

R	Halo, adek-adek. Tanya bentar yak?
S1&S2	Ya.....
R	Sapa aja nih namanya, miss lupa?
S1&S2	Saya Ferro. Saya Ifah.
R	Gimana dek tadi kalian seneng nggak pake boneka?
S1	Seneng.
S2	Emm...lumayan.
R	Kenapa?
S2	Tambah jelas.
S1	Menarik.
R	Suara miss tadi cukup keras kan?
S2	Iya.
R	Ada kesulitan nggak tentang pelajaran hari ini?
S1	Emmm...
R	Ayo bilang aja...ora njuk dimarahin wesss...
S2	Yang itu miss, sik minta sesuatu... can I...
R	Ayo coba misal gimana bilangnya kalo minta Pizza?
S1	Can I Pizza?
R	Eitz,,, kurang tepat. Yok mbak Ifah bisa mbenerin gak coba?
S2	Can I have pizza?
R	"a" nya mana?
S2	Oh iya,,, can I have a pizza kan ya miss?
R	Nah itu bisa.....? Oke makasih adek-adek.
S1&S2	Ya, sama-sama.

Interview 15

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S1 & S2 : siswa (Melliano Alan Sigit Saputro, Dandy Krisna Bayu B)
Tempat : Ruang kelas VB

R	Dek, namanya sapa aja nih?
S1	Melliano Alan Sigit Saputro
S2	Dandy Krisna
R	Miss boleh tanya-tanya sebentar kan?
S1&S2	Ya, miss.
R	Tadi miss kan ngajarnya pakek text wall, kalian seneng nggak pake itu?
S1	Sik mana to miss?
R	Itu yang tadi.... pas miss nempelin dialog di papan tulis.

S2	Oh yang ntu,,, seneng miss.
R	Senengnya...?
S2	Mudah hafal aja miss.
R	Trus?
S1	Lebih jelas.
R	Tulisannya cukup jelas nggak?
S1	Cukup.
R	Ok, Makasih dek.
S1&S2	Ya.

Interview 13

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S1 : siswa (Sri Dewi Noviana)
Tempat : Ruang kelas VB

R	Hai dek Novi, gimana tadi pelajaran bahasa Inggrisnya seneng nggak?
S	Seneng miss.
R	Trus tadi role-plays, kamu menikmati kegiatannya nggak?
S	Iya mbak.
R	Kenapa?
S	Yaa...bisa tau carane minta makanan.
R	Haha iya dek, lebih tepatnya di restoran. Tadi bingung gak carane merespon ekspresinya?
S	Enggak kok miss.
R	Bagus dong. Lagian kan sudah ada tandanya to di flashcardnya.
S	Ho'oh miss.
R	Ni miss cuma ngetes aja nih ya... misal pengen minta sepotong coklat tadi gimana hayo inget nggak?
S	Can I have a chocolate kan miss?
R	Lho.... sepotongnya mana?
S	Apa Miss?
R	Maksud miss, kata sepotong cokelatnya kok nggak di inggrisin sekalian?
S	Oh iya e,, tapi apa ya lupa e....
R	A bar of... yok gimana tu pertanyaan lengkapnya,, diulang dari awal...?!
S	Can I have a bar of chocolate, please?
R	Nah gitu baru bener.... Yosudah, makasih ya dek.
S	Ya miss.

Interview 14

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti

S1, S2, S3 : siswa (Nanda Rian, Rahmad Dana, Ferro Ichsan, Melliano Alan Sigit Saputro)
Tempat : Ruang kelas VB

R	Halo adek-adek. Gimana tadi seneng nggak sama pelajarannya?
S1	Seneng...
S2	Seneng kok miss.
R	Trus senengnya kenapa?
S1	Permainan.
S2	Ho'oh miss, game.
R	Oh jadi yang paling disenengi hari ini menurut kalian adalah game?
Ss	Ya miss.
R	Kenapa kok yang paling disenengi kok game nya?
S1	Seru miss.
S2	Sing mesthi ora ngantuk... haha.
S3	Hah dasar kowe ngantukan. Asyik wae nek aku.
R	Oh jadi gitu ya. Lebih membangkitkan semangat dan menarik ya dek?
Ss	Betul.
R	Oh iya tadi apa hayo namanya game nya?
S1	Lali miss opo mau!
S3	Says-says opo mau...
R	Simon says, dek. Oke, makasih ya dek.
S1	Mau kan punyaku miss yang winner.
R	Tadi dapet skor berapa?
S1	1200.
R	Puas jadi the winner?
S1	Iya dong miss.
R	Bagus. Pertahankan. Okey yang lain, lain kali jangan mau kalah ya?
S2, S3	Ya.
R	Okey, makasih dek ngobrol-ngobrolnya...
Ss	Sama-sama miss.

Interview 15

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S : siswa (Rahma Millenniasary, Nanda Rian Sari)
Tempat : Ruang kelas VB

R	: "Apa yang kamu suka dari pelajaran hari ini?"
S1	: "Pas game tadi loh, Miss."
R	: " Oh, Simon Says?"
S2	: "Iya, Miss. Bener."
R	: "Kenapa kok seneng?
S1	: "Pelajarane menyenangkan."
S2	: "Miss, tadi lucu banget pas grup D sering salah nunjukin gambar. …(ketawa)…

Interview 16

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S : siswa (Kholiq Harjo Purwanto)
Tempat : Ruang kelas VB

R	Dek, miss tanya ma adek bentar yak?
S	Iya mbak.
R	Tadi masih ingatkan pas permainan kan pakek picture cards?
S	Yang mana tu mbak?
R	Picture cards maksudnya itu loh yang gambar-bambar kecil-kecil yang waktu dibagikan pas mau permainan Simon Says.
S	Oh ya,,,inget-inget miss, emang kenapa?
R	Picture cards nya sudah cukup jelas blom?
S	Sudah.
R	Warnanya menurut adek gimana?
S	Bagus.
R	Maksudnya sudah cukup colourful kan?
S	Ya.
R	Trus tadi suka nggak sama permainannya?
S	Sukak miss. Marakke heboh kelas.
R	Ya itulah apa gunanya permainan. Oke makasih ya dek.
s	Ya, sama-sama.

I**nterview 17**

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
S : siswa (Veronica Devi Ariesta C)
Tempat : Ruang kelas VB

R	Dik, gimana tadi suka pa nggak pake permainan Simon says?
S	Suka.
R	Lebih seneng kegiatan individu atau kelompok dek?
S	Wah suka yang kelompok mbak.
R	Kenapa suka yang kelompok?
S	Soalnya bisa kerjasama.
R	Lebih gampang gitu ya ngerjainnya?
S	Iya mbak.
R	Bisa kompakan sama temen?
S	Iya. Meriah euy....
R	Hahaha...oke makasih ya dek.
S	Sama-sama mbak.

I**nterview 18**

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
Ss : Putri's team/ group
Tempat : Ruang kelas VB

R	Seneng nggak jadi the winner?
R	*Were you happy to be the winner?*
Ss	Seneng.
Ss	*Yes, we were.*
R	Alesan kalian apa?
R	*What's your reason?*
Ss	Kan dapat hadiah.
Ss	*We will get the prize.*
R	Iya. Tunggu hadiah dari Miss ya.
R	*Yes. Be wait the prize from me.*

Interview 19

Hari, Tanggal : Jum'at, 19 November 2010
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang kelas VB

R	Gimana buk menurut ibu apakah kegiatan pelajaran bahasa inggris hari ini kiranya sudah membuat keterlibatan siswa untuk aktif?
G	Ya mbak, sudah lumayan lebih meningkat dari pada pertemuan yang lalu juga saya kira. Saya bisa melihat keaktifan siswa. Terutama saat permainan Simon says tadi. Mereka heboh sekali. Saling berlomba menunjukkan kelompok mana yang paling kompak.
R	Alhamdulillah, syukurlah buk. Menurut ibu, apakah sudah cukup bagus penggunaan media picture cards tadi?
G	Saya rasa sudah, wong sudah cukup jelas dan colourful.
R	Menurut ibuk, setujukah dengan kegiatan kelompok buk?
G	Ya...setuju-setuju saja. Mereka kan biasanya terkadang sok malas itu lho mbak kalo kegiatan individu.
R	Berarti mereka lebih cenderung suka dengan kegiatan yang ada kerjasamanya ya bu?
G	Tepatnya seperti itu mbak. Mereka cenderung lebih semangat, lebih berkomunikasi.
R	Lebih aktif juga kan buk?
G	Iya mbak. Wah boleh juga ternyata pakek boneka ya mbak. Muride podo ketok seneng juga tok praktekin pake boneka.
R	Iya bu. Mereka terlihat sangat antusias.
G	Kalo pakek boneka, mereka cenderung paham mbak maksude percakapane mau.
R	Iya bener buk. Semoga saja.

Interview 20

Hari, Tanggal : Jum'at, 26 November 2010
R : researcher / peneliti
S : siswa (Kholiq Harjo Purwanto)
Tempat : Ruang kelas VB

R	Dek, bolehkan miss tanya-tanya bentar?
S	Iya miss.
R	Namanya siapa?
S	Kholiq.
R	Gimana tadi pelajarannya? Seneng gak?
S	Lumayan.
R	Kok Cuma lumayan?
S	Tadi agak sulit je miss.
R	Yang mana?
S	Itu tadi miss, yang ngucapin Do you mind.....
R	Kenapa kaya gitu sulit?
S	Angel. Panjang....
R	Tapi lama-lama bisa kan?
S	Iya dikit-dikit sih miss.
R	Tadi miss juga liat temen-temen kamu susah melafalkan kalimatnya. Padahal ya miss sudah berusaha reading aloud bersama-sama to tadi.
S	Iya miss.

Interview 21

Hari, Tanggal : Jum'at, 26 November 2010
R : researcher / peneliti
S1 & S2 : siswa (Ita Listiyaningsih)
Tempat : Ruang kelas VB

R	Dek, tanya dikit boleh kan?
S1	Ya mbak.
R	Tadi ada kesulitan nggak dalam pelajaran barusan? Tadi gimana dek, apakah seneng pakek kegiatan information gap?
S2	Sik endi e kui miss?
R	Yang pakek kartu yang dibisikkan ke teman sampingnya, trus sampingnya menirukan dengan cara mengucapkan di depan kelas.
S1	Oh kui, seneng mbak.
S2	Asyik kok mbak.
R	Ayiknya kenapa?
S2	Menambah daya ingat.
R	Tapi tadi kalian bisa nggak?
S1	Bisa dong mbak...
R	Tadi dapet tema yang apa?
S2	Yang alat-alat sekolah.

R	Oh gitu. Bisa kan tadi? Yasudah makasih ya dek.
S1&S2	Bisa miss. Sama-sama.

Interview 22

Hari, Tanggal : Jum'at, 26 November 2010
R : researcher / peneliti
S1 : siswa (Rahmad Dana)
Tempat : Ruang kelas VB

R	Dhana, gimana pelajaran Bahasa Inggris tadi? Mbosenin gak?
S1	Gak kok miss. Asyik.
R	Asyiknya yang mana?
S1	Tadi itu lhoh, Miss… Waktu kita disuruh bertanya pada teman yang di samping kiri dan kanan, trus kita disuruh tukaran tempat duduk.. Ntar kaya gitu terus ya Miss…

Interview 23

Hari, Tanggal : Jum'at, 26 November 2010
R : researcher / peneliti
S : siswa (Aprilia Dewi Salindri)
Tempat : Ruang kelas VB

R	Dek, siapa namanya?
S	Indri.
R	Tadi menurut adek, susah nggak kegiatan information gap?
S	Lumayan susah mbak.
R	Kenapa?
S	Panjang, njuk angel le ngomong mbak.
R	Tapi dicoba terus jadi bisa kan?
S	Lumayan lah mbak.
R	Dek, lebih suka kerja individu sendiri-sendiri atau pakek kelompok?
S	Kelompok.
R	Kenapa dek suka kelompok?
S	Itu mbak lebih seru.
R	Seru yang gimana dek?
S	Asyik aja ngerjainnya.
R	Berarti lebih semangat ngerjainnya ya dek?
S	Iya. Kan bisa tanya-tanya sama temenku.
R	Oke, makasih ya dek.
S	Ya.

Interview 24

Hari, Tanggal : Jum'at, 26 November 2010
R : researcher / peneliti
Guru : guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru VB

R	Siang buk. Boleh minta waktunya sebentar untuk saya wawancara?
G	Ya, silahkan duduk mbak.
R	Makasih buk sebelumnya.
G	Gimana-gimana?
R	Menurut ibuk, apakah penggunaan media untuk hari ini sudah optimal?
G	Menurut saya ya sudah cukup optimal mbak.
R	Apakah memang agak sulit buk kegiatan information gap tadi buk?
G	Iya mbak, bagi siswa, saya rasa agak sulit mbak, soalnya kan kayak gitu tu mengingat, memorize, ya kan mbak. Tapi menurut saya itu bagus kok.
R	Trus menurut ibuk, tadi penggunaan flashcardnya gimana?
G	Yaa...sudah baik.
R	Sekiranya tadi sudah membuat siswa lebih enak belajar dan memahami pelajaran belum ya bu?
G	Sudah mbak. Tadi gambar serta tanda di flashcard ya sudah cukup lah.
R	Iya buk. Yasudah buk trima kasih atas waktunya buk. Slamat siang.
G	Iya mbak, sama-sama.

Interview 25

Hari, Tanggal : Jum'at, 3 Desember 2010
R : researcher / peneliti
S : siswa (Rahma Millenniasary, Tiara Herawati, Dilla Arum Rachmawati)
Tempat : Ruang kelas VB

R	Adik-adik seneng nggak permainan role-play tadi?
S1	Yang mana yo Miss?"
R	Itu loh yang kalian dua orang maju, trus praktek bikin percakapan.
S2	Seneng.
S3:	Bisa latian ngomong Miss.
S1	Tambah brani Miss.
S2	Kadang-kadang takut salah ngomong je.
R	Iya kalian masih perlu banyak belajar loh ya? Soalnya tadi kalian masih keliru-keliru gitu ngucapin kata-katanya.
S1	Angel je Miss.
S2	Karang lali je.
R	Gak papa. Yang penting kalian punya keberanian buwat ngomong di depan kelas.

Interview 26

Hari, Tanggal : Jum'at, 3 Desember 2010
R : researcher / peneliti
S : siswa (Kandi Cahya Putri)
Tempat : Ruang kelas VB

R	: "Seneng nggak jadi the winner?
R	*: "Were you happy to be the winner?"*
Ss	: "Seneng."
Ss	*: "Yes, we were."*
R	: "Alesan kalian apa?"
R	*: "What's your reason?"*
Ss	: "Kan dapat hadiah."
Ss	*: "We will get the prize."*
R	: "Iya. Tunggu hadiah dari Miss ya."
R	*: "Yes. Be wait the prize from me."*

(Taken from the interview with the students on November 19, 2010, at 10.26 a.m. in the break time)

Interview 27

Hari, Tanggal : Jum'at, 3 Desember 2010
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru VB

G	: "Wah ide yang bagus mbak, jebul strategimu hebat yo mbak. Dadi ora akeh bocah sik do metu."
G	*: " That was a good idea Miss. It's a great strategy. So, there was only a few students who wanted to go out of the class during the lesson."*
R	: "Iya buk. Mungkin mereka takut kali buk karena ijinnya harus pake bahasa inggris segala."
R	*: "Yes, that's right ma'am. It might because they were afraid to permit using the English expressions."*

Interview 28

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Nanda Rian S)
Tempat : Ruang kelas VB

R	Dek, miss tanya sebentar dong...
S	Oh ya mbak.
R	Namanya?

S	Nanda.
R	Tadi menurut adek, gimana gambar yang miss gunakan buwat menerangkan?
S	Bagus.
R	Sudah colourfulkan?
S	Maksudnya mbak?
R	Maksudnya tu sudah full warna.
S	Oh sudah.
R	Trus ukurannya gimana, sudah cukup besarkah? Yang duduk di belakang juga bisa lihat gambarnya secara jelas kan?
S	Sudah besar mbak.
R	Seneng gak belajar Proffession pake gambar?
S	Oh seneng dong.
R	Senengnya?
S	Lebih jelas, seru.
R	Bisa lebih paham juga to?
S	Iya.
R	Lebih menarik juga kan?
S	Iya. Cepet apal.

Interview 29

Hari, Tanggal : Jum'at, 7 januari 2011
R : researcher / peneliti
SS : siswa-siswa
Tempat : Ruang kelas VB

R	Tadi pas kalian semua di drill pake gambar di tes ditanyain gambar apa saja dan nama pekerjaannya, kalian bisa gak dek?
SS	Bisa miss.
R	Kalian semua ikutan njawab nggak tadi?
SS	Iya miss.
R	Trus ngerasa sulit nggak?
SS	Enggak miss.
R	Tadi pas kalian di drill, ada gambar yang gak jelas nggak?
SS	Enggak miss.
R	Berarti, semua gambar sudah cukup jelas sampai di siswa yang duduk di kursi paling belakang ya?
SS	Iya miss.
R	Oke, thank you smuanya.
SS	Ya...

Interview 30

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Melliano Alan Sigit Saputro)

Tempat : Ruang kelas VB

R	Dik, namanya siapa?
S	Sigit Saputro.
R	Miss bolehkan tanya-tanya sebentar saja?
S	Boleh.
R	Tadi pas di drill pake gambar-gambar, ditanyain nama profesi sama tempatnya tadi kamu seneng nggak?
S	Drill, apaan itu miss?
R	Waktu tanya jawab rebutan tadi lho? Jawab pertanyaan dari miss pake gambar?
S	Ooooooo.....
R	Seneng nggak?
S	Seneng.
R	Kenapa?
S	Asik aja.
R	Berarti bisa dong tadi?
S	Bisa.
R	Berarti tadi ikutan teriak njawab?
S	Ikut.
R	Oke, makasih ya dek.
S	Iya.

Interview 31

Hari, Tanggal : Jum'at, 7 januari 2011
R : researcher / peneliti
S : siswa (Rahma Millennia Sary)
Tempat : Ruang kelas VB

R	Dek, miss boleh tanya sebentar?
S	Boleh.
R	Namanya?
S	Rahma
R	Oke, tadi pas Survey game, adek seneng pa nggak?
S	Survey mana miss?
R	Itu tadi yang kalian tanya wawancara ke temen-temen?
S	Seneng.
R	Kenapa?
S	Bisa jalan keliling di dalam kelas tanya-tanya ke temen.
R	Tanya tentang apa?
S	Tentang pekerjaannya orang tuanya temen-temen saya.
R	Tadi 5 teman sapa saja namanya yang kamu tanyain?
S	Sari, Wati, Sanny, Ita, Indri.
R	Mereka bisa njawab semua to?
S	Iya.
R	Ada kesulitan nggak kamu tadi?
S	Waktunya kecepeten miss. Rung rampung le nulis.

R	Oh yaudah..makasih dek.
S	Ya.

Interview 32

Hari, Tanggal : Jum'at, 7 januari 2011
R : researcher / peneliti
S : siswa (Veronica Devi Ariesta Cahyaningrum)
Tempat : Ruang kelas VB

R	Dek, miss boleh tanya sebentar?
S	Boleh.
R	Namanya?
S	Devi.
R	Tadi pas Survey game, adek seneng pa nggak?
S	Seneng.
R	Kenapa?
S	Asik aja.
R	Trus tadi nanyain siapa aja kamu?
S	Tiara, Putri, Novi, Dilla, Ipah.
R	Sulit nggak?
S	Nggak miss.
R	Mereka semua yang kamu tanyain bisa njawab semua nggak?
S	Si Ipah miss,
R	Kenapa Ipah?
S	Plegak-pleguk je miss. Mah isin barang.
R	Sama temannya kok malu, harusnya gak usah malu. Yaudah,,,makasih ya dek
S	Iya

Interview 33

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Rizki Rahmawati Putri)
Tempat : Ruang kelas VB

R	Tadi gimana pelajarannya? Seneng nggak kalo pakek Survey Game.
S	Ya seneng.
R	Senengnya kenapa?
S	Kan bisa ngobrol ama teman.
R	Bisa tau nama orang tua temenmu juga kan?
S	Iya miss.
R	Tadi ngerjainnya kesulitan nggak?
S	Nggak kok Miss. Mah penak e...

R	Tadi waktunya kurang nggak dek?
S	Ho'o je miss, nulisnya kurang dua.
R	Oh gitu. Tadi tanya temenmu siapa aja tuh?
S	Dilla, Dana, Sigit, Indri, Rizky.
R	Ya. Makasih dek
S	Sama-sama miss.

Interview 34

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Kandhi cahya Putri)
Tempat : Ruang kelas VB

R	Dek, tanya sebentar boleh ya?
S	Ya.
R	Namanya?
S	Putri.
R	Tadi pas maju melaporkan hasil survey game, kamu maju nggak?
S	Maju miss.
R	Kamu seneng nggak.
S	Yaa.... Seneng miss.
R	Kenapa alesannya?
S	Bisa lebih jelas.
R	Jelasnya?
R	Jelas kalo ortunya temenku kerjaannya apa saja.
R	Oh gitu. Tadi kamu bacanya jelas nggak?
S	Udah keras miss.
R	Tadi temenmu pada ketawa ya?
S	Iya miss, lucu katanya.
R	Bagus deh. Makasih ya dek.
S	Sama-sama.

Interview 35

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Khasnak Khanifah)
Tempat : Ruang kelas VB

R	Dek, namanya siapa?
S	Ipah.
R	Tadi seneng nggak pas ngerjain TTS?
S	Seneng.
R	Kenapa?

S	Gampang, asyik. Bisa nebak-nebak.
R	Mendingan ngerjain berdua atau sendiri-sendiri?
S	Berdua dong....
R	Kenapa?
S	Bisa lebih gampang,
R	Selain itu?
S	Bisa ngerjain bareng.
R	Gambarnya cukup jelas nggak?
S	Ya cukup.
R	Oke, makasih banyak dek.
S	Iya sama-sama.

Interview 36

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S : siswa (Andre)
Tempat : Ruang kelas VB

R	Andre, miss Andin tanya bentar ya, boleh kan?
S	Boleh miss.
R	Oke, tadi seneng nggak ngisi TTS?
S	Seneng..
R	Menarik nggak?
S	Ya.. menarik.
R	Tadi bisa terisi semua nggak?
S	iya.
R	Gambarnya sudah cukup jelas belum menurutmu?
S	Sudah.
R	Seneng ngerjain berdua atau sendiri?
S	Berdua lah.
R	Alesannya?
S	Ada temennya, bisa tanya.
R	Trus, lebih paham nggak kalok pake gambar di samping soal?
S	Iya miss, lebih mudah
R	Oke, makasih dek ya..
S	Ya.

Interview 37

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
S1, S2, S3 : siswa-siswa (Nanda Rian Sari, Rahma Millenniasary, Tiara Herawati)
Tempat : Ruang kelas VB

R:	Tadi gimana pelajaran bahasa Inggrisnya? Kalian seneng nggak?
Ss:	Seneng.
S1	Aku suka pas ngerjain TTS.
S2:	Ho'o bener…
R:	He'em. Tadi kalian ngerjainnya semangat banget.
S3:	Jelass,,,.
R:	Kalian kelihatan berebut waktu saya suruh kalian maju di depan kelas untuk ngerjain TTS.
S3:	asyik je Miss.

Interview 38

Hari, Tanggal : Jum'at, 7 Januari 2011
R : researcher / peneliti
G : guru Bahasa Inggris *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru

R	Selamat siang buk.
G	Iya mbak, selamat siang.
R	Mau tanya kegiatan belajar mengajar bahasa inggris hari ini buk.
G	Oke mbak. Silahkan saja.
R	Tadi gimana buk, apakah action saya untuk kali ini sudah cukup bagus?
G	Cukup bagus mbak.
R	Kalau dari students' involvement nya gimana menurut ibu?
G	Sudah kelihatan meningkat kok mbak. Keaktifan siswa sudah mulai meningkat secara signifikan.
R	Bagaimana buk tentang gambar-gambar profession nya tadi?
G	Sudah cukup besar dan menjangkau semua siswa sampai belakang. Gambarnya juga sudah penuh warna. Dengan adanya gambar, siswa lebih jelas dan paham betul tentang masing-masing profesi.
R	Trus, dalam kegiatan Survey Game tadi menurut ibu apakah sudah intensif untuk mendorong keaktifan siswa?
G	Lumayan mbak, meski setiap siswa butuh panduan dari kita, setidaknya mereka mau aktif untuk mencari 5 teman untuk diwawancarai.
R	Tadi ada beberapa siswa bilang ke saya kalau waktu yang saya berikan untuk melakukan Survey game tu kurang. Benarkah demikian buk?
G	Saya rasa benar mbak. Memang tadi beberapa siswa belum selesai survey trus sudah disuruh untuk menulis hasilnya.
R	Oh gitu ya buk... Terus kalau dari kegiatan melaporkan hasil Survey game tadi gimana?
G	Nah di situ lah. Sayangnya mereka kebanyakan cuma cenderung membaca, jadinya ya mereka banyak melakukan kesalahan dalam pengucapan kata.
R	Oh iya buk, anda benar sekali, tadi banyak sekali yang salah melafalkan. Masak kata "pilot" bacanya pilot, padahal mereka harus mengucapkan pailet. Ya kan buk?
G	Ya begitulah. Ya tapi sebetulnya kegiatan paling seru menurut saya adalah

	survey game ini. Karena menurut saya ini sangat mendorong keaktifan siswa, dan saat pelaporan hasil survey tadi menurut saya merupakan moment-moment yang lucu mbak. Mereka terhibur sekali ketika mendengarkan teman mereka bercerita maju...
R	Oh begitu ya buk.. Menurut ibu, bagaimana penggunaan crossword puzzle tadi?
G	Dari kacamata saya, siswa lebih tertarik untuk mengerjakan crossword puzzle ketimbang dikasih tugas biasa seperti LKS, mereka lebih antusias untuk menebak serta mengisi kotak-kotaknya. Tadi kelihatan to mbak pas nyocokke di papan tulis kan mereka berlomba-lomba untuk maju, soalnya mereka bakalan bangga dan puas sekali jika tebakan mereka benar.
R	Apakah menurut ibu, pemberian apreciation menurut ibu tepat?
G	Bagus mbak itu. Bisa lebih memotivasi siswa. Siswa kan lebih Pede.
R	Kalau dari segi singing tadi gimana menurut ibuk?
G	Yah itu bisalah buwat pembangun semangat murid-murid.
R	Iya buk. Oh iya, makasih ya buk atas waktunya. Maaf mengganggu waktu ibu.
G	Oh tidak apa-apa kok mbak.
R	Saya pamit dulu ya buk.
G	Ya mbak.

Interview 39

Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti
S : siswa (Rahmad Dana)
Tempat : Ruang kelas VB

R	Dana, tadi cukup jelas nggak gambar-gambarnya yang digunain miss andin buwat nerangin?
S	Jelas.
R	Seneng nggak sama pelajarannya tadi?
S	Seneng.
R	Pas suruh ngegambar garis buwat menghubungkan profesi dengan tempat kerja tadi bisa gak?
S	Bisa donk.
R	Gak sulit kan?
S	Enggak lah...
R	Tadi game simon says suka gak?
S	Seneng...
R	Senengnya kenapa?
S	Asyik wae miss. Suruh cepet-cepetan nunjukin gambar.
R	Adu kecepatan dan ketangkasan ya?
S	Iya, seneng pokokmen.
R	Tadi grupmu kompak nggak?
S	Pasti lah miss.
R	Juara berapa tadi?
S	Dua sih miss. Besok kayak gitu lagi ya miss. Besok grupku kudu nomer satu!!
R	Iya dek. Oke makasih ya.

S	Iya.

Interview 40

Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti
S : siswa (Dandy Krisna Bayu Buntara)
Tempat : Ruang kelas VB

R	Dandy, miss mau ngobrol bentar boleh ya?
S	Boleh miss.
R	Tadi cukup senang nggak sama kegiatan belajar bahasa Inggris tadi?
S	Senang.
R	Kenapa?
S	Tadi miss yang ada game nya.
R	Oh game Simon Says tadi kan. Kenapa kamu senang?
S	Seruuuu.... kompak-kompakan....
R	Picture cards nya sudah cukup jelas kan?
S	Opo kui miss?
R	Kartu bergambar yang dibagikan ke tiap kelompok pas game tadi.
S	Oh itu. Sudah jelas banget miss.
R	Tadi kelompokmu juara ke berapa?
S	Wah yang nomer satu dong miss.
R	Dandy lebih suka belajar model berkelompok atau individu alias sendiri?
S	Berkelompok.
R	Kenapa?
S	Lebih seru, kompak.
R	Apakah lebih terbantu?
S	Iya. Kalau kesulitan bisa tanya-tanya teman.
R	Oh iya, kembali ke picture cards, apakah kamu merasa terbantu bila dengan picture cards dan Simon says tu bisa mempercepat hafal perbendaharaan?
S	Maksudnya piye miss?
R	Maksudnya,,, tambah cepet hafal tidak kalok pelajarannya tadi pake Simon says dan picture cards?
S	Oh iya miss...
R	Emmmm....gitu ya. Makasih ya. Coba miss tes ya, ni gambar apa? (*sambil menunjukkan gambar seorang nahkoda*)
S	Sailorman miss.
R	Baguuus... Oke, makasih ya....
S	Oke.

Interview 41

Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti

S : siswa (Dilla Arum Rachmawati)
Tempat : Ruang kelas VB

R	Dilla. Tadi gimana pelajarannya?
S	Lumayan seneng.
R	Gambar yang besar buwat miss nerangin tadi cukup jelas kan?
S	Iya.
R	Tadi kartu bergambar yang buwat Simon says gimana?
S	Bagus.
R	Jelas juga kan?
S	Iya.
R	Trus tadi listeningnya terlalu cepat gak?
S	Enggak,,,pas.
R	Bisa ngerjain semua nggak tadi listeningnya?
S	Bisa.
R	Tadi listeningnya jelas nggak?
S	Jelas miss.

Interview 42

Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti
S : siswa (Atikah Luthfi Wardina)
Tempat : Ruang kelas VB

R	Dina, tadi gimana listeningya bisa nggak?
S	Bisa miss.
R	Dikerjakan semua nggak?
S	Oo...jelas dong miss.
R	Jelas nggak tadi rekamannya?
S	Lumayan.
R	Trus tadi di drill ditanyain macem-macem gambar profession dan tempat kerja kamu seneng gak?
S	Seneng miss.
R	Oh gitu. Kenapa?
S	Asyik wae miss. Mudah.
R	Tadi bisa njawab semua?
S	Bisa.
R	Bisa ngucapin semua?
S	Tadinya ya gak semua bisa. Tapi kalau diulang-ulang terus akhirnya bisa.
R	Oke dek, makasih ya dek.
S	Iya.

Interview 43
Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti

S : siswa (Kandi Cahya Putri)
Tempat : Ruang kelas VB

R	Putri, tadi gimana pas permainan Miming and Guessing tadi menurutmu gimana?
S	(*diam saja.....)*
R	Kok diam saja? Asyik apa nggak gitu loh?
S	Yang mana itu miss?
R	Yang tadi itu loh pas kelompok trus ada ketuanya, trus ketuanya suruh maju buwat menirukan beberapa macam jenis pekerjaan tadi. Anggotanya menebak nama pekerjaan serta tempat bekerja.
S	Oh inget-inget..... asyik miss.
R	Oh asyik.... asyiknya kenapa Put?
S	Ya seru miss tebak-tebakan,,,, lucu tenan kelompoknya si Putra.
R	Kalian semangat nggak?
S	Iya miss.
R	Kelompokmu yang maju jadi yang menirukan pekerjaan siapa tadi?
S	Aku miss.
R	Anggotamu bisa nebak semua nama pekerjaan nggak?
S	Satu nggak ketebak.
R	Ohh...memangnya pekerjaan apa yang nggak ketebak?
S	Nahkoda.
R	Hayo bahasa Inggrisnya nahkoda apa?
S	Sailorman????
R	Yups,,,betul. Oke makasih ya dek... udahan dulu ya?
S	Ya.

Interview 44

Hari, Tanggal : Jum'at, 14 Januari 2011
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd)*
Tempat : Ruang guru

R	Gimana buk menurut ibuk, proses belajar mengajar tadi buk?
G	Menurut saya, kalau dari pengenalan vocab nya dengan gambar seukuran A4 tadi sudah cukup efektif untuk pengenalan vocab.
R	Materinya?
G	Untuk materinya sudah cukup bagus untuk melatih siswa dengan mendengarkan serta mengingat vocab nya.
R	Kalau game Simon Says tadi gimana menurut ibu?
G	Menurut saya itu bagus terutama untuk memacu siswa berpikir, menghafal, serta mengingat benda-benda. sama melatih kekompakan dengan anggota kelompok.
R	Apakah menurut ibu rekaman listeningnya sudah cukup jelas?
G	Saya rasa cukup kok mbak.
R	Bagaimana menurut ibuk, apakah giving appreciation itu perlu?
G	Bisa mbak, bisa dipakai. Untuk memotivasi serta memacu siswa untuk lebih percaya diri dalam tampil aktif di depan teman-temannya.

R	Emmm...ya. Kalau pas game Miming and Guessing tadi gimana menurut ibu?
G	Itu juga menurut saya cukup bagus lah mbak,,,
R	Kenapa menurut ibuk bagus?
G	Untuk ketua kelompok sendiri tu bisa melatih kekreativitasan serta imajinasi si dia nya sendiri untuk menyampaikan sebuah pesan yang ada di gambar tadi untuk bisa ditebak anggotanya meski dengan bahasa tubuh dia. Untuk anggotanya, bisa melatih tanggap dan rangsang imajinasi mereka untuk tangkas menebak nama pekerjaan yang dimaksud.
R	Menurut ibu, apakah sudah cukup bagus penggunaan media picture cards tadi?
G	Saya rasa sudah, ya sudah cukup jelas dan colourful. Cukup menarik perhatian siswa, sehingga mereka dapat berpartisipasi dengan aktif dalam mengikuti permainan Simon Says dan Guessing Game .
R	Iya buk. Oke buk, makasih ya atas kesediaan waktunya untuk wawancara ini ya buk.
G	Sama-sama mbak.

Interview 45

Hari, Tanggal : Jum'at, 21 Januari 2011
R : researcher / peneliti
S : siswa (Khasnak Khanifah)
Tempat : Ruang kelas VB

R	Ifah, gimana tadi suka nggak dengan kegiatan belajar nya?
S	Seneng.
R	Hayo tadi temanya apa buwat hari ini?
S	Transportation, kan miss?
R	He'em... Trus tadi gimana gambarnya?
S	Bagus, suka miss.
R	Lebih paham nggak kalau pakai gambar dik?
S	Lebih paham.
R	Tadi pas ditanyain miss Andin kenapa bingung diem saja?
S	Lupa bahasa inggrisnya aja miss.
R	Sekarang sudah inget? Apa?
S	"Ship" kan miss?
R	Yaudah,,, he'em... betul. Kamu lebih suka belajar sendiri atau berkelompok?
S	Kelompok.
R	Kenapa?
S	Bisa kerjasama.
R	Trus tadi pas maju bareng-bareng bikin kalimat sama kelompoknya kamu bisa nggak?
S	Bisa miss.
R	Ayo coba miss mau tanya nih,,, coba kamu bikin kalimat dengan kata ini,,, GOES TO – MARKET – PEDICAB.
S	Waduh miss...
R	Ayolah... Ifah pasti bisa.
S	Market ki pasar to miss?

R	Ya.
S	Emmm ,,,, My Mother goes to market by pedicab.
R	Nah tu bisa.... Oke lah kalau begitu, makasih dek.
S	Ya.

Interview 46

Hari, Tanggal : Jum'at, 21 Januari 2011
R : researcher / peneliti
S : siswa (Aprilia Dewi Salindri)
Tempat : Ruang kelas VB

R	Indri. Miss boleh tanya sedkit ya?
S	Iya.
R	Tadi role play nya sulit atau susah? Yang maju dialog berdua pake flash card itu loh.
S	Mudah kok miss.
R	Alesannya?
S	Ya mudah.
R	Kalau flashcardnya sendiri gimana?
S	Bagus kok.
R	Sudah jelas juga?
S	Sudah jelas. Warna-warni.
R	Trus, kenapa kamu sendiri suka dengan role-plays?
S	Semangat.
R	Semangat apa?
S	Semangat belajar.
R	Selain itu apalagi?
S	Ya lebih menarik aja.
R	Oh gitu yak. Oke, makasih ya dek. Ya semoga dengan role plays ini bisa menambah semangat adek buwat lebih belajar ngomong pake bahasa Inggris. Ya kan dek?
S	Iya mbak.

Interview 47

Hari, Tanggal : Jum'at, 21 Januari 2011
R : researcher / peneliti
S : siswa (Veronica Devi Ariesta C)
Tempat : Ruang kelas VB

R	Devi, gimana tadi pelajarannya? Seneng nggak?
S	Seneng.
R	Kenapa?
S	Ya bisa berkelompok.
R	Kenapa kamu lebih suka berkelompok daripada bekerja sendiri-sendiri?

S	Bisa kerjasama.
R	Menurut dek Ita apakah lebih mudah kalau berkelompok itu?
S	Iya.
R	Trus tadi ada kesulitan nggak pas tadi ada kegiatan kerja kelompok.
S	Iya ada Miss. Pas maju bikin kalimat.
R	Oh yang itu to yang sulit. Kenapa sulit? Sulitnya gimana?
S	Yo pas bikin kalimat itu miss.
R	Asalkan tadi kamu memperhatikan contohnya sebenarnya mudah kok. Tapi tadi bisa kan?
S	Bisa, tapi le mikir lama.
R	Oke, makasih ya dek.
S	Sama-sama.

Interview 48

Hari, Tanggal : Jum'at, 21 Januari 2011
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd*)
Tempat : Ruang guru

R	Bagaimana menurut ibu tentang segala bentuk kegiatan proses belajar mengajar barusan?
G	Menurut saya lumayan bisa meningkatkan keterlibatan siswa untuk aktif dan komunikatif ke dalam proses belajar mengajar.
R	Bagaimana buk tentang gambar-gambar alat tarnsportasi nya?
G	Sudah cukup besar dan menjangkau semua siswa sampai belakang. Warnanya juga sudah warna-warni.
R	Colourful kah maksud ibuk?
G	Ya, seperti itu maksudnya.
R	Tadi menurut ibu bagaimana ketika kegiatan berkelompok dan siswa sebagai anggota kelompok tu harus menciptakan masing-masing 1 kalimat untuk kelompoknya?
G	Saya pikir ini adalah langkah bagus untuk memacu siswa berpikir spontan dan kreatif menciptakan suatu kalimat.
R	Menurut ibuk, bagaimana role-plays untuk hari ini?
G	Menurut ibuk, role-plays nya tadi bisa lah memacu siswa untuk menangkap language focusnya mbak. Dan saya setuju dengan ide mbak kalau saat siswa yang maju role plays trus siswa yang lainnya memberi nilai atas penampilan siswa yang sedang role plays tersebut, jadi nggak ada yang namanya istilah siswa lain malah pada sibuk rame sendiri.
R	Oh ya,,, makasih atas pujiannya. Itu semua atas ide dosen pembimbing saya buk. Kalau dari penggunaan flashcardnya untuk maen role-plays tadi gimana buk?
G	Flashcardnya, saya rasa ya sudah bagus, colourful, dan jelas. Cukup menarik perhatian siswa.

Interview 49

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
S : siswa *(* Rizky Rahmawati Putri)
Tempat : Ruang kelas VB

R	Hey, Rahma. Gimana menurutmu dengan pelajaran hari ini?
S	Emmm...bagus.
R	Bagusnya gimana?
S	Ya pelajarannya.
R	Maksud miss, dari materi atau media alatnya?
S	Saya suka materinya, kayak "Open the book."
R	Oh iya, miss paham. Brarti tadi seneng ya pas game "Do It" ?
S	Iya.
R	Kenapa?
S	Saya suka kelompokan, trus seru-seruan.
R	Oh gitu... Trus tadi pas game itu, kamu paham semua nggak dengan perintah ketua kelompokmu?
S	Paham. Nah yang itu yang lucu-lucunya.
R	Kenapa lucunya?
S	Cepet-cepetan miss.
R	Maksudmu cepet-cepetan melaksanakan aksi yang ketua kelompok perintahkan?
S	Iya.

Interview 50

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
S : siswa *(* Nanda Rian Sari)
Tempat : Ruang kelas VB

R	Nanda, tadi kamu seneng nggak sama pelajarannya tadi?
S	Seneng.
R	Susah nggak?
S	Nggak.
R	Bagian yang paling kamu senengin pelajaran tadi tu yang mana?
S	Yang tadi miss, yang suruh buka buku trus bukunya di buka.
R	Oh itu namanya tadi permainan Do It. Tadi bisa melakukan aksi semua nggak?
S	Nggak e miss. Ada yang keliru?
R	Yang apa?
S	Tadi tu suruh tepuk tangan malah berdiri... trus pada diketawain.
R	Haha... ya nggak papa lah gak usah malu,,, kan cuma sama teman. Lagian juga kan cuma permainan.
S	Ya malu je miss.
R	Sekarang miss tes ya,,, coba bahasa inggrisnya berdiri,,,apa?
S	Apa ya tadi? Stand udu miss?
R	Ya, tapi kurang lengkap. Apa hayo...?

S	Apa ya lupa e, pokoknya pakek please-please gitu.
R	Stand up, please. Ya nggak.
S	Oh ho'o e yo...
R	Iya lah. Nah coba lakukan yang miss perintahkan? Clap your hand.
S	(*tepuk tangan).....
R	Oke...good...

Interview 51

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
S : siswa (Atikah Luthfi Wardina)
Tempat : Ruang kelas VB

R	Hae, Lutfi. Lagi ngapain nih?
S	Nggak ngapa-ngapain miss.
R	Boleh nggak miss ganggu nieh, Cuma mau ngobrol-ngobrol sebentar kok?
S	Ya. (*mengangguk).
R	Emmm... tadi pas kegiatan information gap, pas kamu sama teman sebangkumu dikasih miss kartu petunjuk yang isinya melakukan 6 aksi sesuai kartu tadi bisa nggak?
S	Hehe... bisa miss.
R	Bisa 6 aksi semua?
S	Hehe..ya ada yang salah miss.
R	Salahnya berapa?
S	Dua.
R	Apa saja itu kalau kamu masih inget?
S	Pas, pas suruh menyentuh buku, sama menunjuk papan tulis.
R	Nggak papa, semangat ya,,,, banyak belajar.
S	Ya.

Interview 52

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
S : siswa (Kholiq Harjo Purwanto)
Tempat : Ruang kelas VB

R	Kholiq, tadi gimana, sulit nggak pas information gap? Yang pas kamu sama teman sebangkumu maju giliran?
S	Lumayan miss.
R	Oh brarti agak susah dong?
S	Ya.
R	Kenapa?
S	Ya soalnya banyak je...njuk lupa miss.
R	Ada berapa point yang kamu lakukan keliru.
S	Satu.

R	Pas melakukan apa itu?
S	Tepuk tangan,,,,hehe (*sambil ketawa)
R	Bahasa inggrisnya tepuk tangan apa hayo?
S	Duhh..hand-hand gitu ya miss?
R	Clap.....
S	Oh..Clap your hand ya miss.
R	Tul..... gene ngerti. Seneng nggak misal adek dikasih hadiah?
S	Seneng.
R	Jadi, adek mau berkompetisi dengan teman-teman untuk mengumpulan poin sebanyak mungkin?
S	Ya

Interview 53

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
S : siswa *(* Kandi Cahya Putri)
Tempat : Ruang kelas VB

R:	Wah seneng ya jadi group pemenang?
S:	Seneng dong miss.
R:	Kenapa kamu suka sama game ini?
S:	Gampang dan menyenangkan.

Interview 54

Hari, Tanggal : Jum'at, 28 Januari 2011
R : researcher / peneliti
G : guru *(Febriana Wahyuningsih, S.Pd*)
Tempat : Ruang guru

R	Maaf buk, bisa saya ganggu bentar untuk wawancara?
G	Oh ya mbak, monggo masuk duduk sini. Kebetulan saya baru gak sibuk-sibuk banget kok.
R	Ya, makasih buk. Hehe seperti sebelum-sebelumnya buk. Bagaimana dengan kegiatan belajar mengajar hari ini, serta action yang saya berikan menurut ibuk bagaimana?
G	Emmm...hari ini materinya mengenai kalimat verbal itu ya mbak. Oke, sejauh ini cukup bagus mbak. Anda lumayan efektif mengemas materi. Dilihat dari antusias siswa ya mereka cukup antusias. Sehingga kegiatan bisa membuat mereka lebih untuk Physical response.
R	Dari game "Do It" tadi menurut ibu gimana?
G	Cukup bagus mbak. Siswa kelihatan sangat semangat.
R	Kalau pas nyanyi di awal pelajaran tadi gimana buk?

G	Bagus juga, biar mereka itu dibuat santai dulu, and kembali bangkit semangat belajarnya.
R	Kalau dari media yang saya gunakan gimana buk? Apakah gambar sudah jelas?
G	Cukup mbak, sudah colourful juga kok.
R	Menurut ibuk, kira-kira kegiatan apa yang paling siswa sukai untuk hari ini?
G	Untuk itu, menurut saya ya yang permainan “Do It” tadi... Kalau dilihat dari semangat serta antusias mereka ya pas permainan tersebut bisa sangat menarik antusias mereka mbak. Materi pelajarannya saya rasa bisa diserap oleh siswa. Mereka buktinya mampu melaksanakan instruksi guru.
R	Gimana tadi buk, penerapan information gap’nya?
G	Saya rasa cukup bagus. Cukup menarik siswa untuk berinteraksi. Dan saya rasa siswa menyukainya karena mereka cenderung lebih suka dengan kegiatan yang berbau respon secara fisik.
R	Oh ya buk. Makasih ya buk.
G	Ya, sama-sama mbak. Sukses ya mbak buwat penelitiannya
R	Ya.

LESSON PLAN I

School's name : SDN Samirono
Subject : English
Class/Semester : V/1
Theme : Food and Drink
Aspek/skill : Speaking
Time : 2 x 35 minutes

Standard of Competency:

2. Mengungkapkan instruksi sangat sederhana dalam konteks sekolah

Based Competency :

2.2 Bercakap-cakap untuk meminta jasa/ barang secara berterima yang melibatkan tindak tutur meminta bantuan dan memberi bantuan.

Indicators :

1. Students are able to ask for help with the correct expression.
2. Students are able to give help with the correct expression.
3. Students are able to use their new vocabulary to practice asking and giving help based on the pictures/clue they choose.
4. Students are able to make and perform their own dialogue in front of the class in pairs.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. ask for help with the correct expression.
2. give help with the correct expression.
3. use their new vocabulary to practice asking and giving help based on the pictures/clue they choose.
4. make and perform their own dialogue in front of the class in pairs.

B. Learning material:

Ex. A **:** *Could you pass me the tea please?*

B : Yes, sure.

A: Thank you.

A : Let me pass you the tea.

B : Thank you very much.

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. Pre – Teaching(1X 10 Minutes)

a. The teacher greets and prays with the students.

b. The teacher checks the attendance list.

2. While – teaching (1 X 55 minutes)

1. Presentation:

a. The teacher introduces the topic to the students by using question-answer activities.

b. The teacher explains the usefulness of expression of ask for help related to food and drink.

c. The teacher uses puppets to practice the conversations, ex:

A : Let me pass you the tea.
B : Thank you very much.
A: You're welcome

d. The teacher asks the students to listen and repeat after her about the expression of ask for and give help.
e. The teacher introduces some vocabularies related to food and drink, by asking the students: “What is this?” while showing pictures related to the topic (about the food and drink). “This is milk. What is this?” (teacher ask again).
f. The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her.
g. The teacher checks students’ comprehension of the using of expression.

2. **Practice:**
   a. The students are drilled by the teacher about the vocabulary of kind foods and drinks (by showing some pictures).
   b. The teacher drills the students to express the expression of asking for and giving help (based on the situation in the pictures that is showed by the teacher).
   c. Students with their pair friend practice the dialogue to express the expression of asking for and giving help (based on the flashcards they’ve got).

- **Production:**
   a. The teacher distributes some flashcards, one flashcard for one student.
   b. The students turn around to the other students to express the expression of asking for and giving help (based on flashcards they have got).
   c. Then, the students do role plays in pairs in front of the class by using the puppets.

3. **Post – Teaching** (1X 5 minutes)
   a. Asking the students’ difficulties during the teaching learning process.

b. Summarizing the materials.

c. Closing the lesson.

d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids

   Media: Pictures, Flashcards, puppets, text wall.

F. Assessment

1. Technique : spoken
2. Form/ type : respond to the expression
3. Column assessment

No.	Component		Description	Score
1.	Accuracy	a. Correct use of grammar	Very good good quite good Less Very less	5 4 3 2 1
		b. Pronunciation	Very good good quite good Less	5 4 3 2

			Very less	1
		c. Vocabulary	Very good good quite good Less Very less	5 4 3 2 1
2.	Fluency	a. Speaking as a normal speed.	Very good good quite good Less Very less	5 4 3 2 1
		b. Without hesitation.	Very good good quite good Less Very less	5 4 3 2 1
		c. Too many pauses, repetitions.	Very good good quite good Less Very less	5 4 3 2 1

Mengetahui,

English teacher

Febriana Wahyuningsih, S. Pd
NIK 2535754654300002

Yogyakarta, November 3, 2010

Student

Andina Wijayanti
NIM 06202244111

LESSON PLAN II

School's name : SDN Samirono
Subject : English
Class/Semester : V/1
Theme : Food and Drink
Aspek/skill : Speaking
Time : 2 x 35 minutes

Standard of Competency:

2. Mengungkapkan instruksi sangat sederhana dalam konteks sekolah

Based Competency :

2.2 Bercakap-cakap untuk meminta jasa/ barang secara berterima yang melibatkan tindak tutur meminta barang dan memberi barang.

Indicators :

1. Students are able to express the expression of asking for something related to food and drink correctly.
2. Students are able to respond to the expression of asking for something related to food and drink correctly.
3. Students are able to name the vocabularies related to food and drink.
4. Students are able to pronounce the vocabularies related to food and drink correctly.
5. Students are able to pronounce the expression of asking for something correctly.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. express the expression of asking for something related to “food and drink” with the correct expression.
2. respond to the expression of asking for something related to “food and drink” correctly.
3. know the vocabularies related “food and drink”.

B. Learning material:

Ex. Can I have a pizza, please?

Sure, here you are.

Thanks.

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. **Pre – Teaching(1X 10 Minutes)**
   a. The teacher greets and prays with the students.
   b. The teacher checks the attendance list.
2. **While – teaching (1 X 55 minutes)**
   - **Presentation:**
     a. The teacher introduces the topic by using question-answer activities.
     b. The teacher uses puppets to show the conversations which are using the expression of asking for something related to food and drink

     Ex:

     a) Can I have a pizza, please?

Sure, here you are.

Thanks.

b) Can I have a pizza, please?

Sorry, no more pizza

Thanks anyway

c. The teacher explains the expressions which are used for expressing asking for something related to food and drink, by showing a text wall. Then, they read aloud together.
d. The teacher explains to the students about how to respond the expression of asking for something related to food and drink by a dialogue wall. Then they read aloud together.
e. The teacher explains to the students the usefulness of expression of asking for something related to food and drink.
f. The teacher checks students' comprehension of the using of expression.
g. The teacher introduces some vocabularies related to food and drink, by asking the students: "What is this?" while showing pictures related to the topic (about the food and drink). "This is milk" teacher said.
h. The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her.

- **Practice:**
  a. The teacher shows some pictures.
  b. The teacher drills the students to express the expression of asking for something (based on the situation in the picture that is showed by the teacher).
  c. The students mention some expressions of asking for something (based on the situation in the picture that is showed by the teacher).
  d. The teacher distributes flashcards to students.

e. Students with their pair friends practice the dialogue to express and respond the expression of asking for something.
f. The teacher walk around to guides and gives feedback to the students.

- **Production:**
  a. The teacher distributes some flashcards, one flashcard for one student.
  b. The students (in pairs) make role-plays in front of the class. Ex:
     - Student A : "Can I have a pizza, please?
     - Students B: "Sorry, no more pizza
       " (if the flashcard is showing the sign "×")
     - Students B: "Sure, here you are.**"** if the flashcard is showing the sign "√"
  c. The students play a "Simon Says" game.
  - First, the teacher divides the students into 4 groups.
  - Second, the teacher distributes some picture cards to each group.
  - Third, the teacher asks the students to show the picture by questioning "Can I have … (mention some kinds of food and drink).
  - Forth, each group should show the correct pictures.
  - The teacher will appreciate to groups that show the correct pictures by giving them a mark/ point.

3. **Post – Teaching** (1X 5 minutes)
   a. Asking the students' difficulties during the teaching learning process.
   b. Summarizing the materials.
   c. Closing the lesson.
   d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids

   Media: Pictures, Flashcards, puppets.

F. Assessment

1. Technique : spoken
2. Form/ type : respond to the expression
3. Column assessment:

No.	Component		Description	Score
1.	Accuracy	a. Correct use of grammar	Very good	5
			good	4
			quite good	3
			Less	2
			Very less	1
		b. Pronunciation	Very good	5
			good	4
			quite good	3
			Less	2
			Very less	1
		c. Vocabulary	Very good	5
			good	4
			quite good	3
			Less	2
			Very less	1
2.	Fluency	a. Speaking as a normal speed.	Very good	5
			good	4
			quite good	3
			Less	2

			Very less	1
		b. Without hesitation.	Very good	5
			good	4
			quite good	3
			Less	2
			Very less	1
		c. Too many pauses, repetitions.	Very good	5
			good	4
			quite good	3
			Less	2
			Very less	1

Mengetahui,

Yogyakarta, November 19, 2010

English teacher

Febriana Wahyuningsih, S. Pd
NIK 2535754654300002

Student

Andina Wijayanti
NIM 06202244111

LESSON PLAN III & IV

School's name : SDN Samirono
Subject : English
Class/Semester : V/1
Aspek/skill : Speaking
Time : 4 x 35 minutes
Meeting : 2 meetings

Standard Competence:

2. Mengungkapkan instruksi sangat sederhana dalam konteks sekolah

Based Competence :

2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: Do you mind ...?, dan Shall we ...?

Indicators :

1. Students are able to express polite behavior expression (Do you mind ...?, and Shall we ...?) related to food and drink, and stationery correctly.
2. Students are able to respond to the politeness expression related to food and drink, and stationery correctly.
3. Students are able to pronounce the politeness expression correctly.
4. Students are able to name the vocabularies related to food and drink.

5. Students are able to pronounce the vocabularies related to food and drink correctly.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. express politeness behavior expression (Do you mind ...?, dan Shall we ...?) related to food and drink.
2. respond to the politeness behavior expression related to food and drink correctly.

B. Learning material:

A : I'm thirsty. Do you mind if I have the milk now?

B : Please do/ All right.

A: Shall we peel the mango?

B : Not at all

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. Pre – Teaching(1X 10 Minutes)

a. The teacher greets and prays with the students.
b. The teacher checks the attendance list.

2. While – teaching (1 X 55 minutes)

- **Presentation:**

a. The teacher introduces the topic by using question-answer activities.
b. The teacher uses puppets to show the conversations which are used to express the politeness expression.

Ex:

(i) A: I'm thirsty. Do you mind if I have the milk now?

B : Not at all

A : I'm thirsty. Do you mind if I have the milk now?

B : Please do/ All right.

(ii) A: Shall we peel the mango?

B : Not at all

A : Shall we peel the mango?

B : Please do/ All right.

c. The teacher explains the expressions which are used to express the "politeness expression" by showing flashcards.
d. The teacher explains to the students about how to responds the politeness expression by showing flashcards.
e. The teacher explains the usefulness of "politeness expression" to the students.
f. The teacher checks students' comprehension of the using of expression.
g. The teacher introduces some vocabularies related to food and drink, by asking the students: "What is this?" while showing pictures related to the topic (about the food and drink). "This is milk" teacher said.
h. The teacher pronounces the vocabularies related to the topic and asks the students to repeat after her.

- **Practice:**
  a. The teacher shows some flashcards.
  b. The teacher drills the students to express "politeness expression" (based on the situation in the flashcards that is showed by the teacher). The students mention some expressions of politeness expression (based on the situation in the flashcards that is showed by the teacher).
  c. The teacher drills the students to respond the politeness expression.
     – The students answer "Not at all" if the flashcard is showing the sign "×").

- The students answer “Please do/ all right” if the flashcard is showing the sign “√”.
- The teacher asks two students practice the “polite expression” by using Do you mind...? and “Shall we …”

- **Production:**
  a. The students do an information gap.
  b. The students A (in the right hand-side) will receive a cue card. The cue card consists of list of some foods or drinks. Then, the student says expression of politeness behavior. Students B (in the left hand-side) will memorize the spoken of student A. Then student B will tell it in front of the class.
  c. The students B do what the students A done.

3. Post – Teaching (1X 5 minutes)
  a. Asking the students’ difficulties during the teaching learning process.
  b. Summarizing the materials.
  c. Closing the lesson.
  d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids
   Media: Pictures, Flashcards, puppets.

F. Assessment

1. Technique : spoken
2. Form/ type : respond to the expression
3. Column assessment:

No.	Component		Description	Score
1.	Accuracy	a. Correct use of grammar	Very good good quite good Less Very less	5 4 3 2 1
		b. Pronunciation	Very good good quite good Less Very less	5 4 3 2 1
		c. Vocabulary	Very good good quite good Less Very less	5 4 3 2 1
2.	Fluency	a. Speaking as a normal speed.	Very good good quite good Less Very less	5 4 3 2 1
		b. Without hesitation.	Very good good quite good Less Very less	5 4 3 2 1
		c. Too many pauses, repetitions.	Very good good quite good Less Very less	5 4 3 2 1

Mengetahui,

English teacher

Febriana Wahyuningsih, S. Pd

NIK 2535754654300002

Yogyakarta, October 26, 2010

Student

Andina Wijayanti

NIM 06202244111

LESSON PLAN V

School's name : SDN Samirono
Subject : English
Class/Semester : V/2
Theme : He is a teacher (Professions)
Aspek/skill : Speaking
Time : 2 x 35 minutes

Standard of Competency :

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Based Competency :

6.3 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan.

Indicators :

1. Students are able to name professions and workplaces based on the pictures.
2. Students are able to ask for information about one's professions and the workplaces.
3. Students are able to give information about one's professions and the workplaces.

A. Learning objective :

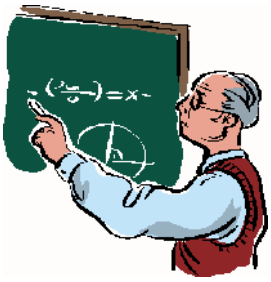
At the end of the teaching and learning process, students are expected to be able to:

1. name the professions and the workplaces based on the pictures.
2. ask information about one's professions and the workplaces with the correct expressions.

3. give information about one's professions and the workplaces with the correct expressions.

B. Learning material:

Ex.





A : What is your father?
B : My father is a teacher.
A : Where does he work?
B : He works in a school.

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. **Pre – Teaching(1X 10 Minutes)**
   a. The teacher greets and prays with the students.
   b. The teacher checks the attendance list.
2. **While – teaching (1 X 55 minutes)**
   - **Presentation:**
     a. The teacher introduces the topic by using question-answer activities.
     b. The teacher shows pictures related to the professions, and make sure that students pay full attention.
     c. The students are drilled by the teacher, by showing some pictures to them, *ex: doctor, nurse, teacher, etc.*

d. The teacher shows pictures related to workplaces of the professions, and all the students mention the workplaces after the teacher's saying, ex: *teacher, nurse, pilot, etc.*

e. The teacher gives example of how to ask the information about one's professions and the workplaces. Then, she asks the students to repeat after her, ex: *What is your father?, Where does he work?*

f. The teacher gives example of how to give the information about one's professions and the workplaces. Then, she asks the students to repeat after her, ex: *He is a teacher. He works in a school.*

- **Practice:**

a. The teacher drills the students to express some expressions:

- Asking for information about one's professions and the workplaces.
- Giving information about one's professions and the places.

- **Production:**

a. The students play a survey game (related to the professions and the workplaces).

b. To play this game, every student must find 5 friends to be asked about their parent's names, professions, and the workplaces.

c. The teacher explains the rule of the game.

d. The students finish their survey game by writing their report based on their survey result to their friends. Then, every student must report their result of the survey report in front of the class.

e. Students doing sticking activity (crossword puzzle) by working in pairs.

3. **Post – Teaching** (1X 5 minutes)

a. Asking the students' difficulties during the teaching learning process.

b. Summarizing the materials.

c. Closing the lesson.

d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids

   Media: Pictures, Flashcards, students' worksheet.

F. Assessment

1. Technique : spoken
2. Form/ type : respond to the expression
3. Column assessment:

No.	Component		Description	Score
1.	Accuracy	a. Correct use of grammar	Very good good quite good Less Very less	5 4 3 2 1
		b. Pronunciation	Very good good quite good Less Very less	5 4 3 2 1
		c. Vocabulary	Very good good quite good Less Very less	5 4 3 2 1
2.	Fluency	a. Speaking as a normal speed.	Very good good quite good Less Very less	5 4 3 2 1

		b. Without hesitation.	Very good good quite good Less Very less	5 4 3 2 1
		c. Too many pauses, repetitions.	Very good good quite good Less Very less	5 4 3 2 1

Mengetahui,

English teacher

Febriana Wahyuningsih, S. Pd
NIK 2535754654300002

Yogyakarta, January 7, 2011

Student

Andina Wijayanti
NIM 06202244111

LESSON PLAN VI

School's name : SDN Samirono
Subject : English
Class/Semester : V/2
Theme : He is a teacher (Professions)
Aspek/skill : Listening
Time : 2 x 35 minutes

Standard of Competency :

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah..

Based Competency :

5.2 Merespons instruksi sangat sederhana secara verbal. *(berkenaan dengan meminta dan memberi informasi profesi).*

Indicators :

1. Students are able to identify the names of profession and the workplaces.
2. Students are able to relate between profession and the workplaces that suitable with the teacher's pronunciation.
3. Students are able to match professions with the suitable workplaces (based on cassette).

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. identify the names of profession and the workplaces.
2. relate between profession and the workplaces that suitable with the teacher's pronunciation.
3. match professions with the suitable workplaces (based on cassette).

B. Learning material:

attached

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. Pre – Teaching(1X 10 Minutes)

a. The teacher greets and prays with the students.
b. The teacher checks the attendance list.

2. While – teaching (1 X 55 minutes)

- **Presentation:**
  a. The teacher introduces the topic by using question-answer activities.
  b. The teacher shows pictures related to the professions to students, and make sure that the students pay full attention.
  c. The students are drilled by the teacher by showing some pictures of professions to them, *ex: doctor, nurse, teacher, pilot, etc.*
  d. The teacher shows pictures related to workplaces of the professions, and all the students mention the workplaces after the teacher's saying, ex: *teacher, nurse, pilot, etc.*
- **Practice:**
  a. Each student is given a task by the teacher in the form of worksheet. The task is matching the profession with the suitable workplace. The students must do the task individually.
  b. The students play Miming and Guessing Action Game.
  c. Here, the teacher will divide the students into 5 groups. Each group consists of 3-4 students.

d. The teacher gives instructions of the rule of the game. The leader of the group will act/mime the profession based on the picture card that was received by the group.
e. The member of the group will guess the name of the profession and also the workplaces.

- **Production:**
  a. The students play Simon Says game (related to the professions and the workplaces).
  b. To play this game, the teacher divides the students into 5 groups. Therefore, each group consists of 3-4 people.
  c. Each group will accept some picture cards.
  d. The teacher will explain the rule of the game.
  e. The member of the group should compact each other. For example, while the teacher is giving questions e.g ”He teaches the students. What is he?” so each group must show picture of teacher. Groups that show correct pictures will get mark/ point.
  f. For focusing on listening comprehension, students will listen to a cassette (The teacher will repeat the cassette 4 times). Therefore, all the students should listen carefully. While listening, the students should fill the missing words in the box in order to be a complete paragraph. Then, the students answer some questions based on the conversation on the cassette.
  g. The students must put some conversation in the worksheet into the right order. Here, all the students must listen carefully to the cassette.

3. **Post – Teaching** (1X 5 minutes)
   a. Asking the students’ difficulties during the teaching learning process.
   b. Summarizing the materials.
   c. Closing the lesson.
   d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids

   Media: Pictures, picture cards, students' worksheet.

F. Assessment

1. Technique : listening
2. Form/ type : listening a cassette
3. Column assessment

Score :	Task 1 :	100
	Task 2 :	200
	Task 3 :	100
	Task 4 :	100
	Task 5 :	100
		+
Total score :		600

Mengetahui,

English teacher

Febriana Wahyuningsih, S.Pd
NIK 2535754654300002

Yogyakarta, January 14, 2011

Student

Andina Wijayanti
NIM 06202244111

LESSON PLAN VII

School's name : SDN Samirono
Subject : English
Class/Semester : V/2
Theme : My mother goes to market by cart (Transportation)
Aspek/skill : speaking
Time : 2 x 35 minutes

Standard of Competency :

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Based Competency :

6.3 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan.

Indicators :

1. Students are able to categorize kind of transportations into air transportation, water transportation, and land transportation.
2. Students are able to name transportation tools based on the pictures.
3. Students are able to ask information about one's transportation to be used.
4. Students are able to give information about one's transportation to be used.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Students are able to categorize kind of transportations into air transportation, water transportation, and land transportation.
2. Students are able to express some expressions:
   - Asking information about one's transportation with the correct expressions
   - Giving information about one's transportation with the correct expressions.

B. Learning material:

Ex.

How does he go to rice field?

He goes to rice field by bicycle.

How do you go to school?

I go to school on foot.

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. **Pre – Teaching(1X 10 Minutes)**
   a. The teacher greets and prays with the students.
   b. The teacher checks the attendance list.
2. **While – teaching (1 X 55 minutes)**
   - **Presentation:**
     a. The teacher introduces the topic by using question-answer activities.
     b. The teacher shows pictures related to the transportation tool to students, and makes sure that the students pay full attention.

c. The teacher explains to the students about how to express the expressions of asking and giving information of one's transportation with the correct expressions.
d. The students are drilled by the teacher, to express the expressions of asking and giving information of one's transportation, by showing some pictures of transportation tool.

- **Practice:**
  a. Here, the teacher will divide the students into 5 groups. Each group consists of 3-4 students.
  b. Each member of the group will make four sentences orally in front of the class by using some words clue given by the teacher.
- **Production:**
  a. Every student receives a flashcard from the teacher.
  b. All the students do role-plays based on the situation on the flashcards (every group consists of 2 students).

3. **Post – Teaching** (1X 5 minutes)
   a. Asking the students' difficulties during the teaching learning process.
   b. Summarizing the materials.
   c. Closing the lesson.
   d. Leave taking

E. Learning source:

1) Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2) Teaching learning aids.
   Media: Pictures, picture cards

F. Assessment

1. Technique : spoken
2. Form/ type : respond to the expression
3. Column assessment

No.	Component		Description	Score
1.	Accuracy	a. Correct use of grammar	Very good good quite good Less Very less	5 4 3 2 1
		b. Pronunciation	Very good good quite good Less Very less	5 4 3 2 1
		c. Vocabulary	Very good good quite good Less Very less	5 4 3 2 1
2.	Fluency	a. Speaking as a normal speed	Very good good quite good Less Very less	5 4 3 2 1
		b. Without hesitation	Very good good quite good Less Very less	5 4 3 2 1
		c. Too many pauses, repetition.	Very good good quite good Less Very less	5 4 3 2 1

Mengetahui,

English teacher

Febriana Wahyuningsih, S. Pd
NIK 2535754654300002

Yogyakarta, January 21, 2011

Student

Andina Wijayanti
NIM 06202244111

LESSON PLAN VIII

School's name : SDN Samirono
Subject : English
Class/Semester : V/2
Theme : things in the classroom
Aspek/skill : Listening
Time : 2 x 35 minutes

Standard of Competency :

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

Based Competency :

5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas.

Indicators :

1. Identifying the names of things in the classroom.
2. Responding the instructions from the teacher related to thing in the classroom.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Students are able to identify the names of things in the classroom.
2. Students are able to respond the instruction from the teacher related to thing in the classroom.

B. Learning material:

Ex.

1. Put your bag on the table.
2. Point the white board

3. Put your pencil on the table
4. Put your ruler on the table.
5. Put your eraser on the table

C. Method/ technique : PPP (Presentation, Practice, Production)

D. Learning Activities :

1. Pre – Teaching(1X 10 Minutes)

a. The teacher greets and prays with the students.

b. The teacher checks the attendance list.

2. While – teaching (1 X 55 minutes)

- **Presentation:**

a. The teacher introduces the topic by using question-answer activities.

b. The teacher shows pictures and the real objects related to the things in the classroom, and make sure that the students pay full attention of it.

c. The teacher mentions some instructions related to things in the classroom, and responds the instruction by practicing/acting based on the instructions, ex: close your book, open the door, put your book on the table, *etc.*

d. The students imitate the teachers' action.

- **Practice:**

a. The teacher drills the students about pronouncing the instruction related with things in the classroom, such as; close your book, open the door, put your book on the table, *etc.*

b. The teacher gives instructions to the students, and the students respond the teacher's instructions by doing action.

c. The students play a "Do It" game.

- The teacher gives instructions the rule of the game.

- The teacher divides all the students into some group. Each group consists of 4 students. Each group must have a leader. The leader will come in front of the class to take the cue card from the teacher.
- The leader will say aloud of the content of the cue card (some instructions).
- The member of the group must respond the instruction from their leader by doing action of what the leader say.

- **Production:**
  a. The students do an information gap.
  b. To play this game, some students will be given some instructions by the teacher in the form of flashcards. The students must deliver instructions to the others students by whispering the instructions. The last students must say loudly about the instructions. Then, she/ he must respond by doing action what the instructions meant.

3. **Post – Teaching** (1X 5 minutes)
   a. Asking the students' difficulties during the teaching learning process.
   b. Summarizing the materials.
   c. Closing the lesson.
   d. Leave taking

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids.
   Media: Pictures, picture cards, students' worksheet

F. Assessment

1. Technique : listening
2. Form/ type : listening & responding the instructions.

Mengetahui,

English teacher

Febriana Wahyuningsih, S. Pd
NIK 2535754654300002

Yogyakarta, January 28, 2011

Student

Andina Wijayanti
NIM 06202244111

ASKING FOR AND GIVING HELP

P R E S E N T A T I O N

Vocabularies:

- Foods & drinks:

  a glass of milk, pizza, orange juice, mango, noodle, fried chicken, apple, iced tea, soup, sugar, salt.

PUPPETS







Speaking

Task 1

Study and practice the following dialogues with your partner. *(Pelajari dan praktikkan dialog-dialog berikut ini dengan temanmu).*

1. Mr.Franky : Excuse me miss. I still need more tea.
   Waitress : Oh… I see.
   Mr. Franky : **Could you pass me some tea please?**
   Waitress : **Yes, sure. Here it is.**
   Mr. Franky : **Thank you.**

2. Mr. Udin : Do you still need some drinks?
   Mr. Banu : Yes, I do.
   Mr. Udin : **Let me pass you the tea.**
   Mr. Banu : **Thank you very much.** You're such a good friend.
   Mr. Udin : **You're welcome.**

LANGUAGES FOCUS

A : Could you pass me some tea please?
B : Yes, sure Here you are.
A : Thank you.

A: Let me pass you the tea.
B: Thank you very much.
A: You're welcome.

P R A C T I C E & P R O D U C T I O N

Example of flashcard for role-plays activity:

- **Asking for help:**



Asking for help



Asking for help

➢ **Asking for and Giving help:**



Asking for help



Giving help

A : Could you pass me some mangoes please? B : Yes, sure. Here you are. A : Thank you.	A : Do you still need some food? B : Yes, I do. A : Let me pass you the pizza. B : Thank you very much. You're such a good friend. A : You're welcome.

Task 2

Make dialogues like task 1 based on the pictures on the flashcard you have got. *(Buatlah dialog seperti task 1 berdasarkan gambar flashcard yang telah kamu peroleh).*

Some pictures of flashcards:















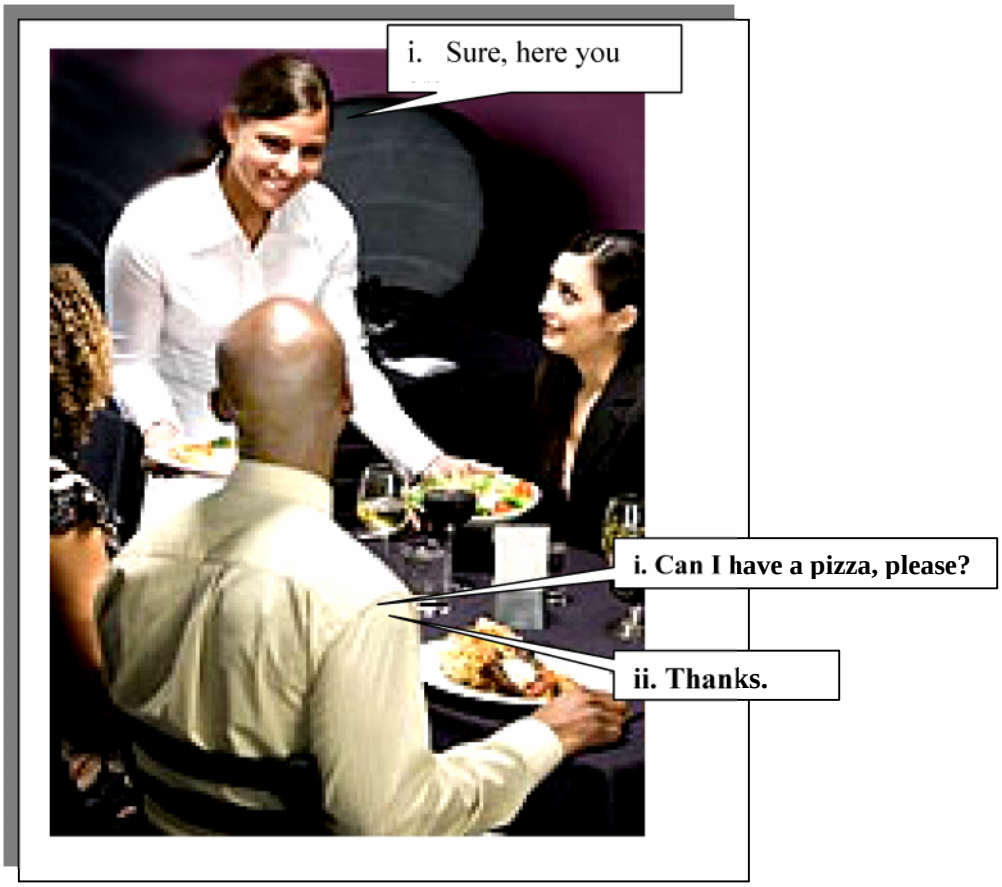








EXPRESSION OF ASKING A THING



Speaking

Task 1
Study and practice the following dialogues with your partner. *(Pelajari dan praktikkan dialog-dialog berikut ini dengan temanmu).*

1. Rani : Can I have a pizza, please?
   Mrs. Eki (waitress) : Sure, here you are.
   Rani : Thanks.

2. Widya **: Can I have a pizza, please?**

Mrs. Sekar(waitress) : Sorry, no more pizza.

Widya : Thanks anyway.

LANGUAGES FOCUS

A : Can I have a pizza, please?
B : Sure, here you are.
A : Thanks.

A : Can I have a pizza, please?
B : Sorry, no more pizza.
A : Thanks anyway.

P R E S E N T A T I O N

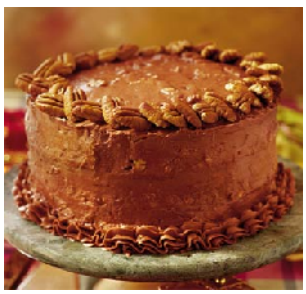
Vocabularies:

- Foods & drinks:

  ice cream, a bar of chocolate, orange juice, cake, bread, fried chicken, apples, a cup of coffee, soup.

Media

a. Pictures (a size of A4 paper):

 Ice cream	 a bar of chocolate	 orange juice
		 pizza

		
iced tea	hamburger	biscuits

PUPPETS





P R A C T I C E & P R O D U C T I O N

Example of flashcard for role-plays activity:



X

Can I have a cup of coffee, please?

Sorry, no more coffee.

Thanks anyway.



√

Can I have a pizza, please?

Sure, here you are.

Thanks.

Game

Task 2

Let's play a Simon Says game. In this part, you will be grouped into five groups. First, the teacher distributes some picture cards to each group. The teacher asks all the groups to show the picture after the teacher asks to them such as, "Can I have mangoes, please?" … (mention some kinds of food and drink). Each group should show the correct pictures.

Ex:

i. Teacher : Can I have a pizza, please?

All groups : must show a picture of pizza.

ii. Teacher : Sorry, no more bread.

All groups : they may not show a picture of bread.



Some examples of picture cards:



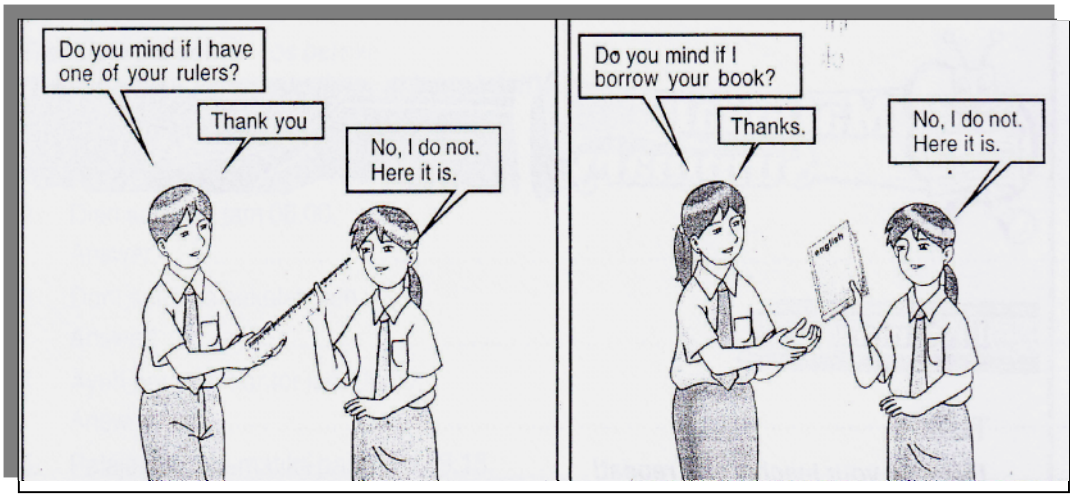
EXPRESSION OF POLITENESS

Speaking

Task 1

Study and practice the following dialogues on the picture with your partner. *(Pelajari dan praktikkan dialog-dialog berikut ini dengan temanmu).*





LANGUAGES FOCUS

(i) A: I'm thirsty. Do you mind if I have the milk now?
B : Not at all

A : I'm thirsty. Do you mind if I have the milk now?
B : Please do/ All right.

(ii) A: Do you mind if I borrow your book?
B: No, I do not. Here it is.
A: Thanks

(iii) A: Shall we peel the mango?
B : Not at all

A: Shall we peel the mango?
B : Please do/ All right.

Vocabularies:

- Foods & drinks:
  coke, pizza, orange juice, biscuits, mango, cake, fried chicken, apples, iced tea, soup.
- Stationery:
  Book, ruler, pencil, eraser, dictionary, pencil sharpener, bag, pencil case.

b. Pictures of stationary:

1. *2.* *3.* *4.*






5.



6.



7.



8.



Example of flashcard for drill activity.



X

A: I'm hungry.
Do you mind if I have the biscuits, now?
B: Not at all.



√

A: I'm hungry.
Do you mind if I have the biscuits, now?
B: Please do.

VOCABULARY LIST

Thirsty (adj)	: haus
hungry (adj)	: lapar
peel (V)	: mengupas
cook (V)	: memasak
fry (V)	: menggoreng
wash (v)	: mencuci
make (v)	: membuat
heat (v)	: memanaskan

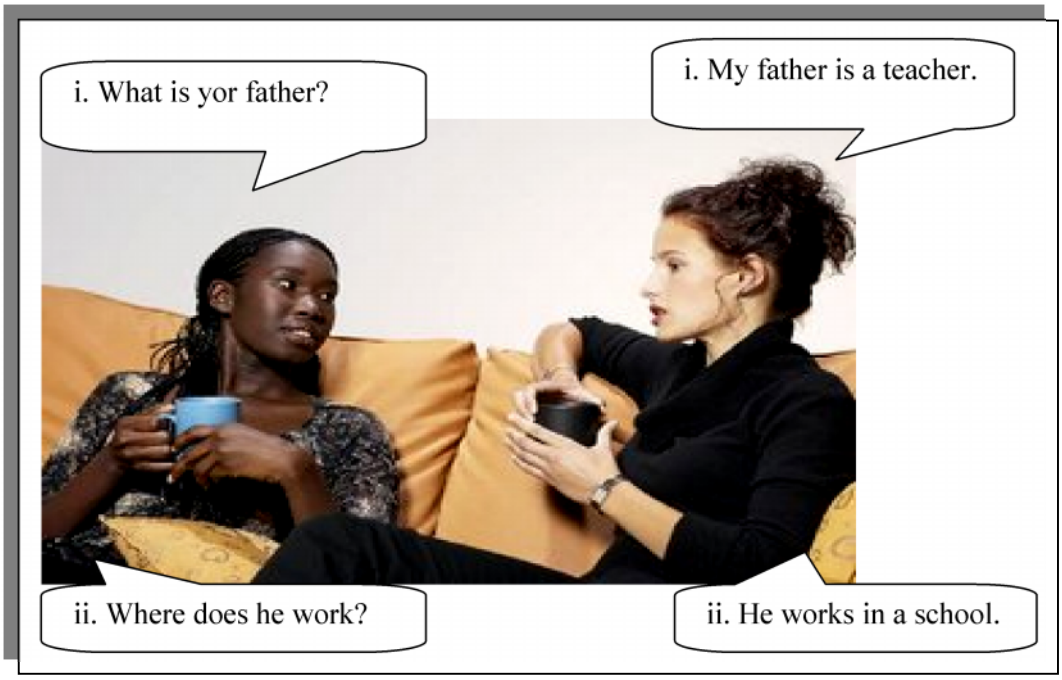


PROFFESSION

Speaking

Task 1

Study and practice the following dialogues with your partner. *(Pelajari dan praktikkan dialog-dialog berikut ini dengan temanmu).*



L a n g u a g e s F o c u s

A : What is your father?

B : My father is a teacher.

A : Where does he work?

B : He works in a school.

Vocabularies:

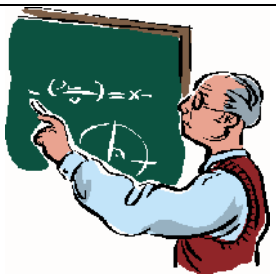
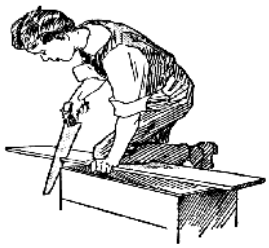
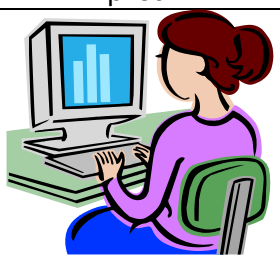
Teacher, nurse, farmer, driver, doctor, policeman, pilot, carpenter, sailorman, accountant, etc.

The workplaces:

school, hospital, rice field, bus station, street, airport, sea/harbor, bank.

c. Pictures (a size of A4):

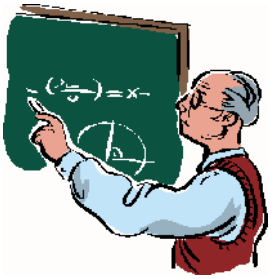
Professions:

 teacher	 nurse	 farmer
 driver	 doctor	 policeman
 pilot	 carpenter	 sailorman
 accountant		

The workplaces:

		
school	hospital	Rice field
		
Bus station	hospital	street
		
airport	building	harbor
		
bank		

Example of flashcards:





Dialogue

A : What is your father?

B : My father is a teacher.

A : Where does he work?

B : He works in a school.

Task 1

Let's play a "Survey Game". Your teacher will explain the rules of the game. Find 5 friends. Ask about their parents' names, professions, and the workplaces.

(Mari bermain "Survey Game". Gurumu akan menjelaskan aturan permainannya. Carilah 5 teman. Tanyakan mengenai orang tuanya tentang nama, profesi, dan tempat bekerjanya).

Use the dialogue below when you interview your friend. Listen carefully then. (Gunakan dialog di bawah ini ketika kamu mewawancarai temanmu. Kemudian dengarkan baik-baik).

1. *What's your father's name?*
2. *What is your mother's name?*
3. *What is he?*

1. *What is she?*
2. *Where does he work?*
3. *Where does she work?*

Task 2

Write your report based on your survey. Do as the example.

(Tulislah laporan berdasarkan survey yang kamu lakukan. Kerjakan seperti contoh).

Task 1

S u r v e y G a m e

Find 5 friends. Ask about their parents' names, professions, and the workplaces.

1. ***What's your father's name?***
2. ***What is your mother's name?***
3. ***What is he?***
4. ***Where does he work?***
5. ***What is she?***
6. ***Where does she work?***

No.	Your friend's name	Father's name	Mother's name	Father's job – work place	mother's job – work place
1.	Dewi	Joko	Sintya	Teacher-school	Nurse-hospital
2.					
3.					
4.					
5.					
6.					

Task 2

Survey Report

No.	Name	Report
1.	Dewi	Her father's name is Joko. He is a teacher and he works in a school. Her mother' name is Sintya. She is a nurse and she works in a hospital.
2.		
3.		
4.		
5.		
6.		

PROFFESSION (Part II)

Task 1

Read and study the following story.

Mr. Ahmad is a farmer. He works in the rice field. At home, he has some domestic animals. He has two cows, five goats, ten chickens. His wife is a farmer too. Mrs. Dewi is Mr. Ahmad's wife. She always helps her husband to work in the rice field. Andi is Mr. Ahmad's son. Andi is a teacher. He works in a school at SD Negeri 1 Godean. He teaches students in order to be smart students.



Languages Focus

A : What is your father?

B : My father is a teacher.

A : Where does he work?

B : He works in a school.

Vocabularies:

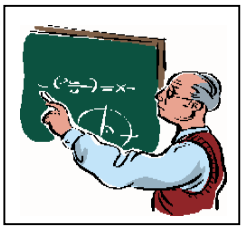
Teacher, nurse, farmer, driver, doctor, policeman, pilot, carpenter, sailorman, etc.

The workplaces:

school, hospital, rice field, bus station, street, airport, sea/harbor, bank.

Task 2

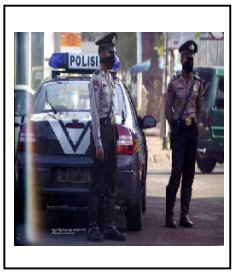
Match these following jobs with the suitable places of work by drawing a line. Number one has been done for you. *(Cocokkan gambar-gambar pekerjaan berikut ini dengan tempat kerjanya dengan tepat, dengan cara menarik garis yang menghubungkan antara kedua gambar tersebut. Nomor satu subagai contohnya).*

1.) 



2.) 



3.) 



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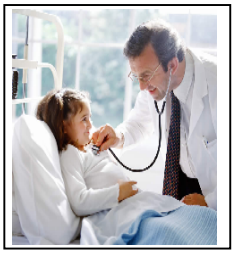
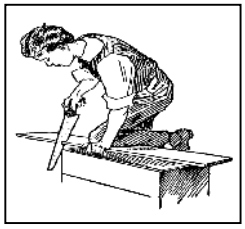
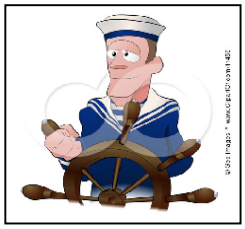
5.) 

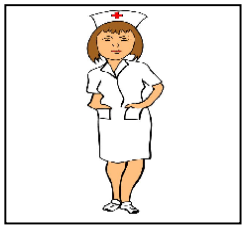


6.)  ● ● 

7.)  ● ● 

8.)  ● ● 

9.)  ● ● 

10.)  ● ● 

Task 3

Let's play "Miming & Guessing Action Game". Listen to your teacher's explanation about the rule of the game. *(Mari bermain "Miming & Guessing Action Game". Dengarkan penjelasan gurumu tentang aturan permainannya).*

Task 4

Let's play "Simon Says Game". Listen to your teacher's explanation about the rule of the game. *(Mari bermain "Simon Says Game". Dengarkan penjelasan gurumu tentang aturan permainannya).*

Focus on Communication



Task 5

Your teacher will play a casette. Listen to a story from the cassette carefully. While listening, fill in the blank with the words in the box below. Number has done for you. After listening, answer some questions below. *(Gurumu akan menyetel sebuah kaset. Dengarkan dengan cermat sebuah cerita dari kaset tersebut. Sambil mendengarkan, isilah titik di bawah ini dengan kata-kata yang ada di dalam kotak di bawah ini. Setelah mendengarkan, jawablah beberapa pertanyaan di bawah ini).*

Hi, my name is Rina. I am a student in SD Samirono. My father' name is Bambang. My father is a 1.) …(teacher).. . He works in a school to teach the students in order to be smart students. He is an English teacher. My mother's name is Riana. My mother is an 2.) ……. . She works in a bank. I live in Godean Street number 15. I have many neighbors there. They have many proffessions.

Mr. Eko is a farmer. He grows rice in the 3.) ……. . His daughter is a 4.) ……. . She works in a hospital, and treats patients. Mr. Muhadi is a 5.) ……. . He works in an 6.) ……. . He has flown many planes. Mr. Paijo is a 7.) …… . He works in a bus station.Mr. Sardi is a carpenter. He works in a 8.) ……. . Mr. Joko is a 9.) ……. . He works in Bethesda. Mr. Ajun is a 10.) ……. . He works in a street to maintain traffic. Mr. Handoyo is a 11.) . He works in a harbor.

Questions:

1. Who is the speaker?	6. What is Mr. Eko?
2. What is she?	7. What is Mr. Eko's daughter?
3. What is her father? Where does he work?	8. Where does Mr. Muhadi work?
4. Where does Rina live?	9. What is Mr. Ajun?
5. How many neighbors does Rina have?	10. Where does Mr. Handoyo work?

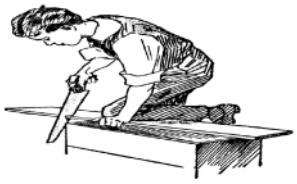
Task 6

Your teacher will play a casette. Listen to some stories from the cassette carefully. While listening, rearrange the texts and pictures below by giving the number on each item of the text below. *(Gurumu akan menyetel sebuah kaset. Dengarkan dengan cermat beberapa cerita dari kaset tersebut. Sambil mendengarkan, susunlah text dan gambar di bawah ini dengan cara memberi nomor pada setiap item teks di bawah ini).*

Mr. Andi is a doctor. Now, he is examining his patient. He works in RS PKU Muhammadiyah. He is very kind person. He goes to the hospital by a car. He lives in a gejayan Street No. CTX 36 A. His wife is an English teacher. She works in SD Pogung 2.







Mr. Haris is a carpenter. He is a hard worker. He works in a building. Now, he is cuting the wood by his saw. He has 2 daughters. They are Michell and Shinta. Michell is a nurse, and Shinta is an accountant. Mr. Haris loves his daughters so much.



Michael Jackson is a popular singer. He is very famous person. He is also a dancer, songwriter, and musician. He is recognized as the most successful entertainer of all time. He is also regarded as a king of pop.



Billy lives in the house with his mom, his dad, and his brother. Billy's mom is a doctor, his dad is a policeman, and his brother is a student in a Senior High School. Tigor loves them very much. They are a happy family.



VOCABULARY LIST

cassette (n)	: kaset	worker (n)	: pekerja
smart (adj)	: cerdas	cutting (v)	: memotong
neighbor (n)	: tetangga	wood (n)	: kayu
profession (n)	: pekerjaan	saw (n)	: gergaji
grow (adv)	: menanam	daughter (n)	: anak perempuan
treat (V)	: merawat	love (v)	: cinta
flown (v)	: menerbangkan	popular (adj)	: terkenal
maintain (V)	: memelihara	singer (n)	: penyanyi
rule (n)	: peraturan	famous (adj)	: terkenal
miming (v)	: meniru-niru	dancer (n)	: penari
guessing (v)	: menebak-nebak	songwriter (n)	: penulis lagu
story (n)	: cerita	musician (n)	: musisi
examining (v)	: memeriksa	recognized (v)	: mengenali
patient (n)	: pasien	most (adv)	: sebagian besar
kind (adj)	: ramah	successful (adj)	: berhasil; sukses
person (n)	: orang	entertainer (n)	: penghibur
very (adj)	: sangat	regard (v)	: hormat
hard (adj)	: keras	king (n)	: raja
		happy (adj)	: senang

Kind of Transportation

- Air Transportation:
  - Helicopter :
  - Plane :
- Water Transportation:
  - Ship :
- Land Transportation:
  - Train :
  - Bus :
  - Taxi :
  - Motorcycle :
  - Car :
  - Cart :
  - Pedicab :
  - Bicycle :
  - On foot :

		
helicopter	plane	train
		
bus	taxi	Motorcycle

		
car	cart	pedicab
		
bicycle	On foot	ship

Task 1

Make a group that consists of 4 students. Then make four sentences using some words below. Number one has been done for you. *(Buatlah sebuah grup yang terdiri dari 4 anak. Kemudian buatlah 4 kalimat menggunakan kata-kata di bawah ini. Nomor satu telah dikerjakan untukmu).*

1. farmer ⟶ rice field ⟶ bicycle.
   My father is a farmer. He goes to rice field by bicycle.
   Surti is a farmer. She goes to to rice field by bicycle

2. Policeman ⟶ street ⟶ motorcycle.
3. Pilot ⟶ Hongkong ⟶ plane.

4. Nurse → hospital → bus.
5. Teacher → school → car.
6. doctor → hospital → bicycle
7. singer → Jakarta → plane
8. carpenter → bulding → bicycle.
9. doctor → hospital → car
10. driver → bus station → bus.
11. nurse → hospital → on foot.
12. teacher → school → bus.
13. singer → Bali → helicopter.

Task 2

Make a role-plays based on the situation on the flashcard.

Number one as an example.



He goes to office on foot.

1.) A: How does he go to office?

B: He goes to office on foot.

2.) My father go to office by car.

1) My mother goes to market by pedicab.
2) You go to school by bus.
3) Doni go to Bandung by train.
4) She goes to market by cart.
5) You go to school by bicyle.
6) My father goes to Sumatra by ship.

7) You go to city by taxi.

8) He goes to Hongkong by plane.

FLASHCARDS:

2.)



My father go to office by car.

3.)



My mother goes to market by pedicab.

4.)



You go to school by bus.

5.)



Doni go to Bandung by train.

6.)



She goes to market by cart.

7.)



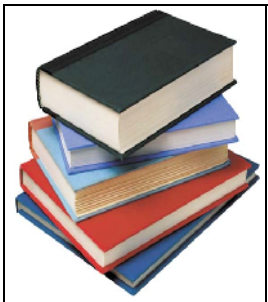
You go to school by bicycle

MY CLASSROOM

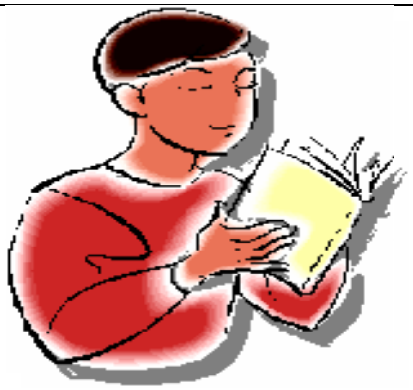
Listen, repeat, and do it!

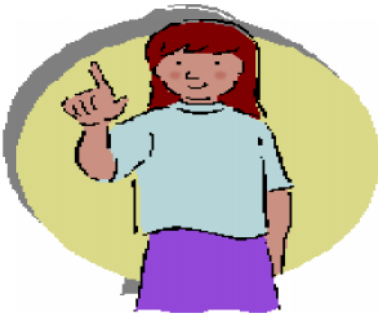
1. Open your book. = buka bukumu.
2. Close your book. = Tutup bukumu.
3. Open the door. = Buka pintunya.
4. Close the door. = Tutup pintunya.
5. Stand up, please. = Mohon berdiri!
6. Sit down, please. = dimohon duduk.
7. Put your book on the table. = Letakkan bukumu di atas meja.
8. Put your bag on the table. = Letakkan tasmu di atas meja.
9. Point the white board. = tunjuklah papan tulis.
10. Put your pencil on the table. = Letakkan pensilmu di atas meja.
11. Put your ruler on the table. = letakkan penggarismu di atas meja.
12. Put your eraser on the table. = Letakkan penghapusmu di atas meja.
13. Take your ruler. = Ambilah penggarismu.
14. Take your book. = Ambilah bukumu.
15. Clean the whiteboard. = Bersihkan papan tulisnya.
16. Clap your hand. = tepuklah tanganmu.
17. Put away your book in your bag. = Letakkan bukumu di dalam tas.
18. Put away your pencil in your bag. = Letakkan pensilmu di dalam tas.
19. Put away your eraser in your bag. = letakkan penghapusmu
20. Touch your book. = Sentuhlah bukumu.

Preposition:

				
book	pencil	eraser	whiteboard	door

on = di atas
in = di dalam

	Silent, please.
	Open the book.
	Point the whiteboard.
	Close the window.

	Stand up, please.
	**Open the window.**
	**Sit down, please.**
	Close the door.
	Open the door.

Task 1

Let play a game. This game is called *Do It.*

Make a group consists of 4 students. Each group must have a leader. The leader will come in front of the class to take the cue card from the teacher. After taking the cue card, the leader must say aloud the content in the cue card to his or her group. The member of the group must do what the leader say.

(Mari bermain permainan. Permainan ini disebut Do It/ lakukan. Buatlah sebuah group yang terdiri dari 4 anak. Tiap grup harus mempunyai ketua. Ketua tersebut akan maju di depan kelas untuk megambil kartu isyarat dari guru. Setelah mengambil cue card, ketua tersebut harus mengatakan dengan keras isi perintah yang terdapat di cue card tersebut. Anggota kelompok yang bersangkutan harus melakukan apa yang dikatakan oleh ketua tadi).

Example of cue card:

During 2 minutes, the member of the group should do the instructions of what the leader say. If the member can do 10 leader's instruction, the group will get score 100.
(Selama 2 menit, anggota kelompok harus melakukan apa yang ketua kelompok perintahkan. Jika angota kelompok yang bersangkutan dapat melakukan instruksi dari sang ketua, maka kelompok tersebut akan mendapat skor 100).

1. Sit down, please. = dimohon duduk.
2. Put your book on the table. = Letakkan bukumu di atas meja.
3. Put your bag on the table. = Letakkan tasmu di atas meja.
4. Point the white board. = tunjuklah papan tulis.
5. Put your pencil on the table. = Letakkan pensilmu di atas meja.
6. Put your ruler on the table. = letakkan penggarismu di atas meja.
7. Put your eraser on the table. = Letakkan penghapusmu di atas meja.
8. Take your ruler. = Ambilah penggarismu.
9. Take your book. = Ambilah bukumu.
10. Clean the whiteboard. = Bersihkan papan tulisnya.

Task 2

Let's make an information gap activity. Some students will be given some cue cards from the teacher. The students (in the right hand-side) must deliver the instructions to their pair friends (students in the left hand-side) by whispering the instructions. The students in the left hand-side must say loudly about the instructions. Then, she/ he must do what the instructions meant. If among the students in the left hand-side do mistakes, they will get some punishments (singing, dancing, etc, in front of the class).

(Marilah membuat kegiatan information gap. Beberapa siswa akan diberi beberapa kartu petunjuk/ isyarat dari guru. Para siswa yang duduk di kursi sebelah kanan harus menyampaikan instruksi kepada siswa sebangkunya (siswa yang duduk di sebelah kiri) dengan cara membisikkan instruksinya. Para siswa yang duduk di kursi sebelah kiri harus mengucapkan instruki secara lantang. Kemudian, siswa tersebut harus melakukan/ mempraktekkan apa maksud instruksi tersebut. Jika di antara mereka ada yang melakukan kesalahan, maka mereka akan mendapatkan hukuman berupa menari, menyanyi, dll, di depan kelas.)

Contoh cue card untuk information gap

1. Clap your hand. =

tepuklah tanganmu.

2. Stand up, please. =

mohon berdiri!

3. Sit down, please. =

dimohon duduk.

4. Touch your book. =

sentuhlah bukumu.

5. Clean the white board. =

bersihkan papan tulis itu.

6. Open the door. =

buka pintunya.





SD NEGERI SAMIRONO



The teacher is using puppets to practise the conversations



The students are doing role-plays in front of the class by using the puppets



The students are doing a Survey Game



A student is reporting her survey in front of the class



The teacher is distributing some picture cards to a group



The teacher is showing a big picture of cart.



A leader of a group is acting as a farmer
in "Miming and Guessing" Game





The students are doing Simon Says Game



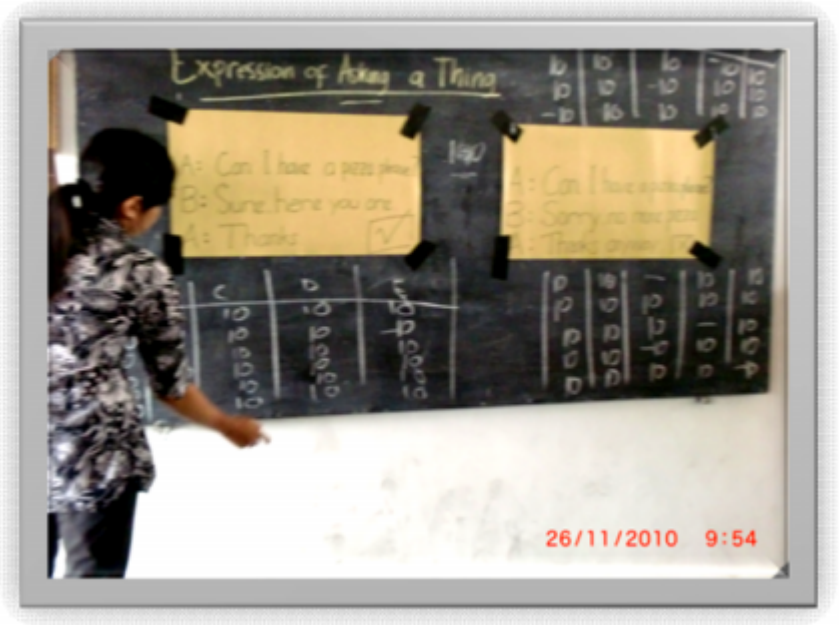
Group work activity



All the students are listening to stories from a recorder



The teacher is using drilling technique to make the students to memorize vocabularies effectively



The teacher is giving points to groups in Simon Says Game





The students are doing role-plays

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SEKOLAH DASAR NEGERI SAMIRONO
Terakreditasi: 'A' Nomor : 12.01/BAP/TU/X/2009
Jl. Colombo No. 002 Samirono Yogyakarta 55281 Tlp. (0274) 546684
Email: sd_samirono@yahoo.com

SURAT KETERANGAN

No. : 45/SD Sam/K/I/2011

Yang bertanda tangan di bawah ini:

Nama	:	Sutrisno, S.Pd.
NIP	:	19560527 197803 1 004
Jabatan	:	**Kepala Sekolah**
Instansi	:	**SD Negeri Samirono**

Menerangkan dengan sesungguhnya bahwa mahasiswi Universitas Negeri Yogyakarta

Nama	:	**Andina Wijayanti**
NIM	:	**06202244111**
Jurusan	:	**Pendidikan Bahasa Inggris**
Fakultas	:	**Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta**

telah melaksanakan penelitian di SD Negeri Samirono mulai November 2010 s.d Januari 2011 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"Improving Students' Involvement in English Teaching and Learning Process at grade V SD Samirono in the Academic Year of 2010/2011 through Communicative Activities"*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Yogyakarta. 28 Januari 2011
Kepala Sekolah

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SD NEGERI SAMIRONO

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