

LAMPIRAN 1

SKEMA PENILAIAN KINI

Weight (bobot)	Criteria	Description	0-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	Totals	Comments/ Suggestions
10	Fluency	Natural speed and rhythm, few unnatural hesitation and pauses. Thoughts are connected without uncomfortable waiting.											
10	Interactive Communication	Able to initiate communication and respond appropriately to others. Is sensitive to taking turns in conversation. Neither dominates nor holds back. Encourages others to speak. Uses appropriate gestures and body language.											
5	Pronunciation	Can accurately produce individual sounds in English. Uses appropriate stress, rhythm, intonation and range of pitch. A distinctive accent is OK as long as it doesn't interfere with communication											
5	Vocabulary & Expression	Can the students accurately refer to common objects, concepts and activities in their life? This course focuses on learning to use gambits and functional expressions that help to organize and sustain conversation. Does the student attempt to use this in class?											
3	Grammatical Accuracy	Grammatical errors are to be tolerated in this class as long as basic messages aren't obscured. Self correction is OK, and in fact should be rewarded.											
3	Risk Taking, Confidence and Participation	Is the student willing to take language risks? Does the student appear hesitant and afraid? Does the student show confidence in his or her ability to use what they know and attempt new language? Student willingly participates.											

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LAMPIRAN 2

PANDUAN PROGRAM



1. Short Activities (SA)

'Short' is a relative term. The actual time may vary depending how the activity progresses. Its primary purpose is to give participants who come to class on time something fun and purposeful to do while they are waiting for the rest of the class to arrive. Those who come late will soon learn that they are missing out on something and will be more motivated to arrive earlier the next time. These activities can be self-contained – they don't have to have any connection with what follows. Be flexible.

2. Task-based conversations/discussions (TB)

One definition of a 'task' is

an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, J., J. Platt and H. Weber 1986. Longman Dictionary of Applied Linguistics. London: Longman. p. 289)

Another definition of a 'task' is:

. . . any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning – from the simple and brief type, to more complex and lengthy activities such as group problem-solving or simulations and decision making. (Breen, M. 1987 Learner contributions to task design. In C. Chandlin and D. Murphy (Eds.) Language Learning Tasks. Englewood Cliffs NJ: Prentice Hall. p. 23)

A third definition of a 'task' is

a piece of classroom work which involves learners in comprehending, manipulating, producing and interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan, D. 1989. Designing Tasks for the Communicative Classroom. Cambridge University Press. p. 10)

Tasks consist of

1. some kind of resources: input data or information [verbal (instructions, vocabulary, expressions) or nonverbal or both such as texts and pictures],
2. activities and procedures which come out of the input telling what the learners are supposed to do with the information and in what order,
3. a goal to reach or accomplish; how success on the task will be determined
4. general and specific roles for the teacher and the participants, and
5. some kind of classroom setting in which all of these take place.

An example of a task might be:

Goal:	Exchanging personal information
Input:	Questionnaire on sleeping habits
Activity:	i) reading the questionnaire ii) asking and answering questions about sleeping habits
Teacher's role:	Monitor and Facilitator
Learner's role:	Conversational partner
Setting:	Classroom pair work

The task-based activities in TE should normally be longer in duration than the Short Activities described above. It would be nice if these task-based activities were related in some way to the other activities in the TE classes BUT they do not have to be. Short Activities will normally be 'introductory' to other activities but there may be nothing in the course file that naturally flows into the task-based activities. If so, don't worry about it. Remember, this is not a PPP class.

3. Topic-based conversations/discussions (T)

Discussions that are based on a topic may be too easy or too difficult for any particular class so the teacher needs to be creative in finding ways that make the topic more accessible or more challenging to participants. There are suggested questions for every topic, but individual teachers are free to ignore them and make up or add their own. Don't forget to use any available pictures or articles from the Course File as discussion starters.

4. Language Awareness discussions (LA)

A fourth component will also be useful: language awareness activities. The teacher should take time near the *beginning* of a discussion to elicit specific language (vocabulary, expressions, and/or grammar) that will probably be most useful in the discussion that will follow AND/OR take some time near the *end* of the class to review and reflect on some of the language difficulties participants had during the class. The teacher could elicit these from the participants themselves or provide examples that the teacher noticed during the activities and discussions. If any grammar is presented, it should be minimal. Do not spend a lot of time teaching grammar. That is not the purpose of the course. Any grammar explicitly taught should only be given as a reminder of what the participants should already know or can study on their own outside of the TE class.

5. Gambits and Functional Expressions (GF)

Gambits

The main way that native speakers make their conversation sound natural is by using 'gambits'. Gambits are words and phrases that introduce what the speaker is going to say. They are signals that indicate the function of what the speaker is going to express next in the conversation. Gambits may be used to show whether the speaker's contribution will add new information, develop something said by a previous speaker, express a personal opinion, express agreement or disagreement, and so on. For example, gambits which signal that the speaker is going to express an opinion include:

The way I look at it . . .
In my opinion . . .
I think that . . .

original course file. All of this would be helpful for substitute teachers and for gathering feedback for improving the materials. Keep in mind, however, that just because something was done before, doesn't always mean it has been "used up." It is possible that the topic or activity could be extended, adapted, or recycled in slightly different ways.

Assessment ✓

There are NO formal tests that the participants will have to take. There is not enough time and testing speaking skills is not an exact science. It takes some skill and practice. People who are interested in registering for TE courses should be informed ahead of time that there will be no tests. This, however, does NOT mean that there is no assessment. Teachers will provide oral feedback in class and speakers will be encouraged to monitor their own speech. If participants want more formal testing on their ability to speak, they should take AES, FCE, CAE, IELTS, or TOEIC courses.

More Conversation Sources

The Course File should be the first place teachers look for teaching material but they should feel free to adapt or use anything that works. Many things can be used to start a conversation but the following is a partial list of useful media: texts, pictures, drawings, role play and drama, songs, puzzles, riddles, problems, newspaper articles on social issues, poems, participants' own experiences (trips, accidents, dreams, problems, etc.), and the Internet.

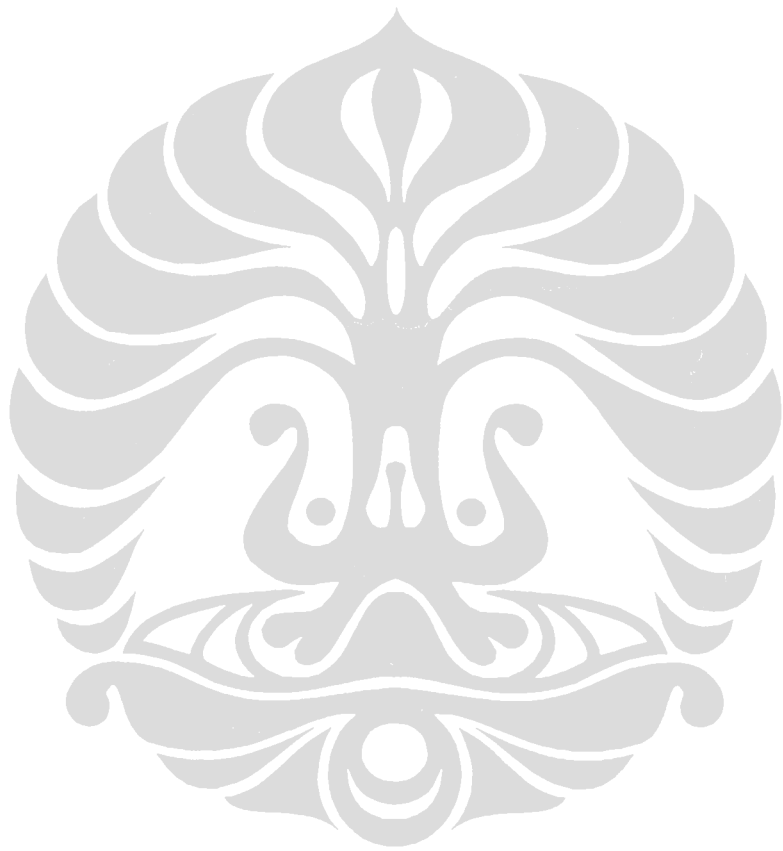
Caution ✓

Do not refer to any of the TE courses as 'Conversation Classes'. We do not want to give people the wrong impression that some ILP classes are 'conversation' classes and others are not. Students are encouraged to speak up in ALL classes not just in the 'Talking English' Classes. The main difference between TE and other classes is that TE classes do not emphasize explicit teaching of any target language or any specific grammar. Although participants can learn new language in TE classes, it is not the main purpose of TE classes to teach new language. The primary aim of TE classes is to set up situations in which participants can use whatever amount of English they *already* have.

Specific Language Notes

1. In English, we "discuss something" NOT "discuss about something" BUT we can say, "talk *about* something". To 'discuss' something means the same as to 'talk *about*' something.
2. Many Indonesians mispronounce 'said' because they pronounce it the way it is spelled. 'Said' should rhyme with 'bed', 'red', and 'dead'. It should NOT rhyme with 'played', 'afraid', or 'obeyed'.
3. Substitutes for 'Said': There are many different ways of expressing 'say' (especially useful for *reported speech* when the speaker or writer wants to express *how* something was said.). – See the last two pages of 'A Guide to Transitional Words and Expressions' – "Substitutes for 'Said'".

LAMPIRAN 3
PEDOMAN PENGAJARAN *TE* BASIC 2



TE BASIC2 MATERIALS LIST

Short Activities

Code and title	Description	Organisation	Source: (title/writer/publisher)
B2/SA1 Brainstorm round a word	Vocabulary work	Class/groups	Five minute activities/Penny Ur/Cambridge university press
B2/SA2 Remembering a route	Describing the scenery of a particular route	Groups/pairs	Pictures for language learning/Andrew Right/Cambridge university press
B2/SA3 Inventing a character	Giving a personality to a fictional character		
B2/SA4 Small talk	Taking on roles and improvising a dialogue	Pairs	Role play/Gillian Porter Ladousse/Oxford university press
B2/SA5 Dash it and hang it	A vocabulary <i>hangman</i> game	Class/groups	Games for language learning/Andrew Right, Michael Buckby/Cambridge university press
B2/SA6 Half the class knows	Asking about and describing pictures	Class/groups/pairs	Gamester's handbook/Donna Brandes, Howard Phillips/Hutchinson
B2/SA7 Comparisons and opposites	A game of miming opposing adjectives	Groups/pairs	
B2/SA8 Express your view	Giving a talk about a chosen subject	Individual	Five minute activities/Penny Ur/Cambridge university press
B2/SA9 I want to see the film	A small discussion about dressing up	Class/groups	The English verb/Michael Lewis/Language teaching publications
B2/SA10 Love poem	A small discussion about falling in love	Individual	Life on earth/Christine Lindop, Dominic Fisher/Cambridge university press
B2/SA11 How do you get rich?	A small discussion about making money		Fortune for free/Christine Lindop, Dominic Fisher/Cambridge university press
SA12 Discussion starters	A list of individual questions to generate discussions		
SA13 Puzzle	Reasoning puzzles	Groups/pairs	Reasoning ability/Hodder, Staughton/Headway
SA14 A puzzle of proportions	Dividing apple juice into three equal portions	Individual	Critical Thinking Puzzles/Michael A. DiSoezia/Goodwill Publishing
A15 Weighing a fly	A puzzle of popular physics		
A16 Head count	A mathematical puzzle		
A17 Packing a baseball bat	Another mathematical puzzle		
A18 Hear and say	A pronunciation game	Groups	

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TE BASIC2 MATERIALS LIST

Task Based

Code and title	Description	Organisation	Source: (title/writer/publisher)
B2/TB1 Families	Describing and drawing the family tree	Pairs	Alternatives/Richard and Marjorie Boudains/Longman
B2/TB2 Describe and match	Describing and identifying pictures	Groups/pairs	
B2/TB3 Putting in order	Putting pictures in the right order	Groups	Discussions that work/Penny Ur/Cambridge university press
B2/TB4 Describing things	Describing and identifying pictures		Talk a lot/Keith S.Folse/University of Michigan press
B2/TB5 Picture differences	Finding the differences in two pictures	Pairs	Discussions that work/Penny Ur/Cambridge university press
B2/TB6 Communication crossword	Working out a crossword puzzle	Groups	Talk a lot/Keith S.Folse/University of Michigan press
B2/TB7 Communication crossword			
B2/TB8 What's next?	Working out the ending of unfinished situations		
B2/TB9 I hated maths	Sharing likes and dislikes about school subjects	Class	Conversation/Rob Nolasco Lois Arthur/Oxford university press
B2/TB10 Split exchanges	Putting back together split dialogues		Drama techniques in language learning/Alan Maley, Alan Duff/Cambridge university press
B2/TB11 The lost property office	Describing lost objects	Groups/pairs	Role play/Gillian Porter Ladousse/Oxford university press
B2/TB12 Monsters	Creating a monster of body parts	Groups	Alternatives/Richard and Marjorie Boudains/Longman
B2/TB13 Guessing games	Guessing words	Groups	Discussions that work/Penny Ur/Cambridge university press
B2/TB14 Improve your home town	Deciding on which public facility to build		All talk/Jann Hulzenga, Maria Thomas-Ruzic/Heinle&Heinle
B2/TB15 Personalities	Deciding on which public figure to be invited to class		Keep talking/Friederike Klippel/Cambridge university press
B2/TB16 A dream classroom	Designing a classroom		All talk/Jann Hulzenga, Maria Thomas-Ruzic/Heinle&Heinle
B2/TB17 Design a dream home	Designing a house		
B2/TB18 Play matchmaker	Finding the right match for a single woman		
B2/TB19 Dividing household chores	Dividing household chores		
B2/TB20 I'll give	Shopping and bargaining	Class	Conversation/Rob Nolasco Lois Arthur/Oxford university press
B2/TB21 Catalogue shopping on a limited budget	Choosing items to buy as presents	Groups	Action plans/Marion McDonald, Sue Rogers Gordon/Newbury house publishers
B2/TB22 The best	Rating cinemas in town		Conversation/Rob Nolasco Lois Arthur/Oxford university press
B2/TB23 A maze	A choose your own adventure game		Tombola/John Palim, Paul Power, Phyllis Vannuffel/Longman

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LAMPIRAN 4

KUESIONER UNTUK PENGAJAR KELAS TALKING ENGLISH

Dear Teachers,

My name is Alvin Taufik. I am currently studying at Universitas Indonesia majoring in Applied Linguistics. At the moment, I am writing a project work on the formulation of marking scheme. I would like to gather some information concerning your perception of the important criteria that should be used to assess students' performance. Therefore, I would like to ask for your assistance to fill in the questionnaire below as honestly as possible.

Alvin Taufik

Please fill in the background information prior to filling in the questionnaire.

Age : :

Educational Background : :

Teaching Period : :

Classes of TE that you have taught : :

Part I

Important Criteria in Assessing Oral Performance

Circle your answer

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

1. Pronunciation shows oral competence

1 2 3 4

2. Vocabulary knowledge shows oral competence

1 2 3 4

3. Sentence organization shows oral competence

1 2 3 4

4. The ability to use cohesive devices in an utterance shows oral competence

1 2 3 4

5. The ability to organize utterance shows oral competence

1 2 3 4

6. The ability to use the function of the language shows oral competence

1 2 3 4

7. The ability to use language styles shows oral competence

1 2 3 4

8. The ability to speak naturally shows oral competence

1 2 3 4

9. The ability to identify and choose tasks shows oral competence

1 2 3 4

10. The ability to respond accurately and flexibly shows oral competence

1 2 3 4

11. The ability to negotiate meaning shows oral competence

1 2 3 4

12. The ability to use body language shows oral competence

1 2 3 4

Part II.

Area you aware of the concept Communicative Competence?

Thank you for your participation

Lampiran 5
Skema Penilaian Kelas TE Tingkat Dasar (versi Inggris)

	Area of Performance				
Scale	Grammatical Knowledge	Organization	Language Function	Naturality	Language Strategies
Exemplary	Students are capable of making complete sentences with generally accurate grammar. Mistakes are rare. Their pronunciation are generally clear and accurate. Mistakes are rare. Moreover, they can accurately use both old and new vocabulary.	Students can connect words and sentences using appropriate cohesive devices such as 'and', 'however', 'first', 'then', etc., and they are able to logically organize their utterance and rarely repeat them.	Students can use the language to express their ideas and feeling without assistance. Moreover, they can understand other people's utterance and respond to it accurately.	Students recognize the degree of formalities in a situation and use appropriate register in that situation. Moreover, they frequently use native stylistic devices in their utterance.	Students can open a conversation or utterance interestingly, effectively and flexibly. Students also knows what to do when they have to close a conversation or utterance. Moreover, they are not dominant nor passive in any interaction that they take part in. In addition, students can get the meaning across using whatever means necessary, such as using paraphrases, explaining the meaning of the problematic words in easier words, or using body language.
Satisfactory	Students are capable of making understandable sentences. The sentences are often incomplete and mistakes are frequent. The mistakes didn't interfere with the message. Their pronunciation are generally clear and accurate. Mistakes often occur to pronunciation of new and uncommon words. They can generally use new vocabulary. They often pause to memorize vocabularies.	Students can connect words in simple sentences but have problems in connecting complex and compound sentences. They are also able to logically organize their utterance. However, they often tend to be repetitive.	Students often have difficulties finding the right expression to express their ideas and feeling without assistance. They can also understand others people's utterance. However, they often have difficulties in responding to it.	Students often misunderstand the situation in which they had the interaction. Students do not use proper style in their utterance. At times, they can repair their improper utterances.	Students do not vary their way in opening and closing a conversation or utterance. If they take part in an interaction, they are always too dominant. They will immediately translate difficult words to get the meaning across.
Novice	Students aren't even capable of making the simplest sentences. Mistakes are frequent and they interfere with the messages. Sentences are often organized only in groups of nouns. Mispronunciation occur frequently to both common and uncommon words. They often have to ask in using both old and new vocabulary.	Students can even connect words in a simple sentence. Most of their utterance are illogical due to its bad organization.	Students always need assistance in expressing their ideas and feelings clearly and they cannot understand other people's utterance and respond to it accurately.	Students cannot recognize the degree of formalities in a situation resulting in frequent inappropriate use of register. Most of the times, they can only translate their mother tongue utterance into English.	Students cannot open or close a conversation or utterance. They always wait for the others to open or close a conversation. If they are involved in an interaction, they are always being passive. Moreover, they cannot get the meaning across. They do not want to try to get the meaning across. They always depend on others to get the meaning across.

