

**THE TEACHING AND LEARNING PROCESS AT
ENGLISH EXTRA CLASS OF SMP NEGERI 25
BEKASI: A CASE STUDY**



SURLI TANIA

2215076543

**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of “Sarjana Pendidikan”**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA
2012**

ABSTRAK

SURLI TANIA. 2012. *Proses Belajar dan Pembelajaran pada English Extra Class di SMP Negeri 25 Bekasi: Sebuah Studi Kasus*. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mendeskripsikan proses belajar dan pembelajaran pada English Extra Class di SMP Negeri 25 Bekasi, termasuk subyek yang menjadi fokus pada proses belajar dan pembelajaran dan cara kemampuan berbahasa dipelajari. Metodologi yang diterapkan pada penelitian ini adalah studi kasus.

English Extra Class adalah sebuah program intrakurikuler yang dilaksanakan di SMP Negeri 25 Bekasi. Program ini memiliki proses belajar dan pembelajaran tertentu, subyek tertentu yang menjadi fokus (guru atau siswa), dan cara tertentu dalam mempelajari kemampuan berbahasa (tersendiri atau terpadu).

Data yang akan dianalisis adalah data yang diperoleh melalui pengamatan pada proses belajar dan pembelajaran di English Extra Class yang dilakukan di tiga kelas dari kelas 9 yang dipilih secara acak dan juga melalui wawancara dengan guru yang bertanggungjawab atas proses belajar dan pembelajaran English Extra Class di kelas 9 yang bertujuan untuk mengklarifikasi temuan penelitian.

Temuan yang dihasilkan pada penelitian ini dideskripsikan sebagai berikut. Proses belajar dan pembelajaran pada tiga kelas 9 di English Extra Class dimulai dengan sesi tanya-jawab yang berhubungan dengan topik yang akan dipelajari pada hari tersebut. Selanjutnya, latihan diberikan kepada siswa dan setelah siswa selesai mengerjakan latihan, jawaban dari latihan akan diperiksa bersama-sama. Terakhir, beberapa pertanyaan yang berhubungan dengan topik yang telah dipelajari ditanyakan kepada siswa untuk memeriksa pemahaman siswa terhadap topik yang diberikan. Subyek yang menjadi fokus pada ketiga kelas tersebut adalah guru karena kelima indikator dari kelas yang berpusat pada guru terpenuhi. Kemampuan berbahasa dipelajari secara tersendiri karena kemampuan mendengarkan dan berbicara yang lebih sering dipelajari di ketiga kelas tersebut.

Berdasarkan temuan dari pengamatan dan wawancara, terdapat dua hal yang patut dipertimbangkan. 1) Tujuan proses belajar dan pembelajaran adalah berkembangnya kemampuan siswa, maka keterpusatan kelas pada guru baiknya dikurangi karena hanya berfokus pada kemampuan guru dibanding siswa. 2) Proses belajar dan pembelajaran kemampuan berbahasa sebaiknya dilakukan secara terpadu karena bahasa harus dipelajari sesuai dengan hakikatnya: mendengarkan, berbicara, membaca, dan menulis.

Kata kunci: English Extra Class, proses belajar dan pembelajaran, guru, siswa, tersendiri, terpadu

ABSTRACT

SURLI TANIA. 2012. *The Teaching and Learning Process at English Extra Class of SMP Negeri 25 Bekasi: A Case Study*. English Department, Faculty of Languages and Arts, State University of Jakarta.

The purpose of this study is to describe the teaching and learning process in the English Extra Class of SMP Negeri 25 Bekasi, including its focus on the subjects of teaching and learning process and the way language skills learned. The method in this study is case study.

English Extra Class is an English intra-curricular program conducted in SMP Negeri 25 Bekasi. This program has its own teaching and learning process, the subject that become the focus (learner or teacher), and the way language skills learned (segregated or integrated).

The data that will be analyzed are the data collected through observation of English Extra Class teaching and learning process of three random year 9 classes and through an interview with the teacher who is responsible for year 9 classes asking clarification of the findings.

This study results in findings that will be described as follows. The teaching and learning processes at three year 9 classes of English Extra Class in SMP Negeri 25 Bekasi were started with questions-answers sessions related to the topics learned that day. Next, exercise(s) given to the students and after they done working with the exercises, the answers are being checked with the whole class. Last, several questions related to the topics which have being learned are asked to check students' comprehension. The subject that become the focus of those three classes is the teacher since all five indicators of teacher-centered classroom are fulfilled. The language skills are taught in segregation because mostly only listening and speaking skills learned in the three classes.

Based on the findings on the observation and interview, there are some terms should be considered. 1) The purpose of teaching and learning processes is for developing students' performances and abilities, so this teacher-centeredness should be reduced since teacher-centered classroom focuses on teacher's performance rather than the students'. 2) It would be best if all four language skills are taught integratedly because language should be learned in its nature; through listening, speaking, reading, and writing.

Keyword: English Extra Class, teaching and learning process, teacher, learner, segregated, integrated

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, English belongs to foreign language for it is rarely used by Indonesians as a means of communication. Even though English is categorized as foreign language, but it has been learned by Indonesians since Elementary School up to University level. The reason behind learning English since early ages is that students may develop good language learning skills that will make learning language less difficult for children (Sandrock & Webb, 2003). To support the schools in conducting teaching and learning process of English and other lessons, the government issued Standard of Competence (*Standar Kompetensi*) and Basic Competence (*Kompetensi Dasar*) for each educational level serving as guidelines in conducting teaching and learning activity in school.

The English competence learned in Indonesia, as written in Standard of Competence and Basic Competence, is divided into four skills – two receptive skills: listening and reading and two productive skills: speaking and writing. The mastery of those skills result learner's ability to communicate effectively in the target language, in this case is English (Ur, 2001, p. 103). Thus, in order to make students able to communicate effectively in the target language, teaching and

learning process should be meaningful for students through experience of English not as subject to be learned, but as means of communication (Moon, 2005).

There are abundance of ways available to provide students with meaningful activities that can be done both inside (intra-curricular) and/or outside (extra-curricular) the school beside regular English class. English speaking day and English Club are examples of intra-curricular activities that provide students with communication experience. While English courses and English tutorial at home may be other options for students to experience using English outside school. Those intra-curricular and extra-curricular activities have different purposes and teaching and learning process.

Language teaching and learning process has two components: the subjects and the language skills learned. The subjects of language teaching and learning process are the teacher and the students. When the focus of teaching and learning process is on the teacher, the process belongs to teacher-centered (Syahril, 2007 from Cuban, 1993). On the other hand, the teaching and learning process is student-centered where the focus of teaching and learning process is on the students (Lara, 2007). Moreover, language skills are learned in segregation of certain skills or integration of all the four language skills.

SMP Negeri 25 Bekasi has their own way in providing their students' with meaningful teaching and learning activities beside regular English class – through English Extra Class. The English Extra Class has a role to provide students with

more experience in learning English, so that regular English is not the only source of learning English.

Students who are obliged to learn in the English Extra Class are students of year 7 until year 9. The English Extra Class is held once a week for each parallel class with 60 minutes duration. Year 7 students join this class in the morning before their school hours, while year 8 and 9 students in the afternoon after their school hours. It is a must for all students to join this English extra class for half of their English scores written in report card are earned in this extra class. To provide students with new learning environment, this extra class is held in school's language laboratory and also taught by teachers who do not teach students English in the regular class.

This study is intended to describe the teaching and learning process in the English Extra Class of SMP Negeri 25 Bekasi along with its focus on the subject of the teaching and learning process and the language skills learned in the English Extra Class.

1.2 Research Question

How does teaching and learning process occur in English extra class of SMP Negeri 25 Bekasi?

1.3 Purpose(s) of the Study

To describe the teaching and learning process in the English Extra Class of SMP Negeri 25 Bekasi, including its focus on the subjects of teaching and learning process and the language skills learned.

1.4 Scope of the Study

The scopes of the study are the teaching and learning process in English Extra class of SMP Negeri 25 Bekasi, its focus on subject of teaching and learning process, and also the language skills learned.

1.5 Significance of the Study

This study is expected to give information about the teaching and learning process of English Extra Class at SMP Negeri 25 Bekasi in providing students with another learning source of English. The result of this study may provide the readers about the teaching and learning process in the English Extra Class along with its focus on the subject of teaching and learning process along and the language skills learned.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discussed some theoretical perspectives underlying this study. The discussion covered English Extra Class, teaching and learning process: the subject and the way language skills are learned, conceptual framework, and related previous researches.

2.1 English Extra Class

The teaching and learning process of English outside regular English classroom emerged in the past few decades. In Jefferson County, Colorado, there is a foreign language program established in 1984 designed for Elementary School students to learn foreign language such as Spanish, German, French, Latin, Modern Greek, or Russian. This program is called Foreign Language in the Elementary Schools (FLES) and this program is sponsored by local parent, teacher and student group since they are motivated by the notion that children gain many advantages by becoming bilingual at early age (Richard-Amato, 1988, p. 269).

In Indonesia, there are also some teaching and learning activities of English conducted outside regular English class. The first is Labsky English Conversation Club (LECC) of SMP Labschool Kebayoran. LECC is an extra-

curricular activity helping students develop their language skills such as listening, speaking, reading, and writing. LECC is held every Friday at 13:30 WIB in SMP Labschool Kebayoran. LECC members are expected to become the school's delegations to participate in English competitions, not only in province level but also in national level (Labschool Kebayoran, 2007).

The second is Public Speaking program conducted in many Modern Islamic Boarding Schools in Indonesia. Public Speaking program is an intra-curricular program aiming at developing students' abilities in delivering speeches using bahasa Indonesia, English, and Arabic. In this program, students are divided into several groups. Each group has to arrange a simulation of speech delivery from the opening to closing. Each member of the group has a certain role in the simulation such as Master of Ceremony, the reader of holy Qur'an, speech conductor, etc.

A Junior High School in Bekasi, SMP Negeri 25 Bekasi has their own English teaching and learning intra-curricular program beside regular English class, it is called English Extra Class. The English Extra Class has a role to provide students with more experience in learning English, so that regular English class is the only source of learning English.

Students being obliged to learn in the English Extra Class are students of year 7 until year 9. This extra class is held once a week for each parallel class with 60 minutes duration. Year 7 students join this class in the morning before their school hours, while year 8 and 9 students in the afternoon after their school hours.

It is a must for all students to join this English Extra Class for half of their English scores written in report card are earned in this extra class. To provide students with new learning environment, this extra class is held in school's language laboratory and also taught by teachers who do not teach students English in the regular class.

2.2 Teaching and Learning Process

Teaching and learning process has two components: the subjects and the way language skills learned. The subjects of teaching and learning process are teacher and learner. When the focus of teaching and learning process is on the teacher, the process belongs to teacher-centered (Syahril, 2007 from Cuban, 1993). On the other hand, the teaching and learning process is learner-centered if the focus of teaching and learning process is on the learners (Lara, 2007). From the way language skills are learned there are segregated way and integrated way. Teaching and learning language skills in segregation means the language skills which are being learned only focus on certain language skills instead of all four language skills. While language skills are learned in integration means all four language skills are learned in one teaching and learning process (Oxford, 2001).

2.2.1 Teacher-Centered

In teacher-centered classroom, the control of teaching and learning process is in the teacher's hands. This happens because teacher's expertise in language that helps learners to learn language. Moreover, teacher's efforts to know learners

and how learners process information are secondary (Brown, 2003). There are five indicators of teacher-centered classroom as cited by Syahril from Cuban: 1) Teacher talk exceeds student talk during instruction, 2) Instruction occurs frequently with the whole class; small-group or individual instruction occurs less often, 3) Use of class time is largely determined by the teacher, 4) The teachers rely heavily upon the textbook to guide curricular and instructional decision making, and 5) The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher's desk nearby. (Syahril, 2007 from Cuban, 1993)

As written in *Language Teaching Methodology* that many teachers were surprised about the amount of talking that they did in the classroom after those teachers were asked to record and analyze one of their lessons. This reaction of surprise may occur because of the statements that teacher talk is 'bad' and make the learners become passive. But, it is also argued that teacher talk is important to provide learners with the only live target language input that learners receive (Nunan, 2000, pp. 189-190).

2.2.2 Learner-Centered

Learner-centered classroom is a classroom that makes the learners' needs and experience as the center of teaching and learning process, and teachers' role is changing from controller into facilitator (Harmer, 2002, pp. 56-57). Thus, students' needs are the considerations in developing activities and materials. Also the measurement of whether the lesson is good or bad depends on the activity of

the learner instead of teachers' performance. Cuban provided some indicators of learner-centered classroom: 1) Student talk about learning tasks is at least equal to, if not greater than, teacher talk, 2) Most instruction occurs individually, in small groups (2 to 6 students) or in moderate-sized groups rather than being directed at the entire class, 3) Students help to choose and organize the content to be learned 4) Teachers permit students to determine, partially or wholly, rules of behavior, classroom rewards and penalties, and how they are to be enforced, 5) The classroom is usually arranged in a manner that permits students to work together or separately, in small groups or in individual work spaces; no dominant pattern in arranging classroom furniture exists, and desks, tables, and chairs are aligned frequently. (Syahril, 2007 from Cuban, 1993)

In today's teaching and learning process, learner-centered classroom is viewed as the ideal way for countering classroom challenges because of its viability for meeting diverse needs (Altan & Trombly, 2001 in Brown, 2003). On the contrary, by being able to choose their own learning route may lead to a learning process that lacks sociability since the importance of peers is not quite necessary (O'Neill & McMahon, 2005, p. 33).

2.2.3 Segregated

Teaching and learning processes of language skills which are conducted in segregation are based on the theory that the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning (Mohan, 1986 in Oxford, 2001). Moreover, for some institutions, it is easier to teach

certain skills apart from another than integrating all four of the language skills (Oxford, 2001). Below are teaching and learning activities of language skills which are learned in segregation from the other language skills.

2.2.3.1 Listening Skills

There are several types of listening activities as described by Penny Ur which can be conducted in segregation from other language skills (Ur, 2001, pp. 113-114):

1. No overt response

The learners should not do anything to response to the listening; however, their understanding on the spoken text can be shown from their facial expression and body language.

Stories. Tell a joke or real-life anecdote, retell a well-known story, read a story from a book; or play recording of a story. If the story is well-chosen, learners may enjoy it and be motivated to listen and understand the stories.

Songs. Teacher sings a song, or plays recording of one. There may be no response required from learners in this activity, yet they can enjoy the music even though they do not understand the words.

Entertainment: films, theatre, video. Similar with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated to make the effort to understand without the need for any further task.

2. Short responses

Obedying instruction. Learners perform actions, or draw shapes or pictures, in response to instructions.

Ticking off items. A list, text or picture is provided: learners mark or tick off words/components which they hear from a spoken description, story or simple list of items.

True/false. The spoken text consists of a number of statements, some are true and some are false. Learners ticks or crosses to indicate whether the statements are right or wrong; or make brief responses; or they may stay silent if the statements are right, say 'No!' if they are wrong.

Cloze. The listening text has several brief gaps, represented by silence or some kind of buzz. Learners write down what they think might be the missing word.

Skimming and scanning. A not-too-long listening text is given, improvised or recorded; learners are asked to identify some general topic or information (skimming), or limited information (scanning) and note the answer(s). Written questions inviting brief answers may be provided in advance; or a grid, with certain entries missing; or a picture or diagram to be altered or completed.

3. Longer responses

Answering questions. One or more questions demanding fairly full responses are given in advance, to which the listening text provides the answer(s).

Because of the relative length of the answers demanded, they are most conveniently given in writing.

Note-taking. Learners take brief notes from a short lecture or talk.

Paraphrasing and translating. Learners rewrite the listening text in different words: either in the same language (paraphrase) or in another (translation).

Summarizing. Learners write a brief summary of the content of the listening passage.

Long gap-filling. A long gap is left, at the beginning, middle or end of a text; learners guess and write down, or say, what they think might be missing.

2.2.3.2 Reading Skills

Penny Ur also proposed several teaching and learning activities of reading skills that can be used in classroom (Ur, 2001, pp. 143-146).

Answering comprehension questions. This activity is a typical reading activity which consists of a written text and followed by several number of comprehension questions related to the text.

Provide a title. Learners suggest a title for a text that is presented with no title.

Summarize. Learners summarize the content of the text in a sentence or two. This may also be done in the mother tongue.

Continue. Learners are provided with a story which does not have an ending and they suggest what might happen next.

Preface. This activity is a vice versa of Continue activity. Here, learners are provided with a story which does not have a beginning and they suggest what might happen before.

Gapped text. Approaching the end of the text, four or five gaps are left and can only be filled in if the text has been fully understood.

Comparison. Learners find similarities and differences of two texts with similar topic.

Re-presentation of content. The text gives information or tells a story; learners re-present the content through different graphic medium such as drawing illustration of the text, coloring, marking a map, listing events or items described in the text, and making a diagram which indicates relationship between items, characters, or events.

2.2.3.3 Speaking Skills

For teaching and learning activities of speaking skills, Anne Lazaraton provided six major types of speaking activities (Lazaraton, 2001, pp. 106-110).

Drilling. Ranges from repetition drill to substitution drill. According to Brown (1994), drilling should be short, simple and snappy, used sparingly, and lead to more authentic communication activities.

Discussion. Learners are introduced to a topic and then asked to get into pairs or groups in order to discuss a response, a solution, etc. toward the topic.

Speeches. There are two kinds of speech activities: prepared speech and impromptu speech. In prepared speech, learners are provided with the structure for the speech – its rhetorical genre (narration, description, etc.) and its time restrictions – while the students select the content. For impromptu speech, learners get more actual practice in speaking, also forces them to think and speak on their own without any notes or memorization.

Role plays. This activity is suitable for practicing sociocultural variations in speech acts and can be performed from prepared scripts, created from a set of prompts and expressions, etc.

Conversations. Learners are given conversation starters in form of questions that have to be responded by students.

Audiotaped oral dialogue journals. Learners give an audiocassette tape to the teacher, who starts the oral journal on the tape by giving some directions for the assignment and suggesting a topic. The tape is returned to the learners and learners should react to the topic given. Next, learners give the tape back to the teacher so that the tape can be responded by teacher in various ways.

Interview. Learners talk to their classmates using an interview form which requires learners to use *wh*- and/or yes-no questions.

2.2.3.4 Writing Skills

H. D. Brown divided writing performance into four categories that capture the range of written production (Brown H. D., 2004, p. 220).

Imitative. Imitative writing focuses on writing letters, words, punctuation, and brief sentences. The activities that can be used in the classroom are writing letters, words, punctuation, and very brief sentences.

Intensive (controlled). The focuses of intensive writing are in producing vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Filling cloze task with provided words, correcting error in sentences, and arranging sentences into correct form may be the appropriate activities for intensive writing.

Responsive. Learners are already master the fundamentals of sentence-level grammar and are more focused on the discourse conventions that will achieve the objectives of the written text. The activities for responsive writing are connecting sentences into paragraph and creating logically connected sequence of two or three paragraph of brief narratives and descriptions, short reports, summaries, and interpretation of charts or graphs.

Extensive. Achieving purpose of writing, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical ideas logically, and in many cases, engaging in the process of multiple drafts to achieve a final product are in extensive writing. Kind of activities for extensive writing are an essay, a term paper, a major research project report, and a thesis.

2.2.4 Integrated

The integration of teaching and learning process of the four language skills means listening, speaking, reading, and writing skills are being learned simultaneously in one teaching and learning process. The integrated teaching and learning process of four language skills provides learners with authentic language and challenges to interact naturally in the language because the use of language skills in real-life communication is simultaneous and integrated (Celce-Murcia & Olshtain, 2000, p. 180). As an example, a person reads a letter and replies it by writing after reading, and may possibly talk about it with other and hears the other person's responds toward the letter.

Moreover, the result of integrated teaching and learning process of four language skills is learners' ability in using English not only for academic purpose but also as means of communication since they have already learned how to use English appropriately in communication (Oxford, 2001). Below are examples of teaching and learning activities of integrated language skills.

- **Devil's advocate.** Students are divided into pro group(s) and contra group(s). Next, they are given a short reading text about a controversial issue. After the grouping and reading a short text of an issue related to the topic, they have to discuss and write their opinion toward the issue based on the groups where they belong: pro opinion for pro group(s) and contra opinion for contra group(s). When the discussion is finished, all members of the groups present their opinion in front of the class and after the presentation the opponent group

can argue and/or give questions on the opinion of presenting groups (Scrivener, 2005, p. 45).

- **The four islands.** In this activity, students are divided into several groups and given a text about four different islands. The differences of the islands may be the location, flora, climate, population, entertainment, government regimes, sports, etc. Next, each group should discuss their favorite island to live and the reasons why they choose that island. Last, each group tells the class their favorite island and the reasons they choose that particular island (Converset & Paget, 2006).
- **Where is this place?** Students are divided into several groups and given a text about giving directions and describing places. Next, secretly from other groups, teacher assigns each group to choose one starting place and one destination place. The groups discuss how to reach the destination place from the starting place. After finish with the discussion, a group picks another group to give directions to the destination place from the starting place and the direction given by the picked group are compared with the group's direction to find out whether it was correct or not.

2.3 Previous Related Research

Rosiana, in 2011, conducted a study on an English intra-curricular program conducted in Daar El-Qalam Boarding School. The name of the program was *Public Speaking* program and focusing on developing students' abilities in delivering speeches. In this study, Rosiana focused on the implementation of

Public Speaking program and the members', instructors' and English teachers' opinions on the implementation of *Public Speaking* program. Moreover, from this study, it could be seen that learner-centeredness occurred in this program since students were working in a group and the teachers were only monitoring students when they were delivering speeches (Rosiana, 2011).

A study focusing on teachers was conducted by Anne Katz. In this study, Katz analyzed teaching style of four different English 310 teachers in an urban state university in the United States in order to find out teachers' role in creating the classroom context. One of the findings of this study was the interaction in all the four observed classes were mostly dominated by the teachers (Katz, 1996).

In 2010, a study on teaching and learning process of language skills which was taught in segregation conducted by Sofia F. Rahmani. This study focused on teaching and learning of reading of Paket C Program of PKBM 33 Malaka, Jakarta Timur. The result of this study was that teaching and learning process of language skills, in this study is reading skills, was conducted in segregation from the other three language skills because PKBM 33 Malaka were focusing its learners to be able to pass the UNPK (*Ujian Nasional Pendidikan Kesetaraan*) (Rahmani, 2010).

A study which was focusing on teaching and learning integrated language skills conducted by Esra Öztürk in 2007. This study focused on teaching English for young learners using integrated skills approach. There were six points which became the focus in this study: 1) the characteristics of young learners, 2) the

principles and techniques of teaching receptive and productive skills, 3) the skill-based teaching, 4) the importance of skill-based teaching, 5) the objectives of A1 Level in Common European Framework, 6) the way to teach English integratedly to young learners in order to realize the objectives of A1 Level in English Language Passport (Öztürk, 2007).

2.4 Conceptual Framework

In relation to the review of related readings and researches, it can be learned that there are many kinds of teaching and learning program of English which are conducted outside the regular English classroom. Those programs have different purposes because of the different needs of the learners' from each program and also different kind of learning process.

There are two components of teaching and learning process: the subjects of teaching and learning process and the way language skills are learned. The first component is the subjects of teaching and learning process are teachers and learners. When the control of teaching and learning process is in the teacher's hands, it is called teacher-centered process (Brown K. L., 2003). On the other hand, learner-centered classroom is a classroom that makes the learners' needs and experience as the center of teaching and learning process, and teachers' role is changing from controller into facilitator (Harmer, 2002, pp. 56-57).

The second component is the way language skills are learned: in segregated way or in integrated way. Teaching and learning language skills in

segregation means the language skills which are being learned only focus on certain language skills instead of all four language skills. While language skills are learned in integration means all four language skills are learned in one teaching and learning process (Oxford, 2001).

This study focused on describing teaching and learning process in the English Extra Class of SMP Negeri 25 Bekasi along with the components that become the focus in this class, the subjects and the way language skills learned. First, the teaching and learning processes were being described. Second, the subject that became the focus of the English Extra Class was analyzed using the indicators which were provided by Cuban. Third, the language skills that became the focus of the English Extra Class were analyzed through the exercises and activities that are given to the students during the teaching and learning processes.

CHAPTER III

METHODOLOGY

This chapter describes the methodology used in conducting this study. This study employs a case study approach to find out teaching and learning process at English Extra Class of SMP Negeri 25 Bekasi along with its focus on the subject of teaching and learning process and the way language skills are learned. Details on the methodology are research design, time and place of the study, population and sample, instruments of the study, and data collection & data analysis technique.

3.1 Research Design

This study was a case study intending to describe the teaching and learning process occurred in the English Extra Class of SMP Negeri 25 Bekasi along with its focus on the subject of teaching and learning process and the way language skills are learned.

3.2 Time and Place of the Study

The data was collected in SMP Negeri 25 Bekasi. Writer used three months (November 2011 – January 2012) to collect the data by observing teaching and learning activities in the English Extra Class and interviewing the teacher to confirm the findings of the study.

3.3 Population and Sample

The population of the study was the English Extra Class of SMP Negeri 25 Bekasi for year 9 students from class 9-1 up to 9-10 and the teacher. The sampling technique used was random sampling and the samples were students from three different classes and the teacher who was responsible for the classes. Year 9 students were chosen because they have been joining the extra class for more than two years which means the longest time experiencing the English Extra Class and also they will soon having the National Examination.

3.4 Instrument(s) of the Study

The instrument used to find out the teaching and learning process was observation sheet. While to confirm the findings of the study, interview protocol was used to interview the observed teacher. As mentioned in *Qualitative Research in Education: Interaction and Practice* that

The data that make up a case study can entail observations, interviews, transcripts, notes, documents (policy, syllabus, assessment records) and so on (Freebody, 2004).

Moreover, according to Robert B. Burns, the main techniques used in case study are observation, interview, and document study (Burns, 2000).

3.4.1 Observation Sheet

The observation sheet in this case study was used to observe teaching and learning process occurred in the English Extra Class. In the observation sheet, writer jotted down all teaching and learning process that was observed during the observation sessions.

3.4.2 Interview Protocol

Another instrument used was interview. The writer used semi-structured interviewing in order to make the interviews focused on the teachers' actual confirmation on the findings (Burns, 2000). The questions written in the interview protocol are asking the confirmation from the teacher related to the findings of the study.

3.5 Data Collection and Data Analysis Techniques

3.5.1 Data Collection Techniques

The data were collected in order to find the description of teaching and learning process in the English Extra Class, the focus of the subjects of teaching and learning process, and language skills learned. The data were collected through observations and interviews. The steps in collecting data are written below.

1) Observation

Observation was conducted to gain data from teaching – learning process in the English Extra Class of SMP Negeri 25 Bekasi. There were six steps in collecting data from observation.

- a) Designing observation sheet.
- b) Consulting observation sheet to thesis advisor.
- c) Revising the observation sheet and getting approval from thesis advisor.
- d) Preparing digital camera which has photo and video modes as an equipment for the observation.

- e) Preparing observation sheet which contains points that need to be observed.
- f) Observing the teaching - learning activities occurred in the English extra class and jotted down the teaching and learning process which was occurred.

2) Interview

Furthermore, in confirming the data found during observations, interviewing the teacher was also chosen as the technique in collecting data. The kind of interview used was semi-structured interview. There were four steps in collecting data from the interview.

- a) Designing interview protocol. The design of the interview protocol had seven questions used to gain students' opinion toward the English extra class.
- b) Consulting the interview protocol to thesis advisor.
- c) Revising the interview protocol design and getting approval from thesis advisor.
- d) Interviewing the teacher who is responsible for year 9 English Extra Class.

3.5.2 Data Analysis Technique

This analysis had purpose to answer research questions of describing teaching and learning process in the English Extra Class at SMP Negeri 25 Bekasi along with its focus on the subject of teaching and learning process and how the language skills learned.

The recorded data of teaching and learning process in the English Extra Class which were collected from observations were firstly analyzed by transcribing the conversation occurred in the teaching and learning activities

of listening in the English Extra Class. Secondly, the results of the transcriptions and notes in the observation sheets were analyzed together in order to describe the teaching and learning process, the focus on the subject, and how language skills learned.

The data which were obtained from the interview were analyzed through transcribing the conversation occurred during the interview and finally describing the result of the interview by connecting it with the findings.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion of the research about English Extra Class at SMP Negeri 25 Bekasi. The analysis and findings are described based on the data and information gained to answer the research question.

4.1 Data Description

The data are teaching and learning process in the English Extra Class and teacher's confirmation on the findings of the teaching and learning processes which were collected using observation sheet and interview protocol. The observation sheet was used during the observation to gain information on teaching and learning process in the English Extra Class to answer the research question. Interview protocol was used to conduct an interview with English Extra Class teacher who is responsible for year 9 students with purpose to find supportive data about the teaching and learning process. The data were collected from three parallel classes of year 9 and one teacher of the English Extra Class.

4.2 Findings and Discussions

The discussions or descriptions of the teaching and learning process in the English Extra Class are described in order to answer the research question.

The presentation structure of the research findings and discussions is:

4.2.1 Description of teaching and learning activity in the English Extra Class and

4.2.2 Findings and discussions on the focus of the subjects and language skills.

4.2.1 Description of teaching and learning processes in the English Extra Class

In this first part, the teaching and learning processes in the English Extra Class which had been conducted in ten parallel classes of year 9 represented by three observed classes are being described.

In a week, there are three days provided for all ten parallel classes of year 9; four classes on Monday from 12:30pm – 5:00pm, four classes on Tuesday from 12:30pm – 5:00pm, and two classes on Wednesday from 12:30pm – 2:30pm, and each parallel class has an hour meeting per week. All teaching and learning activities hold in the school's language laboratory. The materials learned by each parallel class are the same during a week, which are mostly published materials and developed by the teacher. There is one teacher who is responsible for teaching and learning activities of listening for all ten parallel classes of year 9.

The first class which was being observed was started at 12:30pm. The topic which was learned was ‘-be going to’ and ‘will’. To start the lesson, teacher asked a question about what are students going to do after they get back from the English Extra Class. Students mentioned several activities that they were going to do after get back from the class using bahasa Indonesia and English and all the activities mentioned was written on the whiteboard by teacher. Teacher was also

encouraged the students to find the English words for every answer that used bahasa Indonesia.

“Yaa . . . apa? After going back to this class, what are you going to do?”

(Teacher)

“Jalan-jalan trus pulang!”

(Students)

“Okay! Anyone else? Ada yang tau ga’ apa ‘jalan-jalan trus pulang’?”

(Teacher)

Next, the topic was explained by teacher to the students. First, the differences between ‘-be going to’ and ‘will’ were being explained. Second, teacher gave an example. Third, students were instructed to make other examples orally using the activities which were written in the whiteboard.

“Nah, now, it means that if you . . . if you want to do something or if you have a plan but it is sure, kalo misalnya kalian punya rencana dan itu yakin akan dilakukan, so you have to use ‘am going to’, okay? ‘I’m going to’. For example, ‘go for a walk’, I go for a walk, okay? I’m going to go for a walk. So, kalo ‘eat’ berarti gimana?”

(Teacher)

“I’m going to eat. I’m going to eat.”

(Students)

The first material for that day was a recorded dialogue and was played twice. On the first listening, students only had to hear the conversation. While on the second

listening, the conversation was paused into a single sentence, students imitated the sentence, and translated the sentence into bahasa Indonesia.

“Who are you going to go with?”

(Recorded dialogue)

“Dengan siapa kamu pergi?”

(Student 1)

Next, students were asked to pick one verb from their dictionary. Almost half of the class did not bring their dictionary even though they had been ordered to bring dictionary by the teacher. So, the teacher suggested them to share with those who brought dictionary. When students had found their verb, teacher asked questions to all students orally using ‘-be going to’ and students should answer the questions using the verb they found in the dictionary. The students looked very enthusiastic in answering the teacher since many of them were begging to be asked by the teacher.

“Okay, alright. I’m going to give you three questions, okay? I’m going to ask you three questions: what are you going to do?, with whom?, and where? Okay? I will ask you three questions.”

(Teacher)

“Ask me! Ask me! Ask me!”

(Students)

The second materials, a recorded monologue consisted five statements, was played for several times and students had to write those five sentences. After

students finish with the writing, students were asked to mention their answers so that their friends would hear if there was a mistake.

“You are going to goes to school next week.”

(Student 2)

“Kok ‘goes’ sih? Salah!”

(Student)

At the end of the lesson, students got one more explanation on the use of ‘-be going to’ and ‘will’. Students were also instructed to give oral examples on ‘will’ using five sentences from recorded monologue.

“Saya akan pulang besok’. Nah, ‘I’m going to go home tomorrow’, ya. Kalo misalnya, if you change ‘will’, kalo diganti dengan ‘will’ jadinya gimana?”

(Teacher)

“I will go home tomorrow!”

(Students)

Before students’ attendance was being checked, students were given homework about their agenda for next Sunday.

During the class, the teacher did several code switching and code mixing. On the other hand, students were rarely using English as a mean of communication except when they were answering questions from the exercise.

“Kalo pake ‘I will’ gimana mister?”

(Student 3)

Moreover, compliments were very often given to students who gave correct answers.

The second observed class was started at 1:30pm. The topic which was learned in this class was hotel reservations. In introducing the topic, students were asked by teacher whether they had ever been staying in hotels or not. Students were also asked by teacher to mention some hotels located in Bekasi and Jakarta.

During the listening activity, students listened to a recorded dialogue about reserving a hotel room and they had to do cloze task based on the conversation occurred in the recorded dialogue. The recorded dialogue was played for four times without pauses. Since students felt difficult to work on the exercise, the recorded dialogue was paused into a single sentence and directly imitated by the teacher. Students were also asked to find the meaning of several key words.

“Hi, I’d like to make a reservation.”

(Recorded dialogue)

“‘I’d like to make a reservation’. What is reservation?”

(Teacher)

“Pemesanan.”

(Student 1)

Next, students were allowed to discuss their answers with their friends to find out if they made some mistakes. After students finished with peer discussion, all answers were being checked together with teacher and the whole class. Teacher

gave opportunities for students to ask him if they have some difficult words from the task.

After questions-answers session, a student asked the teacher to translate the recorded dialogue with the whole class.

“Ter, kenapa enggak ditranslate together aja, ter?”

(Student 2)

“Translate together? Alright! Who will be . . . I think starting from there, Wardoyo (pointing to a student). Just read it and then try to translate. Baca dulu terus coba diartiin.”

(Teacher)

According to the teacher, translating the dialogue was already planned as a part of the exercises which means that it was only a coincidence when a student asked to translate the recorded dialogue with the whole class.

“Ya, kalau mulai masalah translate, aaa . . . saya memang memberikan mereka materi terlebih dahulu. Kalau misalnya mereka mengalami kesulitan untuk arti dari bahasa Inggris, baru saya lempar ke anak-anak untuk translate bersama. Kalau misalnya mereka masih kesulitan, baru saya memberikan terjemahannya, begitu.”

(Teacher)

To end the class, all students' answers were collected to the teacher for scoring. During this class, compliments were also very often given to students who gave correct answers.

The last class being observed was also started at 1:30pm. That day was the last day of English Extra Class in the first semester. To start the lesson, students were asked to prepare a piece of paper and a pencil and they had to write ten questions related to the monologue they are about to hear which was written on the whiteboard. The recorded monologue used for the test was a narrative text with title The Train Ride.

In the listening activities, the recorded monologue was being played for eight times and was being read manually by the teacher twice to answers all the ten questions.

“Belom! Satu lagi, mister. Iya, sekali lagi, mister! Mister aja yang baca.”

(Students)

“Okay, I’m going to read it. Now, please be quite, I’m going to read it.”

(Teacher)

Students were given five minutes to check their answers, but students used this occasion to cheat other students’ answers.

Next, all students’ answers in the papers were collected to the teacher.

After all papers had already collected, the answers of the test were being checked with the teacher and the whole class. To end the class, students were given several questions related to the recorded monologue to test their comprehension on the text and had to be answered orally.

“Okay, tapi sebelum pulang I’m going to ask you several questions first ya. Saya Tanya dulu nih beberapa pertanyaan sebelum pulang. The first one is aaa . . . does Joe go to the Sun City alone? Does Joe go to the Sun City alone?”

(Teacher)

“Yes! Yes, he does.”

(Students)

4.2.2 Findings and discussions on the focus of the subjects and language skills

The table below is used to analyze the subject who became the focus of the English Extra Class. The first five indicators are the indicators of teacher-centered classroom, while the second five indicators are the indicators of learner-centered classroom.

Table 4.1 Indicators of classroom subject

Indicators	Observed Classes		
	1st	2nd	3rd
1. Teacher talk exceeds student talk during instruction.	+	+	+
2. Instruction occurs frequently with the whole class; small-group or individual instruction occurs less often.	+	+	+
3. Use of class time is largely determined by the teacher.	+	+	+
4. The teachers rely heavily upon the textbook to guide curricular and instructional decision making.	+	+	+
5. The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher’s desk nearby.	+	+	+

6. Student talk about learning tasks is at least equal to, if not greater than, teacher talk.			
7. Most instruction occurs individually, in small groups (2 to 6 students) or in moderate-sized groups rather than being directed at the entire class.			
8. Students help to choose and organize the content to be learned.			
9. Teachers permit students to determine, partially or wholly, rules of behavior, classroom rewards and penalties, and how they are to be enforced.			
10. The classroom is usually arranged in a manner that permits students to work together or separately, in small groups or in individual work spaces; no dominant pattern in arranging classroom furniture exists, and desks, tables, and chairs are aligned frequently.			

From the table above, it can be conclude that the English Extra Class is teacher-centered. Teacher talk which was exceeding students talk can be seen from the observation transcriptions.

For the instructions, they were mostly occurred with the whole class.

“Okay! Anyone else? Ada yang tau ga’ apa ‘jalan-jalan trus pulang’?”

(Teacher)

There might be activities where the instructions occurred individually, but those activities did not exceed the instructions which were occurred with the whole

class. In the first class, it was only one activity with individual instruction: when students were asked to answer teacher's '-be going to' questions.

"Alright. Very good. Nah kamu, Ali (pointing to a student). Keep silent. Keep silent. What are you going to do next Sunday?"

(Teacher)

"Next Sunday I'm going to play football."

(Student 4)

In the second class, the individual instruction occurred when the recorded materials were being translated. Teacher pointed one student to translate one sentence. In the third class, there was no individual instruction.

Students were not involved in choosing and organizing materials because the teacher argued, in interview session, if students were involved, students would only choose to do games. But, teacher added that he tried to find materials that might be interesting for the students.

"... Karena kalau saya lihat, kalau hanya mengikuti kurikulum di lab bahasa jadinya kurang berkembang dan anak-anak lebih mudah bosan, makanya saya improve sendiri untuk menambahkan materi-materi jadi mereka akan lebih tertarik untuk mempelajari bahasa Inggris karena yang namanya hanya listening justru harus sesuai dengan perkembangan yang hari ini, gitu ya ... Sebagai guru lab bahasa juga harus tahu kosakata-kosakata anak itu sehari-hari apa saja. Nah, itu yang saya cari aaa. ... yang saya sesuaikan dengan materi yang saya dapat dari internet dan dari sumber yang lain, seperti itu."

"... *because when I look at it, if I merely followed the curriculum at language lab, students will be hard to develop and easily get bored, that's why I improve*

the materials to add other existed materials so that students will be interested to learn English because listening has to up to date . . . As an English Extra Class teacher, I also have to know students' daily vocabulary. That's what I'm looking for aaa . . . that's what I adjust with the materials I got from internet and other sources."

(Teacher)

The rules of behavior, such as to bring dictionary, were also determined by the teacher.

"Memang dari awal (siswa) sudah diminta untuk membawa kamus ya . . ."

"Since the beginning (students) are already asked to bring dictionary . . ."

(Teacher)

For classroom furnitures arrangement, they were arranged into rows facing the whiteboard with a teacher's desk nearby because the English Extra Class is conducted in language laboratory and it is impossible to rearrange the furniture in the language laboratory.

Next, the second table below is used to analyze which language skills that became the focus in the three observed class of the English Extra Class.

Table 4.2 Language skills learned

Language Skills	Observed Classes		
	1st	2nd	3rd
1. Listening	+	+	+
2. Reading			
3. Speaking	+	+	+
4. Writing	+		+

From the table above, it can be concluded that there are two skills that become the focus of the English Extra Class: listening and speaking which means that English Extra Class conducted the teaching and learning process of language skills in segregation.

There were three exercises in the first class. The first was focused on listening and speaking skills: listening to a recorded conversation, repetition drilling on the dialogue, and translating the dialogue in to bahasa Indonesia. Second activity was for students' speaking skill: students had to answer teacher's questions orally using '-be going to' and the verbs they picked from dictionary. The third activity was the combination of listening, writing, and speaking skills: listened to five monologues, wrote the five monologues, and mentioned what had been written.

In the second class, there were two exercises. The first was for listening skills: answering cloze task using the words from the recorded dialogue. The second was focused on speaking skill: students read aloud the completed dialogue of the cloze task.

The third class had also two exercises. The first was involving students' listening and writing skills: listening to a narrative text and answering ten comprehension questions related to the narrative text. The second was for speaking skill: students had to answer orally three questions proposed by the teacher which were taken from the narrative text.

In addition, teacher started the class by initiating conversations using questions related to the material that students about to learn and this kind of activity is involving students in listening and speaking skills activities.

To triangulate the data, an interview confirming the language skills that become the focus of English Extra Class was conducted with the teacher whom the classes were being observed. According to teacher's answer, the focus of the English Extra Class is also on listening and speaking skills.

“Iya, (*English Extra Class*) memang untuk listening skills dan pastinya untuk speaking juga biar anak-anak aktif untuk berbicara bahasa Inggris dan menambah vocabulary mereka.”

“That’s right, (English Extra Class) is actually for listening skills and of course for speaking skills too, so that students will be actively use English while speaking and also to add their vocabularies.”

(Teacher)

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter consists of three parts: conclusions, implications, and suggestions. Conclusions are presented related to the teaching and learning process in the English Extra Class of SMP Negeri 25 Bekasi including teaching and learning process itself, the subject of teaching and learning process, and language skills learned. Implications are described based on the data analysis. Recommendations are addressed particularly for English Extra Class of SMP Negeri 25 Bekasi and those people who are interested in the study of teaching and learning process of English intra-curricular activity conducted outside the regular English classroom.

5.1 Conclusions

Based on the analysis conducted in this study, the teaching and learning processes at three year 9 classes of English Extra Class in SMP Negeri 25 Bekasi were started with questions-answers sessions related to the topics learned that day. Next, exercise(s) given to the students and after they done working with the exercises, the answers are being checked with the whole class. Last, several

questions related to the topics which have being learned are asked to check students' comprehension.

The teaching and learning processes in the English Extra Class of SMP Negeri 25 Bekasi are focusing its subject on the teacher which means that the classes are teacher-centered. The teaching and learning processes in the English Extra Class fulfill all the five indicators of teacher-centered classroom and none indicators of learner-centered classroom occur in this class: 1) teacher talks exceed students talks, 2) instructions occur mostly with the whole class, 3) the use of class time are determined by the teacher, 4) teacher relies on the materials which is developed by himself in making instructional decision since students do not involve in organizing the materials, and 5) the classroom furniture are arranged into rows.

When a class is teacher-centered, it is likely to be teacher's domination in class. Some good points when teacher plays the main role would be: 1) Students get guidance during the teaching and learning process, 2) Encourage shy students to take participation, and 3) Teacher's use of English during the teaching and learning process provides students with live input of English. On the other hand, the bad points of teacher-centered classroom are 1) Students are more likely to be confused when the teacher is not around and 2) Students become passive learners since they only wait for instruction given by the teacher.

Last, language skills learned in the English Extra Class are mostly for listening and speaking skills. Thus, teaching and learning processes of language

skills are conducted in segregation since the focus are in listening and speaking skills. In the first observed class, the language skills learned are listening, speaking, and writing. The type of activity for listening skills is for no overt response. For speaking skills, there are repetition drill and conversation. For writing skills, there is intensive writing. In the second class, listening and speaking become the focus. The listening exercise's type is for short response and for speaking exercise is repetition drill. Listening, speaking, and writing become the focus of the third observed class. The type of listening exercise is for longer response, intensive writing for writing skills, and conversation for speaking skills.

Teaching and learning processes of language skills conducted in segregation has strength and also weakness. For the strengths, there are 1) The teaching and learning processes are more focus on certain language skills, 2) Repetitions occur more often, and 3) It is likely easier to be prepared. While for the weakness, students' language developments are not developed in its natural way because the nature of language is the integration of all four language skills: listening, speaking, reading, and writing.

5.2 Implications

From the research findings, the focus of teaching and learning processes in the English Extra Class are on the teacher since year 9 students need more guidance, explanations, and examples on the material learned that can be provided mostly by the teacher. Those students are also not yet capable to help the teacher

in choosing materials because they choose to always do games that might make teaching and learning processes cannot meet the objectives. The English Extra Class is conducted in language laboratory which means impossible to rearrange the furniture in the classroom into other forms beside rows. Moreover, although the teacher who becomes the subject of teaching and learning processes, all students are actively involved during the teaching and learning processes of the English Extra Class.

Teaching and learning processes of language skills in the English Extra Class are conducted in segregation of only listening and speaking skills because these two skills are quite difficult to be learned in regular English class because of the noise from passed-by vehicles, noise from other classes, the limitation in tape and CD player, etc. Furthermore, those difficulties are also become the reasons of conducting English Extra Class in language laboratory which has sufficient facilities for teaching and learning process of listening and speaking skills.

5.3 Recommendations

Based on the findings on the observation and interview, there are some terms should be considered. 1) The focus of teaching and learning processes is on the teacher. The purpose of teaching and learning processes is for developing students' performances and abilities, so this teacher-centeredness should be reduced, not removed, since teacher-centered classroom focuses on teacher's performance rather than the students'. 2) Teaching and learning processes of

language skills are conducted in segregation. Even though the English Extra Class is a complimentary of regular English class, it would be best if all four language skills are taught integratedly because language should be learned in its nature; through listening, speaking, reading, and writing. Moreover, if the regular English class cannot provide students with the four language skills, the English Extra Class can be another learning source that can provide students with the teaching and learning process of the all four language skills in integration.

References

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Brown, K. L. (2003). *From Teacher-Centered to Learner-Centered Curriculum: Improving Learning in Diverse Classrooms*. Retrieved January 15, 2012, from findarticles.com:
http://findarticles.com/p/articles/mi_qa3673/is_1_124/ai_n29032690/
- Burns, R. B. (2000). *Introduction to Research Methods*. New South Wales: Pearson Education Australia.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
- Converset, G., & Paget, L. (2006, November). *Teaching the Whole Class: Integrated Skills Activities to Accelerate Language Learning*. Retrieved January 15, 2012, from ACTFL: <http://www.actfl.org/files/ACTFL06handouts/Session450.pdf>
- Freebody, P. (2004). *Qualitative Research in Education: Interaction and Practice*. London: SAGE Publications Ltd.
- Harmer, J. (2002). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Katz, A. (1996). Teaching Style: A Way to Understand Instruction in Language Classroom. In K. M. Bailey, & D. Nunan, *Voices From the Language Classroom* (pp. 57-87). Cambridge: Cambridge University Press.
- Labschool Kebayoran. (2007, July 24). *Profil Ekstrakurikuler SMP Labschool Kebayoran*. Retrieved January 15, 2012, from Ekskulku Menyenangkan, Prestasinya Membanggakan:
http://ekskulabsky.multiply.com/journal/item/5?&show_interstitial=1&u=%2Fjournal%2Fitem
- Lara, V. (2007). *Professional Development Module: Student-Centered Teaching*. Retrieved January 15, 2012, from Texas Collaborative for Teaching Excellence:
<http://www.texascollaborative.org/stdtcenteredteach.htm#section5>
- Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia, *Teaching English as a Second or Foreign Language* (pp. 103-115). Boston: Heinle & Heinle.
- Moon, J. (2005). *Children Learning English*. Oxford: Macmillan Heinemann.

- Nunan, D. (2000). *Language Teaching Methodology*. Harlow: Pearson Education Limited.
- O'Neill, G., & McMahon, T. (2005). Student–Centered Learning: What Does It Mean for Students and Lecturers? In G. O'Neill, S. Moore, & B. McMullin, *Emerging Issues in the Practice of University Learning and Teaching* (pp. 27–36). Dublin: All Ireland Society for Higher Education (AISHE).
- Oxford, R. (2001, September). Integrated Skills in the ESL/EFL Classroom. *ERIC Digest*.
- Öztürk, E. (2007). *Teaching English to Young Learners through Integrated Skills Approach*. Ankara: Department of English Language Teaching of Gazi University.
- Rahmani, S. F. (2010). *Teaching and Learning Reading of Paket C Program at PKBM 33 Malaka, Jakarta Timur*. Jakarta: English Department of State University of Jakarta.
- Richard-Amato, P. A. (1988). *Making It Happens: Interaction in the Second Language Classroom*. New York: Longman.
- Rosiana. (2011). *The Implementation of Public Speaking Program in Daar El-Qalam Islamic Boarding School*. Jakarta: English Department of State University of Jakarta.
- Sandrock, P., & Webb, E. (2003, April 15). *Learning Languages in Middle Schools*. Retrieved November 20, 2011, from National Council of State Supervisors of Foreign Languages: <http://www.ncssfl.org/papers/FinalMiddleSchool.pdf>
- Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan Education.
- Syahril, I. (2007). *Characteristics of Teacher-Centered & Students-Centered Instruction*. Retrieved January 15, 2012, from Education 21: <http://iwansyahril.blogspot.com/2010/11/spring-2007-reflection-characteristics.html>
- Ur, P. (2001). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Appendix 1

Letters

Appendix 2

Observation sheet and transcription

Observation Sheet

English Extra Class Teaching and Learning Activities of Listening

Observee : Mr. Ramdhan

Day / Date : Tuesday, November 15, 2011

Topic : ‘-be going to’ and ‘will’

Material(s) : Recorded dialogue and monologue

- Teacher entered the class and greeted the students.
- The topic was introduced by teacher through asking a question “After going back to this class, what are you going to do?” Students answered the question with different answers in both English and bahasa Indonesia. When students answered with bahasa Indonesia or incorrect English, the teacher asked other students to correct the answers. All students’ answers were written by teacher on the whiteboard.
- Teacher started to explain the topic to students by dividing ‘plan’ into two kinds:

“Kalo misalnya kalian punya rencana dan yakin akan dilakukan, so you have to use ‘-am going to’, okay?!”

“Kalo misalnya *planningnya* belum pasti ya, enggak pasti jadinya, so it means that you have to use ‘I will’, okay?!”
- After the examples of using ‘-be going to’ and ‘will’ were given by teacher, students were instructed to make oral examples using the words written on the whiteboard. When students made mistakes, teacher corrected them directly, while compliments were also given for students who could give examples correctly.

- Moreover, when students found difficult words in teacher's examples, they were directly asking the meaning of that word and also its spelling.
- The second activity was listening to a recorded dialogue. The dialogue was played only once and students had not asked to write anything yet. After the dialogue end, students were being asked on what was the dialogue about. Students gave different answers in a time which was hard to be heard, so teacher proposed to repeat the dialogue sentence by sentence and students were agreed. This time, teacher paused the dialogue sentence by sentence and students were imitating the sentence also translating it into bahasa Indonesia. When students made mistakes while imitating and/or translating a sentence, teacher corrected it directly. Examples of using 'will' were also given and practiced.
- The third activity was producing sentence orally. Each student had to look on his/her dictionary and picked a verb, but some students did not bring their dictionary. Next, teacher asked them with question "what are you going to do?" which led students to answer using '-be going to' and verbs they found in the dictionary. Most students could answer that question correctly using '-be going to'.
- In the last activity, students were asked to write sentences from a recorded monologue. The recorded monologue consisted of five individual sentences. The recorded monologue was being played repeatedly by teacher as asked by the students. When students still felt difficult to understand the speakers, teacher repeated the sentence by himself.
- Before the class ended, students were being explained the difference between the use of '-be going to' and 'will' once again. Students were also asked to give oral examples of 'will' using the five sentences from the recorded monologue.
- The class was closed by giving students homework. On the homework, students had to make their own schedule of next Sunday. Before students went home, their attendances were being checked by the teacher.

Observation Transcription

Observee : Mr. Ramdhan

Topic : ‘-be going to’ & ‘will’

Material : Recorded material of a conversation

Day / Date : Tuesday, November 15, 2011

T : Yak . . . Asalamu’alaikum warahmatullahi wabarakatu

Ss : Wa’alaikumsalam warahmatullahi wabarakatu

T : How are you today?

Ss : I’m fine!

T : Alright, yak, today . . . only two students who don’t come today. So, where are the others? Yang lainnya kemana nih?

Ss : Masih ada yang shalat, ada yang makan juga!

T : Alright, ya udah, aaa . . . today, yak, before we are going to start the class, I’m going to ask you first, okay? Hmm . . . dimulai nih pertanyaanya. Dengerin ya. Yak, after going back to this lab, what are you going to do?

Ss : (*Buzzing*)

T : Yaa . . . apa? After going back to this class, what are you going to do?

Ss : Jalan-jalan trus pulang!

T : (*Wrote ‘jalan-jalan terus pulang’ on the whiteboard*) Okay! Anyone else? Ada yang tau ga’ apa ‘jalan-jalan trus pulang’?

Ss : (*Buzzing*) Muter-muter, mister!

T : Yak ada yang tau kalo muter-muter? Apa? (*pointing at a student*)

Ss : Go for a walk!

T : Yaak, betul! Apa? (*wrote ‘go for a walk’ on the whiteboard*) Go for a walk. Go for a walk. Okay, aaa . . . ‘terus pulang’ apa bahasa Inggrisnya, ‘terus pulang’?

Ss : Go home! And then go home!

- T : (*Pointing at a student*) And then go home. Okay, that's good. Very good!
- Ss : Itu kan saya yang ngomong, mister!
- T : Oh, okay, kamu juga deh! (*pointing at another student*) Okay, aaa . . . yak! Beside jalan-jalan and pulang, what else?
- Ss : Makan!
- T : Right, makan! Makan dulu, deh. Apa?
- Ss : Eat! Eat!
- T : Eat. Kamu apa? (*pointing at a student*).
- Ss : Sama!
- T : 'Sama'. Apa itu 'sama'?
- Ss : Same same.
- T : Same same?!
- Ss : (*Laughing*) Apaan mister? Lupa!
- T : Tunggu yaa! (*wrote 'same as you' on the whiteboard*) Same as you.
- Ss : Oh 'same as you'. Beda 'as you'nya aja mister!
- T : Okay, aaa . . . 'jalan-jalan' sudah, 'same as you' sudah, oh iya 'makan' (*wrote 'eat' on the whiteboard*).
- Ss : Watch TV, mister!
- T : Watch TV, alright! (*wrote 'watch TV' on the whiteboard*).
- Ss : Bobo'an, mister, bobo'an!
- T : Apa bobo'an (*checking the computer*)?
- Ss : Sleep, sleep. Sleep, mister!
- T : Hah? Sleep (*wrote 'sleep' on the whiteboard*). One, two, three, four, five, what else? Apa lagi? Baru lima. Next?
- Ss : Mandi. Take a bath.
- T : (*Wrote 'take a bath' on the whiteboard*)
- Ss : Shalat!

- T : Shalat apa shalat? (*wrote 'pray' on the whiteboard*)
- Ss : Shalat belakangan! Ooh pray, pray.
- T : Okay, that's it! That's it! Cukup. Cukup. Yak, ada 'go for a walk', 'same as you', 'eat', 'watch TV', and 'sleep'. Okay, . . . (*some students enter the lab*). Alright, balik lagi ke pelajaran. Okay, yak, aaa . . . yak, I know aaa . . . I know your plan, okay. I know your plan after this. And today in case that, yak, saya tau nih berarti rencana kalian itu kan tadi ya pengen jalan-jalan setelah ini, abis itu makan, nonton TV, tidur. Okay, but your problem is, masalahnya adalah will you do it or not? Mau . . . mau rencananya eh . . . apa namanya . . . bener-bener mau ngejalanin apa enggak? Hanya rencana aja? (*wrote 'am going to' and 'will' on the whiteboard*)
- Ss : Rencana aja!
- Ss : Dijalanin!
- T : Nah, now, it means that if you . . . if you want to do something or if you have a plan but it is sure, kalo misalnya kalian punya rencana dan itu yakin akan dilakukan, so you have to use 'am going to', okay? 'I'm going to'. For example, 'go for a walk', I go for a walk, okay? I'm going to go for a walk. So, kalo 'eat' berarti gimana?
- Ss : I'm going to eat. I'm going to eat.
- T : Okay, that's good! Very good!
- Ss : Yeah!
- T : Kalo 'watch TV'?
- Ss : I'm going to watch TV.
- T : Good! (*a student enter the lab*) Alright, after that what you have to do?
- Ss : I'm going to sleep!
- T : I'm going to sleep. Very good! Ya, I'm going to. Kalo misalnya aaa . . . 'saya akan . . .' aaa . . . 'saya akan makan dan tidur'?
- Ss : (*Answering together*) I'm going to eat and sleep!
- T : Ya, kalo 'saya akan makan sambil tidur'?
- S : I'm going to eat aaa . . . with sleep, with sleep!
- S : Kok 'with sleep'?

- T : Biasanya gitu ga?
- Ss : Enggak . . . enggak . . .
- Ss : Iya! Iya!
- T : Ya? I will sleep while eating, nah beda lagi nanti. Eh, I'm going to sleep eh . . .
I'm going to eat while sleeping.
- S : 'While' itu 'sambil'?
- T : Iya 'sambil'.
- S : 'While', w – a – i – l?
- T : w – h – i – l – e, 'while'. Yak, nah tadi ya kita gunakan 'I'm going to' (*wrote 'I'm going to' on the whiteboard*). So, yak, terus, kalo misalnya tiba-tiba lagi jalan-jalan nih terus ditelpon, okay, aaa . . . "Where are you?" "I am walking-walking" ooh salah yaa . . . go for a walk, okay, "I'm go for a walk . . . I'm going . . . now I'm going to go for a . . . nah I go for a walk with my friend" misalnya gitu ya, "saya lagi jalan-jalan sama temen saya". "Ooh I see" aaa . . . yak "Not far from the school". "Ooh I see" gitu yaa, "So, can you go home earlier?"
- Ss : 'Earlier' apa?
- T : 'Earlier'? 'Lebih awal'. "Can you go home earlier?" "Well, that's okay." Nah, ya, so, it means that aaa . . . apa namanya . . . karena tadinya mau jalan-jalan trus tiba-tiba batal ya. So it means that ya rencananya kan tidak jadi ya?
- Ss : Iya.
- T : Kalo misalnya planningnya belum pasti ya, enggak pasti jadinya, so it means that you have to use 'I will', okay?! Yak, 'will' ya?! Nanti kita bisa mendengarkan nanti contohnya. 'I will' ya. Contoh misalnya abis jalan-jalan, enggak jadi makan, jadi gimana?
- Ss : I . . . am going to . . .
- Ss : Enggak. Jalan-jalan tadi apa?
- Ss : I'm going for a walk.
- T : Nah, makanya tadi niatnya ga pasti ya?! Kayaknya abis jalan-jalan tuh mau makan, ga jadi, ga jadi makan ya? Ya gitu yaa, ga jadi atau lupa. So it means that kalo kalian belom pasti jadinya 'I will . . .' 'I will eat after that, ya? 'I will eat after that'. 'Saya akan makan'.
- Ss : (*Singing*) I will fly into your arms.

- T : Nah, 'I will fly'! Kenapa pakenya 'will fly'?
- Ss : Gak mungkin!
- T : Lah orang gak mungkin ya, 'I will fly', hanya ini yaa . . .
- Ss : Gak mungkin terbang!
- T : Hanya imajinasi aja jadinya. Okay, yaa tadinya 'I'm going to' become 'I will' if your plan ya . . . (*wrote 'I will' on the whiteboard*).
- Ss : Mister, kalo pake 'be-going to' gimana?
- T : 'Be-going to'! Very good! 'Be-going to' ya ini (*circling 'am going to' on the whiteboard*). 'Be'nya itu ya yang ini (*pointing at 'am'*). 'I'm going to' ya. Kalo 'He' berarti?
- Ss : He going . . .
- Ss : He go . . .
- T : 'He is going to'.
- Ss : Nah iya itu!
- T : 'He's going to'. Kalo 'They'?
- Ss : 'They are going to'!
- T : Iya betul! (*pointing at a student*) Eh, kalo misalnya, kalo misalnya Rafli . . .
- S : Eh, saya?
- T : Iya, kenapa?
- Ss : (*Buzzing*)
- T : Kalo di sininya Rafli . . . (*pointing at 'I'*) berarti?
- S : Rafli is going to!
- T : That's great!
- S : Yeah! I'm handsome! Saya sesuatu banget ya mister?!
- Ss : (*Laughing*)
- T : Okay, yak, now, yak sekarang kalian dengarkan si my friend nih, my friend, teman saya nih (*checking recorded material in the computer*).
- S : Asiiiiik! Iiiyaaa!

T : My friend aaa . . . chatting-chatting yaa with her friend.

S : Chatting-chatting?

T : Apa chatting-chatting?

Ss : Bicara-bicara! Talking-talking!

T : Ngobrol ya. Okay.

Ss : Ngobrol-ngobrol. Ngomong-ngomong. Talking-talking.

(Recorded material was played through the speaker in the lab. Students listened carefully)

RM : *Dialogue Five. A: What are you going to do tomorrow?*

B: I'm going to play volleyball at the beach.

A: Who are you going to go with?

B: I'm going to go with my friends from the university. What are you going to do tomorrow?

A: I'm going to stay at home.

B: Why are you going to stay at home? Why don't you come with us?

A: I'm going to do some works.

T : Yak, apa? Ngomong apa?

Ss : *(Answering differently)*

T : Blah-blah-blah.

S : Play at bala-bala beach!

T : Yak, okay, yak sentence by sentence, okay? So, it means that you will hear clearly.

Ss : Okay!

RM : *Dialogue Five. A: What are you going to do tomorrow?*

Ss : 'What are you going to do tomorrow?'

T : 'What are you going to do tomorrow?' ya.

Ss : 'Mau kemana kamu besok?' 'Mau kemana kamu besok?'

- T : 'Mau kemana kamu besok?'
- Ss : (*Singing*) kemana . . . kemana . . . kemana . . .
- T : Ya, whatever ya, whatever. Yak, sekarang, next.
- RM : *I'm going to play volleyball at the beach.*
- Ss : 'I'm going to . . . aaa . . . ' 'I'm going to bala-bala beach' 'Saya pergi ke pantai bala-bala'.
- S : 'Saya ingin bermain bola Voli di pantai'.
- T : That's great! Very good.
- Ss : Apa? Apa yang betul, ter? Apa?
- T : Iya itu betul.
- S : 'Saya ingin bermain bola Voli di pantai'.
- T : Iya betul itu!
- S : Wow, I'm handsome!
- Ss : (*Laughing*)
- S : Mister, kan saya tadi dengernya main bala-bala pantai.
- T : Masa bala-bala pantai?! Yak, kalo bahasa Inggrisnya coba. Si siapa nih? Yak, Rafli dulu dah.
- S : Saya, mister?
- T : Iya, saya! (*pointing at a student*) Ayo apa? Bahasa Inggrisnya. Bahasa Inggrisnya.
- S : Yang mana?
- T : Yang tadi. Nih. 'I'm going . . . ' (*playing recorded material*)
- RM : *I'm going to play volleyball at the beach.*
- Ss : 'Bala-bala beach'! 'I'm going to . . . '
- T : 'I'm going . . . '
- Ss : 'Bala-bala beach'! 'I'm going to . . . '
- T : 'I'm going to play volleyball at the beach'.
- Ss : Oh, iya. Volleyball bukan bala-bala.

T : Iya, bukan bala-bala, bukan. 'I'm going to play volleyball' ya. Listening itu kadang suka menipu ya. Menipu ya. 'I'm going to play volleyball at the beach'. 'I'm going to play volleyball at the beach'. 'Saya akan bermain bola Voli di . . . pantai' ya. (*Playing recorded material*).

RM : *Who are you going to go with?*

S : 'Dengan siapa kamu pergi?'

Ss : Iya 'dengan siapa kamu pergi?'

T : Iya betul. Great. Yak, saya tanya sekarang, bahasa Inggrisnya apa?

Ss : 'Who aaa . . .' 'Who with aaa . . .' 'Dengan siapa aaa . . . who with aaa . . .'

T : Okay, daripada panjang-panjang, dengarkan lagi deh (*playing recorded material*).

RM : *Who are you going to go with?*

Ss : (*Answering together*) 'Who are you going to go with?'!!

T : 'Who are you going to go with?'!

S : (*Singing*) Who . . . are you going?

T : Yak, aaa . . ., yak, 'who are you going to go with?'.

S : 'Go' apa?

T : 'Go with'. 'Who are you going to go with?'

S : 'With' apaan?

T : 'Dengan'

S : Oh, w - i - t - h ?

T : Iya. 'Who are you going to go with?' ya. 'Dengan siapa kamu pergi?' 'Kamu pergi dengan siapa?'

Ss : 'My friends'. Pokoknya ada 'my friends'-'my friends'nya.

T : Alright. Next, next (*playing recorded material*).

RM : *I'm going to go with my friends from the university.*

Ss : 'I'm to go to my friends TV' aaa . . . 'university' . . . 'university'. 'Anniversary'!

T : Nah, 'university'.

Ss : 'Saya akan pergi dengan teman saya'.

- T : 'Saya akan pergi dengan . . . teman saya'. Apa bahasa Inggrisnya?
- Ss : Hah? 'I'm going to go . . .' 'I'm going to . . .' 'I'm going to go with my friends from the university'.
- T : Iya, betul! (*Replaying recorded material*)
- RM : *I'm going to go with my friends from the university.*
- T : 'I'm going to go with my friends from . . .'
- Ss : 'The university'!
- T : Yak, okay, teman-teman. Alright, next, next, next. Nih, ini susah nih (*playing recorded material*).
- RM : *What are you going to do tomorrow?*
- Ss : Hah? Apa?
- S : 'What are you going to do tomorrow?'!
- T : Naah!
- Ss : Weeeehhh (*clapping*).
- T : You're handsome. You're handsome. Okay, next. Ini lebih susah lagi (*playing recorded material*).
- RM : *I'm going to stay at home.*
- Ss : (*Answering together*) 'I'm going to stay at home'! 'Saya akan . . .'
- S : 'Saya tidak kemana-mana. Saya hanya ingin di rumah saja'.
- T : (*wrote on the whiteboard*) Okay, make it different ya. If you say 'stay', it means that you will aaa . . . what is it? . . . be at the place aaa . . . not in the long time. Jadi, kalo misalnya kalian menggunakan kata 'stay', it means that only few minutes maybe or few hours and then you will leave it.
- Ss : Oooh . . . hanya sementara . . .
- T : Iya hanya sementara tinggal. Saya cuma ada hanya sementara, ada di rumah, dia tinggal di rumah, ya, di rumah saja, okay? Tapi kalo tinggalnya lama?
- S : 'I live'!
- T : Yak! 'Live', that's good!
- S : Berarti kalo saya hanya sementara.

- T : That's great!
- S : Berarti kaya' ngontrak gitu?
- T : Nah. Beda sama kontraktor ya. Kontraktor dengan ini beda. Yak, 'leave' beda, jangan salah. Pake 'V', Vespa. Okay.
- S : Aduh, aku masuk kamera gak ya?
- Ss : (*Mocking and laughing*)
- T : Okay, lanjut ya. Ayo, apa tadi?
- Ss : Hah? Apaan, mister? Apaan?
- T : Ngomongin apa kita tadi? Lagi cengar-cengir sendiri. Now, kita . . . (*playing recorde material*).
- RM : *Why are you going to stay at home?*
- S : 'Kenapa kamu ada di rumah?'
- T : Iya! (*pointing at a student*) Lanjut ya, lanjut (*playing recorde material*).
- RM : *Why don't you come with us?*
- Ss : Hah? Apa?
- T : 'Why don't you come with us?' 'Why don't you come with us?'
- S : 'Ada ayam bebas'!
- Ss : (*Laughing*)
- T : Iya, betul! 'Why don't you come with us?' 'Why don't . . . you come . . . with us?'
- S : Kenapa, ter?
- T : 'Why don't' apa, 'why don't'?
- Ss : Apa, mister?
- T : 'Why don't you come with us?'
- Ss : 'Kenapa kamu tidak . . .'
- S : 'Tidak dengannya'. 'Tidak ikut dengannya'.
- T : Nah . . .
- S : 'Kenapa kamu tidak ikut dengan kami?'

T : Nah, itu dia! (*pointing at a student*) Yak,sekali lagi. Konsentrasi. Ini butuh konsentrasi (*playing recorded material*).

RM : *I'm going to do some works.*

Ss : 'I'm going . . .' (*buzzing*)

T : Yak, betul. 'I'm going to do some works' ya. 'I'm going to do . . .'

Ss : 'Some works'. 'Beberapa pekerjaan'.

T : Iya. 'Saya akan menger . . . melakukan beberapa pekerjaan' ya. Yak, now it means that most of the conversation by using 'I'm going to', 'I'm going to', 'I'm going to', ya. Alright?

S : Bosen . . .

T : Nah bosen. Sekarang kita ganti menjadi 'will'.

Ss : 'I will . . .' 'I will fly'!

S : Kalo pake 'I will' gimana mister?

Ss : (*singing*) 'I will never say never'.

T : Nah, that's good! (*pointing to a student*)

S : 'I will going to . . .' apa 'I will . . .'?

S : 'I will' doang enggak pake going to.

T : Nah! (*pointing to a student*) 'I will'.

S : 'I will' doang aja, ga pake 'to'.

S : (*singing*) 'I will always love you'

T : Enggak pake 'doang', enggak usah pake 'aja', enggak pake 'to' ya. 'I will', contoh (*wrote on the whiteboard*). 'I will . . . eh I'm going to go home', berarti?

Ss : 'I will go home'!

T : Okay. So, it means that after 'to' in here (*pointing to an example*), setelah 'to' di sini ya, you may . . . you may use verb, okay? Now, please . . . now please I want you to open your dictionary, the regular and irregular verbs. Buka tuh regular dan irregular verb.

Ss : Udah mister! Udah! (*buzzing*)

S : Yah, lupa bawa ter!

- T : Lupa bawa? Okay, raise your hand if you don't bring dictionary! Raise your hand! Siapa yang enggak bawa?
- Ss : *(some students raising their hand)*
- T : Yang enggak bawa ya udah liat temennya aja. Okay, look at the verb 1, yak, there are so many activities there and you may pick one or two or more ya. Kalian bisa liat di situ ada tinggal dipilih tuh mau yang mana, ada banyak ya. Just pick one, just pick one that you always or . . . I mean that you are going to do. Aaa . . . okay, just pick one the activity that you are going to do aaa . . . this evening. Yak, pilih satu yaa aktivitas yang kalian lakukan nanti sore. That's up to you, just pick one.
- S : Hanya satu mister?
- T : Ya, pick one. Just pick one and then say it to me. Pilih satu terus say it to me *(walking around the class)*. What kind of activity . . ., yak, what kind of activity that you are going to do this evening.
- Ss : *(buzzing and working on the task)*
- T : You! *(pointing to a student)*
- S : I'm going to eat.
- T : Okay, I'm going to eat.
- Ss : Pake 'am going' apa 'will'?
- S : I go . . . I will . . .
- T : Listen to me. Listen to me. What are you going to do? What are you going to do? *(pointing to a student)*
- S : I'm going to take a bath.
- T : Good. I'm going to take a bath. So, what are you going to do? *(pointing to a student)* Nah, bingung kan? What are you going to do? What are you going to do this evening?
- S : Aaa . . . I'm going to aaa . . . I'm going to sleep!
- T : I'm going to sleep. Alright. What are you going to do? *(pointing to a student)*
- S : I'm going to eat.
- T : I'm going to eat, okay. What are you going to do? *(pointing to a student)*
- S : I'm going to watch TV.

- T : I'm going to watch TV. Very good! What are you going to do? (*pointing to a student*)
- S : I'm going to eat.
- T : Okay, eat. What are you going to do? (*pointing to a student*)
- S : I'm going to take a bath.
- T : Okay, take a bath. Great! Hmm . . . ah! What are you going to do? (*pointing to a student*)
- S : I'm going to study.
- S : Gila, belajar hobbynya.
- T : Okay, you! What are you going to do? (*pointing to a student*)
- S : I'm going to play ball.
- T : With whom?
- S : Aaa . . .
- Ss : (*answering the question by themselves without being asked*)
- T : Alright, ya, okay, I mean that, ya, you know so many verbs ya. Banyak kata kerja di situ ya. Yang mana yang harus dipilih? Yang dipilih adalah yang you are going to do ya, kegiatan yang akan kalian lakukan and . . . yak, pick the left one. Jadi yang paling kiri, jadi yang paling kiri itu di kamus kamu. Itu verb 1 namanya.
- Ss : (*discussing the verbs with their friends and the teacher*)
- S : Bedanya apa yang regular sama irregular mister?
- T : What the different between regular and irregular? Bedanya apa yang regular sama irregular?
- Ss : (*tried to answer the difference*)
- S : Kalo yang regular pake -ed.
- T : Okay, kalo yang regular pake -ed, and then?
- S : Mister, bikin berapa?
- T : Yak, langsung aja. What are you going to do this evening? (*pointing to a student*)
- S : Aaa . . . I'm going to sleep.

- T : Alright, I'm going to sleep. Yak, alright, yak, if someone ask you 'with whom?', what did you say? 'With whom?' 'Dengan siapa?'
- Ss : With family! With friend! My boyfriend.
- T : Okay, for example ya. "What are you going to do this evening?" "I'm going to eat this evening." "With whom?" "I'm going to . . . , yak, eat with my friends." "Where?"
- Ss : Katanya 'with whom' aja mister?! Iya 'with whom' aja.
- T : Okay, alright. I'm going to give you three questions, okay? I'm going to ask you three questions: what are you going to do?, with whom?, and where? Okay? I will ask you three questions.
- Ss : Ask me! Ask me! Ask me!
- T : Okay, you first (*pointing to a student*). The other listen up. Yang lainnya perhatikan! Okay, what are you going to do aaa . . . tomorrow?
- S : I'm going to school.
- T : I'm going to school. Okay. With whom?
- S : With my friends, my teacher.
- T : Alright. And where?
- S : At school.
- T : Okay. Nah, you! You, yes (*pointing to a student*). What are you going to do tomorrow?
- S : I going to . . .
- T : I am
- S : Iya, I am going to do read a comic.
- T : Read a comic, okay. With whom?
- S : Alone.
- T : Alone, alright. Aaa . . . where?
- S : At home.
- T : At home, alright. Nah, kamu yang bengong aja (*pointing to a student*). What are you going to do tomorrow?

- S : I'm going to play soccer.
- T : With whom?
- S : (*confuse*) . . . with my brother.
- T : Okay, where?
- S : At field.
- T : Alright. And you? (*pointing to a student*) Tomorrow, what are you going to do? Tomorrow is Wednesday. Yak, what are you going to do on Wednesday?
- S : I'm going to do practice.
- T : Practice? Okay. With whom?
- S : I'm going to practice.
- T ; Okay, alright. How about you? (*pointing to a student*) What are you going to do on Wednesday?
- S : I'm going to play football.
- T : Okay, with whom? Who do you want to go with?
- S : With my friends.
- T : That's great. Siapa lagi yang belum nih? Nah! (*pointing to a student*) what are you going to do on Sunday? Next Sunday?
- S : Aaa . . . travelling to . . .
- T : Not you.
- S : To warnet.
- T : What is warnet?
- Ss : Warung internet!
- T : In English! I mean in English. Ya it's okay. With whom?
- Ss : Friends! My mother eh your mother.
- T : Really? With whom?
- S : With my friends.
- T : Okay. You! (*pointing to a student*) What are you going to do next . . . next Sunday?

- S : Ngaji, mister. Apa bahasa Inggrisnya?
- T : Pray. Pray Qur'an. Alright. And with whom?
- S : With my friends.
- T : Okay, with your friends. How many?
- S : Five.
- T : Five, alright. Aaa . . . where?
- S : Aaa . . . in aaa . . . my teacher.
- T : In your teacher's house?
- S : Yes!
- T : Alright. Very good. Nah kamu, Ali (*pointing to a student*). Keep silent. Keep silent. What are you going to do next Sunday?
- S : Next Sunday I'm going to play football.
- T : Okay, very good. With whom?
- S : With my friend.
- T : Okay. Where?
- S : In . . . the field.
- T : In the field. Okay, that's great! Very good. And you (*pointing to a student*). The last one, what are you going to do next Sunday?
- S : I'm going to listen music.
- T : You are going to listen to the music. Alright. With whom?
- S : Alone.
- T : Alone. Where is it?
- S : At home.
- T : Okay, very good ya. Ya, that's aaa . . . the activity that you are going to do ya. We are going to do next. And, yak, if your plan is just only a plan, it means that you have to use 'will'. Kalo misalnya hanya sekedar rencana berarti kalian gunakan 'will', okay? Alright, now, yak, we still have aaa . . . twenty minutes and I'm going to give you questions, okay? Just write down first.
- Ss : Okay!

T : Just write down. Tulis. Write down on your notebook.

Ss : *(busy opening their notebooks)*.

T : Now, I want you . . . I want you to write down the word that you listen, okay? I want you to write down the word that you listen, okay? Write down the word that you are going listen.

S : Ditulis, mister?

T : Iya, write down *(playing recorded material)*.

RM : *I'm going to go home tomorrow.*

Ss : Replay! Replay.

RM : *I'm going to go home tomorrow.*

T : Number 2!

RM : *You are going to go to school next week. You are going to go to school next week.*

Ss : Hah? You are . . .

RM : *You are going to go to school next week.*

T : 'You are going to go to school next week.' 'You are going to go to school next week.'

RM : *He is going to the store tonight. He is going to the store tonight. He is going to the store tonight.*

T : 'He is going to the store tonight'.

Ss : Go to?

T : 'He is going to the store tonight'. 'He is going to the store tonight'.

Ss : 'Going to the store'. 'The store'. 'Go to the store'.

T : 'He is going to the store tonight'. 'He is going to the store tonight'. Number?

Ss : Four! Four! Foooooooouuurrrr!

T : Number four. Number four, ya?! Number four. Sudah?

Ss : Sudaah!

T : Berarti number five.

Ss : Ih apaan sih mister?!

- T : Tadi katanya number four sudah. Okay, number four, listen up!
- RM : *She is going to go to work tomorrow.*
- Ss : 'She is . . . going . . .'
- RM : *She is going to go to work tomorrow.*
- Ss : 'Go work tomorrow'. 'Work tomorrow'. Mister aja yang ngomong.
- RM : *She is going to go to work tomorrow.*
- T : 'She is going to go to work tomorrow'. 'She is going to go to work tomorrow'.
- Ss : 'To do'nya mister?
- T : 'She is going to go to work tomorrow'.
- S : Ini 'to'nya dua kali?
- T : 'She is going to go to work tomorrow'.
- Ss : 'Work' apa 'the work'?
- T : 'She is going to go to work tomorrow'. 'She is going to go to work tomorrow'. Sudah?
- Ss : Sudah!
- T : Yak, the last one.
- RM : *John is going to go to the park this afternoon.*
- Ss : Apa mister? Mister ulang.
- RM : *John is going to go to the park this afternoon.*
- T : 'John is going to go to the park this afternoon'.
- Ss : Apaan? John? John nama orang?
- T : 'John is going to go to the park this afternoon'.
- Ss : 'Is going . . .' 'To the park . . .'
- T : 'John is going to go to the park this afternoon'.
- S : 'This afternoon' yaa?
- T : Iya, 'this afternoon'.
- S : 'John is going to go . . . '?

- T : 'John is going to go to the park this afternoon'. 'John is going to go to the park this afternoon'. 'John is going to go to the park this afternoon', alright? (*walking through the class*)
- Ss : Alright. Alright!
- T : Okay. Starting from the first one. Aaa . . . I want you yak, coba . . . siapa ya? Spell it one by one ya. One word per one word. So it means your friends will aaa . . . what is it? Talk to your friend if maybe there is some mistaken words, okay?
- Ss : (*buzzing*)
- T : Aaa . . . nanti I'm going to point at you one ya, one of you dan sebutkan satu kata satu kata, ya. Jadi, teman kalian akan aaa . . . mengoreksi kalo ada yang salah ya. Starting from you! (*pointing to a student*) Number one. Yang kenceng suaranya.
- S : 'I'm going to home tomorrow'.
- T : 'I'm going . . . '?
- S : 'To home tomorrow'.
- T : 'I'm going to home tomorrow'? 'I'm going to home tomorrow'?
- Ss : Salah . . . salah . . .
- T : So, which one is false?
- Ss : 'I'm going . . . ' 'I go home'. 'I'm going to go home tomorrow'.
- T : 'I'm going . . . to go home . . . tomorrow'. Okay, that's great. Apa yang kurang tadi?
- Ss : 'Go'!
- T : 'I'm going to home tomorrow'. Ya, very good. Next, number two. Siapa yang belum ya? Nah! (*pointing to a student*)
- S : 'You are going to goes to school next week'.
- Ss : Apa? Apa? Ulang!
- T : Okay, yak, slowly, slowly.
- S : 'You are going to goes to school next week'.
- Ss : Kok 'goes' sih? Salah!
- T : 'You are going to goes to school next week'?

- Ss : Salah! Salah! 'You are going to go to school next week', bukan 'go-es'.
- T : 'Go-es'? 'You are . . .'?
- Ss : 'Going to go to school next week'.
- T : Nah, 'You are going to go to school next week', 'next week', 'to go to school next week', ya. Okay, number three. Yak! (*pointing to a student*)
- S : 'He is going to go to store tonight'.
- T : 'He is going to go to store tonight'.
- Ss : 'To go to the store'. 'He is going to go to the store tonight'.
- T : Nah! 'He is . . .'
- Ss : 'Going to go to the store tonight'!
- S : 'Store' apa mister?
- T : Toko, ya.
- S : Tulisannya 'sto - re' kan?
- T : Iya. Bookstore. Okay, number?
- Ss : Four! Four! Four!
- T : Nah! (*pointing to a student*) Number four.
- S : 'She is going to go work tomorrow'.
- T : 'She is going to go . . .'?
- S : 'To work tomorrow'.
- T : 'To work tomorrow'? Betul?
- Ss : Betuuul!
- T : 'She is going to go to work tomorrow'. Okay, selanjutnya, selanjutnya. Aaa . . . nah itu tuh. Nah you! (*pointing to a student*) Tha last one. The last one.
- S : 'John is going to go to the park this afternoon'.
- T : 'Join . . .' eh 'John . . .'
- Ss : 'Is going to the park . . .' (*buzzing*)
- T : 'John is going . . .'

- S : 'To go to the park this afternoon'.
- T : That's great. Very good. Okay, now, aaa . . . do you understand?
- Ss : Yeeeeesss!
- T : So, ya, once again, if you are going to do something, ya, or it's just a plan . . . kalo misalnya rencana but you sure that you will do it, it means that you have to use 'be going to', ya. Kalo misalnya punya rencana terus yakin, just use it, gunakan 'be going to', okay? Nah sekarang pretend, you pretend, yak, pura-pura lah ya, anggapnya aaa . . . the word that you have written, apa yang sudah kalian tulis itu merupakan hanya rencana saja, hanya rencana saja. Just write down eh . . . aaa . . . what should you do?
- Ss : Hah apa?
- T : Contoh yang pertama tadi apa?
- Ss : 'I'm going to go home tomorrow'.
- T : 'Saya akan pulang besok'. Nah, 'I'm going to go home tomorrow', ya. Kalo misalnya, if you change 'will', kalo diganti dengan 'will' jadinya gimana?
- Ss : 'I will go home tomorrow'!
- T : 'I will . . .'?
- Ss : 'Go home tomorrow'.
- T : Yang kedua jadinya gimana? (*pointing to a student*)
- S : Aaa . . . 'you will . . . go to school next week'.
- T : Okay, 'you will go to school'. Yang ketiga.
- Ss : 'He will . . .' 'He is will . . .' 'He will go to the store tonight'.
- T : Nah! 'He will . . .'
- Ss : 'Go to the store tonight'.
- T : Nah, okay, ya, 'He will go to the store tonight'. Selanjutnya yang ke?
- Ss : Empat! 'She will go to work tomorrow'.
- T : Very good! Nomor lima.
- Ss : 'He will go to the park this afternoon'.

- T : Okay. Very good, ya. Okay, ya, jadi jangan pake 'is'-'is'an ya kalo udah pake 'will'.
- Ss : Iya. Iya.
- T : Okay, kalo gitu I'm going to give you task. Saya kasih tugas dulu buat next meeting. Make a plan . . . buat rencana, okay? Make a schedule, what will you do next Sunday.
- Ss : Apa?
- T : Eh sorry. What are you going to do next Sunday.
- S : Senin depan?
- T : Next Sunday. What are you going to do next Sunday, okay?
- S : Apaan aja mister kegiatannya?
- T : Up to you. You have your own plan.
- S : Bikin percakapan, mister?
- T : Just make a list what are you gonna do next week.
- S : Jadi satu baris doang dong?
- S : Satu kata – satu kata?
- T : I mean, for example, okay, next week, yak, my plan next week, I'm going to aaa . . . watch TV. Number two, I'm going to aaa . . . my friend's house.
- S : Sampe berapa?
- T : Up to you. You have your own plan.
- S : Berdasarkan our schedule aja ya mister?
- T : Yes, based on your own schedule. Maybe tomorrow, maybe . . . you will . . . you want to go to your relative's house, going to play football . . .
- Ss : (*buzzing*)
- T : Okay, kalo gitu have a seat, please. I have to . . . wait a minute.
- S : Woi, diabsen woi! Jangan berisik!
- T : Abdul Basit?
- Ss : Enggak ada.

T & Ss : (*checking students' attendants*)

T : Okay, kalo gitu aaa . . . bangkunya dirapikan and have a nice day!

Ss : Okay.

Observation Sheet

English Extra Class Teaching and Learning Activities of Listening

Observee : Mr. Ramdhan

Day / Date : Monday, November 21, 2011

Topic : Hotel Reservations

Material(s) : Recorded dialogue and cloze task

- Teacher opened the class by greeting students.
- To introduce the topic, students were being asked by teacher whether they had ever stayed in hotels or not. Some students had ever stayed in hotels and some had not. Next, students were instructed to mention some hotels in Bekasi and Jakarta. Students were told by teacher that the exercises would help them in reserving a hotel room someday.
- Students were given problem sheets which consisted of 'fill in the blank' exercises on the dialogue they were about to hear. In the first listening, students only had to listen the conversation.
- In the second listening, students had to fill the blanks in their worksheets. After second listening, students asked teacher to repeat the recorded dialogue since they had not filled all the blanks yet. After second listening, the conversation was repeated twice because students still could not fill all the blanks.
- Still students could not fill all the blanks, so teacher replayed the recorded dialogue, made pause in each sentence, and directly imitated the sentence for several times in order to make students easier in filling the blanks. When students found difficult words, they asked teacher to spell the word and to translate the word into bahasa Indonesia e.g. " 'Less' apaan, ter?" "L – E – S –

S?” Before discussing the answers with teacher, students were asked to discuss with their friends to find mistakes in their answers.

- Next was the time to check all answers with teacher and the whole class. Students’ had to make circles on their incorrect answers and write the correct ones next to the circles and they were not allowed to erase the incorrect answers. Students mentioned their answers and teachers gave feedback on those answers in form of either correction or compliment. This time, the recorded dialogue wasn’t being played.
- The last, students asked teacher to translate the conversation into bahasa Indonesia together. Each student was assigned by the teacher to translate one sentence and others were listening to him/her. When students found difficulties in translating, the teacher assisted them to find the correct translation. Yet, when students could translate the sentence well, teacher gave compliments.
- All students’ answers of the blanks were collected and students were allowed to go home.

Observation Transcription

Observee : Mr. Ramdhan

Topic : Hotel reservation

Material : a) Recorded material of a conversation

b) Cloze task

Day / Date : Monday, November 21, 2011

T : Assalamu'alaikum warahmatullahi wabarakatu.

Ss : Wa'alaikumsalam warahmatullahi wabarakatu.

T : Okay, how are you today?

Ss : Fine, thank you.

T : How are you today?

Ss : Fine. I'm fine, thank you! How about you?

T : I'm very well, thank you very much. Okay, have you had your lunch?

Ss : Yes! Not yet.

T : Okay, ya udah. Aaa . . . yak, because last time I have told you that today aaa . . . we are going to talk about hotel. The point is hotel. Have you ever been there?

Ss : (*buzzing*)

T : Uдах pernah ke hotel belum?

Ss : Uдах. Alhamdulillah belum!

T : Alhamdulillah belum. Okay, now I want you to raise your hand. Who have ever been to stay in a hotel? Who have ever been there? Siapa yang pernah ke sana? Ke hotel?

Ss : (*raising hands*) Me!

T : One, two, three, four . . . (*counting students who raised their hands*)

Ss : (*buzzing*)

- T : Okay, aaa . . . listen up. Mention aaa . . . the hotel in bekasi!
- Ss : Hotel apa di Bekasi? Hotel Sukamundur! (*laughing*)
- T : Okay, what else? Apalagi?
- Ss : (*buzzing*)
- T : Apalagi? Kalo di Jakarta?
- Ss : Banyak, mister! Hotel Borobudur (*mentioning the name of many hotels*)
- T : Apalagi?
- S : J. W. Marriot!
- T : Nah, J. W. Marriot.
- S : Hotel Indonesia.
- T : Iya. Iya iya aja deh. Alright, aaa . . . talking about hotel, kalo misalnya kalian nanti perpisahan . . .
- Ss : Dadah! Bye!
- T : So . . . jadi, what is it? Pay attention on that. Jadi harus tahu maybe what you should do in a hotel. Jadi harus tau kalo di hotel itu harus gimana. Jangan kaya orang norak.
- Ss : (*laughing*)
- T : Don't be like that, okay? Don't be like that.
- Ss : (*laughing*)
- T : Okay, ya. Today we are going to talk about hotel, so, aaa . . . I'm going to give you this (*showing problem sheet*), yak, paper but do not make aaa . . . note or something here, ya. Do not scrawl it, okay? Jangan dicoret-coret, okay?
- Ss : Okay. Iya, mister. Jadi nulisnya di mana?
- T : Just look at it. Just look at it, okay? Yak, just aaa . . . I will give it first (*distributing the sheets*). Pokoknya jangan dicoret-coret, ya.
- Ss : (*buzzing*)
- T : Okay. Here, if you want to . . . kalo misalnya kalian belum pernah ke hotel, I'm going to give you a help. Saya kasih bantuan nih for you. In here, there is some kind of conversation ya, small conversation aaa . . . that will help you how to

reserve in a hotel. Jadi, kalo misalnya mau menginap di hotel itu bagaimana, okay?

Ss : Okay.

T : What you should do. How to . . . how to ask. Apa saja yang mau ditanyakan.

Ss : (*buzzing*)

T : Jadi, enggak misalnya datang datang, “bisa dibantu?” “Enggak mbak. Itu mbak.” Enggak gitu, ya.

Ss : (*laughing*)

T : Pokonya nanti ada lah di sini, ya. Here is a blank . . . fill in the blank. Caranya gimana ngisinya?

S : Ketik reg spasi Samsul.

Ss : (*laughing*)

T : Iya, betul! Yak, aaa . . . caranya, just listen.

Ss : Iyalah, mister. Yaaah . . . namanya juga mendengarkan. Listening.

T : Listen it, yes of course. Last time I have told you that yak, beside chatting, beside speaking, we have listen ya, to listen.

Ss : Iya, iya.

T : So, it means that you will be able or accustom to ya, accustom to hear native speaker speaking. Jadi biar terbiasa dengerin native speaker ngomong, okay?

Ss : Okay.

T : Because today . . . maybe you will meet native speaker or foreigner you can understand what they say and you will say it back, ya. Jadi enggak “ah ngomong apa sih nih orang bule”, gitu ya. Okay, jadi aaa . . . dengarkan dulu kira-kira apa ini, nanti kalian tulis tapi nulisnya jangan di kertas ini ya, di buku kalian. Jangan dicoret-coret!

S : Des, fotokopi sana.

T : Enggak usah difotokopi. Dengarkan aja dulu, nanti jawabannya itu you just write down on your book. Get it?

Ss : Yeesss.

T : Do you understand?

Ss : Yeeesss!

T : Alright, very good. Okay, next, I want you to listen it. Please keep silent while my friend speaking. Tetap jangan berisik ketika teman saya lagi ngomong, ya.

Ss : Iya.

T : Okay, are you ready?

Ss : Eeeyyaaa. Eh diem eh (*wearing headphones*).

T : Kedengeran?

Ss : Enggaaaak.

T : Emang belom saya setel.

Ss : Yaaaaah . . .

RM : *Learn English conversation. Hotel Reservations.*

A: Good evening. How may I help you?

B: Hi. I'd like to make a reservation.

A: Alright. Is it just for you?

B: No, I need a room for four.

A: Would two beds be okay?

B: Yes, that would be great.

A: How long will you be staying with us?

B: We'll be staying for three nights, starting one week from today.

A: Alright. We have a room available that features two queen size beds and a kitchenette.

B: How much will it cost?

A: \$200 per night.

B: Wow, that's expensive. Do you have any rooms that cost less?

A: Well, we have another room with no kitchenette.

B: How much would that one cost?

A: \$130 per night.

B: That's a bit better. When is check-in time?

A: You may check-in any time after 3:00 pm and you must check-out by 11:00 am.

B: That sounds great! I'll take it.

A: Wonderful! I hope you enjoy your stay.

B: Thanks.

T : Nah, 'thanks'. Okay, ya. Alright. Yak, you have already heard my friends speaking. So, it means right now I'm going to . . . what is it? . . . repeat, and repeat, and repeat until you understand clearly ya, of what they say. Now, just write down words that you hear. Just write down, okay? Tulis ya, yang kalian dengar untuk mengisi teks ini, okay?

Ss : Yes.

T : Yak, are you ready?

Ss : Yeess. Ready, ready.

T : Alright if you ready.

RM : *Learn English conversation. Hotel Reservations.*

A: Good evening. How may I help you?

B: Hi. I'd like to make a reservation.

A: Alright. Is it just for you?

B: No, I need a room for four.

A: Would two beds be okay?

B: Yes, that would be great.

A: How long will you be staying with us?

B: We'll be staying for three nights, starting one week from today.

A: Alright. We have a room available that features two queen size beds and a kitchenette.

B: How much will it cost?

A: \$200 per night.

B: Wow, that's expensive. Do you have any rooms that cost less?

A: Well, we have another room with no kitchenette.

B: How much would that one cost?

A: \$130 per night.

B: That's a bit better. When is check-in time?

A: You may check-in any time after 3:00 pm and you must check-out by 11:00 am.

B: That sounds great! I'll take it.

A: Wonderful! I hope you enjoy your stay.

B: Thanks.

T : Okay.

Ss : Once again! Repeat.

T : Okay, once again until you are able to understand, sampe kalian bisa ngerti, tahu maksudnya apa, okay? Supaya mudah dipahami, ya.

RM : *Learn English conversation. Hotel Reservations.*

A: Good evening. How may I help you?

B: Hi. I'd like to make a reservation.

A: Alright. Is it just for you?

B: No, I need a room for four.

A: Would two beds be okay?

B: Yes, that would be great.

A: How long will you be staying with us?

B: We'll be staying for three nights, starting one week from today.

A: Alright. We have a room available that features two queen size beds and a kitchenette.

B: How much will it cost?

A: \$200 per night.

B: Wow, that's expensive. Do you have any rooms that cost less?

A: Well, we have another room with no kitchenette.

B: How much would that one cost?

A: \$130 per night.

B: That's a bit better. When is check-in time?

A: You may check-in any time after 3:00 pm and you must check-out by 11:00 am.

B: That sounds great! I'll take it.

A: Wonderful! I hope you enjoy your stay.

B: Thanks.

T : So, is it still difficult for you?

Ss : Yes.

T : Yes, I know. Later you will understand it by yourselves. Okay, once again and I will help you after that. Once again and then I will help you.

RM : *Learn English conversation. Hotel Reservations.*

A: Good evening. How may I help you?

B: Hi. I'd like to make a reservation.

A: Alright. Is it just for you?

B: No, I need a room for four.

A: Would two beds be okay?

B: Yes, that would be great.

A: How long will you be staying with us?

B: We'll be staying for three nights, starting one week from today.

A: Alright. We have a room available that features two queen size beds and a kitchenette.

B: How much will it cost?

A: \$200 per night.

B: Wow, that's expensive. Do you have any rooms that cost less?

A: Well, we have another room with no kitchenette.

B: How much would that one cost?

A: \$130 per night.

B: That's a bit better. When is check-in time?

A: You may check-in any time after 3:00 pm and you must check-out by 11:00 am.

B: That sounds great! I'll take it.

A: Wonderful! I hope you enjoy your stay.

B: Thanks.

T : Alright, yak. Now, how many blanks that you have filled?

Ss : Satu. Four. Nine. Elepen.

S : Elepen mah gajah! Eleven.

T : Alright, aaa . . . I will cut this sentence by sentence so it will make you easier.

S : Ulang lagi, mister.

T : Alright, I will make it sentence by sentence. Ready?

Ss : Yes. Ready.

RM : *Learn English conversation. Hotel reservations.*

Good evening. How may I help you?

T : 'Good evening. How may I help you?' 'Good evening. How may I help you?'
'Good evening. Blah blah blah'.

Ss : *(laughing)*

T : 'How may I help you?' ya. Okay, number two.

RM : *Hi, I'd like to make a reservation.*

T : 'I'd like to make a reservation'. What is reservation?

S : 'Pemesanan'.

T : Iyak, betul.

RM : *Alright. Is it just for you?*

T : 'Alright. Is it just for you?'

Ss : Next.

RM : *No, I need a room for four.*

- T : 'No, I need blah blah blah'.
- Ss : (*laughing*)
- T : 'No, I need a room for four'.
- Ss : Oh, iya tau. 'Fo fo' apa?
- T : 'I need a room for four'.
- Ss : 'I need . . . a room . . .'
- T : 'I need a room for four'. 'I need a room for four'. Okay?
- RM : *Would two beds be okay?*
- Ss : Apa?
- T : 'Would two beds be okay?'
- RM : *Yes, that would be great!*
- Ss : Hah? Apa tuh, mister?
- T : Hah-hoh, hah-hoh.
- Ss : (*laughing*)
- T : 'Yes, that would be great!' 'Yes, that would be great!'
- Ss : 'Yes . . . '?
- T : 'That would be great!' 'That would be great!' 'That's great!' Nah, 'That would be great!'
- Ss : Ooh.
- T : Next?
- Ss : Iya, iya.
- RM : *How long will you be staying with us?*
- Ss : 'How long . . . '?
- T : 'How long will you be staying with us?'
- Ss : Hah? Excuse me?
- T : 'How long will you be staying with us?' 'How long will you be staying with us?' 'How long will you be staying with us?'

- Ss : Oh iya, iya. 'How long will you be . . .'
- T : 'Staying with us?' 'How long will you be staying with us?'
- RM : *How long will you be staying with us?*
- T : 'How long will you be staying with us?'
- S : 'Staying'?
- T : 'How long will you be staying with us?' 'Udah belum?'
- Ss : 'Udah. Belum, mister! 'Stay' apa sih?'
- T : 'Udah?'
- Ss : 'Udah, udah.'
- T : 'Okay, lanjut!'
- RM : *We'll be staying for three nights starting one week from today.*
- T : 'We'll be staying for three nights starting one week from today'. 'We'll be staying for three nights starting one week from today'.
- Ss : 'Staying for . . .'? 'Apa, apa? Ulang, mister.'
- T : 'We'll be staying for three nights' . . . 'We'll be staying for three nights' . . . 'Starting one week from today'.
- Ss : 'Oh iya, iya. Hah?'
- T : 'Starting one week from today'. 'Starting one week from today'. 'We'll be staying for three nights starting one week from today'. 'Next?'
- S : 'Entar dulu.'
- T : 'We'll be staying for three nights starting one week from today'. 'Okay, next!'
- RM : *Alright. We have a room available . . . (paused by the teacher)*
- Ss : 'We have a room . . .?'
- RM : *Alright. We have a room available that features two queen size beds and a kitchenette.*
- Ss : *(buzzing)*
- T : 'Alright . . .'
- S : 'We have two . . .' 'We have two . . .'

- T : 'We have blah blah blah'.
- Ss : (*laughing*)
- T : 'We have a room available . . .'
- S : 'Avai' apa?
- S : 'Available'! Tuh di papan tulis.
- S : Oh iya.
- T : 'That features two queen size beds and a kitchenette'. 'Alright. We have a room available that features two queen size beds and a kitchenette'.
- Ss : Ulang, ulang.
- T : Iyak, betul.
- Ss : Ih, ulang, ter.
- T : 'Alright. We have a room available that features two queen size beds and a kitchenette'.
- Ss : 'A room' apa, ter? Apa, apa?
- RM : *Alright. We have a room available that features two queen size beds and a kitchenette.*
- T : Udah?
- Ss : Udah!
- T : Lanjut!
- RM : *How much will it cost?*
- S : 'How much you the cost?'
- S : 'How much would the cost'.
- RM : *How much will it cost?*
- T : 'How much will it cost?' 'How much will it cost?'
- S : 'Will'?
- T : 'How much will it cost?' 'How much will it cost?' 'How much will it cost?'
- S : 'How much will . . .?'

RM : *How much will it cost? How much will it cost? How much will it cost? How much will it cost? How much will it cost?*

Ss : *(laughing)*

T : 'How much will it cost?' Sudah?

Ss : Sudah.

RM : *\$200 per night.*

T : '\$200 per night'.

RM : *Wow, that's expensive.*

T : 'Wow, that's expensive'.

RM : *Do you have any rooms that cost less?*

T : 'Do you have any rooms that cost less?'

Ss : Oh!

T : 'Do you have any rooms that cost less?'

S : 'Any rooms' apa?

T : 'That cost less'. Yak, 'do you have any rooms that cost less?'

Ss : 'That . . .'? 'That cost . . .'?

RM : *Do you have any rooms that cost less?*

T : 'Do you have any rooms that cost less?'

Ss : 'Less' apaan, ter? 'Less' apaan?

S : 'Less' itu sedikit.

S : Ooh L – E – S – S.

RM : *Do you have any rooms that cost less?*

T : 'Do you have any rooms that cost less?' 'Do you have any rooms that cost less?'

S : 'Least' apa 'Less'?

S : 'Less'.

RM : *Well, we have another room with no kitchenette.*

T : 'Well, we have another room with no kitchenette'. 'Well, we have another room with no kitchenette'.

RM : *How much would that one cost?*

T : 'How much would that one cost?' 'How much would that one cost?' Seratus tiga puluh dolar apa bahasa Inggrisnya?

Ss : One and . . . One hundred and thirty!

T : Iya, one hundred and thirty dollars.

RM : *\$130 per night.*

T : '\$130 per night'. '\$130 per night'.

RM : *That's a bit better. When is check-in time?*

T : 'That's a bit better. When is check-in time?'

RM : *You may check-in any time after 3:00 pm and you must check-out by 11:00 am.*

Ss : 'You may check-in . . .'? 'You may . . .'?

T : 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'.

Ss : Apa? Apa? Pelan-pelan, mister.

T : 'You may check-in . . . any time . . . after 3:00 pm . . . and you must check-out by 11:00 am'.

Ss : Hah? Ulang, ulang.

T : 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'.

Ss : 'Three' apa?

S : 'Three pm'.

RM : *You may check-in any time after 3:00 pm and you must check-out by 11:00 am.*

T : 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'. 'PM', is it in the morning or in the evening? '3:00 pm' in the morning or in the evening?

S : 'PM' kayaknya siang deh.

T : I mean in the morning of afternoon?

Ss : Afternoon. Kayaknya sih afternoon. Mister, ulang dong.

RM : *You may check-in any time after 3:00 pm and you must check-out by 11:00 am.*

T : 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'.

S : Coba mister lagi yang ngomong, ter.

T : 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'.

Ss : Lanjut, mister! Lanjut, lanjut.

T : Lanjut!

RM : *That sounds great! I'll take it.*

T : 'That sounds great! I'll take it'. Yang ini susah nih. Perhatikan baik-baik ini.

RM : *Wonderful! I hope you enjoy your stay.*

S : Segitu panjang?

T : Iya.

S : Ih panjang banget!

T : 'Wonderful! I hope you enjoy your stay'.

Ss : Apa? Apaan?

T : 'I hope you enjoy your stay'. 'I hope you enjoy your stay'.

S : 'I hope . . .'

T : 'I hope you enjoy your stay'.

RM : *Thanks.*

S : 'Yes'.

T : 'Thanks'. 'I hope you enjoy your stay'. 'Thanks'. 'I hope . . . you enjoy . . . your stay'. Sudah? Finish?

Ss : Finish!

T : Alright, if you have finished aaa . . .

Ss : Pulang, ya? Udah kan?

T : No! I'm going to ask you to check it by yourselves. Okay, check it? Check it first.

Ss : Okay. Check it. Check, check.

- T : Check your mistaken words, okay? And we will discuss it together, okay? We are going to discuss it . . . together. Kita diskusikan bareng-bareng. Yak, remember write down . . . I mean make it a circle ya . . . make a circle if there is a mistaken word.
- Ss : Iya, iya.
- T : As we use to do before, okay?
- Ss : Iya, iya. Okay. Silent please!
- T : Make it circle, do not erase just circle and you may correct it maybe below or beside the text, okay? The first one, yak, if there is a mistaken just circle it or maybe you may underline it. Yak, the first one, 'Good evening', okay, who wants to try?
- S : (*raising hand*)
- T : Okay.
- S : 'How may I help you?'
- T : Apa?
- S : 'How may I help you?'
- T : Okay, 'how may I help you?' Really? Are you sure? 'How may I help you?' Do you agree? Really?
- Ss : Yes
- T : Okay, that's great ya. 'How may I help you?' Very good ya. 'May' not 'my' ya. M – A – Y ya. The correct answer is M – A – Y ya, not M – Y, no! 'How may I help you?'
- Ss : Maybe yes, maybe no.
- T : Nah, iya, 'may'. 'I'd like to make a reservation'. 'Alright. Is it just for you?' 'No, . . .'
- S : 'I need a room for four'.
- T : 'No, I need . . .'
- Ss : 'A room for four'.
- T : 'I need a room for four'. Very good! 'I need a room for four', that's right! Do you know 'for four'?
- S : 'Untuk empat orang'.

- T : Iya, 'untuk empat orang'.
- Ss : Empat-empat?
- T : No. Not forty four ya. 'I need a room . . . for . . . four'.
- Ss : Untuk empat ya? Tulisannya gini ya? Betul.
- T : Okay, next, who wants to answer? 'Would two beds be okay?'
- S : 'Yes . . .'
- T : Yak, yang lainnya. Ada yang mau coba yang lainnya? Number three, 'Would two beds be okay?'
- S : 'That would be great!' mister!
- T : Iya, 'yes, that would be great!' "Great!" ya. Nih, di yang terakhir ya, 'that sounds great!' (*pointing to the sentence on the paper*). Great! 'That would be great!' Next, 'How long . . .'
- Ss : 'Will you be staying with us?'
- T : 'How long will you be staying with us?' Using -ing, 'how long will you be staying with us?' Okay, do not erase! Just circle if there is a mistaken. Number five!
- Ss : 'We'll be staying for three nights'.
- T : 'We'll be . . . staying . . .'
- Ss : 'For three nights'.
- T : Okay, 'We'll be staying for three nights . . . starting one week from today'. Very good! That's good. Next! Didi, 'Alright . . .', apa lagi?
- S : Aaa . . . 'Alright. We have a room available'.
- Ss : (*laughing*) 'Available'!
- T : 'Available'. 'We have a room available', is it correct?
- Ss : Yes!
- T : Okay, 'We have a room available that features two queen size beds and a kitchenette'. Very good! Number seven?
- Ss : 'How much will it cost?'
- T : 'How much . . . will . . . it . . . cost?'

- Ss : Yes bener! Yes, yes!
- T : 'How much will it cost?' '\$200 per night'.
- S : Wow, mahal!
- T : Emang satu dolar berapa rupiah?
- S : Sekitar delapan ribuan, mister.
- T : Iya, betul! 'Wow, that's expensive'. 'That's expensive' apa?
- Ss : Mahal! Itu mahal. Kemahalan!
- S : 'Do you have any rooms that cost less?'
- T : "Do you have . . . any rooms . . . that cost less?"
- Ss : 'Kamar yang lebih murah'. 'Less', 'less'.
- T : 'Less'?
- S : 'Less', double 'S', 'that cost less'.
- T : 'Do you have any rooms less' gitu?
- Ss : Bukan! Salah, salah! 'Do you have any rooms that cost less?'
- S : 'Koslet'!
- Ss : (*laughing*)
- T : 'Do you have any rooms that cost less?' ya. 'Do you have any rooms that cost less?' Very good!
- S : Less sugar.
- S : 'S'nya double ya?
- Ss : Iya, iya.
- T : Lanjut! 'Well, we have another room with no kitchenette'. 'How much would that one cost?' '\$130 per night'.
- Ss : '\$130 per night'.
- T : 'That's a bit better. When is check-in time?', Ilham!
- S : 'You may check-in any time after 3:00 pm'.

- T : Very good! 'You may check-in any time after 3:00 pm and you must check-out by 11:00 am'. Okay, very good, very good, very good. 'That sounds great! I'll take it'. 'Wonderful! . . .'
- Ss : 'I hope you enjoy your stay'.
- T : 'I hope you enjoy your stay'. 'Thanks'. Okay, very good ya.
- Ss : (*buzzing*)
- T : Yak, dengarkan, jangan di . . . jangan dihapus tapi dilingkari.
- S : Yang salahnya, mister?
- T : Iya yang salahnya jangan dihapus tapi dilingkari, okay?
- Ss : Sudah! Sudah!
- T : Sudah?! Okay kalo sudah. Is there any difficult words? That you don't understand.
- Ss : Banyak. Ada, mister.
- S : Mister, kalo 'available'?
- T : You know 'available'?
- S : 'Tersedia'.
- T : Nah, that's great.
- Ss : Apa?
- T : 'Available', 'tersedia'. 'Available', 'supply', 'provide' . . .
- S : 'Stock'!
- T : 'Stock', nah itu ya. Alright, what else? Apalagi selain 'available'?
- S : 'Supply'?
- T : 'Supply' is the same as 'provide', menyediakan. You may use 'supply', you may use 'provide', it's okay.
- S : Ter, kenapa enggak ditranslate together aja, ter?
- T : Translate together? Alright! Who will be . . . I think starting from there, Wardoyo (*pointing to a student*). Just read it and then try to translate. Baca dulu terus coba diartiin.
- S : Yang mana?

- T : Yang 'Good evening. How may I help you?'
- S : 'Selamat sore'.
- T : Iya, 'selamat sore' terus apa lagi?
- S : 'Apakah saya dapat membantu anda?' gitu ya?
- T : Nah, betul! 'How may I help you?' 'Bagaimana saya bisa membantu?' 'Ada yang bisa dibantu?'
- Ss : (*buzzing*)
- T : Okay, next, sebelahnya.
- S : 'I need a room for four'. 'Saya butuh ruangan untuk empat' ya?
- T : Iya, betul. Yang B, 'I'd like to make a reservation'. What is that?
- Ss : 'Aku ingin memesan'. 'Aku ingin pesan'.
- T : 'Reserve' ya. 'Mau pesan tempat'. Terus sebelahnya. 'Alright . . .'
- S : 'Alright. Is it just for you?' 'Benar ini hanya untuk kamu?'
- T : Iya. 'Apakah hanya untuk kamu?' Sebelahnya!
- S : 'No, I need a room for four'.
- T : Okay, what is that?
- S : 'Tidak, saya ingin . . . sebuah ruangan untuk empat orang'.
- T : Okay, very good! Terus sebelahnya lagi.
- S : Yang mana?
- S : Yang 'would'.
- S : Artinya?
- S : Baca dulu.
- S : 'Would two bit be okay?'
- T : 'Would two beds be okay?' Apa artinya?
- S : 'Dua tempat tidur . . .'
- T : Iya, 'kalo dua tempat tidur bisa?' 'Kalo dua tempat tidur okay?', nah gitu ya. Selanjutnya?

- S : 'Yes, that would be great!'
- T : Apa artinya?
- S : 'Ya, itu bagus'.
- T : Iya! Okay, sebelahnya, lanjut!
- S : 'How long will you be staying with us?' 'Berapa lama kau tinggal . . . dengan kami?'
- T : 'How long will you be staying with us?' 'Berapa lama . . .?'
- S : 'Kau tinggal dengan kami'.
- T : Iya. Terus, Di!
- S : 'Kita akan memesan untuk tiga malam'.
- T : In English first.
- S : 'We'll be stay for three nights starting on week from today'. 'Kita akan memesan untuk tiga hari . . .' 'starting' apa tadi, Des?
- Ss : 'Mulai'!
- S : Oh iya. 'Mulai satu minggu dari sekarang' eh 'dari hari ini', mister.
- Ss : Iya, sama aja! Sama aja (*laughing*).
- T : Okay, next, sebelahnya.
- S : 'Alright. We have a room available that features two queen size beds and a kitchenette'. 'Baiklah. Kita mempunyai ruang yang tersedia yang' apa ini?
- S : Yang apa ayo?
- S : Ribet, mister!
- T : 'That features two queen size beds and a kitchenette'.
- S : 'Ukuran besar' ya? 'Tempat tidur ukuran besar'?
- T : Kalo 'features' apa?
- S : 'Fasilitas'.
- T : Iya, bisa juga 'fasilitas'.
- S : Jadinya 'dua tempat tidur besar dan sebuah dapur'.

- T : Okay, next, sebelahny.
- S : 'How much will it cost?' Aaa . . . 'Berapa biayanya?'
- T : Very good! Next!
- S : '\$200 per night' berarti dua ratus dolar per malam.
- T : Okay, next.
- S : 'Wow, that's expensive. Do you have any rooms that cost less?' 'Wow, ini mahal. Kamu punya ruang lain yang lebih murah?'
- T : 'Apakah kamu punya ruang yang lebih murah', gitu ya. Sebelahny!
- S : 'Well, we have another room with no kitchenette'. 'Baik, kami mempunyai ruangan lainnya dengan tidak dapur' ya? Eh . . .
- Ss : Gimana sih? Maksudnya? 'Tidak dengan dapur'.
- S : Iya, 'tidak ada dapur'.
- T : Iya. 'Well, we have another room with no kitchenette'. 'Kite mempunyai ruangan yang lainnya tanpa dapur'. 'Without' bisa diganti dengan 'with no' ya. Terus!
- S : 'Bagaimana . . .' eh 'how much would that one cost?' 'Bagaimana dengan satu ini . . . harga satu ini'!
- T : Okay, 'harga satu ini'. 'Gimana harganya?' Lanjut, Ilham.
- S : '\$130 per night'. 'Seratus tiga puluh dolar per malam'.
- T : Okay . . .
- S : 'That's a bit better. When is check-in time?' 'Itu lebih baik. Kapan waktunya' gitu?
- T : 'When is check-in time?' 'Kapan chek-innya?'
- S : 'You may check-in any time after 3:00 pm'. 'Kau akan check-in kapan pun setelah jam tiga'.
- T : Okay.
- S : 'That sounds great! I'll take it'. 'Kedengarannya bagus! Aku akan ambil ini'. 'Wonderful! I hope you enjoy your stay'.
- T : 'Wonderful! I hope you enjoy your stay' apa artinya?
- S : 'Bagus! Aku harap kamu menikmati tinggal di dini'.

T : Yak, 'saya harap kamu menikmati menginapnya' ya. 'Thanks'. 'Terima kasih'.
'Thanks'. Very good ya. Yak, now we already know about this ya. Alright, know I
want you to aaa . . . collect this paper (*showing problem sheet*).

Ss : Eh, collect, collect (*buzzing*).

T : Okay, yak, after that I want you to collect your book. Bukunya yang tadi
dikumpulkan.

Ss : (*collecting books noisily*)

T : Kalo sudah, rapikan bangkunya. Okay, see you next time and have a nice day!

Observation Sheet

English Extra Class Teaching and Learning Activities of Listening

Observee : Mr. Ramdhan

Day / Date : Wednesday, November 30, 2011

Topic : Narrative text

Material(s) : Recorded monologue

- Teacher entered the class and greeted all students
- Students were informed that it was their last meeting in the first semester. Students were asked to prepare a piece of paper and a pencil to write ten questions which had been written on the whiteboard. Since some students had difficulties in seeing the writing on the whiteboard, teacher read the questions loudly.
- Those ten questions that had been written by students were questions for recorded monologue they are about to hear. It was narrative text and the title was The Train Ride. In the first listening, students could not answer all the ten questions, so teacher replayed the recorded monologue for seven more times and read it manually twice. Students who found difficult words asked the meaning to the teacher.
- Students' answers in the papers were collected to the teachers.
- After collecting the papers, all the ten answers were being checked together with teacher and the whole class.
- Last, students understanding on the text were checked by teacher with asking questions such as "does Joe go to Sun City alone?" and "where does Joe hide in the train?"

Observation Transcription

Observee : Mr. Ramdhan

Topic : Narrative text

Material : Recorded material of a narrative text

Day / Date : Wednesday, November 30, 2011

T : Assalamu'alaikum warahmatullahi wabarakatu.

Ss : Wa'alaikumsalam warahmatullahi wabarakatu.

T : How are you today?

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

T : I'm very well, thank you very much. Have you had your lunch?

Ss : Apa? No!

T : Have you had your lunch?

Ss : Not yet! Not yet.

T : Yak, today I'm going to ask you to do some tests ya because last time I have given you so many listening, right? Saya udah kasih kalian banyak listening ya, and today . . . this is the last time . . . the last meeting of the first semester.

S : Terakhir, mister?

T : Pertemuan terakhir di semester awal.

S : Tapi semester dua masih ada, kan?

T : Iya, semester dua kita masih lanjut. Kalian libur setahun nanti lab bahasa. Yak, because this is the last time . . .

(two students entered the lab)

T : Yak, isi depan *(talking to the two students)*. Yak, because this is the last time, I'm going to give you the last exercise ya. So, I want you to be carefully . . .

(some students entered the lab)

Ss : Assalamu'alaikum!

T : Wa'alaikumsalam.

Ss : (*buzzing*)

T : Yak, siapkan . . . prepare one piece of paper and a pencil. One piece of paper and a pencil.

Ss : (*busy preparing papers and pencils*)

T : After that, write down the questions on the whiteboard.

Ss : (*writing the questions*)

T : Kalo ada yang enggak keliatan ya liat temennya. Okay, number one is 'who lives in Morocco?' And number two, 'where does Joe want to go?' Number three, 'what is his problem?' Number four, 'how does he decide to go to Sun City?' Number five, 'when does Joe hide in the bathroom?' Number six, 'why does Joe go to the kitchen?' Number seven, 'is Joe noisy?' Number eight, 'does the conductor see Joe eating his food?' Number nine, 'what does the cook do to Joe?' 'Cook' di situ bukan 'memasak' ya. Make it fast ya, make it fast.

Ss : (*still writing the questions*)

T : Finish?

Ss : Beloom! Entar dulu, mister.

T : Make it fast, make it fast!

(*few minutes later*)

T : Sudah?

Ss : Udah, mister!

T : Okay, now, you have to listen, dengarkan dan no comment ya.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : So? Finish?

Ss : Beloom!

T : Once again, I'm going to repeat once again. Okay, ready?

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : So? Finish?

Ss : Belom, mister. Sekali lagi.

T : Once again? Okay, I will repeat once again.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Bagaimana?

Ss : Ulang. Try again!

T : Try again?

Ss : Yes.

T : Yak, sampe pagi I'm going to try again, again.

Ss : *(laughing)* Masa 'try again, again'?!

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he

made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Need repetition?

Ss : Yes! Again. Dari ulang, mister!

T : Dari ulang?

Ss : Iya, mister.

T : Okay.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Masih belum?

Ss : Belum.

S : Sekali lagi, mister, beneran deh.

T : Yak, lagi?

Ss : Lagii!

T : Alright.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Gimana?

Ss : Belum! Satu lagi, mister. Iya, sekali lagi, mister! Mister aja yang baca.

T : Okay, I'm going to read it. Now, please be quite, I'm going to read it.

'There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.'

Ss : Mister, ulang dong. Iya mister, please.

T : Ulang lagi? Okay, yak, saya ulang.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : *(walking around the lab and checking students' works)*

Ss : *(discussing)*

T : 'There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark . . .' apa lagi? 'He made a lot of noise . . .' apa lagi? Okay.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Yak, I give you five minutes to finish them all, okay?

Ss : *(discussing and cheating the answers)*

T : Ini jangan pada keliling dunia, duduk.

(few minutes later)

T : Sudah?

Ss : Belom, mister!

S : Ih mister baik deh, jangan dikumpulin dulu, ya.

Ss : *(buzzing)*

T : 'What does the cook . . .' 'The cook'nya bukan masak ya, bukan masak.

Ss : Trus apa? Kalo bukan 'masak' apa, mister?

T : *(smiling)*

Ss : *(buzzing)*

T : Okay, yak, saya ulang sekali lagi ya. Tenang semuanya.

RM : *Hi boys and girls, welcome to this episode of eslsite(dot)com, mini stories, The Train Ride.*

There was a boy named Joe. He lived in Morocco and wanted to go to Sun City Resort in South Africa. However, he had no money. He hopped on a train and hid in the bathroom when the conductor wasn't looking. That night he was really hungry and went to the kitchen. While he was looking for food in the dark, he made a lot of noise. The cook came in and saw Joe eating his food. He threw Joe off the train, far from home.

T : Siapa yang sudah?

S : 'Cook' itu apa sih, mister?

T : 'Cook' itu 'Koki'.

Ss : 'Koki'?

T : Iya, 'koki'.

S : Oh, 'apa yang koki lakukan kepada Joe?' gitu?

T : Iyak, betul!

Ss : *(buzzing)*

T : *(walking around the class and checking students works)* Ayo, sini yang sudah dikumpulkan. Ayo, siapa yang sudah? Don't forget your name, your class, and date of today.

Ss : *(collecting their papers)*

T : Abis ini saya kasih tau jawabannya. Siapa lagi yang udah?

Ss : *(buzzing)*

T : Yak, udah semua ini? Okay, yak, after this I'm going to give you the answers, okay? The correct answer, so please listen carefully, okay? Yak, aaa . . . let's start number one.

RM : *Who lives in Morocco?*

T : Yak, 'who lives in Morocco?'

Ss : 'Joe'!

T : 'Joe'. Okay, very good. Coba kita dengarkan.

RM : *Joe. Where does Joe want to go?*

Ss : 'Sun City Resort'!

T : Kita dengarkan.

RM : *He wants to go to Sun City Resort.*

T : Okay, good job. Number three.

RM : *What is his problem?*

Ss : 'He had no money'!

T : 'He had no money'? Okay, kita dengarkan.

RM : *He has no money*

T : Very good! Kalo pake 'had' juga enggak apa-apa. Number four.

RM : *How does he decide to go to Sun City?*

Ss : 'He hop on the train'.

T : Iyak, kita dengarkan jawabannya.

RM : *He decides to go by train.*

T : 'He decides to go by . . .?'

Ss : 'Train'!

RM : *When does Joe hide in the bathroom?*

T : 'When does Joe hide in the bathroom?'

S : 'When the conductor wasn't looking'!

T : 'When the conductor . . .?'

Ss : 'Wasn't looking'!

RM : *When the conductor isn't looking.*

T : Mau pake 'isn't' atau 'wasn't' enggak apa-apa. Selanjutnya!

RM : *Why does Joe go to the kitchen?*

Ss : 'Because he was really hungry'.

T : Iya, betul!

RM : *Because he is really hungry.*

T : Number seven.

RM : *Is Joe noisy?*

Ss : Yes! Yes, he is.

RM : *Yup, he sure is.*

T : 'Yup, he sure is'.

RM : *Does the conductor see Joe eating his food?*

T : 'Does the conductor see Joe eating his food?'

Ss : Yes. Yes, he does.

T : 'Yes, he does'? 'Does the conductor see Joe eating his food?'

Ss : Yes.

T : Okay, kita dengarkan.

RM : *No, it's the cook that sees Joe.*

T : Jadi jawabannya?

Ss : 'Nooo'.

T : Yang ngeliat si Joe itu bukan kondektur tapi si?

Ss : Cook.

T : Jadi 'no' ya, bukan kondektur. Number nine.

RM : *What does the cook do to Joe?*

T : 'What does the cook do to Joe?'

S : 'Threw Joe from the train'.

T : Iyak, betul.

Ss : Emang iya?

T : Okay, kita dengarkan saja yang benar jawabannya.

RM : *He throws Joe off the train.*

T : 'He throws Joe off the train'. Betul?

Ss : Betul!

T : Okay, yang terakhir.

RM : *Can Joe go home?*

T : 'Can Joe go home?'

Ss : 'Yeees'!

T : 'Yes, he can'? Kita dengarkan lagi.

RM : *Ya he can, but it's not gonna be by train. He's got a long way to walk.*

Ss : (*cheering*) Betuuul!

T : 'Ya he can, but it's not gonna be by train. He's got a long way to walk'.

Ss : (*buzzing*)

T : Okay, that's for the last one ya. Jawabannya dia bisa pulang tapi dia harus jalan kaki. Okay, who got aaa . . . one mistaken? How about two mistaken?

S : Apa?

T : Yang salah dua. Enggak ada?

Ss : (*raising hands*) Salah dua, mister!

T : Salah lima? Salah sambung?

Ss : (*laughing*)

T : Ya udah, kalo gitu . . .

S : Pulang!

T : Enaknya?

Ss : Pulaaang!

T : Okay, tapi sebelum pulang I'm going to ask you several questions first ya. Saya Tanya dulu nih beberapa pertanyaan sebelum pulang. The first one is aaa . . . does Joe go to the Sun City alone? Does Joe go to the Sun City alone?

Ss : Yes! Yes, he does.

T : Okay, next. Aaa . . . where does Joe hide?

Ss : Hah?

T : Where does Joe hide in the train? Where?

Ss : In the bathroom.

T : In the bathroom or in the kitchen?

Ss : Bathroom!

T : That's great! Okay, the last question. Where is Sun City?

Ss : In South Africaaaa!

T : In South Africa, okay, very good. Yak, sekarang bangkunya dirapikan, see you next time and have a nice day!

Appendix 3

Interview transcription

Interview Transcription

Interviewee : Mr. Ramdhan (T)

Day / Date : Thursday, January 19, 2012

Location : In front of school's library

R : Assalamu'alaikum, pak.

T : Wa'alaikumsalam.

R : Maaf pak saya mengganggu. Saya punya beberapa pertanyaan untuk bapak tentang temuan saya di kelas lab bahasa Inggris.

T : Oh, gitu. Pertanyaan apa?

R : Boleh saya rekam, pak?

T : Okay.

R : Jadi pertanyaan saya yang pertama adalah kelas ini fokus kepada listening and speaking skills. Apakah sebenarnya kelas lab ini memang berfokus ke listening and speaking skills?

T : Iya, memang untuk listening skills dan pastinya untuk speaking juga biar anak-anak aktif untuk berbicara bahasa Inggris dan menambah vocabulary mereka.

R : Jadi kelas lab ini memang difokuskan untuk listening dan speaking skills ya, pak?

T : Iya.

R : Selanjutnya tentang kegiatan di kelas pertama yang saya observasi. Saat diminta untuk menggunakan kamus, ada beberapa siswa yang lupa membawa kamus. Apakah sebenarnya ada kesepakatan untuk membawa kamus?

T : Memang dari awal (siswa) sudah diminta untuk membawa kamus ya. Memang aaa . . . dari siswa tersebut kan karena mungkin pelajaran di luar mata pelajaran (English Extra Class) jadi mereka kadang suka ada yang lupa atau ada yang ketinggalan. Sering kali saya menemukan kamus di lab bahasa tertinggal. Mungkin mereka bilang lupa bawa padahal tertinggal. Jadi ada banyak hal tapi mereka bilang lupa, seperti itu.

R : Berarti untuk hal-hal tertentu, seperti kamus, apakah bapak memberikan kewajiban untuk dibawa selam mengikuti kelas lab?

- T : Saya selalu memberikan kebutuhan yang mereka perlukan untuk di lab bahasa. Bahkan sesuatu yang mereka perlukan seperti materi untuk pertemuan selanjutnya itu terkadang selalu saya berikan.
- R : Selanjutnya untuk kelas kedua yang saya observasi. Ada siswa yang berkata, “Ter, kenapa enggak *ditranslate together* aja, ter?” Apakah ini adalah inisiatif siswa atau bapak sudah merencanakan untuk *mentranslate* dialog tersebut?
- T : Ya, kalau mulai masalah *translate*, aaa . . . saya memang memberikan mereka materi terlebih dahulu. Kalau misalnya mereka mengalami kesulitan untuk arti dari bahasa Inggris, baru saya lempar ke anak-anak untuk *translate* bersama. Kalau misalnya mereka masih kesulitan, baru saya memberikan terjemahannya, begitu.
- R : Berarti permintaan siswa untuk menerjemahkan dialog bukan inisiatif siswa karena sudah bapak rencanakan untuk menerjemahkan?
- T : Iya.
- R : Selanjutnya, dari yang saya amati, bapak menyusun sendiri materinya. Apakah itu benar, pak?
- T : Yak, ini hanya sebagai penambahan dari materi yang ada di sini. Karena kalau saya lihat, kalau hanya mengikuti kurikulum di lab bahasa jadinya kurang berkembang dan anak-anak lebih mudah bosan, makanya saya *improve* sendiri untuk menambahkan materi-materi jadi mereka akan lebih tertarik untuk mempelajari bahasa Inggris karena yang namanya hanya *listening* justru harus sesuai dengan perkembangan yang hari ini, gitu ya. Dari situasi, keadaan anak, apa yang lagi booming di anak-anak, jadi mereka lebih tertarik. Apalagi *speaking*, *speaking* itu kan umum ya jadi anak-anak harus . . . sebagai guru lab bahasa juga harus tahu kosakata-kosakata anak itu sehari-hari apa saja. Nah, itu yang saya cari . . . yang saya sesuaikan dengan materi yang saya dapat dari internet dan dari sumber yang lain, seperti itu. Bahkan kadang saya cari di perpustakaan buku-buku lalu saya cari di internet untuk lebih memperluas.
- R : Untuk pertanyaan terakhir, apakah siswa berkontribusi dalam memilih materi?
- T : Tidak, kalau seperti itu mereka akan lebih banyak minta games kalau saya kasih kebebasan untuk memilih materi.
- R : Berarti memang bapak memilih materi sendiri ya, pak?

T : Iya.

R : Okay, mungkin dari saya segini dulu, pak. Terima kasih, pa katas waktunya.

T : Okay, sama-sama.

Appendix 4

Pictures

