

**TEACHING-LEARNING ACTIVITIES IN SPEAKING
CLASS: A CASE STUDY AT THE FIRST GRADE OF
SMK 57 JAKARTA**



*Building
Future
Leaders*

**Marina
2215061340**

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for the Degree of “Sarjana Pendidikan”

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Gracious, the Most Merciful

Al-Hasan Al-Basrî – Allah has mercy on him – said:

When a man sought knowledge, it would not be long before it could be seen in his humbleness, his sight, upon his tongue and his hands, in his prayer, in his speech and in his disinterest (zuhd) in worldly allurements. And a man would acquire a portion of knowledge and put it into practice, and it would be better for him than the world and all it contains – if he owned it he would give it in exchange for the hereafter.

Ibn Al-Mubâarak, Al-Zuhd wa Al-Raqâ`iq Vol.1 p.156.

ABSTRAK

Marina. 2010. *Kegiatan Pengajaran-Pembelajaran pada Kegiatan Berbicara: Sebuah Studi Kasus di Kelas X SMK 57 Jakarta*. Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Berbicara sering dianggap sebagai keterampilan bahasa yang paling menantang dan penting dalam pembelajaran bahasa asing. Walaupun kemampuan berbicara penting, selama bertahun-tahun pengajaran berbicara telah dianggap remeh atau diabaikan. Kegiatan di kelas hanya terpusat pada keterampilan membaca dan menulis. Selain itu, praktek penggunaan bahasa hanya terbatas pada latihan di buku teks. Kegiatan berbicara yang sering dilakukan adalah berupa *drill* dimana siswa belajar struktur bahasa melalui *repetition and substitution drill*. Siswa memiliki sedikit kesempatan untuk mengungkapkan bahasa mereka sendiri dalam kegiatan yang bermakna dan komunikatif.

Penelitian ini bertujuan untuk menganalisis frekuensi/keseringan dan proses belajar-mengajar dari kegiatan berbicara di SMK 57 Jakarta. Secara khusus, penelitian ini ditujukan untuk mendeskripsikan jenis kegiatan berbicara, jenis praktek bahasa yang siswa lakukan, penggunaan Bahasa Inggris selama proses pembelajaran, dan juga jenis pengelompokan siswa. Penelitian ini menggunakan metode studi kasus dengan berbagai teknik pengumpulan data seperti observasi kelas, kuesioner, wawancara, dan pengumpulan materi.

Hasil dari penelitian ini menunjukkan bahwa guru tidak hanya memusatkan pengajaran pada keterampilan membaca dan menulis tetapi juga menekankan pada pengembangan keterampilan berbicara siswa. Jenis kegiatan berbicara yang paling sering diterapkan oleh ketiga guru adalah *drill* dan bermain peran. Dalam hal ini, ada keseimbangan antara latihan *mechanical*, *meaningful*, dan *communicative*. Siswa tidak hanya berlatih struktur bahasa tetapi mereka juga diberikan kesempatan untuk mengungkapkan ide dan kesempatan untuk kegiatan berkomunikasi yang tidak terbatas. Siswa lebih banyak menggunakan Bahasa Inggris daripada Bahasa Indonesia selama proses pembelajaran. Selain itu, pekerjaan berpasangan merupakan jenis pengelompokan yang paling sering digunakan untuk memberikan kesempatan yang sama agar siswa bisa mengungkapkan bahasa mereka.

Kata kunci: kegiatan berbicara, latihan *meaningful* dan *communicative*

ABSTRACT

Marina. 2010. *Teaching-Learning Activities in Speaking Class: A Case Study at the First Grade of SMK 57 Jakarta*. Skripsi, English Department, Faculty of Languages and Arts, State University of Jakarta.

Speaking is often viewed as the most challenging and important skill in a foreign language learning. Despite its importance, for many years teaching speaking has been undervalued or abandoned. Classroom activities only focus on reading and writing skills. In addition, the practice of foreign language is limited to textbook exercises. The most common speaking activity that students have is in the form of drill where students learn grammatical features through repetition and substitution drill. The students have little chance to produce their own language in meaningful and communicative activities.

This study aims at analyzing the frequency and the teaching-learning process of speaking activities in SMK 57 Jakarta. Specifically, this study is intended to describe the types of speaking activities, the types of language practices that the students do, the use of English during the teaching-learning process, and also the grouping practices of the students. This study employs a case study method by using multiple data collection techniques, namely classroom observation, questionnaire, interview, and documentation.

The finding of this study shows that teachers did not only focus on the reading or writing skills but they also emphasized their teaching practices in developing the students' speaking competence. The most frequent speaking activities implemented by the three teachers were drill and role play. In this case, there was a balance among the mechanical, meaningful, and communicative practices. The students did not merely practice grammatical patterns but they were also given opportunities to express their own meaning and to open-ended communicative activities. The students used English more than their mother tongue during the teaching-learning process. Moreover, pair work was the most common grouping practice used in order to give equal opportunities for students to produce their target language.

Key words: speaking activities, meaningful and communicative practices

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Marina
No. Registrasi : 2215061340
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Teaching-Learning Activities in Speaking Class: A Case Study
at the First Grade of SMK 57 Jakarta

Telah berhasil dipertahankan dihadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing



Dr. Maximus Renyaan M.A.
NIP. 19540610 1984031 003

Ketua Penguji



Ifan Iskandar, M.Hum
NIP. 19720514 1999031 003

Penguji Materi



Dr. Ratna Dewanti, M.Pd
NIP. 19621107 1988032 001

Penguji Metodologi



Dra. Sri Sumarni, M.Pd
NIP. 19600520 1985032 001

Jakarta, 2 Agustus 2010

Dekan Fakultas Bahasa dan Seni

Banu Pratitis, Ph.D.
NIP. 19520605 1984032 001

LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Marina
No. Registrasi : 2215061340
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Teaching-Learning Activities in Speaking Class: A
Case Study at the First Grade of SMK 57 Jakarta

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Marina

No. Reg. 2215061340

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Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
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Jenis Karya : Skripsi
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Marina
No. Reg. 2215061340

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TABLE OF CONTENT

ABSTRAK	i
ABSTRACT	ii
LEMBAR PENGESAHAN	iii
LEMBAR PERNYATAAN	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLE	x
 CHAPTER I INTRODUCTION	 1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purpose of the Study	5
1.4 Significance of the Study	6
 CHAPTER II LITERATURE REVIEW	 7
2.1 Speaking Skills	7
2.1.1 Characteristics of Spoken Language	9
2.1.2 Micro- and Macroskills of Speaking	11
2.1.3 Communicative Competence	12
2.2 Speaking Activities	15
2.2.1 Definition of Activity	15
2.2.2 Types of Classroom Speaking Activities	16
2.2.3 Mechanical, Meaningful, and Communicative Practice	22
2.2.4 Accuracy and Fluency Activities	24
2.3 The Use of Group Work in Speaking Activities	26
2.4 Characteristics of A Successful Speaking Activity	29

2.5 Problems of Speaking Activities	31
2.6 English for Specific Purposes	32
CHAPTER III RESEARCH METHODOLOGY	35
3.1 Research Method	35
3.2 Time and Place of the Study	36
3.3 Participants of the Study	36
3.4 Data Collection Technique	37
3.5 Technique of Data Analysis	41
CHAPTER IV FINDING AND DISCUSSION	43
4.1 The Frequency of Speaking Activities	44
4.2 Types of Speaking Activities Used by the Three Teachers	46
4.3 The Implementation of Speaking Activities in the Classroom	58
4.3.1 Teachers' Techniques in Implementing the Speaking Activities	58
4.3.2 Types of Language Practices	63
4.3.3 Teacher Talk during Teaching-Learning Activities	66
4.3.4 Language Used by the Students	69
4.3.5 Grouping Practices	71
4.3.6 Students Participation	76
CHAPTER V CONCLUSION AND RECOMMENDATION	77
5.1 Conclusion	77
5.2 Recommendation	78
REFERENCES	80
APPENDICES	82
Appendix 1 TALOS	84
Appendix 2 Observation Transcripts	114
Appendix 3 Interview Transcripts	165

Appendix 4 Samples of Questionnaires	182
Appendix 5 Documentation	198

LIST OF TABLE

Table 3.1: Data Sources	37
Table 3.2: Numbers of Questionnaire Respondents (N=88)	41
Table 4.1: Questionnaire/Survey Result-Frequency of Speaking Activities	44
Table 4.2: Low-Inference Observational Data—Language Skills Practiced	44
Table 4.3: Questionnaire/Survey Result-Speaking Activities Provided by the Teachers in their Teaching Practices	47
Table 4.4: Low-Inference Observational Data-Speaking Activities Provided by the Teachers in their Teaching Practices	48
Table 4.5: Low-Inference Observational Data-Types of Language Practices	63
Table 4.6: High-Inference Observational Data-Teacher Talk during Teaching- Learning Activities	66
Table 4.7: High-Inference Observational Data-Language Used by Students	69
Table 4.8: Questionnaire/Survey Result-Language Used by Students	69
Table 4.9: Low-Inference Observational Data-Grouping Practices	72
Table 4.10: Questionnaire/Survey Result-Grouping Practices	72
Table 4.11: High-Inference Observational Data-Students’ Participation during Teaching-Learning Activities	76

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Many people, especially English learners, feel that speaking a new language is harder than reading, listening, or writing. Speaking is often viewed as the most challenging one compared to other skills (Celce-Murcia & Olshtain, 2000; Lazaraton, 2001; Nunan, 2003). This happens because of some reasons. First, unlike reading or writing, speaking happens in real time which means that the person you are talking to is waiting for you to speak right away. Second, when a person is speaking, he cannot edit and revise what he wants to say as done in writing. Last, the social and contextual factors play a much more significant role in spoken interaction than in written communication since most of oral exchanges that people normally engage in are not preplanned. That is why speaking is often perceived as the hardest skill to master in another language.

Of all the four skills (listening, speaking, reading, and writing), speaking seems to be the most important one (Ur, 2001: 120). People who know a language are referred to as speakers of that language. To most learners, mastering the skill of speaking is the single most important aspect of learning a second or a foreign language. In this case, the success of learning a new language is measured in terms of the ability to carry out a conversation in the language. That is why the ability to speak a foreign language is an indication that a person masters the language.

Despite its importance, for many years teaching speaking has been undervalued or abandoned (Kayi, 2006). Classroom activities only focus on reading and writing skills. Lafayette (1993) argues that the practice of foreign language is limited to textbook exercises. Agustina Lahur and Oktavia Nurtjahja (2002) in their research point out that most of activities in Indonesian classrooms are very much exam oriented. As a result, students are very good at memorizing and reciting facts, but unaccustomed to expressing ideas of their own. As they have commented:

This view is clearly reflected in the English curriculum taught in formal schools, where the goal of teaching and learning English is to be able to read or understand textbooks. Most of class activities are based on memorizing new vocabularies, practicing grammar rules, and analyzing texts. Little attention is given for communication skills such as listening and speaking. As a result, students would find it difficult to understand the teachers and more importantly to speak appropriately and accurately in English as the English that they acquire is for daily social communication purposes not for academic purposes.

Since English in Indonesia is as a foreign language, oral practice of the target language is mostly available in the classroom. Students have very few opportunities to use English outside the classroom. Therefore, a key factor in developing students' oral communicative competence is by giving the opportunity for students to speak in the language promoting interaction. It means that a possible way of stimulating learners to talk in the target language is to provide speaking activities in the classroom.

In a foreign language context, where the language is learned in a non-native classroom environment, developing the students' oral communicative competence is not an easy task. There are several factors that may cause this hindrance. Lazaraton (2001: 110) points out that the biggest challenges in the EFL

classrooms are the lack of students' motivation and the use of the first language. In addition, large classes often limit both students' opportunities to talk and teacher' opportunities to provide feedback. Other problems may arise if the curriculum does not stress speaking skills or views them solely as an avenue to grammatical accuracy and if the teacher is a non-native speaker of English, he or she may not be competent or confident in speaking English during the lesson.

There are two other studies that show some problems related to English speaking activities in the classroom. A research conducted by Fitriasari (2007) reveals that teaching and learning activities in the classroom provided little opportunity for students to develop their oral communicative competence. Most of the activities were inauthentic and less communicative because mostly the students read aloud transactional dialogues instead of producing utterances of their own. Moreover, the students also used Indonesian frequently in the classroom. Andhi Wahyu Tri Jatmiko's research (2006) revealed that the students were very passive during the teaching and learning process. They produced very little English. Most of the interaction was dominated by teacher talk, while learner talk was only 25% for the whole interaction. These studies imply that students have little opportunity to practice their target language.

In relation to speaking activities, there are some types of activities that teachers can use. In the classroom, speaking can cover a wide range of oral activities, from repetition drills to genuine interaction. Brown (2001) states that in the decades of the 1940s through 1960s, drills was seen as the major teaching-learning activity in the classrooms. Most of the time, students learned grammatical

features through repetition and substitution drills. During the 1970s, meaningful practice was introduced, but mechanical practice still had an important role in language pedagogy. Later on, teachers and materials developers realized that students needed more than just drills or mechanical practices. Teachers understood that students needed more opportunities to express their own meaning and to open-ended communicative activities. Therefore, Richards (2005: 15) divides practices into three categories, mechanical, meaningful, and communicative practice. In relation to this, students should be encouraged not only to mechanical practices but also to communicative practices. In addition, Richards (2005: 14) and Lazaraton (2001: 104) argue that teachers are recommended to use a balance of fluency and accuracy activities and to use accuracy activities to support fluency activities.

Nunan (2003: 55) states that teachers do approximately 50 to 80 percent of the talking in classrooms. While the teacher does much talking and is the active participant in the classroom, the students remain silent. To overcome this problem, teachers can assign students in pair work and group work activities to increase the amount of time that students get to speak in the target language during lessons. Pair and group activities give learners greater opportunities to use the language and to develop fluency (Richards, 2005). Nunan (2003) also argues that when the teacher is removed from the conversation, the students take on diverse speaking roles that are normally filled by the teacher. Instead of a predominance of teacher-fronted teaching, teachers are encouraged to make greater use of small-group work.

The researcher conducts this study in a vocational school that provides educational practices in hotel and tourism field since English is an important language in those two fields. English lesson in vocational schools have higher frequency than regular senior high schools, namely 6 hours a week. With this higher time allocation, the researcher intends to observe whether the teachers provide more speaking activities to the students. Another reason is that the government is promoting and developing vocational schools with the program called *SMK Bisa!* The government that is represented by *Direktorat Pembinaan SMK* has made some programs to increase the quality of teaching and learning process in vocational schools. Therefore, the researcher is interested in conducting this study in SMK 57 Jakarta.

1.2 Research Questions

This study addresses the following three questions:

1. How frequent are speaking activities conducted in SMK 57?
2. What types of speaking activities are conducted in SMK 57?
3. How are the speaking activities implemented in the classrooms of SMK 57?

1.3 Purpose of the Study

This study aims at analyzing the frequency and the teaching-learning process of speaking activities in SMK 57 Jakarta. Specifically, this study is intended to describe the types of speaking activities, the types of language practices that the students do, the use of English during the teaching-learning process, and also the grouping practices of the students.

1.4 Significance of the Study

This study is expected to give a real picture to the researcher and teachers about speaking activities which are conducted in the Hotel and Tourism Secondary classrooms. The findings of this study may give insights to teachers about types of activities that can be best used to develop students' oral communicative competence. Moreover, the result of this study may provide the teachers with ideas and insights about their teaching strengths and weaknesses for the improvement of their teaching practices in the classroom.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher describes some theoretical perspectives underlying this study. The theories which are described in this chapter are speaking skills, including characteristics of spoken language and communicative competence; speaking activities, including the definition of activity, types of classroom speaking activities, mechanical, meaningful, and communicative activities, accuracy and fluency activities; the use of group work; characteristics of a successful speaking activity; problems of speaking activities, and English for Specific Purposes.

2.1 Speaking Skills

Speaking can be defined as the process of building and sharing meaning through the use of verbal and non-verbal symbols in the variety of contexts. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: 48). Speaking is categorized as productive skill. It is called productive since the learners are encouraged to produce their language to communicate with others. Kayi (2006) points out that the ability to speak another language includes the following skills:

- producing the target language speech sounds and patterns
- using word and sentence stress, intonation patterns and the rhythm of the target language

- selecting appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
- organizing thoughts in a meaningful and logical sequence
- using language as a means of expressing values and judgments
- using the language quickly and confidently with few unnatural pauses, which is called a fluency

Of all the four skills (listening, speaking, reading, and writing), speaking seems to be the most important one (Ur, 2001: 120). People who know a language are referred to as speakers of that language. To most learners, mastering the skill of speaking is the single most important aspect of learning a second or foreign language. The success of learning a new language is measured in terms of the ability to carry out a conversation in the language. That is why the ability to speak a foreign language is an indication that a person masters the language. Despite its importance, for many years teaching speaking has been undervalued and English language teachers have been continuing to teach speaking just as a repetition of drills or memorization of dialogues (Kayi: 2006). However, today's world requires more communicative goal of English teaching and learning. In this case, speaking should be emphasized to improve students' communicative skills because only in that way students can learn to express themselves and learn how to communicate appropriately based on contexts.

Many people, especially language learners, feel that speaking a new language is harder than listening, reading, or writing. It is often viewed as the

most challenging one compared to other skills (Celce-Murcia & Olshtain, 2000: 171; Lazaraton, 2001: 103; Nunan, 2003: 48). This happens because of several reasons. First, unlike reading or writing, speaking happens in real time which means that the person you are talking to is waiting for you to speak right away. Second, when a person is speaking, he cannot edit and revise what he wants to say as done in writing. Last, the social and contextual factors play a much more significant role in spoken interaction than in written communication since most of oral exchanges that people normally engage in are not preplanned. That is why speaking is often perceived as the hardest skill to master in another language.

2.1.1 Characteristics of Spoken Language

Spoken language is slightly different from written language since they are in different channel. Spoken language has its own characteristics that learners may have difficulties in learning those features. Foreign language learners need to pay special attention to characteristics of spoken language because they strongly influence the processing of speech and can even block comprehension if they are not attended to. Brown (2001: 252) and Harmer (2001: 269) point out that the characteristics of spoken language include:

a) Redundancy

Unlike written language, spoken language has a great deal of redundancy. Redundancy includes repetition, rephrasing, elaboration, self-correction, and the use of fillers. Such redundancy helps the hearers to process meaning by offering more time and extra information.

b) Reduced forms

Spoken language includes several reduced forms. Reduction can be phonological, morphological, syntactic, or pragmatic. Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech or reduced form.

c) Expressive devices

Expressive devices mean changing the pitch and stress of particular parts of utterances, varying the volume and speed, and showing other physical and non-verbal (paralinguistic) features. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity while a person is involved in oral communication.

d) Colloquial language

In spoken interaction, colloquial language is often used. This includes idioms, slang, reduced forms, and shared cultural knowledge which are manifested at some points in conversations.

e) Negotiation language

Negotiation of language is often used when a person needs to ask for clarification while having a conversation. Effective speaking benefits from the negotiatory language that is used to seek clarification and to show the structure of what people are saying.

2.1.2 Micro- and Macro Skills of Speaking

Brown (2001) points out that the microskills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Microskills of speaking:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills of speaking:

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.1.3 Communicative Competence

The most common term which is intended to describe the goal of teaching speaking is called communicative competence. Building on Hymes's theory, Canale and Swain (1980) proposed the term communicative competence. Nunan (1999: 226) defines communicative competence as "the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors". Richards (as cited in Nunan, 1999: 226) states that:

Communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations); (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately.

Nunan (1999) points out that to be able to speak another language, a person needs to know how to articulate sounds in a comprehensible manner, needs an adequate vocabulary, and needs to have mastery of syntax. These various elements refer to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate competently in another language. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules (Shumin, as cited in Richards & Renandya, 2002: 204). Linguistic competence is only a part of the broad term which is referred to communicative competence. Communicative competence is not only built from just knowing grammar rules and vocabulary. Communicative

competence not only includes linguistic competence, but also includes a range of other sociolinguistic and conversational skills that enable a speaker to know how to say what, to whom, and when.

Based on this theory, communicative competence covers not only grammatical competence but also discourse competence, sociolinguistic competence, and strategic competence which reflect the use of the linguistic system and the functional aspects of communication (Brown, 2001; Shumin, 2002).

1. Grammatical Competence

Grammatical competence means the mastery of grammar (morphology and syntax), vocabulary, pronunciation, intonation, and stress (Brown, 2001:247). It is the competence which is associated with mastering the linguistic code of a language. In order to convey meaning, learners are required to have the knowledge of words and sentences. It means that they have to understand how words are segmented into various sounds and how sentences are stressed in particular ways. Moreover, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2. Discourse Competence

Discourse competence is defined as the ability to connect sentences in stretches of discourse and to form a meaningful whole out series of utterances

(Brown, 2001: 247). While grammatical competence focuses on sentence-level grammar, discourse competence is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way (Shumin, 2002: 207). It also includes the competence to choose correct rhetorical steps in every single stage of communication, such as opening a conversation, interrupting, or making conclusion. Effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis.

3. Sociolinguistic Competence

This type of competence requires an understanding of the social context in which language is used. This includes the roles of the participants, the information they share, and the function of the interaction. Shumin (2002) argues that knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners are required to have competence which involves knowing what is expected socially and culturally by users of the target language. It means that learners can use English appropriately based on socio-cultural context of the people who use the target language. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

4. Strategic Competence

Strategic competence is the way learners manipulate language in order to meet communicative goals (Shumin, 2002: 208). Strategic competence refers to the ability to know when and how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems. It means the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules.

2.2 Speaking Activities

2.2.1 Definition of Activity

In this study, the researcher uses the term “activity”, despite other terms which have quite similar definition, such as “technique”, “task”, or “exercise”. The term activity in this study is taken from Brown (2001: 129) which refers to “virtually anything that learners do in the classroom or kinds of tasks and practice activities that are employed in the classroom”. Moreover, he points out that a classroom activity refers to a reasonably unified set of students’ behaviours, which is limited in time, preceded by some direction from the teacher with a particular objective. The term activity implies some sort of active performance on the part of learners.

2.2.2 Types of Classroom Speaking Activities

Since English in Indonesia is as a foreign language, oral practice of the target language is mostly available in the classroom. Therefore, a key factor in foreign language development is the opportunity given to students to speak in the language promoting interaction. It means that a possible way of stimulating learners to talk in the target language is to provide speaking activities in the classroom.

In the classroom, speaking can cover a wide range of oral activities, from repetition drills to genuine interaction. There are a variety of speaking activities that can be used to promote the use of spoken language in contexts that are suitable for the typical foreign language classroom, they are:

- **Drill**

Lazaraton (2001) argues that this activity can be implemented for accuracy practice. Drills range from repetition drill to substitution drill. Although this type of activity gains much criticism in language teaching, it still plays an important role to teach pronunciation. Lazaraton (2001) recommends that if drills are to be used, they should be short, simple, and should lead to more authentic communication activities. Drills are proved useful as the first step towards more communicative output.

- **Dialogue Recitation**

Ur (2001: 132) argues that dialogue recitation is a traditional language-learning technique that has gone somewhat out of fashion in recent years. The learners are taught a brief dialogue. Then, they perform it privately in pairs or

publicly in front of the whole class. Learners can be asked to perform the dialogue in different ways, in different moods, or in different role relationships. Then, the actual words of the text can be varied by substituting other ideas. This activity is a good way to get learners to practise saying target language utterances without hesitation and within a wide variety of contexts.

- **Prepared Speech**

Another activity that can be used to develop speaking skills is the prepared speech. The students can be given a topic for their speech or they may choose their own. Since this activity might bore the listeners, it is a good idea to assign the listeners some responsibilities during the speech. Some students can be assigned the responsibility for evaluating the content and organization, delivery, interaction with audience, and language skills (Lazaraton, 2001).

- **Oral Presentation**

A popular kind of activity is the oral presentation or prepared talk where a student makes a presentation on a topic they are assigned to or of their own choice (Harmer, 2001). Such talks are not designed for informal spontaneous conversation because they are prepared and more writing-like. Each presentation is followed by a question/answer period and concluded by the teacher's comment.

- **Storytelling**

In this activity, Kayi (2006) points out that students can briefly summarize a tale or story they have heard or read, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps

students to express ideas in the format of beginning, development, and ending, including the characters and the setting of a story. Students can also tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

- **Drama**

Brown (2001) points out that drama is a more formalized form of role play and simulation, with a pre-planned story line and script. Although this kind of activity has positive effects on language learning, drama is rarely a part of a typical activity used because rehearsals and other preparations are rather time-consuming.

- **Games**

Brown (2001) argues that a game could be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities. A student or a group decides one thing that the rest of students have to guess what it is by asking questions related to the thing. This kind of activity can be very motivating since the whole students are involved in the activity in order to be the winner.

- **Interview**

Brown (2001) argues that an interview activity is useful at all levels of proficiency. At the lower levels, interviews can be very structured, both in terms of the information that is sought and the grammatical difficulty and

variety. The goal of an interview at this level is limited to using requesting functions, learning vocabulary for expressing personal data, or producing questions. Structured interview is very useful for students to practise using *wh* and *yes/no* questions as well as learning to give appropriate responses. At the higher levels, interview can probe more complex facts, opinions, ideas, and feelings. Conducting the interview activity may give students a chance to practice their speaking ability not only in class but also outside the class.

- **Discussion or debate**

Discussion is an effective activity in large classroom (Celce-Murcia & Olshtain, 2000; Lazaraton, 2001). In this activity, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives (Harmer, 2001: 273). One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. However, many students feel extremely exposed in discussion situations.

- **Problem Solving**

Brown (2001) points out that in this activity, students are given a problem and a set of information. They are directed to arrive at a solution to the problem.

There is generally a single resolution of the outcome. Problem solving activities center the students' attention on meaningful cognitive challenges and not so much on grammatical or phonological forms.

- **Decision Making**

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

- **Opinion Exchange**

This activity is in the form that learners engage in discussion and exchange of ideas. In this case, they do not need to reach an agreement.

- **Information Gap**

It is a useful activity in which one student has the information that other students lack (Nunan, 2003: 56). In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

- **Jigsaw Activities**

Jigsaw activities are more elaborate information gap activities that can be done with several partners. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole (Richards, 2005: 20). In doing so, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

- **Role Play**

Role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom (Celce-Murcia & Olshtain, 2000: 177; Nunan, 2003: 57). Role play refers to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes play the role of someone other than themselves, and use language appropriately to this new context (Ur, 2001: 131). Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play is a way to give learners the opportunity to practise improvising a range of real-life spoken language in the classroom.

- **Simulation**

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

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

2.2.3 Mechanical, Meaningful, and Communicative Practice

Brown (2001) states that in the decades of the 1940s through 1960s, drills was seen as the major teaching-learning activity in the classrooms. Most of the time, students learned grammatical features through repetition and substitution drills. During the 1970s, meaningful practice was introduced, but mechanical practice still had an important role in language pedagogy. Later on, teachers and materials developers realized that students needed more than just drills or mechanical practices. Teachers understood that students needed more opportunities to express their own meaning and to open-ended communicative activities. Therefore, Richards (2005: 16) divides language practices into three categories, mechanical, meaningful, and communicative practice. As he points out:

A mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. A meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out the practice. Communicative practices refer to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

Brown (2001: 132) also points out the distinction of mechanical, meaningful, and communicative practices. He says that mechanical practices are those for which there is only one possible correct response and they do not even require comprehension by the students. Meaningful practices may have predicted

response or a limited set of possible responses, but it is connected to some form of reality. In this practice, students need to pay attention and comprehend the stimulus in order to provide a correct response. Finally, communicative practices offer the students the possibility of an open response and negotiation of meaning. Communicative practices are divergent because they allow more than one correct response and they require attention to stimulus in order to provide a valid response. Moreover, communicative practices are the only ones that approximate real-world communication and require attention to both meaning and form.

By referring to the description above, speaking practices can be classified into those three categories. Mechanical practices may include repetition drills and substitution drills which are designed to practice the use of particular grammatical items. A meaningful practice may take the following activity: in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the cafe?”, etc. This activity is categorized meaningful because the students have to respond according to the location of places on the map in a meaningful activity. The language produced by the students is predictable even though it has meaning. Students use language a great deal through communicative activities such as games, role plays, simulations, problem solving, information transfer, jigsaw, and information gap (Brown, 2001; Klanrit, 2004; Richards, 2005; Kayi, 2006).

Mechanical practices are least useful because they bear little resemblance to real communication. They do not require students to express meanings and they only require parroting of a grammatical pattern or rule. Meaningful practices can help students to develop understanding of the way grammatical rules work because they require students to make form-meaning correlations. Their resemblance to real communication is limited by the fact that they have only one correct answer. Communicative practices require students to be aware of the relationships among form, meaning, and use. In communicative drills, students test and develop their ability to use language to convey ideas and information.

Shumin (as cited in Richards & Renandya, 2002: 208) argues that interaction is the key to improve EFL learners' speaking abilities. She points out that language teachers should provide learners with opportunities for meaningful communicative behaviour about relevant topics by using learner-learner interaction as the key to teaching language for communication because communication derives essentially from interaction.

2.2.4 Accuracy and Fluency Activities

One issue that emerges in relation to speaking activities is between accuracy and fluency activities (Lazaraton, as cited in Celce-Murcia, 2001: 104). As the impact of communicative competence theory in teaching oral skill, the speaking activities are no longer acceptable to focus only on developing the students' grammatical competence. Today, teachers are expected to balance a focus on accuracy with a focus on fluency as well. The term accuracy can be defined as

“the correct examples of language use or the extent to which students’ speech matches what people actually say when they use the target language”. In contrast with accuracy, fluency means “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches” (Nunan, 2003: 55).

Richards (2005: 13) points out that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Pair and group activities gave learners greater opportunities to use the language and to develop fluency.

Richards (2005) points out that activities which focus on accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, and have controlled choice of language. Activities which focus on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context. Moreover, Lazaraton (2001:104) points out that fluency is natural language use, which is likely to take place when speaking

activities focus on meaning and its negotiation, when speaking strategies are used, and when overt correction is minimized.

Richards (2005: 14) and Lazaraton (2001: 104) argue that teachers are recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work can either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether fluency work develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources. This often involves a heavy dependence on vocabulary and communication strategies and there is little motivation to use accurate grammar or pronunciation. A fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task or follow up activities that provide feedback on language use.

2.3 The Use of Group Work in Speaking Activities

Nunan (2003: 55) states that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for teachers to be aware of how much they are talking in class while students remain silent. To overcome this problem, teachers can assign students in pair work and group work activities to increase the amount of time that students get to speak in the target language during lessons.

Pair and group activities give learners greater opportunities to use the language and to develop fluency (Richards, 2005). Nunan (2003) also argues that when the teacher is removed from the conversation, the students take on diverse speaking roles that are normally filled by the teacher. Instead of a predominance of teacher-fronted teaching, teachers are encouraged to make greater use of small-group work.

Ur (2001) and Meng (2009) suggest group work is especially important for large classes, where getting students engaged is usually a challenge. Moreover, Meng (2009) argues that getting students to do things in small groups in class is the only conceivable way to get large-scale student involvement in a large class. With these small groups, a teacher can immediately engage everyone in a large class in learning activities. Shy students are more likely to ask and answer questions in a group setting. The same is true with low-skill students. Group work will increase the quantity of language practice opportunities, improve the quality of student talk, individualize instruction, create a positive affective climate in the classroom, and increase students' motivation.

In essence, compared to the traditional teacher-centered teaching approach, group work is learner-centered, task-based and especially distinctive in three aspects (Meng, 2009). First, it is multiple-interactive. In conventional teaching, only interaction between teachers and students is promoted. Group work encourages multiple interactions including interactions between students and interactions between teachers and students. Second, it is quality-oriented. In the natural setting of communication in a small group, learners are not only limited to

produce hurried and isolated sentences. Rather they can engage in cohesive and coherent sequences of utterances, thereby developing discourse competence. Meanwhile, learners can take on roles, adopt positions, and produce a range of language functions associated with those roles and positions. For example, in a problem-solving activity, learners can suggest, infer, qualify, hypothesize, generalize or disagree. Third, it is productive. Unlike the teacher-fronted classroom where learners just receive systematic instruction in grammar, vocabulary and pronunciation of the language, group work provides more language practice opportunities for conversations. Students can work together to produce language through speaking, be given appropriate materials to work with or problems to solve, engage in the creative language use, and develop communicative competence in the target language.

Moreover, Richards (2005: 18) also argues that learners will obtain several benefits through group work. As he points out:

- they can learn from hearing the language used by other members of the group
- they will produce a greater amount of language than they would use in teacher-fronted activities
- their motivational level is likely to increase
- they will have the chance to develop fluency

2.4 Characteristics of A Successful Speaking Activity

Ur (2001) argues that there are at least four characteristics of a successful speaking activities, they are:

1) Learners talk a lot

In successful speaking activities, the students talk a lot in the target language. As much as possible of the period of time allotted to the activity is occupied by the learner talk. However, one common problem in speaking activities is that students often produce one or two simple utterances in the target language and spend the rest of the time chatting in their native language. Another common problem is that the teacher talks too much of the time, thus it takes away valuable practice time that can be used by the students. Nunan (2003: 55) states that teachers do approximately 50 to 80 percent of the talking in classrooms. Moreover, a research conducted by Andhi Wahyu Tri Jatmiko's (2006) revealed that the students were very passive during the teaching and learning process. They produced very little English and used much Indonesian in the classroom. Most of the interaction was dominated by teacher talk, while learner talk was only 25% for the whole interaction. In accordance with what Nunan and Andhi Wahyu Tri Jatmiko said, teachers need to maximize the time allotted to the students to speak or practice the target language. Teachers can take the role as a facilitator, who facilitates the communication process among all students in the classroom, instead of explaining the whole things that can take away the students' time to talk.

2) Participation is even

Whether the activity takes place among the whole class or in small groups, a successful activity provides time to speak to as many different students as possible. The activity is called successful if it is not dominated by the talkative students, all of students get a chance to speak, and the contributions are fairly distributed. The activity should be designed in a way so that the outspoken students do not dominate discussions. When necessary, the teacher may interfere to guarantee equal opportunities for students to speak.

3) Motivation is high

Several studies have shown that motivation is one of the most important variables in successful language learning. Teachers can increase and maintain the motivation of students by creating activities that is interesting for them. Students are eager to speak when the topic is interesting or there is a clear objective that must be reached. Great care should be taken to make sure the activity is in line with the students' ability to deal with it.

4) Language is of an acceptable level

A speaking activity is called successful if the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.5 Problems of Speaking Activities

There are two studies that show some problems related to English speaking activities in the classroom. A research conducted by Fitriasari (2007) reveals that teaching and learning activities in the classroom provided little opportunity for students to perform spoken communicative competence. Most of the activities were inauthentic and less communicative because mostly the students read aloud transactional dialogues instead of producing utterances of their own. Moreover, the students also used Indonesian frequently in the classroom. The other research is the one which was conducted by Andhi Wahyu Tri Jatmiko (2006). The research reveals that the students were very passive during teaching and learning process. They produced very little English. Most of the interaction was dominated by teacher talk, while learner talk was only 25% for the whole interaction.

Ur (2001:121) argues that there are some problems that the students face in speaking activities, they are:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. Learners are worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts.

2. Nothing to say

Learners may complain that they cannot think of anything to say. It means that they have no motive to express themselves beyond the guilty feeling that they should be speaking. It can also happen because the learners have little knowledge about the topic being discussed.

3. Low or uneven participation

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. It is a common problem in some classes because talkative learners tend to speak a lot more than the shy learners.

4. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it because it is easier. Learners may think that it feels unnatural to speak to one another in a foreign language. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones, to keep to the target language.

2.6 English for Specific Purposes

Since the focus of this study is on the vocational school, the researcher needs to discuss a little bit about English for Specific Purposes (ESP). English in vocational schools is quite different from English in regular Senior High Schools since both schools have different needs of English. English in vocational schools

is closely related to the term English for Specific Purposes. Mackay and Mountford (1978) defined ESP as the teaching of English for a “clearly utilitarian purpose”. The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs, in turn, determine the content of the ESP curriculum to be taught and learned. Dudley-Evans (1997) defined English for Specific Purposes as:

- 1) ESP is defined to meet the specific needs of the learners.
- 2) ESP makes use of underlying methodology and activities of the disciplines it serves.
- 3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

The definitions above are in line with the purpose of English in vocational schools which is stated in Standar Isi:

Mata pelajaran Bahasa Inggris bertujuan agar peserta didik memiliki kemampuan sebagai berikut:

1. Menguasai pengetahuan dan keterampilan dasar Bahasa Inggris untuk mendukung pencapaian kompetensi program keahlian.
2. Menerapkan penguasaan kemampuan dan keterampilan Bahasa Inggris untuk berkomunikasi baik lisan maupun tertulis pada *level intermediate*.

The term “specific” in ESP refers to the specific purpose of learning English. Students approach the study of English through a field that is relevant to them. This means that they are able to use what they learn in the classroom right away in their work. The ESP approach enhances the relevance of what the students are learning. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the

language is used in functions that they will need to perform in their fields of specialty or jobs. That is why English teachers need to develop activities relevant to the students' need in their own field.

However, as stated in the syllabus of SMK 57, activities that are closely related to the students' vocational skill are more developed in the second and third grade. The first graders are still in the novice level. English in the first grade is more related to their daily life, not their vocational needs. As stated in the Syllabus:

Berbicara

Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari.

Although the focus of English in the first grade is to develop their basic English which is related to their daily life, the teachers also need to create some activities related to their vocational skills. By doing so, English that the students learn can benefit them to acquire their vocational competence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this study. In essence, the study represents a qualitative case study approach to answer the research questions introduced in Chapter I.

3.1 Research Method

This study applied case study method. Cresswell (1999) points out that “case study is an exploration of ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. Yin (2003) also says that “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. This method was considered appropriate to this study because of several reasons:

- 1) As pointed out by Yin (1994), a case study approach is preferable since it has the potential to illuminate the research questions ‘how’ and ‘why’. This is in line with the third research question of this study concerning the ‘how’ question: *how are the speaking activities implemented in the classrooms of SMK 57?*
- 2) A case study approach makes use of multiple resources and methods to discover multiple views of the case(s) concerning multiple realities. This is

one of the strengths of a case study approach which facilitates the validation of data through triangulation. This study applies multiple methods of data collection, namely classroom observation, interview, questionnaire, and documentation.

- 3) A case study approach is suitable when the researcher has little control over events. Since this approach deals with the investigation of phenomena as they naturally occur, the researcher does not need to impose controls or to change circumstances. This study only describes what already exists.
- 4) The case study approach is suitable for the needs of small-scale research by focusing on one research site or just a few sites. This is appropriate to this study since the researcher only takes three classes of a school.

3.2 Time and Place of the Study

This study was conducted for almost two months, started from 3rd May to 18th June 2010. It was conducted in SMK 57 Jakarta. This school holds vocational education practices in hotel and tourism field. This school was chosen because of its relevance to the purpose of this study, that is observing speaking activities in Hotel and Tourism Secondary School.

3.3 Participants of the Study

Participants of this study were three English teachers and the first grade students of SMK 57. This study observed three classes which were in three different departments: UPW (*Unit Perjalanan Wisata*), APH (*Akomodasi*

Perhotelan), and JB (*Jasa Boga*). The three different departments were selected because the researcher intended to find out speaking activities which were implemented by teachers to teach English in the three different departments.

This study focuses on the first grade because the second grade students do not only learn in the classroom but they also spend most of their time learning in the real industry. Since this study focuses on what happens in the classroom, the researcher focuses on the first graders who spend most of their time in classroom.

3.4 Data Collection Technique

In order to build a clear picture thoroughly, the data about the frequency of speaking activities, the type of speaking activities, and the implementation of the activities were collected through several techniques or multiple methods, namely: classroom observation (using video, tape recorder, and modified TALOS), interview (for teachers and students), questionnaire, and documentation.

Table 3.1: Data Sources

	Observational Data	Teacher Interview	Student Interview	Student Survey/ Questionnaire	Document Analysis
RQ 1	√	√	√	√	
RQ 2	√	√	√	√	√
RQ 3	√	√	√		√

√: the methods used to answer the research question

The multiple methods in this study were applied as the triangulation. Triangulation is used to improve the validity of this study. It attempts to map out

or explain more fully the richness and complexity of human behavior from studying it from more than one standpoint or using a variety of methods, including qualitative and quantitative methods (Burns, 2000: 419). Triangulation is intended to check out the consistency of the findings of those different data collection methods. If the findings of those methods correspond to each other, it enhances the validity of this study.

1) Classroom observation

The researcher employed non-participant observation which means the researcher is not directly involved in the situation observed (Gay, 1987: 206). The researcher only watched what was happening and recorded events on the spot. Classroom observation was employed to collect the data dealing with the types of speaking activities, how the speaking activities employed in the class, and the overall students' performance during the speaking activities.

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

In this study, the researcher used the high-inference section and the low-inference section of TALOS. The high-inference section, which is used to

measure the overall teachers' and students' performance on speaking activities, is categorised into teacher and students part. In this section, all entries were ranked on a 0 – 4 scale where 0 stands for extremely low or no occurrence, 1 stands for low, 2 is for fairly often, 3 is for high, and 4 stands for extremely high or frequent occurrence. The low-inference section is on-the-spot coding of classroom observables. The coding took place every five minutes. It is concerned with observable events involving the following aspects:

- *Grouping* deals with how the teacher designs the activities for students, ranging from whole class, individual, pair, and group work.
- *Type of activity* refers to classroom activities initiated by the teacher to achieve pedagogical goals. The list of activities are derived from Lazaraton (2001), Harmer (2001), Nunan (2003), Ur (2001), Brown (2001), and Kayi (2006).
- *Type of practice* refers to the language produced by the students, whether it is mechanical, meaningful, or communicative.
- *Skill focus* describes the listening, speaking, reading, and writing skills practised in each lesson segment.
- *Content focus* refers to the formal properties of the target language, namely grammar, pronunciation, language functions, discourse, and also sociolinguistic aspects.
- *Teaching media* refers to resources used by the teacher during the teaching and learning process. These include texts, audio-visual resources, and

authentic materials. Texts refer to any written materials ranging from reference books, textbooks, to activity sheets. Audio-visual resources include films, videos, overhead projectors, audiotapes, pictures, etc. Authentic materials refer to the resources created by native speakers, both for classroom teaching and in the world outside the classroom.

2) Interview

In-depth interview was also employed in this study. The researcher interviewed three English teachers and six students of the first grade. The researcher interviewed two students from each class. The researcher used open-ended questions to get more detailed information. The teacher interview is intended to get in-depth understanding related to types of speaking activities that the teachers usually use to develop students' oral communicative competence, how the teachers implement those kinds of activities, the effectiveness of the activities, the language used, and the grouping practices that are usually used during speaking activities. The interview was employed to support the data which were gained from classroom observation.

3) Questionnaire

The questionnaire is intended to investigate types of speaking activities that the students have experienced. The questionnaire is a structured form that the respondents have to circle the rating scales, ranging from very often to never.

Table 3.2: Numbers of Questionnaire Respondents (N=88)

Students of Teacher A	Students of Teacher B	Students of Teacher C
28	28	32

4) Documentation

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

3.5 Technique of Data Analysis

The data obtained through video, tape recorder, TALOS, interview, questionnaire, and documentation were analysed both qualitatively and quantitatively. The qualitative data were derived from classroom observation and interview. The qualitative description was intended to give a clear and detailed information about the implementation of the speaking activities in the classroom. The data were also described quantitatively. The quantitative description was gained from the TALOS scheme and questionnaire. The result of TALOS and questionnaire was described in numbers (by showing the mean scores) for each category. Here are the steps of analysing the data:

1) Making the transcriptions

The recorded data from classroom observation and interview were transcribed in order to give a clear picture of the situation in the classes observed.

2) Organising the data

This includes reading the data taken from the various techniques over and over to become familiar with them and cleaning up data which seem overwhelming and unmanageable.

3) Categorising the data

The data gained from all techniques were categorized into the frequency of speaking activities, types of speaking activities, teachers' techniques in implementating of speaking activities, types of language practices, teacher talk during teaching-learning activities, language used by the students, grouping practices, and the students' participation.

4) Check the consistency of the findings gained from all techniques

In this phase, all the findings from all the data collection techniques were matched and linked to each other in order to check the consistency and the validity of the findings. This was also intended to corroborate the result of this study.

5) Writing the report

After checking the findings of each data collection technique, the researcher wrote the report by describing all the findings qualitatively and quantitatively.

CHAPTER IV

FINDING AND DISCUSSION

Based on the previous chapters outlining the theoretical perspectives and the method of data collection, the results of this study are presented in this chapter. This chapter describes and answers the three major research questions as previously mentioned:

1. *How frequent are speaking activities conducted in SMK 57?*
2. *What types of speaking activities are conducted in SMK 57?*
3. *How are the speaking activities implemented in the classrooms of SMK 57?*

In discussing the second research question, the researcher also presents the type of speaking activity to develop the students' vocational competence in the three departments (UPW, APH, and JB). The discussion about the third research question encompasses a wide range of the following issues:

- 1) teachers' techniques in implementing the speaking activities
- 2) types of language practices (mechanical, meaningful, and communicative practice)
- 3) teacher talk during the teaching-learning activities
- 4) language used by the students
- 5) grouping practices, and
- 6) students' participation during the teaching-learning activities

Research Question 1: How frequent are speaking activities conducted in SMK 57?

4.1 The frequency of speaking activities

Through the student questionnaire, TALOS, and the interview, the researcher gained the data concerning how frequent the students have speaking activities in the classroom.

Table 4.1: Questionnaire/Survey Result—Frequency of Speaking Activities
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Guru memberikan kegiatan speaking di kelas.	94	3.35	97	3.46	102	3.18

Scoring: 0 = never, 1 = seldom, 2 = fairly often, 3 = often, 4 = very often

Table 4.2: Low-Inference Observational Data—Language Skills Practiced
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Listening	2	0.66	0	0	3	1
Reading	3	1	3	1	0	0
Writing	0	0	0	0	5	1.66
Speaking	45	15	32	10.66	36	12

Scoring:

0 = extremely low/never

1-3 = low

4-8 = fairly often

9-14 = high

15-18 = extremely high

Table 4.1 shows that teachers provided speaking activities to the students frequently (teacher A: $\bar{x} = 3.35$; teacher B: $\bar{x} = 3.46$; teacher C: $\bar{x} = 3.18$). This means that the three teachers did not only emphasize their teaching practices to reading or writing skills but they also created activities to develop the students' oral communicative competence. This is also supported from TALOS result shown in table 4.2. The table shows that students practiced their speaking skills frequently in the classroom (teacher A: $\bar{x} = 15$; teacher B: $\bar{x} = 10.66$; teacher C: $\bar{x} = 12$). The data from the questionnaire and TALOS above are in line with the data derived from the interview. As teacher A said:

- I : OK. Langsung saja kali ya Bu ke pertanyaan. Apakah kegiatan speaking sering dilakukan di kelas?*
TA : Iya, sering. Karena memang sangat penting ya.
I : Dari ketiga skill lain, reading, listening, dan writing, apakah proporsi speaking lebih besar?
TA : Sebenarnya sih seimbang. Jadi combine ya. Setelah mereka menulis terus mereka presentasikan di depan kelas.
- I : OK. Let's come to the questions Ma'am. Are speaking activities frequently implemented in the classroom?*
TA : Yes, frequently. This skill is very important.
I : Does speaking skill gain higher proportion than the other skills such as reading, listening, and writing?
TA : Actually the four skills gain the same proportion or there is a balance among them. I combine the skills. After the students write something, they present it in front of the class.

(Teacher A, 9th June 2010)

Teacher B also commented that he provided speaking activities to the students frequently. As he commented:

- I : OK Pak. Ehm...apakah kegiatan speaking sering dilakukan di kelas?*
TB : Iya pasti. Kalau kita kan kejuruan ya, jadi otomatis speakingnya yang lebih banyak proporsinya dari skill yang lain seperti reading, listening, dan writing.

- I : OK Sir. Ehm...are speaking activities frequently implemented in the classroom?
 TB : Yes, absolutely. Since we are in the vocational school, automatically the proportion of speaking skill is higher than the other skills such as reading, listening, and writing?

(Teacher B, 9th June 2010)

Similar to teacher A and B, teacher C also said the same thing that speaking activities were frequently implemented in the classroom. As he said:

- I : Langsung ke pertanyaan saja ya Pak. Apakah kegiatan speaking sering dilakukan di kelas Pak?*
TC : Iya, sangat sering. Karena pada dasarnya pembelajaran bahasa itu yang paling utama adalah speaking.
I : Berarti dari ketiga skill yang lain (reading, listening, writing), speaking yang lebih banyak proporsinya?
TC : Iya.

- I : Let's come to first question Sir. Are speaking activities frequently implemented in the classroom?
 TC : Yes, very often. Basically, speaking is the main skill in learning a language.
 I : So, it means that the proportion of speaking skill is higher than the other skills (reading, listening, and writing)?
 TC : Yes.

(Teacher C, 18th June 2010)

Research Question 2: What types of speaking activities are conducted in SMK 57?

4.2 Types of speaking activities used by the teachers

Through the student questionnaire and classroom observation (by using the low-inference of TALOS), the researcher gained the information concerning the types of speaking activities that the students have experienced in the classroom. The result is shown in table 4.3 and 4.4 below.

Table 4.3: Questionnaire/Survey Result—Speaking Activities Provided by the Teachers in their Teaching Practices (mean scores shown)

Category		Teacher A		Teacher B		Teacher C	
		Frequency	Score	Frequency	Score	Frequency	Score
Types of Activities	Drill	81	2.89	79	2.82	88	2.75
	Dialogue recitation	57	2.03	58	2.07	90	2.81
	Prepared speech	0	0	0	0	0	0
	Oral presentation	39	1.39	20	0.71	34	1.06
	Storytelling	27	0.96	24	0.85	45	1.40
	Drama	0	0	0	0	0	0
	Games	52	1.85	52	1.85	60	1.87
	Free conversation	46	1.64	46	1.64	83	2.59
	Interview	28	1	26	0.92	32	1
	Discussion/debate	25	0.89	28	1	32	1
	Problem solving	28	1	27	0.96	32	1
	Decision making	19	0.67	16	0.57	28	0.87
	Opinion Exchange	52	1.85	56	2	36	1.12
	Information gap	29	1.03	30	1.07	23	0.71
	Jigsaw	28	1	28	1	20	0.62
	Role play	96	3.42	91	3.25	99	3.09
	Simulation	28	1	19	0.67	32	1

Scoring: 0 = never, 1 = seldom, 2 = fairly often, 3 = often, 4 = very often

Through observing the classroom (by using the low-inference of TALOS), the researcher gained the information about some speaking activities which were implemented in the classroom by the three teachers, namely: drill, dialogue recitation, oral presentation, storytelling, information gap, and role play. Drill and dialogue recitation activity were intended to develop the students' microskills of speaking, such as: producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and also producing fluent speech at

different rates of delivery. Oral presentation, storytelling, information gap, and role play were intended to develop the students' macroskills of speaking such as: appropriately accomplishing communicative functions according to situations, participants, goals, and also using appropriate styles, registers, redundancies, pragmatic conventions, conversation rules, interrupting, and other sociolinguistic features in face-to-face conversations.

Table 4.4: Low-Inference Observational Data—Speaking Activities Provided by the Teachers in their Teaching Practices (mean scores shown)

Category		Teacher A		Teacher B		Teacher C	
		Frequency	Score	Frequency	Score	Frequency	Score
Types of Activities	Drill	9	3	17	5.66	8	2.66
	Dialogue recitation	0	0	0	0	2	0.66
	Oral presentation	17	5.66	10	3.33	0	0
	Storytelling	0	0	0	0	9	3
	Information gap	0	0	3	1	0	0
	Role play	20	6.66	11	3.66	14	4.66

Scoring:

0 = extremely low/never

1-3 = low

4-8 = fairly often

9-14 = high

15-18 = extremely high

Speaking Activities of Teacher A

Table 4.3 which is derived from the questionnaire shows that the speaking activities included in the often category that teacher A used were role play ($\bar{x}$ =3.42) and drill ($\bar{x}$ =2.89). The two were the most frequently speaking activities

that teacher A used in order to develop the students oral communicative competence. As she said in the interview session:

- I : Jenis kegiatan speaking di kelas yang pernah Ibu lakukan berupa kegiatan apa saja?*
TA : Speaking di kelas eeh...yang sering sih misalnya role play, dialog, eeh...ya semacam itu.
I : Kalau role play penerapannya seperti apa Bu?
TA : Role play itu biasanya diambil dari handout yang kita jelaskan dulu. Misalnya direction. Kita lihat dulu ini loh seperti ini. Terus anak-anak role play seperti menunjukkan jalan kepada temannya.
I : Kalau kegiatan drilling atau latihan pengucapan kata atau kalimat Bahasa Inggris dengan mengikuti pengucapan guru, lalu juga latihan penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?
TA : Oh...itu sering karena memang untuk memperbaiki pronunciation. Memang harus banyak dilatih ya. Karena memang ada beberapa anak yang pengucapannya bisa dikatakan kurang...jadi otomatis saya juga melatih pengucapan mereka.
- I : What types of speaking activities have you implemented in the classroom?*
TA : Speaking in the classroom eeh...I used role play and making dialogues. The things like that.
I : How did you implement the role play activity in the classroom?
TA : I took the material from handouts. First, I explained the materials, for example showing direction. Then, the students did role play to show directions to their friends.
I : Have you implemented drilling activity where the students practiced pronouncing English words or sentences by repeating after the teacher and also the students practiced using grammatical patterns orally?
TA : Oh...I implement those kinds of activities frequently in order to correct the students' pronunciation. The students need more practice because there are some students whose pronunciation is low. So automatically, I provide them with pronunciation practice.

(Teacher A, 9th June 2010)

The activities included in the fairly often category are dialogue recitation ($\bar{x}$ =2.03), games ($\bar{x}$ =1.85), opinion exchange ($\bar{x}$ =1.85), and free conversation ($\bar{x}$ =1.64). As teacher A commented:

- I : Kalau kegiatan mempraktekkan dialog yang ada di buku, yang sudah mereka baca atau dengar apa pernah dilakukan?*
TA : Itu sering juga.
I : Kalau dalam bentuk permainan, misalnya menebak suatu benda?
TA : Iya. Karena itu pelajarannya 6 jam kita dalam seminggu jadi agak panjang. Ya...kita combine 3 jam dengan materi 1 jam dengan permainan. Itu juga supaya anaknya tidak bosan dan untuk meningkatkan motivasi mereka juga.

- I : Apakah Ibu pernah menerapkan kegiatan seperti...anak-anak disuruh untuk menyampaikan opini...pendapat mereka tentang suatu hal?*
TA : Iya...pernah dilakukan.
I : Kalau hanya dengan percakapan biasa di kelas Bu, apa pernah dilakukan?
TA : Oh itu lumayan sering juga... misalnya di awal saya suka eh...bertanya sama murid apa yang kamu lakukan kemarin. Seperti itu.
- I : Have the students practiced or performed the dialogues that have been read or heard?*
TA : Yes, frequently.
I : What about in the form of games, such as guessing a certain thing?
TA : Yes. Since we have 6 lesson hours a week, we took three lesson hours to explain and give materials to the students and we took one lesson hour to provide games. It was intended to increase the students' motivation so that they did not get bored easily.
I : Have you implemented an activity, such as you asked the students to give their opinion about a certain thing?
TA : Yes, I have implemented it.
I : What about doing a free conversation in the classroom?
TA : Oh I implement it quite often, for example: in the beginning of the lesson I eh...asked the students what they did yesterday.

(Teacher A, 9th June 2010)

The activities included in the low/seldom category are oral presentation ($\bar{x}$ =1.39), information gap ($\bar{x}$ =1.03), problem solving ($\bar{x}$ =1), jigsaw ($\bar{x}$ =1), simulation ($\bar{x}$ =1), interview ($\bar{x}$ =1), storytelling ($\bar{x}$ =0.96), discussion/debate ($\bar{x}$ =0.89), and decision making ($\bar{x}$ =0.67). As students of teacher A said:

- I : OK. Jenis kegiatan apa saja yang pernah guru kamu terapkan di kelas?*
S1 : Kegiatannya...dialog, terus presentasi, sama bacain kalimat Bahasa Inggris gitu.
I : Apa kamu pernah presentasi tentang suatu topik?
S1 : Pernah. Waktu itu presentasi tentang objek wisata di Bali.
I : Kalau mewawancarai teman, keluarga, atau orang lain apa pernah dilakukan?
S1 : Pernah. Waktu itu teman. Itu juga kaya games.
I : Kegiatan wawancaranya seperti apa waktu itu?
S1 : Jadi kita dikasih eeh...apa namanya...kertas. Disitu ada tulisannya tentang apa namanya...kamu sering enggak ke bioskop, kamu sering tidur enggak, mandi, jadi gitu-gitu. Kalau jawabannya iya nanti di checklist.
- I : Apa kamu pernah berdiskusi tentang suatu topik?*
S2 : Itu...pernah. Tentang keselamatan di pesawat, terus kita diskusiin, terus di presentasiin di depan kelas.

- I : OK. What kinds of speaking activities that your teacher has implemented in the classroom?
- S1 : The activities...were making dialogues, presentation, reading English sentences.
- I : Have you ever presented a topic?
- S1 : I have. I presented a tourism object in Bali.
- I : What about interviewing a friend, a family member, or somebody else?
- S1 : I have. I interviewed a friend. It was just like a game.
- I : How was the interview activity implemented?
- S1 : Each of us was given a paper. It was written there: 'Do you often go to the cinema?' 'Do you often sleep?' 'Do you often take a bath?' Like that. If the answer was yes, I made a checklist on the paper.
- I : Have you ever discussed a certain topic?
- S2 : I...have. The topic was about safety in airplanes. Then, we discussed the topic and presented the result in front of the class.

(Students of teacher A, 9th June 2010)

The activities that teacher A never used were prepared speech ($\bar{x} = 0$) and drama ($\bar{x} = 0$). She commented that those kinds of activities were too complicated and not appropriate to the first grade students. As she said in her interview:

- I : *Ibu pernah menerapkan kegiatan pidato di kelas?*
- TA : *Belum pernah ya. Karena mereka masih kelas I jadi belum apa...masuk ke pidato. Pidato biasanya ada di kelas II atau III.*
- I : *Kalau drama apa pernah dilakukan?*
- TA : *Drama kalau yang seperti...pertunjukkan itu sih tidak pernah. Mungkin terlalu rumit untuk level kelas I.*
- I : Have you implemented a speech activity in the classroom?
- TA : I have not. Since the students are the first graders, I never ask them to do a speech activity.
- I : What about drama?
- TA : If the drama you mean is like...a show, I have not implemented it. It's too complicated for the first graders.

(Teacher A, 9th June 2010)

Speaking Activities of Teacher B

Similar to teacher A, teacher B also implemented role play and drill as the most frequent activities in teaching speaking. Table 4.2 shows that the two

activities included in the often category are role play ($\bar{x}$ =3.25) and drill ($\bar{x}$ =2.82). As he commented in the interview session:

- I : Kalau latihan pengucapan kata atau kalimat Bahasa Inggris...drilling, penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?*
TB : Drilling iya. Sering juga.
I : Kalau berupa role play apa pernah?
TB : Oh...sering. Ya seperti di hotel kan...apa...role play mengenai handling phone, lalu juga complaining. Pernah juga siswa berperan sebagai staff hotel dan juga guest...jadi menjelaskan fasilitas hotel atau juga menjadi doorman menyapa tamu. Seperti itu.
- I : What about practicing pronunciation of English words or sentences...drilling, using grammatical patterns orally?*
TB : Drilling yes. I implement it frequently.
I : Have you ever implemented role play activity?
TB : Oh...frequently. In hotels, the students did role play about handling phone and also complaining. Moreover, the students took role as a hotel staff and a guest...so they explained the hotel's facilities or the students took role as a doorman and greeted the guests. Like that.

(Teacher B, 9th June 2010)

Teacher B also has a similarity with teacher A in terms of the fairly often activities. The activities included in the fairly often category are dialogue recitation ($\bar{x}$ =2.07), opinion exchange ($\bar{x}$ =2), games ($\bar{x}$ =1.85), and free conversation ($\bar{x}$ =1.64). As he said:

- I : Kalau mempraktekkan dialog yang sudah dibaca atau didengar siswa apa pernah?*
TB : Oh iya, itu biasanya untuk tahap awal.
I : Apakah Bapak pernah menerapkan kegiatan seperti...anak-anak disuruh untuk menyampaikan opini atau pendapat mereka tentang suatu hal?
TB : Pernah dilakukan.
I : Kalau dalam bentuk games?
TB : Sering.
I : Kalau hanya melakukan percakapan biasa dengan murid atau murid melakukan percakapan biasa dengan sesama murid apa pernah dilakukan?
TB : Lumayan sering ya. Itu untuk melatih bagaimana anak itu merespon suatu pertanyaan, misalnya kalau saya tanya "How are you doing?" Mereka bisa merespon dengan "I'm doing good" atau "I'm fine".

- I : What about performing dialogues that the students have read or heard?
 TB : Oh yes. It was for the very beginning step.
 I : Have you ever implemented an activity, such as...the students were asked to give their opinion about a certain thing?
 TB : I have implemented it.
 I : What about in the form of games?
 TB : Frequently.
 I : What about doing a free conversation with the students or the students did a free conversation with their friends?
 TB : Pretty often. It was intended to provide a practice of how the students responded to questions, such as: if I asked "How are you doing?", they could respond "I'm doing good" or "I'm fine".

(Teacher B, 9th June 2010)

The activities included in the low/seldom category are information gap ($\bar{x}$ = 1.07), discussion/debate ($\bar{x}$ = 1), jigsaw ($\bar{x}$ = 1), problem solving ($\bar{x}$ = 0.96), interview ($\bar{x}$ = 0.92), storytelling ($\bar{x}$ = 0.85), oral presentation ($\bar{x}$ = 0.71), simulation ($\bar{x}$ = 0.67), and decision making ($\bar{x}$ = 0.57). As he commented:

- I : Kalau siswa melakukan diskusi tentang suatu topik apa pernah dilakukan?
 TB : Pernah sih. Tapi jarang sekali dilakukan ya.
 I : Tadi Bapak menyebut interview, seperti apa kegiatannya?
 TB : Interviewnya sih siswa mewawancarai temannya sendiri.
 I : Apakah Bapak pernah menerapkan storytelling di kelas?
 TB : Itu...pernah. Anak-anak menceritakan pengalaman mereka dan yang pernah juga...mendeskripsikan keluarga mereka.
 I : Kalau oral presentation di kelas?
 TB : Untuk materi-materi tertentu iya. Tapi tidak di setiap kegiatan speaking.*

- I : What about the students discussed a certain thing?
 TB : I have implemented it but it is seldom used.
 I : You mentioned about interview, how did you implement the activity?
 TB : The students interviewed their friends.
 I : Have you ever implemented storytelling activity in the classroom?
 TB : I...have implemented it. The students told story about their experience and they described their family.
 I : What about oral presentation in the classroom?
 TB : I implemented this kind of activity for certain materials but I did not implement it in every speaking activity.

(Teacher B, 9th June 2010)

The activities that teacher B never used were prepared speech ($\bar{x} = 0$) and drama ($\bar{x} = 0$). As he commented:

- I : Apa Bapak pernah menerapkan kegiatan speech atau pidato?*
TB : Selama ini belum ya. Karena materi yang kita ajarkan itu tentang...bagaimana cara menunjukkan jalan...ehm...mengundang, jadi otomatis role play yang sering. Pidato itu belum pernah dilakukan.
I : Kalau drama apakah pernah dilakukan?
TB : Mungkin kalau di pelajaran Bahasa Indonesia pernah. Tapi di Bahasa Inggris selama ini belum pernah. Mungkin bukan dalam bentuk drama...murid hanya membuat percakapan berdasarkan situasi tertentu. Seperti itu.
- I : Have you ever implemented speech activity?*
TB : I haven't because the materials that I taught were giving direction... ehm... invitation. So, automatically I used role play. I haven't implemented speech.
I : What about drama?
TB : Probably in Indonesian subject yes. I haven't implemented it in English lesson. Maybe it is not in the form of drama...the students made a conversation based on a certain occasion. Like that.

(Teacher B, 9th June 2010)

Speaking Activities of Teacher C

Unlike teacher A and B, teacher C implemented more activities included in the often category, namely: role play ($\bar{x} = 3.09$), dialogue recitation ($\bar{x} = 2.81$), drill ($\bar{x} = 2.75$), and free conversation ($\bar{x} = 2.59$). The four activities were the most frequently speaking activities that teacher A used in order to develop the students oral communicative competence. As he said in his interview:

- I : Kalau berupa role play, apa sering dilakukan?*
TC : Sering juga.
I : Kegiatannya seperti apa Pak?
TC : Role playnya ya...seperti memperkenalkan teman...teman baru kepada teman lamanya. Bisa juga apa...menanyakan suatu tempat atau arah...showing direction kan seperti itu.
I : Kalau mempraktekkan dialog yang sudah dibaca atau didengar apa pernah dilakukan?
TC : Sering.
I : Kalau kegiatan berlatih pengucapan kata-kata dalam Bahasa Inggris dan juga latihan penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?

- TC : *eeh iya, otomatis sering juga. Kita bawa ke lab bahasa untuk mendengar penutur bahasa aslinya. Gitu kan. Kalau latihan grammar sih juga sering karena supaya membantu siswa menerapkan grammar yang lagi dipelajari. Kalau masih salah-salah juga ya...kita latihkan terus.*
- I : *Kalau hanya conversation atau percakapan biasa di kelas apa pernah dilakukan?*
- TC : *Conversation biasa sering. Supaya mereka terbiasa ya...terbiasa dengan pertanyaan dan jawaban-jawabannya itu. Jadi otaknya itu cepat berpikirnya jadi apa maksudnya eeh...respon dari otak ke mulut cepat. Karena kalau tidak dibiasakan tidak akan seperti itu. Seperti kita Bahasa Indonesia aja kan. Jadi latihan berpikir dan ngomong cepat.*
- I : Do you implement role play frequently?
- TC : Frequently.
- I : What was the activity like?
- TC : Role play...the students introduced their friends...the students introduced their new friends to their old friends. The students also asked a place...they showed the direction.
- I : What about performing dialogues that have been read or heard?
- TC : Frequently.
- I : What about pronouncing English words or using the grammatical patterns?
- TC : *eeh...yes, automatically I implement this kind of activity frequently. We went to the language lab to hear native speakers. Practicing grammatical rules is frequently used to help students apply the grammatical patterns that they have learned. If the students still mispronounce the words...we keep practicing.*
- I : What about in the form of free conversation in the classroom?
- TC : I implement free conversation frequently. It is intended to get the students used to posing questions and answers. The students are directed to think and speak quickly.

(Teacher C, 18th June 2010)

The activity involved in the fairly often category only include games ($\bar{x}$ =1.87). Teacher C said that games were fairly often used in teaching speaking. One of the games he has implemented in the classroom was called WHO IS WHO. In this activity, the students were required to guess famous persons. One student came to the front of the class and he/she had the information about one famous person. Then, the rest of the students had to guess the name of the famous person by posing yes/no questions to get the clues about the name of the person. Moreover, he also said that when the students had the 4 lesson hours, teacher C

combined the activities with some games in order to reduce the level of boredom and to increase the students' motivation in learning English.

Table 4.3 shows that the activities included in the low/seldom category are storytelling ($\bar{x} = 1.40$), opinion exchange ($\bar{x} = 1.12$), oral presentation ($\bar{x} = 1.06$), discussion/debate ($\bar{x} = 1$), jigsaw ($\bar{x} = 1$), problem solving ($\bar{x} = 1$), interview ($\bar{x} = 1$), simulation ($\bar{x} = 1$), decision making ($\bar{x} = 1$), and information gap ($\bar{x} = 0.71$). Teacher C said that those kinds of activities have been implemented in the classroom at least once or twice.

In brief, the questionnaire result in table 4.3 reveals some similarities among the three teachers concerning the types of speaking activities that they used in order to develop the students' oral communicative competence. The data show that the most frequently activities which were implemented by the three teachers were drill and role play. Moreover, games were used fairly often by teacher A, B, and C while prepared speech and drama have never been implemented in the classroom.

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

classroom in order to develop the students' vocational competence was in the form of role-play.

Teacher A said that in the department of *Usaha Perjalanan Wisata (UPW)*, the students took role as travel agents and clients. They demonstrated how to book a ticket with different flight schedule and different time by using English. Another speaking activity in this department that the students have experienced was taking role as a hotel staff and a guest. The hotel staff practiced greeting the guest and offering the hotel facilities to the guest.

Teacher B, who teaches English in the department of *Akomodasi Perhotelan (APH)*, commented that role play was the common type of speaking activity to develop the students' vocational competence in this department. Once, the students took role as a hotel receptionist who greeted guests and handled phone calls. In addition, the students have also experienced taking role as a guest and a hotel staff who explained the hotel facilities.

Teacher C, who teaches English in the department of *Jasa Boga/Restoran (JB)*, said that role play was used to develop the students' vocational competence in this department. Once, they took role as a waiter or waitress and a guest. Then, the waiter demonstrated how to serve the guest politely or in a good manner.

Research Question 3: How are the speaking activities implemented in the classrooms of SMK 57?

4.3 The Implementation of Speaking Activities in the Classroom

The following discussion describes how the three teachers implemented the speaking activities and the overall teachers' and students' performance during the teaching-learning process.

4.3.1 Teachers' Techniques in Implementing the Speaking Activities

Teacher A

The low-inference observational data in Table 4.4 show that teacher A used three types of speaking activities, namely: drill, oral presentation, and role play. In drill activity, she asked the entire class to repeat the sentences after her. After that, she divided the students into two big groups. Then, the first group repeated the A utterances and the second group repeated the B utterances. The focus of this activity was on the students' pronunciation. Teacher A kept repeating the sentences when the students have not pronounced the words correctly.

T	: OK. The boys, boy, boy... OK boys... 'Can you recommend a good hotel?'
Ss	: 'Can you recommend a good hotel?'
T	: eeh... 'Can you recommend a good hotel?'
Ss	: 'Can you recommend a good hotel?'
T	: 'Yes, the Bellview is a good hotel.'
Ss	: 'Yes, the Bellview is a good hotel.'
T	: 'I think it's one of the best hotels in town.'
Ss	: 'I think it's one of the best hotels in town.'
T	: 'Can you tell me how to get there?'
Ss	: 'Can you tell me how to get there?'

In this kind of activity, teacher A made it short. It is in line with what is recommended by Lazaraton (2001) that if drills are to be used, they should be short and simple.

Teacher A also used oral presentation activity. This activity was used as a follow-up activity after the students did a study tour trip to Bali on the previous month. In this activity, teacher A asked the students to tell one tourism object in Indonesia especially in Bali. They presented their description about the tourism objects individually in front of the class. In fact, this activity is very closely related to their department, namely *Usaha Perjalanan Wisata (UPW)*, because one of the specialty in this department is tour guiding. Unfortunately, teacher A did not take this good opportunity to develop the students' tour guiding competence. She did not tell the students to act as if they were tour guides. As the result, most of the students only read the description of a certain tourism object. Although there were a few students who did it as if they were tour guides, most of the students did it unattractively and only read the description about it.

Moreover, teacher A used role play activity frequently in the classroom. In this activity, the students worked in pairs. Some students took role as foreigners who wanted to go somewhere but they did not know how to get there, while other students took role as the informants who told the direction. Teacher A let the students free to choose their own role so that it developed their creativity and increased their motivation in the learning process. As a result, one student took role as a bajaj driver that he told the real direction to a real place. In another meeting, the students took roles which were available on their handout. During the

role play activity, the students were really involved in it and paid attention to the activity. Celce-Murcia & Olshtain (2000) and Nunan (2003) argues that role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom.

Teacher B

Table 4.4 shows that teacher B used four types of speaking activities: drill, oral presentation, information gap, and role play. In drill activity, the students practiced using a certain grammatical pattern orally. In the second meeting, the students did much drilling. They practiced using tag questions orally. The teacher read a sentence and the students made the tag question appropriate to the sentence.

In oral presentation, the students worked individually and presented how to operate something such as a ticket vending machine, a photocopy machine, and a washing machine. He also allowed the students to choose the things they wanted to present. It was proved that one student presented how to take pictures or how to use the camera tool of his mobile phone. This activity gave equal opportunities for the students to produce their language.

Teacher B also implemented information gap activity. The content focus was on giving, accepting, or refusing an invitation. In this activity, teacher B divided the students into two big groups based on their sitting arrangement: group A and B. He gave cards to every group. The cards for the group B consisted of the occasions that they should invite students in group A. The cards for the group A consisted of their agenda or schedule for a week and the things that they liked or

disliked. The students of group A had to answer the B students' invitation based on their cards. Then, the students of group B posed invitation expressions to every student from group A. They had to find one student who could accept their invitation. After they found their match, they sat together. After that, every pair did role play, performing the way he invited his partner in front of the class. The implementation of this activity was motivating and attracting. In another role play activity, students were asked to work in pairs. They made a conversation about invitation based on the situation given on their textbook. Then, they performed the conversation in front of the class.

Teacher C

Table 4.4 shows that teacher C implemented four types of speaking activities, namely: drill, dialogue recitation, storytelling, and role play. In drill activity, he asked the entire class to repeat the sentences after him. Sometimes, he corrected the students' mispronounced words. Unlike teacher A, teacher C made this activity a little bit longer, especially in the second meeting.

- TC : 'I'd like to invite you to come to my engagement party on Sunday.' 'I'd love to come. Thanks. OK. Repeat after me! 'I'd like to invite you to come...'
- Ss : 'I'd like to invite you to come...'
- TC : '...to my engagement party on Sunday.'
- Ss : '...to my engagement party on Sunday.'
- TC : Party.
- Ss : Party
- TC : not party. Party.
- Ss : Party.
- TC : Ya. Bukan party tapi party. 'I'd love to come. Thanks.'
- Ss : 'I'd love to come. Thanks.'

In the dialogue recitation activity, teacher C asked two students to perform the dialogue on their textbook. Ur (2001) argues that this activity is a good way to get learners to practise saying target language utterances without hesitation and within a wide variety of contexts.

- S1 : 'Would you mind coming to my house this evening?'
 S2 : 'I'd like to...I'd like to, but I've already planned to visit my parents. Thanks anyway.'
 S1 : 'Actually, I'll have a dinner party. We'll celebrate our wedding anniversary.'
 S2 : 'Oh, congratulations to you. Hopefully your wedding will last forever.'
 S1 : 'Thank you very much.'

In the storytelling activity, teacher C gave students jumbled pictures. First, they had to arrange the pictures in a good order. Then, they composed a story based on the pictures. After that, they told their story in front of the class. Teacher C suggested the students to bring only the pictures, so that they did not read the story that they have written down. As pointed out by Kayi (2006), storytelling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and the setting of a story. Although some students only read their story, the rest of them only brought the pictures and told the story to the class.

Role play activity was also implemented by teacher C. In this activity, he asked the students to work in pairs. Then, they had to choose one of the four situations available on their textbook, namely: in a doctor office, in an office, at school canteen, and on the way home. There were some information and expressions available in every situation or context. They had to develop and

elaborate the information available into a whole conversation. Then, they performed it in front of the class.

4.3.2 Types of language practices

One issue that needs to be addressed is whether the students are given opportunities to express their own meaning and to open-ended communicative activities. The following table describes the language practice that the students had, whether it is merely mechanical practice or in the form of meaningful and communicative language practice.

Table 4.5: Low-Inference Observational Data—Types of Language Practices
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Mechanical	3	1	21	7	12	4
Meaningful	15	5	19	6.33	7	2.33
Communicative	28	9.33	5	1.66	24	8

Scoring:

0 = extremely low/never

1-3 = low

4-8 = fairly often

9-14 = high

15-18 = extremely high

Table 4.5 above shows that the three teachers provided all the language practices, ranging from mechanical to communicative practice. Teacher A provided more communicative practice ($\bar{x} = 9.33$) and lower mechanical practice ($\bar{x} = 1$) in the classroom among the three teachers. It means that activities which

were designed by teacher A gave greater opportunities to students to practice their target language within a real communication context where real information is exchanged. Activities developed by teacher B had a balance between the mechanical ($\bar{x} = 7$) and meaningful practice ($\bar{x} = 6.33$) but he provided very little communicative practice ($\bar{x} = 1.66$) to the students. It can be seen from the table above that mechanical practice still played an important role in teacher B's teaching practices. The students did much drilling about certain grammatical patterns. Although, mechanical practices were frequently implemented, teacher B also provided the students with meaningful practice where language control was still provided but students were required to make meaningful choices when carrying out the speaking activities. Table 4.5 above also shows that teacher C provided higher communicative practices ($\bar{x} = 8$) than other language practices. Although mechanical practices were frequently applied, the students still had much opportunity to practice the target language within a real communication context.

In mechanical practices that teacher A, B, and C implemented in the classroom, the students did repetition drills by repeating the sentences after the teacher and practiced certain grammatical patterns orally. In this kind of language practice, the focus was on building the students' pronunciation and teaching grammatical rules. It had only one correct response from the students and had no implied connection with reality.

In the meaningful practices that teacher A implemented, the students followed a map on their handout. They were also given some verbs and

prepositions of place to show direction. Then, the students were asked to tell the direction to a certain place by following the map and the words given. The students of teacher B and C were given a meaningful practice by making a conversation of giving invitation based on the situation given on their textbook. They developed the situation given into a complete conversation. Those kinds of language practices are included in meaningful practice because they might have predicted response or a limited set of possible responses, but it was connected to some form of reality. In this practice, students needed to pay attention and comprehended the stimulus in order to provide a correct response.

In the communicative practice that teacher A implemented in the classroom, the students made a conversation concerning how to give direction. The students recommended real places to their partners and gave direction how to get there. In this kind of practice, the students of teacher B made a conversation about any topic they liked. Although they were asked to insert the tag questions in their utterances, it is still included in communicative practice because they were involved in real communication. Another communicative practice that the students did was presenting how to operate something. In this activity, there was a student who told how to take pictures or how to operate the camera tool from his mobile phone. The students of teacher C made a conversation concerning how to invite their friends. There was no specific situation given to the students. They were free to invite their friends in occasions they like. In those kinds of language practices, the students expressed their own meaning and to open-ended

communicative activities. The students exchanged real information and the language used was not totally predictable.

4.3.3 Teacher Talk during Teaching-Learning activities

In this section, the data about how much talking the teacher did and the use of mother tongue and the target language of the teachers are presented.

Table 4.6: High-Inference Observational Data—Teacher Talk during Teaching-Learning Activities (mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Teacher talk time	4	1.33	6	2	6	2
Use of L1	3	1	2	0.66	4	1.33
Use of L2	12	4	12	4	8	2.66

Scoring: 0 = extremely low, 1 = low, 2 = fairly often, 3 = high, 4 = extremely high

Table 4.6 above shows that teacher A talked less than the other two teachers. Teacher B and C talked quite frequently during the teaching and learning activities. It can be concluded that teachers (B and C) and the students shared the same talk time in the classroom. The talk time in teacher A class was dominated by the students, so that the students had more opportunities to produce their target language. In this case, the teachers took role as facilitators who facilitated the communication flow or process among all participants in the classroom. Most of the teacher talk in the classrooms occurred when the teachers explained the materials, posed questions, responded to the students' questions, and gave comments of the students' performance. Ur (2001) pointed out that one

characteristic of a successful speaking activity is 'learners talk a lot'. He argues that as much as possible of the period of time allotted to the activity is occupied by the learner talk. At this point of view, it can be concluded that the activities developed by teacher A was the most successful among the two teachers because the teacher talk was low.

The table above shows that the use of teachers' L1 or mother tongue during the teaching-learning activities in the classroom was low especially in teacher B ($\bar{x} = 0.66$). Most of the time, teacher A and teacher B used the target language in the classroom ($\bar{x} = 4$). The use of the target language in teacher C ($\bar{x} = 2.66$) was lower than other two teachers. Teacher A in her interview said that she tried to use English maximally in the classroom so that the students were used to hearing English in the classroom. As she commented:

eeh...Saya berusaha ya untuk semaksimal mungkin menggunakan Bahasa Inggris supaya anak-anak tuh terbiasa mendengarkan Bahasa Inggris di kelas.

(Teacher A, 9th June 2010)

She also claimed that she used Indonesian to explain or review the materials that the students had difficulty on it. As she said:

OK. Biasanya untuk menjelaskan materi atau mengulas materi yang mereka agak kesulitan baru saya dengan Bahasa Indonesia.

(Teacher A, 9th June 2010)

Teacher B in his interview claimed that he always spoke English in the classroom. He used English to explain the materials and to give instructions. Here is his comment:

Saya selalu berbahasa Inggris di kelas. Menjelaskan materi...saya dengan Bahasa Inggris, memberi instruksi juga menggunakan Bahasa Inggris. Jadi ya...seperti itu.

(Teacher B, 9th June 2010)

Teacher C in his interview said that he used more English than Indonesian. Further, he said that it was impossible to use 100% English in the classroom. As he commented:

Saya lebih banyak menggunakan Bahasa Inggris. Sebisa mungkin saya menggunakan Bahasa Inggris di kelas. Tapi pasti juga sedikit-sedikit saya menggunakan Bahasa Indonesia. Tidak mungkin 100 persen pakai Bahasa Inggris.

(Teacher C, 18th June 2010)

Teacher C also said that he used Indonesian if there were some words that the students did not understand them. To explain the difficult words, firstly teacher C used the synonyms. Secondly, he used the definition. Then, he used surrounding contexts. If those three steps did not work, finally he used Indonesian. As he commented:

Kalau ada kata-kata yang apa...sulit untuk dipahami oleh mereka. Pertama-tama, Langkah pertama saya...dengan menggunakan sinonim, kedua dengan menggunakan definisi. Kalo sinonim mereka gak bisa, dengan definisi gak bisa, terus kita pakai surrounding context juga gak bisa juga, baru dia langsung kita pakai Bahasa Indonesia.

(Teacher C, 18th June 2010)

From the classroom observation and interview, it is evident that the three teachers used the target language more frequently than the mother tongue although they made some grammatical and pronunciation errors in using the target language. By using English frequently during the teaching-learning process, the teachers tried to stimulate the students to use the target language in the classroom.

4.3.4 Language Used by the Students

This section describes how much the students used their mother tongue and their target language.

Table 4.7: High-Inference Observational Data—Language Used by Students
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Use of L1 on task	5	1.66	5	1.66	6	2
Use of L2 on task	9	3	9	3	9	3

Scoring: 0 = extremely low, 1 = low, 2 = fairly often, 3 = high, 4 = extremely high

Table 4.8: Questionnaire/Survey Result—Language Used by Students
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Anda menggunakan Bahasa Inggris saat proses pembelajaran.	86	3.07	92	3.28	102	3.18
Anda menggunakan Bahasa Indonesia saat proses pembelajaran.	40	1.42	40	1.42	43	1.34

Scoring: 0 = never, 1 = seldom, 2 = fairly often, 3 = often, 4 = very often

Table 4.7 shows that the students' use of English during the teaching-learning activities was high ($\bar{x} = 3$) while the use of mother tongue was fairly often. The students used more English while they were involved in the teaching and learning process. The data taken from the questionnaire (table 4.8) also reveal that the students of teacher A seldom used Indonesian in the classroom ($\bar{x}$

=1.42), while the use of English was often ($\bar{x}$ =3.07). The students' use of English in teacher B and C was also similar to what happened in teacher A. In her interview, a student of teacher A said that she used more English than Indonesian in the classroom. This is her comment:

- I : Kalau digambarkan dalam persentase, Berapa persen penggunaan Bahasa Inggris dan Bahasa Indonesia?*
S : Mungkin 60 persen Bahasa Inggris 40 persen Bahasa Indonesia.

(a student of teacher A, 9th June 2010)

In addition, she said that she used English to talk to the teacher but she used Indonesian to talk to her friends. She said further:

- Untuk ke gurunya langsung...pakai Bahasa Inggris. Kalau ngomong sama teman ya pakai Bahasa Indonesia.*

(a student of teacher A, 9th June 2010)

In her interview, a student of teacher B said that mostly she used Indonesian in the classroom. As she said:

- I : Kalau digambarkan secara persentase, berapa persen kamu menggunakan Bahasa Inggris dan Bahasa Indonesia?*
S : eeh...60 persen...40 persen.
I : 60 persen untuk penggunaan Bahasa Inggris?
S : 60 persen untuk Bahasa Inggris, 40 persen untuk Bahasa Indonesia.

- I : How many percent do you use English and Indonesian?*
S : eeh...60 percent...40 percent.
I : 60 percent for the use of English?
S : 60 percent for English, 40 percent for Indonesian.

(a student of teacher B, 9th June 2010)

In the interview session, a student of teacher C said that she used English more frequently than Indonesian. As she commented:

- I : OK. Saat proses pembelajaran berlangsung, biasanya bahasa apa yang paling dominan kamu gunakan, Bahasa Indonesia atau Bahasa Inggris?*
S : eeh...kalau misalnya itu sih keseringan Bahasa Inggris, tapi kalo ada yang belum ngerti ya pakai Bahasa Indonesia.
I : Kalo digambarkan dalam persentase, penggunaan Bahasa Inggris sama Bahasa Indonesia berapa persen?
S : Ya...75 persen Bahasa Inggris, 25 persen Bahasa Indonesia.
- I : OK. During the learning process, which language do you use more dominantly, Indonesian or English?*
S : eeh...I use English more dominantly but if there is something I do not understand, I use Indonesian.
I : How many percent do you use English and Indonesian?
S : I use English 75 percent and I use Indonesian 25 percent.

(a student of teacher C, 9th June 2010)

From the classroom observation, questionnaire, and interview, it is evident that the students used English more than Indonesian in the classroom. The there teachers commented that they did not require the students to produce perfect grammatical utterances but they asked the students to speak English freely. The focus was on building the students' bravery to produce the target language. In line with what teachers said, the students commented that they were given opportunities to use the target language freely without paying more attention to the grammatical rules.

4.3.5 Grouping practices

The grouping practices followed by the three teachers are presented in table 4.9 and 4.10 below.

Table 4.9: Low-Inference Observational Data—Grouping Practices
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Whole class	6	2	18	6	16	5.33
Individual	24	8	20	6.66	19	6.33
Pair	22	7.33	11	3.66	17	5.66
Group	1	0.33	3	1	1	0.33

Scoring:

0 = extremely low/never

1-3 = low

4-8 = fairly often

9-14 = high

15-18 = extremely high

Table 4.9 shows that the whole class grouping was widely implemented by teacher B and C. The individual grouping was mostly used in teacher A. Pair work was frequently used by teacher A. Moreover, the table above shows that group work was seldom used by the three teachers.

Table 4.10: Questionnaire/Survey Result—Grouping Practices
(mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Anda bekerja secara mandiri/individual saat kegiatan speaking.	48	1.71	37	1.32	46	1.43
Anda bekerja berpasangan saat kegiatan speaking.	102	3.64	100	3.57	117	3.65
Anda bekerja dalam kelompok/group (lebih dari 2 orang) saat kegiatan speaking.	29	1.03	28	1	32	1

Scoring: 0 = never, 1 = seldom, 2 = fairly often, 3 = often, 4 = very often

Table 4.10 reveals that the most frequent grouping practices that the three teachers used in speaking activities was in the form of pair work: teacher A ($\bar{x}$ =3.64), teacher B ($\bar{x}$ =3.57), and teacher C ($\bar{x}$ =3.65). The individual grouping was frequently implemented by teacher A ($\bar{x}$ =1.71), while group work gained the least proportion among the four grouping types.

Similar to the questionnaire result, teacher A said in her interview that most of the grouping practice implemented in the classroom was in form of pair work because the teacher implemented speaking activities in the form of role play or making dialogues. As she commented:

- I : Apakah dalam kegiatan speaking, siswa sering bekerja dalam kelompok?*
TA : Iya. Untuk speaking pastinya mereka lebih cenderung berkelompok. Kalau writing kan lebih banyak individual. Kalau speaking harus berkelompok...yang lebih sering berdua ya.
I : Kenapa lebih sering berdua Bu?
TA : Karena memang lebih banyak membuat dialog atau semacam role play, jadi mereka lebih sering bekerja berpasangan dengan teman sebangku mereka.
I : Kalau kegiatan individual apa pernah dilakukan?
TA : Tidak begitu sering ya. Yang lebih sering sih berpasangan.
I : Kalau pengelompokkan yang lebih dari 2 orang?
TA : Iya. Biasanya dalam games seperti permainan mencari peta atau juga role play pada penjualan barang...3 orang atau 4.
- I : Do the students frequently work in groups during the speaking activities?*
TA : Yes. Absolutely in speaking activities, the students tend to work in groups. They work individually in writing activities. In speaking tasks, they have to work in groups...the most common grouping is pair work.
I : Why do you often use pair work?
TA : Since the most common activity is making dialogues or role playing, the students work in pairs with their seatmates.
I : What about the individual work?
TA : It is not often used. I frequently use pair work.
I : What about the grouping which is more than two persons?
TA : Yes. I use group work in games such as finding a map or in role play such as selling things...three or four people.

(Teacher A, 9th June 2010)

The same thing happened to teacher B. He commented that pair work was frequently implemented in speaking activities. As he said in his interview:

- I : Dalam kegiatan speaking, apa siswa sering bekerja dalam kelompok?*
TB : Lebih sering dalam kelompok.
I : Kelompoknya itu apakah individual, berdua atau lebih dari dua orang?
TB : eeh...lebih sering sih berdua misalnya dalam role play. Kalau lebih dari dua orang jarang sekali.
I : Kalau individual bagaimana Pak?
TB : Kalau individual sih juga jarang ya. Kalau kegiatan speaking yang individual sifatnya...mungkin dalam bentuk tanya-jawab...atau juga saya suruh baca satu-satu.
- I : In speaking activities, do the students frequently work in groups?*
TB : They frequently work in groups.
I : Is the grouping in the form of individual, pair, or more than two persons?
TB : eeh...the most frequently grouping I use is pair work, such as in role playing. More than two people grouping is seldom used.
I : What about the individual grouping?
TB : The individual grouping is seldom used. The individual work is...maybe in the form of question-answer activity...or I ask the students to read one by one.

(Teacher B, 9th June 2010)

Teacher C said that pair work was the most common grouping practices that he implemented in the classroom while individual and group work were very seldom used. He explained further that the individual work was in the form of free conversation or question and answer activities. Pair work was used in role play activities while group work was used in problem solving activities. As he said:

- I : Apakah dalam kegiatan speaking, siswa sering bekerja dalam kelompok?*
TC : eeh...ada individu, ada pair work, ada group work.
I : Kalau individu, kegiatannya seperti apa Pak?
TC : Individu...tanya jawab. Misalnya saya baru masuk, misalnya "what time did you wake up this morning?" "Why do you come late?" kalau ada yang terlambat.
I : Kalau yang pair work bagaimana Pak?
TC : Kalau pairwork, ya...seperti tanya-jawab misalnya coba tanyakan teman kamu tentang past activities, hobby bisa juga. Terus juga role play.
I : Kalau yang group work Pak?
TC : Seperti problem solving. Ada suatu apa...permasalahan ringan...yang sifatnya ringan. Lalu mereka diskusi. Lalu dia coba jawab berkelompok.

- I : Diantara ketiga pengelompokan itu yang paling dominan yang mana?*
TC : eeh...pair work karena lebih efektif ya. Kalau kerja berempat misalnya rawan yang bekerja cuma 2...sisanya ngobrol. Kalau berdua kan pasti mereka ngomong.
- I : Do the students frequently work in groups during the speaking activities?*
TC : eeh...I use individual, pair, and group work.
I : In what kinds of activities do you use the individual grouping?
TC : Individual grouping...in the form of question-answer activity. For example, when I enter the classroom, firstly I ask "what time did you wake up this morning?" "Why do you come late?"
I : What about the pair work Sir?
TC : Pair work...is like question-answer, such asking your friends about past activities, hobbies. Role play activity also use pair grouping.
I : What about the group work Sir?
TC : I use it in problem solving activity. There is...a simple case. The students discuss it and they answer questions in groups.
I : Among the three grouping practices, which grouping practice is dominantly used?
TC : eeh...pair work because it is more effective. If the students work in groups of four, two students will be actively involved in the activity while the rest of them remain chatting. If they work in pairs, they produce or speak their language certainly.

(Teacher C, 18th June 2010)

Meng (2009) argues that getting students to do things in small groups in class is the only conceivable way to get large-scale student involvement in a large class. With these small groups, a teacher can immediately engage everyone in a large class in learning activities. Based on what Richards (2005) points out, pair and group activities give learners greater opportunities to use the language. Moreover, one of the characteristics of a successful speaking activity pointed out by Ur (2001) is 'participation is even'. It can be concluded that the activities developed by the three teachers were successful since the activities provided time to speak as many different students as possible.

4.3.6 Students' Participation

The overall students' participation in the teaching-learning process is presented in the following table.

Table 4.11: High-Inference Observational Data—Students' Participation during Teaching-Learning Activities (mean scores shown)

Category	Teacher A		Teacher B		Teacher C	
	Frequency	Score	Frequency	Score	Frequency	Score
Attention	8	2.66	10	3.33	9	3
Participation on task	12	4	12	4	12	4
Personalized questions and comments	4	1.33	5	1.66	7	2.33
S to S interaction on task	7	2.33	6	2	9	3
Motivation (enthusiasm)	9	3	9	3	9	3
Volunteer information	2	0.66	3	1	6	2
Overall mean score		2.33		2.49		2.88

Scoring: 0 = extremely low, 1 = low, 2 = fairly often, 3 = high, 4 = extremely high

Table 4.11 above shows that the students were actively involved during the teaching-learning activities, especially during the speaking activities. It can be seen that the students' participation on speaking task was extremely high ($\bar{x} = 4$). Almost all of the students participated in the activities. Moreover, the students' attention and motivation (enthusiasm) were quite high. It implies that the activities developed by the teachers were interesting and motivating. Student to student interaction on task was mostly available in teacher C class ($\bar{x} = 3$). Overall, it can be concluded that the teachers established a good classroom environment that gave a chance for students to get higher learning outcomes.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The result of this study shows that the first grade teachers of SMK 57 Jakarta provided a balance among the four language skills (reading, listening, writing, and speaking). The teachers did not only focus on the reading or writing skills but they also emphasized their teaching practices in developing the students' oral communicative competence. In this case, speaking skill was not undervalued or abandoned. The teachers admitted that they placed speaking as an important skill to be developed. They provided several speaking activities for the students in order to develop their speaking skills.

The data derived from the questionnaire show that the most common speaking activities used by the three teachers were drill and role play. This implies that the teachers did not only focus on teaching correct pronunciation and certain grammatical rules but they also provided the students with activities to develop their fluency or to engage them in more open-ended communication. Moreover, the role play activity was the most common activity used in order to develop the students' vocational competence. The teacher and student interview revealed that this type of activity was considered appropriate to develop their vocational skill. In role play activity, the students could take various roles based on their department specialty, such as tour guides, travel agents, hotel staffs, receptionists, and waiters/waitresses.

The data taken from the classroom observation show that the students were provided with the three language practice, namely: mechanical, meaningful, and communicative practice. Although the students did much mechanical practices, they were also given meaningful and communicative language practices. They had opportunities to produce their target language in meaningful, open-ended, and communicative ways that can develop their fluency in speaking English. In addition, most of the speaking activities were conducted in pairs. The students were involved in two-way communication that gave them opportunities to negotiate meaning and to collaborate with their friends. By doing pair works, all of the students actively participated in the activities. The data also show that English was widely used by both teachers and students. However, the students still used their native language to communicate with their friends during the teaching-learning activities.

5.2 Recommendation

In general, the three teachers have implemented various speaking activities to develop the students' oral communicative competence in the classroom. However, there are some suggestions that need to be addressed for improvement in terms of the implementation of the speaking activities in the classroom. It is recommended that the teachers need to provide students with more meaningful and communicative practices to develop the students' oral communicative competence rather than focusing more attention to mechanical practices. By providing the mechanical and communicative practices, the students can develop

not only their accuracy but also their fluency in speaking English. In addition, it is recommended that the teachers need to reduce their amount of talking in the classroom. By reducing the teacher talk time, the students have more opportunities to produce their language. Moreover, the teachers need to monitor the students' use of language while they are discussing or working with their group members. They tend to use their mother-tongue while discussing with their friends.

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APPENDICES

APPENDICES

Appendix 1 TALOS

Appendix 2 Observation Transcripts

Appendix 3 Interview Transcripts

Appendix 4 Samples of Questionnaires

Appendix 5 Documentation

Appendix 1

TALOS

Date: _____

Teacher's name: _____

Class: _____

c	b	9	c	b	8	c	b	7	c	b	6	c	b	5	c	b	4	c	b	3	c	b	2	c	b	1	OBSERVATION UNIT	
																											Whole class	Grouping
																											Individual	
																											Pair	
																											Group	
																											Drill	Type of Activity
																											Dialogue recitation	
																											Prepared speech	
																											Oral presentation	
																											Storytelling	
																											Drama	
																											Games	
																											Free conversation	
																											Interview	
																											Discussion/debate	
																											Problem solving	
																											Decision making	
																											Opinion exchange	
																											Information gap	
																											Jigsaw	Type of Practice
																											Role play	
																											Simulation	
																											Mechanical	Skill Focus
																											Meaningful	
																											Communicative	
																											Listening	Content Focus
																											Reading	
																											Writing	
																											Speaking	
																											Grammar	Teaching Media
																											Pronunciation	
																											Language functions	
																											Discourse	
																											Sociolinguistic	
																											Text	
																											Audio-visual	
																											Authentic material	

c	b	18	c	b	17	c	b	16	c	b	15	c	b	14	c	b	13	c	b	12	c	b	11	c	b	10	OBSERVATION UNIT	
																											Grouping	Whole class
																												Individual
																												Pair
																												Group
																											Type of Activity	Drill
																												Dialogue recitation
																												Prepared speech
																												Oral presentation
																												Storytelling
																												Drama
																												Games
																												Free conversation
																												Interview
																												Discussion/debate
																												Problem solving
																												Decision making
																												Opinion exchange
																												Information gap
																												Jigsaw
																												Role play
																												Simulation
																											Type of Practice	Mechanical
																												Meaningful
																												Communicative
																											Skill Focus	Listening
																												Reading
																												Writing
																												Speaking
																											Content Focus	Grammar
																												Pronunciation
																												Language functions
																												Discourse
																												Sociolinguistic
																											Teaching Media	Text
																												Audio-visual
																												Authentic material

Low-Inference Observational Data of the Three Teachers

Observation Unit		Teacher A		Teacher B		Teacher C	
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Grouping	Whole class	6	2	18	6	16	5.33
	Individual	24	8	20	6.66	19	6.33
	Pair	22	7.33	11	3.66	17	5.66
	Group	1	0.33	3	1	1	0.33
Type of Activity	Drill	9	3	17	5.66	8	2.66
	Dialogue recitation	0	0	0	0	2	0.66
	Prepared speech	0	0	0	0	0	0
	Oral presentation	17	5.66	10	3.33	0	0
	Storytelling	0	0	0	0	9	3
	Drama	0	0	0	0	0	0
	Games	0	0	0	0	0	0
	Free conversation	0	0	0	0	0	0
	Interview	0	0	0	0	0	0
	Discussion/debate	0	0	0	0	0	0
	Problem solving	0	0	0	0	0	0
	Decision making	0	0	0	0	0	0
	Opinion exchange	0	0	0	0	0	0
	Information gap	0	0	3	1	0	0
	Jigsaw	0	0	0	0	0	0
	Role play	20	6.66	11	3.66	14	4.66
	Simulation	0	0	0	0	0	0
Type of Practice	Mechanical	3	1	21	7	12	4
	Meaningful	15	5	19	6.33	7	2.33
	Communicative	28	9.33	5	1.66	24	8
Skill Focus	Listening	2	0.66	0	0	3	1
	Reading	3	1	3	1	0	0
	Writing	0	0	0	0	5	1.66
	Speaking	45	15	32	10.66	36	12
Content Focus	Grammar	21	7	38	12.66	17	5.66
	Pronunciation	6	2	0	0	9	3
	Language functions	21	7	14	4.66	17	5.66
	Discourse	22	7.33	11	3.66	18	6
	Sociolinguistic	1	0.33	2	0.66	0	0
Teaching Media	Text	22	7.33	20	6.66	13	4.33
	Audio-visual	0	0	14	4.66	15	5
	Authentic material	0	0	0	0	0	0

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

N = total score

$\bar{X}$ = mean score

High-Inference Observational Data of the Three Teachers

TEACHER	Teacher A		Teacher B		Teacher C	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Use of L 1	3	1	2	0.66	4	1.33
Use of L 2	12	4	12	4	8	2.66
Teacher talk time	4	1.33	6	2	6	2
Display questions	4	1.33	6	2	7	2.33
Referential questions	6	2	5	1.66	6	2
Clarity	7	2.33	9	3	10	3.33
Explicit lesson organization	8	2.66	9	3	8	2.66
Explain goals and objectives to the students	5	1.66	6	2	6	2
Promote active involvement of students in communicative activities	8	2.66	5	1.66	10	3.33
Motivate (Stimulate)	8	2.66	8	2.66	11	3.66
Monitor classroom during activities	11	3.66	10	3.33	12	4
Accept students' ideas	5	1.66	5	1.66	7	2.33
Use of audio-visual aids	0	0	3	1	4	1.33
Positive reinforcement	9	3	3	1	7	2.33
Negative reinforcement	3	1	3	1	3	1
Gestures	4	1.33	7	2.33	5	1.66
Humor	3	1	8	2.66	10	3.33
Enthusiasm	7	2.33	9	3	10	3.33
Involve students in self-assessment	7	2.33	3	1	6	2
Feedback	8	2.66	10	3.33	9	3
Correction	6	2	7	2.33	5	1.66

Scoring: 0 = extremely low, 1 = low, 2 = fairly often, 3 = high, 4 = extremely high

N = total score

$\bar{X}$ = mean score

High-Inference Observational Data of the Three Teachers

STUDENT	Teacher A		Teacher B		Teacher C	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Use of L 1 on task	5	1.66	5	1.66	6	2
Use of L 2 on task	9	3	9	3	9	3
Initiate problem solving	5	1.66	6	2	5	1.66
Attention	8	2.66	10	3.33	9	3
Comprehension	8	2.66	10	3.33	10	3.33
Participation on task	12	4	12	4	12	4
Personalized questions and comments	4	1.33	5	1.66	7	2.33
S to S interaction on task	7	2.33	6	2	9	3
Ask questions showing freedom of thought or initiative	5	1.66	4	1.33	7	2.33
Motivation (Enthusiasm)	9	3	9	3	9	3
Self assessment	7	2.33	4	1.33	5	1.66
Peer assessment	5	1.66	4	1.33	3	1
Offer assistance and cooperation to other learner(s)	5	1.66	6	2	4	1.33
Volunteer information	2	0.66	3	1	6	2
Interrupt others	2	0.66	1	0.33	0	0
Silence	4	1.33	5	1.66	3	1
Confusion	3	1	3	1	4	1.33

Scoring: 0 = extremely low, 1 = low, 2 = fairly often, 3 = high, 4 = extremely high

N = total score

$\bar{X}$ = mean score

Appendix 2

Observation Transcripts

Teacher A (Mrs. Dedeh)
2nd meeting

Date: 11th May 2010

Class: X UPW 2

Time: 08:15-09:45

- T : Good morning students!
- Ss : Good morning!
- T : How are you this morning?
- Ss : I'm fine.
- T : OK. Today students from UNJ will observe you again. So, you should be create to make a dialogues according the material that I have talked explained you yesterday. You got it?
- Ss : Yes.
- T : Yes. OK. Now take a look at your papers.
- (Students took a look at their papers)*
- T : OK. Caelah... OK, any questions? I think eeh...today from the girls to make conversation, right?
- Ss : Yeah.
- T : Can you make the dialogues before?
- Ss : Yeah...
- T : Yeah, OK. Why...OK, who wants show the dialogue first? Hah, Fijra is alone. Fina, you move there.
- Ss : Bye...bye.
- T : Bye...bye. Hey, move the chair! Hey, move the chair! OK, Grace, could you make the dialogue first? OK. OK. Last week eeh...have I talked about the play about segmented here? Can I explain it?
- Ss : Yang mana?
- T : Page 66. Take the main...take the main street bus.
- (Teacher read the dialogue on the paper)*
- T : OK. 'Excuse me. What's the quickest way to get to the Peter's Pet Shop?' 'Take the Main Street bus and get off at First Avenue.'
- Ss : Yang mana Bu?
- T : Page 66. OK. 'Excuse me. What's the quickest way to get to the Peter's Pet Shop?' 'Take the Main Street bus and get off...' What do you mean get off?
- Ss : Keluar.
- T : What do you mean get off?
- Ss : Keluar Bu...
- T : Get out, eh...eh get off and get in. What do you mean get off? If you get out from the bus.
- (Teacher continued reading the dialogue on the paper)*
- T : '...get off at First Avenue.' 'Walk up...' What do you mean walk up?
- Ss : Jalan...
- T : Ya, walk up eh...eh walk down. *(Teacher continued reading the dialogue on the paper)* 'Walk up First Avenue and you will see Peter's Pet Shop on the right.' 'Thank you very much. You're welcome.' OK.
- (Teacher reads the dialogue on the paper)*
- T : 'Excuse me. What's the easiest way to get to Harry's Barber Shop?' 'Take the subway and get off at Fourth Avenue. Walk down Fourth Avenue and you'll see Harry's Barber shop on the left.' 'Thank you very much.' 'You're welcome.' Now here, so many ehm...expressions; baseball, baseball stadium *(Teacher read the dialogue on the paper)* 'What's the fastest way to get to the baseball stadium?' OK. In here, we eeh...take a look; the fastest, the easiest. What kind of eeh...words? Super...?
- Ss : lative.
- T : lative...the faster than, the fastest. It...?
- Ss : Superlative.
- T : Superlative. The fastest paling ya... 'What is the fastest way to get to the baseball stadium?' 'What's the best way to get to the library?' 'What's the most direct way to get to the zoo?' 'I'm in a hurry! What's the shortest way to get to the train station?' OK, number one who want to try?
- (Silent)*
- T : Come on. Fijra, please. Could you?
- (Silent)*

T : OK. The dialogue, using this dialogue...ehe. For no.1, 'What's the fastest way to get to the baseball stadium?' Can you show me?

(The student answered the question based on the map/picture appearing on the paper)

S1 : Take the Jerome Avenue...

T : Jerome Avenue. Then?

S1 : then...

T : There is the bus there, so?

S1 : the...?

T : Excuse me. 'What's the fastest way to get to the baseball stadium?' Take?

S1 : Take...take the bus...

T : Take the bus and?

S1 : and get off...

T : and get off at?

S1 : Jerome Avenue.

T : Jerome Avenue. Then walk up or walk down?

S1 : Walk up.

T : Walk up.

S1 : Walk up at Jerome Avenue and you will see the baseball stadium on....

T : on?

S1 : the...left.

T : the left or right?

S1 : on the left.

T : on the left. OK. Thank you very much. Now, eeh...Denis. *(Teacher read the question on the paper).*

'What's the best way to get to the library?' Can you show me?

(Silent)

S2 : take the...the...

T : OK. Take what? In number 1 is bus. OK. For number 2? There is...there is the public transportation, right? What is it?

Ss : Subway

T : Subway, so? Take...

S2 : take the subway...

T : take the subway and get off?

S2 : subway.

T : OK, get off at?

S2 : at Center Street.

T : Center Street. Then?

S2 : and you'll see the library...

T : On?

S2 : on... your left.

T : Walk down or walk up?

S2 : Walk up.

T : Walk up?

S2 : Walk down.

T : Walk down. OK.

S2 : and you'll see the library on...

T : the library on?

S2 : on the right.

T : on the right. OK, thank you very much.

S2 : You're welcome.

T : You're welcome. OK, number 3 please eeh...Fadhil, could you show me?

(Silent)

T : *(Teacher read the question on the paper).* 'What's the most direct way to get to the zoo?'

S3 : take the subway...

T : Yes.

S3 : and...and get of at Apple road eh...Apple rd.

T : Apple road, Apple road ya... Apple road. Then?

S3 : Apple Road eeh...walk up...

T : walk up. Then?

S3 : walk up...

T : You'll see...
 S3 : eh iya. You'll see...the zoo...
 T : the zoo. On the left or right?
 S3 : the left.
 T : On the left or right?
 S3 : Left.
 T : Left. OK. Thank you very much. OK, number 4 please eeh...Fina. Oh, you there. (*Teacher read the sentence on the paper*) 'I'm in a hurry. What is the shortest way to get to the train station?'
 S4 : Take off the...eh take the bus...
 T : take the bus and?
 S4 : and get off on Station Street.
 T : ehee...
 S4 : eeh...walk...walk...
 T : just walk ya? Because of up and down...
 S4 : and turn left...
 T : and turn left...
 S4 : and turn right...
 T : turn right...
 S4 : and the train station on your right.
 T : On your right. It's OK. Now, not only eeh...we ask about eeh...direction. But in here, take a look page four...sixty seven. Could you tell me. OK. There is eeh...would you tell me. There...there is could you tell me is still polite. OK. Can you use this way. Could you tell me how to get there? Can you recommend? Now. (*Teacher read the dialogue on the paper*) 'Can you recommend a good hotel? Yes, the Bellview is a good hotel. I think it's one of the best hotels in town. Can you tell me how to get there? Sure. Take the subway and get off at Brighton Boulevard. You'll see the Bellview at the corner of Brighton Boulevard and Twelfth Street. Thank you very much. You're welcome.' OK, now eeh...this group become A and this group become B. You got it?
 Ss : Yes.
 T : and repeat after me. 'Can you recommend a good hotel?' Come on boys! Alah...you repeat after me. You are become A and this is become B, right?
 Ss : Yes.
 T : OK. 'Can you recommend a good hotel?' Wey, wey, wey, come on! Repeat after me!
 (*Students laughed*)
 T : OK. You become group A and this become group B. You got it?
 Ss : Yes.
 T : Are you OK? Are you sleepy?
 Ss : No...
 T : No.
 (*Students laughed*)
 T : OK. The boys, boy, boy... OK boys... 'Can you recommend a good hotel?'
 Ss : 'Can you recommend a good hotel?'
 T : eeh... 'Can you recommend a good hotel?'
 Ss : 'Can you recommend a good hotel?'
 T : 'Yes, the Bellview is a good hotel.'
 Ss : 'Yes, the Bellview is a good hotel.'
 T : 'I think it's one of the best hotels in town.'
 Ss : 'I think it's one of the best hotels in town.'
 T : 'Can you tell me how to get there?'
 Ss : 'Can you tell me how to get there?'
 T : 'Sure.'
 Ss : 'Sure.'
 T : 'Take the ba...sa brrrrr... Take the subway...'
 Ss : 'Take the subway...'
 T : '...and get off at the Brighton Boulevard.'
 Ss : '...and get off at the Brighton Boulevard.'
 T : 'You'll see the Bellview at the corner of the Brighton Boulevard...'
 Ss : 'You'll see the Bellview at the corner of the Brighton Boulevard...'
 T : '...and Twelfth Street.'
 Ss : '...and Twelfth Street.'

T : 'Thank you very much.'

Ss : 'Thank you very much.'

T : 'You're welcome.'

Ss : 'You're welcome.'

T : OK now. (*Teacher read the instruction on the paper*) 'These people are visiting your city. Recommend real places you know and like, and give directions.' Now, you make a dialogue with your friends according the dialogue above. You got it?

Ss : Yes.

T : Yes. For number 1 (*Teacher read the questions on the paper*) 'Can you recommend a good restaurant?' 'Can you recommend a big department store?' 'Can you recommend an interesting tourist sight?' OK. And the last one, what do you mean? What do you think?

Ss : Can you recommend...

T : OK. It is up to you. For example, can you recommend eeh...to watch movie? OK. The shopping center, for example. Good. OK. Now, you make a dialogue with your friends. Directions. And there is...it's up to you. You got it? For example eeh...the...the...restaurant. The good restaurant in VIDA. Near VIDA, what is the restaurant?

Ss : Ragoon.

T : It is a good restaurant?

Ss : Not at all.

T : No. Not at all... OK, so so. OK now, make a dialogue with your friends. Could you written down before? Up to you. I give you five minutes. OK, do it.

S5 : Bikinnya berapa miss?

T : Only one. Yes. OK.

(*Students made a dialogue with their seatmate and the teacher monitored the students*)

T : Come on, speak up!

T : Good restaurant from... Can you use this map? If you have no map, maybe you can use this map...hello Vita. You can use the map on page 64...hello boys... Maybe you can use this map in 64 or you make own your map. OK. I give you five minutes.

S6 : Begini Bu?

T : Yes, yes...

(*Teacher monitored the students per group*)

T : Have you? Where is your copies?

S7 : Tau...hilang Bu...

S8 : Ah lu mah. Gimana ya?

T : Where is your map? OK, maybe you use this map. Which one you want?

S9 : Bu Dedeh!

T : Yap...

S9 : Bikin satu aja kan?

T : Yes. OK. Maybe you can make your own map. For example in...eeh...from your school to Pejaten Village. There is a Papa Ron's there. OK. It is the real. OK.

(*Teacher moved to another pair*)

T : Which one?

S10 : Nggak pake ini nggak apa-apa kan?

T : OK. You draw up your own map. For example there is eeh...Where is the...the very good restaurant? What do you think in here?

S10 : Ragoon. Pengennya yang itu, naik bus way. Jadi lebih gampang.

T : OK. That's right. That's good.

S10 : Itu lebih gampang.

T : OK.

(*Teacher monitored another pair*)

T : How about you? Apaan?

S11 : Miss, ini kan kita kan misalnya kan...eeh ada yang....nah ada yang ini pake yang ini....yang kita bikin sendiri

T : OK, never mind. Which one? You make your own map?

Ss : Ya, kaya gini kan bu....kita bikin sendiri....kita bikin sendiri.

T : OK. That's the map?

S12 : Miss, kemarin kita kan bikin sendiri. Ini miss, boleh?

T : Boleh. Who is ready?

(*Nobody responded*)

S13 : Miss, daftar apa?
T : Daftar...list. (*Teacher read the students work on their paper*) Could you recommend a good vocational school in here? Oho, you...you choose this one?
S10 : ehe...yes...
T : Good.
(*Teacher monitored every pair*)
T : Have you?
S7 : Yang ini dari mana? Lo dari?
S8 : dari sini...
T : Berarti...could you recommend...the ice cream. So...yes. OK
S7 : Ini dari mana lo?
S8 : Tapi saya dari mana Bu kalau...misalnya?
T : OK. From here.
S8 : Iya...
T : to?
S8 : enggak...dari...
T : OK. Where are you from? You from...
S7 : Darimana ya?
T : OK.
S8 : Darimana? kan...?
T : You from here to ice cream shop...ehe..., then?
S8 : then...eeh...dari hotel...eeh...apa ya?
T : Handini ask the direction so Denis answer. OK. So, come on! Could you please...
S7 : eeh...apa ya? eeh...walk...walk up ya?
T : walk up... OK.
S7 : walk up to the... Ini apa sih?
T8 : Perempatan apa? What is the name of perempatan?
S : Junction.
T : No. Junction itu pertigaan.
S8 : eeh...perempatan kemaren apa tuh?
T : Cross road.
S8 : Oh iya...
T : OK...to the cross road...
S8 : and...
T : and...
(*Teacher moved to another pair*)
T : OK. Have you? Have you?
S10 : Belum Bu, entar dulu.
T : Take the train...Transjakarta to?
S10 : to Pejaten shelter...
(*Teacher moved to another pair*)
T : Have you? You make a map? Yes, good. OK. You make a dialogue. Denis. No, you try. OK. Where is the map? OK. Who is ask?
S12 : Denis.
T : OK, you...
S11 : Can you recommend a good school?
S12 : Yes,...57 Vocational School is a good school. I think it's one of the best schools in town.
S11 : eeh...can you tell me how to get there?
S12 : Sure. Take the bus way and get off at Margasatwa...
T : Take the busway?
S12 : and get off...
T : Take the busway? Transjakarta. OK now, if you close your book, could you?
S12 : eeh...lumayan.
T : OK. Now, without your book.
S11 : Can you recommend...
T : Can you recommend...
S11 : Can you recommend a good school?
S12 : eeh...yes. Eeh...yes 57 Vocational School is a good school.
S11 : Can you tell me how to get there?

S12 : Sure. Take...
 T : Sure?
 S12 : Sure. Take the Transjakarta and get off at Margasatwa...
 T : OK. Show the way.
 S12 : Margasatwa...margasatwa street.
 T : OK. Repeat! Repeat for the first. You start from?
 S12 : Here...
 T : Here. Come on!
 S11 : Can you recommend...
 T : Can you recommend...
 S11 : Can you recommend a good school?
 S12 : Yes, the 57...the 57 Vocational School is a good school. I think it's one of the best schools in town.
 S11 : Can you tell me how to get there?
 T : OK.
 S12 : eeh...sure.
 T : Sure.
 S12 : The...
 T : Show me the way!
 S12 : eeh...from here eeh...
 T : OK. Iya.
 S12 : Berarti take the Transjakarta from...
 T : takes transjakarta from?
 S12 : from...from the hospital.
 T : What is the name of this way?
 S12 : Margasatwa Street.
 T : Margasatwa Street. OK. Sure. Take the transjakarta at Margasatwa Street. Then?
 S12 : eeh...then you will...ehh...and get off...
 T : eeh...
 S12 : and get off and get off eeh...at the Margasatwa Street and you will see the 57 Vocational School...eeh...the vocational school...
 T : On left or right?
 S12 : eeh...walk up...
 T : Walk up. You...you take the bus, right?
 S12 : Iya.
 T : So, you don't walk up. You take the bus. You take the Transjakarta.
 S12 : Take the Transjakarta and walk up Margasatwa street...
 T : No. If you take the bus, you don't have to walk up because walk up is mean... OK. You take the bus...you take the bus eeh...Transjakarta at the Margastawa Street. Then, you get off... Where you should get off? You should get off in the front of SMK 57, right? And it is...in the left or the right?
 S12 : On the right.
 T : On the right. And you'll see the SMK 57 on your right hand side. Did you get it?
 S12 : Yes.
 T : OK. Come on! Repeat! Repeat! Come on! Repeat it!
 S11 : Can you recommend a good school?
 S12 : Yes. 57 vocational eeh...vocational school is a good school. I think it's one of the best schools in town.
 S11 : Can you eeh...can you tell eeh...
 T : Can you tell me....can you tell me...
 S11 : Can you tell me how to get there?
 S12 : Ehe. Take eeh...sure. Take the Transjakarta...
 T : ehe...
 S12 : at Margasatwa Street and get off and get off...
 T : At?
 S12 : eeh...at eeh...T-junction.
 T : and get off?
 S12 : and get off...
 T : the first T-junction ya...
 S12 : Oh ya...
 T : You get off in the first T-junction.

S12 : T-junction.
 T : Pertigaan.
 S12 : T-junction and...
 T : and?
 S12 : and you will see 57 Vocational School on the right...on the your right side.
 T : OK. Thank you very much.
 S12 : Thank you very much. You're welcome.
 T : OK, good. Have you? Yes. In front of?
(Students laughed)
 T : Come on! OK. Come on! OK. In the front of, could you? OK. Come on girls! *(One pair of students came to the front of the class)* OK. Everybody listen!
 S10 : eeh...could you tell me eeh...you recommend me a good...
 T : Louder please!
 S10 : Could you recommend me a good vocational school in here?
 S9 : eeh...of course. Eeh...I think the best vocational school in here is 57 Vocational School.
 S10 : Could you tell me how to get there?
 S9 : Sure eeh...
 T : Sure.
 S9 : From Pejaten shelter. Eeh Take the transjakarta. And get off at 57 shelter. And Walk along And you'll see the 57 Vocational School on your left.
 S10 : I see. Thank you very much.
 S9 : You're welcome.
 T : OK. Good.
(Students gave applause)
 T : The next? The next? Boys...
 Ss : Ayo...ayo...
 T : Come on! Who scared? You'll be drive a car. I saw very nice. Like yesterday. Could you? It's OK. Come on! Come on boys! Like yesterday. OK. OK. Yes. Good. OK. OK. You drive your car?
 S13 : Aji. Gue passenger. Entar lo lewat.
 T : You use your car? Your chair? This is...you ask...you ask. Heh...you ask your friend the recommend for eeh... restaurant for example. You have a lunch. You want to have a lunch, alright? OK. You use your car? This is your car?
 S14 : Gue jadi mobil.
 T : OK. Come on! Ya.
 S13 : Berdua ya Bu?
 T : Yes. But sometimes you ask the direction on the way for example eeh... driver and the passenger, right? OK. Good. OK. You become a driver or bajaj driver?
 S14 : Oh yes.
 T : Come on! Oh...OK.
(Students laughed)
 T : OK, come on!
 S13 : Can you recommend me eeh...apaan tadi Bu?
 T : Restaurant for example...
 S13 : eeh...
 T : Good restaurant.
 S14 : Youth center aja.
 S13 : Youth center. Can you recommend me a youth center in the town?
 S14 : Yes. I think eeh...the best youth center in here is youth center Soemantri.
 S13 : Oh, I know...I know but I'm forget how to get... OK, OK. I know but I forget. I forget the way.
 T : Yes. Can you tell me how the way get there?
 S14 : OK. Do you want...to eeh... to... go to the youth center Somenantri? Do you want it?
 S13 : Of course.
 S14 : You want it. Yes. Eh pegangan...pegangan
(Students laughed)
 S14 : Hold on...hold on. *(Students laughed)*. Come on!
 T : Bule kere naik bajaj.
 S14 : Well, You walk along at the Mampang Street and at the junction you still walk along and...apa sih jalan apa namanya?
 Ss : Rasuna Said.

S14 : Iya. At the Rasuna Said street, we can see the GOR Soemantri at..at ..on the right. And we can stop here. Stop...stop. Turun...turun...

(Students laughed)

T : Pardon. Kuningan. Rasuna Said? You are the driver right? What's the driver...You don't say anything? Just hahaha. OK. OK. OK. Udah ni dah selesai. OK.

S13 : Udah.

T : OK. How? So? Sudah nyampe.

S13 : Thank you Sir. How the price?

S14 : Oh, just one million thousand rupiah. Oh...one hundred thousand rupiah.

S13 : I don't have money. I have HP.

T : That's all? OK.

(Students gave applause)

T : Who want to the silly way? The silly...the silly...Who want to try?

Ss : Ayo...ayo...

T : Come on! Handini, please!

Ss : Iya...iya...

S10 : Jangan Bu...jangan...

T : Zahroh...Zahroh...Zahroh...Zahroh...sometime you're silly too.

S15 : Tapi jangan...

S16 : Saya belum hafal Bu...

T : It's OK. You can...

S16 : Terus Bu...

T : OK...Zahroh, please!

S16 : Hah...

T : It's OK.

S15 : Excuse me...

T : Excuse me. Repeat! Repeat please!

Ss : Repeat! Repeat!

S15 : Excuse me. Can you show me how to get to pet shop?

S16 : eeh...yes...eeh...from here you walk along the Second Avenue and then you turn right to the...and then walk along the Park Street and you will see the pet shop at your right....

S15 : Thank you very much.

S16 : Your're welcome.

T : That's all?

S16 : Yes.

T : OK. Who wants to try again?

Ss : Raihana Bu...Raihana Bu...Dia pengen banget Bu...

T : OK. Raihana...Vita.

Ss : Vita Bu...Reva Bu.

T : Be Ojek?

S17 : Hah...

T : OK.

Ss : Raihana sok-sok bajaj Bu...

T : It's OK. Come on Raihana!

S17 : Disini ya Bu?

T : Just over there.

S17 : Iihh...parah banget.

T : It's OK. Never mind. You can use...

(One pair of students came to the front of the class to perform the dialogue)

T : OK. Right. Ayo lanjut.

Ss : Yeah... *(Students gave applause)*. Ojek...ojek...ojek...

(Students laughed)

S17 : Excuse me...Busyet deh...

T : Eh, no busyet deh. No busyet.

S17 : Iya Bu. Can you recommend a good restaurant for me?

S18 : Yes. Gimana ya?

(Students laughed)

S18 : Yes, eeh...the Ragoon restaurant is the good restaurant. I think it's the... It is one of the good restaurant eeh... in Jakarta.

S17 : Could you tell me how to get there?
 S18 : Yes, eeh...from...
(Students laughed)
 S18 : from airport you take the bus and turn...and turn right and walk along Park Street and turn left eeh...walk along Second Evenue and you'll see the restaurant next to bus station.
 S17 : OK. Thank you.
 S18 : You're welcome.
 T : OK. Who want to try?
 Ss : Bu cowonya Bu...
 T : Cowo please!
 Ss : Adlan Bu...Adlan Bu...
 T : OK. One more time. One more time. OK. Adlan, Adlan. Adlan. The last one. The last one Adlan. Come on adlan!
 S19 : Yah Bu...
 Ss : Naik bajaj...naik bajaj.
 T : OK, the last one boy. From boys. Come on! Come on Fadhil! OK. Come on! The last one before I'm continue the last eeh...material. Come on Adlan please!
 S19 : Kok saya sih Bu?
 Ss : Ayo dong. Koji aja Bu...
 T : Koji and Adlan.
(Students laughed)
 T : Eeh...Fadhil and Adlan. Come on! The last one.
 Ss : Nah, Fadhil lebih kalo dia.
 T : Come on! The last one. Come on!
 S19 : Yang ini aja.
 T : Yes. OK.
 Ss : Ayo Adlan. Good luck.
 S19 : OK. Shopping mall.
 T : Yes, shopping mall. Be a driver too?
 S20 : Tahu gue?
 T : Yeah, be a driver...
(Students laughed)
 T : It's OK.
 S19 : Can you recommend concert hall?
 S20 : Yes....the Bellview is a good concert hall. I think it's eeh...I think it's one eeh... the best concert hall in Jakarta
 S19 : Can you tell me how to get there?
 S20 : Sure. Take a bus. Get up at River Street and you will see a concert hall on your right.
 S19 : Sudah.
 S20 : Ya sudah.
 S19 : Thank you very much Sir.
 S20 : You're welcome.
 T : So, what for you take the chair there? You do say nothing?
(Students laughed)
 Ss : Ulang...ulang...ulang...! Naik ojek Dlan...
 S19 : Can you recommend concert hall?
 S20 : Yes....the Bellview is a good concert hall. I think it's one ehh...the best concert hall in Jakarta.
 S19 : Can you tell me how to get there?
 S20 : eeh...sure...sure. Take a bus. Tadi kan kita sudah take a bus. Terus get up at River Street and you will see a concert hall on the right.
 S19 : Iya, sudah. OK Sir. Thank you very much
 S20 : You're welcome.
(The pair came back to their seat)
 T : OK, have you make it? Can you show me the way?
 S : Ayo dong!
 T : OK.
 S : Ayolah...ayolah...
 Ss : Sally...Sally...Sally...

T : OK, Sally. You have make a map. So, what...what eeh...location that you want to show? From Pejaten Village to?

S21 : From eeh...57

T : 57.

S21 : eeh...to Pejaten Village.

T : OK. You ask Novia and Sally will give you the direction.

S22 : Kebalik ya?

T : Oh...

S22 : (*Students laughed*) Enggak Bu. Enggak Bu...

T : It's OK. Never mind.

S21 : Excuse me, excuse me. Can you recommend a big Department Store?

S22 : Sure. The big Department Store in this place is Pejaten Village. You just take the transjakarta or P 20, or 602, or 75, or 77. Get off the bus at Pejaten Street. And then across Pejaten Street and Pejaten Village is on your left.

S21 : Thank you very much.

S22 : You're welcome.

T : OK now. From the map you give to your friend. The way from you house to get...to get eeh...

Ss : Jangan bu ah... Jauh...

T : I'm not finish my words. OK now. For example you are a tourist here. You want to show the VIDA eeh...VIDA travel, and the restaurant, and the Pradana hotel. Can you show me the way? OK. OK, I give you a choice. For the first, you show the way from your house to get to the school. On the second, you be a guide. You accompany a guess from hotel to Ragoon café... Could you?

Ss : No.

T : Now, you make a dialogue according to...to this dialogues. Use the map on your school, right? You get it?

Ss : Ya...

T : Yeah...which one? From your school eeh...from your house to your school or use the map in this school. In this school? OK. I give you ten minutes eeh...five minutes...five minutes.

S21 : Hah...gimana sih Bu?

S22 : It's too fast.

T : It's too fast? Now, you make a dialogues not eeh...using this map but using this dialogues. For the first you be a guide. You accompany a tourist. You show the VIDA Tour, or eeh...Ragoon café, or Pradana from...from eeh...security...post security

S10 : Diajak muter-muter dulu baru...

T : Oh. From...from...eeh...for example from Ragoon café to canteen. Ya.

S10 : Di ajak muterin dlu...

T : So many facilities here, right?

Ss : Sekolah, mushola, aula...aula.

T : OK. You now you make you draw up...you draw up the map in here, in your school. You get it what I mean?

Ss : Yes.

T : Yes, you do it.

S11 : Berdua Bu...?

T : Ya. No, we use the reality...the reality the map in here not according...OK. Come on!

S21 : Bu...Bu...Bu...dari Ragoon to Graha Bu...

T : Dari Ragoon to Graha haha (*teacher laughs*)...just... OK. You draw up the map. All of the map here. I think you make eeh...you make a map on the all of the facilities in the school. You draw up the map the all facilities in the school. For example the from the post office, then VIDA tour, then hotel Pradana, then eeh...Ragoon café, eeh...Gra...graha what you say...hall and mosque, and the classes, canteen. OK?

S12 : Ini emang berdua ya Bu?

T : Yes.

S12 : Oh my god.

T : OK

S11 : Bu...security kaya gini kan? Kalo VIDA kan disini.

T : Security ya...and this one. And the big one VIDA.

S11 : This is Ragoon. This is aula.

T : Hall. Oh...

S12 : Kalo security di sini

T : Di sini, what is it? VIDA Tour and Travel. This one?
 S11 : Hall.
 T : This one?
 S11 : Eh, SMK 57.
 T : This one...it's mosque. This one? Canteen. This one?
 S12 : Lapangan basket.
 T : Basketball court. OK. Tennis court here. In this?
 S12 : Hotel Pradana.
 T : Ya. Which one? In here?
 S12 : Lab komputer.
 T : Lab. In here?
 S11 : eeh...taman.
 T : Uhm...park, right? Then?
 S12 : Hostel.
 T : Hostel. This hostel. Here, tennis court. This one?
 S11 : Lapangan bola.
 T : eeh...futsal...court. OK.
 S11 : Ini dari mana nih?
 S12 : Dari VIDA kemana kek?
 S11 : Basketball court?
 T : OK. From here to here?
 S11 : Can you...eeh...could you tell me how to get the basketball court from VIDA?
 S : Of course...eeh...walk along...
 T : walk along...
 S12 : walk along eeh...
 T : water pool eh...
 S12 : water pool kan yang paling...
 T : water park. It's OK. Park. Pool...pool eeh...kolam.
 S12 : walk along and you can find...
 T : on right... OK, next to?
 S12 : Next to tennis court.
 T : tennis court OK. For example I want to go to... ehm, canteen. I'm from hotel. Could you tell me?
 S12 : eeh...walk along...
 T : So many way, right?
 S12 : walk along...eeh...
 T : to the park...
 S12 : eeh...walk along...
 T : ehe...
 S12 : You can find VIDA and...and...
 T : two blocks...
 S12 : Iya. Two blocks...Hotel Pradana. Pradana yang ini miss.
 T : Lobby.
 S12 : ehe...lobby.
 T : lobby hotel.
 S12 : lobby hotel...and Ragoon.
 T : This is Ragoon café.
 S : and turn right...
 T : turn right...
 S12 : turn right to the...you can find pool
 T : OK. That's good.
 S12 : eeh...mosque.
 T : Mosque.
 S12 : and...and...
 T : Oh no no no...from here I should turn left or turn right?
 S12 : Turn left.
 T : Turn left...turn left...
 S11 : Nah kita kan ketemu hall.
 T : You will find...you will see hall...
 S12 : You will see hall on...

T : in the behind... In the right or in the left?
 S12 : on the right.
 T : On the right, then?
 S12 : and mosque...
 T : and you turn...
 S12 : Oh ya. And you turn...turn right.
 T : Turn right.
 S12 : and you will see canteen across from...
 T : OK. Across...next to...
 S12 : next to...
 T : OK. OK. Now you. I want to go to basket court. I'm from VIDA Tour or VIDA Travel.
 S11 : eeh...
 T : No. I'm here. I want to go to tennis court...
 S11 : eeh...you walk along will find eeh...
 T : ehe...
 S11 : and turn right.
 T : turn right.
 S11 : and walk along and you will find...
 T : turn left.
 S11 : Oh iya, turn left and you will find the court eeh...next to basket ball court.
 T : OK. Basketball court. OK. Now you Ihsan. Where you going Ihsan?
 S23 : mosque.
 T : OK. eeh...What is it? What is it?
 S23 : Basketball.
 T : Basketball. In this...what is it?
 S23 : Taman.
 T : OK. Hostel. And this is security post. OK. eeh...I'm from basketball. I want to go to...
 S23 : Mosque Bu. (*The student mispronounced the word*)
 T : Mosque. Not mosque but mosque. (*Teacher corrected the student's mispronounced word*). I'm from here and I want to go to here. Can you show me the way? Yes. Come on!
 S23 : Seperti kaya gini kan Bu?
 T : Heeh...iya...
 S23 : Can you recommend a...
 T : No. I ask you. I want to go to here. I'm from here. Can you show me? I'm from basketball. I want to go to mosque. OK. Can you show me?
 S23 : Take the...yang itu ya...walk...walk...up...
 T : walk up apa...walk...walk up... Just walk. Because gak ada turunan kan?
 S23 : Iya.
 T : Gak ada turunan jadi if you walk, you walk down. You walk along. Nah, you walk along... You jalan sepanjang ini. You walk along, you walk up. OK.
 S23 : Sure. Take the...walk along...walk along...
 T : Kok take?
 S24 : Maksudnya take, loe naik apaan?
 S23 : Sure. Walk along and...
 T : aha...
 S23 : eeh...
 T : Walk along. OK. Walk along...
 S23 : Walk along and...street...
 T : Hemm, nggak ada namanya kan? Enggak ada namanya. Walk along...
 S23 : Walk along and...
 T : Disini ada pertigaan.
 S23 : Pertigaan apa?
 T : T-Junction. Walk along until you find T-junction.
 S23 : Walk along until you find T-junction.
 T : ehe, then?
 S23 : On the left...
 T : and then turn left.
 S23 : turn left eeh...
 T : and walk along again.

S23 : and walk along again.
 T : OK.
 S23 : and you will see the...
 T : the mosque.
 S23 : the mosque.
 T : the mosque...on the...
 S23 : on the left.
 T : on the left. And...on the right or the left?
 S23 : on the right.
 T : and the mosque is beside?
 S23 : beside...
 T : beside? Hall.
 S23 : Hall.
 S24 : Aula.
 T : Aula is hall. OK. OK now, eeh...Adit. I'm from security. I want to go to... kok kurang sih disini?
 This is school, kok sekolah disini sih? Disini lab. OK. Disini still eeh...rooms...104. OK, Adit.
 Could you show me? I'm from security. I want to go to eeh... room 104. Can you show me?
 S24 : Sure.
 T : Sure?
 S24 : you walk up...
 T : You walk up? No, walk up.
 S24 : You walk...
 T : You walk along...
 S24 : You walk along...
 T : From?
 S24 : From...security.
 T : Then?
 S24 : Then...
 T : Belok.
 S24 : Belok apaan sih?
 T : Turn.
 S24 : turn...
 T : Left or right?
 S24 : Turn right...
 T : Turn right.
 S24 : Walk along...
 T : Walk along.
 S24 : To school...
 T : To school, then?
 S24 : Then, turn...
 T : Turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn right.
 T : Turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn.
 T : Turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn.
 T : Turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn.
 T : Now, turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn.
 T : Look at to me, turn. *(Teacher corrected the student's mispronounced word)*
 S24 : Turn.
 T : Not turn, turn!
(Students laughed)
 T : Turn.
 S24 : Turn.
 T : No, turn.
 S24 : Turn.
 T : Not turn, turn.

S24 : Turn.
 T : OK now, turn, turn, turn, turn, turn.
 S24 : Turn.
 T : No.
 S24 : Turn.
 T : No, turn.
 S24 : Turn.
 T : Turn.
 S24 : Turn.
 T : Can you show her? Can you show him?
 Ss : Turn.
 S24 : Turn.
 T : No.
 S24 : Turn.
 T : Once again!
 S24 : Turn.
 T : Once again!
 S24 : Turn.
 T : Nah, OK. That's good...that's good, so?
 S24 : Turn right eh turn left...turn left...turn left.
 T : Hah...turn left.
 S24 : Turn left.
 T : Then?
 S24 : walk along...
 T : walk along
 S24 : walk along...
 T : walk along.
 S24 : walk along...
 T : You will see...
 S24 : You will see...
 T : room 104.
 S24 : room 104...
 T : behind...
 S24 : behind...
 T : eeh...I mean...on the right or the left?
 S24 : on the...
 T : OK. 104 is...
 S24 : room...
 T : Room 104 is...
 S24 : Room 104 is...apa tadi?
 T : Kanan kiri? Left or right?
 S24 : right...
 T : on the right.
 S24 : on the right is left...
 T : Hah! Kok begitu lagi?
 S24 : Kan sebelah sama...Bu
 T : Next. OK. Can you show her? What is your ...?
 S24 : Apa?
 T : OK. Can you show him? Listen to him. OK. I'm...I'm from here. Eh tadi sampai mana? I want to go to here. Can you show her?
 S25 : Sure.
 T : Sure.
 S25 : walk along...
 T : walk along...
 S25 : and...turn...turn...
 T : turn left.
 S25 : turn left...eh turn right.
 T : turn right.
 S25 : turn right, walk along again...

T : walk along again...
 S25 : and walk along again...to school...
 T : to school.
 S25 : eeh...
 T : You will see a school.
 S25 : You will see a school.
 T : Belok lagi. Turn?
 S25 : eeh...walk along again...
 T : walk along.
 S25 : walk along...walk along and you will see room 104.
 T : 104.
 S25 : 104.
 T : on your?
 S25 : on your...side
 T : on your left...
 S25 : on your left...
 T : hand side.
 S25 : hand side.
 T : And it is...di samping lab. Ya, room 104 itu disamping lab.
 S25 : and your room 104...
 T : is?
 S25 : is...
 T : next to?
 S25 : next to...
 T : lab.
 S25 : lab.
 T : OK. You get it guys? Can you repeat again?
 S25 : Insya Allah.
 T : Insya Allah. You do it. OK. I'm from here now. I'm from here. I want to go to school. So, how?
 S24 : Ini Bu...yang di gambar Bu?
 T : Yes.
 S24 : Walk along...and...turn...
 T : Turn. (*Teacher corrected the student's mispronounced word*)
 S24 : Turn.
 T : Turn. (*Teacher corrected the student's mispronounced word*)
 S24 : Turn.
 T : Nah, turn.
 S24 : Turn.
 T : Not turn. Turn.
 S24 : Turn.
 T : Nah, OK. Everybody! Turn.
 Ss : Turn.
 T : Turn.
 Ss : Turn.
 T : Turn.
 Ss : Turn.
 T : Now together, one two three!
 Ss : Turn.
 T : Turn left.
 Ss : Turn left.
 T : OK, Adit.
 S24 : Turn left.
 T : No.
 (*Students laughed*)
 T : Not turn. Pardon?
 S24 : Turn.
 T : Turn. Right. Once again!
 S24 : Turn right.
 T : Turn right.

S24 : Turn right.
 T : OK. Everybody, turn right.
 Ss : Turn right.
 T : Turn left.
 Ss : Turn left.
 T : Can you show me?
 S10 : Turn left.
 T : Turn right.
 S10 : Turn right.
 T : OK. Good. Turn left.
 S10 : Turn left.
 T : Turn right.
 S10 : Turn right.
 T : Turn.
 S24 : Turn.
 T : Nah, balik lagi kan? Turn. Turn.
 S24 : Turn.
 T : No. OK. Once again everybody! Turn.
 Ss : Turn.
 T : Turn.
 Ss : Turn.
 T : Boys.
 Ss : Turn.
 T : No.
 Ss : Turn.
 T : No. Turn.
 S24 : Turn.
 T : Turn.
 S24 : Turn.
 T : Not, turn. Once again!
 S24 : Turn.
 T : Once again!
 S24 : Turn.
 T : Not turn. Turn.
 S24 : Turn.
 T : OK, good. Once again!
 S24 : Turn.
 T : ehe...good.
 S24 : Turn.
 T : OK, now. OK. I'm from here I want to go here.
 S25 : Walk along and turn right.
 T : aha...good.
 S25 : Turn right eeh...walk along to school.
 T : OK.
 S25 : and school is...
 T : on the left on the right?
 S25 : left hand side.
 T : heh...?
 S25 : left hand side...sebelah...left hand side.
 T : left hand side.
 S25 : is...
 T : left hands side, right? On your left hand side. OK. And school is on your left hand side.
 S25 : And school is on your left hand side.
 T : Side. *(Teacher corrected the student's mispronounced word)*
 S25 : Hand side.
 T : Side. *(Teacher corrected the student's mispronounced word)*
 S25 : Side.
 T : OK.
 S25 : Side is...

T : Kok side is?
 S25 : eh side...
 T : beside.
 S25 : beside.
 T : Nah, mosque-nya itu ada di sini kan? OK. OK. You don't have to tell in here. Kamu enggak harus nyebutin ini nggak apa-apa. Ya. eeh...school itu ada di sebelah kanan kamu. Kamu nggak harus menyebutkan ini. Ehe...ehe...Mosque not mosque. *(Teacher corrected the student's mispronounced word)*
 S25 : Mosque.
 T : Mosque. OK Adit. Now, Handini, where is your map?
 S10 : Hah!
 T : Oh my God. OK, I'm from...where is your map? What is it?
 S10 : Enggak. Ini salah Bu.
 T : So? OK. Use this map. It's OK. Never mind. You don't have to draw.
(The bell rang)
 T : Oh, the time is up. And for your homework, the first, you can the name of the picture or the street. And the second, you must telling eeh... the...the signal, for example T-junction, intersection OK? You tell again the location between eeh...across, opposite, the places near it. Because the very important. You got it?
 Ss : Ya..
 T : OK, I think enough our lesson today. For the next week, don't forget to presentation about...
 Ss : Bali...
 T : OK. For your assignment, make a map from your house until your school. You got it?
 Ss : Ya..
 T : OK. I think enough today. See you. Wassalamualaikum.

Teacher A (Mrs. Dedeh)
3rd meeting

Date: 25th May 2010

Class: X UPW 2

Time: 08:15-09:45

T : Good morning students.
 Ss : Good morning.
 T : How are you today?
 Ss : I'm fine.
 T : Good. OK. Today you will present about one tourism object in Bali or Java ya... and students from UNJ will shoot you.
 Ss : Oh my God.
 T : So, I hope you can make the presentation ya about visiting Java, Bali. OK, the first I think Grace.
 Ss : Yee...
 S1 : Enggak Bu.
 T : I give you two weeks or three weeks...three weeks ya. So, you have time to prepare and everything. OK Grace. It's time for you.
 S1 : Enggak Bu.
 T : No. OK.
(The student refused)
 T : Coba. Try. Come on Grace! Grace!
 S1 : Bu belum Bu.
 T : OK. Come on! I give you three weeks to prepare everything, right?
 S1 : Ya sudah nanti ya Bu nanti. Jangan saya duluan Bu.
 T : Zahroh the first ya?
 S2 : No...no...no...no...no...
 Ss : No...no...no...no...no...
 T : Kenapa memang?

(Silent)

T : Come on! So...Should I leave this class?

Ss : Jangan Bu.

T : So?

Ss : Fina kali Bu?

T : Vina!

S3 : Enggak Bu.

T : Ya sudah Ibu tinggal aja deh kelas ini.

(Silent)

T : Come on Grace! Grace ayo!

S1 : Enggak mau.

T : Fina!

(The student refused)

T : Ayo buruan...ayo buruan! Gimana dong? Ayo Grace! Come on! Handini?

S4 : Jangan Bu.

T : Should I leave this class?

Ss : No.

T : No? So, come on! Fina, Can you do it?

S3 : Enggak Bu.

T : Beneran saya marah nih kalau begini.

S2 : Saya deh Bu. (One student became the volunteer)

T : OK.

Ss : Wie....

(The student came to the front of the class)

S2 : Good morning ladies and gentlemen.

Ss : Good morning.

S2 : Now, let me introduce myself. My name is Zahroh Hanifah. Ehh...now I would like to explain you about one tourism attraction in Bali. The name is Pura Tirta Empul. Pura Tirta Empul inheritance is one of history which is still frequented by tourists. This temple is the leading tourist objects in Gianyar, Bali. It is located approximately 40 km north of Denpasar, requiring approximately 1 hour drive from the international Ngurah Rai Airport in Bali. It is located in the district of Gianyar Tampak Siring which has natural beauty and coolness. Tirta Empul is a temple which is located in Desa Manukaya, District Tampak Siring, Gianyar, Bali. Ehh...its location right next to the Presidential Palace in Tampak Siring built by former president Soekarno. Pura Tirta Empul become famous because there are water sources which until now used as holy water by communities from all corners of Bali. According to the Hindu community in Bali, Tirta or purified water can provide relief, and clean all the dirt both outer and inner dirt, or by the people of Bali called fusion in scale and timeless. Tirta Empul is also one of the major tirta used in every religious existence of Hindu ceremonies in Bali. Located at the curb Tampak Siring...Bangli, ehh...transportation access is very easy to reach. For those of you who from outside Bali and vacation to Bali, it may not be complete if it is not a walk in the Gianyar is renowned as and art center in Bali. And also do not forget to stop at the Pura Tirta Empul and feel cool and calm atmosphere. Ehh...I think my information is enough. Thank you very much.

Ss : Yee... (Students gave applause)

T : OK. Good. The next...Grace!

S1 : Good morning friends.

Ss : Good morning.

S1 : My name is Grace. Now, I want to explain about Tanah Lot in Bali. Tanah Lot is a rock formation off the Indonesian island of Bali. It is home of a pilgrimage temple. The Pura Tanah Lot is a popular tourist and cultural icon for photography and general exotism. Tanah Lot, one of the most popular places of interest in Bali, is located on the coast of West Bali, at the village of Beraban in the Tabanan Regency. It is also called Tanah Lot which means ancient land and also Tanah Lod which means the land to the south. Ehh...Tanah Lot has a long history in the world of tourism. The temple itself is built on a small promontory which is only accessible at low tide. During high water, the rock takes on the appearance of a large boat at sea, such as its shape. Poisonous snakes live in the nearby caves to guard the temple and contribute to the temples' dangerous reputation. Sunset is the best time to visit Tanah Lot, when the golden red skies frame the temple and waves crash into the rocks. It is advisable to avoid the tourist crush here as it can be severe. In Tanah Lot, almost everyday you can find a ceremony or two are held. These ceremonies cannot just be prepared

in a day or two, many workforces and work hours are usually managed based on gender system. In preparation of the ceremony, there are some tasks that are usually tackled by women and some works that are usually done by men. Women usually prepare the offerings that are made from coconut leaves that are waven or plaited which is known as jejaitan. Women also prepare the rice cakes and other snacks for the offerings. OK my friends, I think my information about Tanah Lot is enough. Thank you.

Ss : You're welcome.

(Students gave applause)

T : Yes, very Good. Vina

Ss : Vina...Vina...

Ss : Rio...Rio!

T : OK. Vina please!

S5 : Good morning ladies and gentlemen.

Ss : Good morning.

S5 : How are you today?

Ss : Fine.

S5 : Well, the first I will to introduce myself. My name is Savina Putri but you can call me Vina. I will explain you about Candi Prambanan or Prambanan Temple. Eeh..Candi Roro Jongrang or Lara Jongrang located in Prambanan...

T : is located

S5 : located...is located in the Prambanan is the largest Hindu temple complex in Indonesia. Eeh.. This temple is located on Java island approximately 20 kilometers in..of..eeh...Yogyakarta, 40 kilometers with West of Surakarta and 120 kilometers of Semarang, right on the border between the provinces Central of Java and Yogyakarta. Eeh Lara Jongrang or Prambanan is located in the village where the territory is divided between the district of Sleman and Klaten. This temple was built in about year 850 by...by one of...and Pikata, the second of Mataram dynasty I or during the Sanjaya Dynasty. The construction of the temple was abandoned and in the year 1743, this temple was found by.... Later in the year 1855, the temple began clean and moved some rocks and soil from the temple. In the year 1931 was replaced by an engineer in the year 1942 and later hanging over leadership of the renovation to the hand of Indonesia and was continued until 1993. Prambanan the most beautiful Hindu temple in the world. Prambanan is the most beautiful temple in the 10th century. Rock as high as 47 feet or 5 meter higher than Borobudur temple. The foundation of this temple has fulfilled the desire to show Hindu beliefs in Java. This temple is located 17 kilometers from the center city in the middle area that is now eeh...beautiful park. There is religion that Javanese people always tell about this temple. Once upon a time, a man named eeh...Bandung Bondowoso loved Roro Jongrang. Because of his love, Roro Jongrang asked Bandung Bondowoso to make a thousand temples with statues in one night. Eeh...Roro Jongrang asked the villagers to...rice and make fire created an atmosphere like the morning. 999 eeh...statues, Roro Jongrang said statues less than one thousand. Prambanan temple has remained in family Wisnu, Brahma, and Shiwa. The third temple is the symbol of Trimurti eeh...Trimurti in Hindu belief. Well, there are many more things you will not be bored about this temple. Well, I think my information is about Candi Pram...temple...Prambanan temple is enough eeh...and this information can be useful for you. Eeh...thank you and See ya.

Ss : yee...

(Students gave applause)

T : I think.... April. It's your turn.

S6 : Asw.

Ss : Waalaikumsalam.

S6 : Good morning ladies and gentlemen.

Ss : Good morning.

S6 : How are you today?

Ss : Fine.

S6 : eeh...first of all, my name is Aprilia Eka Triani but you can call me April. I want to explain you about Batur Mount. Batur Mount is an active volcano in the district of Kintamani, Bangli District, Bali, Indonesia. Located in the northwest of Agung Mount, the mountain has a caldera measuring 13.8 x 10 km and is one of the largest and most beautiful in the world (van Bemmelen, 1949). Caldera bund height ranges from 1267 m to 2152m (peak Gunung Abang). Inside the caldera II I formed a circular caldera with diameter of approximately 7 km. Basic caldera II lies between 120-300 m lower than the terraces Kintamani (caldera first base). Inside the caldera, there are crescent-shaped lake which occupies the southeastern part of the length is about 7.5 km, maximum width 2.5

km, the circumference of about 22 km and width of about 16 km², which is called Lake Batur. Mount Batur caldera formed by an estimated two major eruptions, 29.300 and 20.150 years ago. Batur Mount is composed of three volcanic cone with a crater of each, Batur I, Batur II, and III. Lava from the eruption of Batur Maount (1926) almost hard temple complex moment in the temple. Batur Mount has erupted many times. The eruption activity recorded in history began in 1804 and the last eruption was in 2000. Since the year 1804 until 2005, Mount Batur has erupted 26 times as much and most devastating occurs on August 2 and ends 21 September 1926. The eruption of Batur Mount and it makes the flow of hot lava pile Village Ulun Danu Batur and Batur. Batur village new, rebuilt at the edge of the caldera to the south of Kintamani. Ulun Danu rebuilt, is still renowned as the most beautiful temples in Bali. This temple is dedicated to honoring “the goddess Danu” the goddess of water authorities, like the temples located on Lake Bratan also dedicated to worship the “Goddess Danu”. Batur Lake, Batur Mount region known as the mainstay attractions Bangil regency. Allegedly in Lontar Susana Bali, Batur Mount is the peak of Mahameru Mount transferred Batara Pasupati for made Sthana Danuh Goddess (Goddess Danu’s palace). At a certain time, all Hindues of various regions in Bali came to Batur give Suwinih to repel pests disaster befalling their fields. By delivering this suminih the Batur mountain region into a fertile area. They can find as a tourist attraction is the crater, caldera and the lake. There is water flow in soil mater flow of Batur Lake, which appear to be a spring in several places in Bali and is considered the “Holy Tirta”. Contains cultural tourism in the region of Mount Batur is Trunyanese. Although the entire population are Hindus Trunyanese like most people of Bali, they claim that Hinduim is a Hindu Trunyanese original legacy of Majapahit kingdom. In the north, there Trunyanese Kuban, a village where the tomb, but the corpse is nor buried or burned, but placed under the tree after the death of a complex ceremony. Pemakamanan place is filled by bones, and may we find a body that is new. Ladies and gentlemen, I think my information is enough. Thank you for your attention. See you.

Ss : See you.

T : Vita.

S : Good morning ladies and gentlemen.

Ss : Good morning.

S : OK. I want to introduce...introduce my self. My name is Vita Andriani Putri but you can call me...Diem lu...

(Students laughed)

S : But you can call me Vita for sure. I want to explain you about eeh...Besakih temple but I want...but first I want to tell you about Bali in general. Bali is the name of one of the provinces in Indonesia and also the name of the largest islands that are part of the province. In addition comprises the island of Bali, Bali province consists of the islands are smaller in the vicinity, namely the island of Nusa Penida, Nusa Lembongan island, Nusa Island Ceningan, and attack the island. Bali lies between Java and Lombok island. Denpasar is the capital of this province which lies on the southern island. The majority of the population of Bali is Hindu. In the world, Bali is known as a tourist destination with a unique variety of art-culture, especially for the Japanese and Australian tourists. Also known as Bali island and Pulau Seribu Pura. Bali island is part of the Lesser Sunda islands along the 153 km and width of 112 km around 3.2 km from the island of Java. The highest point is...

T : highest. (Teacher corrected the student’s mispronounced word)

S : The highest point is Mount Agung in Bali. Eeh...the volcano last erupted in March eeh...1963. Mount Batur is also one of the mountain in Bali. Eeh...Mount Batur erupted and pro...produced the tremendous disaster on earth. Unlike in the north, the southern part of Bali is by flowing lowland rivers. Bali has no railway network but a very good road...a very good network is available, especially to the tourist destination areas. Most of the population have private vehicles and choose to use it because public transportation is not available with either except for taxis. Bali connected with Java by ferry service linking the port with the port Gilimanuk Ketapang in Banyuwangi, a long journey took about 30 to 45 minutes. Crossing to Lombok island through Padang Bay to the Port of Port of Sheet which takes about four hours. Air transport...transport is served by the Ngurah Rai International Airport with destinations to major cities in Indonesia, Australia, Singapore, Malaysia, Thailand, and Japan. Runway and aircraft coming and going can be seen clearly from the beach. Now, I want to tell you about Besakih. Besakih is the meeting place of the gods created the good and bad, keep the universe Bali island and therefore if either Besakih, Bali will be safe, serene, and peaceful. Eeh...Bali community to understand the reality of the universe as the grace of who shall be grateful for has provided safety and welfare for the people of Bali and endlessly create a sense of thankfulness and praise God through religious ceremonies in temples Besakih. Besakih temple is the center of all religious activities. The ceremony temple located in the Village of Besakih in

Karangasem. Pura Pelinggih building was originally a minor who later enlarged and in extending gradually within a fairly long. Pura Besakih temple consists of 18 adjoining villages. OK, I think my information is enough. Thank you for your attention. And have a nice day.

(The students continued presenting their description about one tourism object)

(The bell rang)

T : OK. You should make the paper like this ya *(Teacher showed a student's paper to the class)*. You should write down your name and the places like this. Ok. And which picture ya. OK. We will continue Tuesday. I think is enough today. See you. Wasalam wr wb.

Teacher B (Mr. Dino)

1st meeting

Date: 11th May 2010

Class: X APH 2

Time: 13:50-15:10

T : OK. Ya. Eeh...as we have...as I said before that this time we continue our lesson like eeh...in previous days we have learned about the invitations. Alright... and I give you also the homework and at now we are going to have eeh... an oral practice. You will practice more about the invitations. Oh, in here. OK. Now I'd like to... there is a paper in me. We'll practice oral, free conversations. OK. But, ya... free conversations. You can ask everything... to your friend absolutely. Ya. Eeh... Fortunately you have even numbers now but before we start, eeh... what will you say, what should you say when you are going to invite someone? Iya. What will you say when you are going to invite someones?

S : Would you like to...

T : "Would you like to" *(teacher wrote down the expression on the whiteboard)* OK. Any other?

S : Would you mind...

T : "Would you mind"... *(teacher wrote down the expression on the whiteboard)* "Would you mind to..." I'd like to...

S : I'd like to invite you.

T : OK. "I'd like to invite you to"... any others... in... in eeh... offering invitation, inviting someone?

S : Can you?

T : "Can you?" *(teacher wrote down the expression on the whiteboard)*. OK. "Could you..." *(teacher wrote down the expression on the whiteboard)* "come to"... OK. "Would you like" kau... "would you like to"... and this is, after this is verb ya. Number one, two, three is... after "to" is the verb. Can this is, "can you come to" is the place. Can you come to a birthday party? It's a noun. Birthday party. Could you come to my events, my concert maybe.

S : Yeah.

T : Impossible. Impossible. Alright. Yeah. This is about the place but for the first three's about the verb one. OK. And how you accept when you are agree?

S : I'd love too.

T : I'd love too.

S : I'd like too.

T : I'd like to. *(teacher wrote down the expressions on the whiteboard)* Any other? Yes. Yes, that's fine. Any other? Thanks anyway. Yeah, there are some of accepting. What about if you don't want? Refusing.

S : I'm sorry I can't.

T : I'm sorry I can't. OK.

S : I'm afraid I can't.

T : I'm sorry or afraid. OK. Any other? Is that I'm sorry I... eeh, I'm afraid I can't. Any other how to refuse the invitations? Someone's invitations. *(silent)*. Alright. I'm sorry I can't, I have to go. Ya. Explain the reasons. The first you can say thanking for eeh... the invitations... I'd love to but I'm sorry I can't and you have to express why you can't. OK, ya, that is a good way. You can... you say thank you, oh...ah...eeh... I'd like to go but I'm sorry I can't for that date for example or I'm sorry that I can't for that time I have another event, I have another eeh... job to finish so I will not go eeh... out for this week. Say thank you if you want to refuse, say thank for the invitations, say sorry and after that you give respond, you give reason why you can't. Ok. We will have practice. I will divide you, well... ya... well, OK... I will count twelve... *(Counting the number of paper, the*

material for students to practice). This is fourteen right, delete two points. I will separate it two, cause you are twelve. Twelve divide twelve. Take one and spread the other to the back. Take one and spread to the other to the back. OK. Don't show your paper to anyone.

S : OK.

S : Oh...

T : You (*pointing the students who sat on the left side of the class*) this part. Don't have the card. What should you do is to give question. Is to give... you are inviting your friend in this part. OK. This is A's (*pointing the students who sat on the right side of the class*), this is B's (*pointing the students who sat on the left side of class*). OK. Separated than this side. OK. These students (*pointing the students who sat on the right side of the class*), you have to invite someone in this part which is not eeh... as many invitations as possible because they only have one wish to be invit, invited, they will, they would like to be invited in a thing. For example...some of, one of them...

S : Ya...

T : will... will say yes. Will accept your invitation if you invite them to go to the zoo for example. That is the example. So if you, would you like to come eeh... would you like to come to the movie. Would you like to see the movie with me. No, I will not. Because she or he has a card which she must accept invitations to go to the zoo. They will refuse everything. They will only accept when someone says, when someone invites you, invites him or her to the zoo. They will refuse anything.

S : Alright.

T : Understand?

S : Yes.

T : Find the word as many as possible. For this part, A part. Attention. I will guideline, I will give guideline for this. OK. For A, that is your diary for next week. Ya, diary. Alright. That is your schedule for next week. Someone in B's will invite you to do, to have something. OK. But, you have only one thing to be accepted. One word to be accepted. Ya. There are days, some days which say a way, alright, a way, which are means you are not available at that time. OK. And the other way, ok, the other word is the things that you like to be invited by someone. Yeah, for example would you like to, if there is the a word, a zoo, this is not (*pointing the paper on teacher hands*), eeh... ya, if there is the letter, the... the word is zoo it's means is there is someone infits, invites you to go to the zoo, you must accept it.

S : Yes.

T : If there is not the zoo like it's written in here the not accepted. Understand?

S : Yeah.

T : and after you find the match, after you find the match, sit together. OK. So girls, give this paper to this person, people. OK? I will give guidelines to the B's. Can I see that? (*talking to the students sat on the front side*) I forgot to write down about the things. OK. Can I see yours? OK... (*checking each papers on the students*) OK! OK. Eh, eh, eh... cheater, cheater! (*pointing one of the students from group B who tried to see the card*). Don't be a cheat, OK? OK. OK. So... (*silent*) I will, I only give sample and this is only a simple, simple pattern. OK. Simple pattern in here.

(*There was an interruption from the loudspeaker, T and Ss were listening to an announcement from the loudspeaker*)

T : very sorry.

(*Teacher wrote down something on the whiteboard*)

T : (*talking to one of the students*) Can I see yours? OK. (*Continuing writing on the whiteboard*).

T : All right, in these words, the word which your friends in A's is hidden which words that is they can say yes you must hunt for this from this... OK? Now you have to stand up, you sit still, OK, you have to ask one by one to find your friends. And then you find and you can sit. Starting the question with this (*pointing to something*) without choose. Iya, you can start now, OK.

(*Students did the activity*)

S1 : maksud lo, maksud loe?

S2 : Would you like to... would you like to...

S3 : Pak, Pak!

T : Sit together, sit, sit, sit, you have found?

S1 : Would you like to do a favor.

S2 : Would you like to go to a movie?

S3 : OK.

(*Students did the activity*)

T : Fine OK, you sit together, hahahahaha. OK.

S1 : Would you like to join... terus apaan?

S2 : Would you like to go swim?
 T : You cannot do just like that.
 T : Ya, close to him, are you.... No no no, you sit together. You stand in here...
 S1 : Would you come to my party!
 T : Hei April. Don't ask one with a lot of questions. Find another. Ya. OK. Sit together.
 S2 : Joko, Joko, would you come to my rumah.
(Students did the activity)
 T : you find partner. not yet? Ya! Ask another.
 S1 : Who, who?
 S2 : But, but.
(Students did the activity)
 T : where is your sit Ragil, Sit, hahaha
 S : Ragil duduk berdua sama
 T : hahahahaha
 T : Stand, stand. OK.
 S : Siapa? Siapa?
 S : Tanyain, tanyain. Minta tanyain.
 T : Ask another, ask
(Students did the activity)
 T : fine Ratih?
 S : Not.
 T : Not? Find.
 S : How about...
 T : Find your own.
 S : Cara ngeliatnya gimana?
 S : Devi belom Devi
 T : Who don't have match, who don't have match who doesn't have match?
 S : Devi belom Devi
 S : Ratih...Ratih...
 T : Oh, from B's. from B...
 S : From B doesn't match.
 T : Oh you, who is your partner Bayu,
 S : Ayu.
 T : You have?
 S : Lo berdua kan?
 S : Eh gue belom.
 T : Nononono the B stand and A sit...
 S : The B stand, A sit.
 S : Ladies, ladies first.
 T : This is twenty,
 S : You stand, you exit.
 T : Ya, you exit? Yah you can exit, you can go out. Hahaha, Yuli have you found?
 S : Not yet.
 T : find? OK.
 S : Not yet.
 T : This is twenty, Yuli you can sit?
 T : Hahaha Yuli. Finish?
 S : Yes. Possible.
 T : Rahma. How you invite her?
 S1 : eeh... go picnic
 S2 : How...how...how...
 S1 : Oh how, would you like to go picnic with me?
 T : Ohh go picnic. Eh April?
 S : Would you like to go disco with me?
 T : Ohohoho disco. Go to disco. Aa Sarah, Ya, how you invite? How you find your match?
 S : Would you to go to disco with me?
 T : Ya, OK, Ratih?
 S : *(confused)*
 T : How you invite him. How you invite him?

S : swimming.
 T : Oh, swimming, OK.
 S : Would you like to go picnic?
 T : OK. Yesa?
 S : Would you go with me and my friend skate?
 T : skate, with me and my friend. Ski or skate.
 S : Ski. Would come to my birthday party?
 T : OK.
 S : Would you came with me to my party?
 T : OK.
 S : Would you like to come with me and my friends?
 T : Would you like to skating? Would you like to skate? OK.
 S : Would like to come to theater?
 T : Can you come to theater with me? Ohhh theatre...
 S : OK.
 T : ...tell me why? Hahaha who said that?
 T : Mentari? Disco? OK. You may have sit for A, och, for B sorry, back to your sit.
(Students came back to their seat)
 T : Iya. OK. And aa...OK is there anyone of you who accept the first invitation from your friend?
 S : First?
 T : Who accept? The first invitation, when someone tell you would you like to come would you like to go picnic with me and he said yes. Is there anyone of you? Yeh! You? You asking... Choirul, is it?
 S : gak tau dia, gak tau dia...
 T : don't underestimate, don't underestimate. OK ya! This is! Ya! You have how many times you refuse for A's, how many times you refuse, refuse invitation?
 S : More than five
 T : More than five. Hahahaha...
 S : More than one.
 T : Ten? No, how many time you refuse?
 S : Yang ditolak, yang ditolak.
 S : Two.
 T : Two invitations? And the third is accepted. OK.
 S : More than...
 T : More, a lot? Hehehe, Agil?
 S : More than five
 T : Devi?
 S : Many
 T : Many ya, many? Hahaha...
 T : It's OK no problem, ya, alright so that is how the invitation goes. You may ya ... you may find that someones refuse your invitations. Probably not because they don't like your invitation because the possibilities is they might another agenda why they refuse? Do you say the date to them?
 T : You accept by the date? Asking about the date.
 T : When will you invite me? What time? You have? There is a date actually, yah. You asking for the date?
 S : No.
 T : So when will you go to with your partner? Your partner is? Your partner is?
 S : Annisa.
 T : Annisa. When will you go to, when will you go to...? When will you go to...?
 S : Friday.
 T : Can you go on Friday? You don't know.
 T : You don't know. Ya...the date is forgotten, that you have expressing how you to invite, and for the A you practice to how to accept the invitation and how to refuse. Someone says aaa...I heard someone for A say nonononono. Nonononono. Nonononono, yeah...
(Students laughed)
 T : It is not a good one. If you want to refuse, oh, I'd love to but I'm sorry, I can't. I have available, ah, I have to go away to someplace, oh I have a meeting with my boss. You can say like that. Don't say nonononono, nonononono it's not good yah. Sometimes I heard you say like that even you give example like that. OK, for next time, when someone's inviting you, orally, don't say, nonononono,

nonononono, it's not good. What about you? What about if you inviting someone, and your friends say nononononono (*laughing*) you will say, you will feel.

S : Might be, might be.

T : Fighting? It's not fighting yah...

T : Why you get fight? OK.

T : What's going on?

(*Students laughed*)

T : Alright. Open up page 181, we have practiced, we have filled it.

S : Yeah. Yes.

T : 181 and so, OK, activity four. Alright, this is exercises. Number one...

S : Number one.

T : Laura! Oh, this is conversation between aaa...two yah. Laura as Hadi and Ranti as Husni.

S : I'm having a lilttle party.

S : Yes, I'd love too.

T : OK. Yes, I'll love to. Is there any other answer?

Ss : No...

T : OK, number two. Santi and you are as Yuyun.

(*Students laughed*)

T : What's going on with the name? Yes. Yuyun.

T : OK.

S : Yuyun

T : Ssshhh....

S : there is a bazaar.

T : Bazaar

S : Bazaar. Would you go there with me?

S2 : Yes, I'd like too. But...

T : OK. Would you go there with me? Options c is not right. Because it comes to my house. It's not related. Oke number 3. Anto and Budi.

S : Will you like to go to the exhibition?

T : Exhibition.

S : Would you like to with me?

T : Would you like to?

S : Would you like to come along with me?

T : (*laughing*) ya, to come along.

S : I'm sorry I can't.

T : I'm sorry I can't. OK. would you like to come along? The answer is B. Right. OK, number 4. Agil? Yes.

S : Agil!

T : Oh, number 4 with Choirul, ya.

S : Enggak tahu, enggak tahu.

S : Would you come to my home tonight?

S : I'd love to but I must do my assignment.

T : Assignment.

S : Assignment.

T : Assignment.

S : Assignment.

T : Assignments. Ya. OK.

S : Assign.

T : Repeat!

S : I'd like to...

T : I'd like to...

S : I'd like to but I must do my assignment.

(*T&Ss did assignments*)

S : (*laughing*)

T : Number 5. Find Mrs. Sunjoyo and Mrs. Karta.

S : Do you come to my house sometimes?

S : I'm afraid I can't. Thanks anyway.

T : Thanks anyway. This is another way to refuse ya. I'm afraid I can't.

S : Oh.

T : Next. Hari and Iwan.
 S : Will you join us to have lunch?
 S : I will go late. I almost finish my report.
 T : I almost finished my report. OK. Number 7, Anti and Nisa, Susan is Ranti.
 S : Susan.
 S : Would you come to my birthday party?
 S : I'd love too.
 T : I'd love to.
 S : But I have another party at home.
 S : It's alright. Maybe next day.
 T : It's alright. Maybe next day. Repeat!
 S : It's alright. Maybe next day.
 T : OK? OK. Number 8 until ten. Oh. OK?
 Ss : Yeah, finish.
 T : Number 8, Mentari, what's the answer?
 S : B
 T : B.
 S : I feel lonely now. I've just broken up with my boy friend.
 T : I feel lonely now. I've just broken up with my boy friend.
 S : Would you mind to join me to see a movie?
 T : Would you mind to join me to see a movie?
 S : B.
 T : Oh. Why the answer is B? What is the correction?
 S : (*confused*)
 T : Any other answer? Probably?
 S : C.
 T : C? To join?
 T : Why?
 S : After mind is join me.
 T : Yes. We haven't ya? ya! Would you mind is followed by gerund. Would you mind join me. That is the right...
 T : So I've just broken up, broken is the verb 3.
 S : 3.
 T : The subject is this.
 S : Yes.
 T : I have just broken. Have is not a verb. OK?
 S : Enggak ah!
 T : The silly thing. The unusual thing.
 S : Lo ngapain sih?
 T : OK. This is Number 8. I broken up.
 S : Hahaha...
 T : I... What's going on? What's the thing on your ears? I'm. I've just broken I. Can you see the contraction of I? What is the verb?
 Ss : Have.
 T : Have. I have just broken. Broken is also verb. Right, have is verb too. But in this sentence, have is not a broken. Have is the sign that the sentence is on the perfect. If there is a verb meet with have, the verb must be in verb three. Have, had, or has. There must be verb three. Whatever the problem to be, to have always. Iya. Good. It never in other verb. So, why the B is not wrong. The wrong one is C, to join. Number nine. A.
 S : A.
 T : It should be?
 S : To invite.
 T : To invite, infinitive. I would like to invite you to come to my house. Is there any important events?
 T : number ten. C. Would you like to go camping? Next June I really enjoy. Enjoy doing it during vacation. What it should be? To do it during vacation. Ok, enjoy.
 S : Enjoy.
 T : Ya. There are, eh... I will give only a view about the gerund and infinitive using, eh usage ya, and you'll not give many cause it is not the focus for this time. OK. We will discuss about the gerund

maybe on the second grade. If you will, I wish you will. OK, ya, the first is when you, where is, when is the verb after like. After like is not gerund, but a infinitive.

S : Infinitive.

T : After enjoy? Infinitive.

S : Yes.

T : OK. After mind. Mind is actually a verb too. Ya. Mind is? Gerund. It's all the three. I will not give many.

T : OK. Eh... but the grammar focus maybe next time. How about the invitation first? OK. Look at page one hundred and sixty three. Activity nine. In here you are going to make a dialogue. Make a dialogue between students in A. And students B, this is the situations. A is a new student. Whereas the B is the classmate who sits next to A. they don't know each other very well. OK. That B will be his bestfriend. A invites B to come to A's house.

OK. Eeh, there are some of you who have met the match. Ya. The partner. Dewi with Rahma, Tati with Annisa, and Ranti with Laura. You can find the other partners. OK, you can find eh... your friends has partners beside those who has a partners. OK. You may to sit together. Yuli, you may move, who is your partner will be? Annisa, OK. You sit next to Annisa, and you move into Rahma. You might check the chair. oh ya, you may take the chair behind Yuli.

S : Dewi with Rahma, Tati with Annisa, and Ranti with Laura.

T : Ya. The partner. Dewi with Rahma, Tati with Annisa, and Ranti with Laura. You can find the other partners. OK, you can find eeh... your friends has partners beside those who has a partners. OK. You may to sit together. Yuli, you have move, who is your partner will be? Annisa, OK. You sit next to Annisa, and you move into Rahma. You might check the chair. Oh ya, you may take the chair behind Yuli.

Your partner?

Sit together, get close, closer. OK. And right. This is at look at of the flow of the dialogue, ya you look. The first student A. Ya? Student A you must greet student B. and then students B, you greet student A. after that, invites B. A start first. Right. A start first. A is the new student.

(Students did the instructions)

You write a dialogue. Writing. But if you are able to without writing it's OK, no problem. But it is better if you write.

S : Adi!

T : Closer. Your partner is?

S : Devi.

T : Closer. Closer. You may move your chair only.

S : This is yah? What chair?

T : Oh no problem. It is OK. Any question?

S : Which table?

T : Ya, you may practice the dialogue, OK?

S : OK.

(Students did the activity)

T : Oh, if you have number...

S : Ya?

T : You have the number June, don't use on! On is I live on Jalan Kebagusan 4.

T : If you put number, I live at...

S : I live at Jalan Kebagusan 4.

T : I live at Jalan Kebagusan 4 number 611G.

S : I live at Jalan Kebagusan 4 number 611G. Thank you with that.

(Students did the activity)

T : Oh, you are gossip ah?

S : Hahahahaha... Salah...

(Students did the activity)

T : Maybe, may be you may not start asking this, OK? It is really strange. Nice to meet you too. Because, you A.

S : A.

T : You don't know him. You the new student. It's better if you are ask the schedule. Do you have a schedule today?

S : Oh, yes...

T : Um, if you said no, no I have no schedule, I have family so, you just cut this, OK, cut the conversation and after this you ask about the schedule. If you are not sure about she come or no.

S : Yes, yeah...
 S : Hello.
 S : Hello, good morning. My name is Ratna.
 S : My name Rahayu. Nice to meet you
 S : Nice to meet you too. Do you know garden cafe?
 S : No, I don't know that café. Do you want to go there?
 S : Yes, I'd like to. When will going? Another cafe maybe?
 S : Ahh...this evening maybe.
 T : This evening.
 S : evening (ifening).
 T : evening (i:v.nIŋ).
(Teacher corrected the pronunciation)
 S : evening (ifening).
 T : evening (i:v.nIŋ).
 S : evening (ifening).
 T : evening (i:v.nIŋ).
 S : evening (ifening).
 T : evening (i:v.nIŋ).
 S : evening (ifening).
 T : You say ifening.
 S : evening(ifening).
 T : evening, (i:v.nIŋ) masih ada.
 S : evening (ifening).
 T : Ya, evening (i:v.nIŋ).
 S : evening (ifening).
 T : evvvvvvvvvvvvvvvvv.
 S : evvvvvvvvvvvvening (ifffftffftffftffening).
 T : evvvvvvvvvvvvvvvvv.
 S : evvvvvvvvvvvvening (ifffftffftffftffening).
 T : evvvvvvvvvvvvvvvvv.
 S : evvvvvvvvvvvvening (ifffftffftffftffening).
 T : evvvvvvvvvvvvvvvvv.
 S : ya. Iveninggg (ifening).
 T : evvvvvvvvvvvvvvvvv.
 S : evvvvvvvvvvvvvvvvvvening (ifffftffftffftffening).
 T : evvvvvvvvvvvvvvvvv.
 S : evvvvv hahahahahaha.
 T : evvvvvvvvvvvvvvvvv.
 S : aa, hahahahhahaha.
 T : ow, with the paper, the paper.
 S : evvvvvvvvvvvvvvvvv.
 T : evvvvvvvvvvvvvvvvv.
 S : uhhhhhhhhhhhhhhhhhh.
 T : let them breath.
 S : hahahhahahaha.
 T : evvvvvvvvvvvvvvvvv.
 S : effffffftffftffftffftffftff.
 T : evvvvvvvvvvvvvvvvv.
 S : ah, vi.
 T : evening(i:v.nIŋ)!
 S : evening (ivening) !
 T : evening (i:v.nIŋ)!
 S : evening (ivening)
 T : evening (i:v.nIŋ)!
 S : evening (ivening)!

T : evening (i:v.nɪŋ)!

S : evening (i:v.nɪŋ)!

T : OK, practice! This evening!

S : Hahahahhahah (*laughing*)

T : Don't make a gossip! Gossip always.

S : Hi...

S : Hi! Laura.

T : Hi! Hahaha. OK!

S : Hi, Laura!

S : Hi! Ranti. Nice to meet you.

S : Nice to meet you too. By the way, this Saturday my sister will celebrate her birthday. And there will be a party in my house.

T : It is reading. Not a conversation. No..no..no..no... I means, you reading, even when you are reading, don't sounds it is like reading.

S : Ohh...

T : When you are speaking.

S : Yes.

T : Without read, it is different.

S : OK.

T : Correct. Tried, you are telling if directly, it is not a creation. It is a normal speaking.

T : OK! So. how how you say that? How you read?

S : By the way, this Saturday my sister will celebrate...

T : This Saturday, by the way, by the way...

T : That is reading (*Teacher interrupted*) How to make it not reading? By the way...eeh... this Saturday my house will... My sister will celebrate her birthday. And she will make a party in my house. Would you come to my house? Nah, let the people, another people don't know that the conversation is a creation.

S : Oh, iya...

T : Use pause because when you have a conversation in bahasa you will have pause. To make pause. OK?

S : Ohh...

S : By the way, this Saturday?

T : Ahh, that is the good one! Ya, like that!

S : By the way, this Saturday my sister will celebrate...

T : You are talking together.

S : Iyah.

T : OK. (*laughing*)

S : (*laughing*)

T : The grass, the bell. Oh iya...

S : Oh iya...

S : Oh, OK. Would you mind...

T : the ball?

(*Students did the activity*)

T : What time is it? Ah, what movie? What movie? What is the movie? OK. What is movies, you know that.

S : No.

T : No, what movie I mean.

S : Nothing.

T : Who A's? Who B's? You A. B! OK, wait a minute, ah.

S : You A.

T : B...A, do you know the film that she is invite?

S : No, hahahaha...

T : Asking. OK, you can asking from here. Thanks, I'd love to, what is the movie?

S : Ohhh, what is the movie?

T : OK. Nah you say the name. Nah, after that what time is it? Nah you can ask like that. OK? Delete only delete.

S : Hapus...hapus...hapus...

T : Erasing it is OK. Finish?

S : not yet, Sir.
(Students did the activity)
T : Hi! Oh.. Hi! Hi in English is not H-A-I. It's only H-I.
S : Oh yeah? Eh heh.
T : Do you know Ciganjur?
S : No.
T : I don't know Ciganjur. I don't know. I don't know where Ciganjur is. Where Ciganjur is.
S : Hahahahaha...I don't know when, where Ciganjur is.
T : Where Ciganjur is.
S : The...
T : Yah. Before noun but it is about the place ya, you know where Ciganjur? I don't know where Ciganjur is. Where you live? Oh... would you mind to come to my house on Saturday?
S : Yah hujan...
(Students did the activity)
T : In here further. In here, is agree with the time. Suggest alternate time, start about the place.
S : *(confused)*
T : This you have the problem about the place, it's not about the place.
S : Belum nanti.
T : OK. It is not finished.
S : Yeah...
T : Where your house is?
S : Pak...Pak...
T : OK. It's OK. No problem.
S : Pak...Pak...
T : You make the dialogue too, not only here.
S : Oh...
T : Finish? Not? Any problem?
S : No.
T : Ohoho... look at this, look at this. A is new students. B is a classmate who sit together they don't know each other. Ya... are you, why do you say this... it's you there. Hi! Hi! Like that No names. Cause you don't kknow each other. You don't know.
S : Ah no, no.
S : Sir, I don't know, don't understand.
T : Hem? They don't understand in what? Don't know each other. I mean before... my name is... introduction. Introduction the name first. Yah, introduction. And after that invite B.
T : No...no...no...! You may... Hi! My name is eeh...Endang.
S : Hi, my name is Nisa.
T : Hi, I'm... Hi I'm Nisa, Hi, I'm Yuli.
S : Hi, I'm Nisa, Hi, I'm Yuli.
T : Who is A? You A.
S : Hahahahahaha...
T : Any word that you cannot say? Clearly? Finishing practice?
S : Yes.
T : OK. This.
S : Hi, I'm Nisa.
T : What about this? No problem, you can read.
S : Hi, I'm Nisa, I'm student here.
T : Hey! Repeat, repeat, repeat!
S : I'am new student here.
S : Hi! I'm Ratih.
S : Hi, Ratih, nice to meet you.
S : Nice to meet you too.
S : This Saturday, my siister will celebrate her birthday. So, would you like to come?
S : I'd love to. What time is it?
S : It's on the 8 AM.
T : A.M.
S : Oih, that time I think I have to accompany my mother.
S : OK, how about Saturday afternoon?
S : Alright.

S : OK, thank you for the invitation.
 T : Practice?
 S : Iya.
 T : Ya. Iya. Practice the conversation. Try to finish it before another.
 S : Hi!
 T : You may read, you may read.
 S : Hi! I'm Sarah.
 S : I'm Vony. Nice to meet you.
 S : Nice to meet you too.
 S : Do you have schedule on Saturday?
 S : No, I don't. Why?
 S : I have a birthday party at my house. Would you like to come?
 S : I'd love to. What time is it?
 S : 8 P.M.
 S : At that time, I have an English course, but the English course will be end at 6 P.M.
 S : OK. I hope you come.
 S : I will wait for you.
 T : I will wait for you. Thank you.
 S : Thank you for your invitation.
 S : Your welcome. I will be waiting for you.
 T : I will wait for you.
 S : I will wait for you.
 T : Thank you. Ehemmm... ehemmm... Oh...OK. Practice. You have finish earlier?
 S : Hello!
 S : Hello! Good morning. My name is Rahmah. What is your name?
 S : I'm Rika. Nice to meet you too. Will you come to my café this evening. When will you come?
 S : This evening.
 T : This evening.
 S : This evening. At 7 P.M. OK?
 S : It's sounds good. But I have to visit my grandfather.
 S : I'll pick you up before 7 P.M.
 S : OK, thank you.
 T : Ohoho... Finish after there?
 S : No. I don't think so.
 T : I think so. You are practice? No, no! have you practice? The dialogue? OK. Come on. ya. Oh. Not hi. Sitting together. Hey! Ya.

(Students did the activity)

T : If you use number. Don't use on. No, you use at. I live at number. Address with number using at not on. On is only jalan. I live on Jalan Rambutan. I live on Jalan Rambutan six number five. I live at Jalan Rambutan six number four. If it on... it is only...
 S : OK, Sir. I live on Jalan Rambutan six number five. Would you come to my house at 6 P.M?
 T : That will be nice. That will be, that will be nice. Thanks. Practice that again cause I will say the conversation. That would be nice. So, you, you, you can say. Eh, ya. That would be nice. Thanks.
 S : Sorry. But I have to go to bookstore. How about 7 P.M.?
 S : That would be nice.
 S : Ehm, maybe next time.
 S : It's OK. Thank you.
 T : Not. Not. Yes, that would be nice. Thanks. But yes. That will be nice, thanks.
 T : That will be nice. Thanks. OK, do it again.
 S : That will be nice. Thanks.
 T : No, no, no, is more pause. That will be nice. Thanks.
 S : That will be nice. Thanks.
 T : No, that will be nice. Thanks.
 S : That will be nice. Thanks.
 T : OK. Better.
 T : Finish over there?
 S : Yes.
 T : April? OK.
 S : Yes. OK.

T : Ehh...
(Students did the activity)
T : OK. Next, eeh...tomorrow. Ehh...I think eh, ya, not the test ya. Because you haven't finish it yet. We will talk about it. The test will be around thirty minutes, so I wish before that you can make a preparation this at home. About the dialogue. So every you, listen up, every you have your own dialogue. You write your own dialogue. You write the dialogue, every you, you don't' write the same dialogue. OK? So there is no single student. You don't copy.
S : OK Sir. Hhuhhhuuuuuh...
T : Eh, the card! Please collect the card. OK. I will do it. Thank you for reminding me. Four, five, six, seven, eight, nine, ten. How come. Eleven...
S : Yang nemuin dapat mie tek-tek.
T : Haha... still eleven.
S : Here Sir.
T : You change this one. Change. Eleven, eleven. Who don't... oh!
S : Hahahahaha...
T : You make a copy, you copy. Make a new copy. Ya.
S : *(confused & laughing)*
T : Nono, stay at here. Prepare yourself. Prepare yourself.
S : OK.
T : You pray.
S : Good afternoon Pak.
T : Good afternoon all.

Teacher B (Mr. Dino)
2nd meeting

Date: 19th May 2010

Class: X APH 2

Time: 08:15-09:45

T : We will learn a lesson today. Actually for the text, the second the text about invitation, how we learn to invite someone. OK. And eeh...today we would learn about the text and dome it totally teaching so you have pay attention on what should we do for eeh...today. Alright? The grammatical plan of the lesson we will learn is a tag question, you haven't to do this?
S : Yes.
T : *(writing on the board)* ya, the tag question. This is the grammatical means if you want to find in the grammatical box exercise. OK? The tag question. What is the tag question? The tag question is the question, the, eeh...the question that you did to make people or person that you are chatting to pay attention on you. Some kind. OK, I will you example. If I'm say like this, the sun rises in the East, who pay attention.
S : Oh...
T : The sun rises in the East, isn't it? Ah, doesn't it? Ooo, yeah. That is the, that is the tag question. Doesn't it? *(writing on the board)* Iya. I will give example, another sample. *(writing on the board)* I am handsome, am I?
S : HUUUUUUUU... *(shouting)*
T : I am handsome, am I?
S : *(laughing)*
T : No?
S : *(laughing)* Ya ampun, ya ampun.
T : There are many kinds of tag questions. It means that if I, if you want the person or someone you want to get, the, pay attention on your statement, it is a tag question. You can use tag question. OK. In bahasa, there are one word which is a tag question. If you want to make someone pay attention. OK? In bahasa it's called iya kan?
S : Iya kan? Iya kan?
T : It's only one. In English, there are according to the attention, what is the statement or attention have made before? OK? We will learn about the grammatical term how to make eh, the tag question based on the sentences, the positive or negative sentence cause it never happens in tag question. The

tag question is the question itself. So, we don't use a negative, eeh...question to make a question tag. OK. We only work for affirmative positive sentence and negative sentence. We learn about how to create the tag question based on the sentence for vice versa that is a tag question, how you make the sentence. OK, we learn eh, soon but eh, I just want to inform you that in Indonesia there is only one as I said. Only one a tag question. Iya kan?

In English it is also only one, but it is a slang language. It conversation between friend. Eeh...or the person that you know. It's not it's more eh easier. It is easier than that we will learn but it's eeh...it's not a formal English. It is a slang language. It's threat of English. Youu cann say that is only one word to for every sentence. It is eh, sometimes people, eh you say in the movie. They say eh, right? You cann change, eh you can use this sentence. The sun rises in the East, right?

S : Right.

T : That is a tag question too because he want, he want the person pay attention on him your sentence. alright?

S : Alright.

T : That is the tag question. That is right. It s applicable for every sentence. But because of eeh...we have to learn how to make, how to use eh English in formal language, we will learn how to create the tag question based on sentence. OK. This is the first sentence. (*writing on the board*). I will give another example.

Ss : (*looking at board*)

T : (*writing on the board*)

Ss : (*writing down on the book*)

T : Alright. This is example. Example. I bring the English dictionary. Start from the sentence, it is a positive sentence. Alright? Is the sentence, is the statement is in positive, the tag question must be in negative. OK? Is there to be there? Is there is to be? The tag question might use to be. Is there to be is?

S : No.

T : No. what is the predicate?

S : Bring.

T : Bring. Bring is verb...?

S : Verb one.

T : Verb one. OK. Because of the predicate is a verb one, the tag question might use do or does. Does is for singular eeh... noun. Or a single person name. OK? Because of this is I, it is using do or does?

S : Do.

T : Ya, do. It must be in negative.

S : Don't...don't... don't...

S : Don't.

T : What is negative of do?

S : Don't.

T : Don't. (*write on the board*). What is the subject?

S : I.

T : I. I bring the English dictionary, don't I? (*writing on the board*) Iya. Sentence B. That is to be. To be is it. So, the, we have to in because in the text we might use to be in negative. What is the to be in negative, OK?

S : Isn't.

T : Isn't. Isn't she? Ya because the subject is she.

S : She.

T : We went yesterday. We went. There is no to be. When is?

S : eeh...verb.

T : Verb. Verb one, erb two, verb three?

S : Verb two.

T : Verb two. This is past tense. For the content of verb, the tag question must use did.

S : Did.

T : Whatever the...? Subject. Ya, this is positive, this is negative. So it didn't.

S : Didn't.

T : Didn't. The subject is...?

S : We.

T : We. So, didn't we. That's it. OK. He and Willy will have the remedial text 3 P.M. There is will. Will is modal. If there is modal such as will, must, would, can, could., might, may, might (*writing down on the board*). This is called modal. If there is modal in sentence, use the modal. Don't use the verb.

Alright? Will. Will have the remedial test on 3 P.M. It is the positive. It must be negative in the question tag. what is the negative of will?

S : Won't.

T : Won't. OK. Wont' she and Willy...

S : They.

T : They. (*writing on the board*). You don't borrow my book. OK. There is negative. So the tag question must be is...?

S : Positive...

T : The positive. Do you. Do...?

S : Do you.

T : You. Listen, Mr. Dino didn't give the homework. This is past tense ya. You don't borrow the book ya, This is a past tense ya. This is do.

S : Ya.

T : OK. Do...?

S : You.

T : Do you. (*writing down on the board*). Mr. Dino didn't give the homework. This is past tense ya. Something like this one. This is the positive, this is the negative. OK. Negative, past tense, using...?

S : Didn't.

T : Didn't is the sentence is positive. This is negative. The tag question must be...?

S : Positive.

T : Positive. Did?

S : He.

T : Did?

S : Did he...

T : Did he. (*writing on the board*). Alright. That is a sample. Any question? Do you have question?

S : Yeahaha...

Ss : Enggak.

T : I will give you any for this question.

S : Hahaha...

T : Ya? (*looking at one student*) pardon?

S : Kagak ngarti.

T : Which one you don't understand?

S : Coherent.

T : Oh? If the sentence positive, then the tag question negative. If the question, if the sentence negative, the tag question positive. Negative must use not, right? If the sentence is positive, is negative, you don't use not on the text. OK. That is the first. The...second, look at the sentence, is there to be? If there is to be. You must use to be. Is, What else? If only if ya, OK. The past tense, the... yah, whatever the to be. The past tense of is?

S : Was.

T : Was. She was beautiful. So the tag question must be?

S : Wasn't.

T : Wasn't she. The to be plus not plus subject, what is the subject? The pronoun of the subject. OK.

S : (*silent*)

T : If I change (*writing on the board*), Lila is beautiful, isn't she? It's not isn't Lila? No. but we use the pronoun. The first pronoun of Lila. Lila is a girl. Alright? The pronoun of the girl of the girl is she. It's positive singular. If there is more than one. We use they or I. or...or...we. If we is use, the name is include I. she and I. it's not they but we. That is. Second, if there is, if the sentence is past tense when there is the verb two? We use this. That is not, no not in here. Alright? So we use not in here. (*writing on the board*). If there is modal like will, must, would, can, could, may, might, we use this on, on the text. One ya, one is will not. The contraction. Like I'm. this is the contraction. This is not contrastive. Alright? One is contraction of will not. It's simple. It is easier if the sentence is a negative. Because we know what should, what should we put on the ... on the text. You don't borrow my book. Oh, that is you, and you it is easier. Mr. Dino didn't give us the homework, did he. So you must put this and the subject. Without the word not and no more. Alright? Question?

S : (*silent*)

T : Any question? Do you have question?

S : Entar. Entar. It is easier they have the remedial?

T : Haven't.

S : Iya. Have they?

T : Have they.
S : Iya.
T : Haven't got. OK. I will write in here. (*writing on the board*).
S : (*silent*)
T : I differentiate this because that, there is two tag question. Got, got is the verb three of get. If that is the first one get, the verb two is got, the verb three there is two version. Got and gotten.
S : (*silent*)
T : There are two versions. The above is American. If you use gotten, for British.
S : British
S : (*silent*)
T : So that the twice. If you think they have a got because there have if there is a verb must be in verb three.
S : (*silent*)
T : Never in verb two. Got in here is not a verb two. But got in can be the verb three. Why I give you two example here? Because there are two version if you find in dictionary irregular verb, dictionary, there are two. Got and gotten for the verb three. Ya, alright. He and I haven't got the remedial test. Haven't have iya, because it is negative, have, the subject is he and I. But what is a pronoun?
S : We.
T : We. Good. Iya, good, good ya. Any other? Another question maybe?
S : (*silent*)
T : No? OK, we will check. We will try it.
S : No, no...
T : Hemmm...
S : Hemmm... Yaaaaahhhh
T : OK. The first Nia.
S : Hhhh...
T : I will give a sentence and you make, you reread the sentence and you create the tag question. Understand the example? Understand it?
S : No.
T : No? If I give you a sentence eeh,...it is dark in here. It is dark in here. That is my sentence. OK. And if I met of the student, it my teacher give me, it is dark in here, I will make, my answer may it is dark in here, isn't it?
S : Oh...
T : OK, repeat the sentence and I create the tag question.
S : (*silent*)
T : Understand?
S : Yeah...
T : Ya, Nia. You like shopping.
S : I like shopping. (*silent*). I like shopping (*silent*).
T : OK, to make it easier just answer the tag question. You like shopping. The tag question is...?
S : (*silent*)
T : OK, who know? You like shopping, what is the tag question?
Ss : Don't you.
T : Don't you. You like shopping. Like is the verb one. OK? Verb one.
S : (*silent*)
T : OK? Next.
S : Yeah.
T : OK, Jodi.
S : Yeah.
T : He is your brother ...
S : Hmm...he is your brother?
T : Yeah, he is your brother ...
S : He is your brother, is not he?
T : Yeah. Is not he. Good!
Ss : Ciehnhhh... (*giving applause*)
T : OK. Eka. We spent, we spent with a lot of money.
Ss : Past tense, past tense.
S : (*Eka was silent*)
T : We spent a lot of money.

S : We spent a lot of money... did not we?
 T : Did not we? OK. Good!
 Ss : Ciehhhhh... (*giving applause*)
 T : Hahaha. OK. Eeh...Rian. It is hot.
 S : (*silent*)
 T : OK. It is hot.
 S : (*silent*)
 T : Ya. It...is...hot...
 S : (*silent*)
 T : Ya. It...is...hot...
 S : (*silent*)
 T : Is not...?
 S : Is not he?
 T : I repeat. Your answer is right but respondly. Ya! It is hot. It...is...hot!
 S : Hmm...is not. Is not. Is not it?
 T : Hah? Is not it?
 S : Yeah.
 T : Is not it. OK. Fitrah. You do not live in a dorm. You do not live in a dorm.
 S : (*whispering*)
 T : Yeah? Louder!
 S : Do you.
 T : Do you. OK.
 Ss : Cieeeee...(*laughing*).
 T : OK. Baihaqi. She is not your...
 Ss : Cieeeee... (*laughing*).
 T : She is not your girlfriend.
 S : Cieeeee... (*laughing*).
 T : She is not your girlfriend.
 S : Hahahaha... Ganti. Ganti.
 T : She is not your friend.
 S : She is not...
 T : Hmm... she is not your friend, positive or negative? OK, positive or negative? She is not your friend? Oh, your girlfriend. Positive or negative?
 S : Negative.
 T : OK. Negative. So the tag question must be.
 Ss : Positive.
 T : Positive! She is not your girlfriend.
 S : No is she.
 T : Hah? No is she? What is the tag question? She is not your girlfriend.
 Ss : Is she. (*laughing*)
 T : Yeah! Is she. Yeah. She is not, is! The subject is she. Is she? Again. It will be difficult.
 S : (*silent*)
 T : OK. It will be difficult.
 S : (*silent*)
 T : It will be difficult.
 S : (*silent*)
 T : It will be difficult. OK? Do not write! Do not write!
 S : Yahh...
 T : Alright. It will be difficult. The tag question is?
 S : (*whispering*)
 T : Heeh...
 S : (*discussing*)
 T : How about you? It will be difficult.
 Ss : Cieeeee... (*laughing*)
 T : It will be difficult.
 S : Hmm, won't.
 T : Won't it? No, because it's a question. OK. Maya.
 T : We were not rude. We were not rude.
 S : Were we?

T : Were we? OK. Good. Andre. Her mother is young.
 S : Is her. Is her. Eeh...is she.
 T : Is she!
 S : *(laughing)*
 T : Ilham. You don't live here.
 S : *(silent)*
 T : You don't live here.
 S : *(silent)*
 T : You don't live here.
 S : Do you?
 T : Do you!
 Ss : Cieee... *(laughing)*
 T : If you feel the consistency like here, OK. What is the will? Didn't or the verb one. Tabitha. She didn't come. She didn't come.
 S : Did she?
 T : Did she. OK. Fajar. That was terrible.
 S : Hahaha...
 T : That...
 S : Wasn't it.
 T : Wasn't it? OK. Good!
 S : Cieee... *(laughing)*
 T : They aren't thick.
 S : Are they.
 T : Are they.
 Ss : Cieee... *(laughing)*
 T : OK. Eeh...Riski. Kate can't ... Spider.
 S : Hah? Apaan?
 T : Kate can't spider.
 S : *(silent)*
 T : Kate, Kate. Name...name.
 S : Ohh...
 T : Kate can't ... Spider.
 S : Ih, enggak tau.
 T : Hahahaha...
 Ss : *(laughing)*
 T : OK. Kate can't ... Spider.
 S : *(silent)*
 T : Ya? Anyone else?
 S : Can she!
 T : Ya, can she! *(Ss were talking)*
 T : OK. Next. Hmm... Anya.
 S : Hahaha... Dia mah enggak bisa. Engak bisa.
 S : Bisa. Bisa. Ah, nyebelin banget.
 T : I'm trying to tell you what happen.
 S : Hah?
 T : I'm trying to tell you what happen. I'm trying to tell you what happen.
 S : *(silent)*
 T : I'm trying to tell you what happen.
 S : *(silent)*
 T : I'm trying to tell you what happen. Heheh.
 S : *(silent)*
 T : I'm trying to tell you what happen.
 S : am... am...
 T : Yah. It is not am I. Is there to be am in the sentence. I am, like I said I'm handsome. What is the tag question that I say?
 S : Am I.
 T : Ah, you say. Thank you. If there is to be am. This is only for to be am in present, OK? So, the tag question is you think "are".
 S : Are?

T : Are. (*Ss were discussing*)
 T : I'm handsome, aren't I? That is. That is only for to be am.
 S : Tadi?
 T : Ya. I'm trying to tell you what happen. So what is the tag question?
 S : Aren't I.
 T : Aren't I. OK. (*silent*). OK. Next. (*silent*). To Raihan.
 S : Raihan.
 T : Aron wasn't well yesterday.
 S : (*silent*)
 T : Aron wasn't well yesterday.
 S : (*silent*)
 T : Aron wasn't well yesterday.
 S : (*silent*)
 T : Aron wasn't well yesterday. Aron. Aron.
 S : Was...
 T : Aron she or he?
 Ss : She!
 Ss : He!
 T : Aron?
 Ss : She!
 Ss : He!
 T : Aron.
 Ss : She!
 Ss : He!
 T : Aron?
 S : Was he.
 T : Ya. Was he. Aron wasn't well yesterday.
 T : Ya. You aren't feeling well. You aren't feeling well. You aren't feeling well. Sttss. Ya, You aren't feeling well.
 S : (*silent*)
 T : You aren't feeling well.
 S : (*silent*)
 T : You aren't feeling well.
 S : (*silent*)
 T : You aren't feeling well.
 S : Are you.
 T : Are you? Yes. Herni. You live in Swan Street.
 S : (*silent*)
 T : You live in Swan Street.
 S : (*silent*)
 T : You live in Swan Street.
 S : (*silent*)
 T : You live in Swan Street.
 S : Swan Street.
 T : You live in Swan Street.
 S : Won't they?
 T : Won't they? You live in Swan Street. Swan Street. You live in Swan Street.
 S : (*silent*)
 T : You live in Swan Street. Alright. What is the answer?
 Ss : Don't you!
 T : Don't you! You live. Like this, verb one. Don't. What is the subject?
 S : You!
 T : You! You live in on Swan Street. So don't you.
 (*silent*)

(ANNOUNCEMENT)

T : OK, next is. Siapa? (*silent*) Ari. Ari. Ari Dewo. Your father work in a bank. Your father work in a bank.

S : *(silent)*
 T : Your father work in a bank.
 S : Your father work in a bank?
 T : Your father work in a bank.
 S : Does.
 T : Your father work in a bank. Ya? Your father. Your father work in a bank.
 S : *(silent)*
 T : Alright. What is the tag?
 Ss : Doesn't he.
 T : Doesn't he. Your father workSSSS in a bank, doesn't he.
 S : *(confused)*
 T : Your father. How many father do you have?
 S : ...
 T : Nah. It is not your father. If your father work. Not works. OK?
 S : OK.
 T : This is for everyone. If you can answer. Answer it. Alan Cool doesn't like going to the cinema. Alan Cool doesn't like going to the cinema.
 S : Does he.
 Ss : hoooo...
 T : Iya. Whoever. If you know it, just answer. Does?
 S : heeee...
 T : Does he! OK. You have read the record. You have read the record. You have read the record.
 S : Have read?
 T : You have read the record.
 S : Haven't you.
 T : Ya, haven't you. You have read the record. Read is the verb three. Read – read – read.
 S : Ohh...
 T : Iya. Elizabeth usually get the bus to college.
 S : Hmm...
 T : Elizabeth usually get the bus to college.
 S : doesn't she.
 T : doesn't she. Laura went home
 S : Hahahahah...
 T : Laura went home a half an hour ago.
 Ss : Didn't she.
 T : Didn't she. Good. The house would ...
 S : Wouldn't it.
 T : Wouldn't it. Good. OK. Your friend had already seen that show.
 S : *(silent)*
 T : Your friend. Dad. Your friend had already seen that show.
 S : Hadn't he.
 T : Hadn't he. Good!
 Ss : Cieeee... *(laughing)*
 T : Good. I appreciate it. The last manager name would Sheila.
 S : The last...
 T : The last manager name would Sheila.
 S : Wouldn't he.
 T : The last manager name would Sheila.
 S : Sheila.
 T : The last manager name would Sheila. Sheila.
 S : Wouldn't she.
 T : The last manager name.
 S : Wouldn't it.
 T : Wouldn't it. The manager name. There is no one.
 S : No one.
 T : A thing.
 S : *(laughing)*
 T : You weren't ...
 S : Were you.

T : Ya. Were you.
 S : Pinter...pinter.
 T : You worked at the back of the building. You worked at the back of the building.
 S : Didn't you.
 T : Didn't you. Good.
 S : *(laughing)*
 T : OK. The last. That company went bankrupt in 1998. That company went bankrupt in 1998.
 S : Didn't.
 S : Didn't it
 T : That company went bankrupt in 1998. Didn't it. Good one. That company. Question?
 S : *(S was asking)*. If I'm not telling you, pokoknya yang tadi.
 T : Oh, ya. I'm not telling you what happen. I'm not I think. I'm not going to tell. I'm not going to tell you what happen. What is the tag question?
 S : Are.
 T : Are. Alright, what is the tag question?
 S : Are I.
 T : Oh. Are I. Oh ya. Hmm...what is the tag?
 S : Wuaaaa...
 T : What would the answer?
 S : I'm not going to tell you what happen, are I?
 T : Are I. Is it?

(ANNOUNCEMENT)

S : *(laughing)*
 T : Don't make comment. It isn't you to make comment. Are I? And what is the tag question? Are I. It is for am only. Another question?
 S : *(silent)*
 T : OK. There is exercise that you should do.
(silent)
 T : *(reading the book)* OK. If you can't read my explanation. There are explanation that can you read. Just do the exercise part... That is the tag question. And for the second and the third you can make the question and the tag question.
(silent)
(Students did the exercise)
 T : OK. You can pay attention if no clear. Iya... 15. 1 the sentence number 15, the sentence is not clear, ya. They have to go home. They have to go home.
 S : Ketuker.
 T : Iya!
(Teacher walked around the class and explained what the Ss didn't understand)
(Teacher discussed the question one by one with the students)
 T : OK. The time was up. So you continue it at home. So, the next meeting on Monday. The last week. Alright! Thank you for your attention.

Teacher C (Mr. Ruly)

2nd Meeting

Date: May 27th, 2010

Class: X JB 4

Time: 13:50-15:10

- T : All right, aa last meeting, what we have studied last meeting?
- Ss : Invitation
- T : Ya invitation, ya invitation, so invitation is necessary when you want to ask someone to join your program ya, your idea, so what you been your aa, Maulana can you make an expression of invitation for example aa, you want to make, you want to have a birthday party, ya let say the following Saturday is your birthday party, so how do you invite your friend to come to your aa to your come to your room or to your come to your party?
- S1 : Would you like to come?
- T : OK, would you like to come to my birthday party. Another way, another way Ersas the same situation, another way to use the invitation, another expression I mean, the same, the same as Maulana but you use another expression, what is it?
- S2 : Would you like to join us for lunch party ?
- T : Would you like to join us, for lunch party, party?, so the same situation, the same situation but different expression. Maulana said would you like to come ya?, would you like to come to my birthday party? So what's your expression?
- S2 : Would you like to join us for my birthday party?
- T : Would you like to join us for my birthday party? Ok, another, another, once more, once more Fitri, the one using gerund, the one using gerund
- S3 : Would you like
- T : oo would you like is not.
- S3 : Would you mind coming to my birthday party?
- T : Ya, would you mind coming to my birthday party? would you like coming,
- S3 : Would you mind coming to my birthday party this evening?
- T : Would you mind coming to my birthday party this evening? (*There was noise outside*) Ask them for silent or Mr. Ruly will come say ya ask them to keep silent or Mr. Ruly will come Habsyi, you say gerund, let say Maulana "Would you like to come?" and gerund by Fitri "Would you mind coming?", now you make gerund for Ersas just now join "would you like to join to my birthday party?", so you make gerund using would you mind.
- S4 : Would you mind coming to my birthday party?
- T : Ah that's the same, Fitri is gerund of Maulana's. now you make gerund for Ersas expression using "would you mind?"
- S4 : Would you mind joining to my birthday party?
- T : Would you mind joining us, tadi kan, to my birthday party. Ok. Fahmi, you make the receptive response, receptive response for Maulana expression
- S5 : What?
- T : You accept (*using gesture*) for Maulana expression. Accept not refuse (*using gesture*)
- S5 : I'd love to.
- T : I'd love to. For the refuse, refuse, Satrio, refuse Maulana's invitation. Refuse, you refuse Maulana's invitation.
- S6 : (*looking confused*)
- T : You don't know? Rangita, refuse Maulana's invitation.
- S7 : I'd love to but I must go with my mother.
- T : I'd love to but I must go with my mother. Ok. Dimas, another way of refuse.
- S8 : (*looking confused*)
- T : Roby
- S9 : (*looking confused*)
- T : Gilang, refuse.
- S10 : I'd love to.
- T : I love you (*joking*)
- S10 : Sorry I can not come to your party because I must go to hospital with my mother.
- T : Sorry I can not come to your party because I must go to hospital with my mother. OK. Is there anyone who still confuse about invitation? You do not understand or any questions?
- Ss : Silent

T : No, ok but why can't you answer the question? Anisa, make one more invitation, let say you go for holiday.

S11 : Would you like to come. (*silent*)

T : Would you like to come?

S11 : To my home.

T : To my home? Holiday, holiday do you know holiday? Ya or vacation ya what is it?

S11 : Would you like to come. (*silent*)

T : What? How about when you as waiter or waitress? When the guest come to you, you invite the guest to coming. So what would you say? Would you like to join us to, yes our holiday, ya, Would you like to join us to go somewhere for example to go to Safari garden ya, for the holiday and so on ya. All right we continue, let say we see one more the invitation. Let see invitation, there are two kind, using "would you like" or using "would you mind". "Would you like" followed by infinitive and then "would you mind" followed by gerund, ok. You see that, now I want you repeat after me, let see page 180, ya 180, *on the way home*. Now close your book, just close your book, do not open your book just close your book. "I have two tickets to exist band concert on Saturday night" come on.

Ss : "I have two tickets to exist band concert on Saturday night"

T : "I have two tickets to exist band concert on Saturday night"

Ss : "I have two tickets to exist band concert on Saturday night"

T : OK once more "I have two tickets to exist band concert on Saturday night"

Ss : "I have two tickets to exist band concert on Saturday night"

T : Gilang.

S10 : "I have two tickets to exist band concert on Saturday night".

T : OK. Dewi.

S12 : "I have two tickets to exist band concert on Saturday night"

T : All right. "Would you like to go?"

Ss : "Would you like to go?"

T : "I have two tickets to exist band concert on Saturday night, would you like to go?"

Ss : "I have two tickets to exist band concert on Saturday night, would you like to go?"

T : I just hear nanana to go (*joking*). "I have two tickets to exist band concert on Saturday night, would you like to go?"

Ss : "I have two tickets to exist band concert on Saturday night, would you like to go?"

T : OK, Mega.

S13 : "I have two tickets to exist band concert on Saturday night"

T : OK once more

S13 : "I have two tickets to exist band concert on Saturday night, would you like to go?"

T : OK "Would you like to go?" All right, Puspa

S14 : "I have two tickets to exist band concert on Saturday night, would you like to go?"

T : OK. "I'd love to"

Ss : "I'd love to"

T : "But I have already plan to visit my parents"

Ss : "But I have already plan to visit my parents"

T : "I'd love to"

Ss : "I'd love to"

T : "But I've already plan to visit my parents"

Ss : "But I've already plan to visit my parents"

T : "Thanks anyway"

Ss : "Thanks anyway"

T : "I'd love to but I've already plan to visit my parents"

Ss : "I'd love to but I've already plan to visit my parents"

T : Dewi

S12 : "I'd love to but I"

T : "I'd love to but I've already plan to visit my parents"

S12 : "I'd love to but I have plan"

T : "I'd love to but I've already plan to visit my parents"

S12 : (*still wrong*)

T : Ooh, Juan "I'd love to but I have already plan to visit my parents"

S12 : "I'd love to but I have already plan"

T : "to visit my parents"

S12 : "to visit my parents"
 T : OK, once more "I'd love to but I've already plan to visit my parents" (*faster*)
 S12 : "I'd love to but I already"
 T : "I've"
 S12 : "I've"
 T : "Already"
 S12 : "already plan to visit my parents"
 T : OK, once more "I'd love to but I've already plan to visit my parents"
 S12 : "I'd love to but I've already to visit my parents"
 T : "plan" "I've already plan to visit my parents"
 S12 : "I'd love to but I already plan"
 T : "I've already"
 S12 : "to visit my parents"
 T : OK. "Thanks anyway"
 Ss : "Thanks anyway"
 T : "I'd love to but I've already plan to visit my parents, thanks anyway"
 Ss : "I'd love to but I've already plan to visit my parents, thanks anyway"
 T : "Actually I have a dinner party"
 Ss : "Actually" (*looking confused*)
 T : Come on everybody "Actually I have a dinner party"
 Ss : "Actually I have a dinner party"
 T : "We'll celebrate our" sorry "That's sound great"
 Ss : "That sounds great"
 T : "So do you want to have dinner at 6.30?"
 Ss : "So do you want to have dinner at 6.30?"
 T : You try to understand in Bahasa then you express in English, ya. Once more, I repeat from beginning, I repeat from beginning "I have two tickets to exist band concert on Saturday night, would you like to go?"
 Ss : "I have two tickets to exist band concert on Saturday night, would you like to go?"
 T : "Thanks, I'd love to"
 Ss : "Thanks, I'd love to"
 T : "What time is it?"
 Ss : "What time is it?"
 T : "That sounds great"
 Ss : "That sounds great"
 T : "So do you want to have dinner at 6.30?"
 Ss : "So do you want to have dinner at 6.30?"
 T : "So do you want to have dinner at 6.30?"
 Ss : "So do you want to have dinner at 6.30?"
 T : "Uh, I'd love to"
 Ss : "Uh, I'd love to"
 T : "But I have to finish my home work first"
 Ss : "But I have to finish my home work first"
 T : "Uh, I'd love to"
 Ss : "Uh, I'd love to"
 T : "But I have to finish my home work first"
 Ss : "But I have to finish my home work first"
 T : OK, you be the first one, David, you be...
 (*there were students coming*)
 T : Where have you been?
 S15 : (*answering*)
 T : What did you do? ngapain?
 S15 : (*answering*)
 T : OK once more "I have two tickets to exist band concert"
 Ss : "I have two tickets to exist band concert"
 T : "On Saturday night"
 Ss : "On Saturday night"
 T : "Would you like to go?"
 Ss : "Would you like to go?"

T : "I have two tickets to exist band concert on Saturday night, would you like to go?"
 Ss : "I have two tickets to exist band concert on Saturday night, would you like to go?"
 T : "Thanks, I'd love to"
 Ss : "Thanks, I'd love to"
 T : "What time is it?"
 Ss : "What time is it?"
 T : "Thanks, I'd love to, what time is it?"
 Ss : "Thanks, I'd love to, what time is it?"
 T : "It's at eight"
 Ss : "It's at eight"
 T : "That sounds great"
 Ss : "That sounds great"
 T : "So do you want to have dinner at 6.30?"
 Ss : "So do you want to have dinner at 6.30?"
 T : "So do you want to have dinner at 6.30?"
 Ss : "So do you want to have dinner at 6.30?"
 T : "That sounds great, so do you want to have dinner at 6.30?"
 Ss : "That sounds great, so do you want to have dinner at 6.30?"
 T : OK (*poining to a students*)
 S16 : "That sounds great, so do you want to have dinner at 6.30?"
 T : OK. "Uh, I'd love to"
 Ss : "Uh, I'd love to"
 T : "But I have to finish my home work first"
 Ss : "But I have to finish my home work first"
 T : "Uh, I'd love to, but I have to finish my home work first"
 Ss : "Uh, I'd love to, but I have to finish my home work first"
 T : "Uh, I'd love to"
 Ss : "Uh, I'd love to"
 T : "Uh" bacanya "ah" kemaren ada yang bacanya "uh" "Uh, I'd love to, but I have to finish my home work first"
 Ss : "Uh, I'd love to, but I have to finish my home work first"
 T : OK, ya, all right once more "Oh that's ok"
 Ss : "Oh that's ok"
 T : "Let's just meet at the hall before the concert"
 Ss : (*looking confused*)
 T : come on, come on "Oh that's OK"
 Ss : "Oh that's ok"
 T : "Let's just meet at the hall before the concert"
 Ss : "Let's just meet"
 T : "at the hall before the concert"
 Ss : "before the concert"
 T : "Let's just meet at the hall"
 Ss : "Let's just meet at the hall"
 T : "before the concert"
 Ss : "before the concert"
 T : "Oh that's ok. Let's just meet at the hall before the concert."
 S10 : "Oh that's ok"
 T : Gilang
 S10 : (*confused*)
 T : "Oh that's OK"
 S10 : "Oh that's OK, I just meet on the hall"
 T : I just meet? "Let's just meet"
 S10 : "Let's just meet on the hall"
 T : "at the hall"
 S10 : "at the hall"
 T : "before the concert"
 S10 : "before the concert"
 T : once more
 S10 : "Oh that's ok, I just meet"

T : I just meet ?
 S10 : "Let's just meet on the hole"
 T : "at the hall"
 S10 : "at the hall before the concert"
 T : Yoga
 S17 : "Oh that's ok. Let's just meet on"
 T : at the hall
 S17 : "at the hall before the concert"
 T : OK. "around 7.30" come on "around 7.30"
 Ss : "around 7.30"
 T : OK. "Oh that's OK. Let's just meet at the hall before the concert around 7.30."
 Ss : (*confused*)
 T : Ah ga pa pa, kalo gitu nanti ketemu ja di hall sebelum konsernya dimulai, iya kan, kira-kira jam setengah delapan. "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 Ss : "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 T : Rizky Adhi "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 S18 : Oh
 T : "Oh that's OK"
 S18 : "Oh that's ok. Let's"
 T : Bertemu
 S18 : coming
 T : coming ? bertemu, coming?
 S18 : (*confused*)
 T : meet
 S18 : meet
 T : di lobi? di aula? Aula B. Inggrisnya pa aula? Hall
 S18 : at the hall
 T : sebelum concert?
 S18 : before concert
 T : Ya sekitar 7.30
 S18 : (*confused*)
 T : Around 7.30.
 S18 : Around 7.30.
 T : Ya "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 S18 : (*confused*)
 T : Ok who wants try?...silahkan coba, Juan? Fahmi?
 S18 : "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 T : Ok, once more
 S18 : "Oh that's ok. Let's just meet at the hall before the concert around 7.30."
 T : Ok, before 7.30. "That sounds fine"
 Ss : "That sounds fine"
 T : OK, now you can open, open your book
 Ss : (*students opened the book*)
 T : Ya, ok. I want you one more to make your own invitation with your friends. Do not write, but you have to make it oral, ya, you have to make it oral, then you just make it , let say, birthday party, rujak party, or ice cream party. There are many party, wedding party, what else? Concer, maybe Nidji concert, ya, what ever you like ya, or you are going to the movie or what ever and you have to, maybe party like reuni, your Junior High School. I give you only ten. I give you ten minutes with your friends like this, but do not write. You just discuss...ok star from now ...but one who join. Let say Alice, you accept but Anita you refuse. "What about you Anita?" "Oh I'd love to but I have to visit my uncle" "Oh that's okay" alright everyone, you may accept, you may refuse, okay, not only accept but you may also refuse. Alright come on just do it
 Ss : (*discussing with their friends making conversation*)
 T : just because Gilang with Ririn (*teacher managed the class*)
 Ss : (*discussing with their friends making conversation*)
 T : what invitation you are working? (*checking*)
 Ss : (*students answered*)
 T : you can make it better (*the teacher gave feedback*)
 Ss : (*students came to front to role play*)

T : the other keep silent.
S19 : Would you come to my birthday party?
S19 : I'd like to, what time is it?
S19 : it is 9 o'clock
S19 : that sounds great.
T : that's all? Ok thank you. But I want the next make it a little bit natural, maybe asking about time, maybe asking about place. You can say, where is it? At ragoon café for example. Fauzan and Puspa.
Ok next. Ok, Helen and Satrio
Ss : *(two students came to front doing role play)*
T : Next, Gilang and Ririn, the couple
Ss : *(two students came to front doing role play)*
T : Ok, thank you. Ok, next. Elin and Anisa
Ss : *(two students came to front doing role play)*
T : Ya, next. The boys, the boys, next the boys, ayo
Ss : *(two students came to front doing role play)*
T : Ok, good, thank you. Next.
Ss : *(two students came to front doing role play)*
T : Ok, next.
Ss : *(two students came to front doing role play)*
T : Oh ya, thank you
Ss : *(two students came to front doing role play)*
T : Ok, ya. Oh you are the next, come on. Just spontaneity.
Ss : *(two students came to front doing role play)*
T : Ok, next.
Ss : *(two students came to front doing role play)*
T : Alright, alright
Ss : *(two students came to front doing role play)*
T : Ok,
Ss : *(two students came to front doing role play)*
T : the last.
Ss : *(two students came to front doing role play)*
T : Alright some of you still think twice ya dengarkan, but if you use it everyday so it will be easy for you ya. Every time you invite your friend, you use English ya. Maybe you want to go to the canteen, want to go to Vida or everywhere ya. "I want to go home would you like to go with me I ride motorcycle?" "I'm sorry I don't have a helmet." "no problem I have two helmet in my motorcycle"
Ok that's it so we continue but by the way we have already. last meeting I ask you to do the test or the exercise right? The exercise on page 182 ya. Later on I want you to collect your work after the class finish, I want you to collect your work, Ok. Now we continue to do the next. I want to tell you about the tag question, tag question ya. What is tag question? Just like yesterday, can I have marker?
S21 : *(giving the marker)*
T : Alright the tag question Ok just like, (write on the blackboard) you are a student, aren't you? Or you aren't a student, are you? I believe you have studied this in a junior high school right? In your junior high school you have studied and this time I just want to review but applied in the conversation ya, in speaking ya. This question ya, why there is a question. This question is to emphasize, you emphasize. In Bahasa we say untuk menekankan ya. To make sure, untuk memastikan for example, if I met you somewhere but I forget the name ya, for example, let say I meet Roby, so I ask Roby "you are Roby right?" "You are Roby, aren't you?" you just only to make sure ya to make sure ya. "Today is Thursday right?" "Right" so it's to make sure ya. Jadi untuk membuat, untuk memastikan. It is different with yes, no question. In yes no question, it is not to make sure but you really don't know ya so it is for example are you a student? Yes, but I can guess you are students so I ask you "You are students, aren't you? so it is to make it sure. But sometime in answering, people make a common mistake, jadi kesalahan yang umum. Kadang suka pemahaman, pengertiannya beda. For example, now I ask you "are you a student?"
Ss : Yes
T : Yes we are. Ok once more together, "are you a student?"
Ss : Yes we are.
T : Yes we are, Ok. Now I ask you "You are a student, aren't you?" "You are a student, aren't you?"
Ss : *(silent)*
T : come on

Ss : Yes
 T : Yes we are, now you answer yes or no. "You are a student, aren't you?"
 Ss : Yes
 T : Yes we are. The second one...you aren't students, aren't you? Sorry "you aren't students, are you?"
 Ss : No
 T : No?
 Ss : Yes
 T : OK once more "are you a student?"
 Ss : Yes we are
 T : OK."You are students, aren't you?"
 Ss : No, Yes
 T : You are students, aren't you?
 Ss : Yes we are.
 T : Yes we are. Now, "You aren't students, are you?"
 Ss : No
 T : no we are? Yes we are atau no we aren't?
 Ss : (*confused*)
 T : Ya? No we aren't? Ok so that's it a common mistake happen. So with this two question are the same, ya. "Are you students?" "Yes we are" "You are students aren't you?" "Yes we are" in bahasa, kamu tikang ojek kan? Bukan. kamu suka musik kan? Ya saya suka musik. Kamu gak suka musik kan?
 Ss : Ya saya suka
 T : jawabannya suka. apakah kamu seorang siswa?
 Ss : Ya
 T : kamu seorang siswa?
 Ss : Ya
 T : Kamu bukan seorang siswa ya?
 T : Jangan bilang bukan, iyakan, jangan bilang bukan. Kalau bukan berarti you say you are not a student so the answer should be the same, ya. Paham?
 Ss : paham.
 T : Ada yang bingung? Anisa?
 S11 : Bingung pa
 T : Bingung, jadi lihat kenyataannya ya, jadi pertanyaan ini tidak merubah arti, itu hanya menekankan saja iyakan.jadi kadang kalau tidak mau menawarkan, iyakan, misalkan kalau kamu di restoran, kamu suka bakso? suka. Sekarang kebalikannya, kamu gak suka bakso kan? Suka gitu, jangan bilang iya, iyakan. Jangan bilang tidak, kamu gak suka bakso kan? Sorry, kamu gak suka bakso kan? Ya saya suka. Jangan bilang tidak, kalau tidak ya berarti kamu tidak suka. Iyakan. Kamu laki atau perempuan? (*pointing to a boy*)
 S9 : laki
 T : laki. Kamu laki kan?
 S9 : iya
 T : kamu bukan laki kan? Kamu perempuan kan?
 S9 : iya
 Ss : (*all students were laughing*)
 T : OK, kamu Roby kan?
 S9 : iya
 T : Kamu bukan Roby kan?
 S9 : (*confused*)
 T : kamu bukan Roby kan? Dia jawab apa?
 Ss : iya
 T : iya saya roby, sekarang kebalikannya, kamu bukan roby kan?
 S9 : bukan
 T : kamu roby kan?
 S9 : bukan
 T : Ya jadi tetap ya. So kenapa kamu bingung karena because you use Indonesian concept, dan itu pun dalam B. Indonesia salah kamu, ya. Jadi yang bener pernyataannya kamu benar atau tidak. Jadi pernyataan itu nggak usah dibalik-balik, kamu gak suka baso kan? iya saya suka. Kamu nggak bohong kan? Iya, nah berarti kamu boong. Kamu tidak bohong kan? Tidak saya tidak bohong, jangan bilang iya, berarti iya bohong. Kamu bohong ga? (*pointing out a boy*)

S22 : Engga
T : Kamu enggak bohong?
S22 : Engga
T : Kamu bohong kan?
S22 : Engga
T : Nah bener tetep nggak. Ya ok ya. I'd like to review, one more review, one more review. I need you to what is it, ask your friend, ya, ask your friend about, first you ask using yes-no and the second one using tag question. Ya, tag question. Not only you, you can use he, she, it, what is it?

Ss : They
T : They, we, and so on. ... you like music, (writing on the board) belakangnya? Don't you. You don't like music,
Ss : do you
T : ya do you. Is it your book?
S22 : yes
T : it isn't your book, is it?
S22 : yes
T : it is your book, isn't it?
S22 : yes
T : OK, so you use tag question. First using yes-no question, the second one using tag question. You can ask about music, or anything. only three questions ya, three questions. Up to you. Do not write, do not write, just spontan. If you want to copy, you just copy. oke once more. If it is I am. What is a tag question? I am tall (*writing on the board*), the question? What is it?

Ss : (*confused*)
T : I am tall, aren't I? kalau I'm not, if it is I'm not, I'm not tall, belakangnya apa?
Ss : am I
T : am I, ini bias am I. you don't have a book. I have an experience, whenever I'm in the ship, there is my friend, a waiter, there is a guest asked a souse A1, caned fish, tau caned fish, ikan dalam kaleng, sarden. Itu semacam saus, saus itu apa? Bumbu. "waiter, do you have A1" "maybe" "well, you have it, don't you?" "yes I do" "no I don't" "oh you don't have it" "yes" and then tangannya nemplok di kepala kenapa? Bingung. ..jangan terbalik, pokonya punya atau tidak gitu kan. "do you have A1" "maybe" "do you have?" "you have it" "yes I do" jangan bingung sama pertanyaannya "do you have it?" "no I don't" tetep no I don't. kamu mengiyakan tidaknya itu kan. Kamu tidak punya? Iya saya tidak punya, Indonesiakan gitu kan. Harusnya ya saya tidak, bukan mengiyakan omongannya. Itu salah persepsi, common mistake, kesalahan yang sudah umum. Like busway, siapa yang suka naik busway? Naik busway kelindes kamu, busway kan jalan. Ok, I ask Rika and Fitri come on come to front.

Ss : (*two students came to the front*)
T : jangan are you lagi, yang lain?
S3 : (*confused*)
T : Apakah kamu tinggal di ciganjur? Gitu, come on using tag question.
S3 : do you live in Ciganjur?
S24 : no I do
T : no I do?
S24 : eh salah, no I don't
S24 : terus pake itu?
T : ya pake itu gimana?
S24 : Do you live
T : eh do you live lagi, you live
S24 : you live in ciganjur, aren't you?
T : kok aren't you, kalo you live berarti pake ini (pointing to the board)
S24 : you live in ciganjur, don't you?
S3 : no I don't
T : lagi.
S3 : you don't live in Ciganjur?
S24 : no I don't
T : Ya. I ask you to make it oral but I give you exercise, beri tag wuestion di belakangnya. Number 1, Mr. Ruly is an English teacher, Mr. Ruly is an English teacher , you don't smoke, you don't smoke, you don't smoke, ok. Number 3, tomorrow is holiday. Number 4, you are hungry, you are hungry. Number 5, you are angry. Number 6, his parent is a doctor, his parent is a doctor. Number 7, it is not

your motorcycle, it is not your motorcycle. Number eight, somehow it is hard. number nine, he loves you? The lat, he loves him, he loves him. You don't have to rewrite down...gak usah tulis lagi, tinggal koma, terus apa.

Ss : *(working in group)*

(After ten minutes)

T : OK, finish, hurry up, make it quick, just simple. Are you sleepy gilang?

S10 : no

T : you are not sleepy are you?

S10 : No

T : you are sleepy, aren't you?

S10 : No

(After that, students came to front in pairs to do role playing until the class was over)

Appendix 3

**Interview
Transcripts**

Teacher Interview Questions:

1. Apakah kegiatan speaking sering dilakukan?
2. Jenis kegiatan speaking apa saja yang pernah Bapak/Ibu terapkan?
3. Bagaimana cara Bapak/Ibu menerapkan setiap jenis kegiatan speaking tersebut di kelas?
4. Apakah pelajaran Bahasa Inggris di kelas X sudah difokuskan pada pengembangan skill jurusan mereka?
5. Kegiatan speaking apa yang pernah Bapak/Ibu terapkan di kelas yang difokuskan untuk pengembangan skill jurusan siswa?
6. Saat proses pembelajaran berlangsung, bahasa apa yang paling dominan Bapak/Ibu gunakan; Bahasa Indonesia atau Bahasa Inggris? Secara umum, kalau digambarkan dalam persentase, berapa persen Bapak/Ibu menggunakan Bahasa Indonesia dan Bahasa Inggris?
7. Menurut Bapak/Ibu, jenis kegiatan speaking apa yang paling efektif memfasilitasi siswa untuk berlatih berbicara Bahasa Inggris? Mengapa?
8. Apakah kegiatan speaking siswa terfokus pada pengajaran grammar atau pengucapan kata-kata dengan tepat?
9. Apakah dalam kegiatan speaking siswa sering bekerja dalam kelompok/ group? Jenis pengelompokkan siswa seperti apa yang Bapak/Ibu terapkan saat kegiatan speaking? Mengapa?

Students Interview Questions:

1. Apakah kegiatan speaking sering dilakukan?
2. Jenis kegiatan speaking apa saja yang pernah guru terapkan?
3. Bagaimana cara guru menerapkan setiap jenis kegiatan speaking tersebut di kelas?
4. Kegiatan speaking apa yang pernah guru terapkan di kelas yang difokuskan untuk pengembangan skill jurusan Anda?
5. Saat proses pembelajaran berlangsung, bahasa apa yang paling dominan Anda gunakan; Bahasa Indonesia atau Bahasa Inggris? Secara umum, kalau digambarkan dalam persentase, berapa persen Anda menggunakan Bahasa Indonesia dan Bahasa Inggris?
6. Menurut Anda, jenis kegiatan speaking apa yang paling efektif memfasilitasi Anda untuk berlatih berbicara Bahasa Inggris?
7. Apakah kegiatan speaking Anda terfokus pada pengajaran grammar atau pengucapan kata-kata dengan tepat? Mengapa?
8. Apakah dalam kegiatan speaking Anda sering bekerja dalam kelompok/group? Jenis pengelompokkan siswa seperti apa yang guru terapkan saat kegiatan speaking?

Teacher A (Mrs. Dedeh)

X UPW 2

9th June 2010

- I : OK. Langsung saja kali ya Bu ke pertanyaan. Apakah kegiatan speaking sering dilakukan di kelas?
- T : Iya, sering. Karena memang sangat penting ya.
- I : Dari ketiga skill lain, reading, listening, dan writing, apakah proporsi speaking lebih besar?
- T : Sebenarnya sih seimbang. Jadi combine ya. Setelah mereka menulis terus mereka presentasikan di depan kelas.
- I : Jenis kegiatan speaking di kelas yang pernah Ibu lakukan berupa kegiatan apa saja?
- T : Speaking di kelas eeh...yang sering sih misalnya role play, dialog, eeh...ya semacam itu.
- I : Kalau role play penerapannya seperti apa Bu?
- T : Role play itu biasanya diambil dari handout yang kita jelaskan dulu. Misalnya direction. Kita lihat dulu ini loh seperti ini. Terus anak-anak role play seperti menunjukkan jalan kepada temannya.
- I : Kalau kegiatan drilling atau latihan pengucapan kata atau kalimat Bahasa Inggris dengan mengikuti pengucapan guru, lalu juga latihan penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?
- T : Oh...itu sering karena memang untuk memperbaiki pronunciation. Memang harus banyak dilatih ya. Karena memang ada beberapa anak yang pengucapannya bisa dikatakan kurang...jadi otomatis saya juga melatih pengucapan mereka.
- I : Kalau kegiatan mempraktekkan dialog yang ada di buku, yang sudah mereka baca atau dengar apa pernah dilakukan?
- T : Itu sering juga.
- I : Ibu pernah menerapkan kegiatan pidato di kelas?
- T : Belum pernah ya. Karena mereka masih kelas I jadi belum apa...masuk ke pidato. Pidato biasanya ada di kelas II atau III.
- I : Kalau dalam bentuk presentasi?
- T : Pernah tapi enggak sering ya.
- I : Kalau story telling eeh...mereka menceritakan sebuah cerita atau pengalaman apa pernah dilakukan?
- T : Iya. Khususnya untuk UPW yaitu ada guiding. Maka mereka menceritakan tourist attraction misalnya di daerah Bali. Dan itu full English. Menceritakan dari lokasinya, makanannya, culture yang ada di Bali. Nah itu full English. Karena memang ada pelajaran mereka seperti pelajaran kejuruannya. Ada beberapa pelajaran kejuruan yang memang mereka harus presentasi dengan Bahasa Inggris.
- I : Kalau drama apa pernah dilakukan?
- T : Drama kalau yang seperti...pertunjukkan itu sih tidak pernah. Mungkin terlalu rumit untuk level kelas I.
- I : Kalau dalam bentuk permainan, misalnya menebak suatu benda?
- T : Iya. Karena itu pelajarannya 6 jam kita dalam seminggu jadi agak panjang. Ya...kita combine 3 jam dengan materi 1 jam dengan permainan. Itu juga supaya anaknya tidak bosan dan untuk meningkatkan motivasi mereka juga.
- I : Kalau hanya dengan percakapan biasa di kelas Bu, apa pernah dilakukan?
- T : Oh itu lumayan sering juga... misalnya di awal saya suka eh...bertanya sama murid apa yang kamu lakukan kemarin. Seperti itu.
- I : Apakah Ibu pernah menerapkan kegiatan seperti...anak-anak disuruh untuk menyampaikan opini...pendapat mereka tentang suatu hal?
- T : Iya...pernah dilakukan.
- I : Kalau role-playing, mereka membuat percakapan berdasarkan situasi tertentu?
- T : Pernah juga.

- I : Penerapannya seperti apa Bu di kelas?
- T : Iya. Mereka membuat dialog seperti di perhotelan. Satu siswa menjadi staff lalu satu siswa menjadi guest. Nah itu dia menjelaskan fasilitas yang ada di hotel. Nah itu anak-anak senang sekali karena semua itu memang berkaitan dengan materi mereka di jurusan.
- I : Apakah pelajaran Bahasa Inggris di kelas X sudah difokuskan untuk pengembangan skill jurusan mereka?
- T : Iya. Tapi memang yang seperti itu lebih banyak di kelas XI dan XII ya. Tapi kita juga memilih topik yang berhubungan dengan jurusan anak-anak. Jadi ada keterkaitan antara pelajaran Bahasa Inggris dengan jurusan mereka.
- I : Kegiatan speaking yang berhubungan dengan jurusan anak-anak apa yang pernah dilakukan di kelas Bu?
- T : Ya...itu tadi seperti di hotel ada yang menjadi staff and guest. Mereka menyapa tamu lalu menjelaskan fasilitas hotel. Seperti itu.
- I : Saat proses pembelajaran berlangsung, biasanya Ibu lebih banyak menggunakan Bahasa Inggris atau Bahasa Indonesia?
- T : eeh...Saya berusaha ya untuk semaksimal mungkin menggunakan Bahasa Inggris supaya anak-anak tuh terbiasa mendengarkan Bahasa Inggris di kelas.
- I : Biasanya Ibu menggunakan Bahasa Indonesia untuk keperluan apa saja?
- T : OK. Biasanya untuk menjelaskan materi atau mengulas materi yang mereka agak kesulitan baru saya dengan Bahasa Indonesia.
- I : Anak-anaknya sendiri lebih banyak menggunakan Bahasa Inggris atau Bahasa Indonesia di kelas?
- T : Untuk di kelas ya...mereka pastinya lebih banyak menggunakan Bahasa Indonesia. Untuk anak-anak yang berpotensi sih mereka berusaha menggunakan Bahasa Inggris.
- I : Ibu sendiri untuk menegur anak-anak yang terlalu banyak menggunakan Bahasa Indonesia di kelas, apa cara yang Ibu gunakan?
- T : OK. Paling saya hanya bilang karena ini area english ya...kita berusaha seolah kita di dunia yang semuanya berbahasa Inggris. Dan kami punya program yang namanya English Day. Nah English Day ini akan membantu dimana pun kapan pun mereka berusaha menggunakan Bahasa Inggris. Makanya...itu dibentuk untuk meningkatkan pengajaran Bahasa Inggris.
- I : Menurut Ibu, kegiatan yang efektif di kelas supaya anak-anak bisa berlatih berbicara Bahasa Inggris jenis kegiatannya seperti apa Bu?
- T : Kegiatan yang memang berkaitan dengan eeh...kemampuan mereka, kompetensi mereka pada jurusan-jurusan yang mereka pelajari. Seperti Usaha Perjalanan Wisata atau UPW sering kita combine dengan pelajaran mereka ticketing, pelajaran mereka reservation. Dengan Bahasa Inggris di combine. Dan ini mereka sangat luar biasa antusias ya karena juga di situ dipelajari bagaimana pemesanan ticket dengan schedule penerbangan yang berbeda-beda, dengan tanggal dan waktu yang berbeda-beda. Nah ini mereka sangat antusias karena ya memang bidangnya mereka begitu. Untuk perhotelan, mereka menawarkan fasilitas hotel dan juga menyapa tamu.
- I : Apakah kegiatan speaking siswa di kelas hanya terfokus pada pengajaran grammar atau pronunciation yang tepat?
- T : Untuk grammar tetap diajarkan tapi tidak terlalu difokuskan ya. Jadi ada balance antara grammar dengan upaya untuk meningkatkan keberanian mereka untuk berbicara Bahasa Inggris.
- I : Apakah dalam kegiatan sepaking, siswa sering bekerja dalam kelompok?
- T : Iya. Untuk speaking pastinya mereka lebih cenderung berkelompok. Kalau writing kan lebih banyak individual. Kalau speaking harus berkelompok...yang lebih sering berdua ya.
- I : Kenapa lebih sering berdua Bu?
- T : Karena memang lebih banyak membuat dialog atau semacam role play, jadi mereka lebih sering bekerja berpasangan dengan teman sebangku mereka.
- I : Kalau kegiatan individual apa pernah dilakukan?
- T : Tidak begitu sering ya. Yang lebih sering sih berpasangan.
- I : Kalau pengelompokkan yang lebih dari 2 orang?

- T : Iya. Biasanya dalam games seperti permainan mencari peta atau juga role play pada penjualan barang...3 orang atau 4.
I : Mungkin hanya itu saja Bu. Terima kasih atas waktunya.
T : Iya. Sama-sama.
-

Teacher B (Mr. Dino)

X APH 2

9th June 2010

- I : OK Pak. Ehm...apakah kegiatan speaking sering dilakukan di kelas?
T : Iya pasti. Kalau kita kan jurusan ya, jadi otomatis speakingnya yang lebih banyak proporsinya dari skill yang lain seperti reading, listening, dan writing.
I : Seperti itu ya Pak. Jenis kegiatan speaking apa saja yang pernah Bapak terapkan di kelas?
T : ehm... interview, games...
I : Kalau latihan pengucapan kata atau kalimat Bahasa Inggris...drilling, penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?
T : Drilling iya. Sering juga.
I : Kalau mempraktekkan dialog yang sudah dibaca atau didengar siswa apa pernah?
T : Oh iya, itu biasanya untuk tahap awal.
I : Apa Bapak pernah menerapkan kegiatan speech atau pidato?
T : Selama ini belum ya. Karena materi yang kita ajarkan itu tentang...bagaimana cara menunjukkan jalan...ehm...mengundang, jadi otomatis role play yang sering. Pidato itu belum pernah dilakukan.
I : Kalau oral presentation di kelas?
T : Untuk materi-materi tertentu iya. Tapi tidak di setiap kegiatan speaking.
I : Apakah Bapak pernah menerapkan storytelling di kelas?
T : Itu...pernah. Anak-anak menceritakan pengalaman mereka dan yang pernah juga...mendeskripsikan keluarga mereka.
I : Kalau drama apakah pernah dilakukan?
T : Mungkin kalau di pelajaran Bahasa Indonesia pernah. Tapi di Bahasa Inggris selama ini belum pernah. Mungkin bukan dalam bentuk drama...murid hanya membuat percakapan berdasarkan situasi tertentu. Seperti itu.
I : Kalau dalam bentuk games?
T : Sering.
I : Kalau hanya melakukan percakapan biasa dengan murid atau murid melakukan percakapan biasa dengan sesama murid apa pernah dilakukan?
T : Lumayan sering ya. Itu untuk melatih bagaimana anak itu merespon suatu pertanyaan, misalnya kalau saya tanya "How are you doing?" Mereka bisa merespon dengan "I'm doing good" atau "I'm fine".
I : Tadi Bapak menyebut interview, seperti apa kegiatannya?
T : Interviewnya sih siswa mewawancarai temannya sendiri.
I : Kalau siswa melakukan diskusi tentang suatu topik apa pernah dilakukan?
T : Pernah sih. Tapi jarang sekali dilakukan ya.
I : Apakah Bapak pernah menerapkan kegiatan seperti...anak-anak disuruh untuk menyampaikan opini atau pendapat mereka tentang suatu hal?
T : Pernah dilakukan.
I : Kalau berupa role play apa pernah?
T : Oh...sering.

- I : OK. Apakah pelajaran Bahasa Inggris di kelas X sudah diarahkan pada pengembangan skill kejuruan siswa Pak?
- T : Iya. Kita memilih saja topiknya yang sesuai dengan jurusan anak-anak.
- I : Kegiatan speaking apa yang pernah Bapak terapkan di kelas yang berhubungan dengan jurusan siswa?
- T : Ya seperti di hotel kan...apa...role play mengenai handling phone, lalu juga complaining. Pernah juga siswa berperan sebagai staff hotel dan juga guest...jadi menjelaskan fasilitas hotel atau juga menjadi doorman menyapa tamu. Seperti itu.
- I : OK. Saat proses pembelajaran berlangsung, bahasa yang paling dominan Bapak gunakan apa, Bahasa Inggris apa Bahasa Indonesia?
- T : Saya selalu berbahasa Inggris di kelas. Menjelaskan materi...saya dengan Bahasa Inggris, memberi instruksi juga menggunakan Bahasa Inggris. Jadi ya...seperti itu.
- I : Jadi kalau dipersentasekan berarti 100% ya Pak?
- T : Oh...iya.
- I : Murid-muridnya sendiri...apakah bahasa yang mereka gunakan itu Bahasa Inggris?
- T : Ya kalau dia lagi praktek speaking pakainya Bahasa Inggris tapi kalau lagi discuss sama temannya ya 50:50. Kecenderungannya mereka pakai Bahasa Indonesia sama temannya. Ehm...kalau saya tanya murid pakai Bahasa Inggris, kadang mereka suka jawabnya menggunakan Bahasa Indonesia. Jadi ya...seperti itu. Kita sebisa mungkin mengupayakan anak supaya berbahasa Inggris di kelas tidak hanya waktu speaking ya...tapi juga apa...sepanjang proses pembelajaran.
- I : Oh seperti itu ya Pak. Apa yang Bapak lakukan kalau anak-anaknya lebih banyak berbahasa Indonesia?
- T : Ya...kita pancing terus ya...Kalau kita pakai Bahasa Inggris kan anak-anak juga apa namanya...terpancing untuk bicara Bahasa Inggris.
- I : Menurut Bapak, kegiatan yang paling efektif supaya siswa bisa berlatih berbicara Bahasa Inggris, kegiatan yang seperti apa?
- T : Yang lebih efektif mungkin sih berupa games atau juga interview karena mereka baca patokan ekspresi atau kalimatnya terus mereka tidak hanya bermain dengan 2 orang, bisa 3 atau 4. Jadi ada koreksi eeh...peer correction di situ.
- I : Mungkin melalui kegiatan itu semua siswanya bisa terlibat dalam kegiatan tersebut ya Pak?
- T : Iya.
- I : Apakah kegiatan speaking hanya terfokus pada pengajaran grammar atau pronunciation yang tepat pak?
- T : Enggak hanya itu. Saya juga memfokuskan kegiatan di kelas itu untuk membangun fluency mereka.
- I : Jadi pengembangan antara accuracy and fluency itu sebanding Pak?
- T : Iya. Bisa dikatakan begitu.
- I : Dalam kegiatan speaking, apa siswa sering bekerja dalam kelompok?
- T : Lebih sering dalam kelompok.
- I : Kelompoknya itu apakah individual, berdua atau lebih dari dua orang?
- T : eeh...lebih sering sih berdua misalnya dalam role play. Kalau lebih dari dua orang jarang sekali.
- I : Kalau individual bagaimana Pak?
- T : Kalau individual sih juga jarang ya. Kalau kegiatan speaking yang individual sifatnya...mungkin dalam bentuk tanya-jawab...atau juga saya suruh baca satu-satu.
- I : OK. Mungkin itu saja Pak. Terima kasih atas waktunya.
- T : Iya. Sama-sama.

Teacher C (Mr. Ruly)

X JB 4

18th June 2010

- I : Langsung ke pertanyaan saja ya Pak. Apakah kegiatan speaking sering dilakukan di kelas Pak?
- T : Iya, sangat sering. Karena pada dasarnya pembelajaran bahasa itu yang paling utama adalah speaking.
- I : Berarti dari ketiga skill yang lain (reading, listening, writing), speaking yang lebih banyak proporsinya?
- T : Iya.
- I : Jenis kegiatan speaking yang pernah Bapak lakukan di kelas seperti apa saja Pak?
- T : Ya...seperti kita ada game. Bisa juga seperti apa istilahnya...storytelling. Bisa juga welcoming apa itu...jadi doorman.
- I : Kalau kegiatan berlatih pengucapan kata-kata dalam Bahasa Inggris dan juga latihan penggunaan struktur bahasa/grammar secara lisan apa pernah dilakukan?
- T : eeh iya, otomatis sering juga. Kita bawa ke lab bahasa untuk mendengar penutur bahasa aslinya. Gitu kan. Kalau latihan grammar sih juga sering karena supaya membantu siswa menerapkan grammar yang lagi dipelajari. Kalau masih salah-salah juga ya...kita latihkan terus.
- I : Kalau mempraktekkan dialog yang sudah dibaca atau didengar apa pernah dilakukan?
- T : Sering.
- I : Apa siswa juga pernah melakukan presentasi?
- T : Pernah. Yang kelas I menceritakan tentang apa eeh...introducing oneself atau daily routine.
- I : Tadi Bapak bilang pernah melakukan games. Games seperti apa yang pernah Bapak terapkan di kelas?
- T : Nama gamesnya WHO IS WHO. Berarti dalam Bahasa Indonesia...siapa dia. Jadi satu sebagai mystery guest maju ke depan. Nah audience itu atau yang lain bertanya tapi peraturannya tidak boleh pakai apa...WH questions. Dia harus pakai yes/no questions saja. Dari data-data itu setelah itu mereka kumpulkan baru dia menebak. Bisa menanyakan orang terkenal, famous person, bisa juga jabatannya...profesinya maksudnya gitu.
- I : Apakah kegiatan yang dalam bentuk permainan sering dilakukan di kelas Pak?
- I : Iya lumayan sering. Karena saya perhatikan anak-anak agak bosan kalau hanya berdialog seperti itu...apalagi kita ada yang 4 jam. Jadi saya kombinasikan dengan games. Supaya anak-anak ehm...semangat belajarnya dan untuk meningkatkan motivasi mereka juga.
- I : Kalau hanya conversation atau percakapan biasa di kelas apa pernah dilakukan?
- T : Conversation biasa sering. Supaya mereka terbiasa ya...terbiasa dengan pertanyaan dan jawaban-jawabannya itu. Jadi otaknya itu cepat berpikirnya jadi apa maksudnya eeh...respon dari otak ke mulut cepat. Karena kalau tidak dibiasakan tidak akan seperti itu. Seperti kita Bahasa Indonesia aja kan. Jadi latihan berpikir dan ngomong cepat.
- I : Kalau berupa role play, apa sering dilakukan?
- T : Sering juga.
- I : Kegiatannya seperti apa Pak?
- T : Role playnya ya...seperti memperkenalkan teman...teman baru kepada teman lamanya. Bisa juga apa...menanyakan suatu tempat atau arah...showing direction kan seperti itu.
- I : Kalau pelajaran Bahasa Inggris di kelas I fokusnya apa, apa lebih mengembangkan skill kejuruan mereka atau masih general English?
- T : Kalau kelas I masih general English. Belum terlalu difokuskan pada skill kejuruan mereka. Yang akan lebih fokus ke skill jurusan mereka itu di kelas 2. Tapi kita juga sisipkan beberapa kegiatan-kegiatan yang berhubungan dengan skill kejuruan mereka.
- I : Kegiatan speaking yang pernah dilakukan di kelas yang berhubungan dengan pengembangan skill kejuruan mereka apa Pak?

- T : Ya...misalnya bermain peran. Seperti kalau di jurusan Jasa Boga itu sebagai waiter atau waitress dan sebagai guest gitu.
- I : Kalau digambarkan dalam persentase, berapa persen kegiatan yang general English dan kegiatan yang diarahkan untuk skill kejuruan mereka?
- T : Kalau di kelas I...persentasenya sekitar 80 banding 20. 80 untuk general English.
- I : Saat proses pembelajaran berlangsung, Bapak lebih banyak menggunakan bahasa apa, Bahasa Inggris apa Bahasa Indonesia?
- T : Saya lebih banyak menggunakan Bahasa Inggris. Sebisa mungkin saya menggunakan Bahasa Inggris di kelas. Tapi pasti juga sedikit-sedikit saya menggunakan Bahasa Indonesia. Tidak mungkin 100 persen pakai Bahasa Inggris.
- I : oo...begitu. Kalau anak-anaknya sendiri ketika kegiatan speaking berlangsung, mereka lebih banyak menggunakan Bahasa Inggris atau Bahasa Indonesia?
- T : Anaknya kalau sesama teman itu 50:50. Tapi lebih besar Bahasa Indonesianya.
- I : Kalau anak-anaknya lebih banyak menggunakan Bahasa Indonesia apa yang Bapak lakukan supaya mereka lebih sering menggunakan Bahasa Inggris?
- T : Saya beri punishment sama mereka. Pasti saya suruh ulang lagi dengan menggunakan Bahasa Inggris.
- I : Biasanya Bapak menggunakan bahasa Indonesia untuk keperluan apa saja?
- T : Kalau ada kata-kata yang apa...sulit untuk dipahami oleh mereka. Pertama-tama, Langkah pertama saya dengan menggunakan sinonim, kedua dengan menggunakan definisi. Kalo sinonim mereka gak bisa, dengan definisi gak bisa, terus kita pakai surrounding context juga gak bisa juga, baru dia langsung kita pakai Bahasa Indonesia.
- I : Menurut Bapak, kegiatan speaking yang paling efektif supaya anak bisa berlatih menggunakan Bahasa Inggris itu apa?
- T : Yang paling efektif itu seperti question and answer. Pokoknya ketika kita masuk dalam kelas, Saya tidak mau berbahasa Indonesia. Kalau dia nanya dalam Bahasa Indonesia maka saya jawab dengan Bahasa Inggris. Ya seperti itu.
- I : Apakah dalam kegiatan speaking hanya terfokus pada pengajaran grammar atau pengucapan kata-kata dengan benar?
- T : eeh...tidak ya. Yang penting mereka berani ngomong Bahasa Inggris walaupun ada salah-salah sedikit. Nanti kita juga di sesi akhir kan akan membahas apa yang salah dan apa yang kurang tepat.
- I : Apakah dalam kegiatan speaking, siswa sering bekerja dalam kelompok?
- T : eeh...ada individu, ada pair work, ada group work.
- I : Kalau individu, kegiatannya seperti apa Pak?
- T : Individu...tanya jawab. Misalnya saya baru masuk, misalnya "what time did you wake up this morning?" "Why do you come late?" kalau ada yang terlambat.
- I : Kalau yang pair work bagaimana Pak?
- T : Kalau pairwork, ya...seperti tanya-jawab misalnya coba tanyakan teman kamu tentang past activities, hobby bisa juga. Terus juga role play.
- I : Kalau yang group work Pak?
- T : Seperti problem solving. Ada suatu apa...permasalahan ringan...yang sifatnya ringan. Lalu mereka diskusi. Lalu dia coba jawab berkelompok.
- I : Diantara ketiga pengelompokan itu yang paling dominan yang mana?
- T : eeh...pair work karena lebih efektif ya. Kalau kerja berempat misalnya rawan yang bekerja cuma 2...sisanya ngobrol. Kalau berdua kan pasti mereka ngomong.
- I : OK. Mungkin itu saja Pak. Terima kasih atas waktunya.
- T : Iya. Sama-sama.

Name : Ayu Kartika
Teacher's name : Mrs. Dedeh

Class : X UPW 2
Date : 9th June 2010

- I : OK. Terima kasih atas kesediaannya diwawancara hari ini. Pertanyaan pertama, apakah kegiatan speaking di kelas sering dilakukan?
- S : Sering sekali.
- I : Dari skill yang lain seperti listening, reading, atau writing apakah speaking proporsinya lebih banyak?
- S : eeh...seimbang sih. Kadang-kadang lebih...agak lebih ke listening. Listening juga cuma ngedengerin penjelasan gurunya aja.
- I : OK. Jenis kegiatan apa saja yang pernah guru kamu terapkan di kelas?
- S : Kegiatannya...dialog, terus presentasi, sama bacain kalimat Bahasa Inggris gitu.
- I : Dalam kegiatan dialog, kegiatan kalian seperti apa?
- S : Waktu itu sih tentang pelajaran preposition. Jadi kita bikin percakapan tentang bagaimana cara ke suatu tempat...pake preposition itu.
- I : Apa kamu pernah berlatih pengucapan kata atau kalimat Bahasa Inggris dengan mengikuti pengucapan dari guru terus latihan penggunaan grammar yang tepat secara lisan?
- S : Kalau yang kayak gitu sih...gimana ya...agak jarang juga sih. Soalnya kan kegiatannya itu di kelas paling cuma ngedengerin penjelasan guru, terus habis itu tugas, terus habis itu paling disuruh baca-baca dikit.
- I : Oh gitu ya. Kalau kegiatan mempraktekkan dialog yang pernah dibaca atau didengar apa pernah dilakukan?
- S : Iya sering.
- I : Apa kamu pernah presentasi tentang suatu topik?
- S : Pernah. Waktu itu presentasi tentang objek wisata di Bali.
- I : Kalau bercerita tentang suatu topik, misalnya pengalaman kalian?
- S : eeh...kayaknya belum pernah.
- I : Kalau berupa permainan apa pernah dilakukan?
- S : Pernah.
- I : Waktu itu kegiatannya seperti apa?
- S : Waktu itu kan dibagi kelompok terus dikasih clue...terus kita nebak. Jadi di laptopnya itu ada animasi kuda-kudaan gitu. Terus siapa yang bisa nebak, kudanya maju.
- I : Oh gitu. Kalau kalian hanya melakukan percakapan bebas dengan teman atau guru kamu, apa pernah dilakukan?
- S : Pernah.
- I : Kalau mewawancarai teman, keluarga, atau orang lain apa pernah dilakukan?
- S : Pernah. Waktu itu teman. Itu juga kaya games.
- I : Kegiatan wawancaranya seperti apa waktu itu?
- S : Jadi kita dikasih eeh...apa namanya...kertas. Disitu ada tulisannya tentang apa namanya...kamu sering enggak ke bioskop, kamu sering tidur enggak, mandi, jadi gitu-gitu. Kalau jawabannya iya nanti di checklist.
- I : Oh ya. Apa kalian pernah membuat percakapan berdasarkan situasi tertentu?
- S : Pernah sih. Antara client sama travel agent gitu. Yang berhubungan sama pariwisata.
- I : Jadi apakah kamu sering melakukan kegiatan speaking yang berhubungan dengan jurusan kamu?
- S : Enggak sering juga sih. Tapi pernah. Kayak itu tadi, presentasi tentang objek wisata di Bali. Pernah juga bikin percakapan antara client dan travel agent eeh...booking ticket. Seperti itu.
- I : Jika digambarkan dalam persentase, berapa persen kegiatan speaking yang berhubungan dengan jurusan kamu sama kegiatan speaking yang umum?
- S : Mungkin...70 persen yang berhubungan, 30 persennya enggak berhubungan.
- I : OK. Saat proses pembelajaran berlangsung, bahasa apa yang paling dominan kamu gunakan, Bahasa Inggris apa Bahasa Indonesia?

- S : Untuk ke gurunya langsung...pakai Bahasa Inggris. Kalau ngomong sama teman ya pakai Bahasa Indonesia.
- I : Kalau digambarkan dalam persentase, Berapa persen penggunaan Bahasa Inggris dan Bahasa Indonesia?
- S : Mungkin 60 persen Bahasa Inggris 40 persen Bahasa Indonesia.
- I : Menurut kamu, kegiatan speaking yang paling efektif untuk kamu berlatih berbicara Bahasa Inggris kegiatan yang seperti apa?
- S : Mungkin berupa dialog atau wawancara. Karena kita bisa lebih apa sih...berbicara Bahasa Inggris gitu.
- I : Dalam kegiatan speaking apa hanya difokuskan pada pengajaran grammar atau pronunciation saja?
- S : Kalau speaking sih enggak begitu. Misalnya kamu tanya ini...ini...ini. Ya udah tanya aja gitu. Jadi gurunya tuh cuma ngeliat bagaimana cara kita bertanya. Kalau ada salah-salah dikit ya dibenerin. Tapi enggak fokus banget sama grammar.
- I : OK. Dalam kegiatan speaking apa kamu sering bekerja dalam kelompok?
- S : Kalau speaking paling berdua. Kan dialog.
- I : Kalau kegiatan secara individual apa pernah?
- S : Sering sih. Kayak presentasi terus baca-baca kalimat gitu.
- I : Kalau bekerja dalam kelompok yang lebih dari dua orang?
- S : Kayaknya enggak pernah sih.
- I : Jadi yang lebih sering itu berpasangan atau berdua ya?
- S : Iya.
- I : OK. Mungkin hanya itu. Terima kasih atas waktunya.
- S : Sama-sama.

* I = interviewer

S = student

Name : Aditya Zulkarnain
Teacher's name : Mrs. Dedeh

Class : X UPW 2
Date : 9th June 2010

- I : Langsung aja ke pertanyaan pertama. Apakah kegiatan speaking sering diterapkan di kelas?
- S : eeh...lumayan sering.
- I : Oh gitu. Jenis kegiatan speaking apa saja pernah guru kamu terapkan di kelas?
- S : eeh...bikin dialog, presentasi terus apa...keseringan sih cuma itu aja. Yang lain enggak terlalu...
- I : Apa kamu pernah melakukan kegiatan berlatih pengucapan kalimat-kalimat atau kata-kata dalam Bahasa Inggris dengan mengikuti pengucapan guru, lalu berlatih penggunaan grammar secara lisan?
- S : Pernah. Biasanya kata-kata yang sulit.
- I : Kalau mempraktekkan dialog yang sudah dibaca atau didengar apa pernah dilakukan?
- S : eeh...pernah sih. Tapi enggak terlalu sering.
- I : Apa kamu pernah bercerita atau storytelling di depan kelas?
- S : Sepertinya belum.
- I : Kalau kegiatan speaking dalam bentuk permainan misalnya menebak sebuah benda?
- S : Pernah.
- I : Kalau melakukan percakapan bebas aja antara kamu dengan teman atau dengan guru kamu apa pernah?
- S : eeh.. pernah.

I : Kalau berupa wawancara...kamu mewawancarai teman, keluarga, atau orang lain apa pernah dilakukan?

S : Kalau enggak salah pernah. Waktu itu...wawancara sama teman.

I : Apa kamu pernah berdiskusi tentang suatu topik?

S : Itu...pernah. Tentang keselamatan di pesawat, terus kita diskusiin, terus di presentasiin di depan kelas.

I : Kalau berupa memberikan opini?

S : Pernah juga.

I : Kalau kalian membuat percakapan berdasarkan situasi tertentu?

S : Sering.

I : Apakah kegiatan speaking yang berhubungan dengan skill jurusan kamu pernah dilakukan di kelas?

S : Pernah.

I : Kegiatan speaking apa yang pernah kamu lakukan yang berhubungan dengan jurusan kamu?

S : Apa ya... Oh ini...membuat percakapan di travel agent antara karyawan dengan tamu, terus reservasi pemesanan tiket. Dari greeting, melayani customer dengan bahasa yang baik dan sopan eeh...terus juga mempresentasikan objek wisata kayak jadi tour guide gitu.

I : Kalau digambarkan dalam persentase, berapa persen kegiatan speaking yang berhubungan dengan jurusan kamu sama kegiatan speaking yang umum atau tidak berhubungan dengan jurusan kamu?

S : Mungkin...80 persen yang tidak berhubungan...20 persen yang ada kaitannya dengan jurusan kita.

I : Saat proses pembelajaran berlangsung, bahasa apa yang paling dominan kamu gunakan, Bahasa Inggris atau Bahasa Indonesia?

S : eeh...Bahasa Indonesia mungkin. Kalau maju ke depan kelas atau ditanya sama guru ya pakainya Bahasa Inggris tapi kalau ngomong sama teman pakainya Bahasa Indonesia.

I : Oh gitu ya. Jika digambarkan dalam persentase, berapa persen penggunaan Bahasa Inggris dan berapa persen penggunaan Bahasa Indonesia?

S : Mungkin Bahasa Indonesianya 60 persen.

I : Menurut kamu kegiatan speaking apa sih yang paling efektif supaya kamu bisa berlatih berbicara Bahasa Inggris?

S : eeh...mungkin bercakap-cakap...conversation antar sesama teman.

I : Kenapa menurut kamu itu efektif?

S : Soalnya tuh lebih ke bahasa sehari-hari. Jadi bisa lebih kepakai.

I : OK. Apakah dalam kegiatan speaking di kelas hanya difokuskan pada pengajaran grammar atau pronunciation yang tepat?

S : Sebenarnya lebih banyak yang enggak ke grammar. Jadi fokusnya itu tentang supaya kita berani ngomong Bahasa Inggris.

I : Dalam kegiatan speaking, apa kalian sering bekerja dalam kelompok?

S : eeh...Keseringan sih sebangku.

I : Jadi yang lebih sering berdua ya?

S : Iya.

I : Kalau bekerja dalam kelompok yang lebih dari 2 orang?

S : eeh...jarang banget.

I : Kalau bekerja secara individual?

S : Itu juga sering. Seperti presentasi tentang tempat wisata, kita kerjanya secara individual.

I : OK. Mungkin hanya itu saja. Terima kasih atas waktunya.

S : OK. Sama-sama.

Name : Annisa Sarah
Teacher's name : Mr. Dino

Class : X APH 2
Date : 9th June 2010

- I : Terima kasih mau diwawancara untuk hari ini. Pertanyaan pertama, saya mau tanya apakah kegiatan speaking sering diterapkan di kelas?
- S : Sering banget.
- I : oo...sering banget ya. Kegiatan speaking apa saja yang pernah guru kamu terapkan di kelas?
- S : eeh...apa ya? Paling bikin percakapan. Waktu itu pernah bikin percakapan tentang nunjuk-nunjukkan jalan gitu. Maksudnya kalau...ya preposition tentang gitu-gitu.
- I : Waktu itu kegiatannya seperti apa?
- S : eeh...kita kerja berdua-berdua terus bikin percakapan tentang...misalnya mau pergi ke department store...ya kita tunjukin jalannya. Jadi itu sudah ada petanya gitu. Terus maju ke depan.
- I : OK. Kalau latihan pengucapan kata atau kalimat Bahasa Inggris dengan mengikuti pengucapan guru dan latihan penggunaan grammar secara lisan pernah apa tidak?
- S : Sering sih.
- I : Ehm...mempraktekkan dialog yang sudah dibaca atau didengarkan di depan kelas atau di bangku kamu sendiri pernah tidak?
- S : Sering banget. Biasanya memang gitu sih.
- I : Kalau pidato pernah?
- S : Pidato...belum pernah.
- I : Kalau presentasi di depan kelas?
- S : Presentasi di depan kelas...pernah sih.
- I : Kalau storytelling...menceritakan sebuah cerita, misalnya pengalaman pribadi, bisa cerita narrative?
- S : Belum pernah sih.
- I : Kalau dalam bentuk permainan, misalnya menebak suatu benda pernah tidak?
- S : Itu lumayan sering.
- I : Permainannya seperti apa yang pernah kamu lakukan?
- S : Waktu itu sih...ya...nebak benda. Jadi ada teman yang mendeskripsikan suatu benda...terusnya kita nebak benda itu apa.
- I : OK. Kalau percakapan biasa antara kamu dengan teman kamu atau percakapan kalian sama guru kalian pernah tidak?
- S : Itu sering banget.
- I : Kalau kegiatan role-playing? Eeh...role-playing itu kalian membuat percakapan berdasarkan situasi tertentu, jadi kalian berperan menjadi seseorang?
- S : oo...kalo itu sering banget.
- I : Apakah kegiatan speaking yang berhubungan dengan skill jurusan kamu pernah dilakukan di kelas?
- S : Pernah tapi enggak sering.
- I : Persentasenya sama kegiatan speaking yang biasa atau tidak berhubungan dengan jurusan kamu bagaimana?
- S : eeh... paling 80 persen yang umum, 20 persen yang tentang jurusan.
- I : Kegiatan speaking apa yang pernah guru terapkan di kelas yang difokuskan untuk pengembangan skill jurusan kamu?
- S : eeh...tentang apa...eeh conversation buat reservasi, buat handling message di hotel.
- I : Saat proses pembelajaran berlangsung, biasanya bahasa apa yang paling sering kamu gunakan, Bahasa Indonesia atau Bahasa Inggris?
- S : eeh...Bahasa Inggris. Full Bahasa Inggris.
- I : Kalau digambarkan secara persentase, berapa persen kamu menggunakan Bahasa Inggris dan Bahasa Indonesia?
- S : eeh...60 persen...40 persen.
- I : 60 persen untuk penggunaan Bahasa Inggris?

- S : 60 persen untuk Bahasa Inggris, 40 persen untuk Bahasa Indonesia.
 I : Menurut kamu kegiatan yang paling efektif untuk memfasilitasi kamu untuk berlatih Bahasa Inggris kegiatan yang seperti apa sih?
 S : eeh itu...bikin dialog terus dipraktekkin sama teman sebangku.
 I : Kenapa kamu pikir itu efektif?
 S : Soalnya saya jadi lebih berani aja kalau mau berbicara Bahasa Inggris. Terus kan juga ada teman buat ngomong.
 I : Dalam kegiatan speaking, guru memfokuskan kegiatan pada pengajaran grammar atau pronunciation yang tepat enggak sih? Apakah semacam itu fokusnya?
 S : eeh...iya.
 I : Dalam kegiatan speaking di kelas, apakah kalian sering bekerja dalam kelompok?
 S : eeh...sering. Tapi kebanyakan eeh...berdua-berdua.
 I : oo...berdua-berdua. Yang lebih dari 2 orang pernah?
 S : eeh...pernah sih. Tapi jarang banget.
 I : Kalo bekerja secara individual gitu...pernah tidak?
 S : Jarang sih. Paling suruh ngucapin kata-kata Bahasa Inggris.
 I : OK. Hanya itu saja pertanyaannya. Terima kasih atas waktunya.
 S : Iya. Sama-sama.
-

Name : Hambali Abdul Aziz
 Teacher's name : Mr. Dino

Class : X APH 2
 Date : 9th June 2010

- I : Terima kasih atas kesediaannya untuk diwawancara hari ini. Pertanyaan pertama, saya mau tanya apakah kegiatan speaking sering diterapkan di kelas?
 S : Sering sekali.
 I : oo...sering sekali ya. Kegiatan speaking yang pernah diterapkan sama guru kamu apa saja?
 S : Kegiatananya banyak deh.
 I : Contohnya seperti apa?
 S : eeh...kita pernah buat dialog berdua sebangku terus dipraktekin di depan kelas. Terusnya juga sering ngedengerin radio, terusnya kita nulis, terus diucapin lagi.
 I : oo...gitu. Kalau latihan pengucapan kata atau kalimat Bahasa Inggris dengan mengikuti pengucapan guru dan latihan penggunaan grammar secara lisan apa pernah dilakukan?
 S : Sering.
 I : Kalau kegiatan mempraktekkan dialog yang sudah dibaca atau didengar atau sudah ada di buku pernah tidak?
 S : ooo...itu sering. Biasanya berdua.
 I : Kalau mempresentasikan suatu materi didepan kelas pernah?
 S : Belum pernah.
 I : Menceritakan sebuah cerita di depan kelas?
 S : Paling waktu itu pernah mendeskripsikan keluarga, misalnya kakak, ibu, ayah.
 I : Dalam bentuk permainan, misalnya menebak sebuah benda apa pernah dilakukan?
 S : Iya sering banget.
 I : Kalau kegiatan percakapan biasa atau bebas, kamu disuruh bercakap-cakap dengan teman kamu atau dengan guru kamu. Apakah yang seperti itu pernah?
 S : Sering. Soalnya guru mewajibkan kita full Inggris. Tapi dia juga ngasih toleransi bagi yang kurang Bahasa Inggrisnya. Dia bisa nerima dikit kalau kita pakai Bahasa Indonesia juga.
 I : Apa kamu pernah menginterview teman, keluarga, atau orang lain?
 S : Teman sih, waktu itu pernah.
 I : Kalau kalian membuat percakapan berdasarkan situasi tertentu apa pernah?

- S : Sering.
- I : Apakah kegiatan speaking yang berhubungan dengan skill jurusan kamu pernah dilakukan di kelas?
- S : Iya pernah.
- I : Persentasenya sama kegiatan speaking yang biasa atau tidak berhubungan dengan jurusan kamu bagaimana?
- S : eeh...70 persen yang umum, 30 persen yang ada hubungannya sama jurusan.
- I : Kegiatan speaking apa yang pernah guru terapkan di kelas yang difokuskan untuk pengembangan skill jurusan kamu?
- S : eeh...tentang apa...eeh kayak buat reservasi. Terus kayak lagi di restoran...kita jadi waiter sama tamu. Apa lagi ya? Eeh...mempraktekkan percakapan di telepon dengan tamu, terusnya bikin percakapan tentang tamu yang meninggalkan pesan. Itu sih...
- I : Saat proses pembelajaran berlangsung, biasanya bahasa apa yang paling dominan kamu gunakan, Bahasa Indonesia apa Bahasa Inggris?
- S : Bahasa Indonesia, hehe... Soalnya susah aja ngomong pakai Bahasa Inggris.
- I : Oo...gitu. Kalau digambarkan secara persentase, berapa persen kamu menggunakan Bahasa Inggris dan Bahasa Indonesia?
- S : eeh...ya pokoknya Bahasa Indonesianya 60, Bahasa Inggrisnya cuma 40.
- I : Menurut kamu kegiatan speaking yang paling efektif untuk melatih kemampuan berbicara Bahasa Inggris kamu apa? Bentuk kegiatan yang seperti apa?
- S : Kegiatan tanya-jawab.
- I : Kenapa menurut kamu itu efektif?
- S : Enggak. Kan guru nanya ke kita dan kita juga jawab. Jadi apa ya...kita tuh bener-bener bisa berlatih ngomong Bahasa Inggris gitu.
- I : Jadi kalian tuh bisa mengungkapkan Bahasa Inggris kalian dengan enak tanpa harus mikirin grammar dulu?
- S : Iya. Pokoknya grammarnya gak perlu dipikirin dulu, yang penting berani ngomong.
- I : OK. Apakah kegiatan speaking hanya terfokus pada grammar atau pengucapan-pengucapan dengan benar?
- S : Enggak. Yang penting kita berani dan mau bicara...ngomong Bahasa Inggris. Grammar diajarin, tapi enggak perlu di tekankan banget.
- I : Apakah dalam kegiatan speaking kalian sering bekerja dalam kelompok?
- S : Sering sekali.
- I : Kelompoknya seperti apa?
- S : Berdua, biasanya sama temen sebangku. Bisa kita yang milih sendiri atau guru yang milih.
- I : Kegiatan yang secara individual pernah tidak?
- S : Kalau individu jarang. Seringnya berdua. Paling kalau individual tuh guru nanya ke kita satu-satu.
- I : Kalau berkelompok lebih dari dua orang?
- S : Enggak pernah sih. Soalnya kebanyakan itu bikin percakapan. Jadi berdua-berdua.
- I : OK. Mungkin itu aja. Terima kasih atas waktunya.
- S : Sama-sama.

Name : Rindy Yulianti
Teacher's name : Mr. Ruly

Class : X JB 4
Date : 9th June 2010

- I : OK. Terima kasih atas kesediaannya untuk diwawancara hari ini. Langsung ke pertanyaan pertama aja. Eeh...apakah kegiatan speaking sering diterapkan di kelas?
- S : eeh...iya sering.
- I : OK. Saya juga mau nanya, kegiatan speaking apa saja sih yang pernah guru kamu berikan?

S : eeh...yang paling sering sih bikin dialog berdua sama teman sebangku, terus apa ya...ngikutin guru ngomong. Jadi gurunya tuh baca dialog yang ada di buku terus kita ngikutin gurunya. Yang sering sih itu.

I : Seperti itu ya. Jadi semacam drilling. Kalau mempraktekkan dialog yang sudah dibaca atau didengarkan bagaimana?

S : Ya otomatis itu sering.

I : Kalau mempresentasikan suatu materi atau topik di depan kelas pernah?

S : Pernah sih, tapi jarang.

I : Pernah enggak menceritakan sebuah cerita atau pengalaman misalnya...di depan kelas?

S : Pernah. Waktu itu sih...menceritakan kegiatan sehari-hari kita.

I : Apa kalian pernah melakukan kegiatan speaking dalam bentuk permainan, misalnya menebak sebuah benda?

S : Kalau itu sering. Permainan-permainan seperti menebak orang, orang yang terkenal gitu. Jadi kita menebak siapa orang yang eeh...sedang dideskripsikan.

I : ehm...Kalau melakukan percakapan bebas?

S : Itu sering sekali. Biasanya pas guru masuk, dia nanya-naya gitu ke kita.

I : Kalau mewawancarai teman, keluarga, atau orang lain pernah?

S : Pernah.

I : Kalau kalian membuat suatu percakapan berdasarkan situasi tertentu?

S : Pernah juga. Biasanya sih yang berhubungan sama jurusan.

I : oo...gitu. Persentase kegiatan speaking yang biasa atau tidak berhubungan dengan jurusan kamu sama kegiatan yang berhubungan dengan jurusan kamu bagaimana?

S : eeh...75 persen yang biasa, 25 persen yang berhubungan sama jurusan kita.

I : OK. Kegiatan speaking apa yang pernah guru terapkan di kelas yang difokuskan untuk pengembangan skill jurusan kamu?

S : eeh...yang pernah sih...membuat percakapan di restoran...kita jadi waiter sama guest. Jadi diajarin bagaimana kita greeting tamu dengan baik, terus melayani tamu.

I : OK. Saat proses pembelajaran berlangsung, biasanya bahasa apa yang paling dominan kamu gunakan, Bahasa Indonesia atau Bahasa Inggris?

S : eeh...kalau misalnya itu sih keseringan Bahasa Inggris, tapi kalo ada yang belum ngerti ya pakai Bahasa Indonesia.

I : Kalo digambarkan dalam persentase, penggunaan Bahasa Inggris sama Bahasa Indonesia berapa persen?

S : Ya...75 persen Bahasa Inggris, 25 persen Bahasa Indonesia.

I : Menurut kamu, kegiatan speaking apa sih yang paling efektif supaya kamu bisa berlatih menggunakan Bahasa Inggris?

S : eeh...dengan berdialog karena apa ya...kita tuh bisa berlatih menggunakan Bahasa Inggris. Kegiatan seperti itu juga...kegiatan yang sering dilakukan.

I : Dalam kegiatan speaking, apa hanya terfokus pada pengajaran grammar atau pengucapan kata-kata Bahasa Inggris dengan tepat?

S : Enggak juga sih.

I : Apa kalian bebas berbicara Bahasa Inggris tanpa harus memperhatikan grammar?

S : eeh... kalo itu...sebenarnya 50:50 sih.

I : Dalam kegiatan speaking apa kalian sering bekerja dalam kelompok?

S : Iya pernah. Yang paling sering sih sama teman sebangku.

I : Kalau bekerja secara individu?

S : Sering juga sih... kalo gurunya nanya-nanya ke kita.

I : Kalau bekerja berkelompok yang lebih dari dua orang?

S : Jarang tapi pernah.

I : OK. Hanya itu saja. Terima kasih atas waktunya.

S : Iya. Sama-sama.

Name : Yudo Rumansyah
Teacher's name : Mr. Ruly

Class : X JB 4
Date : 9th June 2010

- I : Terima kasih atas kesediaannya diwawancara hari ini. Saya ingin bertanya beberapa hal tentang kegiatan speaking di kelas. Pertanyaan pertama, apa kegiatan speaking sering diterapkan di kelas?
- S : eeh...sering...dengan biasanya grammar-grammar itu sering diajarkan di kelas.
- I : Jenis kegiatan apa saja yang pernah guru kamu terapkan di kelas?
- S : Contohnya...membaca kalimat-kalimat yang benar, terus kayak narasi...cerita-cerita di depan kelas sama paling bikin dialog misalnya menolak ajakan teman, nunjukin jalan. Kayak gitu sih...
- I : Apa kamu sering berlatih pengucapan kata-kata Bahasa Inggris dengan mengikuti pengucapan dari guru dan latihan penggunaan grammar secara lisan?
- S : Sering. Biasanya setiap hari itu guru baca dialog atau kalimat terus kita ngikutin pengucapannya.
- I : Kalau mempraktekkan dialog yang sudah dibaca atau didengarkan apa pernah dilakukan?
- S : Sering...sering juga. Kan di buku ada percakapan gitu, terus kita baca...kita praktekin percakapannya.
- I : Apakah kegiatan presentasi pernah dilakukan?
- S : Kalau itu kadang-kadang tapi pernah dilakukan.
- I : Jika berupa melakukan permainan, misalnya menebak sebuah benda?
- S : Iya. Itu sering. Waktu itu pernah nebak eeh...famous person.
- I : Kalau melakukan percakapan biasa dengan teman atau guru kamu pernah?
- S : Kalau percakapan-percakapan seperti itu sering. Biasanya setiap pertemuan gurunya suka nanya-nanya gitu.
- I : Apa kamu pernah menginterview seseorang, misalnya teman kamu, keluarga, atau orang lain?
- S : eeh...belum pernah.
- I : Kalau berdiskusi tentang suatu topik?
- S : Pernah sekali.
- I : Kalau kalian membuat percakapan berdasarkan situasi tertentu apa pernah?
- S : Pernah.
- I : Apakah kegiatan speaking yang berhubungan dengan skill jurusan kamu pernah dilakukan di kelas?
- S : Pernah.
- I : Kegiatan speaking apa yang pernah kamu lakukan yang berhubungan dengan jurusan kamu, Jasa Boga?
- S : Ini...membuat percakapan antara waiter sama customer di restoran. Jadi kita berlatih bagaimana...eeh...melayani tamu dengan baik.
- I : Kalau digambarkan dalam persentase, kegiatan speaking yang umum atau tidak berhubungan dengan skill jurusan kamu sama kegiatan yang ada hubungannya dengan jurusan kamu berapa persen kira-kira?
- S : Mungkin...75 persen...25 persen.
- I : 75 persen untuk yang umum?
- S : Iya.
- I : OK. Saat proses pembelajaran berlangsung, kamu paling dominan menggunakan Bahasa Inggris atau Bahasa Indonesia?
- S : Dalam kegiatan speaking eeh...harus pakai Bahasa Inggris.
- I : Jadi, kamu seringnya menggunakan Bahasa Inggris?
- S : Iya...iya.
- I : Kalo digambarkan dalam persentase, berapa persen kamu menggunakan Bahasa Inggris dan Bahasa Indonesia?
- S : Kira-kira 80 persen banding 20 persen.

- I : 80 persen menggunakan Bahasa Inggris?
S : Iya.
I : Menurut kamu, kegiatan speaking yang paling efektif supaya kamu bisa berlatih Bahasa Inggris, berupa kegiatan yang seperti apa sih?
S : Untuk saya sih...berlatih pengucapan kata-kata dan kosa kata Bahasa Inggris. Dengan begitu saya bisa berbicara Bahasa Inggris dengan baik.
I : Apakah pengajaran speaking di kelas hanya terfokus pada pengajaran grammar dan pronunciation saja?
S : Enggak juga sih. Gurunya juga ngasih kebebasan sama kita untuk berbicara aja tanpa harus mengacu pada grammar yang tepat.
I : Dalam kegiatan speaking, apakah kamu sering bekerja dalam kelompok?
S : eeh...sering. Biasanya sebangku...berdua-berdua...
I : Jadi yang sering itu bekerja berpasangan?
S : Iya.
I : Kalau bekerja dalam kelompok yang lebih dari 2 orang?
S : eeh...jarang sih.
I : Kalau bekerja secara individual?
S : Sering. Misalnya latihan pengucapan kata-kata. Nanti satu-satu disuruh ngucapin dengan benar.
I : OK. Hanya itu saja. Terima kasih atas waktunya.

Appendix 4

Samples of Questionnaires

Kuesioner Siswa

Nama : _____ Kelas: _____
 Guru Bahasa Inggris : _____

Kuesioner ini bertujuan untuk mengetahui jenis kegiatan speaking apa saja yang pernah siswa lakukan dan bagaimana kegiatan speaking tersebut diimplementasikan di dalam kelas. Peneliti tertarik dengan pendapat Anda mengenai kegiatan speaking yang Anda lakukan pada mata pelajaran Bahasa Inggris. Bacalah pernyataan-pernyataan di bawah ini dengan seksama dan berikanlah pendapat Anda berdasarkan pengalaman Anda terlibat dalam kegiatan speaking di kelas.

- ✓ Jika penerapannya **sangat sering (SS)**, lingkariilah no. 4
- ✓ Jika penerapannya **sering (S)**, lingkariilah no. 3
- ✓ Jika penerapannya **cukup sering/sedang (C)**, lingkariilah no. 2
- ✓ Jika penerapannya **jarang (J)**, lingkariilah no. 1
- ✓ Jika penerapannya **tidak pernah (TP)**, lingkariilah no. 0

No.	PERNYATAAN	SS	S	C	J	TP
Karakteristik kegiatan speaking:						
1.	Guru memberikan kegiatan speaking di kelas.	4	3	2	1	0
2.	Anda melakukan kegiatan speaking yang umum atau tidak berhubungan dengan skill jurusan Anda.	4	3	2	1	0
3.	Anda melakukan kegiatan speaking yang ditujukan untuk pengembangan skill jurusan Anda.	4	3	2	1	0
4.	Anda menggunakan Bahasa Inggris saat proses pembelajaran.	4	3	2	1	0
5.	Anda menggunakan Bahasa Indonesia saat proses pembelajaran.	4	3	2	1	0
6.	Kegiatan speaking terfokus pada pengajaran grammar, kosa-kata, dan pengucapan kata-kata dengan benar. Anda mengulang atau mengikuti pengucapan guru dan membaca dengan nyaring materi yang ada.	4	3	2	1	0
7.	Kegiatan speaking memberi kesempatan Anda mengungkapkan informasi yang sebenarnya atau bukan informasi yang dibuat-buat.	4	3	2	1	0
8.	Anda bekerja secara mandiri/individual saat kegiatan speaking.	4	3	2	1	0
9.	Anda bekerja berpasangan saat kegiatan speaking.	4	3	2	1	0
10.	Anda bekerja dalam kelompok/group (lebih dari 2 orang) saat kegiatan speaking.	4	3	2	1	0
Tipe kegiatan speaking:						
11.	Anda berlatih pengucapan kata/kalimat dengan mengikuti pengucapan guru, penghapalan kosa-kata secara lisan, dan latihan	4	3	2	1	0

	penggunaan struktur bahasa/grammar yang tepat secara lisan.					
12.	Anda mempraktekkan dialog yang sudah dibaca/didengarkan.	4	3	2	1	0
13.	Anda melakukan pidato.	4	3	2	1	0
14.	Anda mempresentasikan suatu topik di depan kelas.	4	3	2	1	0
15.	Anda membacakan/menceritakan sebuah cerita.	4	3	2	1	0
16.	Anda memainkan sebuah drama.	4	3	2	1	0
17.	Anda melakukan permainan, misal: menebak sebuah benda.	4	3	2	1	0
18.	Anda melakukan percakapan bebas/tanya-jawab tentang berbagai topik, misal: hobi, kesukaan, pengalaman, dll.	4	3	2	1	0
19.	Anda mewawancarai teman, keluarga, atau orang lain.	4	3	2	1	0
20.	Anda melakukan diskusi/debat tentang suatu topik.	4	3	2	1	0
21.	Anda diberikan suatu permasalahan dan memutuskan sebuah solusi untuk permasalahan tersebut.	4	3	2	1	0
22.	Anda diberikan suatu masalah dengan beberapa alternatif pemecahan masalah tersebut. Anda berdiskusi dan memilih satu keputusan/pemecahan masalah yang dianggap paling tepat.	4	3	2	1	0
23.	Anda menyampaikan pendapat tentang suatu topik tanpa harus memutuskan suatu kesepakatan berdasarkan berbagai opini yang telah disampaikan.	4	3	2	1	0
24.	Satu group mempunyai suatu informasi yang group lain tidak punya. Setiap group harus mencari tahu informasi yang mereka butuhkan dari group lain untuk menyelesaikan suatu tugas dari guru.	4	3	2	1	0
25.	Setiap group memiliki informasi yang berbeda-beda, lalu setiap group harus mengumpulkan informasi-informasi tersebut agar tugas yang diberikan guru bisa diselesaikan.	4	3	2	1	0
26.	Anda membuat percakapan berdasarkan situasi tertentu. Anda memerankan seorang tokoh berdasarkan situasi tersebut. Percakapan dibuat berdasarkan situasi nyata dimana kejadian tersebut berlangsung (role-playing).	4	3	2	1	0
27.	Anda memerankan seorang tokoh berdasarkan situasi tertentu dengan menciptakan lingkungan tempat kejadian secara nyata yang ditandai dengan membawa properti yang menunjang (simulasi).	4	3	2	1	0

~ Terima Kasih ~

QUESTIONNAIRE DATA ANALYSIS

Teacher A (Mrs. Dedeh)

X UPW 2

Question No	Score					Mean = $\sum Fx / 28$	Pembulatan	Modus
	4	3	2	1	0			
1	12	14	2	-	-	3.35714	3	3
2	7	15	6	-	-	3.03571	3	3
3	2	5	16	5	-	2.14285	2	2
4	13	8	3	4	-	3.07142	3	4
5	-	4	6	16	2	1.42857	1	1
6	-	4	11	13	-	1.67857	2	1
7	1	3	17	7	-	1.92857	2	2
8	-	6	8	14	-	1.71428	2	1
9	18	10	-	-	-	3.64285	4	4
10	-	-	6	17	5	1.03571	1	1
11	5	15	8	-	-	2.89285	3	3
12	-	5	19	4	-	2.03571	2	2
13	-	-	-	-	28	0	0	0
14	-	2	7	19	-	1.39285	1	1
15	-	-	2	23	3	0.96428	1	1
16	-	-	-	-	28	0	0	0
17	-	6	12	10	-	1.85714	2	2
18	-	2	14	12	-	1.64285	2	2
19	-	-	-	28	-	1	1	1
20	-	-	2	21	5	0.89285	1	1
21	-	-	-	28	-	1	1	1
22	-	-	-	19	9	0.67857	1	1
23	-	3	18	7	-	1.85714	2	2
24	-	-	5	19	4	1.03571	1	1
25	-	-	-	28	-	1	1	1
26	15	10	3	-	-	3.42857	3	4
27	-	-	-	28	-	1	1	1

QUESTIONNAIRE DATA ANALYSIS

Teacher B (Mr. Dino)
X APH 2

Question No	Score					Mean = $\sum Fx / 28$	Pembulatan	Modus
	4	3	2	1	0			
1	15	11	2	-	-	3.46428	3	4
2	8	15	5	-	-	3.10714	3	3
3	-	3	6	19	-	1.42857	1	1
4	15	6	7	-	-	3.28571	3	4
5	-	4	8	12	4	1.42857	1	1
6	-	4	11	13	-	1.67857	2	1
7	2	2	18	6	-	2	2	2
8	-	2	7	17	2	1.32142	1	1
9	18	8	2	-	-	3.57142	4	4
10	-	-	5	18	5	1	1	1
11	6	13	7	2	-	2.82142	3	3
12	-	6	18	4	-	2.07142	2	2
13	-	-	-	-	28	0	0	0
14	-	-	-	20	8	0.71428	1	1
15	-	-	-	24	4	0.85714	1	1
16	-	-	-	-	28	0	0	0
17	-	5	14	9	-	1.85714	2	2
18	-	4	10	14	-	1.64285	2	1
19	-	-	-	26	2	0.92857	1	1
20	-	-	-	28	-	1	1	1
21	-	-	1	25	2	0.96428	1	1
22	-	-	-	16	12	0.57142	1	1
23	1	4	17	6	-	2	2	2
24	-	-	5	20	3	1.071428	1	1
25	-	-	-	28	-	1	1	1
26	13	9	6	-	-	3.25	3	4
27	-	-	-	19	9	0.67857	1	1

QUESTIONNAIRE DATA ANALYSIS

Teacher C (Mr. Ruly)
X JB 4

Question No	Score					Mean = $\sum Fx / 32$	Pembulatan	Modus
	4	3	2	1	0			
1	11	16	5	-	-	3.1875	3	3
2	9	19	4	-	-	3.1562	3	3
3	-	4	5	23	-	1.4062	1	1
4	14	10	8	-	-	3.1875	3	4
5	-	3	8	18	3	1.3437	1	1
6	-	4	11	17	-	1.5937	2	2
7	1	3	16	12	-	1.7812	2	2
8	-	4	6	22	-	1.4375	1	1
9	21	11	-	-	-	3.6562	4	4
10	-	-	-	32	-	1	1	1
11	4	16	12	-	-	2.75	3	3
12	8	10	14	-	-	2.8125	3	2
13	-	-	-	-	32	0	0	0
14	-	-	3	28	1	1.0625	1	1
15	-	4	5	23	-	1.40625	1	1
16	-	-	-	-	32	0	0	0
17	-	7	14	11	-	1.875	2	2
18	2	18	9	3	-	2.59375	3	3
19	-	-	-	32	-	1	1	1
20	-	-	-	32	-	1	1	1
21	-	-	-	32	-	1	1	1
22	-	-	-	28	4	0.875	1	1
23	-	-	6	24	2	1.125	1	1
24	-	-	-	23	9	0.7187	1	1
25	-	-	-	20	12	0.625	1	1
26	10	15	7	-	-	1.0937	3	3
27	-	-	-	32	-	1	1	1

Appendix 5

Documentation