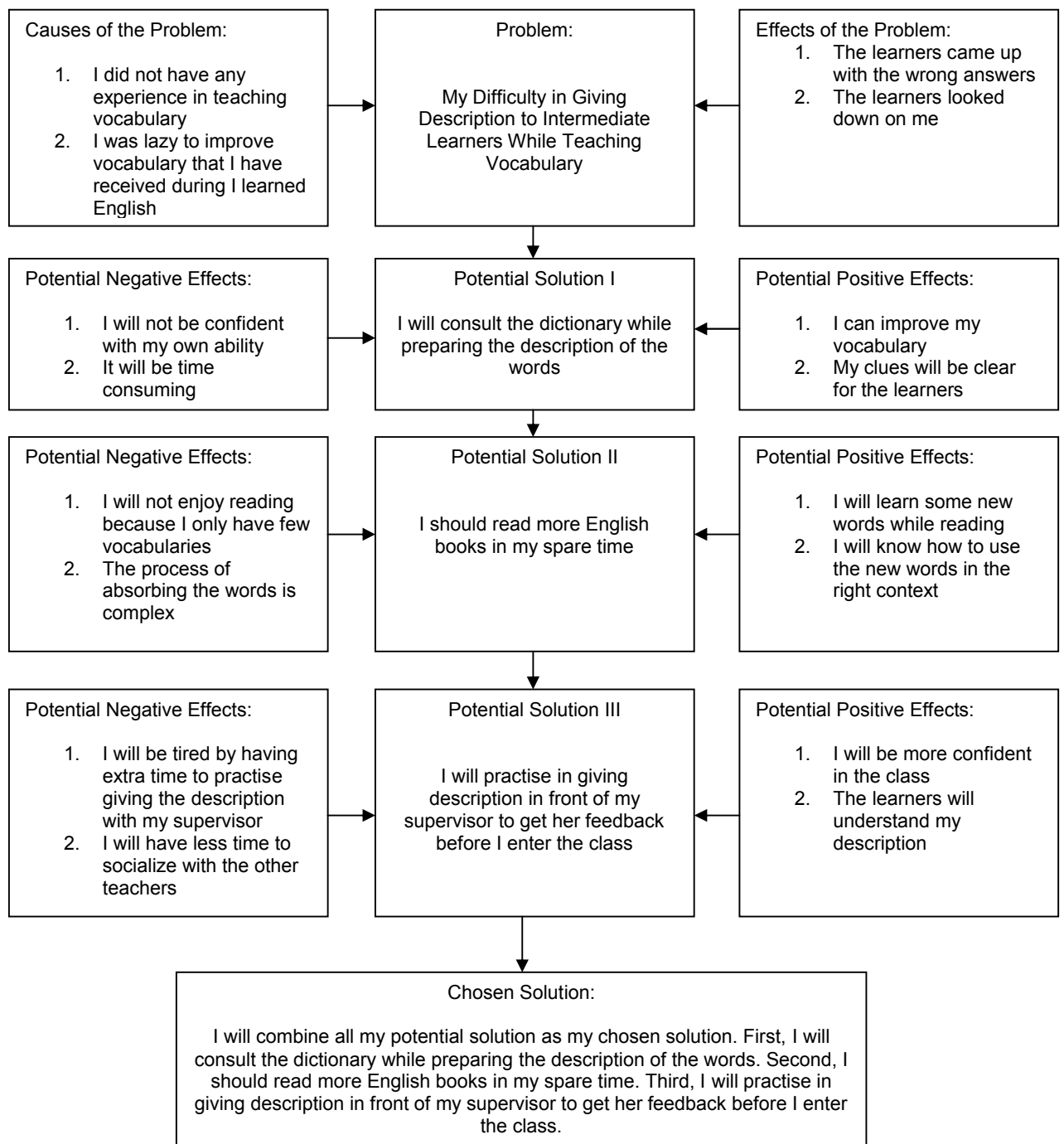


APPENDIX A

FLOWCHART



APPENDIX B

LIST OF INTERVIEW QUESTIONS

Name of interviewer : Irene Priscella
Name of respondent : Debie Sadikun
Day&date of interview : Tuesday, 6th November 2012
Place of interview : Fond of English

1. What do you mean by the clues? Could you elaborate more about that kind of technique?
2. What are your reasons and purposes of choosing and applying that way of teaching?
3. What are your targets for applying that way of teaching?
4. Do you think this is effective way of teaching? If yes, why? If no, why?
5. Do you have any references about this method or this one is based on your opinion and your experiences?

APPENDIX C

LIST OF INTERVIEW QUESTIONS

Name of interviewer : Irene Priscella
Name of respondent : Debie Sadikun
Day&date of interview : Thursday, 29th November 2012
Place of interview : Fond of English

1. Do you think my difficulty in giving verbal clues can confuse my students? Why?
2. Will the students come up with the wrong answers too if my clues are not clear? If yes, how do you think it could happened?
3. What are your reasons to choose OALD as one of your resources in teaching English vocabulary?
4. Do you think my description will be clearer if I look up the definition of the word in the dictionary?
5. Do you think I will be dependent to the dictionary if I often look up the definition of the unfamiliar words in the dictionary? If yes, why? If no, why?
6. Will you feel tired while you are looking up some words in the dictionary? Why?
7. Do you think I will enjoy reading if I still have few of vocabulary? Why?
8. Are English books expensive? If yes, why? If no, why?
9. One of my solutions of the problem is I am practising myself to give clues in front you. Do you think it is tiring? Why?

10. According to you, by practising to give clues in front of you, will it cut my free time to socialize with the other teachers?

APPENDIX D
TRANSCRIPTION OF THE INTERVIEW

Name of interviewer	: Irene Priscella
Name of respondent	: Debie Sadikun
Day&date of interview	: Tuesday, 6 th November 2012
Place of interview	: Fond of English

Irene : Okay Ci Debie. Thanks for your time. And is it okay for you if I am tapping this interview?

Debie : Definitely I don't mind.

Irene : Okay. So let's start with the first question. And my first question is as I noticed your way of teaching vocabulary, you always gave something like giving verbal clues about the words that you would like to ask to your students while you were teaching vocabulary. What do you mean by the clues? And could you please elaborate more about that kind of technique?

Debie : Yeah, verbal clues that I mean here is more to the description or the definition. Well, let's say I wanna ask my students about the word "plumber". So, I will come up with the description of plumber. Hmmm, I'm gonna ask my students, like what do you call for someone whose Job is repairing a tap. And normally, students can easily say "plumber". Usually, I will also mention like "P", how many letters. And they can easily come up with the answer.

Irene : Alright. Then, second. What are your reasons and purposes for choosing and applying that way of teaching?

Debie : The reasons are because we know that we are a course, right? We try to fulfill the needs of the students that actually can't be fulfilled by the school. Normally, school always gives reading comprehension,

I mean reading passage to make the students learn vocabulary. And usually students get very bored if they have to learn vocabulary through reading passages because they have to read and come up with probably some difficult questions, I mean vocabulary, and they have to ask the teacher. They have to write down for the translation. If we, we think to, you know, like having a game. We go for innovative way. We just describe the vocabulary. Usually students will not bored. The program will not be dull. They feel interested in it.

Irene : I see. Next, what are your targets for applying that way of teaching?

Debie : The target, of course that the students are able to understand the definition and also are able to apply in a sentence so they can easily speak well.

Irene : Do you think this is effective way of teaching? If yes why, if no why?

Debie : I've been teaching for fifteen (15) years and I think this method of teaching vocabulary truly works for me. Because, mmm, number one, the students will not be bored using this way. So when someone get bored and they feel interested in something usually they are encouraged more to learn. So, for them, to enhance or to strengthen their vocabulary, of course, they are more encouraged. It truly works for my course here.

Irene : I see. Okay, my last question is do you have any references about this method or this one is based on your opinion and your experiences?

Debie : This one, mmm, honestly, I didn't graduate from English department. So this one truly based on my experience. How I, you know, last time I studied or I strengthened my vocabulary. Once I took for like a business course in Australia. And one lecturer applied this kind of system as well. At that time, she just came up with a question and the students were encouraged to answer, yeah, and I think I just felt encouraged because I don't have to read. I'm not typical the one who

like to read, especially for the reading passage. You know, for the reading comprehension, like when we were in Senior High School usually the teacher gave reading comprehension, like giving some questions and we have to answer that and then they gave also like vocab list that the students have to memorize. And that is super dull.

Irene : Well, great. I think that's enough. Thank you for your time Ci and I hope your course will grow bigger and bigger.

Debie : Yes, thank you very much. Amen

APPENDIX E
TRANSCRIPTION OF THE INTERVIEW

Name of interviewer	: Irene Priscella
Name of respondent	: Debie Sadikun
Day&date of interview	: Thursday, 29 th November 2012
Place of interview	: Fond of English

Irene : Good morning Ci Debie. Thanks for your time. I'm sorry for disturbing you again.

Debie : It's okay, Irene. Never mind.

Irene : Alright, should we start now?

Debie : Sure

Irene : As you know, I have a difficulty in giving verbal clues to intermediate, pre-advanced, and advanced learners while I was teaching vocabulary in your course. Sometimes my difficulty makes me giving them confusing clues or descriptions about the words that I would like to ask to them. Do you think it can make my students got confused with my clues or descriptions? And why?

Debie : Yes, if you, yourself, are confused how to describe some words, of course, you will give a confusing description because you are not sure about your own description. And if you get confused, how can you give a clear description to your students, right? So, in giving the description, I mean the clues, you have to be clear. The students will feel confused, because of your description.

Irene : I see. Then, will the students come up with the wrong answer too if my clues are not clear? What do you think about it? If yes, how do you think it could happen?

Debie : Yes, of course. Definitely. If you give a confusing description, students will get confused too. And mostly, they will come up with wrong answers.

Irene : Okay. Next, as I noticed, usually, you use Oxford Advanced Learners Dictionary to look up some difficult words. Do you have any reasons why you choose that dictionary?

Debie : It's because this dictionary is good. It provides a clear description, or definition for each words.

Irene : Do you think my description will be clearer if I look up the definition of the word in the dictionary?

Debie : Certainly. This dictionary provides a good description. It also have some, yeah, kind of a sentence to help the readers. It makes you easier to understand the description.

Irene : I see. Next, do you think I will be dependent to the dictionary if I often look up the definitions of the unfamiliar words in the dictionary? If yes why, if no why?

Debie : Well, I think so. You will loose your self-confidence if you are often to look up the words in the dictionary.

Irene : Alright. And, will you feel tired while you are looking up some words in the dictionary? Why?

Debie : Yeah, of course. Your eyes will get tired. There are a lot of words in the dictionary. It will make your eyes get tired.

Irene : Alright. Next, do you think I will enjoy reading if I still have few of vocabulary? Why?

Debie : Of course not. You will not enjoy your reading because you will get confused. With those unfamiliar words. And, yeah, you gonna feel confused.

Irene : Yeah. And then, are English books expensive? If yes why, if no why?

Debie : Hmmm, if you want the good one, of course, it will be expensive. The good one is expensive. Yeah, you know, knowledge are expensive.

Irene : I see. Okay, one of my solution of the problem is I am practising myself to give clues in front of you. It is so tiring for me. Do you think it's tiring? Why?

Debie : Haha. Yeah, I still remember, and I know that you felt very tired at that time. But, yes, if you really want to improve your vocab, you have to give extra effort.

Irene : Okay. My last question, according to you, by practising to give clues in front of you, will it cut my free time to socialize with the other teachers?

Debie : Certainly. It will cut your free time. Last time, you practised during the break time, right? You will have to practise giving verbal clues instead of chatting or socializing with them. I know, it's not fun. But you have to do it to develop your vocabulary.

Irene : I see. Alright. Thanks Ci for your time. Thank you so much.

Debie : Alright. You're welcome.

APPENDIX F

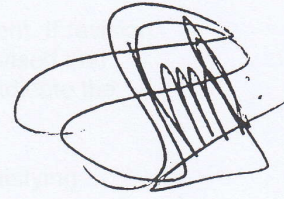
EXAMPLE OF VOCABULARY MATERIAL

BUNDLE "I"

English	Indonesia
Plaster	Plester/Gips
Cure	Menyembuhkan
Squeeze	Meremas
Traffic Bump	Polisi Tidur
Neglect/ignore	Mengabaikan
Warden	Sipir penjara
Fragrant	Wangi
Maggot	Belatung
Supervisor	Pengawas
Fly over	Jembatan layang
Murmur	Bergumam
Hail	Hujan batu es
Rifle	Senapan
Folk	Rakyat/bangsa
Brass	Kuningan
Steep	Curam
Porch	Serambi
Lace	Renda
Noble	Bangsawan
Ravine	Jurang
Harsh/Rough	Kasar
Quay	Dermaga
Fort	Benteng
Gem	Permata
Clove	Cengkeh
Gargle	Kumur-kumur

English	Indonesia
Mine	Tambang
Jack	Dongkrak
Garnish	Hiasan (cake,food)
Vow	Sumpah
Log	Gelondongan kayu
Leech	Lintah
Mumble	Komat-kamit
Trunk	Bagasi mobil
Sanitary Napkin	Pembalut
Pole	Tiang/kutub
Vegetation	Tumbuhan
Wicked	Jahat
Slip out/blurt out	Keceplosan
Stroller	Kereta bayi
Refugee	Pengungsi
Banner	Spanduk
Glance	Menatap sekilas
Shaddy	Teduh
Crumple	Kusut
Flicker	Berkedip-kedip
Blast	Ledakan
Tide	Air pasang
Stroke	Mengelus
Hint	Petunjuk
Pram	Kereta dorong bayi

APPENDIX G



English Course
Merdeka 23 - Cirebon 45111
Telp : (0231) 208783 / 089660376942

FOND of ENGLISH PROFILE

1. Motto : Through the English language, we embrace the world.
2. Vision : Empowering the students to develop confidence and persistence in learning English.
3. Mision : Encouraging the students to develop an interest in learning English on a lifelong basis.
4. Goal : Students are able to communicate in English, both oral and written.
5. Commitment :
 - To God : Glorifying His name
 - To Ourselves : Learning English on a lifelong basis
 - To Students : Doing the best
 - To Colleagues : Respecting each other
 - To Community : Being the light
6. Core Values :
 1. Joyful personality
 2. Grateful heart
 3. Thoughtful mind
 4. Helpful deed
7. Overview :

Fond of English was established on Tuesday, 4 November 1997 by Debie Sadikun, as the dedication to her beloved parents. The name is chosen because she has conviction that by being fond of english, people will commit to spend time learning English. Led and blessed by God, Fond of English has been thriving ever since it was founded. Having the high demand of providing more classes, she has extended the course by hiring more teachers since 2010. Fond of English is always committed to delivering excellence in English teaching for general, academic and business purposes.