

OBSERVATION SHEET

Day : Wednesday
 Date : June 13th, 2007
 Material : Describing thing and person

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Asks the students to describe her by saying only one word	Say a word to describe the teacher	Brainstorming; describing person by saying only one word
2	Asks the students to describe the tape recorder	Describe the tape recorder	Brainstorming; describing thing
3	Orders the students to find out their personal things from their bag	Find their personal things	
4	Gets the students to move their personal thing to the right based on her account	Move the things to the right side	
5	Points the students to describe the thing she/he gets	Describe the thing she/he gets	
6	Discusses the material “describing people” from the book	Discuss the materials	Main speaking activity
7	Chooses the students to describe the people in the picture of the book and choose the other students to guess it	Describe and guess it (student A describes and student B guesses it)	Main speaking activity
8	Orders the students to find out their height and weight in feet and inches	Calculate their own height and weight in feet and inches	Main speaking activity
9	Asks the students to mention their height in feet and chooses the other students to calculate it in inches	Mention their height in feet and another student calculate it in inches	Main speaking activity
10	Asks the students to mention their weight in pound and ask the other to calculate it in kilograms	Mention their weight in pound and another student calculate it in kilograms	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 13th, 2007
 Material : Asking and giving direction

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Asks the students to tell about their experiences when they get lost in certain place	Tell their experiences	Brainstorming; telling a story
2	Gives the students vocabulary related to the topic to make the students easier to say something	Discuss vocabulary	Brainstorming; discussing vocabulary
3	Explains the error sentences made by the students	Listen to the explanation	Main speaking activity
4	Gives explanation about the way to give direction	Pay attention to the explanation	Main speaking activity
5	Asks the students to make a group consists of four persons. The member of each group becomes a guide and the rest become tourist.	Find their own group the determine who become a guide and tourist	Main speaking activity
6	Orders the students to report their traveling in front of class	Report their traveling	Main speaking activity
7	Orders the other groups to give question to the presenter	Give the questions	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 20th, 2007
 Material : Describing thing and person

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Shows a book of toy story then tell the story or give a model of how to do the story telling	Pay attention to the teacher	Brainstorming; giving a model of story telling
2	Explains the assignment for next week, for example; the way to do story telling, make media and also explain about the rules	Listen it carefully and give questions when they don't understand	
3	Asks one of students about the age	Answer the question but she doesn't want to tell her age straight forward	Building knowledge of field
4	Asks another students about the age	Answer the question directly without any doubt	
5	Gives explanation why we may and may not ask about the age to other people	Listen the explanation given by the teacher	
6	Discusses the material "Asking about Age"	Discuss the materials	Main speaking activity
7	Discusses the material "Describing Hair and Eyes"	Have discussion about describing hair and eyes	Main speaking activity
8	Divides the students into 4 groups then order them to think about Indonesian celebrity	Make a circle with their own groups then think about Indonesian celebrity	Main speaking activity
9	Asks the students to describe the celebrity they determine then they may choose the other group to guess who the celebrity is	Describe the celebrity and the other group has to guess the celebrity described	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 20th, 2007
 Material : Describing thing and person

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Asks the students to prepare the story about their friends	Make a story about one of their friends	Brainstorming; telling a story
2	Chooses one of the students to tell / describe one of his / her friends in the class without saying the name	Present or describe one of their friends physically or nonphysically and others guess who she / he is	
3	Discusses the vocabulary they need and correct their misused vocabulary	Pay attention and give question if the students still have difficulty	Brainstorming; discussing vocabulary
4	Orders the students to describe the picture of Harry Potter	Describe the picture of Harry Potter from head to toe	Brainstorming; describing picture
5	Gets the students to describe their own pictures that have been prepared from their house	Describe their own pictures briefly and clearly	Main speaking activity
6	Orders the students to describe the dictionary (pocket dictionary and big dictionary)	Describe the dictionaries including the shape, the size, color and also the differences between them	Main speaking activity
7	Orders the students to describe coin, white board, bag and soccer ball	Describe all the things determined by the lecturer	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 26th, 2007
 Material : Describing thing and person

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Shows a box that there are five things inside it. Then she gives the clues and let the students to guess them	Listen to the clues and they have to guess it by giving yes no questions related to the things inside; the shape, the size, the color and also the use of the things	Brainstorming; guessing the things inside the box
2	Shows a dictionary then order them to describe it	Describe the dictionary	Brainstorming; describing things
3	Calls one of the students to come forward as a model to be described by others	Describe the student who is in front of the class	Brainstorming; describing person
4	Pairs the students up and give each group a paper then give them the instruction to the students	Do the instruction given by the lecturer	Main speaking activity
5	Orders the students to draw a face of their own partners in the paper she / he gets	Draw his / her partner's face in the paper	Main speaking activity
6	Gets the students to describe the picture	Describe the picture of their partners	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 13th, 2007
 Material : Asking and Giving Direction

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Orders the students to make a circle	Make a circle	Brainstorming; telling a story
2	Orders the students to make / prepare the story	Make a story	
3	Asks the students to deliver the story one by one	Present their story	
4	Orders the students to make a group of three persons	Make a group consists of three persons	Main speaking activity
5	Gives the students duty to choose one of places around campus and give the students chance to observe the place	Choose one of places around campus and observe the place	Main speaking activity
6	Asks the students to draw a map of that place then give also the direction to get the place from D3.12 class	Draw the map of it and give the direction to get the place	Main speaking activity
7	Orders every group to tell the direction to get to the place they have already determined	Tell the direction on front of class	Main speaking activity

OBSERVATION SHEET

Day : Wednesday
 Date : June 13th, 2007
 Material : Asking and Giving Direction

No	Teaching and learning activity		Note
	Lecturer	Students	
1	Asks the students to prepare the story about their experiences when they get lost in certain place	Prepare their story	Brainstorming; telling a story
2	Gives the students vocabulary related to the topic to make the students easier to say something	Pay attention to the explanation	Brainstorming; discussing vocabulary
3	Orders the students to tell their story	Present their story one by one	Brainstorming; telling a story
4	Explains the error sentences made by the students	Pay attention to the explanation about their mistakes	Main speaking activity
5	Give explanation about the way to give the direction	Pay attention to the explanation	Main speaking activity
6	Asks the students to make a group of four persons	Make a group of four persons	Main speaking activity
7	Asks the students to determine who will be a guide and tourist in their group	Determine the guide and also the tourist	Main speaking activity
8	Orders the group to report their traveling in front of the class	Report their traveling	Main speaking activity
9	Lets the other groups to give questions to the group that present their traveling	Give questions to the group that present in front	Main speaking activity

Day : Wednesday
Date : June 13th, 2007
Material : Describing thing and person

SCRIPT

Lecturer : And then one by one each of you have to tell about me, Ok! Its okay if it is hurt my feeling. Okay, but it's just a game. You understand what I mean?. Starting from

Lecturer : You may tell me physically or no physically about me. Starting from Harris.

Student : What about my mark?

Lecturer : Nothing to do with your mark

Student : Slim

Student : Smart

Student : Tall

Student : Clever

Lecturer : Nah Ini! sudah smart and clever

Student : Cool

Student : Sweet

Student : Discipline

Lecturer : Ok. One word

Student : me first

Lecturer : No... no no....

Student : Dangerous

Student : Genius

Student : Friendly

Student : Diligent

Student : Fine

Lecturer : And next

Student : Cute

Student : Apa yah? Seperti tomboy

Lecturer : Tomboy. Ok. That's how to describe about someone. You may tell everything. Jangan marah. No! But it's ok, I will not do it. Those are the vocabularies that you know about describing thing. Ok? Menurut ibu ya itu aja yang kalian tahu untuk mendeskripsikan orang. And then you give me the word "dangerous". Dangerous is not for people. Ok, you say that this person is dangerous, am I Sumanto or crocodile? Or am I boa or maybe anaconda or something like that. Jadi ada diksi yang tidak appropriate untuk manusia. Ya for example "dangerous". Maybe if you are a psychopath or cannibal. Hannibal Lectures, you know? Tapi kalo orang normal jangan bilang dangerous karena orang akan mikir. Is she ...? who? Mbah Jiwo. You know mbah Jiwo? Who eats those babies. That's about person. And how about.....

What about Bi's thing? Tape recorder. Tell me about this tape. One word.

Student : Black

- Student : Small
 Student : Square
 Student : Sound
 Lecturer : What do you mean sound? Produce sound. If you say sound then how to say?
 Student : Play
 Lecturer : How do you say about this?
 Student : Bottom
 Lecturer : Button. Not bottom
 Student : Portable
 Lecturer : What else? Come on
 Lecturer : Battery. Need battery. What else?
 Student : Expensive
 Lecturer : Yes, you're right
 Student : cassette
 Student : Electronic
 Student : Music
 Lecturer : Music means sounded
 Student : Playable
 Lecturer : What do you mean with playable?
 Student : We can play it
 Lecturer : You can play it as football. Playable, right!.
 Student : Yang punya marah nanti
 Lecturer : Ok. What else?
 Student : Sony
 Student : Gak boleh nyebut merek. Kalau dalam quiz gitu di Dis sampeyan
 Lecturer : Sony. Come on. How about this performance? Besides black, small, square, simple, elegant, luxurious. Is there any diamond over here? What else? Come on. Plastic. The last but not least. "old"
 Student : You are old
 Lecturer : Almost
 Lecturer : Belongs to whom?
 Observer : It belongs to my friend
 Lecturer : It's approximately one or two year old. It is old not new. Now, I wanna you take your personal thing from your bag. Take one of your personal thing from your bag.
 Student : HP, mom.
 Lecturer : Not only HP but whatever it is.
 Student : Terserah ya Mom ya?
 Lecturer : Ya
 Student : Yo wes golekane ditokno
 Lecturer : It's okey. Finish? Now, I want to have a game. Let them try to describe it. I do have this personal thing not bother you means that if someone else try to look at it, you look not ashamed or something like that. Please the thing is not too personal. Everybody can open it and describe it. Please don't feel ashamed or offended. Now, I wanna you to move it to the right side based

- on my account. Ok. Move it. If I say stop, you have to stop. Are you ready?
- Student : Yes
- Lecturer : ok. One. Two. Three. Four. Five. Six. Seven. Eight.
- Student : (one of the student has just come)
- Lecturer : Ok. What about you? Take one of your personal thing. (continue to count) Eight. Nine. Ten. Ok. Now, I wan you to take a look at carefully to that thing. After that, let's we describe it one by one. You may smell it, you may.....
- Student : (one of the Student gets a handkerchief)
- Lecturer : It belongs to whom?
- Student : Teguh
- Lecturer : Can you change it into another thing? No...no...no... This one. Your personal thing. Ok. Give it to her. Ok. Now try to take a look at this and describe it. Gak usah mereka berdua
- Student : Loh! Tadi sudah fotokopi Mom.
- Lecturer : Siapa lagi yang belum? (membagi fotokopi). Are you ready to describe that thing that you hold?
- Student : Yes, ready
- Lecturer : Ok. Now, starting from Arik. Describe the thing that you hold
- Student : The colour is pink
- Lecturer : Louder please
- Student : Portable, funny
- Lecturer : What's that?
- Student : Toothbrush
- Lecturer : Ok. Good. What's your name?
- Student : Nurul
- Lecturer : Ok. Nurul. Louder please. It is what? It is a
- Student : It is a hand phone
- Lecturer : It is silver and then slim
- Student : Slim or thin, Mom?
- Lecturer : Slim is oke
- Student : Useful
- Lecturer : I know it's useful but you have to describe it. You have to think about something because you lost your personal thing. You get lost and find it. For example: Pak, my cellular phone is lost. So, the officer will ask you to describe your cellular phone. You have to say it that almost similar with that thing.
- Student : Samsung
- Lecturer : The label is Samsung. Accessories. Do not open it. Ok. Good. Next.
- Student : Handbook
- Lecturer : Ok. Hand book. Small, blue, handbook and you have to more specific because you lost it and find it.
- Student : It's a vocabulary book
- Lecturer : It's a vocabulary book. Just it?
- Student : I have some book. The title of the book is Andai Aku Tahu and for the book is talk about love

- Lecturer : Just it?
- Student : I lost a tip. It's made of original plastic and it's used for pick something to the other thing. It has a circle form. The colour is yellow
- Lecturer : Yellow transparent
- Student : It's a pen. It's cylinder. The colour is blue and old. The label is pilot. It's used to write. It has a cover. We can open it and close it.
- Student : Unrecorded
- Lecturer : Ok. Good. Thanks.
- Student : This is a pin. The colour is pink, many colours
- Lecturer : What about the picture?
- Student : It's a pretty girl.
- Student : It's a doll. It has white ring, pink tail. This is funny. The colour of the body is yellow
- Lecturer : Next
- Student : Wallet
- Lecturer : (*correct the student*) Pursue. Belong to woman is pursue and wallet is for man
- Student : This is a pursue. The colour is pink metallic and thin. The pursue has two pockets. This pursue can save money, credit cards and the others
- Student : It is a flash disk. It's portable. It's expensive and the colours are blue and silver
- Student : *unrecorded*
- Student : This is a key
- Lecturer : Key (*correct the pronunciation*)
- Student : This is a key. The colour is pink transparent, short. The label is Fonda. It's portable (handy). The colour is black and grey. It's small. There are many pictures.
- Student : This is a connector or RG 45. It's small. The colour is gold and expensive
- Student : (*other students*) Not expensive
- Lecturer : Now, let's we go to page 92
- Student : (*complain*)
- Lecturer : Kamu yang ngajar toh?. Diem. If you ask someone about or if you want to know about someone, for example; one of your sister or friend want to introduce you with the other friends and you can say it; what did he look like? What does he look like? What he was.....
Tall, pretty, heavy, thin. He was over
- Bacanya height and weight. That's how to say it. Men. Itu bacanya six point four feet. Five point eleven feet. Five point eight, below five point seven. Itu ada skalanya; Very tall, medium, high, short, very short. Describe him or her to your partner. Itu ada lima orang. Ok. Now, please Erni, describe the thief and please Anna try to guess the people. It's about he is

- berapa tingginya. You mention about the thief and you try to guess. Itu ada orang pertama sampai kelima
- Student : He is
- Lecturer : No..no..no.. Skalanya
- Student : Six.....
- Lecturer : Sick or six? (*Check the pronunciation*). He is five point six feet
- Student : Pake kaki, Mom?
- Lecturer : Gak pake kakimu loh ya!
- Student : Kakinya siapa, Mom?
- Lecturer : 12 inches. Ok. Now, Vina. You tell or describe about the thief and Indah guess it
- Student : Sembarang
- Lecturer : He is six point four feet. Inches, sorry.
Udah ngomel melulu!. You guess it.
- Student : Cuman itu thok ta Mom?
- Student : He is number 5
- Lecturer : Kiki and then Haris
- Student : He is five point eight feet
- Student : Number 3
- Lecturer : Now, describing people number 2. Five feet ten inches. Five ten means five pound ten inches
- Student : Yaopo seh?
- Lecturer : About five. How much did he height? Aduh....! Itung-itungannya bingung
- Student : 5' 5"
- Student : Itu pake kilogram? Pounds itu apa?
- Lecturer : How much is your weight? How much do you weight?
- Student : 104 kilograms
- Lecturer : Oke. Now, I want you calculate yourselves. Your weight and your tall. Udah protesnya? The height and weight. Multiple your height in centimeter dengan itu.
- Student : Dihitung, Mom?
- Student : Matematikaku jelek
- Lecturer : Gak urusan! Multiply it. Bisa pake HP
- Student : Gak punya HP
- Lecturer : Ya kasihan deh lu!
- Student : (counting their height and weight)
- Lecturer : Round that
Dibulatkan menjadi yang paling dekat, kemudian.....
(*Move to the lab*)
- Lecturer : Others that you have to guess it in centimeters
If you find the centimeters and you have to
Kalo dikurangi_____ kalo dibagi _____
And then divide it into, 3937
- Student : My height.....
- Lecturer : 5' 6". Sumiarsih berapa? Oke, next. Putri, tell about yours
- Student : I'm six point two feet

- Lecturer : Six point two feet. I ask Desy to calculate it. Come on, Nurul, tell about yours. Ok. Maslakhah
- Student : 5' 4"
- Lecturer : Please Teguh to calculate it in centimeters. 5 point 4 feet please.
- Lecturer : Sumiarsih
- Student : 100.57
- Lecturer : Excelent. Next. Siapa lagi? Desy
- Student : 100.70
- Lecturer : Seventy or seventeen?
- Student : Seventy, Mom
- Lecturer : Is it right?
- Student : My height is wrong.
- Lecturer : How tall are you? So, you can't calculate yourself. Siapa lagi? Lah iya, kamu yang jawab..... Teguh
- Student : 100.65
- Lecturer : Now about weight. Now, please Haris. Tell you weight
- Student : My weight is 100.23 pounds
- Lecturer : 100.23. Calculate it in kilograms. Next. Vina, tell about yours
- Student : My weight is 117 pounds
- Lecturer : Masruroh, calculate it into kilograms. Next, siapa lagi ya? Erni
- Student : My weight is 92.4 pounds
- Lecturer : Please calculatesiapa nih?
(Unrecorded)

Day : Wednesday
Date : June 20th, 2007
Material : Describing Thing and Person

SCRIPT

Lecturer : Ok class, please make a circle as usual
Student : *(students make a circle)*
Lecturer : Ayo, come on! Make it fast! Come here. Let me call your name first
Student : *(Answer)*
Lecturer : Ok, as usual you are going to share your story but now I give you the topic. The topic is talking about your friends. So, talking about your friend, if you are not prepared yet, I give you five minutes to prepare it. Talking about your friend.
Student : In this class, Mom?
Lecturer : Up to you. Friend. For Faridah, please come here. Have a chair here. Yayat move here. Give your chair for Faridah. Come on! Ok class. Listen to me first. Choose one friend of you and then you may tell the physical appearance, the personality or everything about your friends.
Student : In here, Mom?
Lecturer : Ya, of course. If you want to tell about your friend in this class please don't say the name, but to make it interesting, please tell about your friends without telling the name. Tell about your friends in this class. Don't mention the sex, ya? Jadi gak usah disebutkan. Ok, 5 minutes. There are 21 persons in this class.
Student : *(Student prepare the story)*
Lecturer : Come on, make it fast
Student : *(ask to the teacher)* Kita kan tidak pake nyebutkan cowok atau cewek, berarti kalau nyebutkan dia masak nyebut she / he ?
Lecturer : The person. Question?
Student : Tingginya gitu gimana, Mom?
Lecturer : The tall is about
Student : Enggak, gak pake angkanya
Lecturer : Apa ya?
Student : Memberi tahu apa, Mom?
Lecturer : Let you know
Student : The person selalu memberi tahu the lecturer
Lecturer : Inform the lecturer
Student : Oh.... Inform
Lecturer : Kamusnya dipake. Jangan sedikit-sedikit tanya!. Ayo dibuka
Student : *(Student ask)*
Lecturer : The person is 160 cm height and the person is 50 kg. Jangan sebutkan namanya or you may use the initial. The person is Mr. A or Mr. X. what?
Student : Saling membantu itu help each other?
Lecturer : Ya saling membantu itu help each other. Ok finish?
Student : Not yet

- Lecturer : Don't make long sentences. Gak usah panjang-panjang. One or two sentences is enough. Ok! Finish?
- Student : Finish
- Lecturer : Make it fast. Choose your friends
- Student : Who has birthday in this month?
- Lecturer : Ok, let's start now. Who wants to be the first? No one. Oke, stop working! Let your pen is on the table. Stop. I call Dewi please.
- Student : Siapa Bu?
- Lecturer : (*say the full name*). Dewi Kartika Sari
- Student : Morning friends. I want to try to describe my friend. The person is not tall but the person is not fat. The person has good voice.
- Student : (*guess*) Ais. Vicky. Evi
- Lecturer : Repeat the story
- Student : (*Student repeat the story*)
- Lecturer : Who is the person?
- Student : Kholifah
- Teacher : But please make it more detail. Dewi please choose your friend
- Student : I wanna tell you about my friend. The person is baby face, thin, tall, skin white. The person is treasurer in this class
- Lecturer : What can you guess from this explanation? Repeat!
- Student : (*repeat the story*)
- Lecturer : So, who is the person?
- Student : (*guess*) Irma
- Lecturer : ok next
- Student : The person has a curly hair and white skin. Actually the person is but I don't know why the person always looks sleepy in this class. Sometimes.....
- Student : (*laughing*)
- Student : (*guess*) Ridwan
- Lecturer : Choose your friend
- Student : Good morning. Today I wanna tell about one of our friends. The person is funny girl and clever. The person is very kind and always make the person happy in near her.
- Lecturer : If the person is near other
- Student : The person is funny, clever and also talkative but the person has many friends because the person always makes the other happy. The person has favorite food that is knob
- Lecturer : What is knob?
- Student : Pentol
- Lecturer : Apa knob? Check! (*ask the Student to open the dictionary*)
- Lecturer : Pentol is meatball. So who is the person?
- Student : (*answer*) Kiki
- Lecturer : Choose your friend
- Student : Good morning friends. How are you today? I have many friends in this class but I only have one close friend. This person has friendly personality. So that can be my soul mate as my friend maybe. This person knows everything about me and this person has the sweetest smile.

- Lecturer : Who is the person?
 Student : *(answer)* Ridwan
 Lecturer : Ok. Choose your friend
 Student : I wanna tell you about our friend. This person is funny, everyday looks happy like have no any problems. I'm very happy if near the person. The person has same idol like me.
- Student : *(guess)* Eva
 Lecturer : Next
 Student : Good morning. I want to tell you about my friend. The person is cute I think and the person
- Lecturer : Do not use I think, may be. Just say the person is cute
 Student : The person is cute and then the person is not tall and not short. The taller is standard. The body is ideal and sometimes the person shares with me. The person sometimes tell me about funny story, so I'm always happy if near with the person. And sometimes we help each other. The person laughs out loud
- Lecturer : Who is the person?
 Student : *(answer)* Dewi
 Lecturer : Is that correct?
 Student : Yes
 Lecturer : Choose one of your friend
 Student : Yayat
 Student : Ok. Directly, the person is kind. Always makes me happy because if I can't join in this class, the person always informs the lecturer. The person is not tall and not fat. The skin is white and always smile every time.
- Student : *(answer)* Evi
 Lecturer : Say it again!
 Student : *(repeat the story)*
 Teacher : Ok hadap sini. Tadi ada skin white. Apa itu skin white? Indonesia English.
- Student : Oh yo white skin
 Lecturer : Jadi tak ada skin white. White skin. Light complexion, dark complexion itu coklat bukan hitam. Jadi yang masuk light complexion itu siapa disini?
- Student : *(answer)* Riza
 Lecturer : Jadi tak ada white skin, skin white. Use complexion; white complexion or dark complexion. Cuma ada dua pilihan. Question about this? Jadi kalau Vicky masuk yang mana?
- Student : Dark
 Lecturer : Laugh out loud apa artinya?
 Student : Tertawa terbahak-bahak, ngakak
 Lecturer : Ok ya? Next. Not tall but not short = medium. He has medium high. In between = gak tinggi gak pendek. Not thin not fat. Slim figure, proportional, ideal figure, not ideal body. Ok! Tadi siapa yang terakhir? Choose!
- Student : Hello guys, How are you today? Here, I want to tell you about may friend. I have a friend. The person is talkative and always

makes me laugh. The person has curly hair, chubby cheek and flat nose.

- Lecturer : Can you guess it?
- Student : *(guess)*
- Student : I will describe about my friend and you can guess it. The person is friendly. The person has light complexion. The person is more than 150 cm. I'm very like if I'm near with the person.
- Lecturer : Who is the person?
- Student : *(guess)*
- Student : Hello, today I will describe you about our friend. I meet this person when in the first day I study in here. She is very good, funny, light complexion, always with me in happy and sad. She has many kinds of favorite foods, hobbies, film, etc. Many of my friends said that the person is my soul mate. I hope I can always gather with the person .
- Lecturer : Who? And then choose. Ok sorry once again. *(give explanation)* in here, in there.... No way! Study here, study in this campus. Next
- Student : Morning guys, I want to tell you about my friend. This person is fussy. She always makes*(unclear)*
- Lecturer : Who is the person?
- Students : *(guess)* Eva
- Lecturer : Ok, sekia dulu ya ceritanya. Kita masuk ke bab sekarang. Nanti dilanjutykan after this. Now we are going to describe person and thing. Do you bring the picture of person or thing?
- Students : *Ya. (Students take the pictures from their bags)*
- Lecturer : Ada yang bawa picture yang besar?
- Students : Oh, ini Bu
- Students : Kok Harry Potter sih!
- Lecturer : Ok, let's describe the person here
- Students : *(prepare the description)*
- Lecturer : Ok, back to Harry Potter. Mulai dari atas. Can you describe the person here, from head to toe. What kind of hair does Harry Potter have?
- Students : Black hair and short
- Lecturer : Curly or straight?
- Students : Straight
- Lecturer : The hair is short curly straight and black. What is the color of the hair?
- Students : Reddish kemerah-merahan
- Lecturer : Brownish. Jadi apa warna rambutnya?
- Students : Brownish
- Lecturer : Move to the eyes
- Students : Blue eyes
- Lecturer : Apa ini warnanya?
- Students : Blue and eagle eyes. Mata elang ha....ha...ha....
- Lecturer : Curly?
- Students : keriting

- Lecturer : Wavy?
 Students : Bergelombang
 Lecturer : And then the color is brown
 Students : Coklat
 Lecturer : Black?
 Students : Hitam
 Lecturer : Blond?
 Students : Pirang atau kuning kecoklat-coklatan
 Lecturer : Lain dengan “blind” ya? Down to the eyes
 Students : Eagle, mata elang. Koyok elang iku pancen
 Lecturer : Apa itu?
 Students : Blue and round
 Students : Lentik
 Lecturer : Itu lak bulu mata. Eyes termasuk apa? Round, narrow or white?
 And what about the color?
 Students : Blue
 Lecturer : What about the eyes?
 Students : Blue
 Lecturer : Your eyes is blue?
 Students : No, coklat brownish
 Lecturer : Down to the nose
 Students : Pointed nose
 Lecturer : Apa flat?
 Students : Pesek
 Lecturer : pointed nose?
 Students : Mancung
 Lecturer : Mancung keatas atau kebawah?
 Students : (*laugh*)
 Lecturer : What about the lips?
 Students : Sensual, sexy
 Lecturer : Don't use your imagination! Sexy, sensual, it's your imagination.
 Bentuknya saja. It is tebal atau medium?
 Students : Sumbing apa Mom?
 Lecturer : Apa ya? Ini termasuk apa?
 Students : tipis. Thin
 Students : Kulitnya kayaknya keriput Mom
 Lecturer : Wrinkle skin. What about the complexion?
 Students : Light complexion
 Lecturer : So, what can you say about Harry Potter from the figure? Please
 describe about Harry Potter. Come on please describe it. Ayo one
 by one. Come on! Anyone? Ayo siapa? Bias bedakan round and
 oval ya? Kalau round itu bulat, kalau oval itu lonjong. Oke, siapa
 ya?
 Students : Luna Maya iku Bu oval
 Students : Aku ikiloh oval
 Lecturer : Iya ya. Saksi hidup. Round bulat, oval lonjong, heart, bentuk
 wajah heart tau ya? Seperti siapa ya? Jadi agak segitiga. Kalau
 square persegi ya. Ayo! Udah ada vocabny adisitu. Ayo tolong

- gambarkan Harry Potter. Ayo ini aja dulu. Using these vocab. Kalau gak punya foto give me a thing. Come on describe Harry Potter.
- Students : Saya coba ya Mom ya. I will try to describe Harry Potter. Start from his hair
- Lecturer : From head to toe
- Students : His hair is short, straight and the color is brown. His eyes is round and the color is blue. The nose is pointed. His lips is thin. He wears shawl.
- Lecturer : Scarf
- Students : He wears a scarf in his neck, eh around his neck. He wears long coat and the color is black. He brings an owl in his left hand.
- Lecturer : Good. Ok class. If you want to describe person here dari atas sampai bawah, jadi jangan sebutkan rambutnya, ininya, jadi langsung aja. Harry Potter has black, short, straight hair. Jadi satu saja and then his eyes is brown and blue and also he wears a glasses. Harry Potter has pointed nose but he has thin lips. Jadi jangan satu persatu. He has oval face. Harry Potter has an ideal figure, so he is not tall and not short. Terus apa lagi? He has light complexion. Jadi jangan satu persatu; his hair is straight, the color is brown. Jadi bias digabungkan menjadi satu. If we want to talk about the hair jadikan satu aja. He has black, straight, short hair. Then his eyes is brown and round. Harry Potter has pointed nose but thin lips. Jangan thin lip ya, karena lips kan ada dua. Thin lips. What about cheek? Apa cheek?
- Students : Pipi
- Lecturer : Chubby itu tembem . Kempong apa ya?
- Students : Kayak pimpong itu apa ya?
- Lecturer : Kayak pimpong? Apa ya? Ok, siapa lagi yang mau mendeskripsikan Harry Potter? Faridah please. Ayo Faridah. Gak kelihatan?
- Students : Aku wae lak podo Faridah
- Students : Harry Potter has long hair. Harry Potter has straight hair. Harry Potter (*unclear*)
- Lecturer : He has pointed nose
- Students : And the eyes is blue
- Lecturer : Sorry say it again
- Students : Blue eyes
- Lecturer : Ayo yang lain coba describe your own photo. Faridah coba lagi ya?
- Lecturer : Faridah, take your chair here. Kursimu bawa sini.
- Students : (*describe Harry Potter in front of the teacher*)
- Students : (*other students prepare the description about their own photo*)
- Lecturer : Ok, describe Harry Potter once again. The vocab on the board (*Individual brainstorming*)
- Students : Harry Potter has short hair
- Lecturer : Ok, sorry saya potong dulu. Harry Potter's hair is apa artinya?

- Students : Rambutnya Harry Potter
 Lecturer : Yah, rambutnya Harry Potter is
 Students : Short
 Lecturer : and then the color is
 Students : The color is pirang, ehm.. brown and then
 Lecturer : Jangan then-then terus, gak boleh itu. Jadi langsung saja jadi satu.
 Harry Potter's hair is
 Students : Short
 Lecturer : The color
 Students : The color is
 Lecturer : Gak usah the color, langsung aja what color....
 Students : Harry Potters' hair is short, brown
 Lecturer : Tipe rambutnya apa?
 Students : Pirang
 Lecturer : Tipe rambutnya apa? Apa sih maksudnya? Tahu pertanyaan saya?
 Apa?
 Students : Rambutnya wajah
 Lecturer : Tipe rambutnya ini loh lurus, keriting apa wavy?
 Students : Harry Potter's hair is brown, short and straight
 Lecturer : Coba diikuti, Harry Potter's hair is short, straight and brown
 Students : Harry Potter's hair is short, straight and brown
 Lecturer : Yah, good! Dibolak-balik sama saja.
 Students : Harry Potter's hair is brown, straight and then short.
 Lecturer : Coba dibaca
 Students : Harry Potter's is short, brown and straight.
 Lecturer : Itu cara pertama, cara yang kedua juga ada Harry Potter has
 brown, straight and short hair.
 Students : Harry Potter's has brown, straight and short hair.
 Lecturer : Lho ga pake s
 Student : Harry Potter is short, straight.....
 Lecturer : Ga pake is. Nanti Harry Potter yang tinggi, pendek
 Student : Harry Potter has short, straight and brown hair.
 Lecturer : Ya, ditulis! Sekarang dibaca lagi.
 Students : Harry Potter hair is straight, brown and short.
 Lecturer : Ya! Lah bisa gitu kok, lanjut
 Students : And then head.
 Lecturer : He has pointed nose or his nose is pointed. Pointed apa artinya?
 Students : Hidungnya mancung
 Students : He has nose
 Lecturer : Loh! Nosenya dibelakang
 Students : he has pointed nose
 Lecturer : Trus? Kamu mau ngomong apa?
 Students : Eyes. Narrow blue eyes.
 Lecturer : Then
 Students : Oval head. He has an oval face.
 Lecturer : Ya coba sendiri ya. Nanti saya Tanya lagi.
 Students : Yes, Thank you.
 Lecturer : Kita lanjutkan. Class, please be quite. listen to

Day : Wednesday
Date : June 20th, 2007
Material : Describing thing and person

SCRIPT

Lecturer : How' life?
Student : Fine
Lecturer : Ok, good! And you will fine today lesson. Before we go to the next material I will explain about your assignment fro next week (*Teacher gives explanation about story telling for next week and several minutes later.* If you don't have any questions, we'll continue to the next material. Ok, let me ask you (*point one of students*). How od are you?
Student : Sorry, I can't.....
Lecturer : Mr. Haris, how old are you?
Student : Twenty
Lecturer : I ask you, why you don't want to tell me about that?
Student : Sorry. I don't hear your question
Lecturer : Oh I see. Ok. How old are you?
Student : me? Up to thirty
Lecturer : Ok. Thirty. You twenty. Ok, how about you? how old are you?. It's just thirty or you just make it up?
Student : Up to thirty
Student : Me eighteen, Mom
Lecturer : Below forty ya? More than thirty, below forty Mom. Ok, why don't you tell me straight forward about your age? Why?
Student : Not informal ya?
Lecturer : Why? I'm your teacher. No...no...no... I not ask you
Student : You can guess
Lecturer : I can't. I don't want it. I just ask you and you don't want to tell me straight forward about your age and when I ask Haris, he said "I'm twenty". From this too, I have the same thing. On this moment, she doesn't want t tell you about her age but this man (*point the student*) is passed directly and said I'm twenty. What?
Student : (*unclear*)
Student : Maybe shy
Lecturer : Others
Student : Not important to tell you
Student : Private
Lecturer : All of your answers are quite good and almost right. So, when you ask about age, you may ask it to those children but not to adults. Please don't ask it. But why Haris seems glad to say it? Because. In my thought, opinion in this era twenty is normal. You understand what I mean? Second grade or second semester is normal if I'm twenty years old. But it will be abnormal if I say "I'm thirty five", gitu ya? Akan amat sangat tua gitu ya. So that's why adults never ask about age mostly in front of others. Ok, open page 93. Take a look at Asking about age. In those astric

book, “how old are you?” is a question that we do not generally ask adults, they are (1) older than we are or (2) in position of higher authority. You may not ask about that if the person is higher than you in position and also in age. Saya tahu anda misalnya jauh lebih tua dari saya tapi kalau saya tanya itu hal yang wajar. But when I know that you are older than me it's ok if I ask you about your age. I may not be the person higher than me in position, tidak mungkin saya Tanya ke dekan “Bu, usia ibu berapa?” You may not ask about that but it can be done to the children and then you ask to your children. Makanya saya bilang “how old are you?” Gak apa-apa kan kalau saya tahu usia ibu. That's about age. Tapi saya gak tahu apakah beliau lebih tua dari pada saya, terganutung amal dan ibadah. And then if you don't want to tell it, it's ok if you say something like that “above thirty below forty” just is it! Or pretty young, fairly old, kind of young, sort of young, very young or if you don't want to tell me about the question just say I am sure I am younger than you. How old is mostly in community in famous person, you may not ask about age. But, among yourself you can do that. Kalau sesama orang kita ketemu di manten in wedding party and it is just the first time you know him or her and then you ask how old are you. Be careful with age and also whether you are married or not, whether you have children or not don't ask about age. So, don't ask about that if you don't know that she or he panggil aja you in term of age or friend. Okay, next make a circle describing Hair and eyes. What colour is his hair, her hair? What kinds of hair does she/he have? If you want to meet someone and you don't know about them and then you ask about that, “ What colour of his her?” oh... it is blue, or he has brown hair, she is blonde but I don't know about brunette mungkin rambutnya itu merah kecoklat-coklatan. But I think it's very funny talking about brunette. Next, what kinds of hair does he have ? sama what colour is his hair? Itu beda, yang satu nanyain colour yang satu jenis, ada straight, curly, wavy, I think you don't have to think about hair because she wears jilbab or veil. Next, we have eyes, eyes is same. What colour are his eyes? Blue, brown.....

Student : Hazel itu apa mom?

Lecturer : I don't know exactly about hazel.

Student : Afro?

Lecturer : Afro itu keritingnya orang Afrika. Now, I have a game. I will divide it into four groups. And you think about celebrities and then you try to catch him/her, describe it then. Let's we have a game. Each of group, you have to think or describe 3 persons, it's Indonesian people. 1, 2, 3, 4 (*count the students and divide them into four groups*). Make a circle, 3 people each group and please try to save the person for others. Don't let other know the people, so please.....Zaenal's group and please Wawan's group please try to guess it.

- Group 1 : His hair is almost full of white hair. He has small eyes. He is short man. He is not young man. He is old. He is very clever.
- Lecturer : I give you three times to give questions (*to the first group*)
- Group 2 : his hair is short or long?
- Group 1 : Short
- Group 2 : He is celebrity or ...?
- Group 1 : Celebrity
- Group 2 : Artist, singer or ...?
- Group 1 : Engineer
- Lecturer : Tell me who?
- Group 2 : He is B.J. Habibie.
- Lecturer : Ok. Next group
- Group 2 : She has black hair. She is an artist. She is tall and beautiful. She ever play in movie, the title is "Janji"
- Group 3 : How old is she?
- Group 2 : She is twenty three
- Group 3 : Does she have back hair?
- Group 2 : Yes, she ahs black hair
- Lecturer : Zaenal, you have to guess it.
- Group 3 : She is Ririn Dwi Ariyanti
- Lecturer : Ok, others. One of you can choose and ask to who. This group and that group
- Group 3 : His face is oval. His nose is prominent nose
- Students : What is the meaning of prominent nose?
- Group 3 : He has white skin. He wears earring. He has loud voice. He is a singer
- Group 4 : Is he one of the vocalist of band in Indonesia?
- Group 3 : Yes
- Group 4 : When he performs, what characteristics of the clothes?
- Group 3 : Gothic
- Group 4 : It's not talking about gothic but wear trouser or clothes...?
- Group 3 : He always wears tank top...ehm T-shirt
- Lecturer : Ok, who is he?
- Group 4 : He is Ahmad Albar
- Lecturer : Next, other group
- Group 4 : He has black hair, straight and Mohawk. His skin is black, very thick lips and he is still young
- Group 1 : Is he or she?
- Group 4 : He
- Group 1 : What is he?
- Group 4 : He is not singer but actor
- Group 1 : Movie or sinetron?
- Lecturer : Now you have to guess it
- Group 1 : He is Sakurta Ginting, Kipli
- Teacher : Ok, thanks. That's all for today and wassalam.

Day : Wednesday
Date : June 20th, 2007
Material : Describing thing and person

SCRIPT

Lecturer : Ok, listen to me. This is the way to do storytelling.

“Howdy, Sheriff, Woody”

1. One day Woody walked into a strange town. “Hmm,” Woody said. “Looks like this town needs a sheriff”
2. Woody hopped onto a bucket. He yelled in his best cowboy voice: “Howdy, strangers!” I’m your new sheriff, Woody!”
3. But there was nobody around
4. Sheriff Woody checked out the town. It was strange..... “Hooo-eee!” Woody cried. That is the biggest armadillo I ever saw!”
5. “That is no armadillo!” Woody said.” It’s dinosaur!” “Did I scare you?” Rex asked
6. Woody saw a cowboy boot. It shook like a possum with the hiccups!” Whoa!” Woody cried. “There’s a snake in that boot!”
7. But there was no snake in that boot! It was just Green Army Men!
8. “Moving out of Boot camp, sheriff!” Sarge called. “Move! Move! Move!”
9. Then Woody saw the strangest thing of all....
10. “Uh-oh!” Woody cried, “it looks like a twister!”
11. “It’s not a twister!” Jessie said. “It’s me! And I am faster than spinning top!” “Let’s see you top that!”
12. Woody likes this new town. It had a store and a school. It even had a bank! “That’s me!” said Hamm.....
13. Woody heard a sound. Someone was coming
14. “Outlaws!” Hamm cried. “Bandit!” Rex roared. “Invaders!” The alien shivered. “Spell the word HELP!!!” Mr. Spell said
15. Woody looked at his badge. It was his job to protect the town!
16. “Don’t worry, folks!” Woody said. “I’ll show them what we’re made of!”
17. Woody was ready. He stepped into the dusty street. “I wish I were that brave!” Rex said
18. The sound got louder and louder. Woody’s heart beat faster and faster. Woody was about to draw when the stranger rode into town....
19. “Greetings! We come in peace!” It was Buzz, Lightyear and Bulleye!
20. Sheriff Woody smiled from ear to ear. “There are no strangers in this town!” He said. “Only friend!”

Day : Wednesday
Date : June 26th, 2007
Material : Describing thing and person

SCRIPT

Teacher : If you have no question, have a look at my box. I have the box. Inside the box there are three or five things. For the first time, we are going to describe something. You would like to ask me questions and I will answer yes or no. Let's start for the first thing. Today the question is start from Ken. I have five things here and my answer is yes and no. so your question should be specific. Try to figure out the shape, the colour, the size and the usage. Jadi take very specific. Clue number 1 is for all the things "we see them, we use them almost everyday" that's the first clue. Ok! Let's start!

Students : What is in the box?

Teacher : I don't know what in the box.

Students : Is that a cake in the box?

Teacher : Is that a cake in the box? Other listen, please that you have to take a note whether my answer is yes or no, you have to listen then you have to conclude what are they. Is it a cake or no? No! There's no cake there. Ok, next question.

Students : Is it a kind of jewellery?

Teacher : No. You may ask me about the shape

Students : Is it square?

Teacher : Yes, one of them is square. You may ask about the use

Students : One of them is communication tool?

Teacher : No

Students : Is it stationery?

QUESTIONNAIRE

I. Berikan pendapat kamu tentang kegiatan di awal pelajaran berikut ini dengan cara memilih salah satu angka yang sudah disediakan?

Keterangan:

1 = tidak membantu
2 = kurang membantu
3 = cukup membantu

4 = membantu
5 = sangat membantu

1. Kegiatan untuk memotivasi siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking					
b	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut					
c	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas					
d	Kegiatan lain yang belum disebutkan diatas:					

2. Kegiatan untuk mengembangkan kemampuan (speaking) siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Mempresentasikan sebuah cerita					
b	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu					
c	Merubah satu kata dalam sebuah kalimat					
d	Kegiatan lain yang belum disebutkan diatas:					

3. Kegiatan untuk menciptakan ide siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Menggunakan mapping / pemetaan topic					
b	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas					
c	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu					
d	Kegiatan lain yang belum disebutkan diatas:					

4. Kegiatan untuk memfokuskan siswa pada pokok pembahasan

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Memberikan penjelasan dengan menggunakan media misal; gambar					
b	Memberikan penjelasan dengan menggunakan media misal; benda					
c	Memberikan penjelasan dengan menggunakan media yang lain					
d	Kegiatan lain yang belum disebutkan diatas:					

5. Kegiatan untuk membuat siswa faham akan topik pembahasan

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Mendengarkan kaset percakapan, cerita, dll					
b	Melihat CD percakapan, cerita, dll					
c	Medengarkan dialog, cerita, dll. yang sedang dibacakan					
d	Kegiatan lain yang belum disebutkan diatas:					

II. Urutkan kegiatan berikut ini mulai dari kegiatan yang paling kamu suka dengan cara memberikan nomor 1 sampai 15 pada kolom "Urutan Kegiatan"!

No	Kegiatan	Urutan Kegiatan
1	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking	
2	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut	
3	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas	
4	Mempresentasikan sebuah cerita	
5	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu	
6	Merubah satu kata dalam sebuah kalimat	
7	Menggunakan mapping / pemetaan topic	
8	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas	
9	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu	
10	Memberikan penjelasan / deskripsi dengan menggunakan gambar	

11	Memberikan penjelasan / deskripsi dengan menggunakan benda	
12	Memberikan penjelasan / deskripsi orang	
13	Mendengarkan kaset percakapan, cerita, dll	
14	Melihat CD percakapan, cerita, dll	
15	Medengarkan dialog, cerita dan sebagainya yang sedang dibacakan	

Berikan alasan kenapa kegiatan tersebut paling kamu suka dan kenapa kegiatan tersebut paling tidak kamu suka

→ Alasan kegiatan yang paling disukai karena:

→ Alasan kegiatan yang paling tidak disukai karena:

Terima kasih atas kesediaan anda telah mengisi questionnaire ini

TABLE
THE RESULT OF QUESTIONNAIRE

TYPE I
Keterangan:

1 = tidak membantu
2 = kurang membantu
3 = cukup membantu

4 = membantu
5 = sangat membantu

1. Kegiatan untuk memotivasi siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking		1	7	16	26
b	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut			8	21	21
c	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas	3	3	18	15	11
d	Kegiatan lain yang belum disebutkan diatas:					

No	Kegiatan	Pilihan Jawaban %				
		1	2	3	4	5
a	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking		2%	14%	32%	52%
b	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut			16%	42%	42%
c	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas	6%	6%	36%	22%	22%
d	Kegiatan lain yang belum disebutkan diatas:					

2. Kegiatan untuk mengembangkan kemampuan (speaking) siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Mempresentasikan sebuah cerita		1	5	24	20
b	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu	2	4	16	16	12
c	Merubah satu kata dalam sebuah kalimat	3	5	14	18	10
d	Kegiatan lain yang belum disebutkan diatas:					

No	Kegiatan	Pilihan Jawaban %				
		1	2	3	4	5
a	Mempresentasikan sebuah cerita		20 %	10 %	48 %	40 %
b	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu	4%	8%	32 %	32 %	24 %
c	Merubah satu kata dalam sebuah kalimat	6%	10 %	28 %	36 %	20 %
d	Kegiatan lain yang belum disebutkan diatas:					

3. Kegiatan untuk menciptakan ide siswa

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Menggunakan mapping / pemetaan topic		4	13	18	15
b	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas		3	17	22	8
c	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu		8	17	20	5
d	Kegiatan lain yang belum disebutkan diatas:					

No	Kegiatan	Pilihan Jawaban %				
		1	2	3	4	5
a	Menggunakan mapping / pemetaan topic		8%	26%	36%	30%
b	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas		6%	34%	44%	16%
c	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu		16%	34%	40%	10%
d	Kegiatan lain yang belum disebutkan diatas:					

4. Kegiatan untuk memfokuskan siswa pada pokok pembahasan

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Memberikan penjelasan dengan menggunakan media misal; gambar		4	5	18	23
b	Memberikan penjelasan dengan menggunakan media misal; benda		3	6	17	24
c	Memberikan penjelasan dengan menggunakan media yang lain		2	7	25	16
d	Kegiatan lain yang belum disebutkan diatas:					

No	Kegiatan	Pilihan Jawaban %				
		1	2	3	4	5
a	Memberikan penjelasan dengan menggunakan media misal; gambar		8%	10%	36%	46%
b	Memberikan penjelasan dengan menggunakan media misal; benda		6%	12%	34%	48%
c	Memberikan penjelasan dengan menggunakan media yang lain		4%	14%	50%	32%
d	Kegiatan lain yang belum disebutkan diatas:					

5. Kegiatan untuk membuat siswa faham akan topik pembahasan

No	Kegiatan	Pilihan Jawaban				
		1	2	3	4	5
a	Mendengarkan kaset percakapan, cerita, dll		1	11	18	20
b	Melihat CD percakapan, cerita, dll		1	5	18	26
c	Medengarkan dialog, cerita, dll. yang sedang dibacakan		3	9	24	14
d	Kegiatan lain yang belum disebutkan diatas:					

No	Kegiatan	Pilihan Jawaban %				
		1	2	3	4	5
a	Mendengarkan kaset percakapan, cerita, dll		2%	22%	36%	40%
b	Melihat CD percakapan, cerita, dll		2%	10%	32%	52%
c	Medengarkan dialog, cerita, dll. yang sedang dibacakan		6%	18%	48%	28%
d	Kegiatan lain yang belum disebutkan diatas:					

THE RESULT OF QUESTIONNAIRE TYPE II

Table : The result of questionnaire type 2.

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	3	14	2	10	11	12	4	7	13	5	15	8	6	9	1
2	7	6	5	4	11	10	1	2	14	12	13	15	9	8	3
3	2	3	1	11	12	10	13	14	15	5	8	4	9	7	6
4	3	1	2	11	6	15	4	9	7	5	13	8	10	14	12
5	3	1	2	11	6	15	4	9	7	5	13	8	10	14	12
6	3	10	2	1	7	4	9	8	5	11	13	14	15	12	6
7	14	3	1	13	15	8	7	2	6	4	9	10	11	12	5
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9	13	14	15	3	4	9	8	12	11	10	1	5	6	2	7
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16	1	2	10	11	12	4	3	13	15	6	5	8	7	14	9
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26	12	11	10	3	1	6	2	8	4	13	9	14	7	5	15
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45	3	4	5	14	15	13	1	2	6	7	8	9	10	11	12
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48	3	4	7	10	11	13	14	2	1	12	15	5	6	8	9
49	13	14	15	3	5	4	2	1	10	6	11	7	12	8	9
50	15	6	7	5	4	2	1	3	14	13	10	8	11	9	12

a. The activities that students like

No	Kegiatan	Prosentase
1	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking	18%
2	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut	2%
3	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas	26%
4	Mempresentasikan sebuah cerita	18%
5	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu	2%
6	Merubah satu kata dalam sebuah kalimat	-
7	Menggunakan mapping / pemetaan topic	4%
8	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas	-
9	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu	-
10	Memberikan penjelasan / deskripsi dengan menggunakan gambar	2%
11	Memberikan penjelasan / deskripsi dengan menggunakan benda	2%
12	Memberikan penjelasan / deskripsi orang	2%
13	Mendengarkan kaset percakapan, cerita, dll	6%
14	Melihat CD percakapan, cerita, dll	14%
15	Medengarkan dialog, cerita dan sebagainya yang sedang dibacakan	4%

b. The activities that students dislike

No	Kegiatan	Prosentase
1	Membahas vocab yang akan dibutuhkan / digunakan di kelas speaking	4%
2	Menyebutkan satu kata yang berhubungan dengan topic/benda dengan tujuan untuk mendeskripsikan / menjelaskan topic/benda tersebut	4%
3	Memutarakan lagu diawal pelajaran terutama yang berhubungan dengan materi yang akan dibahas	6%
4	Mempresentasikan sebuah cerita	8%
5	Merangkai cerita dengan cara melanjutkan kalimat yang telah disebutkan teman kamu	10%
6	Merubah satu kata dalam sebuah kalimat	22%
7	Menggunakan mapping / pemetaan topic	6%
8	Menjawab pertanyaan dari dosen yang berhubungan dengan topic yang akan dibahas	8%
9	Membuat pertanyaan tentang sesuatu yang telah ditentukan oleh dosen kamu	14%
10	Memberikan penjelasan / deskripsi dengan menggunakan gambar	-
11	Memberikan penjelasan / deskripsi dengan menggunakan benda	-
12	Memberikan penjelasan / deskripsi orang	12%
13	Mendengarkan kaset percakapan, cerita, dll	2%
14	Melihat CD percakapan, cerita, dll	-
15	Medengarkan dialog, cerita dan sebagainya yang sedang dibacakan	4%

INTERVIEW FOR LECTURER

1. What is the objective of speaking 1?
2. What competence should be reached by the students?
3. What language function should be mastered by the students?
4. What are the materials of speaking 1?
5. What teaching approach do you use in teaching speaking?
6. What strategy do you use in teaching speaking?
7. What pre-activities do you give to your students before whilst activity in teaching speaking?
8. What activities do you use to arouse your students' attention in learning speaking?
9. What activities do you use to motivate your students in speaking?
10. What activities do you use to build your students' self-confidence in speaking?
11. What activities do you use to make your students focus on the topic of discussion?
12. What activities do you use to increase your students' understanding in the topic or issue being discussed?
13. What activities do you use to manage your students' participation in speaking?
14. What activities do you use to create your students' ideas?
15. What activities do you use to develop your students' speaking ability?

SCRIPT OF INTERVIEW

- Day** : **Friday**
Date : **July 13th, 2007**
Lecture : **1**
- Interviewer : What is the objective of speaking 1?
Lecturer : Actually, the objective of speaking 1 is to make the students able to use English in their daily conversation. It's to have a basic familiar of speaking English but what I close to here is I just want the students gain the confidence to speak in front of class and motivate them to learn more about speaking English. How interesting it is to speak everyday. That's what I want to gain in speaking 1.
- Interviewer : What about the competence or language function that should be mastered by the students?
Lecturer : Actually, all the language functions have to be mastered by the students but the basic thing is that how they can say something in good tenses or word order so that they can convey their messages clearly. What else? Competence, that's should be personal, individual, effective competence.
- Interviewer : Do you any teaching approach in speaking 1?
Lecturer : Basically, my teaching approach is communicative teaching approach because that's the point in speaking.
- Interviewer : What about the strategy that you use in speaking 1?
Lecturer : My strategy is giving them assignment in a group as well as individual even though they are in a group, they have to perform individually. As I have told you before, it's just to gain their self confidence.
- Interviewer : What pre activities that you often give to your students?
Lecturer : Just as warming up activities, usually I ask them to tell anything in free topic but sometimes I determine the topic but mostly it's free and I give them time around 5 or 7 minutes to tell their story happened in the morning or everything.
- Interviewer : I wonder why most of the speaking 1 class has telling story in pre activity?
Lecturer : It's just to make the talking for the main speaking itself recover dialogue, group presentation. It's just to make them relax.
- Interviewer : Do you have other activities besides telling story in pre activity?
Lecturer : Sometimes, I give them a game like "*hot seat*". So, everyone who gets hot seat may choose the other students to continue.
- Interviewer : Then, what activities do you use to motivate them?
Lecturer : I think all activities motivate them but I have to give them a reward not a candy or other thing but just say "it's beautiful, it's perfect, wonderful".
- Interviewer : Just as like good feedback?

- Lecturer : Yeah, and it works a lovely done
- Interviewer : What activities do you use to increase your students' understanding? Maybe some of them still confuse with the topic going to be discussed.
- Lecturer : Usually after giving them a topic then I will give them time to prepare something that they are going to do next then I come to each group to ask what they don't understand about the topic. Everyday I have to do this in a group even in every person.
- Interviewer : What about to make the students focus in the topic of discussion? Maybe some of them are very busy with their own activity then what will you do to make the focus?
- Lecturer : As far as I know, they quite focus to the material but sometimes when their friends come in front, some other students are busy with their won material. If it is happened, so I call the students and then I ask them to give a question to the students in front.
- Interviewer : What activities do you give to your students to increase their participation?
- Lecturer : It doesn't happen in my class. Most of them are equal. There's no the very active student in my class. If there's a student is not active in my class, so I will call the name but I don't point them to speak, not! So far they often introduce their speaking.
- Interviewer : The last on is that what activities do you give to your students to develop their speaking ability?
- Lecturer : I think I saw some progress from my students. At the first, second, and third meeting they are very shy to convey their message. But the after a while, telling story in every meeting, they are not good, they are not very good, no! But they starting to be very active and try to speak everything even thought they don not know how to say it. So they have a good progress.

Day : **Friday**
Date : **July 13th, 2007**
Lecture : **2**

- Interviewer : What activities do you often give to your students to arouse their attention?
- Lecturer : Usually, I call their names, and then we are going to discuss certain topic today. I ask them to think about the topic of today then I give them as example or expression, “do you have any experience about a topic that we are discussing today that you want to tell?”
- Interviewer : Such as give them building of knowledge before starting the main topic. Then what activities do you often give to your students to increase their self confidence?
- Lecturer : Usually, I ask my students to speak whatever language they utter and I say “don’t be afraid of being mistakes because in speaking we are allowed to speak any words. We only study how to speak not study about the grammar. So I let my students to say everything, anything the want”.
- Interviewer : Even thought they have a mistake in grammar?
- Lecturer : Yeah, I let them speak as much as they can and after they speak I correct their words.
- Interviewer : What about the activities that make them focus on the topic of discussion?
- Lecturer : Once again I call their names then try to listen their friends’ opinion because I will ask them to retell what their friends say.
- Interviewer : What activities do you give to your students to make them understand the topic?
- Lecturer : I draw a picture if the topic is about the map so I will draw a map, or showing something.
- Interviewer : Most of the students don’t have the same ability as others and what activities do you give to your students to make all students participate the activities of speaking 1?
- Lecturer : I offer them if they speak as much as possible they will get higher score than the other that keep silent. Then I let my students not to laugh at their friends if they make a mistake.

- Day** : **Friday**
Date : **Friday, July 6th, 2007**
Lecturer : **3**
- Interviewer : What is the objective of speaking 1?
Lecturer : The objective of speaking 1 is actually to make the students understand how to express just general English for daily conversation.
- Interviewer : Without another topic that is more challenging?
Lecturer : Actually those topics are very challenging but it must be adjusted in daily need.
- Interviewer : Related to the objective of speaking 1, what competence that should be mastered by the students?
Lecturer : First is pronunciation. It is very important because it takes the biggest part in this class, so everybody who passes pronunciation practice they can join in speaking 1.
- Interviewer : What about the language functions?
Lecturer : We will learn it when we have a practice. So, before the practice I will give them the theory in term of expression and pronunciation. After that, they will try to exercise it.
- Interviewer : What are the materials of speaking 1?
Lecturer : Actually, this is composed with some or other lecturers. So, it is kind of team. For example....I don't really remember about that.
- Interviewer : May be in course outline.
Lecturer : You can take it from the course outline.
- Interviewer : Yes, I have it. What about the teaching approaches that you use in speaking 1 or the strategy?
Lecturer : I have different strategy in different topic. I can't say that only by lecturing is more effective than others. So, I will try to adjust it. When it is really important with kind of lecturing, so I will give lecturing but if it is not, so I will give game or kind of role play or whatever.
- Interviewer : So, you determine the strategy in term of students' condition?
Lecturer : Yeah, the first is in term of students' condition. I can't push my own idea if they are not really ready with that thing.
- Interviewer : What kinds of pre teaching activities?
Lecturer : Sometimes a kind of sharing or may be have a small talk about the topic "Okay, our topic today is" No, I will not say it like that. I not really tell about certain idea but I will drive them in certain topic by having a chat, game or something like that.
- Interviewer : It has relation to the topic?
Lecturer : Yeah, It must be related to the topic.
- Interviewer : Then, what kind of activity that you use to arouse your students' attention at the first time?
Lecturer : I think before I go to the topic, I give them a kind of story for example: if we want to talk about polite and impolite expression

- so I will give them story about polite and impolite among them self. Yesterday, I met one of your senior and they said “ Bu, sampeyan ada waktu kapan?” So, this is kind of thing I use as schemata or background of their knowledge. I have to do that because if I go directly to the topic I don’t think that they really understand.
- Interviewer : So, it will be better if we give them an example that they often meet in their daily activity.
- Lecturer : yes, it is very useful even in pre activity.
- Interviewer : Can we use those activities to motivate the students or you have other activities?
- Lecturer : Many activities for examples if I really think that they will enjoy the film, I will play the film first even it is just for five or ten minutes it’s enough for me to introduce what I want to say. Just it. And then we talk about it and after that they will have exercise.
- Interviewer : Then, talking about self confidence, I know that most of students don’t have high self confidence and how can you increase your students’ self confidence in speaking 1?
- Lecturer : We’ll not tell them the mistakes except for pronunciation. I always pitch their pronunciation but when they have mistakes in grammar just let it go. Then, I will tell it by giving explanation not directly go to the mistakes or error.
- Interviewer : We may not blame them.
- Lecturer : Yeah, of course. I think they are in the middle of learning. So, it is okay for them if they make one or two mistakes.
- Interviewer : What activities do you use to make your students focus on the topic of discussion?
- Lecturer : All of them, I have never find that my students lost their focus so I think they always in good spirit, high spirit to join in my class.
- Interviewer : Yes, I have already known about that because I observe in your class. To increase the students’ understanding, how can you manage your students’ understanding to the topic being discussed?
- Lecturer : I will tell it in another way means that, for example if they don’t know the word **exhausted**. “Mom, what is exhausted?” I will not directly say *sangat lelah*. But I will say something like this “Ok, exhausted means that if you’re not in good mood or really tired and you don’t want to be bothered by others” that’s exhausted. They understand it even they are still wondering what is exhausted but at least I don’t give direct answer like in Indonesia.
- Interviewer : So, we give explanation in another word without directly translate it.
- Lecturer : Yeah, because I don’t want to be threatened as leaving dictionary.
- Interviewer : How do you manage your students’ participation in speaking 1?

- Lecturer : I will try to understand them, means that if they are really exhausted, we can see from their face. I try to not to push too hot to them and maybe just one or two sentences is quite enough for me to know whether they are still in my class or not. Just it. I think, I not really. Even though it is a must, we have to give them opportunity to speak or talk speaking but if we as a teacher know that they are not in good condition, we have to give them a space to recover for themselves.
- Interviewer : We cannot force them to participate 100% as usual?
- Lecturer : Yeah! Maybe we give portion around 20%, 25% is enough. At least one or two sentences is enough for me to know whether they still in my class or not.
- Interviewer : The main point is they speak. What activities do you use to develop your students' speaking ability?
- Lecturer : There's a lot. I can do something if I know the condition. It can a game until today I have never given them a song an I think they are know enough about the song with other lecturer but maybe if I ask. For example: If I give them a kind of story telling I can give them a model, so they can explore it, they can wrap it with their own idea. We have different activity, different treatment in every meeting.