

**IMPROVING STUDENTS' SPEAKING SKILL
OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL
THROUGH THE USE OF CUE CARDS
IN THE 2016/2017 ACADEMIC YEAR**

A THESIS

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



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2017**

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

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

Yogyakarta, January 11, 2017

Penulis,



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MOTTOS

My success is only by Allah (Q.S, 11:88)

Ridhollah fi ridhol walidain wa sukhtullah fi shukhtil walidain

(Hasan. at-Tirmidzi : 1899, HR. al-Hakim : 7249, ath-Thabrani dalam *al-Mu'jam al-Kabiir* : 14368, al-Bazzar : 2394)

“I believe in being strong when everything seems to be going wrong. I believe that

happy girls are the prettiest girls. I believe that tomorrow is another day, and

I believe in miracles” — **Audrey Hepburn**

DEDICATION

I dedicate this thesis to my mom, my dad, and my grandma.

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All praise to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has endlessly blessed me with so many amazing things I can never count. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace. Furthermore, for making this thesis possible and unforgettable experience for me, I would like to deliver my eternal gratitude to:

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I hope that this thesis would give some contribution to the improvement of English teaching and learning process in SMP Negeri 1 Kasihan Bantul. However, I realize that this thesis is still far from being perfect. Thus, any ideas and suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, January 11, 2017

Agnes Heni Rahmawati

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ABSTRACT

This action research aimed to improve the students' speaking skill of grade VII A at SMP Negeri 1 Kasihan Bantul through the use of cue cards in the 2016/2017 academic year.

This research was conducted in two cycles. The first cycle consisted of three meetings while the second consisted of two meetings. The research used the procedure of action research proposed by Kemmis and McTaggart. The instruments used to collect data were an observation checklist, open-ended questionnaires, an in-depth interview guideline, and a speaking assessment rubric. The data were qualitative and quantitative in nature. The qualitative data were collected through observing the teaching and learning process, having interviews with the students, the English teacher and the research collaborator, and distributing open-ended questionnaires to the students. The quantitative data were collected through assessing the students' speaking performances by using an assessment rubric. The qualitative data were analyzed by assembling the data, coding the data, building interpretations and reporting the outcomes. Meanwhile, the quantitative data were analyzed using descriptive quantitative analysis.

Based on the research conducted, the use of cue cards media successfully improved the students' speaking skill. The qualitative improvement could be seen from the students' active participation in discussing the inputs texts, doing the interview game, and performing the situational cue cards. The cue cards supported the students' speaking skill improvement as it enabled the students to stimulate each other to speak English. Another improvement of the students' speaking skill also could be seen from the students' ability to generate their ideas to speak English. The qualitative findings were supported by the quantitative data results. The results of the students' speaking scores proved that the students' speaking skills improved. The mean of the students' speaking scores improved from 6 in the pre-test to 14 in the progress test and to 17 in the post-test.

CHAPTER I INTRODUCTION

A. Background of the Study

English as a foreign language plays an important role in Indonesia's curriculum. According to Kurikulum 2013, English becomes compulsory subject to learn from Junior High School to University. There are four major skills that must be learnt in English teaching and learning process. Those are receptive skills including listening and reading and productive skills including speaking and writing.

One of the productive skills which have high influences in social interaction is speaking. Speaking involves verbal communication and paralinguistic and non-linguistic elements of speech which enables someone to convey his/her meaning without any accompanying speech. For that reason, speaking is important for students to master. By mastering speaking, students can share ideas with well pronunciation.

Furthermore, mastering speaking is not easy. In fact, the students have many problems dealing with speaking. According to Brown (2001:270) there are some features that make speaking a difficult language skill. The features cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Based on the observation that was done by the researcher in Grade VII A at SMP Negeri 1 Kasihan Bantul, there were some problems that happened

during English teaching and learning process dealing with speaking. The problem was the students' desire to speak in English was very low since they preferred to speak in Indonesian than to speak in English during the teaching and learning process.

Moreover, students also lack confidence in speaking English. It happened in the class since the students were participated passively in teaching and learning process of speaking. According to the results of the interview with the students of Grade VII A, the students had some difficulties in generating ideas and afraid of making mistakes in speaking activities. Therefore the students were not used to participating actively in the teaching and learning process.

Additionally, the students were less motivated in learning speaking because the monotonous classroom activities and there were no media in the teaching and learning process. During the teaching and learning process the English teacher only used students' worksheet (*Lembar Kerja Siswa*) in delivering the materials. Moreover, most of the time the students focused on reading dialogs, whereas teaching and learning process of speaking should give priority to students' to participate actively in speaking.

Regarding the problems above, the researcher desired to overcome the problems and improved the speaking skills of Grade VII A students of SMP Negeri 1 Kasihan Bantul through the use of cue cards. It is because cue cards are believed to be able to stimulate and guide students to speak. As stated by Cambridge English Language Assesment (2015), cue card is defined as a card

on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill. Teachers can use the cue cards in many techniques or activities in order to meet the goal of speaking class. Therefore, it was believed that cue cards were media that could be used to overcome the problems and to help the students to improve their speaking skill.

B. Identification of the Problem

Based on the interview and preliminary observation with English teachers and students of Grade VII A SMP N1 Kasihan Bantul there were two major problems in teaching and learning. The problems were the use of media and the students' motivation. The use of media was the first problem. The absence of the teaching media in the speaking class made the students less interested in the lesson. The materials were only form *Lembar Kerja Siswa (LKS)*, no challenging task to improve the students speaking skill.

The second problem was the students' motivation. There were no media in teaching and learning process and monotonous classroom activities. It made the students' was not used to practicing to speak in English. Consequently, the students were not confident in speaking English and afraid of making mistakes thus they were not capable to speak in English spontaneously.

C. Delimitation of the problem

The researcher limits the research on its participants and also its purpose. The participants of the research are 32 students of Grade VII A at SMP N 1 Kasihan Bantul. The purpose of the research is to overcome the problem faced by the students of Grade VII A at SMP N 1 Kasihan Bantul in improving their speaking skill. The use of cue cards is offered as the solution to overcome the problem. Therefore the researcher limits this research into a study of improving speaking skill using cue cards for the students of Grade VII A of SMPN 1 Kasihan Bantul.

D. Formulation of the Problem

Based on the background and the limitation of the problems presented above, the researcher formulated the problems as follow:

How do the uses of cue cards help the students of Grade VII A at SMPN 1 Kasihan Bantul improve their English speaking skill?

E. Objectives of the Study

In line with formulation above, the objectives of this study is to improve the students' speaking skill of Grade VII A at SMPN 1 Kasihan Bantul through the use of cue cards.

F. Significance of the Study

In general, it is expected that the result of the research can give some contribution to the teaching and learning process and that the result can be useful, especially to the following parties:

1. Theoretical Significance

Theoretically, the result of this action research study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking skill through the use of cue cards media.

2. Practical Significances

a. The Students

To the students, this action research study is expected to be able to:

- 1) let them experience various cue cards media to help them improved their speaking
- 2) boost their motivation in practicing English as a means of communication, and
- 3) improve their speaking ability by having a meaningful communicative practice of speaking English.

b. The English teacher

This research can deepen their understanding of teaching speaking communicatively by using cue cards media

c. The researcher herself.

The research can be a valuable experience how to conduct an action research study, especially in English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter focuses on the theories related to speaking, teaching speaking, the teaching and learning process in junior high school students, and the use of cue cards media in teaching speaking. Besides, at the end of this chapter there is a review of related study and the conceptual framework of the research.

A. Theoretical Description

1. The Nature of Speaking

Speaking is classified as a productive skill of language. As stated by Cameron (2001), speaking is categorized as the productive uses of language since people use it to actively express their idea to others so that other people can make sense of them. In order to convey the meaning precisely and accurately, a speaker should consider other aspects of language. According to Brown (2001:268) teaching language needs the involvement of other language aspects. Both accuracy and fluency become the important goals to be pursued in performing speaking by allowing students to focus on the element of phonology, grammar and discourse in that spoken output. These elements of language help speaker to produce a meaningful message to listener.

As a language productive skill, speaking is one of important skills that should be mastered. By mastering speaking skill speakers can express their idea and respond to meaning orally. As stated by Chaney in Kayi (2006:1)

“speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. The speaking skill needs to be mastered because it helps listener make sense of a message from a speaker. According to Bygate in León and Cely (2010) speaking is a skill that deserves attention as much as literally skills in both native and foreign languages. To be able to communicate fluently, the teachers need to give attention to speaking skill in language teaching and learning.

a. Types of speaking

There are some types of speaking categorization. The first category is based on the number of speaker, speaking could be categorized into monologue and dialogue. Monologue is a speaking activity in which there is only one speaker. Delivering speech or reporting some news is the kind of monologue. Meanwhile, a speaking activity in which there are two people interacting or talking to each other is classified as dialogue. However, dialogue is more communicative than monologue because it allows each speaker to negotiate and conform meaning being conveyed in the conversation.

In addition, Nunan (1993:18) classifies speaking activities based on the functions of speaking. They are divided into transactional, interpersonal and expressive language. By having transactional language, the speaker can transfer goods or services to the hearer. Besides, by using interpersonal

language, the main focus of speaker is to socialize. Lastly, the focus of expressive language is to secure goods and services the wheel of social life.

Besides, Brown (2004: 141) categorizes speaking performance into four categories. The first category is imitative, which concern on the ability to pronounce words correctly. The second is intensive, which focus on the production of short stretches of language. The third is responsive, which refers to an interaction of very short conversations. The fourth is extensive, which is give lots opportunity for speakers.

b. Micro- and macro-skills of Speaking

Speaking skill has micro- and macro-skills. According to Brown (2004: 142-143) micro-skills of oral communication are (1) producing differences among English phonemes and allophonic variants, (2) producing chunks of language of different lengths, (3) producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours, (4) producing reduced forms of words and phrases, (5) using an adequate number of lexical units (words) in order to accomplish pragmatic purposes, (6) producing fluent speech at different rates of delivery, (7) monitoring one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message, (8) using grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms, (9) producing speech in natural constituents: in appropriate

phrases, pause groups, breath groups, and sentence constituents, (10) expressing a particular meaning in different grammatical forms, and the last one is (11) using cohesive devices in spoken discourse.

Furthermore, the macro-skills of speaking are (1) appropriately accomplishing communicative functions according to situations, participants, and goals, (2) using appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations, (3) conveying links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification, (4) conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language, and lastly (5) developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you as speaker. To create an ideal speaking performance, each point in the macro- and micro-skills of speaking is worth paying attention. In order to teach their students to perform to speak English the teachers need to consider the macro- and micro-skills above.

2. Teaching Speaking

a. Principles in Teaching Speaking

Nunan (2003:54-56) proposed that there are five principles of teaching speaking, those principle are (1) being aware of the differences between second language and foreign language learning context, (2) giving students practice with both fluency and accuracy, (3) providing opportunities for students to talk by using group work or pair work, and limiting teacher talk, (4) planning speaking task that involved negotiation for meaning, (5) designing classroom activities that involve guidance and practice in both transactional and interactional in speaking.

The first principle explains how the foreign language and second language are different in nature, a foreign language context is one where the target language is not the language of communication, and a second language context is one where the target language is the language of communication in the society. Particularly in learning speaking skill, learning foreign language is more challenging than learning second language. While learning foreign language, learners have few opportunities to use the target language outside classroom. Besides, learning second language is easier because the target language is the language of communication in society.

The second principle gives practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or

unnatural pauses, false starts, word searches, etc. To give the students practice to fluency and accuracy in language lesson, at the beginning and intermediate levels, students must be given opportunities to develop both their fluency and accuracy. Providing the students fluency-building practice can make the students develop their fluency by themselves. The teacher should follow the classroom speaking activities and not constantly interrupt them to correct the students' oral error. At the end of the lesson, the teacher should give feedback and make the students realize that making mistakes is a natural part of learning a new language.

Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk is the third principle. This principle proposes the talking time for the teacher. It is important for language teachers to be aware of how much they are talking in class, so they don't take up all the time the students could be taking. This principle also offer pair work and group work activities to increase the amount of time learners get to speak in the target language during lessons.

The fourth principle is focus on students' speaking task. This principle proposes to involve negotiating for meaning in planning and designing speaking task. Negotiating meaning is trying to understand by asking for clarification, repetition, or explanation during conversation. Next, the fifth principle is concerns with the purpose of speaking activities, whether it is interactional speech or transactional speech. Interactional speech is communicating with someone for social purposes and it includes both

establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of good and/or service.

As stated by Nunan (1991: 42) most spoken interaction can be placed on a continuum from relatively predictable to relatively unpredictable. In contrast, Nunan states that transactional encounters of a fairly restricted kind will usually contain highly predictable patterns. According to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional setting.

b. The Roles of Teacher in Teaching Speaking

According to Harmer (2007) there are three roles of teachers during the speaking class activities in order to get students to speak fluently. The first role is teacher as an organizer. As an organizer the teacher should organize the students to do various activities. There are four steps in organizing the students (1) engaged, teacher give information about how to do the activity, put in pairs or groups, close things down when time stop. It's important to get full advantage of an activity and to avoid chaos. Get students involved and ready, (2) instruct (demonstrate), the teacher should get language right and present instruction in a logical order. For example teacher can get a student up front to demonstrate the activity, (3) initiate, the teacher should tell the

students how much time they have got and exactly when they should start, (4) organize feedback, in organizing feedback, when the activity finished the teacher should organize some kind of feedback.

The second role is teacher as a prompter. If the students find difficulties in teaching and learning process, the teacher should be a prompter. The teacher should give appropriate prompt when the students are not sure how to start an activity, or what to do next, or what to say next. For the last role is teacher as an observer. The teacher observe the students do especially in oral communicative activities thus the teacher can give useful feedback. When taking notes on the students' performance, the teacher should have columns not only for what they get wrong, but also what they do right. When observe the students' performance, the teacher can judge the success of the different materials and activities he/she take into the lesson.

c. Teaching Methods

There are many techniques in teaching language. One of them is PPP. This technique stands for Presentation, Practice and Production. It helps teachers to organize the lesson. According to Thornbury in Carless (2009:51) PPP has a logic that is appealing to teachers and learners since it reflect a notion of practices make perfect. It allows the teacher to control the content and piece of the lesson. With sufficient time spent for drilling, students will be able to do the practice exercise and produce a language fluently.

Byrne in Carless (2009:51) explains the step in PPP. Firstly, the teacher presents new language items; the learners practice the items through drills, individual and choral repetition; and then produce the language for themselves, expressing what they want to say rather than what the teacher directed them to say”. The production of the lesson is expected to test to whether students are able to produce the language in a more natural communicative context. The steps does not have to be followed rigidly, depending on the level of students, their needs and teaching materials being used (Byrne, 1986). The flexibility in using PPP shows that the PPP technique can used to teach multi-level students.

d. Classroom speaking performance

As stated by Brown (2001) there are six distinctive categories of classroom speaking performances. The following explanation elaborates on each kind of them. The first category of classroom performance is imitative. The focus of this category is pure in phonetic level of oral production. The only role of the students is to repeat what they listen from a human tape recorder, like practice an intonation contour or pronounce a certain vowel sound correctly. The activity is called drilling.

The second is intensive. This category leads the students to produce the language by themselves. The language production is in the form of responding to teachers’ question or interacting with others at minimal length of utterance. The technique focuses on a small range of grammatical, phrasal,

lexical, or phonological competences. Here, the teacher controls the answers so the answers are fixed. This technique is realized in (1) directed response, (2) read-aloud, (3) sentence/dialogue completion, (4) oral questionnaire, (5) picture-cued, (6) translation (of limited stretches of discourse) (Brown, 2004).

The third technique is responsive. This technique requires students to respond to teacher or other students' questions. The respond is usually short, meaningful and authentic- not in the form of dialogue. This time, students' comprehension is taken into account and the stimulus is delivered orally by the teacher to maintain the authenticity of students' answers. The activities are: (1) question and answer, (2) instruction and directions, and (3) paraphrasing (Brown, 2004).

The fourth is interactive: transactional (dialogue). This is longer and more complex form of responsive technique. The purpose of this technique is to accustom students to be able to convey or exchange fact, information, or opinion with others. The following activities are the example of this technique: (1) interview, (2) discussion, and (3) games (Brown, 2004). The fifth technique is interactive: interpersonal (dialogue). The purpose of this technique is for maintaining social relationships. Casual register, ellipsis, sarcasm, slangs, humor, and other sociolinguistics dimensions are features that must be known by students in this technique. The examples of the specific activities are: (1) conversation and (2) role play (Brown, 2004). Finally, the last technique is extensive (monologue). In this technique, the language production is frequently planned and the participants' role is a

listeners. They might respond to the speech, but it is limited to non verbal responses. The activities can be realized in the form of: (1) oral presentation, (2) picture cued storytelling, (3) retelling a story, (4) news event, and (5) translation (of extended prose) (Brown, 2004).

e. Speaking assessment

In giving scores, the researcher use Speaking Rubric for Fluency Activities by Pearson Education (2005) which adapted the Authentic Assessment for English Language Learners by J. O'Malley and Lorraine Valdez Pierce (1996). The assessment is presented in the table below:

Table 1: Authentic Assessment for English Language Learners

No.	Aspect of Assessment	Score	Indicator
1.	Pronunciation and Intonation (PI)	4 (Excellent)	Pronunciation and intonation are almost always very clear/accurate
		3 (Good)	Pronunciation and intonation are usually clear/accurate with a few problem areas
		2 (Fair)	Pronunciation and intonation errors sometimes make it difficult to understand what the student means
		1 (Poor)	Frequent problems with pronunciation and intonation often make it difficult to understand what the students means; serious non native accent
2.	Vocabulary and Expression	4 (Excellent)	Uses a variety of vocabulary
		3 (Good)	Uses a variety of vocabulary and expressions, but makes

	(VE)		some errors in word choice
		2 (Fair)	Uses limited vocabulary and expressions
		1 (Poor)	Uses only basic vocabulary and expressions
3.	Fluency (F)	4 (Excellent)	Speaks smoothly, with little hesitation that does not interfere with communication
		3 (Good)	Speaks with some hesitation, but it does not usually interfere with communication
		2 (Fair)	Speaks with some hesitation, which often interferes with communication
		1 (Poor)	Hesitates too often when speaking, which often interferes with communication
4.	Grammar (G)	4 (Excellent)	Uses a variety of structures with only occasional grammatical errors
		3 (Good)	Uses a variety of grammar structures, but makes some errors
		2 (Fair)	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
		1 (Poor)	Uses basic structures, makes frequent errors
5.	Interactive Skill (IS)	4 (Excellent)	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction

		3 (Good)	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction
		2 (Fair)	Tries to communicate, but sometimes does not respond appropriately or clearly
		1 (Poor)	Purpose isn't clear; needs a lot of help in communicating; usually does not respond appropriately or clearly

The assessment above focused on five aspects of speaking. They were pronunciation and intonation, vocabulary and expression, fluency, grammar and interactive skill. Each aspect assessment score ranged from 1 to 4. Score 1 was the lowest while score 4 was the highest in each aspect. Accordingly, the minimum score was 4 while the maximum one was 20.

3. The Teaching and Learning Process of Speaking in Junior High School

Harmer (2001) proposed some characteristics of adolescents in language learning. Those are (1) adolescents search for individual identity, (2) adolescent need their peer approvals rather than the attention of teacher, (3) adolescent do not mention problems they bring into the class from outside school, (4) adolescents are attractive if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment.

Moreover, in teaching speaking to adolescents the teachers need to attract the students' attention, since adolescents are easily getting bored and give less attention to the teacher rather than their friends. Besides, the students are also disruptive in classroom activities caused by their need for self-esteem and peer approval adolescents.

Considering all characteristics of adolescents, the language teachers should propose some strategies to confront the problems in teaching and learning process of speaking in Junior High School. Teachers should understand the roles of teaching speaking to provide comfortable atmosphere, appropriate media and effective activities to meet the goal of teaching speaking.

Furthermore, Nunan in Kayi (2006) proposes that teaching speaking is to teach the students to (1) produce the English speech sounds and sound patterns, (2) use word and sentence stress, intonation patterns and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thought in a meaningful and logical sequence, (5) use language as means of expressing values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which are called as fluency. To make the students successfully achieve those six goals, the teacher should give attention to some consideration in teaching speaking, such as the conversational discourse, pronunciation, accuracy and fluency, affective

factors and interactional effect are the considerations in teaching speaking (Brown, 2001).

Furthermore, there are solutions to cover students' speaking problem proposed by Harmer (2001). He says that the teachers have to (1) provoke students' engagement with material which is relevant and involving, (2) encourage the students to respond to situations with their own thoughts and experiences, rather than just by doing such abstract learning activities, (3) give the students some tasks which they are able to do, rather than taking risk by humiliating them, (4) provoke intellectual activity by helping the students to be aware of contrasting ideas and concepts which they can resolve for themselves with the teachers' guidance.

The English teacher should consider the role of teaching speaking to reach the goal of teaching speaking. Furthermore, the English teacher needs to provide a comfortable atmosphere of teaching and learning process of speaking. It is also highly recommended for the English teacher to use appropriate media and proposes interesting activities. The English teacher also should give feedback to engage and motivate the students.

4. Media for Teaching Speaking

a. The definition of Media

There are a lot of media for teaching. According to Gagne (1970) media are various components in learners' environment which support the learners learn. In line with Gagne, Briggs (1977) defines media as physical means

which are used to send message to the students and stimulate them to learn. To stimulate the students' ideas to speak, the use of media is extremely needed. Media offer some efficient contribution towards the teaching and learning of speaking.

According to Sadiman (et al, 2002) media is anything used to send message(s) from the sender(s) to the receiver(s), thus it can be aroused the learners' thought, feeling, and attract the students' interest to speak. The use of media in teaching speaking can help the teachers to stimulate students' ideas in order to make the students actively participate in the teaching and learning process.

b. Appropriate Media for Teaching Speaking

According to Smith and Ragan (1999: 287) there are four factors to consider when selecting instructional media for teaching speaking, those are (1) the learning task along with the instructional conditions that facilitate learning of this task, (2) the characteristics of the learners, (3) the learning context and other practical matters that influence the appropriateness of medium, (4) the attributes of the potential media.

5. Cue Cards as Media for Teaching Speaking

a. The Definition of Cue Cards

Cue card is one of media that can help students to improve their speaking skill. As stated by Harmer (2007) cue cards are cards with words

and pictures on them. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation. In line with Harmer, Cambridge English Language Assesment (2015), cue card is defined as a card on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill.

In addition, Mora (1994) defined cue card as a medium with pictures or words that contains clues. Teacher can use it to teaching speaking in order to stimulate students' idea. Those stimulation help students to do speaking activities such as describing someone or something from the clues orally. It can be conclude that cue cards are small cards with words or pictures that contain clues. Cue cards can be used in individual, pair work, and group work. Cue Cards can attract the students' interest to participate actively in teaching and learning process of speaking.

b. The Reason of Using Cue Cards for Teaching Speaking

Hamalik (1986) in Arsyad (2009) stated that the purpose of using media is to motivate students during the learning process. Since Junior High School students easily got bored and disruptive in class. Implementing appropriate media is highly recommended to create effectives activities and increase students' motivation in learning English.

One of appropriate media to teach speaking is cue card. Teacher can provide cue cards to help students to speak up easily in the form of words or

phrases even sentences when they are involved in a conversation. Furthermore, cue cards help to increase students' motivation because it provides a lot of opportunities to the students in using target language by interacting with their friends. In addition to this, the use of cue cards in speaking activities enables the students to employ natural conversational language assisted by pre-prepared cues. It also helps the students become well prepared and confident in speaking.

c. The Advantages of Using Cue Cards for Teaching Speaking

Cambridge English Language Assessment (2015) defined as a card on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill. Furthermore, Harmer (2007) also defined cue cards as cards with words and pictures on them. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

According to the definition of cue cards by the expert, there were several advantages of using cue cards for teaching speaking (1) cue cards encourage students to produce particular language, often during a controlled practice activity or drill, (2) cue cards increase the students' vocabulary mastery, pronunciation, and grammar accuracy by pre-teach, practice, or review the input text in the cue cards, (3) cue cards motivated students to

learn since it gives the students something to talk about, something to focus on other than their own uncertainty with the new language.

Derived from those advantages of using cue cards for teaching speaking, using cue cards media teaching speaking can help students to generate their ideas in order to communicate fluently.

d. The Use of Cue Cards in Speaking Activity

Mora (1994) shows the procedure to use cue cards in speaking Activity.

The procedure will be elaborated further in the following paragraph.

Firstly, the students will work in pairs or small groups after the teacher explains about how the exercises should be carried out. The situational sentences had been printed on each cue card. This will help the students to initiate the conversation when they lack ideas of how to start a conversation. Secondly, they should have the freedom to form their own questions and answers as creative as possible. Thirdly, the students should practice the grammatical patterns. It gives students an opportunity to practice English thoughtfully. And lastly, follow up section contains ideas for reinforcement and further practice.

B. Review of Related Studies

There was a study related to the use of cue cards as the media in the teaching and learning process of speaking conducted by Shabrina (2013). She dealt with the eighth Grade students of SMP N 2 Kalasan who was less

motivated in speaking class. The students were not confident and not fully participated during teaching and learning process of speaking. The cue cards were used to improve the students' speaking skills. According to her thesis, the implementation of cue cards as the teaching and learning media in the speaking class was successful to improve the students speaking skill.

The second study is related to the use cue cards media in improving the students speaking skill in Junior High School conducted by Farah (2013). She dealt with the eighth Grade students of Junior High School who had high anxiety in speaking class. The students have difficulties in memorizing the vocabulary and pronouncing word. She stated the students only practiced speaking once or twice. She used cue cards as her teaching media. The result shows that the media have made some improvements in students' speaking skill.

C. Conceptual Framework

In the context of English teaching and learning process of speaking, students need to be given opportunities to use the target language in a situation that replicates the real life. It indicates that the students have to be trained to be able to speak English well. According to what has been explained in chapter I, there were two problems happening in SMP Negeri 1 Kasihan Bantul especially in Grade VII A. The problems were relating to the lack of media and the students' motivation in learning English.

In accordance with the literature review presented in this chapter, the problem could be solved by involving the students through the use of cue cards media. As what has been explained previously, cue card is a card on which there are words and/or pictures to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill. In this kind of media, students are required to speak in English through many activities using cue cards.

CHAPTER III RESEARCH METHOD

This chapter discussed the method in conducting the research which contains the research design, subject of the research, instrument of the research, method of data collection, method of data analysis, validity and reliability of the data, and procedure of the research.

A. Research procedure

This research was action research since the aim was to improve speaking skill of Grade VII A students of SMP N 1 Kasihan Bantul through the use of cue cards as a media to support the teaching and learning process. The research used the procedure of action research proposed by Kemmis and McTaggart (1988). The procedure was elaborated in the following points.

1. Reconnaissance

Before carrying out the first cycle, an observation was done in several meetings in the reconnaissance step to find out what problems existed in the English teaching and learning process in the research setting. In this step, the researcher entered the English classes handled by the teacher, observed the whole process and took notes of the occurring problems. This kind of observation was done in two meetings to see the reoccurring problems. To support my observation result, questionnaires were distributed to the students and interviews with them as well as the English teacher were done. Besides,

to obtain the quantitative data of the students' speaking skill before the research was carried out, the researcher assessed the students' speaking performance in their English class.

2. Planning

After doing the reconnaissance step, the researcher constructed some plans by considering the observation result. The constructed plans were ensured to be feasible and suitable to be implemented in the field. In having this step, the researcher worked collaboratively with her collaborator. The main planned action was improving the students' speaking skill by using cue cards media.

3. Action and Observation of the Action

Action and the observation of the action were done in the same time. In order to focus, the researcher asked her collaborator to fill in the observation checklist, take pictures, and take notes. The pictures, observation checklists, and notes were then used in the discussion after the class to identify the success and hindrances in the research implementation as well as to discuss how to improve the situation.

4. Reflection

Based on the research action and observation result, a reflection was done. It was carried out by interviewing the students who experienced the

learning process and her collaborator who observed the research implementation. This step answered whether or not the actions were successful in the attempt to improve the students' speaking skill. The successful actions were carried out again in the next cycle. Meanwhile, the unsuccessful ones were improved and revised in order to meet the objective of the research.

B. Research Setting

The Action research was conducted in SMP N 1 Kasihan Bantul. This is a Junior High School located at Jalan Wates No.62 Ngestiharjo, Kasihan, Bantul, Daerah Istimewa Yogyakarta. Since it was located on the main road, the situation of the classes located on the front part of the school was rather noisy. The school has been implementing the newest curriculum, the Curriculum 2013 (revised) for Grade VII and Curriculum 2013 for the Grade VIII and IX. Regarding the facilities provided in the classroom, there were two whiteboards in every class.

Moreover, in order to support the teaching and learning process, each class in the school also had board markers, LCD projector, and LCD screen. There was one wooden table and one chair for the teacher, and there were also wooden tables and chairs for the students. In addition to this, dictionaries were also provided in the school library and a language laboratory with 32 computers, LCD projectors and speakers were available to support the language learning.

C. Research Subject

The subjects of this research were the students of Grade VII A at SMP Negeri 1 Kasihan Bantul in the 2016/2017 academic year. The class consisted of 32 students. Among those 32 students there were 16 males and 16 females. Their ages were around 12-13 years old.

Most of the students in the class were from Yogyakarta, particularly Bantul and Kasihan. All of them were native speakers of Bahasa Indonesia. They learned English as a foreign language.

Based on the interview, the students were interested in learning English particularly in speaking. The students stated that they wanted to speak English fluently. For that reason the researcher facilitated the students to improve their speaking skill.

D. Time of the Research

The research was conducted from the last week of July 2016 to the second week of October 2016. Cycle 1 and 2 were done in September 2016 which lasted 2x40 minutes for each meeting on Monday at 11.10 am – 12.30 p.m. and Wednesday at 07.10 – 08.30 a.m.

E. Data Collection

1. Data Collection Techniques

The data in this research consists of qualitative and quantitative data. The qualitative data were collected during the classes by using observation

checklist and outside the classes by distributing questionnaires and having interviews. Meanwhile, the quantitative data were collected by assessing the students' speaking performance before and after the action research was carried out. In collecting the data, the researcher worked collaboratively with her collaborator.

The data above were collected starting from the research-planning step to the research-reflection step. Those collected in the planning step were for planning the research actions to be carried out in order to achieve the research aim that was improving the students' speaking skill. Those collected during the research action and observation step were to see the success of the research implementation as well as to identify things to be improved further. Lastly, those collected in the research reflection step were the base of the consideration in planning the action in the next cycle as well as to decide whether to have another cycle or to end the research.

In the planning step, the data were taken from the observations in the English class handled by the English teacher, the questionnaires distributed to the students, the interviews with the students, the English teacher and her collaborator. Vignettes, interview transcripts and questionnaire results were made to support the finding of the field problems. In the research action and observation step, the data were collected from the observation. The observation was done by the researcher by observing the teaching and learning process happening in the class helped by the observation checklist. Vignettes were made to support the process of data analysis. At the end of

each cycle, in the reflection step, the data were collected by having interviews with the students, the English teacher and my collaborator. Besides, the interview transcripts and vignettes collected during the cycle used to be analyzed wholly.

Additionally, the post- action implementation questionnaires distributed to the students to reveal the students' comments toward the teaching and learning process in the research. Quantitative data were collected to support the research findings and interpretations and to complement the qualitative data. It was done by assessing the students' speaking performance. The researcher worked collaboratively with her collaborator to assess the students' speaking performance. An assessment rubric was used to guarantee the assessment validity.

2. Data Collection Instruments

Four kinds of instruments used to gain the valid data during the research. They were observation checklist, questionnaires, in-depth interview guidelines, and speaking assessment rubric. The use of these instruments will be elaborated later in this point. Additionally, a camera was used to capture the process of the research implementation. Besides, a voice recorder was also used to record the interviews with the students, the English teacher and her collaborator.

An observation checklist was used to get the data based on the observation while the process of the research was happening. In this

instrument, there was a list of indicators of the expected condition. If the indicators existed, it indicated that the expected condition was met. However, if there were still some dashes indicating the absence of indicators, it meant that there were some things to be improved in the next cycle in order for the expected condition to be reached. This instrument was used in the reconnaissance step to observe the teaching and learning process handled by the English teacher and in the research action and observation step to observe the teaching and learning process she handled.

In addition to this, questionnaires were distributed to the students. There were two kinds of questionnaires in the research. The first one was the pre-action questionnaire which revealed the students' comments toward the English teaching and learning process they had with their English teacher as well as their expectation on the teaching and learning process. This was distributed to the students before the research was carried out. Meanwhile, the second questionnaire was the post-action questionnaire which revealed the students' comment on the teaching and learning process during the research as well as their opinion toward their speaking skill improvement. This was distributed to the students at the end of each cycle in the research.

Furthermore, interview guidelines were used to direct the interviews with the students, the English teacher and my collaborator. The interview guidelines to interview the students primarily focused on revealing their comments on the research implementation and their feeling of how the action research helped them improve their speaking skill. Meanwhile, the interview

guidelines to interview the English teacher and my collaborator primarily focused on revealing their comments on the success of the research implementation, the things to be improved in the research, the students' learning behavior change, and of course, the students' speaking skill improvement.

The last but not least, a speaking assessment rubric was used to assess the students' speaking skill quantitatively. It focused on the students' pronunciation and intonation, vocabulary and expression, speaking fluency, grammar, and interactive skill. The score of each aspect ranged from 1 to 4 with a certain indicator for each score. The highest score i.e. 4 had the most demanding indicator. This instrument was used three times. At the first time, it was used to get the students' speaking score before the action implementation. Meanwhile, at the second and third time, it was used to get the students' speaking score after the action implementation of each cycle. By doing so, the students' quantitative score on their speaking performance could be identified.

F. Data Analysis Technique

The data obtained during the research were analyzed both qualitatively and quantitatively. The students learning behavior change reflected on the vignettes, interview transcripts and questionnaires were analyzed qualitatively. Meanwhile, the students' speaking performance score before

and after the research was carried out was analyzed quantitatively. The stages in analyzing the data will be elaborated below:

1. Qualitative Data

In analyzing the qualitative data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They were:

a. Assembling the data

In this step, the researcher assembled the data collected over the period of the research. Here, the researcher compiled all the data implying both bad and good comments from the collaborator and the students' responses to the cue cards media. The researcher also collected all evidences which described students' improvement in speaking skills and the weaknesses of the research itself. Those data were compiled in some categories.

b. Coding the Data

After compiling the data in some categories, the researcher labeled the data with some codes. Those codes were used to simplify a lot of data collected and made the researcher to compare them easily. In this step, the researcher compared the students' speaking performances during the research. The researcher displayed and described all evidences of students' improvement in speaking skills across different data collection techniques.

c. Building Interpretations

This step was the time for the researcher to interpret the data displayed. The researcher invited the collaborator and discussed all possible interpretations of the data displayed. Those interpretations were based on the real data and discussion results among the researcher, collaborator and members of the research.

d. Reporting the outcomes

The researcher presented the whole processes of the research in this final step. The researcher reported the processes in conducting the research and its findings together with the examples from the data collected and analyzed systematically. The report showed all evidences found in the research followed by some interpretations on its results.

2. Quantitative Data

In analyzing the quantitative data, the researcher presented the mean of the students' speaking scores of each test. The mean of the pre-test, progress test and post-test scores showed the improvement of the students' speaking skills. As a result, there were two sets of pre-test, progress test and post-test scores. The researcher used Ms. Excel to find the means of each student's score in the pre-test and those in the post-test. Then, she compared each student's pre-test and post-test mean scores to see the students' speaking skill improvement.

G. Validity and Reliability of the Research

1. Qualitative data

According to Burns (1999: 160) validity is an essential criterion for evaluating the quality and acceptability of research. The validity of the qualitative data was established by fulfilling the democratic, outcome, process, catalytic and dialogic validity (Anderson et al. in Burns 1999:161-163). In this action research study, all of those five validity criteria were fulfilled. The following paragraphs tell about what each validity is and how each of them was fulfilled in the research.

Democratic validity is the validity criterion related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this case, the researcher worked collaboratively with her collaborator starting from the research-planning step to the research-reflection step. Her collaborator were given chances to give any comments and ideas on the situation and condition of the English teaching and learning process done during the research implementation. The comments and ideas pursued focused mainly on what problems found, how to solve them, what good things achieved and to be improved continuously.

Outcome validity is the validity criterion related to the notion of actions leading to outcomes that are ‘successful’ within the research context. In this case, the indicators of a good speaking skill were formulated in order to identify the students’ speaking skill improvement. When the indicators of a

good speaking skill were not yet achieved, the researcher and her collaborator worked collaboratively to solve the hindrances.

Process validity is the validity criterion which raises questions about the dependability and competency of the research. In order to fulfill this validity, an observation of the whole research process was done. Notes were taken during the research implementation. To support this, the process of the research implementation was documented. The documents were in the form of pictures, voice recordings, and vignettes. Besides, an observation checklist was also employed.

Catalytic validity is the validity criterion which indicates that by conducting the research, the participants have a chance to deepen their understanding of the social realities of the context and how they can make changes within it. In this case, indeed, the research allowed the researcher to deepen her understanding particularly toward English teaching and learning process. By conducting the research, her colleagues from English Education Study Program and her as the researcher could relate what they had been learning theoretically to what they had to deal with in the real context of language teaching and learning. In addition to this, the researcher and her collaborator understood more how to conduct some research.

Dialogic validity is the validity criterion which parallels the processes of peer review which are commonly used in an academic research. In this case, discussions with the English teacher and her colleague as her

collaborator were frequently carried out during the research in order to have considerate feedback.

Besides, the reliability of the qualitative data was gained by using some triangulation techniques purposed by Burns (1999:163). According to Burns (1999: 163) Triangulation is one of the most commonly used and best-known ways of checking for validity. The aim of it is to gather multiple perspectives on the situation being studied or observed. Supporting this idea, Burns (1999) states that triangulation is a way of arguing that if different methods of investigation produce the same result, then the data are likely to be valid. To have the reliability of the data and findings by triangulation, the researcher used three kinds of triangulation. Those were time triangulation, investigator triangulation and methodological triangulation. This action research study fulfilled the time triangulation since the whole data were collected from a period of time. There were two cycles in the research. The first cycle consisted of three meetings while the second one consisted of two meetings. Besides, it also fulfilled the investigator triangulation since the researcher asked the English teacher and her colleague to be the collaborator. The researcher asked them to help her plan, observe and carry out some reflection on the research implementation. In addition, this action research study also fulfilled the methodological triangulation since the data collection used the qualitative and quantitative approaches.

To assess the reliability of the qualitative data, the researcher involved more than one source in gathering the data. The researcher involved the

research team: the researcher, the collaborator, the English teacher and the students. The researcher also referred to many theories in conducting this research. To meet the reliability of the research, the researcher used authentic data such as observation checklists, field notes, interview transcripts, questionnaires, photographs and speaking scores.

2. Quantitative Data

In this research, the quantitative data were presented in the form of students' speaking scores. To validate the data, the speaking tests were made based on curriculum 2013 (Revised) for Grade VII students. In addition, the research obtained the reliability of the quantitative data by fulfilling inter-rater reliability suggested by Eysenck (2004). Inter-rater reliability is established when the results of the speaking test are assessed using subjective judgement. The results of the speaking tests were assessed by two assessors to make the data reliable. The first assessor was the researcher and the second assessor her colleague as the research collaborator. Inter-rater reliability was applied to the two sets of scores from assessors and was calculated by using a computer program called Microsoft Excel 2007.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter consists of the description of action steps. They are the reconnaissance, the report of cycle 1 and cycle 2, and the general findings and interpretations concerning the actions.

A. Research Findings

1. Reconnaissance

To clarify the understanding about the problem existing in Grade VII A of SMP N 1 Kasihan Bantul, observation was conducted on August 18th and 22nd, 2016. The observation revealed that in Grade VII A at SMP N 1 Kasihan Bantul there were some critical problems that happened during the English teaching and learning process, particularly in speaking skill, namely the use of media and the students' motivation.

The first problem was the use of media. The absence of the teaching media in the speaking class made the students less interested in the lesson. The materials were only form *Lembar Kerja Siswa (LKS)*, no challenging task to improve the students speaking skill. The second problem was the students' motivation. The absence of media in teaching and learning process and monotonous classroom activities made the students' not used to practicing to speak in English. Consequently, the students were not confident in speaking English and afraid of making mistakes thus they were not capable of speaking English spontaneously.

After doing speaking class observation, the researcher asked the students to fill up the open-ended questionnaire. Then, she interviewed the English teacher. In addition, to measure the students' speaking skills, the researcher also administered a pre-test in this reconnaissance period. The pre-test was administered on Monday, August 21st, 2016 at 11.10 a.m – 12.30 p.m. The scores are presented in the table below.

Table 2: Students' Pre-Test Scores

	Speaking Scores	
	1 st Rater	2 nd Rater
Mean	6	6

From the results of class observation, students' open-ended questionnaire, English teacher's interview transcript, students' interview transcript, and students' speaking pre-test score and after having some discussions with the English teacher and the supervisor, the researcher identified some problems that occurred in Grade VII A at SMP N 1 Kasihan Bantul. There are nine identified problems. Those problems are stated as follows:

Table 3: The Field Problems in the English Teaching and Learning of Speaking in Grade VII A of SMP N 1 Kasihan Bantul

No	Field Problem	Code	Indicators
1.	The students had low motivation in learning English.	S	Some students did not give attention to the lesson.
2.	The students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy.	S	The students cannot speak English Fluently.
3.	The students were not accustomed to practicing speaking English orally.	S	The classroom activities did not encourage the students to be brave to speak English.

4.	The students were ashamed to speak English.	S	The students did not volunteer themselves to participate in speaking class.
5.	The students were afraid of making mistakes to speak English.	S	The students relied on the text while performing speaking.
6.	The teacher focused the teaching and learning activities more on reading	T	The teacher focused on reading tasks rather than speaking practice.
7.	The teacher rarely used English in the classroom.	T	Bahasa Indonesia was used most of the time during the teaching and learning process.
8.	The teacher did not use any media to teach speaking.	T	The teacher did not use any media to teach speaking.
9.	The students' worksheet (LKS) did not provide adequate speaking tasks.	Mt	The tasks were mostly for reading.

S= Student**T=Teacher****Mt=Material**

After identifying the problems, the researcher, the teacher, the supervisor and the collaborator decided some critical problems that were feasible to solve. The feasible problems to be solved were determined by considering time and the researcher ability to conduct the research. The result can be seen in the table below:

Table 4: The feasible problems to be solved in the English teaching and learning process of Speaking in Grade VII A at SMP N 1 Kasihan Bantul

No.	Field Problem	Code
1.	The students had low motivation in learning English	S
2.	The students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy.	S
3.	The students were afraid of making mistakes to speak English.	S
4.	The students were not accustomed to practicing speaking English orally.	S
5.	The teacher did not use any media to teach speaking.	T

S= Student T=Teacher

From the identification of the field problems, it could be seen that the English teaching and learning process in Grade VII A at SMP N 1 Kasihan Bantul needed to be improved. Following the feasible problems to solve in Grade VII A at SMP N 1 Kasihan Bantul, the researcher designed some plans to overcome them. The researcher decided to apply cue cards as the media for teaching and learning of speaking. The students were expected to make some improvement in their speaking performance using cue cards.

2. The Implementation of the Research

a. Cycle 1

1) Planning

Considering the problems identified in the reconnaissance step, the researcher decided to focus on improving the students' speaking skill through the use of cue cards. To support the significance of the attempt to improve the students' speaking skill, there were some actions that carried out during the teaching and learning process. Those actions were engaging the students by involving them through the use of cue cards in presentation, practice and production activities, and using classroom English during the teaching and learning process. These actions that would be carried out during the teaching and learning process are presented in the table below.

Table 5: Planning actions to be carried out in the action step in order to solve the feasible problems in Grade VII A at SMP N 1 Kasihan Bantul

No.	Feasible Problem	Description
1.	The students had low motivation in learning English.	Cue cards would be the main media in presentation, practice and production activities. The researcher also planned to encourage the students to be involved actively in the whole teaching and learning process by appreciating each of their participation and achievement to raise their motivation in learning English.
2.	The students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy.	To improve the students' pronunciation, vocabulary and grammar, the presentation activities would be done by giving written input texts to be analyzed, doing pronunciation drill, and involving them in oral discussion about the content of the input texts and the language function such as the key vocabulary and grammar rules. The practice activity would be done by doing interview game and for production activity would be done by performing situational cue cards.
3.	The students were afraid of making mistakes to speak English.	The researcher decided to involve the students in presentation, practice and production activities using cue cards. She also planned to encourage the students to be involved actively without feeling threatened in the whole teaching and learning process by appreciating each of their participation and achievement in the form of verbal appreciation and achievement board.
4.	The students were not accustomed to practicing speaking English orally.	The classroom English was planned to be carried out to expose the use of English in the real context to the students. The researcher also planned to give more opportunities to the students to speak English during the teaching and learning process using cue cards.
5.	The teacher did not use any media to teach speaking	Cue Cards would be promoted as the main media for the students in presentation, practice and production activities in teaching speaking to improve their speaking skill.

2) Action and Observation

The actions and observations step in cycle 1 were carried out in three meetings on September 5th, 8th, and 15th. In carrying out the actions, the researcher worked collaboratively with her collaborator. The researcher needed the collaborator to observe the process of teaching and learning as well as to capture every moment. Below is the explanation of each action.

a) Engaging the Students by Involving Them Through the Use of Cue Cards in Presentation Activities

The action of engaging the students through the use of cue cards in presentation activities generally motivated the students to learn English. It also improved their pronunciation, vocabulary, and grammar.

Meeting 1

The cue cards topic in the first meeting was daily routines. It dealt with asked and gave information about time (hours) in daily routines activity. The presentation activities were done with oral discussion about the content of the input texts and the language function such as the key vocabulary and grammar rules, and pronunciation drill. While discussing and analyzing the input texts in the cue cards, the students were motivated and enthusiastic about being involved in the learning process using cue cards. Most of them were engaged with the cue cards since the cue cards were interesting. It can be seen from the extract below.

I repeated the question “Please repeat again, what time is it?” all students answered “It’s a quarter to eleven”. I give them verbal appreciation “Good!”. While they pronounced word “eleven” the sound is like “elephant”. I repeated the word “eleven” by having the proper intonation and pronunciation and then they repeated after me. Then I checked their understanding. “Do you get my point everyone? *Ada yang masih bingung?*” most of the students answered “No Miss”. (See Appendix A, vignette 2)

In addition, most of the students could answer questions about the content of the input texts. This implied that the meanings conveyed in the texts were understood by the students. While discussing the key vocabulary, some of the students could answer what the words meant. Though, several students still tended to keep silent when they did not know the meaning of the words. Meanwhile, the input texts helped the students to comprehend the grammar rules. However, some of the students sometimes needed personal guidance to comprehend the materials in the input texts.

Meeting 2

The cue cards topic in the second meeting was weekly class schedule. It dealt with asked and gave information about time (hours and days) in a weekly class schedule. The students’ excitement about the cue cards was also shown at the second meeting. They were enthusiastic about being involved in the presentation activity. Generally, the students always paid close attention while doing each step of presentation activities using cue cards. Most of them read the cue cards loudly. This activity let the student’s train their organs of speech to pronounce English words and analyze the input texts at the same time. It also let the researcher and her collaborator notice any incorrectly

pronounced words. Furthermore, when the researcher asked the students to read aloud the input text in front of the class, most of them were willing to volunteer themselves. This implied that the students' motivation to volunteer was increased. However, the researcher still had to encourage them to speak more clearly and loudly. It can be seen from the extract below.

I asked them some questions to check their comprehension of the cue card. "Please take a look to the first cue card. So, if I ask what do you study on Monday at seven in the morning, what is your answer?" the students answered with low voice "I study Civics"; I responded "Once again and loudly please". The students answered together "I study Civics". Then I gave them verbal appreciation "Great!"
(See Appendix A, vignette 3)

Besides, they also started to improve their vocabulary related to the topic by using the words they had learned in the cue cards and understood the grammar rules. However, there were still several inaccurate pronunciations made by the students, though those inaccurate pronunciations sometimes caused any misunderstanding. Furthermore, the researcher was motivated to carry out more pronunciation drill for students.

b) Engaging the Students by Involving Them Through the Use of Cue Cards in Practice Activities

The action of engaging the students through the use of cue cards in practice activities, generally raised their motivation to speak English.

Meeting 1

There was an interview game in meeting 1 for the practice activity. This was to check the students' comprehension of the materials. Since there was one topic, the interview was related to that topic. Generally, the students were enthusiastic doing the interview game. They move around to ask and give information related to the topic. All of them were enthusiastic because this was the first time they did the interview game. However, the activity flow was hard to manage since the students were too enthusiastic and disobeyed the game rules. It can be seen from the extract below.

They asked and told their friend about daily routines. It took around 13 minutes to finish this activity. My collaborator and I also moved around to make sure the students spoke English and did the activity honestly. Since they were too enthusiastic, sometimes they spoke Bahasa Indonesia, then they tried to correct their language and usually they helped each other. At the end of the activity I asked whether they completed the entire chart or not. (*See Appendix A, vignette 2*)

Meeting 3

Similar with the interview game in the first meeting of cycle 1, the interview game in meeting 3 was to check the students' comprehension of the materials. The topic of interview game was weekly class schedule. Generally, the students spoke English more often than in meeting 1 while doing the interview game. They were easy to control since most of them were obeyed the game rules. However, some students still spoke Bahasa Indonesia while doing the interview game. It can be seen from the extract below.

My collaborator and I also moved around to make sure the students spoke English and did the activity honestly. Sometimes several students spoke Bahasa Indonesia, but then they tried to speak English. The

activity was easy to manage since the students obeyed the rules and they also have experienced this activity in the first meeting of cycle 1. (See Appendix A, vignette 4)

c) Engaging the Students by Involving Them Through the Use of Cue Cards in Production Activities

The action of engaging the students through the use of cue cards in production activities, in general raised their confidence to speak English.

Meeting 1

The productive activities in the first meeting of cycle 1 were done by making a dialog to perform based on a situational card. While the students performed the situational card, the researcher and her collaborator guided each pair and helped them if they needed. The students who were in charge to perform used English as much as they could. It turned out that in terms of fluency, the students started to improve since they spoke with some hesitation. In terms of vocabulary, the students tried to increase their vocabulary mastery. However, their pronunciation and interactive skill should still be improved and drill were needed to be carried out often since the students' pronunciation still caused misunderstanding and for the interactive skill, the students typically did not have a good eye contact and body movement during the speaking activities. It can be seen from the extract below.

The students get situational cue cards to be acted. The students worked in pairs. There were sixteen pairs. They wrote a short dialogue and then they came in front of the class to act out the dialog. While Fauzan and

Ihsan performed, they already used various vocabularies and have a good eye contact, besides, while Arwa and Orchita performed, their pronunciation was good. However, while Dhimas and Wikan performed, in terms of fluency Wikan was good enough, but Dhimas still needed personal guidance to speak English clearly and bravely. With the helped from my collaborator, this activity took around 25 minutes. (*See Appendix A, vignette 2*)

Meeting 3

The productive activities in the third meeting of cycle 1 were done by making a dialog to perform based on a situational card. In general, the class was quiet as all the students prepared themselves to speak in front of the class. While performing in front of the class, most of them used English better than before. It turned out that in terms of fluency, the students were good. In terms of vocabulary, the students increased their vocabulary mastery, in terms of pronunciation they started to improve. However, their pronunciation should still be improved and drill needed to be carried out often, since the students' pronunciation was still influenced by their native language and sometimes their errors and mistakes in pronunciation caused misunderstanding. It can be seen from the extract below.

The students got situational cue card to be acted. The students worked in pairs. They wrote a short conversation and then they came in front of the class to act out the dialog. The class was a bit quiet as all the students prepared themselves to speak in front. After they finished their task, I asked the students to volunteer themselves to take a lottery. They came in front of the class and acted the dialog. While Dinda and Asna performed, they already used various vocabularies, have a good eye contact and pronounced words correctly. While Bevio and Dicky performed, their pronunciation was good, their interactive skill was great and they already used various expressions. Besides, while Arif and Zidan performed, their vocabulary and grammar was good enough, however they needed personal guidance to pronounce some words

correctly. With the help from my collaborator, this activity took around 25 minutes. (*See Appendix A, vignette 4*)

d) Using Classroom English during the Teaching and Learning Process

In cycle 1, classroom English was used during the teaching and learning process to greet the students, ask their condition, give them simple instruction, give them simple explanation, ask them simple questions, draw back their attention and thank them.

Meeting 1

In the first meeting, the students were enthusiastic. They responded to the greeting and they signaled that they were ready for the class. At the beginning of cycle 1, most of the students told the researcher about their condition by saying, "I'm fine". It can be seen from the extract below.

I opened the meeting by standing up in front of class and looking around. I smiled and greeted the students. All students greeted me together and most of them smiled at me. I said "Good Morning Everyone!" all students answered "Good Morning Miss Nesa." then I asked about the students' condition. "How are you today?" all students the students answered "I'm fine. (*See Appendix A, Vignette 2*)

Furthermore, her simple English instructions such as "Start from now", "Take one and pass to the rest", "Everyone, go back to your seats" could be understood by the students. Sometimes, the researcher translated the expressions into Bahasa Indonesia. However the students sometimes missed her instruction when she spoke too fast without gestures. What she did, then, was repeating more slowly with high voice and made some gestures to help the students understand the instructions.

In addition to this, the students could respond her simple questions in English even though their responses were still very limited. For instance whenever she asked them questions such as “Have you finished?”, “Has everyone got the cue cards?”, “Has everyone got the sheets?” sometimes, the students responded to her questions simply by nodding their heads instead of saying “Yes”. On the other hand, sometimes the students still looked puzzled whenever the researcher gave some simple explanations in English. Therefore, in the first meeting, gestures and Bahasa Indonesia translation were applied most of the time to help them understand her explanation.

Furthermore, all students turned to the researcher whenever she drew back their attention in English by using various expression supported by some gestures like “Everyone, pay attention to me”. Several students usually responded to her expression by saying “Yes” or “Ok”. Some of them usually stopped doing something else and turned to her. This implied that the students understood her expressions to attract their attention. Last of all, the researcher always thanked them after she closed the meeting.

Meeting 2

At the beginning of cycle 1, most of the students told the researcher about their condition by saying, “I’m fine”. As she encouraged them to reply in more various ways, in the second meeting the students started to tell her about their condition in various ways. It can be seen from the extract below.

Then I asked about the students’ condition. “How are you today?”. Most of the students answered “Im fine” the other students answered “I’m good”, and one of them (Wikan) said “I’m really happy because of

Miss Nesa”. All the students laughed together. (*See Appendix A, Vignette 3*)

Moreover, the students could respond the researcher simple questions in English whenever she asked them. Most of the time, the students responded to her questions by saying “Yes”. Besides, the students immediately did what she asked them to do. For example, they always directly read the cue cards while she said, “Please read the cue cards out loud”. Besides, they did what she asked to do when she instructed “Raise your hand”, “Take one and pass to the rest” “Now sit with your groups”, “Take your star here” and “Everyone, go back to your seats”. Last but not least, the researcher always responded the students’ thanking after she closed the meeting. This routine is reflected in the extract below:

I closed the lesson by once again appreciating their work and saying goodbye. They thanked me by together saying “Thank you Miss Nesa”. I replied, “My pleasure everyone.” and left the class. (*See Appendix A, Vignette 3*)

Meeting 3

In the last meeting of cycle 1, the students responded to the greeting and told the researcher about their condition in various ways. Moreover, all students turned to the researcher whenever she drew back their attention in English supported by some gestures like “Everyone, pay attention to me” Most of the students always responded to her expression by saying “Yes Miss”. All of them stopped doing something else and turned to her. This implied that the students understood her expressions.

In the last meeting of cycle 1, the students were motivated to speak English during the teaching and learning process. Even though sometimes, they doubted on pronouncing English words, they tried as much as they could speak in English. Besides, to manage the activity flow, the researcher and her collaborator gave the students some help when they found difficulties in what to say or when they found it hard to ask questions in English to the researcher and her collaborator. Last of all, the researcher always thanked them after she closed the meeting. It can be seen from the extract below.

To close the lesson and to make sure they got the point of the lesson, I asked the students. “What we have learned today?” the students answered “Time”; “birthday”; “speaking”; “month” “date”. I gave them verbal appreciation “Great! Give applause for us!”. All students were smiled and grinned. After that I thanked them for being really cooperative and said goodbye. The class ended after the students replied to her greetings and said bye. Besides, they also thanked me by together saying “Thank you Miss Nesa”. I replied, “My Pleasure everyone.” (*See Appendix A, Vignette 4*)

3) Reflection

a) Engaging the Students by Involving Them Through the Use of Cue Cards in Presentation, Practice and Production Activities

In general, the students were cooperative in being engaged in using cue cards media in the presentation activities. Most of the students did what the researcher asked them to do. Below is what the collaborator said about the students’ being cooperative.

R: What do you think about the students in my class today?

C: Generally, they were cooperative because they did what they required to do. I thought they wouldn’t, but they did! (*See Appendix B, Interview Transcript 2*)

Moreover, they analyzed the input texts given by reading aloud the written texts in the cue cards. They stimulated by discussing the content of the input texts, vocabulary, pronunciation and grammar. Their excitement of having the presentation activities was also supported by the student's statements shown in the interview transcript below.

R : *"Kalau dari pengucapan kata-kata bahasa Inggris kan Miss Nesa ngajarin berkali-kali to? Meningkatkan nggak untuk bisa cara pengucapannya?"* (I taught you how to pronounce words repeatedly, right? Do you think you improve your English pronunciation?)

R: *Kalau kamu ngomongnya diulang terus kaya gitu kira-kira nanti bisa terbiasa nggak?"* (So if you practice to pronounce words frequently, do you think you will get used to pronouncing English sounds?)

S11: *Ya Jelas* Miss. (Of course.)

R: *seneng ndak?* (Do you like it?)

S11: *Seneng* Miss. *Jadi PD kalau ngomong pakai bahasa inggris. (Surely I do! So, I am confident to speak English.) (See Appendix B, transcript 6)*

C: *Kalau belajar sama miss nesa kamu jadi tambah kosa kata nggak?* (Do you increased your vocabulary while learning with miss Nesa?)

S6: *nambah miss, dulu sih sedikit taunya, kalau sama miss nesa jadi makin banyak* (Yes, I do)

C: *kira-kira kamu jadi mudah berbicara bahasa inggris nggak kalau punya kosa kata gitu?(do you speak English easily by having sufficient vocabularies??*

S6: *iya nambah miss, jadi apa ya, jadi tau apa yang diomongin gitu kan juga ada materinya di kartu-kartu.* (Yes, the input texts helped me to speak English) (See Appendix B, transcript 12)

Moreover, to make the students internalize the correct pronunciation, the drills needed to be carried out more frequently. Besides, there were two things need to be improved. First, there were several students who were not willing to volunteer themselves to perform. Second, several students were

sometimes confused and needed personal guidance in comprehending the materials. It could be seen from the interview transcript below.

R: What do you think about my first cycle?

C: That was good. But, there were some problems that you need to solve in cycle 2.

R: I think so. The students' cognitive involvement in teaching and learning process and the students' participation are the main problem. Should I limit the topic?

C: Yes, good idea. You need to limit the topic and encourage them who used to be passive to participate actively in cycle 2.

R: Alright. I'll try my best. (*See Appendix B, transcript 10*)

The practice and production activities in cycle 1, in general, improved the students' confidence to speak English. All students were enthusiastic while doing the interview game and performing the situational card. They moved around to do the interview game and willing to perform in front of the class. However, few students still spoke Bahasa Indonesia while doing the interview game and sometimes doubted on their pronunciation while performing the situational cards.

In addition, they were feeling pleased by the verbal appreciation from the teacher. They were also encouraged to participate actively in the class. Besides, the students were also interested in having the achievement board and motivated to get stars. They were motivated to show their effort and highest achievement in performing in front of the class. They were competing with each other to have a high participation to get more stars. Those statements were also supported by the student's statement shown in the interview transcript below

- C: *Dik kalo belajar sama miss Nesa menurutmu gimana?* (What do you think about Miss Nesas' class?)
- S27: *Nyenengin miss, suka memuji katanya kalau salah nggakpapa, yang penting udah berani. Nggak galak dan santai.* (it was fun. She appreciated me and never mad at me when I'm wrong. She's friendly)
- S18: *Seneng banget miss. Dapet bintang juga kalau maju, jadi bintangku banyak.* (I'm really happy. I got stars when I participated actively in class, so I got many stars)
- S21: *aku juga miss, pokoknya seneng deh, tapi kadang aku gak dipilih maju soale telat ngacung e Miss.* (I'm really happy. But sometimes she didn't choose me because I didn't raise my hand quickly) (See Appendix B, transcript 13)

b) Using Classroom English during the Teaching and Learning Process

There were two benefits of using classroom English during the teaching and learning process. Firstly, it gave the students input of the use of English. The input could be in terms of pronunciation, intonation, vocabulary, expression and grammar. Secondly, it stimulated the students to use of English in real life by responding to any of classroom English.

In cycle 1, several students were happy and felt motivated to speak English since the use of classroom English was comprehensible enough. It was reflected from the students' positive responses. Though, sometimes, the students looked puzzled because the researcher spoke too fast. Therefore the researcher needed to repeat what she said highly and slowly. Gestures and Bahasa Indonesia translation were used to help the students understand.

In addition, the comfortable atmosphere of learning supported students speaking skill improvement. The students were involved in the teaching and learning process by appropriate jokes and fun. Building the jokes and fun was important to attract the students' attention to teaching and learning process

thus the students were not sleepy or bored. Below is what the students said about the learning process.

C: *Pernah bosen nggak dik kalau belajar sama miss nesa?* (Do you ever feel bored while learning with miss Nesa?)

S4: *Nggak. Miss Nesa lucu soalnya, belajar sambil bercanda, jadi mudah masuk gak spaneng.* (Never. We learn and have fun. So it's easier to comprehend the materials.)

S1: *Miss Nesa Asik e Miss, jadi seneng, gak bikin ngantuk juga, tapi kadang aku ngantuk ding, tapi terus gak jadi ngantuk karena ada bercandanya gitu.* (She's friendly. Whenever I feel sleepy, she always attracts me with intermezzo) (See Appendix B, transcript 11)

2. Cycle 2

1) Planning

Considering the findings in cycle 1, the researcher decided to focus on the same problems as those in cycle 1. Since all actions in cycle 1 successfully made the students improve their learning behavior, all of those actions would be carried out in cycle 2 with some improvements. Those improvements in carrying out the actions aimed at getting more-significant results. Those actions that would be carried out during the teaching and learning process in cycle 2 are presented in the table below.

Table 6: Planning actions to be carried out in the action step of cycle 2 based on the reflection of cycle 1 in order to solve the feasible problems in Grade VII A at SMP N 1 Kasihan Bantul

No.	Feasible Problem	Reflection of cycle 1	Planning Cycle 2
1.	The students had low motivation in learning English.	Most of the students participated actively during the teaching and learning process using cue cards. Though some students still tended	To raise the students' motivation in learning English the researcher decided to limit the topic and gave more opportunities to the students in using cue

		to be silent during the teaching and learning process.	cards. Beside, there would be an enjoyable atmosphere by joking and giving reward at the end of cycle 2 for the students who got most stars in teaching and learning process.
2.	The students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy.	The students' fluency was good enough and they also increased their vocabulary mastery. However, their pronunciation skill should still be improved since their pronunciation was fair and started to improve.	The researcher decided to maximize the use of cue cards in presentation, practice and production activities since in cycle 1 it helped students to improve their speaking skill. The presentation, practice and production activities would be done with the same activities as she did in cycle 1.
3.	The students were afraid of making mistakes to speak English.	Most of the students were confident in performing the written text in front of the class. However, there were several students did not willing to volunteer themselves to perform.	The researcher decided to encourage the students by providing more transactional text to perform and uphold the presentation, practice and production activities she did in cycle 1.
4.	The students were not accustomed to practicing speaking English orally.	The use of classroom English generally succeed to expose the use of English in the real life, though sometimes, several students looked puzzled, they started to comprehend the classroom English. Besides, The cue cards media stimulated most of the students to speak English, though	Since the students were already familiar with the classroom English in cycle 1, the researcher decided to maximize the use of classroom English and Bahasa Indonesia translation would be rarely used during the teaching and learning process. Furthermore, The cue cards media would be used more frequently to stimulate all students to speak English.

		several students tended to kept silent.	
5.	The teacher did not use any media to teach speaking.	The cue cards media stimulated the students to speak. Furthermore, their productions of English sounds were more accurate than it was before in the pre test.	Cue Cards would be the main media for the students in presentation, practice and production activities in teaching speaking with the same principles but different topic.

2) Action and Observation

There were two meetings conducted on September 22th and 26th. The actions are explained in the following points.

a) Engaging the Students by Involving Them Through the Use of Cue Cards in Presentation Activities

In cycle 2, generally, the students were enthusiastic to be involved in those presentation activities. Their participation also improved by engaging them in presentation activities. This would be elaborated further in the following points.

Meeting 1

In the presentation activities in cycle 2, the students' involvement in analyzing the input text improved. They read aloud the input text by themselves together. The students also engaged to contribute more in the oral discussion of the content of the input texts, the key vocabulary and the grammatical rules in the texts. They were able to guess what a word meant

from the context most of the time. Overall, the students understood the input text since they could answer the researcher oral questions and pronounced words correctly. It can be seen from the extract below.

Now we are going to discuss this cue card. I asked the students to read aloud the cue card together to check the students' pronunciation. After the students read the cue cards, I repeated to read the cue cards by having the proper intonation and pronunciation, and the students repeated after me whenever I gave a pause between sentences. After that, I emphasized the pronunciation of some words like "eleventh", "twelfth", "Twentieth", and "thirtieth". (*See Appendix A, Vignette 5*)

Furthermore, there was a competition among students to get the chance to volunteer during the teaching and learning process using cue cards and sometimes they showed their upset faces when they were not chosen. It can be seen from the extract below.

I asked the students to volunteer themselves to practice the cue cards. All the students wanted to come in front of the class. I chose 3 pairs to come in front. After they performed the cue cards, I gave them stars. They were looked really satisfied and happy. The other students who did not get the chance were complained at me. I calmed them down and motivated those students to be more active and progressive in my class so they could get the stars to be pasted in achievement board. (*See Appendix A, Vignette 5*)

b) Engaging the Students by Involving Them Through the Use of Cue Cards in Practice Activities

The action of engaging the students through the use of cue cards in practice activities in cycle 2 generally raised their ability to generate ideas and motivated them to speak English.

Meeting 1

In the first meeting of cycle 2, practice activity was done by doing interview game related to the topic. The students were cooperative while doing the interview game. Most of them spoke English without afraid of making mistakes. However, few students still disobeyed the rules of the game because they were sometimes speaking Indonesia while doing the game. Therefore, the researcher and her collaborator needed to monitor the students and reminded them the rules. It can be seen from the extract below.

I asked the students to volunteer themselves to take a lottery. They came in front of the class and acted the dialogue. My collaborator and I guided each pair and to help them if they needed help. My collaborator and I also moved around to make sure the students spoke English and did the activity honestly. Sometimes few students spoke Bahasa Indonesia, therefore they helped and monitorized each other to speak English. At the end of the activity I asked whether they completed the entire chart or not. I asked “do you have completed the chart?” all students answered “Yes Miss”. With the helped from my collaborator, this activity took around 25 minutes. (*See Appendix A, Vignette 5*)

c) Engaging the Students by Involving Them Through the Use of Cue Cards in Production Activities

The action of engaging the students through the use of cue cards in production activities enabled the students to stimulate each other to speak English confidently.

Meeting 2

The last meeting of cycle 2 was done by making conversation related to the situational cue card and performing the conversation in front of the class.

While the students did the task, the researcher and her collaborator moved around to check the students and helped them whenever they needed. In fact, most of the students did the task by themselves, though there were few students who needed personal guidance.

In addition, while performing in front of the class, all students spoke English eagerly. They were enthusiastic to show their best performance. Although they doubted on pronouncing words appropriately, most of the students kept speaking confidently. It can be seen from the extract below.

The class was a bit quiet as all the students prepared themselves to speak in front of the class. After they finished their task, I asked them to volunteer themselves to take a lottery. They came in front of the class and acted the dialog. While Kanthi, Lisa, Dinda, Arwa, Asna, Wikan, Bevio, Dicky, Faisal and Ihsan performed, their pronunciation was good and their grammar was accurate and they also spoke English confidently. Furthermore, while Zulfa, Soni, Dhimas, Zidan, Hafid, Luthfi, Ardan, Nia, Nur and Monich performed, they spoke English eagerly and their vocabulary, pronunciation and grammar were good. Generally, most of the students spoke English confidently and made fewer mistakes. With the helped from my collaborator, this activity took around 30 minutes. *(See Appendix A, Vignette 6)*

The picture below also showed the engagement of the students in performing the situational card.



Picture 1: The students' Performance in front of the class

d) Using Classroom English during the Teaching and Learning Process

Similar to how it was done in cycle 1, the researcher used classroom English during teaching and learning in cycle 2. The result in cycle 2 showed that there were improvements in terms of greeting, telling about condition, responding to explanation, instruction and simple questions and responding to thanks since the students always gave positive responses and used English frequently. They spoke English as much as they could. It can be seen from the extract below.

“Has everyone got the cards?” all students said “Yes”. The students read the direction in the worksheet. I explain the worksheet to the students “please take a look to the worksheet. There you have two five empty chart. What you should do is fill the empty chart (pointed to the table one in the worksheet) with your friends’ birthday. Take a look to the example below.” Almost students read aloud the example in the worksheet.. Do you get my point everyone?” some students said “yes”, several students said “Yes Miss, I understand” and few students said “of course yes.”. *(See Appendix A, Vignette 5)*

Additionally, in setting an enjoyable atmosphere the researcher joked with the students without ignoring what being learned in teaching and learning using cue cards media. They also felt confident and motivated to participate actively in teaching and learning activities. Moreover, the students stated that they felt comfortable without being threatened in the English class with the researcher thus they were not afraid of making mistakes. They also almost never felt nervous and easy to understand the materials since the teaching and learning process were enjoyable.

3) Reflection

Considering the actions focused on improving the students' speaking skill through the use of cue cards, the reflections from the action and observation of the research during the teaching and learning process using cue cards will be explained further in the following paragraph.

1) Engaging the Students by Involving Them Through the Use of Cue Cards in Presentation, Practice and Production Activities

The students' improvement in teaching and learning process identified from their enthusiasm to participate by raising their hand to be chosen as volunteers in performing written input texts. Several students who used to be passive showed their improvement since all of the students volunteered themselves to come in front and practiced to speak English without hesitation. Below is what the collaborator said about the students' improvement.

C: *Itu S10 dan S29 sekarang rajin ya, si S4 juga udah mulai lancar.* (In cycle 2, I think S10 and S29 were diligent and S4 was easier to comprehend the materials)

R: *Iya ada perubahan dari mereka dibandingin cycle 1.* (I see. They improved in cycle 2)

C: *Iya sih cycle 2 ini mereka lebih aktif, malahan semua mau maju speaking.* (I agree. They were more active and all of them wanted to come in front to perform) (See Appendix B, transcript 17)

Furthermore, the students were excited about knowing how to pronounce the English words correctly by giving attention and imitating the researcher when she pronounced English words. It was easier for the students to recognize and pronounce English sounds she taught them in pronunciation

drills. Furthermore, the students' comprehension towards the input texts in the cue cards was better. Their being active consequently improved their comprehension towards the materials. Most of them could answer the researcher oral questions related to the topic.

In addition, to make the students feel enjoyed and respected, the researcher gave them the reward at the end of cycle 2. The reward was assumed to encourage and motivate the students to be more active in teaching and learning process. It also encouraged the students to contribute more and built a competition atmosphere among the students. As a result, their speaking skill improvement was enhanced.

Moreover, the students' participation was greater. Most of them wanted to practice speaking English in front of the class. This was improvement compared to how they behaved in cycle 1, since in cycle 1 the researcher still had to motivate several students to come in front. The interview transcript below showed the students' explicit statement of their motivation to participate in the teaching and learning process.

R: "*Gimana dik speaking kamu setelah diajar sama miss nesa?*" (How do you think about your speaking skill?)

S7: "*Meningkat dong. Kalau dulu gak pakai kartu, gak diajarin pelan-pelan jadi bingung deg-degan gitu Miss, tapi kalau sama miss Nesa kan asik dan santai. Kalau nggakpapa, jadi nggak takut.*" (It improves. Back then, there were no media in use and no drills. Whenever we were asked to speak English, we felt nervous. But now, with Miss Nesa, we feel comfortable and were not afraid of making mistakes.) (See Appendix B, Interview Transcript 19)

Furthermore, the presentation, practice and production activities improved the students' confidence to speak English. All students were

enthusiastic while doing the interview game and performing the situational card. They moved around to do the interview game. They were also willing to perform in front of the class. However, few students still used Bahasa Indonesia while doing the interview game. As a result, their fluency was good enough. They also increased their vocabularies mastery. In addition, their pronunciation was improved since it did not cause misunderstanding, though sometimes the students' pronunciation still influenced by their native language. It can be seen from the questionnaire result below.

<i>Apakah kegiatan dengan menggunakan media cue cards berhasil meningkatkan kemampuan speaking adik? Mengapa? (Did cue cards help you improve your speaking skill? Why?)</i>	
S7	<i>Ya. Saya bisa lebih lancar berbicara didepan kelas dan tidak takut salah kalau belajar sama miss Nesa (Of course. Now I'm not afraid of making mistakes while speaking English)</i>
S10	<i>Iya. Karena saya jadi pengen maju praktek berbicara terus. Kartunya buat saya lebih mudah tau apa yang diucapkan. (Yes. I always want to perform. The cue cards help me to generates my ideas)</i>
S12	<i>Iya berhasil. Saya tau bagaimana tanya jawab tentang waktu kegiatan sehari-hari, jadwal pelajaran dan tanggal ulang tahun bersama teman jadi menyenangkan. (Definitely yes. I can ask and give information about specific time of event or activities with my friends, and it was fun)</i>
S18	<i>Iya meningkat. Jadi tambah senang belajar bahasa inggris dan tau cara pengucapan yang benar (Yes. It motivated me to learnt English and also how to pronounce words well)</i>
S19	<i>Bisa meningkat karena dengan belajar mengunakan cue cards saya jadi lebih paham materinya dan ingin maju untuk praktek berbicara terus. (I do. Since I learn used cue cards, it is easier for me to comprehend the materials and always want to practice speaking English.</i>
S31	<i>Iya. Karena asik belajarnya jadi tidak bosan, semangat dan saya jadi lebih berani berbicara tidak takut kalau salah-salah. (Yes. It was fun and enthusiastic. I was not afraid of making mistakes while speaking.</i>

2) Using Classroom English during the Teaching and Learning Process

There was improvement regarding the use of English in the classroom. The students always responded to greeting, questions and thanks. The positive responses to each of questions about condition, simple instruction, simple explanation, attention getter and thanks showed the students' ability to understand classroom English. In addition, the students showed their improvement on speaking English since they spoke English as much as they could.

Furthermore, a comfortable atmosphere of learning supported the students' improvement. The students could enjoy the teaching and learning process by having some jokes, relaxed conversation and some rapport with the researcher. The students stated that the classes were fun and thus made them comfortable. Therefore the students were willing to participate actively without feeling threatened in teaching and learning process. The interview transcript below shows the students' explicit statement of their comfortable feeling in the teaching and learning process.

R: *Dik, kalo bedanya kelas Bahasa Inggris sama Miss Nesa dengan yang sebelumnya apa sih?"* (What is the difference between the English class with me and the English class you guys used to have?

S1: *"Kalau Miss Nesa tu bersahabat dan lucu gitu lho Miss"* (The difference is that you are friendly, ma'am.)

(See Appendix B, Interview Transcript 20)

3. The Quantitative Improvement of the Students

The quantitative results of the assessment on the students speaking skill performance before and after the research carried out supported by those

qualitative improvement results. The pre-test performance was on September 1st, 2016, the progress test performance was on September 19th, 2016 and the post-test performance was on September 29th, 2016. The latter then became the consideration of whether to continue or end the research. My collaborator and I agreed to end the research since the result showed that the students speaking skill had improved.

The researcher also asked her collaborator to be the second rater to assess the students' speaking performance. Based on the assessment of the students on speaking performance it showed that the students' speaking skill improved. All of the students' scores on the pre-test performance, progress test performance, and post-test performance significantly increased. The chart below presents the improvement of students' mean score on the pre test, progress test and post-test

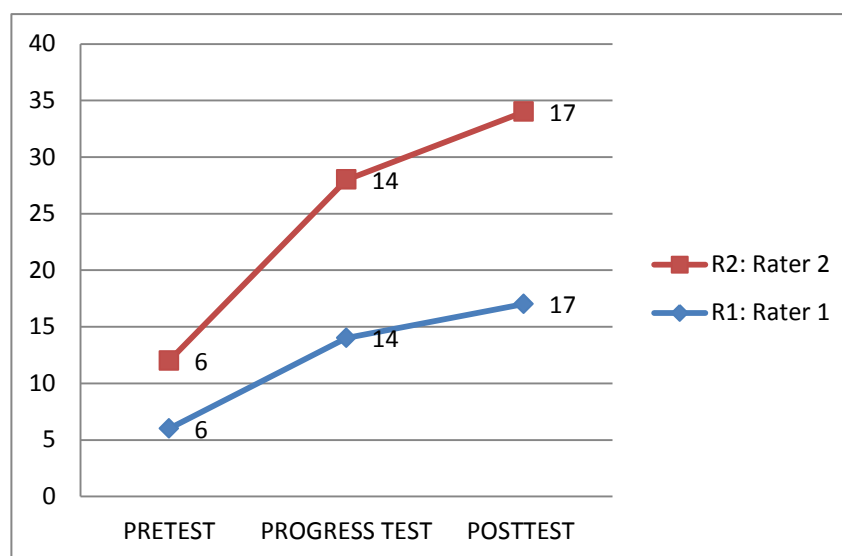


Figure 1: The improvement of students' score on the pre test, progress test and post-test

The chart above showed the mean score from the first and the second raters in assessing the pretest, progress test and post-test. The mean scores increased in scale that ranged from 4 to 20. The mean scores increase from 6 in the pre-test became 14 in the progress-test. Subsequently, the mean scores in the post-test became 17. The chart below presents the improvement of students' mean scores on the pre test, progress-test and post-test on each assessment aspect.

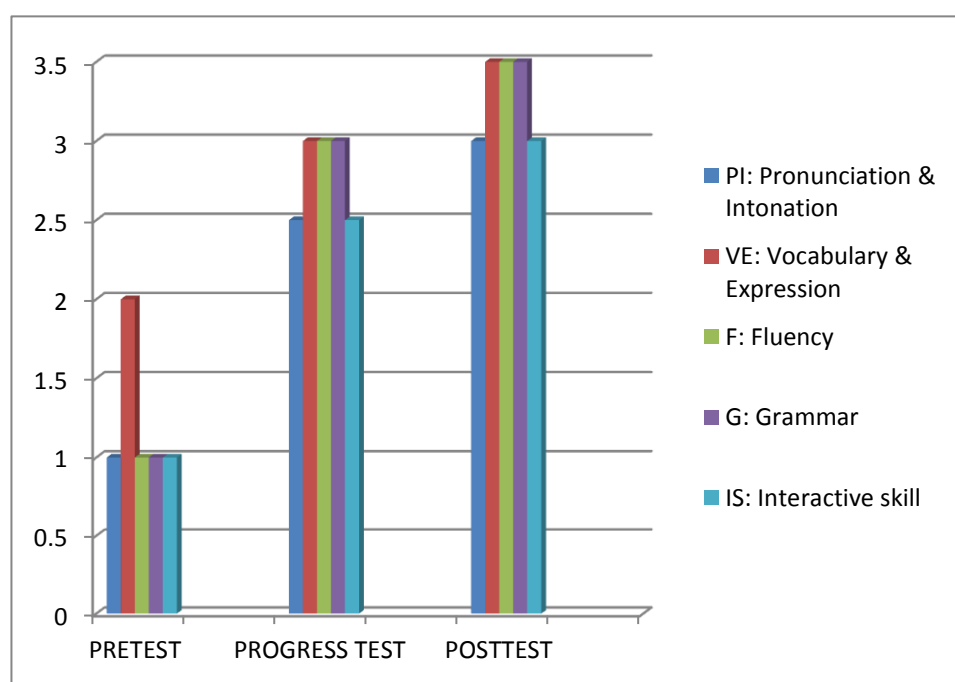


Figure 2: The mean scores of each indicator in pre-test, progress test and post-test

According to the information that was presented in the chart above, there was improvement in the aspects of pronunciation, Vocabulary, fluency, grammar and interactive skill. The mean scores increased in scale that ranged 1 to 4. The mean score of students' pre-test for the aspect of pronunciation was 1. After the process of implementation, this number increased to 3. The

students' pre-test score for the aspect of vocabulary also increased. It was 2 and increased to 3.5 for the post-test. The increase was also found in students' fluency. It was 1 for the pre-test and 3.5 for the post-test. Next, the mean score of grammar also increased from 1 to 3.5. Another improvement was on students' interactive skill. The pre-test mean score for this aspect was 1 then increased to 3. In conclusion, it can be seen that the students' speaking skill improved. All of the students' scores on post-test were higher than those on pre-test.

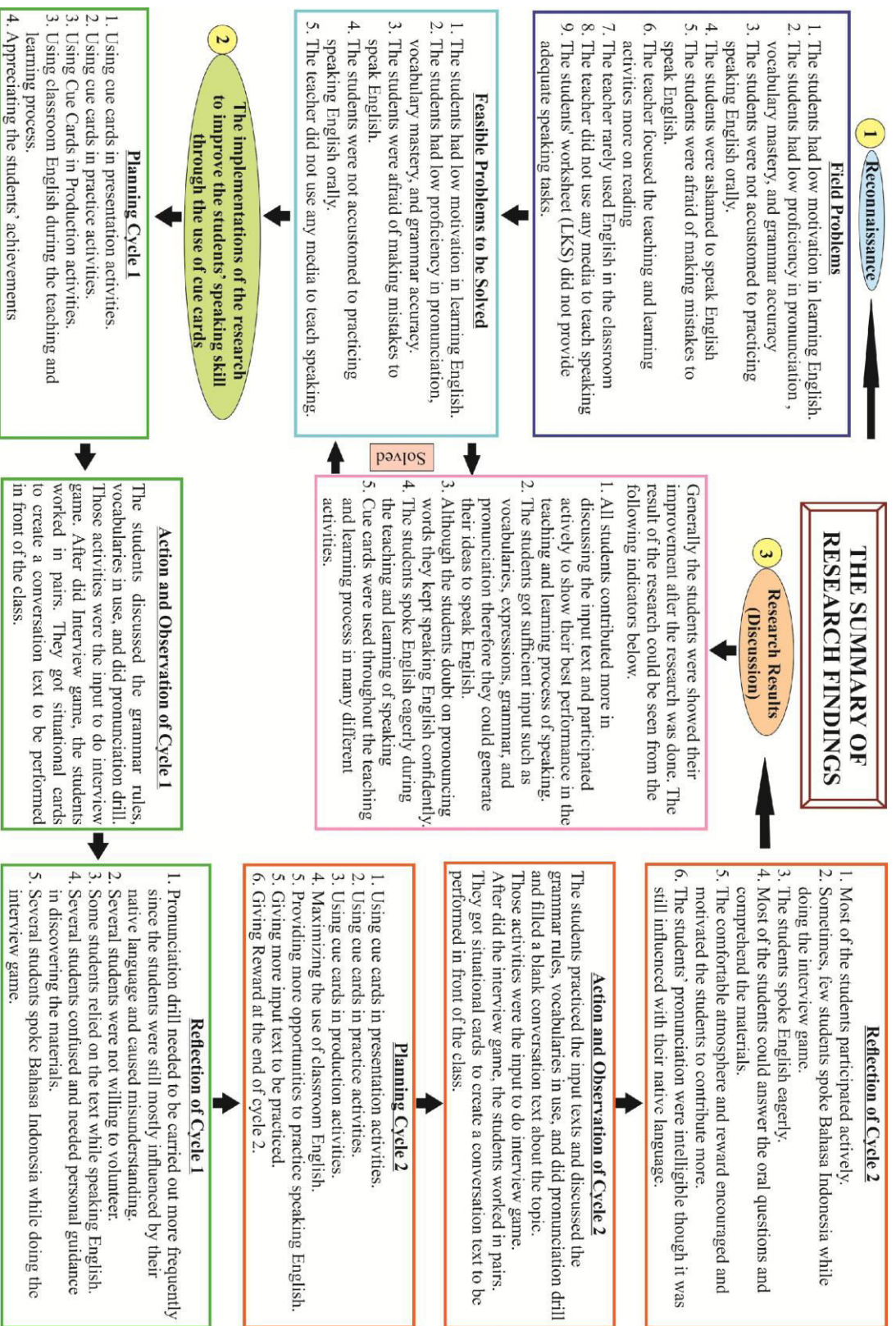
B. Research Discussion

The focus of this research was to improve the students' speaking skill of Grade VII A at SMP N 1 Kasihan Bantul through the use of cue cards. The findings revealed significant main effect of using cue cards to improve students' speaking skill. By being involved in the teaching and learning process of speaking using cue cards, the students were motivated to participate actively and shown their best speaking performance. Thus, students can speak English confidently with their friends. This finding supports Harmer (2007) which reported that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

In addition, the use of cue cards media in presentation, practice and production activities attracted students' interest. They always gave close attention to the cue cards in teaching and learning process. By being involved

in the use of cue cards media, the students got sufficient inputs such as vocabulary, grammar, and pronunciation to stimulate their ideas to speak. Generally, they contributed more in every learning activity. This seems to confirm Briggs (1970) suggestion that media as physical means which are used to send message to the students and stimulate them to learn.

Furthermore, by creating comfortable atmosphere and giving rewards to the students' participation and achievement in the teaching and learning process, they competed each other to show their best performance in speaking activities. They also participated actively since they did not feel threatened in the whole teaching and learning process using cue cards. This result lends a support to a previous study finding reported by Harmer (2001) who said that adolescents are attractive if they are engaged, have a great potential for creativity, and a passionate commitment. Finally, here is the diagram which presents the summary of research findings carried out during the teaching and learning process using cue cards.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The findings of the research elaborated on chapter IV showed that speaking skill of Grade VII A of SMP N 1 Kasihan Bantul had improved through the use of cue cards. In the two cycles of the research, cue cards were used as the main media to teach speaking. The cue cards were used in presentation, practice and production activities to attract the students' attention and motivated them in learning English.

Furthermore, during the teaching and learning process using cue cards, the students were motivated to increase their vocabulary mastery, improve their grammar accuracy and pronunciation. By being involved through the use of cue cards, the students find it easier to generate their ideas to speak English since they got sufficient input materials. Therefore, they were more confident to speak English and participate actively in the whole teaching and learning process.

Besides, the use of classroom English during teaching and learning process successfully exposed the use of English in real context. It made the students familiar with the use of English in daily communication. During the teaching and learning process using classroom English, the students spoke English eagerly and did not afraid of making mistakes. They were willing to participate actively in the teaching and learning process. They also enjoyed the process and did not feel threatened as they used to be. Progressively they were eager and confident to speak English.

In addition, based on the quantitative data, the improvement of the students' speaking skill could be seen from their mean scores of pronunciation, vocabulary, fluency, grammar and interactive skill. The mean score of students' pre-test for the aspect of pronunciation was 1. After the process of implementation, this number increased to 3. The students' pre-test score for the aspect of vocabulary also increased. It was 2 and increased to 3.5 for the post-test. The increase was also found in students' fluency. It was 1 for the pre-test and 3.5 for the post-test. Next, the mean score of grammar also increased from 1 to 3.5. Another improvement was on students' interactive skill. The pre-test mean score for this aspect was 1 then increased to 3.

B. Suggestions

Derived from the conclusions elaborated previously in this chapter, there were several suggestions to the English teacher and to other researchers as follows.

1. To the English Teacher

It is important to support the language learning by developing media, such as cue cards. Cue card is easy to make and it is important to involve the students in the use of cue cards since this kind of media help the students to generate their ideas to speak up. It help the students to maintain their thought what they are going to say. In addition, the implementation of the activities

using cue cards in small group will make students feel comfortable to practice to speak. By the small group activity, the students also could help each other in learning and lessen their anxiety of making mistakes to speak English.

2. To other Researchers

To improve the students' speaking skill is worth considering using the cue cards media. It corresponds to the definition of cue cards in Cambridge English Language Assesment (2015) stating that cue cards are used to prompt or encourage learners to produce particular language during a practice activity or drills. For other researchers who are interested in conducting research in the same field, the researcher suggests that they carefully examine the activities that will be used. They should also consider the English proficiency of the students and the aspects that should be focused more. This study may be used as one of the references before they conduct research related to the students' speaking skill through the use of cue cards.

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APPENDIXES

APPENDIX A: VIGNETTES

The Class Observation
Vignette 1
Monday, August 8th, 2016

The class started at 11.24 AM. The English teacher entered the room and greets the students. "Good Morning students how are you?" the students respond "Good Morning, I am fine, and you.". The English teacher replied "I am fine". There was no variation in the students' response. The students were curious with me. The English teacher let me introduce myself. He also explained my purposed in coming to the class VII A. Soon after, the English teacher opened the lesson. "sekarang kita masuk ke materi berikutnya. Buka LKS bab 2 anak-anak". All the students were busy looked for their LKS. The English teacher were explained the materials about introducing self. The English teacher just gave a brief explanation. Some of students were gave attention to the English teacher and some of them just busy doing other thing.

After explained the materials, the English teacher asked the students to make a text to introduce their self. The class was quiet since they were work individually to do the task. The activity took around 20 minutes. The English teacher also helped the students whenever they need help. After the students has finished their task. The English teacher asked the students to come in front based on his will. But most of the times, the English teacher were forced the students to come in front. During the activity, it seemed that none was comfortable while reading the text in front of the class. They were lacked in vocabulary mastery, made some grammatical mistakes and they were not fluent in English yet. While doing the written task, most of the time, the students asked the English vocabulary to the English teacher. They also afraid of making mistakes though they were did not willing to volunteers themselves to come in front. They were feeling anxious when they spoke up in front of the class. Some of them seemed did not interest with the lesson, it could be seen from their gestures. Some of them were sleepy. Most of the students prefer in doing other things like reading novel or made some paper craft while they did not have the chance to come in front rather than gave attention to their friends.

The class was ended after all students come in front and practice to speak. "sudah maju semua ya, nilainya dibacakan besok saja karena waktunya sudah habis." Some of the students were complained, but the other students just nodding their head and silent. The English teacher closed the lesson by saying goodbye.

Agnes Heni Rahmawati 12202241006

The Action and observation of Cycle 1

Vignette 2

Monday, September 5th, 2016

I entered the room on time with the collaborator. Soon after they got in to the class, the students stood up and say, “Halo Miss Nesa.”, “*kemana aja miss kok lama gak kesini*” “*itu temannya siapa miss?*”. Soon after, I opened the meeting by standing up in front of class and looking around. I smiled and greeted the students. All students were greeted me together and most of them smiled at me. I said “Good Morning Everyone!” all students answered “Good Morning Miss Nesa.”. Then I asked about the students’ condition. “How are you today?”. Most of the students answered “I’m fine” the other students answered “I’m good”.

The class started at 11.10 a.m. it was the last class of the day. I also opened the class by say a prayer “Alright everyone, before we start our lesson, let’s have a short prayer, shall we...” “Amen. Thank you” after that I checked the students attendance. “Is there any students who is absent today? *Ada yang nggak masuk hari ini*”. Some of the replied “*No Miss, Masuk semua.*”.

Then I introduced the Achievement board as a board to record their achievement during the teaching and learning process. They were very curious about the Achievement board. Some of them asked “*itu apa Miss?*”; “*Miss Nesa itu buat apa sih?*”. Then I explained the achievement boards to the students. I said “does everyone know what achievement is? *Hayo artinya achievement apa?*” “One of the students (Fauzan) said “*Prestasi*” and the other students followed his answer. “Good! And here, I also have stars, you will get the stars and pasted to the achievement board if you are active in my class. *Jadi kalo yang aktif akan dapat bintang.* Do you get my point everyone?”. All the students “Yes Miss”; “ok miss”; “*aku juga mau bintang nya yang banyak miss*”. I replied “of course, you will get the stars”. Most of them shouted “yey”.

I started the lesson. “Now we are going to learn daily routines.”. “Has everyone know about daily routines?” several students replied “*aktifitas rutin*”, the other students replied “*aktifitas harian*”. I said “Good! Great students.”. To introduce the students to the materials they were going to learn, I gave the students a series of daily routines cue cards. I said, “Everyone, pay attention to me. Now we are going to discuss these cue cards (showing the cue cards). You will work in group of four (gesturing the number). Now you need to count number one until number 4 and repeat from number one again (*jadi hitung angka satu sampai empat terus diulang lagi ya*). Some students looked puzzled so bahasa Indonesia translation were used. After used bilingual language, I said “Do you get my point everyone?” Almost students said “Yes” loudly. I said “Good. Now are you ready?”; “Yes”; “alright, lets count start from now!”. The students were counted the number. I said “Now sit with your groups, and we have eight groups”. The students move around to sit with their group. I said “Have you finid?” some students replied “Yes”. I divided the group number. “fauzan and friends are group 1, Wikan and friends are group 2, Faisal and friend are group 3, Vio and friends are group 4, Iin and friends are group 5, Zulfa and friends are group 6, Monich and friends are group 7, and the last group, Adinda and friends are group 8”.

In the first cue cards activity, I gave the cue cards to the students. I explained the cards to the students "Class, can I have your attention please?"; the students replied "ok Miss"; "Yes Yes". I responded "Alright, there are nine cue cards and you should arrange it into good daily routines. After you finished, you must raise your hand and say **BINGGO** follow by your group number. For example Bevio raise your hand, say **BINGGO** group four. And for the achievement board I have four stars for the first group who finished arranging these cue cards. Do you get my point everyone?" the students replied "Yes Miss" "Understand Miss" "ready miss". I responded "Ok. Start from now!" all the groups were focused to arrange the cue cards into good daily routines." around two minutes, one of the group member (Fauzan) raised his hand "Miss Binggo group *satu*, e group one" I responded "Very good" now please read the cue cards out loud." The group one read aloud the cue cards they arranged. I gave the stars to group one "here the stars for you all, keep it, and paste it at the end of the class". The members of group one was smiled and said "Ok miss". I asked the students to read aloud the cue cards they have arranged together to check the students' pronunciation mistakes. After the students read the cue cards, I repeated to read the cue cards by having the proper intonation and pronunciation, and the students repeated after me whenever I gave a pause between sentences. After that, I emphasized the pronunciation of some words like "lunch" "a half past" and "a quarter to" and the students repeated to pronounce the words correctly.

I explained to the students about "how tell time in hours". To check whether they comprehend the cue cards they have arranged or not. I draw a big watch in the white board; I divided it into two parts. The first one is part a half past and the second one is part a half to. I draw lines in that big watch (07.00 a.m.) and asked the students to answered my question "what time is it?" most of the students answered "it's seven o'clock", I draw lines again (08.15 a.m.), "what time is it?" most of the students answered "It's quarter past eight", but some others were just silent. "Let's repeat again, what time is it?" "It's a quarter past eight". I give them verbal appreciation "Great! Good students." Then I draw lines (10.30 a.m.) "How about this, what time is it?" all the students bravely answered "It's a half past ten"; for the last drill, I draw lines (10.45) and asked "the last one what time is it?" some students answered "It's a quarter to ten", some others answered "It's a quarter to eleven". I respond to the students answered "which one is the right answer? a quarter to ten or a quarter to eleven? You can check your cue cards." Immediately, Fauzan answered "*yang* eleven miss, *di katunya ini contohnya yang disebut jam sesudah yang di jarum gitu*" I respond to the fauzan's anwer "do you agree everyone? *Setuju sama Fauzan? Ada yang punya jawaban lain?*" several students said "*ooohh iyaa*" some other said "*setuju Miss*" then I asked the students "*kenapa kok setuju?*" immediately several students answered "*itu di gambar dah dibagi dua miss*" "*iya miss contoh di kartunya juga gitu*", some students were just said "*ooohh*". I repeated the question "let's repeat again, what time is it?" all students answered "It's a quarter to eleven" I give them verbal appreciation "good job!". I found pronunciation mistakes in pronounced word "eleven" the sound is like "elephant". I repeated the word "eleven" by having the proper intonation and pronunciation, and the students repeated after me.

Whenever I finished drilled the students' pronunciation. I check their understanding "Do you get my point everyone? *Ada yang masih bingung?*" most of the students answered "No Miss" and some other just shake their head. Then I said "Great! Now let's move to the second cue cards".

In the second cue cards activity, the students were work in pairs. I said "everyone go back to your seat" some students said yes and the other just silent and go back to their seat. After that I gave the students the second cue cards. I explained to the students about "how tell time in hours". To check whether they comprehend the cue cards they have arranged or not. I draw a big watch in the white board; I divided it into two parts. The first one is part a half past and the second one is part a half to. I draw lines in that big watch (07.00 a.m.) and asked the students to answered my question "what time is it?" most of the students answered "it's seven o'clock", I draw lines again (08.15 a.m.), "what time is it?" most of the students answered "It's quarter past eight", but some others were just silent. "Let's repeat again, what time is it?" "It's a quarter past eight". I give them verbal appreciation "Great! Good students." Then I draw lines (10.30 a.m.) "How about this, what time is it?" all the students bravely answered "It's a half past ten"; for the last drill, I draw lines (10.45) and asked "the last one what time is it?" some students answered "It's a quarter to ten", some others answered "It's a quarter to eleven". I respond to the students answered "which one is the right answer? a quarter to ten or a quarter to eleven? You can check your cue cards." Immediately, Fauzan answered "*yang eleven miss, di katunya ini contohnya yang disebut jam sesudah yang di jarum gitu*" I respond to the fauzan's anwer "do you agree everyone? *Setuju sama Fauzan? Ada yang punya jawaban lain?*" several students said "*ooohh iyaa*" some other said "*setuju Miss*" then I asked the students "*kenapa kok setuju?*" immediately several students answered "*itu di gambar dah dibagi dua miss*" "*iya miss contoh di kartunya juga gitu*", some students were just said "*ooohh*". I repeated the question "let's repeat again, what time is it?" all students answered "It's a quarter to eleven" I give them verbal appreciation "good job!". I found pronunciation mistakes in pronounced word "eleven" the sound is like "elephant". I repeated the word "eleven" by having the proper intonation and pronunciation, and the students repeated after me. Whenever I finished drilled the students' pronunciation. I check their understanding "Do you get my point everyone? *Ada yang masih bingung?*" most of the students answered "No Miss" and some other just shake their head. Then I said "Great! Now let's move to the second cue cards".

In the second cue cards activity, the students were work in pairs. I said "everyone go back to your seat" some students said yes and the other just silent and go back to their seat. After that I gave the students the second cue cards. I guided the students to discuss the cue cards. I asked the students what the cue cards were about. Most of the students answered "*Kegiatan sehari-hari Hana Miss*" "*Hana's daily habits miss*", and then I respond "good!". One of the students asked me "*Miss routines itu apa miss?*"; "*siapa tahu routines itu apa?*"; "*Kegiatan rutin miss*"; "great! *Jadi daily daily routines itu kegiatan rutin sehari-hari. Mengerti?*" most of the students nodding their heads and some of them said "Yes" and one of them (Ihsan) said "Yes Miss, I understand". Then I asked the

students “What routines she do? *Hana ngapain aja sehari-harinya?*” to answer my question, the students read aloud the Hana’s daily habits text. Since it looked puzzled because the students read it apart, I asked them to read aloud together “Alright. Now I want you to read the text together start from now!”. I moved around the class while the students read the cue cards. In general the students remembered the correct pronunciation of the words.

After drilling the students’ pronunciation, I asked them to read the second cue cards. I asked the students to checked the cue cards “*Siapa yang tahu kalo in the morning, in the afternoon, sama in the evening itu apa?*”. The Faisal raised their hand “*saya miss, kalo morning, itu pagi*” the others students followed to answered “*afternoon siang kan miss?*”; “*anu miss evening itu sore.*” Immediately Lisa asked me “*miss lha kalo night gimana miss?*”. I respond to the students answered “*ok good. Morning itu pagi, Afternoon itu siang, Evening itu sore. Tapi ingat ya, kalo night itu dipakainya kalo mau bobok aja.* For example, I watch TV at nine p.m., *nah itu tetap* I watch TV at nine in the evening.” Some students were said “*o gitu*” and the others said “*ok miss.*”. “Alright everyone let’s take a look to the second cue cards. I need two pairs who want to read this cards in front of the class.”. Immediately Fauzan and Dicky raised their hand followed by the other students. They said “*Miss Nesa, Saya Miss*” “*I juga Miss*”. Then I respond “Ok. Calm everyone. Fauzan come in front with your partner, Ihsan. Dicky and Bevio, are the next.”. Fauzan and Ihsan were come in front and read the dialog in the cue cards. They were really braved. After that Dicky and Bevio take their time to read the dialog in the cue cards, they were fluent in reading the dialog in the cue cards. After they back to their seat, I asked “Arwa, what time do you wake up?” Arwa answered “I wake up at five o’clock”. After Arwa answered my question, I asked her to ask their friend. And it continued until the third student. To check their understanding about the grammar rule to ask and give information about daily routine, I explained to the students that when they want to ask about someone daily habits, they should used this expression “What time do you...” Followed by the activity they want to know.

After encourage the students in the presentation activity, I gave a worksheet to the students. The students worked individually to did this worksheet. The worksheet was about asking and giving information about daily activity. The students asked their friend used the expression to ask and give information about daily routines. “Pay attention to me please everyone! Here I have a worksheet for you. Please read the direction in the worksheet and ask me if you confused.” I distribute the worksheet to the students “take one and pass to the rest”. The students who sat in the front row distributed the worksheet to their friend at the back of them. “Has everyone got the sheet?” some of students nodding their head and the others students said “Yes Miss”. The students read the direction in the worksheet. “Any question everyone?” the students were keeping silent. “What should you do with the worksheet? *Suruh ngapain hayo itu?*” they answered “*wawancara miss*”; “*nanya jam ke teman miss*”; “*ask jam nya tentang daily habits Miss.*”. I respond “Right. You should ask about what time your friends do the daily habits. *Jadi Tanya jam berapa aktifitas hariannya teman kamu.* Now, Wikan, what are the daily habits in the worksheet?” Wikan answered “*bangun*

pagi, sarapan. Ke sekolah, emm lunch tadi apa ya, anu ya makan siang, terus pulang kerumah dan tidur miss". I gave him verbal appreciation "Great! Good job Wikan. Alright everyone, now you can start to asks your friends". All the students were moved around. They asked and told their friend about their daily habits. It took around 13 minutes to finish this activity. I and my collaborator also moved around to make sure the students used English and do the activity honestly. Sometimes they used bahasa Indonesia, but then they correct their language and usually they were help each other. At the end of the activity I asked whether they completed the entire chart or not. I asked "*do you has complete the chart?*" most of the students answered "Yes Miss"; several students said "No Miss, *kurang 3 kotak*"; "*yah kurang 1 lagi lho miss*" I replied "it's okay. Don't worry."

After practiced the expression to ask and give information about daily routines. The students get situational cue cards to be acted. The cue card were about asking and giving information about daily routines based on the daily routines they made in the practiced activity. The students were work in pairs. There were sixteen pairs. They wrote the dialogues and then they came in front to act out the dialog. With the helped from my collaborator, this activity took around 30 minutes.

The class was a bit quiet as all the students prepared themselves to speak in front. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help. It turned out that in terms of fluency and interactive skill, the students were good enough. In terms of vocabulary, the students tried to enlarge their vocabulary mastery using the helping words I provided for them and also helping words from their friends. In terms of pronunciation, they were fair and started to improve. Their error and mistakes in pronunciation did not seem to cause misunderstanding. However, their pronunciation should still be improved and drills were to be carried out often since the students were still mostly influenced by their native language.

To close the lesson and to make sure they got the point of the lesson, I asked the students. "What we have learned today? *Kita belajar apa aja tadi?*" the students answered "Time"; "daily routine"; "jam"; "morning, afternoon, evening, night *buat mau bobok*". I respond "ok good. How to ask your friend your lunch time?" the students answered "what time do you have lunch?"; "If your friend have lunch at a half past one, how to answered?"; "I have lunch at a half past one.". I gave them verbal appreciation "Great students! Give applause for us!". The students were smiled and grinned.

Because the time was up, I asked the students to paste the achievement board in the wall and asked the students who get the stars to paste their stars. After that I thanked them for being really cooperative and said goodbye. The class ended after the students replied to her greetings and said bye. Besides, they thanked me by together saying "Thank you Miss Nesa". I replied, "Sure, you're welcome."

The Action and observation of Cycle 1

Vignette 3

Thursday, September 8th, 2016

I entered the room on time with the collaborator. The class started at 07.10 a.m. it was the first class of the day. Soon after, I opened the meeting by standing up in front of class and looking around. I smiled and greeted the students. All students were greeted her together and most of them smiled at her. I said "Good Morning Everyone!" all students answered "Good Morning Miss Nesa.". Then I asked about the students' condition. "How are you today?". Most of the students answered "Im fine" the other students answered "I'm good", and one of them (Wikan) said "I'm really happy because of Miss Nesa". All the students were laugh together.

I opened the class by said a prayer "Alright everyone, before we start our lesson, let's have a short prayer, shall we..." "Amen. Thank you" after that I checked the students attendance. "Is there any students who is absent today? *Ada yang nggak masuk hari ini*". Some of the replied "*No Miss, Masuk semua.*".

I started the lesson. "Now we are going to learn weekly schedule.". "Has everyone know about weekly class schedule?" several students replied "*jadwal*", the other students replied "*jadwal seminggu*". I said "Alright. *Jadi hari ini kita membahasa jadwal pelajaran*". To introduce the students to the materials they were going to learn, I gave the students a series of weekly class schedule cue cards. I said, "Everyone, pay attention to me. Now we are going to discuss these cue cards (showing the cue cards). I asked the students to read aloud the cue cards together to check the students' pronunciation mistakes. After the students read the cue cards, I repeated to read the cue cards by having the proper intonation and pronunciation, and the students repeated after me whenever I gave a pause between sentences. After that, I emphasized the pronunciation of some words like "Tuesday", "Wednesday" and "Thursday" and the students repeated to pronounce the words correctly.

To checked they comprehend the cue cards or not. I explained to the students about "how to tell weekly class schedule to others". I asked to the students "what do you study on Monday at seven in the morning?" most of the students answered "Civics", but some others were just silent. "Good. Everyone please answer my question. What do you study on Friday at forty past eight?" all students answered "Art and culture". I found grammatical mistakes when the students answered my question. I explained the grammatical rule to ask and tell weekly class schedule by giving the second cue cards.

In the second cue cards activity, the cue card was about transactional text about asks and gives information about class schedule. I asked them to read aloud together "Ok everyone, please read the text together start from now!". I moved around the class while the students read the cue cards. In general the students remembered the correct pronunciation of the words. After they finished read the cue cards, I asked them the expression to asked information about class schedule. Several students answered "what's your first class?", "what your last class?" Some of them just silent and looked puzzled. I responded "Please repeat again.",

the students respond together “what’s your first class?”, “what’s your last class?”. After that I asked them the expression to asked information about class schedule. All students answered “I have Science”. Then I gave them verbal appreciation. “Great!”. I asked them “What is Candra’s class at 7.10 in the morning?”. Several students checked the cue card. Some of them were discussed with their partner. Immediately, one of the students (Nia) murmured “Math”. I heard she murmured “What do you say Nia?” she looked shy. “Come on don’t be afraid. *Jangan takut salah.*” Then she answered with low voice “Math”; “loudly please.”; she repeated “He study Math” the I gave her verbal appreciation and a star because she was braved “Great!. You are right. This is star for you”. She smiled and said “yes! Thank you miss.”. I respond “anytime”.

I asked them to check their comprehension of the cue card. “Let’s take a look to the first cue cards (showing the cue cards). So, if I ask what do you study on Monday at seven in the morning, what your answer?” all the students answered with low voice “I study Civics”; I responded “Once again and loudly please”. The students answered together “I study Civics”. I gave them verbal appreciation. “Do you get my point everyone? *Sudah mengerti?*”. Most of the students said “Yes” and some other just nodding their head.

After drilled the students’ grammar accuracy, I asked the students to checked the second cue cards “*Siapa yang tahu percakapannya tentang apa?* What the conversation is about?.” Several students answered “Tanya jadwal miss”; “kasih tau jadwal miss”, immediately one of the students (Wikan) asked me “Miss, artinya borrow apa miss? I respond to the question “who know the Bahasa Indonesia of borrow? Ada yang tahu bahasa indonesianya borrow?” several students answered “pinjam Miss”. “Good. Jadi borrow apa artinya?”; most of the students said “Meminjam”. I asked them again “So, in cue card Ana ask Sari’s class schedule for what? Nanya jadwal buat apa?” several students answered “Borrow book” the other answered “meminjam buku”. I gave the verbal appreciation “Great! So Ana want to borrow sari’s English book.”.

Now, I have a cue card. I gave the cue cards to the students. “Please take one and pass to the rest”. The students who sat in the front row distribute to their friend. I asked them to read aloud together “Ok everyone, please read the text together start from now!”. I moved around the class while the students read the cue cards. In general the students remembered the correct pronunciation of the words. After they finished read the cue cards, I asked them the differentiation of the expression to asked information about class schedule in the last cue card and this cue cards. They were looked at the card and answered “what’s your first class?” , “what your last class”. I gave them verbal appreciation “great. Good students!”. Then I explained the cue card to the students.

To close the lesson and to make sure they got the point of the lesson, I asked the students. “What we have learned today? Kita belajar apa aja tadi?” the students answered “Time”; “daily routine”; “jam”; “morning, afternoon, evening, night buat mau bobok”. I respond “ok good. How to ask your friend their lunch time?” the students answered “what time do you have lunch?”; “If your friend have lunch at a half past one, how to answered?”; “I have lunch at a half past one.”. I gave them verbal appreciation “Great students! Give applause for us!”.

The students were smiled and grinned. I closed the lesson by once again appreciating their work and saying goodbye. They thanked me by together saying “Thank you Miss Nesa”. I replied, “My pleasure everyone.” and left the class.

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The Action and observation of Cycle 1

Vignette 4

Thursday, September 15th, 2016

The class started at 07.10 a.m. it was the first class of the day. I also opened the class by say a prayer “Everyone, before we start our lesson, let’s have a short prayer, shall we...” “Amen. Thank you” after that I checked the students attendance. “Is there any students who is absent today? All students answered “No Miss”. I started the lesson. I give a worksheet to the students. The students worked individually to did this worksheet. The worksheet was about time table battleship. The students asked their friend used the expression to ask and give information about weekly class schedule. “Pay attention to me please everyone! Here I have a worksheet for you. Please read the direction in the worksheet and I will explain to you after you all got the sheet.” I distribute the worksheet to the students “take one and pass to the rest”. The students who sat in the front row distributed the worksheet to their friend at the back of them. “Has everyone got the sheet?” some of students nodding their head and the others students said “Yes”. The students read the direction in the worksheet. I explain the worksheet to the students “please take a look to the worksheet. There you have two tables. What you should do is to fill the table (pointed to the table one in the worksheet) *mengisi tabel* with your own weekly class schedule *dengan jadwal pelajaran yang kalian buat sendiri.*” The students nodding their head and some of them said “ooohh”. I continue explained the worksheet “for the second table (pointed to the table two in the worksheet) is asked your partners’ weekly schedule. Do you get my point everyone?” some students said “yes yes miss” however the other students just silent. Then I used bahasa Indonesia translation to support my explanation and asked them “What should you do with the worksheet? *Suruh ngapain hayo itu?* They answered “*nanya jadwal pelajaran ke teman miss*” I respond “Right. You should ask about you parners’ weekly schedule. *Jadi Tanya jadwal pelajarannya teman kamu.* Any question? *Masih bingung? Mau nanya lagi?*” several students said “No No Miss” the other said “*ayo miss kapan mulai?*” then I respond “Alright everyone, you can start to asks your friends from now”.

They asked and told their friend about their partners’ weekly class schedule. It took around 15 minutes to finish this activity. I and my collaborator also moved around to make sure the students used English and do the activity honestly. Sometimes they used bahasa Indonesia, but then they correct their language and usually they were help each other. At the end of the activity I asked whether they completed the entire chart or not. I asked “*do you has complete the chart?*” most of the students answered “Yes Miss”; several students said “No Miss, *dikit lagi. 5 menit lagi ya miss*”.

After practiced the expression to ask and give information about weekly class schedule. The students get situational cue cards to be acted. The cue card is about asking and giving information about weekly class schedule based on the weekly class schedule they made in the practiced activity. The students were work in pairs. There were sixteen pairs. They wrote the dialogues and then they came in front to act out the dialog. The class was a bit quiet as all the students prepared

themselves to speak in front. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help.

After they finished their task, I asked the students to volunteer themselves to take a lottery. They were come in front and practice the dialog they have made. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help. I also gave each pair stars to appreciate their effort while learnt speaking with me.

To close the lesson and to make sure they got the point of the lesson, I asked the students. "What we have learned today?" the students answered "Time"; "birthday"; "speaking"; "bikin dialog". I gave them verbal appreciation "Great students! Give applause for us!". All students were smiled and grinned. After that I thanked them for being really cooperative and said goodbye. The class ended after the students replied to her greetings and said bye. Besides, they thanked me by together saying "Thank you Miss Nesa". I replied, "My Pleasure everyone."

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The Action and observation of Cycle 2

Vignette 5

Thursday, September 22nd, 2016

I entered the room on time with the collaborator. The class started at 11.10 a.m. Soon after, I opened the meeting by standing up in front of class and looking around. I smiled and greeted the students. All students were greeted her together and most of them smiled at her. I said "Good Morning Everyone!" all students answered "Good Morning Miss.". Then I asked about the students' condition. "How are you today?". Several students answered "Im fine" the other students answered "I'm good".

I opened the class by said a prayer "Alright everyone, before we start our lesson, let's have a short prayer, shall we..." "Amen. Thank you" after that I checked the students attendance. "Is there any students who is absent today?" All students said "No".I started the lesson. "Birthday.". "Who have birthday this month?" several students replied "*saya Miss*", the other students just silent and looked at their friends. I said "Alright. *Arwa*, when is your birthday, *Arwa ulang tahun tanggal berapa?*", she replied me "twenty October Miss". I respond "oh twentieth, how about you Dicky?" He respond "I birthday twenty six Miss" "ya ya I see". I explain them the difference of cardinal and ordinal number.

After that, to introduce the students to the materials they were going to learn, I gave the students dates of the month cue card. I said, "Everyone, pay attention to me. Now we are going to discuss this cue card (showing the cue cards). I asked the students to read aloud the cue cards together to check the students' pronunciation mistakes. After the students read the cue cards, I repeated to read the cue cards by having the proper intonation and pronunciation, and the students repeated after me whenever I gave a pause between sentences. After that, I emphasized the pronunciation of some words like "eleventh", "twelfth", "Twentieth", and "thirtieth" the students repeated to pronounce the words correctly.

Then, the students would work in pairs and I gave each pair a set of month's cue cards. I asked them to arrange those cue cards into a series of month start from the first month till the last month of the year. The first pairs who finished got stars. After that, we discussed the cards together. I said, "Everyone, let discuss these cue cards (showing the cue cards). I asked the students to read aloud the cue cards together to check the students' pronunciation mistakes. After the students read the cue cards, I repeated to read the cue cards by having the proper intonation and pronunciation, and the students repeated after me whenever I gave a pause between sentences. After that, I emphasized the pronunciation of some words like "April", "July" and "August" the students repeated to pronounce the words correctly.

In the second cue cards activity, the cue card was about transactional text about asked and gave information about class schedule. I asked them to read aloud together "Ok everyone, please read the text together start from now!". I moved around the class while the students read the cue cards. In general the students

remembered the correct pronunciation of the words. After they finished read the cue cards, I asked them the expression to asked information birthday date. Almost students answered “when is your birthday?”. Then I gave them verbal Appreciation, I said “Great.”

I asked the students to volunteer themselves to practice the cue cards. All the students wanted to come in front of the class. I choose 3 pairs to come in front. After they practice the cue cards, I gave them stars. They were looked really satisfied and happy. The other students who did not get the chance were complained at me. I calmed them down and motivated those students to be more active and progressive in my class so they were could get the stars to be pasted in achievement board.

After encourage the students in the prsentation activity above, I gave a worksheet to the students. The students worked collaboratively with their classmates to do the worksheet. The worksheet was about birthday interview. The students asked their friend used the expression to ask and give information about birthday dates. “Pay attention to me please everyone! Here I have a worksheet and cue card for you. Please read the direction in the worksheet and I will explain to you after you all got the sheet.” I distribute the worksheet to the students “take one and pass to the rest”. The students who sat in the front row distributed the worksheet to their friend at the back of them. “Has everyone got the sheet?” almost students said “Yes”. The students read the direction in the worksheet. I explain the worksheet to the students “please take a look to the worksheet. There you have two five empty chart. What you should do is to fill the empty chart (pointed to the table one in the worksheet) *mengisi tabel* with your friends’ birthday. Take a look to the example below.” Almost students read the example in the worksheet. I continue explained to the cue cards “now, look at your cards, there were guidance for you about how to ask and answer. Do you get my point everyone?” almost students said “yes”, but there were some students who did not replied my question. Then I repeated my explanation and asked them “What should you do with the worksheet and cue card? They answered “ask birthday” I respond “Right. Ask for your firds birthday and how about the cue card? They respond “*untuk contoh miss*” I replied “good. The cue card is for your guidance to ask and answer question about birthday. Do you get my point everyone?” all students said “Yes” loudly. I said “Any question?” all students said “No Miss” then I respond “Alright everyone, you can start from now”.

They asked and told their friend about their classmates’ birthday. It took around 20 minutes to finish this activity. I and my collaborator also moved around to make sure the students used English and do the activity honestly. They were helped each other. At the end of the activity I asked whether they completed the entire chart or not. I asked “*do you have completed the chart?*” all students answered “Yes Miss”.

To close the lesson and to make sure they got the point of the lesson, I asked the students. “What we have learned today?” the students answered “Birthday”; “dates”; “months”. I respond “Great!. How to ask your classmates birthday?” the students answered “when is your birthday?”, “If you have birthday on 23rd of April, how do you say?”; “My birthday is on 23rd of April.”. I gave

them verbal appreciation “Good Job everyone! Give applause for us!”. The students were smiled and grinned.

I closed the lesson by once again appreciating their work and saying goodbye. They thanked me by together saying “Thank you Miss Nesa”. I replied, “My pleasure everyone.” and left the class.

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The Action and observation of Cycle 2

Vignette 6

Monday, September 26th, 2016

I entered the class 5 minutes before. The class started at 11.10 a.m. it was the last class of the day. I also opened the class by say a prayer “Everyone, before we start our lesson, let’s have a short prayer, shall we...” “Amen. Thank you” after that I checked the students attendance. “Is there any students who is absent today? All students answered “No Miss”.I started the lesson. “Now we are going continue our last lesson.”. “Has everyone remember our last lesson?” several students replied “birthday”, the other students replied “*date*”; “*months*”. I respond “Wow! Great!”.

I continued the lesson. I gave them transactional text cue cards. I explained the cards to the students “Class, can I have your attention please?”; the students replied “ok Miss”; “Yes Yes”. I gave them the cue cards and said “take one and pass to the rest.” The students who sat in front row distributed the cue cards to their friends at the back of them. I make sure that all students got the cue cards. “Has everyone got the sheet?” all students respond “Yes”.

After that I gave a task to the students. “Here I want you to complete the dialog about asking and giving information about birthday. You will work in pairs. I give you 20 minutes to finish your task.” Several students were looking to the cards, most students were looked challenged. And after that they were focused on their cue card worksheet. I make sure that the students get my point “Do you get my point?” all students respond “Yes”. My collaborator and I moved around the class while the students did the task to help them whenever they need help. The class was a bit quiet as all the students prepared themselves to speak in front. After they finished their task, I asked the students to volunteer themselves. They were come in front and practice the dialog. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help. I also gave each pair stars to appreciate their effort while learnt speaking with me.

After that, the students get situational cue cards to be acted. The cue card is about asking and giving information about date of birth. The students were work in pairs. There were sixteen pairs. They wrote the dialogues and then they came in front to act out the dialog. The class was a bit quiet as all the students prepared themselves to speak in front. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help. After they finished their task, I asked the students to volunteer themselves to take a lottery. They were come in front and practice the dialog they have made. While the students were have the charge, I and my collaborator guided each pair and to help them if they needed help. I also gave each pair stars to appreciate their effort while learnt speaking with me.

To close the lesson and to make sure they got the point of the lesson, I asked the students. “What we have learned today?” the students answered “Time”; “birthday”; “speaking”, “month” “date” . I gave them verbal appreciation “Great students! Give applause for us!”. All students were smiled and grinned.

Because the time was up, I told them that next meeting would be the last meeting to learn English with me and I would assess their speaking performance. The students looked sad. Wikan said “yaah Miss I’m really sad Miss”, Arwa also said “Yaah padahal asik belajar sama Miss Nesa”. I smiled and motivated them that can contact me if they found difficult and have some questions about English lesson. They all were smiled. After that I asked the students to paste the achievement board in the wall and asked the students who get the stars to paste their stars. After that I thanked them for being really cooperative and said goodbye. The class ended after the students replied to her greetings and said bye. Besides, they thanked me by together saying “Thank you Miss Nesa”. I replied, “My Pleasure everyone.”

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**APPENDIX B:
INTERVIEW GUIDELINE AND
INTERVIEW TRANSCRIPTS**

INTERVIEW GUIDELINE

Before Implementation	
Teacher	
No.	Interview Questions
1.	Apakah motivasi siswa untuk belajar Bahasa Inggris besar?
2.	Apakah siswa berpartisipasi secara aktif dalam kegiatan belajar mengajar di kelas?
3.	Apakah masalah yang Bapak temui ketika mengajar Bahasa Inggris khususnya pada aspek berbicara di kelas VII A?
4.	Apakah Bapak menggunakan media untuk mendukung proses belajar mengajar?
5.	Pernahkah Bapak mengembangkan media sendiri untuk mendukung proses belajar mengajar dalam aspek berbicara?
6.	Kegiatan apa saja yang biasa bapak berikan dalam mengajar berbicara?
7.	Aspek apa saja yang dinilai dalam penilaian harian berbicara?
8.	Apakah bapak mengevaluasi peningkatan kemampuan siswa dalam berbicara Bahasa Inggris?

Before Implementation	
Students	
No.	Interview Questions
1.	Apakah kamu menyukai pelajaran bahasa Inggris? Mengapa?
2.	Aktifitas berbicara apa saja yang biasa diberikan guru dikelas? Apakah kamu menyukainya?
3.	Apakah guru sering menggunakan media untuk belajar berbicara di kelas? Jika iya, apakah kamu menyukai media tersebut?
4.	Apakah ada kesulitan yang kamu temui saat kelas berbicara Bahasa Inggris?
5.	Apakah kamu suka pelajaran Bahasa Inggris khususnya pada pelajaran berbicara?

After Implementation	
Teacher and Collaborator	
No.	Interview Questions
1.	Apakah media dan kegiatan yang sudah diaplikasikan berjalan dengan baik?
2.	Apakah media dan kegiatan tersebut bisa mengatasi masalah yang ada?
3.	Bagaimanakah keterlibatan siswa dalam kegiatan pembelajaran berbicara?
4.	Apakah keterlibatan serta kemampuan siswa untuk berbicara meningkat?
5.	Apakah media yang digunakan menarik?

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1 – OBSERVATION	
Monday, August 01, 2016	
R = Researcher	ET = English Teacher
<p>R: Selamat Pagi Pak Dinar.</p> <p>ET: Oh ya Pagi juga Nes. Gimana ada yang bisa dibantu?</p> <p>R: Ini Pak mau ngobrol-ngobrol mengenai siswa kelas VII A yang kemarin pak Dinar tawarkan pada saya untuk penelitian saya.</p> <p>ET: Oh iya. Monggo. Sambil duduk di sini saja ya.</p> <p>R: Nggih Pak.</p> <p>ET: Silahkan, mau nanya apa Nes?</p> <p>R: Banyak Pak. Yang pertama mengenai motivasi belajar bahasa Inggris siswa kelas VII A.</p> <p>ET: Kalau sejauh ini saya lihat minatnya sih lumayan ya, tapi gak semuanya juga. Kadang ada siswa yang malas mendengarkan, atau ngelamun ya ada. Ya dibilang besar ya enggak, dibilang kecil banget ya tidak.</p> <p>R: kalau skala 1-5 motivasi siswa ada di level mana nih Pak?</p> <p>ET: Ya kalau sekarang masih di level 2 laah, cepat bosan anak-anak itu. Makanya saya selingi candaan biar gak kaku.</p> <p>R: level 2 ya pak. Berarti ada pengaruhnya dengan partisipasi siswa di kelas dong ya?</p> <p>ET: Iya kalau partisipasi sih gak terlalu bagus karena mereka itu takut kalau salah, atau malah gak paham juga ya mungkin. Gak semua mau partisipasi sih Nes. Apalagi kalau diminta maju kedepan, waah sepi pada diam semua.</p> <p>R: Wah, bisa jadi salah satu masalah dalam pembelajaran speaking juga itu pak?</p> <p>ET: Woy a iya. Masalah itu. Kadang saya juga bingung harus pakai apa mengajarnya, adanya juga buku LKS, buku paket juga belum dating dan gak semua siswa mampu beli Nes. Ya masalah di Speaking ya gitu, anak-anak itu sulit diajak berani, gak semua bisa berperan aktif.</p> <p>R: Jadi Pak Dinar bingung yam au pakai apa untuk mengajar. Kalau selama ini mengajarnya pakai Media ndak Pak?</p> <p>ET: Media ya, belum sih Nes. Selama ini ya Cuma pakai LKS itu aja, saya belum pernah pakai Media. Naah Mungkin kamu bisa pakai Media nanti saya dikasih tau cara penggunaannya gitu.</p> <p>R: Siap Pak. Jadi belum pernah mengembangkan media khususnya untuk mengajar speaking ya Pak?</p> <p>ET: Ya belum. Makanya kamu nanti bisa berbagi dengan saya mengenai media ya.</p> <p>R: Oke Pak. Kalau Cuma pakai LKS , kegiatan belajarnya ngapain aja dong Pak?</p> <p>ET: Ya itu, mengerjakan LKS. Ya kalau speaking ya Saya Minta anak-anak baca dialog yang di LKS sambil maju pasang-pasangan. Gitu-gitu aja sih.</p> <p>R: Kalau penilaian, ada nggak pak aspek-aspek khusus yang digunakan?</p> <p>ET: Nggak ada Nes, saya member nilai ya yang penting mereka senang dan sperti yang di silabus begitu. Semacam keaktifan, kelancaran gitu-gitu sih.</p> <p>R: terakhir ini pak, ada evaluasi juga ndak dalam peningkatan pembelajaran</p>	

bahasa inggris di kelas VII A?

ET: Wah, kok sedikit katanya banyak. Kalau soal evaluasi sih ya saya hafalkan saja, gimana perkembangan si A si B. kalau ada yang kurang paham ya saya ulangi. Sejauh ini sih ya ada peningkatan ya tapi ndak banyak gitu.

R: Baik pak Dinar. Besok kalau ada yang kurang saya tanya-tanya lagi ya pak.

ET: Iya boleh silahkan, selama saya bisa bantu, bilang saja.

R: Terimakasih Pak.

ET: Ya sama-sama Nes.

INTERVIEW TRANSCRIPT 2 - OBSERVATION

Thursday, August 04, 2016

R = Researcher

S = Students

R: Halo adik-adik, Miss Nesa sekarang mau wawancara ya, dijawab yang jujur ya, ndak usah takut, ini gunaya untuk data Miss Nesa aja kok. Jawabnya satu-satu dan urut nomor presensi ya. Jadi miss nesa gampang nyatetnya nanti. Oke?

S1: Oke Miss.

S2: Oke Miss.

S3: Oke Miss.

S4: Siap Miss.

S5: Oke Miss.

S6: IyaMiss.

S7: Oke Miss.

S8: Oke Miss.

R: Yang pertama, Miss Nesa mau tau, siapa yang suka pelajaran bahasa Inggris?

S1: Sedikit suka Miss

S2: Suka Miss

S3: Suka sih Miss tapi sedikit

S4: Sedikit Miss, tapi ya Suka gitu

S5: Agak suka Miss.

S6: Iya suka Miss, tapi bingung gimana gitu

S7: Suka banget Miss

S8: Sama Miss saya juga suka banget

R: Nah, kalau waktu pelajaran Speaking Bahasa Inggris, biasanya ngapain aja dik?

S1: baca LKS terus praktek di depan kelas Miss

S2: iya Miss, maju terus baca dialog

S3: baca dialog LKS miss

S4: Baca dialog di depan kelas

S5: Baca buku LKS lalu maju

S6: maju pasang-pasangan terus baca dialog jauh-jauhan

S7: biasanya maju bawa LKS gitu miss berdua praktekin dialog

S8: Baca LKS maju bareng temen sebangku gitu

R: Oke. Nah Kalau lagi belajar bahasa Inggris gitu pernah gak pakai media belajar, contohnya kartu, lagu, gambar gitu nggak?

S1: Nggak pernah Miss

S2: Belum pernah

S3: Belum Miss
 S4: Kayanyak Belum sih
 S5: Nggak pernah Miss
 S6: Belum Pernah
 S7: Belum pernah juga Miss
 S8: Nggak pernah Miss
 R: Oh nggak pernah ya. Oke yang terakhir miss Nesa mau nanya kesulitan adik-adik saat belajar berbicara bahasa Inggris itu apa sih?
 S1: anu miss, gak tau kata-katanya itu maksudnya apa
 S2: sama miss gak tau maksudnya dan takut juga kalau salah
 S3: bingung apa yang mau diomongkan miss
 S4: mmmm bingung miss, pokoknya bingung
 S5: gak tau artinya itu lho miss, gimana kalimanya juga
 S6: bingung kata-kata yang mau diucapkan miss
 S7: iya gak tau maksudnya sama bingung mau ngomong apa kalau nggak ada teksnya nggak tau kata-katanya
 S8: kadang bingung mau ngomong apa nggak ada ide miss, jadi malah takut salah terus bingung mau apa kata-katanya
 R: Ya. Terimakasih adik-adik. Semangat belajar.
 S1: sama-sama Miss
 S2: sama-sama Miss
 S3: sama-sama Miss
 S4: sama-sama Miss
 S5: sama-sama
 S6: sama-sama Miss
 S7: sama-sama Miss Nesa
 S8: sama-sama Miss

INTERVIEW TRANSCRIPT - 2

Thursday, August 04, 2016

R = Researcher

S = Students

R: Halo adik-adik, Miss Nesa sekarang mau wawancara ya, dijawab yang jujur ya, ndak usah takut, hasil wawancara ini nanti gunanya untuk data Miss Nesa aja kok. Jawabnya satu-satu danurut nomor presensi ya. biar miss nesa gampang nyatetnya. Oke?

S9: Oke

S10: Oke

S11: Oke

S12: Oke

S13: Oke

S14: Oke

S15: Oke

S16: Oke

R: Sip. Nah siapa yang suka pelajaran berbicara bahasa Inggris?

S9: Suka Miss tapi sering bingung mau ngomong apa

S10: nggak suka miss

S11: Suka dong Miss kalau saya, tapi kadang nggak bisa
 S12: sedikit miss
 S13: wooh ya suka dong miss, tapi dikit
 S14:agak suka miss
 S15: suka no miss
 S16: iya miss suka juga
 R: Biasanya kalau speaking kegiatannya ngapain aja dik?
 S9: baca LKS di depan Kelas Miss
 S10: ya gitu miss, baca LKS gitu
 S11: Baca-baca LKS terus maju ke depan kelas
 S12:Baca LKS di depan kelas Miss
 S13:Gitu iya miss, baca LKS sama teman ganti-gantian di depan kelas
 S14: baca LKS gitu miss, maju kedepan pasang-pasangan
 S15: pertama maju miss terus baca LKS percakapan gitu miss
 S16: maju kedepan kelas terus baca LKS
 R: Pernah gak belajar pakai media? Contohnya kartu, gambar, lagu gitu
 S9: belum pernah
 S10: belum
 S11: mmm sepertinya belum miss
 S12: belum e miss
 S13: belum miss
 S14: belum pernah
 S15: belum miss
 S16: belum pernah
 R: Kalau lagi belajar berbicara bahasa Inggris, kesulitannya apa dik?
 S9: bingung gak tau mau ngomong apa
 S10: bingung pokoknya miss, kata-katanya apa gak tau
 S11: saya itu bingung miss mau ngomong apa ak ada ide gitu miss
 S12: bingung miss miss gak mudheng mau ngomong apa
 S13: gak mudheng artinya miss
 S14: bingung ngomongnya gimana
 S15: bingung gitu miss, takut ngomongnya
 S16: gak berani miss kadang takut salah
 R: Oke. Terimakasih yaa sudah jawab pertanyaan-pertanyaan Miss Nesa.
 Semangat belajar.
 S9: Sama-sama
 S10: iya
 S11:Sama-sama
 S12: Sama-sama
 S13: Sama-sama Miss
 S14: Sama-sama
 S15: Sama-sama Miss Nesa
 S16: Sama-sama

INTERVIEW TRANSCRIPT 2	
Thursday, August 04, 2016	
R = Researcher	S = Students
<p>R: Hai adik-adik, Miss Nesa mau wawancara ya, dijawab jujur ya, hasil wawancara ini nanti gunaya untuk data Miss Nesa aja kok, jadi ndak usah takut ya. Jawabnya satu-satu dan urut nomor presensi ya. Biar miss Nesa gampang nyatetnya. Oke?</p> <p>S17: Oke</p> <p>S18: Oke miss</p> <p>S19: Oke miss</p> <p>S20: Oke</p> <p>S21: Oke</p> <p>S22: Oke miss</p> <p>S23: Oke</p> <p>S24: Oke</p> <p>R: Siapa yang suka belajar speaking bahasa Inggris?</p> <p>S17: saya suka Miss</p> <p>S18: iya juga suka miss</p> <p>S19: suka tapi sedikit soalnya susah</p> <p>S20: sedikit lah miss</p> <p>S21: kadang-kadang suka</p> <p>S22: suka miss tapi susah sih</p> <p>S23: gimana ya miss suka nggak suka gitu deh. Ya suka aja, tapi dikit gitu</p> <p>S24: suka sedikit miss</p> <p>R: Biasanya kalau belajar Speaking ngapain aja?</p> <p>S17: Baca LKS terus maju ke depan</p> <p>S18: membaca LKS didepan kelas</p> <p>S19: Baca LKS miss</p> <p>S20: Sama Miss, Baca LKS gitu</p> <p>S21: Baca-baca LKS</p> <p>S22: ya sama gitu miss. Maju ke depan baca LKS</p> <p>S23: Baca LKS</p> <p>S24: Maju kedepan Baca LKS</p> <p>R: Adik-Adik pernah gak diajar berbicara bahasa inggris pakai media, contohnya kartu, gambar, atau lagu gitu</p> <p>S17: belum pernah miss</p> <p>S18: belum miss</p> <p>S19: belum</p> <p>S20: belum pernah</p> <p>S21: belum je miss</p> <p>S22: belum pernah</p> <p>S23: belum pernah</p> <p>S24: belum miss</p> <p>R: Oke.lha memangnya kesulitan belajar bahasa inggris adik-adik apa sih?</p> <p>S17: bingung mau ngomong apa miss gak ngerti</p> <p>S18: kadang suka bingung mau ngomong apa karena gak ada ide</p>	

S19: gak ada ide kata-kata yang mau diomongkan miss
 S20: bingung gak tau artinya juga
 S21: bingung pokoknya miss
 S22: sering bingung gimana mengucapkannya trus kalau suruh bikin gak tau mau bikin apa karena gak tau kalimatnya
 S23: bingung intinya miss
 S24: nggak tau mau ngomong apa gitu miss, mending baca aja
 R: oke. Terimakasih ya adik-adik. Semangat belajar.
 S17: sama-sama Miss
 S18: Iya sama-sama Miss
 S19: sama-sama Miss
 S20: sama-sama Miss
 S21: sama-sama Miss
 S22: sama-sama Miss
 S23: sama-sama Miss
 S24: sama-sama Miss

INTERVIEW TRANSCRIPT 2

Thursday, August 04, 2016

R = Researcher

S = Student

R: Hai adik-adik, Miss Nesa mau wawancara ya, dijawab jujur ya, hasil wawancara ini nanti gunanya untuk data Miss Nesa aja kok, jadi ndak usah takut ya. Jawabnya satu-satu danurut nomor presensi ya. Biar miss Nesa gampang nyatetnya. Oke?

S25: Oke

S26: Oke

S27: Oke

S28: Oke

S29: Oke

S30: Oke

S31: Oke

S32: Oke

R: Siapa disini yang suka pelajaran berbicara bahasa Inggris?

S25: saya suka tapi sedikit

S26: sedikit juga miss

S27: suka miss, tapi kadang mbingungi gitu

S28: aku sih suka miss, tapi gitu deh

S29: nggak sih miss, soale susah

S30: suka dikit gitu

S31: Enggak begitu suka. Susah miss. Kalau gampang nah nanti saya suka.

S32: suka miss

R: Naah, biasanya kalau belajar berbicara bahasa Inggris kegiatannya apa aja?

S25: Baca LKS di depan kelas

S26: iya Baca LKS di depan kelas sama teman sebangku miss

S27: Kadang Baca LKS di depan kelas, kadang juga baca di tempat duduk

S28: baca LKS di depan kelas jauh-jauhan gitu miss

S29: baca LKS miss
 S30: sama Baca LKS
 S31: Baca-baca LKS gitu maju
 S32: maju kedepan dipanggil nanti baca LKS
 R: Pernah gak diajar pakai media, contohnya lagu, kartu, gambar gitu?
 S25: Nggak Pernah Miss
 S26: belum pernah
 S27: belum pernah miss
 S28: nggak pernah e miss
 S29: nggak pernah
 S30: nggak pernah miss
 S31: belum miss belum
 S32: belum pernah
 R: terus yang bikin susah belajar berbicara bahasa Inggris itu apa?
 S25: bingung mau ngomong apa
 S26: gak ada ide kalau gak ada bacaannyanya
 S27: bingung miss, mau ngomong apa idenya susah karena gak tau kata-katanya. Kadang takut salah.
 S28: bingung miss, yakin kalau gak ada teksnya
 S29: gak tau artinya, gak tau maksudnya, intinya bingung
 S30: bingung gitu pokoknya miss
 S31: bingung miss, gak tau mau ngomong apa
 S32: takut salah miss, gak bisa soale
 R: Oke. Makasih yaa adik-adik. Semangat belajar.
 S25: iya miss sama-sama
 S26: sama-sama
 S27: sama-sama miss nesa
 S28: oke miss
 S29: sama-sama
 S30: sama-sama
 S31: sama-sama
 S32: sama-sama

INTERVIEW TRANSCRIPT 3 - ACTION

Monday, September 5th, 2016

Meeting 1 Cycle 1

C: Collaborator

S: Student

C: *Dik kalian tadi pelajaran pertama kalinya sama miss nesa gimana?* (What do you feel in Miss Nesa's classroom today?)

S3: *Asik miss, soalnya belajarnya pakai kartu kalau pakai lks terus bosen.* Miss Nesa juga lucu. Hehe (Fun. We learn used cue cards. she's also friendly)

S8: *Asik miss asik.* (Really happy.)

C: *Ingat ngak tadi belajar apa yang pakai kartu?* (Do you remember what you've learnt today?)

S8: *Belajar itu miss, waktu, jam kegiatan sehari-hari, kata-kata bahasa inggrisnya, cara pengucapannya kata-katanya.* (I learnt daily routines time,

vocabularies and how to pronounce it)

C: *Kalau kamu diajarin apa aja tadi?* (Time, hours, daily routines, pronunciation drill)

S3: *Juga diajari pengucapannya, kalimat tanya sama jawabnya, apalagi ya, dikasih tau kata-katanya gitulah miss.* (We learn to pronounce words, practice conversation, and learn the vocabulary in use)

INTERVIEW TRANSCRIPT 4 - ACTION

Monday, September 5th, 2016

Meeting 1 Cycle 1

R: Researcher

C: Collaborator

R: *Gimana hari ini Es?* (What do you think about class today?)

C: *Ya kulihat sih mereka seneng kamu kasih cue cards, jadi mereka focus ke cue cards.*

(They were interested in your cue cards media. All of them gave attention to the cue cards)

R: *Presentation ku gimana tadi?* (What about the presentation activities?)

C: *Menurut observasiku sih mereka memperhatikan semua, malah terlalu antusias menurutku. Kalo vocabulary yg kamu berikan udah cukup, terus kalau grammar mengenai tanya jawab dah bagus, nah kalau pronunciation agak kurang ya, mungkin karena mereka gak terbiasa. Tapi paling nggak mereka mau mengikuti pelajaran dengan sepenuh hati)*

(As I observed, they were involved in teaching and learning, but I think they were too enthusiastic. The vocabularies were enough, the grammar was good, but you need to give more attention to pronunciation drill)

R: *Pas diskusi tadi aku ngerasa ada beberapa anak yang pasif, menurutmu gimana?* (While discussing the input text, there were several students who did not participate actively, what do you think?)

C: *Iya sih, sebenarnya mereka mudah belajarnya, banyak yang nyaut kalau lagi diskusi, cuma kadang memang ada beberapa anak yang masih diam, ada yang masih nggak faham juga, kudu di jelaskan lagi. Mungkin besok bisa lebih di fokuskan lagi presentation nya, jadi nggak terburu-buru.* (I think they were easy to comprehend the materials, though there were several students who tended to silent and needed personal guidance. My advice is for the next meeting, you should give more attention in the presentation activities so you can manage the time.)

INTERVIEW TRANSCRIPT 5 - ACTION

Thursday, September 8th, 2016

Meeting 2 Cycle 1

R: Researcher

C: Collaborator

C: Pronunciation drill should be carried out Miss.

R: Yes, I think so. I'll do next meeting. How about the other aspect?

C: It's good. But maybe you can limit the topic for the next cycle to manage the activities flow.

R: I'll think about it. We need to discuss it with Mr. Dinar.

C: Alright.

INTERVIEW TRANSCRIPT 6 - ACTION

Thursday, September 8th, 2016

Meeting 2 Cycle 1

R: Researcher

S: Student

R : *“Kalau dari pengucapan kata-kata bahasa Inggris kan Miss Nesa ngajarin berkali-kali to? Meningkatkan nggak untuk bisa cara penguapannya?”* (I taught you how to pronounce words repeatedly, right? Do you think you improve your English pronunciation?)

R: *Kalau kamu ngomongnya diulang terus kaya gitu kira-kira nanti bisa terbiasa nggak?”* (So if you practice to pronounce words frequently, do you think you will get used to pronouncing English sounds?)

S11: *Ya Jelas Miss.* (Of course.)

R: *seneng ndak?* (Do you like it?)

S11: *Seneng Miss. Jadi PD kalau ngomong pakai bahasa inggris. (Surely I do! So, I am confident to speak English.)*

INTERVIEW TRANSCRIPT 7 - ACTION

Thursday, September 8th, 2016

Meeting 2 Cycle 1

C: Collaborator

S: Student

C: *Tadi kamu belajar apa aja sama Miss Nesa hayo?* (What do you learn today?)

S13: *Belajar jadwal pelajaran miss, harinya, jamnya, pelajarannya. class schedule. bener kan! Hehe* (Learning about class schedule, time, days and lesson)

C: *Faham gak kamu?* (Did you comprehend the materials?)

S13: *Faham dong miss. Kan miss Nesa ngajarinnya pelan-pelan dan ini pakai kartu ajaib.* (Yes of course! She taught us step by step and used the cue cards)

C: *Oke. Kamu bisa apa mengucapkan kata-tanya?*

S13: *Bisa dong. Kan diulang-ulang. Sampe paham pokonya.* (I do, because she taught us regularly. She always make sure whether we comprehend the materials or not)

INTERVIEW TRANSCRIPT 8 - ACTION

Thursday, September 8th, 2016

Meeting 2 Cycle 1

R: Researcher

S: Student

R: *kalian tadi kok pengen banget maju speaking?* (Why you want to perform in front of the class?)

S14: *Soale kalau belajar sama miss Nesa itu nyenengin. Miss nesa kan gak galak, dapat bintang juga.* (Because it was fun, she's friendly and I also got stars)

S16: *Kan bisa praktek sekalian belajar miss, kan kalau sama miss nesa diajarin, gak dimarahin.* (I can practice and learn. You always correct me if I am wrong, tell me the right one, but never mad at me.)

R: *Tapi kok ngomongnya pelan?* (Why you two perform with low voice?)

S14: *Malu miss hehehe* (I'm shy miss)

: *Kok malu, besok kalau maju lagi jangan malu ya, biar keren. Tos dulu kita.* (You shouldn't. next time you should be brave. Ok. Let's do high five!"

S14: Ok Miss

S16: Ok Miss

INTERVIEW TRANSCRIPT 9 - ACTION

Thursday, September 8th, 2016

Meeting 2 Cycle 1

R: Researcher

S: Student

R: *kalian tadi kok pengen banget maju speaking?* (Why you want to perform in front of the class?)

S14: *Soale kalau belajar sama miss Nesa itu nyenengin. Miss nesa kan gak galak, dapat bintang juga.* (Because it was fun, she's friendly and I also got stars)

S16: *Kan bisa praktek sekalian belajar miss, kan kalau sama miss nesa diajarin, gak dimarahin. (I can practice and learn. You always correct me if I am wrong, tell me the right one, but never mad at me.)*

R: *Tapi kok ngomongnya pelan?* (Why you two perform with low voice?)

S14: *Malu miss hehehe* (I'm shy miss)

R: *Kok malu, besok kalau maju lagi jangan malu ya, biar keren. Tos dulu kita.* (You shouldn't. next time you should be brave. Ok. Let's do high five!"

S14: Ok Miss

S16: Ok Miss

INTERVIEW TRANSCRIPT 10 - ACTION

Thursday, September 8th, 2016

Meeting 3 Cycle 1

R: Researcher

C: Collaborator

R: What do you think about my first cycle?

C: That was good. But, there were some problem that you need to solve in cycle 2.

R: I think so. The students' cognitive involvement in teaching and learning process and the students' participation are the main problem. Should I limit the topic?

C: Yes, good idea. You need to limit the topic and encourage them who used to be passive to participate actively in cycle 2.

R: Alright. I'll try my best.

INTERVIEW TRANSCRIPT 11 - ACTION

Thursday, September 15th, 2016

Meeting 3 Cycle 1

C: Collaborator

S: Student

C: *pernah bosan nggak dik kalau belajar sama miss nesa?* (Do you ever feel bored while learning with miss Nesa?)

S4: *Nggak. Miss Nesa lucu soalnya, belajar sambil bercanda, jadi mudah masuk*

gak spaneng. (Never. We learn and have fun. So It easier to comprehend the materials.)

S1: Miss Nesa Asik e Miss, jadi seneng, gak bikin ngantuk juga, tapi kadang aku ngantuk ding, tapi terus gak jadi ngantuk karena ada bercandanya gitu. (She's friendly. Whenever I feel sleppy, she always attract me with intermezzi)

INTERVIEW TRANSCRIPT 12 - ACTION

Thursday, September 15th, 2016

Meeting 3 Cycle 1

C:Collaborator

S:Student

C: kalau belajar sama miss nesa kamu jadi tambah kosa kata nggak? (Do you enlarge your vocabulary while learning with miss Nesa?)

S6: nambah miss, dulu sih sedikit taunya, kalau sama miss nesa jadi makin banyak (Yes, I do)

C: kira-kira kamu jadi mudah berbicara bahasa inggris nggak kalau punya kosa kata gitu?(do you easier speaking English by having sufficient vocabularies??

S6: iya nambah miss, jadi apa ya, jadi tau apa yang diomongin gitu kan juga ada materinya di kartu-kartu.(Yes, the input text help me to speak English)

INTERVIEW TRANSCRIPT 13 - ACTION

Thursday, September 15th, 2016

Meeting 3 Cycle 1

C:Collaborator

S:Student

C: Dik kalo belajar sama miss Nesa menurutmu gimana? (What do you think about Miss Nesas' class?)

S27: Nyenengin miss, suka memuji katanya kalau salah nggakpapa, yang penting udah berani. Nggak galak dan santai. (it was fun. She appreciate me and never mad at me when I'm wrong. She's friendly and easy going)

S18: Seneng banget miss. Dapet bintang juga kalau maju, jadi bintangku banyak. (I'm really happy. I got stars when I participated actively in class, so I got many stars)

S21: aku juga miss, pokoknya seneng deh, tapi kadang aku gak dipilih maju soale telat ngacung e Miss. (I'm really happy. But sometimes she didn't choose me because I didn't raise my hand quickly)

INTERVIEW TRANSCRIPT 14 - ACTION

Thursday, September 22nd, 2016

Meeting 1 Cycle 2

R: Researcher

S:Student

R: Sorry ya tadi miss nesa gak pilih kamu. (I'm sorry I didn't choose you)

S13: Laah iya miss kok aku gak di pilih, aku kan pengen maju juga (I really want to come in front to practice speaking)

R: Iya besok kan maju-maju lagi, kamu besok angkat tangannya lebih cepet ya

(Alright. You can perform speaking next meeting if you raise your hand quickly)

S13: *Beneran ya miss, awas ya kalo bohong (promise?)*

R: *Beneran, besok maju semua, kalau mau jadi yang pertama, angkat tangan yang cepet ya. Oke. Toss dulu.* (Yes I do. You should raise your hand quickly. High five!)

S13: *Oke miss. Beneran lho aku mau maju sama miss nesa.* (Ok. I really want to perform in front of the class)

INTERVIEW TRANSCRIPT 15 - ACTION

Thursday, September 22nd, 2016

Meeting 1 Cycle 2

C:Collaborator

S:Student

C: *Kamu tadi belajar apa aja dik?* (What do you learn today?)

S15: *Belajar tentang birthday. Tanggal dan bulan ulang tahun gitu, tanya jawab tentang ulang tahun, sama diajarin cara ngomongnya juga* (I learn about the key vocabulary, grammar and pronunciation about birthday)

C: *Faham nggak?* (Do you understand the materials?)

S15: *Faham miss faham. Gampang dimengerti.* (Of course yes. It's easy)

INTERVIEW TRANSCRIPT 16 - ACTION

Thursday, September 22nd, 2016

Meeting 1 Cycle 2

R:Researcher

C:Collaborator

R: There were few students disobey the game rules.

C: As I observed, there were just 2-3 students who sometimes speaking Indonesia. They also turn to speak English whenever we remind them the game rules.

INTERVIEW TRANSCRIPT 17- ACTION

Thursday, September 26nd, 2016

Meeting 2 Cycle 2

R:Researcher

C:Collaborator

R: What do you think about cycle 2 at all?

C: Based on my observation, all students were speaking English eagerly. Compared to cycle 1 there were improvement in terms of their will to speak English.

C: *Itu S10 dan S29 sekarang rajin ya, si S4 juga udah mulai lancar.* (In cycle 2, I think S10 and S29 were diligent and S4 was easier to comprehend the materials)

R: *Iya ada perubahan dari mereka dibandingin cycle 1.* (I see. They were improved in cycle 2)

C: *Iya sih cycle 2 ini mereka lebih aktif, malahan semua mau maju speaking.* (I agree. They were more active and all of them want to come in front to perform)

INTERVIEW TRANSCRIPT 18- ACTION

Thursday, September 26nd, 2016

Meeting 2 Cycle 2

R: *Dik kamu senang nggak belajar saya? Kasih alasannya ya.* (Are you happy learning English with me? Why?)

S19: *Seneng banget lah Miss. Miss Nesa itu baik, perhatian juga kalau aku nggak bisa, diajarin pelan-pelan sampai bisa.* (Really happy. You're kind and care. You guide me till I can comprehend the materials)

S22: *aku senang gak yaa, mmmm senang ding hehe. Soale miss nesa asik, banyak prakteknya dan belajarnya santai pakai bahasa inggris.* (I'm also happy. There were more practice and she usually speaking English)

INTERVIEW TRANSCRIPT 19- ACTION

Thursday, September 26nd, 2016

Meeting 2 Cycle 2

R: *"Gimana dik speaking kamu setelah diajar sama miss nesa?"* (How do you think about your speaking skill?)

S7: *"Meningkat dong. Kalau dulu gak pakai kartu, gak diajarin pelan-pelan jadi bingung deg-degan gitu Miss, tapi kalau sama miss Nesa kan asik dan santai. Kalau nggakpapa, jadi nggak takut."* (It improves. Back then, there were no media in use and no drills. Whenever we were asked to speak English, we felt nervous. But now, with Miss Nesa, we feel comfortable and did not afraid of making mistakes.)

INTERVIEW TRANSCRIPT 20- ACTION

Thursday, September 26nd, 2016

Meeting 2 Cycle 2

R: *Dik, kalo bedanya kelas Bahasa Inggris sama Miss Nesa dengan yang sebelumnya apa sih?"* (What is the difference between the English class with me and the English class you guys used to have?

S1: *"Kalau Miss Nesa tu bersahabat dan lucu gitu lho Miss."* (The difference is that you are friendly, ma'am.)

INTERVIEW TRANSCRIPT 21 POST-ACTION

Monday, September 26th, 2016

R = Researcher

ET = English Teacher

R: Selamat pagi pak Dinar

ET: weh Pagi Juga Nes. Mau wawancara lagi ya?

R: Iya pak, tau aja.

ET: Tumben wawancaranya sama mbak Estri

R: iya pak, kan bantuin nyatet sama ngerekam gitu

ET: woo ya ya. Duduk di sana saja ya, biar enak.

R: oke pak.

-
- ET: mau nanya apa, silahkan.
- R: yang pertama, media dan Kegiatan yang saya aplikasikan selama kegiatan belajar mengajar menurut bapak sudah berjalan dengan baik belum pak?
- ET: Sudah, sudah baik sekali Nes. Anak-anak jadi lebih aktif dan seneng belajar kalo sama kamu malahan.
- R: Iyakah Pak? Media saya sudah mengatasi masalah yng bapak temui selama mengajar belum pak?
- ET: sepertinya sudah Nes. Saya juga jadi belajar dari Silabus, RPP dan Media kartu kamu itu. Siswa juga jadi lebih aktif dan tidak malas-malas lagi.
- R: Alhamdulillah. Keterlibatan siswa jadi aktif berarti kan ya pak? Kalau di skala 1-5, skor keaktifan dan kemampuan siswa berapa pak?
- ET: iya, aktif no. kalau keaktifan saya kasih 5, nah kalau kemampuan saya kasih 4,5 saja ya.
- R: waah kok 4.5 kenapa pak?
- ET: iya kemampuan kan blm saya tes, tapi saya amati saat pelaksanaan dan juga post test kemarin, saya menemukan peningkatan yang signifikan.
- R: ooh gitu ya pak. Okeedeh. Menurut bapak media saya menarik ndak?
- ET: sangat menarik. Dan mudah dibuat juga, Cuma ya saya gak tau cara buat yang bagus dan tebal seperti yang kamu buat ini. Kamu buatnya gimana itu?
- R: pakai corel draw terus dicetaknya pakai kertas ivory yang tebal pak. Bapak juga bias buat kartu-kartu guty taoi pakai kertas hvs. Saya cetak kertas tebal biar gak mudah rusak sih pak.
- ET: ya ya ya saya ta belajar lagi. Seneng kan jadinya kalau ada mahasiswa bawa ilmu baru seperti ini. Jadi saya jadi nambah ilmu juga.
- R: Senang kalau begitu pak. Sudah itu saja sih pak yang may saya tanyakan. Kalau nanti ada yang kurang saya hubungi bapak lagi ya.
- ET: oh ya silahkan
-

INTERVIEW TRANSCRIPT 22 - POST-ACTION

Thursday, September 29th, 2016

R = Researcher

C = Collaborator

- R: Es gimana menurutmu tentang proses pembelajaran selama ini?
- C: kalo menurutku sih sudah sangat baik Nes. Ada perkembangan mengarah yang baik dari setiap meeting ke meeting. Kamu bias mengelola kelas yang isinya memang anak-anak yang cukup sulit. Syukur deh semua berjalan lancar.
- R: Nah kan kemaren kita dah diskusikan feasible problem penelitiannku. Menurutmu, media yang aku pakai sudah menyelesaikan masalah belum?
- C: sudah mengatasi lah Nes. Anak-anaknya jadi lebih aktif gitu, terus jadi mudah focus karena mereka ada kartu sebagai penyampaian materinya. Jadi nggak rebut minta perhatian terus. Cue cards juga bikin mereka lebih lancar ngomongnya karena tau apa yang kudu diomong. Bagus lah media kamu dah solved masalah itu.
- R: Alhamdulillah. Siswanya aktif juga gitu kan ya? Atau ada gimana gitu?
- C: waah kalau aktif gak perlu ditanya nes, kanu tau sendiri betapa kewalahannya kita pas semua anak mau maju praktekin speaking cue cards. Beuuh.
- R: betul juga ya. Dibandingin sama pas kita observasi dan juga pre test kita yang

dulu, gimana menurut kamu? Ada peningkatan ndak?

C: ada banget nes. Dulu ya masih bingung takut juga mau ngomong, sekarang dah pada lumayan cas cis cus lah.

R: syukurlah. Media yang aku desain bagus ndak?

C: bagus kok. Nyatanya kemaren Pak Dinar nanya gimana buatnya, terus dia jg bilang bagus.

R: semoga ada manfaatnya ya.

C: Amiin.

APPENDIX C: QUESTIONNAIRE RESULTS

Questionnaire 1 – Cycle 1 Evaluation	
Day/Date : Monday, September 19 th , 2016	
Time : 11.10 – 09.30	
1. Bagaimana perasaan adik ketika belajar <i>speaking</i> dengan media <i>Cue Cards</i> selama ini?	
S1	Membantu. Menyenangkan. Seru.
S2	Senang, seru dan menarik.
S3	Jadi lebih mudah dalam belajar bahasa Inggris.
S4	Senang
S5	Sangat seru
S6	Senang
S7	Senang
S8	Senang karena mudah dipahami
S9	Senang
S10	Senang
S11	Seru, senang dan mudah dipahami
S12	Senang
S13	Seru
S14	Biasa-biasa aja
S15	Menyenangkan sekali dan mudah di pahami
S16	Menyenangkan sekali dan mudah di pahami
S17	Sangat memotivasi
S18	Senang
S19	Senang
S20	Senang
S21	Senang dan mudah di mengerti
S22	Mmbantu. Menyenangkan.
S23	Sangat senang
S24	Senang
S25	Senang
S26	Senang
S27	Senang
S28	Senang
S29	Menyenankan
S30	Sangat senang
S31	Senang
S32	Senang
2. Apakah kegiatan menggunakan media <i>Cue Cards</i> itu dapat menambah motivasi adik dalam belajar <i>speaking</i> ?	
S1	Lumayan memotivasi
S2	Bisa
S3	Iya
S4	Iya
S5	Iya
S6	Ya

S7	Iya
S8	Iya bias karena mudah dipahami
S9	Iya
S10	Bisa sedikit
S11	Ya
S12	Iya
S13	Iya
S14	Bisa
S15	Iya
S16	Ya
S17	Iya
S18	Bisa lebih mudah dipahami
S19	Yes
S20	Bisa
S21	Iya karena lebih mudah
S22	Sangat memotivasi
S23	Iya
S24	Dapat
S25	Iya
S26	Iya
S27	Ya
S28	Ya
S29	Iya karena mudah dipahami. Bisa.
S30	Ya bisa
S31	Dapat
S32	Ya bisa
3. Apakah bahasa yang digunakan dapat membantu adik dalam belajar <i>speaking</i> ? Mengapa?	
S1	Iya membantu because menyenangkan
S2	Bisa karena jelas bahasanya
S3	Iya karena bisa belajar pengucapan dengan benar
S4	Iya mudah dipahami
S5	Ya bisa karena mudah dipahami
S6	Ya mudah di pahami
S7	Iya karena mudah di pahami
S8	Ya karena mudah ngerti
S9	Iya karena membantu
S10	Bisa
S11	Ya. Karena mudah dan dapat dipahami.
S12	Ya tambah ilmu
S13	Iya tambah ilmu
S14	Iya karena mudah di cerna
S15	Ya karena mudah di pahami
S16	Ya karena mudah di pahami
S17	Dapat membantu karena saya bertanya lalu di jelaskan

S18	Karena supaya lebih bisa memahami bahasa inggris
S19	Iya karena mudah di pahami
S20	Ya karena mudah di pahami
S21	Iya karena mudah dimengerti
S22	Membantu karena seru menyenangkan
S23	Ya mudah dipahami
S24	Ya karena bahasa yang digunakan mudah untuk dipahami
S25	Bisa karena lebih mudah untuk dipahami
S26	Iya karena mudah di pahami
S27	Iya karena jelas dan mudah dipahami
S28	Ya karena belajar speakingnya menyenangkan
S29	Ya mudah di pahami
S30	Iya karena mudah dicerna
S31	Sedikit, karena berbahasa inggris
S32	Dapat karena mudah di pahami
4. Apakah suasana di kelas dapat membantu adik dalam belajar <i>speaking</i> ? Mengapa?	
S1	Kurang membantu because teman-teman rame di kelas
S2	Kadang-kadang karena kadang tenang, kadang rame.
S3	Lumayan karena bila suasana di dalam kelas rame jadi tidak bisa focus dalam belajar
S4	Sedikit, terlalu rame
S5	Ya bisa karena suasana di kelas sangat mendukung
S6	Sedikit karena banyak yang rame
S7	Iya karena teman-teman dapat diajak kerjasama
S8	Ya karena ketika belajar teman-teman di kelas tenang (terkadang)
S9	Kadang-kadang, karena banyak yang masih gojekan sendiri.
S10	Sedikit
S11	Kurang karena agak rame
S12	Ya suka bercanda
S13	Iya banyak bercanda
S14	Sedikit karena kebersihan dan ketenangan itu penting
S15	Sedikit karena rame sekali
S16	Kadang-kadang, karena teman teman rame sendiri
S17	Iya karena perhatian
S18	Bisa
S19	Sedikit karena suasana di kelas rame
S20	Ya karena seru
S21	Sangat membantu karena nyaman
S22	Kurang membantu, kadang-kadang rame
S23	Ya karena seru
S24	Iya karena banyak teman-teman yang mendukung
S25	Ya karena suasana di kelas sangat mendukung
S26	Tidak karena suasananya ramai berisik
S27	Iya karena bersih dan rapi

S28	Kadang-kadang karena terkadang kelasnya ramai
S29	Sedikit karena kadang ramai
S30	Sedikit karena kebersihan, ketenangan itu penting
S31	Sedikit karena ramai
S32	Kadang-kadang jika tenang dapat membantu
5. Apakah teman-teman dapat mendukung adik dalam belajar <i>speaking</i> ? Mengapa?	
S1	Kadang-kadang karena seru
S2	Kadang dapat mendukung kadang tidak. Karena ada yang mendukung kadang tidak.
S3	Iya karena saling member tahu pengucapan yang benar
S4	Ya bisa membantu
S5	Ya karena teman-teman bisa diajak untuk berdiskusi
S6	Sedikit, karena ramai
S7	Iya karena teman-teman saya mau membantu jika saya tidak bisa belajar bahasa Inggris
S8	Ya, karena bisa diajak kerjasama
S9	Iya karena ada yang membantu saya dalam pembelajaran
S10	Iya
S11	Ya karena bekerjasama berdiskusi dengan teman
S12	Ya suka bercanda
S13	Iya karena dapat bercanda
S14	Iya, karena saling membantu
S15	Sedikit, karena kadang mementingkan diri sendiri
S16	Sedikit, karena kadang mementingkan diri sendiri
S17	Iya, karena membantu saya
S18	Sedikit, karena kadang banyak yang rame
S19	Sedikit, karena kadang banyak yang rame
S20	Iya karena teman bisa membantu saya yang belum bisa
S21	Sedikit, karena kadang banyak yang rame
S22	Iya karena saling membantu
S23	Kadang-kadang karena seru
S24	Iya karena teman-teman bisa untuk diajak kerjasama
S25	Ya karena bisa saling bertanya dan berdiskusi
S26	Iya karena mereka mau membantu
S27	Iya karena kompak dan mudah untuk diajak berdiskusi saat berkelompok
S28	Terkadang karena ramai
S29	Sedikit, karena kadang ramai
S30	Iya karena saling membantu
S31	Iya karena suka membantu
S32	Kadang-kadang jika tenang
6. Apakah penggunaan media <i>Cue Cards</i> dalam kegiatan <i>speaking</i> dapat membantu adik dalam belajar <i>speaking</i> ? Mengapa?	
S1	Iya karena seru

S2	Iya karena penjelasan dapat di mengerti
S3	Iya karena mudah tau
S4	Iya mudah dipahami
S5	Ya mudah dimengerti
S6	Ya mudah dipahami
S7	Iya, karena mudah dipahami
S8	Iya karena lebih menarik jika menggunakan media cue cards
S9	Iya, karena lebih mudah dipahami
S10	Iya
S11	Ya karena menyenangkan dan seru
S12	Iya
S13	Iya, seru
S14	Iya, karena mudah dipahami
S15	Ya karena mudah di hafal
S16	Ya, karena mudah dipahami
S17	Dapat membantu karena lebih jelas
S18	Ya karena mudah dipahami
S19	Ya, lebih mudah dipahami
S20	Ya, karena mudah dipahami
S21	Iya, mudah dipahami
S22	Iya karena seru
S23	Iya karena mudah dipahami dan tidak membosankan
S24	Ya, karena lebih mudah dipahami
S25	Iya karena lebih mudah
S26	Iya mudah dipahami dan dipelajari
S27	Sedikit mudah dipahami
S28	Iya, mudah paham
S29	Iya karena dapat mudah dipahami
S30	Iya karena sangat asyik
S31	Dapat karena mudah dipahami
S32	Dapat dipahami
7. Apakah adik ikut aktif dalam kegiatan yang dikombinasikan dengan media <i>cue cards</i> dalam kelompok?	
S1	Yes
S2	Iya karena seru jadi semangat untuk aktif
S3	Ya karena menyenangkan dan seru
S4	Iya
S5	Ya ikut
S6	Ya
S7	Iya karena jika menggunakan media cue cards lebih mudah
S8	Iya
S9	Iya
S10	Iya
S11	Iya
S12	Jelas

S13	Iyalah
S14	Iya
S15	Iya
S16	Iya
S17	Iya ikut
S18	Iya
S19	Iya
S20	Iya
S21	Iya
S22	Iya
S23	Iya
S24	Iya
S25	Iya
S26	Iya
S27	Iya
S28	Iya
S29	Iya
S30	Iya
S31	Iya
S32	Iya
8. Apa kekurangan dari kegiatan <i>speaking</i> kita selama ini?	
S1	Gak ada
S2	kadang kalau di panggil miss Nesa masih sibuk ngurusi yang lain karena muridnya banyak
S3	Tidak ada
S4	Kurang lama jam pelajarannya
S5	Tidak ada
S6	Miss Nesa kadang kurang tegas sama yang rame
S7	Tidak ada kekurangan
S8	Kurang lama jam pelajarannya
S9	Tidak ada
S10	kurang perhatian karena banyak yang minta diperhatikan
S11	Tidak ada
S12	Miss Nesa mengeluarkan dana banyak buat ngajar
S13	Tidak ada
S14	Tidak ada
S15	Tidak ada
S16	Tidak ada
S17	Kurang banyak materi
S18	Tidak ada
S19	Kurang perhatian karena muridnya banyak
S20	Tidak ada
S21	Miss Nesa kadang kurang tegas
S22	Tidak ada
S23	Kurang lama jam pelajarannya

S24	Kurang lama jam pelajarannya
S25	Tidak ada
S26	Tidak ada
S27	Tidak ada
S28	Tidak ada
S29	Tidak ada
S30	Tidak ada
S31	Kurang jelas kadang kalo berbicara karena yang lain berisik
S32	Tidak ada
9. Apa saran adik untuk kegiatan <i>speaking</i> kita selanjutnya agar kemampuan <i>speaking</i> adik terus meningkat?	
S1	Miss Nesa suaranya kurang keras
S2	Tetap menggunakan media cue cards karena mudah
S3	Harus lebih seru ditambah permainan
S4	Sudah baik
S5	Sudah bagus
S6	Lebih tegas sama yang rame
S7	Perfect
S8	Memperpanjang waktu jam pelajaran
S9	Di tingkatkan menggunakan cue cards
S10	Sudah baik
S11	Tambah cue cards
S12	Belajarlh dengan cue cards
S13	Terus pakai cue cards
S14	Terus pakai cue cards
S15	Terus pakai cue cards
S16	Di tingkatkan menggunakan cue cards
S17	Ditambah merangkum materi yang banyak
S18	Baik
S19	Lebih ditingkatkan ke murid-murid yang belum mengerti
S20	Miss Nesa baik
S21	Iya karena bisa memotivasi saya
S22	Miss Nesa suaranya kurang keras
S23	Menggunakan bahasa yang mudah dipahami jangan inggris terus
S24	Tidak ada
S25	Menggunakan cue cards
S26	Menambah kegiatan maju kedepan
S27	Iya jelasin sampai jelas
S28	Di tingkatkan menggunakan cue cards
S29	Menggunakan cue cards
S30	Miss Nesa suaranya kurang keras
S31	Gunakan cue cards
S32	Iya karena bisa memotivasi saya

Day/Date : Thrusday, October 29 th , 2016	
Time : 07.10 – 08.40	
1. Apa saja yang sudah adik pelajari dari kegiatan speaking kita selama ini?	
S1	Speaking Time, days, moths, years, dates, schedule, birthday
S2	Cue cards untuk berbicara tentang bulan, jadwal, hari, tanggal, waktu, kegiatan sehari-hari, ulang tahun, jadwal,
S3	Berbicara dan kadang menulis bahasa inggris tentang aktifitas dan jadwal dan ulang tahun
S4	Membicarakan Daily routines, Time, days, moths, years, dates, schedule, birthday
S5	Berbicara bahasa inggris tentang aktifitas dan jadwal dan ulang tahun
S6	Tentang speaking time, days, jadwal, moths, years , aktifitas, ulang tahun
S7	Speaking, day, month, schedule, birthday
S8	Speaking ordinal number, time, days. Dates, months, years, schedule, birthday
S9	berbicara tentang bulan, jadwal, hari, tanggal, waktu, kegiatan sehari-hari, jadwal, ulang tahun
S10	Berbicara tentang Jam, bulan, time, speaking, aktifitas harian, jadwal, ulang tahun
S11	Membaca kartu, berbicara dengan kartu, time, days, dates, bulan, ulang tahun, jadwal, aktifitas
S12	Belajar berbicara bahasa inggris dengan benar tentang aktifitas, jadwal dan ulang tahun.
S13	Cue cards time, jadwal, hari, tanggal, bulan, jadwal, aktifitas sehari-hari, hari ulang tahun
S14	Speaking, daily routines, bulan, tanggal, jam, hari, jadwal, birthday
S15	Berbicara tentang aktifitas sehari-hari, jadwal sekolah, ulang tahun
S16	Berbicara tentang Jam, hari, tanggal, bulan, time, speaking, aktifitas harian, jadwal, ulang tahun
S17	Speaking. Jadwal pelajaran, nama bulan, nama hari, jam, aktifitas harian, ulang tahun
S18	Speaking days, month, clock, aktifitas, jadwal pelajaran dan ulang tahun
S19	Belajar berbicara dengan teman tentang waktu, hari, tanggal, bulan, kegiatan harian, jadwal pelajaran, ulang tahun
20 S	Berbicara tentang waktu, dates, months, days, kegiatan sehari-hari, jadwal dan ulang tahun
S21	Mengundang ulang tahun, menanyakan jadwal, menceritakan kegiatan sehari-hari
S22	Berbicara tentang days, month, clock, kegiatan sehari-hari, jadwal pelajaran dan mengundang ulang tahun
S23	Speaking time, days, months, kegiatan harian, jadwal pelajran, ulang tahun
S24	Speaking bersama teman, tentang time, days,dates, month

S25	Berbicara tentang jam kegiatan setiap hari, jam dan hari jadwal pelajaran, tanggal dan bulan ulang tahun
S26	Speaking days, month, clock, aktifitas, jadwal pelajaran dan ulang tahun
S27	Berbicara tentang aktifitas sehari-hari, jadwal sekolah, ulang tahun
S28	Berbicara bersama teman, tentang time, days, dates, month
S29	Berbicara bahasa inggris tentang aktifitas dan jadwal dan ulang tahun
S30	menceritakan kegiatan sehari-hari, menanyakan jadwal, Mengundang ulang tahun,
S31	Berbicara tentang aktifitas sehari-hari, jadwal sekolah, ulang tahun menggunakan cue cards
S32	Membahas tentang berbicara pakai cue cards time, jadwal, hari, tanggal, bulan, jadwal, aktifitas sehari-hari, hari ulang tahun
2. Apakah kegiatan dengan menggunakan media <i>cue cards</i> dapat membantu adik dalam mempelajari ungkapan-ungkapan bahasa Inggris dengan benar? Mengapa?	
S1	Iya karena mudah di mengerti dan membantu berbicara di depan kelas
S2	Dapat karena diberi cara mengucapkannya sama miss Nesa jadi tidak ragu-ragu
S3	Ya karena seru dan sangat menyenangkan
S4	Iya, mudah dipahami
S5	Ya, karena mudah dipahami
S6	Ya karena menyenangkan dan gampang dipahami
S7	Ya karena dapat belajar dengan jelas dengan cue cards
S8	Ya, karena dengan media cue cards akan lebih mudah dipahami dan membuat lebih semangat belajar speaking
S9	Iya karena mempermudah pelajaran bahasa inggris
S10	Mudah dibaca dan dihafal serta dijelaskan jadi lebih mudah
S11	Iya karena cue cards saya lebih memahami materi bahasa inggris
S12	Ya karena mudah dimengerti pelajarannya dengan cue cards
S13	Iya karena dapat belajar sambil bermain menggunakan cue cards
S14	Meningkat, karena mudah untuk belajar bahasa inggris dengan cue cards
S15	Ya karena dengan menggunakan cue cards materinya lebih mudah dipahami dan membantu untuk berbicara di depan kelas
S16	Dapat, karena mudah untuk belajar berbicara bahasa inggris dengan cue cards
S17	Iya karena lebih mudah belajar berbicara dengan cue cards dan dijelaskan sama miss Nesa
S18	Iya karena dengan cue cards jadi tahu tulisannya dan pengucapannya yang benar untuk berbicara
S19	Ya karena mudah dipahami materinya dengan menggunakan cue cards jadi lebih ad aide untuk membuat dialog
S20	Ya karena belajar dengan cue cards sangat seru
S21	Ya karena sangat mudah dipahami

S22	Iya karena belajar sambil bermain kartu jadi lebih bisa masuk pembelajarannya
S23	Iya karena mudah dimengerti dan menyenangkan
S24	Ya karena mudah dipahami dengan cue cards dripada suruh nyatet
S25	Ya karena saya mudah paham materi belajarnya
S26	Iya karena belajar bahasa Inggris jadi lebih mudah dan paham dengan cepat
S27	Iya karena cue cards nya mudah di pelajari dan bagus.
S28	Iya karena lebih mudah dibaca, diingat dan diucapkan
S29	Menambah, karena cue cardsnya mudah dipahami dan dipraktekkan
S30	Meningkat karena mudah dipahami pembelajarannya
S31	Iya karena kartunya membantu belajar lebih jelas dan mudah
S32	Dapat membantu dengan baik karena media cue cards mudah dipahami
3. Apakah kegiatan dengan menggunakan media <i>cue cards</i> berhasil meningkatkan motivasi dan keterlibatan adik dalam kegiatan <i>speaking</i> ? Mengapa?	
S1	Iya karena bisa lebih banyak berbicara di depan kelas dan juga dapat bintang
S2	Dapat karena mudah mengerti cara bicaranya dan sering diminta maju untuk praktek pakai kartu
S3	Iya, karena saya jadi pengen maju kedepan praktek sama miss Nesa
S4	Iya karena banyak kesempatan ngomong
S5	Iya. Sering disuruh maju berbicara dengan teman dan kadang dapat bintang
S6	Ya karena seru sekali berbicara wawancara teman-teman dan maju ke depan kelas
S7	Iya karena banyak contoh dan sering praktek berbicara dengan kartu
S8	Ya karena saat menggunakan cue cards sangat menyenangkan dan menambah semangat berbicara bahasa Inggris
S9	Ya, karena lebih sering berbicara dapada menulis terus jadi tidak bosan
S10	Iya, karena mudah dihapal dan dipahami tentang belajar menanyakan waktu-waktu
S11	Iya karena lebih cepat dipahami dan membantu mendapatkan ide
S12	Ya karena mudah dipahami dan memudahkan untuk membuat dialog yang dipraktekkan
S13	Iya asik sekali, sangat aktif dan menyenangkan jika belajar dengan cue cards
S14	Iya mudah dipahami dan tau tugas yang harus dilakukan.
S15	Mudah dipraktekkan dan dipahami untuk belajar speaking
S16	Menambah semangat dan menambah motivasi belajar karena yang dipelajari jelas.
S17	Iya kan karena kira sudah tau perkataannya bila kita sudah tau perkataan dalam bahasa inggris dengan benar maka mudah untuk

	dipraktikkan jadi semangat dan tidak ragu-ragu
S18	Iya. mudah dipahami dan dipraktikkan belajar speakingnya
S19	Ya karena cue cards nya mudah dimengerti dan senang belajar speaking dengan miss nesa
S20	Iya karena sering praktek berbicara pakai kartu-kartu
S21	Iya jadi belajar speakingnya lebih mudah
S22	Iya seru belajar berbicara dengan kartu cue cards sehingga tidak bingung
S23	Iya karena lebih bersemangat dalam belajar karena mudah dipahami dan praktekkan
S24	Iya mudah di pahami materi belajar speakingnya dan jadi tidak takut salah karen kata miss Nesa salah tidak apa-apa bisa dibetulkan
S25	Iya karena senang belajar bersama dengan bermain ngobrol dengan teman dan materinya jelas
S26	Iya karena miss Nesa mengajarkan cara berbicara dan juga pakai cue cards yang buat lebih mudah belajar
S27	Iya seru belajar dan bermain dengan kartu jadi tidak tegang
S28	Ya mudah dipahami dan diucapkan karena sudah dilatih sebelumnya
S29	Iya karena senang belajar dengan cue cards yang membuat tidak bingung
S30	Iya asik pakai kartu jadi tau harus ngomong apa dan tidak takut salah karena tidak dimarahi malah diajari yang benar
S31	Iya karena seru belajar rame-rame pakai kartu bersama teman
S32	Iya dapat dipahami dengan cepat dan tidak membingungkan
4. Apakah kegiatan dengan menggunakan media <i>cue cards</i> berhasil meningkatkan kemampuan speaking adik? Mengapa?	
S1	Berhasil. Saya jadi tau cara mengucapkan dan bertanya jawab jam, hari, tanggal dan bulan dengan teman
S2	Iya. Karena bisa berbicara tentang aktifitas, jadwal dan hari ulang tahun
S3	Iya bisa. Karena kartunya membantu dapat ide untuk berbicara di depan kelas.
S4	Iya. Karena saya jadi berani maju didepan kelas dan tidak takut lagi. Jadi senang Bahasa inggris.
S5	Iya. Jadi bisa berbicara dengan teman pakai bahasa inggris lebih lancar dan jadi semangat
S6	Berhasil. Karena bisa berbicara dengan teman tentang aktifitas sehari-hari, jadwal pelajaran dan tanggal ulang tahun
S7	Ya. Saya bisa lebih lancar berbicara didepan kelas dan tidak takut salah kalau belajar sama miss Nesa
S8	Berhasil. Saya senang belajar berbicara dengan kartu dari miss nesa karena mudah dan memberikan idea pa yang akan diomongkan
S9	Bisa. Belajarnya santai jadi saya bisa memahami materi berbicara tanya jawab tentang jam, hari, tanggal, dan bulan dengan mudah.
S10	Iya. Karena saya jadi pengen maju prkatek berbicara terus. Kartunya

	buat saya lebih mudah tau apa yang diucapkan.
S11	Iya. Saya senang belajar tentang aktifitas harian, jadwal pelajaran dan ulang tahun dengan kartu yang diberikan miss Nesa karena buat saya mudah paham dan seru.
S12	Iya berhasil. Saya tau bagaimana tanya jawab tentang waktu kegiatan sehari-hari, jadwal pelajaran dan tanggal ulang tahun bersama teman jadi menyenangkan.
S13	Iya. Saya bisa mengucapkan kata bahasa Inggris dan tanya jawab dengan teman tentang waktu
S14	Ya. Saya jadi lebih paham materi yang diajarkan dan mudah untuk berbicara karena ada kisi-kisinya di kartu
S15	Berhasil. Saya bisa berbicara lebih berani dan lancar kalau diajari miss Nesa pakai cue cards
S16	Berhasil. Berbicara bahasa inggris Jadi lebih lancar dan tidak takut kalau salah.
S17	Iya bisa meningkat. Saya bisa bertanya jawab di depan kelas dan dengan teman sekelas tentang waktu
S18	Iya meningkat. Jadi tambah senang belajar bahasa inggris dan tau cara pengucapan yang benar
S19	Bisa meningkat karena dengan belajar menggunakan cue cards saya jadi lebih paham materinya dan ingin maju untuk praktek berbicara terus.
S20	Iya karena bisa mudah paham materi untuk speaking dengan miss Nesa
S21	Iya karena bisa mengucapkan kata bahasa Inggris yang benar dan jadi tau cara bertanya dan menjawab tentang aktifitas sehari-hari, jadwal pelajaran di kelas dan tanggal ulang tahun
S22	Berhasil karena saya sekarang bisa ngomong bahasa Inggris lebih lancar dan tidak takut lagi
S23	Iya bisa. Miss Nesa ngajarinnya sabar dan tidak pernah marah. Saya jadi lebih paham dan senang
S24	Berhasil. Saya jadi tau cara berbicara bahasa Inggris tentang waktu
S25	Iya. Saya bisa berbahasa Inggris lebih lancar karena belajarnya pakai cue cards
S26	Iya meningkat. Saya bisa mudah paham materinya dan tidak bingung apa yang harus diucapkan saat berbicara didepan kelas
S27	Bisa. Karena bisa paham materinya yang diucapkan dan tau artinya
S28	Iya karena saya jadi berani berbicara di depan kelas dan tidak bingung
S29	Iya bisa meningkat karena saya bisa berbicara bahasa Inggris lebih lancar daripada dulu
S30	Iya. Saya lebih lancar dan jadi paham materinya jadi tidak ragu-ragu
S31	Iya. Karena asik belajarnya jadi tidak bosan, semangat dan saya jadi lebih berani berbicara tidak takut kalau salah-salah.
S32	Meningkat karena saya bisa berbicara bahasa inggris dengan percaya diri

APPENDIX D: COURSE GRID

COURSE GRID
IMPROVING STUDENTS' SPEAKING SKILL OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL
THROUGH THE USE OF CUE CARDS IN THE 2016/2017 ACADEMIC YEAR

School	: SMP N 1 Kasihan Bantul
Subject	: English
Grade/Semester	: VII / I
Skill	: Speaking
Time Allocation	: 3x2x40 minutes (3 meeting)
Theme	: Telling Time (Hours and Day)
Topic	: Daily Routines and Weekly Class Schedule
Meeting	: 17,18, and 19

Cycle 1

Core Competences:

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
Understanding the knowledge (factual, conceptual, and procedural) based on his or her curiosity about science, technology, arts, cultures, related phenomena and real events.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Practicing, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view/theory.

Basic	Meeting	Indicators	Topic/	Learning	Social	Language	Teaching and	Assessment	Media
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Competences			Theme	material	Function	function	learning activities		
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal) <i>(3.3 Identifying the social</i>	<i>Cycle 1</i> 3x40 minutes	The students are able to: <ul style="list-style-type: none"> • Tell time (hours) to others • Use the vocabularies correctly • Use the acticles and prepositions • Ask and aswer questions using correct structure of asking and giving information about specific time of event or activity • Give positive 	Time (hours) of event or activity/ Daily Routines	<ul style="list-style-type: none"> • Daily routines time • Transactional text to ask and give information about specific time (hours) of event or activity 	Asking and giving information about specific time (hours) of event or activity	Construction <ul style="list-style-type: none"> • Telling Time • Asking for specific time (hours) of event or activity • Giving information for specific time (hours) of event or activity Text and Functions Telling Time Hi, let me tell you about my daily routine. First, I get up at 5.00 AM, and then I brush my teeth, have a shower, and eat breakfast at 6.00 AM. I go to school at 6.30 AM, and I start school at 7.00	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When	Performance assessment	Cue cards

<p>function, text structure and language features of transactional oral and written text to hold a social function of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the context in which the communication occurs.)</p> <p>3.4</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan</p>		respond to others				<p>AM. Then I have lunch at 12.15 PM, and finish school at 01.30 PM. I go to bed at 10.00 PM. That's my day!</p> <p>Transactional text</p> <p>Bagus: Hey Arda. How are you?</p> <p>Arda: I am fine, and you?</p> <p>Bagus: I am good. Arda, tell me how you spend your mornings.</p> <p>Arda : Well, I wake up around 5 AM, I clean my room, brush my teeth, take a bath and then I eat breakfast.</p> <p>Bagus : Hmm... Do you always clean your room?</p>	<p>English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn.</p> <p>5. The students are involved in a conversation with the teacher about the daily routines.</p> <p>6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions.</p> <p>7. The students read the daily habits time</p>		
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<p>tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p><i>(3.4 Constructing oral and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and</i></p>						<p>Arda : No. I usually don't clean my room, but I think I should.</p> <p>Bagus : Yes. What time do you get ready for school?</p> <p>Arda : I usually get ready around 6 AM. Then I eat breakfast. I leave for school around 6.15 AM.</p> <p>Bagus : Wow! You must have busy mornings.</p> <p>Arda : Yes. Well, it's my daily routine. I am okay with it.</p> <p>Language Features Asking information for specific time of event or activity</p>	<p>cue cards.</p> <p>8. The students mention the content of the cue cards.</p> <p>9. The students get explanation about the daily habits time cue cards.</p> <p>10. The students are given transactional text cue cards about asking and giving information about specific time of event or activity (daily habit) by the teacher.</p> <p>11. The students are asked to pay attention to the dialogue used</p>		
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appropriate social function, text structures and language features.)						<ul style="list-style-type: none"> • What time do you usually wake up? • What time do you go to school? • What time do you finish school? • What do you do in the evening? <p>Giving Information for specific time of event or activity</p> <ul style="list-style-type: none"> • I usually wake up at 5 AM in the morning. • I go to school at 6.30 AM. • I finish school at 1.30 PM. • I usually watch TV in the evening. <p>Vocabulary</p> <ul style="list-style-type: none"> • Hours at one 	<p>in the cue cards.</p> <p>12. The students are asked to identify the expression in use.</p> <p>13. The students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue.</p> <p>14. The students identify language features in use.</p> <p>15. The students get explanation about how to ask and give information</p>		
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						<p><i>o'clock, at two fifteen, at ten to seven, at a quarter past eight, at a half past nine</i></p> <ul style="list-style-type: none"> article the: <i>in the morning, in the afternoon, in the evening</i> preposition: <i>at, in</i> <p>Vocabulary and pronunciation</p> <p>Number</p> <p>One /wʌn/ Two /tuː/ Three /θriː/ Four /fɔːr/ Five /faɪv/ Six /sɪks/ Seven /'sev. ə n Eighth /eɪt/ Nine /naɪn/</p>	<p>about specific time of event or activity (daily habit)</p> <p>16. The students are shown the specific vocabularies and pronunciation s by the teacher</p> <p>17. The students practice to pronounce some words together (pronunciation drilling)</p> <p>18. The students are asked to do the daily habits and times worksheet.</p> <p>19. The students are asked to do interview game based</p>	
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						<p>Ten /ten/ Eleven /ɪ'lev. ɹ n/ Twelve /twelv/</p> <p>Preposition At /ət/ In /ɪn/</p>	<p>on the daily habits and times worksheet.</p> <p>20. The students practice the expression by doing interview game</p> <p>21. The students are asked question if they still have difficulty.</p> <p>22. The students are asked to work in pairs.</p> <p>23. Each pair are asked to perform asking and giving information about specific time of event or activity (daily habit) based on the</p>		
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							worksheet 24. Each pair are asked to perform in front of the class.		
Standard Competences	Meeting	Indicators	Topic	Learning material	Social Function	Language function	Teaching and learning activities	Assessment	Media
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks	Cycle 1 Meeting 2 and 3 2X2x40 minutes	The students are able to: <ul style="list-style-type: none"> • Tell time (hours and days) to others • Use the vocabulary correctly • Use the acticles and prepositions • Ask and aswer questions using correct structure of asking and giving information 	Time (hours and days) of event or activity/ Daily Routines	<ul style="list-style-type: none"> • Daily routines time • Transaction al text to ask and give information about specific time (hours and days) of event or activity 	Asking and giving information about specific time (hours and days) of event or activity	Construction <ul style="list-style-type: none"> • Telling Time • Asking for specific time (hours and days) of event or activity • Giving information for specific time (hours and days) of event or activity Text and Functions <i>Transactional text</i> Abas: How's	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet,	Performance assessment	Cue cards

<p>penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p><i>Identifying the social function, text structure and language features of transactional oral and written text to hold a social function of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the context in which the communication occurs.</i></p> <p>3.4</p>		<p>about specific time of event or activity</p> <ul style="list-style-type: none"> • Give positive respond to others 				<p>your new schedule?</p> <p>Canrda: Great! I like it.</p> <p>Abas: What's your first class in the morning?</p> <p>Candra I have math with Mr. Ardi at 7:10.</p> <p>Abas: Do you have history class in the morning or the afternoon?</p> <p>Candra: In the afternoon, at 12:15.</p> <p>Abas: Oh. What about science?</p> <p>Candra: I have science at 9:00.</p> <p>Abas: What's your last class?</p> <p>Candra: Art.</p> <p>Abas: Me too! Great!</p> <p>Candra: Oh no. That's the bell.</p>	<p>the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn.</p> <p>5. The students are involved in a conversation with the teacher about the weekly class schedule</p> <p>6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions.</p> <p>7. The students</p>	
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<p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p><i>Constructing oral and written texts of asking and giving information about specific</i></p>						<p>We're late!</p> <p>Asking information for specific time of event or activity</p> <ul style="list-style-type: none"> • What's your first class in the morning? • Do you have history class in the morning or the afternoon? • What's your last class? • What do you Study on Monday at 9.00? <p>Giving Information for specific time of event or activity</p> <ul style="list-style-type: none"> • I have math with Mr. Ardi • In the afternoon, at 12:15 	<p>read the weekly class schedule cue cards.</p> <p>8. The students mention the content of the cue cards.</p> <p>9. The students get explanation about the weekly class schedule cue cards.</p> <p>10. The students are given transactional text cue cards about asking and giving information about specific time of event or activity (weekly class schedule) by the teacher.</p> <p>11. The students are asked to pay attention to the dialogue used</p>		
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<p><i>time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social function, text structures and language features.</i></p>						<ul style="list-style-type: none"> • I have art for my last class. • I study Science <p>Vocabulary</p> <ul style="list-style-type: none"> • Hours at one o'clock, at two fifteen, at ten to seven, at a quarter past eight, at a half past nine • article the: in the morning, in the afternoon, in the evening • preposition: at, in, on <p>Vocabulary and pronunciation Number One /wʌn/ Two /tu:/</p>	<p>in the cue cards.</p> <p>12. The students are asked to identify the expression in use.</p> <p>13. The students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue.</p> <p>14. The students identify language features in use.</p> <p>15. The students get explanation about how to ask and give information about specific time of event or activity (weekly class schedule)</p>		
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						<p>Three /θri:/</p> <p>Four /fɔ:r/</p> <p>Five /faɪv/</p> <p>Six /sɪks/</p> <p>Seven /'sev. ə n/</p> <p>Eighth /eɪt/</p> <p>Nine /naɪn/</p> <p>Ten /ten/</p> <p>Eleven</p> <p>/ɪ'lev. ə n/</p> <p>Twelve /twelv/</p> <p>Noun</p> <p>Morning</p> <p>/ 'mɔ:.nɪŋ/</p> <p>Afternoon</p> <p>/ ,ɑ:f.tə'nu:n/</p> <p>Evening / 'i:v.nɪŋ/</p> <p>Night /naɪt/</p> <p>Sunday / 'sʌn.deɪ/</p> <p>Monday</p> <p>/ 'mʌn.deɪ/</p> <p>Tuesday</p> <p>/ 'tju:z.deɪ/</p> <p>Wednesday</p> <p>/ 'wenz.deɪ/</p> <p>Thursday</p> <p>/ 'θɜ:z.deɪ/</p> <p>Friday / 'fraɪ.deɪ/</p>	<p>16. The students are shown the specific vocabularies and pronunciations by the teacher</p> <p>17. The students practice to pronounce some words together (pronunciation drilling)</p> <p>18. The students are asked to do the daily habits and times worksheet.</p> <p>19. The students are asked to do interview game based on the weekly class schedule worksheet.</p> <p>20. The students practice the expression by</p>	
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						<p>Saturday /'sæt.ə.deɪ/</p> <p>Preposition At /ət/ In /ɪn/ On /ɒn/</p>	<p>doing interview game</p> <p>21. The students are asked question if they still have difficulty.</p> <p>22. The students are asked to work in pairs.</p> <p>23. Each pair are asked to perform asking and giving information about specific time of event or activity (weekly class schedule) based on the worksheet</p> <p>24. Each pair are asked to perform in front of the class</p> <p>25. The students strengthen their conclusion by the teachers'</p>		
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							<p>explanation if it is needed.</p> <p>26. The students are notified that in the next meeting they are going to learn more about asking and telling time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting.</p> <p>27. The students pray together</p> <p>28. The students respond to the teacher's greeting</p>		
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COURSE GRID
IMPROVING STUDENTS' SPEAKING SKILL OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL
THROUGH THE USE OF CUE CARDS IN THE 2016/2017 ACADEMIC YEAR

School	: SMP N 1 Kasihan Bantul
Subject	: English
Grade/Semester	: VII / I
Skill	: Speaking
Time Allocation	: 2x2x40 minutes (2 meeting)
Theme	: Telling Time (Dates and Months)
Topic	: My Birthday
Meeting	: 21 and 22

Cycle 1

Core Competences:

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
Understanding the knowledge (factual, conceptual, and procedural) based on his or her curiosity about science, technology, arts, cultures, related phenomena and real events.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Practicing, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view/theory.

Basic Competences	Meeting	Indicators	Topic/ Theme	Learning material	Social Function	Language function	Teaching and learning activities	Assessment	Media
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal) 3.3 <i>Identifying the</i>	Cycle 2 1 2x40 minutes	Students are able to: <ul style="list-style-type: none"> • Tell time (dates and months) to others • Use the numbers correctly • Use the acticles and prepositions • Ask and aswer questions using correct structure of asking and giving information about specific time of event or activity • Give 	Time (dates and months) of event or activity/ Daily Routines	<ul style="list-style-type: none"> • Transactional text to ask and give information about specific time (dates and months) of event or activity 	Asking and giving information about specific time (dates and months) of event or activity	Construction <ul style="list-style-type: none"> • Telling Time • Asking for specific time (dates and months) of event or activity • Giving information for specific time (dates and months) of event or activity Text and Functions <i>Transactional text</i> Ema: When is your birthday? Nana: On the fifth of February. Ema: Then It	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students'	Performance assessment	Cue cards

<p><i>social function, text structure and language features of transactional oral and written text to hold a social function of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the context in which the communication occurs.</i></p> <p>3.4</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>		<p>positive respond to others</p>				<p>is today?</p> <p>Nana: Yes, of course.</p> <p>Ema: Happy Birthday Nana.</p> <p>Nana: Thank you.</p> <p>Ema: How old are you?</p> <p>Nana: I'm twelve years old.</p> <p>Ema: And when is your sister birthday?</p> <p>Nana: Today, too.</p> <p>Ema: So you are twins?</p> <p>Nana: Yes, we are. And we have a big party today.</p> <p>-----</p> <p>Sisi: Hi Widi, How are you?</p> <p>WIdi: I am fine, and you?</p> <p>Sisi: I am really well! I am calling because it</p>	<p>awareness of the materials they are going to learn.</p> <p>5. The students are involved in a conversation with the teacher about birthday.</p> <p>6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions.</p> <p>7. The students read the dates and months cue cards.</p> <p>8. The students mention the content of the cue cards.</p> <p>9. The students get explanation about the dates and months cue cards.</p> <p>10. The students are given</p>	
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<p>memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>3.4 <i>Constructing oral and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social</i></p>						<p>is my birthday on 28th of November. Would you like to come?</p> <p>Widi: Yes I'd love to. What time is it?</p> <p>Sisi: It starts at 4 o'clock</p> <p>Widi: What your Address?</p> <p>Sisi: I live at Jalan Simanjuntak No. 23</p> <p>Widi: See you then!</p> <p>Language Features</p> <p>Asking information for specific time of event or activity</p> <ul style="list-style-type: none"> • When is your birthday? • When is your sister Birthday? <p>Giving Information for</p>	<p>transactional text cue cards about asking and giving information about specific time of event or activity (My Birthday) by the teacher.</p> <p>11. The students are asked to pay attention to the dialogue used in the cue cards.</p> <p>12. The Students are asked to identify the expression in use.</p> <p>13. The Students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue.</p> <p>14. The</p>		
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function, text structures and language features.						<p>specific time of event or activity</p> <ul style="list-style-type: none"> • My birthday is on the first of January. • My sister birthday is on 23rd of July. <p><i>Ordinal Number</i> 1st - first /'fɜːst/ 2nd - second /'sek. ənd/ 3rd - third /θɜːd/ 4th - forth /fɔːθ/ 5th - fifth /fɪf θ/ 6th - sixth /sɪksθ/ 7th - seventh /'sev. ən t θ/ 8th - eighth /eɪtθ/ 9th - ninth /naɪn t θ/ 10th - tenth /ten t θ/ 11th - eleventh /ɪ'lev. ən θ/ 12th - twelfth /twelf θ/ 13th - thirteenth</p>	<p>students identify language features in use.</p> <p>15. The students get explanation about how to ask and give information about specific time of event or activity (My Birthday)</p> <p>16. The students are shown the specific vocabularies and pronunciations by the teacher</p> <p>17. The students practice to pronounce some words together (pronunciation drilling)</p> <p>18. The students are asked to do the</p>	
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						/θɜː'ti:n t θ/ 14 th – fourteenth /,fɔː'ti:nθ/ 15 th – fifteenth /,fɪf'ti:nθ/ 16 th – sixteenth /,sɪk'sti:nθ/ 17 th – seventeenth /,sev. ə n'ti:n t θ/ 18 th – eighteenth /eɪ'ti:nθ/ 19 th – nineteenth /,næn'ti:n t θ/ 20 th – twentieth /'twen.ti.əθ/ 21 st – twenty first twen.ti.fɜːst/ 22 nd – twenty second /,twen.ti.'sek. ə nd/ 23 rd – twenty third /,twen.ti.θɜːd/ 24 th – twenty fourth /,twen.ti.fɔːθ/ 25 th – twenty fifth /,twen.ti.fɪf θ/	birthday interview worksheet. 19. The students are asked to do birthday interview based on the worksheet. 20. The students practice the expression by doing birthday interview 21. The students are asked question if they still have difficulty. 22. The students strengthen their conclusion by the teachers' explanation if it is needed. 23. The students are notified that in	
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						<p>26th – twenty sixth /ˌtwen.ti.sɪksθ/ 27th - twenty seventh /ˌtwen.ti. 'sev. ə n t θ/ 28th - twenty eighth /ˌtwen.ti. eɪtθ/ 29th – twenty ninth /ˌtwen.ti. nam t θ/ 30th – thirtieth /'θɜː.ti.əθ/ 31st thirty first /'θɜː.ti. fɜːst/</p> <p>Noun January /'dʒæn.jʊ ə .ri/ February /'feb.ru. ˚r.i/ March /mɑːtʃ/ April /'eɪ.prəl/ May /meɪ/ June /dʒuːn/ July/dʒʊ'laɪ/</p>	<p>the next meeting they are going to learn more about asking and telling time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting.</p> <p>24. The students pray together</p> <p>25. The students respond to the teacher's greeting</p>		
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						August /'ɔː.gəst/ September /sep'tem.bəˈr / October /ɒk'təʊ.bəˈr / November /nəʊ'vem.bəˈr / December /dɪ'sem.bəˈr / Preposition At /ət/ On /ɒn/			
Standard Competences	Meeting	Indicators	Topic	Learning material	Social Function	Language function	Teaching and learning activities	Assessment	Source /Media
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	Cycle 2 1 2x40 minutes	The students are able to: • Tell time (dates and months) to others • Use the numbers correctly • Use the articles and prepositions • Ask and	Time (dates and months) of event or activity/ Daily Routines	• Transactional text to ask and give information about specific time (dates and months) of event or activity	Asking and giving information about specific time (dates and months) of event or activity	Construction • Telling Time • Asking for specific time (dates and months) of event or activity • Giving information for specific time (dates and months)	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together	Performance assessment	Cue cards

<p>nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>3.3</p> <p><i>Identifying the social function, text structure and language features of transactional oral and written text to hold a social function of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying</i></p>		<p>aswer questions using correct structure of asking and giving information about specific time of event or activity</p> <ul style="list-style-type: none"> • Give positive respond to others 				<p>of event or activity</p> <p>Text and Functions</p> <p><i>Transactional text</i></p> <p>Ema: When is your birthday? Nana: On the fifth of February. Ema: Then It is today? Nana: Yes, of course. Ema: Happy Birthday Nana. Nana: Thank you. Ema: How old are you? Nana: I'm twelve years old. Ema: And when is your sister birthday? Nana: Today,</p>	<p>4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn.</p> <p>5. The students are involved in a conversation with the teacher to review the last material about my birthday.</p> <p>6. The students</p>		
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<p><i>attention to the context in which the communication occurs.</i></p> <p>3.4</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>3.4</p>						<p>too.</p> <p>Ema: So you are twins?</p> <p>Nana: Yes, we are. And we have a big party today.</p> <p>-----</p> <p>Sisi: Hi Widi, How are you?</p> <p>Widi: I am fine, and you?</p> <p>Sisi: I am really well! I am calling because it is my birthday on 28th of November. Would you like to come?</p> <p>Widi: Yes I'd love to. What time is it?</p> <p>Sisi: It starts at 4 o'clock</p> <p>Widi: What your Address?</p> <p>Sisi: I live at Jalan Simanjuntak No. 23</p> <p>Widi: See you</p>	<p>are asked to do the party time worksheet.</p> <p>7. The students are asked to complete the birthday party time worksheet</p> <p>8. The students practice the worksheet with their partner.</p> <p>9. The students are asked to work in pairs.</p> <p>10. The students are asked to make dialogs to ask and give information based on the worksheet in pairs</p> <p>11. Each pair are asked to perform asking and giving information about specific</p>	
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<p><i>Constructing oral and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social function, text structures and language features.</i></p>						<p>then!</p> <p>Language Structure</p> <p>Asking information for specific time of event or activity</p> <ul style="list-style-type: none"> • When is your birthday? • When is your sister Birthday? <p>Giving Information for specific time of event or activity</p> <ul style="list-style-type: none"> • My birthday is on the first of January. • My sister birthday is on 23rd of July. <p><i>Ordinal Number</i></p> <p>1st - first /'fɜ:st/ 2nd - second /'sek. ənd/ 3rd - third /θɜ:d/ 4th - forth /fɔ:θ/</p>	<p>time of event or activity (dates and months) based on the worksheet with their partner</p> <p>12. The students are asked to work in pairs.</p> <p>13. The students are asked to make dialogs to ask and give information based on the worksheet in pairs</p> <p>14. Each pair are asked to perform asking and giving information about specific time of event or activity (dates and months) based on the worksheet</p> <p>15. Each pair are</p>	
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						5 th - fifth /fi f θ/ 6 th - sixth /siksθ/ 7 th - seventh /'sev. ə n t θ/ 8 th - eighth /eitθ/ 9 th - ninth /nain t θ/ 10 th - tenth /ten t θ/ 11 th - eleventh /ɪ'lev. ə nθ/ 12 th - twelfth /twel f θ/ 13 th - thirteenth /θɜ:'ti:n t θ/ 14 th - fourteenth /,fɔ:'ti:nθ/ 15 th - fifteenth /,fif'ti:nθ/ 16 th - sixteenth /,sɪk'sti:nθ/ 17 th - seventeenth /,sev. ə n'ti:n t θ/ 18 th - eighteenth /er'ti:nθ/ 19 th - nineteenth /,nam'ti:n t θ/ 20 th - twentieth /'twen.ti.əθ/	asked to perform in front of the class 16. The students strengthen their conclusion by the teachers' explanation if it is needed. 17. The students are informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 18. The students pray together 19. The students respond to the teacher's greeting	
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						21 st – twenty first twen.ti.fɜːst/ 22 nd – twenty second /,twen.ti.'sek. ə nd/ 23 rd – twenty third /,twen.ti.θɜːd/ 24 th – twenty forth /,twen.ti.fɔːθ/ 25 th – twenty fifth /,twen.ti.fi f θ/ 26 th – twenty sixth /,twen.ti.sɪksθ/ 27 th - twenty seventh /,twen.ti. 'sev. ə n t θ/ 28 th - twenty eighth /,twen.ti. eɪtθ/ 29 th – twenty ninth /,twen.ti. naɪ n t θ/ 30 th – thirtieth / 'θɜː.ti.əθ/		
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						31 st thirty first /'θɜ:.ti. fɜ:st/ Noun January /'dʒæn.jʊ ə .ri/ February /'feb.ru. ə r.i/ March /mɑ:tʃ/ April /'eɪ.prəl/ May /meɪ/ June /dʒu:n/ July/dʒʊ'laɪ/ August /'ɔ:.gəst/ September /sep'tem.bə ^r / October /ɒk'təʊ.bə ^r / November /nəʊ'vem.bə ^r / December /dɪ'sem.bə ^r / Preposition At /ət/ On /ɒn/		
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APPENDIX E: LESSON PLAN

LESSON PLAN

School	: SMP N 1 Kasihan Bantul
Subject	: English
Grade/Semester	: VII / I
Skill	: Speaking
Time Allocation	: 2x40 minutes (1 meeting)
Theme	: Telling Time (Hours)
Topic	: Daily Routines
Meeting	: 17 (Cycle 1 Meeting 1)

A. CORE OF COMPETENCE

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Understanding the knowledge (factual, conceptual, and procedural) based on his or her curiosity about science, technology, arts, cultures, related phenomena and real events.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Practicing, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view/theory.

B. BASIC COMPETENCE

- 3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional **lisan** dan tulis yang melibatkan tindakan **memberi dan meminta informasi terkait** nama hari, bulan, **nama waktu dalam hari, waktu dalam bentuk angka**, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

*Identifying the social function, text structure and language features of transactional **oral** and written text to hold a social function of **asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the context in which the communication occurs.***

- 3.4 Menyusun teks interaksi transaksional **lisan** dan tulis **sangat pendek dan sederhana** yang melibatkan tindakan **memberi dan meminta informasi** terkait nama hari, bulan, nama **waktu dalam hari, waktu dalam bentuk angka**, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur

kebahasaan yang benar dan sesuai konteks.

*Constructing **oral** and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social function, text structures and language features.*

C. LEARNING OBJECTIVES

At the end of the lesson the students are expected to be able to:

1. Tell **time (hours)** to others
2. Use the vocabularies correctly
3. Use the articles and prepositions
4. Ask and answer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive response to others

D. INDICATORS

1. Tell **time (hours)** to others
2. Use the vocabularies correctly
3. Use the articles and prepositions
4. Ask and answer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive responses to others

E. LEARNING MATERIALS

1. Content

- Daily Routines Cue Cards
- Hana's Daily Routines cue card
- Transactional text - Asking and Giving Information about specific time of event or activity Cue Card
- Daily Routines interview Cue Card
- Daily Routines Worksheet Card

2. Social Function

Asking and giving information about specific **time (hours)** of event or activity.

3. Language Features

- Asking for specific **time (hours)** of event or activity
 - a) What time do you usually wake up?
 - b) What time do you go to school?
 - c) What time do you finish school?
 - d) What do you do in the evening?
- Giving information for specific **time (hours)** of event or activity
 - a) I usually wake up at 5 AM in the morning.
 - b) I go to school at 6.30 AM.
 - c) I finish school at 1.30 PM.
 - d) I usually watch TV in the evening.

4. Vocabulary and Pronunciation

Hour: *at one o'clock, at a quarter past eight, at a half past ten, a quarter to nine*

Article *the*: *in the morning, in the afternoon, in the evening*

Number

One /wʌn/

Two /tu:/

Three /θri:/

Four /fɔ:r/

Five /faɪv/

Six /sɪks/

Seven /'sev. ə n/

Eighth /eɪt/

Nine /naɪn/

Ten /ten/

Eleven /ɪ'lev. ə n/

Twelve /twelv/

Preposition

At /ət/

In /ɪn/

F. TEACHING METHOD

P-P-P (Presentation – Practice – Production)

G. TEACHING-LEARNING ACTIVITIES

Meeting Stage	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn. 5. The students are involved in a conversation with the teacher about the daily routines. 	5 minutes
Main Activities	<p style="text-align: center;">Presentation</p> <ol style="list-style-type: none"> 6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions. 7. The students read the daily habits time cue cards. 8. The students mention the content of the cue cards. 	20 minutes

	<p>9. Students get explanation about the daily habits time cue cards.</p> <p>10. The students are given transactional text cue cards about asking and giving information about specific time of event or activity (daily habit) by the teacher.</p> <p>11. The students are asked to pay attention to the dialogue used in the cue cards.</p> <p>12. The students are asked to identify the expression in use.</p> <p>13. The students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue.</p> <p>14. The students identify language features in use.</p> <p>15. Students get explanation about how to ask and give information about specific time of event or activity (daily habit)</p> <p>16. The students are shown the specific vocabularies and pronunciations by the teacher</p> <p>17. The students practice to pronounce some words together (pronunciation drilling)</p>	
	<p style="text-align: center;">Practice</p> <p>18. The students are asked to do the daily habits and times worksheet.</p> <p>19. The students are asked to do interview game based on the daily habits and times worksheet.</p> <p>20. The students practice the expression by doing interview game</p> <p>21. The students are asked question if they still have difficulty.</p>	20 minutes
	<p style="text-align: center;">Production</p> <p>22. The students are asked to work in pairs.</p> <p>23. Each pair is asked to perform asking and giving information about specific time of event or activity (daily habit) based on the worksheet</p> <p>24. Each pair is asked to perform in front of the class.</p>	30 minutes
Closing	<p>25. The students strengthen their conclusion by the teacher's explanation if it is needed.</p> <p>26. The students are notified that in the next meeting they are going to learn more about asking and telling</p>	5minutes

	time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 27. The students pray together. 28. The students respond to the teacher's greeting.	
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H. LEARNING MEDIA

1. Cue Cards
2. White Board
3. Board Maker
4. Worksheet

I. ASSESSMENT

Test Identity

Type: Speaking

Date:

Rater's Identity

Name:

Status:

Label:

No.	Students' Name	Aspect of Assessment					Score
		PI	VE	F	G	IS	
1.							
2.							
3.							

Note:

PI: Pronunciation & Intonation

VE: Vocabulary & Expression

F: Fluency

G: Grammar

IS: Interactive skill

Score: Total score of the five aspects

Rater _____,

J. LEARNING SOURCES

- http://english07.com/vocabulary/picture-vocabulary/data/im/telling_time
- <http://resources.sparkleboxteacherresources.ltd.uk/8000-9000/sb8254.pdf>
- http://www.eslgold.com/speaking/ss_simple_sentences.html
- <http://www.onestopenglish.com/community/lesson-share/winning->

[lessons/young-learners/young-learners-daily-routines-and-habits/153913.article](http://www.sparklebox.co.uk/1316-1320/sb1319.html#.V8ugMIUrLIU)

- <http://www.sparklebox.co.uk/1316-1320/sb1319.html#.V8ugMIUrLIU>
- Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris. When English Rings a Bell/ Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta:Kementerian Pendidikan dan Kebudayaan, 2016.

English Teacher,



Dinar Setiyawan, S.Pd

Yogyakarta, September 2016
Researcher,



Agnes Heni Rahmawati

LESSON PLAN

School	: SMP N 1 Kasihan Bantul
Subject	: English
Grade/Semester	: VII / I
Skill	: Speaking
Time Allocation	: 2x2x40 minutes (2 meeting)
Theme	: Telling Time (Hours and Day)
Topic	: Weekly class schedule
Meeting	: 18 -19 (Cycle 1 Meeting 2 and 3)

A. CORE OF COMPETENCE

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Understanding the knowledge (factual, conceptual, and procedural) based on his or her curiosity about science, technology, arts, cultures, related phenomena and real events.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Practicing, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view/theory.

B. BASIC COMPETENCE

- 3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional **lisan** dan tulis yang melibatkan tindakan **memberi dan meminta informasi terkait nama hari**, bulan, **nama waktu dalam hari**, **waktu dalam bentuk angka**, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

*Identifying the social function, text structure and language features of transactional **oral** and written text to hold a social function of **asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year** by paying attention to the context in which the communication occurs.*

- 3.4 Menyusun teks interaksi transaksional **lisan** dan tulis **sangat pendek dan sederhana** yang melibatkan tindakan **memberi dan meminta informasi terkait nama hari**, bulan, **nama waktu dalam hari**, **waktu dalam bentuk angka**, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Constructing oral and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social function, text structures and language features.

C. LEARNING OBJECTIVES

At the end of the lesson the students are expected to be able to:

1. Tell **time (hours and days)** to others
2. Use the vocabularies correctly
3. Use the acticles and prepositions
4. Ask and aswer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive responses to others

D. INDICATORS

1. Tell **time (hours and days)** to others
2. Use the vocabularies correctly
3. Use the acticles and prepositions
4. Ask and aswer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive responses to others

E. LEARNING MATERIALS

5. Content

- Weekly class schedule cue cards
- Transactional text - Asking and Giving Information about specific time of event or activity Cue Cards
- Class Schedule interview Card
- Class Schedule interview Worksheet Cards

6. Social Function

Asking and giving information about specific **time (hours and days)** of event or activity.

7. Language Features

- Asking for specific **time (hours and days)** of event or activity
 - a) What's your first class in the morning?
 - b) Do you have history class in the morning or the afternoon?
 - c) What's your last class?
 - d) What do you Study on Monday at 9.00?
- Giving information for specific **time (hours and days)** of event or activity
 - a) I have math with Mr. Ardi.
 - b) In the afternoon, at 12:15.
 - c) I have art for my last class.
 - d) I study Science.

8. Vocabulary and Pronunciation

Hour: *at one o'clock, at a quarter past eight, at a half past ten, a quarter to nine*

Days:

Sunday /'sʌn.deɪ/

Monday /'mʌn.deɪ/

Tuesday /'tjuːz.deɪ/

Wednesday /'wenz.deɪ/

Thursday /'θɜːz.deɪ/

Friday /'fraɪ.deɪ/

Saturday /'sæt.ə.deɪ/

Article *the*: *in the morning, in the afternoon, in the evening*

Preposition: *in, at, on*

Number

One /wʌn/

Two /tuː/

Three /θriː/

Four /fɔːr/

Five /faɪv/

Six /sɪks/

Seven /'sev. ə n

Eigh /eɪt/

Nine /naɪn/

Ten /ten/

Eleven /ɪ'lev. ə n/

Twelve /twelv/

Noun

Morning /'mɔː.nɪŋ/

Afternoon /,ɑːf.tə'nuːn/

Evening /'iːv.nɪŋ/

Night /naɪt/

Sunday /'sʌn.deɪ/

Monday /'mʌn.deɪ/

Tuesday /'tjuːz.deɪ/

Wednesday /'wenz.deɪ/

Thursday /'θɜːz.deɪ/

Friday /'fraɪ.deɪ/

Saturday /'sæt.ə.deɪ/

Preposition

At /ət/

In /ɪn/

On /ɒn/

F. TEACHING METHOD

Presentation – Practice – Production (PPP)

G. TEACHING-LEARNING ACTIVITIES

Stage	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students' are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn. 5. The students are involved in a conversation with the teacher about the weekly class schedule 	5 minutes
Main Activities	<p style="text-align: center;">Presentation</p> <ol style="list-style-type: none"> 6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions. 7. The students read the weekly class schedule cue cards. 8. The students mention the content of the cue cards. 9. The students get explanation about the weekly class schedule cue cards. 10. The students are given transactional text cue cards about asking and giving information about specific time of event or activity (weekly class schedule) by the teacher. 11. The students are asked to pay attention to the dialogue used in the cue cards. 12. The students are asked to identify the expression in use. 13. The students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue. 14. The students identify language features in use. 15. The students get explanation about how to ask and give information about specific time of event or 	20 minutes

	activity (weekly class schedule) 16. The students are shown the specific vocabularies and pronunciations by the teacher 17. The students practice to pronounce some words together (pronunciation drilling)	
	Practice 18. The students are asked to do the daily habits and times worksheet. 19. The students are asked to do interview game based on the daily habits and times worksheet. 20. The students practice the expression by doing interview game 21. The students are asked question if they still have difficulty.	20 minutes
Closing	22. The students strengthen their conclusion by the teacher's explanation if it is needed. 23. The students are notified that in the next meeting they are going to learn more about asking and telling time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 24. The students pray together 25. The students respond to the teacher's greeting	5minutes

Stage	Activities	Time
Opening	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students' are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn. 5. The students are involved in a conversation with the teacher about the weekly class schedule	5 minutes
	Production 6. The students are asked to do the daily habits and	30 minutes

	times worksheet. 7. The students are asked to do interview game based on the weekly class schedule worksheet. 8. The students practice the expression by doing interview game 9. The students are asked question if they still have difficulty.	
Closing	10. The students strengthen their conclusion by the teacher's explanation if it is needed. 11. The students are notified that in the next meeting they are going to learn more about asking and telling time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 12. The students pray together 13. The students respond to the teacher's greeting	5minutes

H. LEARNING MEDIA

1. Cue Cards
2. White Board
3. Board Maker
4. Worksheet

I. ASSESSMENT

Test Identity

Type: Speaking
Date:

Rater's Identity

Name:
Status:
Label:

No.	Students' Name	Aspect of Assessment					Score
		PI	VE	F	G	IS	
1.							
2.							
3.							

Note:

PI: Pronunciation & Intonation

VE: Vocabulary & Expression

F: Fluency

G: Grammar
 IS: Interactive skill
 Score: Total score of the five aspects


Rater _____,

J. LEARNING SOURCES

- <http://resources.sparkleboxteacherresources.ltd.uk/8000-9000/sb8254.pdf>
- <http://www.teach-this.com/resources/teaching/time>
- http://www.eslgold.com/speaking/ss_simple_sentences.html
- <http://www.literacycouncilmcmd.org/ourservices/conversation-classes>
- http://www.nytimes.com/2013/06/09/opinion/sunday/sunday-dialogue-a-new-school-schedule.html?_r=0
- <https://www.pinterest.com/kdamstutz/classroom-telling-time-schedule/>
- Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris. When English Rings a Bell/ Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.

Yogyakarta, September 2016

English Teacher



Dinar Setiyawan, S.Pd

Researcher



Agnes Heni Rahmawati

LESSON PLAN

School	: SMP N 1 Kasihan Bantul
Subject	: English
Grade/Semester	: VII / I
Skill	: Speaking
Time Allocation	: 2x40 minutes (2 meeting)
Theme	: Telling Time (Dates and Months)
Topic	: My Birthday
Meeting	: 21-22 (Cycle 2 Meeting 1 and 2)

A. CORE OF COMPETENCE

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Understanding the knowledge (factual, conceptual, and procedural) based on his or her curiosity about science, technology, arts, cultures, related phenomena and real events.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Practicing, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view/theory.

B. BASIC COMPETENCE

- 3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional **lisan** dan tulis yang melibatkan tindakan **memberi dan meminta informasi terkait nama hari, bulan**, nama waktu dalam hari, waktu dalam bentuk angka, **tanggal**, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

*Identifying the social function, text structure and language features of transactional **oral** and written text to hold a social function of **asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year** by paying attention to the context in which the communication occurs.*

- 3.4 Menyusun teks interaksi transaksional **lisan** dan tulis **sangat pendek dan sederhana** yang melibatkan tindakan **memberi dan meminta informasi** terkait nama hari, **bulan**, nama waktu dalam hari, waktu dalam bentuk angka, **tanggal**, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

*Constructing **oral** and written texts of asking and giving information about specific time of event or activity in terms of days, months, hours, dates, and year by paying attention to the correct and appropriate social function, text structures and language features.*

C. LEARNING OBJECTIVES

At the end of the lesson the students are expected to be able to:

1. Tell **time (dates and months)** to others
2. Use the numbers correctly
3. Use the articles and prepositions
4. Ask and answer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive responses to others

D. INDICATORS

1. Tell **time (dates and months)** to others
2. Use the numbers correctly
3. Use the articles and prepositions
4. Ask and answer questions using correct structure of asking and giving information about specific time of event or activity
5. Give positive respond to others

E. LEARNING MATERIALS

1. Content
 - a. Dates Vocabulary Cue Card
 - b. Months Vocabulary Cue Cards
 - c. Transactional text - Asking and Giving Information about specific time of event or activity Cue Cards
 - d. Birthday Interview Cards
 - e. Birthday Interview Worksheet Cards
2. Social Function

Asking and giving information about specific **time (dates and months)** of event or activity.
3. Language Features
 - Asking for specific **time (dates and months)** of event or activity.
 1. When is your birthday?
 2. When is your sister Birthday?
 - Giving information for specific **time (dates and months)** of event or activity
 1. My birthday is on the first of January.
 2. My sister birthday is on 23rd of July.
4. Vocabulary and Pronunciation

Ordinal Number

- 1st - first /'fɜːst/
 2nd - second /'sek. ə nd/
 3rd - third /θɜːd/
 4th - forth /fɔːθ/
 5th - fifth /fɪf θ/

- 6th - sixth /sɪksθ/
 7th - seventh /'sev. ə n t θ/
 8th - eighth /ertθ/
 9th - ninth /nain t θ/
 10th - tenth /ten t θ/
 11th - eleventh /ɪ'lev. ə nθ/
 12th - twelfth /twel f θ/
 13th - thirteenth /θɜ:'ti:n t θ/
 14th - fourteenth /fɔ:'ti:nθ/
 15th - fifteenth /fɪf'ti:nθ/
 16th - sixteenth /sɪk'sti:nθ/
 17th - seventeenth /sev. ə n'ti:n t θ/
 18th - eighteenth /eɪ'ti:nθ/
 19th - nineteenth /naɪn'ti:n t θ/
 20th - twentieth /'twen.ti.əθ/
 21st - twenty first twen.ti.fɜ:st/
 22nd - twenty second /twen.ti.'sek. ə nd/
 23rd - twenty third /twen.ti.θɜ:d/
 24th - twenty fourth /twen.ti.fɔ:θ/
 25th - twenty fifth /twen.ti.fɪ f θ/
 26th - twenty sixth /twen.ti.sɪksθ/
 27th - twenty seventh /twen.ti.'sev. ə n t θ/
 28th - twenty eighth /twen.ti.ertθ/
 29th - twenty ninth /twen.ti.nain t θ/
 30th - thirtieth /'θɜ:.ti.əθ/
 31st thirty first /'θɜ:.ti. fɜ:st/

Noun

- January /'dʒæn.jʊ ə .ri/
 February /'feb.ru. ə r.i/
 March /mɑ:tʃ/
 April /'eɪ.prəl/
 May /meɪ/
 June /dʒu:n/
 July /dʒʊ'laɪ/
 August /'ɔ:..gəst/
 September /sep'tem.bə r /
 October /ɒk'təʊ.bə r /
 November /nə v 'vem.bə r /
 December /dɪ'sem.bə r /

Preposition

- At /ət/
 On /ɒn/

F. TEACHING METHOD

Presentation – Practice – Production (PPP)

G. TEACHING-LEARNING ACTIVITIES

Meeting 1		
Stage	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn. 5. The students are involved in a conversation with the teacher about birthday. 	5 minutes
Main Activities	<p style="text-align: center;">Presentation</p> <ol style="list-style-type: none"> 6. The students relate their experience to the lesson through looking at the cue cards and answer the teacher questions. 7. The students read the dates and months cue cards. 8. The students mention the content of the cue cards. 9. Students get explanation about the dates and months cue cards. 10. The students are given transactional text cue cards about asking and giving information about specific time of event or activity (My Birthday) by the teacher. 11. The students are asked to pay attention to the dialogue used in the cue cards. 12. The students are asked to identify the expression in use. 13. The students are trying to raise the awareness about the structure of the text based on the expression used in the dialogue. 14. The students identify language features in use. 15. The students get explanation about how to ask and give information about specific time of event or activity (My Birthday) 16. The students are shown the specific vocabularies and pronunciations by the teacher 	35 minutes

	17. The students practice to pronounce some words together (pronunciation drilling)	
	<p style="text-align: center;">Practice</p> 18. The students are asked to do the birthday interview worksheet. 19. The students are asked to do birthday interview based on the worksheet. 20. The students practice the expression by doing birthday interview 21. The students are asked question if they still have difficulty.	35 minutes
Closing	22. The students strengthen their conclusion by the teacher's explanation if it is needed. 23. The students are notified that in the next meeting they are going to learn more about asking and telling time of specific activity or event. They are also informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 24. The students pray together 25. The students respond to the teacher's greeting	5minutes

Meeting 2		
Stage	Activities	Time
Opening	1. The students greet the teacher soon after the teacher enters the class and greet them 2. The students' attendance is checked by the teacher 3. The students' are praying together 4. The students are checked whether or not they know what materials they are going to learn. If they do not know it yet, the teacher instructs them to check their English book "When English Rings a Bell". This is to raise the students' awareness of the materials they are going to learn. 5. The students are involved in a conversation with the teacher to review the last material about my birthday.	5 minutes
Main Activity	<p style="text-align: center;">Practice</p> 6. The students are asked to do the birthday party time worksheet. 7. The students are asked to complete the birthday party	30 minutes

	time worksheet 8. The students practice the worksheet with their partner.	
	Production 9. The students are asked to work in pairs. 10. The students are asked to make dialogs to ask and give information based on the worksheet in pairs 11. Each pair is asked to perform asking and giving information about specific time of event or activity (dates and months) based on the worksheet 12. Each pair is asked to perform in front of the class.	40 minutes
Closing	13. The students strengthen their conclusion by the teacher's explanation if it is needed. 14. The students are informed that they are going to have a speaking activity again, and that it will be great for them to review the material before having meeting. 15. The students pray together 16. The students respond to the teacher's greeting	5 minutes

H. LEARNING MEDIA

1. Cue Cards
2. White Board
3. Board Maker
4. Worksheet

I. ASSESSMENT

Test Identity

Type: Speaking

Date:

Rater's Identity

Name:

Status:

Label:

No.	Students' Name	Aspect of Assessment					Score
		PI	VE	F	G	IS	
4.							
5.							
6.							

Note:

PI: Pronunciation & Intonation

VE: Vocabulary & Expression

F: Fluency

G: Grammar

IS: Interactive skill

Score: Total score of the five aspects

Rater _____,

J. LEARNING SOURCES

- https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Unit%202_Festivals_celebrations.pdf
- <https://id.pinterest.com/fabnfree/free-printable-calendars/>
- <https://www.teacherspayteachers.com/Product/Months-of-the-year-When-is-your-birthday-834753>
- Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris. When English Rings a Bell/ Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta:Kementerian Pendidikan dan Kebudayaan, 2016.

Yogyakarta, September 2016

English Teacher



Dinar Setiyawan, S.Pd


Researcher



Agnes Heni Rahmawati

APPENDIX F: CUE CARDS MEDIA

CUE CARDS MEETING 1 CYCLE 1


































					
I get up at seven o'clock		I take a bath at a half past seven		I eat breakfast at eight o'clock	
					
I go to school at nine o'clock		I have lunch at twelve o'clock		I go home at a half past three	
					
I play outside at four o'clock		I have dinner at a half past five		I go to bed at a half past eight	

Bagus: Hey Arda. How are you?
Arda: I am fine, and you?
Bagus: I am good. Arda, tell me how you spend your mornings.
Arda: Well, I wake up around 5 AM, I clean my room, brush my teeth, take a bath and then I eat breakfast.
Bagus: Hmm... Do you always clean your room?
Arda: No. I usually don't clean my room, but I think I should.
Bagus: Yes. What time do you get ready for school?
Arda: I usually get ready around 6 AM. Then I eat breakfast. I leave for school around 6.15 AM.
Bagus: Wow! You must have busy mornings.
Arda: Yes. Well, it's my daily routine. I am okay with it.

Hi my name is Hana, let me tell you about my daily routine. First, I get up at 5.00 AM, and then I brush my teeth, have a shower, and eat breakfast at 6.00 AM. I go to school at 6.30 AM, and I start school at 7.00 AM. Then I have lunch at 12.15 PM, and finish school at 01.30 PM. I go to bed at 10.00 PM. That's my day! Thank you.

CUECARDS MEETING 2-3 CYCLE 1

Abas: How's your new schedule?
 Candra: Great! I like it.
 Abas: What's your first class in the morning?
 Candra: I have math with Mr. Ardi at 7:10.
 Abas: Do you have history class in the morning or the afternoon?
 Candra: In the afternoon, at 12:15.
 Abas: Oh. What about science?
 Candra: I have science at 9:00.
 Abas: What's your last class?
 Candra: Art.
 Abas: Me too! Great!
 Candra: Oh no. That's the bell. We're late!

TIME/DAY	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.00 a.m. - 8.40 a.m.	 Civics	 Art and Culture	 Science	 English Language	 Physical Education	 Physical Education
8.40 a.m. - 9.10 a.m.	 Civics	 Art and Culture	 Science	 English Language	 Art and Culture	 Physical Education
9.10 a.m. - 9.50 a.m.	 Social Studies	 Indonesian Language	 Handicraft	 Science	 Art and Culture	 Javanese Language
9.50 a.m. - 10.10 a.m.	BREAK TIME					
10.10 a.m. - 10.50 a.m.	 Social Studies	 Indonesian Language	 Handicraft	 Science	 Javanese Language	 Social Studies
10.50 a.m. - 11.30 a.m.	 English Language	 Religion	 Civics	 Indonesian Language		 Social Studies
11.30 a.m. - 12.10 p.m.	 English Language	 Religion	 Civics	 Indonesian Language		

CUE CARD

Ask your partner what they study at particular time based on the timetable worksheet.

You should say

What do you study at ...(hours)... on ...(day)...

You should respond

I study ...(subject).....

What do you study at ...(hours)... on ...(day)...

TIMETABLE BATTLESHIPS

YOU

Write your weekly class schedule in the empty squares in your timetable,
e.g. History, Chemistry, PE, etc.

Make sure your partner cannot see your worksheet.

Take it turns asking your partner what they study at particular times.

	07.10 - 08.30	08.30 - 09.50	09.50 - 10.00	10.00 - 11.20	11.20 - 12.30
MONDAY			BREAK TIME		
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

TIMETABLE BATTLESHIPS

YOUR PARTNER

Write your weekly class schedule in the empty squares in your timetable,
e.g. History, Chemistry, PE, etc.

Make sure your partner cannot see your worksheet.

Take it turns asking your partner what they study at particular times.

	07.10 - 08.30	08.30 - 09.50	09.50 - 10.00	10.00 - 11.20	11.20 - 12.30
MONDAY			BREAK TIME		
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

You are a student.
 You have a small conversation
 with your classmate about
 weekly class schedule.

Please ask:

- What his/her schedule on Monday
- What his/her schedule on the day
after Friday
- What his/her schedule on the day
before Wednesday

You should do:

- Greeting
- Asking for specific information
- Thanking

1A

You are a student.
 You have a small conversation
 with your classmate about
 weekly class schedule

Please tell:

- your schedule on the day after
Sunday
- Your schedule on Saturday
- Your schedule on the day before
Friday

You should do:

- Greeting
- Giving information about time
- Thanking

1B

You are a student.
 You have a small conversation
 with your classmate about
 weekly class schedule.

Please ask:

- What his/her schedule on Tuesday
- What his/her schedule on the
day before Sunday
- What his/her schedule on the
day after Wednesday

You should do:

- Greeting
- Asking for specific time
- Thanking

2A

You are a student.
 You have a small conversation with
 your classmate about weekly
 class schedule.

Please tell:

- Your schedule on the day after
Monday
- Your schedule on Saturday
- Your schedule on the day before
Friday

You should do:

- Greeting
- Asking for specific time
- Thanking

2B

You are a student.
 You have a small conversation
 with your classmate about
 weekly class schedule.

Please ask:

- What his/her schedule on Thursday
- What his/her schedule on the day
before Wednesday
- What his/her schedule on the day
after Sunday

You should do:

- Greeting
- Asking for specific time
- Thanking

3A

You are a student.
 You have a small conversation with
 your classmate about
 weekly class schedule.

Please tell:

- Your schedule on the day after
Wednesday
- Your schedule on Tuesday
- Your schedule on the day before
Tuesday

You should do:

- Greeting
- Asking for specific time
- Thanking

3B

CUECARDS MEETING 1-2 CYCLE 2



1 st	the first	11 th	the eleventh	21 st	the twenty first
2 nd	the second	12 th	the twelfth	22 nd	the twenty second
3 rd	the third	13 th	the thirteenth	23 rd	the twenty third
4 th	the fourth	14 th	the fourteenth	24 th	the twenty fourth
5 th	the fifth	15 th	the fifteenth	25 th	the twenty fifth
6 th	the sixth	16 th	the sixteenth	26 th	the twenty sixth
7 th	the seventh	17 th	the seventeenth	27 th	the twenty seventh
8 th	the eighth	18 th	the eighteenth	28 th	the twenty eighth
9 th	the ninth	19 th	the nineteenth	29 th	the twenty ninth
10 th	the tenth	20 th	the twentieth	30 th	the thirtieth

Emma: When is your birthday?

Nana: On the fifth of February.

Emma: Then It is today?

Nana: Yes, of course.

Emma: Happy Birthday Nana.

Nana: Thank you.

Emma: How old are you?

Nana: I'm twelve years old.

Emma: And when is your sister's birthday?

Nana: Today, too.

Emma: So you are twins?

Nana: Yes, we are. And we have a big party today

Sisi: Hi Widi, How are you?

Widi: I _____, and you?

Sisi: I am _____!

I am calling because

it is my birthday on _____ of _____.

Would you like to come?

Widi: Yes I'd love to. What _____ it?

Sisi: It starts at _____.

Widi: What your _____?

Sisi: I live at _____

Widi: See you then!

CUE CARD BIRTHDAY SURVEY

*You should say
When is your birthday?*

*You should respond
My Birthday is on ...(date)... of ...(month)...*

Use the example below to complete the chart.

Example:

When is your birthday? ➡ Ari's birthday is on the 2nd January

<p>You are a student. You have a small conversation with your classmate about date of birth.</p> <p>Please ask:</p> <ul style="list-style-type: none"> -When is his/her date of birth -When is his/her best friend date of birth -When is his/her mother date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Asking for specific information Thanking <p>1A</p>	<p>You are a student. You have a small conversation with your classmate about date of birth.</p> <p>Please tell:</p> <ul style="list-style-type: none"> Your date of birth Your best friend date of birth Your mother date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Giving information about time Thanking <p>1B</p>
<p>You are a student. You have a small conversation with your classmate about date of birth.</p> <p>Please ask:</p> <ul style="list-style-type: none"> -When is his/her date of birth -When is his/her father date of birth -When is his/her brother date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Asking for specific time Thanking <p>2A</p>	<p>You are a student. You have a small conversation \ with your classmate about date of birth.</p> <p>Please tell:</p> <ul style="list-style-type: none"> Your date of birth Your father date of birth Your brother date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Asking for specific time Thanking <p>2B</p>
<p>You are a student. You have a small conversation with your classmate about date of birth.</p> <p>Please ask:</p> <ul style="list-style-type: none"> -When is his/her date of birth -When is his/her sister date of birth -When is his/her best friend date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Asking for specific time Thanking <p>3A</p>	<p>You are a student. You have a small conversation with your classmate about date of birth.</p> <p>Please tell:</p> <ul style="list-style-type: none"> Your date of birth Your sister date of birth Your best friend date of birth <p>You should do:</p> <ul style="list-style-type: none"> Greeting Asking for specific time Thanking <p>3B</p>

APPENDIX G: OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

Date : August 11, 2016

Meeting : regular meeting

Time : 07.10 – 09.30

Observer : Agnes Heni Rahmawati

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
1.	The teacher greets the students	√		
2.	The students respond to the greeting	√		
3.	The teacher asks the students' condition	√		
4.	The students tell their condition to the teacher	√		
5.	The teacher calls the roll	√		
6.	The teacher gives lead in questions.		√	
7.	The teacher outlines the materials		√	
8.	The teacher explains the goal of teaching and learning		√	
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson		√	
3.	The teacher explain the topic clearly		√	
4.	The teacher checks the students' understanding.	√		
5.	The teacher gives chances to the students to ask questions	√		
6.	The students deliver the questions to the teacher.		√	
7.	The teacher guides the students in every stage in the process of doing the tasks.		√	
8.	The students offer themselves to be the volunteer.		√	
9.	the students cooperate well with their friends		√	
10.	The lesson is smooth, sequenced, and logical.		√	

11.	The teacher gives feedback		√	
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson		√	
2.	The students reflect their learning		√	
3.	The teacher previews on the upcoming materials		√	
4.	The teacher gives rewards and motivate the students to participate more in the next meeting		√	
D.	Method			
1.	There are balance and variety activities during the lesson.		√	
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.		√	
4.	Examples and illustration are used effectively.		√	
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.		√	
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.		√	
2.	The students have enthusiasm/motivation during the teaching process.		√	
3.	The students actively take parts in each class activity.		√	
4.	The teacher's instructions are clear.		√	
F.	Class Situation			
1.	The Students' enthusiasm/motivation		√	
2.	The Students' involvement		√	
3.	The use of media		√	

OBSERVATION CHECKLIST

Date : August 11, 2016

Meeting : regular meeting

Time : 07.10 – 09.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
9.	The teacher greets the students	√		
10.	The students respond to the greeting	√		
11.	The teacher asks the students' condition	√		
12.	The students tell their condition to the teacher	√		
13.	The teacher calls the roll	√		
14.	The teacher gives lead in questions.		√	
15.	The teacher outlines the materials		√	
16.	The teacher explains the goal of teaching and learning		√	
B.	Whilst-Teaching			
12.	The students are ready to learn the materials	√		
13.	The teacher does brainstorm with the students to lead into the topic of the lesson		√	
14.	The teacher explain the topic clearly		√	
15.	The teacher checks the students' understanding.	√		
16.	The teacher gives chances to the students to ask questions	√		
17.	The students deliver the questions to the teacher.		√	
18.	The teacher guides the students in every stage in the process of doing the tasks.		√	
19.	The students offer themselves to be the volunteer.		√	
20.	the students cooperate well with their friends		√	
21.	The lesson is smooth, sequenced, and		√	

	logical.			
22.	The teacher gives feedback		√	
C.	Post-Teaching			
5.	The teacher summarizes and reflects the lesson		√	
6.	The students reflect their learning		√	
7.	The teacher previews on the upcoming materials		√	
8.	The teacher gives rewards and motivate the students to participate more in the next meeting		√	
D.	Method			
7.	There are balance and variety activities during the lesson.		√	
8.	The teacher moves around the class and makes eye contact with the students.	√		
9.	The teacher positively reinforces the students.		√	
10.	Examples and illustration are used effectively.		√	
11.	The teacher corrects the students' errors and mistakes.	√		
12.	The teacher uses the allocated time well.		√	
E.	Teacher-students' interaction			
5.	The teacher encourages the students' participation.		√	
6.	The students have enthusiasm/motivation during the teaching process.		√	
7.	The students actively take parts in each class activity.		√	
8.	The teacher's instructions are clear.		√	
F.	Class Situation			
4.	The Students' enthusiasm/motivation		√	
5.	The Students' involvement		√	
6.	The use of media		√	

OBSERVATION CHECKLIST

Date : September 05, 2016

Meeting : 1 cycle 1

Time : 11.10 – 12.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
17.	The teacher greets the students	√		
18.	The students respond to the greeting	√		
19.	The teacher asks the students' condition	√		
20.	The students tell their condition to the teacher	√		
21.	The teacher calls the roll	√		
22.	The teacher gives lead in questions.			
23.	The teacher outlines the materials	√		
24.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
23.	The students are ready to learn the materials	√		
24.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
25.	The teacher explain the topic clearly	√		
26.	The teacher explains the rules of the activity in playing the cards.	√		
27.	The teacher checks the students' understanding.	√		
28.	The teacher gives chances to the students to ask questions	√		
29.	The students deliver the questions to the teacher.	√		
30.	The teacher guides the students in every stage in the process of doing the tasks.	√		
31.	The students offer themselves to be the volunteer.	√		Not all students volunteer
32.	the students cooperate well with their friends	√		
33.	The lesson is smooth, sequenced, and logical.	√		Sometimes it bit crowded

34.	The teacher gives feedback	√		
C.	Post-Teaching			
9.	The teacher summarizes and reflects the lesson	√		
10.	The students reflect their learning	√		
11.	The teacher previews on the upcoming materials	√		
12.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
13.	There are balance and variety activities during the lesson.	√		
14.	The teacher moves around the class and makes eye contact with the students.	√		
15.	The teacher positively reinforces the students.	√		
16.	Examples and illustration are used effectively.	√		
17.	The teacher corrects the students' errors and mistakes.	√		
18.	The teacher uses the allocated time well.		√	
E.	Teacher-students' interaction			
9.	The teacher encourages the students' participation.	√		
10.	The students have enthusiasm/motivation during the teaching process.	√		
11.	The students actively take parts in each class activity.	√		
12.	The teacher's instructions are clear.	√		
F.	Class Situation			
7.	The Students' enthusiasm/motivation	√		
8.	The Students' involvement	√		
9.	The use of media	√		

OBSERVATION CHECKLIST

Date : September 08, 2016

Meeting : 2 cycle 1

Time : 07.10 – 09.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
1.	The teacher greets the students	√		
2.	The students respond to the greeting	√		
3.	The teacher asks the students' condition	√		
4.	The students tell their condition to the teacher	√		
5.	The teacher calls the roll	√		
6.	The teacher gives lead in questions.			
7.	The teacher outlines the materials	√		
8.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
3.	The teacher explain the topic clearly	√		
4.	The teacher explains the rules of the activity in playing the cards.	√		
5.	The teacher checks the students' understanding.	√		
6.	The teacher gives chances to the students to ask questions	√		
7.	The students deliver the questions to the teacher.	√		
8.	The teacher guides the students in every stage in the process of doing the tasks.	√		
9.	The students offer themselves to be the volunteer.	√		Few students tend to keep silent
10.	the students cooperate well with their	√		

	friends			
11.	The lesson is smooth, sequenced, and logical.	√		
12.	The teacher gives feedback	√		
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The teacher previews on the upcoming materials	√		
4.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
1.	There are balance and variety activities during the lesson.	√		
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.	√		
4.	Examples and illustration are used effectively.	√		
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.	√		Better than meeting 1
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.	√		
2.	The students have enthusiasm/motivation during the teaching process.	√		
3.	The students actively take parts in each class activity.	√		
4.	The teacher's instructions are clear.	√		
F.	Class Situation			
1.	The Students' enthusiasm/motivation	√		
2.	The Students' involvement	√		
3.	The use of media	√		Good

OBSERVATION CHECKLIST

Date : September 15th, 2016

Meeting : 3 cycle 1

Time : 07.10 – 09.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
1.	The teacher greets the students	√		
2.	The students respond to the greeting	√		
3.	The teacher asks the students' condition	√		
4.	The students tell their condition to the teacher	√		
5.	The teacher calls the roll	√		
6.	The teacher gives lead in questions.			
7.	The teacher outlines the materials	√		
8.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
3.	The teacher explain the topic clearly	√		
4.	The teacher explains the rules of the activity in playing the cards.	√		
5.	The teacher checks the students' understanding.	√		
6.	The teacher gives chances to the students to ask questions	√		
7.	The students deliver the questions to the teacher.	√		
8.	The teacher guides the students in every stage in the process of doing the tasks.	√		
9.	The students offer themselves to be the volunteer.	√		
10.	the students cooperate well with their friends	√		

11.	The lesson is smooth, sequenced, and logical.	√		
12.	The teacher gives feedback	√		
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The teacher previews on the upcoming materials	√		
4.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
1.	There are balance and variety activities during the lesson.	√		
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.	√		
4.	Examples and illustration are used effectively.	√		
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.	√		
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.	√		
2.	The students have enthusiasm/motivation during the teaching process.	√		
3.	The students actively take parts in each class activity.	√		
4.	The teacher's instructions are clear.	√		
F.	Class Situation			
1.	The Students' enthusiasm/motivation	√		
2.	The Students' involvement	√		
3.	The use of media	√		

OBSERVATION CHECKLIST

Date : September 22nd, 2016

Meeting : 1 cycle 2

Time : 07.10 – 09.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
9.	The teacher greets the students	√		
10.	The students respond to the greeting	√		
11.	The teacher asks the students' condition	√		
12.	The students tell their condition to the teacher	√		
13.	The teacher calls the roll	√		
14.	The teacher gives lead in questions.			
15.	The teacher outlines the materials	√		
1.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
3.	The teacher explain the topic clearly	√		
4.	The teacher explains the rules of the activity in playing the cards.	√		
5.	The teacher checks the students' understanding.	√		
6.	The teacher gives chances to the students to ask questions	√		
7.	The students deliver the questions to the teacher.	√		
8.	The teacher guides the students in every stage in the process of doing the tasks.	√		
9.	The students offer themselves to be the volunteer.	√		
10.	the students cooperate well with their friends	√		

11.	The lesson is smooth, sequenced, and logical.	√		
12.	The teacher gives feedback	√		
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The teacher previews on the upcoming materials	√		
4.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
1.	There are balance and variety activities during the lesson.	√		
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.	√		
4.	Examples and illustration are used effectively.	√		
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.	√		
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.	√		
2.	The students have enthusiasm/motivation during the teaching process.	√		
3.	The students actively take parts in each class activity.	√		
4.	The teacher's instructions are clear.	√		
F.	Class Situation			
1.	The Students' enthusiasm/motivation	√		
2.	The Students' involvement	√		
3.	The use of media	√		

OBSERVATION CHECKLIST

Date : September 22nd, 2016

Meeting : 1 cycle 2

Time : 07.10 – 09.30

Observer : Dinar Setiyawan, S.Pd

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
1.	The teacher greets the students	√		
2.	The students respond to the greeting	√		
3.	The teacher asks the students' condition	√		
4.	The students tell their condition to the teacher	√		
5.	The teacher calls the roll	√		
6.	The teacher gives lead in questions.			
7.	The teacher outlines the materials	√		
8.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
3.	The teacher explain the topic clearly	√		
4.	The teacher explains the rules of the activity in playing the cards.	√		
5.	The teacher checks the students' understanding.	√		
6.	The teacher gives chances to the students to ask questions	√		
7.	The students deliver the questions to the teacher.	√		
8.	The teacher guides the students in every stage in the process of doing the tasks.	√		
9.	The students offer themselves to be the volunteer.	√		
10.	the students cooperate well with their friends	√		

11.	The lesson is smooth, sequenced, and logical.	√		
12.	The teacher gives feedback	√		
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The teacher previews on the upcoming materials	√		
4.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
1.	There are balance and variety activities during the lesson.	√		
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.	√		
4.	Examples and illustration are used effectively.	√		
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.	√		
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.	√		
2.	The students have enthusiasm/motivation during the teaching process.	√		
3.	The students actively take parts in each class activity.	√		
4.	The teacher's instructions are clear.	√		
F.	Class Situation			
1.	The Students' enthusiasm/motivation	√		
2.	The Students' involvement	√		
3.	The use of media	√		

OBSERVATION CHECKLIST

Date : September 26th, 2016

Meeting : 2 cycle 2

Time : 11.10 – 12.30

Observer : Estriana Yuli Puspitasari

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

NO	OBSERVATION ITEMS (Teaching and Learning Process)	OBSERVATION		
		Yes	No	Comment
A.	Pre-Teaching			
1.	The teacher greets the students	√		
2.	The students respond to the greeting	√		
3.	The teacher asks the students' condition	√		
4.	The students tell their condition to the teacher	√		
5.	The teacher calls the roll	√		
6.	The teacher gives lead in questions.			
7.	The teacher outlines the materials	√		
8.	The teacher explains the goal of teaching and learning	√		
B.	Whilst-Teaching			
1.	The students are ready to learn the materials	√		
2.	The teacher does brainstorm with the students to lead into the topic of the lesson	√		
3.	The teacher explain the topic clearly	√		
4.	The teacher explains the rules of the activity in playing the cards.	√		
5.	The teacher checks the students' understanding.	√		
6.	The teacher gives chances to the students to ask questions	√		
7.	The students deliver the questions to the teacher.	√		
8.	The teacher guides the students in every stage in the process of doing the tasks.	√		
9.	The students offer themselves to be the volunteer.	√		
10.	the students cooperate well with their friends	√		

11.	The lesson is smooth, sequenced, and logical.	√		
12.	The teacher gives feedback	√		
C.	Post-Teaching			
1.	The teacher summarizes and reflects the lesson	√		
2.	The students reflect their learning	√		
3.	The teacher previews on the upcoming materials	√		
4.	The teacher gives rewards and motivate the students to participate more in the next meeting	√		
D.	Method			
1.	There are balance and variety activities during the lesson.	√		
2.	The teacher moves around the class and makes eye contact with the students.	√		
3.	The teacher positively reinforces the students.	√		
4.	Examples and illustration are used effectively.	√		
5.	The teacher corrects the students' errors and mistakes.	√		
6.	The teacher uses the allocated time well.	√		
E.	Teacher-students' interaction			
1.	The teacher encourages the students' participation.	√		
2.	The students have enthusiasm/motivation during the teaching process.	√		
3.	The students actively take parts in each class activity.	√		
4.	The teacher's instructions are clear.	√		
F.	Class Situation			
1.	The Students' enthusiasm/motivation	√		
2.	The Students' involvement	√		
3.	The use of media	√		

**APPENDIX H:
SPEAKING PERFORMANCE
ASSESSMENT GUIDELINE**

SPEAKING PERFORMANCE ASSESSMENT GUIDELINE

N o.	Aspect of Assessment	Score	Indicator
1.	Pronunciation and Intonation (PI)	4 (Excellent)	Pronunciation and intonation are almost always very clear/accurate
		3 (Good)	Pronunciation and intonation are usually clear/accurate with a few problem areas
		2 (Fair)	Pronunciation and intonation errors sometimes make it difficult to understand what the student means
		1 (Poor)	Frequent problems with pronunciation and intonation often make it difficult to understand what the students means; serious non native accent
2.	Vocabulary and Expression (VE)	4 (Excellent)	Uses a variety of vocabulary
		3 (Good)	Uses a variety of vocabulary and expressions, but makes some errors in word choice
		2 (Fair)	Uses limited vocabulary and expressions
		1 (Poor)	Uses only basic vocabulary and expressions
3.	Fluency (F)	4 (Excellent)	Speaks smoothly, with little hesitation that does not interfere with communication
		3 (Good)	Speaks with some hesitation, but it does not usually interfere with communication
		2 (Fair)	Speaks with some hesitation, which often interferes with communication
		1 (Poor)	Hesitates too often when speaking, which often interferes with communication
4.	Grammar (G)	4 (Excellent)	Uses a variety of structures with only occasional grammatical errors
		3 (Good)	Uses a variety of grammar structures, but makes some errors
		2 (Fair)	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
		1 (Poor)	Uses basic structures, makes frequent errors
5.	Interactive	4 (Excellent)	Stays on task and communicates

	Skill (IS)		effectively; almost always responds appropriately and always tries to develop the interaction
		3 (Good)	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction
		2 (Fair)	Tries to communicate, but sometimes does not respond appropriately or clearly
		1 (Poor)	Purpose isn't clear; needs a lot of help in communicating; usually does not respond appropriately or clearly

Note:**Maximum Score: 4 x 5 = 20**

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SPEAKING ASSESSMENT

Test Identity

Type: Speaking

Date:

Rater's Identity

Name:

Status:

Label:

No.	Students' Name	Aspect of Assessment					Score
		PI	VE	F	G	IS	
7.							
8.							
9.							
10.							
11.							

Note:

PI: Pronunciation & Intonation

VE: Vocabulary & Expression

F: Fluency

G: Grammar

IS: Interactive skill

Score: Total score of the five aspects

Rater _____,

Adapted from: *WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities* Copyright © 2005 by Pearson Education, Inc. Permission granted to reproduce for classroom use. — An adaptation from *Authentic Assessment for English Language Learners* by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company

APPENDIX I: STUDENTS' SPEAKING SCORES

SPEAKING SCORES (Pre Test)

Maximum scores: 20

No	Name	Speaking Scores											
		1 st rater						2 nd rater					
		PI	VE	F	G	IS	TS	PI	VE	F	G	IS	TS
1	ADINDA	1	2	1	1	1	6	1	2	1	2	1	7
2	AGEGTI AURILLIA P D	1	2	1	1	2	7	1	2	1	2	1	7
3	AGUSTINA DAMAYANTI	1	2	1	1	1	6	1	1	1	1	1	5
4	AMELIA NINDA ARYANI	1	1	1	1	1	5	1	1	1	1	1	5
5	ARDAN MAULANA AJI	1	2	1	1	2	7	1	1	1	1	2	6
6	ARIF NUR HIDAYAT	1	1	2	1	1	6	1	1	1	2	1	6
7	ARWA VERLITA	1	2	1	2	1	7	1	2	1	2	1	7
8	ASNAFIAH SARASWATI W	1	2	2	1	1	7	1	2	1	1	1	6
9	BEVIO PERLITA W A	1	2	2	1	1	7	1	2	1	2	1	7
10	DHIMAS YOGI N R	1	1	1	1	1	5	1	1	1	1	1	5
11	DICKY RAHMAN N S	1	2	2	1	1	7	1	2	2	1	1	7
12	ELYAS AHAD WIKANOTO	1	2	1	1	1	6	1	1	1	1	1	5
13	FAISAL ARY PRADAMA	1	2	2	1	1	7	1	2	1	2	1	7
14	FARIS YULIANTO	1	1	1	1	1	5	1	1	1	1	1	5
15	FAUZAN IBNU ALI	1	2	2	1	1	7	1	2	2	1	1	7
16	IHSAN NUR FAUZI	1	2	2	1	1	7	1	2	2	2	1	8
17	ISNAINI NURLAILI M	1	2	1	1	1	6	1	1	2	2	1	7
18	KANTI RESTU LUMANTI	1	2	1	1	1	6	1	1	1	2	1	6
19	LISA ARUM R	1	1	2	1	1	6	1	1	1	2	1	6
20	LUTHFI ADI PRAMUDYA	1	1	1	1	1	5	1	1	1	1	1	5
21	MOCH. NURHAFID	1	1	2	1	1	6	1	1	1	1	1	5
22	MONICH OCTAVIANA R	1	1	2	1	1	6	1	1	1	2	1	6
23	MUHAMMAD SAHRI P	1	2	1	1	1	6	1	2	1	1	1	6
24	NAVISA SALSA INSANI	1	1	1	1	2	6	1	1	1	1	2	6
25	NIA RAHMAWATI	1	2	1	1	1	6	1	2	1	1	1	6
26	NURHAYATI	1	2	1	1	1	6	1	2	1	2	1	7
27	ORCHITA VERLIN O	1	1	1	1	1	5	1	1	1	2	1	6
28	QIFLAINI	1	2	1	1	1	6	1	1	1	2	2	7
29	RADHITYA GERDY W	1	1	1	1	1	5	1	1	1	1	1	5
30	SONI ADITYA HENDRA T	1	1	1	2	1	6	1	1	1	1	1	5
31	ZIDAN RISQI MAULANA	1	2	1	1	1	6	1	2	1	1	1	6
32	ZULFA MUTHI'A B	1	2	1	1	1	6	1	2	1	1	1	6
MEAN SCORE		1	2	1	1	1	6	1	2	1	1	1	6

SPEAKING SCORES (Progress Test)

Maximum scores: 20

No	Name	Speaking Scores											
		1 st rater						2 nd rater					
		PI	VE	F	G	IS	TS	PI	VE	F	G	IS	TS
1	ADINDA	3	3	3	3	3	15	3	3	3	3	3	15
2	AGEGTI AURILLIA P D	3	3	3	3	3	15	3	3	3	3	3	15
3	AGUSTINA DAMAYANTI	3	3	3	3	2	14	2	3	3	3	2	13
4	AMELIA NINDA ARYANI	2	2	3	3	2	12	2	3	3	3	3	14
5	ARDAN MAULANA AJI	2	3	3	3	2	13	2	3	3	3	2	13
6	ARIF NUR HIDAYAT	2	3	3	3	2	13	2	3	3	3	3	14
7	ARWA VERLITA	3	3	3	3	3	15	3	3	3	3	3	15
8	ASNAFIAH SARASWATI W	2	3	3	3	3	14	3	3	3	3	3	15
9	BEVIO PERLITA W A	2	3	3	3	3	14	3	3	3	3	2	14
10	DHIMAS YOGI N R	2	3	2	3	2	12	2	3	3	3	2	13
11	DICKY RAHMAN N S	3	3	3	3	3	15	3	3	3	3	3	15
12	ELYAS AHAD WIKANOTO	2	3	3	3	3	14	3	3	3	3	3	15
13	FAISAL ARY PRADAMA	3	3	3	3	3	15	3	3	3	3	3	15
14	FARIS YULIANTO	2	3	3	3	2	13	2	3	3	3	2	13
15	FAUZAN IBNU ALI	3	3	3	3	3	15	3	3	3	3	3	15
16	IHSAN NUR FAUZI	3	3	3	3	3	15	2	3	3	3	3	14
17	ISNAINI NURLAILI M	2	3	3	3	3	14	3	3	3	3	3	15
18	KANTI RESTU LUMANTI	2	3	3	3	2	13	3	3	3	3	3	15
19	LISA ARUM R	2	3	3	3	2	13	2	3	3	3	2	13
20	LUTHFI ADI PRAMUDYA	2	3	3	3	2	13	2	3	3	3	2	13
21	MOCH. NURHAFID	2	3	3	3	2	13	2	3	3	3	2	13
22	MONICH OCTAVIANA R	2	3	3	3	2	13	2	3	3	3	2	13
23	MUHAMMAD SAHRI P	2	3	3	3	2	13	2	3	3	3	2	13
24	NAVISA SALSA INSANI	2	3	3	3	2	13	2	3	3	3	2	13
25	NIA RAHMAWATI	2	3	3	3	2	13	2	3	3	3	2	13
26	NURHAYATI	2	3	3	3	2	13	2	3	3	3	2	13
27	ORCHITA VERLIN O	3	4	3	4	3	17	3	3	3	3	3	15
28	QIFLAINI	2	3	3	3	3	14	3	3	3	3	3	15
29	RADHITYA GERDY W	2	3	3	3	2	13	2	3	3	3	2	13
30	SONI ADITYA HENDRA T	2	3	3	3	2	13	2	3	3	3	2	13
31	ZIDAN RISQI MAULANA	2	3	3	3	2	13	2	3	3	3	2	13
32	ZULFA MUTHI'A B	2	3	3	3	2	13	2	3	3	3	2	13
MEAN SCORE		2.5	3	3	3	2.5	14	2.5	3	3	3	2.5	14

SPEAKING SCORES **(Post-Test)**

Maximum scores: 20

No	Name	Speaking Scores											
		1 st rater						2 nd rater					
		PI	VE	F	G	IS	TS	PI	VE	F	G	IS	TS
1	ADINDA	3	4	4	4	4	19	3	4	4	3	4	17
2	AGEGTI AURILLIA P D	3	4	4	3	3	17	3	4	3	4	4	17
3	AGUSTINA DAMAYANTI	3	3	3	3	3	15	3	3	3	3	3	15
3	AMELIA NINDA ARYANI	3	3	3	3	3	15	3	3	3	3	3	15
5	ARDAN MAULANA AJI	3	3	3	3	3	15	3	3	3	3	3	15
6	ARIF NUR HIDAYAT	3	3	3	3	3	15	3	3	3	3	3	15
7	ARWA VERLITA	4	4	4	4	3	19	3	4	4	4	4	18
8	ASNAFIAH SARASWATI W	4	4	4	4	3	19	3	4	4	4	3	18
9	BEVIO PERLITA W A	3	4	4	3	3	17	3	4	3	3	4	16
10	DHIMAS YOGI N R	3	3	3	3	3	15	3	3	3	3	3	15
11	DICKY RAHMAN N S	3	4	4	4	3	18	3	4	3	4	3	17
12	ELYAS AHAD WIKANOTO	3	3	4	3	4	17	3	4	3	3	4	17
13	FAISAL ARY PRADAMA	3	4	4	3	4	18	3	4	3	4	4	18
13	FARIS YULIANTO	3	3	3	3	3	15	3	3	3	3	3	15
15	FAUZAN IBNU ALI	3	4	4	4	3	18	3	4	4	4	3	18
16	IHSAN NUR FAUZI	3	4	4	4	3	18	3	4	4	4	3	18
17	ISNAINI NURLAILI M	3	4	3	3	3	16	3	4	3	4	3	17
18	KANTI RESTU LUMANTI	3	4	3	3	3	16	3	4	3	3	3	16
19	LISA ARUM R	3	3	3	3	3	15	3	3	3	3	3	15
20	LUTHFI ADI PRAMUDYA	3	3	3	3	3	15	3	3	3	4	3	16
21	MOCH. NURHAFID	3	3	3	3	3	15	3	3	3	3	3	15
22	MONICH OCTAVIANA R	3	3	3	3	3	15	3	3	3	3	3	15
23	MUHAMMAD SAHRI P	3	3	3	3	3	15	3	3	3	3	3	15
23	NAVISA SALSA INSANI	3	3	3	3	3	15	3	3	3	3	3	15
25	NIA RAHMAWATI	3	3	3	3	3	15	3	3	3	3	3	15
26	NURHAYATI	3	3	3	3	3	15	3	3	3	3	3	15
27	ORCHITA VERLIN O	4	4	4	4	3	19	3	4	4	4	4	18
28	QIFLAINI	4	4	3	3	4	18	3	4	3	4	4	17
29	RADHITYA GERDY W	3	3	3	3	3	15	3	3	3	3	3	15
30	SONI ADITYA HENDRA T	3	3	3	3	3	15	3	3	3	3	3	15
31	ZIDAN RISQI MAULANA	3	3	3	3	3	15	3	3	3	3	3	15
32	ZULFA MUTHI'A B	3	3	3	3	3	15	3	3	3	4	3	16
MEAN SCORE		3	3.5	3.5	3.5	3.5	17	3	3.5	3.5	3	3.5	17

APPENDIX J: PHOTOGRAPHS



Picture 1: The students' excitement of the presentation activities using cue cards



Picture 2: One of the students' willing to participate in front of the class



Picture 3: The students' read the materials in the cue cards



Picture 4: The students' performance while practice speaking using cue cards



Picture 5: The students' performance in speaking activities



Picture 6: The students' excitement of the reward

APPENDIX K: PERMISSION LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207

Laman: fbs.uny.ac.id; e-mail: fbs@uny.ac.id

FRM/FBS/03-01
10 Jan 2011

Nomor : 755/UN.34.12/DT/VIII/2016
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 18 Agustus 2016

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

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

**IMPROVING STUDENTS SPEAKING SKILL OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL
THROUGH THE USE OF CUE CARDS IN THE ACADEMIC YEAR OF 2016/2017**

Mahasiswa dimaksud adalah

Nama : AGNES HENI RAHMAWATI
NIM : 12202241006
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – Oktober 2016
Lokasi : SMP Negeri 1 Kasihan Bantul

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

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

Yogyakarta, 18 Agustus 2016
Dekan
Kasubag Pendidikan FBS,
Yuyun Farida, M.Biotech.
NIP.19750604 199803 2 002

Tembusan:
- Kepala SMP Negeri 1 Kasihan Bantul



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

operator2@yahoo.com

SURAT KETERANGAN / IJIN

070/REG/368/8/2016

Membaca Surat : **KASUBAG PENDIDIKAN FBS** Nomor : **755/UN.34.12/DT/VIII/2016**
 Tanggal : **18 AGUSTUS 2016** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

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

Nama : **AGNES HENI RAHMAWATI** NIP/NIM : **12202241006**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **IMPROVING STUDENTS' SPEAKING SKILL OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL THROUGH THE USE OF CUE CARDS IN THE ACADEMIC YEAR OF 2016/2017**
 Lokasi :
 Waktu : **22 AGUSTUS 2016 s/d 22 NOVEMBER 2016**

Dengan Ketentuan

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

Dikeluarkan di Yogyakarta
 Pada tanggal **22 AGUSTUS 2016**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala Biro Administrasi Pembangunan



Biro Administrasi Pembangunan
 NIP. 19620830 196903 1 006

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. KASUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
4. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533; Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 3560 / UM / 2016

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/REG/v/368/8/2016
Tanggal : 22 Agustus 2016 Perihal : SURAT IZIN PENELITIAN

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada
Nama : **AGNES HENI RAHMAWATI**
P. T / Alamat : **Fakultas Bahasa dan Seni UNY
Karangmalang**
NIP/NIM/No. KTP : **3314106811940004**
Nomor Telp./HP : **085713500244**
Tema/Judul : **IMPROVING STUDENTS' SPEAKING SKILL OF GRADE VII A AT
SMP NEGERI 1 KASIHAN BANTUL THROUGH THE USE OF CUE
CARDS IN THE ACADEMIC YEAR OF 2016/2017**
Kegiatan :
Lokasi : **SMP NEGERI 1 KASIHAN BANTUL**
Waktu : **25 Agustus 2016 s/d 22 Nopember 2016**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 25 Agustus 2016

A.n. Kepala,
Kepala Bidang Data Penelitian dan
Pengembangan, *u.b.* Kasubbid.
Litbang

Heny Endrawati, S.P., M.P.
NIP: 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pengelola Pendidikan Dasar Kecamatan Kasihan
5. Ka. SMP Negeri 1 Kasihan
6. Dekan Fakultas Bahasa dan Seni UNY



**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP NEGERI 1 KASIHAN**

Jalan Wates No.62, Ngestihardjo, Kasihan Bantul Telp: (0274) 618847 Kode Pos. 55182

SURAT KETERANGAN PENELITIAN

No : 421.3/282/2016

Yang bertandatangan di bawah ini Kepala Sekolah SMP Negeri 1 Kasihan, Kecamatan Kasihan, Kabupaten Bantul, Provinsi Daerah Istimewa Yogyakarta:

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Fakultas : Fakultas Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Telah melakukan kegiatan penelitian di SMP Negeri 1 Kasihan Bantul pada tanggal 2 September 2016 s/d 3 Oktober 2016, dengan judul penelitian **"IMPROVING STUDENTS' SPEAKING SKILL OF GRADE VII A AT SMP NEGERI 1 KASIHAN BANTUL THROUGH THE USE OF CUE CARDS IN THE ACADEMIC YEAR OF 2016/2017"**

Demikian surat keterangan ini diberikan, kiranya dapat dipergunakan sebagaimana mestinya.



Bantul, 3 Oktober 2016
Kepala Sekolah

Drs. SRI INDRA DWIYATNO, M.Pd
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