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## APPENDICES

### *Appendix I*

#### Observation Sheet

Day and Date :  
Topic :

Meeting :

No.	Technique	Yes	No
1.	Photographic competition		
2.	Role play		
3.	The portrait interview		
4.	Discussion		
5.	Information-gap activities		
6.	Telling stories		
7.	Favorite objects		
8.	Meeting and greeting		
9.	Surveys		
10.	Famous people		
11.	Student presentation		
12.	Pair work		
13.	Group work		
14.	Speeches		
15.	Role plays		
16.	Conversations		



## *Appendix II*

### **Interview guides for English Language Fellow**

1. What do you think about teaching English as a SL/FL ?
2. How long have you been in Indonesia and being a teacher?
3. What do you think about Banjarmasin, especially English Department students of UIN Antasari Banjarmasin?
4. What do you think about being a teacher? Do you have any preparation before going to teach? What is it?
5. Is it important to apply any kinds of methods and techniques before teaching? Why?
6. What are techniques do you apply when teaching? Why did you apply that techniques?
7. What problems do you have when teaching in Speaking class?
8. How can you solve the problems?
9. What kinds of textbooks do you use when teaching in Speaking class?
10. What do you expect toward English department students here after you teach them?

**\*Modified from Abdu Subhan's Thesis (2009)**

### ***Appendix III***

#### **Interview guides for the 5<sup>th</sup> semester English Department students**

1. Bagaimana perasaan anda ketika tau dosen Speaking anda berasal dari U.S ?
2. Apa anda mengerti pelajaran setiap kali anda masuk kuliah?
3. Apakah dosen menggunakan teknik yang menarik dalam mengajar Speaking?
4. Apakah anda selalu mengikuti kegiatan ketika dosen anda menyuruh untuk melakukan aktifitas ini atau itu ?
5. Bagaimana respon anda terhadap teknik yang digunakan dosen anda setiap kali belajar ?
6. Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan?
7. Apakah dosen selalu memotivasi anda dalam belajar Speaking ?
8. Apakah dosen selalu memberikan *feedback* jika ada mahasiswa yang mempunyai masalah dengan Speaking ?
9. Apakah anda merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?
10. Bagaimana kemampuan Speaking anda, apakah ada perubahan dalam *pronunciation, grammar/vocab*, atau ... ?

**\*Modified from Lailatul Azkia's Thesis (2016)**

***Appendix IV***

**The Translation of Verse**

<b>Verse</b>	<b>Surah</b>	<b>Translation</b>
125	<i>An-Nahl</i>	<i>Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.</i>



## *Appendix V*

### **Transcript Observation**

#### **Observation one**

Location: English Department of UIN Antasari/Speaking Class

Date: 28/09/16      Time: 14:00-15:40 pm      Students: M:13/F:17

I came to the class 5 minutes earlier, and took the seat in the back of the class. Almost all students were also in the class, and some of them were talking with their classmates. Exactly at 14:05 pm, the teacher came to the class, put his stuffs, and greeted his students. The teacher wrote Spenser / Speaking III / Section A.

T: Good afternoon, how are you?

Ss: Good afternoon, Alhamdulillah.

T: What is Alhamdulillah in English? (smiling)

The teacher then wrote 'what is your favorite' and 'group boys and girls' on the whiteboard. He explained that they were going to guess, for example he said color, or book, or music for the favorite. The group that gave their answer will be given a score. Actually, the teacher did brainstorming technique, he wants to know what do the students know about the lesson. The girls group won, they could answer 6 (color, actor/actress, artist, band/group music, possession, and animal) while the boys group just answer 4 (film, smell, sport, and book).

The teacher then gave a piece of paper for all of students. The paper was about '16 classmates' names favorites'. The students should fill the paper with 16 names, but they were not allowed to talk or ask, just look and think because it

was secret. The teacher gave an example one, the answer is Silvia, for favorite possession is her photograph album. Then asking question to Silvia to see if the guesses are correct or not. Students nodded their head which is mean they are all understand. The teacher then went around the class to check and make sure that the students did a task. While waiting for them, the teacher told that for TV show do not write type, it should Net TV or Trans TV or etc, and for a book do not write comics or romance, it should Naruto or Shincan or etc. The teacher then stopped them, and started give example, “Excuse me, what is your favorite color Hikmah?”, and Hikmah answered brown. The teacher’s answer was pink, and it means give a cross for each wrong guess.

T: Well, move round the class, asking questions to see if your guesses are correct or not. Give yourself one point for each correct.

The class was noisy and all of students were talking, laughing, walking to look for their classmates. Actually, the teacher did surveys technique. After 10 minutes left, the teacher then asked students to go back into their desk.

T: Count how many correct guesses. Tell me or raise your hand if you have 2 or 3 or 4 or 5 till the end of questions.

Move on to next activity, the teacher wrote ‘holiday - vacation’ and explained the different between them with slowly. The word ‘holiday’ (UK) means *tanggal merah, libur nasional*, weekend, while ‘vacation’ (USA) means *cuti, liburan*. The teacher gave a handout again about ‘holiday email’. There are 6 questions different between girl and boy, some of the words were missing. Students should wrote questions to find the missing information, after finished

work with students A. take it turns to ask and answer the questions. For example number 2, the answer is who did you go with. Students moved around the class to found the answer, asked to boy, and this activity takes 10 minutes. The teacher did information-gap activity.

T: Okay, stopped. Let's start with the ball. I throw this to you (girl with number 2,4,6,8,10,12) and tell me the questions.

The teacher asked students to turn their desk become face-to-face. He is going to give students a handout and some questions like before. First, students just should complete 12 questions, then go ask the person in front of you. The students then change their sit position with other students or move one desk and ask the person in front of you. The last it is free to find any new partner and talk to that person again.

T: You do interview with 3 people. The questions could like who traveled the furthest, who stayed at the most interesting place, who had the best food, whose trip was the most boring, whose holiday would you like to go on.

This activity takes 20 minutes. The class was noisy and all of students were talking, laughing, looking for their classmates to do the interview. The teacher than stopped students, and start to throw a ball again to the students one by one.

T: Because the time is up, we are finishing. I will see you next week and have a good week.

I soon left the class. But say good bye and thanks to the teacher.

## Observation two

Location: English Department of UIN Antasari/Speaking Class

Date: 12/10/16      Time: 14:00-15:40 pm      Students: M:13/F:17

I came to the class 3 minutes earlier, and took the seat in the back of the class. All students were also in the class. The teacher then wrote Spenser / Speaking III / Section A. Also wrote (1) cat / dog / turtle / elephant, (2) lion / cat / tiger / bear, (3) human / dolphin / shark / whale, (4) angry / happy / violence / jealous, (5) eagle / owl / bat / penguin and 'black veils', 'blue/other veils', 'boys'.

T: Is there a different one ?

The teacher asked students to find the different one between all of those words. For example turtle is a mammal because it lives in the water, while cat, dog, and elephant live in land. Also the answer is could be elephant because according to size it is big, while cat, dog, and turtle is small. Actually, the teacher applied find the different one technique. The class was a little bit noisy and all of students were talking give their answer in order to get a point.

The teacher then gave a handout to all of students. Before do a handout, the teacher wrote 'topics' and 'groups'. For example, the topic is 'hobbies' and the group is 'boy vs girl'. The students one by one asked to choose any topics and any groups then write it down on the whiteboard. One by one the students came to the front, they wrote relationship, pets, sports, family, taking selfie, game, the accent of Banjarese, transportation, film for the topics and single vs in relationship, male vs female, has siblings vs has not, pop vs jazz, have played

game vs not, adult vs teenager for the groups. Actually, the teacher did choose a new topics technique.

The teacher explained a handout that have given to all students. It was about making a survey. The students asked to find 10 people and asked 2 questions to them. The teacher gave an example first, choose IAIN Antasari for the topic, and students from rural vs urban for the groups. The questions that relevant to those are do IAIN Antasari English department students from rural achieve higher in English? or do IAIN Antasari English department students from urban achieve higher in English?, find 5 people from rural and 5 people from urban then talk to them. Another example, the fellow choose cinema for the topic, and girls vs boys for the groups. The questions that relevant to those are how often do you go to the cinema? or what is the last movie you watched at the cinema?, find 5 girls and 5 boys then talk those questions to them. The class was noisy and some students were talking, walking find a friend, and this activity takes 20 minutes. The teacher then said time is up, and asked some students to come to the front of class to tell their result of surveys. It takes 10 minutes.

The teacher wrote doctor / psychologists / priest / poet. He said before go home, he just want to ask one question.

T: Well, just one more question. What is the different one ?

The students canot answer the questions, their answer are not right. So, the teacher answer poet, because people did not ask help, while doctor, psychologists, and priest people ask help. The teacher then closed the lesson and told next week is free because he have a conference in Jakarta.

### **Observation three**

Location: English Department of UIN Antasari/Speaking Class

Date: 26/10/16      Time: 14:00-15:40 pm      Students: M:10/F:17

The teacher came to the class on time, and then started the lesson by greeting the students to settle up the class. When the teacher greeted the students, they suddenly quite, even though there were some students were still talking with their classmates. The teacher hold many small cards and tell to the students to guess a card after the teacher told some clues. The students who guess a card correctly will get that card. For example, the teacher said the king of pop, man, singer, and the answer is Michael Jackson. Then, next clue is where whiteboard, where LCD, where pictures, and the answer is over there. Again, vehicles, four wheels, and the answer is car, something like that until all of students got the cards. This technique is called guessing a card, and takes 30 minutes.

The teacher wrote 'critical thinking', (1) which is better, (2) would you rather, (3) evaluating arguments, (4) talking about reasons that true for everyone.

T: So, today we are talking about critical thinking. It means we should think clearly and communicating with the reason. We are going to practice, let's a girl and a boy come up.

The teacher asked one girl and boy to come to the front of class, and write the reason about which is better between cat and dog, and why s/he has arguments like that. A girl said cat is halal, cat is around us, cat is favorite pet. A boy said dog is cute, dog is easy to train, dog is the cutest. The teacher said it is not good reason actually, the reason should be true for everyone.

T: Let's try another one. I let you girl, to choose someone.

Then, another girl and boy come to the front of class. But this time is about cars and motorcycles. They answer cars cover sun and rain, cars can bring many people, and cars are more luxurious, while motorcycles are faster in traffic, motorcycles are cheaper, and motorcycles are easier to park. The teacher said these are an excellent reasons.

T: Alright. It is very challenging topic. You did it well. In America, critical thinking is the most important skills that should students learn. We do a little bit more in groups. One groups can be 4 / 5 people.

There are 5 groups. First question is travel in my country and outside country, second is family and friends, third is diet and do exercise, fourth is doctor and scientist, fifth is gardener and teacher.

T: Alright. We can start with this group over here. (throwing a ball).

The teacher come back throw a ball till all of students get a turn to speak their arguments.

T: Well, let me do the last thing before we go home. Something like midterm. The midterm for this class will be have a criteria. You have to talk about a subject in 2 minutes. For example, if the subject is 'why study English?', you have to get a good reason. The score will be something like this: speaking clearly (5-4-3-2-1), good grammar/vocab (5-4-3-2-1), good ideas/reasons (5-4-3-2-1), and long enough (5-4-3-2-1). Understand ? and have a good week!

I soon left the class, say good bye and thanks to the teacher.

### **Observation four**

Location: English Department of UIN Antasari/Speaking Class

Date: 02/11/16      Time: 14:00-15:40 pm      Students: M:12/F:17

The teacher came to the class on time, and then started the lesson by greeting the students to settle up the class. When the teacher greeted the students, they suddenly quite. The teacher wrote Spenser / Speaking III / Section A, and (1) wrong one, (2) fact/opinion, (3) group work/competition, (4) talking about midterm.

T: Hello. How are you?

Ss: Hi. I am fine.

Then the teacher wrote tree / flower / house, hair / mirror / window, running / swimming / sleeping. The teacher said we did something like this before.

T: Well, what is the different one?

Then the students speak up, give their answer. Some students laughing, asking their friend, thinking about the questions.

The teacher wrote (1) smoking can be dangerous to health, (2) smoking is addictive, (3) smoking should be banned, (4) smoking is dangerous so it should be banned.

T: Alright. I think we need some groups of 3 or 4 people. I let you to make your own group. I need a name for your group, maybe color, animal, or fruit.

After students make their own group (orange, banana, gray blue, handsome, late, and questions groups), the teacher explained about fact and opinion. A group that can answer the questions will be throwing a ball.



The teacher then gave a handout for all of groups and asked them to discuss in 5 minutes.

T: Alright. Let's start, there are 2 parts in this activity. First, just tell me is it fact or opinion. Second, how can you prove it.

There are 12 questions. For number 1, the statement is 'I can see the mountain from my window', and the answer is it is a fact. For number 2, the statement is 'There are too many people on the planet', and the answer is it is an opinion. For number 3, the statement is 'My dog's name is Opie', and the answer is it is a fact. For number 4, the statement is 'A rooster woke me up this morning, and the answer is it is a fact. For number 5, the statement is 'Earth is the third planet from the sun', and the answer is it is a fact. For number 6, the statement is 'My mother makes the best pancakes', and the answer is it is an opinion. For number 7, the statement is 'Niagara Fall is located along the border between Oritario and New York', and the answer is it is a fact. For number 8, the statement is 'My aunt is the best musician in the orchestra', and the answer could be a fact and an opinion. For number 9, the statement is 'My father is a mail carrier', and the answer is it is a fact. For number 10, the statement is 'Smoking should be illegal', and the answer is it is an opinion. For number 11, the statement is 'Trains are a pleasant way to travel', and the answer is it is an opinion. For number 12, the statement is 'My hiking boots do not fit me anymore', and the answer could be a fact and an opinion.

T: Because it rains, I will give extra task for you all.

Then he wrote 'water' for the topic, 'more than 70% of the earth is water' for the fact, and 'the Pacific Ocean is the best ocean to visit' for the opinion.

T: Now, do 3 more. (1) flowers, (2) vacation / holiday, (3) food.

The students do that task with their group. While the teacher go round the class to see his students.

T: Next week is going to be something talk for 2 minutes, but it will be talking into camera, and then it will be like 2 step process. First, you talk to the camera. Second, you watch your video. The score: points / ideas (4-3-2-1), vocab / grammar (4-3-2-1), speak clearly (4-3-2-1), and long enough (4-3-2-1).

Understand ? Any question ?

Ss: No Sir.

T: Alright. Have a good week. I will give you the subject next week.

After the class, I saw some students came to the teacher and asked questions. But I soon left the class and say good bye and thanks the teacher.

## Observation five

Location: English Department of UIN Antasari/Speaking Class

Date: 30/11/16      Time: 14:00-15:40 pm      Students: M:13/F:17

I came to the class 5 minutes earlier, and took the seat in the back of the class. Almost all students were also in the class, and some of them were talking with their classmates. Exactly at 14:00 pm, the teacher came to the class and put his stuffs. The teacher wrote Spenser / Speaking III / Section A.

The teacher created a table, which is in the table there are some words with sound /ɪ/ , /i:/ , /θ/ , and /ð/ . Those words are tree, three, tea, the, thee, seen, thin, thing, think, then, them, tin, teen, team, and sin. The teacher trained students to pronounce those words and the students repeat after the teacher have said.

T: Alright. Mmm, we have not do this before right?. We are gonna have ‘LCD people’ and ‘broken fan people’. Let’s check the sound before. Actually the teacher applied repetition technique.

The teacher then add more sound /d/ and /t/. He said he want give a few more example about sounds. The words are pit, living, bid, mid, live, pitch, gin, pete, leaving, bead, mead, leave, peach, jean, than, father, ether, either, teething, there, clothing, dan, fadder, teasing, doze, breeding, dare, and closing. The teacher gave an example how to pronounce those words then asked students to repeat those words together.

Move on to the next activity. The teacher wrote 6 sentences. (1) Those of the southern and northern areas are still writhing and seething (2) Breathe the breeze, loathe the lows, and soothe the sues (3) Dan would rather scythe in wetter

weather. (1) Pip and Pete shipped the sheep ships cheaply (2) Those bins are for Bill Beal's beans (3) Does Jim still steal Jill's jeans?.

T: Alright. Those are my favorite one. If you wanna make it really difficult, you could say 3 times fastly.

After the teacher gave an example how to pronounce those sentences, he throw a ball to student and that student should pronounce one of those sentences fastly.

Move on to the next activity again. The teacher wrote /ɪ/ , /i:/ , /θ/ , /ð/ and the words think, mother, sin, and seen. The teacher asked to the students one by one to give an example for each sound /ɪ/ , /i:/ , /θ/ , /ð/. The students finally come to the front to filled those sound. Students wrote *something, teeth, through, thief, thing* for ( /θ/ ), *father, mother, brother, then, that, those*, etc for ( /ð/ ), *pitch, kid, bid, dim, rich*, etc for ( /ɪ/ ), and *knee, weed, beach, keep, meet, greet*, etc for ( /i:/ )

T: Alright. You need to with a friend, a partner, maybe one person alone. You are going to make a conversation. The conversation consists of 8 lines. But each line should have one of those sound ( /ɪ/ , /i:/ , /θ/ , /ð/ ).

Then, pair by pair come to the front to practice a conversation loudly and slowly. If students wrong pronounce a word, the teacher will correct it and asked student to repeat it once again. After partner by partner finished practice a conversation, the paper of every students are collected.

T: Alright. I will see you on next final test.

## Observation six

Location: English Department of UIN Antasari/Speaking Class

Date: 14/12/16      Time: 14:00-15:40 pm      Students: M:12/F:16

The teacher came to the class on time, and then started the lesson by greeting the students to settle up the class. When the teacher greeted the students, they suddenly quite. The teacher wrote Spenser / Speaking III / Section A. The teacher wrote *culture* for opening the first activity and explained a little bit about that, then asked students to guess the answer that related to *culture* as many as possible. The students answered *language, race, traditional houses, traditional music instruments, traditional dance, traditional foods, and traditional songs*. After that, the students choose *culture of America* to explain while students choose *culture of Banjarese* to explain, they exchange information and asked questions to each other. Actually the teacher applied brainstorming technique.

The teacher than divide a card, he asked students to find a partner, for example 8 with 8, or As with As.

T: Alright. Today we are talking about 'culture'. I will give this handout to you. The handout is about 'cultural behavior and daily life'. You choose a foreign country that you know something about (perhaps from TV, or your personal knowledge). Read the questions and decide with your group, are these cultural behavior expressed in that culture the same way as in your own culture, or differently? Put a check mark in the appropriate column.

This activity takes 10 minutes, and the teacher walked around the class to see his students.

Move to the next activity. The teacher asked every pairs to choose one topic from the handout.

T: Choose a topic from the list below. Make notes with your partner. Imagine you are explaining this topic to a guest visiting your country. For example the topic is daily life – getting around – motorcycle or cars or bikes or angkutan. Tell me about life in Indonesia. You maybe said: Good afternoon. We'd like to tell you about daily life in Indonesia. Something unique is bla bla bla. Most people usually bla bla bla. One thing that is different / the same bla bla bla.

The teacher then asked students to come to the front by calling the number of card. First partner choose greetings in Indonesia, then the other choose holiday in Banjarmasin, then about gestures, about Indonesia language, taboos in Indonesia, and the last education in Indonesia. The teacher usually asked a question to students or interrupt students. The class was a little bit noisy and some students were talking.

T: Alright. December 21<sup>st</sup> is our last meeting. January 4<sup>th</sup> is our final meeting. So, I will see you next week. Thank you for participation. Have a good week.

After the class, I saw some students came to the teacher and asked questions. But I soon left the class. I say good bye and thanks to the teacher.

### **Observation seven**

Location: English Department of UIN Antasari/Speaking Class

Date: 21/12/16      Time: 14:00-15:40 pm      Students: M:13/F:17

I came to the class 10 minutes earlier, and took the seat in the back of the class. Almost all students were also in the class, and some of them were talking with their classmates. Exactly at 14:15 pm, the teacher came to the class, put his stuffs, and greeted his students. The teacher wrote Spenser / Speaking III / Section A.

T: Good afternoon, how are you?

Ss: Good afternoon, fine.

T: Today we are going to be circle. Talking about some English proverbs. Please one by one of you come here to complete that.

The teacher wrote proverbs English and proverbs Indonesia. For example, break a leg, do not judge the book by the cover, rain like cat and dog, like father like son, practice makes perfect, the best teacher is experience, for proverbs in English, and tong kosong nyaring bunyinya, tak kenal maka tak sayang, ada udang dibalik batu, sambil menyelam minum air, kentut semut dibawah rumah, waja sampai kaputing (Banjar) for proverbs in Indonesia.

T: I asked you about give some ideas about proverbs. I am going to give you a card. Some are yellow and some are green. A yellow card is a proverb, while a green card is a meaning of proverb. If you find your match, sit together. Do not use handphone to search the meaning of proverb. Okay, coming to the middle and look for your card.

The teacher wrote think about your proverb, (a) what individual words do you need to explain / define? (b) what does the proverb mean? (c) is there an Indonesia / Banjar proverb with the same meaning? (d) when (give an example) would someone say this?.

T: Alright. Hari ini kita melakukan sesuatu yang berbeda dari sebelumnya, kita pakai bahasa Indonesia. Kalau mau buka HP boleh. Silahkan diskusi dengan teman anda.

After about 15 minutes passed, the teacher then start with card 8 heart. The students who got that card must come to the front, and tell their answer. Pair one got proverb: *do not count your chickens before they hatch*, they define words count, chickens, and hatch. Pair two got proverb: *curiosity killed the cat*, they define words curiosity, killed, and cat. Pair three got proverb: *beggars cannot be choosers*, they define words beggars and choosers. Pair four got proverb: *do not cry over spilled milk*, they define word spilled milk. Pair five got proverb: *the early bird catches the worm*, they define words bird, catches, and worm. Pair six got proverb: *a penny saved is a penny earned*, they define words penny, saved, and earned. Pair seven got proverb: *actions speak louder than words*, they define words actions and speak. Pair eight got proverb: *there is more than one way to skin a cat*, they define words way, skin, and cat. Pair nine got proverb: *the squeaky wheel gets the grease*, they define words squeaky wheel and grease. Pair ten got proverb: *a bird in the hand is worth two in the bush*, they define words worth and bush. Pair eleven got proverb: *better safe than sorry*, they define words safe and sorry. Pair twelve got proverb: *waste not, want not*, they define words



waste and want. Pair thirteen got proverb: god helps those who help themselves, they define words god, help, and themselves. Pair fourteen got proverb: *give someone an inch and they will take a mile*, they define words inch, take, and mile. And the last one, Pair fifteen got proverb: *a watched kettle never boils*, they define words watched kettle and boils.

T: Alright. Saatnya kita membicarakan final test seperti apa. Final test nya video. Kita baru saja berlatih untuk final test, kita akan menjelaskan peribahasa dalam bahasa Inggris. Jadi kelas ini jadwal final test nya tanggal 11. Taruh di FD video nya. Jadi, durasi 3-5 menit. Satu orang satu peribahasa. Pilih peribahasa di grup FB nanti. Juga akan ada rubric penilaian, sama seperti middle kemarin. Any questions about final test?

Ss: (silent)...

I like this, since the teacher still reminded them about their final test that are not clear yet. After the class, I saw some students came to the teacher and asked questions. But I soon left the class, say good bye and thanks to all of students and the teacher.

## Observation eight

Location: English Department of UIN Antasari/Pronunciation Class

Date: 27/02/17      Time: 08:30-10:10 am      Students: 34

I came to the class 15 minutes earlier, and took the seat in the back of the class. Almost all students were also in the class, and some of them were talking with their classmates. Exactly at 08:30 am, the teacher came to the class, put his stuffs, and greeted his students.

T: Hi, good morning.

Ss: Hello sir, good morning.

T: I forgot something, the attendance. I will go back to take the attendance. When I come back in 2 minutes, I hope you will be in groups of four.

The class was a little bit noisy and some students were talking. Some of them were texting on their phone, or even open their BBM on the phone.

T: For the first activity, kita mau coba sesuatu yang agak beda. Saya mau membaca sesuatu, yang lebih cepat. Jangan ada yang mencatat dimanapun, nanti saya akan bertanya tentang apa yang saya akan bacakan (then the teacher read the short story about 'Chip and Chelsea'). Silahkan work in groups untuk mengingat atau mencatat apa yang barusan saya katakan.

The teacher then went around the class to check and make sure that the students did a task.

T: I will stop you there. Jadi apa saja yang sudah dicatat? Saya mau membaca lagi, tapi kalian jangan catat apapun.

The teacher then read the story 3 times.

T: Alright, we have 8 groups. Who can tell me the first sentence? The second sentence? The third sentence? The fourth sentence? The fifth sentence? And the last sentence? (students raise their hand for all of sentence except the fifth sentence). So, the most difficult is the fifth sentence. (1) Chip and Chelsea think shopping is the best! (2) Unfortunately, they've saved so little money that they've to stop at the cheap shops. (3) So, last Sunday, they shopped for things on sale at fields. (4) Chip has several hobbies so he spent his savings on fishing books and running shoes. (5) Chelsea ... (6) Eventhough ...

Then, the teacher described every single word that students do not know yet, for example the word "sewing" and "fields".

The teacher gave an example for phonetic symbols (sh, ch, s, j/g), the teacher explained that we are not study the "new" sound, all of those phonetic symbols sound exist in Indonesia language, just the way we write it down which are different. The teacher wrote : bridge, general, large, and jacket (the teacher explained the sound j/g). Also the teacher wrote : questions, future (the teacher explained the sound ch). Then the teacher gave a worksheet to every students. He asked students to do section 1, 2, 4, and 5.

The teacher then gave a paper again, there are 30 words that should one volunteer read loudly in front of class. The other students guess and write a word that different. For example lass-latch-lass, the different word is latch. The teacher gave an example first.

T: Okay, mudah-mudahan minggu depan bisa membagi handout phonetic symbols. I will see you next time.

## ***Appendix VI***

### **Transcript interview with English Language Fellow**

**The writer:** Excuse me, Sir. I'm sorry for disturbing you. I want to do interview. I have 10 questions for you and here the questions (give an appendix 2). May I record it ?

**The Fellow:** Okay... I just give you an answer ? I think I can answer the most of them, for number one I do not have an idea. Maybe after I think about it. For number two I've been in Indonesia since 2010, and when I started to be a teacher on November.

**The writer:** How about number 3 ?

**The Fellow:** Number 3, I think the Department here is well-organized like has a good plan, the curriculum has a good curriculum, and has a lot of good ideas. For the students, I like their attitude and then energy, they have a lot of enthusiasm, for this semester, the fifth semester, they have a lot of motivation. If I teach I think maybe they do not know about how long it takes to master a language, to be fluent in the language. In general, all of these students in IAIN, I think sometimes they feel after they graduate from their degree, they will be good in English. So, I started telling the students about my experience in Surabaya, our experience in Surabaya. ...

**The writer:** hmm-hmm ...

**The Fellow:** Do you know this CEFR ? like a just skill for talking about students' level, students' ability, and it was skill that Cambridge used and Oxford, but it is for all of year ... So, if you study a language ... they are based on the skill, if we

study German or French or Spanish ... So, in our experience in EF, cause I used to work at EF Surabaya, students may study for 10 years, like taking lesson specific ... for 10 years ... students is in A1, then go up to A2, and finish around this level, here B2. So, C2 like a native speaker. C1 like ready for university in English speaking country. B1 for intermediate, B2 for upper intermediate, ... So I tell my students of this semester, in EF take 1 year to move from beginning to elementary, and about one a half year to go to intermediate, and three years to upper intermediate, five years to university, and 6 or 7 years to native...

**The writer:** hmm-hmm ...

**The Fellow:** When I got the syllabus for Speaking III class, it says ... Did you get this ? (show the syllabus)

**The writer:** No, can I copy it ?

**The Fellow:** Of course. It says "this course is designed to develop the students' ability to speak English at pre-advance level".

... I don't know what is that mean, but from our EF thinking pre-advance is in C1 level, but in general its not a rule, ... and we talk about it in TOEFL class. ...

**The writer:** ... Yes, in TOEFL class.

**The Fellow:** So, of course students in fifth semester, Speaking III, according to my way of thinking are between A1 and A2, because most of students finishing the program around here. So it says seminars, panel discussions, ... like academic situation ... I don't think you can do that at this level ... because at least you have to be here.

So, I think I answer more than one questions here. ...

**The writer:** Okay ...

**The Fellow:** Like number 9, well I didn't use a textbook because I didn't want to for copy. I mean I just want to bring the material myself, so the students didn't need to bring their own material.

**The writer:** ... So, you ...

**The Fellow:** So, what I did that I was looked at this syllabus, it says objective "students are able to do a job interview", ... but I use some of this. But there are some I didn't do like moderator in a panel discussion, I didn't do because I think students could not do it well. Mmm, job interview I did, host and talk show I didn't do, master of ceremony I didn't do because I was ... a little bit but we don't do it in US, we don't have master of ceremony at a wedding ... I didn't really know about it. So, I change it to critical thinking, different between fact or opinion, things like that.

So, when they gave me this syllabus, you can do whatever you want, you can change it or you can use it. So I took some ideas from it ...

**The writer:** Right, ... because my thesis is about techniques, according to you is it important to apply any kinds of technique ?

**The Fellow:** Well, I hope I do not make you difficult for your thesis but in my education, my background, we did not emphasize method. In our class, my master program we would say that a post-method, ... like in the past you might have grammar translation or direct method or audio lingual or even communicative language teaching. ... the only real method is CLT and the other one just history. So we should not actually use those but then they said CLT is

not according to the real method, because in the definition of CLT students have to follow like step 1 step 2 step 3, and it's already we do not do that anymore. Like my teachers all told me "don't follow a method, but use good principles".

**The writer:** hmm use good principles ...

**The Fellow:** When I finished my degree program, I had to write teaching philosophy paper... actually I could give it you if you want, I think it's about 7 pages.

**The writer:** Of course I want...

**The Fellow:** My philosophy is about principles that I used, so I do not follow a method, and I know like setelah melihat beberapa kali ujian skripsi dengan mahasiswa in January kalau yang tanya pada mereka suka bertanya seperti ini "tapi apa method nya" dan kalau aku mendengar itu aku sedikit tidak cocok dengan pendidikan ku karena kami tidak merasa bahwa method itu yang paling penting karena nanti yang tanya akan bicara seperti ini "tapi apa yang kamu lakukan itu tidak sesuai dengan method nya". Tapi yang dari sisi kami itu bukan method nya yang penting tapi principles nya yang penting, jadi principles misalnya I think I told you a few in our first interview with other student,

**The writer:** Oh ya ...

**The Fellow:** But for me it's something like students have a competition because I believed that competition make people more motivating, more active karena mungkin mereka tidak suka materi nya tapi mereka cukup suka untuk activity nya. So, mereka bisa memperhatikan supaya bisa menang dan nanti itu seperti

trick agar mereka memperhatikan walaupun sebenarnya mereka tidak memperdulikan, tidak suka materinya.

**The writer:** ... Yes, yes

**The Fellow:** For me, I like competition and group work, but it's usually related. And then I like critical thinking, it's very important maksudnya bahwa mereka bisa punya pendapat dan bisa menjelaskan kenapa mereka punya pendapat itu and waktu ngajar mereka mengutamakan critical thinking dengan creative thinking. Jadi orang harus bisa mengeluarkan sesuatu dari diri sendiri karena menurut teorinya orang yang menggunakan critical thinking and creative thinking itu lebih fix didalam ingatan.

**The writer:** Yes it's lebih meaningful

**The Fellow:** Ya it's more meaningful. When I think about methods and techniques, mungkin techniques mmm saya tidak terlalu menghafal techniques apa atau methods apa karena sudah tidak ..., yang penting principles daripada methods. Jadi kalau techniques misalnya kalau ada competition itu dulu di EF dinamakan games. Jadi pokoknya saya mengambil the activities dari cara EF. Tapi kalau di EF mereka tidak mementingkan principles, jadi saya campur activities dari EF dengan teaching principles dari S2 untuk membuat my style. Kadang kalau di EF mereka tidak memikirkan tentang principles karena itu bisnis mereka mau orang tertarik untuk kembali lagi dan tidak bosan di kelas. Jadi sistemnya yang terpenting untuk mereka mau orang itu kalau kelas sudah selesai mau membayar lagi untuk kelas berikutnya. Jadi activities nya harus



menyenangkan. Kalau aku, aku juga mau menyenangkan mereka supaya bisa ingat lebih dan focus lebih. So, I think that is answer 5 and 6.

**The writer:** Okay

**The Fellow:** Let me go to number 10 and then go back to number 4. When I'm talking about different levels, karena ini sudah semester akhir, sudah mulai punya perasaan atau pikiran, apa yang saya harap dari siswa disini bahwa mereka mengerti tentang proses belajar karena saya tidak merasa begitu mereka ikut kelas saya 3 bulan akan naik begitu banyak karena menurut pengalaman saya 3 bulan itu mmmm ... tapi kalau mereka mengerti lebih tentang critical thinking dan punya motivasi yang kuat lagi, jadi saya sudah coba beritahu semua siswa di kelas bahwa perlu proses, dan proses nya itu butuh beberapa waktu lama. So I do not really expect but I hope kalau belajar bahasa Inggris masih penting untuk mereka dengan tujuan dan keinginan mereka, mudah-mudahan saya membantu dalam proses nya.

**The writer:** Ya it takes a long time ...

**The Fellow:** How about for number 4 ? What do you mean preparation ?

**The writer:** Hmm sebenarnya kan sebelum mengajar itu bikin lesson plan, dan dalam lesson plan itu ada goals nya objectives nya, bahkan ada methods and techniques nya. Hmm ...

**The Fellow:** Well I do. With my experience at EF we have to write it before every lesson, so when I worked at EF, say Monday through Friday. I teach 3 classes on one day and 4 classes for another day, so in one week there are 16 classes and they are all different lesson. So prepare the lesson. Here at IAIN I

teach 10 classes but only 2 lessons for TOEFL and Speaking. But in EF every week I prepare 16 lessons and before going to class I had to write the plan on a piece of paper for example do this for a warmer, this for the first activity, do this for a presentations, this for page in the book, so it's very detail. I did that, I made my lesson plan for 3 years first but then I became a supervisor at EF, so I had to look at other teachers' lesson plan and tell them change this or you did not write enough, you need to do more or watch another teachers. So I always think about lesson plan, tapi begitu masuk IAIN tidak mencatat lagi karena sudah punya system seperti mau ada ini, ini, ini. So I do believe, you should prepare, tapi kalau sekarang karena sudah terbiasa memikirkan dengan itu kadang tidak dicatat. For me the important things like PPP, Present Practice Produce, for me it's the most important for lesson plan. Present is bagian yang ada materi dari guru like presentations it might be the rules of grammar misalnya kalau kita membicarakan present perfect have plus verb 3 dan itu untuk membicarakan pengalaman, itu presentations berarti kita menjelaskan. Kalau Practice itu namanya closed activity berarti kalau siswa nya salah itu ketahuan misalnya kalau ada worksheet and filled dengan kalimat apa jawaban benar atau jawaban salah, jadi Practice itu untuk melihat mereka mengerti atau tidak. Kalau Produce itu open maksudnya kalau mereka mau pakai ini bisa tapi kalau tidak mau pakai ini juga tidak harus, teorinya kalau mereka diberi kesempatan untuk latihan berarti mereka bisa natural untuk mereka nanti. So, misalnya kalau dengan present perfect ini, this is the worksheet for the practice, for the produce it's like interview a friend or my favorite is like guessing game, so like something that I

usually do is there are 4 people at the front of room and they said “I have been to Saudi” but actually only one of them has been to Saudi dan orang-orang di kelas harus menebak siapa itu yang pernah ke Saudi, tapi why we doing that karena masih menggunakan present perfect tapi bukan kesempatan untuk melihat apakah orang itu mengerti menggunakan nya dan mengerti rules nya... jadi saya masih berfikir dalam kategori ini setiap lesson saya coba ada presentations sedikit, ada practice nya untuk melihat mereka mengerti, dan ada kesempatan untuk remind misalnya ada salah saya tidak akan langsung beritahu itu salah, kenapa kamu tidak mengerti, karena itu kesempatan dia saat bicara disini. So when I make my lesson plan it’s based on this. System ini dari CLT. ...

Kalau menurut pemahaman saya mereka menjelaskan seperti ini, saat theory nya PPP itu keluar sekitar tahun 90-an dan saat itu semua orang bilang harus mengikuti 1 2 3, maksudnya bagaimana mereka bisa menggunakan nya kalau kita tidak jelaskan rules nya dulu. Tapi itu pikiran yang lama, sekarang saatnya ...

Jadi kalau saya berfikir mau mempersiapkan lesson plan, I’m still thinking about the categories, jadi kalau yang lain namanya TTT, Test Teach Test, sebenarnya sama dengan PPP ...

Kalau saya masih memikirkan categories ... tapi supaya lebih menyenangkan dan lain-lain bisa di campur-campur, it’s my theory. I think that is all of my answer.

(The writer and the fellow silent for a moment)

**The Fellow:** About the problem, I think the problems are the same problem in all class, so it’s not problem in Speaking class, but it’s a normal problem like students being bored or students did not do a work or students are in different

levels, some are very good and some are not good. So, the solutions make more interactive with competition, explain the grade system supaya mereka tau dari awal, and put in groups, I put them in random sometimes, I use the playing cards to put them in group, in random numbers supaya tidak dengan teman itu saja ...

Well, kalau ada yang kurang jelas ...

**The writer:** Actually I described the result observation (then the writer showed the findings to the fellow) Am I wrong ?

**The Fellow:** Wow your notes are very details, every observation. I've done many teaching observation and I've never read like that. That is amazing ...

**The Fellow:** (talk to somebody in the office) She wrote like when I did brainstorming with the class in my observation I would say students write ideas on the board and they wrote about 5 minutes, but she wrote what they wrote on the board ...

**The writer:** ... (silent)

**The Fellow:** ... I hope you can give me the copy all of your work after you finished your project. So much details, and it was very fine.

**The writer:** Sure, of course, I will. Thank you so much for the time, you are so kind. Once again thank you so much.

**The Fellow:** I'm glad to help you in the project. Alright, good luck.

**The writer:** Thank you

## ***Appendix VII***

### **Transcript interview with the 5<sup>th</sup> semester English Department students**

#### **Part 1 interview with 5 males students**

**The writer:** Hai, ready ?

**All of males students:** Yaa

**The writer:** Pertanyaan nomor 1, bagaimana perasaan kalian ketika tau dosen Speaking berasal dari luar negeri ?

**The male student 1:** Senang ka, soalnya *kada* pernah dapat dosen orang luar negeri.

**The male student 2:** Iya senang *jua* soalnya *hanyar* pertama kali *dilajari*, 1 semester pula.

**The male student 3:** Senang *jua*, kawa dengar langsung kata-kata bahasa Inggris dari *sidin* setiap perkuliahan.

**The male student 4:** *Inggih* senang ka ...

**The male student 5:** Sama ka, senang *jua*.

**The writer:** Pertanyaan nomor 2, apa kalian mengerti pelajaran setiap kali masuk kuliah?

**All of males students:** Yaa ngerti

**The writer:** Kenapa bisa ngerti ? Apa yang bikin kalian paham pelajaran ?

**The male student 1:** Bahasa Inggris *sidin nyaman* didengar, kosakata nya easy to understand.

**The male student 2:** Mmm cara *sidin* menjelaskan slow dan jelas *jua* ka

**The male student 3:** *Inggih* cara *sidin* menyenangkan *jua*

**The male student 4:** *Sidin* menjelaskan santai, *mun* kami *kada* paham diulangi *sidin*

**The male student 5:** *Inggih*, sama ka *ai*, cara *sidin* menjelaskan *tuh* menyenangkan

**The writer:** Pertanyaan nomor 3, Apakah dosen menggunakan teknik yang menarik dalam mengajar kalian di kelas Speaking ?

**All of males students:** Yaa

**The male student 1:** Teknik nya menarik, bervariasi ...

**The male student 2:** Teknik nya up to date

**The male student 3:** Menarik, soalnya sering ada games

**The male students 4 & 5:** Iya teknik nya menarik terus

**The writer:** Pertanyaan nomor 4, Apakah kalian selalu mengikuti kegiatan ketika dosen menyuruh untuk melakukan aktifitas ini atau itu ?

**The male student 1:** Ya, karena aktifitas nya menyenangkan, jadi selalu ikut kegiatan

**The male student 2:** Easy *pang* aktifitas nya, jadi di *umpati ai*

**The male student 3:** Tanggung jawab *jua* ka *ai* sebagai mahasiswa yang baik ya harus ikut kegiatan nya

**The male student 4:** Ya, *kada* punya alasan *jua mun kada umpat* kegiatan nya

**The male student 5:** Iya, kewajiban kami harus *umpat* kegiatan nya

**The writer:** Pertanyaan nomor 5, Bagaimana respon kalian terhadap teknik yang digunakan dosen setiap belajar ?

**The male student 1:** Kami semangat *tarus* di setiap perkuliahan, *kada* ngantuk

**The male student 2:** Iya, *kada* bosan

**The male student 3:** Aktivitas nya beda-beda, kadang berkelompok dan *ulun ketuju* pas berkelompok soalnya lebih mudah *menggawinya*

**The male student 4:** Iya, *kada* ngantuk, padahal jam kuliah nya siang, jam 2

**The male student 5:** Iya hehe

**The writer:** Pertanyaan nomor 6, Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan?

**The male students 1, 2 & 4:** Iya, kelas nya *kada* pernah flat, ada aja surprisenya.

**The male students 3 & 5:** Tingkah laku *sidin jua* lucu, ramah, *sidin* ketuju *begaya*

**The writer:** Pertanyaan nomor 7, Apakah dosen selalu memotivasi kalian dalam belajar Speaking ?

**All of males students:** Yaa, *sidin* memberikan beberapa patah kata untuk menyemangati, jangan takut untuk *bepander* English ... harus lebih confident

**The writer:** Pertanyaan nomor 8, Apakah dosen selalu memberikan feedback jika kalian mempunyai masalah dengan Speaking ? ... mmm umpan balik ...

**All of males students:** Yaa, kadang di akhir pelajaran, tapi yang pasti setelah middle *lawan final ya lo* (see each other)

**The writer:** Pertanyaan nomor 9, Apakah kalian merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?

**All of males students:** Yaa, kami *kada* takut lagi *bepander* English.

**The male students 1, 2 & 3:** Kami tau banyak vocabulary baru, *kada* anxiety lagi

**The male students 4 & 5:** Ya, jadi kami lebih percaya diri *kaitu nah* ka

**The writer:** Pertanyaan nomor 10, terakhir, Bagaimana kemampuan Speaking kalian, apakah ada perubahan dari sebelumnya ?

**The male student 1:** Iya, ada ka, vocabulary *ulun pang*, jadi lebih banyak tau kosakata *hanyar*

**The male student 2:** *Mun ulun*, kayanya di pronunciation *pang*, jadi tau bedanya mengucapkan ... mmm, think *lawan* thing misalnya

**The male student 3:** Grammar *ulun pang*, jadi lebih paham, ibaratnya kaya di re-called

**The male students 4 & 5:** *Inggih*, kami sama aja

## **Part 2 interview with 5 males students**

**The writer:** Hai, ready ? Pertanyaan nomor 1, bagaimana perasaan kalian ketika tau dosen Speaking berasal dari luar negeri ?

**The male student 6:** Merasa beruntung,

**The male student 7:** Senang, karena *hanyar* aja dapat dosen native speaker

**The male student 8:** Iya, *lawas* pula, satu semester

**The male student 9:** Senang, karena bisa ngomong langsung *lawan sidin*

**The male student 10:** Iya, jadi punya pengalaman tersendiri

**The writer:** Pertanyaan nomor 2, apa kalian mengerti pelajaran setiap kali masuk kuliah ?



**All of males students:** Yaa ngerti

**The writer:** Pertanyaan nomor 3, Apakah dosen menggunakan teknik yang menarik dalam mengajar kalian di kelas Speaking ?

**The male student 6:** Iya, teknik *sidin* menarik. *Sidin ketuju banar* membawa bola, *ulun ketuju aja pang*

**The male student 7:** Iya, selain bola *jua* ada kartu, jadi aktivitas nya tambah menarik

**The male student 8, 9 & 10:** Iya, teknik *sidin* menarik *tarus*.

**The writer:** Pertanyaan nomor 4, Apakah kalian selalu mengikuti kegiatan ketika dosen menyuruh untuk melakukan aktifitas ini atau itu ?

**The male student 6, 7 & 8:** Iya, kami selalu mengikuti semua aktifitas yang disuruh *sidin*

**The male student 9 & 10:** Iya, sudah kewajiban kami untuk mengikuti semua aktifitas yang disuruh *sidin*

**The writer:** Pertanyaan nomor 5, Bagaimana respon kalian terhadap teknik yang digunakan dosen setiap belajar ?

**All of males students:** Semangat *tarus ka ai, kada* ngantuk dan *kada* membosankan *jua*, padahal kuliahnya jam 2 siang.

**The writer:** Pertanyaan nomor 6, Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan ?

**All of males students:** Ya, *sidin* humoris, kami senang suasana kelas nya.

**The writer:** Pertanyaan nomor 7, Apakah dosen selalu memotivasi kalian dalam belajar Speaking ?

**All of males students:** Yaa, tapi terkadang kata-kata motivasi *sidin* itu tersirat, dan kami kurang paham apa maksud *sidin*

**The writer:** Pertanyaan nomor 8, Apakah dosen selalu memberikan feedback jika kalian mempunyai masalah dengan Speaking ?

**All of males students:** Yaa, kita dapat komentar dan masukan, *sidin* memberi koreksi *jua* terkadang

**The writer:** Pertanyaan nomor 9, Apakah kalian merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?

**All of males students:** Yaa, kita *kada* ragu lagi bila *handak bepander*

**The writer:** Pertanyaan terakhir, Bagaimana kemampuan Speaking kalian, apakah ada perubahan dari sebelumnya ?

**All of males students:** Ya, kosakata kami makin *bebanyak* tanpa menghafal dari kamus

**The male student 6:** Selain itu *jua* kami *kada usah* terlalu worry tentang grammar

**The male student 9 & 10:** Pronunciation kami *jua* ada peningkatan

### **Part 3 interview with 3 males students and 3 females students**

**The writer:** Hai, ready ? Pertanyaan nomor 1, bagaimana perasaan kalian ketika tau dosen Speaking berasal dari luar negeri ?

**All of males students:** Yaa senang ka

**All of females students:** Merasa beruntung

**The female student 1:** *Inggih* soalnya *kada* pernah dapat dosen bule lagi ka *ai*

**The female student 2:** *Inggih*, kesempatan besar belajar langsung dari *sidin*

**The writer:** Pertanyaan nomor 2, apa kalian mengerti pelajaran setiap kali masuk kuliah ?

**All of students:** Ya, ngerti ka

**The female student 1:** Bahasa Inggris *sidin* kata-kata nya mudah dipahami

**The female student 2:** Cara *sidin* menjelaskan enjoy

**The female student 3:** *Inggih*, jelas *jua*

**The writer:** Pertanyaan nomor 3, Apakah dosen menggunakan teknik yang menarik dalam mengajar kalian di kelas Speaking ?

**All of students:** Ya

**The female student 1, 2 & 3:** Sering ada games nya, teknik mengajar nya menarik terus, *sidin* terkadang tell a jokes *jua*, jadi di kelas itu bawaan nya happy

**The male student 11, 12 & 13:** Teknik *sidin* menarik, bervariasi *jua*, banyak games

**The writer:** Pertanyaan nomor 4, Apakah kalian selalu mengikuti kegiatan ketika dosen menyuruh untuk melakukan aktifitas ini atau itu ?

**All of students:** Ya, kami selalu *meumpati* apa *jar* *sidin*

**The writer:** Pertanyaan nomor 5, Bagaimana respon kalian terhadap teknik yang digunakan dosen setiap belajar ?

**All of females students:** Kami semangat di setiap perkuliahan

**All of males students:** Kami semangat *jua* apalagi *mun* ada kegiatan *lawan* partner

**The writer:** Pertanyaan nomor 6, Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan ?

**All of students:** Ya, *sidin* care lawan kami, humoris, kami senang suasana kelas nya.

**The writer:** Pertanyaan nomor 7, Apakah dosen selalu memotivasi kalian dalam belajar Speaking ?

**All of students:** Iya, dengan adanya *sidin* di kelas *gin* sudah memotivasi kami

**The writer:** Pertanyaan nomor 8, Apakah dosen selalu memberikan feedback jika kalian mempunyai masalah dengan Speaking ?

**All of students:** Yaa, *sidin* memberi koreksi di akhir final test yaa

**The writer:** Pertanyaan nomor 9, Apakah kalian merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?

**All of males students:** Yaa, kita *kada* ragu lagi *bila handak bepander*

**All of females students:** Yaa,

**The writer:** Pertanyaan nomor 10, Bagaimana kemampuan Speaking kalian, apakah ada perubahan dari sebelumnya ?

**The female student 1:** Of course ka, kosakata *ulun* makin rich

**The female student 2:** *Inggih* sama

**The female student 3:** Pronunciation *ulun* makin bagus hehe

**The male student 11:** *Inggih* sama aja ka

**The male student 12:** Grammar *ulun* makin good hehe

**The male student 13:** *Inggih* sama aja ka hehe

#### **Part 4 interview with 7 females students**

**The writer:** Hai, ready ? Pertanyaan nomor 1, bagaimana perasaan kalian ketika tau dosen Speaking berasal dari luar negeri ?

**The female student 4:** Seneng ka, unbelievable gitu *nah*

**The female student 5:** Seneng, merasa beruntung

**The female student 6:** Ya pastinya seneng, *lawas lo dilajari sidin*, 1 semester

**The female student 7:** Seneng ka, bisa denger langsung bahasa Inggris nya dari *sidin*

**The female student 8:** *Inggih*, jadi *bisi* pengalaman tersendiri

**The female student 9:** Seneng ka, *rasa* bangga jadi mahasiswa *sidin*

**The female student 10:** *Inggih*, seneng jua

**The writer:** Pertanyaan nomor 2, apa kalian mengerti pelajaran setiap kali masuk kuliah?

**All of females students:** Yaa ngerti

**The writer:** Pertanyaan nomor 3, Apakah dosen menggunakan teknik yang menarik dalam mengajar kalian di kelas Speaking ?

**All of females students:** Ya, teknik mengajar *sidin* menarik

**The writer:** Pertanyaan nomor 4, Apakah kalian selalu mengikuti kegiatan ketika dosen menyuruh untuk melakukan aktifitas ini atau itu ?

**All of females students:** Ya, kami selalu mengikuti kegiatan yang disuruh *sidin*

**The writer:** Pertanyaan nomor 5, Bagaimana respon kalian terhadap teknik yang digunakan dosen setiap belajar ?

**The female student 4:** Semangat terus dengan teknik yang dilakukan *sidin*

**The female student 5:** Iya, *kada* ngantuk atau bosan

**The female student 6:** *Rasa* bebas mengekspresikan diri sendiri, *kada* takutan

**The female student 7:** Senang terus, ketawa terus, pokoknya teknik *sidin* good

**The female student 8:** Iya, *kada* ngantuk padahal jam 2 kuliahnya

**The female student 9:** Senang pokoknya dengan teknik yang dipakai *sidin*

**The female student 10:** *Inggih*, senang pokoknya

**The writer:** Pertanyaan nomor 6, Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan ?

**All of students:** Ya, *sidin* humoris *lawan* kami, kami senang suasana kelas nya.

**The writer:** Pertanyaan nomor 7, Apakah dosen selalu memotivasi kalian dalam belajar Speaking ?

**All of students:** Iya, dengan kehadiran *sidin* di kelas sudah memotivasi kami

**The writer:** Pertanyaan nomor 8, Apakah dosen selalu memberikan feedback jika kalian mempunyai masalah dengan Speaking ?

**All of students:** Yaa, *sidin* memberi komentar yaa di akhir middle dan final test yaa

**The writer:** Pertanyaan nomor 9, Apakah kalian merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?

**All of students:** Yaa,

**The writer:** Pertanyaan nomor 10, Bagaimana kemampuan Speaking kalian, apakah ada perubahan dari sebelumnya ?

**The female student 4:** Mmm, *ulun* jadi lebih tau yang mana yang benar mempronounce kata

**The female student 5:** *Ulun* jadi *kada* worry lagi, *kada* banyak mikir lagi tentang grammar

**The female student 6:** Vocabulary *ulun* jadi bertambah

**The female student 7:** *Inggih*, jadi tau banyak kata *hanyar*

**The female student 8, 9 & 10:** *Inggih*, sama ka

#### **Part 5 interview with 7 females students**

**The writer:** Hai, ready yaa ? Pertanyaan nomor 1, bagaimana perasaan kalian ketika tau dosen Speaking berasal dari luar negeri ?

**The female student 11:** Yaa seneng, cocok aja dengan mata kuliah nya, kan Speaking, sesuai dengan *sidin*

**The female student 12:** Yaa seneng, soalnya *hanyar* pertama kali dapat dosen dari luar negeri, *dilajari sidin* satu semester pula, *lawas*

**The female student 13:** Senang ka pasti nya

**The female student 14:** *Inggih*, seneng, *sidin* lebih bagus, lebih kompeten

**The female student 15:** Senang ka soalnya bisa berkomunikasi langsung *lawan sidin*

**The female student 16:** *Inggih*, bisa dengar cara *sidin bepander* langsung

**The female student 17:** *Inggih*, *bisi* pengalaman tersendiri sesudah *dilajari sidin*

**The writer:** Pertanyaan nomor 2, apa kalian mengerti pelajaran setiap kali masuk kuliah?

**All of females students:** Yaa ngerti, selain cara *sidin* menjelaskan yang jelas *jua* vocab *sidin* mudah dipahami

**The female student 16:** Tapi kadang *ulun* gugup bila *sidin* *bepander* langsung ke *ulun*

**The female student 17:** Aktivitas nya hampir aktif *seberataan*, terkadang *ulun* *lapah* hehe

**The writer:** Pertanyaan nomor 3, Apakah dosen menggunakan teknik yang menarik dalam mengajar kalian di kelas Speaking ?

**The female student 11:** Iya, *sidin* combine aktivitas nya *lawan* games

**The female student 12:** Yaa, media nya pun asik, ada bola, kartu.

**The female student 13:** Pokoknya teknik *sidin* tuh selalu menyuruh kami untuk ngomong yaa

**The female student 14:** Iya, teknik *sidin* tuh menarik pokoknya

**The female student 15 & 16:** Bervariasi *jua*

**The female student 17:** Pokoknya teknik *sidin* tuh bagus, jelas, *sidin* sering memberi contoh dulu biar kami paham

**The writer:** Pertanyaan nomor 4, Apakah kalian selalu mengikuti kegiatan ketika dosen menyuruh untuk melakukan aktifitas ini atau itu ?

**All of females students:** Ya ka, kami selalu mengikuti kegiatan yang disuruh *sidin*

**The writer:** Pertanyaan nomor 5, Bagaimana respon kalian terhadap teknik yang digunakan dosen setiap belajar ?

**The female student 11:** Kami semangat, yaa walaupun kuliahnya jam 2

**The female student 12:** *Inggih, kada* ngantuk

**The female student 13:** *Kada* bosan



**The female student 14:** Senang aja teknik yang digunakan *sidin* beda-beda

**The female student 15, 16 & 17:** *Inggih* sama ka

**The writer:** Pertanyaan nomor 6, Apakah dosen membuat suasana kelas Speaking menjadi menyenangkan ?

**All of students:** *Inggih*, senang selalu

**The female student 16:** Situasi kelas *kada* flat, pokoknya banyak surprise nya

**The female student 17:** *Inggih*, selalu berbaur, karena tiap minggu selalu beda partner dan group

**The writer:** Pertanyaan nomor 7, Apakah dosen selalu memotivasi kalian dalam belajar Speaking ?

**All of students:** Yaa, *sidin* memotivasi supaya lebih *pede* dan berani

**The writer:** Pertanyaan nomor 8, Apakah dosen selalu memberikan feedback jika kalian mempunyai masalah dengan Speaking ?

**All of students:** Yaa, kadang diakhir pertemuan

**The writer:** Pertanyaan nomor 9, Apakah kalian merasa percaya diri berbicara dalam bahasa Inggris setelah mengambil mata kuliah Speaking ?

**All of students:** Yaa,

**The writer:** Pertanyaan nomor 10, Bagaimana kemampuan Speaking kalian, apakah ada perubahan dari sebelumnya ?

**The female student 11:** Yaa, *ulun* jadi tau pronounce kata think and thing

**The female student 12:** *Mun ulun*, vocab *ulun* jadi bertambah

**The female student 13 & 14:** Ya, jadi tau kata baru yang proverbs tuh ...

**The female student 15, 16 & 17:** *Mun* kami, grammar, *kada* think too much lagi

*Appendix VIII*

**Pictures of English Language Fellow, the 5<sup>th</sup> semester English Department students, and the writer**

1. In the 1<sup>st</sup> observation







2. In the 2<sup>nd</sup> observation







3. In the 3<sup>rd</sup> observation







4. In the 4<sup>th</sup> observation







5. In the 5<sup>th</sup> observation







6. In the 6<sup>th</sup> observation







7. In the 7<sup>th</sup> observation







8. In the 8<sup>th</sup> observation







## **CURRICULUM VITAE**

1. Name : Hildayanti
2. Place and Date of Birth : Bandung, May 15<sup>th</sup> 1996
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : A.Yani street Km.8. Handil Kuin No. 62
8. Education : a. SDN Rancabolang 04 Bandung, 2007  
b. SMPN 31 Bandung, 2010  
c. SMKN 7 Bandung, 2011  
d. SMKN 1 Banjarmasin, 2013  
e. S1 English Education Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin Academic Year 2013/2014
9. Organization : a. Member of HMJ-PBI periode 2014-2015  
b. Secretary of HMJ-PBI periode 2015-2016
10. Parents : a. Father's name : Hidayat  
b. Mother's name : Tanti Mulyanti
11. Sibling : Fajar Ramdani

Banjarmasin, June 15<sup>th</sup> 2017