

APPENDIX
1
COURSE GRID

The Course Grid of Teaching Speaking through Role Plays

at Grade V SD N Jogomangsan II Sleman

Unit	Theme	Standard of Competency	Basic Competence	Indicators	Language Focus	Media	Cycle	Learning Experiences	Time
1.	Daily Activities	Expressing simple instruction and information in school context	Having conversations to ask and give information comfortably which is involving questions related to daily activities.	<ul style="list-style-type: none"> ➤ Students are able to give very simple instructions and information related to school contexts. ➤ Students are able to have conversations to ask and give information comfortably which is involving questions related to daily activities. 	<p>A. What time do you get up every morning? I get up at five every morning.</p> <p>B. How do you go to school? I go to school on foot.</p> <p>C. What do you do in the afternoon? I play football every afternoon.</p>	Pictures	1	<p>Playing role plays entitled “Who want to be a Champion”.</p> <ul style="list-style-type: none"> ➤ Presentation: The teacher gives the students tables of Lionel Messi’s daily activities. The teacher gives the students interviewer questions. The teacher explains the context and the roles of the role play. ➤ Practice: The teacher asks one of the students to be a volunteer that will act as Lionel Messi who get interview by TV One about his daily activities. The teacher asks another student to be the interviewer. ➤ Production: The teacher ask the students randomly to play as Lionel Messi who get interview by TV one about his daily activities. 	2 x 35

2.	Holiday	Expressing simple instruction and information in school context	Having conversations to ask and give information comfortably which is involving questions related to holiday.	<p>➤ Students are able to give very simple instructions and information related to school contexts.</p> <p>➤ Students are able to have conversations to ask and give information comfortably which is involving questions related to holiday.</p>	<p>A. Where do you want to go? I want to go to Yogyakarta.</p> <p>B. What place do you want visit? I want to visit Prambanan temple.</p>	Pictures	1	<p>Playing role plays entitled “The Tourist”</p> <p>➤ Presentation: The teacher shows some pictures of vacation place. The teacher explains the context and the roles of the role play.</p> <p>➤ Practice: The teacher asks the students to guess what vacation place he wants to visit. The teacher gives the clue to the students. The teacher asks a group of students to be the volunteer and ask the teacher with yes-no questions.</p> <p>➤ Production: The teacher divides the students into six groups. The teacher asks one student from each group to the resource. The teacher asks the other students to be the interviewer who will try to guess the picture.</p>	2 x 35
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3.	Occupation	Expressing simple instruction and information in school context	Having conversations to ask and give information comfortably which is involving question related to occupation.	<p>➤ Students are able to give very simple instructions and information related to school contexts.</p> <p>➤ Students are able to have conversations to ask and give information comfortably which is involving question related to occupation.</p>	<p>A. What is your occupation? I am a doctor.</p> <p>B. Where do you work? I work in hospital.</p> <p>C. What tools do you usually use? I use stethoscope.</p>	Flash cards	2	<p>Playing role plays entitled “2012”</p> <p>➤ Presentation: The teacher tells a story about a movie entitled 2012. The teacher gives each student a picture of people with their occupation. The teacher explains the context and the roles of the role play.</p> <p>➤ Practice: The teacher asks one students to be a volunteer who will be play as a passenger of a ship who want to get into the ship.</p> <p>➤ Production: The teacher asks the student to go in front of the class and make two lines consist of boys and girls. The teacher asks the students to be passengers who want to enter to the ship by showing their ID card.</p>	2 x 35
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4.	Expressing simple instruction in school context	Having conversations to ask and give information comfortably which is involving questions related to season.	<p>➤ Students are able to give very simple instructions and information related to school contexts.</p> <p>➤ Students are able to have conversations to ask and give information comfortably which is involving question related to occupation.</p>	<p>A. How many seasons are there in Indonesia? There are two seasons.</p> <p>B. It is dusty. The weather is?</p> <p>The weather is dry.</p> <p>C. What is the opposite of dry season? It is wet season.</p>	Candy	2	<p>Playing role plays as audience of a quiz entitled “ Word Game”</p> <p>➤ Presentation: The teacher tells a quiz entitled “Word Game” in global TV. The teacher asks the students to act like the participant of the quiz. The teacher shows the students the rules of the quiz The teacher explains the context and the roles of the role play.</p> <p>➤ Practice: The teacher ask one group of students to play the quiz</p> <p>➤ Production: The teacher begins the quiz by dividing the students into six groups. Each group has to answer one question. The group answers the question by spelling the answer one letter for each student.</p>	2 x 35
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APPENDIX
2
INTERVIEW
TRANSCRIPTS

Interview Transcript 1

With the Principal of SD N Jogomangsan II

April, 7th 2012

Peneliti : P

Kepala Sekolah : KP

P : Selamat pagi bu.

KP : Selamat pagi Mas. Ada yang bias kami bantu?

P : *Nggeh*, bu. Ini terkait dengan wawancara kulo kaliyan panjenengan.

KP : Ooo..yang janjian kemarin tu ya?

P : *Nggeh*, bu.

KP : Apa saja yang mau ditanyakan?

P : Ya, bu. Kita mulai saja. Semua pertanyaan nanti akan berhubungan dengan pembelajaran bahasa Inggris di tingkat sekolah dasar.

KP : Ya, monggo saja. Kalau saya bisa menjawab, akan saya jawab. Tetapi kalau tidak, nanti saya tanyakan ke guru lainnya.

P : Yang pertama, sejak kapan bahasa Inggris diajarkan di sekolah ini?

KP : Bahasa Inggris mulai diajarkan disini sejak tahun sekitar 2000-an. Mungkin 2004 atau 2005.

P : Adakah fasilitas khusus yang tersedia di sekolah ini khusus untuk pembelajaran bahasa Inggris?

KP : Media atau apa, mas?

P : Ya, apa saja bu.

KP : Kalau khusus untuk bahasa Inggris, kami belum punya. Tapi di perpustakaan, kami punya beberapa alat bantu yang biasanya dipakai oleh guru-guru.

P : Apa saja itu, Bu?

KP : Ya, misalnya peta dunia, globe, patung peraga, gambar pahlawan.

- P : Ya, bu.
Trus ini bu. Mengenai hambatan dalam pembelajaran bahasa Inggris di sekolah ini. Kira-kira apa yang menjadi hambatan, bu?
- KP : Hambatannya ya mgkn terkait dengan minimnya media peraga yang menarik. Sebenarnya kan siswa senang dengan hal-hal yang baru, seperti bermain gambar atau apa, begitu. Tapi guru disini sudah tidak punya waktu untuk membuat yang semacam itu. Jadi mengajarnya cukup dengan LKS saja.
- P : Oohh..begitu ya, bu?
- KP : Ya, mas.
- P : Berarti guru bahasa Inggris disini jarang memakai metode yang atraktif, begitu ya, bu?
- KP : Bisa dibilang begitu.
- P : Mengenai prestasi siswa sendiri bagaimana bu?
Maksud saya prestasi dalam bahasa Inggris.
- KP : Menurut saya, prestasi mereka tidak terlalu rendah. Ya, standar sekolah di desa mas. Kalau dibanding dengan sekolah di kota, siswa kami memang jauh kemampuannya. Terutama dalam kemampuan speaking.
- P : Speakingnya bagaimana, bu?
- KP : Mereka masih takut dan malu kalau disuruh berbicara dalam bahasa Inggris.
- P : Baiklah, bu.
Mungkin sampai disini dulu wawancaranya.
- KP : Ya, mas.
Nanti kalau ada yang kurang, njenengan bisa menemui saya di kantor.
- P : Nggeh, bu. Terimakasih.
- KP : Sama-sama

Interview Transcript 2

With the English teacher of SD N Jogomangsan II

April, 9th 2012

P : Peneliti

G : Guru

P : selamat pagi bu

G : selamat pagi mas. Saya panggilnya mas atau pak?

P : terserah ibu saja.

G : ya, sudah, mas saja. Belum menikah kan?

P : belum bu.

G : bagaimana mas?

P : ini bu, saya ingin bertanya beberapa hal mengenai pembelajaran bahasa Inggris di sekolah ini. Yang pertama, sejak kapan ibu mengajar bahasa Inggris disini?

G : Saya mengajar disini belum lama. Saya sebenarnya bukan guru asli sini. Saya hanya memenuhi mengajar saya saja.

P : background pendidikan ibu, seperti apa?

G : saya lulus dari sekolah keguruan, setingkat D3. Lalu saya melanjutkan kuliah S1 di sebuah universitas swasta. Jadi sekarang saya sudah punya gelar sarjana.

P : nggeh bu.

Kemudian mengenai pembelajaran bahasa Inggris di sekolah ini. Fasilitas apa yg tersedia yang bias membantu ibu dalam mengajar bahasa Inggris di kelas?

G : wah, disini ga ada mas, fasilitas yang menunjang pembelajaran bahasa Inggris. Paling ada juga atlas atau patung-patung biologi. Saya juga jarang memakai media. Saya memakai LKS dan buku dari pemerintah.

P : jadi kegiatan pembelajaran di kelas kebanyakan seperti apa, Bu?

G : di kelas, ya mencatat seperti biasa, jadi nanti siswa terbiasa dengan tulisan-tulisan dalam bahasa Inggris.

P : selain itu?

- G : mengerjakan soal dalam LKS, menyalin kata-kata susah dari buku atau LKS.
- P : jadi skill apa yang ibu tekankan dalam mengajar siswa?
- G : sebenarnya saya integrasikan semua empat skill itu, mas. Tapi saya kesulitan kalau pas ngajar speaking dan listening. Kita tidak punya tape di sekolah.
- P : ibu pernahkah memakai permainan dalam mengajar? Atau bernyanyi?
- G : tidak pernah. Lha wong disuruh mencatat dan menghafalkan kata-kata saja mereka masih susahnya minta ampun. Mereka tidak paham-paham kalau diajar bahasa Inggris.
- P : tapi mereka suka tidak dengan bahasa Inggris?
- G : kalau kesukaan, lebih baik sampeyan Tanya sendiri saja langsung. Nanti saya dikira ngaku-ngaku kalau bilang siswa suka bahasa Inggris.
- P : nggeh-nggeh bu.
Lalu mengenai kemamouan siswa dalam bahasa Inggris, kemampuan apa yang menurut ibu perlu ditingkatkan?
- G : menurut saya kemampuan mereka dalam mengingat kosakata, mas. Dan juga dalam berbicara. Mereka ga bisa mengucapkan kata-kata yang benar dalam bahasa Inggris. Hari ini diajarkan, besok lupa lagi, negitu terus.
- P : tapi ibu pernah nyuruh mereka berbicara dalam bahasa Inggris?
- G : ya sering, mas. Tapi merekanya ga mau bersuara.
Akhirnya ya sudah, saya suruh mereka mencatat lagi saja.
- P : berarti kemampuan speaking siswa perlu ditingkatkan ya, bu?
- G : ya, mas.
- P : ya sudah bu. Sampai disini dulu interviewnya. Nanti kalau saya masih kekurangan data, saya boleh bertanya pada Ibu lagi?
- G : oo..boleh saja, mas.
- P : Nggeh sampun, bu. Maturnuwun.
- G : sami-sami, mas.

Interview Transcript 3

With the Students of SD N Jogomangsan II

April, 11th 2012

Peneliti: P

Siswa : S

P : Halo, selamat pagi. Mau nanya nih sama adik-adik. Boleh kan?

S : Boleh pak. Silakan.

P : Sudah berapa lama kalian diajar sama bu Nining?

S : Sejak dari semester satu.

P : Trus bagaimana cara mengajar bu Nining?

S : Baik, tegas, tapi kadang galak banget.

P : Memangnya disuruh apa sama bu Nining?

S : Seringnya sih mengerjakan LKS dan menghafal

P : Trus apa saja kesulitan saat diajar sama bu Nining?

S : Mengucapkan kata.

P : Yang lain?

S : Berbicara dalam bahasa Inggris.

P : OK. Terima kasih ya sudah mau mengobrol sama saya.

S : Sama-sama.

Interview Transcript 4

With the Students of SD N Jogomangsan II

April, 18th 2012

Peneliti: P

Siswa 1: S1

Siswa 2: S2

Peneliti : Bagaimana pelajaran hari ini?

S1 : Enak pak, saya suka menjadi Lionel Messi. Dia adalah pemain idola saya. Saya ingin menjadi seorang juara seperti dia.

Peneliti : Apakah kamu lebih percaya diri dalam berbahasa Inggris sekarang?

S1 : Iya pak. Untuk sesuatu yang saya suka, saya menjadi lebih berani.

Peneliti : Bagus, kita lanjutkan dengan role plays yang lain di lain pertemuan.

Peneliti : Bagaimana pelajaran hari ini?

S2 : Lumayan asyik sih. Tapi saya lebih suka Ronaldo daripada Lionel Messi.

Peneliti : Apakah kamu lebih percaya diri dalam berbahasa Inggris sekarang?

S2 : Belum pak, masih perlu banyak latihan.

Interview Transcript 5

With the Students of SD N Jogomangsan II

April, 25th 2012

Peneliti: P

Siswa : S

P : Bagaimana pelajaran hari ini?

S : Asyik pak, tapi sayang tidak menang.

P : Apakah kalian lebih bersemangat dengan role play ini?

S : Iya pak, lain kali kami akan menang.

P : Bagus, kita lanjutkan dengan role plays yang lain di lain pertemuan.

Interview Transcript 6

With the Students of SD N Jogomangsan II

Mei, 16th 2012

Peneliti: P

Siswa : S

P : Bagaimana role play hari ini?

S : Asyik pak, semua kebagian.

P : Apakah kalian lebih percaya diri berbahasa inggris sekarang?

S : Iya pak. Kita ebih banyak tahu tentang jenis-jenis pekerjaan.

P : Baiklah kalau begitu. Kita lanjutkan role play yang lain di lain pertemuan.

Interview Transcript 7

With the Students of SD N Jogomangsan II

Mei, 23th 2012

Peneliti: P

Siswa: S

P : Baiklah, Bagaimana pelajaran hari ini? Apakah kalian suka belajar dalam group atau individu? Apakah kalian lebih bersemangat?

S : Enak Pak, lebih seru. Dalam group, soalnya bisa tanya sama teman. (hehehe) Iya, besok main group lagi ya Pak. (hehehe)

APPENDIX
3
LESSON PLANS

Lesson Plan I

School Name : SD N Jogomangsan II

Subject : English

Class/Semester : V/2

Meeting : 1

Duration : 2 x 35 minutes

Standard of Competency

- Expressing simple instruction and information in school context.

Basic Competence

- Having conversation in asking and giving information comfortably related to daily activities.

Indicators

- a. Students are able to express simple instruction and information in school context.
- b. Students are able to have conversation in asking and giving information comfortably related to daily activities

1. Learning Goals

- a. Students are able to express simple instruction and information in school context.
- b. Students are able to have conversation in asking and giving information comfortably related to daily activities

2. Language Focus

- Daily Activities

Example:

A. What time do you get up every morning?

I get up at five every morning.

3. Teaching Method: Role Plays**4. Teaching Learning Process:****4.1. Pre-teaching (10')**

4.1.1. Talking about daily activities.

4.2. Whilst Teaching(50')

4.2.1. Presentation:

4.2.1.1. The teacher gives the students tables of Lionel Messi's daily activities.

4.2.1.2. The teacher gives the students interviewer questions.

4.2.1.3. The teacher explains the context and the roles of the role play.

4.2.2. Practice:

4.2.2.1. The teacher asks one of the students to be a volunteer that will act as Lionel Messi who get interview by TV One about his daily activities.

4.2.2.2. The teacher asks another student to be the interviewer.

4.2.3. Production:

4.2.3.1. The teacher ask the students randomly to play as Lionel Messi who get interview by TV one about his daily activities.

4.3. Closing (10')

4.3.1. Talking about the previous lesson.

5. Materials/Media

5.1. Course Book

5.2. Pictures

6. Assessment

6.1. Technique: Performance Assessment (responding)

Sleman, 18 April 2012

Teacher

Peneliti

Nining Widuri

Kunjono

NIM. 04202241046

Lesson Plan II

School Name : SD N Jogomangsan II
Subject : English
Class/Semester : V/2
Meeting : 2
Duration : 2 x 35 minutes

Standard of Competency

- Expressing simple instruction and information in school context..

Basic Competence

- Having conversation in asking and giving information comfortably related to holiday.

Indicators

- c. Students are able to express simple instruction and information in school context.
- d. Students are able to have conversation in asking and giving information comfortably related to holiday.

1. Learning Goals

- c. Students are able to express simple instruction and information in school context.
- d. Students are able to have conversation in asking and giving information comfortably related to holiday.

2. Language Focus

- Holidays

Example: Where do we go if we want to see a temple?

We go to Prambanan.

3. Teaching Method: Role Plays

4. Teaching Learning Process:

4.1. Pre-teaching (10')

4.1.1. Talking about holiday.

4.2. Whilst Teaching(50')

4.2.1. Presentation:

4.2.1.1. The teacher shows some pictures of vacation place.

4.2.1.2. The teacher explains the context and the roles of the role play.

4.2.2. Practice:

4.2.2.1. The teacher asks the students to guess what vacation place he wants to visit.

4.2.2.2. The teacher gives the clue to the students.

4.2.2.3. The teacher asks a group of students to be the volunteer and ask the teacher with yes-no questions.

4.2.3. Production:

4.2.3.1. The teacher divides the students into six groups.

4.2.3.2. The teacher asks one student from each group to the resource.

4.2.3.3. The teacher asks the other students to be the interviewer who will try to guess the picture.

4.3. Closing (10')

4.3.1. Talking about the previous lesson.

5. Materials/Media

5.1. Course Book

5.2. Pictures

6. Assessment

6.1. Technique: Performance Assessment (responding)

Sleman, 25 April 2012

Teacher

Peneliti

Nining Widuri

Kunjono

NIP.

NIM. 04202241046

Lesson Plan III

School Name : SD N Jogomangsan II

Subject : English

Class/Semester : V/2

Meeting : 3

Duration : 2 x 35 minutes

Standard of Competency

- Expressing simple instruction and information in school context.

Basic Competence

- Having conversation in asking and giving information comfortably related to occupation

Indicators

- a. Students are able to express simple instruction and information in school context.
- b. Students are able to have conversation in asking and giving information comfortably related to occupation

1. Learning Goals

- e. Students are able to express simple instruction and information in school context.
- f. Students are able to have conversation in asking and giving information comfortably related to occupation.

2. Language Focus

- Occupation
Example:
 - A. What is your profession?
I am a doctor.
 - B. Where do you work?
I work in hospital.
 - C. What tool do you usually use?

I use a stethoscope.

3. Teaching Method: Role Plays

4. Teaching Learning Process:

4.1.Pre-teaching (10')

4.1.1. Talking about occupation.

4.2.Whilst Teaching(50')

4.2.1. Presentation:

4.2.1.1.The teacher tells a story about a movie entitled 2012.

4.2.1.2.The teacher gives each student a picture of people with their occupation.

4.2.1.3.The teacher explains the context and the roles of the role play.

4.2.2. Practice:

4.2.2.1.The teacher asks one students to be a volunteer who will be play as a passenger of a ship who want to get into the ship.

4.2.3. Production:

4.2.3.1.The teacher asks the student to go in front of the class and make two lines consist of boys and girls.

4.2.3.2.The teacher asks the students to be passengers who want to enter to the ship by showing their ID card.

4.3.Closing (10')

4.3.1. Talking about the previous lesson.

5. Materials/Media

5.1. Course Book

5.2.Flash Cards

6. Assessment

6.1.Technique: Performance Assessment (responding)

Sleman, 16 Mei 2012

Teacher

Peneliti

Nining Widuri

Kunjono

NIP.

NIM 04202241046

Lesson Plan IV

School Name : SD N Jogomangsan II
 Subject : English
 Class/Semester : V/2
 Meeting : 4
 Duration : 2 x 35 minutes

Standard of Competency

- Expressing simple instruction and information in school context..

Basic Competence

- Having conversation in asking and giving information comfortably related to season.

Indicators

- a. Students are able to express simple instruction and information in school context.
- b. Students are able to have conversation in asking and giving information comfortably related to season.

1. Learning Goals

- a. Students are able to express simple instruction and information in school context.
- b. Students are able to have conversation in asking and giving information comfortably related to season.

2. Language Focus

- Season
 When is rainy season in Indonesia?
 It is in wet season.

3. Teaching Method: Role Plays

4. Teaching Learning Process:

4.1. Pre-teaching (10')

4.1.1. Talking about season.

4.2. Whilst Teaching(50')

4.2.1. Presentation:

4.2.1.1. The teacher tells a quiz entitled “Word Game” in global TV.

4.2.1.2. The teacher asks the students to act like the participant of the quiz.

4.2.1.3. The teacher shows the students the rules of the quiz

4.2.1.4. The teacher explains the context and the roles of the role play.

4.2.2. Practice:

4.2.2.1. The teacher ask one group of students to play the quiz

4.2.3. Production:

4.2.3.1. The teacher begins the quiz by dividing the students into six groups.

4.2.3.2. Each group has to answer one question.

4.2.3.3. The group answers the question by spelling the answer one letter for each student.

5. Materials/Media

5.1. Course Book

5.2. Candy

6. Assessment

6.1. Technique: Performance Assessment (responding)

Sleman, 23 Mei 2012

Teacher

Peneliti

Nining Widuri

Kunjono

NIM 04202241046

APPENDIX
4
MEDIA

TEACHING MEDIA









APPENDIX
5
PHOTOGRAPHS

PHOTOS



