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Appendix 1: Field Note 1

FIELDNOTES

English Practice Class, Miss Putri

X-Science of MA Terpadu Al-Anwar

Date: May 12th, 2014, 8.45 a.m. to 10.30 a.m.

When I entered the class, the class has already begun. I ask permission to Miss Putri to join her class. Then, she asked me to introduce myself to her students. I explained to them that I was from IAIN Tulungagung and I would like to conduct a research here, about their speaking. I asked them whether I could join their class or not, and they permitted me to join their class.

I sat on the chair at the backside of the class. Before beginning the lesson, Miss Putri asked the male students who came late to memorize some vocabularies. If they pronounced the word incorrectly, Miss Putri directly corrected their pronunciation. In the beginning of lesson, Miss Putri invited the students to review the previous material. She made the class full English. After reviewing the material, she began to explain about the step to writing an essay. She said that the assessment for this semester was taken from writing task, because speaking performances had been used for scoring in the first semester.

O.C.: I think that I came in the wrong time because there was no speaking assessment for this semester. I think I would take the data about assessment from Miss Putri just from documents note taking. It can be from lesson plan, students speaking score, or from speaking scoring rubrics that had been used by Miss Putri.

In explaining the material, Miss Putri used full English. If the students did not understand the explanation, she translated it into Bahasa Indonesia. For example when one of her students said “Miss, confusing Miss,” and his friend also spoke up “Yes Miss, don’t understand Miss,” Miss Putri explained her previous explanation in Bahasa Indonesia. Finishing explaining the material, Miss Putri gave permission to the students to ask if they were still confused. It was question answer session, or it was be able to be called by discussion. Because from the first Miss Putri used English, it made they asked questions using English too. It was a good strategy in teaching speaking because from the first, Miss Putri motivated and encouraged the students to speak up within English in the class.

O.C.: The learning process was just like in my college class. I was very surprised that their level almost like university student, because the class is full English.

After question answer session, Miss Putri permitted the students to write down the explanation in their book. Then, Miss Putri asked the students to write a descriptive essay. While the students do the assignment, one of her students asked her “Miss, may I sit on the floor?” “Yeah, sure, if you feel more comfort if you are sit on the floor”, Miss Putri answered. Then, Miss Putri let other students to sit on the floor if it made them relax. Whenever the students looked confused, Miss Putri went to them, then explained the thing which they did not understand yet.

O.C.: It was a good strategies because if the students felt comfortable, they had opportunities to initiate oral communication comfortably too.

In doing the assignment they made some groups by themselves. For them, it would be easier if they could discuss with their friends in doing the assignment. Sometimes they asked Miss Putri or asked me when they found difficulties. “Miss, what’s the meaning of hantu?” “Miss, what’s the English of agung?”. They looked that they had spoken English everyday because they looked comfortable when they spoke English.

The data taken from the observation above are:

1. The teacher gives students practice with both fluency and accuracy
2. The teacher provides appropriate feedback and correction to the students
3. Capitalizes on the natural link between speaking and listening
4. The teacher gives the students opportunities to initiate oral communication
5. The speaking activities that have been conducted by Mrs. Putri is Discussion.

Appendix 2: Unstructured Interview

Subject : Miss Putri Cahyaning Wulan, S.Pd.

Time : Monday, 12th May 2014

Place : X Science MA Al Anwar

This interview was happened spontaneously in the class when the teacher suddenly asked the researcher to have a conversation. The purpose of this interview is to find out information about speaking assessment techniques.

Interview Transcript

Miss Putri : Ada yang bisa saya bantu?

Researcher : Kelasnya sepi ya Miss.

Miss Putri : Iya, kalau kelas 10 IPA ya begini, soalnya kan campur antara murid laki-laki dan perempuan. Kalau mau English practice jadi agak kesulitan, karena antara anak laki-laki dan perempuan tidak boleh terlalu banyak ada interaksi. Ya nggak tau katanya peraturan disini.

Researcher : O iya Miss, kalau di pondok memang begitu. Miss, mengambil nilai semester siswa dari practice nya ya?

Miss Putri : Iya. Untuk semester satu kemarin untuk nilai akhir saya ambil dari speaking performace mereka, jadi untuk semester ini dari writing saja.

Researcher : Wah, kemungkinan saya jadi kesulitan mencari data untuk speaking activities dan speaking assessment. Mungkin, boleh saya minta lesson plannya, or mungkin ada speaking assessment guidance untuk semester lalu?

Miss Putri : Yeah, of course. Do you mean penilaian speaking pakai sepeaking rubric?

Researcher : Yes, Miss.

Miss Putri : Sepertinya saya punya speaking rubric dari semester lalu.

Researcher : Yeah, Miss. Thanks so much. Apa Miss juga menilai students dari speaking skill mereka?

- Miss Putri : Yes. Kadang, tiap ada speaking activities, saya sering menilai mereka.
- Researcher : Berarti authentic assessment Miss?
- Miss Putri : Iya, lalu nanti saya combine sama tugas tugas lain untuk nilai rapor mereka.
- Researcher : Teknik speaking assessment yang pernah Miss lakukan?
- Miss Putri : Hmm, teknik yang pernah saya terapkan seperti telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, and product introduction.
- Researcher : Untuk materinya Miss?
- Miss Putri : Karena saya tidak dapat buku untuk English practice class dari sekolah, saya buat inovasi sendiri. Materinya dari kreasi saya sendiri. Saya cari yang menarik buat students kan mereka jadi lebih enjoy dan relax di kelas. Mereka bisa lebih aktif speakingnya.
- Researcher : Pernah nggak Miss, when you will assess students' speaking, you tell them apa saja yang akan dinilai?
- Miss Putri : Of course. Saya kasih tahu ke mereka apa saja aspek yang akan saya nilai, misal pronunciation or fluency mereka. Biar mereka tahu dan perhatian lah. Biar lebih konsentrasi.

The data taken from the interview above are:

1. The teacher assesses the student speaking proficiency from their speaking activities.
2. Authentic material can motivate the students to speak up using English.
3. Tell the students about what aspect that will be assessed also can motivate the student to more focus on their skill.
4. Speaking assessment techniques that have been conducted by Miss Putri are: telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, and product introduction

Appendix 3: Field Note 2

FIELDNOTES

English Theory Class, Mrs. Tika

XI-Social 2 of MA Terpadu Al-Anwar

Date: May 13th, 2014, 12.15 p.m. to 1.00 p.m.

I asked permission to Mrs. Tika to join her class in the last period. She said to me that it was male class, so do not surprised if the class is not active, moreover it was the last period.

I did not introduce myself to them because they looked very tired, and Mrs. Tika also did not ask me for introduction in the class. I sat on the chair at the backside of the class. Mrs. Tika directly explained about conditional sentence in the beginning of lesson, and she told them that next week there would be an English examination. After explaining, Mrs. Tika gave them ten questions related to conditional sentences type 1 and asked them to answer the questions. Some students who did not attracted to join the lesson refused to do the assignment. It might be because the weather today was so hot and made sleepy. But there were some students which had enthusiast doing the assignment. If they got some difficulties, they asked Mrs. Tika about the difficulties they found.

O.C.: May be it is because they always use English every day in the school or in dormitory, automatically they get motivation to understand everything about English and to mastery English.

In doing the assignment, sometimes they asked their friend close to them when they found some difficulties or when they did not understand yet about the material and the questions. I heard they often used English when they asked another.

After a while, the class seemed in silent condition. Because there were so many students who confused about the material and the questions, Mrs. Tika explained them again about the material, she also gave them example in answering the question number one. Most of the students were enthusiast on Mrs. Tika's explanation. When Mrs. Tika asked them, they answered directly. Sometimes they said words incorrectly, but Miss Tika directly corrected their pronunciation. Then Mrs. Tika asked students to continue doing the assignment. Sometimes Mrs. Tika approached the students who looked confused. Miss Tika guided the students patiently.

O.C.: The teacher here conducts the strategies in teaching speaking well. The teacher lets students to encourage their oral communication, and provides appropriate feedback and correction to the students. When the students pronounce utterance incorrectly the teacher directly corrects them. That was good strategies in teaching learning process because every teacher has to pay attention on each student and guide them patiently.

I also see some students who looked smart, right after wrote for answering the questions on their book for a little minutes, they directly slept by laying their heads on the table. Mrs. Tika directly approached each of them and asked them about their assignment. They showed their book, and Mrs. Tika checked their assignment while said "This's good," "Yeah, this is good". From it I knew that it was easy for them to do the assignment. They just needed little minutes to finish doing the assignment from their teacher.

The data taken from the observation above are:

1. The teacher lets the students practice English with both fluency and accuracy
2. When the students pronounce the utterance incorrectly, the teacher directly corrects them.
3. Capitalizes on the natural link between speaking and listening
4. The teacher gives the students opportunities to initiate oral communication
5. The speaking activities that have been conducted by Mrs. Tika is Discussion (Question-Answer session)

Appendix 4: Field Note 3

FIELDNOTES

Conversation Class, Miss Putri

XI Science of MA Terpadu Al-Anwar

Date: May 13th, 2014, 2.00 p.m. to 3.30 p.m.

I have waited for conversation class for an hour. The class was been held after dhuhur prayer. At 2.00 p.m., the students came in to the class. Before beginning the class, Miss Putri asked me to introduce myself to them. I told them the reason why I was here, and asked permission to them to conduct my research here. They permitted me and they offered me for their helping if I needed.

In the beginning of the class, Miss Putri wrote down five questions about arranging the sentences on the white board. It was not an assignment, but a game. Miss Putri told the students that the first one who could answer the question quickly and correctly would get a point. The students were very enthusiast. They tried to answer the questions quickly. Some students went forward near to the white board in order to get more concentration. A student raised her hand and Miss Putri asked her to answer the first question orally. It was continued until the questions were finished to be answered all. If the students pronounce the words incorrectly, Miss Putri directly corrected them. If the students did not know what the meaning of the words, Miss Putri directly tell them about the meaning of it. Miss Putri always brought her dictionary everywhere, so when she did not know some vocabularies, it did not matter for her because she could directly find them in her dictionary.

O.C.: The students here more relax and confident in speaking English because the class is fun and comfortable. The teacher let the students to perform their oral language in their own style but still within the teachers' guidance. It makes the students can provide feedback for their speaking proficiency.

After discussing about the arranged question, Miss Putri invited the students to play a communicative game. She named it Clap Game. The game was about keeping concentration. It tested the students' concentration. If Miss Putri said "Clap one" or "Clap two", they had to clap once or twice. If Miss Putri said "One" or "Two" or "Three" without word "Clap", the students were forbidden to clap their hands. And the students who clap incorrectly, they would get a punishment. The punishment is about doing presentation in front of the class. The

punished student had to describe something about the theme that Miss Putri or her friends' decided. Actually they had to use English in delivering their description. The first punished student got request to give her opinion about "Handsome boy". She said "The most handsome boy in the world is my father" to begin her opinion. Sometimes when she forgot some vocabularies, she asked her friend "Hey, how to say selalu memenuhi?". Most of the students are very confident to speak up. They were still confident although they made many mistakes grammatically. But, Miss Putri was a good teacher. She always corrected their grammar and pronunciation directly and quickly.

There was also other game. The game named Boom Game. The rules of game are: If Miss Putri said "Boom 3", the students had to count numbers from one, then every three numbers a certain student had to say "Boom". For example: one, two, Boom, four, five, Boom, and so on. This game was also testing the students' concentration. And the punishment for this game was also describing something in front of the class. The topics of describing something are varieties. Sometimes a student was ordered to describe an artist such as Lady Gaga or Ashanti, sometimes they were also ordered to describe their own friend such as their classmates.

O.C.: Whenever the students make mistakes in their grammar or pronunciation, the teacher always correct them directly. It was amazing strategies for teaching speaking.

The data taken from the observation above are:

1. The teacher lets the students to practice speaking with their own style, yet the teacher still provides appropriate feedback and correction for them.
2. In conversation class, the students feel more confident to conduct oral communication.
3. Teacher gives students practice speaking with both fluency and accuracy.
4. There is capitalizing on the natural link between speaking and listening in speaking activities.
5. The speaking activities that have been conducted by Mrs. Putri are Discussion, communicative games, and unprepared talks (describing something)

Appendix 5: Field Note 4

FIELDNOTES

English Theory Class, Mr. Samsudin

X Science of MA Terpadu Al-Anwar

Date: May 14th, 2014, 8.15 a.m. to 9.00 a.m.

Before the class, I asked permission to Mr. Sam for joining his class today. He welcomed me warmly. I told Mr. Sam that I already had joined X class of Science, so I needed no introduction there anymore. I walked behind Mr. Sam to enter the class, then I sat on the chair at the backside of the class directly. Before beginning the lesson, Mr. Sam managed the students' position. He asked the students' to fulfill the front chairs first. He commanded the students within English.

O.C.: Mr. Sam strategies seemed to make the teaching and learning process well processed.

The lesson was about news worthy. In the beginning lesson, Mr. Sam dictated the best translation for previous assignment. I was told by a student beside me that in the previous meeting, Mr. Sam asked the students to translate English news into Indonesian form. While Mr. Sam dictating the students, I took some pictures of them, then I also had a few minutes to write this Field note.

After dictating, Mr. Sam asked the students to read the English form of the news loudly. It was one of speaking activities in the class, named reading aloud. Finishing reading aloud, Mr. Sam asked the students to decide what is the news worthy, the background, and the resources of the news. Suddenly, there was a female student who got down because of sick. Mr. Sam and some female students took her to the dormitory in order to get medicine and take a rest.

Without Mr. Sam, the left students did the assignment. Without being asked by Mr. Sam, some students wrote down the answers of the assignment on the white board.

O.C.: I wonder how they can be responsible in doing the assignment. It might be because of the dormitory and schools' policy that made them to be discipline students.

After more less five minutes Mr. Sam and some female students came in to the class. Mr. Sam asked the students to discuss the answer of his previous assignment.

Finishing discussion, Mr. Sam asked the students to answer some questions in their LKS. Mr. Sam called one student to read one question loudly, the directly asked the other student to translate it and the other to answer it, and each students got their job until all questions were answered correctly.

O.C.: It is Grammar Translation Method because Mr. Sam asked the students to translate every single word directly in learning process.

The data taken from the observation above are:

1. The teacher manages the position of the students in order to make the oral communication well conducted.
2. Teacher gives students practice speaking with both fluency and accuracy.
3. There is capitalizing on the natural link between speaking and listening in speaking activities.
4. The teacher sometimes conducts Grammar Translation Method in learning process.
5. The speaking activities that have been conducted by Mr. Sam are Discussion, and Reading aloud.

Appendix 6: Field Note 5

FIELDNOTES

English Theory Class, Mr. Samsudin

X Social of MA Terpadu Al-Anwar

Date: May 14th, 2014, 12.15 p.m. to 1.00 p.m.

I was asked by Mr. Sam to come in to his class before him because he still had some agendas in the school office. I went to X Social of MA Terpadu Al-Anwar directly. I introduced myself to the students. They were so nice students. No need much time, I got closest to them easily. They are so active students. They often gave me strange questions. The class was full of jokes and laughs. After having joke, I asked them to join my game. I conducted a game I knew from Miss Putri Class named Clap Game.

O.C: I think this class is more active then second grade class. They are so noisy and so funny. They always use English when they speak up, even though there are still many mistakes in their pronunciation and grammar, but they still speak up confidently.

The students felt excited and very enthusiast in joining the game. They were also responsible students. When they made mistakes in the game, they did not hide themselves. If they made mistake, they were honest, they told that they have made mistake, and took the punishment. They were also very energetic when they got punishment, moreover, if the punishment was about singing a song, the punished student asked all students in the class to sing together, and they had wonderful togetherness. We continued the games until Mr. Sam's coming. I conducted three games in the class.

After more less thirty minutes, Mr. Sam came in to the class. Mr. Sam treated me well like in Tenth Science before. Mr. Sam asked the students how their opinion about me was. They answered using English fluency. Their opinions about me were so nice. Then, Mr. Sam asked the students to conclude the games, asked them to give their opinion orally about the games I conducted, and what the benefits of the games were. Their answers were different, such us reducing sleepy, getting rid of boring on studying, making relax and funny, increasing concentration. All students can give their opinion orally in fluent way.

O.C.: I see that the students can speak English easily and fluency. It is like English is their native language, even though they are still in the first

grade. May be, it is because in the dormitory they have to use English every time and everywhere.

After discussing about the games, Mr. Sam invited the students to join his new game, named Guessing Game. The game was about guessing someone. Mr. Sam let the students to give him Yes/No questions before they guessed the answer. And the student who can guess correctly will get a reward. The class was very crowd for a while, and finally a student at the backside can guess it correctly.

In the end of lesson, Mr. Sam asked the students to answer some questions in their LKS, and discussed them directly. Most of the students answered the question correctly. After discussions, Mr. Sam ended the class.

O.C.: The students can answer the questions easily because they had known so many vocabularies well. Whereas, I see that the questions consisted of some difficult vocabularies. Their English proficiency is very amazing, just like university students. They had known so many vocabularies well because they use English in their conversation every day.

The data taken from the observation above are:

1. Teacher gives students practice speaking with both fluency and accuracy.
2. There is capitalizing on the natural link between speaking and listening in speaking activities.
3. Teacher encourages the use of authentic language in meaningful contexts.
4. Teacher gives students opportunities to initiate oral communication.
5. The speaking activities that have been conducted by Mr. Sam are Discussion, and communication games.

Appendix 7: Unstructured Interview

Subject : Khusun, Rikha, and Muza (XI Female)

Time : Thursday, 15th May 2014

Place : XI Female Class

This interview was happened spontaneously in the class when the students doing the assignment. The purpose of this interview is to find out information about some programs that support students' speaking ability.

Interview Transcript

Researcher : The air makes sleepy ya?

Khusun : Yes Miss. Because, it is Thursday. Fasting day.

Researcher : Disini ada program-program English nggak selain di kelas formal?

Muza and Rikha : Iya, ada.

Muza : Three times every day, Miss.

Researcher : Itu conversation class itu ya?

Khusun and Muza : Yes, Miss.

Researcher : When?

Muza : Ba'da shubuh, every day.

Khusun : But for English just Saturday, Sunday, and Monday.

Researcher : Then, in the afternoon?

Rikha : Ba'da dhuhur Miss.

Researcher : Then?

Muza : Ba'da Asar Miss.

Researcher : Untuk jadwalnya, yang bahasa Inggris?

Rikha : Sama Miss. Kalau hari English, ya pagi siang sama bahasa Inggris.

The data taken from the interview above are:

1. Students are confident to speak English because every day they use English and there are so many English programs to encourage them to speak English.
2. If the first speaker uses English, they will automatically use English in answering question.

Appendix 8: Unstructured Interview

Subject : Miss Putri Cahyaning Wulan, S.Pd.

Time : Thursday, 15th May 2014

Place : Teachers' Room

This interview was happened spontaneously in the teachers' room, without preparation. The purpose of this interview is to find out information about speaking activities and a little information about teaching speaking strategies.

Interview Transcript

Researcher : Miss, saya lihat Miss sering menggunakan bahasa inggris ketika menerangkan materi di kelas. Is it not difficult for students to understand the material?

Miss Putri : I think they understand what I say. Soalnya disini mereka sudah terbiasa memakai bahasa inggris, atau kadang bahasa arab. Mereka faham kog yang saya terangkan dan saya katakan. Tetapi, ketika mereka bertanya, kadang mereka tidak tahu bahasa inggrisnya. Jadi kadang mereka memakai bahasa Indonesia. Kadang saya terlalu cepat ketika menerangkan memakai bahasa Inggris, mereka kesulitan memahami materi dan meminta saya untuk lebih kelam. "Miss, slowly please" "Miss, don't understand". kadang gitu.

Researcher : Speaking activities yang pernah Miss lakukan di kelas?

Miss Putri : Ya banyak. Semester ini di kelas X IPA pernah saya ajak mereka untuk debate. Mereka sangat antusias, karena temanya saya buat yang menarik bagi mereka.

Researcher : Temanya apa Miss?

Miss Putri : About wife. Yang cowok jadi house wife, yang cewek jadi career wife. Mereka antusias sekali.

Researcher : Ada aktifitas lain Miss?

Miss Putri : Sealing product. Mereka saya suruh mempromosikan produk masing-masing, terserah mereka. Kalau cewek kebanyakan tentang Shampo, perfume, kosmetik. Dalam sealing product ini

mereka presentasi di depan kelas, terus mereka melebih-lebihkan product yang mereka bawa.

Researcher : Seperti seles ya Miss?

Miss Putri : Iya, seperti seles. Mereka sangat antusias kalau temanya sesuatu yang mereka sukai.

Researcher : Is there any situation when the students get bored to speak up?

Miss Putri : If bored to speak tu nggak ada. Malah, kalau ada materi baru dan kelihatannya mereka udah nggak tertarik for studying, saya kasih speaking activities. Biasanya juga saya kasih game kalau mereka sudah mentok-mentoknya nggak bisa receiving the material.

The data taken from the interview above are:

1. The teacher The teacher gives students practice with both fluency and accuracy
2. The teacher conducts the use of group work
3. Capitalizes on the natural link between speaking and listening
4. The teacher gives the students opportunities to initiate oral communication
5. The teacher provides authentic material to encourage students to speak up
6. The speaking activities that have been conducted by Miss Putri are: Discussion, Debate, Presentation, and communication games.

Appendix 9: Semi-structured Interview

Subject : Mrs. Taufi Yuantika, S.Pd.

Time : Monday, 19th May 2014

Place : XI Science MA Al-Anwar

Interview guides

1. Do you often use English in the class, for example when you explain the material?
2. When you explain the material using English, and the students do not understand, do they tell you if they do not understand?
3. When the students speak English, but the pronunciation or the grammar is incorrect, do you directly correct them?
4. Have you conducted any speaking activities for students?
5. Have you assess the students from their speaking skill?
6. Do you have certain strategies to encourage the students to speak up using English?

Interview Transcript

Researcher : Do you often use English in the class, for example when you explain the material?

Mrs. Tika : Yes, most of the time, especially in the English class, for English teacher, it is very important to use English in delivering the material. But in any case, if we find any difficult material, it does not matter if we use Indonesian. Not just English teacher, actually all of the teachers here, from our master are suggested using English. If we find difficult material, if we use English, it is difficult for the students to understand the material

Researcher : May be, when you explain the material using English, and the students do not understand, do they say “Miss I don’t understand”, “Miss what the meaning of” ?

Mrs. Tika : Yes, directly. When they do not understand what teacher said, they will directly ask. Sometimes they directly ask using

Indonesian. But it is the teachers' job to attract them to use English in the class as often as we can.

Researcher : When the students speak English, but the pronunciation or the grammar is incorrect, do you directly correct them?

Mrs. Tika : Yes. Most of the time, I very often find them using English by their own style. I mean they use English exactly but in grammatically it's incorrect. And it is our job as English teacher to correct them. Sometimes it is easier for them to use English by their own style, but it is still our job as English teacher to always correct them

Researcher : Have you conducted any speaking activities for students? For example role play, telling story, etc?

Mrs. Tika : Yes, actually most of the time we use another method in delivering the material. But for my class, I often use teacher center method because I only teach English theory class. But for English practice class, there are a lot of speaking activities.

Researcher : Ever discussion?

Mrs. Tika : Yes, in this semester just twice or three times may be, because we have to finish our material in English theory class. But in English practice class is a lot of fun and more relax.

Researcher : Is there any situation when the students get bored? How to solve it?

Mrs. Tika : Yes, very often. Sometimes when they get bored we will share together using English. Sometimes I tell them stories and news, tell them about my experiences. Because they are forbidden to watch television, they need knowledge and hot news from television, I tell them about it. Sometimes we also sing a song together.

Researcher : In sharing, often use English or Indonesian?

Mrs. Tika : They always mix their sentences. In sharing, it is more relax to use English for them who are mastering English. And for them who are not, sometimes they use Indonesian.

- Researcher : About the material, is it just from the book or you use authentic material?
- Mrs. Tika : Sometimes I use the book. But sometimes I find that the material in the book is so complicated, I source from the internet, then I combine them. For the exercise, in also combine from some sources.
- Researcher : Have you assess the students from their speaking skill?
- Mrs. Tika : Not very often.
- Researcher : Do you have certain strategies to encourage the students to speak up using English?
- Mrs. Tika : Yes, actually in my opinion it is depending on the teacher to motivate the students to use English. If the teacher often uses English, the students will always use English too. If the students forget to use English, I always remind them that they have to use English, "Hey use English!". Actually all teachers here are suggested by our master to learn English. So, not just the English teacher, but also all the teachers here are suggested to use English. If the teacher always drives the students to use English, they will be more active in using English. So, it is depending on the teacher, I think.

The data taken from the interview above are:

1. The teacher gives students practice with both fluency and accuracy in the class
2. The teacher provides intrinsically motivating techniques
3. The teacher provides appropriate feedback and correction to the students
4. Capitalizes on the natural link between speaking and listening
5. The teacher gives the students opportunities to initiate oral communication
6. The speaking activities that have been conducted by Mrs. Tika are:
Discussion, Telling story, and Sharing.

Appendix 10: Semi-structured Interview

Subject : Mr. Samsudin
Time : Monday, 19th May 2014
Place : X Social MA Al-Anwar

Interview guides

1. I see, you often use English when you deliver the material to your students. Is it not difficult for them to understand the material?
2. Do you have certain strategies to encourage the students to speak up use English?
3. What kind of speaking activities that you have conducted in the class?
4. Do you also assess the students from their speaking skill?

Interview Transcript

Researcher : I see, you often use English when you deliver the material to your students. Is it not difficult for them to understand the material?

Mr. Sam : it depends on the students experience in using English. There are many classes here. I think tenth grade of science is better than other class. In the tenth grade of science is full with English, but here (tenth grade of social) sometimes I use Indonesian in delivering the material. The teacher should understand the condition of the students. For SMP, may be 50:50 in using English. Bur for MA, I encourage the students to use English especially in English class.

Researcher : Do you have certain strategies to encourage the students to speak up use English?

Mr. Sam : According to me, as English teacher we have to become a good figure for the students to make them to like English. So they will be motivated to speak up using English. The first thing, we have to make them like us as a teacher, so when the students like the teacher, what the teacher said, what the teacher told, the students will follow it. There are so many strategies in teaching speaking.

The important thing is teaching them about the vocabulary and tenses (grammar). Do you know TPR?

Researcher : Yes, Total Physical Response, Sir.

Mr. Sam : Yes, Total Physical Response, like this one. Sometimes I conduct TPR in the class. Sometimes we got new vocabulary, then I ask the students to spell it and pronounce it.

Researcher : Is there any situation when the students get bored? How to solve it?

Mr. Sam : Yes, I think according to the students, English is the most difficult lesson, so sometimes they get bored, especially in the last period. Ya, we have a game. Sometimes we also sing an English song. I often give a reward in the game to the students. It is no problem to me because it encourages them to speak up use English.

Researcher : What kind of speaking activities that you have conducted in the class?

Mr. Sam : I think it is automatically. I don't have any special material for speaking. Because we teach English using English language, it is automatically we practice speaking skill. Sometimes we have a dialogue, the students have to memorize it, then practice it in front of the class. Or may be they get new vocabulary then they have to spell and memorize it, then they have to pronounce it any time.

Researcher : Have you ever conduct telling story?

Mr. Sam : Yes, sometimes. If there are some dialogues in the book, I asked some students to act the dialogues in front of the class directly.

Researcher : So it is acting from script, Sir?

Mr. Sam : Yes, like that. Here is so busy. There are so many English program here like English theory class, English practice class, and muhadatsah (conversation) class. For speaking activity, it is full in the English practice class and muhadatsah class.

Researcher : About the material, is it just from the book or you source from other resources?

- Mr. Sam : The main material is from the book, but sometimes I take from news paper, from example. I use it to ask the students to translate the news. Do you know the material in the book about news worthy last week? I take news from news paper, then ask them to decide what is the worthy there, the background, the resources, and so on.
- Researcher : Do you also assess the students from their speaking skill?
- Mr. Sam : Yes, for example when we have a dialogue, sometimes I assess them from it.

The data taken from the interview above are:

1. In teaching speaking to students, it is better if teach them grammar and vocabulary too.
2. The teacher gives students practice with both fluency and accuracy
3. The teacher provides intrinsically motivating techniques
4. The teacher provides appropriate feedback and correction to the students when they pronoun utterance incorrectly
5. Capitalizes on the natural link between speaking and listening
6. The teacher gives the students opportunities to initiate oral communication
7. The speaking activities that have been conducted by Mr. Sam are:
Discussion, acting from script, communication game, conversational exchanges.

Appendix 11: Field Note 6

FIELDNOTES

Conversation class

X Social and Science of MA Terpadu Al-Anwar

Date: May 19th, 2014, 4.00 p.m. to 4.45 p.m.

I arrived at Anwarul Haromain Boarding School before four o'clock and the students were still having afternoon prayer in the mosque. I had to wait them. At 4 o'clock, the muhadatsah (conversation) class was beginning. I went to MA class, but their classes had not begun yet. I have been told by them that their tutors might be not being able to come. I went to one of their group. The group consists of more less fifteen students from tenth grade of science and tenth grade of social class.

O.C.: I think it was good combination and separation because each of the group consists not only from one class, but it was mixed from other class.

Because there is no tutor, I asked them to play a game. That was a vocabulary game. I used a little ball in the game. Before I began the game, I explained them how is to play it. The game was about when I said something while I threw the ball to one of students, that student had to say something related to the topic that I said while threw the ball to her friend, and the last one also had to do same as person before. For example, when I said lion while I threw the ball to one of them, because lion is an animal so the theme is animal, the student who got the ball had to said a name of animal while threw the ball to her friend, until they could not say a name of animal. The student who could not say something related to the topic, would get punishment.

The first topic I chose was about colour. The fourth student who got the ball could not mention a kind of colour. I did not know whether she did not concentrate or she was nervous. For the punishment I asked her to tell me and her friends about English program here both in formal school or in dormitory. "Tell us about English program here both in formal school or in your dormitory, please!" I said. I got some information from her that in the formal school, there were two kind of English lessons, English theory class and English practice class. In English theory class students just learned about English theory such us tenses and conditional sentences (English grammar), but in practice class students could be more active because the class was full of speaking activities. In the dormitory, every Saturday, Sunday, and Monday morning (Ba'da Shubuh) at 5.00 a.m. to

6.00 a.m. there was English conversation class like this one. And every Tuesday, Wednesday, and Thursday is the schedule for Arabic. Followed the same day, in the afternoon (Ba'da Dhuhur) at 2.00 p.m. to 4.00 p.m. there was also conversation class except Monday and Thursday because that was fasting day. Every Monday and Thursday, the schedule for conversation class is in the evening (Ba'da Asar) at 4.00 p.m. to 5.00 p.m. like today. Every night, there was punishment schedule for them who did not speak English or Arabic in the school or in the dormitory. And every three months, there was English contest in this dormitory such as speech and role play.

O.C.: Those were good program to improve students' English proficiency especially in their speaking proficiency. I think conversation class is also very good program because here the students learned both English practice and English theory. Students' learned everything about English, about tenses, vocabulary, conditional sentences, direct indirect speech, and so on.

I continued the game until four rounds, so I needed four topics of vocabularies. For the punishment, sometimes I asked them to sing English song, or to singing whole dancing. I also asked them to sing together, so they feel more comfortable in the class. In 4.45 p.m. I asked permission to them to leave the class because I had to go to my friends' house.

O.C.: It seems the students feel more comfortable in conversation class because they can explore anything they want. It is very good for students because they feel more confident in speaking English in relax condition like this one.

The data taken from the observation above are:

1. In conversation class, the students feel more confident to conduct oral communication
2. In English practice class and conversation class, the class is full of English.
3. There are so many English programs both in formal school and dormitory to encourage the development of students' speaking proficiency.

Appendix 12: Semi-structured Interview

Subject : Alvin (XI Science)
Time : Tuesday, 20th May 2014
Place : Anwarul Haromain Mosque

Interview Guide

1. Do you like speaking English?
2. According to you, is having good proficiency in speaking English very important?
3. In English theory class, have Mrs. Tika conducted speaking activities in the class, such as role play or debate?
4. Does speaking English solve your boring when you get bored in the theory class?
5. Give me your opinion, about conversation class. Have conversation class developed your speaking skill?
6. Do you afraid when you want to speak English, but you do not know how to pronounce it?

Interview Transcript

Researcher : Do you like speaking English?

Alvin : Just so so, Miss, but here we have to speak using English or Arabic. Yeah, like not like must like, Miss.

Researcher : According to you, is having good proficiency in speaking English very important?

Alvin : Yes, because English is international language. Or may be when I get a profession which needs English proficiency, it is very important. Moreover, now days there are so many professions that needs English skill.

Researcher : About English class, which one do you like? Theory class or practice class?

Alvin : I prefer theory class, Miss. Because, I still have lack in practicing English, so I'm not really like practice class

Researcher : In English theory class, have Mrs. Tika conducted speaking activities in the class, such as role play or debate?

Alvin : Hmm, I think never. Because in theory class we just learn about English material. If in practice class, there are a lot of speaking activities.

Researcher : Does speaking English solve your boring when you get bored in the theory class?

Alvin : Yes, sometimes when we get bored we will ask intermezzo to Miss Tika and we will share together. Sometimes Miss Tika tells us stories and news, and tells us about her experiences. Sometimes we also sing a song together. With doing speaking activities, our boring went away.

Researcher : Give me your opinion, about conversation class. Have conversation class developed your speaking skill?

Alvin : Of course, Miss. If there is no conversation or muhadastah class, we have no spirit to speak using English. And with conversation class, we get new knowledge about English which we have not got in the theory or practice class.

Researcher : Do you afraid when you want to speak English, but you do not know how to pronounce it?

Alvin : Not sure Miss, because if I say something wrong, my friend around me will correct it.

Researcher : Do you learn by yourself to improve your speaking skill?

Alvin : Yes, because here we must speak English every time and everywhere, Miss.

Researcher : I have heard that every night there is punishment here for them who do not speak using English or Arabic in dormitory. What kind of punishment is it?

Alvin : Writing vocabulary. If they do not know about the vocabulary, they will be bullied by other students who watch the punishment that night.

The data taken from the interview above are:

1. Having good proficiency in speaking English very important
2. The teacher gives students practice with both fluency and accuracy
3. The teacher gives the students opportunities to initiate oral communication
4. The speaking activities that have been conducted by Mrs. Tika are:
Discussion, Telling story, and Sharing.
5. There are so many speaking activities in practice class
6. Students are confident to speak English because every day they use English and there are so many English programs to encourage them to speak English.

Appendix 13: Field Note 7

FIELDNOTES

Conversation Class, Miss Putri

XI Science of MA Terpadu Al-Anwar

Date: May 21th, 2014, 2.30 p.m. to 4.00 p.m.

It was Wednesday afternoon. I came late to Miss Putris' conversation class because I had some agenda before it. I came after the main material had finished. When I entered the class, the material is about sharing. Both of students and teacher used English in sharing. It seemed their listening skill run well to, because when a student saying something in English, the other can answer directly. They talked about their experience in this school and the dormitory. Their English proficiency was not surprised me anymore. I knew well how their English proficiency was. It was just like my university friends', even though this student still in different level. But, when they made some mistakes in pronunciation or in grammar, Miss Putri corrected their utterances directly.

After sharing, Miss Putri asked the students to conclude the material they just got, then Miss Putri asked the students about new vocabularies that just they got today. Miss Putri asked each student to pronounce the vocabularies, translated them, then spelled them one by one. If the student made even a mistake, Miss Putri asked her to repeat again after all her friends finished their job.

O.C.: I was amazed about Miss Putris' Method. It is an amazing method to improve students' vocabularies. Miss Putri always asks the students to write down every single vocabulary in to their book when they get a new vocabulary, and remember it. It is very important for their speaking proficiency because when they knew a lot of vocabularies, they can speak English fluency and accuracy.

After all students finished their job, Miss Putri asked the students to sing some songs that they had been translated into English. I just smiled when they sang Balonku Ada Lima in English. That was so funny. Actually, they had translated so many songs into Arabic and English.

In the end of the class, Miss Putri gave some advices to the students. It was also not surprised me anymore, because Miss Putri always gave advices to her students in the end of her class. Her advices are about: You have to use good

language, and Give good example for your junior. Miss putri always remembered about it to eleventh grade students, because they were senior among Al Anwar student after the twelfth grade students done their final examination (UN) last month (in April).

The data taken from the observation above are:

1. The teacher lets the students practice English with both fluency and accuracy
2. When the students pronounce the utterance incorrectly, the teacher directly corrects them.
3. The teacher gives the students opportunities to initiate oral communication
4. There is capitalizing on the natural link between speaking and listening in speaking activities.
5. Teacher encourages the use of authentic language in meaningful contexts.
6. The speaking activities that have been conducted by Miss Putri are Discussion and Telling story.

Appendix 14: Teachers' lesson plans

Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA Terpadu Al-Anwar

Mata Pelajaran : English Practice

Kelas / Semester : X / II

Topik : Narrative Text

Sub Topik : Expressions of Congratulations & Complimenting

Alokasi Waktu : 2 X 45 menit

Cycle : Spoken Cycle

Standar Kompetensi

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

Kompetensi Dasar

9.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur berterima kasih, memuji, dan mengucapkan selamat.

Indikator

- Menggunakan tindak tutur mengucapkan selamat
- Merespon tindak tutur mengucapkan selamat

A. Tujuan Pembelajaran

1. Siswa mampu menyebutkan contoh-contoh ekspresi mengucapkan selamat

2. Siswa dapat menjelaskan tujuan dari mengucapkan selamat
3. Siswa dapat menyebutkan contoh situasi untuk mengucapkan selamat
4. Siswa dapat menggunakan tindak tutur mengucapkan selamat dalam konteks dan situasi yang benar
5. Siswa dapat membuat dialog berhubungan dengan tindak tutur mengucapkan selamat

B. Materi Ajar

Book Page 85

C. Metode Pembelajaran

- Students Active Learning

D. Langkah Pembelajaran

1. Kegiatan awal
 - Salam, doa, absensi, warming up
2. Kegiatan inti
 - Guru memberikan contoh situasi
E.g. : Do you have brother/sister/siblings?

If she/he win the contest, for example English contest.

What will you say for them?
 - Siswa menjawab sesuai pemahaman mereka
 - Guru memberikan deskripsi mengenai expression “Congratulating and Complimenting”
 - Guru memberikan contoh-contoh mengungkapkan “selamat dan pujian” yang lain
 - Siswa menganalisa contoh yang diberikan

- Guru memberikan beberapa situasi keadaan pada siswa
- Siswa membuat dialog secara berpasangan untuk mengungkapkan dan merespon ekspresi “selamat dan pujian”
- Guru memeriksa pekerjaan siswa
- Siswa mempraktekkan dialog yang dibuat

3. Kegiatan Akhir

- Guru mereview materi
- Siswa mendengarkan dan menanyakan hal yang belum dipahami
- Doa, salam

Lesson Plan 2

Pertemuan II

SK. 9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

KD. Mengungkapkan dan merespon tindak tutur Expressing Gratitude and Responding Invitation

Langkah inti

- Guru memberikan satu contoh ungkapan “mengundang”
- Siswa memberikan jawaban berdasarkan pemahaman mereka
- Guru memberi pertanyaan pada satu siswa
“where did you go on your holiday ?”
- Siswa menjawab berdasarkan kemampuan

- Guru meminta siswa memberikan ekspresi “mengajak”
- Guru memberikan pertanyaan lisan kedua
“ what you have in your room that can be eaten by me?”
- Siswa menjawab
- Guru meminta siswa memberi ekspresi “tawaran”
- Guru menunjukkan contoh-contoh ekspresi “inviting, accepting, invitation & expressing gratitude di buku
- Siswa diminta membaca contoh-contoh dialog pendek & mencari “new vocab”
- Guru dan siswa sama-sama mencatat vocab dan artinya
- Guru memberikan potongan-potongan gambar yang berhubungan dengan invitation
- Siswa dan partner membuat dialog berdasar potongan gambar tersebut
- Mengempulkan tugas
- Memberikan PR untuk membuat invitation card se-kreatif mungkin.

Langkah akhir

- Pronouncing new vocab together
- Ask them to memorize it in min.3 vocabs in the next meeting
- Motivasi
- Doa

Appendix 15: Teachers' Scoring rubric

SCORING RUBRIK OF 1st SEMESTER EXAMINATION MA TERPADU AL ANWAR X SCIENCE

Activity: Telling Story

ASPECT	DESCRIPTION	SCORE
FLUENCY	Sangat lancar	5
	Kurang Lancar	4
	Tidak lancar	3
PRONUNCIATION	Pengucapan kata jelas dan fasih	5
	Pengucapan kata kurang jelas dan fasih	4
	Pengucapan kata tidak jelas dan fasih	3
ORGANIZATION	Pembawaan cerita runtut dan jelas	5
	Pembawaan cerita kurang runtut dan tidak jelas	4
	Pembawaan cerita tidak runtut dan tidak jelas	3
PERFORMANCE	Mimik, gesture, dan intonasi tepat	5
	Mimik, gesture dan intonasi kurang tepat	4
	Mimik, gesture dan intonasi tidak tepat	3

SKOR MAKSIMAL = 20

NILAI SISWA = SKOR PEROLEHAN X 5

Appendix 16: The result of speaking assessment

Daftar Nilai MA Terpadu Al-Anwar

Tahun Pelajaran 2013/2014

Mata Pelajaran: English Practice

KELAS 10 IPA

Activity: Debate

No.	Nama	Nilai
1	Khoirudin Efendi	78
2	Muhammad Achlis Fuadik	75
3	Muhammad Sirojudin	78
4	Miftakhul Huda	88
5	Muhammad Fahmi Jazila	75
6	Ulin Ni'mah	84
7	Yuliana Sayyidatil Habibah	90
8	Rizka Fatmarani	86
9	Yunita Nur Fitriani	88
10	Yeni Dianatun Nikma	88
11	Faridah Rohadaatul Aisy	88
12	Muhammad Ali As'ad	90
13	Achmad Jazuli	88
14	Paidi	75
15	Iqbal Syahru Binnada	84
16	Ngubadatun Nafiah	88
17	Dyah Imro'atus Soliha	88
18	Nadiatul Ulfa	88
19	Iis Nur Lailin	88
20	Umi Lathifah	88
21	Amalia Ula Fitriani Tiana	88
22	Anny Chuaidah	88
23	Rosikhotul Imaniah	83
24	Indana Zulfa Zakkiyah	88
25	Riyadhul Banat	88
26	Nafingatul Laili	81
27	Siti Awalul Amanatur Rohma	88
28	Hunna Lub- Atal Fityan	88
29	Labib Mftuh Ahnan	85
30	Ali Nur Yasin	88
31	Ikbah Bhaihaqi	-
32	Masrurul Laily	88
33	M. Aly Chusein	90
34	M. Ibnu Lutfi	75
35	Nur Huda	75

Daftar Nilai MA Terpadu Al-Anwar

Tahun Pelajaran 2013/2014

Mata Pelajaran: English Practice

KELAS 10 IPS

Activity: Talk Show

No	Nama	Nilai
1	Ana Martiani Bahtiyar	75
2	Anis Mahfudah	72
3	Arini Maulidiyatuz Z	80
4	Binti Eka Tria Lutfiana	76
5	Dewi Fatimatuz Zulfa	76
6	Durotul Masunah	-
7	Durotun Nasiah	-
8	Eky Ro'is Naini	-
9	Fina Badihatun N	75
10	Fitria Auliaul Iftitachurrochma	85
11	Ibtidaus Sururiyah	72
12	Ifayatul Hidayati	70
13	Indana Taufiq B	80
14	Kholifatul Ummah	-
15	Khusnul Khotimah	75
16	Lutvia Rizkyani	70
17	Nanda Rosidah	85
18	Nur Azizatun Nishak	70
19	Nurrohmah Permata Sari	75
20	Puji Ayu Anindia A	-
21	Rika Azizah	75
22	Silvia Amanatul Masruroh	70
23	Siti Khoirul Mashfiyah	75
24	Siti Nur Mualamah	70
25	Wulan Daimatu Rohmah	-
26	Yunita Choerotul Azizah	70
27	Ziana Tufif'ah	85
28	Arina Kurotul Ngaini	75
29	Zilfia Fitriani	70

Daftar Nilai MA Terpadu Al-Anwar
Tahun Pelajaran 2013/2014

Mata Pelajaran: English Practice

KELAS 11 IPA

Activity: Talk Show

No.	Nama	Nilai
1	Muzidatul Khusna	75
2	Tsanil Kumalasari	80
3	Indana Zulfa	80
4	Siti 'Ainasyifa	75
5	Wafi Nikmatu Rohmah	80
6	Atik Maulaya	80
7	Umi Salamah	75
8	Hamiyatus Sariroh	80
9	Nur Hidayah	80
10	Alfin Nujbatul Munawaroh	75
11	Ika Roikhatul Jannah	80
12	Hamzah Arifin	-
13	Adib Riska Setiawan	80
14	Muhammad Zawawi Ramadhan	82
15	Imam Muhtadi	80
16	Imam Mutakin	75
17	Moh Khayaul Fata	80
18	Muhammad Rony Wildan Fauzi	75
19	Irfan Arfa'i	80
20	Akhmad Bakhrur Rozaq	90
21	Muhammad Fajaruddin Shiroth	85
22	Hamdan Hozali	80
23		
24		

Daftar Nilai MA Terpadu Al-Anwar

Tahun Pelajaran 2013/2014

Mata Pelajaran: English Practice

KELAS 11 IPS 2

Activity: Product introduction

No.	Nama	Nilai
1	Bela Dwi Oktaviany	75
2	Dila Nur Rohmah	75
3	Disca Sandore	82
4	Febri Nurhayati	80
5	Fuatun Nadhiroh	75
6	Himmatu Ulin Nuha	80
7	Khusunu Qurbayati	80
8	Luluk Zubaidatul Bahriyah	80
9	Mufiddatul 'Afifah	85
10	Nindi Findayasari	-
11	Puput Anjam Permadani	85
12	Richa Riyadotul Jannah	82
13	Sayidatun Niswah	85
14	Siti Robingatun	-
15	Umi Muzayanah	80
16	Vira Tristianadia	80
17	Yunita Amalia	80

Appendix 17: Images of activities toward the research





Teachers guide the students patiently



Speaking activities in MA Al-Anwar



Students enjoy to speak English

Curriculum Vitae

Personal Details

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2004-2007	SMP Islam Sunan Gunung Jati Ngunut, Tulungagung
2007-2010	SMA Islam Sunan Gunung Jati Ngunut, Tulungagung
2010-2014	IAIN Tulungagung, English Education Program

Islamic Education Background

1995-1998	TPQ Al-Ikhlas Kamulan
1998-1999	Madrasah Isti'dadiyah Hidayatut Thullab Kamulan
1999-2002	Madrasah Ibtida'iyah Hidayatut Thullab Kamulan
2002-2004	Madrasah Tsanawiyah Hidayatut Thullab Kamulan
2004-2005	Madrasah Ibtida'iyah Hidayatul Mubtadi-ien Ngunut
2005-2008	Madrasah Tsanawiyah Hidayatul Mubtadi-ien Ngunut
2008-2011	Madrasah 'Aliyah Hidayatul Mubtadi-ien Ngunut
2004-2007	Madrasah Qur'an Hidayatul Mubtadi-ien Ngunut
2011-2014	Madrasah Qur'an Bil-Hifdhi Al-Mannan Kauman