

# Empowerment



Yussuf Eddo Runtukahu

# Content

*Prologue*

*All about me*

*Discovering*

*Creating*

*Growing*

*Epilogue*



# ***An Introductory Statement***



## **An Introductory statement**

Empowering students to become intellectual explorers by mastering English is my ultimate goal in doing this intervention. Students with good command of English will have a greater chance to absorb different fields of knowledge, because English becomes a gateway to know other languages. In my class students proficiency level and educational background were different I have to be able to accommodate their expectation and needs. Moving from teacher-centered to student-centered became a challenge since we were raised in the educational system which based on teacher centeredness. I want to move to student centeredness and make my students to be more competent in their speaking skill.

In order to help my students to be more competent in English speaking skill I used Communicative Language Teaching . I believe that Communicative Language Teaching approach is one of the way to improve my students communication skill which is through the interaction and collaboration they could learn better. This process portfolio in an implementation of teaching theories that I learned in the TESOL program. Through this action research I knew my performance and as a way to improve to be more professional.



Me, myself, and I

*Resume*

*A Statement of  
Teaching Philosophy*

*Certificates*

*Courses in MA  
TESOL*



# Resume

**Yussuf Eddo Runtutahu**

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E-mail: [eddo\\_83@yahoo.com](mailto:eddo_83@yahoo.com)

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## Formal Education:

- **Sookmyung Women's University**, Seoul, South Korea, MA TESOL Program, 2011-Present
- **Cipta Wacana Christian University Malang**, Indonesia, BA program, graduated in August 2008
- **School of Business Malang**, Indonesia, Dimploma 1, graduated in 2002

## Work-experience:

**YBM, Seoul, Korea**

**Apr 2013 – Present**

**Indonesian Tutor**

- *Teach Indonesian to Koreans at advanced level (In-house training) at Kepco*
- *Designed module for students based on their levels*
- *Assessed students' progress and performance*

**ECK Education, Seoul, Korea**

**July – Aug 2013**

**Indonesian Tutor**

- *Taught Indonesian to Koreans at beginner level (In-house training) at Shinhan Bank*
- *Designed module for students based on their levels*
- *Assessed students' progress and performance*

**Aitel Kindergarten, Gangnam, Seoul, Korea**

**Nov 2011- Apr 2013**

**English Teacher**

- *Taught English to kindergarten students through various activities*
- *Designed commnunicative teaching materials and fun activities for students based on their levels*

**Saint Albert Senior High School, Malang, Indonesia**

**Feb 2009 – Jul 2009**

**English Teacher**

- *Supervised the improvement each of students by making the test in each of the language skills such as Listening, Speaking, Reading, and Writing. Implemented school curricullum.*
- *Assessed students' progress and facilitated them to be able to pass the national English exams.*

**Bhinneka/ SLC, Malang, Indonesia**

**Aug 2006 – Oct 2007**

***Indonesian trainer for Foreigners***

- *Taught the foreign students from different countries*
- *Supervised students in order to ensure they could speak Indonesian fluently*

**Asia Pulp and Paper Sinar Mas Group, Malang, Indonesia**

**Jul 2006 – Apr 2007**

***English Trainer***

- *Set the lesson plan for the students from some levels.*
- *Taught English for different employees levels*
- *Supervised the progress for each of students in the class.*

**Nonteaching Work-Experience**

**Sookmyung Women's University, Seoul, Korea**

**Apr 2012-Apr 2013**

***Internship program***

- Dealt with clerical work at MA TESOL office

**International Bank Indonesia, Maybank, Malang Indonesia**

**Jul 2009-Jul 2011**

***Home Loan Sales Officer***

- Achieved the personal target of home loan amount based on the disbursement.
  - Offered other banking products such as Saving account, credit card, Time deposit, etc.
  - Maintained the existing and find new developers that cooperate with the company.
  - Expanded the networking of property developers in order to achieve the target
- Responsible for some administration process of home loan application

**Ekamas Fortuna, Asia Pulp and Paper, Malang Indonesia**

**Feb 2007-Sep 2008**

***Business Facilitator***

- Set the improvement system base on Key Performance Index (KPI) system.
- Monitored the Key Performance Index in the some departments (Business Department & Compliance and Development
- Presented the achievement of several projects to the corporate senior management quarterly in the HQ.
- Facilitated each of sections and departments in order to build a good teamwork in achieving the target.
- Held regular meeting for all Departments (Mill Service, Business, Production, Compliance & Development, engineering) to review all projects.
- Assisted Dept. Heads in term of a certain Management system application.
- Assisted the Departments head in preparing and presenting the projects achievement and its progress.
- Prepared mill reports' (Expected benefit and its progress for several projects)

**Interests**

***Reading, Teaching, and Travelling***

# *A Statement of Teaching Philosophy*

Knowing more about what the successful learners did would be beneficial for a teacher to enhance their success learning records. Being a language teacher is not only transferring knowledge but she/he also has to be able as a facilitator who could empower students in order to know particular knowledge using their own background knowledge. In learning language motivation is one of important key factors to be successful in learning a language, teacher has to be a good motivator for the students too..

Teaching in different classes a teacher has to consider some aspects, such as students' learning context, learning style, using different kind of tasks, the learning stage, learners' age, and cultural differences. Designing what kind of task for our students plays an important role decision what kind of task would be use will help students to get better understanding of learning goal. Knowing our students' current language level also will help teacher to decide what kind of material appropriate for the students. As a teacher we have to pay attention to our students' purpose whether for academic goal, to pass an exam, or to get a job. We cannot blame students' who always not get involve actively in the class because students' learning styles are different as a teacher we also have a preference of teaching style need to be able to accommodate needs. Teaching in a multicultural classroom is more challenging for students because a teacher should be more sensitive to their culture, being a teacher should be flexible.

Teacher is a professional job. A teacher should improve his/her individual skills, having good understanding about language teaching methodologies will make teacher able to help students achieve the learning goal. I also believe that teacher should teach their student learning strategies to make them to be independent learners because it would be useful for their long life learning.

# Certificates

Certificate Serial Number: 7029-08-1.1498

UNIVERSITAS KRISTEN CIPTA WACANA

Hereby certify that:

Name : YUSUF EDDO RUNTUKAHU  
Principal Number : 02141028  
Place, Date of Birth : Malang, 20 June 1983  
Faculty of : LETTERS  
Study Program : ENGLISH LITERATURE

Based on the Permit from the Directorate General of Higher Education to provide a Study Program  
Department of National Education No: 862/D/T/2004, dated 19 February 2004

Year of Admittance : 2002  
Date of Judicium : 2008

Has completed with good performance and has fulfilled all educational requirements  
hence to him is given this CERTIFICATE and TITLE of  
BACHELOR OF ARTS (S.S)

With all privileges and responsibilities appertaining thereunto.

Dean,

Stamped and signed

Drs. Harsono Tjokrosujoso, MPd

Malang, 2 June 2008  
Rector,

stamped and signed

Drs. Ir. Yohanes Hadi Soesilo, MDiv, ME

Translated as a correct and true English  
Version of the original in every particular  
UNIVERSITAS KRISTEN CIPTA WACANA  
Authorized & Signed Translator

NSE/034/P.2000

 **SOB SCHOOL OF BUSINESS** 

Memberikan:  
Have conferred upon  
**SURAT TANDA SELESAI BELAJAR ( STSB )**  
Graduation Certificate

Kepada :  
To:  
YUSUF EDDO RUNTUKAHU  
Nomor Induk  
Registered Number  
012331005

setelah yang bersangkutan menyelesaikan pendidikan dan pelatihan program profesi 1 tahun  
has satisfied the requirement of education and training programme of 1 year profession

Program Studi  
Department :  
**COMPUTER GRAPHIC DESIGN**  
dengan nilai sebagaimana terlampir pada Daftar Nilai Hasil Studi (DNHS)  
with score as the enclose to academic transcript

Recognized by,  
Dinas Pendidikan  
Departemen Pendidikan dan Kebudayaan  
Kotabaru, Kalimantan Tengah  
Drs. H. SHOEWAN, S.H., M.Si.  
Pangkat Tk. I  
No. 1413430

Malang, 23 September 2002  
Direktur,  
Director  
  
AGUS BASUKI, S.Pd  
NIP. 1920002



# Certificates



## Certificate of Attendance

This is to certify that

attended

**The 20th KOTESOL International Conference  
Perfect Score : Methodologies, Technologies, and Communi-  
ties of Practice**

held October 20 & 21, 2012

at Sookmyung Women's University, Seoul Korea

Signature

A handwritten signature in black ink, appearing to read "Phil Owen".

**Phil Owen**

2012 International Conference Chair



## Certificate

Awarded in attendance of

## Cambridge Day XII

*This certificate is hereby awarded for participation in Academic Teacher Training Sessions held by  
Cambridge University Press*

SEPTEMBER 15, 2012

SOOKMYUNG WOMEN'S UNIVERSITY

A handwritten signature in black ink, appearing to read "Harry Ahn".

Harry Ahn, Director, Cambridge University Press Korea



**CAMBRIDGE  
UNIVERSITY PRESS**

# *Courses in MA TESOL*

## Fall Semester 2011

### CBI and Subject-Based Language Teaching

This course provides students about CBI teaching models and Subject-based Language Teaching and its feasibility

### ESL/ EFL Program Evaluation

This course is giving the principals idea about how to evaluate language programs in ESL and EFL and its implementation

## Spring Semester 2012

### English for Specific Purposes

This course has two basic sides: the theoretical and the practical. By the end of the course all students should have acquired a deeper understanding of the issues and implementation of ESP programs, particularly from a CBI perspective

### Current Issues in EFL and ESL

It is a foundation course that introduces MA students to the issues discussed and debated in the field of TEFL/TESL

# *Courses in MA TESOL*

## Fall Semester 2012

### Introduction to Linguistics

To get the students to have a clear understanding of the principles of modern syntactic theory, to acquire a good underlying knowledge of the lexical systems of language so that they can form a more complete understanding of the language faculty, and to have a better control of English language, particularly in the areas of presentation skills

## Spring Semester 2013

### Approaches to Teaching Grammar

This course has three main objectives: to expose the students to different Concepts about what grammar is from a more integrated point of view, to have a Better control and knowledge of English structural elements, and to develop specific Techniques enabling them to be better teachers of grammar

### Research Methodology

This course helps students to have better understanding of methods relate to educational research field in the area of language teaching

# *Courses in MA TESOL*

**Fall Semester 2013**

## **Second Language Learning Theories**

**To provide the students with a well-rounded and comprehensive view of the current state of research regarding issues important in the field of SLA**

## **Practicum I**

**This objective of the Practicum I course is to give the students an opportunity to evaluate, design, and implement elements of practical curriculum design and pedagogy into their own teaching situations**

## **Practicum II**

**The key objective of the Practicum II course is to give the students an opportunity to reflect on and evaluate their performance in the classroom as well as their professionalism as teachers in a low stress environment based on critical concern and caring**

# *Discovering*

*Students' Needs  
Analysis  
(Survey )*

*Students' Proficiency Level  
(Diagnostic assessment)*

*Six weeks Intervention Plan*



# Students' survey

Name : ..... Sex : Male/Female  
 Major : ..... Age : .....

*Please answer the following questions. The result of this survey will only be used for the preparation of GEP class.*

**1. Which word below best describes your personality in general?**

Introverted ←----- 1-----2-----3-----4-----5-----→Extroverted

**2. Briefly describe your English learning experience**

|                         |                        |
|-------------------------|------------------------|
| In School               | How many years?.....   |
| Private tutoring        | How many months?.....  |
| In a language institute | How many months? ..... |
| Living abroad           | What country?.....     |
|                         | How many months?.....  |
| Having foreign friends  | How many months?.....  |

**3. What do you do with English? How many hours do you use it per week?**

| Purpose        | Studying | Working | Socializing | Others |
|----------------|----------|---------|-------------|--------|
| Hours per week |          |         |             |        |

**4. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)**

| Name of the test<br>(MATE, TOEIC, TOEFL, IELTS) | Score |
|---|-------|
|   |       |
|   |       |
|   |       |

**5. What are your plans for the future? What job would like to have?**

.....

6. What parts of English skills do you have the most confidence in? Rank the following in order (1: most confidence, 8; least confidence)

| Vocabulary | Reading       | Speaking  | Writing          |
|------------|---------------|-----------|------------------|
| Grammar    | Pronunciation | Listening | Test Preparation |

7. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

| Storytelling            | Pronunciation  |
|-------------------------|----------------|
| Describing              | Role play      |
| Discussions             | Vocabulary     |
| Individual Presentation | Giving Opinion |
| Group presentation      | Listening      |

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

| Internet | Movie clips | Pictures | Cartoons |
|----------|-------------|----------|----------|
| Video    | Audio tapes | Graphs   |          |

9. What kinds of topics are you interested in? Pick the top 5.

| Culture differences | Study Abroad     | Celebrities         |
|---------------------|------------------|---------------------|
| Superstitions       | Travel           | Dating/relationship |
| Shopping            | Leisure/activity | Holidays            |
| Fashion             | Friends          | Technologies        |
| Family              | Sport            |                     |
| Social issue        | Movies           |                     |
| Art/music           | Job/career       |                     |
| Celebrities         | Food (cooking)   |                     |

10. How would you rate your English proficiency? Circle the appropriate rate.

| Reading   | Rudimentary | Moderate | Commanding |
|-----------|-------------|----------|------------|
| Speaking  | Rudimentary | Moderate | Commanding |
| Writing   | Rudimentary | Moderate | Commanding |
| Listening | Rudimentary | Moderate | Commanding |

**11. How confident do you feel speaking English? Check the scale below.**

Very low ----- Low ----- Average ----- High ----- Very High

**12. Which part of English speaking skills do you feel the most confident and least confident? Write 'M' for the most and 'L' for the best.**

|  |                      |
|--|----------------------|
|  | <b>Pronunciation</b> |
|  | Vocabulary           |
|  | Grammar              |
|  | Fluency              |
|  | Intonation           |

**13. How easy do you feel listening to English? Check the scales below.**

Very low ----- Low ----- Average ----- High ----- Very high

**14. How friendly you are with English? Check the best description below.**

|  |  |
|--|--|
|  | <b>English is my closest friend</b>                                      |
|  | English is just a friend who I need to work with                         |
|  | English is an annoying friend who I don't like hanging out with too much |
|  | English is an enemy who always attacks me                                |

**15. What do you think is the best way to learn English**

.....

.....

.....

.....

.....

.....

.....

.....

# Students' survey samples

## Students 1

**STUDENT SURVEY**

Name: YOUA ANTSAMPSONI Sex: Male/Female  
 Major: English Literature Age: 25  
 Semester: 5

Please answer the following questions. The result of this survey will only be used for the preparation of GEP class.

1. Which word best describes your personality in general?  
 Introverted ← 1 2 3 4 5 → Extroverted

2. Briefly describe your English learning experience

a. In School How many years? I learn English from Junior High  
 b. Private tutoring How many months? \_\_\_\_\_  
 c. In a language institute How many months? \_\_\_\_\_  
 d. Living abroad How many months? 18 months  
 e. Having foreign friends How many months? 18 months

3. What do you do with English? How many hours do you use it per week?

| Purposes       | (Studying) | Working | Socializing | Other |
|----------------|------------|---------|-------------|-------|
| Hours per week | 20         |         |             |       |

4. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

| Name of the test (MATE, TOEIC, TOEFL, IELTS) | Score |
|--|-------|
| -  | -     |
| -  | -     |
| -  | -     |

5. What are your plans for the future? What job would like to have?  
I want to be an English teacher for kid and maybe that I want to be an Interpreter

6. What parts of English skills do you have the most confidence in? Rank the following in order (1: most confidence, 8: least confidence)

1

|  |   |             |  |
|--|---|-------------|--|
| <input checked="" type="checkbox"/> 4 Vocabulary | <input checked="" type="checkbox"/> 1 Reading       | 1 Speaking  | <input checked="" type="checkbox"/> 4 Writing          |
| <input checked="" type="checkbox"/> 8 Grammar    | <input checked="" type="checkbox"/> 3 Pronunciation | 5 Listening | <input checked="" type="checkbox"/> 3 Test Preparation |

7. What types of English learning tasks would you like to do in GEP class? Rank the following in order (1: most preferred, 10: least preferred)

|                            |                   |
|----------------------------|-------------------|
| 3 Storytelling             | 4 Pronunciation   |
| 6 Describing               | 2 Role play       |
| 7 Discussions              | 5 Vocabulary      |
| 10 Individual presentation | 6 Giving opinions |
| 9 Group presentation       | 1 Listening       |

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

|            |               |            |            |
|------------|---------------|------------|------------|
| 1 Internet | 2 Movie clips | 5 Pictures | 7 Cartoons |
| 4 Video    | 3 Audio tapes | 6 Graphs   |            |

9. What kinds of topics are you interested in? Pick the top 5.

|                       |                   |                     |
|-----------------------|-------------------|---------------------|
| 1 Culture differences | 2 Study abroad    | Celebrities         |
| Superstition          | 4 Travel          | Dating/Relationship |
| Shopping              | Leisure activity  | Holidays            |
| Fashion               | Friends           | Technologies        |
| Family                | 5 Sports          |                     |
| Social issue          | Movies            |                     |
| Art/Music             | 3 Jobs and career |                     |
| Celebrities           | Food (cooking)    |                     |

10. How would you rate your English proficiency? Circle the appropriate rate.

|           |                    |                 |            |
|-----------|--------------------|-----------------|------------|
| Reading   | Rudimentary        | <u>Moderate</u> | Commanding |
| Speaking  | Rudimentary        | <u>Moderate</u> | Commanding |
| Writing   | <u>Rudimentary</u> | Moderate        | Commanding |
| Listening | Rudimentary        | <u>Moderate</u> | Commanding |

11. How confident do you feel speaking English? Check the scale below.  
 Very low ---- Low ---- Average ---- High ---- Very High

2

12. Which part of English speaking skills do you feel the most confident and least confident? Write 'M' for the most and 'L' for the best.

|                                       |               |
|---------------------------------------|---------------|
| <input checked="" type="checkbox"/> M | Pronunciation |
| -                                     | Vocabulary    |
| -                                     | Grammar       |
| L                                     | Fluency       |
| M                                     | Intonation    |

13. How easy do you feel listening to English? Check the scales below.  
 Very low ---- Low ---- Average ---- High ---- Very high

14. How friendly you are with English? Check the best description below.

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | English is my closest friend   |
|                                     | English is just a friend who I need to work with                         |
|                                     | English is an annoying friend who I don't like hanging out with too much |
|                                     | English is an enemy who always attacks me                                |

15. What do you think is the best way to learn English

I think vocabulary is important, so first we have to know many vocabulary. And after that we can use in conversations, I mean if we used English in our daily conversations, it will help a lot. And try to listen music, watch movie with interesting way I think will increase our English.

3

# Students' survey samples

## Students 2

**STUDENT SURVEY**

Name : Rita Sex : Male/Female  
 Major : School of English Age : 20  
 Semester : 2<sup>nd</sup> semester

Please answer the following questions. The result of this survey will only be used for the preparation of GEP class.

1. Which word below best describes your personality in general?  
 Introverted ← 1-----2-----3-----4-----5-----→ Extroverted

2. Briefly describe your English learning experience

a. In School How many years? 9 years  
 b. Private tutoring How many months? \_\_\_\_\_  
 c. In a language institute How many months? \_\_\_\_\_  
 d. Living abroad \_\_\_\_\_  
 e. Having foreign friends How many months? 7 months  
 How many months? 1 year

3. What do you do with English? How many hours do you use it per week?

| Purposes       | Studying        | Working | Socializing       | Other |
|----------------|-----------------|---------|-------------------|-------|
| Hours per week | <u>10 hours</u> |         | <u>some times</u> |       |

4. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

| Name of the test            | Score |
|-----------------------------|-------|
| (MATE, TOEIC, TOEFL, IELTS) |       |
|                             |       |
|                             |       |
|                             |       |

5. What are your plans for the future? What job would like to have?  
I want to get a job in the foreign company

6. What parts of English skills do you have the most confidence in? Rank the following in order (1: most confidence, 8: least confidence)

1

|   |            |   |               |   |           |   |                  |   |
|---|------------|---|---------------|---|-----------|---|------------------|---|
| 5 | Vocabulary | 8 | Reading       | 2 | Speaking  | 7 | Writing          | 3 |
| 6 | Grammar    | 3 | Pronunciation | 4 | Listening | 8 | Test Preparation | 3 |

7. What types of English learning tasks would you like to do in GEP class? Rank the following in order (1: most preferred, 10: least preferred)

|   |                         |   |                 |
|---|-------------------------|---|-----------------|
| 7 | Storytelling            | 3 | Pronunciation   |
| 4 | Describing              | 4 | Role play       |
| 3 | Discussions             | 3 | Vocabulary      |
| 8 | Individual presentation | 5 | Giving opinions |
| 6 | Group presentation      | 2 | Listening       |

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

|   |          |   |             |   |          |   |          |
|---|----------|---|-------------|---|----------|---|----------|
| 2 | Internet | 1 | Movie clips | 4 | Pictures | 2 | Cartoons |
| 1 | Video    | 3 | Audio tapes | 4 | Graphs   |   |          |

9. What kinds of topics are you interested in? Pick the top 5.

|                                     |                     |   |                  |                                     |                     |
|-------------------------------------|---------------------|---|------------------|-------------------------------------|---------------------|
| <input checked="" type="checkbox"/> | Culture differences | 5 | Study abroad     |                                     | Celebrities         |
| <input checked="" type="checkbox"/> | Superstition        |   | Travel           | <input checked="" type="checkbox"/> | Dating/Relationship |
| <input type="checkbox"/>            | Shopping            |   | Leisure activity |                                     | Holidays            |
| <input type="checkbox"/>            | Fashion             |   | Friends          |                                     | Technologies        |
| <input type="checkbox"/>            | Family              |   | Sports           |                                     |                     |
| <input type="checkbox"/>            | Social issue        |   | Movies           | 1                                   |                     |
| <input checked="" type="checkbox"/> | Art/Music           | 3 | Jobs and career  |                                     |                     |
| <input checked="" type="checkbox"/> | Celebrities         | 2 | Food (cooking)   |                                     |                     |

10. How would you rate your English proficiency? Circle the appropriate rate.

|           |             |          |            |
|-----------|-------------|----------|------------|
| Reading   | Rudimentary | Moderate | Commanding |
| Speaking  | Rudimentary | Moderate | Commanding |
| Writing   | Rudimentary | Moderate | Commanding |
| Listening | Rudimentary | Moderate | Commanding |

11. How confident do you feel speaking English? Check the scale below.  
 Very low ----- Low ----- Average ----- High ----- Very High

2

12. Which part of English speaking skills do you feel the most confident and least confident?  
 Write 'M' for the most and 'L' for the best.

|                                     |               |   |
|-------------------------------------|---------------|---|
| <input checked="" type="checkbox"/> | Pronunciation |   |
| <input checked="" type="checkbox"/> | Vocabulary    | M |
| <input checked="" type="checkbox"/> | Grammar       |   |
| <input checked="" type="checkbox"/> | Fluency       | L |
| <input checked="" type="checkbox"/> | Intonation    |   |

13. How easy do you feel listening to English? Check the scales below.  
 Very low ----- Low ----- Average ----- High ----- Very high

14. How friendly you are with English? Check the best description below.

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | English is my closest friend   |
| <input checked="" type="checkbox"/> | English is just a friend who I need to work with                         |
| <input type="checkbox"/>            | English is an annoying friend who I don't like hanging out with too much |
| <input type="checkbox"/>            | English is an enemy who always attacks me                                |

15. What do you think is the best way to learn English

The best way to learn English is how we can get fun with our materials. One of my professor said that to learn English, it has to be easy to understand and I like his lecture.

3

# Students' survey samples

## Students 3

**STUDENT SURVEY**

Name : Điễnky Oai Proelina Sex : Male (male)  
 Major : School of English Age : 21  
 Semester : 2 (Second)

Please answer the following questions. The result of this survey will only be used for the preparation of GEP class.

1. Which word below best describes your personality in general?  
 Introverted ←-----1-----2-----3-----4-----5-----→ Extroverted

2. Briefly describe your English learning experience

a. In School How many years? 10 years  
 b. Private tutoring How many months? -  
 c. In a language institute How many months? -  
 d. Living abroad  
 What country? Vietnam How many months? 3-year  
 e. Having foreign friends How many months? 3-year

3. What do you do with English? How many hours do you use it per week?

| Purposes       | Studying         | Working  | Socializing        | Other    |
|----------------|------------------|----------|--------------------|----------|
| Hours per week | <u>20 / week</u> | <u>-</u> | <u>10000 times</u> | <u>-</u> |

4. Have you ever taken any standardised exams? Indicate which one(s) and the approximate score received.

| Name of the test<br>(MATE, TOEIC, TOEFL, IELTS) | Score    |
|---|----------|
| <u>-</u>  | <u>-</u> |
| <u>-</u>  | <u>-</u> |
| <u>-</u>  | <u>-</u> |

5. What are your plans for the future? What job would like to have?  
I want to get job on the company have the connection with social  
 (like education)

6. What parts of English skills do you have the most confidence in? Rank the following in order (1: most confidence, 8: least confidence)

1

|                                     |            |                                     |               |                                     |           |                                     |                  |
|-------------------------------------|------------|-------------------------------------|---------------|-------------------------------------|-----------|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> | Vocabulary | <input checked="" type="checkbox"/> | Reading       | <input checked="" type="checkbox"/> | Speaking  | <input checked="" type="checkbox"/> | Writing          |
| <input checked="" type="checkbox"/> | Grammar    | <input checked="" type="checkbox"/> | Pronunciation | <input checked="" type="checkbox"/> | Listening | <input checked="" type="checkbox"/> | Test Preparation |

7. What types of English learning tasks would you like to do in GEP class? Rank the following in order (1: most preferred, 10: least preferred)

|                                     |                         |                                     |                 |
|-------------------------------------|-------------------------|-------------------------------------|-----------------|
| <input checked="" type="checkbox"/> | Storytelling            | <input checked="" type="checkbox"/> | Pronunciation   |
| <input checked="" type="checkbox"/> | Describing              | <input checked="" type="checkbox"/> | Role play       |
| <input checked="" type="checkbox"/> | Discussions             | <input checked="" type="checkbox"/> | Vocabulary      |
| <input checked="" type="checkbox"/> | Individual presentation | <input checked="" type="checkbox"/> | Giving opinions |
| <input checked="" type="checkbox"/> | Group presentation      | <input checked="" type="checkbox"/> | Listening       |

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

|                                     |          |                                     |             |                                     |          |                                     |          |
|-------------------------------------|----------|-------------------------------------|-------------|-------------------------------------|----------|-------------------------------------|----------|
| <input checked="" type="checkbox"/> | Internet | <input checked="" type="checkbox"/> | Movie clips | <input checked="" type="checkbox"/> | Pictures | <input checked="" type="checkbox"/> | Cartoons |
| <input checked="" type="checkbox"/> | Video    | <input checked="" type="checkbox"/> | Audio tapes | <input checked="" type="checkbox"/> | Graphs   | <input checked="" type="checkbox"/> |          |

9. What kinds of topics are you interested in? Pick the top 5.

|                                     |                     |                                     |                  |                                     |                     |
|-------------------------------------|---------------------|-------------------------------------|------------------|-------------------------------------|---------------------|
| <input checked="" type="checkbox"/> | Culture differences | <input checked="" type="checkbox"/> | Study abroad     | <input checked="" type="checkbox"/> | Celebrities         |
| <input checked="" type="checkbox"/> | Superstition        | <input checked="" type="checkbox"/> | Travel           | <input checked="" type="checkbox"/> | Dating/Relationship |
| <input checked="" type="checkbox"/> | Shopping            | <input checked="" type="checkbox"/> | Leisure activity | <input checked="" type="checkbox"/> | Holidays            |
| <input checked="" type="checkbox"/> | Fashion             | <input checked="" type="checkbox"/> | Friends          | <input checked="" type="checkbox"/> | Technologies        |
| <input checked="" type="checkbox"/> | Family              | <input checked="" type="checkbox"/> | Sports           | <input checked="" type="checkbox"/> |                     |
| <input checked="" type="checkbox"/> | Social issue        | <input checked="" type="checkbox"/> | Movies           | <input checked="" type="checkbox"/> |                     |
| <input checked="" type="checkbox"/> | Art/ Music          | <input checked="" type="checkbox"/> | Jobs and career  | <input checked="" type="checkbox"/> |                     |
| <input checked="" type="checkbox"/> | Celebrities         | <input checked="" type="checkbox"/> | Food (cooking)   | <input checked="" type="checkbox"/> |                     |

10. How would you rate your English proficiency? Circle the appropriate rate.

|           |             |          |            |
|-----------|-------------|----------|------------|
| Reading   | Rudimentary | Moderate | Commanding |
| Speaking  | Rudimentary | Moderate | Commanding |
| Writing   | Rudimentary | Moderate | Commanding |
| Listening | Rudimentary | Moderate | Commanding |

11. How confident do you feel speaking English? Check the scale below.  
 Very low ----- Low ----- Average ----- High ----- Very High

2

12. Which part of English speaking skills do you feel the most confident and least confident?  
 Write 'M' for the most and 'L' for the best.

|                                     |   |               |
|-------------------------------------|---|---------------|
| <input checked="" type="checkbox"/> | L | Pronunciation |
| <input checked="" type="checkbox"/> | M | Vocabulary    |
| <input checked="" type="checkbox"/> | M | Grammar       |
| <input checked="" type="checkbox"/> | M | Fluency       |
| <input checked="" type="checkbox"/> | M | Intonation    |

13. How easy do you feel listening to English? Check the scales below.  
 Very low ----- Low ----- Average ----- High ----- Very High

14. How friendly you are with English? Check the best description below.

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | English is my closest friend   |
| <input checked="" type="checkbox"/> | English is just a friend who I need to work with                         |
| <input type="checkbox"/>            | English is an annoying friend who I don't like hanging out with too much |
| <input type="checkbox"/>            | English is an enemy who always attacks me                                |

15. What do you think is the best way to learn English  
I can enjoy to learn English to the teacher or professor  
 only use many things to teach the student  
 teacher

3

# Students' survey samples

## Students 4

**STUDENT SURVEY**

Name : Dienevic Aga Sex : Male/Yamalo  
 Major : Mechanical Engineering Age : 21  
 Semester : 5

Please answer the following questions. The results of this survey will only be used for the preparation of GEP class.

1. Which word below best describes your personality in general?  
 Introverted ← 1 — 2 — 3 — 4 — 5 → Extroverted  
 (3 is circled)

2. Briefly describe your English learning experience

a. In School How many years? 9  
 b. Private tutoring How many months? —  
 c. In a language institute How many months? —  
 d. Living abroad How many months? —  
 e. Having foreign friends How many months? 7

3. What do you do with English? How many hours do you use it per week?

| Purposes       | Studying  | Working | Socializing | Other |
|----------------|-----------|---------|-------------|-------|
| Hours per week | <u>17</u> |         | <u>10</u>   |       |

4. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

| Name of the test (MATE, TOEIC, TOEFL, IELTS) | Score |
|--|-------|
|  |       |
|  |       |

5. What are your plans for the future? What job would like to have?  
I want to work in printing industry

6. What parts of English skills do you have the most confidence in? Rank the following in order (1: most confidence, 8: least confidence)

1

|                                     |            |                                     |               |                                     |          |           |                                     |
|-------------------------------------|------------|-------------------------------------|---------------|-------------------------------------|----------|-----------|-------------------------------------|
| <input checked="" type="checkbox"/> | Vocabulary | <input checked="" type="checkbox"/> | Reading       | 5                                   | Speaking | 2         | Writing                             |
| <input checked="" type="checkbox"/> | Grammar    | 4                                   | Pronunciation | <input checked="" type="checkbox"/> | 1        | Listening | <input checked="" type="checkbox"/> |

7. What types of English learning tasks would you like to do in GEP class? Rank the following in order (1: most preferred, 10: least preferred)

|   |                         |    |                 |
|---|-------------------------|----|-----------------|
| 1 | Storytelling            | 2  | Pronunciation   |
| 5 | Describing              | 4  | Role play       |
| 3 | Discussions             | 1  | Vocabulary      |
| 6 | Individual presentation | 6  | Giving opinions |
| 4 | Group presentation      | 10 | Listening       |

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

|   |          |   |             |   |          |   |          |
|---|----------|---|-------------|---|----------|---|----------|
| 2 | Internet | 5 | Movie clips | 5 | Pictures | 7 | Cartoons |
| 1 | Video    | 6 | Audio tapes | 4 | Graphs   |   |          |

9. What kinds of topics are you interested in? Pick the top 5.

|   |                     |   |                  |   |                     |
|---|---------------------|---|------------------|---|---------------------|
| 2 | Culture differences | 5 | Study abroad     |   | Celebrities         |
|   | Supernition         | 3 | Travel           | 1 | Dating/Relationship |
|   | Shopping            |   | Lecture activity |   | Holidays            |
|   | Fashion             |   | Friends          |   | Technologies        |
|   | Family              | 4 | Sports           |   |                     |
|   | Social issue        |   | Movies           |   |                     |
|   | Art/Music           |   | Jobs and career  |   |                     |
|   | Celebrities         |   | Food (cooking)   |   |                     |

10. How would you rate your English proficiency? Circle the appropriate rate.

|           |               |          |            |
|-----------|---------------|----------|------------|
| Reading   | (Radimentary) | Moderate | Commanding |
| Speaking  | (Radimentary) | Moderate | Commanding |
| Writing   | (Radimentary) | Moderate | Commanding |
| Listening | (Radimentary) | Moderate | Commanding |

11. How confident do you feel speaking English? Check the scale below.  
 Very low — Low — Average — High — Very High

2

12. Which part of English speaking skills do you feel the most confident and least confident? Write 'M' for the most and 'L' for the best.

|   |               |
|---|---------------|
|   | Pronunciation |
| M | Vocabulary    |
| L | Grammar       |
|   | Fluency       |
|   | Intonation    |

13. How easy do you feel listening to English? Check the scales below.  
 Very low — Low — Average — High — Very high

14. How friendly you are with English? Check the best description below.

|   |  |
|---|--|
|   | English is my closest friend   |
| 0 | English is just a friend who I need to work with                         |
|   | English is an annoying friend who I don't like hanging out with too much |
|   | English is an enemy who always attacks me                                |

15. What do you think is the best way to learn English?  
I like to study English by knowing each grammar.  
Teacher explains them to me.

3

# Diagnostic Assessment

## Rubric

|                      | Needs Improvement   | Sufficiently Achieved   | Notably Achieved   | Outstandingly Achieved   |
|----------------------|---|---|--|--|
| <b>Vocabulary</b>    | Uses only basic vocabulary and expressions  | Uses limited vocabulary and expression  | Uses a variety of vocabulary and expressions, but makes some errors in words choice.   | Uses a variety of Vocabulary and expressions   |
| <b>Grammar</b>       | Uses basic structures, makes frequent errors.   | Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors | Uses a variety of grammar structures, but makes some errors  | Uses a variety of structures with only occasional grammatical errors   |
| <b>Fluency</b>       | Hesitates too often when speaking, which often interferes with communication                              | Speaks with some hesitation, which often interferes with communication                                  | Speaks with some hesitation, but it does not usually interfere with communication  | Speak smoothly, with little hesitation that does not interfere with communication  |
| <b>Communication</b> | Purpose isn't clear, needs a lot of help communicating, usually does not respond appropriately or clearly | Tries to communicate, but sometimes does not respond appropriately or clearly                           | Stays on task most of the time and communicates effectively, generally responds appropriately and keeps trying to develop the interactions | Stays on task and communicates effectively, almost always responds appropriately and always tries to develop the interaction |
| <b>Pronunciation</b> | Frequent problems with pronunciation and intonation   | Pronunciation and intonation errors sometimes make it difficult to understand the students              | Pronunciation and intonation are usually clear/accurate with few problem areas   | Pronunciation and intonation are almost always very clear/accurate   |

# Diagnostic Assessment

## Oral Test Question Bank

### Introductory Questions

What's your name? How do you spell your name?

Where are you from?

Did you learn English at School? How many years?

| No | Question   | Remarks |
|----|--|---------|
| 1  | What do you? Do you work or are you a student?                         |         |
| 2  | Tell me about you family   |         |
| 3  | What do you do in your free time? (Do you play football or any sport?) |         |
| 4  | What do you do every day? What time do you get up / start work?        |         |
| 5  | Tell me about the town where you live.                                 |         |

| No | Question  | Remarks |
|----|---|---------|
| 6  | Tell me about something you can do well. (can you swim? Can you cook?)  |         |
| 7  | How often do you usually see your friends? (What do you do together?)   |         |
| 8  | Where do you live? Tell me about your home.   |         |
| 9  | What are you going to do at the weekend?  |         |
| 10 | Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.) |         |

# Diagnostic Assessment

## Oral Test Question Bank

| No | Question   | Remarks |
|----|--|---------|
| 11 | Tell me about something that you did with your friends/family recently. Why did u enjoy it?      |         |
| 12 | Tell me about the wheather in your country. Which is your favorit season and why do you like it? |         |
| 13 | Imagine that I am a visitor to your country. What advice would you give me?                      |         |
| 14 | Can you tell me about an object that is speacial for you?<br>What is is special?                 |         |
| 15 | Where do you live – in a house or an apartment? What's it like?                                  |         |



# Diagnostic Assessment

## ACTFL Proficiency Guidelines 2012 - Speaking

| Level        | Definition   |
|--------------|--|
| Superior     | Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversation on variety of topics in formal and informal settings from both concrete and abstract perspective.             |
| Advanced     | Speakers at Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest.                                     |
| Intermediate | Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning |
| Novice       | Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized and recalled.                |

In order to know the information of students' speaking skill I conducted a diagnostic assessment. The assessment mainly focus on communicative skill which I interviewed students with 15 questions . I assessed how they respond to each questions based on the provided rubric. I asked them with starter questions to make them comfortable and to avoid their hesitation in answering other few questions.

According to the American Council on the Teaching of Foreign Languages ACTFL proficiency guidelines 2012 for speaking there are four main levels theyt are Novice, Intermediate, Advanced, and Superior my students speaking proficiency level was in intermediate level which is speaker at this level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. She/he able to recombine learned material in order to express personal meaning

# Six Weeks Intervention Plan

| Week | Topic  | Functional Objectives   | Linguistic Objectives  | Tasks  |
|------|--|---|--|--|
| 1    | <p><b>Movie</b><br/>Movie Genre</p> <p>Narnia Thriller:<br/><a href="http://www.youtube.com/watch?v=LshOd31d-yE">http://www.youtube.com/watch?v=LshOd31d-yE</a></p>    | <ul style="list-style-type: none"> <li>• Students will know movies' genre.</li> <li>• Students will be able to explain and discuss about different movies' genre.</li> <li>• Students will be able to discuss about movies using basic elements on it.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to express their preference using like and dislike/don't like.</li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b> students discuss about movies that they like.</li> <li>• <b>Pair-work:</b> students discuss in pair then present to the class.</li> </ul>  |
| 2    | <p>Students will be able to share reasons why someone should study abroad<br/>Students will be able to express their feeling and experience when they study abroad</p> | <ul style="list-style-type: none"> <li>• Students will be able to share reasons why someone should study abroad</li> <li>• Students will be able to express their feeling and experience when they study abroad</li> </ul>  | <ul style="list-style-type: none"> <li>• Students will be able to convince other people to study abroad by using the word <i>should</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b> students share their experience when they study abroad</li> <li>• <b>Role-play:</b> Convincing other students to study abroad</li> </ul>   |
| 3    | <p><b>Art/Music</b><br/>Korean wave</p> <p>K-Pop:<br/><a href="http://www.youtube.com/watch?v=yd6EQ4MxTWE">http://www.youtube.com/watch?v=yd6EQ4MxTWE</a></p>          | <ul style="list-style-type: none"> <li>• Students will be able to share their opinion about the effect of Korean wave</li> <li>• Students will be able to give direction to other people to a specific direction/ places</li> </ul>                               | <ul style="list-style-type: none"> <li>• Students will be able to give suggestions about finding interesting places and culinary</li> </ul>        | <ul style="list-style-type: none"> <li>• <b>Class discussion;</b> students discuss about the effect of Korean wave</li> <li>• <b>Problem solving/ role-play:</b></li> <li>• Giving direction how to use get some places using seoul subway based on the map</li> </ul> |

# Six Weeks Intervention Plan

| Week | Topic  | Functional Objectives  | Linguistic Objectives  | Tasks  |
|------|--|--|--|--|
| 4    | <p><b>Culture Differences</b><br/>Do's and don'ts while visiting other countries<br/>Terris's Culture Shock in Korea:<br/><a href="http://www.youtube.com/watch?v=whAy35NuZ9Q">http://www.youtube.com/watch?v=whAy35NuZ9Q</a></p>          | <ul style="list-style-type: none"> <li>• Students will be aware of cultural differences</li> <li>• Students will be able to understand new cultural things from other foreign countries</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will be able to give advices using shoud, have/has to , suppose to</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Opinion and experience sharing:</b><br/>Students will share their experience about culture shock when the first time come to Korea</li> </ul>  |
| 5    | <p><b>Job and Career</b><br/>The ten job interview questions commonly asked<br/>The 10 job interview questions commonly asked:<br/><a href="http://www.youtube.com/watch?v=I2IDGXX5-YY">http://www.youtube.com/watch?v=I2IDGXX5-YY</a></p> | <ul style="list-style-type: none"> <li>• Students will be able to find their strength and weakness</li> <li>• Students will be able to know some commonly asked questions during work interview</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Students will be able to present their strength and weakness by using adjectives</li> </ul>                                   | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b><br/>about the 10 job interview questions commonly asked.</li> <li>• <b>Individual presentation:</b><br/>Students present their strength and weakness</li> </ul>    |
| 6    | <p><b>Family</b><br/>The importance of family dinner<br/><br/>Family dinner<br/><a href="http://www.youtube.com/watch?v=qbOr5K-ctdl">http://www.youtube.com/watch?v=qbOr5K-ctdl</a></p>  | <ul style="list-style-type: none"> <li>• Students will be able to discuss about family- what are the importance of family for them</li> <li>• Students will be able to share their opinion about bullying and how to deal with it</li> </ul> | <ul style="list-style-type: none"> <li>• Student will be able to use conditional sentence in the opinion sharing activity.<br/>•.g: If I were... I would...</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Opinion sharing1</b> : the effect and importance family dinner</li> <li>• <b>Class discussion:</b><br/>Bullying</li> <li>• <b>Opinion sharing 2:</b><br/>Reaction of bullying</li> </ul> |

# Lesson Plan Intervention 1

**Topic** : Movies.

**Time** : 60 minutes.

**Students** : 4

**Objectives** :

*Students will know several movies' genres.*

*Students will be able to explain and discuss about different movies' genre.*

*Students will be able to discuss about movies using basic elements on it*

| Step                  | Procedure   | Interaction   | Material  | Time  |
|-----------------------|---|---|---|---|
| <b>Warm-up</b>        | <ul style="list-style-type: none"> <li>Teacher greets students.</li> <li>Teacher briefly explain today's lesson theme</li> </ul>  | <p>T &lt;-&gt; Ss</p> <p>T &lt;-&gt; Ss</p>                       |   | 5 minutes   |
| <b>Pre-activities</b> | <ul style="list-style-type: none"> <li>Teacher asks questions:               <ul style="list-style-type: none"> <li>Do you like to watch movies? What genre do you like? What was the title? Share in the class about their experience.</li> </ul> </li> <li>Teacher introduces some key vocabularies related to movies (<i>Genre, setting, character, characteristic, antagonist, protagonist, plot, setting, etc</i>)</li> </ul>            | <p>T &lt;-&gt; Ss</p> <p>S &lt;-&gt; Ss</p> <p>T -&gt; Ss</p>     | <p>Students activate their schemata</p> <p>PPT and hand-out</p> | 10 minutes  |
| <b>Main Activity</b>  | <ul style="list-style-type: none"> <li>Teacher shows movies trailers in different genres include the reviews (<i>Action, comedy, drama, detective, science fiction, adventure, documenter, etc</i>)</li> <li>Teacher gives elements of movies to ease students to do the analysis and explain briefly</li> <li>Teacher asks students to choose one movie to be discussed with partners fill in the provided table in the hand-out.</li> </ul> | <p>T &lt;-&gt; Ss</p> <p>T &lt;-&gt; Ss</p> <p>T &lt;-&gt; Ss</p> | <p>Movies trailers from YouTube</p> <p>Hand-out &amp; PPT</p>   | <p>20 minutes</p> <p>5 minutes</p> <p>5 minutes</p> |

# Lesson Plan Intervention 2

| Step           | Procedure                                | Interaction | Material                              | Time       |
|----------------|--|-------------|---------------------------------------|------------|
|                | •Present to another group                | Ss <-> Ss   | •Group presentation and peer feedback | 10 minutes |
| <b>Wrap-up</b> | Teacher summarizes what they learn today | T <-> Ss    |                                       | 5 minutes  |



# Lesson Plan Intervention 2

**Topic** : Study abroad.

**Time** : 60 minutes.

**Students** : 4

**Objectives** :

- *Students will be able to share reasons why someone should study abroad*
- *Students will be able express their feeling and experience when they study abroad*
- *Students will be able to convince other people to study abroad.*

| Step                  | Procedure  | Interaction   | Material                                  | Time  |
|-----------------------|--|---|---|---|
| <b>Warm-up</b>        | <ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Teacher briefly explain today's lesson</li> </ul>   | <p>T &lt;-&gt; Ss</p> <p>T &lt;-&gt; Ss</p>   |   | 3 minutes   |
| <b>Pre-activities</b> | <ul style="list-style-type: none"> <li>• Teacher asks documents that students have to prepare to study abroad</li> <li>• Teacher asks questions:<br/><i>What are reasons to study abroad?</i></li> </ul>   | <p>T &lt;-&gt; Ss</p> <p>S &lt;-&gt; Ss</p> <p>T -&gt; Ss</p>   | Students activate their schemata          | <p>5 minutes</p> <p>5 minutes</p>                   |
| <b>Main Activity</b>  | <ul style="list-style-type: none"> <li>• Teacher shows a video "Good reasons study abroad and asks students to read aloud one by one reasons</li> <li>• Teacher asks students to discuss in a group their experience to study in a foreign country</li> <li>• Teacher gives a task to students, How to convince other students to study abroad.</li> </ul> | <p>T &lt;-&gt; Ss</p> <p>T-&gt; Ss</p> <p>S-&gt; Ss/T</p> <p>T &lt;-&gt; Ss</p> <p>T &lt;-&gt; Ss</p> | <p>Video clip</p> <p>Group discussion</p> | <p>18 minutes</p> <p>5 minutes</p> <p>5 minutes</p> |

# Lesson Plan Intervention 2

| Step           | Procedure  | Interaction | Material | Time       |
|----------------|--|-------------|----------|------------|
|                | •Students work in a group of two and do the role-plays | Ss <-> Ss   |          | 10 minutes |
| <b>Wrap-up</b> | Teacher summarizes what they learn today               | T <-> Ss    |          | 5 minutes  |



# Lesson Plan Intervention 3

**Topic** : Art and Music – Korean Wave

**Time** : 60 minutes.

**Students** : 4

**Objectives** :

- Students will be able to give their opinions about Korean wave.
- Students will be able to giving direction to other people to a specific directions/ places.
- Students will be able to giving suggestion.

| Step                  | Procedure  | Interaction                     | Material                         | Time                   |
|-----------------------|--|---------------------------------|----------------------------------|------------------------|
| <b>Warm-up</b>        | Teacher greets students.<br>Teacher briefly explains today's lesson  | T <-> Ss<br>T <-> Ss            |                                  | 3 minutes              |
| <b>Pre-activities</b> | Teacher asks what Korean wave is.<br><br>Teacher asks questions:<br><i>What was first Korean they have seen? What was first Korean song they have listened</i> | T <-> Ss<br>S <-> Ss<br>T -> Ss | Students activate their schemata | 5 minutes<br>5 minutes |
| <b>Main Activity</b>  | • Teacher shows a youtube video "Kids' react to K-Pop"   | T <-> Ss<br>Ss <-> Ss           | Video clip                       | 10 minutes             |
|                       | • Teacher asks students to give their preference to the three Korean famous K-Pop group bands.   | T-> Ss<br>Ss <-> Ss             | Class discussion                 | 13 minutes             |
|                       | • Teacher gives a task to solve problems: Explaining to friends about the Korean airport railroad system and Finding food around the neighborhood              | T-> Ss<br>Ss <-> Ss             |                                  | 20 minutes             |
| <b>Wrap-up</b>        | Teacher summarizes what they learn today   | T <-> Ss                        |                                  | 5 minutes              |

# Lesson Plan Intervention 4

- Topic** : Culture  
**Time** : 60 minutes.  
**Students** : 4  
**Objectives** :
- Students will be able to giving advice using should, have and has to, suppose to.
  - Students will be aware of cultural differences.

| Step                   | Procedure  | Interaction         | Material                       | Time       |
|------------------------|--|---------------------|--------------------------------|------------|
| <b>Warm-up</b>         | <ul style="list-style-type: none"> <li>•Teacher greets students and reviews the previous class.</li> <li>•Teacher briefly explains today's lesson</li> </ul>   | T <-> Ss            |                                | 5 minutes  |
| <b>Pre-activities</b>  | <ul style="list-style-type: none"> <li>•Teacher starts the class by asking "what is culture shock?" and " Have you ever experienced a culture shock?"</li> <li>•Students share their experience</li> <li>•Teacher asks questions:<br/><i>What is the relationship between language and culture</i></li> </ul>  | T <-> Ss<br>T -> Ss | Students activate their schema | 10 minutes |
| <b>Main Activity 1</b> | <ul style="list-style-type: none"> <li>•Teacher shows a youtube video "Terris's Culture Shock in Korea <a href="http://www.youtube.com/watch?v=whAy35NuZ9Q">http://www.youtube.com/watch?v=whAy35NuZ9Q</a>" and gives discussions questions to students. Sharing ideas and opinions among students.</li> </ul> | T <-> Ss<br>Ss<->Ss | Youtube video                  | 15 minutes |
|                        | <ul style="list-style-type: none"> <li>•Teacher introduces some vocabularies to students about travel and culture students will answer questions in the handout</li> </ul>   | T <->Ss             | Handouts                       | 5 minutes  |

# Lesson Plan Intervention 4

| Step                   | Procedure   | Interaction             | Material      | Time       |
|------------------------|---|-------------------------|---------------|------------|
|                        | <ul style="list-style-type: none"> <li>Teacher give four different countries things people should do and not do and they present to class with using the target language</li> </ul>   | Ss <-> Ss<br>Pair works | Handouts      | 10 minutes |
| <b>Main Activity 2</b> | <ul style="list-style-type: none"> <li>Teacher give a role play task about cultural awareness. One student has to be a cultural advisor she or he will list main aspects of life in Korea: socialising, relationship, local values and/or sensitivity need to aware of, etc.</li> </ul> | Ss <-> Ss<br>Group work | YouTube video | 10 minutes |
| <b>Wrap-up</b>         | Teacher summarizes what they learn today  | T <-> Ss                |               | 5 minutes  |

# Lesson Plan Intervention 5

**Topic** : Job and Career

**Time** : 60 minutes.

**Students** : 4

**Objectives** :

- Students will be able to find and present their strength and weakness individually
- Students will know some commonly asked questions during a work interview.

| Step                   | Procedure   | Interaction         | Material                       | Time      |
|------------------------|---|---------------------|--------------------------------|-----------|
| <b>Warm-up</b>         | <ul style="list-style-type: none"> <li>• Teacher greets students and reviews the previous class.</li> <li>• Teacher briefly explains today's lesson</li> </ul>                          | T <-> Ss            |                                | 5 minutes |
| <b>Pre-activities</b>  | <ul style="list-style-type: none"> <li>• Teacher starts the class by asking "<i>Have you ever had a job interview?</i>"</li> </ul> <p>Students share their experience</p>               | T <-> Ss            | Students activate their schema | 5 minutes |
| <b>Main Activity 1</b> | <ul style="list-style-type: none"> <li>• Teacher shows a youtube video to the 10 job interview questions commonly asked.</li> </ul>   | T <-> Ss<br>Ss<->Ss | YouTube video                  | 5 minutes |
|                        | <ul style="list-style-type: none"> <li>• Teacher lead the discussion about the 10 job interview questions commonly asked and giving students tips to answers those questions</li> </ul> | T <-> Ss            | YouTube video                  | 5 minutes |
|                        | <ul style="list-style-type: none"> <li>• Teacher gives handout to students then student match the categories.</li> </ul>  | T<->Ss              | Handouts                       | 5 minutes |

# Lesson Plan Intervention 5

| Step                   | Procedure  | Interaction           | Material       | Time       |
|------------------------|--|-----------------------|----------------|------------|
|                        | <ul style="list-style-type: none"> <li>Teacher discuss the material about four questions: 1) <i>What is your greatest strength?</i> 2) <i>What is your greatest weakness?</i> 3) <i>Tell Me About Yourself</i> 4) <i>How Do You Handle Stress / Pressure?</i></li> </ul> | T <-> Ss<br>Ss <-> Ss | Handout        | 15 minutes |
| <b>Main Activity 2</b> | <ul style="list-style-type: none"> <li>Teacher asks student to write their strength and weakness</li> </ul>  | T <-> Ss<br>S <-> ss  | Youtube video  | 5 minutes  |
|                        | <ul style="list-style-type: none"> <li>Students present what are their strengths and weaknesses to the class one by one</li> </ul>   |                       | Students' note | 10 minutes |
| <b>Wrap-up</b>         | <ul style="list-style-type: none"> <li>Teacher summarizes what they learn today</li> </ul>   | T <-> Ss              |                | 5 minutes  |

# Lesson Plan Intervention 6

**Topic** : Family

**Time** : 60 minutes.

**Students** : 4

**Objectives** :

**Functional**

- Students will be able to discuss about family-what are the importance of family for them.

- Students will be able to share their opinion about bullying and how to deal with it.

**Linguistic**

- Student will be able to use conditional sentence in the opinion sharing activity

| Step                   | Procedure  | Interaction                        | Material                       | Time                        |
|------------------------|--|------------------------------------|--------------------------------|-----------------------------|
| <b>Warm-up</b>         | <ul style="list-style-type: none"> <li>Teacher greets students and reviews the previous class.</li> <li>Teacher briefly explains today's lesson</li> </ul>   | T <-> Ss                           |                                | 5 minutes                   |
| <b>Pre-activities</b>  | <ul style="list-style-type: none"> <li>Teacher starts the class by asking "<i>How important is your family? How closer you with your father and mother?</i>"</li> </ul> <p>Students share their opinions.</p>  | T <-> Ss<br>Ss<-> Ss               | Students activate their schema | 5 minutes                   |
| <b>Main Activity 1</b> | <ul style="list-style-type: none"> <li>Teacher shows a youtube video <i>How important is having dinner with family.</i></li> <li>Teacher lead the discussion about <i>How important is having dinner with family</i> and giving students key questions for discussions.</li> </ul> | T <-> Ss<br>Ss<->Ss<br><br>T <->Ss | YouTube video                  | 5 minutes<br><br>15 minutes |

# Lesson Plan Intervention 6

| Step                   | Procedure   | Interaction        | Material | Time       |
|------------------------|---|--------------------|----------|------------|
| <b>Main Activity 1</b> | <ul style="list-style-type: none"> <li>Teacher gives handout to students and explain briefly about conditional sentence.</li> </ul>   | T<->Ss             | Handouts | 10 minutes |
|                        | <ul style="list-style-type: none"> <li>Teacher shows a youtube video about bullying "<i>bully gets slammed by fat kid</i>" and asks students reactions.</li> <li>Students share their opinions. How if they were one of their teachers what would they do</li> <li>Teacher show the real interview what was happen behind the bullying related to previous video</li> </ul> | T<->Ss<br>Ss <->Ss | YouTube  | 15 minutes |
| <b>Wrap-up</b>         | <ul style="list-style-type: none"> <li>Teacher summarizes what they learn today</li> </ul>  | T <-> Ss           |          | 5 minutes  |

*Growing*

*Action Research Report*

*Class Photos*



# Action Research Report

## How Can I Implement Communicative Language Teaching Effectively in my Classroom?

### Introduction.

#### 1.1 Observation of the initial class

In the few initial meeting with students, I observed students did not participate well during class time. I realized that my teaching style was quite teacher centered, students only participated whenever the teacher gave instructions or tasks. Students actually able to deal with the content and activated their backgroud knowledge of related topics. Another thing it was because the topics were too academic so it made them less motivated to learn English. From the video observation also found that I was dominated the class, students were only focus on reading the handouts - finding the new words and busy preparing the paragraphs that they have to read, I was asking them to read aloud during the class. I only focused on the passages and expected my students to be more accurate in answering the question in the handouts and did not gave students a freedom to explore their linguistic competence that they already acquired.

As a result of this observation I conducted a needs analysis in order to find students perceptions, learning style, goal, and their expectation toward learning English as well. I decided to make students to be able to handle the tasks in communicative ways they could express and share their ideas in a natural interactions between students with students and students with teacher to train them to a real communication situation. The way how to help them was by encourage my students to participate and to have chance to express and share their opinions in the real classroom activities with clear goals, I believe that by doing this students could get more input.

#### 1.2 Students' background

This study was conducted in small size voluntary based English class. It consisted of 4 Indonesian exchange students-three females and one male who study at Sookmyung Women's University in Seoul South Korea. The three female students are majored in English Literature - one of them just trasferred as a regular students at Sookmyung Women's University, another student majored in Mechanical Engineering. I conducted a diagnostic assessment in their speaking skill I found that their language proficiency level was intermediate.

According to American Council on the Teaching of Foreign Language 2012 speaker of intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombined learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentence, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

I have been taught one of the students when I was teaching at the university in Indonesia, she was able to speak English but she was not confident in speaking because she was thinking that she had to learned Korean and passed Korean proficiency test before, so that is why her English proficiency was getting decreased and needed to learn English again. Two other female students were exchange students who majored in English literature but I have no experience to teach them, while one male student who was majored at Mechanical Engineering was in intermediate level but a little bit lower proficient compared with the three other students.

### **1.3 Students' Needs Analysis and Diagnostic Assessment**

In the survey sheet that I designed there are 15 questions. The first question is focused about their personalities whether introverted or extroverted, I gave range from 1 to 5; most of them were answered point 3 and 4 which they are not too introverted. Most of my students have been learning English since in the middle school but never had private tutoring or learning at a language institute. Since the live in Korea they have a lot of opportunities to communicate using English with other people from non-English speaking countries. They mostly use English in the university and for socializing. They had never taken English proficiency test such as TOEFFL, TOEIC, or IELTS.

From the question what is their plan in the future was found that they mostly wanted to work in the foreign companies that required English and one of students wanted to be a young learner English teacher. From the question about what skill they think they are most confidence they mostly answered speaking but least they had less confidence in dealing with grammar. They preferred Listening as the task in language learning and using Internet, video, and movie clips.

Most of the students chose movies and culture differences as the topic of their study. When I asked them to state in which level they are in four language skill; reading, speaking, writing, and listening most of them answered in moderate level. Dealing with part of English speaking skill that they felt most confident they answered differently, one student answered intonation, while three of them answered vocabulary. They identified their listening skill mostly in the average scale.

Their perception toward English, three of them answered English as their friend who they need to work with, while another student answered English as a closest friend. The last question was what do they think about the best way in learning English they wrote learning English has to be fun and easy to understand, vocabulary as an important part in learning English which they can get by listening songs and watching movies in order to improve their English proficiency.

In order to know the information of students' speaking skill, I conducted a diagnostic assessment. The assessment mainly focus on communicative skill which I interviewed students with 15 questions . I assessed how they respond to each questions based on the provided rubric. I asked them with starter questions to make them comfortable and to avoid their hesitation in answering few other questions.

According to the American Council on the Teaching of Foreign Languages ACTFL proficiency guidelines 2012 for speaking there are four main levels theyt are Novice, Intermediate, Advanced, and Superior. My students speaking proficiency level was in intermediate level which is speaker at this level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. She/he able to recombine learned material in order to express personal meaning.

## **2. Research Question**

Based on result of students' need analysis and observation, I only focused on students' speaking skill which was reflected through tasks during class time. Research question for the action research was **"How Can I Implement Communicative Language Teaching Effectively in my Classroom?"**

### **2.1 Intervention**

#### **2.1.1 Overviews of the AR Intervention**

The underlying theory of my intervention is Communicative Language Teaching Approach. According to Brown (2006) it is a set of principles about the goal of language

teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning. However, the main focus of CLT is fluency but without neglecting the functional use of the language itself.

In my actual intervention I changed the reading part to focus on more interaction. I implemented several types of class activities such as: group work, pair work, class discussion, role play, opinion and experience sharing, and problem solving. Through these activities students could interact well. Since communicative language teaching more focus on learning language through the interaction so that it becomes the crucial thing that I can foster in the classroom. I realized I won't be able to engage in one-on-one tutoring for the most part, but I can try to activate learning in the zone through classroom-based interaction. To help them to achieve the goal I need to provide students the tasks, situation, and materials with very clear goals to deal with each other.

I wanted my students to have opportunity to improve their fluency in each activity. One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. I changed the classroom activity into fluency without neglecting accuracy. Through the selected activities automatically students responded linguistically they could use their linguistic and communicative competency that they have.

I changed the activity from reading aloud in the classroom to task-based. Most of the activity I designed to be carried out in pair or group work, which is through those kind of collaborative work students could learn from hearing language which used by other members of the group, students also could produced a greater amount of language than they would use in teacher-fronted activities, in the pair and group work students motivation would increase and have the change to develop their fluency.

### 2.1.2 Intervention Plans.

My AR question is **“How Can I Implement Communicative Language Teaching Effectively in my Classroom?”** Teaching in a big class where there are many students interaction will occur very often, but in the small class it will be different, with very few students applying communicative language teaching will a challenge for a teacher. Based on that consideration, students' survey result and video observation I designed a six week intervention lesson plan for my class.

**Table 1. Intervention Plan**

| Week | Topic   | Functional Objectives   | Linguistic Objectives  | Tasks  |
|------|---|---|--|--|
| 1    | <p><b>Movie</b><br/>Movie Genre</p> <p>Narnia Thriller:<br/><a href="http://www.youtube.com/watch?v=LshOd31d-yE">http://www.youtube.com/watch?v=LshOd31d-yE</a></p>       | <ul style="list-style-type: none"> <li>• Students will know movies' genre.</li> <li>• Students will be able to explain and discuss about different movies' genre.</li> <li>• Students will be able to discuss about movies using basic elements on it.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to express their preference using like and dislike/don't like.</li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b> students discuss about movies that they like.</li> <li>• <b>Pair-work:</b> students discuss in pair then present to the class.</li> </ul>  |
| 2    | <p>Students will be able to share reasons why someone should study abroad</p> <p>Students will be able to express their feeling and experience when they study abroad</p> | <ul style="list-style-type: none"> <li>• Students will be able to share reasons why someone should study abroad</li> <li>• Students will be able to express their feeling and experience when they study abroad</li> </ul>  | <ul style="list-style-type: none"> <li>• Students will be able to convince other people to study abroad by using the word <i>should</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b> students share their experience when they study abroad</li> <li>• <b>Role-play:</b> Convincing other students to study abroad</li> </ul>   |
| 3    | <p><b>Art/Music</b><br/>Korean wave</p> <p>K-Pop:<br/><a href="http://www.youtube.com/watch?v=yd6EQ4MxTWE">http://www.youtube.com/watch?v=yd6EQ4MxTWE</a></p>             | <ul style="list-style-type: none"> <li>• Students will be able to share their opinion about the effect of Korean wave</li> <li>• Students will be able to give direction to other people to a specific direction/ places</li> </ul>                               | <ul style="list-style-type: none"> <li>• Students will be able to give suggestions about finding interesting places and culinary</li> </ul>        | <ul style="list-style-type: none"> <li>• <b>Class discussion;</b> students discuss about the effect of Korean wave</li> <li>• <b>Problem solving/ role-play:</b></li> <li>• Giving direction how to use get some places using seoul subway based on the map</li> </ul> |

| Week | Topic  | Functional Objectives  | Linguistic Objectives  | Tasks  |
|------|--|--|--|--|
| 4    | <p><b>Culture Differences</b><br/>Do's and don'ts while visiting other countries<br/>Terris's Culture Shock in Korea:<br/><a href="http://www.youtube.com/watch?v=whAy35NuZ9Q">http://www.youtube.com/watch?v=whAy35NuZ9Q</a></p>          | <ul style="list-style-type: none"> <li>• Students will be aware of cultural differences</li> <li>• Students will be able to understand new cultural things from other foreign countries</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will be able to give advices using should, have/has to , suppose to</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Opinion and experience sharing:</b><br/>Students will share their experience about culture shock when the first time come to Korea</li> </ul>  |
| 5    | <p><b>Job and Career</b><br/>The ten job interview questions commonly asked<br/>The 10 job interview questions commonly asked:<br/><a href="http://www.youtube.com/watch?v=I2IDGXX5-YY">http://www.youtube.com/watch?v=I2IDGXX5-YY</a></p> | <ul style="list-style-type: none"> <li>• Students will be able to find their strength and weakness</li> <li>• Students will be able to know some commonly asked questions during work interview</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Students will be able to present their strength and weakness by using adjectives</li> </ul>                                       | <ul style="list-style-type: none"> <li>• <b>Class discussion:</b><br/>about the 10 job interview questions commonly asked.</li> <li>• <b>Individual presentation:</b><br/>Students present their strength and weakness</li> </ul>    |
| 6    | <p><b>Family</b><br/>The importance of family dinner<br/><br/>Family dinner<br/><a href="http://www.youtube.com/watch?v=qbOr5K-ctdl">http://www.youtube.com/watch?v=qbOr5K-ctdl</a></p>  | <ul style="list-style-type: none"> <li>• Students will be able to discuss about family- what are the importance of family for them</li> <li>• Students will be able to share their opinion about bullying and how to deal with it</li> </ul> | <ul style="list-style-type: none"> <li>• Student will be able to use conditional sentence in the opinion sharing activity.</li> <li>•g: If I were... I would...</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Opinion sharing1</b> : the effect and importance family dinner</li> <li>• <b>Class discussion:</b><br/>Bullying</li> <li>• <b>Opinion sharing 2:</b><br/>Reaction of bullying</li> </ul> |

### **3. The process of the Intervention**

In the **first week of intervention** I planned to teach them about text types with different type every meeting, but after conducted an observation I found that my students were not really interested in learning text types. I was trying to optimize my students' interests from different learning topics. I prepared different topics in weekly intervention that were taken from students' survey sheet, they are; Movies, study abroad, art/music, travel, culture differences, job and career. In this first intervention lesson plan I focused on the task-based activity to promote students involvement especially students' speaking skill. Students also given chance to do group work in the class. In the previous meetings I only used laptop as a teaching media, but in this intervention I utilized projector in the classroom because it helped students to become actively involve.

Before the main activity I activated their schemata by asking what are their favorite movies, what movies' genre do they like, give them chance to share briefly about their experience watching movie at cinema while they live in Korea. I also introduced them to some key vocabularies related to movies such as character, plot, setting, characteristic, etc. since their major mostly literature they were familiar with those terms and able to use them without giving more detail explanation. The reason why I decided to teach them genre was because it will be useful for them to analyze popular literature when they study in the real class with their professors.

At the beginning I already planned the activity for 4 students. I would divide them into group of two but unfortunately one of my students could not come to the class, I was a little bit panic but I decided to make a class discussion, students chose a movie discussed about it. I lead them to discuss about some elements in the movie such as character, setting, plot, and characteristic.

#### **What worked and what did not work?**

In the classroom I used PPT and video, it help students could pay attention on one thing. Previously I used a hand-out asking them read the paragraph aloud one by one but in this intervention I asked my students to read the text on the screen. Since one of my students missed the class I could not have small group discussion and presentation but I changed into group discussion. Two of my students with higher proficiency level actively participated but one of student who is the lower proficient was participated but not too often.

I found that during the class I was more dominant, I expected students have to be more involve actively. I chose movies' genre and some elements in the movie because they already familiar, from my analysis I found that the activity was too easy for them. In the next class I will design my material more challenging but still achievable for them.

In the **second week of intervention** the topic was studying abroad. I realized that my students have been studied abroad and able to explain their feelings. In this second week of intervention I did not really focus on forms but focus on meaning itself. I gave them a task which they had to explain the video clip with their own words. In my lesson plan, interaction between the teacher with students and students with students were emphasized. I did not use power point slides in the previous intervention because I only chose one video clip in order to save the time as we know the teaching duration only one hour. in the following class activity I asked my students what documents are needed to study abroad. This task helped them to elicit their schema and start appropriate interactions between me and my students.

### **What worked well and what did not work well?**

The topic was interesting for my students because they have been studying overseas . Group discussion worked well. I asked them to read some good reasons of studying abroad one by one. I explained new vocabularies but not by giving the exact meaning, I only gave them the base words synonym of each new word. The task was a role play. Students were asked to convince other students who have chance to study abroad but a little bit worried about study abroad. It was surprising that one of them had the same situation before. The session was sharing their feeling and experiences while they were having a discussion. I did not really focus on specific grammatical patterns because I just wanted my students to interact well. Even though I found few grammatical errors I only corrected their minor mistakes. I gave them feedback at that moment whenever they need.

**In the third week intervention** the topic was Art and Music. Korean Wave was quite familiar for them. I gave my students communicative activities; functional communication activity and social interaction activity. Functional communication activities require students to use their language resource to solve a problem. Social interactional activity requires the learners to pay attention to the context and the role of the people involved, and to attend to such things as formal versus informal language. I also gave them opinion-sharing activity. Students were asked their opinion about Korean wave effect, and also they were asked to give their preference to some Koreans K-Pop group bands. The last activity was a task-completion but it was integrated with problem solving that was about showing other people how to get a certain place where their friend were from Incheon airport.

I designed the activities to be carried out in pairs due to small number of students. Through completing activities in this way learners obtained several benefits: 1) they could learn from hearing the language used by other members of the group 2) they produced a greater amount of language than they would use in teacher-fronted activities 3) their motivational level is likely to increase 4) they had the chance to develop fluency.

#### **What worked well and what did not work well?**

Students were familiar with Korean wave so that they could discuss about this topic well. I provided a YouTube video “Kids’ react to K-pop” they found it was interesting. On the video they could see the kids’ reactions to K-pop with different perspectives. They also exposed how English native speakers speak certain topic naturally. The activities that I designed such as discussion, problem solving and pair work were running well. Students were able to co-operate each other during pair work they also could learn from hearing the language used by their partners seemed their motivation was likely increased. But the problem was developing the materials took time.

**In this fourth week intervention** I found that the previous activity for student was not cognitively challenging for my students. I designed two main activities in this lesson plan. First activity is a group discussion which is student could share their opinions and ideas about culture. One YouTube video was chosen to help them to activate their schema and stimulate them to involve more in discussion.

I was trying to give my student a little input of language items, the language focus was how to give an advice by using should, have to, has to, suppose to, etc. I provided a handout which is contains four different countries people should do and not do, student would be asked to choose one of country students have to discuss with their partners then present to another group. I was asking my students to fill in the gaps of several sentences with words related to traveling and new culture. In the second activity I designed a role-play which students were asked to do a role-play, the task was about cultural awareness, two of the students were be the cultural advisors and the other two students became people who ask the advise, before they started the role-play I asked them to list main aspects of life in Korea: socializing, relationship, local values and/or sensitivity need to aware of, etc.

In this intervention I found that my students could perform better even though with a little language items input, through the given language form input they could arrange what they were going to say. Time allocation was not exactly the same that was planned, it was a little bit longer for two activities. In the second activity students were able to activate their background knowledge about cultural things in Korea. Giving some advice for others who have plan to live in Korea.

### **What worked well and what did not work well?**

In the first activity I was provided four different countries in handout, the things people should do and not do activities. I realized that I divided students into 2 groups and one group only chose one country the rest two countries were not discussed.

**In the fifth week of intervention** the topic was Job and career. In the warm up asked students with question "Have you ever had a job interview?" in order to activate their schema I also provided students a YouTube video entitled "The 10 job interview question commonly asked". The activity was individual short presentation about what are their strength and weaknesses. I provided student a handout about some different answers related to the 10 job interview question commonly asked. In the main activity, students were categorized some answers in the handout based on the 4 categories. : 1) *What is your greatest strength?* 2) *What is your greatest weakness?* 3) *Tell Me About Yourself* 4) *How Do You Handle Stress / Pressure?* In the individual presentation I narrow it down into 2 questions 1) *what is your*

*greatest strength? 2) What is your greatest weakness?* The reason why I only chose 2 questions because those 2 questions are personal and students have to answer with their own context.

I gave my students explicit input especially the content about some answers of strengths and weaknesses. They have some difficult time in preparing the draft for a short individual presentation. They did not know what were their strengths and weaknesses. I was trying to help them by giving corrective feedback in their short handwriting.

### **What worked well and what did not work well?**

In this intervention seems I only gave my student a little chance to interact. The activity was individual presentation about their strengths and weaknesses, even though it was very short but I believed that it was useful for students when they have a real job interview. Finding personal strengths and weaknesses took much time for students they could not finish it easily, so the allocated time in the lesson plan longer than I have planned.

**In the last intervention** the topic was family. I was thinking to continue job and career but I just chose the theme that already chosen by students, because family was about something more personal and more interesting for discussion. As usual I allocated few minutes to explain to students the topic and move to pre activity. In the pre activity I asked student how importance of family for them. In this context family is only their parents and their siblings. By asking this questions student could activate their schema about family and they can gather some vocabulary related to family and able to use it quickly during the class discussion. In the main activity I showed a video about how important is family dinner. Through this video students could get the input and later the facts about how important family dinner would be useful for class discussion and promote scaffolding among students. In the second activity I showed one more video about bullying. The correlation between family first and second video is how important parents control and the contribution of family dinner could minimize bad behavior of kids. I provided a linguistic input to students about conditional sentence to help them to use it during discussion in the second activity-sharing their idea and opinion about bullying and response toward a case on the video how if they were one of the teachers of slammed boy on the video.

Students could share their opinion and feeling how important is their family, how closer they are with their parents. They also could discuss how important is family dinner. Comparing and contrasting the idea of having family dinner between western and Indonesian culture. I found that students could spontaneously found that not only dinner together could make parents getting closer with their kids but also giving more personal attention to them. In their opinion they prefer to say something to their parents personally not during family dinner. Through the little linguistic input students could share their idea and opinion about bullying. And in the top of that they learned how to solve a case-deal with bullying at the school.

**What worked well and what did not work well?**

Giving a little linguistic input was worked better because students could express their idea and feeling using conditional sentence, they also could aware bullying happens in the school. This theme more personal than other themes so I could get interesting responds from students.

**4. Results**

4.1 Research Question

**How Can I Implement Communicative Language Teaching Effectively in my Classroom?**

4.1.1 The Result of post intervention survey

This section explains about students’ perceptions toward communicative language teaching that I applied in the 6 weeks intervention. By giving them post intervention interview. I gave students few survey questions to know their attitude toward my class using communicative language teaching activities.

**Table 2. Post Intervention Survey Result**

| Statement |   | Week | Agree | Neutral | Disagree |
|-----------|---|------|-------|---------|----------|
| 1         | Today’s activity was interesting and teacher used real world situation? | 1    | 3     | 0       | 0        |
|           |   | 2    | 3     | 1       | 0        |
|           |   | 3    | 4     | 0       | 0        |
|           |   | 4    | 4     | 0       | 0        |
|           |   | 5    | 4     | 0       | 0        |
|           |   | 6    | 4     | 0       | 0        |

| Statement |   | Week | Agree | Neutral | Disagree |
|-----------|---|------|-------|---------|----------|
| 1         | Today's activity was interesting and teacher used real world situation? | 1    | 3     | 0       | 0        |
|           |   | 2    | 3     | 1       | 0        |
|           |   | 3    | 4     | 0       | 0        |
|           |   | 4    | 4     | 0       | 0        |
|           |   | 5    | 4     | 0       | 0        |
|           |   | 6    | 4     | 0       | 0        |
| 2         | I participated actively during the pair or group work                   | 1    | 3     | 0       | 0        |
|           |   | 2    | 3     | 1       | 0        |
|           |   | 3    | 4     | 0       | 0        |
|           |   | 4    | 4     | 0       | 0        |
|           |   | 5    | 4     | 0       | 0        |
|           |   | 6    | 4     | 0       | 0        |
| 3         | I have opportunity to interact well with my peers                       | 1    | 3     | 0       | 0        |
|           |   | 2    | 4     | 0       | 0        |
|           |   | 3    | 4     | 0       | 0        |
|           |   | 4    | 4     | 0       | 0        |
|           |   | 5    | 4     | 0       | 0        |
|           |   | 6    | 4     | 0       | 0        |

In the post intervention survey I gave 3 questions, they are; 1) Today's activity was interesting and teacher used real world situation. 2) I participated actively during the pair or group work. 3) I have opportunity to interact well with my peers. As seen in table 2 post intervention survey result from the first week to sixth intervention students were agreed that the activities are interesting for them and related to the real world situation, only one student answered neutral for the second week of intervention. In the second question students answered that they participated well during pair-group work. They mostly agree that they have opportunity to interact well with their peers during class activity.

In order to know students' perception toward communicative language teaching I also conducted a simple semi structured interview. There are 3 main questions; 1) Do you think pair or group work is helpful to learn English? 2) Did you participate well in the new type (student centered) class? 3) Do you prefer teacher use the old method or the new one (communicative language teaching?).

From the interview with my four students, three of them answered that pair or group work was helpful during class time because it helped them to get different idea and they could learned something new that they never think about before, while one student had different perception toward pair-group work, he though that he couldn't express his own ideas and it seemed he had to followed others ipinions during discussion. In the second question they answered that they could express their opinion in every class activities without any hesitation making grammatical mistakes. Another interesting finding from the implementation communicative language teaching in the classroom was students prefer if teacher give more explanation to getting input from peers. Mostly they have positive perception toward communicative language teaching approach in the classroom.

## **5. Discussion.**

I examined the post intervention survey result that students were able to participate well during the class time, more over during pair or group work. Students were able to scaffold and get the input from their peers. In discussion activities lower proficient students also could learn and have better understanding through scaffolding. Creating good class athmosphere makes could minimize students affective filter too. They have opportunity to do pair-work and solved the given problem.

I found that student could activate their linguistic knowledge that they have and focused more on fluency. Fluency practice can be contrasted with accuracy practice. Students were able to produce the language that may not be predictable and were able to link the language use to the context. in the teaching time I provided activities.

Teaching in a small class was very challenging I have to be able to facilitate may student to accomplish the tasks. Through a clear guidance I could make them accomplish the tasks in every activities. Small number of students in the classroom could be difficult for teacher to use communicative task but with students with intermediate proficiency level of speaking skill would be more easier to implement it.

## 6. Conclusion and Implications.

According to Brown (2006) there are some principles in applying Communicative Language Teaching; make real communication the focus of language learning, provide opportunities for learners to experiment and try out what they know, to be tolerant of learners' error as they indicate that the learner is building up his or her communicative competence. Teaching in a small class teacher has to be flexible not only applying one approach but also she or he has to be able to combine other approaches in order to accommodate students needs and goals. After this AR I want to focus how to implement communicative language teaching in a larger class not only focusing on speaking skill but also another skill such as writing and reading.

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# Class Photos



# ***Epilogue***



# Epilogue



**It was not the end of my journey to empower people through English Education , it was just the beginning. Discovering students' needs, creating something meaningful, then grow together, I do believe that through the empowerment I also gain a new knowledge and experiece - the way how I improve my teaching skill and how to solve the problem during class time. I'm happy that I could share a bit of my knowledge to my students and make them be a better intellectual explorer, hopefully someday they could empower other people too.**

