CHAPTER I

INTRODUCTION

This introduction presents some points related to the preparation of the study, such as background of the study, research questions, limitation of study, purposes of the study, and significance of the study.

1.1 Background of the Study

Speaking is one of the skills that have to be mastered by students in learning English. Speaking skill is important to be taught due to the large number of students who want to study English in order to be able to use English for communicative purposes. This is strengthened by Bailey and Savage (1994) cited in Lazaraton (2001) who state that speaking in a second or foreign language has often been viewed as the most demanding of four skills.

In fact, there are difficulties in speaking as a foreign language. Perhaps the most difficult aspect of spoken English is that it is almost always done by interaction with at least one other speaker (Celce-Murcia & Olshtain, 2000; Lazaraton, 2001). In a survey of EFL teachers, Nunan (1993) found the biggest challenges in the EFL classroom are lack of motivation, getting students to speak, and the use of the first language. Other problem may arise if the curriculum does not stress speaking skills or grammatical accuracy. There are studies that show some problems related to the students' speaking skill. A research conducted by

Those speaking problems need to be solved. Successful language learning occurs when students are presented with target language material in a meaningful, contextualized form with the primary focus on acquiring information (Snow et al, 1989). A second shared feature concerning the aim of the models in using authentic materials. One of the approaches that can fulfill a successful language acquisition and has become increasingly popular in English as foreign language (EFL) setting is Content-Based Instruction (CBI).

The content-based activities accurately reflect the types of academic placed upon students, and aim to meet students need (Brinton, 2003). This approach integrates the learning of target language and learning of some other contents (Larsen-Freeman 2000). Besides, Brinton (2004) states that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. It can be inferred that unlike other approaches that are not always contextual, CBI gives students the language skills that are meaningful and contextual through authentic material that can motivate students since they not only learn the language but also learn about something that are interesting and based on their needs.

In Indonesia, some schools and universities have applied CBI. One of CBI models found in vocational schools, particularly in Restaurant classrooms is theme-based. The classrooms objective is in line with the theme-based aim that is to develop students' communicative proficiency of English. As from the observation, the classrooms provide the students with authentic theme-based speaking task centered around authentic materials that are needed to prepare

themselves to work in a real-world. As Brinton, Snow, Wesche (1985) point out that theme-based would constitute the weakest representation of CBI models which does has explicit language aims.

The researcher conducts this study in a vocational school since from the observation English is an important language in the field. English lesson in vocational schools have a higher frequency than regular Senior High Schools, namely 6 hours a week. Another reason is that the government is promoting and developing vocational schools with the program called *SMK Bisa!,* has made some programs to increase the quality of teaching and learning process in vocational schools. For the vocational school that using theme-based model is SMK N 57 Jakarta with one of majors that deals with English communicative skill is restaurant management as it is stated in the previous research by Marina (2010) that teachers at SMK N 57 Jakarta implemented theme-based as the model in learning activities. The restaurant management students are expected to be able to serve and explain menu, communicate with customer, respond to the customer complain in restaurant, etc. These lead the researcher to conduct this research to investigate on how theme-based works on improving students' speaking skill.

1.2 Research Questions

Based on the background, this study attempt to address the central question:

- How does theme-based model work in Restaurant Management classrooms of SMKN 57 Jakarta?

In order to answer the central question above, the following sub-questions need to be dealt with:

1. How are learning activities used to develop the student speaking skill?

2. What learning materials do teachers use to plan and implement their teachings in the classrooms?

3. How do teachers assess the student speaking skill?

1.3 Limitation of the Study

In this study, the researcher limits on analyzing the English speaking classroom of Restaurant program at the first grade of SMK N 57 Jakarta.

1.4 Purpose of the Study

This study aims to investigate on how theme-based model works in SMKN 57 Jakarta. For specific, this study is intended to describe the speaking activities under theme-based model in Restaurant Management classrooms, learning materials used by teachers, and assessment of students' speaking skills.

1.5 Significance of the Study

This study is expected to give benefits for the researcher, the teachers, and other researcher. Hopefully, this study can give a real picture to the researcher and teachers about speaking activities under theme-based model conducted in Restaurant management classrooms. The findings of this study may give insights to teachers about the techniques of learning activities, learning materials, and

assessment that can be best used to develop the students' oral communicative competence. Moreover, the result of this study may provide the teachers with ideas and insights about their teaching strengths and weaknesses for the improvement of their teaching practices in the classroom. Furthermore, this study will give references for other researchers of related studies.

CHAPTER II

LITERATURE REVIEW

This literature review describes some points related to provide the basic theory of the study, such as CBI, theme-based model, speaking, CBI: a solution for speaking problems, theme-based as the reflection of CBI, and analysis related to theories on CBI.

2.1. Content-based Instruction (CBI)

Met (1991) in Omaggio (1993) defines CBI as a partial and total immersion models where instruction in their native language is supplemented by content-based instruction in English (p. 281). In short, CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners.

Sutorius as cited by Marani (1991) defines CBI as the integration of linguistic and content material for the purposes of acquiring a second language in an academic setting. Rather similarly, Krashen (1982) points out that in content-based instruction, students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. To achieve the goal of language skills improvement, Krashen (1982) advocates that the focus of the teaching is on the authentic and meaningful input, not on the grammatical form. Furthermore, studies reported by Dulay, Burt, and Krashen (1982) lead clearly to the conclusion that time spent in experiencing the target

language as the medium of instruction is much more effective in producing language proficiency than the time spent in direct language instruction alone. More specific, Brinton (2004) claims that CBI has some principles as follows: 1) Base instructional decisions on content rather than language criteria, 2) Integrate skills, 3) Involve students actively in all phases of the learning process, 4) Choose content for its relevance to students' lives, interests, and/or academic goals, 5) Select authentic texts and tasks, 6) Draw overt attention to language features.

Based on the facts above, it can be inferred that CBI is an effective approach to make student master a foreign language especially in speaking through the content of a course. CBI is effective to be applied for adolescent class since learning-centered process, pair and collaborative works, and the different topics and activities in CBI can increase adolescents' motivation. It is important because as stated above, adolescents are less motivated and less self-confident.

2.1.1 Content

At journal NFLC Reports Content-based Instruction: Defining Terms, Making Decisions by Myriam Met, there is a variety of definitions of "content". Crandall and Tucker's stated that content is clearly "academic subject matter" while Genesee (1994) suggests that content needs not be academic; it can include any topic, theme or non-language issue of interest or importance to the learners. Chaput (1993) defines content as any topic of intellectual substance which contributes to the students' understanding of language in general, and the target language in particular. Met (1999) has proposed that 'content' in content-based

programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture.

There is a commonsensical understanding that acontent is a means that allows students to practice the language objectives they are expected to learn while at the same time reinforcing a content area that also has priority.

2.1.2 Purpose of Content-based Instruction (CBI)

This content serves several purposes: 1). Provides a rich context for the language classroom, allowing the teacher to present and explain specific language features; 2). Provides comprehensible input-challenging language that is slighty above the current linguistic level of the students which (Krashen, 1985); 3). Provides the foundation for successful language acquisition.

2.1.3 Prototype models of Content-based Instruction (CBI)

All of the programs, models, and approaches that integrate language and content share a common phenomenon: students engage in some way with content using a non-native language (Met, 1999). The instructional experiences in which students engage may be placed on the continuum below.
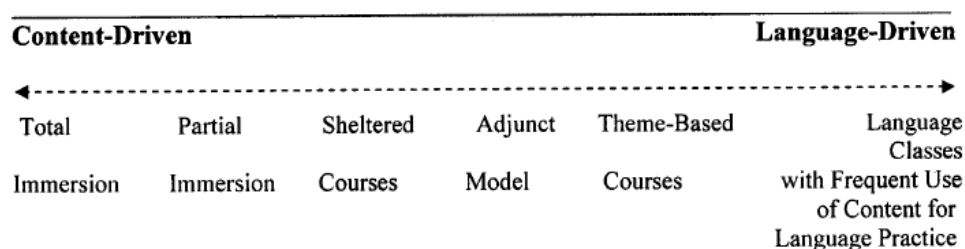
Content-Driven					Language-Driven
Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language Classes with Frequent Use of Content for Language Practice

Figure 1: Content-Based Language Teaching. A Continuum of Content and Language Integration. Met (1999: 7)

In content-driven programs, students learning of content has the greater importance rather than language learning. Content outcomes are a driving force of

instruction, and student mastery of content is held to be of paramount importance. Whereas in language-driven programs, content is used as a useful tool for furthering the aims of the language curriculum. Content learning may be considered incidental, and neither teachers nor students are held accountable for content outcomes. Examples of programs that tie across the continuum can be found in all levels of education. One of these program models is discussed below.

2.1.3.1. Theme-based (TB)

Theme-based course (also termed theme-based instruction or topic-based teaching) is one of the approaches within the broader model of content-based instruction (CBI) in which the emphasis is on exposing students to a "highly contextualized" second language environment by using the subject matter as the content of language learning (Wesche & Skehan, 2002). In a theme-based course, different teaching activities are integrated by their content the teaching of different skill areas is incorporated into the theme (Brinton, Snow, & Wesche, 2003). The rationale for this thematic approach is to "avoid[s] fragmentation and unconnected skill exercises" and a variety of activities are integrated around meaningful content (Berry & Mindes, 1993).

2.1.4 Weakness of Content based instruction (CBI)

Despite the many benefits of content-based instruction, it also has weaknesses. Kinsella (1997) has criticized that CBI is too teacher driven because EFL teachers adjust teaching materials to make them accessible to their students

rather than teaching their students the skills of learning of their own. In addition, as Kinsella (1997) argues

> These modifications of instructional delivery place the bulk of the respomsibility on the teacher, and while facilitating short term comprehension,they do not necessarily contribute to the ESL students' ability to confidently and competently embark on independent learning endeavors...

In short, despite the effectiveness of CBI in contextualizing language and making input comprehensible, this practice does not create independent learners.

Another weakness is the language in CBI is "functionally restricted" as Swain (1988) has claimed that in CBI, the input is "functionally restricted"; in other words, certain uses of language seem not to occur naturally-or, at least, to occur fairly infrequently-in the classroom setting.

While Brinton, Snow, Wesche (1989) softly argues that the very notion of converting to content-based teaching involves re-educating teachers to view their instructional domain and responsibilities quite differently than they might previously have. Unless adequately prepared for their new teaching duties, teachers will invariably have to fight the urge to rely on their traditional techniques as well as on materials and lesson plans developed over the years for a different audience-many of which may be inconsistent with the goals of the content-based program.

Thus, it can be inferred that it takes time and resources for teachers to be trained in using CBI, to gain knowledge of the content, and believe in its effectiveness.

2.2. Speaking skill

Many experts define speaking in different ways. Based on Oxford Dictionary (2009), speaking is the action of conveying information or expressing one's thought and feelings in spoken language. While Fulcher (2003) adds that speaking is the verbal language to communicate with others. While Chaney (1998) defines speaking as a process of building and sharing meaning through the use of verbal and non verbal symbols, in variety of context. Moreover, Fulcher points out that speaking is usually less formal in the use of vocabulary, uses fewer full sentences as compared to phrases, contains repetitions, repairs, and has more conjunctions instead of subordination.

According to the Brown and Yule statement in their books, they stated that speaking is to express the needs-request, information, service, etc. The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service.

2.2.1. Components of speaking skill

a. Clarity

It means that the words the speakers use must be clear, so that listeners can understand what the speaker says. Here, the speaker must consider speed and volume.

b. Variety

Here the speakers must try to vary way of speaking such as pitch (rise and fall of voice), emphasis, speed, variation, volume and pause. The

speaker is expected to fine variation in speaking in saying words, do not speak monotonously.

c. Audience and Tone

The way you speak and the tone you use will be affected by audience to whom you are speaking. If you are discussing something with your friends, you are likely to use informal conversational tone. If you are giving a talk to a group of thirty people, it likely that you would speak more formally and would raise the pitch and the volume of your voice in order to make sure that what you say reaches all of your listeners.

According to Brown (2004), there are some of the micro-skills involved in speaking, they are:

- Produce reduced forms of words and phrases
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes
- Produce fluent speech at different rates of delivery
- Monitor one's own oral production and use various strategies devices to increase the clarity of the message
- Use grammatical word classes (nouns, verbs, etc), system e.g. tense, agreement, pluralization, word order, patterns, rules, and elliptical forms
- Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents
- Express a particular meaning in different grammatical forms
- Use cohesive devices in spoken discourse

The micro-skills deal with the small elements of language which contain ingredients of difficulties.

The other type is macro-skills. According to Brown (2004), the speaker has to:

- Appropriately complete communicative functions according to the situations, participants, and goals.
- Use appropriate styles, tone, repetitions, pragmatic conventions, conversation rules, interrupting, and other sociolinguistics features in the face-to-face conversations.

- Convey links and connections between events and communicate such relations as focal peripheral ideas, events, and feelings, new information and given information, generalization and exemplification.
- Convey facial features, body language, and other non-verbal cues along with verbal language.
- Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understands you.

These macro-skills are crucial in communication and interaction. Restaurant management students who have finished with their material and graduate should master the macro-skills of speaking in order to be able to interact and communicate with customer and other relation.

2.2.2 Successful speaking activities in the classroom

Classroom activities that develop learners' ability to express themselves through speech would be an important component of a language course (Ur, 1991). Ur lists the characteristics of a successful speaking activity as follows:

- **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

- **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

- **Motivation is high**. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.2.3. Problems of speaking

According to Lazaraton (p.103) in Celce-Murcia (2001) perhaps the most difficult aspect of spoken English is that it is almost always done via interaction with at least one other speaker. This means that a variety of demands are in monitoring and understanding the other speaker, thinking about one's own contribution, producing that contribution, and monitoring its effect. This is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: We had not been prepared for spontaneous communication and could not overcome with all of its simultaneous demands.

2.3. CBI: A solution for speaking problem

Extensive research has been done on the effects and benefits of immersion programs in Canada (Omaggio, 1993; Pawley, 1985) and found some effective approach to develop speaking skill, one of them is CBI (Content-based Instruction). Snow, Met and Genesee (1989) and Met (1991) in Omaggio (1993) agreed that it is impossible that desired levels of proficiency in the second language will occur only through content-based teaching and argued for a careful planning of language learning objectives that will be integrated and coordinated

with content instruction. Developing instructional models where language and content are interrelated is one way to ensure that language learning occurs in meaningful context (Omaggio, 1993).

2.3.1. Techniques and Tasks Used in CBI

There are techniques and tasks used in CBI classroom that Brinton points out which are familiar to anyone who practices CLT. These techniques and tasks reflect the principles of CBI since they involve the active participation of learners. The following partial list of techniques and tasks (Brinton, 2003):

- Pair and group work

These techniques are a hallmark of the communicative classroom. In CBI, they entail the discussion or exchange of information related to the content unit. In pair or group work, the teacher first presents the task, then divides students and sets a time limit for completion of the task. While students work, she or he circulates to answer questions and makes sure that the students "are on task". Pair and group work culminate in a reporting stage, with students from each group sharing their ideas or solutions with the rest of the class.

- Information gap

It is a form of pair work in which the students are each given different pieces of information. One student will have the information that the other partner does not have and the partners will share their information. Each student plays an important role because the talk cannot be completed if the partners do

not provide the information the others need. This kind of task is effective because everybody has the opportunity to talk extensively in the target language.

- Jigsaw

It is another variation of information gap. Typically, the class is divided into groups and each group has part of the information needed to complete this task. The class must fit the pieces together to complete the whole (Richard, 2005). In doing so, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

- Discussion and debate

It involves opportunities for students to express their own opinions and ideas about topics, in this case related to the theme of the CBI unit.

- Role-play

Role play entails having students act out a situation in which they pretend they are in a various social contexts and have a variety of social roles. As it is stated by Celce-Murcia & Olshtain (2000) and Nunan (2003) that role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom. Therefore, role play constitutes a way to give the opportunity to practise improvising a range of real-life spoken language in the classroom.

- Simulation

Simulations are very similar to role plays. Kayi (2006) points out that simulations are more elaborate than role plays. In simulations, students can bring items and props to the class to create a realistic environment. He also argues that

this task are entertaining so that they can motivate students. Moreover, simulations increase the self confidence of hesitant students.

- Problem solving

It involves students working in pairs or groups to arrive at a solution to a given problem. In CBI, the context of the problem relates to the theme students have been studying in the content unit.

These techniques and tasks reflect the principles of CBI since they present learner centered environment in which students learn through doing and are actively engaged in the learning process. In other words, they involve the active participation of learners in the exchange of content or theme-related information.

- Drill

Lazaraton (2001) argues that this activity can be implemented for accuracy practice. Drills range from repetition drill to substitution drill. Although this type of activity gains much criticism in language teaching, it still plays an important role to teach pronunciation. Drills are proved useful as the first step towards more communicative output.

- Dialogue Recitation

Ur (2001) argues that dialogue recitation is a traditional language learning technique that has gone somewhat out of fashion in recent years. The learners are taught a brief dialogue. Then, they perform it privately in pairs or publicity in front of the whole class. This activity is a good way to get learners to practice saying target language utterances without hesitation and within a wide variety of contexts.

- Prepared speech

The students can be given a topic for their speech or they may choose their own. Since this activity might bore the listeners, it is a good idea to assign the listeners some responsibilities during the speech (Lazaraton, 2001).

- Oral presentation

Harmer (2001) argues that students make a presentation on a topic they are assign to or of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared and more writing-like.

- Games

Brown (2001) argues that a game could be any activity that formalizes a technique into units that can be scored in some way. A student or groups decides one thing that the rest of the students have to guess what it is by asking questions related to the thing. This activity is good for motivating students since the whole students are involced in this activity to be a winner.

- Decision making

Brown (2001) points out that decision making activity is one kind of problem solving activities, where the ultimate goal is for students to make a decision. The students are given a problemfor which there are a number of possible outcomes and they must choose one through negotiation and discussion.

Furthermore, there are two types of exercises proposed by Scarino et al (1998), namely focusing and shaping exercises.

Focusing exercises focus on elements of the communication process. These include exercises focusing on forms (e.g., vocabulary, structure, and pronunciation), skills (e.g., cognitive processing skills and learning

how-to-learn), and strategies (e.g., seek confirmation; express lack of understanding; ask someone to explain what was just said; use mime, gesture, and facial expression to convey meaning).

Shaping exercises develop and structure language within an extended piece of discourse (e.g., matching exercises, cloze exercises, substitution exercises, dictation exercises, reading aloud with close attention to pronunciation, and substituting alternative sections of a dialogue).

2.3.2 Theme-based as a reflection model used in Vocational school

When we talk about Content-based Instruction in Vocational school, the model used in this case is theme-based. In Theme-based model, it is a language teacher, and not a subject specialist, that is responsible for teaching content (Duenas, 2004). Themes are the central ideas that organize major curricular units; thus they have to be chosen to be appropriate to student academic and cognitive interests and needs, content resources educational aims. TB is a type of content-based instruction in which selected topics or themes provide the content from which teachers extract language learning activities (Lazaraton, 2001). Theme-based CBI is usually found in EFL contexts. Theme-based CBI can be taught by an EFL teacher or team taught with a content specialist. Davies states that the teacher(s) can create a course of study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics. Moreover, Theme-based CBI is taught to students with TEFL scores usually in the range 350 to 500. These scores are lower than the TEFL 500 score which is often the minimum requirement for students who want to study at universities in English L1 contexts.

2.3.2.1 Objectives of Theme-based

As it lies close to the language-driven end of the continuum, it is very clear that theme-based courses do have explicit language aims which are usually more important than the content learning objectives. As Brinton, Snow, and Wesche (1985) point out that theme-based would constitute the weakest representation of CBI models whose main aim is to develop learner's communicative proficiency. This is in line with the objective of restaurant management class in vocational school since particular discipline held in the class, such as English offers a strong language-oriented projection and allows a high degree of flexibility in terms of content selection.

2.3.2.2 Learning and teaching activities

Teaching and learning activities in CBI here be adapted from Task Based approach. This is because in content-based courses students need to be engaged in a variety of tasks and classroom roles as they attempt to gain a greater command of both the language and the target content. Nunan (2004) pointed out that CBI is very much in line with the principles of task-based language teaching. To realize what is pointed out by Nunan above, TBI may be adapted here following Willis's model. He (1996) proposes the following sequence of tasks:

1. Pre-Task Phase

Pre-Task Phase is the basic procedures of the three phases which shows the kind of preparartion that may need to be done beforehand, and identifies the steps involved in setting up a task. In this phase the teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task

instructions and prepare. Learners may hear a recoring of others doing a similar task, or read part of a text as a lead in to a task.

2. Task Cycle

a. Task

Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes not matter.

b. Planning

Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.

c. Report

Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports. Learners may now hear a recording of others doing a similar task and compare how they all did it. They may also read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

3. Language Focus

a. Analysis

Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases, and patterns in voacbulary books.

b. Practice

Teacher conducts practice of new words, phrases, and patterns occuring in the data, either during or after the analysis. Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

2.3.2.3 The role of teacher

In CBI, the learners use language functions, it refers to how individuals use language to accomplish specific tasks (O'Maley & Pierce, 1996; Halliday 1975; Wilkins 1976). Communicative language functions are those used express meaning in a routine social that is demanding (Cummins, 1984) including greetings and leave takings, requesting and giving information, requesting and giving assistance. The teacher needs to assess students in order to achieve the learning objectives. Assessment of oral language should focus on a student's ability to interpret and convey meaning for authentic purposes in interactive contexts (O'Malley & Pierce: 61).

2.3.2.4 The role of learner

Students learn through doing and are actively engaged in the learning process. This is supported by Stryker and Leaver (1993) who stated goal of

Content Based Instruction (CBI) is to understand their own learning process and take charge of their own learning from the very start. They do not depend on the teacher to direct all learning or to be the source of all information. Central to CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering and the co-construction of meaning (Lee and Van Patten, 1995).

2.3.2.5 The role of instructional materials

Materials in CBI are used for the course are samples of authentic, then they are selected, and occasionally edited so that they would progressively become more difficult, complex, and challenging (Richards and Rogers, 2001). These usually feature a variety of text types and discourse samples, combining oral input — teacher presentations, video sequences, recorded passages, guest lecture talks, radio and TV broadcasts, etc— with written materials —newspapers articles and ads, tourist guidebooks, technical journals, railway timetables, etc.

2.3.2.6 Assessment technique

Here are some activities that have been proposed by Brinton (2003) such as information gap, role play, group work, pair work. They can be assessed as the followings:

- **Information gap**.

  While the listener shoul be rated on ability to follow directions or complete the task. Accuracy-rather than speed or description of fine details-should be considered.

- **Role play**.

  Teachers can modify or adapt rubrics for oral language to suit the task and their students level of proficiency, for example assessment may include language functions, vocabulary, grammar, discourse strategies, clarity of facts presented, and nonverbal gestures if these have all been part of class instruction.

- **Group work**

  Students can be asked to make oral reports of particular issue related to the theme of the course and can be rated by beginning with a rating scale or holistic rubric that reflects the major focus of instruction and revise it based on students' actual performance.

- **Pair work**

  These techniques are a hallmark of the communicative classroom. In CBI, they entail the discussion or exchange of information related to the content unit. In pair work, the teacher first presents the task, then divides students and sets a time limit for completion of the task. While students work, she or he circulates to answer questions and makes sure that the students "are on task".

2.3.2.7 Sample of successful implementation of theme based courses

An interesting case is reported in Klahn (1997), with the description of an advanced Spanish course developed around the theme of 'Contemporary Mexican Topics' at the School of International and Public Affairs (SIPA) of Columbia University (New York, US). The different topics lent themselves to the performance of certain linguistic tasks that, when studied in a specific order, facilitated students' progress (Klahn 1997). The topics included were (1) The History of Mexico, (2) The Political System, (3) Means of Communication, (4) The Mexican Economy, (5) Geography and Demography, (6) The Arts, (7) Popular Culture, and (8) US Mexican Relations. All the materials used for the course were samples of authentic Mexican discourse: historical, biographical and autobiographical texts, newspapers and magazine articles, editorials, film reviews, economic predictions and graphs, political speeches, poems, short stories, popular traditions, interviews.

It is commonly agreed that theme-based courses constitute an excellent tool for the integration of language and content providing that curriculum planners, course designers and teachers manage to keep language and content exploration in balance, not to lose sight of content and language learning objectives, and not to overwhelm students with excessive amounts of content that may lead to overlooking the language teaching and learning dimension of instruction.

CHAPTER III

METHODOLOGY

This chapter presents the research methods, participant of the study, time and place of the study, data collection methods used for the data collection, and data analysis procedure.

3.1. Research Design

This study was held in SMKN 57 Jakarta by using case study approach. It was chosen because it is considered to be used to answer the research questions in order to ease the researcher to give a more detailed of a case. According to Cresswell (1998), a case study approach is used when a study is bounded by time and place. This research is focused on a single, relatively bounded unit. According to Yin (1984) quoted by Nunan (1992) that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context. The clearer judgement is explained below:

- As pointed out by Yin (1994), a case study approach is preferable since it has the potential to illuminate tyhe research questions 'how' and 'why'. This in line with the second and fourth research questions of this study concerning the 'how' questions: how are teaching learning activities implemented to develop the students' speaking skill; how do teachers assess the students speaking skill.

- A case study approach using multiple resources and methods to discover multiple views of the case(s) concerning multiple realities. This is one of the strengths of a case study approach which facilitates the validation of data through triangulation. This study applies multiple methods of data collection namely classroom observation, interview, questionnaire, and documentation.

- A case study approach is suitable when the researcher has little control over events. Since the approach deals with the investigation of phenomena as they naturally occur and doesn't need to impose controls or change circumstance.

- Case study is suitable for the needs of small-scale research by focusing on one research site or few sites. This is appropriate since the researcher only took two classess of a school.

3.2. Participant of the Study

The participants of this study were two English teachers of Restaurant Management year X and the first grade students of SMK N 57 Jakarta. This study observed two classes which were in the same department: *Jasa Boga* (JB) or Restaurant Management. The total of students was 32 students of X Restaurant 3 class and 25 students of X Restaurant 2 class. The classes in the same department were selected because the researcher intended to find out the Content-based Instruction which were implemented by teachers of Restaurant Management.

Table 3.1: Sample Frame of Students in the Study

Class	Total N of Students	N of Students Completing Surveys	N of Students Interviewed
X Restaurant 2	25	25	3
X Restaurant 3	32	32	3

3.3. Time and Place of the Study

This study conducted for two months, started from 4th May to 7th June 2012. It was conducted in SMK N 57 Jakarta. This school holds vocational education practices in Restaurant classrooms. This school was chosen because of its relevance to the purpose of this study; which is observing the learning activities under theme-based model to improve speaking skill of Restaurant class students.

3.4 Data Collection Methods

There are four kinds of instruments that employed in data collection. They include classroom observation (using video, tape recorder, and modified TALOS), interview (for teachers and students), questionnaire, and document analysis as supporting data.

Table 3.2: Data Sources

	Observational data	Teacher interview	Student interview	Students' survey/ Questionnaire	Document analysis
RQ 1	√	√	√	√	√
RQ 2	√	√	√	√	√
RQ 3	√	√	√	√	√

The multiple methods in this study are applied as the triangulation. Triangulation is used to improve the validity of this study. It attempts to map out or explain fully the richness and complexity of human behavior from studying it

from more than one standpoint or using a variety of methods, including qualitative and quantitative methods (Burns, 2000). Triangulation is intended to check out the consistency of the findings of those different data collection methods. If the findings of those methods correspond to each other, it enhances the validity of this study.

1) Interview

In depth-interview was employed in this study. The researcher interviewed two English teachers and 3 students of Restaurant 3 class and 3 students of Restaurant 2 class from the first grade of Restaurant Management. The researcher interviewed Restaurant Management students from each class. The teachers interview was intended to get in-depth understanding related to the teaching and learning activities implemented, the learning materials used by teachers, and the students' speaking skills assessment. The interview was held by video typing the teachers and students about interview questions given by the researcher.

2) Classroom observation

After having the interview, the researcher employed non-participant observation which means the researcher was not directly involved in the situation observed (Gay, 1987). The researcher only watched what is happening and records events on the spot. Classroom observation was employed to collect the data dealing with the types of activities to promote students' speaking skill, how the speaking activities under theme-based model

were implemented in the classrooms, and the overall students' performance during the activities.

In gaining the data, the researcher used video, tape recoreder, and TALOS. The video and tape recorder were used to record the learning processes and the verbal interactions which happen in the classroom. It was also intended to measure the use of the target language while the students were involved in speaking activities. The researcher also used TALOS (Target Language Observation Sheet) by Ullman and Geva (1984) which had been modified as the main observation tool while observing the classrooms.

In this study, the researcher used the low-inference section of TALOS. The low-inference section was on-the-spot coding of classroom observables taken every four minutes and thirty seconds to look around to obtain a global impression of activities in the class, and the last thirty seconds used to put thick. It is concerned with the observable events involving the following aspects:

- *Grouping* deals with how the teacher designs the activities for students, ranging from whole class, individual, pair, and group work.

- *Type of activity* refers to classroom activities initiated by the teacher to achieve pedagogical goals. The list of activities are derived from Lazaraton (2001), Harmer (2001), Nunan (2003), Ur (2001), Brown (2001), and Kayi (2006).

- *Skill focus* describes the listening, speaking , reading, and writing skills practised in each lesson segment.

- *Content focus* refers to formal properties of the target language, namely grammar, pronunciation, language functions, discourse, and also sociolinguistic aspects.

- *Teaching media* refers to resources used by the teacher during the teaching and learning processs. These include texts, audio-visual resources, and authentic materials. Texts refer to any written materials ranging from refernce books, textbooks, to activity sheets. Audio-visual resources include films, videos, overhead projectors, pictures, etc. Authentic materials refer to the resources created by native speakers, both for classroom teaching and in the world outside the classroom.

3) Questionnaire

The questionnaire was intended to investigate the types of speaking activities that the students had experienced. The questionnaire is a structured form that the respondents have to circle the rating scales, ranging from very often to never. The researcher distributed the questionnaire to 32 students of Restaurant 3 class and 25 students of Restaurant 2 class from the first grade of Restaurant Management. The questionnaire has its reability since the students had a clear point of view of the questionnaire.They were not confused and understood while they fill the questionnaire.

4) Document study

The teaching-learning materials of the activities in the classrooms were also collected as supportive evidence. The documents were collected one by

one. The example materials used by the teachers were collected after the learning activities were finished. The syllabus was collected out of class from the teachers. The assessment and students' work were collected after the learning activities were finished. After all, the materials were analyzed to support the data findings. The materials were analyzed to answer sub-question number 2. The syllabus example was analyzed to answer the sub-question number 1, and the assessment examples were analyzed to support the TALOS which was used to answer the question number 3.

3.5 Data analysis procedure

In answering the research questions, the researcher used the data gained from observations, questionaires, interviews, and documents. The steps in analyzing data were described below:

1. Observations

The video-recording was explained descriptively while the TALOS was counted for each category. The observations' result answered the learning activities and learning materials implemented in Restaurant classroom at first grade and the students' speaking skill assessment. After explaining the result, it was compared to the result in the questioners, interviews, and documents to empower the observations' data.

2. Questionnaires

The results of questionnaires were analyzed by grouping each question and the responds into a table. The data from close ended questions were coded

in number in order to make the data easy to read which is called Data Coding. As explained above, the scales of the answer in the questioners were *Sangat Setuju, Setuju, Ragu- Ragu, Tidak Setuju, and Sangat Tidak Setuju*. So the data can be coded as follow:

3.3. Table of Data Coding

Scales	Code
Sangat Setuju	5
Setuju	4
Ragu-Ragu	3
Tidak Setuju	2
Sangat Tidak Setuju	1

The next step was data entering where the data put in the computer through Microsoft Excel Program. After data had been entered, the data were checked in order to make sure that the data have been already proced were correct and complete. The next step was data output where the data were measured by using Microsoft Excel Program then the result of the processing data where shown in from of table in order to make them easy to read. The last step was analysing the data by showing the mean score of each item and interpreting the data. Then the writer described the result by generalizing the responds to empower the result and also the observations, interviews, and documents.

3. Interviews

The interviews' result from the six-randomly-selected students and the two English teachers were described. All the interviews were audio-taped and transcribed for further analysis in empowering the data gained in investigating

learning activities, learning materials implemented in Restaurant classroom at first grade, and the students' speaking skill assessment.

4. Documents Analysis

There were four kinds of documents had been analyzed: speaking assessment form, students' textbook and work of 10th grade students in SMK N 57 Jakarta. Then the researcher used the students' textbook and work to see the learning materials implemented by the teachers in the English speaking classroom of Restaurant program. Meanwhile, the students' speaking assessment form was used to see how the teachers assessed the students' speaking skill.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is to present and discuss the findings of the research about the implementation of Content-based Instruction in English speaking classroom at SMK 57 Jakarta. This chapter provides the analysis on the data gathered to answer the research questions, both major and sub questions. The findings are served in the form of thorough description about the data and information gathered to answer research questions. The research questions, as previously mentioned, are divided into the central question and sub-questions.

The central question:

- How does theme-based model work in Restaurant management classrooms of SMKN 57 Jakarta?

In order to answer the central question above, the following sub-questions need to be dealt with:

1. How are learning activities used to develop the student speaking skill?

2. What learning materials do teachers use to plan and implement their teachings in the classrooms?

3. How do teachers assess the student speaking skill?

In discussing the second research question, the writer presents some points:

1). Type of speaking activity used by teachers of Restaurant classrooms.

2). Teachers techniques in implementing speaking activities.

4.1 Findings

After analyzing the data of the teaching and learning process under Content-based Instruction approach implemented in classrooms of the first grade students of vocational school majoring Restaurant in SMKN 57 Jakarta, the researcher found the results of the each research questions below. This is the result of the analysis:

Research question 1: How are learning activities used to develop the student speaking skill?

4.1.1 Learning Activities Used to develop the Restaurant Management Students' Speaking Skill

This part is going to answer the second research question. After analyzing the data, this part is divided into three parts as well.

4.1.1.1. Types of Speaking Activities Used by the Teachers

Through class observation (by using low-inference of TALOS), student questionnaire, and the interview, the researcher gained the information concerning the learning activities that the students have experienced in the classroom to increase their speaking skill. The result is shown in table 4.1 and 4.2 below:

Table 4.1: Questionnaire/ Survey Result ⸻ Learning Activities

Provided by the Teacher in Their Teaching Practices (mean scores shown)

Category		Teacher A		Teacher B	
		Frequency	Score	Frequency	Score
Type of Activities	Drill	121	3.78	98	3.92
	Dialogue	111	3.46	97	3.88
	Oral Presentation	132	4.12	100	4
	Games	84	2.62	72	2.88
	Prepared Speech	65	1.84	40	1.6
	Free communication	99	3.09	75	3
	Discussion	104	3.25	71	2.84
	Problem-solving	60	1.87	46	1.84
	Decision making	89	2.78	90	3.6
	Information gap	92	2.87	65	2.6
	Jigsaw	76	2.37	74	2.96
	Role play	131	4.09	104	4.16
	Simulation	126	3.93	102	4.08

Scoring: 1 = never, 2 = seldom, 3 = fairly often, 4 = often, 5 = very often

Through observing the classroom (by using the low-inference of TALOS), the researcher gained the information about some speaking activities implemented in the classroom by the two teachers, namely oral presentation, free communication, discussion, and role play. The four speaking activities were intended to develop the students' macro skills of speaking such as accomplishing communicative functions according to the situations, goals, and also using appropriate stress patterns, registers, redundancies, pragmatic conventions, conversations rules, interrupting, and other sociolinguistic features appropriately in face-to face conversations.

Table 4.2: Low-Inference Observational Data- Speaking Activities

Provided by the Teachers in Their Teaching Practices (mean scores shown)

Category		Teacher A		Teacher B	
		Frequency	Score	Frequency	Score
Type of Activities	Oral Presentation	58	29	4	2
	Free communication	54	27	11	5.5
	Discussion	47	23.5	36	18
	Role play	2	1	19	9.5

Scoring:
0   = extremely low/ never
1-3   = low
4-8   = fairly often
9-14   = high
15-18   = extremely high

Speaking Activities of Teacher A

Table 4.1which is derived from the questionnaire shows that the speaking activities included in the often category that teacher A used oral presentation ($\overline{x}$ = 4.12) and role play ($\overline{x}$ = 4.09). The two were the most frequently speaking activities that the teacher A used in order to develop the students oral communicative competence.

The activities included in the fairly often category are drill ($\overline{x}$ = 3.78), dialogue ($\overline{x}$ = 3.46), free communication ($\overline{x}$ = 3.09), discussion ($\overline{x}$ = 3.25) and simulation ($\overline{x}$ = 3.93).

The activities included in the low/seldom category are games ($\bar{x}$ = 2.62), decision-making ($\bar{x}$ = 2.78), information gap ($\bar{x}$ = 2.87) and jigsaw ($\bar{x}$ = 2.37).

The activities that teacher A never used were prepared speech ($\bar{x}$ = 1.84) and problem-solving ($\bar{x}$ = 1.87). As the teacher commented that those activities were too complicated for the first grade of vocational school students, she said that she didn't apply speech, because speech and the level of difficulty is higher than role play. The students are the first grader, and speech is too hard to be implemented for them.

Speaking Activities of Teacher B

Similar to the teacher A, teacher B implemented oral presentation ($\bar{x}$ = 4) and role play ($\bar{x}$ = 4.16) as the most frequent activities in teaching speaking. Another type of activity that the teacher B frequently used besides them was simulation. Table 4.1 shows that the three activities included in the often category are oral presentation, role play, and simulation.

The activities included in the fairly often category are drill ($\bar{x}$ = 3.92), dialogue ($\bar{x}$ = 3.88), decision making ($\bar{x}$ = 3.6), and free communication ($\bar{x}$ = 3). The activities included in the low/seldom category are games ($\bar{x}$ = 2.88), discussion ($\bar{x}$ = 2.84), information gap ($\bar{x}$ = 2.6) and jigsaw ($\bar{x}$ = 2.96).

Similar to teacher A, the activities the teacher B never used were prepared speech ($\bar{x}$ = 1.6) and problem-solving ($\bar{x}$ = 1.84). He commented that one kind

of activities had higher level and it was not appropriate with the first grader. As he said in interview:

> "Pertama, ya itu tadi, pertama ee…dialogs, team work, yang terakhir mungkin tahapan yang paling sulit apabila mereka sudah mandiri kita ada…speech. Speech mungkin kelas 2 atau 3. "

> "First, as I said, err…dialogues, team work, and the last is the hardest level when they are independent we have…speech. Speech is for 2nd or 3rd grader."

(Teacher B, 16th June 2012)

In brief, the questionnaire result in table 4.1 reveals similarities and differences between two teachers concerning the types of speaking activities (tasks) they used in order to develop students' speaking skills. For the differences, the data showed that discussion and simulation were fairly often implemented in the classroom by teacher A while teacher B seldom implemented discussion activity and often implemented simulation activity in the classroom. Teacher A was low/seldom implemented decision-making while teacher A was fairly often. The similarities between the two teachers can be seen in the activity included in the most frequent category which was role play and oral presentation. While, prepared speech and problem-solving were never be implemented in classroom by both teacher A and teacher B.

The teachers are required to create the activities which are closely related to the students' specific needs in each department since the purpose of English in vocational schools is to support the students' achievement of vocational competence. From the interview session with the two teachers, it was found that both teachers have created speaking activities which were intended to develop the

vocational students' oral communicative competence. The most common speaking activity implemented in the classroom in order to develop the vocational students' speaking competence was in the form of role-play.

Teacher A and teacher B also commented that role play was the common way to develop the vocational students' speaking skills especially in Restaurant Management classroom. The students took role as waiter or waitress to welcome the guests, and offer menu in restaurant. In addition, students have taken role as staff and customer who having reservation the table in the restaurant.

4.1.1.2. Teachers Techniques in Implementing the Speaking Activities

Activities Type Used in the Classrooms
Teacher A

The low-inference observational data in Table 4.2 showed that teacher A implemented four type of speaking activities, they were oral presentation, free communication, discussion, and role play. In oral presentation, students worked in group of four for presenting their power point about their trip experience in Bali. Teacher asked students to report about the place they visited and what they got, especially the knowledge, at that place and then told to their friends about the famous food in the place they inform at Bali. Then, she asked students to present their paragraph of how to make food in a simple way. The focus of this activity

was on socio-cultural aspects and vocabulary. In this activity, the teacher let the students to explain with their own style.

In free communication, it is found that the teacher attempt to ask the students to have a conversation both in English and Indonesian. Before the lesson began, the teacher said greeting and asked about the class situation and she asked two students to help her preparing the LCD for students' presentation task. Also, teacher A often gave comments about students' performance of group presentation.

In discussion activity, there was an asking-answering session for students when oral presentation session took place. The students as audiences asked questions about the topic that had been given by the presenter and a group as presenter answered the questions by more explanations. There was also an asking-answering for students who still did not understand about the topic of the lesson. Furthermore, the students were given questions and tasks and were then asked to discuss related questions in order to come up with the responses and correct answer.

Teacher A also used role play activity in classroom. This activity used in classroom supported by Celce-Murcia &Olshtain (2000) and Nunan (2003) who argued that role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom. In this activity, the students worked in pairs. They were asked by the teacher to make a food recipe. Some students were asked to take role as a chef, and other students were asked to take role as assistant. Teacher A let the students free to choose the simple food recipe they

want to create. This activity had contribution to develop the students' creativity and increased their motivation in the learning process. During the role play activity, the students paid attention to the activity.

Teacher B

Table 4.2 shows that teacher B used four types of speaking activities: oral presentation, free communication, discussion, and role play. In oral presentation, the students divided into groups. The students were asked to make newspaper on a big carton. They cut some kind of news in newspaper into pieces and stick them on carton. In this activity, they had to arrange the news in the right form of newspaper: headline, world business, national business, sport, advertisement, and your letter. After that, they had to present their newspaper creation in front of the class and introduced the name of their newspaper.

The teacher also used free communication activity in the classroom. Before the lesson began, the teacher greeted the students, checking students' attendance. The teacher also asked about student's experience as the warming up in learning activity so that the students could respond the teacher's questions. It developed the students' creativity and increased their motivation in the learning process.

In discussion activity, the students were asked to fill in blanks in dialogue the teacher gave. Then, some students read the dialogue with the answer filled in. The teacher then asked to discuss the correct answer. The students also were asked to answer questions related to the dialogue and were asked to discuss

related to the questions in order to come up with responses and correct answer. There was an asking-answering session for the students who still did not understand about the lesson, and the teacher gave comment to the group presentation or students dialogue.

Teacher B also used role play activity in classroom. In this activity, the students worked in pairs or in group or four. First, they were asked to make a dialogue with their partner. Then, some of them were asked to take role as waiter or waitress, while others took role as guest or customer. In addition, some students took role as direction giver, some students as direction questioner and buyer, some students took role as seller.

Type of Exercises in Restaurant Management Classroom

Table 4.3 Low-Inference Observational Data – Focusing and Shaping Exercises

Used by the Teachers (Mean scores shown)

Types of exercises	Teacher A	Teacher B
Focusing exercises	6	2
Shaping exercises	0	2.5

Scoring: 1 = extremely low, 2 = low, 3 = fairly often, 4 = high, 5 = extremely high

Table 4.3 indicates that teacher A used only focusing exercises and teacher B used both focusing exercises and shaping exercises in teaching grammar with teacher A using focusing exercises more frequently ($\overline{x}$ = 6) than teacher B.

However, teacher B used shaping exercises ($\overline{X}$ = 2.5) while teacher A did not use it.

As from the observation, it is found that teacher A used focusing exercises such as practicing pronunciation and translating Indonesian into English with correct grammar in the classroom. Besides, teacher B used focusing exercises such as drilling students' pronunciation through dialogue in the classroom. Shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the dialogue between a guest and a waiter. Also, the exercise included answering some questions based on the dialogue. The observations of teacher A were supported by the interview data.

Different from teacher A, teacher B used focusing exercises from which the students were asked to repeat the teacher saying through the dialogue so that the students had good pronunciation. While shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the dialogue between a guest and a waiter. Also, the exercise included answering some questions based on the dialogue. The observations of teacher B was supported by the interview data.

Grouping Practices the Teachers Use in the Classrooms

Long (1989) argues that there are at least three basic groups of interlocutors are possible in classroom, they are individuals, group, and the whole class which everyone is supposed to do the same thing at the same time. The

grouping practices followed by the two teachers are presented in table 4.3 and 4.4 below.

Table 4.4 Low-Inferrence Observational Data – Grouping Practices
(mean scores shown)

Category	Teacher A		Teacher B	
	Frequency	Score	Frequency	Score
Whole class	12	6	25	12.5
Group	56	28	10	5
Pair	2	1	34	17
Individual	6	3	8	4

Scoring:
0   = Extremely low/never
1-3   = Low
4-8   = Fairly often
9-14   = High
15-18   = Extremely high

Table 4.4 shows that the whole class was widely implemented by teacher A and B. The individual grouping was mostly used by teacher A. In pair work, it was frequently used by teacher B. Moreover, the table above shows that individual grouping was seldom used by both teacher A and B. In short, the most frequent grouping practices used by teacher A was group work while the teacher B was pair work. The less grouping practices used by teacher A was pair work while teacher B was individual.

Table 4.5 Questionnaire/Survey Result – Grouping Practices
(mean scores shown)

Category	Teacher A		Teacher B	
	Frequency	Score	Frequency	Score
Anda bekerja secara mandiri atau individu saat kegiatan speaking.	71	2.11	56	2.24
Anda bekerja secara berpasangan saat kegiatan speaking.	133	4.15	120	4.8
Anda bekerja dalam kelompok atau grup (lebih dari dua orang) saat kegiatan speaking.	134	4.18	101	4.04
Anda bekerja bersama seluruh siswa dalam satu kelas saat kegiatan speaking.	83	2.59	60	2.4

Scoring: 1 = never, 2 = seldom, 3 = fairly often, 4 = often, 5 = very often

Table 4.5 shows that the most frequent grouping practices that the two teachers used in speaking activities were in the form of group work and pair work. The score of group work: teacher A ($\overline{x}$ = 4.18) and teacher B ($\overline{x}$ = 4.04), and the score of pair work: teacher A ($\overline{x}$ = 4.15) and teacher B ($\overline{x}$ = 4.8) . The whole class grouping was frequently implemented by teacher A ($\overline{x}$ = 2.59), while individual grouping gained the least proportion among the four grouping types.

Similar to the questionnaire result, teacher A said in the interview session that the most of the grouping practices she implemented in the classroom was in the form of group work because it was useful for gaining students' motivation and increasing students' speaking skill and teacher A implemented speaking activities in the form of group work performed based on the oral presentation done by the

students. Furthermore, role play was often used in the classroom as she explained that role play had a good effect for students' active. Meanwhile, the individual work was the least used in the classroom as she explained that individual was good for students' English skill such as reading, writing, and listening, but it was not proper for developing students' speaking skill.

Different from teacher A, teacher B frequently used pair work in his classroom. As he said that pair work was more simple and effective than group work. Pair work did not take long time to be done by the students and gave opportunities for students to have more conversation and be communicative.

Richards (2005) argues that pair work and group work activities give learners greater opportunities to use language. Moreover, one of the characteristics of a successful speaking activity pointed out by Ur (2001) is 'participation is even'. It can be concluded that the activities developed by two teachers were successful since the activities provided time to speak as many different students as possible.

Research Question 2: What learning materials do the teachers use to plan and implement their teaching in Restaurant Management classrooms of SMKN 57 Jakarta?

4.1.2 Learning Materials the Teachers Use to Plan and Implement Their Teaching in Restaurant Management Classrooms

Teacher A

Based on the interview, teacher A claimed that learning materials were developed from the learning topics provided in syllabus. The materials also were adapted with students' handout books.

> "Memilih materi itu kan harus sesuai dengan silabus. Habis itu saya sesuaikan lagi dengan buku handout mereka."

> "Choosing the materials must follow the syllabus. Then, I adapt the materials with the students' handout books"

(Teacher A, 16ᵗʰ June 2012)

From the document analysis, in delivering the topics, teacher A used one kind of materials as categorized by Richards (1986). It includes English course book that is Get Along with English published by Erlangga (2006) as text-based material.

From the observation, on the first meeting, teacher A did not use the material which was adapted from Get Along with English. She asked the students to present their report about going to Bali in group. This oral presentation was supported by a laptop, LCD, and an audio speaker. The teacher used oral presentation task that was created by the students based on their experience visiting Bali as their place of study tour. This task required students to have ability to provide and explain information about an event and various socio-cultural aspects. Also, the students had to present about the famous food in one place so that they knew more about the food in other place. This activity lasted for a full a two hours of lesson.

On the second and third meeting, the teacher ordered the student back to present their report in front of the class. Similar with the previous activity, this oral presentation was supported by a laptop, LCD, and an audio speaker. Again, the teacher did not use the material in those learning activity. The teacher had the same purposes in implementing this oral presentation task: students were required to have ability to provide and explain information about an event and various socio-cultural aspects and the famous food in one place in order to know more about the food in other place.

On the fourth meeting, teacher A delivered the new learning topic that was passive voice and its application in making sentence and recipe. To begin with, the teacher implemented task-based material for the students. The teacher used focus exercise related to the topic delivered by the teacher. The focus exercise used by the teacher to check the students' comprehension in passive voice that had been taught to them at the previous meeting. The teacher asked students to translate some Indonesian sentences into English by using passive voice. The teacher A and the students discussed the sentences made by some students written on the white board. In this part, it had information processing while teacher A explained the grammar. She also add some vocabularies related to the things they usually did in kitchen such as chop, fry, bake, and many more which were adapted from text-based material English course book that is Get Along with English published by Erlangga (2006).This task required students to have a translation from Indonesian to English in passive voice form, and use them into the sentences developed into a simple recipe. The students did string the sentences into recipe in

pairs so that they had discussion about the best recipe. Of course, after the students made the recipe, they had to present it in front of class. The unique from this part was they present the recipe by taking role as a chef and an assistant.

Teacher B

From the interview, teacher B claimed that learning material had to be in accordance with the major that was restaurant management. Yet, there were books specifically for food and beverages for the restaurant management, so that the teacher A had to modify the course book in order to be related with the major. Even if there were, they might not have been in accordance with the curriculum. Teacher B modified the material from both course book and other handout sources.

As from the document analysis, in delivering the topics, the teacher B used English course book which is Get Along with English published by Erlangga (2006) and an authentic material which is The Jakarta Post newspaper. The materials were chosen so that they could fulfill the needs of Restaurant Management students.

The implementation of the materials was seen on the first meeting in the classroom observation. Teacher B used text-based material which was a dialogue adapted from course book which is Get Along with English published by Erlangga (2006). At the first activity, there was a menu provided in the book and the students were given a shaping exercise that had to fill in the blank on the dialogue.

The dialogue related to the menu given by the teacher. Then, some students were asked to read aloud the dialogue and the answer. Students had discussion in order to have correct answer. After make sure the students' comprehension, teacher B asked the students to make a menu and re-create the dialogue in accordance with the menus they had created first in pairs. From the dialogue, teacher B created students work that could help them to scan the menu. Afterwards, teacher B asked the students to have role play, some students took role as guests, and other students took role as waiter or waitress. These activities aimed to build students' comprehension in menu and ordering menu and build the students' creativity. At the end of the lesson, teacher B gave the students homework to exchange their menu to other students, and they had to create a dialogue based on the menu they got.

On the second meeting, the teacher introduced the new learning topic by using text-based material which was Get Along with English published by Erlangga (2006). The material consisted of expressions used in giving invitation, accepting invitations, and declining invitation and example of invitation dialogues. In delivering the learning topic, teacher B gave the students with some questions namely free communication. The teacher gave questions in warming up session to stimulate the students with the topic they would learn about. After the students knew the topic they were learning about, teacher B used text-based material which was Get Along with English published by Erlangga (2006) to gave the examples of invitation expressions such as inviting, accepting, and declining someone invitation. The teacher asked some students to read the expressions. And

from that, the students had a small discussion with the teacher about the using of those expressions. There was information process when the teacher was explaining the topic and telling his experience for the real example for the students. Afterward, teacher B gave the students drill activity which the students had to repeat dialogues that teacher B said and pronounced in the course book Get Along with English published by Erlangga (2006). In this material, the students required to make dialogue by using invitation expressions. Teacher B asked the students to make a dialogue in pairs. The teacher let the students free to choose the situation provided in the book. They could re-create the previous dialogue with their own style and did the role play in front of the class.

On the third meeting, teacher B continued the last lesson that was making newspaper. The teacher used authentic material that was Jakarta Post newspaper. The material consisted of headline, world business, national business, your letters, advertisement and sport. With using this material, the students were required to have skill in arranging the parts found in the paper. In delivering the learning topic, teacher B asked the students to present their paper in front of class. This activity was group work and the students were done their paper in group of five. After each group presented their paper, teacher B gave feedback and there was small discussion with the student in order to have clearer information and correct arrangement of the paper. Then, teacher B asked students to make and write down what were the headline, business, sport, advertisement, and your letter that is being talked at that time. They made their own phrase or sentence for being a title of news of: headline, business, sport, advertisement, and your letter. The students

had discussion in their group and collected their paper to be corrected by the teacher. Teacher A read the students' work one by one and had discussion with the students about the truth of the title and correct title.

On the fourth meeting, teacher B gave a new learning topic. Teacher B implemented text-based material which was in the form of students comprehension adapted from Get Along with English published by Erlangga (2006). The material included asking and giving direction expression. In delivering learning topic, teacher B used free communication as the warming up session. This session aimed to make the students focus and connect with the topic. The teacher asked about the information how to get somewhere. Then, teacher B used the course book material which was Get Along with English published by Erlangga (2006) and gave students shaping exercise, that was the teacher asked the students about questions related to the picture in the book. The students had discussion in the activity. After shaping exercise, teacher B asked some students to read the dialogue in the book. Then the teacher asked the students to make dialogue in pairs and do role play in front of the class.

Research question 3: How do the teachers assess the students' speaking skill?

4.1.3 Assessment of the Students' Speaking Skill

Teacher A

Based on the interview session, teacher A claimed that the assessment given to the students had to reflect the language skills and content focus that teacher A wanted to measure. For the speaking skill, the students were assessed

by having oral presentation, role play and memorizing vocabularies. As she said in the interview session:

> The assessment was by mid-term semester examination, tasks, and final examination surely. But, those assessments were mostly writing. In assessing speaking, there were memorizing vocabularies test that would be tested in front of class by oral test. This was speaking test .. then for days assessment, I assessed by asked the students to make presentations and doing oral presentation, role play.

(Teacher A, 16th June 2012)

The statement also supported by data from the observation which shows how the assessment was implemented in the classroom. On the first until the third meeting, teacher A used oral presentation activity whose topic was retell their study tour to Bali included socio-cultural and the famous food at the place to assess the students' speaking skill. The assessment required the students to work in group of four performing their report in the form of power point slide show. On the fourth meeting, teacher A used role play activities as the students' speaking skill assessment. The topic was recipe to assess the student's speaking skill. The assessment required the students to work in pairs making recipe and performing it as a chef and an assistant in kitchen.

As for the result from the document analysis, teacher A used a speaking assessment form to give measurement of the students' speaking skill. There are three aspects of speaking to be measured: comprehent, accuracy, and pronunciation. Comprehency deals with the students' understanding of their friends' utterances in presentation, even the content was comprehend or coherent with the parts they had to put in the report. While accuracy measures the correctness of English grammar used in producing utterances and pronunciation

deals with how the students pronounce English words or even the sentences correctly and smoothly.

Teacher B

Similar to teacher A, teacher B also used role play and oral presentation activity as he claimed to assess the students' speaking skill.

The statement also supported by data from the observation which shows how the assessment was applied in the classroom. On the first, second, and fourth meeting, teacher B used role play activities which were developed topics: comprehending menu, asking and giving invitation, and giving direction to assess the students' speaking skill. The assessment required the students to work in pairs performing a conversation between a guest and a waiter or waitress, between friends, and between a direction describer, a person asking for direction, and the seller or waiter. In additional, the assessment also required the students to work in group performing a newspaper made at the last lesson. As from the result of the document analysis, teacher B used a speaking assessment form to give measurement of the students' speaking skill. There are three aspects of speaking to be measured: pronunciation, mastery of content, and performance. Pronunciation deals with how the students pronounce English words and sentence correctly and clearly. Mastery of content deals with how well the students understand the situations and the role play took. The performance deals with how the students perform the dialogue including body gesture and mimic.

4.2 Discussions

This study aims to investigate on how theme-based model works in SMKN 57 Jakarta. For specific, this study is intended to describe the speaking activities under theme-based model in Restaurant classrooms, learning materials used by teachers, and assessment of students' speaking skills.

4.2.1 Learning Activities Implemented to develop the Restaurant Management Students' Speaking Skill

The following discussions describe how the two teachers implemented the learning activities in the classrooms including types of the speaking activities and teachers' techniques in implementing the activities.

4.2.1.1 Types of Speaking Activities Used by the Teachers

Through class observation (by using low-inference of TALOS), student questionnaire, and the interview, the researcher found that teacher A implemented oral presentation and role play while oral presentation was higher ($\overline{x}$ = 4.12) than role play ($\overline{x}$ = 4.09) . Oral presentation implemented by teacher B ($\overline{x}$ = 4) was lower than role play ($\overline{x}$ = 4.16) since the purpose of English in vocational school is to support the students' achievement of vocational competencies especially in Resturant Management. It is a line with Brinton (2003) that techniques and tasks in theme-based model include role play, oral resentation, jigsaw, discussion, information gap, and problem solving. The findings are strengthened by the teachers interview that teacher A said that because of the

large number of students in one classroom, so it needs to devide them into groups to make it more effective. Besides, teacher B argues that in developing speaking skill, the students need one or more to become their partners. As he stated below:

> "In oral presentation, I devided them into groups. I usually gave them a harder task, for example making newspaper. It needs students' cooperation, so that's why I devided them into groups, and they would present their work in front of the class."

In addition, the lowest learning techniques as it was gained from questionnaire, the teacher A used were games ($\overline{x}$ = 2.62), decision making ($\overline{x}$ = 2.78), information gap ($\overline{x}$ = 2.87) and jigsaw ($\overline{x}$ = 2.37) while teacher B's lowest techniques speaking activities were games ($\overline{x}$ = 2.88), discussion ($\overline{x}$ = 2.84), information gap ($\overline{x}$ = 2.6) and jigsaw ($\overline{x}$ = 2.96). This is supported by students' interview that the teacher seldom gave them games activity, as it is quoted from student of teacher A:

> "She ever gave us gams, but I forgot the kind of the games. But it was done once or twice only."

The activities the teacher A never used were prepared speech ($\overline{x}$ = 1.84) and problem solving ($\overline{x}$ = 1.87) while teacher B neither. From the teacher interview, it is found that the level of learning techniques for the first grader are dialogues, team work while the hardest level is when they are independent strudents such as speech. The finding also implies that these activities are intended to develop students' particularly in its macro skill (Brown, 2004), in which the students appropriately accomplished communicative functions according to the situations, participants, goals, and conveyed links & connections

between events and communicated such relations as ideas, events and feelings, new information, given information, and generalization.

4.2.1.2. Teachers Techniques in Implementing the Speaking Activities

Based on the questionnaire, interview, classroom observation, and document analysis results, the researcher found that both teachers implemented four type of speaking activities, they were oral presentation, role play, free communication, discussion, and role play. In oral presentation of teacher B, the students were asked to make newspaper on a big carton and present their newspaper creation in front of the class and introduced the name of their newspaper. The oral presentation focused on content, pronunciation, and structure.In oral presentation of teacher A, students presenting their power point about their trip experience in Bali. This was focused on socio-cultural aspects and vocabulary.

As from the classroom observation, in free communication activity, the two teachers greeted the students, checking students' attendance. The teacher also asked about student's experience as the warming up in learning activity so that the students could respond the teacher's questions before the lesson began. It developed the students' creativity and increased their motivation in the learning process. This is in line with Brinton (2003) that teachers are allowed to use free communication togain the students' motivation. In discussion activity, the students were asked to fill in blanks in dialogue the teacher gave. Then, some students read the dialogue with the answer filled in. The teacher then asked to

discuss the correct answer, here there was an asking-answering session in order to come up with responses or ideas about the topic. This case related to the theme of Content-based Instruction by Brinton (2003). In discussion activity, it was also shaping exercises as the students were asked to answer questions related to the dialogue and were asked to discuss related to the questions in order to come up with responses and correct answer. Meanwhile, role play activity implemented by two teachers by taking real-world roles, which are related to their work field, the students are stimulated to have real communication that is relevant to experience outside the classroom while developing their vocational competence at the same time. The students worked in pairs taking various roles based on their program specialty, Restaurant Management, such as guest, waiter or waitress, chef, assistant and seller. In other hand, there were also roles followed the learning topic at the day such as direction giver and person who asked the direction to restaurant. This in line with Celce-Murcia & Olshtain (2000) and Nunan (2003) that role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom.

In addition, based on TALOS observation sheet, questionnaire, and interview, the two teachers implemented grouping practices by Long (1989), they are individuals, group and pair, and whole class where the students did the same thing at the same time. However, the result of questionnaire shows that teacher A used group work frequently ($\overline{x}$ = 4.18) while teacher B used pair work as the most of the speaking activity ($\overline{x}$ = 4.8). It is strengthened by the data gained from TALOS observation sheet shows that if it was for gaining students'

motivation in learning speaking English, we need something active. If we used group work, it could increase the students' motivation. And I think it was good to use group work. This fact is also illustrated in the transcription of interview below:

 "pair work was good for students' creativity, and it could make the students being active. I asked them to have dialogue, role play, as waiter or waitress for example. I often used group work than pair work, actually." **(Teacher A, 16th June 2012)**

"Pair work was more simple and effective while group work took a long time to be done. So, I usually used pair work. I often asked students to make dialogue. First, they were given an example of the dialogue. Second, we gave them missing sentence so that they could complete the dialogue with their own idea. The third step was they must create their own dialogue, or re-create the dialogue." **(Teacher B, 16th June 2012)**

By group work, the students were used to work in team and gave them opportunities to have discussion and colaborated their ideas with other members in the group. By implementing pair work, the students had opportunities to speak more and they were actively participated in the activities by giving ideas, negotiating the meaning, and collaborating with their partners. As Richards (2005) points out that pair work and group work give learners greater opportunities to use the language. Meng (2009) also argues that getting students to do things in small group or pair work is the only conceivable way to get large-scale students involvement in a large class.

Moreover, the teachers also applied another activities proposed by Scarino, et al. (1988) in the classrooms. Teacher A only used focusing exercises were in the form of translation such as translating Indonesian into English with

correct grammar in the classroom and practicing pronunciation. This in line with Scarino et al. (1988) argument that focusing exercises focus on elements of the communication process which include exercises focusing on forms (e.g. vocabulary, structure, and pronunciation), skills (e.g., cognitive processing skills and learning how-to-learn), and strategies (e.g., seek confirmation, express lack of understanding, ask someone to explain what was just said). On the other hand, teacher B used both focusing and shaping exercises. The shaping exercises were in the form of cloze exercises as Scarino et al. (1988) argued that shaping exercises develop and structure language within an extended piece of discourse (matching exercises, cloze exercises substitution exercises, dictation exercises, reading aloud with close attention to pronunciation and substituting alternative sections of a dialogue).

4.2.2 Learning Materials the Teachers Use to Plan and Implement Their Teaching in Restaurant Management Classrooms

In the learning materials teachers use to plan and implement their teachings in the classrooms, the teachers used learning material that was provided the learning topics in general program to plan and adapted the materials in considering the suitability of students' program in Restaurant Management classrooms at SMKN 57 Jakarta. This is in line with Richards & Rodgers (2001) that language learning in theme-based courses is facilitated by the materials that are used typically with the subject matter of the content course. There are three

kinds of learning materials as categorized: 1) text-based materials, 2) task-based materials, and 3) realia.

The material was Get Along with English published by Erlangga (2006) as text-based material by combining language samples, explanations and activities into a single volume (Savignon, 1983) in order to be suitable for Restaurant Management program. Both teacher A and B adapted the material in accordance with the syllabus, then they modified the learning topics to be related with the students' program so that it could fulfill the needs of Restaurant Management students. Besides, the teachers adapted task-based materials from book Get Along with English published by Erlangga (2006) and outside source that was www.esl.lab In addition, the realia used by teacher B was authentic material, The Jakarta Post newspaper, to develop the students' understanding and creation. This was selected and edited so that it would progressively become more difficult, complex, and challenging (Richards and Rogers, 2001).

4.2.3 Assessment of the Students' Speaking Skill

From the research findings, it is found that the teachers' assessment to assess the students' speaking skill is needed to know the students' understanding and find out the language abilities that have to be assessed. This is strengthened by interview observation below:

> Mengevaluasinya pastinya dengan ulangan ya, dengan tugas, dan Ulangan Akhir Semester.tapi itu semua kan kebanyakan writing ya. Kalau speaking, tesnya ada memorizing vocabularies juga yang nantinya dites di depan kelas oral satu-satu. Ini speaking test ya..terus nilai sehari-hari, saya assessnya dari siswanya bikin presentasi, dialogs role play. Begitu sih.

> The assessment was by mid-term semester examination, tasks, and final examination surely. But, those assessments were mostly writing. In assessing

speaking, there were memorizing vocabularies test that would be tested in front of class by oral test. This was speaking test .. then for days assessment, I assessed by asked the students to make presentations and doing oral presentation, role play.

(Teacher A, 16th June 2012)

"Evaluasinya bisa melalui tes tertulis, yang kedua melalui tes oral. Mereka suruh maju, berpasang pasangan, lalu pair work group work, kita evaluasi. Kalau untuk individu, kelas satu, melalui teori tapi disitu isinya tentang dialog, melengkapi dialog."

"Evaluation can be through a written test, an oral test, or through both. They were asked to come forward in pair work and group work, then we evaluated the result. If it is for the individual, especially for the first grader, it would be through theory, but there it was about dialogue, completing dialogue.

(Teacher B, 16th June 2012)

It is also strengthened by Herman, Aschbacher, and Winters (1992); Hughes (1989) cited in O'Malley and Pierce (1996) that the teachers can use as wide as a variety of assessment activities as possible to make their assessment more authentic and reliable. Hence, the teachers used both role play and oral presentation activity as the assessment method to assess the students' speaking skill by following Brinton (2003) who points out kind of methods such as information gap, role play, simulation, and oral presentation. It is supported by the result of document analysis showing the speaking assessment form that the teachers used to measure the students' speaking skill.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study concludes that the first grade teachers of SMKN 57 Jakarta provided a balance among the four skills: listening, speaking, reading, and writing. Besides, the teachers focus on listening, reading and writing skills, they also emphasized their teaching practices in developing students' oral communicative competence, meaning that the speaking skill was valuable for them. The teachers also provided several speaking activities for the students in order to develop the students' speaking skill.

As from the research findings part, it is found the answer of the research questions. The first is learning activities that are implemented to develop the Restaurant Management students' speaking skill. The two teachers implemented role play and oral presentation activity to develop the Restaurant Management students' speaking skill. In role play activity, the students worked in pairs taking various roles based on their program specialty, Restaurant Management, such as guest, waiter or waitress, chef, assistant and seller. In other hand, there were also roles followed the learning topic at the day such as direction giver and person who asked the direction to restaurant. By taking real-world roles, which are related to their work field, the students are stimulated to have real communication that is relevant to experience outside the classroom while developing their vocational

competence at the same time. In oral presentation activity, the students worked in group taking some topics based on their program specialty, Restaurant Management, such as retell about the famous food in Bali, and arranging newspaper which had food topic. By oral presentation activity, the students are stimulated to have ability in giving information related to the topics included in restaurant topics. However, each teacher also had other different speaking activities which were implemented in classroom. Teacher A also used free communication while teacher B used discussion. This reflects that both teachers always provided the students with activities during the lesson to develop their fluency. In exercises type, teacher A only used focusing exercises while teacher B used both focusing and shaping exercises in teaching grammar with teacher A using focusing exercises more frequently than teacher B. However, teacher B used shaping exercises while teacher A did not use it. Focusing exercises were in the form of translation such as translating Indonesian into English with correct grammar in the classroom and practicing pronunciation. Besides, teacher B used focusing exercises in the form of drilling students' pronunciation through dialogue in the classroom. The students were asked to repeat the teacher saying through the dialogue so that the students had good pronunciation. Shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the dialogue between a guest and a waiter. Also, the exercise included answering some questions based on the dialogue.The grouping practices teachers use to develop the students' speaking skill. Teacher A used group work while teacher B used pair work as the most of the speaking activity. By group

work, the students were used to work in team and gave them opportunities to have discussion and colaborated their ideas with other members in the group. By implementing pair work, the students had opportunities to speak more and they were actively participated in the activities by giving ideas, negotiating the meaning, and collaborating with their partners.

Second, the learning materials teachers use to plan and implement their teachings in the classrooms. The teachers used learning material that was provided the learning topics in general program to plan and implement their teaching in Restaurant Management classrooms at SMKN 57 Jakarta. The material was Get Along with English published by Erlangga (2006) as text-based material. Both teacher A and B adapted the material in accordance with the syllabus, then they modified the learning topics to be related with the students' program so that it could fulfill the needs of Restaurant Management students. In addition, teacher B also used authentic material, The Jakarta Post, to develop the students' understanding and creation.

The third is the teachers' assessment to assess the students' speaking skill. The teachers used both role play and oral presentation activity as the assessment method to assess the students' speaking skill. In teacher A assessment, the oral presentation assessment required the students to work in group of four performing their report in the form of power point slide-show. The role play assessment required the students to work in pairs making recipe and then perform it as a chef and an assistant in kitchen. In teacher B assessment, the role play assessment required the students to work in pairs performing a conversation between a guest

and a waiter or waitress, between friends, and between a direction describer, a person asking for direction, and the seller or waiter. In additional, the oral presentation assessment also required the students to work in group performing a newspaper made at the last lesson. As from the result of the document analysis, both teachers used different speaking assessment form to give measurement of the students' speaking skill. Teacher A measured three aspects of speaking to be measured: comprehency, accuracy, and pronunciation. Besides, teacher B measured: pronunciation, mastery of content, and performance.

5.2 Recommendation

In general, teacher A and teacher B had the different kinds of speaking activities implementation to develop the students' oral communicative competence in the classroom. However, there are suggestions that need to be addressed in improving in terms of the implementation of the speaking activities in the classroom. It is needed to implement more speaking activities, for example problem –solving, decision making, and information gap so that the students are interested with the learning and it could improve the students' passion in learning speaking. By providing these kinds of activities, the students have more various language learning experiences.

Moreover, the teachers need to add some other materials to support the English lesson and sources as supplement of teaching materials so that there are diverse learning activities in order to fulfill the students' need. In addition, it is

recommended for the teachers to monitor the students' use of language while they are discussing or working with their group members. They tend to use their mother-tongue while discussing with their friends or even with the teachers.

REFERENCES

Alderson, J. C & Bachman, Lyle F. (2004). *Assessing Speaking.* Cambridge, United Kingdom: The Press Syndicate of the University of Cambridge.

Brewster, J., E. G and Denis Girard. (2002). *The Primary English Teachers.* Harlow, Essex, England: Pearson Education Limited.

Brinton, D. (2003).*Content Based Instruction. In D. Nunan (Ed) , Practical English Language Teaching*. New York: McGraw Hill.

Brown, H.D. (2004). *Language Assessment Principles and Classroom Practices.* San Fransisco State University, New York, USA: Pearson Education, Inc.

Brown, H.D. (2001). *TEACHING by PRINCIPLES: An Interactive Approach to Language Pedagogy*. New York, USA: Pearson Education.

Crandall, J.(1994). *Content-Centered Language Learning.* University of Maryland Ballimore Count.

Creswell, J.W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (3rd Ed.).* 2008.

Creswell, J.W, and Vicky L. Plano Clark. (2007). *Designing and Conducting Mixed Methods Research.* USA: Sage Publications.

Davies, S. (2003, February). Content-based Instruction in EFL Contexts. Miyazaki International College, Japan: *TESL Journal Vol. IX, 2*.

Denscombe, M. (1998. *The Good Research Guide for Small-scale Social Research Projects*. Buckingham: Open University Press.

Duenas, M. (2004). A Description of Prototype Models For Content-Based Language Instruction in Higher Education. *English Language and Literature Studies.* Barcelona.

Fitriasari. (2008). *The Opportunities to Develop Students' Spoken Communicative Competence Available in the Teaching-Learning Activities for Students for Class 7 in an SMP in East Jakarta.* Universitas Negeri Jakarta: Unpublished Thesis for the degree of Sarjana Pendidikan.

Gass, S. M, and Allison Mackey. (2005). Second *Language Research: Methodology And Design.* Routledge.

Genesee, F. (1994). *Integrating Language and Content: Lessons from Immersion.* Santa Cruz, CA: National Centre for Research on Cultural Diversity and Second Language.

Grabe, W. and Stoller, F.L. "Content-based Instruction : Research Foundations". *The Content-Based Classroom. Perspective on integrating Language and Content.* Ed. M.A. Snow and D.M Brinton. White Plains, NY: Addison Wesley Longman.

Hadley, A. O. (1993). *Teaching Language in Context (2nd ed.).* USA: Heinle&Heinle Publishers.

Harmer, J. (2000). *The Practice of English LanguageTeaching.* London, England: Longman Group, Ltd.

Jatmiko, A. W. T. J. (2006). *Frequency of Pupil Talk in Classroom Interaction: descriptive analysis.* Universitas Negeri Jakarta: Unpublished Thesis for the degree of Sarjana Pendidikan.

Klahn, N. (1997). "Teaching for communicative and cultural competence: Spanish through contemporary Mexican Topics". In S. B. Stryker and B. L. Leaver (eds.), *Content-based Instruction in Foreign Language Education.* Washington D. C: Georgetown University Press.

Krashen, S. D. (1982). *Principles and Practices in Second Language Acquisition.* New York: Pergamon Press.

Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign language (3rd ed.)* (pp. 103-113). Boston, MA: Heinle&Heinle.

Marina. (2010). *Teaching-Learning Activities in Speaking Class: A Case Study At The First Grade of SMK 57 Jakarta.* Universitas Negeri Jakarta: Unpublished Thesis for the degree of Sarjana Pendidikan.

Met, M. (1999, January). Content-based Instruction: Defining Terms, Making Decisions. *NFLC Reports*. Washington, DC: The National Foreign Language Center.

Murcia, M. C. (2001). *Teaching English as a Second or Foreign Language, Third Edition.* USA: Heinle&Heinle Publishers.

Nunan, D. (2001). *Syllabus Design.*Oxford, New York, USA: Oxford University Press.

Nunan. D. (2004). *Task-Based Language Teaching.* United Kingdom: Cambridge University Press.

O'Malley, J.M & Pierce , L.V. (1996). *Authentic Assessment for English Language Learners Practical Approaches for Teachers*. Longman, Addison-Wesley Publishing Company.

Omaggio, Alice. (1993). *Teaching Language in Context 2nd Edition*. University of Illinois at Urbana, Champaign, USA: Hainle&Heinle Publishers.

Renyaan, M. (2002). *Developing Students' Oral Communicative Competence in Indonesia as a Foreign Language: A case study of three LOTE teachers at different school levels.*University of Tasmania: Unpublished Dissertationfor the degree of Doctor of Education.

Richards, J.C. (2005). Commmunicative Language Teaching Today. *RELC Portofolio Series. SEAMEO Regional.* Singapore: Language Centre Publisher.

Richards, J.C. (2001). *Curriculum Development in Language Teaching.* UK: Cambridge University Press..

Richard,J & Rodgers, T. S. (2001) *Approaches and Methods in Language Teaching.* Cambridge, England: Cambridge University Press.

Richards, J.C, and Willy A. Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.*United Kingdom: Cambridge University Press.

Snow, M.A. (2001). Content-based and Immersion Models For Second and Foreign Language Teaching. In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign language (3rd ed.) (pp. 303-318). Boston, MA: Heinle&Heinle.