

**A DESCRIPTIVE ANALYSIS OF STUDENTS' PERCEPTIONS TOWARD
A CONVERSATIONAL CLASS TAUGHT BY FOREIGNER
COUNTERPART IN THE FIRST YEAR STUDENTS OF SMA
MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF
2011/2012**

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of
the Requirement for the Degree of *Sarjana Pendidikan Islam* (S.Pd.I)
in English Department of Education Faculty



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2012



DECLARATION

In the name of Allah the Most Gracious, the Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other peoples' ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others' idea or in fact, the writer imitates others' graduating paper.

Likewise, this declaration is made by the writer to be understood.

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Dear
The Head of
State Islamic Studies Institute of Salatiga .

Assalamu 'alaikum, wr.wb

After reading and correcting Nurul Inayah's graduating paper entitled **A Discriptive Analysis of Students' Perception toward A Conversational Class Taught by Foreigner Counterpart in the First Year Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2011/2012**, I have decided and would like to propose that it could be accepted in the Educational Faculty and I hope this thesis can be examined as soon as possible.

Wassalamu 'alaikum, wr.wb

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THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA
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Has been brought to the board of examiners of English Department of Educational Faculty of State Islamic Studies Institute (STAIN) Salatiga in September 26th, 2012, and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan Islam (S.Pd.)* in English and Education Department.

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MOTTO

**DO THE BEST,
THEN LET GOD DO THE REST**

Dedication

To

My most beloved mom and dad ...

Ibu Sri Lestari and Bp. Sumyani

My lovely sister and her 'big' family ...

Mbak Hanyk, Mas Bondan, Fara, and Dede'

My dearest brother ... Fajar

- ♥ *Absolutely great for having you in my life*

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Alhamdulillah, the deepest thanks into Allah SWT, the most gracious and merciful, so that the writer could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW, the last messenger of Allah who has guided us from the darkness into the lightness.

This thesis entitled "A Discriptive Analysis of Students' Perceptions toward A Conversational Class Taught by Foreigner Counterpart in The First Year Students of SMA Muhammadiyah (Plus) Salatiga in The Academic Year of 2011/2012" is presented to Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga as one of the requirement for *Sarjana Pendidikan Islam* at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. So, it is an appropriate moment for the writer to deepest gratitude for:

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2. Mr. Suwardi, M.Pd., as the chief of Educational Faculty.
3. Mrs. Maslihaul Umami, M.A., as the head of English department.
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12. The Fuyunghai Friends (Painems: Jenny, Bemby and Nayla) and Ratna. keep struggle to be better.
13. All friends of D class: Nanas, Debby, Dhewi, Gizta, Rahme, Pipeh, Ayo, Solis, Vian, Mbak Yuli, Mbak Ryzta, Jujik, Fahmi, Subur, Barok, Sysfii, Aje, Herry, Surosa, keep in touch.
14. All of my friends at STAN Salatiga.
15. Those who cannot be mentioned one by one.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 3rd, 2012

The Writer

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ABSTRACT

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Keywords: Perception, Conversational class, Foreigner counterpart

This research is aimed at knowing what the students' perception of having taught by foreigner counterpart in a conversational class. Besides elaborating the students' perception which affects how they act and behave during the teaching and learning process, this research also wants to explore the students' difficulties and strategies in facing the foreigner's class. Then, the students' expectation of an ideal conversational class is also important to be investigated in order to conduct a better one in the future. Since this research explores the students' perception which come from the students' experience, qualitative approach is considered as an appropriate research design. Then the result of this research is presented descriptively in order to reveal the students' perception comprehensively. The findings of this research show that most of the students give high appreciation with the presence of foreigner. In fact, the personality of the foreigner as a teacher is also very important to be highlighted since it gives significant influence on students' perception. The personality and skill in classroom management become reasons for the other students who do not like the foreigner. Then, the communication problem is the students' main difficulty that hinders their teaching and learning process. One solution to overcome the problem is by peer help.

CHAPTER 1

INTRODUCTION

This chapter describes an introductory explanation of why and how this research is conducted. It presents the importance of analysis of having taught by a foreigner counterpart from the students' perception in order to enhance the quality of teaching and learning process and maximize the students' English skill.

A. Background of the Study

Providing an appropriate stimulus in the foreign language teaching and learning process would be very critical for triggering the learners to be able in using and practicing the language actively. This kind of condition is needed to create an atmosphere where both teacher and learners can interact well during the class. Unfortunately, it is difficult enough to find this kind of teaching and learning process, especially in English one, since the role of teacher does not seem to provide sufficient feedback for the learners. As the result, the students' abilities, mostly in oral skill could not be explored well.

Giving the opportunity for foreign language learners to actively use the language to communicate in a variety of teaching and learning activities is an effort that can be taken to overcome this problem, as offered by Pringgawidagda (2002: 34-40) in her eight principles of learning a foreign language which are identified by Vale, Searino and Clark. Furthermore, Pringgawidagda denoted the native speaker's role in this case has much

strength in developing and optimizing the learners' ability. The similar opinion was also expressed by Stern (1992) who states that the presence of native speakers in the class will help foreign language learners to understand the thinking and feelings of the people who use the target language. Besides improving students' motivation and interest, a native speaker is also a source of accurate information in language learning as well as culture. So no wonder if Pringgawidagda also gives the same suggestion to bring and use native speakers and give chance for the learners to directly communicate with them.

Seeing this kind of fact, many schools are trying to bring in native speakers in the classroom, as SMA Muhammadiyah (Plus) Salatiga. However, in this case the native speakers will be referred as an English foreigner counterpart, i.e. someone who uses English as the second language. The role of the foreigner counterpart is expected to be as maximal as a native speaker. Therefore, SMA Muhammadiyah (Plus) Salatiga itself has programmed a conversational class which is taught by the foreigner counterpart for its first year students. It hopefully can be a facilitator to develop the students' ability to use or practice the language in the process of communication that can be understood by others. So, from this point the aim of communication can be achieved.

Absolutely, the success of class with a foreigner counterpart cannot be generalized to all of teaching and learning process. However, beside all of his strength, the native speaker or foreigner counterpart also have such kind of weaknesses. They may not be always conscious of his own language, more

focused on verbal skills, more tolerant of errors and less stringent, and can be difficult for students in the initial learning phase (Stren: 1992). His presence can also be difficult, especially if the foreigner counterpart cannot speak the local language and the learners are not familiar with target language at all. This condition seems bringing various responses from the students as well as the first year students of SMA Muhammadiyah (Plus) Salatiga.

From the interview with the foreigner counterpart, the class having 30 students has different responses. Students may be very enthusiastic during the class through pay attention and give good participation. However, it does not work for the others. Many students do not really care of this class. They are talking to the others during the class; not paying much attention and playing with their gadget instead. Some also usually came late. The first fifteen minutes is wasted for waiting for the students. Even, some appear after thirty minutes. The foreigner tries to warm the class up by giving different method of teaching. Sometimes it is done inside the class with making group work and letting the students work alone to present a result in the end in front of the class, and in the other time they just go out somewhere outside the class or only play games. Unfortunately, some of them still do not do well during the class.

These various responses are affected mostly by the students' perception of the foreigner counterpart itself, the conversational class, and their own capability and confidence. Since perception influences the individual's action and behavior towards an object, it will be a useful basis to

identify the students' attitude toward the class, their contributions in learning and their own behavior that might hinder the learning process. This perception also can be developed to improve the quality of learning, primarily which is taught by foreigner counterpart. For this reason, the writer is very fascinated in conducting a research related with the description above entitled "A DESCRIPTIVE ANALYSIS OF STUDENTS' PERCEPTIONS TOWARD A CONVERSATIONAL CLASS TAUGHT BY FOREIGNER COUNTERPART IN THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2011/2012".

B. Problem Statements

Based on the background of study, the writer formulates the following problems:

1. How are the students' perceptions about conversational class taught by foreigner counterpart?
2. What are the general difficulties found by students in having taught by foreigner counterpart?
3. What are the students' strategies in facing their difficulties when they are taught by foreigner counterpart?
4. What are the students' expectations about an ideal conversational class?

C. Objective of the Study

This research has some following purposes:

1. To explore the students' perceptions about conversational class taught by foreigner counterpart.
2. To find out the general difficulties found by students in having taught by foreigner counterpart.
3. To describe the students' strategies in facing their difficulties when they are taught by foreigner counterpart.
4. To find out what the students' expectations about an ideal conversational class.

D. Significance of the Study

This research is expected to give theoretical and practical benefits.

1. Theoretical

- a. The result of the study can be used as input in English teaching process especially about the foreigner counterpart's role in English teaching.
- b. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical

The positive result of this research may be useful for the teacher or school to consider the involving of foreigner counterpart in English teaching.

a. For the writer

The finding of the research can be used as a starting point for the writer to identify the students' difficulties in order to prepare them to be able in practicing their understandable English communicatively, especially in facing the foreigner counterpart or native speaker.

h. For the students

The finding of the research can recommend a better solution for students' problem in attending the foreigner counterpart's class.

c. For the English teacher

The finding of the research can be new knowledge for the English teachers to make their students ready in facing a foreigner. They also can take the important point of the foreigner's strategies in improving students' competence.

d. For the school

The finding of this research can be used as consideration whether involving the foreigner counterpart in English teaching and learning process is proper enough or not.

E. Clarification of Key Term

1. Students' Perception

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009:2)

2. Conversational Class

Conversation is a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999: 228).

Conversation is free, spontaneous, social and equal among participants whereas the classroom involves order, planning, and an asymmetrical teacher-student relationship, which usually makes the discourse one-way.

3. Foreigner Counterpart

Foreigner is a person belonging to or owing allegiance to a foreign country or something originally in other country (Webster: 1981:889).

Counterpart is a person fulfilling a role similar to another's a person or thing almost exactly resembling another (Webster: 2004:222).

Foreigner counterpart in this case means someone who uses English as his second language and has role in the conversational class in SMA Muhammadiyah (plus) Salatiga to help improving the students' skill.

F. Scope of the Research

The problem of this research is especially focused on perception of the first year students' of SMA Muhammadiyah (Plus) Salatiga who have experience in the foreigner counterpart's class. It includes the perception of the foreigner counterpart itself, the conversational class they take, and their own capability and confidence in attending the foreigner's class.

G. Graduating Paper Outline

This research is organized into five chapters. The first chapter presents the introduction part. It explains the comprehensive background of the research which discusses the reason of why the researcher wants to analyze the students' perception of having taught by foreigner. This chapter also reveals statements of problem, objectives of the study, significant of the study, clarification of key terms, and organization of graduating paper. Then, describing of theoretical frame work of this research will be the main discussion in the second chapter. The description includes the general concept of students' perception, conversational class and foreigner counterpart. Moving to third chapter, research methodology, shows the required aspects in this qualitative research. The first aspect is research design which explores the qualitative approach. The object of the research is inseparable aspect because of its description of SMA Muhammadiyah (Plus) Salatiga as the research object. Then, data collection and data analysis are the next needed aspects to conduct this research. Next, chapter IV reports the findings of the research. It presents the result of the analysis of collected data. As the last chapter of this graduating paper, chapter IV consists of closure which will be divided into two parts, conclusion of the research and suggestion for development of teaching and learning process taught by foreigner counterpart.

CHAPTER II

THEORITICAL FOUNDATION

This chapter presents the comprehensive theories which will be the basis for this research. It takes a part as the foundation in determining the extent of the research. Since the research concerns on the students' perception in having taught by a foreigner in their conversational class, this chapter likely covers the discussion of perception, conversational class, and the foreigner's role in English teaching.

A. Perception

A. Adediwura and Bada Tayo (2007) in their academic journal elaborate the theories of perception by taking some experts' explanation. First, they take the theories as postulated by Allport (1966) who defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. This theory is strengthened by the next statement from Glover et al. (1990). They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research findings have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne (1991) explain it as the process through

which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example, the emotions or feelings.

Further, A Adediwura and Bada Tayo show the process of having perception as follows:

... that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory).

From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on same background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception (A Adediwura and Bada Tayo, 2007)

Students' perception according to McGuldrick and Caffrey (2009: 2), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and

reactions that inventory for data collection will measure (Allport, 1976; Glaver et al., 1990)

B. Conversational Class

Conversation is a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999: 228). Meanwhile, Wilkinson (1965) says that conversation is a reciprocal speech situation. Any speaker has direct feedback in the form of looks, nods, grunts, facial expressions to help him communicate effectively. According to Thomas James Harran (2008), meaningful conversation is said to be an ideal form of communication between people who exchange opinions about topics of mutual interest.

Conversation covers such a wide range of skills and topics and gives the numerous factors that affect learners' speaking ability as Gallow's work (as cited by Bardovi-Hatlig and Mahan-Taylor) who points out a conversation in English.

...maintaining a conversation in English requires underlying knowledge of responses that prompt a speaker to continue, show understanding, give support, indicate agreement, show strong emotional response, add or correct a speaker's information, or ask for more information.

Thomas James Harran clarifies that teaching conversational English is not just a matter of chit-chatting with students and providing entertainment. The claim that any native speaker or foreigner can conduct effective conversation classes with more or less a minimum amount of effort is a

fallacy. In fact, considerable patience and preparation are necessary, and instructors need to be conversant with various aspects of spoken English in order to be able to teach more effectively.

To make the students active during the conversational class, the appropriate feedbacks from the teacher are very important. Further, James Harran states that the students need to be taught techniques for coping with breakdowns in communication, since they often have much difficulty in understanding how to deal with communication problem. It could be asking for clarifications, requesting repetitions, and making checks. He adds that however, too many requests for clarification by teacher can be confusing to students and may even discourage learners.

Simply, an important role of the conversation teacher is to help learners to achieve a workable balance of contributions and to assist them in exchanging their ideas clearly and logically (Thomas James Harran, 2008)

C. Foreigner's Role in English Teaching

Foreigner is a person belonging to owing allegiance to a foreign country or something originally in other country (Webster: 1981:889). The term foreigner counterpart in this study means someone who uses English as his second language and his role in the conversational class in SMA Muhammadiyah (plus) Salatiga to help improving the students' English skill.

Viewing of his role in English teaching, these are the main aspects that have to be considered to be able to conduct the effective English teaching and learning:

1. Foreigner As A Teacher

The term teacher according to Long & Richards (1987) as cited by Djoko Susanto is a technical and professional one which distinguishes between individuals whose capabilities merit the label and those who do not. Djoko Susanto (2009) also emphasizes that language teacher should possess and display dedication to learning in general and to language teaching in particular. This involves two main concerns i.e. an awareness of individual learners and an awareness of the need to improve their command of the foreign language.

In his book, Djoko Susanto also cites some expert's theories related with the foreign teacher. The first theory comes from Alderson in Olivera who pointed out that teacher should know certain things and at the same time they have to do others in order to be able to carry out their task. According to her, a foreign language teacher should understand the process of foreign language learning, able to facilitate learning and encourage good learning strategies. He also has to understand the linguistic process, meaning of errors, their causes and how to treat them. Analyzing learners need and establish and develop relevant aims, and the materials critically are very important in making them adequate for their own circumstances. In addition, a foreign language teacher must be

familiar with different methods and approaches, manage the classroom well to promote classroom interaction, and evaluate students and activities.

At the same time, the foreign language teacher should be able to practice some principles to apply, those are preparing, organizing, presenting, monitoring, and reflecting. In the preparing principle there are planning, designing, selecting, adapting and producing materials, activities and test. In the other hand, organizing consists of creating favorable conditions, developing a supportive and interesting atmosphere, facilitating activities/interaction and administering. Explaining, exemplifying, paraphrasing and adapting language to learners are categorized in the presenting principle. These three principles can conduct an effective teaching and learning if there are two other principles, monitoring and reflecting. Monitoring process itself deals with observing, advising, evaluating students' performance, selecting, providing feedback, adjusting activities, negotiating, differentiating and diagnosing occurred.

All of those principles that according to Alderson are important for language teachers in order to achieve the aims of language teaching.

Then, the second theory from Beijaard shows that the teacher influence is powerful.

The manner in which the subject is taught, in which the curriculum is presented, and in which the classroom activities are conducted is the result of the knowledge, world-views, beliefs, life goals, life style, needs, skills, and attitude that the teacher brings to the classroom.

It is why the personality of the teacher, his/her competence in the subject, the methods used in the classroom, the ability to motivate and encourage the students will influence the students' attitude toward the subject, as mentioned by the third theory from Skryabina. She added that the teacher is a key factor in the classroom and a vital part of children's learning. Only a teacher with a positive attitude towards his subject can create a good learning atmosphere in the lessons.

2. Skills and Knowledge

Djako Susanto (2009) also emphasizes the important of teachers' skill and knowledge. The core teaching skills incorporate the intangible dimensions of effective teaching. A foreign language teacher will be able to teach effectively if they are skilled classroom teachers, able to manage a learner centered program of teaching which incorporates aspect of good educational practice, appropriate to the age group of learners.

Eggen and Kauchak theory as cited in Adediwura and Bada Tayo's journal highlighted the headings under which a study on teachers' knowledge of subject matter can be done. These are namely: knowledge of content and pedagogical content knowledge.

Knowledge of content is very crucial since there is high correlation between what teachers know and what they teach (Wilson et al., 1987). The teacher whose understand the topic can use clearer language, make a logical connection about the discourse, and provide better explanation than

those whose background is weaker. Thus, the ability to teach effectively depends on the teachers' knowledge, and knowledge occurs in a variety of forms. The way the students perceive the teachers in terms of their teachers' knowledge of content of subject matter may significantly affect the students' academic performance. (Eggen and Kauchak, 2001).

Pedagogical content knowledge depends on an understanding of a particular topic and how to explain it in a way that it will make sense to the students. Pedagogical content knowledge implies an understanding of ways of representing the subject that make it comprehensible to others. Ebingero (1990) confirmed that a teachers' teaching is influenced by the level of his pedagogical knowledge, as different from his subject matter knowledge. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter.

Besides those skills, as a teacher, a foreigner also must sharpen his interpersonal skills in order to keep a good relationship with the school members and school communities. It is also for avoiding the skepticism or even active opposition from others as mentioned by Atanasovska (1993).

3. Cultural Awareness and Experience

Bowers (1992:29) argued that understanding the culture, associated with the language being learnt, is important because language is part of

culture, and culture is part of language. So that language learning should not be limited simply to linguistic performance, but should include some understandings of the culture of its native speakers.

In this context, the foreigner will teach most effective when they are familiar with, and have direct experience with the culture. With strong knowledge and cultural experience, the foreigner who takes a part as the teacher will be able to encourage and behave positively (Djoko Susanto, 2009:37)

Commins (1992) indicated that the skill area of cultural awareness and experience can be broken down into same aspects. Those are (1) the awareness of broad knowledge about the foreign culture, (2) command of the etiquette of the culture, (3) understanding the similarities and main differences between target and other culture, (4) understanding the values of the target language, and (5) understanding the implication of ethnocentricity and stereotyping.

4. Materials

Careful selection of materials is crucial for teachers in teaching activities, as stated by Long & Richards (1987:18-19). Edge (1993:43) argues that the purpose of teaching and learning is not to teach the materials. In fact, materials exist in order to support learning and teaching, so it should be designed to suit the people and the processes involved.

Types of the materials itself can be classified into four:

1. Published materials which refer explicitly to textbooks, course books or supplementary books.
2. Teacher-produced materials which aim to bridge the gap between the classroom and the world outside. It could be, for example, a map which represents a particular area.
3. Authentic materials which refer to examples of language that were not originally produced for language learning purposes but which are being used in that way.
4. Students materials. It uses students own knowledge and personal background to produce learning materials for their classmates. For example, describing a real class situation.

5. Methods

A variety of methods is important because of limited language capacity. A teacher has to be able to analyze what the most appropriate method for his students. As mentioned by Alderson before, a foreign language teacher should be familiar with different methods and approaches, know how to analyze and implement them.

6. Attitude

Attitude could be defined as a consistent tendency to react in a particular way—often positively or negatively—toward any matter. Attitude possesses both cognitive and emotional components. A Adediwura and Bada Tayo (2007), borrow some theories of attitude. From Fazio and Roskes (1994), attitudes are important to educational psychology because

they strongly influence social thought, the way an individual thinks about and process social information.

According to Eggen and Kauchak (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must be interesting and brings his students to give much attention. One that can be done is arousing students' curiosity to know what the next steps in connection with the subject are. Further, they identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them. Research findings on teachers' attitudes (Bunning et al., 1999), established the following facts: Teachers characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. These same characteristics are also associated with increase in students' achievement or academic performance.

7. Learners

Learner is one of the important components in teaching and learning process. It gives big contribution to the success or failure of instructional objectives. Therefore, in order to teach effectively, it is critical for the teachers to learn as much as they can about their students, since some of teaching procedures vary depending upon students in

classes. Some factors affecting learners in second or foreign language learning which cannot be ignored include age, aptitude, aspirations and needs, motivation, native language, socio-economic status, previous language experiences, personality, and intelligence (Djoko Susanto, 2009: 41-42)

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodological foundation of the research. As the qualitative research, it discusses each aspect of the methodology comprehensively. The first aspect is research design which explores the qualitative approach. The object of the research will be the next inseparable aspect since it describes the general description of the research subject. Data collection and data analysis will complete this research methodology. Then, these aspects will be organized chronologically in the procedure of the research.

A. Research Design

This research is conducted to disclose the students' perception in having taught by foreigner. There seems to be a popular myth that the mere presence of a native speaker or foreigner will give significant progress on the students' ability. Some researches may prove it. However, it cannot be generalized for all cases. It is also necessary to find out the students' perception toward their foreigner teacher since they take a part directly in the teaching process. The perception itself needs to be presented comprehensively in order to get deep explanations of the real condition. For this reason, the researcher applies descriptive qualitative study as the research design.

According to Bodgan and Taylor as cited in Moleang (2010:4), qualitative research is a research that presents written or oral descriptive data of observed people and behavior. This research approach is intended to see the

individual background holistically. For that reason, it should not isolate individuals or groups into some variables or hypothesis. The gained data in this research is obtained qualitatively in nature. It is also called naturalistic research because the research is conducted in natural setting (Zuriah, 2007:83).

Qualitative research is considered as the most appropriate one in exploring the students' perceptions which come from their own experience. In addition, the problems which observed in this research are not definite, holistic, and dynamic. A list of numbers would not be adequate enough to represent it. It needs a deep analysis to find hidden reason and meaning behind the problems.

The other consideration in using qualitative research is its ability to adjust with general realities moderately. This kind of research also presents relations between researchers and their respondents directly. It is more sensitive and adjustable to changes in pattern of values faced by researcher (Moleong, 2010:10)

In accordance with the use of qualitative research, the analysis approach of this research depends on the descriptive one, a research that describes phenomenon, facts, and events of individual or groups systematically and accurately (Zuriah, 2007: 47). Those are the reason of why the qualitative research is applied in this research.

B. Place and Research Object

The object for a research study should be selected in purpose as stated by Sugiyono (2006: 299). Then, SMA Muhammadiyah (Plus) Salatiga was considered as the place of research since it has the needed criteria of having class taught by foreigner. The school which is located in KH Ahmad Dahlan Street, Sidorejo Lar Salatiga has built by Yayasan Muhammadiyah in 1997. The location of school is strategy enough, and suitable for teaching learning process. Besides the supporting environment, SMA Muhammadiyah (Plus) Salatiga has also provided the complete facilitation in order to create conducive situation of teaching and learning process.

The school whose headmaster is Mr. Amin Hartawan is categorized as a good quality of school, proved with having A grade for the accreditation. In addition the word 'Plus' on the name of the school also indicates the other strengths. It has multimedia class and native speaker or foreigner for the first year students.

From a total of 126 students in the academic year of 2011/2012, there are 52 students in the first year who are divided into two classes, XA and XB. The students of both classes are the object of the research.

C. Source of Data

According to Sutopo (2004), source of data in the qualitative research can be a resource person (informant), event (activities), place (location), various photograph object, and recording as well as document and archives.

The source of data is divided into two categories, primary and secondary data source.

Primary data source is the source of data that are directly related to the research object (Arikunto, 1989: 10). In this research the primary data source was the result of interview between the researcher and the students. Then, documentation and some information from the foreigner and English teacher of SMA Muhammadiyah (plus) Salatiga became the secondary data source which support and complement the primary data sources.

D. Data Collection

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a qualitative research, data can be taken from archival documents, written or oral expressions of people or their behavior, etc (Moleong, 2010:157). Thus, the methods that were utilized in the process of gathering the research data could be categorized as follow.

a. Documentation Study

According to Arikunto (2002: 206), documentation study is searching for data of things or variables in forms of notes, transcripts, book, letters, magazines, agendas, etc. Further, Sugiyono (2006:329) states that document is a record of events in the past in the forms of handwriting, pictures, or even literature works. Document analysis is conducted because

documents are natural sources that can give real information (Alwasilah, 2006: 132). For this reason, document analysis is preferred.

Document in this research were the attendance list and teaching report of the materials given by the foreigner counterpart. The attendance list of the students was utilized as a general description about the students' interest in attending the conversational class. These data was taken from Mrs. Hesti Ariestina, S.Pdi as the coordinator of the conversational class on 24 May 2012, before the interview was conducted.

b. Interview

Sugiyono (2006: 317) defines interviews as the meeting of two persons who exchange information and ideas through question and answer in order to find meanings in a certain topic. Meanwhile, according to Singanimbun, (1987), interview is dialogue done by interviewer to get information by asking about student's interest, condition of equipment directly to the respondent. The aim is usually to gather an authentic understanding of people's experience.

The kind of interview that the writer used in collecting the data was a semi-structured interview. It is an interview that utilizes a question list, but allows for greater flexibility for the interviewer in asking for clarification and elaboration (Rose and Grosvenor, 2001). This kind of interview is also known as in depth interview, wherein technically is more flexible than the structured one (Sugiyono, 2006: 320). Through this kind

of interview, the interviewees are expected to express their opinions and ideas so the issue can be explored more openly.

The interviewees of this research were the first year students of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2011/2012. The process of interview itself took place in the school on 29 May to 1 June 2012. As the interviewer, actually the researcher did not limit the numbers of students. However, the interviewer did not investigate all of the students when the required data is adequate. Then, the interview stopped in the eighteenth students since there were similar answers for the same questions. Those students consisted of seven females and eleven males which came from two classes, XA and XB.

E. Validity of the research data

Examining validity of a research data is another fundamental step in a qualitative research. This step is needed to find confidence rates of a research result. A credible result of a research will likely be accomplished if a researcher conducts data validation accurately and uses the proper technique.

Sugiyono (2006: 330) recognizes triangulation as a useful means to check data validation. He defines that triangulation can be interpreted as a technique of data collection that combines data from various techniques of data collection and the existing data. The triangulation used in this research was by combining the information from both the foreigner and students' side.

It also combined the techniques of data collections, i.e. documentation and interview.

F. Data Analysis

A qualitative data analysis is an approach that operates data, organizes them, categorizes them, synthesizes them, finds their pattern, and eventually presents them as a research report (Maleong, 2010: 248). Meanwhile, Sugiyono (2006: 335) states that a qualitative data analysis is a process of searching and arranging systematically the obtained data from interviews, field notes, and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusions in order to be comprehended by the research or the readers.

From those two much similar definitions, there are two common things in the process of analyzing gained data i.e. categorizing, synthesizing, arranging the pattern, and presenting the result.

In addition, Miles and Huberman (1992:18-20) devide qualitative data analysis into two approachzs, i.e. flow analysis models and interactive analysis model. However, the researcher focuses on the second approach which is appropriatz with this research.

In the interactive analysis models model, data reduction and data presentation are processed along with data collection. Those analysis

components are then interacted after all needed data are gathered. The figure below presents the steps of this model:

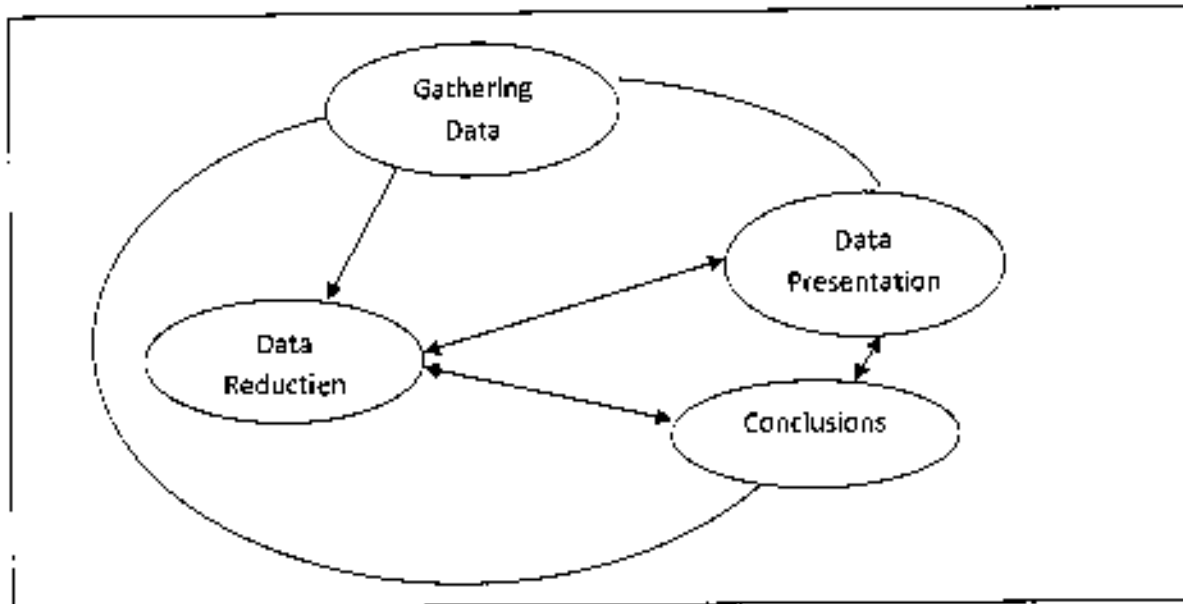


Figure 3.1 Components of Interactive Analysis Models

The interactive analysis models applied in this research can be explained with some steps as follows:

1. Data Collection

Collecting data starts from searching needed data in multiple forms. As the explanation before, the researcher used two techniques of data collection, i.e. documentation and interview.

2. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary spam (Sugiyono, 2006: 338). Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify the following searches.

In this research, the process of data reduction was started by separating unnecessary data from the interview. Then, categorizing data was done to make it easy in presenting the findings of the research.

3. Data Presentation

In a qualitative research, data presentation might be arranged in the forms of essay, charts, flowcharts, categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended.

The data presentation for this research was arranged into narrations from the students' perceptions which were explained descriptively in the form of essays.

4. Conclusion

Withdrawing some conclusions is the final step after data presentation. The initial conclusions remained temporary. It possibly changes if there are other valid evidences supporting for another data collection. However, the initial conclusions which are supported by valid and consistent evidences make the conclusions are strongly believed to be incredible.

G. Procedure of the Research

The research moves on through several steps as explained below:

1. Observing School

Observing school was conducted to obtain pre-information about the foreigner as the teacher and his conversational class. The pre-information especially were got from the assertion of the English teacher and the foreigner.

2. Collecting Data

To collect the needed data, the existing documentation was gathered to be the starting point of the research. The documentations were the anendance list of the students and teaching report of conversational class. From this data, the researcher found general description about the conversational class that could be used to conduct the interview.

3. Interview

The main data of this research was the result of the interview with the students who directly took a part in the teaching process with the foreigner. Then the data from the interviews was analyzed to reveal the answer of this research problem.

4. Presenting the Results Descriptively

All results of the research eventually concluded and presented descriptively in the form of this research report.

CHAPTER IV

DATA ANALYSIS

This chapter focuses on presenting the findings and discussions as the core of this research. It displays the research findings from documentation and the result of students' interviews. However, these kinds of techniques of data collection are complementary each other.

First, from the students' attendance list and teaching report of conversational class as the documents of this research, at least it could be concluded in these three points.

- a. The conversational class was divided into two classes, XA and XB. Each class consisted of 26 students.
- b. 8 out of 52 students never attended the class, whereas 23 out of 52 students were never absent in attending the class during 28 October - 25 November 2011.
- c. From the teaching report, it could be known that the foreigner used different theme per meeting. During 28 October - 25 November 2011, the themes/materials were: Introductory of English Conversation, Talking about Germany and its Nation, Back Bound Ball Playing, Talking about Indonesian and its Nation, and Whispering Words Playing.

Second, as the main data, the result of students' interviews revealed many things, from the students' perception toward conversational class taught by foreigner counterpart, their problem and solution in having the class, to their

expectation about an ideal one. These points are elaborated descriptively in paragraphs.

The elaborations of each finding are strengthened by data from the interview process. To make it easier, the writer uses codes. The first code, such as Data 1, Data 2, Data 3, etc. comes before the quotes of transcriptions. It shows the numbers of data which is taken to support the findings. The second one is the code in the end of each transcription, such as A2.18, B2.36, R2.56, and so on. These codes are employed to trace the data in the enclosure.

A. Students' Perception

This research was generally aimed to explore the students' perception toward conversational class taught by foreigner counterpart. However, a class itself consisted of inseparable components, i.e. teacher and students who directly involved in every class activity. For this reason, the researcher divided the students' perception into three parts: the students' perception toward the foreigner, their class, and their own capability and confidence during the foreigner's class.

1. Students' Perception Toward The Foreigner

There were various opinions as the result of the interview process since this research explores the students' thought and perception toward their experience in having taught by foreigner counterpart personally. Each student had their own point of views. However, in general it could be classified into: appreciative, unmindful, and hateful.

a. Appreciative

Having taught by foreigner might be the first experience for some students. However, they were very excited to have an uncommon chance where they could directly interact with the foreigner. This positive appreciation could be seen as follows.

(Data 1): "*Yuaa gimana ya... ya cukup memberi pengalaman baru bagi kami semua, temen-temen. Yn menarik lah. (I think it is a new experience for us. Sn, it is interesting)*" (N2.6)

(Data 2): "*Eee senang baged ya, karena jarang bnnges bisa ketemu sama bule raris langsung bisa berinteraksi langsung gitu. (I am very glad, because it is a rare opportunity to meet and interact with the foreigner directly)*" (A2.3)

(Data 3): "*... Awal-awal ni lanyak yang gimana ya, heran gitu 'waaah arang luar, gini gini' (At the early time I was very excited 'wow foreigner')*" (C2.47)

(Data 4): "*... Waktu foreigner datang itu ya, kemungkinan itu. Maksudnya kan 'wuh ada arang luar bisa ngujar kita', gitu mungkin. Bisa diajar sama arang luar gitu (When the foreigner comes I think. It is great of being taught by foreigner)*" (J2.45-J2.46)

In general, some students liked the foreigner because of either his personality or his methods in teaching. E2, G2, and R2 for example, they looked the foreigner as a very kind, friendly, humble and humorous person. He sometimes also taught in fun activities through some games. The following data express the appreciation toward the foreigner.

(Data 5): "*Yu. Sebenarnya suka, arangnya low profile, lucu, cara pengajarannya juga menarik gitu. (I like it. He is low profile*

and humorous person. His teaching methods are also interesting) (D2.5)

(Data 6): "*Iru ga terlahi mengarah ke pelajaran, jadinya cuma kayak permainan-permainan gitu, nambah-nambah vocab gitu. (It is not about the lesson at all but tends to games to enrich vocabularies)*" (L2.5)

(Data 7): "*Ee.. lumayan asyik terus juga inavatif jadi buat game apa apna gitu jadi kadang ada cerita terus suruh buat.. pernah suruh buat komik pake bahasa inggris, terus apa lagi ya? Eem ada drama juga pake bahasa inggris terus itu juga ada pengenalan tentang Jerman eee itu, asal dari J itu sendiri. (Ee... fun and unavative. There are games, telling stories, and making comic in English. What else's? Eeem making drama in English and introducing his country. German)*" (A2.4)

It could be concluded that most students appreciated the presence of the 'foreigner' regardless the other factors on him.

(Data 8): "*Kalau arangnya jujur saya agak kurang suka tapi untuk kata 'foreignernya' saya sangat apresias sekali. (To be honest, I do not really like the people personally, but I appreciate the presence of 'foreigner' so much)*" (H2.9)

b. Unmindful

The word 'unmindful' in this case is a term that used to describe a condition where the students neither look at the foreigner as the special one nor underestimate them. For very few students, the presence of foreigner was not special thing.

(Data 9): "*Biasa aja. (Just so-so)*" (O2.6)

As confirmed by H2, foreign teacher or Indonesian one was not a problem. Whoever the teacher, he highlighted that the more crucial thing was how the teacher could bring fun teaching to the class.

Some students could not define it as a special thing because the teaching and learning process was influenced by some factors, for example the methods and materials. Some of them only liked it in particular activity.

(Data 10): "*Ya kadang-kadang ada sukanya kadang-kadang ada enggaknya... Misalnya kalau pas games-games gitu, senang. (Sometimes I like it especially when it is game but in other time I don't)*" (J2.4-J2.6)

(Data 11): "*Ya suka kan soalnya ada permainan-permainan kita kan bisa fresh gitu, pengennya bersantai. Tapi enggak sukanya itu dia itu kala di njak konsentrasi tu kurang trus dia kala di ajak bercanda itu kurang gitu la mb... (I like it because through games we can refresh our mind. But I don't like it when it is difficult to make a joke with him or simply ask him to more concentrate...)*" (I2.4)

c. Hateful

The term 'hateful' in this case does not mean that the students hate the foreigner at all. It is used to describe disliking because of some reasons. Actually like or dislike is such a feeling that cannot be measured with a particular tool. However, this category appeared from the students' information and reasons which clearly showed their disliking. The first reason was communication problem. A few students admitted that they disliked having taught by the foreigner because of this problem.

(Data 12): "*Berbeda ya, saalnya dari segi komunikasi mungkin kita lebih nyaman sama guru biasa. (It is different. We feel more comfortable when communicate with non native teacher)*" (H2.3)

(Data 13): "*Jujur, ga seneng mbak. Kara-karannya kurang jelas awg mbak. (To be honest, I don't like it. I cannot understand his words)*" (B2.5-B2.6)

(Data 14): "*...Lebih suka diwulang guru sendiri lebh masuk duripada nning lain. (...I prefer having taught by Indonesian teacher to the foreigner, because it is more understandable)*" (L2.55)

Besides the communication problem, the personality of the foreigner also became the second reason to dislike the foreigner. All of the students included the appreciative ones agreed that the foreigner was quick-tempered person. When he confirmed by the interviewer, his anger usually caused by the noisy class.

(Data 15): "*Naa ini yang sayn sedikit tidak suka. Dia itu arangnya agak sensitive sama... kadang agak putus asa gitu ketika kelasnya sudah tidak kondusif, gitu. Yuaa kalo orang Jawa bilang mutungan gitu loo, trus 'terserah kalian' gitu. (Actually I do not like this one thing. I think he is a 'sensitive' person who is hopeless when the class changes into uncondusive one. it is 'mutungan' in Javanese, then he does not care anymore)*" (M2.9-M2.10)

(Data 16): "*Ya inpi sukn marah-marah. Kalau, biasanya kan anak-anak kan jaitl gitu, sering rame lah. Biasa gitu ya. Ya sering merah-marah gitu. (He is temperamental person. When the students are noisy, he will be angry)*" (J2.9)

Then, the third reason was admitted by the students regarding the less ability of the foreigner to manage the class well. The poor classroom management triggered indiscipline behavior in the class, such as did not pay attention, chatted with their friends, or simply just played with their gadget instead, as confirmed by the foreigner itself. From the students' perception this condition was a responsibility that the teacher had to take. It could be showed from the data below.

(Data 17): "*Nggak sukanya sama arangnya mbak. Hehehehe. Ditu itu kayak emosinn gitu. Padahal itu karena kesalahan yang dia buat karena dia tidak bisa menguasai (kelas). (I do not like his personality. Hehehehe. He is a temperamental person. In fact, it is his own mistake if he cannot manage the class well.)*" (H2.10-H2.11)

(Data 18): "*Ada sih nlesannya itu guru-guru yang di ajar itu ga memperhatikan sama dia. Tapi kalo saya sebagai murid lebih memandang kalo dia tidak bisa menguasai kelas gitu.. (There is a reason why he is getting angry; because we do not pay attention to him. But as a student I think it is caused by his poor classroom management)*" (H2.14)

At the beginning meetings, toward the noisy class, the foreigner kept silent and waited the class to be conducive.

(Data 19): "*Pada waktu awal-awalm banyak yang gaje sendiri ga dimarahin. (At the beginning, he lets the students do indiscipline behavior in the class)*" (L2.43)

However, facing the bad atmosphere in the class made him start to warn the students. To warn the students, he used high intonation and sometimes pounds on the table. He never gave any kind of punishment or benches the students from the class.

(Data 20): "*Seperti mungkin menggebrak meja. 'Hey c'mon guys' gimana gitu. Kalmu menghukum, ga! (He pounds on the table and says 'Hey c'mon guys', something like that. But he never gives punishment)*" (A2.13-A2.14)

Unfortunately, this way gave had perceptions from the students that made them dislike the foreigner's class. In the fact, that kind of warning was not an effective way to realize a conducive class. As confirmed by some students, they would keep silent for a while when they were warned by the foreigner. However, they would make a noisy again soon.

(Data 21): "*pertama-tama diem trus gajek lagi. (We keep silent first but then we make a noisy again)*" (N2.20)

(Data 22): "*Yae biasanya diem dulu tapi karena ya mungkin banyak yang tidak apa. tidak ngeh gitu apa yang dia katakan jadi ya.... Ngabrol-ngabrol lagi. (We keep silent for a while. But because we do not understand his words I think, so we start to make a noisy again)*" (M2.14)

Those are the reasons of why the students disliked the conversational class, based on their perception toward the foreigner itself.

2. Students' Perception Toward The Conversational Class

Students' perceptions toward their own conversational class were measured from the ways they looked at the situation of the class. It was also related with the interaction between the foreigner and the students during the class, the methods, and the materials/themes given by the foreigner.

a. Class Situation

The interview process showed that the situation in the conversational class could be classified into fun, bored and strained situation.

First, for the enthusiasm and active students the situation in the conversational class was fun.

(Data 23): "*Menyenangkan. (It is fun)*" (F2.15)

The same opinion was also reflected in Q2.26, L2.27, F2.15, R2.29, and G2.26. This fun learning was strongly influenced by the various methods and materials during the class.

Second, the situation in the class turned to be bored when the foreigner was monotone in explaining the materials, to be too serious, less interaction with the students, or in bad mood.

(Data 24): "*Membosankannya waktu dia menyampaikan materi itu sih. (It is bored when he explains the materials)*" (H2.41)

(Data 25): "*Membasankan, kalau menurut saya. Ya gimana ya? Kurang, kurang... foreignernya sendiri itu kurang menguasai audience nya. (It is bored I think because... ee the foreigner himself cannot manage his class well)*" (B2.24-B2.25)

(Data 26): "*Kalau saya ya bosan lah. Kalau kan sabtu sekarang, saya bahn. Soalnya dia itu menjelaskannya itu seringnya bagaimana ya... cuma teori kalau tidak interaksi dengan siswa itu kan siswa juga bingung mmu ngapain jadi semuanya bingung. (It is bored I think. The schedule is on Saturday now and I play truant from the class. Because I think he explains in ee... I mean if he only explains the theories without any interaction with the students I think it make us confuse about what we have to do)*" (P2.26-P2.27)

(Data 27): "*ya biasanya itu, dia itu arangnya terganggu mood. Kala moodnya lagi jelek gitu ya kelasnya jadi basan, dia agak gimana gitu. (He is a moody person. If he is in bad mood, the class will be bored)*" (M2.16)

Last, few students said that the class was strained because the foreigner only spoke in English. They did not enjoy the class since they could not interact and communicate well.

(Data 28): "*Mungkin ya agak menegangkan ya mbok. Kan situ apa, bicarannya pakai bahasa inggris kita kan ga mudeng jdi cuma meneeeeeng terus. Kita kan opn, kalau sedikit-sedikit pakai bahasa Indonesia kan kita tau. Tapi kan situ kan menerangkannya tu pakai bahasa Inggrisiiiiiiiiis terus kan kita jadi tegang. (It can be said strained I think. He always speaks in English whereas we do not understand it so we just keep silent. If he speaks little in Bahasa Indonesia we*

may understand it. In fact, he only speaks in English so we feel so strained)". (L2.13)

Beside the fun, bored and strained situation, there was a confession from a student that the presences of active students give significant effects. In fact, the situation in the class was not only influenced by teacher's factor. These students were admitted can create good atmosphere to the class.

(Data 29): "*Tergantung ya mb kalo yang kayak amalia, rosyad ikut gitu lebh ramai. Tapi kala yang ikut cuma, maaf ya yang agak ga mudeng gitu. Sulit untuk berkomunikasi. (If there are active students like Amalia or Rosyad, it will be more interesting. But if it just consists of weak students it will be very difficult to communicate)*" (D2.21)

b. Classroom Interaction

Unfortunately, not all of students could interact well during the class. The high-students might not have problem with classroom interaction. They could freely ask when they did not understand, answered the question or simply did the foreigner command. They could interact with the foreigner easily because they understood more than the others.

(Data 30): "*Eem kalo saya pribadi itu eee paham, tetapi mungkin teman-teman saya yang kurang apu ya, ya ya kadang 'apa sih artinya? Ndak mudeng' gitu. (I myself can understand it. But I think some friends cannot)*" (A2.5)

In fact, for other students, interaction with the foreigner was not easy. They said that there was difference in interaction with the foreigner and their own teacher/Indonesian teacher. It was more comfortable for them to communicate with Indonesian

teacher, as reflected in Data 11 and Data 13. It made some students passive during the class.

(Data 31): *"Beda banget mbak. Kalau guru kan biasa tapi kalau sama turis kan apalagi baru pertama keismu gitu kan aduunih ngamung apa ya. bingung gitu. deg-degan gitu. (There is a difference in communication with the foreign teacher. I can communicate with the Indonesian teacher easily. But with the foreigner, I feel a little bit confuse what I have to say. I also feel nervous)"* (K2.12)

(Data 32): *"Gimana ya? Mungkin kan kalau aktifnya itu, kalau di pembelajaran foretgnr saya ga terlalu aktif, tetapi kalau di pembelajarannya Bu Hesti sendiri kan saya agak terlalu mudeng jadi kan saya juga aktif gitu. (I think I am active in Indonesian teacher class, but for the foreigner's class I don't)"* (L.11)

Looking at those facts, some students considered that the foreigner only interacted with particular students.

(Data 33): *"Interaksi itu, untuk anak-anak yang tertentu saja. Enggak, enggak gitu (pilih kasih). Misalnya, dia kan dia kan juga biyu tau, dia kan juga melihat manu anak yang memperhatikan, mana anak yang mlengos yang mengacuhkan dia (naa interaksinya itu dengan anak-anak yang memperhatikan tadi). (He only interacts with particular students. It does not mean unfairly. But I mean he can see which students who pay attention and which ones who do not. (And the interaction is only with those who pay attention)"* (H2.22-H2.23)

c. Methods

It had to be admitted that the foreigner were creative enough in giving the materials through kinds of methods as mentioned in Data 7. Sometime they did it in the class and in the other time they went outside. There were kind of games, quizzes, or just discussions about a particular theme.

- (Data 34): "*Bervariasi. Ya membuat game, kadang dia suka di luar kelas, lapangan situ sambil duduk-duduk hehns, santai, gitu trus juga di kelas. (It uses various methods. Sometimes it is done outside, in the field to relax ourselves, for example. In the other time we just go inside)*" (D2.23-D2.24)
- (Data 35): "*Ada yang suruh membuat komik, bermain bola di lapangan, diterangkan apa tu...bagaimana keadaan di Jerman itu. (Making comics, playing ball in the field, explaining about German)*" (B2.30)
- (Data 36): "*Macam-macam sih. Ya kadang-kadang tadi, kuis, lomba, kadang cuma ngajar daang. (There are many kinds of methods. It is sometimes quizzes and sometimes just explanation)*" (C2.38-C2.39)
- (Data 37): "*Game, terus ada gambar, menceritakan, membuat komik, gitu. (Games, picture, storytelling, making comics)*" (E2.17)

In general the students liked games or an activity where they could also take a part directly.

- (Data 38): "*Eee dimana yaitu metode yang pake games gitu, trus atau mungkin metode mengajak anak-anak langsung terlibat seperti apa itu? Ee apa ya? Maksudnya bukan dia sebagai centernya tetapi kita juga ikut berpartisipasi gitu. (The method I like is games. Then I also like a method where the students can participate directly. I mean the teacher is not the center of learning, but we also can take a part)*" (A2.28)

d. Materials/Themes

The themes or materials itself also brought a significant effect. The students enjoyed the class when they enjoyed the materials. There were some materials which were very attractive for the students. For example was the material about German and its nation.

- (Data 39): "*Ya tentang itu pengetahuan waktu menerangkan tentang Jerman. (It is about German)*" (B2.35)

As claimed by P2 and reflected in Data 6, the materials were not about the structure or grammar rules, so it was more interesting for them.

(Data 40): "*Temunya itu lebih yang ke upa, kemasyarakatan, wawasan masyarakat, ga ke semisal ga ke greeting card atau ke apa tu namanya structure gitu ga. Tapi kita itu dilatih untuk semisal wawasan AIDS, terus wawasan, pokoknya tu wawasan tentang kebiasaan kehidupan sehari-hari. (The themes are about society, social knowledge. It is not about the greeting card or structure. But we are familiarized with the knowledge of AIDS, and then, the knowledge of our daily life.)*" (I2.22)

However, a controversial material/theme appeared because of the different culture between German and Indonesia. In fact, the theme 'HIV/AIDS Prevention' got 'strong' responses. When the theme was delivered, a student even ran away from the class because she thought that it was too vulgar for senior high school students. Other students also agreed that actually this theme is inappropriate for them.

(Data 41): "*Eem mungkin ada suntu temu yang itu agak ... Ih ...agak jaruk sebenarnya (tentang HIV). Itu menurut saya ya. Saya aja kabur dari kelas. Yu, dia kan ga tau gimana Indonesia. Dia itu pernah ngamang "sex itu diperbolehkan" ... laah kan sini kan sebagini... wauah itu sesuatu yang ... (Eem there is a theme which is..., iiit so vulgar I think (the time when he explains HIV). It makes me escape from the class. He does not know Indonesian culture. He said that sex is allowed. Oooh it he...)*" (A2.34-A2.37)

(Data 42): "*yu ada yang menarik tapi ada juga yang agak sebenarnya tidak etis untuk dibahas ya, eee yang menarik misalkan tentang Jerman itu. kami bisn ee menambah wawasan tentang negara asal beliaa. Tapi knn ee pernah sekali eee temanya untang apa, pengetahuan seksual untuk*

remaja. Mungkin karena budaya disana dan budaya disini agak agak jauh berbeda sehingga cara diu menyampaikan agak maaf kurang bisa diterima disini, agak keannya tidak enis gitu. (There are interesting themes, about German for example. We can know more about his motherland. But there is also a particular theme that cannot be accepted. It is about sex education for the teenagers. He explains it through unacceptable way, because of different culture. so it seems not ethos to be delivered)" (M2.25)

Actually, the foreigner had good intention in raising the theme. HIV/AIDS prevention was a good and important theme since everyone had to be aware of it. However, the problem was on the way he explained it. He brought condom in the class and showed the way how to use it. He gave a detail description about it. Socialization about sex and HIV/AIDS for the students through that way might be usual thing in his country. However, in Indonesia, it could not be accepted. Beside of culture differences, the students from religious background of school like SMA Muhammadiyah (Plus) Salatiga also had the prohibition about sex depend on their religion. Those detail description was worried in giving a stimulus for the students to do/practice it instead. These facts made the HIV/AIDS theme got the harsh response. It forced the foreigner, Mrs. Hesti and the students to face uneasy or unpleasure time. It could be a proof of why cultural understanding is very crucial.

In the other side, the male students considered the HIV/AIDS as their favorite theme. They argued that when this

theme was given all of students became very focus; a rare moment that could not be found in others theme. It was also claimed by C2, G2, and O2.

(Data 43): *"Itu... menurut saya itu materi yang paling banyak mendapatkan respon dari teman-teman. Yaaa mbaknya tau sendiri. Teman-teman saya yang cowok waktu materi lain mereka mungkin ga memperhatikan, tapi kala masalah HIV, semua fokus. (I think that is a theme which gets so many responses from my friends, I think you understand it. My male students may not pay attention in other themes, but for HIV, all of the students were focus)" (H2.45-H2.47).*

3. Students' Perception Toward Their Own Capability and Confidence in the Foreigner's Class

The analysis about this perception was very important since the good interaction class also influenced by the students' capability and confidence in facing the foreigner class.

Some students felt enjoy to communicate with the foreigner as reflected on A2.20, D2.13, G2.17-18, H2.32, I2.11-12, and J2.13-14. They did not feel anxious or nervous. Basically it depended on the personality of each student. They who actually were active students could enjoy the class and understand the foreigner's explanation. They could give good contribution during the class.

In the other side, some students who were active in other class could not be assured that they would also be active in the conversational class taught by the foreigner, as mentioned in Data 31 and Data 32. They did not know how to say or express it in English.

These students felt anxious af making mistake sa that other people would not understand it. They were also afraid it would be a reason far other students to laugh at them.

(Data 44): "*Gragi lah mbak. Ya gimana ya, terkadang yih berani gitu kalau takut salah atau kurang dlpahami gitu la. (I am nervous if I make mistake or speak miss understandable)*" (C2.25-C2.26)

(Data 45): "*Yang gragi takut. Karena ya kurang bisa berbicara bahasa inggris gitu la. Nanti malah di nnu (dtejek) temen.(I feel nervous because I cannot speak English well. I am afraid of getting tidicule from others)*" (E2.22-25)

As another reason, some of them just relied on their own maad. When they were in a good maad, they would be active with pleasure. On the contrary, they felt so lazy even ta ask. Unfortunately, the fureigner's role in the class could not encourage their spirit and could not change their bad mood.

(Data 46): "*Ya kalau saya lagi mood gitu, lagi seneng-senengnya saya uktif. Saya tanya gini tanya gitu... Tapi kalau lagi nggak mood ya udah diem. (When I am in a good moad, feeling happy, I will be active. I will ask... but when I am in a bad mood I will keep silent)*" (H2.28)

These students also had various responses to the assignment given by foreigner. Few students were active in doing their assignment as confirmed by A2, J2 .Others might ignore and did not really care of it. The reasons could vary.

(Data 47): "*Ya kadang ngerjain, tergantung temen-temennya itu gimana. (Kalo temen-temennya ngerjain ya ikut ngerjain, kala temen-temennyn enggak ya enggak). (Sometimes I do it. It depends on other friends. If they do it I will also da it. If they don't, neither I)*" (O2.33)

- (Data 48): "*Kala yang bisa itu pasti aktif, kalau yang belum bisa saya nbaikan. (If I understand the tasks I will do it. But, when I don't, simply I will ignore it)*" (E2.30)
- (Data 49): "*Eee lebih banyak yg cuek. Ngerjain tugas sama ga ngerjain tugas itu biasa. Misalnya sekarang tugas, dipertemuan yg aku datang itu dia sudah menyampaikan materi yg baru lagi. Masalahnya tugasnya itu ga bisa selesai dalam satu hari. Kebanyakan seperti itu. Sebenarnya dari murid sendiri ga terlalu nggagas sih mbak, soalnya tugas kita kan juga banyak. (We do not really care of it. Doing the assignment or not is not a matter. For example, he will not discuss our assignment in the next meeting because he will deliver a new material. And the problem is the assignments cannot be fulfilled in a day. Actually from the students their selves do not pay much attention toward the assignment because we have our own assignments)*" (H2.35-H2.39)

B. Students' Difficulties in Having Taught by Foreigner Counterpart

Having taught by foreigner counterpart with all of different aspects from the both side was not easy, especially for the first year students of SMA Muhammadiyah (Plus) Salatiga. The difficulties and problems appeared although both of them had tried to adjust their selves during the class. Those difficulties could be concluded as follows.

1. Communication problem.

The differences of background of knowledge, culture and language mostly triggered communication problem. Some misunderstandings and uncomfortable feelings in communication could hinder in realizing an effective teaching and learning process. Most students faced this difficulty. It was caused by the foreigner's incapability in speaking Bahasa Indonesia and less ability of the students in understanding the foreigner's words.

- (Data 50): "(Kesulitan utama) Kamunikasinya. Ya uda yang karena cepet ngamong, uda yang karena ga paham artinya. Ga, ga jelas sih, terlalu cepet. (The main problem is the communication. He speaks too fast so sometimes we do not understand his words. It doesn't clear enough.)" (N2.46-N2.48)
- (Data 51): "Kurang memahami bahasa inggris. Kalau ga bisa bahse inggris itu memahami apa yang dia katakan itu agak sulit. (It is difficult for me to understand his words because I haven't mastered English yet)" (Q2.37)
- (Data 52): "Adesti bingung kalau foreigner bicara terus ku ga tau artinya. Terus gimann ini. Knn kalau die ngamong kita juga berusaha tehu apa yung dia bicarakan gitu ta. Kalau ga tau ya... ya mastlah utamanyn itu eku ga tahu nrlinnye itu. Bingung. Kita muu ngamong apa juga ga bisa, trus muu kamantar npa juga gu tahu, pendapat apa jugn ga tahu. (I feel a little bit confuse when I do not know the meaning of the foreigner's words. We try to understand what he is talking about. However, the problem is I do not know the meaning. As the result I will not be able to give appropriate feedback or comment or opinion)" (K2.32)
- (Data 53): "Ya,, masalah itu menyampaikan ape yng dirasakan temen-temen. Kan banyak temen-temen yang sama sekuli bahkan sama sekali tidak tuhu apa yang dibicarakan gitu. Yang kadang membuat maodnyn mas foreigner itu agak buruk. Jadinyn itu gimna cara menyampaiknn kalau temen-temen ini belum mudeng, gini-gini-gini pnda betiau. (The problem is how to deliver our difficulties, many students do not understand the foreigner's words. It sometimes makes the foreigner bad mood. So it is difficult to say that the other students have not understood yet.)" (M2.32)

2. Poor classroom management

Most of students claimed that the foreigner in their conversational class could not manage the class well. Data 17 and Data 18 had confirmed it. The poor classroom management influences the students' reaction and behavior during the class that could trigger subsequent problem such as uncondusive class.

This problem was faced not only by students but the foreigner as well. Unfortunately, those various methods and materials could not be accepted for all of students well. As confirmed by the foreigner, the big gradation of the students' ability was the main factor. For the high students, the class was easy enough to be followed. However, for some very weak students it was difficult even to handle the simplest tasks. When the foreigner prepared the class for the weak students, it would be too easy and annoying for the high ones. Another result, the foreigner had given too difficult task for the weak students, so that they could not fulfill it. Then, the middle level also could not fully satisfy both sides. It also became another obstacle for the foreigner itself.

3. Big class

The conversational class was divided into two classes, X A and X B which each class consisted of 26 students. Unfortunately, the two classes were joined to be one in the conversational class. Although some students did not attend the class, it still became an immersion class. In a conversational class taught by foreigner, too many students surely became a problem.

(Data 54): *"Saya juga kurang sreg nya itu, kita gabung sama anak-anak yang rame gitu la mbak. (The joined class makes me uncomfortable because we have to gather with noisy students)*
(H2.57)

(Data 55): *"Kurang memperhatikan aja saalnya kebawa suasana. Kan itu 2 kelasnya di gabung jadi satu atamatis yang ribut tkuan yang ribut yang anteng juga onteng. (I cannot pay much*

attention because of classroom atmosphere. The two classes are joined into one, so they will very noisy.)" (C2.49-C2.50)

4. Unconducive class.

This kind of condition was an effect from the poor classroom management and big class. It absolutely became a serious problem for those who were enthusiastic and serious in joining the class.

(Data 56): "*Musalahnya itu sebenarnya ya kula saya mendengarkan yang disampaikan foreigner tu kayaknya bisa cuman temen-temennya itu ada yang berisik jadi kurang konsentrasi. (If I listen carefully to the foreigner I think I can understand. The problem is my friends are too noisy so it is difficult for me to get concentration)*" (B2.39)

(Data 57): "*Keganggu sama teman yang ga mendengarkan. Ga kondusif. (The noisy students truly disturb me. It is unconducive class)*" (E2.41)

(Data 58): "*Yaa kalau anak-anak uja pada rumai gitu la, paling judi ga kansen. (If the class is very noisy, it will be difficult for us to concentrate)*" (Q2.36)

5. Bad schedules

The schedule of the conversational class itself also became other problem for some students. There were diligent students who were never absent from the conversational class. However, they who did not attend the class have many reasons. Some students played truant because they were lazy for attending the class. Others blame the inappropriate schedule. The schedule for this extracurricular was on the same time with their own schedule. One of students, for example, admitted that he never came to the class on Friday because he had to

do the other things. It was a real because in the fact he attended the conversational class when it was changed on Saturday.

(Data 59): "*Kalau yang dulu kan sehubis jumat, dan saya tidak ikut. Karena kan kalau dipanti itu harus jumatan di panti, moah mulainya kan habis jumatan kalnu kesini lagi itu ga sempat. (I cannot attend the class because it is Friday. On Friday we have to pray Jum'at in the orphanage, and if I come back to school again it will be very late)*" (P2.24)

(Data 60): "*Kadang saya aktif, kadang dlem, kadang saya nggak masuk kelasnya karena mungkin ada urusan lain atau kerja di 'Humanis' atau gimana gitu. (Sometimes I am active, in other times I am not. Sometimes I do not attend the class because I have other business or works in 'Humanis')*" (H2.27)

(Data 61): "*Segi jamnya mungkin. Kan waktu nwalan dulu kan hari jumat itu sekitar jam 1 jam 2 itu kan anak-anak uda pada cape. (The problem is the schedule I think. In the past it was in the afternoon on Friday at 1 or 2 p.m., when the students are tired enough)*" (J2.50)

Every student had their own ideal time for the schedule of the conversational class. Some of them preferred having a class on Friday to Saturday. However, the other students were on the opposite one. The main thing was an appropriate schedule had to be arranged to create an effective teaching and learning process.

C. Students' Strategies to Overcome the Problem

The students tried to find the strategies to overcome these problems. The strategies below were their own initiative to adjust themselves in the foreigner's class in order to be able to follow the class activity well. The strategies they applied could be listed in general as follow.

1. Peer help.

Asking to the friends about the meaning of the foreigner's words was the simplest strategy to overcome the communication problem. Mrs. Hesti sometimes helped the students' difficulties when she was monitoring the conversation class. However, the students could not rely on her since it was impossible for Mrs. Hesti to monitor each meeting. Thus, peer help became the best alternative.

(Data 62): "*Jadi dia itu kayak eeem pakai bahasa inggris tapi murid-murid ga tktu, kadang kan bu Hesti mendampingi. Yang ngomong bu Hesti nya.* (When the students do not understand the foreigner's words, Mrs. Hesti will help us if she is monitoring the class)" (D2.14)

(Data 63): "*Kalau saya sich mnya sama temen, kan nda temen yang lebih pandai lah pastinya dari saya itu ya tanya gitu kalau nggk nganu ya tanya ke foreigner, "maksude apa tadi" gitu?* (I will ask to other friends who understand it. If it doesn't work, simply, I will ask to the foreigner what it means)" (A2.42)

(Data 64): "*... Temen-temen kan kadang kurang paham, kadang dia minta talang ke temen yang paham untuk membahas/indonesiakan.* (When the students do not understand it, the foreigner will ask the high students to translate it into Bahasa Indonesia)" (D2.9)

2. Making agreement with the foreigner.

This step was not easy to be taken as mention by Data 53 before. However, they had to do it in order to make the teaching process as an effective way.

(Data 65): "*Ya pernah. Akhirnya, kami buat kesepakatan gitu. Jadioya setiap dia menympaikan sesuatu, kalau ada yang tidak mudeng nanti ditanyakan sama,..ee apa... kadang kan Bu Hesti menemani, kalau ndak ya sama Amalia itu, sama saya.* (Finally we make an agreement. When we don't understand it, we can

ask to Mrs. Hesti when she is on the class... or they can ask Amalia or me)" (M2.33)

3. Paying more attention.

Because of some factors like noisy and uncondusive class, paying more attention became a very difficult effort. Nevertheless, it was claimed as an alternative to overcome the students' problem. They could start it individually.

(Data 66): "*Ya mulai dari diri sendiri aja lah mbak. Ya dlem aja lah, memperhatikan.* (We can start from ourselves to pay more attention on the foreigner's explanation)" (C2.53)

D. Expectation of An Ideal Conversational Class

From the weakness in their conversational class, the students got such of description about the ideal one. An ideal conversational class taught by foreigner needed some requirements that could be listed as follows.

1. Teacher's caring.

Dispassionate teacher brought a negative response from the students. They would not pay much attention when they thought that their own teacher did not care of them. An ideal conversational class could be realized if the foreign teacher gave more attention toward the students' difficulties and needs.

(Data 67): "*... Terus guru tu memperhatikan audience. La dia tu... harusnya tu ga, gimana yo? Istilake tu ga seperti foreigner itu. Dia itu kala yang ga paham ya harusnya ditanya gimana enaknye. Tapi kala seperti foreigner itu menurut saya guru yang kuraag asyik, kurang iaenarik* (As a teacher, he should

care of his students. Taward those wha have not understood yet, he should discuss it together ta find the salution. If he does not, I think the class will not be interesting)" (I2.30)

(Data 68): "*(Sarannya) lebih memperhatikan siswanya* (As the advice, he should pay class attention toward his students)" (O2.57)

2. Good classroom management.

Classroom management absolutely influenced the effectiveness of the teaching and learning process. As mentioned before, the good classroom management was needed to create an ideal conversational class as the students expected.

(Data 69): "*Ya harus banyak-banyak menguasai audience. Menyampaikan materinya itu sejelas mungkin. Ya intinya itu pokoknya harus mengunsai audience benar-bener gitu mbak.*(he has to be able ta handle the audience and give a bright explanation. The main paint is handling the class well)" (B2.42)

(Data 70): "*Speakernya bisa menguasai audience yang jelas. Kemudian Materinya bsa terimmpaikan dengan baik dan ga membosankan.* (The speaker can handle the audience. Then the materials can be given well through fun roethod)" (H2.63)

3. Good interaction as well as gaad cammunication.

The good interaction could be a measure for a successful teaching and leamiag process. Therefore it was requirement for an ideal conversational class. Beside, for most of students a good communication between the foreigner as the teacher and the students was very important. From the students' percepnian, the foreigner's ability to speak local language, Bahasa Indonesia in this case, was needed to create a gaad interaction as well as good communication.

(Data 71): "Eee.. Kelas yang ideal itu merupakan kelas yang dimana ee.. Sebagai pengajarnya itu pun mempunyai ee... mempunyai, mempunyai pengetahuan yang cukup sehingga dapat mengajarkan siswanya atau anak-anuk nya itu agar menjadi lebih baik dan siswanya pun juga harus ikut antusias atau berpartisipasi dalam kelas itu sendiri. Kalau hanya gurunya saja yang meneraangkan tetapi muridnya tidak mau ikut berpartisipasi itu khan juga sama saja. (An ideal class is... ee... the teacher has a wide knowledga sa he can teach the students to be better. Then, the students their selves have also to be enthusiasm and give good participation during the class. If the teacher is the only one who is active it will be useless)" (A2.43)

(Data 72): "Murid-muridnya itu respon, terus foreigner-nya senang, kita-nya juga senang. Komunikasinya baik. Ya gitu deeeh. (The students can give a good response. Both, the foreigner and the students enjoy the class. Then there is good communication)" (D2.35)

(Data 73): "Sebelumnya dia itu juga harus bisa see... kan dia uda bisa bahasa Inggris pastinya ya, terus untuk mengajar disini kan dia juga harus bisa bahasa Indonesia, jadi dia harus lebih memahami bahasa Indonesia terus hubungannya dia lebih memahami bahasa Indonesia, apa, hubungan foreigner sama anak-anak tu bisa lebih baik gitu, jadi bisa nyambung, aepet nyambung, terus, kalau dia bisa bahasa Indonesia mungkin lebih asyik itu kelasnya. (He cannot speak English well of course. besides, he has to be able to speak Bahasa too since he teach here. If he can speak Bahasa, the relationship between foreigner and the students will go well. We can communicate well, so that the class will be fun I think.)" (K2.34)

4. An ideal numbers of students.

In the students' point of view, a class with too many students would cause such problem. An ideal conversational class, according to them consisted of 15 to 18 students only.

(Data 74): "Kelasnya yang ideal itu ya kalau kelasnya itu jangan banyak gitu. Kalau banyak itu kan kita bisa mengganggu konsentrasi yang satu agabral terus yang satu mengerjakan kan ga konsen. Tapi kalau sekitar 15 sampai 18aa arang kan kita bisa konsen. Guru menerangkan, bercanda iawa, waktu bercanda sendiri

waktu menerangkan sendiri. Tapi kalau banyak itu kan biasanya ada yang ngabrol, ada yang gimana gimana kan hasian yang mau memperhatikan pelajaran. (An ideal class does not have too many students. It will disturb the others' concentration. If it consists of 15 to 18 students, it will be better. The teacher can explained well and sometimes add a humor. Too many students will disturb those who want to pay much attention toward the lesson)" (I2.29)

(Data 75): "Untuk kelas yang ideal, saya kalau conversation kelas ya, itu setengah kelas ini lah. Limabelasan. (An ideal conversational class consists of a half of this class, I think. It is about 15 students)" (H2.59-H2.61)

5. An appropriate schedule.

As mentioned before, an appropriate schedule was very crucial since finding the best time to learn could motivate the students and create a positive atmosphere in the class.

(Data 76): "Kalau menurut saya, kalau bahasa Inggris itu, mungkin tengah aja, saalnya kesenangan saya itu kalau pagi itu yung itung-itungan aja, trus akhir-akhir itu nan yung agak santai kayak seni music gitu menurut saya kan agak santai ya, jadi kalau bahasa Inggris itu mungkin yang jam ke 3-4 gitu jangan sumpni setelah istirahat kedua lah gitu. (For me, the early time will be good for the calculation. Then the last is appropriate for the easy lesson like music. So I think English will be better if it is put on the third or fourth time. Don't put it after the second rest)" (K2.35)

(Data 78): "Pagi aja sih, kalo siang kadang-kadang ada yang ngantuk, capek. (Morning will be more appropriate time I think, because at afternoon the students feel sleepy and tired)" (N2.60)

6. Cultural understanding.

The description before had proven that the cultural understanding is a compulsory requirement in teaching English abroad. A foreign teacher's comprehension toward the cultures and norms in

other country were absolutely indeed to avoid misunderstanding and inconvenient.

(Data 79): *Kelasnya yang ideal ya... sebenarnya saya untuk ukuran belluu dengan segala kebudayaan yang berbeda, dengan kemampuan bahasa yang dari kami dan beliau yang memang berbeda, saya kira cukup ideal. Tapi nangkah lebih baiknya apabila beliau itu memahami adat-istiadat disini, nilai dan norma disini. Kemudian eee apa ya.. tidak moody gitu tidak tergantung mood.* (An ideal classroom... I think for the foreigner with any differences of cultures and language, I think it is ideal enough. However, it is better if he understand the cultures, values, and norms here. Then he does not a moody person anymore) (M2.37)

7. Students' interest.

Students' interest strongly influenced how the students contribute during the class. From the beginning, SMA Muhammadiyah (Plus) Salauga itself had framed the conversational class into a kind of extracurricular, a place where the students could develop their skill depending on their interest. Thus, from the students' perception, it would be better if the conversational class is designed for the students who were really interested on it.

(Data 80): *"Yang ideal itu, sesuai minat aja gitu la mbak. Yang minat yang bener-bener minat dikumpulkan bint apa ya, minat itu bisa dikembangkan. Yang ga minat nanti ganggu yang minat kan.* (The ideal class can be realized if it is designed for those who truly interested in the class. So, they can develop their interest. The uninterested students will only disturb the interested ones)" (C2.52)

(Data 81): *"Menurut saya? lebih baik, ee dipisah juga bisa, atau enggak itu untuk yang berminat saja gitu.* (the serious students and the noisy ones can be separated I think, or the class is only for the interested students)" (H2.58)

CHAPTER V

CLOSURE

Conclusions and suggestions can be drawn by referring to the research findings which is presented descriptively in chapter four.

A. Conclusions

The prominent intention of presenting conclusions is to answer the research questions, thus, the conclusions drawn for this research are:

1. The students' perceptions toward conversational class taught by foreigner counterpart are very various. They have their own opinion with its strong reasons.

For some students it is a new experience which gives them unforgettable experience. Through many kinds of teaching methods and attractive materials the foreigner can give fun learning for the students. These most of the students give high appreciation with the presence of foreigner in their class.

However, for a few students, the presence of foreigner in their class is not a special thing. For them the most important thing is not about foreign teacher or Indonesian one. Whoever the teacher, they highlight that the more crucial thing is how the teacher can manage the class well. Good classroom management which triggers fun learning is their main

consideration. So they do not consider the presence of foreigner as special thing.

Whereas, those who do not like the foreigner's class agree that the personality of the foreigner is the main cause. The foreigner is considered as a temperamental person. The students claimed that their fun learning turns to be bored or strained when the foreigner is getting angry. Then, poor classroom management which triggers uncondusive class becomes the additional reason to dislike the foreigner's class.

2. Having new experience in the foreigner's class forces the students to adjust their selves. During this teaching and learning process, they find some difficulties as follows.
 - a. Communication problem. It is claimed as the biggest problem where most students cannot understand the foreigner's words. They also cannot give an appropriate feedback since they do not know how to communicate with the foreigner well. This problem widens gaps between them.
 - b. Poor classroom management. This kind of weakness enables some students to make noise during the class. The students will be difficult to concentrate.
 - c. Big class. The conversational class consists of too many students since the two classes are joined as one.

- d. Unconducive class. This situation is a result of poor management classroom and big class. This unconducive class disturbs those who want to pay attention seriously.
 - e. Bad schedule. Some students claimed that the conversational class itself is scheduled in inappropriate time. It even disables the students to attend the class.
3. Regarding the problems above, the students do some strategies. Although these strategies could not be used for long time period, at least it can help the students during the class. The strategies they applied in facing their difficulties are:
- a. Asking friends about the meaning of foreigner's word (peer help)
 - b. Making agreement with the foreigner.
 - c. Paying more attention toward the foreigner's explanation
4. Some weaknesses they found in their foreigner's class give a description of an ideal conversational class. According to their own experience, these criteria below are needed to create an ideal one.
- a. A foreign teacher's caring who notices the students' needs, hear their opinion and helps their difficulties.
 - b. Good classroom management.
 - c. Good interaction and communication between teacher and students.
 - d. Conducive classroom which consist of 15 or 18 students.
 - e. An appropriate schedule for a conversational class.
 - f. Good cultural understanding.

g. Based on the students' interest

Most students admit that having taught by foreigner can improve their English skill, especially from the vocabularies and pronunciation. However, a better conversational class with a foreigner as the teacher will give progress maximally.

B. Suggestions

From the findings presented earlier in chapter four, here are some suggestions that can be taken as a consideration.

1. As confirmed by the foreigner, it is very important for the school in having a serious concept to integrate the conversational class into a useful frame. Useful frame could be, for example, a support class for weak students. Arranging an appropriate schedule is also crucial thing to be considered since it influences the students' motivation. An appropriate schedule will bring a positive atmosphere.
2. Coordinating between the English teacher and foreigner by conducting a briefing before class and evaluating after the class could be done to avoid unnecessary things. The foreigner teacher could discuss the materials and share the problems during the class
3. English teacher can be a bridge to unite and minimize the gap between the foreigner and the students; helping to create good atmosphere and built good emotional relationship between the students and the foreigner.

4. Improving teaching skill is absolutely needed especially for the foreigner teacher with different background and knowledge.
5. For the students, utilizing this good chance is important to develop English skill. At least the students could know how capable they are in facing the foreigner's class. It can be starting point to make a better preparation so that they could use their understandable English.

This research may be taken as a consideration in conducting a class with a foreigner as the teacher. However, as the time goes by, the researcher believes that the needs of students and the foreigner's role in the class will change. Thus, this research cannot be an absolute outcome which can be used all the time. This research may discuss a little foreigner's role in the class from students' perception, so the researcher strongly recommended the better and broader study about this case.

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Curriculum Vitae

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Date of Birth : June, 24th 1990
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Religion : Islam
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50777
E-mail/Phone Number : inayah_nu@yahoo.com / 087834699359
Education : 1996-2002 : SDN 4 Timpik, Semarang
2002-2005 : SMPN 1 Susukan, Semarang
2005-2008 : SMAN 1 Tengaran, Semarang
2008-2012 : STAIN Salatiga

September, 3th 2012

Nurul Inayah

APPENDIX

- Attendance List of English Conversational Class in SMA Muhammadiyah (Plus) Salatiga
- Teaching Report of English Conversational Class in SMA Muhammadiyah (Plus) Salatiga
- Foreigner's Email Regarding the Information and Report of English Conversational Class
- Interview's Guideline Questions
- Transcription of Interview Process with the First Year Students of SMA Muhammadiyah (Plus) Salatiga
- Surat Keterangan Telah Melakukan Penelitian in SMA Muhammadiyah (Plus) Salatiga
- Surat Izin Penelitian
- Pembimbing dan Asisten Pembimbing Skripsi
- Lembar Konsultasi Skripsi
- Daftar SKK

**DAFTAR ABSEN KEGIATAN EKSTRA KURIKULER
SMA MUHAMMADIYAH (PLUS) SALATIGA
TAHUN PELAJARAN 2011/2012**

jenis Kegiatan : English Conversation
 Pembina : Heri Aneskind, S.Pd.

Tempor : Jonnes Hub.
 R/S : X - A

No	No. Induk	Nama Siswa	LP	Ke las	TANGGAL/BULAN													
					20	1	11	16	25									
1		Ahmad Zain			✓			✓	✓									
2		Anus Kurniawan			-	-	-	-	-									
3		Amalia Isna R			✓	✓	✓	✓	✓									
4		Arfan Fadhilah			✓	✓	A	✓	✓									
5		Astri K D			✓	✓	✓	✓	✓									
6		Azka M. R.			✓	✓	A	✓	✓									
7		EKO Kristiadi			✓	✓	✓	✓	✓									
8		EKO Nur Cahyono			-	-	-	-	-									
9		Iis Stolekhan			✓	✓	✓	✓	✓									
10		Imam Arif S			✓	✓	✓	✓	✓									
11		Ishomah			✓	✓	✓	✓	✓									
12		Kasmin			✓	✓	✓	✓	✓									
13		Komaruddin			-	-	-	-	-									
14		Lestiyani			✓	✓	✓	✓	✓									
15		M. Mukhtar			✓	✓	A	✓	✓									
16		Nur Lutfan			✓	✓	✓	✓	✓									
17		Nur Sigit			✓	✓	✓	✓	✓									
18		Retno Nugrum			✓	✓	✓	✓	✓									
19		Rizki Gultiyawati			✓	✓	✓	✓	✓									
20		Rosjad Nurdien			✓	✓	✓	✓	✓									
21		Sara Amalia - S			✓	✓	✓	✓	✓									
22		Siwa Prastika			✓	✓	✓	✓	✓									
23		Suryoto			✓	✓	-	-	-									
24		Tia Rahayu			✓	✓	✓	✓	✓									
25		Toat Adawati			✓	✓	✓	✓	✓									
26		Tulus Candia			✓	A	A	✓	✓									
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CATATAN:

- S : SAKIT
- I : IJK
- A : ALPHE TANPA KETERANGAN

PARAF PEMBINA



Salatiga

Mengetahui
Kepala Sekolah

Wzka Kediswaan

Drs. Anus Hartawan, M. Pd
NIP. 19530908 199302 1 004

Dra. Burailah
NIP. 19620508 199003 2 005

**DAFTAR ABSEN KEGIATAN EKSTRA KURIKULER
SMA MUHAMMADIYAH (PLUS) SALATIGA
TAHUN PELAJARAN 2011/2012**

jenis Kegiatan : English Conversation
Pembina : Hesti Ariestina

Tempat : Johannes Hu 6
Kis : X.B

Jd	No. Induk	Nama Siswa	L/P	Ke las	TANGGAL/BULAN															
					28 10	29 10	30 10	31 10	1 11	2 11	3 11	4 11	5 11	6 11	7 11	8 11				
1		Adi Waluyo			✓	✓	✓	✓	✓											
2		Arjan Heri			✓	✓	✓	✓	✓											
3		Anisah			✓	A	✓	A	✓											
4		Arif			-	-	-	-	-											
5		Asepah Dwi			A	A	✓	✓	A											
6		Christiam Selja B			A	✓	A	✓	A											
7		Deka Niyando			-	-	-	-	-											
8		Eka Budi Setyaningtyas			✓	✓	✓	✓	✓											
9		Khalid Ikhsan			-	-	-	-	-											
10		Kami Kaitan			✓	✓	S	A	✓											
11		Febriana W			✓	✓	✓	A	✓											
12		Rihan G			✓	✓	✓	✓	✓											
13		M. Ansoni			✓	✓	✓	✓	✓											
14		M. Shodikin			A	✓	✓	A	✓											
15		Mulyani			✓	✓	✓	A	A											
16		Nita Wulandari			✓	✓	✓	A	A											
17		Novia Yuli			✓	✓	S	✓	✓											
18		Enkhantri			✓	A	✓	✓	✓											
19		Rammanah Dwy			✓	A	A	A	✓											
20		Rice Rindi			✓	✓	✓	✓	✓											
21		Ronana N			✓	✓	✓	✓	✓											
22		Septiana Dwi			✓	✓	✓	✓	✓											
23		Sugeng S			-	-	-	-	-											
24		Burvo Rizal			✓	✓	✓	✓	✓											
25		Lini R			✓	✓	✓	✓	✓											
26		Yoda S			✓	A	✓	A	✓											
27																				
28																				
29																				
30																				

CATATAN:

S : SAKIT

I : IJIN

A : ALPHABET TANPA KETERANGAN

PARAF
PEMBINA

(Handwritten signatures)

Sesoga,

Yangtahu
Kepala Sekolah




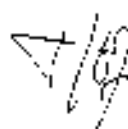

Waka Kelembaan

Drs. Anin Hartawan, M. Pd
NIP. 19530603 198302 1 000

Dra. Suratiah
NIP. 19520806 198003 2 000

**JURNAL KEGIATAN EKTRA KURIKULER
SMA MUHAMMADIYAH (PLUS) SALATIGA
TAHUN PELAJARAN 2011/2012**

TEMA KEGIATAN : English Conversation
LOKASI : Hesti Arrestina & Irganes Hub
WAKTU : Oktober & November

HARI ANGGAL	MINGGU KE	MATERI KEGIATAN	NAMA SISWA TIDAK HADIR	KET	TANDA TANGAN PEMBINA
1 / - 2011 10	4	Introductory of English Conversation.			
1 / - 2011 11	1	Talking about Germany and it's Nation.			
1 / - 2011 11	2	Back bound Ball playing.			
3 / - 2011 11	3	Talking about Indonesia and it's Nation.			
5 / - 2011 11	4	Whispering words. playing			

Salatiga,

Mengetahui
Kepala Sekolah

Waka Kesiswaan

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Dra. Suratliah
NIP. 10620608 199003 2 008

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Report: English – Conversation Class in the Muhammadiyah High School Soka- Salatiga

My name is Jehannes Hub. I am 25 years old and from September 2011 until August 2012 I was working as a volunteer in an orphanage in Salatiga. My job also included an English conversation class in the Muhammadiyah High School Soka- Salatiga.

This report shall sum up the experiences I have made during eleven months of teaching English in the High School, show up my expectations, experiences and problems as well as solutions for them.

Expectations:

According to the fact, that I have never taught English in my life and a fortiori in a foreign country and I had no clear image of the reality in Indonesia, I tried to keep my expectations low. This measure should protect me from being disappointed or flashed by the circumstances I might be confronted with. In my imagination there could be everything from a bad equipped, overcrowded class room and kids that are aggressive until diligent students and a well equipped school and everything between, as well as every combination. As I already marked, I tried to keep my expectations low. What concerned me more than the concrete situation in the classroom, were my expectations of the teachers for my person and if I would be able to meet those expectations.

Perception:

My concerns about the lacking ability to meet the expectations of the teachers were resolved by a relative warm welcome by the children in the orphanage, as well as low expectations by the supervising teacher. Many students of the class are as well kids of the orphanage. My only task was to search for topics that the students can talk about and prepare them to be suitable for students in the ages of 15 until 17 years once a week. The very first task for me consisted in preparing three students for a debating club.

The classroom was well equipped with beamers, air- fans and a blackboard. The only lacking thing were chairs, so that some of the students had to sit on the ground and of course gathered up there and did not pay attention to the class. Never the less the students have been very friendly.

Also the teachers always welcomed me warm and gave me any help that I needed.

Problems and solutions

There have been several problems concerning the conception of the class, the methods, that I used, as well as the composition of the students and in one case religious/ideological undermining of the topic by the teacher.

1. The class consisted of some very strong students, that did not need any extra english class and some very weak students that could not even handle the most simple tasks (and of course any graduation in between). Due to that composition of the class there have been three different effects. One was, that I prepared the class for the weak students and designed it too easy for the strong students that felt annoyed. Another result might have been, that I gave the class tasks that have been too difficult for the weak students, so that they could not fulfill them. Also the middle could not fully satisfy both sides.
2. The heterogeneous composition of the class was the result of an inadequate concept of the class: My task was just to find a topic for the students and talk to them. Of course for some of them it was just annoying additional work, that had no certain part within the

concept of the school. So many of the students preferred to play with their handphones and laptops. Also the class was very often dropped by the school in favour of other events, which disturbed the continuity of conversation practice.

Solution for point 1 and 2: The class should have a clear concept. It is unrealistic that a heterogeneous class of 30 students will have benefits by an extra English class, just because there is a white man teaching them. The better way could be, for example, making an extra class for weak students or making English projects for strong students. Additionally the school should cancel less classes in order to help the students to get used to it.

3. Another problem was the fear and reluctance of the students to use the English language. An activating English class must activate students to use the language and perceive using it as fun. There are methods to activate them. Unfortunately I focused too often on the topic and too less on the use of English by everyone.

Solution: This problem can be handled by a empathetic choice of methods that focusses more on the process of learning than an outcome and "score". Too often I was biased by the strive to give classes with claims, that make a well prepared impression instead of having fun with the students.

I also could have asked the supervising teacher for more support.

4. One event, that I remember with strong concern, was the HIV prevention class, that I gave to the kids. It is common sense to doctors, sexual scientists and health departments, that the only way of avoiding the risk of an HIV – infection is using condoms at the sexual intercourse, make HIV checks and chastity (which can be excluded just by reality and human nature). As I told them about the use of condoms, I was astonished that the teacher interrupted me and explained to the children, that these condoms are sinful and do not fit to their religious education. The use of prevention methods would let them have an unnatural lifestyle.

Solution:

This is a careless and dangerous education to the students, because statistics show that young people are the most endangered group of new HIV infections and apparently chastity is not their way of choice. Considering the growth of new infections in the last years and also the huge overpopulation of Indonesia it is vital for them to be aware of modern methods of prevention and family planning. Religious moral has no answers to these problems and urgently should check up with the reality or stay out of questions of health and reason.

My best experience:

An unforgettable moment was the preparation of some of the students for a debating competition. The atmosphere was free-minded and inspiring. They even invited me to the competition.

Even though they did not win, I had the feeling, that they benefited from this class at least concerning their motivation.

I also felt good, when some of the students thanked me for the class and even unmotivated students could present something in the end of the class.

Interview's Guideline Questions

1. Apa kamu suka pelajaran bahasa Inggris? Kenapa?
2. Apa kamu suka diajar oleh foreigner? Kenapa?
3. Apa pendapatmu tentang foreigner yang mengajar di kelas conversationmu?
4. Apakah penjelasannya mudah dipahami? Kenapa?
5. Apakah foreigner memberi kesempatan pada siswanya untuk bertanya/menyampaikan pendapat?
6. Lalu apakah kamu berani bertanya/berbicara selama mengikuti kelas foreigner tersebut?
(Apakah kamu aktif di kelas?)
7. Apakah kamu merasa takut atau grogi ketika harus berbicara di kelasnya foreigner?
Kenapa?
8. Bagaimana sikap foreigner tersebut jika ada yang tidak disiplin di kelas?
9. Menurut pendapatmu seperti apa kelas konversasional mu itu?
10. Bagaimanakah suasana di dalam kelas? Menegangkan, menyenangkan atau membosankan?
11. Apakah metode yang digunakan menarik? Metode apa yang paling kamu suka?
12. Apakah materi yang disampaikan menarik? Materi apa yang paling kamu suka?
13. Apa yang paling kamu suka dari kelas conversation yang diajar oleh foreigner?
14. Hal apa yang paling tidak kamu suka dari kelas conversation yang diajar oleh foreigner?
15. Apa masalah utama yang kamu hadapi di kelas?
16. Apa yang kamu lakukan untuk menyelesaikan masalah tersebut?
17. Menurut pendapatmu, seperti apakah kelas conversation yang diajar oleh foreigner yang ideal itu?
18. Apakah diajar oleh foreigner banyak membantu mengembangkan kemampuan bahasa Inggrismu?

TRANSCRIPTION

A. The first day of interview with the students from XA on Tuesday, 29 may 2012 at 07.45 - 9.15 a.m.
 A1 = Interviewer; A2 = Interviewee

Code	Transcription
A1.1	Langsung saja ya, jadi ini nanti pertanyaannya itu sekitar tentang kelas <i>conversational</i> yang diajar oleh <i>foreigner</i> . Sebelumnya A2 itu suka pelajaran bahasa Inggris ga?
A2.1	Suka.
A1.2	Suka ya? Kenapa?
A2.2	Ya, bahasa Inggris itu kan bahasa komunikasi ya, kalau kita tidak suka dengan bahasa Inggris itu sama saja kita kan menutup diri kita dengan dunia luar gitu. Jadi kalau kita bisa bahasa Inggris kan mungkin bisa berkomunikasi dengan orang asing terus bisa mengembangkan pengetahuan kita lah tentang dunia luar.
A1.3	Bemeri ketika diajar oleh <i>foreigner</i> itu gimana menurut a? A2 senang ndak?
A2.3	Eee senang banget ya, karena jarang banget bisa ketemu sama bule terus langsung bisa berinteraksi langsung gitu.
A1.4	Kalau menurut A2 sendiri <i>foreignernya</i> itu seperti apa?
A2.4	Ee.. Lumayan asyik terus juga inovatif jadi buat game apa apa gitu jadi kadang ada cerita terus suruh buat.. Pernah suruh buat kurnik pake bahasa Inggris, terus apa lagi ya? Eem ada drama juga pakai bahasa Inggris terus itu juga ada pengenalan tentang Jerman eee itu, asal dari <i>foreigner</i> itu sendiri.
A1.5	Oo gitu? Eee kalo misal dari penjelasannya sendiri, nah itu menurut A2 mudah dipahami ndak?
A2.5	Eem kalo saya pribadi itu eee paham, tetapi mungkin teman-teman saya yang kurang apa ya, ya ya kadang "opo sih artane? Ndak mudeng" gitu.
A1.6	Oo gitu? Eh dalam percakapan, eh dalam menjelaskannya itu total pake bahasa Inggris to?
A2.6	Ya.
A1.7	Oo gitu? Ndak disiplin bahasa Indonesia sama sekali?
A2.7	Ee mungkin kalau bahasa Indonesia mungkin greeting, terimakasih, atau selamat pagi gitu gitu.
A1.8	Oo gitu? Ya ya. Kalau misalnya saat <i>foreignernya</i> menjelaskan itu ada konfirmasi ndak? Misalnya tanya: "ada paham belum?" Atau "apa ada yang ditanyakan?" Na kaya gitu kaya gitu?
A2.8	Ya, tapi mungkin teman, karena ee ya.. Ada, mungkin terkadang teman saya kan odak mudeng, sama sekah gak mudeng ya kalau mau tanya pun dia kan juga bingung, jadi ya.. Ga ditanggapi gitu sama teman-teman.
A1.9	O ya, berarti kalau interaksi di dalam kelas itu bagus ndak? Interaksi antara <i>foreignernya</i> dengan murid-muridnya gitu?
A2.9	Ya bagus..
A1.10	Ada tanya jawabnya juga?
A2.10	Ya, ada..
A1.11	Eem ya ya ya. Kalau misal ada yang bertanya itu ditanggapi dengan baik, maksudnya misalnya belum jelas terus dijelaskan lagi ndak? Di ulang-ulang lagi gitu?
A2.11	Ya, dia mencoba menjelaskan. Eee ya ya dia mau mencoba menjelaskan dengan mungkin kalau seumpama kata-kata yang sulit gitu dia coba menjelaskan dengan kata-kata yang mungkin lebih mudah gitu.
A1.12	Kalau misalnya ada yang tidak disiplin tuh di kelas, misalnya ya misalnya mainan hp atau misalnya datang terlambat, nah itu suka marah odak <i>foreignernya</i> ?
A2.12	Ee ya terkadang dia kalau, dia lebih suka marah apabila teman-temannya itu <i>give pay attention</i> gitu jadinya kalau main sendiri gitu, dia pasti ee rada kasar biarannya.
A1.13	O gitu? Kasarnya maksudnya seperti apa?
A2.13	Seperti mungkin menggebrak meja "How c'non guys" gimana gitu.
A1.14	O gitu? Tapi kalau misal menghukum itu pernah ga?
A2.14	Kalau menghukum, ga!
A1.15	Ga pernah ya? Dia termasuk orang yang ramah? Atau mungkin..
A2.15	Ya..ya lumayan friendly, saya juga kalau ketemu di jalan gitu "oo A2" gitu eww sama saya.
A1.16	O ya ya berarti cukup mengenal muridnya gitu. Ee kalau misal <i>foreignernya</i> itu ee saat di kelas itu memberikan kesempatan pada murid-muridnya untuk bertanya gitu gak atau misalnya untuk menyampaikan pendapatnya gitu. Atau total dengan yang menjadi center di kelasnya itu <i>foreignernya</i> itu atau meminta pendapat dari murid-muridnya.
A2.16	Mungkin, ya dia sebagai centernya, kalau saya liat.

A1.17	Oh, iya karena murid-muridnya yang ga mau, maksudnya kurang ..
A2.17	Iya kurang ..
A1.18	Maksudnya kurang berinteraksi atau... Tapi diberikan kesempatan atau memang tidak diberikan kesempatan untuk bertanya atau menyampaikan pendapat?
A2.18	Gimana ya... ee ya.. Kadang kalau seandainya dia memberikan suatu penjelasan itu pasti dia dulu yang menyampaikan gini-gini baru nanti kalau apa iya ee "udah paham belum" apa gimana heheya seperti itu, gitu. Jadi ga begitu ya.
A1.19	Ok. Kalau misal dari A2 sendiri nih..kalau misal di kelasnya <i>foreigner</i> itu. A2 menurut A2 ya, termasuk yang aktif atau yang lebih ke dia gitu?
A2.19	Kalu saya sih lebih ke aktif ya, karena dasar saya adalah anak yang cerewet jadi ya gitu...
A1.20	O ya... Haha, kalau misal bertanya atau menyampaikan pendapat itu merasa gregi ga? Kalau di kelasnya <i>foreigner</i> ?
A2.20	Ya biasa aja. Karena sebelum e memang sudah pernah.. Waktu ada lomba bahasa inggris itu pernah yang ee. beberapa anak itu ditunjuk dan itu yang membombing langsung <i>foreigner</i> gitu jadi lebih dekat aja emang udah mendeng gitu, sama saya pun uda tau.
A1.21	Socara personalnya sudah akrab ya... Ok jadinya ndak takut-takut. Kalau misalnya ada tugas gitu ee selalu dikerjakan dengan baik gitu atau misalnya "ah <i>hweh ah</i> " gitu di tinggal atau gimana?
A2.21	Paling kan tugas-tugasnya ya seperti ee yang pernah dia berikan itu buat komik ya.. Ya itu diselesaikan, tems kalau ada eee. Suruh buat drama ya di buat gitu.
A1.22	Oo pernah buat drama juga?
A2.22	Ya, jadi di situ kalau gak salah ya, ceritanya itu ee ada orang asing yang tidak tahu jalan terus nanti tanya sama orang sekitar.
A1.23	D gitu? Mini drama gitu? O ya ya. Itu temen2 juga antusias ndak kira-kira atau cumaAdan beberapa orang saja?
A2.23	Eee kalau temen-temen sih ya cukup antusias ya. Ee mungkin terkadang kan ya ee kalau terkadang dia kan gak patek nyangkut gitu ya nanti "gini gini gini" coba jelasin. "Oo ya ee ya" gitu jadinya kita yang coba mengajak biar temen-temen juga antusias.
A1.24	Oo ya ya ya. Kalau suasana kelasnya sendiri itu kalau menurut A2 lebih ke arah yang menegangkan, menakutkan gitu atau lebih ke yang menyenangkan atau mungkin malah justru membosankan?
A2.24	Emm, kalau saya sih ya cukup menyenangkan tetapi kadang agak garing. Hehe
A1.25	Agak garing? Itu dari omongannya atau dari metodenya itu yang garing?
A2.25	Em mungkin... Ee, gimana ya?! Mungkin temen-temen juga,, gimana ya?! Mungkin suasananya aja mungkin terkadang agak garing tetapi kadang lebih ke <i>fun</i> nya sih
A1.26	Lebih sering yang garing nya apa yang <i>fun</i> nya tu
A2.26	<i>Fun</i> hehe
A1.27	<i>Fun</i> ya? Oo ya, kalau <i>fun</i> nya itu tergantung dari metodenya?
A2.27	Ya. Dia itu mengajarkan apa, soalnya kalau sesuatu yang tidak menarik perhatian anak itu kan jadinya kan ga suka gitu, "naaaaah kaya gitu" gitu.... Jadine ya lebih enak kalau eeee yang apa itu, sesuatu yang mengasikkan aja gitu, itu pasti enak baged, <i>fun</i> gitu, temen-temen pun juga asyik.
A1.28	Berarti dari sekian banyak metode yang dia gunakan yang paling disukai A2 iya apa? Metode yang mana?
A2.28	Eee dimana yaitu metode yang pake <i>game</i> gitu, trus atau mungkin metodene mengajak anak-anak langsung terlibat seperti opa itu? Ee apa ya? Maksudnya bukan dia sebagai centernya tetapi kita juga ikut berpartisipasi gitu.
A1.29	O ya. Kalau materinya sendiri, temanya gitu lo, misalnya eee tema hari ini tentang apa. Jerman atau tentang apa, naaa itu materinya cukup menarik ga kalo menurut A2?
A2.29	Ada beberapa materi yang menarik, eee banyak materi yang menarik tetapi ada beberapa yang mungkin agak membosankan.
A1.30	Oh gitu? Kalo menurut A2 yang paling menarik dari sekian banyak materi itu yang mana?
A2.30	Kalo saya sih lebih materi apa ya? Ee materi yang drama itu, hehe, terus ada eee disitu eee dimana <i>foreigner</i> itu punya bola, itu diemparkan kepada anak terus nanti anak itu yang membaca sebuah cerita seperti itu. Jadi...
A1.31	Jadi di dalam bolanya itu sudah ada temanya terus anak yang membaca... ooo tema/bacaan?
A2.31	Bacaan.
A1.32	Ooo gitu, terus nanti yang mendapatkan itu dibaca oleh anaknya itu? Ooo ya. Dari sekian banyak penemuan, mana hal saja yang paling berkesan buat A2?
A2.32	Eee paling berkesan itu mungkin ya ... apa ya. . . hehehehehe
A1.33	Yang benar-benar disukai, yang ga bakal kelupa deh gitu.

A2.33	Oo yang ga bakal kelupa ya mungkin setiap dia membawakan itu, itu tu seru aja gitu. Iya ga, oke? kelupa. apaing kan "waaa saya dulu pernah la kelabangan bule gini gini gitu" kan itu sebagai... eee merupakan hal yang ga terlupakan gitu.
A1.34	Jadi sesuatu yang membanggakan ya? Ok. Kalo yang paling tidak disukai?
A2.34	Eem mungkin ada suatu tema yang itu agak Ihagak jernk sebetulnya.
A1.35	Oya yang itu ya maksudnya, yang HIV itu?
A2.35	Ya. Itu menurut saya ya. Saya aja kabur dari kelas.
A1.36	Kabur dari kelas?
A2.36	Ya, karena itu eeeh...
A1.37	Ya, bener-bener di luar ya itu ya ... ya <i>foreigner</i> juga pernah cerita tentang itu. Eue ini ya, karena perbedaan <i>culture</i> aja mungkin ya?
A2.37	Ya, dia kan ga tau gimana Indonesia. Dia itu pernah ngomong "sex itu diperbolehkan" ... Itoh kan sini kan sebagai... Waaah itu sesuatu yang ...
A1.38	Iya mesti. Iya tabu gitu. Iya kalo misalnya menghadapi kelasnya <i>foreigner</i> sendiri masalah utama, masalah yang paling berat menurut A2 apa?
A2.38	Menghadapi kelasnya <i>foreigner</i> ?
A1.39	Iya
A2.39	Itu mungkin ada beberapa kata yang kurang ngerti, kurang dipahami. Terus juga banyak temen-temen yang masih kurang <i>pay attention</i> sama <i>foreigner</i> gitu.
A1.40	Oo gitu.. Ee.. Kalau ini, berarti dari suasana kelas juga teman-teman kurang kondusif gitu, ya?
A2.40	Ya
A1.41	Eem ya ya ya, kalau untuk menghadapi masalah itu sendiri?
A2.41	Ya mungkin, ya, <i>foreigner</i> 'nya ya, <i>foreigner</i> itu lebih itu buat metode yang itu menyenangkan seperti itu.
A1.42	Eem berarti dari <i>foreigner</i> 'nya kalau dari A2 sendiri? Masalahnya tadi ada kata-kata yang sulit tuh, itu solusi yang A2 pakai itu apa? Masalahnya belajar sebelum masuk ke kelas atau tanya temen, atau apa?
A2.42	Kalau saya sich tanya sama temen, kan ada temen yang lebih pandai lah pastinya dari saya itu ya tanya gitu kalau nggak nganu ya tanya ke <i>foreigner</i> . "maksud apa tadi" gitu?
A1.43	Kalau masalahnya menurut A2 itu ee.. Kan pasti kelas itu ada kekurangannya. Nah menurut A2 kelas yang ideal yang menurut A2 itu yang seperti apa?
A2.43	Eee.. Kelas yang ideal itu merupakan kelas yang dimana ee.. Sebagai pengajarnya itu pun mempunyai ee... mempunyai, mempunyai pengetahuan yang cukup sehingga dapat mengajarkan siswanya atau anak-anak nya itu agar menjadi lebih baik dan siswanya pun juga harus ikut antusias atau berpartisipasi dalam kelas itu sendiri. Kalau hanya gurunya saja yang menerangkan tetapi muridnya tidak mau ikut berpartisipasi itu khan juga sama saja.
A1.44	Oo... ya berarti kelas ideal itu ada interaksi yang baik antara...
A2.44	Ya, antara guru dan murid
A1.45	O ya, terakhir n kayaknya, hehe. Belajar dengan <i>foreigner</i> itu, diajar oleh <i>foreigner</i> menurut A2 banyak membantu mengembangkan kemampuan bahasa inggrisnya ndak?
A2.45	Ya tentu saja, karena kalau kita bicara kan lagatnya atau <i>pronunciation</i> ? Nah ituoya kan berbeda. Jadi kalau seandainya kalau orang Jawa yang ngomong itu kan pastinya jelas gitu, tapi kan kalau bule kan mungkin <i>pronunciation</i> nya lebih waaah gini ooo.. ternyata "kalau ngomong gini tu begini" gitu. Ya lebih mengembangkan pengetahuan kita lah tentang bahasa Inggris seperti itu.
A1.46	Berarti kesimpulannya A2 terhadap kelasnya <i>foreigner</i> itu antusias?
A2.46	Iya
A1.47	Ok, iuu.. Terimakasih

The second day of interview with the students given X B on Thursday, 31 May 2012 at 10.00 a.m.

H1 = Interviewer; H2 = The eighth interviewee

ode	Transcription
H1.1	Ec jadi H2 ini pertanyaannya itu terkait dengan kelasnya yang diajar oleh <i>foreigner</i> , ya... suka mengukui kelasnya tho?
H2.1	Iya
H1.2	Ok, yang pertama mungkin H2 ini termasuk siswa yang suka Bahasa Inggris atau...?
H2.2	Ya sih cukup tertarik juga. Soalnya itu kan bahasa yang ee... bahasa global jadi tertariknya dia itu
H1.3	Ooo gitu? Ok, nah kalau misal ee... H2 ini merasa berbeda nggak saat diajar oleh guru biasa sama diajar oleh <i>foreigner</i> ?
H2.3	Berbeda ya, soalnya dari segi komunikasi mungkin kita lebih nyaman sama guru biasa
H1.4	Oo gitu? Kalau komunikasinya lebih nyaman ke guru biasa? Iya. Kalau dari <i>foreigner</i> nya sendiri kenapa tu kuk merasa nggak nyaman gitu kenapa?
H2.4	gimana ya? Kita ee kalau bisa dibilang dia masih belum bisa menguasai anak-anak
H1.5	On gitu? Jadi belum bisa menguasai kelas intinya?
H2.5	Iya, maksudnya ya nggak belum keseluruhan
H1.6	Eum... jadi ee kalau diajar oleh <i>foreigner</i> nya itu sendiri sebenarnya H2 seneng nggak?
H2.6	Seneng sih soalnya kita kan juga bisa berinteraksi langsung dengan orang luar tapi kan kita juga lihat tipikal orangnya yang ngajar. Dulu waktu SMP saya juga pernah diajar oleh <i>foreigner</i> tapi nggak kayak gitu, beda
H1.7	Ooo... gitu, bedanya gimana itu?
H2.7	Bedaanya ya itu tadi, dia lebih bisa menguasai anak-anak yang diajarnya. Jadi itu kembali ke itu menurut saya sih kembali ke tipikal orangnya aja mbak
H1.8	Oo gitu ya. Nggak peduli dia mau <i>foreigner</i> atau misal mau guru biasa atau dia itu orangnya mampu menguasai kelas cuak aja gitu
H2.8	Iya
H1.9	Ok, nah berarti kalau menurut H2 tentang <i>foreigner</i> yang mengajar H2 dikelas <i>conversational</i> itu gimana? Orangnya, dari orangnya?
H2.9	kalau orangnya jujur saya agak kurang suka tapi untuk kata " <i>foreignernya</i> " saya sangat apresiasi sekali
H1.10	Oo gitu, nggak sukanya kenapa itu?
H2.10	nggak sukanya, orangnya rabak... hehehe
H1.11	orangnya ya? Orangnya gimana memangnya?
H2.11	orangnya, dia itu kayak eransian gitu padahal itu kesalahan yang dia buat karena dia tidak bisa menguasai
H1.12	kelas?
H2.12	iya
H1.13	Oo gitu. Oo suka marah berarti dia?
H2.13	Hehehe ya gitu
H1.14	Oo iya ya? Itu karena, marahnya memang tanpa alasan?
H2.14	Ada sih alasannya tapi alasannya itu ya gara-gara yang diajar itu nggak memperhatikan sama dia, tapi kalau saya sebagai murid lebih memandang kalau dia tidak bisa menguasai kelas gitu
H1.15	Eum, kalau misal dia marah itu marahnya yang ee seingkat apa? Seperti apa marahnya dia?
H2.15	Marahnya itu ya kayak agak tinggi nadanya. Cuma agak mbentak-mbentak bukan berarti marah yang...
H1.16	Oo ya ya cuma intonasinya agak tinggi gitu ya?
H2.16	Iya
H1.17	Kalo misal dari itu kan dari segi penguasaan kelas, kalau misal dari segi penjelasannya sendiri?
H2.17	Penjelasannya ...
H1.18	Cara dia menjelaskannya itu seperti apa?
H2.18	Lumayan lah
H1.19	kira-kira mudah dipahami?
H2.19	Ya, ya sih mudah dipahami. Terus dia juga kalau misalnya... kan kita juga banyak yang nggak tau vocabnya gitu lho mbak
H1.20	Oo... gitu
H2.20	Iya, dia mau menjelaskan. Ya lumayan cuak juga sih mbak
H1.21	Kalau berbicara sendiri? Maksudnya bicaranya itu terlalu cepat atau mungkin ee... gimana? Atau maksudnya mampu inilah memahami siswanya?

2.21	Kalau nadanya bicara, caranya bicara sama kita itu <i>friendly</i> sekali sebenarnya
1.22	Oo,, gitu. Nah, kalau misalnya dari segi interaksi nih, dari segi interaksinya sih <i>foreigner</i> sama si siswanya itu di dalam kelas itu menurut H2 sendiri seperti apa?
2.22	Interaksi itu, untuk anak-anak yang tertentu saja
1.23	Oo anak-anak tertentu, maksudnya seperti apa? Pilih kasih gitu? Atau...
2.23	Eenggak, enggak gitu. Misalnya dia kan dia kan juga bisa tau, dia kan juga melihat mana anak yang memperhatikan, mana anak yang melongos yang mengacaukan dia
1.24	Oo, nah interaksinya itu dengan anak-anak yang memperhatikan tadi? Oo gitu. Nah kalau misalnya menjelaskan gitu dia memberikan kesempatan untuk bertanya atau menyampaikan pendapat ke murid-muridnya enggak?
2.24	Yaiyalah mbak, hehe
11.25	Ya iya ya? Oke, berarti ketika diberikan kesempatan seperti itu, H2 dan teman-teman responnya seperti apa?
12.25	Tergantung materinya mbak. Ya kalau kita nggak mudeng kita tanya. Tapi yang tanya paling juga anak-anak yang itu tadi.
11.26	itu itu gitu ya maksudnya. Eemmm ya ya itu. Kalau dari H2 sendiri ini termasuk siswa yang aktif diklasnya <i>foreigner</i> atau termasuk yang lebih ke diem gitu?
12.26	Tergantung mood, hehe
11.27	Oo tergantung mood ya?
12.27	Kadang saya aktif, kadang diem, kadang saya nggak masuk kelasnya karena mungkin ada urusan lain atau kerja di "humanis" atau gimana gitu
11.28	Ooo,, gitu.. kalau pas mood itu pas apa misalnya?
12.28	Ya kalau saya lagi mood gitu, lagi senang-senangnya saya aktif. Saya tanya gini tanya gitu. Tapi kalau lagi nggak mood ya udah diem
11.29	Nah si <i>foreigner</i> itu sendiri bisa membangkitkan mood nya H2 nggak?
12.29	Hehe,, nggak lah
11.30	Oaa nggak ya, maksudnya kalau udah nggak mood dari awal ya udah gitu?
12.30	Ya, kalau itu sih masalah kembali ke sayanya
11.31	Ya, tapi maksudnya nggak bisa ini ya, nggak bisa membuat mood nya murid-murid ini jadi "saya aktif" memotivasi itu kurang ya?
12.31	Kurang bisa.
11.32	Kalau misalnya pas lagi aktif nih S, itu termasuk yang maksudnya kalau berbicara dihadapan <i>foreigner</i> nya itu sendiri, termasuk yang berani, cuek aja gitu atau yang takut-takut salah, atau grogi atau gimana?
12.32	Saya enjoy.
11.33	Enjoy ya santai aj, biasa? Kayak ngamong biasa gitu?
12.33	Ya, kita tau kita nggak bisa lah makanya kita nggak takut salah
11.34	Cuek aja pekaknya berani ngomong gitu ya
12.34	Iya
11.35	Ok. Kalau misal dari segi tugas sendiri menurut H2 itu, responnya teman-teman gimana kalo misal dikasih tugas apa gitu mereka mau antusias mengerjakan tugas itu atau cuek?
12.35	Eee lebih banyak yg cuek.
11.36	Lebih banyak yang cuek? Kenapa ya itu kira-kira ya?
12.36	Nggak tau.
11.37	Kalau misalnya, emang kalau misalnya ndak dikerjain tugasnya itu responnya <i>foreigner</i> nanti gimana itu?
12.37	Ngerjain tugas sama ga ngerjain tugas itu biasa. Misalnya sekarang tugas, dipertemuan yg akan datang itu dia sudah menyampaikan materi yg baru lagi.
11.38	Oo gitu? Berarti tugasnya ga di angkat lagi lho?
12.38	Iya. Masalahnya tugasnya itu ga bisa selesai dalam satu hari. Kebanyakan seperti itu.
11.39	Berarti ga ada ini.. Ga ada respon. Tugasnya misalnya kita udah ngerjain atau enggak itu ga digagas gitu?
12.39	Sebenarnya dari murid sendiri ga terlalu nggagas sih mbak, soalnya tugas kita kan yg banyak.
11.40	oo gitu? Ok, nah kalo menurut H2 pas di kelas itu kebanyakan ya, kebanyakan pas diajar <i>foreigner</i> itu suasana kelasnya itu lebih cenderung ke yang menyenangkan, atau yang loenegangkan, atau mungkin malah membosankan?
12.40	Lebih banyak yang membosankan tapi ada yang menyenangkan juga.
11.41	Gitu? Membosankannya pas apa itu?
12.41	Membosankannya waktu dia menyampaikan materi itu sih.

1.42	Ou gitu? Kata maksudnya ngajar di kelas, menyampaikan materi gitu membosankan. Nahh kalo sisi menyenangkannya dimana?
1.42	Di games.
1.43	Di games? Oo berarti dia juga ini ya, ga melulu menerangkan materi ya. Ada gamesnya juga terus menerangkan materi. Itu dilakukan semuanya dilakukan di dalam kelas atau terkadang di luar gitu?
1.43	Ada yg diluar
1.44	Ada yg diluar? maaah dari semua metode yang digunakan <i>foreigner</i> itu yang paling di sukai H2 yang apa?
2.44	Metodenya, lebih ke yang praktek langsung, yang ngomong langsung, presentasi langsung.
1.45	Oo gitu? Lebih tertantang ya? Ooo ya ya. Naaah kalau dari segi materi sendiri? Itu kan mungkin setiap pertemuan kan beda tema tuuh, naah dari sekian banyak tema yang paling disukai H2 yang apa? Tema apa?
12.45	Tema .. eee HIV.
11.46	Yang paling disukai? Ooo itu gimana itu?
12.46	Itu, menurut saya itu materi yang paling banyak mendapatkan respon dari teman-teman.
11.47	Ooo gitu? Karena mengarah kemana-mana gitu atau pemiang... hehehe
12.47	Yaaa mbaknya itu sendiri. Teman-teman saya yang cuwuk waktu materi lain mereka mungkin ga memperhatikan, tapi kalo masalah HIV, semua focus.
11.48	Semua focus? Ooo gitu ya? Paling disukai itu? Ooo ya ya ya. Dari semua pertemuan, dari yang pertemuan pertama sampai yang terakhir kemarin, yang paling berkesan buat H2 apa?
12.48	Paling berkesan... ini kesan yang baik apa yang buruk?
11.49	Yang baik. Heeh
12.49	Yang baik itu... materi yang waktu dia mensosialisasikan tentang kota-kota di negaranya
11.50	Kota-kota? Ooo jadi seperti memperkenalkan Jerman?
12.50	Ya.
11.51	Kalau yang paling tidak di sukai?
12.51	Paling tidak disukai adalah, apa ya mbak? Saya lupa. Ga terlalu nggagas sih mb.
11.52	Ooo ga terlalu memperhatikan, ga terlalu mengikuti
12.52	Ga bukan gitu! Maksud materinya ya saya ngikuti tapi udah ga...
11.53	Doo ya maksudnya materinya apa aja yang udah di itu, eem. Kalau ini, masalah utama yang dihadapi H2 mengikuti kelasnya <i>foreigner</i> itu seperti apa?
12.53	Masalahnya mungkin ke waktunya aja ya mbak.
11.54	Ooo waktunya? Waktunya ga, ga mendukung gitu? Gimana itu maksudnya
12.54	Maksudnya itu, sebenarnya saya bisa main, olahraga, organisasi..
11.55	Oo jadi waktunya yang ndak tepat itu?
12.55	Ya kurang tepat sih.
11.56	Lo itu kan bukan, ee itu bukannya waktu sekolah juga ya, jam jam sekolah?
12.56	Iya, saya menyalahkan sekolah. Hehehehehe. Sebenarnya.. Apa tadi?
11.57	Masalahnya, masalahnya di waktu yang ga tepat.
12.57	Saya juga kurang sreg nya itu, kita gabung sama anak-anak yang rame gitu lo mbak.
11.58	Ooo gitu? Berarti menurut H2 lebih baik dipisah gitu?
12.58	Menurut saya? lebih baik, ee dipisah juga bisa, atau enggak itu untuk yang henninat saja gitu.
11.59	Ooo gitu? Kelasnya itu disusun untuk yang henninat. Oo ya ya bisa jadi. Terus, eee berarti kalau menurut H2 ini, kelas yang ideal, yang idealnya itu seperti apa? Misalnya kalau jamnya ga tepat itu diganti atau gimana gitu?
12.59	Hehehehe. Untuk kelas yang ideal, saya kalau conversation kelas ya, itu setengah kelas ini lah.
11.60	Setengah kelas ini isinya?
12.60	Ya, paling tidak.
11.61	Sekitar berapa orang itu berarti?
12.61	15an.
11.62	15 orang? Itu yang ideal? Terus kalau waktunya sendiri berpengaruh udak? Cari waktu yang apa gitu masalahnya?
12.62	Enggak sih itu cuma alasan saya sih.
11.63	Aduuuu... hehehehehe. Jadi waktunya ga berpengaruh? Terus kalau yang ideal suasana kelasnya itu yang seperti apa misalnya?
12.63	<i>Speaker</i> nya bisa menguasai <i>audience</i> yg jelas. Kemudian materinya bisa tersampaikan dg baik dan ga membosankan.
11.64	Ga membosankannya itu yang seperti apa? Apa melulu games gitu?
12.64	Gal! Kan ada to yang waktu dia menyampaikan materi ato dia mengolah materi itu ada yg eema

	wewewew (babbling) itu aja kan. Maksudnya ga ada apa ya, kalau di grafik nu ga ada naiknya ga ada turunnya.
1.65	Ooo gitu? Ok. Sarannya nih, saran dari H2 ke <i>foreigner</i> nya itu sendiri mauun ke temen-temen apa kira-kira?
2.65	Ga ada.
1.66	Ga ada? Heheheh Ga kepenger, kelasnya jadi lebih baik gitu masalahnya? nanti kan ini kan ini bisa untuk aegan yang tahun depan tu. Tahun depan kalau misal ada native itu kan bisa jadi sarannya itu dimasukkan gitu mungkin.
2.66	Ga! Saya percaya sama guru sya mbak.
1.67	Ooo gitu? Hehehe. Ok. Esem terakhir mungkin. Kalau menurut H2 diajar oleh <i>foreigner</i> itu mampu mengembangkan skillnya H2 atau justru malah sebaliknya?
12.67	Eee saya sih biasa aja ya mbak. Saya rasa juga ga terlalu dekat sama <i>foreigner</i> nya. Kalau misalnya saya deketin <i>foreigner</i> nya, otomatis kan saya tambah ilmu. Tapi itu kan tergantung lagi, kita suka ga sama <i>foreigner</i> nya.
11.68	Ooo berarti H2 ini gitu ya, tipenya itu sebenarnya suka sama <i>foreigner</i> nya. <i>foreigner</i> nya itu suka, antusias guru. Tapi karena orangnya nu tadi, ooo iya, jadi kesananya jadi berbeda?
12.68	Ya
11.69	Ooo ya, seperti itu. Ok cukup nu. Terima kasih ya H2 ya atas kesediannya.

I. The second day of interview with the students from X B on Thursday, 31 May 2012 at 10:00 a.m

I1 = Interviewer; I2 = Interviewee

Code	Transcription
I1.1	Ok, I2 ini tipe yang suka pelajaran bahasa Inggris?
I2.1	Dulu sih suka, tapi sekarang kan mau masuk di jurusan IPS jadi ya agak berkurang. Dulu gitu memang suka.
I1.2	ooo gitu? dulu sukanya bahasa Inggris karena apa itu?
I2.2	itu kan ada apa itu les-lesan itu lo mbak di UGM laa saya kan ikut terus saya tertarik. Oh ternyata bahasa Inggris tu mengasikkan bisa ke mancanegara maka dari itu suka bahasa Inggris, tapi kan sekarang kan saya mau masuk ke IPS jadi kan kita bahasa Inggris tu kayaknya kurang dibutuhkan lagi, kalo di bahasa kan mungkin lebih mendetail ya bahasa Inggrisnya, kalo IPS kan mungkin kan di apa gitu.
I1.3	ooo gitu? Padahal sebenarnya ga juga lo, Iya kan? Jurusan IPS menguasai bahasa Inggris siapa tau nanti jadi akuntan atau apa dimana, di mancanegara gitu kan keren juga ya? Kok UGM? Darimana memangnya?
I2.3	itu nganu, kan bapak kan dsane, di apa Jaga. Terus dari Jogja kesini itu les sendiri individual gitu.
I1.4	oo gitu? Oooh ya ya ya. Kalau yang diajar oleh <i>foreigner</i> itu, yang kelasnya <i>foreigner</i> itu gimana? I2 suka ga maksudnya diajar oleh <i>foreigner</i> gitu?
I2.4	Ya suka kan soalnya ada permainan-permainan kita kan bisa fresh gitu, pengennya bersantai. Tapi enggak sukanya itu dia itu kalo di ajak konsentrasi tu kurang trus dia kalo di ajak bercanda itu kurang gitu lo mh. Kan jadi juga iya... kan kita sebenarnya ga cuma tegang, ga cuma memainkan apa gitu tapi kan itu tu kalo dia diajak bercanda tu dia malah gimana trus apa eeh gimana ya kalo diajak bercanda tu saya rasa dia tu kurang bercandasnya itu kan jadi kita ndak suka.
I1.5	noo, itu kira-kira karena dia ndak paham sama bercandaan kita, gitu mungkin atau memang orangnya yang ndak asyik gitu?
I2.5	kalo menurut saya kan biasanya dari mancanegara manapun kalo diajak bercanda kan biasanya kalo suka bercanda ya bisa ya mbak, tapi mungkin karena karakter orangnya ya mbak.
I1.6	ooo lebih ke karakter orangnya ya? Kalau misal dari ini, cara menjelaskannya dia di kelas ini menurut I2 gimana? Maksudnya mudah dipahami atau...?
I2.6	Ya setengah-setengah mudah sih. Tapi kan dia itu terlalu pakai bahasa Inggris secara mendetail jadi kan, kita nggak asli orang Inggris jadi kan susah untuk menangkap. Kalau orang-orang tertentu saja bisa ya, seperti bu Hesti kan bisa ya, tapi kan kalau temen lainnya kan juga sulit untuk menangkapnya.
I1.7	oo gitu? Itu mengajarnya total pakai bahasa Inggris terus? La terus kalau misal ada yang ga paham gitu gimana?
I2.7	ya dia itu kan ga mengetahui ga pernah bertanya "yang ini patah apa enggak, paham apa enggak?" belum pernah bertanya seperti itu
I1.8	oo belum pernah? Jadi lanjut aja jelasin gitu?
I2.8	ya. Itu kan gitu tipenya, apa, kalau yang mudeng ya silahkan mudeng kalau yang enggak ya terserah gitu.
I1.9	naah kalau dari temen-temen yang ga paham tuh, itu responnya gimana? Dibiarin aja atau mau bertanya?
I2.9	dia itu gimana ya, kalau belum kenal secara dekat kan mungkin kalau bertanya itu kan malu orang-orang kayak Indonesia kan gitu, jadi ya diam saja mungkin mbak.
I1.10	Emm gitu ya? Tapi ga diberi kesempatan untuk bertanya atau menyampaikan pendapat gitu?
I2.10	Ya diberi kesempatan tapi kalo kita bertanya pakai bahasa Indonesia kan itu menjelaskannya kan susah mbak. La jadi kan kita juga dia tu mau bilang gini kita bilang gini gitu kan ga nyambung.
I1.11	ooo ya ya ya. Bener-bener. Eem nah kakalu dari I2 sendiri ini kalau misal diberi kesempatan bertanya atau menyampaikan pendapat, I2 ini termasuk yang aktif di kelasnya <i>foreigner</i> atau lebih ke yang diam gitu?
I2.11	Gimana ya? Mungkin kalau aktifnya itu kalau di pembelajaran <i>foreigner</i> saya ga terlalu aktif, tetapi kalau di pembelajarannya Bu Hesti sendiri kan saya agak terlalu mudeng jadi kan saya juga aktif gitu.
I1.12	eem itu kenapa itu kira-kira? Apa karena diajar <i>foreigner</i> jadi I2 agak takut, agak grogi gitu, atau...
I2.12	Ga takut tapi kan kita itu butuh gurunya itu butuh yang berteman gitu lo mbak. Jadi kan kalo kurang

	bertujuan tu mau bertanya kie agaknya rasa malu atau gimana gitu
I.13	eeem tapi sebenarnya ga takut ya kalau misal ngomong sama <i>foreigner</i> langsung tu ga grogi gitu ga ya? Biasa aja ya? Ok. Kalau dari suasana kelasnya sendiri itu menurut I2 lebih banyak ke yang eee menegangkan, atau mungkin suasana kelasnya itu menakutkan atau malah mungkin menyenangkan gitu atau membosankan gitu misalnya?
I2.13	Mungkin ya agak menegangkan ya mbak. Kan situ, apa, bicarannya pakai bahasa Inggris kita kan ga ngedeng jadi cuma mmmmmmm terus. Kita kan apa, kalau sedikit-sedikit pakai bahasa Indonesia kan kita tau. Tapi kan situ kan menerangkannya tu pakai bahasa Inggris mmmmm terus kan kita jadi tegang.
I1.14	eeem ga nyantai gitu ya? Loh itu kelasnya dipegang <i>foreigner</i> sendiri atau didampingi bu Hesti juga?
I2.14	Biasanya dipegang <i>foreigner</i> sendiri, tapi kalau bu Hesti kan cuma apa mendata siapa yang ga berangkat gitu, siapa yang ga ikut gitu?
I1.15	eeem jadi kalau ga paham yaaa otomatis emang ga paham ya? Eeem gitu? Oh. Dari metode yang dipakai <i>foreigner</i> nya sendiri atau menurut I2 eee bervariasi ndak atau monoton itu-itu muluuuu?
I2.15	Mungkin yaaa bervariasi kalau menurut saya, tapi kan bervariasinya tu dia tu kurang menonjol gitu jadi kan temen-temen kurang tertarik, kurang menarik gitu. Kan juga ada dikasih lagu terus kemudian dikasih permainan, naah habis itu kan kita diterangkan gitu-gini-gitu tapi kalo yang sudah bisa bahasa Inggris kan kita bisa mencerna tapi kalo yang belum kan kesian itu.
I1.16	naaaa itu baiknya gimana itu berarti kalau menurut I?
I2.16	Kita kan seharusnya jadi guru harus menyadari ya, kita itu ga selamanya bisa Inggris terus jadi kan pake bahasa Indonesia sedikit-sedikit, ems Inggris sedikit jadi kan kita bisa tau, bisa mencerna pelajaran gitu.
I1.17	dari metode yang macam-macam itu tadi kan dilakukannya di dalam kelas terus atau pernah di luar kelas gitu?
I2.17	Pernah sih di luar kelas waktu permainan kayak kueing dan tikus. Tapi juga permainannya pakai Inggris gitu ga boleh pake bahasa Indonesia. Ya dia tu kalau kita pake bahasa Indonesia ga tau ga ngedeng.
I1.18	sebenemnya dia itu bisa bahasa Indonesia ga?
I2.18	bisa tapi sedikit-sedikit kan ga menguasai gitu
I1.19	naaa dari metode yang digunakan itu yang macam-macam itu yang paling I2 suka apa?
I2.19	Waktu pembelajaran permainannya. Soalnya mengasyikkan. Kita itu bisa mencerna permainan itu, ooo ternyata karakter bahasa Inggrisnya seperti ini, permainan yang ini seperti ini, kan kita bisa menyenangkan. Tapi kalo semisal kita disuruh mencerna lagu itu kan kalo mencerna bahasa orang barat kan kita agak susah.
I1.20	game yang paling disukai I2 yang seperti apa itu?
I2.20	Waktu tikus dan kueing. Kan kita diajari untuk apa itu namanya, kalo yang ketangkap terus kita disuruh berbicara Inggris, memperkenalkan diri pakai Inggris, jadi kan kita bisa apa itu namanya, kebiasaan memakai Inggris. Gitu, saya paling suka gitu.
I1.21	oo maksudnya yang kita, murid-muridnya itu terlibat aktif gitu?
I2.21	ya, kalau yang lainnya permainan seperti tangkap bola atau yang lain kan biasanya hanya orang-orang itu saja, yang lainnya enggak nglakuin
I1.22	dari materinya sendiri. Itu kan setiap pertemuan itu kan beda-beda tu temanya, misalnya hari ini temanya apa gitu kan? Menurut I2 itu temanya "naah itu temanya biasa ah, guru lain juga perush ngajar itu" gitu atau temanya "menarik nih" gitu? Lebih yang...
I2.22	Temanya itu lebih yang ke apa, kenasyarakatan, wawasan masyarakat, ga ke semisal ga ke <i>greeting card</i> atau ke apa tu namanya <i>structure</i> gitu ga. Tapi kita itu dilatih untuk semisal wawasan AIDS, terus wawasan, pokoknya tu wawasan tentang kebiasaan kehidupan sehari-hari.
I1.23	ooo gitu? Naah kalau dari sekian banyak tema, sekian banyak materi yang menjadi favoritnya I2 yang apa? Materi apa?
I2.23	apa ya? mungkin waktu perkenalan mungkin. Kan perkenalan tu harusnya kita tu pakai pertama tu pakai bercanda, kalau perkenalan kan kita ga harus "nama saya I" tapi kan bercanda jadi itu <i>audience</i> itu bisa lebih kenal dekat dengan saya gitu.
I1.24	naah dari pertemuan pertama sampai pertemuan terakhir yang kemarin, yang paling berkesan buat I?
I2.24	paling berkesan? Ya waktu permainan itu mungkin ya mbak. Tapi kan permainannya tu ga cuma satu kali dua kali, ya mungkin hanya tertarik atau hanya di tu "tikus dan kueing". Tapi kalo yang lainnya itu

	ga terlihat ukur jadi kan kurang menarik, teten-teten juga kurang menguasai gitu owg mb. Jadi kan sulit, misalnya kan dia itu kalau berbicara mau bercanda itu, kita tu ga diberi kesempatan untuk berbicara. Jadi kalau kita apa itu ingin bercanda, ingin menyampaikan pendapat tu dia "stop" atau gmnnya gitu lo...
I1.25	oo jadi kurang diberikan kesempatan? Kalau yang paling tidak disukai dari kelas conversational yang diajar <i>foreigner</i> itu apa?
I2.25	Dia itu cuek. Nanggapi kita itu cuek. Kurang bercanda gitu. Kan seharusnya kalo guru tu harus sering berteman dengan muridnya. Kalo dia tu ga. Asep muceng karepmu, ga karepmu, terserah pokoknya gitu. Ga menguasai <i>audience</i> .
I1.26	eeceem ok ok. Kalau masalah utama nih, masalah utama yang dihadapi I2 selama mengikuti kelasnya <i>foreigner</i> itu apa?
I2.26	Masalahnya tu... Waktu pertama ditunjuk untuk permainan tapi belum dikasih tau arah permainannya kan kita kan sulit mau menevna ini gimana mi gimana. La waktu saya salah dengan teman saya itu ternyata dimarahi "Kok ga bisa" gitu kalo dicerna pake bahasa indonesia ya "kok ga bisa gini gini padahal kan permainan mudah" kan kita kan jadi jengkel gitu.
I1.27	gitu? Terus kalau menghadapi seperti itu gitu gimana? Maksudnya jadi patah semangat "aah ga mau ikut lagi aah" gitu atau gimana Iunya?
I2.27	ya pengen sekali kita itu memberi apa memberi bimbingan begini "sebenarnya jangan begituu kalau punya murid atau mengajar audience harusnya begini" jadi kan kita itu pengen berpendapat untuk memperbaiki pembelajaran tapi dia itu ga mau istilahnya ga mau mendengarkan gitu ya mau siib tapi klu ga diberi kesempatan kita itu mbak jadi situ kalo bilang ya bilasaaaang terus. Kalau berpendapat, teman-teman mau berpendapat itu ga boleh dulu, kalau dia belum selesai ngomong ga boleh dulu gitu owg
I1.28	ooo, tapi teman-teman gitu pernah ngomong ga? "mas <i>foreigner</i> mbak jangan gitu gitu gitu" gitu pernah ga?
I2.28	Dia kan ga mudeng kalo kuu pake bahasa indonesia kan dia eumna bengong ato gimana kan ga mudeng mbak.
I1.29	ooo gitu? naah menurutnya I2 berarti kelas yang ideal itu yang seperti apa itu?
I2.29	kelasnya yang ideal itu ya kalo kelasnya tu jangan banyak gitu. Kalo banyak itu kan kita bisa mengganggu konsentrasi yang satu ngobrol terus yang satu idengerjakan kan ga konsen. Tapi kalo sekitar 15 sampai 18an orang kan kita bisa konsen. Guru menerangkan, bercanda tawa, waktu bercanda tawa sendiri waktu menerangkan sendiri. Tapi kalo banyak itu kan biasanya ada yang ngobrol, ada yang gimana gimana kan kasion yang mau memperhatikan pelajaran.
I1.30	naa itu kalau menurut I2 baiknya gimana itu berarti?
I2.30	ya kita... guru tu seharusnya tu kalau masuk ya langsung nyapa, terus guru tu memperhatikan audience. La dia tu harusnya tu ga, gimana yo? Istilahnya tu ga seperti <i>foreigner</i> itu. Dia itu kalo yang ga paham ya harusnya ditanya gimana enakanya. Tapi kalo seperti <i>foreigner</i> itu menurut saya guru yang kurang asyik, kurang menarik.
I1.31	oo gitu ya? Kalo misal ada teman-teman yang ga respon gitu dia marah ga?
I2.31	Kan ga berani kalo mau mengutarakan ke <i>foreigner</i> sendiri kan ga berani. Dia itu gimana yo, orangnya itu keras, cuek gitu owg mbak jadi kan kita mau bilang gini "mbok jangan gini mbok jangan gini" kan kita ga berani, takut gitu.
I1.32	dia sering marah to kalau di kelas gitu?
I2.32	ga marah tapi cuma diem. Kalau marah tu kalau ditanya gimana <i>foreigner</i> tu ga pernah jawab marahnya tu gitu kan kita jadi takut
I1.33	eeem gitu ya? jadi lebih ke yang menegangkan gitu ye?
I2.33	iya
I1.34	ada saran mungkin dari I2 untuk teman-teman sendiri ataupun untuk si <i>foreigner</i> nya gitu?
I2.34	ya sarananya gimana ya... kita itu harusnya... guru itu harusnya gimana yo... istilahnya tu memperhatikan apa kebiasaannya murid-murid. Kalau kita belum bisa ya harusnya guru itu memperhatikan gimana biasanya pake cara apa... terus guru itu harusnya sama murid itu berteman gitu jadi kan kita ga tegang kalo ga tegang kan kita belajarnya tu bisa asyik gitu.
I1.35	ya, itu untuk <i>foreigner</i> nya, kalau untuk teman-temannya I2 sendiri sarananya gimana?
I2.35	kita ya harus memperhatikan tuh. Kalo zenisal ada guru yang menerangkan jangan kita apa bicara

	senanti. Terus kita harus menghormati orang tua, kan sebagai guru orang tua di sekolah ya kita harus senantiasa menghargai. Terus kalo kita ga menghargai juga apa kita ga bisa menguasai pembelajarannya itu.
11.36	ya benar-benar. Ok, Terakktir, menurut 12 diajar oleh <i>foreigner</i> itu mengembangkan kemampuan bahasa Inggrisnya 12 atau justru malah jadi... gimana menurut 1?
12.36	Kalo mengembangkan sih iya, agak sedikit-sedikit. Tapi itu saya ga sukanya itu ya di pembelajarannya. Sebenarnya asyik tapi narangnya ya mungkin yang ga asyik. Gitu, kalo saya sih sebenarnya mau ya agam conversation kelas lagi tapi kls itu harusnya <i>foreigner</i> itu lebih menguasai audience trus dia itu jangan terlalu cuek sama temen, terus apa tu namanya, murid-murid itu dianggap seperti temennya sendiri kan kita malah enak mbak, bisa sharing trus bisa gimana gitu. Tapi kalo tegang kan kita juga ikut tegang, takut gitu jadi pembelajarannya tu malah ga bisa masuk tapi malah kita malah merasa was-was, takut gitu.
11.37	itu mungkin, cukup, terimakasih.

The second day of interview with the students from X B on Thursday, 31 May 2012 at 10.00 a.m.

J1 = Interviewer; J2 = Interviewee

Code	Transcription
1	Ok Yang pertama mungkin J2 sendiri ini termasuk siswa yang suka pelajaran bahasa Inggris, atau mungkin yang biasa-biasa aja gitu, atau malah yang ga suka?
1.1	Biasa aja.
1.2	Biasa-biasa aja ya? Kenapa?
1.2	Gimana ya, uda dari sd itu uda biasa gitu. Ga .. ya kadang-kadang kalau... itu tergantung gurunya diog mungkin.
1.3	Oo gitu? Heem kalau misalnya diajar <i>foreigner</i> , nah itu J2 sendiri suka udak tu?
1.3	siapa?
1.4	Diajar oleh <i>foreigner</i> gitu, diajar oleh orang asing?
2.4	Ya kadang-kadang ada sukanya kadang-kadang ada enggaknya. Kadang itu suka marah-marah sendiri sering marah.
1.5	Berarti ga sukanya kalau dia marah-marah gitu?
2.5	Ya kadang sering konyol gitu.
1.6	Oo gitu? Kalau bagian yang disukai yang apa?
2.6	Misalnya kalau pas games-games gitu, seneng.
1.7	Suka ya? Kalau menurut J2 sendiri dari wanginya sendiri tuh, dari <i>foreignernya</i> , dari <i>foreigner</i> nya itu seperti apa orangnya?
2.7	Yaa gimana ya...hehehehe. Ya baik siih.
1.8	Baik ya? Ramah gitu ga?
2.8	Ya ramah.
1.9	Tapi suka marah-marah?
2.9	Ya tapi suka marah-marah. Kalau, biasanya kan anak-anak kan jait gitu, sering rame lah. Biasa gitu ya. Ya sering marah-marah gitu.
1.10	Oo berarti Marahnya bukan tanpa alasan dong?
2.10	Ya Tapi kadang yang kita memperhatikan disangkanya itu ga memperhatikan gitu lo jadinya ikut kena dimarahin gitu. Masalahnya gitu.
1.11	Oo gitu ya? Ok. Kalau misal dari segi menjelaskan sendiri, si <i>foreigner</i> ini kalau menjelaskan gimana menurut J2?
2.11	Baik.
1.12	Baik ya? Maksudnya Mudah dipahami adak?
2.12	Ya mudah.
1.13	Mudah dipahami? Kalau misalnya ada yang ga paham gitu gimana?
2.13	Yaa bertanya.
1.14	Bertanya ya? Jadi J2 ini termasuk yang berani bertanya, gitu atau kalau ga paham ya udah deh, gitu?
2.14	Yaa berani.
1.15	Berani ya? Beda ga kalau misalnya di kelasnya <i>foreigner</i> sama di kelasnya guru bahasa? Maksudnya kalau ngomong itu guru biasa kan biasa tu, ngomongnya biasa. Kalau di kelasnya <i>foreigner</i> agak takut-takut grogi gitu ndak? Atau biasa aja?
1.15	Kalau awal-awal gitu juga agak takut ya, tapi kalo uda terbiasa, biasa.
1.16	Biasa ya? Ok kalau dari segi interaksi nih, menurut J2, <i>foreigner</i> ini bisa berinteraksi dengan heik sama teman-tema ndak?
1.16	Bisa. Lo ga respon ya konyol tu, marah. Mengeluarkan suara keras gitu. Bentak, klo enggak dsuruh keluar kelas aja
1.17	Bisa? Jadi ada tanya jawab juga di kelas?
1.17	Ya ada. Tanya jawab.
1.18	Kalau misal ditanya teman-teman gimana responnya gitu tuh?
1.18	Ya kadang ada yang respon ada yang enggak respon gitu.
1.19	Oo gitu ya? Nah kalau misal ada yang ga respon tuh dia gimane tu?
1.19	Ya konyol itu.
1.20	Marah ya?
1.20	Ya Marah.
1.21	Marahnya gimana to itu? Maksudnya...
1.21	Ya kayak mengeluarkan suara keras gitu.
1.22	Oo mbentak gitu?
1.22	Ya.

23	Oo gitu? Menghukum juga ga?
23	Ga. Kalau menghukum ga.
24	Cuma intonasinya yang agak tinggi.
24	Iya agak tinggi, kalau enggak disuruh keluar aja, keluar kelas.
25	Oo gitu? Kalau diberikan tugas misalnya, <i>foreigner</i> menyuruh apa gitu ke teman-teman itu responnya teman-teman itu seperti apa?
25	Responnya, kalau teman-teman lagi males ya males, kalau lagi itu ya ga
26	Anusias gitu ya?
26	Ya anusias.
27	Lebih sering ketana itu, ke malesnya atau yang ke anusiasnya?
27	Malesnya.
28	Malesnya ya? Hehehe kira-kira kenapa ya itu?
28	Cenderung ini ya, apa, udah jannnya kan ada seru jadi uda males anak-anak.
29	Ooo gitu, jadi karena masalah jamnya ya? Kalau misal dipindah pagi gitu, tetep males ga kira-kira?
29	ya kemungkinan ega.
30	Kemungkinan enggak ya, masih semangat gitu ya?
30	Iya.
31	Eem iya iya. Kalau suasananya di kelas sendiri itu menurut J2 lebih banyak yang ke menegangkan gitu atau mungkin yang menyenangkan kok, atau malah mungkin membosankan?
31	Heheheh gimana ya? Ya kadang ada menyenangkannya ada membosankannya, Mood-mood an.
32	Tergantung moodnya si <i>foreigner</i> atau moodnya J2 nih?
32	Ya saya sendiri.
33	Oo hehehehe. Kira-kira kalau J2 lagi ga mood gitu, si <i>foreigner</i> nya itu bisa membangkitkan moodnya lagi ga.
33	Kebiatannya bisa.
34	Bisa ya? Ok ak. Kalau misalnya ini, dari menadanya sendiri itu <i>foreigner</i> itu melulu menantang di kelas gitu atau yang gimana?
34	Ga. Kadang di luar, maksudnya belajar di luar bersama-sama gitu.
35	Oo gitu? Kadang di luar kelas juga? Kenapa ya kalau di luar kelas?
35	Games, biasanya games.
36	Gamesnya apa aja itu?
36	Gamenya waktu itu main bola. Bola basket.
37	Bola basket? Terus pelajarannya dimana itu letaknya?
37	Pelajarannya... kan team. Dibuatin team gitu, setelah itu nanti baru masuk ke malew gitu. Jadi buat refresing itu.
38	Ooo gitu? ok. Dari metode yang banyak itu, ada yang di dalam kelas, ada yang di luar kelas, ada yang game, naah yang paling disukai sama J2 itu yang apa? Metode yang apa?
38	ya games ya.
39	Yang games ya? Kenapa sukanya?
39	karena seru.
40	Kalau di kelas gitu ga seru berarti ya?
40	Ya...hehehe lumayan
41	Ok. Kapan dari segi materinya, temanya kan beda-beda tuh, misalnya pertemuan hari ini temanya membahas apa... naa kayak gitu, menurutnya J2 itu temanya ah itu biasa-biasa aja ah guru lain juga membahas tema itu gitu looh atau mungkin yang waaah temanya menarik nih gitu?
41	Ya kan setiap ngano kan beda-beda temanya, kadang menjelaskan yang ini yang ini yang ini. Dia menjelaskannya itu kadang ga cuma di Indonesia saja, kan di luar negeri, misalnya di tempat asalnya.
42	German gitu ya? Oo nah dari sekian banyak tema yang paling disukai J2 yang mana?
42	Tema? Waktu itu suruh buat to di suatu negara itu ciri-cirinya apa nanti disuruh gambar nanti disuruh disempelin di kertas itu yang disediakan <i>foreigner</i> .
43	Maksudnya ciri-ciri suatu negara gitu ya?
43	Maksudnya negara itu terletak disini nanti ngisi.
44	Oo nu temanya? Eem dari pertama kali pertemuan sampai terakhir kemarin, yang paling berkesan buat J2?
44	Paling berkesan?
45	Waaah yang ini nih aku ga bakal lupa det. Yang berkesan gitu? Ada ga kira-kira?
45	hdungku yang awal itu mungkin. Waktu <i>foreigner</i> datang itu ya, kemungkinan itu.

.46	Kenapa kok berkesan pas awal-awal itu?
.46	Maksudnya kan waktu ada orang mau bisa ngajar kita, gitu mungkin. Bisa diajar sama orang luar gitu.
.47	Oo ok. Kalau yang paling tidak disukai?
.47	Ya ita! Suka konyol sendiri, marah-marah gitu.
.48	Oo gitu ya? Dari sifatnya itu berarti?
.48	Sifatnya itu.
.49	Ooh ok. Kalau masalah utama yang dihadapi J2 selama mengikuti kelamya <i>foreigner</i> itu apa?
.49	Apa ya... em.
.50	Dari segi apa, misalnya jamnya atau dari segi temen-temennya atau dari segi terlalu cepet ngomongnya mungkin, atau...
2.50	Segi jamnya mungkin. Kan waktu awal-awal dulu kan hari jumat itu sekitar jam 1 jam 2 itu kan anak-anak uda pada cape.
1.51	Oo gitu ya? Tapi ini kan diganti hari sabtu hukanya?
2.51	Iya, itu kan akhir-akhir ini diganti sabtunya.
1.52	Beda ga, J2 ngerasannya pas hari jumat itu sama yang hari sabtu.
2.52	Beda. Ngerasannya beda.
1.53	Lebih semangat yang...?
2.53	Hari sabtu itu.
1.54	Oo lebih jamnya ya masalahnya?
2.54	Ya jam aja.
1.55	Ok. Naah ada saran mungkin dari J2 untuk temen-temennya gitu selama mengikuti kelasnya seperti apa gitu harusnya gitu?
2.55	Harusnya kalau <i>foreigner</i> menerangkan tu memperhatikan jangan buat konyol itu lo, diperhatikan.
1.56	Oo gitu? Iya. Kalau saran untuk <i>foreigner</i> nya sendiri?
2.56	Jangan mudah konyol jangan marah-marah, banyak marah-marah.
1.57	Harus lebih sabar ya?
2.57	Yk harus lebih sabar.
1.58	Ok. Terakhir, menurut J2, diajar oleh <i>foreigner</i> ini bisa mengentungkan kemampuan J2 dalam bahasa inggris atau justru malah sebaliknya?
2.58	Ya.
1.59	Bisa ya? Perkembangannya dari segi apa itu kira-kira?
2.59	Pengetahuan.
1.60	Pengetahuan ya? Ok. Itu mungkin cukup. Terimakasih J2 ya atas kerjasamanya.

code	Transcription
L1	Ok. Dan K2 sendiri ini termasuk yang menyukai bahasa Inggris atau yang lebih ke biasa-biasa aja?
K1	Sebenarnya sih suka tapi kan kalo apa ya, disaat ya bisa... eum, mungkin dan SD sih suka bahasa Inggris sih sebenarnya, suka baca-baca, tapi kok naik ke SMP itu karena fiktur guru atau apa itu untuk bahasa Inggris agak ga suka. Naa terus waktu SMA ini kan apa itu, lupakan saya sudah lama ya, ada berhenti dua tahun, jadi untuk apa, melanjutkan semangat lagi biar nilai nya itu bisa bagus semua ya, saya mencoba untuk suka dengan semua pelajaran gitu. Naa untuk bahasa Inggris ya saya berusaha untuk ya itulah indah. Sebenarnya senang sih. Maksudnya kan bisa tahu bahasa luar gitu kan juga manfaatnya utk ke depannya kan barang kali bisa keluar negeri gitu.
L2	Oo ok, Kalau dari segi yang ngajar sendiri berpengaruh adak?
K2	Berpengaruh banget. Selain motivasi dan kita sendiri terus, yang ngajar tu, kadang kan kalau yang ngajar tu ga perhatian sama kita, ya jadi sebel sama pelajaran itu. Jadi, ya kadang sih ya untuk apa, sebenarnya senang bisa ikut sama kelasnya <i>foreigner</i> itu te. Terus sempat ngomong bahasa Inggris itu senang lah bisa ngomong sama turis. Tapi kan pertama apa itu, deg-degan banget gitu too. Jadinya kalau, sebenarnya enak sih, kan linggatnya di pantai, dulu pernah ada hule gitu jadi ada juga aku bicara sama bule-bule gitu.
K1	Ok, senang ya? Kalau dari sisi personalnya, menurut K2 ini si <i>foreigner</i> nya itu orangnya seperti apa?
K2	Sebenarnya sih menurut saya orangnya itu untuk, mungkin kan karena dia kan juga bukan asli Indonesia ya, jadi untuk bicara sama kita itu agak sulit, trus saya belum bisa memahami betul kata-kata yang dia ucapkan. Lee saya itu lebih bisa memahami kalau yang mengueupkan itu guru bahasa Inggris sendiri gitu, belum bisa ngomong banget sealnya... ya kalau lagu-lagu gitu mungkin bisa, tapi kan kalau langsung gitu, kurang bisa nyandak gitu.
K1	Besari intinya kalau pas <i>foreigner</i> ini menerangkan K2 kurang bisa dipahami.
K2	Heum, kadang apa te itu, bilang gini, saya tu membayangkan gitu, apa ya, gitu... keheheh.
K1	Itu karena <i>foreigner</i> nya yang misalnya terlalu cepet ngomongnya, yang <i>pronunciation</i> nya ga jelas atau karena kemampuan siswanya yang kira-kira belum siap lah kalau...
K2	Kalau menurut saya sih siswanya kali ya mbak, soalnya kan belum kebiasaan juga ngomong sama bule, jadinya kan belum bisa langsung, kan beda kan sama guru bahasa Inggris, kalau sudah ngomong sama guru bahasa Inggris kan langsung nyandak gitu, langsung nyambung gitu. Menurut saya siswanya kali belum begitu pandai dalam berbicara dengan lusa gitu.
K1	Ok, Kalau dari interaksinya sendiri, interaksinya <i>foreigner</i> dengan murid-murid, teman-teman K2 itu seperti apa?
K2	Sebenarnya bagus sih, euman kadang kan ga semua anak mudeng, anak-anak tertentu yang tahu arti apa yang <i>foreigner</i> bicarakan itu.
K1	Naah kalau misalnya ndak paham gitu, gimana itu?
K2	Yaa paling ga ada yang tanya. Kadang <i>foreigner</i> tidak memberikan kesempatan untuk bertanya ya, anak langsung, atungkan tangan gitu, tanya gitu.
K1	Direspon ga sama si J?
K2	Ya direpson tapi kalau menjelaskannya ga mudeng kan ada bu hesty naa janji diterjemahkan sama eu hesty.
K1	Di samping bu hesty?
K2	Ya kadang itu didampingi, kadang cuma dilihat tek gitu. Kan kadang kalau ada gurunya, kira ndak tahu kata-katanya kan kita bisa tanya gurunya. Jadi untuk menjawab bahasa Inggris kita bisa lancar sendiri gitu.
K1	Berarti <i>foreigner</i> itu tipe yang memberikan kesempatan untuk bertanya atau mengajukan pendapat gitu ya?
K2	Ya.
K1	Kalau diberi kesempatan seperti itu, K2 ini tipe yang aktif di kelasnya <i>foreigner</i> atau lebih yang ke cuek gitu?
K2	Tergantung apa ya. Kadang mood-moodan sih mbak. Kalau, maksudnya pengen tahu baged aku tanya, tapi kalau ga, maksud ga pengen gitu aku ga tanya. Tapi kalau pengen tahu baged aku baru tanya.
K1	Rasanya tanya sama <i>foreigner</i> sama guru biasa itu beda ga?
K2	Beda banget mbak. Kalau guru kan biasa tapi kalau sama tu ns kan analogi baru pertama ketemu gitu kan aduuuh ngomong apa ya, bingung gitu, deg-degan gitu.
K1	Ooo gitu ya? Groggi gitu ya? Tapi berani ga? Atau takut salah gitu?
K2	Berani sih, kan kalau apa, kita ndak mencoba kan ga bakalan bisa.
K1	Jadi maksudnya deg-degannya itu juga deg-degan ke yang berani ya, bukan karena yang takut gitu ya?
K2	Ya.
K1	Ok, kalau diberikan tugas sama si <i>foreigner</i> ini, K2 dan teman-teman itu, kalau menurut K2 ya, itu teman-teman lebih yang memberikan respon baik, atau lebih yang ke cuek?
K2	Kebanyakan yang cuek. Cuma anak-anak tertentu yang merespon tugas dari <i>foreigner</i> tersebut. Jadi ya, kalau... tergantung sih orangnya juga sih mbak, kalau orangnya itu tanggung jawab ya pas di mengerjakan gitu. Tapi ya, apa tu, semua tergantung kita sih. Kalau merasa penting pelajaran <i>foreigner</i> kan pasti kita mau ngajarin juga sih ya, gitu.
K1	Naah kalau misal ada yang ga mengerjakan tugas nih responnya <i>foreigner</i> gimana tuh?
K2	Ya, menurut saya biasa-biasa aja sih. Cuma kadang sarah mau dikasih apa gitu, tes apa gambar apa narti pekoknya dalam bahasa Inggris lah. Soalnya <i>foreigner</i> ngomong ini nos maksudnya dalam bahasa Inggris tu apa gitu. Soalnya, jawabannya tu berenang, ada pelajaran renang trus selama belajar terus ada ban buai bantuan

	itu. mau itu apa gitu ..
1.17	Mancing-mancing ya? Naah kalau ini, kalau awal ada yang ga respon, masalahnya gojeknya gitu-gitu, nu... responnya <i>foreigner</i> seperti apa?
1.17	Kalau apa, anak-anak pada ribut gitu dia langsung teriak gitu, "pay attention me" gitu.
1.18	Gitu? Marah ya? Tapi ribahnya marah yang sama mengukuk ga sih?
1.18	Enggak. Itu ada pada diam udah, lanjut lagi
1.19	Nanti gejek lagi ga?
1.19	Yaa.
1.20	Gitu ya? Kalau menurut K2 suasana kelasnya <i>foreigner</i> ini gimana suasana kelasnya?
1.20	Seaneh sih. Kadang di dalam kelas, kadang di luar kelas, terus terkolong suka... oke pernah maksudnya kayak pelajaran bahasa Inggris sungguhan gitu lo, ada listening, terus writing, terus ada apa ya, reading gitu, terus seruain, gitu juga seneng.
1.21	Oo gitu ya, jadi lebih ke yang menyenangkan? Pernah merasa bosan juga?
1.21	Pernah sih sealnya kan su kan apa ya, itu kan habis pramuka, sebelum pramuka tu masuk kelas dulu, jama itu napa ya, sealnya kan kira pulang sore terus jadi ya bosan, pengen pulang cepet, ga ada waktu istirahat gitu looo. Kadang gitu, kalau siang gitu, kadang kan isurhar, kan main ke rumah teman dulu, nana nu istirahat bentar, sudah nyantai ya, terus berangkat lagi.
1.22	Jadi mengukuk kelasnya <i>foreigner</i> ini, K2 lebih yang terpaka gitu atau yang seneng?
1.22	Yaaa gu juga sih. Gimana ya, kadang kan juga ada rasa ingin bisa bahasa Inggris kan ya harus apa, menyemangati diri sendiri untuk ikut kelasnya <i>foreigner</i> , kan juga ga... kesempatan itu kan kadang ga datang dua kali gitu.
1.23	Ok. Metode yang digunakan <i>foreigner</i> itu sendiri menurut K2 bervariasi ga?
1.23	Bervariasi. Ee kadang nu ya kayak tadi uda tuk apa, uda cak singgung tadi, ya kadang listening music terus melengkapinya apa. Terus, nu ada gambar gitu terus mendeskripsikan, kan ada kesungannya terus sureh nglanjutin, terus main di luar. Misinnya lucu sih, gake aneh-aneh gitu, masak ya meja dua gitu tapi naikinnya pakai apa gitu nko diketok gitu, orang dua cok gitu, satu gini sama teman yang satu gini juga, naikin ke meja, lucu sih
1.24	Seru ya?
1.24	Seru banget.
1.25	Ok dari metode yang banyak itu, yang menjadi favoritnya K2 yang apa?
1.25	Yang listening.
1.26	Kenapa?
1.26	Karena gitu, kemampuan listening saya belum begitu memuaskan. Jadinya lagi ear-eari gimana caranya kalau mendengarkan orang bicara bahasa Inggris itu, khususnya yang orang asing ya, kita itu bisa lebih memahami. Dulu di SMP juga pernah belajar di EPT tapi jarang kerena sama bula, kan English For Teaching gitu kan dulunya di magelang jadi kan dekat sama pondi Borobudur jadi kan... kalau SMA yang di kota sering kesitu. Kadang ga ada kesempatan jadi jarang kesitu
1.27	Kalau materi. Kan materinya beda-beda tuuh, jadi misalnya pas pertemuan hari ini temanya apa, gitu-gitu, nu menurut K2 temanya menarik atau ash itu mah terpa bisa, gu nu lain juga sering mengambil tema itu gitu?
1.27	Dulu tuu apa ya. Temanya itu kalau menurut saya itu biasa-biasa aja. Kayak bentuk-bentuk narrative gitu, terus... itu aja sih, kadang... Tapi ya nu paling kalau aku ga tahu kata-kata sulinya itu bisa jadi vocab gitu. Jadi ya walaupun aku ga seneng tapi aku bisa ngambil hikmahnya sendiri hehehe
1.28	Dari sekian banyak tema itu, yang paling K2 suka yang tema apa?
1.28	Itu ya, waktu ngarang cerita, maksud ada gamear gitu, terus sureh ngelanjutin sendiri. Nas imajinasinya itu keluar sendiri gitu lo, jadi seneng lah. Benjajitasi.
1.29	Ok. Kalau dari pertemuan pertama sampai terakhir kemria co, yang paling berkesan banget buat K2 itu apa?
1.29	Apa ya... waktu itu suruh jawab pertanyaan. Ku kan kebetulan bawa alfa link jadi tahu lah jadi bisa jawab terus gitu. Sehenaknya lum begitu pas sih kata-katanya cepi cak sambung-sambungin eee ternyata benar.
1.30	Oo gitu? Seneng gitu ya kalau kita bisa jawab. Kebanggaan tersendiri gitu ya? Ok. Sebaliknya kalau hal yang paling udak disukai?
K2.30	Gini kalau kadang... kan ada anak yang kalau diajak <i>foreigner</i> itu langsung bisa nyambung gitu. I.e nandi kadang bicaranya sama itu terus gitu lo, yang lainnya ga diperhain.
K1.31	Jadi maksudnya pilih-pilih gitu ya?
K2.31	Gitu-gitu sih.
K1.32	Ya ya. Kalau masalah utamanya K2 mengisui kelasnya <i>foreigner</i> itu apa?
K2.32	Meeti bingung kalau <i>foreigner</i> bicara terus ku ga tau artinya. Terus gimana ini. Kan kalau dia ngomong kita juga berusaha tahu apa yang dia bicarakan gitu lo. Kalau ga tau ya... ya masalah utamanya itu aku ga tahu artinya nu. Bingung, kita mau ngomong apa juga ga bisa, terus mau komewar apa juga ga tahu, pendanaan apa juga ga tahu.
K1.33	Kalau menghadapi seperti itu gimana K2 menyelesaikannya?
K2.33	Menyeleuskannya ya tanya sama gorunya, terus kalau ga tanya sama teman yang lebih tau, terus aku ear tahu artinya sendiri, jadi kalau mencari tau sendiri kan ada apa, ingatannya kan mungkin heeh daripada kita tanya ini artinya apa, gitu.
K1.34	Kalau ini, menurut K2 kelas yang ideal, kelas yang diajar <i>foreigner</i> tapi yang ideal itu seperti apa gambarnya?
K2.34	Sebelumnya dia nu juga harus bisa eee... kan dia uda bisa bahasa Inggris pasinya ya, terus untuk mengajar disini kan dia juga harus bisa bahasa Indonesia, jadi dia harus lebih memahami bahasa Indonesia terus hubungannya dia

	lebih memahami bahasa Indonesia, apa, hubungan <i>foreigner</i> sama anak-anak tu bisa lebih baik gitu, jadi bisa nyambung, cepet nyambung, terus kalau dia bisa bahasa Indonesia mungkin lebih asyik tu kelasnya.
1.35	Kalau idealnya itu dari segi waktu tu gimana? Tadi kan itu tadi K2 bilang kalau siang itu cepet nah itu idealnya kapan?
1.35	Kalau menurut saya, kalau bahasa Inggris itu, mungkin tengah aja, soalnya kesenangan saya itu kalo pagi itu yang tung-tangan aja, trus akhirnya itu nah yang agak santai santai kayak soal diskusi gitu menurut saya kan agak santai ya, jadi kalau bahasa Inggris itu mungkin yang jam ke 3-4 gitu jangan sampai setelah istirahat kedua lah gitu.
1.36	Kalau dan ini, jumlah siswanya sendiri menurut K2 terlalu banyak atau itu sudah ideal?
1.36	Menurut saya sih kalau untuk kelas bahasa Inggris aja ya, cukup ideal, karena apa ya, kalau kebanyakan tu stumpnya <i>foreigner</i> nya belum bisa paham bahasa Indonesia kan juga malah ga bisa interaksi antara <i>foreigner</i> sama anak-anak.
1.37	Ada saran mungkin dari K2 untuk teman-teman sendiri?
2.37	banyak, aslinya kan pada gojek ya, itu kan... gimana sih pemikiran saya tu gimana Indonesia mau maju kalau apa, dari kecil dari sekolah aja kayak itu, dia ga memperhatikan, itu kan kalau dilihat dari sisi keluarga kan juga kesian orang tuanya juga yang membiayai. Tapi kalau mau apa ya... maksudnya mau ngundang, ngemong yang benar tu gini gini gitu, mungkin kan uda pengalamannya ya uda beshenti tu perubahannya beda banget sama aku dulu gitu lo. Jadi aku tu pengen di kelas juga apa... ya kita kan udah sakunya buat gojek, buat sepiis, tapi kebanyakan anak-anak kan sering gojek. Sebenarnya prihatin juga sih. Apa ya, uda disekolahkan, dulu aja aku ngantek, sebenarnya mau sekolah tapi ga bisa sampai berhemat 2 tahun itu kan untuk mengambalkan seperti dulu tu sulit banget gitu to mbak. Jadi curhat, hehehehe
1.38	Gimana, itu kan untuk teman-teman, kalau saran buat <i>foreigner</i> nya sendiri seperti apa?
2.38	Menurut saya biar lebih... itu kan kalau kerenderungan <i>foreigner</i> belum bisa bahasa Indonesia, kita bingung bahasa Inggrisnya harus nyari dulu kan juga kalaupun to mbak, jadinya kalau kita... mungkin kalau untuk apa ya, berbicara gitu kalau <i>foreigner</i> bisa bahasa Indonesia kadang kita bisa ngomong campur-campur kali ya. Maksud pertama itu nanyanya bahasa Inggris tapi keduanya kita apa ya karna ini ga tahu bahasa Inggrisnya apa nah kita bisa, <i>foreigner</i> tahu, kita tahu sama-sama ngeri gitu.
1.39	Berarti kalau di kelas itu ga mutunya bahasa Inggris ya, dicampur gitu? Kalau menurut K2 ini lebih enak diajar oleh <i>foreigner</i> apa guru biasa?
2.39	Mungkin antara guru sama <i>foreigner</i> itu punya positive negative-nya ya, kalau aku sih enak yang guru, tapi untuk tahu lebih luas tentang bahasa Inggris tentunya dengan <i>foreigner</i> nya. Jadi sebisa mungkin menyeimbangkan lah antara keduanya.
1.40	Terakhir menurut K2 diajar <i>foreigner</i> ini bisa mengembangkan kemampuan K2 dalam bahasa Inggris atau justru malah sebaliknya?
2.40	Bisa, soalnya apa, kesoal apa, kalau <i>foreigner</i> nya itu bisa kan beda ya, bedanya bahasa Inggris orang Indonesia sama orang asing gitu. Jadi kita tahu yang beres tu kata-kata itu tu ngomongnya kayak gini, jadi kan ya sering ngomong apa, mulutnya dia kalau ngomong to gimana.
1.41	Ok, terimakasih, mungkin itu. Terimakasih ya atas bantuannya K2.

M1 = Interviewer; M2 = Interviewee;

Code	Transcription
1.1	M2 ya? Ok. M2 ini termasuk siswa yang suka dengan pelajaran bahasa Inggris atau yang gimana?
1.2	sangat suka.
1.3	sangat suka ya? Kenapa?
2.2	ya, kalo orang kalau ingin menguasai dunia, kuasai bahasa asing, terutama bahasa Inggris.
1.3	oo gitu ya? Naaa kalo diajar oleh <i>foreigner</i> sendiri, perasaannya M2 gimana itu?
1.3	ya senang bisa belajar dengan orang yang sudah dianggap ahli.
1.4	ooh gitu? Maksudnya kalo menurut M2 sendiri tentang si <i>foreigner</i> itu orangnya itu gimana?
1.4	kalo menurut saya, eee memang kadang gaya dia menyampaikan materi menurut saya kadang agak membosankan tapi masih dalam kewajaran gitu. Kadang mungkin karena kemampuan saya yang masih terbatas di bahasa Inggris sehingga saya dan teman-teman kadang miss komunikasi gitu dengan beliau. Tapi lebih banyak yang menyenangkannya sih.
1.5	menyenakannya ya? Kalo menyampaikan materi sendiri itu udah dipahamii udah te penjelasannya dia?
1.5	ya mudah. Karena dia setiap misalkan kami bingung pada suatu kata, dia mendeskripsikan dengan gesture gitu. Cukup mudah dipahami.
1.6	oo gitu ya? Kalo misal ada yang tidak dipahami gitu, M2 ataupun teman-teman itu gimana? Maksudnya berani benanya gitu atau malu-malu, takut gitu?
1.6	kalo saya sendiri biasanya taaya. Tapi ada juga teman yang acuh tak acuh atau malu-malu gitu.
1.7	jadi kalo misal M2 itu merasa berbeda nggak, maksudnya kalo diajar guru biasa sama diajar <i>foreigner</i> itu kalo ingin berinteraksi, bertanya misalnya atau menyampaikan pendapat gitu memsa beda ndak?
1.7	ya beda. Eeee apalagi dia orang asing terus kemudian sudah jelas kemampuan bahasa Inggrisnya pasti bagus. Kadang juga takut ada salah-salah kalo komunikasi dengan dia.
1.8	gitu ya? Cukup bisa berinteraksi. Itu M2 merasakan interaksinya itu bagus dengan M2 atau beberapa orang saja atau bisa berinteraksi dengan seluruh kelas?
1.8	bisa. Dengan seluruh kelas.
1.9	ooh gitu? Kalo misalnya, pasti ada dong kejadian dimana di kelas itu kadang ndak kondusif gitu lo. Gejekan misalnya atau gimana, na itu responnya dari si <i>foreigner</i> nya sendiri gimana?
1.9	naa iiii yang saya sedikit tidak suka. Dia itu arungya agak sensitive sama... kadang agak putus asa gitu ketika kelasnya sudah tidak kondusif, gitu.
1.10	eeem, putus asanya gimana itu? Heheh
1.10	yaaa kalo orang Jawa bilang mutugan gitu loo, rus "terserah kalian" gitu.
1.11	ooo gitu? Marah gitu intinya?
1.11	yaaaaaaa begitulah... Mungkin dia kecewa sudah jauh-jauh dari luar negeri datang kesini ee ternyata anaknya kadang sulit diatur gitu.
1.12	Ooo gitu yaaa? Tapi sebatas marah atau menghukum juga misalnya?
1.12	sebatas marah
1.13	sebatas marah ya? Pernah ada yang dikeluarkan dari kelas gitu?
1.13	tidak... paling eumm yaa disuruh diam, disuruh tenang gitu
1.14	kalo misal disuruh diam gitu nanti ngulang gojek lagi ndak atau...?
1.14	ya biasanya diam dulu tapi karena ya mungkin banyak yang tidak apa, tidak ngeh gitu apa yang dia katakana jadi ya... Ngabrol-ngabrol lagi
1.15	ooo gitu yaaa? Ok. Eee kalo misalnya dari segi suasana kelasnya sendiri menurut M2 ini lebih yang ke menyenangkan atau banyak yang menegangkan gitu, maksudnya menegangkan menakutkan iu looh atau justru malah membosankan mungkin?
1.15	kadang menyenangkan saat game gitu, kadang juga membosankan.
1.16	ooo gitu ya? Membosankannya kalo pas apa itu?
1.16	ya biasanya itu,, dia itu orangnya tergantung mood. Kalo moodnya lagi jelek gitu ya kelasnya jadi bosan, dia agak gimana gitu.
1.17	oo kebawa ke kelas...?
1.17	ya hehawake kelas.
1.18	oo gitu? Naaa kalo misalnya dari M2 sendiri itu lebih suka yang di kelas gitu yang diterangkan gitu atau yang game-game tadi?
1.18	lebih suka game karena yaaa pesannya lebih tersampaikan gitu looh.
1.19	Game-nya apa yang diingat A? apa aja?

2.19	Kayak... apa itu, game bola-bola itu lempar bola trus apa nanti ada hukumannya gitu.
1.20	eeh itu berarti di dalam kelas?
2.20	di luar, itu di luar. Trus ada game apa yaaa, buat ngisi-ngisi tentang Jerman gitu. Jerman daerahnya ini ini ini gitu gitu.
1.21	oo ya ya ya ya. Berarti kan ada yang dilakukan di dalam kelas, ada yang di luar kelas.
2.21	ya.
1.22	naa dari sekian banyak metode itu yang paling disukai sama M2 yang apa?
2.22	yang game itu.
1.23	yang game ya? Gamenya kan banyak tu beherapa. naa yang paling berkesan buat M?
2.23	ya yang bola itu. Bola itu berkesan.
1.24	bola ya. Gimana to itu bola maksudnya?
2.24	itu eee balanya, saya sudah agak lupa sih tapi bolanya dilempar gitu dibagi 2 kelompok trus lempar-lemparan bola gitu trus nanti kalau yang kena, kelompok yang kena itu harus ada hukumannya. Hukumannya apa ya, lupa tapi ada hubungannya sama materi.
M1.25	aa gitu ya...? Naah dari materi sendiri. Materi yang disampaikan kan beda-beda wuuh. misalnya pertemuan ini kita membahas aa gitu-gitu to, na menurut M2 sendiri tema yang diberikan itu cukup menarik atau "aaah guru yang lain juga membahas tema yang sama kok" gitu?
M2.25	ya ada yang menarik tapi ada juga yang agak sebenarnya tidak etis untuk dibahas ya, eee yang menarik misalkan tentang Jerman itu, kami bisa ee menambah wawasan tentang negara asal beliau. Tapi kan ee pernah sekali eee temanya tentang apa, pengetahuan seksual untuk remaja. Mungkin karena budaya disana dan budaya disini agak agak jauh berbeda sehingga cara dia menyampaikan agak maaf kurang bisa diterima disini, agak kesannya tidak etis gitu.
M1.26	oo yang menerangkan tentang HIV itu? Berarti dan sekian banyak materi tadi yang paling tidak disukai yang itu ya?
M2.26	Yang itu.
M1.27	kalo respon dari teman-teman sendiri gimana? Banyak yang tidak suka atau malah justru antusias gitu?
M2.27	ya ada yang antusias tapi yang tidak suka juga nggak sedikit.
M1.28	oo gitu ya?
M2.28	ya...hahahahaha
M1.29	maksudnya kan iya, di tempat kita ya tabu gitu la. Ok. Dari pertemuan pertama sampai pertemuan yang terakhir kemarin itu yang paling berkesan buat A?
M2.29	paling berkesan, itu saat dia eee apa,, dia memberikan sebuah narasi, cerita kutipan novel Tom itu trus sva pinjam bukunya itu 2 minggu saya pinjam.
M1.30	wow, 2 minggu selesai?
M2.30	selesai.
M1.31	wow, keron...! ok. Kalau sebaliknya? Yang paling tidak disukai?
M2.31	yang paling tidak saya sukai...?? Dulu saat... apa ya...?? ya yang mbahas itu, HIV itu.
M1.32	bahas itu ya? Oo ya, ak. Kalau masalah utama yang dihadapi M2 selama mengikuti kelasnya <i>foreigner</i> itu apa kira-kira ya?
M2.32	ya,, masalah itu menyampaikan apa yang dirasakan teman-teman. Kan banyak teman-teman yang sama sekali bahkan sama sekali tidak tahu apa yang dibicarakan gitu. Yang kadang membuat moodnya <i>masforeigner</i> itu agak buruk. Jadinya itu gimana cara menyampaikan kalau teman-teman ini belum mendeng, gini-gini-gini pada beliau.
M1.33	oo gitu ya? Ee itu mengatasi masalah tersebut, pernah menyampaikan secara langsung?
M2.33	ya pernah. Akhirnya, kami buat kesepakatan gitu. Jadinya setiap dia menyampaikan sesuatu, kalau ada yang tidak mendeng nanti ditanyakan sama,, ee apa... kadang kan Bu H menemani, kalau ndak ya sama Amalia itu, sama saya.
M1.34	ceemmm... oo berarti kadang Bu H mendampingi juga ya?
M2.34	yaaa tidak sering siii.
M1.35	oo tidak sering.
M2.35	awal-awal sama... ya ajasanya ndampingi tapi kalau saat masuk materi atau masuk game cuma ya cuma apa itu,, tidak mendampingi di kelas tidak
M1.36	u.ummantau
M2.36	memantau, iya cuma memantau-memantau aja.
M1.37	oo ya, kalau dari ini,, ini kan berarti tentang ada beberapa kekurangan gitu ya? Menurut M2 yang ideal itu yang seperti apa sih harapannya? Kelasnya yang ideal?
M2.37	Kelasnya yang ideal ya,, sebenarnya saya untuk ukuran beliau dengan segala kebudayaan yang berbeda, dengan kemampuan bahasa yang dari kami dan beliau yang memang berbeda. saya kira

	cukup ideal. Tapi alangkah lebih baiknya apabila beliau itu memahami ndat-isuadat disini, mlai dan norma disini. Kemungkinan eee apa ya tidak mostly gitu tidak tergantung mood.
1.38	oo gitu ya? Kalau dari jarnya sendiri? Maksudnya jam segini untuk kelas conversational yang diajar <i>foreigner</i> itu sudah cukup bagus atau misalnya mau diganti yang lebih pagi atau sore sekalian gitu misalnya?
2.38	cukup bagus.
1.39	jam berapa itu ya?
12.39	dulu jumat, jumat setelah dzuhur itu, tapi kemudian diganti hari sabtu ya: free day.
11.40	itu lebih enak yang pas hari jumat atau hari sabtu?
12.40	enak jumat.
11.41	enak jumat ya? Jumat setelah dzuhur, kalau yang sabtu nya jant...?
12.41	sabtu nya sekitar jam 9 jam 10 gitu
11.42	kok enak yang jumat?
12.42	la kan sabtu kan free day, pengennya ya free, hehehehehehe
11.43	eu gitu? Yaaaa. Kalau dari kelas sendiri? Maksudnya sudah cukup kondusif gitu sudah cukup ideal gitu atau... itu satu kelas berapa orang?
12.43	eee berbeda-beda sih karena kadang ada yang ga berangkat. Tapi cukup banyak, tapi yaaa cukup kondusif lah. Memang kadang-kadang juga kurang kondusif tapi lebih banyak kondusifnya.
11.44	oo gitu? Menurut M2 lebih baik yang kelasnya itu dengan sedikit siswa gitu atau banyak jadi satu gitu? Atau gimana?
12.44	banyak lebih baik. Lebih ramai, kalau sedikit itu sama-sama ga mudeng malah jadi kami ga bisa mengekspresikan apa yang kami rasakan, kalau banyak kan ndak mudeng apa gitu
11.45	bareng-bareng gitu ya?
12.45	bareng-bareng
11.46	ok. Nah sarannya dari M2 untuk teman-teman nih, kira-kira apa? Kalo mengikui kelasnya <i>foreigner</i> gitu?
12.46	yaa lebih menghargai, dia kan dari jauh, sudah beta-bela datang kesini, kemudian yaaa itu sih. Lebih menghargai, lebih mau mencoba ingin tau.
11.47	gitu? Eeeeee. Kira-kira lebih baik kalau misalnya kelasnya itu dipisah ga? hlaksudnya kan ada beberapa anak yang antusias tuuh tapi ada yang endak, nah nu kira-kira dipisah aja gitu atau gimana menurut A?
12.47	kalau saya dijadiin satu. Masalahnya kalau dipisah oanti yang antusias itu mereka bisa apa.. nanti malah ga efektif. yang antusias ya datang yang ndak antusias malah pergi semua nanti.
11.48	oo ya diog.. oo gitu ya?
12.48	iya.
11.49	ooo heeh heeh. Terakhir mungkin, kalau menurut M2 sendiri diajar oleh <i>foreigner</i> itu mampu mengembangkan kemampuan bahasa inggrisnya M2 ndak?
12.49	sangat.
11.50	sangat ya? dari segi apa itu?
12.50	dari segi eee apa ya? Saya lebih mudah mengerti gitu kalau langsung dari.. kan biasanya kalau masalah pronunciation itu masalah auu buat saya, ketika saya mendengar film atau musik atau apa tidak langsung ooh ternyata huruf ini yang diucapkan tapi begitu gaul dengan beliau, banyak ngebrol gitu akhirnya ooh jadi sedikit-sedikit pendengarannya lebih baik.
11.51	oo gitu yaaa? Ok itu, terimakasih M2 atas bantuannya.

The third day of interview with the students from X B on Friday, 1 June 2012 at 07.20 a.m.

P1 = Interviewer; P2 = Interviewee

Code	Transcription
P1	Ok. P2 ini termasuk siswa yang suka dengan pelajaran bahasa Inggris, atau yang gemata?
P2.1	Kalo soal teori saya kurang suka, tapi kalau langsung praktek saya suka.
P1.2	Gitu ya? Kalau misal praktek ga ada teorinya bisa ndak?
P2.2	Ya... Kalau ga mudeng teorinya kan ga ngerti juga.
P1.3	Maksudnya lebih suka yang langsung prakteknya gitu ya? Esem berarti kalau nonon (tim yang asing gitu, suka? Atau mendengarkan lagu gitu? Tapi kalau pelajaran teorinya kurang begitu suka ya? Itu kenapa ya kira-kira?
P2.3	Karena kalau teori itu saya sering ndak suka itu kalau soal gramarnya.
P1.4	Oya gramarnya gitu ya? Rumus-rumus gitu ya, ndak suka? Kalau prakteknya itu misalnya suka apa gitu?
P2.4	Ya suka bicara, kadang kalau sama temen saya itu kadang suka bahasa Inggrisnya gitu.
P1.5	Oo ya ya, Kalau dari yang ngajar sendiri berpengaruh ga?
P2.5	Ya kalau ngajarnya ga enak kan juga berpengaruh mbek. Kalau tidak enak tu siswa itu tidak suka terus bisa jadi tidak suka pelajarannya.
P1.6	Nah kalau yang pas diajar sama <i>foreigner</i> ? P2 jadi suka atau malah sebaliknyanya gitu?
P2.6	Ya kalau pas itu kan tidak ada kedekatan dengan siswanya gitu la mbek, jadinya sulit paham sama gurunya itu kalau menjelaskan ini tuu maksudnya bagaimana itu sulit.
P1.7	Oo gitu ya? Berarti penjelasannya si <i>foreigner</i> ini sulit dipahami?
P2.7	Ya.
P1.8	Itu alasannya apa itu?
P2.8	Ya kan ada kata-kata yang belum tau walaupun bisa diajarkan sama temennya gitu, kedekatannya juga kurang owg.
P1.9	Kedekatannya dengan murid-muridnya gitu ya? Esem kalau misalnya ada yang belum dipahami gitu berani tanya ga sugeng?
P2.9	Kalau saya tipe orang pemalu.
P1.10	Oe hehehe. Jadi kalau ga paham diem?
P2.10	Ya kadang sama temen yang uda deket lah tanya nya.
P1.11	Esem bertanya lebih ke temennya gitu ya? Ya ya ya kalau dari <i>foreigner</i> nya itu sendiri memberi kesempatan murid-muridnya untuk bertanya, menyampaikan pendapat gitu ga?
P2.11	Kalau bertanya gitu iya.
P1.12	Nah kalau diberi kesempatan bertanya gitu ada temen-temen yang bertanya?
P2.12	Kebanyakan dari temen-temen tu banyak yang males. Kalau benanya tu lo...
P1.13	Lo kenapa ya?
P2.13	Ga tau.
P1.14	Ga tau ya? Hehehe. Kalau P2 sendiri kenapa itu?
P2.14	Kalau pas itu kebanyakan malesnya itu kalau tanya itu tidak tahu bahasa yang tepat untuk gramarnya bagaimana saya ga tahu.
P1.15	Oo maksudnya cara bertanya gimana gitu ya? Tapi kalau misal berinteraksi sama guru biasa, dibanding berinteraksi dengan si <i>foreigner</i> nya itu tadi beda ga?
P2.15	Beda.
P1.16	Kalau ngaming sama guru biasa itu biasa aja ya?
P2.16	Biasa aja.
P1.17	Kalau sama <i>foreigner</i> nya?
P2.17	Ya agak ragu laah.
P1.18	Agak ragu ya? Takut salah? Groggi gitu ya?
P2.18	Ya.
P1.19	Ok. Kalau dari, misalnya ada temen-temen yang ga memperhatikan, gojekan di dalam kelas itu responnya si <i>foreigner</i> sendiri apa?
P2.19	Biasa aja dibiarkan bu.
P1.20	Dibiarkan? Berarti kalau ramai gitu dibiarkan ya?
P2.20	Ya kalau ramai disuruh diam, tapi ya gojek sendiri-sendiri lah bu, yang duduk di belakang.
P1.21	Oo si <i>foreigner</i> itu sudah bisa menguasai kelas belum kira-kira?
P2.21	Belum.
P1.22	Belum ya? Terbukti ada yang ramai-ramai tu tadi ya? Ooo gitu? Pernah marah <i>foreigner</i> nya?
P2.22	Kayaknya... pernah kayaknya.

1.23	Pernah kayaknya? Looh P2 ini mengikut terus ndak?
P2.23	Ga!
1.24	Ga.. ? Lo berangkatnya berapa kali?
P2.24	Kalau yang dulu kan sehabis jumat, dan saya tidak ikut. Karena kan kalau dipanti itu harus jumat dan di panti. naah mulainya kan habis jumat naah kalau kesmi lagi itu ga sempat.
1.25	Ooo gitu ya? Karena masalah waktu berarti? Eem dipanti juga to? Berarti cukup deket juga dong sama <i>foreignernya</i> ?
P2.25	Bukan panti bawah. Panti tuntang.
1.26	Oo beda? Oa gitu? Oo pantinya jauh ya? Oo looh heeh heeh. Ooo ya. kalau dari suasana kelasnya sendiri menurut P2 itu lebih yang ke menyenangkan. gitu? Atau membosankan mungkin?
P2.26	Kalau saya ya bosan lah. Kalau kan sabtu sekarang, saya bolos.
1.27	Oo kenapa itu?
P2.27	Sosialnya dia itu menjelaskannya itu seringnya bagaimana ya... cuma teori kalau tidak interaksi dengan siswa itu kan siswa juga bingung mau ngapain jadi semuanya bingung
P1.28	Oo gitu ya? Jadi lebih ke yang membosankan gitu ya? Ada bagian menyenangkannya juga ndak?
P2.28	Ya pas kalau, jelaskannya pas ya disukai anak-anak kan. jadi kan tertawa-tawa gitu kan ...
P1.29	Contohnya yang pas disukai anak-anak yang pas menjelaskan apa?
P2.29	Pas... eeh bahaya seks itu kan...
P1.30	Hehehe Itu teman-teman jadi antusias gitu ya?
P2.30	Ya.
P1.31	P sendiri antusias dengan itu? Ok. Kalau mengajarnya itu selalu di dalam kelas diterangkan gitu atau pernah di luar kelas?
P2.31	Kalau cuma pas saya ikut itu cuma di dalam kelas.
P1.32	Tapi kemarin-kemarin pernah di luar kelas?
P2.32	Ga tahu.
P1.33	Ga tahu ya? Ikutnya yang pas hari sabtu tok owg ya?
P2.33	Ya?
P1.34	Oo gitu? Kalau dari segi materinya sendiri, temanya? Misalnya kan hari ini membahas apa gitu, naah itu menurut P2 menarik ga temanya? Atau aah ini mah guru lain juga menrangkan tema ini nihh gitu?
P2.34	Ya kalau soal tema itu dia itu apa, tanya dulu sama murid-muridnya. Temanya besar apa? Kalau ga ya nyari sendiri berkenaan dengan apa. yang nyata sekarang gitu.
P1.35	Ooo gitu ya? Eem heararti tanya juga ya besok materinya apa? Eem la kalau dari sekian banyak tema yang paling disukai P2 yang apa?
P2.35	Dulu kan pernah saat football, pemain sepak bola itu, paling suka yang mana gitu. terus di Belanda itu diterangkan dimana ibukotanya terus tempat-tempatnya yang biasa buat rekreasi itu dimana.
P1.36	Oo tentang negara-negara gitu ya? Kalo yang paling tidak disukai tema apa?
P2.36	Ga tahu.
P1.37	Biasa aja gitu ya yang lain? Oan pertemuan pertama sampai yang terakhir kemarin yang paling berkesan buat P2 apa?
P2.37	Biasa aja semua ewg bu.
P1.38	Kalo yang paling ga disukai, ada ga?
P2.38	Ga ada.
P1.39	Biasa aja gitu ya? Oo oke. Kalau masalah utama yang dihadapi P2 selama mengikuti kelasnya <i>foreigner</i> itu apa?
P2.39	Masalah utama..? ya tidak terjadi interaksi gitu itu masalah. lalu soal kosa kata saya juga kurang. Apa lagi... banyak tapi saya lupa.
P1.40	Ok. kalo ada masalah kayak gitu misalnya vocabnya P2 yang kurang gitu cara menyelesaikannya gimana tuh?
P2.40	Sekarang kan dipanti digerakkan apa mulai berbahasa inggris. yang SMA nu menjadi paroban dan disuruh berbahasa inggris sebisanya dulu.
P1.41	Ooo gitu? Oo ya bagus tu ya programnya ya. Berarti P2 mulai ndak itu?
P2.41	Ya kalau di panti ya mulai sedikit-sedikit lah.
P1.42	Oo gitu ya? Memang diharuskan ya. Ok. Kalau kelas conversation yang diajar oleh <i>foreigner</i> yang ideal menurut P2 yang seperti apa?
P2.42	Ya kalau idealnya, saya lebih ke cenderung yang di kelas saja. Kalau di luar itu murid-muridnya sudah bosan karena kalau di kelas itu kan sudah biasa. Kalau Lebih baik itu diajak keluar diterangkan bagaimana keadaan. nah terus aktivitas dengan menggunakan bahasa inggris kan lebih enak untuk didengar kan lebih bisa nyantrel gitu lo mbak.

P1.43	Ooo gitu ya? Kalo waktunya sendiri sudah ideal belum?
P2.43	Waktunya itu kurang enak. Itu seabis olahraga jara. Keringetan gitu lo bu, kalau di kelas itu bacanya tidak enak.
P1.44	Ooo hari sabtu jam 9 itu setelah olahraga?
P2.44	Ya.
P1.45	Ooo kalau enaknya waktunya itu gimana menurut P2 yang ideal?
P2.45	Bagaimana ya mbak?
P1.46	Maksudnya pagi atau agak siang jam 9-9an atau malah siang banget gitu?
P2.46	Kalau siang banget ga usah, mendiang jam 9 gitu tapi kalau depannya jangan saat olahraga gitu.
P1.47	Eeem maksudnya pelajaran dulu gitu ya? Ga olahraga kan capek ya abis olahraga.
P2.47	Ya.
P1.48	Kalau dari jumlah teman-teman satu kelas sendiri itu udah ideal belum?
P2.48	Kalau di dalam kelas itu terlalu banyak ya, dua kelas langsung ewg.
P1.49	Ooo kelas X A sama XB digabung? Itu terlalu banyak ya? Eeem seharusnya kalau menurut P2 itu yang ideal berapa anak kira-kira satu kelas?
P2.49	Kalau saya idealnya ya 30an, 25-30an sehingga apa, orang tersebut bisa berinteraksi dengan siswa-siswa gitu lo, lebih mudah interaksi, lebih dekat gitu.
P1.50	Berinteraksinya kalau P2 suruh milih lebih baik <i>foreigner</i> nya ini total pakai bahasa inggris atau campur-campur gitu atau?
P2.50	Kalau total bahasa inggris kan juga bingung. Kami juga bingung. Lebih baik kan pakai bahasa inggris nanti kalau ada yang ga mudeng kan baru tanya. Muridnya tanya apa gitu kan ada guru pembimbingnya.
P1.51	Guru pembimbingnya?
P2.51	Bu hesti.
P1.52	Oo bu hesti membimbing? Eeem jadi butuh bu hesti untuk menerangkan yang belum paham itu? Atau <i>foreigner</i> aja cukup, nanti menerangkan sendiri gitu?
P2.52	Kalau <i>foreigner</i> sendiri itu kadang ada kosa kata yang belum tahu artinya gitu lo bu.
P1.53	La kalo suruh milih antara diajar <i>foreigner</i> sama diajar guru biasa milih mana?
P2.53	Kalau <i>foreigner</i> itu agak dekat kalau guru biasa itu dekat enak gitu kalau diajak ngobrol gitu nyambung seperti teman.
P1.54	Berarti misal ya? Misal <i>foreigner</i> nya ini dekat dengan siswanya juga enak ya?
P2.54	Enak.
P1.55	Berarti ga peduli mau <i>foreigner</i> mau guru biasa yang penting ada kedekatan itu?
P2.55	Ya.
P1.56	Ooo gitu? Ok. Naaah ada saran buat teman-teman kalau mengikuti kelasnya <i>foreigner</i> gimana gitu?
P2.56	Ya kalau saran saya sih ya jangan pada gojek sendiri kasian dia kan orangnya juga manusia kan punya hati juga, kalau dibiarkan menerangkan sendiri kita ramai kan juga kasian.
P1.57	Gitu ya? Naaah kalau saran dari P2 buat <i>foreigner</i> nya sendiri kira-kira apa?
P2.57	Ya jangan terlalu apa yo, jangan terlalu ada kesenjangan antara muridnya gitu. Lebih baik dekat, sering komunikasi dengan yang lain. Kan kalau ini orangnya dekatnya cuma satu saja kan. Kalau yang lain... tapi kalau yang panti-panti udah sering ketemu kan udah enak. Kalau kami kan belum, belum terlalu dekat gitu lo bu.
P1.58	Ooo gitu ya? Interaksinya kurang. Ok. Terakhir kalau menurut P2 sendiri diajar oleh <i>foreigner</i> ini bisa mengembangkan kemampuan bahasa inggrisnya P2 atau biasa aja?
P2.58	Ya kalau saya berkembang. Karena kan kita bisa tau bagaimana orang asli sana itu mengucapkan kata-kata gitu tau.
P1.59	Ya jadi berkembang ya? Lumayan bisa mengembangkan. Ok. Iya, terimakasih P2 ya.



PIMPINAN DAERAH MUHAMMADIYAH
MAJELIS PENDIDIKAN DASAR DAN MENENGAH KOTA SALATIGA
SMA MUHAMMADIYAH (PLUS) SALATIGA
TERAKREDITASI A

Jalan Kyai Haji Ahmad Dahlan No. 1 Salatiga Telp. (0298) 322358 Kode Pos 50714
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SURAT KETERANGAN

Nomor : 113/SM.A.M/E.23/VI/2012

Kepala SMA Muhammadiyah (Plus) Salatiga menerangkan bahwa mahasiswa di bawah ini :

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NIM : 111300125
Jurusan : Tarbiyah
Progdi : Tadris Bahasa Inggris (TBI)
Fakultas : Sekolah Tinggi Agama Islam Negeri (STAIN)
Salatiga

Yang bersangkutan benar – benar telah mengadakan penelitian di SMA Muhammadiyah (Plus) Salatiga mulai bulan 07 Mei 2011 s.d. selesai untuk kepentingan penyusunan Skripsi dengan judul “ **A DESCRIPTIVE ANALYSIS OF STUDENTS PERCEPTION OF CONVERSATIONAL CLASS TAUGHT BY FOREIGNER COUNTERPART IN THE FIRST YEAR STUBENTS OF SMA MULAMMABIYAH (PLUS) SALATIGA IN ACADEMIC YEAR 1011/2012** “

Oemikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Salatiga, 01 Juni 2012

Kepala Sekolah



Amin Hartawan
Dr. Amin Hartawan, M. Pd
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Hal : Izin Penelitian

27 April 2012

Kepada
Yth. Kepala SMA MUHAMMADIYAH (PLUS)
di Salatiga

Assalamualaikum w.w.

Yang bertanda taogan di bawah ini, kami menerangkan bahwa :

Nama : Nurul Inayah
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Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
A DESCRIPTIVE ANALYSIS OF STUDENTS' PERCEPTION OF
CONVERSATIONAL CLASS TAUGHT BY FOREIGNER COUNTERPART IN
THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH (PLUS)
SALATIGA IN ACADEMIC YEAR 2011/2012

Dengan Pembimbing : Norwanto, M. Hum
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di SMA MUHAMMADIYAH (PLUS), mulai tanggal 7 Mei 2012 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Pembantu Ketua Bidang Akademik



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2. Mahasiswa yang bersangkutan



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nomor: Stj.24/K-1/PP.00.9/I-1.3.54/2012
tipe : Proposal Skripsi
jenis : Pembimbing dan Asisten
Pembimbing Skripsi

20 Februari 2012

Yth. Norwanto, M. Hum

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Nurul Inayah
NIM : 11308125
Jurusan : Tarbiyah
Judul Skripsi :

A DESCRIPTIVE ANALYSIS OF STUDENTS' PERSPECTIVE IN
CONVERSATIONAL CLASS TAUGHT BY FOREIGNER COUNTERPART IN
THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH (FLUS) SALATIGA
IN ACADEMIC YEAR 2011/2012

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

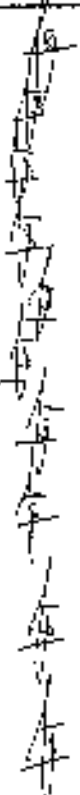


Yth. Ketua,
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Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)

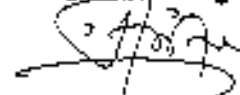
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: Nurul Inayah
NIM : 113 08 125
PEMBIMBING : Norwanto, M.Hum
JUDUL : A Descriptive Analysis of Students' Perception toward
 A Conversational Class Taught by Foreigner Communicate in
 the First Year Students of SMA Muhammadiyah (Rlu) Salatiga
 in the Academic Year of 2011 / 2012

NO.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	09 April 2012	- Proposal	- Revisi : Perbaiki isinya, jelaskan metodologi penelitian yg digunakan	
2.	23 Mei 2012	- Proposal	- ACC	
3.	07 Juni 2012	- BAB I	- Revisi Grammar	
4.	27 Juni 2012	- BAB II	- Revisi : Grammar, cara parafrase dan penulisan referensi	
5.	16 Juli 2012	- BAB III	- Revisi : Grammar	
6.	31 Agustus '12	- Revisi BAB I, II, III	- ACC	
7.	8 Agustus 2012	- BAB IV	- Revisi : Perbaiki format penyajian data	
8.	15 Agustus 2012	- Revisi BAB IV	- Revisi : content, grammar, penjadwalan, pengutipan, margin	
9.	3 Sept 2012	- Abstract - Revisi BAB I, II, III, IV, V	- ACC - Perbaiki Content ACC	

CATATAN:
 SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing


 Norwanto, M.Hum

DAFTAR NILAI SKK

NAMA : NURUL INAYAH

JURUSAN : Tarbiyah IBI

NIM : 11308125

No.	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
1.	OSPEK STAIN Salatiga	25-27 Agustus 2008	Peserta	3
2.	Sarasehan Keagamaan DEMA STAIN Salatiga dengan tema "Aktualisasi Nilai-Nilai Spiritual Puasa di Bulan Ramadhan"	9 September 2008	Peserta	2
3.	Buka Bersama dan Bedah Film dengan tema "Perjumpaan Indah dengan Ramadhan Penuh Berkah" oleh LDK STAIN Salatiga	15 September 2008	Peserta	2
4.	EFC (English Friendship Camp) CEC STAIN Salatiga	15-16 November 2008	Peserta	3
5.	Bedah Buku "Kaum Muda Menatap Masa Depan Indonesia" oleh DEMA STAIN Salatiga	27 November 2008	Peserta	2
6.	KARIMAH LDK STAIN Salatiga Spesial Hari Ibu "Ibuku Inspirasiku"	19 Desember 2008	Peserta	2
7.	Kursus Pembina Pramuka Mahir Tingkat Dasar (KMD) Kwarrir Cabang Kota Salatiga	9-14 Februari 2009	Peserta	5
8.	Program Praktikum "Intensive Course" UPB STAIN Salatiga	20 Februari 2009	peserta	3
9.	Bedah Film "Laskar Pelangi" dan Penggalangan Dana untuk Korban Situ Gantung oleh DEMA STAIN Salatiga	4 April 2009	Peserta	2
10.	Diskusi Panel dan Buka Bersama dengan tema "Aktualisasi Bahasa Arab dan Bahasa Inggris dalam Dakwah Islam" oleh CEC, LDK dan ITTAQO STAIN Salatiga	5 September 2009	Peserta	2

No.	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
11.	Lomba Penulisan Karya Ilmiah UPT Perpustakaan STAIN Salatiga	13 November 2009	Juara Harapan I	3
12.	Seminar Nasional "Strategi Pembelajaran Kreatif, Menarik, dan Menyenangkan Menuju Siswa Cerdas" oleh STDI	23 Januari 2010	Peserta	6
13.	MILAD LDK STAIN Salatiga ke VIII Dalam Acara Lomba Cerpen Islami	16 April 2010	Peserta	2
14.	Seminar Festival Bahasa Internasional CEC dan ITTAQO	20 April 2010	Peserta	3
15.	Javanese Public Speaking Training (JPST) LDK STAIN Salatiga dengan tema "Nguri-uri Bosu Jawi"	7 Januari 2011	Peserta	3
16.	Workshop "Minimax for Business & Professional Communication with Dr. Kay Westerfield" oleh STAIN Salatiga	27 April 2011	Peserta	3
17.	Pelatihan Penulisan Artikel oleh FLP	6 Juni 2010	Peserta	3
18.	The Cultural Exchange Program between STAIN Salatiga and Azusa Pacific University, California, USA	19 Juni 2010	Peserta	3
19.	Praktikum ILAIK oleh UPB STAIN Salatiga	31 Juli-22 Agustus 2010	Peserta	3
20.	Praktikum TOEFL oleh UPB STAIN Salatiga	31 Juli-22 Agustus 2010	Peserta	3
21.	Seminar Nasional Profesionalisme Penulisan dan Penerbitan Buku oleh UPT Perpustakaan STAIN Salatiga	3 Agustus 2010	Peserta	6
22.	PRR (Pondah Remaja Ramadhan) LDK STAIN Salatiga	21-22 Agustus 2010	Peserta	2
23.	ARR (Amalan Ramadhan Racana) oleh Racana dan CEC	30 Agustus-3 September 2010	Peserta	3
24.	Practicum Program oleh Progd. TBI STAIN Salatiga	1 September 2010	Peserta	3

No.	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
25.	English Friendship Camp (EFC) CEC STAIN Salatiga	23-24 Oktober 2010	Panitia	3
26.	Seminar Nasional Pendidikan HMI Tarbiyah STAIN Salatiga	6 November 2010	Peserta	6
27.	Seminar Nasional 'Internet-Based English Learning' oleh STAIN Salatiga	9 November 2010	Peserta	6
28.	Workshop Leadership STAIN Salatiga	3-5 Desember 2010	Peserta	3
29.	National Workshop of Entrepreneurship and Basic Cooperation oleh KDPMA STAIN Salatiga	19 Desember 2010	Peserta	6
30.	Budeh Buku "Ratusan Bangsa Merusak Satu Bumi" oleh CEC STAIN Salatiga	3 Mei 2011	Panitia	2
31.	Seminar Keperempuanan SEMA STAIN Salatiga	17 Mei 2011	Peserta	3
32.	Seminar Regional LDK STAIN Salatiga	21 Mei 2011	Peserta	4
33.	Pelatihan Ustadz-Ustadzah oleh BAOKO TPQ Kota Salatiga	29 Mei 2011	Peserta	3
34.	A Half-Day Teacher Training Workshop oleh JALF	15 Juli 2011	Peserta	3
35.	Dialog Interaktif Pembinaan Lingkungan Sosial di Kampus oleh STAIN Salatiga	20 Juli 2011	Peserta	3
36.	Achievement Motivation Training (AMT) STAIN Salatiga	23 Agustus 2011	Panitia	3
37.	Seminar Nasional oleh K-RIMA Institute dan HE Global Institute	30 Oktober 2011	Peserta	6
38.	Seminar Nasional 'Teaching English Through Immersion Classes' oleh STAIN Salatiga	3 Desember 2011	Peserta	6
39.	Seminar Nasional Entrepreneurship KOPMA STAIN Salatiga	21 April 2012	Peserta	6