

APPENDIX

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INTERVIEWEE : Suprapti, S.Pd
DATE : September, 6th, 2017

1. *Pertanyaan tentang tujuan pembelajaran speaking*

- a. *Menurut Ibu, apakah teaching learning objective itu?*

Jawab: Tujuan pembelajaran dari adalah membuat siswa agar aktif berbicara untuk melatih ketrampilan berbicara siswa agar sesuai dengan tujuan yang akan dicapai, kalo menurut saya seperti itu mas.

- b. *Bagaimana dengan learning objective dari pembelajaran bahasa inggris pada speaking skill disini Bu?*

Jawab: Kalo untuk speakingnya siswa harus belajar memiliki tujuan untuk membuat siswa untuk aktif dan selalu berlatih keterampilan berbicara mereka. Jadi biar siswa itu aktif mas dikelas, mau berlatih berbicara sama teman-temannya gitu.

2. *Pertanyaan tentang persiapan sebelum mengajar speaking*

- a. *Apa saja yang ibu siapkan sebelum mengajar speaking untuk siswa kelas 8 ini bu?*

Jawab: saya siapkan materi ajarnya, buat RPP, mengatur situasi di kelas dari mulai mengajar sampai selesai, dan mempersiapkan alat bantu atau media untuk mengajar mas. Selain itu saya juga siapkan tes setelah materi diberikan. Tes tersebut meliputi pre test dan post test. Semua itu saya siapkan sesuai dengan apa yang ada dalam silabus bahasa inggris khusus kelas 8 smp.

3. *Pertanyaan tentang prosedur mengajar speaking*

- a. *Apa saja kegiatan pembelajaran khususnya speaking skill yang terjadi didalam kelas bu?*

Jawab: Kegiatan pembelajaran dalam speaking skill seperti berdialog dengan temannya, berbicara didepan kelas tentang materi yang sudah diajarkan, jadi siswa biar aktif berbicara mas.

- b. *Biasanya apa saja langkah-langkah kegiatan pembelajaran atau prosedur pembelajaran yang digunakan Ibu?*

Jawab: Saya mulai dari membuka materi dengan mencoba untuk menstimulasi materi agar siswa nya tahu dulu. Setelah mereka paham baru deh ke kegiatan inti dimana saya terangkan terlebih dahulu secara mendetail dan siswa akan juga mendiskusikannya dengan teman-temannya. Setelah itu baru kegiatan penutup, biasanya saya berikan tugas untuk dikerjakan.

- c. *Apakah manfaat dibuatnya langkah-langkah dalam prosedur ini bu?*

Jawab: Ya untuk mempermudah penyampaian materi dikelas.

- d. *Apakah penerapan procedure pembelajaran dikelas sudah sesuai dengan yang Ibu inginkan?*

Jawab: Kalo itu sepertinya belum sepenuhnya mas, karena kondisi siswa yang berbeda juga.

4. *Pertanyaan tentang masalah yang dihadapi siswa dalam speaking*

- a. *Biasanya masalah-masalah apa yang muncul dalam proses belajar mengajar speaking itu bu? Singkatnya kekurangan siswanya?*

Jawab: Yang pertama adalah kurangnya kesadaran siswa untuk memperhatikan tata bahasa bahasa Inggris. Kebanyakan sih mereka masih terbawa sistem tata bahasa Indonesianya. Yang kedua, kurangnya penguasaan vocabulary siswa. Yang ketiga, pengucapan bahasa inggris itu kan butuh latihan juga, mungkin mereka masih asing dengan cara pengucapan vocab bahasa Inggris ya, tapi saya maklumi saja karena mereka masih belajar mas.

5. *Pertanyaan tentang solusi terhadap masalah yang dihadapi siswa*

- a. *Bagaimana solusi permasalahan speaking yang sedang dihadapi siswa ini bu?*

Jawab: Solusinya ya saya fasilitasi siswa untuk belajar grammar, spelling, vocabulary melalui treatment treatment yang mungkin menjadikan motivasi bagi mereka untuk bisa misalnya akan saya suruh mereka

mempresentasikan kerja mereka di depan kelas, berdiskusi pakai bahasa inggris. Selain itu saya juga akan memodifikasikan materinya supaya mudah untuk dimengerti. Dan saya selalu tekankan pada mereka untuk selalu berlatih memperbanyak mendengar, membaca, ngobrol, dan menulis apa saja yang berhubungan dengan bahasa inggris

PHOTOS OF TEACHING LEARNING SPEAKING IN VIII B CLASS OF SMP NEGERI 2 JUMAPOLO



LESSON PLAN

Subject : English
 School : SMPN 2 Jumapolo
 Grade/Smtr : 2nd year Junior High School/VIII
 Academic year : 2017/2018

A. Learner's background

Intermediate, second year students of Junior High School

B. Time allocation

2 x 40 minutes

C. Learning outcomes

By the end of the lesson students should be able to practice and perform the dialogue with the theme "introduction" in front of the class.

D. Skill focus

Speaking

E. The teaching-learning process

1. Building Knowledge of The Field (BKoF)

- Teacher enters the class and greets the students.

Good morning students...

How are you?

- Students give responses

Good morning, mom...

Fine, thank you

And, how are you?

- Teacher answers the students

I am fine too

Let us begin the lesson

- Teacher shows pictures of four students to the students.

- Teacher asks the students about those pictures.

All of you, can you see the pictures?

How many students are there in the pictures?

- Students answer the questions orally
- Teacher points out some students and asks them still about those pictures.

Adi, who is the girl in picture one?

Dian, do you know the girl in picture two? What is her name?

How about you Lisa? Who is the boy in picture three?

And you Farid? Do you know the boy in picture four?

What is his name?

- Students give response by answering the teacher's questions
- Teacher shows other picture. The picture is about two of people.

They are a man and a woman.

- Teacher asks the students about the picture

How many people are there in the picture?

Who are they?

What are they doing?

- Students answer the question orally

2. Modeling of The Text (MoT)

- Teacher introduces the students some dialogue relating to the pictures
- Teacher reads the dialogue first
 - Here are some dialogues. I will read the dialogue first
 - Please listen to me carefully!
- Students listen to the teacher carefully.

Dialogue 1

Maya : Hello! I am Maya

Nita : Hi! I am Nita

Maya : I am a new student here

Nita : I am too

Maya : Are you in this class

Nita : Yes, I am

Maya : We are classmates then

Nita : That's right. We are in the same class

- Teacher reads the dialogue sentence by sentence

Ok! Let us read the dialogue sentence by sentence.

Listen to me first and then repeat after me

- Students imitate the teacher

- Teacher drills the students

- Teacher uses the combination of drilling technique in Communicative Language Teaching Method to drill the students

Now, please pay attention!

Example:

1) Simple repetition

- Teacher : I am a new students

- Students : I am a new students

2) Simple substitution

- Teacher: I am a new student. (Ali) (Putri)

- Students: Ali is a new student. He is a new student.

- Students: Putri is a new student. She is a new student

3) Multiple Substitution

- Teacher: I am a new student. (Ali) (singer)

- Students: Ali is a new singer.

4) Simple Correlation

- Teacher: I am a new student. (Ali & Putri)

- Students: Ali and Putri is new student.

5) Transformation

- Teacher : I am a new student (negative)

- Students: I am not a new student.

- Students give the response to the teacher by following the teacher's instruction

- Teacher introduces the second and the third dialogue to the students

- Teacher does the same steps just like in the previous dialogue

- Teacher drills the students

- Students follow the teacher's instructions

Dialogue II

Bambang : Hello! I am Bambang. What is your name?

Ali : Hi! My name is Ali

Bambang : Are you a new student?

Ali : Yes I am

Bambang : Where do you live?

Ali : I live in Semarang

Dialogue III

David : Hi! I'm David. What's your name?

Putri : My name is Putri

David : Putri. How do you spell it?

Putri : P.U.T.R.I

David : Where do you come from?

Putri : I am from Indonesia

3. Joint Construction of The Text (JCoT)

- Teacher divides students into groups of four persons
- Teacher asks the students to read the whole dialogue again
 - Now, please read the dialogue again and then you try to perform the dialogue with your friends in group
 - Pay attention to your pronunciation, fluency and your communication to your partner
- Teacher asks the students to perform the dialogue in pairs and in group without read the text
- Students perform the dialogue in group.
- Teacher asks the students to perform the dialogue in front of the class without text (in group)
- Students perform the dialogue in front of the class

4. Independent Construction of The Text (ICoT)

- Teacher asks the students to read the whole dialogue.
- Teacher asks the students to perform the dialogue in front of the class (without text).
- Students perform the dialogue in front of the class (in pairs) (assessment 1).
- Teacher gives comments to the students (if necessary).

Appendix 4

Field Note

Date : 6 September 2017

Time : 07.15 A.M - 08.35 A.M

Place : SMPN 2 Jumapolo

Class : VIII B

1. Teacher entered the class at 07.15 a.m
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher gave question to the students about unforgettable experience
5. Teacher begun to give explanation about recount text.
6. Teacher explained grammatical sentences of recount text.
7. Teacher gave example of recount text
8. Teacher explained the vocabularies.
9. Teacher closed the meeting by reciting hamdallah and salam.
10. The lesson ended at 08.35 a.m.

Date : 7 September 2017

Time : 07.40 A.M - 09.00 A.M

Place : SMPN 2 Jumapolo

Class : VIII B

1. Teacher entered the class at 07.40 a.m.
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher gave her students example of recount text.
5. Teacher began to read the text by herself and instructed the students to listen.
6. Teacher asked one of the students to read the text and the other students listened and read their own text.
7. Teacher corrected the student's pronunciation.

8. Teacher discussed the contents of the text.
9. Teacher closed the meeting by reciting hamdallah and salam.
10. The lesson ended at 09.00 a.m.