# APPENDICES

A. FIELD NOTES
B. INTERVIEW TRANSCRIPS
C. COURSE GRID
D. LESSON PLANS
E. OBSERVATION SHEETS
F. PRE-TEST & POST-TEST
G. STUDENTS' ATTENDANCES
H. STUDENTS' SCORES
I. QUESTIONNAIRE
J. PHOTOGRAPHS
K. PERMIT LETTERS

# A. FIELD NOTES

# FIELD NOTES

## FIELD NOTE 1

Lokasi : Ruang Kepala Sekolah SMA Berbudi
Hari, tanggal : Rabu, 27 Juli 2011
P : Peneliti
KS : Kepala Sekolah

P menemui KS di ruangannya yaitu di lantai pertama gedung SMA Berbudi setelah mengajar. Maksud kedatangan R menemui KS adalah meminta ijin untuk dapat melakukan penelitian di SMA tersebut. KS menanggapi dengan baik maksud dari P. Karena penelitian P adalah PTK, KS menyetujui P meminta bantuan guru bahasa Inggris yang lebih senior untuk kolaboratif dalam penelitian tersebut. KS memberikan ijin. arahan dan motivasi guna memperlancar jalannya penelitian. KS pun berharap kepada P untuk segera menyelesaikan penelitiannya.

## FIELD NOTE 2

Lokasi : Kelas X SMA Berbudi
Hari, tanggal : Rabu, 10 Agustus 2011
P : Peneliti
G : Guru Bahasa Inggris

Sebelum memasuki kelas X, P bertemu dengan G di kantor guru. P mengingatkan kepada G bahwa nanti jam ke 4-5 yaitu jam 09.30-11.00 akan melakukan observasi di kelas X. Setelah bel masuk istirahat pertama berbunyi, P dan G memasuki ruang kelas. P dan G mengadakan observasi kelas untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. P memberi salam pada siswa, “Hi, guys … How are you this morning? Dan siswa menjawab “Hello, good morning. I’m fine. And you?” P menberi tau kepada siswa tujuan hari ini kedua guru bahasa Inggris yang masuk ke kelas mereka, karena siswa terlihat agak bingung. P mempersilakan G mengambil tempat duduk yang kebetulan ada sisa satu kursi di belakang.
2. Setelah greeting, P memeriksa kehadiran siswa dengan bertanya, “Who is absent today?” dan siswa menjawab, “Nihil miss.”
3. P masuk ke materi dengan memberi beberapa pertanyaan sesuai dengan topik. Materi pada hari itu adalah ungkapan kebahagian. P bertanya kepada siswa, apakah mereka bahagia pada hari ini dan mengapa. Saat itu terlihat jelas bahwa siswa terlihat ragu-ragu untuk menjawab, ada yang menjawab malas, mengantuk dalam bahasa Indonesia, ada juga yang memilih untuk diam.
4. P kemudian melanjutkan pelajaran dengan memberikan contoh dialog yang berisikan ungkapan kebahagiaan.

5. P meminta dua siswa untuk membaca dialogue tersebut. Namun, mereka berusaha menolak dengan alasan tidak bisa membacanya dan malu. Tetapi pada akhirnya, mereka mau untuk membacakan dialog tersebut walaupun cara pengucapannya tidak tepat untuk beberapa kata.
6. P kemudian memberikan tugas kepada siswa yaitu mengidentifikasi ungkapan kebahagiaan dari dialog tersebut dan memahami dialog tersebut tentang apa. Karena tidak ada yang berani menjawab, maka P yang menjawabnya. Ketika itu, siswa tidak memperhatikan penjelasan P. beberapa dari mereka bersendau gurau dengan temannya dan yang lainnya terlihat mengantuk.
7. Setelah itu, P menunjukkan kepada siswa contoh ungkapan kebahagiaan yang lain. Beberapa dari siswa tidak memperhatikan penjelasan P.
8. P mengucapkan ungkapan-ungkapan kebahagiaan kemudian siswa menirukannya.
9. P juga menjelaskan kepada siswa tentang penggunaan ungkapan-ungkapan kebahagiaan tersebut dalam situasi resmi dan kurang resmi. Dalam situasi ini, beberapa siswa berbicara sendiri denagn temannya dan satu dari mereka sibuk dengan telepon genggamnya.
10. Kemudian, P bertanya kepada siswa tentang kesulitan yang dihadapi tetapi siswa tidak merespon pertanyaan P.
11. P menyuruh siswa untuk membuka LKS nyadan mengerjakan tugas di LKS itu. Tugas tersebut adalah melengkapi dialog dengan ungkapan yang tepat. Siswa diperbolehkan bekerja berpasangan dan membuka kamus. Dalam situasi ini, satu dari mereka menunjukkan ketidaknyamanannya mengikuti pelajaran karena ingin segera istirahat.
12. Setelah 15 menit P dan siswa mendiskusikan tugas tersebut.
13. Untuk tugas berikutnya, P menyuruh siswa untuk membuat dialog berdasarkan situasi yang diberikan. Siswa tetap bekerja berpasangan. Saat siswa belum seluruhnya menyelesaikan tugasnya, bel berbunyi. P meminta siswa untuk mengerjakannya di rumah sebagai PR dan mengingatkan kepada mereka bahwa minggu depan mereka harus mempraktekan dialog yang dibuat di depan kelas. Pada proses pembelajaran tersebut, terlihat dengan jelas siswa banyak yang tidak focus dan sibuk dengan urusannya masung-masing. Ada yang bermain telepon genggam, ada yang ngobrol, ada pula yang mengantuk. Siswa tidak ada kesempatan untuk mengungkapkan kemampuan berbicara mereka.

**FIELD NOTE 3**

Lokasi : Kelas X SMA Berbudi
Hari, tanggal : Sabtu, 13 Agustus 2011
P : Peneliti
G : Guru bahasa Inggris

Pada observasi yang kedua, P masuk kelas X bersama G. Begitu P dan G memasuki kelas, siswa kelihatan agak takut dan ragu-ragu karena ada diantara mereka yang belum menyelesaikan PR di pertemuan sebelumnya. P mempersilakan G untuk mengambil tempat duduknya yang berada di belakang. Berikut ini adalah uraian kegiatan belajar mengajar pada observasi yang kedua:

1. P mengawali pelajaran dengan menyapa dan memeriksa kehadiran siswa. Pada hari itu tak seorang pun siswa yang berhalangan hadir.
2. Kemudian P mengajak siswa untuk mengingat-ingat apa yang telah dipelajari di pertemuan sebelumnya dengan memberikan beberapa pertanyaan sesuai materi yang telah diajarkan. Di dalam situasi ini, hanya satu atau dua siswa yang menjawab pertanyaan P sedangkan yang lainnya terlihat belum siap untuk mengikuti pelajaran dan masih sibuk dengan aktifitasnya sendiri.
3. P lalu menanyakan PR yang diberikan pada pertemuan sebelumnya. Seluruh siswa membuka PR nya. Ada beberapa siswa yang terlihat khawatir dan takut karena belum menyelesaikan tugasnya.
4. P mengecek tugas siswa dengan melihat satu per satu pekerjaan mereka. Ternyata hanya empat orang yang mengerjakan tugas tersebut.
5. P memperingatkan siswa bahwa lain kali PR itu harus dikerjakan di rumah. Namun, siswa memberikan alasan yang bermacam-macam sehingga kelas menjadi gaduh.
6. Akhirnya P memberikan waktu 15 menit kepada siswa untuk menyelesaikan tugasnya dan mempersiapkan diri untuk menampilkan dialognya di depan kelas. Beberapa siswa mengeluh karena hanya diberikan waktu 15 menit namun siswa menjadi agak tenang karena siswa fokus untuk menyelesaikan tugasnya.
7. Setelah 15 menit, P meminta siswa (volunteer) untuk maju ke depan mempraktekkan dialognya. Karena tidak ada yang berani maju duluan, P akhirnya membuat undian yang terdiri dari empat kocokan karena siswa dijadikan empat grup. Enam siswa berpasangan sedangkan sisanya bertiga.
8. P meminta perwakilan dari grup untuk mengambil undiannya.
9. Selama empat kali pergantian, siswa maju ke depan mempraktekkan dialognya.
10. Setelah semua siswa maju, P memberikan feedback kepada siswa. Empat orang dapat menghafal dialog sedangkan yang lain masih membawa tek. Di sini terlihat mereka kurang bisa membawakan dialog yang sederhana dengan lancar. Ada yang malah lari-larian, ada pula yang menjaili temannya. Kebanyakan dari mereka masih salah dalam pengucapan beberapa kata, intonasi dalam pembawaan masih datar dan ekspresinya pun tidak ada. Karena materi yang dipelajari tentang ungkapan kebahagiaan, mereka belum menunjukkan ekspresi tersebut ketika berdialog.
11. Selang lima menit, bel berbunyi tanda watu istirahat. P memperbolehkan siswa untuk beristirahat namun sebelumnya mengingatkan siswa untuk mempelajari materi berikutnya yaitu Narrative.
12. P mengakhiri pelajaran dengan mengucapkan salam.

**FIELD NOTE 4**

Lokasi : Kelas X SMA Berbudi
Hari, tanggal : Sabtu, 03 Maret 2012
P : Peneliti
G : Guru bahasa Inggris

Pada tanggal ini, P melakukan pre-test yang digunakan untuk mengetahui kemampuan *speaking performance* siswa sebelum dilakukan penelitian. P masuk ke kelas X dengan ditemani G. P memberitahu kepada siswa bahwa hari ini akan diadakan pre-test. Prosedur dari tes ini adalah siswa berdialog berdasarkan gambar yang telah disediakan oleh P kemudian memilih salah satu dari gambar tersebut. Siswa diperkenankan untuk menggunakan beberapa pertanyaan yang telah disediakan oleh P. Dengan cara ini P dapat mengetahui sejauh mana kemampuan *speaking* siswa. Penilaian dari Pre-test ini dilakukan oleh P dan G yang nantinya hasil penilaiannya yaitu jumlah dari nilai P dan G yang dibagi dua.

**FIELD NOTE 5**

Lokasi : Ruang Multimedia SMA Berbudi
Hari, tanggal : Rabu, 07 Maret 2012
P : Peneliti
G : Guru
KTU : Karyawan Tata Usaha
KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi karena mendapatkan tugas untuk salam simpatik dan piket. Sambil jaga piket, P mempersiapkan media yang akan digunakan untuk KBM hari ini karena pelajaran bahasa Inggris di kelas X pada jam ke empat dan lima yaitu jam 09.30-11.00. P menemui G di kantor guru dan memberikan lesson plan yang telah disepakati dengan G dan lembar observasi untuk G yang akan digunakan di KBM nanti. Ketika jam istirahat P datang ke kelas X untuk memberitau siswa bahwa pelajaran bahasa Inggris hari ini tidak berada di kelas tetapi di ruang Multimedia, di lantai pertama gedung SMA Berbudi. Ketika itu ada beberapa siswa yang tidak di kelas, mungkin sedang ke kantin. P meminta salah satu dari siswa untuk memberitahu siswa yang lainnya. Setelah itu, P pergi ke ruang TU dan meminta kunci ruang multimedia kepada salah satu karyawan di sana. Di ruang multimedia P menyiapkan media yang akan digunakan, seperti computer, LCD, dan sound system. Namun ketika P mempersiapkan video yang akan dipakai, program di computer tersebut tidak mendukung. Padahal beberapa siswa sudah datang ke ruang multimedia karena bel masuk setelah istirahat menunjukkan kurang lima menit. Dengan bantuan G, akhirnya P menginstal dahulu program yang dapat digunakan. Tidak menunggu lama, program tersebut dapat berfungsi maksimal. Sedangkan kendala yang ke dua adalah remot LCD yang tidak ada di tempatnya. P, G dan siswa mencari remot

tersebut karena tanpa remot tersebut layar proyektor tidak akan menampilkan gambarnya. P mencari remot tersebut di laboratorium computer yang terletak di sebelah ruang multimedia dan P menemukannya. Ketika KBM akan dimulai ada tiga siswa yang terlambat masuk kelas dengan alasan mereka tidak tahu bahwa KBM dilakukan di ruang multimedia. Berikut ini adalah uraian KBM pada pertemuan pertama:

1. P mengawali proses KBM dengan memberi salam dan mengecek kehadiran siswa. Salah satu dari kesembilan siswa tidak hadir karena sakit.
2. Setelah mengecek kehadiran siswa, P memfokuskan siswa pada materi yang akan akan diajarkan. Sebagai pembukaan P memberikan video klip yang berjudul *Thank you* yang dinyanyikan oleh Dido. P meminta siswa untuk memperhatikan dan mendengarkan video klip tersebut dan menebak apa yang akan dipelajarinya hari ini. Video ini diberikan untuk memancing siswa agar antusias, termotivasi dan dapat berpartisipasi aktif dalam KBM.
3. Setelah video klip tersebut diputar, ada beberapa siswa yang menampakkan wajah bingung. Ada pula yang berkata, "O … thank you".
4. P menanyakan kepada siswa dalam situasi seperti apa yang membuat kalian berterima kasih kepada orang lain dalam bahasa Inggris, "*In what situation that make you thank to others?"* Semua siswa menjawab berebutan dalam bahasa Indonesia. Beberapa dari siswa menjawab, "Di kasih hadiah, miss", salah seorang menjawab, "Dibantu mengerjakan PR, miss", salah seorang lagi menjawab, "Dibilang cantik miss … haaha." Kemudian P memberikan pujian untuk memotivasi mereka dan menanggapi jawaban mereka satu per satu dan mentranslatenya ke dalam bahasa Inggris.
5. P kemudian mengatakan kepada siswa pada KBM hari ini akan belajar tentang *Thanking*.
6. P memberikan contoh percakapan yang berisikan ungkapan terima kasih dalam sebuah video.
7. P memberikan tugas yang pertama kepada siswa yaitu mengidentifikasi ungkapan terima kasih dalam percakapan di video. Dan ternyata siswa bisa mengerjakan tugas ini dengan cepat. Saat P bertanya pada siswa tentang kata apa apa saja yang mereka yang mereka dapatkan dan membahasnya secara klasikal siswa berebut menjawab pertanyaan tersebut.
8. Tugas yang kedua adalah P meminta siswa untuk melihat dan mendengarkan lagi percakapan di video kemudian menjawab beberapa pertanyaan yang dilontarkan P berdasarkan video yang diputar. Dalam situasi ini, siswa beebut untuk menjawab. Apalagi ketika P bertanya, *"How many participants are there in the conversation? Who are they?"*siswa berebut untuk menebak atau menjawab pertanyaan tersebut. Karena jawaban mereka masih salah, mereka sangat penasaran dan kemudian meminta P untuk memutar kembali video tersebut. Disini terlihat siswa sangat antusias mengikuti pelajaran dan mulai berani untuk berbicara dan bertanya.

9. P melanjutkan pelajaran dengan memberikan contoh lain ungkapan-ungkapan berterima kasih yang ditangkan di LCD dan menjelaskan kegunaannya. P juga menjelaskan bahwa tidak semua ungkapan terima kasih dijawab dengan *"You're welcome"* tetapi ada beberapa respon yang bisa digunakan. P juga menjelaskan kapan saja biasanya seseorang berterima kasih kepada orang lain.
10. P memberikan contoh bagaimana mengucapkan ungkapan-ungkapan tersebut dengan benar kemudian siswa menirukannya. Ketika praktek *pronunciation* siswa terlihat senang dan saling mengoreksi apakah benar cara pengucapan mereka karena P *drilling* siswa satu per satu.
11. P memberikan *game* kepada siswa yaitu *Throw the ball game*. P menyuruh siswa untuk berdiri dan membuat lingkaran. Dengan menggunakan bola yang sudah dipersiapkan P, P memberikan contoh yaitu melemparkan bola kepada seorang siswa dan memberikan satu ungkapan terima kasih. Siswa yang mendapatkan bola tersebut harus memberikan respon kepada yang melemparnya. Setelah itu siswa yang memegang bola tadi melemparkannya kepada teman yang lain dan begitu seterusnya. Siswa terlihat menikmati permainan tersebut dan sedikit demi sedikit mereka bisa termotivasi untuk berbicara, melafalkan ungkapan tersebut dengan benar dan melatih ingatan mereka tentang ungkapan dan respon yang digunakan dalan berterima kasih.
12. P meminta siswa untuk melengkapi dialog dengan ungkapan-ungkapan yang relevan kemudian mempraktekkannya berpasangan. Siswa diberikan waktu sepuluh menit untuk mengerjakannya kemudian masing-masing kelompok maju ke depan dan mempraktekkan dialog tersebut.
13. P melanjutkan pelajaran dengan meminta siswa melengkapi dialog berdasarkan ungkapan-ungkapan yang telah disediakan. Siswa mengerjakan tugas ini masih dalam kelompok yaitu berpasangan. P memberikan waktu lima menit kepada siswa untuk mengerjakannya. Kemudian meminta siswa untuk maju ke depan dan mempraktekkan dialog tersebut yang telah disusun secara utuh.
14. Untuk tugas yang terakhir, P memberikan beberapa situasi. Tugas siswa adalah bekerja berkelompok (dua atau tiga orang) untuk membuat dialog dengan menggunakan ungkapan berterima kasih berdasarkan situasi-situasi yang diberikan. Siswa diberi waktu lima belas menit untuk mengerjakannya kemudian yang telah selesai maju ke depan dan mempraktekkan dialog yang telah dibuat. Ketika di dalam kelompok siswa terlihat bersemangat karena saling bertanya, saling bertukar pikiran dan ada juga yang berlatih bagaimana mengekspresikan dialog tersebut dengan mimik wajah yang bermacam-macam sebelum mereka maju ke depan dan mempraktekkannya.
15. Setelah semua siswa maju ke depan untuk mempraktekkan dialognya, dan P memberikan feedback, bel berbunyi. P dan siswa mereview materi yang telah diajarkan dan bertanya kepada mereka *"What do you think about this lesson? Is it difficult?"* Beberapa siswa berkata, *"Asik miss, besok lagi ya."*
16. P menutup pelajaran dan mengingatkan mereka di pertemuan berikutnya KBM diadakan di ruang multimedia kemudian P dan G meninggalkan kelas.

**FIELD NOTE 6**

Lokasi : Ruang Multimedia
Hari, tanggal : Sabtu, 10 Maret 2012
P : Peneliti
G : Guru
KBM : Kegiatan Belajar Mengajar

P datang ke sekolah jam tujuh tepat karena harus mengajar terlebih dahulu di kelas XI ips yaitu pada jam pertama. Seusai P mengajar karena masih ada wakyu dua jam pelajaran, P menuju ruang multimedia untuk mempersiapkan media yang akan digunakan dalam KBM siswa kelas X . Mengingat di pertemuan sebelumnya ada kesalahan teknis yaitu program yang belum terinstal, P mengecek kembali komputer yang ada di ruang multimedia. Kemudian P mempersiapkan LCD yang akan dipakai dan mengambil remotnya. P juga mempersiapkan materi yang akan diajarkan dan telah didiskusikan dengan G. Pukul 09.30 P dan G sudah berada di ruang multimedia dan disusul oleh semua siswa. Berikut ini adalah uraian KBM pada pertemuan ke dua cycle pertama:

1. P memulai pelajaran dengan greeting dan mengecek kehadiran siswa.
2. Setelah mengecek kehadiran siswa, P memfokuskan siswa pada materi yang akan akan diajarkan. Sebagai pembukaan P memberikan video klip yang berjudul *Congratulation and Celebration*. P meminta siswa untuk memperhatikan dan mendengarkan video klip tersebut dan menebak apa yang akan dipelajarinya hari ini. Video ini diberikan untuk memancing siswa agar antusias, termotivasi dan dapat berpartisipasi aktif dalam KBM. Siswa tertawa melihat video tersebut karena memang lucu, beberapa dari mereka juga ikut menyanyikannya.
3. P menanyakan kepada siswa dalam situasi seperti apa yang membuat kalian mengucapkan selamat kepada orang lain dalam bahasa Inggris, "*In what situation that make you congratulate others?"* Semua siswa menjawab berebutan dalam bahasa Indonesia. Kemudian P memberikan pujian untuk memotivasi mereka dan menanggapi jawaban mereka satu per satu dan mentranslatenya ke dalam bahasa Inggris.
4. P kemudian mengatakan kepada siswa pada KBM hari ini akan belajar tentang *Expressions of Congratulation*.
5. P memberikan contoh percakapan yang berisikan ungkapan selamat dalam sebuah video.
6. P memberikan tugas yang pertama kepada siswa yaitu mengidentifikasi ungkapan selamat dalam percakapan di video. Dan ternyata siswa bisa mengerjakan tugas ini dengan cepat. Saat P bertanya pada siswa tentang kata apa apa saja yang mereka yang mereka dapatkan dan membahasnya secara klasikal siswa berebut menjawab pertanyaan tersebut.
7. Tugas yang kedua adalah P meminta siswa untuk melihat dan mendengarkan lagi percakapan di video kemudian menjawab beberapa pertanyaan yang dilontarkan

P berdasarkan video yang diputar. Dalam situasi ini, siswa berebut untuk menjawab.

8. P melanjutkan pelajaran dengan memberikan contoh lain ungkapan-ungkapan selamat yang ditayangkan di LCD dan menjelaskan kegunaannya.
9. P memberikan contoh bagaimana mengucapkan ungkapan-ungkapan tersebut dengan benar dan bagaimana merespon ungkapan-ungkapan tersebut kemudian siswa menirukannya.
10. P meminta siswa untuk melengkapi dialog dengan ungkapan-ungkapan yang relevan kemudian mempraktekkannya berpasangan. Siswa diberikan waktu sepuluh menit untuk mengerjakannya kemudian masing-masing kelompok maju ke depan dan mempraktekkan dialog tersebut.
11. Setelah itu, P memberikan beberapa gambar kepada siswa kemudian menyuruhnya untuk memberikan ungkapan dan respon yang sesuai berdasarkan gambar yang diberikan. P meminta siswa untuk mempraktekkannya.
12. P melanjutkan pelajaran dengan meminta siswa melengkapi dialog berdasarkan ungkapan-ungkapan yang telah disediakan. Siswa mengerjakan tugas ini masih dalam kelompok yaitu berpasangan. P memberikan waktu lima menit kepada siswa untuk mengerjakannya. Kemudian meminta siswa untuk maju ke depan dan mempraktekkan dialog tersebut yang telah disusun secara utuh.
13. Tugas yang terakhir, P memberikan beberapa situasi. Tugas siswa adalah bekerja berkelompok yang terdiri dari tiga orang untuk membuat dialog dengan menggunakan ungkapan selamat berdasarkan situasi-situasi yang diberikan. Siswa diberi waktu lima belas menit untuk mengerjakannya kemudian yang telah selesai maju ke depan dan mempraktekkan dialog yang telah dibuat. Kali ini P mengacak kelompok siswa, siswa terlihat semakin termotivasi dengan kelompok mereka yang baru.
14. Setelah semua siswa maju ke depan untuk mempraktekkan dialognya, dan P memberikan feedback, bel berbunyi. P dan siswa mereview materi yang telah diajarkan. P berterima kasih dan mengijinkan siswa untuk istirahat.

**FIELD NOTE 7**

Lokasi : Kelas X
Hari, tanggal : Rabu, 14 Maret 2012
P : Peneliti

Untuk mengetahui perkembangan kemampuan *speaking* siswa di setiap cycle maka P mengadakan *progress test* setelah implementasi action di cycle pertama. P masuk ke kelas X bersama G, lima menit setelah bel berbunyi. Beberapa dari siswa bertanya kenapa belajarnya tidak di ruang multimedia lagi. P memberitahu kepada siswa bahwa hari ini P akan memberikan ujian berupa speaking performance. P juga mengungkapkan tujuan diadakannya *progress test* tersebut kepada siswa yaitu selain

untuk mengetahui peningkatan *speaking* siswa juga menguji seberapa banyak mereka belajar dari materi-materi yang telah diajarkan sebelumnya.

**FIELD NOTE 8**

Lokasi : Ruang Multimedia
Hari, tanggal : Sabtu, 17 Maret 2012
P : Peneliti
G : Guru bahasa Inggris
KBM : Kegiatan Belajar Mengajar

Pukul 08.00 P dan G mempersiapkan materi dan media ang akan digunakan dalam KBM. Berikut ini adalah uraian KBM pada pertemuan pertama di cycle ke dua:

1. Saat pelajaran dimulai, G langsung menempatkan dirinya di belakang agar dapat melihat keadaan seluruh kelas. Materi pelajaran hari ini adalah *expressions of compliment*.
2. Sebagai warming up P meminta siswa untuk melihat video klip yaitu James Blunt dengan judul “You’re beautiful”. Ternyata lagu tersebut sangat familiar untuk siswa. Mereka meminta P untuk memberikan lirik lagunya dan memutar kembali video tersebut. Kemudian siswa bernyanyi bersama. Sebagai pembukaan, inilah awal untuk membuat mereka termotivasi dan menikmati pelajaran.
3. Dari video klip tersebut P meminta siswa untuk mencari satu kalimat yang mengandung ungkapan pujian. Siswa pun dapat menjawab dengan tegas dan lantang yaitu “You’re beautiful”. P juga memberitahu inilah contah salah satu gombalan yang lagi trend kali ini. Siswa pun tertawa terbahak-bahak.
4. P kemudian memutarkan video yang berisikan percakapan tentang pujian.
5. Siswa diminta untuk mengidentifikasi ungkapan pujian yang terdapat dalam video tersebut.
6. P memberikan beberapa bertanyaanseputar video tersebut kepada siswa. Siswa pun berebut untuk menjawab dalam bahasa Inggris.
7. P menampilkan *expressions of compliment* di LCD dan menjelaskan kepada mereka bagaimana merespon dan penggunaannya. P memberitahu bagaimana cara yang benar mengucapkan ungkapan-ungkapan tersebut kemudian siswa menirukannya.
8. P memberikan contoh video yang lain. Siswa diminta untuk menemukan ungkapan-ungkapan dan responnya dalam percakapan di video tersebut. Kemuadian P dan siswa mendiskusikannya yaitu secara *instant answer*. Siswa berebut untuk menjawabnya dengan mengangkatkan tangannya kemudian menjawab langsung. Satu per satu siswa dapat menjawabnya dengan tepat.

9. P menampilkan beberapa gambar. Secara langsung siswa yang dalam kelompok berpasangan diminta untuk memberikan ungkapan yang tepat beserta responnya berdasarkan gambar tersebut.
10. P meminta siswa untuk menjodohkan ungkapan pujian dengan situasi yangdiberikan kemudian menjawabnya secara langsung.
11. P memberikan game yaitu “Survey game”. Siswa terlihat antusias begitu P mengatakan dia akan memberikan suatu permainan. Karena kelas tersebut siswa perempuannya ada tiga. Maka kelompok dibagi menjadi tiga dan masing-masing siswa perempuan tersebut menjadi pemimpin kelompoknya. Di setiap kelompok, mereka harus memuji teman sekelompoknya kemudian teman yang lain memberikan responnya. Setelah itu menuliskan hasilnya di lembar yang telah disediakan. Masing-masing kelompok maju ke depan dan membacakan hasilnya.
12. Setelah kegiatan tersebut selesai, P meminta siswa untuk tetap pada grup nya dan mengerjakan tugas selanjutnya yaitu membuat dialog berdasarkan situasi yang ada kemudian mempraktekkannya.
13. Setelah semua kelompok maju ke depan, bel berbunyi. P mengingatkan siswa untuk belajar dan mempelajari materi-materi yang telah diberikan. Kemudian P dan G meninggalkan ruang multimedia.

**FIELD NOTE 9**

Lokasi : Kelas X
Hari, tanggal : Rabu, 21 Maret 2012
P : Peneliti

P dan G masuk kelas pukul 09.30. P masuk ke kelas memberi salam dan mengecek kehadiran siswa. P mengungkapkan bahwa hari ini akan ada tes lagi untuk yang terakhir kalinya. Post test ini berlangsung selama 2 X 45 menit dan bertujuan untuk mengetes kemampuan speaking performance dari setiap anak. Setelah selesai test, bel pun berbunyi. P menutup pelajaran dan keluar kelas X.

# B. INTERVIEW TRANSCRIPS

## INTERVIEW TRANSCRIPTS

Hari, tanggal : Rabu, 03 Agustus 2011
Tempat : Ruang Kepala Sekolah SMA Berbudi
KS : Kepala Sekolah
P : Peneliti

P menemui KS di ruangannya, yaitu di lantai pertama SMA Berbudi.

**Interview 1**

P : "Selamat siang, bapak. Sedang santai atau mengganggu ya ini saya?"
KS : "Oh iya, mbak Erita. Monggo-monggo, mari silakan. Ada apa ini?"
P : "Maaf ya bapak saya mengganggu, badhe matur sekedhek bapak."
KS : "Ada apa to ya?"
P : "Begini pak, saya ingin meminta ijin kepada bapak untuk melakukan penelitian untuk skripsi saya bapak."
KS : "O ya nggak apa-apa, silakan saja. Penelitiannya mau tentang apa?"
P : "PTK, bapak."
KS : "Oya. Sample peneitiannya mau mengambil kelas apa?"
P : "Untuk samplenya kelas X bapak."
KS : "Oya sudah, mau dengan Pak Joko atau Pak Rahmadi?"
P : "Kebetulan saya sudah ngobrol-ngobrol sedikit dengan Pak Joko dan beliau bersedia untuk membantu saya. Begitu sekiranya bapak."
KS : "Kalo gitu ya sudah, cepat diselesaikan. Nanti biar cepat lulus."
P : "Amin bapak, mohon doa dan dukungannya bapak."
KS : "Oya jelas, selalu itu. Masih muda kok ya pastinya harus selalu semangat."
P : "Iya pak, terima kasih untuk dukungannya. Kalau begitu saya permisi dulu bapak."
KS : "Iya … iya monggo."

Hari, tanggal : Sabtu, 06 Agustus 2011
Tempat : Ruang Guru SMA Berbudi
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru yang terletak di lantai dua gedung SMA Berbudi.

**Interview 2**

P : "Halo, selamat pagi Pak Joko."
G : "Pagi, dek Rita?"
P : "Baru sibuk ini pak Joko?"
G : "O … tidak. Gimana … gimana? Jadi penelitiannya?"

P : “Iya pak, jadi. Saya sudah matur Pak Sudi dan beliau mengijinkan saya untuk melakukan penelitian di sini.”
G : “Ya sudah, langkah pertama apa yang harus saya bantu?”
P : “Sebelum action, saya akan mengadakan observasi kelas terlebih dahulu bapak. Dan saya mohon bantuan bapak, untuk bersama-sama dengan saya melakukan observasi tersebut.”
G : “Ya, tidak masalah. Kapan itu dek?”
P : “Hari rabu jam ke 4-5 pripun pak?”
G : “Oya, saya selalu siap asalkan tidak pas jam saya.”
P : “Tidak kok Pak.”
G : “Baiklah kalau begitu.”
P : “Terima kasih lo pak sebelumnya.”
G : “Anytime.”

Hari, tanggal : Rabu, 10 Agustus 2011
Tempat : Kelas X dan Perpustakaan

| | | | |
|---|---|---|---|
| P | : Peneliti | S5 | : Adit |
| S1 | : Azis | S6 | : Reni |
| S2 | : April | S7 | : Rian |
| S3 | : Laily | S8 | : Raiyen |
| S4 | : Ferik | S9 | : Syahrul |

Di sela-sela jam istirahat yaitu istirahat pertama dan kedua Peneliti (P) menemui siswa (S) kelas X.

**Interview 3**

P : “Hi, Raiyen ... Lagi apa? Kok istirahat di kelas aja?
S8 : “Capek Miss, habisnya tadi habis istirahat suruh lari-lari sih.”
P : “Hehe … kasihan ya. Emm … Miss Erita boleh mengganggu sebentar gak ya?
S8 : “Boleh … boleh, miss.”
P : “Okeideh, Miss Erita mau tanya-tanya tentang pelajaran bahasa Inggris. Bersediakah?”
S8 : “Siap, miss.”
P : “Raiyen suka pelajaran bahasa Inggris tidak?”
S8 : “Kalau suka sih suka miss tapi gak bisa.”
P : “Kok gitu, sukanya kenapa?”
S8 : “Pengen aja miss bisa bahasa Inggris …. hehe.”
P : “Hemm … Lalu kenapa bilang tidak bisa?”
S8 : “Lha … bahasa Inggris itu rumit miss, saya juga lidahnya lidah jawa.”
P : “Rumitnya gimana menurut Raiyen?”

S8 : “Nggak tau artinya, miss.”
P : “Lalu kalau nggak tau artinya apa yang Raiyen lakuen?”
S8 : “Ya tanya temen miss kalau ada yang tau kalau enggak ya tanya aja mbah google.”
P : “O … gitu ya. Menurut Raiyen selama ini belajar bahasa Inggris gimana?”
S8 : “Kalau enak sih enak miss tapi memang dasarnya saya gak bisa, orang Jawa asli gitu lo, miss.”
P : “Miss Erita juga orang Jawa asli tu, hayoo… Emm, menurut kamu dari writing, listening, reading dan speaking yang paling sulit yang mana?
S8 : “Speaking lah, miss.”
P : “Loh, kenapa emangnya?”
S8 : “Nggak bisa ngomongnya, takut salah aja miss kalau mau ngomong, nggak tau artinya juga … heeee.”
P : “Jadinya pas dijelasin pakai bahasa Inggris gitu Raiyen ngerti nggak?”
S8 : “Dikit-dikit sih ngerti miss tapi kalau suruh nanggepin malah bingung sendiri.”
P : “Oke … Oke Raiyen, makasih ya. Maaf lho Miss Erita udah ganggu.”
S8 : “Iya … Iya … miss, santai aja.”

**Interview 4**

P : “Siang Syahrul. Maaf, Miss Erita ganggu istirahatnya ya?”
S9 : “Nggak apa-apa, miss.”
P : “Emm … Miss Erita kepengen tanya tentang pelajaran bahasa Inggris. Syahrul suka nggak dengan pelajaran bahasa Inggris?
S9 : “Iya, miss.”
P : “Kenapa?”
S9 : “Karena pengen belajar bahasa Inggris.”
P : “Wihh … bagus itu. Ada alasan lain tidak?”
S9 : “Ya kepengen aja miss bisa menggunakan bahasa asing dan pengen bisa berbicara sama turis.”
P : “O … gitu, sudah pernah berbicara dengan turis?”
S9 : “Belum sih miss soalnya takut duluan kalau lihat turisnya.”
P : “Loh kok takut, emang kenapa?”
S9 : “Malu, miss nanti kalau salah-salah ngomong terus kalau diajakin ngomong malah ndomblong nggak paham apa yang dikatakan … kan mati gaya tu miss, hahaha.”
P : “O gitu ya. Menurut kamu dari writing, reading, listening dan speaking tu yang paling susah yang mana?”
S9 : “Sebenernya sih kalau bahasa Indonesia kalau ngomong itu gampang miss, soalnya nggak usah mikir. Tapi untuk bahasa Inggris itu yang paling susah.”
P : “Susahnya kenapa?”
S9 : “Karena nggak banyak kata yang saya tau sih miss tentang bahasa Inggris jadi mau ngomong juga mikirnya beribu kali.”

P : “Jadi gitu ya, kalau pas pelajaran diterangin pakek bahasa Inggris itu Syahrul paham nggak?”
S9 : “Enggak miss, tanya aja sama temen artinya apa … hihihi, jujur banget ya miss.”
P : “Nggak apa-apa, Miss Erita malah seneng kok. Oke, makasih ya Syahrul.”
S9 : “Iya, miss.”

**Interview 5**

P : “Halo, April, Laily, Reni … lagi pada ngapaen hayo?
S2 : “Ngadem aja miss, habisnya panas banget.”
P : “Hmm … Miss Erita ganggu nggak ya?”
S3 : “Enggak kok, miss.”
P : “Miss Erita kepengen tanya-tanya ne seputar pelajaran bahasa Inggris, boleh?”
S6 : “Boleh, miss, dengan senang hati.”
P : “Seneng nggak dengan pelajaran bahasa Inggris? Reni dulu deh.”
S6 : “Sedikit miss soalnya kurang menguasai kosa kata dalam bahasa Inggris.”
P : “O begitu, kalau Laily?”
S3 : “Suka sih suka miss tapi agak susah, ya kayak Reni gak tau artinya.”
P : “Kalau April gimana?”
S2 : “Sama miss, nggak bisa.”
P : “Oke, berarti problemnya karena nggak tau arti dan kurangnya pengetahuan tentang kosa kata. Kalau menurut kalian diantara listening, reading, speaking dan writing, mana yang paling susah?
S2,3,6 : “Speaking, miss.”
P : “Loh kok jawabnya bareng, kenapa?”
S2 : “Kalau ngomong kayak kecetit-kecetit gitu miss, saya kan orang Jogja asli jadi ya Jawa banget.”
S3 : “Yang jelas saya bingung miss kalau suruh ngomong, harus mikir lama nyari bahasa Inggrisnya apa dan kadang-kadang saya juga malu miss takut salah ngomongnya.”
P : “Begitu ya, kalau Reni?”
S6 : “Susah miss ngomong apa lagi kosa kata saya nggak banyak, masak bisanya cuma Yes atau No doang … heeehe.”
P : “O, gitu ya. Baiklah. Terima kasih ya.”

**Interview 6**

P : “Adit … kok tidak ikut ke kantin teman-temnanya?”
S5 : “Enggak miss, tapi udah makan soalnya.”
P : “Oke, kalau gitu Miss Erita boleh tanya-tanya ya seputar pelajaran bahasa Inggris?”
S5 : “Iya miss, tapi jangan yang susah-susah ya, miss.”
P : “Iya, enggak. Adit suka nggak dengan pelajaran bahasa Inggris?”

S5 : “Sebenarnya sih suka, miss.”
P : “Loh kok sebenarnya, memang yang nggak sebenarnya gimana?”
S5 : “Susah, miss.”
P : “Susahnya kenapa?”
S5 : “Nggak tau artinya miss, terus malu takut juga kalau suruh ngomong. Makanya kalau pas pelajaran bahasa Inggris saya agak diem, soalnya takut salah, miss.”
P : “O gitu ya. Kalau diantara writing, reading, listening ma speaking yang paling susah menurut Adit yang mana?”
S5 : “Speaking lah Miss.”
P : “Kenapa?”
S5 : “Takut salah, miss.”
P : “Berarti pas pelajaran Adit nggak pernah mau jawab pertanyaan karena takut salah ya?”
S5 : “Iya miss, hehe. Ada alasan lain kah?”
P : “Kadang kalau udah ketemu temen-temen tu jadi diajakin rame miss, jadi gak perhatiin pelajaran deh. Suruh ngomong juga bingung.”
S5 : “Gitu ya, baiklah. Makasih ya Adit.”

**Interview 7**

P : “Hei … Hei … lagi pada ngapaen ini di perpus?”
S1 : “Baca-baca aja miss.”
P : “Hemm … Rajin ya kalian.”
S4 : “You know lah, miss.”
P : “Hehe … Iya-iya I know you so well. Loh, itu Rian kok mojok ngapaen? Sini-sini Rian ngumpul, Miss Erita ada perlu sebertar”
S7 : “Iya-iya miss, sebentar baru download miss.”
P : “Miss Erita tanya-tanya boleh ya?”
S7 : “Tanya apa miss, kalau pribadi nggak mau ahh … aku kan galau, hehe.”
S4 : “la ngopo he Mot? Tanya aja miss, nggak papa kok.”
P : “Enggak kok cuma mau tanya-tanya seputar pelajaran bahasa Inggris, bisa?”
S1 : “Siyap miss, monggo.”
P : “Iya, emm … kalian suka nggak sih dengan pelajaran bahasa Inggris?”
S1 : “Kalau saya sih suka miss, tapi cuma ya sering lupa kosa kata padahal tau apa yang mau diomongin tapi ngomongnya belibet.”
S4 : “Kalau saya sih tidak begitu suka miss karna saya malu, takut salah-salah pakek bahasa Inggris.
P : “O gitu, Rian gimana?”
S7 : “Saya juga tidak terlalu suka miss karna merasa tidak mampu aja berbahasa Inggris.”
P : “Emm jadi begitu ya, kalau Miss Erita bisa menyimpulkan kalian nggak suka bahasa Inggris karena kosa katanya kurang, kesulitan dalam pengucapan, ragu

dan malu, dan merasa tidak mempunyai motivasi. Ok, memangnya di SMP dulu pelajaran bahasa Inggrisnya gimana?"

S7 : "Membosankan miss, makanya kebawa sampe sekarang."
P : "Membosankannya kenapa?"
S4 : "Gurunya udah tua miss, suruh baca-tulis mulu, jadi pelajarannya ngantuk."
P : "Loh, Ferik & Rian satu SMP?"
S4 : "Iya miss."
P : "Oh I see, Ok menurut kalian dari speaking, reading, writing dan listening yang paling susah yang mana?"
S4 & 7 : "Speaking"
P : "Kenapa?"
S4 : "Ya itu tadi miss sejak SMP diajarinnya baca tulis mulu, gimana kami bisa ngomong. Jadi kalau ngomong kita jadinya susah miss, bingung juga apa yang harus kita omongin."
S7 : "Tambah lagi Rik, nggak tau juga bahasa inggrisnya… haha."
S1 : "Iya miss, speaking tu susah… Sumpah ampun dah."
P : "Gitu ya. Tapi kalau pas di kelas X ini gimana?"
S7 : "Masih kebawa budaya SMP miss malasnya."
P : "Pas di kelas gitu kalian kalau diterangin pakek bahasa Inggris ngerti nggak sih?"
S1 : "Lumayan ngerti miss."
S4 : "dikit miss."
S7 : "Kalau saya lumayan nggak dhong miss."
P : "Trus apa yang kalian lakukan?"
S4 : "Ya tanya-tanya miss."
P : "Kalian punya kamus nggak? Kalau dalam keadaan seperti itu, kalian bukak kamus nggak?"
S7 : "Punya sih punya miss tapi nggak pernah dibuka … haha, sama juga boong ya."
S1 : "Kamus saya di hp miss."
P : "Ok …ok kalau gitu saya sudah bisa sedikit menyimpulkan dari obrolan ini. Terima kasih ya."

Hari, tanggal : Sabtu, 13 Agustus 2011
Tempat : Ruang Guru SMA Berbudi Yogyakarta
G : Guru Bahasa Inggris
P : Peneliti

Di kantor guru, P dan G berdiskusi mengenai permasalahan dan solusi yang terjadi di kelas X.

**Interview 8**

P : “Good afternoon Pak Joko.”

G : “Hello, good afternoon. Gimana dek perkembangannya? Sudah jadi melakukan interview kan?”

P : “Iya, sudah Pak. Kemarin waktu mereka istirahat.”

G : “Gimana dengan hasil interview nya?”

P : “Kalau saya dapat menyimpulkan, mereka itu menganggap pelajaran bahasa Inggris itu sulit bapak.”

G : “Ya, itulah tantangan kita sebagai guru bahasa Inggris. Makanya disinilah guru bahasa Inggris juga berperan sebagai model.”

P : “Iya bapak, saya juga setuju. Tetapi kalau dilihat lagi, mereka itu sebenernya ada keinginan untuk bisa ya bapak. Tetapi disini karena beberapa faktor seperti motivasi mereka yang kurang, kurangnya kepercayaan diri, latar belakang ketika di SMP dan konsentrasi juga partisipasi di dalam kelas yang kurang menjadikan hambatan dalam pembelajaran.”

G : “Betul itu, yang paling penting adalah bagaimana kita sebagai seorang guru dapat memberikan motivasi yang lebih untuk mereka. Setidaknya untuk suka dengan pelajaran kita. Nah, dari itu kita sebagai guru harus pintar untuk memilih media yang cocok dalam pembelajaran. Kalau disini diusahakan selalu memakai media dalam pembelajaran, karena anak-anak itu tidak akan antusias ketika guru banyak menerangkan.

P : “Berarti memang benar ya bapak, kalau disini saya memilih video sebagai media pembelajaran dan memanfaatkan ruang multimedia sebagai prasarananya?

G : “Saya setuju untuk menggunakan video dalam pembelajaran speaking karena memang video itu menarik dan memudahkan kita sebagai guru untuk menyampaikan materi. Malahan, seharusnya di setiap pembelajaran bahasa Inggris itu harus selalu menggunakan berbagai macam media.”

P : “Iya, bapak. Siswa-siswa kelas X juga mengungkapkan kalau dari empat skill itu yang paling sulit untuk mereka adalah speaking. Menurut bapak, memang seperti itu ya keadaannya?”

G : “Memang begitu dek. Mereka itu merasa malu, takut salah untuk berbicara. Mungkin hal itu dikarenakan karena ya itu tadi dan selain itu karena kurang PD, kurangnya *vocabulary* mereka juga dan kesulitan dalam pengucapan.

P : “Lalu tidak adakah media yang mendukung untuk mengatasi hal-hal tersebut ya bapak?”

G : “Disini itu anak-anak hanya diberikan LKS dari sekolah, jadi kita sebagai guru harus menyiapkan sendiri materi yang semaksimal mungkin komunikatif untuk mereka. Selain itu, sebenarnya sekolah ini mempunyai ruang multimedia yang seharusnya dapat dimanfaatkan dengan baik sebagai sebuah sarana dan prasarana pembelajaran.”

P : “Baik, begitu ya bapak. Lalu pembelajaran *speaking* di kelas bapak bagaimana?”

G : “Saya mencoba untuk selalu berinteraksi dengan anak-anak tapi memang mereka itu susah untuk berbicara. Saya juga sering menggunakan laboratorium computer untuk melatih *listening*, setelah itu saya bawa ke *speaking*, mereka itu merasa kesulitan sepertinya.”
P : “Maksudnya kesulitan yang bagaimana ya bapak?”
G : “Mereka itu selalu beranggapan bahwa berbicara dalam bahasa Inggris itu susah.”
P : “Begitu ya bapak. Sepertinya sudah bel itu bapak. Kok ini keterusan ngobrolnya.”
G : “Oiya saya ada kelas di XII IPA, tidak apa-apa ini saya tinggal dulu nanti disambung lagi ya.”
P : “Iya, baik bapak. Matur suwun.”

Hari, tanggal : Sabtu, 20 Agustus 2011
Tempat : Ruang Guru SMA Berbudi
G : Guru Bahasa Inggris
P : Peneliti

P melakukan wawancara dengan G mengenai proses dan permasalahan yang terjadi di kelas X.

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**Interview 9**

P : “Selamat siang , bapak. Bagaimana kabarnya?”
G : “Eh, iya. Selamat siang. Alhamdulilah sehat.”
P : “Boleh mengganggu sebentar ini bapak?”
G : “Tentu saja, pripun?”
P : “Begini bapak, dari hasil interview saya dengan bapak dan siswa-siswa kelas X, saya ingin menyampaikan beberapa hal bapak.”
G : “Iya … iya.”
P : “Setelah saya pelajari, beberapa kesulitan dan masalah yang terjadi di kelas X adalah *speaking.*Hal tersebut dipengaruhi oleh beberapa faktor yaitu dari siswa itu sendiri, materi, penggunaan fasilitas, media dan teknik dalam pembelajaran. Faktor-faktor tersebut lah yang membuat proses pembelajaran kurang efektif.”
G : “Iya betul. Lalu menurut dek Rita bagaimana sebaiknya?”
P : “Jadi begini bapak, penelitian yang akan saya laksanakan nanti bertujuan untuk meningkatkan kemampuan berbicara mereka. Setidaknya dapat memperbaiki kondisi yang ada sekarang, membuat mereka termotivasi dan menunjukkan bahwa sebenarnya pembelajaran bahasa Inggris itu menyenangkan. Sehingga, kemampuan *speaking* mereka dapat ditingkatkan. Menurut bapak, pripun menika?”

G : “Bagus itu, saya setuju. Saya berharap juga demikian.”
P : “Semoga saja ya bapak, nanti saya mohon bantuan bapak untuk mendiskusikan beberapa actionnya.”
G : “Iya, tentu saja.”
P : “Baik bapak, saya rasa begitu dulu. Terima kasih.”

Hari, tanggal : Rabu, 07 Maret 2012
Tempat : Kelas X

| | | | |
|---|---|---|---|
| P | : Peneliti | S5 | : Adit |
| S1 | : Azis | S6 | : Reni |
| S2 | : April | S7 | : Rian |
| S3 | : Laily | S8 | : Raiyen |
| S4 | : Ferik | S9 | : Syahrul |

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris pada pertemuan pertama, Cycle 1.

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**Interview 10**

P : “Hi, Azis, Adit dan Ferik. Bolehkah Miss Erita mengganggu sebentar?”
S1 : “Yes, miss.”
S5 : “What happen … What happen?”
P : “Ya … ya, baiklah. Gimana tadi pelajaran bahasa Inggrisnya?”
S4 : “Sangat amat suka sekali.”
P : “Kenapa, Ferik?”
S4 : “Kalau pelajarannya seperti tadi terus miss, saya bakalan suka sama bahasa Inggris.”
S1 : “Betul-betul itu.”
S5 : “Pakai video klip, video, dan permainan bolanya tadi itu.”
P : “Menarik enggak belajar bahasa Inggris dengan menggunakan video?”
S1 : “Menarik banget, suasananya jadi berbeda dan sangat enak … miss.”
S4 : “Ya, miss. Kita jadi tambah semangat dan tertarik dengan pelajarannya.”
P : “Kalau Adit, gimana?”
S5 : “I like studying English, miss … hehehe.”
P : “Tadi kan disuruh menjawab pertanyaan sesuai dengan video, susah enggak?”
S4 : “Enggak sih miss, malah seru itu.”
P : “Tadi kok pada rebutan jawab pertanyaannya ya? What do you think?”
S1 : “Habisnya videonya bikin penasaran miss, tapi asyik banget jadinya kita bisa berdiskusi hebat deh miss lihat video aja … hehehe.”
P : “Gitu ya. Ok, makasih.”

**Interview 11**

P : “Hayoo … Bagaimana tadi pelajaran bahasa Inggrisnya?”
S2 : “Asyik, miss.”
S3 : “Seneng.”
S6 : “Nggak ngebosenin.”
P : “Ok, asyik, seneng, nggak ngebosenin … itu materinya atau KBM?”
S3 : “Dua-duanya miss, materinya sangat menarik. Thanking kan lalu ada video klipnya terus kita nebak itu, aku suka lagunya itu miss. Hehe.”
S2 : “Kalau aku pas lempar-lemparan bola miss.”
P : “Memangnya kenapa?”
S2 : “Soalnya deg-deg an kalau lupa ungkapannya juga. Hehehe.”
P : “Seneng enggak tadi ada temen yang membetulkan pas salah ucap gitu?”
S6 : “Iya, miss. Seneng banget jadi tau deh salahnya. Bisa sekalian ngafalin juga sih miss.”
P : “Jadi sekarang udah tambah bisa dan berani ngomong pake bahasa Inggris kan?”
S2 : “Yes, miss. Pelajarannya enak ada gamenya juga jadi termotivasi.”
P : “Baiklah. Makasih ya.”

**Interview 12**

P : “Lagi pada apa ni? Gimana tadi pelajaran bahasa inggrisnya?”
S9 : “Keren miss.”
S7 : “Kayak lagunya ayu thing thing miss, sik …. Asikkk.”
P : “Hehe … kalian lucu juga. Keren, asyiknya gimana sih?”
S8 : “Tadi kan pakai video klip itu lo miss, jadi penasaran menebak judul lagu.”
S7 : “Videonya tadi memudahkan kita belajar, jadi nggak perlu ndengerin ceramah panjang lebar miss, itu kan bosen.”
P : “Tapi kalian tadi kan terlambat masuk kelas, kenapa coba?”
S9 : “Lha, karena Miss. Erita sebelumnya nggak bilang kalau pelajaran bahasa Inggrisnya di ruang multimedia. Jadinya kami bingung nyari kelasnya, miss.”
P : “Gimana pelajarannya tadi? Lebih senang belajar di kelas atau di ruang multimedia?”
S8 : “Asik, miss. Lebih senang di kelas multimedia miss soalnya bisa pakek LCD, pakai video juga jadinya lebih menarik dan mudah dipahami pelajarannya.”
P : “Gitu ya, kalau gamenya gimana?”
S9 : “Pokoknya suka miss.”
S7 : “Rasanya tu jadi dua jam pelajarannya tu sangat efektif miss.”
P : “Tetapi kalian paham nggak dengan materi hari ini.”
S8 : “Paham kok miss, juga sudah sedikit hafal tadi ungkapan-ungkapannya.”
P : “Sip. Ok, makasih.”
S8 : “Siyap miss, sama-sama.”

Hari, tanggal : Rabu, 07 Maret 2012
Tempat : Ruang multimedia SMA Berbudi
P : Peneliti
G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan pertama, Cycle 1.

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**Interview 13**

G : "Bagaimana pendapat anda?"
P : "Wah, bapak ini. Maaf ya pak tadi ada beberapa kesalahan teknis, sempat takut tadi kalau waktunya akan terbuang banyak jadi tidak efektif. Tapi alhamdulilah pertemuan pertama lumayan lancar."
G : "Iya, memang sebetulnya akan jauh lebih baik lagi jika segala sesuatunya itu dipersiapkan dengan baik atau di cek ulang kembali. Ya, nanti di pertemuan selanjutnya lebih diperhatikan lagi hal-hal yang kecil itu."
P : "Baik, bapak. Tetapi menurut bapak bagaimana dengan action 1 ini pak?"
G : "Saya sangat appreciate dan terima kasih sebelumnya, melihat anak-anak seperti tadi memang sepertinya peran media sangat membantu untuk menguatkan motivasi, antusias dan partisipasi mereka."
P : "Iya, pak saya juga setuju. Untuk speaking nya sendiri bagaimana ya bapak? Misalnya di game tadi?"
G : "Pengucapannya masih banyak yang salah dan banyak yang lupa tadi expressinya. Tadi masih banyak yang tanya-tanya."
P : "Iya pak, tetapi untuk permulaan itu sesuatu yang wajar ya pak."
G :"Tapi memang bagus, anak-anak saling mengingatkan jika ada yang mengulangi ungkapannya dan membetulkan kata-kata yan kurang tepat."
P : "Untuk videonya sendiri bagaimana itu pak?"
G : "Jelas sangat membantu sekali terlihat dari antusias mereka."
P : "Baik pak, kalau begitu saya akan mempersiapkan untuk materi next meeting. Matur suwun, bapak."
G : "Ya … Ya … sami-sami."

Hari, tanggal : Sabtu, 10 Maret 2012
Tempat : Kelas X

| | | | |
|---|---|---|---|
| P | : Peneliti | S5 | : Adit |
| S1 | : Azis | S6 | : Reni |
| S2 | : April | S7 | : Rian |
| S3 | : Laily | S8 | : Raiyen |
| S4 | : Ferik | S9 | : Syahrul |

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris pada pertemuan kedua, Cycle 1.

**Interview 14**

P : “Siang, halo.”
S1,3,7 : “Siang, miss.”
P : “Bagaiman pendapat kalian mengenai mengenai proses pembelajaran di kelas tadi?”
S1 : “Menyenangkan, miss. Dari dulu harusnya seperti ini.”
P : “Kenapa?”
S3 : “Kan nggak bosen, miss.”
P : “Menarik nggak sih belajar bahasa Inggris pakek video gitu?”
S7 : “Menarik banget, susananya jadi enak, nggak bosen deh pokoknya.”
P : “Kok kayaknya tadi semangat banget waktu ngasih komen ke gambar? Did you like it?”
S1 : “Yes, miss. I like it.
P : “Why?”
S3 : “Tadi kan udah dikasih penjelasan macam-macam expressions of congratulation, terus dikasih gambar situasi bagaimana kita mengucapkan selamat pada orang lain. Jadinya besok kalau pas cowok saya ulang tahun ada referensi kalimat deh miss … hehehe.”
P : “Oh, I see. Memang belajar bahasa Inggris itu banyak manfaatnya ya. Oya, gimana sudah sedikit-sedikit bisa kan bicara dengan bahasa Inggris?”
S3 : “Bisa, miss. Tadi aku juga coba-coba ngomong pakai bahasa Inggris waktu jawab pertanyaan.”
P : “Paham nggak sih dengan pertanyaan-pertanyaan tadi? Susah enggak untuk memahami videonya?”
S7 : “Paham, miss. Lumayan sih miss, tapi dari itu malah menjadikan kita fokus.”
P : “Itu dulu aja, besok tanya-tanya lagi boleh ya.”
S1,3,7 : “Siap, miss.”

**Interview 15**

P : “Gimana role play nya? Susah enggak?”
S2 : “Agak susah, miss. Soalnya agak ragu-ragu majunya takut salah Miss. Tapi ya berani maju juga soalnya kan berpasangan udah latihan juga sebelumnya.”
P : “Tapi asyik kan?”
S4 : “Yes, miss, more relaxed”
P : “Berarti udah nggak takut kan berbicara pakai bahasa Inggris?”
S9 : “Iya, miss.”
P : “Lalu, kalian suka nggak belajar pakek video?”

S4 : “Suka, miss. Tambah jelas. Videonya menarik banget jadi jelas apa isinya dan bisa jawab pertanyaan-pertanyaannya.”
P : “Jadi sekarang udah tau kan gimana cara mengungkapkan selamat kepada orang lain?”
S2 : “Iya miss, udah nggak takut buat ngomong.”

**Interview 16**

P : “Gimana-gimana pelajarannya tadi?”
S5 : “Masih seperti kemarin, miss. Ada aja sesuatu yang menyenangkan?”
P : “Gimana dengan speakingnya?” Kayaknya sekarang udah PD ya buat ngomong?
S8 : “Iya ne miss, nggak tau sekarang cuek aja. Ya, walaupun sangat menyadari kalau pengucapannya juga banyak yang salah sih.”
P : “O … enggak papa, nanti kan bisa diperbaiki lagi.”
S6 : “Iya miss, walaupun masih terbata-bata dan berpikir keras untuk ngomong tapi kalau aktivitasnya seperti ini tetep menyenangkan miss.”
P : “Bagus itu, ditingkatkan lagi ya.”

Hari, tanggal : Sabtu, 10 Maret 2012
Tempat : Kantor Guru SMA Berbudi
P : Peneliti
G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan kedua, Cycle 1.

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**Interview 17**

P : “*Good afternoon*, Pak Joko.”
G : “*Hi, good afternoon*.”
P : “Bagaimana dengan pembelajaran hari ini, bapak?”
G : “Banyak peningkatannya kalau saya lihat, anak-anak semakin asyik dengan aktifitas-aktifitas yang diberikan dan *speaking*nya juga sudah mulai baik.”
P : “Aktifitas yang mana yang sekiranya bapak tadi paling menarik?”
G : “Yang anak-anak suruh membuat *simple dialogue* berdasarkan gambar itu saya kira bagus itu. Selain gampang juga menarik itu.
P : “Iya, pak betul. Menurut pendapat bapak apakah saya masih harus melanjutkan *cycle* nya?
G : “Bagaimana kalau dikasih 1 *meeting* lagi di Cycle 2 biar lebih mantap dan ketauan peningkatannya.”

P : “O … tidak apa-apa bapak, saya juga sudah menyiapkannya kok. Nanti tinggal didiskusikan lagi dengan bapak.”
G : “Ok, kalau begitu. Saya tunggu segera.”
P : “Baik bapak, mungkin besok saya menemui bapak lagi.”

Hari, tanggal : Rabu, 17 Maret 2012
Tempat : Kelas X

| | | | |
|---|---|---|---|
| P | : Peneliti | S5 | : Adit |
| S1 | : Azis | S6 | : Reni |
| S2 | : April | S7 | : Rian |
| S3 | : Laily | S8 | : Raiyen |
| S4 | : Ferik | S9 | : Syahrul |

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris di pertemuan ketiga, Cycle 2.

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**Interview 18**

P : “Hei … Hei … What do you think about our lesson today?”
S5 : “Fantastic.”
P : “Hehe … senang sekali melihat semangat kalian hari ini. Gimana untuk hari ini?”
S5 : “Video klip nya miss, mengingatkan saya pada sebuah memori?”
P : “Kalian suka ya dengan video klip nya James Blunt? Tadi kok kayaknya semangat banget, minta diulang dan bisa nyanyi bareng juga.”
S6 : “Ya, miss. Sangat suka dengan lagunya dan lagunya tidak asing juga. Pelajarnnya jadi seru juga miss jadinya tambah semangat.”
P : “Gimana dengan pembelajaran video yang kali ini? Suka tidak?”
S3 : “Ya, miss. Karena menarik, simple dan isinya pun jelas. Jadinya tadi waktu ditanya tanya mengenai isi video itu jadi bisa jawab, miss.”
P : “Ok, terima kasih ya.”

**Interview 19**

P : “Gimana tadi diskusinya? Susah enggak?”
S9 : “Gampang, miss.”
P : “Tapi ngrasa malu nggak kalau kamu harus ngomong langsung gitu?”
S7 : “Agak malu sih, miss tapi belajar juga kok selain itu melatih kepedean.”
P : “Gimana dengan materi dan aktifitas-aktifitas yang sudah diberikan?
S1 : “Materinya sangat menyenangkan miss sesuai dengan apa yang kami suka. Apalagi yang expressions of compliments, itu kan bisa kita gunakan untuk memuji seseorang bahkan cewek kita sendiri miss tapi dalam bahasa Inggris jadinya kan kelihatan intelek miss… heehe.”

P : “Jadi itu yang membuat kalian lebih semangat ya, ditingkatin terus belajarnya ya supaya jago bahasa Inggrisnya.”
S1 : “Yes, miss.”

**Interview 20**
P : “Gimana gamenya? Asik enggak?
S4 : “Of course Yes miss. Haha … kami bisa praktek ngomong sama teman apalagi dipuji-puji teman, miss. rasanya baru kali ini. Jadi, seneng deh. Hee.”
P : “Kayaknya sudah nggak malu-malu lagi ya buat ngomong dalam bahasa Inggris?”
S2 : “Iya dong, miss, habisnya suasananya enak dan pembelajarannya juga lucu. Sedikit bangga sih Miss soalnya di kasih pujian sama cowok-cowok. Hehe …
S8 : “Terus nggak grogi juga sekarang miss kalau ngomong pakai bahasa Inggris. Sudah bisa saya miss.”
P : “Wah, bagus itu. Harus ditingkatkan lagi belajarnya. Harus jago bahasa Inggrisnys.”
S2 : “Iya, miss. Semangat … Semangat.”
P : “Sip.”

Hari, tanggal : Rabu, 17 Maret 2012
Tempat : Kantor Guru SMA Berbudi
P : Peneliti
G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan ketiga, Cycle 2.

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**Interview 21**
P : “Good afternoon, sir.”
G : “Hi, good afternoon, Erita.”
P : “May I speak English?”
G : “Of course, may I help you?”
P : “Yes, sir. What do you think about my research sir? Is there any improvement so far?”
G : “Many improvements I think, especially in their speaking skill.”
P : “I think so, sir. How about video clip that I used in the beginning of the lesson?”
G : “That’s so great. It helped to attract their motivation, attention and participation to involve in the teaching and learning process.”

P : “I’m so surprised, sir with the students’ responses when I played the video clip of James Blunt. I think they were very familiar with it and maybe it is what they like.”
G : “I think so. The responses were very satisfying in the beginning of the lesson. Besides, it can attract their attention and motivation. It also helped you involve them in the next activities.”
P : “So, is it important for all teachers to give warming up in the beginning of the lesson, sir?”
G : “Yes, of course. We can give them something that is interesting, such as, pictures, video clip and many kinds of media.”
P : “So far, what do you think about our teaching and learning process by using video, sir?
G : “Of course, that was not only interesting but also it made the teaching and learning process not monotonous. Besides, the students had not to hear the explanation too long.

Hari, tanggal : Sabtu, 21 Maret 2012
Tempat : Ruang Kepala Sekolah SMA Berbudi
KS : Kepala Sekolah
P : Peneliti

P menemui KS untuk membicarakan hasil penelitian di kelas X.

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**Interview 22**

P : “Selamat siang bapak, maaf mengganggu.”
KS : “Oiya, selamat siang mbak. Gimana hasil penelitian di kelas X, sudah selesai mbak?”
P : “Alhamdulilah pak, sudah. Iya perkembangannya bagus, pak. Mulai dari keaktifan siswa sampai pada keterlibatan, motivasi, dan khususnya kemampuan berbicara siswa-siswa semakin meningkat.”
KS : “Kalau hasilnya bagus kan berarti bisa diterapkan untuk ke depannya mbak bahkan mungkin juga bisa digunakan oleh Bapak-Ibu Guru yang lain. Yang pasti kalau untuk kebaikan dan kemajuan anak-anak, saya selalu mendukung, mbak.”
P : “Baik, pak. Terima kasih untuk dukungannya.”
KS : “Ya, mbak. Sama-sama semoga bermanfaat dan bisa menjadi pembelajaran yang baik selama melakukan penelitian disini.”
P : “Terima kasih, bapak.”

# C. COURSE GRID

**Course Grid of Implementation of the Use of Videos in the Speaking Class**

| Cycle | Standard of Competence | Basic Competence | Indicators | Learning Materials | Teaching Activities | Time | Media & Learning Resources |
|---|---|---|---|---|---|---|---|
| 1 | 9. Expressing meanings in transactional and interpersonal conversations in the context of daily life | Listening<br>7.1. Responding meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving **expressions of thanking,** compliment, and congratulation.<br><br>Speaking<br>9.1 Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving **expressions of thanking**, compliment and | **a. Cognitive**<br>1) Identifying the expressions of thanking and responding to thanks in conversations carefully<br>2) Saying the expressions of thanking with the correct pronunciation accurately<br>3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly<br>**b. Psychomotor**<br>1) Saying the expressions of thanking and responding to thanks with the correct pronunciation accurately<br>2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly<br>3) Practicing the expressions of thanking confidently | Input text: Video<br><br>**Vocabulary and Pronunciation of some words**<br>• thank<br>• sorry<br>• postpone<br>• date<br>• appointment<br>• important<br>• dinner<br>• know<br>• participant<br><br>Example:<br><br>*Formal*<br>Situation: Mr. Ahmad thanks to Mr. Wawan when leaving a party.<br>Mr. Ahmad: Thank you so much for the lovely evening.<br>Mr. Wawan: You're quite welcome. We'd been looking forward to seeing you for a long time.<br><br>Other expression and respond<br>A: I'm so grateful for….<br>B: You're entirely welcome<br><br>*Informal*<br>Situation: Sandy thanks to Jon for giving her a shirt. | Lead in<br>1) Playing a video clip to attract the students attention and motivation<br>2) Giving some questions related to the material that will be learnt<br>Presentation<br>3) Pronouncing some words and find the meaning from each words<br>4) Playing a video that contains a conversation about thanking<br>5) Asking the students to guess and identify the expressions of thanking from the video<br>6) Asking the students some questions related to the video<br>7) Showing other expressions of thanking and explaining the usage<br>8) Pronouncing the expressions of thanking<br>Practice<br>9) Playing "Throw the Ball game" | 2x 45' | ▪ Laptop and LCD projector<br>▪ Speaker<br>▪ Video from http://youtu.be/-KPw7cLr3dw<br>▪ Game (ball)<br>▪ Situation cards<br><br>▪ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.<br>▪ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.<br>▪ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. |

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| | | congratulation | **c. Affective**<br>1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks<br>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)<br>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner | Sandy: That's a nice shirt, Jon. Thank you.<br>Jon: You're welcome.<br><br>Other expression and respond<br>A: Thanks!<br>B: Don't mention it.<br><br>**Situations**<br>Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).<br>Informal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).<br><br>There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.<br>Example:<br>**Thanking for a gift**<br>The person receiving the gift usually says three things:<br>a) an expressions of thanks, e.g. Mike: Oh, thank you!<br>b) a compliment of a gift itself, showing that the recipient likes the gift, e.g. Jack: It's beautiful. Thank you very much. I've | 10) Completing dialogues with relevant expressions and then acting out in pairs<br>11) Completing dialogues with suitable expressions in the box and then acting out in pairs<br><br>Production<br>12) Performing the role play in front of the class based on the situation cards given. | | *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.<br>▪ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English.* United States of America: Cambridge University Press. |

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| | | | | always wanted a picture from Japan.<br>c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,<br>e.g. Janie: oh, thank you! I just love roses! Are they from your garden? | | | |
| 1 | Expressing meanings in transactional and interpersonal conversations in the context of daily life | Listening<br>7.1. Responding meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment, and **congratulation.**<br><br>Speaking<br>9.1. Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the | **a. Cognitive**<br>1) Identifying the expressions of congratulation in conversations carefully<br>2) Saying the expressions of congratulation with the correct pronunciation accurately<br>3) Using the expressions of congratulation in a semi-guided speaking task in the form of pair work confidently, politely, and honestly<br>**b. Psychomotor**<br>1) Saying the expressions of congratulation with the correct pronunciation accurately<br>2) Performing a semi-guided speaking task in the form of pair work confidently, | Input text: Video<br><br>Vocabulary and Pronunciation of some words<br>• congratulation<br>• curious<br>• engagement<br>• polite<br>• relationship<br><br>Example:<br>Situation: Tom congratulates Dini for her promotion.<br>Tom: Congratulations on your promotion, Din.<br>Dini: Thank you very much.<br><br>Other expression and respond<br>A: I must congratulate you on your success.<br>B: Thanks a lot.<br><br>Expressions:<br>• Please accept my warmest congratulations on your wedding day.<br>• Please accept my heartiest congratulations.<br>• Congratulations.<br>• Congratulation on ….<br>Responds: | Lead in<br>1) Playing a video clip to attract the students attention and motivation<br>2) Giving some questions related to the material that will be learnt<br>Presentation<br>3) Pronouncing some words and find the meaning from each words<br>4) Playing a video that contains a conversation about congratulation<br>5) Asking the students to guess and find the expressions of congratulation from the video<br>6) Asking the students some questions related to the video<br>7) Showing other expressions of congratulation<br>8) Pronouncing the expressions of | 2 x 45’ | ▪ Laptop and LCD projector<br>▪ Speaker<br>▪ Video from http://youtu.be/bn23Ck47Eog<br>▪ Pictures<br>▪ Role play cards<br><br>▪ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.<br>▪ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |

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|---|---|---|---|---|---|---|---|
| | | context of daily life and involving expressions of thanking, compliment and **congratulation** | politely, and honestly<br>3) Performing a conversation in the form of group of three confidently<br>**c. Affective**<br>1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks<br>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)<br>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing congratulation, and c) communicating in polite manner | • Thank you.<br>• Thanks. | congratulation<br>Practice<br>9) Completing dialogues with relevant expressions and then acting out in pairs.<br>10) Giving the most appropriate expression and response of congratulation based on the situations<br>11) Completing dialogue with the expressions in the box. Then, performing it with their partner<br>Production<br>12) Performing a role play based on the role play cards in front of the class | | ▪ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | 9. Expressing meanings in transactional and interpersonal conversations in the context of daily life | Listening<br>7.1. Responding meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, **compliment,** and congratulation.<br><br>Speaking<br>9.1. Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, **compliment** and congratulation. | **a. Cognitive**<br>1) Identifying the expressions of compliment in conversations carefully<br>2) Saying the expressions of compliment with the correct pronunciation accurately<br>3) Using the expressions of compliment in a semi-guided speaking task in the form of pair work confidently, politely, and honestly<br>4) Using the expressions of compliment in with regard to the pictures given in the form of pair work confidently, politely, and honestly<br>5) Using the expressions of compliment in a survey game confidently, politely, and honestly<br>6) Using the expressions of compliment in with regard to the situations given in the form of pair work carefully and | Input text: Video<br><br>Vocabulary and Pronunciation of some words<br>• compliment<br>• graduation<br>• clinch<br>• modest<br>• outfit<br>• fashionable<br><br>Example:<br>Situation: Fadli compliments Riri for her nice dress.<br>Fadli: You look good in that dress, Riri.<br>Riri: Thank you.<br><br>Other expression and respond<br>A: That's a lovely cake.<br>B: I'm glad you like it.<br><br>Expressions of Compliment<br>"That was a nice lunch."<br>"What a lovely garden."<br>"You're really a good cook."<br>"You've done a great job."<br>"You did it very well."<br>"You're doing great."<br>"Well done."<br>"Fantastic!"<br><br>Responding to Compliment<br>"Thank you"<br>"I'm glad you enjoyed it"<br>"Thanks. Do you really think so?"<br>"Thank you very much. It's nice of you to say so."<br>"Thanks a lot," | Lead in<br>1) Playing a video clip to attract the students attention and motivation<br>2) Giving some questions related to the material that will be learnt<br>Presentation<br>3) Pronouncing some words and find the meaning from each words<br>4) Playing a video that contains a conversation about compliment<br>5) Identifying the expressions of compliment from the video<br>6) Asking the students some questions related to the video<br>7) Showing other expressions of compliment and the usage<br>8) Pronouncing the expressions of compliment<br>Practice<br>9) Finding some expressions and responses of compliment from another video<br>10) Giving appropriate expressions and | 2 x 45' | ▪ Laptop and LCD projector<br>▪ Speaker<br>▪ Pictures<br>▪ Video from http://youtu.be/ajk83JjJWDg and http://youtu.be/D2V2Qd5g7qc<br>▪ Situation cards<br><br>▪ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.<br>▪ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.<br>▪ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | confidently<br>**d. Psychomotor**<br>1) Saying the expressions of compliment with the correct pronunciation accurately<br>2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly<br>3) Performing conversation with the picture cues for practicing the expressions of compliment confidently<br>4) Performing a survey game for practicing the expressions of compliment confidently<br>**e. Affective**<br>1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks<br>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being | Three ways to give a compliment:<br>1. By saying something nice about the object<br>2. By asking how the person made it or where it was bought (but not how much it cost)<br>3. By asking for another look or another serving, if it is food.<br><br>In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:<br>Example:<br>Friend : That was a great dinner. You must have spent all day cooking.<br>You : Thanks. But it really only took an hour. | responses based on the given pictures<br>11) Matching the appropriate expressions and the given situations then saying it orally<br>12) Playing *"Survey"* game<br>Production<br>13) Performing a role play based on the cards in front of the class | | *High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.<br>▪ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English.* United States of America: Cambridge University Press. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | willing to take risk for learning, and f) obeying rules (obedient)<br>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner | | | | |

# D. LESSON PLANS

# RENCANA PELAKSANAAN PEMBELAJARAN

# (LESSON PLAN)

**School** : **SMA Berbudi Yogyakarta**
**Grade/Semester** : **X/ 2**
**Subject** : **English**
**Text Type** : **Transactional and Interpersonal**
**Topic** : **Thanking**
**Language Skill** : **Speaking**
**Time Allotment** : **2 x 45 minutes**

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## A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

## B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving **expressions of thanking**, compliment and congratulation

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur**: berterima kasih**, memuji, dan mengucapkan selamat)

## C. INDICATORS

**a. Cognitive**

1) Identifying the expressions of thanking in conversations carefully
2) Saying the expressions of thanking with the correct pronunciation accurately
3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly

**b. Psychomotor**

1) Saying the expressions of thanking with the correct pronunciation accurately
2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
3) Practicing the expressions of thanking confidently

**c. Affective**

1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks

2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

## D. LEARNING OBJECTIVES

### a. Cognitive

1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking
2) Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation accurately
3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking carefully
4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
5) Being given a game, the students are capable of practicing the expressions of thanking confidently
6) Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

### b. Affective

**Characters Development**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

**Communicative Competence**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

## E. LEARNING MATERIALS

A dialogue including expressions of thanking, for example: *Attached (Appendix)*

Expressions of thanking in the dialogue
***"Thanks"***
Responding to thanks in the dialogue
***"Thank you too"***

**Vocabulary and Pronunciation of some words**

- thank
- sorry
- postpone
- date
- appointment
- important
- dinner
- know
- participant

Example:
*Formal*
Situation: Mr. Ahmad thanks to Mr. Wawan when leaving a party.
Mr. Ahmad: Thank you so much for the lovely evening.
Mr. Wawan: You're quite welcome. We'd been looking forward to seeing you for a long time.

*Informal*
Situation: Sandy thanks to Jon for giving her a shirt.
Sandy: That's a nice shirt, Jon. Thank you.
Jon: You're welcome.

Other expressions of thanking

| | **EXPRESSING THANKS** | **RESPONSES** |
|---|---|---|
| *More Formal* | | |
| ↑ | I'm so grateful for … | You're entirely welcome. |
| | Thank you very much for … | Don't mention it. |
| | Thank you so much for … | You're welcome. |
| | Thank you for … | It was my pleasure. |
| | That was nice of you. Thank you. | Don't mention it. |
| | Thanks a lot for … | You're welcome. |
| | I really appreciate (the invitation). | You're welcome. |
| | Thanks! | It was nothing. What are friends for? |
| ↓ | Thanks a million! | Don't worry about it. |
| *Less Formal* | Thanks a million! | Forget it. |

**Situations**
Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).

Less Formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.

Example:

**Thanking for a gift**

The person receiving the gift usually says three things:

a) an expressions of thanks,
   e.g. Mike: Oh, thank you!
b) a compliment of a gift itself, showing that the recipient likes the gift,
   e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
   e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

**F. TEACHING AND LEARNING METHOD:** PPP (Presentation, Practice and Production)

**G. TEACHING-LEARNING ACTIVITIES**

❖ **Opening Activities**

1) Greeting
   Teacher greets the students.
2) Checking attendance
   Teacher checks the students' attendance.
3) Preparing class condition
   Teacher prepares the class condition.
4) Lead in
   Teacher gives the students apperception to attract their attention.
   a. Teacher shows a video from Dido entitled Thank You to the students.
   b. Teacher asks them about the things that can make them thank to others.

❖ **Main Activities**

*Presentation*

1) The students pronounce some words and find the meaning from each word. **Task 1**
2) Teacher plays a video that contains a conversation about thanking.
3) Teacher asks the students to guess and identify the expressions of thanking from the video. **Task 2**
4) Teacher asks the students some questions related to the video. **Task 3**
5) Teacher shows other expressions of thanking and explains the usage.
6) Teacher pronounces the expressions of thanking and the students repeat after her. **Task 4**

*Practice*

1) Teacher leads the students to play *"Throw the ball"* game. **Task 5**
2) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 6**

3) Teacher asks the students to complete dialogues with the suitable expressions in the box and then act them out in pairs. **Task 7**

*Production*

Teacher gives the students some situation cards. The students act their dialogues out in front of the class. **Task 8**

❖ **Closing Activities**

1) Summarizing
   Teacher and the students summarize the lesson.
2) Reflection
   Teacher and the students do a reflection.
3) Further guidance
   Teacher gives the students homework.
4) Leave taking
   Teacher ends the lesson.

## H. LEARNING RESOURCES


❖ Laptop, LCD projector, and speaker
❖ Video from http://youtu.be/-KPw7cLr3dw
❖ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
❖ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
❖ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
❖ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English.* United States of America: Cambridge University Press.


## I. ASSESSMENT

### a. Assessment Indicators

| Indicator | Type of Activity/ Task | Technique of Task Delivery | Instrument |
|---|---|---|---|
| While interacting with the whole class to do throw the ball game, the students take turns expressing and responding to thanks. | Fluency & accuracy-based speaking task | "Throw the Ball" Game | The teacher asks the students to make a cycle. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds it and then throws the ball to his/ her friend. |
| Using the expressions of | Fluency & | Pair work | Complete the dialogues below with |

| | | | |
|---|---|---|---|
| thanking in pair work | accuracy-based speaking task | | relevant expressions and then act them out in pairs. |
| Filling in missing gaps the expressions of thanking in pair work | Fluency & accuracy-based speaking task | Pair work | Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs. |
| Using the expressions of thanking in the conversation in the form of pair work | Fluency & accuracy-based speaking task | Pair work | Work in pairs. Make a dialogue based on the situation cards and use expressions of thanking and responding to thanks. Then, act it out. |

**b. Speaking Assessment Rubric**

**a) Speaking Assessment Rubric**

| No | Description | Status (Band) | Range of Score |
|---|---|---|---|
| 1-4 | Speaking fluently with accurate grammar, diction and pronunciation. | Great (5) | 86 – 100 |
| | Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation. | Good (4) | 71 – 85 |
| | Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes. | Okay (3) | 56 – 70 |
| | Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation. | Poor (1-2) | ≤55 |

**b) Character Observation Checklist**

| No | Indicator of Character Development | Qualitative value | Keterangan |
|---|---|---|---|
| 1. | Politeness | | |
| | a. Using many politeness expressions (please, thanks, etc.) | Having been internalized | Membudaya Konsisten |
| | b. Using politeness expressions (please, thanks, etc.) many times | Starting to develop | Mulai Berkembang |
| | c. Using politeness expressions (please, thanks, etc.) one or two times | Starting to appear | Mulai Terlihat |
| | d. Never using politeness expressions (please, thanks, etc.) | Not even emerging yet | Belum Terlihat |
| 2. | Cooperative | | |
| | a. Showing the ability and the willingness to cooperate consistently | Having been internalized | Membudaya Konsisten |
| | b. Showing the willingness to cooperate frequently | Starting to develop | Mulai Berkembang |
| | c. Showing the symptoms to be willing to cooperate with peers | Starting to appear | Mulai Terlihat |
| | d. Does not show the symptoms to be willing to cooperate with peers yet | Not even emerging yet | Belum Terlihat |
| 3. | Self confident | | |
| | a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally | Having been internalized | Membudaya Konsisten |
| | b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language | Starting to develop | Mulai Berkembang |
| | c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language | Starting to appear | Mulai Terlihat |
| | d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all | Not even emerging yet | Belum Terlihat |

**c. Speaking Assessment Sheet**

| No | Name | Status | Score |
|---|---|---|---|
| 1 | Azis | | |
| 2 | Adit | | |
| 3 | Laily | | |
| 4 | Reni | | |
| 5 | Aprilia | | |
| 6 | Rian Fitri | | |
| 7 | Rian Pramudi | | |
| 8 | Syahrul | | |
| 9 | Ferix | | |

**d. Character Observation Sheet**

| No | Name | Character | | | Note |
|---|---|---|---|---|---|
| | | Politeness | Cooperative | Self-confident | |
| 1 | Azis | | | | |
| 2 | Adit | | | | |
| 3 | Laily | | | | |
| 4 | Reni | | | | |
| 5 | Aprilia | | | | |
| 6 | Rian Fitri | | | | |
| 7 | Rian. P | | | | |
| 8 | Syahrul | | | | |
| 9 | Ferix | | | | |

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

Joko Widodo, S. Pd
NIP: 490035914

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NIM: 07202244045

LEAD-IN

**Listen and watch a video clip that will be played by your teacher.**

TASK 1

**Pronounce some words in the table below and find the meaning. You may open your dictionary.**

| | Words | Pronunciation | Meaning |
|---|---|---|---|
| 1. | sorry | /ˈsɒr.i/ | |
| 2. | postpone | /pəʊs *t* ˈpəʊn/ | |
| 3. | date | deɪ t/ | |
| 4. | appointment | /əˈpɔɪnt.mənt/ | |
| 5. | important | /ɪ mˈpɔ ː.t ə nt/ | |
| 6. | dinner | /ˈdɪ n.ə r / | |
| 7. | know | /nəʊ/ | |
| 8. | participant | /p□ːˈtɪ s.ɪ .p ə nt/ | |
| 9. | thank | /θæŋk/ | |

**Conversation transcript from the video**

***Situation*** ***: Wanita calls Els to inform that the dinner with Michel, Bob, and him will be postponed until Friday. Wanita thanks to Els for agreeing to postpone their dinner.***

*(The telephone rings)*

| | |
|---|---|
| Els | : Hello |
| Wanita | : Hi, Els. This is Wanita. |
| Els | : Oh … Hi, Wanita. How are you this evening? |
| Wanita | : Emm … Not so good sorry to say. |
| Els | : Oh … Really? What's wrong? Are you okay? |
| Wanita | : Well, I'm fine but I am calling to postpone our date. |
| Els | : You want to postpone our date. |
| Wanita | : Yes, Michel has an appointment and she can't cancel it. |
| Els | : Oh, I see. Emm … It seems important. |
| Wanita | : It's rather important. |
| Els | : So, when you want to postpone our date? |
| Wanita | : Emm … It's Friday … okay? |
| Els | : Friday? This Friday? The day after tomorrow? |
| Wanita | : Yes, is that okay? |
| Els | : Yeah … that's great. I'm so happy. I think you want to postpone it longer. |
| Wanita | : No way. I really want to have dinner with you, Bob and Michel. |
| Els | : That's great. |
| Wanita | : Okay. Can you please tell Bob if you see him? |
| Els | : Yes, sure. I'll tell bob that we postpone dinner until Friday. |
| Wanita | : Okay. That's all. **Thanks.** |
| Els | : Okay. **Thank you too** … Bye. |
| Wanita | : Bye. |

*(After the telephone ….)*

| | |
|---|---|
| Els | : Bob, We postpone dinner until Friday. |
| Bob | : Friday? Okay, No problem. |

Video from http://youtu.be/-KPw7cLr3dw

TASK 2

**Identify the expressions of thanking and how to respond it from the video.**

## TASK 3

**Answer these questions orally.**

1. How many participants are there in the conversation?
2. What is the relationship between the speakers?
3. How did the conversation happen?
4. Why did Wanita call Els?
5. Why did Wanita decide to postpone her date?
6. With whom Wanita would have dinner?
7. Who were Michel and Bob?
8. When did she want to postpone the date to?
9. What should Els do for her?
10. What did Wanita say to Els because he wanted to postpone their date?
11. What did Els respond to Wanita?

## TASK 4

**Study the explanations below.**

### EXPRESSIONS OF THANKING

*More formal*

*Less formal*

| EXPRESSING THANKS | RESPONSE |
|---|---|
| I'm very grateful for … | You're welcome. |
| Thank you very much for … | Don't mention it. |
| Thank you so much for … | That's all right. |
| Thank you for … | It was my pleasure. |
| That was nice of you. (Thank you.) | That's OK. |
| They're beautiful! But you didn't need to (give me anything). | But I wanted to. |
| Thanks a lot for … | You're welcome. |
| I really appreciate (the invitation). | Sure. |
| Thanks! | It was nothing. What are friends for? |
| Thanks a million! | Don't worry about it. |
| | Forget it. |

**Situations**
Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).
Less Formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.
Example:

**Thanking for a gift**

The person receiving the gift usually says three things:

a) an expressions of thanks,
   e.g. Mike: Oh, thank you!
b) a compliment of a gift itself, showing that the recipient likes the gift,
   e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
   e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

TASK 5

**Let's play a game.**

***"Throw the Ball" Game***

The teacher asks the students to make a round. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds to and then throws the ball to his/ her friend.

**TASK 6** **Complete the dialogues below with relevant expressions and then act them out in pairs.**

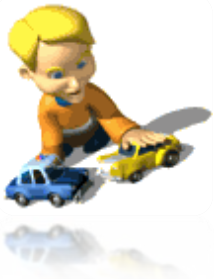
1. Arnys : Thank you very much for your kindness. I wouldn't able to do that by myself.
   Ruben : _____. You can call me any time you need me.

2. Marcell : I got A for my story telling assignment. You're the one who gave me the idea about the story I told the class. _____.
   Anita : I'm glad it's helpful.

3. Adib : I have given the story book we bought yesterday to my sister. She loves the book you have chosen. That was really nice of you.
   Ayu: _____. You know, most girls love to read romantic stories.

4. Retno : Thank you very much for lending me all of your story books. I have my niece stay at home all day long.
   Virga : _____.

5. Andi : I was blessed for having you as my friend. You are always there when I need your help. _____.
   Denias : It was the least I could do. That's what friends are for.



## TASK 7

**Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs.**

Maya : Hey, Aji. Could you help me bring these books to Didi's class?
Aji : Yes, sure.
Maya : 1) _____
Aji : Any time.
Maya : By the way, have you heard the latest news about our school?
Aji : No, I haven't. What's that?
Maya : We won the first prize in the Drama Competition held by the local government.
Aji : 2) _____ I never know we have a good drama club.
Maya : Well, you have to change your perspective. Anyway, thanks for helping me.
Aji : 3) _____
Maya : So, let's go to the cafeteria. Let me buy you a drink.
Aji : Really? Thank you so much.

Thank you
Wow, fantastic!
My pleasure

## TASK 8

**Role play**
**Choose one of these cards then make a dialogue based on the situations below. Act it out with your partner.**

**SITUATION CARD A**

Your classmate gives you a gift in your birthday. What will you say to him?

**SITUATION CARD B**

Your mother gives you new dress. What will you say to her?

**SITUATION CARD C**

Your classmate accompanies you to buy a book of foreign folktales. What will you say to him?

**SITUATION CARD D**

Your sister helps you to take care of your novel collection. What will you say to

# RENCANA PELAKSANAAN PEMBELAJARAN

# (LESSON PLAN)

**School** : **SMA Berbudi Yogyakarta**
**Grade/Semester** : **X/ 2**
**Subject** : **English**
**Text Type** : **Transactional and Interpersonal**
**Topic** : **Expressions of Congratulation**
**Language Skill** : **Speaking**
**Time Allotment** : **2 x 45 minutes**

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## A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

## B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and **congratulation**

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur**:** berterima kasih, memuji, dan **mengucapkan selamat**)

## C. INDICATORS

**a. Cognitive**

1) Identifying the expressions of congratulation in conversations carefully
2) Saying the expressions of congratulation with the correct pronunciation accurately
3) Using the expressions of congratulation in a semi-guided speaking task in the form of pair work confidently, politely, and honestly

**b. Psychomotor**

1) Saying the expressions of congratulation with the correct pronunciation, stress, and intonation accurately
2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
3) Performing a conversation in the form of group of three confidently

**c. Affective**

1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing congratulation, and c) communicating in polite manner

## D. LEARNING OBJECTIVES

**a. Cognitive**

1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of congratulation
2) Being given a model by the teacher, the students are able to say the expressions of congratulation with the correct pronunciation accurately
3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation carefully
4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
5) Being given some situation cues, the students are able to make a conversation that contains the expressions of congratulation in the form of group of three carefully and confidently

**b. Affective**

**Characters Development**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

**Communicative Competence**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing congratulating, and c) communicating in polite manner

## E. LEARNING MATERIALS

A dialogue including expressions of congratulation, for example: *Attached (Appendix)*

Expressions of congratulation in the dialogue
***"Congratulations"***
Other Expressions of Congratulation
***"Please accept my warmest congratulations on your wedding day"***
***"Please accept my heartiest congratulations."***
***"I must congratulate you on your success."***
***"Congratulations on your promotion."***

Responding to Congratulation
***"Thank you"***
***"Thanks"***
***"Thank you very much."***
***"Thanks a lot,"***

**F. TEACHING AND LEARNING METHOD:** PPP (Presentation, Practice and Production)

**G. TEACHING-LEARNING ACTIVITIES**

❖ **Opening Activities**

1) Greeting
   Teacher greets the students.
2) Checking attendance
   Teacher checks the students' attendance.
3) Preparing class condition
   Teacher prepares the class condition.
4) Lead in
   Teacher gives the students apperception to attract their attention.
   a. Teacher shows a video of congratulation and celebration to the students.
   b. Teacher asks them about the things that can make them congratulate to others.

❖ **Main Activities**

*Presentation*

1) The students pronounce some words and find the meaning from each word. **Task 1**
2) Teacher plays a video that contains a conversation about congratulation.
3) Teacher asks the students to guess and find the expressions of congratulation from the video. **Task 2**
4) Teacher asks the students some questions related to the video. **Task 3**
5) Teacher shows other expressions of congratulation.
6) Teacher pronounces the expressions of congratulation and the students repeat after her. **Task 4**

*Practice*

1) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 5**
2) Teacher asks the students to give the most appropriate expression and response of congratulation based on the situations. **Task 6**
3) Teacher asks the students to complete dialogue with the expressions in the box then, perform it with their partner. **Task 7**

*Production*

Teacher asks the students to make a group of three and then make a dialogue based on the given role cards. The students act their dialogues out in front of the class.

**Task 8**

❖ **Closing Activities**

1) Summarizing
   Teacher and the students summarize the lesson.
2) Reflection
   Teacher and the students do a reflection.
3) Further guidance
   Teacher gives the students homework.
4) Leave taking
   Teacher ends the lesson.

## H. LEARNING RESOURCES

❖ Laptop and LCD projector
❖ Video from http://youtu.be/bn23Ck47Eog
❖ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
❖ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
❖ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## I. ASSESSMENT

### a. Assessment Indicators

| Indicator | Type of Activity/ Task | Technique of Task Delivery | Instrument |
|---|---|---|---|
| Identifying the expressions of congratulation from the conversation | Fluency & accuracy-based speaking task | Question-answer | Identify the expressions of congratulation and how to respond it from the video. |
| Brainstorming certain expressions of congratulation related to the questions given | Fluency & accuracy-based speaking task | Question-answer | Answer the questions orally! |
| Using the expressions of compliment in pair work | Fluency & accuracy-based speaking task | Pair work | Complete the dialogues below with relevant expressions and then act them out in pairs. |

| | | | |
|---|---|---|---|
| Using the expressions of congratulation based on the picture cues in the form of pair work | Fluency & accuracy-based speaking task | Pair work | Give the most appropriate expression and response of congratulation based on the pictures given. |
| Filling in missing gaps the expressions of congratulation in pair work | Fluency & accuracy-based speaking task | Pair work | In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner. |
| Using the expressions of congratulation in the conversation in the form of group | Fluency & accuracy-based speaking task | A group of three | Role play<br>Choose one of these role play cards then make a dialogue based on the situations. Act it out in a group of three. |

**b. Speaking Assessment Rubric**

**a) Speaking Assessment Rubric**

| No | Description | Status (Band) | Range of Score |
|---|---|---|---|
| 1-4 | Speaking fluently with accurate grammar, diction and pronunciation. | Great (5) | 86 – 100 |
| | Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation. | Good (4) | 71 – 85 |
| | Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes. | Okay (3) | 56 – 70 |
| | Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation. | Poor (1-2) | ≤55 |

**b) Character Observation Checklist**

| No | Indicator of Character Development | Qualitative value | Keterangan |
|---|---|---|---|
| 1. | Politeness | | |
| | a. Using many politeness expressions (please, thanks, etc.) | Having been internalized | Membudaya Konsisten |
| | b. Using politeness expressions (please, thanks, etc.) many times | Starting to develop | Mulai Berkembang |
| | c. Using politeness expressions (please, thanks, etc.) one or two times | Starting to appear | Mulai Terlihat |
| | d. Never using politeness expressions (please, thanks, etc.) | Not even emerging yet | Belum Terlihat |
| 2. | Cooperative | | |
| | a. Showing the ability and the willingness to cooperate consistently | Having been internalized | Membudaya Konsisten |
| | b. Showing the willingness to cooperate frequently | Starting to develop | Mulai Berkembang |
| | c. Showing the symptoms to be willing to cooperate with peers | Starting to appear | Mulai Terlihat |
| | d. Does not show the symptoms to be willing to cooperate with peers yet | Not even emerging yet | Belum Terlihat |
| 3. | Self confident | | |
| | a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally | Having been internalized | Membudaya Konsisten |
| | b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language | Starting to develop | Mulai Berkembang |
| | c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language | Starting to appear | Mulai Terlihat |
| | d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all | Not even emerging yet | Belum Terlihat |

**c. Speaking Assessment Sheet**

| No | Name | Status | Score |
|---|---|---|---|
| 1 | Azis | | |
| 2 | Adit | | |
| 3 | Laily | | |
| 4 | Reni | | |
| 5 | Aprilia | | |
| 6 | Rian Fitri | | |
| 7 | Rian Pramudi | | |
| 8 | Syahrul | | |
| 9 | Ferix | | |

**d. Character Observation Sheet**

| No | Name | Character | | | Note |
|---|---|---|---|---|---|
| | | Politeness | Cooperative | Self-confident | |
| 1 | Azis | | | | |
| 2 | Adit | | | | |
| 3 | Laily | | | | |
| 4 | Reni | | | | |
| 5 | Aprilia | | | | |
| 6 | Rian Fitri | | | | |
| 7 | Rian. P | | | | |
| 8 | Syahrul | | | | |
| 9 | Ferix | | | | |

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

Joko Widodo, S. Pd
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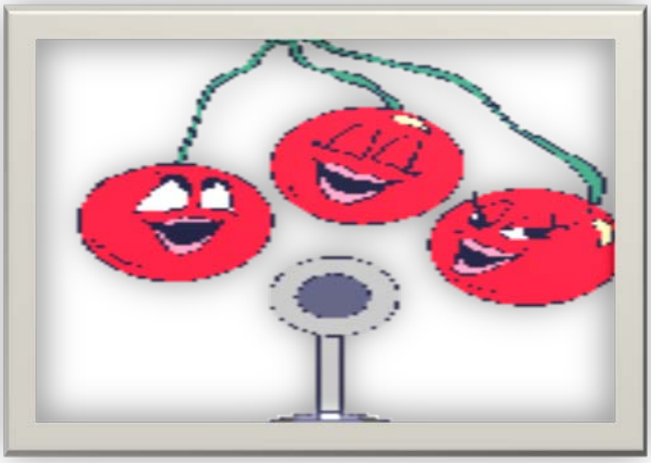
NIM: 07202244045

**LEAD-IN**

**Listen and watch a video clip that will be played by your teacher.**



**TASK 1**

**Pronounce some words in the table below and find the meaning. You may open your dictionary.**

| Words | Pronunciation | Meaning |
|---|---|---|
| 1. Congratulation | /kənˌgræt.jʊˈleɪ .ʃ ə n/ | |
| 2. Curious | /ˈkjʊə.ri.əs/ | |
| 3. engagement | /ɪnˈgeɪdʒ.mənt/ | |
| 4. marriage | /ˈmær.ɪ dʒ | |
| 5. polite | /pəˈlaɪ t/ | |
| 6. relationship | /rɪ ˈleɪ .ʃ ə n.ʃɪ p/ | |

## Conversation transcript from the video

***Situation*** ***:*** *Maria meets John at the office and they are talking about Maria's engagement. John congratulates her.*

John : You seem very happy today.
Maria : Yes, I am. You are my best friend. I want to share good news with you.
John : What is that? I'm curious to know.
Maria : My parents have found a suitable match for me. I'm going to be engaged now.
John : **Congratulations**. When is the engagement?
Maria : It is on the coming Sunday.
John : Good. What is the man's job?
Maria : He is a business man.
John : What kind of business does he do?
Maria : He has a garment.
John : Where does he live?
Maria : He lives near my house.
John : Do you love him?
Maria : I have already told you my parents have found him.
John : What does he look like?
Maria : He is handsome and tall man. He has good personality. He is educated. He is polite. He doesn't smell pour drink.
John : Have you done shopping for engagement?
Maria : No, I will go for shopping with him tomorrow but now I have to go to meeting.

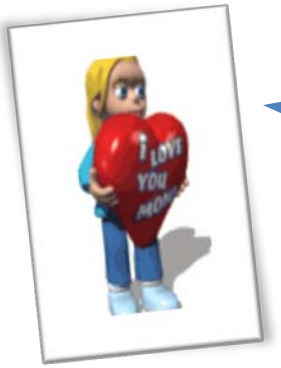
Video from http://youtu.be/bn23Ck47Eog

TASK 2

**Identify the expressions of congratulation from the video.**

## TASK 3

**Answer these questions orally.**




1. How many persons are there in the video? Who are they?
2. What is the relationship between them?
3. Where do you think the setting of the video?
4. What do you think the conversation is about?
5. What kind of expression that is used in the conversation?
6. What does John say to congratulate Maria?

## TASK 4

**Study the explanations below.**

### EXPRESSIONS OF CONGRATULATION

| EXPRESSIONS | RESPONSE |
|---|---|
| Please accept my heartiest congratulations. | Thank you.<br>Thanks.<br>Thank you very much.<br>Thanks a lot. |
| I must congratulate you on your success. | |
| Congratulations on your …… (promotion). | |
| Congratulation! | |
| Well done. | |
| Fantastic! | |
| Terrific! | |

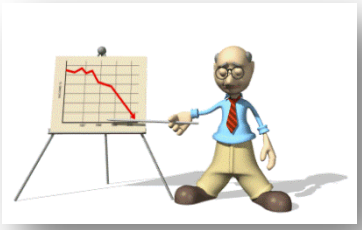
**TASK 5**

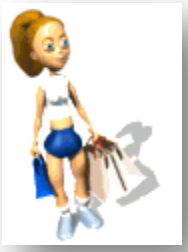
**Complete the dialogues below with relevant expressions and then act them out in pairs.**

1. Ruben : Congratulations on getting a free coupon to borrow movies from 'Nemo' DVD rental.
   Anita : _____

2. Adib : I like your job. Congratulations you will be the manager now.
   Denias : _____

3. Arnys : _____ everybody in the club loves your work.
   Marcell : Thank you.
   Arnys : Where did you get the idea?
   Marcell : A scene in The Lord of The Rings inspired me.



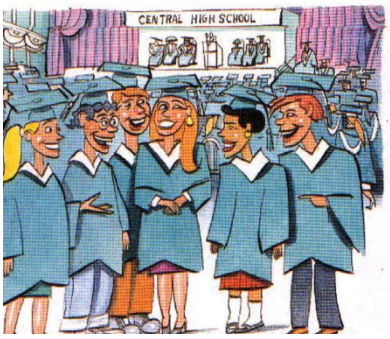


4. Retno : I saw your performance on TV yesterday._____ you have impressed the jury.
   Andi : Thanks. I worked hard to prepare everything.

5. Virga : It seems that your diet programme works on you. You're looking good.
   Fanya : _____

TASK 6

**Give the most appropriate expression and response of congratulation based on the pictures below.**

| | | |
|---|---|---|
| | | |
| Your friend becomes the winner in the English competition. | You give your girl friend a present and congratulate her for being the winner for the National debate competition. | You congratulate Shintia because she becomes the top rank in your class. |
| | | |
| You congratulate Nania because she becomes the runner up in the poetry reading competition. | Sigit becomes the best goalkeeper in that school. | Dodi is the winner of drawing competition in the Independent day. |
| | |  |
| You congratulate your brother for his wedding. | You congratulate your mother for her birthday. | You congratulate Nirmala for being the best in the graduation day. |

## TASK 7

**In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner.**

- ❖ You look charming in that white gown.
- ❖ What a gorgeous boy!
- ❖ Congratulations on your birthday.
- ❖ Thank you.

Gina : Congratulations on your 16th birthday.
Retno : Thank you.
Anita : 1) _____
Retno : Thank you for saying so. You look so sweet in that red vest.
Anita : Thanks. Look, Denias is coming! 2) _____
Gina : He looks so cute with his new hair cut.
Retno : Yes, you're right.
Denias : Hi, Retno. 3) _____
Retno : Thanks. By the way, congratulations on winning the first prize on Photography Competition.
Denias : 4) _____
Anita : Your idea was brilliant. I think you're a genius.
Denias : Oh, not really.
Retno : Anyway, let's start the party.

## TASK 8

**Role play**

**Choose one of these role play cards then make a dialogue based on the situations below. Act it out in a group of three.**

### ROLE CARD A

You and your close friend congratulate your classmate who gets the best mark on the Drama class.

### ROLE CARD B

Your brother wins a free ticket to watch Hillary Duff's concert in Singapore. You and your mother congratulate him.

### ROLE CARD C

Your cousin wins the first prize on the Movie Festival. You and your sister congratulate him.

# RENCANA PELAKSANAAN PEMBELAJARAN

# (LESSON PLAN)

**School** : **SMA Berbudi Yogyakarta**
**Grade/Semester** : **X/ 2**
**Subject** : **English**
**Text Type** : **Transactional and Interpersonal**
**Topic** : **Expressions of Compliment**
**Language Skill** : **Speaking**
**Time Allotment** : **2 x 45 minutes**

---

## A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

## B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional *(to get things done)* and interpersonal *(socializing)* conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, **compliment** and congratulation.

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur**:** berterima kasih, **memuji**, dan mengucapkan selamat)

## C. INDICATORS

**a. Cognitive**

1) Identifying the expressions of compliment in conversations carefully
2) Saying the expressions of compliment with the correct pronunciation accurately
3) Using the expressions of compliment in a semi-guided speaking task in the form of pair work confidently, politely, and honestly
4) Using the expressions of compliment with regard to the pictures given in the form of pair work confidently, politely, and honestly
5) Using the expressions of compliment in a survey game confidently, politely, and honestly
6) Using the expressions of compliment with regard to the situations given in the form of pair work carefully and confidently

**b. Psychomotor**

1) Saying the expressions of compliment with the correct pronunciation accurately

2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
3) Performing conversation with the picture cues for practicing the expressions of compliment confidently
4) Performing a survey game for practicing the expressions of compliment confidently

**c. Affective**

1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner

## D. LEARNING OBJECTIVES

**a. Cognitive**

1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of compliment
2) Being given a model by the teacher, the students are able to say the expressions of compliment with the correct pronunciation accurately
3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to identify the expressions of compliment confidently, politely, and honestly
4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to match the expressions of compliment and situation given carefully and confidently
5) Being given some picture cues, the students are capable of using the expressions of compliment confidently
6) Being given a survey game, the students are able to use the expressions of compliment confidently, politely, and honestly
7) Being given some situation cues, the students are able to make a dialogue that contains the expressions of compliment in the form of pair work carefully and confidently

**b. Affective**

**Characters Development**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

**Communicative Competence**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner

## E. LEARNING MATERIALS

A dialogue including expressions of compliment, for example: *Attached (Appendix)*

Expressions of compliment in the dialogue
***"I really like your watch."***
***"Nice"***
***"Vey nice"***
Responding to compliment in the dialogue
***"Thank you"***

Other Expressions of Compliment
***"That's a lovely cake."***
***"That was a nice lunch."***
***"You look good in that dress."***
***"What a lovely garden."***
***"You're really a good cook."***
***"You've done a great job."***
***"You did it very well."***
***"You're doing great."***
***"Well done."***
***"Fantastic!"***

Responding to Compliment
***"Thank you"***
***"I'm glad you enjoyed it"***
***"Thanks. Do you really think so?"***
***"Thank you very much. It's nice of you to say so."***
***"I'm glad you like it."***
***"Thanks a lot,"***

Three ways to give a compliment:
1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:
Example:
Friend : That was a great dinner. You must have spent all day cooking.
You : Thanks. But it really only took an hour.

**F. TEACHING AND LEARNING METHOD:** PPP (Presentation, Practice and Production)

## G. TEACHING-LEARNING ACTIVITIES

❖ **Opening Activities**

1) Greeting
   Teacher greets the students.
2) Checking attendance
   Teacher checks the students' attendance.
3) Preparing class condition
   Teacher prepares the class condition.
4) Lead in
   Teacher gives the students apperception to attract their attention.
   a. Teacher asks the students about the pictures in the presentation slide.
   b. Teacher asks them in what occasions they do a kind of compliment.

❖ **Main Activities**

*Presentation*

1) The students pronounce some words and find the meaning from each word. **Task 1**
2) Teacher plays a video that contains a conversation about compliment.
3) Teacher asks the students to identify the expressions of compliment from the video. **Task 2**
4) Teacher asks the students some questions related to the video. **Task 3**
5) Teacher shows other expressions of compliment and explains the usage.
6) Teacher pronounces the expressions of compliment and the students repeat after her. **Task 4**

*Practice*

1) Teacher gives task to the students and asks them to find some expressions and responses of compliments from another video. **Task 5**
2) Teacher asks the students to give appropriate expressions and responses based on the given pictures. **Task 6**
3) Teacher asks the students to match the appropriate expressions and the situations. Then, teacher asks them to say it orally. **Task 7**
4) Teacher leads the students to play *"Survey"* game. **Task 8**

*Production*

Teacher asks the students to make a group of three and then asks them to make a dialogue based on the situation cards. The students act their dialogues out in front of the class. **Task 9**

❖ **Closing Activities**

1) Summarizing
   Teacher and the students summarize the lesson.
2) Reflection
   Teacher and the students do a reflection.
3) Further guidance
   Teacher gives the students homework.
4) Leave taking
   Teacher ends the lesson.

## H. LEARNING RESOURCES

- Laptop, LCD projector and speaker
- Pictures
- Video from http://youtu.be/ajk83JjJWDg and http://youtu.be/D2V2Qd5g7qc
- Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English.* United States of America: Cambridge University Press.

## I. ASSESSMENT

### a. Assessment Indicators

| Indicator | Type of Activity/ Task | Technique of Task Delivery | Instrument |
|---|---|---|---|
| Identifying the expressions of compliment from the conversation | Fluency & accuracy-based speaking task | Question-answer | Identify the expressions of compliment and how to respond it from the video. |
| Brainstorming certain expressions of compliment related to the questions given | Fluency & accuracy-based speaking task | Question-answer | Answer the questions orally! |
| Finding some expressions and response of compliment from another input text | Fluency & accuracy-based speaking task | Discussion | Find some expressions and responses of compliment from this video. Then, say them orally. |
| Using the expressions of compliment in with regard to the pictures given | Fluency & accuracy-based speaking task | Pair work | Give the most appropriate expressions of compliment based on the given pictures. |

| | | | |
|---|---|---|---|
| Using the expressions of compliment in with regard to the situations given | Fluency & accuracy-based speaking task | Pair work | Match the following expressions into the appropriate situation. Then, say it orally. |
| While interacting with the whole class to do a survey game, the students take turns expressions of compliment | Fluency & accuracy-based speaking task | Survey game | Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class. |
| Using the expressions of compliment in the conversation in the form of group | Fluency & accuracy-based speaking task | A group of three | Work in group of three. Act out a dialogue based on one of the situation cards. Use the expressions of compliment. |

**b. Speaking Assessment Rubric**

**a) Speaking Assessment Rubric**

| No | Description | Status (Band) | Range of Score |
|---|---|---|---|
| 1-4 | Speaking fluently with accurate grammar, diction and pronunciation. | Great (5) | 86 – 100 |
| | Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation. | Good (4) | 71 – 85 |
| | Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes. | Okay (3) | 56 – 70 |
| | Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation. | Poor (1-2) | ≤55 |

**b) Character Observation Checklist**

| No | Indicator of Character Development | Qualitative value | Keterangan |
|---|---|---|---|
| 1. | Politeness | | |
| | a. Using many politeness expressions (please, thanks, etc.) | Having been internalized | Membudaya Konsisten |
| | b. Using politeness expressions (please, thanks, etc.) many times | Starting to develop | Mulai Berkembang |
| | c. Using politeness expressions (please, thanks, etc.) one or two times | Starting to appear | Mulai Terlihat |
| | d. Never using politeness expressions (please, thanks, etc.) | Not even emerging yet | Belum Terlihat |
| 2. | Cooperative | | |
| | a. Showing the ability and the willingness to cooperate consistently | Having been internalized | Membudaya Konsisten |
| | b. Showing the willingness to cooperate frequently | Starting to develop | Mulai Berkembang |
| | c. Showing the symptoms to be willing to cooperate with peers | Starting to appear | Mulai Terlihat |
| | d. Does not show the symptoms to be willing to cooperate with peers yet | Not even emerging yet | Belum Terlihat |
| 3. | Self confident | | |
| | a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally | Having been internalized | Membudaya Konsisten |
| | b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language | Starting to develop | Mulai Berkembang |
| | c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language | Starting to appear | Mulai Terlihat |
| | d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all | Not even emerging yet | Belum Terlihat |

**c. Speaking Assessment Sheet**

| No | Name | Status | Score |
|---|---|---|---|
| 1 | Azis | | |
| 2 | Adit | | |
| 3 | Laily | | |
| 4 | Reni | | |
| 5 | Aprilia | | |
| 6 | Rian Fitri | | |
| 7 | Rian Pramudi | | |
| 8 | Syahrul | | |
| 9 | Ferix | | |

**d. Character Observation Sheet**

| No | Name | Character | | | Note |
|---|---|---|---|---|---|
| | | Politeness | Cooperative | Self-confident | |
| 1 | Azis | | | | |
| 2 | Adit | | | | |
| 3 | Laily | | | | |
| 4 | Reni | | | | |
| 5 | Aprilia | | | | |
| 6 | Rian Fitri | | | | |
| 7 | Rian. P | | | | |
| 8 | Syahrul | | | | |
| 9 | Ferix | | | | |

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

Joko Widodo, S. Pd
NIP: 490035914

Erita Budi Pratiwi
NIM: 07202244045

LEAD-IN

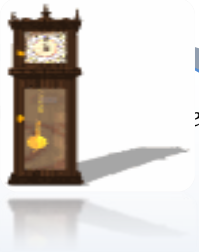
**Listen and watch a video clip that will be played by your teacher.**

TASK 1

**Pronounce some words in the table below and find the meaning. You may open your dictionary.**

| Words | Pronunciation | Meaning |
|---|---|---|
| 1. compliment | /ˈkɒm.plɪ .mənt/ | |
| 2. clinch | /klɪn ʧ ʃ/ | |
| 3. modest | /ˈmɒd.ɪ st/ | |
| 4. outfit | /ˈaʊt.fɪ t/ | |
| 5. fashionable | /ˈfæʃ . ə n.ə.bl □/ | |
| 6. graduation | /ˌgrædʒ .uˈeɪ .ʃ ə n/ | |

## Conversation transcript from the video



*Situation* : *Jane and Chris are at the office. They are talking about Ch* *gives compliment to him.*

Chris : Hi, Jane.
Jane : Hi, Chris. Oh . . . **I really like your watch.**
Chris : Thanks. My Dad gave it to me as a present.
Jane : **Nice**
Chris : It was for 23th birthday on my graduation. Anyway, it was a present and my favorite one. I never see the color like that.
Jane : **Very nice**

**TASK 2**

**Identify the expressions of compliment and how to respond it from the video.**

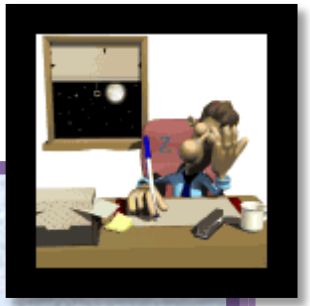
**TASK 3**

**Answer the questions orally!**

1. How many persons are there in the video? Who are they?
2. What is the relationship between them?
3. Where do you think the setting of the video?
4. What do you think the conversation is about?
5. What does Jane say when she see Chris's watch in the first time?
6. What does Chris response?
7. How is the story of Chris watch?
8. Does Chris like his watch so much?

TASK 4

**Study the explanations below.**



## EXPRESSIONS OF COMPLIMENT

| EXPRESSIONS | RESPONSES |
|---|---|
| That's a lovely cake. | I'm glad you like it. |
| That was a nice lunch. | Thank you so much. |
| You look good in that dress. | Really? Thanks. |
| What a lovely garden. | Thanks. |
| You're really a good cook. | Thank you very much. It's nice of you to say so. |
| You've done a great job. | Thanks a lot. |
| You did it very well. | Thank you very much for saying so. |
| You're doing great. | Oh, thanks. |
| Well done. | Oh, not really. |
| Fantastic! | Oh, there's nothing to it, actually. |

Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

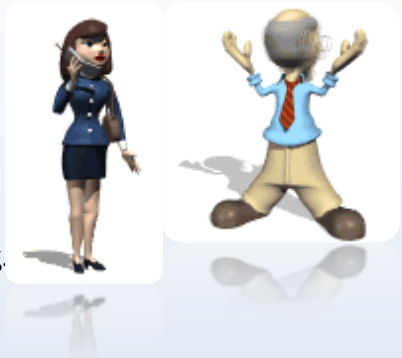
Friend : That was a great dinner. You must have spent all day cooking.
You : Thanks. But it really only took an hour.

Friend : Wow, this is really a nice place.
You : Aw, thanks, but it's really nothing great.

**TASK 5** **Find some expressions and responses of compliments from this video. Then, say them orally.**

***Situation:*** ***The man and the woman are at the office. The man compliments the woman.***

Man : Good morning
Woman: Morning
Man : By the way, **I just want to say well done on clinching that deal.**
Woman: Oh, thanks. It wasn't too difficult.
Man : **You're being modest! You did very well.**
Woman: Thank you
Man : **You're a great manager, you know.**
Woman: Do you think so?
Man : Oh… yeah.
Woman: I appreciate that.
*(pause)*
Man : Have you cut your hair?
Woman: Oh yes, I did actually. Thanks for noticing.
Man : Where did you get it done?
Woman: Oh, just that place on the high street.
Man : **They did a great job and it looks great with the outfit.**
Woman: Do you think so?
Man : Oh yeah. **Very … Fashionable.**
Woman: Oh, it's just an old thing.
Man : Well. **You've got a great sense of style.**
Woman: Thank you, **you too.**
Man : Thank you.
*(pause)*
Man : **Nice perform, too. Is that dream?**
Woman: Well, yes it is, actually.
Man : **You wear it well.**
Woman: I'm flattered.
Man : My pleasure
Woman: Listen, do you want something?
Man : No, I'm just being polite. You know.
Woman : Hmmmmm



**TASK 6**

**Give the most appropriate expressions of compliment based on the pictures below.**

| | |
|---|---|
| <br>Sasha is seeing Andre. She gives a compliment for his new hair cut. | <br>Danang gives a compliment to Rini who is drawing a nice picture. |
| <br>Siska is showing to Dini her new shoes. Dini gives a compliment to her. | <br>Dita is complimenting Adam for his new jacket. |

**TASK 7**

**Match the following expressions into the appropriate situations. Then, say it orally.**

| Expressions | Situations |
|---|---|
| 1. What a nice dress!<br>2. You look great!<br>3. You're looking glamorous.<br>4. Fantastic!<br>5. Well, Done!<br>6. Thank you very much for your compliment. | a. You compliment someone on their appearance.<br>b. You say nice thing about your friends' dress.<br>c. Your colleague is very fashionable and well dress.<br>d. Your friend has just passed an important exam.<br>e. You compliment your brother for his new car.<br>f. You give response to your friend compliment. |

TASK 8

**Let's play a game.**

***"Survey" Game***

Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class.

| Name of student | Compliment | Respond |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

TASK 9

**Role play**

**Work in group of three. Act out a dialogue based on one of the following situations. Use the expressions of compliment.**

**SITUATION CARD A**

Your friend plays the piano well. What will you and your friend say to him?

**SITUATION CARD B**

Your friend cooks delicious meal. What will you and your friend say to her?

**SITUATION CARD C**

Your friend plays the chess well. What will you and your friend say to him?

# E. OBSERVATION SHEETS

**Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Videos**

Instruction :

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : Observation sheet 1
Cycle : 1
Meeting : 1
Day, date : Wednesday, March 7th, 2012

| NO | TEACHING AND LEARNING ACTIVITIES | YES | NO | DESCRIPTION |
|---|---|---|---|---|
| **A.** | **Researcher's Activities** | | | |
| | **1. Opening activities** | | | |
| | a. The researcher opens the class by greeting and checking students' attendance. | √ | | There is a student that does not come because he is sick. |
| | b. The researcher prepares the class condition. | √ | | |
| | c. The researcher gives the students apperception to attract their attention and motivation. | √ | | |
| | d. The researcher states the learning objective. | √ | | |
| | **2. Main Activities** | | | |
| | a. The researcher plays a video that contains a conversation about thanking. | √ | | |
| | b. The researcher asks the students to guess and identify the expressions of thanking from the video. | √ | | |
| | c. The researcher asks the students some questions related to the video. | √ | | |
| | d. The researcher shows other expressions of thanking and the usage in the presentation slide. | √ | | |
| | e. The researcher pronounces the expressions of thanking and the | √ | | |

| | | | | |
|---|---|---|---|---|
| | students repeat after her. | | | |
| | f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs. | √ | | |
| | g. The researcher asks the students to complete dialogues with expressions in the box and then act them out in pairs | √ | | |
| | h. The researcher leads the students to play *"Throw the ball"* game. | √ | | |
| | i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class. | √ | | |
| | **3. Closing activities** | | | |
| | a. The researcher and the students summarize the lesson. | √ | | |
| | b. The researcher and the students do a reflection. | √ | | |
| | c. The researcher gives the students homework. | | √ | |
| | d. The researcher closes the lesson. | √ | | |
| **B.** | **Students' Activities** | | | |
| | 1. The students pay attention to the researcher's explanation. | √ | | |
| | 2. The students are active in the class. | √ | | |
| | 3. The students concentrate to the researcher's explanation. | √ | | |
| | 4. The students understand the explanation about the expressions of thanking. | √ | | |
| | 5. The students are confidence to speak. | √ | | |
| | 6. The students are able to answer simple question orally. | √ | | |
| | 7. The students are interested and motivated by the use of video in the teaching and learning process of speaking. | √ | | |
| | 8. The students are able to pronounce some words correctly. | √ | | |
| | 9. The students ask the researcher or their friends if they find difficulties. | √ | | |
| | 10. The students practice their tasks. | √ | | |

Yogyakarta, March 7th , 2012

Observer

Joko Widodo, S.Pd

NIP. 490035914

No : Observation sheet 2
Cycle : 1
Meeting : 2
Day, date : Saturday, March 10th, 2012

| NO | TEACHING AND LEARNING ACTIVITIES | YES | NO | DESCRIPTION |
|---|---|---|---|---|
| **A.** | **Researcher's Activities** | | | |
| | **1. Opening activities** | | | |
| | a. The researcher opens the class by greeting and checking the students' attendance. | √ | | |
| | b. The researcher prepares the class condition. | √ | | |
| | c. The researcher gives the students apperception to attract their attention and motivation. | √ | | |
| | d. The researcher states the learning objective. | √ | | |
| | **2. Main Activities** | | | |
| | a. The researcher plays a video that contains a conversation about congratulation. | √ | | |
| | b. The researcher asks the students to guess and find the expressions of congratulation from the video. | √ | | |
| | c. The researcher asks the students some questions related to the video. | √ | | |
| | d. The researcher shows other expressions of congratulation and the usage in the presentation slide. | √ | | |
| | e. The researcher pronounces the expressions of congratulation and the students repeat after her. | √ | | |
| | f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs. | √ | | |
| | g. The researcher asks the students to give the most appropriate expression and response of congratulation based on the given situation. | √ | | |
| | h. The researcher asks the students to complete dialogues with expressions in the box and then performs it with their partner. | √ | | |
| | i. The researcher asks the students to | √ | | |

| | | | | |
|---|---|---|---|---|
| | make a group of three and then make a dialogue based on the given situation. The students act their dialogues out in front of the class. | | | |
| | **3. Closing activities** | | | |
| | a. The researcher and the students summarize the lesson. | √ | | |
| | b. The researcher and the students do a reflection. | √ | | |
| | c. The researcher gives the students homework. | | √ | |
| | d. The researcher closes the lesson. | √ | | |
| **B.** | **Students' Activities** | | | |
| | 1. The students pay attention to the researcher's explanation. | √ | | |
| | 2. The students are active in the class. | √ | | |
| | 3. The students concentrate to the researcher's explanation. | √ | | |
| | 4. The students understand the explanation about the expressions of congratulation. | √ | | |
| | 5. The students are confidence to speak. | √ | | |
| | 6. The students are able to answer simple question orally. | √ | | |
| | 7. The students are interested and motivated by the use of video in the teaching and learning process of speaking. | √ | | |
| | 8. The students are able to pronounce some words correctly. | √ | | |
| | 9. The students ask the researcher or their friends if they find difficulties. | √ | | |
| | 10. The students practice their tasks. | √ | | |

Yogyakarta, March 10th , 2012
Observer

Joko Widodo, S.Pd
NIP. 490035914

No : Observation sheet 3
Cycle : 2
Meeting : 3
Day, date : Wednesday, March 14th, 2012

| NO | TEACHING AND LEARNING ACTIVITIES | YES | NO | DESCRIPTION |
|---|---|---|---|---|
| **A.** | **Researcher's Activities** | | | |
| | **1. Opening activities** | | | |
| | a. The researcher opens the class by greeting and checking the students' attendance. | √ | | |
| | b. The researcher prepares the class condition. | √ | | |
| | c. The researcher gives the students apperception to attract their attention and motivation. | √ | | |
| | d. The researcher states the learning objective. | √ | | |
| | **2. Main Activities** | | | |
| | a. The researcher plays a video that contains a conversation about compliment. | √ | | |
| | b. The researcher asks the students to guess and find the expressions of compliment from the video. | √ | | |
| | c. The researcher asks the students some questions related to the video. | √ | | |
| | d. The researcher shows other expressions of compliment and the usage in the presentation slide. | √ | | |
| | e. The researcher pronounces the expressions of compliment and the students repeat after her. | √ | | |
| | f. The researcher gives task to the students. She asks them to find some expressions and responses of compliment from another video. | √ | | |
| | g. The researcher asks the students to give appropriate expressions and responses based on the given pictures. | √ | | |
| | h. The researcher asks the students to match the appropriate expressions and the given situations. Then, the researcher asks them to say it orally. | √ | | |
| | i. The researcher leads the students to play "*Survey*" game. | √ | | |
| | j. The researcher asks the students to | √ | | |

| | | | | |
|---|---|---|---|---|
| | make a group of three and then asks them to make a dialogue based on the given situation. The students act their dialogues out in front of the class. | | | |
| | **3. Closing activities** | | | |
| | a. The researcher and the students summarize the lesson. | √ | | |
| | b. The researcher and the students do a reflection. | √ | | |
| | c. The researcher gives the students homework. | | √ | |
| | d. The researcher closes the lesson. | √ | | |
| **B.** | **Students' Activities** | | | |
| | 1. The students pay attention to the researcher's explanation. | √ | | |
| | 2. The students are active in the class. | √ | | |
| | 3. The students concentrate to the researcher's explanation. | √ | | |
| | 4. The students understand the explanation about the expressions of compliment. | √ | | |
| | 5. The students are confidence to speak. | √ | | |
| | 6. The students are able to answer simple question orally. | √ | | |
| | 7. The students are interested and motivated by the use of video in the teaching and learning process of speaking. | √ | | |
| | 8. The students are able to pronounce some words correctly. | √ | | |
| | 9. The students ask the researcher or their friends if they find difficulties. | √ | | |
| | 10. The students practice their tasks. | √ | | |

Yogyakarta, March 14th, 2012
Observer

Joko Widodo, S.Pd
NIP. 490035914

# G. STUDENTS' ATTENDANCES

**STUDENTS' ATTENDANCES**

| No | Name | Meeting/ Date | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **S…** | **Pre-test** | **Action 1** | **Action 2** | **Progress-test** | **Action 3** | **Post-test** |
| | | | **3/3/12** | **7/3/12** | **10/3/12** | **14/3/12** | **17/3/12** | **21/3/12** |
| 1 | Abdurrahman Azis | S1 | V | V | V | V | V | V |
| 2 | Aprilian Sukarni | S2 | V | V | V | V | V | V |
| 3 | Laily Rahmawati | S3 | V | V | V | V | V | V |
| 4 | Muhammad Ferix | S4 | V | s | V | V | V | V |
| 5 | Nur Aditya K.P | S5 | V | V | V | V | V | V |
| 6 | Nur Tias Eka A. | S6 | V | V | V | V | V | V |
| 7 | Rian Fitriansyah | S7 | V | V | V | V | V | V |
| 8 | Ryan Pramudi | S8 | V | V | V | V | V | V |
| 9 | Syahrul Mustaqim | S9 | V | V | V | V | V | V |
| | | | Nihil | sakit: 1 | Nihil | Nihil | Nihil | Nihil |

# H. STUDENTS' SCORES

**STUDENTS' SCORES**

| No | Name | Score | | |
|---|---|---|---|---|
| | | Pre-test | Progress-test | Post-test |
| 1 | Azis | 75 | 80 | 83 |
| 2 | Adit | 70 | 75 | 80 |
| 3 | Laily | 69 | 75 | 78 |
| 4 | Reni | 68 | 73 | 75 |
| 5 | April | 58 | 70 | 72 |
| 6 | Rian Fitri | 58 | 69 | 70 |
| 7 | Rian Pramudi (Raiyen) | 60 | 70 | 72 |
| 8 | Syahrul | 59 | 69 | 71 |
| 9 | Ferix | 65 | 72 | 75 |
| Sum | | 582 | 653 | 676 |
| Mean | | 64.60 % | 72.50 % | 75.10 % |

Formula:

$$\text{Students' score} = \frac{\text{Score from observer} + \text{Score from researcher}}{2}$$

# I. QUESTIONNAIRE

# QUESTIONNAIRE

**Nama :**
**No :**
**Kelas :**
**Berilah tanda (V) pada kolom yang telah disediakan berdasarkan pernyataan-pernyataan di bawah ini.**

| No | Data | Sangat suka (4) | Suka (3) | Cukup suka (2) | Kurang suka (1) |
|---|---|---|---|---|---|
| 1. | Siswa menyukai pelajaran bahasa Inggris. | | | | |
| 2. | Siswa menunjukkan motivasi yang tinggi untuk belajar dan berbicara dalam bahasa Inggris. | | | | |
| 3. | Kelas speaking (berbicara) dalam bahasa Inggris merupakan kegiatan yang menarik dan menyenangkan bagi siswa. | | | | |
| 4. | Siswa merasa memiliki kemampuan berbicara dalam bahasa inggris sangatlah penting. | | | | |
| 5. | Siswa mampu menggunakan bahasa Inggris dalam kehidupan sehari-hari. | | | | |
| 6. | Siswa sering berbicara dalam bahasa inggris di dalam maupun luar kelas. | | | | |
| 7. | Siswa sangatlah antusias mengikuti kelas berbicara. | | | | |
| 8. | Siswa berpartisipasi aktif di kelas berbicara. | | | | |
| 9. | Guru selalu memberikan kesempatan kepada siswa untuk praktek berbicara dalam bahasa Inggris. | | | | |
| 10. | Guru menggunakan teknik yang bervariasi dalam mengajar speaking. | | | | |
| 11. | Siswa sangat familiar dan menggunakan bahasa Inggris ketika pembelajaran di kelas (classroom English). | | | | |
| 12. | Tugas-tugas yang diberikan guru selalu disusun dengan baik dan sangatlah menarik untuk siswa. | | | | |
| 13. | Guru memberikan tema suatu materi | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | yang berhubungan dengan kesukaan atau hobi siswa. | | | | |
| 14. | Siswa mampu menggunakan beberapa ungkapan-ungkapan dalam bahasa inggris ketika praktek berbicara. | | | | |
| 15. | Guru menggunakan media yang cukup ketika mengajar speaking. | | | | |
| 16. | Siswa menyukai penggunaan video sebagai media pembelajaran bahasa Inggris. | | | | |
| 17. | Siswa merasa penggunaan media dalam pembelajaran speaking sangatlah penting. | | | | |
| 18. | Siswa menunjukkan motivasi yang tinggi untuk belajar dan berbicara dalam bahasa Inggris yang menggunakan media pembelajaran berupa video. | | | | |
| 19. | Penggunaan video dalam pembelajaran bahasa inggris sangatlah menarik dan menyenangkan bagi siswa. | | | | |
| 20. | Siswa berpartisipasi aktif mengikuti pembelajaran bahasa Inggris menggunakan media pembelajaran berupa video. | | | | |
| 21. | Siswa menunjukkan peningkatan kemampuan berbicara ketika menggunakan video dalam pembelajaran bahasa Inggris. | | | | |
| 22. | Video mampu memberikan gambaran situasi dan memberikan pemahaman yang lebih bagi siswa. | | | | |
| 23. | Siswa dapat melihat dan mendengarkan secara langsung pembicaraan (conversation) dalam bahasa Inggris menggunakan video. | | | | |
| 24. | Siswa dapat mengetahui bagaimana mengucapkan kata dan mengekspresikannya melalui video. | | | | |
| 25. | Siswa mampu belajar kebudayaan Negara lain yang berupa makanan, pakaian dan sebagainya melalui video dalam pembelajaran bahasa Inggris. | | | | |

**Nama :**
**Kelas :**

**Jawablah pertanyaan-pertanyaan di bawah ini!**

1. Apakah anda menyukai pelajaran bahasa Inggris? Mengapa?
   Jawab:

2. Menurut anda apakah *speaking* (berbicara) dalam bahasa Inggris merupakan kegiatan yang menyenangkan dan sangat mudah? Jelaskan!
   Jawab:

3. Menurut anda, pentingkah memiliki kemampuan berbicara dalam bahasa Inggris? Berikan alasan!
   Jawab:

4. Seberapa besarkah kemampuan anda untuk berbicara dalam bahasa Inggris? Jelaskan!
   Jawab:

5. Seberapa seringkah anda berbicara dalam bahasa Inggris? Jelaskan!
   Jawab:

6. Bagaimanakah partisipasi atau antusias anda dalam kelas berbicara (speaking)?
   Jawab:

7. Seberapa seringkah anda merasa takut salah untuk berbicara dalam bahasa Inggris yang disebabkan karena tidak tau arti?
   Jawab:

8. Seberapa seringkah anda merasa takut salah untuk berbicara yang disebabkan karena tidak tau bagaimana cara mengucapkan kata dalam bahasa Inggris dengan benar?
   Jawab:

9. Seberapa seringkah guru memberikan kesempatan anda untuk praktek berbicara (monolog ataupun dialog) dalam pembelajaran bahasa Inggris?
   Jawab:

10. Seberapa banyakkah ungkapan-ungkapan yang anda gunakan ketika berbicara dalam bahasa Inggris?
    Jawab:

11. Kesulitan-kesulitan apa saja yang menjadi hambatan dalam belajar bahasa Inggris? Jelaskan!
    Jawab:

12. Menurut anda, apakah kelas berbicara sudah meningkatkan kemampuan berbicara anda?
    Jawab:

13. Apakah guru sering memberikan aktifitas-aktifitas yang menarik seperti *games, discussion, simulation* ataupun *role play*?
    Jawab:

14. Apakah anda mengalami kesulitan dalam *pronunciation* (pengucapan) kata dalam bahasa Inggris?
    Jawab:

15. Apakah guru menggunakan media yang cukup dalam pembelajaran bahasa Inggris?
    Jawab:

16. Apakah anda suka pembelajaran bahasa Inggris yang menggunakan media?
    Jawab:

17. Menurut anda, apakah penting penggunaan media dalam pembelajaran bahasa Inggris?
    Jawab:

18. Seberapa termotivasikah anda untuk mengikuti kelas berbicara yang menggunakan media dalam pembelajaran bahasa Inggris?
    Jawab:

19. Menurut pendapat anda, apakah penggunaan media dalam kelas *speaking* (berbicara) mampu meningkatkan kemampuan berbicara anda?
    Jawab:

20. Menurut anda, apakah pembelajaran bahasa Inggris yang menggunakan video sebagai media pembelajaran sangatlah menarik untuk anda? Mengapa?
    Jawab:

21. Menurut pendapat anda, apakah penggunaan media mampu menambah vocabularies (perbendaharaan kata) dalam bahasa Inggris?
    Jawab:

22. Menurut anda, apakah manfaat penggunaan video dalam pembelajaran bahasa Inggris?
    Jawab:

23. Menurut pendapat anda, apakah penggunaan video dalam pembelajaran bahasa Inggris mampu membantu pemahaman anda dalam belajar bahasa Inggris?
    Jawab:

24. Menurut anda seberapa berperankah video dalam peningkatan motivasi dan partisipasi anda dalam belajar bahasa Inggris?
    Jawab:

25. Menurut pendapat anda, apakah penggunaan video sebagai media pembelajaran dan aktivitas-aktivitas pembelajaran yang mendukung dapat meningkatkan kemampuan berbicara anda? Jelaskan!
    Jawab:

# J. PHOTOGRAPHS

The students are studying in multimedia class SMA Berbudi Yogyakarta.

The students pay attention on the video which is displayed on the LCD.

The students participate enthusiastically in the game.

The students discuss the task in pairs.

A student answers the researcher's question by rising his hand.

The students practice their dialogue in front of the class.

The researcher helps the students on discussing the task.

Situation after the students present their role play performance.

The students are discussing the material that being taught.

# K. PERMIT LETTERS