

APPENDIX I

TABLES

Table 4.3.1
The kinds of speaking activities joint by each subject in learning speaking.

Activity	Category	Function	Learner 1	Learner 2	Learner3
Debate	Communicative output	Talk as performance	√	√	√
Presentation			√	√	
Telling story					√
Conversation		Talk as interaction	√		√
Discussion				√	

Table 4.3.2
The Learning strategy type that applied by each subject in engaging the speaking activities they have done.

The Learning Strategy Type Applied by Each Subject in Engaging The Speaking Activities				
Debate				
Learning strategy type	Learning strategy classification	Learner 1	Learner 2	Learner 3
Metacognitive	Advance organizer	Read and learnt some resource in the first language before performing debate to store information that authomatisized them to speak up well based on the topic.		
	Self-management			
	Selective attention	-		
	Directed attention	Listened to the explanation of other speakers from the opposition team delivered before performing her argumenting speech to take points to rebut		
	Advance preparation	Planned all idea that would be delivered when to rebut and show the arguments.		
	Delayed production	-		
	Self-monitoring	When she realized that	When forgetting a	-

		she said the wrong word, she said sorry then said it again but correctly.	word to say, she repeated the previous sentence while thinking the forgotten word, then said it immediately	
Cognitive	Note-taking	Outlined some important points of idea to deliver in performing debate.		
	Translation	Used the first language, Indonesian as the base in producing English words or sentences.		
	Resourcing	Used some resource in expanding idea and especially learner 1 used dictionary to define some words.		
	Contextualization	Placed new words into sentences then practiced them in delivering argumenting speech in debate.	-	-
	Recombination	In giving rebuttal, learner 1 combined the opposition team arguments with her own arguments to take the underlined points.	-	In summarizing the case, learner 3 combined all her team arguments to take the underlined points.
	Transfer	After planning all idea in the first language, they transfer them into English when delivering argumenting speech.		
Social-affective	Cooperation	In delivering debate, they tried to balance with the opposition team in rule, delivering strategy, language, and content.		

The Classification of Learning Strategy Type Applied by Each Subject in Engaging The Speaking Activities				
Conversation and Discussion				
Learning strategy type	Learning strategy classification	Learner 1	Learner 2	Learner 3
Cognitive	Elaboration	-	In discussing the topic, she tried to speak based on her premier knowledge	-
Social-Affective	Cooperation	Tried to balance with peers by responding what they talked when discussion and conversation		
	Question for clarification	Asked their peers for clarification when they didn't understand some utterance.		

The Classification of Learning Strategy Type Applied by Each Subject in Engaging The Speaking Activities				
Presentation and Telling Story				
Learning strategy type	Learning strategy classification	Learner 1	Learner 2	Learner 3
Metacognitive	Advance organizer	Learnt and reread the resource of what she had to present	-	-
	Advance preparation	Planned all idea that will be delivered either in presentation or telling story by making power point presentation and synopsis of the story		
	Self-monitoring	-	Covered her problem of forgetting to say some word by repeating the previous sentence while thinking the forgotten word in the middle of speaking in presentation.	Corrected the forgotten word immediately in the middle of her speaking in telling story

	Translation	-	-	Used Indonesian as the base in producing an English word.
	Recombination	Constructed meaningful sentence by practicing some expression in delivering the material	-	Constructed the sentences in the form of past tenses as she told about a story happened in the past.
	Resourcing	-	-	Used dictionary to define words.
	Contextalization	-	-	Placed new word into sentence then practiced it in telling story.
	Transfer	-	-	Presented the story she had planned into English.
Social-affective	Cooperation	As she presented material as a teacher, she cooperated with the audience who become students to make it going well.		

APPENDIX 2

FIELD NOTE

Learner : 1
Activity : Debate
Topic : The Government Would Put Economy Before Environment
Day/ date : Saturday, December 24th 2011
Time : 12.15 WIB
Place : SESA room

In this occasion, learner 1 was participating debate training. In this case, she with her debate team, learner 2 and learner 3 practiced their debate performance as the example for beginners how to do debate well. In performing debate, she with her team were as the government team with the motion “ This House Would Put Economy before Environment”.

Before performing the debate, all team were given specific time to discuss with each members. In this time, they searched some information, vocabularies, or some ideas related to the motion, so they could see internet, books, or dictionaries to explore. At that moment learner 1 with her team planned what they would say to strengten their argument by writing a note.

After the time to plan was up, they performed the debate. At that time, learner 1 became the second speaker of government team who rebutted what the first speaker from opposition team said and gave her argument why their government team put environment as the second priority.

When the 1st speaker of opposition team delivered his speech, learner 1 paid him attention, while she made a note of some points as the key to rebut him. So, when it

was her turn to deliver her speech, firstly she reviewed opposition team's argument then rebutted it and followed by her own explanation. Below is the transcription of her speech :

“ Ok, the explanation of 1st speaker about this house that told about how is the condition of the city itself, the Indonesian itself if we build too much mall, too much building in our country, but here dear ladies and gentlemen, let's see the fact!.....There is no kind of mall in the village, have you seen a mall in the village? It's meant that we never put a kind of mall in the village. So here dear ladies and gentlemen,,we put our consentrations about building a kind of mall itself in that country...Oh, sorry...city. But here ladies and gentlemen,,if there is no park, when we talk about this house would put the economy before environment, it means that we never neglect about the condition of our environment ladies and gentlemen but we state it as the second, that is environment. So, here my speech is about why we put environment as the second priority. So, ladies and gentlemen, it means that the explanation and the assumption of from the first speaker of negative side that we never care about environment. But meanwhile, we never forget it. We still put it as the second priority.” (taking pause for seeing the note)

“ Talking about the fact in Jakarta and the problem of the cheque and bla...bla..bla...that mentioned by the 1st speaker of the negative team, one we have to see the place for the citizen itself, like farmers, fishermen, who have lived in the village. So it's impossible if there is no kind of mall so we have to buy everything we need from the farmers and the fishermen in the village. It's impossible! It's not practice for the citizen who lived in the city.” (seeing her note then continued her speech)

“ So, ladies and gentlemen, let's back to our argument about why we put environment as the second priority. First, we have to know that the economy is for the sake of the society as my first speaker said. It's not about the city environment itself but It's about livelihood of the village itself. We can increase the productivity...the productivity of the farmers itself. We have the place, we opportunate the program to distribute their product to the mall and other department store, ladies and gentlemen.....here, let's see the environment!! We know well that our environment has a lot of problems in our country. That's not meant that all of problem of environment come up because we are building mall,,building department stores,,building hotels....Although we have good management in kind of building, or the citizen aware about how to make program to keep our environment,still we have problems with the environment. So we can not guarantee that if we decrease to build those kinds of building, it can decrease the problems in our country also.So it's about the society themselves about how to run down, about how to keep their environment, so we can make balance between the

economy and environment...so, we don't need worrying about our children, our generation, ladies and gentlemen.

And for the contribution of the cheque that the government got from the investor, the government already give them....we already give them....we already give the society kinds of public service, we already give it to them,you can get scholarship, you can get education, you can get prosperity of education, BOSS, and many things. Can you imagine if there is no people who construct and establish that kinds of building. Could you find another fund to fulfill those kinds of necessity? So here we have to think about the contribution of the cheque for the society.

And here, we already give you place to keep the environment. We have Suaka Margasatwa, we have Hutan Lindung, we have Cagar Alam, and we still band about illegal logging. It means that we still care about the environment.

So here, ladies and gentlemen,,,,we already stated you that this reason why we put environment as the second priority doesn't give contribution, it doesn't bring big problem. We still want to solve the problems of economy but we still care about the environment also. So, it means we never neglect the environment ladies and gentlemen, so we bag you to support this motion.”

Finally, her explanation of her team argument finished. So, after her speech, there would be the third speaker from the negative team to rebut her argument.

Learner : 2
Activity : Debate
Topic : The Government Would Put Economy Before Environment
Day/ date : Saturday, December 24th 2011
Time : 12.15 WIB
Place : SESA room

In this occasion, learner 2 was participating debate training. In this case, she with her debate team, learner 1 and learner 3 practiced their debate performance as the example for beginners how to do debate well. In performing debate, she with her team were as the government team with the motion “ This House Would Put Economy before Environment”.

Before performing the debate, all team were given specific time to discuss with each members. In this time, they searched some information, vocabularies, or some ideas related to the motion, so they could see internet, books, or dictionaries to explore. At that moment learner 2 with her team planned what they would say to strengten their argument by writing a note.

After the time to plan was up, they performed the debate. At that time, learner 2 became the first speaker of government team as the opener of the debate who would explain about the definition of the motion, introduce the role of her team speakers, and give some reason why her team agreed about the motion. So, when it was her turn to deliver her speech, firstly she explained the definiton then followed by her own team reasons based on some points that she had noted on the small paper she brought while delivering speech. Below is the transcription of her speech :

“ Assalamualaikum...wr.wb....Ok ladies and gentlemen,,This house would put the economy before the environment. We know that the condition that happen in our country raised that there are so many development of building thet many people or many employee want to ...what is it??...build building

such as mall, and department stores and also hotels. And this is ladies and gentlemen; there are many contrary arguments about this kind of activity which is many people who built building such as mall ladies and gentlemen, because they think about the environment. But here ladies and gentlemen, I am as the 1st speaker of positive side of this house agree to develop economic life in Indonesia by building beneficial buildings than the environment means that we are here as the positive side of the house, we will...what is it?...place economic life as the first priority than the environment as the second priority, so here we believe that this kind of activity will put the good effect in term. And I am as the first speaker will show you about how thi skind of activity will give more effect than harmful. And the second speaker will give you...will show you why environment as the second priority as the responsibility of the government ladies and gentlemen....And here let's see about the social constuct of the government and the society, as we know that in our country, the specific part is the government and society. Government has right and obligation. The obligation of government is to fulfill the basic needs of the society include education, healthy, and also economic life, ladies and gentlemen...And here by buildingby building some beneficial building such as mall it can ...what is it?...it can be a way for government to fulfill the basic need of the society. Why, ladies and gentlemen...? As we know that to build the kind of building, the people who build have to pay a lot of cheque to the government. And the kind of cheque..the distribution of cheque can be used for the fund for the society, such as can be the fund of education, and also healthy fund, and also to build public places, or public facility from the payment of the cheque ladies and gentlemen....

Here means that this is the beneficial that can....can...what is it?...can achieved by the government. Government will get the cheque from the investors that can be used for the society, means that this kind of activity can be goodness that harmful because this is for their life, for their economic life, for the healthy, for the education, by taking this cheque, ladies and gentlemen...And the social context of the society, as we know that the society have right...have obligation to obey the rule from the government. Means that the rule of the government is to allow people who want to build those kinds of buildings to build...to build...their..their..building, ladies and gentlement, and also.... (looking at the note that she was bringing) another prospect that will be get by society is that as wee know that to build the mall for example,,it is...it will need ..what is it..?...a lot of employee to work in that mall, ladies and gentlement...means that it can increase...it can decrease...the total of jobless in Indonesia. As we know that in Indonesia the amount of jobless is very high because most of people in Indonesia live under the poverty, ladies and gentlement...But here they can fulfill by working in the are of this building so it can decrease...what is it? ...jobless of the society, and to decrease this jobless, ladies and gentlemen,, is still the obligation of the government (looking at her note).”

“ And here ladies and gentlemen, we are totally believe that by this activity, by this construction of building, it can bring the goodness for government and also the society of Indonesia. And my second speaker will tell you about why...what is it?...we place environment as the second priority than the economic. And here we bag you to support this motion, thank you..”

Finally, the speech of her team arguments finished. After that, she went down from the podium and will be continued by the 1st speaker of the opposition tem to rebut her argument.

Learner : 3
Activity : Debate
Topic : The Government Would Put Economy Before Environment
Day/ date : Saturday, December 24th 2011
Time : 12.15 WIB
Place : SESA room

In this occasion, learner 3 was participating debate training. In this case, she with her debate team, learner 1 and learner 2 practiced their debate performance as the example for beginners how to do debate well. In performing debate, she with her team were as the government team with the motion “ This House Would Put Economy before Environment”.

Before performing the debate, all team were given specific time to discuss with each members. In this time, they searched some information, vocabularies, or some ideas related to the motion, so they could see internet, books, or dictionaries to explore. At that moment learner 3 with her team planned what they would say to strengten their argument by writing a note.

After the time to plan was up, they performed the debate. At that time, learner 3 became the third speaker of government team who would rebut the arguments of the second speaker from opposition team, in addition to summarize the case of the motion. So, when it was her turn to deliver her speech, firstly she reviewed the arguments of opposition team, after that she gave the rebuttal, then followed by the summary of her own team reasons as her evaluation that she had noted on the small paper she brought while delivering speech. Below is the transcription of her speech :

“ Ok, dear ladies and gentlemen,,let’s take a look the advantages by putting the economic for the environment. First, for the city itself,by...by..establishing many building in the society, as my 1st speaker’s explanation, we can build so many...so many building.....so many place to work, so we can take some

society to become workers in that building, ladies and gentlemen..It means that the prosperity of society will increase, so the government...the government...do not give a rule without...without knowing actually the advantages and also disadvantages. But actually we believe that this rule, will give you, will give us, will give the society of Indonesia em...more advantages than the disadvantages ladies and gentlemen...

So, it's very clear actually this is the advantages is economy. So, as my second speaker said also that we as the government, we don't neglect the environment...our environment ladies and gentlemen. So, let's take a look in the mall, in the building, there are so many place..so many green place, so it means that we never neglect our environment, ladies and gentlemen. So it's enough to be drainage, to be the place to absorb, to be the outer place to absorb water in the city, ladies and gentlemen...(seeing the note)"

" So it will reduce the harmful of the pollution of the park, ladies and gentlemen. And government don't want that kind of disaster but we also concern about the environment, ladies and gentlemen.

So, we as the positive side of the house bag you to support this motion, thank you."

Finally, she ended her speech then followed by the third speaker of opposition team

who would rebut her team arguments.

Learner : 1
Activity : Presentation
Topic : Farm Animals
Day/date : Friday, December 30th 2011
Time : 09.00
Place : Micro Teaching room

In this time, learner 1 did presentation in teaching demo for project of the subject “English for Young Learners”. Here, she with her three friends grouped in teaching team played role as teachers of 1st grade of elementary school students. Other students who didn’t do the presentation played as the students. To be fair in acting frequency, each teacher has each turn to handle the classroom. In this case, she, learner 1 has turn to open the class and give pre-teaching for the students.

Firstly, learner 1 opened the class then listed students’ attendance. Then, she started the material by saying :

“ Ok, guys....now we start our material. Before we start, may I ask you some question? Who likes playing game?”

Then, the students were noisy to answer “ Yes!”. And the dialogue between them and the teacher, here learner 1 gone on as transcribed in the excerpt below :

Teacher : *“ Why do you like playing game?”*
Students : *“ Interesting, Mom..”*
Teacher : *“ Do you play computer, media, or what?”*
Students : *“ No, Mom. I play with my friends”*
“ Yes, I like playing game in computer, Mom.”
Teacher : *“ Ok, who ever played game Frenzy? Farm Frenzy?”*
Students : *“ Me...Me...”*
Teacher : *“ So how many animals that you can find there?”*
Students : *“ Bebek,,ayam..”*
Teacher : *“ In English!”*
Students : *“ Cow, hen, duck... “*
Teacher : *“ What else?”*
Students : *“ Pig, rabbit...”*

Teacher : “ *Ok, very good! So we are going to talk about farm. You can see pig, hen, and also cow. So how about this picture?(showing a picture to every student) ”*

Students : “ *Farm, goat, hen, cow.....pig..!!* ”

Teacher : “ *So what kind of animals are they?* ”

Students : “ *Farm animals!* ”

Teacher : “ *Ok, very good! So, here there are so many animals that you can find in the farm.* ”

Afterward, learner 1 grouped the students in five groups. Here, she with her friends who became teachers handled in grouping them. After the students have been grouped, one of the teacher gave the instruction to write down some words related to what they see on the pictures that shared for every group. Then, learner 1 tried to explain the instruction by saying,

Teacher : “ *So, you have to read the picture. What kind of thing that you see and how the situation there then, try to find vocabularies from that picture and write them, OK? For example in this room you can see what?* ”

Students : “ *Fan! White board!* ”

Teacher : “ *Ok.* ”

While waiting the students working, learner 1 with her friends were monitored. When the time for working was up, she with her friends took the pictures and the students’ work from each group. Then, they checked the students work together. At that time, learner 1 had turn to check students’ work from third group who wrote the word “fence” on the paper. That is transcribed on the excerpt below:

Teacher : “ *Third group! Where is the third group?* ”

Students : “ *Here Mom..* ”

Teacher : “ *(after checking the paper) Fence. What do you mean by ‘fence’?* ”

Students : “ *Pagar!* ”

Teacher : “ *How do you write ‘fence’? With ‘V’ or ‘F’?* ”

Students : “ *F!!!* ”

Teacher : “ *And.. ‘Rumah’ ...What is the English of ‘Rumah’?* ”

Students : “ *House!* ”

Teacher : “ *Who can write it?* ”

(Then there was a student raised her hand and came forward to write the word “HOUSE” on the whiteboard.)

Teacher : “ *That’s good...! Ada lagi, ‘Kincir angin’. What’s the English of ‘kincir angin’?* ”

(The students answered as they liked)

Then, one of her friend who also played as teacher wrote down the English of ‘kincir angin’ or ‘windmill’ on the whiteboard.

Teacher (learner1): “ *Ini bahasa Inggrisnya kincir angin..Let’s see!* ”

Next, her other friend drilled the students about that word “windmill”

together. After the teachers checked all the students’ work, they finally announced the second group as the winner who wrote down the most words on the paper. Students’ noise were sounded, some students agreed but the others disagreed. Then learner 1 clarified why they got the winner by saying,

“ *They collected about....twenty three words.* ”

Afterward, one of the teacher glued one star on the table score as the proof that the second group became the winner.

Finally, the class continued and handled by learner 1’s friends who played as teachers in her teaching team.

Learner : 2
Activity : Presentation
Topic : Thesis Proposal
Day/date : Wednesday, December 28th 2011
Time : 09.40
Place : Classroom

In this time, learner 2 was presenting her draft of chapter 3 for her thesis writing subject. Firstly, she opened the presentation by introducing her research title namely “ The Effect of The Way Teacher Pronouncing on Students’ Pronunciation”. Then, she was explaining the content of her draft while showing the slides of power point presentation that mentioned on excerpt below :

“ The first is research design. My research design is descriptive correlation. Here, I have two variables. The first variable is the way teacher’s pronouncing and the second is the students’ pronounciation, and both of my variables I will correlate between those variables. I want to investigate is there any correlation between thwe way teacher’s pronouncing on students’ pronounciation means that I assume the way teacher pronouncing will give effect in students’ pronounciation. (taking pause) And then the subject, here in my study, there will be two main subjects, the first is teacher of course, and also students.....Here, teacher will be first grade of elementary school teacher. And the students are for about thirty students of first grade.....and data source of this study comes from the scores of pronounciation test as the instrument of the study. ”

Then, she continued her presentation on explaining her data collection method while showing the slides as transcribed below :

“ Data collection in my study will be conducted in two ways. The first is literature study, that here I study about the literature that can support my study, means that I collect literature,,eem,,many literatures to support my study as my literature review. And then, testing hypothesis. Here, I use hypothesis, oh,,I mean I use instrument, and my instrument is a pronounciation test. I will,,what is it?,,compile my pronounciation test to measure the pronounciation,,the accuracy of pronounciation of teachers and students that here I will use the same test for teacher and also for students.....for example I give them ten words ...then they have to pronounce it...teacher and also students. (taking pause)

Then, I will record it. After I record it, I will... I will...what is it?em....I will determine it whether it is based on dictionary or not, is it accurate or not. So, by the....what is it?...the result of those tests, I will correlate it. (clicking to the next slide) And then, data analysis. The first, because the students consist of thirty students, that the first step I will....what is it?...I will define the mean value of students pronunciation tests. And then, after the mean value is found then I will correlate between the pronunciation result of the students in mean and teachers pronunciation test result.

Finally, her explanation about the draft of chapter 3 was done. But here she share about problem that she got in planning her research, so in this occasion, while closing her presentation, she asked some suggestion to the audience there, her friends and the lecturer, she said :

“ I think this is the draft of my chapter three but here I still confused in compiling my instrument in term of the pronunciation test itself.. I...what is it?...I have a problem here whether my test will be valid or not. So, here I need your opinion to help me.”

And lastly, to solve those kinds of problems, the lecturer gave some suggestion in the form of small discussion with learner 2. Firstly, the lecturer suggested to make some test then try it out to different subjects who have silmilar competence of pronunciation. If the learner 2 finds that after being tried out, the level of difficulty is good, she can use that kind of test. Responding that suggestion, she then asked more detail about the lecturer’s explanation. After that, to answer her problems in analyzing the data in quantitative, the lecturer suggested her to consult to another lecturer who expert in quantitative design followed by his suggestion for learner 2 to change her research design become mix method, qualitative and quantitative.

So, finally after everything was clear, the lecturer closed the discussion. In this moment, learner 2 thanked him for his clear explanation.

Learner : 3
Activity : Telling story
Topic : Unforgettable Experience
Day/date : Thursday, December 29th 2011
Time : 09.30
Place : Micro Teaching room

In this moment, learner 3 was participating speaking class. The topic being discussed at that time was about the most unforgettable experience in students' life. The class was divided into groups where each member had to tell the most unforgettable experience in their life. After that, every group had to consider the most interesting story to be presented in front of the class. In this case, learner 3 was delighted to tell her story because her story was the most interesting among other members in her group. Below is the excerpt of her presentation:

*“ I'm delighted by my group. I want to tell you about most impressive experience in my life. This.....happened when I was in kindergarten may be.....five or six years old. (pause)
At that time, I went to study...what is it?how to read Al-Qur'an...yeah TPQ, went to TPQ...After I study, after I pray, and doing....I have that everything I play surround that place....I....I put my hand in the gap between the door and the wall. I don't know that there are several boys that play that door. I don't know but some people...the other people release that, then they warn me “ Watch out! Watch out!” (imitating the people voice)
I don't know what happened...I still put my hand and seeing....(laughing) I don't know what happened and then that boythe boy that played at the door, closed the door very hard “Crash!”(imitating closing door voice)”*

The audience, her friends were surprised and imagining how painful she felt at that time based on her story.

“ And my hand was squeezed in the gap between the door and the wall. I feel so hurt so I pull my hand while the door still closed. So I pull my hand, then the..what is it? The finger nail (while showing her finger) my middle finger and also the ring finger are released from my finger. The people surround that place helped me and very very confused what will they do with me. So, they want to give...what is it?...only alcohol while confused how to help me how to

do this. After that, I was carried to the hospital. My finger was banded by the doctor and the nurse. And the finger, the nail was cut by the doctor...

While the audience's noise were sounded "Wow, so how about your nail?" "Can it grow?" Then, she answered, "Yeah...and after...after several years, the nail already grow."

Then, after she finished her presentation, the lecturer asked to the audience whether there is any comment for her, but because no comment for her, she directly close her presentation.

Learner : 1
Activity : Conversation
Topic : Thesis Project
Day/date : Thursday, January 5, 2012
Time : 12.40 WIB
Place : In front of computer lab

In this occasion, learner 1 did short conversation with her friend. It was began when she was sitting beside her friend who was waiting was waiting for her brother picking her up after having computer class. She was waiting for her brother and sitting beside her friend who was also waiting for someone.

Learner 1 began the conversation by asking why her friend was there. Then, the conversation was flowing and continued in discussing their thesis project. All of what they both conversed are included in the excerpt below:

Learner 1 : “ *Why are you here? Are you waiting for someone?* ”
Friend : “ *Yes, I’m waiting Puspa now. Where is she?* ”
Learner 1 : “ *I don’t know where is she. I want to go home right now.* ”
Friend : “ *Yes, me too.* ”
Learner 1 : “ *By the way, how about your thesis?* ”
Friend : “ *Thesis? I just already found about the tittle.* ”
Learner 1 : “ *About what?* ”
Friend : “ *About...you know the program in our school when we do PPL?* ”
Learner 1 : “ *Oo...CLM?* ”
Friend : “ *Yeah..* ”
Learner 1 : “ *So you will try to find out the speaking or other skill* ”
Friend : “ *Yes, may be I will correlate it with teaching speaking. How about yours?* ”
Learner 1 : “ *My tittle is just simple. We already in collage school. We still face about homework* ”
Friend : “ *Is that interesting?* ”
Learner 1 : “ *Seems like that. I try to investigate the implication of homework itself.* ”
Friend : “ *So, what is your design?* ”
Learner 1 : “ *May be qualitative. So you?* ”
Friend : “ *So do I. I use qualitative also.* ”
Learner 1 : “ *So we...we same avoid statistics . Is it right?* ”

Friend : “ *Yes, because I cann’t.*”

Suddenly, learner 1’s cell phone was ringing.

Learner 1 : “ *I think my brother already sent me message.*”

Friend : “ *Oh yeah??*”

Learner 1 : “ *Yes. She...He waits me there (pointed out to her brother). So I have to go now.(shaked her friend’s hand) Bye....!*”

F riend : “ *Bye..*”

Learner : 2
Activity : Discussion
Topic : Research Method
Day/date : Thursday, January 5th 2012
Time : 11.49
Place : Cafeteria

In this time, Learner 2 with her two friends tried to practice their English in discussing about their thesis. In this case, they discussed about problems they got in conducting research and Learner 2 tried to explain what their two friends felt complicated related to their thesis writing project that proven by excerpt of conversation below :

- Friend 1 : *“ Tika, what do you think about my reseach design? Because I little bit confused about qualitative and quantitative.”*
- Learner 2 : *“ I think based on your previous study, it’s better to mix your design to be qualitative and also quantitative means that you can use both of them in your design.”*
- Friend 2 : *“ Yes, I think so.”*
- Friend 1 : *“ But it’s too difficult.”*
- Learner 2 : *“ Yeah..of course it will be difficult for you because when you mix your design, means that you have to need a long and complicated time and complicated step to conduct this research because firstly you have toyou have to....What is it?(thinking) you have to take a look on your problem statement. If your problem statement need to...What is it?(thinking) explore the qualitative means that you have to conduct the qualitative first and then, after you get the data from qualitative, you have to compile the quantitative data to fullfil your another problem statement. (To Friend 2) And how about you, Citra? What is your design?”*
- Friend 2 : *“ I choose the quantitative design and I still confused to get the data.”*
- Learner 2 : *“ What quantitative? Correlation or....?”*
- Friend 2 : *“ Correlation.”*
- Learner 2 : *“ I think to conduct correlation study is easy. It means if you have been clear in your focus, means that if your object is well done you can compare and you can conduct the test in your subject then you can test the comparation between the first object and the second object. I think so.”*
- Friend 2 : *“ OK, thank you.”*

Finally, the conversation ends then they were continuing to do their own work.

Learner : 3
Activity : Conversation
Topic : Movie
Day/date : Friday, December 30th 2011
Time : 10.22 WIB
Place : SESA room

In this time, learner 3 was talking with her two friends about a movie. Firstly, actually learner 3 came to the room to meet one of her friends who was watching a movie with her another friend to ask him come to debate training that will be held at Friday, January 6, 2012. But, unfortunately he couldn't come. Then, the conversation continued to talk about movie that her two friends were watching with the dialogue quoted on the excerpt below

Learner 3 : “ *What are you watching?* ”
Friend 1 : “ *This is Dead Note movie from Japan.* ”
Learner 3 : “ *Dead Note? From Japan? What do you mean by Dead Note is from Japan?* ”
Friend 1 : “ *Yeah.* ”
Learner 3 : “ *Oh, I don't know about that.* ”
Friend 1 : “ *Faris will tell you about this movie. It's awesome movie according to me, I don't know.* ”
Learner 3 : (To Friend 2) “ *So, what do you think about this movie?* ”
Friend 2 : “ *This movie tells about....em...dead note, yeah,,dead note.* ”
Learner 3 : (still little bit confused but trying to understand) “ *Dead note? Note of the dead? Of some people?* ”
Friend 2 : “ *Yes, dead note of some people.* ”
Friend 1 : “ *When you write down some name of your enemy or your friend on that book, suddenly they will be died.* ”
Learner 3 : “ *Oh,,really? Who kill them?* ”
Friend 2 : “ *In forty seconds they will die.* ”
Learner 3 : “ *Who is the killer?* ”
Friend 1 : “ *The killer is dead angel.* ”
Learner 3 : “ *Oh,,How can it be that?* ”
Friend 1 : “ *I don't know. The movie starts from....actually, according to me, the background of this movie is about unfair law in Japan.* ”
Learner 3 : (looks so curious) “ *So may be the paper or the book or the pencil have a power.* ”
Friend 1 : “ *Not the pencil. Only the book, the note.* ”

Learner 3 : “ *Oh,,,So who is the owner of the book?*”
Friend 1 : “ *The owner is a boy who found it when the rain.*”(while showing the scene.)
Learner 3 : “ *Ooh..Is that horror?*”
Friend 1 : “ *No.*”
Learner 3 : “ *I don't like a kind of movie like that.*”
Friend 2 : “ *Why you don't like?*”
Friend 1 : “ *But I suggest you to watch this movie (still showing the scene).*”
Learner 3 : “ (looking at the scene) *Ooh..so that's the owner of the book? I will watch but with somebody else.*”
Friend 1 : “ *Someone who touches only touches that book or that paper, they can see the dead angel.*”
Learner 3 : “ *Oh I see...Only touch?then they will die?*”
Friend 2 : “ *No, only can look the dead angel.*”
Learner 3 : “ *So, actually it's interesting.*”
Friend 1 : “ *Sorry, I have to emphasize that all of my movie here is the best movie (making joke).*”
Learner 3 : “ *Really?! (surprised) But you're not interesting enough, only the movie.(laughing).*”

Finally, the conversation ended while they watched the movie together.

APPENDIX 3

THE SCRIPT OF INTERVIEW

1. Interview for Learner 1

a. Interview 1 (Debate)

Researcher : “ Assalamu’alaikum...”

Learner : “ Wa’alaikum salam...”

Researcher : “ May I ask you some questions related to the activity you have done?”

Learner : “ Ok.”

Researcher : “ By the way, what kind of activity did you do just now?”

Learner : “ Debate.”

Researcher : “ What is your role there? And what is your duty?”

Learner : “At that time I become the second speaker and I have to rebut the opposition team argument and strengthen my first speaker arguments by giving new idea of argument.”

Researcher : “Emm...before performing debate, I got you searched something from the internet. What did you need to search actually?”

Learner : “Yes,, I firstly, I have to look for idea in internet. At that time I learnt about government policy in managing the city because the motion is about government policy in managing the economy and environment.”

Researcher : “Why did you do that? I mean what for you need to search the information? did you need to provide your idea? And in what language?”

Learner : “Before doing the debate, of course I need to learnt some resourch because I need the fact to strengthen my idea because I don’t know well about the government policy itself. And to make me ease, surely I learnt the Indonesian resourch but I have to show it when performing of course using English.”

Researcher : “ So what did you do next for the idea you got?”

Learner : “ I selected the idea...which one is suitable with the topic.”

Researcher : “So you planned the kinds of idea that you will deliver?”

Learner : “Yes, it is about why the government put the environment as the second priority.”

Researcher : “ And I also saw you wrote some note. What did you note at that time?”

Learner : “At that time I made the outline of the important points of information or idea that I would deliver then I bring it when performing to remind me whenever I forget the idea and to...to anticipate if my speech out of the topic.”

Researcher : “Ok. And at the time you planned the idea, I also got you was opening dictionary. What did you try to find actually?”

- Learner : “Yeah. At that time I found the word ‘*come up*’, ‘*run down*’
emm.....and also....‘*establish*’ I think. and I practiced it in my
speaking.”
- Researcher : “Oh I see. Her I got you said ‘*That’s not meant that all of problem of
environment come up because we are building mall*’ when you
practiced the word ‘*come up*’?”
- Learner : “Yeah. “
- Researcher : “And you said ‘*So it’s about the society themselves about how to run
down*’ for the word ‘*run down*’ and you said ‘*Can you imagine if there
is no people who construct and establish that kinds of building*’ for
‘*establish*’ is that right?”
- Learner : “Mmmm...yes, absolutely. ”
- Researcher : “ And what did you do while listening to the opposition team
argumentation? Especially before you delivered your own arguments?
Because I got you noting something.”
- Learner : “ Yes, right. Because I become the second speaker, I have to rebut
the first speaker of negative team arguments. I have to pay deep
attentionto understand about what they said to give arguments. So it
can help me to think how to rebut their arguments, so I added it into
my note.”
- Researcher : “ So, you used your listening skill?”
- Learner : “ Of course yes. I have to listen it carefully.”

Researcher : “ And here I found you said sorry in this statement. *we put our consentration about building a kind of mall itself in that country... Oh, sorry...city.* What do you mean here?”

Learner : “ At that time I found mistake in saying a word. Actually I want to say “city” but unconsciously I said “country”, so here I revised it by saying”sorry” and said the correct word. So, I think it is my way to solve my problem in speaking because sometimes, we of course will find this kind of problem. And that is my way to minimize it.”

Researcher : “ Ok. I think it is enough. You already gave me very clear explanation. So, thank you for your help.”

Learner : “ Ok. You’re welcome.”

b. Interview 2 (Presentation Activity)

Researcher : “May I ask you some questions related to the activity you did just now? Presentation?”

Learner : “Yes, please..”

Researcher : “Ok. Here firstly, I saw you before presentation, you with your group prepared everything that will be used such as power point slides, you check it, papers, marker, and so on. So have prepared all the material you have to present just now?”

Learner : “Yes, of course. Few days before the presentation day, we have discussed it by planning the material for 1st grade of elementary school, it is about ‘Farm Animals’ so we made the lesson plan. At that time we determine, we outline ideas to explain such as the kinds of

tame animals, the questions, and...the game. Then we classified the lesson plan into three. For pre teaching, or opening, whilts, and closing.”

Researcher : “Oh, so you can do it in appropriate sequence.”

Learner :”Yes, so that the teacher have to make lesson plan first before delivering material to help us do the presentation of teaching demo well.”

Researcher : “ And I saw you tried to give good respond to the students as your audience, means that you listen to evry they said, when they answer your questions?”

Learner : “ Yes, I tried to make the communicative presentation.”

Researcher : “ How did you do that?”

Learner : “I tried to understand them, understand what they said, understand what they ask so it can made me speak up. For example I can speak naturally in the simple way, to make them understand easily. And....when one of them asked me,,, I influenced to answer,,, and when they can answer my questions correctly I appreciated them by giving compliment, such as saying ‘*very good*’, ‘*good job!*’ I think like that”

Researcher : “ It means that you can practice some expression as my observation result showed you practiced complimenting expression, giving command, and giving direction?”

Learner : “ Yes, of course. I used command to order them do something and giving direction for explaining some instruction.”

Researcher : “ Ok, Zi...I think enough for the interview.. So, thank you very much for your time.”

Learner : “ Ok, you’re welcome.”

c. Interview 3 (Conversation)

Researcher : “ Would you mind to let me interview you about the activity you did just know?”

Learner : “ Ok.”

Researcher : “ Firstly, to open the conversation I got you asked questions to your partner?”

Learner : “ Yes, it is right. I just want to know why she was sitting in front of laboratory alone, and the conversation continoues.

Researcher : “ And the conversation topic changed about thesis project?”

Learner : “ Yes.”

Researcher : “ And next, you often asked questions. What for?”

Learner : “ I asked about her thesis project, why she chooses the tittle and so on....”

Researcher : “ Asking to clarify unclear statement?”

Learner : “ Yes, seems like that.”

Researcher : “ And how did you make the conversation going well? How can you maintain your speaking until the end of conversation?”

Learner : “ Emm...of course in conversation, we have to understand about what our partnet think and speak, so I have to pay attention when they speak to...enable me balancing what my partner said.”

Researcher : “ And did you practice some new words or expression?”

Learner : “Emm...no, I think nothing speacial. It is just a simple talk, simple conversation in my spare time, so I think it is going naturally.”

Researcher : “ Oh, I see...So, I think enough for your clear explanation related to this kind of speaking activity. So, thank you very much.”

Learner : “ Ok. You’re welcome.”

2. Interview for Learner 2

a. Interview 1 (Debate)

Researcher : “ Assalamu’alaikum.”

Learner : “ Wa’alaikum salam...”

Reseacher : “ May I ask you some questions related to the activity that you have done, it was debate?”

Learner : “ Ok, please...”

Researcher : “ Firstly, before performing debate, What did you do? I have observed you and I saw you searching in the internet. What did you search?”

Learner : “Oh, I searched some resource in the internet, as we know that the motion is about ‘ This House Would Put The Economy Before Environment’ and I become the first speaker of the government team. I have to define the motion and presenting my arguments as the positive

team. So, I learnt resource about the advantage of establishing building, beneficial building on the city and....about the taxation in Indonesia, where the tax is allocated, because I think it can add my knowledge about it to support my arguments.”

Researcher : “ What type of debate here? British?”

Learner : “ Yes, so we have to deliver our arguments and do rebuttal in the form of speech, so we need this time to prepare and learning some resource.”

Researcher : “ So you searched in the internet? In what language? Indonesian or English?”

Learner : “ Indonesian, to make me easy in understanding the information.”

Researcher : “ But you have to speak up in English, so you transfer the idea from Indonesian into English?”

Learner : “ Yes, of course.”

Researcher : “ Then, what did you do after you got the information?”

Learner : “ After understanding the cases from internet, I.....arrange the main ideas to deliver, so firstly, I have to select which idea that appropriate with the motion.”

Researcher : “ You mean that you planned the ideas of information you’ve read for your arguing speech?”

Learner : “ Yes. I have to plan it step by step, which one I have to deliver firstly, secondly, and so on....”

Researcher : “ Then, I got you making some note. What was it?”

Learner : “ Oh... At that time I noted some important point to help me speak in correct step . Firstly, I have to explain the definition of the motion, then secondly, I have to show my arguments one by one.”

Researcher : “ Ok. ...The last. Here I got you said the middle of your speech ‘*And the second speaker, will give you...will show you.*’ Why did you repeat the sentence?”

Learner : “ Oh...at that time I realized that I said the wrong word, actually I want to say ‘*will show you*’ but I got the mistake, fortunately, I could correct it immediately.”

Researcher : “ I see...Ok. I think your explanation is clear enough, so thank you for your help.”

Learner : “ Yeah, you’re welcome.”

b. Interview 2 (Presentation)

Researcher : “ Would you mind to let me interview you related the information about the activity you did just now? Conversation activity?”

Learner : “ Ok. “

Researcher : “ What is the topic of your presentation?”

Learner : “ I presented my draft of chapter 3.”

Researcher : “ Thesis?”

Learner : “ Yes, under the title ‘ The Effect of The Way Teacher Pronouncing On Students’ Pronunciation’.”

- Researcher : “ Here, when I observed you, I got you presented your draft clearly and fluently. How was your preparation for it?”
- Learner : “ Of course to present my research, I have to write my research first in the form of thesis proposal. So, before presenting, I reread and learnt it to store the information.”
- Researcher : “ And at that time, you made power point presentation?”
- Learner : “ Yes, after learning the proposal, I outlined it in the form of power point presentation slides to make me easy to explain and also make the audience easy to understand.”
- Researcher : “ Yes, here I saw you could present your research draft in order. But one time, I got you hasitated when saying ‘ *I will...I will...What is it?...I will determine it,...* ’. Why?”
- Learner : “ Oh..I see...At that time, Actually I forgot to say the word ‘determine’, so that I repeated the sentence ‘I will...’ and I tried to cover my hesitation by saying ‘what is it?’ while I was thinking about that word and said it immediately.”
- Researcher : “ And finally you could cover it and solved it.”
- Learner : “ Yeah. I think it was one of my weaknesses when speaking in front of the public. Sometimes I forget some words, and that is my way to monitor it and solve it.”
- Researcher : “ Oh, I see. And I think it’s clear enough for your explanation.”
- Learner : “ You’re welcome.”

c. Interview 3 (Discussion)

Researcher : “ Assalamu’alaikum..”

Learner : “ Wa’alaikum salam.”

Researcher : “ Do you have time? May I interview you related to the activity you did? It was discussion, yes?”

Learner : “ Yes.”

Researcher : “ By the way, what did you discuss just now?”

Learner : “ We discussed about our research design. My friends asked me to help them define their each design, because they still confused about that.”

Researcher : “ So at that time, your friends asked you how to define their research design and asked your explanation?”

Learner : “ Yes, because they still didn’t know understand it yet, so they can do nothing.”

Researcher : “ So, how can you understand their problems when they asked you? Means that how can you understand what they said to you about their problem?”

Learner : “ Of course I paid attention when they were talking and give me some questions to understand what they think so I can answer it correctly.”

Researcher : “ So, how can you explain the solution of their problem?”

Learner : “ I explained to them about the definition first, and the step to conduct the research based on research design.”

Researcher : “ So how can you explain it and how can you be sure that what you explain can help them? Where you know the information from?”

Learner : “ Em...I told it based on my own knowledge as I knew before from lecturer’s explanation and.....reading some resource from the journal and internet.”

Researcher : “ So you recalled the information stored on myour memory?”

Learner : “ Yes.”

Researcher : “ Ok. And here when I observed you, I got you also aked some questions in your utterance ‘*What quantitative?Correlation, or?*’ It was said when your friend told her design about quantitative, right?”

Learner : “ Oh...Yeah. I asked for clarification because my friend told that she choose quantitative design, but what quantitative? I don’t know because quantitative can be many kinds, so I asked her to clarify what kind of quantitative, so I can help her to explain correctly.”

Researcher : “ Oh, I see....Ok, Tika....I think it has been clear enough, so we end this interview, and thank you so much.”

Learner : “ Ok. You’re welcome.”

3. Interview for Learner 3

a. Interview 1 (Debate)

Researcher : “ Assalamu’alaikum...”

Learner : “ Wa’alaikum salam?”

Researcher : “ By the way, do you have time? I need to interview you for a moment related to debate did you join just now. May I?”

Learner : “ Yes, of course.”

Researcher : “ Thank you. Ok, firstly, I wanna ask you about what did you do for preparation before performing debate? Because my observation result showed you could perform it well and fluently. You learnt some resource from internet?”

Learner : “ Yes, at the time to discuss before presentation, I searched in internet about the topic that we will deliver. Although I became as the third speaker in my group who summarized the case, means that I have to summarize what my team said about the government policy to strengthen our team argument, but I still need to enrich my knowledge about it, about government policy, about the advantages of placing environment as the second priority and so on, because I have to make sure that my argument is based on the fact.”

Researcher : “ So you did that to provide your knowledge about the case that you didn’t know before?”

Learner : “ Yes, it’s right.”

Researcher : “ So, as your role to become the third speaker, how can you summarize all of speakers said?”

Learner : “ First, I have to listen carefully when they performed, I outlined the important points and noted it on a piece of paper, and when performing I delivered it.”

- Researcher : “ So, that way really helps you?”
- Learner : “ Yes, to make an outline makes me easy to say something, it can be my base to say something in debate.”
- Researcher : “ And did you practice any new word here?”
- Learner : “ No, I think. I speak by using simple and familiar language to ease the audience understand what I said. So, the main thing in doing debate is on the preparation itself. You have to enrich your knowledge , you have to enrich your vocabulary so you can do the debate well.”
- Researcher : “ Oh, I see. And I think your explanation is enough. So, thank you for your time.”
- Learner : “ Ok. You’re welcome.”

b. Interview 2 (Telling story)

- Researcher : “ May I have interview with you related to how you learnt and maintain your speaking in participating telling story activity?”
- Learner : “ Yes, right. It happened when I was in kindergarten.”
- Researcher : “ I got you could tell the story chronologically and fluently. Actually, how was your preparation?”
- Learner : “ Of course I planned it first what I have to tell. So, at that time, I remember...I tried to recall an experience that I think the most impressive. Then I wrote the chronology to make me easy to arrange the sentences in English.”

Researcher : “ In what language did you write it?”

Learner : “ In Indonesia, but I just wrote the important idea.”

Researcher : “ So, you concepted the idea of your story by yourself?”

Learner : “ Yes.”

Researcher : “ And when you presented it, you transferred what you have planned into English?”

Learner : “ Yes, exactly, and I also have to present it in the form of past tense.”

Researcher : “ Yeah, because you told the story happened in the past?”

Learner : “ Yes.”

Researcher : “ Did you find any difficult word, or...something like that?”

Learner : “ Emmm....yes. I don't know how to say *terjepit* in English. So, I found it in dictionary, it is *squeezed* so I used it when telling the story.”

Researcher : “ Ok. And one time I got you said*and the finger..the nail are cut by doctor*.Here you repeated the subject of your sentence but you changed it by saying the word *nail* . What did you mean here?”

Learner : “ Oh, at that time I have mistaken to say. Actually I should say *the nail* but it was said *the finger*. So it was impossible if the doctor cut your finger just because of a pain on your nail. So, I realized it then changed it immediately.”

Researcher : “ Ok, I think it your explanation is clear enough. So, thank you very much.”

Learner : “ Ok, you're welcome.”

c. Interview 3 (Conversation)

Researcher : “ Excuse me...Do you have time? Would you mind to have interview with me once more?”

Learner : “ Ok. About what?”

Researcher : “ About how you learnt speaking from conversation you did just now.”

Learner : “ Ok.”

Researcher : “ By the way, what did you talk about just now in conversation?”

Learner : “ Emm..about a movie. At that time, when I came to SESA room, I saw my friends were watching a movie and they looked so serious, so I wandered to ask it.”

Researcher : “ So, you often asked questions just now?”

Learner : “ Yes, because I want to know the detail information about the movie. So I need to ask about it for clarification.”

Researcher : “ And here I saw you tried to pay attention to every what your partners talked about the movie. When they explained, you listened carefully, and also the contrary. How did you do that? And what for?”

Learner : “ Yes, exactly. When we do the conversation, we have to balance what we said with our partner means that we cooperate with them in term of language, if they use casual language, we use it as well, or...in term of idea, to make our conversation flows well.”

Researcher : “ So, did you practiced any new words?”

Learner : “ I think...no. I just speak naturally with the language I have known and familiar.”

Researcher : “ So, you learnt to develop your speaking by asking questions and...?”

Learner : “ Yes, I asked questions when I don't understand and I also listen to my partner, try to respond and pay attention to what they said to me.”

Researcher : “ Oh, I see. So, I think it was very clear for your explanation, so thank you very much.”

Learner : “ Ok. You're welcome.”