

APPENDIX 4
INTERVIEW TRANSCRIPT

TRANSCRIPT

Participant : Teacher
Record by : Researcher
Transcript by : Researcher
Day/Date : Wednesday, November 28 2018
Time : 01.36 p.m
Place : SMAN 1 PAKEM

R = Researcher T = Teacher

R : Assalammu'alaikum warahmatullahi wabarakatuh, selamat pagi ibu
#00:00:05#

T : Wa'alaikumsalam warahmatullahi wabarakatuh #00:00:08#

R : Iya, e sebelumnya kan e di SMAN 1 PAKEM ini kita ketahui
menggunakan kurikulum 2013 ya buk #00:00:19#

T : Iya betul #00:00:20#

R : Ya #00:00:20#

T : Sejak awal ada kurikulum 2013 itu sebagai pilotnya SMA, SMA 1
PAKEM menggunakan itu #00:00:29#

R : Oh iya, di Indonesia juga sudah menggunakan kurikulum 2013 ya
#00:00:33#

T : Iya #00:00:33#

R : E.. menurut kurikulum 2013 berdasarkan peraturan pemerintah itukan
terdapat 3 model pembelajaran ya buk, seperti kayak Problem based
learning, Project based learning, Discovery learning. Apakah ibu
menerapkan 3 model pembelajaran tersebut? #00:00:54#

T : Iya menerapkan juga, ini tergantung KD nya yang cocok dengan model
pembelajaran, model yang mana yang disesuaikan dengan KD nya lah.
#00:01:07#

R : Oh iya, e berarti dari berdasarkan RPP ibu biasanya menggunakan model
discovery learning kan ya. #00:01:17#

T : Iya, banyak. Model discovery paling banyak ketok e, kelihatannya
#00:01:21#

R : Oh paling banyak yang digunakan? Itu kenapa buk? #00:01:25#

T : Ya karena, disini kan e anak akan menemukan apa konsep sendiri setelah
belajar, gituloh. #00:01:38#

R : Iya, jadi mereka bisa belajar sendiri ya buk. #00:01:41#

T : Iya #00:01:41#

R : Jadi, berdasarkan penerapan model pembelajaran yang digunakan untuk

mengajar keterampilan speaking, ibu bilang bahwa ibu menggunakan model pembelajaran discovery untuk mengajar keterampilan speaking itu. Jika iya, Kenapa buk? Iya #00:01:58#

T : yaa, jadi anak saya kasih itu misalnya tentang, kemaren kelas sebelas ya? #00:02:08#

R : Iya, exposition text ya buk. #00:02:10#

T : Iya, kalo kemaren tentang exposition text. Tapi ini speaking kok yo. #00:02:18#

R : Iya, jadi kan #00:02:19#

T : Exposition text kan reading toh #00:02:22#

R : Iya, tapi kan ada juga speaking nya pas presentasi buk #00:02:10#

T : Oh, oh iya pas presentasi itu ya. Kan kita beri apa materi, kemudian anak suruh identifikasi. Jadi materinya misalnya tentang kemaren KD nya tentang analytical exposition text, kemudian anak disuruh presentasi dia akan menemukan sendiri konsep-konsep tentang organization of text nya, e analytical exposition text. Dengan menemukannya sendiri dia lebih paham, e kemaren itu presentasi kan jadi oh thesis itu seperti , argument seperti ini, kemudian conclusion seperti ini. #00:03:06#

R : Jadi nanti e pas intinya mereka bisa menjelaskan, gitu? #00:03:09#

T : Iya #00:03:10#

R : Lalu, bagaimana ibu menerapkan model pembelajaran discovery learning dalam mengajarkan speaking #00:03:22#

T : Dalam mengajarkan speaking, yaa misalnya itu diberi apaya. Intinya misalnya e yang invitation yah, yang invitation kan materi kelas XI juga ada ya. Nah itu, klasifikasi nanti apa based on situation, kemudian anak e bercakap-cakap dengan temannya berdasarkan situasi tersebut gituloh. Misalkan situasinya e mengundang temannya, apa ke pesta ulang tahun. #00:04:11#

R : Inviting ya buk #00:04:11#

T : Iya inviting, mungkin nanti dia menolak opo meng-iyakan mungkin. Jadi dikasih situasi #00:04:22#

R : kasih situasi gitu ya. Berdasarkan teori yang ada itukan terdapat beberapa speaking types ya buk, e yang mungkin bisa dijadikan tugas speaking juga dari speaking types itu. Apakah ibu menggunakan speaking types tersebut untuk memberikan tugas ke mereka? #00:04:36#

T : Iya mba #00:04:37#

R : Oh iya, bagaimana ibu membuat para siswa menirukan ibu? Misalnya kayak e imitative gitu buk? #00:04:50#

T : Kalo SMA itu jarang menirukan seperti itu #00:04:57#

R : Oh jarang ya buk #00:04:58#

T : Kalo SMP mungkin model drilling seperti itu #00:05:04#
R : Ada #00:05:05#
T : He'eh, nek SMA asal sudah dikasih tugas dia sudah maksudnya sudah mengerti. Misalnya cara membaca mungkin kalo cara membaca yang anu itu dikasih drill itu lebih baik, karena rata-rata cara membaca masih tidak sesuai dengan spelling nya. #00:05:28#
R : Spontan ya buk. Oh iya spellingnya. Lalu, bagaimana ibu membuat para siswa secara intensif untuk fokus pada fonologi tertentu atau secara point grammatical. Jenis aktifitas speaking seperti apa yang ibu gunakan? #00:05:44#
T : Ini anu grammar nya ya? #00:05:56#
R : Iya #00:05:57#
T : Biasanya anak-anak itu kan grammar nya lemah ya, jadi e saya fokuskan ke itu bagaimana how to make question gitu loh. Jadi, konsepnya how to make question dia harus tau dulu bagaimana cara dia bertanya gitu loh, kalo udah baca mudah aja disesuaikan dengan tenses nya ya. Misalnya kayak yang pake present tense yo jawab e pake present tense juga. Jadi, paling tidak how to make question itu dia paham gitu loh. #00:06:25#
R : Oh berarti secara intensif ibu buat e fokusnya mereka itu di pembuatan question juga ya buk. #00:06:32#
T : Iya #00:06:33#
R : Lalu bagaimana ibu membuat para siswa merespon ibu? Jenis aktivitas speaking seperti apa yang ibu gunakan? Seperti students' renspons gitu buk #00:06:39#
T : Jadi, students' response nya ya apa, misalnya topik nya apa e bagaimana cara membuat pertanyaan yang berkaitan dengan topic tersebut gitu loh, misalnya tadi inviting someone, e bagaimana cara mengajak atau cara meminta seseorang untuk datang, cara ngajaknya gimana gitu loh. #00:07:13#
R : memberikan perintahnya #00:07:14#
T : memberikan perintahnya ya #00:07:15#
R : Bagian mana dari kegiatan speaking yang meliputi transactional? Jadi transactional disini antara siswa dengan siswa gitu #00:07:25#
T : Ya kita buat kelompok ya, jadi biasanya in pairs ya kalo itu cuma dialogue kalo misalnya role play yo nanti mungkin lebih dari dua orang. Cuma tergantung perbincangan dan situasinya. #00:07:43#
R : Dua orang dan tergantung topiknya ya. Bagaimana ibu membuat para siswa secara ekstensif untuk memperluas bicara sendiri buk? Jenis aktivitas speaking seperti apa yang ibu gunakan? #00:07:53#
T : Berbicara sendiri, kayak pidato gitu? #00:07:55#

R : E bisa jadi buk #00:07:59#
T : Inikan monologue #00:08:00#
R : He'eh monologue #00:08:01#
T : Jadi, kalo monologue biasanya cuma tak kasih ya situasi juga. Kalo kelas 10 kemaren itu ada monologue, e model jadi kebetulan Kdnya kan tentang tempat terus saya suruh dia menceritakan tempat yang dia kunjungi. #00:08:33#
R : Mendeskripsikan gitu ya buk #00:08:36#
T : Mendeskripsikan jadi dia seolah-olah jadi guide kemudian dia menceritakan apa tentang tempat yang dikunjungi oleh visitor. #00:08:49#
R : Lalu e, Berdasarkan teori yang ada kan terdapat beberapa prinsip yang diterapkan pada model pembelajaran discovery. Apakah ibu menerapkan prinsip-prinsip tersebut? #00:09:07#
T : Iya, saya menerapkan prinsip-prinsip tersebut #00:09:08#
R : e prinsip-prinsip #00:09:20#
T : Agak lupa-lupa ingat e mbak, aku nerapke tapi .. #00:09:26#
R : Iya gapapa buk. Ini ya buk e kayak yang problem solving, learner management, integrating connecting gitu buk #00:09:35#
T : Oh, iya iya #00:09:36#
R : Information analysis, failure & feedback. Bagaimana management kelas ini berhubungan dengan kegiatan speaking berdasarkan pada model pembelajaran discovery? #00:09:53#
T : Jadi management kelasnya e berdasarkan #00:10:01#
R : Discovery learning #00:10:03#
T : Discovery learning tu biasanya kelompok ya? #00:10:07#
R : Iya #00:10:08#
T : Jadi kalo misalnya imbasnya dengan speaking gitu, tergantung ya kalo monologue yo berarti dia sendiri, kalo dialogue berarti yo 2 orang in pairs gitu ya, kalo misalnya role play yo lebih dari 2 orang gitu. #00:10:27#
R : Bagaimana ibu menata problem-solving dari aktifitas speaking, e di bagian aktifitas yang mana, dan bagaimana ibu membantu para siswa untuk menemukan solusi? #00:10:42#
T : Ini terutama speaking ya #00:10:47#
R : Iya #00:10:48#
T : Jadi untuk speaking, e saya biasanya menyuruh anak-anak untuk e underline the expression of topicnya itu apa gitu loh. Jadi kalo dia sudah memahami ungkapan, misalnya e invitation. Berarti dia bisa menggaris bawahi ungkapan tersebut gitu loh, misalnya menolak oh dia menggaris bawahi yang refuse, ungkapan refusing. Kalo misalnya menerima berarti apa dia juga menggaris bawahi. #00:11:33#

R : Underlining ya buk #00:11:34#
T : Underline ya #00:11:35#
R : Bagaimana ibu memandu dan memotivasi para siswa untuk mencari solusi dengan menggabungkan informasi yang sudah ada dulunya dengan yang baru, dan menyederhanakan pengetahuan. #00:11:49#
T : Em caranya e tadikan dikasih situasi, kemudian anak-anak suruh membuat konsep dulu ya, setelah membuat konsep ya sebenarnya itu bukan speaking secara spontan ya, jadi saya kasih konsep dulu terus dari konsep yang telah dia buat tak suruh hapalin ya, ya nanti ga persis seperti itu ndapapa yang penting nanti dalam prakteknya tetep ada ungkapan seperti itu. #00:12:28#
R : Ada ya buk speaking, ungkapan #00:12:28#
T : Jadi pertama kasih situasi, kedua anak menulis konsepnya misalnya in pairs gitu ya, terus setelah menulis dihapalin, setelah hapalin maju di depan kelas untuk praktek tanpa membaca teks tersebut gitu loh. #00:12:45#
R : Lalu, bagaimana ibu mengelola para siswa untuk membuat mereka merasa bahwa mereka itu belajar sendiri buk? Management belajar seperti apa yang ibu terapkan? #00:12:55#
T : E kita nerapkan management belajarnya e tak suruh apa itu, mencari referensi-referensi yang ada di internet atau apa itu loh. Kan ungkapan itu tidak hanya sebegitu tok, mungkin ada banyak variasi-variasi gitu loh. Jadi banyak sumberlah kan bisa belajar dari sumber-sumber tidak hanya dibuku tapi di internet, dimana ajalah. #00:13:29#
R : Iya, jadi mereka cari sendiri ya buk ya. #00:13:30#
T : Jadi mereka cari sendiri referensinya #00:13:34#
R : Lalu bagaimana ibu mengajarkan para siswa untuk menggabungkan pengetahuan sebelumnya dengan yang baru, dan mendorong mereka untuk terhubung dengan dunia nyata gitu loh buk, jadi real worldnya. #00:13:46#
T : E..ee #00:13:50#
R : Kan kita, ibu tadi e sudah nyuruh mereka nyari di internet gitu ya buk ya. Nah terus mereka menggabungkan dengan yang didunia nyata gitu buk #00:14:00#
T : Oh ya, ya e, ya seolah-olah, seolah-olah apa yang dia praktekan itu terjadi pada dirinya gitu loh. Misalnya dia memang ulang tahun pada saat itu, berarti o carane ngajak biar dia datang ke pesta ulang tahun itu gimana ya, terus misalnya yang diajak bicara itu ga bisa datang memberikan alasannya gimana kalo misalnya bisa datang gimana? #00:14:37#
R : Alasannya gimana #00:14:38#
T : Gimana ngomongnya gitu #00:14:39#

R : Lalu, apakah ibu membiarkan siswa untuk menganalisis dan menafsirkan informasi yang diperoleh daripada menghafal jawaban yang benar, mengapa buk? #00:14:49#

T : Iya, ya memang sebaiknya menganalisis tidak hanya menghafal tapi apa ya, memahami gitu loh #00:14:56#

R : Iya memahami #00:14:57#

T : Jadi, kalo menghafal kan eh tadi apa seng tak hapal ke yo, berarti dia kan cuma menghafal tapi tidak paham gitu ya #00:15:04#

R : Cukup tau tapi tidak me... apa ya buk, e melakukannya gitu #00:15:06#

T : Lah iya, jadi dibanding dengan dia paham apa yang dia ucapkan tidak hanya menghafal, dia akan lebih apa ya, lebih mengerti apa yang dikatakannya gitu loh. Jadi tidak hanya menghafal aja. #00:15:22#

R : Apakah ibu memberikan feedback kepada siswa untuk usaha yang berhasil atau gagal dalam belajar? Mengapa buk? #00:15:32#

T : Iya, jadi ya kita kasih apa ya, reward #00:15:38#

R : Reward #00:15:39#

T : Iya, kalo misalnya dia bagus ya kasih pujian gitu lah ya #00:15:44#

R : Iya “good” misalnya gitu ya #00:15:45#

T : Iya jadikan dia merasa seneng gitu loh #00:15:48#

R : Kalo misalnya salah ibu? #00:15:49#

T : Kalo misalnya salah yo, e itu sebetulnya seharusnya seperti ini dikasih anu kayak #00:15:56#

R : Penjelasan #00:15:57#

T : Penjelasan, e kamu belajar lebih giat lagi, mungkin belajarnya kurang maksimal ya #00:16:02#

R : Iya, terus e. Dalam pelaksanaan model pembelajaran discovery bagaimana langkah-langkah yang ibu lakukan atau apakah ibu memiliki langkah-langkah tertentu ketika menerapkan model pembelajaran ini? Kan ada tuh buk kalo di steps of discovery learning #00:16:26#

T : Ya seperti di Kurikulum 2013 itu toh yang mengamati dan seterusnya itu toh #00:16:33#

R : Iya yang di kurikulum 2013, iya itu buk, ada stimulation, probem statement. #00:16:38#

T : Iya ada stimulation, problem statement, seperti itu #00:16:40#

R : Jadi ibu menerapkannya seperti teori juga ya buk dan dari kurikulum 2013 #00:16:46#

T : Iya #00:16:47#

R : Lalu bagaimana ibu menarik respons siswa dengan memberikan stimulus, misalnya apakah ibu memberi gambar, video dan lainnya. Mengapa? #00:16:59#

T : Oh iya, misalnya suruh menceritakan apa itu mungkin gambar lebih tepat ya. #00:17:07#

R : Iya #00:17:08#

T : Jadi menceritakan apa ya, maksudnya membuat paragraf berdasarkan gambar gitu loh #00:17:15#

R : Iya #00:17:16#

T : Terus nanti jadi monologue siswa gitu ya #00:17:20#

R : Iya, jadi stimulus nya disituya buk #00:17:21#

T : Iya stimulusnya disitu #00:17:22#

R : Apakah ibu memberikan pertanyaan kepada siswa untuk pemecahan masalah? Di bagaian mana dari kegiatan tersebut siswa perlu memecahkan masalah? Jadi yang kayak steps dari problem statement gitu buk #00:17:38#

T : Pemecahan masalah #00:17:44#

R : Pemecahan masalah #00:17:45#

T : Untuk menyelesaikan masalah, aduh gimana ya. Rumusan masalah ki nggon problem solving #00:17:58#

R : Iya problem solving #00:17:59#

T : Pokoknya yang discovery learning tadi yang problem based itu ya? #00:18:03#

R : Oh problem based #00:18:04#

T : Iya? Opo#00:18:05#

R : Nggak sih buk, kan kan ada #00:18:07#

T : Itu discovery learning juga #00:18:08#

R : Discovery learning #00:18:09#

T : Tapi ada rumusan masalah yang terakhir ya? Yang langkah terakhir? Opo yang nomor berapa? #00:18:15#

R : Belum sih buk, langkah yang kedua baru kan yang sebelum data collecting #00:18:18#

T : Belum, langkah yang kedua ya, jadi #00:18:19#

R : Jadi kayak problem statement gitu loh. Belum pemecahan masalah sih, jadi kayak ada suatu problem gitu loh #00:18:27#

T : Oh ada problem yang harus dipecahkan oleh siswa itu ya #00:18:30#

R : Iya, Jadi ibu kayak memberikan pertanyaan gitu #00:18:35#

T : Oh memberikan pertanyaan kayak warming up itu. Ya, tak kasih itu pertanyaan kepada siswa nanti menuju ke permasalahan yang akan dibahas gitu ya. Jadi nanti e ya tanya-tanya seperti warming up itu toh #00:18:56#

R : Lalu kegiatan apa yang melibatkan siswa untuk mengidentifikasi masalah buk? #00:19:02#

T : Hmm mengidentifikasi masalah, ya tadi misalnya seperti #00:19:10#

R : Kan dikasih warming up tuh buk #00:19:12#

T : Ya dikasih warming up, kemudian kita kasih several dialogue kemudian dari dialogue itu siswa disuruh mengidentifikasi. Jadi kalo misalnya kan di dialogue itu misalnya invitation itu kan ada ungkapan-ungkapan invite, ada ungkapan refuse, ada ungkapan accept tu ya. Jadi anak disuruh mengidentifikasi pernah toh yang ungkapan invitation, mana yang ungkapan refuse, mana yang ungkapan accept. #00:19:44#

R : Terus, e bagaimana ibu mendorong para siswa untuk memecahkan masalahnya, setelah identifikasi jadi pemecahan masalahnya bagaimana? Dari invitation itu misalnya. #00:19:58#

T : Oh, dari invitation itu berarti ya nanti anak e disuruh bertanya apa yang dia belum paham gitu loh. Misal dia bisa mengidentifikasi mungkin ada e kata-kata sulit opo ada ungkapan-ungkapan yang dia belum tau, pokoknya mengharap siswa bertanya. Jadi bagaimana dia menanyakan hal-hal yang belum dia ketahui dari dialogue tersebut. #00:20:31#

R : Lalu, bagaimana ibu mendorong para siswa untuk mempresentasikan temuan mereka? #00:20:38#

T : Jadi selalu aja, anak-anak itu dipacu untuk bertanya untuk mempresentasikan temuan-temuan yang dia temukan dari problem itu #00:21:00#

R : Dari masalah itu ya buk #00:21:02#

T : Iya, pokoknya apa yang belum dia ketahui tanyakan lah. Pokok e bagaimana dia biasanya kan bertanya itu kok malah sulit ya. Kalo misalnya bertanya sulit ya saya nanti yang bertanya ke siswa gitu loh. #00:21:16#

R : Lalu mereka yang ibaratnya mempresentasikan ya #00:21:19#

T : Iya #00:21:20#

R : Apakah ibu selalu memberikan feedback kepada siswa dan menyusun kesimpulan dari akhir pelajaran tersebut? #00:21:27#

T : Iya, itu kan wajib ya refleksi gitu loh. Jadi lebih mengetahui apakah siswa itu udah paham apa yang kita berikan apakah dia udah tau pelajaran yang diterima hari itu. Gitu ya, mesti ada refleksinya #00:21:42#

R : Lalu ibu menyusun kesimpulan gitu #00:21:45#

T : Iya mbak #00:21:47#

R : Jenis penilaian seperti apa yang ibu ambil dalam kegiatan speaking #00:21:58#

T : Yang ada 6 itu ya? #00:22:00#

R : Iya, e kan kalo di aspek assessment itu e dari Brown gitu kan buk, kan ada yang kayak fluency, coherence, gitu #00:22:11#

T : Iya bener, iya begitu #00:22:12#

R : Jadi yang #00:22:13#
T : Seperti element-element atau unsur-unsur di speaking gitu kan ya #00:22:16#
R : Speaking itu yang ibu terapkan ya buk #00:22:18#
T : Iya diterapkan #00:22:19#
R : Bagaimana dengan ibu menilai dari Pronunciation nya? #00:22:25#
T : Dari Pronunciation nya ya, liat secara pengucapannya sudah benar belum gitu loh. Jadi kalo belum benar berarti nilainya kurang, atau sudah pas, atau sudah sesuai dengan pronunciation apa belum #00:22:42#
R : Itu menilai Pronunciation nya itu mereka maju kedepan gitu kah? #00:22:48#
T : Ya pas dia dialogue itu misalnya pas #00:22:51#
R : Kayak.. presentasi? #00:22:53#
T : Presentasi atau pas pas ngomong lah, kan kita tau pronunciation benar atau nggak kan ketika dia bicara toh. #00:23:01#
R : Iya #00:23:02#
T : Iya, jadi kalo misalnya pas dialogue oh itu pronoun nya masih salah oh itu sudah benar, gitu toh. #00:23:10#
R : Kalo... bagaimana dengan Intonasi nya buk? Dengan Intonasi mereka #00:23:17#
T : Intonasinya ya kejawa-jawaan opo sudah ke Inggris-Inggrisan #00:23:23#
R : Oh.. kejawa-jawaan, jadi kadang ada yang medhog gitu ya buk ya #00:23:26#
T : Iya kan ada toh itu, model e sudah bagus intonasi nya opo expressing nya #00:23:35#
R : Oh.. iya expressing gitu ya. Bagaimana dengan penilaian Fluency nya buk? #00:23:39#
T : Fluency nya juga #00:23:40#
R : Kelancaran #00:23:41#
T : E.. disesuaikan dengan dia terbata-bata opo lancar opo masih #00:23:49#
R : E... e...e gitu ya #00:23:51#
T : mengingat-mengingat masih melongo itukan juga kelihatan dari kelancaran dia berbicara itu #00:23:55#
R : Kalo ketepatannya buk Accuracy #00:23:58#
T : Kalo ketepatannya #00:23:59#
R : Dari grammar mungkin ya buk ya #00:24:00#
T : Iya, dari grammar lihatnya sering dia lupa untuk bertanya itu pake kata kerja baku dulu baru subjek, dia langsung subjek. #00:24:10#
R : Oh.. iya. Terus kalo bagaimana rata-rata kemampuan berbicara siswa

dalam menerima materi pelajaran dengan menggunakan model pembelajaran discovery learning? #00:24:24#

T : Rata-rata anak bisa kok menyampaikan, ya Alhamdulillah di SMA Pakem ini apa yang diberikan itu sudah langsung tanggap gitu #00:24:36#

R : Nurut ya buk ya #00:24:37#

T : Iya, seperti dikasih tugas apa dia langsung paham oh ini #00:24:44#

R : Kalo dengan menggunakan model pembelajaran discovery learning buk? #00:24:47#

T : Yaa sama kan, kan tak beri situasi kemudian dia e membuat dialogue berdasarkan situasi tersebut, baru dia kan menemukan oh ungkapan ini seperti ini #00:25:05#

R : Iya, langsung di identifikasi ya buk #00:25:07#

T : Iya langsung di identifikasi #00:25:08#

R : Bagaimanakah prestasi belajar siswa setelah diterapkannya model pembelajaran Discovery? #00:25:15#

T : Ya prestasinya, menggunakan lebih baik ya daripada tidak menggunakan. Tidak menerapkan yang sudah diterapkan disitu ya #00:25:29#

R : Kan ada kan buk biasanya e ada yang dari buku aja kan buk ya #00:23:35#

T : Lah iya #00:23:37#

R : Kalo pake discovery learning kan mungkin dia siswanya bisa lebih aktif gitu #00:25:40#

T : Lah iya, karena tidak hanya bersumber dari buku aja toh kan sebener e dia juga melalang buana #00:25:46#

R : Iya belajar sendiri #00:25:48#

T : Belajar sendiri apa yang.. #00:25:51#

R : Iya, kayak saya ini udah nyusun skripsi kan buk harus belajar sendiri #00:25:53#

T : Lah iyo, ya harus itu #00:25:54#

R : Iya. Kalo untuk speaking nya buk, penerapan discovery learning ini #00:26:01#

T : Untuk speaking nya #00:26:04#

R : Dengan adanya model pembelajaran discovery learning ini #00:26:08#

T : Untuk speaking nya juga saya kira ya lebih baik lah yo, dia mungkin kalo tidak tahu vocab nya yang ini bisa #00:26:22#

R : Cari sendiri #00:26:23#

T : Cari google translation, opo opo, misal nek google translation itu mesti gak pas gitu loh #00:26:29#

R : Iya, ada juga. Tapi udah agak bagus sih buk sekarang #00:26:31#

T : Iya #00:26:32#
R : Cuma paling tinggal diganti-ganti, sesuai context ya buk ya #00:26:37#
T : Iya, ya nyarinya kan lebih mudah daripada dulu pakek kamus buku kan, nyarinya lama banget. #00:26:45#
R : Iya #00:26:46#
T : Dengan adanya teknologi kan lebih canggih #00:26:49#
R : Sekarang ke closing question ya buk. Pernahkah para siswa itu mengeluh tentang penerapan model pembelajaran yang ibu terapkan tersebut? Jadi kayak mereka bosan atau gimana gitu buk #00:27:01#
T : Kelihatannya nyaman-nyaman aja ya #00:27:06#
R : Nyaman-nyaman aja, lancar-lancar ya buk #00:27:08#
T : Iya, lancar-lancar aja yo. Apa yang saya berikan yo #00:27:11#
R : Langsung ditanggapi ya buk #00:27:12#
T : Langsung ditanggapi, jadi tidak ah kok ngene toh #00:27:17#
R : Ibu kesulitan tidak buk dalam menerapkan model pembelajaran ini? #00:27:22#
T : Tidak, ya cuma kurang anu yo, ketok e kurang variasi gitu yo kalo cuma-cuma seperti itu #00:27:30#
R : Oh.. iya, iya saya mengerti. #00:27:31#
T : Mungkin ada model-model lain yang lebih apa ya, lebih bagus #00:27:39#
R : Lebih memancing siswanya #00:27:40#
T : Lebih memancing, iya #00:27:41#
R : Lalu, apa rencana ibu kedepannya untuk lebih memotivasi dan meningkatkan prestasi belajar siswa melalui model pembelajaran ini? Variasi mungkin, ibu memberikan variasi brgitu #00:28:01#
T : Mungkin tidak hanya memberikan.... #00:28:04#
R : Dari buku gitu #00:28:05#
T : Dari buku, tergantung situasi. Mungkin e mereka mencari sendiri, pokok e mencari topik sendiri lah. Biar dia bebas tidak ditentukan oleh guru. Mungkin dia lebih enjoying gitu ya, yang penting topiknya sama tapi eh maksudnya temanya sama tapi topiknya terserah gitu #00:28:30#
R : Oh iya. Bebas gitu. Topiknya beda gitu. Jadi dari hal itu apakah ibu akan berinovasi dalam penerapan model pembelajaran ini? Mungkin ibu dari buku tapi ibu e menyatukan dengan kejadian yang ada atau dari video #00:28:49#
T : Iya bisa, itu iya. Ya itu harus ada kolaborasi, jadi apa ya #00:28:57#
R : Mencari banyak sumber juga ya buk #00:28:58#
T : Mencari banyak sumber, harus berinovasi karena kalo itu-itu aja kan nanti bosan juga #00:29:05#

R : Iya, benar buk. Iya buk itu saja pertanyaan nya. Kita cerita-cerita aja buk.
#00:29:11#

T : Lah iyo, aku yo ingat-ingat lupa-lupa ingat. #00:29:15#

R : Iya gapapa kan kita sama-sama belajar buk ya #00:29:18#

T : Iyaa #00:29:19#

R : Buat inovasi untuk mengajarkan kepada siswa kedepannya seperti apa
#00:29:23#

T : Iyaa, bener. Ya kan biar prestasinya lebih meningkat #00:29:26#

R : Iya bener buk #00:29:27#

T : kan dengan model-model pembelajaran yang mungkin menarik siswa
gitu kan jadi siswanya lebih seneng belajar gitu, tidak bosan. #00:29:37#

R : Iya, sampai situ aja buk. Assalammu'alaikum warahmatullahi
wabarakatuh. #00:29:41#

T : Wa'alaikumsalam warahmatullahi wabarakatuh #00:29:43#

Interview Transcript

Participant : Teacher
 Record by : Researcher
 Transcript by : Researcher
 Day/Date : Wednesday, November 28 2018
 Time : 01.36 p.m
 Place : SMAN 1 PAKEM

I : Interviewer P : Participants

Subject	Line	Transcription	Theme	Code
I		Assalammu'alaikum warahmatullahi wabarakatuh. Good morning Mrs. #00:00:05#		
P	1	Wa'alaikumsalam warahmatullahi wabarakatuh #00:00:08#		
I		Yes, beforehand, we know that in SMAN 1 PAKEM using the 2013 curriculum right? #00:00:19#		
P	2	Yes, right #00:00:20#		
I		Yes #00:00:20#		
P	3	Since the beginning of the 2013 curriculum as a high school pilot, SMAN 1 PAKEM used it #00:00:29#		

I		Oh yeah, in Indonesia also used the 2013 curriculum right? #00:00:33#		
P	4	Yes #00:00:33#		
I		E... According to the 2013 curriculum based on government regulations, there are 3 learning models, such as Problem based learning, Project based learning and Discovery learning. Did you apply these 3 learning models? #00:00:54#		
P	5	Yes, applies too, it depends on the KD that matches with the learning model, which model is adjusted to the KD #00:01:07#	Principles of Discovery Learning	I/1/PDL/5
I		Oh yeah, it means that based on your RPP you usually use the Discovery learning model right? #00:01:17#		
P	6	Yes, a lot. The discovery learning model looks the most #00:01:21#	Principles of Discovery Learning	I/1/PDL/6
I		Oh, the most used? That's why, Mrs. #00:01:25#		
P	7	Yes because, from here the students will find they own concept after learning, like that. #00:01:38#	Principles of Discovery Learning	I/1/PDL/7
I		Yes, so they can learn on their own, right? #00:01:41#		
P	8	Yes #00:01:41#		

I		So, based on the implementation of learning model that used to teach speaking skills, you say that you use the discovery learning model to teach speaking skills, If yes, why? #00:01:58#		
P	9	Yes, So I give the students for example about, yesterday class eleven rights? #00:02:08#		
I		Yes, exposition text Mrs. #00:02:10#		
P	10	Yes, if yesterday about the exposition text. But this is speaking right? #00:02:18#		
I		Yes, so #00:02:19#		
P	11	Exposition text is reading right? #00:02:22#		
I		Yes, but there is also speaking at the time of the presentation #00:02:10#		
P	12	Oh, when presentation right. We give the material, the student is ordered to identify. So, for example the material is about yesterday's KD about the analytical exposition text, the child is instructed to present, they will find they own concepts about the organization of text analytical exposition. By finding itself, they will understood better, yesterday when they was present. So, oh the thesis is like this, an argument like this, then a conclusion like this. #00:03:06#	Steps of Discovery Learning	I/1/SDL/12
I		So, later, in the point they can explain, right? #00:03:09#		

P	13	Yes #00:03:10#		
I		Then, how do you implement the discovery learning model in teaching speaking? #00:03:22#		
P	14	In teaching speaking, for example in teaching speaking, for example it was given. The point is, for example the invitation, the invitation for class XI material is also there. Well, the classification will be based on the situation, and then the students talk with their friends based on the situation. Suppose the situation are invites their friend to go to a birthday party #00:04:11#	Steps of Discovery Learning	I/1/SDL/14
I		Inviting, right? #00:04:11#		
P	15	Yes inviting, maybe later they refused or accepted maybe. So given the situation #00:04:22#	Steps of Discovery Learning	I/1/SDL/15
I		Give the situation, right. Based on the existing theory, there are several speaking types which is can be used as speaking assignments also from speaking types. Do you use speaking types to give them assignments? #00:04:36#		
P	16	Yes #00:04:37#		
I		Oh yeah, how do you make the students imitate you? For example like e imitative? #00:04:50#		
P	17	In high school students it is rarely imitated like that #00:04:57#		
I		Oh, rarely #00:04:58#		

P	18	In junior high school it might be a drilling model like that #00:05:04#		
I		There is #00:05:05#		
P	19	He'eh, in the high school as long as they have been given the assignment they have already understood. For example, how to read maybe if the way of reading is given drill is better, because the average way of reading is still not in accordance with the spelling #00:05:28#		
I		Spontaneous, right. Oh yeah, the spelling. Then, how do you intensively make students focus on specific phonology or grammatical point. What kind of speaking activities do you use? #00:05:44#		
P	20	This is the grammar, huh? #00:05:56#		
I		Yes #00:05:57#		
P	21	Usually the student's grammar is weak, so I focused on how to make a question, like that. So, the concept of how to make question is that they have to know how to ask first, if they have read it, it's easy to adjust it with the tenses. For example, like using the present tense, the answer is to use present tense too. So, at least how to make the question, they will understood #00:06:25#		
I		Oh, it means that intensively, you made their focus on the making of question, right? #00:06:32#		
P	22	Yes #00:06:33#		

I		Then, how do you make students respond to you? What kind of speaking activities do you use? Like students' respond Mrs. #00:06:39#		
P	23	So, the students' responses right, for example what is the topic of how to make questions related to the topic. For example inviting someone, how to invite or how to ask someone to come, how to invite them, how is that? #00:07:13#		
I		Give the order? #00:07:14#		
P	24	Give the order, right #00:07:15#		
I		Which part of speaking activities includes transactional? For example, the transactional here's between students and students #00:07:25#		
P	25	Yes, we make groups, right. So usually in pairs, if it's just a dialogue. If the role plays will be more than two people. It only depends on the conversation and the situation. #00:07:43#		
I		Two people and depends on the topic. How do you make students extensive to expand monologue? What kind of speaking activities do you use? #00:07:53#		
P	26	Monologue, like a speech? #00:07:55#		
I		E.. maybe #00:07:59#		
P	27	Is that monologue #00:08:00#		
I		Yes monologue #00:08:01#		

P	28	So, if monologue is usually only given a situation too. If in the 10th grade yesterday there was a monologue, so it happened to be the KD about the place, then I told them to tell the place they were visiting #00:08:33#		
I		Describe it, right #00:08:36#		
P	29	Describe, so he seems to be a guide then he tells what about the places visited by visitors #00:08:49#		
I		Then, based on the existing theories there are several principles that are applied to the discovery learning model. Did you apply these principles? #00:09:07#		
P	30	Yes, I apply these principles #00:09:08#	Principles of Discovery Learning	I/1/PDL/30
I		The principles #00:09:20#		
P	31	Somewhat I forgot to remember, I absorbed it but... #00:09:26#		
I		Yes, no problem Mrs. This is like the problem solving, learner management, integrating connecting, like that #00:09:35#		
P	32	Oh, yes #00:09:36#		
I		Information analysis, failure & feedback. How is the management of this class related to speaking activities based on discovery learning model? #00:09:53#		
P	33	So, the class management is related to... #00:10:01#		

I		Discovery learning #00:10:03#		
P	34	Usually discovery learning is in group, right #00:10:07#	Principles of Discovery Learning	I/1/PDL/34
I		Yes #00:10:08#		
P	35	So, for example the impact with speaking, it depends, if the monologue it means he is alone. If dialogue it means 2 people in pairs, right. If for example role play it means more than 2 people #00:10:27#	Principles of Discovery Learning	I/1/PDL/35
I		How do you set problem-solving of speaking activities, which part of the activity, and how you help the students to find solutions? #00:10:42#		
P	36	This is especially speaking, right #00:10:47#		
I		Yes #00:10:48#		
P	37	So for speaking, I usually tell the students to underline the expression of the topic is. So, if he understands the phrase, for example invitation. That means he can underline expression, for example refusing oh he underlined the refuse, the expression refusing. For example, accepting means he also underlines. #00:11:33#	Principles of Discovery Learning	I/1/PDL/37
I		Underlining, right #00:11:34#		
P	38	Yes, underlining #00:11:35#		

I		How you guide and motivate the students to find solutions by combining existing information with new ones, and simplifying knowledge? #00:11:49#		
P	39	Emm... The way is give them situation, then the students were told to make a concept first. After making the concept, actually it was not spontaneous speaking. So I gave the concept first and from the concepts that have told, it memorizing. Not exactly like that's okay, what matters later in the practice there is still such an expression. #00:12:28#	Principles of Discovery Learning	I/1/PDL/39
I		There is speaking, an expression #00:12:28#		
P	40	So, first give the situation, second the students write the concept for example in pairs. So, then after writing is memorized, after memorizing they come in front of the class to practice without read the text, like that. #00:12:45#	Principles of Discovery Learning	I/1/PDL/40
I		Then, How you manage the learner to make them feel they own learning? What kind of learning management do you apply? #00:12:55#		
P	41	E... We apply learning management is to... Look for the references that are on the internet or whatever. That phrase is not just like that, maybe there are many variations, right? So many sources that we can learn from sources not only in books but on the internet, where they are. #00:13:29#	Principles of Discovery Learning	I/1/PDL/41
I		Yes, so they are looking by themselves, right #00:13:30#		
P	42	So they are looking for their own references #00:13:34#	Principles of Discovery	I/1/PDL/42

			Learning	
I		How you teach the students to combine prior knowledge with new, and encourage them to connect to the real world? So, it's the real world. #00:13:46#		
P	43	E...ee #00:13:50#		
I		We, you have told them to search the internet, right? Now they are combining with those in the real world, like that #00:14:00#		
P	44	Oh yeah, yeah as if, as if what he was practicing happened to him that way. For example, it's really he's birthday at that time, its mean how he invites them to come to the birthday party. Then, if they could not come how their reason, if they come how the answer? Like that #00:14:37#	Principles of Discovery Learning	I/1/PDL/43
I		How the reason #00:14:38#		
P	45	How he say that #00:14:39#		
I		Then, Do you let the students to analyze and interpret the acquired information, rather than memorize the correct answer? Why? #00:14:49#		
P	46	Yes, yes it's best to analyze not only memorize but must understand that #00:14:56#	Principles of Discovery Learning	I/1/PDL/46
I		Yes, understand #00:14:57#		
P	47	So, if they just memorize it, what I memorized earlier? It means he just memorized it but he didn't understand. #00:15:04#	Principles of Discovery	I/1/PDL/47

			Learning	
I		Just know it, but didn't understand #00:15:06#		
P	48	Ah yes, so compared to what he understands what he is saying is not only memorizing, what will he do more, better understand what he is saying? So don't just memorize it. #00:15:22#	Principles of Discovery Learning	I/1/PDL/48
I		Do you give the students feedback for succesful or unsuccessful attempts in learning, why? #00:15:32#		
P	49	Yes, we give an, reward #00:15:38#	Principles of Discovery Learning	I/1/PDL/49
I		Reward #00:15:39#		
P	50	Yes, if they good, we give them a compliment, right #00:15:44#	Principles of Discovery Learning	I/1/PDL/50
I		Yes, such as "good" #00:15:45#		
P	51	Yes, so it make them feel happy #00:15:48#	Principles of Discovery Learning	I/1/PDL/51
I		If they are wrong Mrs. #00:15:49#		

P	52	If they are wrong, e it should actually be like this... #00:15:56#	Principles of Discovery Learning	I/1/PDL/52
I		Explanation #00:15:57#		
P	53	Explanation, e you should study hard, maybe your study is not optimal #00:16:02#	Principles of Discovery Learning	I/1/PDL/53
I		Yes, then. In the implementation of Discovery learning model, how steps that you did or do you have a particular step when implement this learning model? #00:16:26#		
P	54	Yes, as in the 2013 curriculum, right? Like observed and so on #00:16:33#	Steps of Discovery Learning	I/1/SDL/54
I		Yes in 2013 curriculum, yeah that's right. There are stimulation, problem statement #00:16:38#		
P	55	Yes, there are stimulation, problem statement, like that #00:16:40#	Steps of Discovery Learning	I/1/SDL/55
I		So, you implemented as from the theory and also from 2013 curriculum, right? #00:16:46#		
P	56	Yes #00:16:47#		

I		How you attracts the students' responses by providing stimulus, such as: image, video, realia. Why? #00:16:59#		
P	57	Oh yes, for example I told them to explain about something, maybe with the picture it's great #00:17:07#	Steps of Discovery Learning	I/1/SDL/57
I		Yes #00:17:08#		
P	58	So, they explain about something, or make paragraph according to the picture, like that #00:17:15#	Steps of Discovery Learning	I/1/SDL/58
I		Yes #00:17:16#		
P	59	Then, it could be their monologue, maybe like that #00:17:20#		
I		Yes, so that is the stimulus #00:17:21#		
P	60	Yes, that is the stimulus #00:17:22#		
I		Did you give questions to the students for problem-solving? In which part of the activities the students need to solve problem? #00:17:38#		
P	61	Problem-solving #00:17:44#		
I		Yes, problem-solving #00:17:45#		
P	62	To solve the problem, what is that? The problem statement is problem solving #00:17:58#		

I		Yeah problem solving #00:17:59#		
P	63	The point is the discovery learning, that problem based, right? #00:18:03#		
I		Oh problem based #00:18:04#		
P	64	Yes. Or what? #00:18:05#		
I		Not Mrs. That is... #00:18:07#		
P	65	That is discovery learning too #00:18:08#		
I		Discovery learning #00:18:09#		
P	66	But there is a problem statement in final? In final steps? Or what number? #00:18:15#		
I		Not yet, the second step and that is before data collecting #00:18:18#		
P	67	Not yet, the second step, right #00:18:19#		
I		So it's like a problem statement, haven't solved the problem yet, so it's like there's a problem #00:18:27#		
P	68	Oh, there is a problem that must be solved by the student #00:18:30#		
I		Yes, so you like giving a question, like that #00:18:35#		
P	69	Oh, give questions like warming up. Yes, I give the question to students that concern to the problems that will be discussed. So, and then asking questions like warming up #00:18:56#	Steps of Discovery Learning	I/1/SDL/69

I		What activities that involve the students to identify the problem? #00:19:02#		
P	70	Hmm identify problems, just like for example #00:19:10#		
I		It was given warming up Mrs, and then #00:19:12#		
P	71	Yes, we give warming up, and then we give several dialogues. Then from the dialogue the students identify the problem. So, for example in the dialogue, for example invitation there are invite expressions, there is an expression of refuse, there is an expression of accepting, right. So the child is told to identify ever the invitation phrase, which the expression of refuse, which expression of accepted. #00:19:44#	Steps of Discovery Learning	I/1/SDL/71
I		Then, how you encourage the students to solve problem? After identify so how to solve the problem? Maybe from the invitation #00:19:58#		
P	72	Oh, from the invitation that means in the next the students are told to ask what he doesn't understand yet. For example, if he could identify there might be some difficult words, there were expressions that he did not know, just hoping students asked. So how did he ask about things he had not known about the dialogue. #00:20:31#	Steps of Discovery Learning	I/1/SDL/72
I		Then, how you encourage the students to present their findings? #00:20:38#		
P	73	So always, the student is encouraged to ask questions to present the findings that he found from the problem #00:21:00#	Steps of Discovery Learning	I/1/SDL/73

I		From the problem, right #00:21:02#		
P	74	Yes, basically what you don't know just asking. How do you usually ask, why is it difficult? If for example, asking is difficult, then I will ask the students later. #00:21:16#	Steps of Discovery Learning	I/1/SDL/74
I		Then, they present, right? #00:21:19#		
P	75	Yeah #00:21:20#		
I		Did you always give the students' feedback and generates conclusion in the end of the class? #00:21:27#		
P	76	Yes, that's a must reflection. So it is better to know although the student already understands what we are giving, if he already knows the lesson received that day. But, there must be a reflection #00:21:42#	Steps of Discovery Learning	I/1/SDL/76
I		Then, you made a conclusion, right #00:21:45#		
P	77	Of course #00:21:47#		
I		What kind of aspects assessment that you took in the speaking activity? #00:21:58#		
P	78	Are there 6? #00:22:00#		
I		Yes, in the aspect assessment of from Brown right, there is something like fluency, coherence, so #00:22:11#		
P	79	Yes, that's right #00:22:12#		

I		So... #00:22:13#		
P	80	Like the aspect or elements in speaking, right? #00:22:16#		
I		Do you implement that kind of speaking, right #00:22:18#		
P	81	Yes, I implement #00:22:19#		
I		How about you assess their pronunciation? #00:22:25#		
P	82	Yes, from the pronunciation, see the pronunciation is correct or not. So if it doesn't really mean the value is lacking, or it's right, or it's in accordance with the pronunciation or not #00:22:42#	Aspect Assessment of Speaking Skill	I/1/AASS/82
I		How to take the assessment of pronunciation, are they come in front of the class? #00:22:48#		
P	83	Yes, when they do a dialogue #00:22:51#		
I		Like presentation? #00:22:53#		
P	84	When doing presentation or when they are talking, we can know the pronunciation is correct or not when they talks anyway. #00:23:01#	Aspect Assessment of Speaking Skill	I/1/AASS/84
I		Yes #00:23:02#		
P	85	Yes, so for example during the dialogue ah the pronoun is still wrong ah it is correct, right? #00:23:10#	Aspect Assessment of Speaking Skill	I/1/AASS/85

I		How about the intonation? Their intonation #00:23:17#		
P	86	The intonation is still Javanese or already in English #00:23:23#	Aspect Assessment of Speaking Skill	I/1/AASS/86
I		Oh... still Javanese, so sometimes they are still “Medok” right #00:23:26#		
P	87	Yes there is, the model has good but intonation or expressing still not #00:23:35#	Aspect Assessment of Speaking Skill	I/1/AASS/87
I		Oh... yeah the expressing. How about they fluency Mrs?#00:23:39#		
P	88	Fluency too #00:23:40#		
I		Smoothness #00:23:41#		
P	89	E... adjusted if they still stammered, or smooth or still... #00:23:49#	Aspect Assessment of Speaking Skill	I/1/AASS/88
I		E... e...e like that #00:23:51#		
P	90	Still remembering or still gazing, it also visible from the fluency that he speak #00:23:55#	Aspect Assessment of Speaking Skill	I/1/AASS/89
I		How about the accuracy #00:23:58#		

P	91	For the accuracy #00:23:59#		
I		Maybe from the grammar, right #00:24:00#		
P	92	Yes, from the grammar we can see it, he often forgets to ask using the standard verb first and then the subject, but he is directly the subject. #00:24:10#	Aspect Assessment of Speaking Skill	I/1/AASS/92
I		Oh yeah. How the averages of students' speaking skill in receive of learning material by using discovery learning model? #00:24:24#		
P	93	On the average, the students can say it. Yes, Alhamdulillah in PAKEM senior high school, what was given is immediately responsive #00:24:36#	Aspect Assessment of Speaking Skill	I/1/AASS/93
I		Obedient, right #00:24:37#		
P	94	Yes, as we give the assignment, they immediately understood that #00:24:44#	Aspect Assessment of Speaking Skill	I/1/AASS/94
I		If by using the discovery learning model, Mrs. #00:24:47#		
P	95	Yes, it's the same, right, it's given a situation and then he makes dialogue based on the situation, then he will find ah this expression like this #00:25:05#	Aspect Assessment of Speaking Skill	I/1/AASS/95
I		Yes, immediately identified, right #00:25:07#		

P	96	Yes, immediately identified #00:25:08#		
I		How the students' achievement after the implemented of discovery learning model? #00:25:15#		
P	97	Yes, their achievements, using better than not using. Do not apply what has been applied there #00:25:29#	Aspect Assessment of Speaking Skill	I/1/AASS/97
I		There are usually the teacher who teach the students just from books, right #00:23:35#		
P	98	Yes #00:23:37#		
I		If use discovery learning, maybe they can be more active students #00:25:40#		
P	99	Of course, because it is not only sourced from the book, it is actually true that he also overtakes the world #00:25:46#	Aspect Assessment of Speaking Skill	I/1/AASS/99
I		Yes, learn by yourself #00:25:48#		
P	100	Learn by yourself what... #00:25:51#		
I		Yes, like me have to compiled a thesis, so I have to study on my own #00:25:53#		
P	101	Yes, of course that #00:25:54#		
I		Yes. How for speaking, the implementation of discovery learning #00:26:01#		
P	102	For speaking #00:26:04#		

I		With this discovery learning model #00:26:08#		
P	103	For speaking, I think it's better, yeah, maybe if he doesn't know the vocab, he can #00:26:22#	Aspect Assessment of Speaking Skill	I/1/AASS/103
I		Find it by yourself #00:26:23#		
P	104	Find in Google translation, or, for example, if the Google translation doesn't have to be right #00:26:29#	Aspect Assessment of Speaking Skill	I/1/AASS/104
I		Yes, there are also. But it's already rather good now #00:26:31#		
P	105	Yes #00:26:32#		
I		Only most of them stay changed, according to the context, yes ma'am #00:26:37#		
P	106	Yes, yeah, it's easier to find it than before when using a book dictionary, it's really a long time #00:26:45#	Aspect Assessment of Speaking Skill	I/1/AASS/106
I		Yes #00:26:46#		
P	107	With the existence of technology, it is more sophisticated #00:26:49#	Aspect Assessment of Speaking Skill	I/1/AASS/107

I		Now, to the closing question Mrs. Have the students complain about the application of learning model that you teach? For example they get bored or like that #00:27:01#		
P	108	It looks comfortable just like that #00:27:06#		
I		Just comfortable, smoothly #00:27:08#		
P	109	Yes, just smoothly. What do I give yaa #00:27:11#		
I		Immediately responded, right #00:27:12#		
P	110	Immediately responded, so it's not like how come on, it's okay #00:27:17#		
I		Do you have any difficulties in applying this learning model? #00:27:22#		
P	111	No, it's just not enough, it looks like lacking of variation, right #00:27:30#		
I		Oh... yeah, I understand. #00:27:31#		
P	112	Maybe there are the other model that better than this #00:27:39#		
I		More engaging the students #00:27:40#		
P	113	More engaging, right #00:27:41#		
I		Then, What's your plan for the future to further motivate and increase students' achievement through that learning model? The variation maybe, you can give the variation #00:28:01#		
P	114	Maybe not only give... #00:28:04#		

I		From the book maybe #00:28:05#		
P	115	From the book, based on situation. Maybe they are search by themselves the main is to search for their own topic. Let them be free not determined by the teacher. Maybe they more enjoying that, yeah, the important thing is the topic is the same, eh the theme is the same, but the topic is up to you #00:28:30#		
I		Oh yes, free. The topic is different. So from that matter will you innovate in applying this learning model? Maybe you are teach from a book but you unite with real events or from videos #00:28:49#		
P	116	Yes you can, that's right. Yes, it must have collaboration, so what is that #00:28:57#		
I		Looking for a lot of sources, right #00:28:58#		
P	117	Looking for a lot of sources, I have to innovate because if that's the case, then they'll be bored too #00:29:05#		
I		Yes, that's right mam. I think that's all about the question, we just share the story #00:29:11#		
P	118	Of course, I also forgot to remember. #00:29:15#		
I		Yes, no problem Mrs. We also still learn #00:29:18#		
P	119	Yes #00:29:19#		

I		Make innovations to teach the students in the future #00:29:23#		
P	120	Yes, that's right. So that they performance will increase #00:29:26#		
I		Yes, right Mrs. #00:29:27#		
P	121	That's right with learning models that might attract students, so the students don't learn more like that, not get bored #00:29:37#		
I		Yeah, I think that's all Mrs. Assalammu'alaikum warahmatullahi wabarakatuh. #00:29:41#		
P	122	Wa'alaikumsalam warahmatullahi wabarakatuh #00:29:43#		