

**USING COMMUNICATIVE TASKS TO IMPROVE THE
LEARNING OF SPEAKING FOR OFFICE ADMINISTRATION
STUDENTS AT GRADE X OF SMKN 1 GODEAN IN THE
ACADEMIC YEAR OF 2010/2011**

A THESIS

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



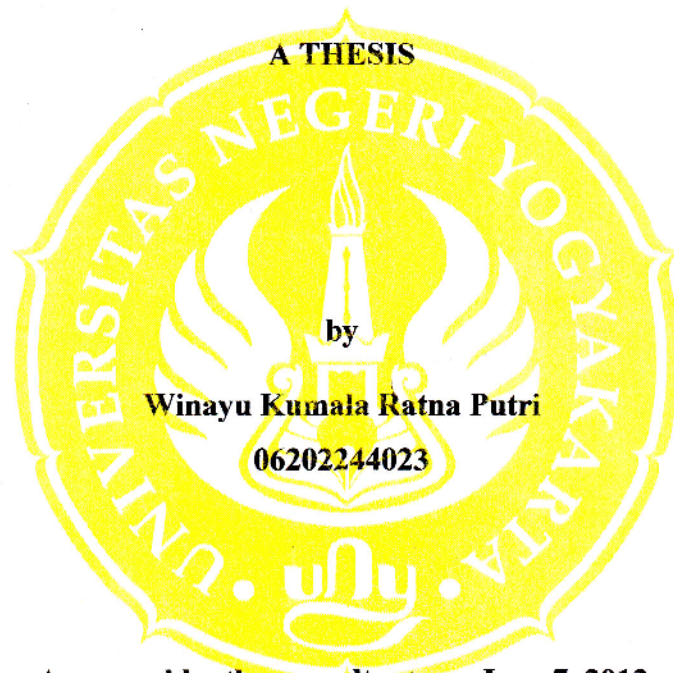
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**USING COMMUNICATIVE TASKS TO IMPROVE THE LEARNING OF
SPEAKING FOR OFFICE ADMINISTRATION STUDENTS AT GRADE X
OF SMK N 1 GODEAN IN THE ACADEMIC YEAR OF 2010/2011**



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A THESIS

Accepted by the Board of Examiners, Faculty of Languages and Arts, State University of Yogyakarta on July 8, 2013 and declared to have fulfilled the requirement for the attainment of *Sarjana Pendidikan* Degree in English Language Education

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, 17 Juni 2013

Penulis,



Winayu Kumala Ratna Putri

MOTTOS

"You can if you think you can."

~ George Reeves

"Your life is a gift from the Creator. Your gift back to the Creator is what you do with your life."

~ Billy Mills

"You may be disappointed if you fail; however, you are doomed if you never take the first step."

~ Mike Jones

" Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbor, catch the trade winds in your sails. Explore. Dream. Discover. "

~ Mark Twain

DEDICATIONS

This thesis is dedicated to:

- My beloved Dad and Mom:
Sumantala Dwi Yoga Cahyana and Sri Agung. Thanks for your love.
- My beloved sister and brother:
Nindya Heni Wijaya and Adetya Agung Kusuma Bawono. Thanks for your support.
- All my family
- All people who have supported me

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I would also express my special gratitude to my parents, brother and sister for their guidance, helps and supports so that I can finish my study well. I also thank my relatives who always given their prayers so that I can finish my study. May Allah give them the best of all.

I hope that this thesis would give precious contribution to the improvement of the English teaching and learning process. However, I realize that this thesis is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, 17 Juni 2013

Winayu Kumala Ratna Putri

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ABSTRACT

The aim of this research was to improve the learning of speaking through the use of communicative tasks for Office Administration students at grade X of SMKN 1 Godean in the academic year of 2010/2011.

This study was an action research study consisting of two cycles. The procedure of the research were reconnaissance, planning, implementation and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. This research study applied communicative tasks in the forms of role play and simulation as the main actions. The researcher used role play in Cycle I and simulation in Cycle II. The data were obtained by observing the teaching and learning process, interviewing the collaborator, holding discussions with the collaborator, interviewing the students, and taking pictures during the actions. The instruments of this study were observation sheets, interview sheets, speaking rubric, a recorder, and a camera. The data collected were qualitative in nature and were analyzed from the fieldnotes and interview transcripts during the actions. To avoid the subjective analysis, investigator and time triangulation were used. Democratic, process, outcome, catalytic, and dialogic validity were also used to fulfill the validity and reliability of the data.

The research results showed that the students' speaking skills improved through communicative tasks. The improvements were achieved gradually which cover aspects such as students' responsiveness, motivation, self-confidence, involvement, and speaking performance. Based on the research conducted, the use of communicative tasks in this study successfully improved the learning of speaking. The indicators of the success of the implementation were that: (1) the students got better atmosphere of learning and got lots of opportunities to speak up; (2) the 16 students who were classified as students who had 'learned' performance in the pre-test successfully improve their skills so that they were included to have 'exemplary' performance in the post-test. (3) the implementation of communicative tasks also improved the students' interaction during the English teaching and learning process. All implemented actions were successful to make the students active in joining the English teaching and learning process.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. English has an important role in the world, in terms of communication and interaction. As an international language, most countries in the world use English as a medium of communication in entire aspects of life. Meanwhile, in Indonesia English is considered as a foreign language (EFL). As an international language English has been adopted as a compulsory subject in Indonesia. The ministry of National Education has decided that English as a first foreign language has to be taught in Indonesia. It has also been introduced to educational institutions and learnt from the elementary schools up to university as a compulsory subject. The students are expected to be able to access knowledge by using English (Depdiknas, 2006).

Indonesia is in the global era in which all aspects of life have developed rapidly. SMK (Vocational School) is a school that is aimed to create graduates who are oriented to enter work world that is appropriate with their interest. The purpose of SMK is to prepare students in order to be able to compete with foreign workers in work world. Therefore all students are expected to master English as an international language. English language will be used as communication tool between local people and foreigners. The activities involved in teaching and learning process in vocational school or SMK are expected to facilitate the

students' needs in mastering the English communicative skills, particularly in speaking to access the world of work.

Language plays an important role in making social contacts with other people in order to get information. Language is the tool of communication which plays an important role to express an intention to someone else. The language can be expressed in the spoken or written forms. A language that spreads widely as an international language is English.

Learning English means mastering the four language skills, namely listening, speaking, reading, and writing. The speaking skill is one of the language skills that is important to master. Everyone who wants to learn English as a second language must master the speaking skill. Its success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing the meaning. It involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. According to Nunan (1991: 39) speaking is an essential aspect in the learning of a second language. Speaking is the method of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Speaking is a medium of communication. Through speaking, the process of communication becomes easier. The students need to speak well in their daily life, future workplace, and social interactions. Moreover, the students must have speaking skill to face the global challenge. Communication is an essential need for human

being. There are some elements in the communication, such as the speaker, hearer, and the media that are used in communication. Speaking is an important skill that is used as communication media. People can not communicate well if they are not using speaking as media in communication.

Teaching speaking is focused on making students active and creative. The greater part of time in the process of learning speaking is dominated by the students. The use of English for speaking is not simple because the speaker should also master several important elements of English: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

In Indonesia, speaking skill does not become a primary purpose in the English teaching and learning process. Indonesia uses school-based curriculum (KTSP) is oriented towards students' competency, however the government evaluates the education through National Exam (UAN). Up till now, the success of teaching English is only measured by the score of National Exam. The English teaching and learning activity is only focused on helping the students to pass the final exam. Most of the teachers ignore speaking skills. The students are taught about grammar and written communication. Commonly, teacher gives exercises to the students. They always do the exercises which are only focused on their written skill. The teacher is only evaluating the student's writing work without concerning speaking skill. As a consequence, the students are incapable of speaking English.

This matter also happens in SMKN 1 Godean. The speaking skill does not become principal aim in English teaching and learning process. Teaching English is focused on the attainment of National Exam. The students' speaking ability is still limited. They are not motivated to learn English. They have a notion that English is not essential to determine their future. The teacher also has the same belief that the learning of speaking is unnecessary because speaking is not tested in National Exam. Therefore, she is not applying an appropriate technique to teach the student. She gives the English lesson that is focused on grammar and written communication. Then the students do the exercises without speaking activities. She is not using creative methods to motivate the students be interested to learn English.

These phenomena lead to some questions for the researcher on how to solve the problems. To solve the problems related to the teaching activity, she intended to carry out an action research using communicative tasks to improve the students' speaking skills. She believes that the use of communicative tasks can improve speaking ability of the students. The use of communicative tasks in teaching can make learning more communicative and creative than the conventional teaching process. In general, reviews on some literature show that communicative tasks are very useful and can be used to develop student's language learning and also provide the students an opportunity to practice communication (Harmer, 2002).

B. Identification of the Problem

There are some problems related to the English teaching learning process found by the researcher. The first problem is related to the students themselves. Some students argue that English lesson is difficult. They are not familiar with English. The students are low motivated to learn. They are not interested to learn English. They are just learning English to pass the final exam. There is also a tendency that during the English classes, the students are less involved in the classroom. They are feeling sleepy, bothering other friends, drawing something in their books, etc. The students are not confident in speaking, for example in asking or answering questions, delivering their idea in the group discussion, and talking in the front of the class. Besides, the students still have limited vocabulary and bad grammar so that they are incapable of delivering their idea in English.

The second problem is related to the teacher. The teacher considers that speaking skill is not important because speaking is not tested in the National Exam. The teacher focuses on teaching grammar because teaching grammar is the most important thing which it will help students to do their National Exam.

The third problem is related to the learning materials. The teacher uses the materials that are taken from the coursebook. She is not presenting the materials in interesting ways so that the students feel bored. She is just explaining the material from the coursebook. Then, she asks the students to do the tasks from the coursebook.

The fourth problem is related to the teaching media. There are only limited media to support the teaching learning process in the classroom. The teacher is

just giving the materials that are taken from coursebook to the students. She does not use interesting media in the learning of speaking. For example; picture, realia, card and video. The lack of the teaching media becomes a problem in the classroom. It is difficult for the teacher and the students to achieve the goal of teaching learning process without media. The teaching media are very important to support the learning process.

The fifth problem is the teaching technique. The teacher is only using paper-based technique in speaking learning process. The students are not interested in the teaching technique that is used by the teacher. She gives questions and the students write the answers in a sheet of paper. The teaching technique cannot give the chance for the students to communicate in learning English effectively. Moreover, the teaching technique cannot facilitate the students to speak actively.

The sixth problem is the teaching method. The teacher is still using a traditional method to teach speaking. The teacher explains the lesson and the students are just listening to her. There is only a little activity to develop the students' performance. The teacher is not giving adequate chance for the students to speak in the front of class. It creates a boring situation because the learning process is monotonous and less challenging for some students in the classroom. They always face the same routine in every class and the teacher does not improve the teaching technique to invite the students' attention. The teacher only teaches grammar and structure to help the students face the National Exam. This method gives bad effects to the students so that some students use their time to chat with

their friends, feeling sleepy, and do other things which are unrelated to the lesson. The students feel afraid to speak English because they are not sure whether they can speak English correctly. They tend to be silent or do the other activities with friends such as playing and joking. This matter that brings them seem be passive in learning English. Besides, the teacher seems to be failing in creating the communicative atmosphere using the communicative approach in language teaching. As a result, the technique that the teacher brought in the class cannot accommodate the students to communicate with and learn the language effectively.

C. Limitation of the Problem

As there are too many problems, the researcher tries to limit the problems based on the urgency and the feasibility. Based on the urgency the researcher limits to six problems; they are the student, the teacher, the learning material, the teaching media, the teaching technique and the teaching method. Based on the feasibility, the researcher limits to four problems; The first problem is related to the students. The students have low motivation to learn speaking. The second problem is the learning materials. The teacher uses the materials that are taken from the coursebook. The third problem is the teaching media. The teacher does not use an interesting media as tools to motivate the students in the learning of speaking. The fourth problem is the teaching method. The teacher always uses traditional method in the learning of speaking. Based on these problems, the researcher will use communicative tasks to improve the learning of speaking for

the students in grade X-2 class of Office Administration Program in SMKN 1 Godean in the academic year of 2010/2011 through action research.

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is formulated as follow: Can communicative tasks improve the learning of speaking of the students in grade X-2 class of Office Administration Program in SMKN 1 Godean in the academic year of 2010/2011?

E. The Objective of the Study

The objective of this study is to improve the learning of speaking of the students in grade X-2 class of Office Administration Program in SMKN 1 Godean in the academic year of 2010/2011 through communicative tasks.

F. Significance of the Study

This study is expected to be beneficial for:

1. English Teachers in SMKN 1 Godean

The finding of this study hopefully becomes a source of information about the ways to improve the teaching and learning quality.

2. Other Teachers in SMK

The finding of this study hopefully becomes an evidence that represents students' ability in learning foreign language.

3. Institutions that have the English Teaching Program

Hopefully this study becomes an input in empowering the teachers of English to improve the students' speaking skills in teaching and learning processes by using communicative tasks.

4. English Education Department of Yogyakarta State University

The finding of this study hopefully becomes one of the considerable source or reading material either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

5. Other Researcher

This study hopefully increases her awareness of the contribution of communicative tasks to improve the students' speaking skills in teaching and learning processes and gives the experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. The Nature of Speaking

Speaking has a connection to human interaction. It is used as communication tool to communicate with others. It is one of the four language skills that should be completed when people learn a language beside listening, reading, and writing (Depdiknas, 2003).

Brown (2001: 267) defines speaking as an interactive process of constructing meaning involving producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participant, their collective experiences, the physical environment, and the purpose of speaking. In the process of interaction, those who are involved in it will get feedback from each other. In addition, Harmer (2001: 246) states that speaking is one of the productive skills that should be mastered by the students in order to be able to carry out a conversation with other people easily.

Nunan (1991) states that speaking is the ability in using oral language to explore ideas, intentions, thoughts, and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. In addition, Florez (1999) as cited in Bailey (2004) says that speaking is about the concept of meaning in terms of delivering, accepting, and processing the information.

Cameron (2001) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand. Speaking is so demanding, require careful and plentiful support of various types, not just support for understanding, but also support for production.

a. Teaching Speaking

Harmer (2007: 345-348) gives some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds four ways to improve the students' reluctance in speaking, including:

- 1) preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public,
- 2) the value of repetition: allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing. Paul Howarth (2001a and b), as Harmer (2007:346) quotes, characterizes the process of speaking by the pattern:

plan → perform → analyze ↔ repeat

- 3) big groups, small groups: making sure that they get chances to speak and interact in big or small groups, and
- 4) mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

Brown (2001: 275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

- a) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- b) provide intrinsically motivating techniques,
- c) encourage the use of authentic language in meaningful contexts,
- d) provide appropriate feedback and correction,
- e) capitalize on the natural link between speaking and listening,
- f) give students opportunities to initiate oral communication, and
- g) encourage the development of speaking strategies, such as asking for clarification (what?), asking someone to repeat something (Hub? Excuse me?), using fillers (Ub, I mean, Well), using conversation maintenance cues (Ub bub, Right, Yeah, Okay, Hin), getting someone's attention (Hey, Say, So), using paraphrases for structures one can't produce, appealing for assistance from the interlocutor (to get a word or phrase, for example), using formulaic expressions (at the survival stage) (How much does ___ cost? How do you get to the ___?), and using mime and nonverbal expressions to convey meaning

b. Learning Speaking

According to Krashen (1988) learning is the product of formal instruction. It comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules.

Speaking is considered as a very important aspect of learning a foreign language. As stated by Bailey and Savage (in Celce and Murcia, 2001: 103) speaking in a second language or foreign language has often been viewed as the most demanding of the four skills.

Richards and Renandya (2002: 204) say that learning to speak a foreign language is more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

According to Ur (1996: 121) the problems in speaking activities are as follows:

1) Inhibition

Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.

2) Nothing to say

Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

3) Low or uneven participation

Only one participant talks because of some learners dominate, while other speaks a little or not at all.

4) Mother tongue use

In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

Brown (2001: 273) states that the types of speaking which are expected to carry out in the classroom are the followings:

a) Imitative

Teacher asks students to drill words, phrases, or sentences in teaching speaking.

b) Intensive

It goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or pair work activity.

c) Responsive

Students give short response when teacher or peer asking questions or comment. The response is sufficient and do not extend into dialogues.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well.

e) Interpersonal (dialogue)

The conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

f) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

2. Theory of Learning

Kimble (1961) defines learning as a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. In accordance with that, Burns (1995: 99) conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes, and emotions.

Schuman (1996) states that the theory of learning have three basics. They are:

- a. Behaviorism: based on observable changes in behavior. Behaviorism focuses on a new behavioral pattern being repeated until it becomes automatic.

- b. Cognitivism: based on the thought process behind the behavior. Changes in behavior are observed, and used as indicators as to what is happening inside the learner's mind.
- c. Constructivism: based on the premise that we all construct our own perspective of the world, through individual experiences and schema. Constructivism focuses on preparing the learner to problem solving in ambiguous situations.

The theory of behaviorism concentrates on the study of overt behaviors that can be observed and measured (Good and Brophy, 1990). Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Parkay and Hass, 2000).

"Cognitive theorists recognize that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as a motivator. However, even while accepting such behavioristic concepts, cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans process and store information" (Good and Brophy, 1990: 187).

Constructivists believe that "learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events." "What someone knows is grounded in perception of the physical and social experiences which are comprehended by the mind" (Jonasson, 1991).

3. Second Language Acquisition (SLA)

There are differences between acquisition and learning. Acquisition is supposed to be a subconscious process which leads to fluency. Learning, on the other hand, is a conscious process which shows itself in terms of learning rules and structures (Krashen, 1985: 1). Furthermore, Krashen claims that there are three internal processors that operate when students learn or acquire a second language: the subconscious 'filter' and the 'organizer' as well as the conscious 'monitor' (cf. Dulay, Burt, Krashen, 1982: 11-45). The 'organizer' determines the organisation of the learner's language system, the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematical occurrence of errors in the learner's utterances as well as a common order in which structures are learnt. The 'filter' is responsible for the extent to which the learner's acquisition is influenced by social circumstances such as motivation and affective factors such as anger or anxiety. The 'monitor' is responsible for conscious learning. The learners correct mistakes in their speech according to their age and self-consciousness (cf. Dulay, Burt, Krashen, 1982: 45).

Krashen's Input Hypothesis is one of the most controversial theoretical perspectives in Second Language Acquisition. It is based on a set of five interrelated hypotheses that are listed below:

a. The Acquisition-Learning Hypothesis

As mentioned above, Krashen claims that there is a difference between acquisition and learning. Acquisition is 'a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to 'pick up' a language'. Learning is a conscious process in which 'learners attend to form, figure out rules, and are generally aware of their own process' (Brown, 2002: 278).

b. The Monitor Hypothesis

The monitor has nothing to do with acquisition but with learning. The learned system acts only as an editor or 'monitor', making minor changes and polishing what the acquired system has produced. According to Krashen, three conditions are necessary for monitor use: 1. sufficient time, 2. focus on form, 3. knowing the rules (cf. Lightbown, Spada, 1995: 27).

c. The Natural Order Hypothesis

This hypothesis states that we acquire the rules of a language in a certain order that is predictable (cf. Lightbown, Spada 1995: 27). However, this does not mean that every acquirer will acquire grammatical structures in exactly the same

order. It states rather that, in general, certain structures tend to be acquired early and others to be acquired late. (cf. Krashen, Terrell, 1983: 28).

d. The Input Hypothesis

This hypothesis states that it is important for the acquirer to understand language that is a bit beyond his or her current level of competence. This means, if a learner is on a level i the input he gets should be $i + 1$. This means that the language that learners are exposed to should be just far enough beyond their current competence that they can understand most of it but still is challenged to make progress (cf. Brown, 2002: 278).

e. The Affective Filter Hypothesis

This hypothesis states that it is easier for a learner to acquire a language when he/she is not tense, angry, anxious, or bored. According to Dulay and Burt, performers with optimal attitudes have a lower affective filter. A low filter means that the performer is more open to the input language. (cf. Krashen, Terrell, 1983: 38)

There are the difference between acquisition and learning. Acquisition is supposed to be a subconscious process which leads to fluency. Learning, on the other hand, is a conscious process which shows itself in terms of learning rules and structures. (Krashen, 1985: 1). Furthermore, Krashen claims that there are three internal processors that operate when students learn or acquire a second language: the subconscious 'filter' and the 'organizer' as well as the conscious 'monitor' (cf. Dulay, Burt, Krashen, 1982: 11-45). The 'organizer' determines the

organisation of the learner's language system, the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematical occurrence of errors in the learner's utterances as well as a common order in which structures are learnt. The 'filter' is responsible for the extent to which the learner's acquisition is influenced by social circumstances such as motivation and affective factors such as anger or anxiety. The 'monitor' is responsible for conscious learning. The learners correct mistakes in their speech according to their age and self-consciousness (cf. Dulay, Burt, Krashen, 1982: 45).

4. Characteristics of the Students in SMK or Adolescents Learners

Gumbiner (2003: 18) defines adolescence as the state or process of growing up. It is the stage of life between puberty and maturity that terminates legally at the age of majority. Adolescence is a transitional period. It is a bridge connecting childhood and adulthood. Adolescents are neither children nor adults.

The beginning of adolescence is not clearly defined, but a universal biological marker can be found in the onset of puberty. Triggered by hormonal events in the brain, the first visible external events are growth spurts and sexual maturation. (Berger, 2000; Santrock, 2000).

According to Piaget (1952) adolescents have social cognition that includes:

- a. Egocentrism: a heightened sense of self-consciousness and a tendency to believe the world revolves around oneself.
- b. Imaginary audience: the feeling of being on stage all of the time, that others are always watching.

- c. Personal fable: a sense of grandiosity and uniqueness, alone and the center of their own story.
- d. Invincibility principle: a sense of immortality, the idea that nothing can hurt or kill them.

Based on Indonesian culture, the Vocational School students (SMK) can be categorized in adolescents. According to Hurlock (1973) there are some characteristics of adolescent:

- 1) Adolescent is an important period

In this period, physical and mental condition develop rapidly.

- 2) Adolescent is a transition period

Adolescent is a transition from one stage to the next stage. Physical change can influence an individual behaviour.

- 3) Adolescent is an alteration period

There are four alteration in adolescent. They are an intense emotion, physical change, the interest, and the behaviour.

- 4) Adolescent is a problematic age

Commonly, Adolescents have problems. They feel difficult to overcome the problems. There are two reasons why they can not solve their problems. The first, when they are still children, usually their problem are solved by their parents or teachers. The second, they feel can stand alone so that they did not need a help from other people.

5) Adolescent is a period to find the identity

Adolescents try to explain who are themselves. One of the ways to try show their identity is using status symbol.

6) Adolescent is the age that can cause fear

People judge that adolescents tend to have destructive behaviour so that adults must guide them.

7) Adolescent is unrealistic period

Adolescents tend to not think rationally. They can not appreciate to their condition. Sometimes they prefer to become other people.

8) Adolescent is on the threshold of an adult period

In the last period of adolescent, usually they are worried to leave their teens' period. Therefore, they focused to behave like an adult people.

5. The Place of English in SMK (Vocational School)

The scope of English in vocational high schools includes three aspects (Depdiknas, 2006: 384). The first is communication basic of English at novice level. The second is communication basic of English at elementary level. The third is communication basic of English at intermediate level.

The objectives of teaching English in the vocational school can be seen in the curriculum of English for SMK (Depdiknas, 2006: 384-386). It is stated that English is an adaptive subject, in which it is aimed at providing students the ability to communicate in English in the communicative material contexts needed for students' division both spoken and written. Besides, English also puts the

students forward for the ability to communicate in the daily life based on the global standard and give the students chance for developing communication to a higher level.

Hamalik (1990: 24) states that vocational education is the process to develop the talent and a basic education of skill that is directed to work world. He adds that the system of vocational education aims to prepare a skillful, trained, and educated labour force. The graduates of vocational school or SMK are prepared to become a labour force who are ready to work and autonomous.

According to Hersulastuti (2012) most graduates of vocational school or SMK in Indonesia have a low communication skill, especially English. They are not able to communicate with foreign customers well. She adds the process of teaching and learning of English in SMK is only focused on grammar and written rehearsal. The students are not become the learning subject who are active and autonomous.

6. Learning Materials

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction or learning, and that they should give teachers rationales for what they do. Allwright emphasizes that materials control learning and teaching.

Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an

underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information.

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language data from real-world contexts outside of the classroom.

Gebhard (1996) gives more examples of authentic materials that should be used by teachers. Some of his examples, which may serve as source material for lesson planning, are shown below:

- a. Authentic Listening (Viewing Materials) : TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- b. Authentic Visual Materials -- slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
- c. Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone

books, maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

- d. Realia (Real world objects) : coins and currency, folded paper, wall clocks, phones, halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

According to Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Gebhard (1996) sees authentic materials as a way to contextualize language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher.

According to Brosnan (1984: 2-3), language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.). Authentic language offers language learners the opportunity to deal with a small amount language input which contains complete and meaningful messages. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily. Moreover, authentic language materials help language learners to notice the immediate relevance of what they do in the classroom to what they need to do in

the real world communication. It is essential for language learners to listen to and read different kinds of authentic language material because it helps motivate the language learners by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the real world outside the classroom setting.

English language teaching materials should be contextualised. Firstly, the materials should be contextualised to the curriculum they are intended to address (Nunan, 1988: 1-2). It is essential during the design stages that the objectives of the curriculum, syllabus or scheme within the designer's institution are kept to the fore. Materials should also be contextualised to the experiences, realities, and first languages of the learners. An important part of this involves an awareness on the part of the teacher-designer of the "socio-cultural appropriacy" (Jolly and Bolitho, 1998: 111) of things such as the designer's own style of presenting material, of arranging groups, and so on.

7. The Teaching Media

There are various kinds of media. They can be in the form of printed versions, real objects, computer-based media, audio/video recordings, songs, picture, etc. Teachers may use one of them for an activity, or they may use more than one media for an activity. For example: to describe something teacher using picture. If the students have not understand, teachers can use real objects or realia in order to the students are motivated to learn English.

Harmer (2007) suggests some media to be brought in the classroom context along with educational technology and other learning resources. They are objects, pictures, things, the coursebook, the board, dictionaries, the overhead projector (OHP), and computer-based presentation technology

According Sudjana and Rival (2005), some benefits of teaching media in the process of student learning. Among them, (1) teaching will attract more students so that they can motivate learning, (2) teaching materials will be more clear meaning in order to be more understood by students and enable it to master and achieve the objectives of teaching, (3) the method will be more varied, not only eye-verbal communication through the narrative of words by the teacher, so students are not bored and the teachers do not run out of steam, especially if teachers teach in each lesson, and (4) students can be more engaged in learning because teachers do not just listen to the description, but also other activities such as observing, doing, demonstrating, portraying, and so forth.

8. Approach, Method, and Technique in English Language Teaching

The definition of approach, method, and technique was proposed by Anthony (1963, cited in Richards and Rodgers, 2006: 19, Brown, 2001: 14). He defines approach as axiomatic (obviously true), approach as a set of correlative assumptions dealing with the nature of language, learning and teaching. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach (method is procedural). Technique is implementation which actually takes place in a

classroom. Thus, technique must be consistent with a method, and therefore in harmony with an approach as well.

Similarly, Anthony (1963) states that an approach constitutes the theoretical basis for language teaching; it is viewed as a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. A technique is “implementational”, referring to a particular trick, strategem, or contrivance used to accomplish an immediate objective. So, an approach is axiomatic, whereas a method is procedural, and techniques carry out a method which is consistent with an approach. A method is an overall plan for the orderly presentation of the language material, no part of which contradicts, and all of which is based upon, the selected approach.

a. Communicative Language Teaching

Brown (2007: 378) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes”. Similarly, (Richards and Rodgers, 2001) states that communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers, 2001).

Nunan (1991) gives five features of Communicative Language Teaching: the first is an emphasis on learning to communicate through interaction in the target language. The second is the introduction of authentic texts into the learning situation. The third is the provision of opportunities for learners to focus, not only

on language but also on the learning management process. The fourth is an enhancement of the learner's own personal experiences as important contributing elements to classroom learning. The fifth is an attempt to link classroom language learning with language activities outside the classroom.

b. Communicative Competence

Canale and Swain (as cited in Razmjoo and Riazi, 2006), who offer four dimensions of communicative competence, namely grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Razmjoo and Riazi (2006: 342) provide a brief description of these four aspects of communicative competence. In sum, grammatical competence emphasizes the ability of students to produce accurately structured comprehensible utterances, while sociolinguistic competence points to the ability to use socially-determined cultural codes in meaningful ways. Discourse competence stresses on the ability of the language user to shape and communicate purposely in different genres, using cohesion and coherence, and lastly, strategic competence aims at the learner's ability to enhance the effectiveness of communication.

Communicative competence is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language (Canale and Swain 1980; Celce-Murcia et al. 1995; Hymes, 1972). Such a notion encompasses a wide range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the

ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

c. Communicative Task

Nunan (1989: 10) defines the communicative task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”. Similarly, Willis (1996: 234) defines it as “an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome”. Both definitions emphasize the purposeful nature of communicative tasks.

Harmer (2001) also identifies the following characteristics of communicative tasks:

- 1) Communicative tasks should provide a desire to communicate
- 2) Communicative tasks should provide a purpose to communicate
- 3) They should focus on meaning rather than form
- 4) They should provide freedom to use the language
- 5) No teacher intervention
- 6) No material control

More recently, Skehan (1998) summarizes the parameters for a task activity in the following way:

- 1) meaning is primary
- 2) learners are not given other people's meanings to regurgitate
- 3) there is some sort of relationship to comparable real-world activities
- 4) task completion has a priority
- 5) the assessment of tasks are done in terms of outcome" (p. 147).

Nunan (1993) distinguishes between two kinds of tasks: Real-world tasks and pedagogical tasks. Real-world tasks are designed to emphasize those skills that learners need to have so they can function in the real world. Such tasks normally simulate authentic task behavior, and their primary focus is often the achievement of an end product. For such reasons, these kinds of tasks normally make up the final goal of a lesson or a unit. In contrast to real-life tasks, pedagogical tasks are intended to act as a bridge between the classroom and the real world in that they serve to prepare students for real-life language usage.

d. Communicative Activities

Richards (2006) states that communicative activities in language teaching refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

Harmer (1991) defines communicative activities as the activities that give the students both the desire to communicate and a purpose which involves them in a varied use of language. Communicative activities mean getting students to

actually do things with language, and it is the “doing” that should form the main focus of such sessions.

Harmer (2005) also points out six characteristics for communicative activities as follows: desire to communicate, a communicative purpose, content not form, variety of language, no teacher intervention, and no materials control.

e. Type of Oral Communicative Activities

Harmer (2005) designed communicative activities to provoke oral communication or speaking as follows:

- 1) Reaching a consensus: in these activities students have to agree with each other after a certain amount of discussion. The task is not complete until they do it. Consensus activities have been very successful in promoting free communication in English Foreign Language classes.
- 2) Discussion: Discussion activities are an important part of communication. Many teachers complain that their students “have nothing to say”: they complain that their students have no opinion and are not prepared to discuss anything. Harmer (1999: 124) gives some hints about organizing discussions:
 - a) Put students in groups first. This will allow them to give opinion in a less threatening environment.
 - b) Give students a chance to prepare. If they are to discuss the role of family or the relative merits of radio and television they need a time to prepare their opinions.

- c) Give students a task. One way of promoting discussion is to give students a list of controversial statements about a topic.
- 3) Relaying instructions: In this type of activity students have to give each other instructions. The success of the activity depends on whether the students to whom instructions are being given perform the tasks successfully.
- 4) Communication games: There are many communication games, all of which aim to get students talking as quickly and fluently as possible. For example: Information gap games: many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.
- 5) Problem solving: Problem solving activities encourage students to talk together to find a solution to various types of problem. Most of the problem solving tasks requires pair or group work but students can work on their own. These activities demand the learners to decide something upon themselves.
- 6) Simulation and role-play.

Simulations are very similar to role-plays but sometimes, a distinction is made between both of them. What makes simulations different than role-plays is that simulations are more elaborate. Harmer (2006) states that all role-plays are simulation, but not all simulation are role-plays. A simulation is a highly developed role-play, almost a mini play, that it is not

scripted. The key is to structure the roles and action around a problem or series of problems.

9. Organizational Forms of Student Activities

Organizational forms of student activities can be defined as the arrangement of student activities in the classroom. There are some reasons to do organizational forms of student activities. They are over-crowding, students' attitudes, and the purpose of learning. Organizational forms of student activities is very important to manage the students' activities. Through organizational forms of students' activities, the teacher can organize student's activities based on the problems that occur in classroom.

Organizational forms of student activities consist of three kinds, namely individual work, pairwork, and groupwork. Richards and Lockhart (1999: 147) define individual work as a pattern in which "each student in the class works individually on a task without interacting with peers or without public interaction with the teacher". In line with them, Harmer (1992: 248) defines individual work as 'individual study' and, claims that though it is not the arrangement suitable for developing interaction among learners, it provides learning 'space' and relaxation from outside pressure and enables learners to rely on themselves.

Byrne (1987: 31) states that pair work as apart from open pairs where the students talk to one another across the class under teachers' control. This idea reflects to what Harmer (1987: 207) states that pair work is a way of increasing students participation in language use. Actually pair work is a technique that should be applied in learning the target language especially in teaching speaking,

because by using this technique the students will acquire widely opportunities to practice the language being learnt, they are also expected to be familiar with any tasks given. Moreover they are also required to perform it directly.

According to Brown (2001: 177) 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. It implies small group work, that is, students in groups of perhaps six or fewer. Nunan (1999: 157) also points out that one of the classroom variables that has had a marked effect on student participation in oral activities has been group size. Students who remain silent in groups of ten or more will contribute actively to discussions when the size of the group is reduced to five or three.

B. Conceptual Framework

There are two goals of learning English in vocational high schools. First, students are expected to master the knowledge and skills of basic English to sustain their vocational competency achievement. Second, students are expected to implement their mastery of ability and skills of English to communicate in spoken and written forms in intermediate level (BSNP, 2006)

English as a foreign language becomes one of compulsory subjects in SMK in Indonesia. One of the language skills which has to be mastered by foreign language learners is speaking. They are demanded to communicate in the target language. In fact, speaking English is often considered difficult to learn by

Indonesian students. They can not speak fluently, accurately, and appropriately because English is not their mother tongue.

Based on the the classroom observation and interviews with the English teacher and the students, the researcher found that the speaking skill of the X grade students were relatively low. That problem deals with the students' self confidence in practicing speaking, their prior knowledge of English, the opportunity to practice speaking, and motivation. Therefore, a strategic action is needed in order to overcome those problems.

Communicative tasks are suitable to be conducted in speaking class to improve students' speaking skills. Communicative tasks can play an important role in developing learners' speaking skills in English. They provide an opportunity for learners to practise English in a meaningful and interesting way. They can increase learners' motivation to use English in the classroom by allowing them to talk about real-life experiences without the fear of having their errors corrected. They may additionally send out the message to learners that learning English can be enjoyable.

Communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. Communicative activities can make students more confident in speaking, and can encourage them to participate more in learning. (Oradee Thanyala, 2012)

In this research, communicative tasks are used to motivate the students to speak up and not to be afraid of making mistakes because they have time to think

and discuss it with their partner. By using role play and simulation activities, the students will have more opportunity to practice English orally. It is also used to make the students active during the teaching and learning process.

Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that “integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content”. Secondly, there is increased involvement on the part of the students in a role play lesson. Students are not passive recipients of the instructor’s knowledge. Rather, they take an active part. True learning cannot take place when students are passive observers of the teaching process (Poorman, 2002:32).

In fact, simulation can lead the students to use and express more productively and communicatively the language they have learnt in such a real situation involving some more sophisticated and interactive skills in simulating a task required. The teacher as a controller and supervisor can engage indirectly the students’ motivation and interest either into the most conducive situation and condition of foreign language learning.

Based on the explanation above, it can be concluded that communicative tasks are suitable method to overcome some problems that occur in the students. Communicative tasks can motivate the students in the learning of speaking. Through communicative tasks, the students will more confident to speak in English. The researcher can apply communicative tasks for the students to improve their ability in the learning of speaking.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research study on using communicative tasks to improve the speaking ability of grade X students of SMK was action research which focused on the efforts to improve the real condition of the English teaching and learning process. This research study was implemented in the form of collaborative action research. The research conducted collaboratively with the English teacher and the students of grade X of SMKN 1 Godean, Yogyakarta. The team worked together in planning, implementing, and reflecting the action.

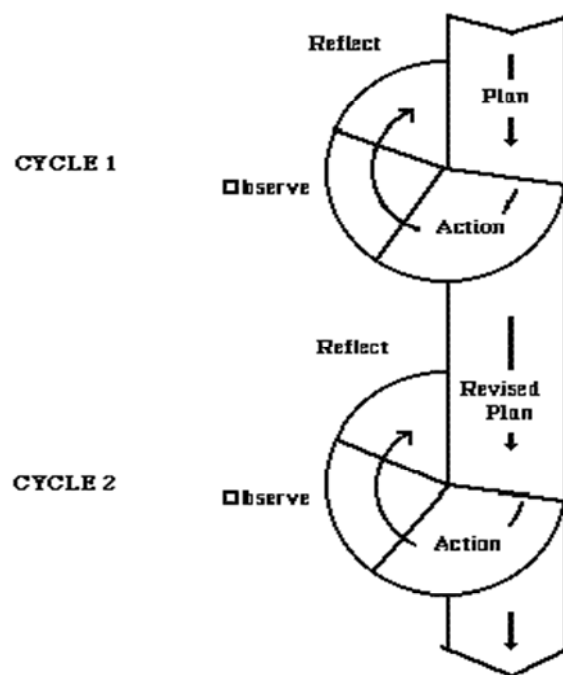
This study is action research in nature. It attempted to find the solution of the problems. It tried to find and implement actual actions in improving a condition by showing the cause effect relationship between the actions and the results. Action research is a form of self-reflective inquiry undertaken 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.

Employing observations, interviews, and revisable cycles, this research tried to improve students' speaking skills in the teaching and learning process.

Thus, the data were collected in the form of interview transcripts, observation checklists, field notes, and the reports of the test result. Those collected data were used as sources for the evaluation and reflection so that the researcher can revise her plan to be the more effective one.

According to Kemmis and Mc Taggart (1988), the action was conducted through the process below.

Figure 3.1. The cycle of action research.



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

B. Research Setting

The setting of this research was SMKN 1 Godean that is located in Sleman Regency, Yogyakarta Special Province. This school has 24 classrooms, one teachers' room, one room for the school principal's office, laboratories for computer, manual and electric typing machines, and one for the official administration. It also has a mini bank, a mosque, a basketball court, a badminton court, a gymnasium, a tennis court, cafes, toilets, parking areas, and a library. For the 828 students, 55 teachers and 23 staffs, these facilities give them a great deal of contribution to the teaching and learning process.

Besides, what the researcher found to be special from this school was that all of the students have to read the Holy Al Qur'an in the first 10 minutes of the day or at 07:00-07:10 every day. This is considered by the teachers to be a good starting point before they have their activities along the day.

In this school, English was taught in 6 x 45 minutes per week. The students were permitted to use the books available in the library with the permission of the teacher while having class with her. Moreover, this school also had extracurricular such as Scout, Basketball, Journalistic, Japanese, English Debating Program, Dutch, Music, Vocal, Theater, and so on. While dealing with the class of Office Administration 2, the 32 students in this class are all females.

C. Research Subject

The main subjects of this study were the students in grade X-2 class of Office Administration Program in SMKN 1 Godean in the academic year of

2010/2011. They were students in class X in the second semester of their study. This class was chosen as the subject because based on the previous observation. The students in this class have some problems in learning English. One of the problems was that which deals with the speaking skills.

D. Place and Time of the Research

This research was done in SMKN 1 Godean with the X grade students in Office Administration program class as the participants. They were those who were in the second semester by the academic year of 2010/2011. The observation were done on Wednesday, February 8th, 2012.

The research was carried out during the English class which was held three times a week in each class. For this class (Office Administration Program 2), the scheduled classes were on Wednesday and Thursday at 07.00 – 08.30 and Saturday at 08.30- 09.30. Break: 30 minutes. Start again at 10.00-10.30. The actions lasted in 2x45 minutes per meeting from 22nd of February until 3rd of March 2012.

E. Data Collection Technique

1. Observation

Observations of the implementation of the teaching and learning process provide useful information. According to Kutner et al (2007: 28), there are two types of observations: structured and unstructured. Structured observations, which

use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews (Kutner et al, 2007: 28).

There are various observation techniques that can be applied in the classroom setting. Some techniques provide a detailed description of the activity is occurring in the classroom. They include running transcripts, grids, lesson plans, time notation, and dialogue recording. The observation data can be useful in giving the teacher feedbacks on his or her instructions. Observations also validate information collected through teacher interviews.

In the research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the teaching and learning process in general as one of the unstructured observation techniques.

2. Interview

Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner et al, 2007: 25). Interviews can be done with or without guidelines. However, guidelines may help the interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.

Interviews can provide information gathered through the students' own reflection, observations, and interactions with the teacher. Student responses to interviews may also provide their perceptions on what occurs in a classroom.

Once the interviews transcribed, they were analyzed by addressing the data into some categories containing certain patterns indicating students' perception, behavior, observation, etc. Data gathered from students, when used in conjunction with other data collection instruments, could be used to validate findings.

In this research, interviews were used to gather the data about the students' feelings during the teaching and learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional materials.

3. Test

Tests provide a picture of students' achievement at any given point, although there are more authentic assessments such as portfolios and observations. Kutner et al (2007: 33) suggests that to determine whether change or

growth has taken place, however, some sort of pre- and post-measures are required. He also suggests that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and, using the same or a similar instrument, test them at specified intervals throughout the instructional process. Those measures will reveal what students have actually learned from instruction. In this research, pre-test and post-test were used to gather the data about students' improvements in speaking.

The researcher used students' performance to analyze the pre-test and post-test result. The students' performances on the pre-test on the criteria such as content, delivery, language, eye contact, body movement, cooperation and risk taking were indicated by numbers, calculated and were compared with those in the post-test result.

F. The Research Procedure

The data were analyzed from observation checklists, the field notes, and the interview transcripts collected during the research. The data were analyzed based on the following steps of the research:

1. Determining Reconnaissance

To explore and find out information about the real situation of the teaching and learning process, the researcher did the research step on Wednesday, February 8th, 2012. In this step, some activities were conducted. They were observing the teaching and learning process, interviewing some students and the English teacher, and having discussion with the English teacher as the collaborator.

Based on the observation, the interview, and the discussions, the existing problems were classified. The problem in the research was the low speaking skill affected by the lack of opportunity to practice speak in English during the teaching and learning process.

a. Planning

In this step, the lesson plans, the materials, and the research instruments were prepared. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied hand out and others were written in the whiteboard. While the research instrument such as the interview guideline, the pretest scoring rubric and its criteria were designed by considering the kinds of data needed. The plan of cycle I described as follows:

1) Planning

In planning of the first cycle, the researcher considered the materials which would be taught by reviewing the Basic Competency. The researcher planned to have three role plays in this cycle in three meetings. In this stage, the researcher decided the three role plays by considering the type of the role play, the language focus included in the role plays, and the teaching techniques. Furthermore, the hand outs were also designed based on the language focus.

2) Action and Observation

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded by using the field notes, and some changes were made in relation to the students' learning progress. In this

stage, the researcher and collaborator noted some problem appearing during the teaching and learning process.

3) Reflection

In this stage, the researcher and the teacher as collaborator discussed the problems and solutions in each meeting, and at the end of this cycle they discussed the whole stages of the cycle as a consideration to plan the next cycle.

The plan of cycle II described as follows:

1) Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle. The researcher used simulation in the second cycle. The researcher used material that similar to a first cycle. The researcher planned to have three simulations in this cycle in three meetings. In this stage, the researcher decided the three simulations by considering the type of the simulations, the language focus included in the simulations, and the teaching techniques. Furthermore, the hand outs were also designed based on the language focus.

2) Action and Observation

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process.

3) Reflection

In this stage, the implementation and observation of the cycle 2 were reflected in the discussion between the researcher and the teacher as collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the cycle 1 and cycle 2 were discussed to draw the conclusion about the overall teaching and learning process.

b. Action and observation

These research actions were carried out in two cycles. Each cycle was done in one week. Before the cycles were conducted, the researcher gave a pre-test to the students to understand the students' speaking ability. After the cycles were conducted, the researcher gave a post-test to the students to understand the enhancement of students' speaking ability.

In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as collaborator (abbreviated C), while the researcher acted as the action taker (R). Students acted as the subject of learning (St).

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of communicative tasks (role play and simulation) and the grouping techniques as solutions of the problems. The implementation of the teaching and learning process was observed by the teacher as collaborator to give the researcher feedbacks on her teaching techniques.

c. Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the teacher can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

While the evaluations were done in three ways, the first was short term evaluation which was done in every meeting and the second one was long term evaluation which was done in every cycle/every one week, and the last one was the evaluation of the overall practices which was done in the end of cycle 2. The evaluations involved the researcher and the English teacher.

G. The Validity and Reliability of the Data

Since the researcher referred to Burns' (1999: 161-163) criteria of the fulfillment of the research validity, this research fulfilled the following criteria:

1. Outcome validity, related to the notion of action leading to outcomes that are "successful" within the research context. This research was expected to be able to solve more than one problem in teaching-learning process, for example ones which are related with speaking skills, motivation and involvement.
2. Process validity, related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes

during the lessons, interviewing students, and having discussion with the collaborator initiated the process validity of this study.

3. Catalytic validity, related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this case, the researcher asked the students' responses to the changes occurring to themselves.

4. Dialogic validity, related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching and learning process fulfilled this criterion. Moreover, the researcher asked the collaborator to contribute in observing and reflecting the action.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

- a. Time triangulation: the data were collected over a period of time to get a sense of what are involved in the processes of the changes.
- b. Space triangulation: the data are collected across different subgroups of people, to avoid the imitation of studies being conducted within one group.
- c. 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.

- d. Theoretical triangulation: the data are analyzed from more than one perspectives.

Based on the triangulation techniques above, the researcher used time triangulation to obtain the trustworthiness. In this technique, the researcher collected the data related to student's speaking skills in some cycles to make sure that the data were valid. Data were collected in a period of time to know the factors which were involved in change processes. Therefore, the action research was conducted in some cycles to prove that the data were believable.

Meanwhile to fulfill the reliability of the data, the researcher involved more than one source of data, namely the R (researcher), St (student), and C (collaborator). The researcher triangulated the data by analyzing them using fieldnotes of the teaching learning process, the interview transcript, some experts' theories. Field notes were used to take the the activities done in the class and keep the supporting documents such as the lesson plan, and the students' work. After that the interview was conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the action from the teacher.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

A. The Sharpening of the Problem

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and Mc Taggart (1988) with some modification is presented as follows:

1. Reconnaissance

The research process began with the formulation of the problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with English teacher and the students. The observations were conducted in two meetings. The observations were done on February 8th and February 9th, 2012. The field problems occurring during the teaching and learning process could be seen in Table 4.1

2. Identification of the field problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning at class. The problems were related to both the teacher and the students. To make it easier to analyze each problem, the researcher presented them in the following table.

Table 4.1: The field problems found during the teaching and learning process

No	Problems found	Indicators
1.	The English teaching and learning activity was only focused on helping the students to pass the final exam.	1. The students were taught about grammar and written communication.
2.	The students had low motivation to learn and to speak English.	2. Most of the students had a notion that English was not essential to determine their future.
3.	The students did exercises without speaking activities.	3. The students did exercises on LKS.
4.	The students were shy and reluctant to speak in English.	4. Some students kept silent when being asked by the teacher. They said that they were shy and afraid of making mistakes.
5.	Some students tended to be noisy in the teaching and learning process.	5. Some students chatted with their friends and walked around their friend's desk during the teaching and learning process.
6.	The teacher believed that the learning of speaking skill was	6. The teacher gave English lesson that was focused on grammar and

	unnecessary because speaking was not tested in final exam.	written communication.
7.	The teacher did not use creative methods to teach the students.	7. The teacher only explained some text on coursebook. Then the teacher asked the students to do some tasks on the coursebook.
8.	The teacher used limited media to teach the students.	8. The teacher used a coursebook and LKS as media to teach the students.
9.	The English teaching and learning process was teacher-centered.	9. The teacher only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.
10.	The teacher gave material that were taken from coursebook and LKS.	10. The teacher asked the students to answer the questions in coursebook and LKS.

From the identified problem above, the researcher decided some crucial problems that were feasible and manageable to solve as follows:

Table 4.2 : The feasible field problems to be solved.

No	Problems found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Most of the students had a notion that English was not essential to determine their future.
2.	The students were shy and affraid to speak in English.	2. Some students kept silent when being asked by the teacher. They said that they were shy and affraid of making mistakes.
3.	The teacher did not use creative methods to teach the students.	3. The teacher only explained some texts on the coursebook. Then the teacher asked the students to do some tasks on the coursebook.
4.	The teacher used limited media to teach the students.	4. The teacher used a coursebook and LKS as media to teach the students.
5.	The teacher gave material that were taken from coursebook and LKS.	5. The teacher asked the students to answer the questions in coursebook and LKS.

3. Research Problems

After finding the field problems, the researcher and the English teacher had further discussions to figure out the manageable problem to be solved. The problems were related to the students' speaking skill and the practice of English teaching learning. The students had a low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not actively participate in speaking activities during the teaching and learning process.

Reviewing the problems existing in the field, the researcher tried to give some solutions by planning and implementing activities which are initiated by the communicative activities in teaching suggested by Littlewood (1981) such as to 1) provide "whole-task practice", 2) improve motivation, 3) allow natural learning, and 4) create a context which supports the learning.

However, in general the researcher planned to use role play in Cycle 1 and simulation in Cycle 2. In Cycle 1, she used role play to provide an opportunity for students to become more deeply involved in thinking about how they would react in real world situation. In Cycle 2, she used simulation to create the pretence of a real-life situation outside of the classroom. The researcher applied simulation in different setting.

4. Determining the actions to solve the field problems

After the researcher and English teacher identified the most important problems that needed to be solved, they discussed the points of those problems again. After discussing the problems, the researcher and the English teacher

agreed that those problems were related to the learning of speaking. Then, the researcher and the English teacher tried to look for the appropriate ways to improve the students' speaking ability.

At that time, the researcher proposed communicative tasks (role play and simulation techniques) to be used in the actions and the English teacher agreed about it. After that, the researcher and English teacher decided to use communicative tasks (role play and simulation techniques) in the speaking activity and they thought that these techniques were appropriate for the students to increase their motivation to learn English, especially speaking skill.

Talking about the problems that were found in the field, the researcher, and the research team members were concerned with the problems on the students' speaking skill. The problems include the following points:

- a. Classroom English was rarely used.
- b. The students lacked confidence in speaking.
- c. The students had low motivation in learning.
- d. The English teaching and learning was monotonous.

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

- 1) Classroom English was used.
- 2) The students had self-confidence in speaking.
- 3) The students had high motivation in learning.
- 4) The English teaching and learning would become interesting.

5. Action Plans

The researcher tried to solve the field problems by using some steps. The first step was writing a course grid. She planned to carry out the research in two cycles. She used standard of competency, basic competency, and indicators as guidance to produce the learning material. The course grid could be seen in Appendix 1. The second step was writing lesson plan for every meeting. The lesson plans were designed by referring to the standard of competency and the basic competency of the Novice Level of English for Vocational High School. The teaching and learning process would be referred to the second semester materials. There are four lesson plans in this research because the researcher entered to the class to do the activities in four meeting. There were two meetings in Cycle I and two meetings in Cycle II. The lesson plans were made according to the course grid made before. All of the elements in the lesson plans were based on the course grid. The PPP (presentation, practice, and production) method was used in the learning activity steps. The lesson plans could be seen in Appendix 2.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle 1

a. Plans of Cycle 1

In this planning session, the researcher (R) determined the form of pre-test which would be applied in Cycle 1. Then, R designed the assessment instruments, the lesson plans and the materials as well as including role plays in the production session. After that, R, T, and C discussed the lesson plans and the materials by reviewing whether they suited the syllabus.

The pre-test designed were in the form of performing a dialogue which was assessed based on the concept of performance assessment approach. The students were required to perform their dialogue in pairs in front of the class, while R and recorded their performance by using rating scales modified previously. The pre-test aimed at gathering information on the students' current speaking proficiency.

The action plans of the first cycle that would be performed were:

- 1) Using classroom English.
- 2) Using pictures to elicit student's response.
- 3) Using role play based on the student's real life to improve students' motivation.
- 4) Improving students' self confidence and involvement through pair works activities.

Regarding the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing role play technique in the teaching and learning process of speaking skill. These were described as follows:

a) Using classroom English

In the action, the researcher acted as the teacher in the class. She gave every student opportunity to speak using English. The classroom english was used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to praise the students, and also to end the lesson.

b) Using pictures to elicit students' response

The researcher used pictures to elicit students' response. Eliciting was used to develop a learner-centred classroom and stimulate students' curiosity to learn something. The researcher used eliciting in the beginning of the lesson. Through this technique, the students could give their idea based on the picture. They could guess the pictures based on their background knowledge.

c) Using role play based on the students' real life to improve students' motivation.

In this action, the students did role plays based on their real life. The researcher conducted role play in the classroom. Role play technique was used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. They would be motivated in learning speaking with using this role play. Role play activities gave the students to communicate in authentic ways and situations. This would make the students become more confident when they presented role play outside of class. The implementation of role play in this cycle was to help the students to interact with their partner. Through this activity, the students' speaking competence could be built because in this activity they had to communicate with their partner to find out the information that they needed.

d) Improving students' self confidence and involvement through pair work activities

Pair work activities were planned to improve the student's self confidence in learning speaking. The students were asked to perform a dialogue in front of the class in pairs. By asking the students to do this activity, they were expected not to be shy and afraid of speaking in front of the class. Besides, pair work activities could improve the student's involvement in the English teaching and learning process. Pair work activities could involve all students to active in teaching and learning process.

b. Action and Observation in Cycle I

The pre-test was carried out on Wednesday, February 22nd, 2012 at 07.10 a.m. The implementation of the actions in Cycle I was conducted in three meeting. The theme for Cycle I was personal memo and daily schedule. During the action, teacher as collaborator took notes at the back of the class and also observed the teaching and learning process. In the first meeting, that was pre-test, R applied performance assessment approach to gather the data about St's current speaking skills. The components being assessed were content, delivery, language, eye contact, body movement, cooperation and risk taking. Content includes what actually St says, its variety and relevance to the topic. Delivery includes volume, rate, pronunciation, and pause. Language covers grammar and vocabulary. While eye contact, body movement, cooperation and risk taking are related with St's skills in communicating or interacting with others. These communication skills cannot be ignored when the speakers intend to improve their speaking skills.

Besides, students' speaking skills were assessed based on what she performed and what the assessors observed. The researcher assessed students by using the assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during students' performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented

1) Using Classroom English

Before conducting the action, the English teacher was not accustomed to use English routines in the class so that the students were not exposed to produce English. They tended to be silent during the teaching and learning process. However, in these actions, I used classroom English to make students familiarize with English words and sentences to improve their classroom English production.

The students were greeted at beginning and the end of the class. For example, "Who is absent today?" was used when the teacher checked the students' attendance, and also "See you next meeting" was used for leave taking. The researcher also used other expressions in the teaching and learning process, such as "Please work in pairs", "Attention, please", and "Look at the blackboard". The students were accustomed to answering Indonesian language. However, The students were not accustomed to use English.

The researcher calls a roll with asking “*Who is absent today?*” St answered, “*Nihil Bu*”. The researcher said that they must answer “*No one Miss*”.

(Field note 1, Wednesday, February 22, 2012).

There was a process of improving students’ classroom English in term of their responsiveness. The improvement was achieved gradually from one meeting to the next two meetings during Cycle I. At first, the use of classroom English was still minimum because the students were not accustomed to use English all the time. The students were still confused to English instruction. So I need to use Indonesian translation during the activities. It could be described in the following fieldnote.

Afterthat, R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of class, “*who is to be volunteers for reading the dialogues?*” St answered, “*Apa maksudnya Bu?*” ,(What is the meaning, Miss). The researcher used Indonesian translation to give instruction.

(Field note 1, Wednesday, February 22, 2012)

In the second meeting, the researcher gave the question about memo to the students. Some students did not know the meaning of English word. The researcher translate it in Indonesian.

“*Is personal message similar to personal memo?*” R asked. “*Apa itu similar miss?*”,(What is similar miss), they asked. R translated it in Indonesian.

(Field note 2, Thursday, February 23, 2012)

In the third meeting, the researcher gave the question to the students in English. Then, the students answered in Indonesian. The researcher asked them to answer in English. It could be explained in the following field note.

Then, R began with asking “*Have you ever made daily schedule?*”, *Is it similar to daily activities?*”. “*Schedule itu apa miss?*”. (What is schedule miss), asked St. She spells schedule in wrong pronunciation. Then R translated the meaning of schedule in Indonesian to St. Some students answered “*sudah miss*”. “*Please, say in English*”, replied the English teacher. “*Yes, I have*”, answered St.

(Field note 3, Saturday, February 25, 2012)

2) Using pictures to elicit student’s response.

The researcher used pictures to elicit their attention in every meeting of the teaching and learning process. This action was aimed to lead students to the topic of the lesson. The researcher gave pictures that related to the topic of the lesson. Before explaining the materials, the researcher asked the students about their understanding about some pictures. Some students tried to guess the pictures, although they were hesitant to answer the researcher’s questions. The other students were still shy to interact with the researcher.

R showed a picture to the students and R asked” *What is this picture?*”. Most of the students answered with Indonesian language. “*Surat miss*”. (letter miss). The researcher repeated to ask, *Is any other idea?* Other St answered, “*pesan Miss*”. (message miss). The researcher answered, “*Ok, Good.*”

(Field note 2, Thursday, February 23, 2012).

3) Using role play based on the students’ real life to generate students’ motivation.

In this action, the researcher used role play technique based on daily life of the students. This action aimed to motivate students to learn English based on real

daily life. The researcher aimed to generate their motivation to learn English through their life habit. The students would be ease to learn English because they learn based on their daily life. The students would be interested to learn English especially speaking skill if the teacher gave a simple topic or theme in the teaching and learning process. In Cycle I, the teacher tried to motivate the students with the lesson topic that related to the students' daily life. Through this action, the researcher gave simple role play exercises to be practiced by the students.

Then, R began with asking "*Did you know what personal message is?*". "*Personal itu apa miss saya lupa*". (What is personal miss? I forget it). Then R explained what personal is. One of the students answered, "*sms miss*". (short message service miss). "*Good*", answered R. Then R asked again, "*Did you know the meaning of daily activities?*" Some St answered, "*Yes miss.*" "*Aktivitas ya?*" "*Daily itu apa?*" (What daily is). "*That's right*", answered R. Then R explained what daily is.

(Field note 1, Wednesday, February 22, 2012).

The first cycle, the researcher gave a pre-test to the students. It was conducted on Wednesday, February 22, 2012. The theme were about personal message and daily activities. Before explaining the materials, the researcher showed the pictures of personal message and daily activities to the students. Some students gave their response to researcher's questions. Then she asked about the students' experiences in making personal message. Some students tried to answer the researcher's question. The other students were just silent. Afterthat, the researcher asked about their daily activities. There were some students who answered the researcher question.

After having the warming up, the researcher explained the materials of personal message and daily activities to the students. Afterthat, the researcher and

one of the student performed a dialogue in front of the classroom as an example for the students. It made they became enthusiastic in joining the lesson. After explaining and giving an example, the researcher asked the students whether they would ask some questions about the materials explained, but only one student asked the question. Most of the students were still passive.

After explaining the materials, the researcher gave the students some practices to use role play. The researcher gave handout that contained personal message and daily activities. After explaining the rules and steps of doing role play, the researcher asked the students to make dialogues. They were asked to make dialogues based on the situation of personal messages and the pictures of daily activities. They used two expressions which were asking and giving for help and asking and giving for information.

In the pre-test, some students have understood the dialogue of role play, whereas the other students were still confused to understand and memorize the dialogue. Here is an interview transcript in the pre-test:

R: *Bagaimana dialognya? Mudah kan?* ('How is the dialogue? Is that easy?')

S1: *Ya lumayan miss.* ('That's Ok miss).

R: *Kalo kamu gimana?* (How's about you?)

S2: *Susah miss. Harus dihafalin ya?* ('It is so difficult, miss. Must I memorize the dialogue, miss?')

R: *Ya.* ('Yes, you must').

(Interview 1, Wednesday, February 22, 2012).

In the first meeting, the researcher used pre-test to know the students speaking skill. In the pre-teaching, the teacher gave the rule to do role play because most of the students did not know the steps to do role play. The students

were still confused when the researcher asked them to do role play. It could be described in the following field note.

After that, the R asked to St, "*Have you ever done role play in speaking exercise?*" St answered, "*Belum Miss*". (Not yet, Miss). "*Aku juga ga tau apa itu role play*". (I also do not know what role play is). Then, R presented the rule to do role play to the students.

(Field note 1, Wednesday, February 22, 2012)

In the second meeting, the researcher were still using daily life topic that still related to the first topic, personal message. In this meeting, the researcher used personal memo. Basically, personal memo was similar to personal message. There was no the differences between personal message and personal memo.

R asked, *Did you ever get personal message?* "*Yes Miss*", they replied. "*Did you know memo?*" R asked again. "*Yes mengerti miss tapi sedikit.*" (Yes miss I understand but little). "*Is personal message similar to personal memo?*" R asked. "*What is similar miss*", they asked. R translated it in Indonesian. St answered, "*Ga tau miss aku bingung*". (I do not know miss, I am confused). R answered that personal message similars to personal memo.

(Field note 2, Thursday, February 23, 2012)

The second meeting was conducted on Thursday, February 23, 2012. The theme was about personal memo. The researcher still used the language function that same with pre-test which was asking and giving for help. Before explaining the materials, the researcher showed some pictures to the students. Some students mentioned them enthusiastically. The researcher also give some questions to the students about personal memo. There were only some students who answered the researcher questions.

After explaining all materials, the researcher gave the tasks to the students. Because all of the students already knew the rules of the role play, they directly

did it. In this meeting, the researcher gave the students handout. One student got one handout. The handout contained a situation and the example of the dialogue. The students had to make a simple dialogue based on the situation of memo. The researcher allowed the students to ask something that they did not understand.

After they finished their work, they had to perform the dialogue in front of the class. The researcher asked them to make a simple dialogue. The students must memorize the dialogue. Therefore, they were not allowed to bring paper because they only memorized some sentences. The students were easier to memorize the sentences of the dialogue.

The third meeting was conducted on Saturday, February 25, 2012. The theme was about daily schedule. The researcher still used the language function that same with pre-test which was asking and giving for information. Before explaining the materials, the researcher showed some pictures to the students. Some students responded the researcher question. The researcher also gave some questions to the students about personal memo. There were some students who gave their answer to the researcher. Some students were willing to ask some questions about the materials when the researcher finished her explanation.

After explaining all materials, the researcher gave the tasks to the students. Because all of the students already knew the rules of the role play, they directly did it. In this meeting, the researcher gave the students handout. One student got one handout. The handout contained a situation and the example of the dialogue. The students had to make a simple dialogue based on the situation of memo. The researcher allowed the students to ask something that they did not understand.

After they finished their work, they had to perform the dialogue in front of the class. The researcher asked them to make a dialogue about their daily schedule. The students must memorize the dialogue. Therefore, they were not allowed to bring paper. Some students were difficult to memorize the sentences of the dialogue.

In the third meeting, the researcher also still used daily topic in the English lesson. The researcher gave the topic that related to the pre-test topic. It was daily schedule that had similarity to daily activities.

Then, R began with asking “*Have you ever made daily schedule?*”, *Is it similar to daily activities?*”. “*Schedule itu apa miss?*”. (What is schedule miss), asked St. She spells schedule in wrong pronunciation. Then R translated the meaning of schedule in Indonesian to St. Some students answered “*sudah miss*”. “*Please, say in English*”, replied the English teacher. “*Yes, I have*”, answered St.

(Field note 3, Saturday, February 25, 2012)

Through the role play, the students could speak more in English by using language function in pairs. The researcher also observed how the students spoke in English. The students seemed to be more motivated to speak in English. The researcher also invited some students to be interviewed after role play was held. Here is an excerpt from the interview:

R: *Permisi dek saya mau tanya menurutmu bagaimana pelajaran hari ini?* (‘Excuse me, I want to ask you, may I? In your opinion, how is the lesson today?’).

S: *Cukup menyenangkan. Saya menjadi tidak bosan untuk belajar bahasa Inggris.* (‘It is quite fun. ‘I am become not bored to learn English’).

R: *Saya mengerti. Bagaimana dengan temanmu?* (‘I see. How about your friends?’)

S: *Saya pikir mereka menjadi lebih termotivasi berbicara dengan bahasa Inggris. Biasanya mereka susah untuk maju di depan kelas.* (‘I think they are motivated to speak in English’. ‘Usually they are difficult to perform in front of the class’).

R: *Makasih dek.* ('Ok, thank you').

S: *Sama-sama miss.* ('you're welcome').

(Interview 17, Saturday, March 3, 2012).

From the interview transcript above, they felt the use of role play could motivate them in the learning of English. They also enjoyed their performance. They really learned English with the researcher because learning with the researcher was fun and easy. It motivated the students to study. The students said that they were really motivated in learning speaking by using role play, so that they were interested to learn. In the previous lessons, the teacher always gave the lesson which full of explanation and writing down the theories.

4.) Improving students' self confidence and involvement through pair work activities

The researcher used pair work activities to create student's self confidence and involvement. In this technique, the researcher wanted to grow students' confidence through role play with pair activities. This action aimed to the students who were shy would be brave to speak in the front of class. In the first meeting or pre test most of the students were still reluctant to speak English. They looked still shy to speak English and perform their work in the front of the class.

Afterthat, R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of class. Some students replied, "*Malu miss takut salah.*" (I am shy miss, I am afraid if I made a mistake). None of the students who wanted to perform their work. R took the attendance list and called two students to perform it.

(Field note 1, Wednesday, February 22, 2012).

In the second meeting the students were still shy to show their work in the front of the class. The researcher must called them through attendance list randomly. They had not brave perform their work spontaneously.

When R asks St to read the result of their works, there is no St who wants to be a volunteer to read it in front of the class. St answered, "*Ga miss, belum siap.*" (No miss, I am not ready). To solve this problem, R calls some students from the attendance list to read it from their seat.

(Field note 2, Thursday, February 23, 2012).

In the third meeting, The researcher asked to the students to perform their work in the front of the class. There were some students who wanted to perform their work in the front of the class. Other students chose to sit in their seat.

R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of the class. Some students replied, "*Ya miss, kita maju duluan*". (Yes miss, we perform first). R replied, "*Good, please perform it in the front of the class.*" Other students were still shy to perform their work.

(Field note 3, Saturday, February 25, 2012).

In summary, from the goal of improving students' speaking skill through role play, There were some improvements of the students' confidence. In the first meeting, they were shy to answer the researcher' question and to perform their work in the front of the class. In the next meetings, the students were more confident to answer and to show their work in the front of the class. Besides, there were some improvements of the students' involvement. The In the first meeting, they were some students who participated in English lesson. In the next meetings, the students who always passive tried to involve in English lesson. However, the

researcher would make new planning in cycle II to improve students' self confidence and involvement.

c. Reflection of Cycle 1

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students and the collaborator opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle. They discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Using Classroom English.

The first meeting gave a good starting point for this research. The students welcomed the researcher and the English teacher and they opened their ear for the researcher. The students were still not accustomed to use English in the classroom. They were accustomed to use Indonesian when the teacher asked their attendance and responded the teacher' instruction.

2) Using pictures to elicit students' response.

The researcher always used pictures to elicit students' response. Pictures could help the students to give attention to the lesson. The researcher used pictures to urge the students be to give their idea before the lesson. With using

pictures, some students were active to guess some pictures in every meeting. They seemed enthusiastic to give their opinion about the pictures. There were only few students who just saw without give their ideas.

3) Using role play based on the student's real life to improve student's motivation.

The researcher used role play based on the student's real life. This action was aimed to introduce role play based on the students' daily life. The researcher used daily life' topic to ease the students to do role play. The students could practice role play using simple activities. Through role play activities that used daily life' topic, the students could be motivated to speak English. In the beginning of the role play, most of the students did not know what the role play is. Then the researcher presented to do role play in the classroom. After the presentation, the students used role play based on their daily activites. The students were more motivated to speak English, because they were easier to understand the topic that related to daily activities. Some students looked enthusiastic to speak English. The other students were still not motivated to do role play because they were not accustomed to do it.

4) Improving students' self confidence and involvement through pair work activities

In this cycle, the researcher used pair work activities to develop the students' self-confidence. Besides, pair work activities aimed to involve the students to be active in the English teaching and learning process. In this action,

some students have made some improvements in performing their work. They did and discussed the tasks in pairs. They still Most St spoke in English when performing the dialogues both on their seat and in front of the class. The other students were still shy to show their work because some of them did not feel confident with their speaking. However, they tried to speak English through pair work activities. Based on the actions of cycle I, pair work activities used to make all the students participated in the English teaching and learning process. They could cooperate with their partner to speak in the target language. Pair work activities could improve the students' involvement in learning English, especially speaking skill.

2. Findings of Cycle I

The first meeting gave a good starting point for this research. Researcher reached some agreements on the learning contracts with students. Students welcomed researcher and teacher as collaborator. They opened their ears for R. In this meeting, it was assumed that students knew what to do during the lesson and that they understood what desired by researcher in the next meetings. They also made some improvements in performing dialogues in the practice and production session. Although some students couldn't enjoy the performance session because some of them didn't feel confident with their speaking, most of them tried to speak English. In this meeting researcher used English as the medium of instruction. However, researcher should repeat some instructions when students looked confused.

From the interviews gathered about students' reflection of the day and about their suggestion on the lesson, researcher noted that the students faced some problems related to the researcher's English during the lesson. They wanted researcher to use Indonesian as the medium of instruction because they didn't understand English much. They also criticized on the researcher's speed of speaking which was too fast. These suggestions inspired researcher to perform better in the next meeting.

Based on the pre-test result, R found that 16 students were in the learned level of proficiency and 16 students had exemplary level of proficiency. It showed that 50% of the St was still in the lower level of proficiency. It encouraged R to help them improve their speaking skills.

In the implementation of role play, researcher mixed English with Indonesian as the media of instruction. In general, the activities planned were implemented systematically. However, researcher found some problem during the lesson. They were:

- a. The students were not accustomed to classroom English.
- b. Most of the students were still passive in English teaching and learning process.
- c. No students who wanted to be the volunteer in reading the dialogues.
- d. Some students practiced the dialogue in low volume.
- e. There were some pronunciations mistakes.
- f. The students didn't understand the rule of role play.

To solve the problems, there were some efforts done by researcher spontaneously and some solutions given by teacher in the after-class discussion.

They were:

- 1) Researcher gave Indonesian translation if the students did not know the meaning of English word.
- 2) Researcher tried to use role play based on the students' daily life.
- 3) Researcher took the attendance list and invited the students randomly to read and practice the dialogue.
- 4) Researcher reminded the students before the performance session that they should make eye contact with the counterpart, speak louder, and use gestures.
- 5) Researcher gave feedback after the lesson in pronouncing some difficult words.
- 6) Researcher explained the rule of the role play to the students. Researcher gave models on how to act the role play.

Apart from those problems, the researcher found that the students made some improvements in some cases. In the second meeting the students looked more active. They were brave to answer the question that given by researcher. They did and discussed the tasks in pairs. Although they still used Indonesian in the discussions, some of them tried to speak English when asked researcher. Most of the students spoke in English when performing the dialogues both on their seat and in front of the class. Observing the action in the second meeting, the researcher asked the students to work in pairs in order to they involved in the

teaching and learning process. In general, the teaching and learning process run in line with the plans.

In its implementation, the actions in Cycle I was successfully made students be motivated to do role play. The topic that carried out in this role play was not difficult. The expressions of asking giving help or information in this topic were also easy to memorize. Researcher gave the same chance to speak English and that they could understand and use the expressions for asking and giving help or information. However, they were still shy to speak English.

Moreover, pair work activities improve students' self-confidence and made them become brave to speak. It was indicated by their willing to do dialogue in their seat and in the front of class. Through pair activities, all students actively involved in the class activities. There were some improvements made in this cycle.

3. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation and recommendation for cycle I, the researcher and the English teacher planned some efforts as actions to solve the problems that were still found in improving the teaching of English speaking skills practices. In Cycle II, the researcher and the English teacher as collaborator still used mostly similar activities to those in Cycle I. Based on the result of the discussion with the English teacher, the action plans of the second cycle that would be performed were

1) Using classroom English effectively in the classroom.

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in cycle II. The researcher would use classroom English to greet the students, to ask the students' attendance, to elicit the students' background knowledge before starting the lesson, to give instruction and to leave taking.

2) Using pictures to elicit students' response.

The researcher still used pictures to elicit the students response. This method was very useful to get the students' attention. This action was planned to be applied in every meeting in Cycle II. Based on the previous action in cycle 1, this method could help the researcher to teach the students. The researcher showed the pictures in order to the students could focus to start the lesson. They could pay attention to the teacher explanation.

3) Using simulation to simulate the real world outside of the classroom to improve students' motivation.

Based on the previous action, the researcher tried to give the students a new method in teaching English. In Cycle II, the researcher used simulation to teach the students. Simulation was used to promote the practice and the use of language to simulate the real world. The students would practice to simulate the real world. This researcher would give the lesson' topic about job world to the students. This action aimed to introduce activities who usually were done in job world to the students. The researcher used job world' topic because the students learn in Office Administration Program. Therefore, the researcher gave the topics that were

related to their study. The topics were related to office and administration. For example: the job in the office and the job in the travel agent. The students would learn to speak English based on their study program. They would more understand about activities in job world. It was very important to train them to focus on their study. Besides, they would practice become someone who worked in the office or as administration workers. In this action the researcher would conducted the English lesson in the outside of the classroom in order to the students did not get bored to learn English. The researcher gave the lesson in the office room.

4) Improving students' self confidence and involvement through pair work activities

In this action, the researcher still used pair work activities to improve the students' self confidence and involvement. The researcher still used pair work activities because these activities could make all the students active and confident to show their work. Besides, pair work activities could involve them to communicate with their partner. Based on the previous action, there were some students who brave to speak English in the front of the class, whereas the other students were still shy to speak English. The researcher would maximize the using of pair work activities to enhance their confidence and involvement.

5) Giving feedback to the students

As what was found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation and also the

students' grammar after they performed in front of the class in order to make the students' understand and they would not make some mistakes.

6) Giving rewards to active students.

Based on the implementation of some actions in the cycle I, some students were still passive in the English teaching and learning process. This action aimed to motivate the students to be more active. The researcher would give points and reward to active students. Through giving rewards, the students would be motivated to do all activities during the lesson. In cycle II, the students were demanded to more active in English teaching and learning process.

b. Action and Observation of Cycle II

Cycle II was conducted in three meetings. The researcher were still used same topic and language functions in this cycle. Related to the efforts which were implemented in this cycle, the following discussions are presented

1) Using Classroom English.

As found in Cycle I, the implementation of classroom English was successful in getting the students familiar with the English words. In this cycle, the researcher used different greeting to ask their condition and call the roll. It is could be described in this field note.

R greeted St and asked St' condition. "*How's life?*", asked the researcher. St confused to answer the teacher' greeting. The teacher explained that it has same meaning with "*How are you?*". St understand it. R repeated to ask St. Then, St replied the greeting loudly. "*Fine and you?*". R replied, "*Very well, thank you*". St were still noisy. R asked who was absent. St answered "*No one miss*".

(Field note 4, Wednesday, February 29, 2012)

In cycle II, the researcher still used English classroom during the teaching and learning process. Every student must speak English in the classroom. There was the student who did not use English classroom to ask permission to go outside of classroom. The teacher asked the students to speak in English.

There were some students who wanted to go to toilet. She said, "*Miss saya izin ke toilet ya.*" Then researcher asked her to speak in English. She looked confused to speak in English. Then R told her to ask permission to toilet in English. R said, "*Would you please let me go to the toilet, Miss?*".

(Field note 4, Wednesday, February 29, 2012)

In the previous action, the students were still accustomed to speak in English. Then the researcher asked them to use English in the teaching and learning process. Afterthat, the students were accustomed speak English in cycle II. In this cycle, there was some improvemet of the students to use classroom English. They were accustomed to answer the researcher' question in English. It could be described in the following field note.

Then, R began by asking "*Did you ever know official memo?*". Some students answered "*Yes miss*". Other students replied "*Not yet miss*".

(Field note 4, Wednesday, February 29, 2012)

In the fourth meeting, the students used English to guess something when the researcher showed the pictures. They were brave to speak in English. They tried to use English to answer the researcher question.

R showed a picture to the students and R asked" *What is this picture?*". Some students looks more enthusiastic to answer. Some students replied,

“desk miss”. One of the St replied, *“ the room in office miss”*. R replied, *“Good”*.

(Field note 4, Wednesday, February 29, 2012)

In the fourth meeting, the researcher asked the students' readiness to perform their work in the front of the class. The students also used English to answer the researcher question. They answered the researcher question spontaneously.

R asked all St in pairs to perform their work in front of the class. St looks more interested to perform firstly. Some St said, *“We get ready to perform it miss”*. R replied, *“Excellent”*. R said, *“Who is next?”* Other St replied, *“Our group miss”*. R replied, *“Ok, Good”*.

(Field note 4, Wednesday, February 29, 2012)

In the fourth meeting, the researcher asked the students' opinion about the lesson. They could answer the question in English. They have been accustomed to use English from pre teaching until post teaching well.

R asked *“How is the lesson today?”*. St replied, *“Interesting miss”*. Other St said, *“I feel more interested to learn miss.”*

(Field note 4, Wednesday, February 29, 2012).

2) Using pictures to elicit students' response.

In this cycle, the researcher were still used pictures in every meeting in English lesson. Based on the action in Cycle I, pictures could attract the students attention to focus in the English teaching and learning process. The researcher always used pictures to elicit students in order to concentrate before the beginning of the English lesson. There were some fieldnotes in using pictures to elicit students' response.

Then, R began with asking “*Did you ever know official memo?*”. Some students answered “*Yes miss*”. Other students replied “*Not yet miss*”. R showed a picture to the students and R asked “*What is this picture?*”. Some students looks more enthusiastic to answer. Some students replied, “*desk miss*”. One of the St replied, “*the room in office miss*”. R replied, “*Good*”. Some St still try to guess the picture.

(Field note 4, Wednesday, February 29th 2012)

R showed some pictures to the students and R asked, “*Have you ever gone to travel by bus, train, and plane?*”. Most of the students looks active. They were brave to answer. They replied, “*I have ever gone by bus*”. Other St replied, “*I have ever gone by train miss*”. Some St replied, “*I haven’t ever gone by plane.*” R replied, “*Good*”.

(Field note 5, Thursday, 1st March 2012)

- 3) Using simulation to simulate the real world outside of the classroom to improve students’ motivation.

In the fourth meeting, the researcher conducted simulation in office room. In this action, the researcher used office to facilitate the students in simulation activities. The students felt happy because they bored to have the lesson in the classroom. It could be described in the following interview.

R : *Kamu setuju tidak kalau pelajaran diadakan di luar kelas?*

(Do you agree if the lesson is conducted in the outside of classroom?)

S: *Iya miss setuju. Biar tidak bosan.* (Yess miss, I agree so that I am not bored).

(Interview 9, Saturday, February 25, 2012).

In the beginning of the lesson, the researcher leading the students to the topic. The researcher used the topic that was related to Office field. The researcher asked about official memo to the students. It were some students who answer the researcher question. Most of the students did not know what is official memo.

Then, R began with asking “*Did you ever know official memo?*”. Some students answered “*Yes miss*”. Other students replied “*Not yet miss*”.

(Fieldnote 4, Wednesday, February 29, 2012).

In the practice activity in the fourth meeting, the students practice to do simulation with act as manager and worker. The researcher explained the rule to do simulation. The researcher used some facilities in the office as medium to do simulation.

R told to St that they must act as manager and worker. Manager could sit in chair and worker stand beside desk. “*You could use desk and chair as tool to do simulation*”. Some students answered, “*So we must sit in the chair and the partner stand, miss?*” R replied, “*Yes, that’s right*”.

(Fieldnote 4, Wednesday, February 29, 2012)

In the fifth meeting, the researcher also conducted simulation in the office room. The researcher used new topic that related to administration. Before starting the lesson, the researcher gave the questions to the students. It can be described in this field note.

Then, R began with asking “*Did you ever know travel timetable?*”. One of students answered “*What is it?*”. Other students replied “*Not yet miss*”. R explained that timetable was same with schedule. R showed some pictures to the students and R asked, “*Have you ever gone to travel by bus, train, and plane?*”. Most of the students looks active. They were brave to answer. They replied, “*I have ever gone by bus*”. Other St replied, “*I have ever gone by train miss*”. Some St replied, “*I haven’t ever gone by plane.*” R replied, “*Good*”. R asked to St, “*Have you ever bought tickets in travel agent?*” One of St replied, “*I have ever buy tickets in travel agent miss*”. Other replied, “*Not yet miss*”.

(Field note 5, Thursday, March 1, 2012).

In the practice activity in the fifth meeting, the researcher used new topic that related to Administration field. The students also acted new role in this meeting. The students practice to do simulation with act as officer and customer.

The researcher explained the rule to do simulation. The researcher used some facilities in the office as medium to do simulation.

R asked the students to act as officer and customer. R explained to St, “*You acted as an officer and a customer*”, “*Read the timetable*”, and “*Make dialogues based on the timetable*”.

(Field note 5, Thursday, March 1, 2012).

4) Improving students’ self confidence and involvement through pair work activities

In Cycle II, the reseracher still used pair work activities to improve the students’ self confidence and involvement. In Cycle I, the using of pairwork activities were able to make the students be more confident to speak English in their seat and in the front of the class. Therefore, the researcher applied this method in Cycle II. Based on the interview in the fifth meeting, the students felt more confident to speak in pair activities.

R: *Bagaimana rasanya ketika kamu maju untuk berdialog ke depan kelas dalam pertemuan ke lima?* (How do you feel when you practice dialogue in the front of the class in the fifth meeting?)

S: *Sudah tidak grogi miss karena dalam pertemuan sebelumnya juga sudah disuruh untuk presentasi atau maju di depan kelas. Jadi sudah terbiasa.* (I was not nervous anymore miss because in the previous meeting I was asked to perform the work in the front of the class).

(Interview Transcript, Thursday, March 1, 2012).

R: *Hai dek. Saya mau tanya tentang kegiatan berbicara. Apakah kamu merasa lebih percaya diri untuk berbicara dalam bahasa Inggris secara berpasangan?* (Hi. I will ask you about the speaking activities. Did you feel more confident to speak in English in pairs?)

S: *Ya Miss. Saya lebih percaya diri untuk berbicara dalam bahasa Inggris karena saya tidak sendiri untuk mempresentasikan dialog di depan kelas.* (Yes Miss. I am more confident to speak in English because I am not alone to perform the work in the front of the class).

(Interview Transcript, Thursday, March 1, 2012).

In Cycle II, pair activities have made the students be active to involve in English teaching and learning process. In pair activities, the students were asked to communicate with their partner. In this action, pair activities could encourage the passive students to participate with using English to communicate with their partner. In this cycle, the students who always were passive be more active to participate in English teaching and learning process.

R : *Maaf saya mengganggu kamu sebentar. Melalui kegiatan berbicara secara berpasangan apakah kamu menjadi lebih aktif untuk berpartisipasi dalam proses belajar dan mengajar bahasa Inggris? (I am sorry, I disturb you just a minute). (Through speaking activities in pairs, what you become more active to participate in English teaching and learning process?).*

S: *Ya miss. Sebelumnya saya selalu pasif dalam pelajaran bahasa Inggris. Melalui kegiatan berbicara secara berpasangan ini saya diminta untuk dapat berkomunikasi dengan pasangan saya. (Yes miss. I am always passive in English lesson before. Through speaking activities in pairs, I was asked to can communicate with my partner). (Interview Transcript, Thursday, March 1, 2012).*

5) Giving feedback to the students.

In Cycle I, the researcher was giving feedback in the end of the lesson. In the cycle II, the researcher gave feedback to the students before they performed in the front of the class. As what was found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. The researcher also gave some vocabulary meanings in English in order to the students were easier to make dialogue. In cycle I, the teacher found that the students made mistakes in pronouncing some words and making the sentences, so that she gave feedback on the students' pronunciation and grammar. Giving feedback on the students' pronunciation and

grammar was needed to improve the students ability in making good construction of the sentences before they performed them. She could insert some minutes to explain correct sentences patterns. She also explained some vocabularies to the students who did not know the meaning of English word.

6) Giving rewards to active students.

Regarding the findings of cycle I, some students were still reluctant and shy to perform in front of the class voluntarily. The researcher provided rewards to make the students more enthusiastic to learn English. The rewards were given in the form of points and gifts. The teacher always told the students in every beginning of the activity that she would give a gift or a point to the students who wanted to perform voluntarily. During this cycle, this action could make the students more enthusiastic to express their idea without being asked to express orally.

R: *Permisi dek. Apakah kamu senang ketika saya memberi hadiah dalam kegiatan pembelajaran bahasa Inggris?* ('Excuse me'. Are you happy when I give gifts in English teaching and learning process?')

S1: *Ya miss. Saya jadi semangat ketika guru meminta saya untuk presentasi maju ke depan kelas.* ('Yes miss'. I become enthusiastic when the teacher asked me to perform the work in front the class')

R: *Kalau kamu gimana?* (How about you?).

S2: *Saya biasanya gak berani untuk maju di depan kelas. Setelah diberi hadiah saya menjadi lebih percaya diri.* ('Usually I am not brave to speak in front of the class'. After the teacher gives gifts, I become more confident').

S3: *Saya biasanya tidak termotivasi untuk belajar bahasa Inggris. Saya jadi lebih termotivasi untuk belajar bahasa Inggris karena guru memberi hadiah.* ('Usually I am not motivated to learn English'. I am more motivated to learn English because the teacher gives gifts to me').

(Interview transcript, Saturday, March 3, 2012).

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class X students. In the reflection, the researcher members gave their responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1) Using Classroom English effectively

Using classroom English was effective to improve their speaking ability in English. The students got many opportunities to communicate in English. In addition, they also got opportunities to ask questions when they got difficulties to understand a word. The researcher used paraphrase of the English words. The researcher maintained the using of classroom English in order to the students were accustomed to speak English. Moreover, she tried to give the unfamiliar greetings in order to make the students familiar with the expression. This could be inferred from the following extract:

R greeted St and asked St' condition. "*How's life?*", asked the researcher. St confused to answer the teacher' greeting. The teacher explained that it has same meaning with "*how are you?*". St understand it. R repeated to ask St. Then, St replied the greeting loudly. "*Fine and you?*". R replied, "*Very well thank you?*".

(Field note 4, Wednesday, February 29, 2012).

2) Using pictures to elicit students' response.

Using pictures to elicit students' respons was successful to elicit students' response. The researcher always used pictures before started the lesson. Firstly, the students were very noisy. They did not give their attention to the teacher. After the researcher implemented this action, the students become more focused to learn

English. Through this action, the researcher could get the response from students, so that English teaching and learning process became more conducive.

R: *Kamu senang gak jika guru menggunakan gambar dalam pembelajaran bahasa Inggris?* ('Are you happy if the teacher uses pictures in English teaching and learning process?').

S1: *Ya miss. Saya jadi lebih semangat untuk belajar bahasa Inggris dengan gambar.* ('Yes miss. I become more enthusiastic to learn English with using pictures.

R: *Kalo kamu gimana?* ('How about you?').

S2: *Saya lebih konsentrasi untuk mengikuti pelajaran.* ('I concentrate more to follow the lesson').

R: *Bagaimana dengan temanmu yang lain?* ('How about your friends?').

S2: *Saya rasa mereka lebih memperhatikan guru ketika sedang mengajar. Biasanya sebagian besar siswa tidak memperhatikan guru ketika mengajar bahasa Inggris.* ('I think they pay attention more to the teacher when she is teaching English').

(Thursday, March 1, 2012).

3) Using simulation for the students to simulate the real world outside of the classroom to improve students' motivation.

Using simulation for the students to simulate the real world outside of the classroom was successful to improve student's motivation. Simulation technique was different to role play technique. In simulation technique, the researcher conducted the lesson in different place, so that the students were not bored to learn English. The researcher also gave topic that related to job world which it aimed to the students could practice dialogue based on real world. This implementation was appropriate to be applied to the students because the lesson topics were related to their study. This technique has motivated them to learn English based on real world.

4) Improving students' self confidence and involvement through pair work activities.

Pair work activities was successful to improve the students' self confidence and involvement. The researcher maintained pair work activities because she wanted all the students could show their ability in the learning of speaking. They become more confident to perform their work in pairs. They tended to be brave to perform their work with their partner. They had opportunities to communicate with their partner so that they could participate actively. Pair work activities were very important to be used in the teaching of English because the students were demanded to practice speaking in English with using communicative method.

5) Giving feedback to the students.

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words, grammar and vocabulary. The students were more enthusiastic when the researcher asked them to repeat the word after her. They felt that they got the way to pronounce the words correctly. In addition, the teacher stated that giving feedback to the students was important to make the students understand how to pronounce words correctly. Besides, the researcher also gave some vocabulary meanings in English in order to the students were easier to make dialogue. The students could understand some difficult words through English paraphrase.

6) Giving rewards to active students

The implementation of giving rewards was successful to improve the students participation in English teaching and learning process. After the researcher implemented this action, the students became more active to learn English. Moreover, the students were enthusiastic with this activity. Some students wanted to perform the dialogue in front of the class without being asked by the researcher. In cycle II, the researcher gave a point and a gift as reward. This action made the students joined teaching and learning activities. The researcher gave a point and a gift to active student to make the other students active.

Table 4.3: The improvement in teaching and learning process of speaking during cycle I and cycle II.

The Improvement of the Cycles		
Before Cycle	Cycle I	Cycle II
1. The teacher did not use classroom English so that the students were not accustomed to using classroom English.	1. The teacher used classroom English during the teaching and learning process. Classroom English was used to make the students familiarize with English words and sentences. Some students did not know some words in English. The teacher used Indonesian translation to explain the meaning of English word to the students.	1. The teacher used classroom English effectively during the teaching and learning process. The teacher used English routines in different expression and asked the students to use English in the classroom. Most of the students were accustomed to using English in the classroom. The teacher used some paraphrase to translate

		the unfamiliar words.
2. The students did not give attention to the teacher's explanation during the English teaching and learning process.	2. The teacher used picture to elicit the students' response in the English teaching and learning process. Some students were active to guess some pictures in every meeting.	2. The teacher still used picture to elicit the students' attention in the English teaching and learning process. Most of the students gave their attention to the teacher's explanation.
3. The teacher did not have ideas in creating different activities in the classroom.	3. The teacher had the idea of using role play based on the students' real life to generate students' motivation. Some students looked enthusiastic to speak English.	3. The teacher used simulation to simulate the real world outside of the classroom to improve students' motivation. Most of the students were motivated to learn English based on real world.
4. The students were not confident to perform their work in front of the class.	4. The teacher used pair work activities to improve students' self confidence and involvement. There were some students who wanted to perform their work in front of the class.	4. The teacher still used pair work activities to improve students' self confidence and involvement. Most of the students became confident to perform their work in front of the class in pairs.
5. The teacher did not give feedback to the	5. The teacher gave feedback to the students	5. The teacher gave feedback to the students

<p>students in the English teaching and learning process.</p>	<p>in the end of the lesson. The teacher gave feedback in pronunciation and grammar. The students' pronunciation was still poor. They were very enthusiastic to know the correct pronunciation of some words.</p>	<p>before they performed in front of the class. The teacher gave feedback in pronunciation, grammar, and vocabulary. The students felt that they got the way to pronounce the words correctly.</p>
<p>6. The students were not active in the English teaching and learning process.</p>	<p>6. The teacher did not give rewards to the students so that they were passive in the English teaching and learning process.</p>	<p>6. The teacher gave points and rewards to active students. Most of students were active in the classroom because the teacher gave rewards to the students. They were more enthusiastic to learn English.</p>

4. Findings of Cycle II

In reference to what the researcher planned, acted, observed, and reflected in cycle II, the researcher came to the following findings. The implementation of classroom English using some paraphrases or meaning to translate the unfamiliar words was successful to improve the students' speaking skill. It also made the

students familiar to understand the new expression of asking of condition. Besides, the students were accustomed to using English when they ask for permission.

The implementation of simulation by using job world as the lesson' topic also was successful to improve the students' motivation. The students more interested to learn English because they learn in different place. Besides, the researcher gave supportive environment to their learning about job world. The students could do simulation based on real world. They practiced to act as different role in particular setting. Through simulation, the students found new atmosphere in the learning of English, so that they more motivated to learn English.

The action of pair work activities was successful to improve the students' self confidence and involvement. The students became more confident to perform their work in front of the class. All students have been involved in English teaching and learning process.

Meanwhile, giving rewards to the students who wanted to be a volunteer was successful to make the student active. Moreover, they were enthusiastic about the point that the researcher gave. Besides, giving feedback was also successful in improving the students understanding of the new words. They had already known how to pronounce the new words correctly. The students also had already known how to make correct expression. Besides, the students had understood how to use correct grammar in making sentences.

C. The Result of Speaking Test

The finding of this study shows that 16 students improve their speaking skills from *learned* level (L) to *Exemplary* (E) one. It means that students' score on the seven assessed components which range from 14-20 in the *learned* level improve to be between 21-28 (*Exemplary*).

Thus, the learned level students who were described as being able to provide enough content which was relevant, supported by arguments delivered in the rate and volume which are not too fast or slow or low or high, few grammatical mistakes, much eye contact and move well, cooperate enough with others and taking risks, became having ability to provide a variety of types of content which are adapted to the listener and situation, deliver ideas in a lively enthusiastic fashions in various rates and volume, use pauses to emphasize meaning and interest, few grammatical mistakes, involve eye contact with the audience, cooperate well and taking risks.

After talking about students' speaking in general, the researcher would like to show that the use of role play and simulation in this study successfully improved students' speaking skills seen from the pre-test and post-test. It could be seen from the post-test result which was compared with the pre-test one. Students' performances in all components were improving. The researcher used some criteria to assess the students' performance, while students' improvement per component would be discussed as follows:

1. Content

Content is one of the components that are related to some extents whether the speaker provides enough content on the relevant topic, provides a variety of types of content appropriate for the task, and adapts content to the listener and the situation. In this criteria students must provide enough content, focuses primarily on relevant content, and sticks to the topic. There were some improvement of the students to provide relevant content in the speaking performance.

2. Delivery

While in delivery, which is related to the speaker's ability in managing volume, rate of speaking, pause and other delivery enhance in speaking as well as performing correct pronunciation. Students who spoke in not too low or too high volume, rate and pause and perform clear pronunciation in the pre-test were able to use delivery enhance to the meaning of the message, deliver in a lively enthusiastic fashion, vary rates of speaking, vary volume of speaking, and use pauses to emphasize interest.

Moreover, this study found that the use of role play and simulation had improved students' pronunciation. Words which were used in role play and simulation were repeatedly pronounced so that students use those words more frequently in correct pronunciation. If some students make mistakes in pronouncing the words, they learn pronounce the correct ones by listening to the teacher's correction.

3. Language

Talking about language as one of the component in speaking, it is related to the use of grammar, whether the speaker makes grammatical mistakes or not, and whether one speaks in highly effective language or not. There were some improvements in the using of grammar. Compared with few grammatical mistakes performed at the beginning of the study, the students perform very few grammatical mistakes in speaking at the end of the study. Moreover, the using of appropriate language had improved from pre-test to post-test.

In relation to the vocabulary, the researcher found that the use of role play and simulation effectively improve students' vocabulary. Students who were able to speak in highly effective language performed good mastery on the vocabulary needed in talking about the topics. Role play and simulation eased the students to memorize new words since those words appear repeatedly during the using of role play and simulation. In this study, the students learned some new vocabulary related to their daily life and the topic related to job world.

4. Eye Contact

Skill in managing eye contact is considered to be important in keeping the communication going. This component included how much the speakers involve audiences with eye contact. The result of students' performance showed that the students improved their skill in managing eye contact with the audience.

5. Body movement

Body movement is one of the important components in spoken communication. It enables speakers to use their body to support their expression in delivering their meaning or intention, for example the expression when speakers asking for help and information as well as when speakers giving for help and information. In the end of the study, 80% of the students improved their skill in using body language during speaking. They were able to perform effective order rather than good order which was performed at the beginning of the study.

6. Cooperation

The researcher used pair activities who asked the students to work with their partner. Cooperation was needed to communicate well in agreed topic and manner. This criteria related to how cooperative or egocentric the speakers are. At the beginning the students performed enough cooperation. In the end of this study they were able to perform good cooperation.

7. Risk taking

Skill in taking risk is required when a speaker intends to communicate with her partner. It is related to the ability to cope with some risks which may appear during the communication takes place. Those risks may include situations in which the speaker should deal with problems which come from the speaker herself or her counterpart. Forgetfulness, being afraid in making mistakes and lack of vocabulary or grammar were examples of risks which are usually faced by the students. Based on the students' performance, it can be seen that the students

improved their skill in taking risks during communicating in English. From taking much risk, the students were able to involve others to cope with risks.

CHAPTER V

CONCLUSION, SUGGESTIONS, AND IMPLICATIONS

A. Conclusion

The objectives of the study are to describe how communicative tasks in the forms of role play and simulation can be implemented to improve the learning of speaking for Office Administration students at grade X-2 of SMK N 1 Godean and describe the improvement of the students' speaking skills due to the improvement of the process. Based on the objectives of the study, the result of the study is the description of how communicative tasks are implemented to improve students' speaking skill. According to the researcher findings in chapter IV, the researcher implemented communicative tasks in the forms of role play and simulation and some other actions such as, using classroom English, using pair activities, using pictures, using feedback, and giving rewards. By implementing those activities, the students' speaking skill have been improved. It could be seen from the students' performance in the pre-test and post-test result.

The use of role play in Cycle I successfully created conducive and comfortable class atmosphere. The researcher used role play based on the student's real life to improve student's motivation. The researcher used daily life as lesson topic to motivate the students in the learning of English. It immediately helped the students to gain their motivation and enthusiasm to learn and to get involved in class activity.

In Cycle II, the researcher used simulation to simulate the real world outside of the classroom to improve students' motivation. The researcher used a topic that related to job world. Simulation was used to promote the practice and the use of language to simulate the real world. The students practiced to simulate the real world. The researcher created new environment in English teaching and learning process. The researcher conducted simulation in office room to support teaching and learning process. It was found that there was greater motivation among the students outside of the class. They did not feel bored to learn English. The activities that were implemented seemed successful to improve their motivation to learn English. Moreover, it had an effect on expanding students' knowledge and ability to create a better achievement.

B. Suggestions

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

1. To English Teachers

The English teachers need to try to keep in applying the other technique with using communicative tasks such as role play and simulation so that the students will be more motivated in the English teaching and learning process. During the research, the researcher used media such as pictures and handouts. The English teacher can use other media such as flash card in applying communicative tasks so that the students will be more interested in English teaching learning

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

2. Other Researchers

This study is mainly intended to describe how communicative tasks can be implemented to improve the learning of speaking for the students at grade X. The other researcher may follow up this study in different activities in order to find more actions to improve students' speaking skills. This study may be used as one of the reading sources before the researcher do an action research related to the development of the students' speaking skills.

C. Implications

Based on the results of the actions, it is implied that the students should be more active in teaching and learning activities of speaking so that their speaking skill could be improved. They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various techniques in teaching and learning process of speaking since they could give some benefits. Firstly, they could improve students' speaking skills. Secondly, they could improve their motivation in the speaking teaching learning process. Thirdly, they could improve their self confidence and involvement in the speaking teaching

learning process. The teacher should know the students characteristics so that the activities could cover all of students' interests.

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Course Grid

School: SMK N 1 Godean, Yogyakarta.
Grade: X – AP2 (Office Administration 2)

Subject: English
Semester: 2

Cycle and meeting	Standard of competency	Basic competency	Indicators	Theme	Language function and media	Communicative tasks	Learning Activities	Key vocabulary & grammar	Sources
1) 1 (1,2,3)	1. Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>	1.6 Memahami Memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<p>-) Students are able to read and explain personal message or personal memo appropriately.</p> <p>-) Students are able to explain daily activities or daily schedule appropriately.</p> <p>-) Students are able to understand expression of asking for and giving help and asking for and giving information.</p> <p>-) Students are able to use expression of asking for and giving help and</p>	-Memo: personal message or personal memo, and daily activities or daily schedule.	<p>- Asking for and giving help</p> <p>-Asking for and giving information.</p> <p>- Media: a short dialogue, handout, and picture.</p>	<p>- using role play in the classroom</p> <p>- eliciting students' response with using picture.</p> <p>- Make dialogue based on cards of situation in pairs.</p>	<p>- warming up.</p> <p>- guessing and explaining the pictures</p> <p>- perform the dialogue in front of the class.</p>	<p>- Key grammar: simple present tense.</p> <p>- Key vocabulary: course, lock, refrigerator, homework, lend, shopping centre, accompany, department store, medicine, and drugstore.</p>	<p>- Function of English</p> <p>-Oxford Advanced Learner's Dictionary</p> <p>- English for SMK 1</p> <p>- www.boglesworldesl.com</p>

			asking for and giving information appropriately.						
2. 2 (4,5,6)	Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>	1.7 Memahami Memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<p>-) Students are able to read and explain official memo appropriately.</p> <p>-) Student are able to read and explain various timetable appropriately.</p> <p>-) Students are able to understand expression of asking for and giving help and asking for and giving information.</p> <p>-)Students are able to use expression of asking for and giving help and asking for and giving information appropriately.</p>	-Memo: official memo and timetable .	<p>- Asking for and giving help.</p> <p>-Asking for and giving information.</p> <p>- Media: a short dialogue, handout, and picture.</p>	<p>- using simulation outside of the class.</p> <p>- eliciting students' response with using picture.</p> <p>- Make dialogue based on cards of situation in pairs.</p>	<p>- warming up.</p> <p>- guessing and explaining the pictures</p> <p>- perform the dialogue in front of the class.</p>	<p>- Key grammar: simple present tense</p> <p>- Key vocabulary: furniture, arrange, comfortable , maximum, amount, business, mineral, water, supplier, prepare, finance, report, and meeting.</p>	<p>- WH- Questions</p> <p>- Function of English</p> <p>-Oxford Advanced Learner's Dictionary</p> <p>- English for SMK 1</p> <p>- www.bogglesworldesl.com</p>

LESSON PLAN

Nama Sekolah : SMK N 1 GODEAN
 Mata Pelajaran : Bhs Inggris
 Kelas / Semester : X / II
 Tema / Skill : (personal message/personal memo) /Speaking
 Language Function : Asking/Giving help
 Alokasi Waktu : 2 x 45 minutes
 Pertemuan : Pertemuan ke 2 (Thursday, February 23nd, 2012)

A. Standar Kompetensi : Berkomunikasi dalam bahasa Inggris setara dengan *Novice level* atau tingkat pemula.

B. Kompetensi Dasar : Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.

C. Indikator :

1. Siswa dapat membaca dan menjelaskan pesan pribadi atau memo pribadi dengan tepat.
2. Siswa dapat memahami ungkapan untuk meminta dan memberi bantuan.
3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi bantuan dengan tepat.

D. Tujuan Pembelajaran:

1. Siswa mampu membaca dan menjelaskan pesan pribadi atau memo pribadi dengan tepat.
2. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi bantuan dengan tepat.
3. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi bantuan berdasarkan memo yang sudah ada secara berpasangan dengan tepat.

E. Materi Pembelajaran:

1. Expressions: Asking for and giving help
2. Exercise.
3. Personal memo (memo pribadi).
4. Example of dialogue.

F. Model pembelajaran: PPP (Presentation, Practice, Production).

G. Langkah-langkah pembelajaran:

1. Kegiatan Awal (5 menit)

- Greeting (menyapa siswa) dengan bahasa Inggris
- Menanyakan kondisi siswa
- Memulai pelajaran
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran kepada siswa

2. Kegiatan Inti

Presentation

- Guru memberikan handout atau materi pembelajaran kepada siswa.
- Guru menanyakan apakah siswa pernah meninggalkan pesan atau memo kepada teman atau keluarga.
- Guru menunjukkan sebuah gambar dan bertanya mengenai gambar tersebut kepada siswa agar siswa memberi respon berdasarkan pendapat mereka sendiri (eliciting).
- Guru menunjukkan contoh dari memo pribadi kepada siswa
- Guru menanyakan ciri-ciri dari memo pribadi kepada siswa.
- Guru menjelaskan ciri-ciri dari memo pribadi kepada siswa
- Guru menjelaskan ungkapan untuk meminta dan memberi bantuan di handout.
- Guru meminta beberapa siswa secara berpasangan untuk membaca contoh dialog yang ada di materi pembelajaran dan membahasnya bersama-sama.
- Guru menunjukkan cue cards yang berisi peran, situasi, dan kosakata pada siswa.

- Guru mempresentasikan cara melakukan role play berdasarkan contoh dari memo pribadi.
- Guru juga menunjukkan contoh dialog yang benar kepada siswa.

Practice

- Siswa memilih salah satu dari cue card memo yang ada
- Siswa diberi waktu 20 menit untuk membuat dialog berdasarkan memo yang sudah ada dengan ungkapan meminta dan memberi bantuan secara berpasangan dan bersiap-siap untuk memperagakan dialog yang mereka buat di depan kelas.

Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat di depan kelas.

3. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru menjelaskan kembali materi tentang personal memo dan ungkapan untuk meminta dan memberi bantuan.
- Guru menyuruh siswa mempersiapkan materi untuk pertemuan berikutnya.
- Guru menutup pelajaran.

H. Sumber,bahan,dan alat: picture, cue cards.

The Researcher

Winayu Kumala R.P.

NIM. 06202244023

TASK 1**1. See the picture and tell the pictures below.****a.****b.**

2. The meaning of words.

a. **Personal:** *adjective*

relating or belonging to a single or particular person rather than to a group or an organization.

b. **Memo:** *noun*

Memo example English is the quick message, the message is written someone with a short, clear, and easy to understand. According to its use, memo consists of two kinds. There are official and personal memo or not official.

TASK 2

Memo

To : Elsa

Elsa can you come to my home tomorrow to do our homework together ? because I haven't understood about the subject. Come to my home at 03.30 pm please 😊

Seva

Answer the questions below.

1. What is kind of memo above?
2. Who is the sender?
3. Who is the receiver?
4. What is the content of memo above?
5. What is the characteristics of memo above?

Asking for Help

Can you . . . ? - *Can you help me?* (less polite)

Will you . . . ? - *Will you help me?* (less polite)

Could you (please) . . . ? - *Could you help me?* (more polite)

Would you (please). . . ? - *Would you please help me?* (more polite)

Can I ask you to . . . ?

Do you have a minute?

I need some help (if you have time).

May I ask you something?

Giving help

Okay, no problem.

Sure.

Of course.

TASK 3

Example of Memo and Dialogue. Study and practice the following dialogues with your partner.

MEMO

To : Stella

Stella, can you pick me up tomorrow at 06.30 and we go to school together, because my driver is sick ☹️ and my mother will directly go to air port and will leave me she wants to go to bali. So, don't forget to pick me up tomorrow 😊.

Vita

Situation: Vita asks Stella to pick her up, because her driver is sick.

Vocabulary: Pick me up (Pick someone or something up)

Meaning: to collect, or to go and get, someone or something.

Dialogue:

Vita : “Stela, **Can you help me?**”

Stela: “Sorry, what did you say? Can you repeat?”

Vita : “Ok. I will repeat. Can you help me?”

Stela: “**What can I do for you?**”

Vita: “**Could you pick me up tomorrow at 06.30?**”

We go to school together, because my driver is sick.

Stela: **Sure.**

Vita: Thanks, Stella.

TASK 4

Make your own dialogue in pairs. See an example of dialogue in previous task. Choose one from five memos below. Do role play in pairs. Perform your dialogue in front of class.

1.

MEMO
<p>From : Elsa To : My Sister</p> <p>I must attend english course at street merbabu. Can you lock the door? The dinner is chicken soup at the refrigerator. I go back home at 18.00 pm</p>

Course: classes

Lock: make safe

Refrigerator: a piece of kitchen equipment which uses electricity to preserve food at a cold temperature.

2.

MEMO
<p>To: Sela</p> <p>Hello, I can't do homework. It is very difficult. Please, we do homework together in my house tomorrow at 1.00 p.m. Don't forget.</p> <p style="text-align: right;">Deva</p>

Homework: work which teachers give their students to do at home.

3.

MEMO
<p>Dear Mom</p> <p>Mom, I want to go with my friends. Please, lend me your car. I and my friends want to go at the shopping centre.</p> <p>Thank you so much!</p> <p style="text-align: right;">Angel</p>

Lend: to give something to someone for a short period of time, expecting it to be given back.

Shopping centre: a group of shops with a common area for cars to park, which usually provides goods and services for local people.

4.

MEMO
<p>Dear Raisa</p> <p style="text-align: center;">Raisa, I do not have clothes for a party tomorrow. Please, accompany me to buy a new clothes this afternoon in a department store at 03.00 p.m.</p> <p style="text-align: right;">Rita</p>

Accompany: go with

Department store: Shop

5.

MEMO
<p>Dear Mira</p> <p>I am sick. Please, buy medicine for me to the drugstore.</p> <p>Thank you very much.</p> <p style="text-align: right;">Desy</p>

Medicine: a substance, especially in the form of a liquid or a pill, which is a treatment for illness or injury.

Drugstore: a shop where you can buy medicines

LESSON PLAN

- Nama Sekolah : SMK N 1 GODEAN
- Mata Pelajaran : Bhs Inggris
- Kelas / Semester : X / II
- Tema / Skill : Aktivitas sehari-hari atau jadwal sehari-hari (daily activities or daily schedule) / Speaking
- Language Function : Asking/Giving information
- Alokasi Waktu : 2 x 45 minutes
- Pertemuan : Pertemuan ke 3 (Saturday, February 25nd, 2012)
- A. Standar Kompetensi : Berkomunikasi dalam bahasa Inggris setara dengan *Novice level* atau tingkat pemula.
- B. Kompetensi Dasar : Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.
- C. Indikator :
1. Siswa dapat menjelaskan aktivitas sehari-hari atau jadwal sehari-hari dengan tepat.
 2. Siswa dapat memahami ungkapan untuk meminta dan memberi informasi.
 3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi informasi dengan tepat.
- D. Tujuan Pembelajaran:
1. Siswa mampu menjelaskan aktivitas sehari-hari atau jadwal sehari-hari dengan tepat.
 2. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi informasi dengan tepat.
 3. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi informasi berdasarkan aktivitas atau jadwal sehari-hari secara berpasangan dengan tepat.

E. Materi Pembelajaran:

1. Expressions: Asking for and giving information
2. Exercise.
3. Daily schedule (jadwal sehari-hari).
4. Example of dialogue.

F. Model pembelajaran: PPP (Presentation, Practice, Production).

G. Langkah-langkah pembelajaran:

1. Kegiatan Awal (5 menit)

- Greeting (menyapa siswa) dengan bahasa Inggris
- Menanyakan kondisi siswa
- Memulai pelajaran
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran kepada siswa

2. Kegiatan Inti

Presentation

- Guru memberikan handout atau materi pembelajaran kepada siswa.
- Guru menanyakan apakah siswa pernah membuat jadwal sehari-hari.
- Guru menunjukkan sebuah gambar dan bertanya mengenai gambar tersebut kepada siswa agar siswa memberi respon berdasarkan pendapat mereka sendiri (eliciting).
- Guru menunjukkan contoh jadwal sehari-hari kepada siswa
- Guru menanyakan ciri-ciri jadwal sehari-hari kepada siswa.
- Guru menjelaskan ungkapan untuk meminta dan memberi informasi di handout.
- Guru meminta beberapa siswa secara berpasangan untuk membaca contoh dialog yang ada di materi pembelajaran dan membahasnya bersama-sama.
- Guru menunjukkan cue cards yang berisi gambar dan deskripsi gambar tersebut.
- Guru mempresentasikan cara melakukan role play berdasarkan contoh dari

jadwal sehari-hari.

- Guru juga menunjukkan contoh dialog yang benar kepada siswa.

Practice

- Siswa mengerjakan latihan yang ada di handout
- Siswa membuat dialog berdasarkan situasi dan gambar yang sudah tersedia.
- Siswa diberi waktu 20 menit untuk membuat dialog dengan ungkapan untuk meminta dan memberi informasi secara berpasangan dan bersiap-siap untuk memperagakan dialog yang mereka buat di depan kelas.

Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat di depan kelas.

3. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru menjelaskan kembali materi tentang *daily schedule* dan ungkapan untuk meminta dan memberi informasi.
- Guru menyuruh siswa mempersiapkan materi untuk pertemuan berikutnya.
- Guru menutup pelajaran.

H. Sumber,bahan,dan alat: picture, cue cards.

The Researcher

Winayu Kumala R.P.

NIM. 06202244023

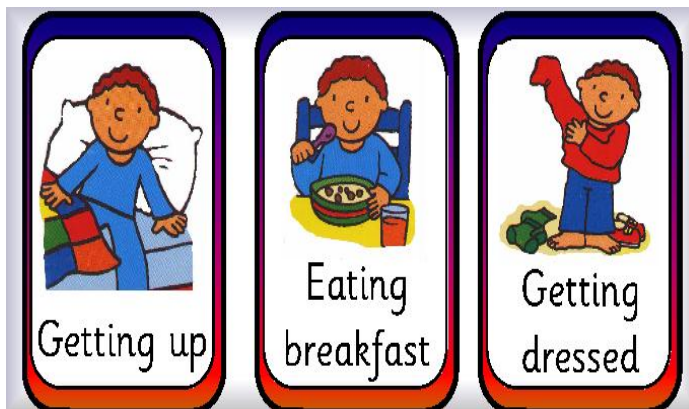
TASK 1

1. See the picture and tell the pictures below.

a.



b.



2. Pronunciation and the meaning of words.

a. **Daily:** / 'dei.li/ *adverb* , *adjective*

happening on or relating to every day

b. **Schedule:** / 'fed.ju:l/ *noun* [C]

a list of planned activities or things to be done showing the times or dates when they are intended to happen or be done.

TASK 2

1. Example of Daily schedule

Daily Routine



I always wake up at 6:00 a.m. Then I go to the restroom and take a bath, brush my teeth, wash my face and comb my hair. After that, I go back to my room and get dressed. Then I go to the dinner room and have breakfast. Then I go to school at 06:30 a.m. I come out from classes at one o'clock. Then I go back to home. I have lunch and wait for my brother arrives home. Then we do our homework at 3:00 p.m. Then we go to karate and practice at 4:00 p.m. Afterthat, I have a dinner at 6.00 p.m. Then, I take a shower and brush my teeth. Finally I go to sleep.

Answer the questions below based on your daily routine.

1. What time do you usually get up?
2. What do you do then?
3. What do you have for breakfast?
4. What time does school start?
5. Is your school near or far?
6. How do you get to school?

7. What time do you finish school?
8. What do you do after lunch?
9. What do you usually do in the afternoon or evening?
10. What time do you usually go to bed?

2. How to tell the time

Example: 7:45 - seven forty-five

11:06 - eleven (oh) six

7.15 - fifteen minutes past seven

7.45 - fifteen minutes to eight

5:30 - half past five

7:00 - seven o'clock

7:10 - ten past seven

17:20 - twenty past five

00:00 - midnight

12:00 - midday atau noon

3:15 - a quarter past three in the morning or a quarter past three at night

3:15 - three fifteen a.m.

3:15 - fifteen minutes past three or a quarter past three

06:10 - ten past/after six

05:50 - ten to/before/of/till six

3. Asking for information about daily routine.

Asking for information

- I'd like to know
- I'm interested in
- Could you tell me?
- Do you know?
- Could you find out ...?
- Could I ask ...?
- Do you happen to know ...?

Giving Information

- That's right.
- Right.
- OK.
- Yes.
- Exactly!

TASK 3

Turn the pictures into the corresponding words as they are said in the dialogue.

Interviewer: So...when do you wake up?

Louise: I wake up at seven usually.



Louise: After that I take a



Interviewer: Ok and then, What

do you...



?

Louise: After the shower.



Interviewer: Ok. What time do you leave your ... to go to work?



Louise: Mmmm...I go to work around

Dialogue:

Selly: Hi, how are you?

Vera: I'm fine thank you, and you?

Selly: I'm fine too.

Selly: Could you tell me about your daily routine?

Vera: Exactly!

Selly: So...when do you wake up?

Vera: I usually wake up at 05.00 a.m.

Selly: Ok...What do you eat for breakfast?

Vera: I like to have a cup of coffee and usually a cereal.

Selly: What time do you usually go to school?

Vera: I go to school at half past six.

Selly: How do you get to school?

Vera: I get to school by bicycle.

Selly: What time do you finish school?

Vera: At one o'clock.

Selly: What do you do after lunch?

Vera: I go to sleep.

Selly: What do you usually do in the afternoon or evening?

Vera: I usually watch television in the evening.

Selly: What time do you usually go to bed?

Vera: I usually go to bed at ten o'clock.

TASK 4

Make your own dialogue in pairs. See an example of dialogue in previous task. Tell your activities based on your daily routine. Do role play in pairs. Perform your dialogue in front of class. Do in turns.

Choose one of some activities below based on your daily routines.

1. Activities in the morning:

a. You get exercise



b. Washing dishes.



c. Taking a bath



d. Having a breakfast.



2. Your breakfast in the morning:

a. a cup of coffee



b. a glass of milk



c. a cup of tea



d. a fried rice



e. a cereal



f. a fried egg



g. bread



3. You get to school by:

a. walk



b. by bicycle



c. by motorcycle



d. by bus



e. by car



4. Your activities after lunch:

a. go to sleep



b. do a homework



c. watch television



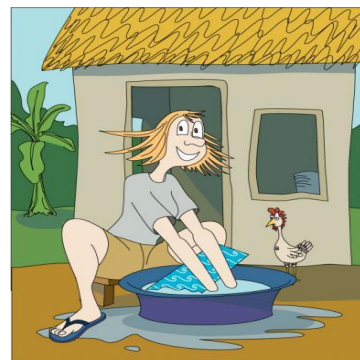
d. go to your friend home



e. cleaning the house



f. washing dishes or clothes



5. Your activities in the evening:

a. washing clothes



b. washing dishes



c. sweeping the floor.



d. ironing a clothes



e. watering plant



f. watch television



g. taking a bath



h. cooking



i. go with your friend



LESSON PLAN

- Nama Sekolah : SMK N 1 GODEAN
- Mata Pelajaran : Bhs Inggris
- Kelas / Semester : X / II
- Tema / Skill : Memo resmi (official memo) / Speaking
- Language Function : Asking/Giving help
- Alokasi Waktu : 2 x 45 minutes
- Pertemuan : Pertemuan ke 4 (Wednesday, February 29th, 2012)
- A. Standar Kompetensi : Berkomunikasi dalam bahasa Inggris setara dengan *Novice level* atau tingkat pemula.
- B. Kompetensi Dasar : Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.
- C. Indikator :
1. Siswa dapat membaca dan menjelaskan *official memo* atau memo resmi dengan tepat.
 2. Siswa dapat memahami ungkapan untuk meminta dan memberi bantuan.
 3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi bantuan berdasarkan memo yang sudah ada dengan tepat.
- D. Tujuan Pembelajaran:
1. Siswa mampu membaca dan menjelaskan *official memo* atau memo resmi dengan tepat.
 2. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi bantuan dengan tepat.
 3. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi bantuan berdasarkan memo yang sudah ada secara berpasangan dengan tepat.

E. Materi Pembelajaran:

1. Expressions: Asking for and giving help
2. Exercise.
3. Official memo (memo resmi).
4. Example of dialogue.

F. Model pembelajaran: PPP (Presentation, Practice, Production).

G. Langkah-langkah pembelajaran:

1. Kegiatan Awal (5 menit)

- Greeting (menyapa siswa) dengan bahasa Inggris
- Menanyakan kondisi siswa
- Memulai pelajaran
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran kepada siswa

2. Kegiatan Inti

Presentation

- Guru memberikan handout atau materi pembelajaran kepada siswa.
- Guru menanyakan apakah siswa pernah mengetahui memo resmi kepada siswa
- Guru menunjukkan sebuah gambar dan bertanya mengenai gambar tersebut kepada siswa agar siswa memberi respon berdasarkan pendapat mereka sendiri (eliciting).
- Guru menunjukkan contoh dari memo resmi kepada siswa
- Guru menanyakan ciri-ciri dari memo resmi kepada siswa.
- Guru menjelaskan ciri-ciri dari memo resmi kepada siswa
- Guru menjelaskan ungkapan untuk meminta dan memberi bantuan di handout.
- Guru meminta beberapa siswa secara berpasangan untuk membaca contoh dialog yang ada di materi pembelajaran dan membahasnya bersama-sama.
- Guru menunjukkan cue cards yang berisi situasi dan kosakata pada siswa.
- Guru mempresentasikan cara melakukan role play berdasarkan contoh dari

memo resmi.

- Guru juga menunjukkan contoh dialog yang benar kepada siswa.

Practice

- Siswa mengerjakan latihan yang ada di handout
- Siswa memilih salah satu dari cue card memo yang ada
- Siswa diberi waktu 20 menit untuk membuat dialog dengan ungkapan untuk meminta dan memberi bantuan secara berkelompok dan bersiap-siap untuk memperagakan dialog yang mereka buat di depan kelas.

Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat di depan kelas.

3. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru menjelaskan kembali materi tentang *official memo* dan ungkapan untuk meminta dan memberi bantuan.
- Guru menyuruh siswa mempersiapkan materi untuk pertemuan berikutnya.
- Guru menutup pelajaran.

H. Sumber,bahan,dan alat: picture, cue cards.

The Researcher

Winayu Kumala R.P.

NIM. 06202244023

TASK 1

See the picture and tell the pictures below.

1.



2.



3.

**TASK 2****Memo****MEMO**

To : Manager

From : Secretary

Date : 26 June 2011

Subject: Meeting

A meeting regarding to discuss the new product of the company will be held tomorrow at 11.00 a.m. All staffs are already invited and sure to attend.

Signed,

Dinny Giar Mulyanti

Secretary

14 Wall Street Sydney, Australia.

Vocabulary: **Company**: [C] an organization which sells goods or services in order to make money.

Answer the questions below.

1. What is kind of memo above?
2. Who is the sender?
3. Who is the receiver?
4. What is the content of memo above?
5. What is the characteristics of memo above?

Asking for Help

Can you . . . ? - *Can you help me?* (less polite)

Will you . . . ? - *Will you help me?* (less polite)

Could you (please) . . . ? - *Could you help me?* (more polite)

Would you (please). . . ? - *Would you please help me?* (more polite)

Can I ask you to . . . ?

Do you have a minute?

I need some help (if you have time).

May I ask you something?

Giving help

Okay, no problem.

Sure, I'd be glad to.

Sure. How can I help?

Of course. What's the matter?. What's wrong?

TASK 3

Example of memo and dialogue. Study and practice the following dialogue with your partner.

<p>MEMO</p> <p>Western Fabrics & Fashions Gazipur, Dhaka</p> <p><u>Official Memo</u></p>	
<p>To</p> <p>From</p> <p>Date</p> <p>Subject</p>	<p>: Silvia (Secretary)</p> <p>: Bella (Manager)</p> <p>: 15 October 2012</p> <p>: Typing a schedule.</p>
<p>I have a meeting this week. I ask you to type a meeting schedule.</p>	

Role card: Manager: Bella

Secretary: Silvia

Situation: Bella asks Silvia to type a meeting schedule.

Dialogue:

Silvia: Excuse me

Bella: Come in

Bella: “Silvia, **Can you help me?**”

Silvia: “**What can I do for you?**”

Bella: “**Could you type a meeting schedule for this week?**”

Silvia: **Sure, I'd be glad to do it.**

Bella: Thanks, Silvia.

TASK 4

Make your own dialogue in pairs. See an example of dialogue in previous task. Choose one from three memos below. Do role play in pairs. Perform your dialogue in front of class. Do in turns.

1.

Memo

To : Ms. Stella (Workers)
 From : Silvia (Manager)
 Date : March 20, 2007
 Subject : Office Furniture

We need new chairs in waiting room "LUX" can you arrange it ?
 We need 1 set of comfortable chairs in either blue or dark grey.
 The maximum amount you can spend is Rp.5.000.000

Furniture: /'fɜː.nɪ.tʃə/ *noun* [U]

: things such as chairs, tables, beds, cupboards, etc. which are put into a house or other building to make it suitable and comfortable for living or working in.

Arrange: /ə'reɪndʒ/ *noun*

:to plan or prepare for; to organize

Comfortable: /'kʌm p .fə.tə.bl/ *adj*

:describes furniture and clothes that provide a pleasant feeling and that do not give you any physical problems.

Maximum: /'mæks.si.məm/ *adj*

: being the largest amount or number allowed or possible

Amount: /ə'maʊnt/ *noun*

a collection or mass especially of something which cannot be counted

2.

MEMO
<p>For (Mr/Ms) : Ms. Linda From (Mr/Ms) : Ms. Dina, manager of PT.Aquarius, supplier of Mineral Water</p> <p>Message : I want you to join to my business of mineral water supplier.</p> <p>Date : Wednesday, 23 March 2011 Taken by : Mr.Wahyudi</p>

Business: /'biz.nɪs/ *noun*

[C or U] the activity of buying and selling goods and services, or a particular company that does this, or work you do to earn money.

Mineral: /'mɪn. ə r. ə l/ *noun* **Drink**

Water: /'wɔ:.tə r / *noun* [U] a clear liquid, without colour or taste,

Supplier: /sə'plai.ə r / *noun*

[C] a company, person, etc. that provides things that people want or need, especially over a long period of time.

3.

MEMO
<p>To: Lia (Worker) From: Via (Manager)</p> <p>I ask you to prepare finance report for a meeting this month. Thank's before.</p>

Prepare: /prɪ'peə r / *verb*

to make or get something or someone ready for something that will happen in the future.

Finance: /'faɪ.næns / *noun*

[U] (the management of) a supply of money.

Report: /rɪ'pɔ:t / *noun*

a description of an event or situation

Meeting: /'mi:tiŋ / *noun*

an occasion when people come together intentionally or not intentionally.

LESSON PLAN

- Nama Sekolah : SMK N 1 GODEAN
- Mata Pelajaran : Bhs Inggris
- Kelas / Semester : X / II
- Tema / Skill : Travel schedule (jadwal perjalanan) / Speaking
- Language Function : Asking/Giving information
- Alokasi Waktu : 2 x 45 minutes
- Pertemuan : Pertemuan ke 5 (Saturday, March 1st, 2012)
- A. Standar Kompetensi : Berkomunikasi dalam bahasa Inggris setara dengan *Novice level* atau tingkat pemula.
- B. Kompetensi Dasar : Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.
- C. Indikator :
1. Siswa dapat membaca dan menjelaskan *travel timetable* atau jadwal perjalanan dengan tepat.
 2. Siswa dapat memahami ungkapan untuk meminta dan memberi informasi.
 3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi informasi berdasarkan jadwal yang sudah ada dengan tepat.
- D. Tujuan Pembelajaran:
1. Siswa mampu membaca dan menjelaskan *travel timetable* atau jadwal perjalanan dengan tepat.
 2. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi informasi dengan tepat.
 3. Siswa mampu untuk menggunakan ungkapan untuk meminta dan memberi informasi berdasarkan jadwal perjalanan yang sudah ada secara berpasangan dengan tepat.

E. Materi Pembelajaran:

1. Expressions: Asking for and giving information
2. Exercise.
3. Travel timetable (jadwal perjalanan).
4. Example of dialogue.

F. Model pembelajaran: PPP (Presentation, Practice, Production).

G. Langkah-langkah pembelajaran:

1. Kegiatan Awal (5 menit)

- Greeting (menyapa siswa) dengan bahasa Inggris
- Menanyakan kondisi siswa
- Memulai pelajaran
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran kepada siswa

2. Kegiatan Inti

Presentation

- Guru memberikan handout atau materi pembelajaran kepada siswa.
- Guru menanyakan apakah siswa pernah melihat jadwal perjalanan.
- Guru menunjukkan sebuah gambar dan bertanya mengenai gambar tersebut kepada siswa agar siswa memberi respon berdasarkan pendapat mereka sendiri (eliciting).
- Guru menunjukkan contoh dari jadwal perjalanan kepada siswa
- Guru menanyakan ciri-ciri dari jadwal perjalanan kepada siswa.
- Guru menjelaskan ciri-ciri dari jadwal perjalanan kepada siswa
- Guru menjelaskan ungkapan untuk meminta dan memberi informasi di handout.
- Guru meminta beberapa siswa secara berpasangan untuk membaca contoh dialog yang ada di materi pembelajaran dan membahasnya bersama-sama.
- Guru menunjukkan jadwal perjalanan kepada siswa

- Guru mempresentasikan cara melakukan role play berdasarkan contoh dari jadwal perjalanan.
- Guru juga menunjukkan contoh dialog yang benar kepada siswa.

Practice

- Siswa mengerjakan latihan yang ada di handout
- Siswa membuat dialog berdasarkan jadwal yang sudah tersedia.
- Siswa diberi waktu 20 menit untuk membuat dialog dengan ungkapan untuk meminta dan memberi informasi secara berpasangan dan bersiap-siap untuk memperagakan dialog yang mereka buat di depan kelas.

Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat di depan kelas.

3. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru menjelaskan kembali materi tentang *travel timetable* dan ungkapan untuk meminta dan memberi informasi.
- Guru menyuruh siswa mempersiapkan materi untuk pertemuan berikutnya.
- Guru menutup pelajaran.

H. Sumber,bahan,dan alat: picture, cue cards.

The Researcher

Winayu Kumala R.P.

NIM. 06202244023

TASK 1

See the picture and tell the pictures below.

1.



2.



3.



4.



5.



2. Meaning of words

Timetable: a list of the times when events are planned to happen, especially the times when buses, trains and planes leave and arrive

Travel Agency: a company or shop that makes travel arrangements for people.

Travel Agent: a person or company that arranges tickets, hotel rooms, etc. for people going on holiday or making a journey

3. Dialogue

Dialogue between customer and clerk in travel agency.

A: Hello, what can I do for you?

S.: Hello, I wanna travel to Manhattan! Could you tell me something about it?

A.: Sure, what do you wanna know?

A.: What is the date of your departure?

S.: October, 25th.

A.: When are you going to fly back?

S.: November, 20th.

A.: Well, what class do you wanna fly?

S.: 1st class, what's it gonna cost together?

A.: It's gonna cost \$11000.

S.: That's a lot of money, but I'm a millionaire, so it doesn't matter!

A.: Do you wanna know something about history of New York?

S.: Yeah, sure!

A.: So you can go to the American Immigration Center on Ellis Island.

S.: Where can I get great food?

A.: At Bayard's, but it cost \$ 51 or more!

S.: If they have good food I don't care!

A.: You've got the money!

S.: Thanks, for the help!

A.: No problem! Have a nice day!

S.: You, too!

TASK 2

1. Read the timetables and answer the questions below.

a. Bus timetable

**Jadwal
Pemberangkatan**

Kota Asal Yogyakarta	No Armada	Jam Berangkat	Kelas	Harga Tiket	Sisa Kursi
Kota Tujuan Jakarta	Seri A	14.30	Patas	110.000	7
	Seri F	14.45	VIP	125.000	8
Tanggal Berangkat 26 Januari 2011	Seri E1	15.00	Executive	165.000	4
	Seri E2	15.00	Executive	165.000	6

- 1) What time does the bus series A leave from Yogyakarta to Jakarta?
- 2) What is the class of the bus series F?
- 3) What times about the bus series E1 will go?
- 4) How many the rest of the bus chairs in series E2?
- 5) How much does the ticket price of the bus series F?
- 6) How much does the ticket price of the bus series E1?

b. Train timetable

JADWAL KEBERANGKATAN KERETA API JURUSAN MEDAN - TANJUNG BALAI ASAHAN

BERANGKAT	JAM	GERBONG K A	TIBA / TUJUAN	JAM
MEDAN	06.50 WIB	PUTRI DELI U 14	TANJUNG BALAI	11.02 WIB
MEDAN	12.40 WIB	PUTRI DELI U 16	TANJUNG BALAI	17.05 WIB
MEDAN	17.15 WIB	PUTRI DELI U 18	TANJUNG BALAI	21.46 WIB

JADWAL KEBERANGKATAN KERETA API JURUSAN TANJUNG BALAI ASAHAN - MEDAN - BINJAI

BERANGKAT	JAM	GERBONG K A	TIBA / TUJUAN	JAM
TANJUNG BALAI	07.30 WIB	PUTRI DELI U 13	MEDAN	11.49 WIB
TANJUNG BALAI	11.50 WIB	PUTRI DELI U 15	MEDAN	16.25 WIB
TANJUNG BALAI	18.45 WIB	PUTRI DELI U 17	MEDAN	23.07 WIB

- 1) What time the train number U 14 departed from Medan to Tanjung Balai?
- 2) What time the train number U 16 from Medan arrived to Tanjung Balai?
- 3) What time the train number U 13 departed from Tanjung Balai to Medan?
- 4) What time the train number U 15 from Tanjung Balai arrived to Medan?

c. Plane Timetable

JADWAL PENERBANGAN JAKARTA - BATAM - JAKARTA

FROM	TO	DEPARTURE TIME (WIB)	ARRIVAL TIME (WIB)	FLIGHT NO
GARUDA INDONESIA				
JAKARTA	BATAM	06.15	07.45	GA150
		11,05	12,35	GA152
		14,10	15,40	GA154
		16,50	18,20	GA156
BATAM	JAKARTA	08.20	09.55	GA151
		13,10	14,45	GA153
		16,15	17,50	GA155
		18,55	20,30	GA157
LION AIR				
JAKARTA	BATAM	08.40	10,20	JT0374
		10,45	12,25	JT0370
		13,30	15,10	JT0378
BATAM	JAKARTA	10,50	12,30	JT0373
		13,00	14,40	JT0371
		15,55	17,35	JT0379
SRIWIJAYA AIR				
JAKARTA	BATAM	10,10	11,45	SJ034
BATAM	JAKARTA	16,15	17,45	SJ035
AirAsia				
JAKARTA	BATAM	06.40	08.15	QZ7550
		08.50	10,25	QZ7554
		11,25	13,00	QZ7552
		14,55	16,30	QZ7556
BATAM	JAKARTA	08.40	10,15	QZ7551
		10,50	12,25	QZ7555
		13,25	15,00	QZ7553
		16,55	18,30	QZ7557

- 1) What time the flight number GA150 of Garuda Indonesia airline departed from Jakarta to Batam?
- 2) What time the flight number JT0374 of Lion Air airline departed from Batam to Jakarta?
- 3) What time the flight number SJ035 of Sriwijaya Air airline from Batam arrived to Jakarta?
- 4) What time the flight number QZ7550 of Air Asia airline from Jakarta arrived to Batam?

2. How to tell the time

Example: 7:45 - seven forty-five

11:06 - eleven (oh) six

7.15 - fifteen minutes past seven

7.45 - fifteen minutes to eight

5:30 - half past five

7:00 - seven o'clock

7:10 - ten past seven

17:20 - twenty past five

00:00 - midnight

12:00 - midday atau noon

3:15 - a quarter past three in the morning or a quarter past three at night

3:15 - three fifteen a.m.

3:15 - fifteen minutes past three or a quarter past three

06:10 - ten past/after six

05:50 - ten to/before/of/till six

3. WH-QUESTIONS

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see at the party?

4. Asking for and giving information.

Asking for information

- I'd like to know
- I'm interested in
- Could you tell me?
- Do you know?

- Could you find out ...?
- Could I ask ...?
- Do you happen to know ...?

Giving Information

- That's right.
- Right.
- OK.
- Yes.
- Exactly!

TASK 3

1. Complete this dialogue with the sentences below

Travel Agent : Can I help you?

Tourist : Yes, I would like go to surabaya.

.....? (1)

Travel Agent : You can take bus number.....

Tourist :? (2)

Travel Agent : it is about 7 o'clock

Tourist :? (3)

Travel Agent : Rp. 7.500

1. What is tourist's dialogue to travel agent in number 1?

- a. Which bus goes to Surabaya? b. Where the bus goes to Surabaya?
c. Could I goes to Surabaya ? d. Can I take the bus to Surabaya ?

2. What is tourist's dialogue to travel agent in number 2?

- a. What time it is? b. what times about the bus will go?
c. How about the bus will go? d. What is times now?

3. What is tourist's dialogue to travel agent in number 3?

- a. How much Money you have?
- b. do you have much money to take the bus?
- c. How much money you get?
- d. How much money to take the bus?

2. Pronunciation

a. Class: /kla:s/ *noun*

[C] a group into which goods, services or people are put according to their standard.

b. Economy: i'kɒn.ə.mi/ *noun*

(using) the cheapest and least comfortable type of seats on an aircraft.

c. Airline: /'eɪ.laɪn/ *noun*

a business that operates regular services for carrying passengers and/or goods by aircraft

d. Reservation: /,rez.ə'veɪ.ʃən/ *noun*

[C or U] when you arrange to have something such as a seat on an aircraft or a table at a restaurant kept for you

e. Travel: /'træv.əl/ *verb*

to make a journey, usually over a long distance.

f. Flight: /flaɪt/ *noun*

[C] a journey in an aircraft.

g. Ticket: /'tik.it/ *noun* [C] proof of payment

a small piece of paper or card given to someone, usually to show that they have paid for an event, journey or activity.

Example:

a.) You want to go to Bandung by bus.

Travel Agent : Can I help you?

Tourist : Yes, I would like go to Bandung.

Tourist: **Could you tell me the class of bus?**

Travel Agent: **Right.** There are three classes. They are economy, business class, and first class.

Tourist: I would like economy class. **Which is an economy bus goes to Bandung?**

Travel Agent : You can take bus number one.

Tourist: **What times about the bus will go?**

Travel Agent: It is about 7 o'clock

Tourist: **How much** money to take the bus?

Travel Agent : Rp. 7.500,00

b.) You want to go to Surabaya by train.

Costumer : Excuse me, **I would like to know what time does the train leave?**

Information Officer: **Exactly.** The train leaves at 06.10.

Costumer : **What time does it arrive to Surabaya?**

Information Officer : 11.15.

Travel Agent : And what class would you like? Economy, business class, or first class?

Costumer : I would like economy class.

Costumer : **How much money to take the train in economy class?**

Travel Agent : Rp. 150.000,00
Costumer : **Which is an economy train goes to Surabaya?**
Travel Agent : You can take train number three.
Costumer : Ok. Thank you very much.

c.) You want to go from Jakarta to Yogyakarta by plane.

T: Good morning, sir. How may I help you?

C: Good morning. **Could I ask you about making an airline reservation, please?**

T: **Yes. Where would you like to fly to and from?**

C: From Jakarta to Yogyakarta

T: O.K and **when** would you like to travel?

C: I'd like to leave Jakarta 1st of April.

T: Okay, well there's a flight on the morning, the 1st of April by Garuda Airline.

C: **How much is ticket?**

T: Rp.700.000,00

C: Thanks, for the help.

A.: No problem. Have a nice day.

S.: You, too.

TASK 4

Make your own dialogue in pairs. See an example of dialogue in previous task. Choose one of three timetables below. Perform your dialogue in front of class. Do in turns.

1. Bus Timetable

Jadwal Pemberangkatan

No Armada	Jam Berangkat	Kelas	Harga Tiket	Sisa Kursi
Seri A	14.30	Patas	110.000	7
Seri F	14.45	VIP	125.000	8
Seri E1	15.00	Executive	165.000	4
Seri E2	15.00	Executive	165.000	6

Kota Asal Yogyakarta
Kota Tujuan Jakarta
Tanggal Berangkat 26 Januari 2011

2. Plane Timetable

JADWAL PENERBANGAN MURAH PER JUNI 2012 JAKARTA - SURABAYA

NO	WAKTU		MASKAPAI	PEMBERANGKATAN				HARGA (Rp)
	Hari	Tanggal		Departure		Arrive		
1	Kamis	7 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	285,000.00
2	Jumat	8 Juni 2012	Batavia Air	Jakarta	6.25	Surabaya	7.45	410,000.00
3	Sabtu	9 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	373,000.00
4	Minggu	10 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	340,000.00
5	Senin	11 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	373,000.00
6	Selasa	12 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	285,000.00
7	Rabu	13 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	285,000.00
8	Kamis	14 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	285,000.00
9	Jumat	15 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	373,000.00
10	Sabtu	16 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	373,000.00
11	Minggu	17 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	373,000.00
12	Senin	18 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	285,000.00
13	Selasa	19 Juni 2012	Merpati	Jakarta	19.50	Surabaya	21.10	373,000.00
14	Rabu	20 Juni 2012	Batavia Air	Jakarta	9.05	Surabaya	10.25	410,000.00
15	Kamis	21 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13	373,000.00
16	Jumat	22 Juni 2012	Batavia Air	Jakarta	6.25	Surabaya	7.45	410,000.00
17	Sabtu	23 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	373,000.00
18	Minggu	24 Juni 2012	Merpati	Jakarta	11.40	Surabaya	13.00	373,000.00

3. Train Timetable

JAKARTA – BANDUNG		
NO KERETA	JAM	
	BERANGKAT	DATANG
17068	17.40	20.55
30020	05.45	09.18
30022	09.15	12.38
30024	11.30	14.58
30026	16.15	19.39
30028	19.00	22.26
30030	20.25	23.46

TICKET PRICE

Bisnis : Rp. 30.000 (Business)
Eksekutif : Rp 45.000 – Rp 65.000 (Executive)

PRE-TEST

1. See the example of personal message below. Then make a dialogue to ask help to your friend based on the situation. Do in pairs. Do in turns.

The example of dialogue:

Dewi: Hi Risa.

Risa: Hi Dewi.

Dewi: What are you doing?

Risa: I am cooking in the kitchen.

Dewi: **Could you help me** to make chocolate cake in my home? Please come to my home.

Risa: **Okay, no problem.** What time I can come to your home?

Dewi: Thanks. At 03.00 p.m.

PERSONAL MESSAGE

To : Della

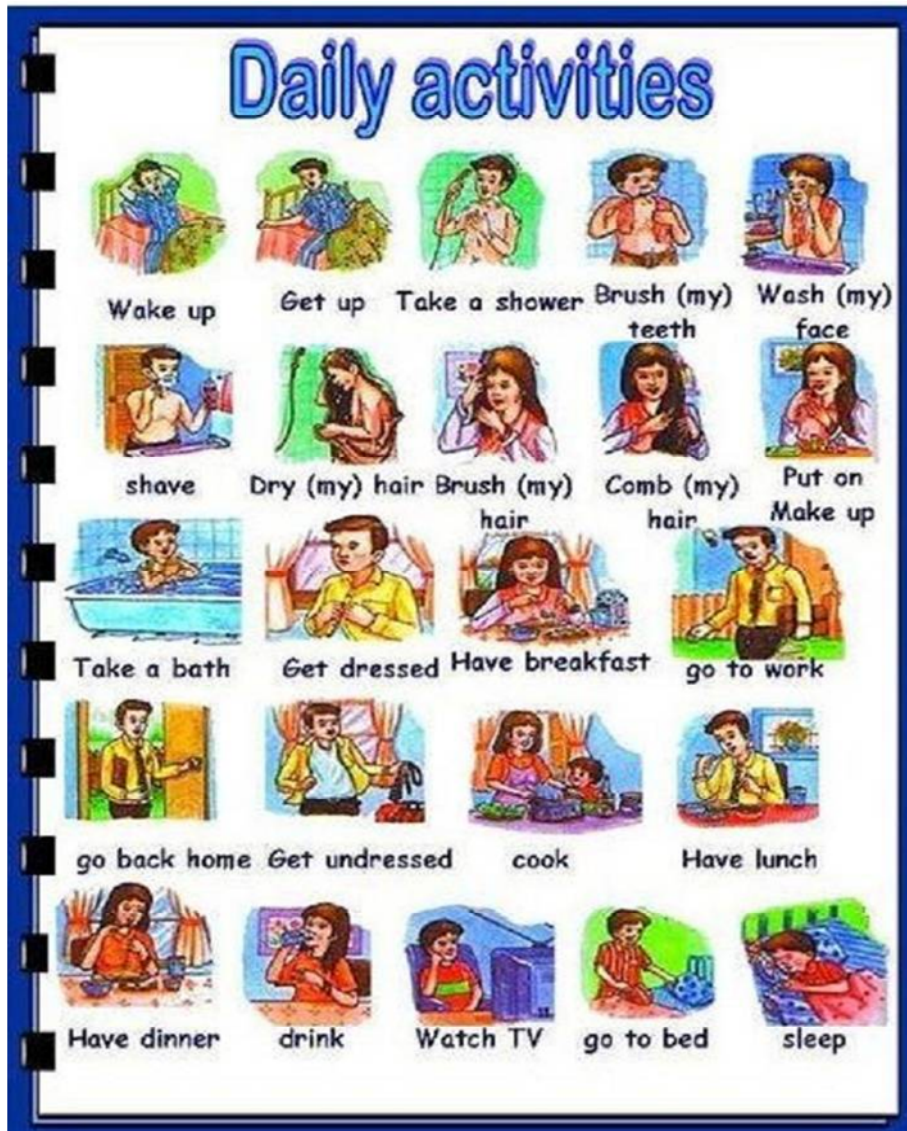
From: Ketty

I want to go to the market. My mother asked me to buy fruits and vegetables. Please, accompany me to go there. I hope you come to my home at 08.00 o'clock. Thank you.

Role 1: as Della

Role 2: as Ketty

2. See the example of the activities below. Then make a dialogue to ask daily activities of your friend. Do in pairs. Do in turns.



Example of Dialogue:

Raisa: Hi, how are you?

Carla: I'm fine thank you, and you?

Raisa: I'm fine too.

Raisa: **Could you tell me about your daily routine?**

Carla: **Right.**

Raisa: So...when do you get up?

Carla: I usually get up at 05.30 a.m.

Raisa: What do you do after get up?

Carla: After get up, I take a bath.

Raisa: Ok...What do you eat for breakfast?

Carla: I like to have a glass of milk and fresh bread.

Raisa: What time do you usually go to school?

Carla: I go to school at seven.

Raisa: What time do you finish school?

Carla: At two o'clock.

Raisa: What do you do after lunch?

Carla: I clean the house.

Raisa: What do you usually do in the afternoon or evening?

Carla: I usually read a book in the evening.

Raisa: What time do you usually go to bed?

Carla: I usually go to bed at eleven o'clock.

POST-TEST

1. **Make your own dialogue in pairs. Choose one of two memos below. Make a dialogue based on the memo. Perform your dialogue in front of the class. See an example of dialogue below. Do in turns.**

Example of dialogue:

Silvia: Excuse me

Bella: Come in

Bella: “Silvia, **Can you help me?**”

Silvia: “**What can I do for you?**”

Bella: “**Could you type a meeting schedule for this week?**”

Silvia: **Sure, I'd be glad to do it.**

Bella: Thanks, Silvia.

a.

MEMO
<p>To: Marie (Secretary)</p> <p>From: Mrs. Vega</p> <p>I ask you to type this paper for me before three o'clock in the afternoon. The paper is about the agenda of an important meeting and the proposal of a sales project. Please prepare it well.</p>

Role 1: Marie as secretary

Role 2: Mrs. Vega as manager

Agenda /ə'dʒen.də/ *noun*

: a list of matters to be discussed at a meeting.

Proposal /prə'pəʊ.z ə l/ *noun*

: a suggestion, sometimes a written one.

Sales /seɪl/ *noun*

: [C or U] an act of exchanging something for money.

Project /'prɒdʒ.ekt/ *noun*

: a piece of planned work or an activity which is finished over a period of time and intended to achieve a particular aim.

b.

MEMO
<p>To: Ami (Secretary) From: Mrs. Devi (Manager)</p> <p>I must go to meet a client at 10 'clocks. Please, ask the guests to leave a messege. Don't forget to check attendance lists of employees.</p>

Role 1: Ami as secretary

Role 2: Mrs. Devi as manager

Client /'klaɪ. ə nt/ *noun*

: a customer or someone who receives services.

Employee /ɪm'plɔɪ.i:/ *noun*

: someone who is paid to work for someone else.

Attendance /ə'ten.d ə n t s/ *noun*

: being present.

2. **Make your own dialogue in pairs. Choose one of three timetables below. Make a dialogue based on the timetable. Perform your dialogue in front of class. Do in turns.**

Example:

a. You want to go to Bandung by bus.

Travel Agent : Can I help you?

Tourist : Yes, I would like go to Bandung.

Tourist: **Could you tell me the class of bus?**

Travel Agent: **Right.** There are three classes. They are economy, business class, and first class.

Tourist: I would like economy class. **Which is an economy bus goes to Bandung?**

Travel Agent : You can take bus number one.

Tourist: **What times about the bus will go?**

Travel Agent: It is about 7 o'clock

Tourist: **How much money to take the bus?**

Travel Agent : Rp. 7.500,00

b. You want to go to Surabaya by train.

Costumer : Excuse me, **I would like to know what time does the train leave?**

Information Officer: **Exactly.** The train leaves at 06.10.

Costumer : **What time does it arrive to Surabaya?**

Information Officer : 11.15.

Travel Agent : And what class would you like? Economy, business class, or first class?

Costumer : I would like economy class.

Costumer : **How much money to take the train in economy class?**

Travel Agent : Rp. 150.000,00

Costumer : **Which is an economy train goes to Surabaya?**

Travel Agent : You can take train number three.

Costumer : Ok. Thank you very much.

c. You want to go from Jakarta to Yogyakarta by plane

T: Good morning, sir. How may I help you?

C: Good morning. Could I ask you about making an airline reservation, please?

T: **Yes. Where would you like to fly to and from?**

C: From Jakarta to Yogyakarta

T: O.K and **when would you like to travel?**

C: I'd like to leave Jakarta 1st of April.

T: Okay, well there's a flight on the morning, the 1st of April by Garuda Airline.

C: **How much is ticket?**

T: Rp.700.000,00

C: Thanks, for the help.

T: No problem. Have a nice day.

S.: You, too.

1. Plane Timetable

THAI AIRWAYS FLIGHT SCHEDULE							
ROUTE: BANGKOK - PHUKET				ROUTE: PHUKET - BANGKOK			
FLIGHT NUMBER	DEPARTURE	ARRIVAL	FREQUENCY	FLIGHT NUMBER	DEPARTURE	ARRIVAL	FREQUENCY
TG 201	7.35 AM	9.00 AM	DAILY	TG 226	7.25 AM	8.50 AM	DAILY
TG 203	8.30 AM	9.55 AM	DAILY	TG 202	10.00 AM	11.30 AM	DAILY
TG 205	10.00 AM	11.20 AM	DAILY	TG 206	10.55 AM	12.25 AM	DAILY
TG 207	10.55 AM	12.15 AM	DAILY	TG 208	1.05 PM	2.30 PM	DAILY
TG 211	12.25 AM	1.45 PM	DAILY	TG 212	2.40 PM	4.05 PM	DAILY
TG 215	2.15 PM	3.35 PM	DAILY	TG 214	3.10 PM	4.35 PM	DAILY
TG 217	4.00 PM	5.20 PM	DAILY	TG 216	4.25 PM	5.50 PM	DAILY
TG 221	6.20 PM	7.40 PM	DAILY	TG 218	6.25 PM	7.50 PM	DAILY
TG 223	7.20 PM	8.40 PM	DAILY	TG 222	8.50 PM	10.15 PM	DAILY
TG 225	10.40 PM	11.59 PM	DAILY	TG 224	9.30 PM	10.55 PM	DAILY

TICKET PRICE:

THAI AIRWAYS: Rp. 510.000,00.

2. Train Timetable

ARGOGEDE

BANDUNG – GAMBIR				
NO. KA	BERANGKAT BANDUNG	DATANG JATINEGARA	DATANG GAMBIR	KETERANGAN
15	06.00	08.40	08.52	
17	07.35	10.12	10.26	
19	10.30	13.15	13.27	
7009	12.00	14.48	14.58	Berjalan setiap Minggu
21	14.30	17.12	17.24	
23	16.15	18.57	19.10	
25	18.30	21.18	21.31	

TICKET PRICE:

ARGO GEDE: Rp. 50.000 – 60.000

3. Bus Timetable

JADWAL BUS EFISIENSI	
KEBERANGKATAN	
YOGYAKARTA - CILACAP	CILACAP - YOGYAKARTA
TERMINAL GIWANGAN	TERMINAL CILACAP
harga tiket : PATAS Biasa Rp. 40.000 ,-	
Executive Rp. 45.000,-	
06.00 WIB	03.00 WIB
07.00 WIB	06.00 WIB
08.00 WIB	07.00 WIB
09.00 WIB	08.00 WIB
10.00 WIB	09.00 WIB
11.00 WIB	10.00 WIB
12.00 WIB	11.00 WIB
13.00 WIB	12.00 WIB
14.00 WIB	13.00 WIB
15.00 WIB	14.00 WIB
16.00 WIB	15.00 WIB
17.00 WIB	16.00 WIB
19.00 WIB	17.30 WIB

TICKET PRICE :

EKSEKUTIF : Rp. 45.000,00 (Executive)

SEMI-EXPRESS : RP. 40.000,00

OBSERVATION CHECKLIST

No	Observation Items	Score/meeting					
		1	2	3	4	5	6
I	The Teaching and Learning Process						
A	Pre-teaching						
	1. The teacher greet the students	3	3	3	3	3	3
	2. The students respond to the greeting	3	3	3	2	3	3
	3. The teacher asks the students' condition	3	3	3	3	3	3
	4. The students tell their condition to the teacher	3	3	3	3	3	3
	5. The teacher calls the roll	4	3	3	3	3	3
	6. The teacher outlines the materials	3	3	3	3	3	3
	7. The teacher explains the goal of teaching and learning	2	2	2	3	3	3
B	Whilst-teaching						
	1. The students are ready to learn the materials	1	2	3	3	3	3
	2. The teacher asks the students to read the dialogues	2	3	3	3	3	3
	3. The students read the dialogues	2	3	3	3	4	4
	4. The students identify the expressions used in the dialogues	2	2	3	3	3	3
	5. The teacher gives chances to the students for asking questions	3	3	2	3	3	3
	6. The students ask questions	2	2	2	3	3	3
	7. The students ask to their classmates	2	2	3	3	3	3
	8. The teacher checks the students' understanding	3	3	3	3	3	3
	9. The teacher give enough time to the students to arrange their seat/to move in groups	3	3	3	3	3	3
	10. The students cooperate well in groups	2	2	3	3	3	4
	11. The students speak in English	1	1	2	3	3	3
	12. The students use dictionary to help them	1	2	3	3	3	3
	13. The students offer themselves to be the volunteer.	0	0	2	2	3	3
C	Post-Teaching						
	1. The teacher summarize and reflects the lesson	3	3	3	3	3	3
	2. The students reflect their learning	2	2	3	3	3	3
	3. The teacher previews on the upcoming materials	0	0	0	2	3	3
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	0	0	0	3	3	3
D	Class situation						
	1. Students' enthusiasm/motivation	2	2	3	3	3	3
	2. Students' involvement	2	2	2	3	3	3
	3. Time alocation	2	2	2	3	3	3
	4. The use of media	3	3	3	3	3	3
	5. The teacher's instructions	2	2	2	3	3	3

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

Observer

Teacher

Field Note 1 (PRE-TEST).

Meeting : 1st (Wednesday, February 22nd, 2012)

Language Function : Asking for and giving help and information.

Theme : Personal Message and Daily activities.

PHASE	TIME	ACTIVITY	CLASS SITUATION
1.Pre-Teaching	07.10-07.15	R introduces herself to the class and explain her purposes to do the action in that class. After the introduction R takes over the class and starts the class, calls the roll, and outlines the materials.	The researcher and Mrs. Ismaryani (T) as collaborator entered to the class. St paid attention to the researcher. R greeted the St first by saying 'Good morning' followed by 'How are you?'. St responded to the greetings by saying 'Good morning. Fine, and you?' loudly. R answered with 'Very well, thanks'. Then R introduced herself by telling her name, address and age. St paid attention to her. Then R said that in this meeting will be held speaking assessment. The teacher had tell to the students in previous meeting that today will be held speaking assessment. The researcher calls a roll with asking "Who is absent today?" St answered, "Nihil Bu". The researcher said that they must answered "No one Miss". R began with distributing the pre-test handouts.
2. Whilst-teaching	07.15-07.35	Presentation	Then, R began with asking "Did you know what personal message is?". "Personal itu apa miss saya lupa". (What is personal miss? I forget it). Then R explained what personal is. One of the students answered, "sms miss". (short message service miss). "Good", answered R. R showed picture about daily activities to the students. R asked, 'What picture is?'. Some St answered, "kegiatan miss". Then R asked again, "Do you know the meaning of daily activities?" Some St answered, "Yes miss." "Aktivitas ya?" "Daily itu apa"? (What daily is). "That's right", answered R. Then R explained what daily is. What do you say when you asking and giving

			for help or information? St replied, <i>'Apa miss aku ga tau'</i> . Then R gave the formula of those expressions. R wrote the formula to ask and giving help or information on the white board. After that, the R asked to St, <i>"Have you ever done role play in speaking exercise?"</i> St answered, <i>"Belum Miss"</i> . <i>"Aku juga ga tau apa itu role play."</i> Then, R presented the rule to do role play to the students. St was given thirty minutes to learn the pre-test.
	07.35-08.00	Practice	St were asked to make their own dialogue and perform it in front of the class for the pre-test.
	08.00-08.25	Production	Afterthat, R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of class, <i>"Who is to be volunteers for reading the dialogues?"</i> St answered, <i>"Apa maksudnya Bu?"</i> (What is the meaning, Miss). The researcher used Indonesian translation to give instruction. Some students replied, <i>'Malu miss takut salah'</i> . None of the students who wanted to perform their work. R took the attendance list and called two students to perform it. R assessed St' performance in front of the class. R assessed the student's speaking skill. The teacher as collaborator observed the activity.
3. Post-teaching	08.25-08.30		Researcher ended the activities. R said, <i>"Thanks for your participation"</i> . <i>"Good bye"</i> . St replied, <i>"Good bye"</i> .

Field Note 2Meeting : 2nd (Thursday, 23rd February 2012)

Language Function : Asking and giving help

Theme : Personal memo

PHASE	TIME	ACTIVITIES	CLASS SITUATION
1. PRE-TEACHING	07.10-07.15	<p>a. R greets the students.</p> <p>b. R asks St's condition</p> <p>c. R calls the roll</p> <p>d. R outlines the materials</p> <p>e. R explains the objective of the lesson</p>	R greeted St by saying <i>Good afternoon</i> , replied by <i>Good afternoon</i> from the St. R asked St, " <i>How are you?</i> " St replied by saying <i>Fine, thank you</i> . R asked who was absent. Some St answered, " <i>No one miss</i> ". R said that we would have a role play that similar with the pre-test.
2. WHILST-TEACHING	07.15-07.35	<p>PRESENTATION</p> <p>a. R asked to the students whether you ever left the message to your friend or family.</p> <p>b. R showed a picture to elicit the students' response.</p> <p>c. R showed personal memo to the students. Then R asked about the characteristics of personal memo to St.</p> <p>d. R explained the characteristics of personal memo to the students.</p> <p>e. R explained the expression of asking and giving help to St.</p> <p>f. R asked some students to read the dialogue in pairs. Then R and St discussed it.</p> <p>g. R showed cue cards that consisted of the situation and vocabulary.</p>	R distributed the handouts. R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of class. Then, R began with asking " <i>Did you ever leave message to your friend or family?</i> ". Some students try to answer the question from the R. The other students looked confused. R showed a picture to the students and R asked "What is this picture?". Most of the students answered with Indonesian language. " <i>Surat miss</i> ". The researcher repeated to ask, Is any other idea? Other St answered, " <i>pesan Miss</i> ". The researcher answerd, "Ok, Good." R asked, " <i>Did you ever get personal message?</i> " " <i>Yes Miss</i> ", they replied. " <i>Did you know memo?</i> " R asked again. " <i>Yes mengerti miss tapi sedikit.</i> " " <i>Is personal message similar to personal memo?</i> " R asked. " <i>Apa itu similar miss</i> ", they asked. R translated it in Indonesian. St answerd, <i>Ga tau miss aku bingung</i> . R answered that personal message similars to personal memo. Then, R explained about personal memo. R explained the characteristics of personal memo to St. Then R asked again, " <i>What did you say when you asking for help?</i> ". St replied, <i>Ga</i>

		<p>h. R presented the rule to do role play to the students.</p> <p>i. R showed a correct dialogue to the students.</p>	<p><i>tau miss, lupa</i>". Then R explained the expression of asking and giving help to St.</p>
07.35-08.00	<p>PRACTICE</p> <p>a. St study Task 3.</p> <p>b. St do Task 4. St choose one of some memos in handout. Memo contains a situation and vocabulary as a cue card.</p> <p>c. St Practice asking their partner by using expression of asking and giving help and get ready to perform it in front of the class.</p>	<p>R asked St to study the dialogues in Task 3. Some students practiced the dialogues in pairs, some others read them and discussed them with their partner. Then R said that they would be given a role card or personal memo that containing a situation. They must be make dialogue using the expression of asking and giving help based on memo as a role card. R gave twenty minutes to practice it. St looked confused with the instruction. R moved around the classroom and helped some students to find what they should do. R moved to the front of the class and said that they should read the memo and act a role based on a situation based on the memo. Some St catch her instruction but others still asked to other else. R took a role card and read the sentences aloud in front of the class. Then R gave examples of the questions made from that role card. It helped the St a lot in understanding the instruction. R also gave the meaning of vocabulary in English.</p>	
08.00-08.25	<p>PRODUCTION</p> <p>Every group must present their work in the front of the class.</p>	<p>When R asks St to read the result of their works, there is no St who wants to be a volunteer to read it in front of the class. St answered, "<i>Ga miss, belum siap.</i>" To solve this problem, R calls some students from the attendance list to read it from their seat. After that, R and St discuss the dialogue together. R showed memo that contains the situation and vocabulary. St asked the meaning of some words to R. R explained it. Then, R presented the rule to do</p>	

			role play to the students. R showed a correct dialogue to the students. R asked the St whether there was any question, but the students answered <i>not yet</i> .
3. POST-TEACHING	08.25-08.30	a. R Checks St' understanding b. R Reflects the lesson c. R Closes the lesson	R asked the St to listen to her. R reflected the lesson by asking what they feel about ta role play. Some St answered, It's confusing. R and all St close the class activity by saying prayer.

Field Note 3

Meeting : 3rd (Saturday, 25th February2012)

Language Functions : Asking and giving information.

Theme : Daily schedule

PHASE	TIME	ACTIVITIES	CLASS SITUATION
1. PRE-TEACHING	08.30-08.35	a. R greets the students. b. R asks St's condition c. R calls the roll d. R outlines the materials e. R explains the objective of the lesson	R greeted the St by saying Good afternoon, replied by St with <i>Good afternoon</i> . R asked their condition, " <i>How are you?</i> " St replied by saying <i>fine, thank you</i> . R asked whether there was any St who was absent. St mentioned " <i>No one miss</i> ." R continued mentioning the material that is daily schedule.
2. WHILST-TEACHING	08.35-09.00	PRESENTATION a. R distributes the hand-outs b. R asked to the students whether you ever make daily schedule. b. R showed a picture to elicit the students' response. c. R showed daily schedule to the students. Then R asked to the students whether you ever ask about your friend's activities. d. St do task 2 e. R explained the	R distributed the hand outs and. Then, R began with asking " <i>Have you ever made daily schedule?</i> ", " <i>Is it similar to daily activities?</i> ". " <i>Schedule itu apa miss?</i> ". (What is schedule miss), asked St. She spells schedule in wrong pronunciation. Then R translated the meaning of schedule in Indonesian to St. Some students answered " <i>sudah miss</i> ". " <i>Please, say in English</i> ", replied the English teacher. " <i>Yes, I have</i> ", answered St. Other students was just smiled. R showed a picture to the students and R asked "What is this picture?". One of the students replied, " <i>Is it very funny miss</i> ". Some students try to guess the picture. R showed a picture of

		<p>expression of asking and giving information to St.</p> <p>f. S do task 3.</p> <p>g. R asked some students to read the dialogue in pairs. Then R and St discussed it.</p> <p>h. R presented the rule to do role play to the students.</p> <p>i. R showed a correct dialogue to the students.</p>	<p>daily activities and the description of daily activities. Then, R asked the students to do task 2. Then R explained how to tell the time. R also explained the expression of asking and giving information to St.</p>
	09.00-09.30	<p>PRACTICE</p> <p>a. St study Task 3.</p> <p>b. St do Task 4. St do role play based on some pictures, situation and word keys as a cue card.</p> <p>c. St Practice asking their partner by using expression of asking and giving information and get ready to perform it in front of the class.</p> <p>.</p>	<p>R asked the students to do task 3. R asked whether there were some of St who wanted to be volunteers to read the dialogue in front of the class. Some students replied, "<i>Ya miss, kita maju duluan.</i>" R replied, "<i>Good</i>", please perform it in the front of the class." Other students were still shy to perform their work. After that, R and St discuss the dialogue together. St do task 4. R showed cue cards that consisted of the situations and word keys. St asked, "<i>What is the meaning of this instruction miss?</i>" R explained it. Then, R presented the rule to do role play to the students. R showed a correct dialogue to the students. R asked the St whether there was any question, but the students answered "<i>not miss</i>". Then R gave a picture, the situation and word keys for St. R said, You must make dialogue using the expression of asking and giving information based on the situations and word keys in handouts. You can make a</p>

			dialogue based on the example of previous dialogue in task 3. R gave twenty minutes to practice it. St looked confused to make dialogue. Then, R said, you can read a previous dialogue in task 3. R gave the meaning of some difficult words in English.
	10-00-10.25	PRODUCTION -Every group must present their work in the front of the class.	When R asks St to read the result of their works, there were just some groups who wanted to be a volunteer to read it in front of the class. To solve this problem, R calls the other students from the attendance list to read it from their seat.
3. POST-TEACHING	10.25-10.30	a. R Checks St' understanding b. R Reflects the lesson c. R Closes the lesson	R asked whether there were any question. No one asked her. R asked the expressions in asking and giving information. Some students mentioned some expressions correctly. R asked St to give applause for their work today. R, C and all St ended the activities by saying prayer.

Field Note 4

Meeting : 4th (Wednesday, 29th February 2012)

Language Function : Asking and giving help

Theme : Official memo

PHASE	TIME	ACTIVITIES	CLASS SITUATION
1. PRE-TEACHING	07.10-07.15	a. R greets the students. b. R asks St's condition c. R calls the roll d. R outlines the materials e. R explains the objective of the lesson	R greeted St and asked St' condition. " <i>How's life?</i> ", asked the researcher. St confused to answer the teacher' greeting. The teacher explained that it has same meaning with " <i>How are you</i> ". St understand it. R repeated to ask St. Then, St replied the greeting loudly. " <i>Fine and you?</i> ". R replied, " <i>Very well thank you</i> ". St were still noisy. R asked who was absent. St answered " <i>No one miss</i> ". R calmed them down. R told them that they would learn an official memo.
2. WHILST-	07.15-	PRESENTATION	The researcher have gotten

TEACHING	07.35	<p>a. R distributes the hand-out.</p> <p>b. R asked to the students whether you ever know official memo.</p> <p>b. R showed a picture to elicit the students' response.</p> <p>c. R showed official memo to the students.</p> <p>d. R explained the expression of asking and giving help to St.</p> <p>f. R asked some students to read the dialogue in pairs. Then R and St discussed it.</p> <p>g. R showed cue cards that consisted of the situation and vocabulary.</p> <p>h. R presented the rule to practice the dialogue to the students.</p> <p>i. R showed a correct dialogue to the students.</p>	<p>permission to use office room. R told to St that today the lesson would be conducted in office room. St looked happy because they felt bored to have the lesson in the classroom. R distributed the handouts. Then, R began with asking "<i>Did you ever know official memo?</i>". Some students answered "<i>Yes miss</i>". Other students replied "<i>Not yet miss</i>". R showed a picture to the students and R asked "<i>What is this picture?</i>". Some students looks more enthusiastic to answer. Some students replied, "<i>desk miss</i>". One of the St replied, "<i>the room in office miss</i>". R replied, "<i>Good</i>". Some St still try to guess the picture. R showed official memo and asked St to answer some questions in task 2. Then R explained once again about the expression of asking and giving information. There was the student who want to go to toilet. She said, "<i>Miss saya izin ke toilet ya.</i>" Then researcher asked her to speak in English. She looked confused to speak in English. Then R told her to ask permission to toilet in English. R said, "<i>Would you please let me go to the toilet, Miss?</i>".</p>
	07.35-08.00	<p>PRACTICE</p> <p>St complete the conversation in Task 3 in pairs.</p>	<p>R told to St that R will give reward for active students. R asked St to study official memo and read the dialogues in Task 3. R asked the students to read dialogue. Some St said, "<i>I will read miss</i>". R replied, "<i>Ok, please read it</i>". Some students practiced the dialogues in pairs, some others read them and discussed them with their partner. Then R said that they would be given official memo that containing a situation. R asked St to study task 4. R asked St to make dialogue using the expression of asking and</p>

			giving help based on memo. R told to St that they must act as manager and worker. Manager could sit in chair and worker stand beside desk. <i>"You could use desk and chair as tool to do simulation"</i> . Some students answered, <i>"So we must sit in the chair and the partner stand, miss?"</i> R replied, <i>"Yes, that's right"</i> . R gave twenty minutes to practice it. St were accustomed with the instruction. R moved around the classroom and helped some students to practice dialogue. R also pronounce some difficult words and St repeat after her.
	08.00-08.25	PRODUCTION a. St make the dialogues in Task 4 and perform the result by read them in front of the class.	R asked all St in pairs to perform their work in front of the class. St looks more interested to perform firstly. Some St said, <i>"We get ready to perform it miss"</i> . R replied, <i>"Excellent"</i> . R said, <i>"Who next?"</i> Other St replied, <i>"Our group miss"</i> . R replied, <i>"Ok, Good"</i> .
3. POST-TEACHING	08.25-08.30	a. R Checks St' understanding b. R Reflects the lesson c. R Closes the lesson	R asked whether they have any questions. St answered no. R asked <i>"How the lesson today?"</i> . St replied, <i>"Interesting miss"</i> . Other St said, <i>"I feel more interested to learn miss."</i> St looked happy with the lesson today. R ended the class by saying prayer.

Field Note 5

Meeting : 5th (Thursday, 1st March 2012)

Language Function : Asking and giving information.

Theme : Travel Timetable.

PHASE	TIME	ACTIVITIES	CLASS SITUATION
1. PRE-TEACHING	07.10-07.15	a. R greets the students. b. R asks St's condition c. R calls the roll d. R outlines the	R entered the class. The class was ready with their handouts. R greeted St. St replied the greeting loudly and enthusiastically. R asked <i>'How's life'</i> . They answered <i>'Fine, thank you'</i> . R asked who was absent. St answered <i>"No</i>

		materials e. R explains the objective of the lesson	<i>one miss</i> ". R told them that they would learn travel timetable.
2. WHILST-TEACHING	07.15-07.35	PRESENTATION a. R distributes the hand-out. b. R asked to the students whether you ever know travel timetable. b. R showed a picture to elicit the students' response. c. R showed travel timetable to the students. d. R explained the expression of asking and giving information to St. f. R asked some students to read the dialogue in pairs. Then R and St discussed it. g. R showed cue cards that contains situation. h. R presented the rule to practice the dialogue to the students. R showed a correct dialogue to the students.	R distributed the handouts. Then, R began with asking "Did you ever know travel timetable?". One of students answered " <i>What is it?</i> ". Other students replied " <i>Not yet miss</i> ". R explained that timetable was same with schedule. R showed some pictures to the students and R asked, " <i>Have you ever gone to travel by bus, train, and plane?</i> ". Most of the students looks active. They were brave to answer. They replied, " <i>I have ever gone by bus</i> ". Other St replied, " <i>I have ever gone by train miss</i> ". Some St replied, " <i>I haven't ever gone by plane.</i> " R replied, " <i>Good</i> ". R asked to St, " <i>Have you ever bought tickets in travel agent?</i> " One of St replied, <i>I have ever bought tickets in travel agent miss</i> ". Other replied, " <i>Not yet miss</i> ". R showed travel timetable and asked St to answer some questions in task 2. Then R explained once again how to tell time to St. R also explained about WH-questions and the expression of asking and giving information to St. R asked to St " <i>Any questions?</i> " Some students were still confused. Then R explained it to them.
	07.35-08.00	PRACTICE St complete the dialogue in Task 3 and practice dialogue in pairs.	R asked St to do Task 3. They were asked to complete the dialogue. Then, R asked some St to read some dialogues in front of the class. R still gave a reward to active students. They were interested to read the dialogue. Some St read the dialogue spontaneously. Then R said that they would be given some timetables. R asked St to study task 4. R asked the students to act as officer and customer. R explained to St, "You acted as officer and customer". " <i>Read the</i>

			<i>timetable</i> ". "Make dialogues based on the timetable". "Do in pairs", said R. R asked St to make dialogues using the expression of asking and giving information based on the example on previous task. R gave twenty minutes to practice it. St were accustomed with the instruction. R moved around the classroom and helped some students to practice dialogue. R also pronounce some difficult words and St repeat after her.
	08.00-08.25	PRODUCTION a. St make the dialogues in Task 4 and perform the result by read them in front of the class.	R asked all St in pairs to perform their work in front of the class. Some St wanted to perform firstly. Some St said, "Miss our group first". R replied, "Please". R said, "Who next?" Other St replied, "Our group miss". R replied, "Ok, Excellent".
3. POST-TEACHING	08.25-08.30	a. R Checks St' understanding b. R Reflects the lesson c. R Closes the lesson	R asked St, "How do you feel with the lesson today?". "Fun miss". Other students replied, <i>I felt not bored miss to learn English</i> ". They said that they learned how to ask information in travel agent in English compliment others in English. R asked whether they enjoyed the lesson. St replied yes. R and St ended the class by saying prayer.

Field Note 6 (POST-TEST)

Meeting : 6th (Saturday, 3rd March 2012)
 Language Function : Asking and giving help and information.
 Theme : Official memo and travel timetable.

PHASE	TIME	ACTIVITIES	CLASS SITUATION
1. PRE-TEACHING	08.30-08.35	a. R greets the students. b. R asks St's condition c. R calls the roll d. R reviews the materials	R entered the class. The students were ready with their handouts. R greeted St. St replied the greeting loudly and enthusiastically. R asked 'How's life'. They answered 'Fine, thank you'. R asked who was absent. St answered "No one miss". R told them that she would give post-test to the students. R used topic that same with the previous meeting. They were official memo and timetable.

2. WHILST-TEACHING	08.35-09.00	<p>PRESENTATION</p> <p>a. R distributes the hand-out.</p> <p>b. R showed official memo and some timetables to the students.</p> <p>c. R explained the expression of asking and giving information to St.</p> <p>d. R explained again about WH- questions.</p> <p>g. R showed cue cards that contains situation.</p> <p>h. R presented the rule to practice the dialogue to the students.</p> <p>i. R showed a correct dialogue to the students.</p>	<p>The researcher reviewed the using of expression to ask for an giving help and information. Then R explained once again how to tell time to St. R also explained about WH-questions and the expression of asking and giving information to St. R asked to St “<i>Any questions?</i>” All students have understood with the material.</p>
	09.00-09.30	<p>PRACTICE</p> <p>St make dialogue.</p>	<p>R still gave a reward to active students. Then R said that they would be given some timetables. R asked St to study previous dialogue. R asked the students to act as manager and secretary and as officer and customer. St were not confused anymore. “<i>Make dialogues based on the situation</i>”. “<i>Do in pairs</i>”, said R. R asked St to make dialogue using the expression of asking and giving help or information based on the example of dialogue in previous meeting. R gave twenty minutes to practice it. St were accustomed with the instruction. R moved around the classroom and helped some students to practice dialogue. R also pronounce some difficult words and St repeat after her.</p>

	10-00-10.25	PRODUCTION	R asked all St in pairs to perform their work in front of the class. Some St wanted to perform firstly. Some St said, <i>"We are ready miss"</i> . R replied, <i>"Please"</i> . R said, <i>"Who next?"</i> Other St replied, <i>"Our group miss"</i> . R replied, <i>"Ok, Very good"</i> .
3. POST-TEACHING	10.25-10.30	a. R Checks St' understanding b. R Reflects the lesson c. R Closes the lesson	R asked St, <i>"How do you feel with the post-test today?"</i> . <i>"Interesting miss"</i> . Other students replied, <i>"I understand more about official memo and timetable"</i> . R and St ended the class by saying prayer.

INTERVIEW TRANSCRIPTS

R: Researcher

T: Teacher

S1, S2: Student

Interview 1

R: Bagaimana dialognya? Mudah kan?

S1: Ya lumayan miss, kamu bisa memahami dialognya?

R: Kalo kamu gimana?

S2: Susah miss. Harus dihafalin ya?

R: Ya.

(Wednesday, February 22nd, 2012)

Interview 2

R: Halo dek. Kamu suka bahasa inggris tidak?

S: Ya lumayan miss. Soalnya sulit untuk memahami.

R: Kalau guru mengajar dengan pictures atau gambar suka tidak dek?

S: Suka miss.

(Wednesday, February 22nd, 2012)

Interview 3

R: Hai dek. Kamu suka bahasa Inggris tidak?

S: Ya tergantung susah atau tidak materinya miss.

(Wednesday, February 22nd, 2012)

Interview 4

R: Hai dek. Kamu suka bahasa Inggris tidak?

S: Suka miss. Sulitnya kalau menghafal kosakata.

(Thursday, February 23rd 2012)

Interview 5

R: Sory dek mengganggu. Kalo kamu tidak tahu arti kata dalam bahasa Inggris gimana? Buka kamus tidak?

S: Kadang-kadang miss.

(Thursday, February 23rd 2012)

Interview 6

R: Kalau sebelum pelajaran guru menunjukkan gambar, apakah kamu menjadi lebih termotivasi untuk belajar?

S: Iya miss. Saya jadi lebih termotivasi untuk belajar karena biasanya guru tidak menggunakan gambar untuk mengajar.

(Thursday, February 23rd 2012)

Interview 7

R: Selamat pagi dek. Kamu suka pembelajaran bahasa Inggris seperti apa dek?

S: Pagi miss. Saya suka pembelajaran bahasa Inggris menggunakan gambar mbak.

(Saturday, February 25th 2012)

Interview 8

R: Kamu suka tidak dek kalo berbicara bahasa Inggris secara berpasangan?

S: Suka miss. Jadi punya teman untuk berdiskusi dan menjadi lebih percaya diri.

(Saturday, February 25th 2012)

Interview 9

R : Kamu setuju tidak kalau pelajaran diadakan di luar kelas?

S: Iya miss setuju. Biar tidak bosan.

(Saturday, February 25th 2012)

Interview 10

R: Kamu suka tidak kalau pembelajaran bahasa Inggris tidak hanya di kelas?

S: Suka miss. Saya jadi tidak bosan untuk belajar bahasa Inggris.

(Wednesday, 29th February 2012)

Interview 11

R: Bagaimana rasanya ketika kamu maju untuk berdialog ke depan kelas dalam pertemuan keempat?

S: Sudah tidak grogi miss karena dalam pertemuan sebelumnya juga sudah disuruh untuk presentasi atau maju di depan kelas. Jadi sudah terbiasa.

(Thursday, March 1st 2012)

Interview 12

R : Hai dek. Saya mau tanya tentang kegiatan berbicara. Apakah kamu merasa lebih percaya diri untuk berbicara dalam bahasa Inggris secara berpasangan?

S: Ya Miss. Saya lebih percaya diri untuk berbicara dalam bahasa Inggris karena saya tidak sendiri untuk mempresentasikan dialog di depan kelas.

(Thursday, March 1st 2012)

Interview 13

R: Kamu senang gak jika guru menggunakan gambar dalam pembelajaran bahasa Inggris?

S1: Ya miss. Saya jadi lebih semangat untuk belajar bahasa Inggris dengan gambar. R: Kalo kamu gimana?

S2: Saya lebih konsentrasi untuk mengikuti pelajaran.

R: Bagaimana dengan temanmu yang lain

S2: Saya rasa mereka lebih memperhatikan guru ketika sedang mengajar. Biasanya sebagian besar siswa tidak memperhatikan guru ketika mengajar bahasa Inggris.

(Thursday, March 1st 2012)

Interview 14

R: Maaf saya mengganggu kamu sebentar. Melalui kegiatan berbicara secara berpasangan apakah kamu menjadi lebih aktif untuk berpartisipasi dalam proses belajar dan mengajar bahasa Inggris?

S: Ya miss. Sebelumnya saya selalu pasif dalam pelajaran bahasa Inggris. Melalui kegiatan berbicara secara berpasangan ini saya diminta untuk dapat berkomunikasi dengan pasangan saya.

(Thursday, March, 1st 2012).

Interview 15

R: Menurut ibu teknik role play dapat membuat siswa aktif tidak?

T: Siswa kelas X-2 ini biasanya tidak terlalu aktif, tapi setelah menggunakan role play siswa jadi lebih aktif untuk berbicara bahasa Inggris.

(Thursday, March 1st 2012)

Interview 16

R: Menurut ibu setelah saya menggunakan role play, pictures, classroom English, rewards, apakah ada perkembangan pada speaking skill?

T: Menurut saya setelah menggunakan metode tersebut, siswa menjadi lebih berpartisipasi dalam kegiatan belajar dan mengajar bahasa Inggris. Selain itu siswa terbiasa untuk menggunakan bahasa Inggris di kelas dan juga lebih berani untuk berbicara bahasa Inggris.

(Thursday, March 1st 2012)

Interview 17

R: Permisi dek saya mau tanya menurutmu bagaimana pelajaran hari ini?

S: Cukup menyenangkan. Saya menjadi tidak bosan untuk belajar bahasa Inggris.

R: Saya mengerti. Bagaimana dengan temanmu?

S: Saya pikir mereka menjadi lebih termotivasi berbicara dengan bahasa Inggris. Biasanya mereka susah untuk maju di depan kelas.

R: Makasih dek.

S: Sama-sama miss.

(Saturday, March 3rd 2012).

Interview 18

R: Permisi dek. Apakah kamu senang ketika saya memberi hadiah dalam kegiatan pembelajaran bahasa Inggris?

S1: Ya miss. Saya jadi semangat ketika guru meminta saya untuk presentasi maju ke depan kelas.

R: Bagaimana dengan kamu?

S2: Saya biasanya gak berani untuk maju di depan kelas. Setelah diberi hadiah saya menjadi lebih percaya diri.

S3: Saya biasanya tidak termotivasi untuk belajar bahasa Inggris. Saya jadi lebih termotivasi untuk belajar bahasa Inggris karena guru memberi hadiah.

(Saturday, March 3rd 2012).

	Student's Code	Total Score		Level	
		Pre	Post	Pre	Post
1	St 1	20	27	L	E
2	St 2	19	26	L	E
3	St 3	22	27	E	E
4	St 4	22	26	E	E
5	St 5	21	27	E	E
6	St 6	17	26	L	E
7	St 7	21	27	E	E
8	St 8	21	26	E	E
9	St 9	24	27	E	E
10	St 10	16	26	L	E
11	St 11	26	28	E	E
12	St 12	20	27	L	E
13	St 13	20	25	L	E
14	St 14	23	26	E	E
15	St 15	20	25	L	E
16	St 16	19	26	L	E
17	St 17	14	26	L	E
18	St 18	19	25	L	E
19	St 19	18	26	L	E
20	St 20	22	26	E	E
21	St 21	21	18	E	L
22	St 22	22	27	E	E
23	St 23	23	27	E	E
24	St 24	19	26	L	E
25	St 25	25	27	E	E
26	St 26	20	26	L	E
27	St 27	19	26	L	E
28	St 28	23	27	E	E

29	St 29	24	26	E	E
30	St 30	21	27	E	E
31	St 31	20	26	L	E
32	St 32	20	27	L	E
Average Score		20,6	26,1		

a. The Speaking Rubric

Aspects	Apprentice	Basic	Learned	Exemplary
Content	<ul style="list-style-type: none"> - The speaker says practically nothing. - The speaker focuses primarily on irrelevant content. 	<ul style="list-style-type: none"> - The speaker does not provide enough content to meet the requirements of the task. - The speaker includes some irrelevant content. The speaker wanders off the topic. 	<ul style="list-style-type: none"> - The speaker provides enough content to meet the requirements of the task. - The speaker focuses primarily on relevant content. 	<ul style="list-style-type: none"> The speaker provides a variety of types of content appropriate for the task. - The speaker adapts the content in a specific way to the listener and situation. -The speaker uses arguments which are adapted to the values and motivations of the specific listener.
Delivery	<ul style="list-style-type: none"> -low volume. -fast rate. -unclear pronunciation. 	<ul style="list-style-type: none"> -volume: too low or too high. -rate: too fast or too slow. -too long pauses -unclear pronunciation 	<ul style="list-style-type: none"> - volume: not too low or too high. - rate: not too slow or too fast. -pauses: not too long. -clear 	<ul style="list-style-type: none"> uses delivery enhance to the meaning of the message. - The volume varies to add emphasis and interest. - Rate varies and

		.	pronunciati- on	pauses are used to add emphasis and interest. - Pronunciation is very clear.
Language	The grammar and vocabulary are so poor.	simple language, many mistakes on grammar	The speaker makes few grammatical mistakes. The speaker uses language which is appropriate for the task.	-Very few grammatical mistakes. -Highly effective language.
Eye contact	avoid eye contact	some eye contact	much eye contact	Involves audience with eye contact
Body movement	stiff or erratic	some order	good order	Effective order
Cooperation	egocentrism	less egocentrism	enough cooperation	Good cooperation
Risk taking	avoid risks	some risk taking	much risk risk taking	Involve others to cope with risks

b. The Assessment Rubric for Speaking

Exemplary (21-28): provides a variety of types of content which are adapted to the listener and situation, delivers ideas in a lively enthusiastic fashions in various rates and volume, uses pauses to emphasize meaning and interest, few grammatical mistakes, involve eye contact with the audience, cooperate well and taking risks.

Learned (14-20): provides enough content which is relevant, supported by arguments delivered in the rate and volume which are not too fast/slow or low/high, few grammatical mistakes, much eye contact and move well, cooperating enough with others and taking risks.

Basic (7-13): does not provide enough content, sometime irrelevant, too long pauses, too high/low voice, slow/fast rate, unclear pronunciation, many grammatical mistakes, some eye contact, less egocentrism, and some risk taking.

Apprentice (1-6): practically says nothing, no relevant content, with low volume and slow rate, understandable, unclear pronunciation, pure vocabulary, no eye contact and risk taking, erratic body movement and egocentrism in cooperating with others.

c. The Speaking Rating Scale

Name:	Class/No:			
<p>The following are scores for speaking performance. Circle 1 to represent the “apprentice” performance, circle 2 to represent the “basic” performance, circle 3 to refer to “learned” performance and circle 4 to refer to “exemplary” performance based on the criteria fulfilled by the students.</p>				
• Content	1	2	3	4
• Delivery	1	2	3	4
• Language	1	2	3	4
• Eye contact	1	2	3	4
• Body movement	1	2	3	4
• Cooperation	1	2	3	4
• Risk taking	1	2	3	4
Maximum scores:	_____			



Picture 1. English teaching and learning process.



Picture 2. The teacher observes the students' activities.



Picture 3. The students practice role play in front of the class



Picture 4. The students practice role play in pairs.



Picture 5. The students practice simulation in office room.



Picture 6. The students practice simulation in pairs.



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

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511
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SURAT IZIN

Nomor : 07.0 / Bappeda/ 0288 / 2012

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/874/V/1/2012 Tanggal: 06 Februari 2012. Hal: Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **WINAYU KUMALA RATNA PUTRI**
No. Mhs/NIM/NIP/NIK : 06202244023
Program/ Tingkat : S1
Instansi/ Perguruan Tinggi : UNY
Alamat Instansi/ Perguruan Tinggi : Kampus Karangmalang, Yogyakarta
Alamat Rumah : Barak, Margoluwih, Seyegan, Sleman, Yogyakarta
No. Tlp/ HP : 0878 39926662
Untuk : Mengadakan Penelitian dengan judul:
"USING COMMUNICATIVE TASKS TO IMPROVE THE LEARNING SPEAKING FOR BUSINESS AND MANAGEMENT STUDENTS IN SMK I GODEAN, SLEMAN"
Lokasi : Kab. Sleman
Waktu : **Selama 3 (tiga) bulan mulai tanggal : 06 Februari 2012 s/d 06 Mei 2012.**

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

**.Dikeluarkan di : Sleman
Pada Tanggal : 06 Februari 2012**

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan).
2. Ka. Kantor Kesatuan Bangsa Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Godean
6. Ka. SMK N 1 Godean
7. Dekan Fak. Bahasa dan Seni – UNY.
8. Peringgal

**A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.
Ka. Sub Bid. Litbang**



SRI NURHIDAYAH, S.Si, MT
Penata Tk. I, III/d
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