

APPENDIX 1

List of Questions for Interview

1. Please introduce yourself...
2. Do you have any achievement in speaking skill?
3. How many hours do you study English every day, inside and outside of your school?
4. How often you Speak in English, inside and outside school?
5. Where do you usually use your English?
6. Before your speech, what do you usually do?
7. Do you have to remember the text first or just let it flow what are you thinking of?
8. Do you often repeat what are you saying when you speech?
9. If you found that something was wrong with your speech, do you correct it directly?
10. Do you feel more nervous when your audiences are people you know well?
11. How do you solve your nervousness when you speak?
12. Do you stop your speech when you got nervous?
13. What do you do after your speech?
14. If you feel there is a mistake with your speech, do you apologize to the audience in the end?
15. When there are some questions and answers section. Do you answer it confidently or you need some helps with the others?
16. Do you feel more comfort speak or explain something in English rather than Indonesia language?
17. What kind of activities do you usually do, outside of speaking English?
18. How long do you study every day?

19. Do you focusing on grammar, vocabulary, and pronunciation when you speak English?
20. Do you think we need to concern to grammar, vocabulary, and pronunciation when we speak?
21. Do you often find the difficulties on translating words in your mind when you speak English?
22. When do you feel more difficult, in the beginning, middle, or closing speech?
23. Is there are any accident when you speak? And how do you solve it?

Note: There are some difference additional questions depends on the subject and situation.

APPENDIX 2

Transcription of Teacher Interview

- Interviewer : Assalamu'alaikum Mrs. Tanti, I'm As Amarizulhaq. Is Mrs. Tanti has time for meeting with me to discuss about my research. Gladly, I already have permission from Mrs. Anita as a Vice o Head Master and Curricula in order to take the data of my research.
- Interviewer : I'm sorry to say before, I have tried to call you up but, unfortunately you've been busy. So, I call and text the message through What's Apps.
- Teacher : Yes, I have placed it on the table.
- Interviewer : Thank you Mam, I'm sorry for make you so busy.... But, tomorrow I'll take that, because I can't take it today. Thanks for your consideration.
- Interviewer : I'm sorry, may I meet you today mam Tanti? Because there are some questionnaire that I should give to the learners, the next step of my research data collection, related with the data that you gave me yesterday.
- Teacher : Yes, I'm in MGMP language's room.
- Interviewer : Ok mam, I'm on the way by there.
- Interviewer : Last, I waited until 1 p.m. but you didn't in that room. So, I leave.... Because there are some works that I have to do in my University.... I'm sorry.
- Interviewer : Mam, the data that I suppose to.... Who will I meet to take it?

Interviewer : I'm sorry mam, tomorrow morning at 8 a.m. I'm going to take the data... I'm sorry; I have to call mam Irba?

Teacher : I'm sorry for being late to reply you. How is the paper, did you take it? You must call Mrs. Rimba.

Interviewer : Yet mam, because Mrs. Tanti don't reply my messages. So, I canceled my coming for this time. May I have the number of Mrs. Rimba?

Teacher : 08573xxxxxxx. Monday you can make an appointment with Mrs. Rimba.

Interviewer : Ok, Insha'Allah tomorrow Monday. After this, I will call Mrs. Rimba.... Thank you.

Interviewer : I'm sorry mam, Mrs. Rimba said that the paper have already given to Mrs. Tanti.

Teacher : I'm not receiving anything from her. In my table also empty, there is nothing in there. I'll try to ask her tomorrow.

Interviewer : I'm sorry mam. 8.30 a.m. in this morning, will you have time? Because, I already in SMAM 2.

Teacher : I'm in office for meeting. Maybe the papers are in Mrs. Anita's office.

Interviewer : Ok mam, thanks for your information

Teacher : wait second mas, if you want to give the questionnaire, you could come to school in Saturday. I have a class to do some remedial test with the class that I teach.

Interviewer : Ok mam, ready... thank you.

- Teacher : Later, I will remind you in Friday night. I will send the messages... don't be afraid for being forgotten. Researcher: Ok mam.
- Interviewer : Bu Tanti, Is tomorrow you will give remedial test?
- Teacher : Unfortunately, I'm in the meeting now sir. After this final examination I will ask to them first about do the remedial right now...
- Interviewer : Ok mam. But, if there is a time for Monday, it is no problem to me. In addition, I want to ask about the learners who have special effort or achievement in the field of speaking skill, for example T.O.P 3 of SMAM 2. Because, if there are 3 of the best, average, and low learners it could be happen. In the scale of scoring, the best or the High level learner is above 85. Average is around 75 to 85. Low for below of 75. Better be, so I can observe through them objectively.
- Teacher : If they couldn't do it at Monday in effect, they could not do it sir. The agenda of our school is full. Tomorrow is the last chance for you. If there are none of them in my class, maybe they are in the other class.
- Interviewer : Ok, I thought that they are in your class Mrs. Tanti. Where are the classes nine of them, mam? Maybe tomorrow, I could meet them in school together....
- Teacher : It's separated to all of them, sir. I don't remember them. Researcher: Is next Sunday already in a holiday mam? The target 2 and 3 possibly can get it in your class mam. If the target 1 has a possibility in the other day, if there aren't still on free day.

- Teacher : Unfortunately, learners couldn't do it, sir. On Monday, the classes that I taught will go to Jogjakarta for holiday. I'm sorry, I couldn't help it.
- Interviewer : So, it's already in a holiday mam? When is the date a day school again mam? I'm sorry for bothering you Mrs. Tanti.
- Teacher : Actually, it's not a holiday yet. But, it's really hard to call them up. Active day start it again on July. So, the students will be change over.
- Interviewer : It changed? Then, if you are not in busy... May I have a meeting... just for chatting...? If we chat in W.A. that I feel something isn't right for me. I just need the best 3 of eleventh grade... so; it will not disturb the learners who will graduate. 3 learners from middle level and 3 low level of speaking learners. Maybe, if there is possible to... meet them in other day it's no problem. No being rush.
- Teacher : Actually, it's hard to say it, sir. Because, I couldn't be really make sure that they are the best. I don't teach them all.
- Interviewer : That is true, indeed mam...
- Teacher : My opinion there is the best that is not sure being the best. There should be the others who can do it better than them.
- Interviewer : If I want to know about their achievement in competitions there could be the meter of being used to.
- Teacher : If I select the lowest in speaking there will be not valid either. Nah, that is what I am not remembering about their classes and that should not being the meter of someone who has a good in speaking but did not join any competition. How? So, there should be invalid in the end.

- Interviewer : Actually, there is the way to prove it. Through the evidences of interview records, the result of examination, if there is any achievement in competition. Later, when I interviewed who ever being the champ and who is smart in speaking academic. If there is not both of them, only one each it's no problem. Just the learners who being interviewed will be add. So, there will be 2 versions... the champion of competition's version and the academic one. Later, we could see it by the interview's result... from there, we will now who is the better one when they speak.
- Teacher : Yes, maybe that could be happen but in this semester it will be hard, sir. Maybe for next semester could do it.
- Interviewer : If In want to see the list of learner's scores in the whole classes on the eleventh grade, where should I go mam? If I can finish it before the eating fast I could be fine. Please give me your help mam...
- Teacher : In the Curricula Department, I couldn't dare to touch that area, sir. Because that's duty should be on Vice of Curricula headmaster's department. I'm sorry; you can ask them to Mrs. Anita directly.
- Interviewer : Ok mam, thanks. Tomorrow Monday, Mrs. Anita is present, mam? Thank you.
- Teacher : Mrs. Anita is a Vice of Curricula headmaster, so she always some to school.
- Interviewer : Ok mam, thank you.
- Teacher : You are welcome. Sama2.
- Interviewer : But, it was explained to me by Mrs. Anita that who will be in charge on this, she gave me your number mam, why?

- Teacher : Maybe for English language I'm in charge sir that is me. If you want to see the scores from me, I could not do it. But, the learners who often join the competition, I could know that. It's hard for today to provide it. If you want to know it, you have to come for the next semester. I do busy to input the score's data of learners, sir. You should make an appointment two weeks ago and have already known the agenda of our school. If in this days, the curricula department has been busy also, sir.
- Interviewer : Actually, I do so mam... I have already sent the permission's letter to do this research a month ago... but, I just take it now on. I thought Mrs. Tanti has been busy also. Because you did not reply my messages through W.A. or any messages from me... so we could not meet personally for a long time.
- Teacher : Yes indeed, sir. It is okay for me, later on Insha'Allah for next year we can.
- Interviewer : I'm sorry mam, for being bothering you again... I want to know the phone number of the learners that I want to research with the qualification that we have already discussed before.... Let me make an appointment to them personally. I'm sorry, if you could. Because, if we do it for the next semester... the scores should be invalid, then I should be collect it again and it will need more time.
- Interviewer : I've already asked Mrs. Anita (Vice of Curricula headmaster's department) about the data of XI grade. She will give it to you Mrs.
- Teacher : I do not have all of their numbers because it's only in the group of Line and some of them are not being active member.
- Interviewer : maybe, one of their friends could provide me that later on, I should look for it.

- Teacher : That would be the champion of English Competition or who has a high score in English, sir?
- Interviewer : Both of them, mam. And their entire name also.
- Teacher : There should be hard to do, sir. Because, there are not all of the smart learners speaking skill and the one who champ of competition also have a high score. I don't have their numbers. I only have it by Line.
- Teacher : All smart students almost in MIPA classes. So, I will choose them in those classes. I also get their data from Mrs. Anita as a head Curricula that she gave me.
- Teacher : They are consisting of 3 level learners that you asked before. They are in the MIPA classes, their qualifications just like this, high level learner who has been top 5 and she has above 85 scores in English subject. An average has been in top 10 in her own class and she has around 75-85 scores in English subject. The last, this low level learner is in below 10 ranks in his own classes and he has 75 below, in English subject.
- Interviewer : If that so, it should be the excellent one in speaking. If there is the one who join the competition also. Because, the learners who good in speaking not also join the competition also. I do have a Line, mam... maybe I could... what is the Id of yours, mam?
- Teacher : *mamtanti*
- Interviewer : Good night Mrs. Tanti, I just want to permit for tomorrow Sunday there would be an Interview with your learners Mrs. Tanti.... It would be at 8 a.m. in school, mam. May I? If you please me
- Teacher : Today, in this school there are some activities all day long.

- Interviewer : Is it talent show, mam? I'm sorry; the interview should be on 6th mam, isn't it?
- Teacher : Go ahead; you may make an appointment with the learners.
- Interviewer : Yes mam. Later on the Registration's place should be. Just for a moment only... maybe in the corner of it.
- Teacher : Yes, you may have May permission. But you have to ask the permission to registration officer also.
- Interviewer : Mrs. Tanti, 3 of them would be my subject of my research. All of them are in the MIPA classes. Indeed, these are the name of learners.... And this interview record would be their consideration of the research. Thank you mam...
- Teacher : Ok, sir. Go ahead... good luck.

APPENDIX 3

Transcription of High Learner Interview

(High Learner = HL)

Interviewer : Please introduce yourself....

HL : eh, my name is....., I'm studying in SMA Muhammadiyah 2 Surabaya and I'm from 11 Science IPA 1.

Interviewer : How many hours do you study English every day?

HL : mmm, I'm studying English every day in school and after school usually have English Course.

Interviewer : How many hours do you take it?

HL : For 2 hours.

Interviewer : Do you often use English every day?

HL : yes, with me and sister

Interviewer : wow every day, so in your daily life you speak English every day?

HL : sometimes, not every time I speak English

Interviewer : how about percentage, from 0 to 100... how many frequently do you speak English.

HL : mmm, 60 maybe.

Interviewer : 60?

HL : yeah.

Interviewer : So, you speak English mostly in your home?

- HL : Yes, and in course.
- Interviewer : So, what you do before presentation. Maybe, you remember the text what you want to speak or maybe just remember the topic and then you speak?
- HL : I usually prepare before I speak in front of the people. So, I prepare too much and what I'm going to speak, I prepare the vocab first, and then I just...
- Interviewer : Do you feel more comfort when you know the audience is your friends or someone you know? Or maybe you feel more comfort when you didn't know about the audience?
- HL : mmm, I actually feel more comfortable when I speak with mmm... people I don't really know... I think... I can... what is that? (*She forgot about the words, try to recollect and repeat it better sentence structure*) I feel more comfort when I'm, when I'm presented in front of people who I don't know before.
- Interviewer : Do you feel nervous when you speak?
- Situation (*Even though in surround us there are some people talk loudly, she still continued and can control her speak very well*)
- HL : mmm, I really nervous when I speak in front of people and... actually, it's not about the people but it is depend on the topic too, it's really hard... (*She correct it, directly*) it's hard for me too and I will have a nervous.
- Interviewer : What do you do I you have some nervous? Do you feel, it's time to stop and try to remember or do you want to speak it later after your speech?
- HL : yeah, I will stop for a while for about... for a while, and then try to speak again.

Interviewer : If there are something's wrong with your speech, do you correct it instantly or directly?

HL : Yeah, I will correct it directly because yeah, I want them to know what I speak about.

Interviewer : okay... so, the important is the audiences know what you speak?

HL : Yeah.

Interviewer : Then, after presentation or your speech maybe... what do you do? Maybe thanks to the audience or ask something about the audiences?

HL : Yeah, I usually say thanks to them because they pleased me and I will ask mine apologize if I have mistaken.

Interviewer : If there are any questions, do you feel comfort to you when you answer it or maybe need someone else or with your friend or maybe your teacher?

HL : I think, I will answer it by myself.

Interviewer : So, you comfort when you answer it by yourself.

HL : Yes.

Interviewer : Ok... outside of the speech, maybe outside of your school. What do you do? What do you like to do? Maybe outside of your speaking English... do you study or reading comics, or textbooks, or playing football, Basketball...

HL : I like Biology and I usually work with it. I usually join some competitions about English or Olympiad Biology...

Interviewer : So, you did take an Olympiad, yes?

HL : Yes.

Interviewer : Do you have any achievement in that Olympiad?

HL : Actually it's not achievement but this is the greatest achievement I my life. I have achieved 19 ranks in OSN (Nation Biology Competition) and I have joined student exchange to Australia and I'm so proud because, ah... I can go to Australia by myself.

Interviewer : When did it happen?

HL : Last year.

Interviewer : Last year. How long do you study, inside and outside of school?

HL : Study about English?

Interviewer : Yeah.

HL : mm.... I study English twice a week in school, for about three times, for about 8 hours, and I join English course after, after school ah... on Tuesday, Thursday, and Friday for about two hours each.

Interviewer : Did you find the difficulty in Speaking English?

HL : Yes, I find it. The difficult when the topic is hard for me... like Economics, Politics, or something like that.

Interviewer : Do you need Grammar, Vocabulary and Pronunciation when you speak? Which one is the hardest thing when you speak English?

HL : I think it is a grammar because, I don't really know about Grammar... yeah, I find it. The easiest (easiest) is pronunciation and vocabulary.

Interviewer : Okay.... So, which part you feel hard when you speak English, in the opening, in the middle or in the closing?

HL : In the opening.

Interviewer : Opening?

HL : Because, we have to control ourselves. We have prepared our mind and prepare ourselves to speak.

Interviewer : Is there are any accident when you speak English, maybe you feel nervous and then stop, blank or something?

HL : Yeah, Last month I do a Cambridge Test and then when I do a... when I did a speaking test. I stop because I feel break, but after I control myself, I can, I could speak.

Interviewer : Which one, about the topic or maybe some words that you feel hard and then you blank? Which one?

HL : Yes, the examiner. They give, they gave me a paper about the topic and I feel like the words, the words which still hard for me, and then I asked him what was it about, and they try to help me then I can explain it by my own words.

Interviewer : Okay, thank you for your all of your time. That's all thank you.

HL : Thank you.

- The end the interview

APPENDIX 4

Transcription of Average Level Learner Interview

(Average Learner = AL)

Interviewer : Please, Introduce yourself...

AL : My name is..., I'm eleventh grade in SMA Muhammadiyah 2 on program MIPA 4. Something likes that...

Interviewer : How many hours do you study English every day?

AL : How many?

Interviewer : How many hours, you usually speaking English?

AL : Every day or...

Interviewer : Yeah, every day.

AL : ah... Depends on the occasion I think.

Interviewer : mmm...

AL : Not every day, only when there is a lesson about it.

Interviewer : How about your study? Do you study English every day, how many hours?

AL : No, I don't have exact time for that.

Interviewer : mmm... but actually in a week you study English, right?

AL : Yeah, in school.

Interviewer : How often you speak English, in your school and outside of your school?

AL : I speak English occasionally, spontaneously... spontaneous is what?

Interviewer : Spontaneously

AL : Yeah, spontaneously.

Interviewer : Where you usually speak English, inside school or...?

AL : In school... yeah, with friends or maybe when I text somebody, I just use it.

Interviewer : Okay, mmm... Usually, what do you do before presentation or speech?

AL : mmm...

Interviewer : Do you remember the text first or just let it flow what are you thinking of?

AL : I read the text first, I try to remember it but when I presented it and I forget, I try to improve it with my own language.

Interviewer : Do you feel more comfort when you know the listeners is your friends or someone that you know. Do you feel more comfort or?

AL : Yes, of course. But, when there are all of people, I get nervous too. Yeah it is.

Interviewer : Yeah... how about the strangers, maybe someone who do not know you to listen your speech. What do you feel?

AL : Maybe when I speech and somebody listen?

Interviewer : yeah.

AL : I think it's alright. Mm... The audience... I don't know the audience all of them or I know some of them?

Interviewer : Yeah, maybe some of them know you and the others are stranger that you don't.

AL : ah, I try to be as calm as possible.

Interviewer : What do you do if you feel nervous when you speak? Do you stop and try to remember or speak whatever you like to?

AL : I stop for a while, or maybe if I can control myself. I just translate in my head.

Interviewer : Okay, if you feel there are something is wrong with your speech. What do you do? Do you correct it directly or take another speech for later?

AL : If I remember it, right there and then, maybe I usually correct it directly.

Interviewer : What do you do after presentation or your speech?

AL : I thank the listener for listening.

Interviewer : and then?

AL : And Apologize I there are something wrong with my speech.

Interviewer : So, you feel that your speech is not good enough then you feel something is wrong?

AL : Mm... (She tries to give her point of view) What we say to other people, sometimes they didn't accept with the same with the other people. When I say A to him and he hears P and all. I think I just need to say apologize to them. That's all.

Interviewer : When Question & Answer section. Then the audience asks you something that you feel there is something wrong with your speech, and then you will apologize first. Yeah?

AL : Yeah, of course.

Interviewer : Then, if there are some questions. Do you comfort to answer it by yourself or maybe need another people helps?

AL : If I can answer it by myself then, I will answer it.

Interviewer : Then, outside of your speech. What do you like to do every day?
In the corridor of speaking

AL : Mm... I just speak English spontaneously. Sometimes there will be more comfortable to say it in English than Indonesia.

Interviewer : Like a daily life. You usually speak English?

AL : Not usually but sometimes I just feel comfort to explain something in English rather than in Indonesia.

Interviewer : So, you feel not comfort when....

AL : In some topics it is. Yes.

Interviewer : Is there are any activities do you like to do frequently every day and what is that?

AL : Excuse me...

Interviewer : What kinds of activities do you do frequently? Outside of speak English.

AL : I like to drawing with my computer and reading the stories, something like that.

Interviewer : Read some (using English subtitle) English stories.

AL : If in the Internet. It's in English usually.

Interviewer : How long do you study every day? Not only in English maybe IPA, IPS or something else?

AL : I don't have the exact time. I usually study when there is homework or test for tomorrow.

Interviewer : Do you find the difficulties when you speak?

AL : In pronunciation, or grammar sometimes, but the worst is vocabulary I think. Sometimes, I just loss the words what I want say.

Interviewer : So, you do not focusing on focusing on vocabulary and grammar when you speech?

AL : Yeah but.... What should I put it? It's just flow but, when I want to say something, sometimes I just forget... I can't speak out the words but, like I know this word but I forget.

Interviewer : Do you think vocabulary and grammar needs it in speaking?

AL : Actually, yes. But, depends on the people you talk to. Let's say like American didn't really focus on the grammar as long as they understand what you say. But, I think it's really important.

Interviewer : Okay, which part is the hardest to say? When you opening, middle, or closing speech?

AL : In the middle.

Interviewer : In the middle?

AL : When I explain the material of my speech.

Interviewer : So, you didn't feel hard in the opening speech.

AL : Not really, I think.

Interviewer : Is there are any accident when you speech? Maybe when you speech, there are something bothering you and then, you forget the words that you want to speak.

AL : I think yes. Sometimes, it happened inside of my class.

Interviewer : What kinds of accident?

AL : I forgot the words, a sentence or two but I think they didn't really know it. So yeah,

Interviewer : Okay, that's all. Thank you for your time.

- The end the interview

APPENDIX 5

Transcription of Low Level Learner Interview

(Low Learner = LL)

Interviewer : Please, introduce yourself...

LL : My name, I'm in Eleventh grades of MIPA 4 in SMA Muhammadiyah Surabaya.

Interviewer : Okay, How often do you study English?

LL : In the past, I often... when I took course but now I do not take course anymore so I only study at school and look at the movies with English dub.

Interviewer : So, you like to watch movies with English dub.

LL : Yeah, with English dub.

Interviewer : What kind of movies?

LL : Like mmm... *Avengers*, *Batman*, something like that...

Interviewer : How often do you watch that kinds of movie?

LL : In holidays, I can watch it all night long. But, when in the active weeks, I watch it only in Saturday and Sunday.

Interviewer : So, you have lots of movie collections?

LL : Yeah.

Interviewer : In the scope of English, mostly do you use it when you are inside or outside of your school?

- LL : Mostly inside of school, when in the outside of school, I meet... what... In holiday when I met tourists, I do asking them when we are in the holiday. Yeah, but I feel that mostly I use it when I'm in school when I have a science work, presentation.
- Interviewer : Before you do the presentation what do you do? Remember the text or you do it directly or...
- LL : mmm... Remembering is not but only the point of the story. So, when I speak will be easy if I try to remember it mostly will be harder for my opinion.
- Interviewer : mmm.... If I ask you in formal English, Can you answer it?
- LL : I can.
- Interviewer : Okay, mmm... when you feel nervous, what do you do to calm it down?
- LL : I just... relax myself... and.... mmm... I shake my hand because I think it can slow down my nervous. It's going to be gone when I did that.
- Interviewer : So, when you speak English, you feel nervous then you will stop for a while and then start it again?
- LL : Yes. (Try to explain more and give his point of view) Maybe I feel that nervous is when you talk to public to another person but if I talk to my classmate I don't really get nervous.
- Interviewer : So, you often get nervous when you speak to another people (Someone who he does not know well).
- LL : Yes.
- Interviewer : Okay, when you feel something's wrong with your speech. Do you correct it directly or just continue your speaking?

- LL : I think... mmm... I think correct the wrong speech and continue it again.
- Researcher : When you find the question or maybe something that your friends ask to you. Do you answer it by your own words or you need your friends help?
- LL : No, I just. Mm... believe it, believe in myself I answer it by... I answer it alone.
- Interviewer : What do you do after presentation? Do you like to apologize first and thanks or maybe you feel comfort and then closing?
- LL : I like to... mmm, apologize first. And then I feel comfort because it is done.
- Interviewer : Do you apologize because you feel there are something's wrong with your speech or just it is just a habit when you speech?
- LL : I think.... maybe there are something's wrong because I'm not really good in English, I just... I just... I just know about a basic like grammar so, I apologize to who hear my presentation.
- Interviewer : In the speaking, which one do you feel the hardest between pronunciation, grammar, or vocabulary?
- LL : I think... I think... I think a... grammar.
- Interviewer : Why?
- LL : I don't really... I don't really... I don't really know too much about that but about pronunciation, I was... mmm... learn in the Oxford, Oxford Dictionary... about pronunciation, my.... My teacher always mmm... talk that "You have to learn about pronunciation!" Just like that.

Interviewer : Okay, mmm... outside of your speaking English. What kinds of activities do you like to do after school?

LL : mmm, maybe... I speak English?

Interviewer : Outside of speaking.

LL : Outside of speaking, or outside of school?

Interviewer : Yeah.

LL : Maybe when I... maybe mmm... when I see a video in YouTube there are many English.... There are many speaking English so, I repeat it. Because I want to... talk it like that.

Interviewer : So, you want to imitate fluent speaker like another language?

LL : Yes.

Interviewer : Which one is the hardest part, in the opening, middle, or closing of your speech?

LL : I think the opening. Because, the opening when you speech it's going to be... people it's going to be so silent... you will get nervous your... maybe you hand shaking so, I think it's hard to slow down the... slow down the... your nervous.

Interviewer : Okay, Is there are any accident when you speak English?

LL : mmm...

Interviewer : Maybe you feel blank when you speak English. When and where it happen?

LL : I think it's not. Because, I'm not really often do English public speaking. Just in like in classmate when it's gone successful but when maybe in Mushola or Mosque, I never try that.

Interviewer : So, you feel not comfort when you speak in front of people?

LL : Yes, because many people seen you with thousand eyes. I don't really comfort about that.

Interviewer : But I think you speak very well when I interview you like now.

LL : mmm...

Interviewer : You should try it, maybe later on.

LL : yes, maybe later. When, maybe I want to standup comedy with mmm... English mmm... maybe.

Interviewer : Okay that's all. Thanks for your time...

- The end the interview

APPENDIX 6

Transcription of Questionnaire's Instruction

- Interviewer : Before we do the Interview section I would like to give you some instructions. First, this interview will be one by one. Second, interview will not take twice. Third, the answers should be your true strategy. Is there any question?
- Learner : what the meaning of this scale; agree and disagree?
- Interviewer : Strongly disagree, Disagree, Slightly disagree are indicated that you used that strategies. Then, partly agree, Agree, Strongly agree are indicated that you are not use those strategies. Is there anything else?
- Learners : No, sir.
- Interviewer : Ok, let's, start the Questionnaire

APPENDIX 7

Metacognitive Learning Speaking Questionnaire

High Learner (HL)

NAME HL
CLASS : XI MIPA 1

Representative Strategies & Definitions

Selective Attention : Focusing on special aspects of learning tasks, as in planning to speak for key words or phrases.

Planning : Planning for the organization of spoken discourse.

Monitoring : Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.

Evaluation : Checking comprehension after completion a perceptive language activity, or evaluating language production after it is has taken place.

The statements below describe some strategies for speaking comprehension and how you feel about speaking in the language you are learning. By responding to these statements, you can help yourself and your teacher understand your progress in learning to speak. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I like speaking English	1	2	3	4	5	6

I. Selective Attention	
1. When I speak, I use the words that they understand to	1 2 (3) 4 5 6
2. I focusing on special aspects of text when I have	1 2 (3) 4 5 6
3. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1 2 3 4 5 (6)
II. Planning	
5. Before I start to speak, I have a plan in my head for how I am going to speak	1 2 3 4 5 (6)
6. Before I speak, I planned a proper sentences to explain my idea.	1 2 3 4 5 (6)
7. I plan to use an easiest words before I speak to avoid slip of the tongue	1 2 3 4 (5) 6
8. I try to use a good grammar to speak.	1 2 3 4 (5) 6
9. I planned to do the best at pronunciation when I speak	1 2 3 4 5 (6)
10. Before I speak, I try to remember as much as many vocabularies that I could	1 2 3 4 (5) 6
11. I planned to avoid eyes contact with the audiences when I speak to avoid my nervousness.	1 2 (3) 4 5 6
III. Monitoring	
12. I think back about the topic to help me understand.	1 2 3 4 (5) 6
13. As I speak, I compare what I understand with what I know about the topic.	1 2 3 4 (5) 6

14. I associate new information with printed picture to help me speak to	1	2	3	4	5	6
15. I try to get back on track when I lose concentration.	1	2	3	4	5	6
16. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
17. I concerned to pronounce words quite clear and correct when I speak	1	2	3	4	5	6
18. I concerned to use a good grammar to speak	1	2	3	4	5	6

IV. Evaluation

19. When my mind wanders, I recover my concentration right away	1	2	3	4	5	6
20. Before speaking I think of similar texts that I may have spoken to.	1	2	3	4	5	6
21. As I speak, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
22. After speaking, I think back to how I spoken, and about what I might do differently next time.	1	2	3	4	5	6
23. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
25. I find that speaking is easier than reading in English.	1	2	3	4	5	6
26. I find that speaking is easier than listening in English.	1	2	3	4	5	6
25. I find that speaking is easier than writing in English.	1	2	3	4	5	6
26. As I speak, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
27. I translate in my head as I speak.	1	2	3	4	5	6

28. I translate word by as I speak	1	2	3	4	5	6
V. Additional						
29. I feel that speaking performance in English is a challenge for me.	1	2	3	4	5	6
30. I do not have problems in speaking English.	1	2	3	4	5	6
31. I need to improve my vocabulary knowledge to speak better.	1	2	3	4	5	6
32. I prefer speaking activities that include pair-work	1	2	3	4	5	6
33. I prefer speaking activities that include group-work.	1	2	3	4	5	6
34. I enjoy role-plays.	1	2	3	4	5	6
35. I don't like any kind of speaking activities at all.	1	2	3	4	5	6

Categorizations

- Not use: Strongly disagree, Disagree, Slightly disagree.
- Use: Partly agree, Agree, Strongly agree.

APPENDIX 8

Metacognitive Learning Speaking Questionnaire

Average Learner (AL)

NAME AL
CLASS : XI MIPA 4

Representative Strategies & Definitions

Selective Attention : Focusing on special aspects of learning tasks, as in planning to speak for key words or phrases.

Planning : Planning for the organization of spoken discourse.

Monitoring : Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.

Evaluation : Checking comprehension after completion a perceptive language activity, or evaluating language production after it is has taken place.

The statements below describe some strategies for speaking comprehension and how you feel about speaking in the language you are learning. By responding to these statements, you can help yourself and your teacher understand your progress in learning to speak. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
like speaking English	1	2	3	4	5	6

I. Selective Attention

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. When I speak, I use the words that they understand to | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I focusing on special aspects of text when I have | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I use the general idea of the text to help me guess the meaning of the words that I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |

II. Planning

- | | | | | | | |
|--|---|---|---|---|---|---|
| 5. Before I start to speak, I have a plan in my head for how I am going to speak | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Before I speak, I planned a proper sentences to explain my idea. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I plan to use an easiest words before I speak to avoid slip of the tongue | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I try to use a good grammar to speak. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I planned to do the best at pronunciation when I speak | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Before I speak, I try to remember as much as many vocabularies that I could | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I planned to avoid eyes contact with the audiences when I speak to avoid my nervousness. | 1 | 2 | 3 | 4 | 5 | 6 |

III. Monitoring

- | | | | | | | |
|---|---|---|---|---|---|---|
| 12. I think back about the topic to help me understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. As I speak, I compare what I understand with what I know about the topic. | 1 | 2 | 3 | 4 | 5 | 6 |

14. I associate new information with printed picture to help me speak to	1	2	3	④	5	6
15. I try to get back on track when I lose concentration.	1	2	3	④	5	6
16. I use my experience and knowledge to help me understand.	1	2	3	4	⑤	6
17. I concerned to pronounce words quite clear and correct when I speak	1	2	3	④	5	6
18. I concerned to use a good grammar to speak	1	2	3	4	⑤	6

IV. Evaluation

19. When my mind wanders, I recover my concentration right away	1	2	③	4	5	6
20. Before speaking I think of similar texts that I may have spoken to.	1	2	③	4	5	6
21. As I speak, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	④	5	6
22. After speaking, I think back to how I spoken, and about what I might do differently next time.	1	2	3	4	⑤	6
23. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	④	5	6
25. I find that speaking is easier than reading in English.	1	2	③	4	5	6
26. I find that speaking is easier than listening in English.	1	2	3	4	⑤	6
25. I find that speaking is easier than writing in English.	1	2	③	4	5	6
26. As I speak, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	③	4	5	6
27. I translate in my head as I speak.	1	2	③	4	5	6

28. I translate word by as I speak	1	2	3	4	5	6
V. Additional						
29. I feel that speaking performance in English is a challenge for me.	1	2	3	4	5	6
30. I do not have problems in speaking English.	1	2	3	4	5	6
31. I need to improve my vocabulary knowledge to speak better.	1	2	3	4	5	6
32. I prefer speaking activities that include pair-work	1	2	3	4	5	6
33. I prefer speaking activities that include group-work.	1	2	3	4	5	6
34. I enjoy role-plays.	1	2	3	4	5	6
35. I don't like any kind of speaking activities at all.	1	2	3	4	5	6

Categorizations

- Not use: Strongly disagree, Disagree, Slightly disagree.

Use: Partly agree, Agree, Strongly agree.

APPENDIX 9

Metacognitive Learning Speaking Questionnaire

Low Learner (LL)

NAME : LL
CLASS : XI MIPA 4

Representative Strategies & Definitions

Selective Attention : Focusing on special aspects of learning tasks, as in planning to speak for key words or phrases.

Planning : Planning for the organization of spoken discourse.

Monitoring : Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.

Evaluation : Checking comprehension after completion a perceptive language activity, or evaluating language production after it is has taken place.

The statements below describe some strategies for speaking comprehension and how you feel about speaking in the language you are learning. By responding to these statements, you can help yourself and your teacher understand your progress in learning to speak. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I like speaking English	1	2	3	4	5	6

I. Selective Attention

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. When I speak, I use the words that they understand to | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I focusing on special aspects of text when I have | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I use the general idea of the text to help me guess the meaning of the words that I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |

II. Planning

- | | | | | | | |
|--|---|---|---|---|---|---|
| 5. Before I start to speak, I have a plan in my head for how I am going to speak | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Before I speak, I planned a proper sentences to explain my idea. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I plan to use an easiest words before I speak to avoid slip of the tongue | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I try to use a good grammar to speak. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I planned to do the best at pronunciation when I speak | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Before I speak, I try to remember as much as many vocabularies that I could | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I planned to avoid eyes contact with the audiences when I speak to avoid my nervousness. | 1 | 2 | 3 | 4 | 5 | 6 |

III. Monitoring

- | | | | | | | |
|---|---|---|---|---|---|---|
| 12. I think back about the topic to help me understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. As I speak, I compare what I understand with what I know about the topic. | 1 | 2 | 3 | 4 | 5 | 6 |

14. I associate new information with printed picture to help me speak to	1	2	3	4	5	6
15. I try to get back on track when I lose concentration.	1	2	3	4	5	6
16. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
17. I concerned to pronounce words quite clear and correct when I speak	1	2	3	4	5	6
18. I concerned to use a good grammar to speak	1	2	3	4	5	6

IV. Evaluation

19. When my mind wanders, I recover my concentration right away	1	2	3	4	5	6
20. Before speaking I think of similar texts that I may have spoken to.	1	2	3	4	5	6
21. As I speak, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
22. After speaking, I think back to how I spoken, and about what I might do differently next time.	1	2	3	4	5	6
23. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
25. I find that speaking is easier than reading in English.	1	2	3	4	5	6
26. I find that speaking is easier than listening in English.	1	2	3	4	5	6
25. I find that speaking is easier than writing in English.	1	2	3	4	5	6
26. As I speak, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
27. I translate in my head as I speak.	1	2	3	4	5	6

28. I translate word by as I speak	1	2	3	4	5	6
V. Additional						
29. I feel that speaking performance in English is a challenge for me.	1	2	3	4	5	6
30. I do not have problems in speaking English.	1	2	3	4	5	6
31. I need to improve my vocabulary knowledge to speak better.	1	2	3	4	5	6
32. I prefer speaking activities that include pair-work	1	2	3	4	5	6
33. I prefer speaking activities that include group-work.	1	2	3	4	5	6
34. I enjoy role-plays.	1	2	3	4	5	6
35. I don't like any kind of speaking activities at all.	1	2	3	4	5	6

Categorizations

- Not use: Strongly disagree, Disagree, Slightly disagree.

Use: Partly agree, Agree, Strongly agree.

APPENDIX 10

Transcription of High Level Learner Speech

The Theme “Teacher”

Situations (Open Area) in one take (in 5 minutes)

In my opinion I think, I like teacher who can be friend like friendly to his students and open, they can teach them well and don't give their students lot of homework. I want to talk about my favorite teacher in SMAMDA, she is my English teacher. She usually give her students lots of homework, but what I like about her is; she is really friendly to her students because everyone in her class fell enjoy and then feel don't afraid of her. The one of my physics teacher I don't like him because... but, actually he is kind and friendly too and usually he don't give lot of homework. I think he is like intimidate to his students like “You are not good and you are good” and I feel it is not fair to his students.

Note: She spent 2 minutes and 19 seconds

APPENDIX 11

Transcription of Average Level Learner Speech

The Theme “Teacher”

Situations (Open Area) in one take (in 5 minutes)

I have a teacher in Junior high, she teach physics and motivate me to learn physics more, because she was actually discipline but she can be sociable at times. We have a similar hobby that watching animation or like anime. Sometimes, she gave me present and I should answers them with I get 80 or more and I can get some movies from her. And then sometimes, we do martial arts together and we punch out together, something like that but, we still respect each other of course, because she is my teacher but, I do really like her... I mean, she can be scary and all about at times will be so independent and because of her, Physics is becoming my favorite subject. I like teacher that serious but, they teach with clearly and straight to the point, not too wide of the subject, that's all.

Note: She spent 2 minutes and 7 seconds

APPENDIX 12

Transcription of Low Level Learner Speech

The Theme “Teacher”

Situations (Open Area) in one take (in 5 minutes)

I will describe my favorite teacher, my favorite teacher *have* ability to teach me and my friend. My favorite teacher is known situation in class, example... the example... there are so *habit*... bring situation in class conducive or happy with seriously or... comfort. My favorite teacher in this school...

(Actually, he confuse to choose who teacher is he going to tell about, because he did not has any favorite or bad teacher in his school)

Teacher who has a good appearance is my History teacher, because he is has to know situation and condition in class with his students, and situation in class are conducive, he give exercise in group presentation but rarely... he gave it as his final exam.

Note: He spent 4 minutes and 41 second.

APPENDIX 13

The Result of Metacognitive Strategy of High Level Learner

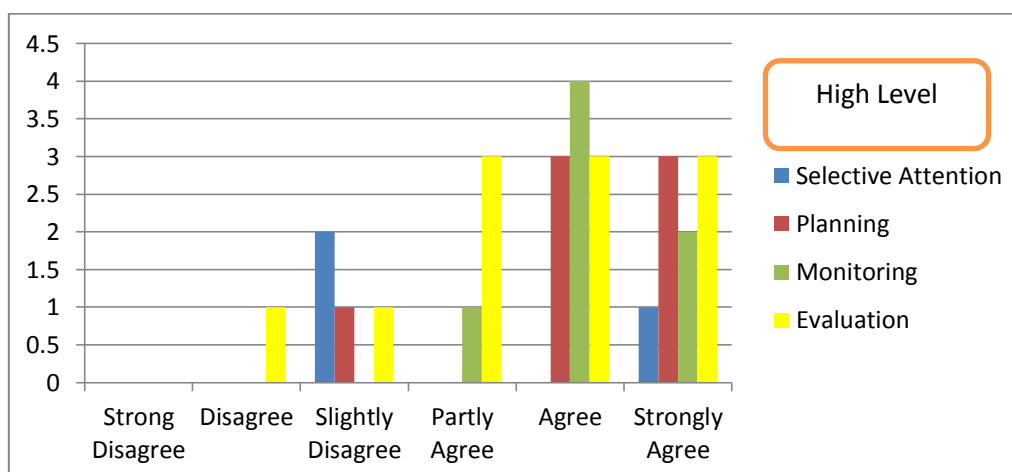
Table 1: the percentage of High Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention			7.14%			3.57%
2	Planning			3.57%		10.71%	10.71%
3	Monitoring				3.57%	14.28%	7.14%
4	Evaluation		3.57%	3.57%	10.71%	10.71%	10.71%
Total Percentage			3.57%	14.28%	14.28%	35.70%	32.13%
		17.85%			82.15%		

Table 4: High Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1.	Selective Attention			2			1
2.	Planning			1		3	3
3.	Monitoring				1	4	2
4.	Evaluation		1	1	3	3	3
Total			1	4	4	10	9

Figure 1: Chart of High level learner Metacognitive Learning Speaking



APPENDIX 14

The Result of Metacognitive Strategy of Average Level Learner

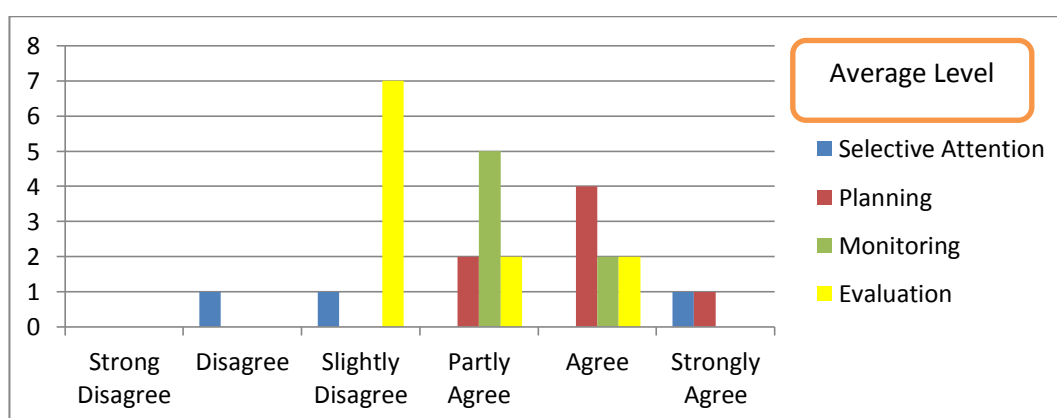
Table 2: the percentage of Average Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention		3.57%	3.57%			3.57%
2	Planning			3.57%	7.14%	14.28%	
3	Monitoring				17.85%	7.14%	
4	Evaluation			24.99%	7.14%	7.14%	
Total Percentage			3.57%	32.13%	32.13%	28.56%	3.57%
		35.70%			64.30%		

Table 5: Average Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1.	Selective Attention		1	1			1
2.	Planning				2	4	1
3.	Monitoring				5	2	
4.	Evaluation			7	2	2	
Total			1	9	9	8	1

Figure 2: Chart of Average level learner Metacognitive learning speaking



APPENDIX 15

The Result of Metacognitive Strategy of Low Level Learner

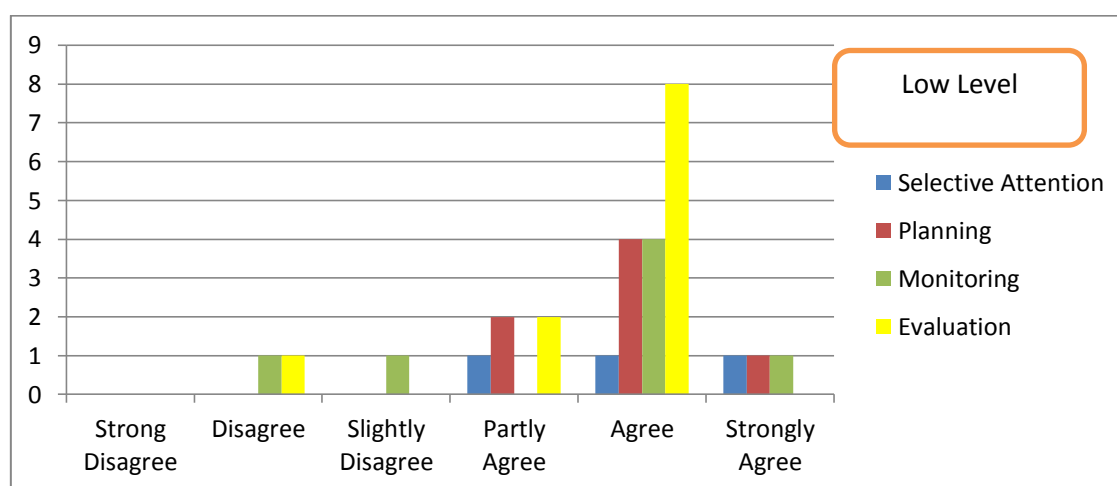
Table 3: the percentage of Low Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention				3.57%	3.57%	3.57%
2	Planning				7.14%	14.28%	3.57%
3	Monitoring		3.57%	3.57%		14.28%	3.57%
4	Evaluation		3.57%		7.14%	28.56%	
Total Percentage			7.14%	3.57%	17.85%	60.69%	10.71%
		10.70%			89.30%		

Table 6: Low Level Learner Metacognitive Learning Speaking

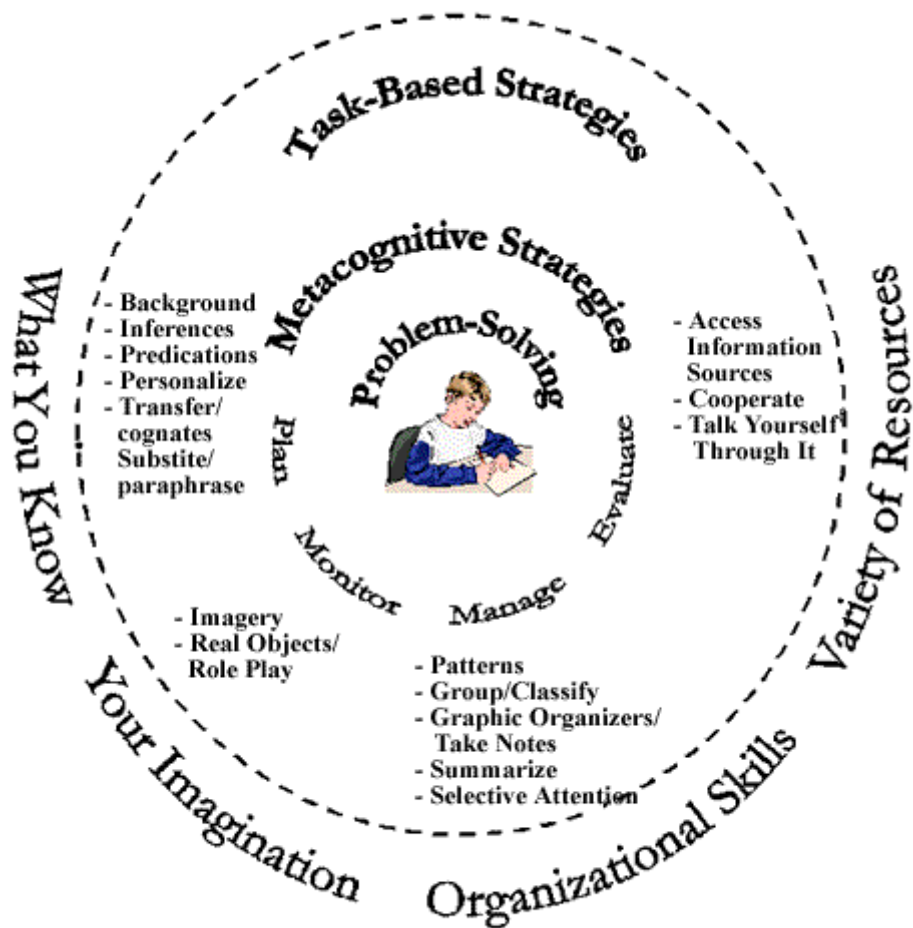
No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1.	Selective Attention				1	1	1
2.	Planning				2	4	1
3.	Monitoring		1	1		4	1
4.	Evaluation		1		2	8	
Total			2	1	5	17	3

Figure 3: Chart of Low level learner Metacognitive learning speaking







APPENDIX 16

The Application of Learning Strategy



APPENDIX 17

Learning Strategies List for Students

METACOGNITIVE STRATEGIES		
Strategy	Description	
Organize / Plan	 Calendar	<ul style="list-style-type: none"> -Plan the task or content sequence. -Set goals. -Plan how to accomplish the task.
Manage Your Own Learning	 Pace Yourself	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.
Monitor	 Check	While working on a task: <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Are you understanding? -Check your production as you use the language. Are you making sense?
Evaluate	 I did it!	After completing a task: <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were in helping you accomplish the task.

BIOGRAPHY



As Amarizulhaq atau biasa dipanggil Amar dilahirkan pada tanggal 09 Februari 1991 di Surabaya, Jawa Timur. anak kedua dari empat bersaudara, pasangan Bapak Marwah dan Ibu Amala. Tamat SD Muhammadiyah 23 tahun 2003, Amar menyelesaikan sekolah Sekolah Dasar-nya di Tandes, Surabaya. Kemudian, dia melanjutkan sekolah dan tamat di SMP Muhammadiyah 14 tahun 2006, dan SMA Muhammadiyah 8 tahun 2009 di Tandes. As Amarizulhaq menempuh studinya lulus dan mendapat gelar sarjana (S1) Program Studi Pendidikan Bahasa Inggris dari Universitas Muhammadiyah Surabaya pada tahun 2016.

Amar mempunyai minat-minat didunia Public Speaking. Ketika berusia 8 tahun, dia mengikuti lomba DA'I cilik tingkat Kabupaten di gedung Departement Agama, Surabaya. Saat masih sekolah di SMA dia bergabung dengan Speaking Club tingkat SMA yang berada di Surabaya. Ketika kuliah di Universitas Muhammadiyah Surabaya pun dia menjadi perwakilan UMSurabaya Kopertis VII saat dia semester 4. Saat ini dia dipercayai untuk menjadi Tutor Bahasa Inggris di SMA Muhammadiyah 10 Surabaya.

Selain itu dia gemar bermain bola basket. Setiap ada waktu luang, dia sering bermain bola basket dengan kerabat dan teman. Terkadang, dia mengikuti kompetisi tingkat RW di Tandes.