

Appendix 1

List of topics that are suitable for teenage students:

1. What is happiness?
2. Obstacles and challenges
3. Someone I admire
4. Home town
5. Favourite places
6. What do teenagers want?
7. Living with a foster family
8. Welcoming an exchange
9. Visitor
10. Is sport always fun?
11. Enjoying sports safely
12. Learning cricket
13. Boxing in schools
14. Diet and fitness
15. Fear of flying
16. What transport do you use?
17. Nature under threat
18. Talking about entertainment
19. Recommendations and reviews
20. Working in the film industry
21. Reading for pleasure
22. Holiday time
23. Outdoor activities
24. Tourism The pros and cons
25. Personal challenges

26. Challenges of student life
27. The pressure of exams
28. Studying effectively
29. Reacting to the unexpected
30. A fresh look at zoos
31. Animal experimentation
32. Animals in sport
33. Animals at work
34. Caring for animals
35. The rewards of work
36. Facts and figures
37. Job stereotypes
38. Recruitment with a difference
39. Preparing for work

Appendix 2

The list of questions for gaining students' viewpoints

Kelas:

Tanggal:

Jenis kelamin:

Peringkat di kelas:

1. Apakah anda menyukai pelajaran Bahasa Inggris?
 - a. Ya
 - b. TidakAlasan:.....
.....
2. Metode apakah yang paling tepat untuk pelajaran Bahasa Inggris?
 - a. Metode klasik → guru menerangkan seluruh bahan ajar, murid mencatat
 - b. Metode komunikatif → guru memberi ide/topic sebagai bahan ajar, murid lebih berperan aktif.Alasan:.....
.....
3. Keterampilan mana yang paling sering dipelajari ketika belajar Bahasa Inggris di sekolah?
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing
4. Apakah anda merasa keterampilan yang dipelajari tersebut berguna?
 - a. Ya
 - b. TidakAlasan:.....
.....
5. A. Apakah dengan metode yang digunakan saat ini, keterampilan anda menjadi lebih terasah?
 - a. Ya
 - b. Tidak

B. Berikan skala 1-4 untuk keterampilan berikut (1: paling tidak terasah, 4: paling terasah)

a. Listening :

b. Speaking :

c. Reading :

d. Writing :

Alasan:.....

.....

Appendix 3

The list of questions for interviewing the English teachers

1. How long have you taught English in junior high school?
2. Do you find any difficulties in teaching English to 1st grade junior high school? If so, why?
3. Do you think they still feel ashamed when told to speak in front of the class? If so, why?
4. What do you do when students made mistakes?
5. What kind of topic do you think that they like to discuss about?
6. Which method do you think that students would like?
7. Why do you use traditional method in the beginning of the lesson?
8. What do you get from using Communicative Language Teaching?
9. What are you going to do to increase speaking skills in the future?

Appendix 4

Observation Result

Class: 7A

Date: 15-2-2005

Observation Sheet		
	Teacher	Student
Tolerance	Wide tolerance to the students	Willing to pay attention and learn more
The topic	Preferences: make dialogue, group work	
Homework	No homework	
Handling mistakes	By collecting the exercise books	Willing to repeat and correct the mistakes
Praising	Given to the students when they do right	
Less/more dominant	Less dominant, by giving instructions at first	More dominant, do the group work and perform in front of the class
Teacher's role	Monitor, ideas facilitator	
Suitable approach	Student-centered	

Class: 7B

Date: 17-5-2005

Observation Sheet		
	Teacher	Student
Tolerance	Wide tolerance to the students	Willing to learn more but sometimes the situation uncontrolled
The topic	Present Continuous: Activity	

Homework	Checked together by drilling	
Handling mistakes	Directly to the person	Willing to correct the mistakes
Praising	Given to the students when they do right	
Less/more dominant	Less dominant at first but changing to more dominant when the class situation uncontrolled	
Teacher's role	Monitor, corrector, examiner	
Suitable approach	Traditional	

Class: 7C

Date: 17-2-2005

Observation Sheet		
	Teacher	Student
Tolerance	Wide tolerance to handle the students	Willing to follow the instructions
The topic	Grammar: Present Continuous	
Homework	Checked together by drilling	
Handling mistakes	Directly to the person	Willing to correct the mistakes and ask for further explanation
Praising	Given to the students when they do right	
Less/more dominant	More dominant, explaining the rules of Present Continuous	
Teacher's role	Monitor, corrector	
Suitable approach	Traditional	

Class: 7D

Date: 15-2-2005

Observation Sheet		
	Teacher	Student
Tolerance	Wide tolerance to handle the students	Not willing to pay attention to the lesson
The topic	Preferences	
Homework	Checked together by performing the dialogues in front of the class	
Handling mistakes	Indirectly	
Praising	Less praising because the students do many mistakes	
Less/more dominant	More dominant because the class unhandled	
Teacher's role	Ideas facilitator	
Suitable approach	Firm action because the class can't be handled	

Class: 7E

Date: 17-2-2005

Observation Sheet		
	Teacher	Student
Tolerance	Wide tolerance to the students	Willing to learn more
The topic	Present Continuous: Activity	
Homework	No homework	
Handling mistakes	Directly to the person	

Praising	Given to the students when they do right
Less/more dominant	Less dominant because they do group work
Teacher's role	Monitor
Suitable approach	Student-centered