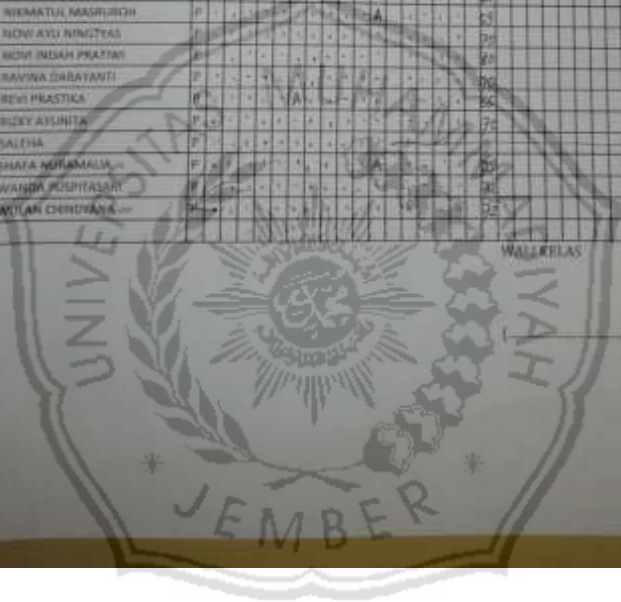


Matrix Research

Wahyu Andri A (1410231013)

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
An analysis of tenses error on students speaking ability	<p>What aspects cause tenses error on students speaking?</p> <p>Why do students have difficulty to improve their speaking practice?</p>	<p>Variable 1</p> <p>Correcting and analyzing of tenses.</p> <p>Variable 2</p> <p>Students speaking practice</p>	<p>1. simple Present tense</p> <p>2. present continuous</p> <p>3. simple future</p> <p>4. future continuous</p> <p>1. Grammar</p> <p>2. Pronunciation</p>	<p>Subject</p> <p>The first grade student of SMK Puspa Bangsa 2018/2019</p> <p>Informant :</p> <p>The English teacher of the tenth grade student</p> <p>Document :</p> <p>The previous speaking score of the eleventh grade</p>	<p>1. Research Design : Descriptive</p> <p>Qualitative research</p> <p>2. Area determination : SMK Puspa Bangsa Banyuwangi</p> <p>3. Subject of the Research: Tenth Grade student of Accountancy major</p> <p>4. Instrument of the research : Speaking Instruction, observation, documentation</p>	<p>Action Hypothesis :</p> <p>1. Student are able to know tenses.</p> <p>2. Student can speak minimum by using basic tenses</p> <p>3. Student can improve speaking skill.</p>



The future tense is elicited with the following picture:

Picture-cued elicitation of future tense (Brown & Sahn, 1994, p. 145)

Test-takers see:



Test-takers hear: This family is at an airport going on their vacation.

1. [point to the picture in general] Where are they going for their vacation?
2. [point to the father] What will he do in Hawaii?
3. [point to the mother] What will she do there?
4. [point to the girl] What is she going to do there?
5. [point to the boy] What is he going to do in Hawaii?

Notice that a little sense of humor is injected here: the family, bundled up in their winter coats, is looking forward to leaving the wintry scene behind them! A touch of authenticity is added in that almost everyone can identify with looking forward to a vacation on a tropical island.

Assessment of oral production may be simulated through a more elaborate picture such as the one on the next page: a party scene.

Script of the Students Speaking Practice

Picture 1 (Family on their vacation)

Test administrator: *Get a picture, and you have three minutes to look your picture. Describe all you can see on the picture by following the instruction!*

1. What are the family doing?

Student:

They will going to Hawaii, and *their vacation flying* to Hawaii

/ðeɪ/ /waɪ/ /gəʊɪŋ/ /tu/ /haʊaɪ/ /ə/ /ðeɪ/ /və'keɪʃn/ /flaɪŋ/ /tu/ /haʊaɪ/

departure on nine forty five o'clock.

/dɪpa'tʃuːr/ /ɔːn/ /naɪn/ /fɔːr/ /ti/ /faɪv/ /ə'kloʊk/

2. Where are they going for their vacation?

Student:

They will going to Hawaii for vacation.

/ðeɪ/ /waɪ/ /gəʊɪŋ/ /tu/ /haʊaɪ/ /fɔːr/ /və'keɪʃn/

3. What will he do in Hawaii?

Student:

He playing golf and he is very happy and he excited for playing

/hɪ/ /pleɪŋ/ /gɒlf/ /ə/ /hɪ/ /ɪz/ /veɪ'ri/ /hæpi/ /ə/ /hɪ/ /ɪk'saɪtɪd/ /fɔːr/ /pleɪŋ/

golf.

/gɒlf/

4. What will she do there?

Student:

She playing volley ball and she is very *smart.*

/ʃɪ/ /pleɪŋ/ /vɒli/ /bɔːl/ /ə/ /ʃɪ/ /ɪz/ /veɪ'ri/ /smɑːt/

5. What is she going to do there?

Student:

She very enjoy in *beach*, she very happy.

/ʃɪ/ /veɪ'ri/ /ɪn/ /dʒɔɪ/ /ɪn/ /bi:tʃ/ , /ʃɪ/ /veɪ'ri/ /hæpi/

6. What is he going to do in Hawaii for the boy?

Student:

he playing in *beach* with happy.

/hɪ/ /pleɪŋ/ /ɪn/ /wi:tʃ/ /wɪð/ /hæpi/

PICTURE 2 (Describing someone’s appearance)

Instruction!

Test administrator: *Get a picture, and have three minutes to look you pictures.*

Student: (look at the picture)

Test administrator: *Describe all physical appearances which you can see on the picture*

(Test administrator selects and points to one of those pictures randomly)!

Describe picture number four!

Student: Picture number four. she is beautiful, she has fair skin, she has

/pɪktʃər/ /nʌmbər/ /fɔːr/. /ʃi/ /ɪz/ /bjuːtɪfəl, /ʃi/ /həz/ /fæt/ /skɪn/, /ʃi/ /həz/

pointed nose,

/pɔɪntəd/ /noʊz/

she has straight hair, she has thin lips, she is happy, she has small eyes,

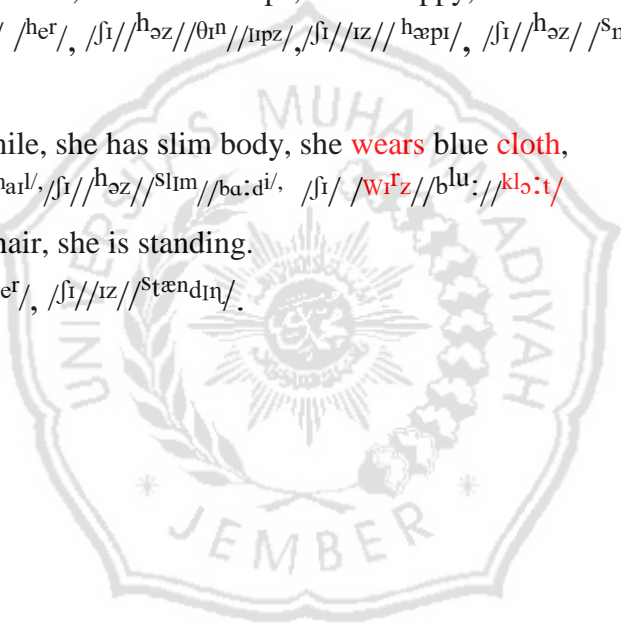
/ʃi/ /həz/ /streɪk/ /heɪ/, /ʃi/ /həz/ /θɪn/ /lɪps/, /ʃi/ /ɪz/ /hæpi/, /ʃi/ /həz/ /smɔːl/ /aɪ/,

she has keep smile, she has slim body, she wears blue cloth,

/ʃi/ /həz/ /kiːp/ /smaɪl/, /ʃi/ /həz/ /slɪm/ /bɔːdi/, /ʃi/ /weɪz/ /bluː/ /kloʊt/

she has brown hair, she is standing.

/ʃi/ /həz/ /braʊn/ /heɪ/, /ʃi/ /ɪz/ /stændɪŋ/.



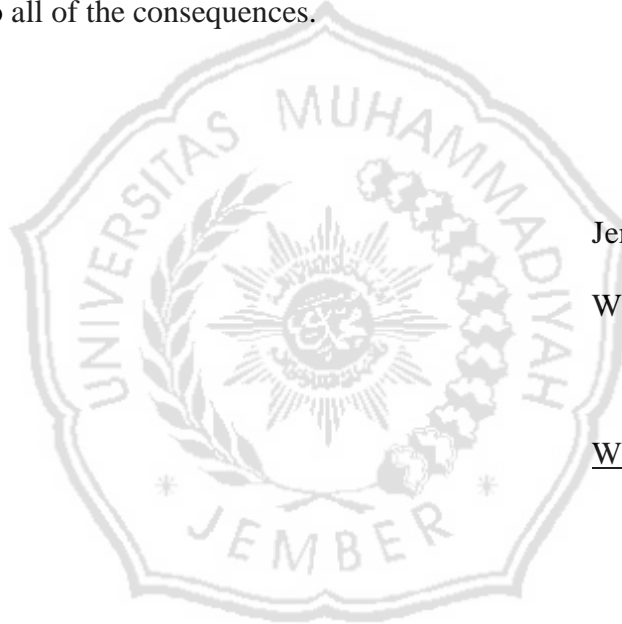
STATEMENT OF ORIGINALITY OF SARJANA THESIS

The Undersigned:

Name : Wahyu Andri Arifianto
Student Number : 1410231013
Program : English Education
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It doesn't copy from other resources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.



Jember, 3rd July 2018

Writer

Wahyu Andri Arifianto

CURRICULUM VITA

Wahyu Andri Arifianto is the second son of Siswanto and Partini, he was born on April 2nd, 1993 in Banyuwangi.

He began his study at TK Dharma Wanita in 1997. Then, he continued to study at state elementary school of Tampo 2 in 1999. After that, he decided to study at MTs N Cluring in 2005 and after graduated in 2008, he took a vocational high school at SMK Puspa Bangsa Banyuwangi. After graduated, for 3 years he spent his time to take job with his parents as a businessman of beverage and food, and exactly in 2014 he decided to study at Muhammadiyah University and took faculty of teacher training and education majoring English study. Actually Wahyu has a great passion in English and wants to be a professional English teacher besides business.



2: Describing someone's appearance

PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



SILABUS

NAMA SEKOLAH : SMK
 MATA PELAJARAN : **BAHASA INGGRIS**
 KELAS/SEMESTER : XI / 3-4
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
 ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari dipergunakan dan dijawab dengan benar. Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari dipergunakan dengan benar. Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari dipergunakan dan dijawab dengan benar. Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat. Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll. dipergunakan dengan benar. 	<ul style="list-style-type: none"> Talking about hobbies and interests <ul style="list-style-type: none"> - Do you like fishing? - What do you like doing in your spare time? Guest handling <ul style="list-style-type: none"> - What can I do for you, Sir? - Welcome to our hotel. - I hope you enjoy the food. Grammar Review Yes – No questions <ul style="list-style-type: none"> - Are you a secretary? Question tags <ul style="list-style-type: none"> - The board meeting starts at seven, doesn't it? Questions with question words <ul style="list-style-type: none"> - Where does the boss live? - Why do you come late? Gerund as subjects and objects <ul style="list-style-type: none"> - Smoking is dangerous. - I don't like fishing. Gerund as complement: <ul style="list-style-type: none"> - Her job is sorting the mail. Gerund after preposition: <ul style="list-style-type: none"> - Are you interested in 	Eksplorasi Giving questions based on students' hobbies and interests Elaboration <ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Answering questions based on recorded materials. - Dialogues about guest handling Speaking: <ul style="list-style-type: none"> - Telling about one's own daily activities. - Role playing about guest handling Reading: <ul style="list-style-type: none"> - Answering questions about hobbies and interests Writing: <ul style="list-style-type: none"> - Writing descriptions of other's daily activities. - Writing sentences containing gerund . - Arranging sentences containing "too" and "enough" Confirmation <ul style="list-style-type: none"> Giving feed back by corrections and suggestions Observing about learning activity Giving motivation to active students 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> - Dialog berpasang-an Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Pilihan Ganda - Membuat paragraf pendek 	20			<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) 	<ul style="list-style-type: none"> Bersahabat Komunikatif Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja Keras Disiplin Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
		collecting stamps? • Constructions with 'too' and 'enough' - The soup is too salty for me. - The hotel room is comfortable enough.							
2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	• Pesan (<i>message</i>) yang diterima lewat telepon dicatat dengan benar. • Pesan (<i>message</i>) yang diterima secara langsung dicatat dengan benar.	• Expressions dealing with telephone conversations Grammar Review: • Personal pronouns - I – me – my – mine - myself • Reported speech - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. ▪ Adjective Clause - Do you know the staff who will be promoted our new division manager?	Eksploration Telling story contained personal pronouns, reported speech, and adjective clause Elaboration <ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Listening for information from recorded materials. Understanding telephone conversations Speaking: <ul style="list-style-type: none"> Telling the infomation obtained from recorded materials Role playing on telephone conversations Writing: <ul style="list-style-type: none"> Writing messages based on telephone conversations Composing sentences using reported speech, personal pronouns and adjective clause. Confirmation <ul style="list-style-type: none"> Giving feed back by corrections and suggestions Observing about learning activity Giving motivation to active students 	• Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat kalimat dengan reported speech Mencatat pesan yang diterima • Tes lisan <ul style="list-style-type: none"> Menceritakan pesan yang diterima 	20			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)	• Bersahabat • Komunikatif • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja Keras • Disiplin • Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	<ul style="list-style-type: none"> Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. Bentuk kata kerja digunakan dalam <i>Simple Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data. 	<ul style="list-style-type: none"> Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> A cook prepares food. Pilots fly aeroplanes. Telling about people's educational background using the Simple past tense. <ul style="list-style-type: none"> She graduated from SMKN 8 Bandung. The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures : <ul style="list-style-type: none"> The graph shows that population growth has been high this last decade. The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<p>Eksploration</p> <p>Asking people's job by showing presentation about job</p> <p>Telling rules needed to write curriculum vitae</p> <p>Elaboration</p> <ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dictation Answering dialogues given by the teacher Speaking <ul style="list-style-type: none"> Explaining someone's profession Reading <ul style="list-style-type: none"> Understanding and discussing diagrams containing facts and figures Writing <ul style="list-style-type: none"> Rewriting someone else's curriculum vitae Writing one's own curriculum vitae <p>Confirmation</p> <ul style="list-style-type: none"> Giving feed back by corrections and suggestions Observing about learning activity Giving motivation to active students 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menjelaskan profesi Menjelaskan diagram Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat/ form Menulis curriculum vitae 	20			<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Angkasa) English New Concept 	<ul style="list-style-type: none"> Bersahabat Komunikatif Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja Keras Disiplin Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. • Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar. 	<ul style="list-style-type: none"> • Telling about past events <ul style="list-style-type: none"> - I saw the crowds were helping the accident victim. - We had locked the room when she came. • Telling about future plans <ul style="list-style-type: none"> - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: <ul style="list-style-type: none"> - Relevant tenses. 	<p>Eksploration Giving sample of story about past events</p> <p>Elaboration</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Answering questions of one's past experiences. • Speaking <ul style="list-style-type: none"> - Telling one's own plans (future) • Reading <ul style="list-style-type: none"> - Reading for information: dialogues, passages • Writing <ul style="list-style-type: none"> - Composing personal letters - Translation <p>Confirmation</p> <ul style="list-style-type: none"> • Giving feed back by corrections and suggestions • Observing about learning activity • Giving motivation to active students 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan peristiwa masa lalu - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat surat - Menerjemahkan 	24			<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) 	<ul style="list-style-type: none"> • Bersahabat • Komunikatif • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja Keras • Disiplin • Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.5. Mengungkapk an berbagai macam maksud hati	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. 	<ul style="list-style-type: none"> • Giving invitations <ul style="list-style-type: none"> - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining <ul style="list-style-type: none"> - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty <ul style="list-style-type: none"> - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments <ul style="list-style-type: none"> - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions <ul style="list-style-type: none"> - I think that's not true. - What I have in my mind is that • Expressing agreement/ disagreement: <ul style="list-style-type: none"> - You're right. - I'm afraid you've got wrong information, Sir. ▪ Expressing argument <ul style="list-style-type: none"> - Yes, but don't forget ... 	<p>Eksploration Reading dialog about giving invitations, bargaining Elaboration</p> <ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing, and arguing • Speaking: <ul style="list-style-type: none"> - Performing dialogues based on given situations. • Reading: <ul style="list-style-type: none"> - Answering questions based on written texts. • Writing: <ul style="list-style-type: none"> - Writing dialogues based on given situations. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving feed back by corrections and suggestions • Observing about learning activity • Giving motivation to active students 	<ul style="list-style-type: none"> • Tes lisan melalui role play / dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog - Menjawab pertanyaan - Melengkapi kalimat - Membuat dialog 	28			<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) 	<ul style="list-style-type: none"> • Bersahabat • Komunikatif • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja Keras • Disiplin • Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
		<ul style="list-style-type: none"> - That may be so but ... • Grammar review - Conjunctions / concessive relationship. 		-				❖	
		<ul style="list-style-type: none"> - Constructions with "used to": <ul style="list-style-type: none"> a) be/get used to + V-ing b) used to + Verb 1 - Noun clause as object: - I never believe that there will be another rationalization. 							<ul style="list-style-type: none"> • Bersahabat • Komunikatif • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja Keras • Disiplin • Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.6. Memahami instruksi-instruksi sederhana	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan nasihat (<i>suggestion and advice</i>) digunakan secara tepat. • Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. 	<ul style="list-style-type: none"> • Expressions used in describing processes: <ul style="list-style-type: none"> - First, ... - Next, ... - Then... - Finally ... • Expressions used in asking for and giving suggestions and advice: <ul style="list-style-type: none"> - What do you recommend for a headache? - You'd better see a doctor. • Expressions used in asking necessity and obligation: <ul style="list-style-type: none"> - We must be there before the boss comes. - It is necessary for us to be there on time. • Expressions used in persuading and convincing: <ul style="list-style-type: none"> - Why don't you try our special drink <i>bandrek</i> to warm up your body. - If I were you, I would ... - I'm sure you are on the right track. - I bet you could do it. • Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping 	<p>Eksploration</p> <ul style="list-style-type: none"> • Reading dialog about expressions used in asking for and giving suggestions and advice, necessity and obligation, persuading and convincing. <p>Elaboration</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Listening for information on how things work. - Dialogues about asking for and giving suggestions and advice, necessity and obligations, convincing and persuading • Speaking <ul style="list-style-type: none"> - Telling about how things work. - Role playing how to ask for and give suggestions and advice. - Interviewing dealing with convincing and persuading, necessity and obligations • Reading <ul style="list-style-type: none"> - Reading for information: dialogue passages • Writing <ul style="list-style-type: none"> - Making dialogues based on the situations provided. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving feed back by corrections and suggestions • Observing about learning activity • Giving motivation to active students 	<ul style="list-style-type: none"> • Tes lisan Menjelaskan proses kerja / cara mengoperasikan alat • Tes tertulis <ul style="list-style-type: none"> - Menjawab pertanyaan - Pilihan ganda - Membuat dialog 	24			<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Angkasa) ❖ English New Concept 	<ul style="list-style-type: none"> • Bersahabat • Komunikatif • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja Keras • Disiplin • Senang membaca

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima	<ul style="list-style-type: none"> Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar 	<ul style="list-style-type: none"> Samples of short messages, directory, and lists. Content, punctuation, and spelling. 	<p>Eksploration Reading text about short messages, directory, and lists Elaboration</p> <ul style="list-style-type: none"> Vocabulary game Rearranging words / sentences Composing short messages. Directions, or lists based on the situation given by the teacher. <p>Confirmation</p> <ul style="list-style-type: none"> Giving feed back by corrections and suggestions Observing about learning activity Giving motivation to active students 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menyampaikan pesan secara lisan Tes tertulis <ul style="list-style-type: none"> Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. 	10			<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept 	<ul style="list-style-type: none"> Bersahabat Komunikatif Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja Keras Disiplin Senang membaca

The Transcript of the Teacher and the Students Interview

Informant : English Teacher

Interviewer : Researcher (Wahyu Andri A)

Date/ time : Saturday, May 12, 2018

Setting : Teacher's room

Researcher: *okay, before I go to the test, I just want to ask about .., I think speaking become very...very difficult for the students, or maybe becomes frightened subject, so why does speaking become a frightened subject for students?*

English Teacher: *ehm for them.. speaking English is not familiar, because they are Javanese.. may be "logat". At first time, we have to give question in English about experiences, introducing student, conversation and etc, then.....(Out of the contex)*

Researcher: *back to the topic, I just want to ask more about the students, sometimes the grammar and tenses are difficult for the students. My questions is Why do students have difficulty to use an accurate tenses and grammar properly on their speaking practice?*

English teacher: *for tenses they know simple present tense, simple past tense they know about it, not all of them but some students*

Researcher: *which tenses is most difficult for students*

English teacher: *maybe like simple past perfect, simple future perfect.*

Researcher: *how about simple present tense..*

English teacher: *simple present tense we can give the students about our activity so they know like*

Researcher: *daily activity?*

English Teacher: *ya daily activity.they can give the example of it.*

Researcher: *based on my observation, I use syllabus of SMK, the syllabus contains four tenses, simple present tense, simple future, present continuous and future continuous. And those are my limitation for my research, so which one is the most difficult.*

English teacher: *maybe simple present, simple past, future continuous...ehmm what I mean simple future.*

Researcher: *so which one is the most difficult*

English teacher: *future...simple future I mean, and sometimes simple past:*

Researcher: unfortunately, I will not investigate, it's out of my limitation simple past, only the some tenses I mentioned before

Researcher: I think the students ever do errors especially for tenses whether it is simple present and future, so what tenses and grammar errors do the students make frequently on their speaking practice?

English Teacher: I think how to speak, pronunciation... how to pronounce yah some of students, how to speak well is difficult for the students here. How to read and we have to give the example first, how to read well, sometimes I call them to come forward to demonstrate conversation with the other student and the do presentation.

Researcher: what presentation?

English teacher: I mean I give the topic first, and they have to discuss with their friend, if you have finished they can come forward and discuss together and present.

Researcher: so what tenses is used for presentation?

English teacher: simple present

Researcher: so what is error?

English teacher: like verb, noun, and then adjective.

Researcher: it's about simple present, how about simple future?

English teacher: for future, I give them the topic for next meeting you have to explain with your friend about I mean "keinginan" ehhe wish cita cita they have difficulty in differing be going to and will, the students think be going to is like go to.

Researcher: the last question, very essential, that English drive the students crazy, it means that the English is very difficult so students feel de-motivated and what factors make students feel it especially tenses and grammar?

English Teacher: they feel unconfident. Tidak PD of their friend

Researcher: Have you ever tested tenses and grammar?

English Teacher: yes, I have, like simple present, simple future. For simple present I give them the test or homework or daily activities. You have to tell your daily activity from getting up till sleeping.

Researcher: what do the students feel about doing your task?

English teacher: some of them understand my task, for the boy I mean in accountancy class they are so lazy. They don't want to read and listen well my task but I always give them a punishment

Researcher: What punishment is it?

English teacher: You must stand up all of lesson until finish.

Informant : Student (student's sample)

Interviewer : Researcher (Wahyu Andri A)

Date/ time : Saturday, May 12, 2018

Setting : Teacher's room.

Researcher: perkenalkan nama saya wahyu andri dari unmuh jembar, disini saya ingin menanyakan kesulitan adik terhadap pelajaran bahasa inggris khususnya tentang speaking. berdasarkan keterangan guru bahasa inggris disuruh maju ke depan untuk presentasi bahasa inggris banyak yang tidak lancar speakingnya dan tidak percaya diri. kira kira menurut adik apa saja yang membuat tidak percaya diri ketika berbicara di depan kelas ?.

Siswa: ya pak, yang sulit itu pronunciation pak.

Researcher: pronunciation, kenapa kok pronunciation?

Siswa : karena beda bahasanya. Untuk mengucapkannya itu ribet

Researcher: ribet bagaimana dik, apa adik tidak punya kamus.; kan setiap kata di kamus pasti di contohkan pengucapannya. apa lagi sekarang zamannya lebih modern adik punya smarphone?.

Siswa: punya sih pak.

Researcher: bisa download kamus itu di playstore. Kenapa masih kesulitan?

Siswa: ya begitu lah pak, tapi selain pronunciation. Vocabulary saya juga masih minim sehingga untuk buat kalimat yang panjang-panjang kadang kesulitan.

Researcher: jadi itu yang membuat adik kesulitan ketika berbicara bahasa inggris di depan kelas. Apa adik tidak belajar sepulang sekolah?

Siswa: ya kadang-kadang sih pak!.

Informant : Student (student's sample)
Interviewer : Researcher (Wahyu Andri A)
Date/ time : Saturday, May 14, 2018
Setting : Teacher's room.

Here is the result of the interview report:

To obtain more data especially what factors make students de-motivated in learning tenses and grammar? The students told me about her difficulty in learning grammar and tenses. The student said that grammar and tenses have become upset subject as there are many rules and kind of grammar such as simple present, past tense, future, simple perfect, past perfect and so on. She thought that to understand one tenses is upsetting, merely verb in simple present tense there is adding e/es, then there is irregular and regular verb, and also preposition, adjective, noun, gerund and etc.

Student argued that if someone wanted to become good at English they have to understand 16 tenses. This mindset has made the student is not confident of her ability. Researcher tried to ask about how often she studies. She said that she studies when she has homework, furthermore the student also learns if she will face the examination. She also explained actually that she has ever joined at English course but it was a year ago when she was still at senior high school but now she seldom learns English because she has more activity to do

The student also told to the researcher actually the main reason why she schools at vocational high school that she hopes getting job easier because vocational school can give a practicing skill and able to look for job directly after graduate from school. That reason has made her to focus on learning her major deeper which taken than she learns English more

CURRICULUM VITA

Wahyu Andri Arifians is the second son of Siswanto and Purini, he was born on April 2nd, 1993 in Banyuwangi.

He began his study at TK Dharma Wanita in 1997. Then, he continued to study at state elementary school of Tampo 2 in 1999. After that, he decided to study at MTs N Claring in 2005 and after graduated in 2008, he took a vocational high school at SMK Puspas Bangsa Banyuwangi. After graduated, for 3 years he spent his time to take job with his parents as a businessman of beverage and food, and exactly in 2014 he decided to study at Muhammadiyah University and took faculty of teacher training and education majoring English study. Actually Wahyu has a great passion in English and wants to be a professional English teacher besides business.



				student	5. Data Analysis: Descriptive Qualitative	
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