

APPENDIX 1

PRE-OBSERVATION CHECKLIST FOR COMMUNICATIVE APPROACH (Based on Larsen-Freeman, 2006 & Savignon, 2002):

1. The lesson is based on situations or functions and not on specific grammar rules. (yes/no)
2. Grammar rules are tackled making use of contexts that make students express themselves in order to interact with others. (yes/no)
3. Lesson incorporates:
 - a. Speaking tasks (yes/no)
 - b. Reading tasks (yes/no)
 - c. Listening tasks (yes/no)
 - d. Writing tasks (yes/no)
4. Students engage in:
 - a. Individual exercises/work (yes/no)
 - b. Pair work (yes/no)
 - c. Group work (yes/no)
 - d. Role play (yes/no)
5. There are more fluency activities than accuracy activities.
 - a. Use of language is based on simulated real-life situations rather than drills or memorization (yes/no)
 - b. Teacher shows satisfaction through positive gestures like smile or positive reinforcement when students are able to express themselves despite grammatical mistakes. (yes/no)
 - c. Teacher corrects grammatical mistakes only when grammatical mistake interferes with meaning or when the mistakes are frequent (more than 3 times) or general (more than 50% of the class makes the same mistake) . (yes/no)
 - d. Teacher only gives 1 or 2 patterns for the students to follow but allows them to form their own sentences based on the grammar learned.

6. There is more interaction between students than between teacher and student. (yes/no)
7. The students are asked to make use of personal information in some of the exercises. (yes/no)
8. Teacher uses native language whenever needed, but the target language is used not only during communicative activities, but also for explaining the activities to the students or in assigning homework.
9. Use of texts from the following is employed:
 - a. newspapers, journals, magazines
 - b. TV programs,
 - c. menus,
 - d. magazines,
 - e. the internet,
 - f. movies,
 - g. songs,
 - h. brochures,
 - i. comics
 - j. literature (novels, poems and short stories),

APPENDIX 2

OBSERVATION PROTOCOL (per session)

A. Pre-Teaching Activities

1. Those that stimulate interest in the topic.
2. Those that activate schemata.
3. Those that provide model for the task.
4. Those that provide reasons for learning the lesson.
5. Those that prepare students to communicate like vocabulary building or questions that guide students to enter the lesson proper.

Other procedures or steps:

B. During Teaching

Topic _____
Language Function _____
Situation or Context _____
Grammar to be Taught _____

<i>Deductive Approach</i>		Tally
	1.a Use of a rule explanation	
	1.b Using Translation	
	1.c Using grammar worksheets	
	1.d Self-study grammar	
<i>Inductive Approach</i>		
	2.a Use of a generative situation	
	2.b Picture-cued story construction	
		Tally
	2.c Providing examples in the target grammar	
	2.d Minimal sentence pairs	

<i>Texts</i>		
	3.a Scripted Dialogue	
	3.b Authentic Texts	
	3.c Student Language	
	3.d Dictogloss	
	3.e Genre analysis	
<i>Activities</i>		
	4.a Oral drills	
	4.b Written exercises	
	4.c Information gap activity	
	4.d Information Transfer	
	4.e Personalization tasks	
	4.f Conversations	
	4.f.1 Ask Questions	
	4.f.2 Dialog Substitutions	
	4.f.3 Use of grids	
	4.f.4 Conversation cards	
	4.f.5 Interview Grids	
	4.g Problem-solving tasks	
	4.h Role-play	
	4.i Consciousness-raising tasks (learners solve grammatical problems or puzzle in small groups)	
	4.j. Find Someone Who	
	4.k Class Surveys	
	4.l Opinion sharing	
	4.m Cloze Exercises	
	4.n Describing People	
	4.o Games	
	4.p Matching Exercise	
	4.q Word Search and Gap Fill	

Specify Authentic Texts used:

Others

Steps in presenting grammar:

Materials Used:

Media Used:

C. Post-teaching activities

1. Summarizing what has been learned
2. Reflecting on the lesson
3. Evaluating performance on tasks
4. Commenting on the activities
5. Reporting what language was learned
6. Suggesting how learners might improve their performance or language skills.
7. Others

APPENDIX 3

RUBRICS FOR ASSESSING GRAMMAR IN SPEAKING TASKS

Name of Student:

Date:

Speaking Task:

Grammar being assessed:

Rubrics:

Meaning	Language		
	Grammar being tested (based on lesson)	Proper Sentence Structure (word order, tenses, grammatical patterns)	Choice of Words used
1 Meaning cannot be understood at all	1 More than 5 errors	1 5 or more words missing or misordered	1 5 or more wrong words used
2 Grammar error interferes with meaning 75% of the time	2 4 errors	2 4 words missing or misordered	2 4 wrong words used
3 Grammar error interferes with meaning 50% of the time	3 3 errors	3 3 words missing or misordered	3 3 wrong words used
4 Meaning can be understood even with errors	4 2 errors	4 1-2 words missing or misordered	4 2 wrong words used
5 Meaning can be fully understood	5 0-1 error	5 0-1 word missing or misordered	5 1 wrong word used

APPENDIX 4
INFORMAL INTERVIEW GUIDE

1. What was the target grammar to be taught in that meeting?
2. What steps did you take in order to teach the target grammar? Why?
3. What activities did you conduct in order to let the students practice the target grammar? Why?
4. What reference did you follow for this lesson?
5. Are there any other materials that you used for this lesson?

APPENDIX 5
STUDENTS' INFORMATION PROFILE SURVEY

School level:

Sudah berapa lama (berapa tahun atau bulan) anda belajar Bahasa Inggris?

- _____ Di Sekolah
 _____ Les
 _____ Di YPIA

Mengapa anda mengambil les Bahasa Inggris? Tolong kasih cek di sebelah jawaban anda. Boleh lebih dari 1.

- _____ Untuk dapat belajar atau bekerja di luar negeri.
 _____ Untuk dapat berkomunikasi dalam Bahasa Inggris sehari-hari.
 _____ Untuk dapat berkomunikasi dengan orang asing.
 _____ Untuk dapat lulus mata pelajaran Bahasa Inggris di sekolah.
 _____ Untuk dapat lulus UNAS.
 _____ Untuk dapat membaca buku atau karangan lain dalam Bahasa Inggris.
 _____ Untuk dapat menonton film dalam Bahasa Inggris.
 _____ Saya tidak puas dengan mata pelajaran Bahasa Inggris di sekolah.
 _____ Lainnya, mohon disebutkan:

Mengapa anda memutuskan untuk les Bahasa Inggris di YPIA?

Untuk apa saja anda menggunakan Bahasa Inggris dalam situasi saat ini dan berapa kali dalam sehari?

_____ sekolah	1x	2x	3x	4x	5x	lebih dari
5x						
_____ baca	1x	2x	3x	4x	5x	lebih dari
5x						
_____ berkomunikasi dengan teman-teman	1x	2x	3x	4x	5x	lebih dari
5x						
_____ atau keluarga						
_____ internet	1x	2x	3x	4x	5x	lebih dari
5x						
_____ lainnya, mohon disebutkan:	1x	2x	3x	4x	5x	lebih dari
5x						

Setiap kali menggunakan Bahasa Inggris, rata-rata berapa lama (berapa jam atau menit)?

- sekolah _____ jam/menit
 baca _____ jam/menit
 berkomunikasi dengan teman-teman _____ jam/menit
 internet _____ jam/menit
 lainnya, mohon ditentukan:
 _____ jam/menit

APPENDIX 6 DATA FROM INFORMAL INTERVIEW

The informal interview was done to verify implementation of communicative approaches of the class observed. The meeting for pre-observation was not observed wholly, thus the need to interview the teacher regarding the techniques she employed and the activities she conducted in that meeting. The coursebook was also used for cross-reference.

In this session, she presented the present perfect form using the inductive approach. First, she made the students listen to a phone conversation from a CD recording that she brought to class. Then, the students answered basic comprehension questions about the audio they had heard. After that, she made them listen to a mini-dialogue which introduced the target grammar of the unit which was present perfect. They had to listen and fill in the blanks:

A Have you (been) to Singapore?

B Yes, we (have). We were there last weekend.

This mini-dialogue was designed to give the students the model for the grammar. Through the use of exercises, she made the students see the difference between the use of the present perfect and simple past, without telling them yet. The exercises went like this as copied from the coursebook:

a. Match the questions and answers.

1. Have you been to Australia? a Yes, I have

2. When did you go there? b Last year.

b Match the tense with its use

1 Used to talk about an action that happened some a simple past
time in the past – it's not important when or we
don't know exactly when.

2 Used to talk about when an action happened or to b present perfect
give details

Item c was to match the questions Item a to the tense names, simple past or present perfect. Finally, they had to choose the correct form for the present perfect.

After this, they answered a short exercise wherein they had to choose the correct verb form, whether simple past or present perfect. The instructions in the textbook explicitly told

the students to use the present perfect if the time is not specified. An example of the exercise is the following:

*Last year, **she's been** / **she went** to France.*

The teacher proceeded to a speaking activity to make the students use the present perfect form. The students had to ask one another about their travel experiences. They did this by pairs and the teacher asked them to report to her after their conversation with their partner. They were given models for their speech from the textbook:

A Have you been to Australia?

B Yes I have.

A When did you go there? Did you like it? What did you do there?

More matching exercises followed, this time with the lesson on past participles. It began with matching-the-rules-to-examples exercise which aimed to involve the students in their own learning of the rules of forming the regular past participle. The following is the exercise from the coursebook:

1 For most verbs, add –ed.

2 For verbs ending in –e, add –d.

3 For verbs ending in consonant + vowel + consonant, double the final consonant.

4 For verbs ending in consonant + -y, change the –y to –ied.

a _____ bake – baked

I've baked two cakes this week.

b _____ study – studied

I haven't studied for this exam!

c _____ work – worked

Joe has worked hard on his project

d _____ plan – planned

We've planned a surprise party for Stacy.

This exercise served to make the students get used to remembering verb form in units of three: *work, worked, worked* which is particularly useful for the next activity which was the learning of irregular past participles. This time, the teacher did not just follow the textbook. She made three columns on the board and wrote the verbs given in the textbook and added ten more. In the second column, she wrote the simple past eliciting it from the students. In the third column, she also *elicited* the participle. For the verbs taken from the textbook, the participle was already listed for students to choose from. For the other verbs, the teacher elicited the answers from the students. They got all except two. After this, the teacher conducted a game wherein the students had to guess the correct participle of a given

verb and write it on the board. This was to test their memory. All of them got the answers correctly.

After that, she prepared them for a speaking task through vocabulary building. She made them match some verbs with some nouns. These were verbs of strange or exciting experiences like “try snake meat,” and “fly in a helicopter.” After this, she made them listen to another mini-dialogue that made use of these strange experiences. She made them listen a second time while completing a dialogue. After that, she gave them some expressive adjectives that can be used for the speaking task which was to talk about their strange experiences. She asked them to prepare the task as a homework and they were supposed to perform it in the next meeting.

From this information, it can be seen that the teacher does adopt the communicative approach to language teaching.

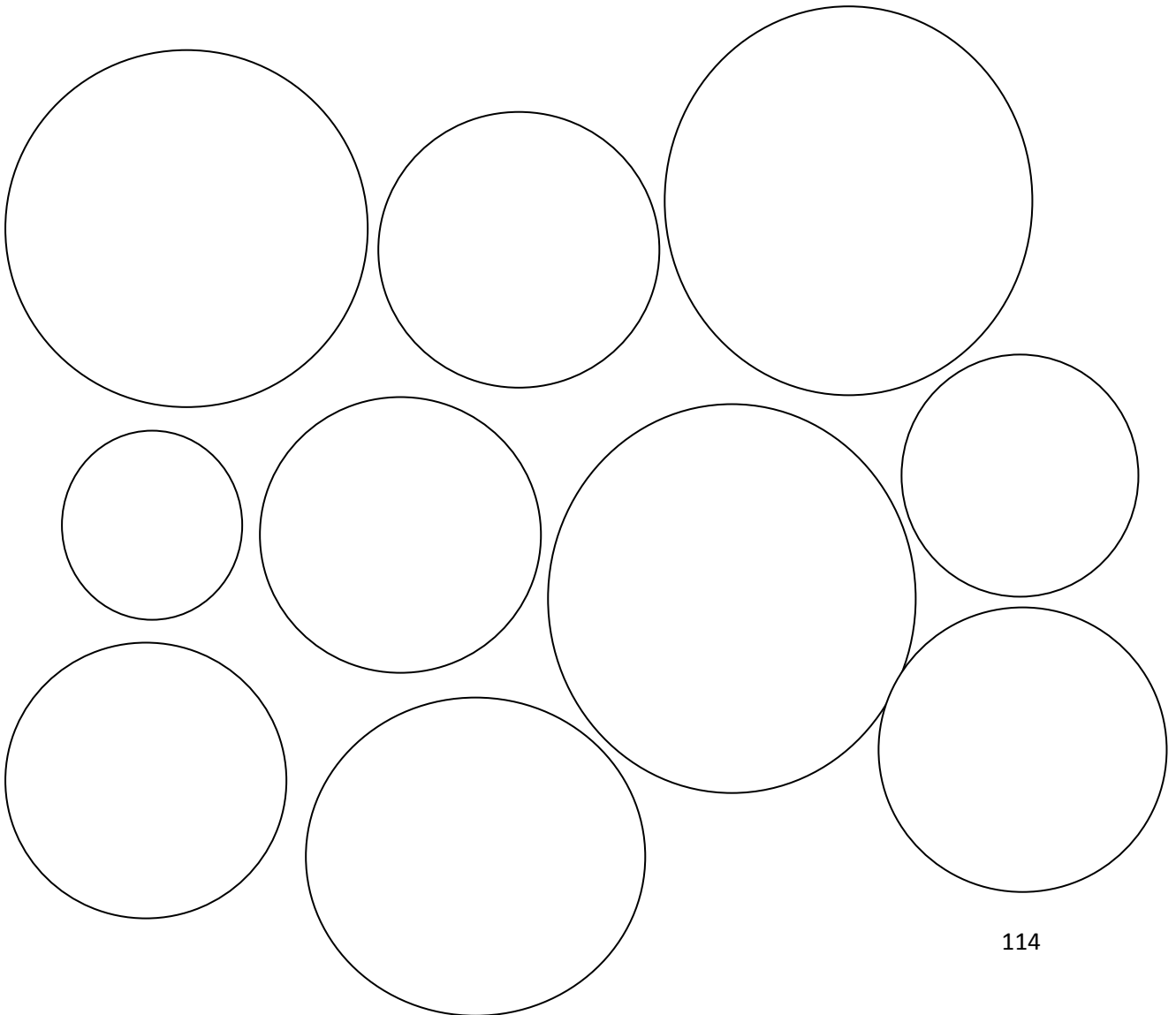
APPENDIX 7 SPEAKING TASK

LIFE CIRCLES

Present Perfect and Past Simple

Write down short answers to the following points in the circles below. Write your answers in any circle you want. Your answers do not have to be in order. You do not have to answer every question, but try to answer at least seven.

- Someone you have known for over ten years (but not a family member)
- How long you have studied in your current school
- A place you went to for holiday when you were a child
- The name of your best friend when you were in elementary school
- A city you have been to that you didn't like
- A film that you saw a year ago that you really enjoyed
- Something you have wanted to buy for a long time and have not yet bought
- The name of someone you have chatted with online this week
- A person you have not seen for many years now
- Something that you have done that made you feel good.



APPENDIX 8 TRANSCRIPT OF SPEAKING TASK

Student A

Here Reza written Asri. She is her girlfriend. She is his girlfriend. Why does Reza write satafatya in this paper because he was, he chat with satafatya asri in this week. Something that reza have done that make him feel good is fasting break because maybe he is hungry. Jakarta Reza didn't like, doesn't like this city because it's very crowded. Reza want to buy a camera because he is he doesnt have money he cant buy it because it's very very expensive. And then his uncle. Reza want to meet her uncle, his uncle, because he doesnt meet her uncle, his uncle.

Student B

I will tell you about Danissa story. When she was a child, she always holiday at zoo. But maybe Danissa like animal very much so she always go to the zoo. And second is she want to buy sound sytem because she doesnt tell me why she want to buy free card but my feeling is she want to, she like music very much so she want to buy free card to make sound system. She want to make the music voice (dances).. Danissa saw eclipse a years ago. She watched that movie because she want to saw robert pattison, i don't know who is he and the last one is Diko and yasmine. She is danissa cousin. Danissa never met Yasmine many years ago. This is Danissa story. Thank you for your attention.

Student C

Good afternoon ma'am, I'm will tell you about information about Hanivia. She wrote Dewi twice. Dewi is Hanivia's friend. He know when she was five years old. And dewi is best friend of Hanivia when she was in elementary school. Hanivia always when she was child, she always holiday with her family in Jatim Park 1. Why she choose Jatim Park, i think she like wahana like roller coaster.. I think hanivia wants to buy phone but she doesnt have enough money to buy it. Hanivia still study in Sematang 1 year, Senior High School 5. Now she's in grade 11. And the last one dika...is Hanivia's friend when she chat in online this week. That's all, thanks very much.

Student D

Ok my friends, I will tell you about Avian's stories. Avian has written Guda, Guda is his friend, his friend who Avian has not seen for 10 years now bec he is avian's friend when they were in playgroup. Fishing is the activity who Avian make feel good after he did. Why Avian like fishing, 'cos maybe he wants to fish very much, so when he's fishing he needs more long time to wait the

fish, so when he wait for the fish he usually play card with friends. And Avian have been studied in SMA Semata Senior High School² Surabaya for one year. Sidoarjo is the city Avian didnt like 'cos temperature is very hot for him and traffic jam. And, there I think, Aldi and Oldi they are his best friends, best friends of Avian, when he was in elementary school. And the last one, Sanji, Edwin and Wawa. Sony and Wawan, they are someone he have known for over 5 years. Thats all the information about Avian's stories.

Student E

Information about Fathan. Fathan choose BB for the something to buy because Fathan like BB because many friend have BB. Fathan choose Maharani Cave about the place he went to for holiday because Maharani Cave a place , because Fathan go there, when he was child, together with family. Fathan choose 1 years, about he studied in Semalang, since one years ago. This is about Fathan's stories. Thank you.

Student F

I will tell you about Bam's information. Vita is bam's ... (couldnt find the word), Bams is more than 5 years that he meet Vita. Hari is Bams _____. In this week, Bams chat with Garyn. And then Honda cpn is a motorcycle bams want to buy. But now bams didnt have enough money to buy CVS. Maybe when bams have a job, bams can buy that. Bams write Papua in Bam's story because Bams didnt like Papua skin. Terlalu hitam ma'am. The last is Transformer. Bams saw "Transformer" a years ago, and Bams really enjoyed Transformer . I think that's all.

Student G

I want to tell about Revian's story. He has been studied in Senior High School 5 for 2 months. He chose Yogyakarta for a place for holiday when he was a child, because the place, it's very beautiful. And Tony is his best friend when he was in elementary school. And then, a film he saw a years ago, it was Harry Potter and he was really enjoyed it. And Reza is the someone he was chat on this week. Yeah I think that's all.

Student H

I will tell you about Garyn. Garyn doesnt like Jakarta because it crowded city and much pollution. And a film that Garyn saw a year ago is Kung Fu panda because he is very like cartoons. Something that make Garyn feel good is help his sister. And Malang is a place where he holiday because Malang has a beautiful scenery. And Rambutan is a person he have chat in this week.